



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



TLC 2023

BOOK OF ABSTRACTS

ASSESSMENT ENTANGLED:

REIMAGINING ASSESSMENT FOR
EXCELLENCE, TRANSFORMATION
AND SUSTAINABILITY





Opening Panel

Acting DVC: Teaching and Learning, Emeritus Prof. Linda Ronnie with A/Prof. Shannon Morreira (Humanities Deputy Dean: Undergraduate Affairs); A/Prof. Adheesh Budree (Dept. of Information Systems) and Prof. Michelle Kuttel (Dept. of Computer Science) Dr Kyle Abrahams (Dept. of Chemical Engineering)

Assessment just got more complicated

Assessment practices in higher education have been changing with shifts from rigid, in-person testing environments to more flexible, student-centred approaches. This shift aligns well with professional fields where the use of various tools, like coding software, is now expected.

However, the widespread availability of AI tools that enable the “cognitive offloading” of tasks poses challenges for assessors in determining the validity of student work (Dawson, 2020). The dilemma lies in designing assessments that not only ensure the validity of judgments but also allow for productive “cognitive offloading” to help students achieve more comprehensive learning outcomes. The shift demands a re-evaluation of the role of human expertise alongside emerging technologies, rather than imposing outright bans or restrictions on tool use or trying to detect AI generated text. This panel highlights potential ways forward for higher education assessment in an era of generative AI.



Day 1 Keynote

Bio



Jan McArthur is Senior Lecturer in Education and Social Justice and Head of Department in the Department of Educational Research, Lancaster University, UK. Her research focuses on the nature and purposes of higher education and how these relate to practices of teaching, learning and assessment. She has a particular interest in critical theory and in her published work explores the ideas of Theodor Adorno, Max Horkheimer and Axel Honneth, applying these to higher

education. In *Rethinking Knowledge in Higher Education* (Bloomsbury) she explores how Adorno's critical theory can inform our understanding of, and engagement with, knowledge in higher education for the purposes of greater social justice. Her second book, *Assessment for Social Justice* (Bloomsbury), uses Honneth's conceptualisation of mutual recognition to rethink the nature of assessment in higher education, where one is committed to greater social justice. She has published a wide range of journal articles on assessment, critical theory and social justice, including focusing specifically on language learning. Jan is a co-researcher in the ESRC and HEFCE funded 'Centre for Global Higher Education'.

Statement

Holistic and authentic assessment: the need to realise the potential

As we rethink assessment for excellence, transformation and sustainability we must always begin with the question – why do we assess? It seems a simple question, and the literature provides some clear answers, but in practice the genuine sense of purpose behind our assessment practices is often lost in a fog of regulations, tacit assumptions and established practices. We live in a world of climate emergency, poverty and extreme disparities of wealth and opportunity, violent remnants of colonialisation and ongoing gender violence. Assessment will shape the learning of our graduates. This means it also shapes how they value knowledge, how they understand its social role and how they wish to develop their own relationships to society and others. Disciplinary knowledge and expertise are important; but they need not be in competition with, nor traded for, a commitment to assessment for social justice. Indeed, the two are mutually contingent. Assessment for social justice is holistic, focusing on the student as a socially situated individual. Assessment for social justice challenges us to rethink authentic assessment in this way, foregrounding the needs of both our individual students and the wellbeing of society as a whole. If higher education has any role to play in redressing the many injustices we face, then assessment must be understood as central to this aim.



Day 2 Keynote

| Bio



Dr Kasturi Behari-Leak is Associate Professor in Higher Education Studies and Dean of the Centre for Higher Education Development at the University of Cape Town. She is Director of the Academic Staff and Professional Development Unit in CHED and leads a national collaborative project on academic staff development agency. As co-chair of the Curriculum Change Working Group, she led university-wide engagements on decolonisation of the curriculum and has published in the field of higher education studies. She teaches on HES post-graduate programmes and convenes HELTASA's University Staff Doctoral Programme. She was President of the Higher Education Learning and Teaching Association of Southern Africa and is past President of the International Consortium of Educational Development (ICED). She serves on the research advisory committee of the World Universities Network and is part of several national and international research consortia, focused on HE. She serves on editorial boards and advisory groups globally.

Statement

Artificial Intelligence and Humanising Pedagogy: Can the artificial and the real co-exist in service of socially inclusive assessment practices?

As higher education emerges from the pandemic years, where we had a renewed understanding of the value of in-person teaching as well as an appreciation for digitally enabled education through online pedagogies, we now face an emerging catalyst which could be seen as both threat and opportunity.

Current attention to AI and the recent explosion of CHATGPT in our context indicate the wide range of challenges that students, academics, staff, management are bound to face. In the area of assessment, this can prove to be a formidable challenge, even crisis. That new things emerge and stretch us to re-think our ways is not the crisis itself. The crisis is whether we are clear and steadfast in our beliefs and values about what HE can and should be doing, in the face of change and disruption. Now more than ever, these key questions persist: What is the university for? Are we reflecting deeply or purposefully enough on our assessment practices in higher education? Is assessment as inclusive social and epistemic practice the segue towards embracing a socially just teaching and learning ethos for Excellence, Transformation, and Sustainability?

In this keynote address, the question of humanising pedagogy is foregrounded in relation to assessment practices in a world becoming dominated by machine learning. By exploring AI in assessment through a humanising lens, to connect, share and envision a more compassionate university classroom, perhaps the artificial and the real can co-exist for mutual benefit?

UCT TEACHING AND LEARNING CONFERENCE 2023 ABSTRACTS

CONTENTS



PANELS

University of the Future Project - Future of Teaching and Learning: Assessment	8
Employing digital assessments in curriculum training: A bioinformatics, genomics, public health and pathogen surveillance perspective	9
Student perspectives on the role of AI in teaching, learning and assessment	10



SCHOLARLY, HIGHER EDUCATION RESEARCH AND PROJECT-BASED PRESENTATIONS

Undergraduate students' use of AI	12
Interdisciplinary teaching and assessment in palliative care: A reflection on a health sciences and social work initiative	13
Enabling academic writer development through assessment practices	14
Can a research-led curriculum address the reliance on AI-generated content?	15
Thinking about assessment as part of curriculum change: Notes from the implementation of Khanyisa Courses in the Humanities and Social Sciences	15
Language and cross-cultural communication as an answer to decolonising the curriculum? Perspectives from students about a new Khanyisa course	16
Early integration in primary health care settings: Reflections from a pilot study	17
Reflecting on assessment practices in a first-year interprofessional course in the Faculty of Health Sciences	18
Who and what is shaping our assessment practice? A scoping review of assessment in occupational therapy education	19
Competency assessment of General Surgery trainees: A perspective from the Global South in a CBME-naive context	20
The growth of open textbooks at UCT and the Open Textbook Award	21
"There is always this dread when it comes to assessments": Students' perception and experiences of assessment practices	22
Unlocking student success: Bridging the gap through academic analytics and assessment frameworks at UCT	23





SHOW AND TELL

Assessment in a South African context: Addressing inequality through assessment for student career growth	25
Assessment innovation with computerised adaptive tests: Unlocking student potential	26
How to and how not to assess	27
Learning with Bauhaus: Re-thinking assessments in line with the Staatliches Bauhaus art school approach	28
Co-creating knowing for learning: What is the educational value of ChatGPT?	28
A Western Cape evaluation of the new family medicine rotation for medical interns	29
Blessings and lessons: Students with disabilities in the classroom	30
Enhancing assessment practices in health professions education: Bridging gaps and embracing challenges	30
The impact of feedback in shaping competent emerging health professionals	31
Creating supportive practice learning environments	32
From the individual to the collective: Repositioning assessment as a social practice	33
Neurodiversity in a 'one-size-fits-all' curriculum	34
Assessments supporting working students in a Public Mental Health PGDip	35
First-year student engagement in a quantitative literacy classroom	35
Generative AI based assessment to engage students' critical skills in the Humanities	36
Higher Education for Good	37



WORKSHOPS

Know your course and students: A DASS workshop on data analytics	39
Learning for mastery at UCT	40
Implementing a decolonial approach towards valid assessment practice	41
Pedagogy, play and power: Exploring the ways in which gameplaying can be used as a decolonial feminist tool in the classroom	42
Enabling accessible blended learning for equity (ENABLE): Spotlight on assessment	43
What's your blend? Making use of blended learning strategies for more effective student learning	44



PANELS

**BACK
TO
CONTENTS**





University of the Future Project - Future of Teaching and Learning: Assessment

Panelists: Prof Salome Maswime, Chair of the University of the Future project; Dr Caitlin Ferreira, MBA Programme Director; Ms Mihloti Mkhathshwa, Deputy Registrar; Ms Alison Meadows, Senior lecturer (Section of Applied Management); Ms Kelebohile Lesufi, SRC Postgraduate Co-ordinator

Format: Panel

The University of the Future Project is a strategic initiative at the University of Cape Town to develop the physical environment, social and community spaces and other enabling structures, processes and technologies necessary to attract and inspire future staff and students. The aim of the project is to create an environment to unleash human potential for a fair and just society. The project proposes to transform UCT to be the most desirable African university to study or work at because it is at the cutting edge of deep societal and knowledge transformations, reflected in design and operations of the campus. Places, spaces, services and functions should reflect the aspirations and vision of the future of teaching, learning and research to the university and its diverse community. With the possibility of UCT student numbers growing, and a strengthening global reputation and brand, it is imperative that we place the student and educators' experience at the heart of everything we do. To gather data on the future of infrastructure and services for teaching, learning and research, the steering committee has run 5 co-creation workshops, faculty board meetings, multiple stakeholder engagement meetings, and the University of the Future challenge 'A call for ideas'.

Theme: The future of assessments, a student-centred approach



Employing digital assessments in curriculum training: A bioinformatics, genomics, public health and pathogen surveillance perspective

Panelists: Yiqun Tony Li, Wisdom Akurugu, Gerrit Botha, Kirsty Lee Garson, Siddiqah George, Rolanda Julius, Sindiswa Lukhele, Tshinakaho Malesa, Perceval Maturure, Tendayi Mutangadura, Pertunia Mutheiwana, Verena Ras, Sumir Panji, Michelle Skelton, Nicola Mulder

Contact author: lxxyiq001@myuct.ac.za

Faculty: Health Sciences

Department: Integrative Biomedical Sciences

Format: Panel

Theme: Digital modes of assessment

H3Africa, H3ABioNet and the Next-Generation Sequence Academy for Africa CDC are Pan-African education, training and capacity-building efforts around the computational analysis of genomics data, led from the Division of Computational Biology at UCT. Over the last decade, we have developed and implemented training curricula in the broad areas of bioinformatics, public health, genomics and pathogen surveillance. By implementing hybrid learning models, we have trained over 5 000 postgraduate students and researchers across Africa.

Assessments are critical in the teaching and learning process and allow for quality enhancement by gauging whether training objectives have been achieved. The development of unique competency-based, digital modes of assessment, combined with our unique learning models, has enabled us to not only achieve these outcomes, but also to increase trainee engagement and reach a broader trainee community. In this panel discussion, we aim to share our general experience of using digital tools for assessment and engagement within our training. We will also examine approaches to finding the balance between authentic assessment and automated marking. Furthermore, we aim to assess the implications of digital inequalities amongst trainees when utilising digital modes of assessment.



Student perspectives on the role of AI in teaching, learning and assessment

Panelists: Moegamat-Ridaa Botha, Petrus Sevelinus, Hasti Pansuriya & Louis Neilson

Contact author: bthmoe002@gmail.com

Faculties: Commerce, Health Sciences, Humanities

Departments: Economics, Finance, Psychology, Philosophy

Format: Panel

Theme: Artificial intelligence and assessment

AI has the potential to change the future of learning, teaching and assessment in higher education (Rudolph et al., 2023). Over the past year, there has been a surge in discussion around the challenges and potential benefits of AI in higher education. Many of these discussions have been driven by experts and educators. However, the purpose of this panel discussion is to foreground the perspective of students. Four UCT students from three faculties (Commerce, Humanities and Health Sciences) will share their experiences and perspectives on the use of AI within their disciplinary contexts. The discussion will have three components: (1) experiences with AI, in which the panelists will share their personal encounters with AI; (2) opportunities and challenges, in which the panelists will share what they perceive as the opportunities and hurdles for using AI in their disciplinary contexts; and (3) shaping the future, in which the panelists will deliberate on how educators can incorporate AI into the curriculum, bearing in mind the goals of Vision 2030.

The panel discussion will be especially relevant for those wanting to learn more about the student perspective and those thinking about potential guidelines for AI use in their curriculum.

Reference

Rudolph, J., Tan, S., & Tan, S. (2023) ChatGPT: Bullshit spewer or the end of traditional assessments in higher education? *Journal of Applied Learning and Teaching*6(1). <https://doi.org/10.37074/jalt.2023.6.1.9>

BACK
TO
CONTENTS

SCHOLARLY, HIGHER EDUCATION RESEARCH AND PROJECT- BASED PRESENTATIONS



**BACK
TO
CONTENTS**



Undergraduate students' use of AI

Authors: Tanja Bosch & Alexia Smit

Contact author: tanja.bosch@uct.ac.za

Faculty: Humanities

Department: Centre for Film and Media Studies

Format: Scholarly, higher education research and project-based presentation

Theme: Artificial intelligence and assessment

There are ongoing discussions and moral panics concerning the use of AI-powered technologies in teaching and learning as a result of the release of ChatGPT. AI-powered tools, including generative AI tools or large language model tools, go beyond being merely useful; they can also become deeply ingrained, leading to a propensity to anthropomorphise or overvalue such language tools. Since students will be able to use ChatGPT to readily complete assignments, there is a concern that educators will need to rethink and recalibrate evaluation methods.

This multi-method study is rooted in a framework of decolonisation and examines how undergraduate students at South African universities presently use AI-powered tools for their learning and how effective they believe these tools are. We use a quantitative approach by surveying students at six South African universities: UCT, Rhodes, Stellenbosch, Wits, Cape Peninsula University of Technology and University of Johannesburg. We collected information from a diverse sample of students across faculties in the six institutions. Students are asked how frequently they use tools powered by AI, which particular tools they use, and their perceptions and impressions of these learning tools in relation to academic integrity and universities' concerns.

This study will be important in revealing patterns and trends that can inform curriculum design, the creation of efficient strategies and policies for incorporating these tools into educational environments, and possibly influencing future academic teaching and assessment practices.

**BACK
TO
CONTENTS**



Interdisciplinary teaching and assessment in palliative care:

A reflection on a health sciences and social work initiative

Authors: Rene Krause & Somaya Abdullah

Contact author: somaya.abdullah@uct.ac.za

Faculty: Humanities

Department: Social Work & Social Development

Format: Scholarly, higher education research and project-based presentation

Theme: Decolonial, socially just and humanistic assessments

Globally, factors like population ageing and the Covid-19 pandemic highlight the imperative to prioritise palliative care in the context of diseases, life-limiting illnesses and ageing. In social work, social workers often work within palliative care settings, including hospitals and hospices, without formal training in this field. Structured social work training programmes on how to deliver effective palliative care services in these environments remain limited. In the health sciences, on the other hand, palliative care is an integral practice in medical care. Bringing these two disciplines together is an important requirement for service delivery to address the needs of patients holistically within a bio-psycho-social and spiritual framework.

This presentation reflects on a collaboration between the palliative care unit at Groote Schuur Hospital and the Department of Social Work and Social Development to support holistic service delivery to palliative care patients. The authors reflect on their individual experiences leading to the development of a module in palliative care in social work and social development to introduce students to the field and build on their skills for practice. This emerging curriculum integrates themes such as caregiving, loss, bereavement and palliative care, with assessments that can contribute to the development of much-needed specialised palliative care services.



Enabling academic writer development through assessment practices

Authors: Natasha Muna & Taahira Goolam Hoosen

Contact author: natashia.muna@uct.ac.za

Faculty: Health Sciences

Department: Health Sciences Education

Format: Scholarly, higher education research and project-based presentation

Theme: Decolonial, socially just and humanistic assessments

The Special Study Module is part of the third year MBChB Health Sciences curriculum and introduces students to academic research. Following the postgraduate model, students are supervised by academics who offer projects in their areas of specialisation. The primary assessment is a written research report, which is the students' first authentic experience of research writing. At the FHS Writing Lab, we designed a project to enable students to not only learn about the research process, but also to learn about and develop themselves as academic writers, such that the results of the research would be the embodied gains experienced by the student researchers in terms of their writing practice and represented through their written research reports. Our two student researchers followed an autoethnographic cyclical Values-Based Action Research approach, using critical reflection as a central method over a four-week period. Both reported important gains in their understanding of their process as writers and learnings in relation to their values, attitudes and practices in relation to both academic writing and reading. In sharing this case study, we offer an example of how an assessment can be designed to enable transformative learning and personal development, alongside disciplinary knowledge gains.



Can a research-led curriculum address the reliance on AI-generated content?

Name: Tammy Wilks

Contact author: tammy.wilks@uct.ac.za

Faculty: Humanities

Department: Humanities Learning Support Unit

Format: Scholarly, higher education research and project-based presentation

Theme: Artificial intelligence and assessment

The academy remains beset by a moral and epistemic panic regarding the role and place of content created through AI. I use our epoch to revisit the importance of teaching research skills as a means to sensitise students on how, why and by whom knowledge is created. I use the word 'content' and not 'knowledge' to address how information becomes knowledge through experience. The paper focuses on the course I convene - DOH1010S Texts in the Humanities - and the archival research project taught at a first-year level. The projects that the students create over the course of the semester, by using African archival materials as black- and coloured-identifying students, allow them to see themselves as knowledge producers, as custodians of the canon and, in so doing, as activists for the protection of African knowledge from plagiarism.



Thinking about assessment as part of curriculum change: Notes from the implementation of Khanyisa Courses in the Humanities and Social Sciences

Name: Shannon Morreira

Contact author: shannon.morreira@uct.ac.za

Faculty: Humanities

Department: Humanities Learning Support Unit

Format: Scholarly, higher education research and project-based presentation

Theme: Decolonial, socially just and humanistic assessments

This presentation considers the impact of changes implemented at first-year level

BACK
TO
CONTENTS

SCHOLARLY, HIGHER EDUCATION RESEARCH AND PROJECT-BASED PRESENTATIONS

the undergraduate Humanities and Social Sciences curriculum. In August 2018, the Faculty of Humanities, approved a proposal to develop and offer a suite of disciplinary-based first year level courses, called 'Khanyisa Courses', for all students doing general degrees in the faculty. The proposal was developed in response to the students' call during the 2015–2017 protests to decolonise curricula by re-centring Africa and offering forms of pedagogy that affirm students' identities, relate to their experiences and build their agency. The Khanyisa courses offer one concrete, practical means of responding to the students' call at the level of the Humanities undergraduate degree structure.

Between 2018 and 2023, the suite of courses has grown and 14 courses across the disciplines have been (re)designed in light of the Khanyisa criteria namely: critical content that engages students' lifeworlds and introduces them to the discipline in ways that are cognisant of our African location; enriched pedagogy that focuses on the development of critical Humanities skills; and innovative teaching and delivery and assessment methods that allow more time for active engagement and skills development, as well as the option of allowing for multilingualism and translanguaging in the classroom. In this paper, I draw on qualitative and quantitative data, including the analysis of course materials and interviews with students and staff to assess the impact of the first cycle of Khanyisa Course offerings, with a particular focus on assessment.



Language and cross-cultural communication as an answer to decolonising the curriculum? Perspectives from students about a new Khanyisa course

Authors: Rethabile Possa-Mogoera & Shannon Morreira

Contact author: rethabile.possa-mogoera@uct.ac.za

Faculty: Humanities

Department: African Languages and Literatures

Format: Scholarly, higher education research and project-based presentation

Theme: Decolonial, socially just and humanistic assessments

[BACK TO CONTENTS](#)

In 2018, the Faculty of Humanities approved a proposal to develop and offer a suite of disciplinary-based, first-year-level courses, called 'Khanyisa Courses', for all students doing general degrees in the faculty. Over the last few years, 14 courses have been (re)designed or designed anew as part of this suite.

In this paper, we consider one course, SLL 1029F/S Language and Cross-Cultural Communication. This course is an introduction to communication and culture in African languages. The main focus of the course is on South African indigenous languages and classroom activities require students to draw from their lived experiences to understand cross-cultural communication. Recent years have seen a rise in the demand for transformation as well as the decolonisation of curricula in South Africa. Language is seen as one of the ways of addressing this call.

By using multilingual lecturers and tutors, the course provides students with an opportunity to work closely with students, in their mother tongue where possible or through translanguaging in order to develop critical linguistic and cultural awareness and critical thinking in Humanities. This paper will share some views from students about the impact of multilingualism on teaching and learning in higher institutions. We argue that encouraging multilingualism in teaching and learning is essential to transforming the university space; and further that language courses need not be confined to a single African language, but can use multiple languages as a means of developing plural cultural literacies in addition to some basic competence in multiple languages.



Early integration in primary health care settings: Reflections from a pilot study

Author: Nontsikelelo Mapukata

Contact author: ntsiki.mapukata@uct.ac.za

Faculty: Health Sciences

Department: Public Health Medicine

Format: Scholarly, higher education research and project-based presentation

Theme: Decolonial, socially just and humanistic assessments

BACK
TO
CONTENTS

In teaching emerging health care professionals as part of a four-year or six-year degree, social justice and social accountability are the tenets of the UCT Faculty of Health Sciences (FHS) Transformation framework. Assessments in Becoming a Health Professional (BHP), a second semester course that is taken by all first-year students should not only reflect a humanising pedagogy; but should also fulfill the FHS's mandate to meet the health care needs of South Africa's population.

Informed by insights from the author's doctoral thesis and course evaluation feedback from the 2022 first-year health sciences class, in making a shift from an outcomes-based curriculum to a value-based curriculum, course outcomes had to facilitate an early integration in primary health care settings within the prescribed 12-week teaching cycle. As part of the pilot project, first year students (n=424) were invited to participate in a pilot project. During their 2023 June holidays, each student completed a pre-populated template and mapped assets in their home communities.

Drawing from the 3H (Head, Heart, Hand) concept model, students were introduced to their home communities as spaces they could learn from, places they could practice in, and spaces and places that could contribute to their research projects. Through this pilot project, it was possible to assess indigenous forms of knowledge using MCQs. In an essay that requires students to reflect on the experiences of a person living with disability, students could adopt a compounded reflective approach. In their final group presentations, students in groups of 5-6, they linked theory to practice as they critically evaluated if universal health coverage was attainable in defined communities. This process has highlighted intensity of our assessment processes, students' expectation of the process and gaps that must be closed. The outcomes of this project will inform broader discussions on curriculum transformation in our faculty.



Reflecting on assessment practices in a first-year interprofessional course in the Faculty of Health Sciences

Authors: Sivuyisiwe Toto & Kulthum Fataar

Contact author: siwe.toto@uct.ac.za

Faculty: Health Sciences

Department: School of Public Health

Format: Scholarly, higher education research and project-based presentation

Theme: Decolonial, socially just and humanistic assessments

‘Becoming a Professional’ is a first-year foundational interprofessional semester course in Health Sciences, emphasising reflective practice and group work. Major assessments include academic reflective essays designed to develop a strong sense of emerging professional identity among students. A reflection on and review of assessment practices revealed:

1. Markers from different backgrounds had varying views on grading criteria, creating inconsistencies.
2. Stricter feedback was given to students with language fluency challenges, disadvantaging some.
3. Lack of rubric utilisation by students before submitting their work.

From these, we realised that we might be perpetuating social injustice. Thus, we decided to follow a key recommendation from the UCT Curriculum Change Framework (CCF) regarding assessment. The CCF outlines the need for the university to reconceptualise assessment practices to not only focus on assessment of learning, but also assessment for learning. Thus, the design team embarked on a journey to transform our assessments to address the educational, linguistic and socio-cultural inequalities that exist between students. We did this to be more transparent to students and for facilitators to ensure students have the best opportunity to not only produce writing of sound academic quality, but also engage in the process of learning through reflection.



Who and what is shaping our assessment practice? A scoping review of assessment in occupational therapy education

Author: Michelle Hannington

Contact author: michelle.hannington@uct.ac.za

Faculty: Health Sciences

Department: Health and Rehabilitation Sciences

Format: Scholarly, higher education research and project-based presentation

Theme: Decolonial, socially just and humanistic assessments

Valid assessment practice should go beyond a test characteristic of assessment methods and rather focus on the validity of the decisions made following assessment. The field of occupational therapy (OT) faces ongoing challenges in developing valid assessment practices, and in South Africa (SA) this extends to challenges around what is contextually relevant. Traditional assessment practices utilised often prioritise dominant epistemological practices, such as how medicine assesses or how the global north assesses. This is likely to result in decisions that are not valid for the profession of OT, or the SA context. This study examines the current international landscape of assessment in OT education and the influencing factors.

A scoping review was conducted using Arksey and O'Malley's (2005) framework, followed by data extraction and development of a descriptive summary, whereafter a thematic analysis was conducted. Forty studies were included in the final review, and it is evident that there are both contextual and professional factors influencing OT assessment practices. An overwhelming majority of papers (92.5%) came from the global north, raising the question if these practices are fit-for-purpose for SA? The professional influence was also evident, as the most common justification from educators about their choice of assessment methods related to it's use and validity in medical education.

Although many papers emphasised a need for alignment of assessment with the philosophical principles of the OT profession, only 26% of papers demonstrated this application. Common critiques of current assessments included poor fit for purpose and insufficient alignment with real-world practice. The findings demonstrate the phenomenon of 'lift and shift', where practices are taken from a different profession and context and attempted to fit into the needs of OT in SA. This study highlights the need to identify valid assessment practices specific to OT in SA in order to meet the population's needs.

Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology: Theory and Practice*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>

BACK
TO
CONTENTS



Competency assessment of General Surgery trainees: A perspective from the Global South in a CBME-naive context

Name: Daniel Nel

Contact: uctsurgicaleducation@gmail.com

Faculty: Health Sciences

Department: Surgery

Format: Scholarly, higher education research and project-based presentations

Theme: Decolonial, socially just and humanistic assessments

Before proceeding with local implementation of Competency-Based Medical Education (CBME)-related assessment practices designed and evaluated in the Global North, we sought to challenge the assumption that this would be perceived as both necessary and acceptable in our context where training and assessment is based on a traditional, knowledge-focused approach.

Semi-structured interviews were conducted with 10 consultants and 10 trainees from the Division of General Surgery at UCT in August 2022. Interviews were transcribed and then analysed using a Reflexive Thematic Analysis approach.

Five unique themes were developed: (1) Assessment of competence is essential. (2) Competence includes multiple domains of practice. (3) A surgeon must be able to operate. (4) Previously used methods were inadequate to assess competence. (5) Frequent assessment with feedback is desired. The themes were considered in the context of Situated Learning Theory, particularly in terms of communities of practice and their role in the training for, and authentic assessment of, competence in general surgery trainees.

Participants described a need to develop and implement a new competency assessment programme for general surgery training which is aligned with described CBME principles.



The growth of open textbooks at UCT and the Open Textbook Award

Authors: Glenda Cox, Bianca Masuku & Michelle Willmers

Contact author: glenda.cox@uct.ac.za

Faculty: Centre for Higher Education Development

Department: Centre for Innovation in Learning and Teaching

Format: Scholarly, higher education research and project-based presentation

Theme: Open textbooks

This presentation will include highlights of previous and current work of the Digital Open Textbooks for Development (DOT4D) initiative. It will also include a discussion of the UCT Open Textbook Award and feature the 2023 winner who will share the story of their work.

The UCT Open Textbook Award aims to recognise outstanding open textbooks written by UCT staff and students which advance the university's transformation and social justice agenda. An initiative of the Deputy Vice-Chancellor for Teaching and Learning and the Centre for Innovation in Learning and Teaching, the award is currently in its fourth year (initiated 2019). Award submissions were reviewed by a committee of experts from CILT, UCT Libraries, the Faculty of Health Sciences and the Faculty of Science. Tailored to the local context, these openly licensed, freely available textbooks and the collaborative processes through which they are developed address issues related to pedagogical innovation, curriculum change, the profiling of Global South voices in scholarship, and student co-creation.



“There is always this dread when it comes to assessments”: Students’ perception and experiences of assessment practices

Authors: Sukaina Walji, Soraya Lester, Cheng-Wen Huang, Francois Cilliers & Sanet Steyn

Contact author: sukaina.walji@uct.ac.za

Faculty: Centre for Higher Education Development

Department: Centre for Innovation in Learning and Teaching

Format: Scholarly, higher education research and project-based presentation

Theme: Student assessment practices and experiences; Decolonial, socially just and humanistic assessments

University students often view assessment as daunting and punitive, yet it drives their learning behaviour. Discourses to make assessment more humane, relevant and meaningful form part of staff development activities and course and assessment design approaches, with the aim of better meeting the needs of diverse students. However, assessment cultures, norms and practices are often difficult to change, while structural conditions such as disciplinary conventions, the influence of accreditation bodies, the shape of the academic calendar, and institutional rules often constrain implementation of innovative or compassionate assessment designs.

An important driver for assessment change and acceptance is to centre students’ voices and acknowledge the various resources, values and ideas that students bring into teaching spaces. We report on emerging findings from ‘The UCT Assessment Project: Enabling Student Success Through Transformed Programmes of Assessment’ project, in which we explore undergraduate students’ experiences of assessment at UCT where through focus groups and interviews. Taking as a point of departure that assessment practices are social practices shaped by institutional cultures, we were specifically interested in non-academic factors that influence assessment performance as well as assessment designs that shaped or hindered learning. The aim of the research is to influence assessment design and policy changes at UCT that take into account students’ lived experiences of assessment and to consider ways of designing and enacting assessment that contribute to equitable student success.



Unlocking student success: Bridging the gap through academic analytics and assessment frameworks at UCT

Authors: Kende Kefale (CHED), Francois Cilliers (FHS), Jaisubash Jayakumar (FHS) & Kishor Bugarith (FHS)

Contact author: kende.kefale@uct.ac.za

Faculties: Centre for Higher Education Development, Faculty of Health Sciences

Project: Data Analytics for Student Success

Format: Scholarly, higher education research and project-based presentation

Theme: Academic analytics and assessment frameworks at UCT

Strategies for student success mostly encompass some form of either (1) strengthening students through various support measures, or (2) removing unreasonable barriers to their success. Academic analytics of assessment data can be used to illustrate differences between programmes and courses at a given moment; such as (a) by revealing substantial variations in the distribution of course grades among the different faculties, and (b) by showing how these variations often stem from the magnitude of grade variation within individual courses. Analytics can also be used to illustrate dynamic changes in student performance in real time, potentially identifying students at risk of interrupted progress. We argue that excessive variation of grades within a course (a) poses a risk to student success and (b) could potentially be the result of assessment design (i.e. lack of shared assessment principles/philosophies/frameworks). Our presentation demonstrates how student performance varies across time and the extent of these grade variations at UCT and how a campus-wide comprehensive assessment framework may work to rectify them, ensuring equitable educational opportunities and fostering a supportive academic environment (or the removal of unreasonable barriers to student success).

SHOW & TELL



[BACK
TO
CONTENTS](#)



Assessment in a South African context: Addressing inequality through assessment for student career growth

Author: Mogamat Abrahams

Contact author: abrmog043@myuct.ac.za

Faculty: Humanities

Department: Social Sciences

Format: Scholarly, higher education research and project-based presentations (20 + 10 mins)

Theme: Decolonial, socially just and humanistic assessments; Innovative assessment

Career guidance facilities, such as career services or annual exhibitions, remain the main approaches used by higher education institutions to assist students in determining their career paths. However, studies have concluded that these methods are not effective. Furthermore, transformation of attitudes, assessment and curriculum is needed in the education sector in order to contribute to career guidance (Sefothu, 2017).

Students of colour face a disadvantage on career guidance at high school as a result of apartheid policies (Viljoen & Maseko, 2013). Previous research has emphasised the importance of transformation in this area, but there is a lack of guidance on implementation. This study focuses on implementation, specifically in terms of: (1) the use of career services by students at UCT and its effectiveness; and (2) how we can integrate career guidance into the university assessment model.

My study looks into the contribution of assessments to students' career choices and how we can practically optimise these benefits. Looking into the future, we need to produce graduates that have an in-depth understanding of the career paths they are carving. This is a key area that would allow us to contribute to addressing inequality in South Africa. Thus, having a university that is addressing social justice uniquely in its curriculum and assessment.



Assessment innovation with computerised adaptive tests: Unlocking student potential

Authors: Tatiana Sango & Precious Mudavanhu

Contact author: tatiana.sango@uct.ac.za

Faculty: Centre for Higher Education Development

Department: Centre for Educational Assessment

Format: “Stand up” presentation

Theme: Digital modes of assessment

Computerised adaptive tests (CAT) have proven over the years to have many advantages over traditional tests. For example, CAT may reduce testing time (Weiss & Kingsbury, 1984) and promote a better examination experience, resulting in increased student motivation. CAT takes into account the individual differences of students, offers the advantage of precise student profiling and provides detailed insights into their strengths and weaknesses. The core purpose of this innovative assessment instrument is to serve as a diagnostic tool that identifies areas where students may require targeted support and improvement. The central idea is to understand what students know (as opposed to what they do not know) and build on their expanding knowledge profiles.

While CAT was introduced decades ago and has been widely used in the Western world, its implementation in the South African education system has been limited. This poster presentation aims to provide some insights into what computerised adaptive tests are, their significance, and the role they can play as precise assessment tools in enhancing students’ potential for success in higher education. Through a pilot study involving Grade 11 mathematics students, we will discuss the initial implementation of CAT, sharing our analyses related to students’ experiences, test design, performance data, item administration patterns, and preliminary findings and observations. Our Grade 11 mathematics assessment instrument was designed with a specific focus on understanding how CAT leverages adaptive technology to customise the difficulty of test items based on each student’s demonstrated proficiency level. This approach ensures that the assessment provides accurate and actionable insights into students’ mathematical abilities.

Reference:

Weiss, D. J., & Kingsbury, G. G. (1984). Application of computerized adaptive testing to educational problems. *Journal of Educational Measurement*, 21(4), 361-375. <https://doi.org/10.1111/j.1745-3984.1984.tb01040.x>



How to and how not to assess

Author: Fatemah Camroodien-Surve

Contact author: fatemah.camroodien-surve@uct.ac.za

Faculty: Health Sciences

Department: Department of Health and Rehabilitation Sciences

Format: Show & tell / stand up presentation

Theme: Decolonial, socially just and humanistic assessments

As a clinical educator at a training institute, one is inevitably involved in the assessment of students – whether it is with formative or summative assessments, or whether it is with low or high stakes assessments. We often hear the phrases, ‘assessment drives student learning’ and at the same time the ‘educator’s assessment, measures learning’ – but do these two components align? In Health Sciences, assessment methods may traditionally be inherited from predecessors, as was the case in the course that I convene. Yet, even with years of questioning the tool, the tool still gets used, albeit with minor changes. Perhaps the Mezirow’s ‘disorienting dilemma’ experience was needed, before making substantial changes?

My journey of adapting and creating a new assessment tool started when I enrolled for the PGDip in Health Professional Education (HPE). The tool I will present is an assessment rubric for the third- year Speech Therapy clinical oral examinations, which was initially inherited and adapted from previous lecturers who used it to assess final-year Speech Therapy students. The PGDip validated the theory behind my teaching and similar to evidence – based clinical practice, educators need to practice evidence – based teaching thus I embarked on reviewing my assessment practices in particular. The test fairness framework (TFF) (Kunnan, 2010) was a useful framework to examine the current assessment method I was using. It highlighted a few gaps in the method of assessment, that were at times consistent with the ‘feeling’ that something needed to be changed in the assessment tool.

My presentation will focus briefly on the overall method of assessment, which is oral examination, including some of the pros and cons within my course. I will then continue into more detail about the actual assessment rubric, when I piloted it and the way forward to refine it further.

Kunnan, A.J. (2010). Statistical analyses for test fairness. *Revue Française de Linguistique Appliquée*, 15 (1), 39-48.



Learning with Bauhaus: Re-thinking assessments in line with the Staatliches Bauhaus art school approach

Author: Nadja Daehnke

Contact author: nadja.daehnke@uct.ac.za

Department: Irma Stern Museum, Properties and Services

Format: Show & tell / stand up presentations (10 + 5 mins)

Theme: Decolonial, socially just and humanistic assessments

The Staatliches Bauhaus, commonly known as the Bauhaus, was an art school in Germany operational from 1919 to 1933 that combined crafts and the fine arts. The Bauhaus was an experiment that included not only revolutionary teaching methods, but also radical re-thinking of assessment methods. The proposed paper considers how the ethos of these Bauhaus assessment methods could be seen as a template for rethinking assessment in the current South African context, including and beyond art and design teaching.



Co-creating knowing for learning: What is the educational value of ChatGPT?

Authors: Ilse Lubbe & Nikki Schönfeldt

Contact author: ilse.lubbe@uct.ac.za

Faculty: Commerce

Department: Accounting

Format: Show & tell / stand up presentation

Theme: Artificial intelligence and assessment

The specialised nature of accountancy requires an understanding of terms, meanings and concepts ('knowing that') and practising the application of the accounting process ('knowing how'). Within the specialised field of accounting for business combinations and consolidations, students must grasp significant terms, processes and procedures associated with accounting transactions and events. Given the limited understanding of the impact of generative AI and LLMs on student learning, this study explores the performance of an LLM, ChatGPT, in explaining concepts in business combinations and consolidations. The preliminary findings are that ChatGPT is relatively accurate in describing the concepts and may be an effective tool to help students with descriptions of theoretical knowledge ('knowing that'); i.e. providing information on the meaning of a concept. However, the current version of ChatGPT is not as effective in explaining the application of concepts, although it can identify some basic steps in the consolidation process. The output produced by ChatGPT, when prompted to apply the consolidation process, contains several fundamental errors, which suggests LLMs are not suitable for demonstrating the correct application of these concepts ('knowing how').

BACK
TO
CONTENTS



A Western Cape evaluation of the new family medicine rotation for medical interns

Author: Jennie Morgan

Contact author: jennie.morgan@uct.ac.za

Faculty: Health Sciences

Department: Family, community and emergency care (FaCE), Division of Family Medicine

Format: Show & tell / stand up presentation

Theme: Programmatic assessment approaches

In 2021, South Africa introduced a six-month internship rotation in family medicine in the second year of a two-year internship programme for newly qualified doctors. This was a major change from the previous three-month training in family medicine. The medical disciplines in South Africa needed to know if this change in the internship programme was worthwhile and successful. The aim of this study was to assess the new family medicine rotation for medical interns at district health facilities in the Western Cape.

Descriptive exploratory qualitative research included six intern programmes across the province. Overall, eight interns, four managers, four supervisors and four intern curators were included. Individual semi-structured interviews were conducted and analysed. Three major themes emerged, namely: the orientation and arrival of interns; their learning during the rotation; and impact on health services. A programme theory was developed that defined the key inputs, processes and outputs.

The new rotation in family medicine was positively experienced by most interns, supervisors and managers. This study will form part of an exploratory sequential mixed methods study that incorporates the key issues into a questionnaire for a descriptive survey of all interns in a subsequent study.



Blessings and lessons: Students with disabilities in the classroom

Authors: Sumaya Gabriels & Alexander Henry

Contact author: sumaya.gabriels@uct.ac.za

Faculty: Health Sciences

Department: Department of Health and Rehabilitation Sciences

Format: Show & tell / stand up presentation

Theme: Decolonial, socially just and humanistic assessments

The Division of Disability Studies offers a Higher Certificate in Disability Practice (HCDP), which is a one-year, NQF Level 5 qualification. Graduates work as community rehabilitation workers being of service to, supporting and advocating for (and with) persons with disabilities and their families. This academic programme is made up of theory and practical/skills-based courses. In 2022, three students with disabilities joined our HCDP programme. This included a student who is blind, one who is a wheelchair user and a student with a hearing impairment. This has been a fantastic blessing for our programme, filled with many teachable moments for lecturers and students alike. Our students with disabilities gifted us and our programme with opportunities for us to push the boundaries and our thinking about teaching, learning and assessment. We have been creative in ways that we have taught and assessed our students with disabilities and will share the lessons learned. These lessons will be useful in helping us all think about a humanising praxis that is underpinned by marrying the principles of access, inclusion and belonging for an improved higher education landscape for all.



Enhancing assessment practices in health professions education: Bridging gaps and embracing challenges

Authors: Jacqueline van Wyk, Lunelle Pienaar & Francois Cilliers

Contact author: jacky.vanwyk@uct.ac.za

Faculty: Health Sciences

Department: Health Sciences Education

Format: Show & tell / stand up presentation

Theme: Decolonial, socially just and humanistic assessments;
Enhancing Assessment practices

BACK
TO
CONTENTS

This presentation highlights an initiative aimed at enhancing assessment practices in the Faculty of Health Sciences related to issues identified in regular HPCSA accreditation reports. The problem at hand involved discrepancies between existing assessment practices and university assessment policies; as well as a need to align assessments with course outcomes and credits, and enhance validity through better alignment with exit-level outcomes. Additionally, there was heightened awareness of assessment practices due to the emergency remote teaching experience.

To address these challenges, we embarked on an initiative to create a safe space to engage with assessment-related challenges. Using a template we invited all undergraduate programmes within the faculty to engage and review their decisions and practices around assessments at a course level. We scheduled report back and discussion sessions for all the programmes the FHS and selected a purposive sample of courses to represent issues related to challenges in the MBChB programme.

The initiative led to programme-level presentations from various departments, revealing idealised representations of assessment practices and misunderstanding regarding credit load. The presentations illuminated an opportunity to enhance assessment literacy. Moving forward, efforts will focus on clarifying misconceptions about in-course assessments, promoting a culture that embraces challenges, and triangulating data from various sources for informed decisions in the faculty. The findings additionally offer opportunities for faculty development and to build on findings from findings from doctoral research conducted in the FHS to shape future assessment practices and pedagogy.



The impact of feedback in shaping competent emerging health professionals

Author: Feroza Cassim

Contact author: feroza.cassim@uct.ac.za

Faculty: Health Sciences

Department: Health & Rehabilitation Sciences

Format: Show & tell / stand up presentation

Theme: Feedback practices and literacy from student perspectives

BACK
TO
CONTENTS

The development of competent health professionals is the core focus of a health professions undergraduate education programme. The progression toward developing these exit competencies in clinical education relies on the provision of feedback provided by educators during the students' training in practice. This process is challenged in higher education when feedback processes are inadequate, inconsistent, or not constructive, challenging the student in the implementation of the feedback.

Clinical education spaces operate on the assumption that educators possess the sufficient skills and competencies that are required for teaching and assessing, however, the evidence suggests that educators in health profession training programs often lack formal training in educational methodology and that teaching experience alone is insufficient as an indicator of an educator's ability to provide effective feedback.

A qualitative descriptive research design was utilised to explore the barriers and opportunities which occupational therapy students faced in clinical education, in their mental health practice learning placements, during the pandemic. The findings form part of a larger study.

Findings highlight that the role of the educator and the use of ineffective feedback styles contributes to health science students questioning their competencies in practice and instills feeling of performing poorly. The learning experience is further compounded with anxiety when assessment methods carry an academic mark, negatively influencing confidence levels in students when being observed and assessed without sufficient feedback prior to the assessment.

Where clinical educators lack clarity in the ability to assess competently and there is insufficient collaborative assessment between multiple educators it has been established to negatively influence feelings of preparedness for assessment. Students respond positively to feedback which includes suggestions on how to practically improve in their clinical skills whereas critical feedback results in being overwhelmed and uncertain, leading to feelings of being setup for failure in future assessments. Effective and regular opportunities for constructive feedback in clinical education foregrounds the opportunity for shaping competent emerging healthcare professionals upon graduation.



Creating supportive practice learning environments

Author: Shireen Damonse

Contact author: shireen.damonse@uct.ac.za

Faculty: Health Sciences

Department: Health and Rehabilitation Sciences

Format: Show & tell / stand up presentation

Theme: Changing the face of assessment

The Higher Certificate in Disability Practice (HCDP) is a one-year, NQF Level 5 qualification offered by the Division of Disability Studies. The graduates work as community rehabilitation workers (RCWs) in the community, as well as in various institutions. As part of their role as employees, they are of service to people with disabilities by supporting and advocating for them and their families. The course is comprised of theory and practical components, which include being placed into different work placements for four five-week blocks.

This year has been a different year for us, in that, for the first time, we have three students with disabilities in the programme, one with a hearing impairment, a classified blind student, and a wheelchair user.

BACK
TO
CONTENTS

Since the start of the year, we have had to be creative in teaching, providing learning opportunities and assessment. The personnel at the sites which usually host our students for practical blocks have never had the opportunity to work alongside students with disabilities as colleagues, as persons with disabilities are usually the client base. This new way of teaching and assessing has made everyone involved in the development of these students as RCWs think more intently about the principles of inclusion and assessment so that these students have a sense of belonging within the university classroom and, subsequently, as employees.



From the individual to the collective: Repositioning assessment as a social practice

Authors: Cheng-Wen Huang, Shanali Govender & Daniela Gachago

Contact author: cheng-wen.huang@uct.ac.za

Faculty: Centre for Higher Education Development

Department: Centre for Innovation in Learning and Teaching

Format: Show & tell / stand up presentation

Theme: Decolonial, socially just and humanistic assessments

Although assessment theorists have long argued that assessment is a contextually located social practice, objectivist and psychometric discourses about assessment persist. The Covid-19 pandemic, in many contexts, unsettled and denaturalised practices, creating a critical disruptive moment. This paper presents a reflection on what this moment might suggest about assessment beliefs and practices. Reviewing comments received through an institutional survey, we argue that dominant concerns about academic integrity and mark inflation surface discourses of assessment for certification and accountability. Exploring examples of assessment practices that were captured during the emergency remote teaching period, we highlight some factors that influence design. Drawing on Bourdieu's theory of practice, we contemplate the conditions of field and capital that create opportunities for change. We propose that change is contingent on the complex interplay of the capital and habitus of agents, as well as the nature of the field. We reaffirm the case for positioning assessment as a social practice, arguing that this enables the conditions for discussion, negotiation and scrutiny on the purpose of assessments, what is being valued and not valued, and who is benefiting or being marginalised from particular assessment practices.

BACK
TO
CONTENTS



Neurodiversity in a 'one-size-fits-all' curriculum

Authors: Feroza Amien & Jawaya Shea

Contact author: feroza.amien@uct.ac.za

Faculty: Health Sciences

Department: Division of Public Health Medicine

Format: Show & tell / stand up presentation

Theme: Decolonial, socially just and humanistic assessments

The persistence of Eurocentric perspectives in South African education hinders the inclusivity of neurodivergent individuals. Despite transformation efforts, colonial ideologies still dominate, marginalising those with different learning styles. Approximately 20% of higher education learners report disabilities, yet screening for learning difficulties is often inaccessible, limiting students' access to necessary accommodations. Inclusive education which integrates neurodiversity into teaching is crucial.

This presentation will explore the experiences of a UCT academic and PhD candidate who was diagnosed with Attention Deficit and Hyperactivity Disorder (ADHD) while undertaking her PhD research. There are valuable lessons embedded in her experience about the challenges of being neurodiverse in a primarily neurotypical academic environment designed for neurotypical persons, such as those related to repetitive cycles of missed deadlines and inadequate preparation for assessments leading to high levels of anxiety, burnout and subsequent depression accompanied by feelings of inferiority, inadequacy and imposter syndrome. However, these issues are directly linked to common ADHD-associated issues such as poor executive function, poor memory, slow processing speeds and time blindness.

This presentation highlights the need for academic institutions to provide reasonable accommodations; and aims to raise awareness of diverse learning needs and available services, encouraging educators to support students requiring accommodations while addressing barriers to access these services.

BACK
TO
CONTENTS



Assessments supporting working students in a Public Mental Health PGDip

Authors: Shaheema Allie, Katherine Sorsdahl, Rizwana Roomaney, Ashraf Kagee, Nadine Hamman, Andrew Deacon, Claire van der Westhuizen

Contact author: claire.vanderwesthuizen@uct.ac.za; shaheema.allie@uct.ac.za

Faculty: Health Sciences

Department: Alan J Flisher Centre for Public Mental Health, Department of Psychiatry & Mental Health

Format: Show & tell / stand up presentation

Theme: Digital modes of assessment

The new PGDip in Public Mental Health aims to fill the gap in public mental health training by preparing working students across Africa to contribute to public mental health on the continent. The PGDip is also designed to provide a stepping stone to further postgraduate study. Four courses were designed as part of an inter institutional collaboration with Stellenbosch University, and with faculty from five different academic institutions in 4 other African countries. Amathuba is used for delivering the courses and structuring the learning experience, providing access to lecture videos, readings and other learning activities. Additionally, the students participate in regular webinars and online discussions.

The assessments are central in the course design with an overarching assessment conceptualised as a product that could either add value to a student's working environment or be used as a Masters research protocol. The course team employed a developmental approach to academic writing and research literacy by offering students a 'soft' and 'hard' deadline to allow feedback and resubmission of protocol components. For the other formative and summative assessments, the four courses adopted slightly different assessment designs and aimed to provide diverse approaches to assessing students' progress towards the course learning objectives. How students responded presented some insights into what resonated with working students and what they found challenging. The lessons learned from the first year of this PGDip have challenged our initial assumptions around the support needed in a post-pandemic online context.



First-year student engagement in a quantitative literacy classroom

Author: Yasheemah Williams

Contact author: yasheemah.williams@uct.ac.za

Faculty: Centre for Higher Education Development

Department: Academic Development Programme

Format: Show & tell / stand up presentation

Theme: Digital modes of assessment

BACK
TO
CONTENTS

Student engagement in higher education has been discussed frequently since the mid 1990s. It is also present in many discussions on higher education policies. But what is student engagement? According to Vicki Trowler (3): “Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution.”

3 different activities were used to encourage student engagement which will be demonstrated and talked through.

Engagement in the classroom was measured by student attendance and involvement in the class to improve learning. One way of getting students to engage, an activity used in the classroom to attempt to make the learning of qualitative literacy more enjoyable was implementing the use of digital applications such as Wooclap and Kahoot. Kahoot would score the students based on correct answers. These scores and rankings were visible to all students, allowing them to identify themselves amongst the ranking of their peers; students could use pseudonyms to conceal their identity if they wanted to. The advantage was that students enjoyed the incorporation of technology in the classroom, as well as being competitive among their peers. On the other hand, the advantage of Wooclap was that the responses were anonymous, and students could see what commonalities they had with other students in the classroom.

Another activity was giving students a day to do self-learning. This would take the process of lecture material being made available to them on a set day. Students needed to complete a quiz online which would count as attendance. The following day the lecturer would then provide students feedback on the completed quiz and discuss it with the students.

Trowler, V., 2010. Student engagement literature review. The higher education academy, 11(1), pp.1-15.



Generative AI based assessment to engage students' critical skills in the Humanities

Author: Andiswa Mfengu

Contact author: andiswa.mfengu@uct.ac.za

Faculty: Humanities

Department: DKIS

Format: Show & tell / stand up presentation

Theme: Artificial intelligence and assessment

BACK
TO
CONTENTS

Information literacy or competency is an essential skill, that students need to find, evaluate and use information. With the prevalence of misinformation, fake news, and disinformation information literacy has become a vital skill for students as it forms the basis for lifelong learning. Information literacy and other literacies, such as AI literacy, are important skills for individuals in today's connected society in

order to navigate the information abundance and proliferation of digital technologies and ensuring that individuals can navigate the information space ethically and effectively. With the emergence of AI generative tools, Introduction to Social Informatics course (LIS1000S), a first year Khanyisa Course, used an AI based assessment to actively engage students and to develop their critical skills in relation to using generative AI tools. Generative AI is a type of machine learning that is capable of producing text, images, code, video, music, and other types of output. Generative AI tools can assist students in their daily lives and in their studies. Like any tool, ethical, evaluative and appropriate use is key. Hence this course used a practical assignment which gave students prompts to apply in the tools and then reflect on the outputs. This is because critical thinking and evaluation needs to be applied to the content that is produced by generative AI tools. Some of the key aspects of the assessment was for students to verify the content generated to make sure it is credible as well as consider the biases that may be shaping the creation. The assessment got students to think about their use of generative AI tools by considering some of the key principles in AI literacy such as accuracy, academic integrity, accessibility, creatorship, bias and accessibility. The presentation will reflect on the assessment and how it raised awareness and equipped students with AI literacy.



Higher education for good

Authors: Laura Czerniewicz, Aleya Ramparsad Banwari, Kristin Van Tonder, Jabulani Leteane, Philip Dambisya & Jess Auerbach Jahajeeah

Contact author: Aleya Ramparsad Banwari

Faculty: Centre for Higher Education Development

Department: Centre for Innovation in Learning and Teaching

Format: Show and tell

Theme: 'Good' education and its implications for assessment

This short presentation will address the issue of what 'higher education for good' would, could and should look like in a very rapidly changing world, and will consider what these reflections might mean for assessment. Firstly, the presenters will describe the tenets of higher education for good, as they emerged from a collection of chapters on this theme in a soon-to-be-published book, and reflect on a design justice approach for Universal Design for Learning.

WORKSHOPS



**BACK
TO
CONTENTS**



Know your course and students: A DASS workshop on data analytics

Authors: Kende Kefale, Stephen Marquard, Riashna Sithaldeen, Jaamia Galant, Sanet Steyn & Dimakatso Sebothoma

Contact author: kende.kefale@uct.ac.za

Faculty: Centre for Higher Education Development

Department: Centre for Innovation in Learning and Teaching

Format: Workshops (120 mins)

Theme: Other (Data Analytics for Teaching and Learning)

The Data Analytics for Student Success (DASS) team at UCT has dedicated three years to the development and enhancement of the 'Know Your Course and Students' (KYCS) reports. KYCS reports provide data analytics that give you a profile of your students and the historical performance of students on the course. We are excited to invite you to take advantage of an exclusive opportunity to delve into the KYCS report for your course at this workshop. This event promises to be an informative and interactive session that will empower you to gain deeper insights into your courses and students.

Workshop outline

1. Introduction to DASS and KYCS (15 min)

- Learn about the rationale behind KYCS and its development process.
- Explore the intricate details of the KYCS reports.
- Discover how KYCS can significantly impact your course design.

2. Student profiles and achievement gaps (45 min)

Engage in thought-provoking discussions centred around three key questions from your KYCS report:

- How diverse is the profile of students on your course, and what implications does this have for your teaching?
- What are the historical achievement gaps in this course and what implications does this have for your teaching?
- What innovative interventions can you envision, inspired by the insights from the KYCS reports?

3. National Benchmark Tests (NBT) diagnostics for course design (30 min)

Learn how to maximise the benefits of the KYCS NBT diagnostics section by getting to know students' performance on the NBT subdomains. The following questions will guide the group discussions:

- What are the foundational knowledge domains that influence your students' performance?
- What innovative interventions can you envision, inspired by the insights from the NBT subdomain performance?

BACK
TO
CONTENTS

4. Plenary discussion (30 min)

The wrap-up plenary discussion will seek to:

- Provide clarification and answers to any questions you may have regarding the reports.
- Provide a space in which you can share your suggestions and ideas on additional elements you'd like to see in the reports.
- Provide feedback on the content and delivery of the KYCS reports.
- Allow participants to reflect on the workshop's key takeaways and outcomes.

In preparation for the workshop, please send us (dass@uct.ac.za) the course code of a course you are teaching so that we can generate a KYCS report for discussion in the workshop.



Learning for mastery at UCT

Authors: David Straughan & Caleb Anderson-de Waal
Contact author: davidoliverstraughan@gmail.com
Faculty: Engineering & the Built Environment
Department: Department of Mechanical Engineering
Format: Workshop (120 mins)
Theme: Decolonial, socially just and humanistic assessments

BACK
TO
CONTENTS

My name is David Straughan and I would like to invite you to a workshop that aims to find ways to improve learning and assessment at UCT through mastery learning.

Mastery learning is an educational model that assumes most students can achieve a high level of understanding or skill if they are given the appropriate time and resources. The purpose of this model is to try and ensure that all graduates complete their degree programme with a deep level of understanding of their field of study, regardless of their socio-economic or cultural background. This is in contrast to the grading system, which is used by most higher education institutions, including UCT. The grading system measures how each student performs relative to their peers or against a set standard within a set timeframe.

The purpose of this workshop is to consider how a mastery learning model could improve the quality of education and quality of life of UCT students while addressing the socio-economic and mental health problems exacerbated by present assessment methods at UCT. We will also discuss the potential drawbacks of a mastery learning model and the practical challenges of implementing such a system at UCT.

Workshop outline

- Introduction: What is learning for mastery? (20 mins)
- **Discussion 1:** In a South African context, what problems in the grading system need to be solved? (20 mins)
- **Discussion 2:** If mastery learning is implemented at UCT, how might it benefit students and academic staff? (20 mins)
- Break (10 mins)
- **Discussion 3:** If mastery learning is implemented at UCT, what problems could it cause? (20 mins)
- **Discussion 4:** What are the practical challenges of implementing a mastery learning system? (15 mins)
- **Discussion 5:** How can these practical challenges be addressed? (15 mins)



Implementing a decolonial approach towards valid assessment practice

Author: Michelle Hannington & Pam Gretschel
Contact author: michelle.hannington@uct.ac.za
Faculty: Health Sciences
Department: Health and Rehabilitation Sciences
Format: Workshop (120 mins)
Theme: Decolonial, socially just and humanistic assessments

Educators often recognise the need for decolonising assessment practice, but may not be familiar with practical ways in which to implement this. There may also be concerns that engaging in decolonising approaches may compromise the validity of the assessment methods and outcomes. Validity is often understood as a characteristic of the assessment method used to describe whether it assesses what it proposes to assess. However, other discourses of validity can offer greater alignment with both current practice and efforts towards decolonising assessment. Validity as an argument-based evidentiary-chain describes validity as a decision-making process which focuses on the interpretation of assessment results with consideration for the student cohort, context and discipline. Secondly, validity is a social imperative. This foregrounds the consequences of assessment for both the individual student and at societal levels. These two discourses align clearly with a decolonial approach. The three key aspects of decolonial approaches described by Chasi (2021) – criticality, positionality and pluriversality – will be utilised to guide thinking on how to decolonise assessment practice. This involves: (1) critical examination of hegemonic discourses, paradigms and practices; (2) reflexivity on intersecting identities and positionality; and (3) developing assessments that support multiple knowledges and ways of doing.

Workshop outcomes

- Participants will be able to understand the three discourses of validity.
- Participants will be able to identify potential barriers and enablers to valid assessment, within their own discipline and context.
- Participants will understand what decolonising assessment is.
- Participants will be able to use the three key aspects of decolonising assessment to review and reform valid assessment practice.

Workshop outline

- 15 min** – Introduction to valid assessment and decolonising assessment
- 15 min** – Small group work: Identify barriers and enablers to valid assessment in the context of decolonising assessment
- 15 min** – Feedback in larger group
- 15 min** – Three key aspects of a decolonial approach
- 30 min** – Small group work using three key aspects to review and reform valid assessment practice
- 20 min** – Feedback in larger group
- 10 min** – Workshop reflections and closing

BACK
TO
CONTENTS



Pedagogy, play and power: Exploring the ways in which gaming can be used as a decolonial feminist tool in the classroom

Author: Andrea Alexander

Contact author: andrea.alexander@uct.ac.za

Faculty: Humanities

Department: African Feminist Studies

Format: Workshop (90 mins)

Theme: Decolonial, socially just and humanistic assessments

A hierarchy exists within academia which renders unequal power differentials between students and academic staff members. This is transposed onto the ways in which students and academic staff engage with one another during teaching and learning. Coupled with this, unequal power differentials and language also become a gatekeeping mechanism for students' ability to feel a sense of belonging and actualise their capacity for knowledge production in the academy.

The purpose of this study is to explore the ways in which playing games functions as a decolonial pedagogic method for teaching and learning in African feminist studies and include students as producers of knowledge. This will be done through a qualitative study that emphasises feminism and decoloniality as a theoretical framework. This dataset was co-created by means of playing the board game ('Clue & A') which seeks to promote conversation on diversity, transformation and decolonisation in the higher education. The contributors to this study were university students enrolled for courses in the African Feminist Studies department. For this study, thematic analysis was used to surface the themes of creating academic communities, space and language and play as pedagogy. This presentation will be in the form of the workshop to demonstrate the learning tool.

Workshop outline

Introduction	10mins
Motivation behind the research	10mins
Findings from the research	20mins
Demonstrating the decolonial feminist tool	30mins
Rules of the game	
Gameplaying session	
Group reflection on the key learnings from the gameplaying experience	15mins

**BACK
TO
CONTENTS**



Enabling accessible blended learning for equity (ENABLE): Spotlight on assessment

Authors: Yakhuluntu Dubazana, Cheryl Hodgkinson-Williams, Nadine Hamman & Lara Karassellos

Contact author: yakhuluntu.dubazana@uct.ac.za

Faculty: Centre for Higher Education Development

Department: Centre for Innovation in Learning and Teaching

Format: Workshop (150 mins)

Theme: Decolonial, socially just and humanistic assessments

The Enabling Accessible Blended Learning for Equity (ENABLE) framework, pioneered by the Redesigning Blended Courses project in the Centre for Innovation in Learning and Teaching, represents an ongoing endeavour to make UCT courses more inclusive, accessible and equitable. While still under development, the framework promises to refine processes which can make deliberative course planning, student-centred learning, responsive teaching, flexible assessment and feedback, expansive evaluation and reflection and the development of materials and technology for all the above, coherent, appropriately flexible and manageable. This interactive workshop highlights the assessment component of the ENABLE framework.

Participants will gain insights into our evolving course design tool that focuses on accessible, equitable and inclusive assessment strategies, briefing, rubric and grading methods and techniques, as well as constructive feedback to students.

Attendees are invited to bring their assessment outlines, rubrics, and/or marking schedules for a collaborative working session. This workshop will not only serve as a knowledge exchange platform, but also as an opportunity for refining ENABLE's assessment course design tool and associated notes based on real-time academic feedback.

Workshop outline

Introduction: Introduction to the ENABLE framework, including a brief overview of Universal Design for Learning (UDL) and how this informs inclusive and flexible assessments.

Working session: Small collaborative group work using the ENABLE assessment section of the course design tool to engage with their own assessment practices.

Workshop wrap-up: Key take-aways



What's your blend? Making use of blended learning strategies for more effective student learning

A workshop hosted by CILT discussing options for using blended learning approaches featuring three cases of existing practice. [Facilitated by Nawaal Deane, Head of Online and Course Curriculum Design and Janet Small, Course dev manager with Ass Prof Jimmy Winfield; Dr Aditi Hunma (Moeain Arends) and Dr Gwyndolen Ortner.

Worldwide, university teachers are recognising that it is no longer a simple choice of teaching and learning online vs in the classroom. Blended learning is the thoughtful integration of online and in-person learning interactions with the intention of increasing access, flexibility, participation and customisation of the learning experience (CILT ENABLE framework, 2023).

UCT is a fully contact institution embedded in a digitally enabled world, and as much as other parts of life, technology and education are now intertwined. While never diminishing the difficulties of Emergency Remote Teaching (ERT), getting to grips with online tools and technologies during that time has given many teaching staff more confidence to experiment with blended learning.

There are ever expanding opportunities and means to connect with students to enhance learning. Improving students' success is a pressing priority, and in the cases identified, three lecturers share blended learning strategies that have had positive impacts on their students' learning.

In this workshop, we have invited three colleagues teaching undergraduate classes to describe some of the blended learning strategies they have adopted for their disciplines, their rationale and the student feedback.

Course blend - example 1: Accounting large first year class (Ass Prof Jimmy Winfield)

Course blend - example 2: Writing first year extended degree course - (Drs Aditi Hunma and Moeain Arends)

Course blend - example 3: Language learning - Dr Gwyndolen Ortner

You will be able to choose to attend one of the featured 'blends' to look at how they have set up their course blend and engage in a detailed discussion about their experiences and consider how you could adapt any of these approaches.

A CILT learning designer will also be available for questions and to arrange follow-up support, if needed.

Introduction to workshop - **30 minutes**

Parallel breakout sessions profiling the cases: **45 minutes**



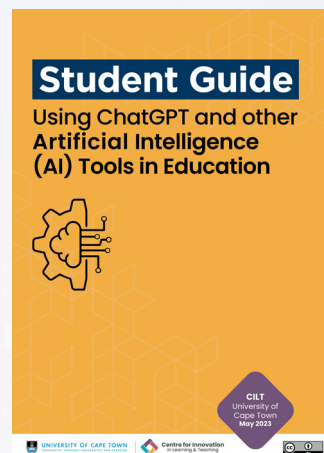
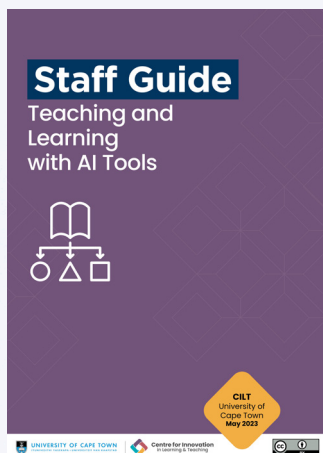
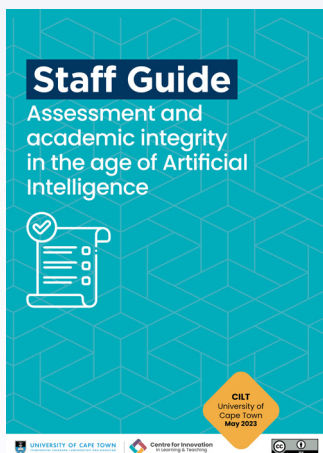
Resources on generative AI in teaching, learning and assessment

Having insights into how Artificial Intelligence (AI) impacts activities and practices at universities has become essential. The Centre for Innovation in Learning and Teaching (CILT) has developed resource guides and hosted discussions on the implications of AI for teaching, learning, and assessment.

The guides draw on experiences globally covering the ethical use, risks, and opportunities for generative in a university context. Our series of panel discussions, accessible on our YouTube channel, explore experiences and perspectives of the UCT community. We encourage everyone to investigate how AI tools may have an impact. The implications, limitations, and challenges are being widely debated, and we invite contributions to shape how the university responds.



Visit our website page



Click on covers to view guides

