

Centre for HIGHER EDUCATION DEVELOPMENT

The research mission of the Centre for Higher Education Development (CHED) is to ensure that its educational development work is based on rigorous and ethical research that will serve the objectives of providing equitable access to higher education, enabling social redress through higher education, and strengthening the quality of teaching and learning in higher education at UCT, in South Africa, and in countries with similar needs.



Dean's Report

This report attests to the commitment of CHED and its staff to the scholarship of teaching and learning, and to higher education as an emerging field of research and policy. CHED research arises from individual interest, as well as institutional and national imperatives. In 2012, CHED staff published research that was geared to investigating and developing educational theories and practices that contribute to continual improvement in the quality of higher education and educational development. Accordingly, the research dealt with educational development issues such as multimodality, the role of writing centres, academic writing and student voice, language and academic achievement, and sociocultural perspectives on learning.

The research also reflects on innovative strategies adopted by CHED staff and those from other faculties to improve teaching and learning. Some of the research demonstrates the ways in which research and inquiry into aspects of teaching and student learning is being integrated in an iterative way into the curriculum design and development. This is clearly demonstrated by articles on educational technology aspects, such as mobile learning, digital literacies, and podcasting. This increased focus on educational technology in CHED research is very important, given the worldwide recognition of the role of technology in higher education.

It is also important to note that much of CHED research for 2012 was published in peer-reviewed, accredited local journals such as the *SA Journal of Higher Education*, *South African Journal of Accounting Research*, *South African Medical Journal*, *Per Linguam*, and *Southern African Linguistics and Applied Language Studies*, and international journals such as the *Journal for Higher Education*, *Teaching in Higher Education*, *Educational Technology & Society*, and *Higher Educational Research & Development*. A research highlight attesting to the standard and quality of CHED research is the recent inclusion of Dr Lucia Thesen's 1997 *TESOL Quarterly* article in the *SAGE Benchmarks in Language and Linguistics*, which presents collections that bring together the most authoritative and influential research in language and linguistics. The series is edited by world-leading experts in their fields and presents the 'gold standard' for university libraries throughout the world, who are seeking to solidify their linguistics reference collections.

ASSOCIATE
PROFESSOR
NAN YELD

Dean of the
Centre for Higher
Education Development

Departments

Academic Development
Programme

Centre for Educational
Technology

Higher and Adult Education
Studies and Development Unit

Centre for Open Learning

In 2012, CHED continued its strong contribution to the scholarship of teaching and learning by organising the *Conference on Teaching and Learning*, which took place on 25 October 2012. The papers presented at this conference reflected the diversity of research in CHED, and UCT as a whole, in educational development and higher education in general.

Besides conventional research, CHED also undertook institutional research that resulted in different types of research outputs. An example of such research is the *Large Classes Project*, which was led by Associate Professor Jeff Jawitz. This was an inter-institutional research project that aimed to identify the key mechanisms needed to improve students' learning in the context of large-class teaching in each of the four case studies. The project concluded at the end of 2012 and its findings were disseminated through institutional seminars, a national symposium, and the publication of articles. Another example is the international project focused on *Closing the skills gap in South Africa*, commissioned by the World Bank. Although this project was undertaken in 2010 by Professor Ian Scott, in collaboration with Glen Fisher, an education consultant, it is cited here to highlight the role of CHED research in advancing higher education scholarship on both the national and the international level.

To enhance their research capacity, many CHED academic staff continued to develop and maintain productive associations with individuals, institutions, and scholarly bodies abroad. Some staff members were invited to present keynote addresses at international conferences. Associate Professor Suellen Shay, for example, was invited to give a keynote address at the Society for Research in Higher Education Conference in Newport, Wales, UK,

RESEARCH CONTRACTS

28

VALUE OF RESEARCH
CONTRACTS

R7.33 million

NRF-RATED RESEARCHERS

5

DHET ACCREDITED JOURNALS

14 units

PEER-REVIEWED PUBLICATIONS

54

on 13 December 2012. Associate Professor Rochelle Kapp was a keynote speaker at the Thomas R. Watson Conference on The Economies of Writing, University of Louisville, USA, in October 2012.

CHED staff also participated in research development programmes, such as the Emerging Researcher Programme and a Writers' Workshop initiated by the Department of Research and Innovation. The Writers' Workshop entailed a series of workshops with emerging researchers to develop their skills in research writing and preparation of research papers for publication. Approximately 22 staff members signed up for this programme in 2012. The programme concluded with a two-day Writing Development Workshop hosted at Mont Fleur, Stellenbosch, where participants were given the opportunity to finalise their research papers. It is hoped that this intervention will not only result in an increase in research publications, but will also generally increase research activity in the faculty.

Another highlight of CHED research is in relation to research contracts. In 2012, CHED research contracts increased in number from 16 to 28 and also in value from R2.57 million to R7.33 million. Although the number of contracts is still low compared to 2010 (31), the significant improvement made during the past year is likely to have a positive impact on CHED research output in the next few years, and we look forward to building on this base in 2013.

Academic Development Programme

DIRECTOR: PROFESSOR IAN SCOTT

Departmental Profile

Over the last decade the focus of the Academic Development Programme (ADP) has changed from primarily providing direct assistance to individuals from educationally disadvantaged groups to efforts to improve the effectiveness of mainstream academic programmes in catering for student diversity. This involves such means as curriculum restructuring, integrating AD approaches into mainstream courses, and seeking to enable regular academic teaching staff to refine their practice in accordance with the changing environment of Higher Education. The research interests of ADP staff are, in the main, focused on understanding and improving key aspects of learning, teaching and assessment in Higher Education, analysing conditions at institutional and national level that affect learning and teaching, and contributing to educational policy development and implementation. Many ADP staff members have a particular interest in the effects of students' prior educational experiences.

Departmental Statistics

Permanent and Long-term contract staff

Professors	1
Associate Professors	6
Senior Lecturers	15
Lecturers	19
Part-time Lecturers	4
Professional and Administrative Staff	26
Total	71

Research Fields and Staff

MS MICHELLE ABRAHAMS

Academic Development Officer, Education Development Unit, Faculty of Commerce. Impact of mentoring and student leadership.

ASSOCIATE PROFESSOR SAALIH ALLIE

ADP Co-ordinator, Faculty of Science. Curriculum Development; Physics Education Research.

MS MELANIE ALPERSTEIN

Senior Lecturer; Curriculum Development Officer, Education Development Unit, Faculty of Health Sciences. Introducing Primary Health Care in clinical teaching and assessment;

Problem based learning; Inter-professional community-based education/service learning; new graduates in rural health community service.

DR ARLENE ARCHER

Senior Lecturer; Co-ordinator, Writing Centre, Language Development Group. Academic Literacies; Multimodality; Cultural Studies.

MR MOEAIN AREND

Lecturer, Language Development Group. Academic literacy; Language and literacy across contexts; Apprenticeship and collaborative learning practices.

DR ABONGWE BANGENI

Lecturer, Language Development Group. Academic Literacy; Writing in the Disciplines; Postgraduate literacies; Multilingualism; Language Development; Writing and Identity.

MS ANITA CAMPBELL

Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Factors affecting first year success; Dr Math tutoring; facilitation of learning groups using mobile technology; e-learning.

MR JUMANI CLARKE

Lecturer, Numeracy Centre. Excel as a learning environment; Academic literacies. Student identities in academic writing.

DR ALAN CLIFF

Senior Lecturer, Alternative Admissions Research Project (AARP). Academic Literacy and Student Learning; Students' Conceptions of Learning; Admissions Testing; Diagnostic Profiling of Students' Academic Literacies and Numeracies.

DR TRACY CRAIG

Senior Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Tertiary mathematics education; Mathematical problem-solving; Language and mathematics; Engineering mathematics education.

ASSOCIATE PROFESSOR BETTE DAVIDOWITZ

Chemistry; Convener: General Entry for Programmes in Science (GEPS). Chemical Education; Curriculum Design; Learning in Laboratories; Writing across the Curriculum; Improving Adjustment to Higher Education, Using student-generated drawings to probe understanding of basic concepts in chemistry.

MISS BONANI DUBE

Student Development Officer, Education Development Unit, Faculty of Commerce. Social and academic support needed by students on academic probation.

MS CARLA FOURIE

Senior Lecturer, Convenor Financial Accounting and Financial Reporting 1 (EDU: Commerce).
Academic teaching post

MS VERA FRITH

Senior Lecturer, Co-ordinator Numeracy Centre. Quantitative Literacy in Higher Education curricula; Academic Literacies.

MS TARRYN GRINAKE

Lecturer, Financial Reporting 2 (Commerce). Financial Reporting – IFRS for SMEs; Higher Education in Accounting; Teaching Methodology; Teaching and Learning Structures; Action Research.

DR NADIA HARTMAN

Senior Lecturer, Director: Education Development Unit, Faculty of Health Sciences. Curriculum and Institutional Development; Social Responsiveness; Health Professional Development.

PROFESSOR NIKOLAAS J HENDRI HEIDEMAN

Lecturer, Mathematics, Academic Development Programme (ADP) Science.

DR ADITI HUMNA

Assistant Lecturer, Foundation courses tutoring and evaluation; research into curriculum development for the teaching of reading and writing in the Humanities.

MS CATHERINE HUTCHINGS

Lecturer, Language Development Group. Academic Literacy; Mentorship in Education; Language and Diversity; Writing, language and Identity; Narrative theory; Reflective Literacy.

MR JACOB JAFTHA

Lecturer, Numeracy Centre. Online learning environments (supporting tutorial activities); Adaptive feedback; Operator theory and its applications.

Associate Professor Rochelle Kapp

First-Year Experience Project and Language Development Group. Academic Literacy; English as a Second Language; student development

MR PIERRE LE ROUX

Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Engineering Physics Education; Teaching and Learning.

DR KATE LE ROUX

Senior Lecturer, Numeracy Centre. Mathematics education

research; School/university transition; Mathematics learning in extended curricula; Contexts in the teaching and learning of mathematics.

MS PAM LLOYD

Lecturer (part-time), Numeracy Centre. Curriculum Development for quantitative literacy in higher education.

MR TIM LOW

Senior Lecturer, Statistics/Mathematics, Education Development Unit, Faculty of Commerce. Mathematics Education; Technology for teaching and learning mathematics.

MS JEAN LUYT

Clinical Psychologist and Student Development Practitioner, Education Development Unit, Faculty of Commerce. Impact of affective factors on student success and student support and development practice.

ASSOCIATE PROFESSOR KATHY LUCKETT

Director, EDU, Faculty of Humanities; Curriculum Development, Educational Evaluation, Sociology of Knowledge and curriculum, Functional Linguistics.

DR DUNCAN MHAKURE

Lecturer, Numeracy Centre. Mathematics Education research; Quantitative/ mathematical Literacy research; Teacher Education.

MR DANIEL MUNENE

Lecturer, ADP Co-ordinator: Education Development Unit, Faculty of Commerce. Teaching and Learning; Disadvantage and Support; Culture, identity and learning; Institutional Economics; Economics Education; Financial markets and regulation.

MS NISREEN NARKER

Lecturer, Economics. Education Development Unit, Faculty of Commerce. Economics Education.

MS KALPANA NATHOO

Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Teaching and Learning in Mathematics and Engineering Education; Effective learning systems.

MR GIDEON NOMDO

Lecturer, Language Development Group. Academic Literacy; Language and Identity; Curriculum Development; Mentorship.

DR BOB OSANO

Senior Lecturer, Mathematics. Mathematics Education Research; Theoretical Cosmology.

ASSOCIATE PROFESSOR MORAGH PAXTON

Language Development Group. Impact of prior discourses on acquisition of new discourses; Literacy Practices in Higher Education; Multilingualism for learning; Affordances and Barriers to acquisition of postgraduate research genres.

DR HOWARD PEARCE

Senior Lecturer, Co-ordinator, ASPECT, Faculty of Engineering and the Built Environment. Quantitative and Qualitative Learning in Physics; Assessment of student learning in Mathematics, Physics and Engineering; Mathematics for Engineering students; Curriculum development.

MR ROBERT PRINCE

Deputy Director, Academic Development Programme. Algebraic Number Theory; Commutative Algebra; Mathematics Education; Computers in Teaching Mathematics and Quantitative Literacy, Admissions Testing.

ASSOCIATE PROFESSOR JUNE PYM

Director: Education Development Unit, Faculty of Commerce. Barriers to learning; Effect of prior educational experience and context on student learning; the impact of the teaching and learning environment, Identity and agency.

MS SHEENA RUGHUBAR-REDDY

Lecturer, Numeracy Centre. Mathematics Education; Quantitative/Mathematics Literacy; Curriculum Development; Student learning (Extended programmes); Teacher development.

MS MEGAN RILEY

Writing Consultant (part-time), Education Development Unit, Faculty of Commerce. Academic literacy.

PROFESSOR IAN SCOTT

Director, Academic Development Programme. Higher Education Policy related to Teaching and Learning; Widening Participation in Higher Education; Curriculum Development; Professional Development.

MS MEKE SHIVUTE

Lecturer, Information Systems (ADP), Telemedicine, Medical Informatics and competence-based curriculum development for higher institutions.

MS RIASHNA SITHALDEEN

Lecturer, Biological, Earth and Environmental Sciences.

DR LEONARD SMITH

Senior Lecturer, Economics. Education Development Unit, Faculty of Commerce. Economics Education; Academic development.

MS SHERRY STUART

Academic Development Officer, Education Development Unit, Faculty of Commerce. Impact of affective factors on student success.

MR GARY STEWART

Lecturer, Computer Science. Computer Education.

MS DALE TAYLOR

Lecturer, Physics. Physics Education Research; Teacher Education.

DR LUCIA THESEN

Senior Lecturer, Language Development Group. Access to Academic Literacies; Postgraduate literacies; Multimodal communicative practices.

MR STUART TORR

Lecturer, Mathematics, Education Development Unit, Faculty of Commerce. Mathematics Education; Contextual priming and mathematical abstraction.

DR MATHILDE VAN DER MERWE

Lecturer, Language Development Group. Postgraduate quantitative literacies, Postgraduate publication patterns: Biological Sciences.

DR ERMEN VAN PLETZEN

Senior Lecturer and Coordinator, Language Development Group. Academic Literacy; Medical Education; Public Health.

MS EVELYN VICATOS

Lecturer (part-time), ASPECT, Faculty of Engineering and the Built Environment. Introduction to academic literacy and scientific writing for 1st year engineering students in the academic support programme.

Contact Details

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Research output

Chapters in books

Archer, A. 2012. Changing academic landscapes: principles and practices of teaching writing at the University of Cape Town. In C. Thaiss, G. Braeuer, P. Carlino, L. Ganobcsik-Williams and A. Sinha (eds), *Writing Programs Worldwide: Profiles of Academic Writing in Many Places*, pp. 353-364. South Carolina: The WAC Clearinghouse and Parlor Press. ISBN 9781602353435.

Archer, A. and Richards, R. 2011. Writing centres as alternate pedagogical spaces. In A. Archer and R. Richards (eds), *Changing Spaces: Writing Centres and Access to Higher Education in South Africa*, pp. 5-15. Stellenbosch, South Africa: Sun Press. ISBN 9781920338596.

Huang, C.H. and Archer, A. 2012. Uncovering the multimodal literacy practices in reading manga and the implications for pedagogy. In T.B. Williams and A.A. Zenger (eds), *New Media Literacies and Participatory Popular Culture Across Borders*, pp. 44-60. New York: Routledge, Taylor and Francis Group, New York & London. ISBN 9780415897686.

Skelly, L., Eidelman, J.L. and Underwood, P.G. 2012. Web 2.0 technology as a teaching tool. In J. Tramullas and P. Garrido (eds), *Library Automation and OPAC 2.0: Information Access and Services in the 2.0 Landscape*, pp. 187-205. Hershey, PA: Information Science Reference. ISBN 9781466619128.

Rohleder, P. and Thesen, L.K. 2012. Interpreting drawings: reading the racialised politics of space. In B. Leibowitz, L. Swartz, V. Bozalek, R. Carolissen, L. Nicholls and P. Rohleder (eds), *Community, Self and Identity Educating South African University Students for Citizenship*, pp. 87-96. Cape Town, South Africa: HSRC Press. ISBN 9780796923981.

Scott, I.R. 2012. Access, success and curriculum: Aspects of their organic relationship. In R. Dhunpath, R and R. Vithal (eds), *Alternative Access to Higher Education: Underprepared Students or Underprepared Institutions?* pp. 26-50. Pinelands, South Africa: Pearson Education Limited. ISBN 9781775784975.

Scott, I.R. 2012. Case study: curriculum structure as a key variable affecting performance in higher education: The case of South Africa. In P. Blackmore and C. Kandiko (eds), *Strategic Curriculum Change: Global Trends In Universities*, pp. 192-205. Oxon, USA and Canada: Routledge (Taylor & Francis Group). ISBN 9780415809344.

Articles in peer-reviewed journals

Amosun, S.L., Hartman, N., Janse van Rensburg, V.C., Duncan, E.M. and Badenhorst, E.S. 2012. Process in widening access to undergraduate allied health sciences education in South Africa. *African Journal of Health Professions Education*, 4(1): 34-39.

Archer, A. 2012. Writing as design: enabling access to academic discourse in a multimodal environment. *South African Journal of Higher Education*, 26(3): 411-421.

Dunne, T.T., Long, C., Craig, T.S. and Venter, E. 2012. Meeting the requirements of both classroom-based and systemic assessment of mathematics proficiency: the potential of Rasch measurement theory. *Pythagoras*, 33(3): 19(1-16).

Frith, V. 2012. A quantitative literacy course for Humanities and Law students: the challenges of a context-based curriculum. *Perspectives in Education*, 30(2): 41-49.

Frith, V. 2012. Quantitative literacy interventions at University of Cape Town: effects of separation from academic disciplines. *Numeracy*, 5(1): 1-23.

Glaser, M. and van Pletzen, E. 2012. Inclusive education for deaf students: literacy practices and South African sign language. *Southern African Linguistics and Applied Language Studies*, 30(1): 25-37.

Hartman, N., Kathard, H., Perez, G., Reid, S., Irlam, J.H., Gunston, G.D., Janse van Rensburg, V.C., Burch, V.C., Duncan, E.M., Hellenberg, D.A., Van Rooyen, I.W., Smouse, M.R., Sikakana, C.N.T., Badenhorst, E.S. and Ige, B. 2012. Health sciences undergraduate education at University of Cape Town: a story of transformation. *SAMJ South African Medical Journal*, 102(6): 477-480.

Kapp, R. 2012. Students' negotiations of English and literacy in a time of social change. *Journal of Composition Theory*, 32(3-4): 591-614.

Lockett, K.M. 2012. Disciplinarity in question: comparing knowledge and knower codes in sociology. *Research Papers in Education*, 27(1): 19-40.

Lockett, K.M. 2012. Working with 'necessary contradictions': a social realist meta-analysis of an academic development programme review. *Higher Education Research & Development*, 31(3): 339-352.

Mongwane, B., Dunsby, P.K.S. and Osano, O. 2012. Cosmic electromagnetic fields due to perturbations in the gravitational field. *Physical Review D*, 86(8): 083533(1-13).

Nakedi, M., Taylor, D., Mundalamo, F., Rollnick, M. and Mokeleche, M. 2012. The story of a physical science curriculum: transformation or transmutation? *African Journal of Research in Mathematics, Science and Technology Education (AJRMSTE) or African Journal of Research in MST Education*, 16(3): 273-288.

Paxton, M.I.J. 2012. Student voice as a methodological issue in academic literacies research. *Higher Education Research & Development*, 31(3): 381-391.

Perez, A.M., Ahmed, N. and London, L. 2012. Racial discrimination: experiences of black medical school alumni at the University of Cape Town, 1945-1994. *SAMJ South African Medical Journal*, 102(6): 574-577.

Pym, J.M., Goodman, S.L. and Patsika, N. 2011. Does belonging matter? Exploring the role of social connectedness as a critical factor in students' transition to higher education. *Pins Psychology in Society*, 42: 35-50.

Smith, L., Pym, J.M. and Ranchhod, V. 2012. Explaining the first-year academic performance of commerce academic development students: A statistical analysis. *SA Journal of Accounting Research*, 26(1): 43-65.

Smith, L. and Ranchhod, V. 2012. Measuring the impact of educational interventions on the academic performance of academic development students in second-year microeconomics. *South African Journal of Economics*, 80(3): 431-448.

Smith, L. 2012. Measuring the impact of educational interventions on the academic performance of black academic development students. *South African Review of Education*, 18(1): 85-113.

Sunday, A., Anderson, K.A., Flack, C.F., Fisher, C.F., Greenhough, J.G., Kendal, R.K. and Shadwell, C.S. 2012. School-based occupational therapists: an exploration into their role in a Cape Metropole Full Service School. *South African Journal of Occupational Therapy*, 42(1): 2-6.

Van Den Heever, A.P., Lazarus, J. and Naude, J.H. 2012. Retrospective outcome analysis of urethroplasties performed for various etiologies in a single South African centre. *African Journal of Urology*, 18: 127-130.

Van Pletzen, E., Stein, D.J., Seedat, S., Williams, D.R. and Myer, L. 2012. Recall of early non-fatal suicidality in a nationally representative sample of South Africans. *Ethnicity & Health*, 17(1-2): 149-159.

Wolff, K. and Luckett, K.M. 2013. Integrating multidisciplinary engineering knowledge. *Teaching in Higher Education*, 1(1): 1-15.

Peer-reviewed published conference proceedings

Le Roux, K. and Adler, J. 2012. Talking and looking structurally and operationally as ways of acting in a socio-political mathematical practice. In T.-Y. Tso (ed), *Proceedings of the 36th Conference of the International Group for the Psychology of Mathematics Education*, 18-22 July 2012, Taiwan. Taiwan: Taiwan Association of Mathematics Education. ISSN 0771-100X.

Mhakure, D. and Stone, R. 2012. African indigenous knowledge systems in higher education: a discourse analysis. In M.B. Ogunniyi (ed), *Proceedings of 1st South African-Mozambican Systematic Review of IKS Studies Conference*, 25-27 October 2012, Cape Town, South Africa. Bellville, South Africa: University of the Western Cape. ISBN 9780868087375.

Ng'ambi, D. and Campbell, A. 2012. Influence of mobile learning on human agency: a critical discourse analysis. In P. Lam (ed.), *Proceedings of 7th International Conference on e-Learning*, 12-22 June, Hong Kong. Hong Kong: Chinese University Press. ISBN 9781908272430.

Tanner, M.C. and Chigona, W.M.G. 2012. Towards an understanding of the contextual influences on distributed agile software development: a theory of practice perspective. In J. Pries-Heje, M. Chiasson, J. Wareham, X. Busquets, J. Valor and S. Seiber (eds), *Proceedings of the 20th European Conference on Information Systems (ECIS 2012)*, 10-13 June 2012, Barcelona, Spain. Barcelona, Spain: European Conference on Information Systems (ECIS 2012). ISBN 9788488971548.

Centre for Educational Technology

ACTING DIRECTOR: STEPHEN MARQUARD

Centre Profile

The Centre for Educational Technology has been an established unit in CHED since 2005. While the Centre has a broad focus, its core activities focus on encouraging and supporting the innovative and effective use of ICTs for educational purposes. CET's work focuses on the areas of learning technologies, staff development, curriculum projects, postgraduate teaching, and also includes research and special projects. Research in CET has largely been centered on the professional interests of individuals and the focus of funded projects. It can be grouped into some dominant themes including: access to and use of

ICTs; academic literacies; learning design; mobile learning; lecture recording and podcasting; innovation by educators; teaching with new media; the educational technology profession; open educational resources; open research; communities of practice in staff development; the effects of organisational cultures on technology adoption; the rhetoric of staff development; and online conferences for professional development. Together with the UCT Research Office, CET hosts the Scholarly Communication in Africa Programme which is a three-year, IDRC-funded initiative aimed at increasing African universities' contribution to regional and global knowledge production.

Departmental Statistics

Permanent and Long Term Contract Staff

Associate Professors	3
Senior Lecturers	3
Lecturers	1
Support, administrative and technical staff	12
TOTAL	19

Research Fields and Staff

MR LUBABALO BADI

Learning Technologies Consultant: promotion of and support for the use of educational technologies among staff.

DR CHERYL BROWN

Lecturer: digital identity, first year students' experiences of ICTs at university, discourses of ICTs and access to ICTs.

MR ROGER BROWN

Educational Technology Consultant; promotion of and support for the use of educational technologies among staff.

MR TONY CARR

Senior Lecturer; Co-ordinator Staff Development; on-line conferences, online communities of practice, use of interactive computer-mediated approaches for teaching and learning.

MS RULISHA CHETTY

Digital Learning Materials Designer; use of video in curriculum development.

MS GLENDA COX

Lecturer; Curriculum Projects; teaching and learning with technology, curriculum development; Open Education Resources.

ASSOCIATE PROFESSOR LAURA CZERNIEWICZ

Seconded to OpenUCT; open scholarship broadly, scholarly communication, students' digitally-mediated practices,

digital identities and the field of learning technology as a scholarly domain.

MR ANDREW DEACON

Instructional Designer; learning environments, evaluation of interactive computer mediated approaches for teaching and learning, learning analytics.

ASSOCIATE PROFESSOR CHERYL HODGKINSON-WILLIAMS

Online learning design, interactive whiteboards, open scholarship, open education resources and electronic portfolios.

MR DAVID HORWITZ

Online Learning Environments developer, design of interactive environments and the effective use of databases to support interactive computer-mediated approaches for teaching and learning.

MS SETA JACKSON

Learning Technologies Consultant: promotion of and support for the use of educational technologies among staff.

DR CATHY KELL

Research Lead, Scholarly Communication in Africa Programme; scholarly Communication.

MR STEPHEN MARQUARD

Acting Director; Learning Technologies Coordinator: design, implementation and support of online environments for effective teaching and learning, group collaboration and personal workspaces and portfolios, higher education ICT strategy and governance.

MS DESIREE MCKIE

Coordinator: ICT Literacy Project, ICT proficiency training, assessment and integration into learning and teaching, ICT policy, multilingualism and technology.

MR EDMORE MOYO

Online Learning Environments developer, design of interactive environments and the effective use of databases to support interactive computer-mediated approaches for teaching and learning.

ASSOCIATE PROFESSOR DICK NG'AMBI

Coordinator – postgraduate programme (ICT in Education); mobile learning, ubiquitous technologies, emerging technologies, open educational resources, podcasting, social networking, and informal learning.

MR IAN SCHROEDER

Staff development, use of interactive computer-mediated approaches for teaching and learning, peer instruction and collaborative learning.

MS STACEY STENT

Graphics and animation designer. teaching with images, visual literacy.

MS MICHELLE WILLMERS

Programme Manager, Scholarly Communication in Africa Programme; scholarly Communication.

Honorary Research Associate**MS EVE GRAY**

Conducts donor-funded research projects on policy and strategy for ICT and scholarly communications in Africa, with a specific focus on open access and new publishing models.

Contact Details

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Web: <http://www.cet.uct.ac.za>

Research output**Chapters in books**

Czerniewicz, L. and Brown, C. 2012. Objectified cultural capital and the tale of two students. In L. Dirckinck-Holmfeld, V. Hodgson and D. McConnell (eds), *Exploring the Theory, Pedagogy and Practice of Networked Learning*: pp. 209-219. New York: Springer. ISBN 9781461404958.

Articles in Peer-reviewed Journals

Brown, C. 2012. University students as digital migrants. *Language and Literature*, 14(2): 41-61.

Hodgkinson-Williams, C.A. and Paskevicius, M. 2012. The role of postgraduate students in co-authoring open educational resources to promote social inclusion: a case study at the University of Cape Town. *Distance Education*, 33(2): 253-269.

Mugwanya, R., Marsden, G., Ng'ambi, D. and Traxler, J. 2012. Using a participatory action research approach to design a lecture podcasting system. *International Journal of Mobile and Blended Learning*, 4(2): 67-86.

Ng'ambi, D. and Lombe, A. 2012. Using podcasting to facilitate student learning: a constructivist perspective. *Educational Technology & Society*, 15(4): 181-192.

Peer-reviewed published conference proceedings

Boyinbode, O., Bagula, A.B. and Ng'ambi, D. 2012. A mobile learning application for delivering educational resources to mobile devices. In C.A. Shoniregun and G.A. Akmayeva (eds), *Proceedings of International Conference on Information Society (i-Society 2012)*, 25-28 June 2012, London, UK. UK: Infonomics Society. ISBN 9781908320056.

Boyinbode, O., Bagula, A.B. and Ng'ambi, D. 2012. An interactive mobile learning system for enhancing learning in higher education. In I.A. Sanchez and P. Isaias (eds), *Proceedings of the IADIS International Conference Mobile Learning 2012*, 11-13 March 2012, Berlin, Germany. Berlin, Germany: IADIS Press. ISBN 9789728939663.

Cox, G. 2012. "Why would you do it,... would a student actually be interested" Understanding the barriers and enablers to academic contribution to an OER directory. *Proceedings of Cambridge 2012: Innovation and Impact - Opening Collaborating to Enhance Education*, 16-18 April 2012, Cambridge. Cambridge: Cambridge University Press. ISBN 9780749229375.

Deacon, A. and WynSculley, C. 2012. When my sub-editor is a nit-picking bot: mediating roles of a TV news scriptwriting exercise. *Proceedings of 2012 e/merge Online Proceedings (e/merge 2012) - Open to Change*, 9-20 July 2012. Cape Town: Centre for Educational Technology, University of Cape Town. ISBN 9780620554220.

Ng'ambi, D., Gachago, D., Ivala, E., Bozalek, V. and Watters, K. 2012. Emerging technologies in South African higher education institutions: towards a teaching and learning practice framework. In P. Lam (ed.), *Proceedings of 7th International Conference on e-Learning*, 12- 2 June, Hong Kong. Hong Kong: Chinese University Press. ISBN 9781908272430.

Ng'ambi, D. and Campbell, A. 2012. Influence of mobile learning on human agency: a critical discourse analysis. In P. Lam (ed.), *Proceedings of 7th International Conference on e-Learning*, 12-22 June, Hong Kong. Hong Kong: Chinese University Press. ISBN 9781908272430.

Rambe, P. and Ng'ambi, D. 2012. Using ubiquitous technologies to cognitively scaffold academically underprepared learners: student contextualised learning in mobile learning environments. In P. Kommers, T. Issa and P. Isaias (eds), *Proceedings of IADIS International Conference on Internet Technologies and Society*, 28-30 November, Perth, Australia. Perth, Australia: IADIS Press. ISBN 9789728939779.

Higher and Adult Education Studies and Development Unit

UNIT HEAD: ASSOCIATE PROFESSOR LINDA COOPER

Unit Profile

The Higher & Adult Education Development & Studies Unit forms part of the Centre for Higher Education Development at the University of Cape Town. HAESDU supports the on-going professional development of both higher education professionals and adult education practitioners through a range of courses, research and development projects. HAESDU recognizes the importance of its work being research-led, and all staff are actively engaged in research. There are two NRF rated researchers in the unit – Associate Professors Suellen Shay and Jeff Jawitz.

Unit Statistics

Permanent and long-term contract staff

Associate Professors	3
Senior Lecturers	3
Lecturers	2
Administrative and Clerical Staff	1
Total	9

Research Fields and Staff

DR ALAN CLIFF

Senior lecturer: Academic literacy and student learning; admissions testing; diagnostic profiling of students' academic literacies and numeracies; understanding how adults learn; assessment of academic potential. MCQ assessment: design and impact; assessment and evaluation in adult and continuing education contexts.

ASSOCIATE PROFESSOR LINDA COOPER

Theorising different forms of knowledge; impact of changes in the broader political economy and labour markets on knowledge and pedagogy; relationship between higher education and the workplace; RPL and continuing professional education within higher education; worker education and training: the role of education in workplace and social change.

DR JEANNE GAMBLE

Senior Lecturer: The relation between knowledge and practice in curriculum, pedagogy and assessment; vocational and professional education; education and training policy

DR SALMA ISMAIL

Senior Lecturer: Adult education curriculum and changing student needs, challenges of retaining a critical transformative educational practice and inclusion of feminist pedagogy; relationship of indigenous knowledge to adult education; learning in social movement contexts; staff experiences of institutional culture in a changing university context.

MS KASTURI BEHARI-LEAK

Lecturer: Academic identity and social agency; nascent academics – 'being and becoming'; knowledge and knower structures; social inclusion and difference; structure, culture and agency; the power of performative texts.

ASSOCIATE PROFESSOR JEFF JAWITZ

Professional development of academics in teaching; the impact of race on academic practice; the academic identity and the academic workplace; educational development initiatives and large class teaching

DR JANICE MCMILLAN

Senior Lecturer: Social responsiveness in teaching and learning; building university-community partnerships; citizenship and ethics in service learning; role of critical reflection in service learning; theorizing service learning from a social justice perspective

MS JUNE SALDANHA

Lecturer: Understanding the challenges which women encounter when trying to pursue further learning in formal and informal contexts; investigating the opportunities that exist for adult learners who have completed the Diploma in Education.

ASSOCIATE PROFESSOR SUELLEN SHAY

Developing an understanding of assessment as a socially-situated practice; understanding the formative influences on curriculum which influence what is valued in assessment; the relationship between disciplinary knowledge and curriculum; curriculum differentiation and progression.

Contact Details

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Research output

Chapters in books

Ismail, S. 2012. Holding onto transformative practices in a university: musings of a feminist popular educator. In L. Manicom and S. Walters (eds), *Feminist Popular Education in Transnational Debates: Building Pedagogies of Possibility*, pp. 177-191. Great Britain: Palgrave Macmillan. ISBN 9780230339132.

Articles in Peer-reviewed Journals

Favish, J., McMillan, J.M.E. and Ngcelwane, S. 2012. Developing a strategic approach to social responsiveness at the University of Cape Town, South Africa. *Journal of Higher Education Outreach and Engagement*, 16: 37-59.

Jawitz, J.P. 2012. Race and assessment practice in South Africa: understanding black academic experience. *Race Ethnicity and Education*, 15(4): 545-559.

Shay, S.B. 2012. Educational development as a field: are we there yet? *Higher Education Research & Development*, 31(3): 311-323.

Centre for Open Learning

ACTING DIRECTOR: MEDEÉ RALL

Centre Profile

The Centre for Open Learning comprises two divisions: the Third Term and the Public and Continuing Education Divisions. The Public and Continuing Education Division is responsible for the annual Summer School programme. This programme encourages a diverse community of students to enjoy adult study by making University research available to the general public, by drawing on different disciplines and by stimulating debate about important issues. The Public and Continuing Education Division also offers continuing education opportunities to the general public, work-related courses aimed at career development and customised courses designed for specific organisations. It also makes focused interventions in the adult education and cultural sector, working with other partners. The Third Term Division offers University accredited courses to University students during the University's winter and summer vacations. This division draws on the University's academic resources for its courses.

Centre Statistics

Permanent and long-term contract staff

Professor	1
Senior Lecturers	2
Technical and Support Staff	1
Administrative and Clerical Staff	9
Total	13

Research Fields and Staff

DR KEVIN WILLIAMS

Senior Lecturer: Social agency and student learning; Heideggerian insights on being in relation to research ethics.

PROFESSOR INGRID FISKE

Adult education provision, adult education practices at cultural institutions such as museums, contemporary South African literary practices, poetry writing.

MEDEÉ RALL: SENIOR LECTURER: Adult education provision, multimodality, museum studies.

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Research output

Articles in Peer-reviewed Journals

Williams, K. 2012. Rethinking 'learning' in higher education. *Journal of Critical Realism*, 11(3): 296-323.

Creative writing

Anthology of poems

Fiske, I.J. (Writing as De Kok) 2012. *Merchants in Venice*. South Africa: African Sun Press, pp. 36-37.

Poems in journals

De Kok, I. 2012. Three poems in *The Common 4* (Amherst) The poems are 'Today I do not love my country' (p129), 'Histoplasmosis' (pg130) and 'Shards' (pp131-3).

De Kok, I. 2012. One poem in *The Times Literary Supplement* 5718, November 2012. The poem is 'Dyad' (p11).

De Kok, I. 2012. One poem in *The Poetry Paper*, 9, 2012. (Suffolk, UK). The poem is 'Found Names' (p13).

Dean's Office

Profile

Apart from its central leadership, management and administrative role in CHED, the Dean's Office houses special projects, including the Multilingualism Education Project, headed by Associate Professor Mbulungeni Madiba, the OpenUCT Initiative (OUI) under the directorship of Associate Professor Laura Czerniewicz, the Confucius Institute, and student fellowship and scholarship programmes that comprise the Equity Development Programme.

Office Statistics

Permanent and long-term contract staff

Associate Professors	3
Total	3

Research Fields and Staff

ASSOCIATE PROFESSOR NAN YELD

Admissions; educational measurement; academic literacy; higher education policy.

ASSOCIATE PROFESSOR MBULUNGENI MADIBA

Language policy and planning; sociolinguistics; terminology and terminography; corpus linguistics, human language technology, concept literacy, language acquisition, politics of language; phonology.

ASSOCIATE PROFESSOR LAURA CZERNIEWICZ

Educational technology in higher education; academics' and students' digitally mediated scholarship and educational practices; scholarly communication.

MS NOLUBABALO TYAM

Second language acquisition; second language teaching; intercultural communication; code-switching.

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Research output

Articles in Peer-reviewed Journals

Madiba, M.R. 2012. Language and academic achievement: perspectives on the potential role of indigenous African languages as a lingua academica. *Per Linguam: A Journal of Language Learning*, 28(2): 13-25.