

# Teaching & Learning REPORT 2018/19

INSTITUTIONALISING THE SCHOLARSHIP  
OF TEACHING & LEARNING



EVERY STUDENT MATTERS

INSPIRING GREATNESS



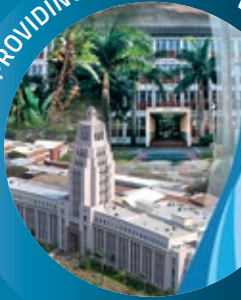
UNIVERSITY OF  
KWAZULU-NATAL<sup>TM</sup>  
INYUVESI  
YAKWAZULU-NATALI



**UTLO**

**Every Student Matters**

UTLO – PROVIDING INSTITUTION-WIDE SUPPORT



ADVANCING 21<sup>ST</sup> CENTURY TEACHING & LEARNING



TEACHING & LEARNING ACADEMIC CAPACITY ENHANCEMENT



ACADEMIC MONITORING AND SUPPORT



QUALITY PROMOTION AND ASSURANCE



LANGUAGE PLANNING AND DEVELOPMENT



ENHANCING TEACHING & LEARNING IN COLLEGES



# EVERY STUDENT MATTERS



# Preface

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Vice-Chancellor and Principal  
**Professor Nana K. Poku**



It would be easy to take teaching and learning for granted—the core business of the University, to be sure, and one that requires the coordinated efforts of the University’s dedicated scholars and administrators to meet the needs of our students, but some might suppose that the work requires only routine curricular and procedural adjustments. But UKZN is committed to excellence—and that requires ambition; careful attention to the wide span of conditions that facilitate stimulating environments and innovative practice; and close monitoring of everything that goes into ensuring that our degree courses truly prepare our students for their career challenges. This work is vital for the entire University community and our common future. It is also both highly dynamic and demanding.



This is why it is important for me to write this preface to the *Teaching & Learning Report 2018/19*.

The staff responsible for managing the expansive Teaching & Learning portfolio have a special role in honoring UKZN's commitment to South Africa's wider Transformation Agenda. The profile of the UKZN student body has changed dramatically, and the learning and teaching experience is shifting accordingly to become better able to address the needs of the large proportion of our students from Q1–Q3 schools. Armed with the Senate-approved language policy and implementation plan, the language planning and development office continues to be a trailblazer in the sector as an institutional imperative to advance isiZulu indigenous language to its future as a language of education and commerce. One of the key innovations of the language policy and implementation plan is the introduction of bilingual tutorials at UKZN, a critical development for students whose first language is isiZulu. Other notable areas which are under continual review and improvement include the tutoring and mentorship of students in order to develop their capabilities to learn effectively. Other improvements include the careful transformation of the learning and teaching environments to embrace technology-enhanced teaching and learning, which has required the participation of academics in University Technology Enhanced Learning.

With respect to academic staff, the University Education Induction Programme (UEIP), the Staff Mentorship and Development Programme and promoting the Scholarship of Teaching and Learning (SoTL) remain the three key projects for teaching and learning academic capacity enhancement. We are keenly aware that the enhancement of teaching and learning is necessarily a joint endeavor. In addition, through its flagship annual colloquium, the Academic Monitoring, and Support (AMS) project continues to be an important aspect of best practice at UKZN by which academics reflect on student support and academic monitoring, showcasing the ways in which the University takes innovations to support students seriously. It has now become a well-known, established event, which we have in common with our sister Universities.

The further reach of information technologies, together with the emergence of private enterprises becoming knowledge providers in their own right has established in-house human capital development and credentialing initiatives. It is also fuelling a boom in private higher education competitive provision. Thus the historic and current focus of the University on the development of the capacity of academics to facilitate digital learning continues to propel us towards digital platforms and online learning as ways to meet external challenges in learning provision as well as to ameliorate periodic campus instabilities.

Institutional learning through audits and the Quality Promotion and Assurance unit and Qualifications and Programmes Reviews are complemented by Graduate Opinion Surveys and Student Evaluation of Teaching and Learning. The critical impetus now is to review quality assurance policies, all of the supporting regulations and procedures, and to develop ways of institutionalising continuous improvement of the learning and teaching experiences of students and staff.

These few examples demonstrate the professionalism and dedication of the managers and administrators of the University's Teaching & Learning, who work to ensure not merely the maintenance of our high standards but who also search for ways to make everyone's work—staff and students alike—an inclusive, enriching experience in highly dynamic, rapidly changing circumstances. The University's pursuit of excellence in its teaching and learning begins and returns to these devoted men and women. I applaud their unflagging devotion to this vital work, which does us all proud. It gives me pleasure to commend this report to the entire University community.

**Professor Nana K. Poku**  
Vice-Chancellor and Principal



# Teaching & Learning REPORT 2018/19

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## INSTITUTIONALISING THE SCHOLARSHIP OF TEACHING & LEARNING

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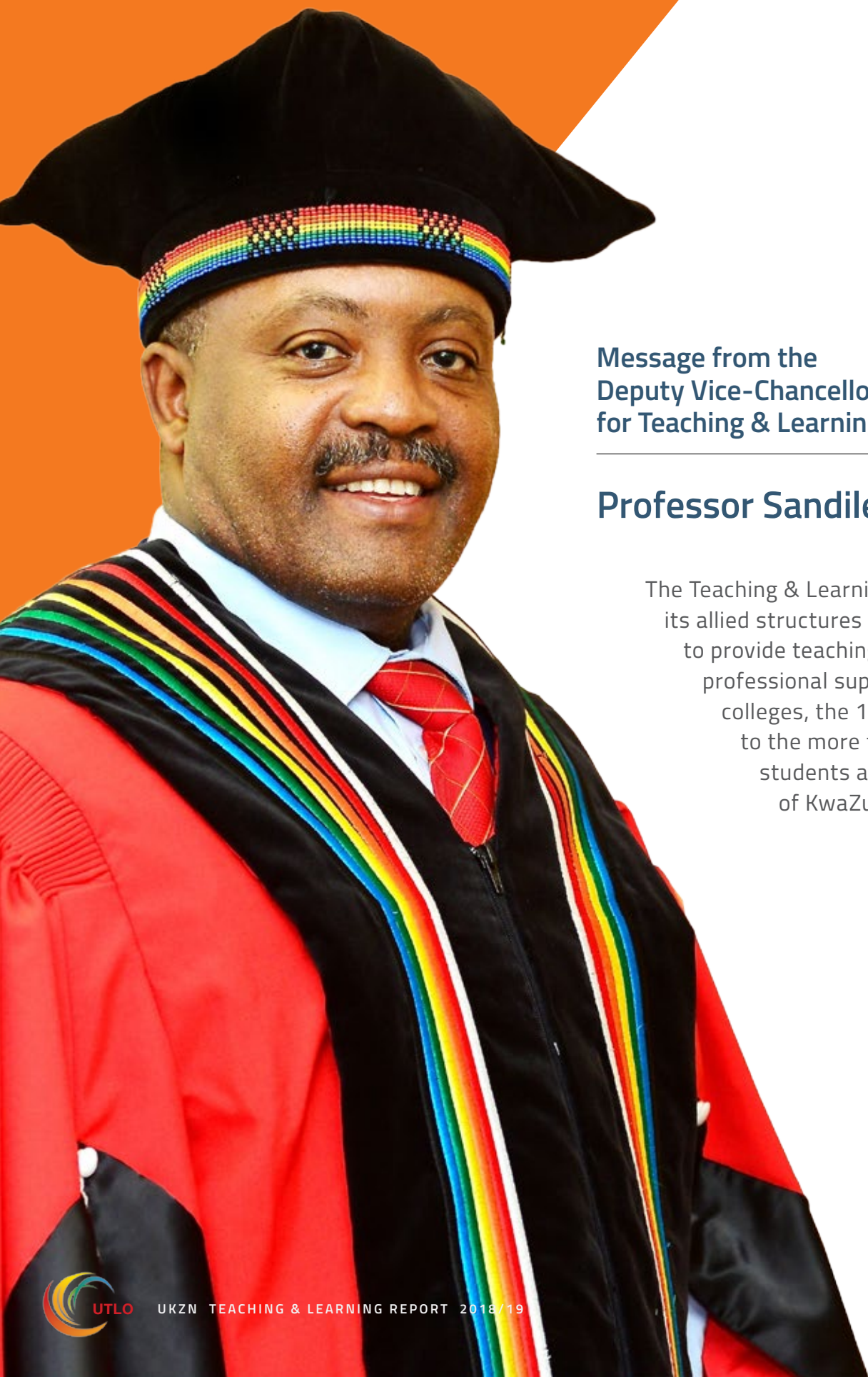


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**Message from the  
Deputy Vice-Chancellor  
for Teaching & Learning**

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**Professor Sandile P. Songca**

The Teaching & Learning portfolio and its allied structures have continued to provide teaching and learning professional support to the four colleges, the 19 schools and to the more than 45 000 students at the University of KwaZulu-Natal.

“ Given the many changes in the university, including the rise of student unrest, student population shift to lower quintile schools, rising student food insecurity, the fast pace of change of digital information and communications technology, and the demands of the fourth industrial revolution, the T&L portfolio has endeavoured to be relevant and responsive. ”

Given the many changes in the university, including the rise of student unrest, student population shift to lower quintile schools, rising student food insecurity, the fast pace of change of digital information and communications technology, and the demands of the fourth industrial revolution, the T&L portfolio has endeavoured to be relevant and responsive.

The Teaching & Learning Strategy Group (TLSG) has served the university teaching and learning community since 2012, providing leadership in policy development, and a functional policy environment for the past seven years. However, early signs of fatigue can be seen from the large number of policies which have not been reviewed, as well as the general proliferation of policies without sufficient integration, suggesting the urgent need for policy overlap and gap analysis. It is clear that the strategy group will have fundamental influence in the imminent development of a university strategy for Teaching & Learning as it has played a pivotal role in the teaching and learning business processes of the university. It is arguably the force behind the teaching and learning excellence awards and the accolades that the awardees have collected nationally at the Higher Education Learning and Teaching Association of South Africa (HELTASA).

Rising demand for the services of the flagship University Technology Enhanced Learning (UTEL) Project has made the expansion to other campuses an imperative. The project will embrace more recent and more user friendly technologies to enhance our teaching capacity to offer

blended teaching support and off-campus learning in a context of rising demand for the development of capacity for Digital Teaching. A significant feature of UTEL is that it has been harmonised with Moodle, which remains the official Learning Management System at UKZN. The rise in uptake and usage of Moodle is further indication of the rising appetite among students and academics for technology.

As part of the T&L portfolio commitment to sustaining professional development of both academic and professional staff, the University Education Induction Programme (UEIP), funded by the University Capacity Development grant successfully contributed to enhancing teaching capacity.

Another uniquely UKZN branded learning and teaching system, is the University Academic Monitoring and Support Strategy (AMS), an institutional support response to the University Academic Monitoring support policy and procedures, which is itself supported by the tradition of the annual University Academic Monitoring and Support Colloquium which rotates among Colleges. It attracts highly influential research papers and discussions on the University Academic Monitoring and Support system. AMS has been a catalyst for developing interventions to enhance student progression and quality.

“ Rising demand for the services of the flagship University Technology Enhanced Learning (UTEL) Project has put severe pressure on resources taking the coveted expansion to other campuses beyond ‘nice to have’. ”

“...Many of the innovations developed in the unit have been and continue to be applauded nationally, continentally and internationally, with a number of universities now benchmarking language development with the University of KwaZulu-Natal in this regard.”

As the university continues to lead in research productivity, the T&L portfolio has in tandem, promoted and supported the Scholarship of Teaching and Learning (SoTL), which seeks to institutionalise a scholarly and professional approach to teaching and student learning. The future of SoTL initiatives in this regard is pointing towards the emergence of more prolific researchers and scholars alike.

Quality promotion and assurance achieved impressive highlights, with more than 400 HEQSF aligned programs, new programs submitted with a handful approved by the Department of Higher Education and Training, accredited by the Council on Higher Education, with new serial numbers issued by the South African Qualifications Authority. Many of these were accredited through their respective statutory Council to which the accreditation is outsourced by the Council on Higher Education.

Through their work, University qualifications continue to enjoy high regard by various sectors of the economy. For example, our chartered accounting qualifications through the support and accreditation by the South African Institute of Chartered Accountants (SAICA) continue to enjoy very high regard in a profession which was recently seriously questioned under the cloud caused by the corrupt practices which emerged under some of the big names in the industry. Our Bachelor of Laws was among the first to be accredited in the recent national review of the qualification. Quality promotion was already on a determined drive towards the automation of the management of the programme and qualification mix, including development, and review, a move which will take the practice to the cutting edge in the sector.

In the background of technology and innovation, language development has, and continues to present the university with national and indeed continental competitive advantage. The location of the Language Planning and Development Office (ULPDO) within the professional and academic support environment is proving to be a significant driver of multilingualism. Many of the innovations developed in the unit have been and continue to be applauded nationally, continentally and internationally, with a number of universities now benchmarking language development with the University of KwaZulu-Natal in this regard. The collaboration of the unit with the Pan South African Language Board (PanSALB) has placed the language development unit and the university in a unique position of advantage in language development.

At the forefront as well as the center of teaching and learning professional and academic support is the Teaching and Learning Office (UTLO), a dynamic unit that integrates with the colleges in such a way that student and academic staff support is translated to learning enhancement and professionalisation of teaching. UTLO has a wide range of standard interventions which it runs yearly, including tutorship, mentorship, staff development, academic monitoring and support, scholarship of teaching and learning, e-learning, blended learning, technology enhanced learning and a range of other support functions and on-demand solutions.

Additionally, UTLO pursues new interventions for the future; data analytics, digital migration and online automation of teaching and learning. The main preoccupation for the office now is how to pursue and achieve completely online learning through its existing and fundamental technologies so as to have learning without contact available on demand whenever the need arises. Such need will clearly arise much more often in the future as campus disruptions proliferate.

Disruptions in the past have come from internal sources such as student and staff unrest and violent protest. Other disruptions have come from external sources such as electric power load shedding, water restrictions, municipal and private sector protests. In recent times, there has been emergence of disease pandemic related disruptions. The collective impact of these disruptions has been to render campus based learning and teaching service delivery rather unreliable and unsustainable as the only modality, turning the academic community towards more reliable virtual approaches based on digital and automated online systems.



In pursuit of excellence in student academic performance in line with Goals 1 and 2 of the UKZN Strategic Plan 2017-2021, the University of KwaZulu-Natal selects a wide range of students who have shown excellence in their academic performance for the award of scholarships and merit awards. Once every year, the University hosts the Annual Scholarship Awards Ceremony to showcase these awards, celebrate the excellent performance of our students, and express gratitude to our funders and the community of academics who work tirelessly to assist our students to achieve such high levels of performance in their study programs. Society has changed dramatically in the recent past. Increasing job losses have led to the escalation of hardships such as poverty, ill-health, criminality, and social inequality.

Scholarships and merit awards are increasingly cognisant of these new realities and require students to also demonstrate social responsiveness through community engagement and entrepreneurship projects. This celebration is therefore also intended to develop and grow an institutional culture of excellence and nation-building through hard work, community engagement, entrepreneurship, and outreach.

The total investment in student financial support through scholarships has increased to almost R200 million, awarded to nearly 5 000 students. We celebrated staff, students, funders, and community, with an overwhelming reason to celebrate UKZN as a Premier University of African Scholarship for inspiring greatness in scholarships.

As the current Deputy Vice-Chancellor responsible for Teaching & Learning, I acknowledge the efforts of my predecessors. Prof. Bala Pillay, who held the fort during difficult times and Prof. Renuka Vithal, the former DVC of Teaching & Learning, who is also acknowledged and celebrated for the many years she served and constructed what is today a formidable organisation for professional academic teaching and learning support. It is said that her high pitched voice still rings in the corridors of Francis Stock building where she served.

### **Professor Sandile P. Songca**

Deputy Vice-Chancellor: Teaching and Learning



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

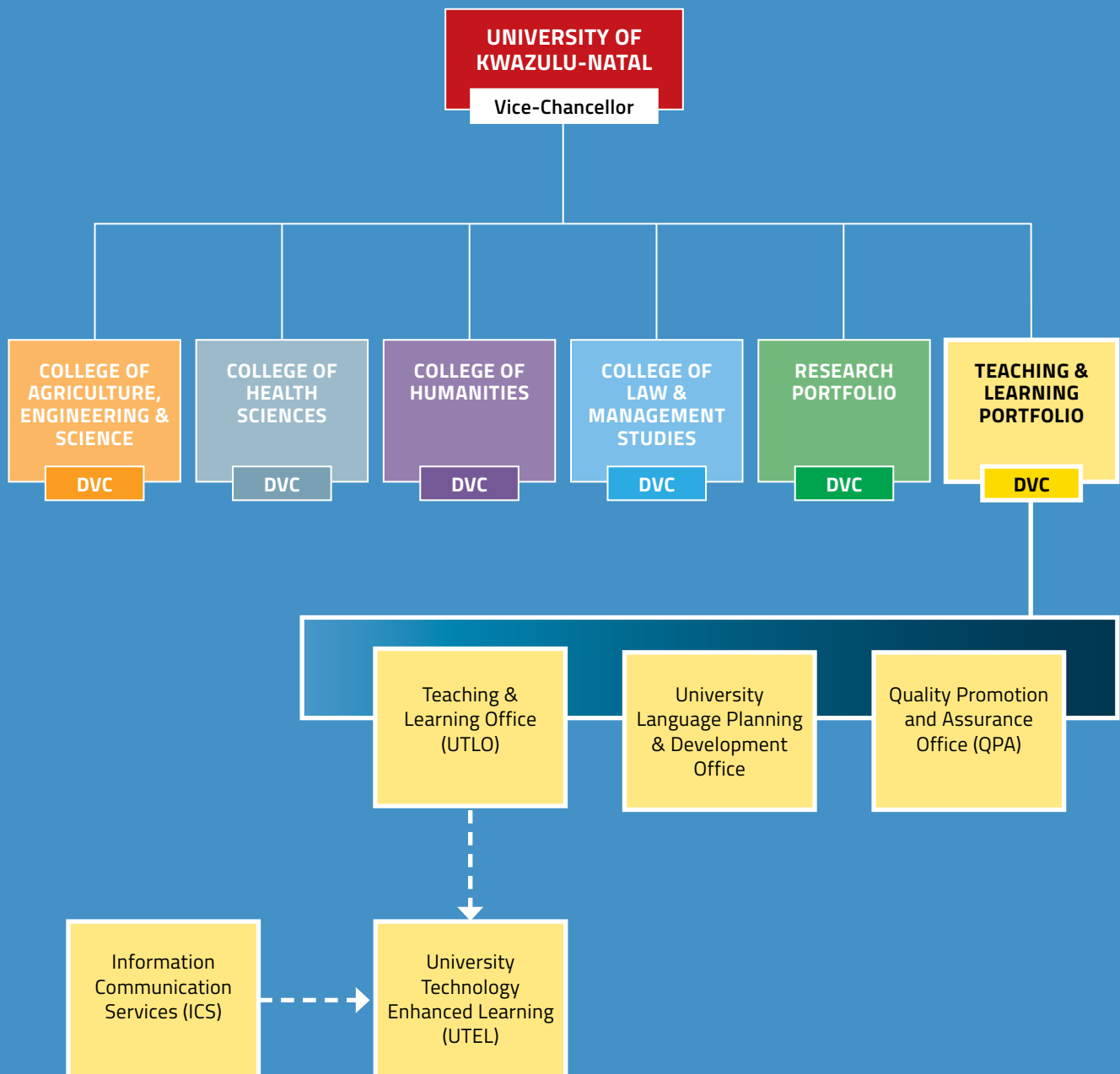


Figure 1. UKZN T&L Organisational Structure



## Partnerships with Colleges

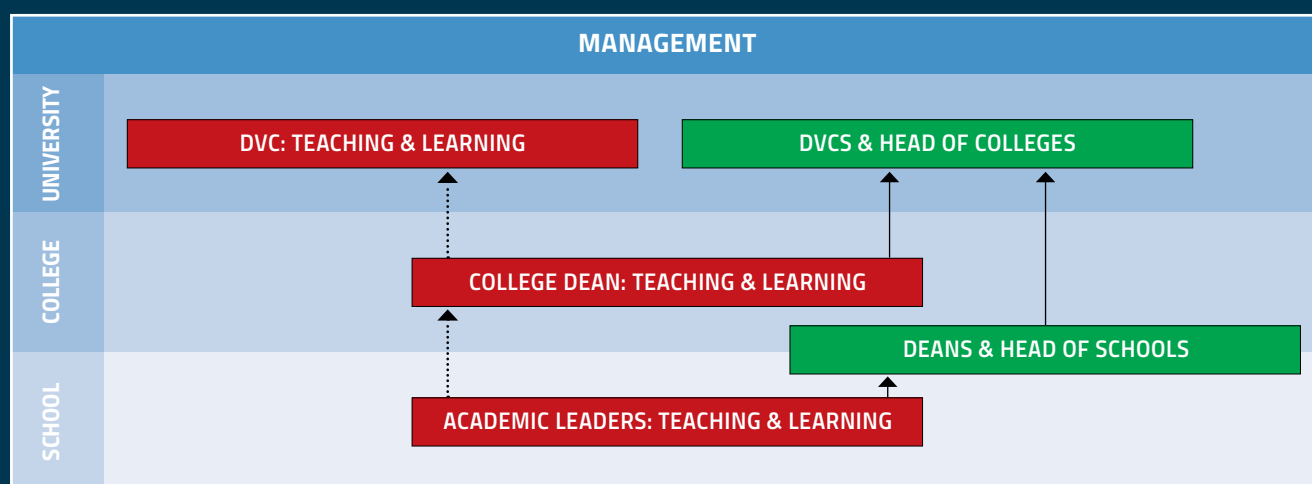


Figure 2. Partnerships with Colleges

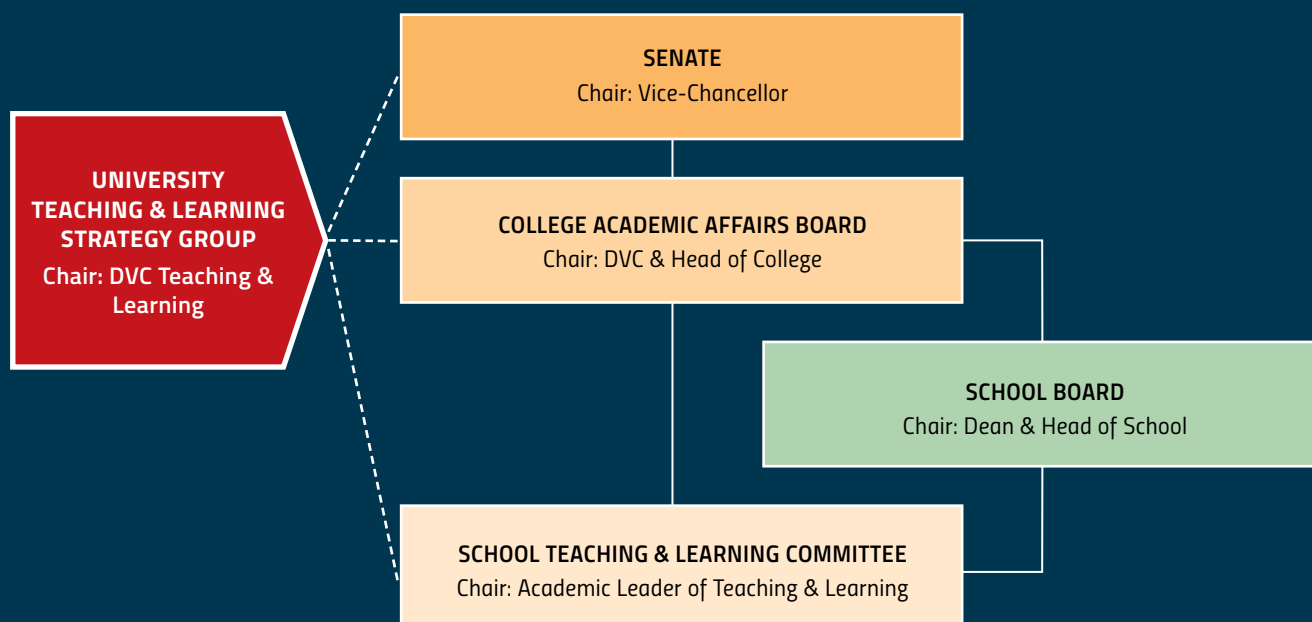


Figure 3. University Teaching & Learning Strategy Group

## UKZN TEACHING & LEARNING STRATEGY GROUP



The Teaching & Learning Strategy Group (TLSG) is responsible for the development of institutional policies, frameworks and guidelines related to teaching & learning. TLSG is also responsible for evaluating these periodically to ensure their consistent implementation across Colleges. The group also undertakes tasks assigned or referred to it by various structures such as Senate, College Academic Affairs Boards, or the Executive. The TLSG, which meets at least once a month, is chaired by the DVC Teaching & Learning and comprised of other stakeholders, including the College Deans: Teaching & Learning and Directors of T&L units in the portfolio.

The work of the TLSG is guided by the principle that student success is achieved through a coherent strategy that draws on various teaching & learning entities, initiatives and practices working in concert towards achieving pragmatic outcomes. One of the main functions of the TLSG is to develop and implement a comprehensive teaching & learning strategy, to achieve Goal 1 of the UKZN Strategic Plan. This goal is to promote excellence in teaching & learning through innovative curriculum design and development, pedagogical strategies and assessment practices, in accordance with the highest quality management principles. It will ensure a diverse student body that is representative in terms of race, gender and social class, and that has the intellectual interest and ability to succeed.

Over and above their strategic obligations, TLSG develops, implements and reviews Senate-approved teaching & learning policies, contributes to the promotion of the scholarship of teaching & learning (SOTL), and responds to national policy documents and position papers.

“ The work of the TLSG is guided by the principle that student success is achieved through a coherent strategy that draws on various teaching & learning entities, initiatives and practices working in concert towards achieving pragmatic outcomes. ”



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# TEACHING & LEARNING EXCELLENCE AWARDS

## Teaching Excellence Awards 2018

In recognition of teaching excellence, the Teaching & Learning Office rewards academics that demonstrate exceptionality in their disciplinary fields and produce educational impact beyond the classroom.

In 2018, for the first time in the recent history of the award, seven academics were recognised. Professor Kathleen Pithouse-Morgan, Professor Fayth Ruffin, Dr Msizi Mkhize

and Dr Mvuselelo Ngcoya received the coveted Distinguished Teachers' Award (DTA) at the annual University of KwaZulu-Natal Graduation ceremonies. Professor Ruth Hoskins, Professor Shenuka Singh and Dr Miranda Young-Jahangeer received Certificates of Excellence. The awardees were then celebrated at the 2019 DTA award dinner.

*From left: Professor Shenuka Singh, Dr Msizi Mkhize, Professor Ruth Hoskins, Professor Fayth Ruffin, Dr Miranda Young-Jahangeer, Professor Kathleen Pithouse-Morgan.*



## DISTINGUISHED TEACHERS' AWARDS (DTA)

**Professor Pithouse-Morgan** is an associate professor in the School of Education in the College of Humanities. The committee was happy with her strong rationale informed by the challenging context of her student teachers. According to the committee, what stood out for Pithouse-Morgan is her ability to use a variety of student-centred teaching & learning methods that helped students construct their own knowledge. She also had a good supervision record, using the cohort model of supervision. She mentors novice supervisors and co-supervises and co-authors with them. She also encourages students to present their work at conferences.

**Professor Fayth Ruffin** is a professor in the School of Management, IT and Governance in the College of Law and Management Studies. According to the committee, Ruffin's teaching portfolio presented an excellent approach that was contextualised with reference to different, alternative epistemologies that went beyond the traditional Eurocentric pedagogies. She is passionate about her work, committed to a liberating andragogy and empowers student to think independently and pursue excellence. She was found worthy of a DTA award for exceptional teaching philosophy, new innovative ways of teaching and assessment approaches, and work on the development of IKS in the area in decolonisation.

**Dr Msizi Mkhize** is a lecturer in the School of Accounting, Economics and Finance in the College of Law and Management Studies. The committee unanimously agreed to bestow the award on Mkhize, based on his outstanding portfolio. This provides a compelling rationale informed by his knowledge of students' contexts supported by his deep knowledge of the mathematics discipline. He also displays excellent community engagement and creative teaching methods in presenting Mathematics as an interesting subject to students. He has developed multiple learning resources and engages with communities about teaching high school learners Mathematics. He also engages in peer mentoring, has a good supervision record and is readily available to students being supervised, using research coaching to help students in their research journey. He uses creative formative and summative methods such as crossword puzzles, tests and essays. He is a reflective practitioner who has made changes in both teaching and assessment based on students' assessment outcomes. The committee found the use of mathematical concepts to teach Accounting to be the most novel aspect of his submission.

**Dr Mvuselelo Ngcoya** is a senior lecturer in the School of Built Environment and Development Studies in the College of Humanities. The committee found him worthy of the award because of his excellent teaching and its impact on students. Ngcoya presents a great case for a decolonised curriculum, using non-traditional methods but clearly explaining the need for assessing in the traditional sense. He is aware of his shortcomings and his student evaluations show him to be reflective, and accommodating of critique. Both formal and informal peer evaluations affirm the value of his engagement with students and peers. He developed a new module in Participatory Video, which merges theory with practice and actively involves students with the community.

“ Professor Singh’s teaching rationale and approach are clearly underpinned by the theory of constructivism, which talks to the realities of the South African context. ”

## CERTIFICATES OF EXCELLENCE IN TEACHING (CET)

For the first time at UKZN, Certificates of Excellence in Teaching were awarded to Professor Ruth Hoskins, Professor Shenuka Singh and Dr Miranda Young-Jahangeer. The certificate award is similar to the HELTSA commendation awards given at the national level.

**Professor Ruth Hoskins** is a professor in the School of Social Sciences in the College of Humanities. She was found worthy of the award for various reasons, such as the application of educational philosophy in her teaching practice. Her teaching is contextualised to the South Africa education system and linked within the UKZN Language Policy. She uses social constructivism, which acknowledges each learner as unique. Her teaching methods offered a number of instructional activities, appropriate to students’ needs, such as video conferencing and a block system for rural students, seminars, case studies and group discussions. Her teaching methods are coherent in the modules and have clear learning outcomes. The use of different assessment methods (both formative and summative) is aligned to learning outcomes promoting student engagement. Hoskins is a successful supervisor who has graduated 16 PhDs and one master’s student since her previous promotion. She provides leadership for academic monitoring and support programme and is extensively involved in curriculum design, reviews and development.

**Professor Shenuka Singh** is an associate professor in the School of Health Sciences in the College of Health Sciences. The DTA committee were convinced by her excellent self-critique and reflection on her teaching & learning practice. Singh’s teaching rationale and approach are clearly underpinned by the theory of constructivism, which talks to the realities of the South African context. She uses various innovative methods of teaching & learning, adopting interactive approaches, student-centeredness and case-based, group and problem-based learning. She also uses online discussions via Moodle and visual learning / Zoom Technology. There is evidence of bilingual instruction in her work and she is committed to the Scholarship of Teaching & Learning (SOTL).

**Dr Miranda Young-Jahangeer** is a lecturer in the School of Arts in the College of Humanities. She submitted a strong rationale and convincing justification with relevant literature for teaching and supervision practice. The impact of her innovative teaching and assessment methods for both undergraduate and postgraduate levels are evident in her student and peer evaluations. She provides multiple ways in which her teaching strategies are beneficial to the students. Her teaching practice is clearly informed by research, changes, and debates in the discipline, taking into account the South African higher education context. She provides extensive examples of work across disciplines and within the community, mentoring community initiatives and community theatre projects.



## DISTINGUISHED STUDENTS' AWARD 2018

The University of KwaZulu-Natal Distinguished Students' Award recognises and rewards academic excellence and outstanding community engagement or University service. The award covers postgraduate students and their community engagement or University projects. Students are nominated by the University's staff and students.

The award gives concrete expression to the values implicit in African scholarship that underpin our University. Two awards are made to the most talented, caring and exceptional graduates and young leaders from final year undergraduate or honours level, who have been judged as being most exemplary in embodying the ideals and attributes that the University seeks to create in every graduate.

The two recipients of the Distinguished Students' Award for 2017 were Dr Lisha Jeena and Ms Zanemvula Duma. The distinguished students were recognised for their achievements at the 2018 Annual Scholarship Awards Ceremony.

**Dr Lisha Jeena** is an alumnus in the School of Clinical Medicine in the College of Health Sciences. Having completed her MBChB (class of 2017), Dr Jeena maintained academic excellence throughout her six years of study, achieving a Dean's Commendation in every semester. Additionally, she achieved Certificates of Merit in five of six final-year subjects. She graduated *cum laude* and was awarded several subject prizes.

As a Research Placement at CAPRISA, Jeena published two papers during her studies. She is first author of a paper entitled "Tuberculosis treatment outcomes among peri-urban children receiving doorstep tuberculosis care", published in the *International Journal of TB and Lung Disease*. She also co-authored a paper entitled "Cytomegalovirus retinitis and HIV: case reviews from KwaZulu-Natal Province, South Africa", which was published in the *South African Medical Journal*.

While it may be easy to become disheartened in a world filled with gross inequality and poverty, Jeena replaced her frustration with action, founding the UKZN branch of Friends of Médecins Sans Frontières (FoMSF or Doctors Without Borders). Through this, she pioneered various awareness campaigns, fundraising events and community-conscious projects. Of note are the health

day events at which community members are screened for hypertension, diabetes, tuberculosis, HIV and general hygiene. It all started with the simple idea of using the skills being obtained in medical school to help people. This has now grown into a series of health screening events throughout the year at which hundreds of people across KwaZulu-Natal are assisted.

The 24-year-old doctor has excelled in numerous leadership positions. She was Chairperson of the UKZN FoMSF and subsequently elected onto the National FoMSF Executive Committee. She was President of the UKZN debating union and led the largest delegation of debaters to the national debating tournament that year. Furthermore, she was on the Sixth-Year Class Events Committee, a Peer Wellness Mentor, and Vice-Chairperson of the Hindu Students Association on campus.

**Ms Zanemvula Duma** is an honours graduate from the School of Education in the College of Humanities and the first student from the School to receive the award. Duma attended Umzinto Secondary School where she excelled in both academic and leadership roles. She also sang gospel music, competing at provincial competitions. During this time her social anxieties were at their peak and were overcome through engagement in community and university services.

The scholarship will give Duma financial freedom and enable her to give back to her community and the University by donating part of the award to the organisation of her choice.

DSA AWARDS



DR LISHA JEENA



MS ZANEMVULA DUMA



UTLO

Every Student Matters



# ADVANCING 21<sup>ST</sup> CENTURY TEACHING & LEARNING

## UKZN Online Management Systems

### UKZN LEARNING MANAGEMENT SYSTEM - MOODLE



A key goal of UKZN is to create an enabling environment for all students to prepare them for the responsibilities and challenges they will face in a world increasingly characterised by competition, change, and diversity.

Access to information is an essential ingredient in an enabling learning environment. Moodle (Modular Object-Oriented Dynamic Learning Environment) is the official eLearning management system used at UKZN to communicate with students by providing access to lecture notes, library resources, study tips and other educational resources on the site. The phasing in of Moodle began in 2016, with the

expectation that by 2018, all undergraduate and postgraduate module materials would be placed on Moodle. We are happy to report that this expectation has been fulfilled and both our undergraduate and postgraduate students are utilising the system. It allows registered students and academics to view and upload lecture notes, submit assignments and access library resources. Lecturers can administer online tutorials and quizzes as well as give online assistance, while students are exposed to links that help with preparing for examinations, including exam and study tips. Moodle is also utilised for online teaching collaborations with other Universities, and training opportunities to enable academics to adopt Moodle are routinely provided by ICS and UTLO.

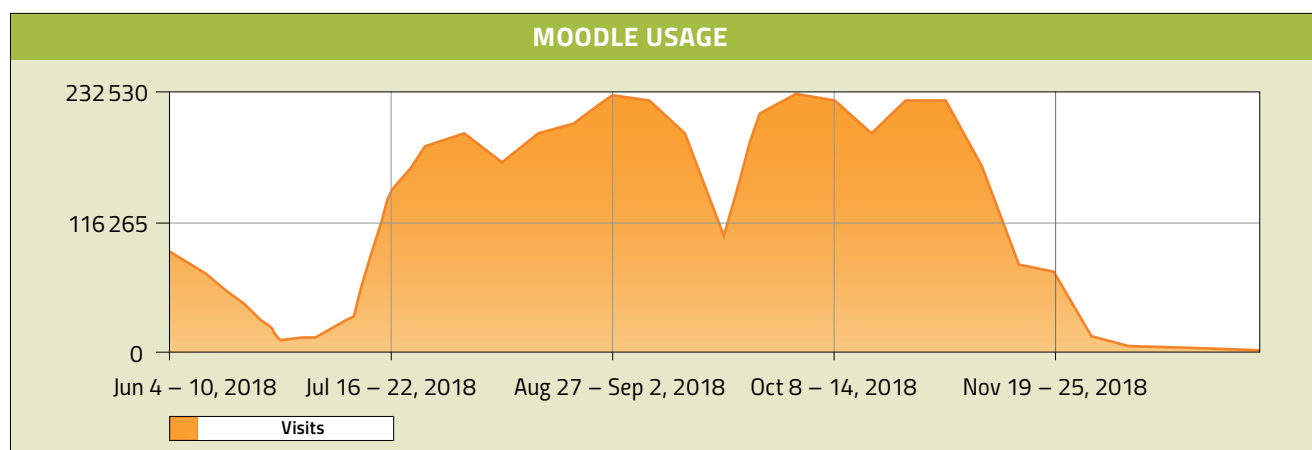


Figure 4. Moodle Usage

### PLAGIARISM DETECTION - TURNITIN



Plagiarism has become a significant concern for higher education. To ameliorate this problem UKZN subscribes to plagiarism detection software for postgraduate and undergraduate students. Postgraduate students use Turnitin, which not only assists students by highlighting plagiarism, but also improves their writing skills. Turnitin promotes citing and referencing of material. Since submissions are online, it supports paperless submissions as well as online grading and feedback from instructors. Depending

on how an instructor sets up an assignment on Turnitin, students may have the opportunity to submit a draft assignment before submitting their final version. A similarity report is generated each time a paper is submitted; this report indicates the percentage of material in the essay that matches other sources that are in the Turnitin database. The student can then use the similarity report as a guideline to revise their work. The student can view all matches that have been identified online and then change their work accordingly. During the assignment setup, the instructor determines what materials can be excluded, e.g. bibliographic and quoted articles or small sources.



## GRAMMAR CHECKER - GRAMMARLY



Grammarly is an online grammar checking, spell checking, and plagiarism detection platform. UKZN subscribed and introduced Grammarly to students at undergraduate level to ensure and maintain integrity in writing. These students have the opportunity to create a Grammarly Premium account by subscribing to Grammarly individually, using their University email addresses.

Grammarly can be integrated into emails, messages, documents, projects and social media. It detects contextual spelling errors and checks documents for word usage in context. It also checks for standard grammar rules and looks for missing or unnecessary punctuation. In addition, it assists students with sentence structure and writing styles. Grammarly provides word enhancements and feedback regarding word choice, while the plagiarism checker ensures that material taken out of other sources is quoted and referenced.

## The University Technology Enhanced Learning (UTEL) Project

Goal One of the UKZN Strategic Plan commits the UKZN to promoting excellence in teaching & learning through innovative curriculum design and development, responsive pedagogical strategies, and authentic assessment practices. UTEL was established to meet UKZN's need for innovative and technologically advanced digital teaching solutions. It also aims to provide fully functioning production facilities to create and disseminate content through digital platforms. These facilities and studios are used to create teaching & learning materials, especially to support blended learning and eLearning initiatives.

Headed by Project Manager, Jasper Cecil and working with three other staff members, the unit, based on the Westville Campus, reports to the Director: Teaching & Learning. In addition, the unit also meets the following UKZN needs, i.e.:

- Increased demand for technology teaching using flipped classroom and blended learning approaches.
- Provide academic staff access to lecture capture services and fully functioning teaching/learning production facilities.

- Under-preparedness due to disruptions and cancelled lectures, especially during protest action when students have little or no access to on-line materials to mitigate the loss of lecture time.
- Overcrowded classrooms, time schedule conflicts and non-attendance of lectures.
- Limited size of laboratories and practical rooms, scarcity of specimens for large class numbers, and the need for detailed visuals to demonstrate experiments and scientific concepts.
- Students' requirements for video materials for revision, to replay (in their own time, groups and spaces) and to assist with language barriers.
- High cost of outsourcing.

*Below: Scan the QR code on the left, to digitally access the UTEL promotional video.*



Since its inception in 2017, UTEL has expanded its offerings to include lecture capture, production of videos of panel discussions and the creation of promotional and training videos. It has done presentations through seminars held in Schools where it strongly advocated the use of Blended, eLearning and Flipped Classroom approaches.

### LECTURE CAPTURE

This function is given priority and, while users are encouraged to use blended learning approaches, academic staff also make use of the facility to replicate short lectures and explain concepts, so students have access to materials electronically. UTEL adopted the approach of “you tell us what you would like” and, although some academics use innovative ways to teach, staff are welcome to make use of the facility and are accommodated.

UTEL took a deliberate decision not to capture full lectures in classrooms as they are different to the principles of a flipped classroom approach. The videos produced by UTEL are not designed to replace the classroom lecture. Instead, UTEL creates its own unique virtual sets and places presenters into these sets using chroma key techniques, and videos are edited so that the final product contains a combination of interesting angles, animation and effects to capture students’ interest.

Other types of recordings include seminars and presentations by guest lecturers in studio; some use a studio audience. UTEL records and facilitates “live” connections between the studio and other centres, using multiple video monitors and sound feeds. Presentations are made from the studio to conferences taking place in other parts of the world.

Recorded lectures (and other videos produced) are sent to staff, some of whom distribute them through their own Dropbox account or allow their students to download. UTEL scales and uploads videos for students to access through Moodle. These free services are used by academic staff from all Colleges.

“ UTEL has done presentations through seminars held in Schools where it strongly advocated the use of Blended, eLearning and Flipped Classroom approaches. ”

### DIGITISATION

UTEL’s archives contain over 3,000 tapes, CD’s and DVD’s. Playback devices are becoming difficult to source and materials are deteriorating. In order to preserve the collection, a basic digitisation station is set up to convert analogue materials to digital formats. Recently, Professor Kriben Pillay used this to salvage valuable historical recordings of UDW theatre productions. After capturing materials, various restoration and corrective processes were applied before converting them into usable digital files. Some videos have been published on YouTube and have attracted significant interest.

Digitisation is established as a collaborative project between UTEL and the UKZN Library, where we are currently going through the existing archive, indexing and cataloguing all tapes. A digitisation technician will then be trained to create metadata and high resolution and proxy files, while adhering to digitisation standards. Archived materials will become accessible online to users and researchers. Proxy videos and key search words will be available through an interactive website where users can search for materials and watch videos. An online form will assist users to obtain a physical high-resolution copy if required. Over 700 tapes from the UKZN Library Special Collections will shortly be converted to DVD.

*Below: Examples of lecture capture covers.*



## PRODUCTION OF TEACHING AND PROMOTIONAL VIDEOS

The large TV studio uses multiple cameras to record panel discussions, large scale teaching, student presentations, interviews, medical and technical demonstrations, international greetings, the Vice-Chancellor's presentations and various promotions. These include a book-reading promotions campaign, entrepreneurship, Corporate Relations promos, and student fundraising. Some videos are published on social media. UTEL created a number of "how to" videos for some Schools, the Library, ICS and Research. UTEL also produced the annual Distinguished Teachers' Awards video and often hosts seminars in studio. It is constantly developing new methods of post-production to incorporate animation and special effects.



**Above:** Promotional video covers.

## SOUND AND MUSIC PRODUCTION

The sound studio is equipped with good-quality microphones and a professional ProTools recording system, and used for voice-over work, narration, translations and small music recordings. It is also used to create training materials for disabled students, for pre-recorded audio in presentations, and to teach sound engineering techniques and operations to media students.

## TEACHING AND TRAINING

UTEL conducted training sessions for third-year Media Studies students, giving them an opportunity to experience the various roles and operate and direct a live multi camera TV Studio. These large classes are broken down into three or four sessions and videos are sent to the department for student assessment.

UTEL also taught the video production module to Media Studies honours students. Over 13 weeks, students were given formal lectures, followed by demonstrations, exercises, assignments and video-related tasks. Students completed individual practical work and were continually assessed.

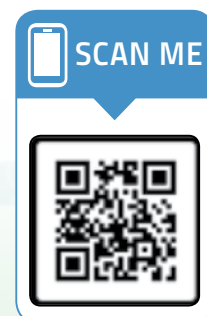
For their final assessment, students were placed in groups and each group submitted comprehensive production documents and produced a short movie that was screened to an invited audience. Based on the high standard, there has been very positive feedback:

- *"The production class as a whole was very exciting, however very short-lived";*
- *The experience has been wonderful. It was refreshing to learn something that could open doors for us that could not have been open prior to us doing this course";*
- *"The module was very exciting and technical. It was the best experience ever. The tutors were very well organised and took their time to teach students. I believe this module will help us to shape our future, especially those who are interest in film production";*
- *"This was the highlight of my entire four years at UKZN";*
- *"My personal experience of the video process was a dream came true; I was amazed by how Jasper has so much passion for production that he managed to teach us so much in a short period of time".*

It is hoped this will become a fully-fledged module in the future.

## UTEL WEBSITE

With the assistance of the Teaching & Learning Office a new website (<https://utel.ukzn.ac.za>) was set up where users can access news items,. They can also view completed projects (videos produced), a gallery of photographs of productions undertaken, tips and technical information. The site has useful information and users can submit requests and make bookings on-line.





## OUTCOMES

Production processes are often complex and can take time. UTEL's 4 staff are involved in the studio recordings but also engaged in a range of other related activities. Many visitors are shown around the facility, view samples of past work and engage with and discuss their requirements. UTEL assists them to prepare and modify presentation styles. On the technical side, UTEL staff members do preparatory work, configure lighting, arrange sets, props and sound for recordings, design graphics and virtual sets, create camera angles and prepare slides before recording. Academic staff are guided through the process of recording and if mistakes are made, material is re-shot.

During this period, UTEL recorded and produced:

- Over 300 lectures for the various Schools and Colleges
- Promotional videos for Corporate Relations, Vice-Chancellor and Colleges
- "How to" training videos for the Library, ICS, Research and Schools

- 14 medical procedures in studio
- Various interviews, panel discussions and seminars
- Remote conference broadcasts
- Editing of pre-recorded material, creating animation and graphics
- Voice-over and presentations for PowerPoint
- Various student presentations
- Production of awards video

Academic staff are often nervous at first, but once they use the facility and see how simple it is, they come back and make regular bookings, encouraging their colleagues to do the same. Feedback often refers to the quality and standard of work done by UTEL as exceptional and equivalent (if not better) materials produced by expensive external professional companies. Future plans include offering similar services on the other campuses.

## Development of Academics' Capacity for Digital Teaching & Learning

Information and Communication Services (ICS) in partnership with the University's Teaching & Learning Office (UTLO) has been seeking ways to increase the University's footprint in digital technologies. It is cognisant that UKZN is a contact University. However, current student needs have changed and institutions of higher education need to provide a more holistic view of education. Blended learning is the ultimate goal.

UKZN, like other institutions in the country, was under-prepared for the #FeesMustFall campaign, and this was evident in the lack of blended learning offered to offset time lost during this campaign. While UKZN saw the need for a blended learning

platform, it also recognised that a key element, namely, that of instructional designers, was missing. In this regard, a suitable course was sought, which would begin to empower University staff to become instructional designers.

Twenty delegates attended the Digital Teaching & Learning Certification Course, which comprises three phases. Phase 1 has been completed and plans for phase 2 are currently underway.

The Digital Teaching & Learning Skills course is aligned to UNESCO. Below is a summary of the course.

DIGITAL TEACHING & LEARNING SKILLS COURSE		
WEEK A	WEEK B	WEEK C
<b>Fundamentals of Digital Teaching</b>	<b>Digital Teaching &amp; Learning in Practice</b>	<b>Designing Exemplary Online Courses</b>
<ul style="list-style-type: none"> <li>▪ Introduction to Digital Teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creating e-Learning Content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personalised Learning</li> </ul>
<ul style="list-style-type: none"> <li>▪ Assessment &amp; Feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitating Group Work Online</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exemplary Online Course Design</li> </ul>
<ul style="list-style-type: none"> <li>▪ Web and Video Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assignments, Tests and Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Designing for the Mobile User</li> </ul>

**Table 1.** Summary of Digital Teaching & Learning Skills course



Every Student Matters



# TEACHING & LEARNING ACADEMIC CAPACITY ENHANCEMENT

## University Education Induction Programme (UEIP)

In recognition of the need for capacity building and continuous development of academic staff, the University of KwaZulu-Natal introduced the University Education Induction Programme (UEIP) in 2012. Aligned to UKZN's strategic goals and forming part of the Integrated Talent Management Policy and Guidelines approved by Senate, the UEIP programme is compulsory for all new academics and academics at lecturer level and below.

The UEIP programme comprises four 20-hour modules which are designed to improve and expand professional knowledge, develop skills and cultivate academics' potential as teachers and supervisors. The programme consists of the following officially accredited courses:

- 1 Designing and evaluating curricula in higher education
- 2 Teaching & Learning in higher education
- 3 Assessing teaching & learning in higher education
- 4 Research supervision in higher education

The UEIP employs a practical approach, which promotes professional development where each academic is engaged in curriculum design and programme development using relevant institutional and national policies in higher education. Programme evaluations (by academic staff) indicate that the UEIP empowered them to be effective in curriculum design, development and implementation. Table 2 below reflects the number of academics per College that have attended the UEIP modules from 2012 to 2016.

It was planned that 600 academic staff would attend each of the four modules comprising the UEIP over five years, commencing in July 2012 through to June 2017. To successfully complete the programme, all four modules had to be attended and portfolios of evidence (PoE) assessed for certification of competency. This represented a total of 3 000 delegate registrations.

UKZN/UTLO continued the programme in 2018 and 2019. To date, more than 750 academic staff delegates have attended each of four modules over the past seven years.

UEIP MODULE ATTENDANCE 2012 – 2019								
ITEM	2012	2013	2014	2015	2016	2017	2018	TOTAL
No. Modules (Target)	5	13	16	16	32	20	24	126
No. Modules (Actual)	5	13	16	14	32	19	16	115
No. Delegates (Target)	140	620	820	820	960	820	820	5 000
No. Delegates (Actual)	133	510	571	606	729	384	255	3 188
Average Attendance/Module	26	40	35	43	22	38	16	220

Table 2. Key Indicators at 28 May 2019



## Mentorship Development Programme

The Staffing South Africa's Universities Framework (SSAUF) is a "multi-pronged, nationally coordinated" initiative which "aims to provide effective induction of academics, both established and early career, into the academy by providing support in all aspects of academic work: teaching, research, social engagement, academic leadership and management." In response to this imperative, UTLO together with a group of academics designed and developed a mentorship model to expose academics (who are willing to be trained as mentors) to a set of generic and specific mentorship skills — through a compendium of possibilities using a tool designed for this purpose.

Although mentorship has long been regarded as an essential component in nurturing and developing early-career academics to grow into confident, competent, scholarly teachers, currently only a fraction of academics enjoy the benefits of mentoring at UKZN. To enable a cohort of potential mentors to explore the dynamics of mentoring, the programme runs over six half-day workshops from March to November, including a two-day retreat. The sessions also provide a valuable opportunity for sharing and networking.

Mentoring entails conscious reflection on the choice of strategies for professional self-development, usually engaged as a voluntary social collaboration between two consenting individuals. The act of mentorship involves a co-establishing of the goals for growth. Mentoring is not based on hierarchical imposition of targets, but on an agenda co-constructed through collaborative, negotiated reflection arising out of specific contexts of the mentor and mentee. Mentorship relies strongly on the knowledge, commitment and experiences of both the mentor and mentee. It is a relationship of trust to set and review manageable and feasible goals to assist the mentee to achieve their prospective plans toward personal and professional growth.

“ Together mentor and mentee tailor-make unique pathways for the mentee's development, provide several opportunities for monitoring the achievement of these goals and/or even redirecting strategies based on the mentees' engagement. ”

The UKZN mentorship approach differs from "induction models", which are characterised by pre-defined targets, goals and behaviours expected usually by the contracting employer. Successful mentors intervene appropriately to respond to the selected goals and strategies of the individual mentee related to their specific context, their situation/level/rank in the organisation, their network of available peers, their selection of responsiveness to the work and broader social context. Together mentor and mentee tailor-make unique pathways for the mentee's development, provide several opportunities for monitoring the achievement of these goals and/or even redirecting strategies based on the mentees' engagement. The process is driven not by the mentor's expectations, but by the mentees' choices to determine their own development through personal action. The mentorship journey does have set timeframes but is typically a continuing journey as new goals are developed, sometimes necessitating different selections of mentors by the mentee in their lifelong journey of professional development.



## Promoting the Scholarship of Teaching & Learning

The Continuous Loop of Institutional and Professional Development Model (CLIP) is based on systems thinking, and acknowledges the need to provide extensive support for new and established academics. The model uses the Scholarship of Teaching & Learning (SOTL) as the theoretical basis to enhance teaching and research capacity. To provide for SOTL conversations, UTLO regularly hosts seminars, symposia and workshops throughout the year.

The average attendance varied, depending on the nature of the subject matter. While larger numbers were targeted, it was found that smaller groups engendered deeper engagement and cultivation of networks, providing the stimulus for further research.

UTLO HOSTED ACTIVITIES TO PROMOTE SOTL	
TOPIC	CATEGORY
2018	
Blended & Flipped Learning Approaches	Workshop
Mentorship - Introduction	Workshop
Mentorship – Teaching & Learning	Workshop
Reimagining Teaching and Assessment in Higher Education	Seminar
Mentorship – Research	Workshop
Illusion of Solid and Separate Things	Seminar
A Roadmap for the Implementation of Technology-Enhanced Learning at the University of KwaZulu-Natal	Seminar
Mentorship – Career Development	Workshop
Reimagining Teaching and Assessment in Higher Education	Seminar
Mentorship – Community Engagement	Workshop
Enhancing Quality in Doctoral Education	Seminar
Exploring the Value of Adopting Moodle Quiz, Assignment and Forum activities 1	Workshop
Exploring the value of adopting Moodle Quiz, Assignment and Forum activities 2	Workshop
Tutor Workshop ( 4 Quarterly Tutor Workshop )	Workshop
2019	
Doctoral Writing	Workshop
Mentorship Workshop - Conceptualising Mentorship	Workshop
Blended Learning Course	Training
Mentorship Workshop – Teaching & Learning	Workshop
Creating Pathways for Transformative Holistic Engagement in Teaching & Learning	Seminar
Reflective Learning Models and Practices	Workshop
Moodle Workshop	Workshop

**Table 3.** UKZN SoTL Activities (2018-2019)



Every Student Matters





# ACADEMIC MONITORING AND SUPPORT (AMS)

One of the more successful institutional initiatives implemented in line with the Academic Monitoring and Exclusion policy is the University Academic Monitoring and Support Strategy (AMS), a home-grown programme that recognises that student success and failure are a product of both institutional and student preparedness or under-preparedness. The AMS system is evidence-driven and determines what resources are required to improve institutional responsiveness for student progression, success and quality.

The AMS programme is primarily targeted at “at-risk” students, but is available to all students who require additional support. Students are identified on the University Electronic Robot System (ERS), using academic progression codes. The system, which alerts both students and staff to performance trends, activates appropriate student support. The AMS is funded through the DHET Capacity Development Grant (approximately R7m per annum) and supplemented by collateral funding from College budgets. The initiatives are regularly monitored through the Teaching & Learning Strategy Group (TLSG). Annual AMS

Colloquia and dedicated workshops enable staff to interrogate, consolidate, and share effective and innovative practices.

UKZN has a bouquet of student evaluation tools, including student satisfaction surveys, module evaluation surveys, student evaluation of quality teaching and peer-evaluations, amongst others. In addition, UTLO has developed an online student evaluation system based on mobile phone technology. The Annual Graduate Opinion Surveys and other student satisfaction surveys provide evidence of their experiences in order to review plans, strategies and approaches in realising our goals in pursuit of optimal student success.

UKZN has consistently performed above the national average student success rate of 80%. Achieving, maintaining and exceeding this success rate is a priority at the University. Of particular concern are the drop-out rates in first year (approximately 6%) and the increase in average time to completion for the three-year degrees, with just under a quarter of students finishing their degrees in regulation time.

## AMS Colloquium 2018

The sixth Academic Monitoring and Support Research Colloquium in conjunction with the College of Law and Management Studies was held on 28 November 2018 and attended by 127 delegates from four institutions, the University of KwaZulu-Natal, Durban University of Technology, Mangosuthu University of Technology and the University of Zululand. The aim of the colloquium was to share evidence-based practices of academic support that have been operational across universities in KZN. The Colloquium provided an opportunity to:

- Discuss and unpack the effect of AMS programmes on students’ learning and development.
- Explore and share AMS experiences and best practices from four higher education institutions in KZN (UKZN, UNIZULU, DUT, and MUT).

Papers focusing on the following topics were invited:

- 1 Quantitative evaluations of AMS programmes (including uptake)
- 2 Cohort analysis of the effect of AMS on student outcomes (retention, dropout, graduation)
- 3 Qualitative papers on students’ experiences of AMS (including student satisfaction with the programmes)
- 4 College/department self-evaluations of AMS programmes

## OVERVIEW OF THE PROGRAMME BY PROFESSOR SARAS REDDY

The programme for the day was divided into four sessions. The first session highlighted the AMS programmes in the College of Law and Management Studies; the academic monitoring and support programme (AMS); the academic writing interventions (Writing Place) and the Bachelor of Commerce Foundation Programme. The second session focused on the AMS programmes on offer at the three other institutions of higher

learning in KwaZulu-Natal, i.e. UNIZULU, DUT, and MUT. Oral paper presentations were thematically organised during the third session and the fourth session involved small group discussions (consisting of representatives from the four UKZN Colleges) around perspectives on the development of a tutor/teaching assistant curriculum at UKZN.

## ATTENDANCE

Out of the 127 delegates, 119 were from UKZN, four from DUT and one from the University of the Western Cape. MUT and UNIZULU were represented by two delegates each. When disaggregated by designation, 45 of the delegates were academic

staff, 50 were students who were either tutors, mentors or academic development officers and 30 were identified as AMS staff who were on long-term contracts. Figure 5 below shows the attendance by designation.

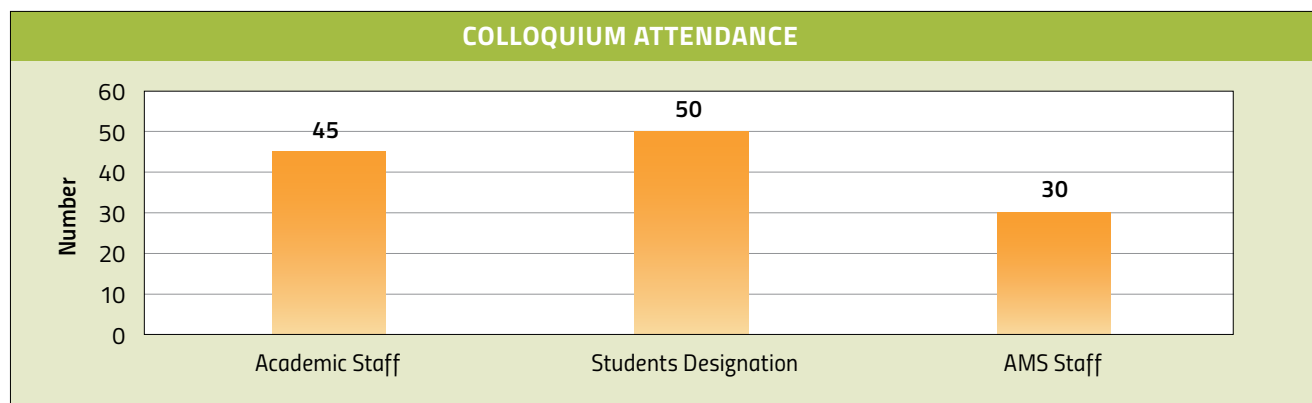


Figure 5. Sixth AMS Colloquium attendance by designation

## KEYNOTE PANEL DISCUSSION 1: Showcasing CLMS AMS Programmes

**Chair:** Dr Annah Bengesai, Head of Teaching & Learning Unit, CLMS

**Panelists:** Ms Serrenta Naidoo, Writing Place Coordinator CLMS;  
Ms Prim Naidoo, AMS Programme Coordinator, CLMS;  
Dr Annah Bengesai, chair and Head of Teaching & Learning Unit, CLMS;  
Professor Sarojini Nadar, UWC and  
Dr Joseph, Jere, BCOM foundation Coordinator, CLMS.



KEYNOTE PANEL 1

Dr Annah Bengesai chaired the first keynote panel discussion. Ms Prim Naidoo, highlighted some of the successes and challenges they faced in the AMS programme in the period 2016 to 2018.

Ms Naidoo reported that during this period, 2 779 students individually consulted with an ADO, of which 1 186 (42.8%) were male and 1 590 (57.2%) were female. The majority of the students (53%) visited ADOs for content support, 21% for test and exam preparation and 26% for academic skills such as time management. She also indicated that more than 80% of the students had seen the ADO once during the year and that those who regularly consulted were the high-performing students. Hence, there is a need to encourage the "at risk" students to make use of the intervention. The programme also seemed to be working, as evidenced by the fact that 17% of the students who were "at risk" at the beginning of this period (2016) managed

to acquire the maximum credits and move to good academic standing (a status which shows that a student has acquired at least 75% of their required credit load).

Ms Serrenta Naidoo presented on the operations of the Writing Place in the College of Law and Management Studies. The main purpose of this facility is to assist students with the development of literacy skills that are crucial to their success at the university. Writing support is offered in small group peer tutoring sessions that are student-centred and promote active learning. In 2018, 1 339 students were seen across all three campuses in the first semester, while in the second semester 1 085 students were assisted at the Writing Place. In the first semester of 2018, 18% (242) of students visiting the Writing Place were identified as "at risk" or "underperforming". The remaining 82% (1 097) were on "good standing" status.

Dr Joseph Jere's presentation on the Bachelor of Commerce Foundation focused on the support offered to students, which includes:

- "real time" monitoring and evaluation of student results;
- close relationships built into the programme with student services offering personal counselling support and various group sessions;
- open-door policy encouraging student consultations;
- a dedicated programme coordinator to monitor overall student performance, wellbeing and adjustment in the programme;
- the development of a perception of social support and belonging can be attributed to dedicated classes (lecture rooms) for students in the Foundation Programme to use for study and other academic activities such as tutorials.

“Support offered to students includes a dedicated programme coordinator to monitor overall student performance, wellbeing and adjustment in the programme.”

## KEYNOTE PANEL DISCUSSION 2: Sharing Institutional AMS Programmes: Perspectives From DUT, MUT And UNIZULU

### KEYNOTE PANEL 2



**Chair:** Professor Kriben Pillay, UKZN

**Panelists:** Ms Bawinile Mthanti, UNIZULU;  
Mr Edgar Samkange, MUT;  
Dr Gift Mheta, DUT;  
Professor Kriben Pillay (Chair), and  
Dr Annah Bengesai, UKZN.

Mr Edgar Samkange presented on the implementation of the First Year Experience (FYE) at Mangosuthu University of Technology, which was adopted as a key student support strategy at the institution. The key tenet for the FYE is that it is defined at each contact point with the following:

- Pre-enrolment and registration support
- Orientation and extended orientation
- Student profiling and monitoring
- Peer/senior student support
- First year teacher and teaching

Samkange indicated that the support of top management and the integrated approach adopted were instrumental in the success of the programme to date.

Dr Gift Mheta from the Durban University of Technology presented on the Writing Centre. He mentioned that their tutors were mainly postgraduate students, although they also employed a "few good undergraduate students". All tutors undergo initial training at the

beginning of the year and there is ongoing training throughout the year. They also have weekly meetings and encourage "peer training" as well. Mheta also indicated that, on average, 40% of the students at all the DUT campuses make use of the Writing Centre. He credited the high uptake of the centre's service to the various marketing awareness campaigns that they conduct, which include road shows and writing competitions. Some of the activities offered in their Writing Centre include:

- One-to-one writing consultations
- Academic writing workshops
- Creative writing workshops
- Reading, writing and discussion groups

Ms Bawinile Mthanti from UNIZULU did a presentation on the intervention offered in the Faculty of Commerce. The intervention focuses on peer mentorship, early tracking of under-performing students, and recognition of top-performing students at School, Faculty and University levels. She reported that their intervention was regarded as being highly beneficial to the students.

## ORAL PAPER PRESENTATIONS

A total of 26 abstracts were submitted for the sixth AMS Colloquium which were all accepted for presentation, although some had to be revised based on the guidance provided by the abstract reviewers. The topics ranged from psycho-social support, evaluation of AMS programmes, uptake of AMS services and writing support. There were also papers that discussed

theories around AMS support. The papers were presented in five breakaway sessions. Each session had a chair and a judge, who both evaluated the quality of the presentations. The top presentations in each session were given a gift and all presenters were motivated to develop their presentations into publications.

## COLLEGE PERSPECTIVES ON THE DEVELOPMENT OF A TUTOR/TEACHING ASSISTANT CURRICULUM

For this session, the delegates were organised into four small groups based on the Colleges they belonged to. A team that had been set up by the University Teaching & Learning Office (UTLO) to develop a tutor-training programme chaired these sessions. The aim of the discussions was to answer the following critical questions:

- 1 Who are the tutors/teaching assistants in your College?
- 2 What are their roles and responsibilities?
- 3 What are the knowledge, skills and attitudes that they should be competent in?

**Feedback from the sessions:** There was consensus from all four Colleges that currently there was no clarity regarding the roles and responsibilities of tutors, ADOs, or mentors, even within the same College. This, however, has been a recurring concern

over the years and efforts are currently underway to resolve the matter. Other issues that came up from the College discussions were the type of skills and trainings tutors require, which are:

- Facilitation skills
- Time management skills
- Educational theory
- Assessment skills
- Practical teaching & learning skills

Tutors/ADOs/Mentors who were in the small groups also indicated that they themselves needed counselling, given that they experienced immense pressure during their tutorials/counselling sessions with the students. They further reported that sometimes they did not know how to handle the stress of giving support to the students. In addition, the tutors/ADOs also emphasised that they needed to be recognised as an integral part of the teaching & learning process.



### CRITICAL REFLECTIONS ON PROCEEDINGS AND A WAY FORWARD: Professor Sarojini Nadar

Professor Sarojini Nadar applauded UKZN for its efforts in promoting AMS over the years and in hosting the AMS Colloquium since 2013. She also indicated that while six years had passed since the inaugural colloquium, the same questions lingered regarding what constitutes best practice in AMS. While she applauded the focus in evaluation and quantitative evidence, she indicated that this should not be done at the expense of theory and more qualitative approaches. Theory was needed to understand some of the questions that the AMS programmes have been trying to answer over the years.

*Professor Sarojini Nadar*

### KEY RESOLUTIONS ADVANCED: Professor Rubby Dhunpath

The key resolutions taken during the colloquium were summarised as follows:

- 1 There is a lack of coherence in the various AMS activities, even within the same College. There is a need for clarity in role definition and responsibilities of AMS practitioners.
- 2 A tutor-training programme is currently being developed which will take into account tutors' as well as College-specific needs.
- 3 There is need for more theoretical understanding of student support.



## Tutor Training and Development Programme

In developing an effective tutorial programme at UKZN, UTLO embarked on a Tutor Development Project in collaboration with representatives from the four UKZN Colleges, who comprise the Tutor Development Project Team. In 2018, the team conducted several workshops, to understand both UKZN Tutor needs and academics' reflections on tutors' roles and responsibilities. These workshops have aided the crafting of a blended approach to Tutor Training and Development (TTD). The team met several times between February 2018 and July 2019 to develop the syllabus and course content for the blended learning Tutor Training and Development Programme.

The online course of the TTD Programme is complete and is currently piloted with incumbent tutors, academic development officers (ADOs) and supplemental instruction (SI) leaders. The online course is intended to give prospective tutors introductory first-level training towards preparing them for successful engagement as tutors. The online training also aims to regularise tutor training and ensure all tutors have a basic understanding of educational theory, learning styles and the University's R.E.A.C.H principles as they apply to teaching & learning. The themes of the online course are: roles and responsibilities of tutors/TAs; institutional culture; learning styles; learning theories; assessing learning; diversity and inclusivity; technology enhanced learning; organisational management; facilitation skills; self-management.

The second stage of the Tutor Development Project involves the tutor training workshops, which take place on all campuses in the last quarter of 2019. To be admitted to the training workshops, prospective tutors are expected to complete the online course with a pass rate of 85%. The workshops will equip tutors with skills to mentor, encourage, guide and model effective learning strategies for students. A further level to the tutor training will entail tutors being encouraged and supported to develop a tutoring portfolio that can potentially help them become better tutors and advance in their careers as future academics. While tutors are being encouraged to attend the further development workshops, the team primarily targeted are those who intend to pursue an academic career. It is expected that tutors/ADOs/SI leaders who aspire to be academics will most likely self-select, i.e., they might attempt the online course several times to attain a higher grade and register for the workshops.

## Publications on the Scholarship of Teaching & Learning:

- 2018** Dhunpath, R., Matisonn, H., & Samuel, M. **Towards a Model of Mentoring in South African Higher Education.** *Alternation Journal* Vol 25,2 (2018) 78 – 1055.
- 2018** Dhunpath, R., & Subbaye, R. **Student success and curriculum reform in post-apartheid South Africa.** *International Journal of Chinese Education*, Volume 7, Issue 1, pages 85 – 106.
- 2018** Paideya, V., & Dhunpath, R. **Student Academic Monitoring and Support in Higher Education: A Systems Thinking Perspective.** *Journal of Student Affairs in Africa* | Volume 6(1) 2018, 33–48.
- 2018** Naidoo, D., van Wyk J. M., & Dhunpath, R. **Service Learning Pedagogies to Promote Student Learning in Occupational Therapy Education.** *Africa Education Review*, DOI: 10.1080/18146627.2017.1340806.
- 2018** Dhunpath, R. **Shifting the Language Policy Gaze: from Debates on Policy to a Dialogue on Practices.** *African Perspectives of Research in Teaching & Learning* 2 (1).
- 2018** Dhunpath, R., & Amin, A. **Crises, Contestations, Contemplations and Futures in Higher Education.** Special Edition of *Alternation Journal*, Vol 25. No2.
- 2019** Dhunpath, R., & Amin, A. **Curriculum without Borders.** Special Edition of *Alternation Journal*, (in press).





UTLO

Every Student Matters





# QUALITY PROMOTION AND ASSURANCE

Quality promotion and assurance is integral in supporting the goals set out in the University's strategic plan. To this end, The Quality Promotion and Assurance unit (QPA) at UKZN provides an important service to teaching & learning endeavours in four main areas: qualifications, programmes, and short courses, external quality reviews of programmes and units, and institutional research and student evaluations of teaching.

## Qualifications and Programmes

In terms of qualifications, programmes and short courses, QPA supports academic staff to complete the necessary programme and module templates and to ensure that all the requirements for both internal and external approval are met. The unit has developed guidelines for completing the templates and these are available to all academic staff on the University's innerweb.

During 2019, four new programmes that align directly with UKZN's goal to advance African scholarship and address present societal needs were approved by the Department of Higher Education and Training, accredited by CHE and registered by SAQA. These programmes are:

- Bachelor of Social Science Honours in Population Studies
- Bachelor of Arts Honours in Applied Ethics
- Postgraduate Diploma in African Indigenous Knowledge Systems
- Master of Science in Engineering in Waste and Resources Management

Re-curriculation to ensure that the qualifications and programmes offered by UKZN are relevant to meet the needs of present-day society is on an on-going project. In the past 18 months, QPA staff has worked with a number of Schools to update and amend their programmes. In some cases, the focus has been on updating content, while in others attention has been given to revising teaching and assessment methods.

Qualification and programme work also involved keeping a close eye on the University's Programme and Qualification Mix (PQM) to ensure that all programmes are approved and correctly listed. The PQM is a list of all the programmes that are registered with the Department of Higher Education and Training and which UKZN can legitimately offer. In the past 18 months, a considerable amount of time has been devoted to encouraging those Schools whose programmes were not aligned to the HEQSF to revise them and develop new templates. The last date for enrolment for first-time entering students in programmes that are not HEQSF aligned is 31 December 2019.

As of July 2019, a total of 434 programmes are listed on the UKZN Programme and Qualification Mix, with masters degrees making up the largest number of programmes offered (Figure 6).

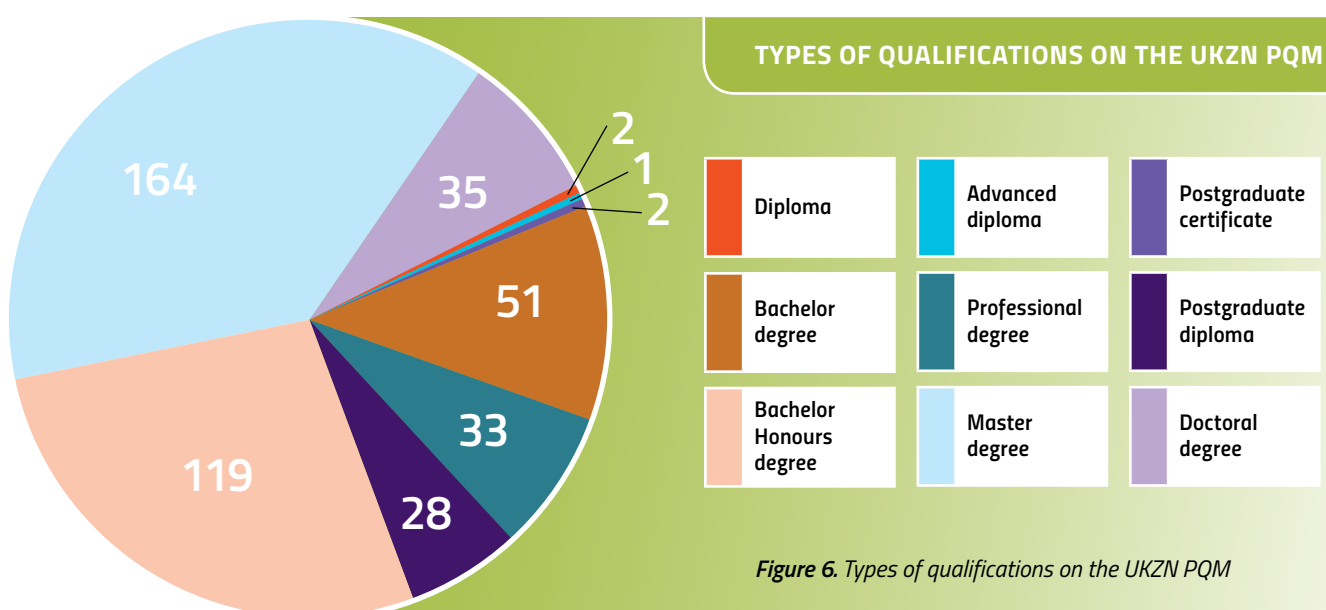


Figure 6. Types of qualifications on the UKZN PQM

## Reviews

Reviews of programmes, majors and units provide important opportunities for reflection, feedback and recommendations for improvements from peers external to the University. Reviews are conducted in terms of the Principles and Procedures for Quality Reviews (Senate approved 7 November 2012) and the QPA Manual for Quality Reviews. The review begins with the development of a Self-Evaluation report which forms the basis

of the review by a panel. During the site visit by the review panel, interviews are held with various groups of stakeholders and a review report is then developed. On the basis of this, an improvement plan is developed and its implementation is monitored by the relevant university structures. In 2018, QPA conducted five reviews (Table 4).

REVIEWS CONDUCTED BY QPA, 2018	
COLLEGE	PROGRAMME/UNIT
Agriculture, Engineering and Science	Life and Environmental Stream: Majors: Biology, Cell Biology, Biochemistry, Ecological Studies, Genetics and Microbiology (Bachelor of Science)
	College Office in Agriculture, Engineering and Science
College of Health Sciences	Master of Public Health
	Master of Health Sciences and Master of Pharmacy (two online programmes)
College of Humanities	Criminology and Forensic Studies major (Bachelor of Arts and Bachelor of Social Science)

**Table 4.** Reviews conducted by QPA, 2018

In addition, QPA provides support to Schools preparing for external validation visits and accreditation of professional programmes by professional bodies. The following programmes were provisionally or fully accredited by professional bodies in 2018/2019 (Table 5).

PROGRAMMES ACCREDITED BY PROFESSIONAL BODIES, 2018/2019		
PROGRAMME	DATE	PROFESSIONAL BODY
COLLEGE OF HEALTH SCIENCES		
Bachelor of Medicine and Bachelor of Surgery (MBCHB)	7-11 May 2018	Health Professional Council of South Africa (HPCSA)
Bachelor of Pharmacy	7 - 11 May 2018	South African Pharmacy Council
Bachelor of Optometry	23 – 24 August 2018	HPCSA
Bachelor of Physiotherapy	23-31 August 2018	HPCSA
Bachelor of Sport Science Honours in Biokinetics	October 2018	HPCSA
COLLEGE OF AGRICULTURE, ENGINEERING AND SCIENCE		
Bachelor of Science Honours in Property Development in Construction Management	28 September 2018-October 2018	SA Council for the Quantity Surveying Profession
Bachelor of Science in Land Surveying	April/May 2018 10 – 11 October 2018	South African Geomatics Council
Bachelor of Science in Engineering in Chemical Engineering Bachelor of Science in Engineering in Agricultural Engineering Bachelor of Science in Engineering in Computer Engineering Bachelor of Science in Engineering in Civil Engineering Bachelor of Science in Engineering in Electronic Engineering Bachelor of Science in Engineering in Electrical Engineering Bachelor of Science in Engineering in Mechanical Engineering	14-15 March 2019	Engineering Council of South Africa

**Table 5.** Programmes accredited by professional bodies, 2018/2019

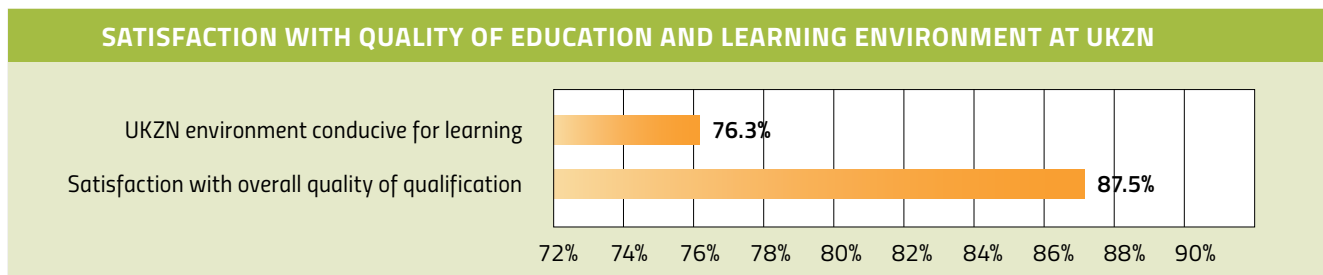


## Institutional Research: Graduate Opinion Survey

UKZN's institutional research is conducted at various levels in order to provide information that supports institutional planning, policy formation and decision-making. QPA is responsible for collecting, analysing and reporting on graduates' perspectives on the quality of their educational experiences at UKZN. This survey covers a range of questions, which includes workload, the development of skills, teaching, assessment and facilities, and support and administrative staff. The survey also asks students

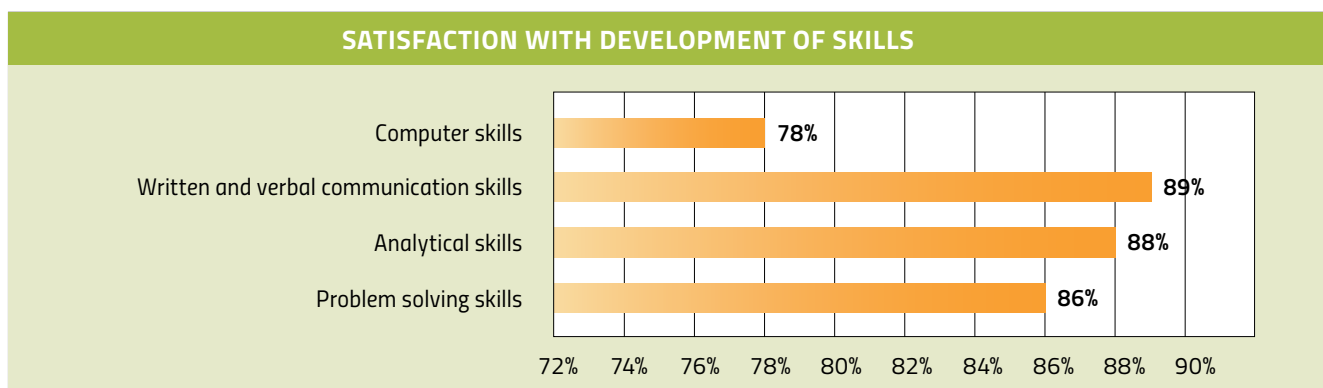
about their level of preparedness for their careers and their current employment status.

Sixty-two percent (5416) of students who attended the 2019 graduation ceremonies completed the questionnaire. Most students were satisfied with the quality of the education and learning environment at UKZN (Figure 7).



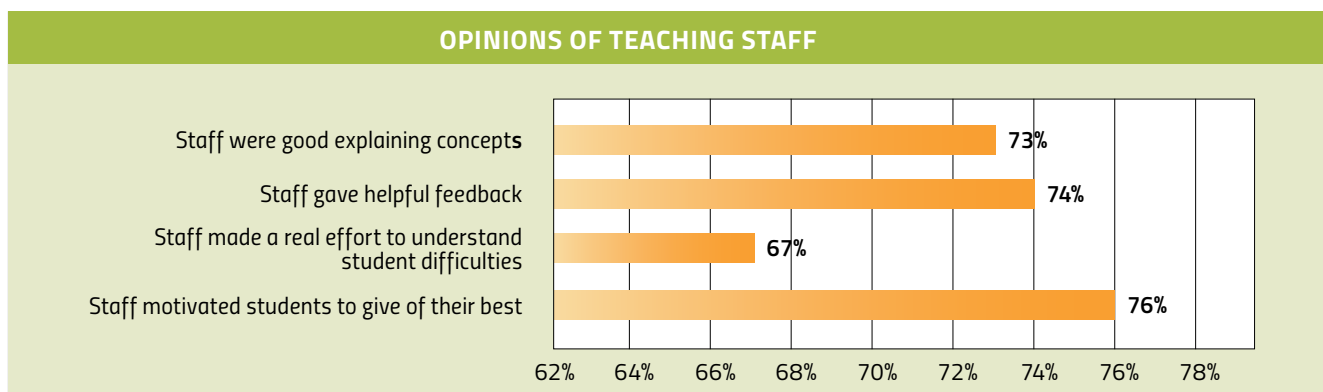
**Figure 7.** Satisfaction with quality of education and learning environment at UKZN.

Most respondents were also satisfied that they had developed various skills while at UKZN (Figure 8).



**Figure 8.** Satisfaction with development of skills.

Respondents also provided useful feedback regarding their experiences of teaching (Figure 9)



**Figure 9.** Opinions of teaching staff

A total of 43.8% respondents were studying further at the time of graduation and most of these were studying at UKZN, while 38% were in employment.

## Student Evaluation of Teaching

Another important area of QPA work is student evaluation of teaching. Student evaluations of teaching are widely used at institutions of higher learning worldwide to provide opportunities for academic staff to reflect on their teaching and its impact. QPA assists in this regard by providing an unbiased and independent University-wide platform for such feedback.

A range of instruments are available to gauge the different aspects of teaching within the University – a student feedback questionnaire with core questions, a postgraduate supervision questionnaire, a professional teaching practice questionnaire and a professional practice supervision questionnaire. Student evaluation questionnaires can be completed online using Moodle or on paper.

In 2018, 2 693 taught modules were offered by UKZN. The number of modules offered in 2018 represents the number of active undergraduate and postgraduate modules with actual registrations. The total number of modules evaluated reflects the number of active modules evaluated for 2018, irrespective of the campus where the module is offered and the number of lecturers that teach in a particular module (Table 6). A comparison between the 2017 and 2018 statistics reflected an overall increase in the uptake of evaluations in 2018, where the overall evaluation percentage for UKZN modules increased from 47.5% in 2017 to 53% in 2018.

OVERVIEW OF MODULES EVALUATED IN 2018					
COLLEGE	TOTAL NUMBER OF MODULES OFFERED IN 2018	TOTAL NUMBER OF MODULES EVALUATED IN 2018	MODULES EVALUATED VIA MOODLE	MODULES EVALUATED VIA PAPER BASED	MODULES EVALUATED VIA MOODLE AND PAPER BASED
Agriculture, Engineering and Science	749	507	268 (35.8%)	194 (25.9%)	45 (6.0%)
Health Sciences	394	181	154 (39.1%)	25 (6.3%)	2 (0.5%)
Humanities	1065	426	344 (32.3%)	70 (6.6%)	12 (1.1%)
Law and Management Studies	485	312	242 (49.9%)	48 (9.9%)	22 (4.5%)
<b>TOTAL</b>	<b>2 693</b>	<b>1 426</b>	<b>1 008 (37.4%)</b>	<b>337 (12.5%)</b>	<b>81 (3.0%)</b>

**Table 6.** Overview of modules evaluated in 2018

A source of concern has been the generally low response rates and the unit is engaging in research to explore this further. Other on-going projects include: improving the online systems by full automation of the postgraduate questionnaire, establishing

a dashboard where it would be possible to monitor modules that have not been evaluated, their response rates and overall performance of the module, and the generation of feedback reports.

“ Student evaluations of teaching are widely used at institutions of higher learning worldwide to provide opportunities for academic staff to reflect on their teaching and its impact. ”







Every Student Matters





# LANGUAGE PLANNING AND DEVELOPMENT AS AN INSTITUTIONAL IMPERATIVE

The University Language Planning and Development Office (ULPDO) implements the University's Language Policy through a range of carefully developed language activities. It has been persuasively argued that in order for African languages to be used in higher education as languages of instruction, innovation, science, mathematics and logic, there has to be a clear, conscious and careful process of intellectualising these languages. Intellectualisation is a clear process of (functionally) cultivating, developing, elaborating and modernising a language so that the terminology can carry the full weight of scientific rigour and precision, and that its sentences can accurately express logical judgements resulting in a language that has the capacity to function in all domains. As a direct consequence of intellectualisation the speakers of the language derive pride, self-assurance and resourcefulness in their (new) ability to discuss the most complex of issues, ranging from the mundane to academic and beyond.

As part of the implementation of multilingualism at the University in order to initiate and foster social cohesion within its community, ULPDO continues to offer the *Bua le Nna* (Let's Talk) programme

as a running project in student residences. The purpose of the programme is to teach conversational Sesotho to non-Sesotho speaking students at UKZN student residences. This project, initiated in 2014, is important in creating both linguistic and cultural awareness and tolerance within the university's diverse (multilingual and multicultural) student body. The project is also supported by the office of the Executive Director of Student Affairs. It is implemented through language champions and the ULPDO staff.

The Language Programme, illustrated in Figure 10 below, shows the key language activities that enable isiZulu development at UKZN. The Programme to intellectualise isiZulu is anchored on the two principal projects viz. terminology development and corpus building. The IsiZulu literature development is a later addition initiated as a ULB literature competition. Its purpose is to cultivate and harness the beauty of the Zulu language by codifying the rich tapestry of Zulu culture and contemporary literary worldview. The figure below depicts the isiZulu language development and intellectualisation programme at ULPDO.

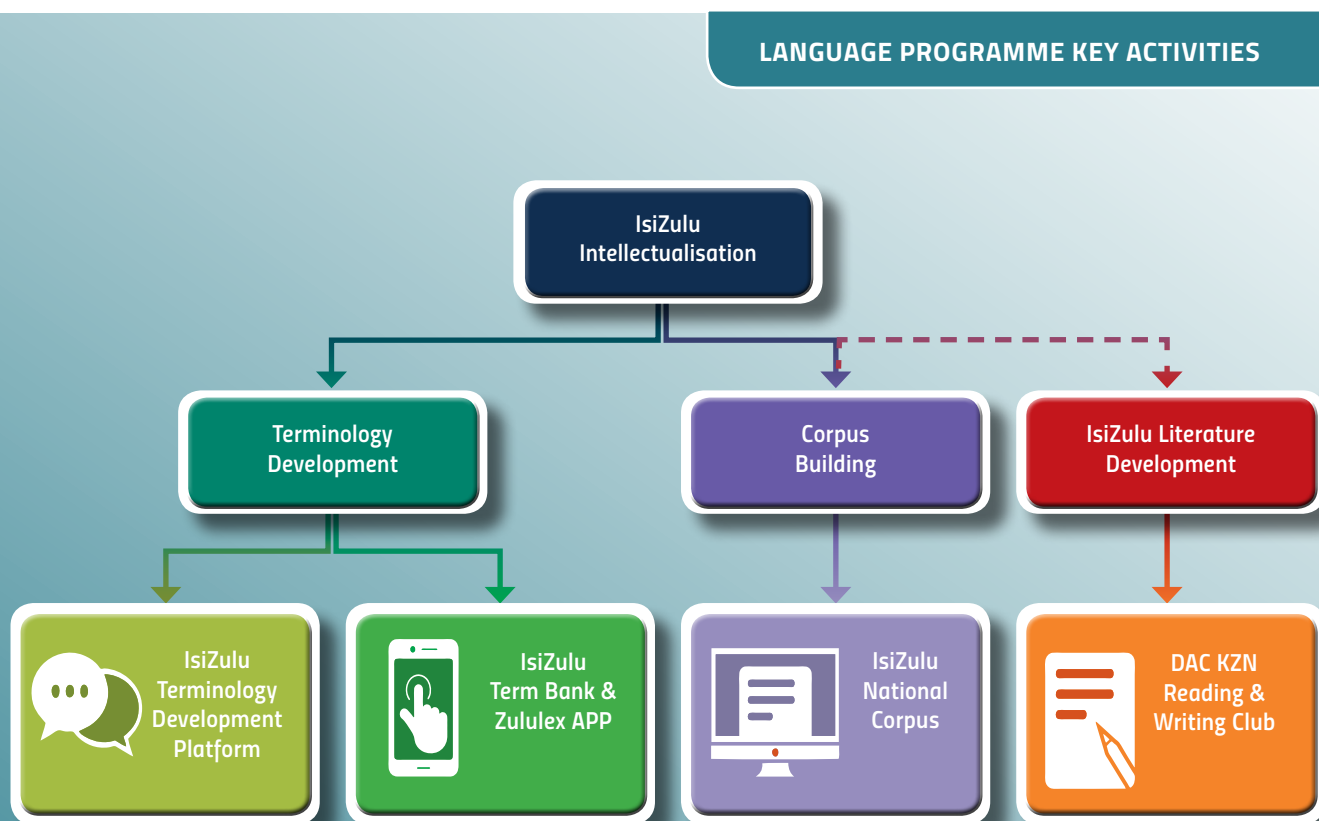


Figure 10. Language programme

“ The development of discipline-specific terminology in English and isiZulu remains a key activity in cultivating and capacitating isiZulu for use in teaching, learning and research at UKZN. ”

Figure 10 depicts the entire language programme of isiZulu intellectualisation at UKZN. This programme is intended to fulfil the vision, mission and objectives as set out below.

### VISION

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

### MISSION

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

### OBJECTIVES

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

### IMPLEMENTATION OF THE LANGUAGE POLICY AND PLAN

The implementation of the language policy and plan continues to be a priority at UKZN. The following core functions of the ULPDO play a pivotal role in the development and intellectualisation of isiZulu:

- Terminology Development
- Corpus Building
- Translation, Interpreting and Editing
- Human Language Technology Development
- Literature Development and
- The DR9 Rule Implementation

The development of discipline-specific terminology in English and isiZulu remains a key activity in cultivating and capacitating isiZulu for use in teaching, learning and research at UKZN. Use of such key disciplinary terminology in both English and IsiZulu facilitates improved access to knowledge and information in both English and isiZulu. The ULPDO continues to expand the disciplines in which both English and isiZulu terms are made available, including the publication of necessary glossaries, electronic dictionaries and populating (updating) the IsiZulu Term Bank and other applications. The University follows the statutory processes of consultation, verification, authentication and standardisation as prescribed by the Pan South African Languages Board (PanSALB).

In 2018 a total of 2562 isiZulu terms were developed for Anatomy, Mathematics, Music and Information Technology. The table below gives a breakdown of the terms that have been developed per discipline in 2018/2019.

The terms coined during the terminology development process ultimately feed to the IsiZulu Term Bank and the isiZulu Lexicon App. Both technologies were launched in 2016 and currently boast terminology from 10 disciplines and over 6000 terms. The isiZulu Lexicon App has been downloaded by more than 1500 end users, whilst the Termbank URL has had more than 14 300 visitors so far. The visitors on the term bank page grew from 11 000 in December 2018 to 12 200 between January and March 2019. In the second quarter of 2019 the number of visitors grew to 14 300.

TERMS DEVELOPED PER DISCIPLINE 2018/2019				
NO.	DISCIPLINE	NUMBER OF ENGLISH TERMS PRESENTED	NUMBER OF ISIZULU TERMS VERIFIED	NUMBER OF ISIZULU TERMS STANDARDISED
1.	Anatomy	636	542	0
2.	Information Technology	519	519	536
3.	Mathematics	501	501	501
4.	Music Studies	500	0	0
TOTAL		2 156	2 562	536

Table 7. Breakdown of the terms that have been developed per discipline in 2018/2019

## WORKSHOPS AND CAMPAIGNS

In addition to the above-mentioned terminology development progress, the ULPDO hosted a range of other language-related workshops and activities, including the Terminology Harvesting Workshop, *Bua Le Nna* session, isiZulu orthography workshop and the language dissemination workshops in partnership with SABC's Ukhozi FM. The ULPDO also hosted bilingual tutor training workshops aimed at assisting tutors who facilitate bilingual tutorials in their respective disciplines. The office went on university-wide language awareness campaigns, informing the University community about the ULPDO, the Language Policy and the services that it provides.

## CORPUS BUILDING

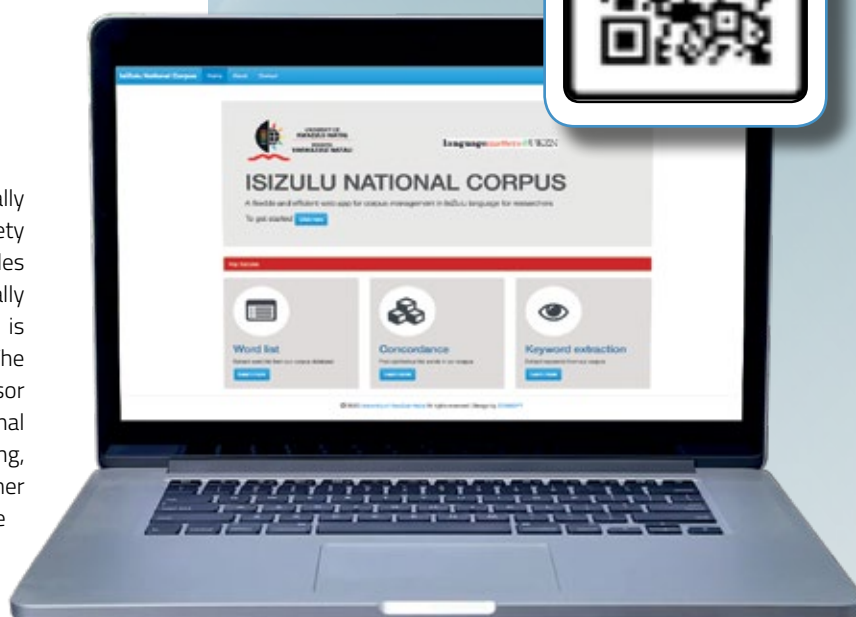
### IsiZulu National Corpus (INC)

A corpus is a carefully designed and systematically collected body of natural language data from a variety of text types and sources. It follows a set of principles which constitutes a sample that statistically reflects the use of that particular language, and is stored and accessed by means of computers. The development of a corpus is an important precursor to the development of data-driven computational tools such as the spellchecker, machine learning, translators and lexicons. In the academy learner corpora are important enablers in second language learning, particularly in error detection. ULPDO has developed an isiZulu National Corpus and a bilingual English-IsiZulu Parallel Corpus. Both corpora are important in the development of computational tools necessary in the intellectualisation effort.

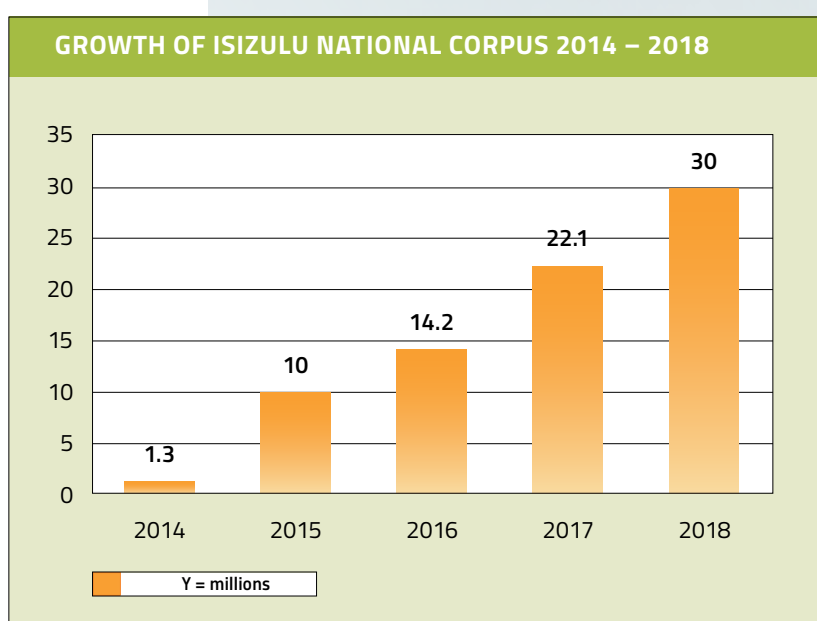
The IsiZulu National Corpus (INC) has grown exponentially from 1.3 million in 2014 to 31.7 million at the end of 2018. The INC serves as a critical tool in the intellectualisation of isiZulu, particularly with the creation of the spellchecker. The table below reflects a more detailed growth of the INC between 2014 and 2018.

### Corpus Collection 2014 - 2018

The ULPDO is currently focusing on processing oral corpus materials, which are going to be added to the INC. The oral corpus is going to be a third typology of our corpora collections, which will provide a basis for future machine learning applications.



*Above: Scan the QR code above, to digitally access the IsiZulu National Corpus.*



*Figure 11. Growth of the INC between 2014 and 2018*

## HUMAN LANGUAGE TECHNOLOGIES

The office continues to monitor the use of technologies it deployed in November 2016. Records indicate that people are using them and this is steadily increasing. So far, 14 812 people, including students and academics, have visited the IsiZulu Term Bank.

Different institutions and stakeholders continue to download the IsiZulu mobile application and the IsiZulu spell checker, two technologies that have had a tremendous uptake. As a result, the office has received compliments about the quality of these applications and their functionalities. This affirms UKZN as increasingly becoming an epicentre for language development and innovation.

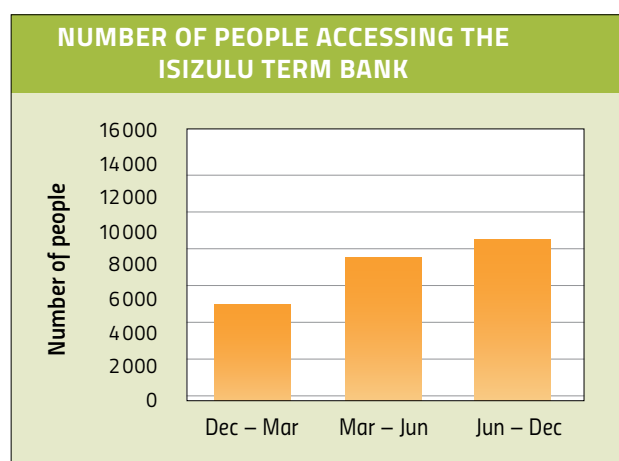


Figure 12. Number of people accessing the isiZulu Term Bank

Figure 12 shows that in the first quarter of the year, i.e. January to March, visitors increased to 12 234. In the period March to June, the number of visitors grew to 14 812. This upward trend was boosted by the increased language activity, which includes hosting various types of language workshops. The office expects that this toIsiZulu will contribute immensely to the intellectualisation of isiZulu moving forward.

## THE DR9 RULE IMPLEMENTATION

In November 2016, the UKZN Senate approved a Doctoral Rule (DR9(b)) that requires an abstract in both English and isiZulu in all doctoral dissertations. This language rule for doctoral degrees has a symbolic and real impact in advancing the use of isiZulu together with English in teaching, learning, and research. A committee of experts was established by the ULB to translate and edit all submitted PhD abstracts.

The office successfully implemented the requirements of the DR9 Rule. For the April 2018 graduation, 147 doctoral abstracts were submitted for translation into isiZulu. One hundred and thirty seven were translated and 10 were deemed too technical in the absence of the requisite terminology in the respective disciplines. For the September 2018 graduation, 101 doctoral abstracts were

submitted for translation and only five were not translated, again because of the paucity of terminology in the specific disciplines. For the April 2019 graduations the committee received 117 abstracts due for translation. Of the 117 abstracts, 115 were translated and uploaded onto the Translation Management System. Evidently the biggest challenge is the shortage of terminology in some technical courses. This calls for the institution to redouble its efforts in investing resources toward the terminology development in the identified disciplines. An Abstract Translation Management Tool (ATMT) was developed and successfully deployed to enable the receipt, processing and storage of all doctoral abstracts. The diagram that follows illustrates how the process unfolds from the receipt of the abstracts to the final stage of storage in the Translation Management System.



## PROCESS FOR MANAGEMENT OF ABSTRACT TRANSLATION



**Figure 13.** Illustration of the process from the receipt of the abstracts to the final stage of storage in the Translation Management System

Scan QR Code to link to ATMT.

## ULPDO 2019 BOOK LAUNCH

The 30<sup>th</sup> of April 2019 was another momentous occasion in which the office held a successful launch of two very instructive books. The office launched the isiZulu poetry anthology *Zidla Inkotha*, and the Law Glossary at Howard College, UNITE Building. This event was attended by UKZN council members, the UKZN Executive, senior management, academics, and students. Officials from the KZN Legislature, KZN DAC, KZN PanSALB, eThekweni Municipality and the media also attended.

The event was officially opened by the Deputy Vice-Chancellor of Teaching & Learning, Professor Sandile Phinda Songca. In his address he emphasised the need to focus on the implementation of the constitutional imperative which impels us to develop African languages for use in all spheres of life, including science and education. He underscored the role of language in the transformation agenda and as a pedagogical tool in enhancing teaching & learning in higher education.

The event was also graced by the presence of the DVC of the College of Humanities, Professor Nhlanhla Mkhize, who also delivered a riveting address focusing on the cognitive development and psychology of language in human development and knowledge production. Mkhize reassured everyone about the unfettered commitment that his College has in implementing the Language Policy and Plan. He articulated the role that academics and external stakeholders could play in driving language research that could inform the intellectualisation of isiZulu.

Professor Managay Reddy, the Dean and Head of the School of Law, delivered the keynote address. She lauded the publication of the first bilingual English-isiZulu law glossary. Her speech focused on the transformation of the legal sector and argued that the publication of the isiZulu legal terminology could spur transformation in the legal practice. Quoting the iconic Nelson Mandela:

“ [...] when you speak to a man in the foreign language, it goes to the mind but when you speak to him through his language it goes to the heart. ”

She emphasised the critical role of language in social cohesion, equity and inclusivity.

The editors of the two books, Mr Khulekani Zondi and Dr Gugu Mazibuko, thanked the ULPDO for a productive collaboration in producing the books with them.

The ULPDO awarded prizes to winning authors who contributed towards the publication of the poetry anthology *Zidla Inkotha*.



**From left:** DVC Humanities, Professor Nhlanhla Mkhize, the three winners (Jokana Musawenkosi, Mkhize Sifiso and Hlengwa Mhlabuthini), book editor Dr Gugu Mazibuko, DVC Teaching & Learning, Professor Sandile Phinda Songca.

## FUNDED PROJECTS

The ULB continues to make financial resources available for academics and researchers who seek to contribute towards the intellectualisation of isiZulu through initiating language projects. The ULB has funded projects across the four Colleges, to the tune of R1 468 280 between 2013 and 2019.

FUNDED PROJECTS 2013-2019				
YEAR	SURNAME	SCHOOL/ DEPARTMENT	TITLE OF THE PROJECT	AMOUNT APPROVED (R)
2013	Buthelezi	Humanities	Development of discipline-specific terminology for professional psychologists	90 000
2013	Christiansen	Humanities	Games for isiZulu teaching	70 000
2013	Frescura	Humanities	Illustrated dictionary of Southern African architectural terms	50 000
2013	Modi	AES	Various projects involving isiZulu tutorials. Introducing supplemental instruction in isiZulu AES.	730 000
2013	Keet	AES	COMMUTERM	56 880
2013	Mathews	Health Sciences	Mini video productions	25 000
2014	Modi	AES	Translation of College of AES handbook into isiZulu	80 000
2014	Bengesai	LMS	Translation of College of LMS handbook into isiZulu	80 000
2016	North	LMS	Commissioned language research survey	200 000
2017	Vorster	AES	Computer driver's license in English and isiZulu	86 400
TOTAL				1 468 280

**Table 8.** Funded projects 2013-2019

## Publications

**2018** Khumalo, L. *IsiNdebele. The Social and Political History of Southern Africa's Languages*. Kamusella, T. and Ndhlovu, F. (Eds.). 2018. Palgrave Macmillan: 101-117.

**2018** Keet, C. M., & Khumalo, L. *On the ontology of part-whole relations in Zulu language and culture. Formal Ontology in Information Systems: Proceedings of the 10<sup>th</sup> International Conference (FOIS 2018) (Vol. 306, p. 225-235)*. IOS Press.

**2019** Khumalo, L., Azom, V., & Olukanmi, P. *The design and implementation of a corpus management system for the isiZulu National Corpus. Humanist and the Digital Toolbox*. Martin Doerr, Øyvind Eide, Oddrun Grønvik and Bjørghild Kjelsvik (Eds.). 2019. NOVUS AS. OSLO: 179 - 197.





Every Student Matters





# ENHANCING TEACHING & LEARNING IN COLLEGES

## College of Agriculture, Engineering and Science (CAES)

Several initiatives to enhance the quality of teaching & learning experience in the College of Agriculture, Engineering and Science (CAES) were undertaken by the Teaching & Learning Office, headed by Professor Naven Chetty, and assisted by:

- Academic leaders (Teaching & Learning),
- Teaching & Learning committees of the five Schools in the College –
  - Agricultural, Earth and Environmental Sciences,
  - Chemistry and Physics,
  - Engineering,
  - Life Sciences,
  - Mathematics, Statistics and Computer Sciences, and
- Academic development officers.

The University Capacity Development Project (UCDP) funded most of these activities, which included:

- academic monitoring and support,
- curriculum transformation and development,
- teaching capacity development for academic staff, and
- initiatives to improve access and throughput using interventions in various programmes.

The current focus of the Teaching & Learning Office is aligned to the University's strategic plan of 2017-2021, which is committed to transformation and excellence.

### ACADEMIC MONITORING AND SUPPORT (AMS) PROGRAMMES

The main AMS programmes in CAES include Supplemental Instruction (SI), HOT seat tutorials, Writing Place, Peer Mentorship Programme, Residence Tutorials and academic consultations with the students.

#### Supplemental Instruction

Supplemental Instruction sessions were organised for level one to three modules (table 9) across the five Schools, for modules with poor pass rates over the past three years, and/or with large student numbers. These sessions, facilitated by trained SI leaders, promoted peer collaborative learning experiences.

Detailed analyses of results for various modules with SI showed that students who attended SI regularly stood a greater chance of passing the module and obtained a higher quality pass in terms of average marks. For many modules, a statistical comparison was done for SI attendees and non-SI attendees by selecting a comparable number of students in both categories (by random sampling), and performing a Chi-square test for comparing pass percentages and a t-test to compare the average marks obtained by the students.

The analyses showed that although not applicable for all modules, the higher pass rate and average marks for SI attending students compared with the non-attending students was statistically significant.

MODULES WITH SUPPLEMENTAL INSTRUCTION IN CAES				
SCHOOLS	NUMBER OF MODULES WITH SI		NUMBER OF SI LEADERS	
	2018 Sem 2	2019 Sem 1	2018 Sem 2	2019 Sem 1
Engineering	22	23	25	28
Agriculture, Earth and Environmental Sciences	10	9	16	13
Chemistry and Physics	10	12	20	29
Life Sciences	13	12	21	17
Mathematics, Statistics and Computer Science	8	8	11	14

**Table 9.** Modules with supplemental instruction in CAES

### HOT seats

These are walk-in sessions where the students can get assistance without prior appointments. HOT seat tutors were available at these sessions to provide one-on-one assistance or assistance in small groups with particular modules. The students could also communicate with the HOT seat tutors through dedicated HOT seat emails for short queries. HOT seats were mainly available for modules in the School of Mathematics, Statistics and Computer Science (SMSCS), School of Chemistry and Physics (SCP) and School of Agriculture, Earth and Environmental Sciences (SAEES).

### Writing Place

Writing Place tutors assisted students with academic writing skills and students in the School of Life Sciences (SLS) and SAEES mainly made use of this facility. In the School of Life Sciences, during 2018 semester 2, only 59 students attended the Writing Place. However, in 2019 semester 1, there was a marked improvement in the number of students who attended. Eighty-eight students in Westville and 54 student in PMB visited this facility to seek help.

### Residence tutors

Residence tutorials were organised both on and off campus in the evenings to enable students to be part of a structured study time. This intervention was very well received; analyses of pass rates showed that a large percentage (>90%) of the students who attended residence tutorials passed their respective modules.

### Peer mentors

Postgraduate students were appointed as peer mentors for students from all levels of study. These mentors followed up on their studies and assisted them with study skills whenever needed. The students assisted were those deemed to be “at risk” or underperforming according to the University Exclusion Policy. It was envisaged that they would have contact with mentors on a weekly basis to discuss their challenges and would be referred to various existing interventions if necessary. Activities included assessing challenges faced by students, time management workshops, motivational speeches, CV writing workshops and study skill workshops. Attempts to facilitate one-on-one meetings between peer mentors and students were not well received.



## Workshops for students

Two to three workshops were organised for the undergraduate students of CAES in each semester. These included a workshop on B.Sc. degree structure and the ROBOT system for academic monitoring, a workshop on time management, a workshop on exam preparation, leadership training for leaders, and a CV writing workshop.

### Workshop on High Impact Scientific Writing and Biostatistics

In SLS, a writing workshop was held for postgraduate students in the School of Life Sciences and young academics in the Biotechnology (Westville) cluster, on the basics of high-impact scientific writing and basic biostatistics. The participants were exposed to various aspects of thesis or dissertation writing, as well as the journal peer-review process. The workshop also helped to equip postgraduate students and young academics with basic skills of statistical analysis of research data. This is relevant because peer-reviewed journals require authors to provide evidence that data generated during their research are reliable and of good quality, and have been statistically analysed for correct and accurate inferences. The workshop was attended by a total of 97 postgraduate students (MSc and PhD) who came from the various disciplines in the School of Life Sciences.

“The ultimate purpose was to target potential honours students in various streams in the School and encourage top students to continue in academics, and research and development.”

### Top Achievers Mentorship Programme

Top achievers with high credit-weighted averages, multiple Dean’s Commendation and Certificates of Merit were identified in SLS on both campuses. Around 14 such students were placed in various research laboratories as per their qualification to get first-hand experience of various scientific techniques and research fields. Students were exposed to the concept of different research areas in their chosen discipline for four weeks. The ultimate purpose was to target potential honours students in various streams in the School and encourage top students to continue in academics, and research and development.

The feedback obtained from the students was very encouraging, with 100% of attendees agreeing that the programme met their expectation and their knowledge about postgraduate studies and the laboratory work expected at that level increased. The students seemed to have learned a lot more during this programme than they would have learnt during regular practicals. Some students felt that they were able to learn about the practical application of the concepts they had learnt in lectures, which will be very beneficial in their future careers.

### Academic Consultations

The Academic Development Officers regularly meet with students on a one-on-one basis to review their academic progress. Most of the students who came for academic consultations were those students deemed to be “at risk” or underperforming academically. Across the different campuses, the ADOs consulted with 1284 students in 2018 semester 2 and 1264 students in 2019 semester 1. These students were assisted with academic advice and degree progression information, study skills, time management and guidance on how to succeed academically. Students who were consistently failing tests were also invited for academic counselling and advised about the academic support available for the modules. Students who exhibited trauma, food insecurity, and other socio-psychological issues were directed to student counsellors.





## CURRICULUM TRANSFORMATION AND DEVELOPMENT

The Dean of Teaching & Learning (T&L) in CAES, and the Academic Leaders (T&L) for the various Schools in the College spearheaded curriculum transformation and development initiatives. The interventions ranged from broad theme-based workshops on curriculum development, transformation, student throughput and decolonisation of higher education to strengthening tutorials for modules. The workshops were facilitated by experts at UKZN and some from other universities around the country.

In SLS, staff were appointed on fixed-term contracts in order to conduct a detailed evaluation of the curriculum, including four modules in particular: BIOL 101, BIOL 200, BIOL 305, and RDNA 202. The recommendations of these evaluations and those from the T&L committee led to the formation of two committees that undertook the merger of BIOL 101 with BIM1 120 and BIOL 205 with RDNA 202. A common first-year curriculum for most programmes/majors in SLS has been approved by University structures and has been implemented from 2019. This is expected to help students to have a similar skill set which can be used across various programmes/majors, if they wish to change during the course of the degree.

In SMSCS, academic staff were identified to champion similar projects in the disciplines of Mathematics, Statistics and Computer Science. As a result, the curriculum is being reviewed for first-level MATH modules for engineering students (MATH131 and MATH132) and a transformed curriculum has been developed for STAT130. In addition, flipped classroom

technology is being implemented for first-level COMP modules (COMP100 and COMP102). Projects on curriculum review and re-designing of curricula are being undertaken in the other Schools as well. SAEES academics concentrated on the discipline of Geology as a vehicle for reviewing/developing curricula and building capacity within a discipline. Four projects involved curriculum development in the School of Chemistry and Physics (SCP). These included: (1) Physics demonstrations, (2) PHYS 131 practical, (3) Restructuring of old modules and (4) Introduction of new modules.

Poor attendance and engagement of students at tutorials highlighted a need to strengthen all the tutorials offered in the SMSCS in general and the Mathematics tutorials in particular. Based on the discussions at the School T&L Committee meetings, several initiatives have been taken in this regard. One of the initiatives was to include online diagnostic quizzes as part of the tutorial requirements for the first-year gatekeeper modules (MATH130 & MATH140). The students are encouraged to attempt these quizzes as part of the tutorials. These quizzes help them to understand their areas of weaknesses so that they can seek necessary academic support, which can help them improve academically. Another initiative was to introduce supplemental instruction principles into mainstream Mathematics tutorials, where the students are divided into smaller groups and encouraged to study collaboratively.

## TEACHING CAPACITY DEVELOPMENT FOR ACADEMIC STAFF

Workshops were conducted (table 10) and experts were appointed to assist academic staff with the development of on-line resources to facilitate blended learning and flipped classroom

approaches. Currently, online resources are being developed for modules such as MATH131, MATH132, COMP100, STAT130, PHYS110, and BIOL101, to mention a few.

TEACHING CAPACITY DEVELOPMENT WORKSHOP CONDUCTED AT CAES	
WORKSHOP	FACILITATOR
Curriculum development and transformation – a brainstorming session	Professor N. Chetty
Mapping the journey: the role of academics in facilitating the academic pathway of students	Dr A van Zyl
Navigating the broad and narrow scope of decoloniality and decolonising the curriculum	Dr M. Madiba
Introduction and current practices of teaching	Professor A. Modi & Professor N. Chetty
Curriculum and design	Professor S. Worth
Assessment and design strategies to maximise student success	Professor A. Maharaj
Online and blended learning	Professor G. Kana
Building an academic career: insights from the field of leadership	Dr C. Proches
Blended learning pedagogy and effective teaching resources for the 21 <sup>st</sup> century teacher	Professor G Kana, Dr P. Moodley & Dr C. Blewett
Teaching statistics in the 21 <sup>st</sup> century: transformation and reformation	Professor Jim Ridgway

**Table 10.** Teaching capacity development workshop conducted at CAES



## INITIATIVES TO IMPROVE ACCESS AND THROUGHPUT

The Centre for Success in Science and Engineering was established in 2018, to promote access and ensure maximum participation of students from previously disadvantaged and rural backgrounds. The establishment of this centre is expected to provide a home for these students and staff, as well as cater to the academic needs of students in the Access programme.

The Access students are allowed an additional year to complete their undergraduate degree through the B.Sc. Augmented Programme and they are given extra tuition in the first two years of their degree. During this time, students are closely monitored and interventions are put in place to develop them so that they can undertake mainstream courses. These measures help students to complete their degree in the minimum time possible and are expected to increase throughput.

A survey of the pass rates of modules across various Schools has been undertaken to evaluate bottleneck modules that limit degree progression. This will help in identifying the reasons for poor performance of students and instituting interventions to improve the pass rates of these modules. Various curriculum development initiatives in terms of content, content delivery and pedagogy, as well as curriculum reviews for programmes/majors were undertaken. These are focussed on improving articulation and throughput.

## Publications

The Academic Development Officers under the leadership of the College Dean (T&L) in CAES and a few academic staff from CAES are engaged with research on various aspects of teaching & learning in the College. Some of the papers published in preparation and ongoing projects are mentioned below:

### PAPERS PUBLISHED:

- 2018** Maharaj A., & Dlomo T. **Revelations from an online diagnostic arithmetic and algebra quiz for incoming students.** *South African Journal of Science*, 114 (5/6) (DOI: 10.17159/sajs.2018/20170078).
- 2018** Maharaj A., & Ntuli M. **Students' ability to correctly apply differentiation rules to structurally different functions.** *South African Journal of Science*, 114 (11/12) (DOI: 10.17159/sajs.2018/5008).

### PAPERS SUBMITTED AND IN PREPARATION:

1. **Correlation between student attendance in supplemental instruction programmes and student performance: a case study of two Schools at University of KwaZulu-Natal.** (Authors: Dr Dalia Varghese, Dr Bobby Varghese, Professor Aneshkumar Maharaj, Professor Ademola Olaniran, and Professor Naven Chetty.) Submitted to the journal *Teaching in Higher Education*.
2. **Staff perception of the effectiveness of the University Education Induction Programme in the College of Agriculture, Engineering and Science, UKZN.** (Authors: Professor Naven Chetty, Mr Godfrey Marumure, Dr Bobby Varghese, Dr Dalia Varghese, and Mr Ashwin Manival.) Paper in preparation.
3. **A holistic approach for evaluating the Supplemental Instruction Programme.** (Authors: Professor Naven Chetty, Mr Ashwin Manival, Dr Bobby Varghese, Dr Dalia Varghese, Mr Godfrey Marumure, and Mr Rogerant Tshibangu.) Paper in preparation.

### ONGOING RESEARCH PROJECTS:

1. **Supplemental instruction in isiZulu: effect on academic success of first-year students in the College of Agriculture, Engineering and Science, University of KwaZulu-Natal.** (Project members: Professor Naven Chetty, Dr Dalia Varghese, Dr Bobby Varghese, Mr Ashwin Manival and Mr Rogerant Tshibangu) Project funded by the University Capacity Development Project, UKZN.
2. **Professionalisation of undergraduate academic teaching in multiple disciplines to address Sustainable Development Goals.** (Project members: Professor Bala Pillay, Professor Naven Chetty and Dr Dalia Varghese). Project funded by the United Nations.

## College of Health Science (CHS)

Compliance with the national and international health standards is key to the integrity of all teaching & learning programmes in the College of Health Sciences. Consequently, programmes are internally and externally reviewed periodically. This provides constant opportunities to develop and implement improvement plans to maintain full accreditation status from the Council of Higher Education (CHE) and individual discipline professional regulatory councils. Obtaining the full accreditation of any Health Science programme is an assurance to the public that our graduates are competent and safe health practitioners who are 'fit for purpose' and academic staff are knowledgeable in both teaching & learning scholarship and research. This report aims to highlight how CHS academic staff have embraced the responsibility of teaching & learning and their accountability towards their specific professions, the University and the public.

Teaching & Learning is one of the core functions of the University. As such, the success and sustainability of the teaching & learning project of any university requires consistent source of funding from both the University and national government. The Department of Higher Education and Training's University Capacity Development Programme and University Capacity Grant

2018-2020 has come handy in supporting the development and implementation of many teaching & learning activities in 2018/2019. This report highlights some of these activities for the year 2018.

In 2018, the College of Health Science has, for the first time established CHS Excellence Teachers' Awards in order to acknowledge the commitment and dedication of the academic staff in improving the practice of teaching & learning in both the classroom and the clinical teaching platform. A snapshot of the awards and the inauguration of the CHS Teaching & Learning Symposium are shared in the report.

The success of the teaching & learning project of the College of Health Sciences relies on the support from individual academics in different disciplines and Schools. This support has been demonstrated in so many tangible and intangible ways, which are all greatly appreciated. Many people contributed to the writing of this report, but our greatest appreciation goes to Dr Varsha Bangalee and Dr Velisha Perumal from Pharmacy Discipline, School of Health Sciences as well as all Academic Leaders of Teaching & Learning.

### UKZN'S MEDICAL DEGREE RECEIVES FULL ACCREDITATION FOR A FURTHER FIVE YEARS

In 2018, The Health Professions Council of South Africa (HPCSA) assessed UKZN's undergraduate Medical degree and recommended full accreditation for the next five years. The Council listed numerous commendations showcasing not only its exceptional medical programme and core curriculum, but also its excellent structures, its Student Support programme, its Decentralised Clinical Training programme as well as its

readiness to welcome the 90 Fidel Castro Cuban Collaboration Medical students who will join KZN at the end of July. The CHS was congratulated for its improved communication, its excellent student support services, its homestay project in rural KwaZulu-Natal which promotes social cohesion and its decentralised clinical training programme.



## THE EXTENSION OF THE DECENTRALISED CLINICAL TRAINING PROGRAMME

The restructuring of South Africa's health care system in the form of National Health Insurance (NHI) in the public and private healthcare sectors has paved the way for great change pertaining to service delivery and skills development. Recognising the need for improving Primary healthcare in achieving universal health coverage has been a driving force behind the re-engineering of the College of Health Science's curriculum, to ensure UKZN produces healthcare professionals who are competent and prepared for the changing dynamics of healthcare. The Decentralised Clinical Training Programme (DCTP) has provided an opportunity for the College to develop competent graduates who will extend quality healthcare to all parts of the population, while also receiving experiential and contextual learning opportunities that prepare them to be health practitioners who are "fit for purpose". The programme, which was first launched in 2016 in the College of Health Sciences, has seen considerable growth and improvement since its first inception. Below are the highlights for the period 2018-2019.

### MEDICAL STUDENTS COMPLETE SIX-WEEKS STAY IN RURAL AREA (2018)

Final-year Medical students celebrated the completion of a rural "homestay project" with their "adoptive parents" at the College of Health Sciences. Known as a "rural block" and co-ordinated by the Discipline of Family Medicine, the project involved students spending six weeks at rural sites as part of a decentralised training programme. The project, which was piloted in 2016, has had promising results. Students were given the opportunity to live in the community for the six-week period of the project, which investigated the use of homestays and whether they were a viable option for alternative accommodation for health sciences students.

*Below: Final-year Medical students complete the six-week 'rural block'.*

## PHYSIOTHERAPY FULLY RELOADED ON DECENTRALISED CLINICAL TRAINING PROGRAMME (2018)

The UKZN School of Health Sciences' Physiotherapy Department began its second year of the Decentralised Clinical Training (DCT) Programme in 2018 by adding Manguzi to the list of rural hospitals attended by students. Other hospitals include; GJ Crookes, Madadeni, Newcastle, Murchison, Port Shepstone and Ngwelezane hospitals, in addition to the three urban hospitals which the discipline's fourth years attend, namely Albert Luthuli, Prince Mshiyeni and Mahatma Gandhi hospitals. The students' focus during their five-week block was on promoting Physiotherapy Back Week, identifying and promoting the physiotherapy profession in a rural and community setting and performing a community-based rehabilitation project, focusing on enabling people living with disabilities to optimise their quality of life.

### PHARMACY STUDENTS BENEFIT FROM CLINICAL TRAINING AT DCT HOSPITALS (2019)

For the first time since the DCT programme's inception, students from the discipline of Pharmaceutical Sciences joined it in 2019. Students spent one week in five of the designated sites i.e. Port Shepstone, Empangeni, Madadeni, Pietermaritzburg and Stanger hospitals, in an effort to optimise experiential and contextual learning opportunities and service delivery, as well as to increase health care professionals in all areas of the health spectrum. The programme was well received by both hospital staff and students, who have displayed a keen interest in extending their stay for a longer period next year. Students were exposed to various aspects of hospital pharmacy, including ward round rotations, dispensing and multi-disciplinary collaboration. The programme assisted in increasing the clinical training capacity of students in line with the specific needs and disease burden in KwaZulu-Natal.





## INCORPORATING HEALTH ADVOCACY INTO HEALTH SCIENCES CURRICULUM

Advocacy is an ethical duty of all healthcare workers, and building this competency is a requirement by all South African statutory bodies. It is also demanded by the reform of the current healthcare context. Understanding and agreeing with this priority need, the CHS has been making an earnest effort in their curriculum development to ensure it is introduced early and reinforced through different methodologies throughout the health sciences training. Students need to learn how to advocate for their patients – in and outside the clinical environment, so development of knowledge, skills and attitude around advocacy is essential for future health advocates. UKZN, in partnership with the Rural Health Advocacy Project (RHAP), has been working on the integration of advocacy in the curriculum.

To kickstart the process of incorporating health advocacy into the HS curriculum, the College of Health Sciences, in partnership with the RHAP, hosted a workshop titled: Incorporating Health Advocacy into the Health Sciences Curriculum. The Manager of Knowledge Management at RHAP, Ms Samantha Khan-Gillmore, defined advocacy as active promotion of a cause or principle involving action to change policies and practices, make a broader impact, reform institutions, alter power relations and change attitudes/behaviours. The workshop attracted both academics and professional personnel in the College to debate the importance of incorporating health advocacy in the Health Sciences curriculum and how incorporation could be achieved, as well as the challenges of teaching health advocacy. A capacity development project on incorporating health advocacy into the HS curriculum is underway, under the leadership of the Colleges' office of Teaching & Learning.

“Advocacy is an ethical duty of all healthcare workers.”

## SOCIETAL AND STAKEHOLDER COMMUNITY ENGAGEMENT

Responsible Community Engagement (RCE) has been recognised as one of the goals of UKZN's Strategic Plan, which aims to contribute to the prosperity and sustainability of KwaZulu-Natal and to nation-building. It aims to do this by connecting and committing the entire University family to the communities we serve, in a manner that adds value and earns the people's respect. Below are some of the projects that staff and students have undertaken over the past year to create public awareness of health issues.

Fourth-year Nursing students; Ms Slindile Madela and Mr Bonginhlanhla Ngubane were interviewed by the Izwilomzansi community radio station about dementia in the context of human rights. The interview explored aspects of dementia, including the definition, causes, common signs and symptoms and the importance and role of family and community in the management of this disease.

Fourth-year Occupational Therapy students ran a health promotion project at the Mariannridge Clinic to help community members increase their knowledge of topics such as mental health, diabetes, a healthy lifestyle, development of children through play and the negative effects of drug and alcohol addiction. Further collaboration with the Mariannridge Clinic and the local high school tackled concerns about the high rate of teenage pregnancies in the district.

UKZN students, staff and members of the Department of Health commemorated World Hearing Day under the theme “Hear the future and prepare for it” by participating in a march to the Nelson R Mandela School of Medicine campus, to raise awareness about hearing healthcare.

UKZN's Department of Obstetrics and Gynaecology and the Department of Health in KwaZulu-Natal teamed up with the Cancer Association of South Africa (CANSa) to promote awareness of cervical cancer and increase screening coverage. The University's Professor Motshedisi Sebitloane launched the Umdlavuzi Pap Smear Drive during the recent South African Society of Obstetricians and Gynaecologists Congress in Durban, which had the theme “Advocating equitable access to women's health”.



UKZN students, staff and members march to raise awareness about hearing healthcare.

## INTERNATIONAL COLLABORATIONS

International collaborations between universities have been shown to be very beneficial to all by improving several facets of performance. At a time when forming those links has perhaps never been simpler, the CHS has fostered several global partnerships with other institutions.

### Duke Nursing Practice (DNP) Programme, Duke's School of Nursing

Professor Petra Brysiewicz (SNPH) and Professor Katherine Pereira, the Director of Duke Nursing Practice (DNP) Programme, Duke's School of Nursing, convened talks on a collaboration aimed at improving patient care and safety by using healthcare data. The main objective of this partnership is to develop a method for teaching clinical nurses and other healthcare professionals how to use data for research purposes. The two universities will work together to identify interdisciplinary approaches to improving patient care and safety by using healthcare data. A partnership to develop a curriculum that could lead in the training of nurses and other healthcare providers will be established and it is envisaged that it will benefit the community at large.

### Denver University

The Department of Behavioural Medicine in the SNPH hosted a group of students from the University of Denver in the United States, led by Professor Neil Gowensmith, a clinical and forensic psychologist at Denver's School of Professional Psychology. Their visit was part of a plan to establish formal collaboration between the two universities, with an initiative towards decolonisation of the curriculum at UKZN and possible development of a Forensic Psychology training programme at UKZN.

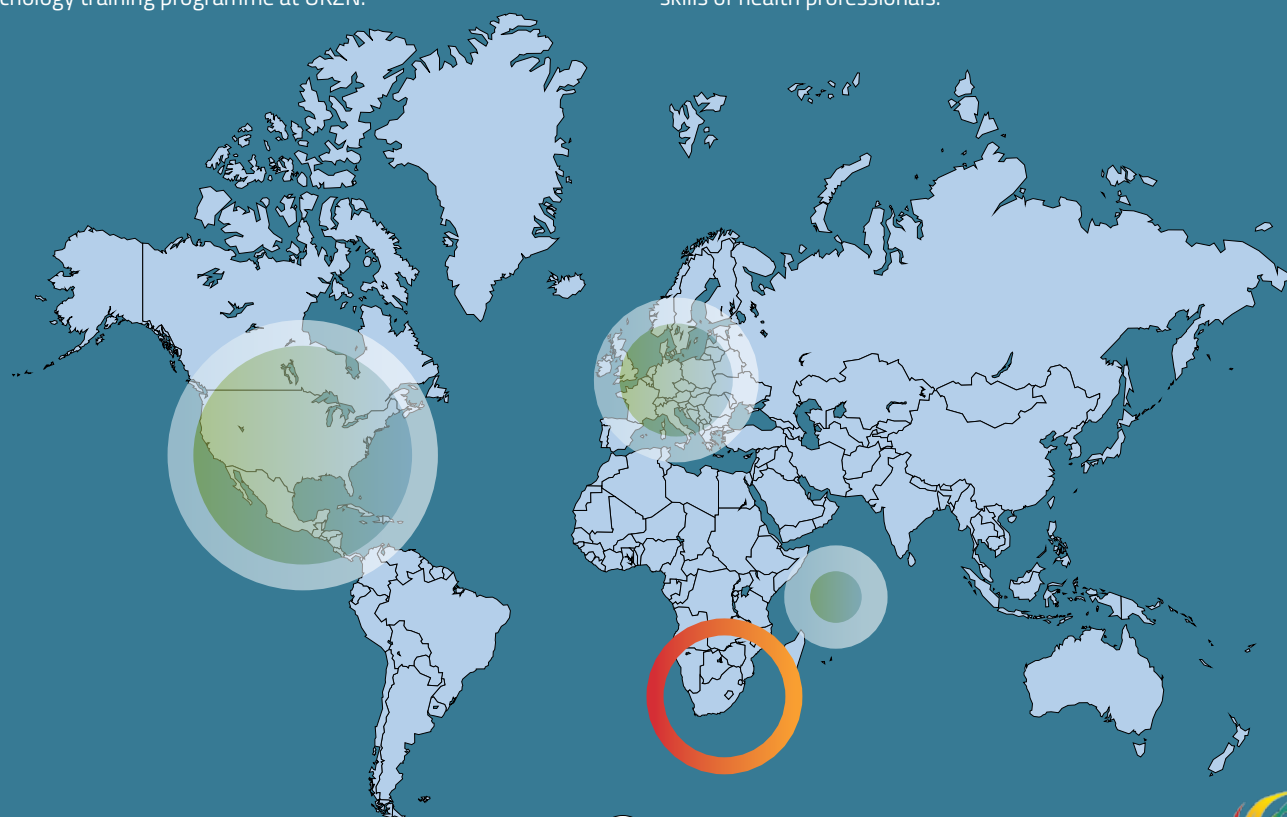
“ The delegations explored ways to develop initiatives in the areas of management development programmes, research collaborations and student exchange programmes. ”

### Erasmus School of Public Health Policy and Management in Holland

Deputy Vice-Chancellor and Head of the College of Health Sciences, Professor Busisiwe Ncama, hosted a delegation from the Erasmus School of Public Health Policy and Management in Holland, as part of a Memorandum of Understanding recently signed by the two institutions. During discussions, the delegations explored ways to develop initiatives in the areas of management development programmes, research collaborations and student exchange programmes.

### National Institute of Social Studies in the Seychelles

The Dentistry Discipline hosted clinical skills training for 19 final-year Dental Therapy students from the Seychelles. The students were on a two-week stay at UKZN as part of a special collaboration between the universities, and to upgrade existing skills of health professionals.



## STAFF CAPACITY DEVELOPMENT

The CHS recognises the imperative of continually developing its staff to align to the strategic goal of achieving excellence in teaching & learning. The aim has been to develop capacity and to support teachers in becoming critical, reflective academics with regard to their daily teaching practices, and to ultimately develop

scholarship in teaching & learning across the College. The office of Teaching & Learning, in partnership with UTLO, ran the following workshops: A Series of Teaching Portfolio Assessments, Flipped Classroom and Blended Learning and Reconceptualising Health Professions Education.

## TEACHING & LEARNING SCHOLARSHIPS

- **Foundation for the Advancement of International Medical Education and Research (FAIMER), Fellowship**

Professor Mergan Naidoo was one of approximately 20 candidates chosen from the international community for the FAIMER fellowship. FAIMER aims to train its fellows from the health professions in educational methods and research, develop leadership and management skills and foster collaboration among global partners. Naidoo's research interest is in developing an educational intervention programme that will assist with behaviour change.

- **Sub-Saharan Africa-FAIMER Regional Institute (SAFRI) scholarship for Health Professions**

Lecturer Dr Keshena Naidoo from the Discipline of Family Medicine has been awarded a scholarship which is designed to teach education methods, scholarship, and leadership skills, and to develop an active, supportive professional network among educators. Naidoo's project, supervised by Professor Jacqui van Wyk, is an interprofessional education model for geriatric care training of medical and nursing undergraduate students.

- **University capacity development funding (UCDP Seed funding to pilot a teaching & learning project)**

Dr Varsha Bangalee from the Discipline of Pharmaceutical Sciences was awarded funding to develop a board game, as an integrated, active learning strategy for teaching Pharmacology and Pharmacy Practice in the discipline. The game, entitled "Pharmacy Phlash", was developed with input from specialists in their respective fields: Dr F Oosthuizen, Dr P Owira, Dr V Perumal-Pillay and Ms F Walters.



*From left: Dr Kimesh Naidoo, Paediatrician and 2018 SAFRI Fellow; Dr Jacky van Wyk, AL-Research and Ms Keshena Naidoo, 2019 SAFRI Fellow.*

## TEACHING & LEARNING SYMPOSIA

### COLLEGE OF HEALTH SCIENCES INAUGURAL TEACHING & LEARNING SYMPOSIUM (2018)

The College of Health Sciences' (CHS) Teaching & Learning Office held its inaugural Teaching & Learning Symposium, which is set to become an annual event on the College's academic calendar.

“ The symposium assessed best practice in the application of the seven graduate core competencies. ”

Held under the title, "Implementation of the Graduate Core Competencies Framework for Undergraduate Students Towards Curriculum Transformation in the College of Health Sciences", the symposium assessed best practice in the application of the seven graduate core competencies. It provided a platform to assess and share reflective insights on transformative teaching & learning practices that lead to students successfully graduating with attributes that are personally, professionally and socially valuable. Sessions included academics sharing their experiences with incorporating health advocacy, socially responsive communication, collaborative learning and DCTP across the College. The symposium allowed for scholarly interrogation of theory and practice designed to enhance our students' experiences and success in higher education.

## CHS T&L Symposium – Celebrating Teaching Excellence

In 2018, the College surpassed all goals to achieve excellence in Teaching & Learning. To ensure and drive this strategic goal, the CHS T&L Learning Symposium was coupled with the launch of the first Teaching & Learning Excellence awards in the College.



*From left: Dr Saul Cobbing, Dr Sooraj Baijnath, Professor Sinegugu Duma, Professor Shenuka Singh and Dr Andile Khathi*

### 11<sup>th</sup> Annual South African Association of Health Educationalists (SAAHE) Conference – (27-30 June 2018)

The 11<sup>th</sup> Annual South African Association of Health Educationalists (SAAHE) Conference congregated in Umhlanga, drawing both national and international health science educators. SAAHE has a number of agendas, including to showcase best practice in health sciences education, stimulate debate and discussion regarding the education of health practitioners, and develop teaching and educational research capacity in health sciences educators. The conference theme for 2018 was “Deconstructed, decentralised, decolonised discourses and debates.” The conference was well represented by UKZN CHS academics.

#### INAUGURAL CHS TEACHING & LEARNING EXCELLENCE AWARDS

AWARDEE	AWARD	DETAILS OF AWARD
<b>Professor Shenuka Singh</b> (Discipline of Dentistry)	<b>Outstanding Contribution to Teaching</b>	This award recognises an outstanding contribution to the teaching endeavor in the College.
<b>Dr Saul Cobbing</b> (Discipline of Physiotherapy)	<b>Excellence in Decentralized Clinical Teaching Platform</b>	This award recognises knowledge integration and application to the clinical setting. It highlights specific contribution to promoting teaching excellence in the Decentralised Clinical Training Platform, using best clinical teaching techniques, online teaching, experimental teaching, peer teaching and mentoring.
<b>Dr Sooraj Baijnath</b> (Discipline of Pharmaceutical Sciences) and <b>Dr Andile Khathi</b> (Discipline of Human Physiology)	<b>Best Emerging Teacher</b>	This award recognises a newly appointed staff member who has demonstrated excellence in classroom or clinical teaching, although they may not have published in teaching.

**Table 11.** Inaugural CHS Teaching & Learning Excellence awards



UKZN PRESENTATIONS AT SAAHE	
PRESENTERS	TOPICS
KL Naidoo, JM Van Wyk, M Adhikari	Working to leave: career intentions of South African (SA) medical interns
KL Naidoo, JM Van Wyk, M Adhikari	The role of alienation and engagement in medical communities of practice
S Ramklass, M Matthews	Widening our horizons: a participatory curriculum mapping project in a medical School
H Friedrich-Nel (Central University of Technology), R Dhunpath	Towards a radiography curriculum framework: deconstructing and reconstructing knowledge, competencies and attributes
S Duma, B Ncama, N Magula, V Chetty, N Ndebele, N Mkhabela	Decentralised clinical teaching for MBCHB programme at UKZN: lessons from a mid-term review
D Moodley, S Singh	Decentralised training as perceived by dental therapy students
C Sookoo, L Lazarus	Negative marking: the UKZN experience
K Naidoo, K Naidoo	Medical students' perceptions of interprofessional education following a work-based programme on the decentralised learning platform at UKZN
J Sons	The hidden curriculum of professional hierarchy in South African medical education: a qualitative study
L Lazarus, C Sookoo	Love at first cut: the use of poetry in anatomy education
P Govender, V Chetty, D Naidoo, N Pefile	The I-DECT project: integrated decentralised training for health professions at the University of KwaZulu-Natal, South Africa
D Naidoo, J. Van Wyk	Factors for consideration when aligning occupational therapy education with primary health care practice in a KwaZulu-Natal setting
NCT Chemane	Development of a model for clinical education: a proposal for physiotherapy undergraduate students at UKZN, South Africa
S Singh, S Pottapinjara	Knowledge, attitudes and perceptions of dental undergraduate students towards self-care practices: a report from a university in South Africa
A Ross, D Gumede, S Mianda	Staffing levels at district hospitals in KwaZulu-Natal. Is the University of KwaZulu-Natal training for the needs of the province?
S Temmers, B Cassim	What procedural skills should physicians acquire during training? A South African perspective
M Naidoo	An evaluation of the emergency care training workshops in the province of KwaZulu-Natal, South Africa
B Donda, R Hift, VS Singaram	Narratives of challenges of assimilation faced by returning students
M Naidoo	The pearls and pitfalls of setting high-quality multiple choice questions
KP Mashige*	Development of a multidisciplinary e-health diabetic retinopathy management strategy for the province of KwaZulu-Natal
L Naicker, K Govender	Evaluating the perceptions of video-based tutorial training in anaesthesia
CI Bagwandeen, VS Singaram	Effects of demographic factors on provision of feedback in postgraduate medical education
M Motala, J Van Wyk	Where are they working? A case study of twenty Cuban-trained South African doctors
S Cobbing, R Van Bever Donker	Reflections on a first year of decentralised clinical trainings
V Bangalee, R Karpoomath, F Oosthuizen	Pharmacy student's perception of the ideal teacher
F Oosthuizen, R Bever van Donker, V Bangalee	Situational analysis: the need for inter-professional curricula to teach core competencies in health sciences
C Engelbrecht	Language policy implementation, a decolonising practice?
L Naicker, K Govender, VS Singaram	Evaluating the perceptions of video-based tutorial training in anaesthesia

Table 12. UKZN Presentations at SAAHE

The **2018 SAAHE Distinguished Educator Award** was made to Professor Fatima Suleman from the Discipline of Pharmaceutical Sciences. She has been commended for her commitment to the development of teaching, her supervision skills and mentoring of new academics and colleagues across the CHS. She is responsible for conceptualising, developing and coordinating two completely online master's programmes in Pharmacy and Health Sciences, as well as being instrumental in the development of online or blended master's programmes in Mozambique and Malawi. Suleman was involved in the Medical Education Partnership Initiative grant, was a panel member on the WHO Technical Working Group on Health Workforce Education and Principle Investigator, Council for AFREhealth.



**2018 SAAHE  
Distinguished Educator  
Award**

**PROFESSOR FATIMA SULEMAN**

### Annual African Forum for Research and Education in Health (AFREhealth) Symposium

The second Annual African Forum for Research and Education in Health (AFREhealth) Symposium was held at Durban's ICC on 20 June 2018. The symposium was hosted by the DRILL's Principal Investigator Suleman (conference chair), Professor Petra Brysiewicz, Professor Mosa Moshabela, Professor Doug Wassenaar and Dr Suvira Ramlall, as well as the DRILL Project Management Team and DRILL Fellows.

Its theme — "Towards achieving universal health coverage in Africa – creating synergies and capacity through education, research and quality health services" — related to the move towards universal health coverage (UHC). The aim of AFREhealth is to promote African leadership with accessible health professions education training, research and service. This will, in turn, contribute to tackling key health priorities including HIV/AIDS, TB, Malaria, non-communicable diseases (NCDs) and emerging and repeat epidemics and pandemics.

Several of the subthemes emerging from the symposium included discussions pertaining to creating a socially accountable health workforce education, training health professions for universal health coverage, perspectives on creating synergies and capacity through education and curriculum reform and transformative learning for the 21<sup>st</sup> century.

One of the sessions at the symposium explored the Medical Education Capacity Building between North-South and South-South partnerships for health system development in African countries. The symposium concluded with experiences, challenges and discussions of best practices and lessons learnt from these innovations in health professionals' education, as countries move towards UHC implementation/scale up. Ongoing discussions throughout the symposium provided clarity on the skill set required for UHC and the innovative teaching & learning approaches required to impart the skills. The conference promoted the use of evidence in decision-making, as well as linkages with health systems and other initiatives.



*Right: Delegates and presenters at the AFREhealth Symposium.*

## Publications

### 2018

Chetty, V., Govender, G., Chemane, N., & Cobbing, S. **Community-based primary healthcare training for physiotherapy undergraduates: perceptions of physiotherapy academics.** *Global Journal of Health Science*, 10(12), 75-82.

Chetty, S., Bangalee, V., & Oosthuizen, F. **A new way of teaching an old subject: pharmacy law and ethics.** *African Journal of Health Professions Education*, 10(1), 61-65.

Fawole, O. I., van Wyk, J., Adejimi, A. A., Akinsola, O. J., & Balogun, O. **Establishing consensus among interprofessional faculty on a gender-based violence curriculum in medical Schools in Nigeria: A Delphi study.** *African Journal of Health Professions Education*, 10(2), 106-113.

Kerr, J. A. N. E., & Singh, S. **Nursing students' attitudes and practices of oral health self-care.** *African Journal for Physical Activity and Health Sciences (AJPHES)*, 24(2), 142-154.

Matthews, M. G., & van Wyk, J. M. **Exploring a communication curriculum through a focus on social accountability: a case study at a South African medical School.** *African Journal of Primary Health Care & Family Medicine*, 10(1), 1-10.

Matthews, M., & van Wyk, J. **Towards a culturally competent health professional: a South African case study.** *BMC Medical Education*, 18(1), 112.

Matthews, M. G., & van Wyk, J. M. **Improving communication in the South African healthcare context.** *African Journal of Health Professions Education*, 10(4), 194-198.

Moodley, R., Naidoo, S., & van Wyk, J. **Applying the perceptions of graduates on their dental training to inform dental curricula from the perspective of occupational health.** *South African Dental Journal*, 73(5), 343-347.

Moodley, I., & Singh, S. **Community-based education: experiences of undergraduate dental therapy students at the University of KwaZulu-Natal, South Africa.** *International Journal of Dental Hygiene*, 16(3), 362-371.

Moodley, I., & Singh, S. **Creating opportunities for interprofessional, community-based education for the undergraduate dental therapy degree in the School of Health Sciences, University of KwaZulu-Natal, South Africa: academics' perspectives.** *African Journal of Health Professions Education*, 10(1), 19-25.

Moodley, I., & Singh, S. **Strengths and challenges of community-based clinical training as viewed by academics at the University of KwaZulu-Natal, Durban, South Africa.** *African Journal of Health Professions Education*, 10(2), 129-135.

Moodley, I., & Singh, S. **Exploring community-based training opportunities for dental therapy students in non-governmental and private sectors in KwaZulu-Natal province, South Africa.** *African Journal of Health Professions Education*, 10(3), 176-182.

Moodley, R., Naidoo, S., & van Wyk, J. **The prevalence of occupational health-related problems in dentistry: a review of the literature.** *Journal of Occupational Health*, 60(2), 111-125.

### 2019

Blose, S., Chemane, N. C. T., Chetty, V., Govender, P., & Maddocks, S. **Physiotherapists' perception of a community-based primary healthcare clinical education approach to undergraduate learning.** *African Journal of Health Professions Education*, 11(1), 16-21.

Chamane, N., Kuupiel, D., & Mashamba-Thompson, T. P. **Experiential learning for primary healthcare workers in low-and middle-income countries: a scoping review protocol.** *Systematic Reviews*, 8(1), 123.

Fawole, O. I., Balogun, B. O., Adejimi, A. A., Akinsola, O. J., & van Wyk, J. M. **Training medical students: victim's perceptions of selectively screening women for intimate partner violence in health care settings.** *BMC Medical Education*, 19(1), 196.

Misra, V., Chemane, N., Maddocks, S., & Chetty, V. **Community-based primary healthcare training for physiotherapy: students' perceptions of a learning platform.** *The South African Journal of Physiotherapy*, 75(1).

Motala, M. I., & van Wyk, J. M. **Experiences of foreign medical graduates (FMGs), international medical graduates (IMGs) and overseas trained graduates (OTGs) on entering developing or middle-income countries like South Africa: a scoping review.** *Human resources for Health*, 17(1), 7.



Naidoo, D., van Wyk, J. M., & Dhunpath, R. **Service Learning Pedagogies to Promote Student Learning in Occupational Therapy Education.** *Africa Education Review*, 16(1), 106–124.

Naidoo, S., Naidoo, D., & Govender, P. **Community healthcare worker response to childhood disorders: inadequacies and needs.** *African Journal of Primary Health Care & Family Medicine*, 11(1), 1–10.

Oosthuizen, F., Owira, P., & Bangalee, V. **Pharmacy Students' Opinions Towards Active Learning.** *Independent Journal of Teaching & Learning*, 14(1): 32–4.

van Staden, D., Loughman, J., & Naidoo, K. S. **Implementing a two-tiered model of optometry training in Mozambique as an eye health development strategy.** *Global Journal of Health Sciences*, 11(9):1–9.

van Staden, D. **Decentralised clinical training in optometry: a developmental strategy for eye health in KwaZulu Natal?** *Primary health care research & development*, 20.2018

## BOOKS

**2017** Dlova, N., & Mosam, A. **Dermatology: a Comprehensive Handbook for Africa.** University of KwaZulu- Natal.



## College of Law and Management Studies (CLMS)

### CURRICULUM DEVELOPMENT AND TRANSFORMATION INITIATIVES

Curriculum development focused mainly on drafting and developing a doctoral curriculum, with particular focus on the Graduate School of Business and Leadership. A draft curriculum with associated materials/resources has been developed for piloting. Furthermore, Schools were tasked with streamlining current curricula and removing redundant modules. Steady, incremental progress has been made.

Curriculum transformation entailed a range of seminars presented by invited speakers and discussions around issues of decolonisation. Professor Sarojini Nader from the University of the Western Cape facilitated a series of workshops under the theme, "Teaching, research and community engagement in the

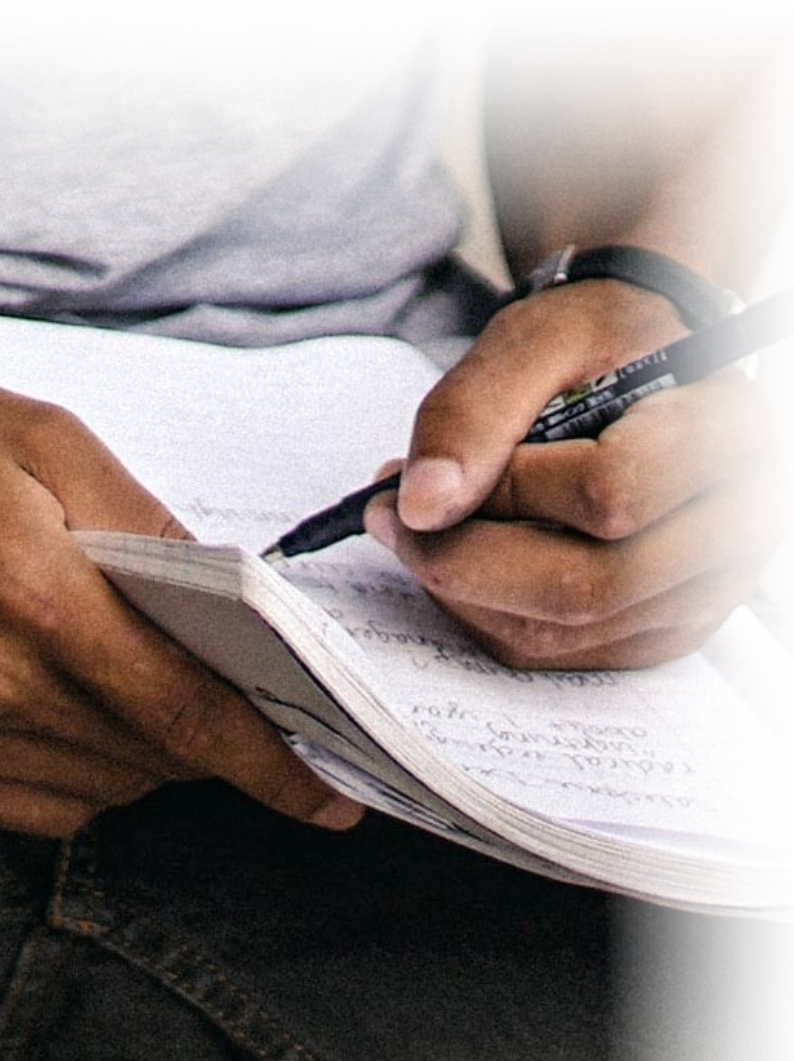
context of curriculum transformation". Dr Matete Madiba from the University of Pretoria presented a seminar titled, "Navigating the Broad and Narrow Scope of Decoloniality and Decolonising the Curriculum". The focus was on initiating discussions with academics, specifically on building a common understanding of the push towards decolonising the curriculum and transformation through technology. Seminars and workshops across the three campuses where the College has a presence were the adopted methods. A series of focus groups with academics and technical staff led by Professor Manoj Maharaj initiated exploration of the concepts of eLearning and Blended Learning. Academics who attended the seminars, workshops and focus group sessions constituted a core of informed and capacitated staff.

### THE WRITING PLACE

In 2018, eleven tutors and one coordinator were employed at the Writing Place. All of the tutors and the coordinator were postgraduate students (Masters and PhD students). Eight tutors were based on Westville Campus; two tutors were based at Howard College Campus (one allocated to Law and one allocated to Management Studies students) and one at Pietermaritzburg Campus. In the first semester of 2019, due to the increasing demand, sixteen tutors were appointed. Tutor training was conducted at the beginning of both the first and second semesters.

### Number and type of consultations

Two thousand, nine hundred and nineteen students were seen at Westville Campus, 469 students were seen at Howard College Campus, and 334 students were assisted at Pietermaritzburg Campus in 2018 and 2019. The total number of students assisted across all three campuses was 3722. Approximately 24% of students were seen at individual consultations, with the remaining 76% being seen during group sessions, and groups ranging from two to 10 members, as per lecturers' directives for certain assignments. The number of students seen at the Writing Place in 2018 and 2019 was an improvement over the numbers seen in 2017. This could possibly be attributed to increased awareness about the existence and nature of the assistance offered at the Writing Place, as well as student satisfaction with the assistance received, which encouraged them to return in subsequent years of study.



## “At-risk” and “Underperforming” students seen at the Writing Place

Of the 3722 students seen at the Writing Place in 2018 and 2019, 663 students were identified as either “at-risk” or “underperforming”, as determined by the “robot system”. It is encouraging that these students, who are most in need of support, are in fact attending Writing Place consultations and seeking assistance with their academic writing. It is hoped that this will help them to perform well in their assignments, pass their modules and complete their degrees more timeously.

## Writing Place workshops

Approximately 50 workshops were facilitated by Writing Place tutors in 2018 and 2019. This was certainly an achievement and yet again pointed to increased awareness and demand for academic literacy support in the College. The majority of workshops conducted focused on academic writing and referencing, while some specific topics requested by lecturers were, for example, “How to write a case study”, “Writing under time constraints” and “How to write a research paper”.

## Student evaluations of Writing Place consultations

Student evaluations of Writing Place consultations indicate that the majority of students found tutors to be patient, helpful and knowledgeable about academic writing conventions. Some comments made about the consultation with a Writing Place tutor were:

- “Writing Place is helpful and every student should go there for assignments..”
- “Linking paragraphs and sentence construction – the tutor helped me to understand how to do this.”
- “I wish we could spend more time with the tutor so that we get even more feedback.”

While this very basic analysis is by no means exhaustive, it is useful to have this type of quantitative information to support the students’ perceptions from the evaluation forms – that they believe that their performance does improve in assignments for which they visit the Writing Place

DIFFERENCE IN AVERAGE MARKS – WRITING PLACE ATTENDEES VS NON-ATTENDEES				
MODULE	PERCENTAGE ATTENDING WP	AVG MARK WP ATTENDEES (%)	AVG MARK NON-ATTENDEES (%)	DIFFERENCE (%)
MARK 302	43,0%	55,3%	46,0%	9,3%
MARK 305	33,8%	66,4%	58,8%	7,6%
PADM 1B0	22,0%	65,7%	63,0%	2,7%
SCMA 311	20,0%	68,8%	66,1%	2,7%
SCMA 20M	11,3%	61,2%	57,6%	3,6%

**Table 13.** Difference in average marks – Writing Place attendees vs non-attendees

## ACADEMIC MONITORING AND SUPPORT PROGRAMME

Fourteen ADOs and two ADCs were appointed in 2018. One of the fundamental duties of an ADO is to help students “at risk” move to good academic standing. To fulfil this duty, the ADO dedicates 20 hours per week to students. Seven hours were allocated to conducting tutorials, the rest of the hours were split between one-on-one consultations, group consultations and revision sessions at Howard College and Westville campus.

Approximately 3850 students were seen by the ADOs, through individual counselling, tutorials and group counselling. Preliminary evidence suggests that those who consulted with the ADO had a higher pass rate than those who did not. (See Table below.)



COMPARISON OF ACADEMIC RESULTS INDICATING BENEFITS OF ADO CONSULTATIONS												
MODULE	SI STUDENTS	NO OF SI SS WHO PASSED	% PASS RATE	NON SI STUDENTS	NO OF NON SI SS WHO PASSED	% PASS RATE	QUALITY OF PASS					
MGNT120	327	327	100%	178	162	91%		As	Bs	Cs	Ds	Fs
							SI	49	47	132	99	0
							Non SI	11	22	72	41	54
MGNT2SM	174	174	100%	165	125	76%		As	Bs	Cs	Ds	Fs
							SI	0	2	40	132	0
							Non SI	0	0	24	101	40
MGNT307	13	13	100%	85	73	85%		As	Bs	Cs	Ds	Fs
							SI	4	3	5	1	0
							Non SI	9	2	27	35	12
MGNT314	44	44	100%	41	35	85%		As	Bs	Cs	Ds	Fs
							SI	2	2	17	23	0
							NONSI	0	0	8	27	6
MARK2IM	4	4	100%	148	141	95%		As	Bs	Cs	Ds	Fs
							SI	0	2	2	0	0
							NONSI	8	13	56	64	7
MARK301	7	7	100%	45	44	99%		As	Bs	Cs	Ds	Fs
							SI	0	1	4	2	0
							Non SI	2	2	14	26	1
MARK303	13	13	100%	41	38	93%		As	Bs	Cs	Ds	Fs
							SI	0	0	10	3	0
							Non SI	2	3	8	25	3
HRMG2HM	15	15	100%	129	120	93%		As	Bs	Cs	Ds	Fs
							SI	1	4	7	3	0
							Non SI	3	6	59	52	9
HRMG3IE	2	2	100%	49	46	94%		As	Bs	Cs	Ds	Fs
							SI	0	1	1	0	0
							Non SI	11	7	15	13	3
SCMA305	15	15	100%	53	42	62%		As	Bs	Cs	Ds	Fs
							SI	0	0	9	6	0
							Non SI	0	2	7	33	11

Table 14. Preliminary Evidence indicates students have higher pass rate after ADO consultation

## BLENDED LEARNING PROJECT – 2018

The objective of the blended learning project was to: educate and empower lecturers to teach effectively in the digital age. In order to achieve this, a three-fold approach was adopted based on Simon Sinek's Golden Circles model. The first is to address "why" the training is so important (motivation), then "what" is possible (destination), and finally "how" to achieve the goal (process).

The first step was a one-hour seminar that was open to everyone (including people from other Colleges) on "Teaching with Technology". Four of these were held across the various campuses. The objective of this seminar was to help lecturers understand why they needed to teach in a new way and how important it was to follow a pedagogically grounded approach.

After the seminars, the second step was to run a longer, hands-on workshop with those who were interested in learning more. The aim of the workshop was to expose those who were motivated to learn to see what is possible when teaching using technology in a pedagogically-based way. By the end of the seminars and workshops 189 staff members from across all Colleges and campuses had attended, and there was a groundswell of excitement to start learning how to implement the teaching.

The final step was to bring a sample group of lecturers through an online course (MOOC) that would show them how to teach with technology. The course was eight weeks long and had the lecturers learning how to use a range of tools, all based on a sound underpinning pedagogical model. A cohort of 20 lecturers completed the first course, producing 52 lesson plans designed to enable them to immediately apply their learning in the classroom.

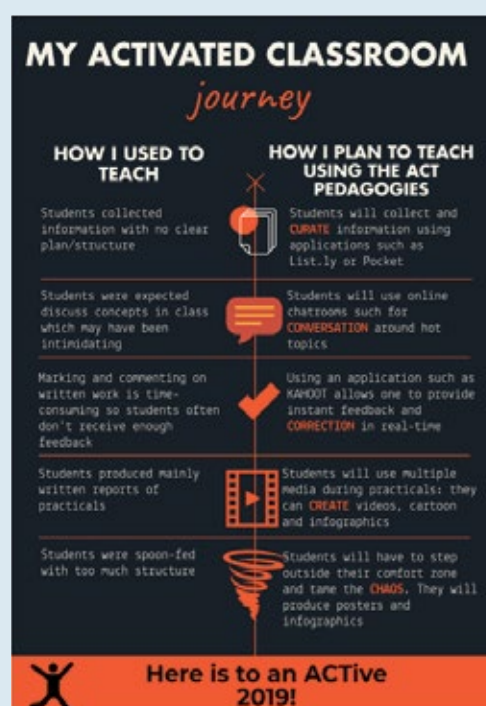
The numbers only tell part of the story. Even more exciting were the testimonials of the lecturers who attended.

- *Thank you. We are often pressed to use tech in our teaching, but no-one teaches us HOW...*
- *This has been the most edifying and productive workshop that I have attended in a long time. The presenter was engaging, witty and exceptionally passionate about the material he presented and shared with us. I have already implemented what I had learnt in the previous seminar in my classes and they have been really well received. I am so keen to learn more. Thank you.*
- *Thank-you for the very engaging and interesting workshop. One of the best educator training sessions I've ever been to. Was interesting, relevant and the way forward with it was clear.*
- *I've been searching for practical ways of implementing active learning in my classroom, I now found the "activated" way*
- *I loved it! The course got me @ctivated so that I can now go and @ctivate my own course.*
- *This ACT MOOC was the most incredible course. Not only was it interesting, engaging and topical, but it was also practical! The assignments made a meaningful contribution to being able to make the jump from the theoretical to the practical. Highly recommended!*
- *This course is awesome! It makes me excited about teaching and I am confident that my students will become excited about ACTIVating their learning experience.*



**Above:** The ACT video combines feedback from lecturers and footage of a student seminar to demonstrate the effectiveness of using technology to teach.

**Right:** In this poster designed by a lecturer, infographics enhance students' learning.





*Dr Msizi Mkhize, School of Accounting, Economics and Finance academic, delivering an accounting lecture to a venue packed with grade 12 pupils.*



*Thuthuka Bursary Fund recipients and UKZN programme manager Hlengiwe Ndelela during Orientation Week*

## COMMUNITY ENGAGEMENT

### Helping pupils succeed

On Youth Day, 1 064 grade 12 pupils from Durban high schools benefitted from an accounting examination workshop run by UKZN academic, Dr Msizi Mkhize from the School of Accounting, Economics and Finance. The workshop sought to equip the pupils with step-by-step guides and revision techniques. The workshop was also attended by teachers in a bid to learn new teaching methods.

The accounting teachers who attended the workshop indicated that it was an eye opener, as they learned new approaches of teaching accounting, and they called on UKZN to offer training and workshops for all accounting teachers in KZN. "As an accounting lecturer, I wanted to show the pupils our unique lecturing methods and infrastructure so that they make this institution their first choice when applying for post-matric studies," said Mkhize.

Pupils said the workshop was informative, helpful and interactive. Mr Sbonelo Dlamini, a pupil from Amanzimtoti High School, said the workshop strengthened his basic accounting techniques and he found Mkhize's unique approach inspiring, adding that he looked forward to pursuing his BCom studies at UKZN, to which he has already applied.

Ms Ntombizonke Khoza, a pupil at Dassenhoek High School, said, "The session helped me understand things that were puzzling me, as well as new methods, and I am glad because I felt like I was going to fail accounting but now I am hopeful that I can manage. I would like to thank Dr Mkhize and UKZN for this opportunity."

“ The workshop sought to equip the pupils with step-by-step guides and revision techniques. ”

### Thuthuka Bursaries for UKZN BCom Accounting students

After a rigorous review process by the South African Institute of Chartered Accountants (SAICA), UKZN's School of Accounting, Economics and Finance (SAEF) has welcomed 15 Thuthuka Bursary Fund (TBF) recipients into its Accounting programme. The Thuthuka Bursary programme is a transformation initiative of accountants aimed at encouraging previously disadvantaged African pupils to pursue a career in Chartered Accountancy (CA).

The Accounting profession is under immense pressure to produce African chartered accountants, which seems to be a challenge, judging by the throughput in the past few years. UKZN has additional support systems in place to help accounting students academically, socially and professionally with the aim of bridging the throughput gap.

Accounting lecturer and UKZN Bursary Fund Programme Manager, Ms Hlengiwe Ndelela, said she was responsible for the planning, designing and implementation of support programmes to help students on their academic journey, with the aim of enhancing their chances of graduating in record time and ultimately becoming CAs.

"The Dean and Head of School, Professor Mabutho Sibanda, has been hands-on in providing a lot of support and approaching senior management in departments within the institution for assistance," said Ndelela.

"We are currently giving first-year academics guidance and support, working closely with Teaching & Learning Academic Leader, Dr Msizi Mkhize."

The recipients spent the last week of January involved in an orientation programme where they received practical tips on "how to survive" and achieve success during their academic career, participated in team-building activities and heard success stories from African CAs who faced early challenges in their studies and careers.

In 2018 **UKZN BCom Accounting students sacrificed Saturdays** for FASSET and Thuthuka academic support classes in four major subjects – Accounting, Auditing, Management Accounting and Taxation with Ms Gugu Makhanya, Senior Executive at South African Institute of Chartered Accountants.





UKZN BCom Accounting students with Ms Gugu Makhanya (carrying a bag), Senior Executive at SAICA.



Maths Day Participants at Embizweni High School in Umlazi – 14 February 2018

## Accounting Academic Encourages Students in Maths Day Initiative

Falling in love with Maths was the focus at Embizweni High School in Umlazi Township for Valentine's Day 2018. Financial Accounting lecturer Dr Msizi Mkhize and his son Mr Siphesihle Mkhize, a Master of Commerce student, shared their passion for the subject with scores of pupils and celebrated the Love Maths Day.

The event, attended by approximately 1 180 learners, was held to create a positive attitude towards the Mathematics discipline among high school pupils.

Dr Mkhize, from the School of Accounting, Economics and Finance (SAEF), started this initiative at Inanda Comprehensive High School in 2017. After the event, he shared his enthusiasm at being able to work with his son for the first time, saying he aims to see the programme expanded to other parts of KwaZulu-Natal with support from the Department of Basic Education.

The father and son duo provided the learners with an entertaining presentation that left them amazed at how Maths can be used in their daily lives and in other subjects such as history and geography. Dr Mkhize gave one of the learners, Ms Hloniphile Buthelezi, a R50 note which she used to describe the factors and multiples of 50, while mentioning all the properties of a quadrilateral rectangle. With the R50 note bearing the face of former President Nelson Mandela, she gave her peers a short history lesson on how Mandela was imprisoned for 27 years on Robben Island, keeping the money as a monetary reward.

Mkhize said getting positive feedback from learners, parents and teachers inspires him to give back to the community by instilling a passion for Maths in the hearts and minds of young people.

"After adopting Inanda Comprehensive High School, the school's pass rate increased to 90%. I was able to move one of the learner's Mathematics pass mark from 10% to 66% in the 2017 final examinations. The student is now doing a Bachelor of Commerce in Accounting at UKZN Westville campus," he said.

Siphesihle said he enjoyed working with his father, adding that this was a one-of-a-kind experience that he will never forget, "My father has been in love with Mathematics from a very young age and would teach us (as his children), how to find different ways to

solve problems, allowing me to love the subject in my primary and high school years," he said.

Guest speaker Mr Vukile Buthelezi, Umlazi District's Mathematics Advisor at the Department of Education, said the presentation was motivational for the pupils, adding that he hoped it would change the negative attitude they may have towards mathematics.

"If you are used to playing with something at a young age, when it comes time to do it properly it becomes easy. So if Dr Mkhize can play around with Maths the way he does, then it is possible for us to pass it at the end of the year," said Grade 12 learner Mr Ayanda Memela.

## Publications

- 2017** Paideya, V., & Bengesai, A V. **Academic Support at the University of KwaZulu-Natal: A Systematic Review of Peer-Reviewed Journal Articles, 2010–2015.** *Journal of Student Affairs in Africa*, 5(2) 2017, 55–74
- 2018** Bengesai, A. V., & Paideya, V. (2018). **An analysis of academic and institutional factors affecting graduation among engineering students at a South African university.** *African Journal of Research in Mathematics, Science and Technology Education*, 22(2), 137–148.
- 2018** Mkhize, M. **Transdisciplinary relationship between mathematics and accounting.** *The Journal for Transdisciplinary Research in Southern Africa*, 15(1) 1–18 (a451. <https://doi.org/10.4102/td.v15i1.451>).
- 2019** Goebel, J., & Maistry S. **Recounting the role of emotions in learning economics: using the Threshold Concepts Framework to explore affective dimensions of students' learning.** *International Review of Economics Education*, 30 (1) 1–13 (DOI: 10.1016/j.iree.2018.08.001).
- 2019** Mkhize, M. **Mathematics anxiety among pre-service accounting teachers.** *South African Journal of Education*, 39(3) 1–14 (<https://doi.org/10.15700/saje.v39n3a1516>)

## College of Humanities (CHUM)

### ACADEMIC MONITORING AND SUPPORT

The AMS programme in the School of Education, Edgewood, in the period June 2018 to June 2019, kicked off with several student academic monitoring support activities and programmes specified by the College of Humanities. Students' academic monitoring support programmes and activities in the School involved anticipating, understanding, and responding appropriately to the needs of all students in ways that made support for them easily accessible. Particular attention was given to supporting first-year and "at-risk" students. In the report period, a full range of the intervention activities, both monitoring, and mediation aimed at supporting the students, included academic counselling, workshops, mentoring, curriculum advice, exam support, mentor training, psychosocial and academic referrals and information sessions.

In support consultations with students emphasis was placed on encouraging their active responsibility for their academic career. The AMS aimed at making every support it provided for students a scaffolding exercise that encouraged and involved them in finding solutions to their academic problems. The AMS worked in close collaboration with the School Academic Leader for Teaching & Learning, the student counsellors, the academic development officers, the Writing Place tutors, the disability unit, the College office, the student residence life and housing department and others to target holistic responses to the students' support needs.

The AMS recognized that an empowering support experience for all students in the School is important for their success. It also recognised the need for a collective role in harnessing the myriad support services that are available to the student in the College. Therefore, the role of coordination over this period centred on providing for the student a bouquet of programmed support activities that matched collective and specific needs.

In particular, four critically important elements of support activities that were frontline AMS programmes made the most impact on students:

- Student academic development was enhanced through the weekly AMS workshops for first-year students, which aimed at enabling their understanding of how studies and life on campus could be successfully negotiated;
- Context-relevant, meaningful, transformational mentoring relationships and networks through the AMS Mainstream Mentoring Programme aimed at support that benefited mentees and mentors;
- Students' academic progression was helped by academic development officers and specialist tutors who used monitoring mechanisms, appropriate academic counselling, curriculum advice, referrals and specialist tutorial sessions to support those who underperformed;
- Supporting first-year experience that best matched the needs of students in the School through extended year-round orientation with dedicated first-year students' mentoring and programmes.





## AMS Workshops

In the period June 2018 to June 2019, 18 workshop activities and sessions were provided for first-year students in the School. Nine of these workshops were in the second semester of 2018 and nine in the first semester of 2019. The total recorded attendance at these workshops was 3428 students, which means an average of 239 students attended and benefited per workshop. Workshop sessions were facilitated by the staff of the College student support office, academic development officers, lecturers, and the AMS Coordinator. A few invited guest facilitators and motivational speakers also presented sessions.

Workshop themes included study skills, academic referencing, learning spaces in the 21<sup>st</sup> century and stress management, and aimed to support students in developing a toolkit to help with their adjustment to learning at University. The workshops involved hands-on activities and interactive mentor-led group sessions that focused on inculcating skills and disseminating information. Separate sessions also provided for first-year students' questions and answers on concerns and challenges of coping with studies and life on campus. Feedback from students and mentors indicated that this intervention was rated highly in terms of relevance and student experience.

## AMS Mainstream Mentoring Programme

Peer mentoring support was provided for all first-year students in the School. Each of these students was assigned to a mentor for support throughout their first year of study. Likewise, all "at risk" or underperforming students in the School were assigned a peer mentor too. In total, 84 students, meticulously selected, served as student peer mentors in the School during the period reported. Twenty-nine of these were mentors in the second semester of 2018 and 55 in the first semester of 2019. In terms of appointments, 35 of 84 mentors were paid and 49 were volunteers.

On the other hand, the mentoring programme served an estimated 1 332 student mentees, including first-year students and "at risk" students in the second semester 2018 period, which indicates a mentee/mentor ratio of 46:1. Similarly, an estimated 1 718 student mentees including first-year students and 'at-risk' students were served in the first semester 2019 period, which means a mentee/mentor ratio of 31:1. However, the recorded active mentee participation in the mentoring programmes and activities for the whole period June 2018 to June 2019 was 1 397 students.

This means that the mentee/mentor ratio for the period was 16:1. However, in addition to specifically assigned mentees, mentors provided drop-in mentoring support that served the broad student population in the School at the venue S202 from Monday to Friday 8h00 – 14h05. In order to prepare and strengthen them for their role, seven mentor training sessions were provided for all mentors by the student support services in the College and the AMS coordinator, in addition to regular debriefing sessions, meetings, team building and reporting activities. Mentors also attended AMS workshops and events at the College called by the Dean for teaching & learning.

Mentors worked with their mentees primarily to support them with learning skills, adjustment challenges, coping with mediating their learning by using Moodle and other IT tools, and identifying the need for and how to seek advisors and counsellors when they were in distress. Mentors in this period were outstanding achievers. Besides performing with excellence in their own academics, several of them also won awards and commendations, both at University level and College and School levels. Several of them were among the 40 most outstanding students at UKZN in 2018. Again, due to their excellence, three of our mentors were also among seven students selected to represent the School of Education at a global EPIZ study trip programme in Berlin in August 2018.

## Academic Advising and Tutoring

The AMS worked with the Academic Development Officers (ADOs) in targeting an enhanced environment of support for students requiring academic counselling and curriculum advice in the School. Through a process of effective liaison between ADOs and the AMS offices, efforts were made to effectively identify and mediate, using one-on-one sessions and appropriate referrals, the intersections of the student's academic needs and psychosocial support needs. In this way, the AMS was able to deal with students' support needs in a more holistic way, and by so doing improved their support experience.

In the period under report, a total of five ADOs were appointed in the School. Three were appointed in the second semester of 2018, and two in the first semester of 2019. The ADOs provided academic counselling for a total of 879 "at risk" and underperforming students, in addition to providing curriculum advising, information sessions and referrals across the board for all other students. In addition to the ADO services, four specialist tutors were appointed to provide extra tutorial support to students in the School in this period. Specialist tutors provided workshop sessions for specific students and on specific topics and areas where the struggling students needed extra tutorials.

In addition, specialist tutors worked together with mentors to provide exam revision tutorials and mentoring support to students in modules identified by mentees and other students as needing that. In total, the specialist tutors provided two workshop sessions, 21 group and individual consultations and five exam revision sessions during this period. Likewise, three Writing Place tutors worked in the School in the first semester of 2019. Writing Place tutors provided academic writing skills and practices that deepened students' understanding of academic literacy and assisted them with producing quality academic essays and text. Their role also included introducing the students to academic writing sources and effective use of referencing styles. The Writing Place tutors assisted in facilitating one AMS workshop on academic referencing in this period and recorded 29 consultations.



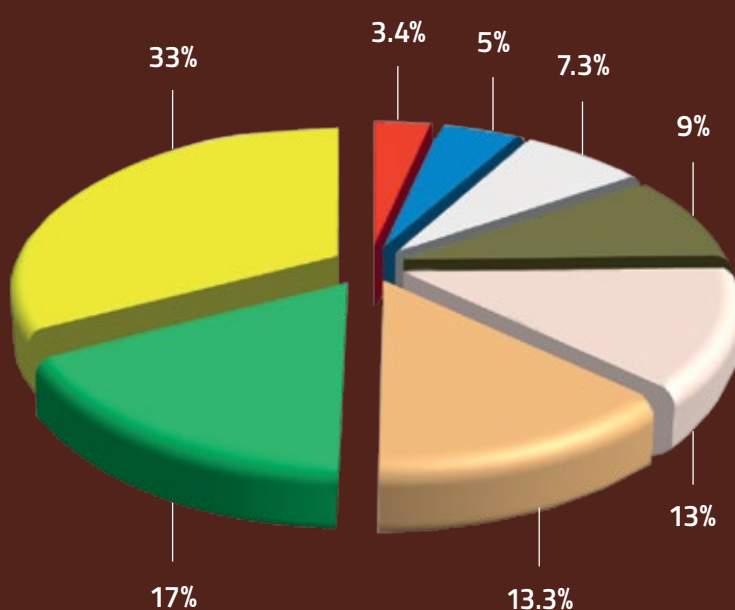
## First Year Orientation and Programmes

In addition to the other AMS programmed interventions, the first-year experience in the School usually commences with the week-long orientation programme of the College of Humanities. During this period reported, the 2019 orientation programme for first-year students recorded some successes. Orientation mentors, duly trained, were on hand to provide guidance and support to the first-year students in settling in and getting ready to begin their studies. Thirty-five orientation mentors were appointed and assisted the students with familiarisation

with the Edgewood Campus, attendance at orientation sessions, registration, understanding the timetables and finding their various lecture venues. The mentors also supported the students in the LANS with basic computer appreciation and signing up for Moodle training. Mentors were on hand to assist the student representative and Sport Administration in Edgewood to organise the Sports day event, which was a success. Beyond the orientation week, the AMS Mainstream mentoring included 15 mentors dedicated to first-years students throughout the year.



“Orientation mentors, duly trained, were on hand to provide guidance and support to the first-year students in settling in and getting ready to begin their studies.”



STUDENT SUPPORT			
CODE	COMPONENT	ROLE	%
	Mentoring/First year programmes	Mentors	33
	Exam Support	Mentors/SP tutors	3.4
	Specialist/Writing tutoring	SP/WP tutors	5
	Psychosocial support	Mentors/Coordinator	7.3
	ADO curriculum advising	ADO	9
	ADO academic referrals	ADO/Coordinator	13
	Workshops	All	13.3
	One-on-one AMS consultations	Coordinator	17

Table 15. Breakdown of student support as components, roles and percentages

**First-year experience in SOA:** The play, which was workshopped and guided by the students and their experiences, primarily focussed on the first-year experience. It portrayed the following as universally applicable:

- Alienation of the university experience in the first year
- Lack of information or sound academic / curriculum advice
- Mentors were arrogant and sexually harassed first-year girls
- Language barrier a problem
- Pressure to “look” a certain way

Data collected from the process and the performances is being processed for the purposes of research and publication.



Students depicting first-year students waiting in line and trying to negotiate with a mentor



## The Writing Place

The Writing Place (WP) is designated as an academic support service within the College of Humanities, Teaching & Learning Unit that is tasked specifically with improving the academic writing and critical thinking skills of students, through an emphasis on essay/ assignment structure and understanding of academic concepts.

The primary function of the WP is to provide one-on-one academic writing tutoring for Humanities students at WP Drop-in Centres located on the Howard College (Main EG Malherbe Library), Edgewood (S202 Main Tutorial Building) and Pietermaritzburg (B6 Old Main Building) campuses respectively. At these 45-minute consultations, a trained tutor works through a student's essay in discussion with them to assess whether the student is addressing all parts of the essay question and to provide suggestions on how structure and grammar can be improved. Correct referencing techniques and the consequences of plagiarism are also explained. Tutors assess the essay in its entirety for structure and cohesion but they do not edit each sentence for grammatical problems. Students who have serious grammar problems are encouraged to return for follow-up sessions on the premise that practice increases proficiency. For serious content-related problems the student is referred to their course tutor and/or lecturer. At the initial consultation, the student is also provided with a step-by-step academic writing guide, which includes information on referencing and exam and test writing techniques.

Students were recruited by the tutors during the University's orientation week and were familiarised with the WP services. The Drop-in Centre opens a week after lectures have begun in the first semester, so that students can get assistance from the beginning. The WP does not only assist with essay writing, it also helps the students to break down the topic at hand if they are facing difficulties in comprehending their assignments, although the final authority is the lecturer of the module concerned. Although the WP is for Humanities students, those from other Colleges do also consult.

The Drop-in Centre was open from 4 February 2019 to 31 May 2019 and student tracking registers indicate that during the 12 weeks of academic operations of the first semester of 2019, tutors individually consulted with 404 students, from a wide range of different disciplines within the Humanities College and from other Colleges. This equated to 34 students per week receiving individual extracurricular assistance with their academic writing skills.

Apart from one-on-one sessions, the WP's secondary initiative is the voluntary academic writing workshop series. The aim of these workshops is to guide students through a series of weekly 45-minute interactive workshop sessions designed to assist students with understanding essay questions, planning essay structures, constructing coherent arguments and referencing techniques. These workshops are based on the WP writing guide and facilitated by the tutors. Academic writing styles, academic language and correct referencing techniques are addressed.

Over the course of 2019 first semester, the WP conducted voluntary academic writing workshops for Humanities undergraduate students. These were held twice a week during the forum periods and would not have been possible without the collaboration of the WP unit and the College Academic Development Officers. The ADOs would market these workshops to students in their respective Schools, which made it easier to reach as much students as possible. The workshops were also advertised on the University website (notices page), Facebook WP page and posters around campus.

In addition to the attention given to the undergraduate students, the WP has also organised and run academic writing workshops for postgraduate students. Though the attention was aimed at Humanities students, students from other Colleges also attended. The workshops were divided into three series. The first workshop aimed at developing topics and proposals, the second was aimed at thesis development writing (focusing on literature review and methodology sections) and the last focused on data analysis (both qualitative and quantitative). A total of 30 masters students attended these workshops from the first series to the third.

The WP also organised software training workshops for postgraduate students. The software programs are NVIVO and SPSS. A total of 56 students attended the NVIVO training, while a total of 50 students attended the SPSS training series.





“ At the initial consultation, the student is also provided with a step-by-step academic writing guide, which includes information on referencing and exam and test writing techniques. ”



## CURRICULUM DEVELOPMENT

### School of Education

The new BEd and PGCE is being offered for the first time in 2019. In 2018, the Teaching & Learning office managed a successful roll-out plan for the first offering in 2019. The curriculum adhered to all the requirements as stipulated in the MRTEQ policy.

The Discipline of early Childhood education is developing a new qualification, a Bachelor of Education in Early Childhood Care and Education. The qualification will produce teachers of children from birth to four years of age. The development of this qualification is commissioned by the Department of Higher Education and Training and is funded through the European Union project. The qualification is currently under review by internal structures of the University. The programme seeks to address challenges facing the Early Childhood Care and Education (ECCE) sector, generally known as Early Childhood Development Centres. Qualifications offered by the institutions are currently pitched at level 4 and 5. Students who have a passion for studying ECCE at a higher level are not accommodated. As a result of this challenge, many ECCE educators are underqualified for the work they do and the majority are unqualified. This limits their potential and the ability to enhance learning of children under four years.

### School of Arts (SOA)

The SOA is excited by new developments in Music, which is housed within the Performing Arts Cluster. Music has drastically reduced the number of its offerings and re-templated a new Bachelor of Arts in Music plus a one year Foundation programme. This 1 + 3 model will allow students with below 28 points to enter the Music programme and then progress on to the BA in Music. This will streamline the programme and allow for specialisations.

“ Music has drastically reduced the number of its offerings and re-templated a new Bachelor of Arts in Music plus a one year Foundation programme. ”

Further, from 2020 the Diploma in Music (DIPJAZZPOP, DIPMUSICPERF and ADVDPIMUSIC) will be phased out of the Music programme. The BA in Music has served at CAAB, the Foundation and confirmation of the phasing out of the Diploma programmes will serve at the next CAAB. They have served at all other structures. Music is hoping for a 2020 delivery of the BA in Music.

### Melon Artists in Residence

The SOA was successful in securing Melon-funded Artists in residence who have been contributing to various disciplines in the School. The rollout over 2018 / 2019 included:

- Dr Mhlambi (Literary Arts)
- Ms Ayanda Halimana (CCA)
- Mr Mbuso Khoza (Music)
- Mr Fana Tshabalala (Drama and Performance Studies)

*Dancer/ Choreographer Fana Tshabalala – Artist in Residence, SoA 2019*





## LANGUAGE TRANSFORMATION

### School of Education: isiZulu Champion Project

The following module course outlines are being translated from English to isiZulu.

- 1 Mathematics for Educators 310 (EDMA310)
- 2 Primary Mathematics Education 210 (EDMA211E1)
- 3 Computer Science Education Method 2 (EDCM301)
- 4 Information Systems Education 410 (EDIS410)
- 5 Numeracy in the Early Years (EDPY110)
- 6 Understanding Child Development (EDES 202)
- 7 Education Psychology (EDES220)
- 8 Perspectives in Human Nature (EDPY101)
- 9 Drama Education and Creative Arts

### School of Arts:

The lauded University Language Policy developed by the LPDO aims to embrace and foster functional bilingualism in the South African academic space. This policy requires for its implementation the rollout of basic isiZulu and mother-tongue development on the one hand and English language development on the other. All of this delivery resides in the School of Arts. The School is therefore central to the implementation of a major vision for the University.

### Bilingual Modules

The School of Arts is delivering modules in which

- 1 Course content is in both isiZulu and English
- 2 Lecturers and tutors switch between English and isiZulu in the classroom
- 3 Assessments are in isiZulu and English.

The following modules were identified for translation of content on Moodle:

- MESCS202
- AHIS110
- DIGA110
- DRAM201
- ENGL101

This was done and this content is on-line. Further, lecturers who are isiZulu-speaking are also writing bilingual course descriptors and essay questions for Moodle. One such module is DRAM102.

isiZulu-speaking tutors, which comprises the majority in the School, also tutor in isiZulu. Interestingly, a challenge for the School has been complaints by some non-isiZulu speaking students (both non-Nguni African students and other students), who find it challenging to follow. The School is in the process of discussing the possibility of students being able to select a language of choice for their tutorial.

Drama and Performance Studies in The School of Arts received the College of Humanities award for “Best bilingual, transformed and Africanised curriculum” for the level two module “Introduction to Applied Theatre”. In this module, which is coordinated by Dr Miranda Young-Jahangeer, 50% of assessment is in isiZulu.

School of Built Environment and Development Studies: The SoBEDS has a Language Champion, Dr. Hema Hargovan, who facilitates the implementation of the University Language Policy within the School.

### Bilingual Tutorials

The SoBEDS has made tutorials available to students in both English and IsiZulu, particularly at first-year level. These are facilitated by our peer mentors. The modules that offer bilingual tutorials are:

- 1 Introduction to Community Development Theory – CMDV 101
- 2 Institutions in Community Development – CMDV 104
- 3 Development Theories – CMDV 203



“ Several activities unfolded during 2018 and 2019 to sensitise academics and students to curriculum transformation. ”



*Blended Learning workshop held on the Howard campus.*



*Professor Ndlovu-Gatshen (UNISA) addressing Edgewood academics at the Talking Circles workshop on curriculum transformation and decolonisation.*



*Invited guests at the Talking Circles workshop at Edgewood (from left): project leader Labby Ramrathan, Petro Du Preez (North-West University), Lesley LeGrange (Stellenbosch) and Professor Ndlovu-Gatsheni (UNISA).*

## CURRICULUM TRANSFORMATION

Issues of social justice, identity, decolonisation, culture, and gender-based violence are integrated into the module content. In this way, it is hoped that students will engage critically with these issues and address them as individuals, families, communities, and societies to create better and safer societies for all.

### College Curriculum Transformation Project

The College of Humanities, through the office of the College Dean of Teaching & Learning, Professor Ruth Hoskins, received funding made available under the University Capacity Development Programme (UCDP), to engage with issues of decolonisation and curriculum transformation. Led by Professor Labby Ramrathan, several activities unfolded during 2018 and 2019 to sensitise academics and students to curriculum transformation. This was underpinned by a call for decolonising the Humanities curriculum.

Since the inception of the project, several activities have unfolded on the Howard College, Edgewood and Pietermaritzburg campuses. One successful initiative was the Talking Circles on curriculum transformation and decolonisation. Another was the Blended Learning workshops, where academic staff were the target audience and a series of participatory student theatre projects, conceptualised and performed by the Drama students, aimed at engaging the broader student population.

At the three Talking Circles workshops, the panellists were Professors Lesley LeGrange (Stellenbosch University), Sabelo Ndlovu-Gatsheni (UNISA) and Petro Du Preez (North West University), all of whom have published extensively on curriculum transformation and decolonisation in higher education in South Africa. Robust discussions ensued among the panellists and academic staff on what is meant by decolonising the curriculum in higher education, why the curriculum should be decolonised, how this can be done, the role of academics in this process, associated challenges and possible lessons that can be learnt from Africa and the world.

The Blended Learning workshop, facilitated and presented by Professor Labby Ramrathan, Mr Gavin van Niekerk (Stellenbosch) and Mr Niel Karmm (Stellenbosch) was held on all three campuses for academic staff, exposing them to the possibilities of using blended technologies within the Moodle platform to support their teaching of modules. Further exposure to blended learning possibilities were by Dr Joseph Jere from the College of Law and Management Studies and Mr Jasper Cecil, UKZN Technology Enhanced Learning (UTEL).

Also linked to the project was student-driven participatory theatre, in which third-year drama and performance studies students conceptualised, produced and enacted a play on some of the challenges and problems which confront first-year students as they navigate university spaces. The play, entitled *Learn, Unlearn, Relearn – Sifuna Ulwazi*, was produced and directed by UKZN lecturer Dr Miranda Young-Jahangeer and performed on the Howard, Edgewood and Pietermaritzburg campuses. The 15-minute play was followed by a discussion in which the student audience on each campus participated in a dialogue on curriculum transformation and decolonisation, focusing on their experiences of the curriculum, their challenges and expectations of a decolonised curriculum.

### School of Arts:

The School of Arts has been looking quite seriously at curriculum transformation in the 2018/2019 cycle for teaching & learning.

UCDP funded an initiative to enable 18 level three Drama and Performance Studies students, as part of their elective course, "Popular Participator Theatre", to use their own experiences as students to stage a play which opened up conversations about curriculum transformation to the broader student population. It was felt that it was both strategic and important that UKZN students were included in the conversation of curriculum transformation at the outset. The play and post-performance dialogues occurred on:

- 1 28 September 2018 – Open Air Theatre Howard College
- 2 28 September 2018 – Edgewood Gcina Mhlope Studio Edgewood
- 3 5 October 2018 – Colin Webb PMB



Curriculum transformation was also incorporated into a teaching & learning research initiative led by Professor Ramathan.



*Howard College campus students participating in the post-performance student theatre discussions on curriculum transformation and decolonisation.*



*Third-year Drama students performing the play *Learn, Unlearn, Relearn – Sifuna Ukwazi* as part of the students' participatory theatre at the open air stage, Howard College.*



*DRAM305 students (2018) workshop a play about Education and curriculum transformation.*



## School of Built Environment and Development Studies (SoBEDS):

The School was tasked with recommending two second-semester first-level modules in the School of Built Environment and Development Studies to be included in this Curriculum and Decolonisation Project. The following modules were identified:

- 1 Institutions in Community Development (CMDV104)
- 2 History of Architecture 1B (ARCH106)

The criteria used to identify these modules were the high enrolment numbers in each of the selected disciplines at first-year level. The idea here was to ensure that more students benefitted from the process.



## School of Social Sciences (SOSS):

The SOSS has positioned itself to engage with decolonising the curriculum by embracing diverse epistemologies emanating from the students and society that we serve as a University. In line with this, two first-year modules, namely SOCY 102 (Introduction to South African Society) and POLS 102 (Introduction to Global Politics) have been forwarded for revision in the College of Humanities Curriculum Transformation & Decolonisation Project.

The engagement with decolonisation has also extended to the cluster level. The Culture Cluster, in conjunction with the School of Social Sciences, engaged in a workshop on decolonisation of the curriculum in May 2019. Professor Relebohile Moletsane, the JL Dube Chair in Rural Education in the School of Education, conducted the workshop. Themes covered included:

- The Concept of decolonisation
- Curriculum and decolonisation
- How to decolonise the curriculum

The essence of the workshop was that decolonisation of the curriculum requires that lecturers are aware of the “dangers of one-sided stories” and engage in multiple perspectives in their teaching. Staff members also agreed that decolonisation was not about replacing western epistemologies but rather a collaboration of diverse knowledge. This workshop has assisted different clusters in the School in integrating decolonised pedagogy, content and teaching methods in their curriculum.

The International and Public Affairs Cluster also highlighted the issue of decolonising the Political Science curriculum at the regional South African Association of Political Studies (SAAPS) conference, which it hosted in 2019. Professor Siphamandla Zondi, who is chair of both the South African Association of Political Studies (SAAPS) and South African BRICS Think Tank Council (SABTT), gave a poignant keynote address which raised critical questions about the race to decolonisation. Members of staff from the International and Public Affairs Cluster participating in the Decolonisation Project raised critical questions about the rationale for decolonisation, and the ideal approach to address the issue in their curriculum without “throwing the baby out with the bath water”.





## COMMUNITY ENGAGEMENT

The Mathematics Department teamed up with MIET AFRICA and organised lessons for practising educators over two weekends. Further sessions are still going to occur in the next few months. The computer sector currently has a professional development programme for IT teachers. Focus is on the Practical Assessment Task (PAT) that was requested by the subject advisor. Other community engagement activities are highlighted below.

### United States – SoBEDS dialogue on best practices for affordable housing

UKZN's SoBEDS held discussions with the United States' National Association of Housing and Redevelopment Officials (NAHRO) on the best practices for social and affordable housing.



UKZN's SoBEDS and NAHRO representatives hold discussions on the best practices for social and affordable housing.

### Town Planning Academic in AESOP Planning for Transition Conference

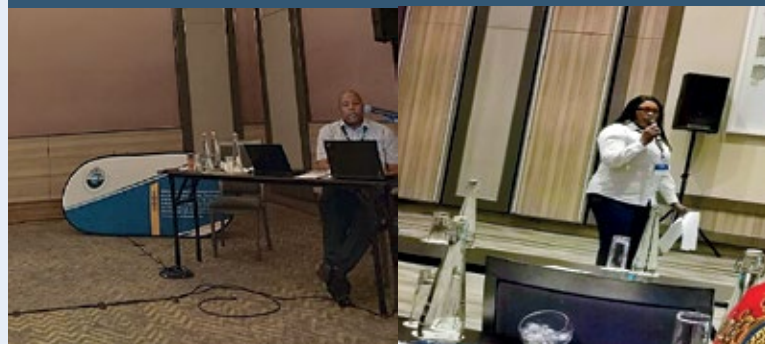
Dr Hangwelani Magidimisa-Chipungu of the School of Built Environment and Development Studies (SOBEDS), participated in the Association of European Schools of Planning (AESOP) Planning for Transition Conference, held in Venice, Italy.



UKZN's SoBEDS participate in the AESOP Planning for Transition Conference, Italy.

### The College Academic and Operations Manager participated in the 20<sup>th</sup> Annual Education Management Association of South Africa International Conference in Sun City

Colleagues in the SoBEDS presented papers at the 20<sup>th</sup> Annual International Education Management Association of South Africa Conference, held on 12-15 September 2019, in Sun City. Dr Sandile Mbokazi and Dr Phumelele Zakwe co-presented a paper entitled "Empowerment practices of professional services staff at the University of KwaZulu-Natal". Dr. Sandile Mbokazi presented a paper entitled "The struggle to involve traditional leaders in the improvement of KwaZulu-Natal schools continues! Are we Winning?" Dr. Phumelele Zakwe presented a paper entitled "Improving employee retention strategies in the institutions of higher education in Durban metropolitan areas".



Dr Sandile Mbokazi and Dr Phumelele Zakwe participate in the 20th Annual Education Management Association of South Africa International Conference in Sun City.

### Partnership with sector government departments and community-based organisations

The SoBEDS has signed Memorandums of Understanding with a number of government sector departments and/or entities, such as the KwaZulu-Natal Legislature and other community-based organisations, such as the Gugu Dlamini Foundation and the Virtual State. These engagements are part of SoBEDS curriculum, e.g. the Community-Based Learning module for the third level.



The SoBEDS has signed Memorandums of Understanding with a number of government sector departments and/or entities.

## INNOVATIVE TEACHING – BLENDED LEARNING

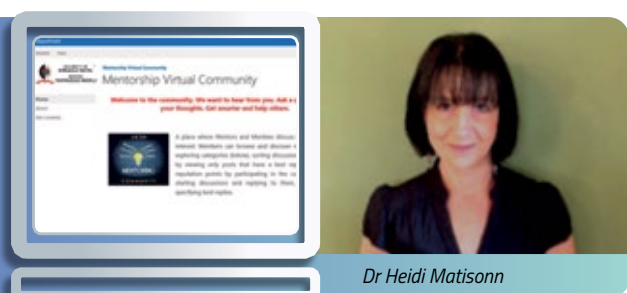
This is taking place across many modules in the form of links/recourses via the Moodle platform and the use of technology where possible. Some Maths and Computer Science courses are taught using dynamic computer software as well.

The blended learning approach is being used with postgraduate students and an international academic was invited to conduct a workshop with them in August 2019. SOA are active in engaging with the broader community and bringing community experts into the learning space for talks and exhibitions. Fine Arts, Drama and Performance Studies and Music stand out in this regard. Media and Cultural Studies at Howard College is also experimenting quite successfully with the blended-learning approach. This has been spear-headed by Dr Anusha Sewchurran. Many of her lectures have been recorded through the Audio-Visual Unit and are available for students through Moodle.

## TAU (Teaching Advancement at Universities) Fellowships Programme

The TAU programme aims to contribute to the enhancement of teaching & learning in higher education, by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders, change agents and mentors in their fields. A further aim is to enhance the status of teaching by popularising understandings of teaching excellence in varied institutional and disciplinary settings.

The residential programme, which runs over 19 months, promotes excellence in teaching & learning through individual projects in participants own settings, group projects and projects that drive systemic change. Participants are drawn from South African universities and are afforded opportunities to promote collaboration across universities and disciplines. It draws on the TAU principles of authentic learning and reflective teaching, and of collaborative learning, constructed around the three TAU Golden Threads: teaching excellence; the Scholarship of Teaching & Learning (SoTL) and becoming a change agent.



Dr Heidi Matisonn, Academic Leader of Teaching & Learning in the School of Religion, Philosophy & Classics, was part of the 2018/2019 TAU cohort. Her individual project was to develop a "Mentorship Virtual Community" (MVC) – an online discussion forum aimed at providing support for and the development of teaching excellence among staff at the UKZN. The idea was to provide a space where staff could share insights into, resources

for, and experiences of, teaching & learning — one that focused less on productivity, efficiency, and effectiveness and more on the needs and lived realities of staff.

The MVC provides an opportunity for staff to seek out and offer solutions that are flexible, relevant, and context-specific. The voluntary MVC has been piloted and is due to go live in early 2020.

Professor Rubby Dhunpath, the Director of Teaching & Learning, who is also an Advisor and Mentor in the TAU Fellowship indicated that traditionally, mentorship in higher education has typically occurred formally, between individuals through the 'master-apprenticeship' model. Acknowledging the complexity inherent in the practice of mentoring and the attendant power relations, the proposed MVC model is a departure from the individualistic performance management approach typically associated with the dominant master-apprenticeship model – to a safe democratic online space which allows for multiple voices and perspectives to enrich the mentoring experience.

## AWARDING TEACHING & LEARNING EXCELLENCE

### Student Academic Excellence Awards

The School of Built Environment and Development Studies has held Academic Excellence Awards since 2017. These are meant to celebrate exceptional student performance in our School while encouraging students to improve on their performance.



### Architecture Awards and Scholarships

The School of Built Environment and Development Studies has held Academic Excellence Awards since 2017. These are meant to celebrate exceptional student performance in our School while encouraging students to improve on their performance.





## CAREER DEVELOPMENT WORKSHOP

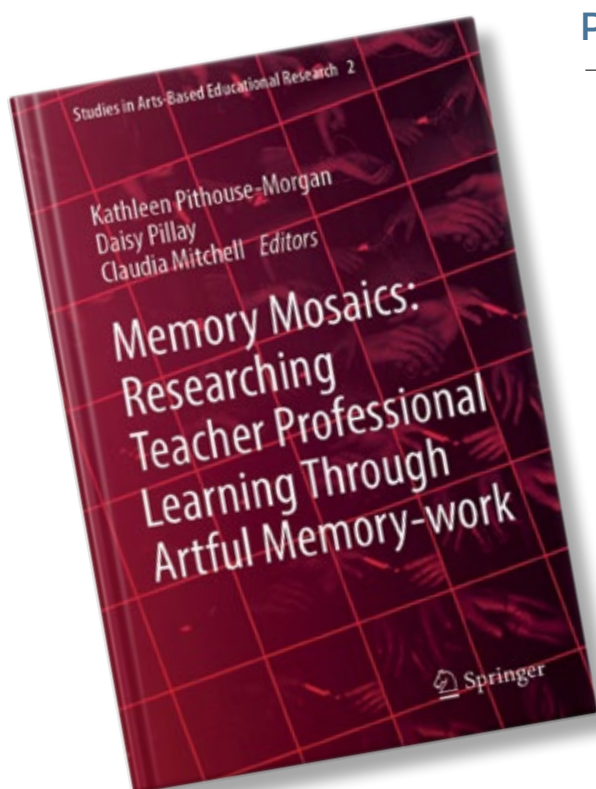
To assist students who are ready for the job market, the School of Built Environment and Development Studies has hosted annual career development workshops since 2018.

**Right:** Peer Mentorship Programme

## STUDENT ASSEMBLY IN THE SCHOOL OF ARTS

To enhance student experience in the School, quarterly meetings are held with class representatives from all modules to discuss issues pertaining to students and their campus experience.

**Right:** Student Assembly Meeting



## Publications

Kathleen Pithouse-Morgan, Daisy Pillay (UKZN) and Claudia Mitchell (McGill University and Research Associate in the School of Education), recently published a book with Springer titled, *Memory Mosaics: Researching teacher professional learning through artful memory-work*. The nine chapters in the book build on connections between memory-work, the arts, and professional learning research, to offer imaginative and expressive explorations of teacher-researchers' memories and histories in relation to wider social and cultural concerns, and across diverse contexts. Each of the nine chapters was composed by juxtaposing several "mosaic" pieces written by 22 new and emerging scholars in South Africa and Canada. These teacher-researchers have diverse educational backgrounds and are teaching various subjects in schools and higher education institutions. Their work demonstrates a range of arts-based research practices and sources, including collage, film, drawing, narrative, poetry, photography and storytelling.

### ACKNOWLEDGEMENT AND DISCLAIMER

Maryann Francis, Nombuso Dlamini and Lihlithemba Sisanda Sosibo



## Notes

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**COMPILED BY**

Professor Sandile Songca, Professor Rubby Dhunpath,  
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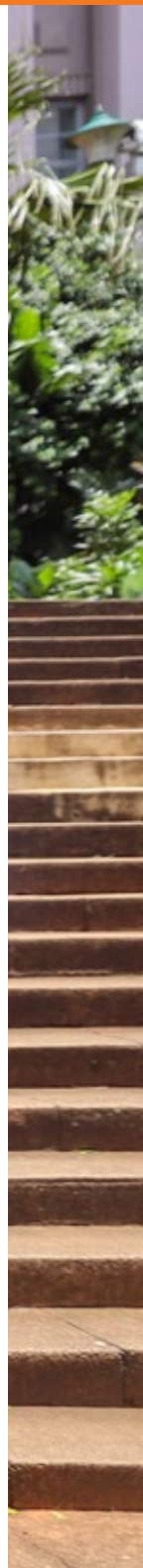
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