

# QUALITY TEACHING IN HIGHER EDUCATION

## Short Courses in 2015

### SHORT COURSES FOR FULL- AND PART-TIME LECTURERS IN THE WESTERN CAPE REGION

Internationally and in South Africa, emphasis is increasingly being placed on the professional development of lecturers with regards to teaching, curriculum design and assessment. The changing profile of our student populations, changes in the modern communications technologies, the increasing pressure on academics as well as the greater spotlight on student success and relevance, provide impetus for the trend towards support for the professional development of lecturers. The Cape Higher Education Consortium (CHEC) is offering 5 short courses for lecturers in the Western Cape during 2015.

The courses provide a unique opportunity for academics from the higher education institutions in the Western Cape to come together in a relaxed and supportive atmosphere to learn, discuss and benefit from the valuable experiences of peers and expert facilitators from the four institutions in our region. All participants will receive a certificate from CHEC on successful completion of each course. However, at this stage, the courses are not formally accredited.

The cost varies per short course (this will be paid centrally by your university, but please note that the fee will be charged to your department's budget if you are absent or if you cancel within a week of the course starting).

Academic staff may enroll for just one, or any number of the courses.

#### TO REGISTER:

There is a very brief application form to complete if you are interested in participating in any of the courses on offer. Forms are available on the CHEC website [www.chec.ac.za](http://www.chec.ac.za) or email Arabel Norrish at [aaqnorrish@cybersmart.co.za](mailto:aaqnorrish@cybersmart.co.za) to request a form. The form must be signed by your HOD and thereafter:

- CPUT staff send the form to Shahieda at [hendrickss@cput.ac.za](mailto:hendrickss@cput.ac.za)
- UWC staff send the form to Nina at [staffdevelopment@uwc.ac.za](mailto:staffdevelopment@uwc.ac.za)
- SU and UCT staff send the form to Arabel at [aaqnorrish@cybersmart.co.za](mailto:aaqnorrish@cybersmart.co.za) or fax to 021 763 7117

Preference will be given to those who registration before 27 February 2015 for first semester courses, and before end June 2015 for second semester courses, but if there are places available you may register at any time prior to the course. For more information please contact Arabel at 021 686 4828 or 084 335 3316.

## SUMMARY OF COURSES AND DATES

Pg	COURSE	DATES/TIMES
3	1. Developing a Teaching Portfolio	18 Mar: 15h00 - 17h00 25 Mar: 15h00 - 17h00 8 April: 15h00 - 17h00 15 April: 15h00 - 17h00
4	2. Emerging Technologies to improve Teaching and Learning in Higher Education	Face-toface sessions: 29 April: 09h00 - 16h30 06 May: 08h30 - 16h30 03 June: 08h30 - 13h00 Online sessions of at least 120 minutes each (13, 20, 27 May)
6	3. Transforming Tutorial programmes in Higher Education	17 Aug : 09.00-16.30 27 Aug: 09.00-12.30 7 Sept : 09.00-12.30 17 Sept: 09.00-16.30
8	4. Assessment in Higher Education	16 Sept: 15h30 - 17h30 23 Sept: 15h30 - 17h30 30 Sept: 15h30 - 17h30 7 Oct: 15h30 - 17h30
10	5. Writing for Publication in Higher Education in Teaching and Learning	2 afternoons for preparation: 21 Oct: 14h00 - 16h30 28 Oct: 14h00 - 16h30 Followed by: 3 day live-in course at Mont Fleur Workshop: 2 to 4 November

### PLEASE NOTE

Successful completion of a course requires the completion of the assignment to the required standard. Certificates will be awarded as follows:

Merit (75% or above for the assignment)

Credit (50 to 74% for the assignment)

Participation (At least 75% attendance but no assignment, or assignment below 50%)

## SHORT COURSE 1: DEVELOPING A TEACHING PORTFOLIO

This course would be appropriate for candidates who wish to prepare a portfolio of their teaching in order to apply for an institutional or national teaching excellence award, or for purposes of ad hominem promotion in cases where teaching portfolios are required. Teaching Portfolios offer a more public and professional view of teaching as a scholarly activity; they provide an overview of your development as a university teacher, helping you and others to see your teaching as an ongoing process of enquiry, innovation, and reflection. The course will be a reflective one that assists you in thinking about your teaching in context, as well as in selecting and organizing evidence of your teaching. This course would be appropriate for candidates who have successfully completed a CHEC QTHE short course, or other introductory teaching and learning course.

### Course structure and dates

- 18 Mar: 15h00 – 17h00: Thoughts about teaching effectiveness in context
- 25 Mar 15h00 – 17h00: Debates around teaching excellence
- 8 April 15h00 – 17h00: Documents of teaching and learning
- 15 Apr 15h00 – 17h00: Selecting, organizing and presenting an e-portfolio

**Venue:** ICT Centre, CPUT Bellville Campus

**Fee:** R1000

**Convenor:** Prof Chris Winberg (CPUT) Email: winbergc@cput.ac.za

**Co-facilitators/Guest presenters:** Prof Vivienne Bozalek (UWC), Dr Karin Cattell (SUN), A/Prof Wendy McMillan (UWC), Dr Bernie Millar (CPUT), Dr Nicola Pallitt (UCT).

### Assessment

Candidates will be required to present a teaching e-portfolio for assessment.

### Suggested reading

CHE/HELTASA/ Brenda Leibowitz, Jean Farmer and Megan Franklin. 2012. Higher Education Monitor 13: Teaching Excellence Awards in South Africa - A national study. Available at [http://www.che.ac.za/media\\_and\\_publications/higher-education-monitor/higher-education-monitor-13-teaching-excellence](http://www.che.ac.za/media_and_publications/higher-education-monitor/higher-education-monitor-13-teaching-excellence)

Kane, R., Sandretto, S. & Heath, C. 2004. An investigation into excellent tertiary teaching: emphasising reflective practice. *Higher Education*, 47: 283-310.

Lupton, M. 2013. Reclaiming the art of teaching, *Teaching in Higher Education*, 18:2, 156-166.

Dieter J. Schönwetter , Laura Sokal , Marcia Friesen & K. Lynn Taylor (2002): Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements, *International Journal for Academic Development*, 7:1, 83-97.

## SHORT COURSE 2: EMERGING TECHNOLOGIES TO IMPROVE TEACHING AND LEARNING IN HE

This short course, which will be offered in April/June 2015, will give participants an experience of how technology can be used to enhance teaching and learning in higher education. In the course, participants will have the opportunity to analyse their current context in relation to pedagogic problems, students' learning needs and technologies available to both students and educators, in order to design and develop a small-scale technology-enhanced learning intervention. The course's primary focus is on teaching and learning with ubiquitous technologies to enhance student learning. Participants will be exposed to several emerging technologies. As part of experiential learning, each participant will become a competent user of at least one technology tool suitable to the context in which they work, present a prototype of the small-scale technology-enhanced learning intervention to their peers and the facilitators and to reflect on their intervention from both theoretical and practice-based perspectives.

The course will be limited to 25 participants. The minimum requirements for participation would be a basic knowledge of technologies for teaching and learning e.g. use of productivity tools such as word processing, presentation tools, a learning management system, or some interest in Web 2.0 tools.

### Course structure and dates

- Two full-day face-to-face sessions (8 hours): 29 April & 6 May 2015
- One half-day face-to-face session (6 hours): 3 June 2015
- Three online sessions of at least 120 minutes each (13, 20, 27 May 2015)
- Self study (24 hours)

**Venue:** ICT Centre, CPUT Bellville Campus

**Fee:** R2500 per person for all the sessions

**Convenor:** Prof Vivienne Bozalek Email: vbozalek@gmail.com

**Facilitators:** Prof Vivienne Bozalek (UWC), Ms Daniela Gachago (CPUT), Dr Rita Kizito (UWC), Dr Eunice Ivala (CPUT), Ms Lianne Keiller (SU), Dr Nicola Pallitt (UCT), Dr Michael Rowe (UWC), Ms Tabisa Mayisela (UCT), Dr Faiq Waghid (SU)

### Assessment

- Short tasks looking at affordances of technologies, student learning needs etc (Tasks prior to start of course & during course)
- Presentation and submission of teaching and learning case study using technology with explanation of the background, intended outcomes, the challenge, the established practice, the impact and affordances of the emerging technologies, description of intervention, key points for effective practice and conclusions and recommendations.

Due Date: 10 June 2015

## SHORT COURSE 2: EMERGING TECHNOLOGIES ctnd.

### Suggested Reading

Anderson, T & Elloumi, F( Eds) (2004). *Theory and Practice of Online Learning*. Athabasca University (online book). Available: [http://cde.athabascau.ca/online\\_book/](http://cde.athabascau.ca/online_book/)

Bower, M (2008) Affordance Analysis - matching learning tasks with learning technologies, *Education Media International*, 45(1), 3- 15.

Dabbagh, N & Bannan-Ritland, B (2005) *Online learning: Concepts, strategies and application*. Upper Saddle River, New Jersey: Pearson. Companion website: <http://www.prenhall.com/dabbagh/ollresources/>

Mehlenbacher, B 2010. *Instruction and Technology: Designs for everyday learning*. MIT

Sharples, M., McAndrew, P., Weller, M., Ferguson, R., Fitzgerald, E., Hirst, T., Mor, Y., Gaved, M., Whitelock, D. (2012). *Innovating pedagogy 2012: Exploring new forms of teaching, learning and assessment, to guide educators and policy makers*. Open University Innovation Report 1. Milton Keynes:The Open University. Available at <http://www.open.ac.uk/blogs/innovating/>

Siemens, G & Tittenberger, P (2009). *Handbook of Emerging Technologies for Learning*. Available: [http://www.umanitoba.ca/learning\\_technologies/cetl/HETL.pdf](http://www.umanitoba.ca/learning_technologies/cetl/HETL.pdf) (Accessed 26 August 2009)

Veletsianos, G. (ed.) (2010). *Emerging Technologies in Distance Education*, (online book). Edmonton: AU Press. Available: [http://www.aupress.ca/books/120177/ebook/99Z\\_Veletsianos\\_2010-Emerging\\_Technologies\\_in\\_Distance\\_Education.pdf](http://www.aupress.ca/books/120177/ebook/99Z_Veletsianos_2010-Emerging_Technologies_in_Distance_Education.pdf) (accessed 1 November 2011)

Weller, M. (2011). *The Digital Scholar: How Technology is Transforming Scholarly Practice*. Bloomsbury Academic. Available:

[http://www.bloomsburyacademic.com/view/DigitalScholar\\_9781849666275/chapter-ba-9781849666275-chapter-013.xml](http://www.bloomsburyacademic.com/view/DigitalScholar_9781849666275/chapter-ba-9781849666275-chapter-013.xml) (accessed 1 November 2011)

## SHORT COURSE 3: TRANSFORMING TUTORIAL PROGRAMMES IN HIGHER EDUCATION

Tutorials enable interactive spaces for reflective and formative learning, which enhance students' engagement with knowledge. Tutorials are an integral part of an overall teaching and learning plan, shifting students towards more independent learning and collaborative thinking. This short course is intended for academic lecturers and tutor coordinators or trainers who would like to explore how tutorials could be framed, designed and implemented in courses or modules. This participatory course draws on participants' current practices and enables them to review these through critically exploring theoretical and practical approaches to optimise the tutoring programmes in their courses.

The course will be limited to 25 participants.

### Course structure and dates

Monday 17 August 2015:	09.00-16.00 (full day)
Thursday 27 August 2015:	09.00-12.30 (half day)
Monday 7 Sept 2015:	09.00-12.30 (half day)
Thursday: 17 Sept 2015	09.00-16.00 (full day)

**Venue:** ICT Centre, CPUT Bellville Campus

**Fee:** R2000

**Convenor:** Dr Sherran Clarence (Rhodes University)

**Facilitators:** Dr Sherran Clarence (Rhodes), Ms Jean-Lee Farmer (SU), Dr Simon Winberg (UCT), Ms Karin Wolff (UNISA), Mrs Carol Pearce (CPUT).

### Assessment

There will be one final portfolio assessment at the end of the course, but there will be smaller tasks in the face-to-face sessions and online that will assist participants in preparing the final assignment.

During the course participants will focus on:

- Designing a tutorial programme and mapping both the knowledge and the processes of learning across the programme;
- Designing tutorial tasks and activities as part of their own overall tutorial programme, drawing in relevant theoretical and practical approaches encountered in the course;
- Demonstrating how the designed activities or tasks can be implemented within their own tutorial programme that has been mapped out;
- Creating a workable plan for the management, coordination and evaluation of a successful tutorial programme.

## SHORT COURSE 3: TRANSFORMING TUTORIAL PROGRAMMES *ctnd.*

### Required reading

Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies in Higher Education*, 34 (4), 429-440.

Clarence, S. (2013). *Learning in Higher Education: An Introduction*. Adapted from Boughey, C. 2013. *RU Learning? A student's guide to learning in higher education*. Rhodes University.

Dall'Alba, G and Barnacle, R. (2007). An ontological turn for higher education. *Studies in Higher Education*, 32(6), 679-691.

Sadovnik, A. (2001). Basil Bernstein (1924-2000). *Prospects: the quarterly review of comparative education*, XXXI (4), 687-703.

Underhill, J. and McDonald, J. (2010). Collaborative Tutor Development: Enabling a Transformative Paradigm in a South African University. *Mentoring & Tutoring: Partnership in Learning*, Vol. 18 (2), 91-106.

## SHORT COURSE 4: ASSESSMENT IN HIGHER EDUCATION

This short course is intended for new university lecturers, as well as experienced lecturers seeking to professionalise their assessment practices. It provides an introduction to the design and implementation of an assessment system in higher education. The module consists of four workshops which are intended to develop both practical skills and to promote theory-based reflection on assessment practice. The assessment of this module is through a reflective essay in which staff apply assessment principles to interrogate and improve on an assessment task. In addition to the four workshops, participants are encouraged to meet regularly with the university co-ordinator to discuss issues related to their assessment practice as well as for assistance and feedback on the development of their assessment portfolio.

### Course structure and dates:

All sessions are run in the fourth term on Wednesdays from 15h30 to 17h30.

#### **Session 1:** 16 September 2015 Planning for an effective assessment design

The session raises important questions about the purpose of assessment in higher education. The session also covers some of the main principles of assessment, such as validity, reliability and fairness, in order that staff may critically evaluate their own practices.

**Facilitator:** A/Prof Alan Cliff (UCT)

#### **Session 2:** 23 September 2015 Assessment for learning

This session will revolve around questions such as: What is the impact of assessment on learning? Can we harness assessment to improve learning? The session will include coverage of the importance of formative assessment and feedback.

**Facilitator:** Dr Cecilia Jacobs (SU)

#### **Session 3:** 30 September 2015 Curriculum alignment for effective assessment

Curriculum alignment follows the 'theory' of constructive alignment first developed by John Biggs. In this theory assessments are always aligned to what and how we teach and the outcomes/objectives of the course. In addition students need to work towards outcomes in a constructivist mode, i.e. through active engagement and knowledge building with authentic assessments; hence the session also covers what is meant by authentic assessment. We will screen a 20 minute film on constructive alignment and 2 x 5 minute films on authentic assessment.

**Facilitator:** A/Prof James Garraway (CPUT)

#### **Session 4:** 7 October 2015 Reliable assessment: the design of marking criteria

This workshop will give participants the opportunity to reflect on the extent to which rubrics can be used to enhance reliability in assessment. It will be largely experiential and will depend upon participants having completed a preparatory task (homework) prior to the workshop.

**Facilitator:** Prof Vivienne Bozalek (UWC)

**Venue:** CPUT, Bellville Campus

**Fee:** R1000

**Course Convenor:** A/Prof James Garraway (CPUT); Email [GarrawayJ@cput.ac.za](mailto:GarrawayJ@cput.ac.za)

## SHORT COURSE 4: ASSESSMENT IN HIGHER EDUCATION ctned.

### Assessment

Assignment – Word length: 3000 words

Due Date: 4 November 2015

To be submitted online

### Description of Assignment

Choose an assessment task that you are involved with. Show and discuss how you have strengthened the task using tools that you have encountered in the course. You are encouraged to structure your assessment task as follows:

Part A: Describe the assessment task and how it fits with the broader module/ course in which it is located. What is the purpose of this assessment task? Describe what counts as evidence of learning in relation to the task.

Part B: Using the learning gained on the course, develop a critique of your original task; construct a revised assessment task addressing the issues that you have identified in B and explain how you think these changes would improve the assessment task.

Part C: design a criterion referenced grid for your improved assessment task for your students.

Part D: Reflect on giving and receiving feedback during the course.

You have the opportunity to submit a one page overview of your planned assignment by 14 October 2015 and you will be given feedback on this by 24 October 2015 by your group tutor.

### Recommended reading

Biggs, J. (1996). Assessing learning quality. *Assessment and Evaluation in Higher Education*, 21 (1): 5–15.

Gibbs, G. (1999). Using assessment to change the way students learn. In Brown, S. and Glasner, A. (Eds). *Assessment Matters in Higher Education*. Cambridge: SRHE.

Luckett, K and Sutherland., L. (2000). Assessment practices that improve teaching and learning. In Makoni, S. (Ed) *Improving Teaching and Learning in HE*. Johannesburg: Wits University press/HERDSA.

Meyers, N., and Nulty, D. (2009). How to use (five) curriculum design principles to align authentic learning environments, assessment, students' approaches to thinking and learning outcomes. *Assessment & Evaluation in Higher Education* Vol. 34 (5) 565–577

Stevens, D and Levi, A. (2005). *Introduction to Rubrics*. Sterling: Stylus.

Lombardi, M and Oblinger, D. (2007). Authentic learning for the 21st century. *Educause Learning Initiative: Advancing Learning Through IT Innovation Paper 1*.

## SHORT COURSE 5: WRITING FOR PUBLICATION IN HE IN TEACHING AND LEARNING

This is a course which is offered for participants who attended the CHEC 2013 and 2014 Research on Teaching and Learning: Preparing your Proposal short course. This course will provide those participants who have conducted their research projects and wish to write up their findings with an opportunity to focus on writing for publication in educational research. The course will focus on the importance of choosing an educational journal, the writing of an abstract, an introduction, the literature review, findings and conclusions. It will also provide some useful information about the reviewing process - what to expect and how others have responded to receiving reviews from journals.

Participants will have the opportunity to give and receive feedback and facilitators from the four HEIs - CPUT, SU, UCT and UWC will also be there to give feedback and assist where needed.

Maximum number of course participants: 16

### Course structure and dates:

2 afternoons on 21 & 28 October 2015 from 14h00–16h30 to prepare  
Plus 3 days live in workshop 2 to 4 November 2015

**Venue:** Mont Fleur, Stellenbosch.

**Fee:** R7 000 all inclusive (R2 500 fee for the course, plus accommodation & meals R4 500)

**Convener:** Prof Viv Bozalek (UWC) Email: vbozalek@gmail.com

**Facilitators:** Arona Dison (UWC), James Garraway (CPUT), Moragh Paxton (UCT), Tammy Shefer (UWC), Lucia Thesen (UCT), Susan van Schalkwyk (SU), Chris Winberg (CPUT)

**Assessment:** There is no assessment for this course, participants will prepare a manuscript for publication.

### Reading

Thomson, P. and Kamler, K. (2013) *Writing for Peer-Reviewed Journal: Strategies for Getting Published*. London & New York: Routledge

Pat Thomson's blog Patter <http://patthomson.wordpress.com/>