

Understanding students: Enabling quality learning



**UNIVERSITIES
SOUTH AFRICA**

Context

This is a third in a series of publications being issued by Universities SA (USAf) in partnership with the Centre for Teaching and Learning (CTL) at the University of the Free State. The series is sharing findings from a set of surveys of students at our institutions of higher learning – which are meant to enable our understanding of the kind of students we are enrolling and what it is that they bring into the higher education environment. The purpose is to obtain insights from these findings, which help us design an environment best suited to match student needs. The first edition in this series was issued in March/April 2018; the second in October and the next one is due in December 2018. The CTL conducts the Beginning University Survey of Student Engagement (BUSSE) and the South African Survey of Student Engagement (SASSE), amongst others.

This initiative is a direct response to a concern raised in 2017 by USAf's Teaching and Learning Strategy Group (TLSG), to the effect that enhancing students' learning experiences is not receiving adequate attention. Even though 88% of USAf's member institutions were found (in a survey conducted by the TLSG) to be assessing undergraduate students' learning experiences, it is not necessarily for one common purpose. Whereas most of the surveys are aimed at improving the quality of teaching and learning or, more broadly, the curriculum, some are carried out to achieve a variety of other purposes, including encouraging lecturers to 'reflect critically' and to 'celebrate best practice', but also for institutions to understand the holistic student experience so that they are designed to enhance the quality of learning and teaching on the one hand, and the quality of student experience and engagement on the other.

Acknowledgement

Universities SA wishes to acknowledge the Centre for Teaching and Learning (CTL) at the University of the Free State, who are supplying the BUSSE and SASSE content and are thus instrumental to the production of this publication. We specifically extend our gratitude to Professor Francois Strydom, Director and Head of the CTL and the Centre's Principal Researcher in student engagement, Dr Sonja Loots.

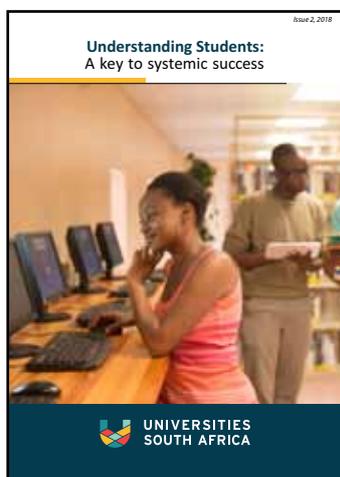
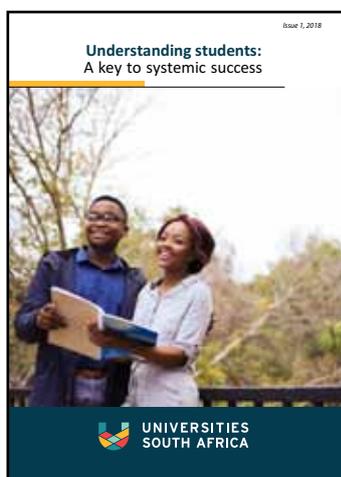
Cover photo: Mr Joseph Bwapwa is lecturing Applied Mechanics to first-year undergraduate students in civil engineering at the Mangosuthu University of Technology (MUT) in KwaZulu- Natal. Photo: Courtesy of MUT.

Contents

Enabling quality learning

1. Quality learning and the pedagogical relationship	6
1.1 Where students and staff miss each other	6
1.2 Where students and staff are aligned	9
2. Quality learning and curriculum design	12
2.1 Higher-order learning	12
2.2 Integrating reflective and integrative learning	14
2.3 Integrating graduate attributes	15
3. Quality learning and academic staff capacity	17
3.1 Engagement in effective teaching practices	17
4. Quality learning and scholarship	20
4.1 The inclusion of student voices, performance and other influences on course design	20
5. Concluding remarks	22

USAf SERIES OVERVIEW



Understanding students: A key to systemic success?	Putting students at the centre of institutional design	Enabling quality learning
<ol style="list-style-type: none"> 1. Understanding students: A key to systemic success? 2. What is student engagement? 3. How is student engagement measured? 4. Managing the 'freshman' myth 5. Supporting students: a collaborative approach 6. Key findings – who are our students? <ol style="list-style-type: none"> 6.1 Most students are first generation 6.2 Students are getting older 6.3 Choice of university and study may not be guided by formal information 6.4 Students have high aspirations and expectations 6.5 Students are committed to working harder 6.6 Students come to university with some academic and critical thinking skills 6.7 Students are open to diverse and collaborative learning environments 7. Concluding comments 	<ol style="list-style-type: none"> 1. Finance 2. Student success <ol style="list-style-type: none"> 2.1 Transition – grappling with the 'freshman' myth 2.2 Students' perceptions of institutional support 2.3 Institutional relationships – a worrying decline 2.4 High-impact practices 3. Graduate attributes <ol style="list-style-type: none"> 3.1 Deep learning 3.2 Perceived gains 4. Concluding remarks 	<ol style="list-style-type: none"> 1. Quality learning and the pedagogical relationship <ol style="list-style-type: none"> 1.1 Where students and staff miss each other 1.2 Where students and staff are aligned 2. Quality learning and curriculum design <ol style="list-style-type: none"> 2.1 Higher-order learning 2.2 Integrating reflective and integrative learning 2.3 Integrating graduate attributes 3. Quality learning and academic staff capacity <ol style="list-style-type: none"> 3.1 Engagement in effective teaching practices 4. Quality learning and scholarship <ol style="list-style-type: none"> 4.1 The inclusion of student voices, performance and other influences on course design 5. Concluding remarks



ENABLING QUALITY LEARNING

 *Learning expands great souls*  – Namibian proverb

Students and lecturers are not always aligned in their perceptions of each other's efforts, but lecturers are concerned about students' development and believe they deserve more support, according to new data emerging from a survey of South African lecturers and their students. By understanding more precisely where lecturers and students 'miss' each other and, conversely, where they are in alignment, universities can put themselves in a better position to support, develop and empower lecturers – not only for their own professional development, but as a means of supporting the development and success of their students.

Introduction

Student engagement data have been used in this series to deepen our understanding of students and to explore ways in which institutions can be redesigned to improve student success. In this third report the focus is on understanding how learning takes place and exploring how next-generation learning spaces, which enable quality learning to take place, can be created. In doing so, data from the Beginning University Survey of Student Engagement (BUSSE), the South African Survey of Student Engagement (SASSE) and the Lecturer Survey of Student Engagement (LSSE)¹ are extracted and discussed.

¹ The BUSSE survey is administered annually from February to March. Data used in this report stems from the 2015-2017 administrations and includes 14 872 students from nine institutions (three traditional, two comprehensive and four universities of technology). The South African Survey of Student Engagement (SASSE) is administered annually from August to September and measures undergraduate students' (first years and seniors) engagement. The SASSE data used for this report is from the 2015-2017 administrations and includes 20 120 students from 12 institutions (one comprehensive, six universities of technology and five traditional universities). The LSSE is administered annually with the SASSE. The sample presented here consists of 1 363 lecturer responses from 10 universities (four traditional, one comprehensive and five universities of technology) over three years (2015-2017). In 2017, a Scholarship of Teaching and Learning scale was added. Data from that scale presented here includes responses from 322 lecturers from three traditional universities.



1. Quality learning and the pedagogical relationship

According to Professor Francois Strydom, Director of the Centre for Teaching and Learning at the University of the Free State, which conducts student engagement surveys, quality learning cannot take place outside a healthy pedagogical relationship between students and lecturers.

The concept of a pedagogical relationship, in which the 'becoming' or potential of the student is a priority, has been developed by a range of theorists, among these Canadian scholar Max van Manen, who writes:

*For the young person, the pedagogical relation with the educator is more than a means to an end ...
... [W]hat we received from a great teacher is less a particular body of knowledge or set of skills than the way in
which this subject matter was presented or embodied in the person of this teacher and his or her enthusiasm, self-
discipline, dedication, personal power, commitment, and so forth.*²

- Max van Manen

The engagement data reported on in the second publication of this report series pointed to a slight decline in students' perceptions of the quality of their relationships with lecturers in recent years. According to research funded by the Carnegie Corporation of New York, while the #FeesMustFall movement influenced some positive changes in student-lecturer relationships during the time of the protests in 2016, the emotional impact of the turbulence on students and staff – including feelings of anxiety, alienation, confusion, uncertainty, exhaustion, being overworked, frustration and demoralisation – did not contribute positively towards better relationships between students, lecturers and other institutional role players.³

Despite the decline in the quality of relations between students and lecturers, LSSE data show that, in keeping with the fundamental characteristics of the pedagogical relationship, South African lecturers do indeed care about the development of students beyond simply passing their modules.

Providing the conditions and support needed for lecturers to strengthen these relationships means understanding more clearly where they might be lacking and where they are strongest. It is here that the survey data can help to shine some light.

1.1 Where students and staff miss each other

By comparing the data produced by the SASSE and LSSE surveys, the analyses show specific areas of divergence in perceptions between staff and students. These areas included:

- perceptions of students' effort levels
- the degree of emphasis placed on memorisation in the design and presentation of modules
- time spent by students on academic and non-academic activities.

² Max van Manen, Pedagogical Tact: Knowing What to Do When You Don't Know What to Do.

³ Project funded by the Carnegie Corporation of New York on the (social justice) impact of the #FeesMustFall protests on the development and inclusion of technology in teaching and learning in four higher education institutions, presented at the Blended Learning Case Studies national convening, 1 June 2018, Birchwood Conference Centre, Kempton Park.

It is important to emphasise that the point of these comparisons is not to argue over or to establish who is more accurate – either lecturers or students – but to focus on what conversations are needed to effect greater alignment between lecturers and students in order to improve the overall teaching and learning experience.

Academic challenge and effort

In an attempt to measure perceptions of academic challenge and effort, the SASSE asks undergraduate students the extent to which they feel their subjects have required them to do their best work. In turn, the LSSE asks lecturers to estimate the extent to which their students put forward their best work in a particular module.

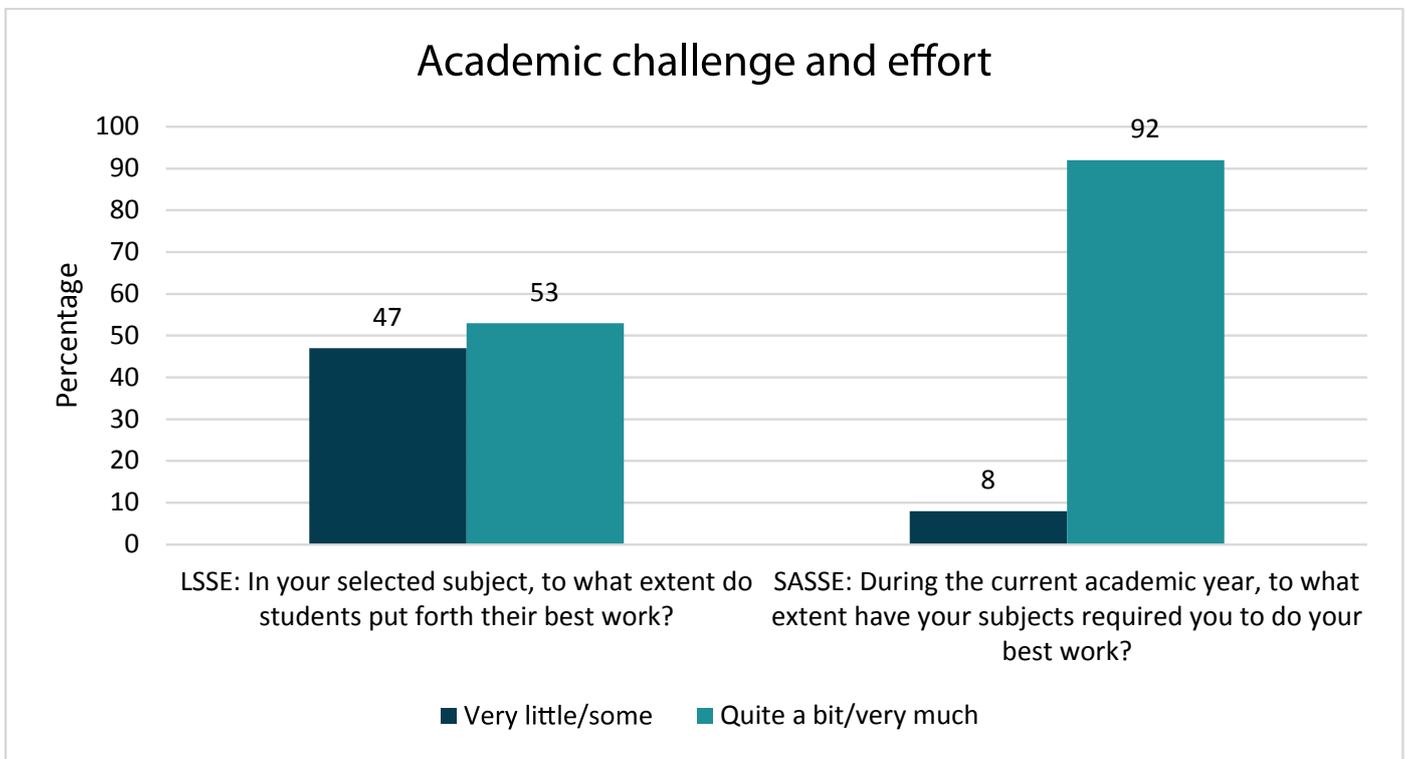


Figure 1: Students' perception of academic challenge vs lecturers' perception of students' effort

As seen in Figure 1, the vast majority of students feel that they are doing their best, while only around half of lecturers believe this to be true for their particular modules.



Emphasis on memorisation in modules

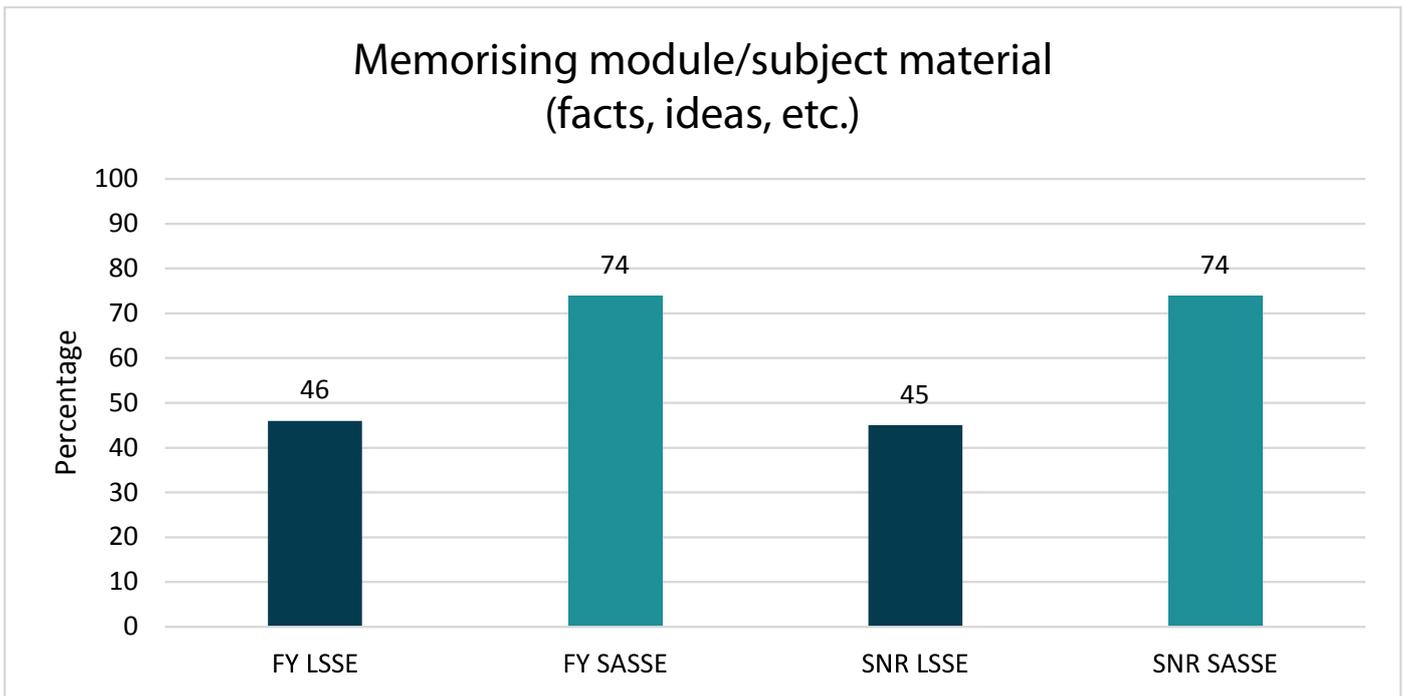


Figure 2: *Emphasis on memorisation*

Figure 2 shows that students feel their work in their subject areas strongly emphasises memorisation, regardless of whether they are in their first or senior year of undergraduate studies. In contrast, neither the group of lecturers primarily teaching first-year students nor those teaching senior students feels their selected modules place the same degree of emphasis on memorising material. This finding could point to a misalignment between outcomes and assessments in that lecturers might state higher-level outcomes in courses but these intentions are not realised in assessments, allowing students to pass through using memorisation alone.

Academic work time outside class

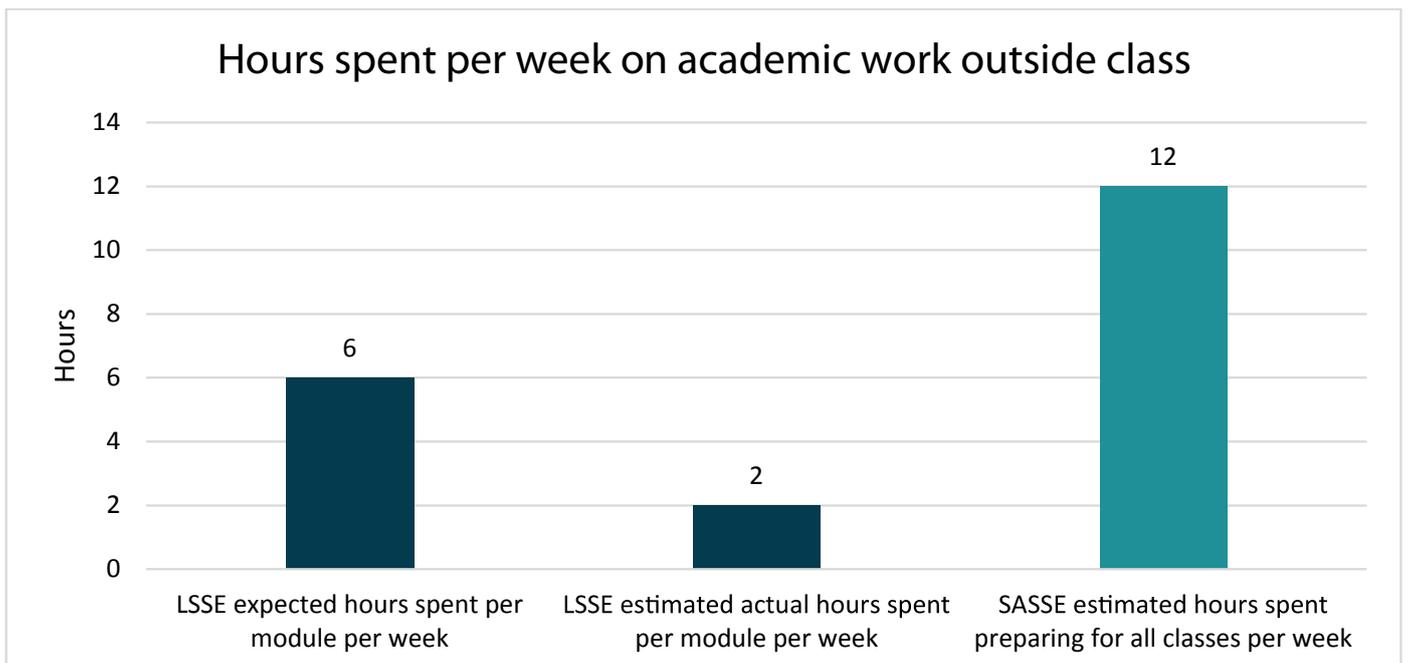


Figure 3: *Time spent on academic work*

On average, lecturers expect students to spend six hours per module on academic work outside of class in an average week. For an average student with four to five modules, this would amount to 24 to 30 hours per week studying, reading and doing homework or laboratory work. However, when asked how much time lecturers think students actually spend in a week on academic work per module, the average estimation is two hours. When students are asked to indicate how much time they spend on academic work outside of class, they estimate an average of 12 hours per week for all modules (Figure 3).

The indicators may either speak to lecturers' unrealistically high expectations of students or the failure of students to manage their academic time. There is also the possibility that they reflect the fact that students might not be sufficiently challenged academically.

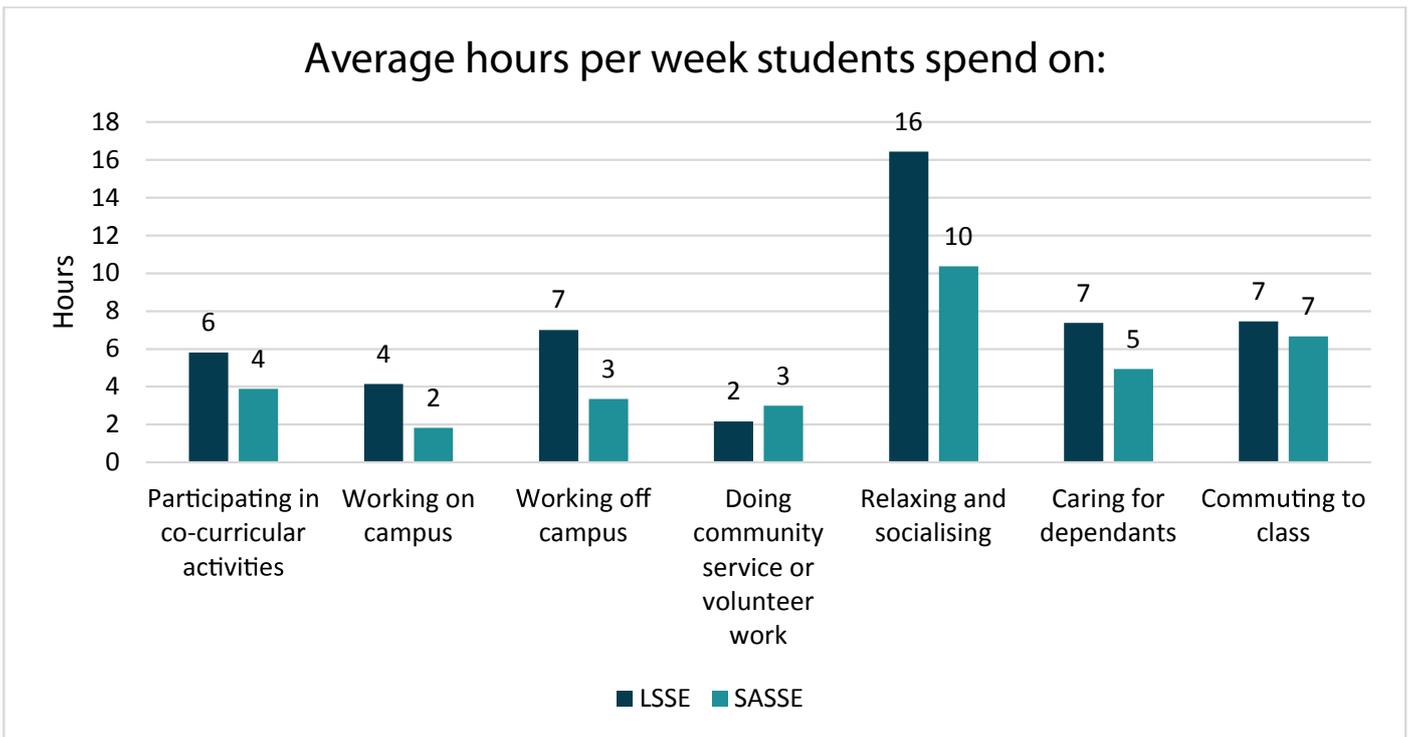


Figure 4: Average hours per week students spend on certain activities

**average hours are rounded*

The results show that lecturers seem to greatly overestimate the amount of time students spend relaxing and socialising (Figure 4). While lecturers think their students spend an average of 16 hours of a seven-day week relaxing and socialising, students indicate that this is more likely to be around 10 hours. While lecturers seem to correctly estimate the average amount of time students spend travelling to class (seven hours), they slightly overestimate the time students spend caring for dependants, working and participating in co-curricular activities.



1.2 Where students and staff are aligned – the need for more support

Other aspects of the LSSE survey show that regardless of some misalignment, lecturers indicate high levels of concern about the development of students beyond simply passing their modules and are highly supportive of greater institutional support for students.

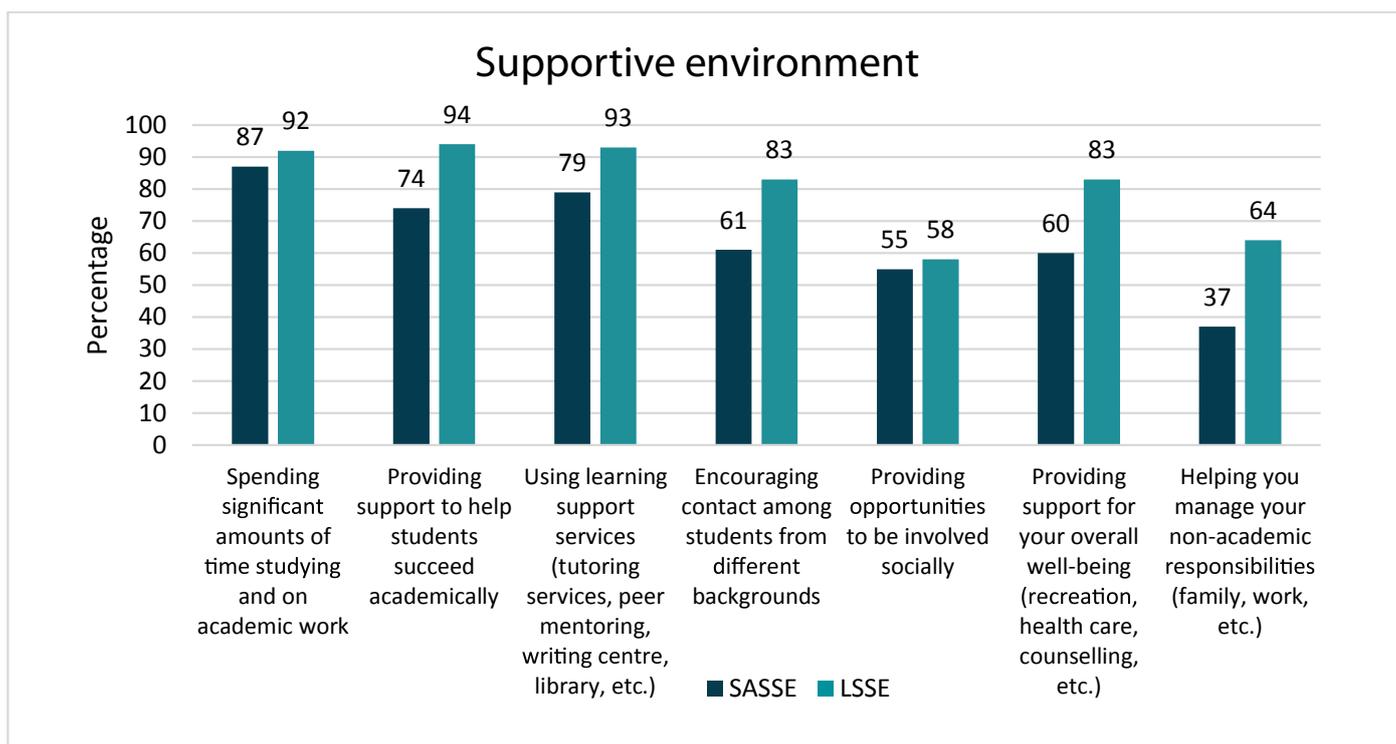


Figure 5: Institutional emphasis on creating a supportive environment for students

For the SASSE, the supportive environment indicator asks students the extent to which they feel their institution emphasises support in a range of specific areas (see Figure 5 above), while the LSSE asks lecturers the extent to which they feel that institutional emphasis in these areas needs to be enhanced. Lecturers (94%) feel most strongly that institutional emphasis on academic support could be increased, followed by over 80% indicating that institutional emphasis on diverse interactions and student well-being should be enhanced. While less than 40% of students feel that their institutions are placing sufficient emphasis on helping them manage their non-academic responsibilities, two-thirds of lecturers feel that institutions should increase their support in this area.

This attitude of lecturers is strongly reflected in their promotion of high-impact practices, which are scaled, curricular or co-curricular interventions aimed at optimally developing students through increased engagement with staff and diverse students. The SASSE measures the extent to which students have participated or are planning to participate in selected high-impact practices, and the LSSE asks lecturers how important it is to them that undergraduate students take part in these practices before they graduate.

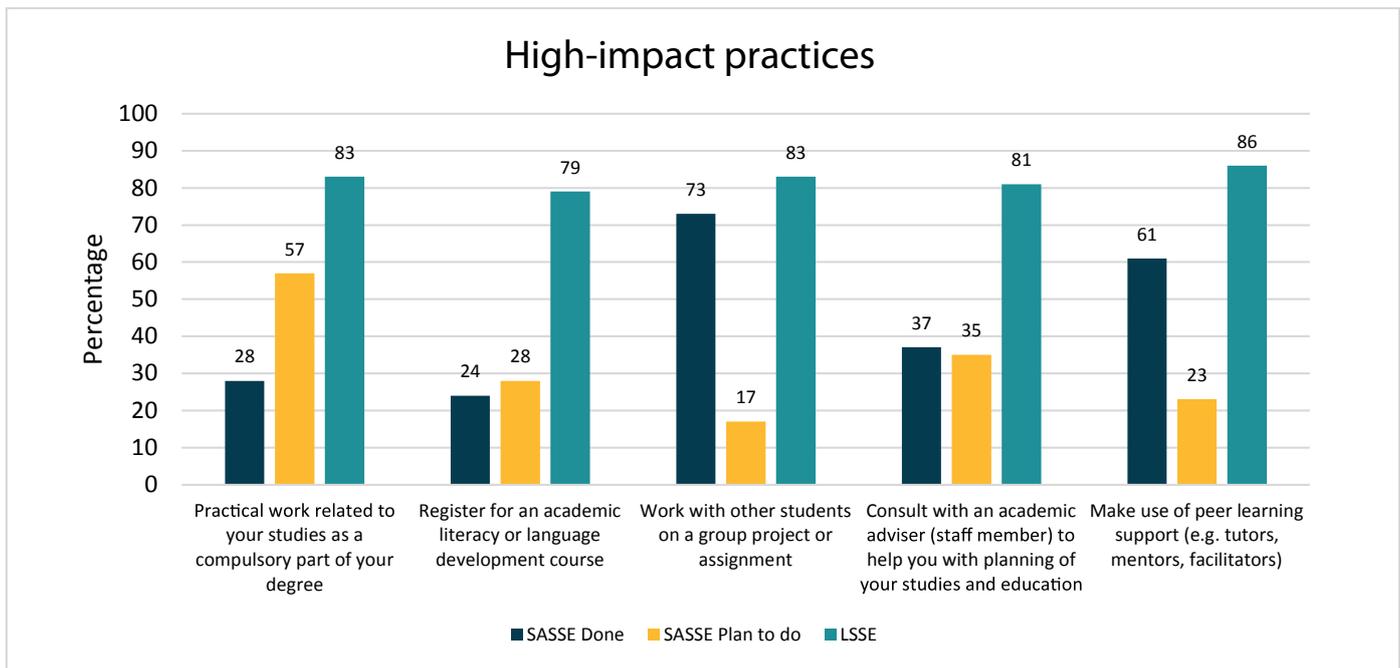


Figure 6: High-impact practices

Figure 6 shows an example of some high-impact practices and the extent to which students are participating or are planning to participate in them, as well as the importance lecturers place on students' engagement in high-impact practices.

In all the measured high-impact practices, lecturers recognise the important developmental advantages that each could hold for students – whether they are bound to classrooms or not. For example, around 80% of lecturers in the 2015-2017 sample think students could benefit from practical application of their studies, help with academic literacy, working with other students, seeking academic advice and engaging in peer learning support.

The majority of students indicate they have engaged in group work and have made use of peer learning support. There is also clear interest in engaging in practical work and obtaining academic advice if they had not done so already. However, in the area of registering for an academic literacy or language development course, students fall significantly short of the levels of enthusiasm shown by their lecturers.

Discussion – teaching and learning spaces for optimal success

An important reflection from the LSSE data is that even though students and lecturers are sometimes not aligned in their perceptions of each other's efforts, lecturers care about students' development and support. This is evident in lecturers' rating of the importance of students' participation in high-impact practices, as well as their perception that institutional emphasis on both academic and non-academic support needs to be increased. The data also point to specific areas where greater institutional attention is needed in order to empower and to support lecturers to create teaching and learning spaces for optimal student development and success.

The survey data, which identify the divergence of perceptions as well as the common ground between lecturers and students, could prove invaluable for both parties seeking to understand the point of view of the other and create the conditions for constructive discussions between lecturers, students and lecturer support staff to determine ways to enhance quality contact sessions between lecturers and students.



2. Quality learning and curriculum design

The ongoing debate on decolonisation of the university curriculum highlights the issue of learning quality and curriculum design. According to Dr Sonja Loots, principal researcher in student engagement at the Centre for Teaching and Learning, University of the Free State, decolonised high-quality learning requires sophisticated curriculum design and delivery which enable the development of higher-order as well as reflective and integrative learning.

In university-level studies, one expects to observe a tangible progression from lower-order learning (memorisation, understanding and application) to higher-order learning (analysis, evaluation and creation) among students. This is particularly important when read against the pressure on young South Africans to acquire entrepreneurial and innovation skills and create their own jobs in a struggling economy.

There is also a need for reflective and integrative learning, or deeper learning, which includes the ability to make connections between learning and the world, re-examining one's own beliefs and assessing issues and ideas from others' perspectives. Critical to this process is the 'integration of diverse voices in disciplines, illustrating the relevance of knowledge to contemporary local and global challenges,' says Loots.

The survey data suggest that students and lecturers are at odds over the extent to which higher-order learning and deeper learning are being incorporated into their academic experience, and which graduate attributes are being prioritised. Furthermore, the data show that despite attempts by lecturers to increase an emphasis on higher-order skills as students progress through their degree, application is still being prioritised across all the undergraduate years.

These outcomes may give universities cause to re-examine how they are helping lecturers to align curricula with internal and external factors affecting relevance, as well as how they are ensuring student progression towards higher-order skills and deep learning traits, particularly in accordance with desired national outcomes such as entrepreneurship and innovation.

2.1 Higher-order learning

The SASSE measures the development of higher-order learning by including questions on the extent to which students believe they apply, analyse, evaluate and create in their courses. In respect of lecturers, the LSSE seeks to establish the extent to which the academic work in their respective modules emphasises the development of these skills. Over time, one would expect to see some progression from application towards the more demanding cognitive skills of analysis, evaluation and creation. However, it seems that while lecturers focusing on senior undergraduate students attempt to emphasise these skills in their modules to a greater extent than for first-year lecturers, the findings show that application is prioritised regardless of who is being taught (Figure 7).

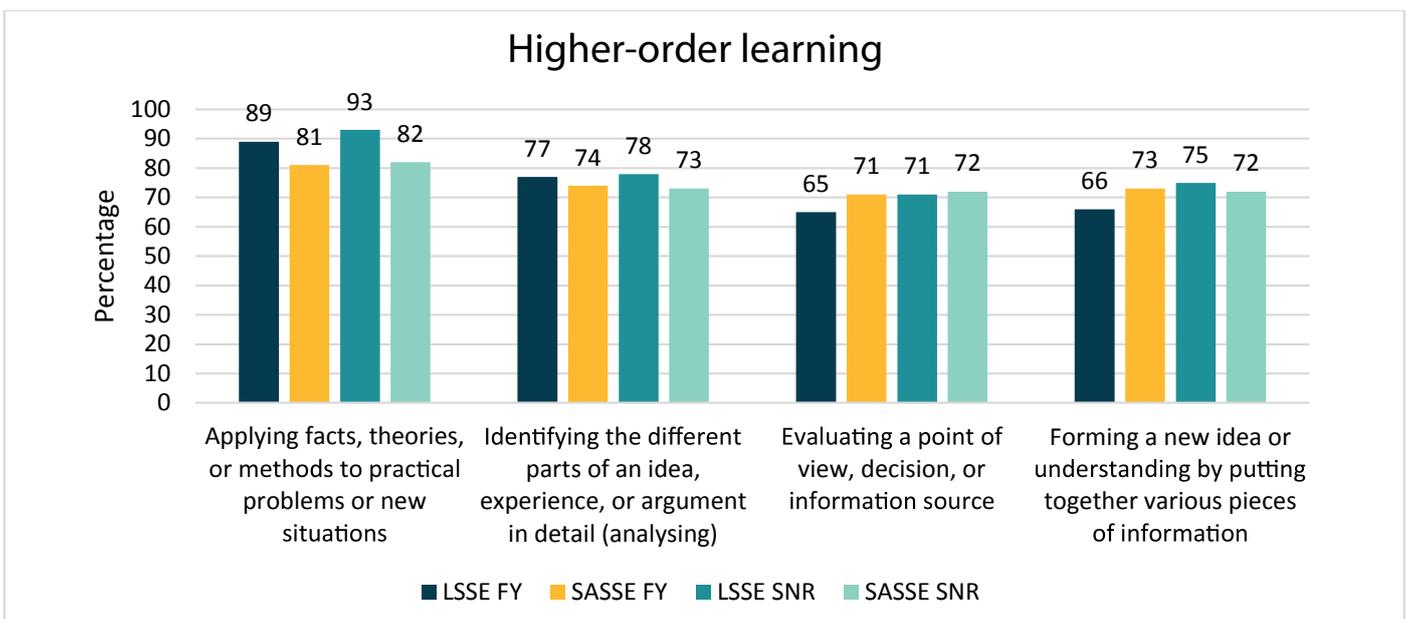


Figure 7: Higher-order learning

As Figure 7 shows, the SASSE shows similar trends, with both first-year and senior undergraduate students perceiving a stronger focus on application than any other skill. There is also no clear progression from first year to senior years, with first-year students in fact indicating they make more use of analysing and creation skills than senior students.

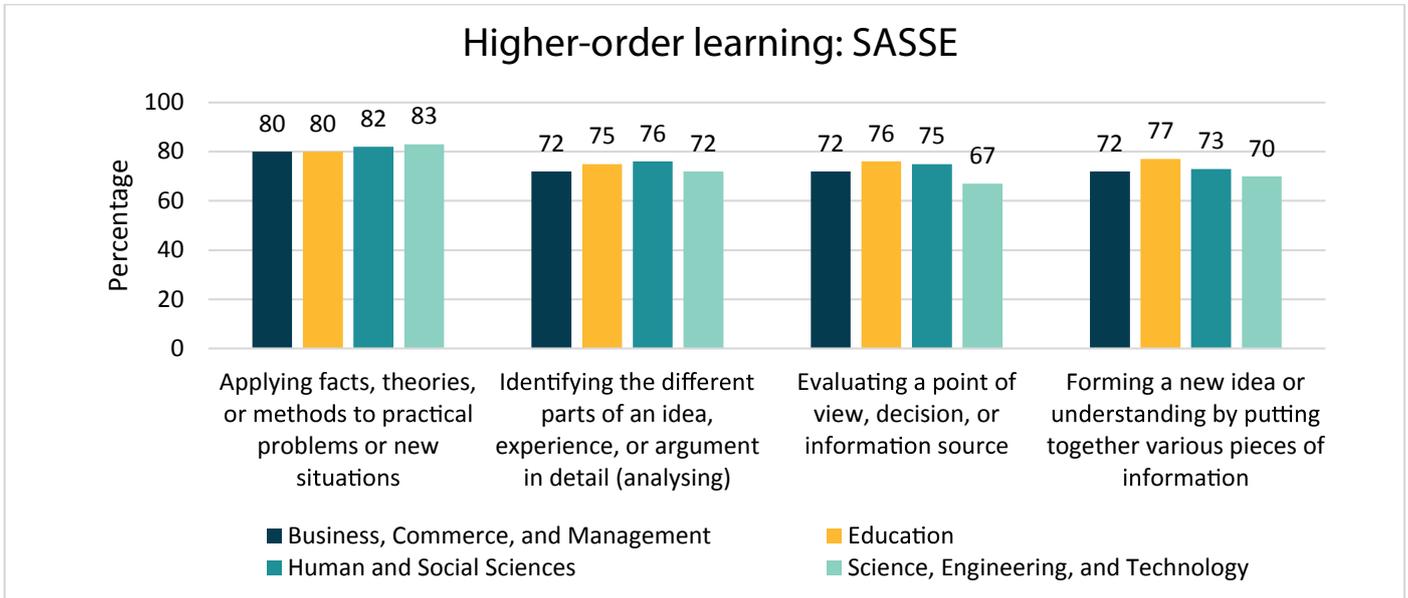


Figure 8: Higher-order learning: SASSE, by broad discipline

The SASSE data show that around 70% to 80% of students in science-related fields feel that they develop higher-order skills related to entrepreneurship and innovation. These include being able to apply what they have learnt, analysing and evaluating information, as well as creating new ideas by synthesising information (Figure 8).

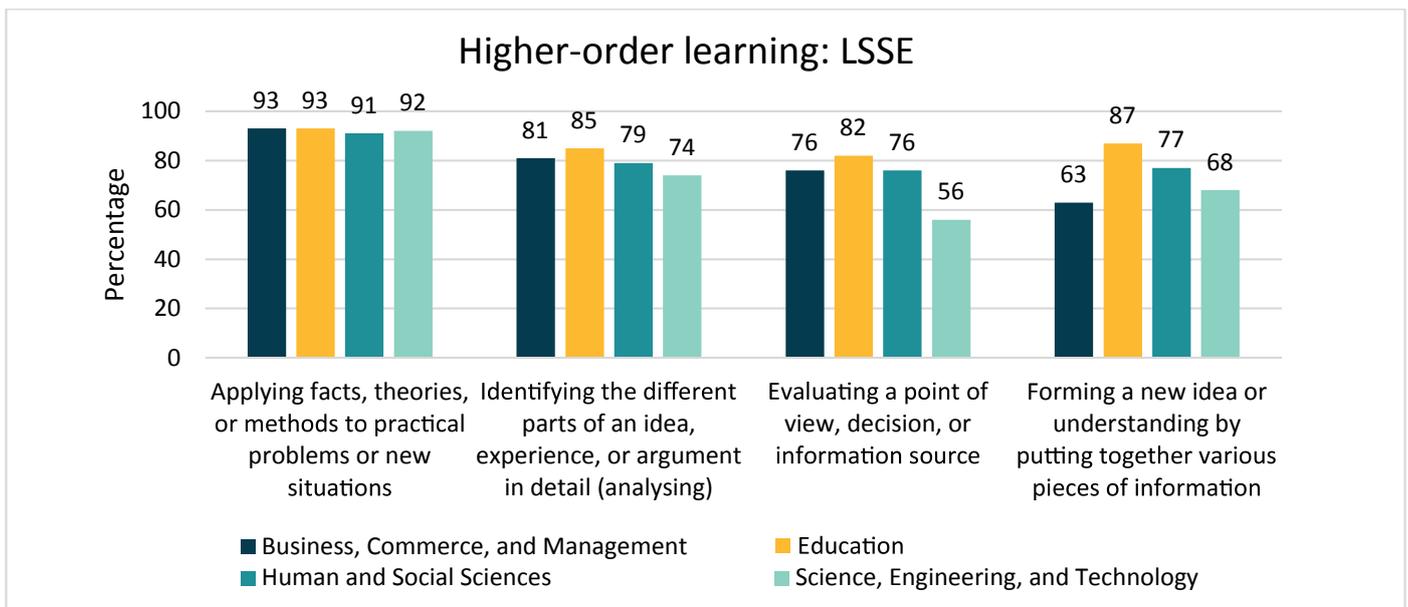


Figure 9: Higher-order learning: LSSE, by broad discipline



However, as reflected in Figure 9, when lecturers are asked to what extent their modules emphasise these skills, only around two-thirds of those in science-related fields indicate that their modules emphasise the creation of new ideas. Just over half indicate an emphasis on developing evaluative skills, and just over 70% indicate that their modules emphasise developing analysis skills. The vast majority of modules (92%) emphasise application.

2.2 Integrating reflective and integrative learning

The reflective and integrative learning scale provides some sense of deeper learning taking place. It reflects the extent to which students are able to combine ideas from different subjects, connect their learning to broader society, include diverse perspectives and critically examine their own views on a topic.

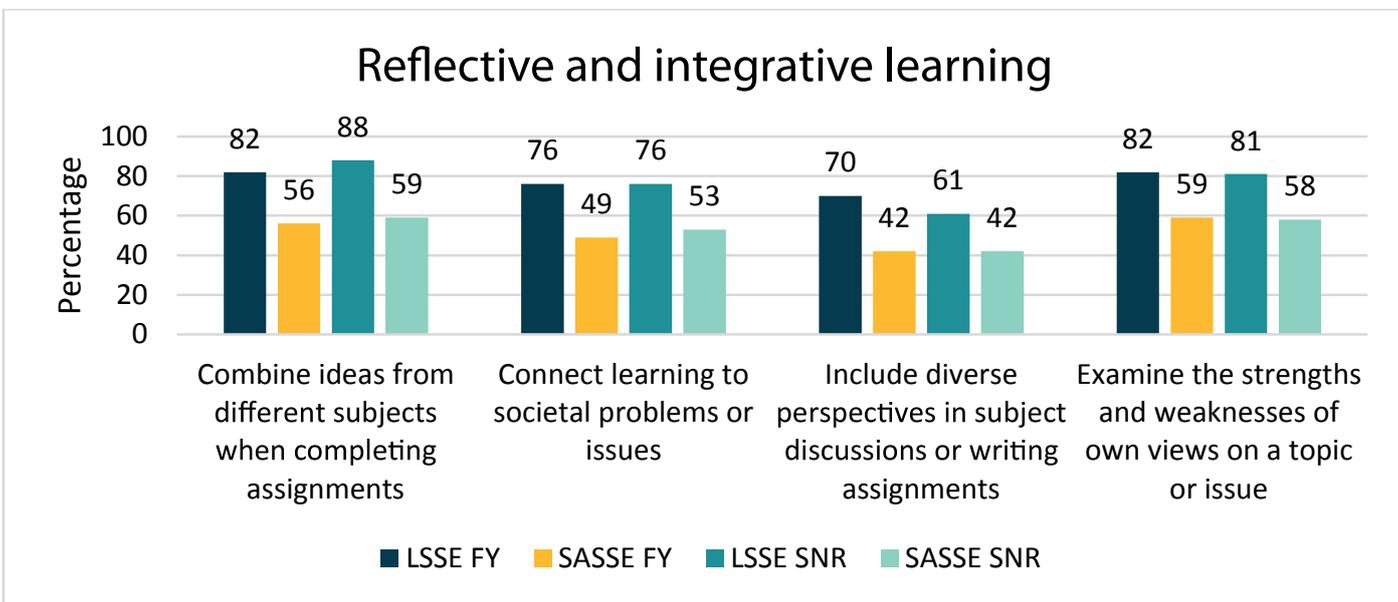


Figure 10: Reflective and integrative learning

Selected items of reflective and integrative learning are shown in Figure 10. In general, lecturers teaching senior students are more intentional about having students synthesise ideas from different subjects in their assignments. There is, however, a large gap between lecturers' perceptions of the extent to which some of these skills are incorporated into their modules and students' experiences of the extent to which they are doing these tasks. This is particularly the case regarding synthesis of different perspectives, evaluating own views' strengths and weaknesses, and connecting learning to societal issues.

2.3 Integrating graduate attributes

The SASSE asks students to what extent they have developed certain key skills during their time in higher education, while lecturers are asked how intentional they are about including these skills into their curricula.

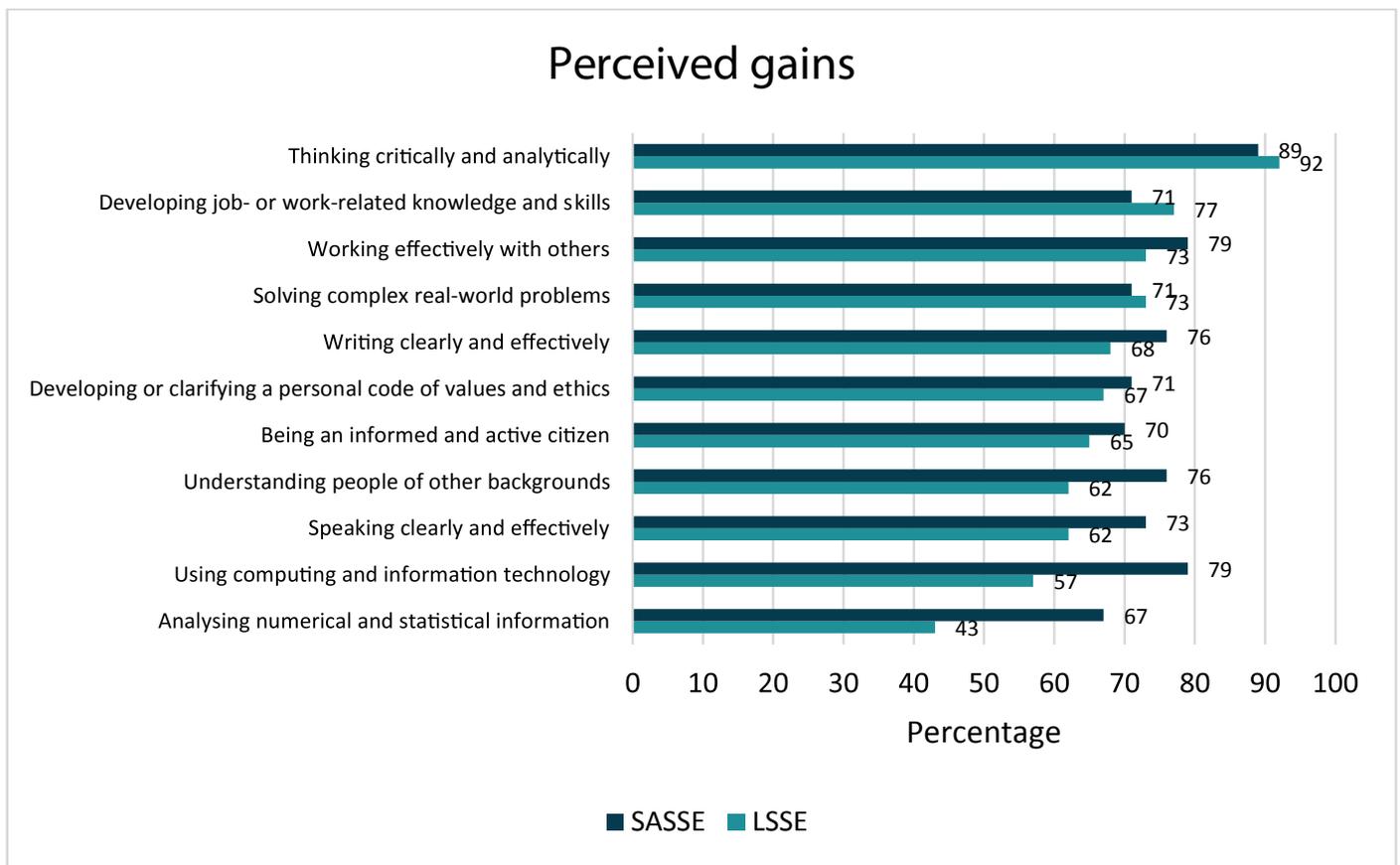


Figure 11: Perceived gains for students vs intentional inclusion of skills in curriculum by lecturers

Figure 11 shows that the top three developmental outcomes lecturers include in their curricula are critical and analytical thinking, job- or work-related knowledge and skills, and the ability to work effectively with others.

Students, on the other hand, list critical thinking, computer and technological skills, and working effectively with others as the top three skills they believe they have gained. Interestingly, around 30% of students do not feel they have gained job- or work-related skills, nor that they have developed into informed and active citizens – both of which are central to the national expectations of graduates with respect to developing the economy and contributing to social cohesion and development.



Discussion – aligning curricula

There is a significant gap between lecturers' perceptions of the extent to which some higher-order and reflective and integrative skills are incorporated into their modules and students' experiences of the extent to which they are doing the tasks required to achieve them. This is particularly the case regarding synthesis of different perspectives, evaluating their own views' strengths and weaknesses, and connecting learning to societal issues.

Calls to decolonise the curriculum and prepare students for the national and global challenges will not be realised if the value placed on differentiated viewpoints and the connection between academic knowledge and the world we live in are not strengthened.

Providing support to help lecturers align curricula with internal and external factors impacting the relevance of courses, and ensuring progression towards higher-order skills and deep learning traits in accordance with desired outcomes such as entrepreneurship and innovation skills are therefore vital.

This also includes a stronger focus on nurturing a culture of evidence to measure the relationship between curricula, the development of graduate attributes and the relevance of those attributes to the workplace. Institutions could also provide guidance to identify desired curricular and co-curricular high-impact practices targeted at optimally developing students and helping them succeed.

3. Quality learning and academic staff capacity

Data emerging from this section show a divergence in the way in which students and lecturers perceive the practice of teaching. Furthermore, academics do not make full use of the range of teaching and learning methods available to lecturers.

3.1 Engagement in effective teaching practices

The effective teaching practices indicator measures the extent to which students feel their lecturers apply basic and effective teaching and learning practices in class and asks lecturers to indicate the degree to which they believe they apply such practices in class.

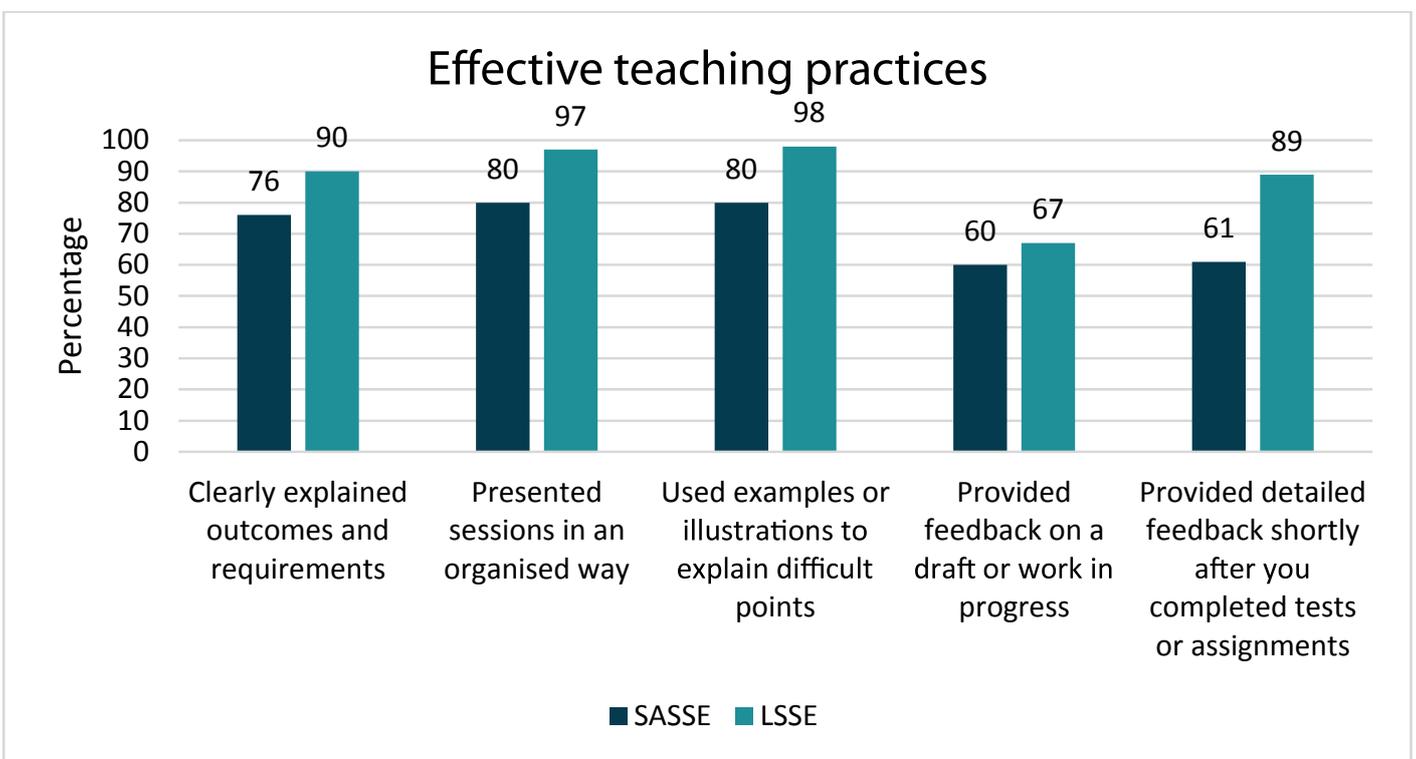


Figure 12: Effective teaching practices

Figure 12 shows that the vast majority of lecturers are confident that they regularly engage in the teaching practices set out above, with the exception of feedback to students on drafts (although this is still done by two-thirds of lecturers). In general, around 80% of students agree that these practices take place in their classrooms; however, only 60% indicate that they receive feedback on drafts and there is an almost 30% difference between lecturer and student perceptions of whether students receive detailed and prompt feedback after assessments.



	Lecture	Discussion	Small-group activities	Student presentations	Independent work	Movies, Videos, music, etc.	Assessing learning	Experiential activities
0%	0	2	19	32	27	41	10	34
1-9%	5	23	26	27	24	34	35	15
10-19%	7	25	22	18	19	13	24	12
20-29%	10	22	12	9	9	6	10	12
30-39%	11	11	8	5	8	2	7	8
40-49%	16	9	6	4	5	2	6	7
50-74%	38	6	5	3	5	1	5	8
75% or more	14	2	1	1	2	0	2	3

Figure 13: Time spent on activities in class

Figure 13 illustrates lecturers' average reported time spent on certain activities in class. The yellow shading indicates highest percentages and blue shading represent the lowest percentages. Beyond lecturing, the activities most incorporated into class time are discussions, small-group activities and assessments. Interestingly, 75% of lecturers indicate that they dedicate less than 10% of class time to digital stimuli. Despite the fact that lecturers indicate – as part of the LSSE survey measuring average hours spent on teaching activities – that they spend an average of five hours per week working to improve their teaching (regardless of experience), this is not reflected in the variety of teaching and learning methods used by lecturers in lecture theatres.

Discussion – development opportunities for staff

While not reflected in this report, survey data also show that it is less experienced university teachers who make more use of traditional lecturing than other active learning techniques. More experienced teachers also tend to place more value on Bloom’s higher-level assessments – which measure analysis, evaluation and creation skills – than less experienced staff.⁴ This points to the need for staff development interventions that show young staff how to implement and assess the higher levels of the taxonomy.

What lecturers want their students to learn requires active, collaborative learning. The use of learning management systems, using technology in classes, incorporating action research, making use of experiential learning and introducing alternative methods of assessment, to name a few, are all important resources that can and should be used.

However, quality learning cannot take place if academics are not empowered to use innovative teaching and learning practices or if they are unable to implement these practices for various reasons.

Providing well-designed and effective teaching development opportunities at the beginning of academic careers should make a real difference to the quality of both teaching and learning, and to the confidence and effectiveness of new young staff members as they develop positive identities as academics.

⁴ Strydom, F., Hen-Boisen, L., & Yeld, N. 2017. Building academic capacity through student engagement. In F. Strydom, G. Kuh, & S. Loots. Engaging Students: Using Evidence to Promote Student Success. Bloemfontein: SunPress.



4. Quality learning and scholarship of teaching and learning

Survey data suggest that academics adapt or alter their modules and courses mostly in response to student performance and evaluation feedback rather than student surveys, institutional influences (institutional policies and peer feedback) and external factors (including accreditation standards and industry trends). The findings raise the question of the role of evidence-based and critically reflective practices in the enhancement of quality learning.

4.1 The inclusion of student voices, performance and other influences on course design

In the newly included Scholarship of Teaching and Learning Scale, lecturers are asked to what extent they rely on input from students and other internal or external factors to guide changes in their modules.

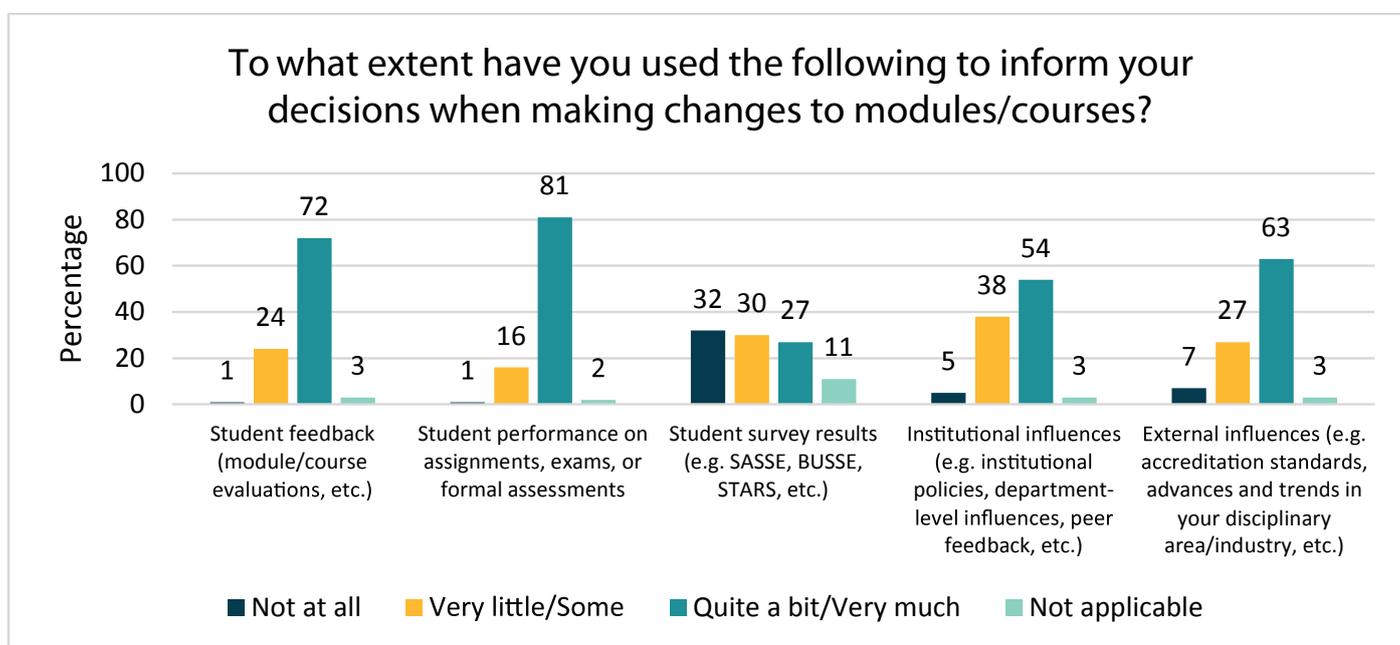


Figure 14: Influences informing course design

Figure 14 shows that students' performance on assessments and their evaluation feedback are most used in decisions to make changes to courses or modules. Only two-thirds of changes are regularly based on external influencing factors, including accreditation or disciplinary or industry trends, and just over half of changes are responses to internal influences such as policies, departmental or peer influences. Despite the fact that all the participating LSSE institutions administer the SASSE survey, it is interesting to note that survey data might not be optimally used to inform changes in teaching and learning spaces.

To what extent have you used external influences (e.g. accreditation standards, advances and trends in your discipline/industry, etc.) to inform your decisions when making a change to your modules/courses?

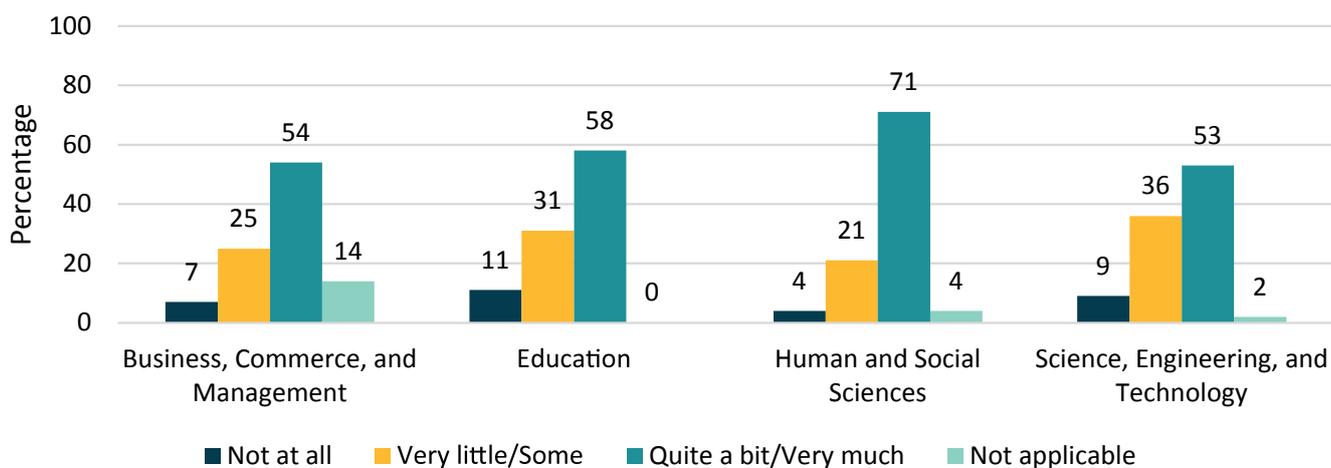


Figure 15: External influences on course design by broad discipline

Distinguishing between broad disciplinary categories, Figure 15 shows to what extent lecturers in these disciplinary categories consider changes to their modules based on external influences as described above. It would appear that academics in the human and social sciences pay most consideration to external influences, while only around half of those in fields related to science, engineering and technology indicate that they regularly adapt their modules according to external influences.

Discussion – the value of an evidence-based approach to pedagogy

Even though a significant body of knowledge exists related to teaching and learning, what happens in classrooms between lecturers and students is not often captured using data. An exception is student evaluation instruction forms, which is often required as part of institutional quality assurance but not always optimally used to further improvement in teaching and learning practices.

While the purpose of data is often seen as limited to inform institutional decisions, increases in the use of measuring instruments such as the Classroom Survey of Student Engagement (CLASSE)⁵ show that lecturers are beginning to see the value of an evidence-based approach to teaching and learning. The CLASSE shows where lecturers and students in the same module are missing each other with respect to educationally purposeful activities and practices and provides a range of interventions lecturers could use to address these gaps.

The teaching and learning relationship is important in high-quality student learning, personal development and success during and after university. Creating optimal classroom environments to support good teaching practices is therefore pivotal and requires that lecturers adopt a student-centred pedagogical methodology (Ouimet 2011).⁶

⁵ The CLASSE aims to collect data on levels of student engagement in a single module based on the premise that classroom-level insights about the quality of student engagement can aid institutional efforts to enhance the adoption of engaging educational practices as well as guide the professional development of academic staff. CLASSE consists of a pair of survey instruments administered among students (CLASSEStudent) and the lecturer(s) (CLASSELecturer) of a specific module. A list of engagement techniques for classrooms can be found here: <https://www.ufs.ac.za/sasse/classe-home/using-your-quadrant-analysis>

⁶ Ouimet, J.A. (2011). Enhancing student success through faculty development: The classroom survey of student engagement. *Journal of Higher Education and Lifelong Learning*, 18:115-120.



5. Concluding remarks – supporting lecturers means supporting students

If we are to understand students in order to help them succeed, it goes without saying that we need to understand the environments in which they are taught as well as the relationships they have with teaching staff. This is what student engagement is all about – finding the right balance between students’ participation in effective educational behaviours and creating the institutional environments that enable students’ participation in these desired behaviours.

Student engagement data provide an important birds-eye view on what is going on in teaching and learning contexts. The LSSE offers a glimpse of lecturers’ time prioritisation, their beliefs about what and how students should learn, and how they put these into practice. Combining student responses from the SASSE with the LSSE enriches the data by providing an alternative view of how students spend their time, as well as their perceptions of how and what they are learning. The value of this combination is clear when we see how the experiences differ between students and lecturers.

It is important to note that the presentation of the data is not intended to trivialise or criticise the vital role lecturers currently play in helping students succeed – often with minimal support, tremendous tension between research and teaching workloads, and having to deal with the complexities of being mediators between students and institutions. It is exactly for these reasons that we believe stronger support systems need to be in place to help lecturers cope with the demands placed on them, as well as to optimally help students succeed.

Understanding the contexts in which students are educated allows for critical reflection on the role of institutions in helping students succeed. This report shows the importance of supporting, developing and empowering lecturers for their own professional development as well as to help students succeed. Lecturers are often the main contact point between students and institutions and are required to wear many hats – as mentors, guides and information points. Supporting them therefore implies supporting the development and success of students.

In recent years, national attention to university teaching has been gaining momentum for different reasons, including an ageing academic workforce which needs to be regenerated, a renewed call for transforming academic staff to be more equitable and representative, and to capacitate universities with more and higher educated teaching staff.⁷ The Department of Higher Education and Training (DHET) has also been developing a Framework for Enhancing Academics as University Teachers in collaboration with the sector, which builds on the overarching aim of the University Capacity Development Programme (UCDP) to provide recognition and development opportunities for teaching in higher education.

Recognising the importance of teaching and learning by actively implementing national areas of prioritisation such as developing staff, implementing a recognition system for teaching, ensuring an equitable transformation of staff bodies, and providing adequate support for university teachers and students alike, are important starting points for our institutions.

⁷ <http://www.justice.gov.za/commissions/FeesHET/docs/2015-Staffing-SAUniversitiesFramework.pdf>





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