

**PROGRAM: 8ste Jaarlikse Akademieskap van Onderrig en Leer (AvOL) Konferensie**

<b>TYD</b>	<b>DINSDAG 27 OKTOBER 2015</b>			
07:00 – 08:25	<b>Opstel van Plakkate</b>			
08:00 – 08:25	<b>KOFFIE en REGISTRASIE</b>			
	<b>Gesamentlike Sessies</b>		<b>Ouditorium</b>	
08:30 – 08:55	<b>Opening: Dr. Antoinette van der Merwe, Senior Direkteur: Afdeling Leer- en Onderrigverryking</b> <b>Amptelike verwelkoming: Prof. Arnold Schoonwinkel, Viserektor: Leer en Onderrig</b>			
09:00 – 10:00	<b>Hoofspreker:</b> <b>“Supporting university teaching in changing times and contexts”</b> <b>Prof. Chris Winberg (Fundani Centre for Higher Education Development, Kaapse Skiereilandse Universiteit van Tegnologie)</b> <b>Voorsitter: Dr. Antoinette van der Merwe</b>			
10:00 – 10:25	<b>VERVERSINGS</b>			
	<b>Ouditorium</b>	<b>Simonsberg</b>	<b>Stellenberg</b>	<b>Helderberg</b>
	<b>GEMENGDE LEER</b> Voorsitter: Sonja Strydom	<b>KURRIKULUMONTWERP</b> Voorsitter: Nicoline Herman	<b>ASSESSERING</b> Voorsitter: Hanelie Adendorff	<b>REFLEKSIE</b> Voorsitter: Melanie Petersen
10:30 – 10:50	The affordance of C-mapping for assessing the quality and extent of the prior knowledge structure  Schmeisser, M	Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective  Archer, E; Van Heerden, B; Bitzer, E	A multifunctional Early Assessment approach in a first-year Political Science module  Adams-Jack, U; Van Wyk, M	Social justice education: A staff development action research project  Costandius, E; Anthonissen, C; Gunter, E; Malgas, R; Mckay, M; Nell, I; Setati, E
10:55 – 11:15	Real-time lecture captioning to provide verbatim notes for deaf students  Lyner-Cleophas, M; Bell, J; Louw, J	Embedding graduate attributes into curriculum development in the first year of an Occupational Therapy program  Plastow, N; Van Niekerk, L; De Klerk, S; Bester, J; Vlok, B; Jacobs Nzuzi Khuabi, L; Cloete, L; Fredericks, J; Coetzee, Z; Sheik Ismail, A	Dialogic knowledge-building in a multilingual peer-feedback discussion forum  Ruiters, J	Reflections: From PREDAC to Avian Park  Runowicz, A
11:20 – 11:40	Towards blended learning in Biochemistry 364  Rohwer, J; Strauss, E	"We are not underprepared": Using Systemic Functional Linguistics (SFL) to promote curriculum reform, critical self-reflection and critical analysis in a second-year module of an Extended Degree Programme  Bernard, T	Not a statistic, but belonging to a community: Providing students with reflective opportunities through blogging  Monnanyane, B; Khoza, M	Teaching problem-solving... a problem to solve?  Blaine, D

11:45 – 12:05	Virtual Community of Practice: Implications for part-time military students Van Diemel, R	Gaining speed for the second hurdle: Integrating graduate attributes in a Masters of Divinity programme Nell, I; Bosman, JP	The use of individual diagnostic questionnaire exercises in the development of EDP students as self-managing academic writers Lombard, S	The development of an integrated ePortfolio to facilitate transformative learning in a predominantly distance learning postgraduate programme Volschenk, M; Van Schalkwyk, S
12:10 – 12:30	A pilot project to enhance Physics understanding through advanced algebraic and graphical software Müller-Nedebock, K	The Humanities in Health Sciences education: A proposed curriculum for teaching clinical communication skills Gerber, B	Student-generated videos for assessment in clinical skills training: Does the end justify the means? Keiller, L; Archer, E	Development of student reflection of writing skills Albien, A
12:35 – 12:55	Levelling the playing field with adaptive learning software: Measured success in a low-contact learning environment with diverse student qualifications Raubenheimer, H; Albertyn, R	English Studies Imperfect: Conceptualising a curriculum as uneasy process Murray, S	Screens and MP4s Cloete, L	Reflective learning in Social Work education in the substance abuse field Slabbert, I
<b>12:55 – 13:55 MIDDAGETE</b>				
	<b><i>Ouditorium</i></b>	<b><i>Simonsberg</i></b>	<b><i>Stellenberg</i></b>	<b><i>Helderberg</i></b>
	<b>GEMENGDE LEER</b> Voorsitter: Lianne Keiller	<b>SOSIALE IMPAK*</b> Voorsitter: Jacob du Plessis	<b>EIENSKAPPE VAN GRADUANDI</b> Voorsitter: Jean Farmer	<b>NAGRAADSE STUDIELEIDING</b> Voorsitter: Elize Archer
14:00 – 14:20	Disrupting the class-is-on-campus mind-set: A case study of the 'glocal' classroom Horn, M; Butler, M	To be or not to be service-learning in a higher education institution Smith-Tolken, A; McKay, M	Digital storytelling contributing to students' critical engagement with a workplace assignment Dreyer, L	Changing postgraduate supervision practices: Using a supervision course to initiate organisational change Steyn, R; Van Schalkwyk, S
14:25 – 14:45	A rubric for self and peer assessment of courses in the LMS at the Faculty of Military Science Khoza, M; Monnanyane, B; Cowling, N	The Learning Factory: A didactic platform for knowledge transfer in South Africa Matope, S; Van der Merwe, A	Introduction of graduate attributes in a module: Medical students' perceptions of what it means to be a change agent Snyman, S; Carstens, S; Smit, L; Nel, Z	Researcher development in a changing higher education context: Supervisor and student perspectives of research challenges Albertyn, R; Van Coller-Peter, S; Morrison, J
14:50 – 15:10	Investigating virtual classrooms utilising web streaming technologies within an inclusive education framework at Stellenbosch University Bosman, JP; Van der Merwe, A; Waghid, F	Where there's WIL, there's a Way: Integrating theory, learning and work in an Agricultural module McKay, M; Smith-Tolken, A	Designing a framework for collaborative learning in legal education Quinot, G	Is supervision teaching? Rudman, R; Sahd, L

15:10 – 15:40		VERVERSINGS			
	<i>Ouditorium</i>	<i>Simonsberg</i>	<i>Stellenberg</i>	<i>Helderberg</i>	
	<b>GEMENGDE LEER</b> Voorsitter: Faiq Waghid	<b>STUDENTESUKSEFAKTORE</b> Voorsitter: Nicoline Herman	<b>EVALUERING (SIMPOSIUM)</b> Voorsitter: Gert Young	<b>INTERAKTIEWE BESPREKING</b> Voorsitter: Berna Gerber	
15:45 – 16:05	A lesson in listening: Is the student voice heard in the rush to incorporate technology into Health Professions education?  Keiller, L; Inglis-Jassiem, G	Differences in performance of Extended Degree Programme students lead to small but effective interventions  Louw, A; Bawoodien, A	Teaching development at SU: Where are we and where do we want to go?  Young, G; Jacobs, C; Du Preez, R; Van Heerden, B; Strydom, S; Muller, N	Interdisciplinary teaching and learning: Preparing our students or killing our disciplines?	
16:10 – 16:30	The application of blended learning to a first course in statistics  Contardo-Berning, I	An approach to uplift spirits and enhance productivity during a Friday afternoon tutorial  Fidder-Woudberg, S			

\*Sosiale Impak: voorheen Gemeenskapsinteraksie / Werk-geïntegreerde leer / Diensleer

TYD		WOENSDAG 28 OKTOBER 2015			
08:00 – 08:25		KOFFIE en REGISTRASIE			
08:30 – 09:30	Gesamentlike Sessie			Ouditorium	
	<b>Hoofspreker:</b> <b>“Demonstrating, evaluating and rewarding excellence in university teaching – a Swedish perspective”</b> <b>Dr Thomas Olsson (Fakulteit Ingenieurswese, Universiteit Lund, Swede)</b> <b>Voorsitter: Cecilia Jacobs</b>				
	<b>Ouditorium</b>	<b>Simonsberg</b>	<b>Stellenberg</b>	<b>Helderberg</b>	
	<b>GEMENGDE LEER</b> Voorsitter: JP Bosman	<b>TAAL</b> Voorsitter: John Ruiters	<b>AKADEMIESE GELETTERDHEDE</b> Voorsitter: Ydalene Coetsee	<b>INNOVERENDE ONDERRIG</b> Voorsitter: Claudia Swart	
09:45 – 10:05	It is tougher to stay on the digital ball Butler, M; Horn, M	Focus on first years Pfeiffer, V; Van der Walt, C	An academic writing competence course in Psychology 348 in 2014 De Wet, A; Van Wyk, S; Lesch, A; Kagee, A	Investigating postgraduate research-based learning at higher education institutions in South Africa and Germany Mans-Kemp, N; Gerber, C; Klauser, F; Schlicht, J	
10:10 – 10:30	Student voices on flipping a large class – Economics first-year students' perceptions and attitudes toward a flipped classroom Ezeobi, O; Nieuwoudt, L	The development of content literacy via mobile technology America, C; Van der Merwe, M	Teaching legal writing skills in the South African LLB curriculum: The role of the legal writing consultant Golombick, C; Broodryk, T	Connections with others and with self: The essence of transformative learning Conradie, K	
10:30 – 11:00		VERVERSINGS			
	<b>Ouditorium</b>	<b>Simonsberg</b>	<b>Stellenberg</b>	<b>Helderberg</b>	
	<b>MOBIELE TEGNOLOGIE</b> Voorsitter: Faiq Waghid	<b>INNOVERENDE ONDERRIG</b> Voorsitter: Anthea Jacobs	<b>TAAL</b> Voorsitter: Suzanne Ross	<b>AKADEMIESE GELETTERDHEDE</b> Voorsitter: Sharifa Daniels	
11:05 – 11:25	Tablet teaching in an Extended Degree Programme Biology module at Stellenbosch University Mouton, M; Archer, E; Rootman-Le Grange, I	Student perception of Structural Engineering knowledge building through a technology-enhanced teaching approach Walls, R; Wolff, K; Bladergroen, M	The use of multilingual technical terminology to improve students' pass rates Jonker, A	Getting it right eventually: Investigating changes in communication in order to overcome some challenges of collaboration Coetsee, Y	
11:30 – 11:50	iPad implementation in the Physics (Bio) 154 module Van der Ventel, B; Newman, R	Engagement of Engineering students with online resources and the effect thereof on learning Louw, T; Auret, L	What if we have no language policy? Van der Walt, C		

11:55 – 12:15	<p>The use of LSP dictionaries on mobile phones in higher education</p> <p>Van der Merwe, M</p>	<p>The Mozart(s) and the mini-me(s): Aural training, video clips and the psychological need for competence, relatedness and autonomy</p> <p>Herbst, D</p>	<p><b>Helderberg</b></p> <p><b>PLAKKAATSESSIE</b> <b>Voorsitter: Karin Wolff</b></p> <p>Black women academics' experiences in the contexts of HEIs in South Africa Farmer, J; Leibowitz, B; Carolissen, R</p>
12:20 – 12:40	<p>First-year Physics students' knowledge about direct current circuits: Probing their understanding and enhancing their learning using iPad tablets</p> <p>Newman, R; Van der Ventel, B; Hanekom, C</p>	<p>Constraints when incorporating social media into the undergraduate Auditing classroom</p> <p>Sexton, N; Rudman, R</p>	<p>Learn Actually: From action research to action learning in a longitudinal integrated clerkship model Von Pressentin, K; Waggie, F; Conradie, H</p> <p>A needs assessment for palliative care training in undergraduate students at the University of Stellenbosch Fourie, A; Gwyther, L</p> <p>The flexibility of a cohort-based, modular, doctoral support programme in the Economic and Management Sciences Franken, J</p> <p>Facilitating referencing ethics for first-year students at the Faculty of Theology Mare, H</p> <p>"Institutional supervision" of postgraduate students: A role for central support services? Steyn, R</p>
12:40 – 13:40	<b>MIDDAGETE</b>		
<b>Afsluitingsessie: Curriculum renewal at SU</b>		<b>Ouditorium</b>	
13:45 – 15:15	<p><b>Sprekers: Prof. Arnold Schoonwinkel en dr. Antoinette van der Merwe</b> <b>Voorsitter: Cecilia Jacobs</b> <b>Insette van konferensiedeelnemers noodsaaklik</b></p>		
15:30	<b>Skemerkelfunksie: Toekennings en afsluiting</b>		