

“Blending in”

MAJOR

MAKEOVER

It would be the first time the module coordinator would teach this module. Therefore, there was opportunity to incorporate new interventions to match the new coordinator's teaching style.

A Blackboard blog named: 'Ask the lecturer' was created “for student's to ask questions throughout the course, share learnings and share their objectives at the beginning of the course”.

Module Coordinator

“It was great being exposed to new and innovative ways of teaching and learning by a very competent team.”

Module Coordinator

“As an Industrial Psychologist and being in the HR/HRD Industry for about 12 years, I wanted to find the best way to incorporate practical knowledge in the world of academia for students. Therefore application of newly learned skills as well as the ability to analyze and withdraw insight from complex information was key for me. The makeover of a module was the perfect starting point for me to achieve this goal.”

Module Coordinator

Module Facts

Module Coordinator: Joyce Ras
Faculty: Economics and Management Sciences
Module: Organisational Psychology (EORG3715)

Results:

Reviewed study material



Effective



Neutral



Not Effective

Incorporated a Bb tool



Effective



Neutral



Not Effective

Assessment Practices



Effective



Neutral



Not Effective

Makeover description

The delivery of the module incorporated a blended learning approach (mixture of face to face and online teaching methods). Blackboard tools were used extensively, some of these included: using the announcement and calendar tool to increase student-lecturer contact, inserting web links to share online resources, build a sense of community through a blog tool, dividing students into groups for ease of management, and using automatically-graded online tests.

Students had easy access to each unit's learning outcomes, and could check their originality of written work by using the turnitin assignment tool. The final group assignment was a practical assignment wherein groups used the knowledge acquired throughout the module and 'diagnosed' their own team members. Thereafter, students videographed their proposed interventions for the diagnoses and submitted their video recordings on Blackboard.

It was found that the students' experience of the interventions was positive, and the coordinator has incorporated some of the strategies into other modules.



INTERESTED IN TRYING...

“The Flipped classroom approach through recording lectures beforehand and focusing purely on practical exercises in class, instead of a combination of lecture and practical in class.”

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