UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Engineering, Built Environment and Information Technology

Fakulteit Ingenieurswese, Bou-omgewing en Inligtingtegnologie / Lefapha la Boetšenere, Tikologo ya Kago le Theknolotši ya Tshedimošo

Study Guide

Department of Information Science

Personal Information Management

INL 130

Lecturer: Ms. Anika Meyer
Last Revision: 1 March 2021

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Table of Contents

1 Introduction 2
1.1 Welcome 2
1.2 Educational approach 2
1.3 Responsibilities of the student 2
2 Administrative information 2
2.1 Contact details 2
2.2 Consultation Hours 3
2.3 Timetable 3
2.4 Study material and purchases 3
2.5 Rules of assessment 3
2.6 Grievance procedures 4
3 Module objectives, articulation and learning outcomes 4
3.1 Purpose of the module 4
3.2 General objectives 4
3.3 Articulation possibilities with other modules in the programme 4
3.4 Prerequisite learning 4
3.5 Critical learning outcomes 5
3.6 Module structure 5
3.7 Units 5
4 Assessment 10
4.1 Assessment criteria 10
4.2 Assessment opportunities 10
4.3 Assessment policy 11
4.4 Plagiarism 11
5 Support services 11
5.1 Safety in the evening and emergencies 11
5.2 E-learning support 12
5.3 Other support services: 12
6 Action plan 13
6.1 How are we going to teach and present classes? 14
6.2 Schedule for INL 130 15

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1 Introduction

1.1 Welcome

Welcome to INL 130 (Personal Information and Knowledge Management). I hope this module proves to be a fun and enlightening start to your University careers. To get the most out of this module, you will need to work hard! You will need to attend classes! You will need to read your prescribed sources, you will need to study, and of course, complete the assignments to the best of your abilities.

1.2 Educational approach

The general objective with this module is to emphasise understanding rather than memorising, in order to stimulate creative thinking and the development of innovative skills amongst students in the field of Information Science. Student-centred and co-operative learning and teaching methods are applied during lectures, class discussions and practicals, in order to optimally develop the above skills, as well as to stimulate the development of communication skills, interpersonal skills and group dynamics. It is expected of students to participate actively in lectures. As your fellow students are dependent on the inputs you make, your participation is crucial. After all, you are also dependent on their contributions.

1.3 Responsibilities of the student

In this module, students will receive a general overview regarding a variety of aspects relating to the management of information as well as a brief introduction to knowledge management. This module focuses specifically on the manner in which information management takes place on a personal level within an organisational setting and therefore, it will be expected of students to complete assignments which relates to this topic.

Quality instruction requires students to come to classes prepared, as this enables teaching to build actively on common prior knowledge.

2 Administrative information

2.1 Contact details

	Name	Building and room number	Telephone number	Email address	Online consulting hours
Module coordinator	Ms. A. Meyer	IT Building, Level 6, Room 62	(012) 420 4655	Anika.Meyer@up.ac.za	Tuesday: 08:30 - 09:30 Thursday: 09:30 - 10:30
Reading program lecturer	Ms. K. Yelverton	IT Building, Level 6, Room 57	(012) 420 5908	Kyla.Yelverton@up.ac.za	Tuesday: 09:30 - 10:30 Thursday: 09:30 - 10:30
Practical lecturer	Mr. T. Ndoro	IT Building, Level 6, Room X	012 430 6300	TBA	Tuesday: 14:30 - 15:30 Thursday: 15:30 - 16:30
Lecturer	Ms. N. Ramnundhan	IT Building, Level 6, Room 43	TBA	N.Ramnundhan@up.ac.za	Monday: 09:30 - 10:30 Wednesday: 08:30 - 09:30
Subject librarian	Ms. Bulelwa Mandubu	Merensky Library, Level 5, Room 5-35	012 420 4922	bulelwa.mandubu@up.ac.za	Per appointment

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Your Faculty Student Advisor can advise you on goal setting, adjustment to university life, time management, study methods, stress management and career exploration. Book an individual consultation or attend a workshop. For other support services see Section 5.

2.2 Consultation Hours

Hours for consultation with lecturers will be announced at the beginning of the semester and will also be displayed next to the office doors, as well as on the INL 130 ClickUP portal. Students may consult lecturers only during the consulting hours as indicated, or by appointment. This policy also holds before tests and exams. In other words, lecturers are only available during their normal consulting hours on the day before a test or examination. This policy aims to encourage students to plan their work and to work continuously.

2.3 Timetable

Contact session	Day	Time	Online venue*
Practical (P1)	Monday	13:30-14:20	Online BlackBoard Collaborate
Theory (L1)	Tuesday	10:30-11:20	Online BlackBoard Collaborate
Theory (L2) (Reading Program)	Wednesday	12:30-13:20	Online BlackBoard Collaborate
Theory (L3)	Thursday	11:30-12:20	Online BlackBoard Collaborate

*** Please note:** Classes will remain online until further notice.

2.4 Study material and purchases

There are no prescribed textbooks for this module. Information on basic reading from chapters in books and/or articles is given in the body of the study guide and on ClickUP under the relevant themes. Some of these sources may be incorporated into the practicals and reading programme. Further resources will be provided for individual themes during the course of the semester. Class notes relating to the relevant study themes will be provided on ClickUP regularly.

2.5 Rules of assessment

Also see the examination regulations in the Yearbook of the Faculty of Engineering, Built Environment and Information Technology.

We will follow a continuous assessment approach; thus, there will be no examination. Instead, ALL activities, semester tests and assessments will count towards your final grade.

Please note that a **final grade of 50% must be obtained to pass the INL 130 module.**

Examination: No exam will be written, as we follow a continuous assessment method. See Section 4.1. on how the final grade will be calculated.

Semester Tests: Two semester tests will be written for this module during the semester.
****Please note that the semester tests can take place Online or in a Physical venue depending on the lockdown level. Thus, the lecturer will communicate to the students closer to the semester tests which one of the two will be applicable:**

Semester Test 1	**Semester Test 2**
Date: 14 April 2021	Date: 17 June 2021
**Venue: Online or IT 4-1 & IT 4-5	**Venue: Online or EMS 4-151 & EMS 4-152
Sick semester tests	
Sick test 1: TBA	Sick test 2: TBA

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Any absence from semester tests must be supported by an official and valid statement (E.g. a medical certificate) and must be submitted to the lecturer within **THREE** days of the date of the test. A special/sick semester test for all legitimate absentees can be taken on the specified date. This test will be based on all the work done in the module thus far plus one additional theme.

Assignments: All students must make sure that they follow the assignment submission as guidelines for all assignments:

- One (1) electronic copy of the assignment must be submitted to the Turnitin assignment dropbox on ClickUP before/on the due date.
- The submission of hard copies for assignments will not be possible at this point in time. Just electronic copies must be submitted until further notice.
- All assignments must have an assignment cover page which can be downloaded from ClickUP.
- Assignments that are incorrectly submitted will not be marked and a mark of 0% for the assignment will be given.
- No late assignments will be accepted!

2.6 Grievance procedures

All issues should be reported in writing, providing details of the complaint or issue. First consult the lecturer concerned about the complaint or issue. If the matter is, however, not resolved, you should consult the class representative (the primary function of the class representative is to serve as a two-way communication channel between the class and the lecturer.) If the matter remains unresolved you should consult the module co-ordinator in the case of large module classes with multiple lecturers. Where the co-ordinator is unable to or fails to resolve the matter, you should consult the Head of Department. Should the matter remain unresolved, you may approach the Dean of the Faculty.

3 Module objectives, articulation and learning outcomes

3.1 Purpose of the module

Personal information management. This module focuses on personal information management within an organisational context. It deals with managing information and knowledge that is peculiar to an individual and which enables him/her to perform his/her job. Topics include: creating an environment in which the individual can manage his/her information and knowledge; the skills needed to be able to manage personal information and knowledge; information overloading which gives rise to personal information and knowledge management, as well as the manner in which individuals can switch from personal information management to personal knowledge management; personal information and knowledge management as a career.

3.2 General objectives

On completion of this module students will be able to discuss and apply the basic principles of information and knowledge management.

3.3 Articulation possibilities with other modules in the programme

This module articulates with various other modules offered by the Department of Information Science, including Information and knowledge management on Third-year level (i.e. INL 310 and INL 320).

3.4 Prerequisite learning

This is an introductory module to information and knowledge management. Therefore no specific prior knowledge of information and knowledge management is required.

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3.5 Critical learning outcomes

On completion of this module students will be able to discuss and apply the basic principles of information and knowledge management. The outcomes of the module are to:

- Develop an understanding of the definitions and concepts in terms of information management
- Develop an overview of information and the management of information
- Develop an understanding of the concept of "information overload" and the management of this type of phenomenon
- Develop an understanding of the manner in which the information management behaviour of individuals varies
- Develop an understanding of the concept of "personal information management" and the actions, strategies and technologies which are related to this type of information management
- Develop an understanding of knowledge and the management of knowledge
- Develop an overview of the nature and scope of an environment which is conducive to personal knowledge management and the various activities that should be characteristic of this type of environment
- Develop an understanding of the skills which is necessary in order to manage personal information and knowledge as well as the responsibilities of individuals in terms of managing their personal information and knowledge in an organizational context.
- Develop an insight into the various career options in information and knowledge management.

3.6 Module structure

Number of theoretical lectures per week: Three
Number of practical lectures per week: One

This module carries a weighting of 12 credits, indicating that on average a student should spend some 120 hours to master the required skills (including time for preparation for tests and examinations).

- Lectures are presented in a style of co-operative and student-centered learning. Brief clarification and explanation of the subject matter and concepts are given during the lectures. The theoretical component of this module consists of eight study themes**.**
- The practical component of this module consists of assignments and activities that students must complete during the allocated practical period. Students will also be expected to complete class assignments and these will be introduced to the students during lectures. The conceptualisation, research and report writing skills of students will be assessed by means of the assignments.

3.7 Units

The following templates could be used to communicate information on unit outcomes and activities:

Unit 1 Theme: Introduction Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of this theme students should be able to:	• Online lecturers • Hands-on learning by applying the	→ Online formative assessment (ClickUP test)	• Bergeron, P. 1996. Information resource management. In: Williams, M.E. (ed.). *Annual Review of Information Science and Technology*, 31: 266-277.

Explain the basic concepts regarding information and knowledge management.	theory in practical and reading program classes twice a week.	after theme completion → Summative assessment in Semester test 1 → Interim testing by means of a class test is used to check whether students have mastered a unit of instruction	• Bontis, N. 1998. Intellectual capital: an exploratory study that develops measures and models. *Management Decision*, 36(2): 63-67.11 • Boon, J.A. 1990. Information management: an educational perspective. *South African Journal of Library and Information Science*, 58(4): 319-327. • Davenport, T.H. & Marchand, D.A. 2000. *Is KM just good information management?* In: Marchand, D.A., Davenport, T.H. & Dickson, T. (red.). 2000. Financial Times mastering information management. London: Financial Times/Prentice Hall: 165-169. • Ponelis, S. & Fairer-Wessels, F.A. 1998. Knowledge management: a literature overview. *South African Journal of Library and Information Science*, 66(1):1-9. • Tiwana, A. 2002. *The knowledge management toolkit: orchestrating IT, strategy, and knowledge platforms*. 2nd ed. Upper Saddle River, N.J: Prentice Hall: 36-49.
Unit 2 Theme: The concept of information management Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of this theme, students should be able to: Discuss the information processes as well as the life cycle of information management	• Online lecturers • Hands-on learning by applying the theory in practical and reading program classes twice a week.	→ Online formative assessment (ClickUP test) after theme completion → Summative assessment in Semester test 1 → Interim testing by means of a class test is used to check whether students have mastered a unit of instruction	• Bergeron, P. 1996. Information resource management. In: Williams, M.E. (ed.). *Annual Review of Information Science and Technology*, 31: 266-277. • Boon, J.A. 1990. Information management: an educational perspective. *South African Journal of Library and Information Science*, 58(4): 319-327. • Burk, C.F. & Horton, F.W. 1988. *Infomap: a complete guide to discovering corporate information resources*. Englewood Cliffs, N.J. Prentice Hall: 1-25. • Choo, C.W. 1995. *Information management for the intelligent organisation: roles and implications for information Professionals*. Available: Http://choo.fis.utoronto.ca/FIS/ResPub/DLC95.html • Fairer-Wessels, F.A. & Boon, J.A. 1995. Information management education: towards an interdisciplinary approach. *South African Journal of Library and Information Science*, 63(4): 179-186. • Vickers, P. 1996. Problems and constraints. In: Best, D.P. (ed.). 1996. *The fourth resource: information and its management*. Aldershot: Aslib/Gower: 128-139.
Unit 3			

Theme: Information management Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of this theme students should be able to: Discuss information management from an organisational perspective.	• Online lecturers • Hands-on learning by applying the theory in practical and reading program classes twice a week.	→ Online formative assessment (ClickUP test) after theme completion → Summative assessment in Semester test 1 → Interim testing by means of a class test is used to check whether students have mastered a unit of instruction	• Bergeron, P. 1996. Information resource management. In: Williams, M.E. (ed.). 1996. *Annual Review of Information Science and Technology*, 31: 266-277. • Boon, J.A. 1990. Information management: an educational perspective. *South African Journal of Library and Information Science*, 58(4): 319-327. • Burk, C.F. & Horton, F.W. 1988. *Infomap: a compelete guide to discovering corporate information resources*. Englewood Cliffs, N.J. Prentice Hall: 1-25. • Fairer-Wessels, F.A. & Boon, J.A. 1995. Information management education: towards an interdisciplinary approach. *South African Journal of Library and Information Science*, 63(4): 179-186. • Robertson, J. 2005. 10 Principles of effective information management. *KM Column*. Available at: www.steptwo.com.au/papers/kmc_effectiveim • Vickers, P. 1996. Problems and constraints. In: Best, D.P. (ed.). 1996. *The fourth resource: information and its management*. Aldershot: Aslib/Gower: 128-139.
Unit 4 Theme: Information overload Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of this theme students should be able to: Provide a meaningful discussion on the effect and solution to information overload.	• Online lecturers • Hands-on learning by applying the theory in practical and reading program classes twice a week.	→ Online formative assessment (ClickUP test) after theme completion → Summative assessment in Semester test 2 → Interim testing by means of a class test is used to check whether students have mastered a unit of instruction	• Etzel, B. & Thomas, P. 1996. *Personal information management: tools and techniques for achieving professional effectiveness*. London: Macmillan Press. • Griffiths, A. & Norton, B. 1999. *Handling information overload in a week*. London. Hodder & Stoughton. • Nelson, M.R. 2000. *We have the information you want, but getting it will cost you: being held hostage by information overload*. [Online]. Available: http://www.acm.org/crossroads/xrds1-1/mnelson.html. • Orna, E. 1998. *Practical information policies*. 2nd ed. Aldershot: Gower.

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			• Van Winkle, W. 2003. *Information overload*. [Online]. Available: http://www.gdrc.org/icts/i-overload/infoload.html.
Unit 5 Theme: Personal information management Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of this theme students should be able to: Provide an overview on managing information on a personal level within the enterprise.	• Online lecturers • Hands-on learning by applying the theory in practical and reading program classes twice a week.	→ Online formative assessment (ClickUP test) after theme completion → Summative assessment in Semester test 2 → Interim testing by means of a class test is used to check whether students have mastered a unit of instruction	• Etzel, B. & Thomas, P. 1999. *Personal information management: tools and techniques for achieving professional effectiveness*. Hampshire: Macmillan Business. (Study collection).
Unit 6 Theme: Knowledge management Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of this theme students should be able to: Give a meaningful discussion on the use of knowledge management within an enterprise.	• Online lecturers • Hands-on learning by applying the theory in practical and reading program classes twice a week.	→ Online formative assessment (ClickUP test) after theme completion → Summative assessment in Semester test 2 → Interim testing by means of a class test is used to check whether students have mastered a unit of instruction	• Allee, V. 1997. *A delightful dozen principles of knowledge management*. [Online]. Available: http://www.vernaallee.com/library • Bater, B. 1999. Knowledge management: a model approach. *Managing information*, 6(8): 38-41. • Davenport, T.H. 1998. *Some principles of knowledge management*. [Online]. Available: http://www.mccombs.utexas.edu/kman/kmprin.htm • Nonaka, I. 1991. The knowledge-creating company. In: *Harvard Business Review on Knowledge Management*. 1998. Boston: Harvard Business School Publishing: 21-45. Squier, M M 2003. Principles and practice of knowledge management. University of Pretoria. • Sveiby, K-E. 2000. *A knowledge-based theory of the firm to guide strategy formulation: paper presented at ANZAM Conference, Macquarie University, Sydney*. [Online]. Available:

			http://www.sveiby.com/articles/Knowledgetheoryoffirm.htm.
Unit 7 Theme: Personal knowledge management Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of this theme, students should be able to: Provide an in-depth discussion and explanation of personal knowledge management	• Online lecturers • Hands-on learning by applying the theory in practical and reading program classes twice a week.	→ Online formative assessment (ClickUP test) after theme completion → Summative assessment in Semester test 2 → Interim testing by means of a class test is used to check whether students have mastered a unit of instruction	• Barth, S. 2003. *Personal toolkit: a framework for personal knowledge management tools*. Available: http://www.kmworld.com/articles/PrintArticle.aspx?ArticleID=9416. • Cope, M. 2000. *Know your value?: manage your knowledge and make it pay*. London: Prentice Hall. (Available in the Study Collection of the Library) 658.4 COPE. • Darroch, J. & McNaughton, R. 2002. Developing a measure of knowledge management. In: Bontis, N. (red.). 2002. *World congress on intellectual capital readings*. Boston: Butterworth-Heinemann: 226-242. • Gorman, G.E. & Pauleen, D.J. (eds). 2010. *Personal knowledge management: individual, organizational and social perspectives*. Farnham: Gower. [AIS electronic resource] • Martin, J. (2005). *Personal knowledge management: The basis of corporate and institutional knowledge management*. Available at: http://www.spottedcowpress.ca/KnowledgeManagement/pdfs/06MartinJ.pdf • Truch, E. 2001. Managing personal knowledge: the key to tomorrow's employability. *Journal of change management*, 2(2): 102-105.
Unit 8 Theme: Skills, responsibilities and careers Week(s) and Dates: 3 days			
Unit outcomes	Teaching and learning strategies, methods and activities	Assessment opportunities	Materials and resources
On completion of the theme students should be able to: Give a meaningful discussion on knowledge management as a profession.	• Online lecturers • Hands-on learning by applying the theory in practical and reading program classes twice a week.	→ Online formative assessment (ClickUP test) after theme completion → Summative assessment in Semester test 2 → Interim testing by means of a	TFPL. 1999. *Skills for knowledge management - building a knowledge economy.* London: TFPL: (Study collection, Merensky Library).

		class test is used to check whether students have mastered a unit of instruction	

4 Assessment

In this section of the study guide, it is important to provide students with the titles and exact descriptions of all the module's assessment tasks.

4.1 Assessment criteria

The final mark for this module is calculated by following a continuous assessment method. Thus, ALL activities, semester tests and assessments will count towards your final grade.

The final grade is calculated as follows:

- Two semester tests (2 x 25%): 50%
- Online theory assessments (based on study guide sources after each theme): 15%
- Practicals (Application type of assessment): 15%
- Reading program: 15%
- Class tests, activities and discussions: 5%

Reminder: An overall final grade of 50% must be obtained to pass INL 130.

4.2 Assessment opportunities

Assessment type	Assessment task	Responsible for assessment	Due date	Number of opportunities	Weight contributes to semester mark
Online assessment	Multiple choice question tests (MCQ) on ClickUP for each theme	Graded through ClickUP or lecturer responsible for the theme	Dates for completion will be posted on ClickUP.	6	15%
Class discussion, interaction sessions and activities	ClickUP	Graded through ClickUP, lecturers and tutors	▪ 28 April 2021 ▪ 19 May 2021 ▪ 2 June 2021	3	5%
Semester test 1	Online or Physical (depending on the lockdown level)	Graded by all lecturers in course	14 April 2021	1*	25%
Semester test 2	Online or Physical (depending on the lockdown level)	Graded by all lecturers in course	17 June 2021	1*	25%
Practical task	Take-home activities or online assessments	Graded through ClickUP, lecturers and tutors	Dates for completion will be posted on ClickUP.	6	15%

Reading program tasks	Take-home activities or online assessments	Graded through ClickUP, lecturers and tutors	Dates for completion will be posted on ClickUP.	6	15%

* If you cannot write a test, a sick letter must be submitted within **three days** of the test.

"LIFE HAPPENS" CATCH UP SESSION

We have integrated a "*Life Happens*" opportunity in INL 130. This opportunity is for students who have not been able to submit assessments, due to lockdown or other issues, to re-submit three assessments.

However, please note that the lecturer will provide students will a list of assessments to select from to re-submit. **Not all assessments will be made available to re-submit**. Only a selection of assessments identified by the lecturers that have a low submission rate or low average. Students will have five days to complete their *life happens*. Thus, **28 June till 2 July midnight to submit their assessments.**

4.3 Assessment policy

Please refer to the Faculty Yearbook (https://www.up.ac.za/parents/yearbooks/2019/EBIT-faculty/rules/Faculty%20Rules) to note pass requirements; special requirements (sub-minima and promotion requirements); policy concerning absence from tests; and requirements for supplementary examinations, extraordinary examinations and aegrotats.

4.4 Plagiarism

Plagiarism is a serious form of academic misconduct. It involves both appropriating someone else's work and passing it off as one's own work afterwards. Thus, you commit plagiarism when you present someone else's written or creative work (words, images, ideas, opinions, discoveries, artwork, music, recordings, computer-generated work, etc.) as your own. Only hand in your own original work. Indicate precisely and accurately when you have used information provided by someone else. Referencing must be done in accordance with a recognised system. Indicate whether you have downloaded information from the Internet. For more details, visit the library's website: http://www.library.up.ac.za/plagiarism/index.htm.

5 Support services

Please download a QR code reader on your cellphone. To download a QR code reader open your mobile app store (App Store, Google Play or Windows Marketplace) and search for QR code readers.

5.1 Safety in the evening and emergencies

- For any safety or emergency related matters, e.g. if you need a security officer to accompany you from your residence to campus, phone the Operational Management Centre (details at the back of your student card).
- The 24-hour, multi-disciplinary UP Crisis Line offers professional and confidential support to victims of crime in times of trauma. For assistance and immediate action, phone the UP Crisis Line on: 0800 00 64 28.

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- Hatfield residence students: From 18:00 till 06:00 security officers are available to escort you (on foot) to and from your residence or campus anywhere east of the Hatfield Campus through to the Hillcrest Campus.

5.2 E-learning support

- Report a problem you experience to the Student Help Desk on your campus.
- Visit the open labs in the Informatorium Building or IT labs on your campus to report problems at the offices of the Student Help Desk.
- Approach the assistants at the help desks—campus specific (for example: adjacent to the Student Computer Laboratories in IT Building, NW2, CBT or Aldoel Building IT labs, etc).
- Call 012 420 3837.
- Email studenthelp@up.ac.za

5.3 Other support services:

FLY@UP: The Finish Line is Yours	• Think carefully before dropping modules (after the closing date for amendments or cancellation of modules). • Make responsible choices with your time and work consistently. • Aim for a good semester mark. Don't rely on the examination to pass.	www.up.ac.za/fly@up email: fly@up.ac.za	
Disability Unit	Academic support for students with learning disabilities: • Assistive technological services • Facilitation of test and examination accommodations • Test and exam concession applications • Accessible study venues and a computer lab • Referrals for recommended textbooks in electronic format	https://www.up.ac.za/disability-unit 012 420 2064 email: du@up.ac.za	
Student Counselling Unit	Provides counselling and therapeutic support to students	012 420 2333	
Student Health Services	Promotes and assists students with health and wellness	012 420 5233 012 420 3423	

The Careers Office	Provides support for UP students and graduates as they prepare for their careers	careerservices@up.ac.za 012 420 2315	
Department of Security Services	24-hour Operational Management Centre 24-hour Operational Manager Crisis Line	012 420-2310 012 420-2760 083 654 0476 0800 006 428	
Department of Student Affairs	Enquiries concerning studies, accommodation, food, funds, social activities and personal problems	012 420 2371/4001 Roosmaryn Building, Hatfield campus	
Centre for Sexualities, AIDS and Gender	Identifies and provides training of student peer counsellors	012 420 4391	
Fees and funding	http://www.up.ac.za/enquiry www.up.ac.za/fees-and-funding	012 420 3111	
IT Helpdesk	For student IT related queries	012 420 3051 studenthelp@up.ac.za	

6 Action plan

The INL 130 lecturers are pleased to welcome you to your first semester at the University of Pretoria. We have carefully reflected on the best methods to present content, provide assessment opportunities and create interaction sessions. This action plan will provide a detailed outline of what can be expected for this semester. Please read through this document thoroughly.

We would like to encourage you to embrace each opportunity offered. Your academic progress is of the utmost importance to us and we are dedicated to assist and fully support you to achieve success.

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6.1 How are we going to teach and present classes?

PREPARE before class

- Consult **class notes**. It will be made available on ClickUP.

ENGAGE during scheduled class time

- Join **live online BlackBoard Collaborate classes** on ClickUP (30 minutes). It will take place during the times indicated in the timetable.

APPLY after class

- Post any questions you might have on the **Discussion Board**
- Complete online **ClickUP tests (quizzes)**
- Complete **practical and reading program assignments** based on themes
- Communicate with lecturer via **email**

Please note that ALL classes (including theory, practical and reading program classes) will be presented **on Blackboard Collaborate (live sessions)** during the scheduled class times. Students will be responsible for **preparing before class**, **attending and engaging in a 30-minute online class**, and completing **assessments on ClickUP after class**.

All practicals and reading programmes will be made available on ClickUP with details on electronic submission boxes.

You are also welcome to contact the lecturers and tutors via email if you have any additional questions or concerns.

In conclusion, ALL classes will be recorded and made available on ClickUP after each session for students who cannot attend the live BlackBoard Collaborate classes.

- SEE NEXT PAGE FOR THE SCHEDULE -

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6.2 Schedule for INL 130

◄ Feb 2021	March 2021					Apr 2021 ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 **LECTURES START** **Introduction class**	16 **No class**	17 **No class**	18 **No class**	19	20
21 **Public holiday** Human Rights Day	22 **Public holiday**	23 **Theme 1**	24 **Theme 1**	25 **Monday timetable** **Theme 1**	26 **Online test 1 opened** **Due 1 April at 10:00am**	27
28	29 **PRACTICAL 1**	30 **Theme 2**	31 **READING PROGRAM 1**			

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◄ Mar 2021	April 2021					May 2021 ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
				1 Theme 2	2 Public holiday Good Friday	3 Public holiday Easter Saterday
4 Public holiday Easter Sunday	5 Public holiday Family Day	6 Theme 2/3	7 Theme 3	8 Theme 3	9 Online test 2 opened Due 16 April at 10:00am	10
11	12 PRACTICAL 2	13 Live Q&A sessions for any test questions	14 No class SEMESTER TEST 1	15 READING PROGRAM 2	16	17
18	19 PRACTICAL 3	20 Theme 4	21 READING PROGRAM 3	22 Theme 4	23 Online test 3 opened Due 30 April at 10:00am	24
25	26 Public holiday	27 Public holiday Freedom Day	28 Monday timetable Interaction session (Graded discussion/test)	29 Theme 4	30	

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◄ Apr 2021	May 2021					Jun 2021 ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
						1 Public holiday Workers' Day
2	3 PRACTICAL 4	4 Theme 4	5 READING PROGRAM 4	6 Theme 5	7 Online test 4 opened Due 21 May at 10:00am	8 *UP recess*
9 *UP recess*	10 *UP recess*	11 *UP recess*	12 *UP recess*	13 *UP recess*	14 *UP recess*	15 *UP recess*
16 *UP recess*	17 No class Preparation time for discussion	18 Theme 5	19 Interaction session (Graded discussion/test)	20 Theme 5	21	22
23	24 PRACTICAL 5	25 Theme 5/6	26 READING PROGRAM 5	27 Theme 6	28 Online test 5 opened Due 4 June at 10:00am	29
30	31 No class Preparation time for discussion					

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◄ May 2021	June 2021					Jul 2021 ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
		1 Theme 6	2 Interaction session (Graded discussion/test)	3 Theme 6/7	4 Online test 6 opened Due 11 June at 10:00am	5
6	7 PRACTICAL 6	8 Theme 7	9 READING PROGRAM 6	10 Theme 7	11	12
13	14 No class Study for sem test 2	15 Live Q&A sessions for any test questions	16 Public holiday Youth Day	17 No class SEMESTER TEST 2	18	19
20	21 No class	22 Theme 8	23 Theme 8	24 Theme 8	25	26
27	28 “Life happens” Catch up session	29 *EXAM RECAP*	30 *EXAM RECAP*			

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◄ Jun 2021	July 2021					Aug 2021 ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
				1 *EXAM RECAP*	2	3
4	5 **LECTURES END** **Wednesday timetable**	6	7 **EXAMS STARTS**	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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