



UNIVERSITY
OF
JOHANNESBURG



TEACHING AND LEARNING REPORT 2012



UNIVERSITY OF DISTINCTION



The University of Johannesburg (UJ)—one of the largest, multi-campus, residential universities in South Africa — seeks to achieve the highest distinction in scholarship and research within the higher education context. Born from the 2005 merger between the former Rand Afrikaans University (RAU), the Technikon Witwatersrand (TWR) and the Soweto and East Rand campuses of Vista University, the University of Johannesburg's unique academic architecture reflects a comprehensive range of learning programmes, leading to a variety of qualifications, from vocational and traditional academic to professional and postgraduate, across the four campuses – Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein and Soweto. The campuses vary in size and each has its own character and culture, contributing to the institution's rich diversity.

The University of Johannesburg has benefited from a large pool of researchers bringing together various fields of expertise and research focus areas. The University provides the ideal ground for interdisciplinary research and currently has 114 rated researchers. Six of these researchers are A-rated – all of whom are recognised as world leaders in their field. UJ is also home to 22 research centres.

The University fosters ideas that are rooted in African epistemology, but also addresses the needs of a South African society and the African continent as it is committed to contribute to sustainable growth and development. UJ continues to build a culture of inclusion, embracing South Africa's rich histories, cultures, languages, religions, genders, races and social and economic classes. Additionally, the University encourages a culture of service as part of the University student experience and it proudly pursues a four-language policy in English, isiZulu, Afrikaans and Sesotho sa Leboa.

UJ staff and students come from over 50 countries in Africa and around the world. The University has also built links, partnerships and exchange agreements with leading African and other international institutions that further enrich the academic, social and cultural diversity of the UJ campuses. It is also the recipient of the highest levels of external financial support from donors and partners all over the world. This demonstrates the high esteem in which UJ is held internationally.

In 2012 processes began to revise the UJ Vision, Mission and Values, and these were approved and launched in November 2012.

THE VALUES GUIDING ALL UNIVERSITY ACTIVITIES INCLUDE:

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.

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, which means humanness in the Nguni languages of Southern Africa, is the idea that a person achieves excellence insofar as she shares a way of life with others and cares for their quality of life.

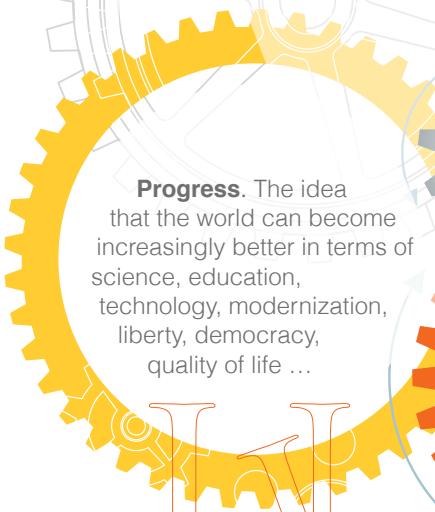
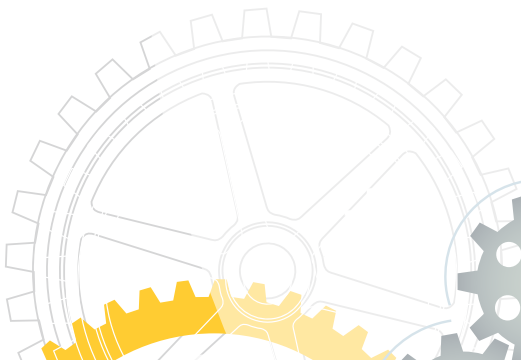
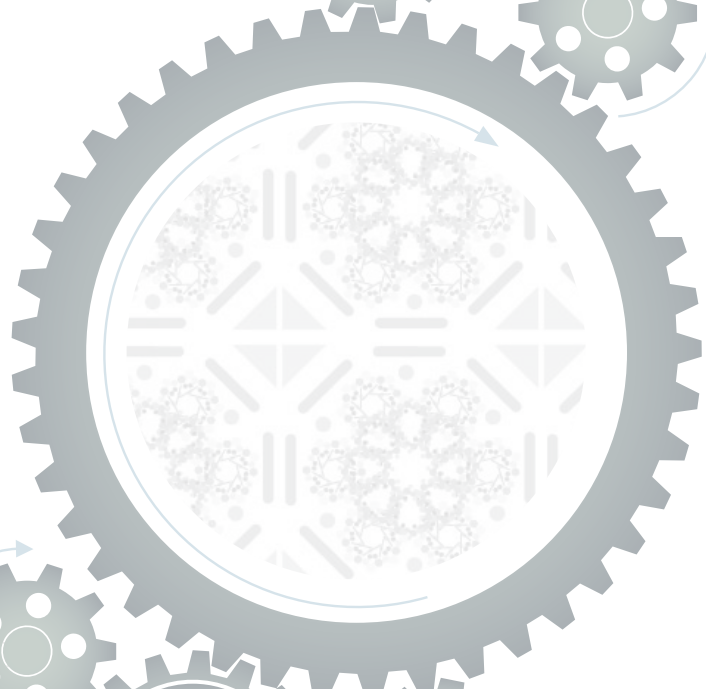




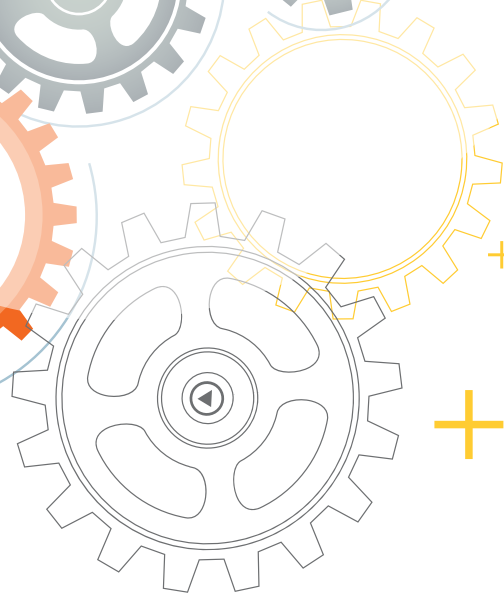
Contents

DEPUTY VICE-CHANCELLOR'S MESSAGE	5
SOME UJ ACHIEVEMENTS 2012: Staff and Students	7
The Vice-Chancellor's Award for Teaching Excellence 2012	8
Professor Alex van der Watt	8
Professor Hennie Lotter	9
Top achieving students	10
The UJenius Club	13
INNOVATING IN TEACHING	15
Psst – there's a new CAT in town	16
Class struggles	20
The Mining Laboratory	21
Introducing Simm Man	22
Broadening our Education students' horizons	23
Learning by doing is knowing how to do it	24
Breadwinner	26
Undergraduates do do it too	27
RESPONDING TO OUR CONTEXT	29
Thuthuka: our equity development programme	30
Guidelines for a successful support programme	31
The Faculty of Science triumphs	32
Engaging with students	34
Getting to grips with academic literacy	36
DEVELOPING OUR TEACHING STAFF	37
The ADS large class project	38
Teaching detective fiction to a large first-year class	39
The Scholarship of Teaching and Learning	41
REFLECTING ON OUR TEACHING	43
What do we teachers actually do?	44
Why do we lecture? Should we lecture?	45
POLICY ISSUES	49
National Policy Developments in 2012	50
IN CONCLUSION	52





Progress. The idea that the world can become increasingly better in terms of science, education, technology, modernization, liberty, democracy, quality of life ...



DEPUTY VICE-CHANCELLOR'S MESSAGE

**PROFESSOR ANGINA PAREKH**

Deputy Vice-Chancellor: Academic

“2012 ALSO SAW US MAKING SUBSTANTIAL PROGRESS IN TERMS OF STUDENT SUCCESS RATES AND THE NUMBER OF STUDENTS GRADUATING, WITH UJ ALREADY REACHING AND INDEED SURPASSING OUR 2020 TARGETS”



The fourth University of Johannesburg Teaching and Learning Report reflects a year of steady progress in teaching and learning at the University of Johannesburg.

This was a year in which a sabbatical enabled me to travel widely and gain a deepened sense of developments in teaching and learning at institutions ranging from Peking University and the Hong Kong University of Science and Technology to the University of California at Berkeley, Ryerson University in Toronto and the University of Warwick in the United Kingdom. While there are undoubtedly still gaps in our achievements at UJ, many of our initiatives compare very favourably with those at these universities of international repute.

2012 also saw us making substantial progress in terms of student success rates and the number of students graduating, with UJ already reaching and indeed surpassing our 2020 targets. Clearly, the sustained efforts we have been making over the past five years to improve the quality of our teaching and learning, and indeed the quality of the student experience overall, are paying dividends.

In the Report you have before you, innovation is written large, while at the same time our response to the realities of our context remains vigilant. First Year Experience approaches continue to speak to the needs of our students as they enter the challenging world of UJ; teaching staff are increasingly exploiting new learning approaches made possible by technological advances (requiring substantial investment in infrastructure, to enable ubiquitous access); yet the underlying principles of good learning facilitation remain constant. Academic staff development is increasingly pervading the daily routines of our teaching staff. All this underpins our determination to maintain output standards of note, to ensure that our graduates and diplomates remain highly acknowledged in the workplace.

The wide array of activities presented here once again reflects the expertise and innovative approaches of our teaching staff to the quality facilitation of learning at the institution.

My sincere thanks to the Executive Deans and the Executive Director Academic Development and Support, Heads of Department, Academic Staff, Directors and staff in Academic Development and Support and the wider university community for their ongoing commitment and dedication to teaching and learning at UJ.

I trust you will enjoy reading this report.

Professor Angina Parekh

Deputy Vice-Chancellor: Academic





SOME UJ ACHIEVEMENTS 2012: STAFF AND STUDENTS

THE VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE 2012

TOP ACHIEVING STUDENTS THE UJENIUS CLUB

VICE-CHANCELLOR'S AWARDS FOR TEACHING EXCELLENCE, 2012



PROFESSOR ALEX VAN DER WATT

Department of Accountancy, Faculty of
Economic and Financial Sciences

Prof Alex van der Watt, a chartered accountant who also holds a Master's degree in Financial Management, had a choice between the corporate world of high finance, and a career in higher education. He chose the latter and followed his passion for teaching, especially in the area of accounting education.

As an active scholar in his field, he engages regularly with the accounting profession, as well as with various educational structures. His current engagements and responsibilities are many: Member of the Initial Professional Development Committee of the South African Institute of Chartered Accountants (SAICA); Member of the Educational Committee of the Independent Regulatory Board of Auditors; Member of the Main Board of SAICA; Director of the Thuthuka Education Upliftment Fund; Trustee of the Thuthuka Bursary Fund; and Chairman of the Association of Heads of Accounting Departments in South Africa.

Despite taking on the huge responsibility of Head of the Accountancy Department in 2006, Prof van der Watt chose to continue teaching. This decision too arises from his commitment at a personal level to education. His love for teaching is also evident in his contribution to preparing candidates for SAICA's second qualifying examination. His teaching philosophy is one that is underpinned by fundamental human elements that enable him to connect with students and to motivate them to think critically and practically about subject matter. Such human elements include compassion, understanding and approachability. As a talented lecturer he goes beyond the textbook and brings his subject to life by linking it to real world issues. His students acknowledge his ability to communicate, interact and simplify complex concepts.

Prof van der Watt positions himself as manager of the complex learning process and its numerous components. As such, the lecturer must develop the ability to explain to students the role and required outcome of each of the learning resources. While the contact session is

the focal point of the learning process, contact sessions have limited value without thorough student preparation. The main objective of the contact session is to guide students through the learning process and to focus especially on the principles of the topic under discussion. Students are then required to apply principles by means of questions and simulations, in both assignments and tutorials, which form an integral part of the learning process. Tutorials also assist in the development of pervasive skills encompassing ethics and professionalism, personal attributes and professional skills. Finally, objective tests enable students to self-assess their understanding of the high level principles discussed in the previous class, further enabling them to determine whether more work is needed to grasp important concepts. Professor van der Watt considers that students who fail most probably do not experience the learning environment to be enabling. The goal must therefore be to create a learning environment which is supportive of student's efforts, with lecturers seeking to understand their students in terms of their present level and to adjust their strategies appropriately.

Prof van der Watt's contribution to accounting education is two-fold. Firstly, as already mentioned, he makes a valuable personal contribution as a teacher, and especially so in the field of auditing at honours level. Secondly, under his guidance, the Department of Accountancy continues to maintain its position as a national leader in generating candidate chartered accountants, with excellent pass rates for several years. The programmes offered by the Department are recognised as being amongst the finest in the country in terms of content and delivery. Fur-

ther achievements bear testimony to the kind of investment that Prof van der Watt makes in teaching and learning in the Department: continued accreditation by SAICA; the development of a new Bachelors of Accounting degree in line with SAICA's recently-instituted Competency Framework; and the conceptualisation and roll-out of the Department's new teaching and learning strategy.

These achievements would not have been realised without the underlying inspiration and motivation required of a head of department who is committed to the advancement of accounting education. The excellence Professor van der Watt personifies is both as a outstanding teacher in his own right and more broadly as a major contributor to education in the accounting environment.

Professor Amanda Dempsey

Executive Dean: Faculty of Economic and
Financial Sciences





PROFESSOR H.P.P. (HENNIE) LÖTTER

Department of Philosophy, Faculty of Humanities

"I EXPERIENCED THE POWER OF PHILOSOPHICAL DIALOGUE AND REASONING TO BRIDGE ALL KINDS OF DIFFERENCES BETWEEN PEOPLE TO DISCOVER OUR SHARED HUMANITY, A DISCOVERY THAT ENABLES MUTUAL RESPECT AND PEACEFUL SOCIAL CO-OPERATION."

Professor Hennie Lötter began his teaching career in 1983 while undergoing military training: as a white, Afrikaans male from Stellenbosch he found himself teaching black students, mostly ANC and PAC supporters, at the University of Fort Hare. One might say that he started in the deep end of the pool.

Professor Lötter remarks that this first job as a philosophy lecturer was 'decisive and foundational in the formation of my character as a teacher'. One lesson learned by the Fort Hare instructor was the need to teach, as he puts it, 'the students we actually have in our classrooms, not some imaginary ones, to remedy the weaknesses left by the school system and thus to empower them to master life's challenges'. Another was the promise of philosophy as a means of reconciliation. Professor Lötter says,

'I experienced the power of philosophical dialogue and reasoning to bridge all kinds of differences between people to discover our shared humanity, a discovery that enables mutual respect and peaceful social co-operation. From then on I developed the idea that philosophical dialogue and argumentation ought to play a fundamental role in establishing and developing a just society – and could play that role through teaching.'

These two themes, of *empowerment* and *reconciliation*, have continued to guide Professor Lötter's manner of instruction since he joined UJ (the former RAU) in 1985, where he has remained since. What follow are three examples of this.

First, Professor Lötter was a key driver at the University to increase the amount of contact time between lecturers and undergraduate students. Finding himself unable to impart enough skills during only two hours of lectures a week, as Head of Philosophy he was vigilant about increasing that to four. He — controversially, boldly — asked Senate for permission not to split Philosophy's lecturing into two languages, so that he and others could adopt teaching innovations which were possible only with greater contact time. But in addition the use of a single medium would promote student reconciliation and their 'growth and development as future citizens of South Africa'. In his words, 'I felt the imperative to teach all our students from diverse backgrounds as one group in one class room, so that they could get to know and learn from one another – and thus learn citizenship skills (as) they learn academic skills.'

Second, Professor Lötter has been active in spearheading UJ's tutorial system. As a direct result of his influence, Philosophy has a programme in which it, among other things: provides discipline-specific instruction to tutors; integrates material from lectures into tutorials in useful ways; has lecturers provide written feedback about tutor performance after each term; requires lecturers to provide a handbook to tutors and to meet with them each week; and has current instructors meet bi-weekly to discuss tutors, tutorials and related concerns. Philosophy's approach has often been deemed a role model for other departments in the Faculty of Humanities and beyond.

Third, in light of recent dips in throughput rates among undergraduate students, Professor Lötter undertook systematic research about the causes. He spoke with his students and tutors about the challenges they faced, consulted experts, attended workshops and even conducted statistical analyses of stu-

dents' marks to pinpoint where they were going astray. Having ascertained the likely source of the problems, Professor Lötter then thought up new, corrective measures. These include a systematic use of 'extended orientation' and 'academic literacy' approaches in the classroom, which involves being very explicit about what students are expected to do and interweaving linguistic and study skills development with philosophical themes. Both student feedback and throughput rates testify to real payoff emerging from Professor Lötter's hard work.

Professor Lötter is now looking forward to a series of publications on his teaching and learning experiences, as he feels that what he has learnt may well be of value to colleagues at other institutions. Yet he concludes that, for him, teaching is no easy task, requiring substantial time and reflection to do well, even if from the outside he appears to move through the water with effortless grace.

Professor Thad Metz

Head of Department: Department of Philosophy



TOP ACHIEVING STUDENTS

FACULTY OF EDUCATION

Francois Naude was awarded the National Teacher Award (best teacher nationally in the "Excellence in Secondary School Teaching" category in 2012.) Francois has just completed his M.Ed. To see Francois in action, with a motivational talk delivered during the Faculty's Achterbergh excursion for first year students, watch the YouTube video: <http://youtu.be/KfcbAyCvmuc>

DEPARTMENT OF ENVIRONMENTAL HEALTH, FACULTY OF HEALTH SCIENCES

Three students were awarded the Alfred Nzo prize at the City of Johannesburg Metropolitan Municipality Health Department Gala Evening on 26 April 2013 for outstanding performance in their academic studies:

1st Year 2012 – Bronwyn Simeon;

2nd Year 2012- Keneilwe Ditema;

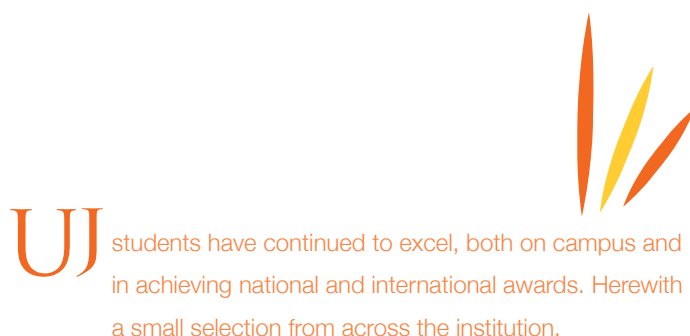
3rd Year 2012- Khanani Moruti.

Keneilwe, in addition, was selected as the ambassador for Environmental Health in an exchange visit that took place in the United States of America in December. The exchange programme sought to develop students with regards to health and to allow them to experience the international health system in comparison to South Africa.

DEPARTMENT OF ANTHROPOLOGY AND ENVIRONMENTAL STUDIES, FACULTY OF HUMANITIES

In June 2012, at the biennial conference of the Society of Africanist Archaeologists (SAfA) held in Toronto, Canada, Justin Bradfield was awarded the Society's Student Paper award for best student paper. This award was shared among four candidates from the Universities of Oxford, St Louis and Rice, with UJ the only African institution represented. The terms of the award are that the papers will be published online in the gallery section of the highly rated journal, *Antiquity*.

Justin is currently a doctoral student; the above paper was based on his masters research, and, in addition to this award, he has published four papers in ISI accredited journals, all based on his masters research.



DEPARTMENT OF ACCOUNTANCY, FACULTY OF ECONOMIC AND FINANCIAL SCIENCES

This year in the SAICA Board exams UJ continued its longstanding tradition of excellence by scooping two places in the top 10, including first in the country.

"My name is **SHAUN CROOCK**, I'm 22 years old and I attended King David Victory Park Primary and High School before coming to the University of Johannesburg.

I always knew I wanted to study towards becoming a chartered accountant and when I was deciding which university to attend, UJ was the obvious choice due to its high academic standards and exceptional record in the SAICA board exams.

I was overjoyed when I found out that I had been placed 1st in South Africa as it was the end of a very long road of studying and I finally reaped the reward of my efforts I had put in for so many years.

I feel that attaining this position gives me great opportunity to use it to my advantage and will enable me to contribute to the South African economy and society at large. I think I will study further as I believe lifelong learning and growth is imperative. I would ultimately like to start my own business and create jobs and be able to uplift those around me.

My advice for school learners to make a success of their studies is to commit to an end goal and always keep that in mind when you are studying. Have a picture of what you want to achieve and let it serve as motivation to you when things get difficult."

"Hi, I'm **JOHANN STEYN**. I attended Leeuwenhof Akademie Primary and High School, and before that Jacaranda pre-school (where I failed grade 00 because I couldn't tell the difference between left and right ...)

I completed my university studies at the University of Johannesburg after 4 years of study. The reason I chose UJ as the place I wanted to study was obvious – why not? In my opinion, UJ has one of the best accounting departments in South Africa (and most probably the world). This has been proven time and time again with the exceptional SAICA board exam results.

Getting my CA(SA) qualification is one of my biggest goals, and placing 7th in the SAICA ITC part 1 was certainly a memorable achievement on the 7 year journey to becoming a CA.

My advice for school learners is to work hard, be motivated, never give up and most of all – enjoy what you are doing. Along with passion, commitment and hard work, comes great success."

DEPARTMENT OF HOMEOPATHY, FACULTY OF HEALTH SCIENCES

Miss Hannah Leah Norton, a Master's student in Homeopathy, was awarded the annual ModHomCo/ Heel pharmaceutical company prize for *The Top Student-2012*. The prize is a trip to Germany to attend an international complementary medicines pharmaceutical Training Convention in October 2013. The award includes an all expenses paid, one-week trip to Baden-Baden in Germany.

Miss Norton has recently completed her research on the efficacy of homeopathic treatment on musculoskeletal pain. She will present her findings at the convention in Germany.

DEPARTMENT OF BUSINESS MANAGEMENT, FACULTY OF MANAGEMENT

CYNTHIA EKANGA KAMA is a top second year student in the BCom Intrapreneurial Programme, and a member of the University's UJenius Club for top achievers. Cynthia will be studying at the Brock University in Canada from the 1st of September 2013 to early January 2014, and registering for four modules in the Business Administration programme. Her tuition, accommodation and meals will be paid by Brock University and the University of Johannesburg will finance her personal expenses and her flight ticket



FACULTY OF ART, DESIGN AND ARCHITECTURE

Fada triumphs and wins 5 prizes in Indiafrica

"INDIAFRICA: A Shared Future" invites a creative exchange between young Africans and Indians through a multidisciplinary contest series and a Young Visionaries fellowship program. Launched in 2011 as a three year initiative, "INDIAFRICA – A Shared Future" is a dynamic platform to exchange ideas about emergent realities, successes and challenges, and to imagine future collaborations in business, design and culture, understanding diverse nations as interdependent creative problem solvers with unique and invaluable resources and talents.

Students were tasked to create a Poster that Portrays the Synergies of India & Africa and what these meant to them.

UJ FADA produced 5 out of 18 top spots in this international competition, winners are listed below:

- | | |
|---------------------------|--------------------------------|
| A. Jessica D. de Sousa | (UJ Graphic Design first year) |
| B. Jenna-Lee Ferrer | (UJ Graphic Design first year) |
| C. Chrystal van Niekerk | (UJ Graphic Design first year) |
| D. Colin Bryan Groenewald | (UJ Graphic Design first year) |
| E. Sharp-Lee Mthimkulu | (UJ Graphic Design BTech) |

For more information: <http://indiafrica.in/updates/indiafrica-poster-design-winners/>

Cumulus Green Award for paper on sustainable design

In preparation for the 2012 Helsinki Cumulus Conference that took place in May 2012, Michelle Hankinson and her supervisor, Amanda Breytenbach, produced a conference paper entitled *Barriers that impact on the implementation of sustainable design*.

On 25 May 2012 at the Cumulus Conference's Opening Ceremony, the paper was presented with the Cumulus Green Award, conferred by the Secretary-General, Eija Salmi and the President, Christian Guellerin. Cumulus is a Design Education and Research network, which focuses not only on global associations and partnerships but also on new challenges and frontiers for art, design and media. One of the areas embraced by Cumulus is global responsibility.

In March 2008, Cumulus signed the Kyoto Design Declaration in Japan. By doing so, they announced their commitment to human-centred development that includes sustainable values and ideals. The Cumulus Green Award is therefore one initiative which enables Cumulus to implement the aims listed in the Kyoto Design Declaration and to acknowledge research, projects and people who contribute to a more sustainable society.

Stainless Steel Award 2012

In recognition of innovation and excellence in the use of stainless steel

Creative use of structure to produce a mixed use development structure

The 2012 student winner of the Stainless Steel Award from SASSDA (the Southern Africa Stainless Steel Development Association) is Duncan Badabili, a student in the Department of Architecture. Duncan is presently studying for his Bachelor of Architectural Technology degree.

"The project is based in Johannesburg, near Park Station; it is a refurbishment of an existing Phoenix building. The design brief called for a creative use of structure to produce a mixed use development.

The project challenges the notion of connections, I tried to connect the existing activities such as the Gautrain, Park Station and student activities in Braamfontein so as to create a building that not only offers spatial comfort but also contributes to a more improved public realm within the streets of Johannesburg," says Duncan.

It is the lightweight materials that offered a sense of transparency, therefore making the building easily approachable. Steel ramps stairs and columns were used and the building is anchored by the use of cables. The concept behind the cables was to allow movement between the floors depending on the load applied on the floor, so a busy floor such as a retail floor would expand and contract more, therefore increasing the dynamics of the structure.

SCHOOL OF ELECTRICAL ENGINEERING, FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

The Gauteng Innovation Competition (GIC) is an initiative of The Innovation Hub (TIH), Gauteng Growth and Development Agency (GGDA), and Gauteng Department of Economic Development (GDED). The 2011 edition of the competition attracted more than 130 entries and over R1 million in prize money was awarded. The 2012 edition of the competition was looking for innovations that address key service delivery challenges in the province within two themes; mobile and green technologies. Municipalities and key sector stakeholders assisted us in identifying seven high priority opportunities within the two themes.

Mobile

1st place: András Findt and Joshua Leibstein for *eGov Connect*

2nd place: Tebogo Matlala for *Vela Tsotsi*

3rd place: Tokelo Mahanke for *Gov + Me*

Andras Findt and Joshua Leibstein are both BSc Hons (Comp Sci) graduates from UJ who are presently involved in postgraduate study at UJ as well as a startup company as a result of winning the Gauteng Innovation Prize. They are also past winners of the UJ IP Challenge competition in 2010 when they wrote a conference paper within the 6 weeks of the competition around the area of texture analysis using LBP filters.

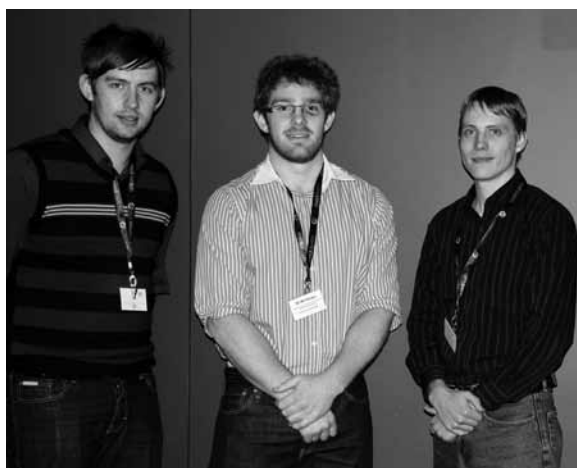
ACADEMY OF COMPUTER SCIENCE, FACULTY OF SCIENCE

On 11 April 2013 a team from the Academy of Computer Science and Software Engineering won the 2013 National Competition in the South African leg of the Microsoft Imagine Cup. The team was placed first in the "Innovation" category, and was selected as the National Winners of the South African leg of the Microsoft Imagine Cup 2013. The project also won a prize for best use of the Microsoft Azure platform in their system.

The finals of the South African Imagine Cup were contested by 14 teams in various categories who were selected from over 70 initial projects. The team will now represent South Africa and compete against teams from across the world in the international finals of the Microsoft Imagine Cup which will take place in St Petersburg, Russia in July 2013.

The team who consisted of Jan van Niekerk, Merrick Bengis, and Lorenzo Boccetti, mentored by Dr Ian Ellefsen, developed a software system called "SentiMeter". The system is a business analytics platform that mines information from social media sources. The judges commented on the outstanding quality of the system and their innovative use of technology.

The Academy of Computer Science and Software Engineering had a total of 4 teams competing in the South African finals of the Microsoft Imagine Cup. The Academy is proud of all its students that took part in the competition. The Academy has won the South African leg of the competition twice in a row and three times in four years.



LEFT TO RIGHT: MR JAN VAN NIEKERK, MR MERRICK BENGIS,
MR LORENZO BOCCETTI

THREE UJ STUDENTS AWARDED QS BURSARIES

At the recent QS Maple conference, hosted jointly in Johannesburg by UJ and Nanyang Technological University, three top achievers from UJ were awarded QS bursaries.

SAMANTHA SENOSHA is a third year Bachelor of Arts degree student at the University of Johannesburg with majors in Community Development and Leadership and Public Management and Governance. She is amongst the Top 15% academic achievers at UJ and is on the Dean's Merit List. Samantha is a member of the Golden Key International Honour Society and the current Chapter President of UJ.

JEAN-JACQUES MONGA KABOKO was awarded the 2011 Vice-Chancellor's Medal for the most meritorious Master's study. He is currently registered for a PhD in Engineering. His research focus is Photonics. His thesis describes the development of a new and very promising concept – to build lasers, by using fibre optics, with a technique called "Q-Switching".

ELANA SMIT has been the top-achieving third year student for BCom (Marketing Management) in 2012. She is currently enrolled in the BCom Honours (Marketing Management) programme.

THE UJENIUS CLUB



“BEING A UJENIUS MEMBER GAVE ME A CUTTING EDGE IN REGARDS TO MY STATUS AS A STUDENT, OILED MY FIGHTING SPIRIT AND IT IMMENSELY GAVE ME SOMETHING TO REST ON WHEN I COMPILED MY CV.”

What was previously known as the Top Achievers' Club took on a new identity at the 2012 Top Achievers' Welcome Function in April 2012, when the DVC Academic, Professor Angina Parekh, announced the result of a competition among members to find a new and distinctive name for the Club: UJenius. The Club is a brainwave of the Vice-Chancellor and brings together around 250 of UJ's top achieving undergraduate students: to become a member, a student needs to have obtained an average of 75% in the previous year, with no module below 70%, and that on a full load of study. The 2012 UJenii who had achieved that high level of performance, together with their family members, were honoured at the Welcome function by several speakers, including Ms Funeka Ntombela, UJ alumna, CA and highly successful leader in the business world, who gave an inspiring motivational speech.

During the two years' of its existence (it was first established in 2011), the Club has grown in stature and is now increasingly acknowledged among UJ's high-flying students. An innovation in 2012 was a small team of volunteers, the Drivers, who organised some Club activities and were rewarded with a smart blazer, with the word UJenius very prominent. The Drivers managed the UJenius Facebook site, the chief means of communication among Club members. They also helped organise a high-level social function, a discussion of the National Developmental Plan, where UJenii had the privilege of hearing presentations by the Vice-Chancellor and Mr Kulekani Mathe from the National Planning Commission Secretariat, and then taking them on in debate.

Other activities were faculty driven: acknowledgement of top performers at Faculty, Departmental or course level; awareness building of top achievers and the value of excellent academic performance through websites or noticeboards; invitations to Faculty events such as seminars and workshops; involvement in marketing strategies such as Open Day; prioritisation for appointment as tutors and mentors; sponsorships for attendance at conferences etc. A highlight was undoubtedly the student exchange visit organised by the Faculty of Health Sciences to Appalachian State University, USA, with eleven ambassador students, comprising Faculty top achievers as well as designated students, participating in the two-week programme.

How did Club members experience UJenius?

“Being a UJenius member gave me a cutting edge in regards to my status as a student, oiled my fighting spirit and it immensely gave me something to rest on when I compiled my CV. By giving us the platform to meet with the VC, we were again groomed and shaped thus providing a fertile environment for further academic achievements. In 2013 UJenius must provide for some incentives to its members that will stimulate the performance of those who are part of the group and those who intend to join us.”

“I gained confidence in myself, and the ability to make things possible in terms of boosting my knowledge and my communications skills.”

“I met and shared a few deep conversations with important figures in the university (ie. The Vice-Chancellor). With a combination of UJe-

nius and Golden Key, I met my future wife. I was introduced to and took part in things that are greater than the university (ie. The National Development Plan)

“The VC event was cool. We enjoyed the exposure and would like more of such.”

Certainly, it was those Club members who engaged and themselves contributed who benefited most, and this is a theme that will be further developed during 2013. In the words of the DVC Academic, “UJenius is not solely, or primarily, about what UJ can do for you; but also very much about what you can do for yourselves, and for others, and for UJ, as we continue to build a great institution, with great graduates.”

PROFESSOR ELIZABETH DE KADT

Academic Development and Support.



The background is a solid orange color. It features a large, stylized sunburst or fan-like shape in the upper center, composed of many thin, white, pointed lines radiating from a central point. To the right of the sunburst, there are several interlocking gears of different sizes, also in white. Some of the gears have internal details like smaller gears or arrows. In the bottom right corner, there is a small, stylized logo consisting of a circle with a vertical line through it and a horizontal line at the bottom, resembling a simplified 'U' or a gear. The overall design is clean and modern, with a focus on geometric shapes and mechanical motifs.

teaching;

instruction; edification;
education; tuition; tutorage,
tutelage; direction, guidance;
opsimathy., qualification, prepara-
tion; training, schooling; discipline;
exercise, practice, explanation

(interpretation); lesson, lecture, ex-
ercise, task; curriculum; course,
course of study; grammar,
university education,
liberal education, clas-
sical education, secu-
lar education; physi-
cal education; **teach**,

instruct, educate, school, tutor;
cram, prime, coach; enlighten (inform),

inoculate, infuse, instill, infix, given an idea of; put in the way

of; sharpen the wits, enlarge the mind; give new ideas, open the eyes, bring
forward, improve., expound (interpret); lecture; read a lesson, give a lesson, give
a lecture, give a discourse; incept; bring up, bring up to; form, ground, prepare,
qualify; exercise, practice, familiarize with, nurture, direct, guide; direct attention to
(attention); impress upon the mind, impress upon the memory; **teaching**; taught; edu-
cational; scholastic, academic. **teaching**; instruction; edification; education; tuition; tutor-
age, tutelage; direction, guidance, qualification, preparation; training, schooling; exercise,
lesson, lecture, exercise, task;



INNOVATING IN TEACHING

PSST – THERE'S A NEW CAT IN TOWN CLASS STRUGGLES

THE MINING LABORATORY INTRODUCING SIMM MAN

BROADENING OUR EDUCATION STUDENTS' HORIZONS

LEARNING BY DOING IS KNOWING *HOW TO DO IT* BREADWINNER

UNDERGRADUATES *DO DO IT TOO*

PSST – THERE’S A NEW CAT IN TOWN



“IN ORDER TO MORE CLOSELY ALIGN TEACHING AND LEARNING PRACTICES WITH THE INSTITUTIONAL TEACHING AND LEARNING PHILOSOPHY, A NEW FRAMEWORK TO SUPPORT A LEARNING WITH TECHNOLOGY POSITION WAS DEVELOPED.”

Some time back Professors Amory, Gravett and Van der Westhuizen wrote that with the dawn of the new millennium complex challenges, especially those related to globalisation, became part of the higher education environment. They suggested that the University of Johannesburg should reconceptualise learning as becoming a practitioner of a knowledge and professional domain. In addition, they argued that the recitation of information (a content or information-oriented approach) limits deep and meaningful learning, and that Information and Communication Technology (ICT) should extend contact teaching in innovative and digitally rich ways. Thereafter the institution approved a contemporary teaching and learning philosophy that supports the notions of *learning to be*. But what was the response by the educational technologists to this change in policy?

Prior to 2012 technology-assisted learning, a *learning from technology* approach that supports recitation practices, positioned the theoretical thinking about the use of technology within the institution. Also, academic professional development in the use of technology in teaching and learning was concerned with the training of academic staff members in the technical uses of the learning management system. Even more disadvantageous, highly skilled support staff acted as technicians to support information redistribution. Was there anything else? Yes, other staff members in this unit spent hours designing page-turning instructions embellished in fancy Flash interfaces! Oh so last century. In summary, there were mismatches between:

- Institutional policies and theoretical position (learning to be versus technology-assisted learning);
- Institutional policies and practices (learning to be versus training);
- Highly skilled professional staff and their function as trainers; and
- Use of Flash technology with the concomitant rise of the Flash agnostic Apple devices.

Out of this sea of contradictions arose the CAT – the Centre for Academic Technologies – new structure, new theoretical framework, new practices, and new technologies.

The Centre for Academic Technologies was built on a number of core principles and values that include the promotion of the use of innovative and evolving academic technologies (purpose) in order to support the development of 21st century skilled academia (vision) through the use of smart academic technologies (brand). Members of CAT value innovation, openness, simplicity, collaboration and cross-pollination, adaptability to rapid change, and forgiveness. To support the University community CAT's work should provide community support and development (just-in-time support), teaching and learning consultancy (drive transformative learning practices) and technical support and development (promote use of cross-platform applets).

In order to more closely align teaching and learning practices with the institutional teaching and learning philosophy, a new framework to support a *learning with technology* position was developed. This framework includes contemporary learning theories associated with collaboration (C), authentic learning activities (A) and use of tools/technology (T) to support deep learning. This CAT framework (Figure 1) provides a way of thinking about the design and evaluation of learning activities in a comprehensive university that supports a *learning to be* philosophy. But, such a framework does not speak to computer literacies.

A number of different approaches were used to support the development of computer literacy of the diverse UJ community. First, for the First Year Seminar an intensive series of skill development workshops are available to students and staff. Second, just-in-time support is provided using web and mobile technologies. Third, technical problems are solved via an integrated help desk that makes use of SMS, email and personal interactions.

Lastly, if all these services are unsuccessful, consultants are available to interact with staff and students on a one-to-one basis.

Guarantee a richer learning experience for your students. Develop them to be who they are supposed to be. Involve students to discover together, think together, do together, work together, achieve together, develop together...

Discover the secret by attending a CAT professional development workshop.

Reinvent yourself through Learning to be with Technology!

Collaboration (Collaborative social learning)

1. We learn from each other
2. Social media connects us
3. Together we create new ideas, connections and products
4. Course facilitators create environments for social interaction

Learning
takes place
in a
social
environment

Tool (Technology mediation)

1. Information stream
2. Enabler of communication
3. Empowering collaboration
4. Information transformation tool
5. Professional tool

To achieve
the objective
of the
learning
experience

Mediated
by
collectively
created
tools

Authentic learning tasks

1. Have real-world relevance
2. Are ill-defined
3. Are complex
4. Provide opportunity to examine from different perspectives
5. Provide opportunity for collaboration
6. Provide opportunity for reflection
7. Are integrated across different subject areas
8. Are integrated with assessment
9. Yield polished products
10. Allow for competing solutions and outcomes

Centre for Academic Technologies [CAT] Framework

FIGURE 1. COLLABORATIVE-AUTHENTIC TASK-TOOL MEDIATION (CAT) FRAMEWORK

“THE LARGEST DEVELOPMENT, IMPLEMENTED DURING THE LATTER PART OF 2012 AND EARLY MONTHS OF 2013, IS BLACKBOARD CENTRAL.”

What about technological development?

These are grouped into a number of categories that include: integration of existing services; extending Blackboard services, introduction of mobile tools and applications, providing tools to help students write better academic English; and software to support research activities. The uLink portal integrates the existing Student Portal and Edulink with new services in a “finger-ready” user interface. This portal includes applications, resources and tools aimed at either students or staff. While Blackboard Learn is the institutional learning management system, the system will include collaborative tools, segregated access to the different functionalities of the system (Modules, Communities and Announcements) and a number of specialised tools (creation, cloning, maintenance and deletion) for academics to manage their modules. The range of services accessible via mobile devices is greatly enhanced. Blackboard Learn Mobile is available both as a stand-alone app and as a module in the Blackboard Central application. The uHelp application provides just-in-time help in the use of academic technologies and is deployed as a stand-alone product and as a module in Blackboard Central. In addition, existing services (UJ’s and the Library’s mobi sites) were redesigned to create a similar look-and-feel across all UJ’s mobile applications. But the largest development, implemented during the latter part of 2012 and early months of 2013, is Blackboard Central. This application includes 12 services to support all communities interested in the activities at the University of Johannesburg. To support students and staff in writing good academic English, a number of tools are available from 2013. Tools available to undergraduate students not in their final year of study include Viper and DOC Cop, Turnitin to final year undergraduate and Honours students, and iThenticate services to support postgraduate and staff members. With respect to research production at UJ two services are available from CAT, including an academic software library and a tool to capture accredited and non-accredited research output for funding and archival purposes.

The services developed to support the institution after 2013 are briefly described below.

ACCESS



CAT created a new portal, uLink, to prepare for a mobile future and to merge all university-wide services into one integrated website. No more Student Portal or Edulink, just ulink.uj.ac.za.



To help the community solve those technical, and other, problems CAT created a tool available either on a smartphone or as a website. uHelp (uhelp.uj.ac.za) should be the first place staff and students visit when they are faced with a technical problem. uHelp is also part of uGo.



All online modules are now accessible on a smartphone. Staff and students need to visit an app store, search for Blackboard Mobile and then install the app. CAT refers to this app as uLearn. To gain access to individual modules, load the app, type in University of Johannesburg and use the normal login credentials.

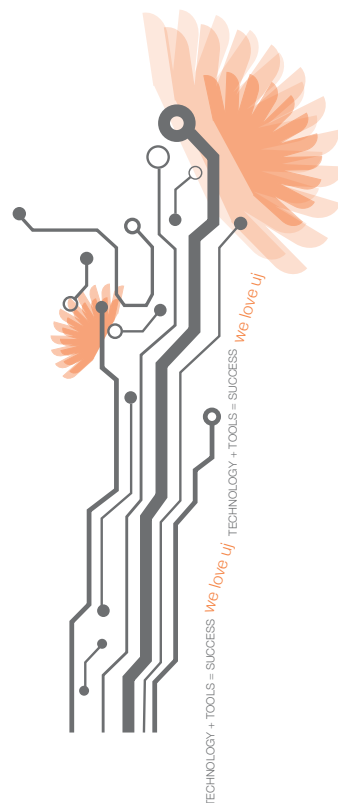


uGo is a new mobile app developed specifically for us. The community members will be able to use uLearn, discover all the programmes and courses we offer, and gain access to the library services, UJ events, staff directory, news, emergency contacts and uHelp.

BLACKBOARD



With the demise of Edulink, CAT hopes to make interactions with Blackboard easier. In uLink students and staff can links to their modules, communities and announcements. In addition, staff members will have new tools, course management and cloning, to make it easier to manage their modules. The new component that supports different types of interactions and communication will be part of the tools that you can use to build a module.



ACADEMIC WRITING AND RESEARCH



CAT supports a number of software applications to support the development of academic writing. Undergraduate students should use DOC Cop, Viper and SafeAssign; final year undergraduates and Honours students should make use of Turnitin; and for postgraduate students and staff CAT recommends iThenticate. Members can use e-rater to analyse academic language skills and suggest possible solutions.



Researchers can download and install research software including SPSS, AMOS, ATLAS.ti, STATA and Acrobat Professional. Visit uLink to gain access to the software licence management system.



CAT has developed an easy-to-use online system to help researchers submit accredited and non-accredited research products. No more paper forms – just fill in the information and attach the required documents. Gain access to the e-submission system via uLink.

PROFESSIONAL AND SKILLS DEVELOPMENT



CAT spent much of 2012 building a framework to support the use of technology to support the institutional teaching and learning philosophy of *learning to be*. This easy-to-read description of the framework is available now and can also be found on the CAT website www.uj.ac.za/cat.



In addition, CAT has produced a one-page visual representation of their framework. The summary is available now and can also be found on the website www.uj.ac.za/cat.



CAT no longer provides training in the use of Blackboard to the academic community, but rather offers professional development workshops on *Learning to be with technology*. To support technical skills development the community can use uHelp, available on a smartphone and a more extensive offering on the web. uHelp mobile is part of uGo and the web resource is accessible via uLink. If these resources do not answer your problem, you can contact CAT's help desk via SMS, telephone or email.



As usual, CAT offers, as part of the First Year Seminar (FYS), IT and Blackboard workshops during the start of the academic year.



Basic computer and Blackboard literacy development, available to all staff and students.



Online MS Office training modules are available to all students in the Blackboard Communities in uLink.



A new vision aligned to institutional policies and intentions driven by contemporary learning theories, supported by a variety of services and preparing the institution for a mobile-rich future is what CAT is about. Building on the past CAT endeavours to build another future for the University of Johannesburg.

Are you going to play with the CAT?

PROFESSOR ALAN AMORY

Director: Centre for Academic Technologies

CLASS STRUGGLES

A case study in pedagogic partnerships for curriculum-led HIV and AIDS interventions.

In 2009 the University of Johannesburg adopted the new Higher Education Policy framework. One of the key objectives of this framework was the integration of HIV and AIDS into the curriculum, specifically through the activities of research, teaching and learning, and community engagement. The Institutional Office for HIV and AIDS (iOHA) and the Faculty of Art, Design and Architecture (FADA) embarked on a curriculum led project in a spirit of collaboration, which has run annually from 2009 to the present.



Building on the previous two years of exploring pedagogic and communication techniques, as well as through further research and reflection, the Multimedia team (comprising lecturer Mocke J van Veuren and 11 third-year students specialising in Video) this year developed a strategy with the following aims:

1. Overturn “AIDS fatigue” in the students and target audience
2. Create media interventions across communications platforms that will:
 - be memorable
 - point to a constructive path of action
 - speak a non-institutional language
 - challenge boundaries of screen media.
3. Deal with peripheral socio-cultural issues that create vulnerability to HIV as well as other sexual health risks.
4. Create a maturing understanding of the relevant issues – the bare facts, and the psychological complexity of communication work in this field.
5. Develop reflective, critical pedagogic strategies that enable trust, respect, openness and creativity.

One of the first steps in establishing an environment where this difficult and sensitive subject matter could be approached creatively, was to set up a mutual contract between all participants, including the lecturer. This contract laid ground rules for mutual respect, trust, confidentiality, lack of censorship, and a culture of listening in the class.

A further pedagogic strategy was the handing over of responsibility for the running of the project to the students themselves. Students or groups of students assumed roles such as production co-ordinator, visual researcher, head of content development, editor etc. Students reported to each other on a weekly basis, and kept in touch with each other via email and social media.

After a series of sessions focusing on research, information gathering and sensitisation, the question of how media may contribute to behaviour change was explored through viewings and discussions of examples of wide-ranging media that students felt had affected them in a lasting way. The open-ended discussion brought the group to the surprising conclusion that the effect of the media had less to do with its actual content than with the situation in which it was encountered. The examples which were brought forward were also without fail from sources other than direct authority figures such as parents or schools, and were encountered either in private moments or via respected friends, uncles and aunts. This led the group to carefully consider the issue of the speaking voice (who is addressing whom, and with what kind of authority), as well as the potential situation of encounter for their own media works.

The medium and format of the students' media interventions were indeterminate from the outset, which allowed the solution to take shape in direct response to the group's growing understanding of the complexities of media and behaviour change. This approach brought with it some moments of trepidation, as the safety of prescribed solutions had to be abandoned.

The format which was eventually adopted, with various permutations, was a combination of projection mapping, where video content is carefully mapped and projected onto environmental and architectural surfaces, combined with live interaction. These interactions or “happenings” were staged in the FADA building, and the development, documentation and performance of the work saw the group often working late into the night, as the technical challenges were as complex as the subject matter. Short films created from each work were screened at the FADA iOHA exhibition, and two of the live interactions were staged in the FADA building during the day.

The sometimes transgressive nature of these interventions ensured that the work did not come across as authoritative, institutional communication, and all sense of fatigue around HIV related issues was replaced with energy and enthusiasm for the process of dealing with this complex field.

See the final videos with further information at:

<http://protectionprojection.tumblr.com/>

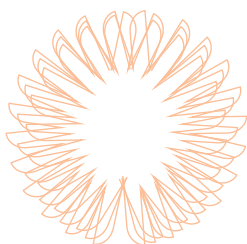
<http://www.youtube.com/user/IOHAProject>

MARC EDWARDS

Department of Multimedia

THE MINING LABORATORY

Improving workplace didactics with assistance from Goldfields



“THE GENEROUS DONATION FROM GOLDFIELDS HAS ENABLED US TO ESTABLISH THIS LABORATORY AND TO INTRODUCE FUNCTIONAL TEACHING ON SYSTEMS THAT STUDENTS REGULARLY ENCOUNTER IN THE MINES, THEREBY ADDING CONSIDERABLE VALUE TO OUR TRAINING OF STUDENTS.”

The University's mining department has recently enhanced its curriculum on Doornfontein Campus by means of an innovative study program, delivered in a mining laboratory generously sponsored by Goldfields. This programme is focused around increasing students' practical knowledge and skills in aspects of mining engineering in the module areas Mine Technical Services and Mine Engineering; most students have a strong desire to participate in such a practical program. The laboratory enhances skills in pneumatics, hydraulics, mechanical applications and other related areas such as ventilation apparatus and rock mechanics. It is chiefly our National Diploma candidates who benefit from this exposure and the associated practical exercises.

The laboratory, which is under the supervision of an industry sponsored lecturer/ Laboratory Technician, is composed of two distinct sections: the Mine Technical Machinery Sub-assembly Component, and the Mine Services Component which has equipment for measuring and understanding mine ventilation and rock properties. Students undertake a variety of activities: for instance, in the critical area of mine ventilation students must be able to select appropriate fans. In the laboratory therefore they are required to practically generate the characteristic curves of mine fans so as to be able to select the appropriate fans for specific applications. The laboratory fans are close to industrial size but have sophisticated measurement instrumentation linked to computers so that accurate measurements can be made and interpreted. In the area of rock engineering ground movement must be monitored in an attempt to scientifically predict the safety of areas and apply appropriate support mechanisms. Students must practically use “rock watch” equipment and so become familiar with possible dangerous ground conditions at mines.

A mining laboratory can be a hazardous place, and the same holds for mines as well. It is therefore an important part of student training that the students are thoroughly coached on the concepts of hazard identification and risk assessment, and perform these operations prior to each lab session.

Finding after hours time to have all students do at least two exercises has been the biggest problem. Some of the training units still have to be assembled, before becoming functional, and great ideas are constantly evolving to add potential new components to the laboratory.

The generous donation from Goldfields has enabled us to establish this laboratory and to introduce functional teaching on systems that students regularly encounter in the Mines, thereby adding considerable value to our training of students. This donation was directly attributable to funding work by the former HOD Peter Knottenbelt.

LUFUNO RAMULUMISI, ANDRE DOUGALL AND PETER KNOTTENBELT

Department of Mining

INTRODUCING SIMM MAN

The Faculty of Health Sciences at the University of Johannesburg (UJ) houses one of only four departments of Emergency Medical Care in the country. The core undergraduate qualification offered consists of a four-year Professional Bachelor degree in Emergency Medical Care. Fundamental and core components for the degree programme include basic sciences, human anatomy and physiology, general pathology, pharmacology, diagnostics, emergency medical care and medical rescue.

Clinical Work Integrated Learning (WIL) features in each year of study and exposes students to real patients in both the pre and in-hospital environments. During clinical placement students practice under the direct supervision of registered practitioners. Successful completion of the Bachelor Degree entitles graduates to register with the Health Professions Council of South Africa (HPCSA) as Independent Emergency Care Practitioners. There is currently a local and global shortage of emergency care specialists and work opportunities exist in the public and private health sectors both locally and abroad.

Needless to say, education in the field of medicine and more especially emergency medicine poses unique challenges for both educator and student alike. Whilst teaching, learning and assessment are central to clinical learning and student patient interactions, the well-being of the patient remains a non-negotiable primary consideration. Renewed interest in medical bioethics and the patients' rights charter has rightfully resulted in a move away from the draconian approach of years gone by which was well captured by the old mantra of "see one" "do one" "teach one" (with reference to the teaching of medical skills and clinical procedures).

One solution to the ethical dilemma created by allowing a student to "practice" a clinical skill or procedure on a real patient after it has been taught theoretically is to firstly require the student to demonstrate proficiency in a simulated environment. Whilst in the 80s and 90s detractors of simulation based learning prior to clinical interaction rightfully lamented the lack of realistic anatomical and physiological responses associated with early manikins and simulators, this argument has largely fallen by the wayside as technological advancements in the area of anatomical models, manikins and computer-generated simulation have improved exponentially.

Manikins that speak, breathe, generate heart, lung and even bowel sounds as well as record and respond to clinical interventions are now the order of the day and make it possible for



students to practice and perfect the psychomotor skills associated with the performance of a range of clinical procedures and skills in a low risk controlled environment. With most medical schools in South Africa now having some form of simulation facility focusing on clinical skills training, we are pleased to report that in this regard the UJ's Faculty of Health Sciences and Department of Emergency Medical have not been left behind.

The Health Science Faculty at the UJ has invested and committed significantly to growing and expanding the use of clinical training aids and simulators in a number of disciplines including Emergency Medical Care. The result of around 15 million rands of investment over the past four years alone has taken the UJ to a point where the Faculty of Health Sciences will be launching the first multi-disciplinary skills laboratory in the country in June. This state of the art facility which houses a number advanced training aids and simulators some of which are the only ones of their kind in the country will focus not only on the teaching of clinical skills but also assessment and research.

Our current "flagship" manikin in the EMC department is the Simulation Mannikin 3G®, manufactured by Laerdal, simply known to staff and students as "Simm Man". Simm Man brings with him a new dimension of realism to the clinical learning and assessment environments. He is capable of a number of very human actions, which include speech, breathing and bleeding when you insert a needle into one of his veins. His pupils constrict if you shine a light into them and can appear dilated when he has taken an overdose of opioids. His tongue and airway swell up to simulate allergic reactions if a bee stings him. His jaw can clench, frustrating students' attempts to manage the airway which is a complication commonly encountered in the real clinical environment. Other less desirable actions (from a student's perspective) include the ability to vomit simulated premixed stomach contents and have a seizure. Direct advantages associated with the technology include the ability to produce an accurate event log of actions and interventions that can be used for not only marking but also feedback and self-reflection. Sadly, Simm Man has not evolved to the level where he can make a good cup of tea nor does he automatically chastise those students who dare to render suboptimum care. For this, we continue to rely on our human colleagues (for now).

CRAIG VINCENT-LAMBERT
Emergency Medical Care



BROADENING OUR EDUCATION STUDENTS' HORIZONS

Teaching in Cincinnati schools



“AMERICAN TEACHERS ARE HIGHLY MOTIVATED, BUT THE LEARNERS IN AMERICAN SCHOOLS ARE VERY DIFFERENT TO LEARNERS IN SOUTH AFRICAN SCHOOLS.”

Staff in the Faculty of Education seek to align their work with the Faculty's conceptual framework for teaching and learning that states:

“We are committed to the preparation of caring, accountable and critically-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts”.

These “diverse educational contexts” are understood as including more than just the wide spectrum of South African schools, which encompass private schools, well-resourced schools with good pass rates, as well as under-resourced and under-performing schools. The Faculty also believes that experience in schools abroad can contribute to our students becoming more nuanced educators. The Faculty has therefore signed two agreements with universities in the USA. The first agreement was signed with the Department of Teacher Education, Miami University, Ohio, USA. This Memorandum of Understanding facilitates, amongst others, a student exchange programme, and in August / September every year UJ Education students (4th year B.Ed and PGCE students) visit Miami University, and spend two weeks in schools in Cincinnati, Ohio. Under this agreement, we have already had two cohorts of students visiting the USA. In 2011 the first students from Miami University also visited UJ and UJ Metropolitan Academy, one of our Faculty's partner schools. In 2013 a first group of UJ students will be visiting Georgia State University and schools in Atlanta, under the auspices of a second MOU that has been signed. This exchange programme gives students a more holistic understanding of the universal challenges we face in the classroom today, as can be seen from the student feedback below.

SOME REFLECTIONS OF UJ STUDENTS:

Cherine:

The American school experience was a wonderful opportunity to grow as a teacher. American teachers are highly motivated, but the learners in American schools are very different to learners in South African schools. Learners in South Africa show more respect for the teachers and the schooling environment. I believe that the fact that learners in South African schools are required to wear school uniforms, contributes to a disciplined environment not only in the classroom, but in the entire school. The learners in America wear casual clothes to school, which immediately opens a casual atmosphere during school hours. Another prominent issue was that American schools really excel in practicing inclusive education. This was enlightening to see in real life as it is only a concept being introduced in South African schools. In the American schools there were various learners with barriers such as Downs Syndrome and Autism within a mainstream classroom. Each learner with a barrier would have a record or future plan (goals) which teachers had to follow. Every individual also had their own aide who attended every class with them. These aides repeated the work slowly, at the pace of the learner; therefore it did not affect the pace of the teacher or of the lesson. This experience really changed my life and I will encourage anyone to go to America and to see that there are similar problems all over the world.

Corine:

I realized in the USA how important it is to cognitively challenge learners, because when they are challenged, they will probably also perform better academically. I attended the so-called “Advanced Placement” classes, where the learners receive teaching that is almost comparable to first year university. And the learners rose to the challenge!

It is hoped that this student exchange programme will grow from strength to strength, and show student teachers that, in our global village, we share similar problems in education.

PROFESSOR JOSEF DE BEER

Faculty of Education



LEARNING BY DOING IS KNOWING *HOW* TO DO IT

A Law perspective

Lawyers and law teachers world-wide are continuously faced with the challenging task of linking a student's learning of the theory of law to the realities of legal practice. Students generally experience difficulties in converting their lecture hall experiences to "seeing the bigger picture". While most of them have developed the ability to memorise and reproduce, many are challenged when confronted with scenarios that may be different from the examples, and solutions, they have been studying during lectures.

Since 1981, the UJ Law Clinic has been developing and applying "best practices" in clinical legal education, while at the same time satisfying the need for both service learning and community engagement in the Faculty of Law. During their final year of studies, LLB students render legal assistance to real life clients who are facing actual legal problems, in line with the Attorneys Act 53 of 1979, read together with the rules of the Law Society of South Africa and the Law Society of the Northern Provinces. As required by UJ policy on service learning, the students' work at the Law Clinic is curriculated and assessed as part of a module in the LLB programme and is based on a live-client model. As regards community engagement, in 2012 the UJ Law Clinic won the "Best community engagement 1st prize 2011/2012" at the UJ Alumni & Community Engagement Awards evening. However, this excellent achievement should not obscure the actual focus at the Law Clinic which is on teaching and learning, with the goal of instilling in students permanent learning of knowledge of the law that simultaneously creates the ability to manage such knowledge to achieve success in legal practice on behalf of a client.

All final year LLB students register for Applied Legal Studies, in which the Law Clinic is embedded. As fledgling lawyers they render community service in one of the Faculty's three branch offices of the Law Clinic: at the Auckland Park Kingsway Campus, Doornfontein Campus and the Soweto Campus. The presence of real clients creates an ideal learning environment as client representation serves as stimulus for achieving success. It also introduces a new tension: that of the real lawyer-client relationship, coupled with client expectations that can only be satisfied through the fulfilment of the client's goals regarding his case.



In accordance with the statutory requirements of the Attorney's Act, the Law Clinic applies for accreditation and certification by the Law Society of the Northern Provinces on an annual basis in order to be allowed to continue to practice as an attorney's office. The professional "teachers" at the Law Clinic are therefore practising attorneys. Students are exposed to day-to-day real life obstacles in legal practices and have to be adept at overcoming those obstacles through constant lateral thinking. They have to become masters in implementing and communicating law (as applicable to the facts brought by the disempowered client) to a magistrate or judge in court. It is the first time in the students' all too short exposure to legal academic teachings that they are forced to enter the reality of practice, being instructed and assessed on an individual basis by real attorneys.

The first task of the supervising attorneys is to make the students aware that "spoon-feeding" of theoretical knowledge has now ceased. The second is to prompt the student into realising that he/she must move away from the still all too typical classroom expectation of inaction and waiting to be taught which law and legal principles could apply to a client's facts, to focussed and self-disciplined action. The student by him/herself starts the process of searching for and finding a solution to the client's legal problem. In rounding off this experiential learning experience the last stage is inevitably reflection.

Reflection is induced through continuous formative assessment by the supervising attorney of all of the student's work with a client in the client's case file. Students are encouraged to enter into daily discussions with the attorney about their cases, thereby learning to discuss legal problems with their peers and other experts. Notwithstanding this interaction, the student is still expected to present an answer to any problem, by drawing on his or her prior learning and on research into new aspects that may not yet have been covered in lectures. Students realise that legal challenges can only be resolved through actual research into applicable laws and cases previously applied to similar facts. Within three to four weeks of service at the Law Clinic students usually realise that they have to take a step back from the specific work done in order to reflect on what they have done and consider how appropriate or inappropriate their work has been, measured against the background of assessment and how useful the work has been to finalising the client's case in a fast, positive and expedient way.

Throughout the students' tenure at the Law Clinic they are subjected to the principle that rules of discipline are to be adhered to and that ultimately self-discipline is the key to success. From the outset it is pointed out that legal practice does not conform to mere prescribed working hours and that extra effort is required at the expense of personal free time. As no substantive law will ever make it into a court without a solid knowledge of the procedural law, students are exposed to processes and procedures on a weekly basis. Each student is expected automatically to take charge of his or her files and after an initial orientation must become comfortable with the administrative procedures. Thereafter they do their own consultations with clients, keep proper notes, communicate with all parties involved and draft pleadings and notices on their own. Of course, all of this is done under the watchful supervision of an attorney: every single step taken by a student is subjected to intense scrutiny and comment, as well as assessment by the supervising attorney. All work is collected in case files, which serve as portfolios for assessment and quality control purposes. Assessments eventually translate to a weight of 50% of a student's final mark in the module Applied Legal Studies.

It is essential that students experience in a real environment should also take place in a real office situation (as opposed to the lecture hall teaching that had for the most part been used up to this point of their education). In this regard the University has been very supportive by providing suitable premises for the APK Law Clinic, allocating an impressive house at DFC to the Law Clinic, and on Soweto campus funding a custom-built building for the exclusive use of the Law Clinic, which was opened in May 2011 by the Vice Chancellor, Prof Ihron Rensburg, and Deputy Chief Justice, Judge Dikgang Moseneke. The specifications and requirements of the professional staff were considered throughout the planning and construction phases, and the end result is an authentic environment in which students can deal with their clients and where attorneys and professional support staff find it comfortable to work, as it actually provides for a real attorney's practice within the UJ's academic environment.

Roughly two hundred and fifty students register for Applied Legal Studies annually, and each completes 80 hours of service at the various Law Clinics; most say they would have liked to stay there longer. By the end of 2012, free legal services had been offered for a total of 17 840 hours: at an average fee rate of R800,00 per hour; UJ Law students would therefore have rendered legal services worth R 14.27 million.

The supervising attorneys are under immense pressure as they not only have to supervise, engage with, educate and assess their students on a daily basis, but must also practice fully as attorneys. Despite this, they share a common love of integrating teaching with legal practice and find great satisfaction in being able to assist and observe the first steps of law students in the direction of engaging in actual legal practice on their own. "Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime."

"STUDENTS ARE ENCOURAGED TO ENTER INTO DAILY DISCUSSIONS WITH THE ATTORNEY ABOUT THEIR CASES, THEREBY LEARNING TO DISCUSS LEGAL PROBLEMS WITH THEIR PEERS AND OTHER EXPERTS."

EDDIE HANEKOM

UJ Law Clinic



BREADWINNER

Encouraging Entrepreneurship through Food Preparation

The relevance of community engagement/service learning is accepted as an important part of higher education for staff, students and the community, and this has become a component of the training offered to students by the School of Tourism and Hospitality (STH) on APB campus.

In 2009 STH began to research how the community associated with the Elton John Bakery could be assisted. This bakery is a kitchen that provides services to the community in Eldorado Park. After need analysis revealed a lack of basic knowledge and the skills required for operating a bakery, a project was conceptualised that would be sustainable, ensure continuity and would ultimately empower the participants from the Bakery with these necessary skills.

The project grew over several years. In 2010, two demonstration workshops were organised by the Hospitality Management third year students to provide training and skills development focusing on hygiene and safety in the kitchen and general rules for baking. Trilingual manuals were supplied to embed the basic practical skills. These workshops were fully monitored and assessed by the lecturers.

In 2011 participants from the Bakery joined the Hospitality Management first year Culinary Studies & Nutrition programme in the skills kitchens for a two week cycle to uplift the skills necessary for basic cooking techniques. Third year Hospitality Management students monitored the Bakery participants' progress and reported back to the lecturers. The Hospitality Management third year students also hosted the following events: a workshop focusing on baking scones and biscuits, the art of packaging for successful sales and the requirements for tea settings; and secondly a "Celebration Community Engagement Dinner". This was cooked and served by the participants with the support of the third year students. The event was covered by National TV and achieved good publicity for the Elton John Bakery Project, STH and ENACTUS¹. A marketing plan was also developed by the third year students and was presented to the participants.

In 2012 it was decided to involve second year Hospitality Management students in this project. Community Engagement/Service Learning was included as a year programme into the syllabus in the academic calendar which would allow more continuity and time with the project. Four

workshops were planned and executed by the four groups of second year Hospitality Management students, each led by a student coordinator. Workshop 1 focused on Basic Food & Beverage techniques including hygiene, dress code and table settings. Workshop 2 addressed Basic Book-keeping for small businesses which included food and recipe costing. A survey at the end of the workshop showed that all had understood the content and learned a new skill, with the majority asking for an accountancy course. Comments made by participants included: "I have learned so much today about calculating food costs. It has always been difficult for me to price items in my business"; and: "Things I learnt today I did not know; now I know them e.g. unit price, costing and selling price." Workshop 3 on Basic Marketing Concepts under the motto of 'Care, share and involve' included the basics of marketing and the marketing mix including product, price, place and promotion. For all three workshops, student compiled manuals in English and Zulu. Finally, Workshop 4 addressed Fundraising Concepts for community projects, with a booklet being compiled with guidelines on starting a fundraising campaign for the Bakery. This workshop was based on the Chinese proverb; "Tell me and I'll forget. Show me and I'll remember. Involve me and I'll understand." Fund-raising for much-needed signage to advertise the Bakery included a raffle and baking products which were packaged and priced and then sold.

"TELL ME AND I'LL FORGET. SHOW ME AND I'LL REMEMBER. INVOLVE ME AND I'LL UNDERSTAND."

As a result of these workshops four people have now gained employment: one participant runs a successful business baking and selling scones to the community; three participants are working in the food section of Pick & Pay.

Given the success of this project, the co-ordinators were invited to present their projects at the UJ Community Engagement Student Project Forum 2012. The presentation was received with enthusiasm and the School of Tourism and Hospitality was selected to represent UJ at the national ENACTUS competition at the Sandton Convention Centre.

LESLEY SCHIE

Hospitality Management



¹ Enactus is an international student organisation promoting entrepreneurial activities in communities, and formerly known as SIFE – Students in Free Enterprise.

UNDERGRADUATES *DO* DO IT TOO

Undergraduate research is internationally widespread. The benefits of involving undergraduates in research are well established: closer interaction with academic staff and postgraduate students at this early stage of development allows young students both to experience the fascination of research, and to develop an initial understanding of the high level skills required. Students gain some familiarity with research methodologies and associated lab work, while at the same time starting to hone the so-called 'soft skills' such as critical analysis, problem solving and communication skills. In this way, undergraduate research is widely associated with enhanced academic performance. However, engagement with undergraduate research in South Africa is still limited.



As one of its numerous initiatives to promote enhanced student performance, in 2011 UJ invited a key exponent of undergraduate research, Dr Said Shokar, Director of the Undergraduate Research Opportunities Programme at the University of California, Irvine, to UJ for conversations with Faculties about undergraduate research and possible models. It became clear that considerable undergraduate research is taking place in UJ, but still largely under the radar, with some vigorous and successful proponents in the Faculties of Science and FEBE. However, to derive optimum benefit from undergraduate research, we needed to bring it to the awareness of staff more generally, and of students.

The next step, in 2012, was to pilot an undergraduate research conference in conjunction with two Faculties. In a joint initiative between ADS, FEBE and the Faculty of Science, departments in these two faculties were approached to enquire about the types and level of undergraduate research currently being conducted. Departments were invited to nominate undergraduate students who were involved in promising research to participate in the conference. As incentive, three prizes of R10 000 funding support each for post graduate study were made

available to participants by the Faculties and ADS respectively.

UJ's inaugural undergraduate research conference took place on 25th September 2012 in D Lab venues on APK. The convenors sought in all respects to model a real-life conference, with intending presenters submitting abstracts to an organising committee for review, and the programme structured with a key-note presentation followed by parallel sessions of cognate papers. As key-note speaker, Prof Josef de Beer from the Department of Science, Technology and Computer Education in the Faculty of Education addressed the challenges and pleasures associated with his own research in the field of ethnobotany. Attendees then broke into three streams to accommodate the 21 student presenters from Science and FEBE. The originating departments nominated judges and a judging template was provided for each of the presenters. Judges and attending staff all expressed their satisfaction with the level of presentation and research. In view of the high quality of the presentations, it became necessary to secure an additional prize, with four winners, all potential postgraduate students, finally being identified.

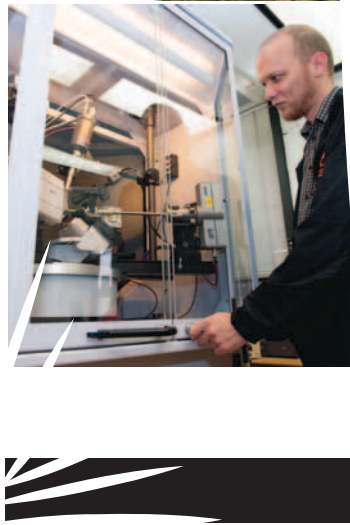
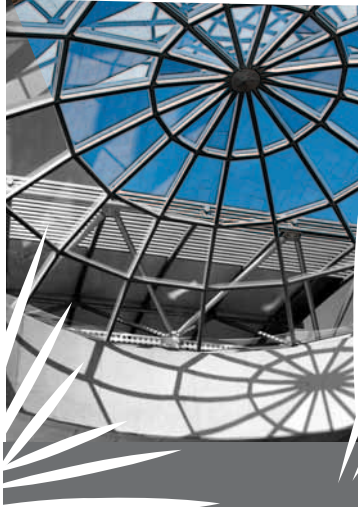
Cleary, some quality undergraduate research is happening at UJ, but we still lack adequate opportunities for showcasing this and bringing it to the attention of other students. For 2013 other Faculties have already committed to take part in a similar exercise, as we move closer to the goal of alerting high-flying students of the joys of research and the possibilities of postgraduate studies at UJ.

DR ANDRE VAN ZYL

Director: Academic Development



“TO DERIVE OPTIMUM BENEFIT FROM UNDERGRADUATE RESEARCH, WE NEEDED TO BRING IT TO THE AWARENESS OF STAFF MORE GENERALLY, AND OF STUDENTS.”





RESPONDING TO OUR CONTEXT

THUTHUKA: OUR EQUITY DEVELOPMENT PROGRAMME

GUIDELINES FOR A SUCCESSFUL SUPPORT PROGRAMME

THE FACULTY OF SCIENCE TRIUMPHS ENGAGING WITH STUDENTS

GETTING TO GRIPS WITH ACADEMIC LITERACY

THUTHUKA

Our Equity Development Programme

The Department of Accountancy is committed to the transformation of the accounting profession in South Africa. One of the biggest challenges faced by universities is to increase the number of black accounting graduates and to reduce the gap between white and black success rates, and in order to start addressing this, in 2002 the department established its Equity Development Programme (EDP). Scroll forward to 2012, when more than half of the 290 graduates who successfully completed the Honours in Chartered Accounting (CA) qualification at the University of Johannesburg were African (149 of the 290 graduates), with the Equity Development Programme making a big contribution to this number.

The students enrolled on the EDP are sponsored by the Thuthuka Bursary Fund, which is the bursary programme of the South African Institute of Chartered Accountants. The Thuthuka programme aims to improve the pass rates of African and Coloured students who study to qualify as Chartered Accountants, and has had very substantial impact. In 2012, for instance, the overall pass rate of the Thuthuka students at UJ exceeded the class averages from 1st through to 4th year. The best performance was at Honours level in the CA stream, where the Thuthuka students who had completed their undergraduate studies at UJ, obtained a pass rate of 76% whilst the class pass rate was 61%.

Sponsorship is essential to this success, to ensure that student progress is not hampered by financial worries. At undergraduate level the Thuthuka students sign a NSFAS student loan to cover half of their fees, whilst Thuthuka covers the other half. The funding covers the students' class fees, books, accommodation, a monthly living allowance and the additional overhead costs in running the support programme. At Honours (CA) level the full fees are covered by Thuthuka. In 2012 about one third of the African and Coloured students enrolled in the Honours (CA) studies at UJ were sponsored by the Thuthuka Bursary Fund, which obtains its funding from the National Skills Fund as well as from accounting firms, banks and companies who operate in the financial services sector in South Africa. When Thuthuka students successfully complete their studies they are allocated to Thuthuka sponsors to serve their articles.

The EDP programme is comprehensive and includes both social and academic support. To ensure optimal learning conditions and group cohesion, the Thuthuka students all reside in the Sophiatown residence, a residence built recently just off the APK campus. In this modern

"WHEN THUTHUKA STUDENTS SUCCESSFULLY COMPLETE THEIR STUDIES THEY ARE ALLOCATED TO THUTHUKA SPONSORS TO SERVE THEIR ARTICLES."

and custom-built residence the students live together in clusters and all have single rooms. The residence has a tutorial venue, computer lab and break-away rooms for study purposes. The EDP programme is run by four staff members from the Department of Accountancy: two qualified Chartered Accountants, a qualified educational psychologist and an academic trainee. Together this team can provide the full spectrum of support needed for student success, both academic and psycho-social. Group classes are provided to help students improve their exam and study techniques and for joint revision on difficult topics. Life skill classes are also presented, which include topics such as conflict management and image management. The students can also meet with the psychologist to discuss personal problems and receive counseling if necessary.

The EDP programme begins with an induction programme for first year students which includes campus orientation and group work so that the students get to know each other and make friends. Second year students on the programme are selected as mentors and tutors to orientate and support the first year students. For the mentors themselves this is a great opportunity to give back to the programme and develop their own leadership skills. Additional social events are organized during the year.

At second year level the students go away on a week-end camp. The camp includes adventure activities and sessions where topics such as academic and career development, values and work ethics are discussed. The students participate in team activities and gain experience in working in groups.

The EDP programme coordinators have teamed up with alumni and other accountants in the profession who volunteer as external mentors to the Honours (CA) students. The mentors provide the students with valuable life experience and encourage them in their studies. The students comment that they learn a lot from the mentors about what to expect in the workplace in the year after their studies. This advice also helps them to persevere in their Honours year, which is academically highly demanding and can be very daunting.

JELVIN GRIFFIOEN

Accountancy Department



GUIDELINES FOR A SUCCESSFUL STUDENT SUPPORT PROGRAMME

FEBE's Phoenix Programme



The Phoenix Programme was a 2011 and 2012 initiative of the Department of Electrical Engineering Science, under the leadership of Dr Norah Clarke and with the administrative support of Ms Lucia Pelser. The project formed part of Dr Clarke's postdoctoral work on Engineering Education, and was established as a pilot project to provide information and support for first year engineering students who failed, mainly due to non-academic factors.

In 2011 the initiative included nine first year students who had been excluded from further studies, but showed sufficient promise and improved circumstances to justify a second chance. In 2012 approximately 12 students formed part of the programme in the first semester, but in the second semester the number was significantly increased to include students who had failed their first semester.

The programme consisted of academic and personal monitoring, along with weekly group meetings. The objectives of these meetings were to equip students with relevant information, academic skills, emotional and social support, and peer group support. In the process, early identification of risk factors and potential threats to academic progress was possible and measures could be taken in response to problems. As a result of rapport established, it was also possible to monitor accommodation, hunger and general needs of the students in question.



EVALUATION AND LEARNING POINTS

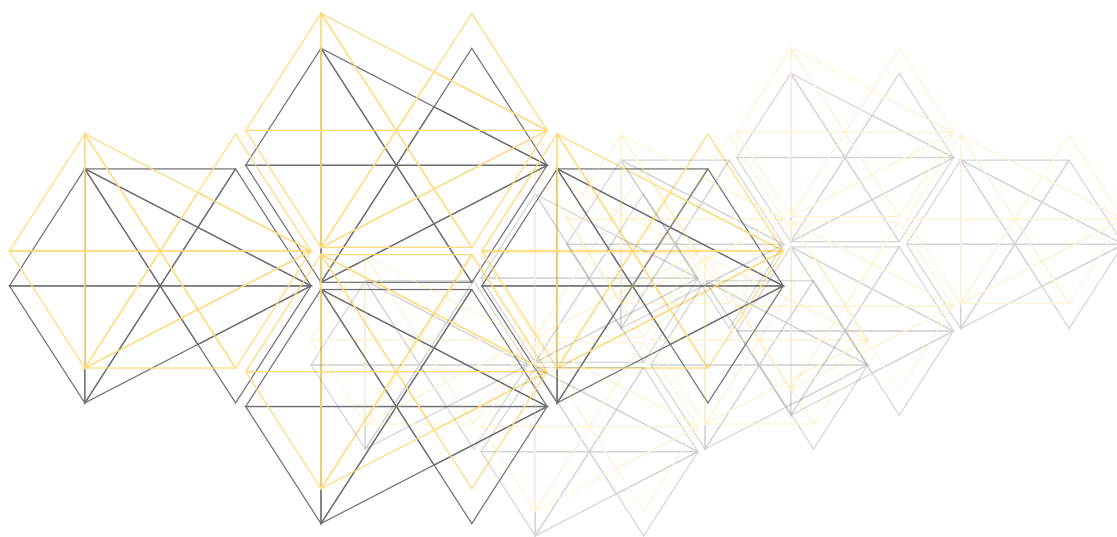
The following learning points are recommended with regard to future programmes of this nature:

- A holistic approach to support should be followed, addressing the various aspects that might influence the academic success of the students, including academic, emotional, social and physical aspects.
- Groups should be no larger than 12 members, allowing them to function as a support network for each other and filling the void that many students experience as they are uprooted from their rural communities.
- Students should apply for and motivate their inclusion in such a programme. They should be asked to make an informed commitment to meet the requirements of the programme, such as:
 - Consistent attendance of weekly meetings;
 - Consistent submission of test and exam results;
 - Agreement to meet with final year student mentors weekly;
 - An openness to collaborate in study groups and establish supportive relationships with peers in the programme.
- Final year engineering student mentors should be available to provide academic assistance.
- A dedicated coordinator should take responsibility for consistently monitoring all tests and exam results, and taking corrective measures when presented with results that are cause for concern.
- The services of ADS should be enlisted to present relevant training and support courses, such as Exam and Study Tips, and Stress and Time Management.

DR NORAH CLARKE
FORMERLY FEBE

“THE OBJECTIVES OF THESE MEETINGS WERE TO EQUIP STUDENTS WITH RELEVANT INFORMATION, ACADEMIC SKILLS, EMOTIONAL AND SOCIAL SUPPORT, AND PEER GROUP SUPPORT”

THE FACULTY OF SCIENCE TRIUMPHS



The Faculty of Science achieved a major breakthrough at the end of 2012, with first year student success rates climbing to an excellent 74.2% - this after dropping substantially in 2009, following on the introduction of the National Senior Certificate. How was this achieved? Through five years of unremitting effort, focused around a faculty-specific "Orientation programme" and 'First Year Academy', both of which predated the introduction of the full UJ FYE Programme in 2009.

ORIENTATION

Orientation in the Faculty of Science, now designated "First Year Seminar", involves a ten day programme assisting first year students with the transition from school to higher education. The development of the programme into a credit-bearing module as part of the Citizenship programme provides students with exposure to a compulsory two week programme including Laboratory skills (3 hours on 4 days); Language in Science (2 hours on 5 days) and Problem-solving skills (2 hours on 5 days) presented by specially selected lecturers. Campus tours, interactive library sessions, workshops on study skills, the timetable, and ULink, meetings with programme managers and finally "On-line registration" are complemented with fun activities and a film show in the Auditorium at APK. On the first day, entrants and their parents were welcomed by means of a ceremonial gowned procession led by the Executive Dean, Prof Kinta Burger, and also attended by the Registrar, all HODs and first year lecturers. After this official welcome, the audience was entertained by the "Ser-group" on APK and "Song and Dance" at DFC. One of the top-achieving senior UJenius students also shared valuable experience with the students, and then students were accompanied by their mentors (senior tutors) to teaching venues and started the module. Parents remained behind to be informed as to their important involvement, in terms of financial and emotional support, before joining staff for refreshments and questions.

Lecturers have been reporting that they were actually able to start serious teaching the very first day of lectures, and students acknowledge that they would have been "lost" if they had not attended the first two weeks before formal lecturers started.

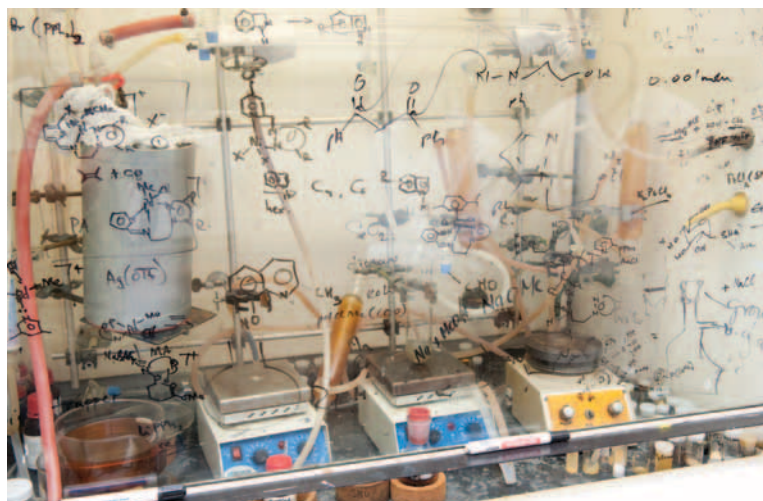
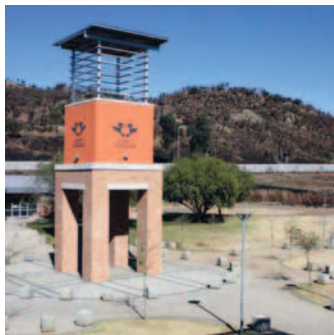
FIRST YEAR ACADEMY

The faculty has long been sharing best teaching practice among first year lecturers with three meetings annually. These workshops form the First Year Academy (FYA) which has been actively responsible for building teaching capacity since 2007. Lecturers and tutors meet in January, May and October to discuss arising themes, share trends and promote the scholarship of teaching and learning across disciplines and campuses. Tutors provide very substantial contributions and advice, and guest lecturers make keynote contributions.

LANGUAGE SUPPORT

A good command of the language of learning is imperative for academic success. Many South African institutions now have language modules integrated into the mainstream curriculum, while in some programmes students may be exempted based on performance in an entrance assessment. Given the value-add of the tailor-made module *Language Skills for Science* (LSS), presented by the Academic Development Centre as foundational provision in the four-year programme, this module has now been included as an option for selected students in the three year programme. While students in the three year programme can be exempted from the module based on their performance in the NBT Academic Literacy test., those entering with an NBT AL result below 60% were all registered for the year-long LSS module, to ensure further development of their reading and writing proficiency.

“IN 2006 THE FACULTY ESTABLISHED THE MATHEMATICS LEARNING CENTRE (MLC) AT APK TO ALLOW STUDENTS REGISTERED FOR VARIOUS CORE MODULES CONSTANT ACCESS TO TUTORS.”



MATHEMATICS SUPPORT

All the programmes in the degree offerings in the faculty include at least a year of Mathematics, and research has confirmed that under-preparedness in Mathematics transfers to Physics and Chemistry as well. In 2006 the faculty established the Mathematics Learning Centre (MLC) at APK to allow students registered for various core modules constant access to tutors. The department of Mathematics provided space and other resources and the faculty assisted with finances and appointment of tutors. MLC tutors are constantly available between 08:00-18:00, and they also present popular Saturday classes before tests and final assessments. The Centre has been shown to assist students in Mathematics, Statistics and Applied Mathematics, and is to be expanded to become the Science Learning Centre and also to include tutoring in Physics, Chemistry and Biochemistry. In addition, the Mathematics department has been developing Mathematics tutorials in Sotho with Ms Chantell Duncan and Mr Titus Mohubedu teaching high-impact themes in Sotho and posting these on ULink.

RESEARCH-BASED INTERVENTIONS

All these initiatives are based on years of research, for instance into the role of the National Benchmark Tests in placement and the development and delivery of authentic interventions, in order to assist students and to support lecturers who have excelled by going beyond solely content in classes.

The Faculty of Science needs to acknowledge the contribution and impetus provided by the Executive Dean, Prof Kinta Burger, who has always been convinced that well-prepared students and lecturers in the lecture hall form the ultimate first year experience and that this should be supported to the full.

DR MELANIE JACOBS
Faculty of Science



ENGAGING WITH STUDENTS



“BEST PRACTICE IN PEER REVIEWS IN HIGHER EDUCATION SUGGESTS THAT STUDENTS SHOULD BE AT THE CORE OF THE EVALUATION PROCESS.”



We are all familiar with student-focused and holistic approaches to higher education, but let us look beyond these: for those who subscribe to creating optimal opportunities for learning and personal growth, engaging students both in lectures and outside of lectures remains a challenge. Students and academics may have different expectations of what the outcomes should be following on a period of engagement, or what the relationship should look like during this engaged period. A common denominator for all involved is a desire to succeed.

During a peer review of the Diploma in Public Relations and Communication in 2012, the Department of Strategic Communication had the opportunity to evaluate their level of engagement with their students. Best practice in peer reviews in higher education suggests that students should be at the core of the evaluation process. Quality and relevance of curricula, throughput success rates and supporting structures for students and staff alike are some of the areas in which engagements need to be evidenced. Providing evidence of how students benefit from these engagements is not so easy. Moving beyond traditional forms of assessments, i.e. tests, assignments and examinations, requires a change in mind and approach for both academics and students.

The Diploma in Public Relations offered by the Department of Strategic Communication has adopted a unique approach to developing engaging relationships with students and between students. The first approach is a class representative system in which class representatives are nominated and elected by fellow students per year group. Leadership development workshops, regular meetings and open lines of communication ensure that class representatives and lecturers engage frequently, resulting in information being shared and issues addressed as quickly as possible. A second approach is to develop relationships with various UJ Divisions such as Student Marketing, Internationalisation and Alumni, and to encourage these to involve public relations students as volunteers during major events or projects. Students are invited to volunteer for these events, they are then briefed and trained by their lecturers and

mentored by senior students who belong to the Students' Public Relations Association (SPRA). The third approach adopted by the department involves a close relationship with the above student association. Although this association is formally registered with Student Affairs as a recognized body it retains close ties with the department. Students serving on the executive committee of SPRA have been instrumental in assisting the department in achieving some of its objectives in engaging students and in turn have benefited from the experience of leading and mentoring fellow students. SPRA members are also actively involving themselves in community projects to develop skills needed for their future careers as public relations practitioners.

Setting learning outcomes, constantly reflecting on events and ensuring that all these experiences translate into learning are some of the challenges facing academics. Assessing and evaluating experiences for credits needs to form an integral part of the teaching and learning in all programmes.

MS RENE BENECKE

Department of Strategic Communication



GETTING TO GRIPS WITH ACADEMIC LITERACY



Academic literacies – thinking, listening, speaking, reading and writing – are pivotal to success at tertiary level. However, many first-year UJ students are challenged by the transition to university; hence the Academic Literacies Development (ALD) unit of the Academic Development Centre (ADC) aims to assist students acquire the competencies needed to facilitate learning and achieve success.

One way this is accomplished is through academic literacies modules. On APK campus, the ALD unit delivers year-long modules to first-year extended degree students in the Faculty of Science and the Faculty of Economic and Financial Sciences, and to mainstream students in the Faculty of Law. Students taking an ALD module attend one lecture and two or three practicals per week. In the lecture students are provided with an overview and theoretical background of different aspects of language and literacies learning for the week. The practicals which follow include activities and tasks designed to foster deeper learning and application of what was introduced in the lecture.

The curriculum covers a variety of competencies important for learning in higher education, including metacognition and reflection; listening; note-taking and note-making; academic reading strategies; summarizing; paragraphing; using portfolios as tools for learning and assessment; avoiding plagiarism; research skills; coherence and cohesion; the essay writing process; presentation skills; analyzing exam questions; academic discussion and debate, and so on. Discipline-specific areas such as understanding and interpreting graphs/writing lab reports are also covered. Assessment is

“RESEARCH HAS SHOWN THAT STRATEGIES FOR IMPROVING READING, WRITING AND CRITICAL THINKING ARE MOST EFFECTIVE NOT AS ADD-ONS, BUT WHEN INCORPORATED INTO MAINSTREAM CURRICULA.”

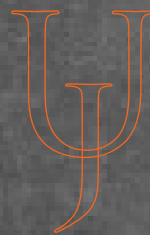
continuous, and feedback is a critical component of each module. Initial resistance to taking an ALD module often changes during the course of the year (and in years to come) as students perceive the benefits and see improvements in their learning experiences.

The four Writing Centres, one on each campus, are also key components of the ALD wing. In the Writing Centres, students are helped to find solutions to their own writing problems and to identify and correct their own mistakes. Opportunities are provided for students to work one-on-one, or in small groups, with peers who have been trained to listen, offer feedback and make suggestions to develop students' own writing and critical thinking skills. Higher order and global issues are addressed before attention is turned to sentence level concerns. As such, student work is not edited or proof-read because this does not teach transferable skills. Rather, the overall aim is to create an enabling, writer-friendly environment where students are not judged or evaluated but supported as they develop a variety of writing skills. UJ's Writing Centres are growing fast. The APK Centre opened its doors in 2002 and now has fifteen trained writing consultants and four postgraduate writing fellows drawn from multiple disciplines serving students across all nine faculties. APB, DFC and SWC came on board during the past three years. Together, the four Writing Centres conducted over 6000 consultations with undergraduate and postgraduate students in 2012; they are clearly satisfying a real demand.

But it's in partnership with disciplinary staff that ALD can have the most impact on student development. Research has shown that strategies for improving reading, writing and critical thinking are most effective not as add-ons, but when incorporated into mainstream curricula. If you'd like assistance in this regard, ALD staff are just a call away (on x3285), and very happy to advise.

MS SANDY KANE

APK Writing Centre Coordinator





DEVELOPING OUR TEACHING STAFF

THE ADS LARGE CLASS PROJECT

TEACHING DETECTIVE FICTION TO A LARGE FIRST-YEAR CLASS

THE SCHOLARSHIP OF TEACHING AND LEARNING

THE ADS LARGE CLASS PROJECT



“IN RESPONSE TO CONCERNS EXPRESSED BY MANY OF THE STAFF INVOLVED, ADS INITIATED A LARGE CLASS PROJECT WHICH AIMS TO CREATE A CONTEXT WHERE STAFF CAN MEET TO EXCHANGE IDEAS AND EXPERIENCES”

One of the topics that is sure to generate animated debate amongst academic staff is the question of how best to facilitate learning in large classes. Large classes are difficult to define, but in the UJ context they are understood to be anything between 200 and 650 students in a class, with repeat classes offered to accommodate a cohort of up to 2000 students or more. In response to concerns expressed by many of the staff involved, ADS initiated a Large Class Project which aims to create a context where staff can meet to exchange ideas and experiences and consider possibilities for teaching and research. The creation of enabling and collegial opportunities which offer “safe spaces” in which staff can discuss any aspect of their teaching experience is essential for the success or otherwise of teaching in large classes.

During 2012 there were a number of opportunities for staff to engage with each other. This included a workshop on the use of technology in large classes as well as a half day seminar entitled “Professional Reflections on Teaching Large Classes: Challenges, Strategies and Suc-

cesses”. The keynote speaker was Mr Jacques Mahler, a law lecturer from the University of Fort Hare who led a discussion on the use of technology to facilitate large class teaching. Other presentations by new and experienced academics highlighted the challenges, strategies and successes experienced by staff in the context of large classes. Strategies discussed included the use of clickers to engage individuals, the challenges of motivating and capturing the attention of novice learners in engineering and politics as well as the difficulties of assessment in the large class context. One contribution on teaching popular fiction to large classes at first year level in order to facilitate access to disciplinary discourses, resulted in particularly animated and engaged discussion and is presented on the next page.

PROFESSOR JENNY CLARENCE-FINCHAM
MS KIBBIE NAIDOO

Academic Development and Support

TEACHING DETECTIVE FICTION TO A LARGE FIRST-YEAR CLASS

“APART FROM LEARNING TO IDENTIFY THE ‘ELEMENTS OF FICTION’, STUDENTS ARE ENCOURAGED TO LEARN TEXTUAL ANALYSIS, AND HOW TO WRITE AN ARGUMENTATIVE ESSAY”

At the University of Johannesburg, the size of first-year classes is increasing across the university. In the Faculty of Humanities, one may deal with classes of 1,000 or more students several times a week. Whether one is new to university teaching or a ‘veteran’ of thirty years’, teaching this size of class should give one pause to define one’s goals and thinking creatively.

UJ lecturers are not alone; teaching large groups of first years is a recognised challenge at universities around the world. At the University of Brighton, England, the Centre for Learning and Teaching acknowledges this as a fact of everyday lecturing life:

The focus of your attention in planning your lectures and larger group sessions needs to be on the students and their diverse styles of learning. You need to think about how to plan and present your material to enable them to engage with it in the session, rather than simply concentrating on subject matter to be covered.¹

One need not do this alone; on 1 November 2012, under the aegis of Professor Jenny Clarence-Fincham of Academic Development and Support, lecturers from all faculties attended a workshop entitled “Professional Reflections on Teaching Large Classes: Challenges, Strategies and Successes” in order to share experiences of teaching the large groups of first-year students who join the university each year. For my part, this workshop gave me the opportunity to reflect on the challenge of teaching South African detective fiction to our first-year English Literature classes

English 1 is not only the first year of a three-year major in English Language and Literature; as a service course for several other degrees (Psychology, Sociology, Politics, Law, and Languages), English 1 enrolls 900+ students each year. By 2012, when detective fiction joined our syllabus, we knew that as our classes increased in size, the variation in our students’ levels of preparation for university would expand accordingly. Having tried such ‘classics’ as *Wuthering Heights* and *Down Second Avenue* on our first years and struggled to lift 1,800 student eyes off their cell phones, we chose a realist novel set in contemporary South Africa.



English 1 is designed to teach several analytical skills that are essential to studying the Humanities.

Apart from learning to identify the ‘elements of fiction’, students are encouraged to learn textual analysis, and how to write an argumentative essay, skills germane to this course and to others across the curriculum.

When a colleague suggested teaching a South African Detective Novel, *Thirteen Hours* (Deon Meyer), we soon realised that it made sense pedagogically. Personally, I found the challenge of teaching detective fiction, with its emphasis on violent actions and language very daunting. Two lectures into the course, I realised that this novel was, in many ways, a gift to teach, though one obstacle lay in our paths – the same one we had encountered with the other ‘classics’ that had populated our syllabus: encouraging students to read the novel. Clearly, students and lecturers assess the size of a book differently:

Once students realised how gripping the plot of the novel was, reading it was not the main problem. Other challenges included:

- **Setting/Geography:** Central Cape Town is a confusing labyrinth for many Gautengers, but knowledge of the city (‘Cityness’) is essential to understanding the plot.
- **Plot:** The solving of violent crime: while fraud, murder and the torture of a female character immediately grab the students’ interest, they require very sensitive interpretation.
- **Protagonist:** Teaching the characterisation of Benny Griessel, a flawed, middle-aged recovering alcoholic, an uncool hero, entails exploring the novel’s key theme: compassion.
- **Politics:** Being a white policeman in a force struggling to transform, Benny is uneasy about having to face the related issues of the ‘heritage of apartheid’ and ‘affirmative action’ on a daily basis.
- **Language:** Deon Meyer creates a police force and criminal characters who curse richly, violently and expressively, thus opening up the issue of linguistic registers for debate.
- **Attention span:** For how long can the average student ‘focus’ before reaching for a cell phone? As it happens, the very issues of violence, crime and policing that are the bane of many South African lives prove fascinating to first-year students.

¹ Centre for Learning and Teaching, University of Brighton. “Lecturing and Teaching Large Groups.” Centre for Learning and Teaching Study Pack, 2010–2011.

Sure ‘Size Counts,’ but it shouldn’t overwhelm us: the University of New South Wales’ Learning and Teaching Centre advises lecturers of large groups not to be intimidated by the size of the group. In fact, the large group may be used to:

- give teachers an opportunity to convey basic and necessary information to students
- help students gain a big-picture understanding of a course and make links between its different components
- help students to see the relevance and applications of what they are learning
- help students consolidate their learning
- give students the opportunity to meet and mix with more peers.²

Bearing this helpful advice in mind, my lecture slides provided general systematic advice, an overview of themes, plot, characters and settings. One does not teach this large class alone and tutorials offer a safe haven in which students can move from the general to the particular in order to analyse particular passages from the novel.

The most relevant aspect of this novel proved to be the detective genre, as detective work mirrors the learning process:

In this detective novel, social order is disrupted when two crimes are committed and the tourist paradise, Cape Town, against its exquisite mountain backdrop, is turned into an alarming dystopia. Inspector Bennie Griessel, an experienced detective and a team of three young detectives are tasked with solving the case and restoring social order. The advantage of teaching a text replete with local references is that much of the content, setting and issues dealt with is familiar to students. Thus, through the literary realism of *Thirteen Hours*, the teaching team was able to teach our students to learn to imagine. The struggles of each of the complex main

Detective ‘Methodology’:

To solve crime, Detectives:

- Follow clues and analyse them.
- Use forensic analysis.
- Retrace and reconstruct the crime scene.
- Listen, look, identify and observe and then deduce likely conclusions from the facts.

From Methodology to Themes:

- Observing and analysing, rather than making snap judgements and false assumptions.
- Showing compassion and understanding, but also knowing when to take evasive action.
- ‘Cityness’: The effects of living in a city; also how to deal with setting (time and space) in a literary work.
- Difference: Learning to deal with many types of social and cultural difference.

characters (Bennie Griessel, Vusumuzi Ndabeni, Mbali Kaleni, and Fransman Dekker) also enabled us to make the learning arena (lectures and tutorials) spaces in which our students could begin the long project of ‘learning to be,’ a vital element of the university curriculum.

It is also essential to create oases of ‘question time’ in the lecture period, to allow students time to process the content of the lecture and test this against their own experience and their views of the novel. In these interludes, it helps to allow students to talk to each other and develop confidence in their own opinions.

Keeping 350–400 students focused at a time (English 1 is divided into two large groups) involves appealing to the students’ visual literacy skills: using pictures, maps and diagrams, and slides that draw out the main points. It is also important to draw out the ‘Life Lessons’ with which students may identify in the novel. Learning occurs as one helps students to move from familiar landmark points to new ideas. In the end, one has to maintain a ‘delicate balance’ in the teaching situation, by involving the class, but keeping control of question, answer and class discussion sessions.

DR. JANE STARFIELD

English Department

MAKING THE LECTURE A SPACE IN WHICH STUDENTS CAN LEARN TO BE

- Communicating Content – and Repeating It
- Teaching techniques and skills
- Using mixed media
 - Notes
 - Picture
 - Diagrams
 - Music
- Letting students speak, discuss and question
- Team Teaching and Tutorial Support

² The UNSW L & T website provides a set of interlinked pages on university learning and teaching. <<http://www.edtec.unsw.edu.au/large-group-teaching>>

FROM PASSION TO PUBLICATION: THE SCHOLARSHIP OF TEACHING AND LEARNING



“FROM AN ACADEMIC
PROFESSIONAL DEVELOPMENT
PERSPECTIVE, FOSTERING
GOOD TEACHING REQUIRES
MOVING BEYOND A ‘TIPS FOR
TEACHERS’ APPROACH”

Teaching and learning is a growing area of research in higher education. In this context a Scholarship of Teaching and Learning (SoTL) forum was initiated by staff in the Centre for Professional Academic Staff Development (CPASD) in 2010. It was officially launched in 2011 and has grown considerably in 2012. This forum seeks to accommodate and nurture academic staff who are committed to teaching and learning and share a desire to develop this interest into scholarly research, leading to publication in accredited journals. The working definition that guides the activities of the SoTL group at UJ is: “a systematic study of teaching and learning aimed at bringing together two of the practices that are at the heart of the life of academics: teaching and research.” In the light of this, SoTL at UJ has two main goals: firstly, to encourage and be a resource for academic staff who wish to engage critically with teaching and learning through research of their practice; and secondly, to encourage dissemination of this research through publication.

From an academic professional development perspective, fostering good teaching requires moving beyond a ‘tips for teachers’ approach towards scholarly engagement with theories and methods underpinning teaching and learning in higher education. Adopting this perspective initially involved inviting staff to start examining their teaching-learning practices, record their successes and challenges and reflect on these experiences in a safe and collegial environment. Despite staff being located in different disciplines, the forum created space for staff to engage in rich ongoing dialogue.

At the first SoTL forum participants expressed concern about their limited knowledge of the teaching and learning theories that are applicable in higher education. Consequently, one of the focus areas of SoTL has been on exploring some of the educational perspectives that are useful for understanding the complexity of teaching, learning, and assessment in the fast-changing South African higher education context. This context presents challenges as well as opportunities for staff to engage in and contribute to SoTL. The forum facilitates this process by introducing staff to various theoretical approaches that will help them locate their specific experience of teaching and learning in the UJ within the broader field of higher education studies.

SoTL facilitators have included experts in specific educational theories, such as a specific focus on Cultural Historical Activity Theory (CHAT), as well as guest lecturers with an established publication record in the SoTL field who have served as role models by discussing the processes of researching teaching practices and finding appropriate journals in which to publish. SoTL was well-represented in the two Writing for Publication retreats organised by CPASD in the second half of the year.

The impact of the SoTL forum is already evident. Two SoTL-oriented papers have been accepted for publication in accredited journals, ten staff members have registered for doctoral studies in the area of SoTL, and there is a lively community of practice in the university.

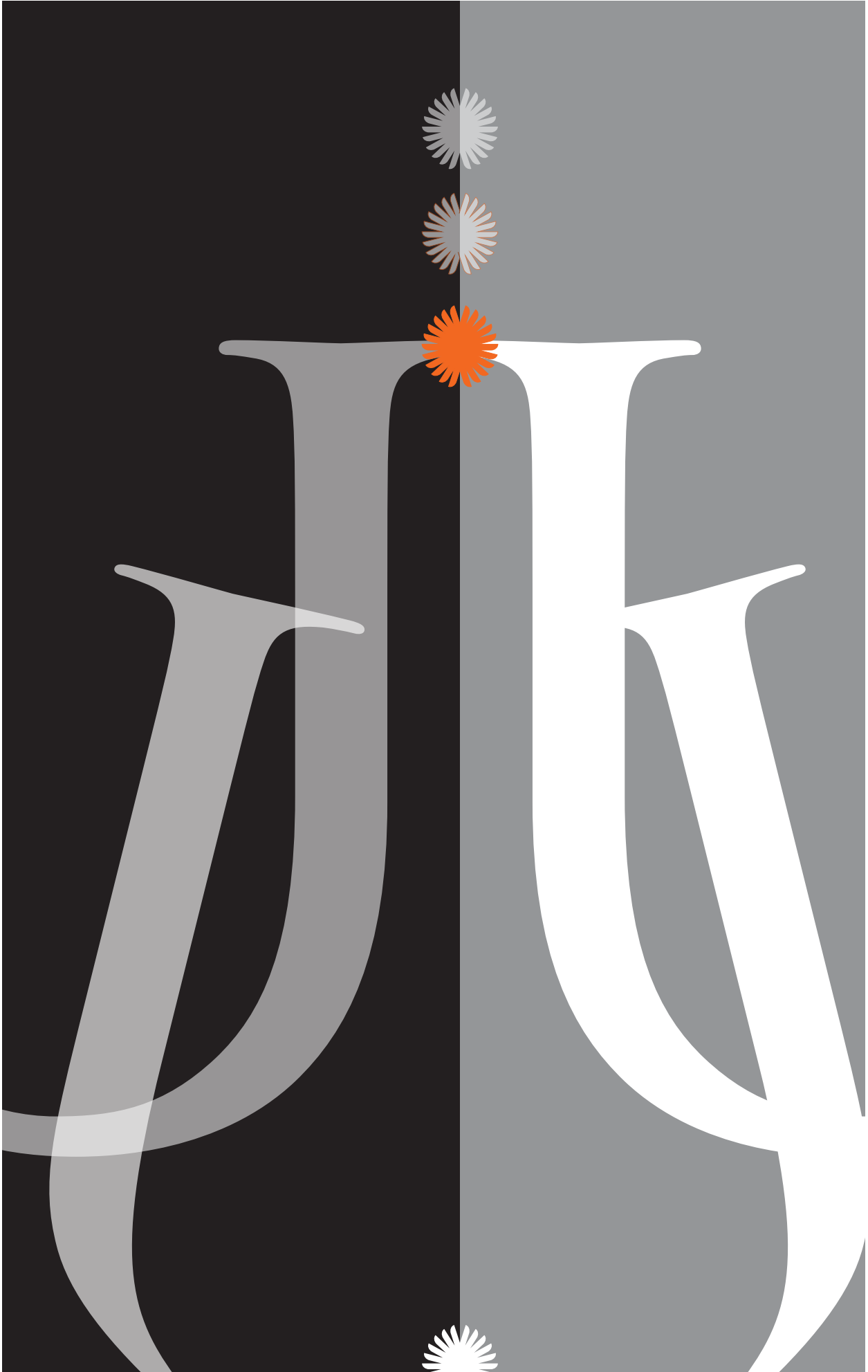
MS KIBBIE NAIDOO (left)

Head: Professional Academic Staff Development

MS PIA LAMBERTI (right)

Postgraduate Centre







REFLECTING ON OUR TEACHING

REFLECTIONS OF FORMER VICE-CHANCELLOR'S AWARDEES:

WHAT DO WE TEACHERS ACTUALLY DO?

WHY DO WE LECTURE? SHOULD WE LECTURE?

WHAT DO WE TEACHERS ACTUALLY DO?

To be honest, when I started off in education I didn't really know what teachers and lecturers 'did'. I trained as a teacher simply because there was no other possible choice for me. It was 'teaching or bust'.

That is, teaching is my calling, something I am really passionate about. However, I now know that teaching is a complex and highly skilled endeavour. One must be both a discipline expert and educationist and therein is inherent tension. To become and maintain discipline expertise doesn't only take passion, it also takes time and ongoing, sustained, effort. As does becoming a skilled, reflective educator. So, where, when and how I manage my time and energy to balance those two needs is a constant challenge. For myself, finding the balance between producing accredited publications, complete my doctorate and offering high quality learning experiences is not easy.

Firstly, one thing teachers 'do' is prepare students for the world of work. However, I have found that the notion of what 'well prepared' means varies, especially in a fast changing world. So, I must keep up with changes, such as the rise of China and social networking, but also ensure that my students acquire critical thinking skills and make informed decisions. To this end, I love my discipline, Geography, because Geography can be used to open young minds to new experiences, cultures, ideas and ways of thinking. For example, when exploring the international banking crisis with students I have introduced Islamic Banking, as an alternative way of thinking about banking. For me, this allows my discipline to be seen by students as relevant, applicable to the world they live in.

Secondly, I have learnt that teachers don't 'do it alone' (!). That is, teaching and learning is a highly social affair with students either learning by imitating others or by interacting with others. So, the lecture theatre isn't an island. When I engage with librarians, writing centre consultants, tutors and academic development staff, the quality of the tuition offered to my students has been enriched. Thus, I am most grateful for the role of quality partnerships to facilitate student academic success. This is quite a change for me, I must add. I was once completely ignorant as to the value an academic development staff member can add in helping students achieve academic literacy.

Thirdly, what teachers 'do' is mediate at the interface between learning and language. Often academic success is acutely linked to language. To this end I have fundamentally changed my learning events (such as lectures, tutorials and assignments) to purposefully teach academic literacy and language acquisition by embedding them into the content. So, I chose case studies that both fit into the curriculum and present opportunities for students to learn how to read for understanding, paraphrase, summarise and convert graphs to text (and vice versa). I have even found that lower level interventions of a grammar building nature, such as sentence construction, vocabulary, punctuation and tenses are often necessary.

Fourthly, teachers assess, with assessment being crucial to the teaching/learning process. For example, I attended courses that demonstrated to me how learning can be enhanced through the use of assessment rubrics. Rubrics allow for more transparent assessment and can guide students with respect to what is expected of them. Thus, I have used assessment rubrics, in different contexts and for different purposes, extensively. During this time, however, I have found that most students take a long time to use rubrics successfully, making me realise that rubrics, while valuable, are still social artefacts and may also need mediation.

To conclude, it seems to me that what teachers really 'do' is teach, reflect, assess, reflect, make changes, learn new things and reflect again. A never ending quest to improve one's professional teaching practice. Through reflection, one's teaching evolves over time. For example, the ways in which I teach students to write an academic essay have changed. I always felt (and still do feel) that essay writing teaches critical thinking, creates opportunities for students to conduct research and to write for an audience. However, I now know that the essay writing process is just as critical as the end product. Both Academic Development staff and Writing Centre specialists have taught me that using a drafting and redrafting process – where students submit multiple drafts – opens up a space for increased social interactions (and thus, learning) between lecturer/tutor/writing consultant and student. It was through this drafting/redrafting process that I learnt that I must actively facilitate the acquisition of referencing techniques, tone and formatting. So, teaching, then, can only be lifelong learning. One learns to teach and teaches in order to learn!



"I NOW KNOW THAT
TEACHING IS A
COMPLEX AND HIGHLY
SKILLED ENDEAVOUR."

MS TRACEY MCKAY

Department of Geography, Environmental
Management and Energy Studies



WHY DO WE LECTURE?

SHOULD WE LECTURE?



The world of teaching in higher education is abuzz with e- and m-learning, the use of tablets in teaching and learning, MOOCs (massive open online courses of both the x and c varieties – see Daniel 2012), network learning, open educational resources, peer instruction and flipped classrooms, to name just a few. The NMC Horizon's 2013 report for higher education indicates that we will see the widespread adoption within the next 12 months of MOOCs and tablet computing in higher education, whilst gamification and learning analytics are predicted to be in widespread use two-three years from now (Johnson et al 2013). What all these hint at is that the old paradigm of 'sage-on-stage' is being replaced by the 'guide on the side', where the boundaries between teacher and learner, content and activities, real and virtual spaces, become blurred (Conole 2010).

Despite such 'revolutions' and innovations in higher education, facilitating learning in higher education is still largely based on 'the lecture'. As lecturers we still teach as we were taught (Pocklington & Tupper 2002), the only difference we now have 'death by Powerpoint' rather than just a rambling voice with occasional scribbling on a black board. Such traditional lecturing is teacher- and content-focused, with most of the activity in class being undertaken by the lecturer, and students occasionally taking notes and every now-and-again responding to a question, or even asking a question. The assumption of 'the lecture' is that if I teach, students learn. Such a passive role for the student encourages memorisation and cramming of the information shared, and provides very little opportunity for analysing, questioning, reflecting, and – god-forbid – creating, by the students. Donald Clark (2010) also rightly asks how a once-off lecture allows for repeated practices, which is what students need to do to learn effectively.¹ Lectur-

es are also not effective at changing attitudes and instilling particular values, and cannot cater for diversity of abilities amongst students (London Deanery website).

Furthermore, in an era of information abundance – Eric Schmidt, then CEO of Google, highlighted that "We create as much information in two days now as we did from the dawn of man [sic] up to 2003" (quoted by Siegler 2010) – does it then make sense to have 'the lecture' that remains largely about transferring information? On Twitter Jim Delaney (@jmdelane) recently tweeted that "Lecturers are a pre-literate form of knowledge transmission." He continued to argue that lectures are useful for specific occasions, but that lecturers do not make sense as daily teaching practice. Robert Talbert (2012) also indicates that lectures – though not effective at 'transferring knowledge' given problems with retention and recall – can inspire one, as the TED-talks amply demonstrate.

It's time we note Davidson and Goldberg's (2009:8) concern: "how we teach, where we teach, who we teach, who teaches... – have changed mostly around the edges. The fundamental aspects of learning institutions remain remarkably familiar and have done so for something like two hundred years or more." Isn't it time that we relook seriously at what the purpose of 'the lecture' is? Does the lecture enable students to learn, and what do they learn from a lecture? Are they learning critical and creative thinking, valuable skills and necessary attitudes from 'the lecture', or are they simply learning how to reproduce 'the answer'? (Folley 2013). Rather than being about information-sharing, can 'the lecture' be used to transform the learning process and the learning outcome?

If I can rephrase Stephen Downes (2013), questioning of 'the lecture' could lead us to state that "we don't need no lecturer". What is meant by this is not that lecturers have no role to play in learning, but rather that the role of the lecturer / educator is not any more about content transferral. As our students have access to information and experts 24/7 through various technologies of the modern information and communication era – increasingly called network learning (Mehaffy 2012) – should content still be king in what we do at universities and in lectures? Or is it rather that the educator should ask questions (not tell), in what Michael Wesch (2008) calls an anti-teaching approach? Others talk of enquiry-based learning activities (Kirkwood & Price 2013:8), problem-based learning, or inclusive learning (November & Mull 2012); it is about the production rather than the consumption of information by our students in which their passivity is replaced by interactivity.

"DOES THE LECTURE ENABLE STUDENTS TO LEARN, AND WHAT DO THEY LEARN FROM A LECTURE?"

¹ Watch the keynote by Donald Clark on 7 September at the 2010 Conference of the Association for Learning Technology at http://www.youtube.com/watch?feature=player_embedded&v=Tbl-xxF8NPY# or watch his talk at TEDxGlasgow in 2012 at http://www.youtube.com/watch?v=dEJ_ATgrnY.

I do think there is still a role for 'the lecture', but it requires conscious and fundamental re-thinking about its role in the learning of our students. In this context, some of the benefits of lectures that Bligh (2000) indicates, are that they can be ways of providing information to students that are not available from other sources; they remain useful ways to repeat "background information and ideas, basic concepts and methods" that are then to be developed further by the students (this is especially true at first year level); lectures "can be used to highlight similarities and differences between key concepts"; and lecturers are wonderful for demonstrating processes. A lecture can also be used effectively to help students understand the information they have (rather than just disseminate information to them) (Lunsford 2011). And a lecture can be useful to integrate the various parts of a learning programme coherently, it can provide food for thought to inspire and motivate students (London Deanery website).

Questioning 'the lecture' myself, I tried something different last year, and am doing it again this year. I still have contact meetings, but instead of doing 'the lecture' in these time periods, I inversed the normal course activities by placing my 'lectures' online, and doing 'homework' in the class. This approach – called flipped classroom by some, or peer instruction by others (Crouch & Mazur 2001) – involves moving content delivery (information sharing) outside the contact meeting. Students thus get exposure to the content of the lecture before the class (Bruff 2012). They can pause, rewind, stop and re-watch the lectures any time they want or need to. This leaves class meetings, Barba (2013) states, for active and interactive engagement of the students in lecturer-guided discussions, project-based activities, collaborative learning and peer instruction. A flipped classroom then becomes, not per se about online videos of lectures, but rather about how to make optimal use of face-to-face meetings to ensure deep learning by the students. As Eric Mazur (in Schell 2012) states, flipped classrooms is "not about the technology, it's about the pedagogy".

"A FLIPPED CLASSROOM APPROACH HAS ENABLED ME TO INCREASE THE INTERACTION BETWEEN NOT ONLY MYSELF AND STUDENTS, BUT ALSO BETWEEN STUDENTS."



Further, a flipped classroom is not just about flipping the classroom, but rather about flipping roles in your course (Wheeler 2013). It requires that students come prepared to class meetings, having read the prescribed work, having completed a reading assignment, having watched the lecture online, and having completed an online quiz related to the lecture. The transfer of information thus takes place before the class; the assimilation of that information (and the more difficult part to do) is then attempted in class (Bruff 2012). In class students have to think, discuss and do, rather than the lecturer doing most of the thinking, talking and doing. This approach shifts the responsibility for learning fully to the student, with the lecturer directing and guiding.

A flipped classroom approach has enabled me to increase the interaction between not only myself and students, but also between students. I can check their understanding before class by seeing what they got for lecture quizzes, and what they write in reading assignments. I can then focus a class meeting on those areas of the work they don't understand, and clarify areas of uncertainties. The flipped classroom approach has enabled me to walk around amongst the students, helping them with activities designed for application of knowledge. Another beneficial outcome I found is that students ask questions that go beyond what they must learn for a test. And unexpectedly, I found that 'confusion' (both my own and those of the students) is good for learning.

In case you think this can only work for small classes, my third year class last year had 100 students, and the second year class of this year has around 250 students enrolled. Given the amount of preparation, work and constant engagement during the course, it is not something I will try with my department's first year classes of between 700 and over 1000 students, unless we are a team with the same pedagogical approach teaching the course. But the underlying principle of reflecting on why you lecture and how, and ensuring you lecture in such a way that encourages student learning, remains valid.

You shouldn't read into my use of a flipped classroom approach that I think this is the only way to re-think why and how we lecture, or even that this approach is unproblematic – issues of 'digital divide', tech problems, time costing, and dealing with students who prefer to be passive have to be dealt with. What you should read is that here is one example of consciously thinking about ensuring effective and long-lasting learning by our students. You should read that I think it is time we acknowledge the truth of our insanity in seeing traditional lectures as a tool of learning; Albert Einstein defined insanity as doing the same thing over and over again, and expecting different results. My students have experienced first-hand that learning is not a spectator sport – and that by allowing students to really engage, they learn. Questioning not only how I lecture, but why I lecture, is helping me to consciously and critically think how my class meetings mediate student learning, and how 'the lecture' fits in with the whole teaching approach of my course. Why do you lecture?²

² Why not respond to this article? Join a group of UJ Humanities lecturers in a Google group (at <https://groups.google.com/forum/?hl=en&fromgroups#forum/ujhtl>) and engage in the discussion. Or have your say on Twitter, using #ujhtl, where we share and discuss technology-enhanced learning.

LIST OF REFERENCES

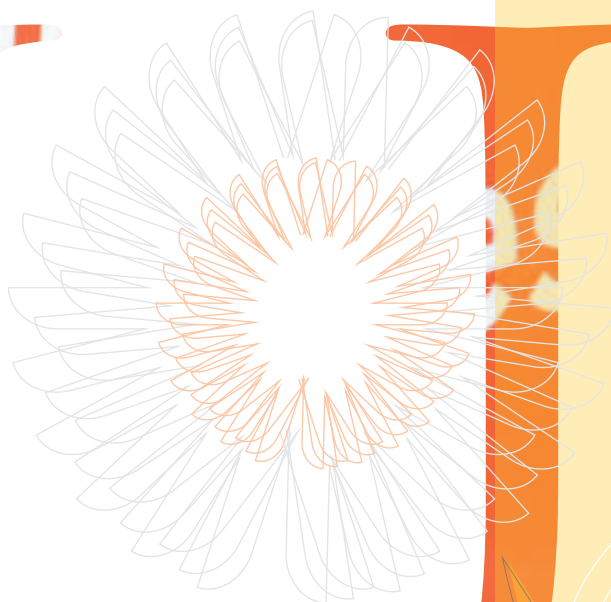
- Barba LA 2013 Everybody's flippin': An update on the flipped classroom. Post on 17 February on the blog Lorena A Barba group. Available at <http://barbagroup.bu.edu/blog/everybodys-flippin-an-update-on-the-flipped-classroom>
- Bligh DA 2000 What's the use of lectures? (6th edition). London: Jossey-Bass
- Bruff D 2012 The flipped classroom FAQ. 15 September. Available at <http://www.cirtl.net/node/7788>
- Clark D 2010 Don't lecture me. Keynote on 7 September at the 2010 Conference of the Association for Learning Technology. Available at http://www.youtube.com/watch?feature=player_embedded&v=Tbl-xXF8NPY#
- Clark D 2012 More pedagogic change in ten years than last 1000 years. Talk at TEDxGlasgow. Available at http://www.youtube.com/watch?v=dEJ_ATgrnY
- Conole G 2010 The changing landscape of educational practice. Presentation at the NADE annual conference in Horten, Norway on 18 November
- Crouch CH & Mazur E 2001 Peer instruction: Ten years of experience and results. American Association of Physics Teachers 69(9): 970-977
- Daniel J 2012 Making sense of MOOCs: Musings in a maze of myth, paradox and possibility. Available at <http://www.tonybates.ca/wp-content/uploads/Making-Sense-of-MOOCs.pdf>
- Davidson CN & Goldberg DT 2009 The future of learning institutions in a digital age. Cambridge, MA: The MIT Press
- Downes S 2013 We don't need no educator: The role of the teacher in today's online education. Presentation at Utdanning Konferansen 2013 on 15 February in Bergen, Norway. Available at <http://www.slideshare.net/Downes/we-dont-need-no-educator>
- Folley S 2013 The teaching machine, Socratic method and social constructivism. Blog posting on 19 April. Available at <http://suefolleyoctel.wordpress.com/2013/04/19/the-teaching-machine/>
- Kirkwood A & Price L 2013 Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we know? A critical literature review. Learning, Media and Technology DOI: 10.1080/17439884.2013.770404
- London Deanery na Why lecture? Available at <http://www.faculty.londondeanery.ac.uk/e-learning/improve-your-lecturing/why-lecture>
- Lunsford A 2011 Teaching in the digital age: What's collaboration got to do with it? Presentation on 13 October 2011 in the Stanford University series Teaching and learning. Available at <http://www.qlazzy.com/lesson/view/51056b489ce3c04e7c000001>
- Mehaffy GL 2012 Challenge and change. Educause Review 47(5). Available at <http://www.educause.edu/ero/article/challenge-and-change>
- Johnson L, Adams BS, Cummins M, Estrada V, Freeman A & Ludgate H 2013 NMC Horizon Report: 2013 Higher Education Edition. Austin, Texas: The New Media Consortium
- November A & Mull B 2012 Flipped learning: A response to five common criticisms. Posting on the blog November learning on 29 March. Available at <http://novemberlearning.com/educational-resources-for-educators/teaching-and-learning-articles/flipped-learning-a-response-to-five-common-criticisms-article/>
- Schell J 2012 What is a flipped classroom? Posting on the blog Turn to your neighbor. Available at <http://blog.peerinstruction.net/use-of-the-term-flipped-classroom/>
- Siegler MG 2010 Eric Schmidt: Every 2 days we create as much information as we did up to 2003. Available at <http://techcrunch.com/2010/08/04/schmidt-data/>
- Talbert R 2012 Four things lecture is good for. On The Chronicle Blog Network, 13 February. <http://chronicle.com/blognetwork/castingoutnines/2012/02/13/four-things-lecture-is-good-for/>
- Wesch M 2008 Anti-teaching: Confronting the crisis of significance. Education Canada Spring: 4-7. Available at https://scholar.vt.edu/access/content/group/5deb92b5-10f3-49db-adeb-7294847f1ebc/Wesch_Anti_Teaching_Confronting%20the%20Crisis%20of%20Significance.pdf
- Wheeler S 2013 What the flip? Posting on 26 March on the blog Learning with e's. Available at <http://steve-wheeler.blogspot.com/2012/03/what-flip.html>

CARINA VAN ROOYEN

Department of Anthropology and Development Studies

The Green Paper DHET NQF Framework DHET Sub-framework NQF

The Green Paper





POLICY ISSUES

NATIONAL POLICY DEVELOPMENTS IN 2012

NATIONAL POLICY DEVELOPMENTS IN 2012



The University was given the opportunity to respond to a number of draft national policy documents in the course of 2012 as part of the consultative process that normally accompanies the introduction of new policy. Arguably, the most important of these was the release of the Green paper on Post-School Education and Training.

DHET: GREEN PAPER ON POST-SCHOOL EDUCATION AND TRAINING

The Green Paper is not yet policy, but represents the first serious attempt to address the woeful shortcomings of the post-school sector and provide prospects for young people to receive the kind of education and training that will lead to better life prospects for them. Its scope includes the college sector, adult education and the university sector, which is expected to expand significantly.

The Paper diagnoses the system as a whole as lacking coherence, and sees little correspondence between the system and the labour market. Levels of research and innovation are viewed as inadequate and the regulatory system is seen as too complex. SETA quality assurance models in particular are viewed as absurdly complex. The focus on unit standards in the provision of short programmes is judged as unhelpful and limiting and it is claimed that many one-year programmes supported by SETAs do not qualify learners to do anything. The number of PhDs produced is far too low for SA's needs and in SET fields the output of doctorates should be increased five-fold.

In its vision for a reformed system the Ministry would like to see it inverted from its present shape to a pyramid structure consisting of a large college sector (4 million enrolments by 2030) with a relatively smaller university sector (1½ million by 2030). This would raise the participation rate in the university sector from its current level of 17% to 23% with 60% participation in the college sector. FET programmes would be offered in every district in the country with free education offered to poor students up to and including undergraduate study. A new institutional form, the Community Education and Training Centre (CETC) could be introduced to 'address the needs of out-of-school youth and adults.' Mobility and progression of students in all sectors would be promoted and access to formal programmes encouraged through RPL. The levy-grant institutions (SETAs) would be encouraged to direct more of their funding to colleges and universities offering full occupational programmes.

If the proposals of the Green Paper are implemented and HE is expected to grow by 66% by 2030, then the HR capacity challenge will be enormous. On the basis of the current, relatively poor, student to staff ratio in the system of 30-40:1, higher education would need an additional 13-16 000 new academics to cope with the proposed expansion in contact mode. This challenge has led the Ministry to propose much greater expansion through distance education. Higher education will also be under enormous pressure to produce the trained FET college lecturers to staff a vastly expanded college sector (from current enrolments of between forty and fifty thousand to four million students).

Although this will be very demanding, there is also an opportunity here: it may be that with an improved college sector and properly considered articulation or bridging pathways, universities will be able to recruit students from colleges who are in some ways better prepared for tertiary studies than many of the students currently enrolling directly out of schools.

“AT UJ, THE PROPOSED FRAMEWORK WAS SEEN AS A SIGNIFICANT STEP FORWARD IN PROVIDING GUIDANCE AND SUBSTANCE TO THE PROCESS OF DIFFERENTIATING THE TYPES OF QUALIFICATION TO BE FOUND AT A COMPREHENSIVE UNIVERSITY SUCH AS OURS.”



CHE: “A FRAMEWORK FOR QUALIFICATION STANDARDS IN HIGHER EDUCATION”

The CHE circulated for comment a document outlining possibilities for the introduction of qualification standards in higher education. It makes a cogent case for a framework for standards that does something more than, or other than, existing level descriptors and criteria which are not sufficiently comprehensive or focussed to provide the requisite level of guidance to those who will be involved in the actual process of setting standards.

At UJ, the proposed framework was seen as a significant step forward in providing guidance and substance to the process of differentiating the types of qualification to be found at a comprehensive university such as ours. The recognition that qualification standards are not just a matter of level or complexity but should be fundamentally related to the purpose and orientation of a programme is of inestimable value in a context where a variety of programme characteristics is evident.

The approach to standards as generative and dynamic was also welcomed in a context in which knowledge domains constantly change and the needs in professions and other workplaces require the frequent updating of curricula. This is felt especially acutely for programmes in the vocational and professional fields.

The idea that there should be “coherence between the standards established at corresponding levels of the sub-frameworks” was strongly supported in light of the Green Paper requirement for clearer articulation between a variety of institutions in the post-school sector (FET colleges in particular), and the universities.

DHET: REVISED SUB-FRAMEWORKS OF THE NQF

In response to this document, the University confined its comments to the Higher Education Qualifications Sub-Framework (HEQSF), welcoming the changes made and noting that all of our recommendations submitted at the time of the review had been incorporated into the revised version. The introduction of a 240-credit diploma is seen as a positive addition to the range of qualifications available on the HEQF, but there are concerns that its naming does not allow for any distinction to be made between this and the 360-credit diploma. The revised sub-framework also allows for the Advanced Diploma to be used for articulation into an Honours degree with the appropriate support. This provides an attractive progression path into postgraduate qualifications for students who have followed the diploma route but wish to move into more theoretical study. Faculties that offer programmes in professional fields have also welcomed the introduction of professional variants of Master and doctoral qualifications.

MS TRISH GIBBON

Senior Director: Division of Planning,
Evaluation and Monitoring





IN CONCLUSION



“STRATEGIES HAVE BEEN IMPLEMENTED TO ENSURE THAT EXPERTISE IN TEACHING AND LEARNING IS SIMILARLY VISIBLE AND VALUED AND EXPECTED OF ALL STAFF ENGAGED IN TEACHING.”

It has been one of my pleasures, during my six years at UJ, firstly to motivate for the introduction of an annual Teaching and Learning Report, and then to compile several such Reports, with this being the fourth.

The introduction of the Teaching and Learning Report has been one component in the major shift of institutional attitude towards teaching and learning during these years. As a new institution, UJ initially felt the need to focus attention and funding primarily towards growing its research profile. During the past few years, however, it has complemented its rapidly growing success in research standing with clear acknowledgement of the importance of good teaching for the well-being and success of our students. Strategies have been implemented to ensure that expertise in teaching and learning is similarly visible and valued and expected of all staff engaged in teaching. UJ has gained wide-spread acknowledgement, both nationally and internationally, for its comprehensive First Year Experience programme, and is increasingly moving towards a focus on excellence in Undergraduate Education.

In this regard the support of the Vice-Chancellor, the Management Executive Committee and the Executive Deans has been crucial. At the same time, however, UJ's growing reputation in teaching excellence could not have been achieved without strong support from numerous committed members of our teaching staff, whose passion and hard work has underpinned a substantial increase in student success rates

and graduate output. Of course these figures in themselves, while undoubtedly most pleasing, do not yet confirm that our undergraduate education has fully reached the quality to which UJ aspires. Hence the revised Teaching and Learning Strategy (due to serve at Senate later this year) will position the quality of teaching, and the quality of our students' learning experience, as themes for dedicated attention during the coming five years. We trust that these continued efforts will ensure that teaching and learning makes a growing contribution towards positioning UJ as an institution of stature and pre-eminence, not only nationally, but also within the international higher education community.

It remains for me to thank all those colleagues with whom I have worked with such pleasure during the past six years, and specifically the many who have contributed to this issue of the Teaching and Learning Report. It has been a privilege to work with you.

PROFESSOR ELIZABETH DE KADT

Executive Director: Academic Development and Support



The 2012 UJ Annual Report is published by Institutional Advancement's Strategic Communication Division.

Concept, design and layout by Hothouse South Africa.



**“EDUCATION IS
THE GREAT
ENGINE OF
PERSONAL
DEVELOPMENT”**

Nelson Mandela