Centre for Higher Education Development

DEAN'S REPORT

The mission of the Centre for Higher Education Development (CHED) is to promote equity of access, effectiveness of teaching and learning, and the enhancement of curriculum, with the aims of improving student success and ensuring that UCT's graduates are globally competitive, locally relevant, socially responsive, and fully representative of South Africa's diverse population.

CHED's research arises from institutional and national needs, as well as individual interest. Higher education is responsible for producing the graduates that provide the core of the advanced knowledge and skills that are essential for South Africa's social and economic development. This represents a major challenge that the sector is still far from adequately meeting. The government has identified skills shortages as a central obstacle to development, but despite some remarkable achievements and areas of excellence, South African higher education remains a low-participation, high-attrition system, characterised by race and class inequalities in access and success rates that severely impede progress. Fresh approaches, based on systematic knowledge of teaching and learning, are needed to ensure that the universities, including UCT, can maximise their contribution to the country.

CHED's research mission is geared to addressing this need through investigating and developing educational theory and practices that are effective in our context. It aims to ensure that educational development work, at and beyond UCT, is based on rigorous and ethical research that serves such objectives as equity of access, realising the academic potential of students from all sections of the population, improving graduate output and outcomes, and generally strengthening the quality of teaching and learning in higher education. Much of the research focuses on teaching-and-learning approaches, curriculum design – often in relation to specific disciplines – and the conditions that promote learning. There is also a strong strand of research on and for higher education policy, sponsored by bodies such as the Department of Higher Education and Training, the Council on Higher Education, Higher Education South Africa, international philanthropic foundations, and the National Business Initiative.

South Africa's challenges are substantial, but not unique, and a key feature of CHED's research is to draw on, extend, and disseminate the body of tertiary teaching-and-learning knowledge that has been rapidly growing internationally over the last three decades. To this end, many CHED academic staff are developing productive associations with individuals, institutions, and scholarly bodies abroad, and CHED's Centre for Educational Technology is leading the way with linkages elsewhere in Africa. CHED's intellectual contribution to national education debates continues to be strong, as indicated in publications in accredited local and regional journals, such as the *SA Journal of Higher Education, African Journal of Research in Mathematics, Science and Technology Education,* and *Southern African Linguistics and Applied Language Studies.* In addition, international interest in South African higher education research is evidenced in the growing number of CHED publications in leading international journals such as *Teaching in Higher Education, Studies in Higher Education, International Journal for the Study of Southern African Literature and Languages, International Journal of Community Research and Engagement* and *International Journal of Education and Development using ICT.*

CHED's research activity and output are increasing. Indicators of growth include a doubling of peer-reviewed, accredited journal articles from 2005 to 2011, and a fivefold increase in the value of research contracts between 2007 and 2011. CHED now has eight NRF-rated researchers, and, with nearly two-thirds of its permanent academic staff actively involved in the Emerging Researcher Programme, we believe that this number will increase steadily.

In this year's Research Report we showcase four research projects that, in different ways, support CHED's mission of promoting equity of access, effectiveness of teaching and learning, and the enhancement of curriculum.

A new generation of university students: an investigation of changes and continuities

In 2008, Grade 12 learners wrote the new National Senior Certificate (NSC) for the first time, thus representing the first cohort of learners educated in a curriculum based on the principles of outcomes based education (OBE). Importantly, these students are also a generation who have grown up and been educated in a 'new' South Africa, under one educational system. This collaborative project focuses on the access and throughput (that is, the undergraduate experience) of 100 students from this cohort, who entered university in 2009. They are from educationally disadvantaged backgrounds and most were admitted to academic development programmes.

The articles produced thus far analyse these students' experiences of schooling and of the transition to the university. They examine the concept of 'disadvantage'; the relationship between identity and education; the mismatch between school practices and those required within the academic environment; and the appropriateness of existing models of academic development. The focus is now shifting to longitudinal issues related to student learning and identity. Data from the project have informed presentations at UCT, as well as the researchers' own developmental work in admissions, placement, and curriculum development.

The project is funded by the Andrew W. Mellon Foundation.

Researchers: Associate Professor Rochelle Kapp; Moeain Arend; Bongi Bangeni; Elmi Badenhorst; Dr Tracy Craig; Dr Busayo Ige; Dr Viki Janse van Rensburg; Dr Kate le

DEPARTMENTS

Academic Development Programme

Centre for Educational Technology

Centre for Information Literacy

Higher and Adult Education Studies and Development Unit

Centre for Open Learning

Roux; Robert Prince; Associate Professor June Pym; Judy Sacks (research assistant), and Dr Ermien van Pletzen.

Large Classes Project

The Large Classes Project is in its fourth and final year of implementation. It is a collaboration between CHED and four South African institutions that were chosen to represent a range of teaching contexts in higher education in South Africa; namely the universities of Cape Town, the Western Cape, Fort Hare and Johannesburg.

The main aim of the project has been to identify the key mechanisms needed to improve student learning in the context of large class teaching in each of the four case studies. It has involved supporting academic staff in the design and implementation of key interventions, the monitoring and evaluation of these interventions, and assisting participating institutions in incorporating successful interventions into regular practice.

The case studies have involved supporting writing development, developing and introducing materials to support active learning techniques in the large class

teaching context, and addressing the challenges of developing a tutorial programme for a course with more than 3 500 students.

The project will round off its work at the end of 2012 with the dissemination of its findings through institutional seminars, a national symposium, and the publication of articles reflecting on the experience of each institutional intervention, as well as the effectiveness of the project as a whole.

The project is funded by the Andrew W. Mellon Foundation.

Researcher: Associate Professor Jeff Jawitz (principal investigator).

Students' Information and Communication Technology (ICT) Identities

Semi ethnographic research was undertaken in 2011 as part of an ongoing project on students' access to and use of technologies. This research attempted to develop a more nuanced understanding of the links between the formal and the informal, the social and the academic, as well as the virtual and the face-to-face. Through this understanding of student engagement with technology, the study will identify and recommend strategies where students' ICT skills and knowledge might be applied or developed in the learning environment.

Working with postgraduate students (themselves apprentice researchers) in four South African universities (Cape Town, the Free State, Fort Hare, and Rhodes), the researchers formed close links with the 26 first-year student participants who were the focus of the study. Using digital ethnography and other methods, these researchers became the first-year students' 'Facebook friends', interviewed them at different stages throughout the year and facilitated video diaries – that the first-years kept to record the role of technology in their university lives. A particularly interesting finding has been how cellphones, particularly through social networking applications, can act as indirect enablers of the learning process. Through both formal and informal practices, mobile technologies are integral to the first-year experience at university.

The research outputs to date have deconstructed the notion of the 'digital native'; used theoretical concepts such as those from sociologists Pierre Bourdieu and Margaret Archer to understand students' technological habitus; and examined the variety of ways in which students are negotiating ICT-mediated learning.

This project is funded by the International Development Research Centre (IDRC).

Researchers: Associate Professor Laura Czerniewicz and Dr Cheryl Brown.

RESEARCH CONTRACTS
6

VALUE OF RESEARCH CONTRACTS
R2,57 million

DHET-ACCREDITED JOURNALS
19.68 units

PEER-REVIEWED PUBLICATIONS
48

ERP PARTICIPANTS
38

Closing the skills gap in South Africa

The World Bank, in association with the South African government, undertook a major research-based project – called Closing the Skills and Technology Gap in South Africa – in 2010. The motivation for the project was the now-widespread recognition that shortages of advanced skills constitute one of the biggest and most intractable obstacles to South Africa's social and economic development.

Research was commissioned on topics from labour demand trends to the commercialisation of knowledge. Glen Fisher, an education consultant, and Professor Ian Scott, Director of Academic Development at UCT, took on a study of the role of higher education in closing the skills gap. Drawing on critical analyses of secondary, further and higher education performance, the researchers argue that the South African higher education sector has not come to terms with the broadening of the student intake over the last two decades, which has resulted in unsustainably low graduation rates and substantial under-development of the country's talent. The evidence indicates that higher education will not be able to fulfil its obligations to South Africa's developmental needs without decisively changing its curriculum frameworks (inherited during the colonial era almost a century ago), facilitating growth in educational expertise and specialisation in the academic community, and recognising teaching as an essential and intellectually challenging manifestation of scholarship.

Researchers: Glen Fisher and Professor Ian Scott.

ASSOCIATE PROFESSOR NAN YELD
Dean of the Centre for Higher Education Development

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	13
Lecturers	20
Part-time Lecturers	2
Professional and Administrative Staff	30
Total	**72**

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.

MS 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; Piagetian theory.

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.

DR JOYCE LOWRY ELLYNE
Research Fellow, Alternative Admissions Research Project (AARP).

MS CARLA FOURIE

Lecturer, Convenor Financial Accounting (ADP: Commerce) and Financial Reporting 1 (ADP: Commerce). Teaching Methodology; Prior/Non Prior Accounting; Tutor Management and Review; Teaching and Learning Structures; Action Research.

MS VERA FRITH

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

MS TARRYN GRINAKER

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.

MS ADITI HUMNA

Lecturer, Foundation courses 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

Language Development Group. Academic Literacy; English as a Second Language; Multilingualism.

MR PIERRE LE ROUX

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

MS 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

ADP Co-ordinator, 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 Physics Education; Disadvantage and Support.

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 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.

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

DR MATHILDE VAN DER MERWE
Lecturer, Language Development Group. Postgraduate quantitative literacies, Postgraduate publication patterns: Biological Sciences.

DR ERMIEN 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 & the Built Environment.

CONTACT DETAILS

Postal Address: Academic Development Programme, Centre for Higher Education Development, Hlanganani Building, North Lane, Upper Campus, University of Cape Town, Private Bag X3, Rondebosch, 7701
Tel: +27 21 650 2251
Fax: +27 21 650 5045
E-mail: ian.scott@uct.ac.za
Web: http://www.ched.uct.ac.za

RESEARCH OUTPUT

Edited books

Archer, A and Richards, R. (eds.) 2011. Changing Spaces: Writing Centres and Access to Higher Education in South Africa. Stellenbosch: Sun Media. ISBN 978-1-920338-59-6

Chapters in books

Archer, A. and Richards, R. 2011. Introduction: 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: Sun Media. ISBN 978-1-920338-59-6.

Archer, A. 2011. Investigating the effect of writing centre interventions on student writing. In A. Archer and R. Richards (eds), Changing Spaces: Writing Centres and Access to Higher Education in South Africa, pp. 131-144. Stellenbosch: Sun Media. ISBN 978-1-920338-59-6.

Lewanika, T. and Archer, A. 2011. Communities of practice: reflections on writing, research and academic practices in a writing centre. In A. Archer and R. Richards (eds), Changing Spaces: Writing Centres and Access to Higher Education in South Africa, pp. 147-158. Stellenbosch: Sun Media. ISBN 978-1-920338-59-6.

Luckett, K.M. 2011. Inquiring into the higher education curriculum: a critical realist approach. In E. Bitzer and

N. Botha (eds), Curriculum Inquiry in South African Higher Education – Some Scholarly Affirmations and Challenges, pp. 135-155. Stellenbosch: SUN MeDIA. ISBN 978-1-920338-64-0.

Articles in Peer-reviewed Journals

Archer, A. 2011. Clip-art or design: exploring the challenges of multimodal texts for writing centres in higher education. Southern African Linguistics and Applied Language Studies, 29(4): 387-399.

Archer, A. 2011. Dealing with multimodal assignments in writing centres. Writing Lab Newsletter, 35(9/10): 10-13.

Archer, A. and Stent, S. 2011. Red socks and purple rain: the political uses of colour in late apartheid South Africa. Visual Communication, 10(2): 115-128.

Chigona, W.M.G., Chigona, A., Westcott, K. and Lekwane, O. 2011. Uses, benefits and challenges of public access points in the face of growth of mobile technology. The Electronic Journal of Information Systems in Developing Countries, 49(5): 1-14.

Craig, T.S. 2011. Categorization and analysis of explanatory writing in mathematics. International Journal of Mathematical Education in Science and Technology, 42(7): 867 - 878.

Davidowitz, B. and Rollnick, M. 2011. What lies at the heart of good undergraduate teaching? A case study in organic chemistry. Chemistry Education Research and Practice, 12: 355-366.

Frith, V. 2011. Quantitative literacy provision in the first year of medical studies. South African Journal of Higher Education, 25(4): 725-740.

Frith, V. and Gunston, G.D. 2011. Towards understanding the quantitative literacy demands of a first-year medical curriculum. African Journal of Health Professions Education, 3(1): 19-23.

Kapp, R. and Bangeni, A. 2011. A longitudinal study of students' negotiation of language, literacy and identity. Southern African Linguistics and Applied Language Studies, 29(2): 197-208.

Kapp, R. and Arend, M. 2011. 'There's a Hippo on my stoep': constructions of English second language teaching and learners in the new national senior certificate. Per Linguam: A Journal of Language Learning, 27(1): 1-10.

Mhakure, D. and Mokoena, M.A. 2011. A comparative study of the FET phase mathematical literacy and mathematics curriculum. US-China Education Review B, 3: 309-323.

Paxton, M.I.J. 2011. How do we play the genre game in preparing students at the advanced undergraduate level for research writing? Teaching in Higher Education, 16(1): 53-64.

Paxton, M.I.J. 2011. Research and development in an ICL project: a methodology for understanding meaning making in economics. Across the Disciplines, 8(3): 1-10.

Potgieter, M. and Davidowitz, B. 2011. Preparedness for tertiary chemistry: multiple applications of the chemistry competence test for diagnostic and prediction purposes. Chemistry Education Research and Practice, 12: 193-204.

Pym, J.M., Goodman, S.L. and Patsika, N. 2011. An exploration of the impact of social connectedness on academic performance. Pins: Psychology in Society, 42: 35-50.

Peer-reviewed published conference proceedings

Craig, T.S. 2011. Student identity and the need to make classroom mathematics relevant to engineering practice. In B. Collier-Reed (ed.), Proceedings of the First Biennial Conference of the South African Society for Engineering Education (SASEE), 10-12 August 2011, Stellenbosch, South Africa. Stellenbosch: South African Society for Engineering. ISBN 978-0-620-50774-5.

Makoza, F. and Chigona, W.M.G. 2011. The role of information and ICT on the livelihoods of microenterprises: case of Malawi. In Proceedings of ReSNES'2011: E-Skilling for Equitable Prosperity and Global Competitiveness, 3-4 November 2011, East London, South Africa. South Africa: ReSNES. ISBN 978-0-620-51804-8.

Mhakure, D. 2011. Quantitative literacy for undergraduates: students' perceptions about the quantitative literacy course at the University of Cape Town, South Africa. In T. Mamiala and F. Kwayisi (eds), Proceedings of the Nineteenth Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE), 18-21 January 2011, North-West University. South Africa: North-West University. ISBN 978-0-9869800-0-8.

Mlitwa, W. and Van Belle, J.W.G.D. 2011. Mediators for lecturer perspectives on learning management systems at universities in the Western Cape, South Africa. In Proceedings of the Pacific Asia Conference on Information Systems (PACIS 2011), 7-11 July 2011, Brisbane, Australia. Brisbane: AIS Electronic Library (AISeL). ISBN 978-1-86435-644-1.

Nodoba, G., Hendry, S., Kalil, C.A., Monson, J. and Grant, T.-.L. 2011. Building principles of sustainable business

into entrepreneurial ventures: a comparative study by the University of Cape Town. In N. Beute (ed.), Proceedings of 4th International Conference of Engineering and Business Education and SAFRI's Journey to Excellence Conference, 20-23 November 2011, Cape Town. Cape Town: Cape Peninsula University of Technology, Cape Town, South Africa. ISBN 978-0-620-52121-5.

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 capturing 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	2
Lecturers	2
Support, administrative and technical staff	15
Total	**22**

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.

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 MICHAEL PASKEVICIUS
Open Educational Resources Project Officer: open education resources, learning analytics, alternative metrics for scholarly communication, metadata, open data, knowledge management, social network analysis and social media.

MS SAMANTHA RICHMOND
Research Assistant, Scholarly Communication in Africa Programme; scholarly Communication.

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

Postal Address: Centre for Educational Technology, Hlanganani Building, North Lane, Upper Campus, University of Cape Town, Private Bag X3, Rondebosch, 7701
Tel: +27 21 650 3841
Fax: +27 21 650 5045
E-mail: Shirley.Rix@uct.ac.za
Web: http://www.cet.uct.ac.za

RESEARCH OUTPUT

Chapters in books

Ng'ambi, D. 2011. Short Message Service for supporting student learning: a blended approach. In A. Kitchenham (ed.), Blended Learning across Disciplines: Models for Implementation, pp. 228-244. USA: Information Science Reference. ISBN 978-1-60960-479-0.

Articles in Peer-reviewed Journals

Archer, A. and Stent, S. 2011. Red socks and purple rain: the political uses of colour in late apartheid South Africa. Visual Communication, 10(2): 115-128.

Boyinbode, O., Bagula, A.B. and Ng'ambi, D. 2011. An opencast mobile learning framework for enhancing learning in higher education. International Journal of u-and e- Service, Science and Technology, 4(3): 11-18.

Rambe, P. and Ng'ambi, D. 2011. Towards an information sharing pedagogy: a case of using Facebook in a large first year class. Issues on Informing Science and Information Technology (IISIT), 14(1521-4672): 61-89.

Peer-reviewed published conference proceedings

Brown, C. 2011. The influence of the recontextualisation of globalisation discourses on higher education students technological identities. In G. Bradley, D. Whitehouse and G. Singh (eds), Proceedings of the IADIS International Conference ICT, Society and Human Beings 2011, 20-26 July, Rome, Italy. Rome: IADIS Press. ISBN 978-972-8939-36-6.

Brown, C. and Czerniewicz, L. 2011. University students' perceptions of gender and information and communication technology use. In G. Bradley, D. Whitehouse and G. Singh (eds), Proceedings of the IADIS International Conference ICT, Society and Human Beings 2011, 20-26 July, Rome, Italy. Rome: IADIS Press. ISBN 978-972-8939-36-6.

Ng'ambi, D. 2011. Enhancing student interaction in didactics teaching approaches - the right to text during class. In P. Balcaen (eds), Proceedings of the 6th International Conference on e-Learning, 27-28 June 2011, British Columbia, Canada. UK: Academic Publishing Limited. ISBN 978-1-908272-05-8.

CENTRE FOR INFORMATION LITERACY

HEAD OF DEPARTMENT: ASSOCIATE PROFESSOR KARIN DE JAGER

CENTRE PROFILE

The work of the Centre consists of assisting in the development of information literacy throughout the University, often liaising with the Library in this effort, and also developing a consultancy service for the use of personal bibliographic software. Through the Faculty of Humanities, it offers a suite of academic programmes in library and information studies, ranging from the Postgraduate Diploma in Library and Information Studies to the PhD. The primary focus of the Centre for Information Literacy is on research and intervention through the inculcation of information literacy as a key life skill. Within the domain of its professional education programmes its emphasis is on information management: fundamental to both concerns is a recognition that access to information can empower people and guide the process of social transformation. The research activity of the Centre emphasises information needs analysis and information literacy in response to both staff interests and the transformation of society. In addition, consultancy is undertaken, largely concerned with information systems design and design of information literacy programmes. Work is also being done on library performance measurement and evaluation. An associate, Dr Charles Masango from the UCT Research Office, continues his research into aspects of copyright in the digital age.

STATISTICS

Permanent and long-term contract staff

Professors	1
Associate Professor	2
Senior Lecturers	1
Administrative and Clerical Staff	1
Total	**5**

RESEARCH FIELDS AND STAFF

PROFESSOR PETER G. UNDERWOOD
Soft systems analysis; systems management; information systems design; change management; strategic management, information literacy.

ASSOCIATE PROFESSOR KARIN DE JAGER
Library performance measurement and evaluation in academic and public libraries; establishing benchmarks for information literacy; databases.

ASSOCIATE PROFESSOR MARY NASSIMBENI
Information society, information literacy; national library and information policy; performance measures for public libraries in South Africa.

DR J. GRETCHEN SMITH
Communication of information; information need and use; subject analysis and control; indexing, classification and thesaurus construction; knowledge management.

ASSOCIATE DR CHARLES A. MASANGO
Intellectual Property Rights (Copyright); Digital Licensing Agreements; Contemporary copyright Fair Dealing management issues; First Sale Doctrine; Public Lending Rights; Indigenous Traditional Knowledge

CONTACT DETAILS

Postal address: Hoerikwaggo Building, North Lane, University of Cape Town, Private Bag, Rondebosch 7701, South Africa
Telephone: +27 (0)21 650 3094
Fax: +27 (0)21 650 4545
E-mail: cil-ched@uct.ac.za
Web: http://www.ched.uct.ac.za/departments/cil/

RESEARCH OUTPUT

Articles in Peer-reviewed Journals

Nassimbeni, M. and Desmond, D. 2011. Availability of books as a factor in reading, teaching and learning behaviour in twenty disadvantaged primary schools in South Africa. South African Journal of Libraries and Information Science, 77(2): 95-103.

Rajagopaul, R. and Raju, J. 2011. Job functions of university and university of technology graduates and diplomates in special libraries and engineering firms: a comparison. Infotrends: An International Journal of Information & Knowledge Management, 1(1): 1-13.

Raju, R. and Raju, J. 2011. A crack in the 'dam(ned)' wall: cooperation and collaboration among higher education libraries in South Africa. Innovation: A Journal for Appropriate Librarianship and Information Work in Southern Africa, 42: 79-97.

Peer-reviewed published conference proceedings

Kwanya, T.k., Stilwell, C.S. and Underwood, P.G. 2011. The potential of Library 2.0 in buttressing prosumption culture among researchers in Kenya. In C. Despres (ed.), Proceedings of the Seventh European Conference on Management Leadership and Governance, 6-7 October 2011, France. Reading, UK: Academic Publishing Limited. ISBN 978-1-908272-17-1.

Macha, A. and De Jager, K. 2011. A comparative overview of the development of the institutional repositories at the University of Cape Town and at the University of Pretoria. In Proceedings of the 14th International Symposium on Electronic Theses and Dissertations (ETD 2011), 13-17 September 2011, Cape Town. Pretoria, South Africa: National Research Foundation. ISBN 978-0-620-51049-3.

HIGHER AND ADULT EDUCATION STUDIES AND DEVELOPMENT UNIT

UNIT HEAD: ASSOCIATE PROFESSOR JEFF JAWITZ

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.

Awards in 2011: Dr Salma Ismail received a writing grant of R25 000 from ANFASA (Academic and Non Fiction Authors Association of South Africa Grant Scheme for Authors (AGSA), for the publication of a book based on her PhD research and focusing on the Victoria Mxenge Housing Development Association. The book will be published by UCT Press-Juta. The Award is sponsored by the Norwegian Embassy.

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

Postal Address: Centre for Higher Education Development, Suite 7.38 PD Hahn Building, North Lane, Upper Campus, University of Cape Town, Private Bag X3, Rondebosch, 7701
Tel: SA (21) 650-3351
Fax: SA (21) 650-5045
E-mail: jeff.jawitz@uct.ac.za
Web: http://www.haesdu.uct.ac.za/

RESEARCH OUTPUT

Chapters in books

Cooper, L.H. and Ismail, S. 2011. 'Resistance from the periphery?' A case study of attempts to widen access to adult learners at a South African university. In L. Thomas and M. Tight (eds), International Perspectives on Higher Education Research, pp. 29-55. UK: Emerald Group Publishing Limited. ISBN 978-0-85724903-6.

Gamble, J. and Hoadley, U.K. 2011. Positioning the regulative order. In G. Ivinson, B. Davies and J. Fitz (eds), Knowledge and identity: concepts and applications in Bernstein's sociology, pp. 157-175. UK: Routledge. ISBN 978-0-415582-09-4.

Shay, S.B., Oosthuizen, M., Paxton, P. and van der Merwe, R. 2011. Towards a principled basis for curriculum differentiation – lessons from a comprehensive university. In E. Bitzer and N. Botha (eds), Curriculum Inquiry in South African Higher Education – Some Scholarly Affirmations and Challenges, pp. 93-112. Stellenbosch: SUN MeDIA. ISBN 978-1-920338-64-0.

Articles in Peer-reviewed Journals

Cooper, L.H. 2011. Activists within the academy: the role of prior experience in adult learners' acquisition of postgraduate literacies in a post-apartheid South African university. Adult Education Quarterly, 61(1): 40-56.

Ismail, S. 2011. Researching transformation at a South African university - ethical dilemmas in the politics of representation. Studies in Higher Education, 36(3): 275-289.

McMillan, J.M.E. 2011. What happens when the university meets the community? Service learning, boundary work and boundary workers. Teaching in Higher Education, 16(5): 553-564.

Shay, S.B. 2011. Curriculum formation: a case study from History. Studies in Higher Education, 36(3): 315-329.

Walters, S. and Cooper, L.H. 2011. Learning/work: turning work and lifelong inside out. International Review of Education, 57: 27-38.

CENTRE FOR OPEN LEARNING

DIRECTOR: MEDEÈ RALL

CENTRE PROFILE

The Centre for Open Learning comprises three divisions: the Third Term, the Public and Continuing Education Division, and the Centre for Extra-mural Studies. The Centre for Extra-Mural Studies 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 Centre also makes focused interventions in the adult education and cultural sector, working with other partners. The Public and Continuing Education Division offers continuing education opportunities to the general public, work-related courses aimed at career development and customised courses designed for specific organisations. The Third Term Division offers University accredited courses to local and international 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; Heideggarian 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.

CONTACT DETAILS
Postal address: Centre for Open Learning, Kramer Law Building, Middle Campus, University of Cape Town, Private Bag X3, Rondebosch, 7701
Tel: +27 21 650 2888
Fax: + 27 21 650 2893
Email: col-ched@uct.ac.za
Web: http://www.uct.ac.za/continuinged/col/

RESEARCH OUTPUT

Authored books

Fiske, I.J. (Writing as De Kok) 2011. Other Signs. Cape Town, South Africa: Kwela books. 49pp. ISBN 978-07957-0397-3.

Chapters in books

Fiske, I.J. (Writing as De Kok). 2011. Citadel and Web. In G. Gaylard (ed.), Marginal Spaces: Reading Ivan Vladislavic, pp. 74-79. Johannesburg, South Africa: WITS University Press. ISBN 978 186814 536 2.

Creative writing:

Anthology of poems

Fiske, I.J. (Writing as De Kok). 2011. Afrique du Sud: une traversee litteraire. pp. 203 – 205. Paris: Institut francais/ Philippe Rey.

Poems published in anthologies

Fiske, I.J. (Writing as De Kok). 2011. Isole galleggianti: Poesia Femminile SudAfricana. In E. Hibbert (ed.), Isole Galleggianti: Poesia Femminile SUdAfricana 1948 – 2008. pp. 242. Florence: Casa Editrice Le Lettere. ISBN 978-8860874498.

Fiske, I.J. (Writing as De Kok). 2011. Afrique du Sud: une traversee litteraire. pp. 203 – 205. Paris: Institut francais/ Philippe Rey.

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 Confucius Institute, and student fellowship and scholarship programmes that comprise the Equity Development Programme.

OFFICE STATISTICS

Permanent and long-term contract staff

Associate Professors	2
Lecturer	1
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.

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

CONTACT DETAILS
Tel: +27 21 650 4158
Fax: +27 21 650 5045
E-mail: nan.yeld@uct.ac.za
Web: http://www.ched.uct.ac.za

RESEARCH OUTPUT

Articles in Peer-reviewed Journals

Nkomo, D. and Madiba, M. 2011. The compilation of multilingual concept literary glossaries at the University of Cape Town: a lexicographical function theoretical approach. Lexikos, 21: 144-168.