




# Centre for Higher Education Development

ACADEMIC DEVELOPMENT PROGRAMME  
CENTRE FOR EDUCATIONAL TECHNOLOGY  
CENTRE FOR INFORMATION LITERACY  
CENTRE FOR OPEN LEARNING  
HIGHER AND ADULT EDUCATION  
AND DEVELOPMENT STUDIES UNIT  
DEAN'S OFFICE



“An overview of CHED’s research output points to a body of scholarship which is responsive to pressing national and institutional needs in higher education.”





## Dean's Report

**The vision of the Centre for Higher Education Development (CHED) is to be a cross-faculty unit that contributes to continual improvement in the quality of higher education through widening access, promoting excellence through equity, developing the curriculum in partnership with faculties, and enhancing the competence of graduates by ensuring the provision of key skills.**

CHED's research mission 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 generally strengthening the quality of teaching and learning in higher education at UCT, in South Africa, and in countries with similar needs. CHED's research arises from both institutional need and individual interest, comprising all areas connected to teaching and learning, including the basic disciplines in which some of us are based.

A further objective is to enable systemic improvement through the research-led development of policy options at national and institutional level. For this reason, a considerable proportion of the research efforts of CHED staff goes into institutional research (for example, into the impact of the introduction of anonymous marking on student performance, or the reasons why some students in good academic standing drop out of the system), and national research (for example, in response to requests from such agencies as the Department of Higher Education and Training or the Higher Education Quality Committee).

An overview of CHED's research output points to a body of scholarship which is responsive to pressing national and institutional needs in higher education. Examples include research into the interface between schooling and higher education and issues of access, selection and placement;

improving the quality of teaching and learning in discipline-specific contexts such as Mathematics, Chemistry, Physics and Information Systems; the role of tertiary educators in a changing higher education landscape; and the challenges and possibilities of Information and Communication Technology for teaching and learning. CHED contributes to national debate on these issues, among many, through a strong presence in South African journals (e.g. *South African Journal of Higher Education*, *Southern Africa Linguistics and Applied Language Studies*, *South African Computer Journal*, *South African Journal of Libraries and Information Science*). CHED's contribution extends internationally as CHED staff are now consistently publishing in the leading journals in higher education (e.g. *Teaching in Higher Education*, *Higher Education*, *British Education Research Journal*) as well as leading journals in specialist areas (e.g. *Journal of Applied Linguistics*, *American Journal of Physics*, *British Journal of Educational Technology*). This illustrative sample of journals in which CHED staff publish also points to the multidisciplinary nature of CHED's collective research output.

With respect to the achievements of 2009, consistent with UCT's overall pattern, CHED's level of research output has continued to increase. Highlights for the year include the publication of two special editions in leading international journals which were co-edited by CHED staff and include several papers by UCT authors. In addition to its existing five NRF-rated researchers, 2009 saw the addition of three new NRF-rated researchers. As CHED's level of research activity and output continues to increase, we are confident that our contributions to 'research-led' teaching and learning processes at the University will grow apace, as well as our contributions to the growing international field of higher education studies in its broadest sense.

Associate Professor Nan Yeld  
Dean of Higher Education Development

## NATIONAL BENCHMARK TESTS CAUSE A STIR

From the moment the results from the pilot National Benchmark Tests (NBT) were announced, they caused a few flutters among universities. After all, the test, conducted with just over 11 500 first-time-entering students at seven South African universities in February 2009, showed that about half would need some sort of academic support if they were to complete their studies. This came as no surprise, however, since several studies have shown that only about half the students entering higher education leave with a qualification. As 2009's first-year university students are the first graduates from South African schools' new outcomes-based education (OBE) curriculum, the dots from the NBT results were quickly connected to the OBE's National Senior Certificate qualification. Perhaps too quickly, suggested Prof Nan Yeld, dean of the Centre for Higher Education and head of the NBT study, who noted that the school system as a whole is still in poor repair. "The NBT, actually, was not meant to say much about what's happening at schools," said Yeld. "What it is trying to do is create a uniform set of instruments so that higher education institutions will know more about what they need to do."



## ACADEMIC DEVELOPMENT PROGRAMME

### CHAPTERS IN BOOKS

**DAVIDOWITZ, B.** 2009. Infusing adjustment issues into the curriculum in a science foundation programme. In B. Leibowitz, A. van der Merwe and S. van Schalkwyk (Eds.), *Focus on First-Year Success Perspectives Emerging from South Africa and Beyond*, pp. 195-207. Stellenbosch: SUN Media Stellenbosch. ISBN 9781920338121.

**DAVIDOWITZ, B. AND CHITTLEBOROUGH, G.** 2009. Linking the macroscopic and sub-microscopic levels: diagrams. In J.K. Gilbert and D. Treagust (Eds.), *Multiple Representations in Chemical Education*, pp. 169-191. Dordrecht: Springer Science & Business Media B.V. ISBN 9781402088711.07021 5583 7.

**SCOTT, I.R.** 2009. Academic development in South African higher education. In E. Bitzer (Ed.), *Higher Education in South Africa: A Scholarly Look Behind the Scene*, pp. 21-49. South Africa: SUN Media Stellenbosch. ISBN 9781920338145.

**SCOTT, I.R.** 2009. First-year experience as terrain of failure or platform for development? Critical choices for higher education. In B. Leibowitz, A. van der Merwe and S. van Schalkwyk (Eds.), *Focus on First-Year Success Perspectives Emerging from South Africa and Beyond*, pp. 17-35. Stellenbosch: SUN Media Stellenbosch. ISBN 9781920338121.

### ARTICLES IN PEER-REVIEWED JOURNALS

**ALLIE, M.S., ARMIEN, M.N., BURGOYNE, N., CASE, J.M., COLLIER-REED, B.I., CRAIG, T.S., DEACON, A., FRASER, D., GEYER, Z., JACOBS, C., JAWITZ, J.P., KLOOT, B., KOTTA, L.T., LANGDON, G.S., LE ROUX, K., MARSHALL, D., MOGASHANA, D., SHAW, C.B., SHERIDAN, G.L. AND WOLMARANS, N.** 2009. Learning as acquiring a discursive identity through participation in a community: improving student learning in engineering education. *European Journal of Engineering Education*, 34(4): 359-367.

**ARCHER, A.** Invisible landscapes: students' constructions of the social and the natural in an engineering course in South Africa. *Social Dynamics*, 35(2): 258-275.

**BANGENI, A.** 2009. Negotiating between past and present discourse values in a postgraduate law course: implications for writing. *Southern African Linguistics and Applied Language Studies*, 27(1): 65-76.

**BUFFLER, A., LUBBEN, F. AND IBRAHIM, B.** 2009. The relationship between students' views of the nature of science and their views of the nature of scientific measurements. *International Journal of Science Education*, 31(9): 1137-1156.

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**FRITH, V. AND PRINCE, R.N.** 2009. A framework for understanding the quantitative demands of higher education. *South African Journal of Higher Education*, 23(1): 83-97.

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**KAPP, R. AND BANGENI, A.** 2009. Positioning (in) the discipline: undergraduate students' negotiations of disciplinary discourses. *Teaching in Higher Education*, 14(6): 587-596.

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**THESEN, L.K.** 2009. Researching 'ideological becoming' in lectures: challenges for knowing differently. *Studies in Higher Education*, 34(4): 391-402.

# Research Output

## PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

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**CRAIG, T.S.** 2009. "It's not my job to teach them this stuff!" Development of school mathematics skills within the tertiary environment. In D. Wessels (Ed.), *Proceedings of the Seventh Southern Right Delta Conference on the Teaching and Learning of Undergraduate Mathematics and Statistics*, 30 November - 4 December 2009, Gordon's Bay, South Africa. ISBN 9780620459792.

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## CENTRE FOR EDUCATIONAL TECHNOLOGY

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**CZERNIEWICZ, L. AND BROWN, C.** 2009. Intermediaries and infrastructure as agents: the mediation of e-learning policy and use by institutional culture. In T. Mayes, D. Morrison, H. Mellor, P. Bullen and M. Oliver (Eds.), *Transforming Higher Education Through Technology-Enhanced Learning*, pp. 107-121. Heslington, New York: The Higher Education Academy. ISBN 9781907207112.

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**CZERNIEWICZ, L., WILLIAMS, K. AND BROWN, C.** 2009. Students make a plan: understanding student agency in constraining conditions. *ALT-J Research in Learning Technology*, 17(2): 75-88.

**GRAY, E.** 2009/10. Access to Africa's knowledge: publishing development research and measuring value. *The African Journal of Information and Communication. Special Issue, Scholarly Communications and Access to Knowledge*, 10: 4-19.

**HODGKINSON-WILLIAMS, C.A. AND GRAY, E.** 2009. Degrees of Openness: the emergence of Open Educational Resources at the University of Cape Town. *International Journal of Education and Development using ICT*, 5: 5.

**LOUW, J., BROWN, C., MULLER, J.P. AND SOUDIEN, C.A.** 2009. Instructional technologies in social science instructions in South Africa. *Computers & Education*, 53: 234-242.

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## CENTRE FOR INFORMATION LITERACY

### AUTHORED BOOKS

**DARCH, C. AND UNDERWOOD, P.G.** 2009. *Freedom of Information and the Developing World: The Citizen, the State and Models of Openness*. Oxford: Chandos / Woodhead. 317pp. ISBN 9781843341475.

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**DEAN, C. AND DE JAGER, K.** 2009. Statistics for electronic resources. *South African Journal of Libraries and Information Science*, 75: 76-85.

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**NASSIMBENI, M.** 2009. Report of the "Train the Trainers in Information Literacy" Workshop Hosted by the Centre for Information Literacy, University of Cape Town, Republic of South Africa, 4-6 October 2008. *International Library Review*, 41: 262-267.

## STUDENTS DIAL INTO EDUCATION NETWORK

The cellphone, it turns out not surprisingly, is the South African student's most prized electronic gizmo. This according to a six-year-old study on the access to and use of ICTs for teaching and learning in higher education institutions, conducted by Assoc Prof Laura Czerniewicz, Cheryl Brown and a small team of assistants at UCT's Centre for Higher Education Development. The project kicked off with a baseline survey among staff and students in the Western Cape in 2004, which showed that the uptake of ICTs was poor. By a second-phase study in 2007, extended to six additional institutions around the country, the situation had improved markedly. Although, the research found, it's the omnipresent cellphone rather than the PC – that could be an economic issue – that rules the technological roost. But mobile or Mac, most ICT use among students is of the no-frills kind, largely for surfing the Internet or writing essays, revealed a more intimate third-phase survey, run in 2009. Only among small pockets of students is ICT used more innovatively. While the study made a point of not naming universities, it divided institutions into two groups. So while Corporate Structured Institutions implemented sufficient policy, they did not encourage innovation or variety of use. On the other hand, the more relaxed Structured Collegial Institutions do inspire innovation, but uptake and technical support are long-term challenges.



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**SMITH, J.G. AND ONDARI-KWEMWA, E.O.K.** 2009. The role of knowledge management in enhancing government service-delivery in Kenya. *South African Journal of Libraries and Information Science*, 75: 28-39.

**UNDERWOOD, P.G.** 2009. Diffusion of professional norms: the impact of IFLA in South Africa. *IFLA Journal: Official Journal of the International Federation of Library Associations and Institutions*, 35: 131-140.

**UNDERWOOD, P.G.** 2009. Supporting the information needs of entrepreneurs in South Africa. *International Library Review*, 58: 569-580.

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## CENTRE FOR OPEN LEARNING

### ARTICLES IN PEER-REVIEWED JOURNALS

**RALL, M.** 2009. A multimodal social semiotic analysis of a museum rock art display. *International Journal of Learning*, 16(9): 323-330.

## CREATIVE WRITING

### POEMS PUBLISHED IN ANTHOLOGIES

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**FISKE, I.J. (WRITING AS DE KOK)** 2009. 4 poems. Sufficient unto the Day. Histoplasmosis: A Guide's Instructions at the Cave. Shards. Bringing Flowers Home. In S. Lewis (Ed.), *Illuminations*, pp. 52, 53, 54, 57. USA: The Rathasker Press. ISBN 07364725.

**FISKE, I.J. (WRITING AS DE KOK)** 2009. Pilgrimage. In Floor Houben (Ed.), *Ze kwamen om een dichter te zien*, pp. 478-480. Netherlands: Wagner en Van Santen en Stichting Poetry International.

**FISKE, I.J. (WRITING AS DE KOK)** 2009. Poem in Norwegian English Language Teaching Program. Cape Town: New Passport. [Online] <http://www.kunnskap.no>.

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**FISKE, I.J. (WRITING AS DE KOK)** 2009. Time to go. In *A-Z of African Writers*, pp. 74-75. Pietermaritzburg: Shuter & Shooter (Pty) Ltd. ISBN 9781430600015.

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## HIGHER AND ADULT EDUCATION STUDIES AND DEVELOPMENT UNIT

### EDITED BOOKS

**COOPER, L.H. AND WALTERS, S. (EDS.)** 2009. *Learning/Work: Turning Work and Lifelong Learning Inside Out*. 378pp. Cape Town: HSRC Press. ISBN 9780796922830.

### CHAPTERS IN BOOKS

**COOPER, L.H.** 2009. A new perspective on the 'learning organisation': a case study of a South African trade union. In L.H. Cooper and S. Walters (Eds.), *Learning/Work: Turning Work and Lifelong Learning Inside Out*, pp. 284-295. Cape Town: HSRC Press. ISBN 9780796922830.

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# Research Output

**JAWITZ, J.P., CASE, J.M. AND MARSHALL, D.** 2009. Grappling with methodologies in educational research: science and engineering educators finding their way. In K. Setati (Ed.), *Researching Possibilities in Mathematics, Science and Technology Education*, pp. 139-152. USA: Nova Science Publishers, Inc. ISBN 9781606922927.

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## DEAN'S OFFICE

### ARTICLES IN PEER-REVIEWED JOURNALS

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