6th ANNUAL TEACHING & LEARNING CONFERENCE

Conference Handbook

Higher Education in an Era of Reconstruction, Internationalisation, Competition & Cooperation

25-27 September 2012
Howard College Campus

UNIVERSITY TEACHING & LEARNING OFFICE
2nd floor - Francis Stock Building, Howard College Campus
Tel: 031 260 3002 Fax: 031 260 3360 Email: utlo@ukzn.ac.za Website: http://utlo.ukzn.ac.za

INSPIRING GREATNESS
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Dear Colleagues,

The higher education landscape has undergone a seismic shift of sorts in the past decade. Approximately half the universities that dot this landscape today have experienced some or other major merger. Multi-campus, mega complex contact universities have emerged. The face of the landscape has also charged by virtue of the relatively rapid and large increases in enrolments, especially of African students which have almost doubled from 318 thousand in 2000 to 596 thousand in 2010. At least one question that arises within this context, for this the 6th teaching and learning conference is, what, if any, implication does this have for curricula in general, and for teaching, learning and assessment practices in particular? Arguably the reconstruction of the landscape in South Africa has generated relatively limited serious research and scholarship about the mergers themselves and what they will mean into the future for the core functions of research, teaching and learning and community engagement. Yet another feature that has taken root in universities in the recent past is the rise of quality discourses and consideration of quality management systems nationally and within institutions. Quality demands have increased at all levels and in all facets of universities as have calls for greater accountability of public institutions. South African universities have undergone institutional audits; national reviews of accreditation of selected programmes; and national and higher education qualification frameworks have become instituted. Despite this there are still universities under administration; and a discourse about dysfunctionality of institutions abounds. Higher education is in a sense fragile and young landscape, notwithstanding that some universities have legacies that are over a century old. Numerous studies continue to lament the poor throughput and completion rates together with high dropout rate in both undergraduate and postgraduate programmes. While several factors that account for this lie outside the control of higher education institutions themselves, many others that speak to the quality of student experience and opportunity to learn are in the hands of institutions themselves. But how well do we know ourselves? University teaching practices, for instance, remain relatively under-researched and under-theorised. While academics often research and write about their own practices, investigations about and into each other’s lecturer rooms remain less common. Not much is known empirically about exactly what contribution universities as a sector make to student knowledge, literacies, skills, values and attitudes over the period that students are under their care. That is, the kinds of national and international studies commonly conducted on students and teachers in schools and that have had much media focus, are conspicuously absent from the higher education terrain. This critique is made, not to diminish the many varied and interesting studies being reported particularly at this conference, but to point to some of the gaps and silences in our work as higher education researchers and practitioners and to possible future research directions. Any approach to sectoral research projects requires working collaboratively across universities while managing the inherent competition. Learning more about ourselves and generating more knowledge to better explain and improve what we do in higher education goes to the issue of the maturity of the system and its participants. Technology is fundamentally changing students’ relationship with knowledge, once the preserve of the professor, and thereby their relationship with their professors and the university. Student choice of programmes, institutions and career options has grown in an unprecedented way as they increasing see themselves as global citizens. What this points to is that higher education as a discipline is a large, growing and rich area as the diverse array of key note speakers and papers presented at this conference attests.

Yours sincerely
Prof Renuka Vithal
The question ‘what is the university for’, is as old as the institution itself and has fuelled many a philosophical debate – usually without resolve. In recent times however, there appears to be increasing, and a somewhat disconcerting consensus: that higher education is an essential driver of national and international development. In recent times, the internationalisation of higher education discourse has crept into the agendas of both developed and developing countries even though problems of access and equity in local contexts are largely unresolved and highly contested. The pursuit of the aspirational “world class” university is being driven by several forces including the hyper-mobility of skilled workers in a globalised economy demanding more flexibility; the imperative of institutions to generate additional revenues – inspiring econometric models of governance; the need for universities to expand capacity through international linkages or simply the need to look modern – propelling vigorous internationalisation. The push for internationalisation raises a number of questions for governments and higher education institutions, notably, whether this re-configuration is a betrayal of national agendas or a necessary condition to elevate the quality of higher education? Whether international access is being widened at the expense of access and equity for local students? Whether, in a context of pervasive globalisation, the push towards internationalisation is inevitable and irresistible? Whether internationalisation offers opportunities to envision new paradigms, curricula, research and teaching and learning approaches? The answer to the question therefore, of what universities are for, is not self-evident, despite the apparent consensus that the university is a lever of the knowledge-based economy. Indeed, the notion of the knowledge-based economy is in itself perilous, for as Geoffrey Boulton, (University of Edinburgh) posits, it assumes a ‘knowable future and a static societal or economic frame’. He argues that to expect universities to serve as instruments to rescue ailing economies from recession, places on them obligations for which they are ill-equipped, instead of allowing them to produce ‘useful knowledge’, for an unpredictable future. We would like to believe that it is this principle of ‘useful knowledge’ that has pillared the work of the Teaching & Learning Office, reflected in the keynote and paper presentations in this Conference. Our conception of ‘useful knowledge’ is informed by an evidence-led scholarship of teaching & learning. We have resisted the inclination to subjugate our conception of the scholarship of teaching and learning to instrumentalist agendas. However, we are acutely aware that in the context of high attrition and dismal success rates, higher education does not have the luxury of ‘navel gazing’ as a scholarly indulgence. Our scholarship of teaching & learning should, in the first instance, help us better understand how to interrupt the syndrome of chronic dropout and unsustainable success rates, while elevating the quality of graduates. The presentations in this conference signal the centrality of the student in our scholarly agendas. Hence, while issues of access & equity, university quality, accreditation, rankings & ratings and internationalisation of higher education continue to grow as crucial areas of enquiry, the focus on relevant pedagogies, methodologies and technologies in the context of pervasive diversity, complexity and uncertainty remain the cornerstones of our core business. In acknowledging the gravity of our responsibility, we take seriously the warning of Achille Mbembe, who highlights the futility of academic enquiry which is “devoid of philosophical reasoning... [which is not] based on any sound scholarly work [and which] do not lead to new forms of civic or political activism... nor do they contribute to the emergence of new forms of creativity in the arts or in the field of literature, cinema, music or architecture.”
When discussing teaching and learning it could be useful to look through different lenses at output performance in the South African higher education learning and teaching system. The two main lenses will be efficiency (throughput) and differentiation (high medium and low knowledge producing universities). The data that I will look at are from two unique studies; the first ever longitudinal study (2000–2010) of all undergraduate students and the first longitudinal study on all doctoral students (2000–2010). From these two perspectives on these massive data sets I hope to draw some pointers for the practitioners.
IS THERE A SOUTH-SOUTH DIMENSION TO THE INTERNATIONALISATION OF UNIVERSITIES IN AFRICA?

Currently there are 25 universities in Africa, from the University of Cape Town (UCT) to the University of Cairo, which have chosen to develop a Confucius Institute through a partnership with a university in China. There are no less than four South African universities which have chosen to do this: Rhodes, Stellenbosch, Tshwane and UCT. Furthermore, twenty universities in Africa have been selected by the Chinese Ministry of Education to be in a new university partnership relationship with universities in China under the 20+20 scheme. The Universities of Pretoria and of Stellenbosch are part of this 20+20 collaboration. There are of course many other university partnership relationships which South African universities are engaged with, linked to OECD countries, such as Japan, UK, USA, Germany, France, Norway, Switzerland and the Netherlands. It has been argued that South-South cooperation can be distinguished from traditional North-South cooperation through the following four dimensions: the assertion of a shared developing country identity; expertise in appropriate, successful development; rejection of hierarchical donor–recipient relations; and an insistence on win-win, mutual opportunity and mutual benefit (Mawdsley, 2011). It will be valuable to interrogate this assertion of a special South-South relationship in the case of South Africa; and to question in particular whether South African universities are exploring further South-South partnerships with key universities in India, since India like China has developed an India-Africa Forum, and has pledged to set up no fewer than 20 educational institutions across Africa. Finally, it will be worth asking to what extent South Africa, which is itself becoming a so-called non- Development Assistance Committee of the OECD donor, is developing university partnerships with the rest of Africa. How are all these South-South university partnerships conceived of in the face of the ever more powerful preoccupation with rankings, ratings and the golden fleece of the ‘world class’ university?
KEYNOTE ADDRESS

PROFESSOR JAMIL SALMI

DEVELOPING COUNTRIES AND THE GLOBAL KNOWLEDGE ECONOMY: NEW CHALLENGES FOR TERTIARY EDUCATION

Developing countries face significant new challenges in the global environment, affecting not only the shape and mode of operation but also the purpose of their tertiary education system. Among the most critical dimensions of change are the convergent impacts of globalization, the increasing importance of knowledge as a main driver of growth, and the information and communication revolution. Both opportunities and threats are arising out of these new challenges. On the positive side, the role of tertiary education in the construction of knowledge economies and democratic societies is now more influential than ever. Tertiary education is central to the creation of the intellectual capacity on which knowledge production and utilization depend and to the promotion of lifelong learning practices. Another favorable development is the emergence of new types of tertiary institutions and new forms of competition, inducing traditional institutions to change their modes of operation and delivery and take advantage of opportunities offered by the new information and communication technologies. But this technological transformation carries also the danger of a growing digital divide among and within nations. At the same time, most developing and transition countries continue to wrestle with difficulties produced by inadequate responses to long-standing challenges faced by their tertiary education system. Among these unresolved challenges are the sustainable expansion of tertiary education coverage, the reduction of inequalities of access and outcomes, the improvement of educational quality and relevance, and the introduction of more effective governance structures and management practices. In this context, the presentation will focus on the role of tertiary education in building up the capacity of developing countries to participate in the global knowledge economy.

WORKSHOP: WORLD-CLASS UNIVERSITIES

The primary objective of this two-hour interactive workshop is to introduce policy-makers and institutional leaders to the basic concepts needed to understand what is a world-class university and to explore lessons of experience regarding what it takes to establish a university that achieves excellence in its research and teaching and that is globally competitive. The workshop, which will combine short presentations from the main resource person and group work exercises to analyze key thematic dimensions, has the following specific objectives of the workshop: (i) to construct an operational definition of a world-class university, (ii) to identify effective strategies to establish a world-class university, and (iii) to examine the strengths and areas for improvement of the South African higher education system in terms of facilitating the emergence of one or two world-class universities in the medium term.

PROFESSOR JAMIL SALMI
COORDINATOR: NETWORK OF TERTIARY EDUCATION PROFESSIONALS
WORLD BANK

Jamil Salmi, a Moroccan education economist, is the coordinator of the World Bank’s network of tertiary education professionals. Prof Salmi is the principal author of the Bank’s new Tertiary Education Strategy entitled “Constructing Knowledge Societies: New Challenges for Tertiary Education.” In the past thirteen years, he has provided policy and technical advice on tertiary education reform to the governments of over 35 countries around the world. Jamil Salmi has also guided the strategic planning efforts of several public and private universities in Colombia, Kenya, Mexico and Peru. Prior to joining the World Bank, he was a professor of education economics at the National Institute of Education Planning in Rabar, Morocco. He is the author of five books and numerous articles on education and development issues including his latest book, The Making of World Class Research Universities.
PLENARY DISCUSSION:
UNIVERSITY MERGERS, DIFFERENTIATION AND ARTICULATION

Higher education institutions around the world have engaged, at some point in their histories, in process of restructuring to solve problems of duplication, fragmentation, differential access and quality. By the start of the new millennium, South Africa began a radical restructuring of the higher education sector with the aim of reducing the number of universities from 36 to 23, through institutional mergers, amidst resistance from some, reluctant to relinquish their individual identities. At the time, academics asked questions such as: Can mergers in fact address iniquities in the higher education system? In what ways do mergers impact on the curriculum of combined institutions and can this impact find expression in improved success rates? In addition, the merger process was said to suffer under-theorization and reliant on facile transfer of lessons learnt from very different international contexts.

Ten years on, the mergers have impacted higher education in both anticipated and unanticipated ways, with some institutions reporting positively on the process and others now agitating for de-mergers. Yet others bemoan the destruction of a functional FET sector. It is now prudent to re-visit these questions and ask new ones such as: Has the higher education policy agenda delivered on its promise? What have we gained and what have we lost in this process? What have we learnt and what have we not learnt? What are the imperatives and challenges we now face to advance our gains and cut our losses?

Can mergers address iniquities in the higher education system?
BUILDING A NEW SYSTEM OF POST-SCHOOL EDUCATION

The new higher education green paper on Post-school Education provides the basis for a new approach to addressing the hard questions that face the sector. The key tensions that were posed at the time of the National Commission of Higher Education – equity versus development, massification versus elitism and others – were discussed at the time but were then skirted around. These are difficult questions but they are also questions that challenge the very basis of the sector and its relationship to society. As it turns out the participation rate in higher education since 1994 has not changed, the system is probably less sustainable now than it was then and the challenges of good governance, leadership and so on have grown in complexity. Perhaps of greater importance, is the failure of the primary and secondary school systems to afford young South Africans a reasonable, sufficient education. The green paper opens the way for us to revisit the key question that should be driving the discourse on transformation and development – what is the purpose of post-school education and of the system? This is more complex than may appear to be because there the post-school system has multiple elements to it, each with its own purpose. And yet there must be common threads, one of which is that knowledge is at the very centre of all aspects of the construction. More importantly, this post-NCHE attempt at reconstructing the post-school system must focus on the coherence of the new construction – a systemic coherence that matches the purposes of post-school education with its organisation and development. This is very much at the heart of the matter for the socioeconomic conditions that prevail in South Africa. This has enormous consequences for the way that we conceive off the curricula at the institutions.

Ahmed Bawa is a theoretical physicist and holds the position of Vice-Chancellor and Principal of Durban University of Technology. Until August 2010 he was a faculty member of the Department of Physics and Astronomy at Hunter College and a member of the doctoral faculty at the Graduate Center, City University of New York. He has previously, for about nine years, held the position of Deputy Vice-Chancellor at the University of Natal and then at the University of KwaZulu-Natal. He served as the Program Officer for Higher Education in Africa with the Ford Foundation and during this time led and coordinated the Foundation’s African Higher Education Initiative.
DIFFERENTIATION IN SOUTH AFRICAN HIGHER EDUCATION: A TOOL FOR EQUALITY AND SOCIAL JUSTICE?

Differentiation is often regarded as a necessary and inevitable aspect of the higher education landscape. Literature focusing on this issue associates differentiation with benefits at individual, institutional and system levels. At the institutional (and system) level, differentiation is often regarded as significant in transforming the landscape for efficiency, accountability and responsiveness, while at the individual student level it aims to help widen access and choice. However, in the context of the seemingly irrepressible socio-economic inequalities currently plaguing the country and its various social institutions, as well as the high stakes issues around student access, retention and success in higher education institutions, this question scholars in the field have questioned the extent to and ways in which differentiation contributes to real transformation in these institutions and/or to wider social change in society. Thus, using Fiske and Ladd’s (2004) constructs for evaluating racial equity: equal treatment, equal educational opportunity and educational adequacy, this presentation seeks to critically examine differentiation in the South African higher education system and to consider its value as a tool for equality and social justice.

WHO WILL SUCCEED IN HIGHER EDUCATION?: A FUNCTION OF SYSTEM DESIGN

For many in the academic community, the educational process is something of a black box: if you put in the right students, a reasonable proportion of them will emerge successfully as graduates. So why is that, in South Africa, half of our small, select intake never graduate, and why are only 5% of our African youth succeeding in any form of higher education? We can justifiably point to the quality of schooling, but almost all analyses now indicate that the prospects of improvement in the school sector’s capacity to produce traditionally well-prepared candidates for higher education, in the substantial numbers required, are very poor. The question, then, is whether the higher education sector can improve the situation itself. Our experience and research say it can, but that this depends on opening the black box, confronting the realities of our students’ backgrounds, and tailoring our assumptions and practices to those realities. In other words, the design of our system (much of it inherited nearly a century ago) is a key variable affecting both who gains access and who succeeds. The presentation will outline this argument, and pose some key questions that higher education must answer if we are to be able to plan for student success, and meet our obligations to the country.

WORKSHOP: CONCRETE APPROACHES TO PLACEMENT AND CURRICULUM DESIGN, AT NATIONAL AND INSTITUTIONAL LEVEL, TO IMPROVE STUDENT SUCCESS

This workshop will explore the relationship between access, curriculum planning and student success at both national and institutional level. Using actual and simulated data on access and student performance patterns (drawing on recent research), it will provide the participants with hands-on experience of analysing different access scenarios, their implications for curriculum structure and placement, and the effects of this inter-relationship on student success.

Ian Scott is director of Academic Development and a professor and deputy dean at the University of Cape Town. He has been a member of the Ministry of Education’s Reference Group on Academic Development since 2000. His research and development interests include higher education policy related to teaching-and-learning, curriculum and qualifications frameworks, and comparative models for widening participation in higher education.
Professor Bice Martincigh was recognised for her exceptional ability to tailor and differentiate her teaching to meet the different levels of study of her undergraduate and postgraduate students. By pragmatically taking “what works” she draws on her experiences of a variety of approaches and methodologies to achieve an interactive pedagogy, which includes collaborative inter-group peer work, co-operative learning, quizzes, problem solving, and providing online feedback to students. She manages large classes through extensive support while maintaining quality amongst the many tutors she supervises. She is deeply analytical in her teaching and demonstrates empathy with students and their varied learning abilities in ways that build their confidence. Professor Martincigh is innovative not only in pedagogy in the classroom, but also in terms of planning and designing her teaching with her colleagues. She is recognised for her mentorship and induction of new and young staff members.

A review of Dr Nyna Amin’s teaching portfolio revealed that she is an exceptional university teacher with innovative ideas worthy of being shared. A highly skilled lecturer and supervisor, Dr Amin is popular with students, with an “appreciated” supervision style. She demonstrates intensive one-on-one teaching accompanied by extensive support, foregrounding her excellent relationship with students. Most of her teaching is with large cohorts of 70-100 students. Her lectures are organised with well-articulated outcomes and she uses a wide variety of teaching methods with a strong focus on getting students to think, and apply their minds in relevant problem solving settings. She spends a large amount of time monitoring her students’ performance, providing detailed feedback, which is demonstrated through very positive student and peer evaluations. She has published on the innovations in her teaching. She is recognized for the leading role she plays in research capacity development well beyond her academic level.

Presentation: Tyrannical Discourses - Inventing the ‘Good’ Higher Education Teacher

In this presentation I open the debate on what makes a ‘good’ university teacher. Traditionally, teaching in academia required one to have mastery of content, particularly of theory, practice and philosophy and relationships between and amongst these three. There was always space for eccentricity, lunacy, and idiosyncratic relationships with individuals and epistemologies. In recent times the role of the academic teacher has been colonised by new discourses discernible in initiatives such as the distinguished teacher award and the National Excellence in Teaching and Learning award by HELTASA. These initiatives I want to argue are introducing new tyrannical regimes to invent the ‘good’ teacher. What are the possibilities of resisting and destabilising a homogeneous ‘good’ teacher in academia? What kinds of contingencies and tangentials shape teaching? What kinds of cooperations and disharmonies are necessary? Finally, are these oppositional stances tyrannies too?

Presentation: Group Work with a Difference!

This paper will discuss the innovative design and implementation of the capstone module, Integrated Project, for the BSc Programme in Applied Chemistry. The aim of this module is to produce students with a well-rounded education in Chemistry, who can enter the workplace with added key skills besides subject knowledge. The module introduces the students to planning a project, writing instructions for what is to be undertaken, performing laboratory work as part of a team, report writing and a seminar presentation of the project work. The projects carried out by the students try to integrate the four main traditional areas of chemistry, namely, analytical, physical, inorganic and organic chemistry, to show them that real-world situations are not compartmentalised but interdisciplinary and even multidisciplinary. The critical component of this module is that differentiates it from other project modules is that the team that designs the project then subcontracts the laboratory work to another team to perform. A wide range of assessment methods are used to evaluate the performance of the students as problem solvers and critical thinkers. Student and national external examiner feedback for this module has been extremely positive. Most students feel that it develops their confidence to undertake project work and that they enter the workplace with enhanced skills compared to their peers from other universities.
The University of KwaZulu-Natal was formed on 1 January 2004 as a result of the merger between the University of Durban-Westville and the University of Natal. The two KwaZulu-Natal universities were among the first batch of South African institutions to merge in 2004 in accordance with the government’s higher educational restructuring plans. Confirmed by a Cabinet decision in December 2002, the mergers are the culmination of a wide-ranging consultative process on the restructuring of the Higher Education Sector that began in the early 1990s.

Opened in 1931 following a generous donation by Mr T B Davis, whose son Howard Davis was killed during the Battle of Somme in World War I, the Howard College campus is situated on the Berea and offers spectacular views of the Durban harbour. The campus is situated in a successful environmental conservancy and the lush gardens of the University reflect a commitment to indigenous flora and fauna. The Howard College Campus currently offers a full range of degree options in the fields of Science (including Geography and Environmental disciplines), Engineering, Law, Management Studies, Humanities (including Music) and Social Sciences (including Social Work). In addition, the campus offers Architecture and Nursing.
## GENERAL CONFERENCE INFORMATION

<table>
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<tr>
<th>CONFERENCER</th>
<th>The conference venue is the Denis Shepstone Building—Level 6 (SH-L6), on Howard College Campus. Parking for conference delegates is available via Gate 8, off Rick Turner Rd (formerly called Francois Rd).</th>
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<tbody>
<tr>
<td>VENUE &amp; PARKING</td>
<td>The Helpdesk is located at Denis Shepstone (Head). The Helpdesk will be open for registration at <strong>07h30 on Tuesday 25 September</strong>, and daily thereafter from <strong>08h00 to 17h00</strong>.</td>
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<tr>
<td>REGISTRATION, HELPDESK LOCATION AND OPENING HOURS</td>
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<tr>
<td>NAME TAGS</td>
<td>Please <strong>wear your name tag in plain view</strong> at all times. It serves as your entry-pass to ALL conference sessions, catering, cocktail event and dinner.</td>
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<tr>
<td>CATERING</td>
<td>Tea &amp; coffee will be served during breaks in the SH-L6 corridor. Lunches &amp; dinners will be served in the Shepstone foyer. * If you have not already done so, please notify (the Helpdesk) of any special dietary requirements</td>
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<tr>
<td>DINNER</td>
<td>The Conference Dinner will take place in the Denis Shepstone Foyer. Dress is smart-casual. Live entertainment will be provided.</td>
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<td>EMERGENCY &amp; MEDICAL</td>
<td>In the event of an emergency, or if in need of medical attention; please alert the staff at the Helpdesk.</td>
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<td>CELLPHONES</td>
<td>Conference delegates are requested to <strong>switch off cellphones</strong> during conference presentations</td>
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<tr>
<td>NO SMOKING POLICY</td>
<td>UKZN has a strict <strong>NO-SMOKING policy</strong> in all buildings. Delegates are requested to observe this policy.</td>
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<tr>
<td>TIMEKEEPING</td>
<td>There is a 5-minute allowance between presentation-sessions to enable room changes. Presenters are requested to conclude their sessions timeously. Also, please remember that the real benefit to all participants derives from the interaction rather than lengthy presentations with minimal time for questions and answers.</td>
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| LOCAL TAXI COMPANIES | Zippy: 031 207-7068  
Mozzie: 031 303-5787 |
# CONFERENCE COMMITTEES

## STEERING COMMITTEE

- Prof Renuka Vithal
- Dr Rubby Dhunpath
- Ms Nondumiso Cele
- Ms Corlia Ogle
- Mr Sbusiso Gwala
- Ms Reshma Subbaye
- Ms Shahieda Kraft
- Dr Angela James
- Dr Labby Ramrathan
- Mrs Ruth Searle
- Dr Veena Singaram
- Dr Daisy Pillay
- Dr Nyna Amin
- Dr Mihalis Chasomeris
- Dr Frances o’Brien
- Prof Fikile Mtshali
- Dr Mary Goretti Nakabugo
- Mr Nicholas Munro
- Ms Luleka Duma

## ABSTRACT REVIEW TEAM

- Dr Rubby Dhunpath
- Dr Rubby Dhunpath
- Prof Kriben Pillay
- Prof Fikile Mtshali
- Prof Frederick Veldman
- Dr Angela James
- Dr Mary Goretti Nakabugo
- Dr Lumkile Lalendle

- Dr Nyna Amin
- Dr Daisy Pillay
- Dr Francis O’Brien
- Mrs Ruth Searle
- Mr Nick Munro
- Ms Reshma Subbaye
- **Abstracts Editor:**
- Ms Dorothy Spiller

## ALTERNATION (19.2) - IN PRESS

**SPECIAL CONFERENCE ISSUE**

**Editors:**

- Dr Rubby Dhunpath
- Dr Mary Goretti Nakabugo
- Dr Nyna Amin
## DAY 1 – TUESDAY, 25 SEPTEMBER 2012

**Key:**
- # : Abstract Reference Number
- DTA: Recipient of UKZN Distinguished Teacher Award

**PAPER PRESENTATION:** 30 minutes: 20 minutes presentation + 10 minutes discussion

**WORKSHOP:** 2 hours

### Main Venue: Shepstone 1 (Sh1), Level 6, Denis Shepstone Building, Howard College Campus

**07h30 – 08h45**
**REGISTRATION, TEA/COFFEE**
Denis Shepstone Building, Denis Shepstone Head on Level 6

**08h45 – 09h05**
**WELCOME & INTRODUCTION:**
Dr Rubby Dhunpath, Director: Projects Teaching and Learning

**09h05 – 09h25**
**OPENING ADDRESS:**
Professor Renuka Vithal, Deputy Vice-Chancellor: Teaching and Learning

**09h25 – 10h25**
**KEYNOTE ADDRESS:**
**TITLE OF KEYNOTE:**
A South African Big Picture for Teaching and Learning (#19)
**CHAIR:**
Professor Nico Cloete, Director Centre for Higher Education Transformation

**10h25 – 10h40**
TEA/COFFEE – Level 6, Denis Shepstone Building

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<td><strong>Theory and Practice Integration in the Clinical Setting in Swaziland</strong></td>
<td><strong>Teaching Sensitive Topics: Critical Pedagogy in a Violent Society</strong></td>
<td><strong>The Experiences of Mentor Teachers during School-Based Mentoring Practices</strong></td>
<td><strong>Team-Based Learning (TBL); UKZN Contribution to the Provision of Optimum Health Care for All South Africans</strong></td>
<td><strong>Feedback Alignment: Lecturers’ and Students’ Perceptions of Assessment Feedback</strong></td>
<td><strong>Accessing Open Educational Content without Internet Access: The “Knowledge Box” Intervention in a Rural KZN Educational Community</strong></td>
<td><strong>Exploring Undergraduates’ Understanding of Aspects of the Scientific Method in a First-Year Biology Cohort</strong></td>
<td><strong>Accessing Open Educational Content without Internet: The “Knowledge Box” Intervention in a Rural KZN Educational Community</strong></td>
<td><strong>Concerns and Perceptions of Students on Workplace-Based Learning in Conditions of Socio-Economic Turbulence</strong></td>
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<td><strong>SESSION 2</strong></td>
<td><strong>11h50 – 12h50</strong></td>
<td><strong>LUNCH – Shepstone 1 (Sh1) Foyer, Level 6, Denis Shepstone Building</strong></td>
<td><strong>WORKSHOP (Sh15)</strong></td>
<td><strong>WORKSHOP (Sh17)</strong></td>
<td><strong>WORKSHOP (Sh11)</strong></td>
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<td><strong>Implementing Competency-based Approach in Nursing and Midwifery Programmes in Rwanda: Educators’ perceived knowledge and skills</strong></td>
<td><strong>Teaching and Memory: Making New Memories of Old</strong></td>
<td><strong>Success Rates of Probation Students in the College Of Agriculture, Engineering and Science Re-Admitted After Lodging an Appeal</strong></td>
<td><strong>The Perceptions of Higher Education Students in South African towards Group Work as a Method of Teaching and Learning</strong></td>
<td><strong>Assessment of Student Perceptions in Adopting Social Networking Tools for Learning: Case Study of Graduate Development Studies Course in South Africa</strong></td>
<td><strong>Designing a Teaching Learning Sequence in Chemistry Education</strong></td>
<td><strong>Linking Teaching and Learning In Higher Education to Societal and Professional Needs: Insights From the ‘Goals-Based’ and ‘Enquiry’ Models Of Curriculum Development</strong></td>
<td><strong>Understanding the Functionality of Dysfunctional Groups</strong></td>
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<td>Session 4</td>
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<td><strong>Sh1</strong></td>
<td>#93. N Munro Exceptional Academic Achievement and (In)equity at the UKZN</td>
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<td><strong>Sh17</strong></td>
<td>#155. M Taylor &amp; P Naidoo Mentoring and Motivating MPH Students at UKZN to Complete Their Dissertations</td>
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<td><strong>Sh16</strong></td>
<td>#50. C Ifeacho &amp; S Mukorera To What Extent Has the Tutorial System Impacted on the Performance of First Year Economics Students at UKZN-PMB Campus</td>
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<td><strong>Sh15</strong></td>
<td>#87. T Moodley Rethinking Research Methodology Related Modules at the UKZN</td>
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<td><strong>Sh14</strong></td>
<td>#105. ZZ Nkosi &amp; JC Lubbe Analysis of Factors That Influence Health Services Management Students in Attending Video – Conferencing Sessions at UNISA (Research –In-Progress)</td>
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<td><strong>Sh13</strong></td>
<td>#140. M Sheikh Who Needs Clickers?</td>
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<td><strong>Sh12</strong></td>
<td>#32. N du Plessis &amp; J Kearney Service Learning: Student Realities: A VUT Student Township Experience</td>
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<td><strong>Sh11</strong></td>
<td>#173. K Zondi “African Soil and Yet a Western Accent.” A Practical Insight into the True Effects of S29 of the Constitution in Tertiary Education</td>
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<td><strong>Sh10</strong></td>
<td>#60 H0 Kaya Methodologies of Integrating Indigenous African Knowledge Systems (IAKS), Research and Teaching into Higher Education</td>
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**From 17h00**

SHEPSTONE 1 FOYER, LEVEL 6, DENIS SHEPSTONE BUILDING, HOWARD COLLEGE CAMPUS

COCKTAIL EVENING

Live Entertainment – George Mari Band
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<tr>
<td>08h30 – 09h00</td>
<td>TEA/COFFEE – Level 6, Denis Shepstone Building</td>
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<td>09h00 – 10h00</td>
<td><strong>SESSION 5</strong></td>
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<td><strong>MAIN VENUE:</strong> Shepstone 1 (Sh1), Level 6, Denis Shepstone Building, Howard College Campus</td>
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<td><strong>KEYNOTE ADDRESS:</strong> Professor Jamil Salmi, Global Tertiary Education Expert</td>
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<td><strong>TITLE OF KEYNOTE:</strong> Developing Countries and The Global Knowledge Economy: New Challenges for Tertiary Education (#132)</td>
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<td><strong>CHAIR:</strong> Professor Damtef Tefera, Higher Education Training and Development, UKZN</td>
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<td>10h05 – 11h05</td>
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<td><strong>MAIN VENUE:</strong> Shepstone 1 (Sh1), Level 6, Denis Shepstone Building, Howard College Campus</td>
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<td>Professor Ahmed Bawa, Vice-chancellor, Durban University of Technology (#10)</td>
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<td>Professor Relebohile Moletsane, JL Dube Chair, School of Education, UKZN (#83)</td>
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<td>Professor Ian Scott, Director, Centre for Higher Education Development, University of Cape Town (#136)</td>
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<td><strong>MODERATOR:</strong></td>
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<td>Professor Jamil Salmi</td>
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<td>11h05 – 11h20</td>
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<td>#36. M Gorejena, A Machanj, et al</td>
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<td>Determinants of Student Performance in an Introductory Programming Course: The Case of Students in the Polytechnic of Namibia</td>
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<td>#96. A Mushunjie</td>
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<td>The Nature of Academic and Social Interaction between International and Domestic Students Studying at the University of Fort Hare</td>
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<td>#8. Interactive Qualitative Analysis – A ‘New’ Methodology</td>
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<td>K Bargate</td>
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<td>#46. S Hassan</td>
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<td>An analysis of the perceptions of academics regarding the reward for excellence in teaching and learning versus excellence in research through the lens of critical theory</td>
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<td>#3. AO Akinola &amp; U Johnson</td>
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<td>Rethinking Peace Education in the University of KwaZulu-Natal: By Whom? So, What?</td>
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<td>#168. RD Wario</td>
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<td>Podcasting, a Powerful Web Tool for Teaching and Learning in Higher Education: Results from University of Free State Qwaqwa Campus</td>
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<td>#41. M Govind &amp; RJ Hift</td>
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<td>Reducing Radiological Error Rates</td>
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<td>#88. R Morrison</td>
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<td>Organisational and Professional Identification: Lecturers Perceptions of a Post-Merger Working Environment</td>
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<td>#37. K Govender</td>
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<td>Examining Theses and Dissertations: Demystifying the Process</td>
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<td>11h20 – 12h20</td>
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<td>#123. SS Ramklass &amp; A Ajith</td>
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<td>Assuring Quality in Postgraduate Programmes</td>
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<td>#94. W Mupindu</td>
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<td>Access and Equity in the Context of Internationalization of Higher Education in South Africa: A Case Study of the University Of Fort Hare</td>
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<td>#25. D Dziva, C Bukuvhani, et al</td>
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<td>Science and Mathematics Pre-Service Teachers' views and use of Project-Based Learning</td>
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<td>#153. R Subbaye &amp; R Vithal</td>
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<td>Teaching Excellence in Academic Promotions at UKZN</td>
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<td>#157. V John &amp; S Barnabas</td>
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<td>Learning in a Community of Practice: The Alternatives to Violence (AVP) Network</td>
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<td>#172. H Woodcock-Reynolds</td>
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<td>Virtual World/Real Learning</td>
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<td>#44. R Hansraj</td>
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<td>The Perspective of Optometry Students of the Phelophepa Train Regarding its Role in Developing Experiential Skills</td>
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<td>#166. WF Van Zyl &amp; EM Smuts</td>
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<td>Promoting Cooperation towards Student Success on a Merged Satellite Campus: A Managerial Initiative</td>
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<td>#122. J Ramjith</td>
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<td>Determining the Factors that Influence the Time until Completion and Attrition of Students Registered for Master's Degrees at The UKZN</td>
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<td>#108.  P Ntusi</td>
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<td>#164.  L van Laren &amp; B Goba</td>
<td>The Volatile Issue of Language of Instruction in Foundation Phase Mathematics: Mathematics Teacher Educator Challenges</td>
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**SESSION 8**

**12h25 – 13h25**

LUNCH – Shepstone 1 (Sh1) Foyer, Level 6, Denis Shepstone Building

**SESSION 9**

**14h25 – 16h25**

WORKSHOP (Sh17)

#137.  Ian Scott

Concrete Approaches to Placement and Curriculum Design, at National And Institutional Level, to Improve Student Success

WORKSHOP (Sh15)

#118.  Kathleen Pithouse Morgan, Thereasa Chisangam, et al

Walking Our Talk: Becoming Self-Reflective Research Supervisors

WORKSHOP (Sh11)

#31.  Naomi du Plessis & Rumbi Kawara

Student-centred Learning at Institutions of Higher Learning? How do we bridge the Gap?
### SESSION 10

#### 16h30 – 17h30

<table>
<thead>
<tr>
<th>Sh1</th>
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</table>
| #102. J Ngcobo & M Martin  
Social Justice as a Conduit for Broadening Curriculum Access: Stories from Classroom Teachers | #84. K Moodley, JM van Wyk, et al  
What do Final Year Students Think about Medicine as a Career Choice? |
| #5. C Aldous  
A Focused Approach to Writing a Journal Article: Can You Write a Paper-in-a-Day? | #52. JN Jere  
Bridging the Gap Using Podcasting as an Aid to Teaching and Learning for the At-Risk Student |
| #70. MH Maimane  
The Role of Academic Development Officers (ADOs) for First Year Students at UKZN |
| #39. K Govender & R Dhunpath  
Deconstructing the Cohort Model of PhD Supervision: Student and Supervisor Perspectives | #89. SZ Mthembu & NG Mtshali  
A Model for Knowledge Construction in Community Service-learning Nursing Programmes |
| #147. T Sommerville  
Does it take a Doctor to Teach a Medical Student to Think? | #101. AK Ndlovu, A James, et al  
First Year Enhancement Programmes for What Students Can Be |
| #21. MO Dassah  
'Taking the Mountain to Mohamed': Is Formal Dissertation Writing Support the Answer to Improved Postgraduate Graduation Rates? | #146. B Soane  
Circumventing Conventional Pedagogies: Fast-Tracking the Teaching of Writing Skills to Postmodern Students Entering a Still Modern Institution |
| #142. S Sidzampa, A Gqiba, et al  
Students in Free Enterprise (SIFE) - UKZN: Creating Opportunities for Communities and Students | #54. UF Johnson & AO Akinola  
Affirmative Action Epistemology: An Approach to Tertiary Education in Post-Apartheid South Africa |
| #126. T Raniga & B Simpson  
Change from Below and Within: Social Work Students Reflect on Their Experiences of Working in Low Income Communities of Austenville and Bhambayi, KwaZulu-Natal | #73. H Mariaye & M Samuel  
De-colonising international partnerships: The UKZN–Mauritius Institute of Education cohort PhD programme |
| #80. S Mdima & V Singaram  
Exploring the use of isiZulu Supplemental Instruction tutorials for Medical students at the UKZN | #13. N Buthelezi & S Collings  
Preliminary Findings on What Constitutes Students' Success at the University of KwaZulu-Natal: Moving Towards an Afro-Centric Perspective |

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**From 17h30**

**SHEPSTONE 1 FOYER, LEVEL 6, DENIS SHEPSTONE BUILDING, HOWARD COLLEGE CAMPUS**

**GALA DINNER**

Live Entertainment – George Mari Band
### DAY 3 – THURSDAY, 27 SEPTEMBER 2012

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<th>08h30–09h00</th>
<th>TEA/COFFEE – Level 6, Denis Shepstone Building</th>
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<tr>
<td><strong>SESSION 11</strong></td>
<td><strong>Main Venue: Shepstone 1 (Sh1), Level 6, Denis Shepstone Building, Howard College Campus</strong></td>
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<tr>
<td>09h00–10h00</td>
<td><strong>KEYNOTE ADDRESS:</strong> Professor Kenneth King</td>
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<td><strong>TITLE OF KEYNOTE:</strong> Is There a South-South Dimension to the Internationalisation Of Universities in Africa? (#63)</td>
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<td><strong>CHAIR:</strong> Dr Mary Goretti Nakabugo</td>
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<tr>
<th>10h05 – 11h05</th>
<th><strong>SESSION 12</strong></th>
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<tr>
<td>#98. V Naidoo</td>
<td>Academic Literacy across the Curriculum: Reconceptualizing Postgraduate Literacy as a Social Practice</td>
</tr>
<tr>
<td>#130. FA Ruffin</td>
<td>Problem-Based Learning: Tool for Pragmatic Innovation in Higher Education</td>
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<td>#14. W Cafun</td>
<td>The Relationship between Teachers’ Conceptions of Globalisation and Professional Learning</td>
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<td>#9. K Bargate &amp; M Maistry</td>
<td>Students’ Experiences of Learning in a Writing Intensive Tutorial Programme</td>
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<td>#79. B McArthur</td>
<td>Facilitation Challenges in Asynchronous Virtual Focus Groups</td>
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<td>#96. M Moodley, A Bengesai, et al</td>
<td>The Effects of Supplemental Instruction on Timely Graduation Rates at the UKZN</td>
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<td>#112. A Paterson &amp; P Choeybal</td>
<td>Transnational PhD Programmes: Negotiating Challenges of Cultural and Linguistic Diversity</td>
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<td>#127. S Ranjeeth, M Maharaj, et al</td>
<td>Student Perceptions on the Adoption of Agile Methodology for Software Development</td>
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<td>#163. M van der Merwe, P Rule, et al</td>
<td>Projecting Post-Graduate Students' Voices into Educational Discourse</td>
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<td>#134. S Saloojee &amp; J van Wyk</td>
<td>The Impact of a Problem Based Learning Curriculum on the Psychiatric Knowledge and Skills of Final Year Students at the Nelson R Mandela School of Medicine</td>
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<td>#59. CR Kalenga</td>
<td>Rethinking Teaching Practice for Trainee Teachers at Edgewood Campus</td>
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<td>#92. V Mudaly &amp; J Naidoo</td>
<td>Innovations and Changes in the Teaching at Higher Educational Institutions</td>
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<td>#90. MA Mtshali</td>
<td>Students Experiences of Learning Using Online Support in Business Management</td>
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<td>#119. J Pocock &amp; AV Bengesai</td>
<td>Scared To Learn: The Case of an Engineering Course and the Place of Supplemental Instruction</td>
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<td>#156. L Watkins</td>
<td>Public Sector Ethnomusicology and Praxis in Ntaba Kandoda (Keiskammahoek), the Eastern Cape</td>
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<td>#135. MJ Savage, MG Abraha, et al</td>
<td>Web-Based Teaching and Learning Early-Warning System for Real-Time Data and Information for the Agricultural, Earth and Environmental Sciences</td>
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<tr>
<td>#65. L. Lebusa, et al</td>
<td>Labour Relations Undergraduates' Perspectives on Teaching</td>
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**SESSION 13**

11h10 – 12h10

| #169. N Whitear-Nel & B Soane | Tapping into the changed profile of law students to enhance the development of ethically sensitive lawyers: a (paradoxical) case for more TV! |
| #76. B Matolino | Gadgetry as Pageantry Competing with the Horse's Mouth |
| #111. V Paideya & PG Ndungu | The Use of Mastering Chemistry as an Academic Support and Monitoring Tool in First Year Chemistry |
| #82. T Mkhize | The Dichotomy of social inclusion and exclusion in South African Higher Education |
| #68. M Lebusa, T Pitso | Fostering Creativity and Entrepreneurial Self-Efficacy in Engineering Undergraduates: Curriculum power and context in one University of Technology |
| #124. SM Ramson | Internationalization Masquerade and Epistemic Dissonance: Creating Spaces for Indigenous Knowledge |
| #91. P Mudaly & F Mtshali | Students' Reflections on Student Support Services in the Discipline of Nursing in a Selected University, In KwaZulu-Natal |

**SESSION 14**

12h15 – 13h15

| #115. D Pillay, L Ramrathan, et al | Academic Image-Ining Is Da(!)Maging! Disrupting the Grammar of University Student Support from Alternate Spaces |
| #78. N Mboti | Freire, Google and the Blackbery: Problem-Solving In an Age of Technological and Information Overload |
| #67. JC Landman, MAkombelwa, et al | The Historical Development of Surveying Programmes in Higher Education in South Africa |
| #97. I Naicker, GPL Pillay, et al | Learning About Pedagogic Settings from Postgraduate Students' Lived Experiences |
| #128. W Rawlinson | Responsive Pedagogy through Self-Reflective Research in a Communication Course at a University of Technology |
| #48. JD Hlatywayo | The Impact of Leadership Practices in the United Church of Christ Mission Schools in Zimbabwe |
| #103. F Niyimbanira | Cash Preferred To Food Voucher: An Application of Student's Utility Function |
| #91. P Mudaly & F Mtshali | Students' Reflections on Student Support Services in the Discipline of Nursing in a Selected University, In KwaZulu-Natal |

| #152. M Subban & M Dassah | Guiding Students to Traditional Conventions in Academic Writing |
| #129. S Reddy | Knowledge Construction in a Problem-Based Learning Medical Curriculum: Critical Reflection of Clinical Experiences |
| #125. DI Rajput | Curriculum Packing – Nonsensical Pedagogy of Physical Education |
| #160. M Tjabane | Enhancing the Learning Experiences of International Students at VUT |
| #162. HB Twine | Novice Educators' Understandings of Curricula and Pedagogy: Perspectives from Uganda |
| #85. M Moodley | Supplemental Instruction Leaders: Winning Too! |
| #109. EL Nuwagaba & PN Rule | Navigating the Ethical Maze in Disability Research: Ethical Conflicts in Two African Contexts |
### SESSION 15
13h20 – 13h35

**Main Venue: Shepstone 1 (Sh1), Level 6, Denis Shepstone Building**

Reflections, Concluding Remarks & Closure

**LUNCH – Shepstone 1 (Sh1) Foyer, Level 6, Denis Shepstone Building & Collection of Evaluation Forms**

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### POSTERS

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Book of Abstracts

6th Annual Teaching & Learning Conference

25 – 27 September 2012
#1. POSTER: Social Cognitive Determinants of Information Systems Student Group Project Performance

D Achmad, K Bhowan and AM Marimuthu
University of KwaZulu-Natal, South Africa

For decades, student performance in information systems has been a concern for academics. Many studies have explored factors that contribute to efficacy in student group projects in information systems courses with relative success. This study aims to investigate the influence of various factors such as efficacy at the group and individual level and group deliberation on information system group project performance. Respondents were twenty four groups formed from one hundred and twenty information systems and technology third level students at the School of Management, Information Technology and Governance at the University of KwaZulu-Natal. The implications of this study include insights into approaches for improving the delivery and the mechanisms for assessment for such courses.

Keywords: information systems, group projects, academic performance

#2. The Role of Academic Development Officers (ADOs) for First Year Students at the University of KwaZulu-Natal

N Ajayi, OK Abatan and S Mahomed
University of KwaZulu-Natal, South Africa

In today’s educational environment, institutions across the globe are implementing a range of practices in order to enhance the academic performance of their learners. These practices include Academic Development Programs (ADPs) that are aimed at intervening to improve the learning skills, experience and outcomes of learners from disadvantaged academic and socio-economic backgrounds as well as those from privileged backgrounds. The South African educational system has not been an exception, as higher institutions are creating and implementing development programs that are intended to enhance the academic performance of learners from their first year through to graduation. However, despite these programs, most learners from academically disadvantaged backgrounds still struggle to excel as compared with their counterparts. This paper investigates the role of Academic Development Officers (ADOs) as mentors and facilitators of academic development programs for first year students at University of KwaZulu-Natal (UKZN). The investigation is being carried out across two disciplines, Information Systems & Technology (IS&T) and Accounting, and utilises questionnaires and interviews. The investigation also seeks to understand the factors impeding the academic performance of learners from disadvantaged backgrounds and the role of ADOs in managing these factors so as to enable students to achieve a higher education qualification.

Keywords: Academic Development Program (ADP), Academic Development Officers (ADOs), academic development, learners
#3. Rethinking Peace Education in the University of KwaZulu-Natal: By Whom? So, What?

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Since Johan Galtung initiated the first wave of peace research, the impact of peace education on peace-building has been the focal point of scholarly debates about curtailing the spate of violence in Africa, more specifically in South Africa. Peace education has become a mechanism for strengthening the capacity for peace, mastering the art of peace and developing the ability for peace activities. These goals underpin the proliferation of peace curricula at the University of KwaZulu-Natal UKZN. This paper examines the need for peace education in Africa, reviews the "peace project" and peace modules offered at UKZN, and explores how peace education has affected attitudinal changes toward adopting a non-violent approach to conflict resolution. The study utilizes quantitative analysis based on questionnaires to elicit the perceptions of students, lecturers and university administrators involved in the peace programmes. The paper argues that the incorporation of effective peace education in the university offers a robust deterrent to violence, and accelerates the process of peace-building in the region.

**Keywords:** peace education, university, modules, conflict resolution.

#4. 'Consuming the Image' of Public Institutional Synergy in a Coherent Post-School Education and Training Structure

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One of the primary objectives of the Department of Higher Education and Training (DHET) is the establishment of a co-ordinated post-school education and training system which requires engagement between all of the institutional formations within it. Public (and private) universities and FET Colleges, as supply institutional formations, are therefore, required to engage with a host of other institutional formations including Sector Education and Training Authorities (SETAs) and Qualification Authorities (QAs). But what is the relationship between universities and FET colleges and what are their current terms of engagement? Is there adequate understanding of what universities and Colleges are doing and what the level of current engagement is? This paper employs the metaphor of exclusion used by Michael Apple to explain the way in which the current relationship is perceived. It identifies the key features of the relationship and provides possibilities and constraints for future engagement. While a great deal has perhaps been touted about the much vaunted articulation conundrum between the two, it is apparent that a deeper understanding of the nature, structure and purpose of these institutions is necessary in order for them to engage effectively. This requires the notion of partnerships to be successfully understood. Clearly much more than the success of the new political structure depends on effective engagement between universities (both research and comprehensives) and the college structure. It could be argued that the success of South Africa’s national development vision is likely to be thwarted should the effective synergy between universities and colleges not be clarified in the quest for a real democratic transformational education and training system that does not discriminate on the basis of vocational choice. It is evident that four years after the establishment of the DHET and the ideal of a coherent education and training system has been mooted. We are arguably still far from even ‘consuming the image’ of constructive engagement.

**Keywords:** University-FET engagements, partnerships, academic and vocational education.
Academics are compelled to publish research articles. Students are required to submit articles prepared for publication with their dissertations. Performance management and promotion emphasises publication output as an indicator of competence in academia. The novice academic is often intimidated by the task of producing a journal article. The experienced academic often finds him/herself under time pressure to publish given the various other tasks required to fulfil the position of an academic. The author sought to develop an intervention to expedite the writing of a draft research article in a retreat-like and supportive environment. The Paper-in-a-day concept was developed to assist academics to produce a draft article in a single working day. A workbook was designed to provide background on the five sections of an article. There are worksheets to ensure inclusion of all the important elements of these sections. The day is divided into four slots where the introduction, methods, results and conclusions are written up. At the end of the day, the delegate is shown how to construct an abstract for the article. Itemized homework tasks assist in the completion of the article for submission for publication. Course evaluations from most delegates indicated that a first draft was completed in the workshop session. All delegates felt that the constructive approach taken to writing their articles, in the relaxed and nurturing environment, guided them to produce original work that could stand alone alongside their theses. The workshop will continue to be developed as more coaches are trained to run the course. It is envisaged that Paper-in-a-day retreat days will be held in future for people who have attended the Paper-in-day workshop. Attending a day’s retreat, where there is a structured and relaxed environment, will assist academics in producing research articles regularly.

**Keywords:** publication, research article, author, writing

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In this presentation I open the debate on what makes a ‘good’ university teacher. Traditionally, teaching in academia required one to have mastery of content, particularly of theory, practice and philosophy and relationships between and amongst these three. There was always space for eccentricity, lunacy, and idiosyncratic relationships with individuals and epistemologies. In recent times the role of the academic teacher has been colonised by new discourses discernible in initiatives such as the distinguished teacher award and the National Excellence in Teaching and Learning award by Heltasa. These initiatives I want to argue are introducing new tyrannical regimes to invent the ‘good’ teacher. What are the possibilities of resisting and destabilising a homogeneous ‘good’ teacher in academia? What kinds of contingencies and tangentials shape teaching? What kinds of cooperations and disharmonies are necessary? Finally, are these oppositional stances tyrannies too?

**Keywords:** higher education, good teacher, discourse analysis

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#5. A Focused Approach to Writing a Journal Article: Can You Write a Paper-in-a-Day?

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#6. Tyrannical Discourses: Inventing the ‘Good’ Higher Education Teacher

N Amin
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Feedback is vital in most learning contexts. Feedback to students is an issue of quality assurance and quality enhancement. Lecturers’ intentions when providing specific feedback and the students’ perceptions and usage of that feedback may not necessarily correspond. This article reports on the investigation of the relationship between lecturers’ intentions when providing assessment feedback and the students’ perceptions and usage of that feedback. Five lecturers and 50 students studying undergraduate Bachelor of Education degrees at a comprehensive university were involved in the study. The study utilised a mixed research design in which triangulation was used to obtain different perspectives of the students’ and lecturers’ perceptions of feedback. Data was collected via a questionnaire that included both quantitative measures (a Likert scale) and qualitative measures (written statements of the participants’ perspectives). The questionnaires were based on timing, quality, communication, use, type and meaning of assessment feedback. Data was analysed statistically using SPSS. The findings showed that students and (to some extent) lecturers perceive that lack of useful feedback is a problem in the assessment process, and that lecturers believe that their feedback is more useful than students do. This suggests that implied understandings of feedback by staff need to be communicated more effectively to students. The article suggests that the quality and quantity of feedback needs to be relevant, specific and understandable, and the timing of feedback is crucial. Secondly, the use of formative assessment, and the exploration of other innovative approaches to assessment, which encourage dialogue between staff and students, and feeds forward into future work, may enhance effective student learning.

**Keywords:** assessment, feedback, learning, perception

Interactive Qualitative Analysis (Northcutt and McCoy, 2004) is a qualitative research methodology which is innovative and as yet has not been widely used in qualitative studies. Interactive Qualitative (IQA) attempts to provide a structured, rigorous and accountable framework for qualitative enquiry. It is a systems approach to research within the constructivist and interpretivist frame. Focus groups are used to generate a large amount of data in a short space of time and from the data participants elicit themes, called affinities. Participants are selected on the basis that they are regarded as the authority on the phenomenon due to their membership of a particular group. The outcome of the process is a Systems Influence Diagram (SID) which is a visual representation of an entire system of drivers and outcomes developed from the affinities and the relationships among them. The underlying premise of IQA is that those closest to the phenomenon, *constituents*, are best situated to generate, theorise and interpret their own data. The role of the researcher is to facilitate and guide the process. As the researcher does not interpret the data, the issues of credibility, dependability and confirmation are all but eliminated.

**Keywords:** focus groups, interactive qualitative analysis, methodology, qualitative research
Managerial Accounting and Financial Management (MAF) has traditionally been perceived by students to be a difficult subject as students do not grasp fully the underlying disciplinary concepts and are unable to transfer knowledge from one context to another. This article reports on a study that sought to explore MAF students' experiences of learning in a Writing Intensive Tutorial (WIT) programme. A WIT programme is based on the use of informal exploratory writing in writing-to-learn. Informal writing is low stakes, ungraded and encourages critical thinking and learning of concepts rather than grammatical correctness. The participants in this study were 15 MAF students who voluntarily participated in an 18 week WIT programme. The study was informed by the tenets of social constructivism and conducted within a qualitative interpretative framework. The study drew on the principles of the case study approach which corresponds with constructivism. Using Interactive Qualitative Analysis (Northcutt & McCoy, 2004) as a data analysis tool, several key affinities (themes) were revealed. These affinities include an increase in personal confidence, improved study and examination techniques and the interactive tutorial environment. Students felt that their study techniques had improved as they adopted a deeper approach to learning. The structure of the tutorials was enjoyed by all students. They were able to interact with each other to develop a contextualised understanding of MAF concepts. These findings have implications for higher education accounting pedagogy.

**Keywords:** case study, interactive qualitative analysis, student learning, writing intensive tutorial programme

The new higher education green paper on Post-school Education provides the basis for a new approach to addressing the hard questions that face the sector. The key tensions that were posed at the time of the National Commission of Higher Education – equity versus development, massification versus elitism and others – were discussed at the time but were then skirted around. These are difficult questions but they are also questions that challenge the very basis of the sector and its relationship to society. As it turns out the participation rate in higher education since 1994 has not changed, the system is probably less sustainable now than it was then and the challenges of good governance, leadership and so on have grown in complexity. Perhaps of greater importance, is the failure of the primary and secondary school systems to afford young South Africans a reasonable, sufficient education. The green paper opens the way for us to revisit the key question that should be driving the discourse on transformation and development – what is the purpose of post-school education and of the system? This is more complex than may appear to be because there the post-school system has multiple elements to it, each with its own purpose. And yet there must be common threads, one of which is that knowledge is at the very centre of all aspects of the construction. More importantly, this post-NCHE attempt at reconstructing the post-school system must focus on the coherence of the new construction – a systemic coherence that matches the purposes of post-school education with its organisation and development. This is very much at the heart of the matter for the socioeconomic conditions that prevail in South Africa. This has enormous consequences for the way that we conceive off the curricula at the institutions.
Curriculum reform involves research into underlying problems, followed by the implementation of remedial strategies and the monitoring of their success. Life Science faculty staff members who intend to ascertain student misconceptions and improve instructional strategies need to employ appropriate methods to assess and analyse classroom data. Although the scientific method is considered the main research tool used in most Life Science disciplines, many students and researchers have difficulties with understanding various aspects of it. The accurate use of the scientific method is an important skill that needs to be developed in students, particularly if they continue with postgraduate research. It is thus necessary to identify these misconceptions early in their undergraduate careers.

Discipline-based science research was carried out using formative assessments completed by first-year biology students during an introductory Biology course at the University of KwaZulu-Natal. Data from multiple-choice question tests, short question practical tests and examination questions highlighted difficulties students have with identifying and distinguishing between hypotheses and predictions, experimental design, data analysis and explanation of results. This study shows the importance of collecting and analyzing formative assessments to inform instruction and curriculum reform.

**Keywords:** scientific method, misconceptions, curriculum reform

How can we widen access to open content? Those who have access to new technologies and especially internet access are afforded access to open educational content. Paradoxically, those who have most need of educational content are the ones without access to the internet, digital and free content. In response to the problem of access to open educational content, there have been proposals to use the proliferation of mobile devices to access content via the cell phone network, which has famously provided the option of mobile uptake to "leapfrog the digital divide". This paper "troubles" the assumption of African possibilities of access via cell phone, and showcases an innovative trial of a “knowledge box” an ATM-styled hardware device that acts as a portal for the open content so freely available on the web, and an interface for audiovisual, audio and printed content via this device. An experimental trial of the Bluetooth capability of the device to work with mobile phones is also included.

The problem with accessing educational content via cell phone networks includes the selection and relevance of the educational content to the curriculum – specifically the school CAPS curriculum; the possibilities of the use of Bluetooth free transfer from cell to cell; the access to printable PDF content as well as experiential possibilities of audiovisual content for education.

This presentation will showcase the new options of “gateway” hardware, between the free online content and the un-connected school - making accessibility a reality for rural education communities.

**Keywords:** educational media, technological innovations
#13. Preliminary Findings on What Constitutes Students' Success at the University of KwaZulu-Natal: Moving Towards an Afro-Centric Perspective

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The vision of the University of KwaZulu-Natal (UKZN) is to be the Premier University of African Scholarship. The critical question is how does a university that is committed to African scholarship conceptualise students’ success and meet the varied needs of students from a structurally and socially diverse and unequal African context. Reliance on unitary and universalistic perspectives when accounting for students’ success without attempting to explore their lived-experiences and realities makes implementing successful intervention plans that will enhance students’ success improbable. The current study is explorative in nature and it is located within the interpretivist paradigm. The aim of the study is to explore students’ discourses and meanings they attach to their success at institutions of higher learning using the Afro-centric perspective. The Afro-centric perspective advocates for participative and interactive methods embedded in Southern traditional values and ideologies. The current paper presents preliminary findings of focus group discussions from a sample of South African first-time first year students within the College of Humanities at UKZN. A participplan focus group method was used because it allows data generated from the discussions to be collated into themes through group consensus during the discussion thus incorporating the perspective of all group members, which enhances the reliability of results. The preliminary results indicate that socio-economic factors, social class issues, institutional infrastructure and students’ support programmes feature prominently in the students’ discourses. The findings also indicate that students are aware of their role as agents within the learning process and they also acknowledge the influence of certain systems in their success at the university. Lived-experiences of students are diverse and dynamic and intervention programmes within universities should be informed by these realities.

Keywords: student, success, Afro-centric perspective

#14. The Relationship between Teachers’ Conceptions of Globalisation and Professional Learning

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This paper seeks to explain the relationship between teachers’ conceptions of globalisation and professional learning. A single focus group discussion was used for the generation of data. The aim was to understand how six teachers who have been exposed to global discourses conceive globalisation and its effect on their professional learning. The use of a single focus group discussion was favoured as it produced an environment very similar to the one achieved by globalisation, i.e. an environment in which various ideas are generated simultaneously and are subjected to influences from a variety of sources, the sources being the teachers from various backgrounds. From this focus group, rich data emerged highlighting that the teachers in the study have very similar and in some cases very different conceptions of globalisation, teacher professional learning, and the relationship between the two. Interestingly, what emerged was that each of the six teachers conceived that context, in an era of globalisation, plays an integral role in teacher professional learning. In essence, globalisation and teacher professional learning are shown, in this paper, to be inseparable. It is a time in which teachers are forced to learn for specific contexts and in most cases find themselves having to relearn as their contexts change in accordance with the evolving nature of globalisation. A need for teacher professional learning to keep up with changes associated with globalisation is thus highlighted. However, the spoken words of the teachers concerned in this study empirically suggest that teacher professional learning remains dependent on expertise, as well as teachers being subjected to instances of learning, and not learning through DoE workshops. What thus emerges as a plausible solution to the problem of how teacher professional learning may keep up with globalisation appears to be a need for teachers to take charge of their professional learning and to move away from positions of dependency and passivity to a position of active agency.

Keywords: teachers’ conceptions, professional learning, globalisation
Managed group work is increasingly being used in a number of disciplines in higher education. Support for managed group work is very often linked to the idea of preparation for the real world. It is argued that this teaching and learning practice assists students to acquire the generic skills that prepare them to deal with a multitude of complex challenges in their sphere of employment, including those challenges relating to human interactions. Pedagogically group work is also seen to be of benefit as it addresses the needs of diverse groups in the same classroom. Much of the literature indicates that successful group work depends on group management, where the role of the instructor/facilitator is critical in achieving the desired objectives of the group work. Simply allocating students to groups to undertake the assignment will not necessarily promote effective learning. This paper seeks to contribute to the discourse on improving the efficacy of group work by specifically focusing on analyzing the responses of South African higher education students to this approach, as well as providing a critical analysis of group management techniques used by facilitators. This study is conducted at two Universities in the Province of KwaZulu-Natal using focus groups of students at selected similar programmes within faculties, as well as interviews with classroom facilitators. Recommendations for the improvement of the management of group work are made in the paper.

**Keywords**: group work, students, perceptions

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In this paper, we present the findings as to how academic staff plan, organize, control and teach large undergraduate classes. UKZN is committed to redress past imbalances regarding access to university education. This institution has become a major player not only in the province and nation but also in the region and beyond in ensuring access to university education. This has resulted in large classes particularly in most undergraduate programmes. The current global demand for higher education suggests that the massification of tertiary education is here to stay. University budgets are overstretched in terms of employing additional permanent staff, building more lecture halls, and other additional resourcing. But UKZN is equally committed to offering quality education and enabling success for the majority of its students. Therefore schools and departments have to strive to strike a balance between providing for increased access and ensuring that students experience quality education. Ecosystemic theories underpin the study. This study was a university wide project. In the study, we adopted qualitative approaches. We interviewed most of the Heads of Schools, lecturers, contract staff and students individually in various schools. Findings show a variety of approaches ranging from intensive use of contract staff, group work, group poster presentations, tutorials, group assignments and multiple choice computerized assessments for all the work done in the module. Some are very organized and others are not so organized. It is also very clear that there is minimal use of available university teaching and learning technology.

**Keywords**: large undergraduate classes, university wide investigation, academics’ approaches
In this paper we report on how international postgraduate students from African countries experienced life in a South African School of Education. Socio-politico-economic challenges in many African countries have resulted in a notable increase in student mobility across the continent. As the biggest economy on the African continent, South Africa has become a major if not the most popular destination of such mobility. The School of Education, in which we are currently researching international students from African countries other than South Africa, is part of a large university whose vision includes achieving Internationalisation. The university is proud to be academic home to many international students. As academics in the South African Higher Education system, we have experienced a gradual increase of international students in the past ten or so years. But how much knowledge do South African institutions of higher education have of such students so as to be able to assist them accordingly? In our current study, we seek answers to the following questions in relation to international postgraduate students in the selected School of Education: Who are these students? What are their lived experiences in the institution? What can we learn from such experiences in relation to providing more suitable educational experience for them? We purposively selected a total of 14 Honours, Masters and PhD students from six African countries-Cameroon, Lesotho, Malawi, Nigeria, Rwanda and Zimbabwe and conducted two, two-hour long focus group interviews with them. Students’ experiences range from feelings of isolation to those of strong resilience. These seem to be influenced by both the students’ background and the goings-on in the School. We conclude that there is a lot more to learn about these students on the part of the institution in question. There is more to access than the students’ actual physical presence on university campuses.

**Keywords:** international students, lived experiences, social spaces, re-shape

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Modern day business dictates that group work is the key to success, hence an increasing number of undergraduate final year business programmes have a significant component of group work. Past research has focussed largely on the student perspective of group work with very little emphasis on the educators’ perceptions of the dynamics that exist within the group. This research paper seeks to contrast the learners’ and educators’ perceptions bearing in mind the role of the educator as the designer of the group work. This research is reinforced by the researcher’s active involvement in a module that has a group work component. The findings of this research will have implications for the use of group work and the assumptions educators have of student efficacy.

**Keywords:** group work, perceptions, efficacy
When discussing teaching and learning it could be useful to look through different lenses at output performance in the South African higher education learning and teaching system. The two main lenses will be efficiency (throughput) and differentiation (high medium and low knowledge producing universities). The data that I will look at are from two unique studies; the first ever longitudinal study (2000-2010) of all undergraduate students and the first longitudinal study on all doctoral students (2000 – 2010). From these two perspectives on these massive data sets I hope to draw some pointers for the practitioners.

This presentation reflects on some of the complexities of teaching courses that raise deep emotional issues for the participants. The two courses, Understanding Violence and Trauma in Context, were developed in order to assist students to understand and engage with problems of violence in South Africa, and to provide social and psychological support for survivors of violence. It soon became clear that most of the participants were themselves survivors of violence, and that their engagement with the courses was not merely intellectual as it also triggered powerful emotional reactions and shifts in self-understanding. This presented a danger that the participants would be overwhelmed by negative emotional responses to the course materials in ways that could be psychologically traumatic and also undermine the potential learning experiences offered by the courses.

The challenge thus became to develop a pedagogical model which enhances the positive potential for emotional engagement with the course materials, while ensuring that participants were not overwhelmed by negative feelings that left them feeling helpless and overwhelmed. Here both the notions of critical pedagogy as personal transformation and empowerment, and the traditional psychotherapeutic ideas of transference and counter-transference, were explored to develop a teaching practice that allowed participants to engage the materials in a deeply personal way while maintaining a supportive environment that fostered increasing intellectual and emotional self-reflexivity.

The presentation discusses the development of techniques of immersion, containment and self-reflection that were developed to guide participants through the emotionally challenging materials in ways that were emotionally and intellectually empowering, and may provide a model for teaching similar courses on sensitive topics.

Keywords: trauma, violence, critical pedagogy
#21. "Taking the Mountain to Mohamed": Is Formal Dissertation Writing Support the Answer to Improved Postgraduate Graduation Rates?

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Globally, many academic disciplines award masters and doctoral degrees on the basis of a completed dissertation. Anecdotal evidence suggests many South African postgraduate students fail to complete their studies in the prescribed minimum time. One reason is that the dissertation is a specialised form of academic writing, completion of which is fraught with difficulties. Dissertation writing is not simply about disciplinary (content) knowledge; it is also about how knowledge is conveyed: the marriage of content and language; knowledge of appropriate research methods; high-level academic writing skills such as citing and referencing; logical reasoning and argumentation; analysing; summarising; paraphrasing; synthesising; achieving overall; chapter-to-chapter and paragraph-to-paragraph coherence; and sentence-to-sentence cohesion. This theoretical paper problematises the absence of voices in the supervision discourse highlighting a need to provide on-going (rather than ad hoc), formally-structured, explicit dissertation-writing support programmes to address postgraduate writing issues. The paper argues such support is not only essential to improve graduation rates, but also feasible and cost-effective. A well-planned dissertation writing support strategy has the potential to break the academic ‘tribes’ and territories or ‘silos’ mentality in universities by fostering collaboration among different disciplinary specialists and their language/writing counterparts. The paper explores possibilities residing in Skills, Creative Self-Expression, Process, Genre, Functional and Critical Literacy approaches to teaching writing with a view to suggesting an appropriate framework for teaching postgraduate dissertation writing.

Keywords: dissertation writing, genre, postgraduate students, supervision

#22. Teaching and Memory: Making New Memories of Old

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This paper grapples with the complexities of preparing students to teach in diverse contexts. In the South African context, schools are diverse and it is not possible for any student teacher to predict where he or she will be employed. The post-apartheid classroom is not homogenous and students with a largely limited experience of diversity need to be prepared for a practice of uncertainty. The context of this presentation is teacher education at a South African university with particular reference to the challenge of preparing student teachers to teach in an imaginary but potentially unknown classroom. Ignoring this challenge would paradoxically be a re-enactment of old pedagogical philosophies and practices and a compromise of the educational objectives of the post-apartheid South Africa. The disciplinary context of this paper is the History of Education module which is part of the Bachelor of Education degree (B.Ed). The study conceptualizes ‘memory as discursive practices’ using reflexivity as a method of disrupting existing schooling memories of students. The data collection method was an interview survey on adult schooling experiences and students’ reflective reports. For the purpose of this paper the questions dealing with ‘school memories’ were analyzed. The emerging theme of corporal punishment is discussed. The paper argues that students successfully identified dominant educational practices of the past which provide them with a frame of reference - a discursive landscape - which serves as a canvas with possibilities of destabilizing old memories and potentially shaping new ones.

Keywords: school memories, corporal punishment, teacher education, reflexivity
#23. Using Spot Tests as a Teaching and Learning Initiative to Enhance Second Year Class Attendance

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Large classes present a special challenge for academic staff at institutions of higher education. Added to this is the poor attendance among undergraduate students at lecture sessions. Many academic staff members are confronting this challenge by planning and implementing different learning and teaching initiatives. An example of such an initiative was a pilot study which was conducted to establish whether the use of spot tests could improve class attendance in an undergraduate second year management module. Three hundred and twenty students registered for this module during the first semester of 2012. At the beginning of lectures, students were informed that two random spot tests would be administered during lecture sessions. This information was also included in their course outline. This qualitative exploratory study revealed that not only was class attendance enhanced, but the pass rate for the module improved significantly. This implies that frequency of lecture attendance is significantly, but moderately, related to better academic performance. The random tests encouraged students to read and revise their study material. This clearly impacts significantly on them successfully completing the module. The limitation of this study was that as it was a pilot study, only one set of students registered for a second year module were included in the sample. Therefore, the findings cannot be generalized for all modules. However, this study laid ground work into exploring ways of enhancing class attendance among undergraduate students at institutions of higher learning.

**Keywords:** teaching, spot tests, higher education practices

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#24. POSTER: Imparting the Gülen Principles through an English Textbook

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‘Çekirdekten Çınara’, “From Seed to Plane Tree” is the title of a book by Fethullah Gülen, scholar and philosopher of the 21st century, ranked as the most influential intellectual by Foreign Policy magazine. Gülen has a vision which he has made a mission which is to nurture human beings through education with the hope of building a “Golden Generation”. This ethical stance of Gülen drives the movement that bears his name. While inculcating or reviving universal values, the movement, whose efforts are solely for philanthropic ends, hopes the future generations across continents, regardless of faith, ethnicity or creed, will be model human beings who will bring positive change to our dysfunctional society. “Character Education” in the US school curriculum parallels this effort of the Gülen movement. In the light of the above, this research explores the possibility of integrating the Gülen principles into an English textbook for Gülen-inspired schools. Existing textbooks for English (in South Africa where there are 5 Gülen-inspired schools) will be critically analysed to explore their compatibility with the Gülen principles. Do English textbooks display any value-centred knowledge that would benefit learners in simultaneously shaping their character disposition and fulfilling curricular requirements? Should these textbooks, after being subjected to a rigid textbook analysis using theories of textbook evaluation like social semiotics and functional analysis, be deemed incompatible with what the Gülen-inspired schools embrace, an intervention will be required for a successful endeavour towards a Golden Generation. Through Action Research, calculated trial texts and questions will be administered to one Grade 8 class. The first data cycle will be in the form of revisits to assess respondents through questionnaires or interviews based on theories of moral development from Kohlberg, Rest and neo-Kohlbergian source. The ultimate drive for this research is to imagine the learners of the Gülen-inspired schools as being the “Golden Generation” geared with a quality character, endowed with the best values, not the common learner of any given school.

**Keywords:** Gülen, values, English textbook.
Project-based learning offers promise as an instructional method that affords authentic learning tasks grounded in the personal interests of learners. While previous research has presented results of learning gains, motivations and teacher experiences, still limited empirical research has presented the pre-service teachers’ perspectives of project-based learning in developing countries. Pre-service teachers are the future; the importance of their views' cannot be over emphasized.

Using a case study design, fifteen (9 Diploma in Science Education and 6 Bachelor of Science Education) purposively selected pre-service teachers’ views and use of project-based learning was explored. It emerged from the study that ProjBL gives learners the chance to be identified with the project-based task, to explore the connections of the curriculum to their own life. Most pre-service teachers are of the view that though ProjBL is desirable and useful, it is a burden. Classroom projects are affected by the bell schedule, the time of year and the curriculum requirements, standardized testing, among other numerous factors that impact a teacher’s work. There is however need to corroborate the views of pre-service teachers with those of their student.

**Keywords:** Project-Based Learning, Science and Mathematics Teaching and Learning, Pre-Service Teacher, Pedagogics in Science Teaching

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The purpose of this informal workshop, otherwise called a “fireside chat” is to begin a discussion about innovative writing support programmes at universities in Southern Africa that can positively support its ‘apprenticing academics’, i.e., Masters, PhD students, and recent PhDs as they write for academic purposes, i.e. Masters theses, PhD dissertations, academic publications. It is composed of two discussion components: a planning stage and an informal workshop called a “fireside chat”. The first component speaks about recent interactions between emerging academics at UKZN and the University of Botswana (UB) as they meet with individuals and groups responsible for supporting students, particularly post-graduates with writing for academic purposes. Using this information, they will the use the Teaching and Learning Conference to facilitate a "fireside chat" for UKZN and UB’s apprenticing academics. This fireside chat will allow the speakers to use a talk show, informal chat format, to both discuss UKZN and UB students’ challenges with writing for academic purposes as well as share the speakers’ own experiences and learning from working in a recent innovative partnership that was guided by the other academic. The fireside chat will also speak to the innovative writing support strategies coming from the interdisciplinary field of Writing Studies, which conceptualises writing to be a social practice instead of a skill, meaning that a writer needs to understand how to use language to meet the rhetorical purpose of their writing and their audience’s expectations as opposed to simply mastering the grammatical rules of the English language. At the end of the two discussion components, we hope that the discussion will result in a new process of guiding post-graduate students into learning from each other through a virtual writing coaching and mentorship programme.

**Keywords:** pedagogy, postgraduate, peer learning, writing skills
An assessment of the use of social networking tools for graduate level teaching in South Africa is under-represented, thus, the Social Networking for Academic Purposes Pilot (SNAPP) attempts to rectify this problem in this pilot study. The teaching technique includes enhancing the delivery of post-graduate courses through the use of existing social media technologies like Web 2.0 tools combined with face-to-face tutorials and global interactions. More specifically, SNAPP takes advantage of the technological resources already available at the University of KwaZulu-Natal through the integrated use of its UKZN Moodle platform; other social media networking tools such as Skype or Facebook, recently installed multi-media hardware in one of UKZN's graduate studies' seminar room and a part-time technical tutor. Using a Master's level core module, “Poverty & Inequality”, the tutors, web tools and UKZN online platform were utilised in various two-way interactions between stakeholders and a specific seminar on Poverty and Information & Communication Technologies for Development (ICT4D). The project demonstrates that if the online teaching techniques are enforced through technical competence, frequent interaction and positive feedback, these factors impact on enhanced post-graduate learning in addition to making the course interesting among the participating graduate students. This short paper uses the student assessment and online interactive analysis on the usefulness and relevance of these interventions. We find that as a result of the combined interventions, staff and students see SNAPP as an effective use of resources through technology application, global digital interaction, and peer tutoring to complement lectures and learning.

**Keywords:** Moodle, ICT4D, Africa, Facebook

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**Background:** A metaphorical void seem to exist between theory and practice in nursing education. Literature reveals this void as a byproduct of factors in either the educational or the practice setting. The move of nursing education from hospital-based colleges to universities is perceived to aggravate this theory practice metaphorical void. In Swaziland it has been more than a decade since nursing education was positioned in universities. Guided by the premise that the theory-practice gap exists, this study explored integration of theory and practice in a university-based basic nursing education programme in Swaziland.

**Method:** A total of 151 students and 16 nurse educators completed structured self-administered questionnaires. SPSS version 17.0 was used to organise the data, descriptive and non-parametric statistics were used to analyse data.

**Findings:** In this study all the nurse educators affirmed that the theory-practice gap in nursing education exists, with 69% believing the gap to be widening. A strong perception seemed to exist that with university-based nursing education ‘knowing’ is becoming more valuable than ‘doing’, thereby devaluing the core hands-on skills of nursing care. The findings revealed a number of contributors to the widening gap between theory and practice including lack of a clinical teaching model to guide clinical learning, poor relations between the university and the clinical placements sites, and no clear communication processes and limited resources allocated to support clinical learning. The study also revealed a significant association (p=0.006) between student understanding of the theory-practice gap and their work experience with the level of study program.

**Recommendations:** Recommendations included those related to curriculum development process, management of clinical teaching both in the clinical settings and in the nursing institutions and further research that will be a national study, targeting all stakeholders including the regulatory body.

**Keywords:** nursing education, clinical learning, theory-practice integration, Swaziland
#29. Exploring the Role of Prior Knowledge and the Working Memory Model in Understanding the Curricula Needs of Undergraduate Medical Students

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Knowledge constructs as observed by Alexander, Schallert et al. (1991) and Evans (2002) tend to be duplicated, subsumed, contradictory or non-conceptualised. Yet, most learning theories prioritise the importance of prior knowledge in the acquisition and comprehension of new knowledge and the modification of already acquired information. Baddeley's (1974) memory model claims that all new information is first categorised or encoded in the working memory so as to be understood before being stored in the long term memory. Therefore, if prior knowledge and information processing or comprehension is key to learning, responsive curriculums need to take these two aspects into consideration. This consideration has particular relevance in deepening our understanding of the diversity landscape of higher education in South African institutions. The aim of this paper is to explore the role of prior knowledge and the working memory model in understanding the curricula needs of undergraduate medical students. Using mixed methodology i.e. questionnaires and portfolio interviews, a pilot study will be conducted in the second semester of the fourth year Internal Medicine block rotation. We hypothesise that the performance of students with strong factual domain knowledge will have a higher correlation with interpretation analysis and synthesis of new knowledge. This study has implication for the development of curricula in higher education, particularly with an emphasis for enhanced academic development and success for previously disadvantaged students.

**Keywords:** prior knowledge, comprehension, working memory model, factual domain knowledge

#30. POSTER: Transforming Medical Students into Socially Accountable Agents of Change: A Description of Community Service Activities

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*Background/Rationale:* The challenge for educators in the 21st century is to enhance formative and transformative education to ensure health professionals are socially accountable and become change agents to strengthen health systems in an interdependent world. A novel community service activity was introduced for first year medical students from University of KwaZulu-Natal in 2012. Self-selected groups of students identified disadvantaged communities in proximity to their term-time residence in which to carry out 16 hours of community service in a programme called ‘Making a Difference: community service group activity’. We describe the types of community service activities conducted by the students in their self-selected disadvantaged communities.

*Methods:* This education systems research used an observational descriptive cross sectional study design. Posters produced by the 55 groups of students were assessed and the type of community service activity categorised, summarised and described.

*Results:* Groups of 3 or 4 students will produce a poster describing their 16 hours of community service conducted in a self-selected disadvantaged community. The posters will be displayed on 21 September 2012. Each student will assess the posters presented by two other groups.

*Conclusion:* In an innovative approach to formative education, first year medical students self-selected a variety of disadvantaged communities which formed the site for a wide range of community service activities to be conducted. This is an attempt to move away from faculty or home-based informative learning and involve students in a formative and transformative learning experience.

**Keywords:** transformative learning, medical students, community service
#31. WORKSHOP: Student-Centred Learning at Institutions of Higher Learning: How Do We Bridge the Gap?

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Teachers and facilitators at institutions of higher learning in South Africa, as well as internationally, are seeking more innovative and challenging methods to adapt to the fast way in which knowledge creation is taking place globally. Student-centred teaching and learning approaches have put more focus and interest on alternative teaching and learning approaches. Our expanding technological society is placing more pressure on institutions to prove graduates with competencies such as problem solving skills, critical thinking, and divergent reasoning. The student-centred learning approach (SCL) is widely used at universities globally, but with different styles and meaning of the concept attached to it. Some see it as flexible learning, experiential learning or self-directed learning, thus it has different meanings for different people. In this workshop we will look at how student-centred learning is used in practice, as well as the challenges teachers and facilitators face at institutions of higher learning in South Africa when using a student-centred learning approach. The question of concern in higher education is whether secondary school students in South Africa are leaving school both literate and numerate, and if they are able to learn new skills as they enter the work force. Of greater concern to us as higher education educators is whether these matriculants will be able to learn new concepts once they enter higher education, and at what pace and level? With the current pass mark of only 35%, it has become more challenging for educators to find effective teaching and learning methods in higher education. This will be an inter-active workshop in which teachers and facilitators can find ways in which the gap can be bridged between “survival teaching and learning methods” towards effective ways in which students can become accountable and participative in the teaching and learning processes at institutions of higher learning in South Africa.

Keywords: Student-centred learning, effective teaching methods

#32. Service Learning: Student Realities: A VUT Student Township Experience

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Service-Learning at the School of Hospitality, Tourism and Public Relations Management at Vaal University of Technology is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The service learning projects provides community benefits which includes structured activities, project work, or research for academic studies of staff and students. The activities are related to two disciplines, Hospitality and Public Relations Management. Students participate in activities related to their specific disciplines, or in some cases they explore issues outside of their normal discipline of learning. Some of the major advantage of these community engagement experiences lies in the real life projects that these two groups of students undertake. Our students are encouraged to focus on the Triple T concept, which refers to their talents, their time and the treasure in their community. The projects not only builds working experience into the curriculum but also develops a range of skills based on the effective group work, planning, strategizing and execution of these community based projects. Students in our school participate in a wide mix of activities, including on-campus activities such as promoting the VUT Clinic and its activities, as well as external activities such as nutritional education, water wise projects, arbour week, and other community related projects. Service learning is seen as a 360 Degree approach, where students plan the activities, execute them, and more importantly reflect on and evaluate their activities which promotes deeper thinking and learning outcomes in students. The school strives to provide a range of community service opportunities that will challenge our students to expand their understanding of the social issues in local townships and beyond, consider their role in finding solutions for these community concerns, and develop relationships with local non-profit organizations and schools. This presentation will take you on a journey to meet our service learning students, their dreams and hopes, their plans, and experience the realities of service learning at township schools in the Vaal Triangle. We will share our trials and tribulations, and how we now successfully execute these projects to the advantage of staff, students and the Vaal community at large.

Keywords: Service learning, community enrichment, civic responsibilities
Quality teaching is a central tenet for the retention and success of students in higher education but teaching quality measures and indicators have not enjoyed sufficient debate and discourse within the higher education sector. The Faculty of Health Sciences at the University of KwaZulu-Natal investigated the use of various programme and module statistics as well as student and peer evaluations of teaching to inform quality improvements in teaching and learning. Quantitative data allowed benchmarking in relation to internal University targets and national norms and pointed to the student cohorts who collectively required teaching and learning interventions, but was found to have limited use in improving individual teaching practice. Qualitative data from students and peers was best able to highlight strengths and weaknesses and provided the most useful data to inform changes in teaching practice as it engendered and enhanced reflective practice. The Organization for Economic Co-operation and Development (OECD) report on quality teaching in higher education found that most evaluation instruments were related to teaching input indicators and that there was a dearth of instruments to evaluate the impact of teaching, i.e. there was no explicit evaluation criteria linking teaching input to learning outcome. The challenge for the second cycle of institutional reviews/audits will thus be (1) identifying suitable qualitative indicators/measures for quality teaching, (2) striking the correct balance between quantitative and qualitative teaching quality indicators/measures, and (3), ensuring that such indicators, both quantitative/qualitative address teaching impact/learning outcomes in addition to teaching inputs.

Keywords: quality promotion and assurance, teaching and learning, quantitative and qualitative teaching indicators, institutional reviews

The purpose of this paper is to highlight the problems and challenges faced by students throughout their undergraduate studies which were observed directly by the lecturer from his own experiences. Questions were asked of the lecturers in order to ascertain what the challenges are in a modern university. Some students feel that they are better than the lecturers and therefore pose an attitude threat, which affects their listening skills (co-operation). The increase in standard as well as volume of work from year to year also tends to affect students, should they find difficulty in adapting to a more challenging environment. Students need to consider pre-planning in order to get ahead with their studies, thereby allowing more time for revision and therefore this will lead to a smoother year ahead. However, should students develop the need to work with each other, this improves their learning as an in depth discussion amongst them causes an increase in the thought process resulting in different solutions being investigated. This has however been introduced in tutorials thereby promoting group work, application of principles and personal development. Strategies and mitigating factors such as lectures and tutorials as mentioned above assist with the above problems. The academic development programme (reconstruction) that has been introduced into the university will also assist students that are struggling with certain aspects of the specific modules. This continued support also ensures that the students can seek other assistance should they feel shy or embarrassed to ask the lecturers any questions. It is acknowledged that each individual may have unique personal challenges but most problems faced by students have been known to be common from generation to generation.

Keywords: problems, academic development programme, lecturers experiences, group work
#35. Integration of IsiZulu Language Communication Skills in the MBChB Programme

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The importance of integrating communication skills in any of the 11 official languages of South Africa into the mainstream courses offered in higher education is widely acknowledged. The College of Health Sciences (CHS) at UKZN is in an early stage of teaching isiZulu language skills to health sciences students, as this is acknowledged as playing a key role in developing clinical competence. IsiZulu is taught formally in the first year of undergraduate training of the MBChB programme at the CHS. This descriptive paper highlights the vertical integration of isiZulu through the first 3 years of the programme, in preparation for the clinical years of study. Observations indicate that students at the fourth-year level of study encounter difficulty when communicating with an isiZulu-speaking patient in a clinical setting. To bridge this communication gap, the clinical skills and isiZulu lecturers have responded by introducing a modification to the programme which incorporates OSCE assessments in the second and third years, which will reinforce and build on the material delivered in the first year. We note that students have begun to recognise the need for isiZulu and that the programme modifications have also validated the importance of the isiZulu module in the first year. This is evident between the first and second-year cohorts of students. Second year students are taking up the opportunity to attend voluntary refresher sessions, which will be offered in the third year as well. This paradigm shift towards discipline-specific clinical scenarios has grasped the attention and interest of the four cohorts of students. To ensure its success, the CHS language policy must continue to be strengthened by way of integration into the various modules in the second and third years of the programme, with specific assessment in isiZulu in an OSCE setting throughout the MBChB programme being included to motivate students and drive learning.

Keywords: integration, isiZulu language communication, MBChB

#36. Determinants of Student Performance in an Introductory Programming Course: The Case of Students in the Polytechnic of Namibia

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The low success rate of first year students in the School of Information Technology at the Polytechnic of Namibia has been an issue of major concern amongst faculty members. This poor performance has been attributed to a number of possible factors. These include relaxed recruitment criteria, poorly motivated students and inappropriate teaching and learning styles. This research identifies factors that impact on student performance in a programming course. Statistical analyses of data collected from a large number of students are presented and the implications of these are discussed. Finally, based upon the findings of this research, recommendations are made that could lead to improved student performance in the course.

Keywords: class performance, programming course, motivation, teaching and learning styles
Experiencing Theses and Dissertations: Demystifying the Process

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Since the examinations process is sometimes ‘enshrouded in mystery’ this paper adds to the postgraduate examination culture by reporting the results of an exploratory study conducted in two phases in the Faculty of Management Studies at a large research university in South Africa. Following an in-depth review of the examiners’ reports for a three-year period (2009-2011), an electronic survey was conducted among the examiners of a business faculty at a large research university, who were appointed during the aforementioned period. It became evident from this study that although there are variations in terms of the range of requirements, universally examiners of PhDs strive to achieve the same objectives, namely that the candidate should undertake a substantial and coherent original piece of research worthy of publication. When developing their reports of theses and dissertations, the following themes emerged: literature, technical presentation, content, methodology. These themes are also more or less similar to other international findings. Furthermore, the examiners’ perception of a good/poor/passable thesis/dissertation stems from or is linked to the ‘unpacking’ the abovementioned themes. There is also considerable congruence between the comments in the examiners’ reports, and what they reported in the survey. The findings albeit exploratory, can be useful to research supervisors, examiners, and postgraduate (PG) research students.

Keywords: examining, theses and dissertations

Transformative Language Practices at UKZN: Myth or Reality?

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UKZN’s bilingual policy of IsiZulu alongside English is a crucial component of its vision to be the Premier University of African Scholarship. In pursuit of this vision, the University has transitioned from a phase of research and dialogue of and for Bilingual Language Policy to a focus on implementation of its Bilingual Language Plan. To accommodate the linguistic diversity of staff and students, the UKZN Language Board supports a range of isiZulu/English projects aimed at elevating the status of isiZulu both at a symbolic level and at the level of curriculum/programme development. Initiatives include the translation of texts; the compilation of glossaries; the development of terminology in various disciplines and the production of audio/video language learning aids. This paper interrogates the current initiatives, particularly in relation to how they impact on language teaching and learning practices at the university, framed by conceptual understandings of change (including sustainability of change, change drivers and support for change). In reflecting on the UKZN bilingual transformation agenda and experience, the paper also offers some thoughts on the prospects and implications for the national project of intellectualising African languages.

Keywords: Bilingualism, policy implementation, terminology development
Doctoral supervision internationally has experienced an evolutionary shift from the traditional one-on-one master-apprentice model to cohort supervision which draws on the expertise of experienced and novice supervisors and student peers. An exploratory study which appraised student experiences and the key principles of collaboration and collegiality revealed that while the Cohort provided opportunities for deep research learning, superseding those provided by the traditional mentorship model alone, two significant trends appear to characterise the model. First is the relevance of cohort supervision in the post-proposal generation phase and second, is the challenge students experience in reconciling support from cohort supervisors and appointed supervisors; and between principal and co-supervisors. In this paper, we document the analysis of data derived from a follow-up study with students and supervisors from 2nd and 3rd year cohorts and appointed supervisors. We subject the two themes to further scrutiny, presenting the diversity of experiences, which in turn provide the lenses to critically interrogate the model.

**Keywords:** PhD supervision, cohort model, emerging themes

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The Integrated Strategic Planning Framework for Teacher Education and Development in South outlines the plan to address the challenges being experienced in teacher education and development. There is a need for educators at all levels to be supported in their professional development in order to contribute to the national vision of quality education which is to equip learners with skills and competencies to compete in the global world as productive citizens. The National Framework for Teacher Education explicates the long term vision of Initial Teacher Education and proposes a model for teacher development that includes a one year internship as part of the four year Bachelor of Education degree. With regard to site-based training in IPET (Initial Professional Education of Teachers), this model presents a challenge for the school management teams as they share joint responsibility with higher Institutions of learning for the professional training of student teachers and novice teachers. Mentoring is the professional practice that provides support and assistance to beginner teachers to promote their growth and success. International research in mentoring reveals that mentoring is being used extensively in order to curb the attrition rates of beginner teachers in the profession. In countries such as Australia and the USA, it has been mandated by teacher registration boards or school governance systems that a beginning teacher must be engaged in formalised induction and assigned a mentor. In anticipation of similar trends in South Africa, the research exploring the mentor teachers’ experiences provides valuable insight to relevant stakeholders intending to support mentor teachers as agents of change. If mentor teachers receive the necessary support in terms of appropriate training, funding incentives and better working conditions, they in turn will assist beginner teachers to become confident and reflective practitioners. This paper based on data from a qualitative case study research, explores the experiences of school based mentor teachers as they contribute to the professional development of student and novice teachers.

**Keywords:** teacher education, site-based mentors
The process of formulating a radiology report is complex and fraught with many a potential mishap. Radiologic error rates have changed little over the last 50 years and research into aetiology and impact of intervention is gaining momentum. The persistence of such a high rate of radiological error despite medical and technological advances is surprising until one appreciates that the most common reason for error is perceptual cognitive. Perception is an individual skill and is not correctable with departmental policies. The debate around inherent and trained perceptual capabilities still rages but it is evident that changes occur in the functioning of the brain early (within the first 18 months) in training and are a good predictor for eventual radiological ability. Reliable and reproducible formative assessment of trainees is difficult as the course work is not structured and opportunistically encountered in daily work. Trainees who do not show these changes may benefit from an intervention that is tailored to hone perceptual skill and ability. Experience and an expanding knowledge base play a great role in ability later in training and are assessed in summative assessments appropriately. The purpose of the study is to identify a tool that can assess evolving capabilities, early in training, and identify trainees who are at risk. We will discuss these issues in the context of a study we are about to commence to investigate the perceptual and psychological factors and processes that underlie the development of radiological accuracy and avoidance of error during the training of radiologists.

**Keywords:** radiology error, training

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Professional Communication Studies (PCS) is a department situated within the Faculty of Engineering at the University of Cape Town (UCT). PCS runs courses that supplement the hard engineering courses with skills aimed at equipping students for their professional career as regards report, business proposal or thesis writing and presentation skills. Ethics is an important area that has been incorporated in the curriculum. Recent changes in policy at UCT have focussed on ‘graduateness’ for students as they prepare for the challenges of professional life. Ethics is a key area of ‘graduateness’ and one that has until recently not been clearly targeted. In addition, the professional body responsible for setting and maintaining standards for the training and qualification of engineers, the Engineering Council of South Africa (ECSA), has initiated new assessment requirements also emphasising the importance of ethics.

This paper sets out to detail and explore innovations in the teaching of ethics to engineers at the University of Cape Town in 2011/2012. The innovations have come about as PCS seeks to respond to changes in the assessment requirements of ECSA and to the challenges of UCT’s focus on ‘graduateness’. The paper begins by detailing the objectives of PCS, situating ethics firmly within the curriculum for professional communication. It proceeds to describe the changes in the requirements of the professional engineering body ECSA and explores how these might affect PCS courses. The discussion engages with staff and student views to assess the ways in which changes in practice support the goals of policy changes. The paper concludes by summarising how changes in policy require creative engagement by the department in order to have positive impact.

**Keywords:** Engineering, Professional Communication Studies, ethics, graduateness
In Pedagogy of Freedom, Freire writes “Whoever teaches learns in the act of teaching and whoever learns teaches in the act of learning”. This was the idea that inspired a group of postgraduate students, who had formed a study group for effective learning during their Access Programme, to initiate a discussion forum for first year Biology students. The initiative grew from offering extra tutorials to a fully-fledged Peer Teaching/Learning Experience Programme (PTLEP). In PTLEP tutorials facilitators guide the process and make comments, only after the students themselves make suggestions on how to answer the questions correctly. One of the main goals is therefore to transform student learning from a relatively passive experience to an active engaging process. Students learn from their peers. In addition, students learn more by teaching other students. In 2011, a set of questionnaires were given to students participating in the programme. Student responses highlighted many benefits of the programme. These include motivation, discussing relevant materials for passing the course, improvement in relating to fellow students, study skills, academic adjustment, and providing a positive learning atmosphere. In support of these responses, the pass rate in level 1 Biology has increased since the start of this programme, from 60% in 2009 to above 80% in 2011. In summary, PTLEP experiences incorporated peer collaboration and both same-age and cross-age peer tutoring. These multi-layer peer interactions have been of great educational value, particularly in mitigating the effects of the high student-lecturer ratios in the college. In addition PTLEP offers pedagogical benefits, as it decreases competition among students and increases cooperation, motivation, self-confidence and self-esteem.

**Keywords:** Pedagogy of Freedom, Freire, peer teaching/learning

The optometry degree programme in South Africa currently includes a combination of both theoretical and clinical modules. The optometric skills required by graduates are often achieved by students’ involvement in clinical training at both in-house clinics, as well as external clinics. One of the external optometry clinic sites for all institutions is the Phelophepa Health Care train.

**Aim:** This study set out to investigate, from a student’s perspective, the effectiveness of experiential learning at this clinical site.

**Method:** A questionnaire survey was completed by a saturated sample of 177 optometry students having completed at least a two week clinical rotation aboard Phelophepa. The questionnaire was divided into five sections that dealt with demographics, equipment and facilities, profile of refractive and pathology cases encountered, additional skills and general perceptions. The self-administered questionnaire was in English and Afrikaans.

**Results:** A response rate of 57% was obtained. The equipment and facilities were found to be adequate. Just over half of all the respondents had consulted with over 50 patients during their two week rotation. Communication was not reported as being a barrier to consulting with patients. Respondents reported the clinical cases as being mainly interesting and ‘good learning’ cases. The majority of respondents (71%) felt that the general clinical skills they obtained on Phelophepa were better than those developed in their institutional clinics. Not all refractions and ophthalmoscopy on patients are supervised aboard Phelophepa. There is a need for the delivery of specialized optometry skills like binocular vision, paediatric vision, low vision and diagnostic techniques. All the respondents agreed that Phelophepa was a useful learning site, and 99% agreed that optometry departments should continue using it as an external clinic site.

**Discussion/Conclusion:** Despite certain shortcomings, undergraduate students perceive Phelophepa to be a useful learning experience that optometry schools in South Africa should continue to utilize.

**Keywords:** Optometry, Phelophepa, clinical, experiential learning
#45. Implementing Competency-based Approach in Nursing and Midwifery Programmes in Rwanda: Educators’ perceived knowledge and skills

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Background: Nursing education in Rwanda is undergoing rapid transformation. A decade ago nursing and midwifery training was offered as part of secondary education. Through the partnership with higher education institutions such as the University of KwaZulu-Natal, nursing and midwifery education is now part of post-secondary education, offered in dedicated Nursing and Midwifery institutions. This was vital to the government’s plans of phasing out lower-level nursing and midwifery programs and transitioning to a workforce of professional nurses. As part of this transformation process Nursing and Midwifery education institutions adopted competency-based three year programmes and five schools enrolled their first cohort of students in 2007. This study therefore investigated knowledge and perceptions of educators on the implementation of a competency–based approach in nursing and midwifery programmes in Rwanda

Methodology: A quantitative descriptive design was adopted in this study. Forty nursing and midwifery educators from five Schools of Nursing participated in this study which took place in 2011. Data was collected through a survey and was analysed descriptively.

Results: The results reveal that although competency-based education was still new, it was in general perceived positively. Only 52.5% of educators had a teaching qualification. The majority (76%) had prior preparation in teaching using a competency-based approach. However, about 27% admitted that they were not confident in teaching using a competency-based approach. The majority perceived themselves as knowledgeable in certain areas of competency–based education. The results varied regarding knowledge of teaching strategies used in a competency-based approach, cognitive skills to be developed in competency-based approach and strategies used to develop the required cognitive skills. The findings revealed a number of challenges associated with this approach, including increase in workload, inadequate preparation in the teaching approach and nature of students admitted to the programme. Recommendations included those related to preparation of educators for the role, student support to cope with the new teaching methodology and further research.

Keywords: Competency-based education, nursing and midwifery education, Rwanda

#46. An analysis of the perceptions of academics regarding the reward for excellence in teaching and learning versus excellence in research through the lens of critical theory

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The study described in this paper was part of a broad study that explored the needs and perceptions of academics regarding their training and development within the context of educational transformation. Specifically, this paper focuses on the perceptions of academics with respect to the rewards for teaching and learning compared to the rewards for research and their expressed need for training and development in these areas. Under the pretext of enhancing a knowledge society, educational transformation promotes a polarization between excellence in teaching and learning and excellence in research through a system that favours research. For example, academics who may be good teachers but who are not research active may be seen as incompetent. Through the lens of critical theory, this paper argues that this polarization has created an oppressive hegemonic working environment for academics.

Method: The epistemological approach that was used was two-fold in that a quantitative and qualitative study was undertaken. The quantitative study involved academics as the target group and included the application of self-administered questionnaires which contained structured and unstructured items. The qualitative study involved interviews with Deans and Heads of Departments.

Results: discussion and conclusion: The low status of teaching and learning, compared to research, is a potential barrier to developing excellence (and promoting quality) in teaching and learning in higher education. Respondents in this study, however, indicated that they were still committed to pursuing excellence in teaching despite the unbalanced reward system which favoured research. This sense of “calling” that respondents have could make them vulnerable to exploitation and manipulation. When they take on an increasingly heavy workload in the absence of limited resources and lack of rewards for the purpose of pursuing excellence, they are contributing to their own oppression and self-destruction.

Keywords: excellence in teaching versus excellence in research, critical theory, educational transformation, teaching quality.
The presentation’s purpose is to stimulate sensitivity in higher education to risks in graduates’ careers. Aiming at productivity not all employers care for human resources. Graduates must be prepared to choose employers who recognise such career risks. Thus they need criteria which rate employers according to human resource management in reality, for example, offers for continuing education. The approach starts with specific incidents in Europe and analyses reasons for increased pressure and risk in the job environment, looking at all stakeholders. Outcomes are (1) a universal set of criteria to identify “employerbility” (attractive employers), (2) to receive support in the discussion for improvements and how employerbility can be integrated in university courses.

Since teaching in EU-higher education has been shaped over the last 15 years to train graduates to be employable in industry, labour market distortions have started. Companies have adapted (a) to recruit graduates as interns and (b) to increase pressure in the workplace. Indicators are that fewer graduates are signing contracts without a time constraint. The Millennials are employable but their skills are attractive temporarily only and consequently frustration and mental disorders are increasing quickly. In Germany one third of absenteeism is caused by mental disorders, and this tendency is increasing. Neither governments nor labour unions have aimed at significant improvements. Thus universities are responsible for supporting inexperienced graduates to choose companies which really care for their employees and demonstrate corporate social responsibility. This rating can be termed “Employerbility”. Only companies with criteria at a high level of employerbility can expect to be attractive for graduates.

**Keywords:** university teaching, CSR, human resources, recruitment

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The purpose of this study is to develop an understanding of the practices of leadership in the UCCZ mission schools during the period 1995-2010. It will also describe how educators construct or interpret their own realities in relation to these practices. Furthermore, this study will identify factors that can enhance or hinder the practices of leadership in the teaching and learning process. This research is informed by the theoretical framework of distributed leadership and is aligned with the field of educational leadership. My understanding is that the central focus of educational leaders is to guide schools in the delivery of effective teaching and learning. To ensure this process, there is a need for leadership practices which are conceptualized as a shared process that involves working and leading together in a collegial context. Distributed leadership is viewed as leadership where the leadership activities are widely shared within and between the members in the organization (Harris, 2007). This research aims to contribute to the gap that exists in the literature and knowledge on the practices of leadership in the UCCZ mission schools. Furthermore, little is known on the practices of leadership in the UCCZ mission schools in which the context is quite unique and challenging. Therefore, it is the purpose of this study to contribute in this area at a national, regional and international level. It is hoped that the findings of this study will have a positive impact on the practices of leaders in the UCCZ mission schools and other schools in general. This research will be an eye opener to formal leaders to recognize and enhance supportive leadership conditions. This research uses a qualitative approach which assumes that human behaviour is influenced significantly by the context in which it occurs. Methods of data collection include interviews, observations, journal entries and document analysis. Participants involve four principals, four senior educators and two chaplains within the four selected institutions.

**Keywords:** Leadership practices, distributed leadership
In recent years, the provision of academic literacy support to students at tertiary level has become more specialized and centered on the specific academic requirements of the discipline in question. Generic academic literacy courses are thus perceived as losing their effectiveness to prepare students for study in their disciplines. This paper argues, however, that generic communication practice can still play an important role in preparing students for their studies and the workplace, in particular, the engineering workplace. Engineering courses, being contextually-bound, cannot prepare students in the same way as generic courses, which can be more flexible in being able to bring workplace practices, documents and artifacts into the academic domain. The generic course can provide a basic structure in terms of genre training and technical language from which the students may access further knowledge from the workplace. It also plays a vital role in the student’s transition from academic discourse to the professional discourse of the workplace. This transition is viewed from a social perspective as the student is first viewed as a member of the discourse community of their specialized field, i.e. Engineering, and subsequently as part of a community of practice in the workplace. The observable features of discourse which the investigation focuses on are genre rules, the use of technical language, and the student-trainee’s interaction with colleagues, supervisors, and artifacts of the workplace. Research methods included document analysis, questionnaire surveys and interviews with current students, trainee students doing their work experience module and students recently graduated and already working, and observations in selected workplace contexts. The findings have shown that, even though students said they had difficulties with technical language in the classroom, they were able to apply it adequately within the context of the workplace. Furthermore, genre rules needed to be adapted to suit workplace practices, therefore the rules of document design in classroom practices should focus on flexibility as well as structure. The findings also suggest that the communication course should see the classroom and the workplace as two activity systems which complement each other, and the communication course should be placed in close proximity to the student’s entry into the workplace.

Keywords: generic literacy courses, Engineering, workplace

The high failure rate in Economics has raised a lot of questions with regards to student performance. Various factors can be blamed for the poor performance some of which are the credibility of lecturers, the negative marking, frequency of tutorials, course content being too difficult, or the high enrolment rate could be misleading students on their perception of the subject as being easy or simply just students’ attitude. This study will investigate how the tutorial systems affect student pass rate. Both quantitative and qualitative methods will be used in this study. The key hypothesis is that exposure to more tutorials (as they reiterate concepts taught in the lectures) enables students gain better understanding thus improving their performance. This paper hopes to provide some answers to the questions on how to improve students’ performance by borrowing ideas from other disciplines and programmes with more rewarding tutoring systems.

Keywords: Student performance, tutorial systems, high failure rates, reiterate
#51. WORKSHOP: Interacting with Student Video-Responses to Science Enhancement Programmes: How Can We Use Student Reflections to Enhance Their Learning?

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A Science Academic Monitoring and support project was undertaken with first year Science Education student teachers on Edgewood campus. A review of the Biological Sciences and Physical Sciences modules during 2010 revealed that the pass rate was less than 60%. The project focussed on the expectations, strengths and weaknesses of the students entering in their first year. To achieve student enhancement the project offered a textbook loan scheme; on-going evaluation and review of the module support and consultation structures, and a series of video/DVD sessions. A visual methodology research was conducted where two class group reflection sessions were conducted with the students in the programme – one during June 2011 (at the end of the first phase of the programme) and the second during October 2011 (at the end of the programme). These sessions were video-taped and processed on DVDs. These DVDs were played for the students during the respective discussion sessions and the students were expected to respond to the comments made by their peers. This workshop will be an active engagement with the student reflections on the DVDS. The questions that drive this workshop are: How do we use the reflections from students to understand how they learn and also what we need to do to enhance this learning? Participants will be expected to share their views and the discursive aspects observed. All participants will be invited to work on a journal article for submission to an appropriate journal. Ethical clearance will be processed.

Keywords: student, science, enhancement programme, academic support

#52. Bridging the Gap Using Podcasting as an Aid to Teaching and Learning for the At-Risk Student

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The purpose of this paper was to explore the impact of podcasting as a tool for teaching and learning for at-risk students at the University of KwaZulu-Natal in the College of Management’s Bachelor of Commerce extended four year degree program (Bcom4). This paper will focus on Bcom4 students at Pietermaritzburg campus, with a total of 54 students who have been all given the opportunity to access the Podcasts that have been developed by the researcher covering two major sections of their module content in Information Systems and Technology. This paper is a work in progress.

A quantitative research methodology was utilised in this study. Data was gathered with the aid of a questionnaire. Fifty-four questionnaires were sent out to the targeted students of the Bcom4 programme and forty-four responses were received. The response rate was eighty percent. Validity and reliability will determine the quality of the data and hence will have a bearing on the integrity of the research methodology that was used. The integrity will be determined by using the Cronbach’s Alpha test for questions with the same scales. Consistency and reliability will also be considered to be good if a value of 0.7 or higher is obtained.

Based on the empirical evidence that will be produced, the researcher seeks to make conclusions on the impact of podcasting as an aid to teaching and learning for the At-Risk Student. Due to the limitations of this study, particularly the fact that it is based on one campus of the University of KwaZulu-Natal, it is recommended that further research be carried out into the impact of podcasts.

Keywords: podcasting, impact, teaching, learning
Learning in a Community of Practice: The Alternatives to Violence (AVP) Network

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The University of KwaZulu-Natal currently hosts the Network of the Alternatives to Violence Project (AVP), a network of peace educators. From its start in 2007 the network has now grown into a diverse group of approximately 150 students, staff and community members of varying levels of educator experience and locations in KZN. AVP network members are actively involved in running peace education workshops in places such as schools, universities, prisons, faith-based organisations and other community-based sites.

Operating as a UKZN community engagement project, the network has become an important space for on-going support and development for novice peace educators. The network is thus a vibrant arena of innovation and development of educator skills and peace educator identity as well as contributing to curriculum and community development. The increasingly diverse network serves to keep UKZN students active and connected to their fellow students, UKZN staff and importantly, to other non-UKZN community-based peace educators.

This paper reports on a case study of the network which explores the multifaceted learning and development trajectories of educators via their participation in the network. The network is found to provide opportunity for educators to gain valuable practical experience and to thus build on what they had learnt formally and non-formally. It therefore provides a space for informal learning via community engagement to support formal and non-formal learning. Drawing on interview data with a range of educators, the paper also discusses the synergies, cross-fertilisation, tensions and the multiple practices and identities which such a diverse network brings. Using a community of practice lens, the paper theorises the experiences and development of new and more experienced peace educators participating in the network.

In addition to contributing to scholarship on educator development and peace education, the paper explores the contribution of community engagement at UKZN to learning and development for peace.

Keywords: peace educators, AVP network, community of practice.

Affirmative Action Epistemology: An Approach to Tertiary Education in Post-Apartheid South Africa

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Scholars and development theorists around the world have not only emphasized the role of education as a vital tool of development, they have gone further to suggest the need to rethink traditional approaches to tertiary education. This becomes pertinent to integrate the previously disadvantaged through the vital foundation of development – education. Affirmative action has had such high acclaim in policy arenas, development theories and philosophy, in advancing the assertion for an affirmative action epistemology. Post-Apartheid South Africa has emphasized inclusiveness in development initiatives. This has propelled the growing emphasis on Academic Development Programmes (ADP) as a strategy towards a new epistemology, for incorporating previously disadvantaged members of the South African society into academic institutions, and capacitating them as elites in the twenty first century. Therefore, the study explores how students from previously disadvantaged academic, economic and socio-cultural backgrounds propagated by apartheid have either triumphed or crumbled under the heat of tertiary institutional demands in South Africa. The research methodology is a case study of the University of KwaZulu-Natal. The study employs a qualitative method for data collection through semi-structured interviews from students from previously disadvantaged backgrounds on how they have coped with academics through Academic Development Programmes. Quantitative data will also be gathered from other studies to enhance the study. Qualitative data will be thematically analysed to present the findings.

Keywords: affirmative action, epistemology, academic development, post-apartheid
#55. Portal Technology: Fostering Economies of Scale for the Organization

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Following the adoption of open standards like TCP/IP, HTTP, SOAP and the like, the continuing web explosion has created new challenges. These challenges have taken the form of a plethora of web applications (silos of information islands) which the end user needs to navigate in order to perform his or her duties. Typical examples of these silos are a system for payroll, student registration, the library, a helpdesk, e-learning, HR, CRM, the intranet site, public facing site, and the extranet. The list goes on and on. One solution to the above problem is the introduction of portal technology which has a vision of being a vehicle or infrastructure for consolidating an organization boutique or portfolio of applications and presenting them in a single unified web desktop. Portal technology would not only bring about consolidation but would also be a springboard for business to business (B2B), business to consumer (B2C), business to employee (B2E), and even government to public (G2P). In other words, portal technology has the potential for being a unifying presentation layer that aggregates an organization’s websites and applications that reside on disparate application servers. Students at the University of York (population count of above 50K) voiced their frustration at what they called ‘making sense of all the content and tools available to them on the website’. The school responded positively by seeking to install a solution that would not only offer a very ‘personalized user experience’, but would also be an ‘aggregator of knowledge resources’ pulling together course schedules, grades, financial information, library account status, campus news in one centralized hub. This presentation paper thus seeks to explore the portal technology landscape and, using best practices coupled with success stories, propose a framework for implementing a portal solution for institutions of higher learning in South Africa.

Keywords: portal, portlets, web content management, collaboration

#56. Evolving Evolvability: How to Adapt to Constantly Changing Learning Environments?

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Large classes with high student numbers, distributed over different centres are not only logistically challenging but they are also challenging in terms of developing an effective course philosophy that creates a motivating atmosphere for both learners and lecturers. Moreover, increasing student numbers, curriculum changes, changes in the course budget, and demonstrator allocation create constantly changing teaching environments. In addition to the logistical challenges, fluctuations in teaching staff may lead to a brain-drain situation. This is the reality in many universities worldwide, often as a result of a top-down approach to reforming higher education or institute structures (e.g. see for example the Bologna process in Europe). In such situations module coordinators are mainly concerned with risk avoidance strategies leading to a micromanagement approach, while educational goals and course development often become a secondary priority. Changes in the learning environment may also lead to an erosion of educational goals because formerly fine-tuned course philosophies and course designs are either not appropriate anymore or non-functioning. Is there a way out? The essential question is, using a biological term, how to evolve evolvability. I will illustrate this concept with an example showing that the stepwise transformation of the first year module Life on Earth, a course with about 1000 first year life sciences students has brought us back to a situation where educational goals are prioritized again. The transformation was driven by practical considerations addressing three main questions. (1) How to effectively communicate in a transparent way on all levels including students, lecturers, administrative staff, technicians, and demonstrators; (2) how to retain experience and information; (3) and how to create a motivating and creative atmosphere.

Keywords: logistical constraints, large classes
#57. Eating Behaviour and Choice of Study in Female Students Attending the University of KwaZulu-Natal

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Introduction: Globally a link has been shown between the choice of study and eating behaviour in female students at tertiary level. Yet in South Africa no data are available to confirm this link. Concern has been raised regarding individuals who have suffered, or are suffering, from an eating disorder. This is of particular concern in cases where there are future ethical implications should the students eventually choose to practise in a health-related field such as dietetics.

Methods: The eating behaviour and anthropometric status of first year students sampled from a range of study majors were assessed. All participants also completed the SCOFF, Three Factor Eating Questionnaire (TFEQ) and Eating Attitudes Test-26 (EAT-26). In addition, fourth year dietetic students also completed the above, as well as an open-ended questionnaire to gauge the impact of nutrition knowledge on eating behaviour.

Results: Results indicate that, although within the normal range, the BMI of students across all majors at first year covered a wide range of BMI classifications. However, results do indicate that the Body Mass Index (BMI) of fourth year dietetic students is lower compared with the first group (22.4± 1.7Kg compared to 23.0±2.1kg/m² respectively). Aligned with this, the EAT-26 test indicates an improvement in eating attitude with study progression in a field where nutrition forms a component of the syllabus.

Conclusion: The mean BMI of students included in this study were in the normal range for the general population. It is clear however, that sound nutrition knowledge facilitates healthy eating behaviour in students.

Keywords: eating disorders, dietetic major

#58. Food Security Status and Academic Performance of Students on Financial Aid at the University of KwaZulu-Natal

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Introduction: A large proportion of students enrolled at South African universities are from economically disadvantaged backgrounds. These students have been found to experience great financial difficulties, rendering them vulnerable to malnutrition. It is suggested that food insecurity contributes towards high dropout and low graduation rates, as it negatively affects energy levels and cognitive functioning, including concentration.

Methods: The body mass index (BMI), dietary intake, food security status (Household Food Insecurity Access Scale), nutrition knowledge and coping mechanisms were measured in order to establish whether there exists a link between Food Security and academic performance in students on financial aid registered at the UKZN. Three hundred students (2nd year and upwards) on financial aid (NSFAS) were randomly recruited across different study majors.

Results: Preliminary results indicated that the mean BMI of students (23.2 ± 3.7 kg/m²) on financial aid fell within the normal range for the general population. More than half of the students however, reported to be mildly food insecure, whereas 13% reported to be severely food insecure, regardless of a normal BMI. Nearly two thirds of the students reported to be the hungriest at the end of the semester, which had a negative impact on their ability to perform during the exams. The major coping strategy was borrowing money/food from friends. Indicators of dietary diversity revealed that fruit and vegetable consumption was very low, milk and other dairy products were seldom consumed and both plant and animal sources of protein were mostly consumed 2-3 times per week.

Conclusion: This study shows that food security is a major problem that affects student performance at the UKZN and therefore, requires urgent intervention.

Keywords: food security, student performance
This paper focuses on Teaching Practice for both Bachelor of Education and Post-Graduate Certificate Education students. It is one of the core components of teacher training. In this component, the trainee teachers have an actual experience of teaching in a school and get a feel of teaching and learning in a real life situation. The challenges in South African schools have made us rethink about how well we need to prepare the teachers. Ecosystems theory will be used as a lens to analyze the data. We believe that there is a variety of models and practices in other countries, other universities within South Africa and teacher training colleges that we can all learn from. These need to be researched. In this study, we hope to cover national fields and at least one university in a neighbouring country training teachers. We shall adopt a qualitative approach. We plan to interview at least 2 university Deans or teacher training colleges from neighbouring countries, 2 university Deans from other institutions in South Africa, 2 school principals, 2 mentors, 2 permanent staff members, 2 contract staff members, 2 trainee teachers and 2 coordinators of the teaching practice components in the PGCE and B.Ed programmes. Each interview will be tape recorded. Only one interview will be conducted for all the participants but where necessary a follow-up session will be conducted. This study will provide a platform from which all partners in the process of Teaching Practice will have a chance to voice their experiences and offer a way out of the situation in order to establish a better model for Teaching Practice for Trainee Teachers at Edgewood Campus.

Keywords: teaching practice, trainee teacher, teacher training, ecosystems theory

South African academic and research institutions in line with the aspirations of the National IKS Policy (2004) are increasingly taking the initiative to integrate IAKS into higher education research, teaching and community engagement. The initiative is driven by the need to make higher education relevant to socio-economic developmental challenges and promote an African-led globalization which enables Africa to enter the global knowledge economy on its own terms rather than those dictated by others. The achievement of these goals requires a critical interrogation of the relevance and appropriateness of the existing western-oriented methodologies of knowledge production, dissemination and conservation in higher education. These methodologies have, over the years, marginalized Indigenous African ways of knowing and languages in the formal educational process including the detachment of higher education from social and community engagement. The workshop will discuss the following aspects with regard to the challenges and prospects of new methodologies for incorporating IAKS into research, teaching and community engagement: challenges of western methodologies; the role of Indigenous knowledge holders; indigenous African languages; ICT / libraries / Museums / Archives; postgraduate supervision and African young researchers.

Keywords: methodologies, IAKS, research, teaching
This paper sets out to examine the literature currently available on academic literacies, or literacy practices, in any academic discipline. Academic literacies are known tacitly by the experts in a particular discipline, but this tacit knowledge is ‘internalised, operates at an unconscious level and is difficult to articulate and make explicit’ (Jacobs 2006: 239). According to Gee, academic disciplines are particularly good examples of the ever-widening range of Discourses in use. He defines a Discourse as a way of ‘combining words, deeds, thoughts, values, bodies, objects, tools and technologies and other people (at the appropriate times and places) so as to enact and recognise specific socially situated identities and activities’ (2001). The Discourse of any academic discipline is therefore highly specialized and students require induction into the Discourse of that discipline by its own specialists. A current argument is that all Higher Education should include not only the semiotic domain but also the social practices of the Discourse of any discipline. Novices entering any disciplinary Discourse cannot simply be pre-taught an autonomous body of academic skills. This only creates Pseudo-Discourses. These do not exist anywhere except in generic ‘academic development’ programmes with a skills-based approach that are seldom transferred across disciplines (See New Literary Studies). Pivotal research indicates that to acquire the appropriate disciplinary Discourse successfully, students need explicit pathways ‘in’. Academic literacies are embedded in the Discourse of any specific academic discipline and reflect both the semiotic domain (i.e. the disciplinary content/knowledge) and also the social practices determining the principles and patterns through which complex meaning is communicated (Gee 2004). Much of this is tacitly understood by the disciplinary specialists but needs to be made explicit for students so they become fully critical in and of that Discourse. My investigation, subsequent to reviewing literature, will be in the field of Public Health, investigating ways to articulate the internalized specific academic literacies found in Public Health Discourse.

**Keywords:** academic literacies; academic Discourses; tacit knowledge; language acquisition

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The main areas of work of New Readers Publishers (NRP) are publishing and selling books in African languages, promoting a culture of reading, developing aspiring African language authors and the in-service professional development of teachers, librarians and community development workers. NRP has a current list of 103 titles in all South African languages and has distributed over 300 000 books and over 700 people have attended NRP workshops. NRP/CAE is currently an HEI partner in a 3 year DFID funded international project which is a partnership between 5 HEIs and 2 NGOs (Makerere University (Uganda), Addis Ababa University (Ethiopia), Institute of Education (London), Kings College (London) and Uppingham Seminars (UK) and the Adult and Non-Formal Education Association (ANFEAE) in Ethiopia). In this project, using an experiential model, NRP staff trained adult educators, librarians and community development workers from Uganda and Ethiopia to write easy to read stories in their own languages and to manage the publishing of these stories. The NRP approach has been influential in both countries. As a direct result of this project, appropriate books in 3 indigenous Ugandan languages and in 2 Ethiopian languages will exist for the first time. These books will make a substantial contribution towards the development of literacy in local languages in both countries. This poster presentation will contain a summary of the philosophy and conceptual model of the work of New Readers Publishers and will provide a brief overview of the individuals and organisations the NRP has worked with. In addition, it will contain an outline of the curriculum of both types of workshops (Writing and Promoting Reading) and there will be a display of books. The poster will include a statement of the ways in which the NRP is a concrete example of the UKZN’s vision, mission, principles, core values and goals.

**Keywords:** Publishing, reading in African languages, experiential learning, professional development
Currently there are 25 universities in Africa, from the University of Cape Town to the University of Cairo, which have chosen to develop a Confucius Institute through a partnership with a university in China. There are no less than four South African universities which have chosen to do this: Rhodes, Stellenbosch, Tshwane and UCT. Furthermore, twenty universities in Africa have been selected by the Chinese Ministry of Education to be in a new university partnership relationship with universities in China under the 20+20 scheme. The Universities of Pretoria and of Stellenbosch are part of this 20+20 collaboration. There are of course many other university partnership relationships which South African universities are engaged with, linked to OECD countries, such as Japan, UK, USA, Germany, France, Norway, Switzerland and the Netherlands.

It has been argued that South-South cooperation can be distinguished from traditional North-South cooperation through the following four dimensions: the assertion of a shared developing country identity; expertise in appropriate, successful development; rejection of hierarchical donor-recipient relations; and an insistence on win-win, mutual opportunity and mutual benefit. It will be valuable to interrogate this assertion of a special South-South relationship in the case of South Africa; and to question in particular whether South African universities are exploring further South-South partnerships with key universities in India, since India like China has developed an India-Africa Forum, and has pledged to set up no fewer than 20 educational institutions across Africa. Finally, it will be worth asking to what extent South Africa, which is itself becoming a so-called non-Development Assistance Committee of the OECD donor, is developing university partnerships with the rest of Africa. How are all these South-South university partnerships conceived of in the face of the ever more powerful preoccupation with rankings, ratings and the golden fleece of the ‘world class’ university?

Keywords: South-South dimension, internationalization, universities, Africa

Engineering is an important and learned profession, which has as its intellectual core the solution to design problems by creating artefacts. This profession has a direct and vital impact on the quality of life for all people, and the artefacts created by the members of this profession (engineers) can have ethical implications. Therefore, it is necessary for engineers to perform to a standard of professional behaviour that requires adherence to the principles of ethical conduct.

Engineering ethics examines and sets the moral obligations of engineers to society. Ethical standards can enlighten engineers to act in such a manner that they uphold and enhance the honour, integrity and dignity of the engineering profession. In this regard, ethics can help individuals to act with zero-tolerance towards bribery, fraud and corruption. However, learners in this profession (engineering students) are usually not sufficiently exposed to the field of engineering ethics, especially in Southern Africa. The purpose of this paper is to provide a survey of tertiary institutions, in Southern Africa (South Africa, Botswana, Lesotho and Swaziland), which offer engineering programmes, and how such institutions incorporate engineering ethics into their curricula. Finally, recommendations are provided on how such curricula could be enhanced to satisfactorily incorporate engineering ethics.

Keywords: curricula, engineering, engineers, ethics
#65. Labour Relations Undergraduates' Perspectives on Teaching

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The shift from the Technikon sector to Universities of Technology in 2004 had implications on how we teach in different subjects. Using the model of excellent teaching developed by Skelton (2005) which offers four types of teaching excellence – traditional liberalism, performativity, psychologized and critical – I used focused group interviews to elicit and analyze the views of twenty final-year undergraduates on their meaning of excellent teaching. In this presentation, the findings of this study will be shared.

**Keywords:** model of excellent teaching, labour relations, undergraduate students

#66. University Rankings: What do They Have to Do with Quality?

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In South Africa there seems to be strong national sentiments against the ranking of universities. This reluctance to support University rankings is a concern and viewed as an endorsement of the prevailing mediocrity that is perpetuated in the South African system of higher education by celebrating an inward looking approach to quality. It is the assertion made in this paper that University rankings are a project that will have a major impact on the prevailing conceptions of quality. The Quacquarelli Symonds (QS) world ranking of Universities’ website attests to the fact that university rankings started out as a bold and controversial experiment which has now caught the attention of senior university leaders, planners and strategists. It is against this backdrop that universities must understand that they will be ranked regardless of whether they believe in the rankings or not. This paper will first outline the gains that South Africa has derived from a national quality system over the past decade and also highlight the opportunities that were missed. It will then examine the HECQ’s notion of quality against that of the different ranking agencies. Thereafter the paper will argue that there is a case to be made for the rankings as they mark a departure from nurturing mediocrity in higher education. It also indicates that commitment to quality and standards is a hallmark of a university that could compete at a global arena and inversely the credibility of a national higher education system continues to be at risk due to poor quality provisions by some universities. Institutions are urged to engage with university rankings and also open spaces for academics to enter into new and unfamiliar terrains to find new meanings of quality.

**Keywords:** Quality assurance, university rankings, higher education
Surveying education at South African universities dates back to the early 20th century. The first diploma course in the technical training of surveyors was introduced in 1958 by an institution known as the “Pretoria Technical College”. At traditional universities a BSc Degree followed by a MSc and PhD have been offered since the first half of the 20th century. All the training offered at Higher Education institutions responds to a need for skilled persons in the fields of topographical, engineering and cadastral surveying in a developing country. The promulgation of the Advanced Technical Education Act (No. 40 of 1967), provided for the conversion of six technical colleges into Colleges for Advanced Technical Education. These colleges later became known as Technikons, and subsequently as Universities of Technology, offering a three-year diploma. This course was designed with extensive cooperation of stakeholders in the surveying industry so as to meet their requirements in the workplace. Currently, Universities of Technology offer a first qualification in the form of a 3-year National Diploma in Surveying, followed by a further year of study towards a B.Tech Degree, also in Surveying. Some Universities of Technology offer further qualifications like the M.Tech and D.Tech Degrees. Traditional Universities offer the BSc Degree followed by a MSc and PhD. Most BSc graduates become Professional Land Surveyors with cadastral work reserved for them by law. Today graduates from all the Higher Education institutions perform work in all the major fields in the wider profession. Learning programmes at all these institutions have continually been adjusted so as to include strong components of cadastral surveying, engineering and topographical surveying which are critical for land reform and economic development. This paper outlines the historical development of surveying education in South Africa by investigating the range of qualifications that have become available over the years, and will address the challenges that have arisen in the context of the socio-economic changes.

Keywords: Universities, technikons, colleges, surveying
#69. Mode of Delivery in a Postgraduate Module: A Case Study of an Honours Module

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This paper will report on the mode of delivery utilised in a postgraduate honours module in Education at a tertiary institution. In 2011 the authors taught the content of the module to their respective groups (four groups) throughout the semester. However, in 2012 the authors used a team teaching approach where classes were combined (either two or three groups) for some lectures and in other lectures, lecturers taught their individual groups (six groups). Initial conversations with students indicate a sense of dissatisfaction with the team teaching approach. Using module evaluations and interviews of selected honours students, the paper will attempt to answer the question: what are postgraduate honour’s assessments of the mode of delivery used in the teaching of the module and how has it impacted on their performance in the module?

**Keywords:** module delivery, team teaching, student perceptions


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The quality of Higher Education institutions’ academic programmes is a widely debated topic worldwide. Of great concern is the quality of both systems in place and practices in regard to teaching, assessment and programme management. Considering the fact that such institutions receive funding and subsidy for these programmes, it is therefore imperative that there is value for money in what the government is paying for. As a result, statutory structures such as the South African Higher Education Quality Committee (HEQC) were established and mandated to oversee the quality management systems in those institutions. The envisaged second cycle of institutional audit therefore, is critical to both the institutions themselves and the HEQC, to ensure that quality standards are maintained. While it is acknowledged that institutions have over the years continued to address the gaps that such audits have highlighted as areas needing urgent attention, the purpose of the paper is to provide a synopsis of areas of concern that characterized institutional audit reports from 2004 to 2011. The presentation therefore is a trend analysis of issues raised in institutional audit reports from 2004 to 2011, of both public and private higher education institutions, traditional universities, comprehensive universities and universities of technology including public and private colleges. The analysis pays special attention to both recommendations and commendations regarding teaching, assessment and programme management. It is hoped that through such a trend analysis, institutions will be in a better position to learn and be able to improve on their practices and systems that ought to be put in place in view of the envisaged second cycle of institutional audits.

**Keywords:** Institutional audits, Higher Education Quality Committee, higher education, accreditation.
International benchmarking is a relatively new phenomenon in the South African higher education context. While debates about university rankings have been raging internationally, such considered academic contention has largely been absent in the South African higher education scenario. The university rankings tsunami has crashed the shores of South African education with devastating swiftness and insidious ingenuity. Paradoxically, South Africa’s seduced higher education leadership has found it alluringly irresistible. In this paper, I examine the ideology that underpins the international university rankings regime. I argue that because it is driven by a fundamental neoliberal competitive value system that is market driven, it is likely to contaminate what counts as the work of a university. By invoking a Foucauldian analysis, I argue that the architecture of the university rankings regime serve a panoptic surveillance function that automates the functioning of power by inducing a conscious and permanent visibility that decenters, normalises and disciplines the (university) subject. This panoptic disciplinary mechanism renders both a subjection and self-subjection of the ‘inmates’ that constitute the university community. While the university rankings regime appears to be fait accompli in SA, it is only through a profound understanding of how disciplinary power works within its machinery, that we can attempt to counteract what appears deceptively normal and intuitively acceptable.

Keywords: neoliberalism, rankings, power

The Internet facilitates communication irrespective of location. The efficiency of using technology to support learning is based on e-tools. It is influenced by factors such as students’ attitudes, the utility they perceive in using these tools, disposition towards adoption of technology and technological background. There are different opinions about and attitudes towards this process of learning and this range of perceptions prompted the current study. This paper was designed to examine students’ attitudes towards using technology in their learning. Measuring attitudes has an important role in analysing consumer behaviour because it is known that there is a strong connection between attitude and behaviour. Students studying second year Bachelor of Education Consumer Sciences participated in the study. The study followed a mixed methods approach where questionnaires were used to elicit students’ attitudes. Data was analysed using SSPS. Qualitative data was presented through the narratives of participants and quantitative data was demonstrated in tables. The findings revealed that the students were interested in using technology, but most of them were technologically challenged as they were unfamiliar with e-tools. Student had limited computer experience and little confidence because they have limited access to computers. Technology requires hands-on activities whether participating in an online discussion or creating a Web page about class or research activities. Students have to be provided with computers or be allowed more access to computer laboratories.

Keywords: attitudes, technology, learning, consumer science
This paper explores the setting up of a partnership across the Mauritian and South African higher education contexts with respect to the development of a postgraduate PhD doctoral studies programme. The Mauritian Institute of Education aimed to develop staffing capacities through engagement with doctoral studies, especially in the context of limited experience in doctoral supervision and the goal of becoming a PhD degree awarding institution. The South African model of doctoral cohort supervision at UKZN School of Education is a recent alternate mode of delivery in the building of these student and staff capacities through shared ownership of the process and products of doctoral education and development. This paper highlights the expectations, constraints and enabling features of the setting up of the MIE–UKZN PhD programme across international boundaries when the focus is on mutual reciprocity, a non-colonising engagement and innovative methodologies for postgraduate education. Adjusting the UKZN cohort model for the international context is the subject of this paper. The paper draws on the experiences of the designers, deliverers, and users of this programme.

**Keywords**: International, collaborative, PhD studies

This paper will discuss the innovative design and implementation of the capstone module, Integrated Project, for the BSc Programme in Applied Chemistry. The main aim of this module is to produce students with a well-rounded education in Chemistry, who can enter the workplace with added key skills besides subject knowledge. The module introduces the students to planning a project, writing instructions for what is to be undertaken, performing laboratory work as part of a team, report writing and a seminar presentation of the project work. The projects carried out by the students try to integrate the four main traditional areas of chemistry, namely, analytical, physical, inorganic and organic chemistry, to show them that real-world situations are not compartmentalised but interdisciplinary and even multidisciplinary. The students are grouped into teams and each team is assigned a project topic and several required outcomes. The critical component of this module that differentiates it from other project modules is that the team that designs the project then subcontracts the laboratory work to another team to perform. Once the laboratory work is complete the subcontracting team compile the results and hand them back to the first team to write the final report and present a seminar. The project reports are written on an individual basis but most of the other parts of the work are carried out by a team. A wide range of assessment methods are used to evaluate the performance of the students as problem solvers and critical thinkers. Student and national external examiner feedback for this module has been extremely positive. Most students feel that it develops their confidence to undertake project work and that they enter the workplace with enhanced skills compared to their peers from other universities.

**Keywords**: capstone module, group work, assessment, project work
The paper outlines the potential of messaging services applications for educational support in tertiary institutions and the perception of students regarding the use of messaging services applications. Messaging services applications such as WhatsApp, BBM, Facebook, Twitter and MySpace, and other messaging services can be viewed as a new method of supporting tertiary educational learning. This support is available for both face-to-face institutions or open and long distance learning. With technology rapidly changing the messaging applications are becoming more relevant as a measure of supporting learning. This is because most of our students use messaging services applications for personal and social matters. Tertiary education need to be advanced and transformed to support the current generation of students. It is critical that as academics we introduce innovative ways of enhancing learning that will grant opportunities for students to attain their full potential and to get the support they require to help them achieve academic excellence. Most tertiary level students have smart mobile phones access; as such it is important that we find ways of using mobile phones to strengthen learning. The writer will focus on using Messaging services applications to support tertiary education. It is important that lecturers and students take advantage of messaging services applications to support learning as with messaging service applications students are able to learn beyond the classroom and the facilitator can communicate with students regardless of time and location. The researcher plans to conduct experimental research with an unsystematic sample of 400 students selected from a population of 1500 registered students at Vaal University of Technology Ekurhuleni campus.

Key words: messaging services, enhancing teaching and learning

Humanity has been vastly improved by the advances in technology, particularly communication technology. Friends, family and strangers are connected in an instant and news travel faster as serious, funny, somewhat eccentric and outrageous views are shared and consumed in various forums such as Twitter and Facebook (to name only two). There is information oversupply in all aspects of our lives thanks to the internet and the gadgets used to access it. Non-medical professionals can Google themselves to a degree of medical competence and laymen can Google themselves out of legal trouble without hiring a lawyer. These information gadgets and their beauty as well as convenience and small running costs have in some instances succeeded in replacing human authority, or are at least in the process of minimising human authority. In university education, students can effectively Google lectures, participate in lectures without attending them, freely download other people’s work and pass it as their own. Increasingly there is demand that the lecturer must instruct in modes that are compliant with the possession of gadgetry including full compliance with competence at their successful use. Notes are delivered through e-mediums, announcements are no longer made in lectures but are posted and read while students multi-task at the mall or in pubs or other social and connectivity lifestyles. Increasingly what the lecturer says counts for nothing as his/her worth is measured in direct proportion to his/her posts in the various cyber-fora. In this paper I seek to argue against the increased reliance on the use of technologised communication in traditional contact teaching spaces. I seek to show that effective teaching can only occur where there is a meaningful, intense and undisrupted interaction between the teacher and the student. By so doing I seek to show that replacing the horse’s mouth will only promote a bankruptcy in engagement that has become so characteristic if not the hallmark of Twitter and its citizens the twitterati.

Keywords: Pedagogy, learning, technology, interaction
Collaboration can eliminate the sense of isolation that is common for e-learners. Group discussion forums were used to enhance collaboration in an undergraduate Law course. The problem experienced in this course, and any other course, is that when students are given a group assignment, some students do not contribute to the group. Furthermore, some students are busy attending lectures during the day and some live off-campus so this makes it almost impossible for the students to meet. To ensure participation in the group and to monitor quality of interaction, the lecturer considered the use of group discussion forums. In class, the lecturer grouped the students into heterogeneous groups of five and then split the students into these groups in the course learning management system, Blackboard. The study followed an interpretive approach where documentary analysis of the postings in the 14 group discussion forums was done. The findings revealed that student participation in the group discussion forum was considerably high. Secondly, the student postings (threads) in some discussion forums were not coherent; students just posted ‘isolated’ extracts of information. Thirdly, a few threads were social interactions that were irrelevant to the topic. A limitation though, of the lecturer monitoring the threads is that he or she already sees who contributed valuable information in the group assignment and this may tend to influence the rating of the group assignment. The findings suggest that (i) students need to be well trained for participation in an electronic discussion forum, and (ii) they need to be equipped with epistemological skills in order to assist them synthesize information before sharing with the group. The lecturer also needs to constantly monitor and give feedback on the student threads. The marking rubric should also include both the process and product rating.

**Keywords:** collaboration, discussion forum, student participation, threads

It is important for university students to demonstrate ability to identify, formulate, and solve problems. Indeed, many universities emphasise the teaching of problem solving strategies. The isolated fact of being taught, and knowing, a problem solving strategy is, however, only one skill out of many that students need to ‘have’ to become successful problem solvers. This paper argues that problem-solving is something students do as opposed to something they have. That is, problem-solving actively unfolds in real-life situations as opposed to being a putative, mind-based or even lecture-room based textual ‘activity’. Students need several other competencies beyond what they are taught in the lecture-room. Brazilian educator, Paulo Freire, popularised the notion of problem-solving education, emphasising the context-based nature of pedagogy. The modern-day Google-using and Blackberry punching university student, however, is far removed from Freire’s time and context. Furthermore, universities spend huge amounts of money to bring technology in general and digital technology in particular into the lecture-room. This paper grapples with the changing nature of problem-solving in the context of students having to constantly negotiate technology saturated learning environments. It assesses the implications that digital technologies have for knowledge production in the modern-day university.

**Keywords:** problem-solving, Google, Blackberry
Traditional uses of focus groups have recently been supplemented by online uses. The literature on synchronous ("same time") focus group use is relatively sparse, but asynchronous ("any time") use of the focus group methodology is even less researched. The use of threaded discussions using email or list serve technology is well established, but the intention in this study was to go beyond threaded discussions by using some of the features of social networking to create the opportunity to build more natural, thoughtful conversations between participants. This paper outlines the planning and implementation of a virtual focus group (VFG) which enabled participants to make inputs in their own time, rather than in a plenary discussion session. Participants were academics with experience and interest in the design and teaching of Information Systems Research Methodology modules from a range of South African universities. An educational social networking site, Edmodo, was used as the platform, enabling anonymous participation and immediate access to the full transcript of the VFG. The aim of the VFG was to generate rich discussion on aspects of curriculum design and implementation as participants are afforded time for reflection and editing before making inputs. The use of the asynchronous VFG is evaluated, in particular, the challenges for the facilitator of drawing all respondents into the discussion and of facilitating rich conversations.

**Keywords:** asynchronous, virtual focus group facilitation, participation

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Multilingualism is suggested to be one of the best ways for teaching second language English speaking students. The rationale for bilingual education is a need for continued learning as it helps students to develop and maintain a positive self-concept and is imperative to the intellectual development of a student. There is limited literature on students’ views of bilingual education. Supplemental instruction (SI) consists of peer assisted collaborative learning tutorials conducted by SI leaders. This study explores the second language medical students’ perceptions of the use of isiZulu in supplemental instruction Human Anatomy sessions. One hundred and sixteen Zulu native speaking students form 1st year to 3rd year were invited. Twenty nine students responded. Before and after questionnaires were used. The qualitative data was thematically analysed. The majority of students reported that learning in isiZulu enhances understanding of anatomy. Some of them felt that learning in isiZulu makes reading and learning more difficult because all the learning material is generally in English, which is the language of instruction at UKZN. In addition, students requested that more learning material in isiZulu be produced. Further recommendations for teaching and learning in isiZulu and the development of learning materials will be discussed.

**Keywords:** supplemental instruction, anatomy, isiZulu, bilingual education
This presentation seeks to understand the fundamental components of curriculum intellectualization and to find out how these come to be inserted within a selected discipline. Using a qualitative, case study approach, it is argued that intellectualization of the curriculum comprises three dimensions: disclosure, reconstruction and generation as suggested by Greene’s notion of curriculum consciousness. The study is located within a selected higher education institution where restructuring of undergraduate curriculum has been on-going. Through interviews with discipline leaders, it was found that intellectualization of higher education curriculum for an undergraduate programme in Teacher Education is determined by inner (personal conceptualizations) and outer (institutional and social) imperatives. It is further theorised that intellectualization as a process is propelled by engagement with and reflexivity on the curriculum which leads to disclosure and restructuring.

**Keywords:** intellectualization, reconstruction, teacher education

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The constitutional values and rights provide a solid foundation for South Africa’s pursuit of social justice critical to which is an engagement with issues of access and success in higher education. Despite a democratic government and non-discriminatory policies, Africans still continue to be unable to participate fully in higher education. African students make up 63% of enrolments but they only make up 57% of graduates, yet Whites make up 24% of enrolments but they make up 30% of graduates (Council on Higher Education, 2009). African students continue to be the least successful thus excluded in higher education whilst Whites continue to be the most successful. While social exclusion is multidimensional and can be defined in different ways, this presentation discusses the dominant discourses of social exclusion and how they are manifest in the literature, applying them to higher education. It argues that social exclusion in higher education cannot be framed within these discourses. This paper therefore calls for critical engagement with the concepts of social exclusion which will provide a more nuanced understanding of this concept in a South African higher education context.

**Keywords:** Social inclusion, Social exclusion, Student access, Student success
#83. KEYNOTE: Differentiation as a Tool for Social Justice in Higher Education?

A Critical Mapping of the Issues

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Differentiation is often regarded as a necessary and inevitable aspect of the higher education landscape. Literature focusing on this issue associates differentiation with benefits at individual, institutional and system levels. At the institutional (and system) level, differentiation is often regarded as significant in transforming the landscape for efficiency, accountability and responsiveness, while at the individual student level it aims to help widen access and choice. However, the context of the seemingly irrepressible socio-economic inequalities currently plaguing the country and its various social institutions, as well as the high stakes issues around student access, retention and success in higher education institutions raises important questions. Scholars in the field have questioned the extent to and ways in which differentiation contributes to real transformation in these institutions and/or to wider social change in society. Thus, using Fiske and Ladds’ (2004) constructs for evaluating racial equity, equal treatment, equal educational opportunity and educational adequacy, this presentation seeks to critically examine differentiation in the South African higher education system and to consider its value as a tool for equality and social justice.

Keywords: differentiation, higher education, social justice

#84. What do Final Year Students Think about Medicine as a Career Choice?

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The training cost per medical student is in the range of one million rand. It is therefore important to match the expectations from health care professions with the health care needs of the country to ensure the sustainable recruitment and retention of Health Care Professionals. Career sensitisation would also assist the Department of Health to improve its Human Resource (HR) planning and allocation of scarce human resources. At a personal level such sensitisation may help students to set realistic career trajectories.

Purpose: This study explored final year students’ perceptions and reasons for choosing the medical profession as a career. Data was collected in 2008 through semi-structured interviews from ninety-four final year medical students from diverse cultural, religious and language backgrounds. MS-Excel was used for quantitative data analysis, and for coding and thematic analysis of Major themes.

Results: Ninety-two percent of the respondents were happy with medicine as their career of choice. A thematic analysis of the responses revealed two main categories of reasons for entering the profession. The reasons were either informed by internal (personal factors) or external (situational factors). Internal factors included students who chose medicine based on self-interests and status-driven needs whilst others indicated extrinsic goals of wanting to help others, as motivations for their choice. Whereas in the past students entered medicine for altruistic reasons, reasons now given include altruism, status symbol, money and employment. As training doctors is a costly endeavour there has to be alignment between HR planning and the needs of the country. Students wanting to serve their community must be identified prior to selection. This timing is crucial. We propose that adequate counselling should be implemented pre-matriculation and a suitable screening mechanism/tool be used at the time of career planning.

Keywords: medicine, career choice, students’ perceptions
Supplemental Instruction (SI) was one of the initiatives implemented to address the low retention and graduation rates, despite high student intake. Since the inception of SI at UKZN, studies conducted on the effectiveness of SI on pass rates and retention at UKZN echo much of what is already illustrated in the literature with regard to SI participants. Recently, the research focus has widened to include studies on the effect of SI on SI leaders. A review of the literature indicates an emerging body of research into the benefits of SI to SI leaders. This article reports on an exploration into the benefits of being an SI leader in an engineering discipline at the University of KwaZulu-Natal. A qualitative approach was adopted using interviews with five SI leaders as well as observations of training and SI sessions over a period of three semesters. The findings from this study suggest that SI has the potential to develop the kind of skills that graduates require in the workplace but that are not necessarily attained during their degree. The knowledge gained from this study can be used to create opportunities for the development of life-long skills within wider student leadership programmes.

**Keywords:** supplemental instruction, student leadership, supplemental instruction leaders, leadership training programmes

How can we interrupt the vicious cycle of exclusion and dropout in higher education? This paper presents an alternative approach to conventional models of teaching and learning. Responding to the diversity of students at the University of KwaZulu-Natal, Supplemental Instruction (SI) was introduced as a creative blend of conventional and innovative teaching and learning approaches. Supplemental Instruction (SI) is a peer assisted learning programme that targets ‘high risk’ courses rather than ‘high risk students’ to facilitate deeper understanding of course content while promoting the development of meta-cognitive skills. The approach is underpinned by Vygotsky’s (1978) work on cognition and premised on the principle that knowledge is first socially constructed and then internalised. This paper reports on a case study of the 2009 cohort of civil engineering students to investigate, first, their pass marks in two ‘high risk’ modules. Second, we interrogate the quality of pass marks obtained by both SI and non SI attendees. Third, we examine their progression rates and projected time to graduation. Interviews were held with SI attendees to ascertain students’ perceptions of the SI model. This data was correlated with the statistical data to determine the impact of SI on students’ performance. The findings suggest that SI has the potential to improve student progression and quality of pass and by logical extension, throughput.

**Keywords:** supplemental Instruction, progression, timely graduation rates
This paper reports on an audit conducted by Quality Promotion and Assurance in 2011 on the research methodology offered in Bachelor, Honours and Masters Degrees at the University of KwaZulu-Natal (UKZN). The purpose of the audit was to establish the kinds of research methodology related modules offered at the University, credit values of the modules, the module content, the teaching methods or approaches, methods of assessment, student enrolment, pass rate and student evaluations. The data was gathered from eight UKZN handbooks, and was complemented by the statistics obtained from the Department of Management Information, including the Online Module and Programme Template System and available reports on student evaluation of research methodology related modules. The broad analytic approach was to use standards and criteria set out in the Higher Education Qualification Framework and the UKZN policy documents. These standards and criteria were used to analyse the findings on the research methodology related modules, credit values of the modules, the module content, teaching methods, methods of assessment, student enrolment, pass rate and student evaluations. This paper reports on findings that have emerged from the audit, examines the areas of good practice and makes recommendations for improvement.

Keywords: research methodology, module content, teaching methods assessment methods

Higher Education in the late 1990’s experienced major problems with capacity due to too many black students wanting to enter historically white institutions (Jansen, 2002:159). The main concern of the new ANC government was the status of historically black institutions. They were unstable due to the migration away from black to white universities and technikons. This reduced their financial status and viability. In addition, the anticipated huge increase in black enrolments in higher education had not materialized (Finweek, Survey, February 2009). In order to overcome both these problems, the then Minister of Education decided to press ahead with a merger programme aimed at reducing the number of higher education institutions from 36 to 21 (Jansen, 2002:6). This led to a huge decrease in academics’ sense of identification with their profession. The aim of this study was to investigate the dynamic between organizational identification and professional identification in a post-merger environment; in order to understand the relationship between the two, as the study focused on the perceptions of academic staff members of a post-merger South African University. The method of research was qualitative consisting of a combination of semi-structured interviews, a focus group session and document analysis. Findings indicated that there appears to be a decrease in organizational identification due to the negative influences in a post-merger environment. It seems that the focus of the lecturers had shifted towards their profession as fear of redundancies and change propelled them to explore other career options. This decrease in organizational identification could be directly related to the negative perceptions of a post-merger environment by academics. Their uncertainties were further fuelled by the constant uprising of students who would disrupt the academic year.

Keywords: merger, organisational identification, professional identification, perceptions
#89. A Model for Knowledge Construction in Community Service-learning Nursing Programmes

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Community based service-learning (CBSL) is one of the fastest growing reforms in higher education, especially in the field of health care. The increased interest in this phenomenon is based on the demands by government and society that higher education institutions should be more responsive to the needs of the community. Literature, however, reflects that service learning lacks a sound theoretical base to guide teaching and learning due to limited research in this area. This study was aimed at exploring the phenomenon of knowledge construction in basic nursing programmes in selected South African nursing schools with the intention to generate a middle range theory that may be used to guide the process of knowledge construction in CBSL programmes. The study adopted a qualitative approach and a grounded theory research design by Strauss and Corbin. Two university-based nursing schools were purposively selected and data was collected through individual and focus group interviews from the facilitators and students, and through observation of students in the community settings. The results of the study revealed that the phenomenon ‘knowledge construction’ is conceptualised as having specific core characteristics, which include the use of authentic health-related problems, academic coaching through scaffolding, academic discourse-dialogue and communities of learners. The process of knowledge construction emerged as cyclical in nature, with students, facilitators and community members having specific roles to play in the process. A number of intervening variables were identified that had an influence on the expected outcomes of the CBSL nursing programmes. The selective coding phase of data analysis led to the generation of a knowledge construction conceptual model that is grounded on what is practiced as CBSL. This conceptual model depicts the relationship among concepts and sub-concepts forming part of this model.

Keywords: knowledge construction; community-based education; community service-learning

#90. Students Experiences of Learning Using Online Support in Business Management

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Reconstructing higher education in a highly competitive environment requires HEIs to consider developing methods of presentation that apply learner-centeredness as a teaching strategy for large classes, while also extending learning opportunities beyond official lecture times or lecture venues (brick and mortar). Strategic decisions have to be made in favour of introducing teaching strategies that will not only transform the practices of those participating in an educational act, but innovate and develop all nations on the African continent. One such strategy is online-supported teaching and learning, but the challenge that such decisions are likely to face is that it is not known how students will experience and react to this online support and how it may influence learning. This paper explores students’ experiences of learning using online support in Business Management Education. The data was generated from the reflections of a sample of 156 students in a second-year level module at a local university. A phenomenographic approach to qualitative research, located in the interpretive paradigm, was used to collect and analyse the data for the purposes of allowing themes to emerge from the data rather than being imposed by the researcher. Findings included problems such as difficulty with the learning-management system, the benefits of prompt responses to queries by the lecturer, and the fear of being penalised for plagiarism. Training students extensively in working with online-learning technology is essential for successful online-supported learning.

Keywords: learner-centeredness, online support, phenomenography, qualitative research
Higher education institutions, globally, are striving to strengthen academic monitoring and support programs to improve dwindling throughput rates. The College of Health Sciences, implemented an academic monitoring and support (AMS) program in 2006, requiring the college to work collaboratively with the student support services. A non-experimental survey targeting 87 undergraduate students who accessed student support services over a period of 9 months was conducted. The findings revealed that the highest number of participants sought support in the months of October (n=43, 49%) and January (n=58, 67%). The majority of participants (n=39, 91%) reported high levels of support from lecturers as opposed to peer support (n=32, 78%). Structures for AMS were reported by most participants (n=24, 55%) to be moderately helpful.

Support requested related to the following categories; financial issues (n=30, 34%), inadequate academic skills (n=30, 34%), adjustment to university life (n=28, 32%), family issues (n=12, 18%), needle stick injuries and blood splashes to the eye (n=3, 3.4%) and pregnancy (n=6, 7%). Specific interventions were designed responding to student’s needs. For example, structured support related to academic skills resulted in an improvement on the pre-intervention pass rate (39%) by between 28% and 47% in the module tests. Further, a 61% increase in the exam pass rate was noted. The findings reflects acknowledgement of the role of support from lecturers and peers as well as utilization of a range of structured student support services. However, the moderate ranking of AMS programme suggests underutilization of these services. This study contradicted some literature asserting that investing resources in AMS programmes open opportunities for lecturers to let go of some of their support roles. Rather it is suggested that embedded within teaching practice is academic monitoring and support. The rationale for seeking help in October and January as revealed by findings needs to be explored further.

Keywords: Student Support Services, Undergraduate Program, Academic Development Officer

Teaching at UKZN must be considered a process of facilitating the acquisition of knowledge through a process of interactions between two or more people. The lecturer is like the guide that lights up the path for sincere knowledge seekers. His/her teaching is not to simply share knowledge but to develop creative rational thinkers, who will become economically competitive in an ever increasing knowledge-driven global economy. But traditional teaching is fast becoming obsolete with the rapid expansion of technology. Students have become engrossed in the advances in computers and other mesmerizing gadgets and this compels teaching staff to engage in a concurrent change in teaching strategies. In the pre-technological phase, chalk and talk as well as the OHP were adequate teaching tools, but with research pointing to multiple intelligences, it seems that multiple representations ought to become the norm. With the declining morale in universities, new techniques and strategies need to be used to increase student motivation and hence, the throughput rate. We will not focus on the top-down (the lecturer is the source of all knowledge) or the bottom-up (the student uses prior knowledge to construct his/her own knowledge) approaches. Rather, we concentrate on the practical and concrete strategies that are used in the mathematics classrooms.

Keywords: Teaching, innovations, strategies, technology
In an era where excellence, exceptionality and quality in higher education are frequently declared, it is relevant for research to test aspects (and the legitimacy) of these claims. Although universities are likely to aspire towards excellence, exceptionality and quality in multiple areas, the phenomenon of exceptional academic achievement at the undergraduate level is frequently overshadowed by concerns around failure, underachievement and poor quality of throughput. Grounded in a contextually driven framework, a logistic regression methodology was applied to a data set of graduates from the University of KwaZulu-Natal. As an outcome of this application, a model of the socio-demographic factors associated with exceptional academic achievement in undergraduate students was developed. The model suggests that variations in matric point score; age, race, gender, and financial aid allocation are significantly associated with increased odds of exceptional undergraduate academic achievement. Interaction terms for race and gender were also entered in the model, adding a layer to the conceptualisation of the odds of academic exceptionality in undergraduate study. The results from this study provide a baseline for discourses pertaining to excellence, exceptional academic achievement, and quality of throughput at an undergraduate level in South African higher education. This is offered as a positive and complementary perspective to approaches in higher education that perseverate on failure and academic underachievement. The study also highlights that although some advances in the equity of academic achievement (at a throughput level) at the University of KwaZulu-Natal have been made, there is considerable room for improvement in the equity of exceptional academic achievement.

**Keywords:** exceptional academic achievement; equity

Internationally, Higher Education is in a state of transition. The advent of mass access technologies, globalization, and the changing relationships between the university and the state has transformed higher education which has become progressively international with many international students enrolling and competing with locals. The key driving forces behind the internationalization of higher education include the desire to promote mutual understanding between nations; migration of skilled work-force in a globalised economy; desire by institutions to generate additional revenues and the increasing developmental need for a more educated work-force. The study seeks to examine the impact of cross-border education on domestic access to higher education through addressing the following question. How does cross border education contribute to the developmental needs of South Africa? The study also seeks to explore the challenges faced by international students enrolled in South African universities using the case study of University of Fort Hare. There is a strong efficiency argument in favour of equity promotion in teaching, training and research at the University of Fort Hare. The study implemented the capacity-building approach which perceives cross-border higher education as a quick way of building an emerging economy. The study employed focus group interviews targeting international students, staff members and local students. The results of the study confirmed that international students get better resources and services in South African universities compared to what is offered by universities in their home countries. However, the enrolment policy and the Home Affairs process of obtaining study permits limited the number of international students since many could not obtain the proper documentation in time to meet institutions’ deadlines.

**Keywords:** higher education, international students, University of Fort Hare
Using QR Codes and Augmented Reality in a Constructivist Learning Environment
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As academics we have become familiar with the internet as a vast source of information with students and lecturers using it extensively in their course work. However we are also aware that the presentation of information in and of itself does not constitute learning and many educators are exploring other ways of engaging students in the construction of their own learning. In doing so they are using a myriad of information and communication tools such as the LMS, wikis, discussion forums and social networking sites. QR codes and Augmented Reality are no longer new technologies, but they are mostly used as information sources rather than teaching tools. This paper seeks to explore ways in which this technology can be used to enhance the learning experience of students in various disciplines and add to a community of learning and the development of communal information sources.

Keywords: augmented reality, constructivist learning

The Nature of Academic and Social Interaction between International and Domestic Students Studying at the University of Fort Hare
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The process of internationalisation in tertiary education is a worldwide phenomenon. In Africa, international students generally prefer South Africa. Studies have revealed that international students have both positive and negative experiences during their stay in host countries and that contact between international and domestic students is limited. This study was carried out at the University of Fort Hare (UFH) where 10% of the student population is international. The purpose of this study was to determine the level of academic and social interaction between international and domestic students studying at UFH. Data was collected via a structured questionnaire which looked at the nature and level of interaction between the two groups in the classroom, in residences and in their community engagement activities. Data was collected from 850 students, of whom 25% were international students. Interviews were also carried out with lecturers on how they promote interactions between the two groups in order to advance teaching and learning in the classroom. Matrons were also interviewed on how they promote cross-cultural interaction between international and domestic students at UFH. The findings revealed that both domestic and international students acknowledge high levels of interaction between the two groups in the classroom. Domestic students claim that their academic performance is enhanced by such interactions but international students did not confirm this. International students, especially postgraduates, acknowledge that they benefit a lot from the interactions especially in academic activities that involve field work. Both groups admitted that classroom interactions can turn into friendships on campus. Lecturers confirmed that they deliberately enforce peer-pairing between the two groups of students. Lecturers claim that such peer study groups have benefited both domestic and international students. Lecturers also noted that when using cooperative learning methods, such as classroom group work, they make sure that both groups of students are represented in each group. They claim that this is because in the classroom students prefer to work with co-nationals. The matrons indicated that they try as much as possible to mix the two groups in hostels of residences. Both the matrons and the students confirm that they do not experience major problems as a result. The students claim that they have benefited a lot from learning each other’s cultures and languages. The study found that international students participate less in community engagement activities mostly because of the language barrier.
Overall the study noted that both groups of students are given equal opportunities by the institution both in the classroom and outside and that levels of interactions are higher in the classroom than outside it.

**Keywords:** Fort Hare University, interaction, domestic and international students

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#97. *Learning About Pedagogic Settings from Postgraduate Students' Lived Experiences*

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In this paper, we build on the concept of *pedagogic settings* that has evolved from our work in the first phase of our research project on Internationalisation of Higher Education. Our understanding of *setting* is drawn from conceptions of setting as a literary or narrative element. From this perspective, a setting not only forms the backdrop or surrounding conditions for stories of experience, it also has a considerable bearing on those stories. Seen through a narrative inquiry lens, the selected university campus setting for this paper is not merely a backdrop for a student’s lived experience – rather, it is an intrinsic and influential part of that experience. Pedagogic settings have the potential to enable or constrain postgraduate teaching and learning both in the formal and informal spaces at institutions of higher learning. Even when effective teaching and learning might be seen to be taking place, the setting can be understood to be pedagogically unsound. Hence, the question that drives our exploration of a university campus as a pedagogic setting is, “What can we learn about pedagogic settings from the lived experiences of our postgraduate students?” Using data generated through self-administered survey questionnaires, focus group interviews and long unstructured interviews with postgraduate students (local and international), we draw on multiple theoretical perspectives to understand and interpret the university campus as a setting that situates, influences and is influenced by the characters and storylines involved in the teaching and learning processes.

**Key words:** pedagogic settings, postgraduate teaching and learning, university campuses, narrative inquiry
Practitioner experience in the postgraduate module, Understanding Academic Literacy, indicates that students are bereft of insight into the rhetorical conventions of academic literacy and accompanying cognitive processes. This is evident in a poor understanding of essay writing, the research processes which inform academic argument and critical discourse analysis. This paper aims to interrogate these concerns by approaching academic literacy as a social practice instead of a discreet set of decontextualized skills.

Approaching academic literacy as a social practice suggests that students require specific insight and practice into the rhetorical conventions of academic literacy. Moreover as poor, previously excluded and rurally-situated students gain increasing access to universities, the recognition that the linguistic and cultural capital these students bring with them require substantial and sustained enrichment if they are to successfully meet their learning goals, warrants strategic pedagogic intervention. Consequently, viewing literacy as a social practice is a valuable resource to facilitate self-access to learning and the reduction of the inequities that constrain our university. The central premises of this intervention are as follows:

- A scaffolded approach to academic literacy which facilitates ease of learning for second language learners.
- The acquisition of relevant rhetorical conventions of academic literacy by students by engaging in a critique of authentic sources (published work of experts)
- A redesigned program of assessment that tests reflection, synthesis of information, cognitive engagement and the cohesive structuring of argument into extended pieces of writing.

**Key words:** academic literacy, inequities, scaffolded, critique

Higher education has over the years been criticised for being detached from societal needs, and for producing graduates who lack the key skills and competencies such as critical thinking, creativity, problem-solving, communication, interpersonal skills and teamwork that are required in professional organisations. Within the South African context, for example, one of the major challenges facing higher education as noted in the recent Green Paper for post-school education and training is that it is ‘not meeting the needs of the economy and society as a whole’. South African higher education institutions are therefore called upon to ensure that those entering the labour market are qualified with appropriate competencies and skills to take up employment. With the now widely embraced constructive alignment approach to course development in higher education, there is no doubt that institutions and academics are engaged in developing learning outcomes and aligning course content, teaching/learning activities and assessment tasks with these outcomes. What seems insufficiently explored is the extent to which the set outcomes go beyond the mere emphasis on disciplinary knowledge or technical skills’ acquisition to enabling students to develop the ways of thinking, inquiry, problem-solving and competencies of professionals in the appropriate disciplines. Drawing on a literature review and examination of sample module outlines in the humanities and science disciplines, this paper argues for approaches to curriculum development which enable students, at appropriate levels, to do what professionals do, rather than merely exposing them to knowledge in the respective discipline(s). The enquiry-based model of curriculum development which privileges the needs of employment and intellectual enquiry together with the goals-based model that promotes selection of learning strategies beyond content coverage and embeds authentic assessment as a core component of this process, are posited as possibilities for bridging the gap between higher education and professional / societal needs.

**Keywords:** higher education; professional needs; teaching and learning; curriculum development
Despite their powerful positions Western higher education systems are in the grip of the systemic crises that have rocked their societies, along with the rest of the world. Given the manifest failure of the West to deal with these crises, there may not be much to learn from these systems, if only because we need to save ourselves from the acute financial, ecological, political, health and social crises that beset our society, continent and the world. What are the alternatives beyond the neo-imperial mind-sets and options that are largely irrelevant and in fact inimical to human needs? Some productive responses to the conjuncture may be found in the attentiveness of the humanities to the challenges of subjectivity, which are important not least in the feverish global higher education bazaars lacking in humanity and integrity. Along with the strengths of social sciences, the value of the arts inheres in their capacity to envision possibilities and articulate potentials in the midst of chaos. Rural African women, like Jezile Majola in Lauretta Ngcobo’s *And they didn’t die* (1990), asserted their rights to social justice and representation with great creativity and resourcefulness, despite the weight of colonial (apartheid) oppression and various forms of underdevelopment and patriarchy. Although in exile at the time of writing, Ngcobo contributed to the articulation of a range of important voices that continue to remain marginalised in our higher/education institutions even today, on the continent where the cradles of humanity and culture were at last acknowledged decades ago. This paper will examine the contributions writers like Ngcobo make to our capacity to tackle our challenges, their role in the curricula (including in international exchanges of staff and students), and conclude by considering the contribution of language ecology to agency, communication and creativity.

**Keywords:** transformation, equity, curriculum, humanities

A review of the Biological Sciences and Physical Sciences modules during 2010 revealed that the pass rate was less than 60%. A first year enhancement programme was established to support first year Science Education students taking Biological Science for Educators, Natural Science and Physical Science for Educators subjects. The programme focused on the expectations, strengths and weaknesses of students entering their first year. To achieve student enhancement (development) the programme offered a textbook loan scheme; ongoing evaluation and review of the module support and consultation structures and a student enhancement programme of talks/seminars and DVDs and tutorials of routine practice. The students were exposed to a range of teaching and learning strategies such as. poster making and presentations; mind mapping; reading and interpreting passages from the textbook and writing summaries of these. The article is a research in progress where the focus is on the students’ experiences of this enhancement programme. Data was collected through group interviews, reflection sessions and individual student evaluations of the programme. The data was inductively analysed. The findings suggest that the students’ attitudes and emotional development increased. Many of the students said that they had gained confidence and courage, had gained time management skills through their engagement in the programme and had found it to be the most effective way of teaching and learning. Students also said that the skills that they learnt from participating in the programme could be applied in all other modules. A significant point is that the students should be given the time and space to explore who they are, what they are capable of and also what their potential is. It is important to challenge students to participate and take the risk of participating for greater development to occur.

**Keywords:** enhancement programme, science students, first year students
It has become public knowledge that teachers have been called to teach students to world-class standards in order to enable them to participate actively in the global economy. This has fuelled a debate on how teachers should be prepared to fulfil this new role. In our case, as part of our work on teacher education for social justice, preparing teachers to teach for social justice has often been construed as an attempt to make teachers become nice to learners while they remain weak in curriculum delivery. This paper takes a position that views teaching as an inescapably political act that often (if not always) involves ideas, power and access to learning and life opportunities. The study presented in this paper was designed to explore how teachers used social justice pedagogy as a conduit for working to make possible access to the curriculum for all their learners.

The study found that participants conceptualised social justice on the basis of a philosophy of education founded on education as transformation, often calling on participants to cross borders (Giroux, 1992). Teaching for social justice meant that education was no longer viewed as a luxury, but as a means to break the cycle of social ills, victimhood and hegemony. The study presented some emerging thoughts on how social justice could be used as a conduit for broadening curriculum access, and contributed to knowledge about how issues of social justice in education could be advanced by teachers through curriculum delivery.

**Keywords:** social justice, teacher education

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The National Student Financial Aid Scheme of South Africa (NSFAS) is determined to provide a sustainable financial aid system for study loans and bursaries, allowing academically deserving and financially needy students to realise their potential and hopes for the future. NSFAS provides food allowances in two ways: 1) by giving student cash deposited into his/her bank accounts 2) by giving student a food voucher. The choice problem is one of the fundamental in economics. In consumer theory, choices are made based on preferences. One may order those preferences to construct a utility function for the consumer. Students who receive cash have more choice than those who receive a comparable amount of food vouchers. This paper is about utility function of students who received food allowance from NSFAS. It uses consumer choice theory to analyse whether students are better off receiving food voucher or a comparable amount of cash. Ten fieldworkers were recruited from the Students in Free Enterprise (SIFE), an organisation coordinated by the researchers at the Vaal University of Technology. These fieldworkers were trained in fieldwork by one of the researchers. They were remunerated per completed questionnaire and the funds were donated to the organisation as part of their fundraising endeavour. The questionnaire and the purpose of the study were explained to them. Data collection took place during April to May 2012 and respondents were given adequate time to complete the questionnaire and were assured of their anonymity. Participants were also informed that there are no right or wrong answers and were allowed to withdraw from taking part in the survey if they chose to do so. After eliminating 22 questionnaires due to non-response on certain variables, 328 were finally used for analysis.

**Keywords:** utility, utility function, consumer theory, rational choice,
Little theoretical and applied research has been done regarding the determinants of volunteerism. But one cannot ignore how volunteering benefits development and brings economic benefits to both society and the individual who volunteers by improving communities worldwide and South Africa in particular. This paper uniquely aims to investigate how individual characteristics such as gender, population group, age and education are related to the choice of carrying out or not carrying out volunteer work focusing on the South African data. The analytical framework is supported by empirical results obtained by using the labour force survey of 2007. The results show that the education has a positive relationship with volunteer work, indicating that the behaviour of educated individual volunteers can be explained by the investment model of volunteering. Furthermore, individuals with higher levels of education do participate in volunteer activities. Importantly, this paper argues that educated volunteers can increase and contribute to local economic development by engaging with the “state, non-profit organisations, business and industrial enterprise and community” in particular.

**Keywords:** education, determinants, investment model and volunteer

In the past, students registered for Health Services Management annually received a group visit (discussion class) at Unisa's regional offices. The purpose of the discussion classes was to establish personal contact between the teaching staff and students registered for Health Services Management. Students were invited to come “prepared” to the discussion classes and to discuss any uncertainties and problems with the visiting lecturers. These classes used to be well attended till the mid-1990s. With the development of technology, UNISA decided to look at other possibilities for contact between lecturers and students without lecturers or students having to travel. Currently UNISA has 27 video conference classrooms in South Africa as well as one in Ethiopia. Video conferencing promotes interaction between lecturers and students at remote locations, while saving on costs for travelling and accommodation, as well as time. Because it is a live broadcast, students have the opportunity to interact with lecturers and fellow students at various settings. For the past three years there has been a poor attendance in all centres at video conferencing despite the fact that students are reminded by emails, sms, telephone and tutorial letters. The 2011 statistic showed that only 14 % (N= 214) of students out of 1907 attended the sessions in eight (8) regions. The purpose of the study is to explore factors that influence student participation during video conferencing. The study will follow a quantitative approach, using a survey in collecting data from all students who are registered for any modules in the Health Service Management discipline. Purposive sampling will be adhered to since all students will not be coerced to participate.

**Keywords:** video conference, distance learning, adult learners, innovative
Towards Improved Class Room Enquiry through Electronic Student Evaluation of Class Room Environment

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Teaching is a core function of academics employed at tertiary institutions. Accordingly, there is a need to measure teaching quality for multiple purposes. UKZN’s commitment to quality of teaching and learning is summarized explicitly in Goal Four of the UKZN Strategic Plan 2007-2016. At this institution the monitoring of student feedback on the class room environment falls under the jurisdiction of the Quality Promotion and Access (QPA) unit. In particular, QPA evaluation of modules is available, but is not currently institutionalized, i.e. may be requested, but is not compulsory, though highly recommended. An official QPA evaluation is the only type of student evaluation that can be included in a teaching portfolio which is a necessary document for any application for promotion. Though QPA evaluation of modules has historically been paper-based, there has recently been a move towards electronic student evaluations, to decrease the turnaround time for the report to be produced. This project is concerned with: running an electronic assessment of class room environment by students in moodle on a few modules; improving on the traditional way of analyzing results, based on sound statistical principles; improving on the traditional reporting of findings. Results from the electronic student survey (on moodle) will be presented graphically, in a manner that allows the reader to get instant feedback on the best possible way to get as much information as possible about a module/lecturer at a glance and then to have a way of exploring particular areas of concerns in more detail through the creation of likert scale based indicators, including weighting of responses and text mining of open questions. It is hoped that this presentation will prompt a reassessment of the current practices of evaluation and reporting at the level of the individual module, the school and the college.

Keywords: student evaluation, class room enquiry

A Procedure for Ranking Students Who Apply for Entry into the Medical Faculty

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Entry into the Medical faculty is based on a total Matric point score and an interview session. A matric point score gives an equal weight to each subject. One would expect certain subjects to be more important for entry into the medical faculty. We will develop a classification rule for determining which subjects are more important. We will also make use of item response theory to impute a result for students who may have not taken a particular subject that is relevant for determining a student’s entry into the Medical faculty.

Keywords: student ranking, imputing missing marks
This paper is situated in the context of the latest initiatives of UKZN to advance their somewhat latent bilingualism policy. In line with the Government's promotion of Mother Tongue Based Learning (MTBL) and UKZN's Language implementation Plan (2011), the College of Law and Management Studies has embarked on a project to enable MTBL through the development of isiZulu resources. For the first time in the history of UKZN, certain tutorials and course materials are being offered in isiZulu. These modules have been identified as high risk. They are prerequisites to second level modules and have a higher failure rate than other modules in the same level of study. It must be noted that African language speakers make up almost 50% of enrolment in these modules and the majority of them speak isiZulu as Mother Tongue, yet modules are offered in English. The assumption is that students' incompetence in these modules is directly related to students' language learning difficulties. Many university students are under-prepared in the development of abstract reasoning skills that allow them to learn new ideas simply by reading a text or listening to a lecture. This is important because university is supposed to prepare students to work in self-directed ways through thinking, reasoning, analysing and problem-solving. These activities facilitate their greater conceptual understanding and their success rates on problem-solving tasks and examinations improve substantially. The purpose of this paper is to evaluate the effectiveness of mother tongue tutorials on the academic performance of students. The paper presents the results from qualitative and quantitative surveys of students in order to investigate the effectiveness of isiZulu interventions on student proficiency, performance and throughput, the results of this study could have important implications for prospective language planning and practice at UKZN.

Keywords: isiZulu interventions, impact, student performance

Despite changes that have taken place regarding how disability is viewed, the ethical standards and guidelines for disability research have hardly changed. This is reflected in ethical clearance procedures, processes and practices that still consider persons with disability to be not-able. Such ethical considerations, instead of providing guidance, create confusion especially among PhD students who are navigating the ethical maze in their studies. In this paper, we consider five ethical conflicts arising from research in the area of disability: positioning as a researcher, vulnerability, the meaning of signed consent, the issue of anonymity and composition of research committees. We argue that ethical standards and guidelines are still largely based on the medical model of disability and propose that the social and human rights models of disability should influence ethical considerations in disability research.

Keywords: disability, ethics, PhD students, research
Towards a Responsive Curriculum Development for Nigeria-South African Cooperation: A Socio-Historical and Linguistic Dimension

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Developing global partnerships for sustainable development is a goal that should be aimed at by every economy and by every nation, seeking to develop their economy in a receding-depressive global economy. Nigeria and South Africa are frontline African States who need to partner and cooperate in an era of internationalisation and cooperation. The paper provides facts and argues that if Africa is to take back its place as the cradle of civilization, then Nigeria and South Africa ought to reconstruct the unfortunate crack in their relationship. The urgency of this reconstruction, it argues, is the desirability of responsive curricula at the Higher Education level. Higher Education fast tracks the production of national leaders; and education being a fast driver of Human Capital development guarantees a quick answer to Nigeria-South African relations. Contents of the curricula suggested in this paper include among others: African History with a focus on the Bantu peoples their origin, languages and culture, Niger-Congo languages; the History of modern Nigeria and modern South Africa: Similarities, Differences, their Conflicts, Harmonies vis-a-vis their partnership in the Apartheid Struggle and Freedom. The projection is that such curricula especially when modern technologies/ICT are employed in their pedagogies will help to restore the lost bond of brotherhood, promote further friendship, develop both countries and Africa.

Keywords: curriculum, development, cooperation, socio-historical, linguistic responsive curricula, pedagogies and technologies

The Use of Mastering Chemistry as an Academic Support and Monitoring Tool in First Year Chemistry

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The school of Chemistry and Physics at the University of KwaZulu-Natal has recognised that the relatively large intake of first year students (approximately one thousand) makes it virtually impossible to provide individual attention, regular practice and assessment opportunities to all of the first year students enrolled in the introductory chemistry module. These proactive exercises are essential for the development of a student’s conceptual understanding of chemistry as a whole. Impediments to implementing such tasks to 1000 first year students include lack of manpower and the time required. There is also a question of the ‘law of diminishing returns’; specifically, the concern whether the requisite budget and manpower investment would yield a satisfactory outcome for the school as a whole and a positive improvement or an adequate outcome in students’ conceptual understanding of Chemistry. In an attempt to overcome these hurdles, an online-based learning, support and monitoring tool, Mastering Chemistry, was implemented with the first year Chemistry module. Modern first year students are technologically adept individuals, or quickly adapt to information technological devices that may become newly available to them. This paper therefore reports on a case study of the 2012 cohort of first year Chemistry students using the Mastering Chemistry programme. The paper evaluates if there are any statistically significant connections between pass marks and students who regularly attempted mastering chemistry assignments, or whether their prior knowledge, via correlating matric scores, had a greater effect on a student’s performance throughout the semester. Secondly, the paper compares the quality of results between regular users and less regular users of the programme. Lastly, we examine the effect of the Mastering Chemistry programme on the 2012 cohort. The findings suggest that Mastering Chemistry has the potential to provide academic support through practice, revision and reflection and offers opportunities for constant monitoring. It is essential to take cognisance of technologically advanced students, and an online tool such as mastering chemistry, which takes advantage of modern students’ predilection for such systems.

Keywords: mastering chemistry, online learning tools, first year chemistry
This paper focuses on the experience of a contingent of Thai PhD in Education students from a university located in North East Thailand that travelled in 2011 to the United States to participate in an intensive credit bearing academic development program at a university in Minnesota State. At the time of their visit, they were in the first year of their PhD program which is conducted in the Thai language whereas the program was conducted in English. This is one example of atypical international study programs that are not based on the profit motive, that are small in scale, that emerge as a result of close collegial links or allegiances between the institutions involved, and where the parties recognize that their collaboration can generate a development dividend. The aims of the program are: to deepen theoretical mastery in students’ fields of PhD study; to expand their analytical skills; to facilitate their proficiency levels in English and to expose the group to the United States schooling system through a series of school visits. The paper explores how students from a poor rural region in a middle-income Asian country experienced studying at a university in the agricultural heartland of one of the world’s major economic powers. Particular attention is given to language and cultural interactions between visitors and their hosts in and outside of the classroom and the perceived value of this program from the perspective of the Thai students group.

Keywords: Thai PhD students, academic development program, USA

The Green Paper on Post School Education and Training calls for the collaborative development and sharing of well-designed high quality learning resources that builds on the expertise and experience of top quality scholars and educators. Given the enormous personal investment of intellectual capital in course development, lecturers are however, unwilling to share their teaching resources as they do their research papers. This paper will explore possible mechanisms for the acknowledgement and infrastructure support to foster African Scholarship. For the majority of learners, limited financial resources mitigates access to textbooks, eBooks, or the acquisition of high-end reading devices. The trend is evidently moving towards mobile learning and adoption of instructionally designed resources, and the virtual learning environment must respond appropriately to the management of electronic resources. As e-books and online journals become increasingly prescribed as recommended readings, the learning resource repository at UKZN enables the seamless distribution of both licensed information resources and Open Educational Resources. The Learning Resource Repository is an innovative collaboration between those campus stakeholders whose core business it is to secure electronic information resources, integrating the infrastructure support provided by the ICS Division, the information services provided by the Library Services, and the intellectual property management services of the Copyright Office in Legal Services. A dedicated workflow is provided to follow normal academic practice, making superfluous the cumbersome manual procedures and costly photocopy reproduction of course packs, with significant savings to students. This paper will consider the extension of the Learning Resource Repository model developed at UKZN, in the development of a common national infrastructure for Open Educational Resources, with an appropriate Open Licensing Framework – Creative Commons – to make available to students high quality learning resources.

Keywords: Open education resources, repository infrastructure; creative commons
University programmes that integrate workplace-based learning into their curricula are often hailed for significantly narrowing the problematic theory-practical gap that often undermines many institution-based learning endeavours. Fresh graduates of such programmes apparently wield a competitive edge over their counterparts at securing employment since the workplace is familiar to them. A recent study investigating the perceptions of students, lecturers and industry-based supervisors on workplace-based learning experiences in challenging socio-political and economic conditions in a developing country, revealed that the question of student welfare and personal well-being was often underplayed when evaluations of such programmes were made. The purpose of the study was to explore ways in which workplace-based learning enhanced the quality of university education. The study employed the embedded concurrent mixed methods design in which qualitative data took priority over quantitative. Differences between study disciplines and between workplaces played out in the experiences of students, who sometimes felt trapped as a form of cheap labour, confirming the existence of a ‘grey’ economy that thrives in part on the ill-paid labour of youngsters with adverse effects such as drop-outs or extended durations of undergraduate studies, but which also had an ‘educative dimension’ in orienting students for their future. As a form of knowledge transfer between the academy and industry, workplace-based learning apparently encourages students to make their learning and the university-industry collaboration more rewarding. The students’ perception of quality learning deriving from their personal experiences was that the process needed to address their welfare both on campus and in the workplaces. The study recommended increased research into student welfare issues, including satisfaction surveys at various stages of the process, placement, induction, treatment by various industry staff, university lecturer communication and student supervision. Because of engagement in the study, participants became more aware of their responsibilities in the practice of workplace-based learning.

**Keywords:** workplace-based learning, student welfare, university-industry cooperation, community engagement

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In this symposium presentation, we build on the concept of academic image-ining that has evolved from our work in the first phase of our research project on students at risk in UKZN. From this perspective, academic image-ining is not only the official/policy backdrop that the university adopts with regard to how students at risk are projected/understood and supported, but also the considerable bearing this has on the understandings as experienced and practiced on the university’s campuses. The question that drives our work in progress of a university campus as a pedagogic setting for student learning and professional autonomy is, “What can we learn about academic image-ining that allows for a deeper exploration and understanding of student care and support?” Seen through a multi-perspectival, mixed-method lens, this paper offers an interpretation of the dislocation and disjuncture between official projections and understandings and the practical, lived realities for students imaged ‘at risk’. Drawing on data generated through self-administered survey questionnaires and focus group interviews with students, long unstructured interviews with academic co-ordinators and official university documents and databases:

- Presentation one presents an official imagine-ining of the student at risk and support
- Presentation two presents an espoused image-ining of students at risk and support
- Presentation three presents a lived experience of being imaged ‘at risk’ and support

The papers show how academic Image-ining of students at risk in fixed, immovable ways, makes demands and decisions that are conflicting and contradictory in relation to enhancing students’ academic lives and autonomy and the university’s responsibility to social change for the greater public good. We conclude that only appropriate moral interventions that calls for alternative thinking and practices folded into students’ complex lives will help to disrupt the grammar of university teaching, learning and support.

**Keywords:** academic image-ining, pedagogic settings, teaching and learning, university campuses
The marketing discipline focuses strongly on the importance of the four P’s (Product, Price, Place and Promotion) and the transactional relationship between the buyer and seller. This forms the tenet of the marketing concept, a central philosophy focusing on the consumer, with a profit-making motive. This has been the foundation upon which the discipline is based and consequently taught. This paper provides a synthesis of curricula at both undergraduate and postgraduate levels in South African higher education institutions (HEIs). Through the exploration of the subject matter that dominates the marketing curriculum, this paper explores the possibilities of transforming the curriculum to empower individuals to think critically about society and how existing patterns of consumption create further impetus for ecological, economic and social decline. The research methodology includes a content analysis of university handbook entries and/or course outlines to identify the subject areas that are included as part of the various marketing curricula. This will involve an analysis of the discourses relating to marketing curricula.

A total of 23 higher education institutions constitute the sample which can be further classified into 11 universities, 6 comprehensive universities and 6 universities of technology. This review of the current status of the marketing curriculum outlines the specific focus areas of the various marketing programs being offered in HEIs. The inclusion of all HEIs allows for greater anonymity, wider perspectives of what is included in marketing curricula and confidentiality. This information is thematically analysed and is used to theorise the possibilities of curriculum change in the marketing discipline.

**Keywords:** marketing curriculum, curriculum transformation

In this workshop participants will be facilitated to discover both the theoretical and experiential dimensions of ontological learning, showing that education in the 21st century cannot evolve holistically without engaging the deeper learnings of the interior dimensions of Being suggested by more mature ontological perspectives. Our current educational paradigm can be traced back to Plato and Aristotle and their emphasis on knowledge acquisition through rational thinking and observation of the exterior dimensions of the world. But there is evidence that long before these seminal thinkers, there was an approach to learning that valued holding the space of ‘Being’ as a way of deep learning and experiencing the essential non-separation of self and the world. This approach did not oppose knowledge creation but enhanced it, but it also had the deeper, primary effect of collapsing the illusory, fragmentary perspectives of identity created by knowledge so that ontological learning was privileged, that is, learning from Being. However, this form of learning (or meta-learning) did not take root in the mainstream, largely through the intellectual efforts of the Platonic and Aristotelian traditions, resulting in an educational paradigm that is fragmentary, dualistic and materialistic. In the workshop, the facilitator will lead participants through both the theory and practice of ontological learning, allowing participants to experience the creativity and deep learning that come from the practice of ‘presence’, but also creating a space for connecting this practice to their disciplines. An important inquiry in this workshop is the discovery of interdependence that arises naturally from ontological learning and its meaning, not only for social awareness, but for the challenges it raises for how we teach and learn. In summary, the workshop will facilitate experiencing the dynamics of ontological learning and will relate these to the aims of Higher Education, with Wilber’s integral theory and quadrant model framing the dialectical investigation and the mapping of learning processes and knowledge outcomes.

**Keywords:** ontological learning, integral theory, quadrant model
WORKSHOP: ‘Walking Our Talk’: Becoming Self-Reflexive Research

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Self-reflexivity entails a focus on examining, questioning and theorising the lived experiences and selves of the researcher. There is a growing interest in self-reflexive research methodologies (e.g. self-study of practice, auto-ethnography, narrative inquiry) across Higher Education Institutions in South Africa. Because self-reflexive research methodologies are a relatively ‘young’ genre within the South African context, such research tends to be supervised by very experienced supervisors who are fairly new to this genre of research and also by academics who have recently completed PhDs using self-reflexive research methodologies, but are fairly new to supervising. Thus, these supervisors are all both novice and expert in some sense. This workshop will be facilitated by a group of ‘novice and expert’ supervisors from diverse contexts, brought together by our shared belief that to be effective supervisors we need to be lifelong learners. The workshop will be based on findings from international research that suggests that successful supervision of self-reflexive research requires us as supervisors to ‘walk our talk’ and model self-reflexivity in our own research and pedagogy. In this workshop, we will engage in creative, self-reflexive activities – such as memory drawing, artefact retrieval and collage-making – to explore what becoming a self-reflexive supervisor might entail.

Keywords: self-reflexive research, research supervision, collaborative scholarship, creative and participatory methods

Scared To Learn: The Case of an Engineering Course and the Place of Supplemental Instruction

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Where does SI fit when students are scared to learn? This paper discusses the use of Supplemental Instruction in an engineering course (Thermodynamics1) at a South African university over a three year period (2009-2011) to try and answer this provocative but important question. The data indicates that the pass rate did not improve significantly for this course after the introduction of SI, with higher pass rates being realised for non-SI attending students. This data contradicts many reports on SI nationally and internationally where SI has been reported to improve pass rates. Explanations to account for this status quo were sought through interviews with 10 students who had taken the course from 2009 to 2010 and through SI session observations during the same period. Broad findings indicated that students had a negative attitude towards the module which SI alone could address. This attitude was compounded by low first test results during the semester. Consequently, students experienced the module as a gate keeping site and they approached it with fear and suspicion. To counter this, an additional intervention was carried out in 2011 whereby additional moderation of tests and mentoring of the academic staff member delivering the module were carried out. The combination of the two interventions seems to have assisted in improving pass rates for the module and for SI attendees within the module, suggesting that SI in isolation may not be the panacea which is suggested in the literature, but should rather be used in conjunction with other interventions to effect wholesale change in modules.

Keywords: Supplemental Instruction, engineering students, Thermodynamics
This paper discusses interventions carried out in a Thermodynamics module at a South African university over a three year period to try and respond to low pass rates. The first intervention attempted was the implementation of Supplemental Instruction over a two year period. However, the data indicates that the pass rate did not improve significantly for this course after the introduction of SI, with higher pass rates being realised for non-SI attending students in the first and second years of implementation. This data contradicts many reports on SI nationally and internationally where SI has been reported to improve pass rates. Explanations to account for this status quo were sought through interviews with students and SI session observations. Broad findings indicated that students had a negative attitude towards the module which SI alone could not help address. This attitude was compounded by low first test results during the semester meaning many students experienced the module as a gate-keeping site. Correspondingly, students approached it with fear and suspicion. To counter this, an additional intervention was carried out whereby additional moderation of tests and mentoring of the academic staff member delivering the module were carried out. The combination of the two interventions seems to have assisted in improving pass rates for the module and for SI attendees within the module. The experience suggests that SI in isolation may not be the panacea which is suggested in the literature, but should rather be used in conjunction with other interventions to effect wholesale change in modules.

Keywords: supplemental instruction, mentoring, Engineering education, Thermodynamics

This paper reports on the preliminary findings of phase one of an action research study that is being conducted on the Pietermaritzburg campus of the University of KwaZulu-Natal. Phase one explores to what extent academic staff perceived existing service learning and community engagement initiatives as integrated or operating separately from each other. It also explores the extent to which these initiatives include, or have the potential to include, a multi-disciplinary component. This initial phase comprises interviews with relevant staff at Pietermaritzburg campus from Psychology, Theology, Media Studies, Education, Law, Sociology, Politics, Agriculture, and Information Studies. The paper draws on service learning and community engagement literature which highlights the paucity of research which focuses on multidisciplinary engagement or community outcomes of service learning projects and the lack of attention to community consultation in the community engagement/service learning process. This study does not apply the full action research cycle as it does not follow through with a second, revised community engagement phase. However, it does apply an action research, case study approach in terms of research intervention for improvement and focuses on a: ‘participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people’. Findings from this first interview phase will inform the selection of three case studies for phase two of the study. Preliminary analysis of the academic interviews suggests there is enthusiasm for community-led and multidisciplinary approaches to community engagement that include service learning components, but this requires institutional infrastructure to facilitate it. Findings from the case study pilots will inform university policy in this respect.

Keywords: service learning; community engagement, multidisciplinary
Determining the Factors that Influence the Time until Completion and Attrition of Students Registered for Master’s Degrees at The University of Kwazulu-Natal

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Completion and attrition of post graduate students have been a concern for many academics at the University of KwaZulu-Natal (UKZN). We need to identify the factors that influence the time from first registration until completion and also attrition. We consider a sample of 2348 Masters’ students at UKZN enrolled between 2004 and 2010 and observed until 2011. We see that 60.86% of the 2348 students never completed their Masters degrees by the end of the study (2011). For all the participants that were registered for no more than a year, 80.98% did not complete their degrees. This paper then aims to look at a competing risks model where attrition and completion are both events of interest. This will create better structure for the transition intensities of registered students. A discrete-time competing risks model must be looked at, and this is done with the aid of employing multinomial logistic regression. The factors considered in the model are the college of the student, whether the student is full time or part time, the race of the student, the gender of the student, the nationality of the student, the age of the student (which is discretized into age groups), whether the student received financial assistance in their first year or not, the number of staff in the school that the student is registered in and the number of post-graduate students in the school that the student is registered in. There have been many research studies abroad that have investigated the factors that affect retention of undergraduate students at University. Our study suggests that race and the college that the student first registered at also has a significant effect on retention.

Keywords: attrition, completion, competing risks, survival analysis

Assuring Quality in Postgraduate Programmes

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Quality in research programmes is aligned with the maintenance and application of academic standards. The aim of this paper was to explore how quality was defined and identified by students and supervisors in the research arrangement in master’s programmes at a medical school. Students who graduated in 2011 with a master’s degree from the medical faculty, and their supervisors were invited to participate. Data from students and supervisors were produced separately. Twenty-two graduates and fourteen supervisors were interviewed independently. Data were produced in the second phase through student focus groups and a supervisor email survey. Interviews were audio-taped and verbatim transcripts of the interviews were produced. Data from interviews and questionnaires were coded and categorised into common themes. Defining quality, and student and supervisor perspectives of indicators of quality were identified as dominant themes. Students and supervisors highlighted aspects of the research process that they considered important. Most supervisors were concerned with the development of the research protocol, dissertation and research papers compared to students who were largely responsible for data production, data entry and data quality. Students and supervisors highlighted benchmarks and associated processes that were identified for particular products or outputs in the research process. Structures were established within programmes for teaching research theory, evaluating research protocols, and examining dissertations. However, there was no consistent framework for research training within the programmes. Criteria for publishing in peer-reviewed journals were viewed as strong indicators of quality and were used for developing the dissertation. Clearer university guidelines for the examination of dissertations were proposed. There is widespread agreement on the diverse factors that influence quality. Benchmarks for quality research may be achieved if explicit associated processes are defined for each stage of research. This, together with monitoring and evaluation of quality management structures, are important for review of postgraduate programmes.

Keywords: quality assurance, postgraduate students, supervisors
Keywords: epistemic dissonance; historico-structural dependency; hegemony; local knowledge

Numerous contemporary researchers acknowledge a hegemonic expression of Eurocentric discourse that has permeated research for hundreds of years, has marginalized, minimized and isolated entire civilizations. It is argued that the current trend towards internationalization in higher education which is underpinned by human capital theory commodifies knowledge generation and creates particular tensions in higher education. I propose that such internationalization continues the risk of insertion from the dominant North and appropriation of local knowledge systems into the existing status quo. This vetoes the space for the intellectualization or theoretical musings of local/indigenous knowledge, thereby stymies creativity in local knowledge generation. The very term itself “African Indigenous knowledge” is fleeting as it has been insufficiently theorized or intellectualized. This paper derives from a larger PhD study (work in progress) which explores the influences on doctoral students’ theory choices in education at a selected university, and asks – what focal theories are chosen and why are these theories chosen? It is proposed that students theory choices are impacted upon by internationalization which contributes to a further neglect of local knowledges. This paper is developed through an analysis of 20 PhD dissertations in education over the last 5 years. The findings suggest that that an epistemic historico-structural dependency on Western notions of knowledge is pervasive. Framed by the contentions of the North/South debates, I borrow the ideas of epistemic disobedience and decolonial thought from Mignolo (2009) and Connell (2008), and introduce my idea that epistemic dissonance is necessary to produce new understandings of phenomena, and create space for theoretical musings of local knowledges.

Keywords: physical education, pedagogy, curriculum packing, sport science

The South African education system has evolved from a highly segregated one to a unified one. Curriculum 2005 was introduced to ensure an education system that would benefit all South Africa’s learners. Curriculum change saw physical education, a once stand-alone subject, incorporated into Life Orientation, a new subject which resulted in curriculum packing, where wide-ranging topics were brought together into one subject which was expected to be taught by the Life Orientation teacher. As a result non-specialist and generalist teachers were allocated the teaching of Life Orientation. Universities shifted their focus and aligned their modules to that of Life Orientation. Only a few Universities continued to offer Sports Science or Human Movement Studies as specialisations in the B.Ed. curriculum. The number of qualified specialist physical education teachers began to dwindle. In-depth interviews with learners from the KwaZulu-Natal provincial teams provided insight about their experiences with Life Orientation teachers and the contribution of physical education towards their achieving provincial sporting colours. It was found that the physical education was not taken seriously or properly implemented or correctly taught and had not contributed to their achieving skills and techniques that are essential in providing the building blocks for sporting excellence. This paper, using Shulman’s theory of teacher knowledge, provides a theoretical framework for explaining how curriculum packing has resulted in the nonsensical pedagogy of physical education. The paper argues that tertiary institutions should ensure Sport Science specialisation modules, as this will provide schools with specialist physical education teacher who will not only ensure that the curriculum for physical education is expertly taught but through their teaching, learners with talent will be easily identified and mentored, thus creating opportunities for them to excel in sport.
South Africa has adopted the social development paradigm of welfare, thus supporting a people-centred approach to social and economic development in communities. However, a lack of social cohesion, poverty and inequality constitute major threats to a country’s social, economic and political development. The Bachelor of Social Work is a four year professional degree which aims to equip students with the knowledge, skills and values to assist and empower individuals, families, groups, organisations and communities to enhance their social functioning and their problem-solving capacities, prevent and alleviate distress and use resources effectively. Working in communities is challenging and Ledwith (2005:32) points out that “community is a complex system of inter-relationships woven across social difference, diverse histories and cultures and determined by political and social trends”. This research project focuses on how nine social work students working in two low income communities namely, Austerville and Bhambayi operationalize community work theory in their practice. In particular, the research investigates whether Ife and Tesoriero’s (2006) principles of valuing local knowledge, culture, resources, skills and processes provide a useful guide for working in communities. The foundational objective guiding the study was to document students’ ethical dilemmas and challenges they experienced in operationalizing Ife and Tesoriero’s (2006) community work principles. This paper seeks to provide insight into some of the complex challenges faced by social work students in working in Austerville and Bhambayi and makes recommendations for enhancing community work principles in practice.

Keywords: community work principles, student experiences

The world of information technology is anchored around the activity of software development which in turn, has been historically grounded within the academic discipline of computer science. However, a post-modernistic view of software development has given prominence to the academic discipline of software engineering. Software engineering incorporates a “business-like” demeanour to the activity of software development, where the imperative is that quality software should be developed on time, within budget and to satisfy requirements that have been stipulated by the customer. In recent times, the activity of software development has been tagged as being embroiled in a crisis because of the inability of software developers to deliver quality software. In response to this dilemma, the software engineering community have opted to discard the traditional processes that underpin software development in preference for a set of processes that have been termed as agile methodologies. The underlying philosophy of the agile approach is that the software development process should enhance the possibility of constant interaction with the customer and also be adept at accommodating changing customer requirements. Data recently released by the Standish Group indicate a global acceptance of the agile approach as the de-facto software process model of choice. In order to align the under-graduate curriculum offered by the Department of Information Systems at the University of KwaZulu-Natal with the latest trends in industry, the capstone project module offered at third year level has been revamped in accordance with the dictates of Extreme Programming, a popular agile methodology. In this paper, we examine the pedagogical implications of using the agile approach as part of an academic programme. We also report on the students’ perceptions of using the agile approach towards the building of an information system as part of their capstone project course.

Keywords: Software, agile, information technology, capstone project
This paper explores how a self-reflexive research study is transforming my learning as a Communication lecturer at a university of technology and is helping me rethink my pedagogical perspectives and practices. Reflexive ways of exploring ‘self’ highlight the dynamic and relational negotiation with people, structures and conditions within one’s personal and professional life. As a PhD student working with self-reflexive research, I acknowledge this position as one that cultivates a desire for self-transformation in embodied yet risk-taking ways. It opens up for me new and different spaces for/of my own learning as an academic teaching Communication to university undergraduate students. I draw on life history methods to make meaning of my experiences and to understand how my pedagogical practices shape and are being shaped by my meanings. In this presentation I examine some of my memories and meanings of my deeply held beliefs and practices of teaching and learning. Secondly, I will explain how I am questioning, challenging and changing my taken for granted values and understandings of teaching and learning, in particular social spaces, with the intention of developing responsive pedagogy.

**Key words:** self-reflexive research, communication, responsive pedagogy, learning spaces

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The study traced the participants’ experiences of learning the clinical aspects of a Problem-Based Learning (PBL) medical curriculum. The aim was to determine how PBL pedagogy was experienced within the clinical environments of the curriculum. The participants were the first cohort to register for this curriculum at the Nelson Mandela Medical School. This paper critically reflects on the participants’ construction of medical knowledge and explores issues of how they perceived the difference between knowledge and practices of two different kinds of curricula—Traditional versus PBL. Critical Discourse Analysis was used to show how the discourse of knowledge construction had power and ideological effects. Bernstein’s theory of classification and framing was used to link the empirical evidence to a theoretically generated network of concepts that enabled such power and control issues to be exposed. The paper concludes by providing a theoretical explanation for why participants felt a sense of theoretical inadequacy and why the medical ward staff reacted to their knowledge construction in the way that they did.

**Keywords:** problem-based learning, knowledge construction, clinical experiences, medical curriculum
We live in an ever-globalizing complex information society of local and global networks and partnerships. This paper explores problem-based learning (PBL) pedagogy against the backdrop of the philosophy of pragmatism. PBL became prominent in North America, Australia and the UK in the 1970s and 1980s largely as a way for medical students to apply acquired knowledge to problems experienced by patients. As a teaching philosophy, pragmatism posits that reality is constantly changing and truth is 'what works under the circumstances.' This paper argues that, philosophically and pedagogically, pragmatism and PBL together improve student achievement by equipping students with how to identify multi-level problems in a global era with local concerns, what "to do" with newly acquired knowledge, independently discern what additional knowledge is necessary, where to obtain it and how to use it to address complexities. In an undergraduate public sector human resource management module, the lecturer sought to shift from a content-based to a hybrid PBL environment. Experience of the shift is reported in this mixed methods research design with a case study strategy embedded with multiple units of analysis. Fifty-two per cent (52%) of students responded to the survey and 41.66% participated in interviews. Despite student resistance to the shift, the module had a 98% passage rate. With a 52% survey response rate, 55% of respondents disclosed that PBL helps them learn to a large extent and 14% to a certain extent. Fifty-one percent (51%) believe international and global trends should be covered in public administration modules. Eighty-two percent (82%) indicate that, given PBL rubrics, students should be responsible for their own learning. Ninety percent (90%) of interviewees indicate improvement of their marks; nearly half of those students admit transferring critical thinking techniques deployed in the public sector HRM PBL environment to improve their marks in other modules.

Keywords: problem-based learning, teaching philosophy of pragmatism, student achievement
Developing countries face significant new challenges in the global environment, affecting not only the shape and mode of operation but also the purpose of their tertiary education system. Among the most critical dimensions of change are the convergent impacts of globalization, the increasing importance of knowledge as a main driver of growth, and the information and communication revolution. Both opportunities and threats arise out of these new challenges. On the positive side, the role of tertiary education in the construction of knowledge economies and democratic societies is now more influential than ever. Tertiary education is central to the creation of the intellectual capacity on which knowledge production and utilization depend and to the promotion of lifelong learning practices. Another favorable development is the emergence of new types of tertiary institutions and new forms of competition, inducing traditional institutions to change their modes of operation and delivery and take advantage of opportunities offered by the new information and communication technologies. But this technological transformation carries also the danger of a growing digital divide among and within nations. At the same time, most developing and transition countries continue to wrestle with difficulties produced by inadequate responses to long-standing challenges faced by their tertiary education systems. Among these unresolved challenges are the sustainable expansion of tertiary education coverage, the reduction of inequalities of access and outcomes, the improvement of educational quality and relevance, and the introduction of more effective governance structures and management practices. In this context, the presentation will focus on the role of tertiary education in building the capacity of developing countries to participate in the global knowledge economy.

### WORKSHOP: World-Class Universities

**J Salmi**  
Global Tertiary Education Expert

The primary objective of this two-hour interactive workshop is to introduce policy-makers and institutional leaders to the basic concepts needed to understand what is a world-class university and to explore lessons of experience regarding what it takes to establish a university that achieves excellence in its research and teaching and that is globally competitive. The workshop, which will combine short presentations from the main resource person and group work exercises to analyze key thematic dimensions, has the following specific objectives of the workshop: (i) to construct an operational definition of a world-class university, (ii) to identify effective strategies to establish a world-class university, and (iii) to examine the strengths and areas for improvement of the South African higher education system in terms of facilitating the emergence of one or two world-class universities in the medium term.

**Keywords:** Capacity; developing countries, global knowledge economy
The Impact of a Problem Based Learning Curriculum on the Psychiatric Knowledge and Skills of Final Year Students at the Nelson R Mandela School of Medicine

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Introduction: In 2001, a five year problem based learning (PBL) curriculum replaced the traditional didactic six year lecture based curriculum (LBC) to improve students’ learning on the undergraduate programme. To evaluate the impact of the PBL curriculum, this study compared the students’ performance in the final psychiatry examinations for those enrolled in the LBC and those enrolled in the PBL curriculum over a nine year period.

Method: A retrospective analysis was undertaken of the three components of the final psychiatry examination marks from 2001 to 2009. The records reviewed included the long case examination marks which assess competence in clinical skills; and the case vignette and the oral examination marks which are knowledge-based assessments.

Results: The records of 936 students who sat for the final year examinations in the PBL curriculum were compared to 771 from LBC. There were no significant differences in the mean examination marks for the long case examination between the two groups. Students in the PBL group performed significantly better in the case vignette examination (m=65, SD =11.9) (p = 0.019). However, in the oral examinations the mean mark for the PBL group was lower than that for the LBC group.

Conclusion: The curricular revision did not have a negative impact on medical students’ knowledge or clinical skills in psychiatry. Overall students in the PBL programme were not disadvantaged. In fact, in two of the three components of the examination the analysis revealed that the PBL students performed as well or better than their counterparts who trained in the didactic programme.

Keywords: problem based curriculum, psychiatry

Web-Based Teaching and Learning Early-Warning System for Real-Time Data and Information for the Agricultural, Earth and Environmental Sciences

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Many university students have a poor conception of the environment and of climate change, poor numeracy ability, poor interpretation of graphical data and limited application of statistically manipulating large datasets. Often, this is due to a lack of exposure to data representing the environment. Students, for example, lack a basic understanding of concepts such as temperature, temperature scales, and graphical display of information. Often, students find it difficult to “read” graphs and lack the ability to display data graphically. Our experience is that many students also do not appreciate the difference between temporal and regression graphs. Such deficiencies are particularly noticeable in second-year when students collect or use data for tutorials, practicals and projects and then cannot interpret collected data or data made available. The web-based project described here uses near real-time field-based measurement systems, including an automatic weather station and radiation and temperature station, to collect and display frequently-updated current and previous data in graphs/tables, using the Internet. An important feature of the project is that it enables real-time display in the lecture room or laboratory via Bluetooth. The real-time web-based early-warning teaching and learning system encompasses the agricultural, earth and environmental sciences. It is a valuable data resource tool for many disciplines. The main objectives are to present the details of the system that is currently used by undergraduate and postgraduate students, as well as staff, to access a real-time agricultural and environmental measurement system using the Internet for tutorials, practicals, projects and lectures. The system displays graphics of real-time and historic weather data but not exclusively so. Data can be extracted and manipulated, thereby reinforcing computer literacy, numeracy – including statistical ability – and graphical capabilities. The objective is to ensure that these abilities are improved while at the same time obtaining a deeper understanding of the environment.

Keywords: environmental data, internet display
For many in the academic community, the educational process is something of a black box: if you put in the right students, a reasonable proportion of them will emerge successfully as graduates. So why is that, in South Africa, half of our small, select intake never graduate, and why are only 5% of our African youth succeeding in any form of higher education? We can justifiably point to the quality of schooling, but almost all analyses now indicate that the prospects of improvement in the school sector’s capacity to produce traditionally well-prepared candidates for higher education, in the substantial numbers required, are very poor. The question, then, is whether the higher education sector can improve the situation itself. Our experience and research say it can, but that this depends on opening the black box, confronting the realities of our students’ backgrounds, and tailoring our assumptions and practices to those realities. In other words, the design of our system (much of it inherited nearly a century ago) is a key variable affecting both who gains access and who succeeds. The presentation will outline this argument, and pose some key questions that higher education must answer if we are to be able to plan for student success, and meet our obligations to the country.

This workshop will explore the relationship between access, curriculum planning and student success at both national and institutional level. Using actual and simulated data on access and student performance patterns (drawing on recent research), it will provide the participants with hands-on experience of analysing different access scenarios, their implications for curriculum structure and placement, and the effects of this inter-relationship on student success.
For many students, completion of the third year represents the key to accessing the labour market, for others, post-graduate studies. However, performance in the envisaged future is dependent on how they fare in this final year; indeed, a plethora of higher-order abilities is required. Realising the best benefits (learning or educational outcomes) is a result of a continuous mutually-reciprocal intellectual interaction between the student, the instructor and course material. However, the challenge within universities is that student engagement tends to be shallow, unless the learning experience is intensified, either through increased instruction or by formulating some mechanism that coerces extra engagement with the course material outside of the classroom. The challenge for management is to facilitate a process to engage individuals at a level of application beyond their current norm. The School of Management, IT and Governance (Howard College Campus satellite), is currently piloting a learning intensification tool (Learning Intensification) targeting the management (rather than marketing) subset of the 2012 cohort, to achieve this goal. The study sought to solicit student opinion on the development of higher order critical thinking arising from intense learning experience. This qualitative research used purposive nonprobability sampling, adopting a post-engagement evaluation – a questionnaire in the form of a Likert scale – administered to all students in the Management 3 cohort. The questionnaire enables us to codify the students’ reported learning gains and report meaningfully on their perception of benefits gained through the Learning Intensification process. It is envisaged that a comparative analysis can be undertaken by administering the instrument to the Marketing 3 cohort, who have undergone a more conventional tuition process. The result of this analysis would indicate whether or not the benefits offered by the Learning Intensification tool warrant the extension of Learning Intensification to all students enrolled in the satellite programme.

Keywords: student, engagement, service-learning, experiences

This paper reflects on the representation of the African in South African literature and endeavours to deconstruct pervasive Eurocentric assumptions. With Spurr and Pennycook as principles, questions are raised about the social construction of identity as mediated through a hegemonic discourse. How do these variables impact on the type of students our universities produce (reproduce?) and perpetuate the dominant ideologies and cultural constructs in popular culture? Our current curricula suggest a linguistic predilection and western orientation that disempowers indigenous languages, traditional belief systems, cultural values and non-western forms of logic by relentlessly marginalizing their public space and ideological capital. This study posits an African world view by making references to literature and anthropological assumptions diametrically opposed to the cynical conception of the African.

Keywords: equity, Afrocentric, literature, pedagogy
Virtual Classroom Response Systems (VCRS) or immediate polling techniques are leading the way in the interactive classroom. It is arguable that no other technology introduction has had a bigger impact than VCRS. They offer a state-of-the-art hardware solution that provides innovation, dependability and value. How do university teachers compete for their students’ attention with the pervasiveness of social and multimedia? How can we evolve our teaching approaches to meet the needs of digital learners of today? This presentation will demonstrate that VCRS solutions provide the ability to obtain individual perceptions of material anywhere the student chooses to connect. The main purpose of VCRS is to enhance teaching and learning by way of lecture interaction. The tool provides a way to assess lecture progress and get feedback from students, while allowing students to remain anonymous and take responsibility for their own devices.

**Keywords:** interactive, teaching, learning, participation

Chemistry and chemical technology education have a direct contribution to life in areas such as health, nutrition, and agriculture (Ware, 2001). The search for better ways of teaching chemistry is a worldwide concern (Danipog and Ferido, 2011). This paper discusses the concept of teaching learning sequences (TLS) within the context of chemistry education. First, an attempt is made to define this concept using the literature on TLS and to identify possible uses of research on TLS. A review of recent research on TLS is investigated and reported. This investigation identified context and educational issues as a major contributor on the nature of the TLS used by teachers to teach chemistry at FET phase. An empirical study is presented which focuses on TLS with respect to general chemistry and a specific topic such as chemical bonding. The main aim of this study is to understand the nature of the TLS used by physical science teachers to teach chemistry at the FET phase. In order to accomplish this, the current study employs a learning demand model and educational reconstruction model as theoretical framework for analyzing teaching learning sequences and content. Sample survey and interviews were used to collect data. The findings of the study will contribute to a better understanding of the nature of the TLS in the teaching of chemistry at the FET phase, providing an empirical basis for further pedagogical and technological improvement of the teaching of science in South Africa.

**Keywords:** teaching learning sequences, chemistry education, learning demand model, FET phase
South Africa has developed significantly over the past seventeen years since democracy through the engagement of communities and various organisations. Our population of over 47 million people comprise different socio-economic categories. Due to high unemployment many people do not earn a livelihood. This situation is being challenged and changed by the interaction of SIFE students with communities in KwaZulu-Natal and other provinces. SIFE students, a group of 210 are a cross-disciplinary, multiracial, multicultural group from different UKZN campuses. These students work together with communities to achieve the motto – SIFE-UKZN YOUR STEPPING STONE TO NEW HORIZONS. This paper will present an exploratory account of the students’ experiences of interacting with communities for sustainable development for people, planet and profit. The narrative accounts and the use of visual methodology of the community projects reveal what it means for them as students to be part of SIFE. The students share the personal and professional benefits of being involved and how this has impacted on their performance first as students and secondly as global citizens fully aware of the challenges that face their present world.

**Keywords:** community, economic, narrative, global citizen

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Multiple demands are being made of medical schools: the Ministry of Health requests a doubling of the number of graduates from our medical schools as it believes that our country needs to have twice the present number of health care professionals to provide optimum health care for all of its peoples. The HPCSA requires our graduates to have a complete array of competencies including that they should be effective communicators, collaborators, managers, health advocates and lifelong learners while still maintaining a high degree of professionalism. The university, as stated by Prof Richard Hift, the Dean of the School of Clinical Medicine, asks for all of these attributes, including having a curriculum which is competency-based i.e. graduates should be fully competent practitioners on graduation. The combination of all of these competencies may seem to be a very tall order but all of these are possible with TBL. In particular, students work in small groups of 4 – 7 (generally accepted as the ideal group size) and yet only 1 facilitator is needed for 100 or more students. Cultural diversity is an asset not a liability - students learn to understand and appreciate different cultures and develop the ability to deal with change and diversity. They acquire tolerance of different views and ideas. Peer instruction is facilitated by TBL – thus students learn the value of helping each other. TBL improves learning for students for whom English is a second language. Students acquire critical, analytical, problem-solving and communication skills. All this is achieved with students acquiring more content and requiring fewer lectures, both in length and number. UKZN needs to implement and assess TBL as the advantages, if confirmed, have huge implications for the education of health care professionals.

**Keywords:** team-based learning
Group work lies at the heart of a problem-based learning (PBL) curriculum. Ensuring the effectiveness of the small-group tutorial is critical for the success of learning in a PBL programme. Tutorial group effectiveness is essential for the development of self-directed, collaborative and constructive learning. Collaborative group learning environments may hold the promise of creating effective learning environments but in reality some groups can be dysfunctional. Less effective and dysfunctional groups compromise the quality of group learning. Hence there is a need for instruments to diagnose problems, measure the quality of tutorial group interactions and find ways to improve the functioning of group learning, particularly in diverse learning environments. This paper aims to report on the reliability and validity of the development of a diagnostic instrument aimed at measuring group productivity in socially-culturally diverse PBL groups. The items within the instrument were clustered around motivational and cognitive factors based on Slavin's theoretical framework. A confirmatory factor analysis (CFA) was carried out and the coefficient alpha was computed for each factor to estimate the validity and reliability of the instrument. Generalizability studies were conducted to estimate the reliability of each factor. The CFA indicated that a three-factor model comprising 19 items fits the data well. Two out of four statistical criteria were met, which indicated a reasonable fit, when using the instrument to discriminate between less and more effective groups. The findings of the generalizability studies indicate that at least 9 to 10 student responses are needed in order to obtain reliable data at the tutorial group level. The instrument validated in this study has the potential to equip faculty and students with diagnostic information and feedback about group performance and student learning that would enhance tutorial group effectiveness in collaborative group learning.

**Keywords:** collaborative group learning, PBL, diversity, feedback instruments

Clinical supervision is a specialized component of psychological training and is a fundamental element of professional development for psychologists internationally. It tends to rest primarily on the supposition that both interns and supervisors will completely disclose relevant information about what has occurred in the psychotherapy session, including associated feelings and thoughts. Adequate disclosure is critical for clinical supervision principally because the supervisor relies on this information to enhance understanding of the client and to develop further the intern’s psychotherapeutic skills. However, the assumption that all is disclosed within the supervisory session is not always practiced and recently emerging research has found that this is indeed not the case. Psychotherapy supervision has been an informal process in South Africa, where professionals have never been specifically trained in the area of supervision and generally develop their skills and styles based on their own experiences of informal supervision. By its very nature, clinical supervision can only take place in the context of a relationship and the concept of the supervisory alliance is a means of understanding and facilitating this relationship. Given that the effectiveness of clinical supervision appears to rest on the motivation of both intern and supervisor to disclose information, nondisclosures would then have implications not only for the supervisory relationship and therapeutic outcome but also for professional learning. Utilizing Interpretive phenomenological analysis (IPA), this research is informed by phenomenology, hermeneutics and idiography. Using this methodology, rich information is generated about the unspoken, subjective dynamic experiences and processes of nondisclosures within supervision. Insights into how interns and supervisors in clinical supervision make sense of nondisclosures within supervision. Insights into how interns and supervisors in clinical supervision make sense of nondisclosures within supervision. This presentation will focus on intensive IPA of accounts from four supervisory dyads, illustrated by verbatim extracts from the participants.

**Keywords:** clinical supervision, nondisclosures, professional service learning
Circumventing Conventional Pedagogies: Fast-Tracking the Teaching of Writing Skills to Postmodern Students Entering a Still Modern Institution

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Conventional pedagogical approaches to the teaching of academic writing skills lean towards teaching writing through writing exercises of one kind or another. Courses I have designed to develop students’ written discourses are time-consuming, expensive and largely based on the premise that ‘practice makes perfect’. However, harnessing popular technology to teach writing skills through verbal articulation is a time-efficient, empowering method of improving students’ writing skills, which gives rapid results that both builds students’ confidence and teaches them an immediate way of improving their written language.

Keywords: postmodern, pedagogies, writing-skills, fast-tracking

Does it take a Doctor to Teach a Medical Student to Think?

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In problem-based learning (PBL), a practical ‘problem’ is presented, not to be solved but to be discussed and understood using small-group learning. Group ‘facilitators’, who do not teach the material, help students to think their way around the issues. Debate persists whether the ideal facilitator should be an expert in the field or not; literature suggests that an expert may be too prone to teach the subject, and thus short-circuit the process of enquiry, or, contrastingly, that a non-expert may have too little insight to guide effectively. PBL at UKZN’s medical school since 2001 uses medical practitioners, life-scientists and postgraduate health-science students as facilitators. Despite all facilitators receiving the same training, medics are perceived as superior. This mixed methods study investigates these perceptions. The assessment marks of a cohort of 202 students were related quantitatively (using SPSS®) to the facilitators for each of 18 ‘themes’ over three years. In their third year, a stratified sample of 19 students and six staff members was interviewed and their comments on facilitator background analysed qualitatively using Nvivo®. Respondents thought that doctors, having more insight, were able to guide their groups more effectively. Some pointed out that thinking depended on the student, not the facilitator. Some reasoned that a ‘weaker’ facilitator resulted in students working harder and conversely that doctors would instinctively teach their groups. It was validly observed that tests did not necessarily assess the thought patterns and understanding that group discussion developed. Statistically, some demographic characteristics of the students were shown to be significant factors in assessment marks; however, the backgrounds of their facilitators were not. This study, although specific as to design and location, has implications for the many fields of application of PBL. Students can be taught to think by facilitators who are not professionals in their field.

Keywords: learning, collaboration, facilitation, training
This paper presents findings of the analysis of course work Master’s programmes offered at the University of KwaZulu-Natal (UKZN). Programmes leading to a Master’s qualification are designed to be offered either by course work or by research only. In view of the Higher Education Qualification Framework (HEQF) process for the alignment of programmes and qualifications, Quality Promotion and Assurance (QPA) embarked on a project to analyse all course work Master’s offerings at UKZN. The purpose of the analysis was to consider the programme design, how the offering is planned and the kinds of modules offered across the colleges at UKZN in comparison to similar programmes nationally and internationally. The analysis also sought to explore whether the programme design might affect graduation rates at UKZN. The data was gathered from UKZN handbooks and open information from other universities. Quantitative data was obtained from the Department of Management Information. In analysing the information, cognisance was taken of the requirements of the HEQF, the CHE criteria on programme accreditation and UKZN polices. This report presents findings that have emerged from the analysis, and makes a case for the advantages that well designed programmes can offer to discipline content knowledge and research development.

Keywords: course work Masters, programme design, research methodology, core module

Quality Promotion and Assurance (QPA) has been involved in the extensive project of supporting the process of the Higher Education Qualification Framework (HEQF) alignment of programmes/qualifications. This paper presents insights gained from this exercise. The HEQF was gazetted in 2007 as a policy document and since January 2009, all new programmes submitted to Higher Education Quality Committee (HEQF) for accreditation have been compliant with the HEQF. However, in late 2010 the HEQC embarked on a process of aligning existing programmes with the HEQF. The HEQF provides a ladder for the qualifications as well as parameters and criteria for programme design. Therefore for some offerings the alignment requires not just technical changes but curriculum development. The approach adopted for this project at the University of KwaZulu-Natal (UKZN) has involved engagement with academic staff and a careful interrogation of data from the Department of Management Information, Programme Qualification Mix (PQM) and handbook information. While this exercise is not yet over, information obtained so far suggests that the exercise presents an opportunity for re-looking at the offerings in view of the mission of the University and strategic direction, and appropriate differentiation. This report presents findings that have emerged from the alignment process; such as programme design and issues around focused programmes versus majors. The presentation makes a case for a deeper engagement with designed programmes.

Keywords: focused programmes, programme design, alignment of programmes, core module
This paper reports on research in progress on university teachers’ perceptions of and engagement with feedback received through the formal student evaluations process. The goal of this qualitative investigation is to examine teachers’ attitudes to student evaluations and, in particular, to investigate the extent to which teachers engage with the feedback and use it to inform their teacher thinking and behaviours at all phases of the teaching and learning process. Some of the specific concerns that the study aims to investigate are possible links between attitudes to evaluations and teacher philosophy, the impact of the institutional use of evaluations for quality and to what degree there is a cultural norm of engagement with and responsiveness to student evaluation feedback. The research is underpinned by a comprehensive literature review of international scholarship on the topic and draws on the framework provided by a large scale study conducted in New Zealand. The research method consists of semi-structured individual interviews with 20 academic staff volunteers (5 from each of the four colleges of University of KwaZulu-Natal) selected to provide a representative sample across disciplines, career stage and academic level and thematic analysis is used to analyse the data. This paper reports on themes that emerge from the interviews, makes some preliminary comparisons with the findings of the New Zealand study and examines the implications for institutional use of student evaluations.

**Keywords:** student evaluations, teacher perceptions, teacher engagement, student learning

A growing number of postgraduate students pursuing doctoral studies in the field of Public Administration are emerging. What this simply means is that doctoral research is becoming a popular ‘research’ tool from a narrative to interpretative perspective in educating and informing students on various public sector issues. Furthermore, doctoral research studies can also been seen to advance the field of study of Public Administration in a post-modernist era if they are seen as ‘incubators’ of public administration inquiry. The scholarship in this field is centred on two perspectives: a narrative inquiry which can be seen as a valued contribution to Public Administration theory with an emphasis on discourse and text, amongst others. Narrative inquiry is seen as a critical exemplar of the interpretive mode of research (statistically) thus contributing to a more effective public administration scholarship. The other perspective is interpretative research which attempts to address intentions and actions in comparison to behavioural explanations through statistical analysis. The paper argues that both narrative contributions and interpretative inquiry are important determinants for doctoral research in the discipline. The intention is to promote knowledge aimed at addressing theory-practice gaps. An integral feature of good doctoral scholarship in Public Administration is contribution to practice-based theory. The methodology and techniques associated with these inquiries are explored in this article. The paper examines making doctoral research more cumulative in both these inquiries which spans the need for increased use of meta-analysis, stronger grasp of qualitative methodology and advanced statistical methodologies to advance both rigor and relevance to doctoral studies in the field.

**Keywords:** narrative and interpretative inquiry, cumulative value
Dissertation writing requires investment of time, energy and financial resources. It is fraught with difficulties, but promises rewards if done well. Writing correctly punctuated sentences is a challenge experienced by students, whilst the ability to communicate effectively through research is an important attribute of postgraduate research. Highlighting integral aspects to be noted and pitfalls made in the research journey is a focus of this paper. The paper highlights problematic aspects of writing in the dissertation journey, and shares practical guidance on overcoming them.

Firstly, that writing is a process, not an event, surprises many postgraduate students. The mandatory three-stage process approach to writing consisting of pre-writing (planning), writing (drafting) and post-writing (revision) is a major stumbling block. Secondly, structuring a dissertation can be problematic. Writing to show cohesiveness and coherency with transitional devices and signpost words are important. Thirdly, dissertation writing is difficult from a discourse and language perspective. The former deals with disciplinary ‘languages’, the way knowledge is organised in disciplines and what can be said in conveying disciplinary knowledge as foundations of good research. Once disciplinary discourse is mastered and applied to dissertation writing, students become members of the “academic community of practice”. Writing is a form of learning and communicating ideas through critical thinking. Journeying through pertinent skills shows why writing is difficult, and highlights for students as writers, what is required. Students must familiarize themselves with the genre of traditional conventions to improve writing skills in research proposals and dissertations. The centrality of developing good practice is to do it the “write” way from inception and this depends on students’ ability to access, evaluate and synthesise words, ideas, sentences and paragraphs demonstrating abilities to write effectively. In essence, writing is learnt, not acquired! This short paper highlights critical skills essential to improving students’ proposals and dissertations.

Keywords: writing process, traditional conventions

Often, incentives used by universities to motivate academic professionals are linked to pay and promotion. However, the subject of academic promotions is frequently challenging and sometimes controversial. Do universities value research and teaching activities equally? The dominant view is that teaching activities, in Higher Education institutions, are not sufficiently valued (compared to research) as important criteria for academic promotions, and that research provides greater rewards in terms of career paths for academics. At UKZN, the main areas of evaluation for academic promotion include criteria for, excellence or strength, in both teaching and research. This paper reports on a recent 3-year analysis (2009-2011) of academic promotions at UKZN. It describes academic promotion trends, in terms of rank, gender and college. In particular it focuses on evaluations of teaching in academic promotions. The analysis examines the teaching portfolio categories and assessments for both successful and unsuccessful promotion applicants. The preliminary results of the analysis revealed that more academics were promoted on the basis of excellence in teaching than excellence in research. More women than men were promoted and almost all women were promoted on the basis of teaching excellence. The paper will present further analyses of the assessment of the teaching portfolio and its contribution to academic promotion.

Keywords: academic promotions, teaching portfolio, teaching excellence, gender
South Africa has been trying to move away from the legacy of apartheid in the educational system; racing for an equitable and quality education for all. The progress made during the last fifteen years is considerable. The country managed to top the list of leading universities in Africa and more recently three South African universities were ranked amongst the top 500 international universities in the world. In comparison to other developing countries, South Africa has achieved acceptable technological development at higher education level. However, the South African educational system has been criticised for producing a low standard of education at primary and high school levels. The majority of the learners leaving high schools are unable to read and write in English, and those coming from rural areas are computer illiterate while others have never handled a computer before. However, when they come to university they are expected to use computers for most of their submissions and assignments. The result is that students from disadvantaged schools battle to cope with the university learning environment and the mastering of the curriculum that is often completely different from high schools. By contrast, students from schools in urban areas, particularly from private schools, have almost the necessary technological skills and English proficiency that enable them to survive higher learning pressure. Thus, what the country has failed to achieve is the building of a strong foundation at basic education level that is accessible to learners from both poor and rich backgrounds. Furthermore, the internationalisation of higher education excludes poor learners even more. Achieving an equitable learning environment for all learners needs consideration, before the country invests fully into developing international standard curriculums and sophisticated technologies. This paper will critically analyse the gap between basic and higher education and the exclusion of learners from a poor background in the post-apartheid era.

Keywords: quality, education, for all
In this paper I describe the potential of Ethnomusicology to address demands made by the government for students and academics at South African universities to involve themselves in community engagement and include a service learning component in the curriculum for students. The latter involves the use of knowledge acquired in coursework for developing work-oriented skills particularly through community engagement. Students and lecturers in the Ethnomusicology programme and isiXhosa division of the School of Languages at Rhodes University are addressing these demands by conducting a 3 year long research project on marginal and declining music and language practices with the possibility of reviving some of them in the rural community of Ntaba kaNdoda. This research commenced in 2012. In the process of conducting research students and community members develop experience in fieldwork, archival practices and project management. Ultimately, the goal is to develop community-based performance initiatives with strong heritage and educational components, and together with other stakeholders such as local government, develop an electronic archive shared between this community and the International Library of African Music (ILAM) at Rhodes University. This paper will describe the processes involved in organising this project and through the critical application of Ethnomusicology outside the classroom propose a model for community engagement and service learning in the heritage sector.

Keywords: Ethnomusicology, service learning, applied, heritage.

Entry into university life is seen as a very exciting experience for students. The transition from secondary to tertiary institution brings many demands and challenges that students need to negotiate to achieve academic success. At this developmental stage, students grapple with several psycho-social issues which can impact negatively on their overall performance. Discipline specific knowledge alone is insufficient to meet employer demands for multi skilled, socially competent graduates capable of making a meaningful contribution to the economy and society at large. The first year is therefore deemed critical in addressing these aspects which if dealt with appropriately and timeously will ensure a smooth transition into the academic programme and enhance retention and throughput, a key indicator of a University’s success.

The School of Health Sciences has implemented the student success programme in 2012 that commences from pre-registration and supports a student throughout the first year. The student success program comprises four major components: Academic Orientation, Peer Wellness Mentoring, Academic Skills Training and Student Retention. These programmes target all first year students in eight disciplines within the SHS. The program commences by providing an overview of student life at the university, thereafter students are allocated mentors to address their daily university experiences. This is followed by academic skills’ training to empower students to cope with the academic demands. These programmes are operationalised using workshops aimed at facilitating the learning of essential academic, personal and professional skills. The programme culminates in the Student Retention component which focuses on timeously identifying risk factors and the subsequent referral of students for appropriate interventions.

This paper describes the process of implementing the student success programme as part of the first year experience and will capture students’ experiences. Ultimately the aim is to empower students to adapt, cope and develop their full academic potential, enhancing their first year experience and increasing retention and throughput in the SHS.

Keywords: first year experience, student success, peer wellness mentoring, interventions
Retention is viewed by institutions of higher education as a critical component of institutional success. Research has consistently proven that in many cases, the cause of poor academic performance is usually not a matter of inadequate learning potential, but the prevalence of one or more factors which negatively impacts on a student’s ability to focus on his/her studies.

The Africa Audit of 2005 confirmed that several non-academic factors impacted on student performance. Student Support Services in the CHS has embarked on a collaborative programme with the College Teaching and Learning Office to ensure the “timeous identification of high risk factors that impact on student success”. This programme is extended to all 1st year students across the College of Health Science.

The purpose of this programme is to timeously identify students at risk for academic failure /dropout or poor performance. The CHS Student Support Services has implemented an on-line risk assessment to identify and assist students at risk. The Risk Assessment covers 6 broad areas; i.e. personal/emotional, skills development, career, academic, clinical skills and health care needs that impact on a student’s life. The data informs the risk profile of students in the 6 broad areas and has implications for academic performance and intervention strategies. Identified students are supported with appropriate intervention strategies to enable them to continue with and successfully complete their studies. The survey was launched on the 17th May 2012 and targeted 1449 students.

Through structured timeous intervention, Student Support Services intends to make a meaningful contribution to the retention and success of students in the College of Health Science. This paper will describe the process and outcomes of the collaborative effort to enhance Student Retention within the College of Health Sciences.

Keywords: retention, risk profiling, interventions, student success

Background: The province of KwaZulu-Natal has the highest numbers of HIV and AIDS in South Africa with an estimated 20% of 25 to 49 year old adults being infected in 2010. An HIV prevalence survey conducted in 2009 estimated that 3.4% of university students were infected. With these statistics in mind, a series of four, two-hourly workshops about HIV, AIDS and sexuality were conducted with 208 first-year medical students at the University of KwaZulu-Natal in their first two weeks of study. Facilitated groups of 10 students using innovative and participatory methods covered topics that included myths and realities about HIV and AIDS, attitudes to and stigma of AIDS and sexuality, practical HIV prevention strategies, accepting, coping and living with HIV and AIDS.

Methods: Qualitative and quantitative data was obtained from these students as part of on-going education programme evaluation. Evaluations were conducted using Moodle.

Results: A pre-workshop evaluation revealed that only 30% of the students had been tested for HIV. Misconceptions abounded; 42% were not sure that HIV could be transmitted through oral sex and a quarter of those sexually active had unprotected sex. After the workshops evaluations showed a substantial increase in knowledge about HIV and AIDS as well as changes in perceptions. Students valued the opportunity to learn more about sexuality and AIDS and many indicated their intention to be HIV tested.

Conclusion: An innovative “HIV and Me” programme resulted in improved knowledge about HIV and AIDS, a decrease in misconceptions and improved attitudes to people living with HIV and AIDS.

Keywords: HIV, AIDS, education
#160. Enhancing the Learning Experiences of International Students at VUT

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Since the 2000 the number of international students at Vaal University of Technology (VUT) has been growing steadily. Informed by the internalization agenda, one of VUT's strategic intentions is to continue to increase the number and range of international students and become a distinctive internationally competitive institution in the global market. This intention is based on the value of international students locally and globally in acting as marketing agents for the institution to the continental and global community. In addition to this, international students particularly from the African continent are valuable in the realization of the African Renaissance vision advanced by former President Mbeki. So as VUT moves towards the direction of being relevant to the internationalization agenda, it is pertinent that the learning experiences of international students as some of the agents of this agenda are enhanced. Research on students' learning experience is well documented globally – particularly first year's learning experiences. However, in the South African context, international students' learning experiences generally are not well documented. This gap in research is also evident in the limited literature that illustrates perspectives of lecturers on the enhancement of international students' learning experiences at higher education institutions in general and universities of technology in particular. The aim of this paper is to share lecturers' perspectives on enhancing learning experiences of international students at VUT. The rationale for this is to inform teaching practice and policy on the internationalization agenda and more specifically to centre research on students' learning experiences at VUT as an important tool in ensuring the access and success of all students. Equally important to this rationale is the position informed by inclusive learning principles that every students matters - local or international. The paper proposes to conduct a qualitative study that seeks to explore teaching excellence with regard to enhancing the learning experiences of international students at VUT.

Keywords: internationalisation agenda, African Renaissance, learning experiences, lecturers' perspectives

#161. The Implementation of Professional Teacher Development Policies: A Continuing Education Perspective

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In this study I proposed to design an effective strategy for the implementation of continuing professional teacher development policies at selected schools in the Thabo Mofutsanyana Education District in the Free State Province. My focus has been on two such policies in South Africa, namely; the Continuing Professional Teacher Development – CPTD (SACE, 2008) and the Integrated Quality Management System – IQMS (Department of Education – DoE, 2003). Both these policies address the support and monitoring of teacher development respectively. They also capture all current thinking and efforts towards the improvement of practicing teacher competencies in terms of subject content knowledge, pedagogy to teach as well as management of learning environments as a whole (DoE, 2003; SACE, 2008). For example according to Kanyane (2008: 88) challenges to the IQMS include the fact that almost everybody tends to lose sight of the objectives of its processes. He further notes that the focal point in implementation becomes securing awards instead of improving the quality of teaching and learning – this is caused by the fact that the same instrument is used for development and performance management. The principles of action research as one of the models in the transformative learning mode (Makoelle, 2010; Mohr et al. 2004) was used in this study. The strategies have been tried and tested in two schools in the Thabo Mofutsanyana district of the Free State province. Participants' views served as an important source of data for and measuring the impact of the strategies used in the CPTD programme.

Keywords: continuing professional teacher development
How educators understand and engage with curricula and pedagogy critically influences their effectiveness in the teaching-learning environment. Educators develop such understandings through different types of learning and within practice. This paper explores the understandings of curricula and pedagogy in the practices of novice adult educators in a rural-based NGO in mid-western Uganda. The major focus of the NGO is community development. A variety of trainers from different professional backgrounds are engaged in a range of educational activities directed towards community development interventions. They also train selected community members as grass roots community development workers (CDWs) to implement the programmes of the NGO in fields such as agriculture, health and environmental protection. The NGO provides training to CDWs to prepare them for their primary roles as community resource persons, community health workers and traditional birth attendants. While education remains a key intervention for influencing change in the community, there is no structured system for training the trainers or CDWs for their educational role. These novice educators therefore develop their understandings of curricula and pedagogy through a variety of non-formal and informal ways in the course of their practice. This paper therefore takes a critical look at the understanding and practice of issues related to curricula and pedagogy in the organisation. The paper uses the educational theories of Julius Nyerere (1973) and Paulo Freire (1972) as a theoretical lens to explore educators’ understandings of curricula and pedagogy. Lessons are then drawn from these theories as to what this means for curriculum and pedagogy in higher institutions of learning in the face of the information age. Recommendations emerging from this study point to the need for higher education to adopt curricula and pedagogical practices that are appropriate, context-based and capable of accommodating changing times and cultural practices.

Keywords: pedagogy, curricula, novice educators, community development

Post-graduate students often have a limited voice in their research which may impede the impact of such research on practice and broader educational discourse. Projecting students’ voices from the dissertation stage to further stages of scholarship and publication for a wider audience is a critical process of transition and development of the emergent scholar. There is a need for innovative processes to support students in this transition. This paper critically interrogates a collaborative writing process which is being piloted at UKZN in the light of the broader educational debates about how our research can forge innovative and developmental collaborations. This structured writing process involves a team of supervisors partnering with their students to publish jointly in such a way that students develop their own voice and identities as researchers and scholars. While the outcomes of the writing process are joint publications and development of a new generation of scholars, on-going reflections on the process by supervisors and students are contributing to the development of a model for future writing collaborations. These reflections form the basis for this paper. The conceptual framework we employ to interrogate the process is writing for publication as a genre, writing as a social contract, writing as a social process (community of practice), and writing as a dialogic process, in order to contribute to development of students’ voices and identities. We also engage critically with the tensions between the projections of student voices and supervisor voices. Our reflections on the writing process throw up different questions about the research process, productivity and collaboration in higher education. Responses to these questions could shape the development of responsive curricula, pedagogies and writing processes which help project post-graduate student voices.

Keywords: student voices, collaborative writing, researcher identity
The Volatile Issue of Language of Instruction in Foundation Phase Mathematics: Challenges

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In multilingual countries, international and national studies indicate that issues around language(s) of instruction are challenging because of complex social, political and economic factors associated with language usage. South Africans live in a multilingual context where there are eleven official languages but in higher education institutions (HEIs) the language(s) of instruction are usually Afrikaans and/or English. Since 1994, for socioeconomic benefits, there is a further shift towards having English as the language of instruction in higher education. However, the Language in Education Policy of 1997 stipulates that foundation phase (FP) learners need to be taught in the mother tongue. Thus, in order to prepare FP pre-service teachers to teach in their mother-tongue, appropriate modules are required for teacher education at HEIs. In order to explore teacher preparation in multilingual contexts in higher education, we, as a research team, visited four HEIs across South Africa and gathered information about language(s) of instruction in FP teacher preparation. At our own HEI at the University of KwaZulu-Natal, our School of Education offers a FP Post Graduate Certificate of Education (PGCE) qualification with IsiZulu as the language of instruction in some modules. In 2011 the first cohort of PGCE pre-service teachers completed a Numeracy module that was presented in IsiZulu. As a part of an EU research project we explored languages of instruction used in South African FP teacher preparation. As a team of mathematics teacher educator researchers we acknowledge that there are challenges facing teacher preparation for the multilingual mathematics classrooms. We argue that it is important to identify these challenges in relation to FP mathematics teacher preparation but also ‘start with ourselves’ to explore ways of improving FP mathematics teacher education in our multilingual context. Using self-study methodology we focussed on self-initiated and self-focused research and used multiple qualitative methods that included interactions with other FP mathematics teacher educators.

Exploring Storyboarding As a Responsive and Generative Approach for Peer ‘Teaching’ About Integration of HIV&AIDS in University Curricula

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This presentation explores the use of storyboarding as a generative approach for responding to research data on university educators’ lived experiences of integrating HIV&AIDS into various disciplines in a school of education. The data discussed here is part of a larger project that explores university educators’ experiences of curriculum innovating through integration of HIV&AIDS. After we, as a research team, analysed our colleagues’ experiences of integration of HIV&AIDS, we decided to prepare a video storyboard to make public the work that these ‘curriculum innovators’ are doing, as well as to highlight the emotional and professional challenges they encounter. Our intention was to explore the pedagogic potential of storyboarding as a strategy for provoking generative thinking and action among our peers – university educators and university leaders. Hence, in this case, our ‘peer teaching’ is directed at university colleagues rather than students. The storyboard is a structured and pre-planned visual outline or skeleton that makes up of a series of drawings or sketches representing each scene or camera shot required to produce a video. Storyboarding usually acts an initial step in the process of participatory videomaking but storyboarding is also a visual research method. As a collaborative research team, we have used the storyboard as a tool for collective engagement to pinpoint critical issues in university academics’ integration of HIV&AIDS. This presentation takes as its focus the ways in which the visual method of storyboarding might become a vehicle or tool for investigating, exploring and contributing to HIV&AIDS integration practices in university curricula.

Keywords: higher education, language of instruction, mathematics education; self-study

Keywords: generative approach, HIV&AIDS, storyboard, visual methodology
To improve the quality of education on offer, the academic management (AM) (researchers) on a merged satellite campus in Qwaqwa, 350 km from the Bloemfontein (main) campus, pursue multifaceted cooperation between themselves, staff, students and among line managers on both campuses. The aim is to sensitize managers on the main campus regarding their responsibilities towards the satellite campus and to promote student success collaboratively. The engagement theory inspired the action research project towards developing an interactive teaching & learning (T&L) culture. The AM research their everyday tasks with the emphasis on cooperation and the engagement of all role players and the measurement of successes. Since deans are seen as major potential change agents, the AM aim to cooperate intensely with them. A faculty- and subject heads’ forum is used to create a collaborative team. This provides a springboard for action research. Focused connections with academic staff take place at regular academic forums. The AM use principles of extrinsic- and intrinsic motivation to inspire cooperation between all role players. Various tools are used for collaboration. Lecturers teaching subjects at risk receive special attention through an Academic Tutorial Programme. Under-qualified staff members are motivated to improve their qualifications (which an audit showed as largely insufficient). Academic enrichment opportunities are created. A participatory action research-based T&L improvement project with voluntary staff is currently in a second cycle. The AM initiated collaborative learning communities among students. They cooperate with student representatives and tutors to articulate quality T&L practices. An exploratory study between the UFS’s Qwaqwa and NMMU’s George satellite campuses enhanced the research. The AM aim to elevate T&L on the Qwaqwa campus to a competitive cutting-edge level. Data collection for determining the effectiveness of engagement is based on observation, interviews, student and staff feedback, and student performance statistics.

Keywords: action research, cooperation, managers, teaching & learning

A number of key issues have confront Higher Education Committees with regard to the examination of master or doctoral theses including the consistency of the assessment between examiners, between the examiner report and the final recommendation, and between examiner recommendations and the decision of the Higher Education Committee. The existence or non-existence of objective guidelines to underpin the thesis examination process and reporting adds a layer of complexity to the thesis examination process and reporting. In reviewing the literature pertaining to ‘thesis examination reporting’ this paper reflects on the diversity of possible outcomes of thesis examination, and recommends guidelines for reporting on thesis examinations including the possibility of incorporating non-contentious areas of commonality in thesis examination reporting, which can be incorporated into current practice. The paper also signals issues in thesis examination reporting that require debate and consensus and further research.

Keywords: Higher Education; Thesis examination
Podcasting, a Powerful Web Tool for Teaching and Learning in Higher Education: Results from University of Free State QwaQwa Campus

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The environment of higher education institutions has undergone tremendous changes in the past two decades. In response to these changes, the majority of institutions have incorporated technology into their traditional teaching mechanisms as part of a blended learning approach. Podcasting, one of these technologies, has recently gained popularity. Podcasting is a most valuable tool for teachers, trainers and students because students have the advantage of flexible and accessible learning anywhere and anytime. Learners are thus able to revise and gain a better understanding of the material. This study was undertaken to determine students’ response to podcast technology as a teaching and learning tool at the University of the Free State QwaQwa campus. Students’ perceptions, experience and more importantly whether podcast use had beneficial effects on overall learning and performance was assessed. The research included a second year human-computer interaction (HCI) class. An action research methodology was adopted as it provided an opportunity to implement and evaluate various techniques which could lead to adaptation and improvement of actions (teaching). The impact was assessed quantitatively and qualitatively. The performance changes in terms of pass rate were noted, as well as possible changes in student perceptions, experience and active involvement by means of feedback/reflection reports, open-ended surveys and focus group interviews. The findings indicated that students had a positive attitude towards podcast use and a large majority enjoyed the flexibility of the podcast lecture for revision, which consequently enhanced their understanding and performance.

Keywords: podcasting, web, higher education, teaching & learning

Tapping into the changed profile of law students to enhance the development of ethically sensitive lawyers: A (paradoxical) case for more TV!

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This paper considers the changed pedagogical profile of law students, and explores how the changes can be responded to appropriately, in the context of teaching legal ethics and professionalism to law students. The paper is divided into two parts. The first part of this paper explores the changed profile of law students, focusing on their difficulties in writing, reading and understanding text. It considers to what extent their schooling prepares them for the demands of the law degree, and whether the widespread concern expressed about the quality of law graduates and their preparedness for the legal profession are justified. The ‘Gunning Fog Index’ is used to assess this. The author shows that the learners tend to prioritise personal narrative, experience and meaning over a more positivist approach to ‘facts’ and ‘knowledge.’ In addition, learners are familiar with knowledge transmission by way of audio-visual media which tend to present material embedded in emotionally charged, highly stimulating narrative structures. The second part of this paper considers how the changed profile of law students can be responded to appropriately in the context of teaching legal ethics and professional values in the LLB. The author will show how the use of audio-visual media like that described above (including television shows, podcasts and youtube clips) is ideally suited to developing ethical awareness and inculcating professional responsibility in law students. In addition, the learners’ capacity for formulating their own opinions and their natural scepticism of ‘authority’ can be harnessed to advantage in encouraging critical reflection on the legal profession and its ethics.

Keywords: language, law students, audio-visual media, ethics.
Introduction: The University of KwaZulu-Natal student monitoring tool, commonly described as the ‘robot system,’ allows staff to monitor the progression of students in relation to the minimum number of credits passed. Students with unsatisfactory progression are classified as ‘at-risk,’ but beyond this, if weak performance continues, are placed on probation. Probation requirements include targets for academic performance, as well as compulsory professional, personal and career counselling. A student that eventually does not meet the probation conditions needs to submit a written appeal for readmission on final probation, or face exclusion. The College Appeals and Exclusions Committee (CAECOM) considers each appeal individually. The decisions taken at CAECOM then serve at a University-wide Appeals Committee. The percentage of students that were re-admitted on final probation, and completed their degrees was not known.

Methods: All academic records (2008-2009; four semesters) of students that did not meet probation requirements and lodged a successful appeal against exclusion were investigated. Data from students that appealed after 2009 was not included in the study, as it is possible that some of these students could still be in the system.

Results: Of 401 probation students with a successful appeal, 121 (30.2%) completed their degrees, regardless of the College they managed to complete the qualification in. The remainder of the students dropped out, and some who were re-admitted at a later stage are still in the system. The success rate is much lower compared to the overall College success-rate of approximately 75% for the same period of time.

Conclusion: It is evident that the review process of appeals lodged by students against academic exclusion at UKZN, serves as an appropriate tool for students that would otherwise have been excluded.

Keywords: student appeals, academic exclusions
The development of computer technology results in increasingly diverse ways of delivering teaching. This has involved the internet and the Web 2.0 to which it has evolved, social networking and blogs, to name some. Included in this are virtual worlds, the best known of which is Second Life. This paper considers an open source alternative to Second Life, called Open Simulator. The position is held that technology is a tool, the vehicle through which learning is done and is not itself the teacher. How then can virtual environments be utilised in order to create effective learning experiences? Indeed can they be they aid learning at all? What sorts of pedagogy can be brought to bear on these worlds?

**Keywords:** Learning, Virtual Worlds

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The previous dispensation, prior to the democratic era, was characterised by outright disregard for non-European languages which contributed to the loss of African culture, language and pride. However the transition to democratic society would not be totally complete without the revival of African languages, since African indigenous languages can improve communication and enhance understanding for students at tertiary level. The South African Constitution is one founded on tolerance, a pure acknowledgment of multiple cultures that exist in our country. In section 29 and section 30 of the Constitution each citizen is enshrined a right to receive education, and a right to use any language of their choice. These rights are subject to one qualification that is in section 29(2), stating that in order for one to demand receiving education in the language of their choice, provision of education in the requested language must be “reasonably practicable”. The purpose of this paper is to explore whether the University is bound to give effect to section 29 and section 30 of the Constitution; the exact scope of the duties imposed by these sections on the University, and progressive means to be adopted in giving effect to these rights. Thus the question to be answered in this paper is whether a student can successfully demand that he or she be taught in isiZulu, as enshrined in section 29 of the constitution. This question will be answered in the light of research conducted in the College of Law and Management.