

CENTRE FOR HIGHER EDUCATION DEVELOPMENT

inders

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



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).

This diversity is illustrated by the range of journals in which CHED staff publish, which also provides another indication of the cross-faculty nature of the unit.

The Centre is organised as a set of departments, units, groups and projects, coordinated by the Dean of Higher Education Development. Departments with research responsibilities are the Academic Development Programme (including the Language Development Group, the Alternative Admissions Research Group, and the Numeracy Centre, as well as the Faculty groupings), the Higher and Adult Education Studies and Development Unit, the Centre for Educational Technology, the Centre for Information Literacy, and the Centre for Open Learning.



CHED's research output reflects the diversity of academic development in contemporary South Africa and internationally, and the potential contribution of this work to a wider domain than the university alone. This diversity is illustrated by the range of journals in which CHED staff publish, which also provides another indication of the cross-faculty nature of the unit. The range includes titles as diverse as Computers and Composition, Information Development, the International Journal of Learning, Journal of Multilingual and Multicultural Development, Quaestiones Mathematicae, Nuclear Science and Engineering, Southern African Linguistics and Applied Language Studies, South African Journal of Economics, South African Journal of Higher Education, Social Dynamics, Teaching in Higher Education, Perspectives in Education, and Social Science and Medicine.

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

impact

ACADEMIC DEVELOPMENT PROGRAMME

AUTHORED BOOKS

SCOTT, I., YELD, N. AND HENDRY, J. 2007. *A Case for Improving Teaching and Learning in South African Higher Education. Higher Education Monitor 6*. Pretoria: Council on Higher Education. 83pp. ISBN: 978-1-919586-62-9.

CHAPTERS IN BOOKS

MORTIMORE, G., MCLAIN, L., HOLE, C., WAY, D., SCOTT, I., DEARN, J., WILSON, S. AND YEO, S. 2006. Change leadership: Questioning for engagement. In E.M. Elvidge (ed.), *Leadership and Management in Higher Education: Issues of Engagement*, pp. 41-62. Cambridge, UK: Jill Rogers Associates.

ARTICLES IN PEER-REVIEWED JOURNALS

ALPERSTEIN, M. 2007. Getting closer to the community voice in curriculum development: Exploring the possibilities. *Education as Change*, 11(3): 59-67.

ARCHER, A. 2006. Opening up spaces through symbolic objects: Drawing on students' resources in developing academic literacy practices in Engineering. *English Studies in Africa*, 49(1): 189-206.

ARCHER, A. 2007. 'No goats in the mother city': Using symbolic objects to help students talk about diversity and change. *English in Education*, 41(1): 7-20.

ARCHER, A. 2007. 'The village of my childhood': Nostalgia, narrative and landscape in an engineering course in South Africa. *The International Journal of Learning*, 14(9): 147-154.

ARCHER, A. 2007. Critical access to higher education: Challenges and goals for South African writing centres. *Writing Lab Newsletter*, 32(3): 1-6.

BANGENI, A. AND KAPP, R. 2007. Shifting language attitudes in a linguistically diverse learning environment in South Africa. *Journal of Multilingual and Multicultural Development*, 28(4): 253-269.

JAFTHA, J. 2007. The generalised injection and surjection moduli. *Quaestiones Mathematicae*, 30: 335-347.

NOLTE, R., ALLIE, M.S., BROOKS, F., BUFFLER, A., DANGENDORF, V., MEULDERS, J., SCHUHMACHER, H., SMIT, R. AND WEIERGANZ, M. 2007. Cross sections for neutron-induced fission of ^{235}U , ^{238}U , ^{209}Bi and ^{208}Pb in the energy range from 33 to 200 MeV measured relative to n-p scattering. *Nuclear Science and Engineering*, 156: 197-210.

PAXTON, M.I.J. 2007. Students' interim literacies as a dynamic resource for teaching and transformation. *Southern African Linguistics and Applied Language Studies*, 25: 45-55.



THESIS ON HOW ACADEMICS JUDGE STUDENT PERFORMANCE

This question of how new academic staff learn to judge student performance was the topic of Dr Jeff Jawitz's PhD thesis.

Drawing on theories of social practice and situated learning, his work examined three cases studies in academic departments with "very different relationships" between teaching, research and the profession.

"Learning to judge student performance was found to happen through participation in a series of assessment practices along a 'learning to judge trajectory'."

RESEARCH output

PAXTON, M.I.J. 2007. Tensions between textbook pedagogy and the literacy practices of the disciplinary community: A study of writing in first year economics. *Journal of English for Academic Purposes*, 6(2): 109-125.

PAXTON, M.I.J. 2007. 'You would be a master of a subject if taught in Xhosa': An investigation into the complexities of bilingual concept development in an English medium university in South Africa. *International Journal of Learning*, 14(6): 61-67.

PYM, J.M. 2007. Understanding and responding to specific learning styles, needs and context: What makes a difference? *International Journal of Learning*, 14(8): 175-182.

SMITH, L. AND EDWARDS, L.J. 2007. A multivariate evaluation of mainstream and academic development courses in first-year microeconomics. *South African Journal of Economics*, 75(1): 99-117.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

IBRAHIM, B., BUFFLER, A. AND LUBBEN, F. 2007. The relationship between introductory physics students views on the nature of scientific measurement and views on the nature of science. In I. Mutimucuo and M. Cherinda (eds), *Proceedings of the 15th Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education*, Maputo, Mozambique, pp. 391-396. Eduardo Mondlane University Press. ISBN 978-92-990043-0-2.

POTGIETER, M., DAVIDOWITZ, B. AND VENTER, E. 2007. Monitoring preparedness of first-year students in chemistry for placement and improved teaching. In G. Venville and V. Dawson (eds), *Proceedings of the World Conference on Science and Technology Education*, 8-12 July 2007, Perth, Australia, pp. 359-362. Science Teachers' Association of Western Australia. ISBN: 978-0-9803703-0-0.

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CENTRE FOR EDUCATIONAL TECHNOLOGY

CHAPTERS IN BOOKS

CZERNIEWICZ, L., RAVJEE, N. AND MLITWA, N. 2007. Information and Communication Technologies (ICTs) and South African higher education: Understanding/s (of) the landscape. In T. Auf der Heyde et al. (eds), *Review of Higher Education in South Africa: Selected Themes*, pp. 53-76. Pretoria: The Council of Higher Education.

ARTICLES IN PEER-REVIEWED JOURNALS

BROWN, C. AND CZERNIEWICZ, L. 2007. If we build it will they come? Investigating the relationship between students' access to and use of ICTs for learning. *South African Journal of Higher Education*, 21(6): 730-745.

CARR, A.M. AND CZERNIEWICZ, L. 2007. Editorial: Emergent research from Southern Africa. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 3(4): 2-6.

CARR, A.M., MORRISON, A., COX, G., DEACON, A. 2007. Weathering wikis: Net-based learning meets political science in a South African university. *Computers and Composition*, 24(3): 266-284.

DEACON, A. AND WYNSCULLEY, C.M. 2007. Learning from the rhetoric of academics. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 3(4): 153-167.

JAFFER, S., NG'AMBI, D. AND CZERNIEWICZ, L. 2007. The role of ICTs in higher education in South Africa: One strategy for addressing teaching and learning challenges. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 3(4): 131-142.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

CZERNIEWICZ, L. AND BROWN, C. 2007. Disciplinary differences in the use of educational technology. In D. Remenyi (eds), *Proceedings of the Second International Conference on E-learning*, 28-29 June 2007, New York, USA. UK: Academic Conferences Limited. ISBN 978-1-905305-47 6. [Published on CD-ROM].

DEACON, A. AND WYNSCULLEY, C.M. 2007. Itinerant practice leaders: Interpreting academics constructive uses of educational technology. In S. Walters and L. Cooper (eds), *Proceedings of the 5th International Conference on Researching Work and Learning*, 2-5 December 2007, Cape Town, South Africa. Cape Town: Division for Life Long Learning, University of the Western Cape. ISBN 978-1-186808-658-0.

NG'AMBI, D. 2007. A critical discourse analysis of students' anonymous online postings. In M.B. Nunes and M. McPherson (eds), *Proceedings of IADIS International Conference - eLearning 2007*, 6-8 July 2007, Lisbon, Portugal. Lisbon: IADIS Press. ISBN 978-972-8924-42-3.

MASTERS, K. AND NG'AMBI, D. 2007. After the broadcast: Disrupting health sciences' students' lives with SMS. In I.A. Sanchez (ed.), *Proceedings of IADIS International Conference on Mobile Learning*, 5-7 July 2007, Lisbon, Portugal. Lisbon: IADIS Press. ISBN 978-972-8924-36-2.

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HIGHER AND ADULT EDUCATION STUDIES AND DEVELOPMENT UNIT

ARTICLES IN PEER-REVIEWED JOURNALS

COOPER, L.H. 2007. Workers' education and political consciousness: A case study from South Africa. *The Economic and Labour Relations Review*, 17(2): 183-198.

ISMAIL, S. 2007. Did I say that? - A follow-up study of the shifts in black and women staff experiences of institutional culture in the Health Sciences Faculty of the University of Cape Town. *Social Dynamics*, 33(1): 78-106.

JAWITZ, J. 2007. New academics negotiating communities of practice: Learning to swim with the big fish. *Teaching in Higher Education*, 12: 185-197.

LUCKETT, K.M. 2007. Methodology matters: What methods for quality improvement? *Perspectives in Education*, 25(3): 1-11.

LUCKETT, K.M. 2007. The introduction of external quality assurance in South African higher education: An analysis of stakeholder response. *Quality in Higher Education*, 13(2): 97-116.

WILLIAMS, K. 2007. Re-examining 'professionalism' in pharmacy: A South African perspective. *Social Science & Medicine*, 64(6): 1285-1296.

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CENTRE FOR INFORMATION LITERACY

ARTICLES IN PEER-REVIEWED JOURNALS

DE JAGER, K. 2007. Opening the Library Catalogue up to the Web: A view from South Africa. *Information Development*, 23(1): 48-54.

DE JAGER, K. 2007. Towards establishing an integrated system of quality assurance in South African higher education libraries. *IFLA Journal - International Federation of Library Associations*, 33: 109-116.

DE JAGER, K. AND NASSIMBENI, M. 2007. Information literacy in practice: Engaging public library workers in rural South Africa. *IFLA Journal - International Federation of Library Associations*, 33(4): 313-322.

MASANGO, C. 2007. Digital content licences: A barrier to accessing digital content? A South African survey. *Innovation: A Journal for Appropriate Librarianship and Information Work in Southern Africa*, 34: 51-66.



As the new National Senior Certificate looms for 2008, higher education institutions are scratching their heads about how to interpret the results that will spring from the new exams. The National Benchmark Tests Project, led by Professor Nan Yeld, pictured above, and colleagues Dr Alan Cliff and George van der Ross, will look at how well the new curriculum prepares learners for university, specifically around the entry-level academic and quantitative literacy. Through the provision of diagnostic information, the project will also assist institutions to draw up suitable curricula, particularly in foundation courses.

RESEARCH output

MASANGO, C. 2007. Perceptions about copyright of digital content and its effects on scholarship: A South African perspective. *Libri*, 57(2): 83-91.

NASSIMBENI, M. AND UNDERWOOD, P.G. 2007. Two societies: Duality, contradictions...and integration: A progress report on South Africa. *International Information & Library Review*, 39: 166-173.

SMITH, J.G. 2007. The impact of electronic communications on the science communication process - investigating crystallographers in South Africa. *IFLA Journal: Official Journal of the International Federation of Library Associations and Institutions*, 33: 145-159.

UNDERWOOD, P.G. 2007. Editorial: Libraries and information in Southern Africa. *IFLA Journal: Official Journal of the International Federation of Library Associations and Institutions*, 33: 83-86.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

DE JAGER, K. 2007. Accountable and fit for purpose: Towards consensus on quality in higher education libraries in South Africa. *Proceedings of the 6th Northumbria International Conference on Performance Measurement in Libraries and Information Services*, 22-25 August 2005, Collingwood College, Durham, England. Newcastle upon Tyne: Emerald Group Publishing Limited. ISBN 978-1-84663-492-5.

DE JAGER, K., NASSIMBENI, M. AND UNDERWOOD, P.G. 2007. Libraries, literacies and learning: Retrospect and prospects. 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.

LUMBA, P. AND SMITH, J.G. 2007. Knowledge management practices and challenges in an international non-governmental network of organisations: Examining One World International. In D. Remenyi (ed.), *Proceedings of the 4th International Conference on Intellectual Capital, Knowledge Management and Organisational Learning*, 15-16 October 2007, Stellenbosch, South Africa. Reading, UK: Academic Conferences Limited. ISBN 978-1-905305-61-2.

ONDARI-OKEMWA, E. AND SMITH, J.G. 2007. Knowledge management and enhanced government service-delivery in Kenya. In D. Remenyi (ed.), *Proceedings of the 4th International Conference on Intellectual Capital, Knowledge Management and Organisational Learning*, 15-16 October 2007, Stellenbosch, South Africa. Reading, UK: Academic Conferences Limited. ISBN 978-1-905305-61-2.

SMITH, J.G. 2007. Knowledge transfer and information communication in science: Mapping social networks among crystallographers in South Africa. In D. Remenyi (ed.), *Proceedings of the 4th International Conference on Intellectual Capital, Knowledge Management and Organisational Learning*, 15-16 October 2007, Stellenbosch, South Africa. Reading, UK: Academic Conferences Limited. ISBN 978-1-905305-61-2.

TALJAARD, L. AND SMITH, J.G. 2007. Mapping the relationship between knowledge management and information architecture. In D. Remenyi (ed.), *Proceedings of the 4th International Conference on Intellectual Capital, Knowledge Management and Organisational Learning*, 15-16 October 2007, Stellenbosch, South Africa. Reading, UK: Academic Conferences Limited. ISBN 978-1-905305-61-2.

UNDERWOOD, P.G. 2007. An overview of South Africa. 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.

UNDERWOOD, P.G. AND JACOBS, G. 2007. Supporting the information needs of small and micro businesses: A South African case-study. In T. Bothma, P. Underwood and P. Ngulube, P (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.

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CENTRE FOR OPEN LEARNING

CREATIVE WRITING

POEMS PUBLISHED IN ANTHOLOGIES

FISKE, I.J. (WRITING AS DE KOK). 2007. Revenge of the imagination. In S. Joubert (ed.), *The Living Tradition*, pp. 100-101. Cape Town: Maskew Miller Longman. Also published in R. Dunlop (ed.), *White Ink: Poems on Mothers and Motherhood*, pp. 13-14. Canada: Demeter Press.

FISKE, I.J. (WRITING AS DE KOK). 2007. Small passing. In R. Malan (ed.), *New Poetry Works*, pp. 60-61. Cape Town: New Africa Books (Pty) Ltd. Also published in R. Dunlop (ed.), *White Ink: Poems on Mothers and Motherhood*, pp. 249-251. Canada: Demeter Press.

FISKE, I.J. (WRITING AS DE KOK). 2007. The head of the household. In S. Joubert (ed.), *The Living Tradition*, pp. 52-53. Cape Town: Maskew Miller Longman.

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AUTHORED BOOKS

SCOTT, I., YELD, N. AND HENDRY, J. 2007. *A Case for Improving Teaching and Learning in South African Higher Education. Higher Education Monitor 6*. 83pp. Pretoria: Council on Higher Education. ISBN: 978-1-919586-62-9

ENCYCLOPAEDIA ENTRIES

WORTH, D. 2007. Archaeology: Industrial. In J. Middelton (ed.), *New Encyclopedia of Africa. Vol.1*, pp. 106-108. New York: Charles Scribner's Sons. ISBN 978 0 684 31454 9.

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Dr Eve Gray and Dr Cheryl Hodgkinson-Williams are working on an Opening Scholarship Project.

SHUTTLEWORTH FOUNDATION FUNDS UCT PROJECT

The Shuttleworth Foundation funded the Opening Scholarship Project, which explored the use of information and communication technologies in transformation through a series of case studies at UCT. The year-long project focussed on how technology impacts on communication patterns between researchers, lecturers and students. Its aim was to identify how new technologies, such as interactive Web 2.0 and social networking tools, can expand research and connect the university community with important cross-cutting issues.