



# Centre for Higher Education Development (CHED)

Accredited  
journal units

14

R6.6m

Income raised  
by contracts

NRF ratings

9

## External AWARDS

The Research on Open Educational Resources for Development (ROER4D) Project was awarded the Open Research Award for Open Education Excellence by the international Open Education Consortium.

**Assoc Prof Mbulungeni Madiba**, co-ordinator of the Multilingualism Education Project: Oppenheimer Memorial Trust Sabbatical Award; Visiting Research Fellowship at the University of Birmingham and the University College of London (SOAS).

**Dr Finuala Dowling**, senior lecturer in extra-mural studies: 2016 Herman Charles Bosman prize for English fiction, for her novel *The Fetch*, published by Kwela.

## HIGHLIGHTS

from June 2015 to June 2016

**Assoc Prof Suellen Shay** has written six articles for the new media platform The Conversation Africa, achieving over 45 000 reads.

### New initiatives

Since February 2016, the faculty has employed two mentors (a retired senior scholar, and a professor on secondment) to support research capacity development for CHED researchers. Besides their mentoring duties, these scholars will be developing capacity within CHED to take research mentoring forward beyond these appointments.

### Significant research contributions

**Dr Arlene Archer**, senior lecturer in the Language Development Group and Writing Centre co-ordinator, co-edited *Multimodality in Writing: the state of the art in theory, methodology and pedagogy*, published in June 2015.

## Research groupings highlights

CHED conducts research to inform educational development practice, at institutional, national and international levels. The following research projects in CHED are responding to current, key challenges related to access and equity in higher education.

### The ROER4D Project

(UCT Principal Investigator: **Assoc Prof Cheryl Hodgkinson-Williams**)

The ROER4D project is an International Development Research Centre-funded initiative hosted jointly by the Centre for Innovation in Learning and Teaching (CILT) at UCT and Wawasan Open University in Malaysia. The first of its kind in terms of global reach and research focus, the project aims to produce evidence-based research from 26 countries in South America, sub-Saharan Africa and South-east Asia on the adoption and impact of Open Educational Resources (OER) in the global south.

Of the 18 ROER4D sub-projects, three are hosted in CHED. The first is investigating the structural, cultural and motivational factors that shape academics' adoption of OER at three universities in South Africa. The second is focused on UCT's Massive Open Online Course (MOOC) project, and tracks the adoption of OER in and as MOOCs. A third project aims to develop an understanding of the funding allocation of government money into educational resource acquisition, development and dissemination in basic education in South Africa.

### Next generation of extended curricula

(UCT Principal Investigator: **Assoc Prof Suellen Shay**)

In August 2013, the Council for Higher Education (CHE) released 'A proposal for undergraduate curriculum reform in South Africa: a case for a flexible curriculum structure' (CHE, 2013). The argument was that the current curriculum structures pose a systemic obstacle to access and success that can only be overcome through deliberate intervention at a systemic level. The proposal was not approved and higher education in South Africa finds itself in the precarious position of ambitious targets for growth in enrolments and graduation rates.

In 2014 and 2015, **Assoc Prof Suellen Shay**, along with a team of colleagues from the University of Johannesburg, the University of Fort Hare and the Cape Peninsula University of Technology launched a multi-institutional research and development project funded by the Department of Higher Education and Training Collaborative Teaching Development Grant, with the aim of understanding the strengths, limitations and overall effectiveness of the current extended curriculum programmes, and what reform is required to strengthen the contribution of these programmes to systemic reform.

### First in the Family at University (FIFU) project

(UCT Principal Investigators: **Assoc Prof Moragh Paxton**, 2014 to 2015; **Dr Rosin Kelly-Laubscher**, January 2016 to the present)

The FIFU project is an international project involving six countries and funded by the Worldwide Universities Network (WUN). The project investigates the dynamic, complex experiences of systemically underserved students who are first in the family to attend university.

### Decolonising the Humanities Curriculum

(Principal Investigator: **Assoc Prof Kathy Luckett**)

The Decolonising the Humanities Curriculum project is located in the Humanities Education Development Unit, and is funded by the NRF. The focus of this project is:

- Analysing what kinds of knowledge the humanities deal with;
- Excavating the epistemes that have shaped the colonial canon to date; and
- Investigating possibilities for integrating subjugated knowledges, languages and cultures into the formal undergraduate curricula.

### The challenges of equity and access: the higher education curriculum answers back

(UCT Principal Investigators: **Assoc Prof Jeff Jawitz** and **Assoc Prof Lucia Thesen**)

This is a WUN research project that examines the complex dynamics of higher education (HE) curricula in response to the global challenge of increasing access to, and equity in, HE. What is distinctive about the project is that, while much of the current HE effort focuses on undergraduate curriculum renewal, this research interrogates two underexplored curriculum domains: doctoral education, and the professional learning of academics.

By bringing together the distinct local histories and manifestations of the partner universities across Australia (University of Sydney), Aotearoa/New Zealand (University of Auckland), England (Bristol University) and South Africa (UCT), the project offers fresh insight and analysis into how access and equity are shaping the form and nature of curricula, as well as the identities and subjectivities of participants involved.

At UCT, we are focusing on two programmes – the New Academic Practitioner Programme (NAPP) and the Mellon Mays Undergraduate Fellowship – both of which foreground academic identity and social justice. The case studies will form the basis of various academic engagements designed to stimulate discussion.

# Academic Development Programme (ADP)

## Research Report 2015

**Director: Associate Professor Ermien van Pletzen**

## Departmental Profile

The Academic Development Programme (ADP) has for over three decades represented UCT's central strategy for promoting equity in the student body. It has grown into a large department, with 49 academic and 13 administrative staff members. A core ADP function is to develop and run a range of Extended Curriculum Programmes (ECPs) and individual courses designed to foster the access, retention and success of students from educational backgrounds that have not sufficiently prepared them for university study. This work is undertaken in full collaboration with the faculties. Specialised teaching continues to be an important part of the work of many ADP staff, but in recent years, as the diversity of the student intake has grown, ADP has placed increasing emphasis on working with departments and faculties to design curricula and approaches that enhance the effectiveness and quality of educational provision for all students. While the emphasis of ADP's work has so far been on undergraduate education, ADP staff, in collaboration with other CHED departments and the Office of the Director of Postgraduate Studies, have in the past couple of years expanded their involvement to postgraduate educational interventions.

## Departmental Statistics

### Permanent and Long-Term Contract Staff

Associate Professors	8
Senior Lecturers	14
Lecturers	23
Part-time Lecturers	4
Professional and Administrative Staff	13
<b>Total</b>	<b>62</b>

## Research Fields and Staff

### ASSOCIATE PROFESSOR SAALIH ALLIE

Physics, Co-ordinator, Science ADP; Curriculum development, physics education research.

### MS MELANIE ALPERSTEIN

Senior Lecturer, Health Sciences EDU; Health professional education and primary health care for transformation, rural health and indigenous health knowledge, problem based learning.

### DR ARLENE ARCHER

Senior Lecturer, Co-ordinator, Writing Centre, Language Development Group; Academic literacies, multimodality, cultural studies.

### DR MOEAIN AREND

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

### DR ABONGWE BANGENI

Senior Lecturer, Co-ordinator, Language Development Group; Academic literacies, writing in the disciplines, postgraduate literacies, multilingualism, language development, writing and identity.

### MS ANITA CAMPBELL

Lecturer, ASPECT, Faculty of Engineering and the Built Environment; First year success, peer learning, education technology, academic mindsets, undergraduate mathematics education.

### ASSOCIATE PROFESSOR FRANCOIS CILLIERS

Director, Health Sciences EDU; Learning effects of assessment, faculty development (particularly impact), educational research development.

### MR JUMANI CLARKE

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

**DR TRACY CRAIG**

Senior Lecturer, ASPECT; Tertiary mathematics education, mathematical problem-solving, language and mathematics, engineering mathematics education.

**ASSOCIATE PROFESSOR BETTE DAVIDOWITZ**

Science EDP; 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.

**MS BONANI DUBE**

Social worker/counsellor, Student Development Services, Commerce EDU; Students' experiences of university and support strategies.

**MS CARLA FOURIE**

Senior Lecturer, Accounting, Commerce EDU; Academic teaching post.

**MS VERA FRITH**

Senior Lecturer, Co-ordinator, Numeracy Centre; Quantitative literacy in higher education curricula, academic literacies.

**MS LINDSEY GAVINE**

Lecturer, Statistics, Commerce EDU; Secondary mathematics education, tertiary statistics education.

**DR NADIA HARTMAN**

Senior Lecturer, Health Sciences EDU; Curriculum development, social responsiveness and social accountability in health professional education.

**MS MICHELLE HENRY**

Lecturer, Numeracy Centre; Quantitative Literacy in higher education, writing about quantitative information, the use of technology to enhance learning.

**DR ADITI HUNMA**

Lecturer, Digital Literacies, Humanities EDU; Academic literacies, digital literacies, performative learning spaces, critical thinking.

**DR 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.

**MS SUSAN JOUBERT**

Clinical Psychologist and Student Development Practitioner, Commerce EDU; Impact of

psychosocial support and development interventions on student outcomes.

**MS MEKE KAPEPO**

Lecturer, Information Systems, Commerce EDU; Digital literacies and authentic learning in higher education, adoption of information systems in healthcare.

**DR ROISIN KELLY-LAUBSCHER**

Lecturer, Science ADP; Biology education, academic literacies, cardioprotection.

**MR PIERRE LE ROUX**

Lecturer, ASPECT; Engineering physics education, teaching and learning.

**DR KATE LE ROUX**

Senior Lecturer, Language Development Group; Mathematics education, quantitative and academic literacies, socio-political and ethical dimensions of mathematics education, transitions in higher education.

**MS PAM LLOYD**

Lecturer, Numeracy Centre; Quantitative literacy in higher education, teaching and learning, curriculum development.

**MR TIM LOW**

Senior Lecturer, Statistics/Mathematics, Commerce EDU; Mathematics education, technology for teaching and learning mathematics.

**MS JEAN LUYT**

Clinical Psychologist and Student Development Practitioner, Commerce EDU; Impact of affective factors on student success and student support and development practice.

**ASSOCIATE PROFESSOR KATHY LUCKETT**

Director, Humanities EDU; Curriculum development, sociology of knowledge and curriculum, functional linguistics, educational evaluation.

**MR MUZI MANZINI**

Lecturer, Numeracy Centre; Computational finance in stochastic markets, real options, weather derivatives, problem solving and multiple intelligences in quantitative literacy.

**DR DUNCAN MHAKURE**

Senior Lecturer, Numeracy Centre; Mathematics education research, quantitative / mathematical literacy research, teacher education.

**DR NATASHIA MUNA**

Lecturer, Co-ordinator, FHS Writing Lab, Language Development Group; Academic literacies, scientific disciplinary discourse, multimodal teaching and learning.

**MR DANIEL MUNENE**

Senior Lecturer, ADP Co-ordinator, Commerce EDU; Teaching and learning, disadvantage and

support, culture, identity and learning, institutional economics, economics education, financial markets and regulation.

#### **MS NISREEN NARKER**

Lecturer, Economics, Commerce EDU; Economics education.

#### **MS KALPANA NATHOO**

Lecturer, ASPECT; Teaching and learning in mathematics and engineering education; effective learning systems (extended programmes).

#### **DR GIDEON NOMDO**

Lecturer, Language Development Group; Academic literacy, language and identity, curriculum development, mentorship.

#### **DR BOB OSANO**

Senior Lecturer, Mathematics, Science ADP; Magneto-Hydrodynamic (MHD), astrophysics, general relativity (GR), theoretical cosmology, mathematics education research.

#### **ASSOCIATE PROFESSOR MORAGH PAXTON**

Language Development Group; Impact of prior discourses on acquisition of new discourses; multimodal 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; Quantitative and qualitative learning in physics, assessment of student learning in mathematics, physics and engineering, mathematics for engineering students, curriculum development.

#### **ASSOCIATE PROFESSOR JUNE PYM**

Director, Commerce EDU; Barriers to learning, effect of prior educational experience and context on student learning, the impact of the teaching and learning environment, identity and agency.

#### **DR SHEENA RUGHUBAR-REDDY**

Lecturer, Numeracy Centre; Mathematics education, quantitative/mathematics literacy, curriculum development, student learning (extended programmes), teacher development.

#### **MS MEGAN RILEY**

Writing Consultant and SAICA Thuthuka Bursary liaison officer, Commerce EDU; Academic literacy.

#### **MS RENEE RIX**

Lecturer, Numeracy Centre; Mathematics education, quantitative literacy in higher education, transition into higher education.

#### **DR RIASHNA SITHALDEEN**

Lecturer, ADP Science, Archaeology.

#### **DR LEONARD SMITH**

Senior Lecturer, Economics, Commerce EDU. Economics education, academic development.

#### **MS SHERRY STUART**

Academic Development Officer, Commerce EDU; Impact of affective factors on student success.

#### **MR GARY STEWART**

Lecturer, Computer Science, Science ADP; Computer education.

#### **DR DALE TAYLOR**

Lecturer, Physics, Science ADP; Physics education research.

#### **ASSOCIATE PROFESSOR LUCIA THESEN**

Language Development Group; Access to academic literacies, postgraduate literacies, multimodal communicative practices.

#### **MR STUART TORR**

Lecturer, Mathematics, Commerce EDU; Psychology of mathematics education.

#### **DR MATHILDE VAN DER MERWE**

Lecturer, Language Development Group; Postgraduate literacies, writing across genres, biological sciences education.

#### **ASSOCIATE PROFESSOR ERMEN VAN PLETZEN**

Director, Academic Development Programme; Academic development in higher education, health sciences education, public health; disability studies.

#### **MS EVELYN VICATOS**

Lecturer, ASPECT; Introduction to academic literacy and scientific writing for 1<sup>st</sup> year engineering students.

## **Contact Details**

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## RESEARCH OUTPUT

### Edited books

Archer, A. and Breuer, E.O. (eds) 2015. *Multimodality in Writing: The State of the Art in Theory, Methodology and Pedagogy*, 312pp. The Netherlands: Brill. ISBN 9789004296572.

### Chapters in books

Archer, A. and Breuer, E.O. 2015. Methodological and pedagogical approaches to multimodality in writing. In A. Archer and E. Breuer (eds), *Multimodality in Writing: The State of the Art in Theory, Methodology and Pedagogy*, pp. 1-16. The Netherlands: Brill. ISBN 9789004296572.

Cilliers, F., Schuwirt, L. and Van der Vleuten, C.P.M. 2015. Health behaviour theories: a conceptual lens to explore behaviour change. In J. Cleland and S.J. Durning (eds), *Researching Medical Education*, pp.141-153. United Kingdom: The Association for the Study of Medical Education. ISBN 9781118839201.

Hardman, J.C., Amory, A., Verenikina, I., Latukefu, L., Agherdien, N., Kizito, R., Mashiyi, N., Kelly-Laubscher, R.F., Gachago, D., Barnes, V. and Ivala, E. 2015. The case studies: CHAT in use. In V. Bozalek, D. Ngambi, D. Wood, J. Herrington, J. Hardman and A. Amory (eds), *Activity Theory, Authentic Learning and Emerging Technologies Towards a Transformative Higher Education Pedagogy*, pp.159-191. London: Routledge, Taylor and Francis Group, London and New York. ISBN 9781138778597.

Ng'ambi, D., Bozalek, V., Gachago, D., Morkel, J., Ivala, E., Campbell, A., Simelane, S., Dimpe, D.M., Rambe, P. and Bere, A. 2015. The case studies: Emerging technologies. In V. Bozalek, D. Ngambi, D. Wood, J. Herrington, J. Hardman and A. Amory (eds), *Activity Theory, Authentic Learning and Emerging Technologies Towards a Transformative Higher Education Pedagogy*, pp. 211-233. London: Routledge, Taylor and Francis Group, London and New York. ISBN 9781138778597.

Paxton, M.I.J. and Frith, V. 2015. Transformative and normative? Implications for academic literacies research in quantitative disciplines. In T. Lillis, K. Harrington, M.R. Lea and S. Mitchell (eds), *Working with Academic Literacies Case Studies Towards Transformative Practice*, pp.155-162. USA: The WAC Clearinghouse and Parlor Press. ISBN 9781602357617.

Thesen, L.K. 2015. "With writing, you are not expected to come from your home": dilemmas of belonging. In T. Lillis, K. Harrington, M.R. Lea and S. Mitchell (eds), *Working with Academic Literacies Case Studies Towards Transformative Practice*, pp. 421-427.

United States of America: The WAC Clearinghouse and Parlor Press. ISBN 9781602357617.

### Articles in peer-reviewed journals

Arend, M. 2015. Taming tensions: police docket production and the creation of trans-contextual stability in South Africa's criminal justice system. *Social Semiotics*, 25(4): 501-516.

Badenhorst, E.S., Mamede, S., Schmidt, H. and Hartman, N. 2015. Exploring lecturers' views of first-year health science students' misconception in biomedical domains. *Advances in Health Sciences Education*, 20: 403-420.

Binder, P.M. and Taylor, D.L. 2015. How giraffes drink. *Physics Teacher*, 53: 518-520.

Booyens, M., van Pletzen, E. and Lorenzo, T. 2015. The complexity of rural contexts experienced by community disability workers in three southern African countries. *African Journal of Disability*, 4(1): 167(9pp).

Campbell, A. 2015. Exploring boot camps for 'gatekeeper' service courses in mathematics. *Pythagoras*, 36(2): 298(9pp).

Clarke, J. 2015. The value of understanding students' prior writing experience in teaching undergraduate science writing. *Critical Studies in Teaching & Learning*, 3(1): 21-43.

Clarke, J. and Gilmour, C.R. 2015. Pseudocompact  $\sigma$ -Frames. *Mathematica Slovaca*, 65(2): 301-312.

Garson, C., Kelly-Laubscher, R.F., Blackhurst, D.M. and Gwanyanya, A. 2015. Lack of cardioprotection by single-dose magnesium prophylaxis on isoprenaline-induced myocardial infarction in adult Wistar rats. *Cardiovascular Journal of Africa*, 26: 242-249.

Gwanyanya, A. and Kelly-Laubscher, R.F. 2015. Cellular targets of inhalational anaesthetic and opioid receptor agonist-induced cardioprotection. *Journal of African Association of Physiological Sciences*, 3: 1-8.

Henry, M., Wolf, P., Ross, I.L. and Thomas, K. 2015. Poor quality of life, depressed mood, and memory impairment may be mediated by sleep disruption in patients with Addison's disease. *Physiology & Behavior*, 151: 379-385.

Kelly-Laubscher, R.F. and van der Merwe, M. 2015. An intervention to improve academic literacies in a first year university biology course. *Critical Studies in Teaching & Learning*, 2(2): 1-23.

Lorenzo, T., van Pletzen, E. and Booyens, M. 2015. Determining the competences of community based workers for disability-inclusive development in rural areas of South Africa, Botswana and Malawi. *Rural and Remote Health*, 15(2): 2919(14pp).

Pearce, H.T., Campbell, A., Craig, T.S., Le Roux, P., Ramesh Kanjee, K. and Vicatos, E.M. 2015. The articulation between the mainstream and extended degree programmes in engineering at the University of Cape Town: reflections and possibilities. *South African Journal of Higher Education*, 29(1): 150-163.

Taylor, D.L. and Booth, S. 2015. Secondary physical Science teachers' conceptions of Science teaching in a context of change. *International Journal of Science Education*, 37(8): 1299-1320.

Taylor, D.L. and Lelliott, A. 2015. Dialogic talk in diverse physical science classrooms. *African Journal of Research in Mathematics, Science and Technology Education (AJRMSTE) or African Journal of Research in MST Education*, 19(3): 255-266.

van der Merwe, M. 2015. Doctoral writing for publication at a leading African university: publication patterns and pedagogies. *Perspectives in Education*, 33(3): 92-106.

### **Peer-reviewed published conference proceedings**

Campbell, A., Craig, T.S. and Le Roux, P. 2015. A new selection model for the academic development programme for engineering at UCT. *Proceedings of the 3<sup>rd</sup> Biennial Conference of the South African Society for Engineering Education (SASEE 2015)*, 4-5 June 2015, Durban. Durban: The South African Society for Engineering Education (SASEE). ISBN 9780620647632.

Craig, T.S. and Cloete, T.J. 2015. Simple rule, hidden meaning: the scalar product in engineering mathematics. In R.J. Blignaut and R. Kizito (eds), *Proceedings of 10<sup>th</sup> Southern Hemisphere Conference on the Teaching and Learning of Undergraduate Mathematics and Statistics*, 22-27 November 2015, Port Elizabeth, South Africa. Cape Town, South Africa: Renette Blignaut (UWC) and Rita Kizito (NMMU). ISBN 9780620682947.

Jacobs, M. and Mhakure, D. 2015. Mathematical Literacy: are we making any headway? In D. Huillet (ed), *Proceedings of 23<sup>rd</sup> Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education*, 13-16 January 2015, Maputo, Mozambique. Maputo, Mozambique: SAARMSTE. ISBN 9780992226909.

Le Roux, K. and Andersson, A. 2015. Researchers and researched as other within the socio-p/political turn. In S. Mukhopadhyay and B. Greer (eds), *Proceedings of the Eighth International Mathematics Education and Society Conference*, 21-26 June 2015, Portland, Oregon, United States. Ooligan Press, Portland State University, Oregon, US: MES8. ISSN 20779933.

Maughan, P. and Davidowitz, B. 2015. Design and evaluation of a capstone course for accounting students: aligning an academic course with the competency required by the professional body. *Proceedings of SAAA Conference Proceedings 2015*, 29 June – 1 July 2015, East London, South Africa. South Africa: IAAER. ISBN 9780620667142.

Mhakure, D. and Jacobs, M. 2015. Recorded classroom practice: unpicking the complexities of teaching. In S. Maoto, B. Chigonga and K. Masha (eds), *Proceedings of the 21<sup>st</sup> Annual National Congress of the Association for Mathematics Education of South Africa*, 29 June – 3 July 2015, Polokwane. Johannesburg: Association of Mathematics Education of South Africa (AMESA). ISBN 9780620666169.

# Centre for Educational Testing for Access and Placement (CETAP)

## RESEARCH REPORT 2015

Director: Ms Naziema Jappie

### Departmental Profile

The Centre for Educational Testing for Access and Placement (CETAP) is a department of the Centre for Higher Education and Development (CHED) at the University of Cape Town (UCT). Previously known as the Alternative Admissions Research Project (AARP), CETAP was established in the early 1980s as part of the University's commitment to meeting the needs of students from diverse educational and linguistic backgrounds. Historically, AARP was located within the Academic Development Programme (ADP) at the University of Cape Town.

CETAP's mission is to provide educational testing that contributes to access and success in the broader higher education and training sector. In realising this mission, CETAP develops educational tests that are reliable and valid in these higher educational contexts. Its educational measurement and learning analytics research supports and informs teaching and learning and educational policy with respect to selection, admission and placement in order to improve access and success.

## Departmental Statistics

### Permanent and Long-Term Contract Staff

Senior Lecturers	1
Lecturers	4
Professional and Administrative Staff	18
<b>Total</b>	<b>23</b>

## Research Fields and Staff

### MS NAZIEMA JAPPIE

Director

### DR CAROL BOHLMANN

Mathematics Research Lead

### MS NATALIE LE ROUX

Quantitative Literacy Research Lead; Psychometric properties of measuring instruments, measurement theories, educational and psychological measurement, fuzzy set theory, and response style behaviour.

### MR DARLINGTON MUTAKWA

Statistician

### MR ROBERT PRINCE

Senior lecturer; Educational testing in academic literacy, quantitative literacy and mathematics for higher education admissions, diagnostic profiling of students' academic literacies including mathematics, algebraic number theory, commutative algebra, mathematics education, computers in teaching mathematics and quantitative literacy.

### MR KABELO SEBOLAI

Academic Literacy Research Lead; Academic literacy curriculum development, academic literacy testing and the relationship between tests of academic language ability and general academic performance.

## Contact Details

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



## RESEARCH OUTPUT

### Articles in peer-reviewed journals

Sebolai, K.W. and Huff, L. 2015. Academic literacy curriculum renewal at a South African university: a case study. *Journal for Language Teaching*, 49(1): 333-351.

Sebolai, K.W. and Dzansi, D.Y. 2015. Measuring the impact of an academic literacy programme at a South African University of Technology. *International Journal of Educational Sciences*, 10(2): 248-255.

# Centre for Extra-Mural Studies (EMS)

## RESEARCH REPORT 2015

Director: Ms Medeé Rall

### Departmental Profile

The Centre for Extra-Mural Studies provides public and continuing education through its annual Summer School programme, customized courses designed for specific organisations, public open courses, public evening lectures and lectures broadcast on Fine Music Radio.

### Departmental Statistics

#### Permanent and Long-Term Contract Staff

Senior Lecturer	2
Lecturer	1
Administrative and Clerical Staff	4
<b>Total</b>	<b>7</b>

#### Emeritus Staff

Emeritus Professor	1
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### Research Fields and Staff

#### Permanent Staff

##### DR ZULEIGA ADAMS

Lecturer; Madness in South African public life and history. Memory, trauma and the role of the psyche in history.

##### DR FINUALA DOWLING

Senior Lecturer; Poetry and fiction, creative process.

## MEDEE RALL

Director: Senior lecturer; Museum and heritage studies, multimodality.

### Emeritus Professor

## EMERITUS PROFESSOR INGRID FISKE

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

## Contact Details

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## RESEARCH OUTPUT

### Creative writings

#### Anthology of poems

Dowling, F.R. 2015. At any street corner. pp. 32-35. Cape Town: Magma Poetry.

Fiske, I.J. 2015. Haraga. pp. 50. Italy: Lo Straniero.

Fiske, I.J. 2015. Oggi non amo il mio paese. pp. 49. Italy: Lo Straniero.

#### Novels

Dowling, F.R. 2015. The Fetch. pp. 3-309. Roggebaai: Kwela books.

Dowling, F.R. 2015. What Poets Need. pp. 9-238. Roggebaai: Kwela books.

# Centre for Innovation in Learning and Teaching (CILT)

## Research Report 2015

Director: Associate Professor Laura Czerniewicz

## Centre Profile

CILT is committed to a higher education environment that fosters transformative and reflexive practices in learning and teaching. The mission of CILT is to advance UCT's strategic plan for teaching and learning; provide professional development opportunities for UCT staff and senior students; encourage effective and innovative teaching and learning initiatives and practices; provide intellectual leadership and expertise in the design and delivery of staff and curriculum development and innovation; provide space and opportunities to experiment with and incubate innovative technologies and methods of teaching and learning; and contribute to the field of higher education through research and postgraduate teaching and supervision.

Research in CILT has largely been centred on the scholarly interests of individuals and the focus of funded collaborative projects. The areas of research include assessment as a learning practice; large classes; academic and digital literacies; learning design; lecture recording and podcasting; innovation by educators; teaching with new media; open educational resources; 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. The four collaborative projects in 2015 were Research on Open Educational Resources for Development (ROER4D), spanning sub-Saharan Africa, Latin America and South and Southeast Asia; a World University Network collaborative research project 'Challenges of access and equity: The Higher Education curriculum answers back' which explores the link between curriculum and access and equity in relation to academic staff development activities and doctoral education; the Personal Mobile Devices for Teaching and Learning in Higher Education Project, a Department of Higher

Education and Training project with four other South African Universities to investigate how ownership of personal mobile devices by students enables (or constrains) teaching and learning both in and outside the classroom; and a research and academic practice partnership project on University Course Design with Stockholm University Sweden, SIM University Singapore; University of the Sunshine Coast Australia and the University of Nepal. There are three NRF-rated researchers in CLT: Associate Professors Laura Czerniewicz and Jeff Jawitz and Dr Cheryl Brown.

## Departmental Statistics

### Permanent and Long-Term Contract Staff

Associate Professors	3
Senior Lecturers	5
Lecturers	5
Research Officers	5
Support, administrative and technical staff	25
<b>Total</b>	<b>43</b>

## Research Fields and Staff

### MR LUBABALO BADI

Learning Technologies Consultant; Promotion of and support for the use of educational technologies among staff.

### MR IAN BARBOUR

Researcher; First year students' use of laptops in the classroom, curation of digital literacy resources.

### DR 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.

### DR CHERYL BROWN

Senior 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; On-line conferences, online communities of practice, use of interactive

computer-mediated approaches for teaching and learning.

### MS TESS CARTMILL

Project Manager for the Research on Open Educational Resources for Development (ROER4D) project in the Global South; Technology in education, specifically, the adoption and impact of OER.

### 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.

### MS GLENDA COX

Senior Lecturer; Teaching and learning innovation and online design, Open Education Resources, advocacy, grants and research with a research focus on adoption and/or contribution of Open Education Resources.

### ASSOCIATE PROFESSOR LAURA CZERNIEWICZ

Director; Open education, academics' and students' digitally-mediated practices, inequality and the changing nature of higher education.

### MR ANDREW DEACON

Learning Designer; Learning analytics for large assessment, learning design for online course, MOOCs and curriculum development projects.

### MS MARY-ANN FIFE

Assistant Learning Designer; Use of technology to support educational goals such as student motivation, increased engagement and interactivity.

### MS SARAH GOODIER

Research Officer; Funding flow from public sources into educational resource acquisition and development for Research on Open Educational Resources for Development (ROER4D) sub-project 11.

### MS SHANALI GOVENDER

Lecturer; Scholarship of learning and teaching, with a particular focus on staff development of part-time and non-permanent teaching staff. Academic literacy, writers, texts and artefacts in a higher education environment. Engineering education for students in transition.

### ASSOCIATE PROFESSOR CHERYL HODGKINSON-WILLIAMS

Open education, open education resources (OER), open research, open scholarship, open data, research design, online learning design, electronic portfolios.

### **MS SETA JACKSON**

Learning Technologies Consultant; Promotion of and support for the use of educational technologies among staff.

### **MS TASNEEM JAFFER**

Assistant Learning Designer; Student's perceptions of wrapped MOOCs at UCT.

### **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.

### **MR THOMAS KING**

Data Administrator for the Research in Open Educational Resources for Development (ROER4D) programme; Open Educational Resources and quantifying/analysing 'impact' in research and education.

### **MS SAMANTHA LEE PAN**

Senior Learning Technologies Consultant; Supporting, maintaining and enhancing technologies at UCT, specifically Vula and lecture recording.

### **MR TINASHE MAKWANDE**

Head, Digital Media; Use of video in curriculum development.

### **MR STEPHEN MARQUARD**

Senior Lecturer; Design, implementation and support of online environments for effective teaching and learning, group collaboration and personal workspaces and portfolios, higher education ICT strategy and governance.

### **MS TABISA MAYISELA**

Lecturer; Engaging in discourses around digital literacy(ies) and what this means for higher education students, authentic ways of developing students' digital literacies within their sociocultural disciplinary contexts, integrating digital literacies into the first year courses curriculum across faculties and digital identities.

### **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.

### **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.

### **MR CORNE OOSTHUIZEN**

Online Learning Environments Developer; Support and development of learning environments to improve user experience and learning activities.

### **DR NICOLA PALLITT**

Lecturer; Understanding how people appropriate ICTs in various contexts, curriculum innovation initiatives and integrating educational technologies (ePortfolios in particular) into curricula.

### **MR IAN SCHROEDER**

Staff Development Officer; Use of interactive computer-mediated approaches for teaching and learning, peer instruction and collaborative learning.

### **MS JANET SMALL**

Course Development Manager; Adult learning; developing graduate attributes; innovation in pedagogy, especially for the online environment.

### **MR HENRY TROTTER**

Research Capacity Development Officer for the Research in Open Educational Resources for Development (ROER4D) programme; Open educational resources. African history, culture and higher education.

### **MS MICHELLE WILLMERS**

Curation and Dissemination Manager for the Research in Open Educational Resources for Development (ROER4D) project; Scholarly communication, curation, Open Access, Open Educational Resources, Open Research.

### **MR DUANE ZIETSMAN**

Educational Technologist; Evaluation of new educational technologies and support of existing implementations of lecture recording and Vula.

## **Contact Details**

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Email: [Avrill.Dawson@uct.ac.za](mailto:Avrill.Dawson@uct.ac.za)  
Website: <http://www.cilt.uct.ac.za/>

## **RESEARCH OUTPUT**

### **Chapters in books**

Czerniewicz, L., Cox, G., Hodgkinson-Williams, C.A. and Willmers, M. 2015. Open Education at the University of Cape Town. In C.J. Bonk, M.M. Lee, T.C.

Reeves and T.H. Reynolds (eds), *MOOCs and Open Education Around The World*, pp. 53-64. New York: Routledge, Taylor and Francis Group, London and New York. ISBN 9781138807419.

Ng'ambi, D. and Brown, C. 2015. Mediating learning in a blended postgraduate course. In V. Bozalek, D. Ngambi, D. Wood, J. Herrington, J. Hardman and A. Amory (eds), *Activity Theory, Authentic Learning and Emerging Technologies Towards a Transformative Higher Education Pedagogy*, pp. 46-58. London: Routledge, Taylor and Francis Group, London and New York. ISBN 9781138778597.

Pallitt, N. and Walton, M.N. 2015. The scripted sandbox: children's gameplay and ludic gendering. In S. Bulfin, N.F. Johnson and C. Bigum (eds), *Critical Perspectives on Technology and Education*, pp. 105-125. UK: Palgrave Macmillan. ISBN 9781137385444.

### Articles in peer-reviewed journals

Cliff, A. 2015. The National benchmark test in academic literacy: how might it be used to support teaching in higher Education? *Language Matters*, 46(1): 3-21.

Czerniewicz, L. 2015. Confronting inequitable power dynamics of global knowledge production and exchange: feature - opinion. *Water Wheel*, 14(5): 26-28.

Fleisch, B., Schoer, V. and Cliff, A. 2015. When signals are lost in aggregation: a comparison of language marks and competencies of first-year university students. *South African Journal of Higher Education*, 29(5): 156-178.

Gredley, S. 2015. Learning through experience: making sense of students' learning through service learning. *South African Journal of Higher Education*, 29(3): 243-261.

Jawitz, J.P. and Williams, K. 2015. Presence and absence: looking for teaching and teaching development in the website of a 'research-led' South African university. *Critical Studies in Teaching & Learning*, 3(1): 44-60.

McMillan, J.M.E. 2015. '[We] have to be... interpreters to negotiate': service learning and boundary workers. *South African Journal of Higher Education*, 29(3): 222-242.

Perrotta, C., Czerniewicz, L. and Beetham, H. 2015. The rise of the video-recorder teacher: the sociomaterial construction of an educational actor. *British Journal of Sociology of Education*, 36(7): 13.

# Dean's Office

## RESEARCH REPORT 2015

**Dean: Associate Professor Suellen Shay**

### 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 First Year Experience (FYE) and student fellowship and scholarship programmes that comprise the Equity Development Programme.

### Office Statistics

#### Permanent and Long-Term Contract Staff

Associate Professor	2
Senior Lecturer	1
Lecturer	1
Research Staff	1
Administrative and Clerical Staff	11
<b>Total</b>	<b>16</b>

#### Emeritus Staff

Emeritus Professor	1
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### Research Fields and Staff

#### Permanent and Long-Term Contract Staff

##### ASSOCIATE PROFESSOR SUELLEN SHAY

Dean; Curriculum, assessment, sociology knowledge, curriculum differentiation, professional curriculum, Flexible Degree policy.

##### ASSOCIATE PROFESSOR MBULUNGENI MADIBA

Co-ordinator, Multilingualism Education Project; Language policy and planning, sociolinguistics, terminology and terminography, corpus linguistics,

human language technology, concept literacy, language acquisition, politics of language, phonology.

#### **MS NOLUBABALO TYAM**

Language Practitioner, Multilingualism Education Project; Second language acquisition, second language teaching, intercultural communication, code-switching.

#### **DR DANIELLE FONTAINE**

Senior Lecturer, First Year Experience; Student success, early assessment, course and curriculum design, professional development of tutors/teaching assistants. Disciplinary focus (urban geography): students' learning in research methods courses, children's physical activity in the built environment.

#### **DR SEAN SAMSON**

Lecturer, First Year Experience; Media representation, critical discourse analysis, alternative publics, identity and educational policy discourse, self-reflexive pedagogy, student writing development.

#### **Emeritus Professor**

#### **EMERITUS PROFESSOR IAN SCOTT**

Higher education policy related to teaching and learning, widening participation in higher education, curriculum development, and professional development.

### **Contact Details**

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Website: <http://www.ched.uct.ac.za>

## **RESEARCH OUTPUT**

### **Articles in peer-reviewed journals**

Fontaine-Rainen, D.L. 2015. Whose job is it? Key challenges and future directions for online accessibility in US Institutions of Higher Education. *Open Learning*, 30(1): 21-34.

Shay, S.B. 2015. Curriculum reform in higher education: a contested space. *Teaching in Higher Education*, 20(4): 431-441.

### **Peer-reviewed published conference proceedings**

Wolff, K. 2015. Insights into conceptual and contextual engineering problem-solving practices in the 21<sup>st</sup> century: some implications for curriculum redesign. Proceedings of the 3<sup>rd</sup> Biennial Conference of the South African Society for Engineering Education (SASEE 2015), 4-5 June 2015, Durban. Durban: The South African Society for Engineering Education (SASEE). ISBN 9780620647632.