



Central University of  
Technology, Free State

INNOVATION IN LEARNING AND TEACHING

# **ANNUAL REPORT** **2016**

**ILT Annual Report for 2016**

*A year full of achievements and success*

# **WELCOME TO OUR 2016 ANNUAL REPORT**

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**“We are steadfast in serving  
both the students and  
academic staff”**

## FROM THE DESK OF THE DIRECTOR: INNOVATION IN LEARNING AND TEACHING

Once again I would like to present a snapshot of Innovation in Learning and Teaching in this past year. The year 2016 was another year of activity. The repositioning of the former Academic Development and Support (ADS), which has been planned as far back as 2012, with intentions to align our services with the espoused Vision 2020, and to better address the needs of our students through a streamlined academic support structure, finally came to an end in 2016. I must remind the University community that our section is now called "Innovation in Learning and Teaching (ILT)". It has three main units, namely Student Academic Development and Support (SADS), Curriculum and Academic Staff Development (CADS), and e-Learning and Educational Technology.

ILT is not just a fancy name. The name resonates with a carefully thought-through structure that is underpinned by what the institution espouses through its Vision 2020; the CUT Strategy; the Teaching and Learning Plan 2014 – 2020; CUT's graduate attributes; and the CUT Entrepreneurship and Innovation Strategy, to mention only a few priorities. This name is a constant reminder



that we cannot teach the same way as we did 10 or 20 years ago, and expect to achieve new or different results and solutions to current educational and socio-economic problems. Our curriculum has been undergoing major changes, and new programmes were developed. In order to reach our envisioned future, we must encourage the use of quality, innovative teaching and learning, as well as assessment strategies that encourage and result in true access to knowledge

(“epistemological” and “ontological access”) for our students. We must respond to the emergent needs of our students, and this we can only achieve if Academic Development Practitioners and academic staff become agents of change. We are also compelled to use new educational technologies for teaching, learning and assessment, as well as to keep abreast of new developments. In addition, research has become an important aspect of academic development in our Section. Our Scholarship of Teaching and Learning (SoTL) Project keeps us researching our academic development, teaching and learning, curriculum development, and assessment practices, with the intention to cultivate a culture of continuous quality improvement.

In order for ILT to better position itself for its new roles, we are encouraging all Academic Development Practitioners to take advantage of Higher Education development opportunities. One such opportunity is the Postgraduate Diploma in Higher Education for Academic Developers. Six of our Academic Development Practitioners have enrolled for this qualification at Rhodes University, to

better position themselves in their roles as legitimate and knowledgeable agents. Our hope is that all academic development staff will have completed this course by 2020, as this will prepare them for their new roles in ILT.

Another significant achievement in 2016 was the development of a Postgraduate Diploma in Higher Education for lecturing staff at CUT. This programme, which was developed by a team of CUT academic staff, ILT and quality assurance practitioners, in collaboration with Rhodes University’s Centre for Higher Education Research, Teaching and Learning, is soon to be submitted to internal and external approval and accreditation structures. The rationale for this programme is that Central University of Technology (CUT), like all higher education institutions (HEIs), has come to realise that good teaching can make a difference, and that this cannot be achieved intuitively, but by intentionally building such capacity for teaching and learning.

The institution further came to realise that the common, once-off training and development workshops are less effective in enhancing teaching, as opposed to more structured

and assessed courses, such as Postgraduate Diploma programmes in Higher Education that enable a longer-term, sustained engagement with issues of teaching and learning, and consequently cumulative learning.

Years ago, the CUT Senate resolved that all CUT lecturing staff must enrol for at least two modules, namely Learning Facilitation and Assessment, which are offered by the University of the Free State (UFS)'s Centre for Higher Education Studies as part of their Postgraduate Diploma in Higher Education. Since 2004, more than 80% of permanent CUT lecturing staff members have completed either these two modules, or a full Master's or PhD in Higher Education Studies. As a follow-up, the institution has taken a decision to develop its own Postgraduate Diploma in Higher Education, which will address the needs of its lecturing staff, as well as those working at other universities of technology (UoTs) and HEIs that have similar contexts and needs. This programme is intended to engage academic staff in critical reflexivity on all aspects of their practice. Academic staff will be provided with an opportunity

to: (1) analyse the Higher Education context at all levels (internationally, nationally, institutionally, disciplinary, etc.), and assess its impact on the quality of teaching and learning and student success; (2) use a range of learning technologies in pedagogically sound ways to facilitate and enhance student learning; (3) integrate the development of graduate attributes in all aspects of teaching practice; (4) use theoretical understandings of the nature of learning and teaching in Higher Education to facilitate student learning in their disciplines; (5) use theoretical and practical knowledge to critique, design and implement curricula that are responsive to disciplinary and other contextual factors; (6) use appropriate theoretical concepts to critically analyse, evaluate and reflect on processes, strategies and techniques for the assessment of, and for, student learning; and (7) reflect on the theories and principles related to quality assurance and development, in order to enhance the quality of all aspects of teaching and learning.

During 2016, ILT promoted and maintained a vibrant teaching and learning environment through its suite of student programmes



(the Student Peer Mentorship Programme, Graduate Attributes Project, Supplemental Instruction (SI), etc.) and academic staff activities (an annual training programme that featured, amongst other things, the following: our 3rd Annual Innovation in Learning and Teaching Conference; the SoTL Project; the 2nd Annual SoTL Conference; etc.).

As part of our Graduate Attributes Project, we held workshops where students were assisted to develop business proposals, and they underwent individual coaching and support to develop small businesses, and to register them. In this regard, ten of our students have established small, thriving business enterprises since 2015. Many new academic programmes were developed, and we were also privileged to host a national colloquium on extended curriculum programmes (ECPs). 11 universities participated in, and presented papers at the colloquium. The Writing Centre gained more popularity amongst undergraduate students, and started developing Sesotho lexicons for threshold/challenging concepts in Civil Engineering, whilst SI played a pivotal role in supporting many students across all levels. It experienced 137 252 student registrations

from February to October 2016, whilst 73 first-year, 32 second-year and 12 third-year subjects/modules were supported.

The Department of Higher Education and Training (DHET) Teaching Development Grant (TDG) has become a financial pillar of support for our student and academic support programmes. During the 2016-17 cycle, we were privileged to have R13 852 969 to support the following programmes: Student Peer Mentorship Programme; SI; the Graduate Attributes Project; the Writing Centre; SoTL; industry exposure for academic staff; Stars of Academia and Research (SoAR); and the Grow-our-own-Timber Project, to mention only a few interventions. All these programmes are intended to promote and enhance the quality of teaching and learning, and subsequently student success. More than 635 student SI leaders and mentors, Academic Language and Communication Studies (ALCS) Tutors, Teaching and Learning Co-ordinators and Student Assistants benefited from the TDG.

Regardless of the challenges we encountered due to the late release of funds, our SoTL Project was once again a major success. The 59 members maintained a vibrant culture of researching their practices, for purposes of improving the quality of teaching and learning. They published 32 accredited papers and conference proceedings. In the coming years, we hope to develop and promote a University-wide culture of critical and self-reflection amongst all academic staff and Academic Development Practitioners, in order to reach consensus about how best to deal with the challenges that affect the quality of teaching and learning, as well as the success of our students.

I would like to thank all ILT staff for their hard work and unwavering support to students and staff. However, I urge them to never rejoice in the few successes that we have had recently, lest we become complacent. My Section notes the various challenges to and in our service, the emergent student needs, and the areas that need improvement, and we pledge to continuously respond to these needs, and to improve the quality of our academic support and development

programmes. My Section and I are steadfast in serving both the students and academic staff.

Let me conclude by also thanking the faculties, the students who take advantage of the academic support available to them, the SoTL community, and our new Deputy Vice-Chancellor (DVC): Teaching and Learning, Prof. Ngidi, for his guidance. I also wish our new Vice-Chancellor and Principal, Prof. Henk de Jager, a successful tenure.

**'Mabokang Monnapula-Mapesela**

Director:

Innovation in Learning and Teaching

## INTRODUCTION

CUT has lived up to its value of innovation in 2016 by engaging in various initiatives in learning and teaching. These initiatives were driven by ILT, through its three units, namely Curriculum and Academic Staff Development; e-Learning and Educational Technology; and Student Academic Development and Support. Other programmes within ILT include SoTL, and some special projects.

ILT is, amongst others, responsible for the following:

- **policy development, analysis and implementation;**
- **overseeing the establishment and provision of the following support services:**
  - ◊ student academic development and support;
  - ◊ teaching and learning development;
  - ◊ academic staff development;
  - ◊ curriculum development and transformation;
  - ◊ e-learning and educational technology;
  - ◊ research in Scholarship of Teaching and Learning (SoTL);
  - ◊ Writing Centre;
  - ◊ Student Disability Unit; and
- **promoting and undertaking research to improve teaching and learning, as well as the curriculum.**

This report details the activities of ILT during 2016, presented per unit within ILT.



## CURRICULUM AND ACADEMIC STAFF DEVELOPMENT

Curriculum and academic staff development are some of the critical aspects at CUT that have an influence on student learning. As part of the realisation of the University's Vision 2020, the Curriculum and Academic Staff Development Unit aims to develop high-level skills and competencies amongst academic staff members in general, and especially amongst younger academic staff members and those from designated groups. The Unit also strives to develop new curricula that are responsive to the needs of students, employers and society. In 2016, the Unit for Curriculum and Academic Staff Development was engaged in various activities towards the realisation of Vision 2020, some of which are discussed below.

### Programme development

The process of ensuring a holistic approach towards the renewal and alignment of CUT's qualifications with the Higher Education Qualifications Sub-Framework (HEQSF) is still being implemented, as reflected in the University's Teaching and Learning Plan. The following programmes were developed, and were submitted to internal and external quality assurance bodies:

- Advanced Diploma in Project Management;
- Advanced Diploma in Agricultural Management;
- Advanced Diploma in Somatology;
- Advanced Diploma in Art and Design;
- Advanced Diploma in Design Technology;
- Advanced Diploma in Human Resources;
- Advanced Diploma in Marketing;
- Advanced Diploma in Tourism and Hospitality Management;
- Advanced Diploma in Public Management;
- Bachelor of Accounting;
- Bachelor of Internal Auditing;
- BEd Foundation Phase Teaching;
- BHSC in Biomedical Technology;
- BHSC in Clinical Technology;
- Diploma in Events Management;
- Master's in Entrepreneurial Management; and
- Postgraduate Certificate in Education (PGCE)

### Staff capacity building

Several workshops towards staff capacity development were conducted in 2016,

focusing on the following areas:

- curriculum development;
- teaching;
- assessment of large class groups;
- HEQSF and higher education policies;
- conceptualisation of ECPs; and
- incorporating sustainability aspects into the curriculum.

### **Staff Formal Mentorship Programme**

The purpose of this programme is to ensure that new lecturers are properly introduced to the institution, and that they understand the policies, procedures and relevant strategies related to teaching. According to CUT's Teaching and Learning Plan 2014 – 2020, the programme should be aimed at exposing new lecturers to higher education legislation; curriculum development and programme design;

e-learning and the integration of educational technologies in teaching and learning; learning facilitation and assessment; and work-integrated learning (WIL).

Formal mentorship sessions for all new and novice lecturers were held on a quarterly basis during 2016, informing them of the

higher education context, higher education policies affecting teaching and learning, existing programmes for student support (e.g. Supplemental Instruction, the Peer Mentorship Programme, Writing Centre, etc.) and WIL. They were also orientated around aspects of teaching and learning, such as active learning in large classes, the assessment of learning, the use of clickers in assessment, curriculum development, service learning, graduate attributes, and ensuring that CUT's curriculum remains relevant in the 21st century.

Other critical aspects that were introduced to these lecturers included research and development, to make them aware of the significance of researching their own practice to improve their teaching to students; career-related matters, to enable them to guide students and refer them appropriately; and e-learning, so that they can use technology in their teaching.

### **Industry exposure**

As an annual programme, academic staff members were exposed to industries that are relevant to their disciplines to enhance

their teaching, and to ensure the relevance of their teaching content to industry. 16 academic staff members from the following faculties participated in this programme: Faculty of Health and Environmental Sciences (7), Faculty of Management Sciences – Bloemfontein campus (6), Faculty of Management Sciences – Welkom campus (1), Faculty of Engineering and Information Technology (IT) (1), and Faculty of Humanities (1).

### Vice-Chancellor's Excellence Awards

The Vice-Chancellor's Excellence Awards are awarded to staff members at CUT on an annual basis to recognise exceptional performance towards sustained and outstanding achievements.

For the 2016 Vice-Chancellor's Excellence Awards, the following staff members from the Faculty of Engineering and IT were recognised for displaying excellent skills in teaching, research, curriculum innovation and community engagement:

- Ms MA Lonergan – Early Career Teaching Award;

- Dr PE Hertzog – Advanced Career Teaching Award;
- Dr D Das and Dr M Mostafa – Curriculum Innovation Award;
- Dr K Kusakana – Early Career Research Award;
- Dr M Masinde – Innovation Award; and
- Mr L Grobbelaar – Community Engagement Award.







## Higher Education AIDS (HEAIDS) Project

From 2 to 5 August 2016, the HEAIDS Project Team (Ms Maimane, Mr Modise and Mr Thulana), conducted a benchmarking exercise with the following universities:

- University of Pretoria (UP);
- University of Limpopo; and
- University of Venda.

The results of the benchmarking exercise revealed that the models used for incorporating HIV-AIDS into the curriculum are quite diverse across the Higher Education sector. For example, some universities have mini hospitals and dedicated units responsible for HIV-AIDS on their campuses,

and have implemented strategies to ensure the sustainability of the project beyond the funding period.

The following capacity-building sessions were also held during 2016:

- Critical Diversity Literacy, facilitated by Mr Bouard from UP; and
- Stigma and Discrimination in HIV-AIDS, facilitated by Dr Mabhele from the International Labour Organisation (ILO).

Furthermore, a video was recorded in which CUT students recommended how they could be HIV-AIDS change agents in their communities. Finally, a writing retreat for staff members participating in the HIV-AIDS Project took place from 5 to 7 December 2016. As this was a hands-on workshop, only the four staff members who submitted draft articles prior to the workshop attended the session.

### 2016 National ECP Colloquium

A National ECP Colloquium was held from 30 to 31 August 2016. Papers on ECP/foundation-related programmes were presented at the event, in which 11 South African universities participated.

Prof. Sepota (below left) from the University of South Africa (Unisa) and Dr H van Rensburg (below right), a Director at the DHET were the guest speakers.



**Above: National ECP Colloquium participants**



### 3rd Annual Innovation in Teaching and Learning Conference

CUT's Annual Innovation in Teaching and Learning Conference serves as a platform for sharing best teaching practice and experiences to enhance student learning. The 3rd Annual Innovation in Teaching and Learning Conference was successfully hosted from 13 to 14 June 2016. 174 participants, including delegates from the Cape Peninsula University of Technology (CPUT), Mangosuthu University of Technology (MUT) and the University of the Free State (UFS), attended the event. The papers that were presented by CUT staff and national guest speakers focused on various means of innovating and improving teaching and learning, and student support.

Dr Wolff and Mr Sabata from CPUT; Prof. Ngowi from CUT; and Prof. Makalela from the University of the Witwatersrand (Wits) served as the guest speakers at the conference.

Dr Karin Wolff (pictured right), a Research Fellow at the South African Research Chairs Initiative (SARCHI) WIL Research Unit at CPUT, delivered a presentation on the innovative

use of a problem-solving research model to support academic work. Using a novel problem-solving model based on Legitimation Code Theory, her presentation served as both a research-informed and practical guide to understanding the conflicting roles of academic staff, as well as to ease the burden of academic work through the effective and innovative use of technology.



Mr Siya Sabata (pictured on the next page) shared ways in which former “technikon vocational education” could be transformed in order to educate multidimensional human beings, rather than merely train students as workers. He specifically highlighted the importance of inculcating a culture of innovation in teaching and learning to widen students’ capabilities.



**Mr Siya Sabata**



**Prof. Alfred Ngowi**

The presentation of Prof. Alfred Ngowi (pictured above) focused on the use of technology to improve teaching and learning at a university of technology (UoT). He made the audience aware of the various tools that are available to enhance teaching

and learning in the classroom. He further argued that, in order for technology to be used effectively in teaching and learning, two important conditions should be met:

- (i) universities should appropriate software and a fast, robust internet connection; and
- (ii) staff should be provided with training, as staff cannot be expected to use new technology if they are not confident users or creators thereof.

Prof. Leketi Makalela from Wits (pictured below) facilitated a workshop on reading literacy, where he shared means to strategically teach students to read, and to facilitate thinking.



**Prof. Leketi Makalela**

Kenneth Ngakantsi, a third-year Financial Information Systems student from the Faculty of Management Sciences (bottom left), and Lebogang Kekana, a third-year Somatology student from the Faculty of Health and Environmental Sciences (bottom right), were given the opportunity to share with the audience how they attain graduate attributes through curricular and extracurricular engagement.



**Kenneth Ngakantsi**

**Lebogang Kekana**

### **Staff who left the employment of CUT**

Three Curriculum Developers left the employ of CUT in 2016. Mr Ramos Sibugashe (below left) joined the University of Zululand as a Senior Curriculum Developer; Mrs Cheryl Jaftha (right) joined the Teaching and Learning Unit of UFS; and Dr Lawrence Meda (bottom) joined CPUT as a Teaching and Learning Co-ordinator. The Unit would



**Mr Ramos Sibugashe**

**Mrs Cheryl Jaftha**



**Dr Meda Lawrence**

like to acknowledge their contributions to curriculum development at CUT. Although their resignations resulted in a great loss for ILT, we wish them all of the best in their new positions.

### Staff graduations

Dr RR Sebolao, the Manager: Special Projects (Teaching and Learning), was awarded a DTech in Business Administration in March 2016. Her thesis focused on “Integrating indigenous knowledge of selected rural areas of the Northern Cape into rural development project management”, under the supervision of Profs. DY Dzansi (right) and MLE Monnapula-Mapesela (left).



**Prof. MLE Monnapula-Mapesela, Dr RR Sebolao, Prof. DY Dzansi**



**Mr Paul Victor**

Mr P Victor (above), the Audio-visual Support Officer in the e-Learning and Educational Technology Unit, was awarded a Certificate in Renewable Energies cum laude in March 2016.

## STUDENT ACADEMIC DEVELOPMENT AND SUPPORT

The purpose of the Unit for Student Academic Development and Support within ILT is to enhance student learning and success through an evidence-based student academic support programme. The programme encompasses student orientation, participation in the University's Open Days, the Student Peer Mentorship Programme and Supplemental Instruction. Support is also provided to students through the established Writing Centre, where students are assisted with academic writing skills, and a compulsory module, namely Academic Literacy and Communication Studies. This module is co-ordinated from the Faculty of Humanities. The highlights of the aforementioned programmes are discussed below.

### Student orientation programme

The first year at university is exciting, yet scary for first-year students, which is why they need to be welcomed properly, and provided with the relevant information to enable them to adjust to the new environment. The programme is jointly co-ordinated by the Office of the Registrar and all faculties, so that all relevant stakeholders have an opportunity

to welcome students and provide them with the necessary information.

### CUT Open Day

ILT participated in the CUT Open Day on 7 May 2017, where staff had the opportunity to interact with approximately 746 students. The Open Day creates a platform for the provision of information to prospective students from various schools in the Free State, as seen in the pictures below.





Below: Mr B Molokwane (Teaching and Learning Co-ordinator: Faculty of Humanities) and Mr K Mokoena (Faculty Officer: Faculty of Humanities) share a moment with students from Sehunelo High School during the 2016 CUT Open Day.



### Student Peer Mentorship Programme

After students have been accepted to the University, they are introduced to peer mentors – senior students who were trained to provide academic and social support to first-year students. The general objective of peer mentorship is the reduction of dropout and failure rates, whilst simultaneously improving the pass rate of first-year students and promoting CUT's graduate attributes. Therefore, all faculties and the

Welkom campus have effective Student Peer Mentorship Programmes, co-ordinated by the respective Teaching and Learning Co-ordinators. A total of 462 mentors are trained to conduct weekly sessions with mentees, and to compile reports on their activities on a monthly basis. The Teaching and Learning Co-ordinators also hold meetings with mentors, for purposes of monitoring the support rendered to mentees. A total of 3 496 first-year students participated in the Student Peer Mentorship Programme in 2016.



The pictures above depict some of the training sessions that were presented to mentors and mentees.

### Supplemental Instruction

Supplemental Instruction (SI) is another programme that is aimed at enhancing

students' learning. SI is implemented at both the Bloemfontein and Welkom campuses, and is funded from the Teaching Development Grant.

At the Welkom campus, SI is co-ordinated by Ms Liesl Hoare (pictured below), who is very passionate about the programme. In 2016, 55



**Ms Liesl Hoare**

SI leaders rendered support to students in 59 modules at the Welkom campus, compared to 48 SI leaders, offering SI in 50 modules, in 2015. These figures provide an indication of the increased need for this service. 118 SI sessions were presented on a weekly basis, which sessions were each attended by up to 60 students. A total of 1 574 SI sessions, attended by a total of 13 549 students, were

presented in 2016. To date, this is the largest number of students that attended SI in one year.

SI leaders make use of social media platforms such as Facebook, Twitter, eThuto, chat rooms and discussion groups to engage with their students. Pictured below are some of the Welkom SI leaders in action – ensuring that others also succeed with their studies.



### **Interventions for students with disabilities**

The Policy on provision for students with disabilities was adopted in 2015, for implementation in 2016. A significant intervention was created for students with disabilities when a new laptop for blind students was procured, and loaded with the necessary software, to assist these students with their studies and examinations. Examination arrangements were also made to support disabled students with completing their assessments.

### **Promotion of academic writing through the Writing Centre**

Academic writing is acknowledged as one of the critical skills in Higher Education. For this reason, CUT launched its Writing Centre at the Bloemfontein campus on 25 February 2016, and at the Welkom campus on 5 April 2016. In 2016, the Writing Centre conducted 12 academic writing workshops on both the Welkom and Bloemfontein campuses, which workshops were attended by 520 students. The topics of the workshops ranged from the services provided by the Writing Centre, to create awareness of its activities (flyers and

brochures were distributed across the four faculties for this purpose); the importance of academic writing; plagiarism; referencing; sentence structure and grammar; essay and assignment writing; reflective writing; etc. In addition, a video for the continued marketing of the Writing Centre's services was recorded, and writing competitions were held as a way of encouraging students to improve their academic writing.



Furthermore, the Writing Centre Co-ordinator delivered a presentation on "The multifaceted roles assigned to Writing Centre consultants" at the Writing Conference on Transformation within Writing Centres in Higher Education Institutions (HEIs) of South



Africa, which took place at Stellenbosch University on 22 July 2016. The Co-ordinator also shared the importance of collaboration between lecturers and the Writing Centre in student support. She emphasised that the service should not be directed at struggling students; rather, all students who would like to improve their writing must be encouraged to participate in the activities of the Centre. Finally, as part of recognising and promoting indigenous languages at HEIs, a project on the development of lexicons is in progress in the Department of Civil Engineering, to assist students with challenging concepts in the discipline.



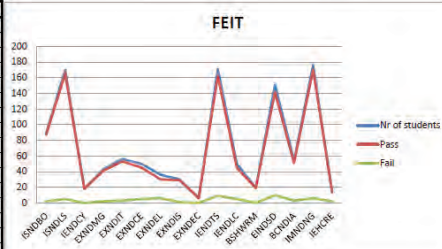
## **Academic Literacy and Communication Studies**

CUT offers a compulsory module, Academic Literacy and Communication Studies (ALCS), to first-year students as part of the core curriculum. Four valued attributes of CUT are included as the four units in this course, namely: innovation, sustainable development, entrepreneurship, and community engagement. The objective of this course is to equip students with the academic reading and writing skills that are required to succeed at university. Through ALCS, students are encouraged to develop an innovative attitude, which are intended to enable them to solve problems and inculcate the spirit of entrepreneurship. Students' performance in ALCS in 2016 is displayed in Figure 1 (on the next page).

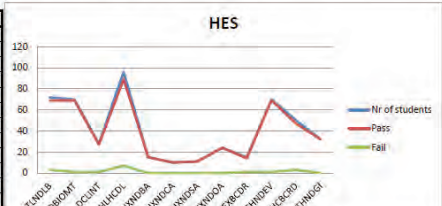
# Academic Literacy and Communication Studies

Academic Literacy and Communication Studies / English Proficiency Statistics November 2016

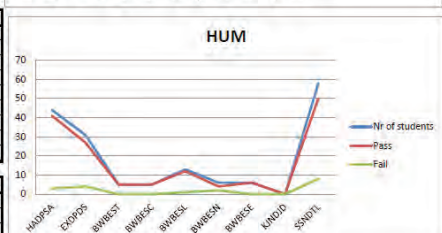
Faculty	Programme name	Programme code	Nr of students	Pass	Fail	Not registered
Engineering	Building	ISNDBO	89	87	2	0
Engineering	Civil	ISNDLS	170	165	5	0
Engineering	Computer Systems	IEENDCY	18	18	0	0
Engineering	ECP Engineering	EXNDMG	43	41	2	0
Engineering	ECP Engineering	EXNDIT	56	53	3	0
Engineering	ECP Engineering	EXNDCE	50	45	5	0
Engineering	ECP Engineering	EXNDEL	36	30	6	0
Engineering	ECP Engineering	EXNDIS	30	29	1	0
Engineering	ECP Engineering	EXNDEC	6	6	0	0
Engineering	Electrical HC	IEENDTS	171	162	9	0
Engineering	Electrical LC	IEENDLC	50	45	5	0
Engineering	Hydrology	BSHWRM	19	19	0	0
Engineering	IT (Software)	EINDSD	151	141	10	0
Engineering	IT (Web)	BCNDIA	54	51	3	0
Engineering	Mechanical	IMHNG	176	170	6	0
Engineering	Renewable Energy	IEHCRC	15	13	2	0



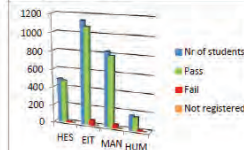
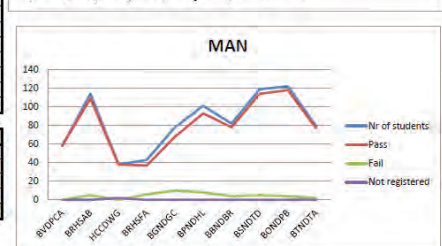
Faculty	Programme name	Programme code	Nr of students	Pass	Fail	Not registered
Health	Agriculture	TLNDLB	72	69	3	0
Health	Biomedical Tech	DBIOMT	70	69	1	0
Health	Clinical Tech	DCLINT	28	27	1	0
Health	Dental Assisting	HLHCDL	96	89	7	0
Health	ECP Health	HXNDAB	15	15	0	0
Health	ECP Health	HXNDCA	10	10	0	0
Health	ECP Health	HXNDAS	11	11	0	0
Health	ECP Health	HXNDQA	24	24	0	0
Health	ECP Health	EXBCOR	15	14	1	0
Health	Environmental Health	THNDQV	70	69	1	0
Health	Radiography	HCBORD	50	47	3	0
Health	Somatology	THNDGI	32	32	0	0



Faculty	Programme name	Programme code	Nr of students	Pass	Fail	Not registered
Humanities	Design & Studio Art	HADPSA	44	41	3	0
Humanities	Design & Studio Art (ECP)	EXDPDS	31	27	4	0
Humanities	Education (Old programme)	BWBEST	5	5	0	0
Humanities	Education (Old programme)	BWBESC	5	5	0	0
Humanities	Education (Old programme)	BWBESL	13	12	1	0
Humanities	Education (Old programme)	BWBESN	6	4	2	0
Humanities	Education (Old programme)	BWBESE	6	6	0	0
Humanities	Jewellery Design	KJNDJD	0	0	0	0
Humanities	Language Practice	SSNDTL	58	50	8	0



Faculty	Programme name	Programme code	Nr of students	Pass	Fail	Not registered
Management	AAT Certificate in Accounting	BVDPCA	58	58	0	0
Management	Accountancy	BRHSAB	114	109	5	0
Management	Community Dev	HCCDWG	38	38	0	0
Management	FIS	BRHSFA	43	37	6	0
Management	Hospitality	BGNDGC	78	68	10	0
Management	HR	BPNDHL	101	93	8	0
Management	Marketing	BNDBDR	82	78	4	0
Management	Office Management	BSNDTD	119	114	5	0
Management	Public Man	BONDPB	122	118	4	0
Management	Tourism	BTNDTA	79	77	2	0



Faculty	Nr of students	Pass	Fail	Not registered
HES	493	476	17	0
EIT	1134	1075	59	0
MAN	834	790	44	0
HUM	168	150	18	0
<b>TOTAL</b>	<b>2629</b>	<b>2491</b>	<b>138</b>	<b>0</b>

Figure 1: ALCS statistics for 2016

## E-LEARNING AND EDUCATIONAL TECHNOLOGY

### New software

In 2016, the e-Learning and Educational Technology Unit implemented new online survey software entitled “Question Pro”. This software enables lecturers to create online surveys that can be accessed from multiple platforms, such as smartphones and tablets. This software allows lecturers to:

- create online surveys;
- create polls that can be taken live during a class session;
- share a link to a questionnaire on eThuto, resulting in the elimination of bulk e-mails; and
- analyse the results with the software's automatic reporting features, which includes a summary, pivot tables, segmentation tools, trend analysis, and text analytics.

The Unit also hosted several workshops on the new software during 2016, to ensure that lecturers benefit fully from the functionality thereof.

### Video Studio

The Video Studio allows lecturers to record lessons for the online components of their classes. Two cameras simultaneously record the lecturer and the desktop, enabling the lecturer to elaborate on a concept with visual cues such as sketches, diagrams, etc. The studio proved its worth during the #Fees-Must-Fall campaign, as several lecturers made use of it to record classes, preventing students from falling behind.

### eThuto self-evaluation

A self-evaluation of lecturers' use of eThuto was conducted in 2016. The evaluation took the form of an extensive survey that lecturers had to complete. The data from this survey were analysed, and the results revealed the need for introductory and/or more elementary, hands-on courses. The results also assisted the Unit to plan training and workshops for 2017, to better serve the needs of the lecturers. Furthermore, the need for training on the use of the Grade Centre in eThuto was identified. This feature, when used consistently, will assist lecturers to identify at-risk students early in the semester.

### Mathematics Workshop

During a needs analysis conducted in 2016, it became evident that the Department of Mathematical and Physical Sciences has special needs in terms of online assessment. Therefore, the e-Learning and Educational Technology Unit developed a specialised workshop for staff from that Department, focusing on the online assessment of mathematical equations.

### Collaboration with the Department of Education

e-Learning and Educational Technology, in collaboration with the Free State Department of Education, launched a project that encourages the use of educational technology in schools. The use of SMART Board and other digital technologies were introduced with great success at Lere La Thuto Secondary School in the southern Free State. The school's pass rate increased from 52% in 2015, to 97% in 2016. This is an ongoing project that will resume in 2017.

### Special edition of the Journal for New Generation Sciences

On 20 October 2016, a special edition of the Journal for New Generation Sciences (JNGS) was launched at the Albert Wessels Auditorium during the University of the Free State (UFS)'s Colloquium on Educational Technology. A staff member from e-Learning and Educational Technology, Mr Wynand Viljoen, was one of the guest speakers. Mr Viljoen's topic focused on the influence of three-dimensional technologies and computer-aided drawing on the academic culture.

### Online 2020 Showcase

On request of the Director: ILT, Prof. Monnapula-Mapesela, the e-Learning and Educational Technology Unit hosted a showcase on 2 November 2016. Mr Tony Carr, an Educational Technologist from the University of Cape Town (UCT), presented a keynote address and a workshop later in the day.

Mr Carr specialises in the transformation from face-to-face learning to online learning, which was the theme of the event. Four CUT

staff members also showcased some of the excellent work they are doing in terms of using new technologies to facilitate learning in their fields.



**Dr Michelle Erasmus  
and Mr Johan  
Badenhorst**

**Mr Tony Carr during  
the keynote address**



**Mr Tony Carr and the eLearning Team**

The day commenced with Mr Carr's keynote address, focusing on the importance of online learning in South Africa today, where social unrest may cause disruptions at any time. He emphasised the need for lecturers to be prepared to take the classroom wherever it is needed. The rest of the morning was dedicated to learning how some of our own lecturers use technology in their classrooms. Mr Jacques Taljaard shared the role eThuto fulfils in the success of the Maccauvlei Project, after which Dr Michelle Erasmus demonstrated how she uses a tablet to teach Mathematics and record her lessons live, for use as resources after class. Thereafter, Dr Belinda van der Merwe shared some of her research on using WhatsApp groups to communicate with students when focusing on safety in Radiography. Finally, Dr Luzaan Schlebusch demonstrated the eThuto skills she has acquired in only one year, to motivate her colleagues to take on the world of online learning. The afternoon was dedicated to a hands-on workshop on developing an online course, which was facilitated by Mr Carr. All the presentations and additional material of the day were made available to staff on the Academic Staff Community page on eThuto.

## SPECIAL PROJECTS: TEACHING AND LEARNING

### Graduate Attributes Project

CUT is committed to ensure that its students, upon graduation, possess of attributes they can use to contribute positively to the transformation of society. The ten graduate attributes adopted by CUT are:

- entrepreneurship;
- community engagement;
- sustainable development;
- technological literacy;
- numeracy;
- technical and conceptual competence;
- teamwork;
- communication skills;
- innovation and problem-solving; and
- citizenship and global leadership

A few projects and activities that were implemented to highlight and inculcate these attributes in students are discussed below.

### Launching the CUT Innovation and Entrepreneurship Education Strategy

In February 2016, CUT launched its Innovation and Entrepreneurship Education Strategy, with the aim of communicating its intentions to promote innovation and entrepreneurship through education. The launch included

various presentations by members of the different faculties, as well as by a guest speaker from the University of Singapore, Prof. Seeram Ramakrisna (pictured below), who emphasised the value of introducing entrepreneurship at universities.

Dr R Sebolao delivered a presentation on how graduate attributes are attained through



**Prof. Seeram Ramakrisna**

the ALCS module that is offered to first-year students.

### Graduate attribute roadshows

ILT continues to advocate CUT graduate attributes through roadshows, where both new and former students are made aware of the graduate attributes, and of how they can be attained whilst studying at CUT. A video



was recorded, for purposes of marketing the graduate attributes to students during the various activities. Three such roadshows – two at the Bloemfontein campus, and one at the Welkom campus – were held in 2016. The roadshows also serve as a platform for



**Students registering to attend the roadshow**



**Student attending the Welkom roadshow**

representatives from industry to inform the students of the skills required for the world of work, and for CUT's mentors to demonstrate how their involvement in various projects enables them to attain such attributes. Pictured below are students registering to attend the graduate attributes roadshow at the Bloemfontein campus (top left), and students attending the roadshow at the Welkom campus (bottom left).

### **Interfaculty projects for the attainment of graduate attributes**

The four faculties and the Welkom campus were jointly engaged in a number of projects, involving both mentors and mentees, aimed at providing students with opportunities to develop graduate attributes.

## Sustainable development

### Cleaning campaign

A University-wide cleaning campaign with the theme “The greatest threat to our planet is the belief that someone else will save it. Let’s go GREEN to get our CUT clean” was held on 29 April 2016. A total of 130 students from the four faculties participated in the event. The project is being sustained through co-operation with existing CUT student committees, with a view to educate students on the implications of littering.

### Gardening project

The gardening project, initiated and led by Mr ZP Khetsha, a Lecturer in the Faculty of Health and Environmental Sciences, formed part of the third-year Agriculture students’ and Agricultural Student Organisation (AgriSO)’s community service learning project. The project included a few first-year students, for sustainability purposes. The project commenced at the Sunrise Preschool in Namibia Square in Bloemfontein on 02 September 2016, for an early planting season. The objective of the project was the successful establishment of a well-planned

and sustainable organic vegetable garden using organic manure, used coco peat root media and compost to conserve water, whilst simultaneously teaching students the attribute of community engagement through caring for the environment.



**Gardening project, where students and staff prepared an organic vegetable garden**



## Innovation Day

Aligned with CUT's value of innovation, the Faculty of Management Sciences and the Faculty of Engineering and Information Technology (IT) hosted an Innovation Day on Friday, 4 March 2016. The purpose of the event was to equip students to be innovative, think creatively and critically, and apply a range of strategies to find solutions to real-world problems. The guest speaker, Mr Thabo Olivier from Qala Tala, inspired students to solve problems by thinking creatively, using whatever material is available. Mr Olivier always empowers CUT students to establish food gardens using waste material.



## Entrepreneurship Day

Entrepreneurship at CUT is inculcated through various events and projects. An Entrepreneurship Day, facilitated by the Faculty of Management Sciences and the Faculty of Engineering and Information Technology, was held at CUT on 29 July 2017. The purpose of the event was to educate first-year CUT students and their mentors on entrepreneurship as a graduate attribute. 327 students attended the event.

A guest speaker, Mr Schalk van der Merwe, discussed opportunities for entrepreneurship. He also shared the story of his entrepreneurial venture, namely the manufacturing of wheelchairs, which he started after being involved in a serious car accident. His first



racing wheelchair was manufactured in 1997, after which several different types of wheelchairs were created.

In addition, students designed posters, displaying their proposed business ideas. 70 book vouchers were awarded as prizes to students who designed the best posters.

### Improving communication through debating

As an initiative towards the communication skills graduate attribute, a debating event was hosted by the Faculty of Humanities on 22 April 2016. The two topics for the day were “Impact of graduate attributes on students” and “The importance of academic writing in the work industry”. The project was aimed at promoting public speaking, academic writing



and critical thinking amongst students, as the acquisition of these attributes is crucial for improving students’ learning.

Mr A Ravuku (below left), a second-year Biomedical Technology student, was nominated as one of the best speakers, whilst Mr V Masimini (below right), a third-year Biomedical Technology student and a member of the Debate Society, acted as a judge.

### Community engagement

#### Ms Earth Cleaning Project: Phase 2, Mangaung Metropolitan Municipality

Students from the Faculty of Health and Environmental Sciences, via their Student Peer Mentorship Programme, in collaboration with the Students’ Representative Council (SRC), were involved in a community cleaning project as part of their social engagement. On 26 August 2016, 60 Environmental Health students, led by Mr Phekonyane, a Lecturer in the Department of Health Sciences, participated in the Ms Earth Cleaning Project, in association with the Mangaung Metropolitan

Municipality at Phase 2, the SRC and the Peer Mentorship Office. The purpose of the cleaning project was to create awareness of illegal dumping and the effects thereof on the health of the people living around the dumping sites. The project also contributed to awareness of sustainable development.



### Walk to Towers of Hope

On 6 April 2017, students of the Student Peer Mentorship Programme of the Faculty of Management Sciences, in conjunction with the Wellness Centre, took a walk to the Towers of Hope Non-Profit Organisation (NPO), which is engaged in a variety of community projects. The aim of the event was for students to meet staff and beneficiaries of the NPO, and commit to assist them in whichever way they could.

30 mentors and 31 mentees participated. Although this was a community engagement activity, students were able to develop the citizenship and global leadership attribute, because they learnt to take responsibility to solve societal challenges. Pictured below is Pastor Kirna Hellmuth addressing students on the services provided by Towers of Hope.



### Other projects by students

Graduate attributes have also been inculcated in the students via the Brand Simplicity and Brilliance Extra Classes projects.

### Brand Simplicity

The Brand Simplicity enterprise is a registered private company that was established by CUT students from Thaba 'Nchu. After being trained on business proposal writing, they

presented their project in 2015, and were awarded R10 000 seed capital to establish a library at the St. Augustine's Primary School in Thaba 'Nchu. The students demonstrated their innovation and problem-solving skills within their community, as they realised that, whilst learners should be encouraged



**Above: A learner from one of the schools in Thaba 'Nchu participates in public speaking**

to read, there was only one library in the entire community. They also hosted career exhibitions and public speaking competitions for school children in Thaba 'Nchu as part of their project. In addition, the project leaders displayed entrepreneurial skills by obtaining sponsorships from various companies, such as Twizza, Blue Ribbon, the Small Enterprise Development Agency (SEDA) and First National Bank (FNB), to name but a few, who supported them in the hosting of their exhibitions. Pictured below is Mr Kenneth Ngakantsi (right), a third-year Financial Information Systems student, with a Twizza representative at one of the career exhibitions he hosted. The exhibition was attended by more than 300 students from various schools in Thaba Nchu.

### Brilliance Extra Classes

The Brilliance Extra Classes (BEC) Organisation is an affiliated structure of the CUT Bloemfontein campus, under the auspices of Student Support Services and the SRC. It is constituted by senior students from the various faculties who have expertise in Mathematics and Science. The organisation expanded its scope by establishing two

branches at the CUT Welkom campus in 2015. Their focus is to assist unprivileged Grade 9 to 11 learners with their major subjects, and to provide them with career guidance, so as to ensure that, by the time they reach Grade 12, they are already aware of the importance of education and the various courses on offer by the different departments. BEC presents extra classes; motivational talks; and advice on subject combinations, bursaries and loans, career guidance and university life. As they understand that teamwork is a critical attribute that will contribute greatly to the success of their organisation, they went to



Mizpah Lodge on a team-building exercise in 2016 (as pictured above).

### **Workshops on business proposal writing**

CUT strongly believes that entrepreneurship education at HEIs is essential. Hence, as part of the graduate attributes project, efforts are made on an annual basis to develop a few students' business proposal writing skills, and to provide them with the opportunity to compile project proposals, which are then presented to a panel of judges. Deserving students are awarded a seed capital of R10 000, and are provided with business



mentorship. In 2016, a total of 132 students from the four faculties and the Welkom campus were trained in business proposal writing by Lefika Fun World, and the following four businesses were funded:

- The Public Motivators (Faculty of Management Sciences);
- Magno-Lyte (Faculty of Engineering and IT);
- Academic Events (Welkom campus); and
- Expressions Language Solutions (Faculty of Humanities).

The business mentorship with which these businesses will be provided, will also include assisting the students to register their companies, and networking with external funders. Through this project, CUT will realise its vision of contributing to communities' economic development and the reduction of unemployment.

## Teaching Development Grant

The DHET supports teaching and learning at CUT through the Teaching Development Grant (TDG). As a result of the six student and staff empowerment programmes

funded from the TDG, the positive impact of the utilisation thereof increases on an annual basis. The following programmes are funded from the TDG:

## Lecturer development

Some of the successes attained as a result of the TDG are highlighted below.



CUT developed a Postgraduate Diploma in Higher Education for lecturers, which programme will undergo an accreditation process during 2017. The development of this programme was led by the Director: ILT and some staff members from the faculties and the Welkom campus, and was facilitated with the assistance of two facilitators from Rhodes

University, Prof. L Quinn (below left) and Dr J Vorster (below right).



Other role players included individuals who participated in the Postgraduate Diploma for Academic Developers at Rhodes University. These individuals already demonstrated their agency using the knowledge they gained at Rhodes University.



**Above: Participants in the development of the CUT Postgraduate Diploma in Higher Education at the first workshop in June 2016**

- Two of the staff members who were registered for the Postgraduate Diploma in Higher Education for Academic Developers at Rhodes University completed the qualification, and will be graduating in April 2017. Two more staff members – one from the Bloemfontein campus, and one from the Welkom campus – registered for this programme for the 2017 academic year.
- 16 academic staff members underwent industry exposure in 2016. In addition, a study was conducted by Dr R Sebolao (Manager: Special Projects) and Prof. I Ntshoe (Head of SoTL) on “Work-integrated practices in a technology education setting” to evaluate the impact of industry exposure on teaching and learning. Their article was accepted for publication in the Journal of Psychology in Africa.
- Two successful workshops on learning facilitation, assessment and curriculum development were conducted in February 2016. Most of the new lecturers attended the workshops, and they indicated that, as a result of the workshops, they felt empowered to teach and assess with

understanding.

- In November 2016, five staff members from ILT attended the Higher Education Learning and Teaching Association of Southern Africa (HELTASA)/International Consortium for Educational Development (ICED) Conference in Cape Town, which was funded from the TDG. Four of these staff members delivered presentations at the conference, whilst one attended the conference as part of his/her development as a new staff member.
- Overall, the TDG contributed immensely to the development of lecturers in 2016.

### **Tutorship and mentorship**

This project includes SI, the Student Peer Mentorship Programme and ALCS, which were already discussed. The TDG funding made it possible for CUT to implement these projects, and, together with other efforts at CUT, they contributed to a success rate of 77.8% in 2016.

### **Status of teaching**

The annual Vice-Chancellor's Excellence Awards contribute to an improvement in lecturers' teaching, as they are encouraged to develop a teaching philosophy aligned

with the institutional philosophy, and to become innovative in their teaching in order to enhance student learning.

### **Researching teaching and learning (SoTL)**

Although still to be formally evaluated, the impact of SoTL on teaching and learning was phenomenal, as is evident from the number of participants in workshops, colloquia and conferences, as well as from the research outputs, which are fully discussed under SoTL in the sections below. The TDG also made it possible for academic staff to attend national and international conferences.

### **TDG management**

Part of the TDG funding is allocated to the management of the fund itself, to ensure that the grant is utilised effectively, and that reports to the DHET are correctly and timeously submitted.

This task is executed by the Manager: Special Projects (Teaching and Learning), assisted by a Senior Administrative Assistant.



**University priorities**

Three projects under university priorities include the Writing Centre and the Graduate Attributes Project (which were already discussed in full earlier), as well as the Quality Enhancement Project. The latter is co-ordinated from CUT's Institutional Planning and Quality Enhancement Section, and is intended to inculcate a culture of quality in teaching and learning through benchmarking exercises and collaboration with both national and international partners.

## SCHOLARSHIP OF TEACHING AND LEARNING

The Scholarship of Teaching and Learning (SoTL) at CUT has been funded through the TDG since 2014. Since its inception, the mission of SoTL at CUT has been to:

(i) improve the quality of teaching and learning; (ii) encourage academic staff to reflect on their practices through research; (iii) contribute to increasing research outputs for the institution; and (iv) create Groups of Communities of Practices (GCPs) to work on specific domains of learning and teaching. Some highlights of SoTL are discussed below.

### 2nd Annual CUT SoTL Conference

The 2nd Annual CUT SoTL Conference was held from 27 to 28 October 2016. The conference was aimed at advancing the objectives of the 1st Annual Conference (held in 2015), by creating a platform for academic staff to share ideas and experience on: (i) good teaching (teaching that promotes student learning and other related student outcomes); (ii) scholarly teaching (teaching that is supported by a body of research to increase effectiveness); and (iii) SoTL (a combination of reflection and knowledge that yields questions about teaching for study).

The conference attracted participants from CUT, the University of Mpumalanga, the Sol Plaatje University, and the Rajabhat Mahasarakham University in Thailand. The keynote speakers included Dr Pat Strauss, Project Leader at Auckland University of Technology (AUT) in New Zealand; Prof. Suellen Shay, Dean: Centre for Higher Education Development at the University of Cape Town (UCT); and Prof. Sechaba Mahlomaholo, Dean: Faculty of Education at UFS.



**Pictured above is the 2nd Annual SoTL Conference delegation.**

The paper by Dr Strauss (pictured at the top on the next page) focused on writing for academic purposes, with particular emphasis

on the contextual challenges faced by non-native English speakers of diverse societies.



Prof. Shay (pictured above) addressed “Curriculum Reform in Higher Education in South Africa”. She stated that “massification” – the expansion of access, including formal access – has not translated into equitable Higher Education systems, and highlighted the following factors that militate against the

achievement of equitable systems: (i) ailing, inequitable school education; (ii) inadequate funding; and (iv) failure to recognise a range of different systemic choices.

Prof. Mahlomaholo’s paper introduced the notion of bricolage to project a methodology genre in which embedded texts (visual, audio-visual and literary texts) challenge, inform and enhance each other’s meaning. At its heart, it has a digital mapping system that acts as a guiding link that provides alternative interpretive angles and mediating possibilities. This contribution directly presents the case for multilayered narrative inquiry as a paradigm of ethical activity. “The researcher is seen here as a bricoleur, a maker of patchwork, a weaver of stories”, said Prof. Mahlomaholo (pictured below).





**Pictured above is the delegation from Rajabhat Mahasarakham University in Thailand.**

41 full papers and three keynote addresses were delivered at the 2016 SoTL Conference.

### **Colloquium on the Social Justice Framework**

SoTL hosted a colloquium on the Social Justice Framework on 20 April 2016. The colloquium was facilitated by Prof. Brenda and Ms Naidoo from the University of Johannesburg (UJ).

### **Writing retreat**

A writing retreat was held from 22 to 23 June 2016. The first group of the writing workshop comprised 11 staff members, who are currently finalising their draft articles in co-operation with the Facilitator, Prof. Mike van Wyk from UNISA. In addition, two articles were



**Pictured above are the SoTL members (right) with Prof. Leibowitz and Prof. Ntshoe during group discussions.**

finalised, and are ready for submission to journals. Other members are working on the Facilitator's recommendations on different aspects of their manuscripts.

### **Research outputs**

A total of 59 staff members – 11 mentors and 48 mentees – participated in the SoTL Project in 2016. 15 SoTL members presented 16 papers at national and international conferences, of which the outcomes were 19 conference proceedings and peer-reviewed articles; 12 published articles in accredited journals; seven papers submitted to academic journals; and one paper being accepted for publication in an accredited journal.

[illegible]

## NOTES

[illegible][illegible]







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Technology, Free State

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**ILT Annual Report for 2016**

*A year full of achievements and success*