



University of Fort Hare
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Institutional Advancement

This Week @FORT HARE

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DEPUTY MINISTER EXPRESSES SATISFACTION WITH UFH'S RESPONSE PLAN TO COVID-19

"It's pleasing that your Covid-19 response teams comprise all stakeholders on campus – including students. Our emphasis as the Ministerial Team has always been that we can only succeed to curb the spread of Covid-19 when every stakeholder on campus is involved"

Mr Buti Manamela - Higher Education Deputy Minister (DM), has commended efforts by the University of Fort Hare to save the 2020 academic year whilst ensuring Covid-19 health and safety measures are in place.

"It's pleasing that your Covid-19 response teams comprise all stakeholders on campus – including students. Our emphasis as the Ministerial Team has always been that we can only succeed to curb the spread of Covid-19 when every stakeholder on campus is involved", said the Deputy Minister.

The DM was speaking during an oversight visit to the university's East London campus on Monday, 03 August, to monitor the implementation of Covid-19 health and safety measures. He was accompanied by officials from the Department, the Ministry and Higher Health.

The oversight visit started with a formal engagement with the university's executive team and leaders of the interim Student Representative Council. Delegates were welcomed by the Vice-Chancellor, Professor Sakhela Buhlungu.

In his opening remarks, the VC gave a summary of measures that have been put place.

"The first thing we did was to set up a Task Team that is led by Mrs Ntombana Rala from the Nursing Department who also serves on the Eastern Cape Premier's Covid-19 Advisory Team. Secondly, we appointed a Compliance Officer, Mr Philisa Mvulana who is the Director of Property and Services. We also have a Covid-19 Management Response Committee which takes issues and recommends action."

In addition, the university has also increased the number of Nursing Staff and has also employed

two doctors, one for Alice and one for the East London campus.

The VC also announced that the first batch student laptops have arrived in the country and would be distributed soon.

The VC's address was followed by detailed presentations by Mr Mvulana who spoke about matters of compliance and Dr Rose Masha, the Deputy Registrar for Academic Affairs who presented the revised academic calendar.

According to Dr Masha, the 1st semester commenced on the 1st August and will run until 30 November. The 2nd semester will start on 1 December to 17 April 2021.

"In terms of assessments, we aim to have 98% of exams conducted online. For our first exams, we have targeted mid-October and our second exams will be run in February."

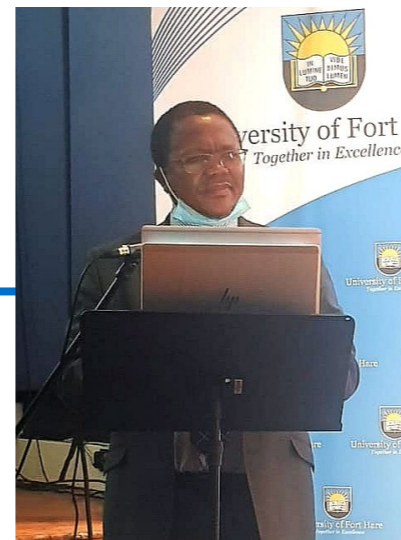
Dr Masha said the calendar presented on the day was the university's worst case scenario. "Our best case scenario is when we get all the modules online and squeeze the exams into one week, as most assessments will take place online."

The DM said he was pleased with the reports and thanked the presenters for such informative presentations.

"We hope to see activity on campus. I trust all returned students will adhere to the safety measures, in order to save the academic year and save lives."

The visit concluded with a walkabout in the Nursing Science Building.

by Aretha Linden



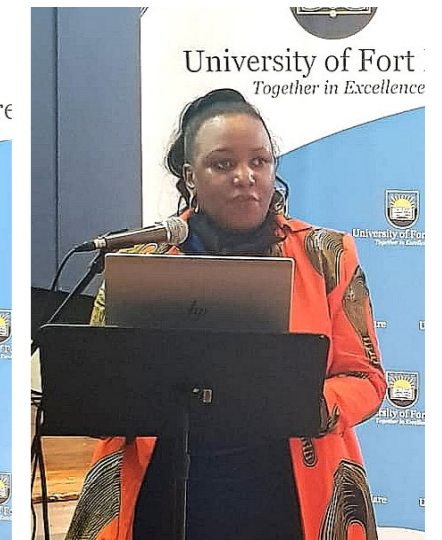
// Prof Sakhela Buhlungu



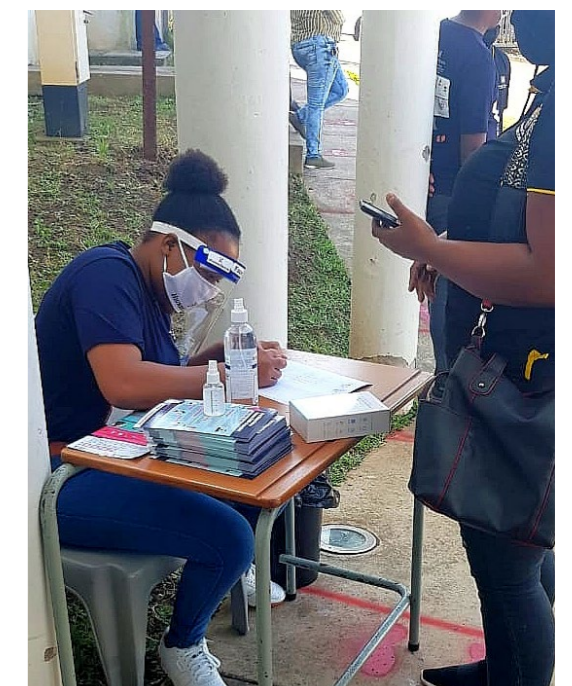
// DM Buti Manamela



// Mr Philisa Mvulana



// Dr Rose Masha





// Prof Solomon Tefera Beyene

In conversation with

PROFESSOR SOLOMON TEFERA BEYENE

C-Rated Biological and Agricultural Science Researcher, and Professor in the Livestock and Pasture Science Department, Faculty of Science and Agriculture

Please share some information about your research field, including past and current projects:

My research interest and goals include investigating the resource dynamics of arid and semi-arid ecosystems and environmental as well as managerial impacts on the sustainability of these resources to provide livelihoods. I am particularly interested in delineating African degraded rangelands using local ecological knowledge (community perceptions), remote sensed technologies and field data. I am also interested in evaluating restoration practices to regenerate these degraded rangelands - based on their realistic needs.

My research approach focuses on the conceptual frame which argues that development of sustainable adaptive practices to manage African rangelands and restore degraded environment, requires holistic approaches by integrating the four components of the ecosystem (**soil-vegetation-livestock-man**).

I have been involved in numerous research projects as a principal investigator and collaborator with Institutions from South Africa and abroad.

Key projects include:

- Community based Rangeland Rehabilitation for maintenance of Ecosystem functions, services and goods.
- Emerging Crop-Livestock Production Systems adapted to a changing Environment. Interreg V programme (2014-2020) for regional cooperation in the Indian Ocean. This programme is funded by the European Union (EU). (2017-2020).
- Developing a pasture legume intercropping system to restore abandoned grasslands of the Eastern Cape province (NRF Funded).

- Grazing management impacts on Plants, soil, C-N Pools and Methane Production Potential of rangelands. (NRF funded).
- Integrating local and scientific knowledge in rangeland resource management and utilization for sustainable small-scale livestock production. (Agriculture Research Council (ARC) and University of Fort Hare (UFH) Collaborative research project).

What do you think are your most significant research accomplishments?

- I have published over 36 articles in peer-reviewed accredited journals, one book chapter and two working policy documents.
- I have supervised over 20 MSc and four PhD students to completion.
- My research has contributed up-to-date science-based evidence for land managers, scientists, development practitioners, and policy makers in support of sustainably management of African semi-arid rangelands.
- My studies also provided factual evidence to inform current state of African rangeland systems including in the Eastern Cape.
- My research findings have added knowledge to comprehensive understanding of the dynamics of African rangelands by integrating the bio-physical resources and societal (human ecological knowledge) dimensions and their management.
- Some of my research works have produced a database on African woody and grass plant species with their vernacular names, socio-cultural, environmental and forage values.
- Through my work, I have also managed to identify species that are drought or stress tolerant with better

capability as fodder bank development, to support livestock production systems in resource-limited communal livelihoods.

- My recent work has also contributed to restoration of deteriorating rangelands in the Eastern Cape in order to give better ecosystem services and goods to society.

National and international recognition

My research outcomes have led me to be recognized locally and internationally. I serve as NRF panel in research proposal and review. I am an Associate Editor for the African Journal of Range and Forage Science and have reviewed many high impact journals.

I also serve as a regional consultant to the African Union and United Nations. I have produced working policy documents on developing pastoral policy framework and building climate change resilience for the African Livestock Production System.

What advice would you give to Young Researchers out there?

In these days of increased pressure and competition for rangeland resources as well as continuing impacts of climate change, research problems are countless and complex, with some deserving urgent explanations and solutions.

Young researchers may find themselves under a great pressure. This may not be good for creativity, but at the same time, these situations can be challenging, strenuous, and inspiring. Of particular top priority and high importance is that young researchers need to work as a strong team and be well networked, in order to find solutions towards healing the growing degraded rangelands of Africa.

Who is Prof Beyene?

I was born in Ethiopia in 1973. I obtained my B.Sc. (1993) and M.Sc. (1998) in Animal Production from Alemaya University, Ethiopia. In 2003 I obtained my PhD in Grassland Sciences from the University of the Free State. My love of nature and animals greatly influenced my decision to major in Animal and Range Sciences.

I have over 23 year's research experience as a Rangeland Ecologist and Management expert, working intensively in the arid and semi-arid rangelands of southern and eastern Africa. I worked in eastern and southern Africa universities for over two decades. My teaching specializes in areas of Rangeland Ecology and Management, as well as disciplines related to pasture and fodder management in semi-arid and arid ecology of Africa.

As a registered professional scientist with the South African Council for Natural Scientific Professions, my aim is to promote experiential and multidisciplinary research.



// Tandi Mapukata

UFH COVID-19 READINESS Update: Week 3 - 7 August 2020

The information captured in this report has been sourced from, and verified by the relevant departments/units or faculties. All enquiries should be directed accordingly or raised via the SRC. Do not call, email or text the editor of this publication.

STAGGERED RETURN OF STUDENTS (Registrar's Office: Examinations):

All permits for the first 33% cohort have been issued. The last group of students is expected to arrive on Friday 7th August 2020.

GRADUATION AND CREDIT CERTIFICATES (Registrar's Office: Examinations)

Graduation certificates for qualifying students are ready. The Office of the Registrar has developed four (4) options that students can choose from in order to collect their certificates. These are:

- Courier System
- Post Office System
- Self-Collection
- Collection by Proxy

Details are being emailed/texted by the Registrar's Office to all qualifying students. The SRC will also assist with collection/qualifying details.

COVID-19 CASE SUMMARY as at 3 August

Active Cases	16 (11 staff + 3 students)
Recoveries	35 (32 staff + 3 students)
Fatalities	1 UFH (+ 3 Red Alert)
TOTAL NUMBER OF CONFIRMED CASES	52

ACADEMIC CALENDER (Registrar's Office):

Worst Case scenario

- 1 Semester** : 1 August - 30 November 2021.
- 2nd Semester** : 1 December to 17 April 2021.
- Assessments** : 98% of exams will be conducted online.
1st semester exams will be written during mid-October
2nd semester exams will be run in February

Best Case Scenario:

All modules will be offered online and exams will be conducted over 6 days (one week), as most assessments will take place online. If this is achieved, then the second semester could end sooner than April 2021.



STUDENT LAPTOPS (Office of the Chief Information Officer):

Unfortunately, and completely beyond the control of the university – the laptops are still stuck at the Durban harbour, due to Covid-19 related Customs Clearance procedures. The ship docked on 25 July. It is still hoped that the devices will be delivered to the university in the coming days. A distribution plan which prioritises undergrad students in rural areas (who have submitted applications) has been developed and will be activated as soon as the laptops reach the university. Recipients will be notified about collection modalities.

This is a major area of concern for the university because it impacts the earnest onset of the revised academic calendar. The university regrets the delay and is doing all it can to ensure the service provider delivers the first batch as soon as it is humanly possible to do so.

BLENDED REMOTE TEACHING AND LEARNING MODALITIES:

Faculties are reviewing the teaching and learning modalities for each module. This is being done together with revisions to assessment and examination strategies to accommodate both online and offline teaching and learning for students who have access, as well as those without or limited facilities. An update will be provided in the next edition – after a Senex meeting which will finalise the catch-up plan and assessment modalities on 13 August 2020.

STUDENT DATA

Refer to a notice issued by Dr Chris Johl – Chief Information Officer titled: **Data for University of Fort Hare Students: Update 30 July 2020**

Meet the UFH ELEPHANT Multi-Disciplinary Research Team

The Department of Livestock and Pasture Science in the Faculty of Science and Agriculture has established a UFH *ELEPHANT* Multidisciplinary Research Team - nine academics from various UFH Departments who will delve into and produce studies related to the One Health concept.

The Centre for Disease Control and Prevention defines the One Health concept as a collaborative, multi-sectoral, and transdisciplinary approach - working at the local, regional, national, and global levels. The goal of the concept is to achieve optimal health outcomes through recognizing the interconnection between humans, animals, plants and their shared environment.

The *ELEPHANT* is a collaborative project between eight Higher Education Institutions in South Africa and Europe. Its primary objective is to contribute towards poverty relief by boosting innovative learning and research capacities in the One Health context.

The term *ELEPHANT* derives from the project title: *Empowering universities' Learning and Research capacities in the one Health Approach for the management of animals at the interface between humans, livestock, wildlife and environment in South Africa.*

Partner institutions include the following institutions:

- University of Fort Hare;
- University of Pretoria;
- University of Limpopo;
- University of Venda;
- University of Mpumalanga;
- Southern African Wildlife College;
- Utrecht University (the Netherlands) and;
- University of Bologna (Italy).

MR MALIVIWE MPAYIPHELI



Department:

Lecturer, Livestock and Pasture Science (Faculty of Science and Agriculture)

Research Interest:

Characterization of local livestock genetic resources and its production systems and food security

Researcher's comment:

Apart from playing the managing role in the *ELEPHANT* project, Mr Mpayipheli also brings with him extensive expertise in animal production gained from working closely with local farming communities. He believes the application of interdisciplinary and transdisciplinary research methodologies is critical in addressing many challenges facing local farming communities. "The multi-disciplinary face of the *ELEPHANT* research team will afford me an opportunity to share my animal production knowledge while learning from other disciplines as well."

DR CRAIG TAMBLING



Department:

Senior Lecturer and HoD: Zoology and Entomology (Faculty of Science and Agriculture)

Research Interest: Large Mammal Ecology.

Researcher's comment:

Dr Tambling will bring his wildlife expertise of the One Health focus to the team. Having conducted most of his research in protected areas and away from the impacts of humans, Dr Tambling says the time has come for him to expand his horizons and start understanding how wildlife interacts with livestock and the communities around protected areas. "This interaction throws up many questions that I hope that along with my new team, I will be able to pursue and investigate. I also believe it will be valuable to experience different research styles and approaches that can broaden all of our approaches to scientific inquiry."

DR ISHMAEL JAJA



Department:

Lecturer, Livestock and Pasture Science (Faculty of Science and Agriculture)

Research Interest:

Veterinary Science, Food Safety and Public Health

Researcher's comment:

"Hopefully this project will empanel a group of researchers from diverse scientific backgrounds to research the inter-relatedness of humans, animals, and the environment. I hope to bring to the group my expertise in veterinary science and learn from the expertise of colleagues in other fields of research."

MR MSIMELELO BUYISILE NKOHLA



Department:

Lecturer, School of Further and Continuing Education (Faculty of Education)

Research Interest:

Agricultural Education and Curriculum Studies

Researcher's comment:

Mr Nkohl believes that for any social and/or socio-economic change to take place, societal demands should be placed on teaching and learning. His interest in Agriculture and Curriculum Studies aims to advocate for a curriculum that is responsive to contextual realities such as food insecurity, poverty, and environmental health awareness. His research focus explores possible ways that contribute to poverty relief through agricultural education. "My research experience could contribute significantly in bringing awareness about the use of ethnoveterinary plants by small-scale or communal farmers in treating various ailments that include conditions caused by gastrointestinal parasites." He says being part of the team will also widen his terrain of research through collaborations and networking with researchers from other disciplines. "Ultimately, I foresee an innovative and groundbreaking research that will address animal and human health issues, food safety and security concerns."

DR FILIP MAJ



Department:

Lecturer, Philosophy Department (Faculty of Social Sciences and Humanities)

Research Interest:

Environmental and animal ethics

Researcher's comment:

"I plan to contribute to the team by bringing my understanding of moral issues concerning the environment and animals."

MR NTSIKELELO TORY MAZOMBA



Department:

Lecturer, Biochemistry and Microbiology (Faculty of Science and Agriculture)

Research Interest:

1. Promotion of the integration of underutilized traditional and indigenous food resources as a viable alternative to ensure food security.
2. Promotion of cheap and easy ways to address malnutrition to alleviate causes of common diseases.

Researcher's comment:

"I will try to impart my teaching and research experience at the University of Fort Hare to promote the aspirations of the *ELEPHANT* team."

MRS NOKWANDA BOKOLO



Department:

Lecturer, Public Health (Faculty of Health Sciences)

Research Interest:

Public Health

Researcher's comment:

"I want to make an impact on my community and to ensure that each project has effective implementation, monitoring and evaluation."

MS THANDEKA KHOWA



Department:

Lecturer, Sociology/ Human Settlements (Faculty of Social Sciences and Humanities)

Research Interest: Local government, land, development, sustainable livelihoods and human settlement

Researcher's comment:

"Being part of the One Health *ELEPHANT* project is essential for me. It will grant me an opportunity to work with other scholars in different fields, thus broadening my horizon. It further awards me the opportunity to conduct research that is meaningful and will contribute to the body of knowledge at Fort Hare and the county at large".

MS LINDOKUHLE GWALA



Department:

Lecturer, Agricultural Economics and Extension

Research Interest:

Climate change adaptation, Climate change policies, Communication Strategies and food security

Researcher's comment:

Ms Gwala says communal livestock farmers are faced with a number of challenges; such as climate change and food insecurity. "It is important to find adaptation strategies to minimise such challenges. Studying the physical, economic, technical and social factors of the farming environment may help to identify information dissemination channels to be used in conveying useful and relevant information to farmers." She believes communicating and working with different stakeholders involved in the implementation of climate change-related policies might help mitigate climate change and improve adaptation techniques. "Adaptation and proper response to climate change can help minimise livestock mortalities, improve production and household income so as the food security status of communal farmers."

FACULTY OF EDUCATION WEBINAR: DISCUSSING INCLUSIVE EDUCATION DURING COVID-19



// Ms Zininzi Mpurwana

“It is the collective responsibility of government, teachers, parents and caregivers to help reduce educational inequalities for students with disabilities, especially during a time of a crisis like the Covid-19 pandemic”

On 22 July, the Faculty of Education hosted a webinar titled: *2020 Inclusive Education Teaching 4 All*. The webinar forms part of the advocacy programme for the *Teaching for All* project supported by the British Council and its partners, MIET Africa (non-profit African education organization), University of South Africa, Department of Higher Education and Training and the Department of Basic Education.

Themed: *COVID-19 Reveals Inequalities and Other Forms of Exclusions Within the Education Sector*, the discussion sought to unearth the inequalities that are brought about by the COVID-19 pandemic in the education sector, and the impact thereof. It also sought to suggest and recommend relevant strategies to address such inequalities.

According to Dr Xolani Khalo, Deputy Head, Project Coordinator and Lecturer at the UFH School of Further and Continuing Education (Faculty of Education) - this is the second dialogue on inclusive education hosted by the Faculty. The first discussion which took place in 2019 was themed: *Social Exclusion and Negative Stereotypes as a Limiting Factor to Teaching and Learning*.

“After the initial dialogue, the Faculty agreed to host annual events that advocate for inclusivity at all levels of education,” said Dr Khalo

The session was officially opened by the Dean of Education, Prof Vusi Mncube. He delivered the opening and welcoming remarks. Participants included representatives from the British Council, Eastern Cape Department of Education, Academics from 14 South African universities and Principals from local high

schools. The webinar created a platform for participants to present, share experiences and reflect on the topic.

The following UFH Academics presented abstracts of their research papers:

Dr Xolani Khalo and Mr Msimelelo Nkohla - The rise virtual learning during COVID-19 Lockdown: A Review of Limitations and Successes

Ms Zoleka Ntshuntshe and Dr Nondwe Ngibe - Equal Education opportunities for all: Inclusive Education Demystified

Mr Sive Makeleni, Prof Ntombozuko Duku, Dr Rose Masha and Prof Mzuyanda Mavuso - Access to internet is access to learning: A story of four pre-service teachers

Prof Jabulani Kheswa - Ramifications of COVID- 19 on South African schools in rural areas

UFH Disability Unit Coordinator, Mr Sam Musschenbroek also reflected on the challenges imposed by the pandemic on students with disabilities and the support provided by the unit.

The keynote speaker, Ms Zininzi Mpurwana, the Programme Manager for the Eastern Cape Disability Economic Empowerment Trust reminded participants that: “It is the collective responsibility of government, teachers, parents and caregivers to help reduce educational inequalities for students with disabilities, especially during a time of a crisis like the Covid-19 pandemic.”

by Aretha Linden

WHAT WILL SCIENCE LOOK LIKE POST COVID-19?

Prof Willie Chinyamurindi facilitates a SAYAS Webinar

What will science will look like after Covid-19? This is a question that was explored by a panel of esteemed scholars during a SAYAS (South African Young Academy of Science) webinar facilitated by Willie Chinyamurindi, a Professor in the Department of Business Management and SAYAS executive committee member.

The virtual session which took place on 23 July, sought to deliberate on the impact of the pandemic on Knowledge Production and Research in Africa.

The panel comprised the following scholars:

- **Prof Johann Mouton**,
Director of the Centre for Research on Evaluation, Science and Technology (CREST) and the DST-NRF Centre of Excellence in Scientometrics and STI Policy and ASSAf (Academy of Science of South Africa) Council Member
- **Dr Thandi Mgwebi**,
Deputy Vice-Chancellor: Research, Innovation and Internationalisation (RII), Nelson Mandela University
- **Dr Richard L.K. Glover**,
Programme Specialist: Biological Sciences, International Science Council (ISC) Regional Office for Africa
- **Dr Phethiwe Matutu**,
Group Executive: Strategy, Planning and Partnerships, National Research Foundation

Opening the floor, Prof Willie said the topic is framed in a very futuristic and hopefully, a post Covid-19 world. “That is the hope we carry with us each and every day.”

First to present was Dr Glover. According to him, science will become more innovative, more targeted, more multidisciplinary and collaborative, and less ethically restricted.

“We have to re-think how research is funded after Covid-19. We realize that during this period we had to adapt to rapid responses. If it’s possible to do it during the period, it means after Covid-19, we can still do it,” he said.



// Prof Willie Chinyamurindi

During his presentation, Prof Mouton said: “Science as a cognitive enterprise was unlikely to change in the future. In a post-Covid-19 world, the rule of evidence in science will still apply, we will still aim for robust knowledge to be produced. Science as a social institution will certainly almost change.”

Making reference to lessons from the past, Dr Mgwebi’s presentation took a close look into the geopolitical tensions induced by the pandemic. She also highlighted the role of scientists in diffusing these tensions.

Dr Matutu indicated the pandemic has elevated the need for scientific advice and science communication, during and post Covid-19.

The eye-opening presentations were followed by a question and answer session.

by Aretha Linden

[For the full recording of Webinar click here](#)

ONLINE LEARNING IN THE DEPARTMENT OF ACCOUNTING: A UFH Success Story

The Department of Accounting's Postgraduate Diploma in Accounting is completed by students who intend to sit for the SAICA qualifying examination in 2021, with the view to being admitted as Chartered Accountants. The programme comprises four core subjects – including taxation.

Taxation 4 is coordinated and lectured by Mr Daylan Staude, a Senior Lecturer and subject head in the Department of Accounting. Daylan has an enormous passion for the development of his students and he feels duty-bound to equip his students with life-long learning skills. In order to achieve this, Daylan has always incorporated some aspect of technology-based teaching into the curriculum. Covid-19, has however provided an opportunity to develop online materials and resources that will assist students to continue with their learning activities, during the times of non-traditional teaching and learning.

The educational delivery methods of the programme are based on physical contact sessions and tutorial sessions. These are presented to students in lecture halls using technology such as projectors, interactive boards and printed material. The formal lecture environment is a mutually beneficial collusion between the student and the lecturer. Learning is achieved through imparting of knowledge by the lecturer and the direct interaction with the student through class questions, tutorial sessions, classroom discussions and one-on-one lecturer/student consultations.

South African President, Mr Cyril Ramaphosa, announced that as a result of Covid-19, South Africa would enter into national lockdown from 26 March 2020. As a result, all students needed to vacate university residences and return to their homes.

On 26 March, the Taxation 4 programme was in week six of the 24-week program. As students intend to write the SAICA qualifying examination in early 2021, it was imperative that e-learning initiatives be designed and introduced. These would ensure alternative methods of educational delivery were available in order for students to complete their academic year, and be appropriately prepared to write the SAICA examination.

The primary goal of the initiatives was therefore, to ensure continued student learning with sub-goals that included creating an environment for student consultation and motivation.



// Mr Daylan Staude

CHALLENGES ENCOUNTERED

Students in the programme are from diverse backgrounds and areas across South Africa, with the majority of students coming from outlying areas. The majority of outlying areas in South Africa have having none or poor internet coverage. During the design of appropriate e-learning initiatives, a number of constraints need to be overcome.

- **Many students had non-conducive study environments.** To overcome this challenge, students were provided with a study outline, study material, and study guidance at the start of the week and could engage with the material at any time during that week. This allowed students to study at a time that was suitable and convenient for them.
- **Students often had a lack of ICT equipment, slow network coverage and lack of data.** The South African government made certain University websites (including Blackboard) data-free and therefore, students were able to download and upload content from Blackboard without using data. Challenges were still experienced by students in areas with poor network coverage.

SOLUTIONS

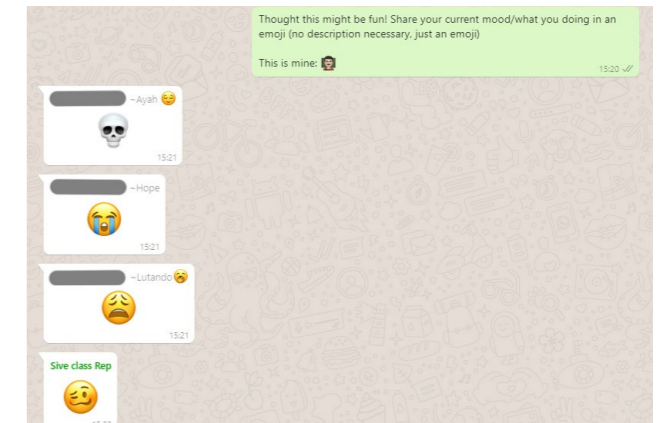
- **To assist students in these areas, all files were downloadable:** This allowed students to visit an area where there was network coverage to download the files needed for the week. All online material was made available in PDF format, and all video material was uploaded in MP4 format. These formats are compatible with most devices and this allowed students to watch videos and download notes onto their cell phones. Video files were also compressed prior to uploading to ensure that the smallest file possible was made available to students. This assisted with the time required to download, especially when network coverage was EDGE or 2G.
- **To improve communication and student interaction:** A WhatsApp group was created and 98% of students joined the group. The primary purpose of the WhatsApp group was to provide students with instant notification of content that had been uploaded on Blackboard, allowing students to consult and ask questions, and provide students with regular motivation.

Some of the WhatsApp group initiatives included:

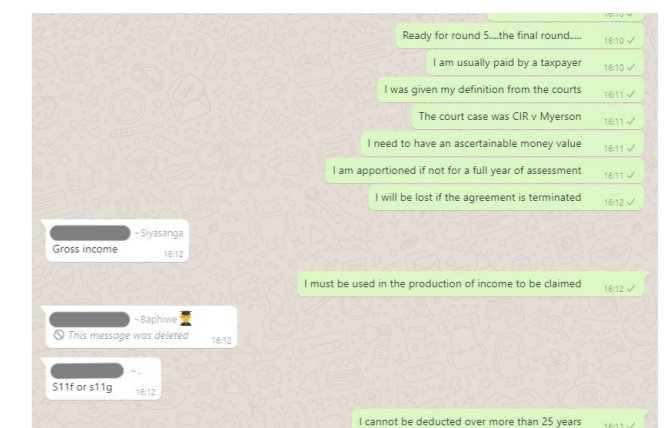
- **A selfie study challenge (see below):** To start this initiative, the lecturer posted a "selfie" at his desk preparing student material and challenged students to take a "selfie" while they were studying and post it to the group.



- **An emoji mood challenge (see below):** In this initiative, students were encouraged to share one emoji with the group that depicted their current mood.



- **Quarantine nicknames: A quick, fun interactive game,** where students were asked to provide their quarantine nickname by saying how they were feeling and the last thing they ate. This also provided Daylan with a sense of the class's motivation. Examples of names were "Hopeful Taco", "Happy Orange", "Grateful Potato", and "Confused Coffee".
- **'Guess who am I' game:** The game is live, and students are required to provide feedback immediately. Like the board game "30s", the lecturer provided clues to sections in the Income Tax Act and students needed to guess what section was referred to.



Continued on next page...

- In addition, the WhatsApp group was used for consulting between Daylan and the students. The benefit of WhatsApp consulting was that students were able to ask questions immediately while studying, and the rest of the class was able to see the question and the solution to the question, in this way creating a shared learning experience.

DEVELOPMENT OF ONLINE LEARNING AND INFRASTRUCTURE

Due to students' lack of ICT equipment and limited or no internet connectivity, data hungry software could not be used. In addition, due to a lack of ICT equipment, initiatives used would need to be available on basic ICT devices such as cell phones. Blackboard was identified as the primary medium for the distribution of material. This was because all students registered for the course would have access to the platform and the online programme could easily be accessed through a cell phone web browser. The uploaded material could be viewed online, or downloaded by users (based on their needs) and the platform provided for safe storage of the relevant learning content.

In developing the e-learning content, the following aspects were taken into account:

- As students were previously used to a face to face lecture environment, the development of online material was focused on simulating, as closely as possible, the traditional lecture environment. This would, therefore, include the presentation of the learning material (slides, notes, etc.) and the presence of the lecturer, just as the student would have had in class.
- After an analysis of various free online programmes, Open Broadcaster Software (OBS) was identified as the most suitable programme for developing the online content. This software catered for multiple source inputs that allowed a video to include video capture as well as the capture of a PowerPoint presentation, notes etc. (see below - a screen capture of a video lecture).



- The aim of the video lectures was to simulate the traditional lecture environment, including a certain level of interaction. To achieve an interactive learning environment in an online video, worked examples and tasks were included in videos and students were instructed to pause the video, execute the task, un-pause the video and continue with the lesson. Students were also asked to take out their prescribed legislation textbook and turn to a certain section.
- Lecture sessions were traditionally broken down into topics, such as Employees Tax, Capital Gains Tax, etc. A traditional lecture is delivered over three to four hours. In order to reduce file size for uploading and downloading, and to provide students with smaller sections of work, each topic was further divided into sections. A number of videos ranging from 10 – 20 minutes were recorded for each section, making up the full lecture topic. Compression software was then used to reduce the size of videos to reduce the data and time required by students to download video content.
- Each lecture video was supported with an on-line quiz, a set of the lecture slides or notes, and a range of tutorial questions and solutions. Tutorial videos were prepared for selected tutorials. In the tutorial video, the tutorial question and solution were explained to students.
- The online lecture sessions were made available to students at the start of the week. The videos were uploaded onto Blackboard three days prior to the lesson instructions being issued to afford the students an opportunity to download the videos before the commencement of the lecture week. This was important for students who had poor connectivity. Students needed to be provided with a clear guideline and instruction on how to use the online content and, therefore, careful consideration went into the set-up of the content folders on Blackboard. The weekly lecture instructions were linked to the manner in which the online content folders were developed. An example of a weekly lecture instruction and a screen capture of the lecture folders can be seen in image 4 below.

Image 4: Lecture instruction and Blackboard folder link

1. Pre-reading

I instruct the students on what pre-reading needs to be done and what is new within the topic not covered at Undergraduate level

2. Online quiz

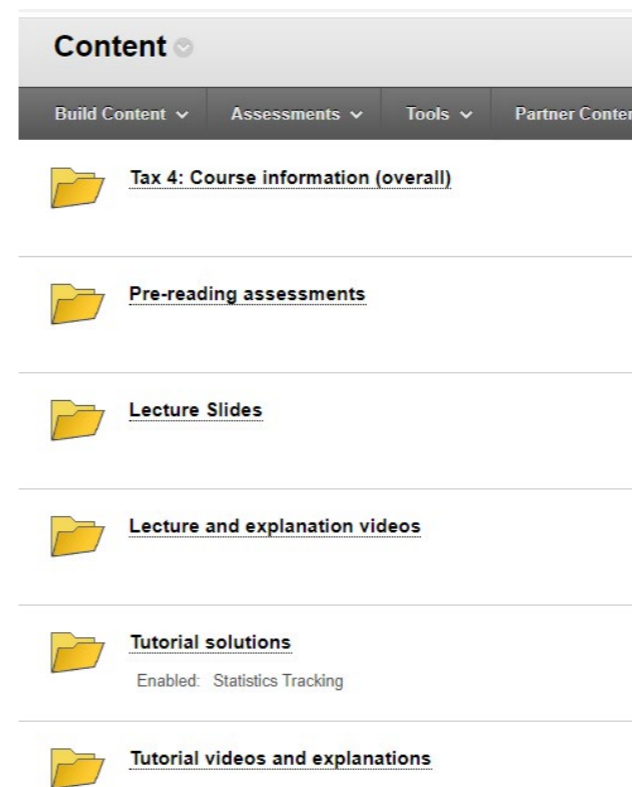
The online quiz focuses on pre-reading

3. Lecture

Instruction to students of where to find the uploaded material (lecture slides) as well as the videos relating to the lecture (usually there are 3 or 4 videos of 20min each per lecture)

4. Tutorials

Guide through the tutorials that students should Perform. I try upload one video tutorial for the students where I work through the tutorial question with them.



FEEDBACK FROM STUDENTS

Students embraced the learning platforms used. E-learning allowed students to study in 'real time' and to consult while they were busy working through the study material. Students shared the following comments with regard to their experience:

- WhatsApp is useful as it is easy to ask questions as you are working through the material without having to write a formal email.
- Emails are more time consuming and require additional data.

- WhatsApp communication usually provides indirect motivation and necessary pressure. For instance, when a student asks a question on a topic that we should be doing while I've not yet studied it, it motivates me to start as soon as possible.
- WhatsApp communication opened a platform for students who hardly ask questions in class due to shyness and lack of confidence. Questions can be asked without any fear.
- Online videos work as we study at different times and have different study environments. The videos allow us to study when it is conducive to our environment.
- Should I fall behind in my study program, I am able to catch-up quickly by watching the videos
- By using online lectures or pre-recorded lecture videos it allows you to re-watch important explanations on principles that you may not have understood the first time.
- The lecture videos have also been easy to understand, interactive and precise.
- The online lectures are a great, useful learning tool
- The way the online videos are prepared makes me feel as if the lecturer is in front of me and I am part of the conversation
- The lecture videos have provided a great learning experience and are very helpful.

ACHIEVEMENT OF LEARNING OUTCOMES

The primary goal of the e-learning initiative was to provide students with an environment and a platform that would allow them to continue with their tertiary study programme, and to ensure effective learning material was provided during the national Covid-19 shutdown.

In future, technology can be used to complement the learning process. This will be achieved through the introduction of blended learning to provide students with an opportunity to engage with the online content before coming to class, and then allowing class time to be used for discussions, analysis of content and worked examples.

by Daylan Staude

UFH GBV UNIT TO BE FULLY OPERATIONAL SOON

While calls to end gender-based violence (GBV) have been intensified and echoed throughout the country, the UFH GBV Task Team members have also intensified their efforts to ensure the university's first ever GBV-Unit starts operating soon.

Dr Ellen Rungani, HOD and Senior Lecturer in the Business Management Department, serves as the team's Chairperson. According to her, the unit is expected to be fully operational by March 2021.

The unit's organisational structure is currently with the Human Resources Department for costing and grading of positions. A recruitment process is also underway. Once that process is done, the costed structure will be sent to the Management Executive Committee for approval.

"However, in order to kick start the process, we have begun recruiting an Interim Director and an Administrator. The Interim Director will also act as a Reporting Officer to allow the handling and prioritising of pending and new GBV cases", said Dr Rungani.

Background

In 2019, the University took a zero-tolerance approach against GBV incidents on campus when Senate approved the Gender-Based Violence Policy – in order to deal effectively and decisively with reported GBV cases.

[Click here for the full policy](#)

On 30 September and 1 October 2019 in Alice and East London campuses respectively, the university hosted its first-ever GBV Day. The establishment of the GBV unit was announced during the two-day event. The centre will be staffed with trained reporting officers who are equipped with the knowledge and sensitivity to deal with GBV and sexual harassment cases.

Objective

The core objective of the unit is to take charge of handling GBV and sexual harassment cases at institutional level. It will provide counselling to the victims and ensure that ALL perpetrators are accountable for their actions. The unit will work with all university stakeholders to raise awareness about the GBV policy and reporting procedures.

by Aretha Linden



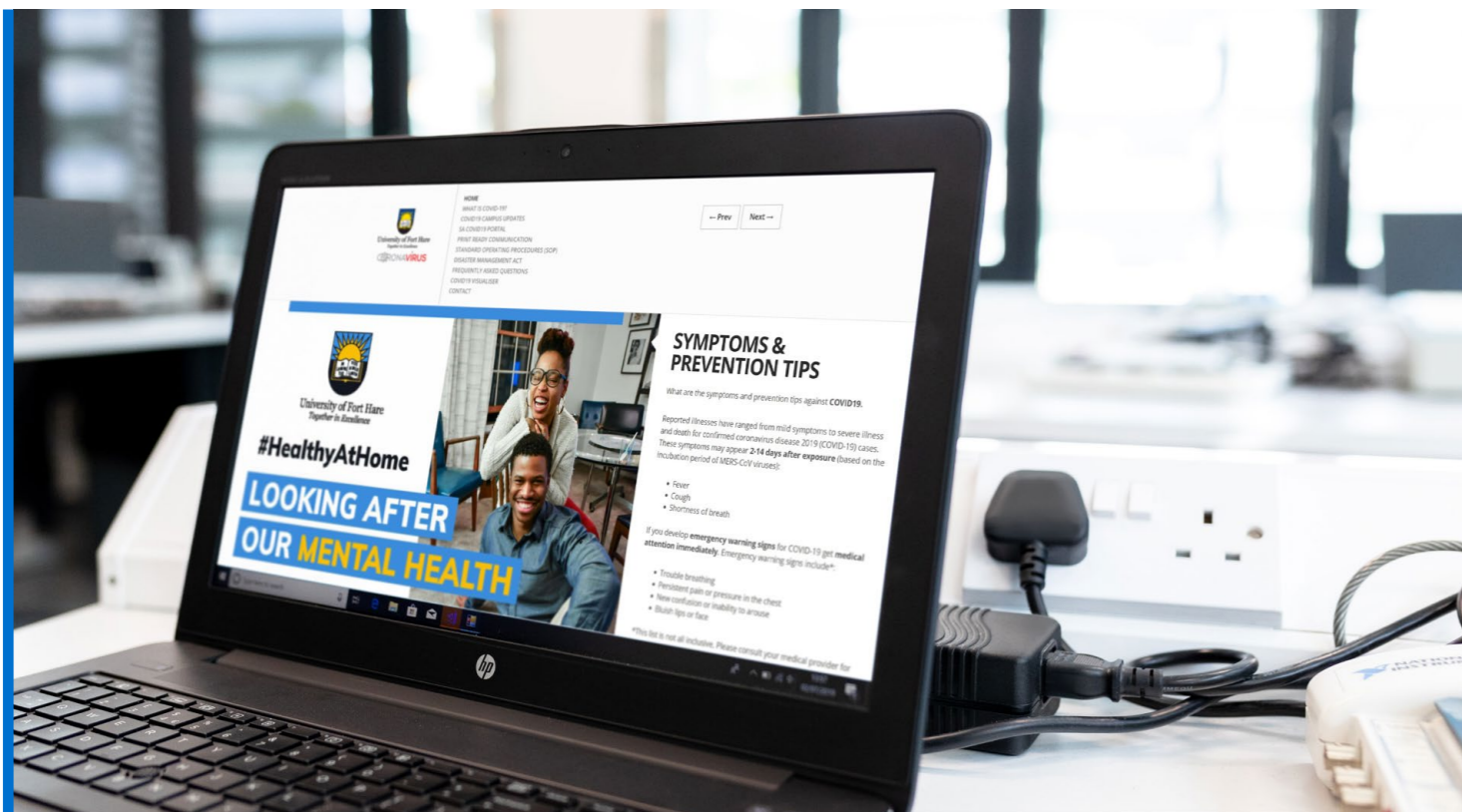
// 2019 UFH GBV Day - Alice Campus



// Dr Ellen Rungani



// 2019 UFH GBV Day - East London Campus



UFH LAUNCHES A WEB PAGE FOR THE COVID-19 STAFF SUPPORT GROUP

Covid-19 pandemic continues to have a negative impact on the personal and mental wellbeing of those who are infected or affected by the virus. To mitigate the impact, the UFH is in the process of developing a web page to support staff during these distressful times.

The Staff Support Group web page will be managed by the Wellness Unit under the Human Resources Department. Its purpose is to create a platform where employees who are infected, affected or have recovered from the virus, can share their experiences, offer advice and seek solutions. Employees will be able to express their concerns and fears induced by the virus and ultimately get support from other participants in the group.

According to Ms Mandisa Tyanti, UFH Employee Wellness Practitioner, the number of infections is on the rise, and the Wellness Unit could be overwhelmed with cases.

The unit has an obligation to contact and follow-up on Covid-19 positive employees and their contacts to check

how they are coping physically and mentally. They also provide the necessary support and counselling to those who have lost family members due to Covid-19.

"Working in liaison with the UFH Covid-19 Task Team, we have been able to provide the support and counselling services needed by affected employees. We had to make phone calls to more than 10 staff members and their contacts, daily. The good news is that the university is in the process of outsourcing to an external service provider that will offer professional counselling and support to employees 24/7."

For more information about the support group please contact Ms Mandisa Tyanti on 060 6116 999 or email to mtyanti@ufh.ac.za.

Further support can also be found here:

- Higher Health 24 hour Mental Health helpline for both staff and students - Toll free no. 0800 36 36 36 or sms to 43336.
- SADAG free services: Mental Health Line is 011 234 4837, Suicide Crisis line is 0800 567 567
- Staff on medical aid can contact a psychologist of their choice in town. For more information contact Ms Msengana @ Tmsengana@ufh.ac.za
- Students can contact the SCU: EL Campus - 043 704 7017, Alice Campus - 040 602 2011 or email scu@ufh.ac.za

UFH CO-HOSTS ANNUAL WOMEN IN HOUSING SYPOSIUM

The UFH Residence Department and the Association of College and University Housing Officers – International South Africa Chapter (ACUHO-I SAC) are the proud co-hosts of this year's *Women in Housing Symposium*.

Due to Covid-19 restrictions, the annual symposium will be held online via webinar on 13 and 14 August. ACUHO-I is the leading organisation of choice for campus housing and residence life professionals. It boasts more than 17 000 members representing 3.2 million on-campus students from around the globe.

Themed: *Women Rising*, the symposium presents a unique opportunity for members to participate and engage on critical issues pertaining to women. It also creates a platform for colleagues to network and form relations.

Ms Nokuzola Gomomo, Senior UFH Residence Officer, said participants will be exposed to inspirational ideas

and practices by exceptional speakers from UFH and International institutions.

"During the session, women will engage in discussions on practices in campus housing and residence life, while gaining leadership skills and insight into the crucial role of women in this profession."

This programme empowers housing practitioners particularly women, whose duties are to promote social cohesion and diversity through activities that ensure residence life is vibrant and functional.

"This platform encourages excellency in service delivery and influences change," said Gomomo.



Implats names Thandi Orleyn as new board chair

Implats Platinum, the world's third-largest source of platinum group metals (PGMs), has named former board member Thandi Orleyn as its new chair from October.

Orleyn is an advocate and currently serves on the boards of BP Southern Africa, Reunert, Toyota SA and Ceramics Industries.

Orleyn had been on the board of Implats for 11 years before stepping down in 2015.

Orleyn replaces Mandla Gantsho, who will step down at the group's AGM on October 14.

"On behalf of the board, we extend a warm welcome to Thandi and wish her every success in her role as a board member and chair designate," said Gantsho.

In morning trade on Monday the share price of Implats was down 0.29% to R150.44, having risen 4.82% in the year to date.

Source: BusinessLive, 03 August 2020

[Click here to view original article](#)



// Thandi Orleyn

IN MEMORIAM

Honouring Dr Elizabeth-Mamisa Chabula-Nxiweni

UFH Alumna and revered Port Elizabeth Doctor, Reverend Elizabeth-Mamisa Chabula-Nxiweni passed away on 22 July. She completed her Bachelor of Science Degree in 1972 and Bachelor of Science Honours degree in 1973 from the University of Fort Hare.

In 2019, she played an instrumental role in organising the UFH Class of 1968 Reunion.

Below is an extract from an article published by Heraldive on 23 July: <https://www.heraldive.co.za/news/2020-07-23-just-in-beloved-port-elizabeth-doctor-dies/>

“Aside from having the province’s first field hospital being named after her - the one sponsored by Volkswagen and the German government - the mother of 10, had been a trailblazer in the medical sector.

While Chabula-Nxiweni has served in a number of positions including the role of a former Nelson Mandela Bay public health director, a maths and science teacher in the Transkei and a minister in the Presbyterian Church, she is most well known for her pioneering work in institutionalised safe circumcision training among local traditional surgeons.

And her legacy continues through the Emmanuel Haven, a HIV/Aids day care facility and crèche in Motherwell which she founded.”

She was laid to rest on 29 July. May her beautiful soul rest in eternal peace.



// Dr Elizabeth-Mamisa Chabula-Nxiweni

Tribute to Mr Sivelile Nompozolo

It is with great sadness that we receive the news of the passing of Mr Sivelile Nompozolo who has been very instrumental in uniting and strengthening Agricultural Colleges in South Africa. He passed away on 1 August.

Mr Nompozolo, was a former Agriculture Lecturer at the University of Fort Hare. He then went on to be the Principal of Cedara College of Agriculture in KwaZulu-Natal. When he retired earlier this year, he was the Director of Sectoral Colleges in the Department of Agriculture, Forestry and Fisheries (DAFF).

UFH Vice-Chancellor, Prof Sakhela Buhlungu expressed shock and sadness at the passing of Mr Nompozolo.

“In addition to being an alumnus, Mr Nompozolo played a critical role in the conceptualisation of the Veterinary School at the University of Fort Hare. He championed meetings between the UFH, the provincial Department of Agriculture and DAFF. His passion shone through in 2018 when he coordinated a visit to the University by the then DAFF Minister – Mr Senzeni Zokwana and then provincial MEC, Mr Mlibo Qoboshiane. Both endorsed the belief that Fort Hare is capable of hosting the second Vet School in the country. We send heartfelt condolences to his family and friends.”, said the VC.

Mr. Themba Cebani, Principal of Grootfontein College of Agriculture and Chairperson of Principals of Agriculture colleges, said Mr Nompozolo was a source of hope, direction and inspiration for Agricultural Colleges in South Africa.

“His death is unfortunate that he did not witness the realization of his dream of seeing Colleges of Agriculture being under one administration. Students, staff and



// Mr Sivelile Nompozolo

management of all colleges acknowledge the role he played in bringing them together. Today the colleges are one community. All thanks to the vision and dedication of Mr Nompozolo,” said Mr Cebani.

In recognition of his contribution in the transformation of Agriculture Colleges, Mr Nompozolo was presented with an Association of Principals of Agricultural Colleges (APAC) jacket.

“Ta Mpozie” as he was affectionately called by some colleagues, will be laid to rest on the 08 August. A memorial services will be held via Zoom on Wednesday, 05 August.

May the family find comfort from the fact that God borrowed them a great man to be their father, husband, uncle and grandfather. This is not the time of mourning but of celebrating his life. The gift he was to so many.

External source: Themba Cebani
Internal sources: Mr Phumezo Kwinana and Tandi Mapukata



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