

**CETAP**  
Centre for Educational  
Testing for Access and  
Placement

DMISRS SYMPOSIUM 1: Day 1 Recap

Janine Dunlop



## Comment of the day

“Get a PhD so you can also sit in a room like this  
and criticise the system.”

# Presentations: Mamokgethi Phakeng

- Blaming the school sector is not useful
- In fact, we are quite happy to blame the school teachers when learners (at school) and students (at universities) perform poorly, but we are not prepared to take the blame when the students in our classrooms perform poorly.



# Presentations: Suellen Shay



- Drawing on the HE sectors performance: we are doing poorly.
- Looking at the Grade 12 data: school mathematics trends are in fact negative.
- NBT clearly shows that more than 90% of the 65000 NBT Mathematics writers **did not** achieve scores in the 'Proficient' range.
  - Seen as a real crisis for HE Mathematics departments.
- She argued that there is a larger project (the flexible degree) into which the DMISRS project needs to feed.

# Presentations: Mandisa Cakwe

- Ours is a university-led collaborative project
- We need to produce an annual report by May 2019.
- *We should all own the problem of poor teaching in basic education, because we train these teachers.*



# Presentations: Pragashni Padayachee



- Looked at the class of 2017 through the lens of the NBT and the NSC
- Diagnostic information for the NSC is based on a sample
- Diagnostic information from the NBT can be provided at the national, institutional, faculty, programme, course and individual level

## Sanet Steyn & Benita Nel

- Looked at how NBT AL and QL relate to Mathematics.



# Presentations: Ansie Harding



- Looked at who our students are.
- Showed us what GenZ looks like and how they learn (eg - “cluster formation”).
  - This led to a lot of discussion about online testing, how we assess, the trust or lack thereof in lecturers.

# Presentations: Mark Horner



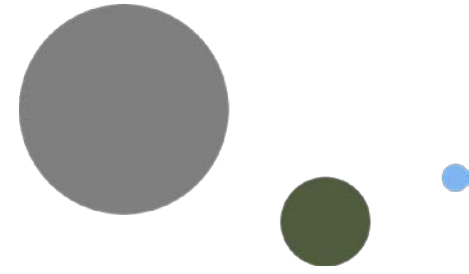
- Siyavula and its open access textbooks and technological approach to instilling mastery of basic maths concepts.
- They have concentrated on motivational frameworks – eg – goal setting, gamification
- They want to work with universities to assist with Admissions.



# Photo of the day



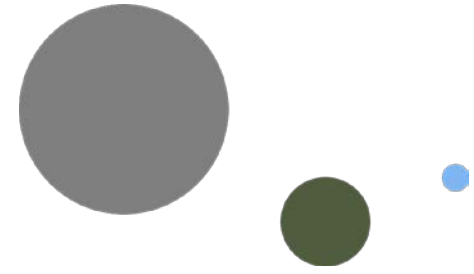
# Themes



## 1. Looking at the curriculum

- Is it uncontested? A given?
- How do our curricula compare?
- How would we go about determining this?

# Themes



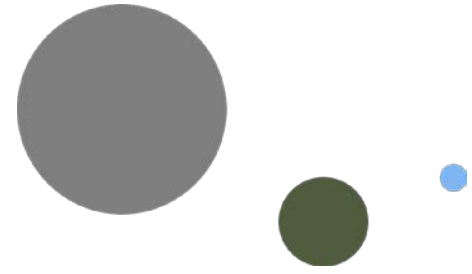
## 2. Open Educational Resources (OERs)

- Is the use of commercial textbooks a problem?
  - If so, why?
  - Should we consider, rather than reinventing the wheel, using open textbooks to create and edit our own.
- How would we go about finding out this information?

# Themes

## **3. Staff development and motivation**

- CoPs,
- online discussion forums,
- etc.



# Themes



## 4. Understanding our students:

- Student **survey**? “We haven’t talked about students yet. We need to ask students what problems they encounter.”
- Student **motivation**: Why are they doing maths? Might find that many are only doing it because they have to.
  - Excite the students: Teaching them to appreciate maths like they appreciate music. Maths is easier to master than music, but they enjoy the latter and not the former.
- Acknowledging and understanding student **diversity**

# Themes



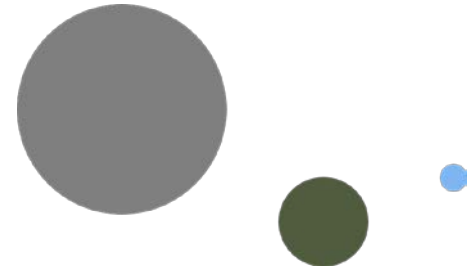
5. “Project is an opportunity to **look at what we teach and how we go about it.**”

- “Are we all agreed about the gaps between FET and First Year? And if so, **how do different institutions address those gaps?**”
- Best practices in various institutions.

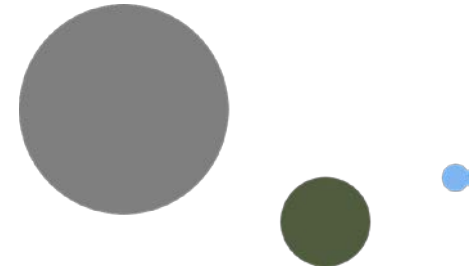
# Themes

## **6. Identify the common problems encountered**

– eg – students' writing style



# Themes



7. What is the extent of the use of **blended learning** and what are '**best practices**' in this regard?

- What would we recommend?
- How we would we go about finding the answer to these questions?