

**An Evaluation of a Centre for Teaching and Learning (CTL)
as an intervention in Higher Education:
A University of Durban Westville Experience**

By

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Abstract

The purpose of my research was to develop an understanding of the roles of a Centre for Teaching and Learning (CTL) within higher education institutions, nationally and internationally. Also of significant interest was the role that the CTL played within the University of Durban Westville, particularly in its transformation from Resource Centre to a Centre for Teaching and Learning and how it was perceived by academic staff.

I reviewed national and international literature on CTLs, how they were established, its structure, staffing, what it offered and how it functioned as a body within the institute. Most recent literature focused on international universities. It was clearly evident that CTLs in first world countries like the United States and the United Kingdom were well established. These CTLs are fully engaged within their institutions. This however was not the case in many of the South African institutions. CTLs are a fairly new concept nationally and in most cases, like that of the University of Durban Westville, the centres are not wholly integrated into the structure of the institute. In the case of the University of Durban Westville, the Faculty of Education attempted to transform its long existing Resource Centre into a CTL, somewhat unsuccessfully compared to the standards set abroad.

The data for my study was gathered mainly from questionnaires that were sent to 300 academic staff at the University of Durban Westville. Additional data was collected via interviews with staff at the existing CTL and correspondence with other national institutes that housed a CTL.

Analysis of the data revealed that the CTL was not properly launched and marketed within the university. Staff that worked at the CTL felt that the introduction of the CTL demanded new roles

they were not equipped to handle. The staff felt that they needed training to fulfill the necessary duties demanded by a centre of that nature. Academics within the university, in most cases were unaware of its existence, what it offered or how it could be beneficial to their teaching. Data received from the questionnaires highlights the needs of a CTL but also highlights the weaknesses of the CTL within UDW.

The overall study demonstrated the pivotal roles that a CTL plays in enhancing academic excellence at higher education institutions. The study made clear that in order for a centre to be successful in its outcomes, its governance, structure and funding should be an integral part of the institution.

DEDICATION

This study is dedicated to my wife Shakila, and two sons, Adheer and Sudheer.

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- Last but not least, my wife Shakila, for her perseverance and encouragement to complete this study.

DECLARATION OF ORIGINALITY

I, Aniruth Rampirith Thakurpersad, declare that this dissertation is my own work, and has not been submitted previously for any degree in any university.



Researcher
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29-03-04

Date

List of Acronyms

ASP	Academic Support Programme
ASU	Academic Services Unit
C&IT	Communications and Information Technology
CAP	Certificate of Academic Practice
CEREP	Centre for Education Research, Evaluation and Policy
CHE	Council on Higher Education
CLT	Centre for Learning and Teaching
CRLT	Centre for Research on Teaching and Learning
CTL	Center for Teaching and Learning
CUE	Council on Undergraduate Education
DVC	Deputy Vice Chancellor
FCTL	Faculty Centre for Teaching and Learning
FoE	Faculty of Education
GSI	Graduate student instructor
HE	Higher Education
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
ILT	Institute for Learning and Teaching
IT	Information Technology
LRCDA	Learning and Research Centre for the Digital Age
NCHE	National Commission on Higher Education
NCSU	North Carolina State University
OBE	Outcomes Based Education
RDP	Reconstruction and Development Programme
SA	South Africa
SPSS	Statistical Package for Social Sciences
TDG	Teaching Development Grant
TELP	Tertiary Education Linkage Project
TLC	Teaching and Learning Centre
TLF	Teaching and Learning Forum
TLTR	Teaching Learning and Technology Roundtable
TTC	Tertiary Teaching Course
UDW	University of Durban Westville
UK	United Kingdom
UNC	University of North Carolina
USA	United States of America

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CHAPTER 1

1. INTRODUCTION

Today, the major issue of concern in the field of higher education is student learning – how to improve, measure, and ensure it. There is a great demand from all sectors of society for the quality of higher education to be raised to better levels so as to promote the academic/intellectual development of the South African community. This demand is one that is not limited nationally, but globally as well. Many academic institutions especially abroad have responded or tried to respond to this demand. They have accorded greater priority to student learning, especially in undergraduate courses and most have offered additional teaching support to faculty, usually through a teaching centre. During the last 10 to 15 years, most universities have created teaching centres; few do not yet have one, and there are increasing numbers at comprehensive universities, liberal arts, and community colleges. Universities such as Murdoch in Australia and Stanford in the USA have had tremendous successes as a result of establishing Centres for Teaching and Learning (CTL). According to Gaff, (1975:6) “Although there is little systematic evidence about how good the quality of teaching and learning actually are in most institutions, there is a general feeling, shared by many within and outside the academia, that it can be improved.”

In South Africa, the University of Durban-Westville on the east coast has tried to meet the standards of international Centres for Teaching and Learning (CTLs). There is a great need for higher education in South Africa to be elevated to a standard comparable to Murdoch or

Stanford, but without a CTL this would be difficult. The CTL at the University of Durban-Westville did not fulfil its mandate due to a number of factors.

In this research, I have tried to evaluate the work of the CTL at the UD-W using the benchmarks set by national and international institutions. The research looks at the needs of the academic staff at the university and what the CTL actually offers. It is envisaged that the findings will help in promoting and establishing a centre that addresses these needs.

At the time when I began this research, the idea of a CTL was made clear with the Resource Centre in the School of Educational Studies being conceived as playing an important role in enhancing teaching and learning at University level. At the completion of this research, the idea underlying the CTL has not yet materialised and the Resource Centre plays the role for which it was originally established. This is discussed further in Chapter 1.

1.1 Motivation & Historical Context

Centres for Teaching and Learning (CTLs) have become popular within most educational institutions world wide. The role, significance and value of CTLs have been identified as being foundational, if not central, to the enhancement of the quality of teaching and learning in both school and tertiary education sectors. Employed at a tertiary institution and having worked within the environment of a CTL (initially conceived as a Resource Centre), I was motivated to undertake research on the establishment of the “Resource Centre” and being an active role-player in its transformation into a CTL, a CTL that meets the criteria’s and standards set abroad. In my opinion, the “Resource Centre” was not playing the vital role that was initially perceived during its construction, and therefore I wanted to see if my perception was valid via this research.

In March 1998, the Dean of the Faculty of Education at the University of Durban-Westville took it upon himself to solicit funding from the Tertiary Education Linkages Project (TELP) to establish a Centre for Teaching and Learning. The following are excerpts from the Dean's project proposal:

"It is clear from several studies that a key factor explaining student failure in South African higher education is the poor quality of teaching among university academic staff and the corresponding inability of students to develop effective learning strategies. The Faculty of Education, based on a two - year strategic planning process called 'Faculty Review and Restructuring' therefore proposes to establish a Centre for Teaching and Learning which would build capacity among all university staff to substantively improve the quality of teaching and the effectiveness of learning within all departments and faculties of the university. This process of enabling effective teaching among academic staff will be conducted through the medium of four university wide programmes intended to enhance teaching and learning in the institution viz., modularisation, quality assurance, outcomes based education and academic development. It is intended, through the CTL, to bring greater coherence among these four quality components in the institution." (Jansen: 1998).

The overall project goal was to improve the quality of teaching and learning at the University of Durban-Westville. The specific project objectives were:

1. "to equip all university lecturers with competencies in teaching, learning and assessment informed by higher education policy (such as outcomes based education and qualification framework requirements) as well as the latest research and innovation in the fields of higher education. That is, quality improvements in teaching and learning are simultaneously a process of staff development for university instructors.

2. To improve student performance in all courses but particularly in those programmes where disadvantaged students have traditionally underachieved and where progression rates are consistently low e.g., introductory economics, mathematics and engineering courses. That is, staff development is linked directly to improvements in student performance within departmental courses and programmes.
3. To develop and sustain an institution-wide culture of higher education innovation and reform with respect to teaching, learning, assessment and curriculum design in each and every department of the university; and to extend this culture of innovation to regional institutions (universities and technikons) through dissemination of results and, where appropriate, invitation to participate in certain of the scheduled activities. That is, innovation in teaching and learning is not continued within departmental programmes but systematically linked to broader institutional transformation and regional partnerships.” (Jansen: 1998)

Referring to the funding proposal (1998), it is evident that the perception of the resource centre metamorphosing into a fully functional CTL was seen as possible and valuable by the Faculty of Education. Underlying the proposal there is little doubt that the intention was not only to improve practice but also to encourage creativity and innovation as well. However, the approach and manner in which the process unfolded, ignored collaboration amongst the staff of the Faculty of Education. When announced at a general meeting that an award of R750 000 was received to establish a CTL, most colleagues were surprised as they had heard of this for the first time.

At that stage, I found myself in a state that was confusing and unclear. I had understood that the resource centre, the Faculty of Education, together with the entire University would be seen as a centre where teaching and learning occurred. Many, if not all staff within the faculty were unclear as to what the grant received was aiming at accomplishing. How and what changes should occur. Most staff, within the faculty were unclear as to what the grant was aiming at accomplishing. They were also unsure of what changes should occur within the resource centre. Consequently this created many concerns for the staff within the Resource Centre.

Indeed this initiative of creating a CTL within the Faculty of Education was the starting point for me in terms of this study. I was urged to conduct literature searches on what a CTL was, how it functioned and what were the potential gains and losses.

I later understood that the existing Resource Centre would be shut down for a month to accommodate the restructuring process. Having worked in the Resource Centre for 18 years, from 1980 to 1998, I took a keen interest in what the proposal would entail. Before I had time to reflect on the essential differences between a CTL and a Resource Centre, I was appointed to the post of Faculty Administrator, which was far removed from the environment of a CTL. During this period the entire university was undergoing major transformation in respect of modularization and better quality assurance mechanisms. There was pressure on academic staff to increase research output. There was also a decrease in student enrolment coupled with high failure rates, decentralization and introduction of new programmes. Against this backdrop a CTL would have played an important role in the university's curriculum reconstruction.

According to the Education White Paper 3: A Programme for the transformation of higher education; 1997, the primary responsibility for quality assurance rests with higher education

institutions. At the University of Durban Westville, the Centre for Teaching and Learning could play a pivotal role in the management and assessment of quality assurance mechanisms. The CTL could be the source and body for assuring quality learning, which means quality staffing.

Another significant role of a CTL could be related to research output. The aggregate SAPSE research output of the University of Durban Westville for the ten-year period 1987 to 1997 ranked 12th amongst the 21 Universities. During this period, the university only produced 1,9 % of the total output of all Universities. (Uphando, 1999. Vol: 1) Academic staff involved in lecture overloads, large volumes of marking and attending long meetings prevented them from engaging in sustained research and writing.

A decrease in student enrolment coupled with low pass rates effectively leads to decrease in state subsidy income and therefore threatens the financial viability and existence of a university. With many potential students considering enrolments at technikons and private colleges before university, the programmes offered at the university needed to transform, serving the needs of the community. The University of Durban Westville's student population was undergoing rapid change and there were many students who were 2nd or 3rd language English speakers. Staff and students alike were finding it difficult to easily adapt, especially in a university community that was drastically becoming multicultural and multilingual. According to the States language education policy, as enunciated in the "Language Policy for Higher Education", Nov. 2002, with the elevation of eleven indigenous languages to official status, many difficulties were encountered both in the classroom and the 'real world'. Prior to 1994, South Africa was a country where languages were used to foster separation and create

discrimination. The changing circumstances require diversity not to only be tolerated but also respected.

All of the above circumstances directly affected the University of Durban-Westville, not only the quality of its programmes but its continued existence. Thus it can be assumed that the introduction of the CTL would have helped in solving or offering support to the issues referred to above.

1.2 Purpose

The purpose of this study is to conduct an investigation into ways in which the newly founded CTL could address as many issues as possible, and the ways in which a developing university could benefit from a CTL.

1.3 The Primary Focus

The main focus of this study is to:

- 1.3.1 Identify staff perceptions on the role and functions of the CTL.
- 1.3.2 Identify the priorities of academic staff in terms of their needs of services that a CTL should provide.

1.4 Key Questions

This research attempts to answer two key questions:

What is the Academic staff's understanding of the concept CTL?

How can the CTL enhance teaching and learning at UD-W?

1.5 Background

1.5.1 A brief description of the functions and workings of the Resource Centre

The Resource Centre was initially established to serve as a learning laboratory for students engaged in the Diploma in Resource Centre Management. As this was a part time course offered in the Faculty of Education, the Centre also served the full time students as a reading room. This gradually grew, as the needs arose, into a fully-fledged Resource Centre offering the following services.

1.5.2 Provision of book and audiovisual materials

One of the primary focuses of the Faculty of Education was the training of pre-service teachers at the undergraduate level. Therefore most of the facilities in terms of book and non-book materials were school based. The collection it houses is made up mainly of school texts and texts related to teacher education. Non-book materials, which are also school based, consisted of slides, pictures, charts, audio and videotapes, transparencies, pamphlets and government circulars and documents.

The provision of hardware for the use of these software is also available for loan at the Resource Centre. The Centre also serves as a reference and a reserve library. Members of the academic staff place reference materials in the “reserve section” of the Centre, which could be easily accessed by students.

1.5.3 Reprographics

The centre is equipped with a carbon duplicate copier, which is used for the reproduction of tutorial and lecture notes. The availability of a thermal copier is used for the production of

quality transparencies for use by academics in lectures and presentations. The centre also houses photocopiers for use by students and staff. There is also a Copier Duplicator for the printing of multiple copies.

1.5.4 Reading and study area

The centre has a large reading and study area and a few individual study carrels. Many of the items on reserve in the reserve section of the centre are limited to in-house use. Students are at liberty to borrow these items and use them within the reading area, or could photocopy them in the main library and return them the same day

1.5.5 Production of resources

The staff are continuously involved in producing, audio and visual materials. The most commonly used resource are transparencies for the over-head projector which are used for lectures. Other materials are slides, photographs, posters for conferences, and compilation of course packs for the different programmes offered.

1.5.6 Academic support

Generally, the centre plays an academic support role in the Faculty. The setting up and staging of equipment in lecture venues for teaching and learning purposes. Staff are equipped with basic knowledge of technical problem solving, fixing of equipment etc. The Centre makes provisions for the supply of software (transparency pens, transparencies, charts, felt markers, and stationery including chalk and writing material) which are used in lectures. Students regularly use the expertise of the staff on a consultancy basis for general information or demonstration in the use of equipment which they often use during their practice.

All of the above services were limited to the staff and students within the Faculty of Education. As can be seen from above the Resource Centre played an important role as an academic support and resource base for both student and staff, albeit largely for the Faculty of Education. After preliminary investigations, discussions with colleagues, readings, and browsing the Internet, it became evident that a Centre for Teaching and Learning plays a more significant role than a resource centre in an institution such as the university. The following mission statement from the Centre for Teaching (CFT) at the University of Massachusetts best describe this:

“The purpose of the CFT is to offer opportunities for professional development in teaching to enable student learning. Our services are wide-ranging: consultations with individual faculty and departments; annual award programs; teaching assistant (TA) training and support; yearly campus-wide events; resource development and distribution; and research and funded grants

The CFT adheres to the philosophy that teaching excellence has both general and subject-specific features. We believe that the ways in which academics stimulate inquiry, generate knowledge, and present information are content-driven. At the same time, we believe that there are certain general features of good teaching-- establishing and communicating clear learning objectives, actively involving students in learning, and evaluating performance in ways that accurately reflect goals-which are common to all disciplines. Operationally, this philosophy results in a blending of discipline-specific and campus-wide services.

We also recognize that the University faces new instructional challenges as we move toward the next century. If demography is destiny, faculty and TAs will face a student body and colleagues who are increasingly diverse in age, race, ethnicity, gender, social class, and sexual orientation. Instructors also will face increasing demands for technological expertise in teaching and learning. This means that all of us will need to explore new methods and practices for making our teaching more effective, powerful, flexible and inclusive. Our programs, in teaching and learning in the diverse classroom and in teaching technologies, will help to prepare faculty and TAs for teaching and for enabling learning in this new environment.”

University of Massachusetts

1.6 Change from Resource Centre to CTL

Late in 1998 a proposal was put forward by the acting director of the newly formed CTL on how the Resource Centre could be transformed into a CTL.

1.6.1 Envisaged Organisational structure of the CTL

Up until 1998 the centre targeted for the establishment of a CTL, operated as a Resource Centre. It was envisaged that it would play a vital role in facilitating the accomplishment of the following primary goals: to promote teaching and research in a context of social responsibility and academic excellence. It also plans to play a vital role in facilitating and supporting the development of curricula, syllabi and research projects which are appropriate to the professional, vocational and other needs of the nation. The CTL will collaborate with all existing internal resource providers that offer teaching and learning services and support. This includes the Audio Visual Media Centre; Language Laboratory; Computer Services; etc.) The CTL (in its development, organization and operation) will be the responsibility of the Faculty of Education Management Committee (The Dean, Deputy Dean and Assistant Dean). It will not form part of any Department, but will associate itself with the vision and mission of the Faculty of Education. The CTL will itself, however, have a mission, purpose, and goals. The CTL will, similar to the Centre for Research, Evaluation and Policy (CEREP), have a board that will advise, direct, and deliberate on all matters pertaining to its development, organization and operation. The board, made up of various sectors of the university community (Centre for African Renaissance; Student Representative Council; Tertiary Education Linkages Project (TELP) co-ordinator, Faculty and Management Representatives.) will also be responsible for the introduction of evaluation mechanisms for the centre. It is possible that this board may begin functioning as a discussion or dialogue forum, but will transform itself into a

representative board over time. The CTL will be headed by a Director who will also be a full-time academic member of the Faculty of Education, as well as an operating member of one of the existing departments. A post of Deputy Director was envisaged, but such an appointment would be dependent on the growth of the CTL. Secretarial support, at this early stage, would come from the Faculty of Education.

The CTL will be organized into seven functional units. There will be a Staff Development Unit headed by a Programme Manager. This person would co-ordinate all matters pertaining to Staff Development. There will be a Student Development Unit headed by a Co-ordinator. This person selected from the ranks of the Academic Support Programme (ASP), will co-ordinate all matters pertaining to Student Development. There will also be a Teacher Development Unit headed by a Co-ordinator. This co-ordinator, from the staff of the Faculty of Education, will co-ordinate all matters pertaining to Teacher Development. There will be an Instructional and Materials Development Unit (Ex- Materials Development Centre) with a Programme Manager, as well as an Assistant Programme Manager. These managers will co-ordinate all matters pertaining to Instructional and Materials Development. There will be an Information Technology Unit (Ex-Computer Laboratory) with a Programme Manager as well as an Assistant Programme Manager. They will co-ordinate all matters pertaining to Information Technology. A post for Assistant Programme Manager was factored into the organizational structure, but such an appointment will be dependant on the growth of the centre. There will also be a Research Evaluation and Policy Unit that will concentrate specifically on teaching and learning matters in Higher Education. This will be headed by a co-ordinator who, at this early stage, will also be the Director of the CTL. There will also be a Media Resources Unit (Ex-Resource Centre) with a Resource Manager, as well as an Assistant Resource Manager. They

will be responsible for the book and non-book collection that can be utilized for teaching and learning purposes by staff and students. The Resource Manager, depending on an envisaged appointment, will join the staff of the Faculty of Education. In order to support the CTL and its units Graduate Assistants, similar to those previously appointed in the Resource Centre and Computer Laboratory, will be appointed annually. They will be required to assist the various Unit Managers and Co-ordinators. Also a Teaching Learning and Technology Roundtable (TLTR) depending on support being given by the Senior Management of the University of Durban-Westville, will be established. The idea for such an initiative stems from a Technikon Pretoria/Unisa launch to establish TLTRs at all Institutes of Higher Learning in South Africa. These roundtables, once formed, and using guidelines from the TLTR GROUP (USA), would serve as a voice... “to motivate and enable the institution to improve teaching and learning with technology, while helping the institution to cope with continuing change”. CTL staff must be given, from time to time, the opportunity to visit similar units and centres at other institutions; attend pertinent workshops, seminars, and short courses relevant to their fields of expertise and experience; as well as attend relevant conferences in order to participate in the deliberations.

1.7 Mission

The CTL defines its mission as follows: To promote excellence in teaching and learning at the University of Durban-Westville (UDW), as well as at other sites of teaching and learning in the wider community, to provide programmes, services and support, and resources designed to enhance knowledge and understanding of the teaching-learning process; promote teaching as a scholarly activity, and facilitate interdisciplinary conversations about learning and teaching at every level and among all members of the UDW community; to promote a university culture that values and rewards teaching, respects and supports individual differences among learners,

and encourages learning environments in which diverse students can learn and excel to support the improvement of teaching and learning in higher education through networking and other forms of co-operation and collaboration among those with a responsibility for educational development (The International Consortium for Educational Development); to promote the importance of teaching and learning at higher education institutions region wide, nationwide, as well as 'Africawide'; to assist the University of Durban-Westville, through its activities, in emphasizing the African identity of the institution; to assist the University of Durban-Westville, through its support and services, in achieving a high quality education for its students.

The proposal also explained what the primary purpose of the Centre would be as follows:

To initiate and co-ordinate research on teaching and learning in higher education. Collaborate with other tertiary institutions, local and international, on relevant developments in higher education. Promote teaching as a valued activity, worthy of reward. Explore and disseminate teaching ideas and effective practices throughout the university. Encourage the use of a wide range of teaching methods and techniques. Promote self development (as a teacher) through reflective practice. Develop tools and procedures to evaluate teaching. Promote development and innovative application of information technology for teaching and learning. Assist in the production of a range of media for teaching. Collaborate with other university-based structures in endeavours to promote quality teaching and learning. Explore the appropriate use of technology to enhance learning. Provide on-campus staff development workshops and seminars. Informing staff on the effective use of technology to enhance instruction. To make recommendations to the Senate on matters promoting constructive change in university policy and decision-making in relation to quality instruction and learning at UD-W. To provide on-going teaching and learning support to academic staff in the university (e.g.: modularization

training) and to teachers and principals in participating Teaching Practice Schools (e.g. OBE training).

1.8 Six Year Plan

The proposal envisaged a six year plan with 3 stages as follows:

The first stage was over the first year November 1998 to November 2000, which was largely determined by staff involvement and commitment of a TELP (Tertiary Education Linkages Project) 'Curriculum Development Project' which aimed to provide staff at the University of Durban-Westville with opportunities to examine their programmes and the ways in which they teach in order to enhance their effectiveness as teachers and researchers. (Project Implementation Letter No. 66). The enclosed Implementation plan (Appendix D) gives some ideas of the tasks, activities and events the centre will initially engage in. In addition to the above the following were envisaged at that stage: Compilation of a directory of all internal (UDW) resources that could be utilized to promote excellence in teaching and learning. Updating staff on the available technology for teaching. Co-ordination that will ensure that the university selects and appoints (potentially) excellent teachers. Organization of a 'Celebration of Teaching week'. The launching of a Certificate / Diploma in University Teaching and Learning. Establish an induction programme for new staff. The awarding of an annual 'Outstanding Teaching award' that would be recognized for promotion purposes. Establishment of a web site, and to become part of the Global On-line Teachers centres network (the first from Africa). Creation of a CTL notice board outside of the Media Resources Unit as well as at one other site on campus. The production of a UD-W teaching handbook. The second stage (November 2000 to November 2002) would focus on the continuation and refinement of stage one and the publication of an internal Journal on Teaching and Learning in Higher Education.

To organise an international conference on teaching and learning in higher education. To establish links and collaborate projects with universities in Sub-Saharan Africa. To obtain outside funding to support the activities of the centre.

The third stage (November 2002 – November 2004) would continue with the work (Journal, workshops, etc;) done in stages 1 and 2, plus consolidation and refinement of that work. The centre will initiate and co-ordinate on-line university courses and develop the CTL web site into one that will serve as a virtual centre for excellence where lecturers and teachers can access resources, download publications, link to other services, interact with others, and find out much more about CTL programmes, activities and events. It also aimed to establish, as part of the CTL, a Distance Education Unit and the development of on-line links to selected schools. To develop a six year plan evaluation report.

The CTL planned to offer the following services and support:

- Teaching and learning support to staff and students in the Faculty of Education.
- Various workshops, seminars, lectures, short-courses, and programmes designed to enhance specific skills and, understanding for UD-W staff.
- Various events related to the enhancement of teaching and learning at UD-W.
- Various resources for teaching and learning.
- Information to assist in the teaching and learning process. Some technical services and assistance.
- Support use of technologies in classrooms.
- Voluntary consultation services (advice) on teaching and learning, diversity issues, consultation, teaching orientations and assistance for new staff at UD-W.

- Teaching and learning support to all faculties and departments within the university.
- Assessment and evaluation consultation.

CHAPTER 2

2. LITERATURE REVIEW / CONCEPTUAL FRAMEWORK

2.1 Introduction

Whilst locating a body of literature has its own problems, reviewing and evaluating literature, in turn, creates new arguments and thereby knowledge. The literature review plays an important role in any research being conducted. Therefore it is useful to briefly discuss the values and functions of a literature review.

As indicated by (Anderson: 1990)

- A literature review broadens and refines existing knowledge
- It helps to sharpen and clarify research questions
- It can highlight gaps and under-researched areas
- It helps to clarify theoretical, methodological and analytical issues
- It identifies current debates and controversies
- It may have its own intrinsic merits.

The literature review occurs at the early stages of the research, as this informs and underpins the entire research project. The literature review should nevertheless be continuous as it is not a discrete or an independent phase of the research process. The selective use of a literature review and care over presenting a stand alone, self-contained literature review, suggests that the review can take many forms. A literature review is not a simple selection or list of materials with short paraphrases of their content. A review of literature must be able to identify themes, issues, topics and questions relevant to the research being conducted.

This is best summed up by (Vithal and Jansen: 1997) who state that a literature review offers a synthesis of:

“What has already been written on the topic.

What has not been written on the topic, or is written in such a way that it is conceptually or methodologically inadequate; with the goal of clarifying how the researcher’s proposal addresses the gap, silence or weakness in the existing knowledge base.”

One of the most crucial debates facing the 21st century is how to develop and sustain a Higher Education (HE) system that will prepare and cater for students and lecturers for the social and economic upheavals brought upon by the impact of technology and globalization. Globalization has resulted in fierce competition. In light of this, it is imperative that HE begins to recognize and identify initiatives to promote the quality of teaching and learning.

In order to promote good teaching and learning so that the nation keeps its competitive edge, the establishment of a CTL is imperative. Laurillard (1999) argues that there is no formal training requirement for university lecturers and as such there is very little research being done on student learning at higher education institutions. This point is further elaborated on by Branch (2000) who states that there is presently a huge demand for formal training and in service programmes for lecturers and professors in higher education in the United States. Laurillard (1999) also makes a very valid point when she indicates that, most research and literature reviews concerning teaching in higher education are based solely on information gathered from “non academic learning and students from schools”. (p14).

Indeed change in Higher Education (HE) is not going to be easy. Globalization and massification are going to demand reform and restructuring initiatives at HE institutions. The pressure to financially scale down and to increase output is going to be the mainstay. Academics who are focussing on management training and marketing strategies rather than on courses on how to teach better. The initiative will be on a collision course as regards the quality of teaching and learning. It becomes clear that HE should be transformed through pressures from within institutions. Academic imperatives alone should guide the direction of this reform. According to Allen (1998), “teaching and learning is seen by those academics that identify themselves as part of this scholarly field in two ways, each of which enacts a rather simplistic epistemological relationship between the particularities of educational practice and the general system within which it takes place. Firstly, teaching/learning is thought of as a refuge from the vicissitudes of financial cutbacks and concomitant threats to some idealized notion of ‘quality’ education. Secondly, teaching /learning is seen as a brave new frontier of developments which will give students the educational experience best suited to the needs of life in the world of global late capitalism”(1998:3). One needs to build an infrastructure that can find the fit between academic values and the pressures of teaching in large and diverse lecture halls.

An intervention in higher education through a Centre for Teaching and Learning, (CTL), for the purposes of this study, is primarily concerned about enhancing teaching and thereby learning. Enhancing teaching and learning at higher education institutions can take various forms. The quality of teaching, the quality of learning, quality assurance mechanisms, staff development programmes, student academic development programmes, academic support in terms of libraries, resource centres, and audio visual media centres etc. have an impact on the quality of teaching and learning.

The literature review will attempt to discover firstly, what has been written on teaching and learning in higher education and thereafter, review what role established centres play in enhancing teaching and learning. This would form the conceptual framework for the research conducted at the University of Durban – Westville.

A brief description of the concepts that have a direct or developmental relationship to a CTL:

2.2 Quality Assurance

According to the Education White Paper of 1997, quality assurance is the responsibility of the institution. The Higher Education Act assigned to the Council on Higher Education (CHE) the responsibility for quality assurance and quality promotion in higher education. This was done through the appointment of a Higher Education Quality Committee (HEQC). According to the Act, the functions of HEQC are:

“To promote quality assurance in higher education

To audit the quality assurance mechanisms of higher education institutions

To accredit programmes of higher education.” (CHE Annual Report 1998/1999:50)

The Department of Education initiative has therefore placed quality assurance at the centre in the restructuring of higher education institutions. It is therefore imperative that HE institutions put in place mechanisms for effective quality assurance. According to Ramsden (1996), quality is related to evaluation of the way one teaches and the effects on student learning. Both the United Kingdom and Australian White Papers on higher education argue that accountability demanded the development of systematic procedures for evaluating the quality of higher education. This quality assurance policy included arrangements of appraisal systems for academic staff, systematic student feedback and monitoring of student achievement. From the

above, it can be seen that quality assurance is directly related to effective teaching and learning, and it needs to be systematic. Quality assurance has also to be work-shopped to enable staff to get hands on experience.

2.3 Staff Development

It is critical for an academic institution to have academics who are well trained in their field, to be made aware of latest developments in the academic field, not only within their subject field but with other broader policy and teaching strategies.

“There is growing comprehension that none of the transformation and delivery which are the essence of the Reconstruction and Development Programme (RDP) will happen without the management of human resources as a strategic asset, with human resource development as the most critical component.” (National Commission on Higher Education (NCHE): Working document: 1995)

Higher education has a central role to play, by providing: (a) productive skills for improved wealth creation, embodied in the form of educated, trained people, who will increasingly (though not only) be blacks and women, as well as (b) the outputs are highly-educated produce, including new knowledge. In an even wider sense, higher education must contribute to the quality of life of all citizens, the quality of social relations and societal learning.

A report from the Commonwealth Secretariat argues that over the last thirty years higher education institutions (HEIs) in the developing world have faced increasing demands and decreasing resources, brought on by the rapid expansion of higher education (HE), and the inability of governments to meet rising costs.

“Current literature on the subject refers consistently to decline in the quality of teaching and learning, over crowding of lecture rooms, inadequate staffing, deteriorating physical facilities, poor library resources, insufficient scientific equipment, poor quality staff at all levels, lack of properly conducted research, low staff morale, inadequate salary and other rewards for staff, graduate unemployment, mismatch between educational output and labour market needs..”(Mukherjee,H and Singh, JS) (Cited in Chapter 3: NCHE: Report of Technical Committee.)

“It is recognised that a quantum increase is needed in the improvement of the quality of HE in developing countries. (and that) the human resource factor is widely recognised to be the key...(Which is why) institutions are focusing their attention on the enhancement of staff capacities in an effort to breathe new life into higher education development.” OECD, 1987(Cited in Chapter 3: NCHE: Report of Technical Committee.)

There are many definitions of staff development, but there is also a reasonable degree of convergence. According to Webb, (1996), “Staff development is normally considered to include the institutional policies, programmes and procedures which facilitate and support staff so that they fully serve their own and their institution’s needs.” This is directly linked to the aims and functions of a CTL as indicated in their mission statements on page 5. As indicated by Webb, (1996), Centres and units have been established in most tertiary institutions (USA) to promote this development.

2.4 The Definitions of a Centre for Teaching and Learning

The definition of a CTL can be best defined by the mission statements of the following Universities:

“Develop a university culture that values and rewards teaching excellence

Recognize and support individual differences among learners

Provide evidence of the impact of curriculum innovation on learning outcomes, and Encourage interdisciplinary cooperation to create new knowledge that enhances the quality of instruction and learning.” **The University Of Central Florida**

“The Centre for Teaching and Learning is dedicated to promoting effective teaching, faculty development, and the highest quality learning experience for students at Indiana State University” **Indiana State University**

“The Centre for Research on Teaching and Learning (CRLT) is dedicated to the support and advancement of learning and teaching at the University of Michigan. Staff at the Centre work collaboratively with faculty, Graduate Student Instructors (GSIs), and the academic administration to develop a University culture that values and rewards teaching, respects and supports individual differences among learners, and encourages the creations of learning environments in which diverse students can learn and excel.” **University Of Michigan**

Many of the Centres are named aptly for the purposes they serve. Below is a table of examples of CTLs in the United States with, a brief description of what they are called, the institution they are based at, the year of establishment, their funding sources and main purpose.

Table 1. Examples of Centres for Teaching and Learning.

Name	Institution	Year Established	Funded	Main Purpose
Centre for Teaching Effectiveness	University of Texas in Austin	1973	State	To teach using the best available information about teaching and learning
Faculty Centre	Brigham Young University	1992	Self (private)	To improve teaching, scholarship, service, and collegiality
Walker Teaching Resource Centre	University of Tennessee	1996	Grant (2Years) State	To Improve learning, teaching, and the integration of technology into educational programing
Crown Tapper Teaching and Learning Centre	The Colorado College	1996	Grant	Assist Faculty achieve teaching excellence
Office of Instructional Development and Technology	Dalhousie University	1989	University Budget	To encourage improved teaching and learning at Dalhousie University
Teaching and Learner Centre	East Tennessee State University	1995	State	Faculty's professional development and improvement of instruction
Mellon Centre for Faculty and Curriculum Development	Illinois Wesleyan University	1995	University and External funding	To provide facilities, programmes and resources necessary to support Faculty as teachers, scholars and curriculum developers
Centre for the Advancement of Teaching	Illinois State University	1996	State	Serve the entire Instructional Community at Illiois State
Centre for Teaching	University of Iowa	1996	University	Supporting excellent instruction
Excellence in teaching Committee	Lakeland Community college	1995	University	To encourage, develop and support professional enrichment opportunities for faculty
Centre for Teaching	University of Massachusetts, Amherst	1989	University	Offer opportunities for professional development in teaching at the University
Teaching Excellence Programme	University of New Hampshire	1992	University and grants	Providing the opportunity to develop formal competencies in college teaching
Centre for the Enhancement of Teaching	University of Northern Iowa	1993	University	Focus on Faculty Development linked to curriculum and organizational development

Approximately 50% of the colleges and universities in the United States have teaching centres, and new centres are opening all the time. The oldest U.S. teaching centre, located at the University of Michigan, has been providing faculty development programmes for the past 30 years. Teaching centres are also found in Canada, United Kingdom, Australia, New Zealand and other countries. Within the University of North Carolina (UNC) System, 9 of the 16 campuses currently have teaching centres, and efforts are underway to establish centres at the others. The oldest centre in the UNC System is found at Appalachian State, where support for teaching and other dimensions of faculty life have been provided for 28 years. The Carolina Colloquy, a grassroots' effort to share experience and expertise in teaching, has served UNC System campuses for a decade. Teaching centres range widely in the size of their staff and budget, their organizational location in the institution, and the programmes they offer. A small but growing number of universities provide faculty development services that range far beyond teaching improvement.

The University of Kansas has an on-line database that lists the various centres that exist worldwide. These are approximately 312 centres that are registered online. There are 216 from the United States, 28 from Australia, 5 from New Zealand, 22 from Canada, 28 from the United Kingdom, 3 from Europe and 10 in Asia. A mere click on the title gets you to the particular centre's web page. See appendix C for full list or log on to:

<http://eagle.cc.ukans.edu/~cte/resources/websites.html>

The Faculty Centre for Teaching and Learning (FCTL), based at North Carolina State University (NC State) is a perfect example of a highly successful centre. With permission of the

Director, Doug Wellman, a detailed description of its history, development and activities is provided. Most of the information obtained was from the Centre's web page and publication of the Centre's various volumes of the newsletter "Emphasis".

(<http://www.ncsu.edu.fctl>).

The FCTL's mission statement: "The Faculty Centre for Teaching and Learning seeks to promote a culture that values and rewards teaching excellence. The mission of the centre is to enhance student learning by promoting faculty growth and development in knowledge, techniques, and skills related to teaching and learning. The centre consults with faculty and teaching assistants on matters involving effective instruction and cooperates with and supports other efforts at NC State that share the common objective of enhancing student learning." Emphasis Dec 1998.

(<http://www.ncsu.edu.fctl/archives/newsv8n2.html>).

2.5 A Brief History

The contexts for Centres of Teaching and Learning differ with regard to international experience as compared to the South African situation. International centres have been established for longer periods and these centres are an integral part of the institutions within which they are located. In contrast to the South African situation, where there are such centres, they appear to be attachments to universities and are at best peripheral. Given the richer international experience, the researcher believes that it is this framework against which the study should be viewed. Notwithstanding this, the South African experience broadens the framework and should be seen as where centres being established in the country ought to be

heading. Therefore, in the section following, the international experience will be described first and thereafter the South African experience.

2.5.1 A United States Experience

The Faculty Centre for Teaching and Learning (FCTL) was first initiated by a memorandum that was sent from the office of the Provost, P.J. Stiles in December 1995. It was addressed to all deans, heads of department, chair of Faculty Senate, Chair of the Executive Committee of the Academy of Outstanding Teachers and the Chair of the University Standing Committee on Teaching Effectiveness and Evaluation.

It read as follows:

“North Carolina State University faculty have always valued excellence in teaching. Many programmes exist within the University and its various colleges and departments, which encourage, support, and enable outstanding teaching. The University needs, however, to establish a teaching excellence centre which will build upon these programmes and serve as a resource to all faculty.

The concept of such a centre is certainly not new. It has been endorsed on this campus by the Faculty Senate, urged by the University Standing Committee on Teaching Effectiveness, and encouraged by the Executive Committee of the Academy of Outstanding Teachers for several years. Many institutions, both within our system and throughout the country have seen significant benefits from such centres. Moreover, the UNC General Administration has required that institutions without such centres should request them in biennial enhancement budget requests. Although our requests have not yet met with success in obtaining appropriations, we are now in a position to establish the centre and to work for the needed continuing funding.

The Parents' Association and the Alumni Association, with whom Dean James Anderson worked in this connection, have provided generous support. In addition, a significant portion of the funds allocated to the University this year for "faculty development" will be employed to make it possible to initiate the centre at this time. By the beginning of the Spring 1996 semester, I will appoint an initial advisory committee made up of representation from the Academy of Outstanding Teachers (2), the University Standing Committee on Teaching Effectiveness and Evaluation (2), the Faculty Senate (1), the associate deans for academic affairs (1), the Parents' Association (1), the Alumni Association (1), and the Student Body (2). The committee will be charged to inventory existing teaching improvement activities and initiatives on campus and consult with those who lead them, develop a mission statement and responsibilities of the centre, propose the permanent administrative organization and support, develop a strategy for funding, identify space, and provide guidance for the initial programmes and services of the centre. The Executive Council of the Academy of Outstanding Teachers has accepted the responsibility of identifying an interim director to work with the Advisory Committee during the upcoming term and until a permanent director is appointed. I will ask Dean Anderson to work with the committee and to provide the initial administrative support”.

(<http://www.ncsu.edu/ftl/history/est.htm>)

By January 1996 the Centre for Teaching Excellence Advisory Committee was set up. It was made up of 10 representatives, one representing the associate deans for academic affairs, two representing the Academy of Outstanding Teachers, two representing the University Standing Committee on Teaching Effectiveness and Evaluation, one representing the Faculty Senate, one representing the Parents' Association, one representing the Alumni Association and two

representing the Student Body. A professor of Forestry and chair of the executive council of the Academy of Outstanding Teachers, had accepted the responsibility of serving as the interim director of the centre.

The Provost had asked the committee to:

1. Inventory existing teaching improvement activities and initiatives on campus and consult with those who lead them,
2. Develop a mission statement and responsibilities of the centre,
3. Propose the permanent administrative organization and support,
4. Develop a strategy for funding,
5. Determine space requirements, and
6. Provide guidance for the initial programmes and services of the centre.

Funding for the current year's operation was made possible through a special faculty development allocation from the UNC General Administration and through the generosity of the Parents' Association and the Alumni Association. The plan was to work quickly and judiciously to securely establish the centre and hire a permanent director.

The Provost expected a report from the committee by May 1, 1996.

A report was submitted to the provost, which outlined the deliberations of the committee. An interim director and an advisory committee were appointed and the names submitted in the report. The proposed name for the centre was: The Centre for Teaching and Learning. This name encompassed the dual purposes of the centre to promote teaching and learning.

The proposed Mission Statement was:

The Centre for Teaching and Learning at North Carolina State University seeks to promote a culture that values and rewards teaching excellence. The mission of the Centre is to enhance student learning by promoting faculty growth and development in knowledge, techniques, and skills related to teaching and learning. The Centre consults with faculty and teaching assistants on matters involving effective instruction and cooperates with and supports other efforts at NC State that share the common objective of enhancing student learning.

The prioritised activities of the Centre were twofold;

- (1) support faculty growth and development in teaching-related activities, and
- (2) support the university culture of teaching excellence and student learning.

To support faculty growth and development in teaching-related activities the Centre should:

- consult on teaching techniques and learning styles
- consult on course and curriculum development
- demonstrate and assist in developing teaching technologies
- consult on formative evaluation of teaching
- advise faculty on preparation of teaching portfolios

To support the culture of teaching excellence the Centre should:

- provide opportunities for sharing among faculty regarding techniques such as Internet links to other teaching centres, a web site, and a newsletter (Emphasis)
- sponsor visiting seminars on topics in teaching

- provide teaching resources and materials
- promote teaching rewards and recognition
- support travel to teaching conferences

Permanent Administrative Organization and Support Staff

The advisory committee proposed the following administrative structure for the Centre for Teaching and Learning:

- Centre Director: a tenured, full professor with academic credentials, who has taught at university level, and has particular expertise/knowledge in effective teaching and learning. The appointment would be a full-time, 12-month, tenured appointment in an academic department on campus. The person would also teach at least one undergraduate course per academic year. A national search was recommended.
- Assistant Director: An EPA professional who would administer/manage the Centre full-time. This person should also be a consultant (see below) with a specialty, hold a Master's Degree or Ph.D., and have taught/worked in a university setting.
- Campus Consultants: Several individuals (1 to 6 depending on need and breadth of the Centre's activities) who have expertise in relevant areas, such as evaluation/assessment, teaching technologies, teaching methods/techniques (curriculum and instruction), etc. These consultants could be permanent, full-time employees or could affiliate with the Centre for a time. They would consult with faculty and teaching assistants in their area of their expertise.

- Support Staff: One SPA secretarial position and the equivalent of one FTE position to be filled by interns, work-study students, and other temporary personnel.

The Centre Director should report directly to the Associate Provost for Academic Affairs, because the Centre would work with faculty who teach both undergraduate and graduate students.

Funding

The Centre, when fully functional, would need \$350,000 to \$600,000 in support annually. This range was commensurate with University of North Carolina's (UNC's) teaching centre and other centres at major state universities. The NCSU Centre would begin with a smaller budget and become fully functional within 3 to 5 years.

- salaries (\$75,000-\$85,000 for director; \$50,000-\$60,000 for assistant director; \$40,000 consultants (1 to 6); \$60,000 for two support staff) plus benefits \$225,000-\$445,000
- technology and equipment, including furniture, computers, visual aids, software, books, videos, etc. start-up costs \$100,000 continuing \$25,000
- Continuing Programmes
 - Emphasis newsletter (Graduate RA) \$13,000
 - Instructional mini-grant programme (already funded) \$30,000
 - workshops, including honoraria, travel, etc. \$30,000

Preparing the Professoriate (current funding \$20,000) \$30,000

- memberships, journals, materials, supplies, etc. \$50,000

Space Requirements

The following criteria in order of priority for space for the Centre are:

- that it be centrally located;
- within proper context, i.e. university-wide, not sponsored by one particular unit
- have classroom space nearby;
- a total space about 1,500 - 2,000 square feet of office, consulting rooms, walk-in services;
- possible areas which might meet these criteria are: D.H. Hill Library, Harrelson Hall, Daniels Hall, space on the Centennial Campus. D.H. Hill library is the highest priority space. The Centre already has a small office (2117) there. The ideal location would be in the undergraduate wing adjacent to the old Hillsborough entrance.

Initial Programmes and Services

The Centre should begin by hiring a director, 2 consultants, and two SPA support personnel in the 1996-97 academic year with a total budget of \$215,000-\$225,000. Over the subsequent 2 to 4 years, the remaining staff should be hired and the remaining operations implemented. Search for the director position should begin ASAP, with the goal of having this position filled by the Spring 1997 semester.

Inventory of Existing Teaching Improvement Activities

The committee identified the following areas on campus where teaching activities and initiatives are supported with which the Centre staff should interact:

- Academic Colleges/Deans & Associate Deans
- Academy of Outstanding Teachers
- CALS Educational Media Centre (George Bostick)
- Classroom Improvement Committee
- College of Education & Psychology (Joan Michael)
- Council on Undergraduate Education (David Greene)
- Division of Undergraduate Studies (James Anderson)
- Emphasis newsletter (Sid Johnson)
- Graduate School (Debra Stewart)
- Learning and Technology Centre (Hugh Devine)
- Lifelong Education (John Cudd)
- Master Classrooms Committee
- Parents/Parents' Association (Jim Bass)
- Provost's Office (Rebecca Leonard)
- Teaching Effectiveness and Evaluation Committee
- University Planning and Analysis (Karen Helm)
- Writing Centre (Carolyn Miller)

The Associate Deans for Academic Affairs in each college was asked to list the efforts that are currently underway in their respective colleges to improve teaching. Five of the ten colleges responded. The interim director visited University of North Carolina's Centre for Teaching and

Learning and discussed North Carolina State University's Centre with director's of several similar centres from the Southeast and elsewhere.

Accomplishments January 1996 through September 1996:

- Hosted Ron Simpson's visit to North Carolina State University (NCSU). He is director of the Teaching Centre at University of Georgia.
- Sponsor Richard Paul's colloquium of critical thinking (critical thinking group) in September.
- Sent about 40 faculty to teaching workshops at the Friday Centre with UNC.
- Advisory committee met on five occasions.
- Purchased a computer and colour laser printer for campus-wide use.
- Supported the Preparing for the Professoriate Programme
- Supported 10 teaching workshops by Dr. Felder, two in five different colleges.
- Supported graduate assistantship to prepare "Emphasis" publication on teaching and learning.
- Partially supported two teaching mini-grants.
- Published two brief articles in the Bulletin describing the teaching centre and soliciting comments from the faculty.
- Acquired an office in the library for the centre.
- Purchased reference materials on teaching housed in the library (matched library funds)

The committee membership was made up as follows:

Dr. Richard A. Lancia, Professor of Forestry and chair, Executive Council of the Academy of Outstanding Teachers, Interim Director of the Centre for Teaching Excellence

Dr. Jon Bartley, Associate Dean, College of Management, representing the associate deans for academic affairs

Dr. Richard Porter, Assistant Dean for Academic Affairs, College of Engineering, representing the Academy of Outstanding Teachers

Dr. Cathy Crossland, Head, Department of Curriculum and Instruction, representing the Academy of Outstanding Teachers

Dr. Ted Emigh, Associate Professor of Genetics/Statistics, representing the University Standing Committee on Teaching Effectiveness and Evaluation

Dr. Robert Beichner, Assistant Professor of Physics, representing the University Standing Committee on Teaching Effectiveness and Evaluation

Dr. Dennis M. Daley, Associate Professor of Political Science & Public Administration, representing the Faculty Senate

Dr. Herbert M. Floyd (M.D.), President of Parents' Association, representing the Parents' Association

Ms. Dianne H. Becton, member of the Board of Directors of the Alumni Association, representing the Alumni Association

Ms. Amy Cummins, Graduate Student, Department of English, representing the student body

Mr. Paul Zigas, Junior, Department of Biochemistry; Student Senate

President Pro Tem, representing the student body

Dr. Rebecca Leonard, Assistant Provost, administrative support

James A. Anderson, Dean Undergraduate Studies, and Mae Jerigan, Undergraduate Studies provided valuable administrative support.

Description of Physical Facilities

The physical location of the Centre was architecturally fitted on the second floor of the D.H. Hill Library building. The Centre space is part of a state-of-the-art collection of support facilities for teaching and learning for the NC State faculty known as the "Learning and Research Centre for the Digital Age (LRCDA)." The LRCDA includes the joint libraries/academic computing services "Learning Technologies Support Unit," the "Scholarly Communications Centre," and the "Centre for Digitization and Scanning, ". The 600 square foot space dedicated to the Centre for Teaching and Learning comprises a private office and work and study space furnished to accommodate consultation and collaboration. The Centre has access to shared use of conference space and facilities in the library, especially those of the LRCDA.

Draft Operating Plan

The director of the Centre for Teaching and Learning has executive responsibility for the operation of the Centre and reports to the provost through the senior associate provost for academic affairs. This individual chairs the advisory committee, which was appointed in consultation with the senior associate provost for academic affairs and serves as a programmatic and operational decision-making body for the Centre. The director is responsible for recruiting, appointing, and managing a programme co-ordinator / associate director on whom the director may rely for day-to-day operations and to whom the director may delegate

the employment or acquisition, as needed, of clerical and other programmatic support or resources and the management thereof.

While particular activities of the Centre will evolve in response to the expressed needs identified by the faculty through the advisory committee, it was initially envisioned that the Centre will do such things as:

- consult with individual faculty and teaching assistants on such issues as, teaching techniques and learning styles, course and curriculum development, developing teaching technologies, distance education and continuing education activities, formative evaluation of teaching and on the use of teaching portfolios,
- provide opportunities for sharing among faculty and teaching assistants such as Internet links to other teaching centres, a web site, a newsletter (Emphasis),
- sponsor visiting speakers, seminars, and workshops on topics in teaching, and provide teaching resources and materials.

The Centre officially opened its doors in January 1998. It is now called Faculty Centre for Teaching and Learning (FCTL) with an appointed permanent Director. Its mission:

- promotes a culture that values and rewards teaching excellence
- enhances student learning by promoting faculty growth and development in knowledge, techniques, and skills related to teaching and learning, and
- consults with faculty, including graduate teaching assistants, on matters involving effective instruction and cooperates with and supports other efforts at NC State that share the common objective of enhancing student learning.

It was after a busy 10 months as a foundation was sought for a strong and sustainable teaching development programme. However most of this work on the setting up the Centre was invisible to the rest of the Campus.

The Faculty Centre for Teaching and Learning is nested within the LRCDA, along with the Scholarly Communication Centre (guidance on copyright issues), the Digital Library Initiatives Department (exploration of new ways to support scholarship through digital library services and collections), and the Learning Technologies Service (faculty development in the use of electronic instructional technology). In addition to these offices, the LRCDA will eventually include a Scanning and Digitization Laboratory.

When the move came to create a campus teaching centre (FCTL) and an instructional technology support centre (Learning Technologies Service), the Libraries offered an affiliation with the LRCDA. The goals behind linking these organizations were to strengthen the partnership between teaching scholars and librarians and to assure that technology-assisted teaching was also good pedagogy. Having the teaching centre associated with the LRCDA is an organizational innovation, and we are learning our way into this relationship. New and untested as the idea may be, it does seem appropriate to the challenge of doing more with less in a rapidly changing environment. Evidence that we may be on the right track is provided by the fact that several other universities have sent teams to learn from us.

Teaching mini grants Programme (Small Grants Programme)

The Instructional Grants Programme encourages and supports innovative and creative activities for the improvement of instruction and learning in NC State courses and curricula. In the past

five years, NC State's Instructional Grants Programme has awarded over \$110,000 to faculty interested in exploring new ways of teaching their courses. In total 48 separate grants have been awarded. Typically, the amount of the grants given is \$1,000-3,000. Most grants have been awarded to individual faculty, but in many cases faculty have teamed up with other faculty, with graduate students, and with staff. The Instructional Grants Programme includes the formerly separate Instructional Computing Grants Programme, so many, but certainly not all, of the total grants have involved the use of instructional technology. With its creation in January of 1998, the Faculty Centre for Teaching and Learning (FCTL) assumed responsibility for managing the mini-grants programme. Programme guidelines call for proposals to be aimed at improving a specific course. Principal investigators are asked to make the case that the project has the potential to improve student learning, is innovative, can be implemented, will be assessed, and may be useful in other courses and to other instructors. First priority is given to undergraduate courses, but proposals for graduate courses will be considered as funds permit. Proposals may or may not involve instructional technology; any pedagogical innovation with the potential to improve student learning may be funded.

Fall Teaching Effectiveness Workshop

The Fall Teaching Effectiveness Workshop was held on August 14 at the McKimmon Centre. Approximately 320 people, over 90 percent of whom are graduate students, attended the half-day workshop. As a starting point, the group is taking an inductive approach to learning about teaching; they are visiting classes of outstanding teachers and meeting, with the professors, to talk about what they've observed.

Newsletter, Emphasis: Teaching and Learning

The FCTL introduced a new concept of the newsletter--shorter, more frequent, and more focused. Having a hardcopy newsletter is an essential ingredient in our efforts to move forward on the overall mission of the FCTL: "...to promote a culture that values and rewards teaching excellence." **Emphasis** is published twice a semester and each issue will aim to have a topic that will be of interest to the general campus staff. The goal is for each issue to provide background on some dimension of the national conversation about teaching and learning and to also inform the campus staff of the activities of the Centre. One of the striking features of this newsletter is the section allocated for staff to publish "Teaching Tips" where ideas that have worked are shared with others.

Some of the articles already published are, The Teaching Portfolio, The Hewlett Initiative, Teaching in the Diverse Classroom, N C State's Instructional Grants Programme, and The Faculty Centre for Teaching and Learning. Most of the articles are authored by the Director of the Centre, Doug Wellman and are accessible through the Centres website. These articles have helped the researcher tremendously to trace the history and development of the FCTL at NC State University.

Teaching Effectiveness and Evaluation Committee (TEEC)

The TEEC voted to transform itself into the University Standing Committee on Evaluation of Teaching. In addition to thinking about how teaching is treated in decisions about tenure, promotion, and annual salary adjustments, the committee will manage the university's three undergraduate teaching awards programmes (Outstanding Teacher, Alumni Distinguished Undergraduate Professor, and Board of Governor's Award for Excellence in Undergraduate

Teaching). At its first meeting, the committee discussed (among other topics) the work done at Oregon State University and elsewhere on developing a faculty reward system sensitive to the many forms of scholarship.

Faculty Seminars

The Centre started a New Faculty Seminar this year. All tenure-track faculty new to the university are invited to join in a twice a week luncheon discussion, and 45 of the 75 invited accepted the invitation. Following the suggestion of a director at another university, the seminar agenda covers a broad range of topics. Teaching is emphasized, but other topics germane to new faculty are also addressed.

Web Site

Through the good work of graduate student Douglas Parker and the artistic contributions of designer Pam Hilton, the Centre now has an operational web site (www.ncsu.edu/fctl/). Over time, as the centre gains traction, the web site will become a rich source of information on pedagogical theory and practice.

Consultations

In response to requests, a small number of faculty consultations are in progress. These individual development efforts are tailored specifically to address faculty interests. They may include videotaping of classes and facilitated discussions with students, as well as analysis of course design and methods. Consultations are confidential and used exclusively for purposes of improving teaching; in other words, they are formative evaluation.

The Teaching Portfolio

The Faculty Centre for Teaching and Learning sponsored the first NC State teaching portfolio workshop. A teaching portfolio is a personal representation of what you teach, how you teach, why you teach in the way you do, what you have done to improve your teaching, evidence that your teaching makes a difference, and anything else that enables you to "tell a story" as a teacher. While each portfolio is unique, the essential elements are a 6-8 page reflective statement and supporting materials presented either in the text or in appendices.

According to Peter Seldin, the leading proponent of teaching portfolios, it typically takes about 15 hours for someone to prepare a teaching portfolio. In the two workshops held at NC State, participants have spent slightly more than 12 hours working individually, in addition to the three mornings spent together in group work. (Wellman, 1999)

(www.ncsu.edu/fctl/archives/newsv9n2.html)

For individuals, one of the most important benefits of preparing a teaching portfolio is that it can significantly improve their teaching. Seldin points out that the process can stimulate faculty to reconsider their personal teaching activities, rearrange their priorities, and plan for the future. Preparing a teaching portfolio is a powerful lever for faculty professional development because:

- it is grounded in discipline-based pedagogy, that is, the focus is on teaching a particular subject to a particular group of students at a particular time;
- the level of personal investment in time, energy and commitment is high...and that is a necessary condition for change; and
- it stirs many professors to reflect on their teaching in an insightful, refocused way.

For the institution, portfolios offer a rich source of insight and data to assist in making fundamentally important personnel decisions. They encourage a more public, professional view of teaching, together with a more explicit understanding of how teaching is assessed and valued on campus.

The Hewlett Initiative

The Hewlett Initiative was the name given by NC State to a two-year effort, supported by a grant from the Hewlett Foundation, to help NC State improve general education at the university. In the Fall of 1996, the Hewlett Foundation sent requests for proposals to a small number of research universities, including NC State, for studies aimed at enhancing active learning in undergraduate education. Through the efforts of Senior Associate Provost, the Dean of Undergraduate Studies, and other interested Faculty, NC State developed a successful proposal for a two-year, faculty-led planning grant designed to examine how "Inquiry-Guided Instruction" might be infused into undergraduate courses and curricula, including both the General Education Requirements and courses in the majors. The ultimate goal is to transform general education to better prepare all our graduates for the emerging realities of the 21st Century.

NC State's successful grant application did not come out of the blue. Two specific events can be pinpointed as setting the stage for the Hewlett Initiative. First, in January 1995, with support from the Division of Undergraduate Studies, a group of faculty travelled to Charlotte for a one-day workshop on critical thinking. The workshop was led by Richard Paul, a Professor of philosophy at Sonoma State University and founder of the Centre for Critical Thinking. Participants included representatives from all sections of the university. The experience of the

workshop and travelling together encouraged the group to continue meeting from time to time to discuss critical thinking and their experiences in transforming their own teaching.

Second, and not coincidentally, the Council on Undergraduate Education (CUE) crafted a statement on student responsibility for learning. CUE's "Position Statement on Increasing Student Responsibility for, involvement in, and Commitment to Learning" was adopted in January of 1996. The position statement argues that both students and faculty have a responsibility for producing active and engaged lifelong learners and effective citizens: "The students' role is to become actively involved in their education; to cultivate effective attitudes, behaviors, and skills for thinking and learning; and to engage fully in academic discourse. The faculty's role is to provide learning opportunities that stimulate and deepen students' desire for and abilities in learning and that help students become life-long learners." For faculty, the position statement suggests that they 1) pursue teaching practices that actively engage students in their own learning, such as cooperative learning, experiential learning, writing for learning, and critical thinking; 2) provide students with "guided practice" in critical thinking, helping them develop their capacity for making mature judgments about questions that do not have simple answers; and 3) seek to enlarge the scope of their own understanding through study and discussion with others. (Wellman,1998)

(www.ncsu.edu/fctl/archives/newsv8n1.html)

Many other streams of thinking and action, both individual and collective, helped set the stage for the university's response to the Hewlett request for proposals. However, the critical thinking workshop helped forge a core group of faculty for leadership roles in the CUE statement, and

that statement provided the institutional foundation for the university's response to the Hewlett request for proposals.

A total of 62 faculty and staff and 25 graduate students, representing a cross-section of the university, have volunteered to be Hewlett Fellows. Three faculties from Isothermal Community College are participating as well. Being a Hewlett Fellow represents a significant personal commitment to educational improvement. Faculty and staff agreed to be involved for two years, while graduate students, invited half a year later, signed on for 18 months. All agreed to attend numerous meetings and several retreats; to study, discuss and help write statements about inquiry-guided instruction; to take a hard look at one of their own courses and examine ways it might be transformed (faculty) or to undertake and document one professional activity (students); and to serve as liaison to their home colleges.

In the Fall of 1996, Richard Paul held a workshop on critical thinking. As part of the dissemination plan, it was an open workshop and was advertised widely. Approximately 90 faculties attended, and Paul demonstrated why the participants in the Charlotte workshop several years earlier had been so stimulated by the experience.

After getting the grant, a meeting was held where Robert Orrill of the College Board spoke to approximately 50 faculties about the thinking of John Dewey, the fountain head of active, student-centred learning. With that stimulating talk providing momentum, many follow up meetings and retreats were held with its main focus being, to think and talk about active learning and inquiry-guided instruction. One of the most beneficial outcomes was discovering that faculty from all over campus share their concerns about student learning. Comparing

experiences across the disciplines was enlightening and energizing. One of the best interpretations of what is going on was provided by Robert Barr and John Tagg. In "From Teaching to Learning - A New Paradigm for Undergraduate Education," published in the November/December 1995 issue of *Change*, Barr and Tagg argue that higher education is in the middle of a shift from a teaching-centred paradigm to a learning-centred paradigm. As Barr and Tagg write, "...in the Instruction Paradigm, a college aims to transfer or deliver knowledge from faculty to students; it offers courses and degree programmes and seeks to maintain a high quality of instruction within them, mostly by assuring that faculty stay current in their fields. In the Learning Paradigm, on the other hand, a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems." (Wellman, 1998)

(www.ncsu.edu/fctl/archives/newsv8n1.html)

The Learning Paradigm differs from the Instruction Paradigm in how learning is conceived. "The Instruction Paradigm frames learning atomistically. In it, knowledge, by definition, consists of matter dispensed or delivered by an instructor. The chief agent in the process is the teacher who delivers knowledge; students are viewed as passive vessels, ingesting knowledge for recall on tests. Hence, any expert can teach.... The Learning Paradigm frames learning holistically, recognizing that the chief agent in the process is the learner. Thus, students must be active discoverers and constructors of their own knowledge. In the Learning Paradigm, knowledge consists of frameworks or wholes that are created or constructed by the learner. Knowledge is not seen as cumulative and linear, like a wall of bricks, but as a nesting and

interacting of frameworks. Learning is revealed when those frameworks are used to understand and act..." (Wellman: 1998)

Barr and Tagg concede that it is hard to change paradigms, and the shift from the Instruction Paradigm to the Learning Paradigm will come neither easily nor swiftly. "The primary reason the Instruction Paradigm is so powerful is that it is invisible. Its inconsistencies and deficiencies appear as inherent qualities of the world. If we come to see the Instruction Paradigm as a product of our own assumptions and not a force of nature, then we can change it." (Cited in *Emphasis* Vol. 8 No. 1 1998.) To change how we look at teaching, we have to begin talking about it, and that is what the Hewlett Initiative was designed to do. As we move into the second year of the Hewlett Initiative, the Carnegie Foundation for the Advancement of Teaching has recently issued a report entitled "Reinventing Undergraduate Education: A Blueprint for America's Research Universities."

(<http://notes.cc.sunysb.edu/Pres/boyer.nsf>)

The most recent report, "Reinventing Undergraduate Education," (<http://notes.cc.sunysb.edu/Pres/boyer.nsf/webform/contents>) concentrates on the 88 Research I universities in the United States. It examines how these institutions might make the transition from the paradigm of instruction to the paradigm of learning. "Reinventing Undergraduate Education" is succinct, practical, and informative, and the general discussion is supported by illustrations from campuses throughout the country. One of the major conclusions was that, in reforming undergraduate education, America's research universities should play to their strengths and engage undergraduates in the process of discovery. The Hewlett Initiative represents a major effort by NC State to do just that.

2.5.2 The Australian Experience

If we look at the establishment of Centres in Australia the experiences are very similar. The Centre at Murdoch University was established in June 1997 following a directive from the Vice Chancellor. The following memo from the Acting Vice Chancellor, Jeff Gawthorne, indicates how the functions of Academic Services Unit (ASU) be dissolved in the creation of a Teaching and Learning Centre (TLC).

“Following a review commissioned by Academic Council, the vice-chancellor has approved a re-assignment of the functions of the Academic Services Unit (ASU). The changes will result in: The establishment from 1 June 1997 of a Teaching and Learning Centre [TLC] to be organisationally, and in due course physically, located within the University Library. Former functions of ASU to be included in the TLC are student-learning services; instructional design and computer generated courseware, educational technologies and media production, teaching and learning components of academic staff development and educational development and evaluation. The TLC, which will be guided by an advisory group chaired by the DVC, is expected to play a major role in the redefinition of the University's teaching and learning methods and modalities.

The transfer to the Registrar's Office of the current ASU group responsible for providing support for external students: associated with this group for an initial period of 12 months will be a service to advise on and to monitor quality standards in the development and delivery of course materials for teaching and learning. Community Relations will assume responsibility for the University's graphic and photographic services to Divisions and Offices.

The transfer to Campus Services of responsibility for the multiple production of audiocassettes for use in the external study mode and where appropriate also on campus.

Over the past three years the ASU has developed systematic student evaluation of teaching, instructional design services, new technological links for branch campuses, student learning services, and academic staff development programmes. This is a good foundation on which the new Teaching and Learning Centre can further develop services that will assist staff and students to enhance the quality of teaching and learning.

Divisions will be responsible for the development and keyboarding of all teaching resource materials, with guidance from models and design structures developed in the TLC. It is anticipated that this teaching and learning material will increasingly be developed in a way which enhances guided independent study by students both on and off campus.”

(<http://cleo.murdoch.edu.au/tlc/pubs/role/announ-8may97.html>)

The activities of the Centre include Staff Development Workshops, Conferences, vice-chancellor's Excellence in Teaching Awards, Teaching Development Grants, Teaching and Learning Forum, and the Tertiary Teaching Course, all of which will be briefly discussed.

Staff Development Workshops

The Teaching and Learning Centre at Murdoch University runs a wide range of workshops, seminars, and hands-on computer related training. Special events are presented from time to time. The following are some of the titles of these workshops:

- Communicating for Veterinarians Seminar

- Commercialisation and Technology Transfer - what is it all about?
- Tertiary Teaching: trusting to learn
- NESB (students from Non English Speaking Backgrounds)
- Pearson Education WebCT Presentation
- Showcase of Online & Multi Media developments at Murdoch

Some of the Conferences organised jointly or attended by the TLC at Murdoch University in association with other Universities in the year 2000 to promote Staff Development:

Table 2. Conferences Organised

TITLE	VENUE	DATE
Teaching and Learning Forum 2000: Flexible Futures in Tertiary Teaching	Curtin University of Technology	2-4 February 2000
WebCT Asia Pacific Conference	TAFE South Australia Adelaide	21-24 March 2000
Flexible Learning for a Flexible Society	University of Southern Queensland	2-5 July 2000
4 th Pacific Rim First Year in Higher Education Conference, "Creating Futures for a New Millennium"	Queensland University of Technology	5-7 July 2000
TLHE Symposium on Teaching and Learning in Higher Education	National University of Singapore	6-7 July 2000
Second Annual WebCT International Conference	University of Georgia	9-12 July 2000
Lifelong Learning Conference, "Development of Generic Skills in Higher Education"	Central Queensland University	17-19 July 2000
Competition, Collaboration, Continuity, Change. An International distance education and open learning conference.	Adelaide	11-13 September 2000
Lens on Literacy: Australian Council for Adult Literacy International Conference	Perth	21-23 September 2000
Communication Skills in University Education: Third Biennial Conference	Freemantle, WA	28-29 September 2000

Vice-Chancellor's Excellence in Teaching Awards

On a yearly basis, the Vice-Chancellor makes available funds for awards for teaching excellence. A total of five awards of \$2,000 will be available for 2000. Recipients will also receive a certificate, which will be presented by the vice-chancellor at a graduation ceremony at the beginning of the 2001 academic year.

All academic staff employed at Murdoch University are eligible for nomination. However, no person may receive an Award more than once every five years. Staff nominated by at least two students will be invited by the vice-chancellor's representative to indicate their willingness to be considered as a candidate. Candidates are asked to provide a teaching portfolio. The divisional Deans are asked to provide comments on candidates from their Schools. The selection panel consists of the vice-chancellor's representative, the Education Vice-President of the Student Guild and a representative from each Division.

Successful candidates are asked to make themselves available for promotional events associated with the awards and present at a workshop on teaching in the year following their selection.

Teaching Development Grants

In addition to the Vice-Chancellor's Excellence in Teaching Awards, The University has allocated funds for Teaching Development Grants, which are to be spent on high priority development activities. Their purpose is described as to 'Promote innovation and research in the theory and practice of teaching and learning.'

In 2000, a number of teaching development functions have been included under the one line Teaching Development Fund budget item and \$107,000 has been designated for Teaching Development Grants. The breakdown of funds in the TDG account approved by the PVC (Academic) is:

Priority Online Learning Activity Grants	\$80,000
Innovative Teaching Development and Research Grants	\$27,000

These grants are allocated by the TLC, up to a maximum of \$20,000 per division.

Teaching and Learning Forum

The Teaching and Learning Forum (TLF) is a series of annual conferences held in Perth, Western Australia by the (TLF) partners which are made up of Curtin University of Technology, Edith Cowan University, Murdoch University, Notre Dame University Australia, and The University of Western Australia. Examples of Forum Proceedings include:

- 2000: Flexible Futures in Tertiary Education
- 1999: Teaching in the Disciplines/ Learning in Context
- 1998: Teaching and Learning in changing times
- 1997: Learning Through Teaching
- 1996: Teaching and Learning within and across disciplines
- 1995: A Focus on Learning

The Tertiary Teaching Course

The Tertiary Teaching Course (TTC) was designed to meet the needs of both inexperienced and experienced academic staff. It provides new or inexperienced teachers with practical teaching skills and strategies, an understanding of key learning theories, and a supportive environment in

which to test out ideas. More experienced teachers benefit from the opportunity to reflect upon and discuss their current teaching practices, design and undertake learning and assessment tasks appropriate to their own needs and observe their own behaviour as learners.

Probationary staff new to teaching may be eligible for time release, with permission of their Dean, for the purpose of attending the Tertiary Teaching Course workshops and meet assessment requirements.

The Tertiary Teaching Course provides credit towards the Graduate Diploma in Education (Tertiary and Adult) offered through the Faculty of Education, Murdoch University and the Graduate Certificate, Graduate Diploma, and Masters in Higher Education offered through the University of New South Wales.

While the structure of the Tertiary Teaching Course is such that participants will have the opportunity to define and pursue their own learning objectives, the Course has nevertheless been developed in the expectation of fulfilling some general educational aims. It is expected that during the Course participants will:

- explore diverse teaching and learning theories and practical teaching strategies, especially in the light of their potential application to their own teaching practices
- increase their understanding of their students' responses to the learning environment
- develop their capacities to critically reflect upon their own professional practice and environment
- contribute to the development of a supportive community of Murdoch University teachers
- increase their understanding of the factors affecting teaching practices and develop strategies for effecting change if necessary .

2.5.3 The United Kingdom (UK) experience.

The UK experience is similar to the US and Australian but with a more slanted focus towards the delivery of accredited programmes offered to academics. The reason for this is twofold, firstly it enables academics to meet the requirements to be eligible for membership of the Institute for Learning and Teaching (ILT), and secondly to equip academics to enhance their teaching and student learning.

Table 3. CTLs with accredited programmes in U.K.

University of Southampton	Certificate of Advanced Educational Studies: Academic Practice (CAP)
University of Edinburgh	Professional Certificate in University Teaching
University of Leeds	Postgraduate Certificate in Learning and Teaching in Higher Education

The above are examples of three accredited programmes offered at three universities in the UK. Most centres in the UK were established in the late 1990s. A brief description of the Centre for Learning and Teaching (CLT) at the University of Southampton will give us a UK perspective.

The Centre for Learning and Teaching (CLT) was established in 1999 following the development of the University's Learning and Teaching Strategy. Based on its predecessor, the Interactive Learning Centre (ILC), the CLT works strategically to enhance the quality of learning and teaching, and to promote innovation and good practice across the University.

Its core activities include delivering accredited programmes and pathways to enable academic teaching staff to meet the requirements for membership of the Institute for Learning and Teaching (ILT). It offers continuing Professional Development programmes, working with faculties to support the strategic development of learning and teaching and undertaking institutional and externally funded research and development projects. The CLT also manages

the University's Learning and Teaching Quality web site (www.clt.soton.ac.uk/ltq/) which is designed to offer a gateway for information about learning and teaching, and acts as a focus for promoting awareness and good practice.

The CLT is formally part of the Research and Graduate School of Education (RGSE), within the Faculty of Social Sciences. The move of the centre from an academic service environment to an academic environment allows it to focus on the development of educational practice in the context of related theoretical and research bases so as to provide a better understanding of such practice. At the same time, it continues to work with central groups, such as the Quality Assurance Unit, and with academic departments to support both generic and discipline-specific strategic innovation and development in learning and teaching, including the use of learning technologies.

The Mission Statement

The Centre for Learning and Teaching works across the university to enhance the quality of learning and teaching by promoting good practice and innovation, including the use of learning technologies. It plays a key role in implementing the university's learning and teaching strategy and delivers professional development to national standards. This is summed up by the statement "promoting excellence and innovation in learning and teaching".

Values

The values which underpin the Centre's activities are:

- Striving for quality and excellence in all we do.
- Working collaboratively at all levels across the University.

- Addressing real educational issues, which inform policy and practice.
- Facilitating links between theory and practice to develop a better understanding of each.
- Fostering innovation, change and strategic development.
- Enhancing the quality of the student learning experience.

Core Functions

- Designing and delivering professional development programmes on learning and teaching to appropriate national standards.
- Promoting and disseminating good practice and innovation in learning and teaching.
- Supporting the implementation and development of the University's learning and teaching strategy through institutional projects, networking and consultancy.
- Supporting faculties in their development of innovative responses to the University's learning and teaching strategy.
- Providing strategic support across the University for the development and implementation of learning and teaching technologies.
- Undertaking research projects on learning and teaching, including the use of communication and information technologies.
- Developing and contributing to relevant academic programmes related to the work of the Centre.

Staffing

The Centre is staffed by a Director, an IT Support Officer, a Programme Administrator, an Educational Developer, 2 Educational Technologists, a Learning Technologies Co-ordinator,

and a Teaching and Learning Development Co-ordinator. A brief job Description of the above positions gives us a clear idea of the kinds of activities performed in the CLT.

Director

- Head of Centre, responsible for overall strategic management and planning.
- Strategic liaison between the CLT and relevant University groups.
- Programme Director for the Certificate in Academic Practice.
- Overall co-ordination of the CLT's Continuing Professional Development programme, Faculty Support scheme and institutional projects.
- Overall co-ordination of the CLT's research and development strategy.

IT Support Officer

- Maintaining the Centre's web and administration servers.
- Maintaining workstations in the Centre.
- Installing new software on all the Centre's PCs, including regular Anti-Virus updates.
- Advising on computing related purchases.

Programme Administrator

- The provision of administrative support for the Certificate of Advanced Educational Studies: Academic Practice programme and the Centre's Continuing Professional Development Programme.
- Undertaking administrative and secretarial duties to ensure the smooth running of the Centre by monitoring and administering its finances, establishing and maintaining the

Centre's office and information systems which includes database management and organisation of the Centre's resource library.

Educational Developer

- Offer workshops within CLT on key skills.
- Research areas:
 - (a) Recently published book: Maier, Pat & Adam Warren (2000). *Integrating Technology in Learning and Teaching*, Kogan Page, London.
 - (b) Pedagogical design for resource-based learning. Currently working on a rheumatology learning web site.
 - (c) Student academic literacy

Educational Technologist

- Promoting and supporting the use of WebBoard, a Web-based conferencing tool. This involves working closely with individual course tutors as well as providing staff training and support materials.
- Creating and running workshops on a wide range of educational technology, including using video and web conferencing, web site design, developing and using PowerPoint presentations, and hypermedia in education.
- Developing Web-based resources, and running workshops for EFFECTS, and acting as a mentor to EFFECTS participants. The project offers staff training in the use of technology in education, and is developing an accreditation pathway for competence in the use of information technology in education.

- Developing Videoconferencing expertise within the CLT, and co-ordinating activities for the Videoconferencing Interest group.
- Working with members of the University to develop applications for funding from various sources, including partnerships with institutions from EU, and EU candidature countries.
- Support services:- Work with individuals from other faculties, providing advice and assistance on the development and implementation of learning materials, the use of technology in learning and teaching, and the applications of technology in departmental administration support.

Learning Technologies Co-ordinator

- Contribute to the strategic use of communication and information technologies (C&IT) in learning and teaching across the university.
- Co-ordinate and contribute to the integration of C&IT aspects of the university's learning and teaching strategy into the centre's professional development programme and Certificate of Academic Practice.
- Co-ordinate and contribute to the centre's 'faculty focus' scheme of educational development in relation to the application of C&IT.
- Co-ordinate the gathering, collation and dissemination of information and examples of good practice, particularly in relation to C&IT.
- Co-ordinate and contribute to the centre's research, development and teaching of C&IT.

Teaching and Learning Development Co-ordinator

- Develop and implement an accreditation programme for new staff to meet the standards required for membership of the Institute for Learning and Teaching (ILT).

- Develop and implement a continuing professional development programme for experienced staff to meet the requirements for membership of the Institute for Learning and Teaching (ILT).
- Support the implementation of the Universities Learning and Teaching Strategy through working with core teaching and learning staff within departments and faculties.

2.5.4 The South African Experience

With the assistance of directors of similar centres within S.A. universities and the browsing of their websites, I was able to determine the status of such centres within the national context. Two universities, the University of Cape Town and the University of the Orange Free State have centres similar to the international examples. Other universities have smaller centres that are subject and discipline specific, serving the needs of that particular department.. Examples of these are the Universities of South Africa, Stellenbosch and Pretoria. Some have centres that operate resource centres similar to the University of Durban Westville before it changed to a CTL. An example of this is the University of Port Elizabeth and the centre is called the Media Resource Centre. I will briefly describe the centres at the University of Cape Town and the University of the Orange Free State. As there is insufficient public literature on these centres, I contacted the Dean / Director of these centres and surfed the centres' web sites in order to obtain further and relevant information.

2.5.4.1 The University of Cape Town (UCT)

The quotation below captures the essence of the philosophy of the Centre for Higher Education Development (CHED) at UCT and emanates from a report sent by the Acting Dean to the University Council in March 2002.

“The Vision of the Centre for Higher Education Development is to be a cross-faculty unit that contributes to continual improvement in the quality of higher education through widening access, promoting excellence through equity, developing the curriculum in partnership with faculties, enhancing the competence of graduates by ensuring the provision of key skills and abilities, and enabling systemic improvement through the research-led development of informed policy options”. (Extract from mission statement of UCT).

<http://www.uct.ac.za>

Structure and Function

CHED was established in 1999 with a brief from Senate to focus “across faculty boundaries on all matters concerning academic development”. CHED is a quasi-faculty structure headed by an Academic Dean. It comprises four units:

- the Academic Development Programme
- the Career Development Programme
- the Centre for Information Literacy
- the Multimedia Education Group

The Dean’s Office which has responsibility for various portfolios as well as for co-ordinating the work of CHED as a whole.

CHED’s work relates primarily to the formal educational processes of the university. Approximately two-thirds of CHED’s 90 full-time staff are consequently in academic posts. The majority of the remaining staff have professional roles of various kinds, such as in

counselling and multimedia instructional design. A significant number of CHED staff are seconded to the faculties or specific academic departments, where they work in partnership with regular academic staff.

CHED's central role is to provide specialised educational expertise and functions that are essential to enabling the faculties to meet the universities educational and strategic goals. CHED units, especially the Academic Development Programme, have historically had a central role in facilitating the access and success of educationally disadvantaged black students, and CHED continues to have a particular commitment to equity and development in higher education.

CHED provides the university with specialised educational functions in the following areas:

- programme development, including curriculum, course and materials development; educational applications of information and communication technology (ICT);
- specialised teaching, mainly in (a) foundational courses in key subject areas, and (b) the development of key skills, including academic literacy, communication, numeracy, computer and information literacy;
- student selection and placement, and other specialised forms of assessment;
- student career development and graduate recruitment services;
- professional development for academic staff;
- postgraduate fellowship programmes designed to lead black people and women into academic careers;
- development of systems for complying with state accountability requirements, e.g. quality assurance;

- educational policy development at institutional and national level;
- research on the educational process in higher education.

All of these areas of work are linked to UCT's strategic goals.

The Academic Development Programme (ADP)

The ADP, the largest of CHED's units, has for two decades represented UCT's central strategy for promoting equity in the student body. A core ADP function is to develop and run a range of programmes and courses designed to foster the access, retention and success of students from disadvantaged educational backgrounds. This work is undertaken in full collaboration with the faculties. Specialised teaching continues to be an important part of the work of many ADP staff, but in recent years, as undergraduate black student enrolment has grown into a majority, the ADP has placed increasing emphasis on working with departments and faculties to design curricula and approaches that integrate AD into mainstream provision and allow for economies of scale.

The ADP's operations fall into two main divisions:

(a) Faculty-based operations

There are ADP staff and programmes in all six faculties. The most widely-used and successful ADP strategy for fostering access and success is the "extended curriculum" model, in which substantial foundational provision is articulated with the mainstream curriculum, resulting in a lengthened degree programme that allows educationally disadvantaged students to develop firm academic foundations.

The ADP's major extended curriculum programmes are:

- the Academic Support Programme for Engineering in Cape Town (ASPECT) and Engineering Foundation programmes in Engineering and the Built Environment (EBE);
- the GEPS (General Entry to Programmes in Science) programme in Science;
- the ADP in Commerce (linked to the Bachelor of Commerce (Bcom));
- the new Gencor extended curriculum programme linked to the Bachelor of Business Science (BbusSc);
- the Gateway to Economics programme in Humanities (currently being reshaped as the 'Gateway to the Quantitative Social Sciences').

The ADP's long-standing Bachelor of Medicine and Bachelor of Surgery (MBChB) extended curriculum programme has this year been superseded by a different approach to catering for student diversity in the new MBChB curriculum, the "intervention semester", designed by the Health Sciences Faculty in collaboration with ADP staff.

While educationally disadvantaged students continue to face substantial obstacles, ADP programmes have played a key role in enabling the growth of black student enrolment and graduation at UCT, and have achieved some highly encouraging successes. In the Science Faculty, for example, over 80% of the black (African) graduates in 2000 had, by the time they graduated, made use of ADP structures and courses.

(b) Interfaculty projects

The ADP's main interfaculty projects are:

The Alternative Admissions Research Project (AARP): One of the most successful of the ADP's projects, AARP's main goal is to provide a means of access for educationally disadvantaged students whose school results will not necessarily reveal their potential to succeed in higher education. Over the past few years, many hundreds of these students have gained access who would not otherwise have been admitted to the institution on the basis of their school-leaving results: nevertheless, their graduation rate is substantially higher than that of comparable students who were accepted on the strength of their school results.

Language Development and the Writing Centre: Language Development staff offer specialised stand-alone or "adjunct" courses for students whose mother tongue is not English. The Writing Centre, part of the Language Development group, provides a service to students through individual writing consultations. These, in addition to providing assistance to students, perform a crucial diagnostic function. Based on trends and observed patterns in the consultations, curriculum needs are identified and curriculum interventions developed in partnership with regular academic staff.

The Numeracy Centre: A joint venture with the Mathematics Department, the Numeracy Centre was established to assist with realising UCT's strategic goal that all UCT graduates should be 'effectively numerate'. It currently provides courses for students with poor formal mathematics backgrounds who are keen to gain access to "numerate" programme areas, particularly Economics. The Centre is also engaged in an innovative and resource-generating project, in association with Princeton University, which offers numeracy education to educationally disadvantaged employees of participating private-sector companies.

The Computer Literacy Project: Operating in four faculties, the Computer Literacy Project provides essential ICT training for the still significant numbers of new undergraduates who need it, as well as working with programme designers to ensure that ICT applications are incorporated into mainstream curricula.

Major challenges for the ADP include the ongoing need to integrate AD-related provision more effectively into mainstream curricula, to pave the way for the in-depth reform of curriculum structures that is needed to overcome the billion-rand wastage resulting from excessive student failure and drop-out in South Africa. It is also likely that, given recent national policy developments and performance targets, AD approaches will need to be extended into postgraduate programmes.

The Career Development Programme (CDP)

Career development is a key CHED responsibility, and is crucial for students in all academic programmes. It can be understood as the process of connecting the formal academic curriculum with the external world in which learning will be applied. Effective career development requires working with students from the time that they begin to prepare for applying for university admission, through all their learning experiences at the university, and on to their experience of the world of work after graduation.

The CDP has gone through major restructuring since its incorporation into CHED. Its services are increasingly widely used. In 2001, the Careers Information Centre handled an estimated 3000 student inquiries and 800 individual careers counselling sessions. This year, 5000 students were addressed during orientation. The new pre-admission services are also proving very

popular: in 2001 the resource centre dealt with over 2300 inquiries and over 200 individual counselling sessions. The CDP's magazine for students, *Careering*, runs to 10,000 copies per issue.

The CDP also incorporates the Professional Communication Unit, which provides specialised communication courses (as part of mainstream professional programmes) for senior students as part of their preparation for the professional world.

The CDP's Graduate Recruitment Programme is an important element of the interface between UCT and the world of work. CHED is currently working closely with McKinsey Management Consultants on a major *pro bono* research and development project designed to upgrade and further professionalise this key service area.

The Centre for Information Literacy (CIL)

CIL was established in 2000 out of the then-Department of Library and Information Studies (LIS) in the Faculty of Humanities. The aim of the Centre is to contribute to teaching, learning and research at UCT such that graduates can develop and work within a complex information society. CIL is a small unit that is still in the process of establishing its new mode of work while continuing with postgraduate teaching and research supervision in LIS. Apart from running specific courses and modules for undergraduates, CIL will work with programme conveners to find effective ways of incorporating information literacy knowledge and skills as an integral element of undergraduate curricula.

The Multimedia Education Group (MEG)

MEG, which is fully funded by a five-year grant from the Mellon Foundation of New York, has been established to develop computer-based resources for integration into mainstream undergraduate curricula, to evaluate the effectiveness and efficiency of using computer-based resources in HE, and to conduct research into the uses of ICT in universities. MEG has to date produced a range of multimedia and computer based courseware in close co-operation with the ADP and regular academic departments. It has made a particularly significant contribution to the Humanities Faculty's Film and Media courses, a key niche area for UCT.

As UCT positions itself strategically for changing conditions, the effective and creative use of ICT for educational purposes will inevitably become increasingly important. CHED sees MEG as having a central contribution to make in this area. The university's strategic plan for 2003 and beyond proposes that MEG be reconstituted in CHED as the Centre for Educational Technology, with appropriate university central funding. As well as providing an opportunity to consolidate and mainstream the work of MEG, the establishment of the Centre will strengthen the links between the work of MEG, CIL and ADP's Computer Literacy Project so that the complementary expertise of these units can be harnessed and further developed.

The Dean's Office

By arrangement with the university executive, the Dean of Higher Education Development carries various portfolios and responsibilities broadly related to institutional development. At present, the Dean and Dean's Office staff responsibilities include, *inter alia*:

The Equity Development Programme: Co-ordinating a range of externally-funded postgraduate fellowship programmes designed to prepare highly promising black and women students for academic careers. This project is a key element of UCT's employment equity programme.

Quality Assurance in Teaching: Designing, monitoring and helping to run a system of departmental and programme reviews, and other teaching-related initiatives, to serve internal quality development and external accountability purposes.

Academic Staff Development: The recently-introduced postgraduate diploma in Higher Education Studies is the beginning of what is planned to be a comprehensive programme of formal and non-formal initiatives designed to enhance the capacity of academic staff as professional educators.

Research

As would be expected, the research interests of CHED staff are, in the main, focused on understanding and improving key aspects of learning and teaching in Higher Education. CHED's research output reflects the diversity of academic development in contemporary South Africa, and the potential contribution of this work to a wider domain than the university alone. For example, the output ranges from software publications and online writing courses to more conventional journal articles, to research-based policy analysis and proposals directed to or commissioned by the Ministry of Education or other national HE bodies.

Finance

The total CHED budget for 2002 was approximately R22.6 million. However, since large amounts of external funding are raised by CHED, its General Operating Budget (GOB)

allocation is down to R10.9 million. The GOB contribution to total CHED costs has in fact been reduced from 57% in 2001 to 48% in 2002.

2.5.4.2 University of Orange Free State (UOFS)

The description of the Centre for Higher Education Studies and Development (CHESD) at UOFS is an adaptation of excerpts from the centre's web site.

As an academic support service, CHESD delivers human resource development, programme planning and development, quality assurance initiatives, research, higher education policy studies, and education media services. This is aimed at continuously improving academic service and quality at the University itself.

The Centre's work benefits the University's faculties, rectorate and relevant support services, but CHESD also provides an initiative directed at students:

Formal teaching programmes in Higher Education Studies which comprises:- Three qualifications: a post graduate diploma, a master's and a doctoral degree.- A Career Preparation Programme for students from disadvantaged communities.

The Centre is an information supplier for higher education. CHESD helps with

- Academic and administrative human resource development;
- policy studies and research into higher education, as well as the teaching thereof;
- the planning and development of programmes;
- the improvement of access to the University for students;
- consultation for and control of quality assurance and management;

- the Mellon Foundation Fellowship Development Programme;
- graphic and photographic work and audiovisual loans

CHESD also renders the following services:

Information Service in Higher Education (a specialised service which provides academic staff with information on higher education. It functions as a library and provides a postal service on national level.)

CHESD has four divisions:

a) Accessibility Programmes

Students from disadvantaged communities are given the opportunity to participate in higher education through:

- a career preparation programme (a type of bridging year),
- a course to develop students' life skills and
- continuous academic renewal

b) Higher Education Studies and Programme Planning

- Programme Planning

This Division facilitates the campus wide implementation of the South African Qualifications Authority and other relevant legislation. This includes the accreditation of new learning programmes and the development of modules and learning material.

- Formal Teaching Programme

The formal teaching programme in Higher Education Studies comprises three qualifications: a postgraduate diploma, a master's and a doctoral degree.

- Information Service for Higher Education

This service is an information source of the latest trends and developments within higher education. Various higher education institutions, policy makers and academics make use of the more than 11000 records.

c) Quality Assurance and Higher Education Research

This division consists of two units:

- The Unit for Quality Assurance and Management develops and improves quality at the University's institutions, faculties and support services
- The Unit for Research into Higher Education researches higher education and initiates projects to build capacity among staff from higher education institutions

d) Teaching Media Services

This Division provides various services:

- An audiovisual section for electronic media needs, like the purchase, lending and maintenance of audiovisual equipment and duplication of video and audio tapes
- A graphic art studio for layout needs, like the production of posters, exhibitions, diagrams and letterheads
- Photographic service for photos, development of films and duplication and transfer of images from one medium to another

- Administrative service for the supply of transparencies, audio and videotapes and financial administration.

The above literature review gives an in depth international and national perspective on the development and functions of centres for teaching and learning. It therefore forms a basis for the researcher to ask critical questions around the establishment and functions of a CTL at the University of Durban Westville (UDW). It is with this background, and conceptual framework, that the research is conducted at UDW.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 Introduction

The study was based on an evaluation of the Centre for Teaching and Learning at the University of Durban Westville. The empirical research approach was used to glean data. Data was obtained using two types of survey modes, namely questionnaires and interview schedules. Data was coded, recorded, analysed and reported on. In this study, like many, the research instruments have their strengths and weaknesses.

3.2 Population

The population was academic staff at the University of Durban Westville, as well as staff based at the CTL in the Faculty of Education. The total in the sample was two hundred academic staff and five CTL staff. The academic staff population was made up of professors, senior lecturers, lecturers, associate lecturers and those in developmental posts. The population for the interviews with CTL staff comprised the Acting Director and technical staff.

3.3 Sample

A random sample of two hundred academics from the university was chosen and questionnaires sent via internal post, across all four faculties, schools and disciplines. This included Professors, Senior Lecturers, Lecturers, and Development Post Academics, in all four Faculties (viz: Faculty of Humanities, Law and Economics, Health Sciences, and Science and Engineering) at the University of Durban Westville.

3.4 Questionnaires

Questionnaires were designed to elicit the understanding that academic staff have of the CTL. It was assumed that very little knowledge of the CTL and its structure existed amongst the academic staff within the university. In the process of constructing of the questionnaire a pilot study was conducted amongst the staff within the Faculty of Education. According to Singleton, Straits, Straits and McAllister (1988:290), cited in De Vos (1998 :179) the pretesting of a measuring instrument consists of “trying it out on a small number of persons having characteristics similar to those of the target group of respondents”. Evaluation of the pilot questionnaire assisted in its refinement to gather suitable and relevant information for the study.

The 200 questionnaires contained mainly close ended questions with only 3 questions being open-ended and needing detailed explanations. Many of the questions required the respondents to indicate their choices of preference ranging from 1 to 6, with one being the highest desired choice and six being the least. Participants were requested to complete and mail back the completed questionnaires within a week. Due to the initial poor response, the staff were contacted via email and reminded of the questionnaires and the date it was required to be received. Despite the follow up, the response rate was not too good.

The questionnaires received were coded, captured, analysed and reported on. The value of the questionnaires was that it provided a holistic view of the understanding of academic staff of what the CTL was and what it offered or should offer.

3.4.1 Advantages of Questionnaires

- Questionnaires allow respondents to open-up in their responses and make comments and suggestions that they deem to be true

- Questionnaires can be analysed quicker than interviews by using available statistic packages
- 200 interviews would have taken more time than having 200 questionnaires completed
- The respondents sampled can be sure that their data would be handled confidentially as they are not compelled to reveal their identities
- According to (Rosnow and Rosenthal: 2002) questionnaires are convenient and more economical than other methods.

3.4.2 Limitations of Questionnaires

- When questionnaires are not properly designed, they can lead respondents to miss questions and also confuse themselves
- Questionnaires can be sometimes seen as boring and therefore not motivate respondents to complete them
- Data obtained from questionnaires are not always true reflections as they can be skewed by artificial and superficial respondents
- Questionnaires can seldom deal with in-depth questioning
- Questionnaires are inflexible, as they require that an initial study design remain unchanged throughout.

3.5 Interviews

Five staff, directly involved with the activities of the CTL were interviewed about what they perceived the roles of a CTL are and about what is presently offered within the structures of resource centre. A structured interview was conducted with staff directly linked to the Centre for Teaching and Learning at the University of Durban Westville. Academics were not

interviewed as they are not involved with the daily workings of the centre, likewise the staff of the centre were not asked to complete the questionnaire as it solicited academic needs and expectations of the CTL.

The sample included the current head of the centre as well as the staff under his wing. The CTL is active within the Faculty of Education and the School of Educational Studies, and it seemed appropriate to include the Director in the interviewing strand. The Centre was established in 1998 and therefore the then acting Director of the Centre was also interviewed. The interview schedule of questions is attached in Appendix B. The aim of the interviews was to absorb and understand the thoughts of the affected staff within the structure.

The strength of the interviews was that it made it possible to record actual quotations and probe for deeper understanding and for improved quality analysis. Data was easily retrieved as participants were assured of confidentiality.

Each interview lasted for approximately half an hour.

3.5.1 Advantages of Interviews

- They allow the researcher to record not only the verbal responses, but also any facial or bodily expressions. This gives the researcher greater insight into the respondents opinions and beliefs.
- Respondents spend more time in answering the questions in comparison to other methods
- Interviews have a fairly high response rate
- The interviewer has the opportunity to probe the respondents for relevant and valid responses.

3.5.2 Limitations of interviews

According to (Jackson: 2003), interviews have the following limitations:

- Interviewer bias
- Socially desirable responses
- Involves greater time and expense
- The lack of anonymity may affect the responses
- Participants may not be truthful.

3.6 Data Analysis

Data was analysed and interpreted from the questionnaires received from the academic staff and from the interviews carried out with the staff of the CTL/Resource Centre. The quantitative data (the questionnaires to academic staff) was analysed using the Statistical Package for Social Sciences (SPSS). The data was entered into the spreadsheet and analysed using the SPSS programme. Generally “means” were used to understand the common views of the respondents. Frequency counts were also done. Each of the questions that appeared on the questionnaire and the interview schedule was analysed, illustrated with graphs or tables and discussed in detail. The qualitative data obtained from the interviews were searched for patterns in responses and identifying common trends.

Finally, a thorough analysis was done using descriptive statistics and analysis of key themes within the quantitative data. This was done so as to get a true reflection of the understanding of the CTL in the eyes of both general university staff and the staff of the CTL.

3.7 Limitations

I present the following factors as placing limitations on the interpretation and generalization of the results and outcomes:

- Literature review mostly limited to international CTLs performance and structures
- Limited literature around the interest of CTLs
- Poorly established centres nationally. Most of the CTLs nationally are very similar to that of the University of Durban Westville in structure, performance and relationship to the entire academic cohort.

3.8 Conclusion

This chapter expands on the various instruments used in the data collection process and the methods employed. This chapter highlights both qualitative and quantitative approaches, limitations and positive strategic approaches. The data analysis will be discussed in detail in the next chapter.

CHAPTER 4

4. DATA ANALYSIS

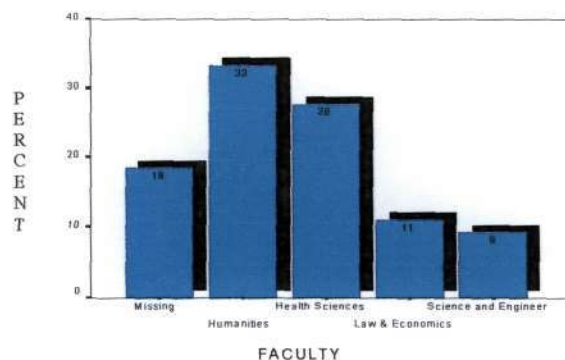
4.1 Introduction

This chapter gives a summary of data that has been collected as part of the study to determine the roles of the CTL and how it functions within the University of Durban Westville. As has been earlier listed, the quantitative data was recorded and analysed using the Statistical Package for Social Sciences (SPSS. 09). The qualitative data, mainly the interviews that were conducted with the staff of the CTL was worked with manually, identifying commonalities and patterns. The data is presented in two visible strands, one being the questionnaire data and the other being the interview data. The questionnaires to the academic staff questioned their affiliation with the CTL, how and in which ways the CTL played a role in the academic facilitation of tertiary education learners. The results are analysed and described in detail in this chapter. Tables and graphs were used to substantiate the arguments in the analysis of the data collected.

4.2 Analysis of Questionnaires

4.2.1 Sample Population

Graph 1 : The Sample



Two hundred questionnaires were sent out to all academic staff at the University of Durban Westville. The sample comprised of academics from the four Faculties namely, the Faculty of Health Sciences, Humanities, Law and Economics and the Faculty of Science and Engineering. Only 30% of the questionnaires were returned completed. There could be many factors that negatively affected the response rate. For example, not knowing what the CTL was, not understanding the study, feeling that the study did not and should not affect them etc. However, from the 30% response, most of the completed responses were from the Humanities. Again, an influencing factor is that staff within the Humanities Faculty, especially those in the School of Educational Studies are more familiar with the CTL as it is housed within its structures. As discussed earlier, the staff of the Faculty of Education were introduced to the CTL by the then management and was interested and curious about it. Another factor is that I am part of the staff in the Faculty of Humanities, and my study was known and familiar to my colleagues.

The response was gender balanced as there was an almost equal number of responses from males and females. The academic staff of the university is made up of Professors, Senior lecturers, Lecturers, Associate Lecturers and Staff Development Posts. The majority of respondents were lecturers and Senior Lecturers in the age group of 30 to 39 and this could be attributed to the fact that the majority of academic staff are within this age group.

4.2.2 The Role of the CTL

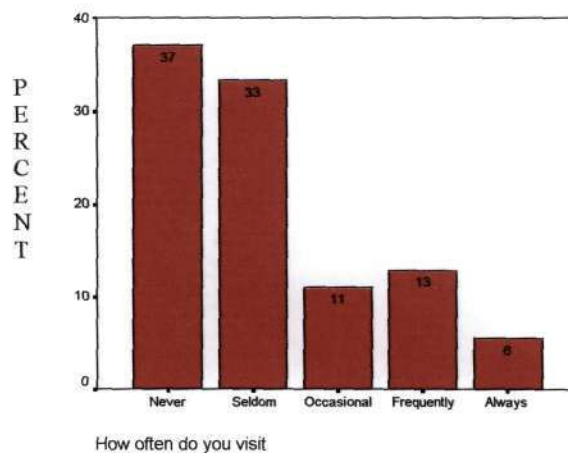
Table 4 : The Role of the CTL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Resource Centre	32	59.3	59.3	59.3
	Audio Visual Media Centre	6	11.1	11.1	70.4
	other	16	29.6	29.6	100.0
	Total	54	100.0	100.0	

More than half (59%) of the respondents indicated that the role the CTL plays is that of a Resource Centre, producing of hardcopy materials, slides and photocopying, coupled with the facilitation of reading materials. A significant amount did not select a response from the questionnaire and rather indicated that they did not know what a CTL was, how it operated or of its existence.

4.2.3 Frequency of Visits

Graph 2 : Frequency of Visits



Academic staff at the University of Durban Westville indicated that they seldom (33%) or never (37%) visit the CTL that is located within the School of Educational Studies. Approximately 11 percent of the sample visited the centre occasionally. This could be the reason why the staff of the university are unaware of the CTL's existence. Many of the

respondents initially indicated that they were unfamiliar or did not know what a CTL was or whether it in fact existed as a structure.

Table 5 shows that most of the academics felt that the CTL did not meet the required standards more than occasionally. None of the candidates within the sample indicated that the CTL always satisfied their needs. 88.2% of the sample indicated that the CTL did not satisfy or support their academic needs.

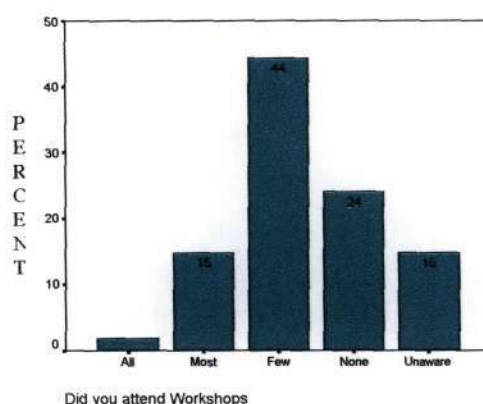
4.2.4 Needs Satisfaction

Table 5: Needs Satisfaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	19	35.2	37.3	37.3
	Seldom	9	16.7	17.6	54.9
	Occasional	17	31.5	33.3	88.2
	Frequently	6	11.1	11.8	100.0
	Total	51	94.4	100.0	
Missing	System	3	5.6		
Total		54	100.0		

4.2.5 Workshops

Graph 3 : Workshop Attendance

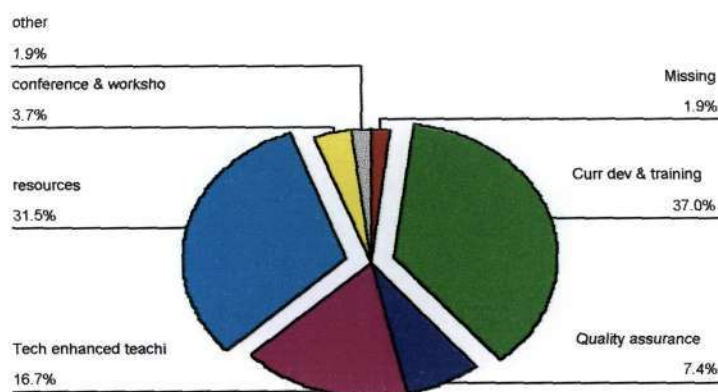


Many of the academic staff attend only few (44 %) or none (24 %) of the workshops facilitated by the CTL/Resource Centre. At this stage the reasons may be linked to the fact that very few workshops are being organized and that the workshops, if organized are not made public. A significant number supports this by stating that they are unaware of workshops of this nature that are being, or have been organized by the CTL. The lack of enthusiasm shown above in graph 3 could be attributed to “universities focusing more on research and publishing rather than on outstanding teaching”, Seldin, P 1990. Linked to this is the fact that promotions for academic staff are based largely on their research output and the number of publications published. According to Rice, R.E. and Austin, A.E. (1990, P34) “Tenure decisions rest heavily on faculty research productivity and usually secondarily on teaching quality.”

Another reason for this lack of enthusiasm could be attributed to academic staff feeling threatened when the university directs its attention towards their teaching. According to Weimer, M, (1991) staff feel threatened because the need to improve implies incompetence in professional arenas where they see themselves as experts.

4.2.6 Needs Analysis of Academic Staff

Graph 4: Staff Needs



The sample was asked to rank the category of service that a CTL should provide for and focus on. The category of services as in graph 4 was broken down into five, curriculum development and training, quality assurance, technology enhanced teaching and learning, resources for teaching and learning and conferences and workshops.

The data reveals that the main area of concern is curriculum development and training (37 %) and providing resources (32%) to equip and promote better teaching. A fair bit of concern is placed on technology enhanced teaching and learning (17 %). When needs were explored further, it was identified that the main area of requirements relating to curriculum development is for the CTL to organize and facilitate workshops on teaching methods and strategies, as well as providing specific skills development in various fields so as to benefit the university's teaching community.

4.2.7 Curriculum Development and Training

Table 6: Curriculum Development and Training

	Percent	Valid Percent	Cumulative Percent
Spec skills dev	25.9	26.9	26.9
Workshops on teach methods	38.9	40.4	67.3
Offer modules on T&L in HE	13.0	13.5	80.8
Training in materials dev	7.4	7.7	88.5
Workshop on Curriculum Dev	11.1	11.5	100.0

Most of the staff indicated by their responses that they were interested in workshops on teaching methods. This makes it clear that they are concerned about their teaching styles and their desire to improve it.

4.2.8 Quality Assurance

It can be said that academics at the University of Durban-Westville are not very interested in Quality Assurance at the institution. Table 7 shows that a mere 7 % is interested in quality assurance. When analysing this further, self-evaluation and curriculum evaluation scores highest. Management control scores only 7.4 %.

Table 7: Quality Assurance

Quality Assurance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	self evaluation	19	35.2	37.3	37.3
	curriculum evaluation	14	25.9	27.5	64.7
	Assessment	7	13.0	13.7	78.4
	Management Control	4	7.4	7.8	86.3
	Setting up mech	5	9.3	9.8	96.1
	other	2	3.7	3.9	100.0
	Total	51	94.4	100.0	
Missing	System	3	5.6		
Total		54	100.0		

4.3. Interviews with the CTL Staff at the University of Durban-Westville

The staff of the Centre for Teaching and Learning (CTL) were interviewed, their responses recorded and later analysed.

Data reveals that the staff were not motivated in their duties and therefore felt that they did not give all to the centre. According to the ex-director one of the biggest flaws in creating the CTL was, that it was not legitimately institutionalised. The institutionalisation did not follow due processes of Faculty Executive Committees, Senex, and Council. Had it gone through these processes it may have gathered more support from both academic staff and senior management. The ex- director also indicated the then Dean, who spearheaded this process, was fairly new to the university and was unaware of the protocol or simply was against protocol. Unlike the CTL's cited in chapter two of the literature review the staffing structure was not formally instituted. There were no controlling boards put in place, no planning committees or sub committees elected for specific teaching and learning activities to be promoted. According to the ex-director, another major problem was that although funding was available for a contract full time director, no appointment was made. He was allocated to this post with a full teaching load. The staff were not well informed about the structure of CTL, what it would offer and

how the change would take place. The perception of what a CTL was and what it offered differed considerably. They felt that the CTL was launched without consultation with relevant stakeholders. The centre was formed after funding was obtained from TELP (2-year grant) which was later recovered by them due to the time expiring. Staffing of the newly formed CTL remained intact with more duties being allocated to the same individuals who felt that they were not suitably trained and therefore insufficiently equipped to handle necessary duties and tasks. Staff were not remunerated for their extra duties and did not also understand the benefits of operating the CTL.

The Faculty of Education launched the CTL without much interference from the University management, positive or negative. The centre was not marketed within the university, especially not to the academic community. Academic staff were unaware of the CTL's existence or what it offered, and what its goals and missions were. Staff have differing perceptions of what a CTL should be and this did not blend with the perception of the university TELP co-ordinator who also did not engage and assist in the promotion of the centre.

From general discussion, conversation and responses, it was evident that the staff of the CTL supported the change from the resource centre to a CTL but they did not have the necessary expertise and support of their management. After the launch late in 1998, the CTL facilitated some workshops which ran for the first year and this was received well by some academics at the university. The funding aided the purchase of many relevant hard copy materials such as books, audio and visual materials on teaching and learning. The CTL also initiated a new University Post Graduate Diploma in Education (UPGDE) aimed at improving teaching at

university level. This qualification is being offered for the first time in 2003 at the university and is supported and funded by the university's skills development programme.

The staff feel that if the CTL was properly launched and discussed, the University of Durban-Westville too, like other international universities, would have reaped the benefits.

CHAPTER 5

5. SYNTHESIS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The issue central to the study that I have carried out is to research the influences of CTL on the academic development of both staff and students at the University of Durban-Westville. I have organized my report in four defined strands:

- *the state of the CTL as it stands within the school of education*
- *models of CTLs both nationally and internationally*
- *needs analysis of teaching staff at the university*
- *CTL Staff perceptions and views*

I will begin with the synthesis of the various strands of data and analysis presented in the previous chapter. The synthesis will be organized around the four strands referred to above. I will discuss the findings that have been revealed by the data gathering and analysis. I will discuss some recommendations to improve the CTL at the university, recommendations that will hopefully improve its output and support for academic staff.

5.2 Synthesis

5.2.1 The state of the CTL as it stands at the University of Durban-Westville

There is no real CTL within the university as it is not a formalized structure that addresses the needs of the entire academic community. The CTL at the University of Durban-Westville works and acts as a resource centre, meeting some needs of the academic and student

population in the School of Educational Studies alone. The data analysis reveals that most academic staff in the university are unaware of a CTL at the university. They stated that they hardly ever use the facility or its services. The Resource Centre mainly acts as a mini-library, housing education books and articles that students and staff are allowed to borrow. Lecturers also leave readings at the CTL which are reserved for in-house use. The centre produces small scale copying of notes etc. The centre does not have a website that makes materials needed available. The centre does not create links with other faculties. Currently it is serving the School of Educational Studies in the Faculty of Humanities, not as a CTL but a resource Centre. Staff at the centre are not trained to perform duties that may be required in a CTL. The university does not market the CTL in a way that would make it known for its functions.

5.2.2 The Role of CTL

As indicated in the literature review, it is critical for academic institutions to have Centres for Teaching and Learning. Centres of this nature would promote quality education in the tertiary sector. CTLs should play a key role in creating a campus culture that values and rewards teaching, and it should also facilitate networking, connecting lecturers with common interests and promoting inter faculty relationships. CTLs should conduct a variety of workshops, addressing the various needs of the academic staff. CTLs should promote technologically advanced learning. CTLs develop web pages that are kept updated, offering the staff useful guides, materials, and articles that promote enhanced teaching. A centre for teaching and learning should always produce materials that are relevant and useful for teaching and learning. The centre should take the lead and ascertain the teaching needs of staff and arrange talks and workshops accordingly.

5.2.3 Staff Needs

The staff of the university indicated that they are mostly interested in curriculum development. The CTL at UDW does not provide much, nor any support for these academics. They have also emphasised their interests in the CTL providing resources such as reading materials, books, Government White Papers etc. The resource centre at UD-W provides some resources in the form of books. The resource centre's main role is that of a mini-library. Staff also showed an interest for technologically advanced learning. This is difficult as there is no website available. Technologically advanced learning promotes better learning.

5.3 Recommendations

I will present in this section some recommendations for the CTL at the University of Durban-Westville.

The results of this study strongly suggest that the CTL, at the University of Durban-Westville does not meet the needs of the staff. I recommend that the following steps be taken:

- *equip staff of the CTL with the knowledge and skills necessary*
- *promotional criteria to include staff initiatives relating to improved teaching*
- *academic staff to be rewarded for initiating new improved teaching style*
- *market and publicise the CTL across all departments, faculties and schools in the university*
- *design and publish a website with databases that store vital academic data required to produce lessons that are dynamic*
- *CTL to use the data of this study to meet the needs of the university's academic community*

- *organise workshops and conferences that relate to all disciplines*
- *create a network amongst staff in all the faculties*
- *facilitate workshops on technologically advanced learning*
- *produce relevant readings for staff and students on teaching and learning*
- *address management regarding funding and potentialities of the centre*

I am confident that if my recommendations are considered, the CTL would be more useful to the academic staff of the university. As a result, teaching and learning will be improved and enhanced.

5.4 Conclusion

“In looking at quality enhancement across the university system, one recurrent issue is the need for individual and collective action to bring about a ‘community of quality’, a networked and collaborating group of stakeholders dedicating to creating the conditions for high quality learning”, Barnett (1992 : 58).

The data that I have collected and analysed suggest that the CTL at the University of Durban-Westville does not meet the needs of its academic population. The majority of staff at the university are not aware that a CTL exists within the university. They are not familiar with what the centre offers or should offer. They indicated that they are however interested in elevating their teaching standards. The CTL should provide academic support across all faculties. The CTL does not act as a link between lecturers from different departments. The CTL is not dynamic in technologically advanced teaching. There is no website or online databases. Student queries are answered in face-to-face interaction or telephonically. Many of

the staff have not engaged in any workshops or academic meeting like conferences that have been organized by the centre.

The staff of the CTL feel that they are not ideally equipped with the knowledge and expertise needed by a centre of this nature. The structure is not suitable for staff progression. The staff have not been trained to make the transition from a resource centre to a CTL. Staff feel that management is not playing a much-needed active role in the centre's development.

This research has revealed that the centre is needed within UDW. Management needs to take action in the development of the structure. The structure should learn to meet the standards of model international centres. Such structures are progressive and successful internationally but not nationally. South African academic institutions should prioritise the CTL's development in the spirit of enhanced education, producing citizens that are useful in our society.

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Appendix A: Academic Questionnaire

Dear Colleagues

I am currently pursuing a master's degree by dissertation. My topic is:

An Evaluation Of The Effectiveness And Experiences Of A Centre For Teaching And Learning As An Intervention In Higher Education: A University Of Durban-Westville Experience.

The aim of this questionnaire is to gather information regarding the Centre for Teaching and Learning (CTL) at the University of Durban-Westville. Information gathered through this questionnaire will be used to establish staff needs with regard to the services that could be offered by such a Centre at the University.

It will be appreciated if you could complete the attached questionnaire and return same (by internal mail) to *Ronal Thakurpersad*, School of Educational Studies, UD-W by Friday 29th September 2000. All information will be treated as "Private and Confidential" and be used solely for the purposes of this study.

Please indicate your response by placing a tick(4) in the appropriate box.

1. What do you perceive as the primary role of a Centre for Teaching and Learning (CTL)?

☐ Resource Centre

☐ Audio Visual Media Centre

☐ Library

☐ Documentation Centre

☐ Other (Please specify) _____

2. How often do you visit the Resource Centre (now called the Centre for Teaching and Learning) in the School of Educational Studies?

☐ Never

☐ Seldom

☐ Occasionally

☐ Frequently

☐ Always

3. Did you attend any of the workshops/ seminars hosted by the Centre for Teaching and Learning (School of educational Studies) in 1999?

☐ All

☐ Most

☐ Few

☐ None

☐ Was unaware of such workshops /seminars

4. Did or does the Centre satisfy your needs in terms of supporting your academic programmes?

☐ Never

☐ Seldom

☐ Occasionally

☐ Frequently

☐ Always

5. Please rank the following category of services on a scale of 1 to 6 (1 being the most important and 6 being the least important) in terms of what a Centre for Teaching and Learning at the University of Durban-Westville should provide for and focus on.

Category of service	Rating
Curriculum development and training	
Quality assurance	
Technology enhanced teaching and learning	
Resources for teaching and learning	
Conferences and workshops	
Other (Please specify)	

6. Please rank specific services that should be offered by a CTL on a scale of 1 to 6 (1 being the most important and 6 being the least) under each of the broad categories.

Curriculum development and training	Rating
Specific skills, development and training in your field	
Workshops on teaching methods and strategies	
Offer modules on teaching and learning in higher education	
Training in materials development and production	
Workshops on curriculum design	
Other (Please specify)	

Quality assurance	Rating
Initiate processes for self evaluation	
Initiate processes for curriculum, module and programme evaluation	
Assessment and evaluation strategies	
Quality assurance management and control	
Setting up quality assurance mechanisms	
Other (Please specify)	

Technology enhanced teaching and learning	Rating
Develop CTL website	
Online tutorials	
Support for the use of technologies in teaching/learning	
Electronic databases on higher education	
Alternate modes of delivery	
Other (Please specify)	

Resources for teaching and learning	Rating
Materials development: Design and production	
Subscription to journals on teaching and learning in higher education	
Collection of books on teaching and learning in higher education	
Collection of Policy documents on Higher Education	
Provision of relevant hardware and software for teaching	
Other (Please specify)	

Conferences and workshops	Rating
Facilitate conferences on higher education	
Facilitate conferences in general	
Provide expertise in presenting papers through workshops	
Plan workshops on publications	
Plan workshops on Proposal Writing	
Other (Please specify)	

BIOGRAPHICAL DETAILS OF RESPONDENT

Name (Optional)----- School-----

Faculty: ----- Discipline: -----

Please indicate your response by placing a tick (4) in the appropriate box.

Gender: ₁ ☐ Male ₂ ☐ Female

Academic status:

₁ ☐ Professor ₂ ☐ Senior lecturer ₃ ☐ Lecturer
₄ ☐ Associate lecturer ₅ ☐ Developmental Post

Age:

₁ ☐ 20 – 29 ₂ ☐ 30 – 39 ₃ ☐ 40 – 49
₄ ☐ 50 – 59 ₅ ☐ 60 +

Portfolio and membership:

₁ ☐ Member of University Management ₂ ☐ Member of School Management
₃ ☐ Member of Faculty Management ₄ ☐ Discipline Chair
₅ ☐ Programme Co-ordinator

I thank you for your time and participation

APPENDIX B :

INTERVIEW WITH STAFF FROM THE CTL

Name: _____ Post Held: _____

1. With the change of the Resource Centre to the Centre for Teaching and Learning, how did your job functions change?

2. Did the primary role and functions of the Resource Centre change when the Centre changed to a CTL? Can you please describe this change?

3. Was there a need for additional funding and staffing? If so, how was this obtained and sustained?

4. Did the CTL staff get any feedback from University staff on their services offered as a CTL?

APPENDIX C : Global Teaching Centres

Teaching Centres: Asia

Hong Kong

- Centre for the Enhancement of Learning and Teaching - City University of Hong Kong
- Centre for Educational Development - Hong Kong Baptist University
- Educational Development Unit - Hong Kong Polytechnic University
- Centre for Enhanced Learning and Teaching--Hong Kong University of Science and Technology
- Centre for the Advancement of University Teaching - University of Hong Kong

Japan

- Research Institute for Higher Education - Hiroshima University
- Centre for Research on the Development of Higher Education - University of Tokyo

Korea

- Korea Advanced Institute of Science & Technology - Virtual University Project

Saudi Arabia

- Academic Development Centre--King Fahd University of Petroleum and Minerals

Singapore

- Centre for the Development of Teaching and Learning - National University of Singapore
- Centre for Instructional Technology - National University of Singapore

Teaching Centres: Australia and New Zealand

Australia

- Advisory Centre for University Education - University of Adelaide
- Australian National University's Centre for Educational Development and Academic Methods
- Centre for the Enhancement of Learning, Teaching and Scholarship - University of Canberra
- Charles Sturt University--CELТ (Centre for Enhancing Learning and Teaching)
- Centre for Educational Advancement - Curtin University

- Educational Development Unit - Edith Cowan University
- Griffith Institute for Higher Education - Griffith University
- Academic Development Unit - LaTrobe University
- Centre for Professional Development - Macquarie University
- Centre for the Study of Higher Education - Melbourne University
- Monash University's Centre for Higher Education Development
- Monash University's Performance Development & Training Branch
- Academic Staff Development - Murdoch University
- Centre for Research into Educational Applications of Multimedia - University of New England
- Staff Development Unit - University of New South Wales
- Educational Development and Technology Unit - University of New South Wales
- Northern Territory University's Staff Development Branch
- The Teaching and Educational Development Institute (T.E.D.I.) - University of Queensland
- Teaching and Learning Support Services Department - Queensland Institute of Technology
- Quality Development Unit at Royal Melbourne Institute of Technology
- University of South Australia's Flexible Learning Centre
- Learning and Teaching Support--Swinburne University of Technology
- University of Sydney's Institute for Teaching and Learning
- Centre for University Learning and Teaching - University of Tasmania
- Centre for Learning and Teaching - University of Technology, Sydney
- Centre for Staff Development - University of Western Australia
- Educational Technology - University of Western Sydney-Nepean
- Academic Development Services -University of Wollongong

New Zealand

- Centre for Professional Development - University of Auckland
- Educational Research and Advisory Unit - University of Canterbury
- Lincoln University's Education Centre

- Higher Education Development Centre - University of Otago
- University Teaching Development Centre - Victoria University at Wellington
-

Teaching Centres: Europe

Finland

- Helsinki University of Technology - Internet Writing Project

Germany

- Interdisciplinary Centre for Higher Education--University of Hamburg

Netherlands

- Educational Research & Development - University of Limburg, Maastricht

Sweden

- Universitetspedagogiskt Centrum (UPC)--Lunds University

Other Sites of Interest

- Higher Education Development International

Teaching Centres: United Kingdom

Colleges and Universities

- The Centre for Learning and Professional Development - University of Aberdeen
- Staff Development - University of Bath
- Staff Development Homepage - University of Bradford
- Staff Development - University of Bristol
- Staff Development - Buckinghamshire College
- Cambridge University's Academic Staff Development
- De Montfort University's Teaching and Learning Committee Project
- University of Dundee's Staff Development Programme
- University of Durham's Information Technology Service
- University of Edinburgh's Centre for Teaching, Learning and Assessment
- Teaching and Learning Technology Support Network - University of Glasgow
- Educational Development Unit - University of Glamorgan
- Centre for Teaching and Learning Support - Hull University

- Staff and Department Development Unit - University of Leeds
- Computer Based Learning Unit - University of Leeds
- Academic Quality and Development - Leeds Metropolitan University
- Academic Support - Leeds Metropolitan University
- Centre for Careers and Academic Practice - University of Liverpool
- UMIST Teaching and Learning Support Centre--University of Manchester Institute of Science and Technology
- Institute of Educational Technology at Open University
- Centre for Staff and Learning Development - Oxford Brookes University
- Educational and Staff Development Unit - University of Paisley
- Plymouth University's Educational Development Services
- Academic Development Centre - Portsmouth University
- Centre for Computer Based Learning - Queens University of Belfast
- Centre for Learning and Teaching- University of Southampton
- Educational Technology Service - University of Warwick
- Staff Development Office - York University

Teaching Centres: North America

Puerto Rico

- Institute for the Development of Undergraduate Teaching and Learning--University of Puerto Rico, Humacao

Teaching Centres: Canada

- University of Alberta's Academic Technologies for Learning site
University Teaching Services - University of Alberta
- University Teaching Resources at Augustana University College
- The Centre for Teaching and Academic Growth - University of British Columbia
- Teaching and Learning Resource Centre - Carleton University
- Office of Instructional Development and Technology at Dalhousie University
- Teaching Support Services - University of Guelph
- University Teaching Services - University of Manitoba

- Society for Teaching and Learning in Higher Education - maintained at the University of Manitoba
- Centre for Leadership in Learning--McMaster University
Faculty of Health Sciences--Programme for Faculty Development--McMaster University
- Centre for University Teaching and Learning - McGill University
- Joint Centre for Teacher Development - Ontario Institute for Studies in Education and University of Toronto
- University of Ottawa Centre for University Teaching
- Instructional Development Centre - Queens University at Kingston
- Instructional Development Programme - University of Saskatchewan
- Simon Fraser University's Centre for University Teaching
- Teaching and Learning Services--University of Toronto at Scarborough
- University of Victoria's Learning and Teaching Centre
- Instructional Development - Wilfrid Laurier U.
- Division for Instructional Development - University of Windsor
- University of Waterloo's Teaching Resource and Continuing Education Page
- York University's Centre for the Support of Teaching

Teaching Centres: Canadian Community Colleges

- Centre for Teaching and Learning - Lethbridge Community College
- Academic Development Centre - Mount Royal College

Teaching Centres: United States: All States

Alabama

- Centre for Teaching and Learning--University of Alabama
- The Instructional Media Group--Auburn University

Alaska

Arizona

- Faculty Development Page--University of Arizona

- Centre for Learning and Teaching Excellence--Arizona State University
- Consortium for Instructional Innovation--Arizona State University
- Faculty Development Programme--Northern Arizona University

Arkansas

- Centre for Research on Teaching and Learning--University of Arkansas-Little Rock
- The Teaching and Faculty Support Centre--University of Arkansas-Fayetteville
- Instructional Development Centre--University of Central Arkansas

California

- Office of Faculty Development--Azusa Pacific University
- Technology and Learning Programme--California State University-Chico
- The Institute for the Advancement of Teaching and Learning--California State University-Fullerton
- Faculty Centre for Excellence in Teaching--California State University-Hayward
- Faculty Centre for Professional Development--California State University-Long Beach
- Academic Computing Services--California State University-Long Beach
- Centre for Excellence in Learning and Teaching (CELT)--California State University-Northridge
- Faculty Centre for Professional Development--California State University-Pomona
- Learning and Technology Roundtable--California State University-Pomona
- Centre for Teaching and Learning--California State University-Sacramento
- Teaching Resource Centre--California State University-San Bernardino
- Office of Educational Development--UC Berkeley
- Instructional Technology Programme--UC Berkeley
- Graduate Student Instructor (GSI) Teaching and Resource Centre--UC Berkeley
- Teaching Resources Centre--UC Davis
- Instructional Resource Services--UC Irvine
- Office of Instructional Development--UC Los Angeles
- Centre for Teaching Development--UC San Diego
- Instructional Development--UC Santa Barbara
- Teaching Assistant Development--UC Santa Barbara
- Centre for Teaching Excellence--UC Santa Cruz

- Centre for Internet Technology in Teaching (CITT)--College of Marin
- Centre for the Enhancement of Teaching--San Francisco State University
- Teaching and Learning Centre--Santa Clara University
- Centre for Teaching and Professional Development--Sonoma State University
- Centre for Excellence in Teaching--University of Southern California
The James Irvine Foundation Centre for Scholarly Technology--University of Southern California
- Centre for Teaching and Learning--Stanford University
Commission on Technology and Learning--Stanford University

Colorado

- Faculty Teaching Excellence Programme--University of Colorado
Instructional Technology Research Centre--University of Colorado

Connecticut

- Office of Teaching Fellow Preparation and Development--Yale University
- Faculty Centre for Learning Development - University of Hartford

Delaware

- Centre for Teaching Effectiveness--University of Delaware
Toolkit for Teaching with Technology Site--University of Delaware

District of Columbia & Washington D.C.

- George Washington University's Teaching Centre
- Georgetown University's Teaching, Learning and Technology Roundtable
- Office of Training Technology--OTT SPIDER
- The Teaching, Learning & Technology Roundtable - American University
- Teaching & Learning @ CUA - Catholic University of America

Florida

- Educational Technology--Embry Riddle Aeronautical University
- Faculty Centre for Teaching and Learning - University of Central Florida
- University of Florida's Centre for Excellence in Teaching
- University Learning Resources - Florida Atlantic University
- Academy for the Art of Teaching--Florida International University
- Florida State University's Programme in Instructional Excellence

- Centre for 21st Century Teaching Excellence - University of South Florida

Georgia

- Faculty Development--Armstrong Atlantic State University
- The Office of Instructional Support & Development - University of Georgia
Institute for Higher Education - University of Georgia
- Centre for Excellence in Teaching - Georgia Southern University
- Centre for the Enhancement of Teaching and Learning - Georgia Institute of Technology
- Centre for Teaching and Learning--Georgia State University
- Centre for Excellence in Teaching and Learning - Kennesaw State College

Hawaii

- Centre for Instructional Support - University of Hawaii

Idaho

- Centre for Excellence in Teaching - Lewis-Clark State College
- Centre for Teaching and Learning - Idaho State University

Illinois

- Office of Teaching Excellence and Faculty Development - Bradley U.
- Centre for Teaching and Learning--University of Chicago
- Centre for Teaching Excellence--Columbia College Chicago
- Council for Excellence in Teaching and Learning - University of Illinois at Chicago
- Centre for Teaching and Learning--University of Illinois at Springfield
- Office of Instructional Research - University of Illinois - Urbana-Champaign
- Centre for the Advancement of Teaching - Illinois State University
- Searle Centre for Teaching Excellence - Northwestern University
- Excellence in Learning and Teaching Initiative--Southern Illinois University
Edwardsville
- Faculty Development Office - Western Illinois University
- Chicago Area Faculty Development Network (CAFDN)
- Centre for Excellence in Teaching and Learning - College of Lake County
- Teaching and Learning Centre - College of DuPage

Indiana

- Indiana University's Teaching Resource Centre
Indiana's Teaching and Learning Technology Lab
- IUPUI's Centre for Teaching and Learning
- Centre for the Enhancement of Learning and Teaching--Indiana-Purdue University at Fort Wayne
- The University Centre for Excellence in Teaching (UCET)--Indiana University South Bend
- Indiana State University's Centre for Teaching and Learning
- Educational Technology Development Centre--University of Notre Dame
- Kaneb Centre for Teaching and Learning--University of Notre Dame
- Centre for Instructional Excellence--Purdue University
- Campus Instructional Consulting - Indiana University at Bloomington

Iowa

- Centre for Teaching Excellence - Iowa State University
- University of Iowa's Centre for Teaching
- University of Northern Iowa's Centre for the Enhancement of Teaching

Kansas

- Emporia State University's Teaching Enhancement Centre
- Instructional Development and Support - University of Kansas
Centre for Teaching Excellence - University of Kansas
- Centre for the Advancement of Teaching and Learning--Kansas State University
- IDEA Centre--Kansas State University
- The Centre for Teaching Excellence and Learning Technology - Fort Hays State University

Kentucky

- Desktop Training Services - University of Kentucky
- University of Louisville's Instructional Quality Enhancement Lab
- Centre for Teaching and Learning - Western Kentucky University

Louisiana

- Division of Instructional Support and Development - Louisiana State University

- Teaching and Learning Resource Centre at the University of Louisiana at Monroe
- Educational Technology Review Centre - University of Southwestern Louisiana
- Centre for the Advancement of Teaching--Xavier University of Louisiana

Maine

- Centre for Teaching Excellence at the University of Maine
- Centre for Teaching - University of Southern Maine

Maryland

- The Centre for Teaching Excellence - University of Maryland
Teaching Technologies - University of Maryland
- Centre for Instructional Advancement and Technology - Towson University
- Centre for Educational Resources - Johns Hopkins University

Massachusetts

- Boston College's Technology Planning & Integration (TPI)
- Derek Bok Centre for Teaching and Learning - Harvard University
- The Teaching and Learning Laboratory - MIT
- Centre for Teaching - University of Massachusetts - Amherst
- Faculty Teaching Centre--University of Massachusetts Lowell
- Educational Technology Centre - Northeastern University
- Centre for Teaching Excellence--Tufts University
- Centre for Effective University Teaching - Northeastern University

Michigan

- Faculty Centre for Instructional Excellence - Eastern Michigan University
- The Robert and Mary Pew Faculty Teaching and Learning Centre--Grand Valley State University
- Centre for Excellence in Teaching and Learning--Kettering University
- Centre for Research on Learning and Teaching - University of Michigan
Media Union - University of Michigan
- Michigan State University's Teaching Assistant Home Page
- Centre for Teaching, Learning and Faculty Development - Michigan Tech University
- Office for Teaching and Learning - Wayne State University

- Western Michigan University's Centre for Teaching and Learning
Western Michigan University's Enhanced Teaching with Technology Institute

Minnesota

- Centre for Faculty Development - Augsburg College
- Centre for Professional Development - Bemidji State University
- Faculty Centre for Teaching Excellence - St. Cloud State University
- Centre for Faculty Development - Mankato State University
- University of Minnesota's Centre for Teaching and Learning Services.
- Learning Enhancement Services - St. John University/College of St. Benedict
- Centre for Scholarship and Teaching - Macalester College
- Centre for Innovation in the Liberal Arts - St. Olaf College
- Centre for Teaching and Learning at Minnesota State Colleges and Universities

Mississippi

- Centre for Education and Learning Technology - University of Southern Mississippi

Missouri

- Programme for Excellence in Teaching - University of Missouri-Columbia
- Technology for Learning and Teaching Centre - University of Missouri-Kansas City
- Centre for Teaching Excellence--University of Missouri-St. Louis
- Centre for Excellence in Teaching--Missouri Western State College
- Northwest Missouri State University's Centre for Information Technology in Education
- Centre for Teaching Excellence--Rockhurst University
- Centre for Scholarship in Teaching and Learning--Southeast Missouri State University
- The Teaching Centre - Washington University in St. Louis
- Centre for Teaching Excellence - Saint Louis University

Montana

- Centre for Teaching Excellence--University of Montana

Nebraska

- Academic Development and Research Centre - Creighton University
- Centre for Faculty Development - University of Nebraska, Omaha

Nevada

- Excellence in Teaching Programme--University of Nevada-Reno
- Instructional Technology - University of Nevada-Reno
- University Teaching and Learning Centre - University of Nevada-Las Vegas

New Hampshire

- The UNH Teaching Excellence Programme - University of New Hampshire

New Jersey

- Teaching Excellence Centre - Rutgers University's Camden Campus
- Teaching Excellence Centre - Rutgers University - New Brunswick
- Teaching Excellence Centre - Rutgers University - Newark Campus
- Rutgers' University Teaching Assistant Project
- Teaching, Learning & Technology Centre - Seton Hall University

New Mexico

- Centre for Teaching Excellence - Eastern New Mexico University
- Centre for Educational Development - New Mexico State University

New York

- Centre for Teaching Excellence--Canisius College
- Institute for Learning Technologies - Columbia University
Centre for New Media - Columbia University
- Centre for Learning and Teaching at Cornell
Cornell's Academic Technology Centre
- Centre for Teaching Excellence - Hofstra University
- Faculty Development Page - Ithaca College
- Centre for Teaching Excellence--New York University
- RPI's Centre for Innovation in Undergraduate Education
- Centre for Excellence in Teaching and Learning--University at Albany-SUNY
- Centre for Learning and Teaching - State University of New York -Binghamton
- Teaching and Learning Resources - State University of New York-Buffalo
Educational Technology Centre - SUNY-Buffalo
- Teaching, Learning and Technology Centre - SUNY - Oneonta

- Centre for Teaching and Innovation - SUNY - Oswego
- Centre for Excellence in Learning and Teaching - SUNY - Stony Brook
- Centre for Support of Teaching and Learning--Syracuse University
- Centre for Teaching and Learning--St. Lawrence University

North Carolina

- Faculty Centre for Teaching and Learning - North Carolina State University-Raleigh
- Centre for Faculty Development - University of North Carolina-Asheville
- Centre for Teaching and Learning - University of North Carolina-Chapel Hill
Academic Technology and Networks at the University of North Carolina-Chapel Hill
Centre for Instructional Technology, University of North Carolina-Chapel Hill
- University Teaching and Learning Centre at the University of North Carolina - Greensboro
- Teaching and Learning Centre - U of North Carolina-Pembroke
- Centre for Teaching Excellence - University of North Carolina-Wilmington
- Faculty Centre for Excellence in Teaching and Learning- Western Carolina University

North Dakota

- Office of Instructional Development--University of North Dakota
- Centre for Innovation in Instruction - Valley City State University

Ohio

- Centre for Teaching, Learning and Technology - Bowling Green State University
- Case Western Reserve Centre for Innovations in Teaching and Education
- Centre for the Enhancement of Teaching and Learning - University of Cincinnati
- Northeast Ohio Teaching Excellence Network- Cleveland State U.
- Faculty Professional Development Centre - Kent State University
- Teaching Matters - Mt. Union College
- Ohio State University's Faculty and TA Development
- Centre for Teaching Excellence - University of Toledo
- Wright State University's Centre for Teaching and Learning

Oklahoma

- Instructional Development Programme - University of Oklahoma

Oregon

- Centre for Excellence in Learning and Teaching (CELT)--Concordia University Portland
- University of Oregon's Teaching Effectiveness Programme
- Centre for Academic Excellence - Portland State University

Pennsylvania

- Teaching and Learning Enhancement Centre--Bloomsburg University
- Eberly Centre for Teaching Excellence - Carnegie Mellon University
Centre for Innovation in Learning - Carnegie Mellon University
- Kutztown University Centre for Enhancement of Teaching
- Teaching and Learning Centre - Lasalle University
- PennTeach Network - University of Pennsylvania
- Centre for Excellence in Learning and Teaching - Penn State University
Centre for Learning and Academic Technologies - Penn State University
National Centre on Postsecondary Teaching, Learning and Assessment - Penn State University
Schreyer Institute for Innovation in Learning - Penn State University
Education Technology Services - Penn State University
- University of Pittsburgh's Centre for Instructional Development and Distance Education
University of Pittsburgh's Learning, Research and Development Centre
- The Awareness of Teaching and Teaching Improvement Centre (ATTIC)--Temple University
The Temple Teaching Academy--Temple University
- Centre for Excellence in Teaching and Learning - Washington and Jefferson College
- Faculty Centre for Teaching - Muhlenberg College

Rhode Island

- The Sheridan Centre for Teaching and Learning - Brown University
Brown University Scholarly Technology Group
- Bryant College Faculty Development Centre
- Centre for Teaching Excellence - Providence College

South Carolina

- College of Charleston - Centre for Effective Teaching and Learning
- Office of Teaching Effectiveness and Innovation - Clemson University

South Dakota

Tennessee

- The Teaching Centre - Belmont University
- Middle Tenn. Univ. - Teaching, Learning and Technology Roundtable
- Rhodes College's Teaching, Learning and Technology Workgroup
- Teaching Materials Centre--Southern Adventist University
- Academic Resources - Union University
- Vanderbilt University's Centre for Teaching
- Walker Teaching Resource Centre - University of Tennessee at Chattanooga

Texas

- Adam's Centre for Teaching Excellence - Abilene Christian University
- Instructional Technology Centre - University of Houston-Clear Lake
- Centre for Technology in Teaching and Learning - Rice U.
- The Centre for Teaching Excellence - Southern Methodist University
- The Centre for Teaching Excellence at Texas A&M University
- Southwest Texas State University's Faculty Advancement Centre
- Centre for Teaching Excellence--St. Edward's University
- Centre for Teaching Effectiveness - University of Texas-Austin
- Centre for Effective Teaching and Learning--University of Texas-El Paso
- Centre for Instructional Services - Texas Christian University
- Texas Tech University Teaching, Learning, and Technology Centre

Utah

- Brigham Young University's Faculty Centre
- Centre for Faculty Excellence - University of Southern Utah
- Centre for Teaching and Learning Excellence - University of Utah

Vermont

- Instructional Technology - Middlebury College
- Faculty Professional Development - University of Vermont
- Centre for Teaching and Learning - University of Vermont

Virginia

- Programme in Support of Teaching and Learning - George Mason University
- Faculty Development Centre - Radford University
- University of Virginia's Teaching Resource Centre.
- Centre for Educational Technology - Virginia Tech University
- Centre for Teaching Excellence - Hampton University

Washington

- Instructional Design/Faculty Development - Central Washington University
- Teaching & Learning Centre--Eastern Washington University
- Centre for Teaching and Learning - Pacific Lutheran University
- Instructional Development--Seattle Pacific University
- Centre for Instructional Development and Research - University of Washington
- UWired Centre for Teaching and Learning - University of Washington
- Office of Educational Assessment - University of Washington
- Centre for Instructional Innovation - Western Washington University

West Virginia

- Centre for Instructional Technology - Marshall University

Wisconsin

- Instructional Development and Authoring Lab - U of Wisconsin-Oshkosh
- Engineering Learning Centre - U of Wisconsin-Madison
- Collaborative Learning Website - U of Wisconsin-Madison
- Centre for the Improvement of Instruction - U of Wisconsin-Milwaukee
- University of Wisconsin-Platteville Teaching Excellence Centre
- Teaching Improvement Page - University of Wisconsin-River Falls
- Undergraduate Teaching Improvement Council - University of Wisconsin System

Wyoming

- Centre for Teaching Excellence - University of Wyoming
- Teaching Centres: U.S. Community Colleges

- Anne Arundel Community College Centre for the Advancement of Learning and Teaching
- Teaching and Learning Centre-- Del Mar College
- Centre for Teaching Excellence - Lansing Community College
- Maricopa Community College's Centre for Learning and Instruction
- Educational Technology - Miami Dade Community College
- Centre for Teaching and Learning - Miami Dade Community College-Kendall Campus
- Faculty Development--Seattle Community Colleges
- Community College of Southern Nevada's Faculty Centre for Learning and Teaching
- Lash Centre for Teaching and Learning - Bristol Community College

Appendix D

Implementation Plan

Activity	Key Performance Areas	Month	Key Performance Task	Key Performance Indicator
YEAR 1				
Case Studies of Best Practice	1. Develop and maintain undergraduate teaching videos	1-3	➤ Completion of 14 high quality videos capturing “best practices” in teaching in at least two undergraduates departmental courses or programmes in each of seven different faculties : Arts, Education, Engineering, Science, Law, Health Sciences, Commerce	▪ Completion of 14 videos in at least 2 undergraduate departments or programmes in each of the 7 designated faculties by end of month three
	2. Develop and maintain post-graduate teaching videos	4-5	➤ Completion of four high-quality videos capturing “best practices” in teaching in at least one post-graduate departmental courses or programmes in four different faculties teaching large classes at this level	▪ Completion of 4 videos in one pgrad. Course or programme in 4 diff faculties by end of month five
	3. Develop and maintain records of assessment innovation videos	6	➤ Completion of three high-quality videos capturing assessment innovation in three different departmental programmes	▪ Completion of 3 videos in 3 departmental programmes by end of month six
	4. Develop and maintain records of learning innovation videos	7-8	➤ Completion of three high quality videos capturing assessment innovation in three different departmental programmes	▪ Completion of 3 videos in 3 departmental programmes by end of month 8
	5. Develop and maintain records of usage within departments		➤ Develop, and maintain a system to record usage of videos in the department, as well as the completion of evaluation forms to assess the usefulness of the videos	▪ Completed and functioning system in place by end of month 3

Activity	Key Performance Areas	Month	Key Performance Task	Key Performance Indicator
YEAR 1				
University Training Workshops	The organization and presentation of workshops through both year one and two. This relates to Project Objective 1: <i>To equip all university lecturers with competencies in teaching, learning and assessment informed by higher education policy as well as the latest research and innovation in the field of higher education.</i> <i>That is, quality improvements in teaching and learning are a simultaneous process of staff development for university instructors.</i>	1	➤ <u>Higher Education Policy on teaching and learning – overview and implications.</u>	<ul style="list-style-type: none">Completion of each workshops in specified time periodRecord of number of participants actually attending The following will be assessed through a detailed evaluation forms: <ul style="list-style-type: none">Level of departmental participationWorkshop effectiveness ratingWorkshop relevance ratingDegree of implementation at departmental levelsQuality of report-back assignments
		2	➤ The NQF : overview and implications	
		3	➤ Outcomes based Education : Overview and Implications	
		4	➤ Unit standards and learning programmes : implementation and design	
		5	➤ Quality Assurance in Teaching & Learning : Part 1	
		6	➤ Innovative Assessment in Higher Education : Part 1	
		7	➤ Teaching Large Classes : strategies that work : Part 1	
		8	➤ Learning Strategies : How to facilitate learning among students : Part 1	
		9	➤ Alternate curriculum designs - Case Studies : Part 1	
		YEAR 2		
		1	➤ Quality Assurance in Teaching and Learning : Part 2	
		2	➤ Innovative Assessment in Higher Education : Part 2	
		3	➤ Teaching Large Classes : strategies that work : Part 2	
		4	➤ Learning Strategies : How to facilitate learning among students : Part 2	
		5	➤ Measuring programme performance, using the results, assuring quality	

<i>Activity</i>	<i>Key Performance Areas</i>	<i>Month</i>	<i>Key Performance Areas</i>	<i>Key Performance Indicator</i>
Departmental Based Training & Support	Year One			
	1. Provide department-based training and support to departments	1-12	➤ The project manager and/or curriculum consultants will visit at least two departments per month on a call-in basis to provide particular training needs or technical support to such departments	<ul style="list-style-type: none"> ▪ Monthly – visit two departments monthly ▪ Yearly – 18 departments
	2. Provide post-workshop implementation follow-up with departments, monthly	1-12	➤ The project manager and/or curriculum consultants will visit at least five departments per month to facilitate the implementation of the institution wide training workshops	<ul style="list-style-type: none"> ▪ Monthly – five departments ▪ Yearly – fifty departments
	3. Hold Personal development review monthly	1-12	➤ The project manager and/or curriculum consultants will review on a monthly basis, the personal development and progress of at least five departmental representatives to the institution wide workshops	<ul style="list-style-type: none"> ▪ Monthly – visit two departments monthly ▪ Yearly – fifty departments
	Year 2			
	1. Provide department-based training and support to departments	1-12	➤ The project manager and/or curriculum consultants will visit at least two departments per month on a call-in basis to provide particular training needs or technical support to such departments	<ul style="list-style-type: none"> ▪ Monthly – visit two departments monthly ▪ Yearly – 18 departments
	2. Provide post-workshop implementation follow-up with departments, monthly	1-12	➤ The project manager and/or curriculum consultants will visit at least five departments per month to facilitate the implementation of the institution wide training workshops	<ul style="list-style-type: none"> ▪ Monthly – five departments ▪ Yearly – 50 departments
	3. Hold personal development review monthly	1-12	➤ The project manager and/or curriculum consultants will review on a monthly basis, the personal development and progress of at least five departmental representatives to the institution wide workshops	<ul style="list-style-type: none"> ▪ Monthly – 5 representatives ▪ Yearly – 50 departments

<i>Activity</i>	<i>Key Performance Areas</i>	<i>Month</i>	<i>Key Performance Areas</i>	<i>Key Performance Indicator</i>
Year One				
Material Resource Support to Departments	1. Provision of a monthly newsletter and electronic listing of teaching and learning innovations to departments	1-12	➤ The project manager will oversee the creation of a monthly newsletter and a database, both material and electronic, on innovations and resources in teaching, learning, assessment, curriculum design, etc. from higher education journals, professional associations, special conferences, government workshops, commissions, etc.	<ul style="list-style-type: none"> ▪ Monthly newsletter ▪ Development and maintenance of a database and a website
	2. Creation and maintenance of a website on teaching and learning innovation within a CTL listing to the Internet	1-12		
	3. Hosting of a six-monthly regional briefing to all KZN institutions (universities, technikons, colleges) on "Resources on Teaching and Learning in Higher Education".	2&8	➤ The project manager will organize two provincial briefings (one every six months) to which all higher education institutions in KwaZulu Natal will send their representatives; this event is not only designed to showcase institutional resources but to begin the process of sharing innovations on a regional basis	<ul style="list-style-type: none"> ▪ Provincial briefings in months 2 and 8 in year one ▪ Number and List of participants
	4. Development of a Higher Education Policy database containing all the national and provincial government policies and programme documents, including such policies and innovations which emanate from SAUVCA and CHET	1-12	➤ The project manager will manage and maintain an updated comprehensive higher education policy database, which is readily accessible by departments and institutions; this database will include compiled summaries of higher education policies "at a glance".	<ul style="list-style-type: none"> ▪ Develop and maintain a database

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<i>Activity</i>	<i>Key Performance Areas</i>	<i>Month</i>	<i>Key Performance Areas</i>	<i>Key Performance Indicator</i>
Year One & Year Two				
Curriculum Design & Certification	1. The development of a comprehensive curriculum for staff in higher education	1-24	➤ The two-year curriculum outlined in the implementation will serve as an effective piloting of a curriculum for Teaching and Learning in Higher Education. The pilot curriculum will be formatively evaluated at various points and a final higher education curriculum prepared at the end of Year 2.	▪ Prepared Higher Education curriculum at end of Year 2
	2. The accreditation of a Certificate for "Teaching and Learning in Higher Education based on the resultant curriculum (see point 1 above)	1-24	➤ The University will be approached to recognize an official two-Year part-time Certificate for Teaching and Learning in Higher Education. The appropriate qualification level will be negotiated within the institution as well as the core pre-requisites.	▪ Recognition of a certificate for Teaching and Learning in Higher Education

<i>Activity</i>	<i>Key Performance Areas</i>	<i>Month</i>	<i>Key Performance Areas</i>	<i>Key Performance Indicator</i>
Year One & Year Two				
Facilitator Training	1. The identification and training of university staff as Higher Education specialists	1-24	➤ The project manager in conjunction with the curriculum specialist and international consultant will select five key permanent staff from different university departments to receive specialist training in teaching and learning in Higher Education. These five people will be required to design, facilitate and support teaching and learning innovation in the university beyond the scope of funding of this project.	▪ Tat the end of the two-year period, five trained facilitators will be available to provide services to the institute.

IMPLEMENTATION PLAN

JUNE – DECEMBER 1999

CENTRE FOR TEACHING AND LEARNING

UNIVERSITY OF DURBAN-WESTVILLE

WORKSHOP	DESCRIPTION	DATE	VENUE/ TIME	FACILITATOR	LEADER
CURRENT ISSUES IN TEACHING AND LEARNING IN HIGHER EDUCATION	This workshop will introduce current issues in teaching and learning such as technology in the classroom, distance learning and co-operative learning.	13.07.99	J-045 12h30- 14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
TEACHING LARGE CLASSES	This workshop presents strategies for enabling high quality teaching in large university/technikon/college classrooms	14.07.99	J-045 12h30- 14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
INTRODUCTION TO THE NQF	This workshop introduces participants to the general framework for new qualifications and programmes in higher education	12.08.99	Senate Chamber 12h30- 14h00	Ms. Kathy Luckett Univ. of Natal	J Jansen
APPROACHES TO DESIGNING NEW QUALIFICATIONS • Unit Standards approach • Whole Qualifications approach • The 'Mixed Model' approach	This workshop provides 3 concrete models for designing new qualifications in the context of the NQF.	22.09.99	J-45 12h30- 14h00	Leon Christodoulou (Pharmacy Council) Erica Gillard (UCT, now consultant) Dimes Naidoo (M.L. Sultan Technikon)	J Jansen
INTEGRATED ASSESSMENT IN HIGHER EDUCATION	The goal of this workshop is to demonstrate ways of implementing "integrated assessment" in the context of NQF qualifications.	01.10.99	J-045 12h30- 14h00	Jonathan Jansen UDW	B Nel
MENTAL MODELS AND METAPHORS FOR TEACHING	We carry around metaphors and mental models for both teaching and learning. This workshop, will explore these metaphors and models and examine the hidden assumptions behind them as a way to make our teaching a more conscious experience.	21.07.99	J-045 12h30- 14h00	Dr. Lee Warren HARVARD UNIV.	B Nel

LEADING DISCUSSION GROUPS	This workshop will introduce participants to a variety of strategies that can be used for leading effective discussion groups.	22.07.99	J-045 12h30-14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
MULTIPLE INTELLIGENCES AND LEARNING STYLES	Students, like teachers come with a variety of learning styles, strengths and weaknesses. This workshop will explore a variety of these models and discuss ways to use this knowledge in the classroom.	23.07.99	J-045 12h30-14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
DEVELOPING A TEACHING PORTFOLIO	This workshop will introduce the various components of a successful teaching portfolio.	15.07.99	J-045 12h30-14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
TEACHING IN A RACIALLY DIVERSE CLASSROOM	This workshop will explore classroom dynamics in the racially diverse classrooms, as well as strategies for enhancing the learning of all students and for managing hot moments.	16.07.99	J-045 12h30-14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
SENSITIVITY TO WOMEN IN THE CLASSROOM	This workshop will focus on the barriers to learning for women, and present strategies for enhancing their learning.	19.07.99	J-045 12h30-14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
CASE-BASED TEACHING AND LEARNING	This workshop will introduce case-based teaching and learning. It will also reflect on techniques for teaching with cases and how and when they are most useful.	20.07.99	J-045 12h30-14h00	Dr. Lee Warren HARVARD UNIV.	B Nel
HOW TO EVALUATE YOUR TEACHING TO IMPROVE STUDENT LEARNING	This workshop provides practical examples of how your teaching can be evaluated in ways that lead to improved learning and learner performance.	15.10.99	J-045 12h30-14h00	Lee-Anne Browning UDW	B Nel
DEVELOPING HIGH-QUALITY COURSE OUTLINES	This workshop will present examples of quality course outlines to guide instruction and improve student learning.	22.10.99	J-045 12h30-14h00	M Samuel UDW	B Nel
"TEACHING TIPS" FOR NEW AND OLD STAFF	This workshop draws on experienced university teachers to share practical "tips" for effective teaching especially among disadvantaged.	31.01.2000	J-045 12h30-14h00	Sadha Pillay UDW And "outstanding " teachers from various institutions	B Nel