

NWU Teaching and Learning Strategy 2015 – 2020

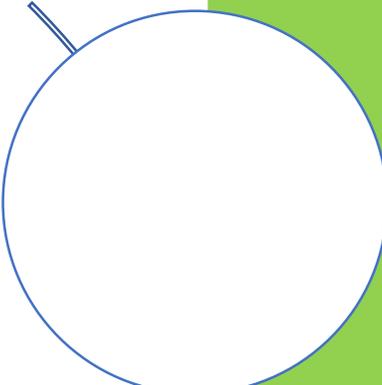
NWU Student Leadership Training
8 September 2017

Prof Robert Balfour

Deputy Vice-Chancellor: Teaching and Learning

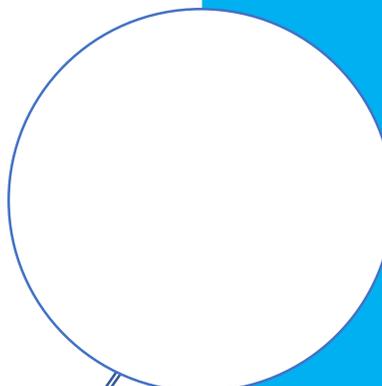


OUTLINE



Introduction & Purpose:

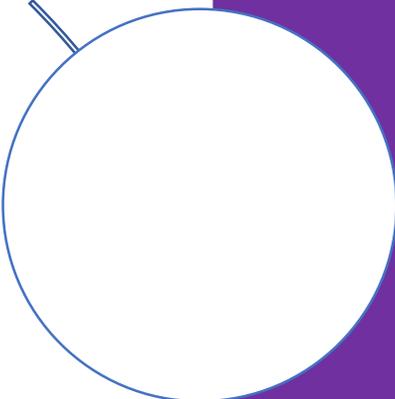
- 1) Overarching Framework
- 2) Direction for network of TL Policies and Processes



Context:

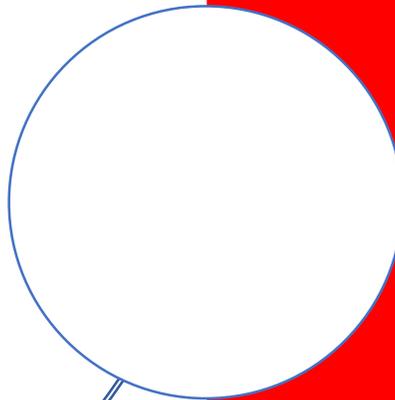
- i) Educating Students for 21st Century;
- ii) Creating a more responsive HE System;
- iii) Leadership in Multimodal Education;
- iv) Designing meaningful learning experiences

OUTLINE



What we want to achieve:

- 1) Vision, Mission & Strategic Goals for Teaching and Learning**
- 2) Graduate Attributes**



How do we want to achieve it?

- 1) Educational Approach/ Philosophy**
- 2) Guiding Principles**
- 3) Key Strategic Drivers**

TL Vision & Mission

Vision: Leading provider – **Multi-Modal education**

Mission:

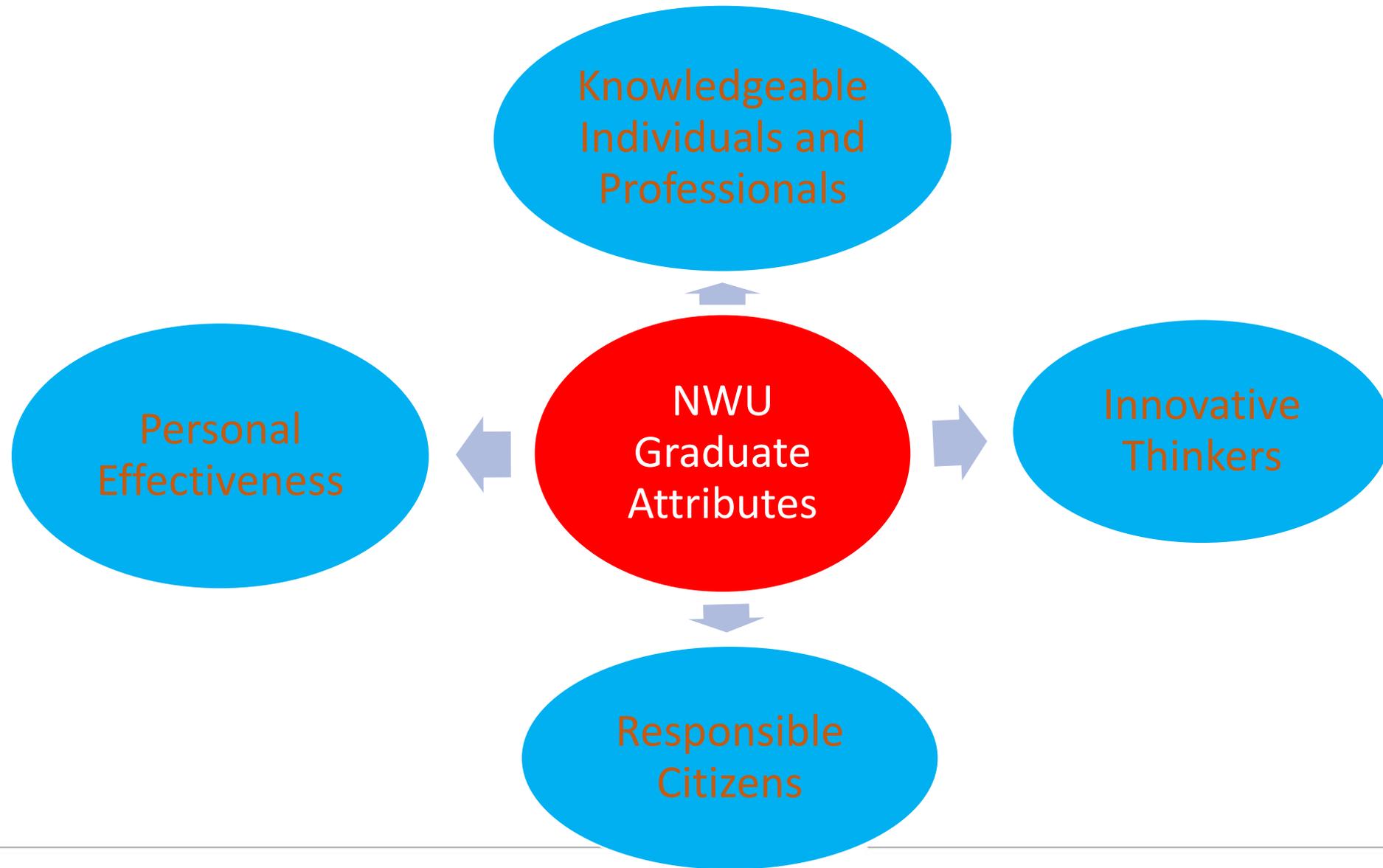
- Creating and sustaining dynamic learning communities
- Students –
 - **self-directed** and life-long learners
 - Distinctive contributions to society and world of work.
- University will:
 - Create **vibrant, caring communities** of inquiry
 - Be known for qualities of graduates

Strategic Goals

- High quality teaching and learning
- Improved access & success
- Curriculum **renewal**
- Graduates – uniquely prepared for responsible citizenship and innovative and creative professional careers
- Enabling learning environment.



Graduate Attributes



Strategic Drivers to Support the Strategy

- Theme 1: High quality teaching and learning
 - Theme 2: Student experience and success (access and success)
 - Theme 3: Curriculum transformation and renewal and transformation
 - Theme 4: Enabling learning environment
-
- **How does the DVC's Office aim to take forward these very ambitious themes?**

Through **Services to Students!**



NWU Library and Information Services provides access to cutting edge and relevant resources and services to fulfil academic expectations of its user communities in a professional, creative, and innovative manner.

- ❑ Operates on two sites as follows:
 - Physical libraries, and
 - The virtual / online library

LIS: Undergraduate support

- Information Commons
- Seminar rooms
- Group work areas
- Training
 - Information Literacy training
 - AGLA/AGLA library training
 - Reference techniques
 - Writing assignments the easy way



LIS: Research Support

- Open Access
- ORCID
- Institutional Repository
- EndNote
- Research Data Management
- Digital Humanities
- Almetrics, bibliometrics and h-index
- Assistance with literature searches
- Libraries involved in every step of the research process
- Research commons on each campus library

The screenshot displays the North-West University Libraries website. At the top, the header reads "North-West University Libraries" with navigation links for "Library Home", "Find Information", "Services", "Guides & Training", and "About Us". Below the header is a banner image of a circular bookshelf. A "Library Research Support" section is highlighted, featuring a "Quick Links" menu with items such as "Accredited Journals", "Boloka: Institutional Repository", "eFundi", "EndNote", "Research Spaces", "Faculty Librarians & Research Librarians", and "Training Calendar & Room Bookings".

The main content area is organized into six service categories, each with a brief description and a list of links:

- Prepare**: Decide on a research topic, formulate your research question and plan the project.
 - ▶ Meet your Faculty Librarians
 - ▶ Current and completed research
 - ▶ Manuals for M and PhD studies
 - ▶ Funding
- Gather**: Find literature sources and develop your research skills.
 - ▶ Training
 - ▶ Literature Searches
 - ▶ Interlibrary Loans
- Create**: Use these tools to organise, manage and analyse your research.
 - ▶ Referencing
 - ▶ Data Analysis Tools
 - ▶ Writing and Proofreading
- Preserve**: Manage and preserve research output and data.
 - ▶ Boloka: Institutional Repository
 - ▶ Research Data Management
- Publish / Share**: Publish and share in print and digital forms.
 - ▶ Choosing accredited journals
 - ▶ Guidelines for authors
 - ▶ Open Access
 - ▶ Binding
- Measure / Impact**: Determine journal and researcher impact.
 - ▶ Journal Impact Factors
 - ▶ NRF Rating
 - ▶ ORCID
 - ▶ Almetrics, Bibliometrics & H-index

Centre for Teaching and Learning (CTL)

Teaching and Learning Environment Development and Support (TLE)

Main focus:

CTL: TLE plan, develop, coordinate and manage an enabling virtual and physical TL environment, to ensure the successful implementation of the NWU TL strategy

CTL: TLE and student impact:

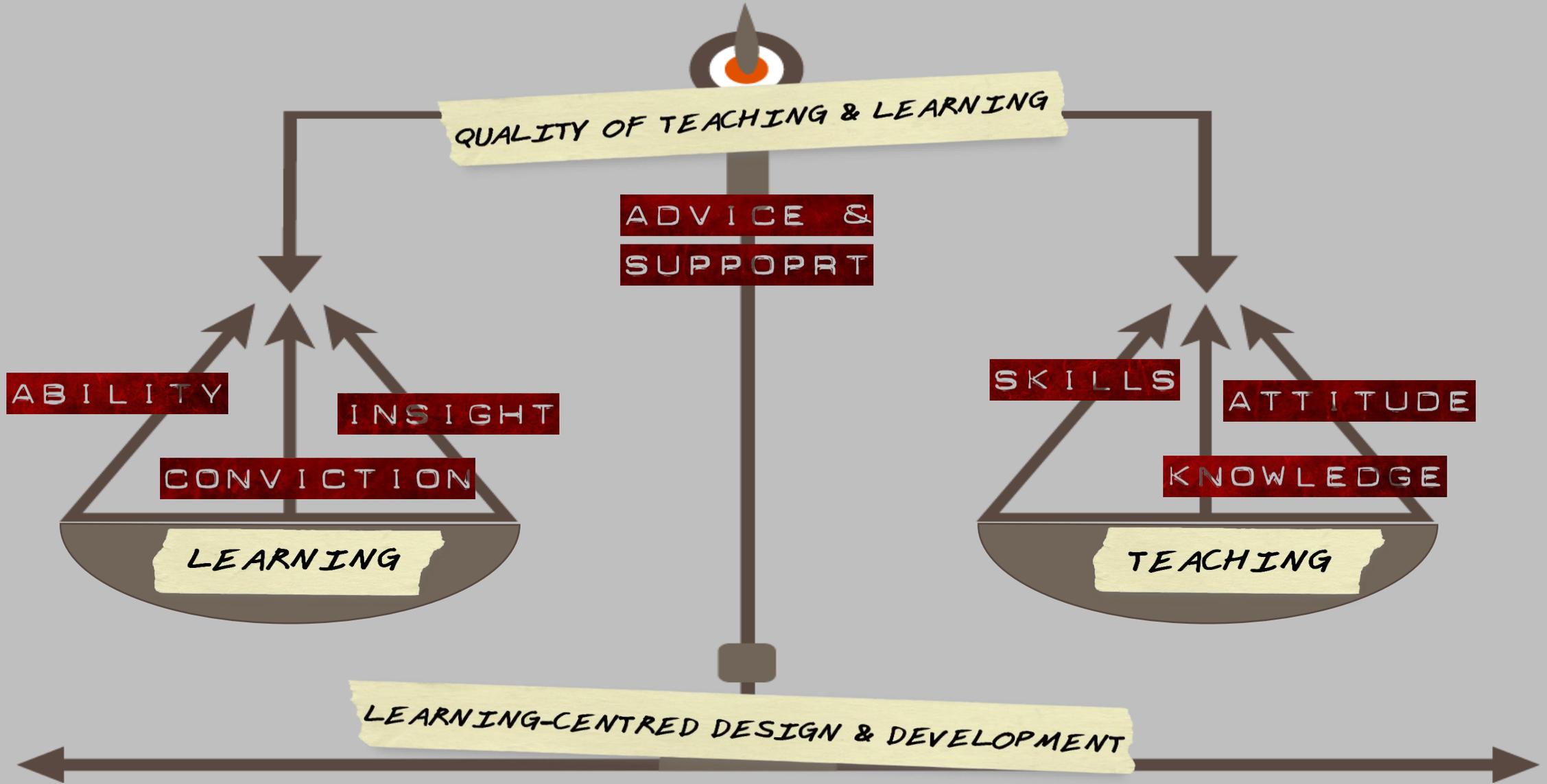
- Develop, maintain and manage eFundi (NWU TLE) to ensure that students have access to lectures and study material presented in online learning format. *Related service provisioning: Turn-it-in submissions and reports; eFundi front page communication; access to affordable, high quality relevant learning resources; submission of assignments.*
- Advise on and plan the development of formal and informal learning spaces to ensure that students can participate in lectures that are presented in blended learning format. *Related service provisioning: wi-fi availability; internet access; lecture capturing and access to recorded lectures.*

Centre for Teaching and Learning (CTL)

Teaching and Learning Environment Development and Support (TLE)

- Develop, maintain and manage TL environment resources to ensure that students have the opportunity to experiment with and use TL technology that enhances the learning experience. *Related service provisioning: TL Commons (PC, MFC 2018; VTC 2019) and one button studio recording Facilities (current VTC; 2018 MFC, PC); Use of tablets and mobile devices (current VTC; 2018 - 2019 MFC, PC).*
- Presentation of training and workshops to build capacity with staff and students to function optimally in a blended- and e-learning environment. *Related service provisioning: eFundi training; training to use TL technology in lecture rooms.*
- Provide a TLE resource and eFundi helpdesk service to ensure problem free use of eFundi and TL resources.
- Measure impact and provide opportunity to contribute to the planning, development and maintenance of an enabling virtual and physical TL environment at the NWU. *Related service provisioning: Annual NWU TL technology use survey.*

Centre for Teaching and Learning (CTL) Focus Area: Curriculum Design & Development (CDD)



LEARNING

TEACHING

Contextual programme & student progression

Coherent curriculum development

Fit-for-purpose study environment

Learning interface designs

Meaningful learning experience

Innovative teaching & learning designs

Foster meaningful learning

Educational enhanced study material

Closing the learning gap

Bridging the teaching gap





STUDENT ACADEMIC READINESS SURVEY (STARS)

Student number: [REDACTED]

Student name: [REDACTED]

Student demographic information

Faculty	1907 VTC Faculty of Humanities
Programme	4BH-J01 FOUNDATION PHASE
APS	32
NBT Academic literacy	74
NBT Quantitative literacy	
NBT Mathematics	0
Gender	Female
Race	African
Home Language	Sesotho
Matric year	2016

Student support indicators

Academic development	No
Motivational support	No
Involvement support	No
Well-being support	No
Integration support	No
Financial support	No
Transport need	No
Accommodation need	No
Study Skills support	Yes
Career/course advice	No

STARS Fields

Score

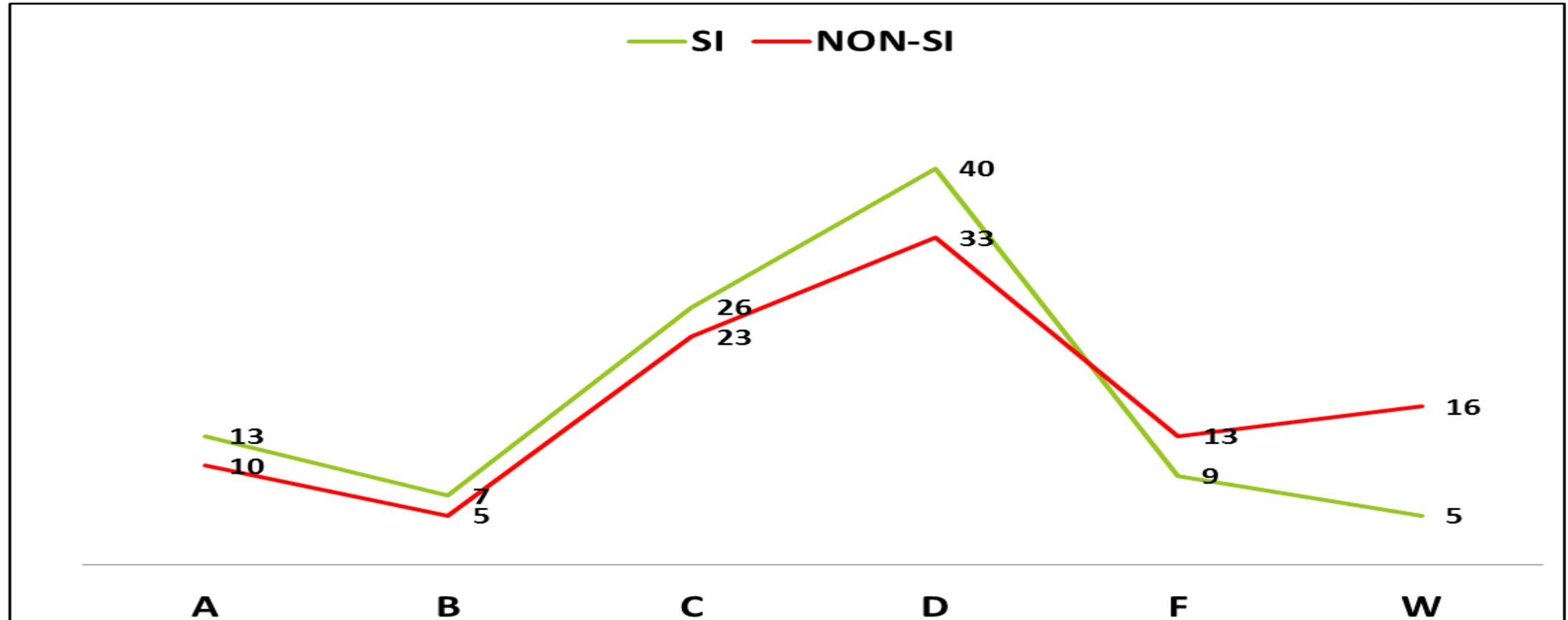
STARS Fields	Score	Bar
Planning	7	[Bar]
Locus of control	5	[Bar]
Self-efficacy	7	[Bar]
Leadership	6	[Bar]
Test taking skills	5	[Bar]
Engagement	7	[Bar]
Reading behaviour	5	[Bar]
General well-being	7	[Bar]
Institutional support	9	[Bar]
Financial support	5	[Bar]
Family support	6	[Bar]
Sociability	7	[Bar]
Career exploration	10	[Bar]

Skills Support needed

Score

Skills Support needed	Score
Study skills	3
Reading skills	3
Writing skills	3
Time management skills	3
Test taking skills	3
Math skills	2
Computer skills	3
Presentation skills	3

Impact of SI Attendance on Academic Achievement



A=75%<

B=74%>

C=60%<

D=50%<

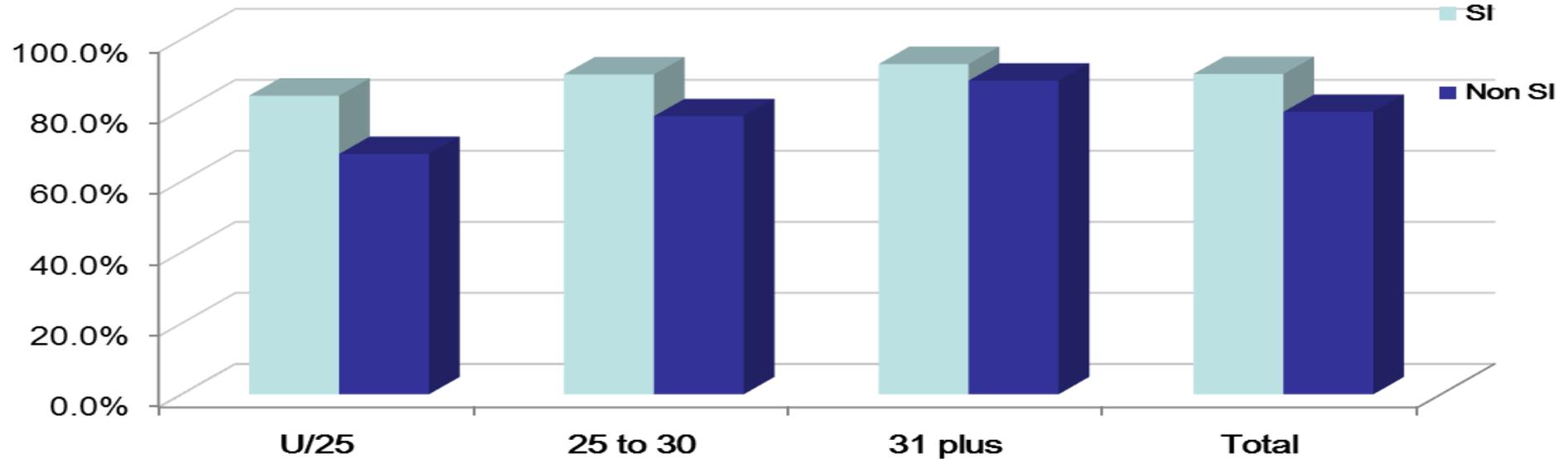
F= Fail

W= Withdrawals

Impact of SI Attendance on Academic Achievement

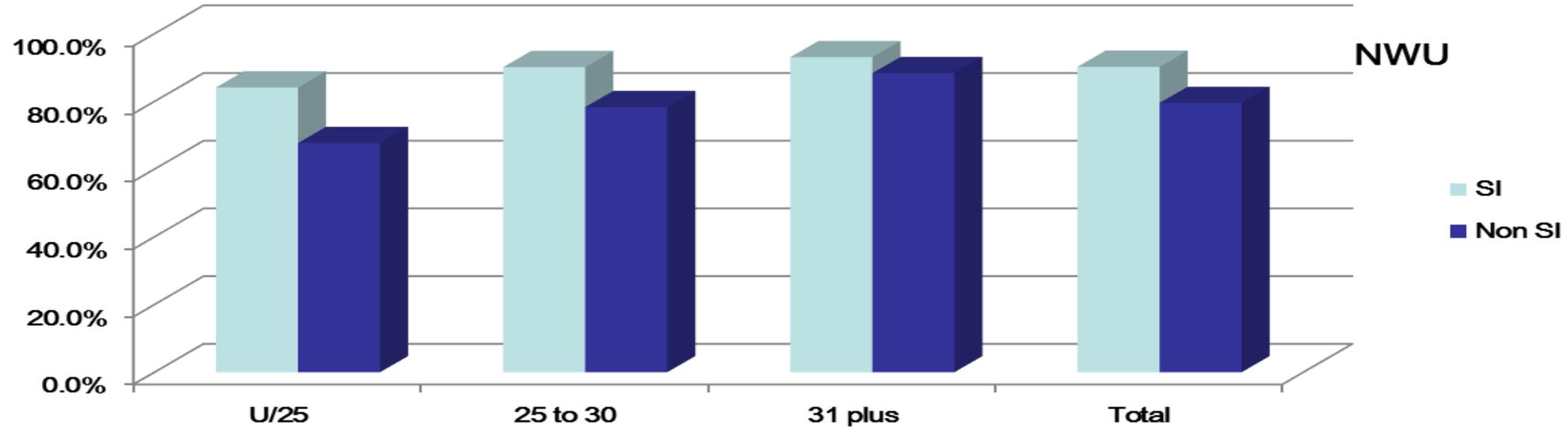


NWU



	U/25	25 to 30	31 plus	Total
SI	84.1%	90.1%	93.1%	90.2%
Non SI	67.7%	78.3%	88.4%	79.5%

The impact of SI participation (2014) on retention (2015) on the NWU according to APS categories



	U/25	25 to 30	31 plus	Total
SI	84.1%	90.1%	93.1%	90.2%
Non SI	67.7%	78.3%	88.4%	79.5%

E-Fundi Drop-down menu for AD Support



Browser address bar: eFundi : #1st year 2016@V...
efundi.nwu.ac.za/portal/site/d668794c-3721-4944-bb73-b34d9871c53a/page/597b5cd5-9fc5-419b-8372-c035aa91abdb

Navigation bar: eFundi | My Workspace | #1st year 2016@VTC | 2016 First Years NWU PUK | 2016 Supplement Instr ... | Academic Computing | More Sites | Logout

Left sidebar: Home | #1st years resources | Announcements | Chat Room | Messages | Schedule | Sign-up | Help

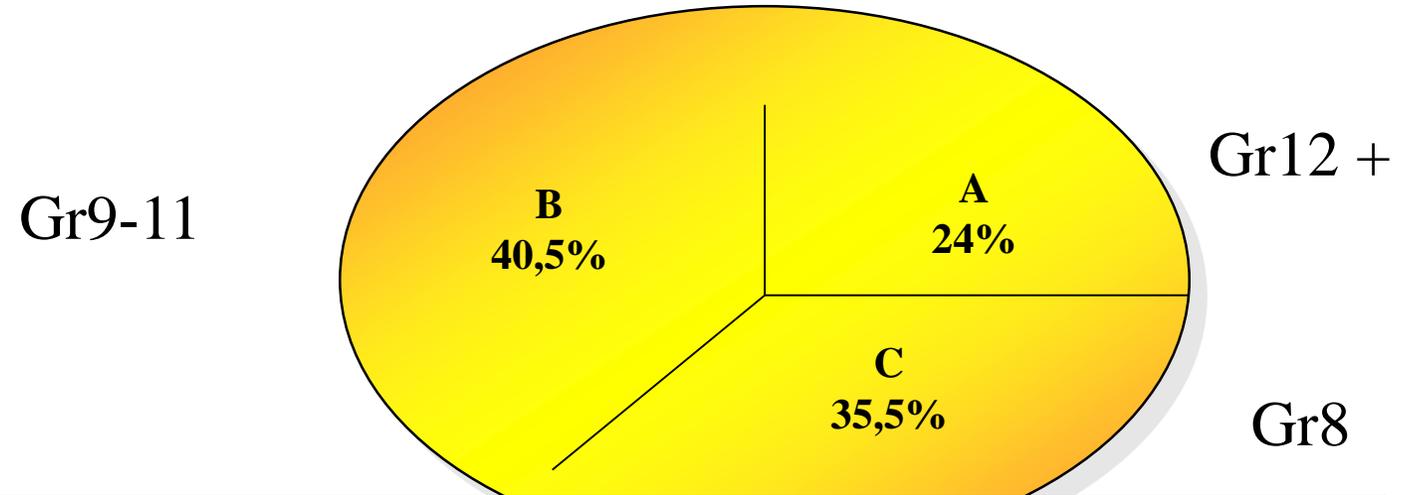
Main content area: #1st years resources > Academic Support

Academic Development and Support (AD) resources:

- Announcements
- School to University
- Supplemental Instruction
- Reading Development
- Peer Mentoring
- Academic Advising for Students
- Time Management
- Learning Styles
- Preparing for Exams
- Non Academic Help
- Go to the site to view all

Buttons: Back, Next, Print view, Index of pages

Average reading rates of students (Functional Literacy)



	%	N	Reading Rate	Beginning Rate	End Rate
A	24%	47	270+ wpm	328.6	529.1
B	35,5%	69	204 - 269 wpm	252.7	513.7
C	40,5%	79	203 - 73 wpm	153.5	454.5

Eye-movement analysis (Diagnostic: Functional Literacy)



C:\WINVISA\rec\LEK-80-0.REC

Page 1 of 5

Reading Profile Visagraph version 4.2

Grade/Goal	Left	Right	Grade Norms	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18																		
Fixations/100 words	115	116	90																			
Regressions/100 words	25	26	15																			
Av. Span of Recognition (words)	0.87	0.86	1.11																			
Av. Duration of Fixation (sec)	0.26	0.26	0.24																			
Rate with Comprehension (words/min)	199		280																			
Grade Level Efficiency	6.9																					
Level of Text Read	7																					
Directional Attack Difficulty	22%																					
Rate adj. for Rereading (words/min)	199			Countable lines in text	10																	
Comprehension Questions Correct	60%			Lines found	9																	
Cross Correlation	0.984			Saccades in Return Sweeps	18																	
				Anomalies (Fix/Regr/Both)	0/1/1																	
Subject information																						
Name :	Le Roux Karen	Grade:	13	Filename :	LEK-80-0.REC																	
Class :	15	Born :	07/04/1983	Sex :	F	Recorded :	04/24/2003 12:43															
School :	Oppiwal			Directory :	C:\WINVISA\rec																	
Examiner :	Jaco Klopper																					
Text information											Countable part statistics											
Filename :	C:\WINVISA\TEXTS\amer_eng\t--7--80.txt										No of lines :	10										
Title :	John Holland 7-80										No of words :	100										
Answers :	Y N Y Y Y N N Y Y N										Av. word length :	4.7										
Norms used :	TAYLOR.NOR										No of questions :	10										
											Correct answers :	6										
Recording information																						
Total recording time :	35.95										Duration Standard Deviation :	84 ms										
Countable time :	30.22										No. Saccade Start Diff. > 17 ms:	4										
Artifact time right eye :	3.35 (11%)										Events with Multiple Regressions :	2										
Artifact time left eye :	3.35 (11%)										Mean Regressions in Multiple Events :	2.0										
Lines found :	9																					
Lines partially reread (> 30%) :	0																					
Lines completely reread :	0																					
Comment:	12663174 / B.Ed																					



CAREER CENTRE

MC - 018 389 2575

PC - 018 299 4409

VC - 016 910 3040

 WWW.FACEBOOK.COM/NWUCAREERCENTRE

 WWW.NWU.AC.ZA/CAREER-CENTRE

 CAREERCENTRE@NWU.AC.ZA

Unit for Continuing Education (UCE)

Services delivered:

The courses offered by the Unit are non-credit bearing and does not provide the course participant with a formal SAQA qualification. These are focused on skills and continuing professional development and include the following:

- Short courses (usually 1-5 days)
- Short learning programs (a number of related short courses offered over a period of 6 months or longer)

Unit for Continuing Education (UCE)

Examples of offerings:

1. Project Management: Introductory and Advanced
2. Entrepreneurship: Introductory and Advanced
3. Management:
 - Principles of Management
 - Compilation of Business Plans
 - Strategy Formulation
 - Principles of Human Resource Management
 - Finance for Non-financial Managers



Collaboration and self-discovery lie at the heart of learning...so let's learn something about thinking

• **Groups**

- Please arrange yourselves into 8 groups of 5 students
- Kindly elect a chairperson
- Organise yourselves: how are you going to work with the two readings?
- How will you work with the questions?
- How many members will report on the questions?

• **Assessment Panel**

- 5-6 persons
- Elect a Chair
- What criteria are suitable for evaluating a group's responses in terms of content, participation, delivery?
- What is the interaction between panel members and groups?

Questions for student leaders on the role of the curriculum at a South African university: thinking about thinking

1. What is cognitive damage according to Amin et al.(2016)?
2. Why is discourse so powerful in relation the concept of cognition (thinking)?
3. Provide some examples of how discourse has changed one form of representation to another.
4. In what ways is patriarchy damaging and to whom?
5. What critique does Spivak (2016) offer of the use of Kotter?
6. What argument does Spivak present about the university curriculum?
7. What argument does Spivak make about national liberation and the post-colonial state?

Questions for student leaders on the role of the curriculum at a **South African** university

8. What is a university?
9. What does the university teach us about subject-specialist knowledge?
10. What does the university teach us about life?
11. What should the university be teaching us about subject specialist knowledge?
12. What should the university be teaching us about life?
13. How does the university teach us about subject-specialist knowledge?
14. How does it teach us about life?
15. How should the university be teaching us about subject-specialist knowledge?
16. How should the university be teaching us about life?

Ke a leboga, Dankie, Thank you

- Chief Director: Centre for Teaching and Learning: Prof Dawid Gericke
Drs Strydom, Du Plessis & Prof Mokoena, and Mr Louw
- Chief Director: Library Information Services: Dr Mathew Moyo
 - Manager: Careers Centre: Mr Thoriso Maseng
- Director: Unit for Continuing Education: Ms Ria Nel
 - Office of the DVC: Ms Lize Dos Santos