



Central University of  
Technology, Free State



# ANNUAL REPORT

THE YEAR OF SERVANT LEADERSHIP

# 2018

**CENTRE FOR  
INNOVATION IN  
LEARNING AND TEACHING  
[CILT]**



**Thinking Beyond**



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## ACRONYMS

AdvDIP	Advanced Diploma
ATAP	All things are possible
CPUT	Cape Peninsula University of Technology
CUT	Central University of Technology
DUT	Durban University of Technology
HC	Higher Certificate
DPhil	Doctor in Philosophy
FPD	Foundation for Professional Development
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
MManSC	Master's in Management Science
MPhil	Master's in Philosophy
MUT	Mangosuthu University of Technology
NUL	National University of Lesotho
NWU	North West University
PGDip	Postgraduate Diploma
SAMTI	SEDA Agricultural and Mining Tooling Incubator
SIG	Special Interest Group
SLP	Short Learning Programme
SMU	Sefako Makgatho University
SOARS	Stars of Academia, Research and Support
SoTL	Scholarship of Teaching and Learning
UFH	University of Fort Hare
UFS	University of the Free State
UZ	University of Zululand

## STATEMENT BY THE SENIOR DIRECTOR: CILT

### **Prof. MLE Monnapula-Mapesela**

The year 2018 was very exciting and busy year with many positive accomplishments shared in this report. During this year of servant leadership, the Centre for Innovation in Learning and Teaching (CILT) had a mandate to improve the quality of teaching and learning through innovative, research- and evidence-based academic development programmes. Aligned with this mandate was our motto that sought to ensure that by 2020, CILT would be an engaged Centre known in CUT, regionally, nationally and internationally for innovative practices in teaching and learning for student success. This ambitious mandate was to be achieved by CILT units through the following strategic goals:



- Improving the success and throughput rate by enhancing academic employees' capabilities in teaching and learning through employee and professional development activities and courses.
- Ensuring development of new innovative academic programmes and transformation of existing programmes that are responsive to various contexts as well as students' needs.
- Enhancing the student learning experience through development and provision of programmes aimed at creating enabling environments.
- Creating a technology-rich environment and empowering lecturers and students to effectively utilise educational technologies for enhancement of teaching and learning.
- Improving the quality of teaching and learning through scholarship of teaching and learning.
- Coordinating and managing the external grants and related projects for academic development and support.

As the Senior Director, I would like to take this opportunity to thank all the deputy directors, managers and staff who made efforts to ensure that these goals are implemented on a daily basis. Through our collaboration with the faculties, eighteen (18) B-Techs were replaced while twenty

(20) advanced and postgraduate diplomas were developed, thanks to the Curriculum and Academic Staff Development Unit. Our annual formal mentorship programme gained momentum in 2018, with most newly appointed academics, both full-time and part-time attending all the quarterly sessions. Three CILT staff members graduated in Postgraduate Diploma in Higher Education (PGDip-HE) for Academic developers from Rhodes University. In addition, three academics from faculties (2 from Health and Environmental Sciences and 1 from Engineering and Information Technology), also graduated in PGDip-HE from Rhodes University, thanks to the generosity of the Department of Higher Education and Training University Capacity Development Grant (UCDG). The two qualifications have strategically equipped our staff members to fulfil their roles with more confidence, and to develop increased agency in matters related to teaching and learning. Sixteen (16) academics went to different companies for industry exposure.

In March 2018, Ms Getrude Bohloko was re-instated in the position of Deputy Director for Student Academic Development and Support, which had been vacant since 2014. Through this unit, CILT continued to create an enabling environment for students through various academic support programmes such as student peer mentorship, supplemental instruction, academic advising, the Writing Centre, and the graduate attributes project which ensures that our graduates have employability skills required by the world of work. 135 students were trained on business proposal writing as part of the graduate attributes project. Four business proposals were eventually funded. The peer mentorship programme was implemented in collaboration with PIM to maximise impact. Our project of development of lexicons also progressed well, wherein Biomedical Technology lexicons were translated.

The goal of “creating a technology-rich environment and empowering lecturers” was advanced through e-Thuto 101 and 102 short courses. In addition, online survey software was utilised by a number of staff for their own research and for e-learning purposes.

Scholarship of Teaching and Learning (SoTL), has grown to become our flagship programme offering academics and academic developers an opportunity to reflect on their practice (s), and to share these with their peers at various levels. In 2018 there were 65 members, comprising 10 mentors and 55 mentees. 32 members presented 42 papers at

conferences internationally. A total of 50 outputs (42 conference proceedings and 8 journal articles) were achieved). Six (6) of these were published by CILT staff. The recognition of CUT SoTL by peers has led to several spinoffs, one being approached by the University of Johannesburg to co-host SoTL and SoTL in the South conferences in 2019. Our 2018 annual SoTL conference also created collaboration opportunities with the University of the Sunshine Coast, in Australia where I was invited to participate as a panellist in an online conference on “MAKING shiFt HAPPEN: Women creating personal and professional alchemy in the academy”, through Zoom.

Most of CILT’s teaching and student development projects and programmes were funded through the new University Capacity Development Grant (UCDG), and 2018 was the first year of the three-year cycle (2018-2020), and for the first time in the history of the teaching development grant, we managed to spend 95% of the allocated budget. I hope this report will provide some insights into the role and achievements of CILT. Once again, my gratitude goes to all my team that worked tirelessly to ensure that CILT’s mandate is implemented successfully.

**Prof ‘Mabokang Monnapula-Mapesela**  
**Senior Director: CILT**

## CURRICULUM AND STAFF DEVELOPMENT

The Unit for Curriculum and Staff Development is responsible for two main goals namely:

- the improvement of the throughput rate by enhancing academic staff's capabilities in teaching and learning through staff and professional development activities and courses, as well as
- ensuring the development of new innovative programmes and transformation of existing programmes aligned with national and institutional policy as well as employers'/industry needs.

The unit implements the first goal related to throughput rate and staff's capability by engaging the unit in various staff development activities such as the formal mentorship for newly appointed academics, and the implementation of the annual staff development programme, as well as enrolling staff in the PGDip-Higher Education at Rhodes University. In 2018, five (5) staff members (3 from CILT and 2 from the Faculty of Health and Environmental Sciences) graduated from Rhodes University. In the picture below (is Ms A Edem (first on left), Prof. MLE Monnapula-Mapesela (second), Ms B Hass (fifth) and Dr N Malebo (sixth)). The two colleagues in the middle are from other universities.





Furthermore, thirty-seven staff development sessions, including an induction and four formal mentorship programme sessions for newly appointed academic staff members and experienced academics, were conducted in 2018. These sessions covered a variety of topics relating to teaching, learning, assessment, curriculum development, work-integrated learning and scholarship of teaching and learning, just to name a few. The consistent attendance by lecturers and their reflections demonstrated that they value the sessions.

The second goal was achieved by coordinating and supporting the development of the following new programmes which were approved:

- AdvDip: Language Practice
- AdvDip: Media Studies
- PGDIP Language Practice
- PGDIP Media Studies
- Master of Construction
- Doctor of Philosophy in Built Environment
- HC Retail Management
- AdvDip in Monitoring and Evaluation
- MManSc in Entrepreneurship Management
- MPhil Management Sciences
- DPhil Management Sciences
- SLP for NGOs

## HELTASA Professional Development Special Interest Group Symposium

CILT hosted the national Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Special Interest Group (SIG) Professional Development Symposium on 14-15 August 2018. The following thirteen universities participated: CUT, Rhodes, NMU, UFS, NUL, NWU, MUT, Wits, UZ, SMU, CPUT, DUT, UFH and FPD. 41 participants attended the symposium.

Above: Prof. Jo-Anne Vorster facilitating one of the SIG sessions



### Enhancing positive staff morale



In October 2018 a stress management training was conducted by ATAP Company, and three of CILT's staff members attended the training. Participants were taught how to prioritise their activities in life and at work in order to minimise stress. Some important strategies of dealing with stress were shared, and these include adapting to the situation or environment, adjusting or altering the situation, and in all these individuals have a choice how to deal with stress. In the picture below are three CILT staff members namely Mr Mojalefa Buti (second from left), Ms Claudia Dire' (third from left) and Mr Mpho Mokoena (at the back).

## STUDENT ACADEMIC DEVELOPMENT AND SUPPORT

The purpose of this unit is to enhance the student learning experience through development and provision of programmes and services aimed at creating enabling environments. The unit comprises a student peer mentorship programme, supplemental instruction, a writing centre, residence mentorship and graduate attributes. The achievements for 2018 under these sections are briefly discussed below.

### Student Peer Mentorship programme

50 student peer mentors have been appointed for all faculties, including the Welkom campus, and they assisted first-year students during registrations and orientation. Mentorship sessions have been offered from February 2018 through PIM, and will in future include online mode as PIM is also offered online.

The table below indicates students' enrolment in the mentorship programmes:

PEER MENTORSHIP PROGRAMME STATS 2018		
FACULTY	NO. OF E-PORTFOLIOS	NO. OF E-PORTFOLIOS FOR MENTEES
Health and Environmental Sciences	10 14 volunteer mentors	197
Management Sciences	10	384
Humanities	10	266

Engineering and Information Technology	10	200
Welkom	10	493

## Supplemental Instruction

Supplemental Instruction has been offered in a total of 124 modules/ subjects with the help of 191 SI leaders for both the Bloemfontein and Welkom campuses. These SI leaders are trained before they can provide support to students, as seen in the picture below with the Senior Director (centre) and Mr Bosch (right).



More than 30 000 attendances of SI by students have been recorded. However, a challenge of non-attendance by some students for whom SI should be compulsory, those who obtain 50% or less in their modules, is still experienced. This challenge has been discussed with all relevant stakeholders in order to determine reasons for non-attendance, and to create mechanisms to encourage them to utilise this support programme.

## Writing Centre

The Writing Centre is responsible for promoting academic writing among undergraduate students, and for the promotion of indigenous languages through the lexicon project. 1 242 concepts were identified and translated in Biomedical Technology, 409 terms for the Bed: Technology Specialisation, and 130 terms for Accounting are still to be translated/coined. A total of 1 541 students were supported with regard to academic writing skills.

## Graduate Attributes Project

Since the implementation of the graduate attributes project, CILT has had great achievements through students who have been supported to start businesses. The following are some of the achievements and milestones for 2018:

- A group of students who established a business called Beta Green Waste Management: Sustainable Solutions for waste management has been linked with the Small business, Agricultural and Mining Tooling Incubator (SAMTI) for possible incubation. They further engaged with faculties regarding waste management on campus and they continuously received business support from the section.
- On 11 May 2018 a presentation was made to the Agricultural Students Organisation (AGRISO) students on Agripreneurship about bringing inventions to life as part of promoting graduate attributes.
- A workshop, "How to Change the World", was held in collaboration with Tshwane University of Technology (TUT) and University College London (UCL), United Kingdom (UK). The workshop involved approximately 100 students from five departments of the Faculty of Engineering and Information Technology.
- Three Business Proposal Writing workshops were held for students in residences, all faculties and the Welkom campus. A total of 135 students attended, and a call for proposals was issued to encourage students to pitch their ideas. In response to this call, Seven (7) student business proposals were presented for adjudication on 14 September 2018, four of the proposals namely "EL Wire", "We are about you", "MBK farming" and "Episternac" were recommended for funding as part of the promotion of graduate attributes.

## Graduate attributes roadshow



Above: a team of judges for the student entrepreneurs who pitched their proposals. From left to right: Ms M Mfanta, Ms N Mphumela, Prof. M Monnapula-Mapesela, Dr R Sebolao, Dr I Conradie and Mr B Molokwane.

On 20 July 2018, the Centre for Innovation in Learning and Teaching (CILT) held a roadshow to raise awareness on CUT graduate attributes, focusing on the sustainable development attribute with a goal of transforming students' values, attitudes and skills.

The roadshow was further aimed at encouraging students to be effective change agents, as well as drivers of sustainability and innovation.

Sustainable development as one of the graduate attributes means that one has to be environmentally sensitive and recognise their role as socially responsible citizens who care for the common good of others, the country and the environment. The theme for the roadshow was "Keeping CUT clean is my obligation".

Prof. Samson Mashele, Dean of the Faculty of Health and Environmental Sciences, said that instilling graduate attributes ensures that the CUT community impacts on communities they live in. "Charity begins at home. It all starts here with us to make sure that our surroundings are taken care of."

Prof. Mabokang Monnapula-Mapesela, the Senior Director: Centre for Innovation in Learning and Teaching (CILT) said that a university is a place where knowledge is produced, and research is conducted to ensure that there are innovations which will contribute positively to communities and societies. She further advised students to take the attributes seriously, as they will set them apart from the rest of their peers.

## E-LEARNING AND EDUCATIONAL TECHNOLOGY

The Unit for E-Learning and Educational Technology creates a technology-rich environment and empowers lecturers and students to effectively utilise educational technology for enhancement of teaching and learning. Local online training of lecturers has been conducted on the facilitation of blended online teaching and learning at CUT, with 26 and 10 lecturers completing eThuto101 and 102 respectively.

A video recording studio, where lecturers can make video clips for their eThuto courses, is now fully functional, and 42 videos were developed (see below).

	Academic Videos	Training Videos	Class Videos	SoTL Videos	Documentary	Total
<b>FEIT</b>	1		7			9
<b>HUMANITIES</b>	2	1				3
<b>MS</b>	3		2			5
<b>HES</b>	6		1			7
<b>CILT</b>		3		15		18
<b>TOTAL</b>						<b>42</b>

In terms of the use of technology, 22 lecturers used clicker technology to improve teaching and learning, 1 283 support calls were assisted through the e-learning help desk, 283 video-conferences were facilitated, 1 295 support calls were attended to by audio-visual support; 73 repairs were done, and 59 installations or upgrade installations were completed; and equipment in 170 venues were serviced. A limited license for Turnitin (Similarity test software) was obtained to service all staff and postgraduate students, and a limited license for QuestionPro was extended to assist with online questionnaires.



## SPECIAL PROJECTS IN TEACHING AND LEARNING

The Unit for Special Projects in Teaching and Learning is responsible for the coordination of external grants and related projects for academic development and students' support. Two main grants are managed by this section, namely the University Capacity Development Grant (UCDG) and new Generation of Academics Project (nGAP). The highlights of these grants are discussed below.

### University Capacity Development Grant (UCDG)

2018 marked the first year of the new programme and grant for teaching and research development, namely the University Capacity Development Programme (UCDP) resourced by the University Capacity Development Grant (UCDG). This is a three-year grant, which will be implemented until 2020. The programme has the following projects funded by the grant: Staff development and capacity building, Students Development and Support, New Generation Researchers' Development and Research Development Support towards improving global citizenship and research capacities.

The first-year implementation was a success because of the following systems that were put in place:

- Awareness on the grant was created through workshops and meetings
- UCDP Guidelines for 2018-2020 were developed in alignment with the UCDG standard operating procedures and the ministerial statement of the UCDG. These were distributed to all staff members who are involved with the UCDG.
- The Advisory committee for the UCDG was established as part of the internal monitoring and evaluation.
- DHET site visit that took place on 16 August 2018 to monitor the UCDG implementation in the first part of the year (see picture to the right).





Training on monitoring and evaluation of the UCDG by the Centre for Research Education, Science and Technology (CREST), was attended by CILT representatives at the University of Pretoria to ensure that universities are compliant with the ministerial statement.



Above: Ms Edith Sempe (Deputy Director: Research Development and Postgraduate Studies), Dr Rosaline Sebolao (Manager: Special Projects, Teaching and Learning) and Prof. 'Mabokang Monnapula-Mapesela (Senior Director: CILT) attended the monitoring and evaluation training conducted by CREST at the University of Pretoria.

## **New Generation of Academics Project (nGAP)**

The purpose of the project is to assist universities to recruit academic staff in line with their staffing and development needs. Since it is transformative in nature, 80% of participants must be Black men and women (of which 55% must be women), and all participants must be below the age of 40 years. The project started in 2016 with phase one, and has been continuing to date at phase four. The lecturers are empowered through workshops related to teaching and learning, as well as research. Funding that is provided enable them to attend development opportunities identified either by DHET, the university or the individual lecturer. Each lecturer is allocated a mentor who is a senior lecturer in a similar field, and they meet regularly to discuss development needs and how they can meet these needs. The mentor guides the lecturer in terms of teaching and research development, and advises on important opportunities, which the lecturer can benefit from.

By the end of 2018, the project had eleven lecturers supported in some departments of the four faculties in the university. The specific departments are Electrical Engineering, Physics, Information Technology, Mechanical Engineering, Built Environment, Biomedical Technology, Clinical Technology, Radiography, Life Sciences, Language/ Social Sciences, Hospitality Management and Art Studio Practice.

Phase four was approved in 2018 for the following junior lecturer posts:

- Environmental Health
- Dental Assisting Life Sciences
- Built Engineering
- Civil Engineering
- Generic-based subjects

However, only two positions were filled with two lecturers who were appointed with effect from 03 September and 1 November 2018 in the Built Engineering and Chemistry departments respectively. Other posts are yet to be filled. DHET annually organises introductory workshops for new people in the programme. Dr Sebolao, Dr Malebo (Mentor) and Ms Moletsane, the nGAP Lecturer for phase 3, attended one such a workshop offered in Gauteng on 31 May 2018. This workshop assists participants with the understanding of the requirements and the processes to be followed in the project.

In general, this project has been helpful in terms of resourcing faculties with qualified staff and further empowering them with teaching and research skills.

Below are reflections from some of the lecturers in the nGAP:

**Ms H Mfengwana**  
**(Faculty of Health and Environmental Sciences)**

"I'm an nGAP lecturer and since my appointment, I have been involved in a number of workshops focusing on the enhancement of teaching and learning. From different topics discussed both from the CLIT and SoTL in our Health and Environmental Sciences Faculty, I have learnt the importance of not teaching for the sake of completing the syllabus, but to offer quality to students. I therefore strive for the best when I teach, and evaluations make me aware of whether my teaching and learning skills are effective, or not. I encourage my students



to come prepared for a lecture, and insist on understanding and application of knowledge before moving to the next unit. My students are very diverse and come from diverse backgrounds too. Thus, I know that there's no one method of teaching that fits all. Thus, I try to use different teaching tools so as to reach students with different learning abilities. From CUT T&L enhancement programmes, I have learnt some new teaching activities from my peers that stimulate learning such as creating quizzes and giving students some questions from the intended learning outcomes to answer as we progress with the learning activity. I have learnt another method of engaging students and eliciting their learning from our faculty SoTL meetings, and that is learning via role play. I adapted this, and students understood the concept better as they worked in groups and did a role play.

Formative and prompt feedback to students is extremely important, as students can use that to reflect on the progress of their learning. However, sometimes it can be a challenge to deliver feedback promptly. Previously

it was a bit challenging for me to give my students feedback in one week, as there were more than a hundred assignments to mark. This was very challenging, even with the assistance of student assistants, as they can offer limited assistance due to their current study commitments. In a nutshell, I would say I was struggling with the assessment grading of large classes. However, to deal with this problem, I had an opportunity to explore the use of e-Thuto for other parts (theory questions) of the weekly practical assignments, thanks to CUT CILT. I then applied this solution and reviewed whether the benefits outweigh the risks, as students were now doing assessment online without supervision, but I found that students indeed worked individually, as they would be able to write a short summary of what they have learned from their assignments, and the summaries would match with their assignment when I randomly check them from e-Thuto. I believe and agree with other lecturers that having student feedback is a way of improving and making changes to one's teaching methods. I recently realised that the group I'm currently teaching tends to take the module I'm offering light, and this led to some of them not performing well in their first assessment in 2019. To improve this, I did some research on the positive impact of reflecting. I then created a structured questionnaire to be used by them for reflection after each assessment. This initiative has done wonders, as all students performed extremely well for assessment 2. This shows the power of reflective teaching and learning when we both (teacher and students) reflect and make changes accordingly."

### **Dr Jenine Horn-Lodewyk**

Faculty of Health and Environmental Sciences

"I perceive my employment at the Central University of Technology (CUT), as part of the New Generation of Academics Programme (nGap) as a whole-person development process. Over the past year, I have learned not only to enrich my skills, but also to change my way of thinking, approaching students and my teaching and learning philosophy. Through attending opportunities like the formal mentorship programme as part of CILT, I have learned concepts like action reflection that was not previously



known to me. I therefore started to constantly reflect on my teaching methods to enhance the quality of teaching. I still find it challenging to try to incorporate innovation into the different modules that I facilitate. However, I decided to challenge myself by setting a goal to learn at least one new technology that I can incorporate in the classroom. The purpose of this goal is to enhance the experience of the students attending my research principles and radiation physics modules. I do not want the students to see me as a “boring” lecturer. I also want to create a safe environment in my class where students feel comfortable to actively engage and communicate as part of the teaching and learning process. Through attending the formal mentorship programme at CUT, I also realised that students must be seen as individuals because their personalities, learning techniques and backgrounds can differ greatly. I also became conscious of the fact that all students are not on the same academic level and can understand the content of a module differently, or maybe not at all. I am re-examining my way of thinking and I am also opening my mind to learning new things to become a mindful reflective teacher.”

### **Ms J Mofokeng**

Faculty of Health and Environmental Sciences

“It is a blessing and honour to be offered the opportunity of being a Lecturer in the nGAP at CUT. The nature of the contract supports my growth in academia. When I first started as a lecturer, I had no idea about the academic setup. A mentor in the programme was appointed for me, and within a month she had taught and showed me the ropes in teaching at a tertiary level. Since she was to take a role of being my study supervisor, another mentor was appointed for me.



The best aspect about being an nGAP Lecturer is that my mentor visits my class regularly to ensure that there is growth in my teaching, and she also monitors my test and exam papers for quality. My mentor further recommends the developmental workshops based on my progress from our talks and assessment, and is not only interested in my teaching but my research as well. I was nominated to represent the Department in the

Faculty's Teaching and Learning Committee in order for me to participate in teaching matters that would enhance my growth.

Through all the talks I have been involved in with my mentor, I was able to develop my own teaching philosophy, which is a bit of a challenge for most academics. In my teaching I always strive to cover various aspects such as innovation, and entrepreneurial thinking, critical thinking, acquisition of life-long learning skills, preparing students to function effectively in an information economy, or to develop problem-solving strategies. I constantly need to reflect on my teachings, develop myself, learn new methods and technology aiding in the learning process, and through the nGAP programme that is easily accessible."

### **Mr MJ Mphuthi**

Faculty of Engineering, Built Environment and Information Technology

"Through the nGAP programme, I am being developed as a young academic though teaching and research opportunities, attending of the developmental programmes, and being mentored. To date, I have attended developmental workshops arranged by CUT and the University of the Free State (UFS,) and I have gained experience regarding development of curriculum and teaching materials, teaching and dealing with students, assessing and reporting back to students, moderating, invigilation during examinations and coordinating different courses. Through formal mentorship workshops organised by the Centre for Innovation in Learning and Teaching, I have been developed into becoming a successful academic. My teaching has improved and simplified through attending eThuto trainings, Cengage training and Pasco equipment training. I have also learned about CUT's Graduate Attributes, and the importance of integrating them into the curriculum, and implementing them through my teaching. I was introduced to the implications of higher education policies on the quality of teaching and learning, where I was reminded of different higher education policies and institutional policies, and their importance for the Central University of Technology, my faculty, my discipline and for my teaching and students' learning.





Furthermore, I am empowered through sharing of ideas with my mentor, attending quarterly departmental, faculty board and union meetings, where important information relating to academia, is shared. I am very inspired to complete my studies, as I attend and participate in the graduation ceremonies.”

### **Mr T Bihi**

Faculty of Engineering, Built Environment and Information Technology

“The experience of being an nGAP lecturer has both positives and negatives. Initially the title made me feel that I was not really part of the community in the workplace, and that in no way detracts from the fair treatment of the colleagues. It is more a personal feeling of being in a classification within the community.



Expectations of the program have been in the last two years laid out more clearly, and that has put a lot of minds at ease with regard to where nGAP lecturers belong in the CUT community. We are part of the whole, and that should not change just because there are more eyes on us than the rest. However, that being said, one cannot help but feel under pressure. At times it has been good and motivating, but there are times when it can be overwhelming. However, I have and still am enjoying the benefits of being an nGAP Lecturer, as well as learning what I can learn from my peers. The support has been tremendous, and has instilled a sense of belonging in me that was missing. What I have learned regarding subject/course development, facilitation and setting up of question papers has been through their guidance and support.”

### **Stars of Academe, Research and Support (SoARS)**

The Stars of Academe, Research and Support grow-our-own-timber programme is a programme intended to provide opportunities for Black females to improve their academic qualifications. CILT had some academics supported from 2015, and one of them, Ms Daphney Mkhize, a Lecturer in Accounting, graduated with her Master’s Degree in Cost and Management Accounting in 2018. She indicated that participating

in the SoAR programme assisted her to complete her Master's Degree. Below is Ms Mkhize with Dr R Sebolao (left) and Prof. Monnapula-Mapesela (right), as they congratulated her with her achievement. Furthermore, five SoARS fellows who were appointed from 2017 continued to be supported in 2018. These were from the Faculties of Health and Environmental Sciences (1), Humanities (1), Engineering (2), and Employee Wellness Services (1).



They were actively involved in development initiatives in- and outside the institution as indicated below:

- Two fellows (**Ms Moloja and Ms Mbeo**) presented at the 5th annual Innovation in Teaching and Learning Conference in June 2018 on the topics "The review of possible influence of podcasting on traditional lecture in higher education: A case of Central University of Technology" and "Developing a Research Culture in the Faculty of Engineering and Information Technology at the Central University of Technology, Free State: Implications for Knowledge Management", respectively.



- The following fellows attended the following development sessions at Stellenbosch University:
  - Ms Moloja** attended the summer school for two weeks on 8 – 12 January 2018. The topic of this summer school was: Preparing for PhD: a roadmap to your research career, whilst the topic of the 15-19 January 2018 summer school was: Introduction to qualitative data analysis. Her master's dissertation is finalised and edited.
  - Ms Kenke** attended the winter school on 18-30 June 2018, which was a preparatory optional workshop.
  - Ms Mogashoa attended the winter school in June 2018 on Intersecting qualitative with mixed methods research, design and implementation.
- **Ms Mbeo** presented a paper titled "Leveraging the research-teaching nexus to promote pedagogical and curricula transformation: The case of a Faculty at a University of Technology" at an international conference in Singapore from 21-27 September 2018. She attended and presented a paper titled "Negotiating and managing academic resistance to research productivity: The narratives of selected academics at a University of Technology" at a conference in Cape Town from 29-30 November 2018 as well.
- **Ms Kenke** attended the decolonization conference in Toronto, Canada from 08-10 November 2018, which was in line with her study titled: "Decolonization of Higher Education in South Africa: Implications for Student Affairs".
- **Ms Lesole** (Banda) presented a paper titled "Anti-fungal Properties of Medicinal Plants Used by Traditional Health Practitioners in Bloemfontein, South Africa" at a conference in Limpopo from 16-19 October 2018.
- All these fellows except for Ms Banda attended the SoTL conference on 24-25 October 2018.
- Replacement staff members were appointed for Ms Kenke and Ms Mogashoa while they took some time off from their work to focus on their studies.
- All fellows compiled and submitted reflective reports for the two years (2017-2018).

## EDHE programme implementation

On 17 September 2018, CILT hosted its first workshop on Entrepreneurship Development in Higher Education programme (EDHE) themed: Inculcating an entrepreneurial culture among academics. The workshop aligned itself with the Department of Higher Education (DHET) and

Training's implementation plan for the EDHE programme 2018-2020, which aims to support academics in instilling an entrepreneurial mindset among students and graduates through the offering of relevant knowledge, and the application of business principles in all disciplines. Below are the attendants of the workshop:



In his address, **Prof. David Ngidi** (picture below) said that the programme had three goals, which are: student entrepreneurship, entrepreneurship in academia and entrepreneurial universities.



He indicated that the goals were in line with our CUT vision 2020. Although we cannot isolate the above-mentioned goals of the EDHE programme because they are interlinked, on the day of the workshop, the focus was on the second goal, which is “Entrepreneurship in academia as part of implementing the EDHE programme at CUT”. The reason for this shift in focus was that, if we are to encourage entrepreneurship within the university and among students, we need to start with academics, whose role should be to facilitate entrepreneurship through their teaching. Prof. Ngidi stated that the Teaching and Learning Plan 2014-2020 advocates for technological innovation as a stronghold for pursuit and stimulation of socio-economic development and entrepreneurship, and encourages relevant teaching to ensure attainment of these attributes. Enabling strategies such as the sustainability framework, the innovation and entrepreneurship education strategy, and the community engagement framework have been developed to guide the implementation of these graduate attributes.

The workshop was therefore aimed at intensifying awareness on entrepreneurship development in higher education, especially among academics. As affirmed in CUT’s entrepreneurship education strategy, we continue to transform our entrepreneurship education, in line with the university’s vision of becoming a robust agent for innovation and socio-economic development in the Free State, the Central region, and South Africa as a whole. Prof Ngidi further indicated that, while we have developed excellent structures that are meant to promote entrepreneurship and other related attributes, so that we no longer produce employees but graduates who can create jobs through entrepreneurship, thereby becoming agents of social change, it is essential that we also influence the culture of entrepreneurship at CUT. Later in the workshop Enactus students demonstrated their attainment of a variety of graduate attributes, especially the entrepreneurship attributed, through the advice they give to small businesses in the communities.

In the picture below are (from left to right) Thembisile Tyopo, first-year student in Electrical Engineering, Thuto Mabito, first-year student in Accounting Technician, Boitumelo Tlou, first-year student in Human Resources Management, Ashley Chiwanja, first-year student in Human Resources Management, and Nicollet Kok, second-year student in Human Resources Management.

## Annual Innovation in Learning and Teaching Conference

The Centre for Innovation in Learning and Teaching hosted the 5th Annual Innovation in Learning and Teaching Conference on the 14th and 15th of June 2018. This annual conference provides a space where academics share their best practices on teaching and learning. There



were 94 participants from CUT, Wits, Stellenbosch, Sol Plaatje, the National School of Government, and both campuses of CUT. The theme for the conference was “impacting learning communities through innovation and quality teaching”.

In his welcoming note, Professor Mashele, Acting DVC: Teaching and Learning (below) cautioned that the conference should not just be a “talk show” and produce papers, but should rather inform policy that would come up with solutions towards challenges faced by students.

**Prof. Mashele** further highlighted that it is important for academics



to reflect on how to improve their teaching. He lastly pointed out that language barriers in the Health Sciences profession remain a big challenge, as many students might not even understand the language of their patients. He argued that the reason for this could be because African Health professions had no formal training in their mother tongue, and therefore find it difficult to communicate medical jargons to their patients in African languages, and the patients might not understand the English medical jargons. He finally reiterated that it is only at such platforms that academics can propose ways to advance society, for South Africa to be recognised by other countries.

When introducing the topic of the conference, **Professor Ntshoe**, Head: Scholarship of Teaching and Learning, accentuated that this conference was a platform that was created to share best practices by moving away from the deficit approach such as “unpreparedness” of students, but rather see how best we can assist them through innovative teaching and learning methods and placing the student at the centre.

He suggested that students should become part of their own learning process through peer learning. In his view, students who are involved in groupwork tend to have a deeper understanding of the subject matter, and increased problem-solving skills. He highlighted that we should be mindful of the diverse student body during teaching at our institutions in relation to teaching approaches.





In her keynote address, **Dr Cecelia Jacobs**, an Associate Professor in Higher Education at the University of Stellenbosch (below) focused on “placing knowledge at the centre of how we understand good enough teaching”. She remarked that excellence in teaching is understood in generic ways and does not consider the differences across institutional contexts. She further noted that “excellence in teaching is intricately linked to what it means to create conditions for excellent teaching”.



In addition, she emphasised that good teaching is not about knowledge but rather about uncovering what “is being obscured”. Her presentation also linked with the introduction of the topic by Prof. Ntshoe that “good teaching should not be decontextualised”. She alluded to the fact that most universities in South Africa have adopted a deficit approach towards teaching students, which is evident in the dominant discourses that prevail at universities, by focusing on the shortcomings of students such as “lack of study skills, disadvantage and underprepared students”. She pointed out that remedial measures were in place at universities to address the add-on skills such as writing and reading courses, where learning becomes decontextualised from its social context.

**Professor Badenhorst**, an Associate Professor in the Department of Postgraduate Studies at the Welkom campus (picture to the right) focused on “Ethics in teaching and learning enticement”. She reflected on the interviews conducted with PGCE students on their perceptions and experiences of lecturers and their teaching methods. In her view, she argued that ethics in academia can be understood in many ways as part of the university’s tripartite



responsibility of teaching, research and community engagement. She further noted that the everyday academic conduct of academics is not straightforward for everyone, and academics may not prioritise the same values in higher education.

She added that the principles personally valued by academics, impact on their work and their teaching ethics. She pointed out that it has become increasingly challenging to make decisions based on moral principles, and the temptation to compromise or disregard ethical principles are becoming increasingly endemic. Prof. Badenhorst articulated that it is the moral responsibility of academics to instil values in students, although some academics may argue that their responsibility is to teach the core curriculum. In conclusion, she emphasised the importance of reinforcing integrity and higher academic standards where students can thrive. “We must affirm the importance of academic integrity for our students and lecturers. We need to develop relevant and fair forms of assessment, as we have a primary responsibility of designing and cultivating the educational environment”, said Prof. Badenhorst.

Annually, this conference is also a platform for students to display their graduate attributes by making presentations. **Mohale Samson Makoa** (to the right) is a Civil Engineering student who was in his third year of the NDip in Civil Engineering during 2018. He established Brilliance Extra Classes (BEC) Organisation as a student organisation affiliated under governance and student life/SRC at CUT. It is a community service-learning project that focuses primarily on educational programmes. The primary objective of the project is to furnish extra classes to learners in grade 8, 9, 10 and 11, tutoring the following subjects: Mathematics, Accounting, Business Studies, Economics,



Economic and Management Sciences, Life Sciences, Physical Sciences, Natural Sciences, English, and Life Orientation. Since the organisation's establishment in 2013 at the Central University of Technology, Free State, it achieved awards such as 2013 Vice-Chancellor Leadership Awards – Most Improved Organisation, 2014 Vice-Chancellor Leadership Awards – Best Organisation, 2015 Vice-Chancellor Leadership Awards – Overall Best Organisation, 2016 Vice-Chancellor Leadership Awards – Overall Best Organisation, 2017 Vice-Chancellor Leadership Awards – Overall Best Organisation.

Below are students from Beta Green Solutions, a company founded in September 2017 as a waste management company. It came to be established following the sustainable waste management competition that was held by the Centre for Innovation Learning and Teaching (CILT), which was won by a group of Environmental Health students after undergoing a business proposal writing workshop. It is directed by five members (although only three attended) who are graduates in the field of environmental health, and who were enrolled for the BTech in Environmental Health. From right to left is C Mganxela, L Maduna and S Moshodi.





## SCHOLARSHIP OF TEACHING AND LEARNING

The goal of this unit is to improve the quality of teaching and learning through scholarship of teaching and learning. Through the leadership of **Prof. I Ntshoe** (pictured below), the unit continues to increase its achievements on an annual basis. The total number of SoTL members for 2018 was 65. This comprised 10 mentors and 55 mentees. 32 SoTL members presented 42 papers at conferences internationally. The total outputs were 50: 42 conference proceedings and 8 journal articles. Six of these were published by CILT staff.



Furthermore, the Centre for Innovation in Learning and Teaching (CILT) held a successful 4th Annual Scholarship of Teaching and Learning (SoTL) conference under the theme: Transforming teaching and learning through a culture of research in higher education on 24 and 25 October 2018. The aim of this conference was to create a space for critical reflection by academic staff, and to discuss how they can improve their pedagogical practices in the decolonial and post-apartheid contexts. A total of 135 people attended the conference, 13 external papers were presented, while 39 CUT SoTL members presented. Professor Manathunga from the University of Sunshine Coast, Australia (picture below) was the guest speaker at this conference.



Above: Prof. Manathunga delivering a keynote address at the SoTL conference

## **Conferences attended nationally and internationally**

### **International conferences**

Prof. Monnapula-Mapesela represented the university at the 14th Annual Achieving the Dream (ATD) conference on Student Success in Nashville, Tennessee, United States of America from 19-23 February 2018. This conference is the US's most comprehensive non-governmental reform network for student success in higher education. The 2018 conference was attended by 2 300 policy-makers, investors, thought-leaders and practitioners from the US, South Africa and New Zealand. 45 South Africans from various universities including the Siyaphumelela project network attended the conference, and these included the CEO of the Council on Higher Education, the Vice-Chancellor of the University of the Free State, as well as the Chief Director: Teaching Education and Development in Universities, at DHET.

Prof. Ntshoe presented a paper titled “Knowledge classification and boundaries between and within fields of practices in universities of technology” at the International Conference on New Horizon in Education, 18-21 July 2018 in Paris France, and another paper titled “Demystifying research and scholarship of teaching and learning: a case study of practice” at Central European University from 26-29 August 2018 in Budapest, Hungary.

Ms A Edem presented an abstract titled “Integration of Sustainability into Engineering Curricula in Southern African Universities: A Systems Analysis Approach” at the 7th IRSPBL 2018 from 19-21 October 2018 in Tsinghua University, Beijing, China.

Dr R Sebolao and Prof. M Monnapula-Mapesela attended an international academic conference which was hosted by the West East Institute in Rome, Italy on 13-15 November 2018.

- Dr R Sebolao presented a paper titled “Enhancing the use of teaching portfolios in higher education as a critically reflexive practice: An exploratory study” at this conference.
- Prof. M Monnapula-Mapesela presented a paper titled “Quality enhancement and assurance in Higher Education in the South African Context: Opportunities and challenges”.



Ms Leanri van Heerden presented a paper titled “Rapid-prototyping an instructional design intervention for online course development” at the IEEE Conference on e-Learning, e-Management and e-Services at the IEEE Conference on e-Learning, e-Management and e-Services (IC3E 2018) in Malaysia in November 2018.

### **National conferences/seminars/workshops**

- Prof. MLE Monnapula-Mapesela attended the meeting and workshop of the NATHEP Steering Committee on 15 May 2018 and 05-08 August 2018 at Birchwood Hotel, Boksburg, Johannesburg.
- Ms G Bohloko attended the Siyaphumelela conference in Johannesburg from 12-14 June 2018.
- Dr R Sebolao attended the Entrepreneurship Development in Higher Education (EDHE) Lekgotla in Cape Town on 26-27 June 2018.
- Ms C Maimane presented a paper on “programme articulation, challenges and possibilities” at the SATN HEQSF task team meeting on 27 June 2018, and a CUT case study on “a move from the HEQF to the HEQSF”.
- Ms Tsumake and Prof. Monnapula-Mapesela attended the 2018 SATN conference on the 4th Industrial Revolution in Durban from 11-13 September 2018.

### **Publications by CILT staff**

The following accredited research papers and proceedings were published in 2018:

- Letloenyane, M. (2018). The effects of teacher education programmes on pre-service science teacher beliefs, ISBN: 978-84-697-9480-7, 12th International Technology, Education and Development Conference, Valencia Spain.
- Luwes, N. and Van Heerden, L. (2018). Students perceptions of a proposed generic
- e-learning template aligned with the Engineering Council of South Africa accreditations template, ISBN 978-84-9048-690-0 2018, Editorial Universita Politecnica de Valencia.
- Edem, A. and Das, D.K. (2018). Integration of sustainability into Engineering Curricula in Southern African Universities: An explorative outlook, In. Sunyu, W., Kolmos, A., Guerra, A., & Weifeng, Q. (Eds.) (2018). 7th International Research Symposium on PBL:

Innovation, PBL and Competences in Engineering Education. Aalborg Universitetsforlag. International Research Symposium on PBL, pp. 147-160, ISBN: 978-87-7210-002-9, ISSN: 2446-3833.

- Van Heerden, L. (2018). Rapid-prototyping an instructional design intervention for online course development. IEEE Conference on e-Learning, e-Management and e-Services (IC3E 2018).
- Sebolao, R. (2018). Enhancing the use of teaching portfolio in higher education as a critically reflexive practice: An exploratory study, ISSN 2167-3179 (Online) USA, 2018 WEI International Academic Conference Proceedings, pp. 205.
- Monnapula-Mapesela, M.L.E. (2018). Quality enhancement and assurance in the South African context: opportunities and challenges, ISSN 2167-3179 (Online) USA, 2018 WEI International Academic Conference Proceedings, pp. 106.
- Maimane, M.H. & Makura, A.H. (2018). A book chapter titled "Curriculum Renewal Initiatives as transforming agents in South African Higher Education: A case of a University of Technology" in a book titled 'Innovations in Higher Education – cases on transforming and advancing practice'.

## PERSONALIA

In March 2018, Ms Getrude Bohloko was re-instated in the position of Deputy Director for Student Academic Development and Support, which had been vacant since 2014 when Dr Van der Merwe resigned due to ill health. CILT bid farewell to two of its staff members in 2018. They are seen below with the Senior Director: Prof. Monnapula-Mapesela.

Below is Mr J Bosch (left) retired at the end of 2018



Below: Mr M Buti (left) got a senior position at the University of the Free State.





## CILT'S COMMUNITY ENGAGEMENT

The Senior Director of CILT, Prof. MLE Monnapula-Mapesela, contributed towards community building as a member of the following external bodies: Umalusi Council and Executive Committee of Council, Council on Higher Education Accreditation Committee, and the National Tertiary Retirement Fund (NTRF) Board.

The Senior Director also participated in the following national projects as a member of the steering committees:

- New Academics' Transitions into Higher Education (NATHEP) – a National Collaborative Project between ten universities, led by UCT and Rhodes, and funded by the University Capacity Development Programme (UCDP); and
- The Free State Provincial Treasury Gender Responsive Budgeting Project.

The Rotary Club of Bloemfontein Thabure, in collaboration with Rotary International, hosted a fundraising dinner dance on 24 November 2018. CUT was amongst several organisations and individuals who sponsored this event. All proceeds were for the upgrading of Morafe School, in Bochabela location, in Bloemfontein. Prof. Monnapula-Mapesela is a member of Rotary Club and President Elect for 2020. Below are some of the activities she was involved in.







Above: Rotary delivering gifts to learners at Morafe School.



Above: Fundraising walk for Morafe School

In addition to the above activities, CILT participated in various community engagement projects such as church organisations, non-governmental organisations, and national and community radio station talks as part of community empowerment.



## NOTES

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## ANNUAL REPORT 2018

THE YEAR OF SERVANT LEADERSHIP



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