UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

2011 Conference Handbook

POSTGRADUATE TEACHING AND LEARNING, AFRICAN SCHOLARSHIP AND CURRICULUM INNOVATION IN HIGHER EDUCATION

5th Annual Teaching and Learning Conference

26 – 28 September 2011

University of KwaZulu-Natal
Westville Campus, Durban

DAY 1 – MONDAY, 26 SEPTEMBER 2011

Key:	# : Abstract Reference Number	DTA: Recipient of UKZN Distinguished Teacher Award
	SHORT PAPER: 25 minutes: 15 minutes presentation + 10 minutes discussion	**ROUNDTABLE:** 55 minutes: 3 presenters speak for 10 minutes each + 25 minutes discussion after the last speaker
	WORKSHOP: 2 hours	

Main Venue: T1, T – Block, Westville Campus		
07h30 – 08h45	**REGISTRATION, TEA/COFFEE**	Ground Floor, T- Block
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:** **CHAIR:**	Professor Noel Gough, La Trobe University, Melbourne, Australia A Complexivist View of Higher Education: Implications for curriculum design and research on teaching and learning **(#24)** Professor Michael Samuel, Dean of Faculty of Education, UKZN
10h25 – 10h40	**TEA/COFFEE – Corridors of T – Block**	

	Room – T1	Room – T2	Room – T3	Room – T4	Room – T5	Room – T6
10h45 to 11h45 **SESSION 1**	ROUND TABLE Chair: S. Akoojee #3 S. Akoojee, M. Nkomo & T. Twalo – Responsive articulation between education and the labour market in South Africa: Advancing access and equity in Teaching and Learning in Higher Education	SHORT PAPER Chair: E. Jones #35 M. Gwacela, U. Kolanisi, J. Chitja with African Centre for Food Security – The Prevalence of Food Insecurity and the Socio-Economic Factors Affecting Student's Access to Food and Academic Performance: A case study of 1st year students at Pietermaritzburg Campus, UKZN	SHORT PAPER Chair: F. Suleman #4 C. Aldous – A New Approach to Developing Postgraduate Research Skills For Busy Medical Registrars: Is an online approach up to the challenge?	SHORT PAPER Chair: H. Reynolds #14 I. Bruynse – What Lessons can University Lecturers Learn from Broadcast and Social Media?	SHORT PAPER Chair: C. Kachecha #41 S. B. Higgins-Opitz, M. Tufts, I. Naidoo & S. Essack – Student Performance in the Health Sciences: a UKZN perspective	SHORT PAPER Chair: M. Subban #96 T. Raniga – Mobilising Community Strengths and Assets: Social Work student experiences of facilitating a local economic development initiative in Bhambayi, KwaZulu-Natal
		SHORT PAPER Chair: M. Gwacela #48 E. Jones – The Implementation and Performance of a 1st Year Economics Tutorial Program	SHORT PAPER – DTA Chair: C. Aldous #114 F. Suleman – Demystifying the Myths around Online Teaching and Learning	SHORT PAPER Chair: I. Bruynse #19 K. Diga, J. May & H. Reynolds – The process of building the social networking for academic purposes pilot (SNAPP)	SHORT PAPER Chair: S. B. Higgins #49 C. Kachecha – Language and Mathematical Ability as Contributing Factors to Student Failure in First Year Accounting	SHORT PAPER Chair: T. Raniga #113 M. Subban – An Empirical Study Profiling Students' Experiences in Public Sector Budgeting: A simulation technique

	Room – T1	Room – T2	Room – T3	Room – T4	Room – T5	Room – T6
11h50 to 12h50 **SESSION 2**	ROUND TABLE Chair: V. Chikoko #88 D. Pillay, V. Chikoko, P. Morojele, I. Naicker, K. Pithouse-Morgan & A. Chiponda – Vision (Im)possible? Students' Understandings and Experiences of African Scholarship	SHORT PAPER Chair: M. Moodley #11 C. Bertram, N. Mthiyane & T. Mukeredzi – More Innovation Needed: Offering a part time PGCE programme to practicing teachers	SHORT PAPER Chair: K. Mtshali #22 P. Giddy – Teaching Philosophy in an African Context: A proposal for introducing philosophy to students with a traditional African background in the context of modernity	SHORT PAPER Chair: D. S. Ilcev #15 Z. Bulbulia & C. Blewett – An Investigation of User Security Awareness amongst Students in KwaZulu-Natal	SHORT PAPER Chair: L. Sosibo #53 C. Maphosa – Examining Student-Specific Factors that Promote PhD Thesis Completion	SHORT PAPER Chair: J. van Wyk #100 I. J. Roy & J. van Wyk – The Acquisition of Academic Literacy among Adult Learners – a case of first year in-service teachers at the University of Fort Hare
		SHORT PAPER Chair: C. Bertram #63 M. Moodley – A Study of an Innovative Learning Environment Using Interactive Group Sessions	SHORT PAPER Chair: P. Giddy #65 K. Mtshali – African Scholarship and Research as Work of Mourning in the novels of Ayi Kwei Armah	SHORT PAPER Chair: Z. Bulbulia # 44 D. S. Ilcev – Development and Architecture of E-education Scenario via DVB-RCS Network in South Africa	SHORT PAPER Chair: C. Maphosa #111 L. Sosibo – Enhancing Students' Doctoral Dissertation Completion: Perceptions of international doctoral students at a Mid-Western American University	SHORT PAPER Chair: I. J. Roy # 121 J. van Wyk – The First Year Academic Experience: Mature- vs. first-time tertiary entry students
12h50–13h50	**LUNCH – Main Hall**					
13h50 to 14h50 **SESSION 3**	ROUND TABLE Chair: D. Pillay #89 D. Pillay, V. Chikoko, P. Morojele, I. Naicker, K. Pithouse-Morgan, A. Chiponda, R. Ramkelawan & R. Rajpal – Being (in) visible: "Do we know our international students?" Stories from UKZN	ROUND TABLE Chair: M. Govender #27 M. Govender – Avoiding the "Solve for x" Syndrome in the Teaching of Applied Mathematics to Undergraduate Engineers #70 J. Naidoo – The Use of Visual Tools for Scaffolding the Teaching of Mathematics	SHORT PAPER Chair: K. Bargate #5 E. M. Alkhalifa – Educational Communication Gap	SHORT PAPER Chair: C. Blewett #2 S. Ahmad & S. Hussin – The impact of decision making by lecturers in relation with ICT utilization in instruction in selected universities in Pakistan	SHORT PAPER Chair: R. Mudaly #46 A. James, R. Ismael & M. Stears – Teaching and Studying towards an Honours Degree – Why should I do it?	SHORT PAPER Chair: A. Sheik #97 A. H. Raza – Curriculum and Professional Studies in Students
			SHORT PAPER Chair: E. M. Alkhalifa #9 K. Bargate – Criteria Considered By Accounting Faculties When Selecting Prescribed Accounting Textbooks – A South African study	SHORT PAPER Chair: S. Ahmad #13 C. Blewett – Discovering water - A fish's view of e-learning tools	SHORT PAPER Chair: A. James #67 R. Mudaly – Gazing Inward: Teaching in the postgraduate milieu	SHORT PAPER Chair: A. H. Raza #103 A. Sheik – "Writing to learn and not learning to write": Motivating for a Writing Centre at the Edgewood Campus, UKZN

	Room – T1	Room – T2	Room – T3	Room – T4	Room – T5	Room – T6
14h55 to 15h55 **SESSION 4**	ROUND TABLE Chair: N. A. Ajayi #1 N. A. Ajayi – Diversity: A challenge facing South-Africa's higher education students and practitioners #92 S. Railton – How attitudes and perceptions impact on a students' performance in Economics	ROUND TABLE Chair: M. Mokoena #61 M. Mokoena & L. Makondo – 'Promoters and or students are to blame': A critique of the research promotion process #122 N. Wadesango & S. Machingambi – Postgraduate Student Experiences with Research Supervision	SHORT PAPER Chair: C. Engelbrecht #10 A. V. Bengesai – On Becoming a Researcher: An auto-ethnography of my development of advanced academic literacy	SHORT PAPER Chair: B. Khoza #43 P. Iglehart – Examining the Cost of Pedagogy: An IT perspective	SHORT PAPER Chair: T. E. Sommerville #55 J. N. Mashiya – Mother Tongue Teaching in Higher Education: Challenges faced by students during assessment	SHORT PAPER Chair: C. O. Rennie #98 S. Reddy – Experiences of Clinical Practice in a Problem-Based Learning Medical Curriculum and Subsequent Clinical Environments
			SHORT PAPER Chair: A. V. Bengesai #21 C. Engelbrecht & N. Radana – The Road Less Travelled: A reflection on the use of narrative inquiry in nursing research	SHORT PAPER Chair: P. Iglehart #51 B. Khoza – Experiences of Post-Graduate Educational Technology Students in the WBTL Environment	SHORT PAPER Chair: J. N. Mashiya #109 T. E. Sommerville & V. Singaram – Impact of Students' Language and Educational Background in the Collaborative Learning Environment at Nelson R Mandela School of Medicine	SHORT PAPER Chair: S. Reddy #99 C. O. Rennie, J. van Wyk & E.C.S Naidu – Anatomical Dissection? Perceptions of MBCHB2 students
16h00 to 17h00 **SESSION 5**	ROUND TABLE Chair: E.M. Smuts #108 E.M. Smuts & W.F. van Zyl – An Investigation into Systemic Barriers Hampering Postgraduate Productivity: A managerial perspective	ROUND TABLE Chair: D.W. Govender #30 T.P. Govender & D.W. Govender – A Study of Integrating Podcasting, in a programming course @ DUT's IT department #105 K. Singh & K. Strampel – Throwing Down the Gauntlet: Challenging staff to explore the interesting and colourful goodies in the 'sweetshop' of Web 2.0	SHORT PAPER Chair: N. Chiweshe #8 S. Bansilal – An Examination of Factors which Influenced Students' Throughput Rate in the ACE (Mathematical Literacy) Programme	SHORT PAPER Chair: N.D. Ngidi #26 K. K. Govender – Conceptualizing the Postgraduate Research (Service) Experience	SHORT PAPER Chair: L. Van Laren #60 S. Mngomezulu & C. R. Kalenga – Exploring Psycho-Social Challenges of Diverse Learner Needs in the Bachelor of Education AT-RISK Students in the STAR PROGRAMME at Edgewood Campus – UKZN	SHORT PAPER Chair: M. Stears #104 D. Sibanda & K. Jawahar – Exploring Multiple Perspectives on the Mentoring of In-Service Teachers Enrolled in a Maths, Science and Technology Education Programme
			SHORT PAPER #68 V. Mudaly – Do we know what we see or do we see what we know?	SHORT PAPER Chair: K. K. Govender #77 N. D. Ngidi, S. B Dumisa & A. Jukuda – Investigating the Factors Leading to Students Drop out and Exclusions in the Faculty of Humanities, Development and Social Sciences	SHORT PAPER Chair: S. Mngomezulu #118 L. Van Laren, C. Mitchell, R. Mudaly, K. Pithouse-Morgan & S. Reddy – Exploring the Work of 'Champions' of HIV and AIDS Education at a Higher Education Institution	SHORT PAPER Chair: D. Sibanda #112 M. Stears, A. James & M. Good – Should Continuing Teacher Education Programmes be Re-Conceptualised to Improve Student Performance?

From 17h00	**MAIN HALL** **COCKTAIL EVENING** **Opening Address –** Minister Naledi Pandor, Department of Science and Technology **African Scholarship (#78)** Professor Nceba Gqaleni, South African Research Chair in Indigenous Health Care Systems, UKZN Professor Nelson Ijumba, DVC: Research, UKZN Professor Yonah Seleti, Department of Science and Technology **Chair:** Professor Mokubung Nkomo, University of Pretoria **Live Entertainment –** Unlocked Keys

DAY 2 – TUESDAY, 27 SEPTEMBER 2011

08h30–09h00	**TEA/COFFEE – Corridor of T – Block**	
	MAIN VENUE: T1	
09h00–10h00 **SESSION 6**	**KEYNOTE ADDRESS:**	Professor Maresi Nerad, University of Washington, USA
	TITLE OF KEYNOTE:	South Africa Is Not Alone In Taking a Fresh Look at Doctoral Education **(#75)**
	CHAIR:	Professor Sabiha Yusuf Essack, Dean of Health Sciences, UKZN
	MAIN VENUE: T1	
10h05 **to** **11h05** **SESSION 7**	**PLENARY LANGUAGE PANEL** **Towards a Multilingual Pedagogy for Higher Education: Beyond Rhetoric**	
	PANELISTS:	Professor Robert Balfour, Dean of Education Sciences, North West University (**#7**) Professor Nobuhle Hlongwa, Acting Deputy Dean, Faculty of Humanities, Development and Social Sciences, UKZN (**#42**) Mr Malusi Mchunu, President of the Central Student Representative Council, UKZN (**#58**)
	CHAIR:	Professor Ayub Sheik, Faculty of Education, UKZN

11h05–11h20	**TEA/COFFEE – Corridor of T – Block**						
	Room – T1	**Room – T2**	**Room – T3**	**Room – T4**	**Room – T5**	**Room – T6**	**Room – T7**
11h20 **to** **12h20** **SESSION 8**	ROUND TABLE Chair: M. Van Zyl #12 S. Bhagwan, N. Parker & M. Van Zyl – Integration of Teaching in the 'Becoming a Doctor Course' – a full day pilot project	ROUND TABLE Chair: T. Meyiwa #90 K. Pithouse-Morgan, J. Conolly & T. Meyiwa Key principles for supporting an emerging postgraduate research learning community: Learning from the first year of the Transformative Education/al Studies (TES) Project	SHORT PAPER Chair: M. Tufts #16 V. Chikoko, L. Maharajh & R. Kalenga – Investigating the Management of Large Undergraduate Classes at UKZN: Lecturers and students' experiences	SHORT PAPER Chair: L. Nadvi #28 N. Govender – Using the Complexity Theory in Understanding Issues in Indigenous Knowledge Systems-Implications for Postgraduate Curriculum Development	SHORT PAPER Chair: N. C. Shangase #47 V. John – Developing Peace Educators at UKZN	SHORT PAPER Chair: M. Panko #62 K. Moodley & A. James – Publish My Research: Reading, drafting, threading and re-writing	SHORT PAPER Chair: D. North #79 Z. Nkosi & E. Nkosi – Exploring PhD Students' Supervision Experiences at UKZN
			SHORT PAPER (DTA) Chair: V. Chikoko #117 M. Tufts – Strategies and innovations in the teaching and learning of Physiology: How can we improve?	SHORT PAPER Chair: N. Govender #69 L. Nadvi – Reconceptualising African Scholarship in a Multi–Cultural Context: Some reflections on Humanities and Social Science Disciplines at a South African University	SHORT PAPER Chair: V. John #102 N. C. Shangase, Z. Z. Nkosi, Z. E. Gumede & T. T. Myeza – Experiences of Coordinators in teaching Decentralised Programmes in a University	SHORT PAPER Chair: K. Moodley #86 M. Panko – Postgraduate Orientation: A focus on international student needs	SHORT PAPER Chair: Z. Nkosi #80 D. North, T. Zewotir & M. Murray – Demographic and Academic Factors Affecting Research Productivity at UKZN

	Room – T1	Room – T2	Room – T3	Room – T4	Room – T5	Room – T6	Room – T7
12h25 to 13h25 **SESSION 9**	ROUND TABLE Chair: K. Singh #91 R. Quilling e-Learning: Positioning yourself as a Lecturer #101 S. Aslam Using Moodle as an e-Learning and Assessment tool in a Computer Literacy course #106 K. Singh E-Scholarship: A capacity building strategy	ROUND TABLE Chair: P. A. Opondo #66 N. Mtshali & S. Y. Sithole – Feedback that Facilitates Learning: The views of postgraduate students #17 N. Chiweshe – Underperforming student perceptions of effective teaching #84 P. A. Opondo – The Place of Applied Ethnomusicological Postgraduate Training in African Universities: Reflections and Prospects	SHORT PAPER Chair: M. Molebatsi #23 R. Gokool – Online isiZulu program for students at Nelson R Mandela School of Medicine	SHORT PAPER Chair: S. P. Van Tonder #33 S. L. Green & A. Turton – Distance Education: Innovative teaching strategies with technology and its effects on teacher candidates' academic achievement	SHORT PAPER Chair: H. Matisonn #34 E. Grimsley – Exploring the Possibilities of the Digital Photography Function of Mobile Phones in Enhancing Teaching and Learning	SHORT PAPER Chair: S. Hakizimana #36 A. R. Hajiyakhchali – The Effects of Creative Problem Solving Process Training On Scientific Thinking, Creativity and Innovation in Shahid Chamran University Students	SHORT PAPER Chair: H. Ndemera #57 T. Mbatha – IsiZulu Home Language Teachers' Perceptions of the Foundations for Learning Programme in Four Township Primary Schools
			SHORT PAPER Chair: R. Gokool #64 M. Molebatsi, F. Matsebula & R. Kekwaletswe – Learning Management System's Quality On e-Learners Satisfaction Case of TUT	SHORT PAPER Chair: S. L. Green #120 S. P. Van Tonder – The Evolution of a Patchwork Text Teaching Strategy in the Context of a Blended Mode of Course Delivery at Postgraduate Level	SHORT PAPER Chair: E. Grimsley #56 H. Matisonn – The Medium AND the Message (Why students don't read and how we can change this)	SHORT PAPER Chair: A. R Hajiyakhchali #37 S. Hakizimana & A. Jürgens – Peer Teaching/Learning Experience Programme: Guiding students to a more active role in the learning process	
13h25–14h25	**LUNCH – Main Hall**						

	WORKSHOP – Room – T7	WORKSHOP – Room – T6	WORKSHOP – Room – T5
14h25 to 16h25 **SESSION 10**	**#25** **Noel Gough** Making Curriculum Strange	**#76** **Maresi Nerad** Conceptual Approaches to Doctoral Education: A community of practice	**#20** **Naomi Du Plessis** Social Media in Higher Education: The Case of Facebook

	Room – T1	Room – T2	Room – T3	Room – T4	Room – T5	Room – T6	Room – T7
16h30 to 17h30 **SESSION 11**	ROUND TABLE Chair: M. Mokoena #18 A. Cronje, E. Materechera & M. Mokoena – Using a Needs-Analysis Survey to Creatively Support Under-Prepared Students	SHORT PAPER Chair: R. Van Schoor #40 C. Hemson – Curriculum, Violence and Safety	SHORT PAPER Chair: K. Singh #71 M. Naidu – Seeing with the Blind: Teaching and Learning with differently-abled students	SHORT PAPER Chair: A. James #38 S. Hardman – The Emergence of a Profession: The case of Local Economic Development	SHORT PAPER Chair: S. S. Ramklass #81 D. North, T. Zewotir & M. Murray – The Analysis of the Factors Affecting the Time-Degree and Completion Rate of Masters Students at UKZN	SHORT PAPER Chair: S.P. van Tonder #50 S. Kasikara – Perceptions of Contextual Grammar Teaching	SHORT PAPER Chair: V. Mudaly #114 M. Subban & D. Singh – Developing interactive facilitation towards student-centred learning using web-based facilities: A case study at a postgraduate level

		SHORT PAPER Chair: C. Hemson #119 R. Van Schoor & B. F. Gaudin – Residence Activities and the Changing Profile of Campus Residences as Learning Spaces	SHORT PAPER Chair: M. Naidu #107 K. Singh & L. Delves – Experiential Learning as a Hook for Employability Skills: The Living Memories Project case study	SHORT PAPER Chair: S. Hardman #54 A. James & P. Govender – Designing, Approving and Teaching a Short Course on Teacher Professional Development: Introduction to Environmental Education to Schools	SHORT PAPER Chair: D. North #95 S. S. Ramklass, A. Ajith, S. J. Botha – The Research Conceptions of Master's Students at the Nelson R Mandela School of Medicine, University of KwaZulu-Natal	SHORT PAPER Chair: S. Kasikara #94 N.L. Ramagaga & S.P. van Tonder – Enhancing Student Learning Through Constructive Alignment in Midwifery Courses at a Nursing Education Institution	SHORT PAPER Chair: M. Subban #68 V. Mudaly – Do we know what we see or do we see what we know?
From 17h30	**MAIN HALL** **GALA DINNER** **Herby & Betty Govinden** From Bush College to Leading Research University: A Nostalgic History of UKZN **(#31 & #32)** **Mandla P. Ndaba & Students in Free Enterprise (SIFE)** The Project, the African Way: Insights from Experiential Learning – SIFE community development project **(#74)** **Entertainment –** Unlocked Keys						

DAY 3 – WEDNESDAY, 28 SEPTEMBER 2011

08h30–09h00	**TEA/COFFEE – Corridor of T – Block**				
09h00–10h00 **SESSION 12**	**Main Venue: T1**				
	Keynote Address:	Prof Ari Sitas, University of Cape Town			
	Title of Keynote:	A New South Africa's Charter for Humanities and Social Sciences (**#93**)			
	Chair:	Professor Nhlanhla Mkhize			
10h05 **to** **12h05** **SESSION 13**	**WORKSHOP – Room – T7**	**WORKSHOP – Room – T6**	**WORKSHOP – Room – T5**		
	#6 **Nyna Amin** Working in Higher Education: Reconstructing Fragments of Experience	**#85** **Mary Panko** Postgraduate Supervision with Peers – Practical tools for developing supervision expertise	**#116** **Mark Tufts (DTA)** Active Teaching Strategies in Large Group Multicultural Undergraduate Didactic Lectures		
	Room – T1	**Room – T2**	**Room – T3**	**Room – T4**	**Room – T5**
12h10 **to** **13h10** **SESSION 14**	ROUND TABLE **Chair:** P. Narismulu #72 P. Narismulu & A. Pillay Postgraduate Research Collaboration: Developing student teachers' agency in English literature #87 A. Pillay Participatory action research for communal, co-operative learning and agency in teacher education	SHORT PAPER Chair: T E Sommerville #39 S. Hassan & W. Wouter – Quality lies In the Eyes of the Beholder: A mismatch between student evaluation and peer observation of teaching	SHORT PAPER Chair: F. O'Brien #30 S. Govender – Traversing Boundaries: The rational mind and intuition	SHORT PAPER Chair: E. Marais #52 M. J. Lebusa & T. J. Pitso – Effectuation as a Prime for Entrepreneurship Learning: A Case at a University of Technology	SHORT PAPER Chair: J. Whieldon #83 A. Oduaran & N. Maroja – The Road less Traveled: The challenge of widening access to continuous higher education in South Africa
		SHORT PAPER Chair: S. Hassan #110 T E Sommerville – Problem-Based Learning at Nelson R Mandela School of Medicine: Student and staff perceptions of a knowledge structure examined through a Bernsteinian lens	SHORT PAPER Chair: S. Govender #82 F. O'Brien – Constructing Identities in Project-Based Learning	SHORT PAPER Chair: M. J. Lebusa #54 E. Marais – An Examination of Factors Which Influenced Students' Throughput Rate in the ACE (Language Education) Programme	SHORT PAPER Chair: A. Oduaran #123 J. Whieldon – Globalisation of Higher Education: Teaching and Learning on IMD/TNE programmes
13h15 **to** **13h30** **SESSION 15**	**Room T1** **Reflections Concluding Remarks & Closure**				
13h30–14h30	**LUNCH – Main Hall & Collection of Evaluation Forms**				

UNIVERSITY OF KWAZULU-NATAL

INYUVESI YAKWAZULU-NATALI

Book of Abstracts

UTLO

Every Student Matters

#1

Diversity: A challenge facing South-Africa's higher education students and practitioners

N. A. Ajayi
University of KwaZulu-Natal

Regardless of background, race and nationality, everyone considers education as a major tool that could alleviate the problems of a nation. The South-African education context is no different as stakeholders also see education as a solution to the economic development of the country. Hence, the South-African government and other stakeholders are continuously reviewing the educational, skills development and training system of the country, (Walters, 2006). One of the major highlights of this review is the challenges facing the educational system, especially that of higher education.

This study explored diversity as a challenge facing higher education students and practitioners within South-Africa. The study was conducted in the capacity of the author as an academic development officer (ADO). Qualitative research methodology was implemented in this study, so interviews were used as the main data gathering technique. A quota sampling method was used, thus students were interviewed across different race and levels (i.e. 1st year, 2nd year, and 3rd year). Practitioners that have direct relationship with students were also interviewed.

The main findings of study were that diversity issues such as background (e.g. economic and cultural), race and even gender are still prevalent barriers within the South-African higher education and thus pose a huge challenge to both higher education practitioners and students. Another finding was that students feel that practitioners do not create quality contact with them. The study concludes that diversity as a challenge facing South-Africa's higher education is not given the required attention. In order for diversity challenges to be minimized, South-African practitioners need to adopt integration as part of their teaching technique to ensure that South-African higher education is able to compete with its global counterparts.

Keywords: higher education, diversity, integration

#2

The impact of decision making by lecturers in relation with ICT utilization in instruction in selected universities in Pakistan

S. Ahmad & S. Hussin
University Malaya, Kuala Lumpur, Malaysia

The ICT (Information & Communications Technology) utilization in instruction among university and college lecturers is gaining in prominence in many countries in the world, including Pakistan, for the purpose of globalization and enhancing the quality of instruction and learning in order to foster the quality of education. ICT applications enable users to conduct synchronous / or asynchronous communication, share common educational resources, facilitate working understanding concerning the coordination of the work process of instruction among lecturers.

In the context of this background, this study was undertaken with the primary purpose of examining the extent of ICT utilization in public and private universities in Islamabad, Pakistan. The study also examined the benefits of ICT utilization, the extent of success factors, problems and constraints encountered in ICT utilization in instruction among lecturers in selected universities of Pakistan.

The study used the survey method. A cross-sectional questionnaire survey was used to find out the level and extent of ICT utilization in universities of Islamabad. The end objective of this tool is to improve the excellence and quality of education in universities of Islamabad. The sample from the study consisted of 260 lecturers drawn from the selected universities in Pakistan.

The findings of this study could be used for improving instruction among lecturers and for designing a training model for instruction among lecturers in the pursuit of enhancing excellence and quality of education in universities. This study was subjected to several limitations that include online assessment, incorporating audio video conferencing tools, giving more sophistication to educational management software. Further research should consider investigating cross-cultural variables so that ICT utilization in instruction among lecturers could be extended to other countries which face similar problems.

#3

Responsive articulation between education and the labour market in South Africa: Advancing access and equity in Teaching and Learning in Higher Education

S. Akoojee[1], M. Nkomo[2], T. Twalo[3]

[1]merSETA and University of KwaZulu-Natal, [2]University of Pretoria, [3]Human Sciences Research Council

An enabling Higher Education and Training system requires the notion of access has to be expanded to ensure that those excluded in the past are provided with opportunities that were not available before. However, despite 17 years of rapidly expanding enrolment and (somewhat muted) success of those included in higher education, this has not resulted in labour market outcomes. Whether this is a result of the lack of the production of tertiary graduates equipped with generic and specific skills congruent with the needs of the labour market, enrolment in programmes that are presumably inconsistent with the requirements of economy or the discriminatory and selective nature of the labour market to absorb graduates produced is contested. In this regard, while there has already been some concerns raised about the lack of transformation in the labour market, the reasons for this range from outright discrimination, to a lack of a quality pre-tertiary education, and misalignment between tertiary curricula and labour market or the rapidly changing structure of the economy.

While part of the conundrum has to be about the sheer inability of the economy to create as many places that need to absorb graduates (the high graduate unemployment rate is testimony to this), the constant lament of industry and business to the 'skills shortage' suggests that it is likely that the role of higher education institutions need to be expanded to in order to articulate effectively with labour market. We argue that institutions of higher learning need to upgrade their preparation of students so that they are provided the opportunity to gain access (and employment) to the labour market. Thus the move from 'access as participation' and subsequently 'access with success' and now the need for the promotion of 'enhanced access through articulated responsiveness'.

While we are mindful that this might well lead to a technicist perspective which has required human capital theorists to assume that higher education needs to respond to labour market imperatives, the reality of a misaligned education-labour market relationship means that more critical choices must be considered. The supply-side dominance of public education and training needs to some extent be tempered by a demand-side imperative (Wolf 2011). We are mindful that to varying extents, this concern is already being implemented in the professions, for instance, in some professional areas, Engineering, teaching and health workers. However, the range of activities that link higher education to the labour market needs to be more deliberate so that the students are provided with effective access to the labour market that might well lead to outcomes that impact directly on employability and thus impact on meaningful access to higher education.

#4

A New Approach to Developing Postgraduate Research Skills For Busy Medical Registrars: Is an online approach up to the challenge?

C. Aldous
University of KwaZulu-Natal

From 2011, under the directive of the Health Professionals Council of South Africa (HPCSA), a doctor wishing to specialize (registrar) in any area of medicine is required to complete a research component to their training before they are granted fellowships to their relevant Colleges of specialization. This poses a number of challenges. Firstly, the majority of consultants involved in mentoring these registrars have little experience of research because the requirement for research was not in place when they were trained. Secondly, registrars themselves are busy practicing clinicians working hospital shifts with long hours and are situated across the KwaZulu-Natal Province at various academic hospitals. The logistics, therefore, make it very difficult to get the registrars together as a group to run courses.

In order to assist mentors and registrars in preparing a clinical research protocol, an online course has been developed. By providing the online course material, the registrars can study from anywhere at any time. They can follow the course in parallel with their progress in their own protocol development. The online course is augmented by a tutorial type textbook and a two day contact workshop on developing clinical research protocols. This combination is intended to provide as comprehensive a learning experience as possible.

The nature of the e-learning experience demands that several aspects of adult learning be taken into account in the design of course material. The overall design is student centred, but encourages interaction with other students as well as the facilitator. Several modern learning theories are considered in the design.
This presentation expounds the rationale of the course design and shows the course as a work in progress. Some difficulties in implementation have been experienced and will be discussed. The course is in the early stages of implementation and therefore is still to be fully assessed.

#5

Educational Communication Gap

E. M. Alkhalifa
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In any college level course, instructors are expected to inform students of the main objectives of the course through a course specification or course outline document that is produced based upon the course's actual references. The expectation is that students will be able to comprehend what is expected of them, and manage to use this document in their quest to achieve those goals. This work investigates tacit means of communication also available to instructors that may guide students to find the learning objectives expected of them. These include, weekly quizzes, and weekly long and challenging assignments. Results indicate that the course still presented sufficient challenge to students but also helped them recognize the main goals for each chapter of the book.

Keywords: Scholarship of teaching, Learning, Education, Assessments, Learning reform studies

#6

WORKSHOP: Working in Higher Education: Reconstructing Fragments of Experience

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This workshop is aimed at individuals who have previously worked in industry, school or the corporate sector and are now teaching in a higher education environment. The experiences of novices in higher education can range from challenging and intimidating to exciting and adventurous or a mixture of these and other experiences. This workshop provides an interactive, hands-on activity-based approach to rethink various kinds of constraints and strengths of/about/in the workplace, and to reclaim the higher education space to negotiate teaching. The workshop is not a recipe of how or what to teach. It is meant to stimulate a different politics of "(re)thinking" about the work of teaching in higher education.

Drawing on memory work, rearticulated identity politics, cultural and human capital theories, and premised on values of heterogeneity and eccentricity, participants will be guided through the following steps: (i) Reframing memory – working with personal background and foreground (ii) Disrupting experience – rethinking teaching practices in context (iii) De-stabilising learning – engaging creativity (iv)Reconstituting uncertainty – working with unpredictability

#7

Revisiting Memory and the Longer Text: Applied linguistics research, cognitive development and the development of higher order critical reading skills in multilingual contexts

R. Balfour
North West University

The development of memory has been largely neglected in higher education as the focus on modular assessment, influenced in part by participatory approaches to teaching and learning, has gained ascendancy. This presentation articulates some of the most recent developments in applied linguistics and cognitive linguistics, and argues that far from presenting our students with a range of diverse assessment opportunities, that there many more advantages to be gained through a structured engagement with reading longer texts, from the perspective of the non-mother tongue speaker and reader of English.

#8

An Examination of Factors which Influenced Students' Throughput Rate in the ACE (Mathematical Literacy) Programme

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The high drop-out rate of students enrolled in various programmes offered by higher education (HE) institutions in South Africa has been a concern for many years. Most full time undergraduate students in South Africa who drop out of their studies, do so because of an inability to pay for their fees, living costs and institutional attitudes. In the case of Advanced Certificate of Education programmes, many of the teachers enrolled on the programmes have received funding so they do not have the financial burden of paying for their fees. It is thus of interest to investigate the reasons behind the drop out of students on the ACE programmes. Accordingly this paper reports on a study that was designed to carry out a drop out and throughput analysis on the an ACE programme, which is part of a project funded by the Teaching and Learning Office which aims to improve the throughput rate of students at the university. Most of the students on the ACE programmes are mature practising teachers who attend classes on off campus sites and consequently require different forms of support from the typical full time undergraduate student. It is therefore important to explore more fully when and why such students drop out, and what forms of support can be beneficial to such students. Data for the study was generated by student records, examination reports, questionnaires and interviews with students. The study combined elements of both quantitative and qualitative analysis. Some preliminary findings of the study indicate that race, gender, prior qualifications, and matric mathematics symbols are among the factors which influenced the throughput rate of the students on this programme.

Keywords: Advanced Certificate in Education; drop-out; throughput adult learners

#9

Criteria Considered By Accounting Faculties When Selecting Prescribed Accounting Textbooks – A South African study

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The importance of textbooks in education is widely acknowledged. In South Africa, there is a scarcity of studies on accounting textbook selection criteria. This article describes the criteria considered important by accounting faculties when selecting prescribed textbooks. The survey sample included 122 accounting faculties at 13 South African Institute of Chartered Accountant accredited universities. The findings provide insight into criteria that accounting faculties consider important when selecting textbooks for prescription, such as up-to-date text material and its comprehensibility to students. The results of the study may assist faculty when considering textbooks for selection and authors and publishers take cognisance of in future editions of textbooks.

Keywords: accounting faculty, Accounting textbooks, authors, education, textbook selection criteria

#10

On Becoming a Researcher: An auto-ethnography of my development of advanced academic literacy

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The thesis is a key genre which involves enculturation of a postgraduate student into the disciplinary community. Yet, writing up a Masters or Doctoral dissertation can be an insurmountable and at times lonely process for a postgraduate student. In this paper, I present my own relationship with postgraduate writing which started in 2008. In particular, I focus on the notion of discourse acquisition and how the experience has changed my own views about writing. Notable experiences include the complexity of doing a literature review and the confusion that comes when the redundancies in writing are pointed to, mainly because one is unaware of how redundant the writing is. I propose to explicate these experiences in the context of the theoretical constructs offered by Lave and Wenger as well as the New Literacy studies to show how my development of advanced academic literacy occurred through participation in the socio-cultural practices of a community of practice.

Keywords: academic literacy, auto-ethnography, postgraduate writing, community of practice

#11

More Innovation Needed: Offering a part time PGCE programme to practicing teachers

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KZN has many teachers who are professionally unqualified in that they have an undergraduate degree but do not have a professional teaching qualification. The Post Graduate Certificate in Education (PGCE) is a one year certificate which gives graduate students a professional teaching qualification. In trying to provide access to wider group of unqualified teachers, particularly those teaching in rural areas, the Faculty of Education at UKZN offers the programme as a part time course over two years so that practicing teachers may study for this qualification. The curriculum was not adapted for the part time offering, only the programme duration. The paper reports on a study that interviewed twenty part time PGCE students in order to explore their perceptions of their learning on this programme. While many students come to the programme thinking that they know how to teach, they do find the PGCE helpful, probably because they have practical experience in the classroom. Thus, the strength of this model is that students are already in schools and are able to engage directly with the knowledge they acquire on the programme. The weakness of the model is that it does not take sufficient cognizance of the reality of being a part-time student and a full time teacher. The model assumes that teachers receive good quality mentoring in their schools, but this was in fact not the case for most of the respondents in the study. The paper engages with the kinds of innovations that would further strengthen this model of teacher education.

#12
Integration of Teaching in the 'Becoming a Doctor Course' – a full day pilot project

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There is a growing literature being published on the importance of Cultural Competence in improving the quality of health services provided, in South Africa, and other countries as well. The Faculty of Health Sciences (FHS) at UCT is at the forefront in teaching language skills to health sciences students which play a major role in developing cultural competence.

The preclinical undergraduate training in the MBChB programme at the FHS includes the 'Becoming a Doctor Course' in the second and third years of study. It consists of 3 strands which are: Languages (isiXhosa and Afrikaans); Clinical Skills and Family Medicine. This is in alignment with the 2003 UCT policy which states that the university should prepare students to "participate fully in a multilingual society." UCT was recognised for the development of innovative language courses in the FHS by being awarded the PanSALB award for the promotion of Multilingualism in a Higher Education Institution in March this year.

A pilot study was conducted to assess the feasibility and value of integrating the teaching of the 3 strands in a clinical setting under supervision of Language and Family Medicine facilitators.

The evaluation following the pilot study indicated that the course helped students with their vocabulary and improved their understanding of the patient's response in his/her mother tongue. One student's comment was: "I have learnt that in real life situations, a doctor may miss a lot of information if he/she does not understand the language the patient speaks."

The message of our presentation is that multiple languages can be integrated into the mainstream courses offered in centres for higher education.

Keywords: Integrated teaching, Language/Cultural Competence, Medical Interview, Clinical setting

#13
Discovering water - A fish's view of e-learning tools

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"*I don't know who discovered water, but I'm pretty sure it wasn't a fish.*" (Marshall McLuhan)

A disturbing dichotomy is emerging within e-learning. On the one hand are reports of more universities making use of e-learning tools, supported by a concomitant surge in research, while on the other hand are indications that the speed and extent of change are in doubt. By exploring the changes in e-learning terminology, and research foci over the past 20 years, a theory is presented to explain this dichotomy, together with a proposal to direct future research into e-learning tools. Central to this new research direction is the requirement for e-learning researchers to attempt to "get out of the water" in order to discover what constitutes a "natural" learning environment.
The past ten years have seen a plethora of e-learning tools emerge together with a confusing mix of terminology. Based on research arising out of a post graduate I.T. course, this paper presents a framework that classifies e-learning tools into three existing and one potential category. The first and most dominant category, Learning Management Systems, includes research and tools with a product focus. The second category, Virtual Learning Environments, includes research and tools with a place focus. The third, emerging category, Personal Learning Environments, puts people central to e-learning. However, in terms of e-learning, all three categories are potentially crippled by underlying paradigmatic weaknesses.
This paper argues that future research in e-learning needs to move beyond the etymologically biased terminology and paradigms of these three categories of e-learning. It suggests that future research needs to focus on exploring a new category of e-learning, called Organic Learning Environments. These environments may offer the best insights into the pedagogies of learning in the digital age and provide a "natural" way to address the emerging dichotomy within e-learning.

Keywords: e-learning, learning management systems, virtual learning environments

#14

What Lessons can University Lecturers Learn from Broadcast and Social Media?

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What does broadcast and social media have to teach us as lecturers? There are interesting parallels between higher education and broadcast media, and this paper attempts to disrupt the existing conceptions of university teaching and learning, to assist us to reconsider our role and practice as lecturers.

The role of the lecturer at a Higher Education institution involves reflexivity, and reflection on our roles as content producers, performers, and teachers. When media makers develop content for broadcast, as we do as lecturers, they reflect on the relevance that the media making process may have in assisting lecturers as self-reflexive practitioners.

South Africa has moved from a single channel, first broadcasted in 1976, to the ubiquitous technological devices that sit in the pockets and bags of lecturers and students alike. In the same scale of shift, social and personal media are now part of the everyday lives of students and lecturers, and we no longer "sit down" to watch media, we do this in a way that is integrated into our lives. Lecturers and students, however, continue with lectures and tutorials in ways that have remained relatively unchanged since the 1970's. What lessons can be learnt in improving our professional teaching at higher education institutions, from the advances in broadcast and social media?

The issues that this paper will cover include some focus on the relevance of audience measurement; the selection of broadcast schedule, or time-based vs task-based scheduling, raising interest and awareness; the role of advertising in the core issues of programme design; integrated media campaigns; partnerships and multimedia campaigns. The parallels with higher education practice and possibilities of shifts in practice will be a basis for reflection.

Keywords: broadcast and social media; reflexive practitioners

#15

An Investigation of User Security Awareness amongst Students in KwaZulu-Natal

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Recently a great deal of attention has been devoted to the amount of time that some users spend using social networking sites and the risky things that these users' can do. In a study by Sophos (2007) it was found that users are careless when using social networking websites regarding who they invite into their circle of friends (Bulbulia et al, 2010) . A survey was done in 2008 where a false Facebook profile was created for a character called "Freddi Staur" who sent out 200 friend requests to determine how many people would be willing to accept him as their friend (and thus permit a complete stranger to have access to the users' personal details on their Facebook profile) (Sophos, 2007). The false friend requests received 87 responses, with 82 responses giving "Freddi" access to private information (Sophos, 2007). In this research study another fake facebook profile was created, a charactor called Joe Lennon who sent out 100 friend requests to determine how many people would accept a complete stranger as a friend. This false friend request received 55 responses giving Joe access to private information. Information security awareness is a big problem and more ways to educate users' might be a huge step in the right direction (Monk, Van Niekerk & Von Solms, 2007). True security depends on assistance from the users concerned in the security process (Bulbulia et al, 2010). Each and every user involved in the security process not only needs knowledge relating to what they should do, but also knowledge as to how to perform their security-related functions (Van Niekerk & Van Greunen , 2006). Extension of this study will investigate 3 ways of delivering information security education to the students of the University of Kwa-Zulu Natal and deduce which approach works the best.

Keywords: Online Security, Education, Social Networking Safety, Gen Y

#16
Investigating the Management of Large Undergraduate Classes at UKZN: Lecturers and students' experiences

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How do various Schools and Disciplines in the UKZN manage large undergraduate classes? What informs the ways they manage them? How do lecturers and students experience large classes? What lessons can be learnt from the various ways of handling large classes in this institution? In this paper we report findings on a university-wide study currently under way, seeking answers to the questions above. UKZN is committed to redressing past imbalances regarding access to university education. This has resulted in very large classes in most of the undergraduate programmes as budgets for employing additional teaching staff and building more lecture halls are overstretched, thereby creating a big challenge in the ways curricula are delivered. UKZN is equally committed to offering quality education and enabling success for all its students. This suggests that the large classes must be well managed. There are a variety of approaches to managing large classes currently in use in the UKZN. To date, however, we lack adequate knowledge and understanding of the nature and efficacy of such practices. Since large classes are, in our view, here to stay in South African universities, this paper aims at sharing knowledge regarding their management. Heads of School are being individually interviewed. Focus group interviews are being conducted with lecturers handling large classes. About 5% of students in each relevant faculty will be focus group interviewed. At least four large class lectures per faculty will be observed. Data analysis will be informed by both the questions raised above and any additional themes that emerge. Preliminary findings suggest that large classes pose huge challenges in the institution.

Keywords: large classes; managing large classes; lecturers' experiences; students' experiences

#17
Underperforming student perceptions of effective teaching

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The retention and success of students is a crucial issue which is often linked with quality of teaching. While studies (Oesterle, 2008; Waxman, 2001; Kelly, 2008 and Wentzel, 2002) have focused on student perceptions of effective teaching, they have not focused on the perceived teaching factors that underperforming students in particular regard as being crucial for them to achieve academically. This study focuses on the perceptions of 500 'At Risk Students' in the Faculty of Management Studies,' regarding effective teaching. 'At Risk Students' are students who fail to attain the minimum number of credit points in an academic period. These perceptions are based on teacher quality and lecture atmosphere. The perceptions were gathered from questionnaires responded to by the Faculty of Management Studies 'At Risk Students' at the academic counseling held for returning students. Past studies have revealed that student feedback adds value for academics and administrators in their continued efforts to improve teaching and learning based on the premise that no one knows more about the classroom learning environment than the students who experience it. Therefore the results of this investigation will offer academics who deal with underperforming students an insight into what this cohort of students perceive as making a more effective teaching environment that will ultimately have relevance to issues of retention and student success of this significantly large cohort of students.

#18
Using a Needs-Analysis Survey to Creatively Support Under-Prepared Students

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Under-preparedness has repeatedly been cited for most dropouts of students in South African Universities. Results drawn from three different assessment strategies indicate that many students entering the Mafikeng Campus of the North-West University (NWU) are under-prepared for the challenges they have to face in their academic journey. The results were drawn from The TALL test, The NBT test as well as a reading assessment test. The Academic Development Centre (ADC) is faced with the challenge to offer academic support to these students. The problem is that although it is known that the students are under-prepared, it is not certain as to what skills they need exactly. Lieberman et al. (2010) emphasize the fact that it is necessary to customize academic support to specific curriculum demands, diverse student backgrounds, educational experiences and prior academic performance levels. By just using the assessment tests, the ADC would focus on the students' deficit areas only.

According to Schreiner (2006) such a deficit-based remediation leads to low expectations among students and lecturers and does not engage students in their own learning. The strengths-based approach to academic support does not ignore weaknesses, but identifies strengths and address the weaknesses by building on the existing strengths (Clifton & Harter, 2003). The ADC decided to adopt the strengths-based model and a needs analysis questionnaire was developed in order to pinpoint specific areas of weaknesses and strengths students experience in their academic endeavors.

This discussion explores the findings of the needs analysis survey done on Mafikeng Campus as well as the academic support strategies offered to the students. The purpose of the roundtable discussion is to 1) share information about approaches to student academic support, 2) share lessons learnt regarding methods to determine weaknesses and strengths of students and 3) explore creative academic support strategies.

#19
The process of building the social networking for academic purposes pilot (SNAPP)

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The Social Networking for Academic Purposes Pilot (SNAPP) hope to deliver a creative pedagogy in enhancing the delivery of post-graduate courses through the use of existing social media technologies combined with face-to-face tutorials and global interactions. More specifically, SNAPP hopes to update the under-utilised technology resources already available at the School of Development Studies (SDS) through the integrate use of UKZN's Moodle platform, other web tools such as Facebook and a part-time technical tutor into the School's 2011 Poverty & Inequality course. The tutor and UKZN online platform will particularly be utilised in: a) posting presentations, lecture notes and how to access additional readings and learning material, b) assisting with the tutorial for the poverty calculation assignment, c) enhancing delivery of the Assets and Livelihoods seminar (where lecturer will review a case study on poverty in the Maldives), d) applying tools to the Poverty and Information & Communication Technologies for Development (ICT4D) seminar (where you-tube video clips or live-feed of poverty and ICT experts will speak to students) and finally, e) providing ongoing mentorship. This short paper describes the iterative process of developing this interactive and virtual learning environment which makes it useful and relevant to graduate students and staff alike. As a result of the combined intervention, staff and students hope to see an effective use of technology applications, global digital interaction, and peer tutoring to complement lectures at the university's School of Development Studies.

Keywords: Moodle, Virtual Learning Environment, online learning

#20

WORKSHOP: Social Media in Higher Education: The Case of Facebook

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The purpose of the workshop session is to propose the use of the social media network site Facebook in higher education and in particular in Public Relations training. The advantages of Facebook are explored as an educational tool, and specific instructions are shared on how to use it in the academia. Through this journey, we suggest the creation of a professional Facebook presence in which facilitators can in future learn from role-models and also actively participate in a synergistic fashion with students in the context of higher education. This will hopefully stimulate student-centered learning.

An additional objective of this workshop will be to take delegates on a journey of using Facebook (a social media platform) as an effective teaching and learning platform which enhances education.

The approach of the workshop will be interactive and will introduce delegates to the present teaching and learning experiences of facilitators and students at North-West University (Vaal Campus) and Vaal University of Technology. A discussion on important tools used on the Facebook platform will follow. Assistance will also be given to delegates who wish to create such a platform in the context of curriculum innovation in teaching and learning at their workplaces.

#21

The Road less Travelled: A reflection on the use of narrative inquiry in nursing research

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The use of narratives in the African context as a way of making sense of experiences and understanding a phenomena is not something new. Therefore the idea of using narrative inquiry as a research method was in line with the notion of African models of exploring experiences and knowledge. There has been a steady increase on the use of narrative and life story research in the social sciences and health related disciplines. For the School of Nursing in KwaZulu–Natal, however, this is a relatively new phenomena and I believe that sharing my journey may not only add value to the scientific world of research but also to broadening the boundaries of knowledge in nursing practice and education.

This paper offers an overview on the use of narrative inquiry in nursing research, including what might count as narrative and narrative data analysis. I reflect on the journey of using narrative inquiry. I will share some thoughts and experiences on taking the road less travelled in my research for my masters course work; the challenges that I experienced as a novice researcher and how narrative differs from the other 'known' qualitative research paradigms.

Keywords: Narrative, Narrative Inquiry, Metaphors, Narrative analysis

 # 22

Teaching Philosophy in an African Context: A proposal for introducing philosophy to students with a traditional African background in the context of modernity

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I argue that the dominant approach to teaching introductory philosophy in the English speaking world has a disempowering effect on students with a traditional African background and debilitates any attempt at fostering a common local culture for citizens of all backgrounds. In other words, it fails to furnish them with the necessary equipment to negotiate between world-views. This is because of the gross oversight in modern and contemporary philosophy of the foundational notion of the subject and agent as able to transcend, to some extent, the determining influences of their environing factors in coming to know what is, objectively, and to choose what is truly of value. This failure is in turn due to the prestige of the natural sciences as model for all knowledge ("scientism"), marginalizing the subject as possible source of anthropomorphic bias (e.g. cognitive science). In my proposal, philosophy is introduced with pre-scientific (mythological) accounts of meaning, and an intellectual culture monitored by common sense alone, moving to the introduction of theory (Plato; science) and clarifying the self-appropriating subject as *source* of objectivity (not of its undermining!). The normative notion of 'ubuntu' corresponds to this idea. Philosophy needs to connect to this by a comparative inquiry into key world-views, governed by the modern and contemporary ideas of autonomy and individualism (e.g. Sartre), reductionism and history (e.g.Marx), religious traditions facing secularism (e.g. Christianity), and African traditional ethical and metaphysical thought. Traditional African ideas can hook onto these concepts and in this way be critically examined and re-expressed. Two factors block the implementation of this proposal: the loss of the sense of philosophy as a *dialogue*; and the perceived link with *religion* (seen as anti-intellectual, not evidence-based, and authoritarian). My own attempt to initiate such a debate at the university, through the professional journals, has failed.

Keywords: Philosophy, Syllabus, African context, Scientism

#23

Online isiZulu program for students at Nelson R Mandela School of Medicine

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The growing use of online teaching and learning in the 21st century provides some interesting challenges for African language researchers. It entails careful conceptualization and designing based on second language learning and teaching (SLLT) principles, particularly the current widely influential field of task-based language teaching (TBLT) in trying to create quality learning environments. This paper emanated from class observations and discussions with previous and current medical students as well as academic staff, on how to improve the current isiZulu program presented to all undergraduate medical students and the clinicians affiliated to the Nelson R. Mandela School of Medicine (NRMSM), UKZN. This module is currently a blend of face-to-face teaching and print-based media as modes of delivery. At times, however, there is an absence of face-to-face communications, particularly with the senior medical students. The article draws on findings from a previous study that alluded to the fact that there is a demand for online resources in isiZulu. The researcher is therefore, exploring the online learning and teaching option, particularly the use of web-based learning (Learning @UKZN) to enhance the continuity of the process of learning isiZulu and improve the communicative ability of the students. This paper will discuss some of the principled issues of SLLT and TBLT that will underpin the development of a real and creative online environment which in turn will facilitate active learning. In addition, this paper highlights some of the challenges that can be faced when developing a computer-assisted isiZulu program. But the challenge is minimal compared to the opportunities and prospects presented with the teaching of isiZulu at the School of Medicine.
As part of an on-going project, conclusions were not available at the time of submitting this abstract.

Keywords: online teaching, second language learning, task-based learning, isiZulu specific course

#24

KEYNOTE: A Complexivist View of Higher Education: Implications for curriculum design and research on teaching and learning

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Studies of complex systems have transformed a number of scholarly disciplines, including the sciences, but have, until relatively recently, had less impact in education. Complex systems are open, recursive, organic, nonlinear and emergent. Re-conceiving curriculum, teaching and learning in terms of emergence foregrounds the non-linear, unpredictable and generative qualities of educational processes, and encourages us to value that which is unexpected and/or beyond our control. In particular, a complexivist understanding of higher education suggests that gaps between 'inputs' (e.g. policy, curriculum design, teaching methods) and 'outputs' (e.g. capabilities, dispositions, identities) should be valued as sites of emergence rather than as deficits to be 'filled' by positive knowledge and prescriptive curriculum models.

However, many educators and administrators (in all sectors) seek predictability and control through various practices of *complexity reduction*, including those that work prospectively (by reducing initial variables) and retrospectively (through backwards selection of particular trajectories). My presentation examines a number of theoretical, practical, historical and political dimensions of complexity reduction in education with particular reference to the persistent effects of simple systems science discourses (in education and elsewhere) and their implications for curriculum design and research in higher education. I focus on two specific ways in which higher education policy-makers and practitioners have reduced complexity, namely, the widespread adoption of 'constructive alignment' as a curriculum design model, and the similarly widespread imperative for teaching and learning to be an 'evidence-based' practice modelled on Western medical science. I argue that a totally 'aligned' curriculum inevitably risks being oppressive, but that understanding it as an element of a complex system can mitigate this risk. Finally, I argue that higher education researchers should resist borrowing methodological standards from Western medical science, and suggest some alternative ways of thinking about 'evidence' that acknowledge both a diversity of epistemologies and the complexity of the objects of their inquiries.

#25

WORKSHOP: Making Curriculum Strange

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The everyday languages with which we perform our work in universities – the talk and texts (email, web content, paper documents) that circulate our ideas about curriculum, teaching and learning – can rapidly become so familiar that we take them for granted. One way of preventing these commonplace perceptions from becoming habitual or automatic is to follow an artistic manifesto associated with the Romantics and Surrealists, namely, to deliberately try 'to make the familiar strange, and the strange familiar'. We can do this by deploying the various defamiliarising techniques that many creative artists use to attract and hold our attention, prolong our perception, and make us look at a familiar object or text with a heightened level of awareness. Defamiliarisation assumes that the tactic of surprise may serve to diminish distortions and help us to recognise our own preconceptions. This workshop adapts the strategy of 'making the familiar strange' to curriculum inquiry by presenting participants with 'strange curricula' from a variety of sources, including curriculum history, science fiction, and understandings of teaching and learning found in non-dominant cultures. Participants will also be encouraged to share examples of 'strange curricula' that they may have encountered in their own lives and work.

#26
Conceptualizing the Postgraduate Research (Service) Experience

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University of KwaZulu-Natal

Service employees are one of the key elements in the operation of successful service organizations. This article is an attempt to improve the postgraduate students' service experience through an improved understanding of the role of the postgraduate research supervisor (service employee) as it is influenced by or impacted upon by the postgraduate research (organizational) climate and the process of organizational socialization. Furthermore, since postgraduate students 'vote with their feet' an improved understanding of the postgraduate service encounter may result in improving the quality of the encounter and so increasing throughput and the number of postgraduate students.

By drawing on and distilling the organizational behavior and services marketing literature, more specifically literature pertaining to organizational socialization, organizational culture and climate, role, and service experience and service quality, relationships are explored among the aforementioned variables in the context of the postgraduate research service encounter since these are postulated to impact on the post graduate students' service experience.

Theoretical support is provided for a proposed relationship among the following: organizational socialization, role perception and organizational climate as it pertains to the postgraduate research supervisor and this is theorized to mediate the postgraduate students' service experience. If the conceptual model can be validated through empirical studies, then higher education institutions could use it to improve the postgraduate students' research experience and by implication increase the number of postgraduate students and throughput.

Keywords: organizational climate; postgraduate service quality; organizational socialization; role clarity and ambiguity

#27
Avoiding the "Solve for x" Syndrome in the Teaching of Applied Mathematics to Undergraduate Engineers

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University of KwaZulu-Natal

The teaching of applied mathematics to undergraduate engineers differs from the teaching of the same subject to science students. While the course content is generally similar, the emphasis is clearly different. While mathematical rigour is preserved, the emphasis when teaching engineering applied mathematics is on the application of key concepts. Historically, the approach to teaching applied mathematics to undergraduate engineers involved the understanding of basic concepts and the seeking of solutions to application-based questions. This method suffers the shortcoming of what we term '*solve for x*' syndrome – the sole emphasis being the ability to find solutions to well-posed problems without any connection to physical reality. This approach clearly fails to suffice the need for studying applied mathematics. A physical interpretation of a solution may rule out the applicability of such a solution. The aim of this talk is to illustrate the use of demonstrations and experiments in the teaching of applied mathematics to undergraduate engineering students which help concretize fundamental concepts. There are areas of applied mathematics that do not lend themselves to classroom demonstrations. We can perform thought-experiments to illustrate their physical viability. A beautiful example is the mathematical formulation of Newton's law of universal gravitation: the magnitude of the gravitational force between two masses m_1 and m_2 separated by a distance R is given by $F = \frac{Gm_1m_2}{R^2}$. If we now take the limit of F as R tends to zero we get $+\infty$. How does this result translate to reality? We know from empirical experiments that the gravitational attraction between two masses decreases as the separation distance increases. This is still true even if $R \to 0$, with the key point being that R can never be zero. While mathematics allows for $R \to 0$, this is never the case in reality. We show that the use of an experiment or demonstration during an applied mathematics lecture enhances the student's understanding of fundamental concepts. This further helps them make the connection between a theoretical result and its translation to reality.

Keywords: applied mathematics, physics, problem-solving.

#28
Using the Complexity Theory in Understanding Issues in Indigenous Knowledge Systems-Implications for Postgraduate Curriculum Development

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South Africa's Indigenous Knowledge Systems Policy is relatively new (2004) and advocates the integration of Indigenous Knowledge Systems (IKS) in the arenas of education, commerce, agriculture, the sciences, etc. For novice researchers in education, the field of IKS can be overwhelming and confusing. Novice researchers require knowledge of a multidisciplinary approach to understanding IKS, integrating their discipline knowledge with their indigenous knowledge experiences and cultural backgrounds. The discipline-indigenous scholar also needs to consider the multi-layered problem of knowledge production and practicalities of fieldwork in diverse communities. How should beginning researchers with discipline backgrounds and curriculum developers relate the field of IKS in post-graduate studies and thus engage in African scholarship in a globalized world? This question implies several challenges to the idea of knowledge at post-colonial universities and implications for the intellectual protection of its research that impact the understanding of IKS. A suggested perspective is to view IKS-discipline knowledge through the complexity theory. The complexity theory-a study of complex system arises from the many fields applied in the sciences to explain how large-scale complex phenomena organize and adapt from interactions of a myriad of individuals parts. Studies of complex systems aims to promote a holistic understanding of knowledge as *a shared responsibility* that will stand in sharp contrast to the present compartmentalization of discipline as 'knowledge in pieces'. This initial exploratory paper affords the reader an overview of several pertinent issues of IKS viewed from complexity theory that can provide an encompassing model or montage of IKS and at the same serve as a platform for deeper interrogation of IKS-integrated discipline modules. Some issues are complexity theory itself; conceptual issues in IKS; interdisciplinary areas; integration of science and IKS; methodological trends; and integration of theory and practice issues for curriculum development in post-graduate education and assessment and evaluation processes.
Keywords: IKS; complexity theory; curriculum development; postgraduate education

#29
Traversing Boundaries: The rational mind and intuition

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Governments and tertiary institutions around the world make a call for curriculum innovation that respond to global economic imperatives and the vision of creating better societies for all. In the context of democratic South Africa, one of the hegemonic projects, is that of curriculum innovation as a key to creating a society, that is "prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens, leading productive, self-fulfilled lives." The question that this paper explores is: What is the impact of curriculum innovation on the identities of those who implement it? This paper explores changing identities in response to new discourses and the strategies that subjects employ as part of their "care of self" campaign. This paper delves into Foucault's (1982) philosophical project, that investigates, "ways in which discourses and practices have transformed human beings into subjects of a particular kind." It investigates changing identities in response to new discourses at the level of the rational mind and the soul.

In this paper, I present a personal journey of discovering the value of looking beyond the rational mind together with qualitative data obtained from my PhD studies on the construction of identities. I explicate, my research strategy, which I term my 'logic of discernment' to explore alternate ways of looking at identity formation. I explore some views of the soul and Gidden's theory of self in late modernity and the four dilemmas that it confronts. My study presents the possibility of a fifth dilemma which is *prescription versus intuition*.

This paper concludes with paying heed to Einstein's observation that, "The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honours the servant and has forgotten the gift."

#30

A Study of Integrating Podcasting, in a programming course @ DUT's IT department

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IT (Information Technology) teaching strategies are unable to keep abreast of the ever-changing programming paradigms, programming languages and versions of software suites that are often "technologically hardware dependant" and costly to implement.

Faced with ever increasing class sizes, lecture workloads and diminishing monetary resources coupled with reduced throughput rates in programming courses; IT educators may have to resort to extreme measures such as podcasting.

We have undertaken an empirical study of podcasting in the teaching and learning of an introductory programming course in computer science with input from educators and learners. We have found evidence that the principles of podcasting can be adapted in a programming course. The purpose of the roundtable discussion is to elicit feedback from participants especially IT educators who may have employed podcasting techniques in their teaching strategy. Our purpose is to determine how podcasting can be used as a pedagogic tool for effective teaching and learning in a programming course. The study will attempt to determine the impact of podcasting on students' learning and whether IT educators can use podcasting as a teaching strategy. Podcasting will be implemented and a questionnaire will determine the effectiveness of the intervention strategy.

This research aims to explore a possible relationship between learner's beliefs pertaining to their own education of computer programming, their attitudes towards podcasting and their willingness to embrace podcasting as a tool to assist in their learning.

Keywords: Podcasting, IT, programming

#31

From Bush College to Leading Research University: A Nostalgic History of UKZN

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One of the greatest imperatives during the 1970's and 1980's at Bush Colleges generally in South Africa was to develop politically and intellectually. In this presentation I shall consider some of the challenges that impinged on academic and intellectual life in the Faculty of Education, in particular, at the former University of Durban-Westville, in the post-1976 period. These challenges, among others, included issues of governance, policy, teaching, research, the curriculum, staff development and gender equity. The presentation will be largely an auto/biographical account, of my personal experiences, perspectives and development against the background of the institutional history of UDW in particular and of South Africa as a whole.

#32

From Bush College to Leading Research University: A Nostalgic History of UKZN

H. S. Govinden
University of KwaZulu-Natal

After being a senior lecturer at the University of Fort Hare [where I had also been a student] I was appointed to the "University College for Indians" on Salisbury Island in 1965. Drawing from my Fort Hare years, I participated in several activities on the Island campus, and this continued when we moved to the then University of Durban-Westville [UDW]. In this presentation I will narrate aspects of my participation in the affairs of Senate and the Faculty of Science, and of our collective work for the transformation of staff and student life. My role as President of the General Staff Association and, subsequently, that of the Academic Staff Association, and also of the first Convocation, set up after UDW gained autonomy in 1974 - all served strategically in our endeavours to confront the many challenges we faced.

#33

Distance Education: Innovative teaching strategies with technology and its effects on teacher candidates' academic achievement

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Faculty in the College of Education (COE) at the University of Alaska Anchorage uses a wide range of conventional and innovative approaches to instruction depending on the course delivery mode. There are typically three modes of delivery: face-to-face; distance; and hybrid, blended, or mixed-mode delivery. More than 60% of COE classes are delivered in the distance/hybrid mode, which requires extensive use of web-based and other technology for instruction. This study explores the effects of innovative teaching strategies in the context of technology rich learning environments on students' academic achievement in a teacher preparation program that offers 82% of their graduate level programs via distance delivery methods. This study utilized a quantitative research design with a qualitative component. Courses offered in the COE that were offered via distance (e.g. hybrid, blended, or mixed-mode delivery) were selected for this study. To measure the effects of innovative teaching strategies in the context of technology rich learning environments, students pass rates on the Praxis I, Praxis II and students' grades in these courses were examined. A content analysis was also utilized in order to calculate frequencies and percentages of student pass rates. Further, faculty and students were interviewed about the use of technology in these courses. Responses were examined to discover students' academic success in courses that used innovate teaching strategies with technology. The data analysis indicated that students enrolled in distance courses performed at the same rates on Praxis I and Praxis II teacher certification exams. These finding suggests that the innovative use of technology can facilitate and inspire students learning and creativity; design and develop digital-age learning experiences and assessments; model digital-age work and learning; promote and model digital citizenship and responsibility; and engage in professional growth and leadership.

#34

Exploring the Possibilities of the Digital Photography Function of Mobile Phones in Enhancing Teaching and Learning

E. Grimsley
University of the Free State

The purpose is to explore the use of digital photography from mobile phones as a learning aid. Visual literacy is in its academic infancy but it is evolving rapidly outside the academy. The use of visuals in higher education, although consistently shown to aid learning, must be carefully planned. Lecturers are confronted with the dilemma of catering for a new generation of learners where visual and technological skills are paramount. Visuals alone do not function to maximize student achievement. Mobile phones allow very simple tools to be easily integrated into classroom activities with no need for involvement of IT or support staff. The sheer power of these devices is what makes them interesting, their portability and wide range of applications that can be used as a learning tool. As lecturers we need to assist students to decipher the visual codes of a picture as well as develop a language to express their understanding of both the discipline itself and the visual world. Construction of meaning through visual means requires a broader range of skills yet to be developed adequately in students. Possibilities for applying digital photographs taken by students with their mobile phones as a teaching and or learning device are numerous.

Various applications of digital photography as applied to teaching and learning are briefly explored, for example photovoice, photolanguage, photojournals.

The outcomes are: knowledge about visual literacy and construction of meaning through visual communication; knowledge about applying pictures as a learning and or teaching tool; knowledge about the different applications that can be explored with the digital photography option of mobile phones and knowledge about the ethics of visual research.

Keywords: visual literacy; digital photography; undergraduate teaching and learning; ethics

#35

The Prevalence of Food Insecurity and the Socio-Economic Factors Affecting Student's Access to Food and Academic Performance: A case study of 1st year students at Pietermaritzburg Campus, UKZN

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South African University graduation rate of 15% is highlighted as one of the world's lowest. One of the overlooked contributing factors to poor academic performance is associated with student's lack of access to food. A healthy and well prepared brain is a prerequisite for learning and lack of food undermines the significance of a balanced diet as an important component of a student's life. Several studies note that food accessibility and distributional problems that students face are largely due to their socio-economic standing. Food insecurity in universities does not only affect students, but there is an indirect impact on the growth prospects of the country. This study will disclose the prevalence of food insecurity amongst students. It will also bring to the fore the socio-economic issues which affect food accessibility and academic performance.

This study will investigate the prevalence of food insecurity amongst first year students. It will also explore the socio-economic factors which affect academic performance. The study is limited to the University of KwaZulu-Natal and a purposive sample will be derived from 1st year students from the Faculty of Science and Agriculture, as well as those students on probation. Three types of research tools will be used, namely; Questionnaires, focus group discussions and key informant interviews for primary data. Secondary data will be obtained from documents such as reports. Collected data will be analysed using content analysis and SPSS package.

This study will create an awareness to address the socio-economic factors that affect student's access to food and academic performance. Furthermore, this research will advise what interventions the university can implement in addressing the identified problems faced by students.

#36

The Effects of Creative Problem Solving Process Training On Scientific Thinking, Creativity and Innovation in Shahid Chamran University Students

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Shahid Chamran University, Ahvaz, Iran

The purpose of the present study is to investigate the effects of creative problem solving (CPS) process training on scientific thinking, creativity and innovation in Shahid Chamran University students. The instruction of CPS process (using 12 creativity techniques in two phases of creative and critical thinking) as the independent variable and scientific thinking, creativity and innovation as dependent variables. The present study is a field experimental design with pre-test and post-test follow-up control group design. The instruments of this study include Scientific Thinking of Liang et al., Abedi's Creativity questionnaire and Cools and Van Den Brook's Cognitive Style. The sample consisted of 60 male and female undergraduate students of Shahid Chamran University (2008-2009), which was selected randomly by multi-stage sampling method. The participants were then assigned randomly to experimental and control groups. Before teaching the CPS process, pretests on scientific thinking, creativity and innovation were taken from both experimental and control groups. Thereafter, the experimental group was treated with CPS process, but the control group didn't receive any training. After the intervention, post-tests were taken immediately from both experimental and control groups. Finally, after six weeks of intervention, follow-up tests on scientific thinking, creativity as well as innovation were taken. The results of MANCOVA analysis showed that CPS process training caused significant improvement in students' scientific thinking, creativity as well as innovation. Also, the results of repeated MANCOVA revealed that the effects of CPS process over time remained significant.

Keywords: Creative problem solving (CPS), scientific thinking, creativity, innovation

#37

Peer Teaching/Learning Experience Programme: Guiding students to a more active role in the learning process

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Enrollment for level one biology modules increased drastically in the School of Biological and Conservation Sciences (SBCS) at the University of KwaZulu-Natal (UKZN), Pietermaritzburg campus, creating challenges for students and staff. The concern, however, was that relatively few students proceed and complete undergraduate degrees on time. In particular, students appear to lack the ability to develop skills like self-directed learning, communication and problem solving, which would assist them with completing 1st year successfully and with academic work in subsequent higher levels. A group of postgraduates had initially formed a study group in their Science Access year where they become source of academic information and support to each other and continued to MSc level. This group initiated a discussion forum for first year Biology students with the goal to apply Freire's ideas that "Whoever teaches learns in the act of teaching and whoever learns teaches in the act of learning." They encouraged group learning among the students with the goal to transform student learning behaviour from a passive to a more active role. During the sessions, students were encouraged to raise and discuss questions about the content they were learning. The postgraduates guided the process and commented after students' responses. The initiative grew from offering discussion forums to a Peer Teaching/Learning Experience Programme (PTLEP). Before this initiative, few biology students attended the previous academic development programme. Students' response improved steadily from more than 200 students attending the sessions offered in 2010 and almost 300 students in 2011. In conclusion, PTLEP has been viewed by school as an innovative approach to supplement biology lectures and assist undergraduates in the learning process and their academic development. It has achieved cooperation between undergraduate and post-graduate students, lecturers, and support staff and has changed students' perceptions on their role during the learning process where their own active contribution to learning is now an integral part of the first year biology modules.

Keywords: learning process, group learning, first year, large student numbers

#38

The Emergence of a Profession: The case of Local Economic Development

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New professional fields open up as changes occur in the environment. These changes are brought about by new perceptions about the nature of the work, the knowledge base required to achieve it, and the level of personal independence and group interdependence demanded in getting it done. The particular case is one where Local Economic Development (LED) has become a major responsibility of Local Government with LED Practitioners having been appointed to all levels of government. These practitioners have entered this field of work from a wide variety of backgrounds. Until now, however, there has been no formalisation of the LED profession nor the professional development programme required to achieve this profession. UKZN has been involved in a process of engagement with the DEDT to design and implement a programme for the professional development of LED practitioners. As a result of the level of urgency demanded by EU funding under the Gijima project, and because the requirements were focused on leadership and management, two existing qualifications were used with the intention of customising them to the requirements of LED practitioners. This process worked alongside a process of staff critically evaluating the curriculum requirements of this group of practitioners in order to move from a customised curriculum offering to a specialist qualification. In this initial process the two qualifications utilized were the PG Diploma in Management and the Master of Commerce in Leadership Studies.

While at this stage adaptations to the M Com within the existing rules structure make it possible to meet the requirements, the PGDip has emerged as the core professional qualification. This paper tracks the development of the process of designing the Post Graduate Diploma in LED and is considered to be important not only in the context of LED, but also as it provides a case study of how such a process plays out. Further, it provides insight into the challenges faced by a university committed to engagement with its community, especially in terms of scholarship within an African context with uniquely African challenges.

#39

Quality lies In the Eyes of the Beholder: A mismatch between student evaluation and peer observation of teaching

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The study described in this paper was prompted by the poor performance of students in an “at risk subject” in an Applied Science Faculty. Lecturer performance could contribute to poor performance among students and therefore the performance of one of the Chemistry lecturers was evaluated by his students and through peer observation of teaching.

The theoretical framework used for the study is Bernstein’s concept of framing which is used to discuss the control that lecturers have over the pedagogical situation. Peer observation showed that framing was strong and an argument is made for weak framing for the improvement in the quality of teaching. Therefore, the transmissionist approaches to teaching Chemistry are rejected in favor of constructivist views that focus on conceptual change.

The epistemological approach that was followed was two-fold, that is, quantitative and qualitative studies were conducted. The quantitative study pertained to student evaluation of lecturer performance and the qualitative study was based on observation of lecturer performance.

Peer observation showed that the lecturer employed predominantly teacher-centered, passive approaches to teaching, and the facilitation of active learning was minimal. Students, however, evaluated their lecturer positively, indicating that he was an “effective lecturer”. Therefore, the perception of what constitutes “quality teaching” is viewed differently by peers and students.

It may well be that students perceive behaviourist approaches to teaching as being effective because of their assumptions and previous experience of teaching being teacher-centered. It is likely that they may not have been exposed to constructivist approaches of teaching and are not in a position to identify the indicators of quality teaching. Therefore, students’ feedback on teaching is not necessarily accurate or useful. The paper concludes with recommendations on how to improve students’ perceptions and evaluation of teaching quality.

#40
Curriculum, Violence and Safety

C. Hemson
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Becoming a student requires that one leaves behind ways of doing things and adopts the new. While most teaching assumes a rupture from the past, university life often failures to make a rupture where it is most needed. Thus the 'Soudien Report' (Department of Education, 2008) demonstrated the difficulty of universities in freeing themselves from the more oppressive patterns of the broader society. These include high levels of violence on South African campuses (Collins 2011). Such conditions challenge the commitments set out in universities' statements of vision. This paper argues that teaching can respond to this challenge. Using Walkerdine's understanding of border crossing (2005, 2011) as the theoretical framework, this paper explores the task of developing a core curriculum that addresses such issues as violence, diversity and 22on-violence. The methodology is that of a qualitative case study of a first year module on violence and diversity. A key point is that to enable such 'border crossing' to be effective and equitable, teaching needs to ensure that students experience conditions of safety within the course; secondly, the pedagogy needs to take cognizance of the central role of gender in addressing issues of violence.

Keywords: violence, campus, curriculum, safety

#41
Student Performance in the Health Sciences: A UKZN perspective

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Physiology is an essential subject for Faculty of Health Sciences (FHS) students providing them with an insight into the structure and functions of the human body and laying the foundation for the understanding of their more clinically-oriented studies. Physiology is notorious for lower pass rates compared with other profession-specific modules and is traditionally perceived as being one of the "difficult" subjects by Faculty of Health Science (FHS) students.

The aim of this study was to retrospectively and prospectively assess FHS student performance, and associated contributory factors, in physiology as compared with their performance in profession-specific modules.

Overall pass rates and average, maximum, and minimum marks were obtained for all modules for the period 2004 – 2010. Data were further stratified in terms of Matriculation/National Senior Certificate achievement and language with the former serving as a proxy for mainstream/alternative access and the latter for "previous disadvantage".

Analyses reveal that overall student performance in physiology declined steadily. Those students with higher matriculation points had consistently higher pass rates and better marks. Of particular concern, was the substantial decrease in student performance between 2009 and 2010, which coincided with the introduction of a new matriculation system. English-first language speakers were found on the whole to perform better than English-second language speakers. Student performance in the professional modules was consistently better than that in corresponding physiology modules.

These findings have bearing in terms of content, pedagogy and assessment as well as academic support programmes. Student feedback is being sought and Faculty staff is encouraged to incorporate novel methods into their teaching and assessment by critically evaluating their practice, aimed, in particular, at improving students' appreciation of the relevance of physiology to their specialties and their understanding of the discipline.

Keywords: Faculty of Health Sciences; Physiology; student performance; teaching practice

#42

A Strategic Promotion of the Use of African Languages in Higher Education through ICT

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Although many Higher education institutions in South Africa have come up with multilingual language policies, they have not succeeded in implementing them. This has led to a situation in the country where the learners' home language is not used as a language of teaching and learning which eventually leads to high drop- out rates in both basic and higher education. Failure of using African languages as languages of teaching and learning has for a long time been linked to lack of funds, no clear commitment to multilingualism and lack of language support services which are usually essential for the successful implementation of the language policy. In this presentation, I will explore strategies for encouraging the use of African languages in higher education together with ICT. I argue that we should create an environment whereby the use of African languages in higher education institutions is accepted as a norm. It is important to note that any language development attempts should be accompanied by localization of ICT content. The absence of local content and information in African languages will perpetuate the digital divide and marginalization of African languages. It is important that higher education institutions have proper language planning management system at the executive level that will guide the colleges and support services. I also argue that for the successful implementation of multilingual language policies we should have viable language centres, translation and interpreting units. These support services will deal with issues of the development of academic literacies, writing and reading support. I will also stress the importance of language planning research which should be prioritized as part of institutional research niche.

#43

Examining the Cost of Pedagogy: An IT perspective

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Old school lecture has not disappeared from educational institutions. However, technological alternatives continue to increase and change teaching methodology. Today, countless teaching strategies involve the usage of technology. The innovations of using web based curriculum, digital media, podcasting, course management systems, distance education, audience response systems and other tools form the basis for today's pedagogy. The percentage of professors using technology continues to grow. This exponential increase in demand and usage has impacted higher education technology budgets at a time when budgets are depleted. The saturation of technology usage in education has continued to rise to a point where the norm or average technology expected in a classroom essentially meets or exceeds the cutting-edge technology of about five or six years ago. College and university faculty and students continue to request more technology to support pedagogy. Although the Information Technology budget is generally complex with personnel, hardware and software expenditures, this paper will focus on the cost effectiveness of stationary hardware and checkout equipment available to students. Meeting the pedagogical needs of college and university campuses by equipping technology classrooms, computer labs and making technology equipment available are the focal points of examining costs and the metrics used to determine value. The ultimate goal is to connect these services to cost of pedagogy to determine if the university can sustain the pedagogy. Metrics from a small private university were examined and connected to pedagogy.

Keywords: costs, technology, pedagogy

#44

Development and Architecture of E-education Scenario via DVB-RCS Network in South Africa

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In this paper is introduced an advanced E-education provision in remote dispersed communities, such as rural, remote, mobile, agriculture, mining, construction, surveying, military, tourism and so on, based on the specific needs and requirements, implies significant broadband connectivity requirements, timely and quality-assured content delivery of service, applications and interactivity. The E-education solutions of distance learning and training for remote and rural areas, which are out of range of terrestrial and short distance wireless telecommunications facilities, cannot provide the broadband access without satellite-enabled communication infrastructures. In the past are designed and submitted many projects and proposals employing ICT and software support to provide E-education in remote environments, but these solutions couldn't work at all without implementing two-way satellite connectivity through Digital Video Broadcasting-Return Channel via Satellite (DVB-RCS) technique and standards or other satellite and stratospheric platforms solutions and equipment. This research proceed to examine a set of services and infrastructures that will realize such E-education and distance learning systems for schools and corporate organizations and to assess the targeted users' interest in such specific applications. The paper also discusses the original implementation challenges that are presented by combining use of the DVB-RCS standards, and the benefits that can be achieved in practice, based on some experience for implementation these applications in urban, rural and mobile environments including E-solutions in general, and E-education in particular. The configuration of in-house design and development of Space Segment, installation of the scale-down DVB-RCS Hub as a Gateway, the DVB-RCS Ground Network and Interactive VSAT, known as Remotes or Interactive Satellite Terminals (IST), for E-education, distance learning and staff training initiative in South Africa or any hypothetical country are described.

Keywords: DVB-RCS, L/C-band, Ku-band, Ka-band, DVB-S, DVB-S2, VoIP, VDVoIP, Space Segment, Hub, Ground Segment, Satellite Interactive Terminal

#45

Designing, Approving and Teaching a Short Course on Teacher Professional Development: Introduction to Environmental Education to Schools

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The call by the Department of Education for South African universities to offer short courses for certification or non-certification purposes is one that UKZN is responding to. This call expects universities to have governance and curriculum structures in place. In many instances these courses are introduced by organizations outside of the university but are quality assured by the university. These short courses are in different fields and each is expected to be designed and approved through particular university structures before they may be implemented by the particular organisation. This article presents a case scenario of a particular short course on professional development offered to teachers by eThekwini Water and quality assured by the university. The article traces the historical aspects, including the rationale for this course, the challenges and solutions experienced in acquiring university approval to teach the course and the delivery of it by eThekwini Water education officers. The research methodology is an interpretive one where data collection methods used were document analysis, interviews and reflections. The findings illustrate that the process and the outcome of designing and then approving short courses is a protracted and complex one, which is influenced by various factors. The educational quality and impact, financing and governance issues are critical for the approval of short courses. The management of these factors is critical for the effective implementation of these short courses. These factors can have an indirect and sometimes a direct impact on the teaching of these short courses.

Keywords: short courses; professional development; governance; quality assurance

#46
Teaching and Studying towards an Honours Degree – Why should I do it?

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Increasing student numbers in postgraduate degrees is an imperative of Higher Education in South Africa. In a Faculty of Education many postgraduate students are teachers who teach in local and rural schools. This article addresses the 'lived experiences' of six postgraduate Honours Science Education students in the areas of their teaching, personal expectations and actions. An interpretive research paradigm used interviews, document analysis, module evaluations and student reflections to develop narrative accounts of these students' experiences. The data was deductively analysed to construct the narratives. Positive enrichment experiences for teachers to understand curriculum, learner and classroom issues and to implement these in their classrooms is a strong motivation to complete a postgraduate degree. The demands of researching, assignment submissions and school examination processes, the forces pulling the students in opposite directions, are strong deterrents for completing a postgraduate degree. Overall, the personal, professional and researcher growth, and positive impacts on learner's lives overarch the demands of a postgraduate degree. Suggestions for improving the university life of postgraduate students are presented and discussed.

Keywords: postgraduate study; teaching; implementation, recognition

#47
Developing Peace Educators at UKZN

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University Of KwaZulu-Natal

This paper explores the multi-faceted curriculum processes and teaching and learning experiences in a peace education programme at the University of KwaZulu-Natal (UKZN).

The Certificate in Education (Participatory Development) is a two-year programme that provides an initial qualification for adult educators and community development practitioners. The programme offers an opportunity for specialisation in peace education and has over the years contributed to an emerging community of peace educators in KwaZulu-Natal (KZN).

The development of peace educators takes place through modules on Conflict Transformation and modules on Development in Practice. During the latter modules, students are engaged in experiential learning via a service learning project which requires them to plan, implement and reflect on a peace education event in their respective communities. The project is a challenging but important aspect of developing peace educators and shows signs of facilitating transformative learning (Mezirow, 1991, 2000).

A further key element of this innovative curriculum is the inclusion of AVP (Alternatives to Violence Project) workshops. These powerful, experiential workshops prepare students to respond to conflict situations in a non-violent manner, eventually leading to accreditation as an AVP trainer. Some students from the 2008 and 2009 cohorts have proceeded to run AVP workshops for school and community groups.

Drawing on interviews with past students and course evaluation data, the paper explores the learning experiences of these students and their development as peace educators within the programme. It also considers their on-going learning within a community of practice (Wenger, 1998), a network of approximately 150 peace educators in KZN, which supports students after their formal studies at UKZN.

#48

The Implementation and Performance of a 1st Year Economics Tutorial Program

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The economics principles course has experienced extremely high failure rates in recent years with approximately 50% of registered students failing the course with many of these being repeat students. However in light of this high failure rate a tutorial program has been conspicuously absent since the merger of the campuses. This paper assesses an ADO's attempt to address the needs of "At Risk" students through the provision of structured tutorials that encourage collaborative learning. Along with an empirical assessment of the performance of the attending students relative to similarly performing non-attending students this paper will also survey the difficulties that were encountered implementing this program.

Keywords: economics, tutorial, discourse

#49

Language and Mathematical Ability as Contributing Factors to Student Failure in First Year Accounting

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The study aims to investigate whether students' language and mathematical abilities are among the contributing factors to student failure in first year Accounting. The hypothesis tested in the study is that there is a positive correlation between language and mathematical ability and students' performance in Accounting. The study is motivated by two observations: firstly, that first year Accounting students respond positively when questions are phrased in simpler language terms, and secondly, that they seem to struggle with solving basic mathematical problems in their calculations. Although a pass in both English and Mathematics is a prerequisite for admission into any Bachelor of Commerce programme, the performance of students suggests that their competence in these two areas is not at the expected level. The study entails observations made during interactions with students, questionnaires sent out to students and interviews conducted with students (both those who passed and those who failed the module). The study also takes into account students' historical competence in Maths and English as reflected by their Matric results. The results obtained from the study provide support for the author's hypothesis that low language and mathematical skills impede students' performance in Accounting. It is hoped that the results of this study will help the responsible authorities come up with interventions aimed at addressing these two critical areas.

Keywords: Language, Mathematical Ability, Failure

#50
Perceptions of Contextual Grammar Teaching

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The most effective way of teaching grammar in EFL classes has always been a controversial issue for language specialists and teachers for many years. Because every teacher has their own style of teaching, there is not the best way to teach grammar. Against what traditional grammar methods suggest, recent studies state that at any level, grammar should be taught in context so that even lower proficiency level students can bridge the gap between knowing the structures and using them. Although the effectiveness of contextual grammar teaching is explored extensively in the literature, the field lacks research on how students perceive it. Since teaching in a contextualized way is thought to be effective, this study aims to find out how much the students make use of the contextualized texts in learning grammar.

In order to find out to what extent EFL students are able to make use of the contextualized way of teaching in their grammar course, a questionnaire and semi-structured interviews were administered to language learners of different proficiency levels in an Intensive English Programme at a state university in Turkey. The findings and implications of the study will be discussed during the poster presentation.

#51
Experiences of Post-Graduate Educational Technology Students in the WBTL Environment

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University of KwaZulu-Natal

This article argues that Educational Technologists ought to use Constructivism learning theory in facilitating Web-Based Teaching and Learning (WBTL) environment in South African higher education institutions. This article draws on a case study of forty South African post-graduate Educational Technology students who use WBTL in learning their modules. In South Africa Educational Technology is offered by higher education institutions and as such this article not only gives these students a voice but also looks at their WBTL experiences. Data collection occurred through focus group semi-structured interview and questionnaires. Seven issues emerged from the data as the students were responding to the semi-structured interviews and questionnaires' questions based on the "characteristics of authentic activity" of Constructivism learning theory (Oliver and Herrington 2001, 33). The seven issues were discussed and conclusions were drawn from them. The article argues for prioritising relevant WBTL theory instead of promoting constructivism at the expense of other theories. This article is also trying to contribute towards the well being of WBTL communities by arguing for WBTL relevant theories. Therefore, the focus of this paper is to explore students' WBTL environments with the aim of understanding their experiences in utilizing WBTL environment in South African Higher Education institutions. Findings according to student indicate that students' WBTL environment is relevant to their real world, outcomes are important, it has instructions for learning, it is used a source of information as compare to library of resources, it encourages students to construct knowledge, it has structured activities for the students and it is applicable across different subjects.

#52

Effectuation as a Prime for Entrepreneurship Learning: A Case at a University of Technology

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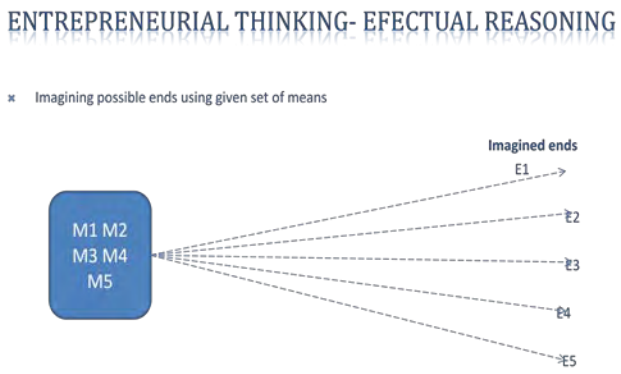
Vaal University of Technology

The purpose of the presentation is to present an effectuation model for developing entrepreneurship learning within higher education.

The Effectuation Model



Where M stands for Means (Inputs) and E is equals enterprising behaviour (Outputs). In the context of this, university of technology focus goes to entrepreneurship learning and how it is shaped by economic forces (high graduate unemployment rates/low absorption rate of new recruits) [M1] and a generally de-industrializing South African economy (consumptive entrepreneurship and tenderpreneurship) [M2]. These means (M1&M2) justifies the need to galvanize and foster a new culture of entrepreneurship within higher education which is, in our case, driven by effectuation the implication of which goes to entrepreneurship curriculum [M3], pedagogy [M4] and rationale [M5].

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#53

Examining Student-Specific Factors that Promote PhD Thesis Completion

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The debate on what really contributes to successful PhD theses completion within regulation time is perennial and unending. A lot of studies on post-graduate research normally focus on modes of research supervision and student funding as the most important factors in PhD research work. However, there is a need to examine student-specific factors. Students may have the best research supervisors and be exposed to the best supervisory practices as well as have adequate research funding but still fail to complete their theses. The completion of a PhD thesis ultimately rests on the quality of the student. Research, internationally, shows that up to half of the students who begin doctoral study never receive the PhD (Gilde, 2001). The Higher Education Monitor (2009: 61) states that the rate of doctoral graduates from South African higher education institutions, especially black South Africans is very low. One needs to have gone through a doctoral programme to understand and appreciate the student-specific factors and conditions that promote or hinder research progress. A Chinese proverb states explicitly that *"To know the road ahead, ask those coming back".* In this paper I argue that student-specific and not only institution-specific factors are very crucial in the successful completion of PhD theses. The presentation makes a critical analysis of available literature and also draws from the writer's own experiences as a recent doctoral graduate. In the paper, I further contend that motivation, commitment, diligence, autonomy, organizational and communication skills, research experience as well as ability to negotiate and foster working relationships with supervisors, among others, are the critical factors that promote research progress and ultimate completion of a PhD thesis

Keywords: PhD research, student, completion, factors, qualities, commitment

#54

An Examination of Factors Which Influenced Students' Throughput Rate in the ACE (Language Education) Programme

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In the past there have been numerous changes in the school curriculum particularly in the approach to the teaching of language. In addition, there has been a need for upgrading language teachers, who have previously qualified from Colleges of Education with only a 3-year diploma. The Faculty of Education introduced the Advanced Certificate in Education to enable teachers to attain an REQV14 qualification. Recently, this initiative has been funded by the KZN Department of Education which has seen the number of students increasing by about 400%. A concern, however, with the funded programme is that we have seen a larger dropout rate when compared to previous cohorts which were self funded. Most full time undergraduate students in South Africa, who drop out of their studies, do so because of an inability to pay for their fees, living costs and institutional attitudes. In the case of funded students, their financial commitments are covered by the Department of Education. It is thus of interest to investigate the reasons behind the drop out behaviour for students in the funded and non-funded cohorts. This study was designed to carry out a drop out analysis on the ACE (Language Education) programme, (as part of a project funded by the Teaching and Learning Office which aims to improve the throughput rate of students at the university). In this study the focus is on comparing the differences in the drop out and throughput rate of the students in the two cohorts. The students comprising the funded cohort are largely from rural areas, which have posed many programme delivery challenges. Data for the study is being generated by student records, examination reports and questionnaires and interviews with students. Preliminary findings indicate that some factors which impact on the drop out rate are their struggles with the curriculum as well as their struggles to integrate the theory with the classroom practice. Many rural teachers have indicated that because of their isolation from other schools, they struggle with implementing the new approaches that the curriculum requires because of a lack of support at their schools.

Keywords: Advanced Certificate in Education; drop-out; throughput adult learners

#55

Mother Tongue Teaching in Higher Education: Challenges faced by students during assessment

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Assessment is a central element in the overall quality of teaching and learning in higher education. It determines whether or not the outcomes set for a particular module are achieved. Therefore, the accessibility and inclusivity of assessment to enable all students to fully demonstrate the quality of their learning, is important. This article focuses on assessments administered in mother tongue – isiZulu in a South African university. This follows the initiative of teaching in a medium of instruction of an African language as the constitution of South Africa encourages the promotion of these languages. A Foundation Phase programme within the Post Graduate Certificate in Education (PGCE) qualification is delivered in a dual medium of instruction of English and isiZulu. IsiZulu speaking students were taught and assessed in isiZulu. It was therefore vital to investigate the feelings of students who were lacking in isiZulu as they were ex-model C students who could only converse in mother tongue. Challenges encountered by these students during the assessment period and the impact it had on their performance were investigated. The study is qualitative in nature and is located within the interpretive paradigm. Using purposive sampling, two ex-model C students who were in isiZulu class were identified. Data was generated through interviews, observations during class presentations and an analysis of students' work. Data revealed complex feelings such as uncertainty, anxiety and frustration that students encountered during assessments. It further shows that students battled to understand instructions and could not spell words correctly when expressing their views in a test and examination. The paper argues that those involved in the modules offered in mother tongue should give students instructions that are written in mother tongue as well as in English for better understanding.

Keywords: assessment, mother tongue, higher education, ex-model C students

#56
The Medium AND the Message
(Why students don't read and how we can change this)

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Why do students read magazines rather than books? Why do students prefer doing internet-based research rather than reading academic journals? This paper argues that visual appeal is one of the most important aspects in producing quality learning materials and yet it is in the main, ignored by those responsible for developing course materials. Consideration of the importance of the layout of the information to font size and style to the use of graphics and mixed media is essential for designing and developing student materials that will actually be used by the students. I compare different ways of presenting the same information to illustrate that the manner in which we convey the message is just as important to student learning as is the message itself. While modelling practices of the discipline we are teaching is important, and while materials need to convey academic information, I argue that there are significant benefits to be had in conveying the information in an engaging, entertaining and innovative way. The paper also suggests that involving students themselves in material design and development can facilitate learning as least as much as providing them with our materials can. Lastly, I consider the importance of acknowledging that traditional conceptions of students and how they learn may not be relevant in the current context of teaching and learning in higher education and as such, we need to reconsider what kinds of materials we are producing and how they do or do not fit in with the contemporary student's experiences.

Keywords: Materials development and innovation

#57
IsiZulu Home Language Teachers' Perceptions of the Foundations for Learning Programme in Four Township Primary Schools

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The study investigates ways in which isiZulu teachers in Grade R to Grade 3 understand the Foundations for Learning Campaign (FLC) in four township schools in KwaZulu-Natal. In the context of poor literacy skills, in 2008 the Department of Education (DoE) introduced the Foundations for Learning Programme (FLP) in South African schools. FLP was expected to address the reading crisis amongst young learners in the country. Against this backdrop, the paper investigates how teachers give meaning to FLP. Fourteen Foundation Phase teachers participated in an interview-based study on their perceptions of the programme. Findings of the study indicate that there is uncertainty and unevenness in the ways teachers interpret the FLP. Teachers of isiZulu are unable to use the FLP particularly as it was not written n isiZulu. The paper concludes that the DoE must provide FLP resources in isiZulu so that teachers are enabled to use the programme aimed towards improving isiZulu literacy skills among learners.

#58

Multilingualism in Higher Education

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University of KwaZulu-Natal

This paper explores the rationale for multilingualism in higher education within the University of KwaZulu-Natal as well as the spheres of the educational terrain in general. It highlights the issues of exclusions and dropouts that challenge students and explicates the role of multilingualism as a transformative tool to enhance success and access for all. The paper interrogates more specifically the role of policy which is more than symbolism and should ensure that those who choose to be educated in Isizulu should not be disadvantaged. Factors that hinder the vision towards transformation of our higher education terrain are identified as areas for development. Finally, this paper argues for the creation of a specifically designed unit to address the strategy that must be adopted to ensure success and to create synergy to transforming higher education so that "no man is left behind."

#59

How Disciplines in Higher Education Enable Discriminators Whilst Constraining the Discriminated: A Critical Realist exploration

T. Mkhize
University of KwaZulu-Natal

South Africa as a democratic country has to ensure that there is social justice in all its structures. Social justice is not achieved in situations where there are social structures which still exclude some people. The South African higher education system still excludes Black people this is evident in amongst other things some disciplines being predominantly White, racially skewed higher education participation rates, high drop-out and failure rates of Black students. The situation is the same in both undergraduate and postgraduate programmes. These attrition rates are part of the reasons why South Africa has such a huge scarce skills problem. This paper discusses how disciplines are constructed by powerful knowers through their practices, knowledge structures, curriculum selection, design and delivery in a manner which excludes other knowers.

I argue that Critical Realism is an appropriate ontological meta-theory to use so as to be able to identify the underlying mechanisms and structures which give rise to these racially skewed attrition rates. This paper further suggests that once the underlying mechanisms and structures are identified, Karl Maton's Legitimation Code Theory is the appropriate tool to use in order to understand how their emergent properties operate in disciplines and higher education in general. More importantly, how these properties can legitimatize disciplines and higher education in ways that can result in some students being included, thus succeeding and others being excluded, thus failing. Therefore, I also discuss the relevance and value added by using Critical Realism and the Legitimation Code Theory to enhance the understanding of structural, cultural, agential, pedagogical and epistemological aspects of South African higher education student access and success issues.

Keywords: Knowledge and knower structures, Social justice, Student access and success, Critical Realism

#60

Exploring Psycho-Social Challenges of Diverse Learner Needs in the Bachelor of Education AT-RISK Students in the STAR PROGRAMME at Edgewood Campus - UKZN

S. Mngomezulu & C. R. Kalenga
University of KwaZulu-Natal

This research explores Psycho-social challenges faced by students AT-RISK of academic failure in the Bachelor of Education. Attribution theories, transformation theories, ecosystems and systems theories underpin this paper. The study uses a qualitative approach. It was done through interviews, field notes and observations of 150 participants who are part of the intervention support programme known as "STAR PROGRAMME." The above mentioned theories equally underpin the programme. This paper seeks to draw attention to the psycho-social challenges that students are faced with that ultimately impact on their academic performance. The findings indicated that with intervention strategies suitable for their diverse learning needs, the students may improve their academic performance and the psycho-social needs (some students are battling with the guilt of abortion, HIV and AIDS, rape, drug addiction to mention but a few). This program is providing a platform to discuss these issues and offers appropriate academic interventions to address specific needs of individual students. Much has been published on At-Risk of academic failure students but none focus specifically on hidden psycho-social issues that they may never talk about. This programme has been successful in offering a platform in which students have been able to open-up and speak on the real attributes for their failure. This paper concludes that a well organized and accessible academic intervention programme is the key to student success at UKZN Edgewood Campus.

Keywords: attribution theories, psycho-social, At-risk students, academic intervention programmes, diverse learner needs, transformation theories, systems and ecosystems theories

#61

'Promoters and or students are to blame': A critique of the research promotion process

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North West University

During several research promotion processes, like sheep led to the slaughter, some students meticulously follow their promoters' suggestions and prescriptions only for them to be shocked when they realize that they had failed to successfully complete their research component. Universities, as centres of higher education ought to provide teaching-learning, research and community services to their diverse stakeholders. This study examines the role being played by promoters towards the successful completion within specified time periods of the research component by students. This discussion submits that research promotion and execution is a 'two-man dance' that involves the promoter(s) and the student. The dancers therefore need to play the same musical note for them to execute a harmonious rhythmic dance. Conversely, the dance imagery suggests that the promoter is the senior dancer who should have the acumen to guide the 'amateur' dancer. If the former fails to effectively control the dancing, for reasons within this scope, the results range from students failure to complete on time to withdraw among others. To this end, this study explores what researcher promoters at North West University, Mafikeng Campus can do to ensure that the throughput rate is improved upon. The role of the Academic Development Centre is also examined. This on-going study submits that the unpreparedness of some students to successfully navigate their way through the research component at postgraduate level is compounded by the inabilities of some of the promoters to give befitting guidance. To this end, this action research shares experiences aimed at capacitating the promoters so that the dance should have the intended happy ending.

#62

Publish My Research: Reading, drafting, threading and re-writing

K. Moodley & A. James
University of KwaZulu-Natal

As an undergraduate Biological Sciences student teacher, I conducted research on the factors that influence teenage pregnancy in the Inchanga area. This was my first experience of designing and conducting an empirical research study. As a postgraduate student, four years later, I am embarking on another aspect of becoming a researcher – writing for publication. This paper is an interpretive, narrative account of my (a female student's) experiences – excitement, frustrations and learning about what it means to write for publication. The research methods used were reflective journal, document analysis of drafts of article and supervisor comments and suggestions. The data was analysed deductively according to the categories of excitement, frustration and learning. I have identified the journal that my research article could fit with but I am confronted by the demands of academic writing, working with the notes to contributors and ensuring that the golden thread that I identified at the beginning is threaded through the article revealing my emotions, personal beliefs and development of becoming a scholarly writer. This challenge of converting research into a journal article is one facing all post-graduate students. This narrative will instill the importance of a vision and action for writing for post-graduate students.

#63

A Study of an Innovative Learning Environment Using Interactive Group Sessions

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The range of outcomes evident in student learning often denotes a variety of teaching and learning approaches. In an attempt to address the needs of a large, diverse student body, a different teaching and learning environment that encouraged student engagement was introduced.

This study focused on a third year civil engineering module where the principal lecturer adopted innovative approaches in order to promote interaction amongst students, academics and tutors and student engagement with the content. As this innovation encouraged students to adopt a different approach to learning, this study also sought to determine whether this promoted conceptual understanding.

The approach used was a combination of plenary sessions and interactive group sessions that were held on a weekly basis. Tutors and academics involved in the plenary and group sessions were trained rigorously on a weekly basis to familiarize themselves with the strategies to be used in the group sessions.

Interviews, observations and questionnaires were used to generate data that facilitate the collection of data that could be used to answer the research questions. Findings showed that students gained confidence in this module as the semester progressed, while the module pass rates improved from the previous years. As this is a work in progress, an analysis of student's submissions will be made to determine evidence of conceptual development.

This study has implications for research and practice. Implementing and researching innovative practices has enabled the establishment of a better teaching and learning environment in this specific discipline. Students have displayed greater confidence and enjoyment in the module and there has been greater engagement with the content and interaction between students, tutors and academics. The analysis of student submissions will establish whether this innovative approach supports conceptual development.

Keywords: learning environment, interactive group sessions, affect, conceptual development

#64

Learning Management System's Quality on e-Learners Satisfaction Case of Tshwane University of Technology

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Tshwane University of Technology

With the advent of information technology and the internet, institutions of higher learning have adopted the use of learning management systems (LMS) to enhance their day to day operations of learning and teaching. But the significance of these tools may not be realized if they are not fully utilized. This paper to an extent focuses on learner's satisfaction in explaining LMS's effectiveness. Early research by Usoro and Abid (2008) conceptualized factors that are components of quality of LMSs in higher education. Taking note of these factors, this research aims to see how they support a wide range of pedagogical principles, such as individualized learning, just-in-time remediation, learner-centered education, and active learning.

In this research study, a quantitative research strategy was followed. The participants were selected from a population of learners, university instructors and system administrators. A larger sample group was used. It is however important to note that, even though this research used Tshwane University of Technology as a case study, it can be extended to other learning environments as there is a similar setup of learners, instructors and system administrators and the learning environment. Interviews and questionnaire were used to gather evidence from the users.

The analysis of the data gathered found that a high number of participants prefer to use learning management systems that will meet their needs at any given time. There are certain factors that can be attributed to quality and data was collected on these factors. These include relevancy of teaching modules, student involvement tools, system quality and content development.
The results from the study led to the idea that, factors that contribute to system quality need to be addressed in order to increase the usage of learning management system which enhances learning in many ways.

Keywords: Learner satisfaction, quality constructs, Learning Management System, higher education

#65

African Scholarship and Research as Work of Mourning in the novels of Ayi Kwei Armah

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Ayi Kwei Armah's novels are based on an African social ontology which is characterized by internal relatedness of both temporal dimensions, and individual and society. Armah's early novels, such as *The Beautyful Ones are Not Yet Born* and *Fragments,* portray Africa as a diseased body whose illness is caused by the slavery and colonial past. Research is therefore a diagnostic, knowledge-generating activity, in which researchers explore the causes of Africa's illness, and propose healing alternatives. Since African scholars are affected by this illness, research activity in such novels as *Osiris Rising* and *KMT: In the House of Life* becomes a work of mourning the loss caused by this illness. Mourning is a self-forming hermeneutic process in which social agents re-interpret their world. Research, as project of mourning in Armah's novels, takes three forms: reproductive, deconstructive, or productive. Overwhelmed by inimical and existing conditions, positivist researcher like an unsuccessful mourner, accepts the dominant colonial and neo-colonial paradigm as a guide in interpreting their reality. A deconstructivist researcher rebels against, and even try to ignore burdensome conditions. In *Osiris Rising* and *KMT*, following the ancient Egyptian ethics of Maat, Armah posits productive mourning as a balance between these two extremes. For Armah, research based on positivism, result in parasitic use of communal resources. The outcome of deconstrutivist approaches is theory for theory's sake. Productive hermeneutics provide a balanced, I-Thou relation between researchers and communities. Using the novels of Ayi Kwei Armah, this paper will ground research methodologies on African philosophies. The research paper will be a useful African-centred teaching tool for teachers of research methodologies.

Keywords: Armah, African philosophy, research methodology

#66

Feedback that Facilitates Learning: The views of postgraduate students

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Feedback forms a crucial part in the learning cycle and it assists students to take ownership and control of their learning, progress and success. Literature however reflects that both students and educators express disappointment and frustration regarding the practice of feedback.

This study explored the views of postgraduate students about feedback they receive and whether it facilitated their learning.

An exploratory descriptive design was adopted in this study. Data was collected through structured question from 55 (68%) of the 81postgraduate nursing students that volunteered to participate in the study and through document analysis (8 test scripts and 8 assignments).

The findings showed that various methods of communicating feedback were used including verbal, written, electronic and peer feedback. The majority of the participants acknowledged that lecturers did provide feedback, however there were mixed views about the effectiveness of the feedback provided. The majority highlighted a number of critical elements to be considered when giving feedback, such as, the quality and timing of feedback, clarity, informativeness, link between feedback and learning outcomes, usefulness to inform learning, simplicity and friendliness of language used, acknowledgement of effort by the student and ability to facilitate closure of the gap that exist between the desired goal and their current knowledge. The majority of the participants pointed out that engaging with feedback was influenced by how lecturers presented feedback to the students. One of the reasons cited for not engaging with feedback was that some of the participants were mainly interested in the grades. **Recommendations:** Issues of feedback and its importance in facilitating learning should be addressed as early as possible in the education programme. The skill of providing feedback should be strengthened amongst the lecturers.

Keywords: Feedback, feedback process, learning, postgraduate students

#67

Gazing Inward: Teaching in the postgraduate milieu

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University of KwaZulu-Natal

This paper focuses on a critical reflection of my practice as an academic who teaches collaboratively on a Masters level module in the higher education context. This epistemological vigilance is facilitated by my temporary withdrawal from the teaching game, in order to analyze my modes of academic pedagogy and practice. My experience as a sojourner through the postgraduate landscape, and ways in which I explore my potential for learning through a collaborative teaching approach, are described. The paper foregrounds how the formation of partnerships which are based on trust, and the utility of networking, can be achieved by working with a cadre of fellow academics. The team teaching resulted in the creation of a more authentic gestalt, and enabled postgraduate students to develop skills related to oral and written expression, as well as critical thinking and analytical skills. I conclude by reflecting on how teaching at the postgraduate level allows me to explore the nexus between teaching and research roles, which are central to the work of an academic.

Keywords: Collaborative teaching, reflective practice, postgraduate

#68

Do we know what we see or do we see what we know?

V. Mudaly
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Our students' results in the modules we teach are often under scrutiny. A quick perusal of some results will reveal that the pass rates are very low and will often require some justification. There are various possibilities for poor results and the most prevalent response to this is that our students are coming to us with little or no pre-requisite knowledge. We blame the schooling system and the low standards of the matric examination papers. Reflecting on our own teaching may reveal useful information that may impact student results. Most often, at Higher Educational Institutions, we use simple talk and chalk as a means of lecturing. Some of us know of no other method of teaching. We just talk and most often very few students are able to grasp what we are saying.

This paper makes the claim that university staff forget that different individuals learn in different ways and hence espouses the idea that taking cognisance of Gardner's pluralistic view of the human intellect, we should present lectures that are different from what we practice currently. The theory of multiple intelligences reveals the wide variety of ways in which people understand. The visual/spatial aspect of the human intellect is often the most relevant when teaching but yet it is seldom used. Vision trumps any of the other senses and should therefore play a greater role in our teaching. This paper also considers some examples of teaching that appeals to the spatial aspects of our students. It makes the hypothesis that "we often don't know what we see but we see what we know" (Goethe).

Keywords: Visualisation, multiple intelligences

#69

Reconceptualising African Scholarship in a Multi–Cultural Context: Some reflections on Humanities and Social Science Disciplines at a South African University

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The notion of producing excellent African scholarship has for the last few years, begun to define tertiary level teaching and learning and research output. It is of course critical that at an African university, African theories, ideas and frameworks must be central to knowledge production and cutting edge research. However, there are some questions around whether there can be a singular or essentialist definition of what constitutes African scholarship, in a multi–cultural context. In a post-colonial world, the influences that shape what we teach and how we research have to inevitably take into account the political history of the African continent with its multiple demographic and cultural dynamics as well as the imposition of a primarily European intellectual and scholarly paradigm.

This paper attempts to respond to some of these questions by interrogating whether we can speak of and define an African scholarship that is devoid of multiple intellectual influences (given post-colonial realities), and whether an African scholarship is to be understood largely as a process of excavating African indigenous knowledge systems and incorporating these into contemporary scholarly practices.

The paper will also argue that it is critical that as scholars and academics, our efforts should really be focused on producing outcomes and solution based knowledge, which has practical applications for the global challenges that we face. In light of this, however, African intellectual influences have a critical role to play and should arguably be seen as being one amongst many other "factors" that shape the production of knowledge in an increasingly globalised and multi–cultural world.

Keywords: Post-colonial, Diaspora, African, Humanities

#70

The Use of Visual Tools for Scaffolding the Teaching of Mathematics

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The teaching of mathematics has been a concern of mathematics educationalists for many decades. Researchers have been searching for new strategies and techniques for improving the teaching of mathematics. With the current changes in the mathematics curriculum in South Africa, it is important to ensure that no learner is left behind in the pursuit to produce mathematically literate learners nationally. It is also important to ensure that teachers are kept abreast of changes and innovations in the teaching of mathematics. To explore the influence of the use of visualisation in mathematics, research was conducted with Master teachers in KwaZulu-Natal. Master teachers were asked to complete a questionnaire and they were observed while teaching mathematics lessons. To assist in probing responses to the questionnaire as well as explore observations made, each Master teacher was interviewed. A key finding of the study exhibited that using visual tools for scaffolding was paramount for the effective teaching of mathematics. Visual tools that are referred to in this study incorporated diagrams, symbols, the smart board, pictures, graphs, the use of colour, mathematics manipulatives, gestures and any other visual that was considered as a trigger or catalyst that prompted the need for interpretation of mathematical concepts or ideas. The findings exhibited that each Master teacher constructed visual techniques for advancing the teaching of mathematical concepts. These findings may have wide-ranging influence for teacher training institutions. The findings could lead to curriculum transformation in mathematics teacher training modules.

Keywords: mathematics, visualisation, visual tools, scaffolding

#71

Seeing with the Blind: Teaching and Learning with differently-abled students

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University of KwaZulu-Natal

This paper is situated at the intersection of feminist and *dis*ability studies and draws from the insights gained from interviews with visually impaired students as part of a project on 'body', learning and 'disability theory.' Often the visually impaired, or differently-abled learner is the '*liminal'* being situated at the token outskirts of our class, and our teaching obligations 'appear' to end with getting material to the Disability Unit, seen as being tasked with *re*-preparing the material in a (retrievable) consumable format.

This paper attempts to bring into mainstream discussion, tertiary teaching amongst the visually impaired, forcing us to rethink how to re-integrate their corporeality within our classes. The paper suggests that teaching the visually impaired calls for recognition of a more specific kind of productive pedagogy that works to embrace the learning expectations of this category of student. Drawing from the theoretical work on 'sociology of impairment' by Turner (1992;1996) and Shilling (1993) the paper suggests that the imperative is to understand the preferred learning styles of the visually impaired student, which would allow us to design a repertoire of teaching strategies and practices to suit their particular learning context.

The paper argues that, as classes move increasingly towards technologically innovative teaching aids that use image heavy PowerPoint presentations and podcasts, video footage etc., the visually impaired student becomes further exiled within our classes. The paper thus explores teaching, learning and embodiment by using insights generated from the students themselves and narrows the gaze on how the lecturer may better facilitate, engaged and deep learning amongst this category of differently-abled students. By probing discourses of passivity within the lived experiences of the students themselves, the paper aims to bridge the gap between theory and pedagogical praxis that seeks to afford greater agency to the student.

Keywords: differently-abled, visually-impaired, innovative, productive-pedagogy

#72

Postgraduate Research Collaboration: Developing student teachers' agency in English literature

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One of the most urgent social needs in South Africa (and the world) is the challenge of developing and acting upon values, particularly in contexts marked by various forms of prejudice. At the same time it is necessary for teachers at all levels to draw on the creative, communicative and analytical resources of our literatures to enable their learners to explore and engage with important issues facing themselves, their peers, families, communities and society.

Both these challenges are huge, yet once it is recognised that any publicly funded university needs to deal with them, it is not difficult to develop a strategy to begin to take responsibility for meeting the social and pedagogical needs of school learners, the training needs of university student teachers, the research needs of postgraduate students, and disciplinary/programme development needs. Then it is obvious that one effective way of addressing these challenges is to integrate them.

English Studies (whether located in Education or the Humanities) is well placed to draw upon a range of genres to tackle various social and cultural challenges, silences and prejudices in our society and world. At the same time, taking responsibility for such a challenge is of reflexive value for English Studies, as it contends with questions of its postcolonial significance, power and value.

This paper reflects on how an academic in English Studies (HDSS) has guided a doctoral candidate (who lectures in English Education) to engage with the core curricular foci and the social and academic needs of learners by developing a project to enable teacher trainees to learn how to address such needs through the literature and communication skills they will teach. This project also explores how divisions and tensions between any discipline and its Education counterpart may be tackled so that larger educational and social goals may be addressed.

#73

Clinical Learning of Critical Care Nursing Students from Two Different Programmes in eThekwini Metropolitan Area

H. Ndemera
University of KwaZulu-Natal

Clinical learning of student nurses is vital and an integral part of any nursing education programme. Literature, however, shows that clinical learning in the critical care nursing programmes is a challenge. This study was therefore, aimed at analyzing and describing the nature of clinical learning of critical care nursing students from two different programmes, namely the college programme and the university programme.

A mixed methods approach of both qualitative and quantitative methods was used. Six lecturers and 56 students (38 from the college programme and 18 from the university programme) participated in this study. Data from lecturers was collected through interviews and quantitative data from the students was collected through questionnaires.

The findings revealed a number of pre-conditions to be considered for effective clinical learning, including institutional characteristics, lecturer, as well as, student characteristics. The students' prior experience before engaging in the programme, availability and adequacy of learning experiences, level of expertise of clinical mentors as well as the teaching learning process emerged as important. The differences were noted in the summative assessments where one institution used an OSCE and the other used case presentations and other innovative methods.

Challenges included: preparedness of some of the students from underdeveloped countries and from rural hospitals to undertake the course; unavailability of learning contracts between the students and facilitators spelling out expectations from both parties and level of expertise of clinical mentors. The findings of the study indicate that clinical learning of critical care nursing students remains a challenge to both the student and the facilitator.

Keywords: Clinical Learning, Critical Care Nursing, Student, Programmes

#74

The Project, the African Way, Insights from Experiential Learning: SIFE community development project

M. P. Ndaba
University of KwaZulu-Natal

Given the nature of the economic status of Africa as a continent, it is pivotal that in our approach to development we consider the economic component. In the past all Africa's development strategies were not desirably successful or did not produce solely what they were intended to. On the contrary, these endeavors created a dependency syndrome where African societies could not live without or rather cannot develop without aid. Sometimes when aid is removed, developmental projects collapse. In this way Africa's development remains arrested in the hands of the funder.

This paper will explore the sustainability of Africa's development as a project; collapsing the ivory towers (former universities) to be the engine of African societies' development (twenty first century African universities). This brings community engagement at the centre of this approach as the corner-stone for teaching and learning. The major question then becomes, who do we teach and what for?

Students in Free Enterprise of the University of KwaZulu-Natal took over a project that houses senior citizens in a semi-rural Harmmarsdale area. Their presentation of this project is viewed.

(SIFE PRESENTATION OF INGQOPHUMLANDO CENTER FOR THE AGED)

#75

KEYNOTE: South Africa Is Not Alone In Taking a Fresh Look at Doctoral Education

Maresi Nerad
University of Washington

Since the 1990s, nations around the world have been increasing doctoral degree production and introducing initiatives to reform their masters and doctoral programs. Nations may be as small as Iceland or as large as China, with long traditions of doctoral education, such as Germany, or shorter traditions, such as Australia, Brazil or Malaysia. Why are such initiatives occurring at the same time around the world? Why are both resource rich countries with highly developed higher education systems and countries with emerging economies and young advanced higher education systems reforming postgraduate education?

Six areas will be addressed.

- The connection between the knowledge economy and doctoral education
- An overview of increases in doctoral production worldwide
- The reforms we see around the world
- Examples of individual countries and their approaches to reform
- Changes in the everyday life of doctoral education
- Recommendations gleaned from successful experiences of changes in doctoral education around the world.

#76

WORKSHOP: Conceptual Approaches to Doctoral Education: A community of practice

Maresi Nerad
University of Washington

Preparing the next generation of PhDs to function successfully and contribute to present and future global world challenges, requires that the conceptual approaches to doctoral education be extended beyond the apprenticeship model to a community of practice. It also requires coordinated efforts of many levels inside and outside a university. This next generation of researchers must acquire traditional academic research competencies, professional skills, and intercultural competencies in order to work and function in a world of multi-national teams and multi-national settings. Learning at the doctoral level needs to be structured to allow for true discovery and intellectual risk-taking.

#77

Investigating the Factors Leading to Students Drop out and Exclusions in the Faculty of Humanities, Development and Social Sciences

N.D. Ngidi, S.B Dumisa & A. Jukuda
University of KwaZulu-Natal

This paper endeavours to determine the rate of dropout by students within the faculty and to also ascertain the reasons influencing their withdrawal from the university. The study distinguishes between full-time students in the augmented program (i.e. BSS4) and the mainstream students. The data that is analysed spans over a five year period, from the 2006 entrance year up to and including 2010. For the purpose of quantitative analysis, dropout students are categorised into three cohorts: firstly, students who dropout during their entrance year (known as the foundation year within BSS4); secondly, students who dropout at the end of their entrance year – named the 'non-subsequent registration students'; and lastly, a broad category of students who may or not be currently registered, have not completed their degrees in record time, and continue to be "at risk" of exclusion - in other words their withdrawal from the university is usually imminent albeit not inexorable. Qualitative data is analysed through the use of interviews and questionnaires for categories one and two; whilst focus group discussions will be scheduled with students in the third category. Notably, particular emphasis will be placed on determining the factors which lead to academic exclusions, as these have a direct impact on UKZN's Academic Support and Monitoring System which is geared towards fostering academic excellence.

Keywords: Higher education, language barrier, academic perfomance.

#78
African Scholarship

Panelists – Nceba Gqaleni[1], Nelson Ijumba[1] & Yonah Seleti[2]
Chairperson – Mokubung Nkomo[3]
[1]University of KwaZulu-Natal, [2]Department of Science & Technology and
[3]University of Pretoria

In the last half a century in which decolonization unfurled and loomed large in global affairs, political emancipation enjoyed high status in the campaign to restore the human rights of the colonized.

It was Kwame Nkurumah's "seek ye first the political kingdom and all else shall be added onto you" injunction that influenced the "politics first" approach in Africa immediately after independence. It took about half that period for the realization that exclusive focus on politics without an equal claim for economic emancipation and redistribution was a worthless undertaking. It is now taken for granted that the latter should be elevated to a high place on the development agenda.

In recognition of the inadequacy of the Nkurumah formula, Adrian Hewitt, echoing a rising critique of what had become an orthodox formula, tweaked it yielding the formulation: "Seek ye first the political kingdom but forget ye not the economy entirely."

We want to wage the proposition that a highly potent instrument in the colonial project, most certainly under apartheid, was the imposition of knowledge regimes that promoted the underdevelopment of knowledge production and self reliance in post-colonial states. Oddly, the need to elevate education in fundamentally and strategically important ways has not enjoyed the same priority as the above-mentioned two.

Instead, in virtually all former colonies educational institutions at all levels instituted knowledge systems (epistemologies), curricula and pedagogies that were duplicates of those in the metropoles. In many cases these transplants were diluted as it was thought the colonial subjects could not comprehend high knowledge, and that whatever knowledge was imparted should strictly conform to the needs of the colonial/apartheid administrations and commercial enterprises. This has left a profound and enduring legacy of intellectual dependency, disenfranchisement, and alienation with grave consequences.

To a great extent many institutions of higher learning still retain the colonial template. While the Ministerial Committee on the Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institution report (2008) decried the continuing practice of racism, gender discrimination and other intolerances in many South African universities, it also called for epistemological transformation. Today, virtually all tertiary institutions in South Africa have vision statements that purport to pursue African scholarship or some variant of the theme.

If it is true that Africa is the continent of the 21st Century then it is quite proper, in the second decade of the century, to raise the following compelling questions that invite deep reflection and the construction of strategies to restore the humanity and the social relevance of vast numbers of communities disenfranchised and living on the margins of modern-day knowledge economies. Is there such a thing as African scholarship? If so, what is it? In the context of a multicultural and multilingual country such as South Africa, what is African scholarship? What is the meaning of African scholarship in the contemporary world of integrated knowledge systems and economies? In other words, what is the meaning of African scholarship in a globalised world? What is the relationship between African scholarship and globalisation? Or, what space does African scholarship occupy in the cosmopolitan firmament? These questions are also premised on the social justice imperative that informed the anti-colonial/apartheid campaigns and should now be a legitimate concern of the African academy.

Given this backdrop is it not logical to interpose the further thought: "seek ye first the knowledge kingdom and the rest (politics and economics) shall follow". This proposition is not to suggest that knowledge can or should exist independently of the others but rather to recognise they have to act in concert with one another to make a difference.

This is therefore the broad context that will inform the reflections of the panel.

#79

Exploring PhD Students' Supervision Experiences at UKZN

Z. Nkosi & E. Nkosi
University of KwaZulu-Natal

The need to increase PhD productivity is one of the major goals in South African universities. While South Africa is one of the countries with low PhD productivity, there may be many contributory factors leading to the problem. Some may be due to students' poor engagement in their studies, others proficiency in the language and others due to inadequate and poor supervision, and many more. It may be argued that some academics who supervise such studies may be the result of these disturbing reports about PhDs produced in South African universities. In this way, finding a right supervisor is vital for the success of any student's research. This is particularly true at UKZN, where the relatively solitary nature of study emphasises the supervisor's role as the key point of contact between the student and the university.

This paper reports the experiences of PhD students at UKZN in the Faculty of Education, with regard to the nature of research supervision. The sample consisted of six students at first, second and third year levels of study. Four major themes emerge from the study. These include: supervision experience; expertise in the area of study; student-supervisor relations, and so on. Among findings is that, although some students are satisfied with the nature of supervision they receive, most data indicate that poor supervision driven by lack of supervision experience and skills is one of the major obstacles contributing to the problem, which is perceived to be similar to one of getting married to a wrong partner. It is concluded that the low number of PhD productivity will remain a problem, until proper measures are taken by universities to train supervisors before they can supervise PhD studies.

UCWANINGO LOKUHLOLA UKUTHI ABAFUNDI BEZIQU ZOBUDOKOTELA ENYUVESI YAKWAZULU-NATALI BAKUTHOLA KANJANI UKWELULEKWA

Isidingo sokwenyusa isibalo sabafundi beziqu zobuDokotela ngesinye sezinhloso zamaNyuvesi aseNingizumu Africa. Njengoba iNingizimu Afrika ingelinye lamazwe anomkhiqizo ophansi wabafundi beziqu zobuDokotela, lokhu kungaba ngumphumela wokuiningi okuyimbangela yale nkinga. Okunye kungaba ngumphumela wokunganaki kwabafundi, okunye kube ngenxa yezizathu ezisondelene nenkinga yolimi okufundwa ngalo, kanti okunye kungaba yizinkinga ezihambisana nokungatholi usizo olwanele kongumeluleki wocwaningo. Abanye abeluleki bayimbangela yale mibiko engemihle ngezinga eliphansi labafundi beziqu zobuDokotela eNingizimu Afrika, lapho kuqhathaniswa namanyuvezi amazwe omhlaba njengaseChina, e-United States of America, eGermany, eKorea, nase-United Kingdom, nalapho okubonakala isibalo sabafundi beziqu zobuDokotela sikhula. Ngale ndlela ukuthola umeluleki ofanele kungabamba iqhaza elibalulekile kakhulu ekwenyuseni isibalo sabafundi beziqu zobuDokotela emanyuvesi aseNingizimu Afrika nakwamanye amazwe. Lokhu kuyinto egcizelelwa nayiso isikhungo sase-UKZN, njengoba nakhona kulolu hlobo lweziqu, iqhaza likameluleki wocwaningo lithathwa njengelisemqoka njengoba kunguye umeluleki obamba iqhaza elibalulekile ekuxhumaniseni umfundi nenyuvesi, njengoba umsebenzi omningi udinga ukuba umfundi asebenze ngokuzimela.

Leli phepha libika ngobunjalo bokwelulekwa abakutholayo abafundi abenza iziqu zobuDokotela emkhakheni WeZeMfundo eNyuvesi YaKwaZulu-Natali. Libika ngendlela abaphatheka ngayo kanye nezingqinamba abahlangabezana nazo lapho besendleleni ephokophelele phambili. Ulwazi locwaningo luqoqwe kubafundi abayisithupha abenza unyaka wokuqala, wesibili nowesithathu eziqwini zobuDokotela. Kulolu cwaningo kugqama izindikimba ezine. Phakathi kwazo: isipiliyoni sokuba ngumeluleki; ubuchule emkhakheni wocwaningo; ubudlelwano obuphakathi komfundi nomeluleki, nokunye. Phakathi kokutholakele ukuthi nakuba bekhona abafundi abathokozile ngohlobo lokwelulekwa abaluthola kubeluleki babo, iningi labafundi lithola ukwelulekwa okusezingeni eliphansi, okungumphumela wokungabi nasipiliyoni nabuchule kanye nokungabi bikho kwamakhono okuba ngumeluleki wocwaningo, okuyinto efaniswa nephutha lokungena emshadweni nomlingani ongakufanele. Ucwaningo luphetha ngokuthi inkinga yamazinga aphansi abafundi beziqu zobuDokotela awakazukwehla, kuze kube amanyuvesi athatha izinyathelo ezinqala aqeqeshe abeluleki balezi ziqu ngaphambi kokuthi benze lo msebenzi.

#80

Demographic and Academic Factors Affecting Research Productivity at UKZN

D. North, T. Zewotir & M. Murray
University of KwaZulu-Natal

Teaching of students and competence in research are the two core functions of a university, so that the Department of Education allocates funds to universities based on these two key outputs. Accordingly, each of the universities has got their own strategies to increase/improve these outputs in order to get the maximum share of the South African Higher Education budget.

It is suspected that both demographic and academic factors, among others, affect the research productivity of staff members, so that it is vital to identify these factors and devise intervention strategies to promote better research productivity. Moreover, the identification of these factors will further be useful to university planners and management groups for staff development and for profiling characteristics of the ideal job applicants during selection processes.

The authors analyse research productivity at UKZN in order to get a deeper understanding of research practises of individual staff members.

#81

The Analysis of the Factors Affecting the Time-Degree and Completion Rate of Masters Students at UKZN

D. North, T. Zewotir & M. Murray
University of KwaZulu-Natal

Although a lot of study has been done on the attrition rate of undergraduate students, very little is known about the throughput rate of postgraduate students. It is important to identify those factors that will help to improve the throughput rate among graduate students in the University. This study seeks to identify which factors contribute towards the successful graduation of a Masters student. Understanding how these factors interact with each other will assist the university to develop intervention strategies that will help to improve the throughput rates of post graduate students. Some of the factors that we may possibly want to examine include the presence or absence of adequate financial support, the type of programme, the academic and demographic profile of the student, the supervisor's academic and demographic profile, etc. The effect of these variables on the response variable, time elapsed to graduation and/or the time elapsed to withdrawal/dropout, will be presented.

Keywords: Masters students; throughput; factors, model

#82

Constructing Identities in Project-Based Learning

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In a context of embedded social and economic inequalities, scarce resources and rapidly changing global priorities, Higher Education is expected to fulfil diverse agendas through its teaching and learning, research and engagement initiatives. The paper focuses on Higher Education/Community engagement in the context of the institutions' postgraduate academic programmes.

Postgraduate education commands increasing interest, being seen to have a direct correlation with the economic, social, political and infrastructural development of a society (Badat, 2010). There is concern that there are inadequate numbers of postgraduates for our country's development needs, and also that the postgraduates are less than optimally prepared for the challenges awaiting them. Postgraduates are required to have above average skills and expertise; to be concerned and active citizens; as well as critical and ethical leaders. Responsibility for Postgraduate programmes lies with those whom Badat (2010, p. 24) calls "a new generation of academics."

Within this dynamic context, academic and professional identities and roles are in flux. This paper begins by outlining a framework with which to explore the identities that are constructed as staff and students in higher education institutions engage, through their academic programmes, with other sectors of society. Project-Based Learning is then introduced as pedagogy with potential to address the diverse expectations of Higher Education. Finally, a specific, local postgraduate Project-Based Learning curriculum will be interrogated to ascertain the identities constructed by those involved in its implementation.

The paper will contribute to the theorisation of academic and student identities in this period of widespread recurriculation. At the same time, it will provide practical indicators for teaching and learning, research and community engagement practices. While the paper is lodged in the Postgraduate Teaching and Learning theme of the conference, it speaks, also, to the Curriculum Innovation theme and to the experiential knowledge generation that epitomises African scholarship.

Keywords: engagement, identities, project-based learning

#83

The Road less Traveled: The challenge of widening access to continuous higher education in South Africa

A. Oduaran & N. Maroja
North West University

The 21st Century South Africa will be different from what the nation had always known in terms of widening access to continuous higher education. The debates on globalization, internationalization and now singularity are becoming very well informed and there are yet other new ideas we still need to take on in this century. This implies that there will be intensive demands for widening access to and participation in continuous higher education as the nation braces itself up for global competitiveness and efficiency by way of meticulously implementing the national human resource development strategy. The demands cannot be clearly isolated from the changing nature of supply of and demand for relevant knowledge and skills in the techno-scientific and socio-economic environment of modern living. Towards meeting the demands, different strategies have been tried with some measure of success. As much as the nation would have loved to meet the demand for continuous higher education in full, we probably know that this has not been the case. This paper explores briefly the main challenges in widening access to continuous higher education through the open and distance learning mode, and why and how they might be effectively mitigated.

#84

The Place of Applied Ethnomusicological Postgraduate Training in African Universities: Reflections and Prospects

P. A. Opondo
University of KwaZulu-Natal

The undergraduate curriculum in African Music and Dance at the University of KwaZulu-Natal focuses on both performance and public-sector ethnomusicology. In the performance modules, students learn a range of indigenous music and dance practices including instrumental tuition. The academic component of the degree requires the students to undertake applied work in education, community development and documentation.

For the past 7 years, the honours programme in applied ethnomusicology has been growing. This paper will provide a critical review of these past 7 years of the honours and masters programmes, in addition to the 14 years of the applied work in the undergraduate curriculum. The overarching framework in this study will involve an investigation into the quality of training provided, and preparation of students to engage in professional life. Graduates over the years will be interviewed and requested to complete a questionnaire. Their responses, including course evaluations for the past 7 years will together constitute the data to be analyzed.

#85

WORKSHOP: Postgraduate Supervision with Peers – Practical tools for developing supervision expertise

M. Panko
Unitec Institute of Technology, Auckland, New Zealand

In order to become confident and effective supervisors we need to practice and reflect and be supported as we grow in this diverse role. This workshop will examine models for the peer support of both novice and experienced supervisors in a way that provides regular internal moderation and supervision of practice. The main model is self-directed and self-monitoring, each individual selecting issues from their own practice to examine. Such a model provides opportunities for supervisors to be both accountable for their own practice and empowered to provide reliable support for their students. This process enables a team to grow in skill while concurrently providing robust guidance to all participants throughout the supervision process. The second step draws on findings from qualitative research about the efficacy of written postgraduate feedback from the perspective of lecturers. These findings lead to the development of a series of guidelines to enhance both positive and constructive feedback.

#86

Postgraduate Orientation: A focus on international student needs

M. Panko
Unitec Institute of Technology, Auckland, New Zealand

'In South Africa … the challenge is to find innovative approaches [in academia] that account for its specific context', (Cross, Mhlanga & Ojo, 2011). In New Zealand we have also had to find an approach that is able to scaffold the learning of the increasing numbers of postgraduate students who join programmes from overseas countries with diverse teaching and learning backgrounds. Although all of our international students have the required entry qualifications, many already holding postgraduate awards, most are unprepared for the type of independent study demanded by western universities. This lack of previous practice in critical thinking and writing can result in failures, poor grades, resubmissions and general unhappiness. To scaffold these students we have developed a Postgraduate orientation programme which over three days concentrates on: Tertiary expectations; developing arguments through critical writing; finding and evaluating information; and lastly, exploring Copyright 'sins'. By demystifying academic expectations, examining the meaning of 'arguments' (Neville, 2009) and workshopping plagiarism, we have taken the first steps towards improved postgraduate throughput, productivity rates and enhanced quality. It is intended to expand this programme throughout the students' first semester to enable them to practice aspects of critical rather than descriptive writing and to provide opportunities for them to develop their own information literacy and IT skills around the topics of their initial assignments

Keywords: International Postgraduate orientation

#87

Participatory action research for communal, co-operative learning and agency in teacher education

A. Pillay
University of KwaZulu-Natal

What do lecturers at institutions of higher education do to instigate academic and social change in their students? Can lecturers teach students to become agents of change?

At institutions of higher education, lecturers tend to fill students with forms of knowledge considered valuable by the dominant society, what Freire called banking education. Lecturers sometimes assume that such institutions work, and that students need to change to conform to this already effective and equitable system. If university lecture rooms are microcosms reflective of society's hierarchies of race, gender, class and homophobia that mould our world, then we have a responsibility to talk about these issues and allow marginalised voices to be part of these discussions.

How do we embrace marginalised voices? How can we use modes of experiential knowledge exploration which involve communal, co-operative learning to serve as compelling and highly successful ways into knowing for all students? The paper contends that active engagement and dialogue can be effective when experienced in a safe, nurturing environment and when students connect with insight to the topic being explored. Active learning aids understanding by involving students in acts of cognition, meaningful explorations and communication.

This paper focuses on participatory action research for a PhD study undertaken in an English Education lecture room in a School of Education. The research aims to recognise the realities that students face and design courses with learning outcomes that are transformative and engaging to empower them to become skilled, effective teachers. The study, underpinned by Critical theory and Critical Pedagogy, positions the lecture room as a location where new knowledge is produced through active engagement and dialogue, where knowledge is grounded in the experiences of students and lecturers alike, and where research and teaching are culturally relevant, socially empowering and participant driven.

#88

Vision (Im)possible?
Students' Understandings and Experiences of African Scholarship

D. Pillay, V. Chikoko, P. Morojele, I. Naicker, K. Pithouse-Morgan & A. Chiponda
University of KwaZulu-Natal

This paper draws from a larger, ongoing study of postgraduate students' experiences and perceptions of the University of KwaZulu-Natal (UKZN) as an international university and of its promotion of African scholarship. UKZN's tagline as "the premier university of African scholarship", expresses a vision that marks a significant departure from the past racially-differentiated social system. As a South African university, UKZN does offer possibilities for showing leadership in advancing Africanised knowledge systems in academia. However, awareness of the contested meanings of the concept of African scholarship have led the researchers in this project to ask questions about how the complex concept of African scholarship is actually being conceptualised and operationalised in the teaching and learning life of the university. The focus is on the understandings and experiences of postgraduate students, who themselves are expected to be working towards producing new African scholarship. Therefore this paper seeks to address the following key questions: What are students' understandings of *African scholarship*? To what extent during their studies at UKZN are students exposed to discussions or debates about the meaning of *African scholarship*? And, to what extent during their studies at UKZN are students exposed to research studies based in Africa and/or to academic texts written by African scholars? The inductive analysis offered in the paper will make use of data generated from a survey questionnaire administered to both international and local postgraduate students in two faculties at UKZN. As a work in progress, this paper will offer preliminary findings to inform further discussions of how critical and creative engagement with notions of African scholarship might find a central place in higher education pedagogies and epistemologies.

Keywords: African scholarship; postgraduate students; pedagogies; epistemologies

#89

Being (in) visible: "Do we know our international students?"
Stories from UKZN

D. Pillay, V. Chikoko, P. Morojele, I. Naicker, K. Pithouse-Morgan, A. Chiponda, R. Ramkelawan & R. Rajpal
University of KwaZulu-Natal

This paper draws on data from an ongoing, university-wide project aimed at exploring the possibilities that exist for knowledge interchange through the presence of international students on our university campuses. The key research question that frames our responses in this paper is, "Who are the international students that inhabit our campuses?" According to DMI records, UKZN boasts an attractive representation of international students who have registered for a range of postgraduate programmes across the different faculties and campuses. While these figures reflect to some extent institutional goals and our status as an international university, we want to ask questions as to what lies beyond the figures to better understand the phenomenon of internationalisation as it is lived and experienced by the postgraduate students to call ourselves an International university. Against the challenges of xenophobia, gender violence, HIV/Aids, crime and the many other related social ills that South Africa is grappling with, we question whether we do know who our international students are and what they bring with them. Drawing on data generated through life history interviews and questionnaire data, we explore international students' lived experiences - to contribute to a deeper understanding of these students' diverse and evolving needs and interests, as well as the knowledges they bring with them. We consider whether we work on assumptions and intentions around internationalisation that might be constraining what should happen to facilitate integration and interchange for a deeper, engaging international experience. As work in progress, our aim in this paper is to explore how deeper understandings of the diversity of postgraduate international students, as well as of the challenges and opportunities around internationalisation, might be used to promote productive curriculum development, intellectual growth and pedagogic innovation.

Keywords: Internationalisation, Knowledge, Interchange, Integration, Identity

#90

Key principles for supporting an emerging postgraduate research learning community: Learning from the first year of the Transformative Education/al Studies (TES) Project

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[3]Walter Sisulu University

Transformative Education/al Studies (TES) is an inter-institutional three-year project led by researchers from the Durban University of Technology (DUT), Walter Sisulu University (WSU) and the University of KwaZulu-Natal (UKZN) and funded by a grant from the National Research Foundation. This innovative project aims to facilitate the development of postgraduate researcher and supervisor capacity through participation in an inter-institutional learning community of academic staff who are pursuing and supervising Masters and Doctoral degrees using the approach of self-study of educational practice. The TES project builds on academic work that shows how taking a collaborative and social approach to scholarship can enhance research capacity, productivity and quality among academics and students.
This paper responds to a key research question that underpins the first year of the TES project: *What are key principles for supporting the development of an emerging postgraduate research learning community involving academic staff working and studying in three different university contexts: a university of technology, a research university, and a rural comprehensive university?* The inductive analysis offered in the paper will make use of a variety of sources of research data that offer different perspectives on the educational processes under investigation. These data sources include digital log books kept by participating postgraduate researchers and supervisors, anonymous workshop evaluations, video recording of workshops, and personal reflections and communications by the three co-investigators and their collaborators. Using a self-study theory approach, we will construct and present key principles that can guide and be tested through the project's future progress and that will make public our learning thus far about supporting an emerging postgraduate research learning community.

Keywords: postgraduate research; self-study of educational practice; collaborative scholarship; learning communities

#91

e-Learning: Positioning yourself as a Lecturer

R. Quilling
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Technology has great potential for managing the challenges presented by the massification of education. This suggests we, as lecturers, need to seriously consider its practical impact on our pedagogy. Unfortunately however, the higher education classroom in the main, has not been revolutionised by new technologies. While the converts will speak enthusiastically of technology in the classroom these statements are often met with scepticism by some academics. Nonetheless global imperatives to embrace change and to exhibit high levels of adaptability are clear. In higher education this may be accompanied by direct or indirect pressure to move to specific computing tools. This short paper will initiate a discussion around the position of the lecturer in relation to an ever changing technological world.

When asked about techology use in their teaching, lecturers may experience a range of emotions and may present a variety of arguments for their pedagogic position. A lecturer may perceive the choices of technology as being impacted by the content they teach, their context and an expectation of the role technology should (or could) play in teaching. These responses, however, may be because of the way in which they have experienced technology. Theories relating to technology, for example, support a technicist paradigm focusing on features and functional use. Technology can, however, be viewed from a broader paradigmatic perspective where technology becomes more than a tool and may fulfill a less expected role such as that of providing emotional support (as may be demonstrated via facebook).

This discussion will present an opportunity for lecturers to consider a less bounded view of the potential use of technology in their own HE teaching and create the opportunity for group engagement.

Keywords: e-learning, social computing, Moodle

#92

How attitudes and perceptions impact on a students' performance in Economics

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At the University of KwaZulu-Natal (UKZN), economics has one of the highest failure rates in the management faculty. However, this is not a problem unique to this particular institution, or to any institution around the world. Economics 101 is a compulsory module for most students within the management faculty at UKZN. Conversing with the average first year economics student, it is apparent that their attitude towards studying economics, and their perception of the course, as well as how they view the way in which it is assessed, results in a lack of motivation in studying the module. This may be an important factor contributing to the failure of such students. The study look at both the relevant literature as well conducting a survey using a sample of first of first year economics students at UKZN, Westville Campus. It is important to understand the determinants of student performance in order for tutors, educators, and policy makers to implement better policies to help students to perform better.

#93

KEYNOTE: A new South Africa's Charter for Humanities and Social Sciences

A. Sitas
University of Cape Town

At the time when the Humanities and Social Sciences are under pressure the world over, South Africa is developing a new Charter for Humanities and Social Sciences, which promises to invigorate the many fields of study in higher education institutions. A task team and reference groups were established by the Department of Higher Education and Training of South Africa with a particular focus on the question; what was it about our contribution to a broader humanistic scholarship that resonated, that made us feel proud?

For many who demanded a move away from Afro-pessimism, the imperative became to save ourselves from ourselves. The consequence was a policy framework that prioritised the sciences and technology, one that attempted to steer the Academy towards powering-up economic growth. As a consequence, the importance of HSS was downplayed in the country, its scholarship ignored and its contribution marginalised.

In drafting a Charter for the Humanities and Social Sciences in South Africa in 2011, the concern was not to drown in the flood of existing problems, not to stop at the concern with redress so necessary to wipe out the legacies of our apartheid past, but to also provide a vision and an architecture that must be adequate for the future. The emerging Charter proposes a series of recommendations based on sound principles, which if implemented, will by 2030 enable the Humanities and the Social Sciences in our tertiary system to be an epicentre of scholarship, pedagogy, community practice and social responsibility in Africa.

The recommendations include:

a. The formation of an Academy/Institute/Entity of Humanities and Social Sciences which will be the special purpose institution used to dynamise the fields of inquiry through five primarily virtual Schools in the first phase (2012-2015) and four such Schools in the second phase (2015-2018), each located in a designated province.
b. The creation of an African Renaissance Programme which will be a continent-wide version of programmes like the Socrates and Erasmus Programmes in the European Union.

c. The formation of a National Centre for Lifelong Education and Educational Opportunities to generate and preserve equity, employability and access.
d. The consolidation of six Catalytic Projects during the first phase (2012-2015) that will animate the fields of the HSS.
e. The creation of the frameworks and new formulae necessary for the integrity of the fields/disciplines of study.

f. The implementation of 14 Corrective Interventions during Phase 1 to overcome once and for all the perceived crisis in the current landscape of scholarship.

All the above – being a dynamic epicentre on the continent, being partners in global initiatives and being a key energy centre for ideas of progress and change – are central to our vision. We are heartened that CODESRIA would like to see this process evolving into a Pan-African Charter for the Humanities and the Social Sciences.

#94

Enhancing Student Learning Through Constructive Alignment in Midwifery Courses at a Nursing Education Institution

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In professional practice, midwives must be able to make sound clinical judgements. Midwifery education and training therefore need to be active and hands on so that students can develop the required professional and practical skills. However, their practice also requires a firm theoretical and professional background which is reflected in the learning outcomes or objectives prescribed for midwifery education and training by the profession.
Despite fierce criticism expressed by some against the implementation of constructive alignment (as proposed by Biggs and Tang, 2007), and based on positive reports by others, as well as own experience, the researchers remain convinced that the content, teaching, learning and assessment in midwifery education need to be systematically and constructively aligned to the stated learning outcomes or objectives and that this will assist in enhancing deep student learning.
From the main researcher's experience as a midwifery lecturer at a nursing education institution, there is a need for concern with regard to the degree of constructive alignment in current midwifery education. She therefore decided to pursue a qualitative investigation into the way constructive alignment is currently implemented in midwifery education at her own institution, as well as ways through which this process could either be advocated or improved in this particular context.
In the paper the researchers will share their own understanding and perceptions surrounding the relevance of constructive alignment in the context of an outcome based higher education system. In addition, they will provide a brief interpretive report of the findings obtained through focus group interviews with the relevant lecturers, as well as a document analysis of relevant curriculum, teaching and learning materials. The paper will conclude with a number of recommendations for implementation, including a proposed framework for the future implementation of constructive alignment in midwifery education at the main researcher's own institution.
Keywords: student learning; midwifery education; constructive alignment; higher education

#95

The Research Conceptions of Master's Students at the Nelson R Mandela School of Medicine, University of KwaZulu-Natal

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The quality of postgraduate education is influenced by a combination of factors. These include student and supervisor preparedness, institutional policies guiding research supervision, availability of resources and assessment practices, and departmental policies outlining the support provided to supervisors and students. The study aims to explore how students who graduated in April 2011 with a masters in Medicine, Masters in Public Health, and masters in Medical Science experienced the transition from student to healthcare researcher within a research programme.

This paper derives from the first phase of a qualitative study that surveyed the postgraduate research experience of graduate masters' students and their supervisors at the Nelson R Mandela School of Medicine. Semi-structured interviews were conducted amongst 30 masters' graduates from the different degree cohorts. All interviews were audio-taped and verbatim transcripts of the recordings were produced. Data was analysed using grounded theory.

Dominant themes that emerged included teaching and learning programmes to improve research knowledge and skills, the student-supervisor relationship, availability of infrastructure and resources to support the process of research, and assurance of research quality.

The postgraduate experience of emergent researchers is varied and influenced largely by the availability of structured research training programmes, the nature of the student-supervisor relationship, and supervisor expertise and availability. These factors determined the duration of the study, the overall research experience and decisions to embark on further postgraduate studies.

Keywords: master's graduates, supervision, teaching and learning

#96

Mobilising Community Strengths and Assets: Social Work student experiences of facilitating a local economic development initiative in Bhambayi, KwaZulu-Natal

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The post 1994, South African government has challenged the higher education sector to be more inclusive and respond appropriately to the socioeconomic challenges facing poor communities. It is therefore imperative for educators of health and social service professionals to ensure that students are prepared optimally for the reality and challenges of practice. As such bridging the gaps between theory, community engagement and practice is necessary to generate critically reflexive and socially responsive future professionals.
The aim of this study is to explore the challenges experienced by social work students' in the implementation of the Sustainable Livelihood Model in a Community Garden project in Bhambayi.
The study comprised two aspects: A desk top study which reviewed literature and research, specifically in the South African context, and an empirical study which explored the views of ten final year social work students in respect of the following objectives: To gain an understanding of the processes, skills and knowledge utilized by social work students in the facilitation of a community garden project using the Sustainable Livelihood Model in Bhambayi; To understand the challenges that social work students experience in the initiation, implementation and evaluation of the community garden project; to gain insight into the practice principles that contributes to social work students' successful management of the community garden project in Bhambayi.
Preliminary analysis suggests that the creation of local economic development projects using transformative action methodology may be of benefit to students in their preparation for dealing with the development challenges facing low income communities.

Keywords: socially responsive professionals, transformative action methodology

#97

Curriculum and Professional Studies in Students

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We must consider the needs of our students before we decide what curriculum items to include in any learning. University students may need English to continue their studies in an English medium faculty. They may need English to enter the academic world of English on the internet. In all these cases, the materials provided by the average course book do not meet their needs. Mostly material which students endeavour to read is in their own language. So, EFL course books largely set out to teach the skills and vocabulary required for understanding. Research is required to find content which is appropriate for learning but is not the key area of complexity in Academic learning. They do not normally contain much useful knowledge about the world, featuring instead ephemeral subjects such as celebrities and 'teen' topics. Finally, they do not develop analytical and critical thinking skills for research purpose which are at the base of university study in any research. In this last session of paper we will discuss how the university level curriculum should be made efficient and concise to meet professional needs of the students.

#98

Experiences of Clinical Practice in a Problem-Based Learning Medical Curriculum and Subsequent Clinical Environments

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The study traced the experiences of learning the clinical aspects of a PBL medical curriculum and the participants' construction of a relationship with the subsequent clinical environments. The study intended to determine how PBL pedagogy was experienced within the clinical environments of the curriculum, internship and community service placements.

Phenomenography was used to describe and interpret the qualitatively different experiences. The outcome space identified three categories of description, 'the genuine pig identity,' 'knowledge construction,' and the 'professional identity.' Critical discourse analysis (CDA) was used to augment the phenomenographic analysis and to explore the ways in which the social structure of the clinical contexts related to the discourse patterns emerging from the data in the form of power and ideological effects. This additional lens was used to develop theory and acquire deeper knowledge about why the participants constructed a relationship with the phenomenon and subsequent clinical environments in the way that they did.

The study revealed that the participants felt at the mercy of a 'curriculum experiment' and discriminated against by the hospital Consultants who had negative views of PBL. Despite different 'knowledge construction' processes, the participants emerged with a professional identity and a sense of clinical competence across clinical situations.

The thesis concludes with a proposal for an empirical model that illuminates resolutions from the findings regarding medical knowledge construction in a PBL curriculum. The model consists of a Y-axis depicting the vertical spine of basic sciences, an X-axis depicting the horizontal nature of professional identity construction and a spiral that indicates the simultaneous movement of clinical knowledge along each axis. Hopefully this model will serve as a curriculum innovation that will result in the production of professional doctors that are required for today's communities.

Keywords: Problem-based learning, Curriculum innovation, Phenomenography, Critical discourse analysis

#99
Anatomical Dissection? Perceptions of MBCHB2 students

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In 2001, the Nelson R Mandela School of Medicine changed from a traditional didactic curriculum to a five year Problem Based Learning curriculum (PBL). The curriculum is presently in line with national policy. The methodology adopted by the school ensures that it caters for a diverse student population i.e. different first languages, prior educational experiences and schooling backgrounds. PBL is intended to facilitate students' learning of basic sciences in conjunction with clinical case studies. Anatomy, as a basic medical science has been a cornerstone of medical education for centuries. A review of the literature suggests that dissection is a valuable experience that contributes to the 'ritual transformation' of students from lay persons to mature medical practitioners. The debate continues, however, on how to teach anatomy effectively within a PBL curriculum. Teaching methods may include hands on dissection, pro-section and/or computer assisted learning. The aim of this study was to determine students' perceptions of the benefits of learning anatomy through dissection only. A questionnaire was designed consisting mainly of open-ended questions to ascertain the experiences of second year medical students' in anatomy dissection in the context of the PBL curriculum. One hundred students (44%) completed the questionnaire. Sixty seven percent of the respondents reported a positive outcome with respect to knowledge, skill, and deep understanding. This paper addresses the advantages and disadvantages of learning anatomy by dissection. The variety of learning strategies seen in students from diverse educational backgrounds highlights some of the differences between traditional and PBL curricula. This study suggests that traditional methods of teaching often instills a foundation to understanding basic sciences and develops deep learning.

Keywords: anatomical education, problem based learning, anatomy teaching, dissection

#100
The Acquisition of Academic Literacy among Adult Learners – a case of first year in-service teachers at the University of Fort Hare

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The Department of Education's commitment to improve the quality of teaching and learning (education) is evident in its provision of financial aid to unqualified teachers to improve their teaching qualifications. Some educators enroll for the National Diploma in Education (NPDE) at tertiary institutions to upgrade from teaching as " un- and under qualified" educators at schools and technical colleges.

The Fundamental Literacy module on the NPDE course at the University of Fort Hare (UFH) aims to support and equip the student-teacher with the required academic literacy skills to successfully complete their qualification in the higher education environment. The last decade has seen intensified attempts to ensure that all teachers obtain at least a Matric+3 qualification. The resultant increase of under qualified educators on such programmes has increased the pressure to improve student throughput and academic support in this sector.

This study set out to explore the progress and academic experiences of adult learners on a part- time module in fundamental literacy on the NPDE course. Using qualitative data gathering methods, data was collected over the course of the year during the adult learners' first year of academic study, and analysed thematically to understand their perceptions around academic success.

Preliminary findings suggest that adult learners experience high level of anxiety around re-entering the higher education environment but regard issues outside or peripheral to the academic sphere (such as home/work related problems) as the biggest challenges to their success at the university.

Keywords: academic literacy; higher education; teacher training

#101

Using Moodle as an e-Learning and Assessment tool in a Computer Literacy course

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We present an overview of the undergraduate Computer Literacy course that we have implemented using the Moodle platform. The aim of this course is firstly, to create an e-learning environment which helps both lecturers and students to have a virtual space where they can share knowledge through different kinds of activities, chats and forums, and secondly, to create an electronic assessment environment, where the traditional form of assessment is replaced by an online assessment. As we will show in this paper, Moodle provides a strong background to create a successful e-learning and assessment environment.

Keywords: e-learning, Moodle, assessment, quiz

#102

Experiences of Coordinators in teaching Decentralised Programmes in a University

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University of KwaZulu-Natal

Many professional nurses have left the country to work in the developed countries for better fulfilment. The remaining nurses are overburdened with work since the supply does not meet the demand of the health care needs in the country.

The Decentralized Programmes (DP) formerly the Institute of Nursing, was established within the School of Nursing in the late 1980's to address the need for specialty training for professional nurses living and working in outlying and rural areas of KwaZulu-Natal. The specific programmes are nursing management, general nursing, community nursing, primary care and mental health nursing. These programmes are run through the case based method.

The purpose of the study was to explore the experiences by the coordinators working in the Decentralised programmes at the University in KwaZulu- Natal. The method of data collection included: individual interviews held with all coordinators for 90 minutes x 2 sessions; three focus groups meetings were held with five coordinators who are employed at a University and participated voluntarily in the study.

The results of the paper will there were mixed feelings about the programme. The positive experiences were personal and academic growth of the coordinators. The negative experiences were mainly from the operational system on the operation of the programme, for example alignment of the programme with the university and the available resources to run the programme. The students were also not familiar with the case based method of learning because they expected traditional learning. The centres were they were taught had inadequate facilities like the libraries and computers. Reaching these remote areas was also a difficulty to the coordinators.

Keywords: decentralised programmes, distance learning, experience, co-ordinator

#103

"Writing to learn and not learning to write": Motivating for a Writing Centre at the Edgewood Campus, UKZN

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This study eschews the common misrecognition of writing centers as sites for error correction and enthuses that writing centers are resource rich, low anxiety domains where students may discuss and receive advice about writing across the curriculum. Critical to this thesis is the process of peer collaboration and concomitantly, the social construction of knowledge. Leki, amongst others, points conclusively to the value of peer interaction in confidence building and performance improvement in the writing process. Moreover, student-tutor dialogue at various stages of the writing process allow a negotiation of learning and facilitates a nurturing of excellence, first at a social level and then at an intrapersonal level as insights are internalized. This interpersonal mediation provides a framework for access to knowledge that others in the group already possess and establishes a reflexive domain that facilitates agency towards a zone of proximal development. This study argues that epistemological access is accentuated by social processes typical of writing centers and that this understanding has particular currency in the multicultural and multilingual learning domains that characterize South African universities

#104

Exploring Multiple Perspectives on the Mentoring of In-Service Teachers Enrolled in a Maths, Science and Technology Education Programme

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University of KwaZulu-Natal

The Maths, Science and Technology Advanced Certificate in Education (MST ACE) programme offered by the University of KwaZulu-Natal, is a collaborative effort between the university and the National Department of Education. The programme is aimed at improving the subject matter knowledge, pedagogical knowledge and pedagogical content knowledge of selected in-service teachers in rural areas. One innovation of the MST ACE programme is a classroom-based mentoring component which is an essential tool for improving pedagogical content knowledge of the teachers. The location of the students relative to the university campuses posed a challenge to classroom-based mentoring by academic staff of the university. For the MST ACE programme, the classroom-based mentoring of the in-service teachers is provided by a specially recruited team of retired teachers who work closely with the programme's academic coordinators.

Although classroom-based mentoring is a critical aspect of the development of pedagogical content knowledge of all teachers, most literature on classroom support is focused mainly on pre-service teachers. The literature also reveals that mentoring support is usually provided by teachers at the same school, which is different from case of the MST ACE programme.

The main aim of this study* is to explore the impact of classroom-based mentor support as offered in the MST ACE programme. In order to accomplish this, the current study employs an evolved model of activity theory as the theoretical framework for analyzing the reflections of the in-service teachers, school visit mentors and academic coordinators, on the classroom-based mentoring component of the MST ACE programme. The findings of the study will contribute to a better understanding of classroom support for in-service teachers, providing an empirical basis for further curriculum innovation as well as academic monitoring and support.

Keywords: education, mentoring, activity theory

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#105

Throwing Down the Gauntlet: Challenging staff to explore the interesting and colourful goodies in the 'sweetshop' of Web 2.0

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Given the range and pace at which new technologies are absorbed into university teaching and learning, it is unsurprising that staff increasingly report unfamiliarity and lack of confidence with using some of the emerging technologies. To promote awareness and innovation in teaching with technology, a Teaching and Learning Centre at a West Australian University launched a targeted, low cost, two-week staff development project to supplement its standard professional development offerings. To generate interest and encourage staff participation, the project was marketed as a *Teaching with Web 2.0 University-Wide Challenge*, and run as a competition, with a prize awarded to the winners.

The *Challenge* is described and discussed in this paper. An action learning approach was adopted giving priority to responsiveness to individual needs, flexible delivery, incremental development of knowledge and skills, engagement in a community of practice, and appropriate design of technology-facilitated learning activities. Qualitative data was triangulated from multiple sources including, consultative meetings with individual participants, blog posts, observation during training, the written proposals, survey and anecdotal feedback.

The project was structured into two phases: supported experiential learning using various Web 2.0 tools and developing proposals to implement a chosen tool in a teaching and learning setting. Proposals were reviewed and ranked by a selection panel, based on predetermined criteria. It was evident that several positive outcomes emerged from the program, including that much interest was generated around the exploration of a range of tools and that staff gained first hand experience using the technology and thus felt better equipped to use various tools in their own teaching and learning settings.

A project of this nature can potentially be implemented with minor adjustments within most higher education settings, and especially in environments limited by resource constraints. The value of the program lies in its capacity to introduce, motivate and support staff to use new technologies innovatively and in pedagogically sound ways, whilst providing an institution-wide, cost efficient, authentic staff development experience.

Keywords: Web 2.0; staff development; blended learning; experiential learning

#106

E-Scholarship: A capacity building strategy

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Trends in the last decade have shown that although initiatives focused on designing, delivering, monitoring and evaluating e-learning are varied in approach and outcomes, organizational commitment and individual motivation are consistently viewed as critical success factors in e-learning development. This paper moves beyond the identification of factors contributing to the success of e-learning initiatives to focus on a professional development strategy and its organizational impacts. The capacity development potential of an e-scholar project in an Australian higher education setting is explored from the perspectives of distributive leadership and mentoring.

As a strategic initiative, the e-scholar project is aimed at the diffusion of new technologies in ways that are aligned with the university's teaching and learning goals. A descriptive analysis including the milestones and emerging outcomes in successive iterations is presented based on an analysis of participant interviews and anecdotal and reflective statements of e-learning professionals.

This discussion concludes that a design based research strategy adopted within the individual e-scholar projects is a significant driver for capacity building as it allows staff to investigate the role of particular tools and techniques in the classroom through iterative cycles of experimentation and adaptation to enhance educational practices. Capacity development outcomes are further demonstrated at multiple levels and through the values, structures, skills, resources, operations and performance. Relationships between e-scholars and e-learning professionals have provided a foundation for leadership development, based on formal professional development activities, the creation of authentic learning activities, engagement in

reflective practice, opportunities for dialogue, and connections with professional networks. The positive impacts of mentoring are evidenced in enhanced training and improved confidence to teach with technology.
A project of this nature has relevance to higher education contexts currently challenged to advance capacity building in e-learning using innovative teaching and learning strategies to embed new technologies.

Keywords: e-scholarship, capacity building, distributed leadership, mentoring

#107

Experiential Learning as a Hook for Employability Skills: The Living Memories Project case study

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Experiential learning opportunities for students studying Liberal Arts remains relatively limited in some discipline areas despite the current focus on employability skills within the tertiary sector. The driver for the project described here was to embed employability skills into an undergraduate course while maintaining a focus on the core principles of the discipline. The Living Memories Project is an example of a mutually beneficial partnership between the University and a community service organization that exposed students to project work in a real world setting.

Various cohorts of Communication Studies students participated in an experiential or service learning activity repeated successively over four years. Student groups were matched with clients in the community living with intellectual disabilities. The students worked in teams to create short films profiling the clients' lives. This case study describes an action research process within which evaluative data was triangulated from multiple sources.

The study concluded that the experiential learning approach provided a rich experience for both the students and the clients. The personal gains students reported attest to the powerful nature of engaged learning for building both a knowledge base and transferable skills. Among the range of skills students applied in the learning activity the most notable were communication skills, teamwork, problem solving, initiative and enterprise, planning and organization, self-management, and use of digital technology. Students' reflections on the project demonstrated shifts in a range of personal attributes including motivation, empathy, adaptability, self-esteem, commitment, honesty and integrity, ethical practices, and the ability to deal with pressure.

Keywords: experiential learning, employability, service learning, action research

#108

An Investigation into Systemic Barriers Hampering Postgraduate Productivity: A managerial perspective

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The first phase of this research focuses on the challenge of a satellite campus in the rural area to motivate staff to up-grade their qualifications to address the unsatisfactory postgraduate productivity. Over an eight-year period, the postgraduate output was forty-five Masters- and five Doctorate degrees. A qualifications audit in 2010 revealed that 69% academic staff members are under-qualified to teach postgraduate students. A second phase of the research will focus on postgraduate output.

A quantitative survey revealed staff's academic- and professional qualifications and whether they were enrolled for further studies. A follow-up analysis determined individual progress with their studies and systemic barriers.

By means of an e-mail survey staff responded to an open-ended question: "*What's keeping you from obtaining your next qualification*?" Answers referring to extrinsic and intrinsic motivation were expected. These findings were qualitatively clustered. Since motivation also influences postgraduate supervision and output, an on-line survey was simultaneously conducted to determine the general motivation level of all staff.

Firstly, barriers of lecturers who were not enrolled for further studies emerged. Secondly, reasons were obtained from those who are enrolled but do not manage to complete their studies. Barriers mentioned were *inter alia*: the complexity of the work environment, heavy workloads, few opportunities for specialization on a satellite campus, limited supervision on the Qwaqwa Campus for lecturers' own studies and therefore having to travel to other campuses (having financial implications and less face-to-face interaction) and lastly, without a Master's degree you are not allowed to apply for NRF funding and other external support providers.

A number of extrinsic and intrinsic motivational barriers were identified. Some support systems to address extrinsic motivation are in place e.g. study benefits, research funding support and a variety of research workshops. A support structure for intrinsic motivation is designed.

Keywords: staff qualifications, motivation, barriers, rural campus

#109
Impact of Students' Language and Educational Background in the Collaborative Learning Environment at Nelson R Mandela School of Medicine

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Little is known about the influence of student diversity on group productivity and student achievement. The majority of medical students do not speak English as their first language, whereas group meetings are in English; matriculation scores vary widely due to differences between secondary schools. We investigated perceptions of, and influences on, group productivity and assessment scores using mixed methods.

A validated instrument was administered to students in years 1 to 3, measuring cognitive and motivational perspectives of group functioning and productivity, and perceptions and experiences of learning were ascertained by interview. Assessment scores were collected transversely and longitudinally over three years, and Structural Equation Modeling, a General Linear Model, and a Generalised Estimating Equation were used for analysis.

While English-speakers generally performed better, that effect was obliterated by high school of origin in the GEE comparison, to which prior tertiary experience and matriculation score contributed. Interviewees were more concerned about the *discourse* of medicine than the *language* of instruction, preferring to learn in English, since they found medical terminology cumbersome in isiZulu. EFL positively predicted cognitive but negatively predicted motivational perspectives. Cognitive perspectives positively predicted overall group productivity. Motivational perspectives positively predicted test scores and overall group productivity.

Of the significant influences on achievement, language proficiency and group functionality are two aspects that collaborative learning influences positively in a transforming educational environment. However, inculcation of medical academic literacy might be more fruitful than remedial English classes, pending development of technical discourses in isiZulu. EFL's negative motivational impact probably reflects the greater benefit experienced in group learning by second-language English-speakers. Tutorial groups should be balanced according to students' backgrounds, to motivate both advantaged and disadvantaged students. These findings contribute to the debates on the language of learning and whether medicine should be a postgraduate degree.

Keywords: diversity, demographics, language, collaborative learning

#110
Problem-Based Learning at Nelson R Mandela School of Medicine: Student and staff perceptions of a knowledge structure examined through a Bernsteinian lens

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University of KwaZulu-Natal

Little is written about the interaction of student diversity with PBL – less still on student-staff discordance. I am investigating perceptions and experiences of PBL as a pedagogic curricular strategy, using Bernstein's theories as an organising framework.

Perceptions and experiences of PBL were explored in semi-structured interviews with 19 students and 6 staff members. These were analysed thematically, then according to the eight elements of Bernstein's Classification and Framing, and compared with PBL theory and Faculty documents. Test results of a cohort of 202 students over three years were analysed for demographic influences on pedagogic engagement.

A series of contradictions emerged: between PBL theory, echoed by Faculty documents, on one hand and staff/student perceptions/experiences on the other; between staff members and students at some points but not at others; between high-achieving and low-achieving students; between different respondents' understandings of central concepts. Some demographic characteristics proved on analysis not to be significant influences while others were highly influential.

Bernstein's theories about the intersection of class and educational achievement are mirrored here. Some students are able to discern PBL's implicit 'rules' of engagement, while others are not. Bernstein's later theories about knowledge structures may be more pertinent to the tensions revealed. Medicine has thought of itself as a hierarchical structure – implying that all

knowledge aggregates towards a final point (possibly General Practice, subsuming other disciplines?) However, the structure and function revealed by respondents suggests a horizontal knowledge structure, in which (in some areas, at least) disciplinary knowledge is kept distinct. Students may struggle to 'integrate' areas of knowledge that are inherently separate. A 'weak grammar' struggles to assimilate new knowledge – medicine is primarily a 'region' of practices, not in fact a unified theory. Consensus on medicine's knowledge structure might settle ambiguities and help PBL achieve its potential.

Keywords: medicine, PBL, knowledge, Bernstein

#111

Enhancing Students' Doctoral Dissertation Completion: Perceptions of international doctoral students at a Mid-Western American University

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Cape Peninsula University of Technology

Increasing postgraduate productivity and throughput rates is a perennial challenge that universities nationally and internationally are faced with. While there is ample research on students' doctoral completion nationally and internationally, there exists a dearth of research that investigates the factors which contribute to international students' doctoral completion. Using the qualitative design, this study sought answers to the question: What aspects of supervision do participants who obtained their doctoral degrees as international students perceive as having contributed to their dissertation completion? The goal was to establish how these factors had facilitated this process. The participants were drawn from nine countries and six continents. Results showed that the participants perceived the supervisors' informal roles as the most vital elements that had facilitated their dissertation completion. The study concludes by suggesting that more research be done in this area using supervisors' perspectives on this issue.

Keywords: Supervision, dissertation-completion, roles, agency

#112

Should Continuing Teacher Education Programmes be Re-Conceptualised to Improve Student Performance?

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Advanced Certificates in Education (ACE) have become a common vehicle for upgrading teachers' qualifications. The question that arises, however, is whether such courses contribute to the improvement of knowledge and skills since the mode of delivery is often very different to the programmes traditionally offered by higher education institutions. This research reports on an ACE course in science where data were collected to determine whether teachers benefited in terms of their conceptual understanding of Astronomy. The conceptual framework applied in the study is based on three constructs i.e. the social circumstances of cognitive activities; domain-specific processes and practices, as well as the importance of epistemological beliefs. A pre and post- module questionnaire, as well as interviews were the instruments used to collect data from a cohort of students registered for a module in the ACE programme. The data revealed that very little conceptual change occurred as students still held misconceptions of basic astronomy concepts on completion of the section on Astronomy. Possible reasons for the lack of conceptual change are: classroom environments and instructional strategies that are not conducive to conceptual change; an emphasis on declarative knowledge with little attention paid to procedural knowledge and lastly, students own epistemological beliefs of what constitutes science knowledge and learning. The findings of this study alert designers of in-service courses to the need to re-think the way in which such courses are designed and delivered. The three concepts used in this study may be helpful in reconceptualising in-service course. Firstly, instructional strategies should be adapted to suit the type of programmes where contact sessions are limited. For example, environments conducive to social constructivist learning should be created; secondly, students should be allowed to participate in procedural activities which allow for a better understanding of the processes of science and lastly, students need support in developing an understanding of what it means to be a student in a continuing education programme.

#113

An Empirical Study Profiling Students' Experiences in Public Sector Budgeting: A simulation technique

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University of KwaZulu-Natal

The primary goal of training students on key aspects of public administration is to provide them with contemporary information in course materials, teaching and inspiring their learning in individual and group discussions. The technique of simulation is used in this study to enhance students' interest and involvement in public administration theory and practice, focusing on a challenging aspect of public sector financial management (budgeting) as a targeted area for discussion. The simulation technique used in this study captures the responses of postgraduate students at the honours and masters level. This technique provided students with the opportunity to utilize their own decision-making skills and to create a departmental budget through recognised and systematised structures in financial frameworks. The students were encouraged to take responsibility and ownership for their learning whilst creating fun and enthusiasm in the assessment. The paper highlights students' interest in this technique as a positive tool to teach them about the complexities of budgeting within legislative guidelines, whilst taking cognisance of diverse viewpoints. It further enhances students' understanding and learning about the approaches and processes of public sector budgeting as a key element of public administration in practice. Aspects covered in the paper include the importance of budgeting according to public sector financial guidelines, raising students' awareness of the intricacies of budgeting and the use of simulation as a stimulus for enhancing teaching in public finance.

Keywords: budgeting, simulation, enhancing learning

#114

Developing interactive facilitation towards student-centred learning using web-based facilities: A case study at a postgraduate level

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The paper discusses student and staff experiences in student-centred learning using web-based technologies. It describes an action research approach for a Statistical Quality Techniques course delivered to postgraduate students at fourth year of study. Due to limited contact time, alternate ways were explored facilitate the course. A web-based approach was embarked upon to alleviate problems of insufficient tutorials to mentor students. The paper looks at materials provided as a supplement to lectures, in particular, use of materials via websites or emails. Material was carefully selected to enhance concepts that the students have familiarised in lectures, or through directed reading exercises. The result is students working through materials at their own pace. As the initial barriers were overcome, there was a noticeable improvement in students' assessment marks and pass rates. Surveys were conducted to evaluate use of web-based technologies for facilitating student-centred learning. The content, approach, advantages and disadvantages of the techniques are evaluated in this paper. The results indicate that although learning does occur via a personal instructor in contact sessions through web-based teaching, students are able to take ownership of the learning whilst alleviating their fear of pursuing the subject and content of Statistical Techniques.

Some key findings include that students found the Web to be a useful source of information used effectively for this subject, the Internet was an integral part of knowledge sharing with their peers and technology was a reliable support in the learning process for this subject. Reliability and descriptive statistics were used to describe the findings from questionnaires completed by students. Factor analysis was used to investigate the constitution of the construct. Some splitting was observed in the model. Apart from two of the statements in the construct, the communality scores were high indicating that observed variations in scores had a valid basis.

Keywords: Action Learning, Web-Based

#115

Demystifying the Myths around Online Teaching and Learning

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Much of the debate about online higher education turns on comparing online courses to face-to-face ones. With the emergence of a number of online learning courses in higher education institutions, many struggle with the myths associated with online learning. Questions concerning the delivery of successful online courses become tangled with question1s of meeting the online learner's needs. Since online learning is a relatively new phenomenon, many issues deserve our serious consideration: is online teaching as simple as duplicating face to face courses in an online learning setting? Is online learning for everyone? Can all content be delivered online? Is online learning an academic forum in which learners are engaged in a thoughtful and meaningful knowledge construction process? Many myths exist as to online course delivery and online learning. This presentation will attempt to address 10 common myths and respond to these based on the author's online experience with teaching and learning, and use illustrations from online modules that have been taught previously and from those that are currently being taught.

Keywords: online, teaching, learning, myths

#116
WORKSHOP: Active Teaching Strategies in Large Group Multicultural Undergraduate Didactic Lectures

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The main goal of the workshop is to present and discuss various interventions that may be used to engage students enrolled in large undergraduate classes, in particular service module classes. It is well known that students entering University to study various professional degree courses often battle with compulsory modules that they would rather not do if given the choice. This leads to frustration for both students and lecturers alike and the workshop will aim at providing some solutions to make the learning experience more enjoyable for all concerned. In particular, students often battle in the first semester of first year and another objective of the workshop will be to present ideas on how to intervene early enough in the module in order to improve pass rates. The expected outcomes are: (i) to Introduce participants to the latest literature on active learning strategies that have been successfully employed in order for workshop participants to be equipped with a background that will enable them to adopt similar strategies; (ii) discuss problems staff face with large group service modules and propose strategies for solving these problems in the African context; (iii) develop a strategy that will identify students battling with the module early enough in order to improve pass rates, in particular for large first year, first semester service modules

The presenter of the workshop, Mr. Mark Tufts, is a recipient of the UKZN Distinguished Teachers award for 2010. The award was made primarily in recognition of his ability to introduce active teaching and learning strategies in large undergraduate classes.

The optimal number of participants will be 30-40, with the large group broken up in to smaller groups for some of the discussion time.

#117
Strategies and innovations in the teaching and learning of Physiology: How can we improve?

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University of KwaZulu-Natal

Physiology is a complex subject. It has been widely recognised as a difficult subject to teach. It is also a difficult subject for students to learn and has often been identified as a major stumbling block to the progress of Health Science and medical students.
Current trends in higher education have resulted in an increase in class sizes. In addition to this, there are added pressures on academic staff to publish and this may result in insufficient time to meet the demands of large, multicultural service classes that are often comprised of students doing different professional degrees.

A review of the teaching literature, in particular the teaching of Physiology, suggests that teachers have identified that Physiology requires a good grasp of mathematical principles, graphs, and an ability to grasp complex control systems. Students are required to understand multiple organisational levels at the same time yet tend to learn the subject in an isolated, compartmentalised way. It is often argued that this may be due to passive approaches in the classroom, with far too much emphasis on factual content than on understanding and teaching students how to integrate material.

In my presentation, I will attempt to introduce some strategies that could be applicable to all teachers of large undergraduate classes. These strategies include more thoughtful use of powerpoint presentations and strategies than can be used to give students time in large sessions to grasp difficult concepts. In addition to this, I will discuss methods that can be adopted to complement lecture sessions such as crossword puzzles, interactive quizzes, and informal assessment tutorials. I will demonstrate how one can assist those students who battle with difficult terminology used in lectures and textbooks and how one can attempt to link this with student assessment.

Keywords: Strategies; Improvement; Physiology, Teaching

#118
Exploring the Work of 'Champions' of HIV and AIDS Education at a Higher Education Institution

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According to recent research conducted by the Higher Education HIV/AIDS Programme (2010) the HIV prevalence for students at higher education institutions (HEIs) is more than 10% lower than the prevalence percentage for the South African adult population. The rationale for this work is partly based on the summary of findings of HEAIDS HIV survey at UKZN during 2008 and 2009, which revealed an HIV prevalence of 2.8% among students and staff. The participants in the survey comprised 1 317 students and staff members. Only 54% of these respondents indicated that management at UKZN adopts a serious approach to HIV and AIDS. This research project will explore pedagogy and practice related to HIV education at UKZN. Recognising the complexity of the epidemic, it is necessary to address the medical and social issues related to HIV and AIDS jointly to provide multi-faceted opportunities to promote appropriate knowledge, skills and attitudes so that HEI students become more HIV-aware, HIV-competent and HIV-safe. A group of five researchers, from different disciplines across a Faculty of Education in KwaZulu-Natal, are currently documenting their own HIV and AIDS integration practices as well as the practices of other HEI lecturers who can be considered to be 'Champions of HIV and AIDS education'. By documenting their own work and the work of other 'Champions' opportunities will be created to disseminate and extend possibilities for HIV and AIDS education. The findings of this research will provide a starting point for initiatives at higher education institutions where pragmatic possibilities for HIV and AIDS education are sought.
This paper will respond to the conference theme of Curriculum Innovation in Higher Education to consider the following: What innovative and creative methods are HEI educators using to integrate HIV and AIDS education into HE teaching and learning? What success and challenges are being experienced in the use of these innovative and creative methods? What are the implications for HIV and AIDS education initiatives at HEIs?

Keywords: HIV and AIDS; Integration; Higher education; Curriculum

#119
Residence Activities and the Changing Profile of Campus Residences as Learning Spaces

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The infamous Reitz "incident" at the University of the Free State (UFS) in 2007 highlighted the devastating effects that student activities in residences can have on the residence student community as well as the broader community. This paper is based on a study conducted by a residence-head on her experiences of residence activities such as initiation, tradition, and residence competition; socializing and student development during the implementation of the racial integration policy at the UFS. Residences, as learning spaces are challenged to implement activities that mutually support and encourage students not only to stay together but more importantly, to learn together. Residences have the opportunity to educate the student as a whole person to become a responsible member of the larger community. Besides the formal academic curriculum, residences should have a curriculum that reflects the broader goals and outcomes of higher education. A qualitative case study design was used in this study and data were collected by means of focus group discussions and interviews with residence committee members and first-year students of different genders and races. The results of this study indicated that activities may change value systems to conform to residence traditions. Over emphasizing of social activities may inhibit the development of other important life-skills. The conclusion that was reached is that residence activities place limitations on residences as possible learning spaces because only certain groups were accommodated in the planning and development of these activities. It is suggested that purposeful activities are implemented to create an intellectual atmosphere and that the idealised tradition of certain groups in residences be replaced with communal and cooperative activities conducive to the holistic development of all students.

Keywords: learning spaces, changing profile, residences, activities, curriculum

#120
The Evolution of a Patchwork Text Teaching Strategy in the Context of a Blended Mode of Course Delivery at Postgraduate Level

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The presenter has been responsible for facilitating a number of related postgraduate and academic development courses on the assessment of/for student learning in higher education since 2004. Motivated by more than seven years experience with an innovative, resource-based, outcome-based and patchwork text teaching, learning and assessment strategy in all these courses (partly reported elsewhere), as well as more recent experiences with a blended mode of patchwork text course delivery, the presenter wishes to share the most recent findings from his continuous practical action research (AR) project on the patchwork text approach within the context of a new e-learning environment.

Following a brief overview of relevant contemporary literature related to course design, blended/e-learning, teaching, alternative assessment and the patchwork text approach in higher education, the author wishes to focus on the most recent lessons learned from this practical AR process. The AR process already involves various successive and evolutionary cycles of implementation of the patchwork text strategy (each including the conventional action research stages of plan, act, observe and reflect). The ultimate aim of the AR process is the continual and evolutionary improvement of the aforementioned courses, as well as the author's own postgraduate teaching and assessment practices in general.

The findings reported will be based on an integrated critical reflection on relevant literature reviewed, as well as the author's own, and fellow facilitators' and candidates' experiences with the teaching strategy, especially since the implementation of a new blended and block contact session mode of delivery in 2009.

121
The First Year Academic Experience: Mature- vs. first-time tertiary entry students

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Graduate entry programmes have become the preferred solution to accommodate the under preparedness of students for study at tertiary institutions. Mature entry students are supposed to be more emotionally, physiologically and academically prepared to meet the demands of studying at tertiary institutions.

Using a qualitative, mixed method approach, this study investigated whether graduate entrants perceived some advantage over their first- time tertiary-entry student (FTTES) peers during the first academic year on the medical programme. Their responses towards learning, the difficulties they encountered and their satisfaction with the course were gathered. Data was collection by means of a self- administered questionnaire in the first week of students' entry into the second academic year. Each group of students were asked to rate themselves by comparison to the other regarding their motivation to learn and challenges encountered.

Qualitative data from mature learners indicated pressure to balance relationships with significant others and strain to meet household demands and family responsibilities concurrent to the demands of the course. FTTES listed challenges that included financial constraints; coping and adjusting to the workload; being away from home and poor discipline. Both groups sought help from peers or senior students. Mature learners more readily reported becoming de-motivated on the course. This study shows that all learners need support upon entry into tertiary institutions. Mature learners and FTTES have different needs and expectations on a course which will greatly impact on their motivation to learn and their ability to succeed.

Keywords: first-year, student experiences, challenges, graduate entry

#122
Postgraduate Student Experiences with Research Supervision

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The research quality of an institution of higher learning is measured by the diversity and strength of post graduate programmes. Good supervision is therefore central to successful postgraduate research, yet it is a teaching-learning process poorly understood. Agreeably, supervisors should possess recognised subject expertise. They should have the necessary skills and experience to monitor, support and direct research students' work. Research students should receive support and direction sufficient to enable them to succeed in their studies. However, a number of studies have clearly indicated that supervisors create a number of problems that cause post graduate students' studies to derail. Such is the background under which this empirical study was undertaken and it sought to examine the experiences and challenges of post graduate students with their research supervisors. The study adopted an interpretive qualitative research methodology and a case-study research design. Data were collected through a questionnaire as well as face-to-face interviews with 40 post graduate students from 2 South African Universities in the Eastern Cape Province. The study found that only a few students claimed satisfaction with their supervisors. However, it was noticed that a significant percentage (75%) of respondents were not satisfied at all with supervisors' feedback in relation to their research work. Insufficient knowledge of the relevant field, change of supervisors, lack of supervisory support and supervisors' rising workloads have been identified as critical challenges facing some of the post graduate students in this study. The study therefore concludes that the majority of post graduate students' research expectations are not being optimally realised. This tends to compromise the quality and calibre of post graduate students churned out by universities. There is therefore need for strengthening supervisors' research expertise as well as creating an environment that is conducive for research supervision.

Keywords: supervisor, postgraduate, student, institution

#123
IMD (Intensive Modes of Delivery) For On Campus and TNE (Trans-National Education) Programmes - Innovative pedagogy or fiscal solution for higher education

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Government capping and increase in student fees internationally has led to Higher Education Institutions (HEI) looking for new ways to recruit and deliver programmes of study to students outside traditional parameters, resulting in an increased focus on recruitment of International students to western university on-campus postgraduate programmes and overseas delivery via Trans National Education (TNE) and Intensive Modes of Delivery (IMD). This international mobility of educational institutions and courses is becoming a key feature of the globalisation of higher education, with programmes operating as tradeable services. But, is this new style of delivery based on sound pedagogic practice to enhance learning, or merely a convenient answer to fiscal and manpower challenges in the current national and global HE environment, and, should we be equipping staff with the necessary staff development to facilitate this new methodology? Demand for Western degrees has been fuelled by rapid integration of emerging countries into the global economy (Scott, 2000; van Damme, 2000; McBurnie, 2001). The Global Alliance for Trans National Education (GATE, 2000) estimates that demand for TNE in Asian countries (excluding China), for example, will rise to more than 480,000 student places by 2020. It is clear academics need to develop new skills to fulfill this growing need since it is not automatic. The adequacy of tutor preparation is becoming an increasingly serious issue at present due to increased international scrutiny via quality assurance processes.

There is little written about the issues of teaching and learning on IMD/TNE programmes and what tutor preparation is and/or should be provided to support the specific pedagogic challenges facing this group of educators. This paper will consider different aspects of IMD as a technique itself and the practical implications of delivering TNE as well as sharing the wisdom of academics who may be involved in them.