

## TEACHING AND ASSESSMENT MUDDLE: A LECTURER'S AND STUDENTS' EXPERIENCES IN AN OPEN DISTANCE E-LEARNING ENVIRONMENT

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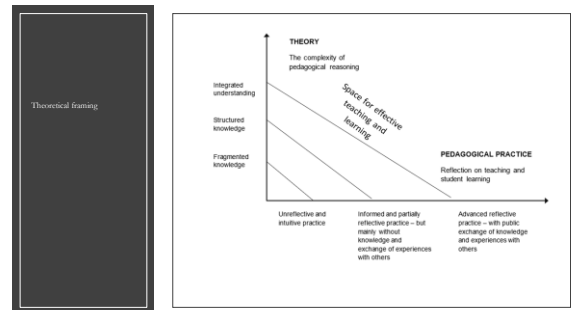
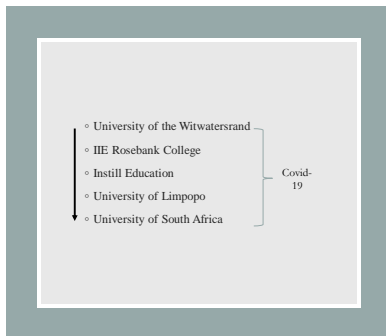
UNISA college of education

Define tomorrow.

## Scholarly Teaching (ST)



## Unlearning and (re)learning higher education



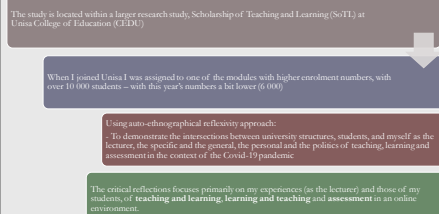
## Scholarly Teaching (ST): Focus on Scholarship of Teaching and Learning (SoTL)

to impact the activity of teaching and the resulting student learning, a scholarly process that depends on **systematic observation of the effects** of teaching on learning

teaching results in a formal, peer-reviewed communication in an appropriate medium or venue, which then becomes part of the **knowledge base of teaching and learning in higher education**

(Wisman & Richlin, 2007)

## Current study



**Some of the critical incidences**

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**Teaching and learning and learning to teach online:**

*Lower student online session attendance – lecturer's critical reflections*

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*Limited students' participation in discussion forums (main site and e-tutors' sites)*

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**Reflections on assessments completion and administration:**

*Limited prioritization of assessment completion*

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*The invigilator app and it's administration demands*

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*The invigilator app and students' academic dishonesty*

**Limited students' participation in discussion forums (main site and e-tutors' sites)**

One of the ways to ensure knowledge sharing is through discussion forums in main sites and e-tutors' sites

Very few students participate effectively in the forums, complete activities and seek assistance or clarity from the lecturer and e-tutors.

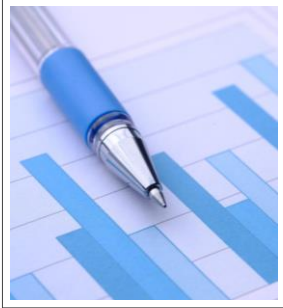
**TEACHING AND LEARNING AND LEARNING TO TEACH ONLINE**

**REFLECTIONS ON ASSESSMENTS COMPLETION AND ADMINISTRATION**



**Lower student online session attendance – lecturer's critical reflections**

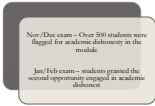
- Last year, when I scheduled online sessions, only about 100 students out of 10 000 registered students joined the sessions and interacted during learning.
- I had to ask myself questions about the students' quality of learning, especially considering that these are pre-service teachers.
- Opted to embedding recorded sessions on the course site – the number of views remained low – what does this mean for students' development of conceptual knowledge and identities as mathematics teachers?

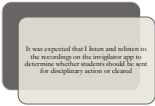


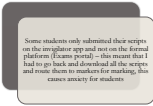
**Limited prioritization of assessment completion**

- Students complete assessments late online
- Some intentionally do not complete assessments and send emails after the assessment has closed, to make pleas for extension
- emails sent, reminders sent via announcements – students do not read emails and announcements, or they intentionally disregard them.

### The invigilator app and its administration demands


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New /Dse exams – Over 500 students were flagged for academic dishonesty in the module.
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It was expected that I listen and refer to the recordings on the invigilator app to determine whether students should be sent for disciplinary action or cleared.
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Some students only submitted their scripts on the invigilator app and not on the formal platform (Exams portal) – this meant that I had to go back and download all the scripts and route them to markers for marking, this causes anxiety for students.

### The invigilator app and students' academic dishonesty

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Students write in groups and share answers during exams and the discussions were detected by the app.
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Students were assisted by third parties and discussions are picked up by the invigilator app.
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Other students watch videos or seminars relating to the concepts covered in the exam paper.

### Questions?

- Ndza khensa
- Kea leboha
- Thank you
- Baic dankie
- Ndo livhuwa
- Ngiyabonga
- Ndiyabulela