In line with its Learning and Teaching policy, Stellenbosch University established the Fund for Innovation and Research into Learning and Teaching (FIRLT) in 2005 in order to encourage a culture of innovation and reflection in teaching and learning at the University. The fund provides an opportunity for lecturers to innovate, evaluate effective practices and processes, and to investigate teaching and learning problems, solutions and trends. It also provides a mechanism for the dissemination of results designed to improve the quality of teaching and learning. Any lecturer, team of lecturers or Centre responsible for teaching and learning, may apply for an award.

FIRLT awards are made twice a year by a subcommittee of the Committee for Teaching and Learning. Proposals are funded up to a maximum of R50 000.

Closing date for next round of applications: 9 November 2018

Contact person: Jean Farmer
Tel: (021) 808 2956
Email: finlo@sun.ac.za

*Recipient of FIRLT funding
<table>
<thead>
<tr>
<th>TIME</th>
<th>TUESDAY 30 OCTOBER 2018</th>
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<tbody>
<tr>
<td>07:00 – 08:25</td>
<td>Putting up of Posters</td>
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<tr>
<td>08:00 – 08:25</td>
<td>COFFEE and REGISTRATION</td>
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</tbody>
</table>
| 08:30 – 08:55 | Opening: Dr Melanie Skead (Director: Centre for Teaching and Learning)  
Official Welcome: Prof. Arnold Schoonwinkel (Vice-Rector: Learning and Teaching) |
| 09:00 – 10:00 | Keynote address:  
Leading for Learning: Building on your Values and Teaching Expertise  
Dr Kathleen M Quinlan (Director: Centre for the Study of Higher Education, University of Kent)  
Chair: Dr Kim Wallmach (Director: Language Centre) |
| 10:00 – 10:25 | REFRESHMENTS                               |
|              | Ballroom                                   |
|              | Somerset 1                                 |
| 10:30 – 10:50 | Re-imagining the practical offering for Science students – how to become a scientist  
Jacobs, K |
| 10:55 – 11:15 | A prison-university educational partnership: Rehumanising learning through collaborative course design  
Nel, M |
| 11:20 – 11:40 | Ethics application process at the University of Stellenbosch Business School  
Hanekom, S |
| 11:45 – 12:05 | Views on SoTL in Engineering  
Blaine, D |
| 12:10 – 12:30 | Exploring diverse teacher recruitment through narratives of teacher professional identity: a systematic literature review  
Carollisen, R |
| 12:30 – 13:30 | LUNCH                                     |
|              | Somerset 2                                 |
| 10:30 – 10:50 | Evidence-based mindset interventions to support the success of EDP students  
Du Piessis, A; Wagener, W |
Khosa, P; Zimba, Z |
| 11:20 – 11:40 | Gamification for the win!… or not?  
Evaluating student perceptions  
Barnard, M; Adams, S; Du Preez, R |
| 11:45 – 12:05 | Blended learning meeting the professional development needs of Science academics?  
*Adendorff, H; Rootman-Le Grange, I |
| 12:10 – 12:30 | MS Excel-based tool for student management  
Arnott, G |
|              | Somerset 3                                 |
| 10:30 – 10:50 | Closing the curriculum loop: An evaluation of a renewal intervention  
*Archer, E; Louw, A; Schmutz, A; Van Schalkwyk, S; Volschenk, M |
| 10:55 – 11:15 | Innovation in Health leadership and management: Experiential learning through real-time case study  
Begg, K |
| 11:20 – 11:40 | Successful design and implementation of a blended online MSc module  
Krügel, M |
| 11:45 – 12:05 | Enhancing Geography education through place-based approaches in a PGCE programme  
Ontong, K |
| 12:10 – 12:30 | Need for dialogic feedback: Reflection on current practice in Health professions education  
McNamee, Lakshini Sandhya (1); Archer, E; Carpenter, H; Peck, C; Van Schalkwyk, S |
|              | Vergelgen                                  |
| 10:30 – 10:50 | Developing concepts in post-qualitative research  
Costandius, E |
| 10:55 – 11:15 | Reflective learning in the substance use field: A longitudinal study  
Slabbert, I |
| 11:20 – 11:40 | To kill a canary: Interpreters and educational practices at Stellenbosch University  
De Jager, S; Wheeler, R |
| 11:45 – 12:05 | The impact of teaching / feedback on summative OSCE of 3rd-year medical students  
Espen, B; Archer, E; Harmuth, K |
| 12:10 – 12:30 | Evolution of embedding spatial thinking into a geospatial technology course  
Münch, Z |
|              | FOCUS ON FIRST-YEARS                      |
|              | Chair: Jean Farmer                        |
| 10:30 – 10:50 | Welcoming practices – how are we doing?  
Petersen, J; Kloppers, P |
| 10:55 – 11:15 | Project-based learning to help narrow the gap through semantic waves  
*Mouton, M |
| 11:20 – 11:40 | The role of a peer mentoring programme in facilitating EDP students’ access into higher education  
*Lombard, S |
| 11:45 – 12:05 | Student perspectives: Curriculum transformation in a South African Politics module  
*Jonker, A |
| 12:10 – 12:30 | The influence of a flipped classroom on the learning approaches of first-year Speech-Language Therapy students  
Visser, M; Louw, A; Van As, J |

*Recipient of FIRT funding
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<tr>
<th>Ballroom</th>
<th>Somerset 1</th>
<th>Somerset 2</th>
<th>Somerset 3</th>
<th>Vergelegen</th>
</tr>
</thead>
</table>
| **EDUCATIONAL LEADERSHIP**  
Chair: Anthea Jacobs | **STUDENT SUCCESS**  
Chair: Sonja Strydom | **EVALUATION**  
Chair: Karin Wolff | **SOCIAL IMPACT / SOCIAL JUSTICE**  
Chair: Charmaine van der Merwe | **BLENDED LEARNING**  
Chair: Neil Kramm |
| 13:35 – 13:55  
Appreciative inquiry in the transformation of Military Science curriculum and programmes  
Monama, F | The BeWell mentoring experience as a vehicle for personal wellness development  
Dunn-Coetzee, M; Du Plessis, A; Kroon, C; Engelbrecht, R; Petersen, J | Making the shift: Reflections on implementing undergraduate flexible assessment  
Du Preez, R; Barnard, M; Young, G; Nieuwoudt, I | Knowledge intersections  
*Costandius, E* | Simulation software enhances student learning of applied Economic Geology  
*Von der Heyden, B; George, J* |
| 14:00 – 14:20  
Leadership models of conceptualising a hybrid mode academic offering  
Bosman, JP | Revisiting the role of language ability in academic performance: The case of Stellenbosch University Sebolai, K | In search of the sweet spot: Tutor training in Science  
*Adendorff, H; Rootman-Le Grange, I* | Towards selection for success: A focus on the low-performance students with the aim to understand Louw, A; Fredericks, F; Blitz, J | Application of peer teaching using video technology  
*Ciillens, S* |
| 14:25 – 14:45  
Graduate attributes and university leadership: A social realist perspective  
Andrews, R | Core knowledge assessment in Organic Chemistry  
Amott, G | Student preparedness and learning behaviour within a student-centred learning environment  
Rhode, C | Practical learning for ethical agency in teaching  
*Robinson, M* | The impact of a blended learning hybrid model on nursing education students  
*Lourens, G; Hugo, J; Furst, L* |
| 14:50 – 15:10  
JustLead: A pilot for social justice leadership education online  
Odendaal, R | Wellness and the success of Medicine and Health Sciences students  
Kroon, C; Du Plessis, A; Louw, A; Sinclair, E; Koch, C | The influence on distributed clinical training sites of undergraduate student placements  
Van Schaikwyk, S; Couper, I; Blitz, J; De Villiers, M; Lourens, G; Muller, J; Van Heerden, B | Developing intercultural competence: A case study involving third-year B.Com students at Stellenbosch University  
*Van Heukelum, M; Southwood, F* | Corpus compilation for writing a multilingual cellphone subject dictionary  
*Presentation in Afrikaans, English interpreting service available Van der Merwe, M; Van der Merwe, E* |

**15:10 – 15:40**  
**REFRESHMENTS**

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</table>
| **EDUCATIONAL LEADERSHIP**  
Chair: Anthea Jacobs | **STUDENT SUCCESS**  
Chair: Sonja Strydom | **INNOVATIVE TEACHING**  
Chair: Karin Wolff | **TRANSFORMING THE CURRICULUM**  
Chair: Charmaine van der Merwe | **BLENDED LEARNING**  
Chair: Neil Kramm |
| 15:45 – 16:05  
Experiential education: An emergent 21st-century pedagogy  
Andrews, R | The daily struggles of EDP students: A mixed methods analysis  
Kroon, C; Du Plessis, A; Wagener, W | Unique ways to enhance critical thinking in Physiology undergraduate classes  
Essop, F | Auditors, caught with our pants down  
…we need a new suit  
Sexton, N; Rudman, R | Virtual classroom trials in Hydraulics 324 – Civil Engineering  
*Botha, B; Jacobs, H* |
| 16:10 – 16:30  
Leading programme renewal  
Blitz, J; Van Schaikwyk, S; Van Heerden, B; Smit, L; Volschenk, M | The ignored middle: Transition from first- to second-year in Financial Accounting  
Baard, R; Steenkamp, L | Lecturer versus smartphone: Towards a policy for teaching distracted minds  
Parry, D; Le Roux, D; Cornelissen, L | Transformative learning as pedagogy for the Health professions: A scoping review  
Van Schaikwyk, S; Hafler, J; Brewer, T; Maley, M; Margolis, C; McNamee, L; Meyer, I; Peluso, M; Schmutz, S; Spak, J; Davies, D | To guess or not to guess  
*Lutz, M; Retief, L* |

*Recipient of FIRLT funding*
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<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY 31 OCTOBER 2018</th>
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<tbody>
<tr>
<td>08:00 – 08:25</td>
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</table>
| **08:30 – 09:30** | **Plenary Session**  
**Ballroom**  
**Keynote address:**  
Counteracting carelessness: A case for academic leadership as citizenship  
Prof. Magda Fourie-Malherbe (Centre for Higher and Adult Education, Stellenbosch University)  
Chair: Dr JP Bosman (Head: Centre for Learning Technologies) |
| **09:45 – 10:30** | **Poster session including posters from 2018 PREDAC participants**  
Chair: Dr Karin Wolff  
Do online tools enhance student engagement in a Psychology module?  
*Coetzee, B; Kramm, N*  
Holistic student success framework – asking the right question at each student success level  
Groenewald, Johan  
Perceived enablers and constraints of motivation to conduct undergraduate research: What role does choice play?  
Marias, D; Van Schalkwyk, S; Willems, B; Barsdorf, N; Kotlowitz, J  
Undergraduate medical students’ reporting on barriers and enablers when performing blood cultures in the hospital setting  
Van der Berg, T; Harmuth, K; Archer, E |
| **10:30 – 11:00** | **REFRESHMENTS** |
| **11:05 – 11:25** | **Ballroom**  
**TRANSFORMING THE CURRICULUM**  
Chair: Melanie Skead  
Planning for decolonising the Economics curriculum: 2017–2020  
Nieuwoudt, L; Pegado, B  
**INTERDISCIPLINARY TEACHING**  
Chair: Gert Young  
Innovation in Health leadership and management: Accessing performing arts for real-role-play immersion  
Begg, K; Danford, S  
**ASSESSMENT**  
Chair: Charmaine van der Merwe  
Reflection on knowledge and knowers in dynamic systems  
Louw, T; Aurel, L; Basson, B; Wolff, K  
**BLENDED LEARNING**  
Chair: Alma Coertzen  
The Physics Film Studio: Producing videos of demonstrations for Physics teaching  
*Maheso, A; Bosman, G; Newman, R; Rohwer, E*  
**ACADEMIC LITERACIES / STUDENT SUCCESS**  
Chair: Magda Barnard  
English Studies in South Africa: From practical criticism to blended learning  
Oppelt, R |
| **11:30 – 11:50** | **Ballroom**  
Towards empirical validation of theoretical assumptions in Clinical Legal Education  
*Van der Merwe, S*  
Autonomy tours: Reflecting on the first offering of Science in Context  
Rootman-Le Grange, I; Stanford, F  
**ASSESSMENT**  
Chair: Charmaine van der Merwe  
Feedback mechanisms in first-year Physics  
*Bosman, G; Müller-Nedebock, K*  
**BLENDED LEARNING**  
Chair: Alma Coertzen  
Testing L2M2 acquisition of South African Sign Language: Developing a sentence repetition task  
Palmer, A; Baker, A; Huddleston, K  
**ACADEMIC LITERACIES / STUDENT SUCCESS**  
Chair: Magda Barnard  
Career guidance: The development of written and digitally animated training and practice resources  
*Presentation in Afrikaans, English interpreting service available*  
*Conradie, K* |
| **11:55 – 12:15** | **Ballroom**  
A curriculum for Healthcare in the 21st century: Reform and renewal of the MB,ChB programme at the Faculty of Medicine and Health Sciences  
*Volschenk, M; Geiger, J; Smit, L; Blitz, J; Van Heerden, B*  
The ratio revolution  
Southey, P  
**ASSESSMENT**  
Chair: Charmaine van der Merwe  
Peer mentoring and assessment in Mechanical and Mechatronic Engineering  
Muiyser, J; Venter, M  
**BLENDED LEARNING**  
Chair: Alma Coertzen  
Transition from face-to-face teaching to blended learning on postgraduate level: context relevant enabling and constraining factors  
Odendaal, A  
**ACADEMIC LITERACIES / STUDENT SUCCESS**  
Chair: Magda Barnard  
Identifying at-risk students using learning analytics at the Faculty of Military Science  
Pretorius, A |

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<tr>
<td>12:20 – 12:40</td>
<td>Onto-epistemological research as transformative teaching and learning praxis</td>
<td>Perold-Bull, K; Costandius, E</td>
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<tr>
<td>12:45 – 13:05</td>
<td>Concepts in context</td>
<td>Southey, P</td>
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<td>Enhancing empathy in undergraduate medical students</td>
<td>Meyer, I; Archer, E</td>
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<td>Development of blended learning tutorials and assessment mechanisms</td>
<td>Huddlestone, K; Baker, A; Njevyana, M</td>
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<td>The story about the polymer scientist and a thousand Z-generation</td>
<td>Lutz, M; Retief, L</td>
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<td>Stellenbosch University Graduate Destination Survey 2017/2018</td>
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13:05 – 14:00 | LUNCH

14:05 – 15:25 | Panel: The Stellenbosch University journey to academic leadership      | Chair: Dr Karin Cattell-Holden                                                                         |
|              | Inputs by conference participants essential                             |                                                                                                     |

15:30         | Cocktail function: Awards and closing                                   |                                                                                                     |

*Recipient of FIRT funding*