Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Johannesburg
Representatives' names: Prof Rory Ryan; Dr André van Zyl
Representatives' emails: rryan@uj.ac.za andrevz@uj.ac.za

Focus Area 3: Enhancing the learning environment

Alternative Learning Spaces

The ways in which a space is designed shape the learning that happens in that space (Monahan, 2002). WIL practices related to teaching (Funda UJabule School), nursing (simulation laboratory) and engineering (Resolution Circle) are briefly described to illustrate how students can learn in spaces other than the classroom.

The Funda UJabule School (FUJS): Universities are widely criticised for "not preparing student teachers adequately" for the demands of teaching. One of the criticisms that is often levelled is that teacher education is "too theoretical" and that teacher education programmes do not integrate theory and practice sufficiently. Bridging this perceived theory-practice divide remains an elusive ideal for most teacher educators. The curriculum integrates coursework and practice learning at FUJS. First-year student teachers study a curriculum that is geared for Grade R children, and their practice learning takes place in the Grade R classes, while in their second year they focus on Grade 1 learners. In the third year students study the learning and the development of Grade 3 and 4 children. In their fourth year they integrate all the various dimensions of their studies in their practice work at the school.

Simulation laboratory for health science students: Clinical WIL features in many programmes within the Faculty, in different years of study. It exposes students to real patients in both the pre- and in-hospital environments. Registered practitioners supervise students in the simulation environment during their clinical placement. Most medical schools in South Africa now have some form of simulation facility focusing on clinical skills training, and in this regard the UJ's Faculty of Health Sciences has not been left behind. This state-of-the-art facility allows students to "practise" a clinical skill or procedure on a "real patient" (in this case, a mannequin) after been taught theoretically, and to demonstrate proficiency within a simulated environment. The Sim Lab houses a number of advanced training aids and simulators, some of which are the only ones of their kind in the country, which will focus not only on the teaching of clinical skills but also assessment and research. The mannequins used in this Sim Lab, for example, can speak, breathe and even generate heart, lung and bowel sounds, as well as record and respond to clinical interventions. Direct advantages associated with this type of technology include the ability to produce an accurate event log of actions and interventions that can be used not only for marking, but also for teaching and learning feedback and self-reflection.

Engineering students: To resolve the challenging issues related to the placement of students in working environments, UJ in 2012 established Resolution Circle (Pty) Ltd (RC), a "university-owned" company that has the capacity to absorb many students at their WIL Centre in the Perskor Building. Students also have more opportunities to participate in projects for P2 through the RC. In addition, several of the SETAs assist with student stipends as well as reimbursements for companies. Currently there are agreements with the ChIETA, CETA and MERSETA. One of the critical issues is related to the quality assurance of the WIL experience. There is a shortage of registered persons to mentor WIL students in industry and also in terms of oversight required by the departments.





Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of the Witwatersrand
Representatives' names: Prof Andrew Crouch (DVC Academic) & Prof Christine Woods (Director: Centre for Teaching, Learning & Development)
Representatives' emails: Andrew.crouch@wits.ac.za; Christine.woods@wits.ac.za

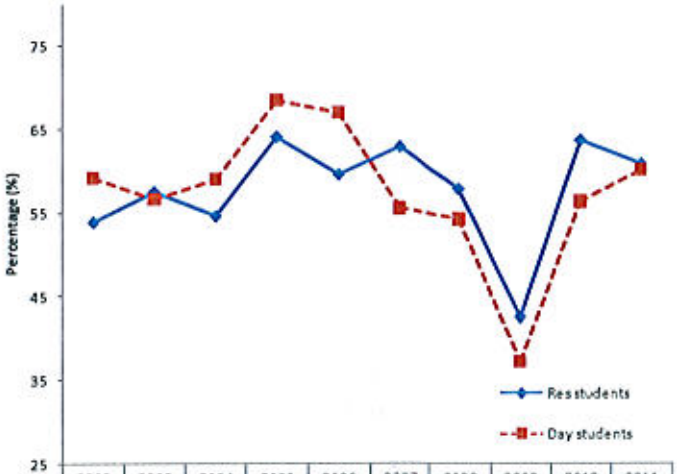
Focus Area 3: Enhancing the learning environment

ACADEMIC PERFORMANCE OF RESIDENCE STUDENTS AT WITS

In the early 2000's concern was expressed with the poorer academic performance of residence students vs day students at the university. From 2006 onwards a comprehensive programme was introduced to raise the tone and level of academic activities in residences. This **Campus Housing and Residence Life (CHRL)** programme involves:

- Residence-based academic support : All first-year undergraduates are required to participate in study hall sessions every Sunday evening during the teaching term, aided by staff and senior students. The failure rate among undergraduates in our residences is substantially lower than among non-residence students.
- Academic wardens in our junior residences monitor the academic progress of first-year students and encourage the strugglers to seek additional assistance.
- The First Year Experience programme is a well established programme that aims to provide non-academic support to first year students.

Overall Pass rates for the period 2002-2011



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Res students	54	57	55	64	60	63	58	42	64	61
Day students	59	57	59	68	67	56	54	37	56	60

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Pretoria
Representatives' names: Prof. Wendy Kilfoil (alt. Prof. Ana Naidoo) & Ms Lindi Tlou (alt. Ms Karen Kellerman)
Representatives' emails: wendy.kilfoil@up.ac.za & lindi.tlou@up.ac.za

Focus Area 3: Enhancing the learning environment

UP promotes the integration of community engagement into the undergraduate curriculum within a community development paradigm.

Curricular Community Engagement	2013	2014
Modules	125	109
Sites	931	800
Students	12 000	9 530

Challenges:

- Travel costs
- Proliferation of modules
- Student schedules at sites
- Student numbers



Voluntary students groups (work on same platforms as curricular students to ensure sustainability)	
Student organizations, TuksRes, Faculty Houses, SRC	±6 000

The Community Engagement Office:

- Negotiates sites of learning using outcomes stated in study guides.
- Clusters activities from a number of Faculties on the same site to make it sustainable.
- Prepares communities in partnership management.
- Briefs all students prior to engagement and all student leaders for voluntary programmes.
- Organizes Community Forums to synchronize curricular outcomes.
- Quality assures all sites.
- Monitors student safety.
- Implement the *Children's Act*.
- Runs an online community engagement management system (CEMS). *(The system shows opportunities and their types, sites and their types, areas, security and skills required by the community. Lecturers or students can book opportunities. The timetable is linked to the on campus timetable so that there is no conflict. CEMS is embedded in the PeopleSoft Oracle (PSO) system and based on our community development, curriculum-based approach to community engagement and therefore not suited to other universities' purposes if they do not use PSO, have small-scale projects or work with volunteers only.)*

Students (and sometimes their parents) initially baulk at working in a prison, a run-down inner city area or a squatter camp but good briefing sessions and actual exposure change attitudes. Some students who have completed their curriculum-related work return to communities as volunteers – no precise data are available on numbers. All the degree programmes in Health Sciences include substantial community engagement as much of the clinical learning is in public hospitals and clinics. The team in Department of Family Medicine won a national teaching award in 2013 for their primary care initiatives (http://www.upfamilymedicine.co.za/team/). They also won an international award in 2013.

We estimate that the students contribute between R20 and R40 million a year to local communities through their community engagement activities.

QUALITY ENHANCEMENT PROJECT

Cape Peninsula University of Technology

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Cape Peninsula University of Technology
Representatives' names: Professor Chris Winberg, Ms Luclaire Airey
Representatives' emails: winbergc@cput.ac.za , aireyl@cput.ac.za

Focus Area 3: Enhancing the learning environment
[Use this space for words, graphs, pictures, photos, diagrams or tables to present a successful activity or initiative related to this focus area and how you know it was successful]



Laboratories for research and for skills developmet.



Educational technology in the Faculty of Informatics & Design.



Flipping the classroom – engaging 21st Century students in Engineering and FID.



E-mentoring: using social media to connect mentors and mentees.





CPUT Libraries: providing resources and spaces for learning



On-line multilingual glossaries





Quality Enhancement Project Inkundla 11 September 2014

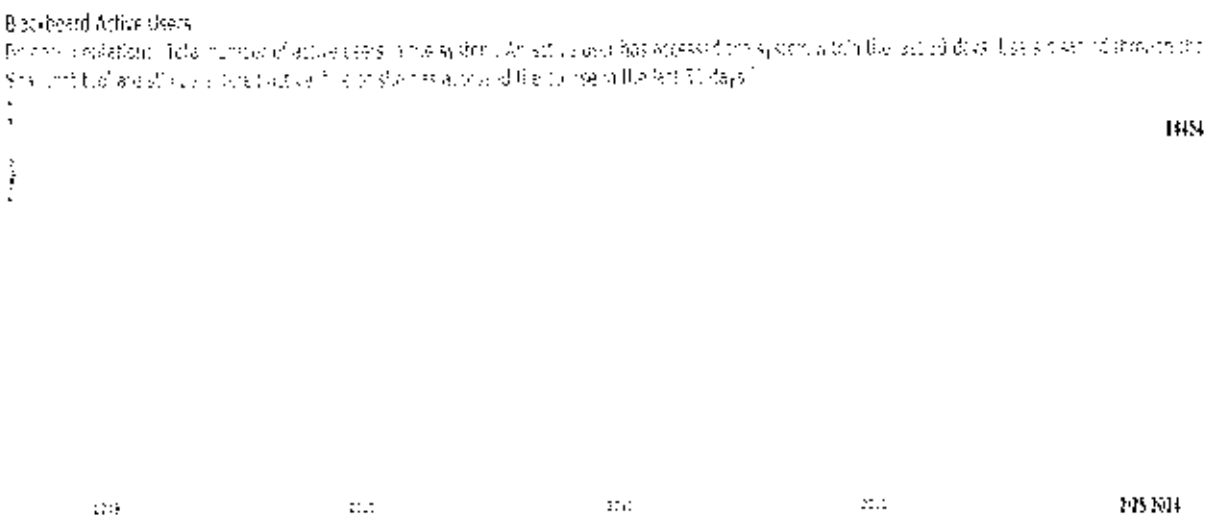
Institution name:	University of Limpopo		
Representatives' names:	Dr Abbey Ngoepe	&	Dr Kwena Masha
Representatives' emails:	Abbey.Ngoepe@ul.ac.za	&	Kwena.Masha@ul.ac.za

Focus Area 3: Enhancing the learning environment

The integration of ICT into the Teaching and Learning

ICT plays a pivotal role in the lives of our students. In acknowledging this fast growing environment that is defining ways of engagement and management of information, the University has incorporated Blackboard as one of the Teaching and Learning environments. As of June 2014, a total of 756 Academic Staff members were trained in the usage of Blackboard in their teaching activities. Recent statistics shows that there are currently 14544 users of the system.

Summary Technology Utilization Report	
	Attended BB
Humanities	99
Health Sciences	385
Science and Agriculture	198
Management and Law	74
Other (Library, Research)	13
Total	756



The challenge that the ICT team is working on currently is to create platforms that allow for the use of students' private computers to access the systems. This will help in reducing the current high student to computer ratios of 24 to 1 to about 12 to 1. Furthermore, improved and expanded wireless connectivity will support the many creative initiatives in which more and more lecturers are integrating communities of practice into their lectures.

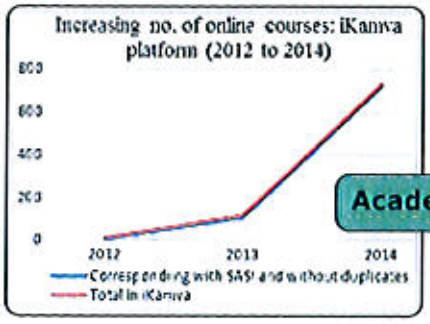
Quality Enhancement Project Inkundla 11 September 2014

Institution name: UWC
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Focus Area 3: Enhancing the learning environment

Training within Sakai & Google Applications
[The CIECT team provides e-support to academics. Training sessions include eTools within the Learning Management System (LMS – iKamva and eTeaching) as well as Google Applications (e.g. ePortfolio, Google Drive, Google Survey, Blogger, etc). **1709** academics have received formal training with a view to increasing the number of courses created within the iKamva/Sakai environment.]

Tutor Development Workshops
[These workshops creatively engage tutors in thinking and acting differently in their tutoring practice, with the goal of enabling more effective student learning and tutor growth. The workshops are ongoing, tutor-centred and actively encourage thinking and participation using creative methods, like drawing, writing, role-playing and group collaboration.]



includes

includes

Tutor Support



Academic Support

indirectly by promoting

Enhancing the Learning Environment

directly by promoting

Student Support

includes





Student eTools Training
[For the period 2013 to August 2014, **4342** students engaged in formal by-appointment eTools (e.g. Google Drive, Google Blogger and Google Sites) training; this number excludes the number of students requiring random walk-in support.]

HIV Counselling and Testing
[The Campus Health & Wellness Center has been a pioneer in introducing and offering these services **since 1996**, long before even the State Health Services offered these services. In 2013 alone, **4143** HIV counselling and test sessions were performed making UWC the busiest site in the region. The City of Cape Town, on 28 March 2014, awarded UWC GOLD Status.]

The Differently Abled Student Centre
[This centre in the Library is dedicated for students experiencing physical challenges. There are **14** wheelchair accessible workstations equipped with magnification (**120 to 1200%**) to serve **25-30** users. This common space facilitates learning and affords opportunities for mutual support. Here mobility impaired students can assist blind or partially sighted students, and vice versa. Library staff, printers and photocopiers are also available to such students.]



Focus Area 3: Enhancing the learning environment – Technology- enabled Tools and Resources

Representatives' names: Saretha Brüssow / Beate Gadinger
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The Module Makeover is a service offered by the Centre for Teaching and Learning (CTL) to academics. It aims to address various needs in the academic module by incorporating innovative approaches to curriculum delivery. There are 3 types of makeovers, namely: minute, mini and major.

KEY:

- Time of Makeover process (subject to requirements and prerequisites)
- CTL team involved
- Training required by academic staff members
- Content and eLearning Tools

MINUTE MAKEOVER

A quick change to the design, layout and organisation of the module. This can be compared to painting a house, eg. layout of Powerpoint slides, organisation of the Blackboard (Bb) module.



- 1 week
- CTL Learning Designers
  CTL Graphic Design Team
- Powerpoint
  Bb basic
  Prezi

- Word
- Powerpoint
- Prezi
- YouTube
- Blackboard Basics

MINI MAKEOVER

Improving course design delivery with the incorporation of 2-3 learning technologies/teaching tools. Building takes place in the module. This can be compared to building a new room onto a house, eg. incorporate a Blackboard collaboration tool such as a blog.



- 1-2 weeks
- CTL Learning Designers
  CTL focus areas / Project coordinators
  - Write site
  - Student support
  - Universal design principles
  - Academic staff development
  - Research focus area
  - Tutorial Programme
- Studymate
  Camtasia
  Prezi
  Bb intermediate
  Other technology tools (on demand)
  Course design
  Developing activities to support language development

- Powerpoint
- Prezi
- Studymate
- Flashcards, crosswords and puzzles
- Camtasia
- Glossaries
- Respondus
- Bb intermediate/advanced
- Podcasting

MAJOR MAKEOVER

Re-design of course content and Teaching and Learning approach. This can be compared to demolishing a house to re-build a stronger foundation, eg. Flipped Classroom Approach, or migrate content into an e-guide format.



- 3-6 months
- CTL Learning Designers and
  CTL focus areas / Project coordinators
  - Write site
  - Student support
  - Universal design principles
  - Academic staff development
  - Research focus area
  - Tutorial Programme
- Design, Assess, Teach your course
  Bb advanced skills
  Other technology tools (on demand)

- Advanced Powerpoint
- Other technology tools
  (as outlined in previous makeovers)

Quality Enhancement Project Inkundla 11 September 2014

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

Institution name: University of KwaZulu-Natal (UKZN)
Representatives' names: Dr Rubby Dhunpath; Professor Bala Pillay
Representatives' emails: Dhunpath@ukzn.ac.za; Pillayb1@ukzn.ac.za

Focus Area 3: Enhancing the learning environment

The University uses Moodle (open-source software) as its electronic **Learning Management System.** The technology is cost-effective, because it is freely-available and supported on-line, as well customisable. This technology is assisted by the availability of wireless access on all campuses. Currently, at UKZN Moodle is predominantly used to manage the ***distribution of electronic content*** to students, but is also used in the following ways:

1. On-line submissions integrated with Turnitin (similarity checking software). This integration allows students to submit their assignments, dissertations etc via Moodle to Turnitin, avoiding duplication of submissions.

2. ***Communication:*** Used by some academics to keep students updated with various information through the function to mail via the news forum.

3. ***Discussion forums:*** These forums enable students to post questions and comments for feedback from their peers and or lecturers. It facilitates peer-peer collaborations and learning.

4. ***Scheduling:*** This feature allows for students, academic development officers and lecturers to schedule meetings, create flags for assignment due-dates, test dates etc.

Staff and students are provided with regular Moodle training workshops. Training is scheduled to be accelerated in 2014

http://learning.ukzn.ac.za/ provides an overview of the functionality of Moodle, while http://learning.ukzn.ac.za/course/view.php?id=23921 provides a snapshot of one of the courses on Moodle. The activities include quizzes, forums etc. The facility also allows academics to conduct student evaluations of the module and share electronic content such as videos, on-line training lessons, readings etc. related to the course.

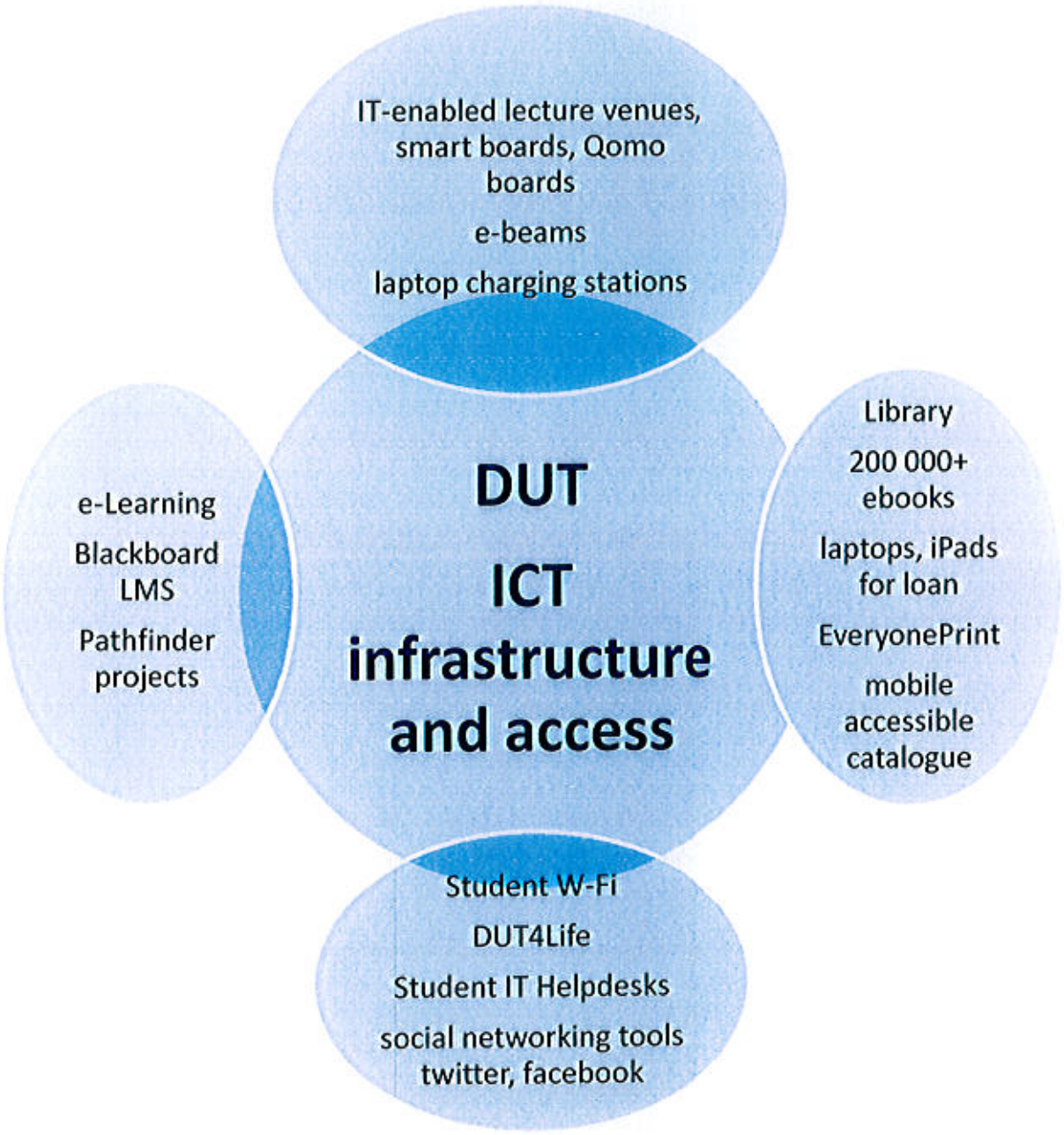
Success Evidence:
Moodle usage rate: Moodle training rate = Number of academic staff trained on Moodle/ total number of academic staff. Records of training are sent by consultants to the manager of Academic Computing.

	2011	2012	2013
College Of Agr, Eng & Science		213	368
College Of Health Sciences	91	162	
College Of Humanities		183	347
College Of Law & Man Studies		220	392
Total used	439	707	1269
Total courses	7540	7940	7817
Percentage Used	5.82	8.90	16.23

Quality Enhancement Project Inkundla 11 September 2014

Institution name: DUT
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Focus Area 3: Enhancing the learning environment



I used this chart to indicate the ICT infrastructure at DUT and recent developments at the University to promote access. The overlapping relationships and the relationship to the central theme (ICT expansion and impact on various sectors) are hopefully demonstrated. I identified the sectors as IT-enabled venues and other infrastructure for teaching and learning, Library and the benefits improved ICT infrastructure brought about, students and communication using emails and other social media and the Blackboard LMS and pathfinder projects.

(5) TUT

FOCUS AREA3 : ENHANCING THE LEARNING ENVIRONMENT

- We selected successful activity from the Technology enabled tools sub focus area: **Installation of educational technology in the smart classes** across all TUT campuses.

Quoted from page 18 of the QEP report:

TUT's strategic goals make provision for and guide the integration of technology with teaching and learning as one of the thrusts towards the deployment of educational technology in the classrooms. Statistics recorded on educational technology installations, and adoption within TUT, have increased and academic staff have embraced technology-enhanced teaching and learning as a strategy. Relevant hardware and software have been installed at all learning sites meeting the minimum standard criteria of available technologies in the lecture-halls and smart-classrooms. 720 venues have been completed, with full minimum standards of educational technology installed throughout the university.

The implementation of e-assessment tools has been rolled out to all TUT learning sites [myTUTor Architecture, Upgrade Report and the Hardware Specifications an Efficiency Report), but the impact on student performance is yet to be reported in a form a research output. Two interventions in the faculties of Engineering and the Built Environment, and Science, are in place.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Unisa
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Representatives' emails: mashieo@unisa.ac.za; mocheiog@unisa.ac.za

Focus Area 3: Enhancing the learning environment

Library facilities

The Library provides various services to support teaching and learning with dedicated professional staff allocated to serve Colleges.

Research Commons
The dedicated Research Space in the Muckleneuk Library has been upgraded to offer fully–fledged research services and is now a Research Commons.

Branch and mobile library services
The branch library services complements the main library services, offering dedicated learning commons facilities, increased book collections, expanded RFID equipment, and computer training facilities for Information Literacy training purposes. Mobile Libraries in Limpopo and Western Cape service remote and rural areas.

Self-help services utilising Radio Frequency Identification (RFID)
Since the implementation of the self-help services in the Library (using Radio Frequency Identification Technology / RFID), the usage of the self-help issue desks in all libraries has improved significantly. It now indicates a larger use of self-help services than desk issues. The implementation of additional RFID-enabled circulation equipment at existing and new branch libraries, for example Rustenburg, Nelspruit and East London, was finalized in 2013. The Library can therefore focus on client services and support for clients with time saved on manual issues.

Library Collections
According to client's needs, the Unisa Library collections were expanded and the Library remains one of the most valuable assets of the University.

Unisa Institutional Repository (UnisaIR)
The value of an institutional repository lies inter alia in the fact that it is a type of digital library that captures the original research output and other academic intellectual property generated by the academia and researchers of the university. It gradually becomes an integral part of the future of research libraries, allowing researchers to perform self-archiving and, by so doing, self-management of the publishing of their research output.
The institutional repository extends the Library's capability to participate in the scholarly communication system, especially in the growing world of digital resources. The content forms an integral part of the Library's collections and provides a service to and a platform for the academic users and the community at large.
The UnisaIR remains an important tool in support of the research strategy at Unisa. It plays a critical role in the electronic preservation, management and dissemination of Unisa's intellectual output. It creates a coherent view of Unisa's research output with global reach and is based on Open Access principles.

Quality Enhancement Project Inkundla 11 September 2014

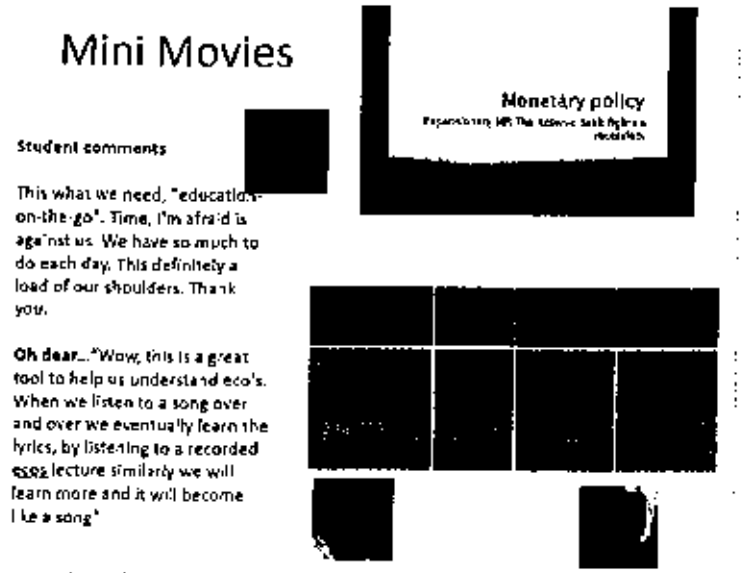
Institution name: Rhodes University
Representatives' names: Jen Snowball and Lynn Quinn
Representatives' emails: j.snowball@ru.ac.za l.quinn@ru.ac.za

Focus Area 3: Enhancing the learning environment

In recent years, Rhodes University has suffered constraints with regard to the availability of teaching venues. At the same time as calls were made for the construction of additional large lecture theatres there were complaints from staff regarding poor student attendance at lectures and of the financial implications of building costs.

A project initiated in the Faculty of Commerce, the Commerce Curriculum Project, aimed to address both of these problems by exploring the possibility of replacing one formal teaching period per week (which would release space that can be used by others) with other means of teaching involving ICTs. The Faculty of Commerce was identified as a site for this project because of i) its size (the Faculty comprises only four departments) and ii) the enthusiasm and support of the Dean for issues related to teaching and learning.

A relatively small sum of money (R250 000) was made available for the project. Each of the four departments in the faculty was asked to identify an initiative that would replace a formal teaching period with other means of teaching. CHERTL staff members were available for discussion and support but the impetus was on departments to come up with ideas. In the event, all four departments identified completely different ways of meeting the challenge. The financial cost of these innovations was such that relatively little of the original budget had to be used to fund them. As a result of the project, members of the Faculty have not only shown how a lecture per week can be dropped but also how the replacement of traditional teaching methods with innovations related to the use of ICTs does not impact negatively on and can actually enhance student performance (see, for example, Snowball, 2012). Feedback from students, collected through formal course evaluations conducted by CHERTL, is extremely favourable. As a result of the project, we have also seen an increasing number of staff members in the faculty incorporating ICTs into their own approaches to teaching. We are thus using ICTs to challenge constraints related to the availability of teaching venues.



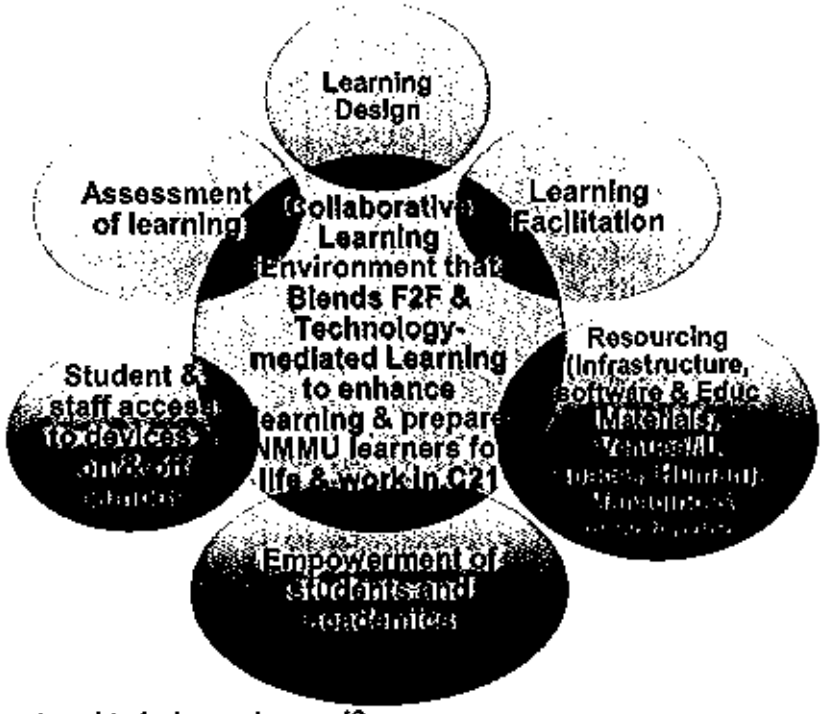
An example of data from the "Commerce Curriculum Project

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Nelson Mandela Metropolitan University
Representatives' names: Cheryl Foxcroft, Piet Roodt & Denise Zinn
Representatives' emails: Cheryl.Foxcroft@nmmu.ac.za; Piet.Roodt@nmmu.ac.za; Denise.Zinn@nmmu.ac.za

Focus Area 3: Enhancing the learning environment

NMMU Blended Learning Approach: Big Picture



What was enhanced and is being enhanced?

1. All campuses are WiFi-enabled but bandwidth issues can be frustrating.
2. Moodle-based LMS and in-house capacity to support Moodle development and develop software.
3. Technology-enabled lecture venues and learning spaces – still expanding recording possibilities to at least all large lecture venues.
4. Increased access to computers and devices (students and staff) and moving to a point where each student will have a device (even if some have to book them out from the library).
5. Encouraging mobile applications (e.g., Moodle i-Learn can be accessed from a cellphone).
6. Availability of charging stations around our campuses
7. Training and development opportunities for staff along with just-in-time support and the Blended Learning Gateway is available on the Staff Portal where ideas, advice and "how to" video clips are provided.
8. Incentivising academics who want to adopt a blended learning approach – key enabler is to appoint a student assistant to work with the academic and to encourage students to access Moodle, etc.
9. Information literacy capacity building for students – an IL component that will be added to computer literacy modules has been developed by Library and Information Services and is being piloted.

Statistics

1. **Modules:** From 31 March 2012 to 30 October 2013 the number of modules that have a site on the LMS[5] (Moodle) has grown **from 508 to 1129**, which represents an **increase of 122%.**
2. **Activities** on LMS (Moodle) have grown from **144,308** to **938,752** from March 2011 to April 2013, which represents an **increase of 551%**.
3. Currently a total **of 534 staff members** are registered as lecturers for one or more modules with a LMS (Moodle) site, and a total of **15,116 students** are enrolled in one or more of these modules.
4. Between February and September 2013, 25 training sessions and presentations were conducted, which were attended by 410 participants, with most attending in third term. These sessions received an overall participant usefulness rating of 84%.

[5] LMS = Learning Management System

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Stellenbosch University
Representative 1: André Müller aemuller@sun.ac.za
Representative 2: Antoinette van der Merwe advdm@sun.ac.za

Focus Area 3: Enhancing the learning environment

Perhaps most salient to the success of our students is the fact that we are a residential university with students living in a university town. SU aims to place 40% of undergraduate students in residences and group those students who make use of private accommodation into Residential-Education (ResEd) clusters where they also gain access to mentors, tutors and leadership development opportunities, as well as facilities they share with residence students such as dining halls, "hubs", small group venues and recreational and social spaces. Student engagement in co-curricular activities has been identified as a key predictor of academic success in various studies and we therefore see the wide range of co-curricular clubs and societies as a huge advantage as Places of Belonging. SU believes that it helps students to form social and academic networks within listening-living-and-learning (LLL) communities, making them more resilient and likely to graduate.





Picture (left): Students in a common-room space in a women's residence
Picture (right): A Res-Ed hub for residence and private students in the Listening-Living-Learning house "village"

Stellenbosch University has seen major developments in the number of building projects on its main campus. We have redesigned existing residence spaces to encourage more collaborative learning, and introduced deli services in some cases which is open 24 hours a day. New residences and hubs, the redesign of the faculty building foyers, and the refurbishing of study centres with custom-designed furniture (e.g. for students to lock-away their laptops whilst charging it). Residence dining halls have been opened-up for usage by private students as well. The main campus library has been refurbished to become a vibrant and attractive physical and virtual space that promotes collaboration, social networking as well as self-study and reflection through the creation of a learning and a research commons, e-classrooms, alongside discussion rooms, study cubicles, seminar rooms and open-floor study areas. Space has been repurposed with traditional bookshelf spaces giving way and material being stored elsewhere, with a strong move towards e-books and –journals being acquired.

Institution Name: Central University of Technology
Representatives' names: Mr Ike Mokhele and Ms Jane Nkhebenyane
Representatives' emails: nmokhele@cut.ac.za and snkheben@cut.ac.za

2. FOCUS AREA 3: ENHANCING THE LEARNING ENVIRONMENT (3-6 pages)

Learning spaces should stimulate students and encourage learning as an activity; promote collaborative as well as formal practice; offer a personalised and inclusive environment; and be flexible in the face of fluctuating needs (JISC, 2006).

In order for effective learning to take place, the following aspects need to be taken into consideration when designing learning spaces. The design of its individual spaces should be:

- flexible, to accommodate both current and evolving pedagogies;
- future-proofed, to enable space to be re-allocated and reconfigured;
- bold, to look beyond tried and tested technologies and pedagogies;
- creative, to energise and inspire learners and tutors;
- supportive, to develop the potential of all learners; and
- enterprising, to make each space capable of supporting different purposes.

CUT embarked on ensuring technology-rich learning spaces to support learning. This approach is vital in teaching and learning. Learning spaces at CUT may include physical, blended and virtual spaces.

Buildings and facilities

Bloemfontein campus

- Student Academic Support Centre. There are 6 computer laboratories, 48 postgraduate cubicles and 2 x 24-hour study spaces.
- Teacher Education Building. A new Teacher Education Building with state-of-the-art learning laboratories and 2 computer laboratories for the Faculty of Humanities has been constructed on campus.
- An extension to the Engineering Building. A new building with computer-aided design (CAD) laboratories, lecture halls and laboratories for the Faculty of Engineering and Information Technology will be built.
- An extension to the Faculty of Health and Environmental Sciences. New laboratories and computer laboratories will be established.

Welkom campus

- A new Teacher Education and Student Support Building for the Faculty of Humanities, consisting of state-of-the-art learning laboratories and computer laboratories for student use.
- A new lecture block with lecture venues for the Welkom campus.

Information Technology (IT) services

- Both campuses and all student residences were upgraded with full wireless connectivity.
- Open-use laboratories with 450+ computers for student use were established.

Educational technology

The Department of Mathematical and Physical Sciences

- Campus-wide wireless internet access for students. Ease of accessing learning material on e-Thuto.
- Laptop initiative for students, encouraging paperless educational material such as videos, e-books and learning guides.
- Some Mathematics lecturers make use of Twitter for discussions; immediate help is thus at hand.

Campus-wide

- All classrooms were provided with data projectors. A continuous programme to replace old non-functional data projectors is in place.
- CUT embarked on creating a technology-rich learning environment called Active Learning Centres (ALC) or Smart Classrooms. The first ALC for the Faculty of Management Sciences was established in 2013.
- Sets of clickers were acquired, more specifically for use in large classrooms.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Zululand
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Focus Area 3: Enhancing the learning environment

Learning Management Systems
The University of Zululand has had a number of e-learning projects since 2000 ranging from basic departmental websites, which hosted "virtual classrooms" to the actual deployment of various Learning Management Systems (LMSs) including WebCT (now Blackboard), MyCMT and Moodle. This comprehensive Open Source application has now been chosen to be the official LMS on campus with one instance installed for each faculty. Recently there has been considerable growth in the numbers of staff applying for training or additional training on Moodle.

Enhancing the e-learning environment

improved student access to computers to support learning
UNIZULU has today more than 900 computers for the use of students and 800 for staff members. Computer laboratories are open until 24:00 throughout the academic year. The computer labs run the latest Microsoft Windows Operating Systems (Windows 7 & 8). The computers are loaded with all required software packages. The university spends over R 2 million each year on specialized academic software across all four faculties. There is now a four year computer replacement plan.

Wireless connectivity
Both campuses now have 80% wireless connectivity, with students able to connect to the network from their residence rooms and the garden areas around the residences. There are more than 70 Wi-Fi hot spots between the two campuses which are solely dedicated to students and available 24/7. The university provides students with very generous unlimited local and international bandwidth which is delivered via fibre optic cable at 10Gb/s. The ITC networking monitoring tool records more than 8300 devices connecting to the UNIZULU wireless network daily. This number does not include students making use of the 900 on campus computers available to them. Off campus residence connectivity has been installed at two private residences near the Richards Bay campus, where students can receive the same ICT services as they do at the campus. This service was made available by implementing the state of the art Last Mile Point to Point Wireless technology.

Student Email and communication
All registered students now have a UNIZULU email account, which is accessible on and off the campus. Students can work on their emails and SkyDrive using their PCs, laptops, tablets and Smart Phones. The MYUNIZULU site allows students to:

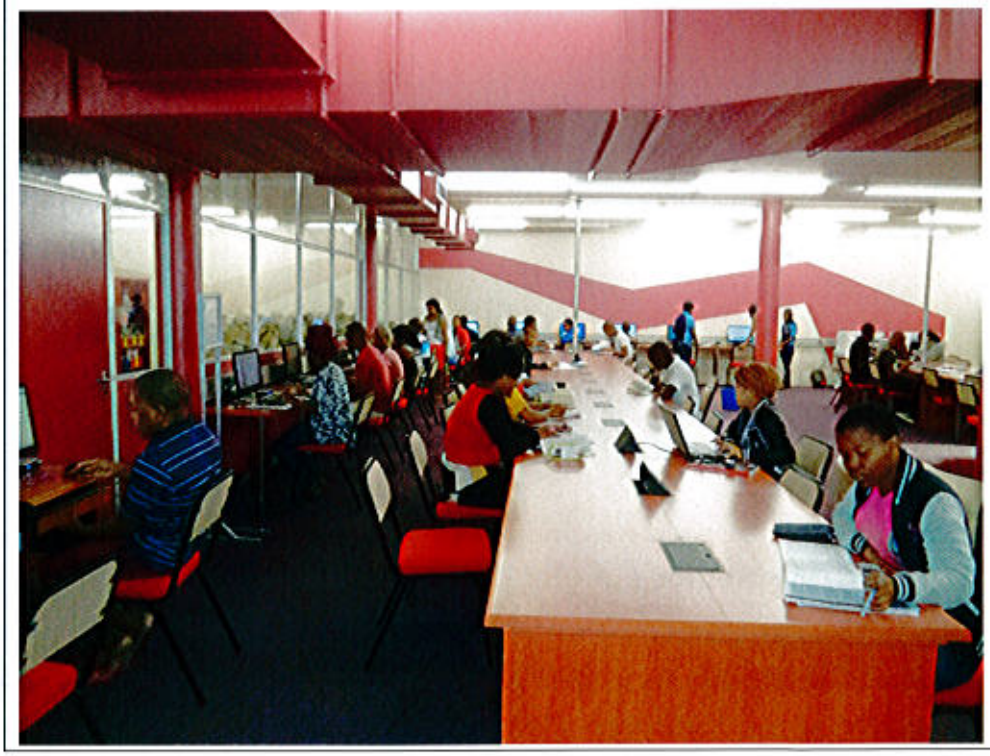
- Access their emails (also from their Smart Phones);
- Store files up to 25 gigs on line (Cloud Technology);
- Interact with other students using Instant Messaging (also available for group CHAT and announcements);

- View their university financial statements;
- View their academic records;
- Access the Learning Management System (Moodle), retrieve course material and submit assignments on-line;

The university has a BYOD (Bring Your Own Device) strategy which encourages students to bring their own mobile and smart devices to campus (linked to this strategy is another from Protective Services Division (PSD) to protect student devices by getting the owners to use an ultra violet pen to mark them).

Library – The Info Cellar – up to date facility for accessing information for undergraduate students

The Info Cellar is a new library space converted from an under-utilised basement area into a comfortable environment for learning and research for all library users. It opened its doors in 2014. It offers a variety of library services, including the Journals Section and Inter-Library loans. It is equipped with WiFi, 20 networked computer stations, informal work spaces (sofas and lounge chairs), 72 electric fittings for user devices, photocopiers and printers (self-service), tea/coffee facilities and is wheel-chair accessible.









Student Feedback

Feedback on the Info Cellar is very positive. However, there are a range of responses to the University's other electronic facilities and services. Some students report problems with slow internet services and with the availability of computers to use since the same venues are used for classes. In the residences, approximately one third of students surveyed reported easy internet access while the remainder reported difficulties.

Regarding the modems used to access the internet on campus, of the relatively small number of students surveyed the majority (32.2%) use Desktops, while 31.5% make use of laptops. There were 24.1% of respondents who made use of their Smartphones, whilst Tablets accounted for 1.9% of the internet access modems. All the respondents use the internet for academic purposes. Respondents noted that they use the internet for the follow academic activities: to search for articles, books, library searches, to do assignments, Moodle, research and videos.

Challenges

- In a SWOT analysis low computer literacy rates among academic staff was considered a weakness to increasing the use of e-learning resources. This weakness is being addressed through on-going training funded by the skills development fund;
- Recording of lectures – at least 50% of lectures were planned to be recorded by October 2014 so that students can download the lectures and revise them at their own pace, outside the classroom. These recordings were to be made available on demand but this project is behind schedule;
- +Wireless – not every area on campus receives Wi-Fi; ICT still needs to roll out more wireless access points.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: **UNIVERSITY OF FORT HARE**
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Focus Area 3: Enhancing the learning environment

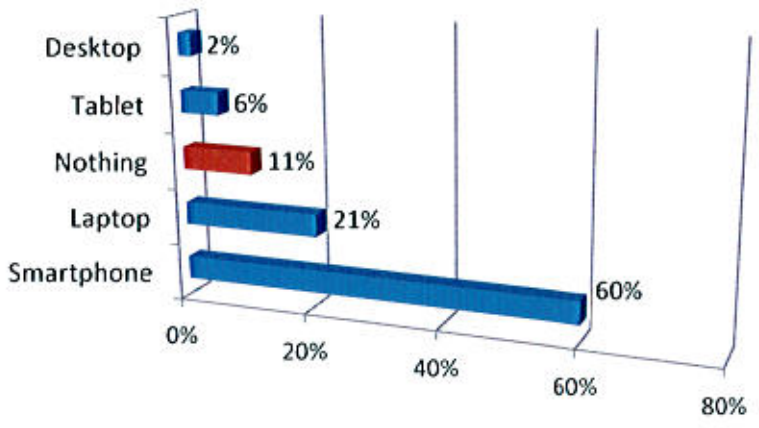
This is by far the hardest area in which to report success as the university is well aware of its shortcomings in this area. This is despite the goal of "Enhancing the Student Experience" that has formed part of the current Strategic Plan since 2009 and was also a component of earlier plans. Ultimately, financial issues lie at the heart of this issue.

Instead, we wish to report on an area in which students themselves have demonstrated success in enhancing their own learning environment.

Information Technology is both costly and short-lived as this highly competitive sector continually upgrades and re-invents itself. The university has struggled to provide both the hardware and software to support its students, spread across three campuses up to 120 km apart; the cost of doing this is governed by foreign exchange rates and as the institution grows it finds itself moving into more expensive licensing categories.

It is in this environment that students rely overwhelmingly on their personal Smartphones to gain access to information from the internet.

The graph below indicates the comparative levels of use of various forms of hardware by students as reported in the survey conducted for the institutional QEP report.



What is striking about this graph is the highly significant proportion of the hardware that is provided by the students themselves. When the cost of contracts and/or pay-as-you-go top-ups are added, the contribution is even more significant.

While the link between Smartphone and laptop/desktop is only just beginning to be closed, mostly preventing students from actually typing essays and then printing them on campus, access to information has been available for a number of years. Furthermore, this is an area which could be supported by increasing WiFi points on campuses. This aspect is supported by a steady increase of access to computers through computer laboratories and growing provision of laptops and tablets to students. However, as mentioned above, such

access remains a major challenge as student numbers grow, technologies and software are updated and demand for bandwidth grows.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: UNIVERSITY OF CAPE TOWN
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Focus Area 3: Enhancing the learning environment

Libraries

Over and above access to the Main Library facilities, infrastructure has been implemented to support on- and off campus access to electronic information resources (i.e. journals and books). Services to enhance access to scholarly content through contact (for example through the Knowledge Commons) and virtual reference services (Question Point) have been made available to students.

The Virtual Environment

The Centre for Innovation in Learning and Teaching develops and supports enterprise educational technology applications. One key development which has significantly contributed to UCT's learning and teaching environment is VULA, UCT's open source on-line learning platform. Vula is jointly developed with other universities worldwide as part of the Sakai Project. It is constructed to be open and accessible 24 hours a day, 7 days a week. It provides a platform for networking, collaboration and learning opportunities. It is also used as a site for sharing communication, chat rooms and facilitating course administration. Other more recent developments include Opencast Matterhorn for Lecture Recording, Turnitin (Plagiarism detection software), Adobe Connect (for virtual meetings) and UCT OpenContent.

The Enabling Flexible Learning Project (also known as the Student Laptop Project) has been piloted and evaluated through ICTS and CILT across four courses in the Faculties of EBE, Law and Science in 2013 and 2014.

The lecture recording project, which was piloted in 2012, began to have mainstream influence in 2013 with 23 venues being equipped and the total number of published recordings increasing from 499 in 2012 to 1652 in 2013, with a success rate of 92% in the second semester of 2013. The Faculty of EBE has conducted research, which shows the positive impact of lecture recording on student learning.

Implementation of information literacy instruction for the FYE tutor programme (2013), is a successful activity, which enhances the learning environment by maximising the student's ability to utilise the learning facilities.

In the main, the evidence to substantiate the claim of success of the above-mentioned projects lies in the response to these tools and activities by students and the 'push' for expansion of specific projects. However, students complain that academics in certain disciplines are resistant to using Vula for communicating with students or using it as a learning tool. A description of the tools to determine success of projects in specific areas includes:

* Spatial Planning (via Properties & Services Department): feedback on general facilities and services via representatives on the Classroom Facilities Advisory Sub-Committee (CFASC) and the direct helpline available in each renovated or new classroom.

* Library: use of surveys (LibQUAL user satisfaction survey), random seat occupation counts, and focus group interviews.

* The virtual environment (via Information & Communication Technology Services (ICTS) Department): regular user surveys, student focus groups and user feedback to help@vula.uct.ac.za.

Quality Enhancement Project Inkundla 11 September 2014

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Focus Area 3: Enhancing the learning environment

Student IT Walk-In Service

Students are increasingly bringing their own devices to campus and use these devices to access their learning material, the internet and their social networks. This in turn created a need for support and the Student IT Walk-in Service was established. The primary objective of this service is that students should have a single point of contact on each campus where they can have their IT issues, in terms of hardware and software, attended to. The service should ensure that the request is channelled to persons with the appropriate expertise so that they can attend to the request in a timely manner. Although this service is available on all three campuses, it has not yet reached comparable and equitable levels of maturity across the campuses.

The management of incidents and requests at the Walk-In Service is done according to ITIL (Information Technology Infrastructure Library) principles. The service model entails that all requests are handled according to the following workflow:

- Complete a work log with all relevant client information and asset detail regarding the request, and categorise the work to be done on the PWL work logger software (system used to manage the workflow of devices handed in).
- Add a complete description of the request and assign an in line (logged) status to the work log
- Assign a technician to the work log for resolution and change status to assigned (work in progress)
- Add a complete description of work done on the work log.
- Assign a "resolved" status to the work log and inform the client of completion via sms.
- At client collection or confirmation of completion of request, assign a closed status and client evaluation of service received.

The Walk-In service remains the owner of the incident throughout its lifecycle. Should the Service Centre not be able to assist, it ensures that the incident is recorded and channelled to the appropriate experienced persons for timely assistance.

As the incident and request handling process is based on ITIL principles of best-practice, a sustainable and reliable service is delivered to clients. Student evaluations indicate that they have a very positive experience of the IT walk-in service, though there is a need to create greater awareness about the service.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Venda
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Focus Area 3: Enhancing the learning environment

ICT Infrastructure: the university has the following ICT infrastructure which helps to enhance the learning environment:
1. 101 computers in the BIS lab and 24 computers in the School of Management Science Building.
2. 23 computers in Computer Science Lab, 6 computers in Lab 124, 25 computers in the Stats Lab, 40 computers in Science Foundation Lab, 18 computers in the Science Lab, 15 computers in Life Sciences Lab and 5 computers in De Beers Lab. These are all in the School of Maths and Natural Sciences.
3. There are 27 computers in the School of Agriculture Lab.
4. There are 35 computers in GIS Lab, 17 computers in MEG Lab, 19 computers in HWR Lab, 12 computers in Pollution Lab and 3 computers in the URP Studio in the School of Environmental Sciences.
5. There are 40 computers in the School of Education IT Lab
6. There are 14 computers in the Health Lab and 8 computers in the Nutrition Lab in the School of Health Sciences.

In addition to these, there are 210 computers in University-wide open labs on campus, 74 computers in the Disability Unit. The university has also provided 120 laptops for PhD students. All academics and senior administrative and support staff members have laptops. The university also has software for Online Student Admissions and Registration, Online Question Papers submission and Online Marks submission.
Library: The university has a library with the capacity of 1556 sitting space, 128 500 Printed books, 579 Print Journals. The university Library also subscribes to 8 Electronic Databases, 6665 Electronic Journals, 3596 E-books. Students and Staff use Turn-It-In to minimise plagiarism. There are 165 IT workstations, 8 Data projectors, 8 Projection Screens and 8 Whiteboards in the Library.
Teaching Venues: The University has various classrooms, Lecture rooms, test/exams rooms, planning studios, Lecture Theatres, Halls, Laboratories, Lecture Halls which have a total sitting capacity of 7329.
Student Accommodation: The University has student accommodation with 2175 beds
Staff Offices: nearly all staff members have offices.

The university has put in place the following facilities in the past three to four years in order to enhance the learning environment: WIFI Access; Turnitin; CCTV; Electronic Hostel and Lab Access, Labs printing;

The University if planning to implement and acquire the following facilities in the next 12 to 18 months: more CCTV cameras; ELearning Platform; Online Student-Lecturer; Access Control to the Building; more Computer Labs for Public Access and for lectures; Construction of Female and Male residences; construction of School of Education Phase 1 and 2; construction of School of Health Sciences Phase 1; construction of Student Centre; construction of African Language Building; and to provide tablets to 1st year UG students in order to expose them to IT environment.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Mangosuthu University of Technology
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Representatives' emails: senzo@mut.ac.za, merkestein@mut.ac.za

Focus Area 3: Enhancing the learning environment – Creating Sites of Learning

MUT has embarked on a drive to increase student access to sites of learning including access to technology and in doing so, enhance the student experience. Emphasis is placed on this experience being holistic. Since much learning takes place outside formal teaching and learning spaces such as lecture rooms and laboratories, MUT is on a drive to create additional sites of learning on campus and in residences, both on and off campus.

Social & Learning spaces – Until recently there were no designated social & learning spaces on the MUT campus outside the Library or the Campus Residences. Hence, four spaces on campus have been designed to ensure that students have a place to gather in order to undertake group work, hold discussions or socialise. The 4 social & learning spaces will have a covering (tensile structure), external furniture and electrical connections to ensure that while students are gathering they can use electronic devices such as laptops, IPads or cellphones.

Open and drop-in and open laboratories - The open and drop-in laboratories have enabled students to access learning materials outside the classroom and complete assignments on time. There are always queues of students waiting for their turn to use the open laboratories when academic programmes are in session. Each student is generally given a one hour slot to ensure the usage of these resources by as many students as possible.

Wifi - Through WiFi hotspots, students are able to access learning materials from most locations on campus.

Library as a site of learning – The Library has facilities for self-study and discussion, three drop-in laboratories as well as a laboratory set aside for BTech and Advanced Diploma students. In addition to this, the Library has a dedicated drop-in laboratory for students with disabilities, which makes it possible for these students to access material that is located in areas of the library they cannot reach.

Residences as Sites of Living and Learning - Hence emphasis is placed on residences being sites of living and academic learning. Since 2012 the Student Housing Unit has provided training to all newly elected House Committee members aimed at empowering student leaders in residences with the knowledge and competencies needed to provide leadership that focuses the transformation of residences into "living and learning communities".

Also the role of technology to create interactive learning sites is emphasised. Since residences are considered to be sites of learning, all external residences have dedicated study areas and computer laboratories (WiFi). Additionally, students can access networked resources from four of the twelve off-campus residences.

To assist students in their studies, residence based and online tutorial programmes are being put in place.

Focus 3 WSU

4. FOCUS AREA 3: ENHANCING THE LEARNING ENVIRONMENT. (Including teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities)

4.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please quote from the Strategic Plan).

KPA 11: Infrastructure Management and Development	Goal: To provide and maintain appropriate and adequate infrastructure	Objective 11.2. To provide and improve incrementally the physical facilities of the University.
		Objective 11.4. To support all university operations with efficient and effective Information and Communication Technology (ICT) services
		Objective 11.5. To ensure that all physical structures are compliant with legal and environmental requirements
		Objective 11.6. To provide all staff and students with appropriate learning and teaching, residential and recreational facilities
KPA 12: Innovation and Technology	Goal: To develop, adapt and apply appropriate technology	Objective 12.1. To introduce students and staff to the latest learning and teaching technology
		Objective 12.3. To develop a plan that will promote the use of appropriate technology

4.2 What successful activities or facilities do you currently have in place related to this focus area? What evidence do you use to conclude that they are successful? (Do not provide detailed evidence, just a description of the type of evidence you collect).

At a strategic level the overarching successful activity in this regard was the incorporation of the thirty Higher Education Quality Committee (HEQC) Institutional Audit (IA) committee recommendations into the Walter Sisulu University Turnaround Framework with 8 Projects in April 2013. The following projects have successfully addressed some of the shortages of physical facilities and Information and Communication Technology (ICT) needs at WSU.

Project 5: Audit, plan, devise and implement an integrated and up-to-date Information and Communication technology (ICT) domain ensuring business information, communication and contingency

For this activity an expert was appointed to do a complete ICT Efficiency and Infrastructure audit in 2012-13. The following activities are evidence of the implementation of project 5 above.

- Upgrade of the WSU network and bandwidth - Implementation of SANREN (done except for Queenstown Campus)
- Harmonization of systems
- Upgrade of the ITS software from ITS version 13 to Integrator 3. (done)

- Upgrade of staff computers (90% done)
- Implementation of Blackboard
- All Health Resources centres were linked to the WSU network
- Successfully conducted an evaluation of the existing hardware and upgrade & replaced the hardware where necessary (upgraded the main server centre)

Project 7: Teaching and learning technology equipment:

To install modern Teaching and Learning Technology and ensure its ubiquitous and effective use (in technique and content) to improve student throughput.

- Computer laboratories were upgraded
- Tooling Robot for the Mechanical Engineering academic department was acquired
- Mass catering equipment was acquired for the Hospitality academic department in Mthatha Campus
- Wi-Fi was introduced to all campus libraries
- Additional equipment was acquired for the School of Engineering

Project 8 – physical infrastructure & refurbishment projects

a. Resource Centre improvements
  - New library built at the Butterworth Campus.
  - Expansion of the libraries at various sites in Buffalo City Campus.
  - Library special collections section was built at the Mthatha Campus.

b. Teaching infrastructure Development
  - Additional lecture auditoria built in Butterworth and Buffalo City Campus.
  - Sound equipment provided at lecture theatres in Mthatha Campus.

c. Student learning experience enhancement
  - Additional student bookshops were started in all campuses.
  - Student reprographics facilities were made available.
  - Driving academies were initiated for students in Mthatha and Queenstown Campuses

d. Student accommodation
  - Additional accommodation for health science students was done at the Madzikane kaZulu, Port Elizabeth and Tsolo hospitals.

4.3 What activities or facilities related to this focus area have you undertaken or put in place during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?

a) Sound systems at the Mthatha Campus that were stolen. This was due mainly to lack of adequate security measures in the lecture theatres.
b) Centralization of the time-table system that has not taken off due mainly to

data challenges.

c) Ageing infrastructure and a huge backlog in maintenance as a result of funding limitation.

4.4 What activities or facilities have you recently implemented or acquired or are you planning to implement or acquire in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities or facilities? What is the need or problem they are intended to address?

a) Resource centre expansions

- Library extensions – Butterworth Campus phase 2.
- Mthatha Campus' Sasol library phase 2 – 24hr WIWO, 24hr reading room.
- Joint library development for East London between WSU, UFH and UNISA

b) Teaching infrastructure improvement

- Faculty of Health Sciences – teaching and learning facility at the Nelson Mandela Academic Hospital (NMAH)
- Madzikane kaZulu Hospital expansion – multi-purpose centre with library, computer laboratories, chat rooms and lecture venues.
- New Medical Orthotics and Prosthetics lab at the NMAH
- Renovation of the 500 seat auditorium in Mthatha Campus (NMD Site)
- Extension of the Mthatha Campus (NMD Site) great hall
- Additional auditorium at Mthatha Campus (Zamukulungisa Site)
- Renovation of the Botany Dept research laboratory
- Consolidation of the FSET operations in Buffalo City Campus (BCC)

c) Student learning experience enhancement

- Conversion of Old Library in Butterworth Campus into WIWO,
- Wi-Fi expansion, for instance to residences
- Accessibility, management and control of printing in labs (Pharos system)

d) Student accommodation expansion

- Building of a 240 bed residence at Mthatha Campus, NMD Site
- Building a new student accommodation at Buffalo City Campus (Potsdam Site)
- Improvement of the state of student residences

e) Technology enhancement

- Expansion of teaching with technology initiatives.
- Implementation of the CELCAT timetable system to interface with the ITS system.
- Training in the effective use or software (turnitin, Endnote, Libqual, etc) to improve research capacity.
- Upgrade the video conferencing facilities for the University at all campuses.
- Evaluate and upgrade the back-up and disaster recovery hardware and processes.

- Conduct an evaluation of the existing hardware and upgrade or replace the hardware where deemed necessary

4.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?

- Ventilation systems are in urgent need of repair - in one case, lectures are being given to ±300 students in a venue with poor ventilation.
- Funding required for refurbishment of teaching facilities in line with 21st century teaching methods and technology.
- Additional student residences are required and the existing ones are in dire need of refurbishment and outstanding maintenance needs are clearly evident.
- Squatting in residences
- Funding for the Upgrading of student computer labs and existing computer hardware.

4. FOCUS AREA 3: ENHANCING THE LEARNING ENVIRONMENT. (Including teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities)

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- Expansion of teaching with technology initiatives.
- Implementation of the CELCAT timetable system to interface with the ITS system.
- Training in the effective use or software (turnitin, Endnote, Libqual, etc) to improve research capacity.
- Upgrade the video conferencing facilities for the University at all campuses.
- Evaluate and upgrade the back-up and disaster recovery hardware and processes.

- Conduct an evaluation of the existing hardware and upgrade or replace the hardware where deemed necessary

4.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?

- Ventilation systems are in urgent need of repair - in one case, lectures are being given to ±300 students in a venue with poor ventilation.
- Funding required for refurbishment of teaching facilities in line with 21st century teaching methods and technology.
- Additional student residences are required and the existing ones are in dire need of refurbishment and outstanding maintenance needs are clearly evident.
- Squatting in residences
- Funding for the Upgrading of student computer labs and existing computer hardware.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: VAAL UNIVERSITY OF TECHNOLOGY
Representatives' names: Dr Hans Brits hansb@vut.ac.za
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Focus Area 3: Enhancing the learning environment

[Use this space for words, graphs, pictures, photos, diagrams or tables to present a successful activity or initiative related to this focus area and how you know it was successful]

1. **Infrastructure and technology:**

Virtual class room as electronic platform – to implement technology as teaching and learning method. Introduced for engineering students - live lecture video recordings, recordings from symposiums, interactive white board facilities, practical demonstration recordings. Evidence: Same quality of teaching at satellite campuses. Positive feedback from staff and students. Effective interaction between staff members/ students (remote sites)

2. **Library**

Client centred approach – effective utilisation of quality assurance mechanisms : constant reviews, satisfaction surveys, Libqual surveys, feedback by means of drop-in boxes and feedback cards, focus group interviews – outcome informs remedial action plans and processes. Evidence: Student and staff satisfaction survey reports – satisfied customers.