INDEX

ACADEMIC DEVELOPMENT PROGRAMME
CENTRE FOR EDUCATIONAL TECHNOLOGY
CENTRE FOR INFORMATION LITERACY
CENTRE FOR OPEN LEARNING
HIGHER AND ADULT EDUCATION
AND DEVELOPMENT STUDIES UNIT
DEAN’S OFFICE
The vision of the Centre for Higher Education Development (CHED) 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, and enhancing the competence of graduates by ensuring the provision of key skills.

CHED’s research mission is to ensure that its educational development work is based on rigorous and ethical research that will serve the objectives of providing equitable access to higher education, enabling social redress through higher education, and generally strengthening the quality of teaching and learning in higher education at UCT, in South Africa, and in countries with similar needs. CHED’s research arises from both institutional need and individual interest, comprising all areas connected to teaching and learning, including the basic disciplines in which some of us are based.

A further objective is to enable systemic improvement through the research-led development of policy options at national and institutional level. For this reason, a considerable proportion of the research efforts of CHED staff goes into institutional research (for example, into the impact of the introduction of anonymous marking on student performance, or the reasons why some students in good academic standing drop out of the system), and national research (for example, in response to requests from such agencies as the Department of Education or the Higher Education Quality Committee).

An overview of CHED’s research output points to a body of scholarship which is responsive to pressing national and institutional needs in higher education. Examples include research into the interface between schooling and higher education and issues of access, selection and placement; improving the quality of teaching and learning in discipline-specific contexts such as Mathematics, Chemistry, Physics and Information Systems; the role of tertiary educators in a changing higher education landscape; and the challenges and possibilities of Information and Communication Technology for teaching and learning. CHED contributes to national debate on these issues, among many, through a strong presence in South African journals (e.g. South African Journal of Higher Education, Southern Africa Linguistics and Applied Language Studies, South African Computer Journal, South African Journal of Libraries and Information Science). CHED’s contribution extends internationally as CHED staff are now consistently publishing in the leading journals in higher education (e.g. Teaching in Higher Education, Higher Education, British Education Research Journal) as well as leading journals in specialist areas (e.g. Journal of Applied Linguistics, American Journal of Physics, British Journal of Educational Technology). This illustrative sample of journals in which CHED staff publish also points to the multidisciplinary nature of CHED’s collective research output.

CHED’s level of research activity and output continues to increase, and we are confident that our contributions to ‘research-led’ teaching and learning processes at the University will grow apace, as well as our contributions to the growing international field of higher education studies in its broadest sense.

Associate Professor Nan Yeld
Dean of Higher Education Development
ACADEMIC DEVELOPMENT PROGRAMME

ARTICLES IN PEER-REVIEWED JOURNALS


CENTRE FOR EDUCATIONAL TECHNOLOGY

CHAPTERS IN BOOKS


ARTICLES IN PEER-REVIEWED JOURNALS


PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS


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The Centre for Information Literacy hosted the sixth in a global series of 11 UNESCO Information Literacy Workshops in October 2008. Staff members Professors Karin de Jager, Peter Underwood and Mary Nassimbeni joined colleague Professor Albert Boekhorst of the University of Amsterdam to deliver the three-day workshop.

UNESCO strongly advocates the building of knowledge societies where the power of information and communication helps people access the knowledge they need to improve their daily lives and achieve their full potential. In this context, information literacy has become key as a means to empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals.

The Centre for Information Literacy was invited to host the workshop for sub-Saharan Africa. Among other host institutions are Bibliotheca Alexandrina, Punjabi University, Wuhan University, University of Beijing, and Universiti Teknologi Mara in Kuala Lumpur. The purpose of the UCT workshop was to assist librarians design their own training programmes based on an appropriate conceptualisation of information literacy for their environment, incorporating sound principles of curriculum design, assessment, monitoring and evaluation.
CENTRE FOR INFORMATION LITERACY

ARTICLES IN PEER-REVIEWED JOURNALS


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PARADIGM FOR OPEN LEARNING

AUTHORED BOOKS


ARTICLES IN PEER-REVIEWED JOURNALS


CREATIVE WRITING

POEMS PUBLISHED IN JOURNALS


POEMS PUBLISHED IN ANTHOLOGIES


MUSICAL PERFORMANCE

FISKE, I.J. (WRITING AS DE KOK). The poem Women and Children First, set to music by composer Chris Gable; the piece was performed by the choir One Voice Mixed Chorus and the Minnesota Philharmonic on December 5 and 6, 2008 in Hopkins, Minnesota.

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CENTRE FOR HIGHER AND ADULT EDUCATION STUDIES AND DEVELOPMENT UNIT

ARTICLES IN PEER-REVIEWED JOURNALS


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BODY MAPS/MAPPE DEL CORPO

Associate Professor Ingrid Fiske (Centre for Extramural Studies), who writes her poetry as Ingrid de Kok, launched a selection of poetry, translated into Italian by University of Rome scholar Professor Paola Splendore.

The English title, *Body Maps*, was taken from the name of one of her poems. The anthology *Mappe del Corpo*, includes poems from De Kok’s last four collections. Her poetry books *Familiar Ground*, *Transfer*, and *Terrestrial Things* were published in South Africa, and her work has been also been translated into Japanese, French and Dutch.