Use of blended learning during #FeesMustFall 2016

University of Pretoria case study

Detken Scheepers, D Kriel, L Nagel, G Pretorius, A Smart, M Thukane

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Make today matter
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

http://www.tonybates.ca/tag/blended-learning/
clickUP (Blackboard) use 2015

%Modules with clickUP activity/Faculty 2015

EBIT: 90
Education: 54
EMS: 98
Humanities: 77
Law: 91
NAS: 95
Theology: 83
<table>
<thead>
<tr>
<th>Year</th>
<th>EBIT</th>
<th>Education</th>
<th>EMS</th>
<th>Humanities</th>
<th>Law</th>
<th>NAS</th>
<th>Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>15,008</td>
<td>2,209</td>
<td>14,948</td>
<td>9,399</td>
<td>4,064</td>
<td>17,900</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>433</td>
<td>2,662</td>
<td>676</td>
<td>392</td>
<td>29</td>
<td>1,696</td>
<td>38</td>
</tr>
</tbody>
</table>

**Legend:**
- **Blue**: Content
- **Red**: Assessment
- **Green**: Tool
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
Role of LMS to achieve academic success?

- Did not use in the past year:
  - University of Pretoria: 2.3%
  - All non-US institutions: 0.3%
  - All institutions: 0.3%
- Not at all important:
  - University of Pretoria: 8.2%
  - All non-US institutions: 2.4%
  - All institutions: 4.8%
- Not very important:
  - University of Pretoria: 6.5%
  - All non-US institutions: 4.9%
  - All institutions: 4.9%
- Moderately important:
  - University of Pretoria: 17.9%
  - All non-US institutions: 17.9%
  - All institutions: 23.7%
- Very important:
  - University of Pretoria: 6.5%
  - All non-US institutions: 27.2%
  - All institutions: 27.2%
- Extremely important:
  - University of Pretoria: 63.1%
  - All non-US institutions: 29.0%
  - All institutions: 41.2%
Timeline

- **April 2015**: #TuksSoWhite
- **October 2015**: #FeesMustFall National
- **January 2016**: #Outsourcing MustFall
- **February 2016**: #Afrikaans MustFall

### UP Closed
- **6 days**: 21-26 October
- **9 days**: 12-20 January
- **7 days**: 22-26 February

### Violent Clash
- Between Afriforum EFFSC-UP, SASCO, PYA
- Adapt schedules 2019 No Afrikaans

### Sept/Oct 2016
- UP closed (2 week recess)
- 26 Sept – 10 Oct
- 11 Oct – end 2016:
  - 6 weeks:
    - Alternative to on campus lectures – online
    - Residences open

### 2019
- No Afrikaans

### 29 Feb onwards:
- Very strict access control

### Cultural supremacy & marginalisation
- SASCO

### Outcomes
- #FeesMustFall
- #Outsourcing MustFall
- #Afrikaans MustFall
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

- Ubora 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

- Semistructured focus groups
  - Sept 2016
  - 33 students
- Surveys
  - Oct 2017
  - 3304 participants
- Thematic analysis (Open)
- Descriptive stats

Lecturers

- Semistructured Interviews
  - Oct 2016
  - 20 lecturers
- Surveys
  - Nov 2017, Jan 2018
  - 181 participants
- Thematic analysis (Open)
- Descriptive stats
Data collection

Instructional designers (ID):
- Semi-structured individual interviews
- 8 IDs.

Learning Analytics
Reports on clickUP activity 2015, 2016, 2017
Faculty representation

<table>
<thead>
<tr>
<th>Field</th>
<th>Lecturers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBIT</td>
<td>20.25%</td>
<td>24.52%</td>
</tr>
<tr>
<td>Education</td>
<td>7.36%</td>
<td>7.39%</td>
</tr>
<tr>
<td>EMS</td>
<td>11.66%</td>
<td>21.05%</td>
</tr>
<tr>
<td>Health</td>
<td>9.82%</td>
<td>4.91%</td>
</tr>
<tr>
<td>Humanities</td>
<td>14.72%</td>
<td>6.56%</td>
</tr>
<tr>
<td>Law</td>
<td>4.91%</td>
<td>14.72%</td>
</tr>
<tr>
<td>NAS</td>
<td>24.54%</td>
<td>25.06%</td>
</tr>
<tr>
<td>Theology</td>
<td>1.23%</td>
<td>1.23%</td>
</tr>
<tr>
<td>Veterinary</td>
<td>0.88%</td>
<td>0.39%</td>
</tr>
</tbody>
</table>

n=163    n=2060
Academic year

- First: 742 (35.78%)
- Second: 740 (35.68%)
- Third: 433 (20.88%)
- Fourth: 72 (3.47%)
- Fifth: 21 (1.01%)
- Honours: 66 (3.18%)

n=2074
Lecturing experience at a tertiary level in 2016?

- <1 year: 3.11% (5)
- 1-3 years: 11.80% (19)
- 4-6 years: 16.77% (27)
- 7-9 years: 18.01% (29)
- 10 or more years: 50.31% (81)

N=161
Activity Theory

Outcome: Impact 2017

Complete 2016 successfully

Keep funding

Continue research output

Tools

Lecturer

Rules

Community

Division of labour

Object

Student

Rules

Community

Division of labour

Object

Tools
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

- 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%)

**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

**Subject**
- STUDENT
- LECTURER

**Object**
- Finish learning second semester content
- Complete research projects

**Outcome**

---

**Tools**

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- 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)
**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

**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

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

**Outcome**
Student perceptions about electronic communications received from lecturers:

- **Are trying their best to support my learning and success in whatever way they can:**
  - All my lecturers: 37.75%
  - Some of my lecturers: 55.22%
  - None of my lecturers: 4.78%

- **Are concerned about my learning and want to support me to succeed:**
  - All my lecturers: 36.57%
  - Some of my lecturers: 55.22%
  - None of my lecturers: 8.20%

- **Only wanted to communicate administrative information, but did not convey any concern for the students:**
  - All my lecturers: 0.58%
  - Some of my lecturers: 55.47%
  - None of my lecturers: 34.95%

- **Did not really care to communicate at all:**
  - All my lecturers: 3.02%
  - Some of my lecturers: 33.75%
  - None of my lecturers: 63.23%

n=2069
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_1st 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
Tools

- 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

Subject

- LECTURER

Object

- Finish teaching second semester content
- Complete research projects

Community

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

Rules: T&L

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

Division of labour

- ↑↑ Content development
- ↑↑ Admin load
- ↑↑ Online presence
- ↑ Motivator
- ↓ Research
Subject
• STUDENT

Tools
• clickUP PPTs, Narrated PPTs, Videos, YouTube
• Turnitin
• Google Docs
• Google Drive
• Limited contact: Off campus classes, Boot camps for small groups, Individual contact

Rules: T&L
• No classes
• All lecture and study material available online
• 3 000 students / day on campus

Community
• Lecturers (29.89%)
• Family & Friends (45.59%)
• Peers
  • WhatsApp (30%)
  • Study groups (16%)
  • Tutor (3.6%)
• Professional tutor (1.93%)

Division of labour
• ↑↑ Self study
• ↑ Online presence
• ↑ Motivator of peers
• ↓ Research

Outcome
• Finish learning second semester content
• Complete research projects

Object
• Finish learning second semester content
• Complete research projects
Software used to aid teaching in 2016

<table>
<thead>
<tr>
<th>Software/Method</th>
<th>Before Disruptions</th>
<th>During Disruptions</th>
<th>Always</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>OfficeMix</td>
<td>9</td>
<td>18</td>
<td>81</td>
<td>2</td>
</tr>
<tr>
<td>PPT without narration</td>
<td>16</td>
<td>1</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>PPT with narration</td>
<td>1</td>
<td>25</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>YouTube videos created by myself/colleagues</td>
<td>2</td>
<td>19</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>YouTube video links to existing material</td>
<td>4</td>
<td>19</td>
<td>89</td>
<td>1</td>
</tr>
<tr>
<td>Voice recordings</td>
<td>20</td>
<td>16</td>
<td>78</td>
<td>0</td>
</tr>
</tbody>
</table>

Notes:
- Red bars indicate use only before disruptions.
- Purple bars indicate use only during disruptions.
- Green bars indicate use always.
- Gray bars indicate not applicable.
Learning Analytics: Multimedia

Count of Multimedia Content Item Types per Faculty
2015 - 2016

--- | --- | --- | --- | ---
Education | 23 | 74 | 23 | 42
EMS | 23 | 43 | 61 | 169
Humanities | 19 | 51 | 43 | 45
Law | 7 | 27 | 6 | 16
NAS | 65 | 85 | 48 | 86
Theology | 2 | 3 | 2 | 3

Legend:
- Audio
- Image
- Video
- YouTube
# Preparedness of students & lecturers to use clickUP or other online tools

<table>
<thead>
<tr>
<th>Category</th>
<th>Lecturer %</th>
<th>Student %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable, did not use online tools</td>
<td>1.97</td>
<td>3.38</td>
</tr>
<tr>
<td>Not really prepared/Unprepared</td>
<td>22.37</td>
<td></td>
</tr>
<tr>
<td>Not prepared at all: I did not know how to use the tools at all and it negatively impacted on my learning and performance.</td>
<td>9.33</td>
<td></td>
</tr>
<tr>
<td>Mostly prepared: While some of the online tools were new to me, I could find out how to use them</td>
<td>33.84</td>
<td></td>
</tr>
<tr>
<td>Fully prepared: No surprises in the use of any of the tools</td>
<td>23.68</td>
<td></td>
</tr>
</tbody>
</table>

n=153  |  Lecturer % | Student %  n=2787
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 the disruption?

- Uploaded timetable/schedule
- Scheduled work in tasks
- Sent Announcements to pace my learning
- Provided dates in clickUP Calendar
- Provided online Study guide
- Provided printed Study guide

- No modules
- Some modules
- Most modules
- All modules
Lecturers’ support to students’ studies

- **Available for calls from students to discuss problems**: 83
- **Assured students could access tutors electronically or off campus**: 62
- **Provided additional material to help students complete assignments, e.g. data for writing reports**: 59
- **Presented limited nr of classes on campus**: 57
- **Covered sufficient content before shutdown**: 46
Lecturers’ support to students’ studies

...some lecturers, instead of completing the module online just wrote off the remaining work that needed be covered. A very easy solution for the exam, although not a particular advantageous solution to our future in practice. (Student Law_3rd year_1)

- Presented limited nr of classes off campus
- Omitted part of the content
- Presented study “boot camps” before exams
- Provided material on Flashdrives
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)
I decided to keep going no matter what. The support of my family and friends motivated me to continue. The mode of learning suited me well. The caring attitude of at least one of my lecturers motivated me. The support from my fellow classmates motivated me to continue. Other

The vulnerability of my situation messed with my head sometimes. But my lecturers were all very brave. I could go on if they did. (Student_EBIT 1st year)
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

Subject
• LECTURER

Object
• Complete second semester assessment & examinations
• Complete research projects

Community
• clickUP Help site (47)
• Peers (38)
• Google (22)
• ECs (19)
• IDs (15)
• Admin staff (14)
• ITS (7)

Division of labour
• ↑ Change assessment
• ↑ Admin load
• ↑ Online presence
• ↓ Research

Rules:
Assessment
• Different in faculties, departments

Outcome

Notes:
• Research
• Complete second semester assessment & examinations
Tools

Semester assessments
• Online MCQ
• Online assignments
• Online typed semester test

Final Examinations
• Online MCQ
• Online assignments
• Online typed semester test
• On campus assessment
  (46.36% of students)

Subject
• STUDENTS

Object
• Pass second semester assessment & examinations
  (with distinction)
• Complete research projects

Community
• Lecturers
• IDs
• (Peers)
• ((Online) resources)
• (Text books)
• Admin staff
• Invigilators

Outcome

Division of labour
• Learn new technologies
• Changed assessment
• Online presence
• Research

Rules: Assessment
• Different in faculties, departments
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?

- Fully prepared: Familiar assessment - 642 (27.34%)
- Somewhat prepared: Some not familiar, could deal using instructions - 879 (37.44%)
- Somewhat prepared: Some not familiar, and I struggled - 519 (22.10%)
- Not prepared, Could not manage - 186 (7.92%)
- Not applicable - 122 (5.20%)

n=2348
Suitability and fairness of assessment: (Students)

- Totally suitable: Fair in all my modules
- Mostly suitable: Fair in MOST modules
- Somewhat suitable: Fair in SOME modules
- Not very suitable: Fair in only a FEW modules
- Not at all suitable: Fair in NONE of my modules

n=2319
Changes to assessment strategies

- Extension on Assignments/tests granted
- Converted tests into Assignments
- Additional opportunities to improve semester mark, e.g. extra assignments
- Exam entrance to all students
- Other

- Open book tests to be done from home using whatever resources they had available
- Hand in assignments at points off-campus
- Submit via clickUP/email/whatsapp
Changes to assessment strategies

- Marking standards were lowered: 17
- Increased nr of attempts for assignments/tests: 16
- Final score calculated on exam only: 6
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 by 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_3rd 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_2nd 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

- Frustration (86.82%)
- Routine disrupted (82.44%)
- More nervous than usual (82.12%)
- My future is at risk (81.85%)
- Value of my education? (74.94%)
- Anxious (80.51%)
- Uncertain (78.49%)
- More stressed (78.32%)
- Demotivated (76%)
- Overwhelmed (76%)
- Victimized (52%)
- Experienced physical danger (46.54%)
- Unsafe/Afraid (72.97%)
- More nervous than usual (82.12%)
- My future is at risk (81.85%)
- Value of my education? (74.94%)
- Anxious (80.51%)
- Uncertain (78.49%)
- More stressed (78.32%)
- Demotivated (76%)
- Overwhelmed (76%)
- Victimized (52%)
- Experienced physical danger (46.54%)
- Unsafe/Afraid (72.97%)
**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_3rd 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_2nd 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_3rd 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 neccessary 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-existant father. (Student Education_1st year)

Angry, because the university only cares more about its image and its buildings than its students. (Student NAS_2nd 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 security from surrounding guards. (Student NAS_2nd year_3)

Distrust of fellow students as well as UP staff members. I still feel this way. (Student EBIT_4th 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_3rd 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 1st 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 2nd 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 2nd 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 1st 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 2nd year_1)

I felt proud to be at tuks and the way they handeled everything (Student Law 3rd year_2)
Outcome:
Impact 2017

- Continue research output
- Complete 2016 successfully
- Keep funding

Tools
- Lecturer
- Object
- Rules
- Community
- Division of labour

Student
- Division of labour
- Community
- Rules
Perceptions of Blended/Hybrid Learning

A blended / hybrid mode of learning means:

- A structured blend of classroom lectures/ contact learning sessions and online learning: 71.17%
- Replacement of classroom lectures / contact learning sessions with online activities: 29.84%
- Classroom lectures / contact learning sessions combined with some online learning components: 26.99%
- I don't know: 7.5%

Survey respondents:
- Students (n=3281)
- Lecturers (n=164)
Lecturers believe that blended/hybrid teaching methods:

- Contributed substantially to the completion of the academic year in 2016
- Had a positive impact on student learning during campus disruptions in 2016

Agree  Disagree  n=151
Was essential to me passing the semester

Benefited me in only a few modules because the lecturers in the others modules did not use it...

Assisted me to keep on track and pass my modules

Did not benefit me because technology could not replace campus activities in important...

Helped to keep me motivated to continue studying

Had limited use because I could only access a computer/internet on occasion

Did not benefit me at all as I could not get access to a computer/internet

Did not benefit me at all as I could not get access to a computer/internet
Change in perception of blended/hybrid teaching and learning

- Yes, I perceive it more positively now:
  - Students (n=2330): 42.58%
  - Lecturers (n=162): 39.13%

- Yes, I perceive it more negatively now:
  - Students (n=2330): 20.00%
  - Lecturers (n=162): 3.11%

- No, my perception has remained the same:
  - Students (n=2330): 37.42%
  - Lecturers (n=162): 57.76%
Preference for blended/hybrid learning at UP

Disliked the use of blended/hybrid learning at UP:
- Students (n=2323): 32.07%
- Lecturers (n=161): 16.88%

Liked the use of blended/hybrid learning at UP:
- Students (n=2323): 67.93%
- Lecturers (n=161): 83.13%
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:
• Indiv 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 (5.49%)
- **Other** (7.79%)
- **No effect, classes not disrupted** (15.38%)
- **Large effect**: considerable content not covered & many students could not cope with this content on their own (18.13%)
- **Moderate effect**: some module content not covered & some students struggled to assimilate this work (18.68%)
- **Some effect, some content not covered, I found ways to support students in learning it** (34.62%)

*(n=183)*
Impact on coursework Masters’

- Block sessions, lectures, campus meetings had to be cancelled: 12% (9)
- Block sessions, lectures, campus meetings were moved off campus: 38.67% (29)
- Closure did not coincide with block meeting dates & did not disrupt programme: 32% (24)
- Other: 17.33% (13)

(n=76)
Impact on Masters or Doctoral students

- 23.43% (41) Some impact, but their progress was not affected
- 20.57% (36) No impact
- 16.57% (29) Moderate impact, few students struggled with access to resources and their progress was affected
- 12.57% (22) Large impact, many / most students struggled with access to resources and their progress was significantly affected
- 4% (7) It was a disaster: the students could not continue with their studies and a significant number of students had to add a year to their studies

(n=176)
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 2nd 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

- Performed worse than usual: 908
- Depth of subject content was lost because only basics could be covered: 790
- I am struggling in subjects in 2017 because the 2016 modules were poorly covered: 619
- I failed module/s due to the disruption: 575
- I performed better than usual in exams: 436
- I had to add a year to my studies: 408
- I understood the subject content better because I had to make more effort to learn it: 364
Impact of campus disruption on students’ studies

- It had no impact on my studies: 278
- I am repeating a year: 262
- I had to drop module(s): 192
- I lost a bursary: 69
- Other: 66
- I had to change my degree/course: 51
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 3rd year)

- It cost me a lot of money in data ...(73,14% Bought additional data; 40.57% bought 2 Gig or more) (Student Education 3rd year)

- This year's tutors are sub par for the modules that were presented last year this time...(Student EBIT 1st year_2)

- Anxiety attacks (Student EMS 2nd year)

- I got academically excluded (Student NAS 2nd 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)
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 2nd 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 1st 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 2nd 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 2nd 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 2nd 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
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

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<th>Year</th>
<th>EBIT</th>
<th>Education</th>
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<th>Law</th>
<th>NAS</th>
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Legend:
- Assessment
- Tool
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.
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