CENTRE FOR HIGHER EDUCATION DEVELOPMENT

The Centre for Higher Education Development, as a cross-faculty academic unit, offers research-informed educational development programmes and services across the institution. Its main goal is to engage in research and teaching that contributes to the development of scholarship in the relevant fields of education.

DEAN'S REPORT
ASSOCIATE PROFESSOR SUELLEN SHAY

OUR RESEARCH IS DRIVEN BY OUR MISSION TO PROMOTE EQUITY OF ACCESS, EFFECTIVENESS OF TEACHING AND LEARNING, AND THE ENHANCEMENT OF CURRICULUM.

6
NRF-RATED RESEARCHERS

R4.44M
VALUE OF **RESEARCH CONTRACTS**

36
RESEARCH **CONTRACTS**

The Centre for Higher Education Development (CHED) has at its core the twin aim of improving student success and ensuring that UCT's graduates are globally competitive, locally relevant, socially responsive and fully representative of South Africa's diverse population. Our research is driven by our mission to promote equity of access, effectiveness of teaching and learning, and the enhancement of curriculum.

To strengthen its research, CHED has, following an external review conducted in 2012, formulated a Strategic Plan for Research. The ultimate aim of this plan is to develop CHED's research capacity and improve its research output and dissemination. Accordingly, the strategic plan has the following key goals: to identify and develop research areas and groups addressing critical concerns in higher education at institutional, local, national and international levels; to produce excellent research by building and enhancing the capacity of CHED staff; to facilitate and promote the dissemination of CHED research through participation in research-led teaching and learning interventions, institutional decision-making, planning processes, and higher education policy work; and publication and participation at conferences to establish a viable and sustainable funding base for CHED research.

While it is too early to assess the success of this strategic plan, there is no doubt that it has helped to provide strategic research direction for CHED's five units. In 2013, CHED saw an increase in the number of its research outputs. Although the number of peer-reviewed articles remained almost the same

as in previous years, there was a significant increase in the number of books, book chapters and conference proceedings published. Most of the journal articles and book chapters published during 2013 deal with diverse themes pertinent to CHED's mission and goals. The Academic Development Programme (ADP) and Centre for Innovation in Learning (CILT) published the most journal articles, book chapters and conference proceedings. ADP, as the biggest unit of CHED, made a significant contribution to educational development scholarship through its peer-reviewed articles, book chapters and conference proceedings.

These research outputs covered a wide range of themes in academic development and support. They included analysis of the textual practices of undergraduate and postgraduate students, evaluation of the impact of academic development intervention programmes in different disciplines, student identities and learning, risk in postgraduate studies, academic literacies and multimodality, and tutoring and higher education policies and practices. However, their main focus was on the use of educational technology and higher education studies, including topics such as emerging technologies and changing learning/teaching practices, interactive mobile lecturing models, the use and effectiveness of educational technology in African higher education, development of online teaching material, educational technology pedagogic strategies, digital literacy, curriculum studies, and open access. Themes published by other units such as The Centre for Educational Testing for Access and Placement (CETAP) included the development of assessments that enable alternative access and appropriate placement of students in different academic programmes.

CHED also ran various research projects during the period under review. One of these projects was the Research on Open Educational Resources for Development (ROER4D), convened by Cheryl Hodgkinson-Williams in CILT. This is a three-year international project worth C$2 million, spanning Latin America, Sub-Saharan Africa and Central, South and South-East Asia. It addresses the research question: in what ways and under what circumstances can the adoption of OER address the increasing demand for accessible, relevant, high-quality and affordable post-secondary education in the Global South? ROER4D comprises 12 research projects, and includes desktop reviews, a cross-regional survey, case studies on OER adoption by academics, teacher educators and students, mapping studies on educational expenditure, impact studies of OER in various contexts and one complete country study. As well as South Africa, other countries in the project include Ghana, Kenya, Brazil, Colombia,

Chile, India, Indonesia, Malaysia and Mongolia. The project also involves a number of capacity-building activities around quantitative and qualitative data analysis, using qualitative software analysis tools and evaluation and research communication methodologies.

Another CHED highlight was the Emerging Information and Communication Technologies (ICTs) in Higher Education and Large Classes Project. This was a joint project by a number of institutions of higher education in South Africa: in addition to UCT, it included the University of the Western Cape, the Cape Peninsula University of Technology, Stellenbosch University, the University of Pretoria, the University of the Witwatersrand, Rhodes University and the University of Fort Hare. This project investigated how qualitative outcomes in education could be realised through the use of emerging technologies to transform teaching and learning interactions and paradigms across differently positioned higher education institutions in South Africa. The Large Classes Teaching Project was launched in September 2008 with an Andrew Mellon Foundation grant of US$330 000 to be used over four years. The aim of the project was to understand what was required to improve student performance in South African higher education.

THERE WAS A SIGNIFICANT INCREASE IN THE NUMBER OF BOOKS, BOOK CHAPTERS AND CONFERENCE PROCEEDINGS PUBLISHED.

To enhance CHED research capacity, 12 staff members participated in the "Writers' Development Workshop" organised by the Research Office, the purpose of which was to assist staff to prepare their articles for publication and rewrite chapters of their theses. This was intended to provide writers with critique and feedback on prepared papers and thesis chapters and give them time in a congenial environment to amend and improve these, as well as to provide them with time for discussion and dialogue to enhance creativity and promote fresh ideas for writing and research. The "Writers' Development Workshops" and other research capacity-building initiatives proposed in the CHED Strategic Plan for Research augur well for the future growth and development of CHED's research.

NEW BOOKS REFLECT CHED SCHOLARSHIP

CHED celebrated the publication of two new books that reflect scholarship in educational development and support at both undergraduate and postgraduate levels.

The first, *Risk in Academic Writing: Postgraduate teachers, their students and the making of knowledge*, was edited by Lucia Thesen and Linda Cooper of CHED and funded by a grant from the Programme for the Enhancement of Research Capacity (PERC). The result of almost five years of collaboration, the book argues that the writing of research raises many dilemmas for both students and supervisors. Framed as risk-taking, these dilemmas should be seen as a productive force in teaching, learning and writing that can challenge the silences and erasures in academic traditions and conventions of writing. Widening participation and the internationalisation of higher education make questions of language, register, agency and identity in postgraduate writing all the more pressing. The book offers a powerful argument against the further reinforcement of anglophone understanding of knowledge and its production and dissemination.

The second book, titled *Surfacing Possibilities: What it means to work with first generation higher education students*, was edited by June Pym and Moragh Paxton, both from CHED. This book offers a case study of an effective education development initiative at UCT. It focuses on the challenges faced by first-generation undergraduate students who come from a diversity of linguistic, social, and cultural backgrounds and have often experienced disadvantage, which calls for different directions in teaching, learning and support. The book emphasises the importance of harnessing student agency rather than working with a deficit model, and contains varied contributions that describe the diverse and innovative ways in which the challenges faced by first-generation undergraduate students have been addressed.

ADDRESSING THE NEGLECTED ISSUE OF MULTILINGUALISM

CHED Associate Professor Moragh Paxton has dedicated much of her research energy in the past decade to understand the experiences and practices of students from diverse social groups who have been historically excluded from higher education.

"My specialisation is in the area now described as academic literacies research, which is recognised internationally as a significant field of enquiry. My intellectual project has been to use critical discourse analysis alongside ethnographic methods to analyse students' hybrid 'interim literacies'," she says.

Her work addresses CHED's mission to promote equity of access, effectiveness of teaching and learning and the enhancement of the curriculum across UCT, and has provided a more multilayered understanding of the linguistic and cultural resources that South African students from rural and working-class backgrounds bring to their academic studies. It has brought to light the complex discursive processes by which students "learn" their subject. Further, by focusing on the historical and

UNDERSTANDING HOW STUDENTS "LEARN" THEIR SUBJECT

social context of a particular discipline (economics, which is what her PhD focused on), a discipline that has been underrepresented in research, her work has made a significant contribution to the field.

"More recently, my research could be described as extending the theory and methods used in my doctoral research to other levels and other disciplines. My particular contribution has been to use theoretical perspectives on discourse, genre and voice to explore genre acquisition at the postgraduate level. During this period, I also developed an interest in the theory and methodology of academic literacies research."

ACADEMIC DEVELOPMENT PROGRAMME

Director: Professor Ian Scott

Departmental Profile

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

Departmental Statistics

Permanent and Long-term contract staff

Professors	1
Associate Professors	5
Senior Lecturers	17
Lecturers	21
Part-time Lecturers	3
Professional and Administrative Staff	25
Total	72

Research Fields and Staff

MS MICHELLE ABRAHAMS
Academic Development Officer, Education Development Unit, Faculty of Commerce. Impact of mentoring and student leadership.

ASSOCIATE PROFESSOR SAALIH ALLIE
ADP Co-ordinator, Faculty of Science. Curriculum Development; Physics Education Research.

MS MELANIE ALPERSTEIN
Senior Lecturer; Curriculum Development Officer, Education Development Unit, Faculty of Health Sciences. Introducing Primary Health Care in clinical teaching and assessment; Problem based learning; Inter-professional community-based education/service learning; new graduates in rural health community service.

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

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

DR ABONGWE BANGENI
Senior Lecturer, Language Development Group. Academic Literacy; Writing in the Disciplines; Postgraduate literacies; Multilingualism; Language Development; Writing and Identity.

MS ANITA CAMPBELL
Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Factors affecting first year success; Dr Math tutoring; facilitation of learning groups using mobile technology; e-learning.

MR JUMANI CLARKE
Lecturer, Numeracy Centre. Excel as a learning environment; Academic literacies. Student identities in academic writing.

DR ALAN CLIFF
Senior Lecturer, Alternative Admissions Research Project (AARP). Academic Literacy and Student Learning; Students' Conceptions of Learning; Admissions Testing; Diagnostic Profiling of Students' Academic Literacies and Numeracies.

DR TRACY CRAIG
Senior Lecturer, ASPECT, Faculty of Engineering and the Built Environment. Tertiary mathematics education; Mathematical problem-solving; Language and mathematics; Engineering mathematics education; Academic development.

ASSOCIATE PROFESSOR BETTE DAVIDOWITZ
Chemistry. Chemical Education; Curriculum Design; Learning in Laboratories; Writing across the Curriculum; Improving Adjustment to Higher Education, Using student-generated drawings to probe understanding of basic concepts in chemistry.

MS CARLA FOURIE
Senior Lecturer, Convenor Financial Accounting and Financial Reporting 1 (EDU: Commerce). Academic teaching post

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

MS TARRYN GRINAKER
Lecturer, Financial Reporting 2 (Commerce). Financial Reporting – IFRS for SMEs; Higher Education in Accounting; Teaching Methodology; Teaching and Learning Structures; Action Research.

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

PROFESSOR NIKOLAAS J HENDRI HEIDEMAN
Lecturer, Mathematics, Academic Development Programme (ADP) Science.

DR ADITI HUMNA
Assistant Lecturer, Foundation courses tutoring and evaluation; research into curriculum development for the teaching of reading and writing in the Humanities.

MS CATHERINE HUTCHINGS
Lecturer, Language Development Group. Academic Literacy; Mentorship in Education; Language and Diversity; Writing, language and Identity; Narrative theory; Reflective Literacy.

MR JACOB JAFTHA
Lecturer, Numeracy Centre. Online learning environments (supporting tutorial activities); Adaptive feedback; Operator theory and its applications.

ASSOCIATE PROFESSOR ROCHELLE KAPP
First-Year Experience Project and Language Development Group. Academic Literacy; English as a Second Language; student development

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

DR KATE LE ROUX
Senior Lecturer, Numeracy Centre. Mathematics education research; School/university transition; Mathematics learning in extended curricula; Contexts in the teaching and learning of mathematics.

MS PAM LLOYD
Lecturer (part-time), Numeracy Centre. Curriculum Development for quantitative literacy in higher education.

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

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

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

DR ROISIN KELLY-LAUBSCHER,
Lecturer in Biological Sciences. Research interests: Biology Education, Academic Literacies, Sociology of Knowledge.

DR DUNCAN MHAKURE
Lecturer, Numeracy Centre. Mathematics Education research; Quantitative/ mathematical Literacy research; Teacher Education.

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

MS NISREEN NARKER
Lecturer, Economics. Education Development Unit, Faculty of Commerce. Economics Education.

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

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

DR BOB OSANO
Senior Lecturer, Mathematics. Mathematics Education Research; Theoretical Cosmology.

ASSOCIATE PROFESSOR MORAGH PAXTON

Language Development Group. Impact of prior discourses on acquisition of new discourses; Literacy Practices in Higher Education; Multilingualism for learning; Affordances and Barriers to acquisition of postgraduate research genres.

DR HOWARD PEARCE

Senior Lecturer, Co-ordinator, ASPECT, Faculty of Engineering and the Built Environment. Quantitative and Qualitative Learning in Physics; Assessment of student learning in Mathematics, Physics and Engineering; Mathematics for Engineering students; Curriculum development.

MR ROBERT PRINCE

Deputy Director, Academic Development Programme. Algebraic Number Theory; Commutative Algebra; Mathematics Education; Computers in Teaching Mathematics and Quantitative Literacy, Admissions Testing.

ASSOCIATE PROFESSOR JUNE PYM

Director: Education Development Unit, Faculty of Commerce. Barriers to learning; Effect of prior educational experience and context on student learning; the impact of the teaching and learning environment, Identity and agency.

DR SHEENA RUGHUBAR-REDDY

Lecturer, Numeracy Centre. Mathematics Education; Quantitative/Mathematics Literacy; Curriculum Development; Student learning (Extended programmes); Teacher development.

MS MEGAN RILEY

Writing Consultant (part-time), Education Development Unit, Faculty of Commerce. Academic literacy.

PROFESSOR IAN SCOTT

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

MS RIASHNA SITHALDEEN

Lecturer, Biological, Earth and Environmental Sciences.

DR LEONARD SMITH

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

MS SHERRY STUART

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

MR GARY STEWART

Lecturer, Computer Science. Computer Education.

MS DALE TAYLOR

Lecturer, Physics. Physics Education Research; Teacher Education.

DR LUCIA THESEN

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

DR MATHILDE VAN DER MERWE

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

ASSOCIATE PROFESSOR ERMIEN VAN PLETZEN

Coordinator, Language Development Group. Academic Literacy; Medical Education; Public Health.

MS EVELYN VICATOS

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

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Research output

Chapters in books

Archer, A. 2013. Voice as design: exploring academic voice in multimodal texts in higher education. In M. Bockand N. Pachler (eds), Multimodality and Social Semiosis, pp. 150-161. New York, USA: Routledge (Taylor & Francis Group). ISBN 9780415508148.

Arend, M. 2013. 'It was hardly about writing': translations of experience on entering postgraduate studies. In L. Thesen and L. Cooper (eds), Risk in Academic Writing: Postgraduate Students, their

Teachers and the Making of Knowledge, pp. 219-233. Bristol, UK: Multilingual Matters. ISBN 9781783091058.

Fourie, C.J. 2013. Innovations in a financial accounting course. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 58-82. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Hunma, A.B. and Sibomana, E. 2013. Academic writing and research at an Afropolitan university: an international student perspective. In L. Thesen and L. Cooper (eds), Risk in Academic Writing: Postgraduate Students, their Teachers and the Making of Knowledge, pp. 100-128. Bristol, UK: Multilingual Matters. ISBN 9781783091058.

Low, T.C.C. 2013. Thinking out of the box in mathematics and statistics. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students. pp. 83-92. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Luyt, J., Abrahams, M. and Stuart, S.W.R. 2013. Student support and wellbeing. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 160-183. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Luyt, J. 2013. Theorising student support. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 149-159. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Nomdo, G. 2013. Collaborating by design: language embedded in an economics course. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 100-122. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

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Pym, J.M. 2013. Introducing the commerce education development unit and its work. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp.1-13. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Pym, J.M. 2013. Leadership that can make a difference. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 29-40. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Pym, J.M. 2013. Teaching can make a difference: why do we teach the way we do? In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 43-49. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Riley, M.M. 2013. Possibilities and challenges in faculty-based writing centre. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 123-136. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Scott, I.R. and Luckett, K.M. 2013. Enhancement or transformation? The significance and dimensions of quality enhancement in higher education in South Africa. In R. Land and G. Gordon (eds), Enhancing Quality in Higher Education, pp. 165-176. Abingdon, Oxon, UK: Routledge. ISBN 9780415809245.

Scott, I.R. 2013. Paving the way for systemic change: curriculum change for development and equity. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 14-25. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Smith, L. 2013. Teaching approach to a first-year economics course. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-generation Higher Education Students, pp.

50-57. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

Stuart, S.W.R. and Abrahams, M. 2013. The living experience of student success. In J. Pym and M. Paxton (eds), Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students, pp. 184-194. Champaign, Illinois, USA: Common Ground Publishing. ISBN 9781612291925.

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Bangeni, A. and Greenbaum, L. 2013. An analysis of the textual practices of undergraduate and postgraduate novice writers in law. Per Linguam: A Journal of Language Learning, 29(2): 72-84.

Bangeni, A. 2013. An exploration of the impact of students' prior genre knowledge on their constructions of 'audience' in a marketing course at postgraduate level. English for Specific Purposes, 32(1): 248-257.

Campbell, A. and Rajaratnam, K. 2013. Avoiding frustrations of unprepared students with online quizzes. International Business and Economics Research Journal, 12(8): 969-977.

Craig, T.S. 2013. Conceptions of mathematics and student identity: implications for engineering education. International Journal of Mathematical Education in Science and Technology, 44(7): 1020-1029.

Lloyd, P.J. and Frith, V. 2013. Proportional reasoning as a threshold to numeracy at university: a framework for analysis. Pythagoras, 34(2): 234(9pp).

Osano, O. 2013. School, subject and gender: a case study of the validity of traditional performance markers in the South African education sector. International Journal of Science Commerce and Humanites: 1(5): 261-271.

Pym, J.M. 2013. From fixing to possibility: changing a learning model for undergraduate students. South African Journal of Higher Education, 27(2): 353-367.

Pym, J.M. and Kapp, R. 2013. Harnessing agency: towards a learning model for undergraduate students. Studies in Higher Education, 38(2): 272-284.

Rajaratnam, K. and Campbell, A. 2013. Enhancing students' learning through practical knowledge taught by industry professionals. International Business and Economics Research Journal, 12(6): 717-724.

Smith, L. 2012. Measuring the impact of educational interventions on the academic performance of black academic development students. Southern African Review of Education, 18(1): 85-113.

Smith, L. 2013. Measuring the Impact of Academic Development Courses in First-and Second-Year Chemistry. South African Journal of Chemistry-Suid-Afrikaanse Tydskrif Vir Chemie, 66(1): 189-199.

Thesen, L.K. 2013. Risk in postgraduate writing: voice, discourse and edgework. Critical Studies in Teaching & Learning, 1(1): 103-122.

Winfield, J.H. and Luyt, J. 2013. An evaluation of an exploratory intervention to improve progression in a first-year accounting course. SA Journal of Accounting Research, 27(1): 1-36.

Wolff, K. and Luckett, K.M. 2013. Integrating multidisciplinary engineering knowledge. Teaching in Higher Education, 18(1): 78-92.

Peer-reviewed published conference proceedings

Campbell, A. 2013. Building a multi-language database of video explanations for first year

mathematics. In N. Tisani and M. Madiba (eds), Proceedings of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) 2012 Conference, 28-30 November 2012, University of Stellenbosch, South Africa. South Africa: University of Stellenbosch. ISBN 9780-620555401.

Campbell, A. and Smit, R. 2013. Introduction to engineering: an investigation into the first year experience in an electrical engineering course. In B. Collier-Reed (ed), Proceedings of the Second Biennial Conference of the South African Society for Engineering Education (SASEE), 11-12 June 2013, Cape Town, South Africa, , 321. Cape Town: The South African Society for Engineering Education (SASEE). ISBN 9780620571234.

Campbell, A. and D'Oliviera Pio, M. 2013. Learning mathematics through the making of video explanations for a multi-language database. In Z. Davis and S. Jaffer (eds),Proceedings of the 19th Annual Congress of the Association for Mathematics Education of South Africa (AMESA), 24-28 June 2013, University of the Western Cape,, Bellville, Cape Town. Western Cape: Association of Mathematics Education of South Africa (AMESA). ISBN 9780620567763.

Campbell, A. 2013. The role of voluntary online tutoring in building students' identities as community participants. In V. Frith and K. le Roux (eds), Proceedings of 7th International Mathematics Education and Society Conference, 2-7 April 2013, Cape Town, South Africa. Cape Town: MES 7. ISSN 20779933.

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Craig, T.S. and Cloete, T.J. 2013. Observations and conclusions of dynamics student's mathematical

fluency. In B. Collier-Reed (eds), Proceedings of the Second Biennial Conference of the South African Society for Engineering Education (SASEE), 11-12 June 2013, Cape Town, South Africa. Cape Town: the South African Society for Engineering Education (SASEE). ISBN 9780620571234.

Craig, T.S. and Campbell, A. 2013. The Development of Engineering Students' Algebra Skills: Findings from an Algebra Skills Test Refined by Rasch Analysis. In Z. Davis and S. Jaffer (eds),Proceedings of the 19th Annual Congress of the Association for Mathematics Education of South Africa (AMESA), 24-28 June 2013, University of the Western Cape. Bellville, Cape Town, Western Cape: Association of Mathematics Education of South Africa (AMESA). ISBN 9780620567763.

John, I. and Allie, M.S. 2013. DC circuits: context dependence of student responses. In P.V. Engelhardt, A.D. Churukian and N.S. Rebello (eds), Proceedings of 2012 Physics Education Research Conference, 1-2 August 2012, Philadelphia, USA. Melville, New York: American Institute of Physics. ISBN 9780735411340.

Frith, V. and Lloyd, P.J. 2013. Quantitative literacy and epistemological access at university: reflections on using the threshold concept framework for research. In M. Berger, K. Brodie, V. Frith and K. le Roux (eds), Proceedings of the Seventh International Mathematics Education and Society Conference, 2-7 April 2013, Cape Town, South Africa. Cape Town: MES 7. ISSN 20779933.

Jawitz, J.P., Williams, K., Pym, J.M. and Cox, G. 2013. Why we do what we do: interrogating our academic staff development practice. In N. Tisani and M. Madiba (eds), Proceedings of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) 2012 Conference, 28-30 November 2012, University of Stellenbosch. South Africa: University of Stellenbosch. ISBN 9780620555401.

Le Roux, K. 2013. "I just make sure that I got for it": a mathematics student's transition to and through university. In M. Berger, K. Brodie, V. Frith and K. le Roux (eds), Proceedings of the Seventh International Mathematics Education and Society Conference, 2-7 April 2013, Cape Town. Cape Town: MES 7. ISSN 20779933.

Mhakure, D., Jaftha, J. and Rughubar - Reddy, S. 2013. A Framework to Understand the Contribution of Quantitative Literacy to the Social Justice Agenda: A Pilot Study. In M. Berger, K. Brodie, V. Frith and K. le Roux (eds), Proceedings of the Seventh International Mathematics Education and Society

Conference, 2-7 April 2013, Cape Town. Cape Town: MES 7. ISSN 20779933.

Mhakure, D., Mushaikwa, N. and Goodman, L. 2013. Exploring the nature of knowledge building amongst teachers using the argumentation instructional strategy: reflections from a community of practice. In M. Ogunniyi, O. Amosun, K. Langenhoven, S. Kwofie and S. Dinie (eds), Proceedings of the 21st Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE 2013), 14-17 January 2013, University of the Western Cape, Bellville, South Africa. Bellville: SAARMSTE. ISBN 9780986980077.

Mhakure, D. 2013. Sustainable development and indigenous knowledge: an education perspective. In M.B. Ogunniyi (ed), Proceedings of Fourth International Conference of the Science and Indigenous Knowledge Systems Project/South African-Mozambican Collaborative Research Programme, 29-31 October 2013, Cape Town. Cape Town: University of Western Cape. ISBN 9780868087474.

Nwosu, V., Allie, M.S., Demaree, D. and Deacon, A. 2013. A study of postgraduate students in an astrophysics bridging year: identifying contradictions in a complex system. In P.V. Engelhardt, A.D. Churukian and N. Sanjay Rebello (eds), Proceedings of 2012 Physics Education Research Conference, 1-2 August, Philadelphia, USA. Melville, New York: American Institute of Physics. ISBN 9780735411340.

Torr, S. and Craig, T.S. 2013. Addressing dualism in mathematical abstraction: an argument for the role of construal level theory in mathematics education. In D. King, B. Loch and L. Rylands (eds), Proceedings of the 9th Delta Conference on Teaching and Learning of Undergraduate Mathematics and Statistics, 24-29 November 2013, Kiama, Australia. Melbourne, Australia: The University of Western Sydney, School of computing, Engineering and Mathematics. ISBN 9781741082890.

CENTRE FOR EDUCATIONAL TECHNOLOGY

Acting Director: Dr Cheryl Brown

Centre Profile

The Centre for Educational Technology has been an established unit in CHED since 2005. While the Centre has a broad focus, its core activities focus on encouraging and supporting the innovative and effective use of ICTs for educational purposes. CET's work focuses on the areas of learning technologies, staff development, curriculum projects, postgraduate teaching, and also includes research and special projects. Research in CET has largely been centred on the professional interests of individuals and the focus of funded projects. It can be grouped into some dominant themes including: access to and use of ICTs; academic literacies; learning design; mobile learning; lecture recording and podcasting; innovation by educators; teaching with new media; the educational technology profession; open educational resources; open research; communities of practice in staff development; the effects of organisational cultures on technology adoption; the rhetoric of staff development; and online conferences for professional development. In 2013 CET was invited to lead an international project, convened by Cheryl Hodgkinson-Williams on Research on Open Educational Resources for Development (ROER4D). The project is a 3-year, 2 million Canadian dollars, IDRC-funded project spanning Latin America, Sub-Saharan Africa, Central, South and South-East Asia.

Departmental Statistics

Permanent and Long Term Contract Staff

Associate Professors	3
Senior Lecturers	3
Lecturers	1
Support, administrative and technical staff	11
TOTAL	18

Research Fields and Staff

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

DR CHERYL BROWN
Lecturer: digital identity, first year students' experiences of ICTs at university, discourses of ICTs and access to ICTs.

MR ROGER BROWN
Educational Technology Consultant; promotion of and support for the use of educational technologies among staff.

MR TONY CARR
Senior Lecturer; Co-ordinator Staff Development; on-line conferences, online communities of practice, use of interactive computer-mediated approaches for teaching and learning.

MR TINASHE MAKWANDE
Digital Learning Materials Designer; use of video in curriculum development.

MS GLENDA COX
Lecturer; Curriculum Projects; teaching and learning with technology, curriculum development; Open Education Resources.

ASSOCIATE PROFESSOR LAURA CZERNIEWICZ
Seconded to OpenUCT; open scholarship broadly, scholarly communication, students' digitally-mediated practices, digital identities and the field of learning technology as a scholarly domain.

MR ANDREW DEACON
Instructional Designer; learning environments, evaluation of interactive computer mediated approaches for teaching and learning, learning analytics.

ASSOCIATE PROFESSOR CHERYL HODGKINSON-WILLIAMS
Online learning design, interactive whiteboards, open scholarship, open education resources and electronic portfolios.

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

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

MR STEPHEN MARQUARD
Senior Lecturer: Learning Technologies Coordinator: design, implementation and support of online environments for effective teaching and learning,

group collaboration and personal workspaces and portfolios, higher education ICT strategy and governance.

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

ASSOCIATE PROFESSOR DICK NG'AMBI
Coordinator – postgraduate programme (ICT in Education); mobile learning, ubiquitous technologies, emerging technologies, open educational resources, podcasting, social networking, and informal learning.

MR IAN SCHROEDER
Staff development, use of interactive computer-mediated approaches for teaching and learning, peer instruction and collaborative learning.

MS MICHELLE WILLMERS
Programme Manager, Scholarly Communication in Africa Programme; scholarly Communication.

Ms Rondine Carstens
Graphics and animation designer. teaching with images, visual literacy.

Honorary Research Associate

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

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Research output

Chapters in books

Brown, C. and Hart, M.L. 2013. Exploring higher education students technological identities using critical discourse analysis. In P. Isaias and M. Baptista-Nunes (eds), Information Systems Research and Exploring Soxial Artifacts: Approaches and Methodologies, pp. 181-198. University of Sheffield, UK: IGI Global. ISBN 97814666249.

Chan, L. and Gray, E. 2013. Centering the knowledge peripheries through open access: implications for future research and discourse on knowledge for development. In M.L. Smith and K.M.A. Riley (eds), Open Development - Networked Innovations in International Development, pp. 197-222. Cambridge, Massachusetts: The MIT Press. ISBN 9780262525411.

Hodgkinson-Williams, C.A., Paskevicius, M., Cox, G., Shaikh, S., Czerniewicz, L. and Lee Pan, S. 2013. 365 days of openness: the emergence of OER at the University of Cape Town. In R. McGreal, W. Kinuthia and S. Marshall (eds), Open Educational Resources: Innovation, Research and Practice, pp. 33-45. Canada: Commonwealth of Learning. ISBN 9781894975629.

Ng'ambi, D. and Luo, A. 2013. Towards a sustainable inter-institutional collaborative framework for open educational resources (OER). In R. McGreal, W. K. and S. Marshall (eds), Open Educational Resources: Innovation, Research and Practice, pp. 223-239. Canada: Commonwealth of Learning. ISBN 9781894975629.

Articles in peer-reviewed journals

Boyinbode, O., Ng'ambi, D. and Bagula, A.B. 2013. An interactive mobile lecturing model: enhancing student engagement with face-to-face sessions. International Journal of Mobile and Blended Learning, 3(2): 1-21.

Bozalek, V., Ng'ambi, D. and Gachago, D. 2013. Transforming teaching with emerging technologies: Implications for higher education institutions. South African Journal of Higher Education, 27(2): 419-436.

Carr, A.M. 2013. e/merging across Africa: five papers on the use of educational technology in African higher education. African Journal of Information Systems, 5(3): 65-70.

Cox, G. 2013. Researching resistance to open education resource contribution: an activity theory approach. E-Learning and Digital, 10(2): 148-160.

Czerniewicz, L. 2013. The online visibility of South African knowledge: searching for poverty alleviation. The African Journal of Information and communication, 1(13): 1-12.

Czerniewicz, L. and Brown, C. 2013. The habitus of digital "strangers" in higher education. British Journal of Educational Technology, 44(1): 44-53.

Gachago, D., Backhouse, J., Bozalek, V., Ivala, E., Bosman, J. and Ng'ambi, D. 2013. Towards a shared understanding of emerging technologies: experiences in a collaborative research project in South Africa. African Journal of Information Systems, 5(3): 94-105.

Hodgkinson-Williams, C.A. and Deacon, A. 2013. Pedagogic strategies to support learning design thinking in a master's course. Educational Research for Social Change, 2(1): 82-97.

Hodgkinson-Williams, C.A. and Paskevicius, M. 2013. 'It's not their job to share content': a case study of the role of senior students in adapting teaching materials as open educational resources at the University of Cape Town. E-Learning and Digital, 10(2): 135-147.

Ng'ambi, D. 2013. Effective and ineffective uses of emerging technologies: towards a transformative pedagogical model. British Journal of Educational Technology, 44(4): 652-661.

Ng'ambi, D. and Bozalek, V. 2013. Emerging technologies and changing learning/teaching practices. British Journal of Educational Technology, 44(4): 531-535.

Ng'ambi, D. and Bozalek, V. 2013. Leveraging informal leadership in higher education institutions: a case of diffusion of emerging technologies in a southern context. British Journal of Educational Technology, 44(6): 940-950.

Peer-reviewed published conference proceedings

Deacon, A. and Hodgkinson-Williams, C. 2013. Cultivating learning design thinking with e-portfolios in a master's course. In E. Ivala (ed),Proceedings of the 8th International Conference on e-Learning, 27-28 June 2013, Cape Peninsula University of Technology, Cape Town, South Africa. United Kingdom: Academic Conferences and Publishing International Limited Reading (UK). ISBN 9781909507289.

Jawitz, J.P., Williams, K., Pym, J.M. and Cox, G. 2013. Why we do what we do: interrogating our academic staff development practice. In N. Tisani and M. Madiba (eds), Proceedings of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) 2012 Conference, 28-30 November 2012, University of Stellenbosch. South Africa: University of Stellenbosch. ISBN 9780620555401.

Magunje, C. and Brown, C. 2013. From cellphone to computer: university students' use of technology in first year. In E. Ivala (ed), Proceedings of the 8th International Conference on e-Learning, 27-28 June 2013, Cape Peninsula University of Technology, Cape Town, South Africa. United Kingdom: Academic Conferences and Publishing International Limited Reading (UK). ISBN 9781909507289.

Mbogho, A. and Marquard, S.C. 2013. Improving the Transcription of Academic Lectures for Information Retrieval, Proceedings of 2013 12th International Conference on Machine Learning and Applications, 4-7 December 2013, Miami, Florida, USA, , 8. USA: IEEE. ISBN 978076955144-9.

Ng'ambi, D., Bozalek, V. and Gachago, D. 2013. Empowering educators to teach using emerging technologies in higher education: a case of facilitating a course across institutional boundaries. In E. Ivala (ed), Proceedings of the 8th International Conference on e-Learning, 27-28 June 2013, Cape Peninsula University of Technology, 2, 7. United Kingdom: Academic Conferences and Publishing International Limited Reading (UK). ISBN 9781909507289.

Noakes, T., Czerniewicz, L. and Brown, C. 2013. Students as creative producers. In E. Ivala (ed),Proceedings of the 8th International Conference on e-Learning, 27-28 June 2013, Cape Peninsula University of Technology. United Kingdom: Academic Conferences and Publishing International Limited Reading (UK). ISBN 9781909507289.

Nwosu, V., Allie, M.S., Demaree, D. and Deacon, A. 2013. A study of postgraduate students in an astrophysics bridging year: identifying contradictions in a complex system. In P.V. Engelhardt, A.D. Churukian and N. Sanjay Rebello (eds), Proceedings of 2012 Physics Education Research Conference, 1-2 August, Philadelphia, USA. Melville, New York: American Institute of Physics. ISBN 9780735411340.

HIGHER AND ADULT EDUCATION STUDIES AND DEVELOPMENT UNIT

Unit Head: Associate Professor Jeff Jawitz

Unit Profile

Until 2013 the Higher & Adult Education Development & Studies Unit forms part of the Centre for Higher Education Development at the University of Cape Town. HAESDU has supported the on-going professional development of both higher education professionals and adult education practitioners through a range of courses, research and development projects.

During the course of 2013 three major developments have taken place, namely,
the transfer of the HAESDU colleagues working on Adult Learning to the School of Education in July 2013
the transfer of two members of COL to HAESDU and the preparation for the merger of the remaining staff in HAESDU with those in CET to form the new Centre for Innovation in Learning and Teaching (CILT) on January 2014.

HAESDU recognizes the importance of its work being research-led, and all staff are actively engaged in research. There are two NRF rated researchers in the unit – Associate Professors Suellen Shay and Jeff Jawitz.

Unit Statistics

Permanent and long-term contract staff

January – June 2013

Associate Professors	3
Senior Lecturers	3
Lecturers	2
Professional Administrative and Support Staff	1
Total	**9**

July 2013 – Dec 2013

Associate Professors	1
Senior Lecturers	3
Lecturers	2
Professional Administrative and Support Staff	2
Total	**8**

Research Fields and Staff

DR ALAN CLIFF
Senior lecturer: Academic literacy and student learning; admissions testing; diagnostic profiling of students' academic literacies and numeracies; understanding how adults learn; assessment of academic potential. MCQ assessment: design and impact; assessment and evaluation in adult and continuing education contexts.

ASSOCIATE PROFESSOR LINDA COOPER
Theorising different forms of knowledge; impact of changes in the broader political economy and labour markets on knowledge and pedagogy; relationship between higher education and the workplace; RPL and continuing professional education within higher education; worker education and training: the role of education in workplace and social change.

DR JEANNE GAMBLE
Senior Lecturer: The relation between knowledge and practice in curriculum, pedagogy and assessment; vocational and professional education; education and training policy

DR SALMA ISMAIL
Senior Lecturer: Adult education curriculum and changing student needs, challenges of retaining a critical transformative educational practice and inclusion of feminist pedagogy; relationship of indigenous knowledge to adult education; learning in social movement contexts; staff experiences of institutional culture in a changing university context.

MS KASTURI BEHARI-LEAK
Lecturer: Academic identity and social agency; nascent academics – 'being and becoming'; knowledge and knower structures; social inclusion and difference; structure, culture and agency; the power of performative texts.

ASSOCIATE PROFESSOR JEFF JAWITZ
Professional development of academics in teaching; the impact of race on academic practice; the academic identity and the academic workplace; educational development initiatives and large class teaching

DR JANICE MCMILLAN
Senior Lecturer: Social responsiveness in teaching and learning; building university-community partnerships; citizenship and ethics in service learning; role of critical reflection in service learning; theorizing service learning from a social justice perspective

MS JUNE SALDANHA
Lecturer: Understanding the challenges which women encounter when trying to pursue further learning in formal and informal contexts; investigating the opportunities that exist for adult learners who have completed the Diploma in Education.

ASSOCIATE PROFESSOR SUELLEN SHAY
Developing an understanding of assessment as a socially-situated practice; understanding the formative influences on curriculum which influence what is valued in assessment; the relationship between disciplinary knowledge and curriculum; curriculum differentiation and progression.

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Web: http://www.haesdu.uct.ac.za/

Research output

Chapters in books

Cooper, L.H. 2013. 'Does my experience count?' The role of experiential knowledge in the research writing of postgraduate adult learners. In L. Thesen and L. Cooper (eds), Risk in Academic Writing: Postgraduate Students, their Teachers and the Making of Knowledge, pp. 27-47. Bristol, UK: Multilingual Matters, United Kingdom. ISBN 9781783091058.

Gamble, J. 2013. Why improved formal teaching and learning are important in technical and vocational education and training (TVET), Revisiting global trends in TVET: Reflections on theory and practise, pp. 1-340. Germany: United Nations Educational, Scientific and Cultural Organization. ISBN 9789295071575.

Articles in peer-reviewed journals

Cooper, L.H. and Harris, J. 2013. Recognition of prior learning: exploring the 'knowledge question'. International Journal of Lifelong Education, 32(4): 447-463.

Kilpert, L. and Shay, S.B. 2013. Kindling fires: examining the potential for cumulative learning in a Journalism curriculum. Teaching in Higher Education, 18(1): 40-52.

Shay, S.B. 2013. Conceptualizing curriculum differentiation in higher education: a sociology knowledge point of view. British Journal of Sociology of Education, 34(4): 563-582.

Peer-reviewed published conference proceedings

Jawitz, J.P. 2013. Do engineering educators teach the way they were taught? Engagement of engineering academics with teaching development opportunities. In B. Collier-Reed (ed), Proceedings of Second Biennial Conference of the South African Society for Engineering Education, 11-12 June 2013, Vineyard Hotel Cape Town. Cape Town: the South African Society for Engineering Education (SASEE). ISBN 9780620571234.

Jawitz, J.P., Williams, K., Pym, J.M. and Cox, G. 2013. Why we do what we do: interrogating our academic staff development practice. In N. Tisani & M. Madiba (eds), Proceedings of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) 2012 Conference, 28-30 November 2012, University of Stellenbosch. South Africa: University of Stellenbosch. ISBN 9780620555401.

CENTRE FOR OPEN LEARNING

Acting Director: Ms Medeé Rall

Centre Profile

The Centre for Open Learning comprises two divisions: the Third Term and the Public and Continuing Education Divisions. The Public and Continuing Education Division is responsible for the annual Summer School programme. This programme encourages a diverse community of students to enjoy adult study by making University research available to the general public, by drawing on different disciplines and by stimulating debate about important issues. The Public and Continuing Education Division also offers continuing education opportunities to the general public, work-related courses aimed at career development and customised courses designed for specific organisations. It also makes focused interventions in the adult education and cultural sector, working with other partners. The Third Term Division offers University accredited courses to University students during the University's winter and summer vacations. This division draws on the University's academic resources for its courses.

Centre Statistics

Permanent and long-term contract staff

Professor	1
Senior Lecturers	2
Technical and Support Staff	1
Administrative and Clerical Staff	9
Total	13

Research Fields and Staff

DR KEVIN WILLIAMS
Senior Lecturer: Social agency and student learning; Heideggarian insights on being in relation to research ethics.

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

MS MEDEÉ RALL
Senior Lecturer: Adult education provision, multimodality, museum studies.

Contact Details

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Research output

Peer-reviewed published conference proceedings

Jawitz, J.P., Williams, K., Pym, J.M. and Cox, G. 2013. Why we do what we do: interrogating our academic staff development practice. In N. Tisani and M. Madiba (eds),Proceedings of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) 2012 Conference, 28-30 November 2012, University of Stellenbosch. South Africa: University of Stellenbosch. ISBN 9780620555401.

Creative Works

Artistic works

Fiske, I.J. and Kentridge, W. 2013. For All We Know Nothing is Working.

Anthology of poems

Fiske, I.J. 2013. Aubade. Saint-Martin-d'Heres: Biennale international des poetes en Val-de-Marne. 124.

Fiske, I.J. 2013. Aujourd'hui je n'aime pas mon pays (Today I do not love my country). Saint-Martin-d'Heres: Biennale international des poetes en Val-de-Marne. 132.

Fiske, I.J. 2013. Histoplasmose: Conseil d'un guide a la grotte. Saint-Martin-d'Heres: Biennale international des poetes en Val-de-Marne. 127.

Fiske, I.J. 2013. Notes pour cette semaine (Notes for that week). Saint-Martin-d'Heres: Biennale international des poetes en Val-de-Marne. 128.

Fiske, I.J. 2013. Quel genre d'homme (What kind of man?). Saint-Martin-d'Heres: Biennale international des poetes en Val-de-Marne. 130.

Fiske, I.J. 2013. Reste ici (Stay here). Saint-Martin-d'Heres: Biennale international des poetes en Val-de-Marne. 125.

Fiske, I.J. 2013. The Archbishop chairs the first session. Goodwood: Oxford University Press Southern Africa. 1.

Fiske, I.J. 2013. Une mort annoncee (A death foretold). Saint-Martin-d'Heres: Biennale international des poetes en Val-de-Marne. 126.

Collection of poems

Fiske, I.J. 2013. Brush Stroke. South Africa: Timbila. 29.

Fiske, I.J. 2013. Mending. South Africa: Timbila. 30.

Fiske, I.J. 2013. Night Space. South Africa: Timbila. 28.

Fiske, I.J. 2013. The Archbishop Chairs the First Session. Johannesburg: The English Experience. 28.

Fiske, I.J. 2013. The Head of the Household. Aldeburgh: The Poetry Trust. 5.

Screenplays and plays

Fiske, I.J. 2013. Women and Children First. Directed by Jane Ramseyer Miller and Carol Bauer. Minnesota: Hamline University School of Law

DEAN'S OFFICE

Dean: Associate Professor Nan Yeld (until 1 July 2013)

Profile

Apart from its central leadership, management and administrative role in CHED, the Dean's Office houses special projects, including the Multilingualism Education Project, headed by Associate Professor Mbulungeni Madiba, the OpenUCT Initiative (OUI) under the directorship of Associate Professor Laura Czerniewicz, the Confucius Institute, and student fellowship and scholarship programmes that comprise the Equity Development Programme.

Office Statistics

Permanent and long-term contract staff

Associate Professors	3
Professional staff	1
Total	**3**

Research Fields and Staff

Associate Professor Nan Yeld (until 1 July 2013)
Admissions; educational measurement; academic literacy; higher education policy.

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

Associate Professor Laura Czerniewicz
Educational technology in higher education; academics' and students' digitally mediated scholarship and educational practices; scholarly communication

Ms Nolubabalo Tyam
Second language acquisition; second language teaching; intercultural communication; code-switching.

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Research output

Chapters in books

Van Wyk, A. and Yeld, N. 2013. Academic literacy and language development. In C. B. Kandiko and M. Weyers (eds), The Global Student Experience, pp. 62-77. Oxon, London and New York, USA: Routledge, Taylor and Francis Group, London and New York. ISBN 9780415809269.

Articles in peer-reviewed journals
Madiba, M.R. 2013. Multilingual education in South African universities: policies, pedagogy and practicality. Linguistics and Education, 24(4): 385-395.

Pitoniak, M.J. and Yeld, N. 2013. Standard setting lessons learned in the South African context: implications for international implementation. International Journal of Testing, 13(1): 19-31.

Peer-reviewed published conference proceedings

Madiba, M.R. 2013. Implementing multilingual education at a historically english-medium university in South Africa: policies, pedagogy and strategies. In S. May (ed), Refereed Conference Proceedings of the 3rd International Conference on Language, Education and Diversity, 22-25 November 2011, Auckland, New Zealand. Auckland: University of Auckland, Faculty of Education. ISBN 9780473240219.