

Writing Centre

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Writing Centre

Writing Centre

CHED



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 Education 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.

CHED's level of research activity and output continues to increase, and 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

RESEARCH OUTPUT

ACADEMIC DEVELOPMENT PROGRAMME

ARTICLES IN PEER-REVIEWED JOURNALS

ARCHER, A. 2008. Cultural studies meets academic literacies: exploring students' resources through symbolic objects. *Teaching in Higher Education*, 13(4): 383-394.

ARCHER, A. 2008. Investigating the impact of Writing Centre intervention on student writing at UCT. *South African Journal of Higher Education*, 22(2): 248-264.

ARCHER, A. 2008. The place is suffering: enabling dialogue between students' discourses and academic literacy conventions in engineering. *English for Specific Purposes*, 27(3): 255-266.

BROOKS, F.D., BUFFLER, A., ALLIE, M.S., HERBERT, M., NCHODU, M.R., JONES, D., SMIT, F.D., NOLTE, R. AND DANGENDORF, V. 2007. A compact high-energy neutron spectrometer. *Radiation Protection Dosimetry*, 126(1): 218-222.

BUFFLER, A., PILLAY, S., LUBBEN, F. AND FEARICK, R.W. 2008. A model-based view of physics for computational activities in the introductory physics course. *American Journal of Physics*, 76(4&5): 431-437.

CHIHOTA, M.C. 2008. 'The games people play': taking on postgraduate identities in the context of writer circles. *Journal of Applied Linguistics*, 4(1): 131-136.

CLIFF, A., RAMABOBA, K. AND PEARCE, C. 2007. The assessment of entry-level students' academic literacy: does it matter? *Ensovoort*, 11(2): 33-48.

COOPER, A. AND FOSTER, D.H. 2008. Democracy's children? Masculinities of coloured adolescents awaiting trial in post-Apartheid Cape Town, South Africa. *THYMOS: Journal of Boyhood Studies*, 2(1): 3-25.

DAVIDOWITZ, B. AND SCHREIBER, B. 2008. Facilitating adjustment to higher education: towards enhancing academic functioning in an Academic Development Programme. *South African Journal of Higher Education*, 22(1): 191-206.

ECCLES, M.G., PYM, J.M. AND JOHNSTON, K. 2008. Initiating a new Information Systems course: a case study in educational innovation. *The African Journal of Information Systems*, 1(1): 77-91.

HERBERT, M., BROOKS, F.D., ALLIE, M.S., BUFFLER, A., NCHODU, M.R., MAKUPULA, S.A., JONES, D. AND LANGEN, K. 2007. Determination of neutron energy spectra inside a water phantom irradiated by 64 MeV neutrons. *Radiation Protection Dosimetry*, 126(1): 346-349.

HUANG, C.H. AND ARCHER, A. 2008. Discursive constructions of medical students' identities in informal course-based online discussions. *Education and Change. Education as Change*, 12(1): 3-14.

LE ROUX, K. 2008. A critical discourse analysis of a real-world problem in mathematics: Looking for signs of change. *Language and Education*, 22(5): 307-326.

PAXTON, M.I.J., VAN PLETZEN, E., ARCHER, A., AREND, M. AND CHIHOTA, C. 2008. Writer's stance in disciplinary discourses: a developmental view. *Southern African Linguistics and Applied Language Studies*, 26(1): 107-118.

PILLAY, P., BUFFLER, A., LUBBEN, F. AND ALLIE, M.S. 2008. Effectiveness of a GUM-compliant course for teaching measurement in the introductory physics laboratory. *European Journal of Physics*, 29: 647-659.

POTGIETER, M., DAVIDOWITZ, B. AND MATHABATHA, S. 2008. Preparedness for tertiary chemistry: issues of placement and performance of academic development programmes. *South African Journal of Higher Education*, 22(4): 861-876.

PRINCE, R. AND ARCHER, A. 2008. A New Literacies approach to academic numeracy practices in Higher Education in South Africa. *Literacy and Numeracy Studies*, 16(1): 63-75.

ROLLNICK, M., DAVIDOWITZ, B., KEANE, M., BAPOO, A. AND MAGADLA, L. 2008. Students learning-approach profiles in relation to their university experience and success. *Teaching in Higher Education*, 13(1): 29-42.

THESEN, L.K. 2007. Breaking the frame: lectures, ritual and academic literacies. *Journal of Applied Linguistics*, 4(1): 33-53.

VOLKSWYN, T., ALLIE, M.S., BUFFLER, A. AND LUBBEN, F. 2008. Impact of a conventional introductory laboratory course on the understanding of measurement. *Physical Review Special Topics - Physics Education Research*, 4: 1-10.

CONTACT DETAILS

Tel: +27 21 650 2251
Fax: +27 21 650 5045
E-mail: ian.scott@uct.ac.za
Web: www.ched.uct.ac.za

CENTRE FOR EDUCATIONAL TECHNOLOGY

CHAPTERS IN BOOKS

CARR, A.M., DEACON, A., COX, G. AND MORRISON, A. 2008. Teaching with technology: a multifaceted staff development strategy. In C. Kimble, P. Hildreth and I. Bourdon (eds), *Communities of Practice: Creating Learning Environments for Educators*, pp. 103-126. Charlotte, North Carolina: Information Age Publishing Inc. ISBN 978 1 59311 862 4.

NG'AMBI, D. 2008. Podcasts for reflective learning. In G. Salmon and P. Edirisingha (eds), *Podcasting for Learning in Universities*, pp. 132-145. Berkshire, England: McGraw-Hill Education. ISBN 0 335 234291.

SIEBÖRGER, S.H., TERZOLI, A. AND HODGKINSON-WILLIAMS, C. 2008. The development of ICT networks for South African schools. In M. Kendall and B. Samways (eds), *Learning to Live in the Knowledge Society*, pp. 167-170. Boston: Springer. ISBN 978 0 387 09728 2.

SIEBÖRGER, S.H., TERZOLI, A. AND HODGKINSON-WILLIAMS, C. 2008. The use of interactive whiteboards to support the creation, capture and sharing of knowledge in South African schools. In M. Kendall and B. Samways (eds), *Learning to Live in the Knowledge Society*, pp. 19-26. Boston: Springer. ISBN 978 0 387 09728 2.

ARTICLES IN PEER-REVIEWED JOURNALS

CZERNIEWICZ, L. 2008. Distinguishing the field of educational technology. *The Electronic Journal of e-Learning*, 6(3): 171-178.

HODGKINSON-WILLIAMS, C., SLAY, H. AND SIEBÖRGER, S.H. 2008. Developing communities of practice within and outside higher education institutions. *British Journal of Educational Technology*, 39(3): 433-442.

NG'AMBI, D. 2008. A critical discourse analysis of students' anonymous online postings. *International Journal of Information and Communication Technology Education*, 4(3): 31-39.

NG'AMBI, D. 2008. Podcasts for expansive learning: a case of reflective student stories. *South African Computer Journal*, 42: 9-13.

NG'AMBI, D. AND RAMBE, P. 2008. Barriers to students' use of electronic resources during lectures. *South African Computer Journal*, 42: 47-53.

SLAY, H., SIEBÖRGER, S.H. AND HODGKINSON-WILLIAMS, C.A. 2008. Interactive whiteboards: real beauty or just "lipstick"? *Computers & Education*, 51: 1321-1341.

THINYANE, H., SIEBÖRGER, I. AND HODGKINSON-WILLIAMS, C.A. 2008. An investigation into the use of interactive whiteboards in South African schools. *International Journal on Computer Science and Information Systems*, 3(2):78-94.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

BROWN, C. AND CZERNIEWICZ, L. 2008. Doing it for themselves. How South African university students learn to use computers for their studies. In P.A. van Brakel (ed.), *Proceedings of the 10th Annual Conference on World Wide Web Applications*, 3-5 September 2008, Cape Town, South Africa. Cape Town: Cape Peninsula University of Technology. ISBN 978 0 620 42642 8.

BROWN, C., THOMAS, H., VAN DER MERWE, A. AND VAN DYK, L. 2008. The impact of South Africa's ICT infrastructure on higher education. In D. Remenyi (ed.), *Proceedings of the 3rd International Conference of E-Learning*, 26-27 July 2008, Cape Town, South Africa. Reading, UK: Academic Publishing Limited. ISBN 978 1 906638 05 4.

BROWN, C. AND CZERNIEWICZ, L. 2008. Trends in student use of ICTs in higher education in South Africa. In P.A. van Brakel (ed.), *Proceedings of the 10th Annual Conference on World Wide Web Applications*, 3-5 September 2008, Cape Town, South Africa. Cape Town: Cape Peninsula University of Technology. ISBN 978 0 620 42642 8.

COX, G. 2008. Defining innovation: what counts in the University of Cape Town? In R. Atkinson and C. McBeath (eds), *Proceedings of the 25th Annual Ascilite Conference*, 30 November - 3 December, Melbourne, Australia. Melbourne: Deacon University. ISBN 978 0 9805927 1 9.

COX, G. 2008. Enablers and barriers, intentions and use: faculty take up of an online learning environment. In D. Remenyi (ed.), *Proceedings of the 3rd International Conference on e-Learning*, 26-27 June 2008, Cape Town, South Africa. Reading, UK: Academic Publishing Limited. ISBN 978 1 906638 05 4.

CZERNIEWICZ, L. 2008. Fish or fowl? What is this creature called educational technology? In D. Remenyi (ed.), *Proceedings of the 3rd International Conference on e-Learning*, 26-27 June 2008, Cape Town, South Africa. Reading, UK: Academic Publishing Limited. ISBN 978 1 906638 05 4.

CZERNIEWICZ, L., BROWN, C., LEE PAN, S. AND MOYO, A. 2008. Students make a plan: ICT access and social and academic uses in higher education. In V. Hodgson, C. Jones, T. Kargidis, D. McConnell and S. Retali (eds), *Proceedings of the Sixth International Conference on Networked Learning 2008*, 5-6 May 2008, Halkidiki, Greece. Lancaster University. [Online]. ISBN 978 1 86220 206 1.

CZERNIEWICZ, L., WILLIAMS, K. AND BROWN, C. 2008. Students make a plan: understanding student agency in constraining conditions. In N. Whitton and M. McPherson (eds), *Proceedings of ALTC 2008: Rethinking the Digital Divide*, 9-11 September 2008, Leeds, England. UK: Association for Learning Technology. ISBN 978 0 95 458 707 9.

RESEARCH IMPACT

DEACON, A. AND JAFFER, S. 2008. Collaborative learning designs for postgraduate writing interventions. In D. Remenyi (ed.), *Proceedings of the 3rd International Conference on e-Learning*, 26-27 June 2008, Cape Town, South Africa. Reading, UK: Academic Publishing Limited. ISBN 978 1 906638 05 4.

DEACON, A. AND JAFFER, S. 2008. Formative writing tasks in large university courses. In P.A. van Brakel (ed.), *Proceedings of the 10th Annual Conference on World Wide Web Applications*, 3-5 September 2008, Cape Town, South Africa. Cape Town: Cape Peninsula University of Technology. ISBN 978 0 620 42642 8.

GRAY, E. 2008. African universities in the knowledge economy: a collaborative approach to researching and promoting open communication in higher education. In L. Chan and S. Mornati (eds), *Proceedings of Open Scholarship: Authority, Community and Sustainability in the Age of Web 2.0*, 25-27 June 2008, Toronto, Canada. Toronto: International Conference on Electronic Publishing. ISBN 978 0 7727 6315 0.

NG'AMBI, D. AND BROWN, I.T.J. 2008. Investigating student use of an anonymous online questioning environment in a large class. In D. Remenyi (ed.), *Proceedings of the 3rd International Conference on e-Learning*, 26-27 June 2008, Cape Town, South Africa. Reading, UK: Academic Publishing Limited. ISBN 978 1 906638 05 04.

NG'AMBI, D. AND KNAGGS, A. 2008. Using mobile phones for exam preparation. In I.A. Sanchez and P. Isaias (eds), *Proceedings of Mobile Learning 2008*, 11-13 April 2008, Algarve, Portugal. Portugal: IADIS Press. ISBN 978 972 8924 54 6.

CONTACT DETAILS

Tel: +27 21 650 3841
Fax: +27 21 650 5045
E-mail: Shirley.Rix@uct.ac.za
Web: www.cet.uct.ac.za



INFORMATION LITERACY UNLOCKS GROWTH

The Centre for Information Literacy hosted the sixth in a global series of 11 UNESCO Information Literacy Workshops in October 2008. Staff members Professors Karin de Jager, Peter Underwood and Mary Nassimbeni joined colleague Professor Albert Boekhorst of the University of Amsterdam to deliver the three-day workshop.

UNESCO strongly advocates the building of knowledge societies where the power of information and communication helps people access the knowledge they need to improve their daily lives and achieve their full potential. In this context, information literacy has become key as a means to empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals.

The Centre for Information Literacy was invited to host the workshop for sub-Saharan Africa. Among other host institutions are Bibliotheca Alexandrina, Punjabi University, Wuhan University, University of Beijing, and Universiti Teknologi Mara in Kuala Lumpur. The purpose of the UCT workshop was to assist librarians design their own training programmes based on an appropriate conceptualisation of information literacy for their environment, incorporating sound principles of curriculum design, assessment, monitoring and evaluation.

RESEARCH
OUTPUT

CENTRE FOR INFORMATION LITERACY

ARTICLES IN PEER-REVIEWED JOURNALS

MASANGO, C. AND NICHOLSON, D.R. 2008. Public lending right: prospects in South Africa's public libraries? *South African Journal of Libraries and Information Science*, 74(1): 49-57.

MASANGO, C., TISE, E.R. AND RAJU, R. 2008. Libraries driving access to knowledge: a discussion paper. *IFLA Journal: Official Journal of the International Federation of Library Associations and Institutions*, 34(4): 341-346.

NASSIMBENI, M. AND TANDWA, N. 2008. Adult education in two public libraries in Cape Town: a case study. *South African Journal of Libraries and Information Science*, 74(1): 82-91.

SMITH, J.G. 2008. Mapping social networks among crystallographers in South Africa. *Electronic Journal of Knowledge Management*, 6(2): 157-166.

SMITH, J.G. AND LUMBA, P. 2008. Knowledge management practices and challenges in international networked NGOs: the case of One World International. *Electronic Journal of Knowledge Management*, 6(2): 167-176.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

UNDERWOOD, P.G. 2007. Libraries for the future: progress and development of South African libraries. In T. Bothma, P. Underwood and P. Ngulube (eds), *Proceedings of the World Library and Information Congress: 73rd IFLA General Conference and Council, 19-23 August 2007, Durban, South Africa*. Pretoria: Library and Information Association of South Africa (LIASA). ISBN 978 0 620 39076 7.

CONTACT DETAILS

Tel: +27 21 650 3090

Fax: +27 21 650 4545

E-mail: cil-ched@uct.ac.za

Web: www.ched.uct.ac.za/departments/cil

CENTRE FOR OPEN LEARNING

AUTHORED BOOKS

FISKE, I.J. (WRITING AS DE KOK) 2008. *Mappe de corpo*. A cura di Paola Splendore. Donzelli, Roma. 153pp. ISBN 978 88 6036 230 8.

ARTICLES IN PEER-REVIEWED JOURNALS

ABRAHAMS, M. 2008. Accountability, autonomy, and authenticity: assessing the development waltz conducted to a 'kwaito' beat in Southern Africa. *Development in Practice*, 18(1): 40-52.

FISKE, I.J. (WRITING AS DE KOK). 2008. The languages of our past: Yvette Christianse, Unconfessed. *Southern African Journal of English Studies*, 25(1): 128-132.

CREATIVE WRITING

POEMS PUBLISHED IN JOURNALS

FISKE, I.J. (WRITING AS DE KOK). 2008. Bringing Flowers Home; Conversation at dinner; Poetic Witness. *Poetry Salzburg Review*, 13(Spring): 161-163.

FISKE, I.J. (WRITING AS DE KOK). 2008. Al Wat Kind Is; Mending; Tongue-Tied; Child Stretching. *Grand Valley Review*, XXXIII(Spring): 19-22.

POEMS PUBLISHED IN ANTHOLOGIES

FISKE, I.J. (WRITING AS DE KOK). 2008. Parts of Speech and The Transcriber Speaks. In J. Kelly (ed.), *The Seagull Reader: Poems*, pp. 81-83. New York: W.W. Norton & Company.

FISKE, I.J. (WRITING AS DE KOK). 2008. Was für ein Mensch? In U. Hahn (ed.), *Stechäpfel. Gedichte von Frauen aus drei Jahrtausenden*, pp. 299-301. Stuttgart: Reclam Bibliothek.

CREATIVE WORK

MUSICAL PERFORMANCE

FISKE, I.J. (WRITING AS DE KOK). The poem *Women and Children First*, set to music by composer Chris Gable; the piece was performed by the choir One Voice Mixed Chorus and the Minnesota Philharmonic on December 5 and 6, 2008 in Hopkins, Minnesota.

CONTACT DETAILS

Tel: +27 21 650 2318

Fax: +27 21 650 5497

E-mail: col-ched@uct.ac.za

Web: www.uct.ac.za/students/continuinged

HIGHER AND ADULT EDUCATION
STUDIES AND DEVELOPMENT UNIT

ARTICLES IN PEER-REVIEWED JOURNALS

JAWITZ, J.P. 2008. Learning to assess in the academic workplace: case study in the Natural Sciences. *South African Journal of Higher Education*, 22(5): 1006-1018.

SHAY, S.B. 2008. Assessment at the boundaries: service learning as case study. *British Educational Research Journal*, 34(4): 525-540.

SHAY, S.B. 2008. Beyond social constructive perspectives on assessment: the centering of knowledge. *Teaching in Higher Education*, 13(5): 595-605.

RESEARCH IMPACT

SHAY, S.B. 2008. Researching assessment as social practice: Implications for research methodology. *International Journal of Educational Research*, 47: 159-164

WILLIAMS, K. 2008. Troubling the concept of the 'academic profession' in 21st Century higher education. *Higher Education*, 56: 533-544.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

CZERNIEWICZ, L., WILLIAMS, K. AND BROWN, C. 2008. Students make a plan: understanding student agency in constraining conditions. In N. Whitton and M. McPherson (eds), *Proceedings of ALT-C 2008: Rethinking the digital divide*, 9-11 September 2008, Leeds, England. UK: Association for Learning Technology. ISBN 978 0 95 458 707 9.

CONTACT DETAILS

Tel: + 27 21 650 3478
Fax: + 27 21 650 5045
E-mail: Jeff.Jawitz@uct.ac.za
Web: www.haesdu.uct.ac.za

DEAN'S OFFICE

ARTICLES IN PEER-REVIEWED JOURNALS

BOHLMANN, C.A. AND FLETCHER, L. 2008. Diagnostic assessment for mathematics in a distance learning context. *South African Journal of Higher Education*, 22(3): 556-574.

BOHLMANN, C.A. AND PRETORIUS, E. 2008. Relationships between Mathematics and literacy: exploring some underlying factors. *Pythagoras*, 67: 42-55.

MADIBA, M. AND MABILETJA, M. 2008. An evaluation of the implementation of the new Language-in-Education Policy (LiEP) in selected secondary schools of Limpopo Province. *Language Matters*, 39(2): 204-229.

YELD, N. 2007. Critical questions? Some responses to issues raised in relation to the national benchmark tests project. *South African Journal of Higher Education*, 21(5): 610-616.

CONTACT DETAILS

Tel: +27 21 650 4158
Fax: +27 21 650 5045
E-mail: nan.yeld@uct.ac.za



BODY MAPS/MAPPE DEL CORPO

Associate Professor Ingrid Fiske (Centre for Extramural Studies), who writes her poetry as Ingrid de Kok, launched a selection of poetry, translated into Italian by University of Rome scholar Professor Paola Splendore.

The English title, *Body Maps*, was taken from the name of one of her poems. The anthology *Mappe del Corpo*, includes poems from De Kok's last four collections. Her poetry books *Familiar Ground*, *Transfer*, and *Terrestrial Things* were published in South Africa, and her work has been also been translated into Japanese, French and Dutch.