



CHED (Centre for Higher Education Development)

RESEARCH STRATEGY FOCUS AREAS FOR 2014

Identifying research areas for more intensive focus, including curriculum development, educational technology, first generation university students

Research capacity development:
Mellon-funded mentor, Professor Sue Clegg
(Leeds Metropolitan University, UK)

Increasing visibility, dissemination and impact
of CHED research via OpenUCT

PUBLICATIONS

2 edited books, with editing and authored chapters by CHED staff – *Risk in academic writing: Postgraduate teachers, their students and the making of knowledge* and *Surfacing possibilities: What it means to work with first generation higher education students*

Dr **Arlene Archer** (Academic Development Programme) is the co-editor (with Denise Newfield) of the book entitled *Multimodal Approaches to Research and Pedagogy: Recognition, Resources, and Access*, published in 2014

A 2011 paper by Dr **Bongi Bangeni** (Academic Development Programme) and Associate Professor **Rochelle Kapp** (School of Education) – “A longitudinal study of students’ negotiation of language, literacy and identity” – published in *Southern African Linguistics and Applied Language Studies* selected by Routledge for a collection of papers showcasing influential research

14.5

Accredited journal units

(Units are assigned to accredited research outputs and translate into a total monetary value)

7

NRF-rated researchers

GRANTS

2 Worldwide University Network (WUN) grants. In the Academic Development Programme (ADP) staff Associate Professor **Moragh Paxton** and Dr **Roisin Kelly Laubscher** are the South African members of the “First in the Family at University” (FIFU) project, involving 6 universities and 5 countries

Centre for Educational Testing for Access and Placement (CETAP) received a five-year grant from Standard Bank. A portion of this grant is for translating the National Benchmark Tests scores into diagnostic information to inform teaching and learning at South African higher education institutions

Two Teaching Development collaborative grants:

- R3 million over 3 years led by Dr **Cheryl Brown** (Centre for Innovation in Learning and Teaching) entitled “An investigation into the enabling conditions to optimize the use of personal mobile devices in teaching and learning in Higher Education Institutions in South African”;
- R500 000 over 3 years led by Professor **Suellen Shay** (Dean of CHED) – entitled “Translating the CHE’s Flexible curriculum policy into framework for curriculum design”

ACADEMIC DEVELOPMENT PROGRAMME (ADP)

Acting Director: Associate Professor Ermien van Pletzen

Departmental Profile

Over the last decade the focus of the Academic Development Programme (ADP) has changed from primarily providing direct assistance to individuals from educationally disadvantaged groups to efforts to improve the effectiveness of mainstream academic programmes in catering for student diversity. This involves such means as curriculum restructuring, integrating ADP approaches into mainstream teaching courses, and seeking to enable regular academic teaching staff to refine their practice in accordance with the changing environment of Higher Education. The research interests of ADP staff are, in the main, focused on understanding and improving key aspects of learning, teaching and assessment in Higher Education, analysing conditions at institutional and national level that affect learning and teaching, and contributing to educational policy development and implementation. Many ADP staff members have a particular interest in the effects of students' prior educational experiences.

Departmental Statistics

Permanent and long-term contract staff

Associate Professors	7
Senior Lecturers	13
Lecturers	21
Part-time Lecturers	3
Professional and Administrative Staff	12
Total	56

Research Fields and Staff

ASSOCIATE PROFESSOR SAALIH ALLIE

ADP Co-ordinator, Faculty of Science. Curriculum Development; Physics Education Research.

MS MELANIE ALPERSTEIN

Senior Lecturer; Curriculum Development, Education Development Unit, Faculty of Health Sciences. Health professional education and Primary Health Care; Problem based learning; rural health and development.

DR ARLENE ARCHER

Senior Lecturer; Co-ordinator, Writing Centre, Language Development Group. Academic Literacies; Multimodality; Cultural Studies.

MR MOEAIN AREND

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

DR ABONGWE BANGENI

Senior Lecturer, 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; Undergraduate mathematics education.

ASSOCIATE PROFESSOR FRANCOIS CILLIERS

Education Development Unit, Faculty of Health Sciences. 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, Faculty of Engineering and the Built Environment. Tertiary mathematics education; Mathematical problem-solving; Language and mathematics; Engineering mathematics education; Piagetian theory.

ASSOCIATE PROFESSOR BETTE DAVIDOWITZ

Chemistry; Convener: Extended Degree Programme in 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: Education Development Unit, Faculty of Commerce. Students' experiences of university and support strategies.

MS CARLA FOURIE

Senior Lecturer, Convenor Financial Accounting and Financial Reporting 1, Education Development Unit, Faculty of Commerce. Academic teaching post.

MS VERA FRITH

Senior Lecturer, Co-ordinator Numeracy Centre. Quantitative Literacy in Higher Education curricula; Academic Literacies.

MS TARRYN GRINAKE

Lecturer, Financial Reporting 2 (Commerce). Financial Reporting – IFRS for SMEs, Education Development Unit, Faculty of Commerce. Higher Education in Accounting; Teaching Methodology; Teaching and Learning Structures; Action Research.

DR NADIA HARTMAN

Senior Lecturer, Director: Education Development Unit, Faculty of Health Sciences. Curriculum and Institutional Development; Social Responsiveness; Health Professional Development.

DR ADITI HUNMA

Humanities Education Development Unit; Academic and Digital Literacies; Lecturing on Foundation courses; Developing Writing Hubs in the Humanities; Tutor training.

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 MEKE KAPEPO

Lecturer: Information Systems, Education Development Unit, Faculty of Commerce. Digital literacies and authentic learning in higher education. Adoption of Information systems in healthcare.

DR ROISIN KELLY-LAUBSCHER

Lecturer, Biological Sciences. Research interests: Biology Education, Academic Literacies, Sociology of Knowledge.

MR PIERRE LE ROUX

Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Engineering Physics Education; Teaching and Learning.

DR KATE LE ROUX

Senior Lecturer, Numeracy Centre. Mathematics education research; School/university transition; Contexts in the teaching and learning of mathematics; Quantitative and academic literacies.

MS PAM LLOYD

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

MR TIM LOW

Senior Lecturer, Statistics/Mathematics, Education Development Unit, Faculty of Commerce. Mathematics Education; Technology for teaching and learning mathematics.

MS JEAN LUYT

Clinical Psychologist and Student Development Practitioner, Education Development Unit, Faculty of Commerce. Impact of affective factors on student success and student support and development practice.

ASSOCIATE PROFESSOR KATHY LUCKETT

Director, EDU, Faculty of Humanities; Curriculum Development, Educational Evaluation, Sociology of Knowledge and curriculum, Functional Linguistics.

DR DUNCAN MHAKURE

Lecturer, Numeracy Centre. Mathematics Education research; Quantitative/Mathematical Literacy research; Teacher Education.

MR DANIEL MUNENE

Lecturer, ADP Co-ordinator: Education Development Unit, Faculty of Commerce. Teaching and Learning; Disadvantage and Support; Culture, identity and learning; Institutional Economics; Economics Education; Financial markets and regulation.

MS NISREEN NARKER

Lecturer, Economics. Education Development Unit, Faculty of Commerce. Economics Education.

MS KALPANA NATHOO

Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Teaching and Learning in Mathematics and Engineering Education; Effective learning systems.

MR GIDEON NOMDO

Lecturer, Language Development Group. Academic Literacy; Language and Identity; Curriculum Development; Mentorship.

DR BOB OSANO

Senior Lecturer, Mathematics. Mathematics Education Research; Magneto-Hydrodynamic (MHD), Astrophysics, Gravitation and Theoretical Cosmology.

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, Faculty of Engineering and the Built Environment. 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: Education Development Unit, Faculty of Commerce. 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 (part-time), Education Development Unit, Faculty of Commerce. Academic literacy.

EMERITUS PROFESSOR IAN SCOTT

Higher Education Policy related to Teaching and Learning; Widening Participation in Higher Education; Curriculum Development; Professional Development.

DR RIASHNA SITHALDEEN

Lecturer, Biological, Earth and Environmental Sciences.

DR LEONARD SMITH

Senior Lecturer, Economics. Education Development Unit, Faculty of Commerce. Economics Education; Academic development.

MS SHERRY STUART

Academic Development Officer, Education Development Unit, Faculty of Commerce. Impact of affective factors on student success.

MR GARY STEWART

Lecturer, Computer Science. Computer Education.

DR DALE TAYLOR

Lecturer, Physics. Physics Education Research; Teacher Education.

ASSOCIATE PROFESSOR LUCIA THESEN

Senior Lecturer, Language Development Group. Access to Academic Literacies; Postgraduate literacies; Multimodal communicative practices.

MR STUART TORR

Lecturer, Mathematics, Education Development Unit, Faculty of Commerce. Psychology of Mathematics Education.

DR MATHILDE VAN DER MERWE

Lecturer, Language Development Group. Postgraduate quantitative literacies, Postgraduate publication patterns: Biological Sciences.

ASSOCIATE PROFESSOR ERMEN VAN PLETZEN

Coordinator, Academic Development Programme; Coordinator, Language Development Group. Academic Literacy in Higher Education; Health Sciences Education; Public Health; Disability Studies.

MS EVELYN VICATOS

Lecturer (part-time), ASPECT, Faculty of Engineering and the Built Environment. Introduction to academic literacy and scientific writing for 1st year engineering students.

Contact Details

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

RESEARCH OUTPUT

Authored books

Hartman, N. 2014. The Primary Health Care Approach and Restructuring of the MB ChB. Saarbrücken, Deutschland/Germany: LAP LAMBERT Academic Publishing. 404pp. ISBN 9783848449415.

Edited books

Archer, A. and Newfield, D. (eds) 2014. Multimodal Approaches to Research and Pedagogy. 232pp. United States of America: Routledge (Taylor & Francis Group). ISBN 9780415716734.

Chapters in books

Archer, A. and Newfield, D. 2014. Challenges and opportunities of multimodal approaches to education in South Africa. In A. Archer and D. Newfield (eds), Multimodal Approaches to Research and Pedagogy, pp. 1-16. United States of America: Routledge (Taylor & Francis Group). ISBN 9780415716734.

Archer, A. 2014. Power, social justice and multimodal pedagogies. In C. Jewitt (ed), The Routledge Handbook of Multimodal Analysis, pp. 189-197. 2nd edition. Abingdon, Oxon, UK: Routledge (Taylor & Francis Group). ISBN 9780415519748.

Brenner, J. and Archer, A. 2014. Arguing Art. In A. Archer and D. Newfield (eds), Multimodal Approaches to Research and Pedagogy, pp. 57-70. United States of America: Routledge (Taylor & Francis Group). ISBN 9780415716734.

Cooper, L.H. and Thesen, L.K. 2014. Retrieving the traces of knowledge-making while editing a book on postgraduate writing. In B. Cooper and R. Morrell (eds), Africa-Centred Knowledges: Crossing Fields and Worlds, pp. 178-190. Woodbridge, Surrey, UK: James Currey Publishers. ISBN 9781847010957.

Davidowitz, B. and Vokwana, N.Q. 2014. Developing an instrument to assess grade 12 teachers' TSPCK in organic

chemistry. In H. Venkat, M. Rollnick, J. Loughran and M. Askew (eds), *Exploring Mathematics and Science Teachers' Knowledge: Windows into Teacher Thinking*, pp. 178-194. Oxon, UK: Routledge (Taylor & Francis Group). ISBN 9780415713870.

Friedman, S., Cilliers, F., Tekian, A. and Norcini, J. 2014. International faculty development partnerships. In Y. Steinert (ed), *Faculty Development in the Health Professions: A Focus on Research and Practice*, pp. 311-329. Dordrecht, The Netherlands: Springer. ISBN 9789400776111.

Huang, C.H. 2014. Teaching visual narratives using a social semiotic framework the case of Manga. In A. Archer and D. Newfield (eds), *Multimodal Approaches to Research and Pedagogy*, pp. 71-90. United States of America: Routledge (Taylor & Francis Group). ISBN 9780415716734.

Scott, I.R. 2014. Inequality as the key obstacle to widening successful participation in South Africa. Why Higher Education is obliged to redress it. In N. Murray and C.M. Klinger (eds), *Aspirations, Access and Attainment International Perspectives on Widening Participation and an Agenda for Change*, pp. 54-66. Abingdon, Oxon, UK: Routledge. ISBN 9780415828772.

Thesen, L.K. 2014. 'If they're not laughing, watch out!': emotion and risk in postgraduate writers' circles. In C. Aitchison and C. Guerin (eds), *Writing Groups for Doctoral Education and Beyond: Innovations in Practice and Theory*, pp. 162-176. Abingdon, Oxon, UK: Routledge (Taylor & Francis Group). ISBN 9780415834742.

Articles in peer-reviewed journals

Archer, A. 2014. Designing multimodal classrooms for social justice. *Classroom Discourse*, 5(1): 106-116.

Archer, A. 2014. Multimodal pedagogies and access to higher education. *South African Journal of Higher Education*, 28(3): 1123-1131.

De Villiers, M.J., Cilliers, F., Coetzee, F., Herman, N., van Heusden, M. and von Pressentin, K.B. 2014. Equipping family physician trainees as teachers: a qualitative evaluation of a twelve-week module on teaching and learning. *BMC Medical Education*, 14: 228 (10pp).

Frith, V. and Lloyd, P.J. 2014. Students' difficulty with proportional reasoning in a university quantitative literacy course. *South African Journal of Higher Education*, 28(3): 940-960.

Hanekom, S., Unger, M. and Cilliers, F. 2014. Deriving criteria by which to determine core curriculum content: a high engagement process. *African Journal of Health Professions Education*, 6 (Supplement 2): 180-184.

Huang, C.H. and Archer, A. 2014. Fluidity of modes in the translation of manga: the case of Kishimoto's Naruto. *Visual Communication*, 13(4): 471-486.

Hutchings, C.M. 2014. Referencing and identity, voice and agency: adult learners' transformations within literacy practices. *Higher Education Research & Development*, 33(2): 312-324.

Jacobs, M., Mhakure, D., Fray, R.L., Holtman, L. and Julie, C. 2014. Item difficulty analysis of a high-stakes mathematics examination using Rasch analysis. *Pythagoras*, 35(1): 220 (7pp).

Kapp, R., Badenhorst, E.S., Bangeni, A., Craig, T.S., Janse van Rensburg, V.C., Le Roux, K., Prince, R.N., Pym, J.M. and van Pletzen, E. 2014. Successful students' negotiation of township schooling in contemporary South Africa. *Perspectives in Education*, 32(3): 50-61.

Lockett, K.M. and Hunma, A. 2014. Making gazes explicit: facilitating epistemic access in the Humanities. *Higher Education*, 67: 183-198.

Mhakure, D. and Mushaikwa, N. 2014. Science teachers' indigenous knowledge identities. *Mediterranean journal of social sciences*, 5(20): 1554-1563.

Mhakure, D., Jaftha, J. and Rughubar-Reddy, S. 2014. The contribution of course materials to a social justice agenda: lessons from a quantitative Literacy course for undergraduate social science students. *Mediterranean Journal of Social Sciences*. 5(23): 1190.

Morgan, C., Craig, T.S., Schuette, M. and Wagner, D. 2014. Language and communication in mathematics education: an overview of research in the field. *ZDM: The International Journal on Mathematics Education*, 46(6): 843-853.

Osano, O. 2014. The decoupling of scalar-modes from a linearly perturbed dust-filled Bianchi type-I model. *Chinese Physics Letters*, 31(1): 010402 (4pp).

Paxton, M.I.J. and Frith, V. 2014. Implications of academic literacies research for knowledge making and curriculum design. *Higher Education*, 67(2): 171-182.

Prince, R.N. and Archer, A. 2014. Exploring academic voice in multimodal quantitative texts. *Literacy and Numeracy Studies*, 22(1): 39-57.

Rajpaul, V., Allie, M.S. and Blyth, S. 2014. Introductory astronomy course at the University of Cape Town: probing student perspectives. *Physical Review Special Topics-Physics Education Research*, 10: 020126 (20pp).

Rughubar-Reddy, S. Researching values in Mathematical Literacy: Trials and impediments. *Mediterranean Journal of Social Sciences*. 2014. 5(23): 1413.

Smith, L., Case, J.M. and Van Walbeek, C.P. 2014. Assessing the effectiveness of academic development programmes: a statistical analysis of graduation rates across three programmes. *South African Journal of Higher Education*, 28(2): 624-638.

van Pletzen, E., Booyens, M. and Lorenzo, T. 2014. An exploratory analysis of community-based disability workers potential to alleviate poverty and promote social

inclusion of people with disabilities in three Southern African countries. *Disability & Society*, 29(10): 1524-1539.

van Pletzen, E., Zulliger, R., Moshabela, M. and Schneider, H. 2014. The size, characteristics and partnership networks of the health-related non-profit sector in three regions of South Africa: implications of changing primary health care policy for community-based care. *Health Policy and Planning*, 29(6): 742-752.

Weiss, R. and Archer, A. 2014. A social semiotic approach to textbook analysis: the construction of the discourses of Pharmacology. *Perspectives in Education*, 32(3): 118-130.

Peer-reviewed published conference proceedings

Le Roux, K. 2014. Explaining mathematical meaning in "practical terms" and access to advanced mathematics. In P. Liljedahl, C. Nicol, S. Oesterle and D. Allan (eds), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education (PME 38 / PME-NA 36)*, 15-20 July 2014, Vancouver, Canada. Vancouver, Canada: PME. ISBN 9780864913609.

Mhakure, D., Jacobs, M. and Julie, C. 2014. Grade 10 students' facility with rational algebraic fractions in high stakes examination: observations and interpretations. In M. Lebitso and A. Maclean (eds), *Proceedings of the 20th Annual National Congress of the Association for Mathematics Education of South Africa (AMESA 2014)*, 7-11 July 2014, Diamantveld High School, Kimberley, Northern Cape. Johannesburg: Association of Mathematics Education of South Africa (AMESA). ISBN 9780620614757.

Mhakure, D. 2014. Toward an understanding of authentic assessment: a theoretical perspective. *Proceedings of the 22nd Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) 13 – 16 January 2014*, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa. ISBN: 97809869980084.

Paxton, M.I.J. and Frith, V. 2014. Positioning academic literacies at the core of curriculum design. In N. Tisani and A. Hlengwa (eds), *Proceedings of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) 2013 Conference*, 27-29 November 2013, Pretoria, South Africa. Pretoria, South Africa: HELTASA. ISBN 9780620609395.

Rughubar – Reddy, S. 2014. A framework for the analysis of values through a mathematical literacy lens. In P. Liljedahl, C. Nicol, S. Oesterle and D. Allan (eds), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education (PME 38 / PME-NA 36)*, 15-20 July 2014, Vancouver, Canada. Vancouver, Canada: PME. ISBN 9780864913609.

CENTRE FOR EDUCATIONAL TESTING FOR ACCESS AND PLACEMENT (CETAP)

Acting Director: Mr Robert Prince

Centre Profile

The *Centre for Educational Testing for Access and Placement (CETAP)* has been a division of the University of Cape Town's (UCT) Centre for Higher Education Development (CHED) since the beginning of 2014. 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 links with Admission and Academic Development-like structures in Higher Education is critical. The principal objective of assessment has always been: the identification of potential; the placement of students in appropriate forms of curriculum provision; the identification of forms of teaching and learning support that will maximise the possibility of student integration and success; and the historical analyses of academic performance patterns.

CETAP's central role is the identification of the academic potential of school-leavers – particularly those from educationally disadvantaged backgrounds – to cope with the typical core demands of higher education study. It is home to the *National Benchmark Tests Project (NBTP)*.

CETAP's mission is to provide educational testing that contributes to access and success at UCT and 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	2
Professional and Administrative Staff	15
Total	17

Research Fields and Staff

DR RAVAYI MIRANDO

Senior lecturer: research methods and demography of Southern Africa; gender studies; analysing patterns of health and disease.

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.

RESEARCH OUTPUT

Articles in peer-reviewed journals

Kapp, R., Badenhorst, E.S., Bangeni, A., Craig, T.S., Janse van Rensburg, V.C., Le Roux, K., Prince, R.N., Pym, J.M. and van Pletzen, E. 2014. Successful students' negotiation of township schooling in contemporary South Africa. *Perspectives in Education*, 32(3): 50-61.

Prince, R.N. and Archer, A. 2014. Exploring academic voice in multimodal quantitative texts. *Literacy and Numeracy Studies*, 22(1): 39-57.

Contact Details

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Campus, University of Cape Town, Private Bag X3,
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Web: <http://www.cetap.uct.ac.za/>

CENTRE FOR EXTRA-MURAL STUDIES (EMS)

Director: Ms Medeé Rall

Centre Profile

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

Centre Statistics

Permanent and long-term contract staff

Professor	1
Senior Lecturers	2
Lecturers	2
Administrative and Clerical Staff	4
Total	9

Research Fields and Staff

Permanent staff

MS MEDEÉ RALL

Head of Department

Senior Lecturer. Adult education provision, multimodality, museum studies.

PROFESSOR INGRID FISKE

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

DR FINUALA DOWLING

Senior Lecturer. Creative writing teaching; poetry, fiction.

DR ZULEIGA ADAMS

Lecturer. Race, madness and history; memory, history and trauma; archival studies.

Contract staff

DR CLAIRE KELLY

Lecturer. Social justice activism and identity, race and identity, racial transformation, critical diversity,

critical intercultural communication, transformative pedagogies, organisational transformation especially higher education

Contact details

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Fax: +27 21 650 2893
E-mail: ems@uct.ac.za
Web: <http://www.summerschool.uct.ac.za>

RESEARCH OUTPUT

Articles in peer-reviewed journals

Adams, Z. 2014. Demitrios Tsafendas and the subversion of apartheid's paper regime. *Kronos: Southern African Histories*. 40: 198-224.

Poems in anthologies

Fiske, I.J. 2014. Poems. In C. Barnett and T. Yanique (eds), *Another English: Anglophone Poems from around the World*, pp. 114-118. USA: The Poetry Foundation.

Fiske, I.J. 2014. Histoplasmosis: a guide's instructions at the cave. In D. Hirson (ed), *In the Heat of the Shadows: South African Poetry 1996-2013*, pp 143. Grahamstown, South Africa: Deep South.

Fiske, I.J. 2014. Married late. In D. Hirson (ed), *In the Heat of the Shadows: South African Poetry 1996-2013*, pp.139. Grahamstown, South Africa: Deep South.

Fiske, I.J. 2014. Meeting after much time has passed. In D. Hirson (ed), *In the Heat of the Shadows: South African Poetry 1996-2013*, pp.142. Grahamstown, South Africa: Deep South.

Fiske, I.J. 2014. Merchants in Venice, pp. 36-37. Cape Town: African Sun Press.

Fiske, I.J. 2014. My muse is a man. In D. Hirson (ed), *In the Heat of the Shadows: South African Poetry 1996-2013*, pp. 141. Grahamstown, South Africa: Deep South.

Dowling, F.R. 2014. How I knew it wasn't me. In D. Hirson (ed), *In the Heat of the Shadows: South African Poetry 1996-2013*, pp. 211. Grahamstown, South Africa: Deep South.

Dowling, F.R. 2014. Brief fling in the dementia ward. In D. Hirson (ed), *In the Heat of the Shadows: South African Poetry 1996-2013*, pp. 210. Grahamstown, South Africa: Deep South.

Dowling, F.R. 2014. Widowhood in the dementia ward. In D. Hirson (ed), *In the Heat of the Shadows: South*

African Poetry 1996-2013, pp.209. Grahamstown, South Africa: Deep South.

Dowling, F.R. 2014. Summarising life. In D. Hirson (ed), *The Heat of the Shadows: South African Poetry 1996-2013*, pp. 212. Grahamstown, South Africa: Deep South.

Dowling, F.R. 2014. To the doctor who treated the raped baby and who felt such despair. In D. Hirson (ed), *In the Heat of the Shadows: South African Poetry 1996-2013*, pp. 213-214. Grahamstown, South Africa: Deep South.

Dowling, F.R. 2014. The idea of you. In P. Schonstein (ed), *Heart of Africa!*, pp. 150. Cape Town: African Sun Press.

Poems in journals

Dowling, F.R. 2014. Cupboards. *Scrutiny2: Issues in English Studies in Southern Africa*, 19(1): 152-152.

Dowling, F.R. 2014. Authority. *Scrutiny2: Issues in English Studies in Southern Africa*, 19(1): 153-153.

Dowling, F.R. 2014. Mise-En-Abyme. *Scrutiny2: Issues in English Studies in Southern Africa*, 19(1): 154-154.

Dowling, F.R. 2014. Talk, share and listen. *Carapace*, 100: 64.

Dowling, F.R. 2014. Freelance writer's lament. *Carapace*, 100: 82.

Dowling, F.R. 2014. Lastness. *Carapace*, 100: 99.

Dowling, F.R. 2014. Muizenberg Catwalk. 14 September 2009, 07:35', *Carapace*, 100: 114.

Dowling, F.R. 2014. Butter. *Carapace*, 100: 139.

CENTRE FOR INNOVATION IN LEARNING AND TEACHING (CILT)

**Director: Associate Professor
Laura Czerniewicz**

Centre Profile

Formed from a merger of the Centre for Educational Technology (CET) and the Higher & Adult Education Development & Studies Unit (HAESDU), 2014 was the first year of CILT's existence.

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 professional interests of individuals and the focus of funded 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. 2014 was the first year of a large international project across the global south, Research on Open Educational Resources for Development (ROER4D), spanning sub-Saharan Africa, Latin America and Southeast Asia. There are two NRF-rated researchers in CILT: Associate Professors Laura Czerniewicz and Jeff Jawitz.

Departmental Statistics

Permanent and long-term contract staff

Associate Professors	3
Senior Lecturers	6
Lecturers	5
Research Officers	2
Support, administrative and technical staff	25
Total	41

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.

MS 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.

MS GENEVIEVE CHANG

Educational technologist: testing and monitoring of new technology applied to e-learning at UCT.

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 as part of the ROER4D project and her PhD dissertation.

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

Intern: use of technology to support educational goals such as student motivation, increased engagement and interactivity.

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.

MR DAVID HORWITZ

Online Learning Environments developer: design of interactive environments and the effective use of databases to support interactive computer-mediated approaches for teaching and learning.

MS SETA JACKSON

Learning Technologies Consultant: promotion of and support for the use of educational technologies among staff.

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

Digital Learning Materials Designer: 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.

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 Developer: 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.

DR KEVIN WILLIAMS

Senior Lecturer: social agency and student learning; Heideggerian insights on being in relation to research ethics.

Honorary Research Associate

DR EVE GRAY

Conducts donor-funded research projects on policy and strategy for ICT and scholarly communications in Africa, with a specific focus on open access and new publishing models.

Contact Details

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RESEARCH OUTPUT

Chapters in books

Brown, C. and Czerniewicz, L. 2014. Students' mindmaps of the role of technology in academic and social networks. In A. Archer and D. Newfield (eds), *Multimodal Approaches to Research and Pedagogy*, pp. 91-107. United States of America: Routledge (Taylor & Francis Group). ISBN 9780415716734.

Articles in peer-reviewed journals

Bonaccorso, E., Bozhankova, R., Cadena, C.D., Čapská, V., Czerniewicz, L., Emmett, A., Oludayo, F.F., Glukhova, N., Greenberg, M.L., Hladnik, M., Grillet, M.E., Indrawan, M., Kapović, M., Kleiner, Y., Łaziński, M., Loyola, R.D., Menon, S., Morales, L.G., Ocampo, C., Pérez-Emán, J., Townsend Peterson, A., Poposki, D., Rasheed, A.A., Rodríguez-Clark, K.M., Rodríguez, J.P., Rosenblum, B., Sánchez-Cordero, V., Smolík, F., Snoj, M., Szilágyi, I., Torres, O. and Tykarski, P. 2014. Bottlenecks in the open-access system: voices from around the globe. *Journal of Librarianship and Scholarly Communication*, 2(2): eP1126.

Cliff, A. 2014. Entry-level students' reading abilities and what these abilities might mean for academic readiness. *Language Matters*, 45(3): 313-324.

Czerniewicz, L. and Brown, C. 2014. The habitus and technological practices of rural students: a case study. *South African Journal of Education*, 34(1): 789 (14pp).

Czerniewicz, L. and Goodier, S. 2014. Open access in South Africa: a case study and reflections. *South African Journal of Science*, 110(9/10): 2014-0111 (9pp).

Czerniewicz, L., Deacon, A., Small, J.C. and Walji, S. 2014. Developing world MOOCs: a curriculum view of the MOOC landscape. *Journal of Global Literacies, Technologies and Emerging Pedagogies*, 2(3): 122-139.

McMillan, J.M.E. and Stanton, T.K. 2014. "Learning Service" in international contexts: partnership-based service-learning and research in Cape Town. *Community Service Learning*, 21(1): 64-78.

Peer-reviewed published conference proceedings

Brown, C. and Pallitt, N. 2014. Laptops and learning spaces: online, offline and in between. In S. Bayne, C. Jones, M. de Laat, T. Ryberg and C. Sinclair (eds), *Proceedings of the Ninth International Conference on Networked Learning 2014, 7-9 April 2014, Edinburgh, Scotland*. Lancaster: Lancaster University. ISBN 9781862203044.

Czerniewicz, L. and Kell, C. 2014. A framework for analysing research types and practices. In S. Bayne, C. Jones, M. de Laat, T. Ryberg and C. Sinclair (eds), *Proceedings of the Ninth International Conference on Networked Learning 2014, 7-9 April 2014, Edinburgh, Scotland*. Lancaster: Lancaster University. ISBN 9781862203044.

de Waard, I., Gallagher, M.S., Zelezny-Green, R., Czerniewicz, L., Downes, S., Kukulka-Hulme, A. and Willems, J. 2014. Challenges for conceptualising EU MOOC for vulnerable learner groups. In U. Cress & C. Delgado Kloos (eds), *Proceedings of the European MOOCs Stakeholders Summit 2014, 10-12 February 2014, Lausanne, Switzerland*. Europe: E-Learning Papers. ISBN 9788482946894.

DEAN'S OFFICE

Dean: Associate Professor Suellen Shay

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 Professors	2
Senior Lecturers	1
Professional and Administrative Staff	11
Total	14

Research Fields and Staff

ASSOCIATE PROFESSOR SUELLEN SHAY

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

ASSOCIATE PROFESSOR MBULUNGENI MADIBA

Language policy and planning; sociolinguistics; terminology and terminography; corpus linguistics, human language technology, concept literacy, language acquisition, politics of language; phonology.

MS NOLUBABALO TYAM

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.

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RESEARCH OUTPUT

Chapters in books

Madiba, M.R. 2014. Promoting concept literacy through multilingual glossaries: a translanguaging approach. In L. Hibbert and C. van der Walt (eds), *Multilingual Universities in South Africa: Reflecting Society in Higher Education*, pp. 68-87. United Kingdom: Multilingual Matters, United Kingdom. ISBN 9781783091645.

Shay, S.B. 2014. Curriculum in higher education: beyond false choices. In P. Gibbs, R. Barnett (eds), *Thinking about Higher Education*, pp. 139-155. Switzerland: Springer International Publishing Switzerland. ISBN 9783319032535.