

TEACHING AND LEARNING REPORT 2014/15

INSTITUTIONALISING THE SCHOLARSHIP
OF TEACHING & LEARNING



EVERY STUDENT MATTERS

INSPIRING GREATNESS



UNIVERSITY OF
KWAZULU-NATAL[™]
INYUVESI
YAKWAZULU-NATALI



Every Student Matters

SCHOLARLY, EVIDENCE-BASED APPROACH

POLICY DEVELOPMENT AND REVIEW

ENHANCING QUALITY IN TEACHING AND LEARNING

SUPPORT AND INSTITUTIONAL RESEARCH

REWARDING TEACHING AND LEARNING EXCELLENCE

LANGUAGE PLANNING AND DEVELOPMENT

CONTINUING PROFESSIONAL DEVELOPMENT

ADVANCING AND SHARING RESEARCH

TEACHING AND LEARNING TECHNOLOGIES AND FUTURES

INSTITUTIONALISING THE SCHOLARSHIP OF TEACHING & LEARNING

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EMBEDDING A SCHOLARLY, EVIDENCE-BASED APPROACH TO TEACHING AND LEARNING IN HIGHER EDUCATION

Professor Renuka Vithal
Deputy Vice-Chancellor for Teaching
and Learning

“This Teaching and Learning Report, 2014/2015 marks seven years since the establishment of a dedicated teaching and learning portfolio at UKZN and provides an opportune moment to reflect and assess what has been achieved and what is still to be done”.

Growing a Scholarship of Teaching and Learning Institutionally

The strong early impetus that led to the creation of the teaching and learning portfolio to focus on access and success, especially in undergraduate education, has more visibly and vocally recently moved, to curriculum transformation and its “decolonisation”. However, the foundation underpinning these has to be a deeper scholarship to drive changes that are relevant and sustainable in an increasingly globally and technologically advancing world and uncertain future.

The launch of the Council on Higher Education Quality Enhancement Project (QEP) in February 2014 has given institutions an opportunity to evaluate their undergraduate education. The QEP required universities to provide a first baseline institutional report (2014) followed by a more evidence-based, detailed and critical frank assessment (2015) of university-wide activities, initiatives and policy implementation in four areas of enhancing academics as teachers, student support and development, the learning environment and programme enrolment management. These reports, developed by an extended University Teaching and Learning Strategy Group, have assisted the University to take stock of successful and unsuccessful undergraduate provisioning and identify priority areas for intervention.

Another major quality and curriculum enhancing activity that also took place in this period was the massive University-wide exercise of aligning all the University programmes with the Higher Education Qualification Sub-Framework, which was led by Dr Thiruveeni Moodley in Quality Promotions and Assurance. This has enabled a wide range of programmes to be revised and updated with current trends and developments.

These past seven years, since the inception of the teaching and learning portfolio, have seen a broadly conceptualised Scholarship of Teaching and Learning (SoTL) take root and grow. This SoTL, as the literature attests, can be taken to include teaching and learning; research and education; professional practice; rewards and recognition; as well as policy and institutional development. The UKZN experience demonstrates how SoTL can evolve and be institutionalised.

The University Teaching and Learning Office (UTLO), under the leadership of Dr Rubby Dhunpath, has continued to fund teaching and learning, research and innovation while offering a full cycle of support by creating spaces for debate and deliberation in topical contemporary higher education issues through conferences, seminars and workshops and driving the production of scholarly publications thereby embedding SoTL across Schools and Colleges.

In concert with this, Professor Damtew Teferra, in leading Higher Education and Training (HETD), has greatly increased the enrolments in higher education postgraduate diplomas, masters and doctoral programmes creating a large cohort of academics variously involved in higher education studies. Major international projects in higher education have been secured and a new *International Journal of African Higher Education* was launched with volumes published in 2014 and 2015.

“ In a far reaching decision, based on a detailed analysis of UKZN Honours students’ profile and performance, minimum pass (55%) entry requirements in subject majors were removed from all Honours programmes across the university, thereby unblocking the pipeline to masters and doctoral study. ”

SoTL has also been advanced institutionally through the large numbers of academics that have taken the University Education Induction Programme to develop their teaching and learning professional practice. Another major initiative, launched in 2015, was a Leadership Development Programme for mid-level managers and a more advanced programme for senior institutional leaders. These are offered by HETD and administered by UKZN Extended Learning (Pty) Ltd, a wholly owned company of UKZN set up to deliver short courses.

While recognising and rewarding the University’s distinguished teachers and students each year, another focus well documented in SoTL literature, has been academic promotions and in particular the relative role of teaching in successful promotions outcomes. A second report was presented to Senate in 2014 analysing Academic Promotions at UKZN over a five-year period (2009–2013) examining promotion applications versus outcomes, successful outcomes by rank, college, race and gender and the extent to which successful promotions were made on the basis of research and/or teaching. The report has implication for academic staff promotions and equity gains and challenges for the University.

A less developed area of SoTL in the literature is that of policy and institutional development. A major example of this was the research, analysis of data and report generation related to the online Teaching Workload Framework. Following implementation and piloting of the teaching workload system in four Schools, Senate approved further University-wide norms and values in 2014 which enabled the first data entry and comparisons across the institution. A first preliminary report analysing 2014 pilot institutional teaching and supervision workloads linked to research outputs by College and Schools was produced and considered by Senate and Council in 2015 demonstrating the potential of the system for fair and equitable allocation of workloads. The first full cycle of planning, auditing and reporting on teaching and supervision of all academics has been made possible from 2015 in which every module and student being supervised is connected to an academic in the University.

Institutional reports to Senate on academic monitoring and support systems and reports detailing undergraduate student profile and performance have been ongoing since the establishment of the portfolio, especially in focusing on “at-risk” students. However, a major institutional study that has significant implications for opening access for graduates to enter postgraduate studies was commissioned by Senate and presented in 2015.

In a far reaching decision, based on a detailed analysis of UKZN Honours students’ profile and performance, minimum pass (55%) entry requirements in subject majors were removed from all Honours programmes across the University, thereby unblocking the pipeline to Masters and doctoral study.

SoTL has also been advanced institutionally. Each year a selection of policies or regulatory documents variously related to teaching and learning are reviewed or developed. Following a University-wide analysis of external examiners reports of all exit level modules, a new document on principles and procedures for the examination of exit level modules was commissioned in 2014 and approved by Senate in 2015.

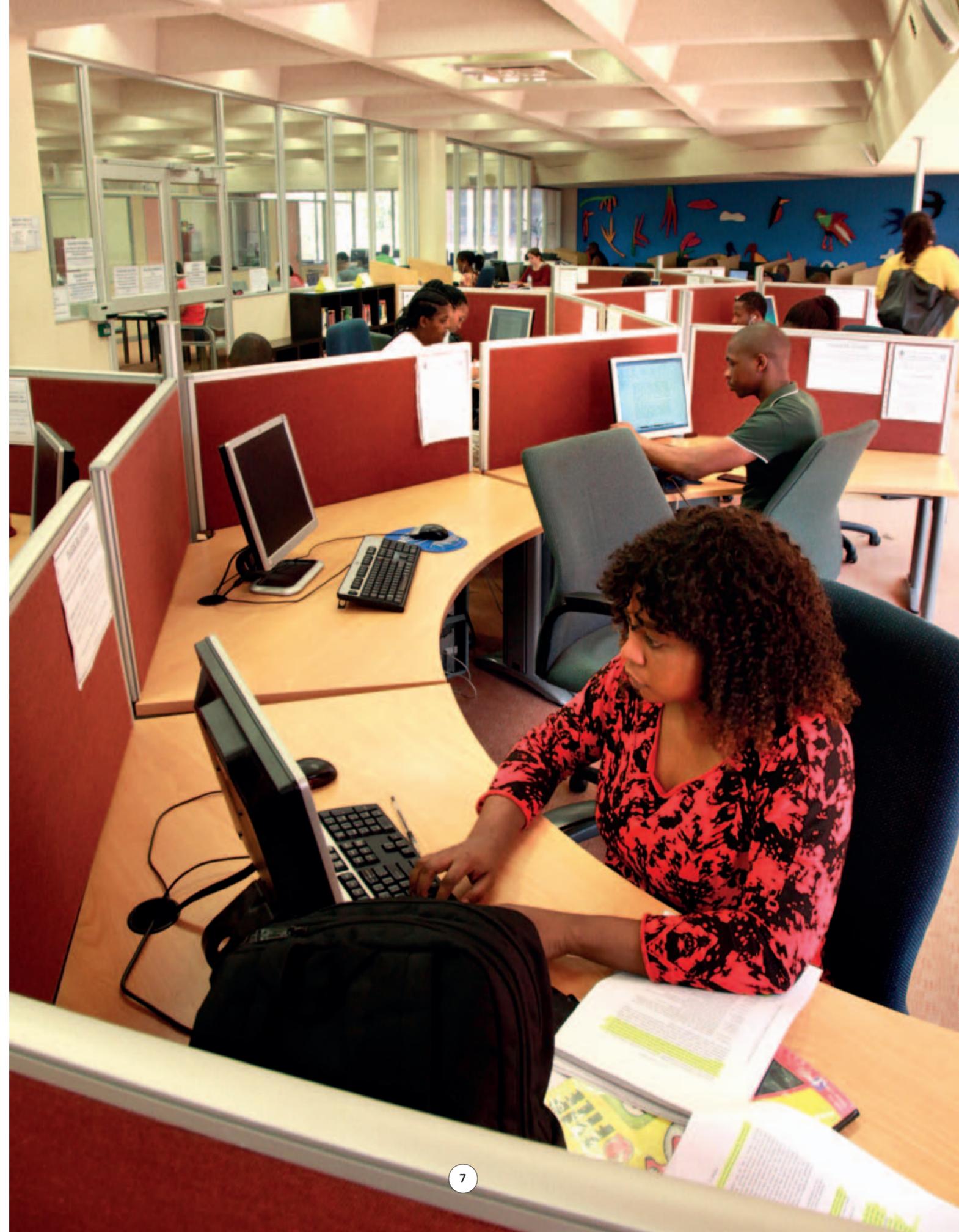
Revisions to the University Language Policy and Plan were undertaken and approved after the appointment of a new Director, Dr Langa Khumalo in 2014 to head the new University Language Planning and Development Office (ULPDO). Since then major gains have been made in the past two years in developing and approving a record number of isiZulu terminology and creating one of the world’s largest African Language Corpus with over 10 million running isiZulu words by the end of 2015.

The teaching and learning portfolio has also contributed to third stream income to the University through dividends generated by UEL, under the leadership of CEO Simon Tankard, which has seen a significant growth in short courses being offered;

and since 2014 through the Students Services Development Company (SSDC), another wholly owned subsidiary of UKZN responsible for commercial spaces. The DVC: Teaching and Learning chairs the boards of both companies, which have consistently generated income to the University in the past two years.

“ The UKZN case provides empirical evidence that SoTL can be grown and institutionalised. But for this to happen a particular conception and approach to SoTL is needed and has relevance for institutionalising SoTL.

The structure is the means by which a university can deploy the key dimensions of SoTL to facilitate institution-wide strategies and through which it can be generative of innovation and new initiatives. But the deployment of SoTL at an institutional level requires that its definition and meaning remains open and inclusive of the multiple aspects of teaching and learning research, practice, reflection and evaluation.”
(Vithal, 2016)



UKZN'S TEACHING & LEARNING ORGANISATIONAL STRUCTURE: PROVIDING INSTITUTION-WIDE SUPPORT

"A common theme which runs through the literature is that the development of a Scholarship of Teaching and Learning requires activities at two levels. First, individual actions are undertaken by academics through which they become scholars in this area and, second, actions are required at an institutional level that will support and nurture the scholarship of Teaching and Learning", state Adcroft and Lockwood (2010) in support of an organic approach to institutionalising SoTL.

Potter and Kustra (2011) define scholarly teaching as an endeavour based on critical reflection through the systematic and strategic gathering of evidence, with the aim of improving student learning outcomes. This means that the evidence obtained through critical reflection is used to inform teaching and learning practices (Case, 2015). In view of this, UKZN has founded systematic organisational structures which endeavour to promote innovative teaching and quality student learning. One of the distinguishing characteristics of this structure is that it is integrated into the core business of the University, enjoying support from senior leadership.

In 2012, a new academic leadership structure, with dedicated roles and responsibilities that gave equal weight to the core University functions of teaching and learning and research, became effective.

"One cannot walk the walk by merely agreeing to do so, it is a collective decision not merely something enforced from the top."
(Spivak, TLHEC 2014)

Partnerships with Colleges

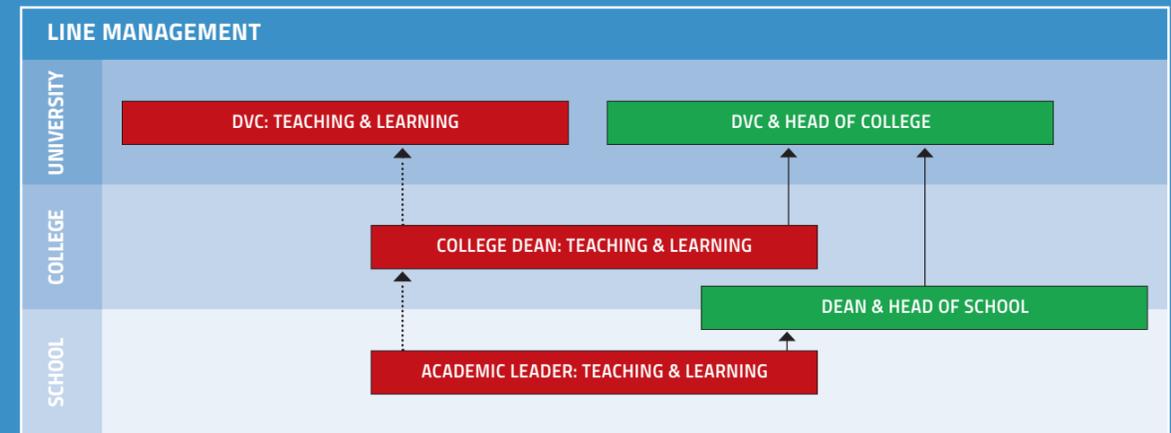


Figure 2. Partnerships with Colleges

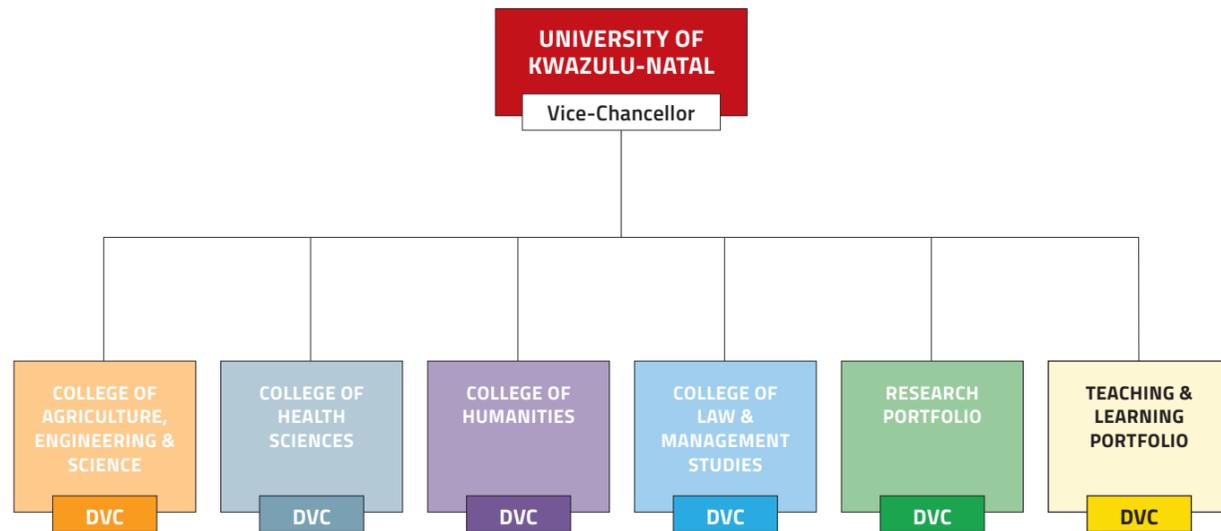


Figure 1. UKZN T&L Organisational Structure

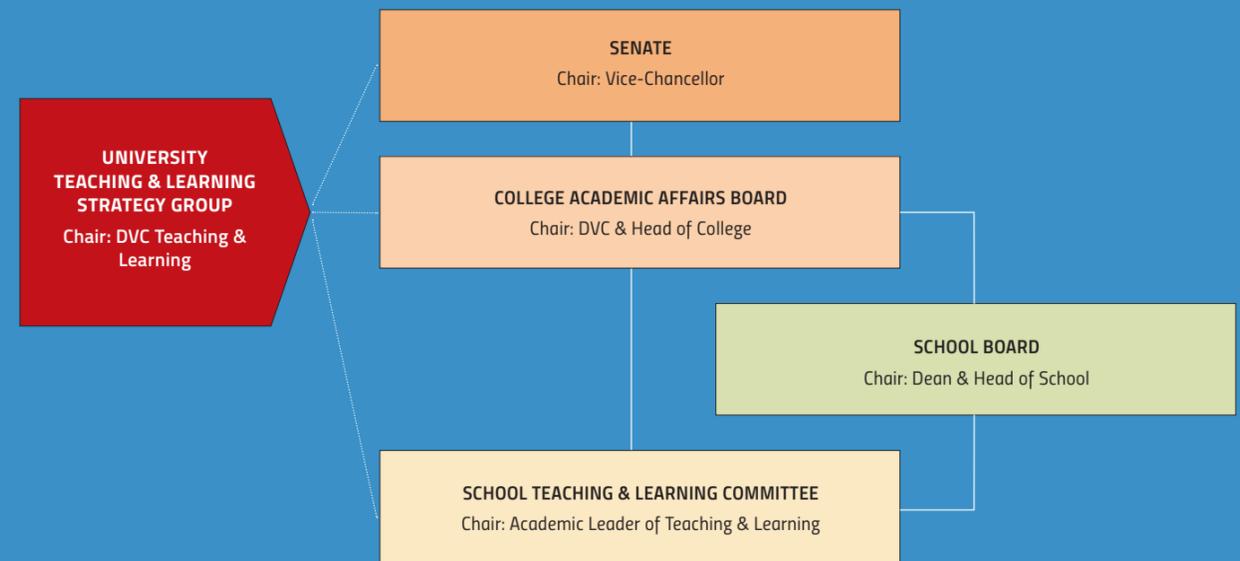


Figure 3. University Teaching & Learning Strategy Group

UKZN Teaching and Learning Strategy Group

The Teaching and Learning Strategy Group (TLSG), chaired by the DVC T&L and comprising the College Deans: Teaching & Learning and Directors in the T&L portfolio, serves as a working group which develops institutional policies, frameworks and guidelines related to teaching and learning; evaluates these periodically to ensure their consistent implementation across Colleges; and undertakes various tasks assigned or referred to it from various structures such as Senate, College Academic Affairs Boards or the Executive.

The work of the TLSG is underpinned by the general principle that student success is not the result of the implementation of one programme or approach, but rather the result of various initiatives applied in concert. A number of strategic areas have emerged as the foci of the group's work. These include: providing an overall strategic direction for teaching and learning at the University; developing and revising teaching and learning policies; reporting on the implementation of Senate approved policies and contributing to the promotion of the scholarship of teaching and learning across the University through a variety of scholarly fora and activities. In addition to key functions of policy development and implementation, the TLSG initiates various strategic initiatives aimed at improving teaching and learning quality. It also responds to key national policy documents and position papers.

“ The work of the Teaching and Learning Strategy Group is underpinned by the general principle that student success is not the result of the implementation of one programme or approach, but rather the result of various initiatives applied in concert. ”



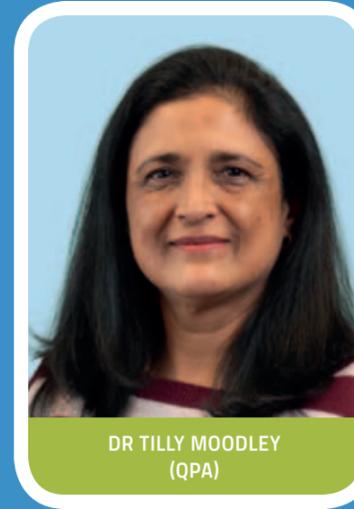
PROF RENUKA VITHAL
DVC & Chairperson



DR RUBBY DHUNPATH
(UTLO)



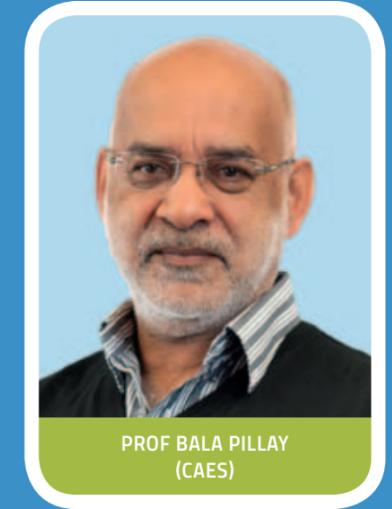
DR LANGA KHUMALO
(ULPDO)



DR TILLY MOODLEY
(QPA)



PROF DAMTEW TEFERRA
(HETD)



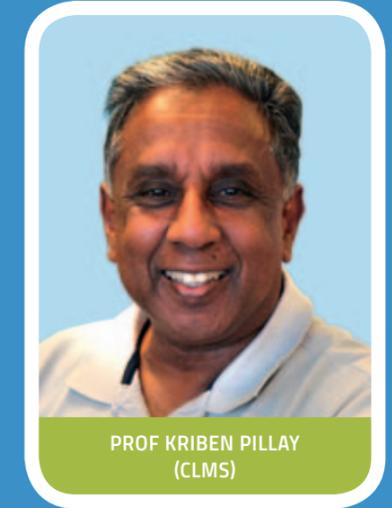
PROF BALA PILLAY
(CAES)



PROF SABIHA ESSACK
(CHS)



PROF NOBUHLE HLONGWA
(CH)



PROF KRIBEN PILLAY
(CLMS)

TEACHING AND LEARNING STRUCTURES

School Teaching and Learning Committees

To increase efficiencies and the effectiveness of the various academic and support systems and to bring the academic endeavour closer to academics in the Schools, School Teaching and Learning Committees were created through decentralisation and devolution as a component of the College Reorganisation process. These Committees are chaired by School Academic Leaders of Teaching and Learning. School Teaching and Learning Committees are committees of the School Board but also table academic matters directly on the

respective College Academic Affairs Boards (CAABs) to reduce bureaucracy.

Each College has a Dean: Teaching and Learning to oversee teaching and learning across Schools in the College and report to their respective Deputy Vice-Chancellor (DVC) and Head of College. However, they also report in a dotted line function to the cross cutting University DVC: Teaching & Learning (T&L).

Academic Leaders of Teaching and Learning

Following the College Reorganisation, a new academic leadership structure has been instituted, with dedicated roles and responsibilities that gives equal weight to the core University functions of research and teaching and learning. Academic Leaders of Teaching and Learning are key in linking Schools and the College Teaching and Learning Units. They are the main channels of communication between Schools and Colleges, whose main task is reporting to the College and School activities that impact on teaching and learning.

- Chairing School Teaching and Learning Committee meetings and the examinations board.
- Preparing School reports on teaching and learning for the College.
- Attending workshops as well as participating in different courses.
- Attending to registration of new and returning undergraduate students.
- Providing teaching and learning advice to academic and administrative staff.
- Attending School and Discipline Review and Accreditation Procedures.

In summary, the roles of Academic Leaders involve overseeing all teaching and learning activities within the School. Academic Leaders are tasked with supporting the Dean and Head of School in academic and administrative functions. They further ensure academic quality of each discipline through a continuous reflective review of modules according to established criteria and norms.

“ Following the College Reorganisation, a new academic leadership structure has been instituted, with dedicated roles and responsibilities that gives equal weight to the core University functions of research and teaching and learning. ”

Academic Leaders interact with a number of stakeholders, such as professional bodies, the private and public sector, government officials, academics, students and administrative staff. The portfolio is an invaluable link between the School and the College whose focus is mainly teaching and learning matters, specifically at Undergraduate and Honours levels. Academic Leaders' roles and responsibilities include:

WORKSHOPS FOR ACADEMIC LEADERS ON TEACHING AND LEARNING

The UKZN Teaching & Learning Office hosts workshops for Academic Leaders. At the 4 December 2015 workshop at Sica's Lodge, Durban, UKZN's report on the QEP coordinated for the CHE was the focus of attention. Submissions were scrutinised and members identified actionable items emanating from the QEP report. The workshop provided a conducive and stimulating environment to developing and supporting research-based professional practice in areas such as curriculum design and development, teaching and learning, assessment quality, leadership and management; as well as policy and institutional development in Higher Education.



POLICY DEVELOPMENT AND REVIEW FOR INSTITUTIONAL DEVELOPMENT

“...the UKZN case especially demonstrates the underexplored additional theme of T&L policy analysis, review and development which can transcend its narrow and sometime contested regulatory function and serve to support the evolution of SoTL in an institutionally coherent and enabling way”. (Vithal, 2016)

The scholarship of teaching and learning impacts on decisions regarding policy development in higher education institutions (Potter and Kustra, 2011). An important aspect of SoTL is that it is concerned with collaborative inquiry and writing and it demonstrates impact on policy and practice (Fanghanel, Pritchard, Potter and Wisker, 2016). At UKZN, the policy dialogue process, which involves a collaborative effort of the TLSG, academic leaders and staff members, enables teaching and learning leaders to impact on the implementation of teaching and learning policies. The TLSG coordinates University-wide policy initiatives to promote sustainable development and quality throughout the institution, overseeing the development and successful implementation of teaching and learning policies under the leadership of the current DOC of teaching and learning, Professor Renuka Vithal.

Policy Development, Procedures and Guidelines

UKZN ENROLMENT PLAN (2014 TO 2019)

The year 2014 marked a decade since the creation of the merged University of KwaZulu-Natal and offered a useful moment for reflection on what has been achieved and what needs to be done in respect of teaching and learning across the University, especially advances made in improving access to higher education

The year 2014 also marked the beginning of a new enrolment cycle for all universities in South Africa. The University Teaching and Learning portfolio successfully led the development and approval in 2014 of the UKZN Enrolment Plan for the next cycle (2014-2019) by the Department of Higher Education

and Training (DHET). Undergraduate overall enrolments are expected to be maintained at current levels with marginal 3.5% growth from the 2012 base, and are undergoing a major shift with a reduction in undergraduate certificate and diploma enrolments, which are being replaced by concomitant enrolments into degree programmes and postgraduate qualifications. Postgraduate overall enrolments are expected to increase substantially (37.6% on 2012 figures) at all levels to move towards an undergraduate to postgraduate ratio of 72:28 by 2019 as is characteristic of research intensive universities. This has been a major focus with the ratio currently at 74:26.

ON-LINE TEACHING WORKLOAD FRAMEWORK

The proposal to develop a Teaching Workload Framework (TWF) originated from one of the recommendations of the Senate Report: “Analysis of Research Productivity at UKZN for the period 2004–2008” (Feb. 2010) as a tool to facilitate fair, equitable and transparent distribution of academic work in the face of the large numbers of academics not meeting research output norms identified in the report and dissatisfaction with the approaches to calculating workloads used by Schools.

Communication Services (ICS) developed an on-line system, designed to facilitate an annual cycle of teaching workload planning, auditing and reporting (including to the DHET).

Actual teaching and supervision data for 2014 was entered, for the first time, into the system by all Schools. The on-line system makes available information about all the modules being taught and the students being supervised by all academics in the University and is accessible by academics. A number of principles underpin the TWF.

When the TWF was approved by Senate, it was proposed that an on-line system be developed. The University's Information

In particular:

- The TWF only quantifies the core, large and common main drivers of teaching; it cannot (nor does it attempt to) quantify every aspect of teaching – teaching workload refers to total annual time spent on contact, preparation and assessment/consultation, together with time spent on supervision of projects and research.
- The TWF is not a prescription but a tool for the management of teaching workloads that makes it possible to be transparent and allows for comparisons of the workloads of individual academics, across Disciplines, Schools and Colleges.

- Schools and Colleges continue to exercise their leadership and discretion in the allocation of teaching workloads in ways that take account of the circumstances in different Disciplines, programmes and Schools and in ways that are fair and equitable, allow the career advancement of each academic and optimise the use of limited resources.

Given the large data system, ongoing critique and feedback on the TWL online system has led to continuous improvements and enhancements to the system, and ongoing training and support to improve data quality and ability to utilise the information for decision making in Schools and Colleges on how workloads are distributed and analysed. The review of the system planned after one full cycle, as approved by Senate, will enable further inputs and assessment of the teaching workload system.

MODULE ENROLMENT NORMS

As part of the ongoing monitoring of institutional efficiency and compliance with Senate approved module enrolment norms, module size and credit points; a report was tabled at Senate. It showed, for example, that while the number of active modules have remained consistent at 3 093, the number of modules that did not comply with minimum enrolment norms declined initially after the norms were first approved; but increased in 2015 and constitute 22% of all active modules in 2015. Schools and Colleges have agreed to act on these findings.

The detailed, evidence-based, system-wide and systemic approach taken by UKZN in monitoring and managing its large base of over 3 000 modules allows for more equitable optimisation in the use of resources; and is part of ongoing teaching and learning quality enhancement leading to eventual improvements in student outputs.

2015 COLLEGE	UG LEVEL 1 < 40	UG LEVEL 2 < 20	UG LEVEL 3 < 10	UG LEVEL 4 < 5	UG LEVEL 5 < 5	HON & PGD < 5	CW MASTERS < 5	GRAND TOTAL
CAES (782)	19	22	16	2		30	3	92 (12%)
CHS (478)	11	16	7		2	31	23	90 (19%)
CHUM (1300)	107	93	85	16		94	39	434 (33%)
CLMS (533)	3		10	1		30	11	55 (10%)
Total (3093)	140 (33% of L1 mod)	131 (23% of L2 mod)	118 (18% of L3 mod)	19 (7% of L4 mod)	2 (14% of L5 mod)	185 (23% of Hon & PGD)	76 (20% of CWM)	671 (22% of Total)

Table 1. Number of modules below the minimum enrolment norms by academic levels for 2015
Source: Report on UKZN module enrolments, size and credits (EMC & EDF, 29 October 2015; Senate 18 November 2015)

INCREASING ACCESS INTO POSTGRADUATE STUDIES

Following detailed institutional statistical and demographic reports on UKZN Honours students' profiles and performance, the UKZN Senate became the first in South Africa to approve a recommendation to remove the current College-specific minimum entry requirement (of 55% in level three modules) in the major or discipline relevant to the UKZN Honours programme. The findings showed that:

- 1 The most important factor for determining performance in Honours is the weighted average mark in the final year of undergraduate study – a higher mark in the UG final year produces a higher mark in Honours.
- 2 The weighted average mark for all Honours students at UKZN was 61.82; for students who did their undergraduates studies at UKZN it was 63.96; while for students who did not do their undergraduate degree at UKZN it was 58.39.
- 3 Student performance in Honours is generally higher than performance in the final year of undergraduate study.
- 4 A single point decrease in the weighted average mark in the final year of undergraduate study mark decreases the expected weighted average mark in Honours by an amount of 0.6 points.
- 5 The number of years spent doing an undergraduate degree has an important effect on Honours-based performance, but only at the 10th percentile range with a very small effect being reported for 75th quintile students.

The decision to open access to Honours studies was motivated by several considerations. Firstly, it addresses the current inequity between 4-year undergraduate programmes that lead directly to Masters and the "3-year degree + one year Honours", thereby bringing the undergraduate degree into alignment with international practices. Secondly, it provides access to postgraduate studies in a way that views the Honours as a continuation of the undergraduate degree and thereby significantly increases the Honours cohort as a recruitment base for Masters and doctorates over the longer term. Thirdly, the Honours degree serves as a critical pipeline to postgraduate Masters and doctoral studies, thereby unblocking and widening this pipeline which has the potential to significantly enhance and contribute to the high level knowledge and skills needs of South Africa. Fourthly, it has the potential to enhance graduate attributes in that it enables a move towards having larger numbers of undergraduates leaving the University with a postgraduate qualification and thereby greater levels of competence.

PRINCIPLES AND PROCEDURES FOR THE EXAMINATION OF EXIT-LEVEL MODULES

As part of the ongoing internal quality assurance and promotion, a University-wide analysis was conducted of external examiners' reports of all exit level modules. During this initiative, following several reviews of external examiners' reports across Colleges conducted by the TLSG, it became evident that there was a need to develop Principles and Procedures for the Examination of Exit-Level Modules. This document was approved by Senate in 2015 and gives stronger effect to the University's assessment policy in assuring the quality of assessment practices at the University.

from the TLSG that a document on principles and guidelines for external examination be developed to better regulate and manage the external examination process and engagement with the examiners' reports to ensure teaching and learning quality.

To ensure that the pressure to improve and maintain module pass rates does not compromise the teaching, learning, content and assessments in module quality, the TLSG has been tracking and monitoring the external examination reports of exit level modules across the University since 2011. A report analyzing external examiners' reports was first presented to Senate (12 November, 2014) and Senate approved a recommendation

In calling for external examiners' reports over successive semesters, engaging Schools and Colleges in attending to their processes systems, showed a significant improvement in Schools, ensuring that reports were received, engaged and acted upon. In some Colleges the figures of examiners' reports submitted for analysis increased from a low of approximately 40% at the beginning of the exercise to over 90% by the time the report was submitted to Senate in 2014.

VALUING TEACHING AND RESEARCH IN ACADEMIC PROMOTIONS

The UKZN Academic Promotions Policy, Procedures and Guidelines clearly and explicitly spell out how teaching and research are to be evaluated in order to be successful. A minimum rating of 'strength' (demonstrating competence) in both teaching and research is mandatory for promotion to all levels. In addition, a rating of excellence in at least one of the four areas (of teaching, research, community engagement and University service) is required for promotion to the ranks of lecturer, senior lecturer and associate professor. For promotion to the rank of full professor a rating of excellence in two of the areas is required. All applicants for academic promotions submit a teaching portfolio for evaluation which results in an overall rating of: 'excellent', 'strength', or 'does not meet criteria'. Detailed guidelines are provided as part of the academic promotions policy for the construction and evaluation of the portfolio. The teaching portfolio is appraised according to a set of pre-determined criteria.

The Report on Academic Promotions (2009-2013) at UKZN over a five-year period tabled at Senate (20 Aug. 2014) noted that there were 266 applications for academic promotion and that, of these, 136 (51%) were successful. A selection of the findings showed that:

- The largest number of applications was for promotion to the rank of senior lecturer (104 or 39%) and the largest number of successful candidates is also at this rank; but the highest success rate was for those seeking promotion to lecturer level at 76%.

- Women academics have higher promotion participation rates and are more successful than men in being promoted (i.e., they have higher success rates); more females were promoted to the ranks of lecturer and professor than males.
- More academics were promoted on the basis of excellence in teaching than excellence in research (except at professor level where excellence in both teaching and research has to be demonstrated – see Figure 4 for the different rank levels).
- Most academics from the College of Agriculture Engineering and Science (42%) were promoted on the basis of research excellence, while in the College of Humanities (40%) the majority of academics were promoted on the basis of teaching excellence. Most of the successful academics from the College of Health Sciences (47%) were promoted on both teaching and research excellence.
- Of those who were promoted; more males achieved excellence in research (and strength in teaching) while more females achieved excellence in teaching (and strength in research). More females achieved excellence in both teaching and research.
- Of those who were unsuccessful, the largest number was those who achieved strength or excellence in teaching but did not meet the research criteria.

(Subbaye & Vithal, 2015)

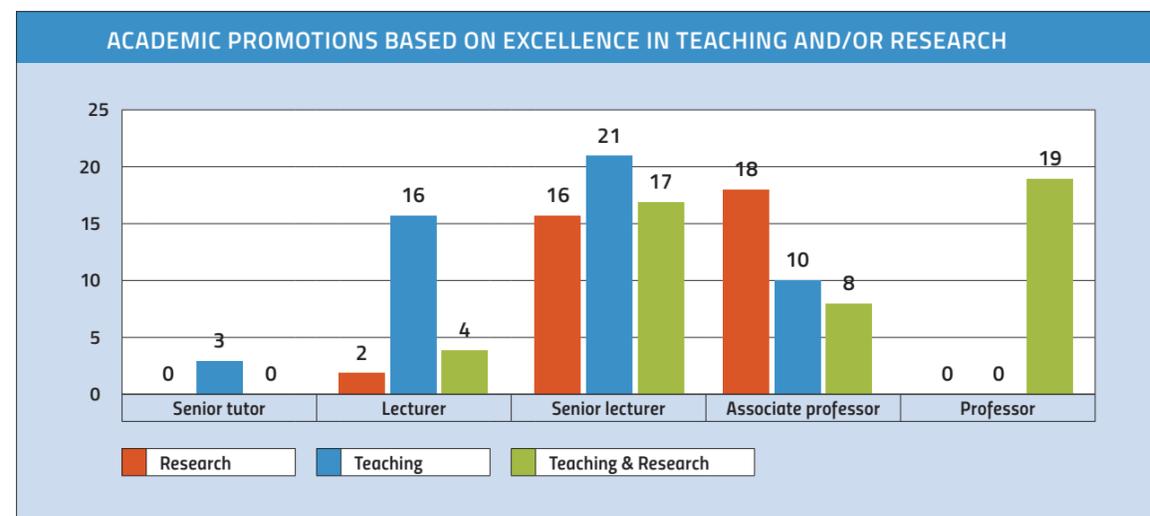


Figure 4. Academic promotions based on excellence in teaching and/or research (2009-2013) – by Rank



Professor Thomas Afullo (left) with Dr Akintunde Alonge, Postdoctoral Researcher, in the anechoic chamber.

ENHANCING QUALITY IN TEACHING AND LEARNING

“Over the past two decades the surge in interest and activity in SoTL within the academy has happened alongside, but largely disconnected from, a corresponding, largely externally dictated, increase in the importance and expectations of various dimensions of quality agendas... there could be benefits from greater efforts to seek connections between SoTL and quality agendas... ” (George, 2010)

UKZN recognizes the need for the development of programmes that improve teaching and learning quality. Quality reviews, the Higher Education Qualification Sub-Framework (HEQSF) alignment project, student evaluation and institutional research were the evaluation mechanisms used by the Quality Promotions and Assurance (QPA) unit to promote good quality programmes. This was to ensure statutory compliance as well as engender and embed an inherent consciousness of quality teaching. These are discussed in the sections below.

Quality Reviews

Quality reviews which involve an evidence-based process, are conducted to evaluate the effectiveness of internal quality management systems, structures, programmes and processes for assuring, supporting, developing and monitoring the quality of the provisions at UKZN. QPA conducts reviews of programmes, Schools, disciplines, functions and departments as part of the quality management system. School and discipline reviews focus on the systems, strategies and resources for quality management of the core functions of teaching and learning, research and community engagement. As per the UKZN Quality Promotion and Assurance Principles and Procedures for Quality Reviews, quality reviews should take place every five years or be conducted more often if circumstances warrant it. While the reviews of Schools, disciplines and departments focus on planning, operations, resource location and quality management, programme reviews focus on the criteria set out by the HEQC for programme accreditation. Of the 15 quality reviews coordinated by QPA in 2014 and 2015 as outlined in the table on the following page, seven were School reviews, one was a discipline review, two were programme reviews, three were professional services reviews and two were unit reviews.

Terms of reference are developed to guide the review process. It fulfils the purpose of serving as an evaluative tool for the quality review. Terms of reference are intended to enable the unit under review to analyse and reflect on its quality management arrangements and to guide the self-evaluation process.

Developing a Self-Evaluation Report (SER), is an integral part of the review process which serves as a review mechanism, drawing attention to good practice as well as shortcomings and areas for improvement. The purpose of developing the SER is a developmental process to support the achievement of quality. The compilation of the SER calls for critical self-reflection and an analysis of present processes and procedures. In completing the SER, the unit under review is encouraged to refer to the terms of reference to evaluate the programme in a holistic manner and not in a checklist-type approach.

The SER for quality reviews is validated by a panel of peers or experts as part of the review process. During the validation process, the panel uses interviews, document reviews and observations to validate the claims made in the SER. The validation process results in a report outlining the commendations and recommendations as reflected by the review panel. The commendations highlight the good practices that are shared among academics and the recommendations highlight the areas that need improvement. An improvement plan is developed to address the recommendations. The review process involves reflection and planning for the improvement. This feeds back to the reflection process in the next quality review enabling a cycle of continuous improvement.

Given the emphasis on the importance of quality teaching at UKZN, programme reviews coordinated by QPA in particular are a means of improving teaching and learning. The programme

review, one type of quality review at UKZN, has a leaning towards quality enhancement rather than just a quality assurance mechanism. The programme review is a powerful means of encouraging the continuing enhancement of teaching and learning within the transforming institutional culture. While programme reviews is a quality enhancement tool where one

of its main objectives is to help academics to examine their teaching for the purpose of improvement and to establish good practice as a means of enhancing student engagement and learning, it also prepares programmes for Council on Higher Education (CHE) national reviews and accreditation by professional bodies.

QPA Reviews (2014-2015)

REVIEW SCHOOL/UNIT/DEPARTMENT	COLLEGE/SECTOR	DATE
School of Mathematics, Statistics and Computer Science	Agriculture, Engineering and Science	April 2014
School of Agricultural, Earth and Environmental Sciences	Agriculture, Engineering and Science	August 2014
Bachelor of Medical Science and Bachelor of Medical Science (Hons) and service modules	Health Sciences	October 2014
Discipline of Music	Humanities	September 2014
School of Management, IT and Governance	Law and Management Studies	August 2014
School of Accounting, Economics and Finance	Law and Management Studies	August 2014
University Ethics Committee	Professional Services	August 2014
School of Life Sciences	Agriculture, Engineering and Science	March 2015
School of Chemistry and Physics	Agriculture, Engineering and Science	August 2015
Bachelor of Sport Science Honours (Exercise Science); Bachelor of Sport Science Honours (Recreation)	Health Sciences	October 2015
School of Built Environment and Development Studies	Humanities	October 2015
Health Economics and HIV/AIDS Research Division (HEARD)	Law and Management Studies	September 2015
Institute for Professional Legal Training (IPLT)	Law and Management Studies	September 2015
Legal Services	Professional Services	August 2015
Student Funding	Professional Services	October 2015

Table 2. Summary of QPA Reviews (2014-2015)

During a programme review, coordinated by QPA, the scope of the review outlined in the terms of reference focuses on programme coordination, academic development for student success, teaching and learning interactions, assessment practices, coordination of work-based learning and delivery of postgraduate programmes. The terms of reference address how the quality of teaching and learning can improve and whether there are processes in place to monitor quality delivery of teaching and learning.

For programme reviews academics, students and other relevant stakeholders are invited to critically reflect on the

whole programme. One of the key areas of reflection is the strategy used for teaching and learning, in particular, what is working well, what needs to change and what needs improvement. This reflection process provides an opportunity for making decisions on what practices are working well and what changes need to be implemented. It is a useful learning experience to create greater self-understanding about the nature and quality of the programmes. The University's policies and other regulatory documents together with the criteria set out by the Higher Education Qualifications Committee (HEQC) for programme accreditation is used for the self-evaluation of the programmes.

Validation and accreditation of programmes by professional bodies were conducted in 2015. Programmes in Civil, Computer, Electrical and Electronic Engineering were accredited by the Engineering Council of South Africa (ECSA). The MBChB programme underwent an accreditation visit by the Health Professions Council of South Africa (HPCSA). The South African Council for the Architectural Profession's (SACAP) Validation Board reviewed two programmes in Architecture, namely, Bachelor of Architecture and Master of Architecture. The Master of Town and Regional Planning underwent an accreditation visit by the South African Association of Consulting

COLLEGE OF HEALTH SCIENCES: Curriculum Review Informed by the Principles of the SOTL

The CHS Teaching and Learning Office adopted a results management framework encompassing outcomes, outputs and activities towards the achievement of its vision and strategy. To achieve an OUTCOME of the graduation of socially accountable, competent and relevant health care professionals and academics, deeply committed to improving the health of the nation, the College, via School Board and the College Academic Affairs Board endorsement, committed to the OUTPUTS of:

- Curricula integrating community-based training in the PHC model (CBTPHCM),
- Curricula incrementally integrating competency frameworks endorsed by Professional Councils, specifically communication but also advocacy and leadership,

- Capacity development of health professional academics and clinical educators in quality teaching and learning in the health sciences, and,
- The scholarship of Health Professional Education endorsed as a research theme by the College.

ACTIVITIES in 2015 took the form of a situational analysis of all undergraduate professional curricula to ascertain the nature and extent of:

- Primary healthcare as described in the National Development Plan and translated in the current Department of Health Strategic Plan,
- Community-based training (in the primary healthcare model),
- Social accountability as defined by The Health Equity Network (THENet) and,
- Generic competencies with an emphasis on communication, advocacy, leadership and transformative learning to ensure evidence-based curriculum review.

To entrench the scholarship of teaching and learning, each aspect was conceptualized as a research question for which ethical clearance was received. Preliminary results were presented at a workshop with the view of sharing good practice at the Health Professional Education Workshop at the UKZN Teaching and Learning Conference in September 2015. Final results formed the basis of the launch of the Health Professional Education Research Theme in December 2015, which also showcased other health professional education research in order to develop an overarching theme.

Higher Education Qualifications Sub-Framework alignment project

In 2011, the CHE undertook a major project for the alignment of all academic existing programmes with the HEQSF, providing higher education institutions with an opportunity to critically reflect on their programmes. The HEQSF alignment project involved the submission of data on UKZN's current offerings, categorised into 3 categories: category A (programmes requiring minimal changes), category B (programmes requiring some curriculum development) and category C (programmes that need to be phased out). The University's QPA unit was responsible for overseeing the HEQSF alignment process and provided the necessary support and guidance to the 4 Colleges based both on the HEQSF and UKZN requirements. By 2015, The HEQC approved a total of 464 HEQSF aligned programmes submitted by UKZN. Table 3 shows the accredited programmes, grouped by qualification. In November 2015 the CHE formally announced that the HEQSF-alignment project is complete and is closed.

QUALIFICATION	ACCREDITED
Diplomas and Certificates	5
Bachelors	94
Honours	127
Postgraduate Diplomas	22
Masters	160
Doctorates	56
Total	464

Table 3. Total number of accredited programmes, grouped by qualification that were HEQSF aligned

Council on Higher Education (CHE) – Quality Enhancement Project

“SoTL work that does intend to impact on student learning needs to have that intention in focus from the outset, producing knowledge, which is oriented towards solving specific problems by academics from a number of disciplines and favouring dissemination through practice as well as by publication.” (CHE, 2015)

The QEP has been designed to promote collaboration in the higher education sector and to support the sharing of information and insights on what helps and hinders student success. The QEP is a national project conceived with the aim of:

Enhanced student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable.

Initiated by the CHE in 2014, the project was designed to elicit institutional status reports on teaching and learning at universities. The approach used in the QEP is inductive in that what is learnt in one part of the process, informs later parts

of the process. It is iterative in that there are two phases. In each phase, focus areas are selected with which all institutions are asked to engage. In Phase 1 (2014–2015) there were four focus areas:

- Enhancing academics as teachers
- Enhancing student support and development
- Enhancing the learning environment
- Enhancing course and programme enrolment management

UKZN QEP TEAM MEMBERS:

NAME	DESIGNATION	ROLE OR RESPONSIBILITY
Professor Renuka Vithal	DVC: Teaching and Learning and Chair of the UKZN-QEP Team	Overall leadership and University-wide responsibility for the QEP
Dr Rubby Dhunpath	Director: Teaching and Learning	UKZN-QEP representative; responsibility for University-wide co-ordination and report writing
Professor Bala Pillay	Dean of Teaching & Learning for the College of Agriculture, Engineering and Science	Focus area 4
Dr Tilly Moodley	Acting Director: Quality Promotions & Assurance	
Professor Sabiha Essack	Dean of Teaching & Learning for the College of Health Sciences	Focus area 3
Mr Hilary Reynolds	Manager: Academic Computing	
Professor Nobuhle Hlongwa	Dean of Teaching & Learning for the College of Humanities	Focus area 1
Professor Kriben Pillay	Dean of Teaching & Learning for the College of Law and Management Studies	Focus area 2
Dr Sibusiso Chalufu	Executive Director: Student Services	
Ms Reshma Subbaya	Researcher: Teaching and Learning	Data Collection and Analysis
Mr Dithobe Mosana	Central Student Representative Council President	Comment and Critique of Report

Table 4. UKZN QEP team

Emerging Trends from the UKZN QEP Reports

One of the most enduring dilemmas experienced by higher education globally is the teaching-research nexus or more accurately, the duality between teaching and research – often a product of universities’ demand for performativity. A key achievement for UKZN in this regard has been the advances in inscribing a vocabulary around the scholarship of teaching and learning amongst an increasing number of academics and support staff. An average of 15 new projects related to scholarship of teaching and learning and institutional research are conceptualised and operationalised each year. This success is largely a product of the continuous loop of institutional and professional development (CLIP) offered by the teaching & learning portfolio in collaboration with Colleges and Schools.

The implementation of the integrated talent management (ITM) policy procedures and guidelines for the advancement of teaching in the University represents a coherent approach to policy development for advancing academics as teachers, which is accompanied by a corresponding plan for continuous professional development, including talent discussions. This means that various forms of support are available to all academics, ranging from the mandatory University Education Induction Programme (UEIP) for early career academics to the PhD programme in Higher Education. A range of other capacity building programmes are available on demand such as academic writing workshops; peer-review capacity development; and support for grant writing alongside a wide selection of research dissemination fora, the most successful of which is the annual Teaching & Learning in Higher Education Conference which is now an international event attracting leading global scholars.

The pursuit of teaching excellence is supported by rewards and awards at discipline, College and University levels. The fact that four of UKZN’s distinguished teachers were also the recipients of CHE-HELTASA national teaching excellence awards in the past three years is testimony to UKZN’s accomplishments.

Integrating teaching as a Key Performance Area in the performance management system and the requirement currently under discussion that all academics develop teaching portfolios (with requisite support) is indicative of the valuing of teaching at UKZN. In addition, the introduction of the teaching workload framework, together with the development and implementation of an on-line system enhances equity, parity and transparency in the distribution of academic work.

“ A range of other capacity building programmes are available on demand ... the most successful of which is the annual Teaching & Learning in Higher Education Conference which is now an international event attracting leading global scholars. ”

Universities typically invest a significant proportion of their effort and resources in students at-risk and those dropping out of the system. While keeping this firmly within our gaze, The Academic Monitoring and Support (AMS) system, is acknowledged for the central role it plays in student persistence and progression. Successive AMS reviews and evaluations conducted affirm its importance. More recently, enhancements have been effected, enabling online access to progression data using artificial intelligence.

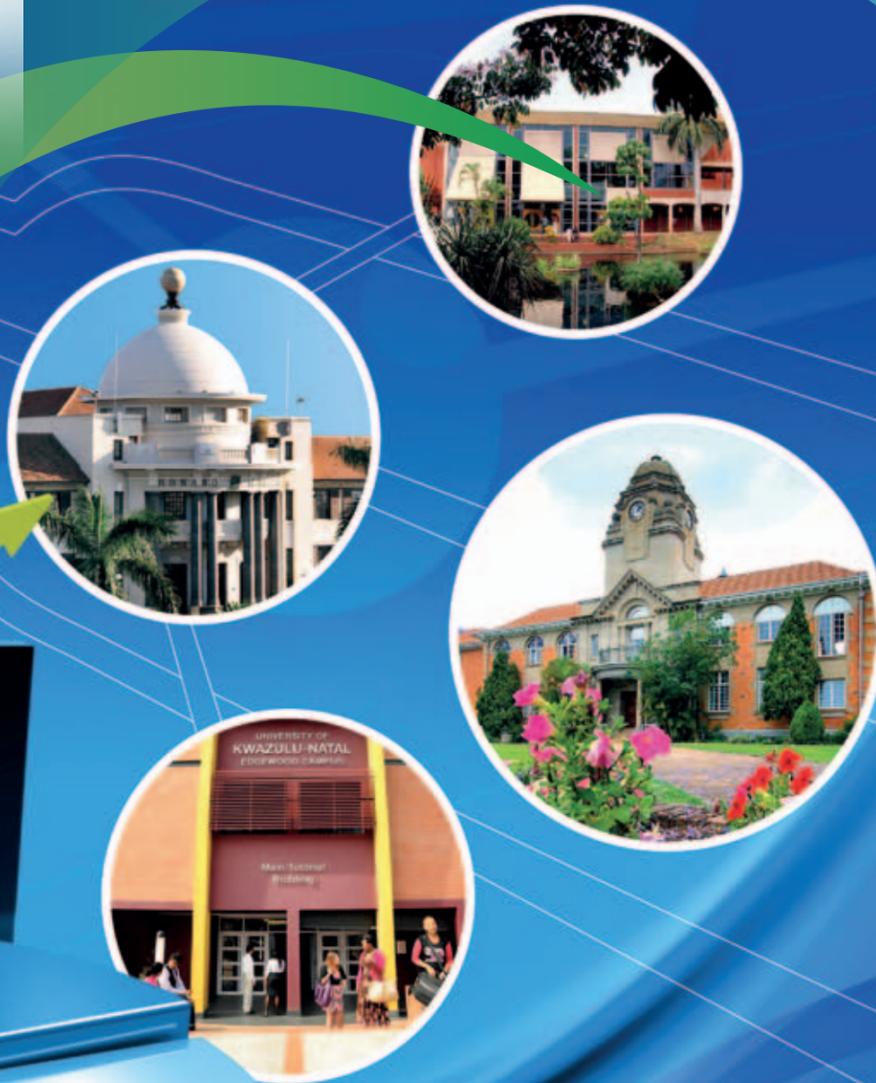
UKZN is also shifting the focus to include top performing students in its support programmes. To this end, the University has expanded its electronic colour coding system to include a fourth ‘blue’ category which will identify students who are on track to achieve their degrees *cum laude* or *summa cum laude*. this will enable UKZN to both learn from the success of these students and support them to maintain their top performance. In this way, the full spectrum of performance and diversity of students is supported and cared for by the university.

A key challenge is the sustainability of the system which is dependent on grant funding. It is therefore crucial that the University institutionalises the programme to extract greater efficiencies and consistency in maintaining quality.

The QEP continues to be a useful lens which enables the University to adopt a critical gaze on its policies and practices. As proposed by Hutchings & Shulman, (1999), SoTL invites professionals to examine their own classroom practice, record their successes and failures, and ultimately share their experiences so that others may reflect on their findings and build upon teaching and learning processes.



Every Student Matters



TEACHING AND LEARNING SUPPORT AND INSTITUTIONAL RESEARCH

One of the more significant developments at UKZN, is the recognition of the value of institutional research to inform and support policy development, institutional decision-making and institutional planning. In adopting an institutional research agenda, a suite of data reports are made available to staff (on ii.ukzn.ac.za) to analyse student performance reports such as pass rates, cohort analyses and annual progression data as well as reports on staff academic workloads and research productivity.

Evaluating the Student Experience

At the heart of SoTL lies the goal of improved learning outcomes. Higher education institutions have been recognised as essential in the development of societal culture and economy (Zewotir, North and Murray, 2011). However, higher education institutions face the significant challenges of increased attrition and retention rates which threaten this goal. This has become a major issue in the context of financial difficulties, increased competition for employment and student diversity (Willcoxson, Cotter & Joy, 2011). Hence, student access, throughput and success continues to be the major focus at UKZN.

Student evaluation of modules is one way of accessing feedback from students about teaching quality. Individualised information and feedback specific to how teaching and learning occurs is important for the improvement of programme design and delivery. While other ways have been developed to gather information regarding the quality of teaching and learning; like programme reviews, peer reviews and external examiner reports; the student module evaluation system by QPA is the only University-wide form of student feedback to assess quality in teaching and learning at UKZN.

According to the Principles and Procedures for Student Feedback on Teaching Quality, the QPA student feedback questionnaire should be administered after each offering of a module. However, it is compulsory after three cohorts of students have taken the module. Since 2006, when the practice of student evaluation of modules was prioritized, there has been almost a two-fold increase in the number of student evaluations received by QPA. Student evaluation reports provide pertinent information about what decisions need to be made with regard to improvement in teaching and the continuous professional development of staff. The student evaluation report highlights areas of good practice as well as areas that need improvement in teaching and learning. It serves as a self-reflective tool for academics to gain insights into their strengths and weakness and identify areas for improvement. The report provides opportunities for conversations among academics about good practices and how teaching strategies could be enhanced. The number of modules offered in 2014 represents the number of active modules, with actual registrations.

COLLEGE	MODULES OFFERED IN 2014	MODULES EVALUATED VIA PAPER BASED	MODULES EVALUATED VIA MOODLE	TOTAL MODULES EVALUATED
Agriculture, Engineering and Science	1 509	553 (37%)	68 (5%)	621 (41%)
Health Sciences	926	212 (23%)	68 (7%)	280 (30%)
Humanities	2 600	362 (14%)	27 (1%)	389 (15%)
Law and Management Studies	957	333 (35%)	90 (9%)	423 (44%)
GRAND TOTAL for UKZN	5 992	1 460 (24%)	253 (4%)	1 713 (29%)

Table 5. Modules submitted by Colleges for evaluation for the academic year 2014



The Graduate Opinion Survey

The Graduate Opinion Survey is conducted annually and covers a whole range of questions which include workload, the development of skills, teaching, assessment and facilities, and support and administrative staff. In order to find out whether teaching and learning at the University was effective, the survey also asks students about their level of preparedness for their careers and their current employment status.

The Graduate Opinion Survey report presents findings that are rich with statistical data and information highlighting graduates' opinions on their educational experiences at each College at the University. Below are some of the highlights from the 2014 and 2015 surveys combined.

- 65% of the graduates surveyed thought that the environment in which they studied at the University helped them to learn effectively.
- 78% of graduates were satisfied with the overall quality of their degree/diploma.
- 88% of graduates felt they had developed problem-solving, analytical, and written and oral communication skills.
- 81% of the graduates knew the standard of work expected of them and over 70% were of the opinion that the workload was manageable. Over 75% stated they were given clear guidelines.
- Over 75% felt that staff motivated them to give of their best and over 73% felt that staff gave helpful feedback.
- Of the 47% of graduates who were in employment 80% were in fulltime employment and 70% stated that their studies prepared them adequately for their employment.

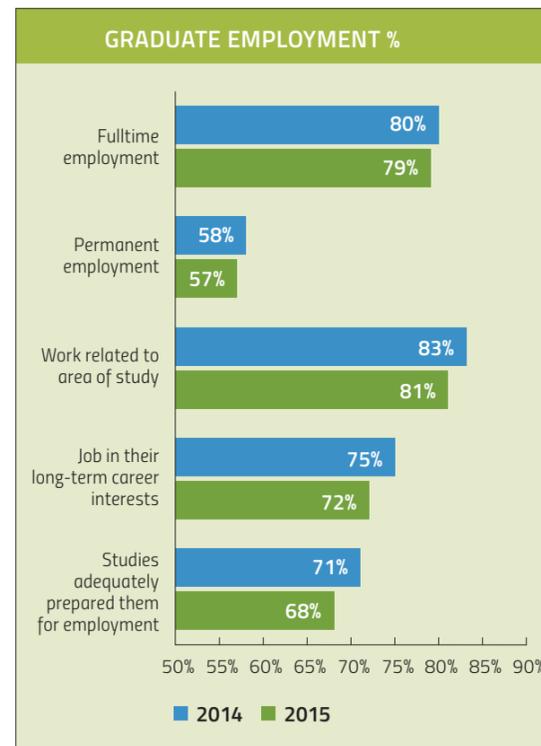


Figure 5. Graduate Opinion Survey

South African Survey of Student Engagement (SASSE)

SASSE collects information annually at participating universities about student participation in activities and programmes that promote their learning and personal development. The results provide an estimate of how undergraduate students spend their time and what they gain from attending their respective universities. SASSE asks first year and senior undergraduate students about a wide range of educationally purposeful activities. The survey instrument measures five benchmarks of effective educational practice, namely, level of academic challenge, active and collaborative learning, student-staff interaction, enriching educational experiences and supportive campus environment. UKZN uses the data to identify aspects of

the undergraduate students' experience that can be improved through changes in policy and practice. This information is used to stimulate discussion in Schools and Colleges about the undergraduate students' experiences with teaching and learning so that good practices are identified and fostered and areas of improvement can be recognised.

The survey also incorporates a component on Lecturer Survey of Student Engagement (LSSE) which measures lecturer expectations regarding student engagement in educational practices that are empirically linked with high levels of learning development. LSSE is intended to complement the SASSE, and

measures the degree to which staff members are involved and invested in understanding populations of first-year students at the University. The survey collects information on how lecturers spend their time on professional activities, such as teaching and research, and the kinds of learning experiences their institutions emphasise. LSSE results are used to identify areas of institutional strength and aspects of the undergraduate experience that may warrant attention, and are incorporated into student engagement results to create a greater understanding of the impact lecturer activities have on student learning and involvement. The information is intended to serve as a catalyst for discussions related to teaching, learning, and the overall quality of students' educational experiences.

In 2014, SASSE highlighted two areas that the University needs to focus on, namely, effective teaching practices and a supportive campus environment. The Quality Enhancement Project (Phase 1) institutional report demonstrates efforts by the University to bring enhancements to these two areas. A workshop on SASSE was held by QPA in the Science and Technology Cluster, in the School of Education on "How students engage for effective learning" on 30 June 2015.



UKZN's Distinguished Students

This UKZN Distinguished Student Award is unique in that it is based on nominations from staff or students in the University and funded by the University Teaching and Learning Office. It recognises and rewards students with outstanding academic achievement together with exceptional leadership in community engagement or University service. Two awards are made each year to the most talented, caring and exceptional graduates and young leaders from final year undergraduate or Honours level who have distinguished themselves and been judged as being most exemplary in embodying the ideals and attributes that the University seeks to create in every graduate.

UKZN Distinguished Students Awards in 2014/2015

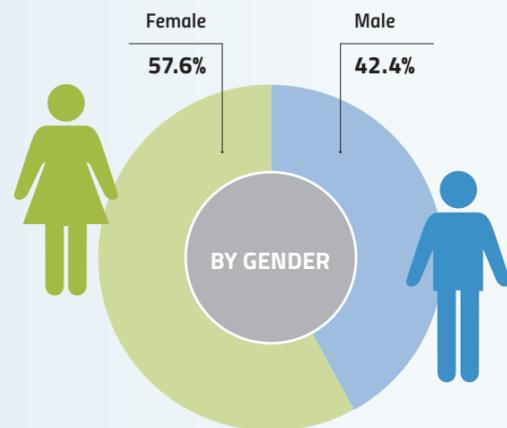


Institution-wide Analysis of Student Profiles and Progression

UTLO presents Reports on Academic Monitoring and Support to the UKZN Senate annually.

FIRST YEAR STUDENT PROFILES (2009-2015)

- Enrolments for first-entrants increased to a peak of 10 227 in 2014 (an increase of 48%), with a subsequent decrease to 8 030 in 2015. This decrease is consistent with the University's approved enrolment-plan in which UG enrolments are kept steady while substantially increasing PG enrolments until 2019. It also coincides with the decline in matric pass rates in 2014 following implementation of the revised National Senior Certificate (NSC).
- The College of Humanities enrolls the largest proportion and number of new entrants and the College of Health Sciences the smallest.
- The highest average enrolments for the period 2009-2015 by race was recorded for Africans (67%) and by gender for females (59%).
- The largest proportion of new entrants admitted from the NSC in the period 2009 to 2015 are those with matric points in the 28-30 band, which peaked in 2015 at 28%. Approximately a quarter of entrants were enrolled with matric points ranging from 31-33 in the years 2013 to 2015.
- New entrants from non-fee paying Quintile 1, 2 and 3 schools have more than doubled (118% increase) while the percentage from Quintile 5 fee-paying schools, which represents the largest proportion of new entrants, declined 17% in the period 2009 to 2015.
- On average, in the period between 2009 to 2015, 30% of first-entrants lived in UKZN residences, 20% received NSFAS funding, and 9% of first-entrants were enrolled in Foundation/Access programmes.
- An overall profile of the most recent cohort admitted into UG studies at UKZN in 2015 shows that of the 8 030 new students enrolled in bachelor degrees in UKZN:
 - 50% were enrolled in the College of Humanities
 - 74.4% are African
 - 57.6% are female
 - 52% have matric points between 28 and 33
 - 32.5% live in residence
 - 1.3% are foreign nationals
 - 18.4% have NSFAS funding
 - 34.2% are from non-fee paying schools (Quintile 1,2 and 3)
 - 63.9% have isiZulu as their home language
 - 8.2% are in foundation/access programmes



The most recent cohort admitted into UG studies at UKZN in 2015 shows that 57.6% are female.



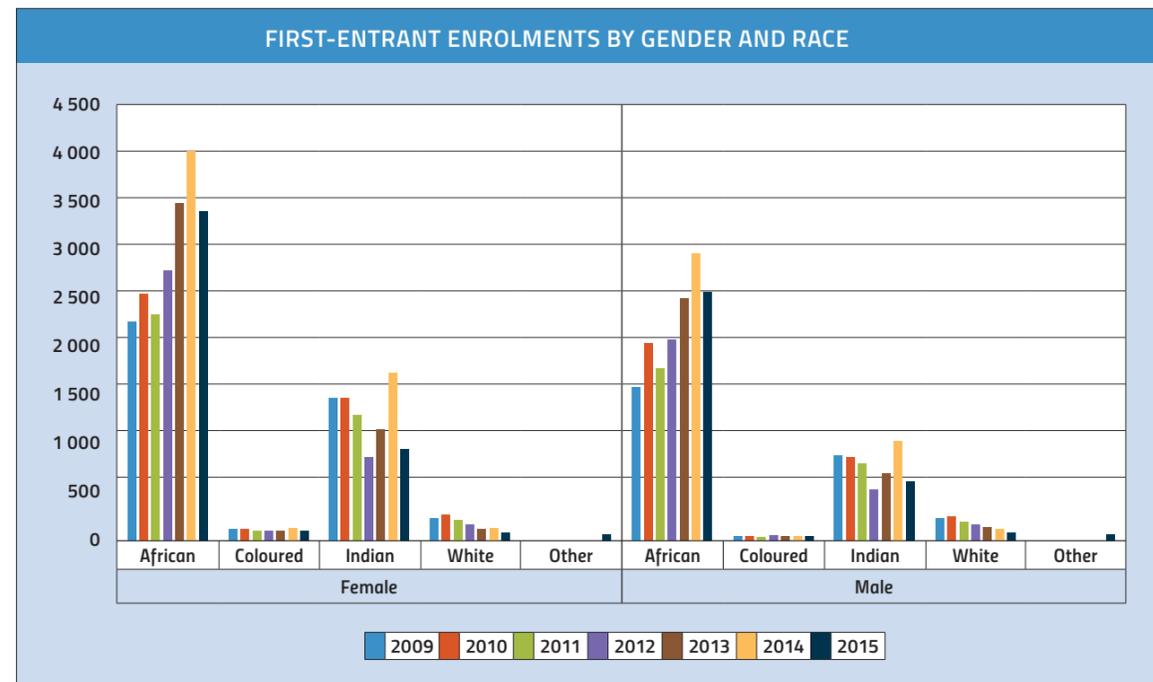


Figure 6. First-entrant enrolments by gender and race

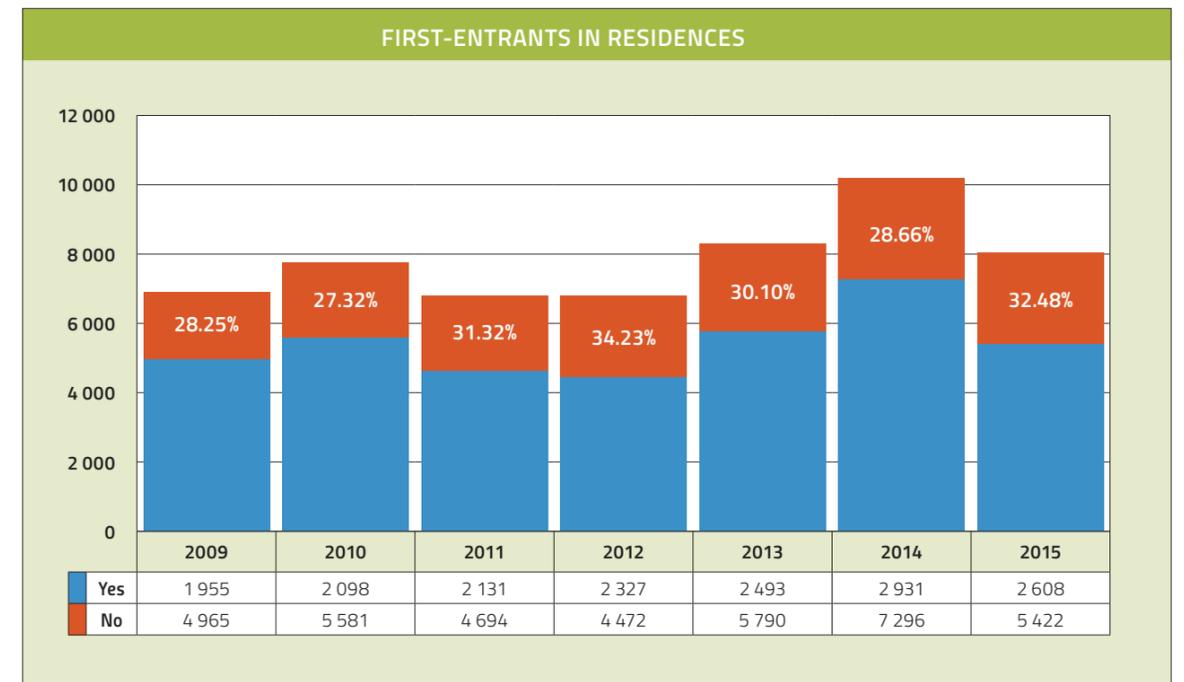


Figure 8. First-entrants in residences

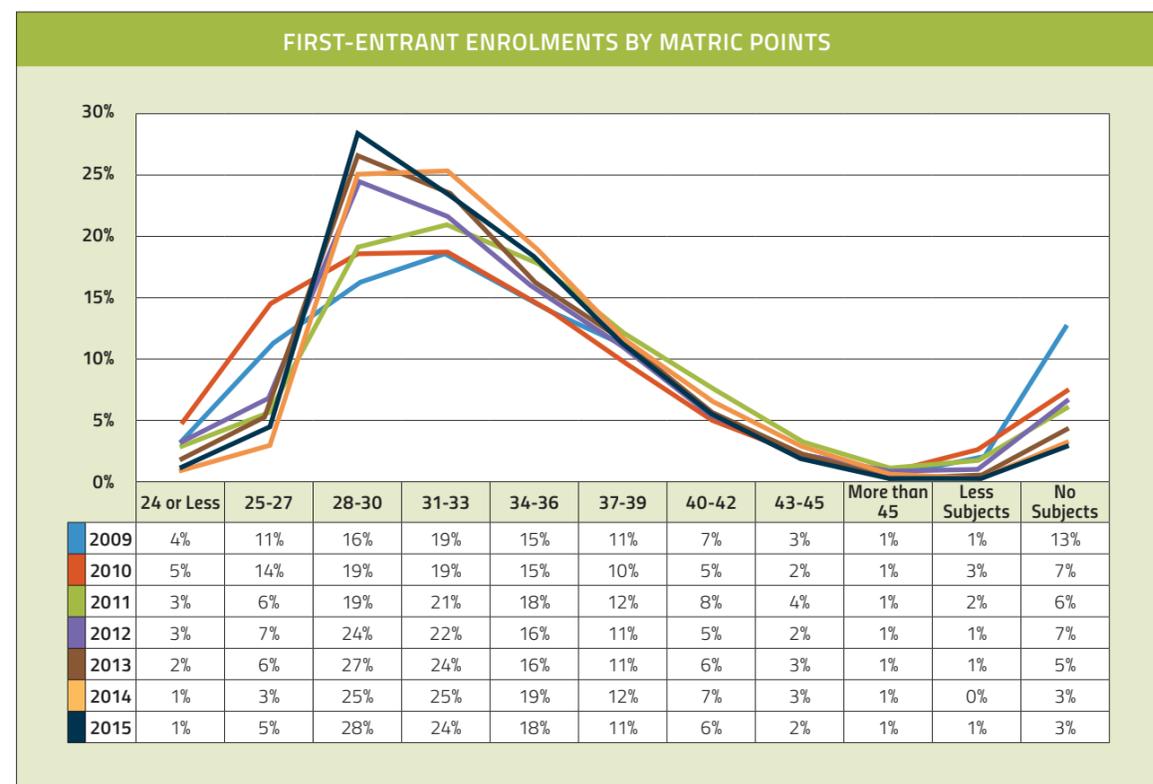


Figure 7. First-entrant enrolments by matric points

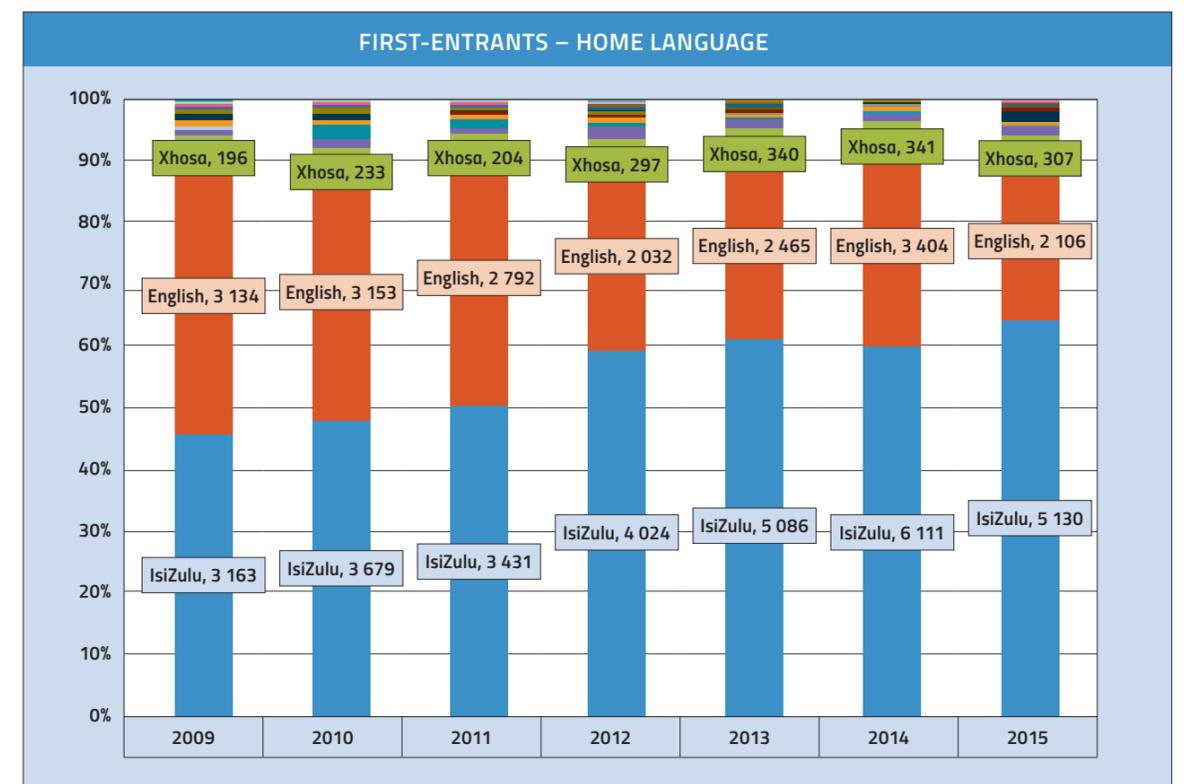


Figure 9. First-entrants – home language

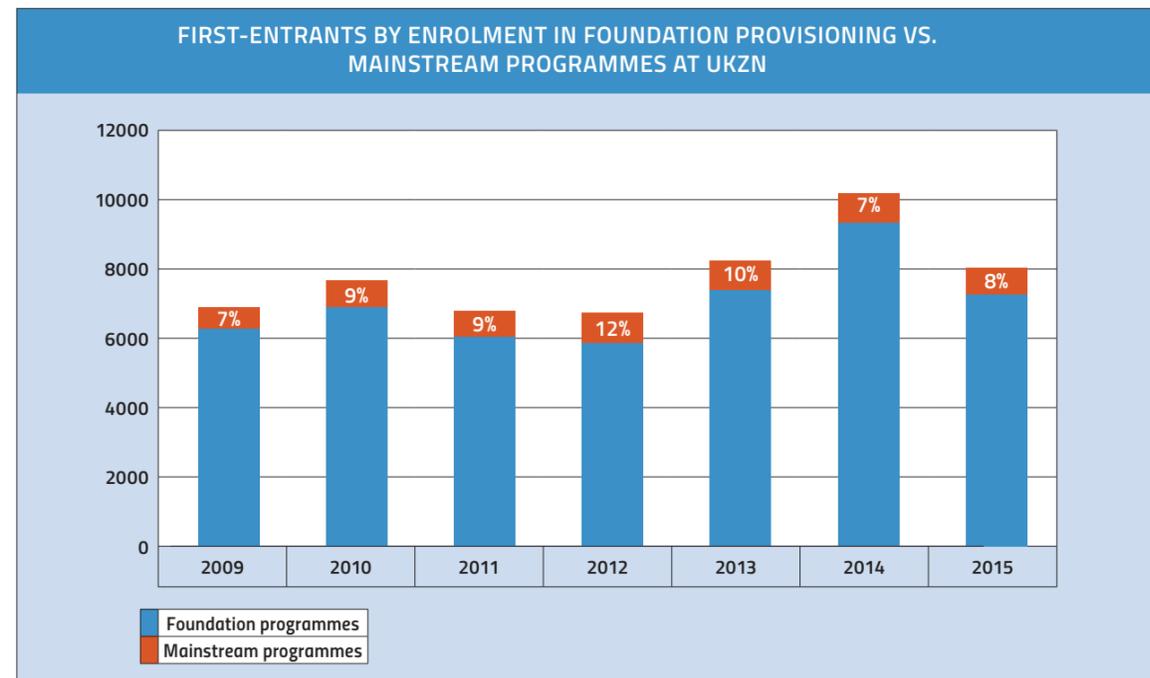


Figure 10. First-entrants by enrolment in foundation provisioning vs. mainstream programmes at UKZN

Undergraduate Students' Progression: Annual Performance Indicators (2006-2014)

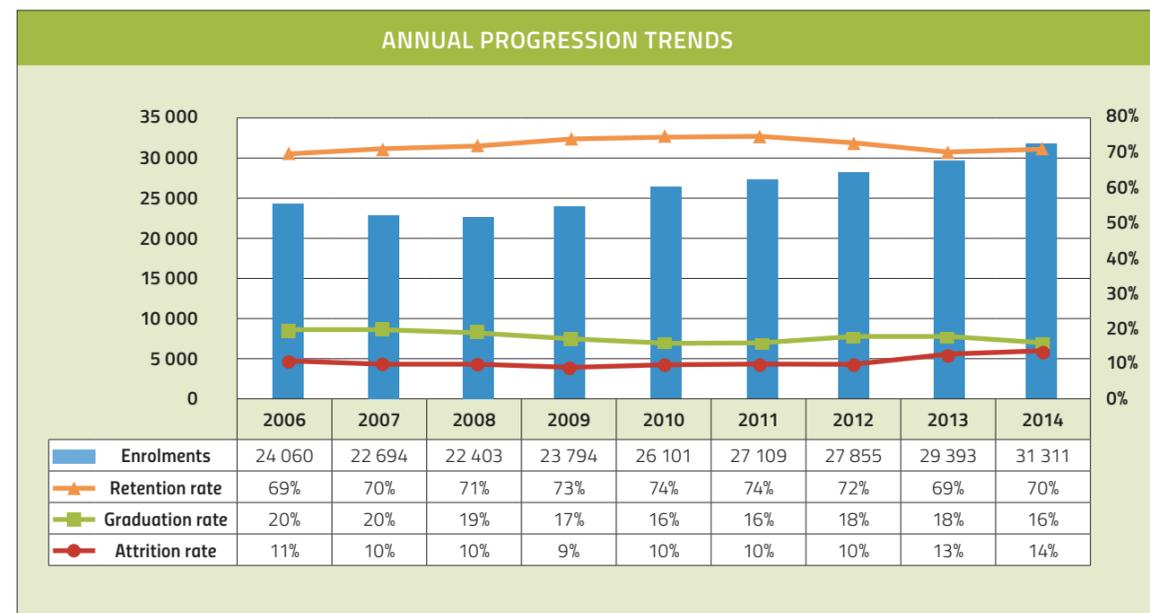


Figure 11. Annual progression trends

ACCESS FOR SUCCESS: COLLEGE INITIATIVES

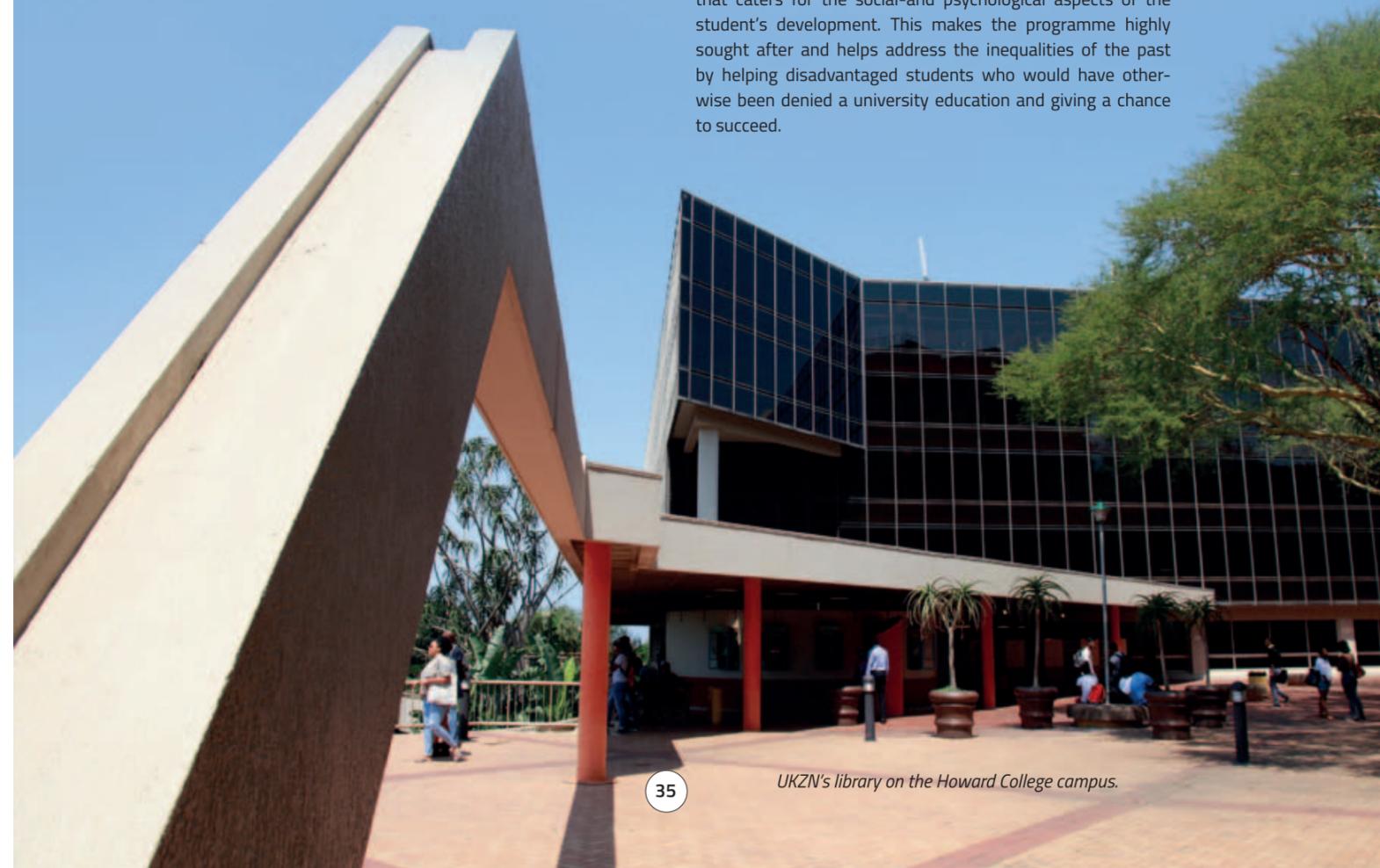
College of Agriculture Engineering and Sciences

The purpose of the access programmes within the College of Agriculture Engineering and Science (CAES) is to provide access to students to UKZN from deprived socio-economic backgrounds, and who attended schools without the proper resources and infrastructure to put them on a level playing field with students who attended better resourced schools. These resources include access to well stocked libraries, laboratories and qualified teachers to teach the science subjects effectively. In order to qualify for entry into the access programmes, these students must not have made entry into the mainstream Science degree (BSc). Over the last few years the pass rates in the UNITE and BSc4-foundation programmes have been declining. CAES previously offered three streams in Access, the BSc4 – foundation, the BSc4 – Augmented and the UNITE.

Further, when students failed these programmes, they were effectively excluded from the University after a year and were unable to continue with a degree programme. The quality review of our access programmes (Quality Review Panel of the Access Programmes in 2013) also called for the reform of these programmes and their recommendation catapulted the new programme.

One of the recommendations of the panel in CAES, was to phase out the BSc4 (Foundation) programme (recommendation 4) and to increase enrolment in the BSc4 (Augmented) programme (recommendation 7). The College Improvement Plan adopted this recommendation. With this in mind and to better equip students for success, we have restructured the Access programmes to be in just the augmented format with a stream for science and one for engineering. The mode of delivery has also changed from a semester module to a year-long module.

The implementation of the Augmented Programme will split the cohort into groups of 60 and allocate a lecturer/tutor to teach each cohort in each of the relevant disciplines. The reason for this is the small group teaching pedagogy that is used in the Augmented model. It is envisioned that students will progress more slowly through the material with greater cognitive development and have a better chance of achieving success. The augmented nature of the module also implies that the students have at their disposal a range of resources to nurture them through the transition from high school to university. Further, the programme provides for a life skills component that caters for the social-and psychological aspects of the student's development. This makes the programme highly sought after and helps address the inequalities of the past by helping disadvantaged students who would have otherwise been denied a university education and giving a chance to succeed.



UNDERGRADUATE SUPPORT

CAES has used the strategic funding to employ five Academic Development Officers (ADOs) that are based in the five Schools of the College. This is part of the Academic Monitoring and Support initiatives within UKZN. Academic monitoring and support is imperative to retain students in academic programmes, to improve throughput and to develop student-focussed support systems, as well as teaching and learning environments that are conducive to students completing their studies.

The level of support provided by the ADOs is complementary to that offered through the Student Support Services which tends to focus more on socio-economic issues as opposed to academic issues. The ADOs serve a critical role in identifying at-risk (under-performing) students early in their studies and provide them with the necessary support to academically succeed. This support is, but not limited to, supplemental instruction (SI), one-on-one counselling about career choices, modules choices and specific or directed learning issues. Further the ADOs serve a monitoring role within the Schools to ensure that the at-risk students comply with attendance at the obligatory support activities.

Progress monitoring has become extremely critical in improving the outcomes for all students. It further provides a direct link in determining the outcomes of educational activities and assessments with student academic progress. Each ADO has a facilitative role in the School, with student success paramount in their aims and objectives. Part of their academic counselling role is to:

- Teach students effective note taking techniques and help them plan study timetables.
- Help students to effectively prepare for lectures, tutorials and practicals.

POSTGRADUATE SUPPORT

The Mastering the Masters programme is offered to postgraduate students (Masters and PhD students) and early career academic staff to:

- Equip students with advanced, non-technical tools, skills and practices, including library searches
- Proposal Writing
- Increase completion rates/throughput
- Write for publication through workshops, writing retreats and small-group writing mentoring sessions

“Academic monitoring and support is imperative to retain students in academic programmes, to improve throughput and to develop student-focussed support systems, as well as teaching and learning environments that are conducive to students completing their studies.”

- Help facilitate learning and study skills.
- Highlight time management, provide appropriate motivation and illustrate approaches to learning.
- Individual student counselling sessions to ascertain student issues and provide referrals to Student Support Services if necessary.
- Implement and monitor academic support programmes, such as SI, hot seats, tutorials, and mentorship programs within the School.
- Perform research relevant to the School and College.

College of Humanities

“Our collective responsibility to one another, and especially to our students is to create the conditions required for a reconfigured democratic public sphere, and this sphere enables voice in a diversity of public stances formed by a renewed sense of obligation to one another.” (Tierney, line 373)

THE WRITING PLACE

The Writing Place (WP) assists Humanities students (1st year – Honours level) with their academic writing skills through an emphasis on essay/assignment structure and understanding of academic concepts. The primary function of the WP is to provide one-on-one tutoring at the Drop-in Centre situated in the EG Malherbe Library on the Howard College campus. In 2015 the 14 tutors were appointed and trained at an academic writing workshop.

The WP uses a number of marketing tools, to recruit students and make them aware of the services offered. The Drop-in Centre registers indicate that during the 24 weeks of the 2015 academic calendar, tutors consulted individually with a total of 823 students from a wide range of disciplines across the College. This equates to an average of 34 students per week and seven students per day receiving individual extra-curricular assistance with their academic writing skills.

The second initiative of the WP is the voluntary academic writing workshop series. The aim of these workshops is to guide students based on the WP Guide and facilitated by WP tutors overseen by the head tutor and coordinator. Academic language, style and correct referencing techniques are also addressed.

“The awards ceremony for the students that attended the WP workshops in 2015 was one amongst many highlights of the WP in 2015.”

Over the course of the 1st and 2nd semesters 2015, the WP conducted a total of 14 voluntary academic writing workshops for Humanities undergraduates, one of which was facilitated specifically for students with disabilities. A total of 75 students attained full attendance at these workshops and were awarded participation certificates at the annual awards function in October. The awards ceremony for the students that attended the WP workshops in 2015 was one amongst many highlights of the WP in 2015.

A second highlight of 2015 was the establishment of a working relationship with the DUT Writing Centres. The Doctoral graduation of two (Dr Claudine Hingston and Dr Winifred Ogana) WP senior tutors was another highlight of 2015.

The Writing Place (WP) assists Humanities students (1st year – Honours level) with their academic writing skills through an emphasis on essay/assignment structure and understanding of academic concepts.

College of Law and Management Studies

PROFESSIONALISING ACADEMIC DEVELOPMENT AND TRAINING

Academic Development Officers (ADOs), Academic Development Coordinators (ADCs), Academic Leaders (ALs) and academics from the various disciplines provide academic counselling to at-risk and probation students. Students receive curriculum advice and are counselled with regards to the learning approaches that they should adopt. They are referred to ADOs, ADCs and ALs in each discipline for academic assistance and mentoring support. Students are also referred to the student counsellors in the Student Support Services division for personal counselling, career assessments, employment opportunities and life skills workshops. In addition, they are referred to student funding (NSFAS), student housing and campus clinic services, as well as the College office where necessary.

In 2014, 2 946 students attended both individual and group consultations. Of these, 781 were 'At-Risk' students. In 2015, academic counselling of 'at-risk' students was conducted in individual and group sessions. A total of 2 770 attended these sessions. On average, 40-60% of the at-risk students attended group counselling sessions, while approximately 30% attended individual counselling with ADOs.

SUPPLEMENTAL TUTORIAL PROGRAMME

The target groups were first year and repeating students registered for level one Economics modules, namely, Economics 101 and 102. The project was facilitated by the ADO for Economics on the Westville campus. Four tutors were employed. The tutorial project ran in the first and second semesters of 2014 and 2015. In 2015 a baseline test was administered at the beginning of the semester and re-administered at the end of the semester to enable the students' abilities and understanding to be re-assessed. Students performed better in Baseline test 2 with 24% of students having failed Baseline test 1, now passing Baseline test 2. Extensive advertising of the tutorial programme was done via Moodle, online e-mails, and in person reminders at lectures. Tutors have engaged in peer observation of each other (peer evaluation) and external evaluation of the teaching practice of tutors is carried out by the AMS Coordinator.



ADO Training by the College of Law and Management Studies.

BCOM 4 FOUNDATION

The B. Com foundation programme was offered for the first time in the College of Law and Management Studies in 2014. Progression to the B. Com programme is contingent upon the successful completion of the Foundation year. Failure of a module in the first semester will result in the immediate exclusion of a student from the programme and failure to complete the foundation year results in exclusion from this access route into a B. Com degree. In 2014, a total of 237 students were registered for the BCOM 4 programme, 166 on the Westville campus and 71 on the Pietermaritzburg campus. The programme aggregate pass rate was 79% for 2014 and 80% for 2015.

TUTOR TRAINING PROGRAMME

Tutor training workshops were conducted for all the disciplines in the College of Law and Management Studies in 2014 and 2015. In 2015, the training was extended to Developmental Lecturers and incorporated training in the use of e-Technology, and in particular, the use of Moodle. Feedback from the training sessions was constructive with comments ranging from the importance of engaging students in deep rather than surface learning approaches and that more time is required for the planned activities.

RESEARCH WORKSHOPS

Two research workshops were conducted in the Teaching and Learning Unit in March and April 2015. These workshops were planned to develop staff research skills and encourage staff publication in the Unit from all divisions: AMS, the Writing Place and the Access Programme (BCOM4 Foundation). Ethical clearance was obtained in September and many of the staff members intend to collect data from 2016.

SUPPLEMENTAL INSTRUCTION (SI) PROGRAMME

A great deal of coordination, support and advice has gone into ensuring that the formal SI programme has a smooth roll-out in the College. Seven permanent academics have been trained as SI Supervisors from the disciplines of Economics, Accounting, Management Studies and Law. Thirteen SI Leaders have also been trained and will run the SI sessions for the second semester.

WRITING COMPETITION

The Teaching and Learning Unit organised a writing competition, which aimed at improving students' writing through essays, poetry and short stories. The first competition was held in 2013 and had 22 entrants in both academic, creative writing and poetry categories; while the 2014 competition had only 12 entrants. Eight of these were in the academic writing category and four in the creative writing category.

COMMUNITY ENGAGEMENT: WINTER SCHOOLS

The Teaching and Learning Unit conducted two Winter Schools (the EMS and the Literacies winter schools) from the 6th to the 19th of July 2014. Winter schools are learner intervention programmes that engage Grade 11 and Grade 12 (EMS) and Grades 10 and 11 (literacies) learners from educationally disadvantaged schools. The main purpose of the programme is to provide learners with curriculum support in core academic areas such as Mathematics, Accounting and English. The programme also aims to prepare learners for tertiary education by equipping them with the necessary academic and psycho-social skills. In 2014, a total of 385 learners from 15 schools attended both Winter Schools. Twenty-seven teachers from the same schools were also invited to a professional development teacher winter school. Teacher development is motivated by the belief that 'high quality teaching is important for student success.' The focus on both learner and teacher development also ensures an integrated and holistic support which has the potential to enable schools to function effectively.



Tutor Training workshop.



RECOGNISING AND REWARDING TEACHING AND LEARNING EXCELLENCE

Vardi and Quin (2011) state: "...it is important that the teaching criteria for promotion are demonstrably of equal value to promotion based on research" and argue for a "broadening of the SoTL concept to meet the underlying institutional expectations of reward and recognition through promotions."

Hutchings and Shulman (1999) define scholarly teaching as distinguished from effective teaching "when it entails, as well, certain practices of classroom assessment and evidence gathering, when it is informed not only by the latest ideas in the field but by current ideas about teaching in the field, when it invites peer collaboration and review, then that teaching might rightly be called scholarly."

National Teaching Excellence Awards for UKZN Academics

The Council on Higher Education (CHE) and the Higher Education Learning and Teaching Association of South Africa (HELTASA) administer the National Teaching Excellence Awards. Academics recognised through these accolades become identifiable examples of teaching excellence, who inspire the development of motivated educators in their disciplines, institutions and regions.

The College of Agriculture, Engineering and Science demonstrated its formidable reputation in teaching and learning excellence when two academics in the College received the DTA award for 2014 and 2015. Professor Michael Savage and Professor Simon Mukwembi, were nationally recognised for their contributions to Higher Education in South Africa.

The awards demonstrate support at a national level for excellence in teaching and learning in Higher Education; and create a conversation and awareness around what constitutes teaching excellence. Both had also been awarded the UKZN Distinguished Teacher Awards

Professor Savage believes that technology can play an important role in learning, and mentions the importance of visual literacy or 'iconic' learning to transcend cultural and linguistic barriers.

Savage initiated the creation of an isiZulu-English glossary of terms for Agrometeorology, to attempt to counter the language barrier to learning encountered by many second



PROFESSOR MICHAEL SAVAGE



PROFESSOR SIMON MUKWEMBI

DTA AWARDS 2014

language English speakers entering universities in South Africa. He emphasises the use of live data, visual literacy, technology and glossaries to stimulate growth in the isiZulu language's capacity for scientific understanding.

Savage believes that "Teaching is about imparting more than just knowledge; it is also about life skills".

His research focus is on topics such as adverse weather, biometeorology, energy balance of various surfaces, micrometeorology and open water evaporation. He developed a unique Agrometeorological Instrumentation Mast (AIM) web-based data and information teaching, learning and research system for the agro-environmental sciences, downloaded for use in research and as a visual teaching aid.

Professor Mukwembi, has over 14 years of experience in teaching Mathematics at various universities across Africa. He is an NRF rated researcher, who has published over 45 articles solving old and new problems in his field of study – graph theory and its applications. Moreover, he is Managing Editor of a leading international, DoE accredited journal, *Utilitas Mathematica*. In addition, Professor Mukwembi has a strong record of community engagement.

His activities range from being in charge of judges and judging at Science Expo to taking part in several projects aimed at consolidating high school Teachers' content knowledge in Mathematics. His activities, in the administration of the University, include coordinating courses, being part of several university committees and being an Academic Leader.

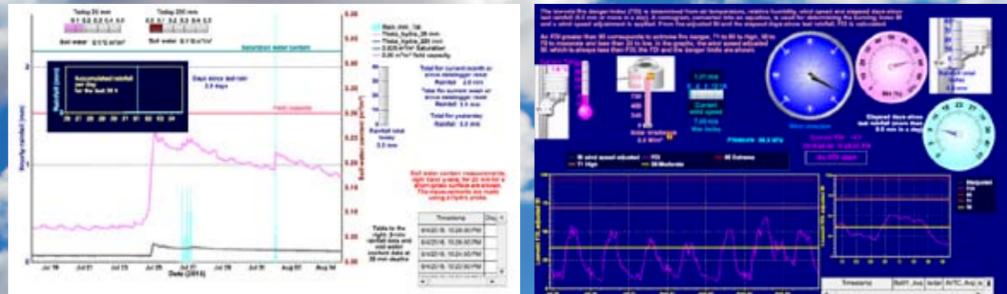
He impressed the selection committee with his extraordinary dedication and commitment to students at every level at which he taught Mathematics. His method of teaching included using Moodle linked to curriculum development efforts.

“ Teaching is an essential part of the fabric of academic life. The young minds of today are the researchers of tomorrow; without good teaching, the future of research is not sustainable. ”

As a senior lecturer in Mathematics at the time he was nominated in the School of Mathematics, Statistics and Computer, he was recognised for his innovative teaching approaches that significantly increased student interest, participation and performance in Mathematics. This was demonstrated through extremely positive student evaluation and peer assessments of his teaching.

This award particularly commends him for the development of a new foundation Mathematics module and for the ways in which links were created between tutorials and mainstream teaching. In addition his commitment to Mathematics teaching and learning extended into outstanding community engagement work with high schools and in connecting these efforts back to Mathematics at the University. His excellent rapport with students was also observed in his postgraduate supervision and in having graduated two doctoral students.

Professor Michael Savage developed an open web-based teaching, learning and research system for near real-time agrometeorological and environmental applications, data visualisation, and visual literacy.



National Teaching Excellence Commendations

Dr Anesh Maharaj is a Senior Lecturer in the School of Mathematics, Statistics and Computer Science (SMSCS), and earned this national recognition for his emphasis on meeting students at their level to ensure their success. He subscribes to the philosophy of pragmatism: 'I strongly believe that one can only teach the students one has, not the students one would like to have.'

Dr Maharaj, who has been teaching in various capacities since 1983, has demonstrated his concern for students through his work in mentoring bursary holders, and through his exploration of techniques that could assist students to excel. He has also played an important role in the establishment of the Math 130 programme that assists under-qualified Mathematics educators to qualify with first year university Mathematics.

Professor Sarojini Nadar is a Full Professor and Director of the Gender and Religion Programme at the School of Religion, Philosophy and Classics at UKZN. Her academic accolades



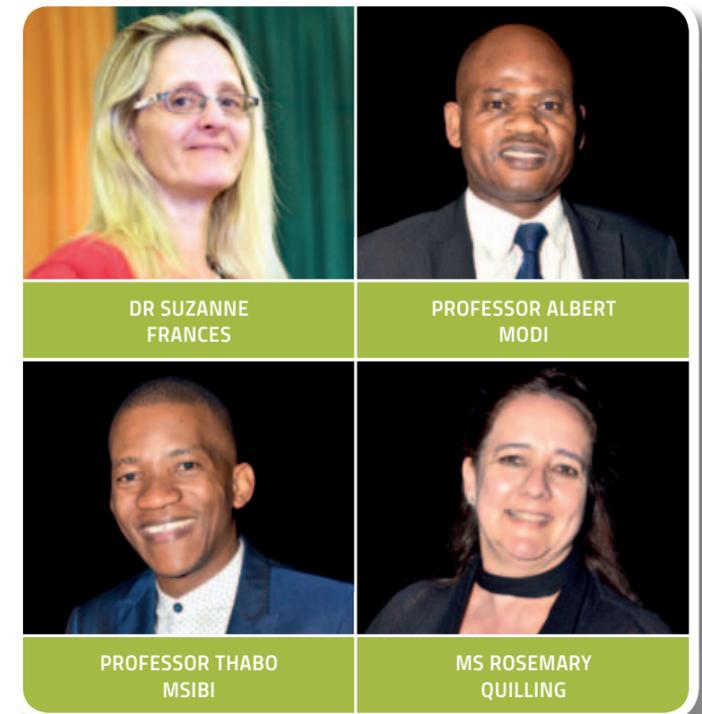
include UKZN's Research Award for the Top Published Woman Researcher in 2009 and she is regularly featured among the Top 30 UKZN researchers; C-Rated by the National Research Foundation (2011); Winner of the National DST Young Woman in Science Award (2012); Winner of the UKZN Book Prize for "best edited book" (2006); and Research Fellow at Stellenbosch Institute for Advanced Study (2014).

She has received international recognition for her teaching, which was found to be very well informed by current education theories, research and debates in her discipline.

UKZN Distinguished Teachers' Awards

In recognition of the importance of excellent teaching, SoTL has aimed to become one of the ways in which teaching staff can be rewarded. The UKZN Distinguished Teachers' Awards criteria are based on the UKZN Academic promotion criteria for the evaluation of teaching. A teaching portfolio is appraised for its rationale for approach to education; teaching and supervision methods; assessment and student performance methods; continuous tertiary education theory and methodology study; new curricular development; sharing of teaching expertise with others and special recognition of teaching (Subbaye and Vithal, 2015). In addition distinguished or innovative teachers are commended.

Dr Suzanne Frances, Professor Albert Modi, Professor Thabo Msibi and Ms Rosemary Quilling were acknowledged for their excellence in teaching at the distinguished teachers' awards dinner hosted by the UTLO.



DTA AWARDS 2015



Dean and Head of the School of Agricultural, Earth and Environmental Sciences, Professor Modi, was recognised for the way his research informs his teaching and creates a scholarly environment for learning.

"It got me thinking of my philosophy as a lecturer at university. I deal with students from all walks of life and I make sure that I take them from first year to final year and treat them the same and by the time they exit they feel like they've been through a quality university," he said.

Senior Lecturer in the School of Education, Professor Msibi impressed the panel with his teaching approach that sought to awaken the consciousness of his students.

"I am very grateful for this award, I think we are as a country are at a crossroads, particularly in relation to Higher Education. Part of the crossroads are questions about our identity, who we are as a people. And there are certain things that are difficult to address in the learning environment. Things that make us uncomfortable ... questions of identity are not easy to interrogate and to present in the classroom environment," he said.

"I see this award as a validation from the University to say that it is serious about questions of social justice," he added.

Senior Lecturer in the School of Management, IT and Governance Ms Quilling is a creative teacher who has a sustained record of innovative teaching. The selection committee said the "theory underpinning her teaching is evident in the interventions she makes, showing both depth and breadth in the educational approach, and which complements the goals of her teaching".

"I was trying to interrogate how I feel about teaching, how it fits into my life, actually it is a way of life for me, and it should be for our students as well. I strongly believe that you can't be a teacher unless you are teachable and who teaches you the most? I find it's my students," she said.

She said she was inspired by the lives she'd touched. "By doing that, I do make a difference and try to make the world a better place and that's all every single one of us can do," she said.

Dr Frances, was acknowledged for being the first awardee to receive a DTA for the second time over a five- year period. The assessment panel commended the way in which her teaching took account of the South African Higher Education context.

She showed an expansive understanding of teaching, and was both innovative and thorough in her approach to supervision. The evidence presented showed how she created a strongly student-centred and enabling learning environment for student success. This was reflected in extremely positive peer and student evaluations.



Guest speaker: Dr Amanda Hlengwa Chairperson of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA).

UKZN hosts a Distinguished Teachers Dinner annually. At a dinner in 2015 to honour the UKZN DTA's, Chairperson of Higher Education Learning and Teaching Association of Southern Africa (HELTASA), Dr Amanda Hlengwa, delivered the keynote address, examining the decolonizing of the curriculum.

"If indeed there is agreement that teaching and learning is not neutral, it stands to reason that distinguished teaching in the context of a post-colonial, post-apartheid state cannot simply mean glossy, generic best practice," said Hlengwa. "It has to take into account Higher Education's responsibility to our students and the needs of society for social cohesion development and the kinds of compassion that will allow us to move forward as a country."

Hlengwa commended the awardees for their "fine achievements" and acknowledged their contributions to teaching and learning.

COLLEGE TEACHING AND LEARNING AWARDS

College of Agriculture, Engineering and Science

To recognize the contribution of academics to the teaching and learning endeavour, CAES implemented the College Distinguished Teacher Award. This award recognizes contributions to further the teaching and learning profile of the Schools and hence the College. Nominees for the award need to exhibit the following characteristics:

- Extensive knowledge and mastery of the subject matter.
- Innovation in course and curriculum design. Ability to inspire, guide and mentor students through independent and creative thinking.
- Serve as a mentor, collaborator and consultant to other staff by helping to enrich the scholarship of teaching and learning.

Below: Professor Deogratius Jaganyi, DVC: CAES (far left) and Professor Bala Pillay from CAES (far right), with CDTA recipients Professor Precious Sibanda, Dr Naven Chetty, Dr Augustine Gubba, Professor Ademola Olaniran and Dr Nishani Harinarain at the 2015 Awards Ceremony.



2015 RECIPIENTS OF THE COLLEGE OF AGRICULTURE ENGINEERING AND SCIENCE DISTINGUISHED TEACHER AWARDS	
Dr N Chetty School of Chemistry and Physics	Dr Chetty has been teaching Physics at UKZN for the past 10 years. He has taught modules from 1st year undergraduate to 4th year and Honours levels and was initially part of the team that setup the curriculum for the augmented physics programme. More recently Dr Chetty has taken up the position of Academic Leader for Teaching and Learning within the School of Chemistry and Physics and is helping shape the teaching and learning for the entire School.
Dr A Gubba School of Agricultural, Earth and Environmental Sciences	Dr Gubba has been teaching Plant Pathology at UKZN for the past 14 years. He has taught modules from 1st year undergraduate to 4th year and Honours levels. Among the modules he has taught are Plant Diversity and Ecology, Introductory Microbiology, Soil Microbiology, Introduction to Viruses, Introductory Plant Virology, Biotechnology for Plant Pathologists, and Advanced Topics in Virology.
Dr N Harinarain School of Engineering	Dr Harinarain has been teaching in the Property Development Programme at UKZN for the past nine years. She has taught both undergraduate and postgraduate modules and she is the first person to graduate with a PhD in Construction Management from this University. Dr Harinarain continually strives to improve the learning experience of her students through innovative teaching styles, by incorporating research and industry experience as well as allowing for an engaging interactive process. She wishes to provide a strong foundation for lifelong learning as she wants her students to apply their knowledge to their personal, academic, and professional pursuits.
Professor AO Olaniran School of Life Sciences	Since joining UKZN in 2006, Professor Olaniran has made an immense contribution to teaching and learning at the University. He has taught a range of Microbiology modules at both undergraduate and postgraduate level, including Environmental Microbial Biotechnology, Advanced Bacteriology, Introductory Microbiology, Mycology, Biotechnology and Specialized Microbial Molecular Techniques. He embraced teaching as an opportunity to inspire and empower students by involving them in a creative thinking process to become co-producers of knowledge.
Professor P Sibanda School of Mathematics, Statistics and Computer Science	Professor Sibanda is renowned throughout UKZN as one of CAES' most productive researchers. He has led the research output of the School of Mathematics, Statistics and Computer Science for many years (leaving everyone else far behind). What is less well known is his remarkable teaching record. In addition to his enormous research programme and administrative responsibilities over the years, he has always ensured that his teaching is given high priority (often taking on a much larger workload than other staff members).

College of Humanities

The Best Emerging Teacher



DR FEDERICO
SETTLER

This award recognizes newly appointed staff who have demonstrated excellence in teaching, but who may not have published in teaching. The award for 2015 went to Dr Federico Settler from the School of Religion, Philosophy and Classics. Dr Settler has taught modules at both undergraduate and PG levels. He has evaluated all his modules and has received positive evaluations from students and external examiners in all the courses. His excellence in teaching is recognised by students and peers. He has graduated OR PhD, two MA and two Honours students in three-and-a-half years he has been at UKZN. The development of reading seminars for postgraduate students is commendable. He has excelled beyond expectations.

The Best Teaching Team

This award recognizes team teaching (not individuals who happen to present a number of lectures as part of a module). Team teaching assumes that members of the team (which may include lecturers, tutors, and grad assistants) together conceptualize and plan the module; deliver the module in an integrated manner and are all involved in the assessment. The award went to Dr Miranda Young- Jahangeer from Drama and Performance in the School of Arts and Ms Bridget Horner from Architecture in the School of BEDS. They were both recognized for their interdisciplinary pedagogical experiment in rethinking the role of Architectural education for the South African context. Their joint teaching culminated in cultural action research entitled "Masihambisane" on 4 May 2015, and on 6 October 2015, Drama and Architecture students came together for an exhibition. The project has become the basis for research around teaching and learning. The 2015 exhibition received a teaching and learning quality enhancement grant from UTLO. The pedagogical experiment aims to teach both students and lecturers the benefits of learning that is experiential, critical and creative. It is also grounded in a social commitment to the broader community and a belief in the possibilities of social transformation through creative action.



DVC HUMANITIES PROFESSOR CHERYL POTGIETER (LEFT) WITH THE BEST TEACHING TEAM DR MIRANDA YOUNG JAHANGEER AND MRS BRIDGET HORNER

College of Law and Management Studies

The College Teaching and Learning Office made the first of four awards in 2014 to College academics for their contribution to the discourse of teaching and learning through presentations at public forums. The recipients were:



MR DOUG ENGLEBRECHT

MR DOUG ENGLEBRECHT
School of Accounting, Economics & Finance

Mr Englebrecht is a member of the discipline of management and entrepreneurship and teaches on the Howard College campus. Enjoying a long association with the University, he was persuaded to accept a junior appointment in 2009. Steadfastly resisting institutional inducement to convert him to academe, he has finally embraced the realm and has removed himself from private sector interests and activity. His interests lie in business sustainability, business establishment and the non-profit sector.



DR SHAUN RUGGUNAN

DR SHAUN RUGGUNAN
School of Management, IT and Governance

Dr Ruggunan is a senior lecturer in human resources management. He has published on maritime human resources and the sociology of professions. He has a scholarly interest in critical management studies and is involved in a number of CLMS initiatives in teaching and learning.



DR UPASANA SINGH

DR UPASANA SINGH
School of Management, IT and Governance

Dr Singh is a lecturer in the Discipline of Information Systems and Technology at UKZN, within the School of Management, IT and Governance at the Westville campus. Her research interests include educational technology, electronic assessment (e-assessment), and multiple choice questions (MCQs).



MS VANESSA TANG

MS VANESSA TANG
School of Accounting, Economics & Finance

Ms Tang is a lecturer in International Economics at both under and postgraduate levels in the School of Accounting, Economics & Finance. Apart from her teaching, she is also a researcher and consultant. As a researcher, her research interests include the economics of education, time series analysis, international trade, comparative regional integration, special economic zones and open-economy policy making in the global south. She is the principal UKZN investigator for NETRIS, the Network for Regional Integration Studies and has published on a wide range of topics falling within her research interests.

TEACHING AND LEARNING DAY: 3 OCTOBER 2015

The CLMS Teaching and Learning Office hosted the first-ever Teaching and Learning Day where 13 participants from the four Schools competed for four research prizes of R10,000 each by giving a demonstration of their teaching skills.

The winners were:



DR SHAMIM BODHANYA
Graduate School of Business and Leadership – *Introduction to Systems Thinking*

Shamim Bodhanya is a scholar-practitioner with an engineering degree, an MBA and a PhD. He draws on inter-disciplinary research to work with complex real-world problems. Specialisations include systems methodologies, system dynamics modelling, complexity theory, and interactive teaching and facilitation. Shamim is an academic at the Graduate School of Business and Leadership at UKZN, and is the Chairman of the board of directors of the Institute of Natural Resources (INR).



DR SHAMIM BODHANYA

PROF MANOJ MAHARAJ
School of Management, IT and Governance – *Technology adoption in HE*

Manoj Maharaj is a Professor in the School of Management, IT and Governance. An Applied Mathematician, Maharaj initially specialized in the Theory of General Relativity where he has published several research papers, culminating in research on gravitational radiation. Recently Maharaj has concentrated on his research in Information Systems, specializing in Information Security and other emerging information technologies, including web 2.0 and ICT for development (ICT4D).



PROF MANOJ MAHARAJ

MRS KERRY MCCULLOUGH
School of Accounting, Economics & Finance – *Active Teaching, Active Learning*

Kerry McCullough is currently working on her PhD, examining the Information Transmission on the South African equities market, as well as working on obtaining a Post-Graduate Diploma in Higher Education. Her research interests are: Price Discovery; Capital Market Behaviour; Commodity Markets; Applications of Finance for the Layperson (Cost-Benefit Analysis); Finance Education; Active Learning.



MRS KERRY MCCULLOUGH

MR MAROPENG NORMAN MPYA
School of Law – *The Humanist Teacher*

Maropeng Norman Mpya is a developmental lecturer in the School of Law. He is currently a PhD candidate at the University of KwaZulu-Natal, researching Multinational Corporations and Human Rights, which is my main research interest. In 2015 Maropeng was a finalist at the Law Teachers Conference where he competed with 73 first-time presenters, and obtained a certificate from the Institute for Global Law and Policy from Harvard Law School.



MR MAROPENG NORMAN MPYA

TEACHING AND LEARNING RESEARCH AWARD

The CLMS Teaching and Learning Office ran the first-ever competition for the best scholarly article on teaching and learning. Nine CLMS academics submitted articles and the winner was Professor Nicholas Wood for his paper 'Professional Accounting Associations' Influence on Higher Education Accounting Pedagogy'. The papers are currently being edited for the second volume on *Teaching and Learning in the College of Law and Management Studies*.



UTLO

Every Student Matters

LANGUAGE PLANNING AND DEVELOPMENT AS AN INSTITUTIONAL IMPERATIVE

According to Fanghanel, Pritchard, Potter and Wisker (2016), SoTL is concerned with practice development and enhancement. It also requires that for meaningful student engagement, language must be clear and meaningful to students. As part of the transformation of South African higher education, UKZN launched the introduction of isiZulu in all undergraduate degrees in 2013 as 60% of students are isiZulu mother tongue speakers (Kamwendo, Mhlongo and Mkhize, 2014).

South African Higher Education is increasingly waking up to the imperative of placing African languages at the centre of academic activity. While it is axiomatic that language is at the heart of our human existence, and that it records our achievements and spurs our innovation and development, African languages have hitherto remained outside the academy for far too long.

“ South African Higher Education is increasingly waking up to the imperative of placing African languages at the centre of academic activity. ”

The absence of African languages in education as languages of instruction (LoI) runs contrary to accepted research results that have concluded that education is most effectively conducted in a language familiar to the learner. Instruction through a home/ local language improves the quality and quantity of interaction between the learner and the teacher. Cognitive development and literacy is best fostered in a language familiar to the learner. Thus instruction in a home language eases the transition between home and school.

There is need for schooling in Africa, and South Africa in particular, to rid itself of the twin disadvantage of conceptual and linguistic incarceration. It remains a spirited battle to convince governments in Africa to adopt measures to free education from 'linguistic incarceration'. South Africa is fortunate in that there is a legislative framework that provides enough scope for the introduction, development and use of African languages in Higher Education. UKZN has thus taken language planning and development very seriously as a national imperative.

The right to receive education in one's own mother-tongue was enunciated in a UNESCO document (1953:6) on indigenous languages in education. Tragically, according to studies by numerous scholars, the main reason why many children in Africa drop-out from school and why there is such a high failure rate of African learners is because Africa is uniquely one of the few continents where children receive knowledge in foreign languages (cf. Finlayson & Madiba, 2002). The curriculum as it is, packaged and parcelled out in European languages, effectively incarcerates the African student both conceptually (cf. Nobles, 1986) and linguistically (cf. Mugane, 2006).

This section details some of the highlights of the language program at UKZN. These cover the introduction of the language policy and plan, the institutionalization of language planning and development through a clear commitment by the University Executive that has not yet been seen in the HE landscape, and the major language activities that the University Language Planning and Development Office (ULPDO) embarked on between 2014 and 2015.



“ The ULPDO surpassed its set target of 5 million, and by the end of December 2015 it had a corpus size of a staggering 10,080,530 million tokens. ”

NAME	DESIGNATION
Professor R Vithal (Chair)	DVC: Teaching and Learning
Dr L Khumalo	Director: Language Planning & Development
Dr R Dhunpath	Director: Teaching & Learning
Mr L Seshoka	Executive Director: Corporate Relations
Dr S Chalufu (Alternate)	Executive Director: Student Services
Mr B Poo	Support Services Sector
Professor G Kamwendo	Academic Expert
Professor A Modi	Agriculture, Engineering and Science
Dr A Matthews (Alternate)	Agriculture, Engineering and Science
Dr M Matthews	Health Sciences
Ms C Engelbrecht (Alternate)	Health Sciences
Dr G Mazibuko	Humanities
Dr S L Ntuli (Alternate)	Humanities
Dr A Bengesai	Law and Management Studies
Mr K Zondi (Alternate)	Law and Management Studies
Mr M Mbatha	Pan South African Languages Board (PanSALB) Representative
Mr K Mngadi	Language coordinator (ULPDO)
Mr S Mthethwa	CSRC Representative

Table 7. ULB Members 2014/2015

UKZN Language Policy and Planning

The University Language Board (ULB) was constituted in 2010 through a University Charter as a body that is responsible, *inter alia*, for monitoring and evaluating the implementation of the UKZN’s language policy and plan, which was first approved by Senate in 2006. Following the University’s College Re-Organization, the Higher Education Ministerial Committee visit in May 2013, and the enactment of the Use of Official Languages Act of 2012, the ULB initiated a process to revise the University’s language policy and plan. A task team was appointed in 2013 to spearhead the process. The mandate was to strengthen the provisions of the language policy, and to align these provisions in order to ensure the language policy’s responsiveness to both the needs of the entire University community, and most importantly, the country’s constitution and other legislative frameworks on language. Both the language policy and plan was successfully revised and passed by Senate in 2014.

The process to revise the language policy and plan was coordinated by ULPDO, which is a Unit in the University Teaching and Learning Portfolio (UTLP), whose mandate is to operationalize the University language policy through a clear and effective language programme. The ULPDO has since translated the University language policy and plan into isiZulu, and both documents are available online in both English and isiZulu.

The ULB is made up of representatives from all sectors of the University community. This is reflective of the collective responsibility for the successful implementation of the University’s language policy. The language plan explicates the responsibility of each unit across the University and the necessary timelines. Table 7 shows ULB members in 2014/2015.

The ULB meets quarterly. It is chaired by the Deputy Vice-Chancellor of Teaching & Learning, a member of the Executive, which in itself demonstrates that language matters at UKZN are given centrality. The board meetings are a strategic platform for members to monitor and oversee the implementation of the language policy and plan across all sectors of the University. The ULB reports annually to the University Senate. Senate reports are submitted in both English and isiZulu.

Institutionalising Language Planning and Development

While the ULB provides oversight and strategic leadership in the implementation of the University language policy and plan, the ULPDO operationalizes the activities of the ULB. The ULPDO has just completed its second year of operating fully following the appointment of key staff members. In its first year of inception ULPDO initiated various language programmes. The flagship programme, however, remains the twin process of isiZulu corpus building and isiZulu terminology development, which are germane in the intellectualization of isiZulu.

It was in its first year of inception that the ULPDO sought to anchor its operations on a clear vision, mission and objectives. In January 2014, the ULPDO held a strategic planning meeting in order to craft these, presented respectively below.

VISION:

To be the centre of excellence in the promotion, development and the identification of indigenous languages with specific reference to isiZulu.

MISSION:

Our mission is to embrace and foster functional bilingualism at the University of KwaZulu-Natal through the promotion of equitable use of the English language and isiZulu as provided for in the University Language Policy (2006 revised in 2014).

Multilingualism and Social Cohesion

One of the foremost aims of the University Language Policy (revised in 2014) is to “[...] preserve and promote respect for, and proficiency in, the languages referred to in the Constitution, and other languages, including the heritage languages, that facilitate potentially valuable cultural, scientific and economic ties [...]”. Multilingualism is thus the hallmark of the University Language Policy. This is vitally important for the University since its remit is to embrace and foster social cohesion within the University community. It is in this light that in 2014 ULPDO initiated as one of its running projects, the Bua le nna (Let’s Talk) programme. The program is implemented in conjunction with the office of the Director of Student Services through language champions and ULPDO staff. The program is aimed at teaching conversational Sesotho to non-Sesotho speaking students at UKZN student residences. The residences where the programme has been piloted and rolled out were carefully chosen, one for female and the other for male residents, respectively Ansell May Hall and John Bews. This programme seeks to introduce different indigenous languages to students in a relaxed, cheerful, but informative way.

OBJECTIVES:

- To promote the development of isiZulu to be a language of administration, teaching and learning, research and innovation while accentuating the role of English as a primary academic language.
- To promote, facilitate and oversee adherence to the statutory provisions in the development of technical terminology in isiZulu.
- To monitor and render quality translation, editing and interpreting services to the entire University community.
- To develop an isiZulu National Corpus (INC) and isiZulu Term Bank (iTb) as important reservoirs for the development of robust Human Language Technologies (HLT) and for posterity.

The establishment of the ULB through a University Charter, the approval of the University’s Language Policy and Plan (2006 revised 2014) through Senate, the creation and staffing of the ULPDO, the crafting of a clear language programme based on an approved vision and mission has completed the institutionalization of the language planning and development framework at UKZN. Under this framework it is noteworthy that ULPDO reports quarterly to the ULB, while ULB reports once annually to Senate. Thus this structure has been lauded for its clear and regular reporting lines.

Consequentially students embrace, appreciate, and respect cultural and linguistic diversity. Thus far the students in both residences, and the language champions are very excited to have been part of this programme.

On 23 April 2014 the ULPDO also launched another exciting programme, the South African Sign Language Advocacy Day at UKZN. The theme of the programme is “UKZN Connecting People with SA Sign Language”. This was done notably because the Use of Official Languages Act of 2012 officially recognizes SA sign language as a language equal in status to the 11 official languages of the country. The advocacy day brings awareness to the Deaf Community at UKZN and brings to the fore the issues that confronts the Deaf Community amongst us. The ULPDO is thus proud to have initiated the two programmes as part of its broad mandate to enhance the status and role of previously disadvantaged languages to be central languages in the life of the University.

Implementing the Language Policy and Plan

ISIZULU LANGUAGE MODULE

The year 2014 was a momentous year in which the African Languages discipline successfully rolled out the compulsory isiZulu module to new entrant undergraduates following a Senate decision in 2013 to compel all new undergraduate students to enrol for a credit bearing isiZulu module. A total of 1,089 first level students successfully completed the compulsory isiZulu language module in 2014.

The UKZN Medical School has a specialized isiZulu module for all their students designed to suit their professional needs. This watershed decision alone (the Senate decision of 15 May 2013) has seen an exponential interest in the study of isiZulu as an academic subject at UKZN as shown in Table 8.

MODULE CODE	MODULE	ENROLMENT
KISW101	Elementary Kiswahili Language A	9
ZULM101	Introduction to IsiZulu A	532
ZULM105 HC	Academic Writing	67
ZULM105 WC	Academic Writing	202
ZULM201	Advanced IsiZulu A	165
ZULM204	Translation and Interpreting 1	30
ZULM301	Sociolinguistics and Lang. Planning	26
ZULM304	IsiZulu Modern Prose & Drama	23
ZULN101H	Basic IsiZulu Language Studies A	396
ZULN101W	Basic IsiZulu Language Studies A	684
ZULU 711	Intro. To Lexicography	12
ZULU714	Translation and Interpreting	11
CMED1ZU	IsiZulu	72
TOTAL = 2229		

Table 8. Student intake for 2015

The 2015 compulsory isiZulu class (Basic IsiZulu) alone had 684 students. The 2015 intake stood at over 2 000 students. This is an exponential rise for a discipline that was threatened by a lack of students in the past five years. Quoting from the original UKZN Senate communiqué:

UKZN is proud that it is the first South African institution of higher learning to make bilingualism a compulsory requirement for undergraduates and thus contribute to providing the country's young professionals with vital communication skills.

Communiqué, 15/05/2013.

It is worth noting that ULB received reports from the College of Humanities that postgraduate research at MA and PhD levels is increasingly being done in isiZulu. Students are successfully submitting their proposals in isiZulu to the Higher Degrees Committee. UKZN has previously graduated PhD dissertations completed in isiZulu, some of which have been included in the isiZulu national corpus. Staff in the School of Education and the School of Arts have published academic articles written in isiZulu in DHET accredited journals in 2014. These are respectively Dr Nkosi who published in the *South African Journal of African Languages* (SAJAL), and Professor Hlongwa and Dr Sibiya who published in the Humanities journal *Alternations*.

TERMINOLOGY DEVELOPMENT

One process that is crucial in the intellectualization of a language is the development of discipline specific terminology. The paucity of such specialized terminology is often cited as the reason why African languages cannot be used as languages of teaching and learning (LOL). UKZN, through the ULB, has to date poured considerable resources (see Table 9) in the development of isiZulu terminology in Administration, Architecture, Anatomy, Computer Science, Environmental Science, Law, Physics, and Nursing as shown in Table 10. It must be highlighted that the process of developing terminology is a complex and arduous one, which has to be managed carefully and competently (see Figure 12). UKZN through the ULPDO works closely with PanSALB, DAC, eThekweni Municipality, the KZN Legislature, DUT, UniZulu and UMZUKAZWE (the isiZulu National Language Body) in this regard.

YEAR	SURNAME	SCHOOL/ DEPARTMENT	TITLE OF THE PROJECT	AMOUNT APPROVED
2013	Buthelezi	Humanities	Development of discipline specific terminology for professional psychologists	R 90 000.00
2013	Christiansen	Humanities	Games for isiZulu Teaching	R 70 000.00
2013	Frescura	Humanities	Illustrated dictionary of Southern African Architectural Terms	R 50 000.00
2013	Modi	AES	Various projects involving isiZulu tutorials. Introducing Supplemental instruction in isiZulu AES.	R 730 000.00
2013	Keet	AES	COMMUTERM	R 56 880.00
2013	Mathews	Health Sciences	Mini video productions	R 25 000.00
2014	Modi	AES	Translation of College of AES handbook into isiZulu	R 80 000.00
2014	Bengesai	LMS	Translation of College of LMS handbook into isiZulu	R 80 000.00
2015	Zondi	LMS	Bilingual tutorials and glossary of legal terms	R 200 000.00
2015	Mershen	HS	IsiZulu immersion program for clinical competence	R 230 000.00
Total				R 1 611 880.00

Table 9. Some of the ULB funded projects 2014/2015

Some of the funded projects have made more progress than others. Professor Buthelezi presented a paper with Dr Keet at ALTA conference in 2014. Professor Frescura's project successfully standardized architectural terms in 2014. A manuscript on an illustrated bilingual glossary of architecture terms is currently being finalized for publication by UKZN Press. Professor Modi has regularly reported on projects under his wing at ULB. Notably environmental science terms have been submitted to the ULPDO for consultation, verification and standardization; and the AES handbook has been translated. Dr Keet's project has been the most successful and the most visible. She also has a publication in *Alternations* (Vol. 21) 2014. For more information, see <http://www.meteck.org/files/commuterm/>.

Dr Mathews has also made noteworthy progress towards the development of Computer Assisted Language Learning (CALL) technologies for medical students, evidenced in her regular reports to ULB. Dr Bengesai has received the completed translation of the CLMS handbook from ULPDO. The School of Law (Mr Zondi) received further ULB funding in 2015, as well as Health Sciences through Professor Mershen Pillay in 2015.

One of the most important principles in terminology development is to observe statutory and mandatory processes. ULPDO has designed a unique terminology development process with five important stages that incorporate the statutory processes facilitated by the Pan South African languages Board (PanSALB). The five stages are terminology harvesting; terminology description and translation; terminology consultation; terminology verification;

and terminology authentication and standardization. These processes can be monitored through an electronic platform developed by ULB: the terminology development platform. The ULPDO has also developed an isiZulu term bank for the ease of access and dissemination of authenticated and standardized terminology. The five stages are illustrated in Figure 12.

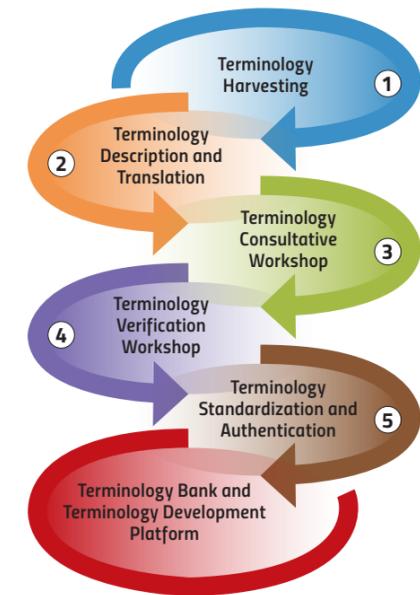


Figure 12. Terminology development processes

In the period under review ULPDO successfully hosted 14 terminology development workshops. To date, the office has standardized 3 480 terms. The approval of these terminologies has increased the number of authorized terminology for official usage both inside and outside UKZN. Table 10 shows a detailed outline of the terminology that has been developed to date in various specialized disciplines through the ULPDO.

CORPUS BUILDING

A corpus is variously described as a collection of naturally occurring texts of either written or spoken language, which is stored and accessed by means of computers, and is useful as a basis for developing spell checkers, thesaurus and other Human Language Technologies (HLTs). The building of an isiZulu National Corpus (INC) is an important precursor to the development of isiZulu as a scientific language. This is in consonant with the University's effort to fully intellectualize isiZulu so that it becomes a language of research, innovation, teaching and learning. To this end the ULPDO piloted the INC at its official opening on the 25 November 2014, at a modest size of 1.1 million running words.

In January 2015, at its strategic planning meeting, the ULPDO set a target of 5 million running words as the INC corpus size to be achieved by the end of the year. In the intervening period the office embarked on a process of visiting relevant leading institutions like Shutter and Shooter, *iLanga* and *Isolezwe* newspapers, and the UKZN Legislature, SABC's Ukhozi fm, among others, explaining how each institution could profit from the corpus building initiative as a result of collaboration with these institutions.

The ULPDO is planning to launch its first prototype corpus-based isiZulu spellchecker during the course of 2016. This would be the first HLT developed from the INC that would directly profit the institutions that produce large amounts of data in isiZulu such as publishing houses and newspaper stables.

NO.	DISCIPLINE	NUMBER OF TERMS DEVELOPED	NUMBER OF VERIFIED TERMS	NUMBER OF STANDARDIZED TERMS
1	Anatomy	673	834	834
2	Literature and Onomastic	271	0	0
3	Architecture	210	222	224
4	Computer Science	145	146	0
5	Corporate Relations	192	192	0
6	Law	748 + 492	256 + 492	256 + 498
7	Environmental Studies	513	513	513
8	Nursing	549	549	549
9	Research	493	493	0
10	Physics	606	606	606
11	Linguistics	516	516	0

Table 10. Terminology workshops 2014/2015

International Conferences and Symposia

One of the highlights of this reporting period was without doubt the successful hosting of the international conference of the African Association for Lexicography (AFRILEX) from 6-9 July 2015, and the first Biennial Language Research Symposium from 19-20 October 2015. AFRILEX brings together lexicographers, terminologists, dictionary users and publishers. The conference brought together local and international theoretical lexicographers and lexicologists to discuss *inter alia* modern advances in dictionary making, dictionary use, dictionary access, and terminology creation, storage and dissemination. In 2015 the 20th international conference edition was held at UKZN's Howard College campus' Unite Building. Renowned international expert in Lexicography, Dr Kathrin Kunkel-Razum from the German Institut für Deutsche Sprache (IDS) conducted a pre-conference workshop on Electronic Lexicography. The keynote speaker from overseas was Dr Michael Rundell, an expert corpus lexicographer and founder member of the European Association for Lexicography (EURALEX). He is also the current Editor-in-Chief of the Macmillan range of learner's dictionaries. Our local keynote speaker was Professor Mbulungeni Madiba from the University of Cape Town.

He was then chairperson of PanSALB, and is an expert in language planning and corpus linguistics. The conference delegates were from Southern Africa, North Africa, Europe and Asia. The first Language Research Symposium attracted a number of academics across the four Colleges at UKZN coming together to discuss progress in the implementation of the University language policy and plan. Professor Kwesi Kwaa Prah of the Centre for Studies of African Society (CASAS) delivered a keynote address on the intellectualization of African languages. Professor Phalandwa Mulaudzi of the Academy of African Languages and Science at UNISA delivered a keynote address on the second day of the Symposium. Both Afrilex and the Symposium were two important platforms that enabled academics to share advances and scientific strategies on language development and language intellectualization in higher education. The Director of the ULPDO was voted onto the Afrilex Board and appointed by Oxford University Press (UK) as the Language Champion for isiZulu in their Oxford Global Languages Program in 2015.





CONTINUING PROFESSIONAL DEVELOPMENT IN TEACHING AND LEARNING

“Our work as teachers should meet the highest scholarly standards of groundedness, of openness, of clarity and complexity. But, it is only when we step back and reflect systematically on the teaching we have done ... in a form that can be publicly reviewed and built upon by our peers, that we have moved from scholarly teaching to a scholarship of teaching.” (Shulman, 2004)

Implementing Continuing Professional Development in Teaching at an Institutional Level*

UNIVERSITY EDUCATION INDUCTION PROGRAMME (UEIP)

One of the more successful initiatives introduced for the continuing professional development of academic staff in the University, which has been implemented since 2012, is the University Education Induction Programme (UEIP). The UEIP is a continuing professional development programme designed to enhance academics as teachers and supervisors. It consists of four modules of 20 hours each on teaching and learning, assessment, curriculum design and evaluation, and research supervision. All new and existing academic staff are required to complete the UEIP (or equivalent) as stipulated in the Integrated Talent Management Procedures and Guidelines:

- “All academics currently at lecturer level and below have four years from the date of approval of these guidelines and procedures to complete UEIP”;
- “All new academics joining the University must complete UEIP during the period of their probation (2 years)” and
- “All existing academic staff at senior lecturer level and above may be exempted from UEIP on the basis of their teaching portfolio having been assessed at a minimum of Strength.”

University Education Induction Programme: 2014/2015

The UEIP aims to promote the professional development of UKZN academics as teachers. The programme is conducted by HETD staff and administered by UKZN Extended Learning (UEL). The four modules in the UEIP correspond with those in the PGDip(HE) programme and may be accredited for a qualification. The UEIP is funded through the DHET Teaching Development Grant. An external audit by DHET in November 2014 confirmed that the UEIP is supporting UKZN’s objective of building its academic staff capability.

“ The University’s Education Induction Programme aims to promote the professional development of UKZN academics as teachers. ”

* Portfolio having been assessed at a minimum of strength

UEIP MODULES TAKEN PER COLLEGE JULY 2012 TO OCT 2015

COLLEGE	ASSESSING AND LEARNING IN HE	DESIGNING AND EVALUATING IN HE	SUPERVISING RESEARCH IN HE	TEACHING AND LEARNING IN HE	TOTAL
AES	112	109	114	113	448
CHS	111	113	107	100	431
Hum	86	87	100	79	352
L&MS	118	115	129	117	479
UTLO	1	1	1	0	3
TOTAL	428	425	451	409	1 713

Table 11. UEIP Modules taken per College: Jul 2012- Oct 2015

UEIP MODULES TAKEN PER RANK LEVEL JULY 2012 TO OCT 2015

RANK LEVEL	ACADEMIC STAFFING 30 JUNE 2015	ASSESSING LEARNING IN HE	DESIGNING AND EVALUATING CURRICULA IN HE	SUPERVISING RESEARCH IN HE	TEACHING AND LEARNING IN HE	TOTAL
Dean/ Dean & Heads of School	22	2	1	1	1	5
Professor	103	1		3		4
Associate Professor	121	8	4	11	8	31
Senior Lecturer	185	27	24	28	29	108
Lecturer	624	358	366	378	338	1 440
Senior Tutor	39	23	23	19	25	90
Tutor	21	7	6	8	7	28
Manager		1	1	1	1	4
Administrative		1	1	1		3
TOTAL		428	426	450	409	1 713

Table 12. UEIP Modules taken per Rank Level: Jul 2012- Oct 2015

According to a report on the UEIP from HR which served at Senate (18 November 2015), as of 31 Oct 2015 an average of 428 academics/module had been taken. That is, 1 713 academics had taken at least one module (Table 11). As expected the largest proportion of those completing the UEIP modules are at lecturer level (Table 12). During this same period 201 academics were exempted (Table 13). By the end of December 2014, approximately 67 academics graduated from the UEIP programme by having completed all four modules.

GRADUATES PER COLLEGE 2012 - 2014		ACADEMICS EXEMPTED FROM UEIP: JUL 2012 TO OCT 2015
Agriculture, Engineering and Science	18	129
Health Sciences	21	35
Humanities	9	22
Law/Management Studies	19	15
TOTAL	67	201

Table 13. Academics graduated from the UEIP programme

MASTER'S IN HIGHER EDUCATION-MED (HE)

STUDENTS – 2014/15	TOPICS
Cele, Innocentia Nondumiso	Experiences of academic and social transition from Rural High School to first year University: A Case Study of the University of KwaZulu-Natal
Dludla, Zombuso Cynthia	Exploring Signature Pedagogies in Radiography Education at the Durban University of Technology
Hlengwa, Reggiswindis Thobile	Examining Curriculum Alignment: the Case of Child and Youth Care (CYC) Practice at Durban University of Technology
Fynn, Leigh Ann	"M'am, I don't think I can read" – A case study of a South African student's encounters, experiences and attitude towards reading for pleasure.
O'Hara Rosanne	Using isiZulu as a medium of instruction in Supplemental Instruction: Help or hindrance to isiZulu mother tongue students?
Kemm-Stols, Lyndall	An Exploration of a Community Engagement Project and How It has Fostered Personal and Social Development Skills in the Participants.
Mahomed, Fathima	"Please Sir Can I have Some More?": Exploring the Methods utilized by lecturers in providing Feedback to Students at Regent Business School
Mochaba, Limpho	Acquiring Academic Literacy through Writing: A Case Study of First Year Fashion Students' Writing Experiences in a University of Technology
Ngcobo, Musawakhe W.	Students' experiences of assessment feedback: perspectives from a higher education institution
Schofield, Ingrid	Job Satisfaction, Commitment and Alienation Amongst Teaching Staff at a KwaZulu-Natal Higher Educational Institution
Sedumedi, David	Institutional responsiveness to Community Engagement: A case study of a Higher Education Institution in KwaZulu-Natal
Sunderlall, Navin	Socio-Demographics and Post-Apartheid Medical Training at the Nelson R Mandela School of Medicine
Tyler, Nicola	Factors Associated with throughput of MSc Agric Students in the former School of Agricultural Sciences and Agribusiness
Yearwood, Verna	An Investigation into the Students' Perceptions of Using Case Studies to Enhance Learning at DUT
Winfield, Jacqueline Ann	Child and Youth Students' Perceptions of Reflective Writing Activities at the Durban University of Technology
Wishart, Michele-Ann	Using Tablet Technology as a Tool to Improve Preservice Foundation Phase Teachers' Personal Knowledge of Fractions

Table 14. Med (HE) – Research Topics

PGDIP, MASTERS AND PHD (HIGHER EDUCATION) GRADUATES: 2014 AND 2015

PGDIP	
Lelika Lazarus (2015)	
MASTER OF EDUCATION IN HIGHER EDUCATION	
Chinoda, Tatenda (2014)	Stakeholders' Perceptions on the Role of Student Affairs in University Education at Midlands State University
Kemm-Stols, Lyndall	An Exploration of a Community Engagement Project and How It has Fostered Personal and Social Development Skills in the Participant.
Ngcobo, Musawakhe W.	Students' experiences of assessment feedback: perspectives from a higher education institution
Sedumedi, David	Institutional responsiveness to Community Engagement: A case study of a Higher Education Institution in KwaZulu-Natal
Sunderlall, Navin	Socio-Demographics and Post-Apartheid Medical Training at the Nelson R Mandela School of Medicine
Tyler, Nicola	Factors Associated with throughput of MSc Agric Students in the former School of Agricultural Sciences and Agribusiness
PHD	
Munro, Nicholas (2014)	Exceptional Academic Achievement in South African Undergraduate higher education
Blewett, Craig	Student Design and Use of a Facebook Learning Space
Govender, Subbalakshmi	Students' Construction of Academic Success in Higher Education
Nkanyuza, Sylvia N.	Leadership, Managerial Practices and Politics in a Historically Black University: A Case Study of the Vice Chancellors at the Former University of Transkei (UNITRA) from 1976-2004
Nyawo, Sonene	'Sowungumuntu kenyalalo' – "You are now a real person": A feminist analysis of how women's identities and personhood are constructed by societal perceptions on fertility in the Swazi patriarchal family

Table 15. PGDip, Masters and PhD (Higher Education) Graduates 2014 and 2015

Professional Development of Early Career Academics

To give substance to the maxim 'Every student Matters', UTLO supports postgraduate students to develop skills in their disciplines while simultaneously orienting them to higher education and teaching and learning research. Since 2010, UTLO has recruited 10 interns who have held different portfolios under the internship banner. Some are inducted as research interns where they are exposed to project conception, design and execution; while others were entrusted with administrative

responsibilities, including the management of teaching and learning grants and assisting with financial management.

More recently the IT intern portfolio was launched to manage office websites, T&L-TV and video production. These portfolios have enabled a number of graduates to secure employment in and outside the academy.

UTLO INTERNSHIP PROGRAMME



In 2015, an IT intern Mr Ebrahim Adam was appointed to handle technology-related projects. Having successfully developed the UKZN Smart Clicker project as a home-grown initiative, with guidance from his mentor, Dr Rubby Dhunpath, Adam ventured into T&L-TV production, which generated hundreds of hours of thought-leading U-Tube videos, showcasing the conference keynote addresses and other teaching & learning materials.

Research is vital to UTLO's mission. Three research interns have been recruited since 2014: Ms Nolwazi Nzama who has a Psychology and Populations Studies background; Mr Siyabonga Ntombela with a Geography and Environmental Management as well as Development Studies background; and Ms Barbara Mutula, who has a Psychology and Educational background.

Ms Nzama and Mr Ntombela's task, among others, was to spearhead the Early Career Academics (ECA) project which explored the conduction and induction of Developmental Lecturers into the academy. Mr Ntombela noted that "Being an intern is an opportunity treasured by many graduates, but being an intern at the teaching and learning office of a prestigious university in the country is something most students dream of".

Ms Mutula whose portfolio involves coordinating the Come Write with Me (CWWM) workshops, and the Special Edition of the *Alternation* journal, regards the internship experience as one that "produces assertive, strong and highly skilled professionals who can be placed within and outside the academic arena".



Research on Early Career Academic Support

TOWARDS A SCHOLARSHIP OF TEACHING

This project, based on a survey of early-career academics (ECAs) at a South African university, part of a larger multi-country, multi-institutional study funded by the Carnegie Corporation of New York and headed by Professor Teferra at HETD, examined the induction experiences of a group of new recruits to gain insights into conceptions of their teaching capabilities and professional development experiences. The study found that, consistent with international trends, at least half of the population sampled were 2nd career academics with an average age

of 37. Notwithstanding their relative unfamiliarity with academic organisational culture, the respondents evinced high levels of confidence with their teaching capabilities. This confidence signals the prevalence of the apprenticeship of observation as the dominant model of professional development. The study cautions that programmes must serve to adequately socialise academics into the prevalent organisational culture while simultaneously disrupting rituals of academic performance through a scholarship of teaching.

CONDUCTION AND INDUCTION EXPERIENCES OF UKZN DEVELOPMENTAL LECTURERS

As a sequel to the ECA project, UTLO Interns explored the professional development trajectories of Developmental Lecturers (DLs) on their journeys to becoming early career academics (ECAs). Novice academics are expected to master the art of methodological enquiry (research) and knowledge dissemination (teaching). It has been established that development lecturers receive research support in the form of

supervision towards their PhD attainment, but what remained unclear was the form of support available to refine the teaching skills of DLs. Although DLs are considered new recruits at UKZN with a majority being Black Africans with an average age of 30.4, suggesting that they are possibly second career academics, they have a strong dependence on peer support and make a plea for additional support from senior academics.

THE TRANSFORMATIVE EDUCATION/AL STUDIES (TES) PROJECT

The Transformative Education/al Studies project (TES) was a three-year (2011-2013), NRF-funded project led by researchers from three universities: Durban University of Technology, UKZN, and Walter Sisulu University. The project participants were university educators who were pursuing Masters and Doctoral studies and their supervisors. These participants; all engaged in self-study of their educational practice in Higher Education; formed an inter-institutional, trans-disciplinary learning community. TES aimed to enhance and study the development of self-reflexive pedagogic, research and supervision capacity among these participants. The conceptual underpinning of TES was that of reflexive *Ubuntu*, which demands a consciousness

of our developing 'selves' as researchers and educators and of our interrelationships with other people.

Dr Kathleen Pithouse-Morgan of the School of Education made public the learnings from TES about supporting a postgraduate educational research learning community involving academic staff working and studying in three very different university contexts. She considered how collaborative, social and innovative approaches to the SoTL can enhance generativity in Higher Education research and pedagogy.

Short courses for continuing education

UKZN Extended Learning (UEL) aims to provide world-class continuing education, and to be a leading provider of short courses and career development initiatives in Africa by 2017. UEL is aligned with UKZN's vision to be the Premier University of African Scholarship. It is dedicated to being truly South African; excelling academically, and being innovative in research and engaging critically with society.

The priority of UEL is to contribute to the national agenda by supporting upskilling and personal development, through increased productivity and competitiveness, which in turn will promote job creation.

UEL has undertaken numerous activities in areas of research, communication, and advocacy within the framework of the International Network for Higher Education in Africa. These included the *International Journal of African Higher Education*, the *Chronicle of African Higher Education*, and the new *African Higher Education News*, which is featured in both English and French.

The courses offered by UEL focus on the core areas of teaching and learning, assessment, curriculum design and research supervision. They are endorsed by the Quality Promotion and Assurance (QPA) division at UKZN to ensure that they are of the highest standard. Quality assurance encompasses course design, accreditation, assessment and logistics. Delegate feedback about the value and learning experience is received after each course. Qualitative and quantitative evaluations are analysed and the findings are used to improve the quality of teaching, course content and material, as well as the support provided to delegates to optimise their overall experience. Average delegate evaluations for all courses have exceeded 80%.

An open course Certificate in Business Administration (CBA) was co-hosted with the School of Management, IT and Governance. It was repeated over two semesters and was attended by more than 80 delegates from diverse organisations. The course provides potential access to further formal undergraduate degree studies (BAdmin, BCom, BBusSci) at UKZN.

UEL's flagship Management Development Programme (MDP), in partnership with the Graduate School of Business and Leadership, has grown from strength to strength. The programme is designed to run over six months, on a modular basis, and includes a personal coaching element to assist delegates in improving identified competencies for use in their organisations.

“ The priority of UEL is to contribute to the national agenda by supporting upskilling and personal development, through increased productivity and competitiveness, which in turn will promote job creation. ”

In 2014, 86 courses were offered and attended by a total of 3 028 delegates, representing a 60% increase year on year (2013: 58 courses). More than 10 new courses were offered, and the operations team ensured that delegates received a positive learning experience through their commitment to efficient and effective course administration.

The unit expanded its activities significantly in 2015 and entered a number of new markets for its courses. This helps to build connections between entities in the business and public sectors and the significant capability of UKZN's research, teaching and thought leadership resources across its Colleges and Schools. UEL has confirmed an average of 40% growth year on year in the number of courses offered over 2012-2014, with more than 7 100 delegates having attended.

To date, UEL has partnered with all four UKZN Colleges and 15 of the 19 Schools in providing both open and customised short courses to over 9 000 delegates. Schools have a positive interest in collaborating with UEL to develop short courses of relevance to their chosen subject and research areas of interest, and to building mutually beneficial relationships with key stakeholders in selected markets. Due to the growth of its activities, UEL has expanded its operations, opening an office in Pietermaritzburg and developing a presence in Gauteng, in addition to its Durban head office.

Highlights of UEL included the design of a number of new course offerings, including: conflict management and dispute resolution, distribution voltage control programme (Eskom), forensic investigation, isiZulu language (basic), leadership and good governance (advanced) and pharmacy dispensing. The on-going design and offering of a portfolio of relevant and attractive courses is a key area of focus, with time to market being a major consideration for open short courses.

In 2014, 86 courses were offered by UEL and attended by a total of 3 028 delegates, representing a 60% increase year on year. In 2015, the unit expanded its activities significantly and entered a number of new markets for its courses.



Supporting Academic Writing and Publications Development

COME WRITE WITH ME

In pursuit of a transformatory SoTL agenda, UKZN provides a model of scholarly enhancement, involving a continuous loop of professional development opportunities which includes the awarding of teaching and learning research grants, fora to disseminate research findings, among others: an annual Teaching and Learning Conference which is preceded by pre-conference workshops and scaffolded support to enhance academic writing skills, especially for early career academics. In the course of providing writing support, the authors noted an overwhelming request for presenters to co-write papers with participants.

The result was an approach we call "Come Write with Me" (CWWM) which was launched in 2014. Funded by UKZN's Teaching and Learning Office, the programme is offered to all disciplines. In this model, developing authors work with a group of writing mentors over a period of six months in six day-long

workshops, receiving both expert and peer support. At the end of the final workshop, authors and their mentors submit co-authored articles to accredited journals. This model takes as its starting point that writing for publication rests on solid original ideas which are convincingly argued and eloquently articulated.

Writing, we believe, cannot be achieved in one sitting or even over five consecutive days, as is the common practice. Nor is it just about identifying syntax and grammatical errors. The model we offer closely resembles the principles of process writing: incubation of ideas, writing and rewriting, receiving critique and revising drafts, while simultaneously strengthening the quality of the argument in each article. It also provides opportunities to be mentored and to learn the art of writing through co-writing. Findings indicate that working with a mentor enables transferability of writing skills that are durable, sustainable and replicable.



The "Come Write with Me" (CWWM) Group.

This model takes as its starting point that writing for publication rests on solid original ideas which are convincingly argued and eloquently articulated.



PUBLISHED ARTICLES - 2014/2015

YEAR	AUTHOR	TITLE OF ARTICLE	JOURNAL	STATUS	MENTOR
2014	Adam, Ebrahim	An investigation of UKZN students' adoption and utilisation of personal cloud technologies	<i>South African Journal of Higher Education</i> Vol 29, No 6 (2015)	Published	Wassermann, Johan Blewett, Craig
2014	Arbee, Aradhna	The writing centre: A site for discursive dialogue in Management Studies	<i>South African Journal of Higher Education</i> Vol 29, No 5 (2016)	Published	Samuel, Michael
2014	Bulbulia, Zahra	Rethinking the usefulness of twitter in Higher Education	<i>International Journal of Education Science</i> 11(1), pp. 31-40 (2015)	Published	Johan, Wassermann
2014	Munro, Nicholas	African students who excel in South African higher education: Retro(pro) spectivity and co-regulation of learning	<i>Alternation Special Edition</i> No 17, pp. 168-189 (2015)	Published	Samuel Michael
2014	Nkosi, Promise Makhosazane	A history of the practice of ukuthwala in the Natal/KwaZulu-Natal region up to 1994	<i>New Contree</i> , No. 70, Special Edition (November 2014)	Published	Wassermann, Johan
2014	Ngene, Nnabuike Chibuoke	Ruptured subcapsular hematoma of the liver due to pre-eclampsia presenting as interstitial pregnancy and the role of intra-abdominal packing	<i>Nigerian Journal of Clinical Practice</i> (March-April 2015), Vol 18, issue 2, pp. 300-302	Published	Amin, Nyna
2014	Helga Lister	The taxi industry and transportation for people with disabilities: implications for universal access in a metropolitan municipality	<i>Transformation</i> Vol 90, 2015, pp. 28-48	Published	Dhunpath, Rubby
2014	Singh, Upasana Gitanjali	A story of a journey in implementing an e-assessment system at a South African university	<i>Africa Education Review</i>	Accepted	Wassermann, Johan

PUBLISHED ARTICLES - 2014/2015 (CONTINUED)

YEAR	AUTHOR	TITLE OF ARTICLE	JOURNAL	STATUS	MENTOR
2014	Majola, Brian	The development of disability-related employment policies in the South African public service	<i>Journal of Problems and Possibilities in Management</i> , Vol 14 Issue 1, 2016.	Published	Dhunpath, Rubby
2014	Horner, Bridget	Performing Problems on the Pavement: An Innovative Approach to Architectural Education in Post-apartheid South Africa	<i>Journal of Architectural Education</i>	Published	Dhunpath, Rubby
2015	Maharajh, Lokesh	A Gender Critique of the Eight Forms of Hindu Marriages	<i>Journal of Gender and Religion in Africa</i> Vol. 21, No 2, pp. 77-98 (December 2015)	Published	Amin, Nyna

COME WRITE WITH ME

A writing retreat facilitated by Professor Michael Samuels and Dr Ansurie Pillay was held to finalize the papers for the Journal, *Interprofessional Care*.

Curriculum Reform in Health Professional Education in South Africa (Editorial).

– S.Y. Essack

Are Graduate Competencies Professionally-Biased? – The Espoused and Enacted Curriculum

– V. Bangalee, R. Bevier van Donker and F. Oosthuizen

Communication in the Health Professions – A Multi-Disciplinary Myriad of Educational Practices

– M. Matthews and T. Naidu

Advocacy – the Missing Graduate Attribute

– B. Gaede and P. Pillay

Transformative Learning Towards Social Justice: the Educator's Perspective

– L. Campbell and M. Moshabela

Implementing the Alma Ata Declaration on Primary Healthcare: Challenges and Solutions

– B. Adeyemi, P. Flack and B. Gaede

Are We Socially Responsible, Socially Responsive or Socially Accountable?

– P. Flack, V. Moodley and N. Sunderlall

From Silos to Synergies – Ascertaining the Appetite for Interprofessional Education

– K. Uys and D. van der Reyden



Every Student Matters



ADVANCING AND SHARING RESEARCH IN TEACHING AND LEARNING

“An essential characteristic of SoTL is that information gathered through a systematic study should be publicly shared for critique and use; and that it should be available for peer review.” (Potter and Kustra, 2011).

In furthering its aim of advancing the University’s vision, mission and strategic plan with regards to promoting excellence in teaching and learning, UTLO promotes research, supported by the provision of research grants such as the Teaching and Learning Competitive Research Grant (TLCRG) and the Teaching and Learning Innovations and Quality Enhancement Grant (TLIQEG).

Advancing the Scholarship of Teaching and Learning Institutionally: Cycles of Continuous Support

A major initiative of the UTLO since its establishment in 2009 is the significant growth of a SoTL in its broadest meaning. Using a cyclical model of a “Continuous Loop of Institutional and Professional Support” (CLIP), the UTLO has been successful in advancing substantial interest and research in teaching and learning and related areas by inspiring in academics a consciousness of the value of an evidence-led approach to teaching and learning. The continuous loop of support provides grants for teaching and learning research, innovation and quality enhancement; ongoing capacity building through a variety of workshops for grant writing; workshops for peer-reviewing of grants and academic publications and workshop for academic writing – all conducted by acknowledged experts in these fields; and multiple platforms for the presentation and dissemination of SoTL through an annual national conference, seminars, colloquia and University-wide public lectures.



2015 Grant Writing Workshop.



“ The success of the growth and establishment of SoTL as a major area can be evaluated by the number of projects funded, their outputs and the extent of the involvement of academics across the University. ”

The success of the growth and establishment of SoTL as a major area can be evaluated by the number of projects funded, their outputs and the extent of the involvement of academics across the University. In the period from 2009 to 2014 approximately 138 projects related to teaching and learning research, innovation, quality enhancement and commissioned institutional studies were approved for funding to the value of R7.4m; involving 364 academics, and generating an estimated 264 publications, which can be attributed to the activities of the teaching and learning portfolio.

SOTL ACTIVITIES AND OUTPUTS	2009	2010	2011	2012	2013	2014	TOTAL
Teaching and Learning Project Grants Awarded	10	21	27	35	24	17	138
Teaching & Learning Seminars/ Workshops /Symposia	-	7	12	13	14	21	67
Annual Teaching & Learning Conferences Presentation/Keynotes	43	130	123	173	155	151	775
Annual Academic Monitoring and Support Colloquia Presentations/ Keynotes	-	-	-	-	29	28	57
Accredited Publications linked to T&L activities (excluding 23 articles in press in 2014)	16		30	50	54	59	55

Table 16. UKZN SoTL Activities and Outputs (2009-2014)

“ This multi-country and multi-institutional study, led by Professor Teferra (HETD), examines how early-career academics in African universities learn to teach; how they are inducted into the academic profession; and the extent of the requisite tools, support, and incentives that universities provide them in their preparation for teaching and learning. ”

In addition to proposals for T&L project grants from academics, the UTLO also commissions research to address institutional imperatives and knowledge gaps. The T&L Project grants are further augmented by international competitive funding generated by staff to undertake relevant studies. The Early Career Academics Project focusing on the induction practices and experiences of new academics hosted by the International Network for Higher Education in Africa (INHEA) funded by the Carnegie Corporation of New York, is one such endeavor. This multi-country and multi-institutional study, led by Professor Teferra (HETD), examines how early-career academics in African universities learn to teach; how they are inducted into the academic profession; and the extent of the requisite tools, support, and incentives that universities provide them in their preparation for teaching and learning. The success of the first phase in generating valuable insights prompted the launch of Phase 2 of the project which examines the induction experiences of UKZN's Developmental Lecturers. One innovative element of this project is that it is being conducted by the UTLO's Research Interns, who are themselves aspiring academics.

TEACHING & LEARNING TV

Launched in 2014, through a creative process of redeploying existing resources, UTLO launched T&L-TV. Produced and Directed by UTLO staff, to date more than 20 Teaching & Learning Videos have been created and uploaded to <https://www.youtube.com/utlotv>, providing a useful learning resource to the wider academic community. The videos include:

- Languages and Indigenous Knowledge
- Envisioning an Aesthetic Education in the Era of Globalization
- Repositioning Students as Central in Curriculum Reform: Context, Conviction, Incorporation
- The PhD and Beyond: Building a successful academic career
- The Academic Profession: Salaries, culture, academic freedom in a changing University
- The Precariat: Educational commodification and status frustration in higher education
- Embedding Aspects of African Cultures and History in Mathematics Curricula in Higher Education
- Conversation on Higher Education Curriculum Reform in South Africa
- Humanities, Democracy and the Politics of Knowledge in Higher Education
- What Knowledge is of Most Worth? The Question of Undergraduate Curriculum Reform
- Universities as Learning Organizations... Are We There Yet?
- The Principles of Data Analytics and Institutional Research
- Trends and challenges of doctoral production in South Africa
- Skeuomorphism, the biggest hurdle to e-learning?
- Undoing Cognitive Damage – A panel Discussion on Higher Education Curriculum
- The Social Justice Imperative & Curriculum Reformation OR Social Justice within Curriculum Reform
- The Value of Context-based Social Transformation in the Global Higher Education Landscape
- Towards promoting Deeper-level Teaching & Learning in Higher Education
- Recognizing Excellence in Teaching & Learning in 2013/14
- How-To video introducing the Smart Clicker System to Presenters and the Audience



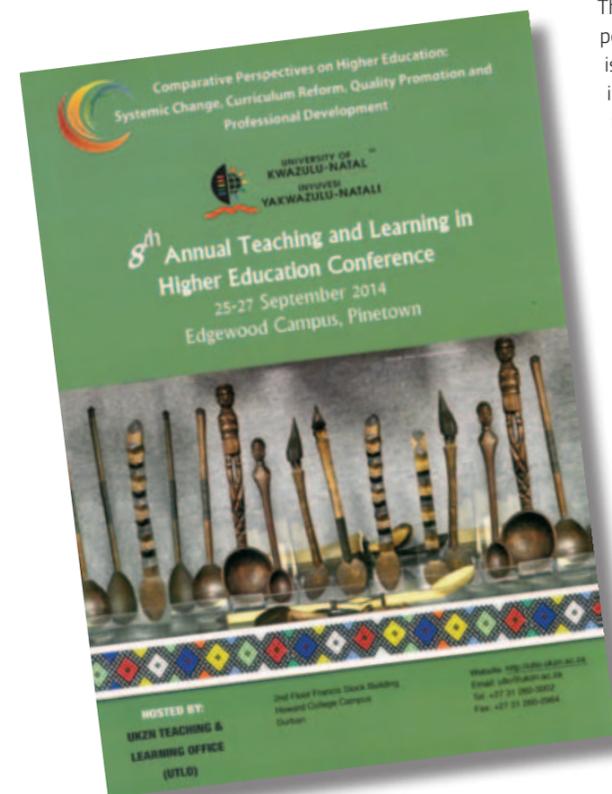
Higher Education Conferences

TEACHING AND LEARNING HIGHER EDUCATION CONFERENCE (TLHEC)

SoTL is developed and disseminated through multiple formats including the highly reputed Teaching and Learning Higher Education Conference hosted by the UTLO, which explores a variety of higher education themes of national and international interest each year. It has grown from an internal institutional event to an international conference attended by more than 300 delegates with approximately 150 presentations each year.

TEACHING & LEARNING HIGHER EDUCATION CONFERENCE (TLHEC 8–2014)

THEME: “Comparative perspectives on Higher Education Systemic Change, Curriculum Reform, Quality Promotion and Professional Development”.



The annual TLHEC brings together academics, researchers and policy makers with the aim of showcasing innovations; discussing issues and debating challenges relevant to teaching and learning in Higher Education. Organised and coordinated by the UTLO; this prominent event continues to engage differing strengths, sources and capacities from various sectors and stakeholders across South Africa and internationally.

In 2014, the 8th Annual teaching and learning conference was held at the Main Tutorial Building on the Edgewood campus (Pinetown) from 25-27 September. Twenty three international delegates, 51 South African delegates and 177 UKZN delegates attended the conference on the theme “Comparative perspectives on Higher Education Systemic Change, Curriculum Reform, Quality Promotion and Professional Development”.

In his welcome speech, Dr Rubby Dhunpath reminded delegates that critical thinking and a literate public have become dangerous to those who want to celebrate orthodoxy over dialogue, emotion over reason and ideological certainty over thoughtfulness. He added that the purpose of the 2014 conference was to bring together a tapestry of comparative perspectives on how institutions are responding to challenges in higher education, by deploying responsive and innovative pedagogies and exploring alternative paradigms in the SoTL.

KEYNOTE SPEAKERS



Professor Gayatri Spivak
Colombia University, USA

The first speaker Professor Gayatri Spivak, a professor at Colombia University, USA, delivered a riveting keynote address on “Humanities, Democracy and the Politics of Knowledge in Higher Education”. Professor Spivak’s address proved to be thought provoking giving insightful arguments and ideas that left delegates intellectually enriched.



Professor Reitumetse Obakeng Mabokela
Michigan State University, USA

Professor Reitumetse Mabokela from the Michigan State University, USA followed suit with an equally pulsating address on the role of universities, especially as institutions of higher learning undergo significant transformation in an era of globalization. Observing women in academic positions across many African universities, the presentation provided an understanding of challenges and opportunities that influence the upward mobility of women academics in professional contexts that are not always supportive.



Professor William Pinar
University of British Columbia, Canada

Professor William F Pinar from the University of British Columbia in Vancouver, Canada, delivered a thought provoking keynote address titled “What Knowledge is of Most Worth? The Question of Undergraduate Curriculum Reform.” Professor Pinar, spoke on undergraduate curriculum reform, including its relation to national history, culture, and globalization. He went on to share associated concepts from curriculum research and development in South Africa that can reconceptualise the question of undergraduate curriculum reform.

PLENARY DISCUSSIONS AND SPECIAL INTEREST GROUPS

The plenary discussions, facilitated by Professor Renuka Vithal, Professor Sozinho Matsinhe and Dr Langa Khumalo focused on indigenous knowledge and the intellectualisation of African languages for use in higher education and training. UKZN is a case in point and has taken the lead in institutionalizing the intellectualization of isiZulu as the best strategy in the advancement of indigenous African languages in Higher Education. The two-hour workshops conducted were transformative as they allowed delegates to engage and share best practices (See table below).



From left: Plenary Professor Sozinho Matsinhe and Dr Langa Khumalo.

	NO.	WORKSHOP NAME	PRESENTER/S
DAY 1	1	Envisioning and aesthetic education in an era of globalisation	Gayathri Spivak
	2	Repositioning students as central in curriculum reform: Context, conviction, incorporation	William Pinar
DAY 2	3	The PhD and beyond: Building a successful academic career	Reitumetse Mabokela
	4	Teaching with your mouth shut! Engaged pedagogy and performative teaching	Maheshvari Naidu

Table 17. TLHEC 8 (2014) workshops

The conference also provided the Early Career Academics (ECA) project teams with an opportunity and space to deliberate on their work during the special interest groups discussions. It was envisaged that the project will have both practical as well as academic outcomes serving diverse constituencies including academics, policy makers, development agencies, institutional leaders/managers and (educational) researchers.



COCKTAIL AND GALA DINNER

The highlights of the 2014 conference included the cocktail evening and gala dinner which celebrated the launch of the *International Journal of African Higher Education* and the *UKZN Teaching & Learning Report (2013)*. Delegates were entertained by live music by the George Marie Band and Mpume and the Band.

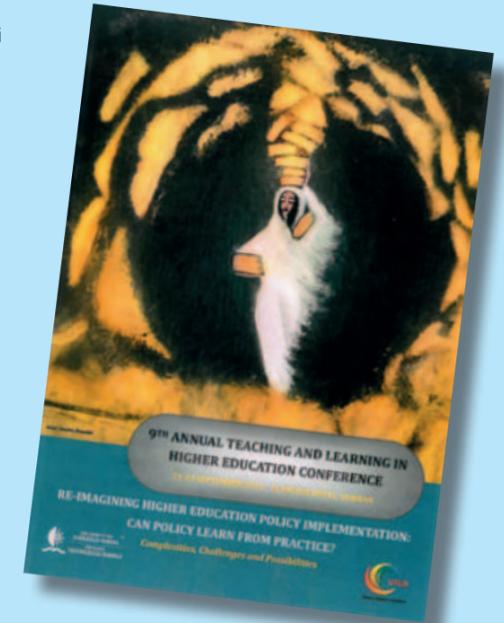
Delegates enjoying live music at the 2014 8th Annual Teaching and Learning in Higher Education Conference's cocktail dinner.

TEACHING & LEARNING HIGHER EDUCATION CONFERENCE (TLHEC 9–2015)

THEME: “Re-imagining Higher Education Policy Implementation: Can Policy Learn from Practice? Complexities, Challenges and Possibilities”.

The 9th Teaching and Learning Conference which was held at the Elangeni Hotel, Durban; from 21-23 September 2015, hosted a total of 281 local and international delegates, an increase in attendance in comparison to 2014. The conference’s theme was “Re-imagining Higher Education Policy Implementation: Can Policy Learn from Practice? Complexities, Challenges and Possibilities”.

In 2015, UTLO opted to adopt a novel way of conducting the peer-review process which involved convening a group meeting of reviewers on a single day. Reviewers were split into groups (5-8 senior and junior academics) according to the conference thematic tracks. A total of 206 abstract submissions were received and peer-reviewed by groups of volunteer academics. The review process promoted awareness of the value of multidisciplinary in higher education, creating opportunities for debate and discussion on a range of perspectives on research and representation. The conference consisted of 130 presentations which included keynote addresses, workshops, oral presentations, poster presentations, special interest groups and conference synopsis (see table below).



TYPE (PRESENTATION MODE OF DELIVERY)	NUMBER
Keynote presentations (incl opening address)	5
Workshops (excl pre-conference workshops)	5
Oral presentations	101
Poster presentations	16
Special interest groups	2
Conference synoptic-overview	1
Total number of presentations	130

Table 18. TLHEC 9 (2015) presentation mode of delivery

CONFERENCE PROCEEDINGS

Dr Langa Khumalo gave the official welcome; while Dr Rubby Dhunpath introduced the conference themes. He reminded delegates that the conference theme for 2015 aimed to influence the higher education policy agenda:

“We need to steer the teaching and learning discourse beyond conventional conceptions of policy, policy dialogue, and policy development, towards reimagining possibilities for policy implementation derived from delegates’ lived experiences of policy as practice”.



KEYNOTE SPEAKERS



Professor Adam Habib
Vice-Chancellor of the University of the Witwatersrand

The first keynote address by Professor Adam Habib, expressed how a differentiated higher education system would enable responsiveness to the diverse and multiple needs of an economy and a society. He argued for the necessity of universities' larger role in the teaching of undergraduate students and the production of professionals if South Africa's economy as to become more productive and competitive.



Professor Narend Baijnath
CEO Council on Higher Education

Another insightful keynote address by Professor Narend Baijnath pointed out challenges encountered through higher education development highlighting systemic issues. He added that advancement in higher education had to be linked to institutional strategy, infrastructure and a deliberate development trajectory (for staff and students).



Professor Herbert Chimhundu
Chinhoyi University of Technology

The final keynote address was given by Professor Herbert Chimhundu from Chinhoyi University of Technology. He shared his reflections on 35 years in teaching, research and language raising through lexicography, terminology and advocacy, and the limit to what specialists can achieve on their own. He added that institutions of higher learning have the capacity to develop human language technology not only to bring African languages into the information society, but also to link indigenous knowledge and living heritage with other forms of knowledge within mainstream academia.

Workshops centred on the following themes:

- Creating a culture to improve student performance: access to higher education.
- The adaptable mind: education and the dynamic question.
- Alternative forms of presenting at conferences: using visual and arts-based approaches.
- Writing grant proposals.
- Aligning health professional education with health system's needs.



Participants in a Special Interest Discussion (SIG).

“ The Special interest group sessions were invigorating with the first session focusing on reviewing technology trends, applications to education; creation and application of games in education; as well as policy development and objectives. ”

SPECIAL INTEREST GROUPS (SIGS)

The SIG sessions were invigorating with the first session focusing on reviewing technology trends, applications to education; creation and application of games in education; as well as policy development and objectives. In addition, the preliminary results of the Early Career Academics (ECA) study, commissioned by the Carnegie Corporation (NY), conducted by research teams in seven universities across Africa were presented. Two UTLO research interns presented their research findings on a follow-up qualitative study involving developmental lecturers at UKZN. The implications of the study were discussed as it related to the professional development of young academics at UKZN, in particular the role of mentorship as a support strategy.

CONFERENCE SYNOPSIS

Professor Michael Samuel
School of Education, UKZN

For the first time in 2015 the conference concluded with a synoptic-outline, provided by Professor Michael Samuel from the School of Education. Professor Samuel provided a framework of the recurring constructs emerging throughout the conference (see Figure on the following page) and more importantly concluded that delegates should “interrogate how we’ve fetishized concepts such as access, excellence, quality, innovation, transformation...”. He added that “responsibility is not the management’s, not the student’s, not the academics’ but all of us collectively redefining and re-imagining our possibilities”.



Conference Framework



Figure 13. Conference framework of recurring constructs

Highlights of the 2015 conference included dedicated sessions for networking during the cocktail evening and gala dinner where delegates had opportunities to develop research networks and institutional linkages. Entertainment was provided by stand-up comedian Masood Boomgaard and music by Selvan Pillay (Tin-tin).

TEACHING AND LEARNING CONFERENCE TRIBUTE (2015)

You promised complexities, challenges, and possibilities
 You delivered keynote speakers, workshops, paper presentations, posters, discussions
 But also good food, good spaces, good chats, and meeting old friends
 You promised, you delivered
 And so we confronted how we could reject our colonial consciousness,
 discard our old expectations and old rules, disrupt the status quo
 Reject, discard, disrupt, and then embrace grit, creativity, passion, freedom, agency, self-determination
 Embrace uncertainty; embrace caring within our classes and institutions despite an uncaring world;
 embrace intellectual courage so that those who are marginalised do not stay on the margins
 And so I ask: Who am I? What do I want? What am I taking for granted?
 How do I respond to the challenges of the time, the challenges of the place?
 I get my answers from more questions: Who are our learners?
 What do they bring with them? How do I honour their diverse voices while using
 a responsive curriculum, a responsive pedagogy, a pedagogy of responsiveness?
 Crossing boundaries, traversing disciplines, going across institutions to gain knowledge,
 to generate knowledge
 Knowledge for the job market, knowledge for citizenry, knowledge for its own sake
 Using creativity to harness knowledge and produce knowledge, using creativity to research,
 using creativity to teach and learn
 And slowly now, let go of your power, temper that judgmental eye,
 empower learners to recognise their responsibility, their autonomy, their agency –
 learners as teachers, teachers as learners and it goes on
 And so I learn: I cannot create change but I can create conditions for change –
 change with all its complexities, challenges and possibilities.

Dr Ansurie Pillay



Seminars and Workshops

The Teaching & Learning Seminar Series, serves as an important driver to embed SoTL discourse institutionally, by sharing research findings and best practices nationally and internationally. Participation in these seminars for a increased significantly from an average of 32 per session in 2013 to 57 per session in 2014/15. This was achieved by targeting enduring themes of concern for academics; changing presentation/ engagement formats; and targeting renowned specialists and experts in the identified discipline.

In addition, teaching and learning research projects initiated in 2010 and earlier are now maturing and the Conference, Seminar and Colloquia series are increasingly used as a forum to showcase findings. In 2014/15, the UTLO hosted 20 University-wide Seminars and 19 Colloquia and Workshops on a variety of themes related to teaching and learning, research innovation and institutional studies.

2014 SEMINARS

THEME /FOCUS /TOPIC	EVENT TYPE	SPEAKERS/S	VENUE
Using real-Time/Live Data to Enhance Teaching and Learning in Higher Education	Seminar	Michael J Savage	Council Chambers Pmb
Valuing Teaching: The gendering of academic promotions (paper presentation including a discussion on how to apply for promotion at UKZN (QPA))	Workshop	Renuka Vithal, Reshma Subbaye & Urmila Bob; QPA	Howard Unite
Pre Conference workshop #1: Writing the abstract	Workshop		
Critical Pedagogy in Practice: The Case of Human Resources Management Education	Seminar	Shaun Ruggunan	Howard Unite
Academic Leaders Workshop	Workshop		Howard Unite
Exceptional Academic Achievement in South African Higher Education: An emerging socio-political object?	Seminar	Nick Munro	
Council On Higher Education: Quality Enhancement Project on Undergraduate Education Provision	Information Sharing Session	Renuka Vitha	Council Chambers Pmb
Council On Higher Education: Quality Enhancement Project on Undergraduate Education Provision	Information Sharing Session	Renuka Vitha	Howard Unite
Council On Higher Education: Quality Enhancement Project on Undergraduate Education Provision	Seminar	Renuka Vitha	Senate Chamber, Westville
Writing a Research Grant Proposal	Workshop	Julia Preece & Vaughn John	Howard Unite
Writing a Research Grant Proposal	Workshop	Julia Preece & Vaughn John	Pmb
Do Mathematical Models have the potential to solve problems in education?	Seminar	Simon Mkwembi	Edgewood LT6
Pre Conference workshop #2: Making a good presentation	Workshop		
Development in Higher Education: Organisation, leadership and Management – Implications for research and practice	Seminar	Turo Virtanen	Edgewood LT6

2014 SEMINARS (continued)

THEME /FOCUS /TOPIC	EVENT TYPE	SPEAKERS/S	VENUE
Pre Conference workshop #3: Writing the paper	Workshop		
8th Annual T&L in Higher Education Conference	Conference		Edgewood
Peer Review Workshop	Workshop		Howard
Conquering the Comrades Marathon of the Mind	Seminar	Craig Blewett	Edgewood
AMS Colloquium			
Data Analytics Workshop			
Academic Leaders Workshop	Workshop		Howard
HEMIS and Training Provisions Workshop	Workshop		Howard

2015 SEMINARS

TOPIC	CATEGORY	PRESENTER	VENUE
Grant writing workshop #1	Workshop	Julia Preece	Pmb
Developing an abstract	TLHEC9: workshop		
SASSI Workshop	Workshop	Francois Strydom, Lana Swart & Michael Henn	Howard
Higher Education as an Instrument of Equity and Equality: The Finnish Experience	Seminar	Harri Melin	Howard
Grant writing workshop	Workshop	Julia Preece	Westville
Grant writing workshop	Workshop	Julia Preece	Pmb
Grant writing workshop	Workshop	Julia Preece	Westville
Grant writing workshop	Workshop	Julia Preece	Howard
Grant writing workshop	Workshop	Julia Preece	Pmb
Early career academics – new scholarship	Seminar	Kathleen Pithouse-Morgan	
Designing and presenting a poster	TLHEC9: workshop	HETD	
Skeuomorphism – The biggest hurdle to e-learning?	Seminar	Craig Blewett	Howard
Supplemental Instruction Supervisor Training + Leader Training	Traning	Vino Paideya (Leader)	Howard
Writing the paper	TLHEC9: workshop	HETD	
The Trends and Challenges to Doctoral Production in South Africa	Seminar	Johann Mouton	Westville
Data analytics in HE – #2	Workshop	Vic Borden	Howard
Peer review workshop	Workshop	Sarojini Nadar	Howard
Making a poster-presentation	TLHEC9: workshop	HETD	

College Seminars, Symposia and Workshops

COLLEGE OF HUMANITIES

Interventions targeting students deemed to be 'at-risk' because of factors impacting on their ability to succeed academically were debated. The workshop, hosted by the College of Humanities Teaching and Learning Unit and the School of Education was led by visiting Associate Dean at Drake University in the United States, Dr Catherine Gillespie. Dr Gillespie addressed the academic welfare of students especially those who struggle and are considered to be 'at-risk'.

COLLEGE OF HEALTH SCIENCES

Capacity Development of Health Professional Academics and Clinical Educators in 2015:

- Mentored Teaching Portfolio Development
- Induction/Orientation to Teaching and Learning in the Health Sciences
- Curriculum Mapping using the Learning Opportunities, Objectives and Outcomes Platform (LOOP)
- Calgary/Cambridge Communication Train-the-Trainer (graduate competency)
- A needs assessment was undertaken to assess the teaching and learning requirements of clinical educators. An online course has been developed by Dr J van Wyk and will be piloted in 2016.
- Primary Healthcare (towards development of curricula in the context of Community-Based Training in the Primary Healthcare Model)
- Postgraduate Supervision
- Developing Cases for Case-Based Curricula
- Developing Problem-Based Learning Curricula

Colloquia

ACADEMIC MONITORING AND SUPPORT (AMS) COLLOQUIUM – 2014

The 2nd Academic Monitoring and Support Colloquium, which was hosted by the UTLO and the College of Law and Management Studies, was held on 26 November 2014. A total of 122 delegates attended, a 40% increase from the inaugural colloquium. The colloquium focused on reconceptualising and institutionalising AMS at UKZN. The agenda consisted of a key note address, three plenary sessions and three parallel sessions, with 18 presentations in total.

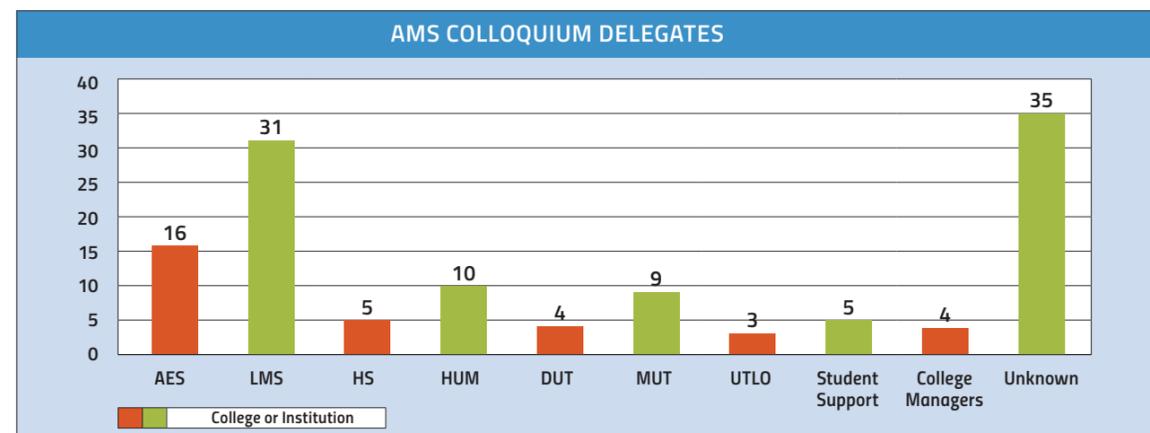


Figure 14. AMS Colloquium delegates

COLLOQUIUM KEYNOTE ADDRESS

The keynote address was delivered by Dr Shaun Ruggunan, a senior lecturer in the School of Management, IT and Governance. Dr Ruggunan reflected on his journey as a lecturer in the discipline of Human Resources Management. He noted that it was necessary for academics to question their roles as 'experts' in order to encourage creativity.

PLENARY SESSION 1

In the first plenary session, a final year B.Ed student Mr Sabelo Mavundla, chronicled his experiences and challenges with university transition. He advocated for the need for programmes which integrate the academic, social and economic aspects of student life. A panel consisting of AMS practitioners, student counsellors and Disability Unit support staff addressed questions on the required implementation of student support and progression monitoring mechanisms. Emergent from the discussion was the need for the University to:

- Provide social skills empowerment
- Create appropriate learning environments
- Listen to students
- Engage all stakeholders; and develop tangible ways of assisting students



Academic Monitoring and Support under the spotlight at the 2014 AMS.

PLENARY SESSION 2

A further plenary session focused on critical reflections on tutorial provisioning. Panel discussions highlighted the function; strengths and challenges of tutorials in undergraduate programmes. The benefits were the application of knowledge and the challenges included tutorial set up, tutor selection, and the lack of tutor training.

PAPER PRESENTATIONS

The 19 paper presentations across disciplines centred on tutorials, assessment and performance; psycho-social and environmental factors; and linguistic and literary factors as well as AMS praxis.

GROUP DISCUSSIONS

Group sessions, which were chaired by College Deans of Teaching and Learning, were entitled "Institutionalizing academic monitoring and support." The discussions sought to answer questions on the practice of AMS in each College; the extent of the success of these practices; and the institutionalization of AMS in the Colleges.

KEY RESOLUTIONS

- There is a lack of coherence in the various AMS activities, even within the same College.
- There is a need for clarity in role definition and responsibilities of AMS practitioners.
- Tutorials should be made compulsory and these should be funded from the mainstream budget.
- There is a need for stability; AMS should not be marginal to mainstream teaching, and all stakeholders need to be involved.
- Student profiling at the beginning of the year functions better than the robot system. This should be cascaded into other Colleges.
- The UTLO would be offering a data analytics course in 2015 where 20 academics and support staff would be trained. These academics will look into the top 10 gateway courses in the University, exploring the factors contributing to success or failure in these courses.

ACADEMIC MONITORING AND SUPPORT (AMS) COLLOQUIUM – 2015

The third annual university AMS Research Colloquium was held on 27 November 2015 with the College of Agriculture, Engineering and Science as its host. The conference – themed “Coherence of student support within UKZN” – was underpinned by a critical reflection on AMS praxis. One hundred and nine delegates comprising of AMS practitioners, academic staff members and student support services were in attendance.

FIRST KEYNOTE ADDRESS

Dr Andre van Zyl of the University of Johannesburg’s Academic Development Centre presented on the “First Year Experience Approach to addressing the Articulation Gap”. Based on the success of the implementation of the First Year Experience Programme (FYE), he recommended placement testing, student tracking, senior student involvement, co-curricular activities, extended orientation, staff involvement with the first year experience and the support of needy students through university initiatives.

A conversation: Student Experience in transitioning into university

A group of four students shared their experiences with transitioning into university. The speakers related their challenges of transitioning from a rural area to an urban university. These challenges included academic and financial difficulties, adaptation to university life, computer illiteracy, unsympathetic lecturers and unhelpful tutorials. Their experiences revealed that students were not utilizing the services offered by Academic Development Officers (ADOs) and Academic Development Coordinators (ADCs) and highlighted the need for student directed intervention programmes.

SECOND KEYNOTE ADDRESS

Dr Anesh Maharaj, a senior lecturer in the School of Mathematics, Statistics and Computer Science (SMSCS) and the recipient of UKZN’s 2014 Distinguished Teacher Award, presented on the vital importance of teacher reflection and experimentation with teaching styles in order to meet student needs. He discussed the use of Moodle to promote the teaching and learning of mathematics.

Dr A van Zyl (right) and student panelists.

SESSION TWO: Paper presentations

Twelve papers were presented in three parallel sessions with four papers presented in each strand. The thematic strands were:

- Monitoring Linguistic Factors and Support Programmes
- Improving Academic Performance, and
- Research and Psychosocial Support

SESSION THREE: Sharing of college exemplary practices

The Director of Teaching and Learning at UKZN and chair of the session, Dr Rubby Dhunpath, pointed out that there were pockets of excellence in different enclaves, departments, divisions, schools and Colleges at the institution as demonstrated by:

- Wellness and Academic Transformation (SWAT) programme: A year-long innovative proactive approach by CHS to enhance student success. The successes of SWAT included the profiling of 92% first year students, structured support from entry to exit, increased uptake of services, increased collaboration with all stakeholders, and the extension of strategies to living spaces of students which contributed to the culture of ongoing out of class learning and support. However, inconsistencies in intervention strategies were still a concern.

Dr Rubby Dhunpath (right) and participants in Session Three.

- Supplemental Instruction (SI) in student academic support within the CAES: A voluntary peer mentoring programme for all students which focuses on collaborative learning. Students are required to be active participants who take responsibility for their own learning.
- College of Humanities’ Integrated Student Support Project: Informed by Professor Diane Grayson’s proposal of a model to support student success, framed within the context of the Quality Enhancement Project (QEP).

The intervention allows for strategic interventions at ‘developmental stages’ in the student’s academic life in order to meet student needs at particular stages in their academic career as well as in relation to expected outcomes.
- The Teaching and Learning Unit in CLMS: The role of the Teaching and Learning Unit is to conduct teaching related research amongst staff and students in the College. The unit fosters an integrated approach between student services, academic departments and academic support services through the provision of services to ‘at-risk’ students in the mainstream and access programmes.

SESSION THREE: Plenary panel discussion: enhancing the efficacy of academic monitoring and support within the College of Agriculture, Engineering and Science

The plenary discussion included presentations on:

- Mastering the Masters Programme by Professor Theresa Coetzer which aimed to deal with non-technical tools, skills and practices required by postgraduate students that enhance supervisors’ work leading to increased throughput and decreased time to completion for Masters and PhD students.

- A study of Risk Factors for Student Attrition by Neeshi Singh-Pillay, Shelley Barnsley, Rossella Meusel and Mike Murray which sought to identify factors which result in students being academically at risk.
- The University ICS Division’s work with new students on their computer skills during orientation week and beyond.

SESSION FOUR: Colloquium closure

Critical reflections on the day’s programme:

- **Challenges:** The student panel’s focus on their unique challenges provide a clue that there might be an important dimension that is either missing or needs to be more developed in the endeavours of UKZN to address these challenges, and this dimension is that of CONTEXT.
- **Context:** All the papers and panel discussions focused on UKZN and the more general South African context, and yet the context seems to provide only the backdrop, rather than a space for meaningful engagement. An asset based approach rather than a liability based approach to academic monitoring and support (AT RISK and ROBOT SYSTEM) needs consideration.
- **In-sourcing of support:** Dr van Zyl noted the importance of institutions not taking a panel-beating approach to support students which involves out-sourcing at-risk students to support professionals to fix the problem. Dr van Zyl offered a more lasting solution of building within the structures of the institution through the first year experience programme. What may be further needed is a more ‘developmental perspective’ to AMS as advocated by Pratt for teachers to explore learners’ current conceptions of content and then challenge those conceptions to help learners move to more sophisticated levels of thinking and reasoning.



Scholarship of Teaching and Learning Outputs

Research and Publications: Teaching and Learning Portfolio – 2014 & 2015

DR RUBBY DHUNPATH

- 2015** With Rawatlal, R. **Transcending the Econometric Discourse in Curriculum Design: Multi-trajectory Progression Planning.** *Alternation*, Special Edition 16 (2015) pp.94-114.
- 2015** With Dhunpath, S. **Student Support for Open and Distance learning.** In Leteska, M (2015) *Open and Distance learning in South Africa*, Nova Publishers, New York.
- 2015** With Amin, N and Msibi, T. **Comparative Perspectives on Higher Education Systemic Change, Curriculum Reform, Quality Promotion and Professional Development.** *Alternation* Special 8th Teaching & Learning Conference Issue.
- 2014** With Rawatlal, R. **'Stretching' the Undergraduate Curriculum: A Compensatory Response to Curriculum Modelling?** *Alternation*, Special Edition 12 (2014) pp.171-179.
- 2014** With Joseph, M. **Multilingualism: Can Policy Learn from Practice?** *Nordic Journal of African Studies*, 23(1): 1-15 (2014).
- 2014** With Amin, N. **Re-envisioning Research on Teachers' Work in the South.** *Norag News* 50, June 2013, United Kingdom.
- 2014** With Amin, N. and Msibi, T. **Re-Envisioning African Higher Education: Alternative Paradigms, Emerging Trends and New Directions.** *Alternation* Special 7th Teaching & Learning Conference Issue.

DR SARASVATHIE REDDY

- 2015** With Nadar, S. **God's Justice is Social Justice: Exploring African Feminist Theologies in a Master's Programme at Two South African Higher Education Institutions.** *Ecumenical Review*, December 2015.
- 2015** With Nyawo, S. **'A Missing Piece in the Puzzle': Selected Swazi Women's Expressions on their Fertility and Personhood.** *Journal of Gender and Religion in Africa*, July 2015.
- 2014** **Connecting 'knowing that' to 'knowing how': Knowledge Construction of Clinical Skills in a Problem-Based Learning Medical Curriculum.** *Alternation* Special Issue: "Education at the Crossroads", 98-118.
- 2014** With McKenna, S. **Guinea Pigs of a Problem-Based Learning Medical Curriculum.** *Innovations in Education and Teaching International* DOI: 10.1080/14703297.2014.959542
- 2014** With Nadar, S.; van der Walt, C.; Siwila, L. and Gerle, E. **'Flourishing Guinea Pigs': Exploring Intersectionality and Interdisciplinarity in a Master's Programme on Gender, Religion and Health at two South African Universities.** *Journal of Gender and Religion in Africa*.

DR LANGA KHUMALO

- 2015** **Semi-automatic Term Extraction for an isiZulu Linguistics Terms Dictionary Using a Corpus Linguistic Method.** *Lexikos* 25: 495-506.
- 2015** **Advances in Developing Corpora in African Languages.** *Kuwala ACALAN Journal* 1(2): 21-29.
- 2015** **Ukuqakatheka kokuthukisa izilimi zomdabuko: Isibonelo ngesiZulu eNyuvesi yakwaZulu-Natali**, 13 - 22. In Ngubane S., Khumalo, L., Malambe G., Furvin, J. **Ukubumbanisa kwezilimi zesiNguni: Imicabango engenziwa kanye namathuba akhona.** *Monograph Series* No. 263. CASAS: Cape Town.
- 2014** **On the Reciprocal in Ndebele.** *Nordic Journal of African Studies* (NJAS) 23(3): 140-161.
- 2014** **On Subject Agreement in isiNdebele.** *South African Journal of African Languages (SAJAL)*34(2): 137-143.
- 2014** **Generative Grammar and Cognitive Grammar: A case of the passive construction in Ndebele**, 37-55. In L. Khumalo (Ed.), 2014. *African Languages and Linguistics Theory*. Cape Town: CASAS.
- 2014** With Keet, C. M. **Toward Verbalizing Ontologies in isiZulu.** In Davies, B. Kaljurand, K. and Kuhn, D. (Eds.) (2014) *Controlled Natural Language*. Proceedings. 78-89, Springer.
- 2014** With Keet, C. M. **Basics for a Grammar Engine to Verbalize Logical Theories in isiZulu.** In Bikakis, A.; Fodor, P. and Roman, D. (Eds.). (2014) *Rules on the Web: From Theory to Applications*. Proceedings. 216-225. Springer.
- 2014** (Ed). **African Languages and Linguistics Theory.** Cape Town: CASAS. i-iii, 1-297.

DR RUTH SEARLE

- 2014** With Aldous, C. and Clarke, D.L. **Designing an Educational Program to Teach Error Awareness to Junior Doctors Caring for Acute Trauma Patients.** *African Journal of Health Professions Education* 6 (2) 161.

DR LESTER BRIAN SHAWA

- 2015** **Graduate output in South African Higher Education: The dilemma of policy intervention.** Pre-conference proceedings of the 9th Annual Teaching and Learning in Higher Education Conference: Re-imagining higher education policy implementation: Can policy learn from practice? Complexities, challenges and possibilities (pp 187-198).

- 2015** With Ngcobo, M. **Students' Experiences of Assessment Feedback: Perspectives from a Higher Education Institution in South Africa.** *International Journal of Educational Sciences*, 9(2): 143-149.
- 2015** **Toward Deliberative Experiences in Malawian Universities.** *Kampala International University Journal of Humanities & Social Sciences*, 4(2): 97-105.
- 2015** With Ssempebwa, J.; Neema-Abooki, P. and Masaazi, J. (Eds). **Challenges of University Governance in Malawi. Contemporary Issues in Higher Education Management.** A book in honour of Makerere University's 90 years of excellence (pp. 105-112) Makerere: East African School of Higher Education Studies and Development.
- 2014** With Osman, R. **Enhancing the Learning Environment in Malawian Universities: The Challenge of Neopatrimonialism.** *Southern Africa Review of Education*, 20(1): 58-69.
- 2014** **Towards a Model of a Critical Pedagogy in Malawian Universities.** *Makerere Journal of Higher Education*, 6(1): 3-14.

PROFESSOR DAMTEW TEFERRA

- 2015** **African Flagship Universities: Their Neglected Contributions.** *Higher Education*, July 2016, Volume 72, Issue 1, pp 79-99.
- 2015** With Ngcamu, B. S. **How Well Do University Staff Understand Transformation? A Case of a Merged South African University.** *International Journal of Educational Sciences* 8(2) 305-312.
- 2015** With Ngcamu, B. S. **Leadership and Transformation in a South African University.** *Problems and Perspectives in Management*. 13(1). 208-216.
- 2015** With Ngcamu, B. S. **Leadership Features Influencing Transformation in the Post-Merger and Post Incorporation Era: A Case of the Durban University of Technology.** *Journal of Governance and Regulation* 4(1). 408-415.

- 2014** **Charting African Higher Education: Perspectives at a Glance.** *International Journal of African Higher Education* 1(1) 9-21.
- 2014** **Editorial.** *International Journal of African Higher Education* 1(1) 1-8.
- 2014** **The African Higher Education Landscape: Setting the Scene.** *Tuning and Harmonisation of Higher Education: The African Experience.* University of Deusto and University of Groningen 9-34.
- 2014** **The Shifting Landscape of Development Cooperation: Repercussions for African Higher Education.** *Journal of Higher Education in Africa* 12(2).

PROFESSOR RENUKA VITHAL

- 2015** With Subbaye, R. **Teaching Criteria that Matter in University Academic Promotions.** *Assessment and Evaluation in Higher Education*, DOI: 10.1080/02602938.2015.1082533
- 2015** With Amin, N. **Teacher Knowing or Not Knowing about Students.** *South African Journal of Education*, 35(3), 1-9.
- 2015** With Munro, N. and Murray, M. **(In)Equity of Exceptional Academic Achievement in South African Higher Education.** *South African Journal of Higher Education*, 29(2), 218-236.
- 2014** With Naidoo, P.D. **Teacher Approaches to Introducing Indigenous Knowledge in School Science Classrooms.** *African Journal for Research in Science, Mathematics and Technology Education*, 18(3), 253-263.
- 2014** Report of the Ministerial Committee to investigate the current promotional requirements and other related matters that impact on the standard of the National Senior Certificate (NSC). O'Connell, B.; Howie, S.; Khembo, E.; Khosa, G.; Motala S.; Vithal, R. June, 2014, Department of Basic Education: Pretoria.



Higher Education Publications



PUBLICATION:
Teaching and Learning in the College of Law and Management Studies

In 2014, CLMS published the first collection of teaching and learning articles by academics in a scholarly publication featuring articles on teaching and learning from cognate disciplines.

CHAPTER 1:

Theoretical approaches to teaching and learning

- A Piagetian-Bloomian Approach to Teaching and Learning Economic Concepts
– Vanessa Tang
- Critical pedagogy for teaching Human Resource Management in the context of social change
– Shaun Ruggunan and Dorothy Spiller

CHAPTER 2:

Creative pedagogy using simulations and software

- MSD – A simulation for understanding social complexity
– Shamim Bodhanya and Cecile Gerwel Proches
- A Pedagogical Intervention Based on Agile Software Development Methodology
– Sanjay Ranjeeth, Ashley Marimuthu and Manoj Maharaj

CHAPTER 3:

Teaching, learning and assessment

- The experience of using the 'newsflash approach' to democratise teaching, learning and assessment at a South African university
– Betty Mubangizi and Frances O'Brien
- The use of Different Types of Multiple-Choice Questions in Electronic Assessment
– Upasana Singh and Ruth de Villiers

CHAPTER 4:

Enhancing student access and throughput

- Critical Reflections on Management Studies' Access Initiative
– Jabulani Zikhali and Koye Gerry Bokana

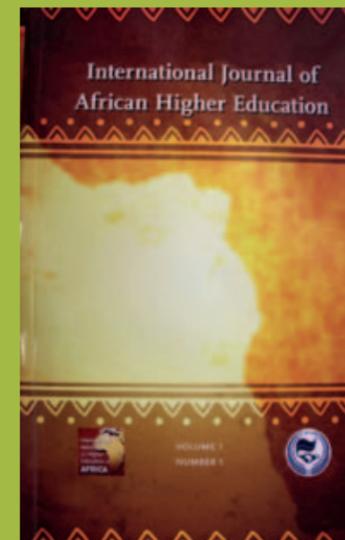
CHAPTER 5:

Social regeneration through practitioner research and public leadership

- LED Postgraduate Education and Mindful Research: Deepening the Practitioner Research Paradigm
– Kriben Pillay
- Inculcating public leadership for citizen value
– Betty Mubangizi and Francois Theron

UKZN BOOK PRIZE IN HIGHER EDUCATION TRAINING AND DEVELOPMENT

Professor Damtew Teferra won the University's prestigious book prize award for 2014-15 in an Edited Book Category for the book, *Funding Higher Education in Sub-Saharan Africa*. This was his second such book prize – the earlier one was *African Higher Education: An International Reference Handbook* (Indiana University, 2003).



NEW HIGHER EDUCATION JOURNAL LAUNCHED

The maiden issue of the *International Journal of African Higher Education* was published in 2014 by the International Network for Higher Education in Africa in association with the Association of African Universities. This is a new periodical dedicated to advancing higher education in Africa at a time when the sector is undergoing massive changes. The Journal, edited by Professor Teferra, is intended to serve as a platform for deep understanding, meaningful dialogue, and critical analysis of key and central issues of higher education on the continent. It is supported by a grant from Carnegie Corporation of New York.

“ This is a new periodical dedicated to advancing higher education in Africa at a time when the sector is undergoing massive changes. ”

CHRONICLE OF AFRICAN HIGHER EDUCATION

The following articles were published on the Chronicle for this reporting period. The contributions to the Chronicle, which is edited by Professor Teferra, are by invitation only.

TITLE	AUTHORS	DATE
A Country of Crises, Contrasts and Hope	Malegapuru W. Makgoba, David E. Bloom, David Canning, Kevin Chan, and Dara Lee Luca	November 2015
Spurring Economic Growth in Africa: The Role of Higher Education	Malegapuru W. Makgoba, David E. Bloom, David Canning, Kevin Chan, and Dara Lee Luca	December 2014
Confronting the Challenges of Graduate Education in Sub-Saharan Africa and Prospects for the Future	Fred M. Hayward and Daniel J. Ncayiyana	March 2014
Quality Regimes in Africa: The Reality and the Aspirations	Juma Shabani	March 2014

Table 19. Chronicle articles 2014/15

TEACHING AND LEARNING TECHNOLOGIES AND FUTURES

“Technological advances in applications for teaching and learning coupled with expanded national broadband infrastructure, declining cost of devices as well as internet access have created a juncture of possibilities for us to go increasingly into this domain of technology supported teaching and learning.” (Bajinath, 2015).

It has been posited that e-Learning in the form of Information and Communication Technologies (ICT) has a pivotal role to play in enhancing teaching and learning in higher education (Jaffer, Ng’ambi and Czerniewicz, 2007). The pedagogical and socio-economic factors that support the inclusion and adoption of ICT include the increasing development of an information society; large classes which pose a challenge to interactive teaching; and greater access to information (Sife, Lwoga & Sokoine, 2007). ICTs enable lecturers to transform their teaching practices and to provide students with authentic learning experiences by facilitating student discussions (Jaffer, Ng’ambi and Czerniewicz, 2007). UKZN has adopted Moodle (Modular Object-Oriented Dynamic Learning Environment) as its online learning management system (LMS) for use by staff and students in order to maximise teaching and learning. The phasing in of this management system will begin in 2016 with the expectation that by 2018, all undergraduate and postgraduate module materials will be placed on Moodle.

MOODLE: UKZN’s Learning Management System

The University adopted Moodle as its on-line LMS which is currently being utilized by some staff and students. To maximise the teaching and learning potential of this system, Moodle will be progressively phased in for all modules over the next three years as follows.

- In 2016 undergraduate level 1 modules for first year students and level 2 modules for second year students will be available on Moodle
- In 2017, level 3 and level 4 modules will be available on Moodle
- In 2018, all postgraduate modules will be available on Moodle

It is envisaged that each College Management Committee will monitor and oversee implementation of the mandatory Moodle phase-in across Schools in their respective Colleges. From 2016, all Disciplines at UKZN will place their level 1 and 2 module learning/ teaching material on Moodle. This will mean that all first and second year undergraduate students at UKZN in 2016 will have to bring a laptop.

UKZN is acutely aware of the tendency to use LMSs as materials repositories rather than innovative teaching tools. It has therefore recognised the need to build ICT fluency amongst staff. The Information and Computing Services (ICS) division will liaise directly with Colleges and Schools in order to facilitate training in the use of Moodle, giving priority to those involved in teaching and learning undergraduate level 1 and 2 modules. Additional individual support will also be offered on an as needed basis.

COLLEGE	NUMBER OF COURSES	NO. OF STAFF	NO. OF STUDENTS
College Of Humanities	423	363	13 496
College of Agriculture, Engineering and Science	496	415	9 071
College of Law & Management Studies	495	344	10 780
College of Health Sciences	278	281	3 944
TOTAL	1 692	1 403	37 291

Table 20. Moodle courses: usage by staff and students in 2015

INCREASED UPTAKE OF MOODLE

The goal of developing a functional LMS - also known at UKZN as a Virtual Learning Environment (VLE) - will be phased-in as a mandatory system. However, its success can be seen against the current context in which it is being realised with 1 087 modules already being visible in Moodle and 36 089 students accessing the platform in 2015 in contrast to 2014 when there were 900 visible courses with 34 841 students. **Source:** Extracted from Moodle database on 20 Aug 2015

Moodle is being enhanced on an ongoing basis. For example, it further provides the platform for electronic student evaluations of modules, a facility that is expected to substantially increase the proportion of modules evaluated annually to inform individual teaching practice and provide evidence of teaching quality for academic promotions and annual performance management processes.

Significantly, research shows an expectation of the use of Moodle by students. The graph below taken from research conducted in 2012 on Mobile Usage and Perceptions of Applications shows significant use of Moodle.

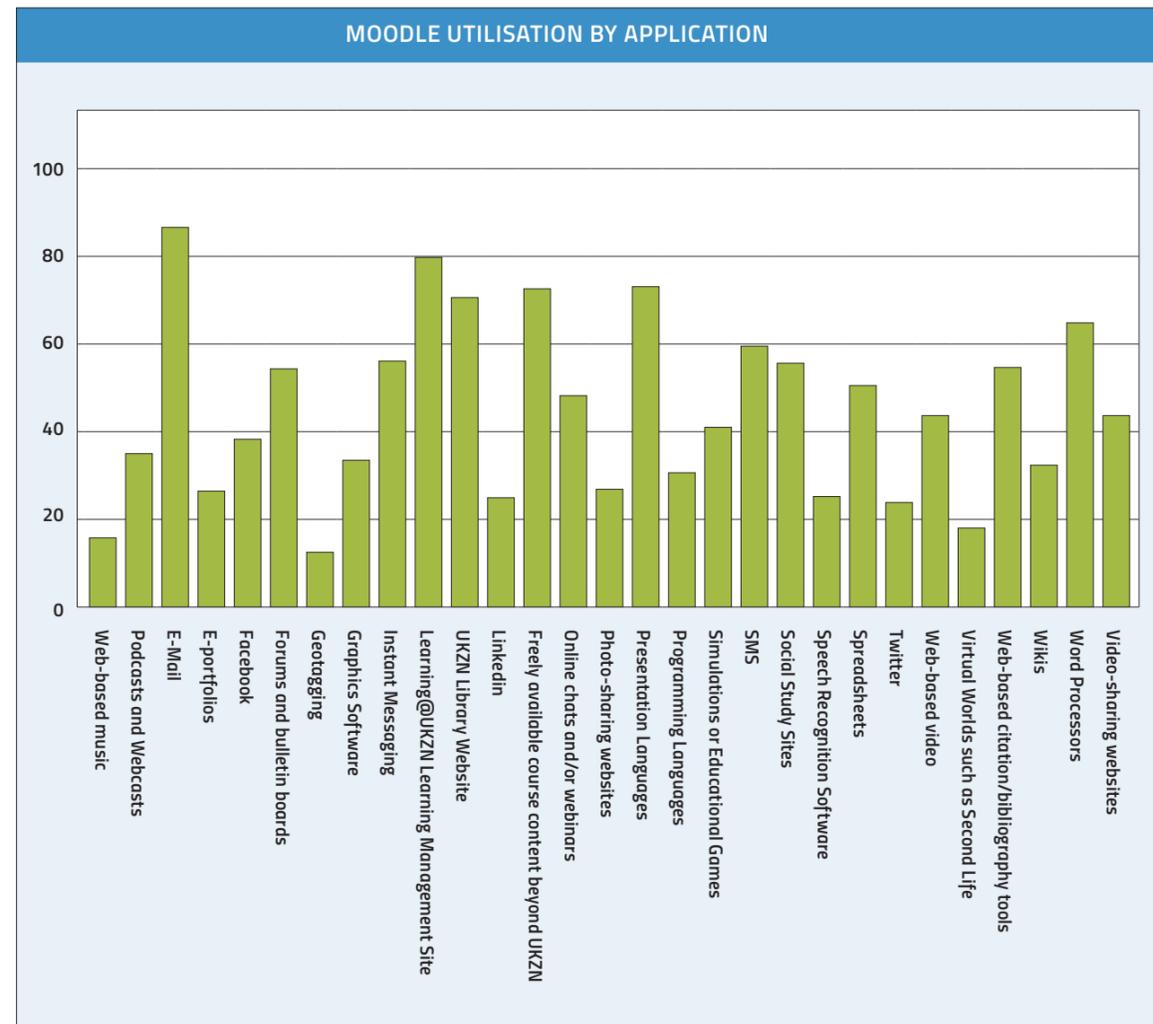


Figure 15. Moodle Utilisation by Application
Source: Report for Academic Computing Unit - Mobile Usage at UKZN, 2012

Smart Clicker

Smart Clicker launched to improve academic-student interaction

RAVLENE CAPTAIN-HASTHIBEE

UKZN's Smart Clicker - an audience engagement system which facilitates greater engagement between academics and their students - was launched at a workshop on the Howard College campus.

The launch was hosted by UKZN's Teaching and Learning Office (UTLO) and ICS Academic Computing.

The Smart Clicker is an engagement system which allows those in an audience to use their own devices - such as laptops, tablets and mobile phones - to provide anonymous feedback via a web-based platform. Responses may adopt the form of multiple-choice or text.

Academics within the Institution can use the Smart Clicker for real-time feedback, formative or summative assessments to ascertain how concepts have been understood by students, as well as to field questions.

The development of the UKZN Smart Clicker was coordinated by UTLO Research Intern, Mr Ebrahim Adam, and ICS Academic Computing Manager, Mr Hilary Reynolds.



At the workshop were Mr Hilary Reynolds (left) and Mr Ebrahim Adam.

Adam says the Smart Clicker is particularly useful as it allows two-way communication between students and academics. 'The UKZN Smart Clicker seeks to harness the power of BYOD (bring your own

device) and allows students and, in general, members of any audience, to provide feedback to presenters from any Internet-capable device,' said Adam.

The Director of Teaching and Learning, Dr Rubby Dhunpath,

said the Smart Clicker was an accomplishment for UKZN. 'We resisted demands to acquire the conventional proprietary Clicker, which might pose challenges in terms of access and customisation. We now have a home-grown application which can be enhanced in response to usage and additional functionality required by academics and support staff,' said Dhunpath.

Reynolds said: 'Several enhancements are planned that will give the system even greater value than it has.'

Over the coming months, ICS will host institution and college-wide workshops to familiarise the University community on the use of the Smart Clicker.

The UKZN Smart Clicker can be used at events, seminars, public lectures, workshops and conferences.

Academics or presenters who want to use the Smart Clicker should contact ICS via email at learning@ukzn.ac.za. More information on this project and how-to videos are available on the UTLO website at <http://utlo.ukzn.ac.za/smart-clicker>

Large lecture-venue upgrades

As at many other universities, the majority of lecture rooms at UKZN were designed for traditional lectures. Noting the UKZN enrolment plan (2014-2019), which envisages a gradual increase in student numbers to reach a total of 46 556 by 2019, of which 28% will be postgraduate students, the need for creative repurposing of existing venues takes precedence as does the urgency for alternatives models of delivery.

Additional upgrades have been and will continue to be made to Audio Visual technology, particularly in teaching venues. Expenditure in the past year was of the order of R1, 6 million and 22 venues were upgraded. The upgrades included *inter alia*, data projectors, high definition document cameras, motorized screens and the cabling necessary for their functioning. An allocation of an additional R600 000 has been made to continue

refurbishment of AV equipment, including the installation of additional wireless access points which increased by more than 300 over the past year. This is an absolute necessity as mobile devices and laptops become increasingly ubiquitous, placing ever heavier loads on the network. The demand for more plug points for charging technological tools, more learning spaces for using wireless facilities and more spaces for printing as opposed to computers in University LANs is also envisaged. An additional challenge which will need to be addressed is refurbishing existing lecture venues, to more comfortably accommodate students' usage of diverse and changing technological devices and especially laptops for learning.

A key strategy of UEL includes investment in technology as an enabler for offering open learning online courses at scale.

e-Technology in the College of Law and Management Studies

ACTIVITY	PROGRESS	NARRATIVE
Conceptualise e-technological interventions	Activity in progress	To date conceptualised e-technological interventions have been the podcasting initiative through UKZNTUBE and the implementation of Moodle in the Foundation Programme and support to all academics in the college.
Develop Moodle sites for the entire Foundation Programme in the College.	On-going	The Moodle sites are intended to introduce newly enrolled Bachelor of Commerce Foundation students (Pietermaritzburg and Westville) to the University culture and norms in terms of e-learning initiatives, thereby creating a seamless transition into the mainstream programmes the following year.
Assist staff with developing individual podcasts and online aids such as podcasts and interactive tutorials	Activity completed (initial implementation has been completed, now rolling over to the mainstream modules and have already started with ISTN101)	Provided the Teaching and Learning Unit and College lecturing staff with technical support in developing podcasts (Pietermaritzburg and Westville).
Providing e-learning and lecturing support to foundation students through workshops and on an individual basis	On-going	Provided Bachelor of Commerce Foundation students with e-learning support through workshops on introduction to computers and the various tools the University uses e.g. Moodle, Student Central, Online library, UKZN student mail etc.
Initiated the podcasting concept in the Foundation Programme which is being extended to the entire College via the use of the UKZN Tube	Activity completed and terminated (looking for different platform to host videos)	Activity was terminated
Develop tracking documents to produce campus stats and an overview of the ADO programme. This is through the created shared folder in Moodle	Activity completed	The tracking document consists of the 3 999 negative term decision students throughout the entire College (PMB and WST), providing empirical evidence e.g. number of students on good academic standing seen at the beginning of the semester, number of students 'at-risk' seen, number of consulting students who moved/maintained Good Academic Standing at the end of semester, number of consulting students who have moved/maintained the 'at-risk' status at the end of semester.
Testing and preparing for the rollout of a new version of Moodle.	Completed	This new version is currently in use
Online external examiners' reports evaluation system	Activity on-going – security issue outstanding	Pilot tested
Facebook Page for Foundation Programme	Completed	Implemented
ADO student booking system	Online product	Testing product

Table 22. Range of e-technology interventions

TEACHING WITH TECHNOLOGY

This presentation, conducted in collaboration with the **School of Management, IT and Governance** highlighted some of the current technology adopted by South African academics to enhance their teaching. The presentation included:

- Open Education Resources (OERs);
- Social networking tools like Facebook, BB Messenger, Twitter, Mixit, Podcasts;
- MOOCs (Multiple Open Online Courses);
- Virtual Learning Environments (VLEs) with Web 2.0 technologies with Blogs, wikis and journals;
- Improved assessment practices using the Work Integrated Learning (WIL);
- Emerging technologies - Cloud Computing, Mobile Technology, Gaming and Simulation software, Learning Analytics and Personal Learning Environments (Nimbuzz); e-Assessment using the Riddel tool.

RIDDEL WORKSHOP

The workshop showcased the Riddel e-assessment system developed by Dr Pieter Ackermann. This system has been adopted at MEDUNSA for a few years now. The system supports a wide variety of MCQ questions – more than could be used by the traditional optical scanner method of MCQs. More importantly, the system does the marking of all MCQs automatically. It also offers extensive statistical reporting facilities as well as tures that allow questions to be re-marked or excluded while automatically updating student marks. Furthermore, the system provides a facility for short answer and essay type questions to be assessed, which can be marked offline by a marker(s) on a computer.

The presentation titled e-Assessment with Riddel included:

- The need for e-assessment
- Understanding the Riddel tool
- The question types supported by Riddel
- Showcasing a test in Riddel
- Problems faced with the implementation of Riddel
- Student views on the Riddel tool
- Participant interaction with Riddel



Pathways to student success

IMPLEMENTATION OF ADVISOR AUTOPILOT AT UKZN

CAES is committed to improving the efficacy of the academic monitoring and support system and has been piloting the "Advisor Autopilot", which was designed by Engineering Professor, Randhir Rawatlal. This automated advisory system will not only help students better plan their curriculum offerings, but also help provide early warning signals to identify students who are at risk to enable them to find remedial help before they fail the exams.

The Advisor Autopilot system is based on Artificial Intelligence algorithms that provide analysis on large data sets and generate output in natural-language advice to staff and students in managing academic progress. The system has been used to auto-generate advice to students regarding programme performance and accreditation status. While UKZN currently uses a 'Robot' system to determine the academic standing of a student, there are far more options available in the systems of today. Prior use of the Autopilot at UCT has shown that students are extremely sensitive to specific presentations of their rankings within their individual programmes to the extent that such interfaces can significantly incentivize and support enhanced student learning.

In addition to advising students, the system also maps out progression data to academic programme managers. The Autopilot data mines student information to obtain alternate progression paths, and advises on the means by which specific routes can be further supported (e.g. by changes to timetable systems). In addition, the implementation of cross-institution mappings allow for bench-marking of programmes and an easing of the process of transferring credits from one institution to another.

In this project, the focus is on the implementation of Autopilot progression mapping. Once the UKZN data structure is mapped to the Autopilot, progression mapping can be used to identify the routes by which students pass academic programmes, and perform academic route frequency counts to expose progression plans which should be further supported to achieve better overall graduation rates.

An important component of this work involves comparative studies among courses showing differences in performance. In particular, at UKZN the observation is that there are low pass rates in Mathematics especially at the first year level compared with high pass rates in Chemistry. In the comparative study, an attempt will be made to correlate differences in the input data concerning these subject areas with regard to pass rate.



Professor Randhir Rawatlal.

DATABASE VIEW ACCESS REQUIREMENTS

The project is reliant on curriculum/academic programme structure, timetable information and student records. In a previous project undertaken in 2013 with the Teaching and Learning Unit, the UKZN Registrar granted access to a database view of student records. In this project, the benefits that the Autopilot could introduce to an academic programme's management was made clear. However, this implementation was possible because academic staff from that programme were involved in the project. In order to undertake curriculum progression mapping across all academic programmes, the curriculum structure of these programmes must be made available to the Autopilot. This is facilitated by extending the database access.

Extended access also grants that once the progression mapping is concluded, the follow-on project will involve correlation of student progression with:

- a Student biographical information e.g. matric results and other background factors,
- b Student academic load (registration information), and
- c Staff qualifications and workload.

Data Analytics Capacity Building for Academic and Support Staff

The demand for an increasing number of institutional research projects that require analysis of University-wide system data revealed a gap in the SoTL. For example, the need for annual reports to Senate on Academic Monitoring and Support in undergraduate programmes requires various analyses of 'at-risk' students and cohort progression data. To this end a Data Analytics Training Workshop Series was conceptualized and has begun, led by Professor Victor Borden (Indiana University). He provided 15 academic and support staff with the methodology and primary tools needed to engage in collaborative inquiry to provide insights into how to better prepare and support students as they navigate UKZN's programmes and curricula. A set of four inquiry projects were selected to engage interested colleagues to collaboratively explore how to improve student success at UKZN. Three key principles motivate this approach:

- i **Data Analytics** – Mining, modeling and analyzing data to enrich knowledge and inform decision making;
- ii **Collaborative Action Inquiry** – Bringing stakeholders together to share interpretive perspectives and formulate and implement actions aimed at improving student outcomes;
- iii **Formative Assessment** – tracking the fidelity of implementation and results achieved to optimize the actions taken.

Each of the four projects is coordinated by at least one College representative with one assigned staff member from Institutional Intelligence (II) and a liaison to the UTLO. Following Professor Borden's presentation to the Executive Management Committee (25 June 2015) the project has been supported and will continue into 2016 with additional workshops. (For details on the Data Analytics Series; and an interview with Professor Borden <http://utlo.ukzn.ac.za/data-analytics>).

As UKZN pursues the imperative of evidence-based decision making, Institutional Research has gained traction. However, in executing institutional research projects, the limited staff capacity in data analytics has become apparent. In an attempt to remedy this limitation, in 2014, the first of three week-long capacity building workshops on data-analytics was conducted by an international expert to equip staff (academic and support) with basic data-mining and relevant analytical skills. Subsequently in 2015, four institutional research projects examining student pathways to graduation (from admission, to placement, progression and graduation or exit) were conceptualised and operationalised. Preliminary findings are expected to be available in December 2015. Further workshops are planned for 2016.

PROJECT AREA	INITIAL ANALYSES	ACTIONABLE AREAS
ENTRY: Guiding students into the optimal qualification	Patterns of selecting and switching; factors affecting and reason for switching	Career advising, orientation, first semester curriculum
PROGRESS: Mapping and tracking student progress to identify loss/momentum points	Progression mapping; Curricular pathways; Transition point modelling	Timetabling, Identify bottleneck courses, Natural language e-advicing
SUPPORT: Identify and share effective practices as evidenced through credible assessment	Mapping of services – who provides what; Evidence of efficacy; impact on student success	Adapt integrated support model to UKZN context
OUTCOMES: Track degree recipients into employment and further education	Where are graduates employed; How well are we preparing students for our own postgraduate programmes?	Partner with industry to review how programmes meet needs; Mentoring of UGs by PGs, Skills curriculum for PG Study

Table 22. The four Institutional Research Projects

Source: Presentation by Professor Victor Borden to Executive Management Committee (25 June 2015)

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UKZN Teaching and Learning Office and UKZN archives
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PRINTING

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