

# Use of blended learning during #FeesMustFall 2016

## University of Pretoria case study

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1 June 2018

Support for this research was provided by a grant from Carnegie Corporation of New York

*Make today matter*



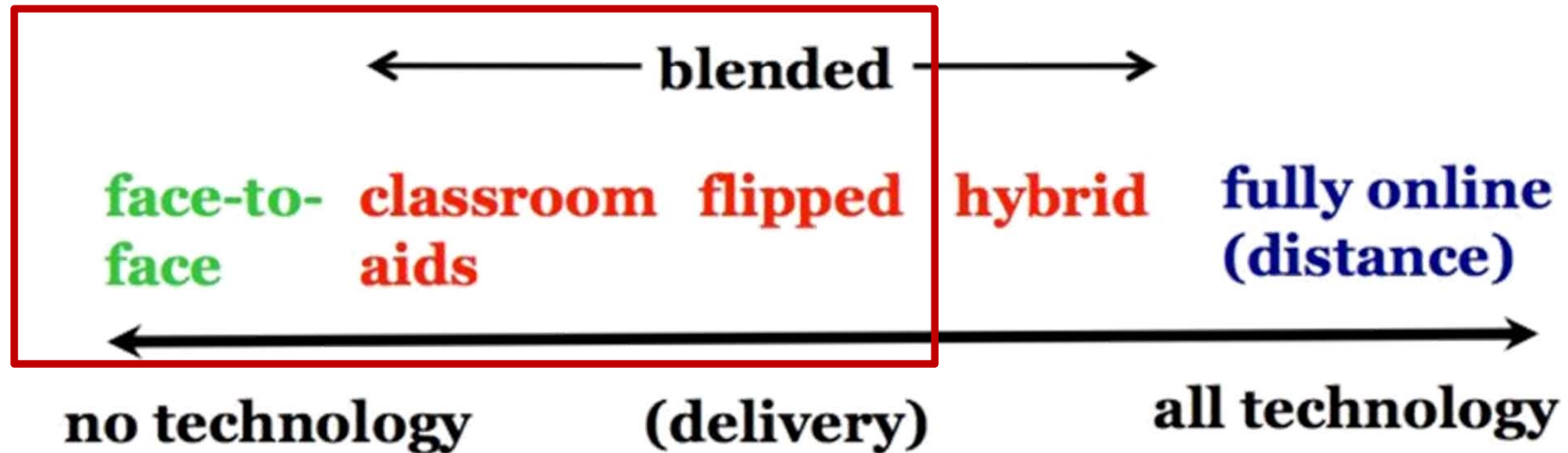
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UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA



# University of Pretoria

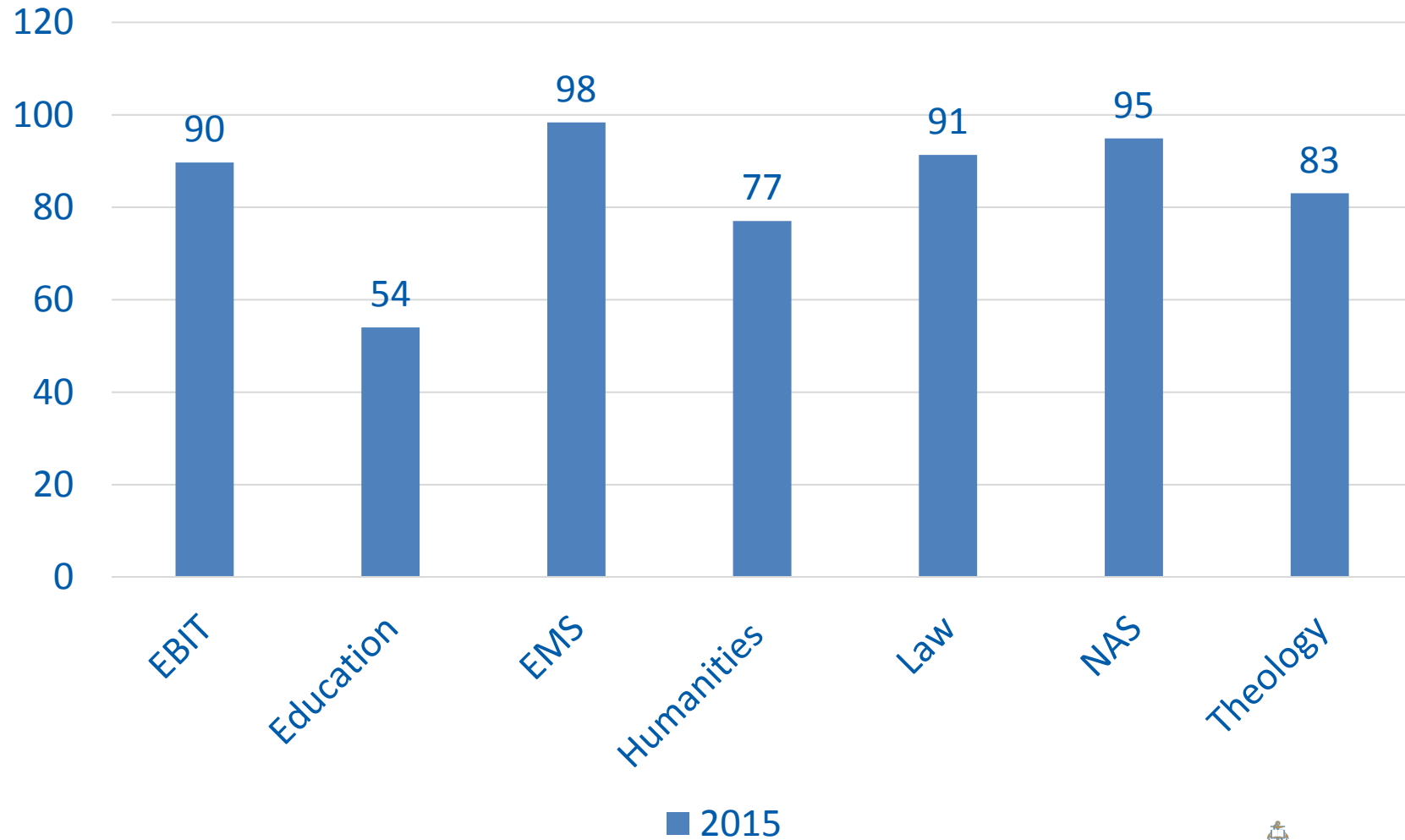
- Research intensive residential university
- Blended Learning - 20 years
- Blackboard = Learning Management System (clickUP)
- 2014: Hybrid Learning: expand online component in each module
- Dept for Education Innovation
  - Education Consultants (EC) & Instructional Designer/s (ID) per Faculty
  - Training to lecturers
  - Orientation to students in use of clickUP
  - E-support office

# Education technology continuum

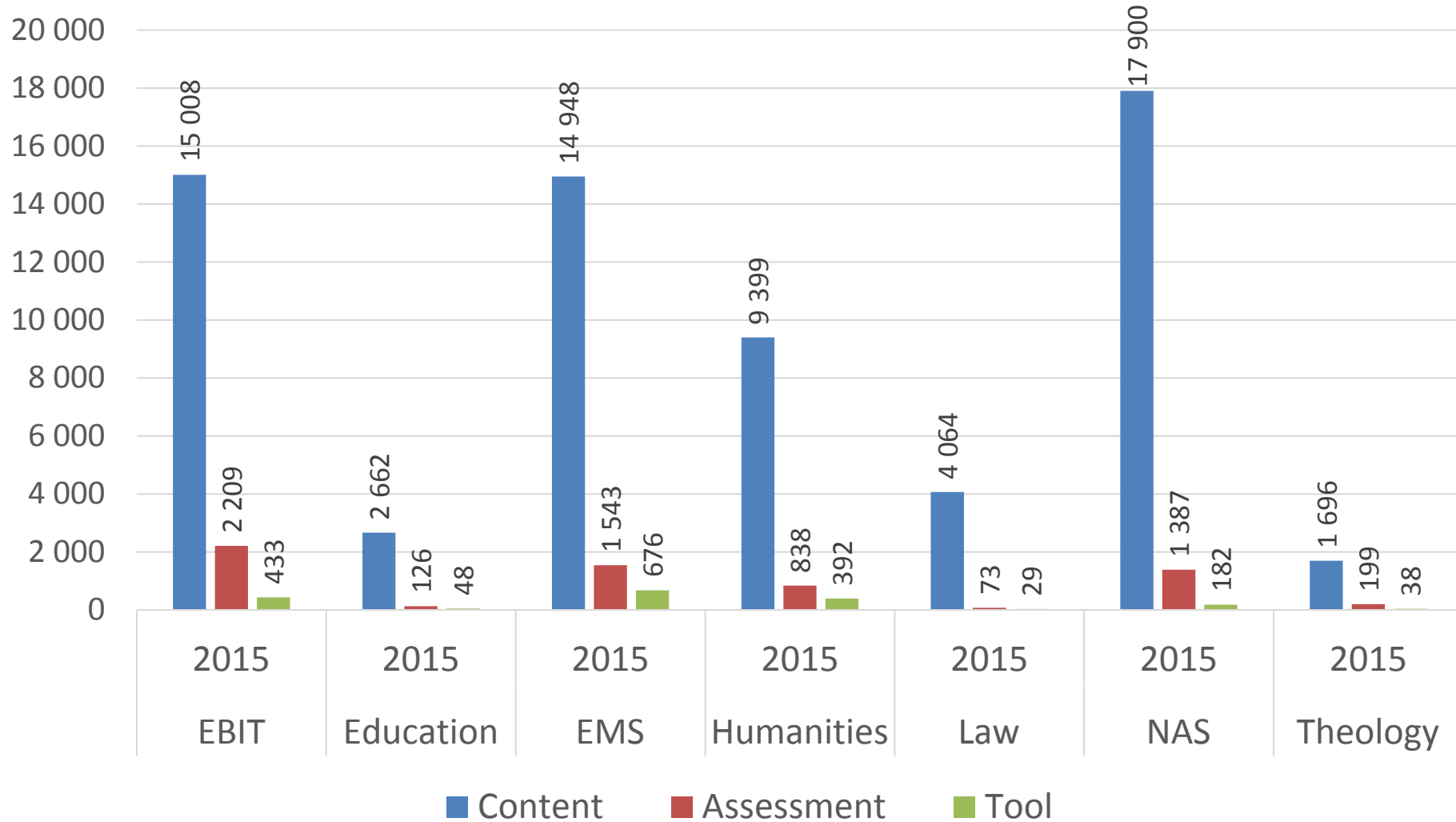


# clickUP(Blackboard) use 2015

%Modules with clickUP activity/Faculty 2015



# Count Course Item Type/Faculty 2015

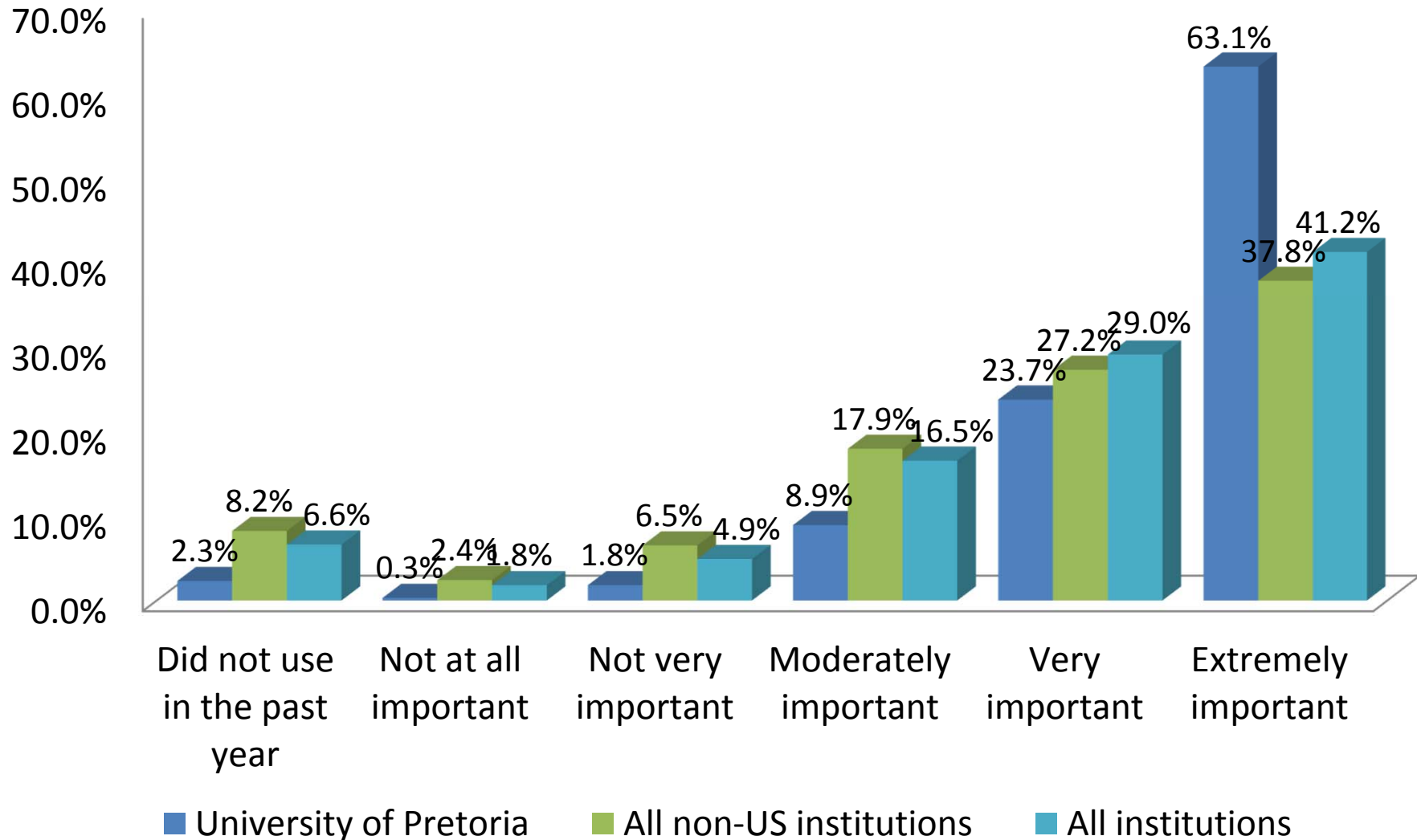


# Supporting students with Hybrid learning

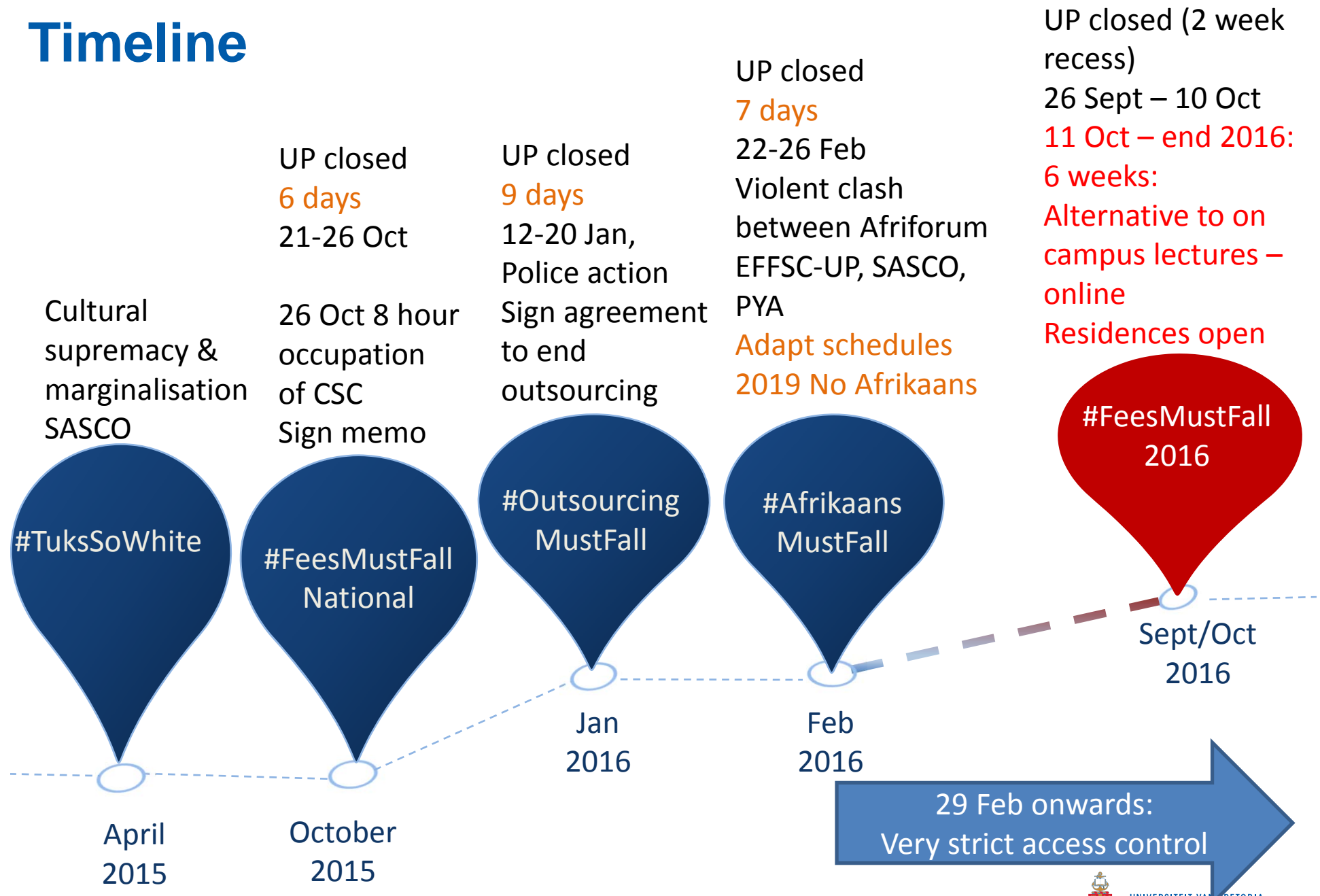
- Academic Information Management Module/s
- Free Wi-Fi across all campuses
- 6257 Computers in computer labs, departmental Labs, libraries & residences
- Discounted hardware: Student Laptop Initiative
- Free software packages:
  - Gmail
  - Google Products
  - Office 365

# clickUP use: Student expectations, 2013

## Role of LMS to achieve academic success?



# Timeline





# Research question

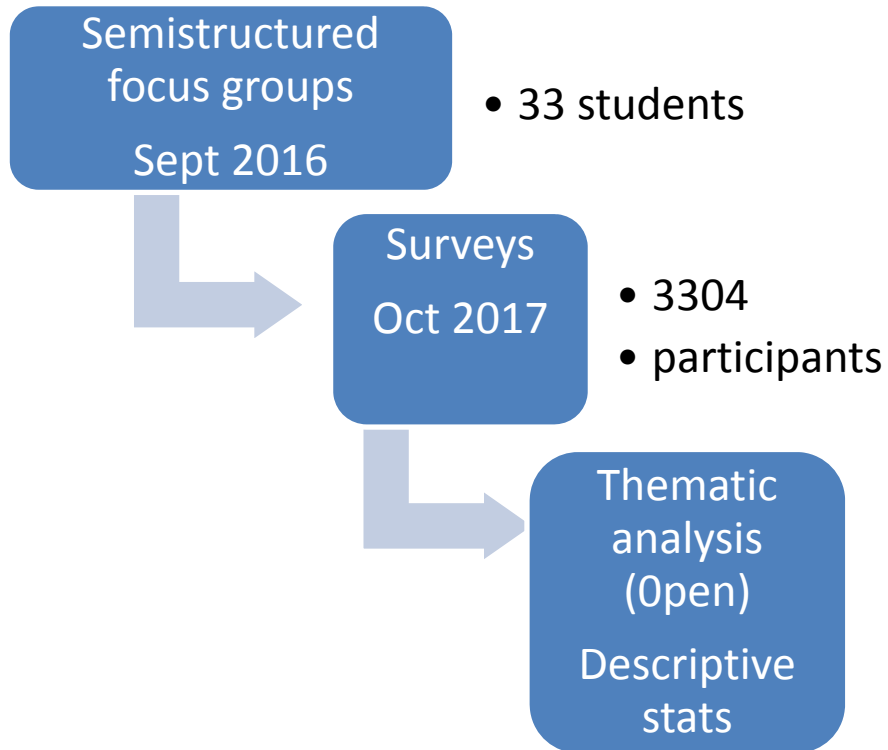
How has educational technology, including 'blended/ hybrid learning', been deployed during the #feesmustfall campus disruptions at the Universities of Pretoria and what has been the impact from the perspectives of students, academic staff, instructional designers and other stakeholders?

# Research design

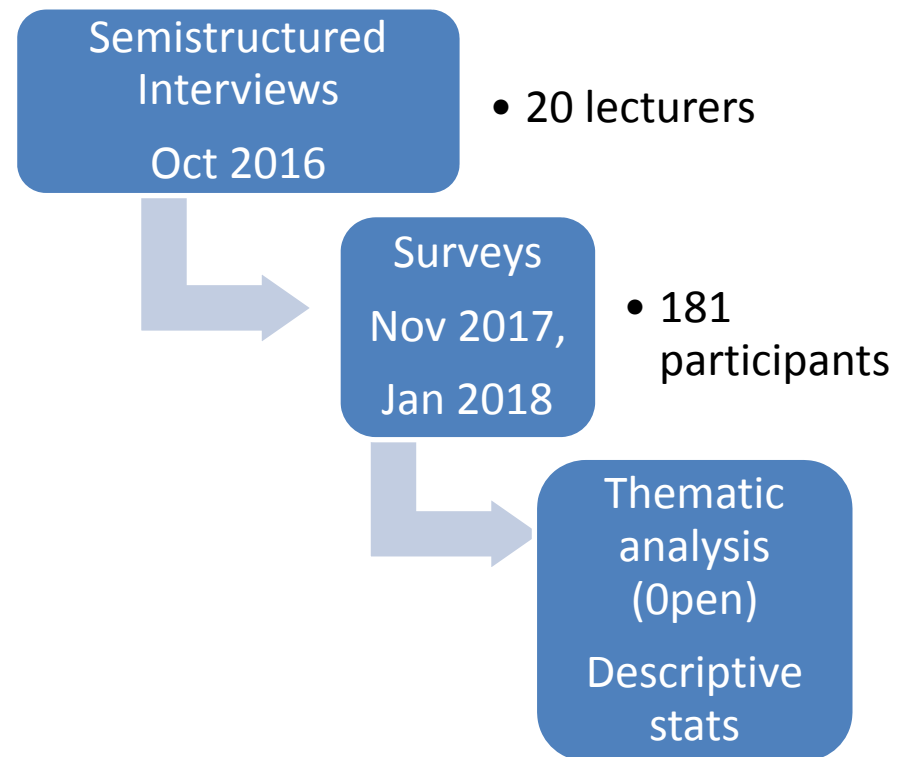
- Ubona Research Solutions
- A sequential mixed-methods research
- Lecturers, students and instructional designers from the Faculties of
  - Economic and Management Sciences (EMS)
  - Education
  - Engineering, Built Environment and IT (EBIT)
  - Humanities
  - Law
  - Natural and Agricultural Sciences (NAS) and
  - Theology

# Data collection

## Students



## Lecturers



# Data collection

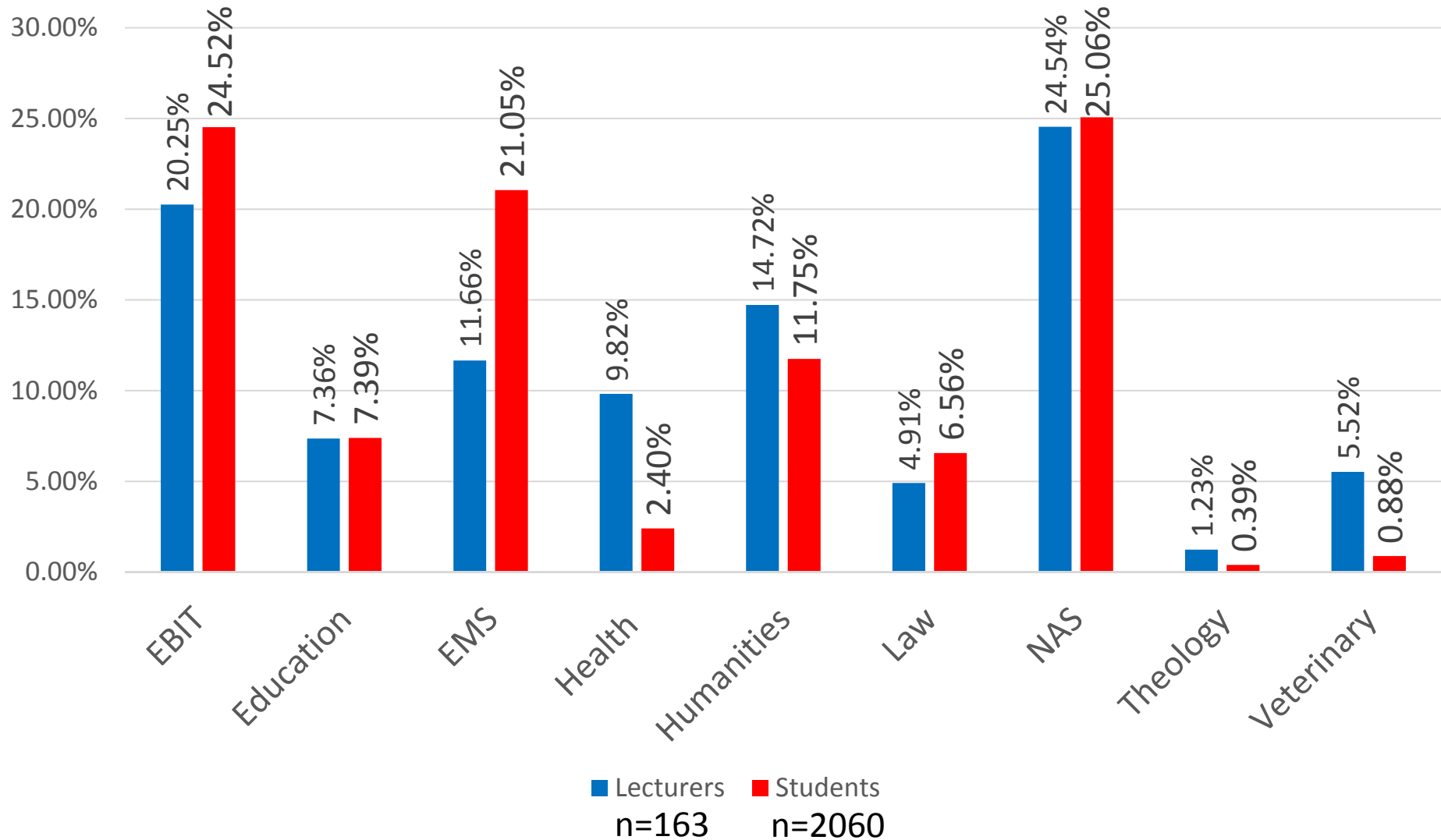
## Instructional designers (ID):

- Semi-structured individual interviews
- 8 IDs.

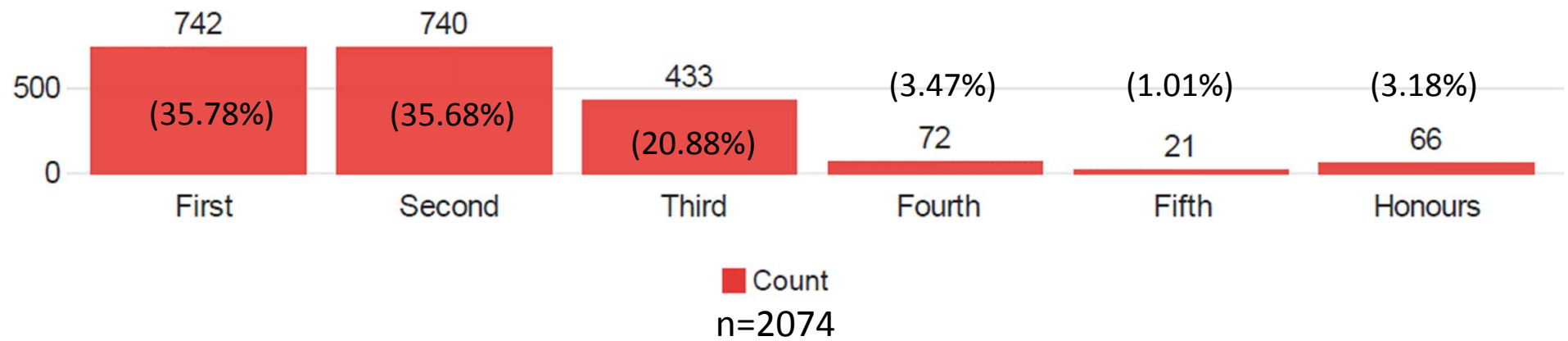
## Learning Analytics

Reports on clickUP activity 2015, 2016, 2017

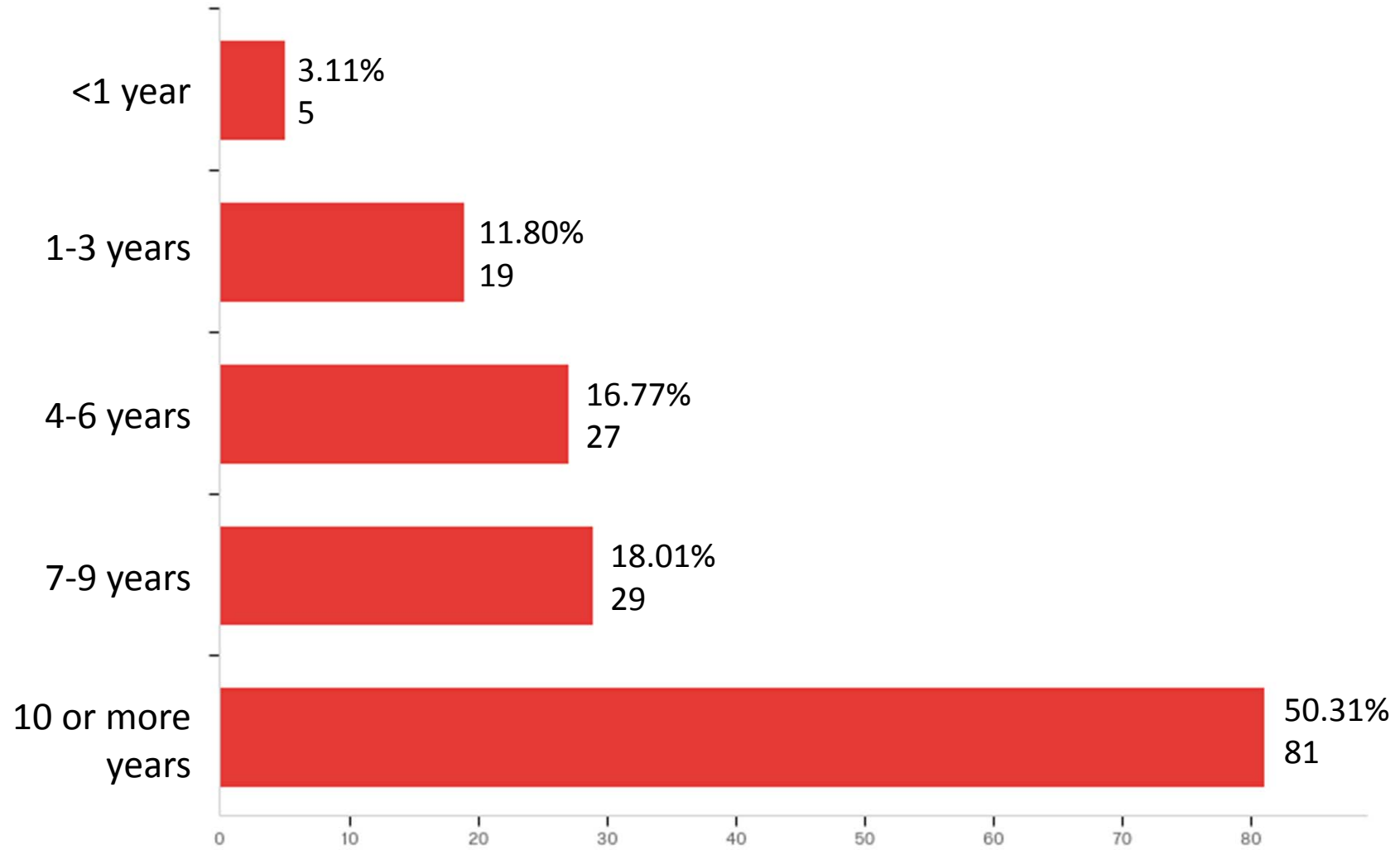
# Faculty representation



# Academic year

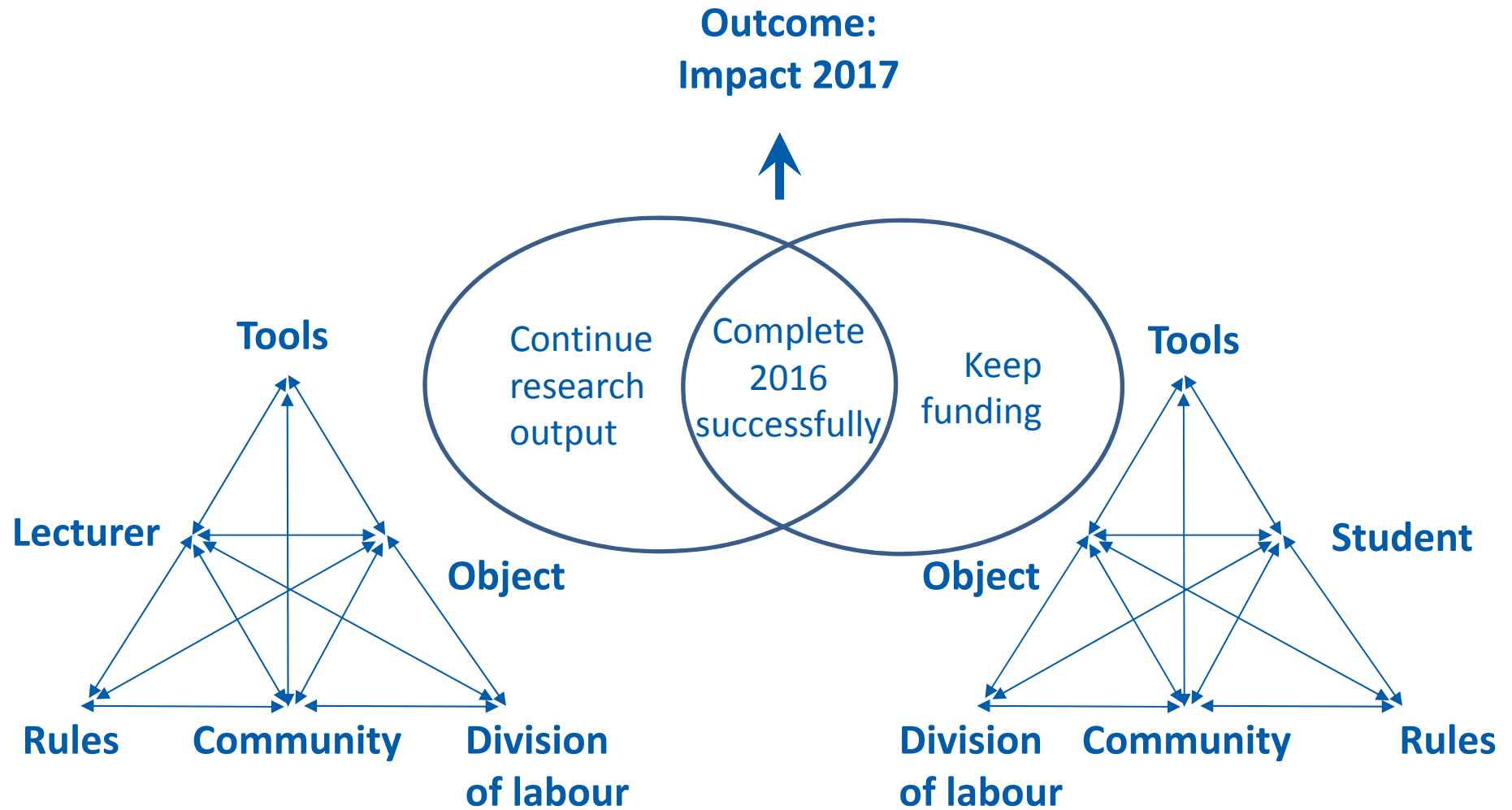


# Lecturing experience at a tertiary level in 2016?



N=161

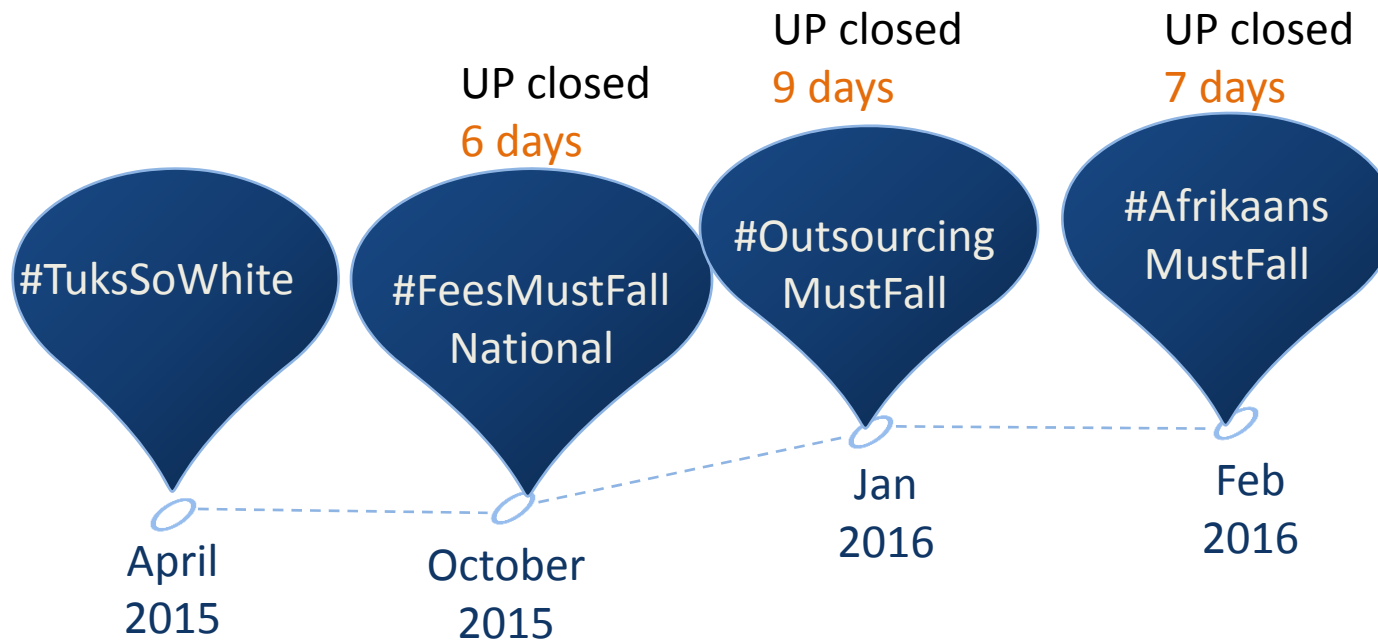
# Activity Theory





# Rules that changed

- Sept 2015 - Sept 2016:
- Full closure for few days
- Required only rescheduling of activities
- Final exam postponed by a week
- Lecturers got used to “Business as usual with a bit of discomfort”



# Preparations: Jan-Sept 2016

- EMS faculty Jan 2016: 2 training sessions Alternatives to contact lectures
- Instructional designers: Creating Digital Lectures course
  - Presented 2x in Aug: 44 lecturers (End Aug)
  - 2 x Sept (DHET grant):
  - 65 lecturers end Nov.
  - Fully online self-help version available Sept 2016
- Departmental training sessions
- Individual training



# Rules that changed

#FeesMust  
Fall 2016

- 11 October 2016: alternatives to on-campus lectures
  - All lecture and study material available online
  - No general access to campus for students
  - Residences remained open
  - Lecturers still on campus

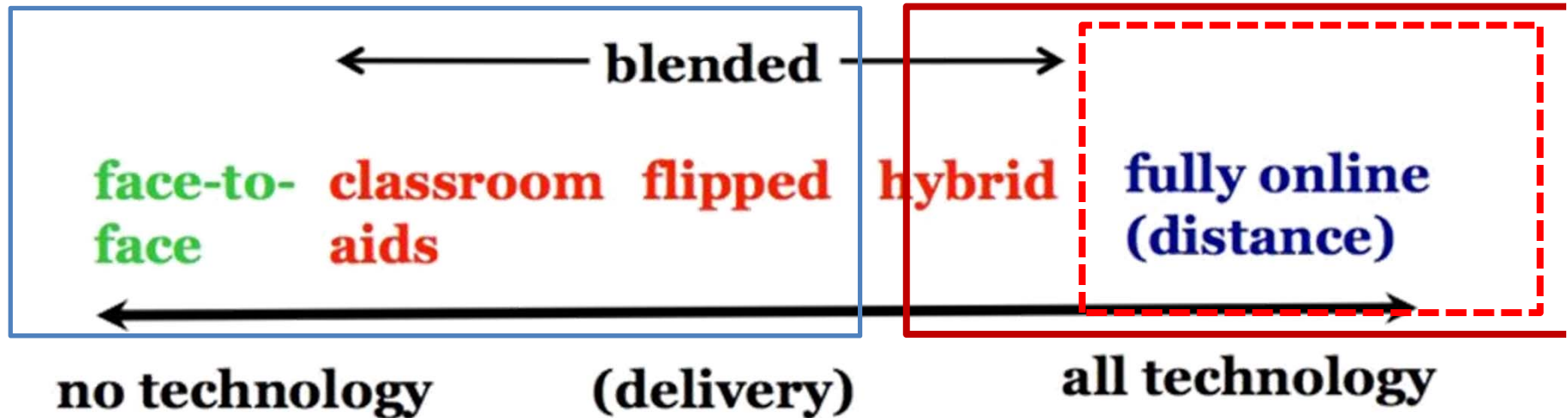
25.52% student  
respondents never  
entered campus  
again in 2016



# Access to campus

- Lecture halls
- Practical laboratories
- Library study space
- Tutor classes
- Computer laboratories
- UP W-Fi

# Shift in one day



<http://www.tonybates.ca/tag/blended-learning/>

## Tools

### Computer access

- **Own (89%)**
- Only Mobile (5.97%)
- Where I stay (5.33%)
- Internet café (3.44%)
- On campus (2.71%)
- Borrowed (2.68%)

### Internet access

- **Mobile data (36.81%)**
- **Home internet (33.15%)**
- Residence Wi-Fi (9.54%)
- Wi-Fi @ shops/restaurants (6.28%)
- Tshwane Wi-Fi (4.4%)
- UP Wi-Fi off campus (3.5%)
- UP Wi-Fi on campus (3.27%)
- Wi-Fi in commune (3.05%)

### Subject

- **STUDENT**
- **LECTURER**

### Object

- Finish learning second semester content
- Complete research projects

### → Outcome

### Rules: Access

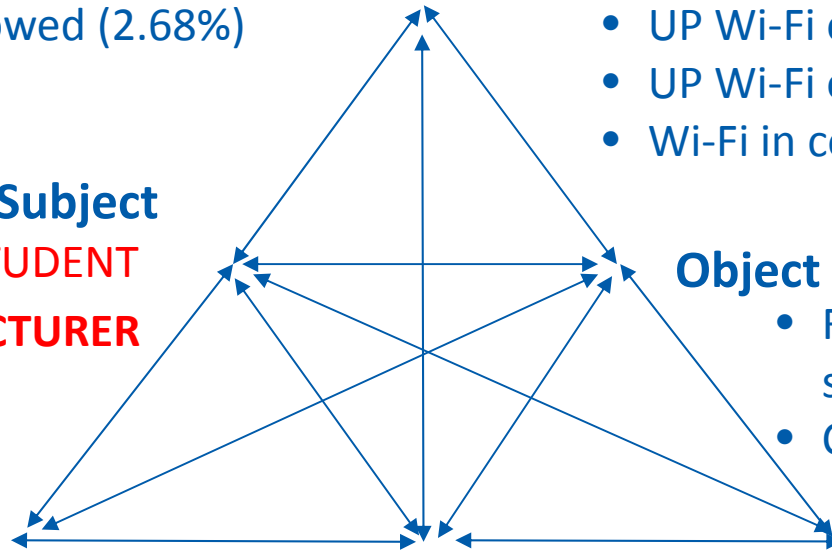
- No classes
- All lecture and study material available online
- 3 000 students / day on campus

### Community

- Parents, Family & Friends
- Tshwane community
  - Businesses
  - Schools
  - Libraries
- Data providers
- UP: Labs, 3G Cards

### Division of labour

- Finding a computer
- Buying data
- Travel to campus
- **Organise access to campus**
- **Own data from home**



# Contradictions/Tensions with access

- 40% of students moved out of Pretoria and could not make use of access support provided by UP

*Some of my students definitely had internet access problems, that I usually do not worry about, as they have internet access on campus. (Lecturer EBIT\_1)*

- Organising campus access was time consuming

*I think it was a disgrace that masters and PhD students were not given "staff" access to campus. This wasted many valuable hours as supervisors were scrambling to try to organise access to campus every single day. (Lecturer NAS\_1)*

- Lecturers did not receive the same support with regard to internet access:

*... there was nothing provided to help lecturers with data costs when exams were scheduled outside office hours. (Lecturer Humanities\_1)*

# Contradictions with access

- Students did not collect 3G cards

*UP did make special provision for students to collect 3G cards from campus gates but I expect many students who live far away from campus did not make use of this for the following reasons (i) **expensive to travel to UP** (ii) **support protest action** so do not want to be seen at UP (iii) **scared** to come to UP due to protest action (iv) **do not have** computer or **device** to make use of free 3G (v) did **not consider the last lecture** section to be necessary as they did most of course already (vi) **too lazy/unmotivated** to make the effort (vii) did **not consider the course to be important enough** as its not their main major*

(Lecturer NAS\_2)





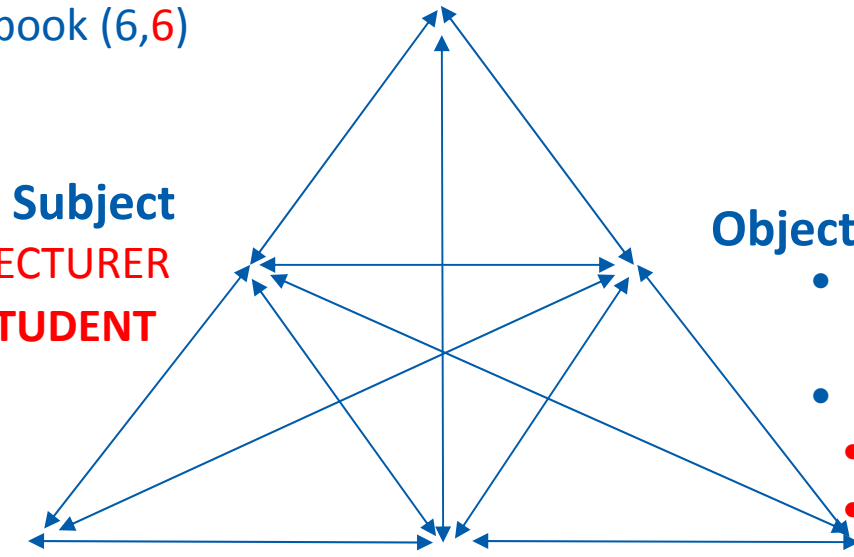
Assessment

Communication

Teaching  
&  
Learning

## Tools

- [clickUP Announcements](#)(175,5)
- [E-mail](#)(154,8)
- WhatsApp(64,23)
- Bb Collaborate(52,11)
- clickUP Discussions(37,9)
- Facebook (6,6)
- Departmental online portal
- Telephone
- SMS
- Skype
- Announcements on fence



### Subject

- LECTURER
- STUDENT

### Object

- Guide students through learning
- Administrative information
- **Information**
- **Feedback on learning**

### → Outcome

### Rules:

#### Communication

- Few institutional messages
- Within Faculties & Departments
- Within modules:
  - Dependent on lecturer
  - No class announcements

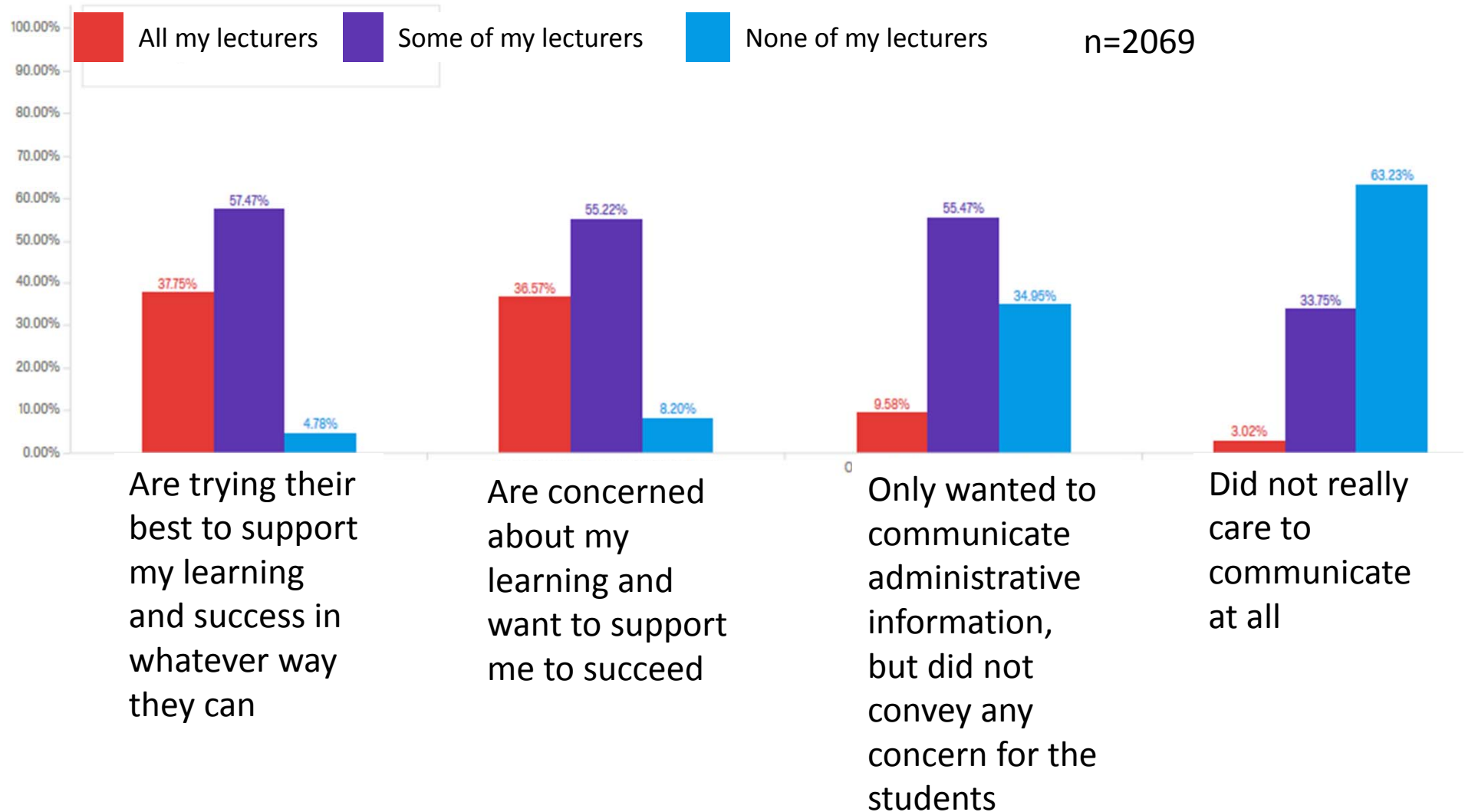
#### Community

- Faculties
- Departments
- All alone
- Students
- **Lecturers**
- **Peers**

#### Division of labour

- ↑ ↑ ↑ Emails
- ↑ Online presence
- **Expect immediate answers**
- **Sent off e-mails to lecturers**
- **Created WhatsApp groups**
- **Students overwhelmed**

# Student perceptions about electronic communications received from lecturers:



# Quotes about communication

## LECTURER:

*....Students were extremely unsure. This created loads of mails which I felt obliged to answer in a short time. ....There were many students that could not come to organized lectures or hand in assignments. This created even more mails.* (Lecturer NAS\_3)

## STUDENT:

*We were overwhelmed with Click-Up notifications that at one point I missed a semester test because of writing down the wrong date. This one event caused a major stress in my life which I felt was not my fault.* (Student EMS\_1<sup>st</sup> year\_1)

# Contradictions/Tensions

- Communication from “Top” disrupted plans made on lower levels
- Not all lecturers communicated well
- Some only communicated administrative information
- Students communicated via email, while lecturers required communication in discussion boards.
- Lecturers inboxes flooded: students received no feedback
- Students overwhelmed by messages.
- Students focused on communication from clickUP: some missed important messages

- **clickUP- (91%; 2.67%)**  
PPTs, Narrated PPTs, Videos, YouTube
- **Turnitin (61.65%; 2.26%)**
- Google Docs (20%, 2.64%)
- Google Drive (24%, 2.58%)
- Limited contact: Off campus classes, Boot camps for small groups, Individual contact

### Tools

**Subject**  
• **LECTURER**

**Object**

**→ Outcome**

- Finish teaching second semester content
- Complete research projects

### Rules: T&L

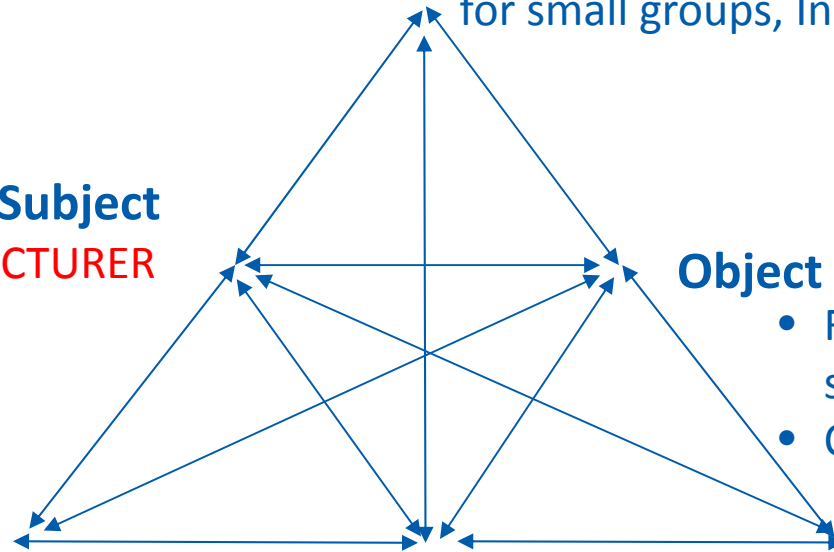
- No classes
- All lecture and study material available online
- 3 000 students / day on campus

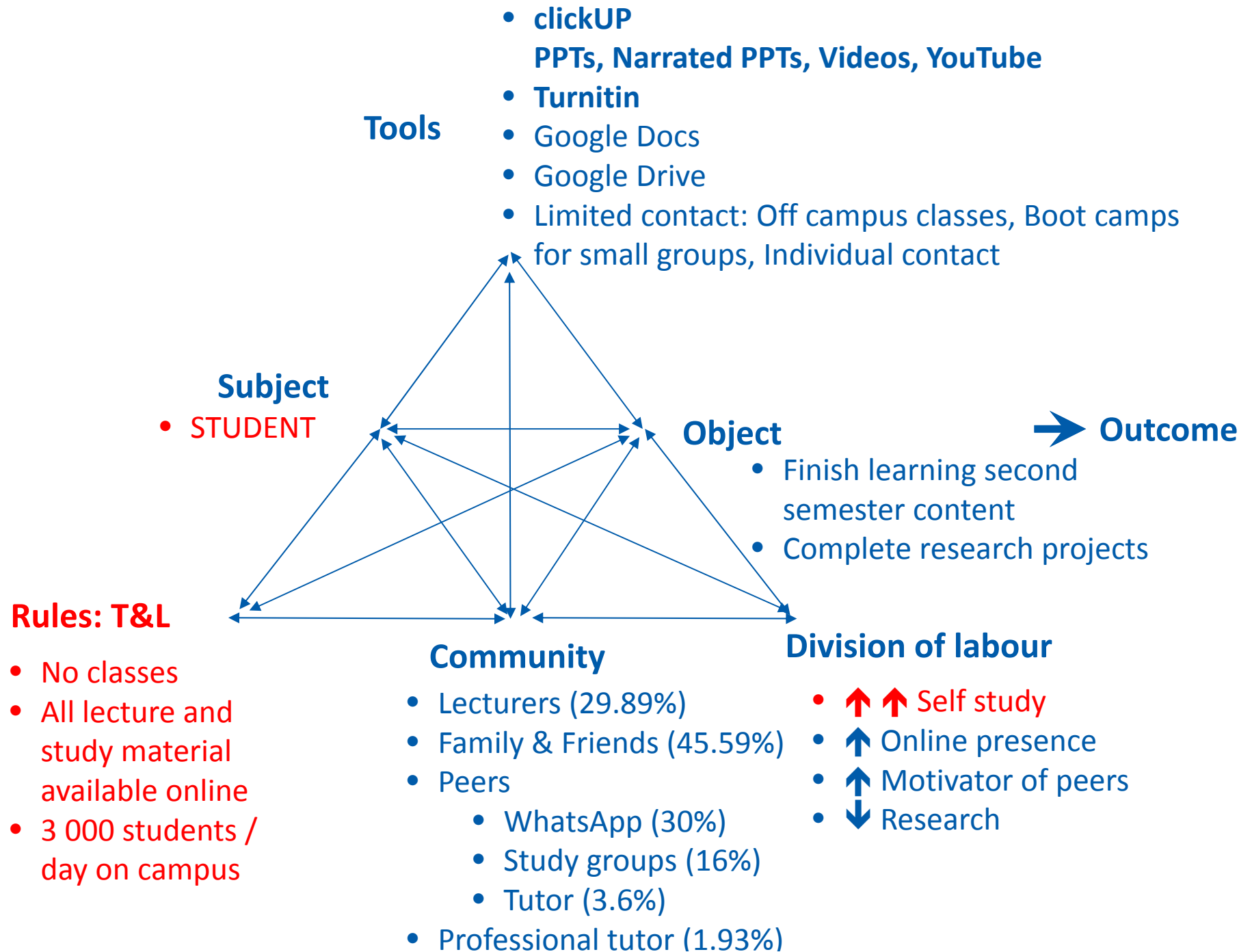
### Community

- (Students)
- Peers
- Admin staff
- IDs
- ECs
- Security

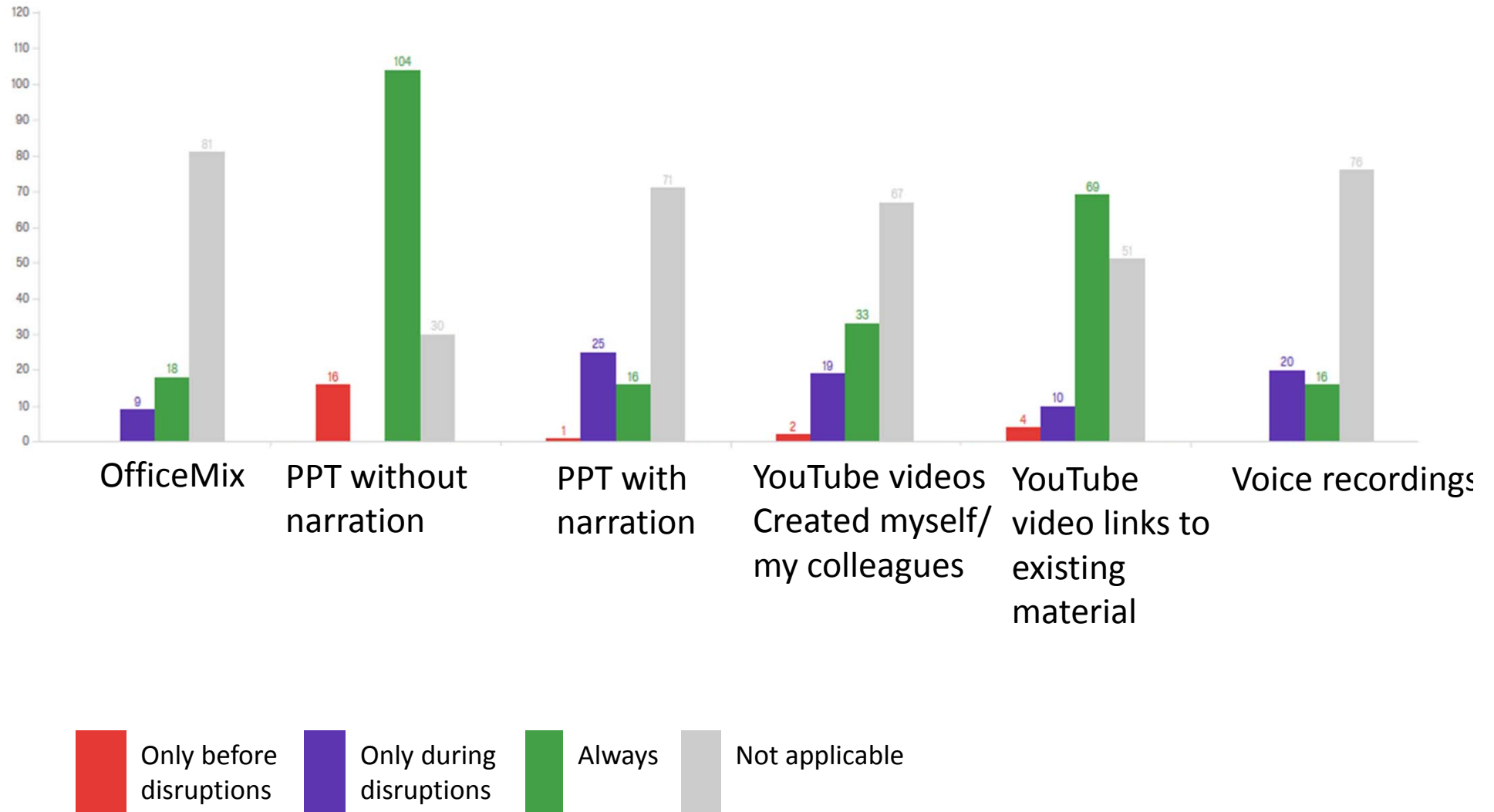
### Division of labour

- **↑ ↑ Content development**
- **↑ ↑ Admin load**
- **↑ ↑ Online presence**
- **↑ Motivator**
- **↓ Research**





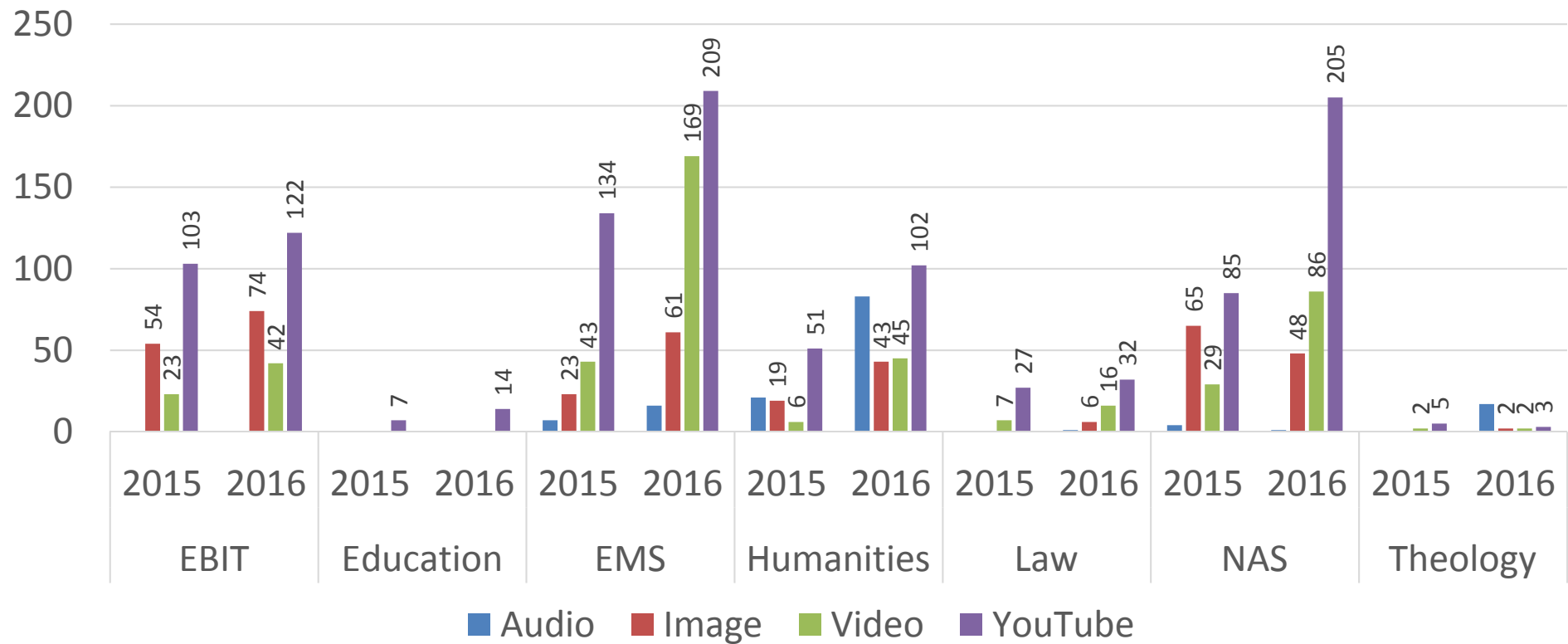
# Software used to aid teaching in 2016





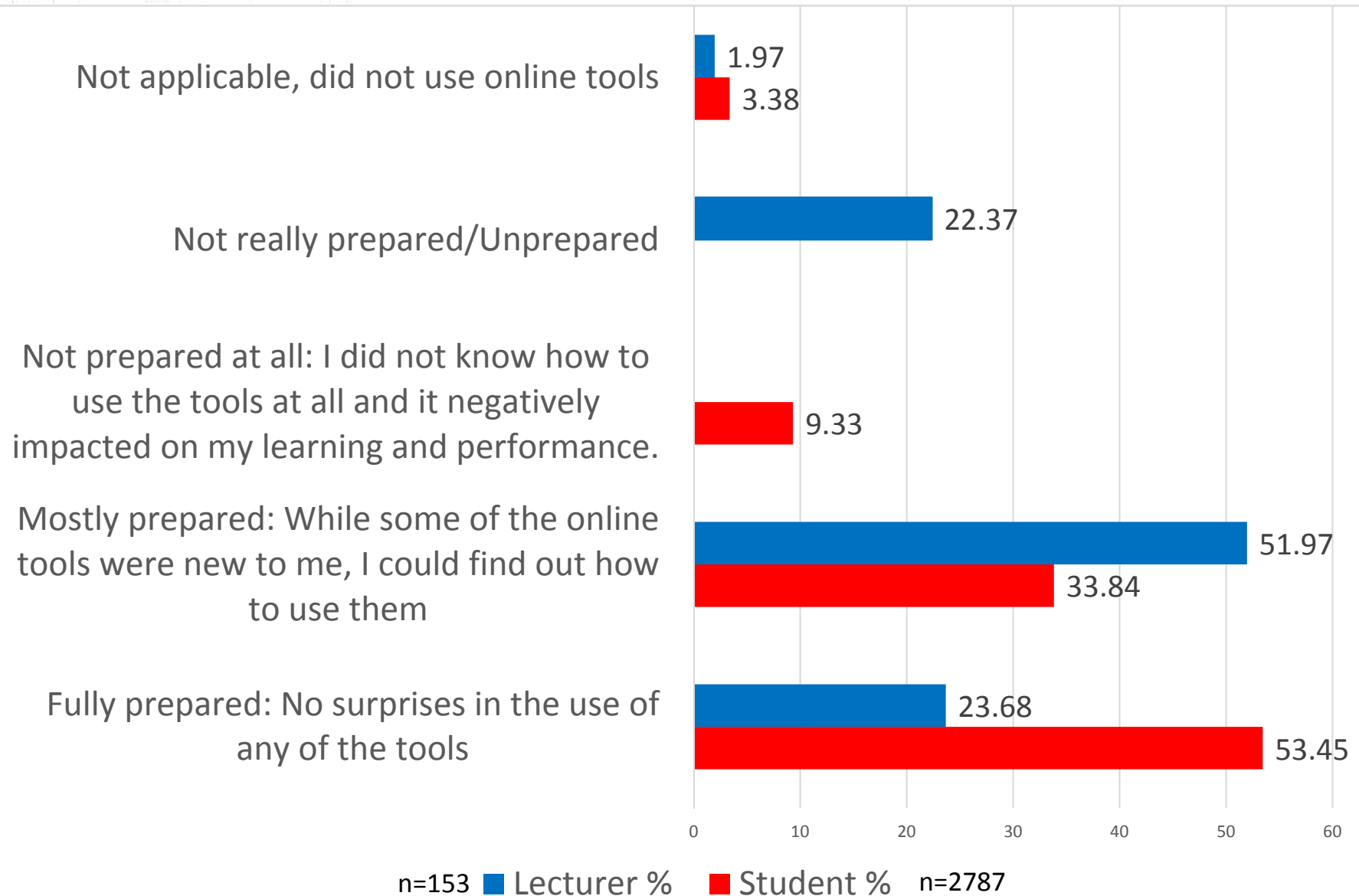
# Learning Analytics: Multimedia

Count of Multimedia Content Item Types per Faculty  
2015 -2016



# Preparedness of students & lecturers to use clickUP or other online tools

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# Lecturers prepared to adapt to crisis?

*I anticipated possible disruptions and planned the complete course accordingly. Students were pro-actively informed of our strategy. I appointed a class captain to coordinate efforts.* (Lecturer NAS\_4)

*we were prepared so our use of available technology was just a bit more than usual* (Lecturer EMS\_1)

VS

*Unfortunately the exec did not anticipate the disruption, even though there were many signs. As a result, we (staff and students) were expected to be reactive and could not plan properly for the use of digital technology.* (Lecturer Humanities\_2)

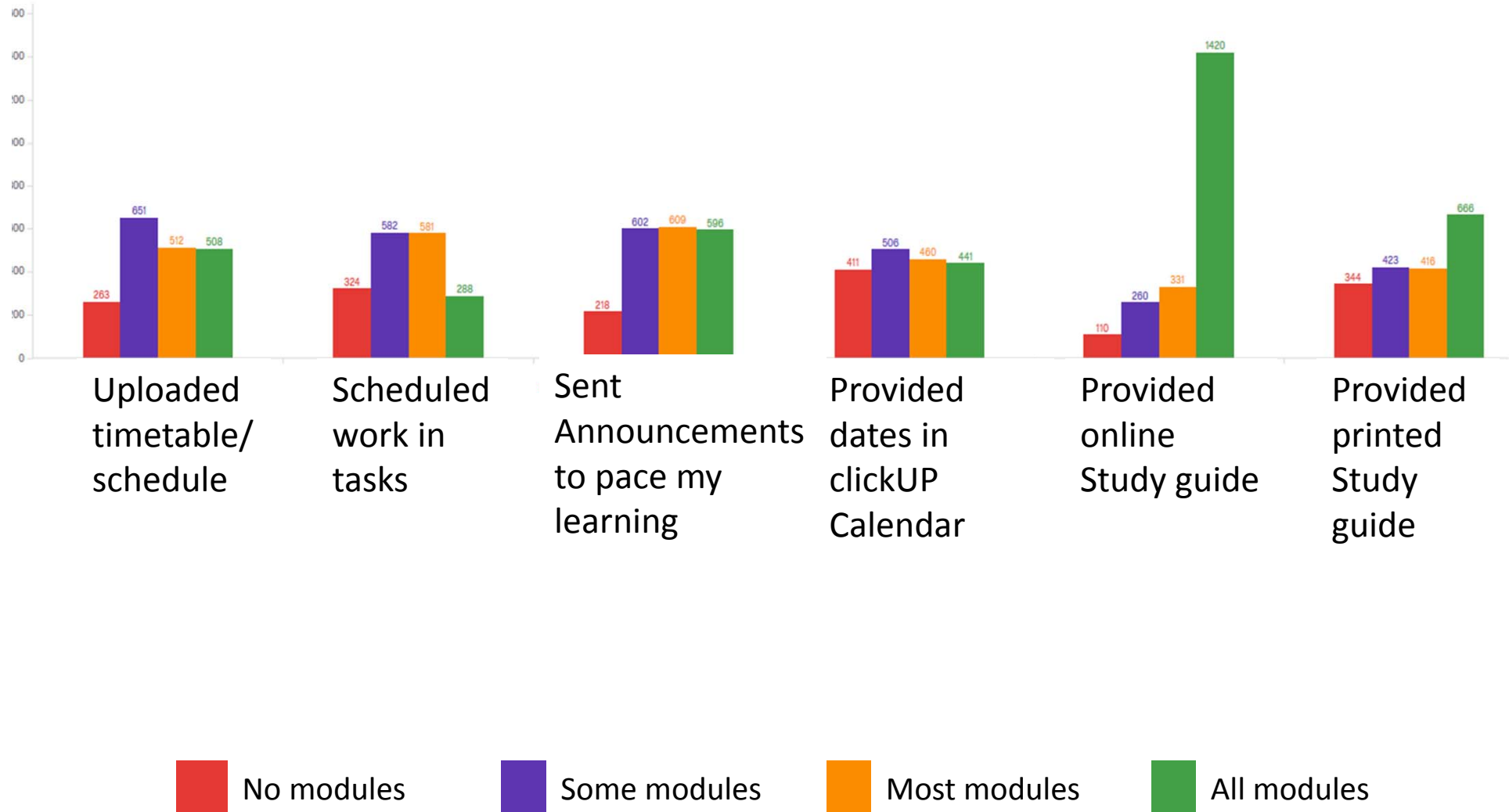
# Students prepared to adapt to crisis?

*For a student going from a learning **environment with little self discipline** where there are in most cases another chance to try and succeed to an **environment** where succeeding is based **mainly on self discipline** is a big jump.* (Lecturer NAS\_3)

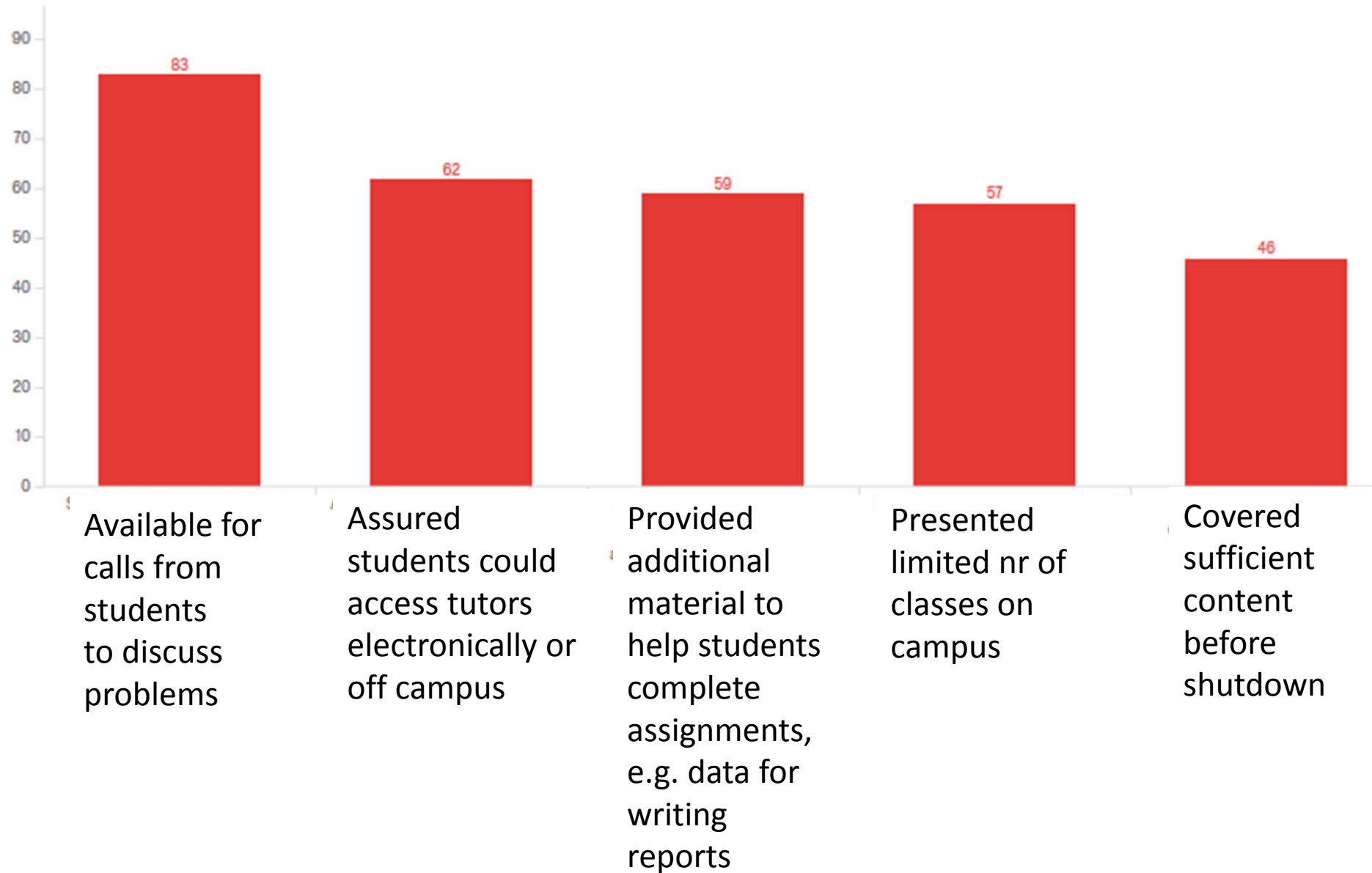
*Many students struggle because they **can't manage their own time** and **rely on contact sessions to force them to stay up to date**.* (Lecturer EBIT\_2)

*It **requires much more responsibility** from them [which, I argue, they are **NOT prepared to do, or at least not used to do**].* (Lecturer EBIT\_3)

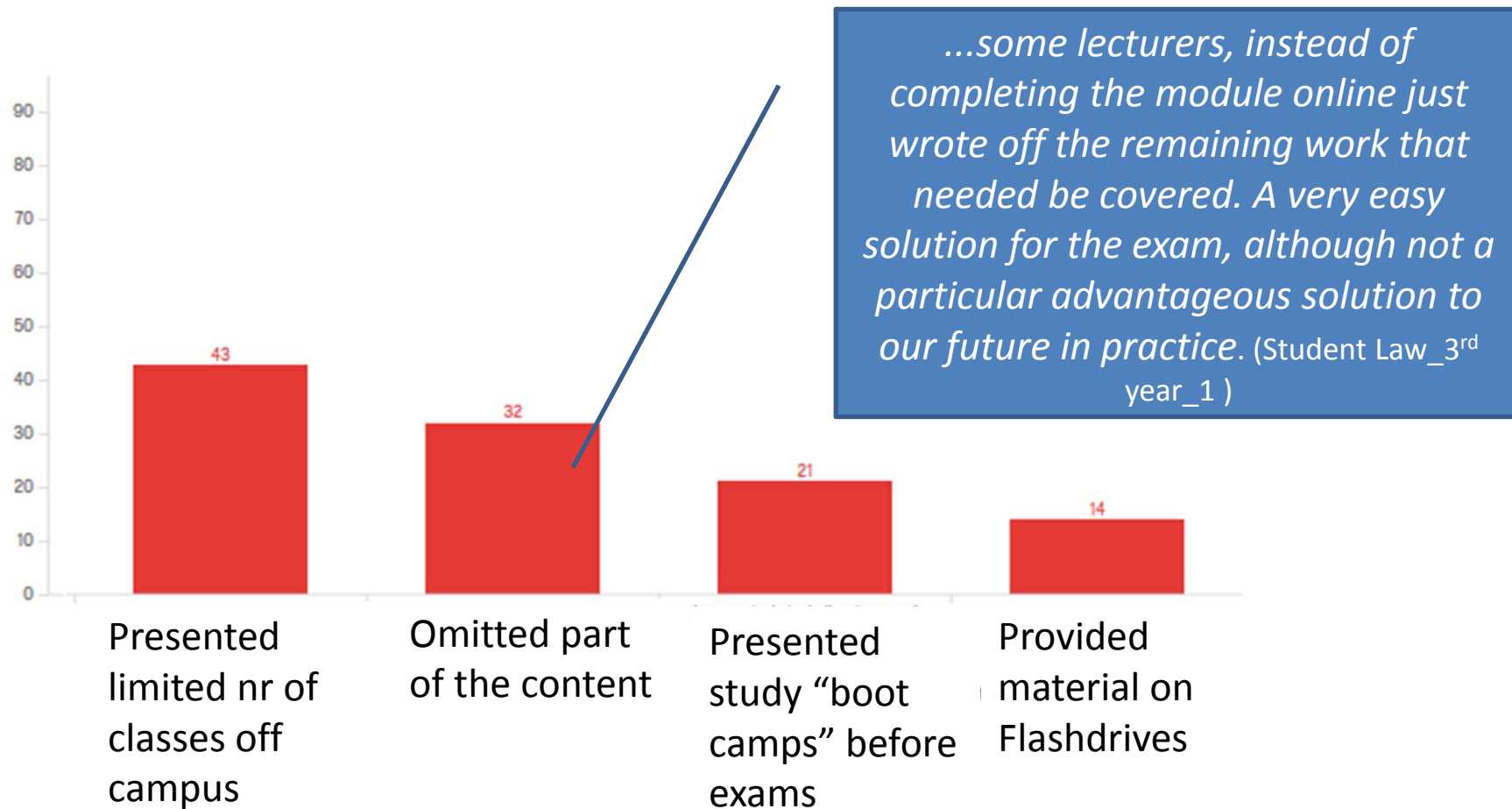
# How did your lecturers contribute toward your **PLANNING** of your learning during



# Lecturers' support to students' studies



# Lecturers' support to students' studies



# Lecturers' support to students' studies

*I had "consultations" on whatsapp with my students. (Lecturer EBIT\_4 )*

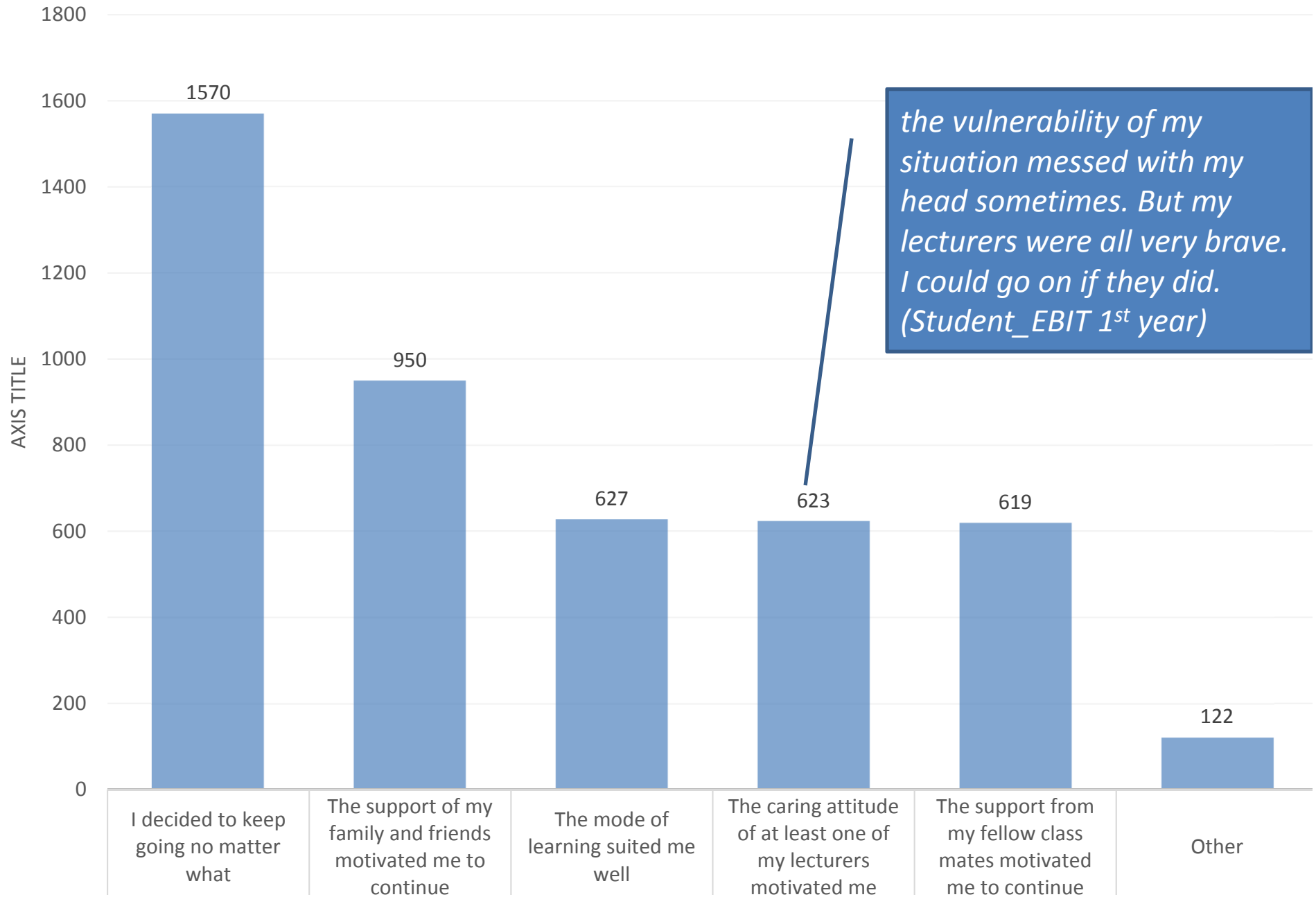
*...we motivated to the deans office to allow access for experiments to continue, for students to access computer and other facilities necessary for their research/studies.*

*In other cases I held student meetings office campus, most often at my home. (Lecturer NAS\_5)*

*My students were also a particularly determined and self-sufficient group who adapted well to the changes, and used a great deal of initiative in forming Whatsapp groups and organising sessions in coffee shops off-campus (Lecturer EMS\_2)*



# Students' reasons for success n=2084



# Contradictions/Tensions (Teaching & Learning)

- Contact classes seen as corner stone of teaching by both students & lecturers
- Students prepared for use of online tools, BUT not prepared for stronger reliance on self-study
- Majority of lecturers less prepared to use tools
- No feedback loop for lecturers to see if students understand work they created for online study. Those that they employ are not well used by students – more of a problem in modules where blended learning was not properly used before closure.
- No/limited feedback for students to correct misconception
- Some practical work not finished
- Despite huge efforts to create online material, some students did not access it

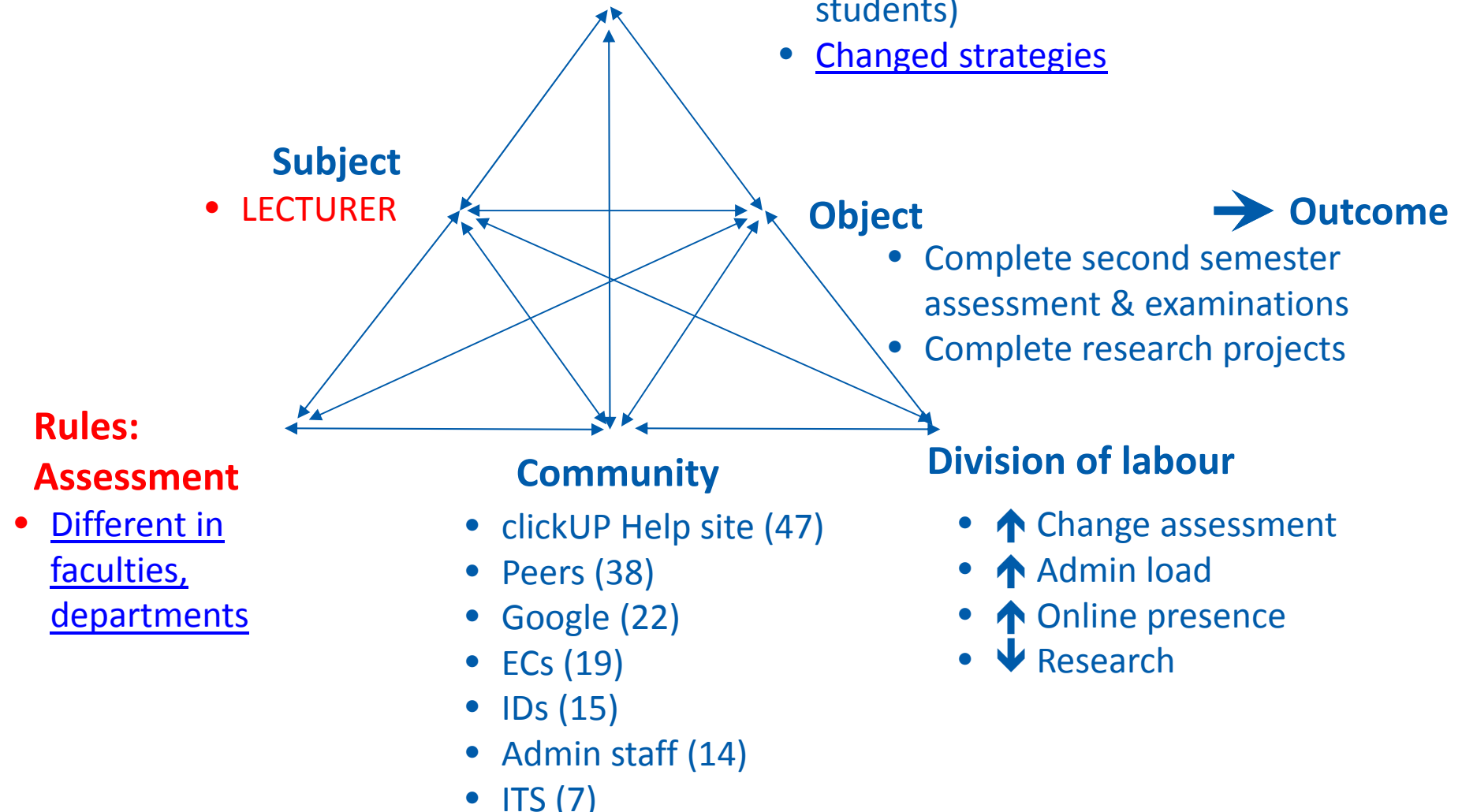
## Tools

### Semester assessments

- Online MCQ (25.24%, 9.71%)
- Online assignments (75%, 3.68%)
- Online typed semester test (18.75%, 7.29%)

### Final Examinations

- Online MCQ (10.75%, 4.3%)
- Online assignments (12.5%, 10.42%)
- Online typed semester test (12.5%, 10.42%)
- On campus assessment (46.36% of students)
- Changed strategies



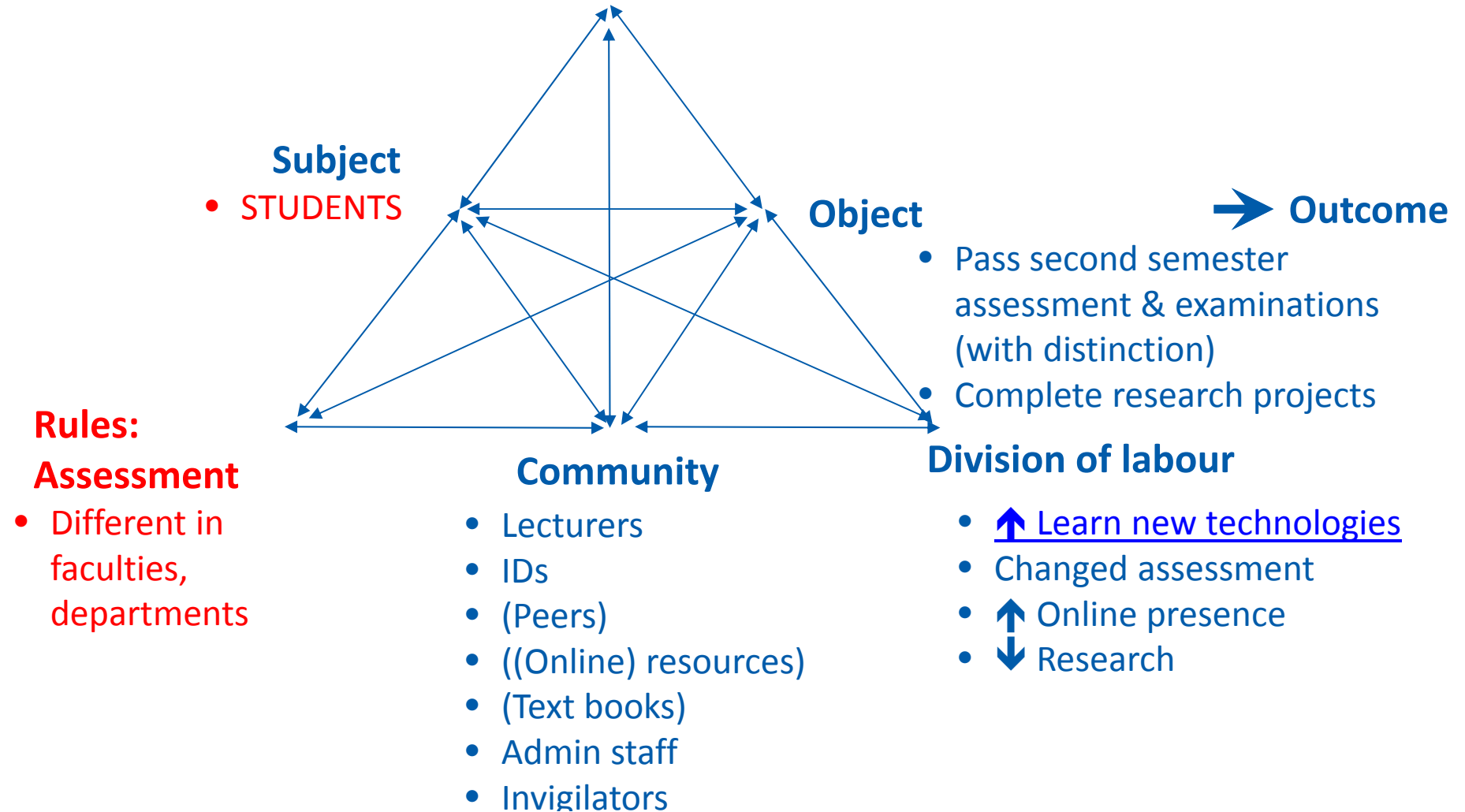
## Tools

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(46.36% of students)

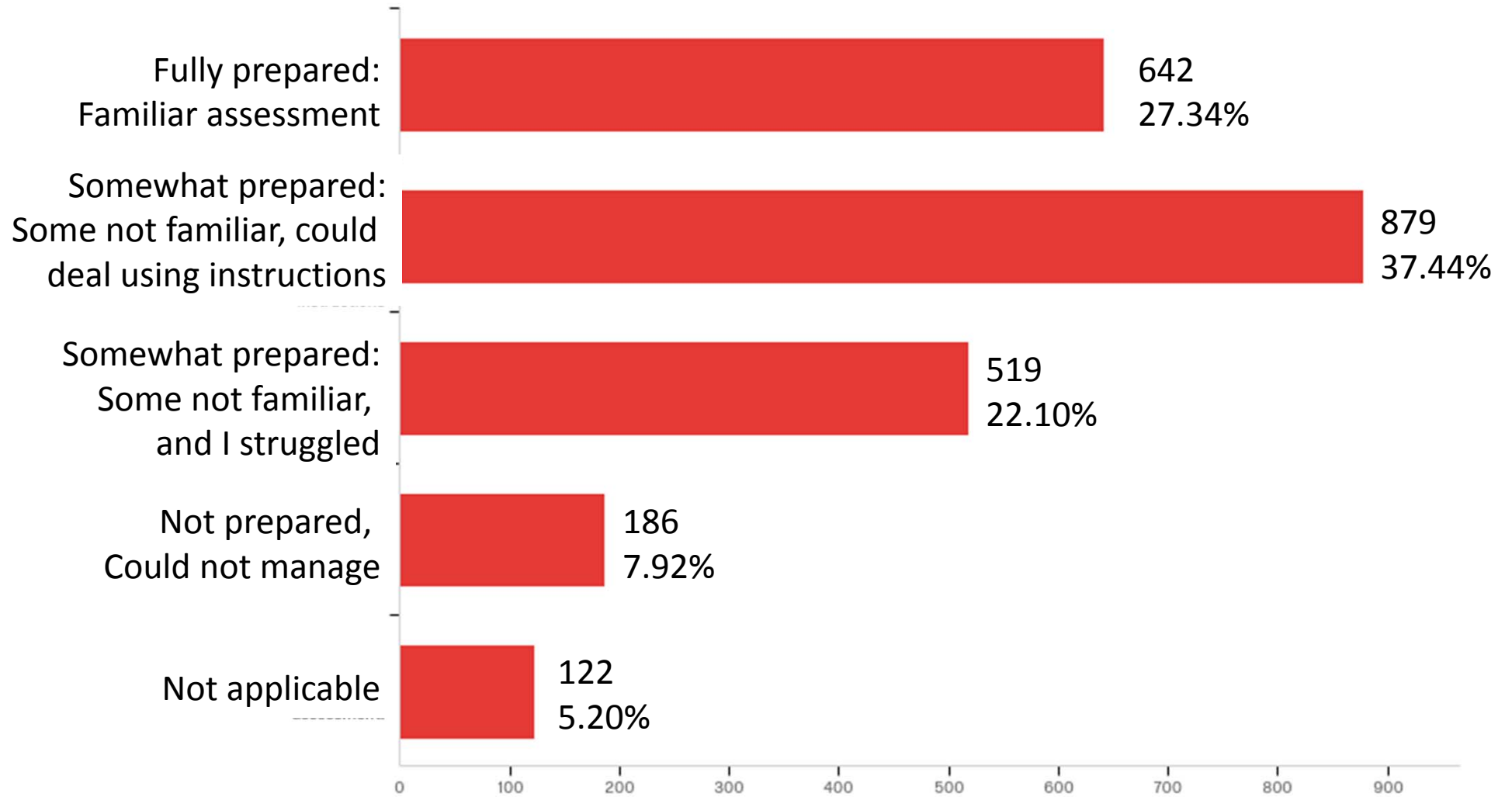


# Rules that changed

- Faculties to determine own **assessment strategies, entrance to exam**
  - Law: mostly online assessments (almost none before)
  - EMS:
    - No electronic assessments unless students had exposure to it before hand
    - Exam entrance to all students
    - Only use year mark if it will benefit student
    - Entrance to supplementary exams depend on pass rates of modules
  - EBIT: All examinations contact, same rules as always
  - Humanities: None prescribed
  - NAS: Most exams on campus, some online
  - Education: Submit electronically/hand in hard copy

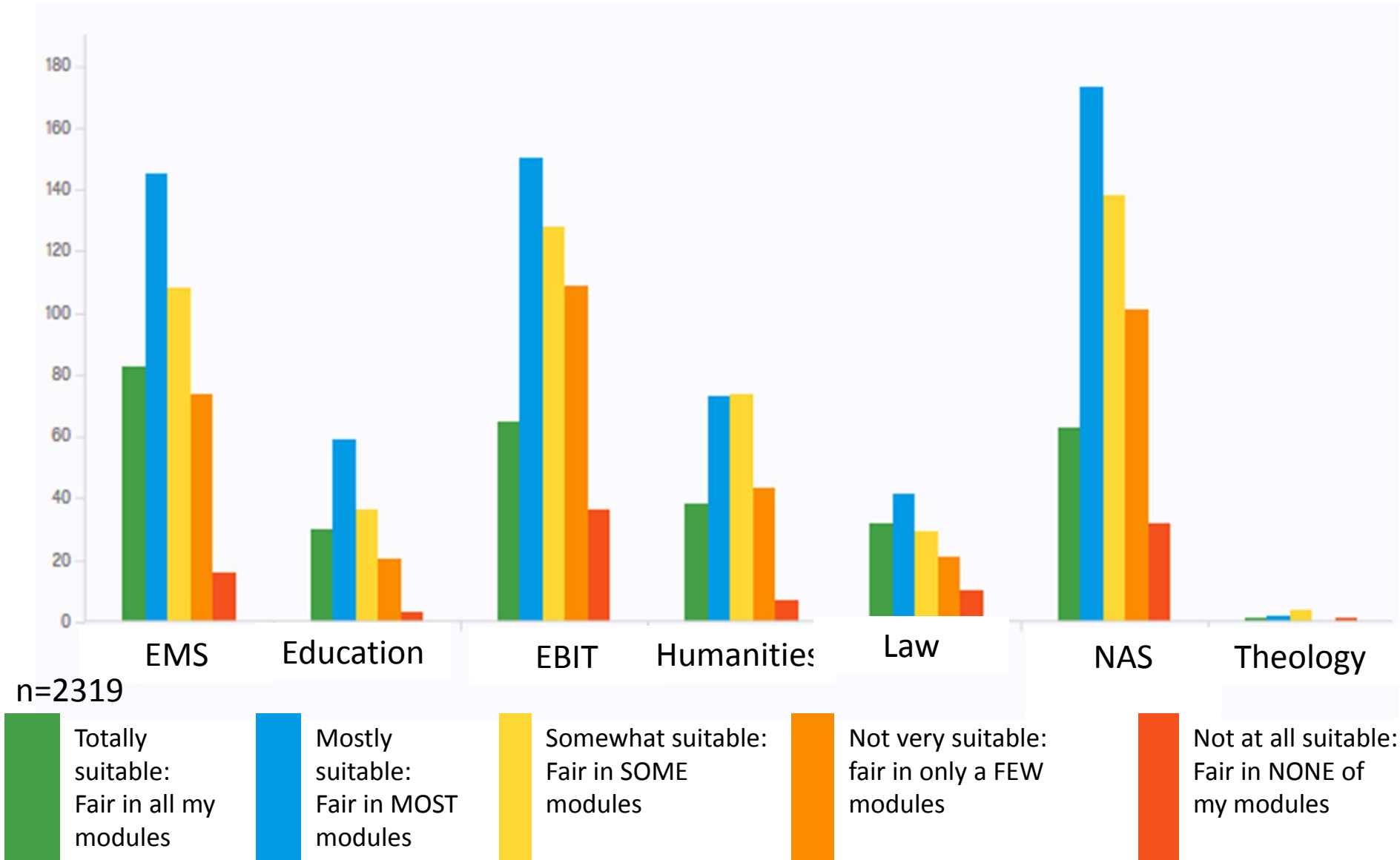


# Students' preparedness for types of online assessment?

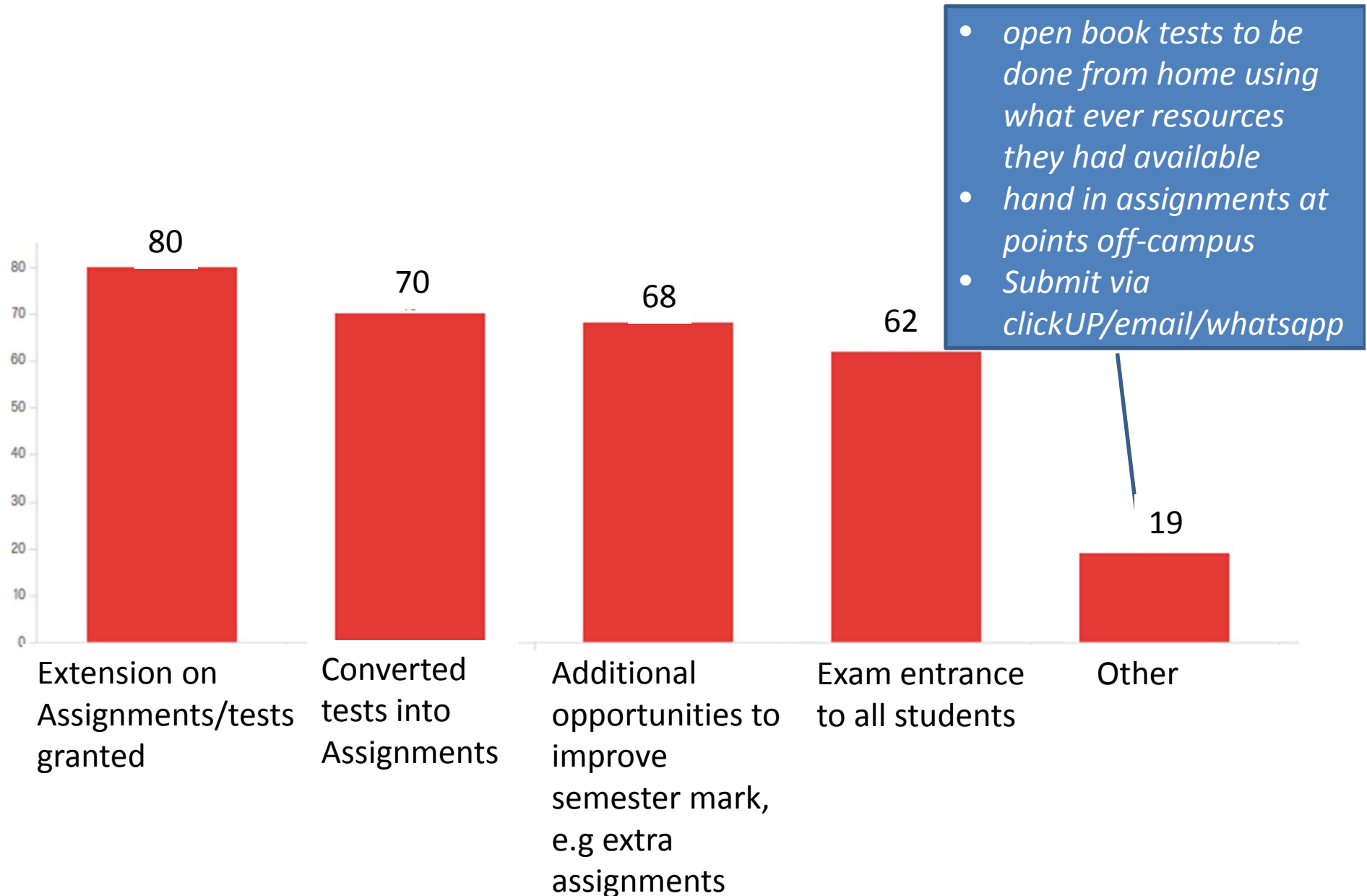


n=2348

# Suitability and fairness of assessment: (Students)

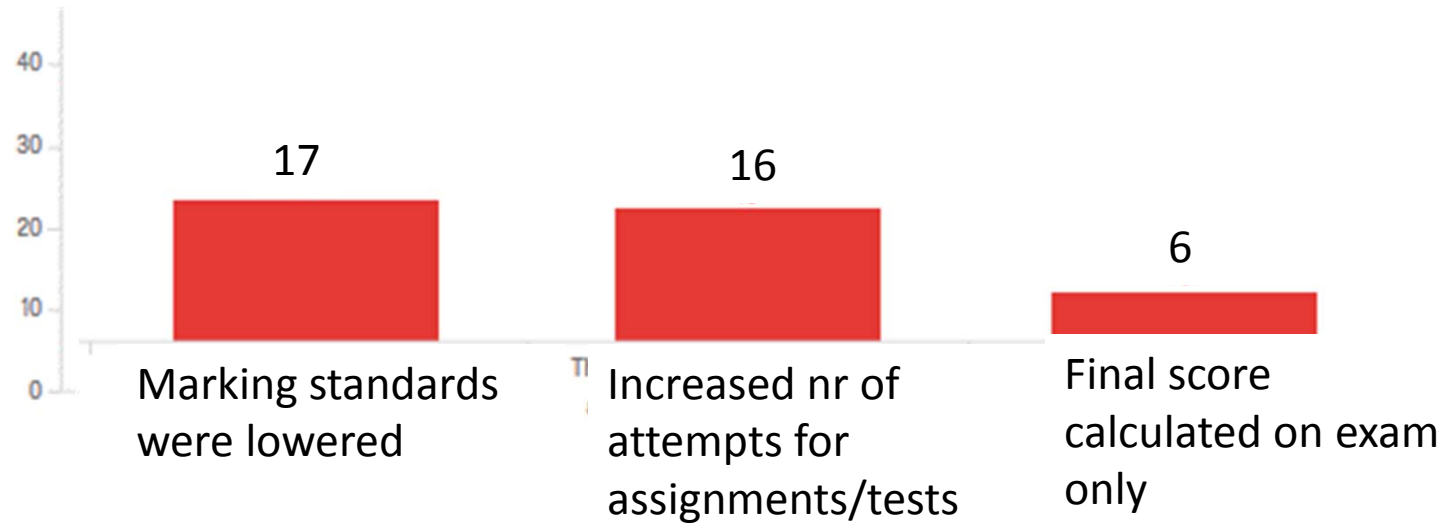


# Changes to assessment strategies





# Changes to assessment strategies



# Contradictions/Tensions (Assessments)

- Very short time frames between some tests and examinations
- Students welcomed assignments in stead of exams, learnt more through the process than in exams.

*The fact of the matter is that certain law modules should be tested by means of practical assignments and not tests, where only our ability to parrot the work is tested. I therefore enjoy the hybrid system in that it forced the law faculty to actually approach the testing of certain modules in a practical sense.*

(Student\_Law\_3<sup>rd</sup> year\_1)

- 40% of students who did online tests struggled with connection problems
- 30% of students struggled/could not manage different way of assessment

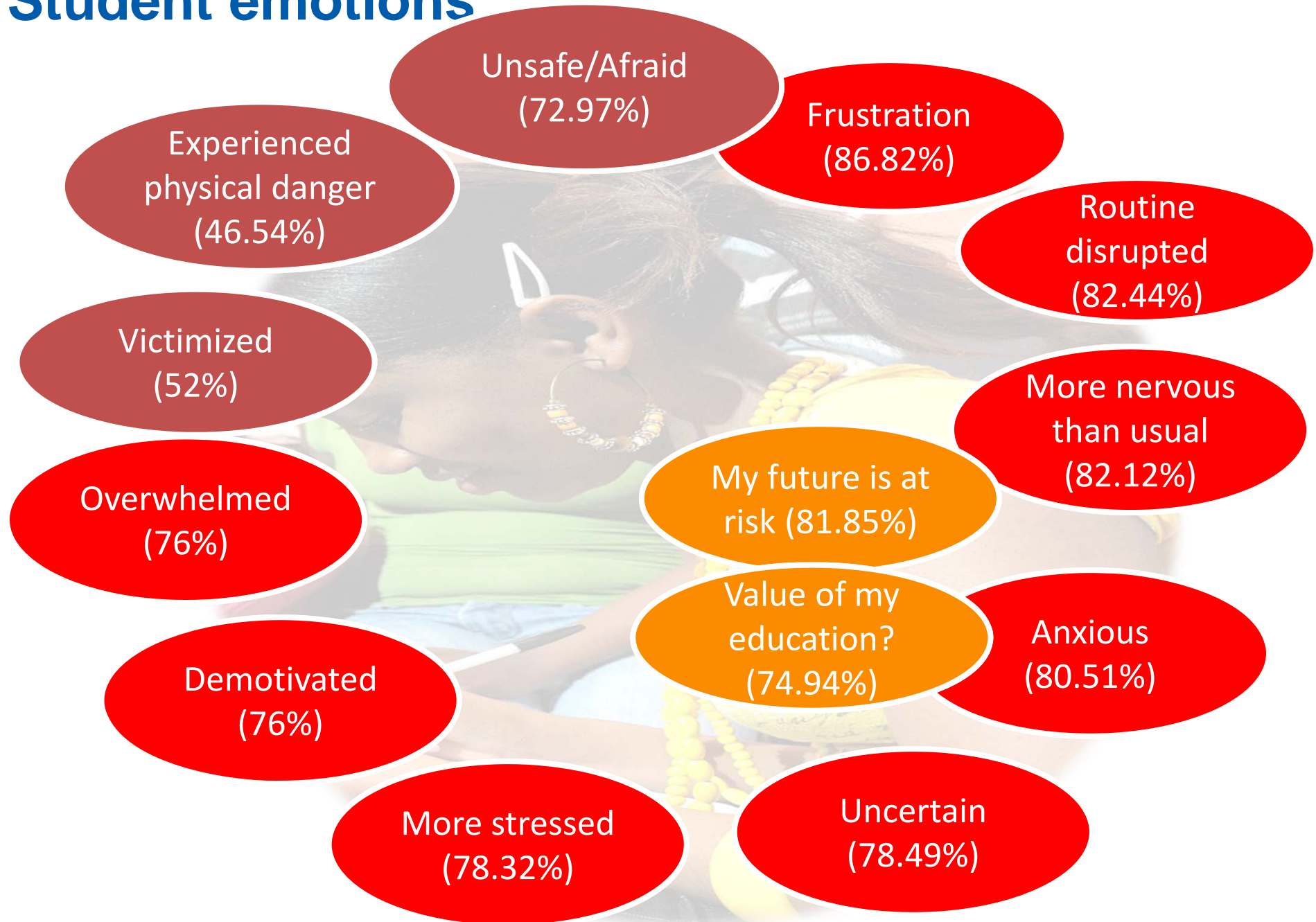
# Contradictions/Tensions (Assessments)

- Dishonesty of students with online assessment

*It allows students to form groups and cheat by sharing answers to exams and assignments which Turnitin is seemingly unable to address or lecturers simply do not want to suspend dishonest students. (Student\_Law\_2<sup>nd</sup> year)*

- Almost half of the students indicated that suitability & fairness of assessment was questionable
- Concern that there might have been a drop in standards

# Student emotions



# Student emotions



Socially isolated  
(55.74%)

Disconnected  
(61.77%)

Freedom – own  
pace (60.72%)

Proud –  
overcame  
obstacles  
(61.57%)

Determined to  
succeed  
(61.36%)

# Anger

*I felt angry that I could not get the most out of my education because I was unable to attend lectures. (Student Humanities\_3<sup>rd</sup> year)*

*Anger towards how genuine problems became politicized by the student council and the blatant disrespect that some of the protestors had for their lecturers and academia (Student NAS\_2<sup>nd</sup> year\_1)*

*Anger at the fact that a hand full of students were able to bring campus to a standstill to further their own agendas regardless of what the majority of students felt. (Student NAS\_3<sup>rd</sup> year\_1)*

*I was incredibly frustrated towards the students who caused the disruptions .... I am also a poor student and I have to fight really hard to gain finances for my studies but you don't see me throwing tantrums like a child. I actually want an education badly enough that I will pay whatever I have to and work however I hard is necessary to get there. I even work two part-time jobs in attempt to pay for my studies because I have a single mother who is barely keeping head above water and a non-existent father. (Student Education\_1<sup>st</sup> year)*

*Angry, because the university only cares more about its image and its buildings than its students. (Student NAS\_2<sup>nd</sup> year\_2)*

# Fear

*Terrified to be in an on campus residence with a bomb thrown at a window close to mine. (Student Humanities\_2nd year\_1)*

*We were caught in the auditorium by protestors, who through rocks and water bottles. That effected me severely. (Student NAS\_3rd year\_2)*

*I was evacuated out of a building and into a mob with no help or sense or scurity from surrounding guards. (Student NAS\_2<sup>nd</sup> year\_3)*

*Distrust of fellow students as well as UP staff members. I still feel this way. (Student EBIT\_4<sup>th</sup> year)*

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*I felt scared at times at a place (the university) where I always felt safe and secure (Lecturer EMS\_3)*

*I had a traumatic experience in a computer lab where thugs (students?) burst into my lecture and disrupted the class. One female student was hit in the process. (Lecturer EBIT\_3)*

# Loss

*I felt disadvantaged as the **marks needed for honours** were taken from second semester and **were not of a high enough standard** and no consideration for the disruptions were taken. (Student Education\_3<sup>rd</sup> year)*

*It was a bit frustrating to **have paid the fees for lectures that I then could not attend**. I understand why the disruptions occurred, but **I feel robbed of part of my education**. (Student Humanities\_3rd year)*

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*In general many students crave the individual contact. They can go to UNISA if they want to do hybrid learning (online and group meetings). Some students communicated to me via e-mail that they **feel that they have been "robbed" of lecturer-student interaction** which in turn was deemed unfair. Many students wanted to be on the campus. A handful of students disrupted the whole organisation, its staff and most important its clients (the students). (Lecturer Humanities\_3)*



# Financial Loss

*I was frustrated as I had **just moved into Hatfield Studios** for the purpose of being closer to campus. Then campus shut down and I wasted a lot of money paying to stay there, a lot of time moving in and out and did not feel very safe in that area of town. I understand it is not the university's fault that **Hatfield Studios chose to shut down over the campus shut down** but I had to relocate to another dwelling and **paid for at least one months rent at Hatfield Studios when I could not stay there** and it is due to the campus disruptions.*(Student NAS 1<sup>st</sup> year)

*I left my job to study and felt that my money was going to be wasted*  
(Student Humanities 1st year\_1)

*I have to repeat modules and **get a job to pay for them.*** (Student NAS 2<sup>nd</sup> year\_4)

# Voices in support of campaign

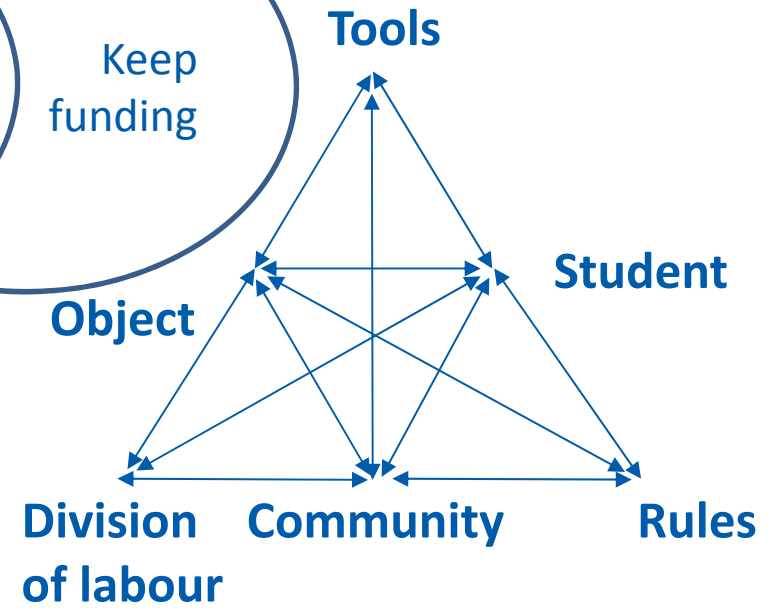
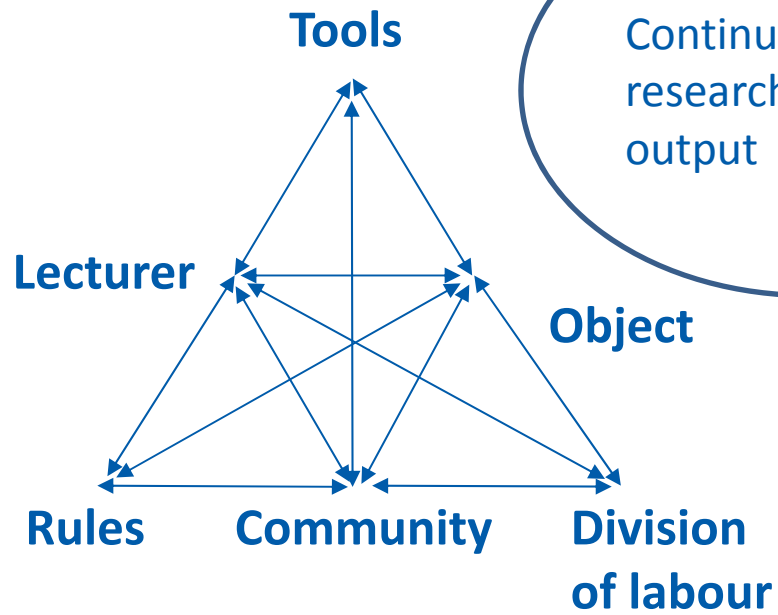
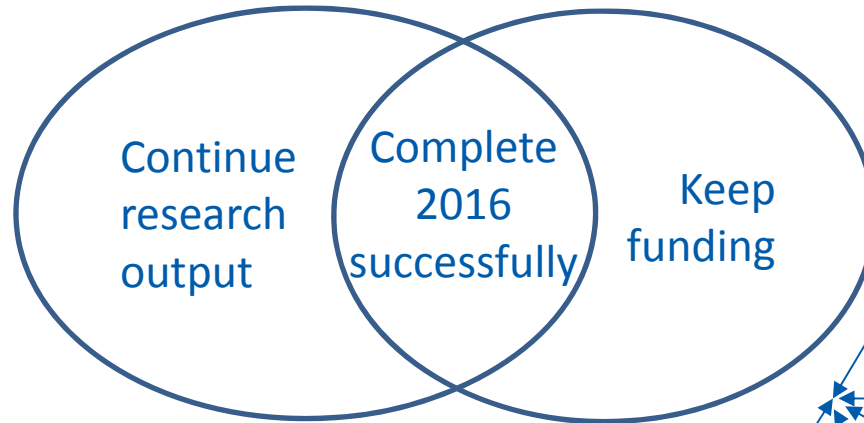
*I felt there was a greater movement that needed attending to. This institution needs to understand that free education is a must, it was confusing yes, but if needs be I would go through it again because people are suffering here and they are not getting help because unfortunately the university proprieties money over the well being of its students.* (Student Humanities 2<sup>nd</sup> year\_2)

*I was in complete support of the shutdown so I felt no concern, shame or loss of faith when the disruptions occurred* (Student EMS 1<sup>st</sup> year\_2)

*I felt happy that everything was getting postponed but as the strikes did not end i realised that we might have to all extend a year of our lives. So i then became uncertain and such. Right now i want to finish my degree, so I and many others do not support striking right now. Those that are striking just want exams pushed up.* (Student EBIT 2<sup>nd</sup> year\_1)

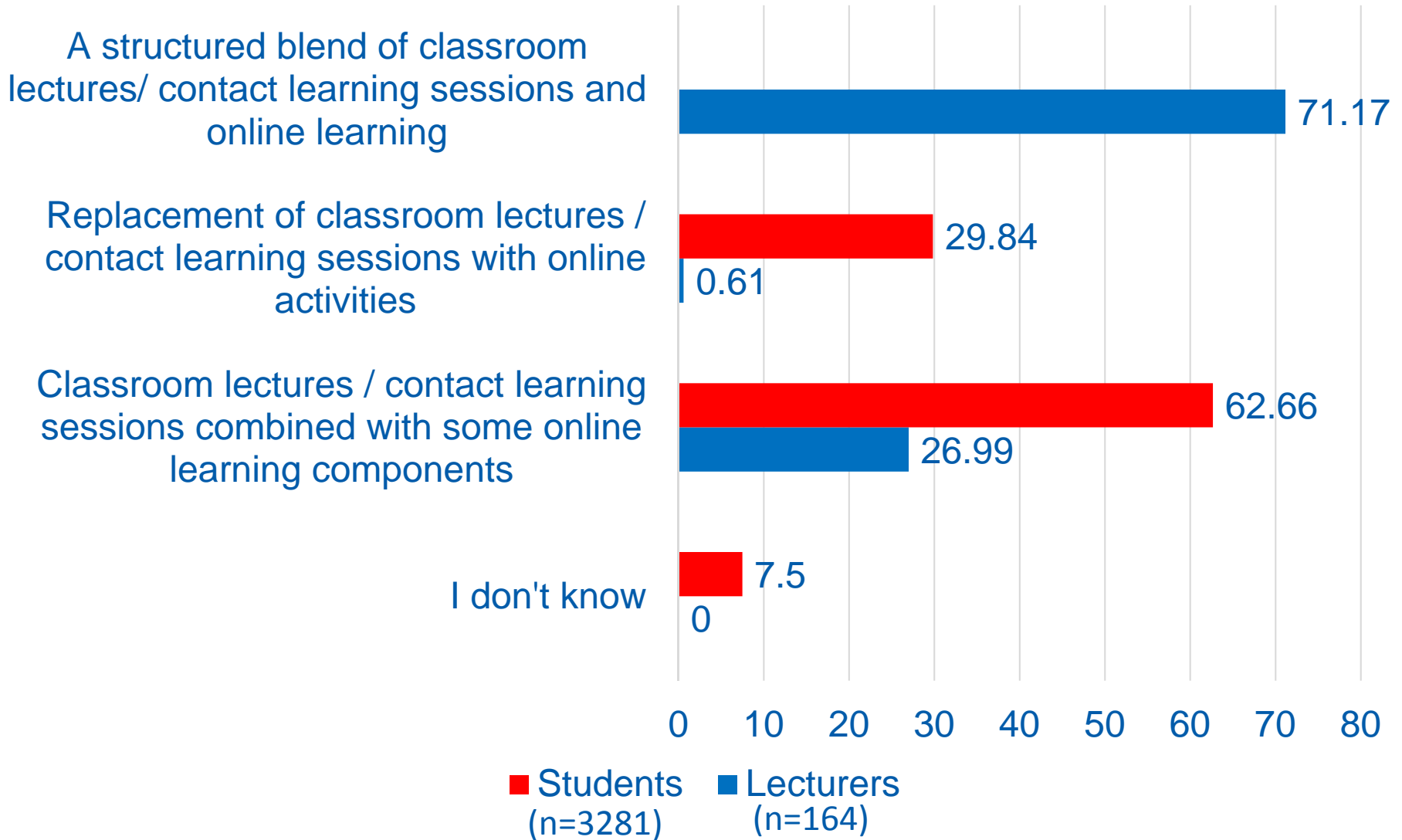
*I felt proud to be at tuks and the way they handeled everything* (Student Law 3<sup>rd</sup> year\_2)

**Outcome:  
Impact 2017**

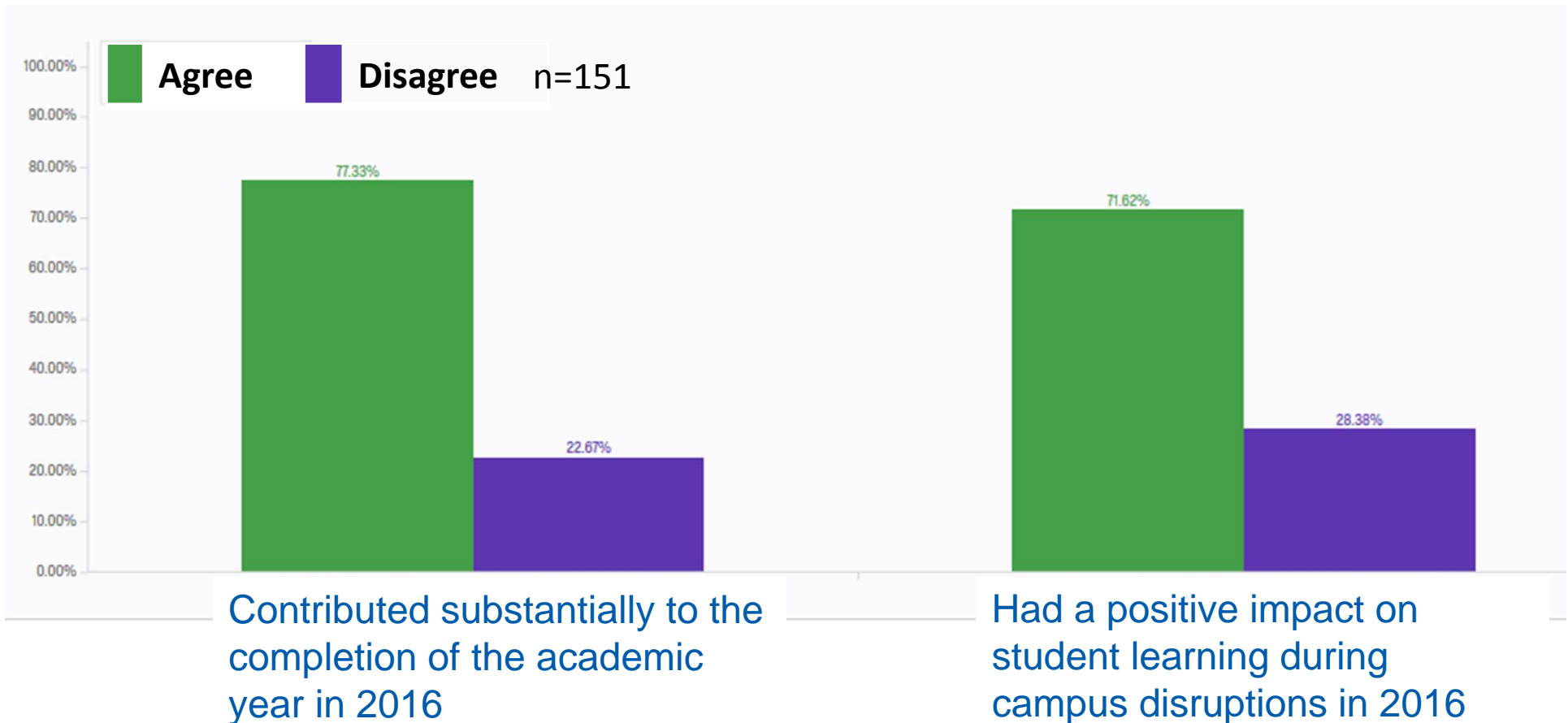


# Perceptions of Blended/Hybrid Learning

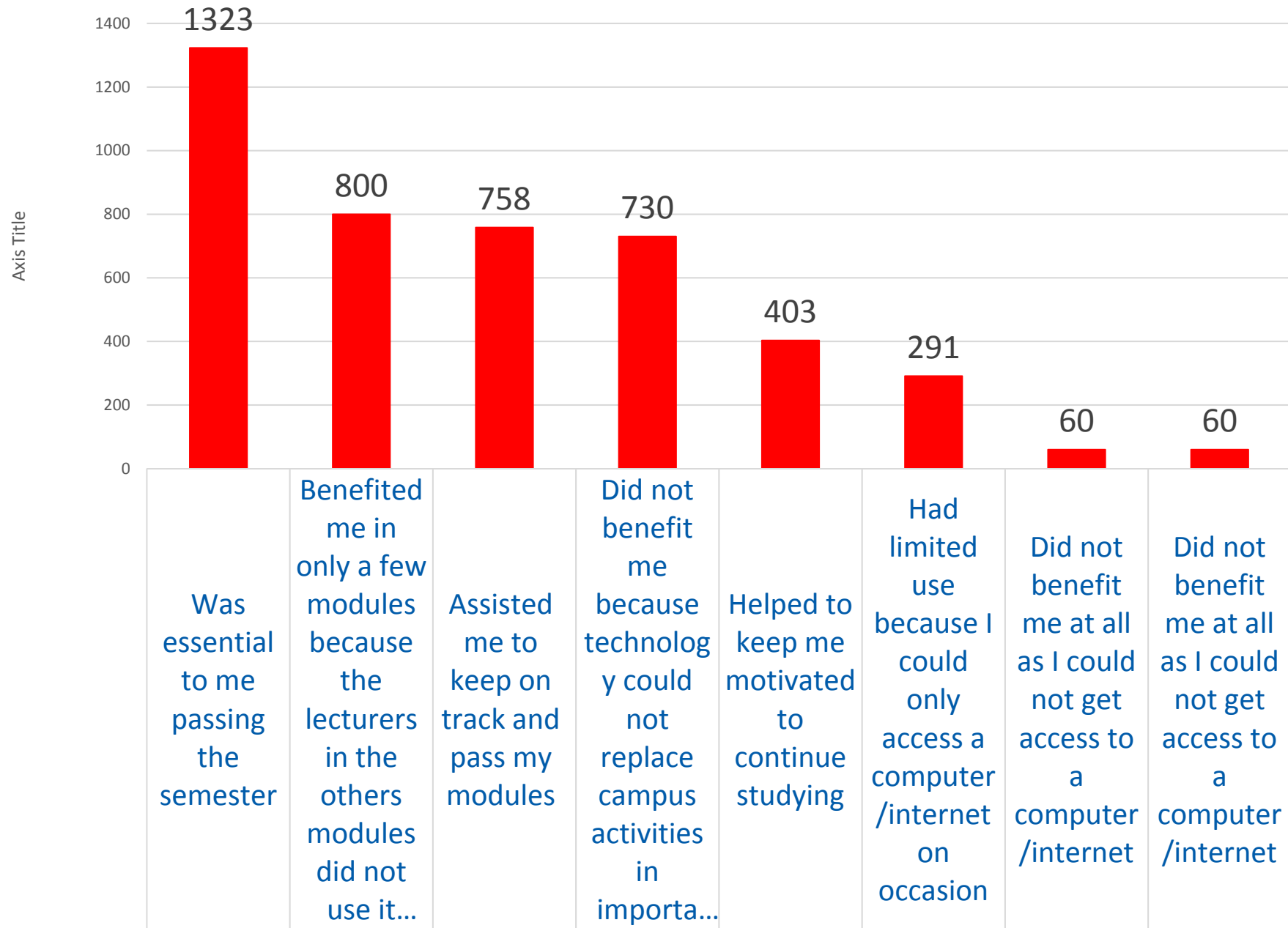
## A blended / hybrid mode of learning means:



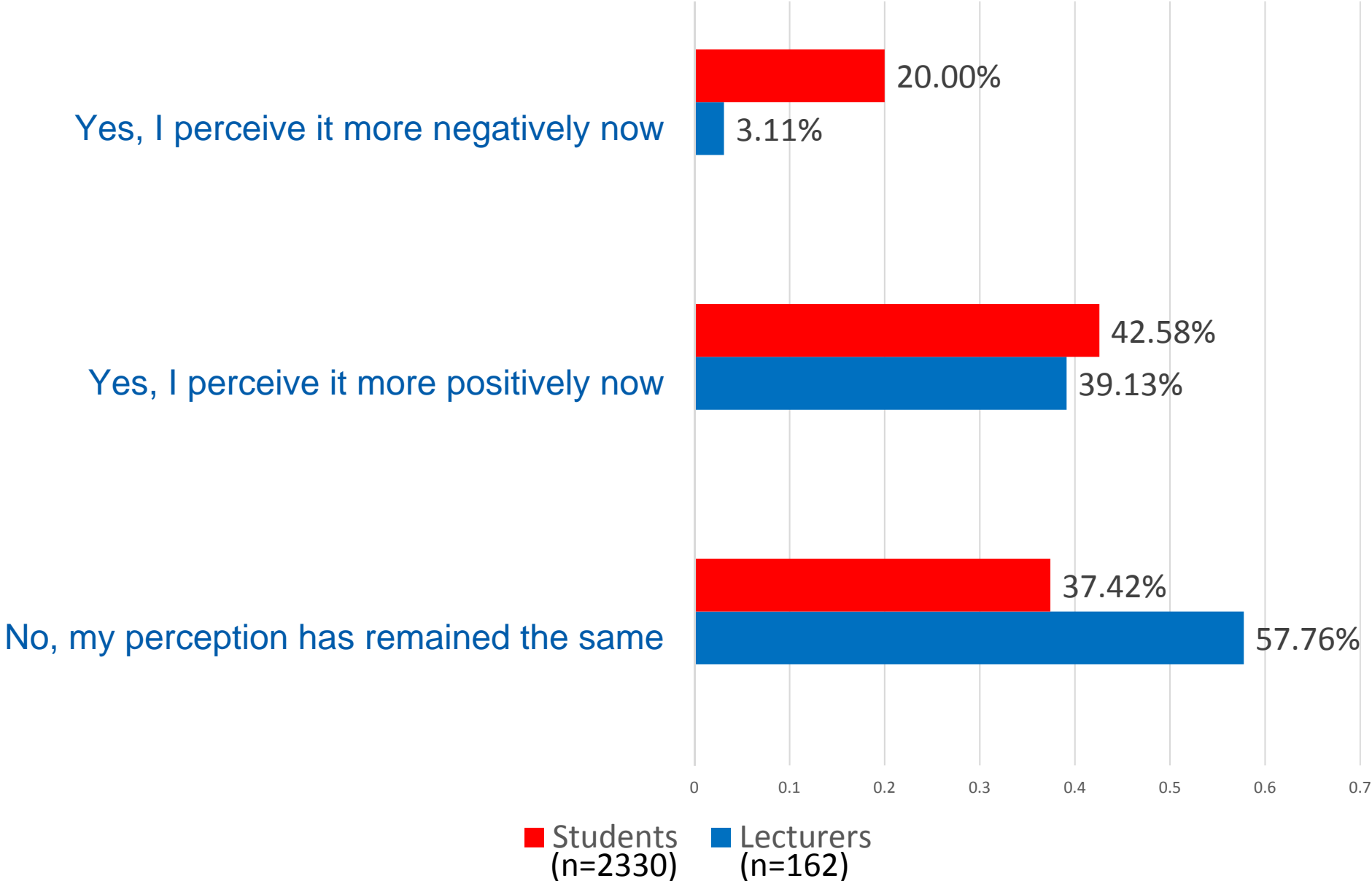
# Lecturers believe that blended/hybrid teaching methods:



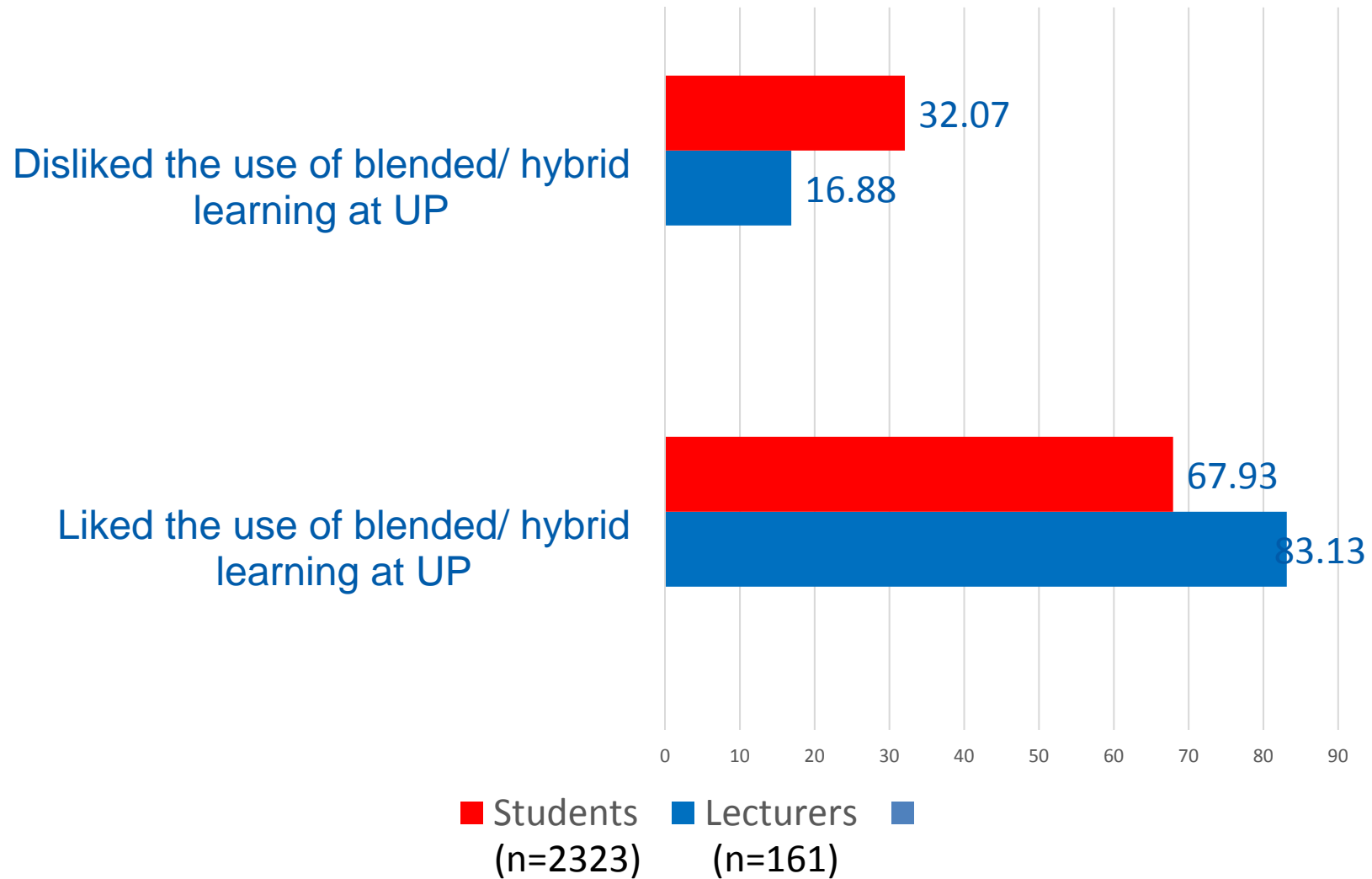
# Students' view on use of technology during campus closure



# Change in perception of blended/hybrid teaching and learning



# Preference for blended/hybrid learning at UP





# Why lecturers like/dislike hybrid learning

## LIKE:

- Adds value to courses
- Made the completion of the academic year possible
- More control over course organization, submission of assignments and assessments.
- Student engagement: peers and the subject matter. Shy students also respond more readily online.
- Tutorials and existing online material can supplement and at times replace one to one demonstrations.

## DISLIKE:

- Should not be seen as a replacement for contact face to face teaching
- Concern over IT infrastructure
- Feeling ill-equipped for hybrid learning
- Not suitable for large groups of students
- Very heavy burden on lecturers for an aspect that does not matter for performance appraisals.
- It does not support very necessary modes of learning and engagement with skill and knowledge certain disciplines

# Why students like/dislike hybrid learning

## LIKE:

- Individ learning - own time & pace
- Ease and convenience
- Prefer online assessments- authentic
- Independence of place
- Availability of course content
- Suits tech age
- Helps when campus disrupted
- Enhances learning
- Variety
- Like it but with face to face contact
- Guidance
- Class, test & exam preparation
- Saves time, travel costs

## DISLIKE:

- Prefer face to face interactions/classes
- Lecturers did not use tech as required
- Felt cheated: Not the same quality
- Not suited for subject
- Made it more difficult to study
- Difficulty accessing the Internet
- Marks dropped / fail module
- Was not what was paid for
- Not a replacement
- Not prepared for it

# Effect of campus disruptions on Undergraduate /Honours teaching practice

A disaster: considerable content not covered and I could not teach outside of a classroom, with dire results for most students

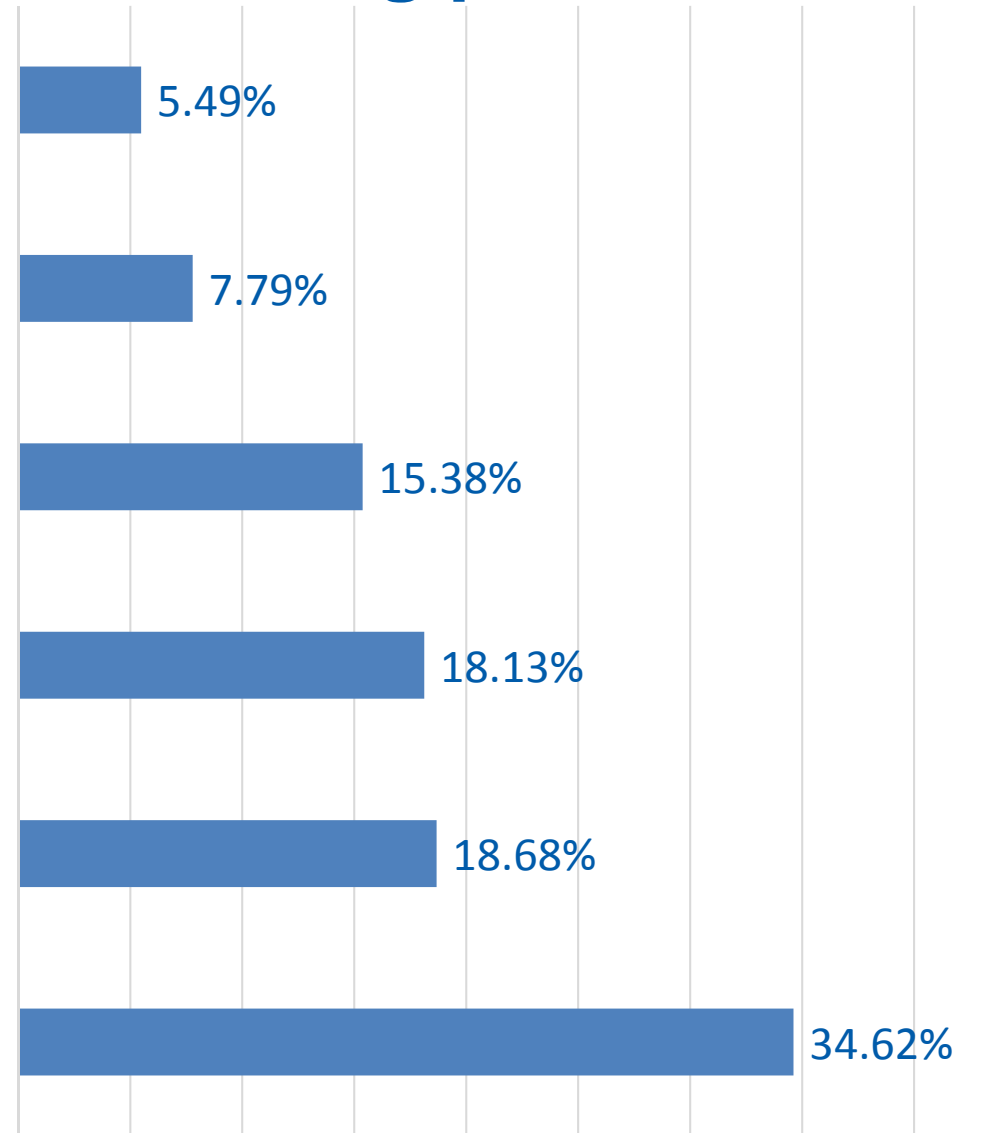
Other

No effect, classes not disrupted

Large effect: considerable content not covered & many students could not cope with this content on their own

Moderate effect: some module content not covered & some students struggled to assimilate this work

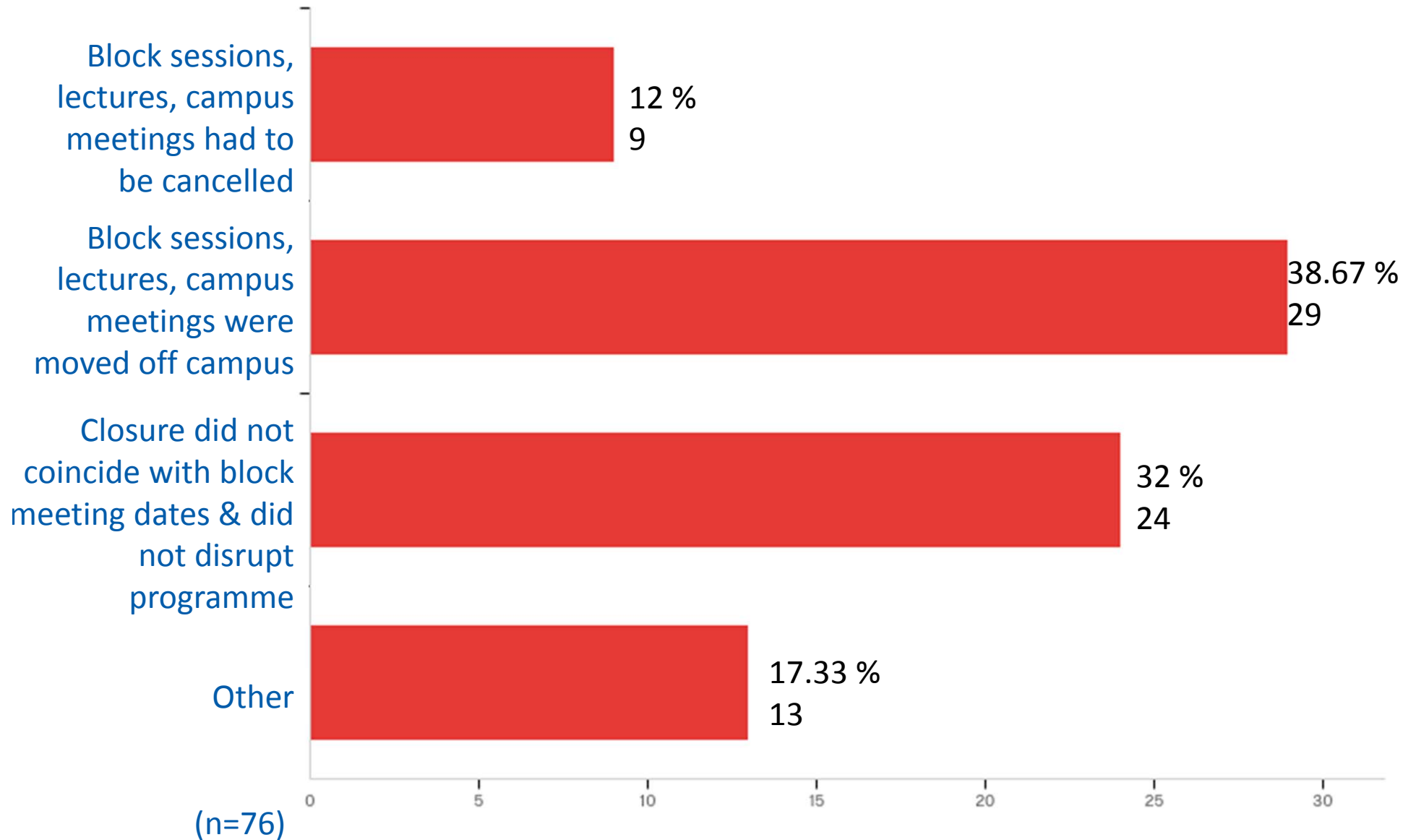
Some effect, some content not covered, I found ways to support students in learning it



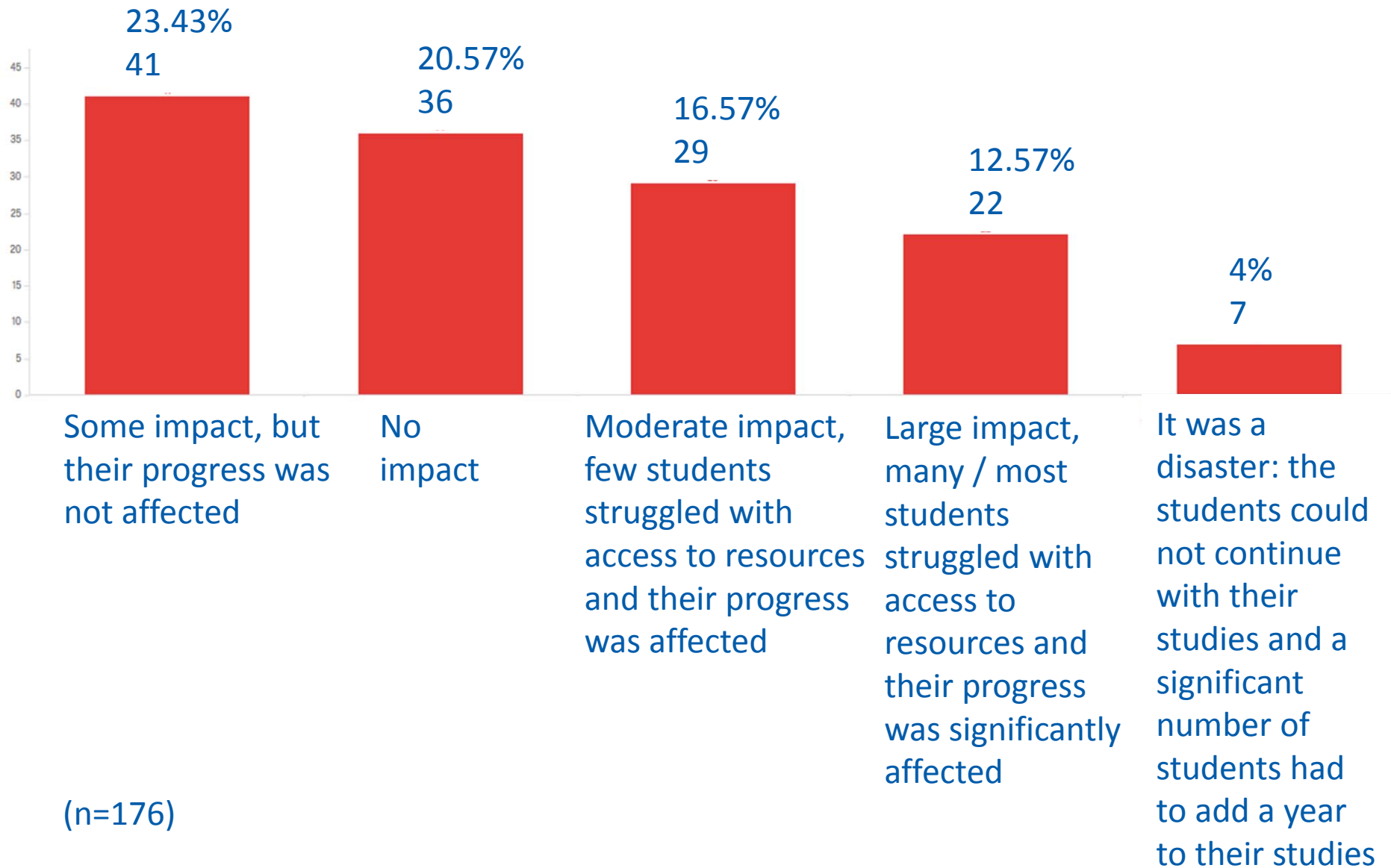
(n=183)

0.00% 5.00% 10.00% 15.00% 20.00% 25.00% 30.00% 35.00% 40.00%

# Impact on coursework Masters'



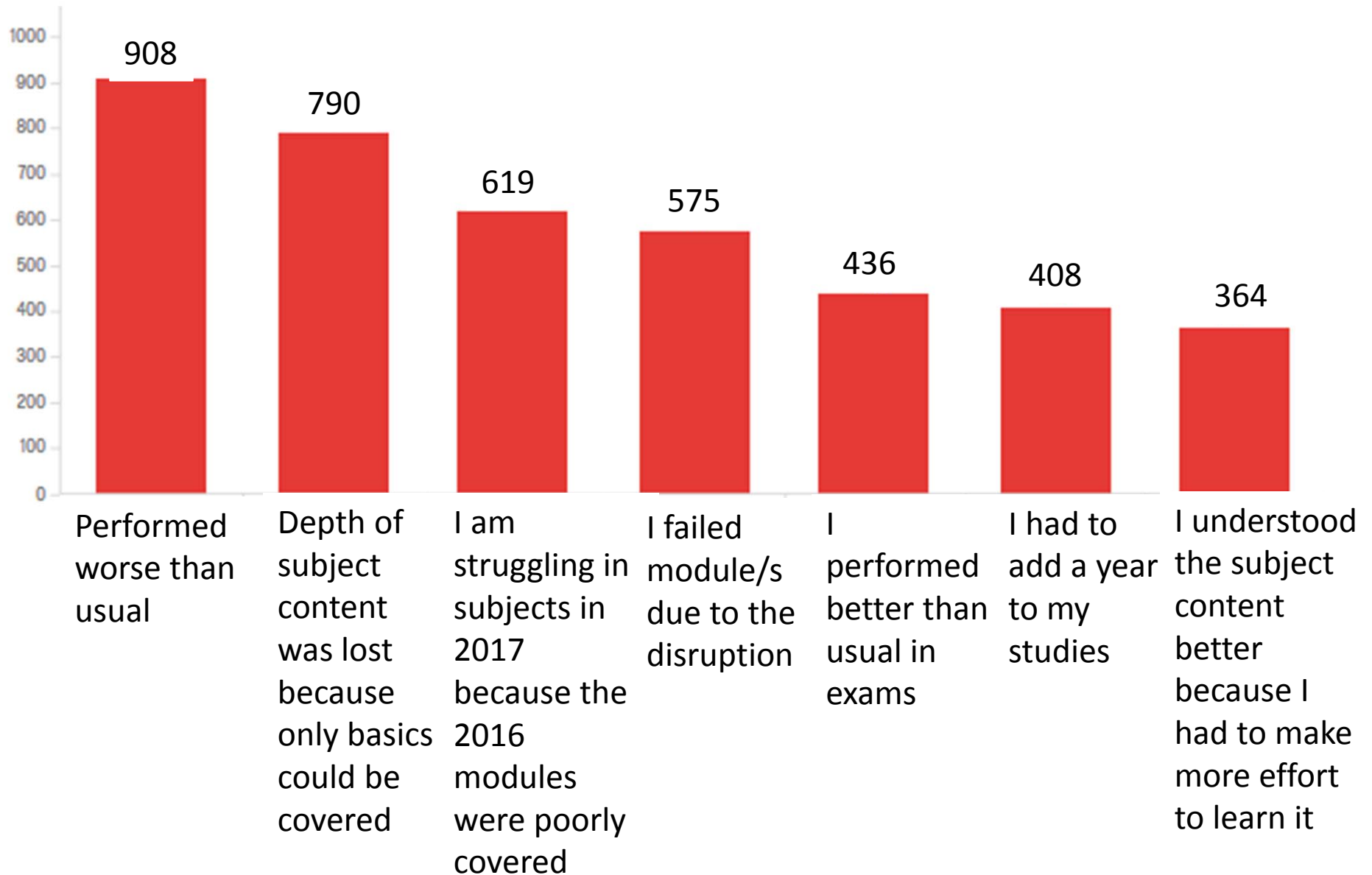
# Impact on Masters or Doctoral students



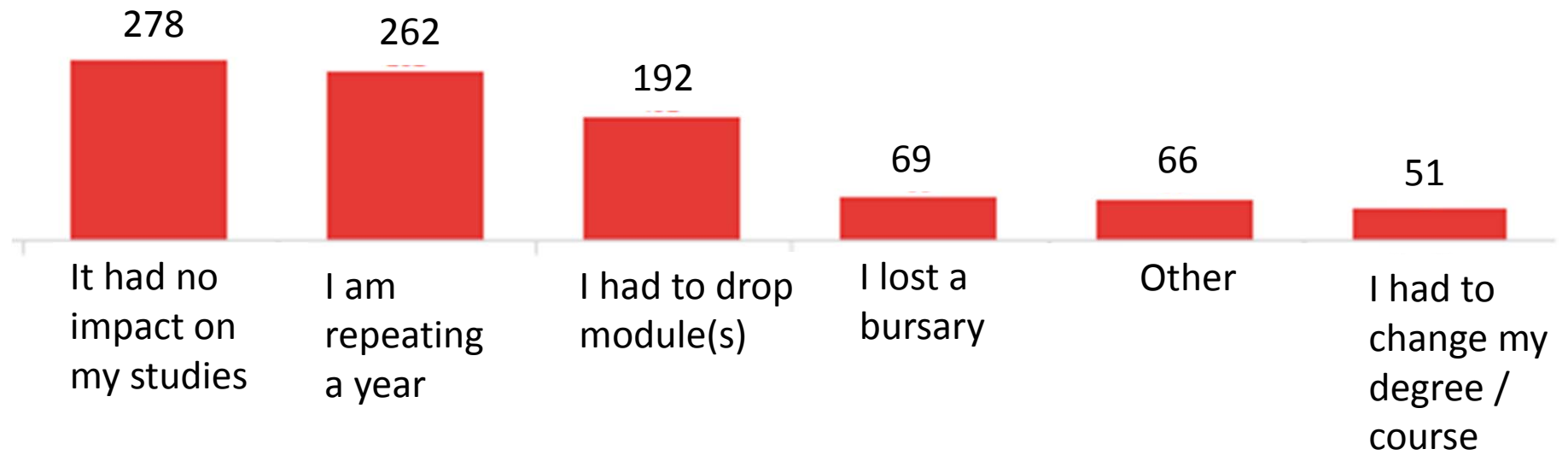
# Impact on research and postgraduate studies

- *The missed content and drop in standard has made **the 2017 year so much harder that I don't know if I will get into honours*** (Student NAS 2<sup>nd</sup> year\_5)
- *... **no way that I could do research and be a good lecturer. It influenced my career considerably.** I am still young and this is the time that good academic output is crucial in my career, especially for me to be seen as a competitive researcher outside South Africa.* (Lecturer NAS\_3)
- *a **number of students have left the country to pursue further degrees.** This effectively **"robs" the country of their expertise** as less than 80% of such students are likely to return. It also **robs my research program** ...* (Lecturer NAS\_5)

# Impact of campus disruption on students' studies



# Impact of campus disruption on students' studies





# Other impacts of campus closure

- All the *negative feelings* made it near impossible to focus and study, hence there is some *gaps in the knowledge that I need for 2017*, not because of bad lecturers/lectures or study material, but because of emotional stress that influenced my ability to study and retain information. (Student BVSc 3<sup>rd</sup> year)
- It *cost me a lot of money in data* ...(73,14% Bought additional data; 40.57% bought 2 Gig or more) (Student Education 3<sup>rd</sup> year)
- This year's *tutors are sub par* for the modules that were presented last year this time...(Student EBIT 1<sup>st</sup> year\_2)
- *Anxiety attacks* (Student EMS 2<sup>nd</sup> year)
- I got *academically excluded* (Student NAS 2<sup>nd</sup> year\_1)
- Lecturer: I believe a BSc or BSc Hons from UP (via NAS) which includes the 2016 academic year is of a *lower standard*. (Lecturer NAS\_1)

## Impact continued...

*I paid R45 000 to be a part time student instead of a full time student. No compensation... I felt absolutely let down as a student. The way Tuks handled the situation in such a pathetic manner. I cannot wait to get away from Tuks and take absolutely no pride in graduating from the institution.* (Student EBIT 2<sup>nd</sup> year\_2)

*That I am a HUGE failure towards my parents, whom is paying for my studies. I felt stupid and dumb for not passing most of my modules. I was at a point where I wanted to move out of the house (I couldn't face my parents after I failed) and I wanted to start working, something like being a waiter.* (Student Humanities 1<sup>st</sup> year\_2)

# Impact continued...

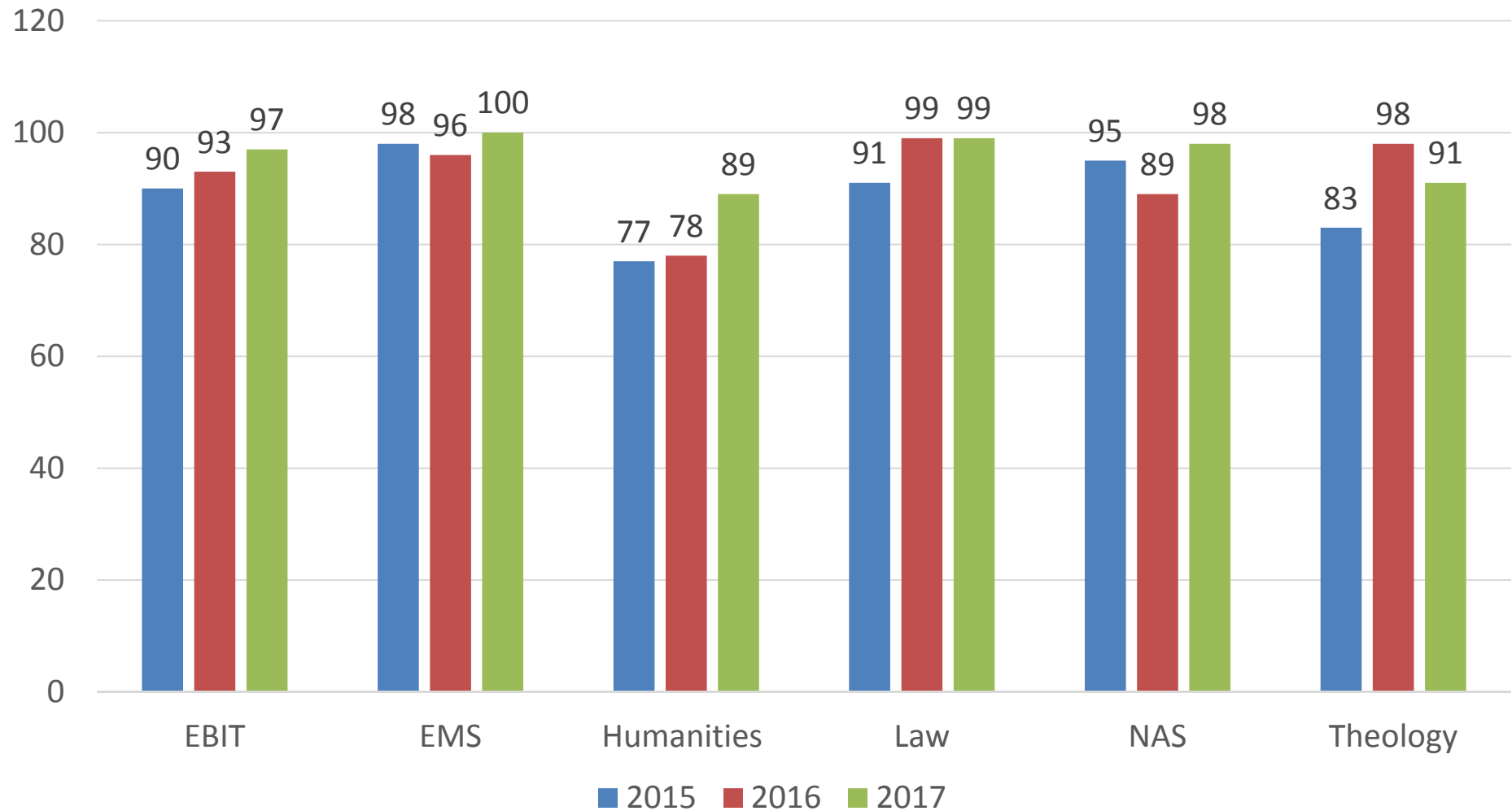
- *I did better when I had to do assignments instead of exams. I felt I learnt more than I would in exams.* (Student Education 2<sup>nd</sup> year)
- *I had more time to study because I did not have to travel to campus each day and most of my lecturers had put up videos on youtube to explain the work, thus I could review it over and over until I understood.* (Student NAS 2<sup>nd</sup> year\_2)
- *I did not obtain Distinctions for one or two modules, which affected my average mark thus I could not qualify for the fees discount ...* (Student Theology 2<sup>nd</sup> year)
- *Our pass rate in 2016 was also fine but the number of distinctions awarded dropped substantially... The reduction in the number of distinctions is also a concern as it suggests that while weaker students managed well and perhaps even benefited from the provision of clear notes and power points that could be revised repeatedly, the best students lost out on the enrichment provided by informal digressions, the reading of recommended books that are often better suited to undergraduate needs than more specialised journal articles and the stimulus provided by taking part in face-to-face discussion and argument* (Lecturer Humanities\_4)



# New skills

- *I ....am still using some of the applications that I would never have used if it was not for the disruptions.* (Lecturer EMS\_4)
- *...at the end it pushed me out of my comfort zone and I got to learn new skills.* (Lecturer NAS\_6)
- *...my boundaries was stretched. ... i have grown as an educator to set up questions that cannot be googled.*(Lecturer Health Sciences\_1)
- *Dit was ons redding! Ek is trots op alle dosente en studente by UP wat gesorg het dat studente die jaar kon voltooi. Dit sal ook die redding van alle universiteite wees in die toekoms.* (Lecturer Humanities\_5)

# Growth in % clickUP modules/ faculty 2015-2017



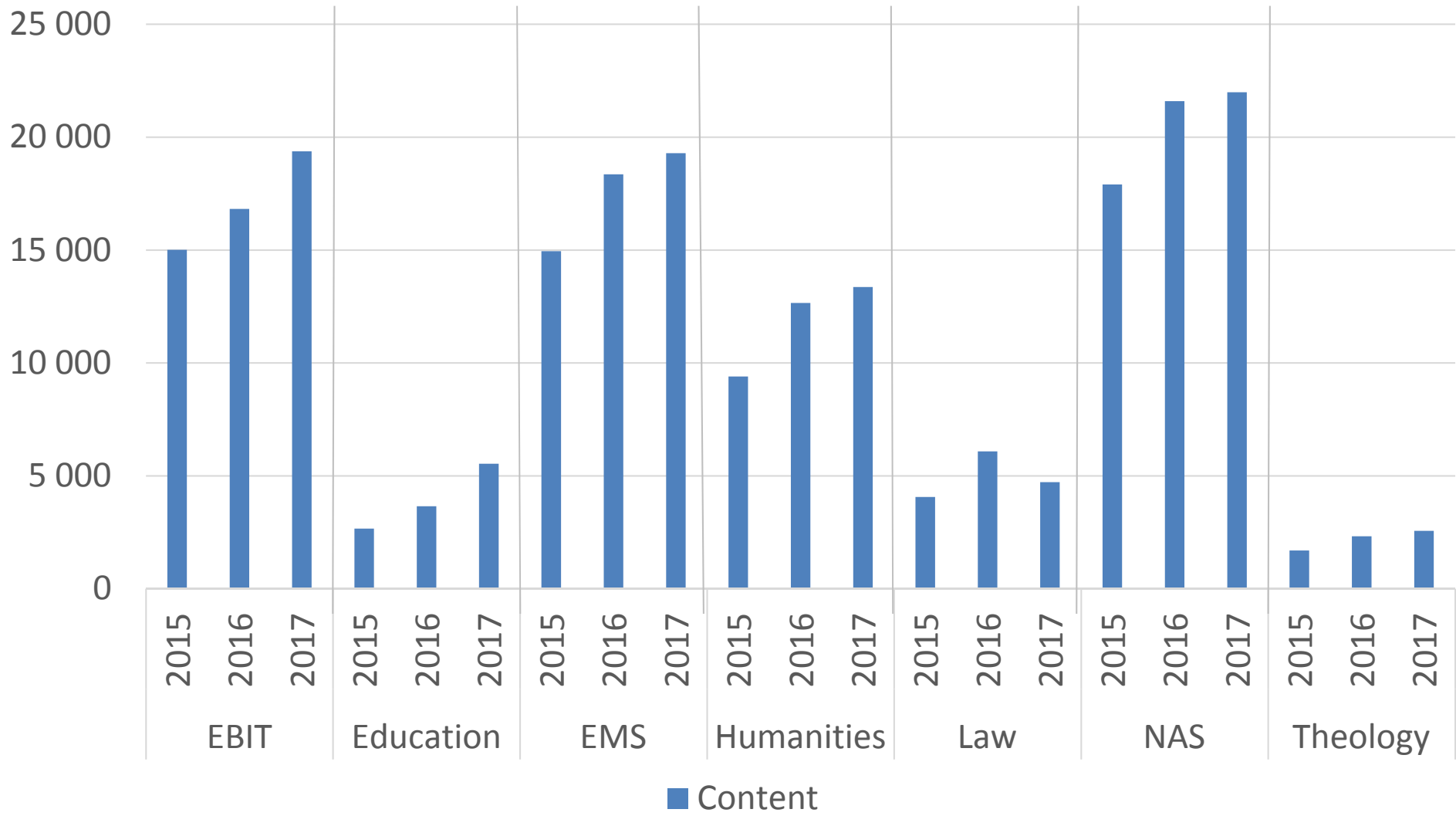
# Institutional impact

## Better attendance of e-learning training

- 720 staff members attended e-learning priority and other courses in 2017.
- “Creating Digital Lectures” introduced as a priority
  - 3 scheduled
  - + 5 extra sessions:
    - 3 paid from DHET grant;
    - one paid by NAS;
    - one paid by Dean of Mamelodi
  - 135 lecturers attended during 2017
- New “Turnitin Grading & Feedback” course
  - 3 sessions
  - 31 attendees in 2017.

# LA: Growth in content tool use / Faculty

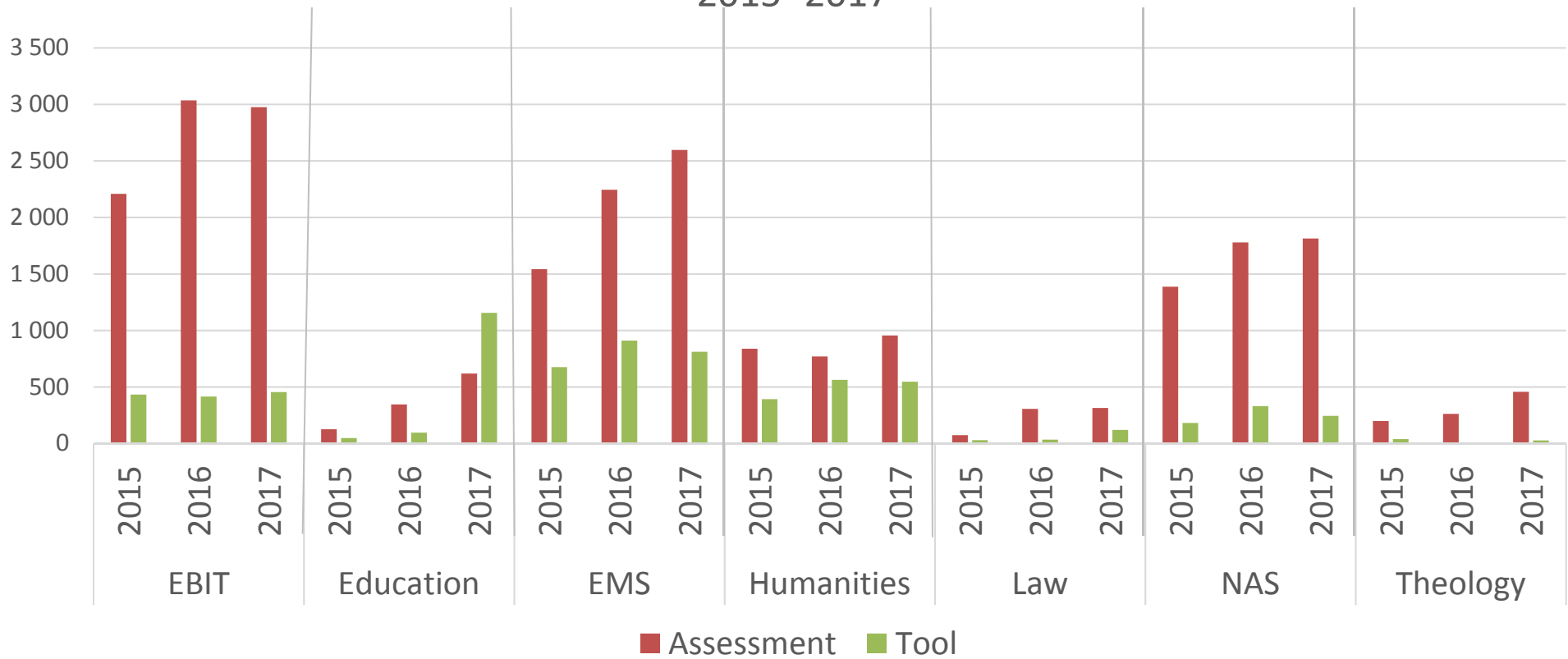
## 2015-2017



# LA: Growth in assessment tool use / faculty

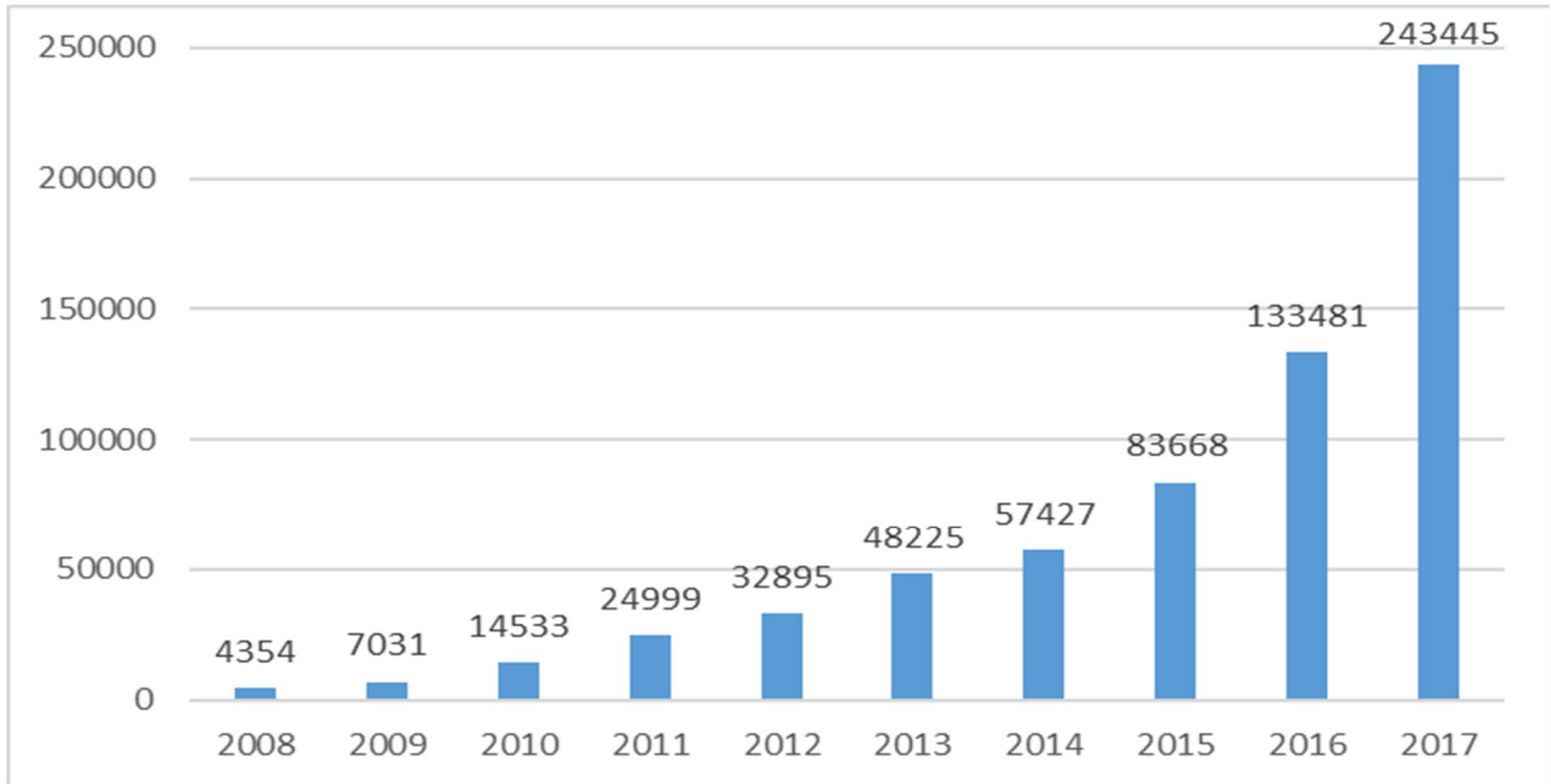
## 2015-2017

Total Count of Course Item Types per Faculty  
2015 -2017





# Turnitin growth: 2008-2017



# Recommendations

- **Use Systems Thinking when making institutional decisions**
- **Coordinate communication & communicate earlier**
- **Blended/Hybrid learning**
  - Introduce one definition of learning with technology at an institution and its implications
  - Adhere to the basics of education, e.g. constructive alignment
  - Ensure clear integration of contact and online components as matter of routine
  - Professional development of lecturing staff is key to success in blended/hybrid learning
  - Prepare students to use technology before online components are increased
  - Use more student centered approaches as part of general teaching and learning to prepare students for more online work
  - Clarify value of online learning components to students

# Limitations of the study

- Sampling was problematic: students not directly related to interviews of lecturers.
- UP cannot be seen as homogenous case, neither can any Faculty or Department, as Blended learning is implemented based on individual lecturers' choices.
- The researchers who wrote up the study, were not part of the data collection, and thus not involved during conceptualisation and operationalisation of the study.
- The time lapse between events and data gathering
- Time frame (end of year, examination) that data collection took place was problematic as not many lecturers & students were available
- Most 2016 final year students left UP by the time the interviews/surveys were conducted.

# Acknowledgements



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# Thank You



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