

## Teaching and learning are the core functions of any university.

UCT is constantly striving to improve the experience of teaching and learning for staff and students while working to renew the curriculum, improve access and support the online provision of teaching and learning.



## Did you know?

- 1 Over the last three years, UCT has launched 10 of 12 planned massive open online courses (MOOCs), with over 200 000 enrolments from 187 countries. In 2017 MOOCs about organ donation, extinctions and writing in academia were launched.
- 2 The 2017 UCT Teaching and Learning Conference, with the theme “Building Capacity for Change” was held during the mid-year vacation. With more than 40 presentations, three panels, and six workshops, attending the annual teaching and learning conference is an opportunity for the teaching community at UCT to share innovative practices and engage with cutting-edge teaching strategies.

## Teaching and Learning Charter

Central to UCT’s commitment to student learning is the Teaching and Learning Charter. In the charter we commit to creating a constructive and supportive environment where both students and staff participate fully in academic activities. We further affirm our commitment to developing the capacity to support student learning with enthusiasm, creativity and rigour, and in a manner that reflects and interprets the research-led identity of the institution.

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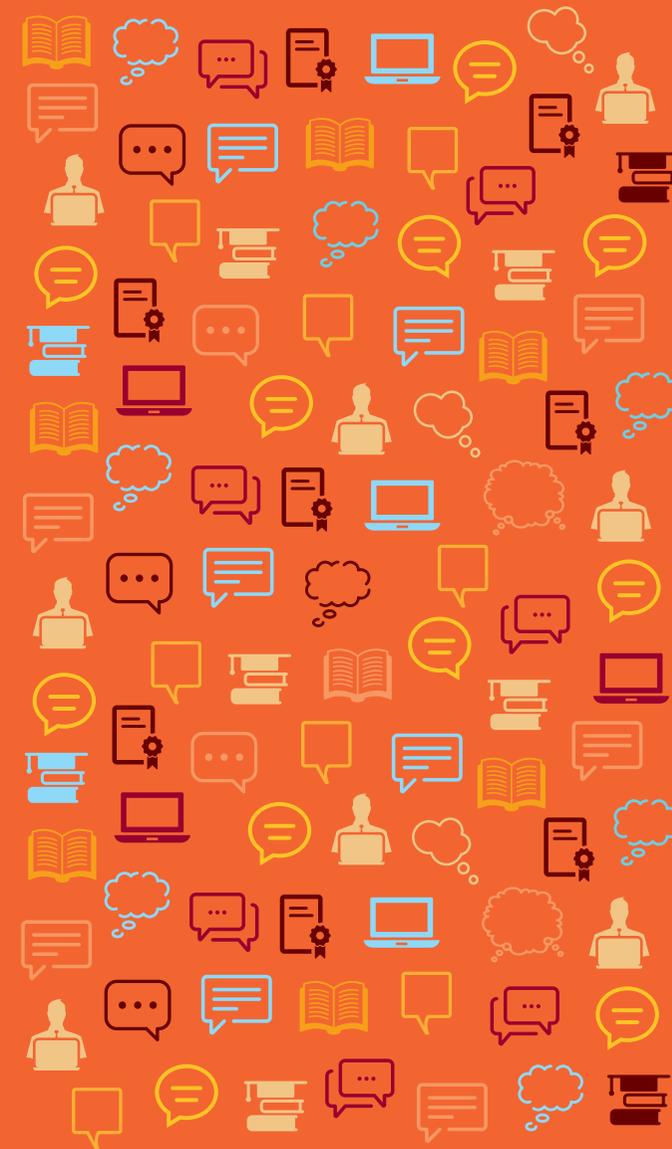
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# Teaching snapshot



 1 179 academic staff called UCT home in 2016.

**2,1%** increase per annum in the number of permanent, full-time academic staff between 2012 and 2016.

**81** new academic staff were appointed between 2012 and 2016, with 27 appointed between 2015 and 2016 alone.

**71%** of all permanent academic staff held a doctoral degree in 2016, with 24% holding master's degrees.

IN 2012 648 ACADEMIC STAFF HELD A DOCTORAL DEGREE; BY 2016 THIS NUMBER HAD INCREASED TO 717.

## Student snapshot

**29 074** students studied at UCT in 2016:

**7 611** students completed a degree or diploma in 2016, including

 18 421 undergraduates

 10 653 postgraduates

**1 332** master's graduates

**233** doctoral graduates

The 2016 undergraduate course success rate was

**87,8%**

In 2016 **5 385** international students from 112 countries (39 of them African) studied at UCT.

Of the total student population, 2 403 were from SADC countries.



## Support

**The Centre for Innovation in Learning and Teaching (CILT)** is committed to a higher education environment that fosters transformative and reflexive practices in learning and teaching. We strive to create a socially responsive and contextually relevant environment that embraces openness. Our key focus areas include staff development, curriculum and course design, and educational technologies.

CILT responds to teaching and learning challenges at UCT and the broader higher education environment through:

- learner-centred teaching practices
- critical engagements with staff and students
- curriculum initiatives underpinned by values and skills ranging from graduate attributes and digital literacies to community engagement and social justice.

Key activities and programmes hosted by CILT include:

- lecture recording across the university
- VULA – the institutional learning management system
- staff development activities and grants
- curriculum transformation support.

**The Curriculum Change Working Group** facilitates a process for the UCT community to engage in critical curriculum change, informed by the student and staff protests of 2015. The university-wide engagements are scheduled for completion by the end of 2017.

**The First-Year Experience** is a collective, campus-wide initiative to help first-year students make a successful transition into university life and develop a strong sense of belonging at UCT. It prioritises an integrated approach to student development, linking initiatives that respond to students' academic, affective, social and material needs.

## Teaching awards

The Distinguished Teacher Award is the highest accolade awarded to teaching staff. Through the award, UCT acknowledges the primary place of teaching and learning in the university's work and recognises excellent teaching by individual lecturers. **These are the 2016 awardees:**



**Dr Jonathan Shock (Mathematics and Applied Mathematics)** convenes a 'dreaded' first-year mathematics course. What he enjoys the most is also what he finds the most challenging: "How do I get into the minds of students who come from such different educational, social and cultural backgrounds?"



**Dr David Erwin's (Mathematics and Applied Mathematics)** students speak highly of his ability to entertain while being completely rigorous. "If you have a class that engages with you then even the most routine stuff is great fun to teach."



**Dr Miguel Lacerda (Department of Statistical Sciences)** does his utmost to make his complex course content accessible and meaningful. "It is my job to bring this material to life and to instil an appreciation for it in my students."



**Assoc Prof Jimmy Winfield (College of Accounting)** runs a course called Business Ethics, which aims to open his students' minds a little. His favourite thing about teaching is "the almost-tangible feeling that one can make a real, positive difference to many other people's lives."



**Assoc Prof Ryan Kruger (Department of Finance and Tax)** has taught on every undergraduate finance course offered at UCT. "Students respond better when they are engaged and interested, and a lecturer who is enthusiastic about his or her subject is a big factor in ensuring that."



**Dr Janice McMillan's (Centre for Innovation in Learning and Teaching)** work is not discipline-specific; rather it's about transformative teaching across the faculties and how to engage the wider world. She encourages students to think about themselves simultaneously as students, emerging professionals and active citizens.