DUT

DURBAN UNIVERSITY OF TECHNOLOGY

INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

ENVISION2030

transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence

THE World University Rankings 2023 TOP 600

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DUT
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INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

DEPUTY VICE-CHANCELLOR TEACHING & LEARNING

SAIDE CONFERENCE

JUNE 2024

ALEX MNGENGE, SHOBA RATHILAL MZWANDILE KHUMALO

INTRODUCTION & CONTEXT
PRELIMINARY STUDY

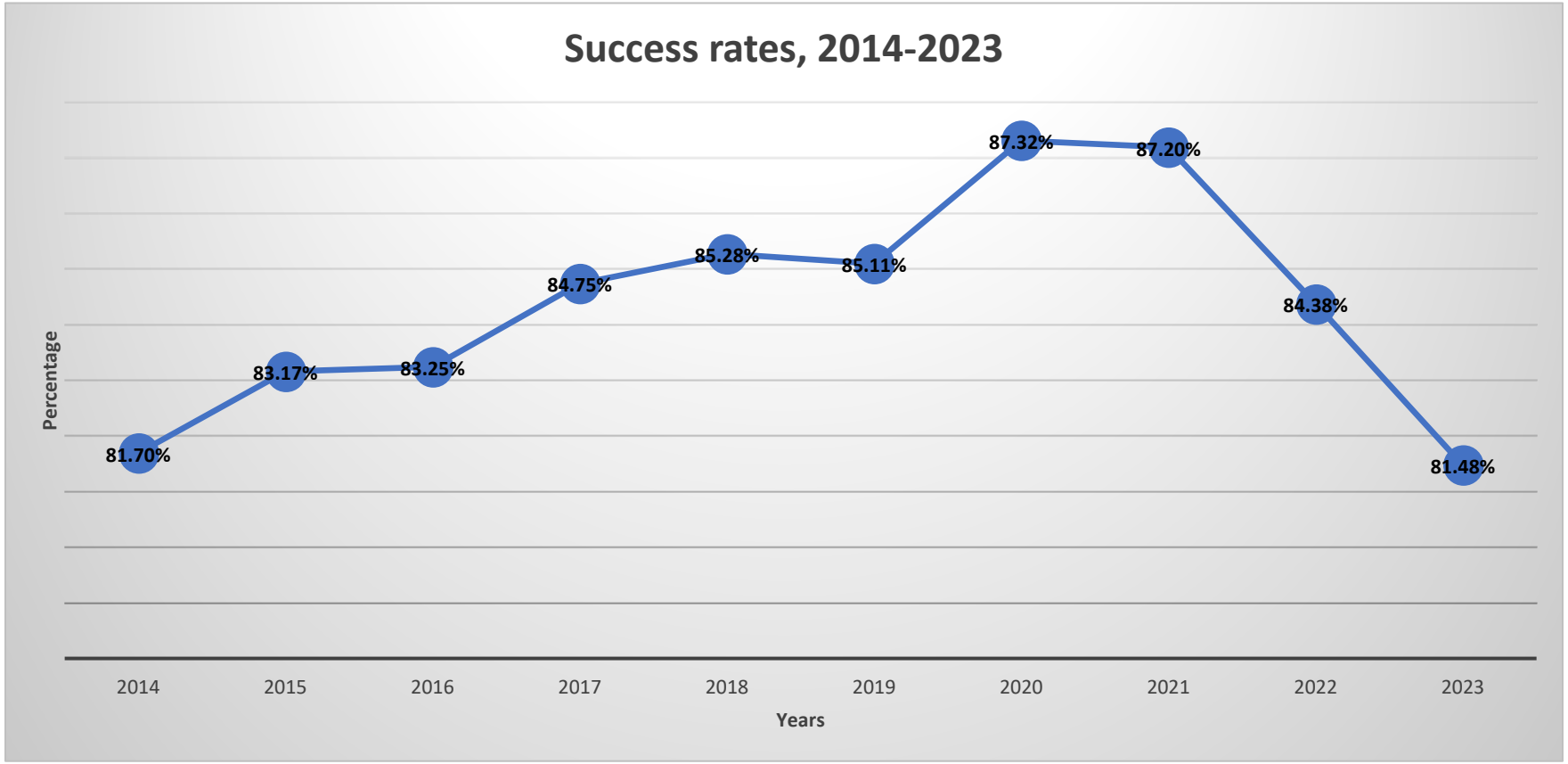
I. **Enrolment Management**:

I **SIYA 3.0 Proposal**

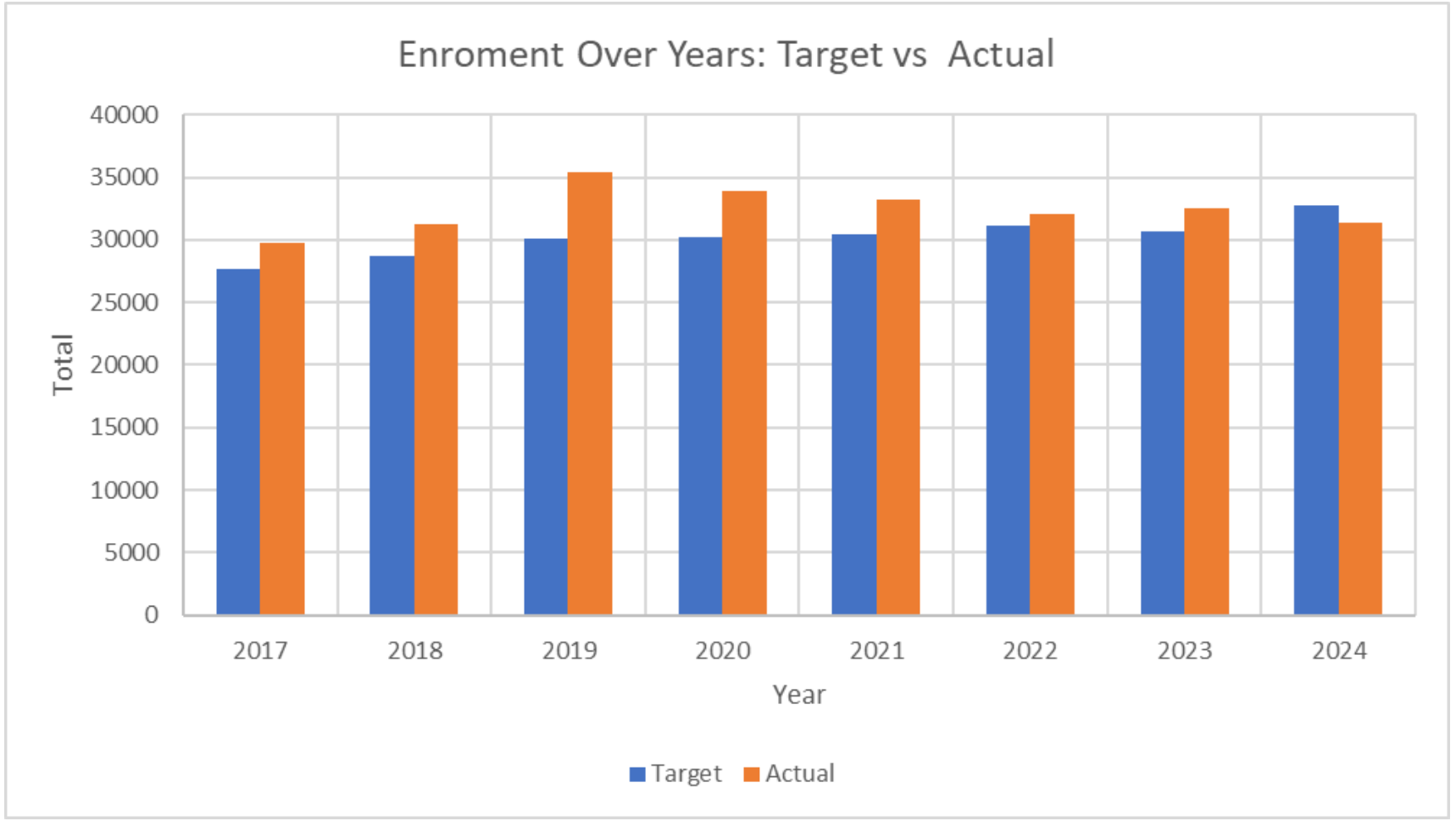
I. **FTEN, Total Enrolment and Graduation Rate:**

I. **Increase in the bulge:**

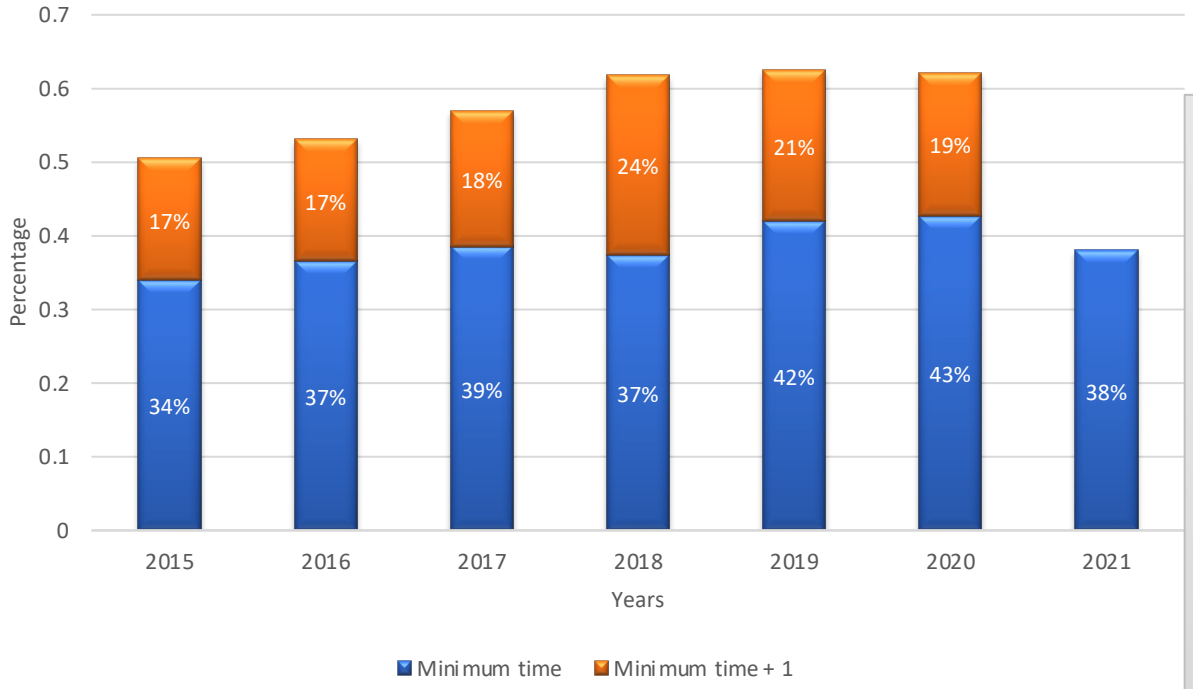
SUCCESS RATE: 2014-2023



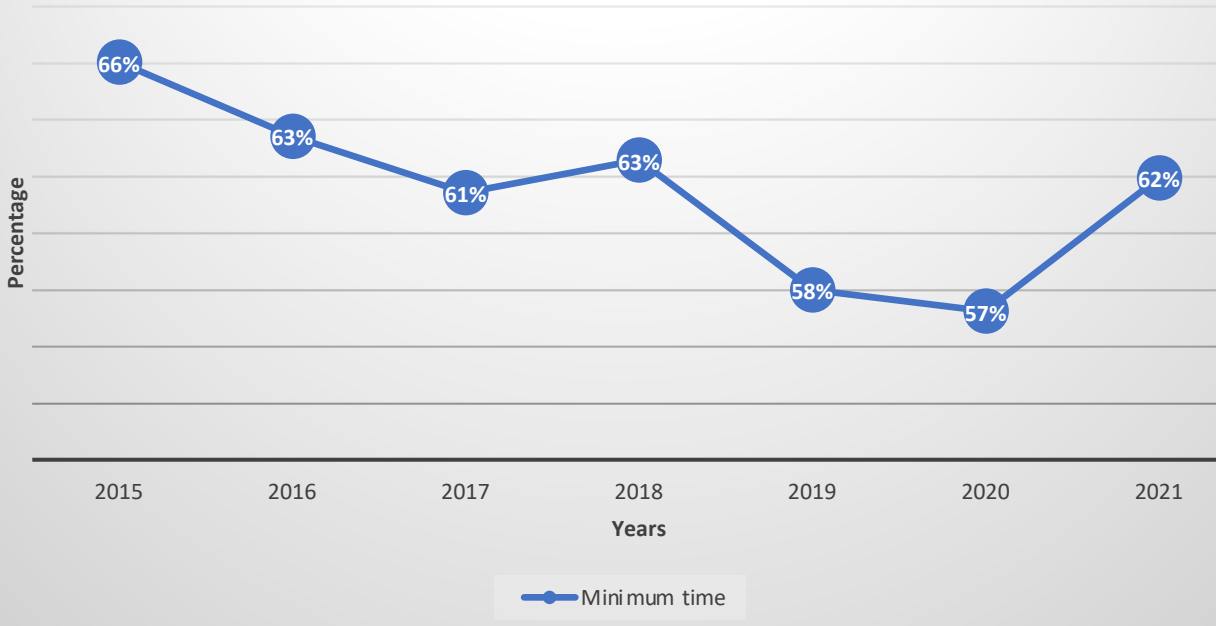
ENROLMENT OVER YEARS



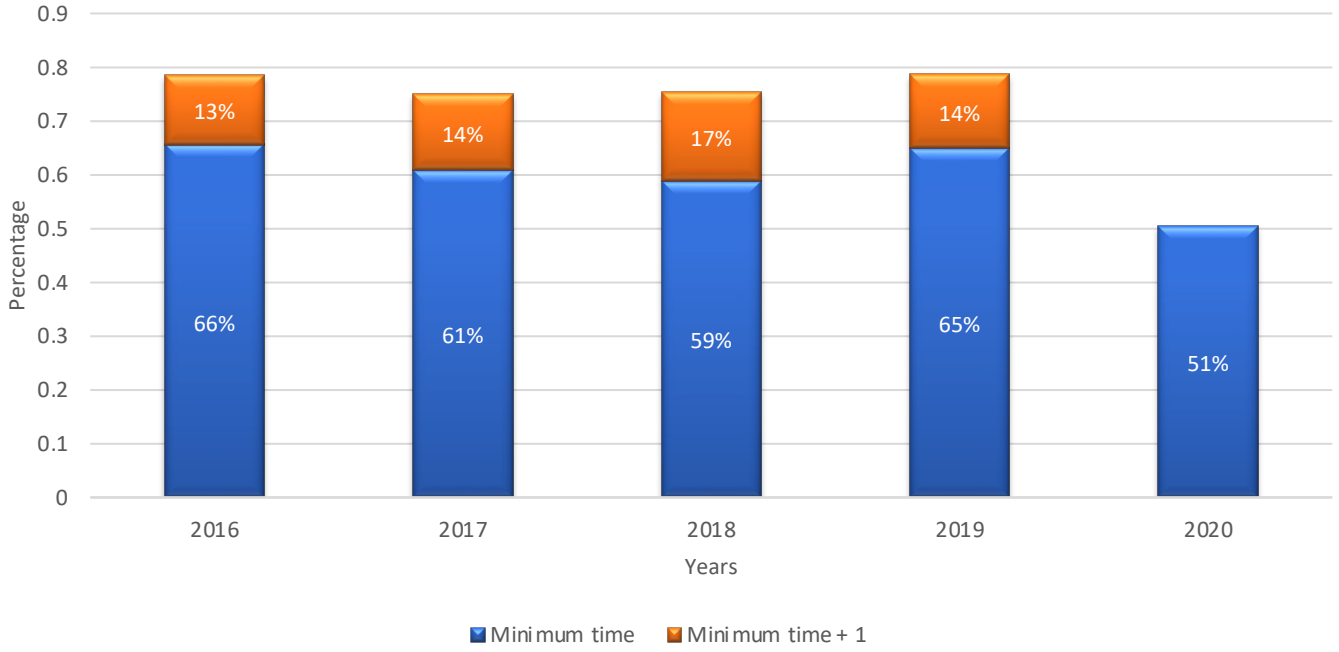
Throughput rates for 3-year diploma/degree programmes (2016 - 2021 cohorts)



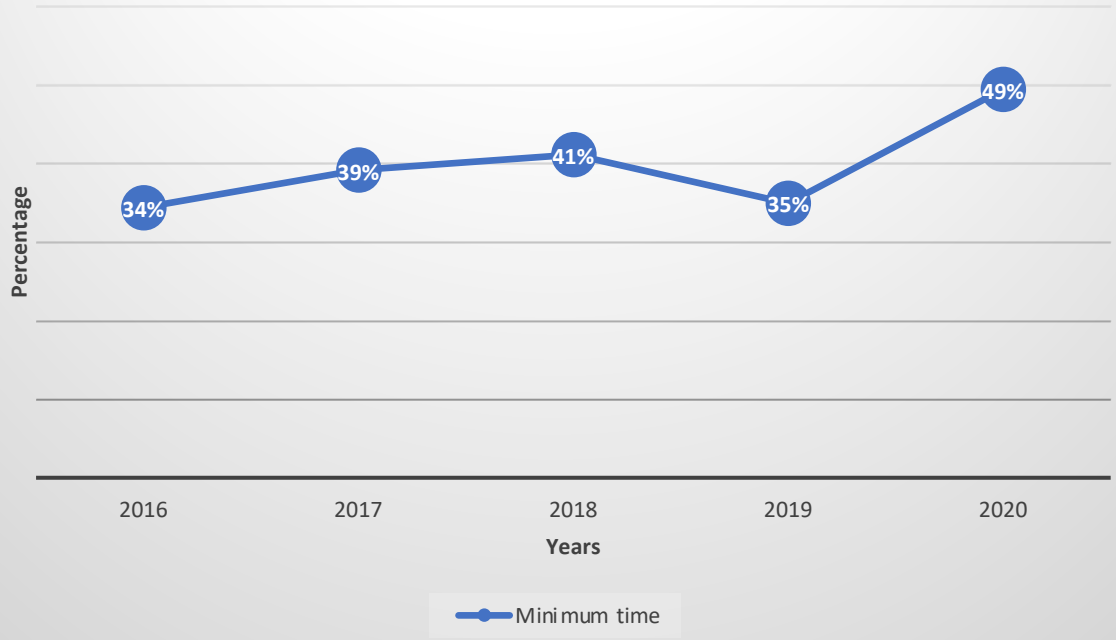
Percentage of students not completing in min time (2016 - 2021 cohorts)



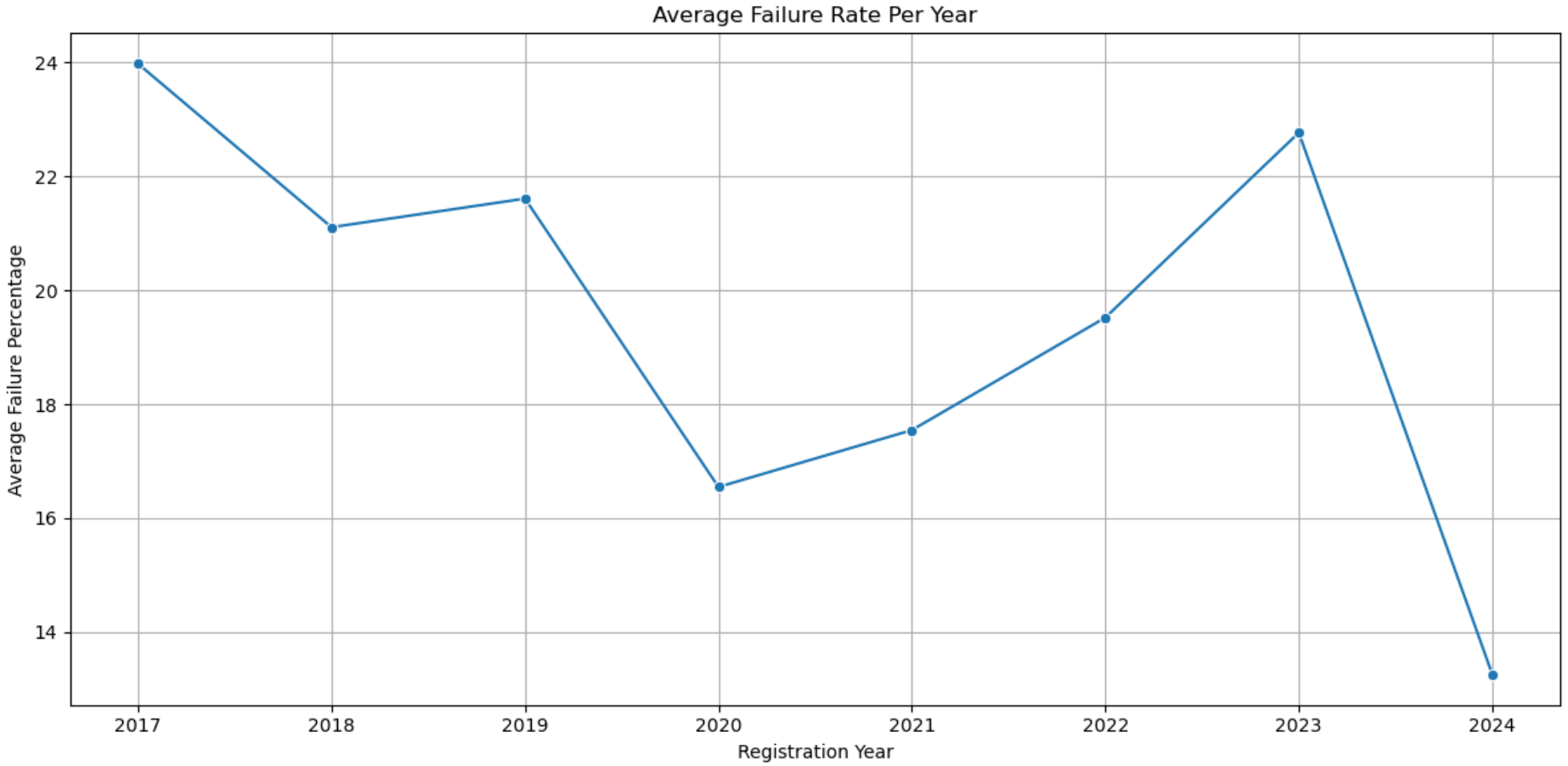
Throughput rates for 4 year Bachelors degree programmes (2016 - 2020 cohorts)



Failure rates for 4 year Bachelors degree programmes (2016 - 2020 cohorts)

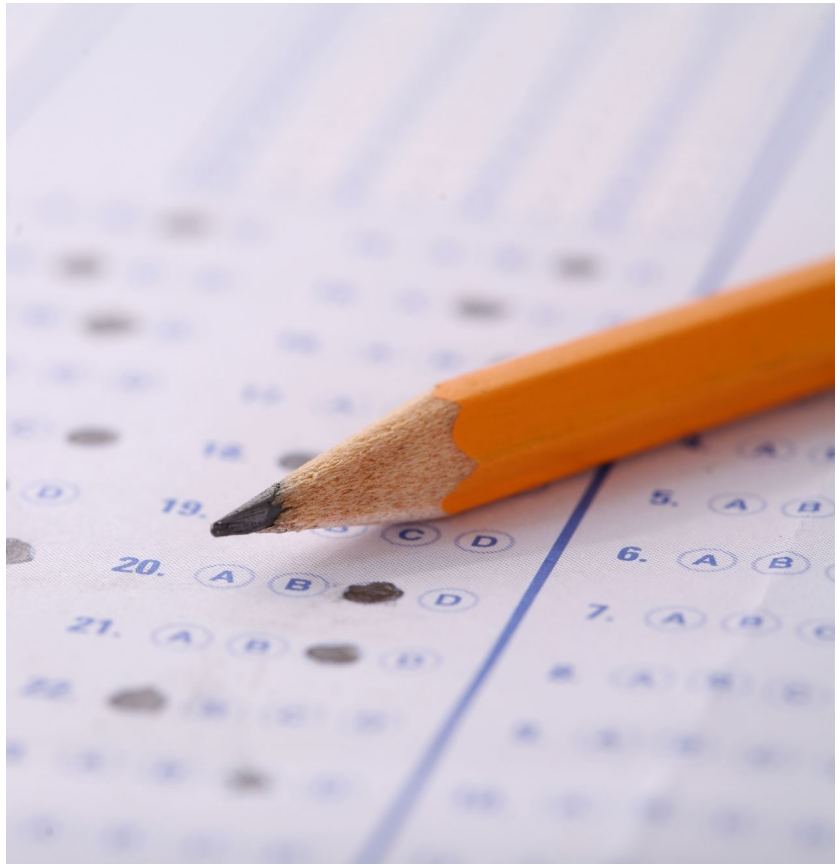


FAILURE RATE (AT FIRST ATTEMPT)



Emergency Remote Teaching and Learning During COVID

- Emphasis of Quantity over quality: Focus on Content coverage
- Theory focused: limited practical/laboratory strategies
- Heavy Reliance on Passive Teaching and Learning Approaches: eg. Recorded lectures
- Limited opportunities for active student engagement, colloborative learning and interactive discussions
- Assessment Format change: strategies that were primarily based on multiple choice questions, automated grading, “open book” assessments, etc
- Online teaching and learning only



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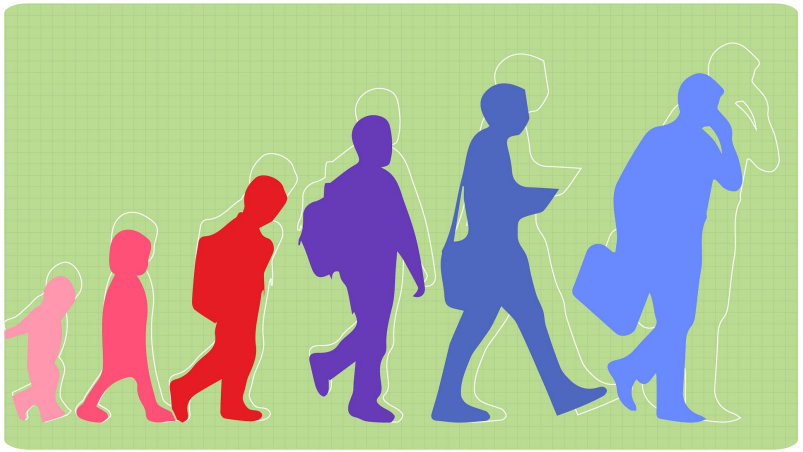
- Enrollment: Primarily Quintile 1 to 3
- Reduced attendance at lecturers and tutorials
- Lack of student engagement in learning
- Difficulties with integrating theory and practice
- Increase in mental challenges being reported among students
- Financial Difficulties
- Disparities in access to and competencies in use of technologies
- Reliance on AI for assessments (Assessment Integrity)
- Challenge with academic Literacies
- Gaps in Preparedness

Consequences

- Gaps in Foundational Knowledge
- Limited Mastery of threshold concepts
- Shortcomings in the development of competencies and dispositions (critical thinking, problem solving, collaboration, communication, etc)
- Assessment Integrity:
- Increase in plagiarism
- Hindered emotional and social development (empathy, teamwork, leadership, etc)
- Loss of engagement and motivation
- Under-preparedness for higher education or professions: The ability to meet academic demands, manage time effectively, and navigate complex challenges could be compromised
- Overreliance or inadequate familiarity with educational technology tools
- Impact on Mental Health



Implications: Revised HIPs

- Opportunities for more collaborative LT
- Use of pedagogical approaches like Design Thinking and Project based Learning to develop empathy, creativity, engagement
- Greater scaffolding required, student development and staff development
- Understanding gaps in knowledge and practices (through diagnostic testing)
- Individual and group academic and social support

TRANSFORMING

Institutionalising Student Success

Our Policies

E-Learning Policy under revision

Language Policy

Greater M&E of T&L support and other Student support

curriculum transformation/ revision of Hambisa project

Disability Unit re-housed within Student Counselling & Health

Data Privacy Policy

Collecting first-generation data at registration

Life Cycle Analysis

Autoscholar

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THANK YOU