# DEVELOPMENTAL STUDY TOWARDS EFFECTIVE PRACTICES IN TECHNOLOGY-ASSISTED LEARNING

**Third Combined Report from 15 participating
South African universities**

**Report compiled by Izak Broere and Marlena Kruger**

**University of Johannesburg**

**Project undertaken in collaboration with Mark Schofield**

**Edge Hill University, UK**

# Contents

## Introductory remarks

The Centre for Technology Assisted Learning (CenTAL) at the University of Johannesburg (UJ) and the SOLSTICE Centre for Excellence in Teaching and Learning at Edge Hill University (EHU), UK signed a Memorandum of Understanding on 28 June 2007 for the creation of a benchmarking hub for the enhancement of learning by the deployment of educational technologies in South African universities.  This was followed up during a visit of Mark Schofield of EHU during February 2008 and resulted in an invitation for participation directed at the directors of technology-assisted learning (TAL) centres, and other senior staff members responsible for academic development and support including TAL, at 23 South African universities.

The information below was obtained from the participating universities' present and future activities in TAL.  They were requested to use nine so-called "lenses" of self-evaluation and review and to organise the information using these lenses.  The first combined report contained the information received from participatory universities during a first round.  This report was discussed during a meeting of representatives of participating universities on 28 May 2008 in Johannesburg.  During this meeting, a refinement of our common understanding of lenses was discussed and three new lenses were added.  A Second Combined Report was produced and discussed at a second meeting of participants on 10 October 2008 at UJ.  Two additional universities also came on board in the second semester of 2008.  This report is now based on the information offered by all 14 participating universities on these refined and expanded lenses.

In the sequel, these lenses are used as headings.  Information from participating universities is offered by alphabetically arranging the universities under each lens.

**Lens 1: A description of your Curriculum Design and Development (focusing on macro, meso and micro level) and the TAL integration in this**

**(Note: On 28 May 2008 it was agreed that the meaning of these terms are:**

  **macro: on policy level**

  **meso: on programme level**

  **micro: on module level, including the implementation of a module)**

**Cape Peninsula University of Technology**

**Macro & Meso:**

The University have engaged with faculties to re-curriculate all programmes as part of the Strategic Plan (extract of the strategic plan is attached in the table below). All faculties have one or more curriculum officer (CO) responsible for this process. They form part of a forum and meet regularly to discuss progress. At the same time the Fundani Centre for Higher Education Development assists this forum with regard to the relevant pedagogy to be applied and to stimulate research and development regarding curriculum design. An example is the use of e-portfolios for assessment and personal development and the Centre for eLearning gives assistance to the CO's regarding the use of e-portfolios.

| Strategic Direction | Objective |
|---|---|
| 1. **TEACHING AND LEARNING** **With the aid of strategic partnerships to continue to evolve and implement a teaching and learning framework founded on the principles of equity and student success; cooperative, work-based learning; innovation; and the effective application of technology, with the aim of producing graduates who can make a significant contribution to society, in South Africa in particular** | Develop and implement a teaching and learning strategy relevant to emerging regional and national needs and based on relevant current research |
| | Develop student-centred teaching methodologies |
| | Improve assessment practices to meet external standards |
| | Develop and implement strategies to use ICT as an enabler for teaching and learning |
| | Identify and support relevant research themes |
| | Promote greater interaction with industry, business, and government to improve teaching and learning |
| | Improve throughputs, retention rates and pass rates |
| | Develop and implement a workload model that incorporates and defines the core activities of academic staff |
| | Continually improve and enhance the academic support systems for students |
| | Undertake a planned and regular schedule of evaluative surveys |
| | Regularise a quality review process for all academic programmes |

The most important aspect that may influence the use of TAL in CPUT is the fact that TAL is firmly embedded in the institution. That is why we do not have a separate policy for the use of TAL, but that all policies will include relevant aspects and reference to technology.

CPUT took a major decision that **all offerings** will have a minimum web presence on a learner management system.

**Micro**:

Program reviews highlight relevant issues to be addressed. Most of the programmes have already designed quality improvements plans, based on the programme audit.

**Central University of Technology**

- Macro: A target was set to have 100% minimum web-presence by 2007. Although this was not fully achieved it stays the target. Minimum web-presence is defined as the study guide, using the calendar and using at least one interactive tool on Bb (WebCT). It is also envisaged to have all classrooms equipped with data projectors for use by lecturers.
- Meso: No specific targets or guide lines i.r.o. TAL integration.
- Micro: When recurriculation lecturers are requested to integrate their planning for using TAL in the final curriculum or at least to identify the units where TAL will be used. Courses are individually targeted and then enhanced to include TAL.

**North-West University**

**1 Context**

Curriculation, on all levels, at the NWU is in line with the National Education Policy for Outcomes-based Education and the level descriptors of the National Qualifications Framework.

The NWU has a teaching and learning approach which focuses on guided, independent, outcomes-based study within a blended teaching and learning environment. Lecturers guide learners to attain the outcomes unique to a programme and its composite modules through active learning activities suitable to the level of autonomy expected of learners on a specific level of study.

Programmes are delivered by means of a blended mode, which can include a combination of face-to-face contact between lecturer and student, distance learning and/or e-learning. Each module of a teaching-learning programme is provided with a study guide, which is a document that aims to guide the education process of students to facilitate effective learning and the acquisition of the learning outcomes in all modules. A study guide may be paper-based and/or electronic; or fully online; or a blend of paper-based and online elements. The study guide navigates a series of well planned interfaces, such as a textbook, library, laboratory work, tutorials, face-to-face contact with the lecturer, the Internet as well as possible supportive audio-visual and/or digital study material.

In the broadest sense, TAL is regarded by the NWU as the integration of (available and) relevant technologies (ranging from "modem" ICT's to non-IT related instructional technologies) into an instructional event.

## 2 Curriculation at the NWU

In terms of teaching and learning towards the achievement of programme-, module- and study unit outcomes, the most suitable technology or combination of technologies are viewed as being instrumental in adding value to the learning experience and therefore contributing in the realisation of these outcomes.  The successful achievement of the

outcomes as a whole and at any level of curriculation at the NWU (Figure 1.1) can be supported by the judicious use / integration of technology.
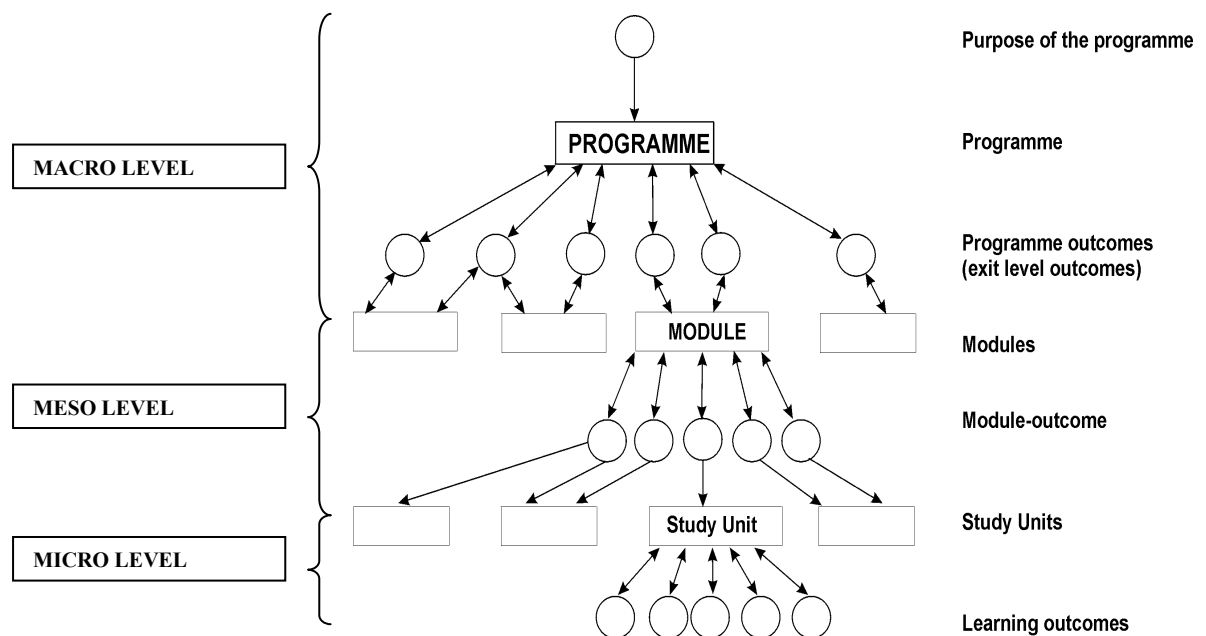


Figure 1.1: **A programme development model for the macro, meso and micro levels**

## 2.1 Curriculation at macro level

At the NWU curriculation on macro level refers to the curriculation of teaching and learning programmes.  The stakeholders involved in curriculation at this level includes the inputs (policies and regulations) from government, the university at large, faculties, schools, professional bodies / occupational societies and workers.  During the curriculation process on macro level, technology is broadly defined in terms of an overhead selection of delivery modes and technologies for the teaching and learning programme.

## 2.2 Curriculation at meso level

At the NWU curriculation at meso level refers to the development and placement of modules in a teaching and learning programme. This level of curriculation involves the school and subject group. The curriculation of modules commence with the development of module outcomes. The format for the development of module outcomes is derived from the Level Descriptors provided by the Department of Education. One of the components of the level descriptors is the applied competence, which clearly encourages the use of Information Technology. With this in mind all module developers are encouraged to incorporate the use of technology in module outcomes.

## 2.3 Curriculation at micro level

At the NWU curriculation at micro level is the responsibilty of individual lecturers and results in the design and development of individual study units which are collectively contained in the study guide for a specific module.

Study units are designed by identifying themes within a module and dividing these themes into workable and related components. Outcomes are developed for each study unit. After the development of the outcomes for each study unit the planning of teaching and learning events takes place as well as the selection of media and technologies which will support the achievement of study unit outcomes and eventually the module and programme outcomes.

*The end product of curriculation at micro-level is a study guide. The study guide is regarded as the primary learning environment and serves as the integrator of "links" to various other learning environments and resources where the outcomes can be best achieved, i.e. the library, the classroom, the NWU electronic learning environment (e-Fundi), textbooks, electronic databasis, the internet, etc., etc.*

Curriculation at micro level is taken further in cases where realisation of certain outcomes can best be achieved by utilising technology (e.g. electronic learning environment). As basis for instructional design in these cases various ID models may be concidered (e.g. ADDIE; etc.)

## Stellenbosch University

## Some introductory comments situating e-Learning within the Stellenbosch University context

It is important to give a brief explanation at the start of the response to the questions posed by this study as to how Stellenbosch University defines e-Learning as well as the context in which it is situated. We define e-Learning as using ICTs (Information and Communication Technologies) to add value to the teaching and learning process. We have always followed a

blended ("brick and click") approach where we strive to not distinguish between "learning with technology" and "learning without technology". We rather aim to obtain the optimal blend of face-to-face and e-Learning activities to achieve the outcomes of the specific module or programme.

We furthermore take a holistic view of the student's life-cycle from potential prospective student to alumnus and are consistently looking at ways to use ICTs to support throughout this journey – both in- and outside of class. The diagram below illustrates how we specifically use our student portals ([www.maties.com](www.maties.com), [www.mymaties.com](www.mymaties.com), [www.alumni.sun.ac.za](www.alumni.sun.ac.za)) to provide applications focused on specific issues during the life-cycle of the student.
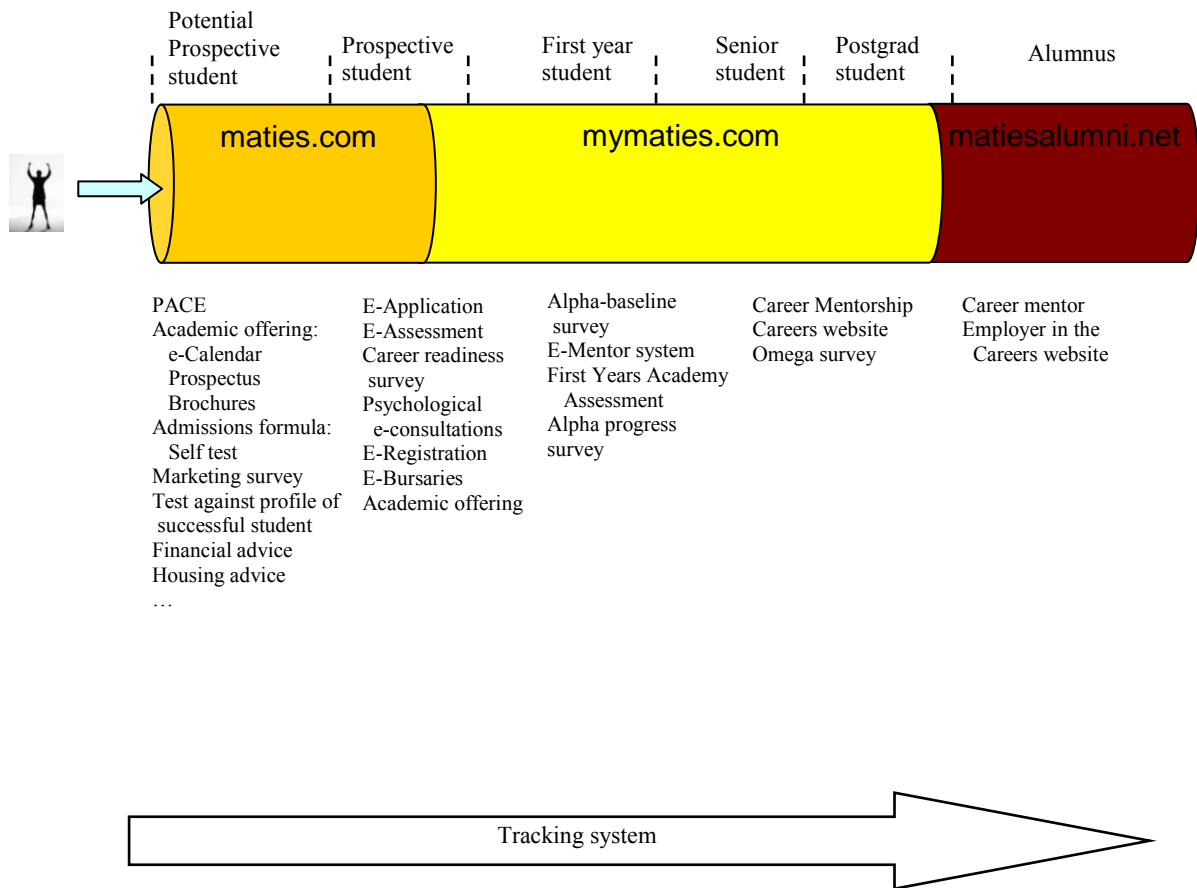
It is also important to note, that although the previously dedicated e-Learning applications, such as the Learning Management System (LMS) and the satellite based Interactive Telematic Education (iTE) system are still mostly used only in teaching and learning, these applications are now also increasingly used in service of community interaction and research. These are also just two of the many applications in the so-called "technology basket" available to lecturers to support them not only in their teaching and learning, but also research and community interaction. We find that the lines between the technologies to support these three core functions at Stellenbosch are increasingly blurring. The iTE platform is e.g. increasingly used for Africa initiatives and outreach programmes. The LMS is now also used to collect electronic student feedback as well as a collaboration space for research.

For the purposes of this document, we will focus on the two centrally managed technological platforms used to support teaching and learning, namely the LMS (WebCT, now Blackboard[1]) and the satellite based iTE platform. WebCT was adopted as LMS in 1999 and is used in a blended way to support mostly undergraduate on-campus students with a handful of postgraduate programmes supported. The iTE system of Stellenbosch University has been in operation since the early 1990s, and is used to enhance the learning experience of post-graduate off-campus students throughout South Africa as well as in Namibia and other foreign countries, as part of a blended learning approach. The need for interactive telematic education support is growing rapidly and is evidenced by the increased number of students that have to be accommodated on this technology platform. Interactive telematic education which creates a virtual classroom for synchronous teaching and learning forms a vital component of the post-graduate delivery strategy of many departments of the University.

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[1] For the purposes of this document the LMS will be referred to as "WebCT", although it is now called "Blackboard" after the merger between the two companies. At Stellenbosch University we also decided in 2007 to move away from the product name "WebCT" to a more generic name "WebSTudies" to refer to e-Learning activities on the LMS.

Potential Prospective student | Prospective student | First year student | Senior student | Postgrad student | Alumnus

maties.com — mymaties.com — matiesalumni.net

PACE
Academic offering:
  e-Calendar
  Prospectus
  Brochures
Admissions formula:
  Self test
Marketing survey
Test against profile of
 successful student
Financial advice
Housing advice
…

E-Application
E-Assessment
Career readiness
 survey
Psychological
 e-consultations
E-Registration
E-Bursaries
Academic offering

Alpha-baseline
 survey
E-Mentor system
First Years Academy
 Assessment
Alpha progress
survey

Career Mentorship
Careers website
Omega survey

Career mentor
Employer in the
 Careers website

Tracking system

**Lens 1: A description of your Curriculum Design and Development (focusing on macro, meso and micro level) and the TAL integration in this**

At the highest level (macro), the University's Strategic Plan (A Strategic Framework for the Turn of the Century and Beyond, 2001) and its Vision 2012 serve as the guiding documents for all other strategies. At this level, the effective use of ICTs to support teaching and learning is seen as a strategic priority.

Because of the strategic importance given to the use of ICTs to support teaching and learning at the highest level, the e-Learning strategy is also integrated into the second level of planning (meso) at division and faculty level. The development and implementation of strategies at this second level is a collegial and participatory process. Strategy task teams each have a project owner who ensures that the task team has representation from the relevant division, faculties and student organisations. On this second level, the e-Learning strategy forms part of the e-Campus Strategy (2002-2007), the Strategy for Teaching and Learning (2002-2004) (see

http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/SOL/shared/StratLeer_e%5B1%5D.pdf), the Module Frameworks and Study Guides Policy (2004), the Teaching and Learning Policy (2006) (see

http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/SOL/sharing/LO_policy_for_Council.pdf), the First-year Academy Report (2007) and the IT strategic plan.
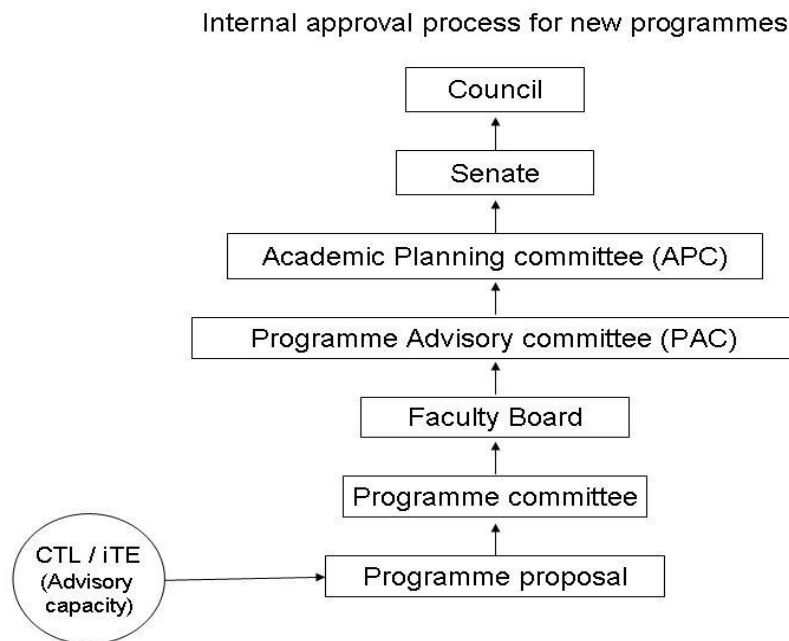
As part of the e-Campus Strategy (2002-2007) and the Module Frameworks and Study Guides Policy (2004), it was stated that all modules should have a "minimum online" presence. This "minimum online presence" was defined as a module framework and some form of electronic communication online. Lecturers were encouraged, but not required to use WebCT. The Deans were required to report annually to Senate about the progress within their faculties. e-Learning is further explicitly mentioned in the Strategy for Teaching and Learning (2002-2004) as well as the Teaching and Learning policy (2006) that replaced the Strategy for Teaching and Learning. The effective use of ICT to support first-year students is also one of the objectives of the First-year Academy report (2006). The IT strategic plan is also aligned with the University's strategy with regard to e-Learning. IT has shifted its focus to strengthen support of academics and students. Support for e-Learning and the e-Learning platform is central, being one of the keys to improving student success rate.

The e-Learning strategy has therefore always been part of the broader e-Campus, Teaching and Learning and IT strategies which are aligned to the Universities overarching strategic priorities. The attempt was made from the outset to embed the e-Learning strategy into existing strategies rather than to approach learning and teaching *with* ICT as something different and separate to learning *without* the use of ICT.

On a micro level, the Centre for Teaching and Learning (CTL) is tasked to support lecturers in curriculum Design and Development. The diagram below gives an overview of the internal approval process for new programmes. In the programme design process, the integration of e-Learning is an important element of curriculum design and development in the context of learner needs and programme outcomes.

As can be seen, the curriculum design and development process with regards to new programmes as well as existing modules and programmes is faculty driven and the CTL and iTE act in an advisory capacity where necessary. The CTL has a dedicated team of e-Learning specialists and general educational advisors who closely collaborate to ensure that the lecturers get the appropriate advice to effectively integrate ICTs on a micro level. The CTL also collaborates with the library and some examples exist of WebCT modules with information skills elements integrated within the module. The CTL is also collaborating closer

with iTE to ensure that academic staff who make use of the satellite-based platform are supported.

Internal approval process for new programmes

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                         ┌──────────┐
                         │ Council  │
                         └──────────┘
                              ↑
                         ┌──────────┐
                         │  Senate  │
                         └──────────┘
                              ↑
              ┌─────────────────────────────────┐
              │ Academic Planning committee (APC)│
              └─────────────────────────────────┘
                              ↑
           ┌──────────────────────────────────────┐
           │ Programme Advisory committee (PAC)    │
           └──────────────────────────────────────┘
                              ↑
                    ┌──────────────────┐
                    │  Faculty Board   │
                    └──────────────────┘
                              ↑
                 ┌─────────────────────────┐
                 │  Programme committee    │
                 └─────────────────────────┘
                              ↑
  ⃝ CTL / iTE                ┌──────────────────────────┐
   (Advisory    ──────────→  │  Programme proposal      │
    capacity)                └──────────────────────────┘
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The design of courses in the e-Learning environment is therefore done by the academics or their support personnel. The University has no central design service, but rather follows a "teach-em-to-fish" approach by providing training and support. In this regard CTL advises and promotes good practice, but does not prescribe one common approach. The emphasis is rather on the promotion of innovation and creativity in line with and appropriate to the outcomes of the specific module or programme.

The approach to e-Learning / use of ICTs in teaching and learning has always tried to take into account the diverse activity within departments and faculties by stating that ICTs should only be used "where appropriate". The Centre for Teaching and Learning (CTL) advisors view the lecturers as the final authority on what would be the appropriate use of e-Learning in their respective departments. CTL advisers therefore provide the support, e-Learning framework and good practice examples without ever being prescriptive.

Although the "minimum presence" for each module policy could be perceived as quite prescriptive, care was taken to manage it in a non-prescriptive and non-policing manner. Reporting about the minimum presence was devolved to the faculties with each dean reporting at Senate about the e-Learning progress within his/her faculty. It was therefore the

faculties / departments prerogative to motivate if they felt that the minimum presence was not appropriate in certain modules.

**University of Cape Town**

The Academic Planning Unit (APU) reports to the Director of Institutional Planning and through the Senate Academic Planning Committee (SAPC) to Senate. Key functions of the APU include:

- Providing advice on the NQF and programme development to academic departments and faculties

- Facilitation of the process of programme approval, accreditation and registration with the Department of Education (DoE), Higher Education Quality Committee (HEQC) and South African Qualifications Authority (SAQA) respectively

- Ensuring that all the administrative academic planning requirements of the SAPC are met

- Facilitation of the environmental scanning process in UCT

- Facilitation of UCT's involvement in Cape Higher Education Consortium's (CHEC) regional planning processes

- Maintenance of a curriculum database

- Analysis of Higher Education and Training policy

UCT's Educational Technology Policy Document was approved in November 2003, and is available at http://www.cet.uct.ac.za/policy

UCT's position regarding educational technology is contained in these seven points.

- UCT encourages and is committed to enabling the innovative and effective use of ICTs for teaching and learning in UCT courses and programmes.

- UCT believes that the use of ICTs for teaching and learning must be driven by sound pedagogical principles and the needs of the institution's students and staff, facilitated by technological advances.

- UCT supports an integrative approach to the use of ICTs

- UCT is committed to the provision of an appropriate ICT infrastructure and technical support to enable effective implementation of the intentions expressed in this document

- UCT expects priorities regarding educational technology to be determined at faculty level.

- UCT recognises and wishes to exploit the synergies between teaching-and-learning and research with regard to ICTs. As a research-led institution, UCT is also committed to ongoing research in the emerging field of educational technology.

- UCT acknowledges that the changing terrain requires increased flexibility of course provision, and that ICTs can be used to support this flexibility.

CET focuses on the integration of educational technology into curricula at both the course and programme level. CET works with educators on curriculum partnership projects to develop online teaching and learning resources to support specific curricula or course objectives. CET also offers provide small grants as incentives to UCT educators interested in exploring the possibilities of using educational technology for teaching in their courses. CET works in partnership with UCT academics on research projects involving educational technology

**University of Fort Hare**

**Macro:** UFH has a draft Curriculum Policy, but it does not make specific reference to TAL integration.

**Meso:** Nothing official in place

**Micro:** Nothing official in place

**University of Johannesburg**

**Introduction: The integrated approach to technology-assisted learning, teaching and assessment**

The focus of the Centre for Technology Assisted Learning (CenTAL) is to make the integrated approach to technology-assisted learning (TAL), teaching and assessment a reality to the learning experiences of all students of UJ on all campuses. This can only be possible and become a reality when equal access to computers and the necessary infrastructural upgrades are made and increased bandwidth is in place. New computer labs on Auckland Park Bunting Road Campus (APB) and Doornfontein campus (DFC) were completed in June 2008, and bandwidth between the campuses has been increased in September 2008. (This aspect of infrastructure development and upgrading is not the responsibility of CenTAL.)

This integrated approach is based on the use of different modes of delivery – learning guides, interactive CDs and web learning environments – including educational technologies, and aims to promote their use in an integrated manner to enhance the students' learning experience. Some advantages and fundamentals of this approach are the following:

- It is learning centred.

- It contributes to the guidance of students through the learning process and different media where applicable.

- It aims to enhance contact education through its implementation by creating more and more diverse learning opportunities for students.

- By designing and developing different learning resources in a variety of mediums, more learning styles are accommodated.

- It adds value to the learning environment by engaging students more actively during learning events.

- More flexible communication and information-sharing opportunities between students and lecturers are created.

- More and varied assessment opportunities (with feedback) can be arranged, automatically graded, tracked and managed by using *Edulink* (which is the web learning environment of the University of Johannesburg that is powered by the *Blackboard Learning System$^{TM}$*).

- Identification of 'at-risk students', specifically within Edulink is now far easier and more effective than in the past.

- A richer and more interactive learning environment is designed by implementing formative assessment and learning activities with feedback, supported by multimedia such as audio, video and animation, typically made available on CD-ROM (because of limited bandwidth and other infrastructure constraints). (See the visual presentation of our integrated TAL approach on the next page; it is also available on a mouse pad.)

- Students are prepared for the working environment through their exposure to various technologies that are also used in a large number of working environments. This aspect is important and is also spelled out in the critical cross-field outcomes of the National Qualification Framework (including the HEQF)

**1) A description of your Curriculum Design and Development (focusing on macro, meso and micro level) and the TAL integration in this**

a) The process of programme development on the macro level takes place within the nine different faculties and is facilitated by the programme development unit of the Division Institutional Planning and Quality Promotion.  The relevant documentation is compiled for accreditation and reference to the integration of TAL during the delivery of programmes is normally made here. Within the relevant departments further identification and analysis of outcomes, learning activities and assessment opportunities and criteria is taking place and
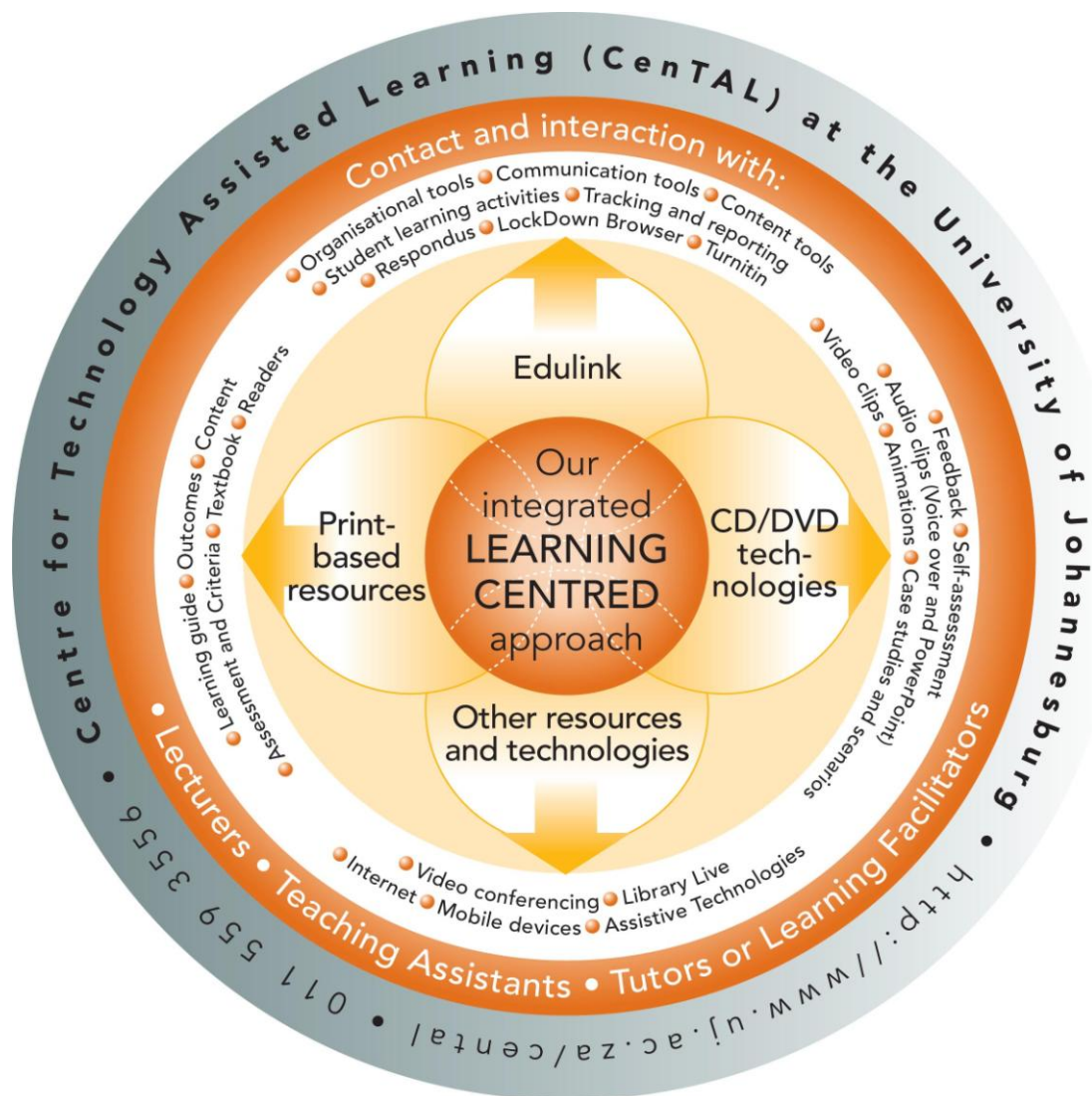
**Figure: CenTAL's learning centred approach for TAL**

the integration of TAL is discussed. CenTAL's instructional designers are mainly focusing on the facilitation of the design and development of modules and the innovative and optimal integration of TAL by co-designing relevant learning activities and assessment opportunities through the use of educational technologies in the learning environment, where and when applicable and feasible for optimum achievement of learning outcomes.

b) CenTAL's focused TAL approach is based on an adapted version of the **ADDIE** model for instructional design. A multi-disciplinary team approach is followed in which the lecturer and different specialised CenTAL staff members work together in a project team (for example, a project manager, instructional designer, instructional developer, audio- and video developer in close collaboration with the subject matter expert – the lecturer) for timeous delivery of

well-integrated learning material packages. The ADDIE model describes the most basic and important phases for learning material design and development, namely **Analysis** of the learning environment, context, student profile and stated outcomes that need to be achieved by the students towards the final summative assessment phase of the facilitation of the module by the lecturer.  Different learning events, activities and interactions are designed during the **Design** and **Development** phases, using different media which should contribute significantly to achieve the learning outcomes more effectively.  Depending on the types of educational media that are designed and developed in an integrated TAL environment, there may be several informal or formal formative **Evaluation** interactions and feedback within the team and external role players for critical adjustments that need to be incorporated. These interactions also include quality care activities to ensure the delivery of a high quality learning package before **Implementation** in the students' learning environment by the lecturer can take place

**Diagram of ADDIE model:**



c) CenTAL is continuously busy investigating the possible implementation of new technologies: what they have to offer and where and how they will integrate with the current UJ systems. Thereafter a pilot project proposal is compiled and critically evaluated before the

project is approved and financial resources are identified and set aside where and when applicable.

The possible integration of social bookmarking was investigated and now it will be included in the new version 8 of the Blackboard Learning System to which UJ will upgrade during the July 2008 recess. The seamless integration of a Wiki tool is the ideal, but up until now, more time has been spent on finalisation and optimisation of present processes and procedures on the Edulink system, before further educational technologies will be integrated.

Since March 2007, CenTAL has also been involved with integrating assisted technologies with Edulink to ensure that students with disabilities, mainly impairment of their sight, will also be able to access Edulink and other related computer learning and assessment opportunities. A comparison was made between the present use of JAWS and a Mercury stick that helps student to be more mobile between different computers. Guidelines for universal design have also been compiled and are available as a resource on Edulink for all users of the system.

The use of Personal Digital Assistants in a third year module for Geology students have been approved by the end of 2007 and the first phase thereof will be implemented in July 2008.

d) To facilitate effective integration into the academic structure of the University, CenTAL is represented on a number of committees within the University by the Executive Director: Academic Development and Support:

| Committee | Representative |
|---|---|
| Senate | Executive Director: Academic Development and Support |
| Academic Planning and Quality Assurance Committee | Executive Director: Academic Development and Support |
| SCAE (Senate Committee for Academic Ethics) | Executive Director: Academic Development and Support |
| Faculty Boards or learning and teaching forums | Request has been submitted to Deans (end of 2007) for the Instructional Designers to be represented and the following positive responses were received:<br>- FADA: Ms Erica Pretorius<br>- Science: Ms Erika Raubenheimer<br>- Humanities: Ms Benita Nefdt<br>- Management: Ms Bella Vilakazi |

Staff members of CenTAL formed part of task teams with specific areas of work to be completed. CenTAL also has a number of guidelines that facilitate the integration of CenTAL's activities or contributions with the academic programmes of the UJ, the most important of which are the learning and teaching policy and the UJ's assessment policy.

e) The web learning environment (also referred to as a Learning Management System (LMS)) at the University, is called *Edulink*. It is powered by, i.e. the programme used to run and maintain it, is the *Vista 4 edition* of *Blackboard Learning Systems.* This is an enterprise LMS which is seamlessly integrated with the UJ student portal and the ITS student registration system to ensure that only officially registered students have access to selected modules on Edulink.

Edulink offers a wide range of important and supportive learning and teaching functionalities for lecturers and students. These functionalities can be grouped in different categories, namely:

- Information and communication tools (such as a calendar, e-mail, a-synchronous discussions and synchronous chat).
- Assessment (such as quizzes, self- assessments, surveys and the assignment tool).
- Management, tracking and grading of students' marks.

Edulink also has so-called *PowerLinks* with software packages that seamlessly integrate with *Edulink* to enhance the ease of creating a variety of assessment question types *(Respondus)*, enhance the security environment during formative and summative electronic assessment opportunities *(LockDown Browser)* and *Turnitin* which encourages awareness of plagiarism among lecturers and students when assignment essays and/or masters and doctoral theses are submitted. *Turnitin* contributes to raising the level of academic integrity as it is used to generate originality reports on material which is submitted electronically, describing the level of correspondence with existing material in electronic resources such as the current and archived Internet, databasis and other students' submissions.

**University of KwaZulu-Natal** (Information as in May 2008)
The curriculum at UKZN generally is qualification based, modular with core and optional modules forming part of the structural aspects. Encouragement is given in policy to the inclusion of service learning, but this only taken up in select areas. The only exception to this

curriculum design occurs in medical school where they implemented a problem-based curriculum although in structure it might seem quite similar to the rest of the institution. TAL occurs across the institution in rather individualistic ways, some areas embracing it more than others. Thus for example, there was a push in Health Sciences, medicine and nursing in particular to develop computer assisted learning, History had a staff member whose passion for computers has led to the development of modules and projects which are computer based. This, I think is reflective of the nature of much of TAL at UKZN, being incumbent upon individual enthusiasms rather than being a more coherent and systematic process. In some instances, since ours is a multi-campus institution the use of video conferencing has been useful, but has not been sustained. So for example, Music, and Higher Education have used this consistently in their teaching. The library is another contributor to this in that the upgraded online service facilitates access to online resources both on and off campus – provides learning guides to do this and access to resources such as referencing software.

**University of Limpopo**

TAL is in its infancy at the Turfloop campus and as such it is neither centrally co-ordinated nor well-established. Currently, there are a few individuals within the Schools who are involved in different TAL activities such as:

• Web-CT

The facility is readily available to all interested staff members. However, it is used mainly by one school, wherein three staff members offer their MBA classes through the web.

• Introweb

This was run from the School of Education as part of e-learning for their students. The Information and Communication Technology (ICT) section took over control of the centre this year (2008) and is planning to train staff members to make use of the service.

• Communication Studies learner support web.

Two staff members from the School of Languages and Communication Studies utilise the web to offer their modules. It comprises basically a contact based delivery and the method used is Power Point Presentations.

**University of Pretoria**

The Academic Planning Component of the Registrar's Office supports the Senate, the Senate Executive, the Academic Planning Committee, the Faculty Boards, the Deans and the Executive in ensuring the University's academic and financial viability by facilitating links between planning, strategic choices, resource allocation and quality management i.e. –

strategic links between academic planning and institutional research and planning, financial planning, education innovation, research support, administrative support and quality assurance in the planning and maintenance of the University's academic programme offering. The Educational Consultancy group within the Department of Education Innovation (EI) provides a designated and specialised support service to all categories of teaching staff at the University within all faculties, schools, departments and disciplines. The core mandate of this support service is to promote, encourage, develop, sustain and foster best practices in teaching, learning and assessment. Their work is aligned with other structures in the institution, especially top management representatives responsible for teaching and learning policy. They serve on faculty structures where they debate and participate in decision-making related to teaching and learning issues.
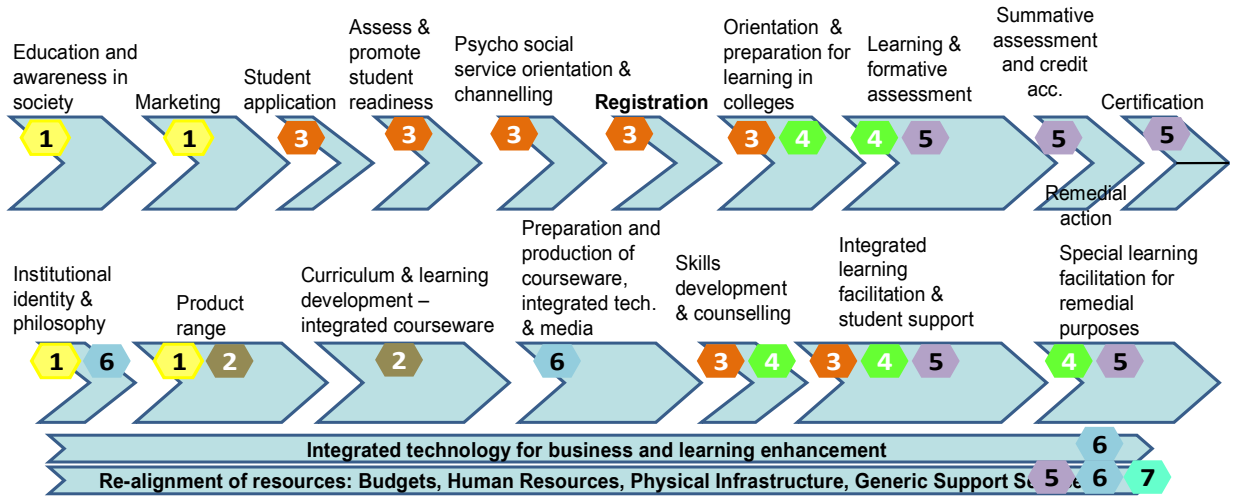
Education Consultants from EI are involved in various Curriculum design projects. The Faculty of Veterinary Science is in the process of curriculum development for two programmes, namely the new degree in Veterinary Nursing and the BVSc degree. The education consultant forms part of the curriculum committees and workgroups involved with the development of the curriculum for the new qualifications.


**University of South Africa**

In 2007 Unisa revised its academic model and moved from correspondence model to a Open and Distance Learning ODL model. A project was initiated from the Principals office to investigate our current model and design a new one based on best practices. Curriculum design and development is based on a holistic model and takes into account the learning needs of the student who do not have regular access to facilities on campus. Unisa believes that all aspects of the students needs must be supported as summarised in the diagram below (see first diagram on the next page)

In 2009 the above model will be tested on a number of selected courses (Power Courses). It is envisaged that TAL will play a significant role in the new ODL model. A detailed technology model was developed to support the latter. The diagram below is a summary of the technology model: (see second diagram on the next page)

# Envisaged ODL Model



Education and awareness in society — Marketing — Student application — Assess & promote student readiness — Psycho social service orientation & channelling — **Registration** — Orientation & preparation for learning in colleges — Learning & formative assessment — Summative assessment and credit acc. — Certification — Remedial action

Institutional identity & philosophy — Product range — Curriculum & learning development – integrated courseware — Preparation and production of courseware, integrated tech. & media — Skills development & counselling — Integrated learning facilitation & student support — Special learning facilitation for remedial purposes

**Integrated technology for business and learning enhancement** 6

**Re-alignment of resources: Budgets, Human Resources, Physical Infrastructure, Generic Support Services** 5 6 7

| | | | |
|---|---|---|---|
| **1** Identity, focus and culture | | **2** PQM / Product range | |
| **3** Capability and capacity to facilitate access | | **4** Learning process facilitation | |
| **5** Capacity to monitor eff&eff of learning cycle & to conclude learning | | **6** Institutional capacity & capability to enable the business functions | |
| **7** Resource allocation | | | |
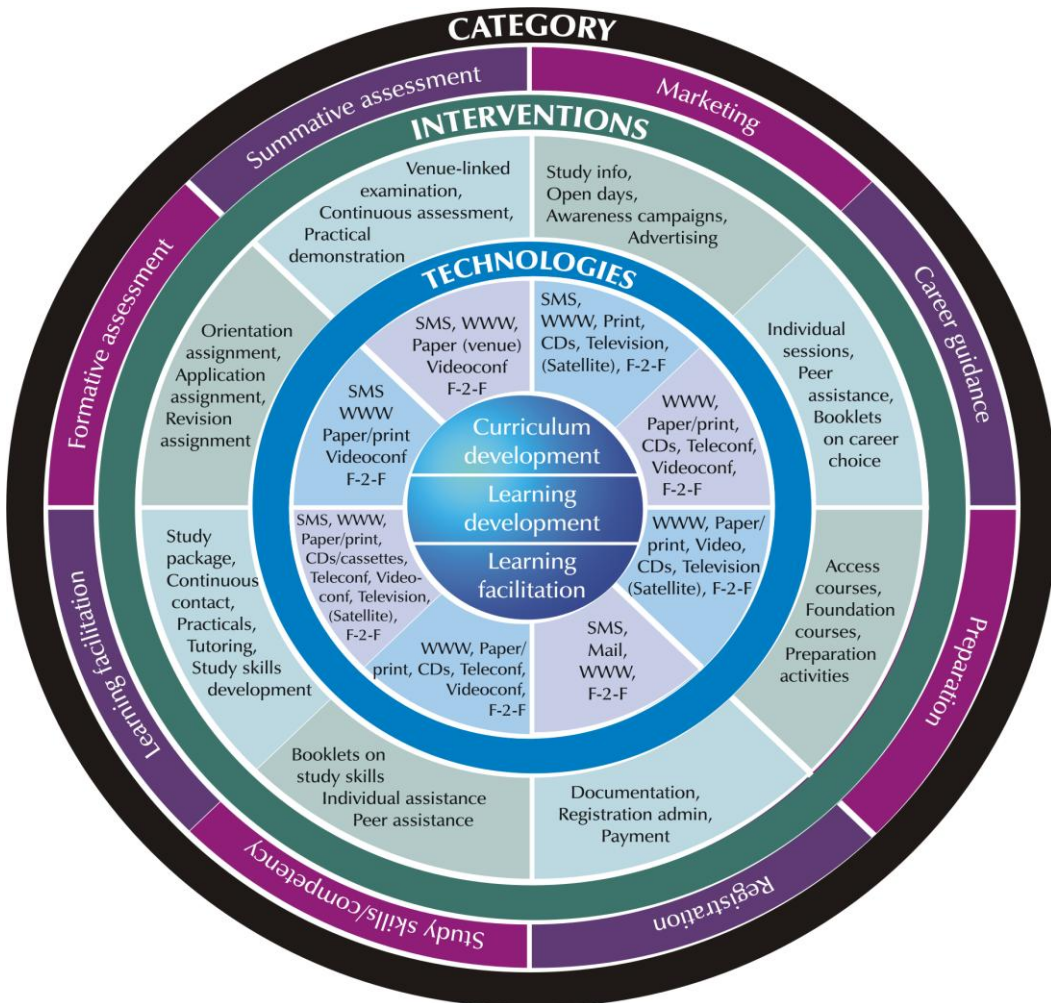
From the above model it clear that a wide range of technologies will be used ranging from paper to multimedia CD's, videoconferencing, satellite broadcasting and online teaching and learning using Unisa virtual learning environment (VLE) called *my*Unisa (https://my.unisa.ac.za/portal). The latter is based on the Communality Source Technology Framework called Sakai (http://sakaiproject.org/portal)

**University of the Free State**

**Macro and meso levels**

The following extract is taken from the UFS Teaching and Learning Policy that came into effect in February 2008.

*Curriculum development*

Curricula should provide a focused framework for knowledge production, application and innovation. Curricula should therefore:

• Acknowledge the significance of a systematic approach to the quality of programmes and ensure their 'fitness for purpose'.

• Contribute to the acquisition, construction and application of knowledge, based on the pursuit of relevance, scholarship and intellectual investigation at different levels of human comprehension and insight.

• Take cognisance of diversity and differentiation with a view to addressing local and national needs regarding social and economic development.

This implies that the students have to develop foundational competence (i.e. theoretical knowledge), practical competence (i.e. the practical application of knowledge), and reflexive competence (i.e. reflecting on the relationship between foundational and practical competence) within an integrative framework.

*Outcomes*

Standards are connected with outcomes (i.e. generic, specific and career-relevant outcomes), as well as assessment procedures aimed at the relationship between skills and attitudes. Outcomes indicate a clear and focused justification of those insights and skills a student ought to possess on the basis of the successful completion of a learning process. In particular, this refers to:

• The unlocking and deepening of logical-analytical (i.e. scholarly) insights – a process in which identification and distinguishing serve conceptualisation, argumentation and the evaluation of all facets of the human being and his world.

• Establishing scholarly insights ought to be embedded in, and ought to lead to, a broad awareness of norms of life and the fact that everyone functioning within society has to be

responsible and accountable, keeping in mind that, although a person can assume various roles in society, his/her life can never be taken over totally by any one of them.

• The acquisition of the capacity to act skilfully in the service of the diverse walks of life within society.

*Programme delivery*

For programmes to be educationally accountable, internal institutional processes should be followed to ensure the quality of programmes as stipulated in the document *Guidelines for the approval of formal and non-formal academic programmes*. Learning activities and opportunities must be learning- and student-centred, and should:

• Create learning-centred learning experiences by engaging students themselves and the broader campus community in students' learning.

• Provide the means to equip students, on a lifelong basis, with competencies, potential and intellectual independence and interdependence.

• Utilise a variety of innovative programme delivery methods and strategies, such as engaged learning, collaborative learning, experience-based learning, problem-based learning, reflective learning, community service learning, resource-based learning, E-learning, group work and directed self-study, which serve to advance lifelong deep learning.

• Exploit partnerships with other institutions/experts/communities for the delivery of formal and non-formal programmes to the students' advantage.

These guidelines respect and take into account the international trends in programme planning, as well as the development of national policy imperatives in respect of programme offerings.

*Learning environment*

The infrastructure and physical facilities should promote innovative teaching methods and techniques and optimally utilise available expertise, also across faculty and institutional boundaries. The UFS seeks to provide a learning environment that fosters intellectual stimulation, creativeness and innovation. In order to achieve this, the learning environment should:

• Integrate theory and practice to be responsive and relevant with regard to existing social, economic, political and environmental issues.

• Make provision for teaching and learning initiatives that create optimal favourable opportunities for learning and the construction of knowledge.

• Develop attitudes of critical intellectual enquiry and discovery.

• Prepare students for continued learning in a world of rapidly developing technology and information expansion.

• Intensify an international perspective to enable students to live and work effectively in an increasingly global society.

(extract from the UFS Teaching and Learning Policy, 2008)

**TAL integration**

On-campus teaching and learning (utilising different innovative approaches, strategies and methods) is at the heart or core of the operations at the UFS. A relatively small but significant number of UFS students are served off-campus by different forms of off-campus learning such as resource-based learning, teaching centres in the Free State, Northern Cape, Eastern Cape, and partnerships with FET institutions. Other forms of off-campus learning such as telematic and e-learning are attracting growing numbers of students from all over the country, but also from SADC and African countries and overseas.

In 2005 online modules on WebCT were subjected to a rigorous evaluation in terms of quality. Modules that were found to be dormant or ineffective were removed from the learning management system. A workflow process (and registration documentation), delivering negotiated study material readiness for online implementation and negotiated instructional design by instructional design teams, was designed and implemented. This revision went hand-in-hand with a revised model of e-learning diffusion amongst academic staff members and a revised staff development strategy with relation to e-learning specifically. These revisions were based on internationally accepted best practices relating to the implementation of e-learning at higher education institutions.

In February 2006 the Executive Management of the UFS accepted blended learning as a teaching/learning strategy for both on-campus and off-campus academic programme offerings. The blended model currently implemented at the institution implies a blend of presenting courses on a face-to-face basis in addition to the presentation of courses on an electronic, online basis. The exact nature of the proposed blend will differ from course to course, in the sense that theoretically taxing courses will tend to have a more prominent face-to-face component, while courses that emphasise the application of theory will tend to have a more prominent online component, thereby supporting problem-based approaches.

Due to physical and resource constraints, the blended teaching and learning model will have to be rolled out over a number of years. Yet the UFS Executive Management Committee identified the construction of a dedicated e-learning facility as a priority in the physical planning for 2007/2008. The planning of this facility involved all relevant stakeholders within the University in order to ensure that the process took cognisance of relevant international developments relating to wireless and mobile learning. The expected date of completion is February 2009. The roll-out of the complete blended learning and teaching model

commenced in 2004 in the Faculty of Economic and Management Sciences (because firstly, they have had most experience with off-campus online teaching, and, secondly, they face the biggest challenges in terms of large student groups).

The blended model further supports the sharing of human and educational resources across campuses by making courses available to students on the satellite campuses via the communal learning management system. During 2006 e-learning is being introduced in four courses on the Qwaqwa Campus. At the beginning of 2007, an online survey was conducted in order to gauge student satisfaction with the blended model of instruction. Of the 667 respondents who completed the English version of the survey, 63.9% found the blended model of instruction motivating and 71.2% preferred the blended model of instruction to the traditional model of instruction.

The Division e-Learning implemented five experimental e-learning courses in 2007. These courses were planned, designed and implemented by interdisciplinary teams drawn from academic, academic support and service units. The courses are designed to integrate module offerings across campuses and focus on the incorporation of service learning in the blended model of instruction. These courses are implemented in the form of projects with dedicated budgets and are managed by staff in the Division.

A number of programmes are off-campus online offerings. In addition, the Division e-Learning is working with the faculties concerned to phase in off-campus academic offerings in particular niche programmes, such the Bachelor programme in Management Leadership and Further Diploma in Financial Planning Law. This development has emphasized the importance of implementing a distinct teaching-and-learning strategy and instructional design procedure for online distance courses. As a result, the Division advises facilitators of prospective online distance modules, individually, on issues relating to study material readiness, scaffolding, instructional design, implementation, and management of online distance modules. In this regard, an introductory workshop for academic staff wishing to implement online distance modules was designed during then first half of this year. The Division e-Learning will conduct an assessment of the quality of online distance modules at the end of 2006, and the findings of this evaluation will inform the strategic planning of future interventions in this regard.

In the light of the relative youth of the Division e-Learning, there are limited resources for the support of academic staff in their use of e-learning. For this reason, the UFS insists on the use of the same learning management system (LMS) throughout the institution. Similarly, the use of design templates across course modules in the same faculty is encouraged. The use of such templates is tied strongly to the branding of both individual faculties and the institution as a whole. In so far as the use of copyrighted material is concerned, a copyright clearance

certificate (provided by the institutional library) has to accompany all electronic materials uploaded to the LMS. Access to the LMS is granted through the institutional firewall and requires username and password authentication. In order to address matters of common concern in this regard, regular meetings take place between the Division e-Learning, Computer Services and the institutional webmaster.

The institutional sharing of good practice takes place, in the first instance, via the IT Committee, which meets quarterly. At these meetings, all stakeholders involved in the presentation of institutional e-learning modules pay specific attention to institution-wide best practices. In support of this process, regular meetings take place between IT Directors of higher education institutions. Furthermore, the Head of the Division e-Learning is presently a member of the steering committee that seeks to initiate the constitution of a national advisory body representing e-learning initiates at all South African higher education institutions. Finally, the Division eLearning is keen to take part in the ACU Benchmarking process, since we are painfully aware of our youth and inexperience and envisage gaining extremely valuable experience in the process.

At the level of individual faculties, faculty Teaching and Learning Managers initiate best practices forums in which colleagues from the same faculty are encouraged to share e-learning best practices.


**University of the Western Cape** (Information as in May 2008)

The eLearning support team of UWC acknowledges that eLearning implementation does not only encompass the delivery of training programmes, but in our case it was necessary to embark on a campaign that would familiarise educators about EDSU and bring them on board. This was necessary, as prior to 2005 lecturers who engaged with the old KEWL system stated that there was not sufficient eLearning support.

The instructional design team has developed this training programme, based on an 'Online Course Creation' model (depicted in figure 1) which was developed at UWC by the eLearning Manager. This model is adapted from, the generic ADDIE instructional design model to ensure the successful implementation of online courses. The programme also includes one-on-one office consultation; telephonic and email support. The results of this training programme has been motivating, attracting lecturers on a voluntary basis. From January to April 2007 regular scheduled face-to-face training was not conducted, yet the adoption response remained motivating. The persistent efforts and support offerings had spread-by-word-of-mouth, creating a curiosity around the exploration of eLearning tools to ultimately create interactive courses.
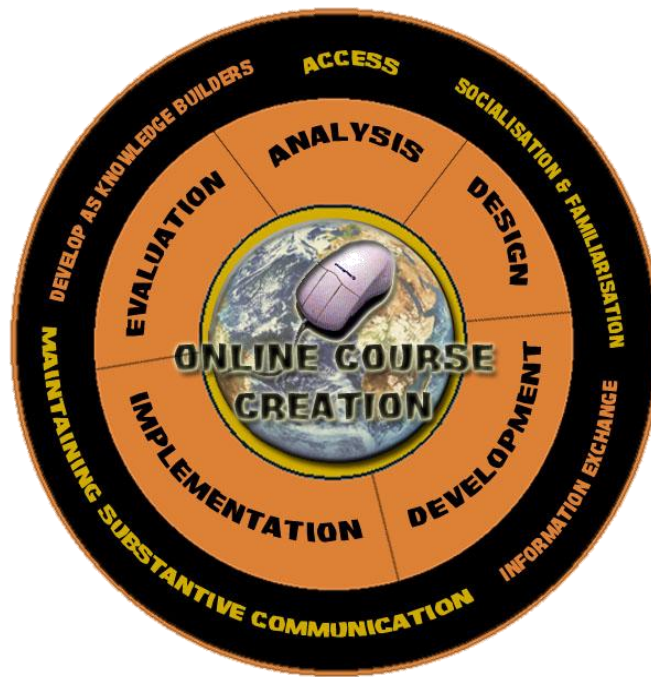
Figure 1: *Online Course Creation Model (J. Stoltenkamp, April 2006)*:  Developed from the generic Instructional Design Model -ADDIE & Salmon, G. (2000) Moderating Online

**University of Zululand**

Macro - level

There is currently no policy within our institution that refers to e-learning. Policies created by the Quality Promotion and Assurance Unit and Teaching and Learning Committee that guide programme development include:

• Policy and Procedures for Teaching and Learning

• Policy and Procedures for Teaching and Learning: Appendix A: Self-Audit Instrument.

• Assessment of Student Learning Policy

• Explanatory Notes for Assessment Policy

• Policy and Procedures for External Moderation of Assessment

• External Moderation of Assessment: Appendix A: Self-Audit Instrument

• Policy and Procedures for Feedback on Teaching and Learning by Student   Evaluations

However within the first draft of the institution's e-learning implementation plan Muller (2008:1) identifies policies and procedures conducive to offering e-learning as a critical success factor for its future implementation within our institution.

Meso - level

Certain department's programmes within the institution do integrate TAL to varying degrees into their curricula. These include programmes in Information Science, Accounting and Auditing, Communication Science, Hydrology and Computer Science. All programmes at the University of Zululand will contain minimum exposure to ICT through basic computer literacy modules within their curricula.

Micro – level

Since 2000 there have been a few individual lecturers in the departments mention above who have made use of TAL in the delivery of their modules, which made use of various electronic tools to assist in teaching and learning. These initially included departmental websites to dump multimedia resources then LMSs where introduced to add automated formative and summative assessment methods and upload links for digital document submissions. The first LMS introduced was WebCT (now Blackboard), however when outside funding stopped its expensive license fees did not justify its limited use. MyCMT was then built in-house by Muller (2008) in 2002 and provided a simple but effective LMS for all of the above mentioned activities. Recently Moodle has been used to offer more constructivist learning tools like of wiki's, blogs and forums.

**Vaal University of Technology**

**Note:** We are in the process of developing a TOTALY new Academic plan for VUT with our new DVC. What I will explain is how things are currently implemented without any new changes since February.

Currently:

The curriculum at VUT generally is qualification based, with a modular approach and constructive alignment approach to teaching, learning and assessment. Our PQM has been fixed and very few new programs have been developed. It re-curriculation took place it is on the 49% allowed by the Department of Education. This is done by the department offering the subject/module, typically subject experts with input from advisory boards and professional bodies where applicable.

We currently have Moodle implemented on campus, TAL occurs across the institution in rather individualistic ways, some areas embracing it more than others. Thus for example, Health Sciences uses it for their BTech courses with full online content, ICT makes use of chat rooms and putting additional content/articles on Moodle.  The rest of VUT mostly uses it for online assessment. End User Computing is done via e-learning through SimNet. EDL is

done by the language department for every VUT student. In most cases it is staff members who have a passion for computers and that leads to the development of modules and projects which are computer based. In some instances technologies like videos are used. LCD Projectors and computers are also often used by staff.

Future:

In terms of teaching and learning towards the achievement of programme-, module- and study unit outcomes, the most suitable technology or combination of technologies are viewed as being instrumental in adding value to the learning experience and therefore contributing in the realisation of these outcomes

It is crucial that all levels of management buy-in to the use of ICTs at VUT. We are in the process of developing a new IT model that will guide the implementation and use of TAL at VUT.  A new process for program registration has also been developed and is awaiting approval by Senate.

## Lens 2: The Quality Management processes in place to ensure the enhancement of learning through TAL

**Cape Peninsula University of Technology**
**Macro & Meso:**

The first level of QA resides within the Faculty in line with HEQC standards and this is controlled by an official department of Quality Management at macro level. Secondary to this, academic support units such as Fundani CHED and the Centre for e-Learning do have a QA model as depicted in the figure:
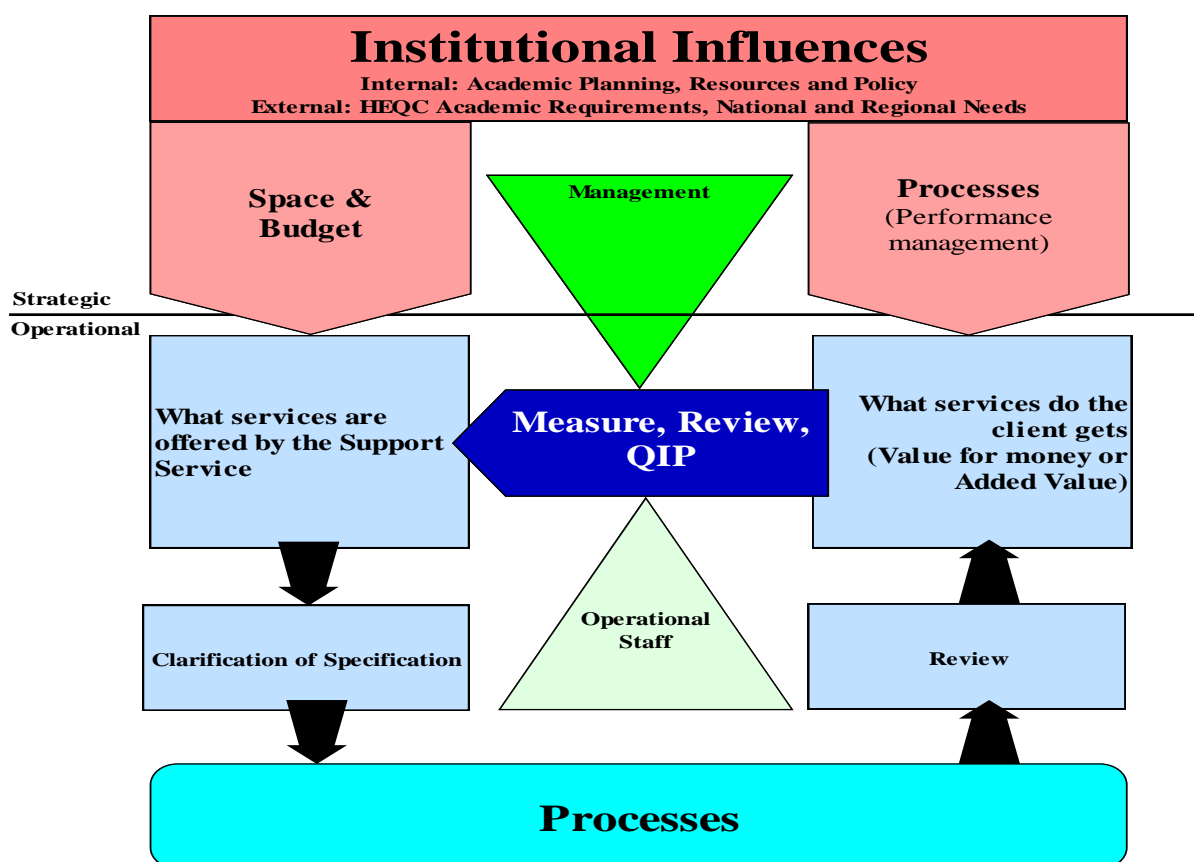


All procedures and processes must be aligned to the HEQC internal and external audits and review policies and processes.

Part of the role of the strategic support units is to do self-evaluation audits. During the Centre for e-Learning training sessions academic staff members give feedback through satisfaction surveys. These surveys are then used to adapt the training where necessary and to improve the training. These surveys are collated by the Human Resources department.

There is a policy in place on the QA audit process with reference to academic support units such as the Centre for e-Learning and Fundani CHED.  (See **Annexure 2**)

**Meso & micro**:

Programme reviews are in place and the performance management process asks for lecturing academics to incorporate how they will use TAL.

**Central University of Technology**

- Regular internal audits of programmes are done. One of the aspects investigated is the effective usage of the e-learning component of programmes.
- A forum for e-learning and educational technology was established that act as the voice of the academe and where all e-learning issues that have an influence on quality are discussed.

**North-West University**

Within the NWU blended learning environment (a combination of face-to-face, distance learning and / or e-learning deliveries) the following distinctions are made (refer to par. 21. – par. 2.3). The ideal would have been to illuminate specific QMP's for every learning environment but due to the limited time to submit this document our description in paragraphs 3 – 9 will mainly focus on the electronic learning environment (eFundi) as depicted in par. 2.3.

**1 Paper-based technologies for both contact and distance learning programmes**

For distance learning programmes on the Potchefstroom Campus, processes, procedures and route charts concerning the development and production of study guides, readers **and supportive audio-visual / digital study material** have been established prior to the merger since 2003. The development of both distance learning and contact learning study-material occurs within the Faculties of these Campuses. The production thereof is conducted in-house by d-Media and Graphikos (Video and Graphical Service units on the Potchefstroom Campus), while printing and duplication are outsourced.

A Business Process Management system (e-Work) was developed in collaboration with an external IT firm (NetCB.com) in order to streamline and optimise production and technical quality assurance processes of study material.

The Study Guide Production System (SGP-System) within e-Work contains all the electronic production phases and stages since activation of a study guide until the final approved copy is dispatched to the printers. The development and production process is executed and managed according to an approved production schedule. The production process is initiated when an author electronically uploads his/her completed study guide within the system. Once in the system the study guide is channelled for language editing and/or translation, page layout design, a proof copy for approval by the author, as well as technical quality assurance

by support staff with regard to corporate identity matters and layout, and finally printed. Various progress reports can be extracted from the system by academic and support staff line managers in order to effectively manage development and production processes.

The Potchefstroom and Vaal Triangle Campuses utilise this system since its implementation prior to the merger in 2003. The arrangements of study guide production have been expanded in an appropriate manner to the Mafikeng Campus.

## 2 Technologies in teaching and learning spaces (Classrooms)

The reason for inclusion of this section is to bear in mind that technologies in these learning spaces actually sets the table for the sound integration of 2.3

Most teaching and learning venues on the three NWU campuses (Potchefstroom, Vaal Triangle and Mafikeng campuses) are equipped with at least a writing board(s) (black-/ white board) and OHP.

Currently 115 venues on the Potchefstroom Campus (19 at the Vaal Triangle and 17 on the Mafikeng campus) are equipped with permanent video-/data projection facilities which entails a data projector or Plasma/LCD screen, a dedicated PC, network connection with internet access and peripherals e.g. DVD/CD/VCR Combo and sound system.

A dedicated unit (Classroom technologies) renders first line technical support to lecturers. Technological replacement programmes as well as quarterly maintenance plans and schedules are operational to ensure the timeous replacement of obsolete or defect equipment and to ensure the continuous optimal functioning of available AV-equipment.

Frequent user training (both educational and technical) is scheduled in the institutional training roster. Due to the fact that participation by lecturers is on a voluntary basis, insufficiently trained users not only cause a substantial technical support load but also pose a "threat" to the optimal realisation of learning outcomes.

## 3 The NWU Electronic learning environment (eFundi)

A locally self-developed enterprise Learning Content Management System (LCMS) for web-based learning (called Varsite), was implemented during 2000 prior to the merger of Potchefstroom University and the University of the North-West. During 2007 a process was started to replace Varsite with Sakai (locally branded eFundi) an open/community source Collaboration and Learning Management System (CLMS). This process will be finalised at the end of 2008.

To work towards quality teaching and learning it is of paramount importance that all role players (academics and support staff) know exactly what is expected of them. Roles and

responsibilities in the development and delivery of quality study material have therefore been defined and documented.

Individual academic staff members are responsible for the design and delivery of quality teaching and learning modules / programmes, irrespective of the learning environment. According to the statute of the NWU the responsibility for the final quality assurance of teaching and learning programmes rests with the Dean of a Faculty.

In order to assist and support Deans, School directors and academic staff members in their efforts, a manual for the implementation of eFundi (e-learning) is available. Relevant processes and procedures within the manual is discussed with lecturers who intend integrating the technology into his/her module/programme.

The manual is currently in the process of being updated. It serves as a planning document which addresses a variety of financial, copyright, educational and technical issues. A quality assurance e-learning checklist is also included which serves the purpose of constant review and improvement of planning and delivery.

The following processes / phases are discussed: Planning; User training; Development of the learning community and content; Implementation; and Post-implementation (maintenance).

The Potchefstroom Campus of the NWU started with an e-learning showcase event during 2007 and is planning to implement this as an annual event. On this day, academic staff utilising eFundi as a tool in their instructional design, have the opportunity to showcase their learning communities to their peers. These presentations are evaluated by their peers against a set of criteria. The end-result of the evaluation is the selection of "The best presentation" which is awarded with an air ticket to attend one of the bi-annual SAKAI Conferences.


**Stellenbosch University**

The University has extensive regular quality assurance processes in place and in this regard the evaluation of e-Learning is integrated into the existing processes – the quality assurance thereof is not seen as something "separate". The quality assurance processes focus on determining the quality or degree/level of success of a programme, unit, department etc. Examples therefore include:

- The CTL's annual reports.

- Academic departmental external evaluations (every 6 years).

- Service division external evaluations (every 6 years). The CTL had an external evaluation in 2007 and iTE in 2009.

- The HEQC accreditation of programmes.

- The HEQC audit of the University in 2005.

To provide data for all of these processes, focused e-Learning evaluations were also conducted in 2001 and 2007/2008.

**University of Cape Town**

At UCT, the responsibility for quality assurance is currently located within the Institutional Planning Department (IPD) and as well as the Centre for Higher Education Development (CHED). With reference to the recommendations contained in the University's quality assurance document (approved by Senate and Council in November 2001), the IPD has embarked on designing an institution-wide system of internal academic reviews, which commenced in 2003.

UCT's project to undertake a systematic institution-wide approach to quality assurance is being undertaken by the Quality Assurance Working Group (QAWG), which has overall responsibility for strategic Quality Assurance of Academic Programmes at UCT (QAWG). QAWG's task teams are currently investing various aspects of the University's quality management systems.

With reference to Recommendation 4 of the University's Quality Assurance Policy document, the five-yearly academic reviews is intended to focus on two areas: Firstly on the quality of the academic activities themselves (teaching and research), and secondly on the quality of the management system which monitors these activities and initiates improvements where needed.

The revised guidelines and procedures for academic review (September 2008) includes educational technology into its evaluative questions for program review by asking "Does the programme promote students' access to and competence in the use of ICTs? To what extent does it provide a technology and organisational infrastructure that enables an electronic learning and teaching environment?"

**University of Fort Hare**

- An online Evaluation Assistant has been created and an administrator employed. This allows lecturers to generate evaluation forms electronically for student feedback on courses and lecturing.
- The roll-out of eLearning is subject to review in terms of performance management agreements, using a basic scorecard approach, as well as service level agreements with faculties.

**University of Johannesburg**

The objectives of quality management are to ensure uniform, acceptable quality of all CenTAL output regarding professional development as to the depth and level of development; client satisfaction; participation as well as leadership in the field of integrated technology-assisted learning and teaching.

Quality assurance and planning is an important part of CenTAL's activities. This is evidenced by the following:

**1** **Accredited Hero's Journey**: This short learning programme, focusing on the professional development (PD) of lecturers was initiated and implemented by one of the instructional designers as part of her doctoral studies. It ran over three cycles (2005 – 2007) as a design experiment. (The doctoral degree was awarded in September 2007.) During the second semester in 2007, we applied for accreditation of this learning programme under the auspices of the Faculty of Education. The application was approved in November 2007 and in 2008, CenTAL's instructional designers started to facilitate and present the programme as an accredited one to lecturers providing an accredited professional development programme with 10 credit points on level 7 of the NQF framework. The focus of the professional development programme is electronic assessment and the design of a web-based learning module.

**2** **Project quality processes**: We use the ADDIE model as our framework and approach to design and development of learning materials. As part of this process, there are formative and summative evaluation phases with feedback cycles included that contribute quality inputs at different phases of the development cycles. We also are providing learning guide templates to lecturers to provide a framework with minimum standards according to the approved policy on learning materials development.

**3** It is a pre-requisite for all users to attend at least a **two and a half hour *Edulink* introductory workshop** before any module can be activated on the Learning Management System (LMS). Templates with minimum guidelines that serve as frameworks in this environment also are provided and uploaded as starting points for new users.

**4** A Self Evaluation Review with a panel including three external members took place in August 2008 (as part of the preparation for the UJ Institutional Audit by the HEQC in August 2009). The Peer Review Report of this panel has been tabled in November 2008; although it points out some areas for development this report praises CenTAL overall for its accomplishments and the high quality and level of its activities.

**5** CenTAL went through the **Renewal and Integration Process** (that took place towards the end of 2007) to get a permanent position in CenTAL for a Quality Care Practitioner (while

there is only somebody appointed in a contract position presently) and a second position as System Administrator for *Edulink* to ensure that maintenance, security and upgrading of the system receives the attention it needs continuously. There is a pre-scheduled window period on a Sunday evening for the *Edulink* system to make provision for general maintenance and restart of the system at the beginning of each week.

**6      Continuous monitoring of quality**: Quality management is an ongoing process and we are continuously investigating the effectiveness and efficiency of our processes and procedures. These **processes and procedures** are documented, updated and communicated to role players at meetings and via e-mail regularly and ongoing with the focus on quality improvement. We also have an **online repository with the resources** available for easy access and latest versions of documents.  When gaps are identified, the relevant team members work together to make the necessary adjustments to existed procedures or start from scratch to document the most effective process that need to be adhered to by all role-players for optimal functioning of the Centre and optimal communication between team members.

**Weekly meetings** of the group of instructional designers for the planning of the Hero's Journey and ongoing and critical self-reflecting by the instructional designers are taking place whereby outcomes, learning and assessment activities and criteria and the planning of workshop presentations and facilitation are discussed and fine-tuned before implementation.

**Peer review and sharing of approaches** are formally taking place at the **extended team meetings or research and development meetings**. This provides an opportunity to critically evaluate staff members' different outcomes-based education (OBE) approaches and designing of a variety of learning and assessment activities in specific modules where they work in collaboration with lecturers. **The use and implementation of *Edulink* and learning guide templates and checklists** contribute to ensure minimum standards that need to be adhered to. However, because of the number of lecturers and modules activated on the system, it becomes more difficult to keep on following up with more experienced lecturers, while spending a lot of time to help and build capacity of novices in TAL.

The continuous monitoring of quality also is done by means of the **evaluation function within CenTAL**, which mainly focuses its efforts to improve the quality of the service the centre provides and of the centre's performance. Through repeating different cycles on a yearly basis CenTAL is constantly in a process of self-evaluation.

**University of KwaZulu-Natal** (Information as in May 2008)

Any module would be assessed through the QA processes in the same way that any other is, with course evaluations, assessment of the facilities and support mechanisms, the competencies of the staff concerned. Evaluations of the technical aspects are done according to the QA processes in place for these – user surveys etc.

**University of Limpopo**

None. Quality assurance rests in the hands of the individual staff members who use TAL.

**University of Pretoria**

With the appointment of a new Vice Principal for Teaching and Learning, a more focused approach is yielding renewed recognition of the value and significance of learning and teaching at UP. The new management model has led to a number of initiatives (structures and policies/frameworks) to ensure quality management processes and to support learning and teaching, such as:

▪ A Senate Committee for Learning and Teaching was established.

▪ An Institutional Learning and Teaching Plan (ITLP) was drafted.

▪ Performance Indicators for Learning and Teaching were agreed upon.

▪ Learning and Teaching plans and agreements were contracted with all Faculties.

These initiatives provide for much better alignment between Learning and Teaching initiatives and UP's strategic objectives.

**University of South Africa**

A quality office has been established at Unisa that oversees all quality issues within the organization.  In 2007 Unisa invited the Commonwealth of Learning to do an extensive quality audit on all aspect of the organization in preparation for our HEQC audit in August 2008.  The report on the findings of the HEQC has not yet been released.  The ICT department, which includes the Directorate: Portal and Academic Solutions (PAS) responsible for *my*Unisa, is ISO 9001 certified.

**University of the Free State**

As has been mentioned, the Strategic Plan for e-Learning is in the process of being finalized. It is envisaged that the Plan will make provision for regular reporting of progress towards achieving the set objectives. The channels and mechanisms for such reporting are, however, already in place and are already being used for reporting purposes. As has been mentioned, the Head of e-Learning reports quarterly to the Management Committee of the Centre for

Higher Education Studies and Development on progress made in the implementation and further advancement of e-learning at the institution. The Director of the Centre, in turn, report regularly to the DVC Academic Planning on progress made by the various Divisions within the Centre. A second reporting mechanism is the quarterly meeting of the IT Committee, where the Head of the Division e-Learning (as a fixed agenda item) reports on the e-learning progress over the preceding quarter. All faculties and administrative and management bodies that have a stake in e-learning at the institution are represented on the IT Committee.

Key performance indicators currently fall into a number of distinct categories, including the number of course modules that have a significant e-learning presence, the quality of the e-learning interventions in each case, the quality of staff and student support, and the extent to which e-learning interventions adhere to national and international best practices. The quality of e-learning interventions is evaluated, primarily, by the Division e-Learning in conjunction with the Division Teaching, Learning and Assessment and the faculty Teaching and Learning Managers. Staff satisfaction with staff development and support is evaluated via evaluation forms completed by academic staff members after every session. Student evaluations of e-learning are integrated in student evaluations of individual course modules. In the case of off-campus students, electronic evaluation forms are provided on individual course designs on the LMS. In addition, student surveys are conducted in order to ascertain student ownership of technology and network access, as well as student satisfaction with e-learning services at the institution.

The overall effectiveness of the e-learning strategy is evaluated by the DVC Academic Planning, who reports to the Executive Management Committee and the UFS Council on all matters pertaining to e-learning.


**University of the Western Cape** (Information as in May 2008)

**Establishment of the support environment**

- The successful establishment of a support environment which is able to offer reliable and astute advice to clients in difficult positions, thus building a vital relationship of trust within the campus community
- Getting academics on board on a voluntary basis and supporting them timeously
- The persistent nature of the awareness campaign whereby the division can see the fruits of their efforts

**Online course Creation Model: Contribution to Quality Assurance**

The model (Fig 1: *Online Course Creation Model (J. Stoltenkamp, April 2006*) is indicative of the contribution to quality assurance of online learning. It is important that discourse on

quality in teaching-and-learning, especially eLearning, be supported and steered by Africans and not necessarily excluding existing quality frameworks.

**E-Learning Seminars: Consultative Forums**

The campaign is aimed to instil a cultural change at UWC by inviting lecturers to present at lunch-time eLearning seminars, sharing specific challenges and experiences. This aspect of the campaign aims to create awareness around another important stance of the division, which states that an eLearning system is a progressive new tool for teaching and learning.

This has been a learning curve for the presenter (eLearning Champion/Lecturer), receiver (attendees) and trainers (e-Learning Staff, Instructional Designers). We have also noted that through these consultative forums, more people became interested and either contacted us for face-to-face training or one-on-one consultations. Lecturers, on a voluntary basis, take lunch-times to engage in discourse.

**Measurement of Uptake**

Measuring eLearning uptake, i.e. institutional trends of how eLearning is increasingly being used.

These access stats were given to us by the Database administrator. The table below illustrates the amount of hits/users accessing the http://elearn.uwc.ac.za from January 2007-April 2008. The access stats in January, June and December 2007, are low as students are then on their semester breaks. This access stats increase as the terms start and users are then more actively engaged on the site.

| Jan 2007 | 75 |
|---|---|
| Feb 2007 | 3550 |
| Mar 2007 | 4809 |
| Apr 2007 | 5199 |
| May 2007 | 4693 |
| Jun 2007 | 741 |
| Jul 2007 | 3388 |
| Aug 2007 | 7688 |
| Sep 2007 | 4042 |
| Oct 2007 | 5282 |
| Nov 2007 | 1821 |
| Dec 2007 | 100 |
| Jan 2008 | 354 |
| Feb 2008 | 7462 |

| Mar 2008 | 6231 |
|---|---|
| Apr 2008 | 7994 |

**Effective Use of the eLearning tools**

Engaging in research (not only surfacing in discourse around the institutional trends of how e-Learning is increasingly being used) but also around its **effective use**. In an attempt to assess the efficiency of the face-to-face and one-on-one training sessions, a task team was assigned to review each of the 303 courses created in KNG (September 2005-December 2006). The use of the different tools in KNG by lecturers was documented and a short analysis regarding this information was given.

From our research we were able to deduce that of the total 303 courses that was uploaded, about 204 courses were in use. More than 67% of the courses were mainly used for uploading content. Only 12% used the discussion forum actively. The most popular tools in use were the content and the assessment tools with communication tools running in third place. This proves that most of the lecturers are still content driven, however they have made some effort in trying to engage the discussion forum and assessment tools. Moreover it is important to note that KNG is not just being used for marks administration purposes as the previous old KEWL. Current analysis (2008) reflects on the review of 489 courses within our LMS. We are in a process of reviewing the effective use of the eLearning tools: communication; assessment & content creation.

**University of Zululand**

The Quality Promotion and Assurance Unit have no specific quality management processes in place to enhance TAL. However departmental reviews by external examiners, student evaluations, preparation for internal audit and policy and programme reviews should all ensure enhancement of TAL within specific departments mentioned above.
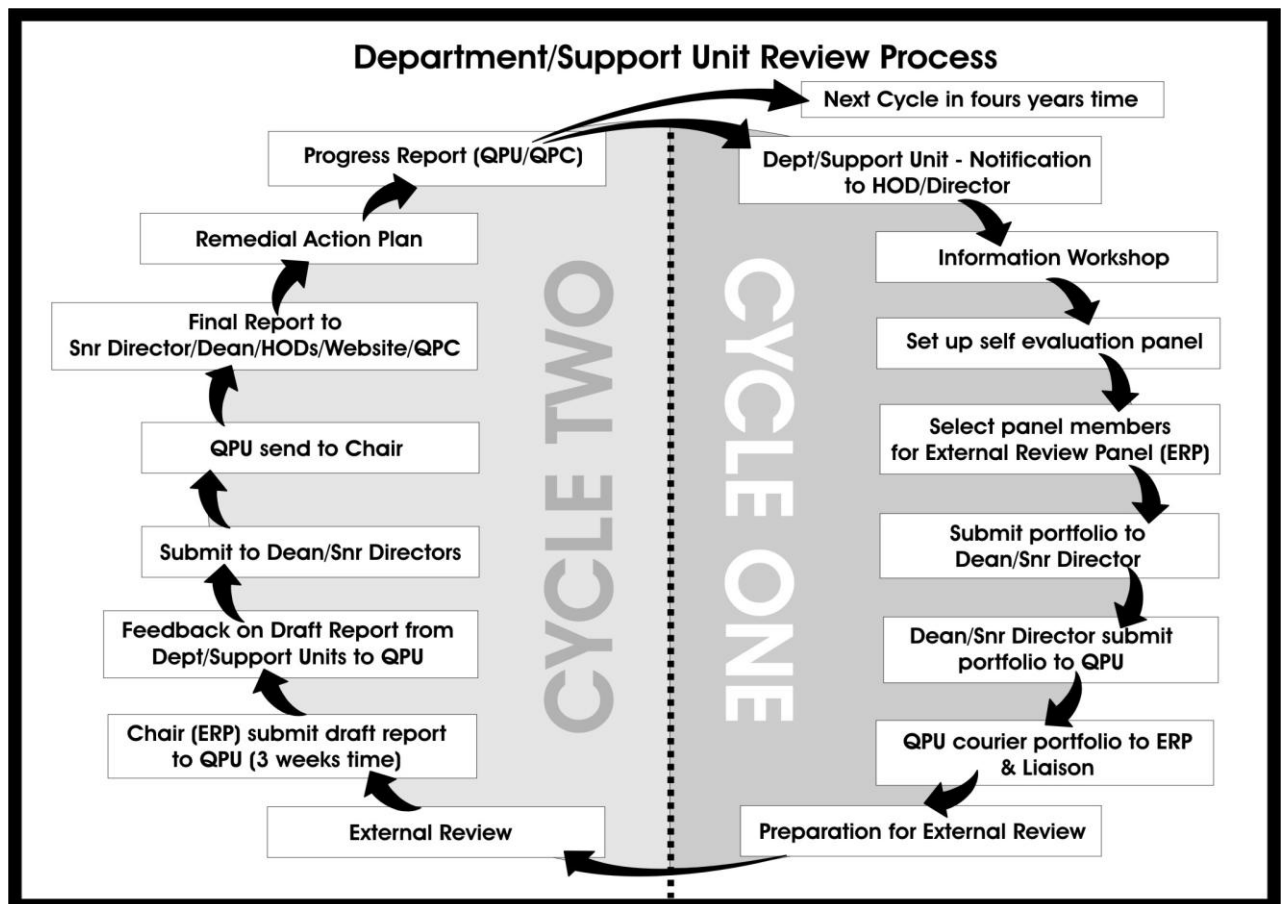
**Vaal University of Technology**

Again at VUT nothing is in place specifically for TAL. We do have a quality process in place which has also just been revised and awaiting approval. The quality assurance of our programs forms part of the ongoing self-evaluation and external peer reviews of programme evaluations.

**PDCA (PIRI) MODEL FOR CONTINUOUS IMPROVEMENT**
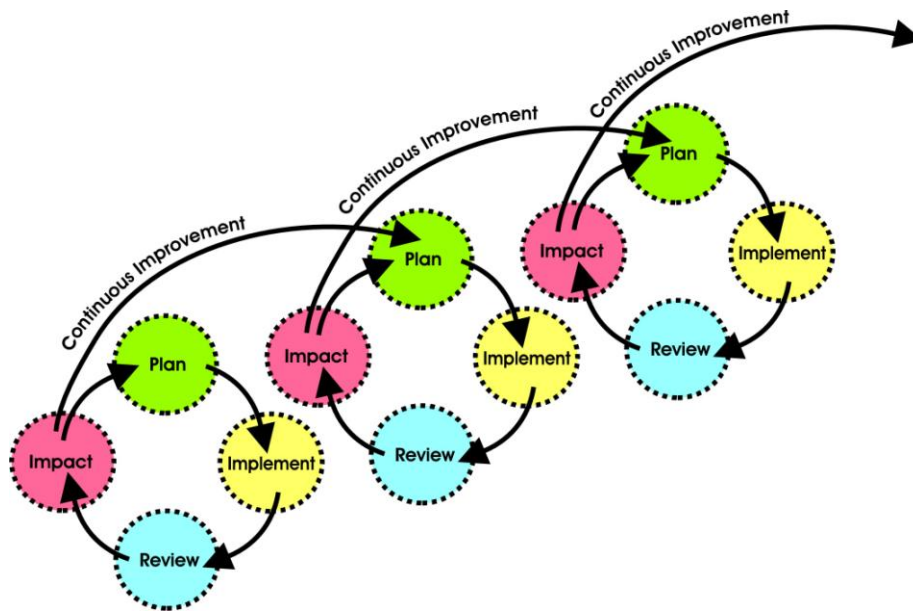


# MODEL TO ILLUSTRATE THE PROGRAMME REVIEW PROCESSES INCLUDING E-LEARNING

## Lens 3: Initiatives and approaches to the Professional Development of staff for the implementation of integrated TAL

**Cape Peninsula University of Technology**

**Macro and meso:**

Fundani CHED offers the Higher Education Diploma in Higher Education and Training (HDHET) for all new academic staff members. Existing academic staff are encouraged through incentive schemes to improve their teaching skills through enrolling for the HDHET or other short courses.  Training supplied by the Centre for e-Learning focuses on the Skills Training and Development programme that resorts under the human resources department.

**Micro:**

HE in SA, in general, lack the basic principles and as a result the advantages of tenure. CPUT, other than a performance management system, do not have a top-down approach on continuous professional development.

**Central University of Technology**

- Lecturers are trained to the design and development of the e-learning parts of their courses themselves. Workshops are scheduled regularly and we concentrate on individual support in offices where lecturers are supported.

- The forum for e-learning is also a place to bring training needs under the attention of the Centre for e-learning.

**North-West University**

The NWU provides many opportunities for staff development. Opportunities for development in Technology-assisted learning will be discussed further in this lens.

The following Staff Development Opportunities are presented by Academic Support:

▪ Formal workshops on the use of eFundi are scheduled in the institutional training schedule. Three types of workshops have been developed:

o **Basic use of eFundi:** In this workshop some basic technical training in eFundi is given to the participants. The content of this workshop focus on technical training in basic functionalities of eFundi. There are 23 scheduled Basic workshops for 2008, but the workshop is also presented on demand.  Plans are to make this workshop compulsory for new users of eFundi. (*c.f.: eFundi-Beginners Workbooklet.doc*)

o    **Advanced use of eFundi:** The content of this workshop focus on technical training in more advanced functionalities of eFundi. There are currently 24 advanced workshops scheduled for 2008.

o    **Workshop on an educational design in eFundi:** This workshop focuses on the training of staff in the educational use of eFundi. This workshop is currently under development and will be presented on several occasions during 2008 as a pilot project. Plans are that it will be presented more frequently during 2009.

▪    Academic Support instructional designers and technology advisors are available to academic staff for personal consultation on the integration of information technology into their programmes / modules.

▪    Supportive information and documentation on TAL-related issues are available online and an online resource centre was recently created for self-help supportive material on the use of eFundi.

▪    The compulsory attendance of an information session on e-learning and the utilisation of eFundi is required of newly appointed academic staff (Phase II of the Institutional Course for New Lecturers).


**Stellenbosch University**

The CTL and iTE present a variety of workshops for **lecturers** including:

- Basic and Advanced WebCT training

- Turnitin training

- Training in the use of the iTE platform

- Customised workshops per department

- Assessment and WebCT

- Managing large groups with WebCT

- Turnitin workshops

- Respondus workshops

- PREDAC (Professional Educational Development of Academics) workshops for newly appointed lecturers

See also section 1 for the approach followed with regards to professional development ito curriculum design and development.

**University of Cape Town**

Centre for Educational Technology (CET) works with UCT educators to develop capacity to teach effectively with technology through its staff development portfolio. CET makes available workshops, seminars and 'show and tell' sessions to raise educators' awareness of the ways in which educational technology can be used for teaching and learning. For more details see http://teaching.cet.uct.ac.za/

Specific staff development opportunities at UCT include the New Academic Practitioners Programme (NAPP), an induction programme for newly appointed academic staff.

Through the School of Education at UCT, the Centre for Higher Education Development (CHED) offers a suite of courses which focus on a variety of aspects of learning and teaching in the higher education context. These can be taken as stand-alone courses or can accrue towards a postgraduate qualification.

These courses are for tertiary teaching staff:

- recently appointed who want a thorough induction to HE teaching practice

- more experienced who are interested in pursuing particular educational issues that arise from the teaching of their discipline

- wanting to diversify their career paths

- pursuing an advanced degree who opt for one of the modules as an elective.

CET staff contribute to the teaching on this programme.

CET has also offered a Postgraduate Diploma and Masters Programme (since 2007) for those interested in educational technology, the relationship of Information and Communication Technologies (ICTs) and education, and the use of ICTs in the service of education. The programme is unique in that it is co-convened by the School of Education and CET and is the only programme that interrogates issues resulting from the convergence of technology, learning, teaching and cognition.

**University of Fort Hare**

- The Postgraduate Diploma in Higher Education and Training has extensive coverage of curriculum design and development. The Web-based Learning unit standard is an elective in the PGD and is also available as a short course. The emphasis is on an integrated approach.
- Blackboard CE6 training: academic and technical staff

- Computer literacy training for academic staff

**University of Johannesburg**

To enable **lecturers** to use Edulink effectively, CenTAL provides:

- The facilitation of the Hero's Journey – a 10 credit points (NQF-level 7) accredited short learning programme under the auspices of the Faculty of Education's Department of Mathematics, Science, Technology and Computer Education. It stretches over a period of 20 weeks (recess period inclusive).
- Lecturers have the opportunity to attend two and a half hour introductory workshops that are pre-scheduled – two per term.
- Edulink tool-specific workshops that are also pre-scheduled throughout the academic year (Brown Bag Lunches – seven functionalities scheduled per semester).
- CenTAL's instructional designers are available for personal consultation, individual and/or customised group training sessions on the use of Edulink, integrating and developing different media into their modules, etc. on request.
- An online resource centre is available to all lecturers and designers within Edulin*k* to offer support to lecturers, not only in using Edulink, but also contains valuable TAL supportive documentation and information and references to other TAL-related resources.
- CenTAL has participated this year in the training of tutors, focusing on the role that TAL can play to enhance the learning experience of students and thereby contributes to more engaged learning processes if the functionalities available within Edulink are used optimally and focus on transformational learning and teaching strategies, including learning activity designs.

**University of KwaZulu-Natal** (Information as in May 2008)

There have been two key initiatives over the past few years, pre and post merger – in relation to professional development of staff in relation to TAL. These were the courses offered through the Masters in Media studies – primarily aimed at helping lecturers gain the skills across the spectrum, both technical and educational for developing online learning; and the Masters in Higher Education which developed a process by which through optional modules individuals could specialise in online learning, or just gain an understanding. Both of these were careful to ensure that the teaching was pertinent to context, and based on clear educational theoretical principles but with a practical outcome. In both qualifications the individual modules could be taken as stand alone offerings with the support offered. Most of

the offerings focus on online learning, but there are odd workshops offered to assist with the use of software, hardware and other aspects such as video conferencing as possibilities.

**University of Limpopo**

- Centre for Academic Excellence meant to be responsible for e-learning, but not yet mandated to do so.
- A number of years ago staff were invited for WebCT training, but it was all voluntary. There is no concerted effort to get staff trained and to ensure that they implement their training.
- ICT is planning to train all university staff members. At the moment, however, training is limited to a few staff members as a pilot programme.
- At the School level, in the different programmes, some staff members are training their own colleagues.
- See further Introweb under question 1.

**University of Pretoria**

Performance Indicators for Teaching and Learning is a new initiative at UP. The aim of this initiative is to identify performance indicators for undergraduate teaching and learning. A concise list of performance indicators was developed with a view to monitoring teaching and learning in faculties and to anchor the support strategies of the Department for Education Innovation. The indicators cover five priority fields: programme design and development, teaching, learning, assessment, and academic student support. The indicators are both qualitative and quantitative in nature and cover input, process and output measures. A new performance indicator was added to the University's list: Training of academic staff members by the Department of Education Innovation.

The Department for Education Innovation (EI) provides various professional development opportunities for lecturers. This includes:

- Education induction course for academic staff: The introductory week-long course introduces participants to the theory and skills relating to teaching responsibilities in higher education and is aligned with the Unit Standards for Higher Education.
- Assessment workshops for academics: The workshops are based on the following outcomes: principles of assessment, UP's assessment policy, and planning for assessment. The workshops included a series of sessions on specific assessment methods (e.g. written examinations, orals, practical examinations, portfolios).

- Tutor training, development and support: The training of tutors highlights the importance of tutorial sessions in which students (guided by a tutor) express their understanding of the subject material in verbal or written form, so that feedback on their progress can be provided.
- Informal 'Just in Time' training: Individualised training on the following topics:
  - The principles of objective assessment
  - Computer-based testing
  - Design of multiple choice questions
  - Design and development of Measuring Instruments/Tools for Practical work
  - Training sessions on 'group work' and 'team project work' in support of teaching strategies
  - Workshops on 'Interactive teaching'.
  - Design and development of a measuring instrument for practical work (in collaboration with the Research and Development unit)
  - Discussion on particular departmental problem areas in terms of referencing techniques and plagiarism
  - Departmental self-driven project: the development of standard rubrics for assessment
  - The UMFUNDI computer-based testing system
  - Training for first year students on reflection: in support of a particular teaching strategy.
- Senate has taken a decision to review the current policy on selection, appointment and recruitment of academic staff. Senate has further decided that 'excellence in teaching' should be one of the key elements to consider in academic promotions. In this regard a group of education consultants is currently supporting the Vice Principal (Undergraduate teaching and learning) in reviewing the existing policy and developing criteria for teaching portfolios.

**University of South Africa**

Generic training is done by the HR department. The Institute for Curriculum and Learning Development (ICLD) works closely with academic staff and provide development opportunities to lecturing staff. Professional development for staff with regards to TAL is collaboratively done by the ICLD and PAS. Training ranges form informal weekly "Coffee sessions" and one-on-one support, to formal workshops and training sessions.

**University of the Free State**

Staff development and training takes place in a number of different ways and is designed to support both novice e-learning lecturers as well as those who have been involved in e-learning for some time. Structured orientation sessions are held at the beginning of each

semester for the benefit of lecturers who have decided to embark on e-learning for the first time. Such sessions typically focus on the centrality of teaching and learning issues in general for the e-learning enterprise, as well as the salient features of the LMS interface. The aim is to familiarize lecturers with the basic functionality of the LMS that will enable them to access their online course module.

More advanced structured staff development sessions take place in the context of smaller groups, where lecturers are encouraged to use specific LMS tools more intensively. The motivation for such sessions arises from requests received from individual lecturers. In addition to such small-group sessions, individual lecturer training needs are addressed on a one-to-one, just-in-time basis by way of telephone communication, e-mail or remote access granted to Division e-Learning personnel to address specific issues on lecturer computers.

In terms of the funding of such staff development and training initiatives, provision is made for such initiatives via the annual operational budgeting process. Further budgetary provision for innovative e-learning projects is dealt with via the strategic fund for e-learning, as outlined above.


**University of the Western Cape** (Information as in May 2008)

**Continuous Professional Development for the eLearning Support Team**

When the eLearning Development and Support Unit (EDSU) was established in May 2005 the staff members that were employed in the Instructional Design team had to train themselves on the use of the Learning Management System, Kewl.NextGen (KNG). As new team members joined the unit they were mentored by team members by the existing members in the team. They were trained on the use of the system and received supporting documentation (manuals) that was developed. When the team started there were no documented processes and team members had to create these documents whilst in the environment.

**Training Initiatives for Support Team: Outside Stakeholders**

Some of the eLearning team members were selected to be part of the E-Learning Development & Implementation (eLDI 2007) and E-Learning in Practice (eLIP) 2008 courses. These trainings came as a result of networking that was done by the eLearning Manager and the German InWEnt Capacity Building group.

**eLDI 2007 – eLearning Development and Implementation 2007**

The eLearning course "eLearning Development and Implementation" tries to provide knowledge, methodologies and technical tools to support participants' competence and skills in the area of eLearning. It prepares them for undertaking the analysis, planning, development and implementation of eLearning training programs according to their working

environment and needs. This was a nine month online course and was attended by three eLearning team members,

The three eLearning members completed the eLDI course and received certification. Two of the eLearning members have been selected as assistant tutors for the 2008 eLDI and eLIP courses.

**University of Zululand**

Initiatives to promote and train academic staff to use the various LMSs mentioned before has been on an ad hoc and voluntary basis with limited uptakes.

The Academic Development unit has tried to address low computer literacy rates among staff members by offering computer literacy workshops. In more recent times, (2008) new drives to promote e-learning are underway. This includes the newly established WUZULU e-learning project.

**Vaal University of Technology**

We had no formal approach to develop/train staff regarding the implementation of TAL. As part of the new approach, it will be compulsory for staff to go through a Higher Education diploma, which includes E-learning as a compulsory subject. The only training until now was on individual basis as and when requested by staff.

Future:

Part of the new TAL module we are busy developing for VUT will be a training schedule for staff and students. This will include training on the use of the LMS, technical training as well as instructional design training on the educational use of the LMS.

## Lens 4: Structures in place for the technical and system support, guidance and working with pre-determined standards

**Cape Peninsula University of Technology**
**Macro**:
CPUT have taken policy decision on the use of TAL. The institution either have policies, or are in the process of designing new policies on the use of ICT, both for administrative and academic use.
**Meso**:
The Centre for e-Learning deals primarily with the LMS. The aim is to assist academic staff to apply the best researched concepts of the use of technology in teaching and learning with specific reference to the pedagogy that applies to the use of a learner management system and related applications.
**Micro**:
The use of technology in computer labs using specialised application software falls within the domain of the academic teaching department.

**Central University of Technology**

- The Centre for e-Learning and Educational Technology was established and is responsible for training and support regarding all educational technology.

- At each faculty a representative for e-learning was identified and forms head of an e-learning committee in the faculty.

**North-West University**
eFundi is managed by a three-layered task team.

▪ The first layer consists of the core group of the task team and is made up by representatives from the institutional Academic Development and Support unit (ADS) as well as representatives of the institutional IT department. It is the function of the Core group to ensure that eFundi is up and running. New technologies to address the needs of the end users must continually be researched.

▪ The second layer consists of representatives of Campus Academic Support units as well as Campus IT units. It is the function of this layer of the task team to implement eFundi on the three campuses of the NWU, to train and support end users as well as to communicate needs (as they arise) from the end users to the Core group of the task team. (At the Potchefstroom Campus the Information Technology in Education unit is the campus Academic Support

representative for this layer of the task team.)  A helpdesk, at each of the three campuses, is also managed by the Campus Academic Support units.

▪   The third layer of the task team consists of the end-users. Plans are in process to establish a formal end-user forum at the Potchefstroom Campus.  Although the end-user forum at the Potchefstroom Campus has been established with the implementation of the previous LCMS (Varsite) it has never functioned properly.  New plans are being implemented to formalise the forum so that it can be used as an instrument to ensure that proper communication of problems, issues and needs to the Core group of the task team can take place. One short coming of the end-user forum is that it currently still only consists of academic staff members.  The students are as yet not represented on the forum. This issue will also soon be addressed.


**Stellenbosch University**

From an IT governance view, the University standardises on a specific platform such as WebCT Vista and strongly encourages academic staff to use the supported environment. Academics who use standard web servers for e-Learning may do so, but will only receive limited support. Academics who use a non-supported platform do so entirely at their own risk and at their department's cost. The approach can be summarised as allowing freedom of choice but encouraging standardisation by limiting support to a single platform.

As a result of optimal functioning and efficiency, the University only supports WebCT (now Blackboard) as LMS, but the CTL has never been prescriptive about the use thereof. If a lecturer chooses to use other e-Learning programmes, the CTL cannot guarantee technical support, but still engages with the lecturers about possible ways of using the other applications.

IT, CTL and iTE are also developing the idea of providing a "technology basket" with a variety of technologies to support academics in their three roles: research, teaching and community interaction. It is often difficult to limit the use of a specific technology, e.g. iTE as only having application in teaching and learning. It could also have an impact on research and community interaction.

The WebCT (empty) modules are created centrally according to a standard whereby a code based on the Student Information System (SIS) Code of a specific module is assigned to the WebCT module. This type of standardisation facilitates the integration of WebCT with our SIS system and ensures that when a student registers for a specific module he/she is automatically loaded in the WebCT module that is linked to that SIS code.

**University of Cape Town**

The Centre for Educational Technology (CET), which was founded in 2005, supports the use of educational technology for teaching and learning and works in partnership with the university community.

The UCT version of Sakai, Vula, was launched on 1 February 2006 as the preferred campus-wide learning environment at UCT. This involved customizing and extending the Sakai framework for UCT purposes, incorporating new features from connect, UCT's home-grown learning environment, and building on lessons learnt from the use of connect and WebCT at UCT.

• The Learning Technologies team develops and supports strategic software services and applications. The team focuses on generic and reusable capabilities with campus-wide application (such as online learning environments).

• Educational support involves understanding the teaching and learning requirements of staff and students on an ongoing basis, and bringing to bear appropriate software platforms and solutions to support these needs.

• Technical and end-user support involves managing software services so that they are reliable and easy-to-use, and providing timely assistance to staff and students on demand.

**University of Fort Hare**

• eLearning Unit and TSC staff being trained to provide technical support for pilot phase

• Currently negotiating a service level agreement with the Technical Services Centre.

**University of Johannesburg**

a) **The System Administrator** is responsible for ensuring the highest level of availability of the enterprise Learning Management System through the administration and support of this system and the development of an integrated online learning environment, as well as the following functions:

• Back-end maintenance, including backups and the security, for the Learning Management System and its databases.

• Seamless integration of the Learning Management System with other University systems, including the student portal and other administrative systems in use.

• Seamless integration of the Learning Management System with other commercial systems used to optimise it for learning, teaching and assessment.

- Development of additional applications to support the learning environment.

- Develop and continually adapt policies and procedures related to the use of the Learning Management System.

- Monitoring of the system, identifying future problem areas and acting timeously to address the risks involved.

- Provide the back-end support and the high-level technical user support for the Learning Management System.

**Documentation:**

Section back-up procedure

Edulink: startup and shutdown procedures

Edulink: Naming conventions

Weekly Support team meetings

Regular reports from Blackboard (Bb) on issues resolved

Release notes from Bb on new application or service packs or versions

| Documentation provided by Blackboard: | Purpose |
|---|---|
| Blackboard Learning System - Vista | Use as reference material |
| 4.2/CE 6.2 Enterprise Operations Guide | Use as reference material |
| Blackboard Learning System - Vista Enterprise 4. 2 Administrator Guide | Use as reference material |
| Blackboard Learning System - Vista 4.2/CE 6.2 Enterprise System Integration Utility Guide | Use as reference material |

**b)  The System Supporter** is responsible for providing personal, electronic and telephonic client support for users (mainly staff) of the LMS and performing maintenance within the front-end of the Learning Management System (LMS), as well as the following:

- Administrative and system support within the front-end of the LMS, for example creating, configuring and maintaining modules and users in the LMS, maintaining the data in the databases of the LMS.

- Communicating with and receive information from users of the LMS.

- Extracting, manipulating and presenting statistics on activities in the LMS.

- Supporting and contributing to the training of users towards the optimal use of the LMS.

- Providing support in the arrangements for and during electronic assessment opportunities to ensure the successful completion of the assessment opportunities.

- Maintaining the linkages between the LMS and the Student Information System codes to ensure seamless integration.

| Documentation | Comments on effectiveness thereof |
|---|---|
| Flow-diagram for lecturer development | If all the role players involved do their part the diagram is effective.  We stress the importance of the steps when it is not followed. |
| Form for module migration | The information on the form is all the necessary information we need to migrate a module.  If a lecturer doesn't complete the form correctly we have to communicate with that lecturer so that we can get all the necessary information.  This prolongs the process.<br>When we send out the forms we try to stress the importance of the correct completion of the form. |
| Weekly Support team meetings | These are valuable meetings regarding feedback on the LMS and other support issues. These meetings are effective. |
| Request form for creation of new modules | This form is effective because it is an electronic form and the lecturer has to complete all the vital information before he or she can submit the request.  The form we had previously hasn't had this function. |
| Flow diagram for error reporting | If all the role players involved do their part the diagram is effective.  We stress the importance of the steps when it is not followed. |

**University of KwaZulu-Natal** (Information as in May 2008)

The structures in place are quite generalised, an information technology unit which provides the system support broadly across a spectrum of use – from choice of hardware, software and policies guiding usage. The small coterie of staff available for both technical and educational support has been systematically under supported and diminished in the face of a quite narrowly technicist approach to educational issues. (Just teach about the hardware and software and the online materials will just come) This is a heated debate (albeit not in any key or central sense) amongst proponents of TAL. Another unit – the audio visual unit provides the technical support for the video conferencing and other technical aspects with little educational input. Often useful elements are discontinued despite educational strengths.

**University of Limpopo**

ICT has staff who can train people in WebCT and Introweb. They also offer support to those using TAL.

**University of Pretoria**

The Department of Education Innovation presents various staff training courses to equip lecturers to manage and facilitate courses in the online environment. The formal courses are the clickUP Basic, clickUP Intermediate and clickUP Advanced courses. An e-support office (e-learning helpdesk) provided support to users of UP e-learning systems and handled numerous telephonic and email requests. A Help web site was developed in order to provide various online resources to both students and lecturers in order to support their usage of the Learning Management System.

A Virtual Campus Administration enables the creation of modules based on a template to ensure that modules adhere to pre-defined standards.

A formal Quality Management System (QMS) for Instructional Designers was designed and is frequently updated.

**University of South Africa**

The Portal and Academic Solutions (PAS) and Digital Learner Support (DLS) Directorates were established within the ICT department during the TSA, Unisa, Viuec merger in 2006. The role of these two Directorates is to support staff and students with TAL. PAS focuses on online and new-media and DLS on video conferencing, satellite broadcasting and access for students at Multiple Purpose Community Centres (MPCCs).

After an initial technical and functional investigation into a VLE (Virtual Learning Environment) for the newly merged Unisa, the normal dilemma of Building, Buying or

Borrowing (Open Source Software) had to be addressed. Gartner introduced Unisa to Sakai during a systems architecture consultation session. Upon further investigation and discussions with the Sakai Board, Unisa decided to chose Sakai. This decision was made early 2005. Approval was granted approximately 6-7 month prior to the launch of "myUnisa" (Unisa's brand of Sakai) in January 2006. During the latter half of 2005, Unisa developed 19 additional customized tools for myUnisa and integrated it into the Unisa's legacy back end systems and ERP. Since 2006 the usage of *my*Unisa increased significantly.

- **January 2006 Sakai v2.1**

  Registered active students by end 2006: **120 765**

- **May 2007 Sakai V2.3**

  Registered active students by end 2007: **159 538**

- **April 2008 Sakai V2.5.x (**Currently continuous small incremental upgrades)

  Registered active students (05/11/2008): **196 691**

  In excess of 7 Million transaction processed via myUnisa so far this year.


**University of the Free State**

The technical and system support for e-learning at the UFS is provided by Computer Services. A monthly meeting takes place between Computer Services and the Division e-Learning in order to identify and discuss matters of common concern. Such matters also find expression in a wider institutional forum, namely the institutional IT Committee (sub-committee of the UFS Executive Committee) which meets on a quarterly basis.


**University of the Western Cape** (Information as in May 2008)

E-Learning Technical Support at UWC has *two main elements*:

1. ICS maintains production servers and the data centre for UWC. It is therefore the responsibility of ICS to ensure that there are no security vulnerabilities in the code for eLearning applications and that these applications are properly integrated into the campus. The infrastructure that is utilized for the current production environment of eLearning is hosted in the data centre. There are 5 Solaris - Sunfire Servers currently running KEWL eLearning production platforms. These are setup with load balancing, application server, apache and mysql. For technical support the in-house developers and server architects are based on campus. (Details on how to become involved with the development process and contribute to the eLearning Community at UWC can be found at avoir.uwc.ac.za. Please see the wiki for more technical details). Please note that the advised setup for KEWL and

Chisimba is to use Debian or Ubuntu server and have a separate database server for Postgres or Mysql databases.

2. The core development team - Free Software Innovation Unit (FSIU): These developers are responsible for maintaining the code and adding functionality and stability to the application. They also facilitate the inclusion of other open source developers to improve the code base for KEWL and Chisimba through the African Virtual Open Initiative Resource (AVOIR). If a lecturer wants added functionality then they need to request this from the eLearning team who contacts FSIU. The code will then be developed and tested until it is deemed suitable for use- at which point it will be added to the application's built in repository of modules. If a problem is found in the framework then regarding stability then the users can escalate this through the eLearning team and servicedesk who pass on the issue to the core development team to resolve. The resolution will be tested and the fix applied by the Information and Communication Services (ICS) department at UWC.

**Servicedesk Process followed**

▪ When an incident/request is required the affected user will email the servicedesk.

▪ The servicedesk department adds the incident/request to the servicedesk website and assigns it to a specific team member for action.

▪ The website sends an email to both the user and the team member.

▪ On completion of the incident/request the team member updates the servicedesk website to say that the incident/request has been resolved.

▪ The website sends an email to the user that the incident/request has been resolved.

▪ If the user is satisfied that the job is complete the incident/request is closed.

▪ If no action has been taken on the incident/request after a specified amount of time, according to the service level agreement, the incident/request is escalated to the team member's line manager for appropriate action.

▪ The applications used for the above process is the Unicenter Servicedesk

▪ Web application and is integrated with the novell email system.

**ICS Technician Support for Student computer laboratories**

The ICS Department provides assistance and technical support to all UWC computer labs which adheres to the following guidelines, and may encompass advice, basic diagnosis, hardware replacement and basic software installs:

▪ Problems encountered with a computer lab PC needs to be reported to the ICS service desk.

- Please write down error messages exactly as they appear, and note any other unusual behaviour. This will help us to speedily diagnose your PC.
- No support will be given to software installed for personal reasons out side the academic program.
- Support personnel will provide no more than 2 hours of technical assistance before recommending a system restoration or a clean installation of the operating system and applications, in this event the lab personnel will be responsible for backing up any data prior to bringing the laptop for repairs.
- Please ensure that you have a backup of your data, to backup your data is your responsibility and should be done on regular basis.
- Repairs will be completed within 2 working days, unless your PC has a broken part that might take time to obtain.
- Positive Identification will be requested from lab personal when collecting their PCs

NB: No Item will be released without proper proof of positive Identification

**University of Zululand**

No formal structures are in place. Server resources and limited support are available from the ICT department and knowledgeable staff. It is envisaged that Moodle's open source community forums will also provide some support and guidance when this LMS is introduced.

**Vaal University of Technology**

Currently we have two people appointed for Moodle assistance and training.

System support is done by our IT Services department which is completely under staffed to fulfil their purpose.

As our IT model progresses so will the setup of a new structure to fulfil these duties.

## Lens 5: Structures in place for client support (including lecturers, students and other role players)

**Cape Peninsula University of Technology**
**Macro**:

The budget does allow for TAL.

**Meso**:

The centre for e-Learning deals with pedagogy and teaching and learning applications, including a helpdesk function on the LMS. This also applies to systems integrated into the LMS, such as Turnitin (plagiarism detection software) and services. The Communication and Technologies Systems (CTS) department gives support to the whole University on hardware, software and systems. This includes the acquisition and maintenance. There is also user helpdesk support (office hours only) for all problems related to technology such as computers, networks and the Internet.

**Micro**:

Faculties, departments, programmes and labs do have technical support services through lab technicians. It varies in complexity and numbers of staff due the specific needs of the units, departments or programmes.

**Central University of Technology**

- A helpdesk is in place that supports students and lectures with technical issues regarding e-learning.
- Instructional designers are responsible for support of lecturers.
- An audiovisual official is responsible for all technical support of educational technology on the campus.
- The forum for e-learning is also a platform where clients can raise concerns.

**North-West University**

▪ The unit for Information Technology in Education (ITE) within the Academic Support Service department on the Potchefstroom campus, renders client support for eFundi. ITE is responsible for the implementation of eFundi and the support of academic staff in its use. The need to support student end-users has also been identified as an issue that will have to be addressed by ITE in the very near future. As e-learning is a fairly new endeavour at the other two campuses of the NWU – they do not as yet have similar ITE units, but are currently planning for the future.

▪ With the implementation of eFundi (beginning 2007) a helpdesk was created on the Potchefstroom campus.  End-users (both academic staff and students) can log requests with the helpdesk via telephone or e-mail or can visit the helpdesk in person.  The helpdesk is managed by the ITE unit. Although similar units and helpdesks are as yet not implemented at the Vaal Triangle- and Mafikeng Campuses plans are underway and end-user support does currently take place.

▪ Student support on the Potchefstroom and Vaal Triangle Campuses is the shared responsibility of lecturers, Keyboard and the eFundi helpdesk. Keyboard is a student body under the auspices of IT-Central consisting of student assistants.

▪ Support material, such as self-instructional video material and FAQ's are in the process of being developed and will be available on the eFundi home page.  The material developed by the ITE unit of the Potchefstroom Campus, is also available for use by staff and students of the other campuses.

▪ To ensure the quality of the support rendered by the ITE unit to eFundi users a service level agreement has been compiled between ITE (on behalf of the end-users) and IT-Central. This SLA will be presented to academic staff at the forthcoming quarterly end-user forum meeting for the evaluation of the services rendered.

**Stellenbosch University**

Apart from the workshops mentioned under 3 above, CTL also maintains websites where **lecturers** can obtain information including:

- A WebCT course entitled Teaching 101

- A support site with FAQ's, software downloads: http://academic.sun.ac.za/webstudies

CTL furthermore provides support via e-mail and telephone as well as individual consultations based on the specific needs of a lecturer. What is also emerging more and more is the peer support structures within departments where lecturers support one another. Most departments have an e-Learning contact person who has the skills and rights for that specific department to enroll / unenroll LMS users (including lecturers and students). This person also performs other e-Learning co-ordination tasks, such as doing the logistical arrangements for e-Learning workshops, attending e-Learning meetings or requesting that a WebCT course is created for modules within that specific department. For smaller faculties (such as Education, Theology and Law) a person is nominated for the entire faculty.

The new in-coming **students** are introduced to the e-Learning system within the first week on campus. They then receive ongoing support from the computer user area managers (who in turn are supported by CTL and IT) and their assistants. Students can also direct queries by email to the CTL helpdesk or access the WebCT support site available at http://academic.sun.ac.za/webstudies.

Indirect support to students is delivered in the following:

- providing access to PCs in large computer user areas on campus,

- providing access to the University network from every bedroom in the University residences,

- providing wireless access to the University network from most areas in Stellenbosch town (a new service), and

- providing support to students for their privately owned PCs though a student IT support centre. This also includes anti-virus software.

Students who are off-campus can access the e-Learning system through the Internet. Where off-campus students have problems with the system, both IT and the CTL provide a level of support, but the support is very complex because of factors such as limited bandwidth, corporate firewalls and incorrectly configured or outdated PCs. The relative bandwidth hungriness of WebCT Vista also is a worrying factor. Lecturers often send their off-campus students CDs with the software necessary to use WebCT. Most programmes that cater for off-campus students have also appointed a person dedicated for supporting off-campus students with their special WebCT support needs.

Off-campus students can also access all their library resources via the student portal. They authenticate via the student portal and are then allowed access to all the electronic journals and databases that are available to students on-campus.

The Division of iTE in collaboration with the Division of Academic Administration established a one-stop service for off-campus post-graduate students on the iTE platform. Administrative staff members are appointed to assist students with application and registration procedures, supplying directions to the nearest learning centre, issuing student cards to login at the learning centres, dissemination of learning material/resources, setting up examination centres and appointing invigilators, making the exam results electronically available. These services are rendered to reduce the administrative burden of participating academic departments.

An iTE facilitator is appointed at each learning centre to support students with administrative problems and to make sure that the facilities are user-friendly and efficiently managed.

**University of Cape Town**

Support for Educational Technology resides within CET

Information and communication about creating and managing Vula sites is provided through a site owners website. All Vula site owners, lecturers and support staff are automatically added to this site.

A support service is available between 8:30 and 4:30 through email and telephone for staff and students

- Support primarily for Vula (UCT's collaboration and learning environment) - Which has 25,000 users / year, 10,000 / day, 2,000 / hour

- Other systems and activities
    - Turnitin (plagiarism prevention service)
    - blogs.uct.ac.za (UCT blogging service)
    - LearnOnline (computer literacy self-training)
    - Adobe Connect (audio/video-conferencing)
    - Support for specialist or prototype systems developed within CET or CHED (e.g. interactive spreadsheets, Citations self-test)

ICTS is a support organisation that assists staff and students at the University of Cape Town in using information and communication technologies to enhance their work

- Password self service

- Network storage

- Undergraduate information and communication technology (ICT) support is provided in the student labs. The student lab administrators are the interface for undergraduate students into ICTS. Students requiring assistance should contact the administrators in the student lab to which they have access, and not the IT Helpdesk.


**University of Fort Hare**

- eLearning Unit staff being trained to support lecturers and students in pilot phase
- Technical Services Centre currently developing an integrated customer relations management system


**University of Johannesburg**

The Client Supporter is responsible for the assisting of users (mainly students) in their day to day usage of the system by providing end user-user and technical computer support, as well as the following:

- Liaising with relevant departments to ensure that all resources are available for students in the use of the Learning Management System.

- Providing administrative and system support for the Learning Management System; for example creating, configuring and maintaining modules and users in the Learning Management System.

- Liaising with Information and Computer Services (ICS) and General Administrative department to ensure that requested web links are accessible via the system.

- Extracting, manipulating and presenting statistics on activities in the Learning Management system.

- Support in maintaining of the linkages between two sets of system codes to ensure seamless integration.

- Providing support in the arrangements for and during the electronic assessments opportunities to ensure the successful completion of the assessment opportunities.

- Supporting and contributing to the training of the first level support staff in the optimal use of the Learning Management System.

- Providing personal, electronic and telephonic client support for users (mainly students and lecturers (if System Supporter is not available) of the Learning Management System.

To enable students to use Edulink effectively, CenTAL provides various training opportunities and support areas:

- Basic computer orientation and two-hour compulsory hands-on Edulink training for first-year students have been facilitated by CenTAL on the APK campus since 2003. The same sessions have also been presented on the SWC campus since 2005 and per request on the APB and DFC campuses. During 2006, a more robust system allowed us to encourage the use of Edulink on the SWC, DFC and APB campuses.  As of 2007, plagiarism awareness and the use of Turnitin, have been integrated with these orientation sessions. Surveys to obtain feedback from first year students from all these sessions have been conducted and reports are available. All first year students on Auckland Park Kingsway campus (APK) received Z-folders with basic introductory information on Edulink.

- Module-specific hands-on and/or demonstration sessions for groups of students. These sessions are facilitated by CenTAL' on request of lecturers. This allows lecturers to use Edulink effectively in modules where students are new to the University or new to the Edulink environment (such as post graduate students).

- Online resources within Edulink, the Student Portal and CenTAL's web site are available to offer support to lecturers and students. CenTAL has participated this year in the training of

tutors, focusing on the role that TAL can play to enhance the learning experience of students and thereby contributes to more engaged learning processes if the functionalities available within Edulink are used optimally and focus on transformational learning and teaching strategies, including learning activity designs.

- FAQs focusing on Edulink are placed in the student portal and Edulink. There are also several campus bookmarks placed in Edulink referencing to other resources and information on Edulink-related items.

**University of KwaZulu-Natal** (Information as in May 2008)
There are a number of LANs across campus, some institutional, others department or school based so that students have access. There are audio visual centres on each campus for other equipment such as tape recorders, videos, digital projectors, and venues for video conferencing. The IT and audio visual technicians are available for technical support. The Centre for Higher Education Studies also provides some support for educational aspects – staff from the Centre have been available to assist in course development in several instances, as have the staff. Students would rely mostly on their lecturers for support, in some schools such as Nursing there are staff with special interest in TAL who provide support for staff and students.

**University of Limpopo**
See 4.
TAL is not predominantly part of the current trend but Computer Literacy Programmes prepare the ground. Different schools run computer literacy lessons in different ways with most of the schools conducting basic computer skill lessons. Just like the above-mentioned activities, computer literacy is also not centrally co-ordinated.

**University of Pretoria**
Following the outcome of research on the study success patterns of undergraduate students at the University of Pretoria, it became evident that an integrated approach to student support services should be developed. This initiative is in its early days but an institution-wide workshop involving all role-players and stakeholders associated with student support was hosted by the Department for Education Innovation in 2007. It was recommended that an ad-hoc committee should take the initiative further. Several other initiatives followed, such as a draft governance structure, mandate, members and terms of reference to drive the initiative, a literature overview on the nature of integrated student support, and the communication of campus-wide student support services by means of a brochure and interactive web pages.

Student training and orientation enable students to take full advantage of the online learning management platform. The compulsory undergraduate Computer Information Literacy (CIL) courses are supported by clickUP components, which mean that first year students obtain the necessary training to access and utilise the platform. For other students, EI offers customised student training sessions in clickUP, in which the new role of the online student is discussed and hands-on practice in accessing and using online courses and tools is facilitated. Further support for students and required additional software are provided on the Student CD-Rom which is distributed free of charge each year to all new first year students.

The Client Service Centre provides integrated and technologically advanced service through customer relationship management.

**University of South Africa**

See Lens 3. First line student support is provided via the Unisa Call Centre where 8 (soon 12) dedicated *my*Unisa agents were deployed under the supervision of a PAS staff member. Second line support is done by PAS. Technical support is provided to all Unisa staff via the ICT Helpdesk.

**University of the Free State**

Staff (both academic and service) support procedures are covered in the preceding and following sections.

At the beginning of each year students are provided with a one-page document detailing minimum technological requirements for participation in e-learning. Such one-page documents are made available to students by way of e-mail attachments or hard copies.

Furthermore, a survey was conducted amongst e-learning students at the beginning of 2007 in order to ascertain the extent to which they had access to electronic hardware and networks. The survey also sought to establish perceived student use of Microsoft Office products commonly in use at the institution. This survey provided valuable information regarding student ownership of technology, student connectivity and student skills in the use of selected Microsoft applications. During the first half of 2008 off-campus students will be surveyed regarding the specific needs of off-campus online students, as well as their satisfaction with services currently offered by the University.

Currently, the University has two distinct student helpdesks for e-learning. The on-campus student helpdesk is situated in the institutional library and is available from 08h00 to 22h00 on weekdays. The helpdesk may be visited physically or may be contacted telephonically or via e-mail. The off-campus helpdesk is situated in the Division e-Learning and may be contacted

telephonically or via e-mail. The off-campus helpdesk is available from 08h00 to 16h30 and from 17h30 to 22h00.

The institutional learning management system provides sophisticated tracking of student participation in online learning. Such tracking is monitored by individual academic departments. In terms of institution-wide student involvement in e-learning, the Division e-Learning is able to provide quarterly reports in this regard to the Management Committee of the Centre for Higher Education Studies and Development.


**University of the Western Cape** (Information as in May 2008)

Instructional Design Support Processes

The Instructional Design team provides support to the academic staff in the use of technology and the use of sound pedagogy to supplement to their traditional teaching-and-learning. The ID team's ultimate responsibility is to aid the lecturers and facilitators at UWC to achieve and develop an effective pedagogical strategy and then apply the strategy in selecting E-Learning tools to implement it. Further, the eLearning team ensures that the academics achieve a certain level of technology competence necessary to be able to use the tools. To accomplish this, the ID team offers:

- face-to-face scheduled training
- one-on-one consultation
- email & telephonic

The ID team delivers face-to-face scheduled training sessions on a weekly basis using KEWL.NextGen, the eLearning system developed by the Free Software Innovation Unit (FSIU) at UWC in collaboration with other partners across Africa.

Since September 2005 until November 2007, approximately one-hundred and fifty (190) academics across all faculties have participated on a voluntary basis in the *face-to-face schedules training sessions*, engaging in the use of the core functions/tools of the system which include; creating online material, assessing and evaluating the progress of students and effectively communicating with students online. To date April 2008, we have done 154 *one-on-one consultations*.

**Processes for Face-to-Face Training Session**

On a monthly basis a training schedules are sent out via the UWC Campus Community consist of the following:

- The day, date & venue of the training are placed in the programme.

- One paragraph is written to inform the participants of the background and overview of the responsibilities of the Instructional design team and accompanies the Monthly Training Programme.

- The Instructional design teams' contact details are accompanied with the email and participants can phone or email to book for training.

- Participants can book via phone and/or e-mail

- A monthly booking schedule has been created on the Shared Drive in the ICS folder, under e-Learning, called E-Learning Bookings

- Once participants book, their personal details are placed in the booking schedule saved on the S-drive in the e-learning bookings folder.

- A standard e-mail are sent to the participants thanking them for their interest, attached to the e-mail the nomination form **(see Appendix A)** are sent which they have to complete and have signed by the HOD. This form they bring along to the training session.

- Training sessions are kept to a minimum of 10 participants to make classes manageable

- Participants are reminded of their KNG booking a day before the training takes place

- Two days before the training HR should be informed of the training session to ensure that the participants receive refreshments during the tea break.

- After each training session participants are requested to complete an evaluation form **(See Appendix B)**

- A register list should also be completed by the group attending.

- After the training session all evaluation, nomination and register forms are copied and the originals are sent to HR as proof of training

- The copies of the forms are placed in the applicable folders kept in the ID cupboard.

- A report should be written after every training session, highlighting problems.

- Reports are compiled by team members forwarded and saved on the S-Drive

- A debrief sessions are held after each training session to discuss the sessions, facilitation and co-facilitation processes in order to improve follow-up sessions

- Student assistants should be present during training

**One-on-One Consultation Process**

- UWC Staff can book a consultation via email or telephone

- After every office consultation a report is written and an evaluation sheet attached to it should be saved on the S-Drive in the E-Learning Folder within the ID folder

- Student Assistants can be taken to one-on-one consultations to assist and develop their facilitation expertise**.**

- Individual consultation sessions are also offered to lecturers who have attended face-to-face training but require further assistance.

- One-on-one Office consultations are also offered to academics that are not able to attend the face-to-face training sessions. After each consultation sessions lecturers are generally able to:

o **Create** their courses online,

o **Add Content and Events** to their online courses

o Effectively **communicate** with their students online

o Create online **Assessments**

**Email Support Process**

- Both the Instructional Design and the eLearning Student Support teams are assigned to do the email support for both students and staff members.

- A daily rotating roster has been implemented where members of both teams are responsible to tend to the E-Learning Mailbox.

- Each staff member is assigned to do email support on a daily basis

- If the issue can be resolved by the team member it is done.

- When issues cannot be resolved by the team member it is passed on to the correct person to tend to the request.

- It is the responsibility of the eLearning staff member to follow up on the issue until it is resolved

***All support should be done quick and effective on a continuous basis***

**Telephone Support Process**

- When you answer the call it is your call and you should support the person unless the person asks to speak to someone else in the office.

- A task list capturing the phone support should be completed whenever a call has been completed.

- When the ID team is not available the student assistant should answer the phone and help the client accordingly.  If he/she does not know how to assist the client, they must inform the ID team in writing or verbally about such a case.

- The ID member will then contact the client about the issue.

- All Telephone support is noted in a combined weekly report by the ID team.


**University of Zululand**

The ICT department offers limited support to lecturers and students, while student assistants in the computer laboratories offer support to fellow students. Staff guidance and support is ad hoc, with knowledgably staff members helping out where they can.

The newly formed e-learning task team is a combined effort by the WUZULU project and interested participants. An e-learning portal has been published to make e-learning more visible to interested parties. The task team's strategy to train staff to use Moodle and access or develop content is to start off slow and to increase its support capacity to a larger audience with time.

**Vaal University of Technology**

We have two staff members appointed to assist with Moodle training of staff and students. Most of the training regarding the use of Moodle in the classroom is actually done by the lecturers themselves. For SimNet a co-ordinator is available who helps with the admin and marks of students. We have +-2500 students per semester completing this course and 1 staff member is totally insufficient. The EDL labs are EDL – new labs supported by staff, tutors and IT support.

Future:
We hope to have a department to handle all the support, developments co-ordination, etc.

## Lens 6: The role and contributions of leadership and change management at different levels of your institution

**Cape Peninsula University of Technology**
**Macro, Meso and Micro:**

Individual centres, faculties, departments, and academics have objectives and plans that cascades from the institutional strategic plan to faculty plans through to performance management contracts of individuals.

**Central University of Technology**

- Top management support the e-learning initiative and the Senate accepted resolutions that support the implementation and running of e-learning at the university.
- Management also support the enhancement of educational technologies on the campus, e.g. open labs for the students and educational technology in the classrooms.

**North-West University**

Academic Support Service (Potch-Campus) over time has taken the initiative to explore international and national tendencies in the proliferation and development of instructional technologies. By means of our mandate we actively communicate these developments not only to our target population (lecturers) during workshops, seminars, one-on-one consultations, etc., but also to deans and our line manager(s). Timeous technical reports have also been submitted over time to both the extended management committee as well as senate. With these actions and activities in mind we can possibly view ourselves as operating as change agents on campus.

The current situation is that technology integration within the curriculum on the Potch-Campus, varies from faculty to faculty and even within schools in faculties. There are however certain pockets of excellence in a school / faculty which indicates the presence of possible leadership and change agent in that specific entity. However, bearing in mind Rogers' diffusion of innovations theory, we really can't say that we are near entering the "main stream" infusion of technology in the curriculum.

Over time several attempts have been made to enter TAL as a strategic priority in our institutional plan, without any success. Proponents of or champions in TAL in key academic management positions are also relatively scarce and/or to indulged in other priorities to act as "sponsors" for TAL.

**Stellenbosch University**

The Vice-rector: Teaching has overall responsibility for implementing the e-Learning strategy and she exercises her responsibility via line management. The Director: Centre for Teaching and Learning reports to the Senior Director: Academic Support who in turn reports to the Vice-Rector: Teaching. She chairs the e-Learning advisory committee, that reports where necessary to the Committee for Teaching and Learning, and also the Committee for Teaching and Learning, a Senate Committee that reports on all teaching and learning (including e-Learning) matters.

Because of the nature of iTE as a horizontal support service to the three vertical core business areas of the University the Division reports directly to the Executive Director: Finance and Services.

**University of Cape Town**

CET is a department within the Centre for Higher Education Development (CHED) which is a cross-faculty unit that contributes to continual improvement in the quality of higher education through widening access, promoting excellence through equity, developing the curriculum in partnership with faculties, enhancing the competence of graduates by ensuring the provision of key skills and abilities, and enabling systemic improvement through the research-led development of informed policy options.

The Dean of CHED reports to relevant DVC

CET also have an Advisory Group comprised of representatives of the faculties and other key areas related to Educational Technology e.g. libraries. They meet x times a year and their terms of references are ….

**University of Fort Hare**

The importance of strong academic and strategic leadership with regard to TAL combined with sound change management cannot be over-stated. It is very promising that Technology Enabled Learning has been deemed a key strategic imperative for the next eight years. Although executive management (including VC and DVC Academic) supports the idea wholeheartedly, success of roll-out is still a "hearts and minds" issue when it comes to the academics who have to change their *modus operandi*.

**University of Johannesburg**

Although the Vice-Chancellor and Pro-vice Chancellor and most of the other MEC members are realising the role and importance of integrating TAL in the learning environment of

students, it still needs ongoing and continuous communication and change management initiatives to ensure that all leadership levels are informed about the optimal integration of TAL. The vital importance of the other supporting pillars such as bandwidth availability and connectivity between the different campuses as well as access to well-equipped computer laboratories for students on all campuses to ensure optimal successful roll-out of TAL on all campuses, can not be overstressed.

CenTAL has constituted an Advisory Board with representatives from all faculties to ensure that client needs are met. It starts operating in 2009 and should meet four times per year.


**University of KwaZulu-Natal** (Information as in May 2008)

There has been little of this, some policy development has made noises in the right direction, and the involvement of the new University Teaching and Learning committee may provide some further support and direction, hopefully some institutional vision – but generally initiatives are individually driven often in the face of either indifference or clear obstacles to development. Lack of support often means losses of clear gains on this particular front – so for example we have lost the unit which could have provided good guidance in this area, we have lost the locally and specifically developed software because of political infighting and lack of direction, and lost key staff with quite specific skills who are difficult to replace.


**University of Limpopo**

The leadership and other relevant role players, as change drivers, have now taken a conscious decision to support (financially and otherwise) any effective practice towards the enhancement of teaching and learning (TAL as one of them). Already, the institution is in possession of the Web-CT license and has affiliated to a number of different online journals. On the other hand, middle managers from both the academic and support divisions are tasked with the responsibility of implementing the decision made.


**University of Pretoria**

A Vice-Principal has been appointed with the cross-cutting responsibility for Teaching and Learning and to whom the Department for Education Innovation now reports. The development of an Institutional Learning and Teaching Plan sets goals and provides clear direction for Teaching and Learning. A Senate Committee for Learning and Teaching has been instituted in which Learning and Teaching issues can be tabled and debated. The Department will harness these initiative to support the strategic objectives of UP to be innovative and to providing excellence in teaching and learning.

**University of South Africa**

Unisa senior management has realized that technology will play an increasingly significant role in teaching and learning. ICT has become a key component of all short, medium and long term strategic planning. The responsibility of organizational change management in terms of TAL still lies with PAS and the ICLD. In 2008 the VP: Operations assisted ICT to conduct two workshops with the senior leadership of Unisa. The first workshop was used to provide insight into the potential of new technologies in the education. Participants were divided into groups and given a task to apply the new knowledge gained in Unisa's ODL and Student Administration environments. The second workshop provided groups the opportunity to present their findings and gave participants an opportunity to discuss issues.

A *my*Unisa Advisory Board was established in 2007. The board is chaired by the Unisa Academic Planner and membership primarily consists of academic staff. The *my*Unisa Board reports into the Senate Tuition Committee. Significant progress has been made in the adoption of *my*Unisa by academic staff since the establishment of the board.

An annual academic excellence award is presented to the academic staff member who can demonstrate his/her exceptional and innovative use of *my*Unisa. The winner of the award is sponsored by ICT to attend the annual International Sakai conference where they can showcase their achievements.


**University of the Free State**

The DVC Academic Planning, who is a member of the Executive Management Committee of the University, is responsible, amongst other things, for teaching, learning, assessment and e-learning. Besides the Committee of Deans, the primary vehicle for providing academic support to staff members is the Centre for Higher Education Studies and Development. The Director of the Centre reports directly to the DVC Academic Planning, with whom he has regular meetings. The Centre consists of eight divisions. The head of each of these divisions reports to the Centre Management Committee (Director and Heads of Divisions) on a quarterly basis. During these sessions progress in each of the divisions is discussed and debated. A written report is also submitted to the Director of the Centre on each of these occasions.

Two of the divisions in the Centre are the Division Teaching, Learning and Assessment and the Division e-Learning. These two Divisions each have a Head of Division and these Heads collaborate on an ongoing basis. Each of the six faculties in the institution has a Teaching and Learning Manager and these Managers report to the Head of the Division Teaching Learning and Assessment, on the one hand, and to the relevant dean, on the other. These Managers are responsible for furthering the interests of teaching, learning and e-learning in

the faculties. Part of their responsibility is an assessment of faculty needs with regard to software, fault reporting, staff development and training, and the creation forums in which faculty-specific best practices can be shared. The faculty Teaching and Learning Managers (TLMs) also act as intermediaries between the faculties, on the one hand, and the Division Teaching, Learning and Assessment and the Division e-Learning, on the other.

As mentioned above, the TLMs are instrumental in assisting the Division e-Learning in identifying e-learning champions and innovators in the faculties. Incentives offered to such innovators include funding for innovative projects and funding made available for the attendance of international e-learning conferences. Such incentives go hand-in-hand with the proviso that such projects produce a project report and a publishable research article.

In terms of policies and procedures, it is envisaged that the forthcoming e-Learning Strategic Plan, to be read together with the UFS Strategic Plan, the Teaching and Learning Plan, the Assessment Policy, the ICT Strategic Plan and the Quality Assurance Plan, will provide an enabling framework within which support for the further development of e-learning in the institution might be outlined. The critical concept embodied in the Plan has to be one of support rather than prescription. It is envisaged that each faculty will develop faculty-specific policy documents that will guide the implementation and further expansion of e-learning in specific environments. The e-Learning Strategic Plan will also outline working relations and service –level agreements with Computer Services, Student Administration, the Examination Section and the Directorate of Student Support and Success. The initial draft of the Plan will be subjected to scrutiny by, and comment from, the Teaching and Learning Committee, The IT Committee, the Programmes Committee, before being submitted to the UFS Executive Management Committee for their scrutiny, comments and eventual approval.


**University of the Western Cape** (Information as in May 2008)

The eLearning initiative and strategy should be driven and marketed at the highest level, in UWC's case the Senate level and the different boards of an institution. Palloff and Pratt (2001) suggest that E-learning initiatives should be embarked on by a working group consisting of leaders from all academic departments. This would ensure, according to Allan (2002) that institutions communicate strategies based on the recommendations and guidance from across the institution and beyond. The Executive Director (equivalent to Chief Information Officer) of the Information and Communication Services (ICS) department is part of the institution's Senate body. This position gives him the edge to promote eLearning initiatives at this level of governance. The Executive Director is also the 'father' of the in-house Open Source Learning Management System, KNG. He is a 'hands-on' leader, developing eLearning tools for the LMS whilst also steering the strategic aim of the eLearning

initiative. The Manager of the eLearning Division (which is a part of ICS) has been selected as a member of the Senate Life Long Learning Committee, also enhancing the marketing of eLearning initiatives from within. Many departmental leaders have attended the eLearning training sessions and encouraged many of their staff members to attend as well. Some of these heads are at the forefront, including steering pilot projects. The buy-in from these departmental leaders, referred to also as 'eLearning Champions', models behaviour, making eLearning an initiative that many more would want to pursue. It also reinforces the signal that top leadership in the institution support the initiative.

Moreover the paper has demonstrated the shift from a pioneering phase to a mainstreaming phase where eLearning is implemented as a core strategy of the whole institution. The shift is being negotiated successfully partly because the university has created a support unit which is able to offer reliable and astute advice to clients in difficult positions, thus building a vital relationship of trust within the campus community. It has also been successful in terms of getting academics on board on a voluntary basis and supporting them timeously. The 'non-evangelist nature' of the unit has allowed the division to see the fruits of their efforts, especially when lecturers are taking lunch-times to engage in eLearning discourse. The model (Fig 1) of analysis, design, development, implementation and evaluation, aligned with access, socialisation, information, communication and knowledge building has proven a systematic indication of the unit's contribution to quality online learning at UWC.

**University of Zululand**

To date e-learning initiatives have taken a bottom up approach (lecturers and departments). Contributions from the top management include resources such as computer facilities and recently the roll out of computers and projectors in lecture venues. The e-learning task team's 'road show' has received support of top management and executive deans within certain faculties. This will hopefully bring about change in our teaching and learning policy and improvement of practices and resources mentioned in all lenses.

**Vaal University of Technology**

Until now very little. We had a department running with e-learning in 2003-2005, but they died a slow death and so did the implementation of e-learning VUT wide. With the new management structure in place, the situation is turning around completely as they realize the need and importance of TAL and is FULLY supportive of the new IT model in progress.

The whole process of change management will be integrated into the role out plan for e-learning campus wide.

## Lens 7: The availability of resources, resource sharing and repurposing: Where, when and how?

**Cape Peninsula University of Technology**

**Meso:**

Fundani CHED focuses on academic development, including research in the use of technology for teaching and learning. The Centre for e-Learning focusing on all the technology and applications related to the use of the LMS where CTS deals with institutional centralised support for ICT use.

**Central University of Technology**

- Budget requests for educational technology are considered positively. The aim is to have e.g. data projectors in all classrooms.
- Some more initiatives to increase the number of access points (open labs) on the campus for students are underway. Presently it is not sufficient.
- The establishment of an online assessment centre is also planned to provide in the need for such a centre.

**North-West University**

**1 People**

The attached organogram gives an indication of the various units and human resources within Academic Support Service on Potch-Campus.

**2 Budgetary resources**

The annual budgetary responsibility for the upgrading, maintenance and development of new tools in eFundi rests with IT-Central (institutional level) though the ITE unit of Academic Support Service is responsible for the "marketing" of eFundi and the training and support of end-users (lecturers) on the Potch-Campus. This dualistic budgetary approach leads to the perception that IT-issues and not educational needs may drive the provision and spending of this resource.

What is worth mentioning is the fact that Graphikos and d-Media operate as partly self sufficient cost units. This entails that the NWU provide only staff members' salaries. In the d-Media unit the salaries of two of the six staff members must be remunerated from external generated income. Both units must foot their own bills as far as recurrent and capital costs are concerned – mainly by means of the 3<sup>rd</sup> Income Stream.

### 3 Study guides

Graphikos, a unit of Academic Support Service on the Potchefstroom campus, is responsible for the annual production of approximately 3, 500 study guides. Three staff members coordinate the production and scheduling processes within the SGP-work-flow system in eWork, and six staff members for the design, page layout and adherence to corporate identity requirements.

Currently the Vaal campus is incorporated into the Potchefstroom campus production process but from 2009 provision is made for the Vaal Campus (one staff member) to function independently. From 2008 guides in certain modules developed and produced on the Potchefstroom Campus, are also issued at the Mafikeng Campus. Provision is made for the Mafikeng Campus (three staff members) to function independently from 2009. The programme alignment policy of the NWU ensures the effective sharing of study guides as a valuable resource. A central budget makes provision for the appointment of an external printer that produce hard copies at the printing works in Potchefstroom and Van der Bijlpark. Recording of production is done on the e-work database that is currently under review to be replaced in 2009.

From the 2nd semester 2008, every student will have access to the electronic version of all the respective study guides in the modules they have been registered for, via a link from "My workspace" in eFundi.

### 4 Multimedia study materials

All multimedia study materials are collaboratively developed by subject experts, instructional designers and technical staff and produced by d-Media on the Potchefstroom Campus (6 staff members). Formats encompass analogue (VHS) and digital formats, e.g. CD, DVD, mpeg3, AVI etc.

Digital recordings for productions at the Vaal and Mafikeng campuses are executed with an O/B unit based at the institutional office while the final editing is done at d-Media. D-Media also provides support for both students and staff members with multimedia presentation needs on the Potchefstroom campus. From 2009 d-Media will also maintain a central database for all multimedia productions in use on the 3 NWU campuses to ensure the effective use and sharing of multimedia study material as a valuable resource. A central budget (institutional level) makes provision for all multimedia productions.

The necessity for establishment of a central digital repository for usable and re-usable learning objects, is increasingly important.

**5 Library Services**

Access to hard copy as well as electronic study resources is provided by the library services on the respective NWU campuses. Each campus provides for the budget of its own library service.

A central database ensures that all hard copy as well as electronic study resources available in the three libraries is shared across the institution as a whole.

Access to these resources is possible via a link from eFundi.


**Stellenbosch University**

Dedicated e-Learning funding (R4.5 million over three years) was made available to faculties as part of the e-Campus project (2002-2007). Money was divided between faculties and faculties had their own internal processes to allocate the money within the respective faculties. This was done mostly through the consideration of project proposals by a faculty e-Learning committee (with a representative from CTL). Specific central guidelines were provided as to the allocation of the funds, e.g. that only a limited amount of the funding could be used for equipment and infrastructure, because of the carry-through effect of infrastructure acquisitions, and that all deans had to report annually on the e-Learning progress within their faculties.

The Fund for Innovation and Research in Teaching and Learning (see http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/SOL/CTL%20Home%20page/CTLServices/FIRLT) has a bi-annual call for proposals. A committee meets to consider the proposals and awards the funding according to specific guidelines.

Similarly, a committee also considered the proposals received for the Teaching Development Grant that the Department of Education made available in 2007 to the University according to specific guidelines as outlined in the call for proposals (see http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/SOL/CTL%20Home%20page/CTLResources/Teaching%20Development%20Grants).

Resource sharing in terms of sharing of internal good practice takes place through:

• The annual WebCT mini-conference which now forms part of the annual Scholarship of Teaching and Learning conference. Lecturers are encouraged to do "show-and-tell" presentations as well as to share their research on teaching and learning

- Teaching Matters @SU is a CTL electronic newsletter that is distributed twice a year. In April 2006 one issue was dedicated to e-Learning with e-Learning "snapshots" where lecturers shared their e-Learning experience (See

http://academic.sun.ac.za/sol/tmsu/tm/tm.htm)

- The Spring Academy and First-year Academy workshops

- The "Show-and-tell" events organised by faculties

**University of Cape Town**

CET founded Jan 2005, core funding from UCT, additional project funding from Mellon, Other funding - NRF, Shuttleworth, IDRC, PHEA.

CET is strongly committed to the principles of Open Access. The OpeningScholarship Project, funded by the Shuttleworth Foundation, commenced on the 1 July 2008 and reaches its completion at the end of June 2008. This project addressed the opportunities that new technologies and open dissemination models could offer for enhanced communications and more effective knowledge dissemination in a South African university. This is not a matter only of more effective dissemination of research results among scholars, but also addresses the potential for new ways of tackling research, teaching and learning, as well as enhanced possibilities for ensuring that research impacts on the country's crucial development needs. CET are also about to start an Open Education Resources project in 2009. The overall purpose of the project is to make it possible for existing and future learning resources at UCT to be more widely used, both within UCT and across disciplinary communities globally.

**University of Fort Hare**

- Basic infrastructure is sound, but an e-learning platform and appropriate server configuration must still be acquired.

- One of three campuses is reasonably well-resourced with computer labs, although many of these are designated teaching labs and are not open access. In the pilot phase this may not present a problem, but as e-learning adoption spreads throughout the institution both numbers of computers and access thereto will have to be addressed. Use of computing resources for learning will have to be optimised.

- Some posts in eLU and TSC will experience a shift in emphasis to provide dedicated instructional design, media development and technical/administrative support to the e-Learning initiative, as well as ongoing training for staff and students involved.

**University of Johannesburg**

**Educational resources:** Most of the resources are designed and developed for specific modules or courses and are not necessarily shared between different modules except where the core of the outcomes are the same and the same group of lecturers are facilitating different related modules for several groups of students.

**University of KwaZulu-Natal** (Information as in May 2008)

There is a good level of general institutional resourcing – most academics and admin staff have access to personal computers, and reasonable access to general software, as well as some support from different units, for students there is some level of resourcing through the LANS the library etc.

**University of Limpopo**

There are resources but these are inadequate. When it comes to the computer laboratories, the entire university community shares resources. The other challenge is that, some venues are not user friendly, especially for power point presentations.

**University of Pretoria**

No formal strategies exist for resource sharing. The design and development of interactive multimedia within EI provides the ability for repurposing as the resources are available.

**University of South Africa**

Unisa is in the process of establishing an enterprise content repository.  A lot of work still has to be done, especially in terms of convincing academic staff to share content and information. In November 2008, Unisa held its first (Open Educational Resource) OER meeting.  At this meeting top management indicated their support of this initiative, but would like to approach it with caution.

**University of the Free State**

**Financial resources**

For the purposes of amounts reported in this section the exchange rate will be deemed to be ZAR 7-80 to US$1.

At the UFS, e-learning is funded, in the first instance, by way of the central provision of annual operational budgets. The operational budget for 2007 was US$28,670.50. The budget is made available to the Division e-Learning for use in the ongoing efforts to integrate e-learning into University curricular. In addition, the University makes available a strategic fund

for the expansion of e-learning activities in the institution. This fund was worth US$128,2005.00 (virtually ZAR1,000,000.00) in 2007. Project proposals involving innovative practices, intended to expand and entrench the use of e-learning in the institution, can be submitted to the Deputy Vice-Chancellor Academic Planning (DVC Academic Planning) via the Division e-Learning. If the proposals are approved, the DVC Academic Planning authorises monies to be made available from the strategic fund for e-learning.

The Division e-Learning in its present guise is three years old and has, as a result, not yet attracted significant external funding for e-learning. External project funds made available for e-learning in 2007 amounted to US$6,410.25.

In terms of central expenditure on hardware and software, the following may be mentioned. In anticipation of further rapid expansion (400% increase in the number of modules over the last two years) in the number of e-learning modules made available on the institutional learning management system, it was deemed necessary to purchase server hardware and virtual machine software to the value of US$64,102.56 and storage hardware to the value of US$8,974.35. In conjunction, with this hardware, the license for the institutional learning management system amounted to US$34,000.00 and the licensing of peripheral software and membership of the Gartner organization amounted to an additional  US$4,087.25 and US$2.026.66, respectively.

**Human resources**

***Broad Divisional responsibilities***

- Liaise with Div Teaching, Learning and Assessment
- Liaise with faculty teaching and learning managers
- Learning design
- Academic staff development
- Research: theoretical  and applied
- Professional development of Divisional staff
- Academic staff support
- Student support
- Formal liaison with extra-Divisional entities
- LMS Administration
- Off-campus help desk

**Individual roles of staff members in the Division:**

**Waldemar Blanche:** Student support, Coordinate on-campus help desk, Coordinate off-campus help desk, Innovative technologies for teaching and learning, Initiate research

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projects, Test software and integration with iLearn, Address academic staff needs, Coordinate student assistance, Coordinate activities, Ad hoc claims.

**Charity Ndereya:** Coordinate theoretical research, Develop research plan for Division, Budget funds for technical assistance, Create Divisional database for completed research projects, Gather and disseminate information re research grants, Archive Divisional data, Organize a forum where Divisional staff members share research practice, Arrange a Research Day for exhibition of e-Learning research-related works, Coordinate applied research, Conduct and orchestrate Divisional research to inform practice, Coordinate Qwaqwa activities, Coordinate academic staff development opportunities, Coordinate student development opportunities, Coordinate further interventions on Qwaqwa Campus

**Ankia Brits:** Filing, Typing, Administration of office machinery, equipment and stationery, Communication with line heads, providers and UFS staff, General administration, Preparation of venues, materials for HT and SB presentations, Travel arrangements for HT and SB, Personal assistance HT and SB.

**Tiana van der Merwe:** Communicate and consult with lecturers re module design, Design and development of online courses and activities, Design of content for lecturers and students, Staff support, Communication skills, Change agent, Application of theory and research, Currency of knowledge, Research skills, Ethical issues, Needs or requirement assessment, Design, Identifying content, Learner profile and needs, Environment, Technological tools, Partnering with client, Navigation paths, Re-use or re-purposing of content, Development of content, Evaluate formatively (assess instruction and its impact), Plan and manage project, Promote collaboration during implementation, Communicate with off-campus coordinators in faculties.

**Lenore Barlow:** Administration of off-campus online students, LMS administrator, Loading of lecturer and student data onto the LMS, Preparing workshop materials/files, Booking accommodation/car rental for Divisional workshops, After-hours help desk (use work desktop and iBurst).

**Anton Pienaar:** Develop regular training schedule (JIT and Intensive), Management and implementation of all training and development events, Management and archiving of all staff evaluations of training and development, Coordination of student training sessions (student assistants to help), Research future trends in e-learning software, Research future trends in e-learning hardware, Coordinate QwaQwa activities, Coordinate academic staff development opportunities, Coordinate student development opportunities, Coordinate further interventions on QwaQwa Campus.

**Allan Cumming:** Scanning (quality control and file size), Help with development of training material, Help with photocopying, Editing of electronic material, Help with testing of innovative

applications, Assist with training/development with workshops, Waldie to coordinate workload.

**Herbert Thomas:** Leading the Division, Managing the Division (Strategic, HR, Budget etc), Design, implementation and management of HOS 719, Design, implementation and management of HOS 533, Supervision HOS 719, Conduct theoretical and applied research in e-learning, Stay up-to-date with e-learning trends in South Africa and the rest of the world, TENET Think Tank on educational technology in higher education, Design, implement and manage Lammergeier Project, Community service: Plan and advise on the integration of ICT into the curriculum at St Michael's School.

**3x Student Assistants:** Scanning, Electronic document administration, Electronic course module administration.

**Electronic resources**

At present the UFS has identified as a priority the implementation of an institutional content repository and the concomitant content repository software that will enable effective meta-tagging and ease of retrieval. It is also important that such software integrate seamlessly with institutional ICT systems such as the LMS.

**University of the Western Cape** (Information as in May 2008)

**Subversion File Sharing Processes for sharing materials are as follows:**

- All the KNG materials we create get loaded onto the Subversion repository server.

- This Subversion repository server is used by the Free Software Innovation Unit. To view the Subversion repository files.

- MDT uses the SVN tortoise software to load files into our repository.

- The repository is accessible via the following link: http://cvs2.uwc.ac.za/trac

- You then need to click on the KNG documentation link.

- Once you are in the site click on browse Source to view all the documentation we have uploaded.

- Please note that previously we uploaded our documentation to CVS (therefore our content on Subversion may not seem that much).

**Subversion updating**

Once the final product has been completed and ready for uploading on to the SVN site, there are two programs used to connect and upload files, the two programs used are putty and Tortoise SVN, putty is used to initiate a connection to the site, and with Tortoise SVN you can upload or update the files.

**University of Zululand**

There are a total of six hundred (600) seats within our computer laboratories. Three hundred (300) of these seats are available twenty four hours a day; seven days a week, while two hundred (200) are only available till 22:00 hours. The rest are available during office hours.

Lectures also take place in these labs during between 7:30 and 20:30, limiting the open space for students wanting to access self-paced or informal e-learning resources. Who gets to lectures in the labs is determined by submitted timetabling requirements and interested role players. There are also some departmental labs, including Department Library and Information Science teaching lab (30 computers) and practical lab (16 computers) and a number (unknown) within the Computer Science department. Computers and projectors as mentioned above have also recently been installed in lecture venues but these are not yet functional.

**Vaal University of Technology**

IT services: Technical support is available for the labs, but they are under staffed.

General labs: The following dedicated labs are available from 8:00 in the morning: On-line assessment (100), EDL (500) and SimNet (100). We currently have one computer centre, with internet access only catering for 100 students at a time. This facility is used by almost 10000 students. We are currently upgrading our facilities especially at our two other sites of delivery: Educity in Sebokeng and Ekurhuleni.

ICT labs: There are 15 dedicated labs for the ICT and Software studies department for IT courses.

Funds: Simnet and EDL are paid out of laboratory fees and Moodle is free. Upgrades for the labs are funded from the capital budget, TDG and third stream income.

We do not have a dedicated department to deal with TAL, although this is in the pipeline with the development of our new academic plan and IT model.

## Lens 8: Information on students' and lecturers' experiences and levels of satisfaction over the past two years

**Cape Peninsula University of Technology**

**Macro & Meso:**

The Quality Department keeps all relevant documentation. Research on satisfaction will be enhanced. At the same time there is a project with task teams investigating a data management system to gather, collate and make available all documentation. The merger did influence the collection and storing of documents in different systems. Currently there is a work group looking at centralises and integrated document management systems for the institution.

**Micro**:

CPUT embarked on a HR process of Performance Management contracts. Student satisfaction surveys forms a part in this performance management system and the results are kept within the academic departments.

**Central University of Technology**

- There was a sharp increase of lecturers using educational technology in the classroom and who have e-learning units. A positive feeling is experienced from the students who start asking the lecturers whose modules are still not on elearning to put it on e-learning.

**North-West University**

▪ An end-users forum was established on the Potchefstroom Campus. As this forum has not functioned properly, and with the change from the Varsite LMS to eFundi during 2007, no empirical data as to user satisfaction has been gathered up to date. This is a gap that needs urgent redressing.

o The ITE unit of the Potchefstroom campus is in process of developing a questionnaire that will be circulated amongst the academic staff end-users twice a year for feedback.

o Plans are also in process for the participation of the SRC (Potch-Campus) in the end-user forum.

▪ Academic staff is the primary source of student feedback on learning processes and products. ITE is currently working on criteria and questionnaires that will assist lecturers in

their efforts to get empirical evidence on student experiences of the eFundi system, as well as on the quality of learning content and learning experiences presented in eFundi.

▪ User statistics on how and when users utilise eFundi are also important indicators of a successful implementation.  This is unfortunately one of the areas where clear shortcomings exist.  Discussions are taking place with the ITC department to develop tools in eFundi that will ensure monitoring of user statistics.

▪ There are currently 606 active learning communities within eFundi (PC= 539; VC= 33; MC= 34).

**Stellenbosch University**

Students and lecturers give feedback in the following ways:

• Regular meetings between CTL and faculty e-Learning coordinators.

• Regular meetings between CTL and representatives from the Academic Affairs council, the student representatives who focus on academic matters

• Feedback at e-Learning lecturer workshops.

• 2003 and 2007/2008 e-Learning surveys (lecturers and students).

• Lecturers and students were part of HEQC audit (2005) and CTL external evaluation panels (2007).

• Departmental and programme committee meetings to faculty boards.

**University of Cape Town**

CET have a systematic approach to evaluation of staff development activities. Internal evaluation processes which build on lessons learnt from our research have continued to be important. This draws on feedback from workshop evaluation forms and interviews of workshop participants, as well as international research concerning good practice, to redesign workshops and improve workshop delivery.

A survey of staff and students who use Vula has also recently been conducted  to gather a wide range of feedback about their access to Vula, frequency of use, use for teaching and learning and non-course aspects of university life, usability and support issues, and use of other technologies.

**University of Fort Hare**

No information specific to the implementation of TAL at UFH is available at this stage. A strong research and quality orientation is in the process of being adopted to alleviate this problem.

**University of Johannesburg**

CenTAL undertakes user surveys yearly to focus its efforts to improve the quality of the services the centre provides and of the centre's performance. We collect data through surveys, interviews and questionnaires to identify problems and obstacles students and lecturers experience as well as using the opportunity to gain valuable information on successes and suggestions from students and lecturers to enable us to use the information received to search for solutions, take action in addressing the problems and improving our service and performance.

The continuous evaluation of the first year orientation course is important to enable CenTAL (then CTLA) to identify the needs for improvement, implement proper and effective action to ensure quality teaching and learning and to fully equip students to effectively use *Edulink* as part of their multimodal learning package. In January 2005 the formal training for first year students in the electronic learning environment was again launched in the new University of Johannesburg. This training was based on the same principles as previous years. The *Edulink* course was compulsory for all first year students on the Kingsway (APK) and Soweto campuses (SWC) but was presented only for students enrolled in specific courses at the Bunting Road (APB) and Doornfontein campus (DFC). The training sessions and survey were repeated in 2006 and 2007. Most of the students (94% of APK students in 2006 and 96% of APK students in 2007) indicated that they put a high value on the importance of these training sessions.

In 2006 a short survey was implemented in an effort to determine the value of the first year orientation CD as part of the first year orientation course. This CD was developed as an aid in the computer literacy orientation sessions and the WebCT course for students to enable them to practice the skills they were exposed to during the course in their own time, as these CD's were installed in all the labs on campus and were also available in the library.

As part of the pilot study for implementing Edulink2007 during the second semester of 2006, on all the campuses of the University of Johannesburg, a survey was launched within all the pilot courses. The survey was shown to lecturers during the pilot study meeting and they were kept informed via email on the progress made.

In order to gain information about the utilisation and value add of technology-assisted learning, CenTAL conducted a survey in 2006 and 2007.

A lecturer survey was conducted by CenTAL in 2006 to gain information regarding the perceptions and opinions of the 420 lecturers who utilize Edulink and of tutors who manage the Edulink learning environment for lecturers. Valuable information was obtained from individuals using Edulink and their views on TAL and its future role in student learning.

In order for CenTAL to gain insight in the value and quality of the formal orientation training sessions for first year students, the yearly survey again formed part of these orientation sessions. The first part of the survey again focused on the training sessions for Edulink2007, while the latter part was focused on the compilation of a first year student profile. Only relevant information was used for evaluation purposes. Most of the students (more than 95%) indicated that every first year student in future should have the opportunity to attend an orientation session.

A survey was launched in 2006 in collaboration with Business management to gain insight regarding the impact of Edulink on learning, to gain information to enable CenTAL and the lecturer to improve the online experience and to tackle the possible obstacles students encounter with Edulink and Edulink assessments. Highlight of results: More than 84% of the students indicated that the use of Edulink had a positive impact on their learning.

The Quality Unit of UJ administered an undergraduate student experience survey in 2007 across the all four campuses, administered in 84 classes, all nine faculties and 6123 questionnaires. In this comprehensive survey several aspects regarding Edulink and technology assisted teaching and learning were included. CenTAL was provided with this report to act on information received if necessary. Although the inequalities between the different campuses were clearly demonstrated, all Edulink services meet the overall benchmark of 65% (often and always). Below is a table that gives a summary of this report related to Edulink:

| Question: **Edulink…** | APB | APK | DFC | SWC | Total |
|---|---|---|---|---|---|
| b10.2.1 Provide sufficient training for first-year students during the orientation period | 40% | 76% | 47% | 71% | 67% |
| b10.2.2 Provide sufficient user support for students using Edulink | 46% | 77% | 50% | 75% | 69% |
| b10.2.3 Provide good information resources (like FAQs) on the use of Edulink | 50% | 75% | 50% | 72% | 68% |
| b10.2.4 Effectively communicates information on the availability of Edulink | 52% | 78% | 54% | 71% | 71% |
| b10.2.5 Provide a user-friendly logon procedure | 58% | 85% | 58% | 74% | 77% |
| b10.2.6 Provide a reliable service | 52% | 75% | 57% | 75% | 69% |

CenTAL also compiled a comprehensive report on the value added by technology assisted learning as requested by the MEC of the university. In this report CenTAL included the reports of investigations different lecturers have done into their students' experiences and performances in using Edulink as part of their approach to teaching and learning within their own framework of personal experiences.

For this comprehensive report, a "light" cohort study was done by Statkon. Following the cohort of first year B Com (Accounting) students who started in 2004 when multimodal learning packages were introduced for all their modules. Statkon stated however that "there is no question of statistical significance since the two cohorts are chosen as the complete population. Statkon furthermore added a general statement "to be careful with the comparisons between these cohorts since the demographic profiles are different".

**University of KwaZulu-Natal** (Information as in May 2008)

The responses are mixed – courses are met with a degree of satisfaction, but there is a level of staff frustration with the support that they receive. There is some irritation that because of constant change lots of investment of time and energy is lost. This is demoralising and in the current climate people become disillusioned and refuse to engage.

**University of Limpopo**

There is anecdotal evidence that staff and students in some schools are satisfied with the system.  Both the MBA and Communication staff members agree that despite the fact that there are some hiccups here and there the system works far much better than the traditional way of teaching and learning.

**University of Pretoria**

Student satisfaction was measured for the last few years by means of the online Student clickUP Experience survey. On average more than 70% of respondents found the opportunities for 'anywhere; anytime' learning on the web to be convenient and 70% reported that web-supported learning helped them to become an independent learner.

**University of South Africa**

Currently only anecdotal evidence is available.  A student satisfaction survey will be done in November/December 2008.

We have, however, realised that it is impossible to please all users. Very few complaints are received considering the number of people using the online systems.  *my*Unisa is however linked to databases, networks (internal and external) and ageing legacy systems, etc.

Malfunction of any of these systems, local power outages and damage to physical property, have in the past lead to negative perceptions by *my*Unisa Portal users. The myUnisa/Sakai platform, itself, is very stable, with high levels of hardware and software redundancy.

**University of the Free State**

In 2007 the University of the Free State offered a total of 4027 course modules. Of these, 2340 were undergraduate course modules and 1687 were postgraduate course modules. Of the total number of course modules, 20.1% (809) had some form of e-learning involvement. This involvement includes the accessing of electronic material, completion of online learning activities as well as the completion of formative assessment tasks. University policy presently precludes the completion of examinations in electronic format.

During the first semester of the year 8.3% (174) of the total number of course modules were presented primarily online. Of the course modules presented primarily online during the first semester, 8.38% (74) were postgraduate course modules and 8,27% (100) were undergraduate course modules. The course modules presented primarily online represented components of the following degree and diploma programmes:

- Bachelor of Commerce;
- Bachelor of Law (four-year programme);
- Bachelor of Management and Leadership (designed for mature students);
- Master of Business Administration;
- Master of Public Administration; and
- Postgraduate Diploma in Tax.

The total student population of the UFS in 2007 was 24,982 students. Of these, 8% were distance students. Of the total number of registered students, 52.3% (13,059) used the institutional learning management system actively to pursue their studies.

The UFS has for many years been involved in computer-assisted education, and since 1999 in 'telematic learning' (the advent of e-learning with WebCT being introduced as a learning management system). At the same time the UFS entered into an agreement with a commercial partner to offer a limited number of off-campus programmes online. The online learning experience with off-campus students had tremendous innovative and efficiency effects on the on-campus contact learning situation. Whereas staff were slow to take up computer-assisted and resource-based learning methods, and to introduce flexible and open learning formats, the Internet and online learning environment has quickly opened their minds to the potential and creativity of such learning methods and formats. Furthermore, on-campus students are increasingly requesting access to the online learning material, either because it

may be better and more interesting than their current material or because it provides an additional dimension of learning to complement their contact learning sessions.

A survey was conducted amongst e-learning students at the beginning of 2007 in order to ascertain the extent to which they had access to electronic hardware and networks. The survey also sought to establish perceived student use of Microsoft Office products commonly in use at the institution. This survey provided valuable information regarding student ownership of technology, student connectivity and student skills in the use of selected Microsoft applications. In addition 78% of respondents (1126 students) indicated that the use of computers played a very important role in their studies.

During the second half of 2008 off-campus students will be surveyed regarding the specific needs of off-campus online students, as well as their satisfaction with services currently offered by the University.

Early adopters of e-learning amongst academic staff members have reacted very positively to their involvement. It is also true, however, that the early majority and the late majority will demand a completely different strategic approach. The new approach will have to account for staff incentives, staff workload performance assessment.


**University of the Western Cape** (Information as in May 2008)

**Analysis of Training & Evaluation:** As part of the training processes within the eLearning Development and Support Unit (EDSU) every participant is requested to complete an evaluation form. This form allows the participants to rate the training facilitation; the training content and suggestions for possible improvements to the training sessions. Since September 2005 all training has been captured in evaluation sheets. The completed evaluation sheets have been compiled and analysed using the Software Package called Statistical Package for the Social Sciences (SPSS).

**The Analysis:** Based on the stats that was analysed using SPSS it was found that the overall satisfaction rate of participants have consistently been excellent. Ratings given to facilitators as well as training content have been highly satisfactory. Based on the suggestions and comments the team continuously adapts and improve the training offered. These continuous adaptations/changes have been implemented on a semester basis (every six months). Participants have commented on the allocated training slots as the times and days did not always suit their timeframes. We offer trainings to users thrice weekly using different time slots to be more flexible and accommodate more users. Based on the training we have also found that more individual consultations have been requested as users feel more comfortable with individual attention rather than a group training session.

*The evaluation process should include more research regarding the use and functionality of the eLearning tools.*

**University of Zululand**

A large proportion of students at the Ongoye campus come from resource challenged secondary education establishments with very little exposure to ICTs in their curricula. However, from the authors experience these students quickly acquire basic computer literacy skills if they are given access to ICTs within their curricula, which together with support seems to be more of a challenge within our institution compared to the more affluent and well established institutions.

Among the two hundred and eighty eight (288) academic staff ([multiple-mailer@uz](mailto:multiple-mailer@uz), 2008) within the institution, all staff have access to a networked computer but have varying degrees of ICT skills. Their intention to participate in blended learning by making use of Moodle at our institution is questionable as support for online content development and instructional design is extremely limited and will most likely be seen as additional work.

No reports have been submitted or research done on the lecturers' and students' experience of e-learning/TAL unless a blended learning module has undergone student evaluation by the Quality Promotion and Assurance Unit. For lecturers that has been using a LMS, it has become an integral part of their modules to such an extent that it is now viewed as essential. Hyper Text Markup Language (HTML) delivery of course content seems to be superior delivery method to mapped network drives.

Generally levels of satisfaction have been low, with relatively slow network clients (Novell), low internet bandwidth (2GB kb/sec) and frequent virus and worm outbreaks causing loss of data (especially for students).

**Vaal University of Technology**

Learners are not well prepared in terms of computer literacy when they start their studies at VUT. This aspect needs urgent attention. Staff and students are happy with the EDL labs and on-line assessment labs, but NOT with the computer centre due to the lack of enough computers. This is highly frustrating for both students and staff as students can not complete their work in time or get enough time to practise.

From the ICT department I can comment that both students and staff enjoy the e-learning experience whether it is forums, on-line articles or assessment.

# Lens 9: Relevant and recent information on existing collaborations, partnerships and success stories at and between different HE institutions

**Cape Peninsula University of Technology**

**Macro & Meso:**

CPUT did a number of projects with national and International HE institutions. The information regarding these collaboration and research projects are limited and not readily available as these records were not centralised, but kept within the unit where these projects originated. The creating of a Deputy Vice-Chancellor: Technology Innovation, Partnerships, Community Engagement and Academic Research and Technology Promotion are an initiative to centralise this important part of our role in the HE landscape to bring this together. Current projects include the Tswelopele project in collaboration with The Antwerp University, Tswane University of Technology, University of the North West and the University of Limpopo.

**Central University of Technology**

o   No formal collaborations or partnerships exist between the CUT and other HE institutions. Informal discussions may occur from time to time between the CUT and the UFS.

**North-West University**

**1  SAKAI Project:**

Sakai, the Collaboration and Learning Management System (CLMS) used by the NWU is built on an Open Source model and is therefore, in itself, an example of a successful collaboration effort between HE institutions. (http://sakaiproject.org )

A foundation (Sakai Foundation) was created to manage the development process of the Sakai CLMS over all. Based on this model the universities in South Africa, utilising Sakai, created a group (Sakai-SA) with the idea of helping each other, sharing information and working together on (South) African challenges in HE with regards to e-learning and more specific Sakai-related issues.  The three founding universities of the Sakai-SA group were UCT, UNISA and the NWU. Others have or are in the process of joining and implementing Sakai.  The Sakai-SA group meets at least twice a year.

**2  Tswelopele Project (Tswelopele = "to progress"):**

Formal approval by the Belgian Ministry of Education is still pending.

This project focuses on the exchange/transfer of know-how and expertise in some 'challenging fields' through 4 sub-projects, with a specific transversal focus on equal opportunities:

2.1.1 Strategic planning and University policy in the field of education, student support, curriculum development;

2.1.2 Research and development capacity building;

2.1.3 E-learning and mobile learning;

2.1.4 Language courses.

**Time Frame:** The project will start on October 1st, 2007 and run until December 31, 2011.

**Project Partners:** Samenwerkingsproject van de Universiteit Antwerpen, de Tshwane University of Technology (TUT, Pretoria), de University of Limpopo (UoL), de North West University (NWU, Potchefstroom) en de Cape Peninsula University of Technology (CPUT, Kaapstad). Gefinancierd door het Vlaams Ministerie van Onderwijs & Vorming (Internationale Relaties Onderwijs).

**Stellenbosch University**

- TENET e-Learning thinktank at Hogsback and follow-up in Pretoria in November 2007, including a position paper that involved Stellenbosch, UCT and Free State

- Bi-weekly telephone conferences between Stellenbosch, UJ and Pretoria on WebCT Vista issues

- Accommodation of UNISA on the Satellite platform as well as sharing of facilities, e.g. learning centres etc.

- Participation in WITS_UP_TUT_UJ_@US

**University of Cape Town**
**Access and Use Study**
Access to and use of ICTs for teaching and learning in Higher Education Institutions in South Africa.
Phase 1: The Virtual Mobius Strip was the first in a series of studies on higher education students and staff access to and use of ICTs for teaching and learning. It was conducted regionally in 2004 in five higher education institutions in the Western Cape, South Africa (with the support of a cross-institutional Carnegie Grant).

Phase 2: In 2007 (with the support of an NRF Grant), we expanded the study to include a survey of students and staff in 6 South African Universities across 5 provinces. The study drew built on the previous research and was expanded to investigate use of new Web 2.0 technologies both socially and academically.

Phase 3: We are currently awaiting the outcome of a funding proposal in which we hope to build on this research through a more qualitative investigation of specific categories of students namely non users in conditions of access, high/moderate users in low access conditions, and low/high users in high access conditions.

**Educational Technology Think Tank for Africa.**

In October 2006, the Partnership for Higher Education in Africa (PHEA) convened an Educational Technology Think Tank for Africa. Hosted by the Centre for Educational Technology (CET) at the University of Cape Town, the Think Tank played an advisory role to the Partnership. Comprising experts from the African continent, the Think Tank's mandate was to help to guide the partnership's educational technology initiative by providing intellectual input regarding possible strategies for supporting the innovative application of technology for the improvement of teaching and learning in the nine countries within which the partnership works. These countries are Egypt, Ghana, Kenya, Madagascar, Mozambique, Nigeria, South Africa, Tanzania and Uganda. The Think Tank held its first meeting in November 2006 and concluded its work in November 2007. Phase 2 planning activities are presently underway.

**University of Fort Hare**

Until recently the use of e-learning by academic staff has been limited to interested individuals, who have engaged at different levels and have also enjoyed varying levels of success.

Now that e-Learning is to be driven as an institutional initiative, partnerships or collaborations would be most welcome. Knowledge sharing on best practices for implementation, as well as communication and perhaps collaboration at the course level for lecturers and students could be a rich learning experience.

**University of Johannesburg**

a)   **ITS_UP_TU_JU:**

There are three meetings scheduled per year. In 2007 it was the departments tasked with the implementation of TAL at the University of Pretoria, Tshwane University of Technology (TUT) and the University of Johannesburg (UJ) that came together in March, June and September

to discuss important topics that are relevant to all departments and are hosted respectively by the individual institutions. From this year (2008) the Witwatersrand University also joined this meeting.

**b)   A Memorandum of Understanding was signed between Edge Hill University's SOLSTICE teaching and learning centre and CenTAL in June 2007:**

This MoU envisaged collaboration between the two entities to focus on a development or benchmark study which focuses on the establishment of UJ's CenTAL as a hub for the project. It is envisaged that the project will stretch over a period of three years. Invitations were send out to 23 South African universities on 24 April 2008 with a deadline indicated for feedback on participation on 5 May.   Representatives from 14 universities provided contextual documentation which was compiled into the First Combined Report.  A follow-up workshop with representatives (including a video conference with Mark Schofield from Edge Hill University (EHU, UK) took place on Wednesday 28 May 2008 at UJ.  During this meeting, a refinement of our common understanding of lenses was discussed and three new lenses were added.  A Second Combined Report was produced and discussed at a second meeting of participants on 10 October 2008 at UJ.  Two additional universities also came on board in the second semester of 2008.  This report is now based on the information offered by all 15 participating universities on these refined and expanded lenses.

Individual invitations have also been received from Mark Schofield to Prof I Broere  and Dr M Kruger to be panelist members at a international research conference on 5 and 6 June 2008 at EHU in the UK.

**c) Participation and collaboration of UJ with other universities in FOTIM to establish the VUMA portal with external funding:**

This portal is a valuable resource (www.vuma.ac.za) for students in higher education and it is envisaged that it will be extended to include other role-players in higher education institutions.

**University of KwaZulu-Natal** (Information as in May 2008)
The most obvious collaboration has been the one between CHES at UKZN and CHED at DUT. Here the courses are co-taught, accredited through UKZN. There is a sharing of resources and expertise in an intense process which sees the development of up and running course modules. This is an informal agreement which is being worked on to formalise.

**University of Limpopo**

Individual staff members are collaborating with different institutions, albeit on an informal basis.

**University of Pretoria**

International competitiveness is one of the University's important strategic drivers. Interaction and collaboration at international level is therefore strongly encouraged. In this respect, EI is involved in a number of projects aimed at providing technical and educational support to the international academic community.

**University of South Africa**

Unisa has many, and varied, partnerships with universities worldwide. In terms of TAL, most collaboration takes place within the International and National Sakai community. In 2006 a South African "Chapter" of Sakai was established and commercial support is being nurtured to augment in-house resources and assist institutions with limited resources and/or knowhow. Since then, Unisa has assisted a number of small institutions to investigate and in some cases deploy Sakai. Unisa has been working closely with NWU and UCT in developing localized tools within the Sakai framework. We were also involved in the establishment of the FOTIM student support portal called "VUMA!"

**University of the Free State**

The only recent example of a potentially successful collaboration is the TENET sponsored attempt at bringing together tertiary e-learning practitioners in a formally-constituted national body.

**University of the Western Cape** (Information as in May 2008)
**Collaborative Course Projects**
*Inter-Continental Collaborative Course: Womens Health and Well-being: A Transcultural Perspective: In Progress*
We are currently involved in an intercontinental collaborative E-Learning course called Women's Health and Well-Being: A Transcultural Perspective, which have been designed by academics from Bar-Ilan University (Israel), Makerere University (Uganda), the University of Maryland (U.S.A.), the University of the Western Cape (South Africa) and the University of the West Indies (Jamaica

*The Community Self and Identity Course (CSI): 2006-2008*

This course is another collaborative E-Learning module between the universities of Stellenbosch and the Western Cape. The module engages students on the notions of community, self and identity. This collaborative course was started in 2006 and it is running for the third year.

*The Common Wealth Computer Navigation Certificate (CCNC): In Progress*

Members of the eLearning team are developing one of the core modules for CCNC. The Common Wealth Computer Navigator's Certificate (CCNC) is a free content project to improve access to computer skills training. The certificate is unique because it enhances the freedom of learners to acquire and enrich their basic ICT skills using free software. All the modules will be released under the CC-BY-SA license meaning that every one is free to copy, use, modify, and redistribute the content that will be developed by the team.

*Organisational Culture and Information Systems Course: 2006-2008*

This is a collaborative course between the University of the Western Cape, The Finnish University and the INHOLLAND University in the Netherlands. The course has been offered for the past three years.

*eLDI 2007 – eLearning Development and Implementation  2007*

The eLearning course "eLearning Development and Implementation" tries to provide knowledge, methodologies and technical tools to support participants' competence and skills in the area of eLearning. It prepares them for undertaking the analysis, planning, development and implementation of eLearning training programs according to their working environment and needs. This was a nine month online course and was attended by three eLearning team members. The three eLearning members completed the eLDI course and received certification. Two of the eLearning members have been selected as assistant tutors for the 2008 eLDI and eLIP courses.

*eLIP 2008 'eLearning In Practice'*

The "eLearning in Practice" is a course program hosted by InWEnt, Capacity Building International, Germany.  It is a twelve week 'blended learning' program consisting of an online phase and two short face-to-face workshops. The programme have been implemented in 2008 by Southern and Eastern Africa, namely Kenya and Namibia. Three members from the eLearning team at UWC have been selected and participate in the course. They will also receive certification upon completion of the program.

*WW2008*

UWC will be hosting the WorldWide (WW) Pre-conference Workshop in collaboration with University of Cape Town (UCT**)** and Cape Peninsula University of Technology (CPUT) in September 2008.

*About AVOIR*

The African Virtual Open Initiatives and Resources (AVOIR) project is a collaborative effort among several African higher education institutions to support capacity building in Free and Open Source software engineering. The main core activity of capacity building is undertaken through software design, development, deployment and support. AVOIR has four areas against which participation in the network is assessed: collaborating, developing, implementing and connecting. Collaboration involves participating in the shared activities of the network, which mostly happen online, supplemented by three developer workshops and one board workshop to date. Developing involves writing code according to shared coding practices that lead to the creation of modular software. Participants are responsible for implementing the software produced by the network, so most have implemented the KEWL.NextGen e-learning platform, and others are implementing other tools such as community forums, committee administration system, electronic thesis and dissertation system, alumni portal, and others. AVOIR encourages connecting with and establishing partnerships with local business, government and educational organizations, and the creation of local business opportunities.

**University of Zululand**

WUZULU project which was facilitated by NUFFIC, where a task team was established. The task team subsequently appointed a technical task team to prepare a presentation of a possible way forward (SWOT analysis). The technical team decided to establish an e-learning portal in the form of a Joomla Content Management System (CMS), to manage internal content as well as to provide links to external content. The portal will also serve as a gateway to an LMS.

We are also grateful to be involved in the current Developmental study towards effective practices in TAL and be able to learn from well established programmes and units in other institutions of higher education.

**Vaal University of Technology**

Individual staff members are communicating with different institutions. Nothing formal yet.

## Lens 10: Funding

**Cape Peninsula University of Technology**

**Macro and meso:**

Zero-based budgeting with proper review mechanisms.

CPUT's total spending on TAL in relation to

- the total budget:  R2.3mil. Where do we draw the line for TAL? Departments and faculty budgets also include some TAL issues.
- the number of FTE students:  22300
- the number of FTE academic staff members:  800

**Central University of Technology**

o Funding is part of the central budget of the university. No third stream income is generated through the services. Sufficient funds are available for licencing of software. Training of lecturers are done in house and as part of the Centre for Learning and Teaching's budget.

o **Your institution's total spending on TAL in relation to**
- **the total budget?**
- **the number of FTE students?**
- **the number of FTE academic staff members?**

Unfortunately these figures are not yet available.

**North-West University**

**The basis of your funding?**

No clear cut and easily calculable funding for TAL per sé, is currently in existence at the NWU. Funding is embedded in / obscured by the respective budgets of two institutional entities (mainly the Institutional Information Technology Central-Office (ITC-O) and Institutional Academic Development and Support Services (IADSS-office).

Both the ITC and IADSS-offices ensure the fair and just establishment of IT facilities across the three NWU campuses. The former in terms of IT infrastructure (networks, business systems, etc. including the maintenance and upgrading of the LMS) and the latter, concerning audiovisual and digital equipment in teaching-learning spaces. In view of the institutional provision as mentioned, no funding is allocated to faculties and/or schools for TAL related infrastructures. The net effect is a relative satisfactorily infrastructure set-up on

all three NWU campuses. There is however a general lack in terms of seed funds for TAL enhancement projects, especially on faculty level across campuses.

The funding of or budgetary responsibility for TAL remains a relative conscientious issue. The general feeling being that decision making with regards to the maintenance and upgrading of the NWU LMS is currently a technologically rather than an educationally driven issue, due to the present location of the budgetary responsibility at ITC

**Your institution's total spending on TAL in relation to**

**The total budget?**

R2m : R935m (operating expenses) = ±0.21%
The number of FTE students 2008?

**Total FTE students?**

**Undergraduate contact & distance; Post graduate contact & distance = 46,109**

**R2m : 46,109 = 0.004%**

The number of FTE academic staff members 2008?

| Staff | 2008 |
|---|---|
| Total permanent staff | 2610 |
| Permanent academic staff | 911 |
| Permanent support staff | 1699 |
| Permanent academic staff as % of total staff | 35% |

**Stellenbosch University**

The funding for e-Learning is fully integrated into the University's budgeting process. The *Strategic Framework* and *Vision* implemented by means of the institutional Business Plan form the context for and goal of budgetary planning. Financial planning and budgeting have to occur in terms of the priorities and goals set annually by the Rector's Management Team (RMT), following the annual Institutional Planning Forum (IPF), and in terms of measurable goals contracted between the RMT and line managers (Deans and Heads of support service units). (Stellenbosch University Self-evaluation Report, prepared for HEQC audit, 2005, p.56)

e-Learning is one of the strategic priorities identified in all the key University strategic documents.

The interaction between strategic goals, key performance areas, overall institutional planning, financial planning and planning within divisions of the University is illustrated in this flow chart (Stellenbosch University Self-evaluation Report, prepared for HEQC audit, 2005, p.56):
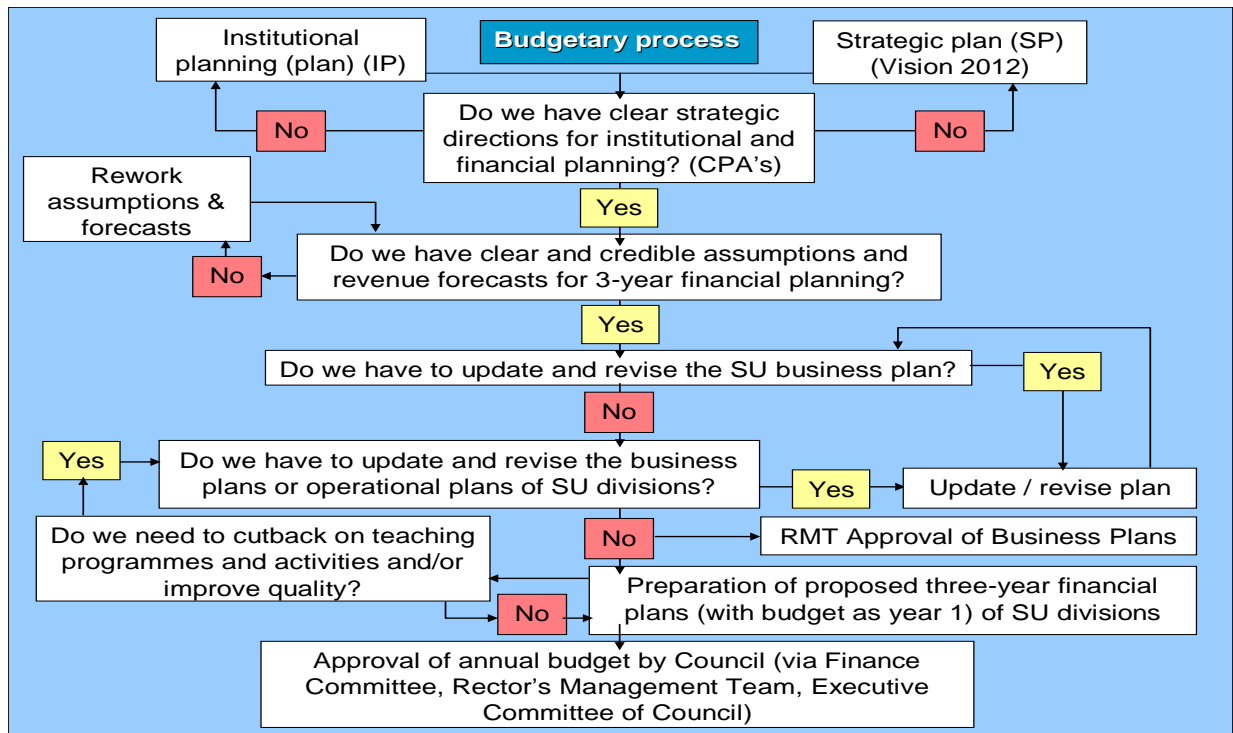


**Figure 1: Flow chart of the interaction between strategic goals, key performance areas, overall institutional planning, financial planning and planning within divisions**

The budget on the second level makes specific provision for the following e-Learning components:

- from the e-Campus project – ongoing contribution towards license costs and server replacement (WebCT and Turnitin, plus part of Oracle license costs),

- from the student fees a direct levy of approximately $5 per student per year towards e-Learning platform license costs,

- from the IT and CTL budgets the salary of staff members supporting the e-Learning platform, and

- from the reserve funds dedicated to equipment replacement, a contribution towards server replacement every four to five years.

With regards to support for innovative e-Learning projects, e-Learning funding was made explicit as part of the e-Campus funding for three years. $700 000 was allocated from 2002 to

2004 to faculties to achieve the so-called "minimum presence" mentioned above, as well as to support innovation. From 2005 onwards, lecturers can also apply per project for funding from a variety of other internal resources that are dedicated to teaching and learning innovation and research and not only to e-Learning per se. These include the Fund for Innovation and Research in Teaching and Learning (internal Stellenbosch University fund) and the Teaching Development Grants (made available in 2007 by the Department of Education). The funding for e-Learning has therefore increasingly become more embedded in the general teaching and learning funding process.

iTE facilities and staff are funded by means of a allocation from the central budget to the Executive Director: Finance and Services to provide iTE services to the faculties. Participating departments also pay a cross-subsidized fee from their budget allocation to utilize the iTE platform. The iTE operational expenses are partially covered by this service charge.

Because of this integrated process, it is impossible to quantify the institution's total spending on TAL in realtion to total budget, the number of FTE students, the number of FTE academic staff members.


**University of Cape Town**
No information on this lens available.


**University of Fort Hare**
o **The basis of your funding?**
   There is a variety of sources of funding, at least for pilot phase:
   Fort Hare Foundation (Blackboard);
   SANTED project (CALL, ICDL for staff, hardware, Evaluation Assistant development);
   department budgets (salaries, operating costs, etc).
o **Your institution's total spending on TAL in relation to**
   ▪ **the total budget?**
   ▪ **the number of FTE students?**
   ▪ **the number of FTE academic staff members?**
Unfortunately I do not have access to all of this information at this stage, although it will become available in the course of the next couple of months.

**University of Johannesburg**

CenTAL is centrally funded and has had adequate, though gradually shrinking, financial resources to finance its core activities during the past three years (2005-2008). The budgetary implications of full implementation of activities on all four campuses remain to be seen. There have always been funds allocated for professional development activities and training opportunities for CenTAL staff members, as well as opportunities to participate in national and international conferences. However, it seems that with the present focus on cost savings and budget cuts for 2009, it will really be challenging on how to cost-effectively expand our professional services to the other campuses without possibly having enough funds available to support these very important efforts. It also is challenging to think that we should focus more on research-based activities and outputs for e.g. presenting at research-funded national and international conferences, but at the same time we are limited with funds to support initiatives and provide incentives for staff who performs well and walk the extra mile.

- o **The basis of your funding?**

  Centrally, not based on any (known) formula
- o **Your institution's total spending on TAL in relation to**
  - ▪ **the total budget?**                    About 0.5% for CenTAL
  - ▪ **the number of FTE students?**           In 2008: 33171 for UJ
  - ▪ **the number of FTE academic staff members?**   In 2007: 832 permanent


**University of KwaZulu-Natal** (Information as in May 2008)

-


**University of Limpopo**

- o **The basis of your funding? FTEs**
- o **Your institution's total spending on TAL in relation to**
  - ▪ **the total budget?**
  - ▪ **the number of FTE students?**
  - ▪ **the number of FTE academic staff members?**

UNKNOWN


**University of Pretoria**

- o **The basis of your funding?**

EI is supported by a departmental budget consisting of personnel, operational and IT budgets. EI allocates funds from the Operational Budget as seed funds to be made available for innovation projects
- o **Your institution's total spending on TAL in relation to**
  - ▪ **the total budget?**
  - • Not known

- **the number of FTE students?**
- According to http://web.up.ac.za/default.asp?ipkCategoryID=1 UP has in 2008, 38 934 contact and 18 475 distance education students.
- **the number of FTE academic staff members?**
- Full time permanent  = 1391
- Part time permanent  = 22
- Temporary full time = 412

**University of South Africa**

Information regarding this matter is not available.

**University of the Free State**

For the purposes of amounts reported in this section the exchange rate will be deemed to be ZAR 7-80 to US$1. Total spending on e-learning represents in the region of 2% of the total university budget.

At the UFS, e-learning is funded, in the first instance, by way of the central provision of annual operational budgets. The operational budget for 2007 was US$28,670.50. The budget is made available to the Division e-Learning for use in the ongoing efforts to integrate e-learning into University curricular. In addition, the University makes available a strategic fund for the expansion of e-learning activities in the institution. This fund was worth US$128,2005.00 (virtually ZAR1,000,000.00) in 2007. Project proposals involving innovative practices, intended to expand and entrench the use of e-learning in the institution, can be submitted to the Deputy Vice-Chancellor Academic Planning (DVC Academic Planning) via the Division e-Learning. If the proposals are approved, the DVC Academic Planning authorises monies to be made available from the strategic fund for e-learning.

The Division e-Learning in its present guise is three years old and has, as a result, not yet attracted significant external funding for e-learning. External project funds made available for e-learning in 2007 amounted to US$6,410.25.

In terms of central expenditure on hardware and software, the following may be mentioned. In anticipation of further rapid expansion (400% increase in the number of modules over the last two years) in the number of e-learning modules made available on the institutional learning management system, it was deemed necessary to purchase server hardware and virtual machine software to the value of US$64,102.56 and storage hardware to the value of US$8,974.35. In conjunction, with this hardware, the license for the institutional learning management system amounted to US$34,000.00 and the licensing of peripheral software and membership of the Gartner organization amounted to an additional  US$4,087.25 and US$2.026.66, respectively.

In 2007, the UFS had 24,684 FTE students and 1,460 permanent FTE staff members.

**University of the Western Cape** (Information as in May 2008)

-

**University of Zululand**

o **The basis of your funding?**

Top management provide funds for technical infrastructure.

Projects and Budget submission have been invited for 2009 by the WUZULU project however they will not fund staff salaries. We are proposing a multi-media lab and training workshops for the implementation of Moodle.

o **Your institution's total spending on TAL in relation to**

▪ **the total budget?**

▪ **the number of FTE students?**

▪ **the number of FTE academic staff members?**

This information is not available. We have a total of 9945 students and 288 academic staff

**Vaal University of Technology**

o **The basis of your funding?**

o **Your institution's total spending on TAL in relation to**

▪ **the total budget?**

No specific budget

▪ **the number of FTE students?**

Approx 11900 E FTE, 24500 W FTE

▪ **the number of FTE academic staff members?**

390 FTE instructional staff

## Lens 11: HR issues

**Cape Peninsula University of Technology**

CPUT's staff involved with TAL?

A Director, one office manager, one educational technologist, three instructional designers, one student assistant.

**Career paths**

- No clear career path or professional development is available at this stage, especially for instructional designers. They are working under admin conditions with educational technologists on academic conditions of contract. This something that needs to be established in line with national and international benchmarking.

**Total number of staff members**

- 5 permanent
- 1 student

**Central University of Technology**

o The Centre for e-Learning and Educational Technology forms part of the Academic support services. Appointments are not academic appointments although there is presently a drive to change that.

o Career paths are very limited due to the size of the University and available posts. It is not possible to get promotion in a post.

o The Centre for e-Learning and Educational Technology has five permanent full-time posts. All posts are however not filled on full time basis due to restructuring and resignations.

**North-West University**

**Types of appointment (academic or otherwise) of staff involved with TAL?**

Non-academic support staff within Academic Development and Support (ADS) -offices on the three NWU campuses.

**Career paths**

Very limited (especially in support services) and mainly restricted to the outcome of annual performance appraisals and remuneration reviews in terms of remuneration determinants (eg. strategic importance, scarcity of specific skill sets, etc.).

Visible? No external visibility (in contrast with academic career paths).

**Number of staff members**

Potchefstroom Campus: Permanent full-time (3);

Mafikeng Campus: Permanent full-time (1);

Vaal Triangle Campus: Permanent full-time (1)


**Stellenbosch University**

All staff involved with TAL have non-academic[2] appointments

With regards to career paths, there are different levels of advisors ranging from Peromnes level 9 to 7.

**CTL**

3 permanent full-time staff members (full time)

1 permanent full-time staff member (50% of time)

3 temporary staff members (postgraduate students)

All other advisors at CTL (8) who have permanent appointments can, in consultation with lecturers, make basic recommendations wrt the effective use of ICT in teaching and learning.

**Faculties**

Two faculties have their own e-Learning support person (one permanent full-time and one temporary) who closely liaise with CTL attending all the weekly Webstudies meetings.

**IT**

One dedicated permanent full-time staff member for Webstudies support person

1 permanent full-time staff member (50% of time)

**iTE[3]**

2 permanent full-time staff members (academic responsibilities – see footnote below)

5 permanent full-time staff members (Technical)

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[2] "Non-academic" is an unfortunate designation. Although the Stellenbosch staff supporting TAL are not "academic" appointments because they are not appointed in faculties, they are designated as "academic support". Therefore they are expected, as any other academics, to do research, present at conferences, supervise students and teach on some academic programmes.

[3] From 2009

4 permanent full-time staff members (Administrative)

20 contract appointments (Learning centre managers)

## University of Cape Town

- o **Types of appointment (academic or otherwise) of staff involved with TAL?**

CET has 19 staff members comprised of a mixture of Academic and PASS staff

- o **Career paths**
  - ▪ **available?**
  - ▪ **visible?**
- o **Number of staff members**
  - ▪ **permanent full-time**
  - ▪ **permanent part-time**
  - ▪ **temporary**

|  | Academic | Pass |
|---|---|---|
| Permanent full time | 6 | 6 |
| Permanent part time |  | 2 |
| Temporary | 3 | 2 |

## Organogram of CET
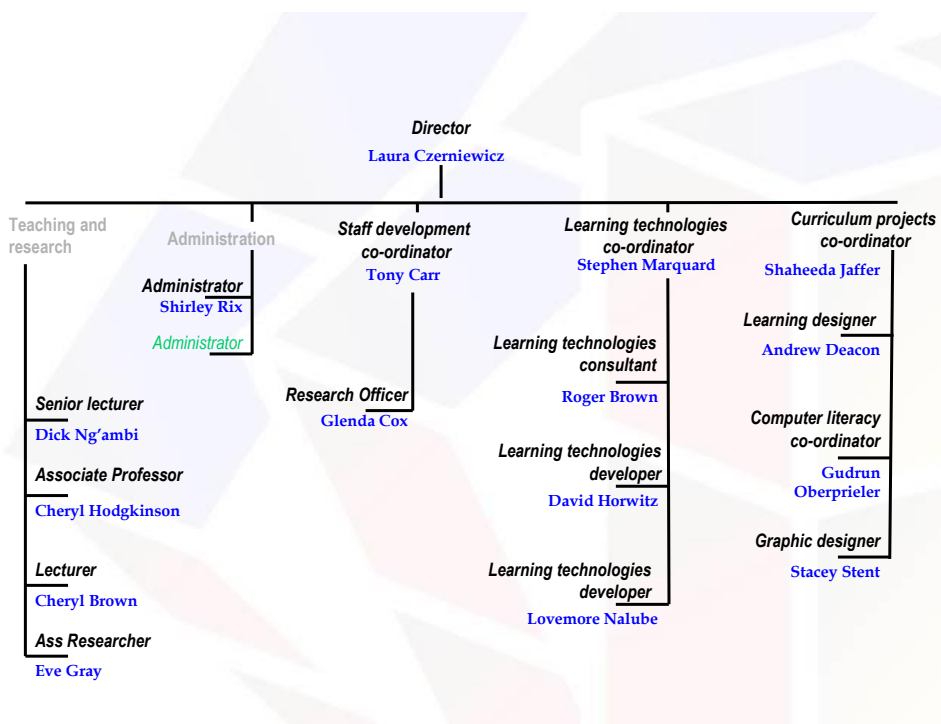
**University of Fort Hare**

- **Types of appointment (academic or otherwise) of staff involved with TAL?**       All permanent positions are academic
- **Career paths**
    - **available?**                Yes
    - **visible?**                  About to become so, as a draft document on promotions for academic development staff has just been created.
- **Number of staff members**
    - **permanent full-time:**      4 (1 manager; 3 consultants)
    - **permanent part-time:**      0
    - **temporary:**                3 (student tutors)


**University of Johannesburg**

CenTAL currently has 21 permanent positions, one of which is a half day position. This was up until now adequate to render the specialised services on the different campuses, because the take-up was not that much because of limited dedicated computer laboratories for students' access and the limitations on bandwidth. However, with the upgrading of students' access to computer laboratories for students on APB and DFC since July 2008 and the broad bandwidth between the different campuses that is available since October 2008, we foresee a steady increase in the demands and needs for professional development of lecturers to optimally and innovatively integrate TAL in a blended learning environment. Students will also need more focused training sessions for using *Edulink*. We at CenTAL will really have to see how we will be able to cope with these demands in future!

A challenge is maintaining the balance between the primary responsibility of rendering professional services and support to users of TAL, and becoming more involved in research-related projects and learning activity design, with a growing focus on a transformational approach towards learning and the design of learning activities. This latter can only be achieved over time. Currently it is a pre-requisite for a lecturer to at least attend an introductory workshop of 2,5 hours before a module can be activated on the *Edulink* system. Follow up by the instructional designers ensures that lecturers have the necessary background, knowledge and skills to start using the system and integrate TAL into their students' learning environments. In most cases lecturers start slowly to integrate TAL in a blended learning environment, for instance only using the system for information and communication purposes. Keeping in mind that it is a process of changing one's mind on how to effectively incorporate TAL, they then gradually start using more and more LMS functionalities; only once they feel comfortable with TAL can they start to access the deeper

levels of learning activity designs, using the LMS. This process taxes the CenTAL resources, because these follow-up sessions ask in many cases individual and time consuming consultation appointments not only on the use of TAL but also on all teaching, learning and assessment-related challenges.

o **Types of appointment (academic or otherwise) of staff involved with TAL?**

All positions are non-academic

o **Career paths**

  ▪ **available?**          No

  ▪ **visible?**          No

o **Number of staff members**

  ▪ **permanent full-time:**    21

  ▪ **permanent part-time:**    1

  ▪ **temporary:**    1 (student assistant)

**University of KwaZulu-Natal** (Information as in May 2008)

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**University of Limpopo**

  o Types of appointment (academic or otherwise) of staff involved with TAL? Support staff in ICT and academics in Schools
  o Career paths
    ▪ available? Yes
    ▪ visible?  Yes
  o Number of staff members None for TAL specifically
    ▪ permanent full-time
    ▪ permanent part-time
    ▪ temporary

**University of Pretoria**

  o **Types of appointment (academic or otherwise) of staff involved with TAL?**
    Only the Director of the department has an academic appointment. The rest of the appointments are non-academic support staff appointments.
  o **Career paths**
    ▪ **available?**
      Three levels on the Peromnes scale has been implemented for the instructional designer and education consultant positions. Growth within each position is possible depending on each staff member's performance and qualifications.
    ▪ **visible?**
      Post descriptions are available for staff within EI.
  o **Number of staff members**
    ▪ **permanent full-time** 57

- **permanent part-time/ contract** 15

## University of South Africa

A shortage of skilled staff is an issue Unisa has not yet been able to resolve.

## University of the Free State

See answer under Lens 7 above.

## University of the Western Cape (Information as in May 2008)

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## University of Zululand

This is where our institution needs a number of skilled staff, including instructional designers, content developers and support staff for academics and students. Unfortunately current funding does not allow for these skills to be sourced. Top and change management will need to address this if they intend to see the role out of TAL at the University of Zululand.

• Types of appointment (academic or otherwise) of staff involved with TAL?

None

• Career paths

  - available? No
  - visible?    No

• Number of staff members
  - permanent full-time 0
  - permanent part-time 0
  - temporary 0

## Vaal University of Technology

**Simnet:** 1 academic staff member

**EDL:** Dedicated Communication staff

**Moodle:** 2 administrative staff members

The rest of the staff who make use of TAL is integrated into the departments and not dedicated.

## Lens 12: Describe the steps of your process from formulating TAL related policies to implementation

**Cape Peninsula University of Technology**

Policies are developed by the unit/department who oversees this activity. This policy will then be taken to a committee of Senate who will submit to Senate. Once approved by Senate it goes to Council and only then will this become operational and being implemented. As a result of the merger we sometimes operate on the understanding that we have two legacy policies and the institution will then design new policies as and when required.

**Central University of Technology**

o   The Centre for e-Learning and Educational Technology as part of the Unit for Academic Development (responsible for academic support), initiate and formulate policies. Requests from the Forum for e-Learning and Educational Technology and from the Senate can also initiate formulations.

o   After formulations proposed policies are discussed at the Forum, Faculty Boards and the Senate before approval.

o   The Centre is also responsible for implementing and plays a motivational, implementing and monitoring role in the implementation of the policies.

**North-West University**

•   An institutional Teaching and Learning policy was developed by the Institutional Academic Development and Support Services (IADSS) unit in consultation with the three Campus ADS units.  The policy was finally approved by senate and is in process of implementation.

•   With regards to policies on the use of eFundi (the LMS of choice of the NWU):  Policies and guidelines are set by the core group of the eFundi Task Team (see lense 4) in consultation with the second layer (representatives of Campus ADS and IT units) of the team. It is the responsibility of the Campus ADS units to implement these guidelines and policies on the respective campuses.

**Stellenbosch University**

The development and implementation of TAL-related policies is a collegial and participatory process. Strategy task teams each have a project owner who ensures that the task team has representation from the relevant division, faculties and student organisations. The plans are

then submitted to the Committee for Teaching and Learning who (often) refers it to faculties for comment and then after approval by the faculties, submits it to Senate for final approval. Once approved, the policies are implemented by CTL in collaboration with the faculties.

**University of Cape Town**

In the case of the Educational Technology Policy it was approved by CET, then the University Information and Communication technology Committee, then the Centre for Higher Education Development and finally the relevant Deputy Vice Chancellor

**University of Fort Hare**

Once again, at UFH this is evolving. There are several processes happening at the same time. We are currently engaged in a major institutional strategic planning activity to cover the next 8 years. One of the eight major thrusts thereof is to develop a strategy for a technology enabled institution, of which technology assisted learning is of course a significant component. We are piloting the use of an e-learning platform. We are starting several research projects focusing on e-learning in the UFH context. We are reviewing a number of policies. We are starting both foundation and grounding programmes that will also impact TAL.

**University of Johannesburg**

Typically through task team, collaboration between all role players and compilation of concept policy, through faculty boards for comments and to Senate for final approval.

**University of KwaZulu-Natal** (Information as in May 2008)

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**University of Limpopo**

None that we are aware of.

**University of Pretoria**

The implementation of a new management model at UP will strongly affect the process in which the policies will be formulated and implemented. Current negotiations are determining the process, which will probably include consultation processes between Vice-Principal for Teaching and Learning, Senate Committee for Teaching and Learning, Deans and Academic staff, EI and other stakeholders.

**University of South Africa**

The ICT department has implemented a number of general use policies (Internet, e-mail, security, etc.). The only policy that currently addresses TAL issues is Unisa's ODL policy. This policy was formulated through a number of multi-lateral workshops. Various drafts were circulated for comments and amendments. A final draft was presented to the Unisa Mancom and Senate for approval. Approval of the policy lies with Council.

**University of the Free State**

It is virtually impossible to answer this question with any certainty since we are at the very beginning of the process. At present, individual faculties are being consulted in order to establish their e-learning visions and plans for the next 5 years, whereafter an institutional plan will be formulated. It is expected that the first draft will be sent to the faculties as well as the institutional Teaching and Learning Committee and the institutional IT Committee for comment. It is envisaged that the second draft will then be produced before the plan is sent to the Director CHESD and the Vice-Rector Academic Planning for comment. Once the document is found to be acceptable by these role players, it will be submitted to the Faculty Boards for comment before it is finally submitted to the University Exco for comment, adaptation and eventual ratification.

**University of the Western Cape** (Information as in May 2008)
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**University of Zululand**

Formulation of TAL related policies will need to be formulated by the Teaching and Learning committee, Quality Assurance and Promotion Unit and relevant stakeholders. The next step would be to get buy from academics by providing good facilitating conditions.
Muller (2008:1) concludes that the University of Zululand needs to bring institutional focus to the use of ICTs in learning. The author recommends a phased approach consisting of phase 1: Requirements analysis and phase 2: Handling organisational change (Muller, 2008:1). While attending the first workshop in  at the University of Johannesburg and discussing the summary of the thirteen (13) participants' input, which was compiled into the combined report (Broere and Kruger, 2008) it became clear to the e-learning task team's representatives that the University of Zululand was significantly behind other participants in most of the twelve (12) lenses of review.

Subsequently in the first draft of the e-earning task force's implementation plan five critical success factors were also identified as the foundation for this project (Muller; 2008:1):

• Critical Success Factor 1: A cohesive vision and services across faculties and service departments to support e-learning
• Critical Success Factor 2: Funding for and investments to support the implementation of e-learning
• Critical Success Factor 3: Policies and procedures conducive to offering e-learning
• Critical Success Factor 4: Student access to e-learning resources and support
• Critical Success Factor 5: Technology infrastructure to support a mission critical e-learning program

**Vaal University of Technology**

At the moment none of our policies are referring to TAL. VUT was working on a policy in 2004, but it was never implemented. With the new academic plan, comes a lot of new policies that will refer to TAL.

## Acknowledgements