

LEARNING AND TEACHING 2015



RETHINK. REINVENT.



UNIVERSITY
OF
JOHANNESBURG

**LEARNING
AND TEACHING
2015**



LEARNING AND TEACHING 2015

VISION

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

MISSION

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

VALUES

Imagination

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

Conversation

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

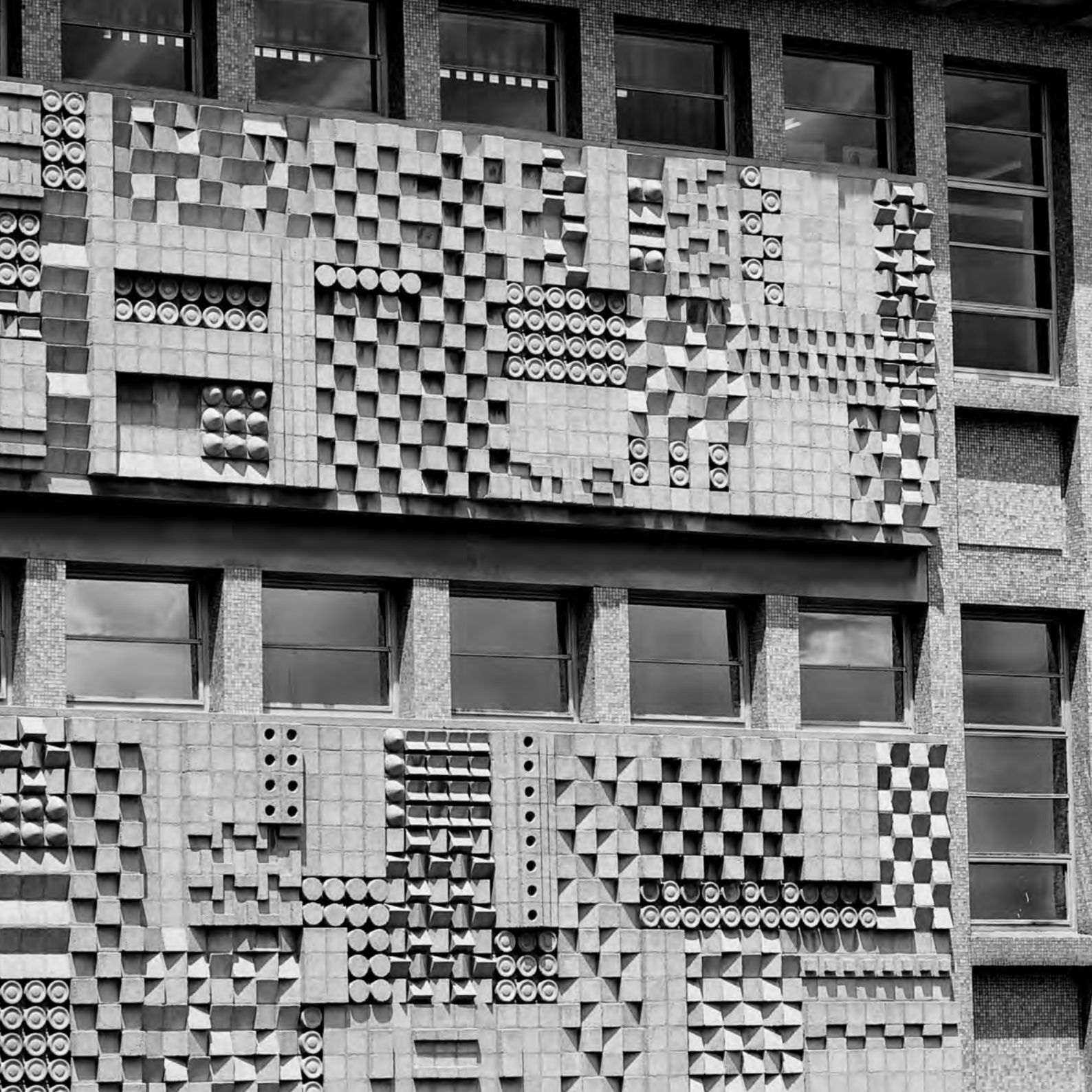
Regeneration

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

Ethical Foundation

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

**Ubuntu means humaneness 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

2	Introduction
4	Message from the Deputy Vice-Chancellor: Academic Prof Angina Parekh
8	From the desk of the Executive Director: Division of Academic Development and Support Prof Rory Ryan
13	Teaching Advancement
17	Learning and Teaching at UJ @ A Glance
22	Awards
27	Academic Development and Support
45	Work Integrated Learning and Service Learning
49	Teaching and Learning by Faculties
97	Monitoring Academic Success

INTRODUCTION

The University of Johannesburg (UJ) offers academic programmes from undergraduate diploma to Doctoral qualifications. In its Strategic Objectives 2025, UJ highlights the importance of achieving academic excellence, addressed by all faculties and divisions.

STRATEGIC OBJECTIVES 2025

1: Excellence in Research and Innovation

This will be achieved through a focused approach to Postgraduate studies, Research and Innovation.

2: Excellence in Teaching and Learning

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

3: International Profile for Global Excellence and Stature

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

4: Enriching Student-friendly Learning and Living Experience

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

5: National and Global Reputation Management

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

6: Fitness for Global Excellence and Stature

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

INTRODUCTION

The 2025 strategy of the University is to achieve global stature. In teaching and learning, this will involve attaining and maintaining the following: intellectually rigorous curricula that respond innovatively to the challenges and opportunities of the 21st century; pre-eminence as a teaching-focused institution, leading effective innovation, including the appropriate and widespread use of technology in the learning process; outstanding achievements across our diverse student body; an enrolment profile with growth in Education and Science, Engineering and Technology (SET), with an increase in international students and a significant proportion of students from schools in the lowest two quintiles. UJ has committed to giving poor students access to the best possible educational opportunities and its success is indicated by analyses that undergraduate students with NSFAS awards are generally performing at a higher level than all other undergraduate students.

UJ's objective of giving students access to excellence, no matter what their background, has been enacted through significant investment in strategies to support students upon entry into the University and throughout their studies.

49 343
 headcount enrolment

**MESSAGE FROM
THE DEPUTY
VICE-CHANCELLOR:
ACADEMIC,
PROF ANGINA PAREKH**

I am delighted to present the seventh in the series of Annual Teaching and Learning Reports. The University of Johannesburg continues to innovate and lead all aspects of teaching and learning. UJ is committed to access and excellence: we ensure that places are reserved for the marginalised and the poor, and we strive to provide the best possible learning experience, in terms of depth and breadth. There is much to be proud of relating to the achievements in teaching and learning.

This is testament to the numerous intervention and support mechanisms employed in the nine faculties and in the Division of Academic Development and Support (ADS). Our sustained and dedicated efforts to achieve a superlative teaching and learning environment have been richly rewarded.

During 2015, the UJ First Year Experience (FYE) Programme continued to confirm itself as the leader in the field of

first-year transition programmes in South Africa. The DHET-funded National Resource Centre for the First Year Experience, located at UJ, has been exceptionally active in holding a successful international conference, in gathering information from all South African universities on their FYE initiatives, and in advocating the development of multi-pronged and intensive approaches, such as the UJ model, for supporting students in their transition to university life.

To maximise student potential and success, UJ has committed substantial resources to the provision of tutors, senior tutors and assistant lecturers. The Global Excellence and Stature (GES) Programme has provided for the appointment of 75 assistant lecturers and 78 senior tutors, while the Strategic Tutor Fund has provided an additional R12.5 million to the faculties for tutor appointments, in addition to tutor appointments from faculty funds. The total commitment to tutor support is in excess of R35 million for 2015, and despite a troubled outlook for university funding, UJ is determined to maintain this level of support.

The UJ strategy to maximise the use of technology in teaching and learning took important steps in 2015. All NSFAS-qualifying first-year students, totalling 2 600, were provided with a tablet for learning, and all first-year students in the Faculties of Law and Education were provided with their textbooks in e-format, at no cost to the students. Almost 60% of our students own either a tablet or a laptop, and 67% of our undergraduates access Blackboard and the Internet on a daily basis for their studies. A generous allowance of free WiFi is available to students throughout our four campuses, and 83% made use of campus WiFi during 2015. Academic staff continue to use



Professor Angina Parekh, Deputy
Vice-Chancellor: Academic

technology for teaching, as a repository for learning material and for communication with students, and increasingly as a means of transforming classroom practice. The Centre for Academic Technologies (CAT) Lab will develop one-on-one collaborative teaching media artefacts that will be used university wide. The UJ Teaching and Learning Laboratory will be housed in the B5 Building and will be fully functional by mid-2016.

The success of the teaching and learning enterprise at UJ is due to the commitment, passion, and expertise of our academic staff in the faculties and the professional staff in Academic Development and Support. In support of dynamic and effective teaching, workshops on many aspects of programme design, assessment, student tracking and classroom activity have been offered to academic staff. The Teaching Innovation Fund, the interventions of the UJ Chair in Teaching and Learning, and the VC Awards for Excellence in Teaching have produced a good number of publications and reports within the scholarship of teaching and learning.

Our focus remains on the totality of the student experience, and thus we continue to offer extensive psycho-social services, as well as centralised academic support in the form of Writing Centres, academic counselling, and workshops on all aspects of maximising academic success.

The Senior Student Experience (SSE) was introduced in 2015, as a consequence of the success of the FYE programme. A crucial component of the SSE is to prepare students for the world of work or postgraduate study, and to facilitate meetings between potential employers and our senior undergraduate students. An impressive 93% of our graduates obtain employment within a year of graduation.

“The total commitment to tutor support is in excess of R35 million for 2015 ... UJ is determined to maintain this level of support”

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

The 2015 Learning and Teaching Report provides insight into the rich variety of our interlocking initiatives in 2015.

A handwritten signature in black ink, appearing to read "Angina Parekh".

Professor Angina Parekh
Deputy Vice-Chancellor: Academic

60%

of students own laptops
or handheld devices

67%

of undergraduates
access Blackboard
and the internet daily

83%

of students made use
of campus WiFi in 2015



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

Achieving Excellence in Teaching and Learning

The overall institutional goal at the University of Johannesburg is to develop graduates who are confident, passionate and strong-minded, as intellectuals, professionals, citizens and innovators. Our multiple interventions aim to treat each first-year entrant as an individual with individual needs, talents and circumstances, enabling us to maximise academic success, personal well-being and the attainment of professional excellence.

The Division of Academic Development and Support (ADS) partners with UJ faculties and other support divisions to ensure that our students have an enriching and rewarding higher education experience and that staff are supported and developed to fulfil their important role in the process.

Several new ADS initiatives began in 2015. These include a UJ Winter School aimed at enriching staff, students and the general public. In conjunction with several senior academics, ADS also coordinates and monitors the Accelerated Academic Mentoring Programme (AAMP), which was initiated to advance the professional development of black and female academics.

Our students are drawn from all social and educational sectors. Crucial to our success is to engage our first-year students from their first day on campus, by means of the transition and orientation programme known as the First Year Seminar (FYS), a multi-pronged initiative conducted by ADS in collaboration with the nine faculties. The FYS leads into the intensive First Year Experience, comprising

RACIAL INEQUITY IN UNDERGRADUATE PERFORMANCE FROM 2008–2015

	2008	2009	2010	2011	2012	2013	2014	2015
UG Degree Total	77.3%	74.8%	78.8%	78.4%	82.4%	83.0%	84.3%	85.4%
Black	74.1%	71.7%	77.1%	76.7%	81.4%	82.0%	83.7%	85.0%
Coloured	73.1%	71.2%	76.7%	77.9%	80.9%	82.4%	83.4%	83.9%
Indian	77.0%	75.8%	79.2%	78.8%	84.2%	84.0%	86.9%	87.6%
White	83.5%	83.0%	84.0%	85.1%	87.2%	88.2%	87.9%	89.5%

constant tracking of students and modules for early intervention in the event of identified risk, as well as the extensive tutor system, the academic referral system for psychological and academic counselling, reading and writing support, a sophisticated learning platform and the integration of technology into teaching and learning, to maximise the accessibility of learning materials, student support, and information exchange. Our students are actively engaged: 68% of students consult with their tutors at least once a week (or more), and 79% of our student's access uLink every day. Finally, more than 90% feel that UJ nurtures a supportive academic environment.

Over an eight-year period, differences in overall performance in terms of race have narrowed considerably. In 2008, the gap between black and white undergraduate degree credit successes was 9.4%, which has shrunk to a consistent 4% over the past two years. Racial inequity in undergraduate performance has been significantly reduced, and this trend is likely to continue.

In the UJ Undergraduate Student Survey in 2015, when asked if they would choose to study at UJ again, 85% of students indicated a very positive experience at UJ. Moreover, 88% felt that they belonged at UJ, and 90% indicated that UJ nurtured a supportive academic environment. Our collective strategy is to be available to every student for every need at every opportunity.

The general indicators of student success in 2015 are once again very positive. The undergraduate degree credit success rate, which is the principal barometer of overall undergraduate achievement, continues on an upward trajectory, and has reached 85.4%.

The Academic Development and Support Division's transformation efforts in addressing dropout issues are done through intensive research and resulting interventions. To address the three interrelated concerns of student dropout, throughput and success, the Academic Development Centre (one of the three centres that constitute ADS) will implement the Intensive Revision Programme in 2016, and onwards to assist students who qualify to prepare for their supplementary assessments.

Senior tutors, assistance lecturers are all selected, trained and monitored by ADS, which administers the employment process in conjunction with the Deputy Vice-Chancellor: Academic as part of the institution's drive for excellence in the global context. The Unit for Professional Academic Staff Development (PASD) (within ADS) is intimately involved with promoting and achieving academic excellence in teaching and learning. PASD provides a series of workshops and seminars on developing innovative approaches to teaching, which includes emphasis on teaching a diverse student body and achieving a better understanding of student needs.

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In addressing and supporting disability, UJ emphasizes a holistic approach that moves beyond the built environment and the use of assistive devices. It also supports the integration and adaptation of teaching and learning methodologies, coupled with the building of capacity to address disability at all levels of the institution through reasonable accommodation and best practices. The University of Johannesburg directly facilitates support for students with disabilities through advice, support and academic accommodation in partnership with University departments and faculties, thereby assisting students with disabilities to have barrier-free access to teaching and learning.

As teaching and learning is moving rapidly from face-to-face towards blended learning but mostly towards online modules, the Centre for Academic Technologies (CAT) has designed and developed a paper-to-online workshop that was deployed at the end of 2015. This workshop shows the way in moving from the traditional methods of knowledge transfer/offering to the chunking of information into bit-size pieces in a digital learning environment, which includes assessments, quizzes, assignments and many other educational activities for teaching and learning, mostly using Articulate as the development tool. The aim is therefore to use techniques and pedagogic strategies for converting existing learning material to an interactive online environment, which includes strategies for effective learning for onsite and online teaching and learning.

In 2016, the Intensive Revision Programme, and proposed revisions to our supplementary assessment policy, among other initiatives, will contribute to the downward trend of the dropout rate, and thus the upward trend of the throughput rate. The root causes of dropout and underperformance is the financial plight of the vast majority of our students and affects all aspects of personal and academic student life. The 2016 initiatives of support for NSFAS funding and the 'missing middle' are very positive. Going forward, continued attention to financial need will inevitably reduce our academic risk.

With all these achievements, the department is planning more exciting adventures in the teaching and learning realm for 2016.



Professor Rory Ryan
Executive Director: Academic Development and Support

Professor Rory Ryan, Executive Director:
Academic Development and Support



TEACHING ADVANCEMENT



TEACHING ADVANCEMENT AT UNIVERSITY (TAU) PROGRAMME

PROF BRENDA LEIBOWITZ

CHAIR: TEACHING AND LEARNING IN HIGHER EDUCATION

The Chair holder in Teaching and Learning at the University of Johannesburg, Professor Brenda Leibowitz, supported by Professor Elizabeth de Kadt and Precious Sipuka at the University, manages the Teaching Advancement at University (TAU) Programme – a collaborative endeavour with a management committee from six South African universities and the Council for Higher Education (CHE), funded by the Department of Higher Education and Training's (DHET) Collaborative Teaching Grants.

TAU is a subproject of the South African Higher Education Learning and Teaching Association of Southern Africa.

The TAU Fellowship Programme aims to contribute towards the enhancement of teaching and learning in higher education in South Africa by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders and mentors in teaching and learning in their institutions or disciplinary fields; popularise the concept and contribute towards the definition of what teaching excellence means in varied institutional settings; and, extend the knowledge and experience of educational development among experienced senior academics who have been acknowledged for their teaching excellence.

During the 2015/6 financial year, the project saw the inception of the pilot programme. The first contact week with 52 TAU participants from 21 South African universities was held in Gauteng, from 12–16 July 2015. Among several guest speakers was the Vice-Chancellor of the University of

Johannesburg, Professor Ihron Rensburg, who gave an inspiring and thought-provoking address. Participants were supported by 11 advisors from various South African universities. The participants engaged in a broad range of learning activities. The advisors continued to support the participants electronically after the contact week, and remained in contact until the end of the programme.

The second contact week was held in Cape Town from 17–21 January 2016 and was attended by 50 of the original participants. Responses from participants to the two contact weeks have been extremely favourable. The third and final contact week will take place in Durban in July 2016.

UJ is particularly proud of Sibusiso Mdletshe from the Faculty of Health Sciences and Joyce Sibeko from the Faculty of Management, who have made a strong contribution to the programme.

Following the visit of members of the project team to Canada and the USA in 2014, a colleague from the University of Wisconsin-Madison, La Vonne Cornell-Swanson, has been appointed as research associate at the University of Johannesburg from 2016. She will participate in the evaluation of the project and will attend the final contact week in July 2016.

An article on the project appeared in *The Conversation* in March 2016.

The following quotes provide a sense of how some of the participants have found the experience:

“It has really had a massive impact on me as an individual. I am applying my mind on how I can take this back to my institution and make an impact there.”

“I am very grateful for this opportunity to engage with other excellent academics who are passionate and driven. It has been enlightening [and] has re-ignited a sense of ‘yes I can’.”

In all, it would appear that the pilot has run smoothly and that it has set a good basis thus far for the continuation of the project. It is too early to conclude on the impact of the project, but it does seem to support an ethos of enhancement of teaching and learning. The management team is looking forward to making some changes to the design of the programme, and to re-advertise for participation in 2017. The TAU ‘syllabus’ involves learning from the facilitators as well as from colleagues from other universities.

Each participant undertakes an individual research or teaching-related development project, which they report on at the final contact session. In addition, each participant is part of an enquiry group with colleagues working on a similar theme. The enquiry groups will make poster group presentations at the closing session. Participants are entitled to draw on the sum of R10 000 for their project.

In addition to being the acronym for the programme Teaching Advancement at University, ‘Tau’ is also the Sesotho word for ‘lion’. This implies ‘strength’ and by extension, our African or South African identity. As the nineteenth letter of the Greek alphabet, TAU could perhaps even represent ancient wisdom or a cosmopolitan worldview. All these meanings are taken up in the pilot programme, Teaching Advancement at University.

TOWARDS A SOCIALLY JUST PEDAGOGY

Under the Scholarship of Teaching and Learning, the UJ Education Chair hosted a mini-conference on 1 December 2015, where Dr Michalinos Zembylas, an Education Theorist from the University of Cyprus, presented the keynote address. The titles of the presentations provided insight into the broad range of Scholarship of Teaching and Learning (SOTL) research being undertaken by UJ academic staff.

- Academic literacies acquisition during an Honours research preparation module (Laura Arnold)
- Free higher education: two case study examples – from utopia to dystopia. Where to a socially cohesive and just heterotopia? (Marlene de Beer)
- What do the qualifications of university staff have to do with social justice? (Pia Lamberti and Brenda Leibowitz)
- Proposal for research on tutor conceptions of social justice in pedagogy (Delia Layton)
- Epistemological access – ‘knowing what’ or ‘knowing how’ and the role of SOTL (Bongani Mashaba)
- “To pimp a butterfly”: reflections on teaching social justice through music (Vanessa Merckel)
- An analysis of the research supervision development in the audit reports (Puleng Motshoane)
- Challenges facing first-year first-generation African students (FYFGAS) in higher education and the resilience factors that contribute towards persistence (Soraya Motsabi)
- Conceptions of SOTL for Social Justice (Kibbie Naidoo, Razia Mayet and Brenda Leibowitz)
- Thinking history now: principles, learning, and practices of embodied knowledge (Tariq Toffa)
- What justice is there in a learning conversation? (Gert van der Westhuizen)
- Perceptions and experiences of first-year UJ Humanities students about the use of personal mobile devices for learning – implications for a socially just pedagogy (Carina van Rooyen, Ingrid Marais, Hemali Joshi, Leigh Southey and Edith Phaswana)
- The capability approach lens into epistemological access (Bella Vilakazi)



LEARNING AND TEACHING AT UJ @ A GLANCE



HIGHLIGHTS



85%

module completion rates (success rates) for undergraduate in 2015



UJ Library to be the first South African academic library to develop and implement a time management system for its students PC usage



Rollout of devices/tablets at UJ entered its 3rd year, with 78% of 7 200 students



83%

of UJ students made use of free WiFi on all 4 campuses

100%

UJ Metropolitan Academy (a ward of the Faculty of Education) obtained a 100% pass rate (95 learners), with 96% learners attaining Bachelor's endorsement and 3.2% diploma endorsement

R35m

for tutor support



UJ Library, the first in South Africa to offer a lending service for Mobile Power Units, a service utilised 19 103 times in its pilot year

75%

of first-year modules use handheld devices for teaching and learning

R139.2m

Teaching Development Grant awarded to UJ for three years (2014/2015–2016/2017)

A Foundation Grant is awarded to UJ on an annual basis, from 1 April to 31 March of the next year. The Foundation Grant for the 2015/2016 cycle was R34.017 million, which has allowed UJ to offer 29 extended curricula programmes in the Faculties of Management, Humanities, Engineering and the Built Environment, and Science to students who are at risk of failing or dropping out of higher education.

93%

UJ graduates obtain employment within a year of graduation



97%

increase in students' access to the library electronic course reserves

8 432

students in the Work Integrated Learning and Service environment

NEW PROGRAMMES

The University of Johannesburg submitted applications to offer online programmes in distance mode.

- UJ will be one of only two universities in South Africa to offer a Master's in Emergency Care. This will be followed by a Doctoral qualification in the same field.
- The Faculty of Science received approval and accreditation to offer a Bachelor's in Environmental Health.
- The Faculty of Art, Design and Architecture (FADA) plans to offer new Bachelor's degrees in Visual Art and Interior Design, and has received approval to offer its first Doctoral programme in Art and Design.
- In the Faculty of Science, the Bachelor of Science Honours in Nuclear Energy has received full accreditation.
- The joint MPhil programme in Industrial Policy enrolled its first students for 2016.
- The Master's in Leadership Coaching in the Faculty of Management received full accreditation from the global Graduate School Alliance for Executive Coaching, contributing standards of practice to an unregulated profession in South Africa. Programmes in the pipeline include the Master of Sustainability Management, a UJ MBA, an online Master of Public Management and Governance and a Postgraduate Diploma in Public Policy and Democratic Citizenship.

MULTIDISCIPLINARY FLAGSHIP PROGRAMMES

- A new multidisciplinary flagship Master's programme in Sustainability Management awaits final accreditation.
- In the Faculty of Engineering and the Built Environment, two new multidisciplinary flagship Master's degrees in Sustainable Energy and in Sustainable Urban Planning and Development have been approved and await accreditation.

SOUTH AFRICAN RESEARCH CHAIRS INITIATIVE (SARCHI) AT THE UNIVERSITY OF JOHANNESBURG

Prof Brenda Schmahmann

South African Art and Visual Culture
(Faculty of Art, Design and Architecture)

Prof Fiona Tregenna

Industrial Development
(Faculty of Economic and Financial Sciences)

Prof Elizabeth Henning

Integrated Studies of Learning Language,
Mathematics and Science in the Primary School
(Faculty of Education)

Prof Jace Pillay

Education and Care in Childhood
(Faculty of Education)

Prof Heidi Abrahamse

Laser Applications in Health
(Faculty of Health Sciences)

Prof Leila Patel

Welfare and Social Development
(Faculty of Humanities)

Prof Chris Landsberg

African Diplomacy and Foreign Policy
(Faculty of Humanities)

Prof Peter Alexander

Social Change
(Faculty of Humanities)

Prof Hennie Strydom

International Law
(Faculty of Law)

Prof Vinod Gupta

Nanotechnology for Water
(Faculty of Science)

Prof Fanus Viljoen

Geometallurgy
(Faculty of Science)

Prof Ben Erik van Wyk

Indigenous Plant Use
(Faculty of Science)

LAUNCHED IN 2015

- UJ launched a groundbreaking new academic calendar that will provide for scheduled research time; longer open periods for academic development; enriching programmes for UJ students' international inbound and outbound programmes to be implemented in 2016.
- Postgraduate Diploma in Higher Education (PGDipHE) developed by the Unit for Professional Academic Staff Development (PASD) to be offered in 2016.
- The Accelerated Academic Staff Development programme to develop new cohorts of academic leaders and redressing gender and race imbalances in the academic staff complement.
- The Department of Chemistry had a new module CEM1C2E implemented in 2015, a new four-year BSc degree in Applied Physics was approved by DHET in June 2014 and is awaiting CHE accreditation.

The John Orr Building, Doornfontein Campus

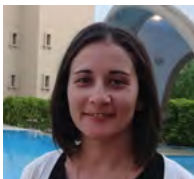
AWARDS



VICE-CHANCELLOR'S AWARDS FOR TEACHING EXCELLENCE 2015 RECIPIENTS

At the 2015 Vice-Chancellor's Awards for Teaching Excellence, the Vice-Chancellor and Principal, Professor Ihron Rensburg, and the body of the University lauded dedicated lecturers with Teaching Excellence Awards. Awards are made in two categories: Most Promising Young Teacher and Teaching Excellence. The nominations were of unprecedented quality, in terms of innovation, richness of the teaching enterprise and responsiveness to learning needs. It is our pleasure to share a brief insight into the teaching philosophies of these awardees for 2015.

Most Promising Young Teacher



Ms Bianca Thomas

Department of Human Anatomy and Physiology, Faculty of Health Sciences

Since joining UJ as a full-time staff member in 2010, Bianca Thomas has been extensively involved in developing materials to make her discipline accessible to students and has been actively involved in the development and implementation of lectures, learning objectives and practicals in the discipline. With regard to the University's drive towards technology-based learning, she has included a number of technology-based techniques into the facilitation of learning in 2015.

Her teaching philosophy is developed around eight principles of good teaching. These include passion, correct lecturing pitch in a diverse classroom, starting from

where students are, explicit learning objectives, student engagement, high expectations, and an awareness of different disciplinary requirements.

She graduated from the University of Pretoria with a BSc in Human Physiology, a BSc (Hons) in Human Physiology (with specialisation in Behavioural Neurophysiology, Stress and Psychoneuroimmunology) and a Master's in Human Physiology, all with distinction. During her undergraduate studies, Bianca received the JJ Theron Prize from the University of Pretoria for the best BSc student with Human Physiology as a major subject. She was also awarded membership to the Golden Key International Honour Society and received academic honorary colours from the University in 2006, 2007 and 2009.



Ms Hemali Joshi

Department of Anthropology and Development Studies, Faculty of Humanities

Hemali Joshi teaches large classes and effectively uses technology and social media to enhance the student experience and engagement. Ms Joshi employs a number of creative methods to teach critical thinking, which is emphasised in senior undergraduate and postgraduate modules. She has presented her ideas on the use of Twitter in teaching and learning in large classes at a conference, and she intends to publish those ideas. Ms Joshi has been

invited to teach outside UJ and is an external examiner. She also coordinates the Honours Programme and sees her role as creating a comfortable learning space for honours students in the department. Her peer and teaching evaluations are positive and she has received excellent references from her HOD.

Teaching and learning is a passion for Hemali. She regards herself as both a teacher and learner. Her teaching philosophy involves an approach that anthropologist Michael Wesch refers to as 'soul-making'. With 600 students in her first-year class, her philosophy necessarily entails investing a great deal of time and energy in an approach that is aimed at understanding the student as an individual. Her teaching style lends itself to varied creative tools to engage students to think critically. Her secret recipe is a teaching philosophy that involves good teaching practice with lots of 'heart'. Ms Joshi is passionate about teaching, and sees teaching as enabling her own learning. For her, teaching is a collaborative process involving students and teachers. She uses a multi-modal approach to teach Anthropology because, she says, it "exposes students to varying viewpoints but at the same time teaches students to be able to take a point of view as long as these ideas are substantiated with viable evidence".

Ms Joshi is also an active participant in the Humanities Teaching and Learning Committee. Hemali Joshi completed her Master's in Anthropology with a study focused on Identity on Facebook. Currently, Hemali is pursuing her PhD in Urban Anthropology and is fascinated by the 'performance of the city'.

Teaching Excellence



Mr Philip Baron

Department of Electric and Electronic Engineering Technology, Faculty of Engineering and the Built Environment

Philip Baron's teaching technique is based on a cybernetic approach, which involves the regulation and evolution of systems. He is inspired by Von Foerster's premise that the listener, and not the speaker, determines the meaning of an utterance. This implies that the learner's own expression of understanding is more important than the teacher's. This premise also suggests that it is the responsibility of the teacher to determine if the learner understands the work. He uses Teach-Back, among other conversation theory tools, to engage the learners. This allows the students to share their understandings of the module content with the class. In addition, this provides a basis for other students and the teacher to understand and address diversity in the classroom.

Philip follows the thinking that knowledge and knowing are different. The difference lies in that knowing requires a knower, and is tied to context and observation. Thus, he strives to work with the individual understandings of each of the actors within the class by creating a scope for each person's own frame of reference within the learning system. He uses the learners' background as part of the curriculum, making the course content personal to the learners, while also creating scope for a collaborative learning environment where cultural diversity and different language systems are integral parts of the learning process.

Philip moves away from a linear model of defined teacher-learner roles to one of shared responsibilities. He challenges the idea of power and control in the classroom. His classes succeed through learner cooperation and the individual learners gradually taking responsibility for their own learning. He promotes the learners' involvement in setting the trajectory of the course and believes that learning should have personal meaning for it to be memorable. Student feedback on his teaching is overwhelmingly positive. He has presented his approach to teaching at conferences and has been invited to share his expertise at Unisa and UKZN.



Prof Ylva Rodny-Gumede
 Department of Journalism,
 Film and Television,
 Faculty of Humanities

Prof Rodny-Gumede's highly developed teaching philosophy provides insights that range from the broad social political analysis through to details of relevant and innovative classroom practice, which includes the creative use of technology. As a critically reflective teacher, she has embedded her practice in the South African context without becoming localised and parochial. She is sensitive to the socio-political shifts and these are strongly mirrored in the journalism curriculum. She believes that "there is a real imperative to make curricula more reflective of local realities and developments particularly with a view to common issues facing the news media and journalism in young democracies, transitional societies and post-colonial societies in the global south". Her scholarly approach to teaching is informed by her

research, and has resulted in several highly regarded publications in the scholarship of teaching and learning.

One of Prof Rodny-Gumede's additional strengths is her involvement in broader curriculum development initiatives at institutional, national and international level. She is highly regarded as an expert in her discipline and has frequently been invited as a guest lecturer and to present seminars in South Africa and abroad. She has also served as external examiner for several South African universities, as well as curriculum reviewer and critical reader for several universities and international organisations such as UNESCO. In addition, Prof Rodny-Gumede has successfully supervised a number of postgraduate students and as HOD has been involved in mentoring more junior staff.



Ms Joyce Sibeko
 Department of Business Management,
 Faculty of Management

Joyce Sibeko lectures Entrepreneurship in the Department of Business Management in the Faculty of Management. She is currently working on her PhD proposal in Business Management, focusing on strategic leadership in cooperatives. Ms Sibeko's passion for teaching was ignited when she started to teach illiterate adults in the private sector. She progressed as a facilitator, educator, mentor, lecturer and supervisor. Her teaching is holistic and is anchored by listening to the student voice. Ms Sibeko makes use of a number of innovative interactive facilitation methods, including the use of technology and the flipped

OTHER ACCOLADES

classroom. One of the strengths of this application is the range of assessment methods used to enhance learning. Students are given extensive feedback based on careful and detailed rubrics, thus ensuring that assessment for learning is enacted. She is actively involved in service learning and has collaborated on service learning projects across a number of faculties. She is a member of the TAU Fellowship Programme and a member of Enactus, which is an international non-profit organisation comprising students, academics and business leaders who are committed to using entrepreneurial action to improve the quality of life and standard of living for people in need.

Joyce firmly believes that to build student confidence, her classes should always provide a safe learning space marked by respect for self and others. She brings the real world into her classroom, and, equally, takes her students out of the class to the real world. Her learning strategy is grounded in a wide range of long-term community engagement projects. Over the years, Joyce has developed authentic learning tasks and has ensured that she incorporates student interest in the development of the curriculum. In her words, “developing a curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn”.

Her commitment to these projects has ensured that the UJ Enactus team has been in the top five universities in the past three years. Joyce also leads some 2 000 students from various faculties in their involvement with community service learning projects at UJ. Ms Sibeko has been widely acknowledged for her excellent teaching. Joyce Sibeko, in Henry Adams’s words, serves as a living inspiration “that great teachers affect eternity and that they will never tell where their influence stops”.

- UJ economics students took top positions in the Nedbank-Old Mutual National Budget Speech competition.
- For the second year in a row, UJ finance students won the South African leg of the Chartered Financial Analyst (CFA) Institute Research Challenge. They will represent SA (and the UJ) at the world championship in Chicago, USA.

The UJenius Club, a partnership between the Division of Academic Development and Support and the nine faculties within UJ, seeks to encourage undergraduate students, identified as top students in their respective degrees/diplomas, as well as promote further intellectual, social, professional and career development for academically achieving students. Undergraduate students, who have achieved a year average of 75% in the preceding year with no module below 70%, are nominated for membership of the UJenius Club. With a membership of 391 in 2015, various events were held for the UJenius members in 2015, including the annual welcome cocktail event with radio host Redi Tlhabi as guest speaker; the Alumni Network event with guest speaker professional explorer and UJ Dignitas award 2015 recipient, Alex Harris; the Library Postgraduate Seminar; and the UJenius year-end celebration. In addition, faculties organised 169 their own activities for UJenius members. The following findings were made, based on the 2015 evaluation of the Club.

ACADEMIC DEVELOPMENT AND SUPPORT



"The successful establishment of the SANRC and the Senior Student Experience (SSE) at UJ exemplified ADC's more integrated approach and its national impact"

ACADEMIC DEVELOPMENT CENTRE

Academic Development Centre (ADC) consists of three departments, namely ADC Access, Academic Development Innovation (ADI) and Professional Academic Staff Development (PASD). The coordinators of both the UJ First Year Experience and the Senior Student Experience are also located in ADC. The strategic focus of ADC involved the widening and the deepening of the Centre's impact on student success, as well as establishing the South African National Resource Centre (SANRC) for the First Year Experience and Students in Transition (also housed in and managed by ADC). The successful establishment of the SANRC and the Senior Student Experience (SSE) at UJ was a highlight that exemplified ADC's more integrated approach and its national impact. Significant contributions were made through the UJ English Language Programme (UJELP) course, as well as the African Institute for Economic Development and Planning (IDEP) and the SANRC.

ADC's extended diploma programmes (ADC Access) continued their excellent work in 2015. ADC Access taught approximately 630 first-year students registered in Engineering and the Built Environment, Management and Humanities respectively. The module success rates of 13 of the 15 extended diplomas were above 80%, with seven

of them performing at above 90%. A specific highlight of the year was that the success rates of foundation modules in the extended diploma offerings were at their highest level (86.1%) since 2009, in spite of the extended diploma students not meeting the regular entry requirements.

During 2015, the Academic Development and Innovation Department (ADI) continued the process of aligning its strategic plans to the ADC strategic plans as well as implementing innovative practice. ADI staff taught 406 students in five credit-bearing modules, including a number of language courses, as well as Mastering Academic and Professional Skills (MAPS). Large numbers of UJ students continued to use the writing centres and structured literacy development modules. Collaborative work, both within and outside of the University, was increased during 2015. This included Writing in the Discipline (WID) work in collaboration with US colleagues from George Washington University (GWU).

"In 2015, 1 136 tutors and 59 senior tutors were developed and 1 316 tutors attended check-in sessions during the year"



ADI offered two short learning programmes offered by ADI in support of UJ's Global Excellence and Stature strategy:

- The Business Communication and Writings for Inter-governmental Professionals (BCWIP) course, in conjunction with the United Nations Economic Commission for Africa (UNECA);
- The University of Johannesburg English Language Programme (UJELP), in conjunction with the UJ Internationalisation Office.

Professional Academic Staff Development (PASD) continued to play a central role in developing academics as teachers in the UJ context, by providing a number of developmental opportunities for tutors, senior tutors, and new as well as more experienced academic staff. In 2015, a total of 1 136 tutors and 59 senior tutors were developed and 1 316 tutors attended check-in sessions during the year. The trend of increases in the number of student evaluations of teaching continued in 2015, and a total of 920 teaching and module evaluations were conducted. As a result of this increase and to provide timeous feedback, PASD, in collaboration with the Centre for Academic Technologies (CAT), developed an online evaluation system that was piloted in 2015.

It is anticipated that the online system will be rolled out in the second half of 2016. Further development of the professionalisation of teaching and learning was taken during 2015 by completing all the groundwork to establish a Postgraduate Diploma in Higher Education at UJ. The first cohort of students will enrol for the PGDipHE during 2016.

Empowering 253 participants, the Accelerated Academic Mentorship Development (AAMP) programme was launched in 2015, with the principal aims of developing new cohorts of academic leaders and redressing gender and race imbalances in the academic staff complement. The programme is anticipated to continue for five years, and already in the few months of its existence, eleven participants have been promoted.

“The first cohort of students will enrol for the PGDipHE during 2016”

86%
 the success rates of
 foundation modules
 in the extended
 diploma offerings



2015 UJ First Year Top Achievers Recipients

TUTOR DEVELOPMENT @ UJ

Tutoring, a specialised activity within academic staff development is one way in which meaningful learning opportunities are created for students as guided by the Teaching and Learning Policy at UJ, writes Dr Nelia Frade, Coordinator for the Tutor Development Unit.

Tutor Training

Tutor training has been designed to help tutors create learning environments that encourage student participation and optimise student learning. The number of academic staff, senior tutors and tutors mentored continues to increase, with 965 tutors and 58 senior tutors trained and 127 academic staff members mentored in 2015.

A number of specialised departmental workshops were conducted with the aim of developing effective tutor practice within the disciplinary context. This, in combination with staff development workshops and consultations, ensured that teaching and learning in tutorials continues to be seen as an integral part of learning within the discipline. The model of

using experienced tutors to conduct and co-train new tutors has been introduced, thereby extending peer tutoring pedagogy. A comprehensive senior tutor training programme has been developed, which encompasses training and check-in – designed to help senior tutors manage, guide and mentor tutors.

During 2015, Dr Nelia Frade completed a pilot version of an international study on the experiences of peer leaders in collaboration with the South African National Resource Centre (SANRC) and the National Resource Centre for the First Year Experience and Students in Transition from the USA. The study was conducted in six English speaking countries (USA, UK, Canada, Australia, New Zealand and South Africa) during 2014 and 2015. Dr Frade was responsible for standardising the International Survey of Peer Leaders (ISPL) for South Africa and recruited six South African institutions of higher education to participate in this research project: UJ, UKZN, CUT, UFS, US and NMMU. The research report is being finalised and provides clear evidence of the important role that peer leaders play in South African institutions of higher education.

127
 academic staff
 mentored

965
 tutors trained

58
 senior tutors
 trained

UJ FIRST YEAR EXPERIENCE (FYE)

In 2015, the UJ First Year Experience (FYE), which is a leader in the field of first-year transitions, spread its wings into the national arena. The FYE Office was involved in establishing and assisting Higher Education Institutions (HEIs) in the formation and understanding of their own first-year experience initiatives. Institutions that invited UJ staff to assist them included Vaal University of Technology (VUT), Mangosuthu University of Technology (MUT) and University of Venda. The UJ FYE continued using its tested data-informed approach, and during 2015, the Student Profile Questionnaire (SPQ) results indicated that a record 63.8% of the first-year students were first-generation university entrants and 45,8% were the very first in their families to attend university.

In promoting first-year success, the FYE has introduced an Excellence Programme, which encourages the different faculties to develop intentional strategies in collaboration with ADS and other support services. To reach more students, online modules have been developed to assist first-year students in their adaptation to UJ and are made available on a dedicated website, www.findyourwayatuj.mobi.

64%
of the first-year students
were first-generation
university entrants

46%
were the first
in their families
to attend university

HOW THE UJ FIRST YEAR EXPERIENCE (FYE) PROGRAMME WORKS

ENTRY INTO UNIVERSITY IS OFTEN AN EXTREMELY EXCITING TIME FOR STUDENTS, AND NAVIGATING THE NEW ENVIRONMENT CAN BE MET EITHER WITH GREAT EAGERNESS AND PROSPECTS OR WITH GREAT APPREHENSION OR ANXIETY, WRITES FIRST YEAR EXPERIENCE COORDINATOR, **SORAYA MOTSA BI**.

The First Year Experience (FYE) seeks to ensure that first-year students have a positive preferred UJ experience, which enables a swift and smooth transition from high school to university.

Transitioning

Students' transition begins with the first week of University, which is the Orientation period, or First Year Seminar (FYS) as it is aptly referred to at UJ. The First Year Seminar is an intentionally designed programme, which is based on sound theories of persistence and success. Orientation is typically viewed as the main strategy or timeframe to induct students into university life. This runs between three to ten days depending on the needs of the faculties. A number of important aspects are covered, which include registration and preparation for academic work. Through the First Year Seminar, the institution also gets to know the students it has to deal with. This is done through a survey, known as the Student Profile Questionnaire (SPQ), which informs us of who the students are, where they are from and what their schooling background is. This knowledge/information assists the institution to plan for intervention and support.

UJ SENIOR STUDENT EXPERIENCE (SSE)

Introduction of Mentors

Throughout their first year, new students are introduced to senior students who work as tutors and assist them with difficult modules. A recent development is the introduction of mentors. These mentors are senior students who have volunteered their services and are allocated at least 10 students to 'care for' and provide support. This is an exciting period in the first-year students' lives as they are assured of continuous support throughout the first semester.

Faculty Involvement

Through the FYE, faculties have developed programmes that provide continuous support to students through a new initiative called The Excellence Programme (TEP). This programme enables faculties and departments to offer contextualised support and embedded academic support. In ensuring that the first-year students are aware of the necessary academic skills and literacies that are needed, online initiatives have been introduced. A community of practice on Blackboard has been established for all first-year lecturers.

findyourway@uj.mobi

The second online programme is aimed at prospective and current first-year students. Ten initial programmes are available. These inform students about the prospects of studying at UJ and also give career advice. Students can log onto findyourway@uj.mobi and they will also access videos that inform them of the support services available at the University. The annual first-year student toolkit, which first-year students receive during the First Year Seminar, has been an invaluable tool that students use and are able to keep for the rest of the year.

During the year under review, the UJ Senior Student Experience (SSE) was promoted and has grown as an institutional initiative, which included national and institutional presentations, the establishment of a centralised SSE committee and visits to a variety of faculty forums.



First-year students are introduced to the University's Vision, Mission and Values at the first year experience.

IMPLEMENTATION OF THE UJ SENIOR STUDENT EXPERIENCE (SSE) 2015

AS A PART OF ITS CONTINUING QUEST FOR FINDING INNOVATIVE SOLUTIONS TO THE ISSUES CONFRONTING STUDENTS, UJ INITIATED THE SENIOR STUDENT EXPERIENCE (SSE) – A FIRST IN THE COUNTRY, WRITES SENIOR STUDENT EXPERIENCE COORDINATOR, **PAULINA MAKIBELO.**

The University of Johannesburg has established itself as a national leader in regard to its creative and institutional initiatives aimed at ensuring student access and success. The SSE is a holistic initiative aimed at facilitating higher levels of student success and satisfaction, throughout the undergraduate (excluding the first year) student life cycle, as well as the transition into the world of work and/or postgraduate studies.

The SSE committee is chaired by the SSE coordinator and consists of high-level representatives from all UJ faculties and other stakeholders. The committee steers and drives the implementation of the UJ SSE and strengthens existing initiatives, coordinating SSE initiatives as well as growing and developing new interventions. The coordinator regularly meets individually with the various faculty representatives. The faculty representatives serve as conduits into the various faculties and the coordinator works closely with them.

Promotion of SSE within Faculties, Departments and Nationally

Since its inception, the SSE office has used UJ forums to present to the UJ community the new developments at UJ. For this purpose, the coordinator developed an introductory presentation that includes the SSE principles and the initial

focus areas. The presentation has since been shared with different internal and external stakeholders.

The coordinator interacted with the different faculties, support divisions, departments that deal with students' issues, the SETAs, Swimming SA, MNET, the National First Aid as well as other higher education institutions in South Africa. The purpose of the interactions was to increase awareness about the SSE initiative within the UJ community and nationally, to showcase what UJ SSE is doing for the students and to form new links and opportunities that benefit the UJ students at undergraduate level. This included a well-received presentation on the UJ SSE at the National Higher Education Teaching and Learning Association of Southern Africa (HELTASA) National Conference during November 2015.

International Seminar

Another highlight of 2015 entailed the inputs from international experts in the UJ SSE process. On 18 May 2015, the SSE Office hosted a seminar facilitated by Drs Jennifer Keup and Dallin Young from the National Resource Centre for the First-Year Experience and Students in Transition at the University of South Carolina. The seminar was attended by UJ's SSE committee members and staff from ADS. The seminar was to benchmark and learn best SSE practices from the US colleagues since very little has been done in South Africa.

Many other institutions have expressed their interest in the UJ SSE, and it is anticipated that many of these institutions will look to UJ to lead the SSE initiatives in South Africa.

IMPLEMENTATION OF THE UJ SENIOR STUDENT EXPERIENCE (SSE)

THE SOUTH AFRICAN NATIONAL RESOURCE CENTRE (SANRC) FOR THE FIRST YEAR EXPERIENCE AND STUDENTS IN TRANSITION IS AN INDEPENDENT NATIONAL CENTRE BASED WITHIN THE ACADEMIC DEVELOPMENT CENTRE (ADC) AT THE UNIVERSITY OF JOHANNESBURG, WRITES ANNSILLA NYAR, THE CENTRE'S DIRECTOR.

Setting a Scholarly Agenda for South Africa's First Year Experience

The Centre was established under the leadership of the Director of ADC, Dr Andre van Zyl, with a Teaching Development Grant (TDG) from the Department of Higher Education and Training (DHET). The Centre aims to deepen and strengthen scholarship as well as resource production and dissemination among South Africa's universities to first-year transitions and success. To this end, the SANRC has developed a strong research agenda aimed at setting a scholarly agenda for South Africa's First Year Experience (FYE) knowledge community.

A key example of the development of a robust scholarly agenda for the SANRC is the emphasis placed by the SANRC on research. The Director of the SANRC was invited to guest-edit a special FYE-themed edition of the online journal, *Journal of Student Affairs in Africa (JSAA)* – an independent, peer-reviewed open access journal that publishes scholarly material and reflective articles about the theory and practice of student affairs in Africa. The SANRC has signed a three-year partnership agreement with the National Resource Centre.

The SANRC is hard at work producing the SANRC Inventory of Support to First-Year Students at South Africa's Universities, a potentially ground-breaking report for the sector that documents the range, scope and scale of FYE programmes, projects and activities in the South African higher education sector. Such important baseline data are much needed in the FYE knowledge community to improve the national state of understanding about the FYE and to inform the work of South Africa's FYE scholars and practitioners. Preliminary results of the SANRC FYE Inventory were presented at the second SANRC FYE Conference on 25-27 May 2016, held at the Southern Sun OR Tambo International Airport in Johannesburg.

Visit the website <http://www.sanrc.co.za>. To be added to the mailing list, please contact Ms Andani Ramulongo on 011 559 1002 or aramulongo@uj.ac.za.

The SANRC has developed a strong research agenda for South Africa's first year experience knowledge community.



CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT

The Centre for Psychological Services and Career Development's (PsyCaD) service is providing comprehensive counselling support, which is responsive to the needs of both faculties and their students, and which reinforces the underlining overall aim of enhancing academic success, student retention and throughput. PsyCaD continues to offer a wide range of psychological and career services to the students. The 2015 statistics reflect that clients progressively tend to prefer individual-based interventions to group-based interventions. PsyCaD offers comprehensive services on all the campuses, the main functions can be summarised as: psychological assessments; academic counselling; psycho-education; disability services; career services and community engagement.

ACADEMIC COUNSELLING

Through presentations such as the First Year Seminars, the Senior Student Experience, tailor made workshops for faculties and individuals, students are assisted to overcome barriers to academic success. In 2014, 365 students attended group sessions as opposed to only 142 students in 2015. This is in stark contrast to the 6 773 students who were seen in 2015 for individual sessions, which is also an increase from 5 609 students who were assisted in 2014. In addition to the academically focused workshops, PsyCaD developed approximately 30 workshops that focus more on typical psychological problems (e.g. stress management, anxiety, etc.).

344
students
with disabilities
registered at UJ

DISABILITY SERVICES

Increasing attention has been given to addressing issues of access, retention, progression and participation of students with disabilities. The University of Johannesburg's policy-based commitment to provide an integrative, transformative and inclusive approach to managing and developing issues associated with disability is integral to the functioning of PsyCaD's Disability Services Unit. In 2015, there were 344 students with disabilities registered with the institution. During this period, 290 students with disabilities were directly supported by the Disability Services Unit in various ways. In total, 587 appointment-based, consultative sessions gave academic, psycho-social and access-driven support and made available assistive devices. In addition, 691 walk-in queries were also facilitated.

Career Services at UJ offers services and guidance across the whole range of a person's career development. Although the main focus is to assist UJ students, the services are not limited to them, and include a wide range of assessments and guidance to learners, school communities, prospective and enrolled students, companies and graduates. To provide these services as widely as possible, there are Career Resource Centres (CRCs) on each of the four campuses where psychologists and career consultants can assist students with any career-related support. In addition to the face-to-face consultations, the Career Services team has a strong online presence.

UJ students can access group and individual advisory and consulting services, including the Workplace Readiness Programme, within the Senior Student Experience (SSE) initiative.

ASSESSMENT TIMELINE



WORKPLACE READINESS PROGRAMME FOCUSES



Selecting the right career



Assisting students in preparing for the workplace



Gaining necessary job searching skills



Honing job searching skills



Reviewing CVs



Preparing for employment interviews



Senior students attending a lecture at the newly refurbished lecture-hall.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies (CAT) supports the provision and development of innovative and evolving technologies for teaching and learning to foster a 21st century skilled academia through the smart use of academic technologies.



Develop processes to support the UJ community in the creative use of teaching and learning technologies



Foster the sharing of ideas and supporting researchers through appropriate interactions



Develop expertise in the use of design-based educational research



Use international experts to help UJ staff members in the production of educational research that is based on the CAT framework and undertaken as design-based research approaches

It is necessary to pay tribute to the academics and the professional support staff in Academic Development and Support. As much as the University has taken progressive and innovative steps to reward and acknowledge excellence in teaching, the overall academic care taken by academic and professional support staff to minimise barriers to success and to enrich the learning experience cannot ever properly be taken into account. The energy and commitment within UJ, the intensity and passion with which staff attend to students in their various needs and quests, is remarkable. All those engaged in teaching, and in supporting teaching and learning, deserve our congratulations and our praise.

Centre for Academic Technologies Making Strides in Teaching and Learning With Technologies

The Centre for Academic Technologies' (CAT) involvement with Teaching and Learning began in 2015 with instructional designers introducing UJ's online environment to the new first-year students during the orientation sessions.

The roll-out of the devices/tablets at UJ also entered its third year and Apple iPad minis were distributed to NSFAS students. This is closely linked to the e-textbook project whereby two faculties, namely the faculties of Education and Law, used electronic textbooks. This project is intended to roll out to all the faculties in 2016 and is highly dependent on students owning some form of electronic device to access their textbooks.

A device survey was conducted among students and over 7 200 responses were recorded. Key findings included that 78% of students indicated that their device was instrumental during lectures and its use was key in their learning journey

at UJ (93% of students). The vast majority of students (75%) make use of a device on a daily basis. The preferred devices are laptops, desktops in labs, tablets and smartphones. Almost 19% of students indicated that they make use of the student computer labs on campus, which implies that the labs are still important for learning purposes. Parents finance the majority of the devices students use. A high percentage (71%) of students use UJ facilities (in the Library and/or in open computer labs) to access the Internet for study purposes. 55% of students use UJ Wi-Fi, emphasising the growing need for access to the Internet through Wi-Fi. Of the 25% of students who access uLink, 14% make use of Blackboard. Only about 7% of students indicated that they use their devices mainly for social purposes.

In an attempt to determine how students were encouraged by staff to use their devices for teaching and learning, a device survey was also conducted among staff. We evaluated the use of tablets by academic staff for teaching and learning for first-year and second-year students. All first- and second-year module coordinators were asked to complete the online survey. Of those, 514 (49%) from 1 045 modules completed the survey.

The level of use of technology and devices for information and communication is high. For announcements on Blackboard, the use is 90%, for reporting assessment results, the use is 70%, and for general communication (email, calendar and SMS) the use is 73%. Some growth areas include online class registers, Blackboard quizzes, class surveys (32%), group assignments (24%), and electronic learning guides (73%).

Faculty-specific staff responses indicated that, in 2015, the FADA, Health Sciences, and FEBE were the top three faculties to use technology in the classroom. In the “application of technology” category, technology was mainly used for information distribution and communication. A similar trend was found for the “integration” and “creation” categories. Across all faculties, there was a clear trend that the use of technology was favoured for information dissemination, communication, and administration.

As the availability of learning guides in an electronic format was made compulsory from 2015, a survey was conducted to determine the level of compliance and a good 82% was observed within Blackboard (UJ’s official Learning Management System), specifically.

CAT kept the UJ community abreast of new technology information by sending out Techno Trends in Teaching, a newsletter filled with the newest and most trendy movements in teaching and learning with technology. Techno Tips, a bulletin with updated, easy-to-use information on Blackboard empowered teaching staff to make use of all the facilities offered on Blackboard.


To ensure more and more comfortable use of Blackboard, CAT staff conducted workshops on the following topics on all campuses: Designing your Blackboard module; Assessments; Grade Centre and Excel VLOOKUP; Turnitin; Collaboration tools and rubrics; Use of tablets in the classroom (introduction, intermediate or advanced); LockDown Browser and Respondus; and Assignments. Customised workshops on request by faculties were also presented.

A total of 675 academic staff members attended staff development workshops in 2015 – one-on-one or in groups.

We continued our safe, efficient process of moderating examination papers online. This involves academic staff countrywide using our Blackboard platform, avoiding all postage problems.

78%

of students indicated that their device was instrumental during lectures and its use was key in their learning journey at UJ



UJ is committed to bringing 21st century education to its students by maximising the use of technology for teaching and learning.

UJ LIBRARY

Teaching and Learning Support

The Library was part of the university-wide programme to welcome the first-year students. The information librarians and the faculty librarians conducted a total of 34 FYS sessions across faculties, using the Library FYS video. The video was subsequently uploaded to YouTube and the Library website to allow students to continue to view it as and when they needed to. The orientation sessions offered as part of the FYS programme were followed by more in-depth information literacy training.

The demand for the training increased this year to a level where it was difficult to meet the demand. In response to this situation, two strategies were developed and implemented, namely to standardised Library Information Literacy modules, and the number of online faculty-specific subject guides (LibGuides) was increased to 46 during 2015.

Tutors in the Library

The Library appointed 13 library tutors to help students with their general library and information queries. The faculties also appointed 26 tutors to support students with faculty-specific queries as well as library related queries.

Technology Support for Teaching and Learning

The Library is constantly working on finding and using technologies that will streamline the services offered to all users.

During 2015, three important developments took place:

- Mobile power units for charging handheld devices were made available through the circulation system.
- Users were able to borrow these units for a two-hour period to charge their phones and tablets on the go;
- Automated time management systems were tested in the Learning Commons and the Research Commons to regulate the time spent at the PCs by individual students. The software will be fully implemented in 2016;
- On request from the Faculty of Law, a specialised book-to-file scanner was bought and installed in the Law Section of the APK Campus Library.

UJ boasts five state-of-the-art libraries on the four campuses, namely: Auckland Park Bunting Road Campus Library, Auckland Park Kingsway Campus Library, Doornfontein Campus Library, Faculty of Art, Design and Architecture Library, and the Soweto Campus Library.



SPECIAL PROJECTS

National Benchmark Test (NBT)

UJ requires all its first-year students to write the National Benchmark Test (NBT), ideally prior to their registration as students. This is communicated to all students during the application process as well as being announced in the annual UJ Undergraduate Career Prospectus. All students are required to write the compulsory Academic and Quantitative Literacy (AQL) test. Only certain programmes require the additional Mathematics (MAT) test. Details of these programmes are indicated on the UJ NBT website (www.uj.ac.za/nbt).

UJ serves as a test centre for these national tests. In the 2014/15 cycle, 10 513 UJ applicants wrote the NBT, with 7 608 of these students admitted for study in 2015.

Using NBT scores in addition to APS scores added considerable value to a faculty's ability to take information-based decisions about its first-year students – both in terms of early identification of at-risk students, as well as their ability to place students more appropriately (e.g. in extended versus mainstream programmes or in intervention programmes).

Winter School

The University hosted its first 'Enriching Minds: UJ Winter School' on the UJ APK Campus in July 2015. The final UJ Winter School Programme consisted of 54 presentations, ranging from one-hour sessions to a full-week workshop (a pilot programme with the Afrikaans Department) and the incorporation of the Winter School of the Computer Science Academy.





WORK INTEGRATED LEARNING AND SERVICE LEARNING



WORK INTEGRATED LEARNING AND SERVICE LEARNING

SUSANNE TAYLOR

UJ WIL AND SL COORDINATOR

The UJ Work Integrated Learning (WIL) and Service Learning (SL) Forum is chaired by the Executive Director: Academic Development and Support, and meets once per semester. Every faculty is represented on this Forum. UJ had 8 342 students in the WIL and SL learning environments in 2015. The various forms of workplace-based learning, of which WIL is an example, are an important aspect of employability and are in support of the country's National Development Plan, the White Paper on Post-School Education and Training and the 2015 National Draft Document on the Policy Framework on Workplace-Based Learning in the Post-school Education and Training sector.

8 342

students in WIL and SL
learning environments in 2015

Service Learning Matters

UJ had 2 380 students in 26 modules participating in Service Learning. Placement in and preparation for SL are managed by the faculties and all students had been placed. UJ is a participant in the international Enactus programme.

Work Integrated Learning Matters

UJ had 5 962 students doing WIL in 38 programmes in 2015. Placement and monitoring of WIL lies with the faculties. Any company contacts identified are shared with the departmental WIL representatives. An important aspect of the preparation for WIL is the partnership with UJ's Career Services team for the job search, CV writing and interview skills workshops. This is seen as a key aspect of the UJ Senior Student Experience.

PREPARATION OF STUDENTS – THE KEY TO SUCCESSFUL WORK INTEGRATED LEARNING

DR SUE DE KOCK

SENIOR LECTURER: DEPARTMENT OF FOOD TECHNOLOGY

In recognition of the importance of preparing students for the workplace, specifically for the compulsory work-integrated learning (WIL) component, the Food Technology and Biotechnology programme developed a series of workshops that are presented to students in the semester prior to their entry into the workplace.

Presenters for the 12-week workshop series include departmental staff, the UJ WIL coordinator, and career consultants from the Career Services Unit in the Centre for Psychological Services and Career Development and industry partners.

The workshop topics covered are:

- Overview of WIL and the SA food industry;
- What industry will expect from students;
- Stress management;
- Dealing with sexual harassment;
- Job searching strategies;
- CV and cover letter writing;
- Interviewing skills;
- Teamwork at work;
- Business etiquette;
- Time management;
- Preparation for the “real world”;
- WIL, work ethics and etiquette.

Other topics under discussion and development within the larger UJ WIL community include brand yourself: dress for success; as well as contracts as legal documents.



HOW THE HUMAN RESOURCE MANAGEMENT WORK INTEGRATED LEARNING PROMOTES GRADUATE EMPLOYABILITY

DR COOKIE GOVENDER

LECTURER: HUMAN RESOURCE MANAGEMENT

The Human Resource Management (HRM) Work Integrated Learning (WIL) Partnership Model was designed and implemented in 2013 within the HRM Diploma qualification, currently offered on our Soweto Campus. The HRM WIL Partnership Model collaborates with industry partners to expose graduates-to-be and future employees to the world of work. Final-year students undertake a one-week, self-placed workplace experience during their September recess. Students are required to align their WIL experience with a unit of study prescribed for the HRM module so that they may complete and submit a Portfolio of Evidence (POE) for assessment in the module.

Both industry partners and academics are encouraged to undertake and/or engage in WIL projects.

Besides creating future-fit-talent and improving skills development, the value of providing WIL to graduates-to-be is as follows:

- Provides theory (classroom knowledge) – practical (workplace performance) alignment;
- Exposes students to classroom and workplace knowledge, skills, values and attitudes;
- Prepares students as future employees, managers, leaders and entrepreneurs;
- Co-creates well-groomed and holistic new entrants to the SA, African and global economies;
- Encourages existing employees and graduates to engage in lifelong learning.

WIL transforms education into effective employees:

- WIL increases student employability skills and creates educated talent pools;
- Graduates acquire career prospects through WIL exposure to the public and private sectors of the workplace;
- UJ offers final-year students workplace preparation workshops on CV writing; interviewing skills; business etiquette.


WIL creates economic well-being:

- Theoretically empowered graduates provide an outside-in approach to how systems and processes impact performance – evaluate the influences on business results;
- Future talent is exposed to economic systems, policies, standards, talent development, employment relations, labour law in action, etc.;
- Through self-placement, our youth and future workplace entrants develop personal, interpersonal, dependence, inter-dependence and independence skills;
- WIL provides opportunities for internships, learnerships, jobs and contractual employment;
- Economic well-being of future employees in SA, Africa and the world is positively sustained when the youth of a country are empowered to undertake responsible work and earn a living from it.

For additional information on the HRM WIL Partnership Model consult: Govender, CM & Taylor, S. (2015). A Work-integrated Learning partnership model for higher education graduates to gain employment. *South African Review of Sociology*, **46(2): 43-59** or Dr Cookie Govender on cookieg@uj.ac.za.

TEACHING AND LEARNING BY FACULTIES





FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)

87%

academic performance
rate in 2015

91%

overall success rate

1 370

headcount enrolment

399

being awarded their
qualifications in 2015

273

undergraduate modules
(including BTech)

In keeping with the University-wide emphasis on promoting the use of handheld technology for teaching and learning, at the Faculty of Art, Design and Architecture (FADA), a pilot project was undertaken in the second semester using iPads and iTunes in the Contextual Studies module, a cross-departmental theory module that has been designated of priority status in terms of its historically poor throughput rates. The pilot project, which continues into 2016, aims to establish whether throughput rates can be improved by possibilities offered by a 'blended learning' approach in which the lecturers' material is expanded and reinforced by electronic and online resources.

Lecturers from FADA, Engineering, Anthropology and Philosophy engaged with exhibitions as part of a teaching and learning or curriculum-based programme. FADA lecturers also became increasingly involved with the gallery – as curators, participants, and/or public speakers.



SCHOLARSHIP OF TEACHING AND LEARNING IN ART AND DESIGN AT FADA

Scholarship of Teaching and Learning in Art and Design (STAND) is part of the Scholarship of Teaching and Learning (SOTL) group at the Faculty of Art, Design and Architecture. STAND is a community of practitioners that value praxis, generation of new knowledge, theorisation, collegiality, democracy and social justice, critique, creativity, transformation and an advocacy platform to encourage critical scholarship at FADA. At regular seminars, academics at FADA share their own research, teaching practices and theorisation. FADA academics are also brought into contact with leading scholars in education and thus enriching the teaching at the Faculty.

“In 2015, STAND offered an intellectually challenging programme meeting the research and professional needs of FADA academics”

A set of four themes were generated for 2015 seminars. The first, “Identity issues in learning interactions: issues of race, class, gender, sexuality, age, and disability in the learning environment”, was convened by Deirdre Pretorius and Brenden Gray. The second theme, “Socially-engaged teaching relevance, authenticity, criticality, tensions between industry and academia, and community engagement”, was convened by Amira Osman, Kim Berman and Brenden Gray. An extensive series was offered around the third theme, “Literacies in art and design: recognising multiple literacies and modalities, reading and writing issues, legitimisation and cultural capital”, convened by Brenden Gray and Landi Raubenheimer. The fourth theme was “Technology and pedagogy digital lives of art and design students, potentials

of use of technology in the classroom”, convened by Vedant Nanackchand, Inge Hyson and Brenden Gray.

Speakers from the University of Johannesburg included: Professor Brenda Leibowitz (Chair: Teaching and Learning, Dean's Office, Faculty of Education), Dr Dirk Postma (Curriculum and Instruction, Faculty of Education), Amanda Breytenbach (Vice-Dean: Faculty of Art, Design and Architecture), Vanessa-Jean Merckel (Senior Coordinator: Professional Academic Staff Development), Neshane Harvey and Cheryldene Perumal (Department of Fashion Design), Dr Pia Lamberti (IPEM Academic Planning), Dr Delia Layton (Department of English), and Professor Kim Berman and Shonisani Netshia (Department of Visual Arts). Other speakers included: Editor of Education as Change (CERT, Routledge), Blanca Calvo Boixet (1:1 Agency of Engagement), Jolande Morkel (CPUT), Carin Combrinck

Artwork by Jaco Jonker

ECO-MOBILITY PROJECT

(UP), Professor Julie Ellison (University of Michigan), Professor Pamela Nichols (Director: Wits Writing Centre) and Derek Moore (Head of Content Services, eLearning Support and Innovation, Wits).

In 2015, STAND offered an intellectually challenging programme strongly linked to faculty-specific challenges and issues, meeting the research and professional needs of FADA academics. Academics in the Faculty participating in the seminars linked critical discussions directly to their teaching, network with colleagues in other institutions and groups, such as SOTL@UJ, as well as develop initiatives for future research.



Students in the Faculty of Art, Design and Architecture collaborated in multidisciplinary teams to investigate perceptions around eco-mobility in Johannesburg. The multidisciplinary teams consisted of students from the Departments of Architecture (BTech), Interior Design (third-year students) and Multimedia (second-year students). These students delivered short length videos that addressed the topic “Follow the journey – to work”, which formed part of the preparation for the international EcoMobility Festival, hosted by the City of Johannesburg and the international organisation ICLEI (Local Governments for Sustainability) from 1–31 October 2015 in Sandton.

Three user groups were investigated in the research conducted by the students, namely walking, cycling and public transport. The groups commenced the project through developing an understanding of the current transport conditions and future projection plans published by the City of Johannesburg and the Gauteng province.

The research enabled 12 teams to investigate the topic and develop research questions around which individual storyboards were developed. Working in multidisciplinary teams enabled each group to work with the team members’ strengths in the different disciplines. The fourth-year architecture students have a deeper knowledge of urban transport and planning; interior design students have experience in conducting research interviews; while the second-year multimedia students have technical knowledge in the production of the short length videos.

The students produced 12 videos, of which seven are posted on the EcoMobility Festival website. The videos were also included in the Our History of Transport exhibition, which targeted children and teenagers during the Festival.

FUTURE CITIES: AN INSPIRATION FOR ARCHITECTURE STUDENTS

Students from the Department of Architecture participated in the Student Architectural Festival (SAF), an annual student conference. Students participated in debates and exhibited their projects as part of the AZA 2015 Future City Conference that took place from 24–26 September 2015. They were exposed to a range of projects that spoke to the theme of Future Cities and the challenges of urbanisation in Johannesburg. The undergraduate students in the second-year, third-year and BTech classes actively participated in debates on Tomorrow's Architects Today, which challenged students to imagine the future student of architecture, the future schools of architecture as well as the future of architecture. The forum discussed how the discipline must transform in response to an ever-changing context. The second debate topic was Towards a New Social Agenda, focusing on housing rights and property ownership for the urban poor as a critical issue not only for providing access to infrastructure for all, but also for ensuring that basic human rights are met.

IZINDABA ZOKUDLA – WORKING TOWARDS A SUSTAINABLE FOOD SYSTEM

Izindaba Zokudla (Conversations about Food) is a multi-stakeholder engagement project that aims at creating opportunities for urban agriculture in a sustainable food system in Soweto. Izindaba Zokudla was launched in 2013 with three initial workshops that developed a strategic plan to guide the activities of the project.

The project started as a partnership between the UJ Departments of Anthropology and Development Studies and Industrial Design, the Region D (Soweto) Farmers Forum, Michigan State University's Global Innoversity and the City of Johannesburg's (2012) Food Resilience Strategy. Currently, stakeholders of the project have expanded and include various faculties and departments



of UJ, a number of NGOs and the international DESIS network through the Design Society Development DESIS Lab based in the Faculty of Arts, Design and Architecture at UJ. The other UJ departments involved in this project include: Anthropology and Development Studies, Industrial Design, Graphic Design, Multimedia, Strategic Communications, Mechanical Engineering Science, Economics, Business Management, and the Centre for Small Business Development. We also have links with the City of Johannesburg, Secopa, the Innovation Hub and others. The project conducted multi-stakeholder facilitated workshops on issues identified in 2013, namely: Participatory technology development: This led to the filing of three provisional patents during 2014. The focus currently continues with Honours and Master's

students in the Department of Industrial Design and the Faculty of Engineering); School gardens and security of tenure: A series of facilitated workshops were conducted in 2013 to improve the security of tenure of school gardeners on school grounds); The creation of a Farmers' School and Innovation Lab: To create training opportunities for urban farmers in Soweto and to establish viable food and other enterprises in Soweto. The lab also serves as a participatory technology development workshop; The creation of a Farmers' Market: To create a market where Soweto Farmers can sell their produce to the general public. The Soweto Imvelo Market was launched in 2014 at the Soweto Theatre and the Chinchaga Kasi Market in 2015); The organisational development of farmers' organisations: Together with the UJ Department of Business Management (SWC), Izindaba Zokudla aims to assist farmers in the development of cooperatives for their farming enterprises.

During 2015, the project aimed to create a university-wide multi-stakeholder engagement forum to facilitate the creation of service learning programmes and to establish relationships and projects for implementation in communities surrounding the University's four campuses. The project continues to transfer, adapt and innovate technology for development, establish a comprehensive system of support for food and other entrepreneurs in Soweto, and create an innovation lab where new projects can be created and launched.


 A black and white photograph showing a group of people gathered outdoors for a technology demonstration. A man in the foreground is gesturing towards a device or screen, while others look on. The scene is set in an open area with some vehicles visible in the background.

Izindaba Zokudla technology demonstration

FADA'S GRADUATE SCHOOL OF ARCHITECTURE

UJ Faculty of Art, Design and Architecture (FADA) graduate Jaco Jonker was the regional winner of the 29th Corobrik Architectural Student of the Year Awards, receiving a cheque of \$479 as first prize.

There is confidence in the new approach to architectural education.

Dr Finzi Saidi, Head of Department: Architecture, is pleased about what can be achieved in Johannesburg's rich context when students are encouraged to critically engage with our context.

The Master's in Architecture (MTech) is a relatively new programme, introduced in 2010 by Alex Oppen, currently Course Convener of the Undergraduate Programme. In 2015, under the leadership of Prof Lesley Lokko, the Unit System was introduced, which enables lecturers to pursue their research interests while engaging students in exploratory, speculative and challenging learning experiences, focusing not only on the way the world is, but crucially, what it might be like in the future. UJ is currently the first – and only – School of Architecture in Africa to offer this innovative teaching and learning approach.

Jonker's winning thesis, *The Plug-In Plantation – Reforestation and industrialization of the Nasrec Precinct*, explores restructuring a part of the city through the implementation of a new timber mill industry. His proposals attempt to decrease direct and secondary impacts of soil erosion,

heavy-metal toxins, and rampart water evaporation from increasingly common dust storms along the engineered mine dumps in the area.

This project aims to bring back sustainability into the urban environment. Studying architecture helps to focus on integrating other aspects of life into architectural projects.

Annually, Corobrik honours the best practices in the profession nationally. In 2015, another UJ student, Harold Johnson, also won the 2015 Corobrik: Architectural Student of the Year award.

The awards attract high calibre postgraduate students and staff from around South Africa and the continent.

"This is what can be achieved in Johannesburg's rich context when students are encouraged to critically engage with our context"





10 625

headcount enrolment

9 039

2015 undergraduate
enrolment (including
degrees and diplomas)

1 579

2015 postgraduate enrolment

85%

pass rate achieved by UJ graduates
in the South African Institute of
Chartered Accountants' (SAICA's)
Initial Test of Competence (ITC)

**FACULTY OF
ECONOMIC
AND FINANCIAL
SCIENCES (FEFS)**

WORK INTEGRATED LEARNING IN COMMERCIAL ACCOUNTING

KATLEGO MODISAGAE

SENIOR LECTURER: DEPARTMENT OF COMMERCIAL ACCOUNTING

The Department of Commercial Accounting WIL programme was successfully launched in 2015. This is the only department in the Faculty of Economic and Financial Sciences (FEFS) that offers WIL to its students, partly due to the department being more focused on vocational qualifications. The WIL model implemented was borrowed from the Human Resources Management WIL programme, and this facilitated smoother implementation.

The programme, currently in its second year, continues to be a success, aided by the now longer duration of University winter holiday and enrichment weeks. More organisations are willing to take in students because the work placement period, which happens during the June recess, has increased from three weeks in 2015 to six weeks in 2016. The relationship with the City of Johannesburg (CoJ) Finance and Accounting team is growing stronger. The City took in five students in 2015. The City of Tshwane is also on board.

A formal programme is in place to prepare the students for the WIL workplace with the support of the Career Services team of PsyCaD. The workplace experience and the reflection and submission of the portfolio of evidence mean that WIL spans over three months, which enables the department to apply to the relevant Sector Education and Training Authorities for a stipend for the students.

A Focus on Developing the Lecturers

The University of Johannesburg's focus on excellence in teaching and learning is fully supported and actively promoted in the Faculty of Economic and Financial Sciences (FEFS). FEFS strives to enhance learning through innovation, creativity, and the development of a culture of scholarly and effective teaching. The Faculty's Teaching and Learning Committee (FEFSTLC) plays an important role in this process.

With the change in the higher education environment, teaching excellence has changed. Professional development is not an individual matter, rather it is a collective one, and scholarship is a key performance indicator used to demonstrate expertise. Addressing this challenge, all departments in FEFS focused intensely on academic/professional staff development and support in 2015.

With the focus on students and learning, lecturers in FEFS make a deliberate effort to strengthen the value of teaching and learning in UJ and actively strive to progress through the different phases. FEFS through the FEFSTLC created opportunities to engage in a continuous discourse about teaching and learning.

Excellent teaching is linked to the scholarship of teaching and learning and education research. It also involves engaging the learners, assessing the extent of knowledge already possessed, making the connection between what is already known and what needs to be acquired in an engaged, interesting way that enables the learner to take ownership of the learning and knowledge through his/her learning of the new subject content knowledge.

Previously, the teaching evaluation was only used as a self-evaluation tool and feedback on the lecturer's performance. However, the teaching and module evaluations provide valuable information on identifying a problem, which could lead to teaching and learning research and scholarship.

The new focus of compiling a teaching and learning portfolio makes this evaluation tool a perfect first source of information on students' learning, potential problems and reflection on causes and solutions. Attending the pedagogic training workshops offered by UJ leads to potential research and scholarly activities on teaching and learning, replanning of teaching and learning activities and better pedagogic practice. Lecturers are generally encouraged to attend institutional training workshops and are expected to keep an up-to-date teaching portfolio.

UJ provides training workshops on the compiling of a teaching and learning portfolio, explaining the importance of a teaching philosophy, teaching practice and reflection. FEFS had its first candidate promoted to Associate Professor following the teaching-orientated career path. Also in 2015, feedback and support were rendered to five candidates applying for promotion and all of the candidates were successful.

“The idea of teaching excellence has changed. Professional development is not an individual matter, rather it is a collective one, and scholarship is a key performance indicator”





**FACULTY OF
EDUCATION**

3 954

headcount enrolment

3 241

total number of
undergraduate students

190

total number of
Master's students

126

total number of PhD students

1 012

total number of graduates

88%

course (module) success
(completion rate)

91%

module completion rate for undergraduate degree (BEd)

The Faculty of Education is housed on three campuses: Soweto Campus, Auckland Park Kingsway Campus and the research village on the Auckland Park Bunting Road Campus. It also offers a Foundation Phase teacher education programme in Siyabuswa, in collaboration with the University of Mpumalanga.

In 2015, the Faculty consisted of five academic departments and two research centres, and it housed two Chairs.

Two schools associated with the Faculty: UJ Metropolitan Academy (secondary school) and Funda UJabule School (primary school).

In 2015, 194 tutors provided learning support to students in 149 modules in the Faculty's undergraduate programmes, and a total of 35 senior tutors were appointed to work closely with the module lecturers in coordinating and managing modules with large student numbers.

They mentored and advised tutors, assisted with identifying and supporting underperforming students, provided web-based learning support and assisted academic staff with assessment. The Faculty has a strong First Year Experience (FYE) programme. All academics teaching first-year students participated in the FYE Focus Group. The Faculty is the guardian of UJ Metropolitan Academy (UJMA), and is involved in several ways. The school once again obtained excellent matric results – a 100% pass rate (95 learners) with 95.8% of learners attaining Bachelor's endorsement and 3.2% diploma endorsement. A total of 120 distinctions were obtained with one learner obtaining eight distinctions, and another learner obtaining seven distinctions.

BEd and PGCE students do work-integrated and service learning at the school. In addition, the Faculty was involved in the offering of Life Sciences in the Further Education and Training (FET) band at UJMA. Learners were taught by final year pre-service (BEd and PGCE) student teachers. The Japanese lesson study model formed the basis of this, implying that students worked in teams to continuously refine their lessons and teaching skills. Faculty staff members were involved as mentors. The Funda UJabule School on the Soweto Campus is not only used for teacher training, but also serves the surrounding community in terms of primary school education.

ENRICHING THE STUDENT EXPERIENCE THROUGH INTERNATIONALISATION

The Memorandum of Understanding between UJ and Georgia State University (GSU), Atlanta in the USA, affords fourth-year BEd and PGCE students the opportunity to observe teaching and learning in schools in Atlanta as partial fulfilment of the school experience (practicum) requirements of the programme. Twenty students and one staff member spent two weeks in Atlanta in 2015. In addition to the school visits, they were exposed to an extensive academic programme, which included lectures, presentations, panel discussions and demonstrations.

Under the leadership of Professor Juliet Perumal, sixteen Educational Management Master's and PhD students participated in a seminar at the Vrije Universiteit, Amsterdam, as part of the South Africa-Vrije Universiteit Strategic Alliances (SAVUSA). They then proceeded to Seville, Spain, to present papers at the 2015 International Conference of Education, Research and Innovation (ICERI).

Master's student, Timothy Gage, was the recipient of the Erasmus Study Abroad Scholarship to Uppsala University.

SERVICE LEARNING – FOSTERING SOCIAL RESPONSIBILITY IN THE FACULTY OF EDUCATION

The Faculty of Education defines community engagement as initiatives through which the expertise of the Faculty (both staff and students) in relation to teaching, learning, and/or research, is employed to address issues relevant to the community, in a reciprocally beneficial partnership. Through community partnerships, service-learning opportunities are provided to students with a view to fostering a sense of social responsibility, while simultaneously preparing them to become educational practitioners who are able to support and nurture learning and development in diverse educational contexts.

The Faculty's service-learning initiative at the Auckland Park Kingsway Campus involves partner schools and community organisations and includes BEd and PGCE students on the campus.

The Faculty's Community Partners:

Elands Park Primary, Westbury High, Piet van Vuuren Primary, Vorentoe High, UJ Metropolitan Academy, Johannesburg Secondary, Sparrow Foundation, Sparrow Combined, Hope School, Kingsway Centre for Concern, New Nation Secondary, Unified Comprehensive, Coronationville High, Leigh Matthews Trauma Centre, Thandulwazi Trust, Dowling Street Primary, Laerskool Jim Fouché, Laerskool Generaal Christiaan de Wet, Masibambane College, Teboho Trust and Tomorrow Trust.

PGCE students were given the choice of finding their own schools and organisations or of providing service learning at the partner schools. Third-year BEd Methodology and Practicum Senior and FET phase students participated in tutoring learners in high schools. The Accounting, Economics and Business Studies Methodology staff reported that this service-learning activity was a resounding success.

“Through community partnerships, service-learning opportunities are provided to students with a view to fostering a sense of social responsibility, while simultaneously preparing them to become educational practitioners who are able to support and nurture learning and development in diverse educational contexts”

Service learning is also infused into the Intermediate Phase (IP) and Foundation Phase (FP) teacher education programmes at SWC. The service-learning activities are linked to the Funda UJabule School (FUJS). In the first year of the FP programme, the service learning was related to the modules aimed at students’ professional development and included a sports day for the learners organised by the students. In the second year, the service learning was infused into Education Studies. With the focus on the development of young children, the service-learning activities had a dance and movement focus in 2015. In the third year, the

service-learning activities found expression in a storytelling festival and fourth-year students wrote and enact short plays for the Funda UJabule learners.

Service learning is also integral to the IP programme. In 2015, the first-year students ran a food gardening project with the Grade 4 learners at FUJS. The students and learners planted portable gardens. A few months later, a day was set aside for harvesting the vegetables and students and learners enjoyed a picnic together to celebrate the success of their project. This project is supported by the Oppenheimer Memorial Trust.

The second-year IP students designed a museum and gallery walk to teach the Grade 5 learners about influential historical figures in South African history. They focused especially on those figures whose names grace venues on the Soweto Campus, such as Robert Sobukwe.

At postgraduate level, the MEd Educational Psychology students were involved in service learning through the first-year Senior and FET phase student excursion. They provided support to first-year students during the excursion.



**FACULTY OF
ENGINEERING
AND THE BUILT
ENVIRONMENT
(FEBE)**

9 120

headcount enrolment

5 500

undergraduate
diploma enrolments

2 734

undergraduate
degree enrolments

693

Master's enrolments

175

Doctorate enrolments

470

international or regional
undergraduate students

164

international
postgraduate students

5

schools

12

departments

2

technology
stations

A Scholarly Activity

As one of the strategies to achieve excellence in teaching and learning, the Faculty continued to review modules with lower success rates. A number of tutors, senior tutors, and assistant lecturers were added to the Faculty's teaching complement, to provide additional support to undergraduate students. Several workshops were conducted in FEBE to enhance a reflective approach to teaching, with evidence being captured by way of teaching portfolios. The Faculty also continues to upgrade its undergraduate teaching laboratories on both campuses (APK and DFC). First-time entering students were required to have tablets or laptops so that they could have immediate and efficient access to assignments, timetables, marks, module guides, ebooks and other study and administrative requirements. To support this initiative, the Faculty encouraged staff members to prescribe ebooks.

Conferences and Lectures

UJ Energy Movement African Solar Drive – Launch of the Energy Innovation Public Lecture Series from Johannesburg-Windhoek-Gaborone at APK on 9 June 2015. Guest Speaker, Dr Tobias Bischof-Niemz, Council for Scientific and Industrial Research (CSIR) – Centre Manager: Energy. Public Lecture by IEEE President and CEO, Prof Howard E. Michel. His address provided insight on his experience in the US Air Force and career enhancement to a University Professor and IEEE President. Town and Gown Workshop at Resolution Circle on 4 December 2015 focused on the “Deliverables of the National Development Plan – Developing Scholarship of Teaching and Learning through Engineering Projects in Community Services (EPICS)”.



Environment

The Faculty offers both Engineering Technology and Engineering Science undergraduate, postgraduate and postdoctoral research programmes. In keeping with the University's quest for global excellence and stature, the Faculty is the first in South Africa to offer global education to the widest range of comprehensive professional engineering, engineering technology and built environment qualifications. FEBE also offers programmes in quality and operational management, which register more than 2 000 students annually.

Teaching and Learning

FEBE remains a leading provider of well-qualified engineers, engineering technologists and technicians. Programmes are appropriately accredited by recognised national and international bodies or accords. Over the years, the Faculty has established strategic partnerships within the international higher education landscape and with key industry stakeholders. Operating within the dynamic and competitive higher education landscape, FEBE is innovative in its approach to teaching and learning, which is enhanced through collaborative research, community engagement and international partnerships.

The Faculty is one of two South African universities forming part of the CDIO consortium. The CDIO Initiative is an innovative educational framework for producing the next generation of engineers. The Faculty boasts more than 90% of postdoctoral research fellows from the international

community and is home to the largest number of international academics and students across the University.

FEBE remains at the cutting edge of technology and education innovation through its many international academic, research-driven engagements and partnerships. While focused on the promotion of reflective and critical thinking, the Faculty implements novel ways of problem-solving and believes in environmentally sustainable solutions. In support of South Africa as a signatory to the UN Sustainable Development Goals 2030, FEBE's programmes are themed to various areas of sustainable development.

Postgraduate Programmes

As part of FEBE's strategy to broaden postgraduate offerings and increase enrolment, the following programmes were developed in 2015 and approved by UJ Senate:

- Master of Mineral Resource Governance (African Institute for Economic Development and Planning – IDEP collaboration)
- Master of Foundry Engineering (TU Bergakademie Freiberg, Germany collaboration)
- Master of Sustainable Energy (Multidisciplinary UJ programme)

The Master of Sustainable Urban Planning and Development was submitted to the Council for Higher Education (CHE) for accreditation. The Master of Structural Engineering received CHE accreditation.

Undergraduate Programmes

2015 included preparation for the rollout of a new suit of Bachelor of Engineering Technology (BEngTech) programmes in 2017 and the phase out of most of FEBE's National Diplomas and BTech programmes.

CHE Approved BEngTech Programmes

- Chemical Engineering
- Electrical Engineering
- Extraction Metallurgy
- Industrial Engineering
- Mechanical Engineering

CHE approval of the BEngTech Civil Engineering and Physical Metallurgy is expected in 2016.

Introduction of new approved Bachelor's degrees as part of higher education quality sub-framework realignment:

- Urban and Regional Planning
- Mine Surveying
- Construction

Progressive steps have been taken in preparation for the teach-out of new undergraduate degrees, together with assessment of the impact on infrastructure and resources in anticipation for implementation. The strategic move from diploma to degree programmes enhances the relevancy of Faculty offerings in response to scarce skills demands of the engineering profession. Graduates will also now be able to register directly with the Engineering Council of South Africa (ECSA) with their NQF Level 7 Qualification.

Teaching and Learning support initiatives

- Establishment of the FEBE Writing Centre and Town and Regional Planning Design Studio.
- Increase in tutorship and mentorship programmes: Drawing, Mechanics and CAD (Computer Aided Drawing).
- With industry support, additional teaching and learning awards were introduced to recognise and encourage excellence. These include Best Final Year Student by the South African Institute of Foundrymen (SAIF), Best Student Award by the South African Institute of Coal Association and the Steloy Foundry Competition Award.
- Numerous national and international conferences, discipline-specific industry workshops and training programmes were supported to improve teaching and learning and keep abreast of global standards.
- Implementation of teaching and module evaluations.
- Systems integration: First Year Student Mentorship Programme, strategies implemented to identify and aid learners at risk, FEBE Relationship Coordinator Students Assistance Programme broadened to provide bursaries, food parcels, accommodation and emotional support.
- Teaching, Learning and Research funding made available to support mentors, temporary lecturers, student assistants, international visiting professors and public lectures.
- Additional short courses have been implemented to aid in professional development.
- Progressive steps undertaken to encourage e-learning: uLink/Blackboard, MOOCs
- Access to digital library research repositories, increase in staff uptake of cloud computing and use of tablets in classrooms.
- Collaborative international and national partnership allowed for staff development, exchange of knowledge, peer review support, student exchange programmes, and increase in international recruitment of undergraduates, postgraduates, postdoctoral research fellows and international teaching staff. Additional support received from international and national accreditation bodies, CDIO Consortium, South African Society for Engineering Education, national and local voluntary associations and national stakeholders in furthering STEM and engineering education initiatives.

SHELL ECO-MARATHON SOUTH AFRICA – A FEBE FLAGSHIP TEACHING AND LEARNING INITIATIVE

Shell Eco-Marathon South Africa is a global educational platform that encourages innovation, and reinforces conservation and development of leading technology for greater energy efficiency. The project is the first on the continent and was initiated in 2014 by the School of Electrical Engineering. The 2014 Challenge held at Kyalami Race Track aimed to inspire creativity and future leaders in science and engineering. Bringing the Shell Eco-marathon to Africa required intervention to introduce the challenge to school learners and university students. The Car-In-A-Box approach provided the general framework and chassis for the local teams to participate in the challenge and further develop their cars with competitive edge by customising the build. The 2015 Challenge held from 3–4 October at Zwartkops Raceway, Pretoria West, saw 11 teams compete for the coveted title. Two teams from the King's School West Rand participated against four UJ teams, Nelson Mandela Metropolitan University and four Nigerian teams.

Beyond encouraging STEM education among learners, the project has been formally introduced as a part of the School of Electrical Engineering's coursework – Systems Engineering and Design 3B. Students are tasked to design and build a high performance energy-efficient vehicle (HEV) capable of competing in the challenge. The coursework includes alignment to the following ECSA Level Outcomes: Problem Solving, Application of Scientific and Engineering Knowledge; Engineering Design, Investigations, Experiments and Data Analysis; Engineering Methods, Skills, Tools and Information Technology; Sustainability and Impact of Engineering Activity; Individual, Team and Multidisciplinary Work, Independent Learning Ability; Engineering Professionalism and Engineering Management. The course

is divided into 10 modules: Introduction to Realities and Responsibilities of the Engineering Discipline; Systems Engineering Management Plan; Systems Engineering as Process; Requirements Engineering; Systems Engineering Process; Specification Practices; Systems Safety Process; Human Factors Design; Technical Review Process and Risk Management Process. Students are grouped into two project teams consisting of four companies using the CATME Team creator and peer assessment tool.

In addition to teaching and learning outcomes, the project has given rise to multidisciplinary research, international industry partnerships, international FEBE recruitment, cross-faculty partnerships, stakeholder support and STEM community projects. The initiative encapsulates the Engineering Education approach to driving sustainable development in addressing global challenges.





FACULTY OF HEALTH SCIENCES

3 738

headcount enrolment

2 639

undergraduate enrolment

89%

undergraduate success rate

81%

postgraduate success rate

Conversational isiZulu was introduced as a pilot project for the departments of Nursing and Medical Imaging and Radiation Sciences during 2014, with both Emergency Medical Care and Podiatry included in 2015. The high definition interactive screen and a 60-seat learning laboratory to allow for technology assisted learning (TAL) based on sessions in the form of interactive workshops, enhanced by online monitoring and virtual lecturer contact, will be completed by February 2016. Students have been afforded the opportunity and have been encouraged to participate in both local and international events, using their expertise and passion, and have accomplished the following:

Students attended within their own Departments the postgraduate U21 Critical Skills Course; a first time summer school for postgraduates; self-defence training by the Phoenix Foundation; and various conferences – a UJ student was awarded the best national student prize for his presentation at the National Environmental Health Conference. They have organised an academic seminar, a study skills seminar, and a dignity box in which personal hygiene items are donated to fellow students, as well as an HIV/AIDS Awareness Project and Youth Development in Jabulani, Soweto. All departments have adopted the use of technology and handheld devices depending on practicality and the availability of infrastructure to enhance teaching and learning. Of note are the interactive applications for Ophthalmic Optics, referencing/plagiarism software, videos of treatment techniques, a virtual teaching platform and online assessment techniques used by various departments.



CLINICAL LEARNING ACCORDING TO CURRICULUM REQUIREMENTS AT THE UJ EMERGENCY MEDICAL CARE

PROF CRAIG LAMBERT

HEAD: DEPARTMENT OF EMERGENCY MEDICAL CARE

In the Department of Emergency Medical Care (EMC), students engage in numerous clinical learning activities. Students from each year of study are exposed to a slightly different array of learning areas, depending on their curriculum requirements.

First-year students work in City of Johannesburg clinics, on ER24 and Netcare 911 ambulances, and also on the City of Johannesburg EMS ambulances. The second-year students primarily work and learn in the three big academic hospitals: Charlotte Maxeke Academic Hospital, Chris Hani Baragwanath Academic Hospital and Helen Joseph Hospital. For exposure to emergency medical care, they work with Netcare 911 in the pre-hospital environment. For speciality blocks like advanced airway management and obstetrics blocks, students are placed at Rahima Moosa Mother and Child Hospital, Tembisa Hospital, Leratong Hospital, Kalafong Hospital and Tambo Memorial Hospital.

For the third- and fourth-year students, exposure to emergency medical care, specifically for Emergency Care

Practitioner (ECP), mentors are imperative. For this reason, the third- and fourth-year students work with ER24 and Netcare 911 on their emergency response vehicles, and in many cases, with UJ EMC graduates. The fourth-year students engage in three further speciality blocks, namely paediatric emergency medicine – with practical work at Rahima Moosa Mother and Child Hospital; intensive care – for which the students work shifts at Netcare Union Hospital's ICU; and a second advanced airway management block, where the focus is placed on the pharmacology involved in anaesthetics as opposed to learning motor skills in second year – which take place in the theatres of Chris Hani Baragwanath Academic Hospital, Charlotte Maxeke Academic Hospital and Helen Joseph Hospital.

Across these platforms, students engage with patients at every level: those in the pre-hospital environment; those in primary health care clinics; and those in tertiary hospitals. This clinical aspect ensures that graduates gain the necessary skills to engage in the healthcare system.

STAFF AND STUDENTS CREATING AWARENESS FOR A SOCIAL RESPONSIBILITY PROJECT

MARTHA CHADYIWA

HEAD: DEPARTMENT OF ENVIRONMENTAL HEALTH

As part of a social responsibility programme, staff and student volunteers from the University of Johannesburg's Department of Environmental Health partnered with the City of Johannesburg at the Riverlea Major Clinic for a clean-up initiative.

This initiative will ensure the health and safety of communities and protect the environment for current and future generations. UJ students joined the City of Johannesburg to clean up the waste accumulation in Riverlea and the surrounding areas.

The clean-up initiative aims at creating awareness of responsible waste disposal. UJ's Department of Environmental Health strengthened its collaboration with stakeholders as part of the Riverlea Community Engagement initiative of the Faculty of Health Sciences.

"We need to ensure the health and safety of our communities, and to protect it for the current and future generations"

Students have experienced the concept of inter-sectoral collaboration towards a healthy environment, and they acquired the opportunity to participate in a community upliftment initiative, improving their social responsibility.

Illegal dumping should be avoided as it is a health hazard and affects the community and environment negatively.

So Many Careers – But Which One's for Me?

Biomedical Technology, one of the many programmes in the Faculty of Health Sciences, features in a new Careers publication, the *ISET Careers SA* magazine, which aims to inform about the vast range of careers for Grade 12 learners to choose.

Head of Department Ingrid van der Westhuysen and Biomedical Technology lecturer Winnie Kruger provided insight into the career of a Medical Technologist, e.g. what a typical day consists of, and what the education requirements of the programme are.

Higher Education institutions appreciate the opportunities to share information about their many and varied programmes, each with their own specific focus and requiring very specific knowledge, skills and attitudes.

THE DEPARTMENT OF NURSING

DR CHARLENE DOWNING

LECTURER

Research is an integral part of learning and is key to the discovery of new knowledge and a deeper understanding of the discipline. The Department of Nursing provides a brief insight into four of its research topics that, through the answers to the research questions, will certainly make a difference in the wider field of Nursing.

Experiences of Family Members of Nursing Care in the Intensive Care Unit

The families are often ignored by the healthcare professionals. In this research study, the focus will be on the perceptions of family members when their loved ones are admitted to an intensive care unit. The focus is on both the paediatric and the adult intensive care unit. The parents' perceptions and their experiences will be described. Recommendations and strategies will be made on how healthcare professionals can help family members cope and how to support them.

Accessibility of Prostate Cancer Awareness and Screening: How Nursing Can Turn Health Inequality to Equality

The World Health Organization (WHO, 2005) defined Health Promotion as "the process of enabling people to increase control over their health and its determinants and thereby improve their health". Despite literature showing the double burden of communicable and lifestyle diseases in developing countries (Bygbjerg, 2012), Oncology Care for men has not been introduced on Primary Healthcare level.

OTC MIS ('YOOZ'): The Lived Experience of Individuals with Mental Health Illness and Comorbidity of Over-the-counter Medication Misuse

Individuals with mental illness and comorbidity of over-the-counter (OTC) medication misuse is a rising concern. The researcher plans to gain an understanding of the lived experiences of individuals with mental health illness and comorbidity of OTC medication misuse in order to make recommendations to facilitate care for these individuals.

Midwives' Experiences of Public-private Partnership in Gauteng

The purpose of this study is to explore the midwives' experiences of public-private partnership in Gauteng. A qualitative research design will be used in which a phenomenological approach will be used to gain the midwives' experiences in their own context.



SONTONGA

**FACULTY OF
HUMANITIES**

5 666

headcount enrolment

299

Master's enrolment

143

Doctoral enrolment

1 459

graduates

TOWARDS A VIRTUAL NEWS ROOM— USING RESOURCES PLEDGES THROUGH THE VC AWARDS

PROF YLVA RODNY-GUMEDE

HEAD: DEPARTMENT OF JOURNALISM, FILM AND TELEVISION

Given the changes that both the industry and profession are undergoing, there is a need to rethink the focus of the BA Journalism degree and to take seriously the industry's move towards multiplatform journalism. In line with this, and parallel to the planned re-curriculation of the journalism degree. There are resources pledged through the VC's Award to initiate a pilot project with students from first year through to honours, developing a virtual news room as well as teaching and research agenda for the journalism degree.

UJ Journalism partnered with the University of the Free State and the online media platform *The Journalist* (www.thejournalist.co.za) to channel stories from the Journalism students at UJ for publishing. Joining *The Journalist's* editorial team will showcase excellence in journalism and help UJ students to hone their craft and to contribute to a knowledge platform that not only takes account of the present but also the history of journalism by creating an online suppository of South African best practices as well as journalistic narratives and profiles of South African journalists. The project also aims to have the students directly engaged in the four main focus areas of the University: Teaching and learning by way of direct engagement with the curricula; Research, by way of engaging with research led curricula; Leadership, by way of participating and spear-heading a project directly related to their studies as well as professional growth; and Community outreach, by way of conceptualising, producing, and marketing journalistic products that talk directly to the community and the University's role in the nascent democracy and ever changing socio-political landscape.

Further to this, Ms Lebogang Mokoena, a current MA student, has been appointed as coordinator for the project. Apart from the weekly editorial meetings held, and to have the project benefit all the Journalism students currently enrolled in the BA Journalism degree, there is continuous engagement around particular skills needed as well as the wider active citizenship. Two students from each year group take this discussion forward in the Journalism classes on each year level.

“UJ students hone their craft and contribute to a knowledge platform that not only takes account the present but also the history of journalism...”

The unit engage directly with the editor of *The Journalist*, Ms Zubeida Jaffer, who spoke to the UJ Journalism students in May. UJ students reported on the stories and projects submitted to *The Journalist* so far and on the broader aim of the UJ editorial team's plans for the future. Ms Jaffer encouraged students on the need for invigorating journalism and the importance of strengthening skills in writing as well as digital media skills. At most universities and training institutions that teach journalism, very little has changed in terms of the narrative of the history of communication. As a multi-media website, *The Journalist* aims to change this to develop an authentic platform that will be a knowledge bank for the profession as well as develop the narrative of communication history starting before the interference of colonial conquest.

A WORKSHOP FOR SCREENWRITERS

PROF RONEL JOHL

HEAD OF DEPARTMENT: AFRIKAANS

Overall, the project has given the UJ Journalism students the opportunity to get directly involved in creating and reshaping journalism for the future and to provide a platform for others to access knowledge. Without the generous award granted by the VC, Professor Ihron Rensburg, and the support given by the Teaching and Learning Committee, headed by Professor Rory Ryan at the University, the Journalism students would not have had the opportunity to work with an ongoing journalistic project like the one initiated together with *The Journalist*.

The Department of Afrikaans participated in the UJ 2015 Winter School initiative by presenting a workshop for script writers. Professor Ronel Johl led the initiative, the presenter being the acclaimed playwright Tertius Kapp.

The marketing material invited prospective participants to submit written proof of their creative writing for evaluation. Nine students were invited to participate in the workshop. Each day's sessions started with an introductory lecture, followed by discussion and opportunity for questions, opinions and a test bed for ideas. This was followed by the participants presenting the work they had to write as an assignment the previous evening, allowing opportunity for discussion and suggestions by fellow participants. At the end of the four days, each of the participants had a submission-ready script as a result of the workshop sessions, the discussions and input of peers as well as the guidance and remarks of the presenter.

The feedback from the participants was overwhelmingly positive and the exposure it afforded the Department of Afrikaans, made it well worth the effort.



Staff from the Department of Afrikaans
at the UJ Winter School.

THE “SIX SUBJECTS YOU HAVEN’T THOUGHT OF” INITIATIVE

Our world is rapidly changing – 15 years ago Facebook had not been invented yet and we were not Googling everything from frying an egg to understanding brain surgery. What makes these new innovations successful is that they foresaw what people did not realise they wanted or needed.

We do not know what our world will look like in 10 years’ time and the types of jobs people will be doing. What we do know is that understanding people, how they think, what they might want or need, and how to communicate, will become increasingly more important as technology takes over the mundane activities of calculating costs and making products.

A degree in humanities focusing on linguistic skills like learning the main languages spoken on our continent; understanding how to think critically about the ethical problems we face; learning how to live with people from different religious backgrounds and cultures; and grappling with what ‘civilization’ and ‘democracy’ really are, will be the things that give students the advantage in the new and unforeseen workplace. To help students in choosing their BA degree subjects, we have launched a campaign focusing on six subjects that cover the above issues and which students do not automatically think of studying.

Intellect for Purpose

Businesses and NGOs now have more issues than just the bottom line to deal with:

- Globalisation and the effects it has on doing business;
 - A multilingual world in which English is not the only language;
 - The growing importance of religion in people’s lives and the emergence of religious militancy;
 - Failing democracies in Africa;
 - Violence and politico-religious conflict;
 - Increasing poverty and economic instability.
- Six subjects that will equip you to deal with these issues and make you a more attractive employee:
- Classical civilisations in which you will study the birth of democracies, as well as contemporary thought and culture;
 - Religion Studies examining the social, political and even economic impact of current religious conflicts in the world;
 - Philosophy giving new insight into thinking about the ethical issues raised by poverty, violence and economic inequality;
 - French because half of Africa is French speaking!
 - African Languages and Afrikaans so you are able to engage your customers;
 - Linguistics because the global arena is multilingual.

NEW FACILITIES LEAD TO ENHANCED LEARNING

The Faculty of Humanities put the special funding received from the Department of Higher Education and Training (DHET) in 2014 for the development of African languages and multilingualism to good use. The simultaneous interpreting booths and seminar room and the multi-language computer laboratory have been established, a learning environment that will certainly enhance both the teaching and learning experience.

Simultaneous Interpreting Booths and Seminar Room

DHET funds were used to establish a state-of-the-art interpretation and translation venue as depicted. The venue allows for four interpreters to work simultaneously. The venue, which can be subdivided into two separate venues, boasts four interpreting booths and accommodates 20 trainee interpreters.

Multi-language Computer Laboratory

As part of the same project, a language laboratory was established that supports language teaching for the languages offered at UJ. The venue is set up in such a way that two groups of students can work independently or one larger group can use the lab, while the facilitator is able to supervise all students from the central computer. This 40-seater computer lab is also used by other disciplines in the Faculty, such as Anthropology and Sociology.

HOW STRATEGIC COMMUNICATION SHOWCASES ITS WORK INTEGRATED LEARNING AND SERVICE LEARNING INITIATIVES

RENE BENECKE

SENIOR LECTURER: STRATEGIC COMMUNICATION

Work Integrated Learning projects are a compulsory part of the third-year Public Relations programme. Registered students are assisted in securing placement for the 400-600 hours of authentic industry placement aimed at providing them with opportunities to develop a better understanding and gain experience of the public relations and communication industry, and develop their future careers.

Industry partners are provided with information, such as curriculum vitae, employer guidelines, consultation and learning outcomes to be achieved. Students submit portfolios of evidence after completing their placements. Prominent industry partners included Primedia's Radio 702, various government departments and prominent public relations agencies, such as Magna Carta, Meropa and Burson-Marsteller. Many of our students were offered permanent positions at these agencies.

The Public Relations diploma second-year students embarked on community engagement projects to achieve their service learning module outcomes. In Semester A the focus was placed on the issue of food security and we joined the Izindaba Zokudla project of Dr Naude Malan. Students received the necessary briefings to conduct their background research on the topic, were allocated to their groups, assigned to their various farmers and started with their public relations and communication plans. They were expected to visit the various farmers, determine their needs by means of a survey and interview, develop public relations and communication solutions, compile an asset register, write a blog, and develop and implement selected

DEPARTMENT OF LINGUISTICS INTERNSHIP PROGRAMME

DR ELEANOR CORNELIUS

HEAD: DEPARTMENT OF LINGUISTICS

public relations activities. Seventeen groups worked with 17 farmers, expanding on the current understanding of the context and challenges urban farmers are facing in the greater Soweto area. Students also assisted with the launch of the Soweto Farmers' School hosted regularly on the UJ SWC.

The Student Public Relations Association (SPRA) also hosted a number of events during 2015, aiming to introduce students to current trends and key influencers in the public relations industry. The biggest event was the students' involvement with Primedia's LeadSA inaugural Change Makers Conference hosted in the Sanlam Auditorium on the UJ APK Campus on 14 August 2015. This event celebrated the achievements of various LeadSA Heroes with the UJ Choir entertaining the close to 1 000 guests. SPRA members were part of the organising committee, assisted with the more than 30 exhibitors and were responsible for the social media for the event. With their input and hard work, the event trended within 30 minutes. The event was also entered into the PRISA PRISM Awards for 2015.

The Strategic Communication degree students were also involved in external client work and received various awards for their work done for the International Migration Association and Matla A Bana. Students researched the various organisations within the bigger socio-economic context and developed creative solutions, which the various groups presented to the clients. Students also worked closely with students from the Faculty of Art, Design and Architecture (FADA). Advertisements designed by the winning groups were entered into the national Assegai and Loerie Awards and won gold, silver and bronze in their respective categories.

The Department introduced an internship programme that is offered to third-year students in the BA Language Practice degree programme during the UJ winter recess. The internship programme runs over three weeks. Students who are enrolled in Linguistics 3, but not in the BA Language Practice programme, are free to also participate in the internship programme, however their participation is not compulsory. Quite a number of students participate voluntarily, as they see the benefits of doing so.

The internship programme offers students an opportunity to complement their academic training with practical work experience. They accompany staff members of participating institutions in the performance of their work duties to learn to apply their academically acquired skills to real-life language practice situations. In this way, the internships add value to students' academic qualifications and training. The internships expose future language practitioners to a variety of language combinations – thereby also sensitising students to the multilingual and multicultural landscape of the country – and to a good theoretical as well as practical foundation. The demand for competent language practitioners in South African will thus be addressed. In addition, students get to meet prospective employers and are able to forge relationships with role-players in the industry.

Two partners have been involved in the internship programme: the Department of Justice (DoJ) and Unisa's Language Office. Through our collaboration with DoJ, students are exposed to the interesting phenomenon of court interpreting in the consecutive mode, and they shadow court interpreters in circuit courts in Johannesburg. If the opportunity arises, students may also do some

interpreting themselves, depending on the cases on the court roll and the languages involved. At Unisa's Language Office, students explore the field of academic editing and translation. The staff at Unisa also train students in important "soft skills", such as CV writing, presentation skills, etc. Students are transported by bus to Unisa's offices in Sunnyside, Pretoria, to ensure their complete involvement in this leg of the internship programme.

In 2015, the Department started exploring avenues to engage even more partners. We are in consultation with the Gauteng Legislature in order to also expose students to conference interpreting in the simultaneous mode. This is high-level interpreting, which requires, in addition to excellent language proficiency in two languages, interpreting skills. If there are no sessions scheduled during the time of the internship programme, students will be able to interpret from video-recordings in a "dead" booth (not live). If there are indeed scheduled sessions during the internship period, students will be able to interpret during live sessions, but without their microphones being on.

During the course of 2015, we have secured corporate partner in the form of Absa. Students will be visiting Absa's language offices from 2016, thereby receiving exposure to translation and editing in the banking sector. This dovetails with Absa's ReadyToWork programme.

During each leg of the mentorship programme, every student is allocated to a mentor from each participating institution. This mentor accompanies the student during the time of the internship at the particular institution and also completes an assessment rubric for the mentee.

The Department of Linguistics collaborates with internship partners on the development of an assessment rubric that is tailor-made to assess student participation and performance. The marks they are awarded count towards students' second semester mark. All internship partners issue certificates of attendance, which we usually hand over during an auspicious function in the second semester. Upon their return to campus in the second semester, students are extremely positive about the internships and find it difficult to hide their excitement. They appreciate the insight they gained into the workplace. Their student feedback on the formal surveys we have been conducting since the inception of the internships in 2012 is very positive and encouraging, and this affirms our conviction that the internships indeed add value to students' learning experiences.



Law

Clinic

**FACULTY
OF LAW**

1 732

headcount enrolment

46%

first-time law students from
high-performing South African
schools (Quintile 5)

23%

first-time law students
from lowest two quintiles
(Quintiles 1 and 2)

9 310

registrations in the
traditional undergraduate law
modules

6 151

registrations in the
undergraduate
service modules

83%

success rate in
undergraduate
service modules

85%

success rate in traditional
undergraduate law modules

383

undergraduate and postgraduate
degrees conferred in 2015

The Faculty is closely split between teaching in the traditional law modules to law students and teaching in service modules offered to non-law students registered for diploma and degree programmes in other faculties. Senior students were employed as senior tutors and tutors to mentor their junior counterparts, which contributed to an improved success rate in those modules.

The Faculty of Law and its members have strong international relations, as evidenced by the number of foreign visitors hosted annually by the Faculty. It is a member of the International Association of Law Schools (IALS). It actively participates in the activities of the IALS, which include the Annual African Law Deans Forum and the IALS Annual Meeting.

The Faculty's top undergraduate achievers are given the opportunity to participate in local and international moot court competitions. Apart from participation in the annual First-year Moot Court Competition, the Faculty also participated at the All Africa Human Rights Moot Competition (Lusaka, Zambia); the 2015 Child Law Moot Court Competition (Pretoria); and the 11th Annual UVOFS First Year Moot Court Competition.

Local Partnerships for Service Learning

The Faculty's partnerships with local firms of attorneys and auditors translate into several practising attorneys and auditors lecturing in, particularly, the Faculty's non-subsidised programmes. The Faculty's relationship with the profession enables it to work closely with various law firms in, for example, securing vacation work, job shadowing opportunities, bursaries and articles of clerkship for top achievers. Prominent South African law firms, like Cliffe Dekker Hofmeyr and Werksmans Attorneys, formed part of the Faculty of Law's FYS programme and gave aspiring lawyers a sense of what they can expect when they enter the legal fraternity. In addition, a great number of law firms and other organisations within the legal industry attended the annual UJ Law Career Fair in May 2015. This Faculty and PsyCaD host this event jointly.



International Partnerships

The Faculty has active exchange agreements with 16 foreign universities, namely Beijing Normal University (China); Erfurt University of Applied Sciences (Germany); Free University of Amsterdam (the Netherlands); Friedrich-Schiller University of Jena (Germany); International University of Business Agriculture and Technology (Bangladesh); National Law University in Delhi (India); National Law University in Jodhpur (India); Reykjavik University (Iceland); Saarland University (Germany); Strathmore University, Nairobi (Kenya); Universidade Agostinho Neto (Angola); the University of Augsburg (Germany); the University of Antwerp (Belgium); the University of Malawi (Malawi); Yeditepe University (Istanbul, Turkey); and Zanzibar University (Tanzania). It also concluded a cooperation agreement with the Graduate School of the Public Prosecution Service of Brazil. The Faculty is in the process of negotiating memoranda of agreement with the following institutions: Pontificia Universidad Catolica de Chile (Santiago, Chile); University of Cape Coast (Ghana); Masaryk University (Brno, Czech Republic); University of Ljubljana (Slovenia); and University of Cornell (Ithaca, New York).

The Faculty of Law Cares for its Students

In addition to teaching law students, the Faculty of Law offers service courses to other faculties on three of the UJ campuses to almost 7 000 students. These include subjects such as Commercial Law in the BCom programmes, and the respective Business Law and Commercial Law modules that form part of the National and the UJ Diplomas offered by the University. If the students in non-subsidised programmes are taken into account (approximately 1 700), it is clear that tuition is provided by a small number of law lecturers to a large number of students – more than 10 000.

The “Missing Middle”

The financial needs of our students have increased since 2014, as in 2014 only 18 students received bursaries. During 2015, the Faculty granted bursaries to 30 students who were unable to pay their tuition fees and did not qualify for the National Student Financial Aid Scheme (NSFAS). The bursary amounts varied from R9 000 to R25 000. The Faculty, for the first time, had to accommodate first-year students in respect of bursaries during the second semester, as they were unable to pay tuition fees. Many of our students live with a grandparent who receives a social grant, or with a sibling.

A number of students are part of the ‘missing middle’. Many of these parents cannot afford tuition fees. Students that receive bursaries form part of a mentor group. They have to regularly consult with one of the academics responsible for the bursaries and meal vouchers in respect of their academic performance. They discuss challenges they experience and provide the academic with reports on their progress. Among them, these students obtained 64 distinctions. One student obtained 14 distinctions, and another nine. Four of these students completed the LLB degree in 2015. One student obtained his qualification with distinction. The Faculty also granted 68 meal bursaries during 2015, in terms of which the students received a voucher entitling them to one hot meal per day. In 2014, 24 meal bursaries were allocated. This is a clear indication of the need for assistance among our students. The need for both financial aid and food has increased year-on-year since the Faculty started the scheme in 2009.

“The Faculty granted bursaries to 30 students who were unable to pay their tuition fees. The bursary amounts varied from R9 000 to R25 000”

The Development of Writing Skills and the e-Learning Project

Colleagues in the Faculty of Law have devoted considerable time and energy towards the development of sophisticated writing skills, as required by the legal profession, and considerable progress has been made. This began initially at first-year level, and was then complemented primarily with a second-year module. In more recent years, additional colleagues have acknowledged that it is essential that writing skills be developed systematically throughout all four years of study, and that students become aware that writing and speaking appropriately, as lawyers, forms an important component of the law curriculum and is to be assessed, along with legal content. In 2015, a growing number of colleagues were focusing on legal writing (and speaking), for instance, within the Senior Student Experience initiative.

The Faculty of Law took the strategic objective of the University of Johannesburg to achieve excellence in teaching and learning through, inter alia, “a mix of strong, leading-edge, technology-driven programmes”, seriously. This manifested in the first-year e-learning project. In this project, the Faculty ensured that all entering students were equipped with a handheld device, and students were enabled to download their Law prescribed texts onto this device via the Gradnet platform. As reported by the Dean in November 2015, only 50 of the 375 first-time entering law students registered for all three first-year law modules included in the pilot project were not registered on Gradnet to download their textbooks. This means that 87% of the

first-time entering law students are making use of the Gradnet platform.

The lecturers have integrated the use of devices as a teaching and learning tool throughout the three first-year law modules in a variety of ways, both during and beyond classroom teaching. This happens via UJ’s LMS, Blackboard, and the uLink portal. In 2015, it was intended to make use of electronic news and communication feeds in the lectures that the students and the lecturer could access together, but there were some ‘teething’ problems with Wi-Fi capacity in the venues at the time. Hopefully, in 2016, this will be remedied and such feeds can be used to facilitate class discussion and questions from students.

The Faculty’s class of 2015 appears to be competent in the use of electronic devices. A small number of students requested assistance with the devices and they were referred for training provided by the University. The tutors also reported that the students were familiar with the use of devices and needed little assistance.

Information literacy skills were also introduced at the start of the year, by means of a library workshop during the First Year Seminar, and students were subsequently required to use these skills repeatedly to access, download and interpret information – for which the tablets could also be used. Assistance is available from two law librarians and law library tutors in the library.



**FACULTY OF
MANAGEMENT**

8 984

headcount enrolment

2 296

qualifications conferred per year over the last five years, of which 88% are undergraduate

R12m

continuous investment a year (over 5 years) into innovative teaching and learning practices (tutoring, First Year Experience Programme and additional lecturing)

85%

module success rate in 2015

In 2015, we have improved on the levels of Pan-African content, sustainability and entrepreneurship taught. The module Business Management 1A, for example, now sensitises students to current debates on sustainability management in Africa. Entrepreneurship modules now focus on the development of entrepreneurial behaviour, and on the practical experience of running own businesses through the Centre for Small Business Development in collaboration with the Richard Maponya Institute.

A further initiative is that the Diploma in Logistics Management has gone online. All diploma programmes have become more industry relevant. Advanced Diplomas replaced BTech programmes. New majors enhanced differentiation and now serve students from both the humanities and management, for example, the BCom in Transport and Logistics Management now includes the outcomes of the previous BCom in Transport Economics. Overall, the turnover generated from Continuing Education Programmes (CEPs) grew from R77 million in 2013 to a turnover of about R105 million (+37%) in 2015, highlighting the credibility of our products and services to external markets.

“Turnover generated from Continuing Education Programmes (CEPs) grew from R77 million in 2013 to a turnover of about R105 million (+37%) in 2015, highlighting the credibility of our products and services to external markets”

Work Integrated Learning (WIL) continues to be a strategic strength of diploma programmes, and now includes all

undergraduates attending career preparedness workshops offered by the University counselling services (PsyCad).

Promoting Entrepreneurship

Entrepreneurship is a long-term solution to tackling SA's unemployment crisis. The empowerment of young people is not an option, it is a national imperative. The Faculty invests in entrepreneurship at the undergraduate level. The BCom Entrepreneurship and the Diploma (Small Business Development) carry the mark of global excellence. Highly talented students are attracted across continents and mentored by local successful entrepreneurs.

The Centre for Small Business Development (CSBD), for example, hosts the UJ/Raymond Ackerman Academy of Entrepreneurial Development. This once-in-a-lifetime opportunity comes at minimal cost to students. Raymond Ackerman, patron of this initiative, conferred 120 certificates at the Soweto Campus in 2015. UJ's commitment to Soweto – there for all to see in the performance and appearance of our Soweto Campus where the Centre for Small Business Development and the Department of Business Management are located – sparked this relationship. We were delighted when Dr Richard Maponya decided to join UJ in promoting entrepreneurship to a higher level. Faculty initiatives run parallel to Dr Maponya's approach to empower the marginalised. The Annual Soweto Conference was renamed the Dr Richard Maponya Annual Soweto Entrepreneurship Conference. The departments that have Work Integrated Learning (WIL) in their programmes are Applied Chemistry, Biotechnology and Food Technology.

UJ'S DEPARTMENT OF TRANSPORT AND SUPPLY CHAIN MANAGEMENT MENTORING PROGRAMME

ELMARIE KRIEL:

LECTURER: TRANSPORT AND SUPPLY CHAIN MANAGEMENT

Mentoring is not a new concept to tertiary institutions. Worldwide the popularity of peer mentoring programmes in education has grown and created positive outcomes for young individuals.

For this reason, the Department of Transport and Supply Chain Management at the University of Johannesburg embarked on establishing a mentoring programme as part of an initiative driven by the Faculty of Management. The aim of the programme was to get senior students to become mentors to first-year students.

Being a first-year student at a tertiary institution can be an overwhelming experience. Peer mentors are resources, helping hands and sounding boards. They provide support,

encouragement and information to fellow students – new to the university environment. The best thing about a peer mentor is that he or she has had experience of being new to the university milieu and can therefore give the best advice.

The Department of Transport and Supply Chain Management identified 13 mentors who met weekly with first years in their first month of the academic year and thereafter twice a month. All mentors had to undergo training before working with first-year students. The programme addressed aspects such as referring mentees to the relevant departments for discussion, assistance with study techniques as well as support for them with regard to challenges faced on a daily basis in this critical period of their lives. Mentors also served as additional support for the students on life matters where needed.

Mentees on the programme reported that it was helpful and they benefitted from it in various ways, such as feeling more connected to the university and their peers. It also helped them understand what was expected of them academically. Some also reported that they had a more positive attitude towards the new life phase they found themselves in.

“Mentoring guarantees a person, young or old, that there is someone who cares about them, and that they are not alone in dealing with day-to-day challenges”
(Xolani Gwala, Radio 702)

Based on the positive feedback received from the mentees, the departments within the Faculty of Management agreed that the programme would continue next year.



Dr Richard Maponya

SIX TIPS TO IMPLEMENTING A FLIPPED CLASSROOM SUCCESSFULLY

JOYCE SIBEKO

LECTURER: SMALL BUSINESS MANAGEMENT

The following question should be on every educator's mind at tertiary level: "What is the role of the content that I am teaching in the community of interest at societal, industrial and global level?" Thinking hypothetically and using hypothetical situations all of the time has led to coming up with fake solutions for fake problems. Unfortunately, real problems are becoming more complex; therefore, a taste of real situations is imperative for students' success. Universities are regarded as effective institutions to promote democracy, but over the years, they have been seen to work in isolation and mostly serving the corporate world.

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Prior reading of the prescribed content and short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. This method has proven to bear very positive fruit for the Small Business Management qualification. It has managed to increase the throughput rate and bring a good reputation to the qualification. The implementation of this method is not easy as it meets a lot of resistance from students. Therefore it is imperative that lecturers follow these crucial tips to increase the possibility of acceptance:

- Know your students;
- The importance of group work;
- Student collaboration;
- The 360 degree assessment methods;
- Use technology to enhance learning;
- Celebrating success.

These tips have worked very well in ensuring higher throughput rate, encouraging our students to further their studies and eventually find or provide work.

SOCIAL MEDIA MANAGEMENT AS A BUSINESS REQUIREMENT

ANDREA POTGIETER

LECTURER: DEPARTMENT OF INFORMATION AND KNOWLEDGE MANAGEMENT

Social Media has had an undeniable impact on the way businesses share information with their customers, and the way these businesses gather knowledge and insight from their customers. The Department of Information and Knowledge Management has created the module "Social Media Management", which is offered to Information Management students on second-year level.

As highlighted by Social Media expert Keith Quesenberry in the Harvard Business Review, Social Media should be a cross-functional initiative within organisations and organisations should be able to, almost instantaneously, provide information to customers on Social Media. For this reason, the course focused strongly on the practice of creating and implementing a Social Media strategy, which should be aligned to a business' broader objectives. The course also introduced students to the concepts of content creation, ethics, policy, and the legal implications of participating in the Social Media landscape.

Throughout the course, students were reminded to place themselves in the role of Social Media Manager, and to review their choices of content and interaction online against important general business objectives. To encourage students to "think like a Social Media Manager", a course requirement was to submit a Social Media strategy for a predetermined, existing company. Although the task was challenging, the end results were insightful and it was evident that students considered strategic business objectives while writing – in most cases their first – strategic document.

To ensure that students were exposed to current affairs within the business context of Social Media, guest lecturers were invited to discuss issues related to the field. This year,

Mr Kgabo Legora and Mr Wiseman Sedibe, from the digital agency Black Smoke, gave a guest lecture on the implementation of a strategy specifically aimed at Instagram, a Social Media platform dedicated to sharing photographs. Another guest lecture focused on the legal aspects of Social Media participation, and was presented by Ms Lenja Dahms-Jansen, a lawyer from the firm Bowman Gilfillan.

Mention was made by all the guest lecturers involved regarding the necessity for students to be exposed to a course such as this. The importance of the content was highlighted by Black Smoke and Ms Dahms-Jansen, and valuable input regarding inclusions and improvements was also garnered from these industry members. The students gave positive feedback on the value they gained from completing this module.

“The module has opened up my thinking and has encouraged me to want to pursue a career in Social Media.”

“I got to understand the business side of Social Media and how you can use it to gain competitive advantage.”

“The module has enabled me to think very widely about making decisions on Social Media, which was totally new to me. I have also learned about the importance of Social Media and all other factors that I must take into consideration while using Social Media.”

The legal implications of Social Media use made a noticeable impact on how students perceived their responsibilities when engaging on these platforms. It was emphasised that a status update on Facebook or a Tweet is regarded as a

publication and that it is common practice for a court to review your content under the Law of Publications. This realisation made the students reconsider what they post online and whether their posts uphold the South African Constitution and the Bill of Rights’ values of a right to dignity, privacy and freedom of speech.

The inclusion of the Social Media Management module in the Department of Information and Knowledge Management’s offering was an innovative endeavour, one that is answering a need for skilled Social Media Managers in most industry sectors. With a strong focus on ethics and strategic thinking, this extremely relevant module is set to mature into an indispensable part of our students’ information and knowledge management resources.



FACULTY OF SCIENCE

4 154

headcount enrolment

79%

success rate of first-time entering undergraduate students

85%

overall success rate of extended programmes

675

undergraduate diploma enrolments

2 622

undergraduate degree enrolments

848

undergraduate (diplomas, degrees) and postgraduate (Honours, Masters, Doctoral)

The vision of the Faculty of Science at the University of Johannesburg is to establish a dynamic faculty where new knowledge, leading scientists and technologists are developed through innovation. The commitment of the Faculty to the realisation of the vision, mission and strategic objectives of the University, and in particular the overarching goal of Global Excellence and Stature, is demonstrated by the achievements of 2015.

The Faculty succeeded in achieving its key objectives as stated in the updated mission statement, in a number of critical areas. These include: fostering an enabling environment conducive to excellence in teaching being accessible to a wide range of students; presenting high quality and relevant programmes (as demonstrated by the international accreditation of the Academy of Computer Science and Software Engineering's Honours in IT programme); productively utilising our highly competent, qualified and motivated staff; and the successful involvement with Science Education for learners and teachers.

The Faculty's commitment to excellence is illustrated by the continuing endeavours in elevating its staff profile in terms of qualifications (73.01% Doctorates compared to 70% in the previous year).

Notable Events

Some of the notable events in 2015:

- Dr E Kayitesi was the internationally awarded Food Science Educator of the Month for the Institute of Food Technologists (Education, Extension, and Outreach Division). (Biotechnology & Food Technology)
- Prof A Muronga (Director of the Soweto Science Centre) was elected President of the South African Institute of Physics in July 2015. He has now resigned from UJ to become Dean of Science at NMMU from April 2016. (Physics)
- Mr Cotterrell's third-year team won the Innovation category at the 2015 National Microsoft Imagine Cup and represented South Africa in the regional finals (Africa & Middle East). (Academy of Computer Science and Software Engineering)
- The Faculty of Science acknowledged the outstanding contribution of three lecturers in Teaching and Learning: Dr C Aderne (Chemistry), Dr A Craig (Pure and Applied Mathematics) and Mr P Molefe (Physics).

70%
 staff Doctorates
 in 2014

73%
 staff Doctorates
 in 2015

Teaching and Learning Programmes

The Faculty has embraced an enrolment management strategy that focuses on access for success. After admission, first-time students are introduced to higher education by means of several support initiatives including an extended academic orientation. At-risk students are identified within the first few months of the academic year and are provided with additional support.

In line with our mission to enhance the learning experience and success of our students, the following issues received attention during 2015: structured interventions for at-risk modules (e.g. Winter Schools and additional classes over weekends), the enhancement of learning skills and student discipline, implementation of new teaching methodologies, optimal use of relevant technology, and special attention to top performing students (e.g. undergraduate research programmes).

A number of programmes and modules were also amended during 2015 to improve the quality and relevance of our offerings. The merging of the Departments of Applied Mathematics and Mathematics to create the new Department

77%
first-time entering
undergraduate students'
success rate in 2014

79%
first-time entering
undergraduate students'
success rate in 2015

of Pure and Applied Mathematics on the APK Campus, the merging of the two departments of Biotechnology and Food Technology on the DFC Campus and the creation of the new Department of Applied Physics and Engineering Mathematics on the DFC Campus were successfully concluded in 2014 and these departments have functioned successfully during 2015.

Due to a number of interventions, the average success rate in undergraduate programmes steadily improved from 2009 to 2013, but experienced slight decreases in 2014 and 2015. The success rate of first-time entering undergraduate students shows remarkable increases with the 2015 success rate of 79%, an increase from 76.5% in 2014.

Extended programmes succeeded in widening access to the Faculty in an academically responsible manner. In 2010, a revised model of the extended programmes was introduced, which makes provision for a bridging period of six months from the Grade 12 Mathematics and Physical Science curriculum to first-year content in these subjects. The extended programmes had an overall success rate of 84.7% in 2015, which represents a percentage increase of 28.7% from 2009; while the 2015 success rate of 84.6% of first-time entering students in extended programmes represents a percentage increase of 39.4% from 2009.

The reduction in the rate of improvement in successive years from 2009 to 2015 is not considered a reason for concern, as it is largely the result of a more rigorous selection of entering students and the increasingly successful interventions referred to above. Furthermore, the number suggests that the success rate is starting to stabilise.

The departments that have Work-integrated Learning (WIL) in their programmes are Applied Chemistry, and Biotechnology and Food Technology. At the time the departmental reports were submitted, only (5+6) of (57+157) students had not been placed. The reason for students not being placed usually ranges from a pregnancy to an inability to trace all students. However, in 2015, it might also be ascribed to the fact that jobs were not available because of the weakening of the economy in general.

The Faculty's limited number of non-subsidised academic programmes are offered mainly in the Academy of Computer Science and Software Engineering, and the Departments of Biotechnology and Food Technology, Geology, Pure and Applied Mathematics, Physics, and Zoology.

Both undergraduate and postgraduate enrolments have increased over the last few years, with an increase of 27.4% in overall enrolment from 2009. The proportion of first-time entering students with an Admission Point Score (APS) of at least 35 was 16.5% in 2015 with 11, and 7% in 2014. In 2015, the percentage of students with an APS of at least 30 was 52.2% as opposed to 45, and 1% in 2014. This percentage is of importance when considering that the admission requirement for mainstream undergraduates in the Faculty of Science has been increased to an APS score of 30 for 2016.

Enhanced Culture for Teaching and Learning

The Faculty of Science has actively engaged with students at all levels to assess their needs to develop strategies that would support teaching and learning. The early identification of at-risk students (STAR), mainly at first-year level, was followed by personal interviews and compulsory attendance of workshops on study skills, planning and self-management as well as financial responsibility. The Faculty has been exploring teaching and learning innovations, integration and support with technology and assessment, and had success with staff engaged in conversations focused on sharing best practice and solutions.

The Faculty has started to publish and present papers in the scholarship of teaching and learning. More colleagues are interested in joining the research group, and established supervisors and researchers have assisted in co-authored papers with an emphasis on the scholarship within subject content.

85%
 overall success rate of
 extended programmes
 in 2015

85%
 success rate of first-time
 entering students in
 extended programmes
 in 2015

Creative Use for Teaching and Technology

Most departments make extensive and effective use of modern technology such as tablets and laptop computers in their teaching to disseminate lecture content and supportive material. In 2013, the use of electronic textbooks was piloted in Biology, Geography, Mathematics and Chemistry at first-year level. The feedback from students and lecturers is very positive and the fact that the licensing fee was included in the tuition fee made logistics easier so that students could all start utilising the textbooks in the first few weeks. This positive trend has persisted in 2014 and 2015, when the use of tablets was introduced in the classrooms. The impact and effective use of these textbooks have been researched and will be explored in 2016.

The use of electronic projection techniques during lectures is common even while some departments find that more traditional techniques are very effective in transmitting some fundamental concepts and these are used in combination with electronic media.

Quality and Faculty Governance

Quality promotion and good governance remain a key priority within the Faculty of Science. The necessary quality structures are in place to ensure compliance with good governance practices and quality criteria, and these structures and their functions were rigorously evaluated by the Executive Dean, Prof Debra Meyer, in 2015. The various committees for the quality monitoring of functions related to teaching and learning in the Faculty report to the Dean's Committee and the Faculty Board. Multiple departments – Applied Chemistry, Physics, Botany, Biochemistry, GEMES, and Geology – underwent successful departmental and programme reviews in 2015.

The Faculty is scheduled for review by an international panel of reviewers in September 2016 to review our aspirations of Global Excellence and Stature. The Faculty further plans to develop the Soweto Science Centre (SSC) into an institutional asset since many students who successfully complete SSC programmes eventually register in other faculties as well as Science.



MONITORING ACADEMIC SUCCESS

CELEBRATING
10
YEARS



MONITORING THE IMPACT OF INTERVENTIONS ON THE ACADEMIC SUCCESS OF STUDENTS

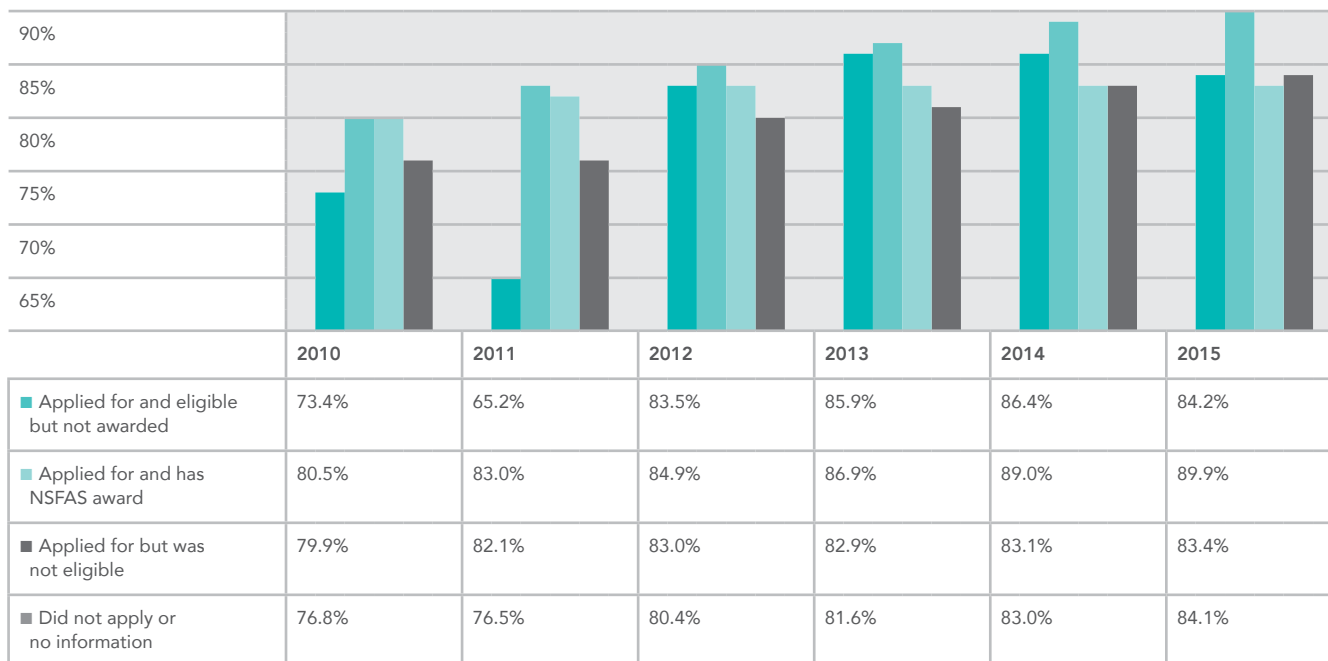
TRISH GIBBON

SENIOR DIRECTOR: INSTITUTIONAL PLANNING,
EVALUATION AND MONITORING

The overall contents of this Learning and Teaching Report testify to the significant investment made by the University in a variety of strategies to support students upon entry into the University and throughout their studies. Has this been a worthwhile investment? Have the chosen strategies been successful? The Division for Institutional Planning, Evaluation and Monitoring uses the vast student database at its disposal to track many things, including, crucially, the academic performance of students. The success of the strategies adopted at institutional and faculty levels

to promote student success is borne out by the dramatic increase in module completion rates (success rates) for undergraduate (UG) students from 74.9% in 2009 to 85, and 3% in 2015. A particular transformation objective for the University has been to narrow the gap between the success rates of UG students from different population groups which, at its greatest, stood at 10.3% in 2009 and in 2015 was reduced to 4.5%. Students from all population groups are performing at higher levels than in 2009, but most important to observe is that levels of performance are

UG STUDENT PERFORMANCE BY NSFAS STATUS



beginning to equalise. In terms of gender, however, female students outperformed their male counterparts by 4% in 2009 and increased their lead to 5.1% in 2015.

Tracking student performance by race and gender has been standard practice for many years, and this was complemented in 2015 with the tracking of performance in terms of socio-economic status (SES). This is particularly important because UJ has committed to giving poor students access to the best possible educational opportunities and to admitting a significant proportion of first-time entering undergraduate students from the poorest state schools (quintiles 1 and 2). Socio-economic data are not available for all students, but applicants for NSFAS support are required to provide this information and so it was possible to track academic performance by NSFAS status. The analyses conducted have shown that undergraduate students with NSFAS grants are generally performing at a higher level than all other UG students.

The dropout for this group (in the second year of study) also improved from a rate of 20.2% for the 2009 cohort to 8.3% for the 2015 cohort, which is well below the average dropout for all first-time entering UG students of 23.6% for the 2009 cohort and 16.4% for the 2015 cohort.

There were two other important insights to emerge from this work. The first was that, counter-intuitively, from 2012 onwards, students who were eligible for NSFAS grants but did not get them, began to perform at almost the same level as those who had been awarded the grant. The second insight was that poor students (i.e. those eligible for NSFAS support) are spread across all school quintiles. In 2015, 37% of UG students eligible for NSFAS came from school quintiles 1 and 2 and 63% from school quintiles 3, 4 and 5. In summary, the manifested success of these students indicates that UJ's support strategies in this area have been highly effective.



IN CONCLUSION

The University of Johannesburg, with its dedicated lecturing and academic support staff, presents this 2015 Teaching and Learning Report, offered as a small celebration of achievements and innovations focused on teaching and learning.

The report highlights new practices, the entrenchment of the innovations of previous years and the continued renowned teaching and learning practices to ensure that UJ students enjoy a rewarding and quality academic experience. The partnership between the faculties and the supporting divisions is highly effective, and our intention is to maintain and even increase this effectiveness in the years ahead. From a student perspective, the First Year Seminar, the UJ orientation programme, paved the way for their First Year Experience that leads to the Senior Student Experience, which is yielding positive outcomes. Students are supported both in their psycho-social and academic lives by a range of professional and free services offered through the Centres in the Division: Academic Development and Support.

Academic staff are supported by trained Tutors and Senior Tutors and ongoing academic staff development opportunities to ensure that our students receive high quality teaching and learning. The e-learning project has become entrenched, with UJ investment in technology that enables students and staff to remain at the forefront of learning with technology.

Concluding with the words of DVC Academic, Prof Angina Parekh:

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

