

indaba

Teaching Innovation Edition

THE UJ DEPARTMENT OF BUSINESS MANAGEMENT NEWSLETTER

Welcome

by Prof Chris Schachtebeck

As we commence with the 2023 academic year, we welcome many new first-year students who are entering



university for the first time. We need to be mindful that students had to adjust to various different methods of learning and modes of delivery, owing to the Covid pandemic. The role of our teachers in the classroom is therefore of utmost importance. This newsletter is therefore dedicated to the wonderful work of our lecturers, specifically focusing on teaching and learning innovations. The Fourth Industrial Revolution (4IR), as well as the recent emergence of artificial intelligence (AI) chatbots, require novel approaches to teaching, learning and assessment. This newsletter therefore showcases these innovations, as well as unpacks the impact they have in the classroom. The sharing of innovative practices carries the same, if not more, importance as the development of novel teaching and learning initiatives.



UNIVERSITY
OF
JOHANNESBURG

DEPARTMENT OF
BUSINESS MANAGEMENT

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Enhancing student learning with ChatGPT: A game-changer at the university level

By Dr. Leon Janse van Rensburg



We know you've probably heard of ChatGPT, but have you considered its potential in transforming higher education? It's natural to feel a little apprehensive, but we're here to show you how ChatGPT can be both an ethical and a practical addition to your teaching toolkit. Let's explore some hands-on examples that you can use today to supercharge student learning, and thereafter you will find some interesting ChatGPT prompts to try out.

Personalised learning and tutoring

Imagine providing each student with personalised feedback on their assignments. With ChatGPT, you can create custom comments and suggestions tailored to each student's work. For example, you can use it to generate specific feedback on a student's essay structure, argumentation, or even grammar.

Boosting research skills

Why not have your students use ChatGPT as a starting point for their research? They can input their research questions or topics and ask ChatGPT to identify the various dimensions or constructs that need to be researched. This can lead to a more comprehensive theoretical framework. This can help students find their focus and build a solid foundation before diving deeper into their research.

Improving writing and presentation skills

Most of our students need writing assistance. From my experience, writing has also been their most critical stumbling block to succeed with their studies. Introduce your students to ChatGPT as a writing companion. They can use it to generate outlines for essays, get help with writer's block, or receive guidance on incorporating evidence into their arguments. They can also ask ChatGPT to rephrase literature to be more understandable to them. For presentations, ChatGPT can help students

brainstorm unique ways to present their findings or suggest engaging icebreakers to kick off their talks.

Fostering collaboration and communication

Encourage students to use ChatGPT during group projects to generate creative ideas or solve problems collaboratively. They can even use it to practice explaining complex concepts in simple terms - an essential skill for effective communication.

Supporting instructors and teaching assistants

Why not use ChatGPT to generate discussion questions or in-class activities for your next lecture? It can help you come up with fresh ideas to engage your students and encourage critical thinking. It can help you setup unique MCQ's based on case studies linked to your learning outcomes. Why not create your next rubric with ChatGPT as a starting point to help with assessment consistency? For teaching assistants, ChatGPT can help grade assignments more consistently and efficiently by providing a list of common errors or areas for improvement.

Preparing students for the future workforce

To help students develop AI literacy skills and foster adaptability and teamwork, consider incorporating ChatGPT into interdisciplinary projects with real-world applications. Here are some ideas to inspire your next project:

- **Collaborative problem-solving:** Combine students from different fields, such as engineering, business, and social sciences, to address a complex societal issue. Use ChatGPT to generate innovative ideas, propose potential solutions, and identify relevant case studies. For example, you could have students work together to develop sustainable urban planning strategies or tackle public health challenges.
- **Data-driven decision-making:** Encourage students to analyse data from various sources to inform

decision-making processes in a specific industry. With ChatGPT's help, students can identify trends, correlations, and potential areas for improvement. For instance, marketing and computer science students could collaborate to optimise an online advertising campaign based on user data.

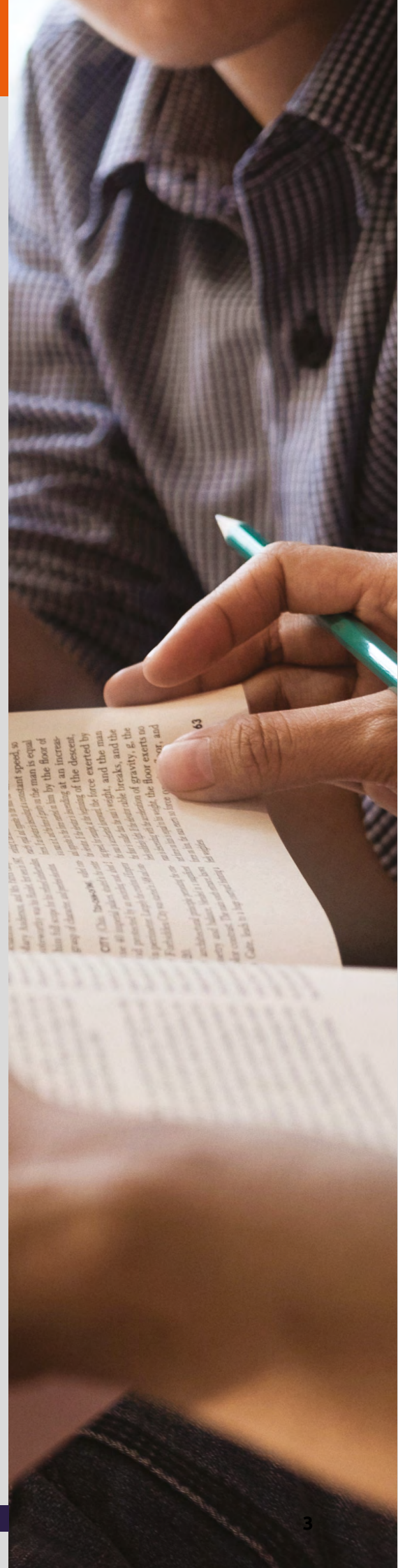
- **Creative storytelling:** Pair students from creative fields like literature or graphic design with those from technical disciplines, such as computer science or data analysis. Use ChatGPT to generate story ideas, visualise complex data, or even compose original artwork. This collaboration could lead to the creation of engaging educational materials, such as infographics or interactive multimedia content.
- **Ethical AI discussions:** Organise interdisciplinary debates on the ethical implications of AI in various fields. Students can use ChatGPT to research ethical concerns, generate discussion points, and suggest potential solutions. For example, law students could collaborate with computer science students to explore the balance between data privacy and the benefits of AI-driven data analysis.

By integrating ChatGPT into these interdisciplinary projects, students will not only develop AI literacy skills but also learn how to work effectively with peers from different fields. These experiences will better prepare them for an ever-changing job market where adaptability and teamwork are essential qualities.

Addressing concerns and limitations

To ensure ethical use, develop a set of guidelines for students when using ChatGPT for research and assignments. This might include encouraging them to verify information, use multiple sources, and critically assess the AI-generated content. Organise workshops or seminars on responsible AI use and digital literacy to further educate your students and colleagues.

One way to incorporate ChatGPT into assessments is to ask students to produce evidence of their use of ChatGPT and to clearly indicate their use of critical thinking when doing so. This will help them become more critical of ChatGPT and generally any information, and develop ethical, but productive use of AI.



For now, ChatGPT cannot provide accurate sources, but it is able to format sources into the correct format, or to change the format, from let's say APA version 7 to Harvard. However, students need to be aware that ChatGPT will make up sources if it is not given the respective source as part of the prompt. Therefore, ChatGPT cannot be used to write academic papers. However, it is possible that these limitations will be addressed in future versions of ChatGPT.

In summary, ChatGPT has the potential to revolutionise higher education, but only if we embrace it ethically and practically. By providing hands-on examples and addressing concerns, we can help our students thrive in an AI-driven world. Let's take the leap together and inspire a new generation of thinkers, doers, and innovators. Below are a list of prompts which you can try out.

Example prompts for students and lecturers

To help you get started with ChatGPT, we've compiled a list of example prompts that you can use as a starting point in your teaching and learning. Feel free to adapt them to your specific needs or use them as inspiration to create your own prompts.

For generating personalised feedback:

"Generate feedback on the clarity of the argument in this paragraph: [student's paragraph]"

"Suggest improvements for this thesis statement: [student's thesis statement]"

For boosting research skills:

"Provide an overview of recent developments in [research topic]"

"Identify potential research gaps in the field of [subject area]"

For improving writing and presentation skills:

"Generate an outline for an essay on [essay topic]"

"Suggest three engaging icebreakers for a presentation on [presentation topic]"

For fostering collaboration and communication:

"Brainstorm creative solutions to [group project challenge]"

"Explain the concept of [complex idea] in simple terms for a non-expert audience"

For supporting instructors and teaching assistants:

"Generate three discussion questions related to [lecture topic]"

"List common errors to look for when grading assignments on [subject area]"

For preparing students for the future workforce:

"Design an interdisciplinary project that combines [subject area 1] and [subject area 2]"

"Suggest ways for students to develop AI literacy skills in the context of [course topic]"

For addressing ethical concerns and limitations:

"Outline a set of guidelines for students using ChatGPT for research and assignments"

"Discuss potential biases in AI-generated content and how to address them in the classroom"

Remember, these prompts are just a starting point to help you integrate ChatGPT into your teaching and learning. Feel free to get creative and experiment with different types of prompts to discover the full potential of ChatGPT in higher education.

Disclosure: This article was written with the assistance of ChatGPT by prompting:

"Outline an article that will outline usefulness of ChatGPT at university level with the aim to enhance student learning." The output was then adapted to improve usefulness and accuracy as ChatGPT responded with several inaccuracies and useless statements.

Gaming tool – CapsimCore

By Dr. Colin Reddy

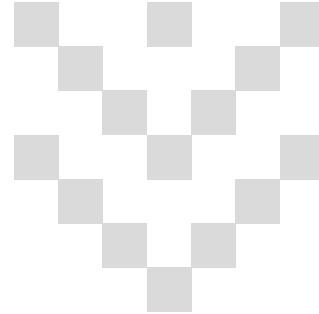


In my Management and Business Practice classes, I have located an innovative way to teach students business strategy. I

use a gaming tool called CapsimCore that allows students to operate a business that manufactures and sells sensors used in fitness tracking devices, among others. Students make decisions in four departments: Research and Development (R&D), Marketing, Production, and Finance. The business is then evaluated against five outcomes: sales, profits, contribution margin, share price, and whether one requires an emergency loan. Students have to: 1) manage the R&D of the sensor, e.g., set the size, performance, and reliability of your product and create new products 2) market the product, e.g., set the price and quantity of product required 3) produce the quantity of product set by marketing and decide on the level

of factory automation and 4) finance the business operations. Notably, the business has eight years to implement its strategy and outsmart its five competitors. Students can cater to a combination of low and/or high-tech markets. The customer-buying criteria in both these markets include the price, product age, ideal position (size and performance), and product reliability.

CapsimCore produces a comprehensive report after each year of operation. Business information is available on the students' products and competing products. This availability of real-world business information has allowed me to teach students how to conduct a strength, weakness, threats, and



opportunity analysis and use this to introduce various strategies that students can implement within the simulation during the following year, or in another set of eight years of operations. Students also use the reports available during the implementation of the strategy to evaluate the effectiveness of the strategy. The

exam for my modules involves setting and evaluating a business strategy. I have noticed that this way of teaching business strategy has resulted in most students coming to terms with concepts in a very practical way, that will equip them for management and business practice.

Transformational toolkits for training

Prof. Thea Tselepis



Prof Thea Tselepis from the Department of Business Management and SARChI: Entrepreneurship Education is passionate about developing tools that empower people to become independent scholars. Prof Thea has been developing toolkits for the Department of Business Management since 2020 when she joined the CBE. It is also the mission of the SARChI: Entrepreneurship Education team to facilitate capacity building in practical and meaningful ways. As a Design Thinker with a background on entrepreneurial design, Prof Thea designs toolkits intended to empower and transform the way in which people apply their skills and knowledge. All the toolkits she develops or that are developed under her guidance, follows a Design Thinking methodology. This implies that the tools and documents

each kit contains, are developed, or compiled from an end-user perspective. The toolkits are also tested and refined on a continuous basis, to ensure that they are meaningful and fit for purpose.

The first toolkit was developed in a working group with senior staff members in the Department of Business Management to empower pre-registered, master's and doctoral students to complete a high quality proposal in a provided timeframe. Various role-players assisted in making this an interactive "One Stop Document" that contains live links to information, tools and templates used by students and their supervisors to prepare for the proposal defense sessions. Users indicate that the document is fit for purpose as it enables supervisors to train and guide their students, but it is also easy to use so that students can become

independent. Some of the tools in the toolkit were adopted in the honours programme in 2022, as students and their supervisors in the department found the simplified methods and guidelines useful.

Following the same trend, another toolkit for novice academic publishers (for example PhD students) was developed in 2021 and refined during 2022 to support a process of writing for academic publications. This toolkit: "Creative Juice" supports an article/conference paper writing process that promotes both holistic and sequential thinking. The "Creative Juice" toolkit is used on writing retreats held in the department for academics and their students but may be applied on an individual level as well.

A toolkit for the development of staff's teaching portfolios was also developed in collaboration with Prof Sivan Chetty, the Vice Dean: Teaching and Learning. This toolkit is implemented at College level. This toolkit has been well-received, and feedback indicates that it assists in simplifying the daunting task of compiling teaching portfolios.

The latest toolkit development in collaboration with Prof Adrie Drotskie, aims to guide and empower postgraduate students and their supervisors to complete an entire research project in time and in style! The toolkit features four P's of supervision: **People**, **Processes** (including the admin documentation), the **Project** (thesis or dissertation) and the **Press** (linking the supportive environment at UJ). The Postgraduate Toolkit for The School of Management will be used from



April 2023, and may then be adapted by other schools in the College. This latest toolkit might also end up as a technology-driven application (App), because it is the aim of acting Vice Dean: Research and Internationalisation, Prof Hosanna Twinomurizi, that students will transform such prototypes at the 2023 Hackathon. Prof Thea will therefore demonstrate the prototype at College level and allow others to experiment, test and assist her in refining the toolkit, to ensure that it adds the intended value to users.

Prof Thea is hoping that the uptake for the implementation of the latest toolkit will be as successful as the implementation of others. For her it is a most fulfilling task to design each toolkit. In this regard, she mentions: "I am grateful to have opportunities like these in the CBE because I get to design with and for people. It is heartwarming to receive feedback and experience how a simple tool can enable or inspire others to move their application on a complex task forward."

restricted to academic development; it also extends to private use, such as the use of social media, and awareness aids in the prevention of online fraud.

Ms Adelaide Sheik from the Department of Business Management has implemented the usage of new digital tools and online platforms as part of evaluations during the previous four years. The practical approach allowed students to connect these skills to the real world of business. Social media sites such as Facebook4Business, Whatsapp4Business, and Instagram can be used to advertise small businesses. In addition, different blog platforms and Google applications like as Google-Site and Google Survey may be employed to help students gain confidence in exploring helpful applications to improve overall digital experience. The effort is backed by Siyafunda CTC, a social organisation that provides digital literacy training to local communities around the country, and, more recently, provided by colleagues from the Centre for Academic Technologies (CAT) team.

Digital literacy

By Ms. Adelaide Sheik



Socioeconomic gaps have produced a digital literacy barrier in South Africa, an extremely sad fact (Secker, 2018).

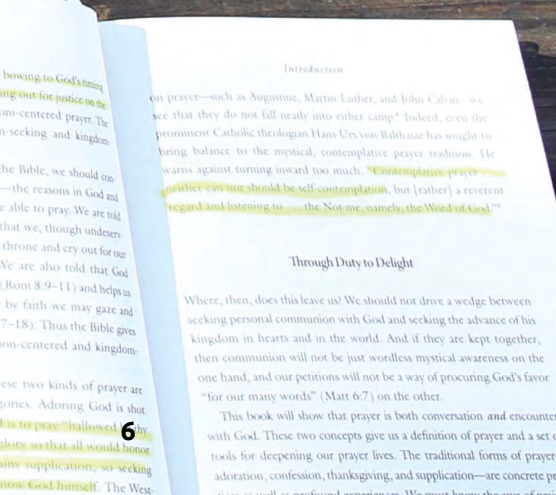
During orientation week, the University of Johannesburg (UJ) makes a significant effort to academically prepare first-year students, by delivering basic computer skills training and preparing students to use online tools that will assist them on their academic path. But still, it is necessary to determine whether first-year students at a higher education institution have been exposed to any type of digital literacy prior to enrollment. Digital literacy is not

The Boardroom Challenge

By Ms. Suzaan Hughes
(Com100 lecturer)



A highlight of 2022 was the return to campus and in COM100 in particular, the return of the KPMG Boardroom Challenge to campus! The excitement on the morning of 29 August was palpable.



As we entered D 1 Lab to smiling faces and the promise of life after two years of Covid-19, the stage was set for an engaging learning experience.

The Boardroom Challenge is an assessment with a difference. Students were allocated to groups of six to participate in a custom-developed board game. Each student began the day as an accounting clerk but had the opportunity to climb the corporate ladder by addressing theory and scenario questions to become a CEO

and even earn shares. After a quick-fire theory quiz, students could pick the industry they would represent for the day. A roll of the dice started the game at each table and determined the scenarios students needed to respond to. Industry game masters from KPMG were stationed at each table to support student development of business acumen. Student scores in categories such as cash earned, organisational rank and shares earned, helped to identify the top 10 performers. A final true and false theory quiz determined the overall

Boardroom Challenge winner, who was announced with much fanfare.

The success of the day was a team effort, with KPMG staff, Accountancy@UJ tutors, and Department of Business Management tutors all lending a hand, with game masters and data capturers with Trainiac co-ordinating. The Boardroom Challenge is an excellent example of how an industry partnership adds tremendous value to student learning.

New staff members

Academic staff members



Dr. Komla Pillay

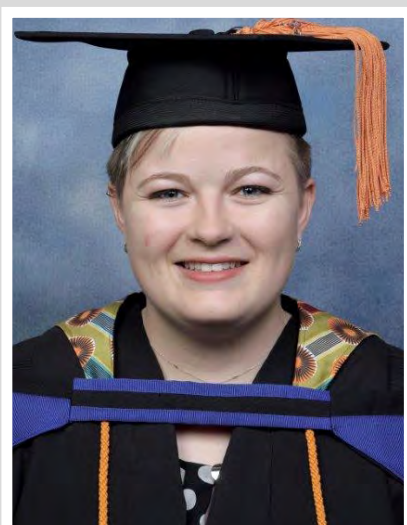
**Senior Lecturer -
Auckland Park Campus**

I was born in sunny Durban but have made Gauteng my home for the last 20 years. I am a wife (for 16 years) and a mum to nine-year-old boy and girl twins. I am a positive, self-motivated person who welcomes a good challenge. I also appreciate travelling and experiencing the world through the eyes of my kids. When time permits, I enjoy cooking up a storm of curries and biryani.

I studied an undergraduate Bachelor of Science degree in Information

Technology (IT). My postgraduate qualifications include an MBA and a PhD in IT.

I started my university career as an academic assistant for UNISA, thereafter progressing to lecturing at Monash University. I then spent a few years in university management at Monash. I returned to academia at the University of Pretoria (UP) when my twins were born. After 7 years at UP, I have now made UJ my new home. I received a very warm welcome in the Business Management department, I hope to remain at UJ for the foreseeable future.



Ms. Nadine Mitchley

**Assistant Lecturer -
Auckland Park Campus**

A passion for business management led Ms Nadine Mitchley to enrol for a BCom Entrepreneurial Management degree in 2014. Since then, Ms Mitchley has completed her BCom Honours in Strategic Management and her MCom in Strategic Management (with distinction) at UJ. Her MCom dissertation focused on the management of a non-profit organisation (NPO), which aimed to improve education in rural communities, focusing specifically on performance management, sustainable development, and risk management in community literacy projects.

Ms Mitchley joined the Department of Business Management in 2018

as a Student Assistant and has fulfilled different roles within the department since then. In January 2023, she was appointed as an Assistant Lecturer for Business Management and Entrepreneurship. Further, Ms Mitchley is a PhD candidate in Business Management. Her thesis focuses on the role of frugal innovation in the sustainability of South African SMMEs (with a consideration of the circular economy).

Ms Mitchley has supervised an honours research project to completion and co-authored a book chapter "Using Collective Creativity and Industry 4.0 Technology to Reduce the Negative Impact of a Pandemic on Entrepreneurs" in *Handbook of Research on Using Global Collective Intelligence and Creativity to Solve Wicked Problems*.

Support staff members

Departmental Secretary - Soweto Campus

Ms. Lebogang Aphane



Ms Lebogang Aphane was born in Meadowlands, Soweto. Her parents are Matsietsi and Moshe Aphane, and she has two younger siblings, Lesedi and Lethabo. She attended St John Berchman Primary and later St Martin de Porres High School. She participated in choir, basketball, netball, and tennis. Attending a catholic school assisted her to grow academically, in her faith and as a person, providing her with high moral standards. After matriculating in 2010, she began her journey with UJ in 2011 as an undergraduate studying BA Public Management & Governance.

In 2014 she was fortunate to graduate and started job hunting the same year, since she had to uplift herself and her family as well. It took approximately 12 months to get employed, and finally after months of searching, she was hired as an intern at Chemical SETA (CHIETA), then moved on to become a Front Office Administrator at a human resource company. Several months before securing stable employment, she worked at the Wits Health Consortium (WHC) for

a short while. In pursuit of permanent employment, she applied at various reputable institutions. In 2017 she was employed by UJ as an Administrative Assistant in the Primary Healthcare department, and served there for six years. Fast forward to 2019 (just before the COVID – 19 pandemic) she was blessed with a baby boy, Lehumo Tsi'toe, who is three years old now.

Amid the pandemic, being a new mom, doing her BCom Honours and losing her grandmother, she felt that she needed a change in her career and work environment. She then decided to create a profile on the UJ employee recruitment portal and began applying. She received a couple of interviews and a huge number of regrets, nonetheless, she pushed on, and finally she was invited for an interview for the position she is currently filling. Presently she enjoys working in the department of Business Management and learning how the academic side of the institution functions. It has been a good part of her career and life thus far.

Administrative Assistant (Departmental Ethics Committee) - Auckland Park Campus

Ms. Annerie Kanfer



Ms Kanfer is a twenty-five-year-old, Honours Information Management graduate who is currently busy with her MCom Business Management degree. Her MCom dissertation is focused on identifying the key capabilities required for a veterinary practice customer relationship management system and she intends to complete her MCom degree this year.

She has been a student assistant for Dr. Bronkhorst since 2021. This year she was given the additional responsibilities of assisting the Business Management Research Ethics Committee with their administrative requirements for the year 2023.

She is an extremely active person who enjoys a balanced lifestyle, working hard allows enjoyable down time, while staying productive. This is the moto she tends to follow and it has allowed her to enjoy park runs, gym and to embrace her creative side.

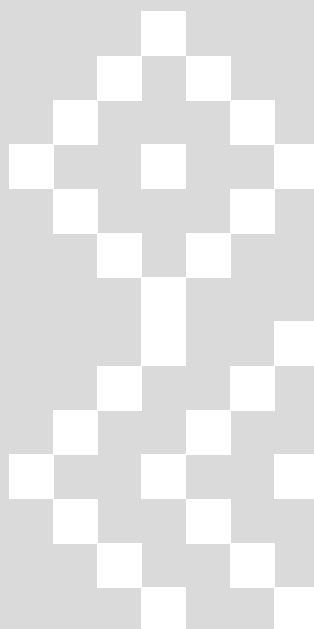
Ms Christinah Hlomuka

Administrative Assistant - Auckland Park Campus

Achievements

Dr Herman Boikanyo - completed a leadership programme with distinction.

Mr Dirk Rossouw - completed a PhD in Business Management



Editors' Link

As the editorial team, we would like to thank everyone who contributed their stories to this edition. The next publication will be the Indaba Newsletter: Student Edition. Encourage your students to write to the editors if you want them to share their stories about what they are doing during their spare time. The deadline for submitting articles to Lawrance Seseni is 15 May 2023. The email address is: lawrences@uj.ac.za.

Thank you!

Editors: Mr Lawrance Seseni and Mr Semanga Mabuza

