

**7<sup>th</sup> Annual Conference on the Scholarship  
of Teaching and Learning**

**28 & 29 October 2014**

(27 Oct Pre-Conference Workshops)



UNIVERSITEIT  
STELLENBOSCH  
UNIVERSITY

**Protea Hotel Stellenbosch, Technopark**

## **CONFERENCE ABSTRACTS**

\*Please note that this is an unedited version

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## **KEYNOTE SPEAKERS:**

### **Boughey, C (Rhodes)**

#### **Understanding students as social beings**

This presentation is based on findings of a large scale study which examined teaching and learning across all South African universities ( Boughey, 2009, 2010; Boughey & McKenna, 2011a,b) using data produced as a result of the first round of institutional audits conducted by the HEQC. The presentation argues that dominant models constructing students, their learning as well as teaching and curriculum design cannot adequately explain the data which have emerged from cohort studies such as those conducted by Scott et al. (2007) or Letseka & Maile (2008). In contrast to these dominant models which understand students as 'decontextualised learners', this presentation argues for the need to take the 'social turn' offered by theorists such as Gee (2008) and others if the chances of all students to succeed in higher education are to be enhanced. The presentation looks at the implications of taking a 'social model' for university teachers as well as for those involved in development work in teaching and learning centres.

### **Czerniewicz, L**

#### **Blind Monks and Elephant: the shape of emerging teaching and learning environment**

This presentation will analyse the changing nature of the teaching and learning environment with a focus on provision. The starting point will be that the nature of new technologies affords possibilities that is shifting what is possible and introducing new players and new possibilities for monetisation. MOOCs are the Trojan horse into a landscape which is seeing new forms of certification and a reshaping particularly in the semi-formal space, as well as a general acceptance of blended education. The presentation will consider what this might mean for the iron triangle of cost, quality and access, especially in the light of the imperatives of higher education in South Africa.

**America, CG****Content literacy and business education: reflective practices for teacher training**

In order to meet the requirements of a modern economy and technological society, university graduates are required to have higher literacy levels to meet exit level outcomes (Jackson, 2009). Students must be able to read challenging material and solve problems independently. The importance of reading and writing as (academic) literacy practices is well documented (Street & Lefstein, 2007; Olson, 1994), yet the application of these skills is normally the domain of language specialists or academic support programmes and not the focus of content lecturers. This research reports on business education student teachers' reflections of a small-scale 'read-talk-write' project using newspaper articles as a resource. I argue that introducing a content literacy component in business education may infuse a critical-reflective approach in business education teacher training regarding the manner in which student teachers relate the disciplinary knowledge to the real world. Data was collected by means of open-ended survey questions using content analysis. Findings suggest that content literacy cannot be a once-off endeavour, instead it should be a practice where reading, talking and writing become a continuum: deliberate, consistent with the aim of becoming critically aware.

**Arendse, GJ****From Genius to Geniustaker: 14 chances to impact!**

Stellenbosch University, like many other institutions of Higher Learning, is confronted with the reality of broadening access; giving those who may have been marginalized in the past an opportunity for growth and development through education. But how do we effectively support students as they make the transition from basic to higher education? Academic tutorial programmes at universities are supported by tutors that are selected based on their exceptional academic performance within the specific discipline. But how do you step back from being a genius into a space where you become a geniustaker; a person committed to develop the potential of others? This presentation explores the challenges that a typical tutor faces and presents the need for a thinking environment where students are treated as thinking peers.

**Arnold, M****Blended learning in paediatric surgery: teaching x-ray interpretation with mini-podcasts embedded in concept maps****Background**

Clinical exposure to paediatric surgery for undergraduate medical students is a 2-week rotation, with 16-20 students rotating in 16 groups during the course of the year. As the department is small with a large clinical burden, self-study x-ray tutorials were developed to ensure that all students received adequate tuition in interpretation of x-rays of diverse paediatric surgical conditions. Completion of and student satisfaction with these PowerPoint presentations was at times poor.

**Work done**

A novel format for the self-study modules was implemented using mini-podcasts explaining each x-ray image, embedded within a concept map. Students were able to still access the material in the old PowerPoint format. Student feedback comparing the two teaching methods was obtained.

## **Results**

Initial student response has been positive towards the material. Accessibility is limited to home/ headphone use in public computer facilities because of the sound bite component. However, unhelpful practices like printing out of PowerPoint slides (with resultant loss of quality of x-ray images) is avoided. Further evaluation of impact on student test performance in interpreting x-rays is awaited.

## **Conclusions/ Take home messages**

Blended learning has many formats and different models hold different 'affordances' for different subject matters. Embedding short podcasts in a concept map allows different concepts to be grouped logically. Podcasts allow efficient and personalized presentation of visual topics, particularly useful for teaching x-ray interpretation.

### **Bernard, T**

#### **Using CBI, SFL and CEAP to integrate content and language learning in a higher education context**

This paper reports on a project developed to integrate disciplinary content and language skills on the extended degree programme (EDP) at Stellenbosch University. The project drew on three theories widely applied in the English for Specific Academic Purposes (ESAP) literature: content-based instruction (CBI), systemic functional linguistics (SFL) and critical English for academic purposes (CEAP). Schleppegrell, Achugar & Oteiza (2004) and Schleppegrell & de Oliveria (2006) have shown how CBI and SFL perspectives can be combined to simultaneously develop knowledge of content and language skills of students in secondary school contexts; however, there is little research to show the impact of these theoretical approaches in a higher education (HE) contexts. I argue that in such contexts, the combination of CBI and SFL has immense pedagogical value which can be added to by drawing on ideas developed in CEAP. In considering how power relations and social practices are embedded in academic texts, HE language practitioners can raise students' awareness of the social value of their discipline and offer a fresh perspective on how disciplinary content often relies on linguistic skills.

#### References:

- Schleppegrell, M.J., Achugar, M. & Oteiza, T. 2004. The grammar of History: enhancing content-based instruction through a functional focus on grammar. *TESOL Quarterly* 38 (1): 67-93.
- Schleppegrell, M. & de Oliveira, L.C. 2006. An integrated language and content approach for history teachers. *Journal of English for Academic Purposes* 5 (4): 254-268.

### **Bosman, JP, Strydom, SC**

#### **Mobile technologies for learning: Exploring mobile learning literacies as critical enabler of graduateness in a South African research-led university**

Emphasis has been placed on the importance of digital literacy practices in the educational sector and the educational application of mobile technologies for learning (Mills, 2010; Ng, 2013). Higher education institutions, such as SU for example, promote the development of digital literacy as an important attribute of graduateness within the 21<sup>st</sup> century educational context.

The emerging field of 'new literacies', where digital literacies are literacies associated with mobile devices; instant messaging and social networking provides a useful perspective in exploring the use of mobile devices for learning. In terms of learning with mobile technologies, however, studies associated with literacy specifically linked to learning with mobile devices is limited. This work in progress employs a mixed method approach where it aims to explore the value students place on mobile devices for learning, current formal learning practices utilised for mobile learning and mLearning literacy proficiency levels.

Students (n=994) across all faculties participated in an online survey where preliminary findings indicate that students acknowledge the importance of learning with mobile devices due to its ubiquitous nature, ease of access, practical applications and expectations of technology being accessible in the 21<sup>st</sup> century. IPA provides the analytic lens in exploring formal learning practices and levels of proficiency in terms of the mLearning literacy framework. This study makes a case for an integrated, systematic and sustainable approach to developing mLearning literacy skills among both staff and students.

**Bosman, JP, Lyner-Cleophas, M, van der Merwe, A, van Zijl, L**  
**Exploring alternative modes of class attendance for students within an inclusive education framework at Stellenbosch University**

We investigated the viability of an alternative virtual participatory classroom for students within an inclusive education framework. This work in progress presentation will report on the preliminary findings. We tried to answer the following question: "What are the perceptions around the offering of an alternative virtual synchronous parallel classroom as a viable option for student learning and for lecturer teaching with a specific focus on strategies for supporting the special learning needs of some students at Stellenbosch University?" In particular our focus was on students for whom traditional classroom settings prove challenging and how one through innovation and a future-focused approach can address the changing needs of our student population through using non-traditional modes of teaching and learning. The project tested the educational feasibility of creating a virtual participatory classroom for students. By using streaming web technology, students were able to connect to real computer science lectures through their computing devices, with a full video of the lecturer (including sound), the slides shown and software used in class and blackboard work replaced by a document camera. The students were able to ask questions via text, and received answers verbally from the lecturer.

**Botha, HL, Cilliers, CD, Dunn, M, Du Plessis SA, Kloppers, PW, Santana, M, Strauss, E**  
**Mentoring Wellness and Positive Psychological Predictors of Academic Performance via a Network of Student Mentors and Innovative Web and Mobile Apps**

Student Affairs at Stellenbosch University adopted a wellness model that focuses on six wellness dimensions, namely the physical, emotional, intellectual, occupational, social and spiritual. A comprehensive literature study revealed that wellness related factors from all six dimensions, like physical exercise, emotional intelligence, self-control, grit, hope, optimism, type of mind-set, equanimity, positivity, character strengths, curiosity and mental toughness, affect academic achievement. Academic support efforts at our institution attempt to address these factors.

At first-year level our university utilises 560 trained mentors (senior students) to guide approximately 5000 first-year students during their first six to nine months at university. This psycho-social support aims to enhance wellness, to develop positive psychological factors that affect academic achievement and to create a "flourishing" campus culture, and takes place in 39 residences and private wards.

Six wellness cards with definitions, guiding questions and activities are used by mentors during 10 to 12 one hour sessions with their mentees to facilitate growth and positive discussions. Gamification principles are integrated within the supporting website of the project to enhance engagement, competition and motivation. Mobile apps are used by both mentors and mentees to record their sessions, to access supporting material, to study leaderboards and engage with social media. All mentors and mentees are also supported by their own individualised and secure wellness websites with assessments, ebooks,

audiobooks, e-workshops, tracking tools, journals, profile pages and personalised leaderboards.

Results from 2013 indicate a sharp improvement in the academic performance of first-years in residences that actively participated in the project.

**Carl, AE, Beets, PAD, Strydom, S**  
**Utilising the e-portfolio during teaching practice as a reflection strategy within a blended learning approach**

Faculties need to consider approaches where technology could be integrated seamlessly into learning and teaching practices. This presentation focuses on a project aimed at using blended learning as a teaching-learning approach, especially how e-portfolios can foster professional learning of student teachers during their school practicum.

During their teaching practice period of a full third term, students have to complete a paper-based portfolio of which reflections on their lived experiences in schools form a large section. We decided to experiment with e-portfolios to enhance their level of reflection and to search for alternatives on how to accumulate evidence on students' professional growth during this period. Eleven students were identified to participate and provided with tablets and data bundles. They were placed in schools in both rural and urban settings. Daily reflections were required and they were expected to communicate regularly with the project members by means of e.g. blogs.

Results indicate that students value the use of technology in creating an e-portfolio but that technical support is continually required. Many students indicated that they perceive their digital literacy levels as good, but did improve their technological skills even further during the project. They valued the opportunity to create e-portfolios during in-service training and mentioned the potential value of reflection and being a member of an online student community of teachers in the process of professional learning.

The message is that e-portfolios does enhance professional learning and that the use of tablets need to be rolled out to larger number of students.

**Coetsee, Y**  
**Using appropriate communication to overcome the challenges of collaboration between disciplinary and literacy specialists**

During the past decade support modules facilitating academic literacies at some universities have shifted from stand-alone, generic modules to more embedded ones in faculties. At Stellenbosch University the purpose of this collaboration is moving, furthermore, towards better alignment with graduate attributes. However, achieving this goal is not without its challenges, especially when teaching Extended Degree students.

This study investigates (from the literacies perspective) the success of communication between lecturers (academic literacy and subject specialists) and science and engineering students who were identified by their matriculation results as needing extra support in the mastery of Chemistry knowledge as well as literacy skills.

During work on the Pet Ionic Compound project (PIC), students are encouraged to apply Chemistry concepts to individual ionic compounds and communicate their knowledge in appropriate scientific ways. The first iteration of the study investigates some challenges experienced in a collaborative project facilitated by colleagues from Chemistry, digital literacy, teaching and learning, as well as the Language Centre. The graduate attributes identified by the SU, namely, that students should have enquiring minds, be engaged citizens, dynamic professionals and well-rounded individuals, lend themselves well to some outcomes of this collaboration.

In this preliminary stage of qualitative data collection, analysis of instructions to the project, reflective journaling and errors made during writing have already led to possible conclusions

about communication. However, it is too early to conclude what specific effect enhanced awareness of communication may have on student success and collaboration between colleagues.

**Costandius, E, Green, L, Kotze, A, Abels, J, Kloppers, R**  
**Developing graduate attributes in the project Memorialising forced removals in the Arts and Social Sciences building**

For decades, the removals from *Die Vlakte*, and the Battle of Andringa Street were not part of the official history of Stellenbosch. In addition to the 3700 coloured inhabitants, six schools, four churches, a mosque, a cinema and ten businesses were affected by the forced removals. The Arts and Social Sciences Building is geographically linked with *Die Vlakte*. The Dean of Arts and Social Sciences, Prof. Johan Hattingh, has appointed a committee to look into creating a permanent exhibition which would memorialise the forced removals that took place on the site of the current Arts and Social Sciences Building. A project on how to memorialise the history was also undertaken by Visual Arts students and English Honours students which included research, consultation with community members and reflective writing. Results taken from student's reflective writings include initial resistance to talk about the history, or making changes to their project ideas after consultations with community members. Resisting guilt feeling came up often with certain groups, and discussions on embracing guilt started to emerge. Projects such as these are crucial to work through the emotions of students and affected community members, but practically facilitating conversations between "born free" students and 80-year-old community members is challenging. Some students also felt that too much time was spent on research and discussions, and too little on learning about their subject. How much of these critical citizenship dispositions and qualities do we need to develop in these projects?

**De Wet, A, Kagee, S**  
**Academic literacy skills in Psychology 348**

An academic literacy skills component to Psychology 348 was implemented in the second semester in 2013. The reason for the implementation was the poor quality of academic writing by Psychology 348 students in the previous year. The aim of the intervention was two-fold: (1) to improve the academic literacy skills of Psychology 348 students, and (2) to inform an understanding of the factors affecting academic literacy skills so that appropriate interventions could be designed in future.

Initially, students completed an academic literacy skills test. On the basis of the results of the test, it was sought to improve students' skills through various appropriate exercises and homework to prepare them for the class assignment in the module.

The lecturer and five tutors assisted students during lectures with practical exercises in literacy tasks. The lectures focused on equipping the students with skills to complete the assignment successfully.

Finally, a single group t test was performed and indicated that the students' marks for the class assignment (posttest) were a statistically highly significant improvement from the literacy skills test (pretest) marks:  $t(449) = -11.04, p = .000$ . It is asserted that the significant improvement in the students' mean scores between the literacy skills test and the class assignment are due to this intervention, which is seen as a success.

The literacy skills course follows the trend by many other departments and faculties at the university that place an emphasis on the improvement of their students' literacy skills.

**Dreyer, LM, Collair, L**

**Reflections of an action research approach on “integrated learning” in a post graduate module**

**Background:** The Faculty of Education have embarked on an initiative to introduce and promote e-learning. Information technology is increasingly changing the ways in which students work and that has an impact on teachers in higher education too. IT has also transformed the sources that provide evidence of student learning and subsequently teachers’ need to adapt and plan learning activities.

**Work done:** It is against this background that we have introduced students to podcasting as part of an integrated learning design (ILD). Students were equipped with knowledge and skills to prepare and upload their assignments (presentations) onto the SUNLearn platform. The ILD Framework of Dabbagh & Bannan-Ritland (2005) and Anderson (2004) was used as an action research process to provide students with meaningful learning opportunities. At the same time assessment was interactive and authentic as students had the opportunity to comment on peers’ presentations.

**Conclusions:** Reflections of our experiences as lecturers revealed some challenges in navigating our own way through the process. The students too displayed diverse levels of ability and skills needed. The exploration of this particular ICT afforded students with access to presentations and the opportunity to engage through constructive comments to enhance authentic learning.

**Take home message:** Information technology has become an integral part of society and therefore also the teaching and learning environment. As higher education institutions we should embrace this pedagogical revolution but also find solutions to the challenges.

**Du Plessis, SA, Strauss, E**

**Mining Wellness and Performance Data to Identify At-Risk First-Year Medical Students**

Concern about the wellness of medical students is well discussed in academic literature. One of the most prominent challenges they face is to effectively manage their academic and practical work load. First year medical students at Stellenbosch University are enrolled in the semester module *Personal and Professional Development* to help them develop skills to improve their wellness and overcome the demands of their studies.

At both the start and the end of the module in 2013 students completed a wellness assessment online. Feedback included an overall wellness score, scores for the physical, emotional, intellectual, occupational, social and spiritual dimensions, and individualised advice on how to improve their wellness, and was available via email and the individualised wellness websites of students.

Themes like study skills, time management, goal setting, stress management and effective communication techniques are covered during the formal lectures. Students also do various practical assignments to promote the effective transfer of knowledge. The impact of the course was measured by comparing the scores of their first and second assessments.

Cluster analysis and neural network prediction models were used to mine the performance and wellness data to identify possible factors of underperformance. Wellness data (from the profiling questionnaire) and biographical information were combined with grade 12 and university performance data in neural network models to predict first semester success. Correct classification ratios of above 90% were obtained. The wellness variables played a very significant role in these predictions. A cluster analysis confirmed the relationship between wellness and academic performance.

**Du Preez, R, Young, G**

**Graduate Attributes: Conceptual and operational challenges**

Graduate attributes forms an integral part of the vision statement and strategic priorities of the strategy for Teaching and Learning (2014-2018) at Stellenbosch University. In turn, faculty management is confronted with the realisation of this strategy within a diverse program context. The objective of this paper is to encourage reflection on context specific approaches to deliver on institutional strategy and to provide some practical guidance in this regard.

In response to this delivery challenge, the Economic and Management Sciences faculty decided to adopt a Graduate Attribute project plan that is driven by quantitative information and is systematic in nature. This presentation provides insight into the faculty's plan to pursue this strategic vision. In particular we focus on the conceptual and operational efforts necessary for this process. At the onset of the graduate attribute project, a number of conceptual issues arose related to key concepts such as program renewal, authentic learning and teaching. Together with the conceptual issues a number of operational challenges presented themselves such as finding the appropriate platform for the project, the diversity of the programs offered by the faculty, data-gathering and –analysis. The presentation concludes with reference to the lessons learnt about the process thus far as well as a preview of the next phase of the graduate attribute project plan.

**Dunn, M, Kloppers, PW**

**Competency Development of Southern Africa Housing Officers**

**Learning Objective 1**

**10 Minutes**

The participants will obtain knowledge about the concept of student housing within Southern Africa, as well as the development of the Student Housing Training Institute;

**Learning Objective 2**

**10 Minutes**

The participants will obtain knowledge regarding the model of collaboration between ACUHO-I and Southern Africa; as well as the involvement of USA faculty;

**Learning Objective 3**

**20 Minutes**

The participants will gain insight in terms of the personal experiences of delegates and faculty, as well as gain insight into the powerful impact that ACUHO-I and the SHTI have made within Southern Africa.

**Description**

The question can be posed: how do you prepare student housing professionals for the context they are working in without having any specialized student affairs degrees? This is the situation within the Southern African context and this presentation aims to share the journey that ACUHO-I has travelled with the student housing professionals within Southern Africa. This is a journey of empowerment and hope - not only of delegates but of faculty as well. Personal experiences from delegates and faculty will be shared and a reflection will be provided on the development of the SHTI the last three years.

The Report on the Ministerial Committee for the Review of the Provision of Student Housing at South African Universities (Higher Education and Training, 2011) has provided a comprehensive review of residence halls across several housing functional areas. In one of the residence management and administration recommendations it stated, "The professionalization of housing staff is an urgent priority" (p. 141). This coupled with the report's estimated "current residence bed shortage of approximately 195,815 beds...with a cost of overcoming this shortage over a period of ten years is estimated at R82.4 billion" (pp. xvii – xviii) will mean the hiring and training of hundreds of housing professional staff to meet not only the demand of the additional residence beds but the training of current housing staff. In 2010 The Association of College and University Housing Officers – International Southern Africa Chapter (ACUHO-I SAC) initiated a Student Housing Training

Institute (SHTI) first held in 2011 to meet the demands for professionalizing housing staff. The SHTI was organized using a competency development model first used to develop the Association of College and University Housing Officers – International (ACUHO-I) James C. Grimm National Housing Training Institute (NHTI) held in the United States.

The Institute is co-presented by a combination of South African and USA based faculty members under the leadership of one of the founders of the National Housing Training Institute, Norbert Dunkel from the University of Florida in Gainesville, Florida, USA. The faculty is constituted by selected practitioners and faculty who have held leadership positions within ACUHO-I; ACUHO-I SAC; NASPA; and ACPA and/or are senior Student Housing or Student Affairs professionals, both in the USA and in the African continent.

The 2011 – 2013 SHTIs have provided excellent experiences for faculty and participants through their evaluation ratings, comments, and through their testimonials. Conducting research on the participants to identify levels of competence gained, retention of housing staff, and the like will be necessary in the future to understand the impact of the SHTI on participants.

The professionalization of South African housing staff will remain a top priority of the South African Department of Higher Education and Training and the ACUHO-I SAC. The Student Housing Training Institute has created a South African faculty capacity to provide a professional level of training to housing staff for South Africa using a competency-based model. The research is further bolstered by the personal testimonials from faculty and participants on the positive outcomes of such an approach. The SHTI has become a cornerstone to the professionalization of South African housing staff.

### **Esau, O**

#### **Developing academic and community research participation in the South African township and rural communities**

Participatory action research (PAR) has been promoted as an important collaborative methodology for addressing local concerns. However, as academics and researchers we are not trained to work with communities as partners. In my two projects where I involved respective communities, I realised how critical it becomes that PAR academics understand that their academic-scientific approach differs as well as converges with the community members'

practical-experiential perspective. In this article, I describe the two community engagement projects and the issues I faced as an academic researcher coming from the 'ivory tower'. Historically, this has caused significant distress and has led to mistrust and misunderstanding of research within communities (Davis & Reid, 1999). Thus researchers need to understand the participatory research process and be able to identify the resources necessary to interact with different communities. I also propose a framework on which future successful partnerships between the university and the communities can be developed.

Keywords

Academic, community, participatory action research, township, rural, development

### **Esterhuysen, C**

#### **Perspectives on embedding graduate attributes within a Natural Science context**

Chemistry and Polymer Science is an extremely broad discipline, encompassing five different divisions at the University of Stellenbosch. Moreover, the large pool of literature on Chemistry means that Chemistry students require a large base of knowledge to be successful in their careers beyond the BSc degree. Curriculum review within the department of Chemistry and Polymer Science has therefore always been focussed on content: ensuring

that content was complete and current and that modules followed on from each other so that knowledge was developed in a sensible, coherent manner without omissions or overlap. However, when we undertook the task of embedding graduate attributes in our programme it became clear that we had to approach it in a completely different way to our previous efforts. In this presentation we will describe the process that we undertook in embedding graduate attributes within the Chemistry and Polymer Science programme. In particular, we will focus on the methods that we found most effective for obtaining information regarding how we were already developing graduate attributes within the programme, and for presenting this information to the department. The first steps in our progress towards actually implementing the embedding of graduate attributes within the Chemistry and Polymer Science programme will also be presented.

**Ezeobi, O., Nieuwoudt, L**

**Transforming Economics 144 away from traditional teaching towards student centered learning – how the 2014 pilot cookie baked, crumbled and satisfied**

Traditional lectures, combined with high quality interventions, historically rendered a maximum pass rate of only 75% for Economics 1 with only 8,8% of students achieving distinctions on average over the past five years. Higher educational literature indicates that active, student-centered learning methods outperform traditional models in terms of effectiveness, also in teaching economics (Watts & Becker, 2008). Documented successes (by Prof Ed Jacobs in chemistry and our winter school 2011 experience) gave us confidence that a student-centered, collaborative learning approach is possible for large class groups. We implemented a teaching project in 2014 where we partially flipped the classroom of two first year economics groups, with funding from FIRLT and a TDG.

The aim of this paper is to report on the outcomes of this teaching project to reshape the Economics 144 module to a truly student centered teaching approach. We will show that cooperative problem-based learning was possible (and more successful than the traditional approach) for class sizes of approximately 150 and 250 students. We report on the viability of collaborative learning in large groups; the quantitative results (student marks) compared to those of previous years and the same cohort groups; students' attitudes to collaborative learning before and after the innovation; the use of high technology (clickers/smart phones) versus low technology devices for in-class learning and feedback, as well as the impact of active student participation on students' results.

**Fourie-Malherbe, M., Carl, A., Ruiters, J., Hanekom, C**

**School stakeholders' perceptions of Graduate Teacher Attributes: Expanding the conversation**

This research presentation comes against a backdrop of an increased focus on graduate attributes at universities worldwide, and more specifically at Stellenbosch University. Unlike other professions, which are regulated by professional boards that determine graduate competencies and standards, Faculties of Education are largely left to determine these attributes themselves. This Faculty's internal conversation has culminated in a document (*Standpuntstelling ten opsig van onderrig en leer*, 2011) which begins to craft a description of the SU Teacher/Education Graduate, and is enhanced by the *Conceptual framework for the new B.Ed. programmes (2013)* that states these attributes more explicitly. However, Barrie (2013) calls for a more inclusive approach to developing graduate attributes. Similarly, Oliver (2013) argues that the perspectives of graduates, employers and program teams are important for the selection and integration of attributes. Strengthening this stance is the assertion by Hughes and Barrie (2010) that stakeholders are important not only for

identifying but also for assessing graduate attributes since they bring a direct experience of the competencies required, and the challenges faced. The purpose of this research project is to develop a broader and more inclusive definition of the attributes of the teacher who is trained at SU. The perspectives of external stakeholders, in particular principals and teachers of schools where our students do practice teaching or enter employment, are crucial, on account of their practical experience of which attributes are necessary and to what extent our students already possess those attributes. The presenters will discuss this project as **work in progress** and share some preliminary perspectives on the research process, more specifically the importance and process of stakeholder engagement, and the challenges related thereto.

**Gerber, B**

**Clinical communication, the medical world-view, and medical education**

**Background:**

It is well known that communication between doctors and patients is often problematic. A wealth of empirical research has been conducted on the problems in doctor-patient communication. However, very little attention has been paid to the role of modern medicine's alleged intellectual self-image as natural science in interactions within clinical medical settings.

**Work done:**

I have philosophically investigated the influence of the medical profession's intellectual self-image on communication between doctors and patients.

**Conclusion:**

The outcome of this philosophical analysis lead to the conclusion that modern medicine's intellectual self-image is likely to have a pervasive and negative influence on communication between doctors and patients during clinical consultations. For this reason it is not appropriate for the task of providing medical care to individual patients.

**Take-home message:**

In this presentation I will focus on the implication for *medical education*. I will argue that it is unlikely that educational approaches with the goal to improve the interaction between doctors and patients will have much or lasting success while doctors are taught to approach their clinical work in a positivist manner. I advocate for a transformation of medicine's worldview and conception of science so that it better agrees with the nature of clinical practice and can accommodate the psychological and social dimensions of the patient's life. Such a worldview should underlie medical education and will make room for the contributions of the humanities in medical curricula. The inclusion of human sciences in medical education may lead to a more desirable impact of (medical) science on humans.

**Hoffman, E**

**Self-reflection of teacher-students as assessment tool for short course evaluation.**

**Background:**

The purpose of this study was to determine if reflective journals of teacher-students could be used as an indication of how effective short courses are in the professional development of teachers, and to provide feedback to presenters for planning future courses. SUNCEP's courses always aim to increase teachers' subject knowledge, to develop relevant practical skills and to model /teach a variety of pedagogical skills.

**Work done:**

A qualitative study was done, involving two groups of Natural Sciences teachers. One research group was 31 teachers from the Eden-Karoo region and the other 25 teachers from

the West Coast, Winelands, Overberg and Cape Town Metropole regions. The total group consisted of 26 male and 30 female teacher-students.

Throughout the course, after addressing a section of the work, teacher-students were encouraged to reflect

**Conclusions:**

**CANCELLED**

Results showed that reflection book inscriptions could be classified in a number of categories: 1) New knowledge and insights gained, 2) Misconceptions corrected, 3) New skills developed - practical, 4) New skills developed – pedagogical, 5) Implementation prospects, 6) Non-reflective writings.

**Take home message**

The reflective journals of the teacher-students provided personal, detailed feedback whereby the short course's professional development value could be determined. It is recommended that the personal reflection of students become a more common way to determine the effectiveness of all courses' content and delivery. Guidelines should be given to ensure that the process is a constructive, worthwhile one.

**Jacobs, L-A, Bester, J**

**Embedding Graduate Attributes in the development of an Occupational Therapy undergraduate neurological curriculum**

**Background**

The Division of Occupational Therapy is in the process of revising the undergraduate curriculum. As part of this process there is a focus on embedding graduate attributes into the curriculum. This paper focuses on the process to be followed with the restructuring of the neurology module which encompasses four phases. These phases include i.e. i) a needs analysis, ii) the plotting of the findings on the Graduate Attribute Competency framework iii) the formulation of competency outcomes and iv) the finalization of the neurology curriculum. The need analysis focuses on five levels, which includes all the stakeholders, relevant documentation and the use of evidence based practice. Throughout the whole process a collaborative approach will be used

**Work completed**

The first level of the need analysis was completed through the use of an exploratory qualitative research design. This level focused on the views of clinicians on the core competencies graduates should have to work in the field of neurology, with a specific focus on the knowledge, skill and attitudes needed. Through content analysis, four themes were identified that clinicians felt needed attention in the curriculum.

**Findings**

Using the CANMEDS Competency framework the findings will be plotted according to key competencies and enabling competencies within the relevant roles.

**Take home message**

Graduate attributes should not be considered an "add on" but be embedded in the instructional and assessment methods to be used in this curriculum.

**Jacobs, C**

**Graduate Attributes as curriculum renewal**

This roundtable discussion will bring together participants from across the institutional graduate attributes project. This project aims to provide a general orientation to and resources for the design of embedded approaches to graduate attributes, and draws on the work of Barrie (2007 and 2009) as a conceptual framework. This framework offers four categories of how graduate attributes are understood by academics (Precursor Conception; Complement Conception; Translation Conception; and Enabling Conception), as well as two

approaches for implementing graduate attributes - *supplementary* and *integrated*. *Supplementary* refers to the process where developing graduate attributes is seen as supplementary to mainstream university teaching and learning, whereas *integrated* approaches see graduate attributes as an integral part of the formal curriculum. The SU graduate attributes project is informed by Barrie's *integrated* approach and brings together three of the strategic priorities of the SU Teaching and Learning strategy – the realisation of graduate attributes at Stellenbosch University, an IT-enhanced learning model and Programme renewal. Through this roundtable discussion participants in the institutional project will share their varying practices for embedding graduate attributes in the curriculum, and compare the different approaches they have adopted across faculties, enabling a rich cross-faculty discussion. Such a roundtable discussion will hopefully precipitate a broader conversation the institution, around approaches towards embedding graduate attributes as part of an ongoing process of curriculum renewal, and develop common understandings for embedding graduate attributes in the curriculum.

**Jacobs, K, Wirth, K, Wolfaardt, G MKB364 class (2014)**  
**The use of the flipped classroom model to embed graduate attributes in a senior science module.**

Graduate attributes have become important in providing employers with a synopsis of skills that students should have acquired during their studies. It is, therefore, becoming increasingly important for institutions to equip their graduates with these skills. The most important attributes for science students to obtain are life-long learning, critical and creative thinking, and the ability to take responsibility for one's own learning and knowledge use. Most senior modules intuitively embed these attributes in their teaching and learning, but few actively articulate and assess these skills, mostly because they are difficult to assess using traditional tools. In this paper, we share our experiences using the flipped classroom model to embed and assess graduate attributes. During the semester, we flipped the class and assigned scientific papers and/or other reading material to students before lectures. Lectures consisted of group work, problem-solving and discussions. This assessed analytical skills, knowledge acquisition and recall, and critical thinking. The practical part of the course was flipped by allowing students to design and execute their own research projects. During this part, we assessed creativity, communication skills, emotional intelligence, problem solving, time management, leadership and lateral thinking. In a short-response survey, the majority of students indicated that although this style of learning was different to what they have been used to, they had gained valuable skills for their future employment and studies. In our opinion, this approach can be effective in assessment of graduate attributes, but requires that students be given time to adapt to an alternative learning environment.

**Jacobs, HE, Viljoen, C, de Viliers, WI**  
**A review of Stellenbosch University Civil Engineering Department's first Flexible Assessment cohort in 2012 and 2013.**

In 2012, the Engineering Faculty at Stellenbosch University introduced the Flexible Assessment (FA) method in its 3<sup>rd</sup> year modules. The primary objective of FA was to encourage the students to start working earlier and more continuously throughout the semester, thereby improving their academic performance. A secondary objective was to reduce work load on the academic staff by reducing the total number of main assessment papers to mark. This research reviewed and assessed the key differences between the conventional examination assessment and the FA process, and the impact of FA in terms of its stated objectives. The research focused on a selection of the 3<sup>rd</sup> year Civil Engineering modules, namely Structures 354, Structural Design 354 and Hydraulics 324. An analysis of

these modules' marks for 2011, the last examination assessment cohort, was compared to an analysis of the marks for these modules for 2012 and 2013, the first FA cohorts. Questionnaires were also completed by effected students and lecturers. The study confirmed that FA encouraged students to start working earlier, with a significant decrease in the number of students absent during the first assessment opportunity. It is also clear from the questionnaires that the majority of students are not in favour of FA, as there is less opportunity to postpone being assessed. Conversely, the majority of academic staff are in favour of FA.

**Keiller, L, Inglis-Jassiem, G, Unger, M, Hanekom, SD**  
**Everybody wins: The effect of a near-peer tutorial program in  
Physiotherapy on tutor and tutee learning.**

**Background**

Near-peer teachers have the ability to explain difficult concepts at an appropriate level for students. The Physiotherapy Division at Stellenbosch University implemented a structured near-peer tutorial system to address the growing student numbers within the undergraduate physiotherapy programme.

**Aim**

The aim of this study was to determine the effect that near-peer tutorials would have on student performance and their perceptions. In addition, the effect on tutor' learning was explored.

**Methods**

Ethics approval was granted. A quasi experimental design with purposive sampling was used. The average score of the two assessment opportunities pre and post implementation was analysed. A questionnaire using a five-point likert scale measured students' perceptions of the effect of the tutorials. Pre- and post-tutorial focus group discussions were conducted with tutors to explore their perceptions. A questionnaire was used to determine the tutors' perceptions of the competencies they had gained through the programme.

**Results**

There was a statistically significant difference in the number of students who passed the assessment post-implementation of the tutorial system ( $p=0.001$ ). Students perceived the tutorials to add value to the presentation of the module and that these sessions facilitated their practical test preparation. Students perceived the tutorials to be essential to their academic success. Tutors reported benefits of their role in the program for their own learning and demonstrated a shift from unconscious incompetence to conscious competence through the course of the program.

**Conclusion**

Large classes can be addressed using near-peer tutorials. An innovative strategy such as this can lead to improved performance by students. Tutors equally benefit from a tutorial program by enhancing their own learning and competency in the subject. These programs require high human, time and financial resources and should therefore be explored with careful consideration.

**Koch, C**  
**Brain-based learning strategies in higher education**

Brain-based learning strategies focus on the brain's natural design for information processing and learning. It focuses on providing students with knowledge about their learning preferences so that they can transform their learning environment in such a manner that learning occurs more naturally. Students can thus unlock their potential and perform more optimally because they have a better understanding of how their brain prefers to learn. In other words brain-based learning strategies focus on educating students about the

brain and how it affects behaviour, as well as how behaviour can change the brain. The Office for Academic Counselling and Development of the Centre for Student Counselling and Development (CSCD) mainly works from this brain-based theoretical perspective. By working with the principles of brain-based learning, interventions can be highly individualised, focusing on specific study skill areas to develop but also areas of development regarding being a well-rounded individual. Thus, brain-based learning strategies not only equip the student with good study methods but also provide them with knowledge about themselves to become lifelong learners and leaders.

The presentation will focus on basic principles of brain-based learning strategies by means of a case example of how a student gained from these strategies. The student did not obtain enough credits to continue with her studies in BSc in Physiotherapy. She was offered the opportunity to continue with studies in BSc Human Life Sciences so that she can improve her marks. The presentation will report on the student's successes (e.g. being accepted back to Physiotherapy) after receiving brain-based learning strategies and support. The presentation also aims to create an awareness of different learning preferences and how students benefit from acknowledgment of these preferences.

**Lambrechts, T**

**Introducing renewable energy in the secondary school curriculum:  
Experiences from a South African programme**

Climate change and renewable energy has recently become part of the school curriculum in South Africa, which implies that most educators at the secondary school level have to teach topics with which they are not (necessarily) familiar. The Centre for Renewable and Sustainable Energy Studies at Stellenbosch University has established a schools programme - as part of the mandate from the national government - to provide materials to aid the educators in the teaching of renewable energy topics. A research-based set of Learner Teacher Support Material (LTSM) was developed for high school educators. The educational material includes a DVD, PowerPoints, posters and a teacher's manual. The material is available in both English and Afrikaans. This paper provides an overview of the programme with specific focus on the feedback received from the questionnaires and reflects on the success and challenges on the programme. It is concluded that after the workshops teachers are not only better equipped with an understanding of renewable energy but they are also supported with a resource which facilitates an easier presenting of the topic.

**Lekhuleng, BA, Lourens, ASQ**

**Enhancing learning in a hypermedia-assisted instructional setting:  
learning strategies and styles for first year students of the Faculty of  
Military Sciences (FMS)**

Contemporary theories of learning styles emerged subsequent to Carl Jung's exploration of the variations in the way individuals perceive things, interact with others, approach tasks, and make judgments. Recent developments in learning technology such as hypermedia is becoming widespread and offer significant contribution to improve the delivery of learning and teaching materials. The idea of active learning has become more prominent in educational science, a wide variety of new instructional methods or approaches has been developed that advocates learners' active attitude toward the learning material.

Many assumed that students in general, learn the same things in the same ways and at the same rate. However, not all types of students are capable of developing their own learning paths. This leads to some variation in what students can acquire out of a learning process. Much research has been conducted to investigate the relationship between individuals and their ways of learning. Consequently, there exists a number of learning style constructs. The

purpose of this presentation is to provide an overview on the different learning strategies and styles and how one can use them to accommodate the diverse group of first-year students of Military Academy in a hypermedia-assisted instructional setting or environment.

**Lewis, P., Khoury, L, de Villiers, M**

**Enhanced Xhosa clinical communication learning for health professions education students using a novel e-learning platform**

**Background.** Stellenbosch University Faculty of Medicine and Health Sciences embarked on a distinctive initiative in 2011 to further integrate Xhosa clinical communication skills into its five undergraduate programmes. To complement lectures, a novel e-learning platform was developed in 2012. There is a lack of published material on the design and implementation of an e-learning platform for the teaching of African languages in the clinical situation. This article reports on the instructional design and implementation of an e-learning platform to reinforce and improve students' Xhosa clinical communication skills. We also report on an analysis to appraise students' user-satisfaction.

**Work done.** Human Nutrition second year students participated in a post-interventional questionnaire (n=18) and semi-structured focus group interviews (n=16) to appraise user-satisfaction of the e-learning. They rated their perceived satisfaction on a 5-point Likert scale followed by open-ended questions and preset answer options. Statements were categorised according to perceived usefulness, perceived appearance and perceived ease of application.

**Conclusion.** Overall, students provided a positive assessment of the e-learning platform. The majority felt it provided extra support, and half believed that it improved their ability to speak Xhosa in a clinical situation. Areas for improvement were associated with the duration students have to spend on completing activities correctly before continuing and the need for varying levels of difficulty.

**Take home message.** Interactive e-learning is a novel and enjoyable way for students to master their clinical communication skills in an African language. This article serves as a starting point for other institutions intending to embark on similar initiatives when faced with multilingual challenges.

**Lourens, E., Fourie-Malherbe, M, Mdutshekela, N**

**Understanding the experiences of educationally disadvantaged students at Stellenbosch University**

Throughout the world educationally disadvantaged students gain access to higher education but struggle to succeed. Many questions about their functioning in higher education are still unanswered. This study aims to understand the challenges educationally disadvantaged students face at a predominantly white, Afrikaans university and how they function within the university. The research was a narrative ethnography with the focus on the experiences of seven such students at Stellenbosch University. The data was collected by means of unstructured interviews, student journals as well as social media over a period of four months. Data analysis was done from an ecosystemic perspective and revealed that the students faced academic, financial, linguistic, social and system challenges which led to very high stress levels. They struggled to become part of the academic practice and responded by functioning on the periphery of the university system. The implications of providing access to educationally disadvantaged students to higher education, and particularly Stellenbosch University, are threefold. On a theoretical level, gaps in current theory on student development and support were identified. On a substantive level, a disjuncture between university policies and initiatives, and the real-life experiences of the students existed and systemic changes in the academic, social and residential contexts are imperative. Finally, on a practical level, the narratives of these students provided insight into

their experiences and highlighted the need for the reconsideration of current practices around teaching and learning, language, admission, re-admission, financial support, tutoring and mentoring, and social life, particularly in residences.

**Lutz, M, Van Rooyen, M, Rootman-Le Grange, I**  
**Introducing badges in first year chemistry**

Lecturers are increasingly making use of the Learning Management System to create formative assessments to reinforce knowledge that students need to know. Formative assessments theoretically should allow students to learn better and concentrate on the content learnt and not on the marks given at the end of each assessment. Boud has found that effective learning can be hampered by assessment tasks that focus student attention on grades and marks or reproductive thinking. (Boud, 2010) Unfortunately, it has also been found that students will only do tasks if they count for marks, thereby focusing on the grades and not on the content that is learned.

Representing achievements as badges or trophies is a standard practice in online gaming. Awarding badges has also become a key ingredient in "gamifying" online social media experiences and is increasingly being used in education.

This study aims to improve student motivation and therefore also participation by awarding of badges in addition to the allocation of marks during the second semester of a First-year general Chemistry course. SUNLearn, the Learning Management System used at Stellenbosch University allows for the awarding of badges for tasks completed in a course and were therefore used for this purpose. Qualitative data were collected by means of student questionnaires. The results provide some valuable insight regarding the potential use of badges to increase the motivation of students to participate more in online tasks and to improve their understanding of chemistry.

References:

Boud, D. and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.

**Macrobert, M**  
**Supersize me: blended learning waving wands in large classes?**

Teachers who develop their own creative competency are more effective in enhancing students' creative abilities than teachers that follow a traditional, rigid instructional approach (Esquivel, 1995). As a teacher trainer, I most wish to demonstrate to students that creative, enriching, engaged learning can be achieved, even in a pressured teaching environment.

This research constituted an experiment with creative blended learning methods in two language teaching modules: a compulsory undergraduate module and an elective Honours module. I aim to stimulate flow experiences (Csikszentmihlayi 1996, 1997 and Perry, 1999, 2009) in individual and group activities designed to enlist multiple intelligences (Gardiner, in Woolfolk, 2010), and utilize multimodal, multimedia 21<sup>st</sup> century skills. Focus group interviews, a teaching journal with photographs, and student surveys were employed as research methods.

While data is still being analyzed, the following tentative conclusions can be shared. First, class size does matter, but not always as anticipated (cf .Malcolm Gladwell, 2013). Critical engagement is vital. Lecturers should challenge policies dictated by economic considerations without consideration for quality pedagogy, and students should expect *much* more in smaller classes. To truly to enhance our teaching, we need to change how we teach in multiple ways, not only with technology.

Second, current technology-use patterns require risk-taking, rapid adaption, and a democratic, critical mind set which is *as challenging to the status quo in education as new*

*technology itself.* Students are as switched off by poor or over-use of technology as they are by incessant lecturing. We have to be as aware of sweeping generalizations about youth and technology as we are in our other research.

**Mc Dougall, A**

**Possibilities of reflective and appreciative inquiry as tools for co-curricular education within a living and learning programme at Stellenbosch University**

The Listen, Live & Learn Initiative is Stellenbosch University's flagship programme for the implementation of living and learning student communities, and as such is a site of co-curricular education. Students live together around a socially relevant theme, and learn from and through their diverse perspectives - lenses of race, class, gender, field of study, language, religion, and culture. Learning outcomes are less tangible than strictly academic ones and thus require alternative methods of support and assessment. This presentation will explore the possibilities of reflective inquiry (Lyons, 2010:3) and appreciative inquiry (Bushe, 2013) as tools for supporting student learning and development within this environment. The 2014 half-year reflection was developed specifically for Listen, Live & Learn, utilising elements of both appreciative and reflective inquiry. The aim was to both assess student learning and equip students to reflect on their attitudes and behaviours in their houses. 80 students from the 26 houses completed the reflection in July 2014, and will complete it again in November. This presentation will provide an overview of the process, and an evaluation of the reflection as a tool for supporting and assessing co-curricular learning in student communities. It will also provide a recommendation on its potential for use in similar contexts at Stellenbosch University where standard methods of assessment do not adequately capture the learning outcomes of students.

**McKay, M, Alessandri, A, Smith-Tolken2, A**

**Offering a map and a mirror: the role of the mentors in facilitating learning in final year students during an extended internship.**

The White Paper for Post-school Education and Training (DHET, 2014) sets out strategies for post-school education and training to meet South Africa's needs. One of the main policy objectives is a stronger and more cooperative relationship between education/ training institutions and the workplace. The extended internship (6-8 months) in Oenology and Viticulture, set up in 2011 in order to improve professionalism and skills in our graduates, relies heavily on the cooperation of industry partners for mentoring students.

Mentoring has long been viewed as a vehicle for effective knowledge transfer (Fleig-Palmer & Schoorman, 2011). Our project investigated the role of producers/industry mentors on student learning and development through mixed research methods. The data were generated in a constructivist, interpretive approach using structured questionnaires, interviews and narrative analysis of student and mentor reflections. Sustainable long-term relationships with industry partners have been built and maintained through responding to industry, mentor and student feedback. The research found the role of mentors in work-based learning is crucial to the transfer of knowledge and skills to the next generation of winemakers and viticulturalists. The mentor was a key factor in increasing critical thinking and employability, with good mentors providing a map (essential guidance in personal and career development) and a mirror (acting as role models for student professional aspirations).

Benefits for participants: This presentation places HE in a broader societal context, emphasises collaboration between industry / community and HE for the benefit of the

student, and shows how relatively simple research methodology can produce interesting results.

References:

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Fleig-Palmer, M.M. and Schoorman, F.D. Trust as a Moderator of the Relationship Between Mentoring and Knowledge Transfer. *Journal of Leadership & Organizational Studies*. August 2011 vol. 18 no. 3 334-343

**Millin, T, Millin, M**

**Narrowing the Literacy Skills Gap at Universities in South Africa**

Literacy skills development at secondary school level might lead one to conclude that education is a high-cost, high-enrolment, yet low quality system. With 61% of Grade 9 English first-language learners scoring less than 50% for the ANA English exam, and 79% of English second-language learners failing to score above 50%, the future looks bleak. Further, given the high levels of social and distributional inequality in education today, learners from lower socio-economic communities fail to develop the requisite literacy skills needed to study further. This deficiency is then transferred to the tertiary sector with Universities scrambling to bridge the literacy skills divide. Can Universities remedy the literacy crisis by offering a low-cost literacy intervention to increase throughput? This paper reports on an action research project that explored the use of the Reading to Learn (RtL) methodology - chosen for its practical implications for literacy development at the University of KwaZulu-Natal. The RtL methodology was originally designed to fast-track academic literacy skills development of marginalized learners at educational institutions in Australia to enable access AND success at university. It was subsequently implemented in an undergraduate academic writing module with an enrollment of approximately 150 Social Science students, to accelerate the improvement of academic literacy skills of learners. Results indicate that the changing scores of individual students, particularly the weakest cohort of students, increased the most, illustrating that 'RtL' may offer a way of democratizing the classroom and lessening the literacy skills gap between weaker, and stronger students.

**Mongie, L, George, E, Anthonissen, C**

**Learning and teaching in English Language Studies: multilingual medical discourse when English is the lingua franca**

In Applied English Language Studies (AELS 348) one of the third year modules, "English in Health Care Settings", introduces students to the kinds of difficulties that may arise in health care discourses within multilingual communities. Drawing on research from a wide range of contexts in which the first languages of patients and health care providers are not mutually intelligible, the module offered in the Department of General Linguistics, considers communicative hazards that arise when English is the *lingua franca* and participants do not have similar levels of English language proficiency. Besides reading research on doctor-patient communication in South Africa where speakers of languages other than English make up the majority of those who use state health care facilities, there is interesting work emanating from communities elsewhere with significant numbers of migrants who use public health care services.

In this presentation we shall report on the selection and presentation of the course content, on how the content, classroom interaction and ways of assessment integrate with the Graduate Attributes recently articulated at Stellenbosch University, and on student feedback to this particular module.

**Muller-Nedebock, KK**  
**Oral exams for physics students**

As part of exploring alternative assessment methods, a selection of modules presented in the Physics Department have included a formal component of oral examinations in addressing perceived shortcomings in assessment and assessment as part of the learning process for our students.

Written physics tests and examinations typically require a significant number of algebraic derivations related to the mathematical expressions for physics concepts. We have noted that the inherent complexity of such technical work leaves less exam time for the student to express adequate analyses of results and connections between related concepts. Therefore, we have implemented oral exams to establish students' understanding of physics ideas and mathematical relationships. Also, we aim to use the immediate feedback of such exams as a tool to enhance conceptual understanding and as training for considered, confident oral interaction on a physics topic by students. The latter has not usually featured as directly in our teaching.

We present a reflection of our experiences on oral examinations, since a cohort of students has now experienced these types of examinations, complementary to more conventional written tests, from their second year to current honours (fourth year). We shall also relate how and to which degree we keep records of results and questions, satisfy moderation requirements, and work on the consistency and clarity of questions. Informal feedback on this system from the student groups themselves will also be discussed.

**Nell, IA, Bosman, J.P.**  
**A Model for Graduate Attribute implementation in a Master of Divinity programme**

Stellenbosch University spent a lot of time and energy into promoting the importance of generic Graduate Attributes (GA) as integral part of the teaching and learning strategy of the University (cf. Teaching and Learning Policy). After a number of workshops during 2013 in which the basic concepts of GA's have been discussed, the next step was to implement the GA's into programmes and modules of the different Faculties. The Faculty of Theology targeted the Master of Divinity programme to become the pilot project for implementing GA's. After an initial meeting of the lecturers involved in the programme (October 2013) and getting the decision through the Faculty Board (November 2013) it was decided to conduct a workshop to inform all lecturers involved in the programme about the process. Another purpose of the workshop was to discuss the ways in which we would go about implementing and integrating GA's in the programme. The purpose of this presentation is to give feedback on the way the workshop (February 2014) was conducted as well as the rationale of the workshop programme and what we learned from the interaction of the lecturers involved in the programme. Some thoughts on the research methodology and the future of the project will also be shared.

**Newman, RT, van der Ventel, B, Lombaard, JC, Walters, PW, February, S, Lourens, G, Germishuizen, J**  
**The Stellenbosch University Physics Exploratorium – enhancing learning among first-year university Physics students (life sciences stream) by means of hands-on activities**

The Physics 154 (Bio) module caters for a large number (~700) of first year students who are enrolled for programmes involving life sciences. During the first week of lectures (semester 2, 2014) we arranged for each of these students to have hands-on experience with 20 different exhibits during one practical afternoon session. The exhibits comprised equipment that would traditionally be used in lectures to demonstrate phenomena linked to theory (vibrations and waves, sound, heat, electricity and magnetism). After presenting a theoretical framework, we describe the exhibits in more detail, the logistical arrangements, and results of our student survey. We conclude by discussing some envisaged improvements.

### **Newmark, R**

#### **Sexuality Education and Life Orientation: Innovation in Teaching**

##### **Background:**

Within the context of the HIV and Aids crisis, Education students need to specialize in Sexuality Education and Life Orientation. Secondly they need to understand their own sexuality, values and beliefs, so that they are able to make responsible choices and guide learners. Yet, students generally become frustrated with programs focusing on sexuality education, as they have had exposure to this often in their life, and this creates a disconnection with the content. In this project I explore an innovative attempt to create interest and commitment to sexuality education and life orientation.

##### **Work Done:**

The first phase of the project, namely the preparation of the learning environment and the preparation of the research has been completed. The research design is qualitative and includes a case study research method within an interpretive theoretical framework. Data will be collected from the presentations and reflections of the students. The target group is the BEd Teaching and Learning groups of the Faculty of Education. Ethical principles were considered.

##### **Conclusions:**

The assumption is made that peer-presentation and social media could possibly make a valuable contribution to sexuality education and life orientation training in Higher Education. The innovative strategies may also contribute to the student's presentation skills and reflective practices.

##### **Take home message:**

We need to rethink the undergraduate experience with open minds by focusing on the development of the whole person and to prepare students for the professional challenges they face. Peer presentations make a valuable contribution in this regard.

### **Plastow, NA**

#### **Developing Life-long Learning Skills amongst Occupational Therapy Students: Experiences of Using a Blended Learning Task**

Having the skills to engage in **life-long learning** is one of the essential graduate attributes for occupational therapists in South Africa. Being able to read research evidence, apply it in practice, and critically reflect on and evaluate the effectiveness of a change in practice is one life-long learning skills occupational therapy students should develop as part of their undergraduate training.

A group of 48 third year undergraduate occupational therapy students completed a learning task based on the Boud and Walker (1994) model of reflection. A journal article that described the core components of motivational interviewing (Westra and Aviram, 2013), a contemporary therapeutic modality used within the field of psychiatry and mental health, was posted on SunLearn.

For the Preparatory Phase, students were asked to independently read the article, answer four questions in response to the article, and find one You Tube video demonstrating motivational interviewing. In the Reflection in Action Phase, students were asked to practice motivational interviewing with one patient while on a 5-week clinical block. For the Retrospective Reflection Phase, students were asked to write a 350 – 500 word reflection on their experience of motivational interviewing.

This presentation explores the pedagogical theory supporting this blended learning activity, the lecturer's experience of presenting a teaching and learning activity in this way, and the lessons learnt from marking the 22 retrospective reflections that were submitted. The presentation concludes with the lecturer's views of the value of this blended learning activity for developing life-long learning as a graduate attribute.

**Potgieter, L**  
**Crossing boundaries**

Students leaving the university are typically able to solve well-defined, already formulated and usually very neat textbook example problems, but unfortunately have not been exposed to the rather traumatic experience of making sense of real-life problems. These problems are often characterised by conflicting objectives, incomplete data sets and uncertainty as to what the problem or objective is. Furthermore, these problems do not necessarily have a preferred solution methodology. A course entitled "Methods of Operations Research" was introduced at the University in 2001, with the aim to expose students to the practical element of problem formulation and solving at real-world Operations Research application sites. During the first 13 years in which the course has been presented at the university, students have gained invaluable experience in applying their theoretical knowledge to real-life problems. A shortcoming was, however, identified in 2014 – although Operations Research students gained experience in crossing the boundary between industry and university, they did not gain experience in working and communicating in more heterogeneous groups as in real-life scenarios, where groups would, for example, typically contain project managers, marketers, business analysts, computer programmers, etc. A new approach was incorporated in 2014, whereby students with different academic backgrounds were grouped together to solve real-life industry problems in the hope of also crossing boundaries between different subject fields and departments within the university. Experiences and lessons learned from this approach will be discussed, as well as ideas for the future of the course.

**Retief, L, Rootman-le Grange, I, Koch, KR, Malgas-Enus, R**  
**Introducing the Stellenbosch University Chemistry Outreach Initiative (SUNCOI)**

Many underprivileged schools in South Africa have no laboratory space or chemicals, however, the teachers are expected to present and assess a prescribed practical to their grades 10-12 learners. These practicals are an essential part of the learner's assessment, and thus not having the infrastructure or resources to host these practicals pose a big problem. This leads to a decline in the number of learners that pursue physical sciences; ineffective practical work due to a lack of infrastructure and resources, as well as lack of confidence on the part of the teachers in doing practical work.

With these challenges in mind we started SUNCOI workshops in 2013. The aim is to assist high schools with their prescribed chemistry practicals by inviting students and teachers to do their experimental work in one of the university's fully equipped laboratories, working alongside post-graduate chemistry students and chemistry lecturers.

In this paper we will discuss the SUNCOI program as well as some initial results from a case study conducted in 2014 investigating the effectiveness of the SUNCOI workshops.

Pre- and post-test surveys were developed for students of each grade (10 -12) as well as for a teacher training workshop based on the content knowledge that the SUNCOI workshop covered that day regarding the prescribed practicals. Data was analysed using Rasch analysis.

**Retief, L, Rootman-le Grange, I, Adendorff, H, Jacobs, E**  
**Investigating students' experience of a cooperative learning tutorial system**

Chemistry is often seen as a difficult subject containing concepts that are hard to grasp and this may lead to a lack of motivation on the students' part towards the subject. Throughout time lecturers have attempted to improve the learning environment by searching for ways to engage the students during lectures using various techniques. One such technique was tried by one of the authors of this paper in the extended degree programme Chemistry course, by introducing cooperative learning tutorial sessions.

Tutorials are an integral part of any course providing a learning environment for students to engage and struggle with the concepts of the subject material covered in class. The tutorial system introduced into the course involved group work and peer instruction with the lecturer acting as facilitator. The aim was that of students accepting and developing responsibility for their own learning.

In this paper we will briefly discuss this cooperative learning tutorial system and then look at some results of a survey on the students' experience of the system. This survey will be conducted in the last week of the third term and will consist of a questionnaire containing multiple choice as well as open-ended questions. The aim of this study is to evaluate how the student's experienced the tutorial system and whether it is aiding in creating an environment for positive learning through peer instruction.

**Roodt, J**  
**The role of the tutor in facilitated textual enquiry**

Over the last two decades, the deteriorating academic performance of firstyear University students has led to the implementation of support mechanisms such as tutorial programmes at universities worldwide. The changing nature of higher education has also led to the incorporation of more studentcentred teaching approaches (such as tutorials) along with the traditional teachercentred approaches (such as lectures). Consequently, the functions and efficacy of tutorial programmes have become topics of much research, for example in studies by Caplow et al. (1997), Clouston (2005) and Horn and Jansen (2009). This study combined qualitative and quantitative research methods to investigate the role of tutors in a firstyear English Studies course as perceived by students and tutors respectively. Out of a population of 895 students, 24% (n = 216) completed a questionnaire in August 2012, with a followup questionnaire in

October; and twelve (n = 12) out of 24 tutors (50%) completed a separate questionnaire in October 2012. The results from the three questionnaires indicated that tutors play four key teaching and learning roles in firstyear English Studies: expositor, chairperson, teacher, and scaffolder. Based on these roles, this study introduces a teaching and learning model known as facilitated textual enquiry (FTE). The model constitutes a selective application of problembased learning (PBL) principles to literary studies, and entails the scaffolded, partiallyguided instruction of close reading, critical thinking and academic writing skills by a tutorfacilitator. The study posits that this type of model is indispensable to the development of graduate attributes in a 21stcentury academic landscape.

**Rootman-le Grange, I, Retief, L, Jacobs, E, Adendorff, H, Bladergroen, M, Coetsee, Y**

**Creating a Cooperative Learning Space to address Misconceptions and embed Academic Literacies in a Chemistry Curriculum**

The Graduate Attributes discussions currently taking place at Stellenbosch University and in the broader higher education context have led to questions about the feasibility of large scale, interdisciplinary projects to offer a way of embedding literacy modules in the science curriculum and afford students with the opportunity to develop certain graduate attributes. In addition there is a shift towards active and collaborative learning environments as this tends to improve students' overall learning achievements.

In the Extended Degree Programme (EDP) we are currently piloting an interdisciplinary project which aims to develop students' academic literacies as well as their understanding and integration of core chemistry concepts in a collaborative learning environment. For the project each student creates a portfolio for his/her unique chemical compound by completing a number of prescribed assignments that applies specific core concepts of the chemistry module. Subgroups of students are encouraged to peer-review each other's work as they progress. In the end students with the most impressive portfolios will participate in a boasting session where they will display the properties of their compounds.

In this presentation we will mainly focus on the impact that this project aims to make in the Chemistry context, although the Scientific Communication and Computer Skills courses play an integral role in the overall success of the project. We will also show some results from the pilot study and comment on our plans for 2015.

Finally the outcomes of this project could provide invaluable advice on and direction to various faculties currently considering interdisciplinary projects involving stand-alone courses.

**Rudman, R, Sexton, N**

**#audit\_sexy: the influence of real life in the auditing class room**

The accounting profession requires students to apply theoretical knowledge in practical business environments. This requires insight. Role-play, case studies and simulations are currently used as substitutes for real world experience, yet the student's frame of reference is still only theoretical in nature. Auditing requires second and third year Bachelor of Accounting students to understand how a business operates and to transform theoretical concepts in various fields into practical activities. An assignment was undertaken in which students were required to identify control weaknesses in everyday life and report back their findings using social media. The primary objective of this study was to determine whether having students engage in the world outside the classroom, contributes to a change in mindset about auditing and the students' understanding of auditing. Following a review of literature by Sykes (2009); Herrick (2010) and Zeng, Woodhouse and Brunt (2010) amongst others on the benefits of introducing real world experiences in fields other than auditing, a questionnaire was developed investigating students' experiences of the assignment; its benefits; and whether being required to bring real world experiences into classroom learning made it easier to understand the context in which auditing takes places. The findings outline students' real world experience which enables them to reflect on their theoretical knowledge in a business scenario. By being required to do the assignment in the real world, students became aware of the context, as well as the limitations, restrictions, and legal frameworks, in which they will operate as future auditors. They also considered the consequences of their actions.

**Sheik Ismail, A, Troskie-de Bruin, C, Bester, J**

**A juggling act: the lived experiences of mature, female part-time postgraduate students**

The retention and throughput rates of postgraduate students are a national and an international concern. There is a tendency for postgraduate students, irrespective of which Master of Occupational Therapy programme they are registered for, to have difficulty in completing the thesis or research assignment, resulting in delayed throughput or non-completion. This study aimed to understand and describe from the postgraduate student's perspective, what factors facilitated or hindered the completion of the Master of Occupational Therapy programmes.

Qualitative research using a phenomenological design was used to obtain a description of the students' experiences in the M-programmes. Purposive sampling was used and data was generated by means of in-depth, one-to-one interviews.

Participants were intrinsically motivated to engage in studies as they desired the growth in their professional knowledge and skills. The development of critical thinking and writing skills required effort and time, which influenced the postgraduate student's motivation, retention and throughput rate. Within the work environment very little negotiation for study opportunity was possible. Although this negotiation was far more likely within the home and with family, household and family responsibilities persisted over the study period of two or more years. As this study has shown that the main hindrances to the completion of studies are the lack of time and the demands of the multiple roles that mature, female part-time postgraduate students have to contend with, Higher Education Institutions need to examine how they can support postgraduate student success.

**Smith-Tolken, A, du Plessis, J**

**Conceptualising engaged teaching and learning as an inclusive pedagogy to integrate community engagement in teaching and learning**

Service-learning has been the preferred pedagogical practice to integrate community engagement in teaching and learning at Stellenbosch University since 2004. Experience show that a broader and inclusive concept should be developed that encompass all forms of experiential learning taking place outside the classroom and campus including both curricular and co-curricular forms of learning taking place in industry or community organisations.

Community Engaged Teaching [and Learning] might be such a concept and is defined by the Kennesaw State University as: "Community-Engaged Teaching denotes curricular and co-curricular instruction that is intentionally designed to meet learning goals while simultaneously fostering reciprocal relationships with a community. In addition, community-engaged teaching is assessable and requires structured reflection by learners. Community-engaged teaching encompasses pedagogical practices such as community-based learning, service-learning, [work-integrated learning] experiential learning, and civic engagement. The notion of collaborate teaching practice can be added to this definition implying that professionals in practice become mentors and co-educators of students and engage in collaborative teaching research. This roundtable discussion will bring together participants from across the institution who practice service-learning. The session will start with an introduction of a conceptual framework followed by inputs of practitioners who will share how their have integrated community engagement in the curriculum through service-learning, the different mutations of service-learning that has developed over time. Such a roundtable discussion will hopefully initiate a broader conversation at the institution to

develop such an inclusive concept and practice which will also contribute to a common understanding of community engagement through teaching.

**Steenkamp-Fonseca, R, Ruiters, J**

### **Tutor Programme Development: an Academic Literacies Approach**

The Faculty of Military Science embarked on a tutor programme revitalization project in 2013 – 2014. As part of this project, departments were challenged to rethink their offerings, especially in the context of a lack of resources, and students with developmental needs. This presentation reports on the effort of the department of Political Science to design a teaching – Learning system that would address a number of aspects like, information literacy, academic reading, academic writing and the pursuit of productive learning cultures. Beyond academic success, the department also intends to develop students literacy skills in order to develop more students who are able to pursue post-graduate study.

In this programme the tutorial space becomes the developmental space. Drawing on research by Street 1995; Lea et al. 1998; Barton & Hamilton 1998, we concur with the view that reading and writing should be treated as social practices that differ with context, culture and genre. We similarly concur that academic disciplines can be viewed differing social practices linked with different communities (Lea and Street 2010). From the student perspective, the ability to move between writing styles and text types from one setting to another, to use literacy practices appropriate to each setting and to manage the meanings, and identity shifts required is a key outcomes. The tutorial programme, and the teaching-learning system aims to do this.

**Steenkamp-Fonseca, R, Ruiters, J**

### **Artifactual Critical Literacy Development: Students, Power, Voice and Meaning-making**

In 2013 students doing the first-year module International Relations were required to complete an assignment which focussed on foreign policy of an African country. The lecturer indicated to students that the best assignments would be collated into a mini-book which would be bound and placed in the library as a text for new first-year students to read. In 2014 when relooking the different practices in the module, the lecturer and educational advisor decided this was an important aspect that should be retained.

In this presentation we make sense of the production of this artifact situating it particularly within an emerging study of artefacts within what is known as Artifactual Critical Literacy. Artifactual Critical literacy is described as “ an approach that examines objects and their meanings in their everyday life and also acknowledges the socially situated nature of texts in communities” (Pahl and Roswell, 2011). Drawing on the work of Hilary Janks (2010) and others we analyse how the production of this artefact gives students a voice, how it mediates issues of power and importantly, how students engage in meaning-making processes that places their artefact alongside more established and valued texts. In this approach students are affirmed as producers of texts, not just consumers and their work is validated by becoming readings for other students.

**Steyn, PJ, Essop, MF**

### **Moving Laboratory Practicals into the Digital Age**

The Department of Physiological Sciences acquired the LabTutor Teaching Suites (2008) that allows students to perform physiological experiments on an HTML-based software platform with the help of a plethora of auxiliary instruments. As Stellenbosch University recently adopted the vision to use ICTs to transform tertiary education, our department re-assessed whether the LabTutor Suites were optimally employed – with the help of an

appointed practical course innovator. The coordinator was appointed to a) evaluate LabTutor's capabilities, b) enhance existing practicals, c) design new practicals, d) migrate to online-based practicals, e) institute practical exams, and f) evaluate students' responses. The practical innovator began by consulting widely with academic/technical staff to ascertain how to produce practical sessions that would add to, and reinforce, concurrent lecture content. Subsequently, several practicals were updated and a number of new ones introduced. Practical teachings also migrated to a digital landscape that a) allowed students to preview background content and actual practicals at home, and b) introduced online submission of assignments. Such changes significantly improved the department's 'green footprint' (less hard copies), allowed for more practical time to be spent in the laboratory, and also instituted an efficient system to monitor submission times and for online evaluation by departmental staff. The innovator also successfully implemented a practical examination with necessary logistical structures put into place for its administration and evaluations. In summary, this project was successful in utilizing available and novel technologies to advance tertiary teaching by newly designed practical sessions that was generally positively received by participating students.

**Steyn, RL**

**Framing institutional postgraduate supervision: a role for central support services?**

This paper critically evaluates a project management resource which I developed in my role as co-ordinator of the postgraduate skills development programme at Stellenbosch University. This tool, called the *on.track planner*, encourages students to structure and manage their postgraduate experience as a developmental journey with key phases, linked to milestones and learning outcomes.

A recent decision to embark on my own PhD studies led to attempts to situate my practice in the growing scholarship around postgraduate pedagogy and supervision. I realised that seemingly neutral practices were in fact hiding assumptions about learning (McAlpine and Amundsen 2012) and reinforcing particular discourses and models of (doctoral) education (Backhouse 2011). Does the planner misrepresent the complexity of the postgraduate journey, portraying it as "a discrete set of technical skills" (Kamler and Thomson 2008, 507)? Is there a role for generic learning support offered outside of disciplinary communities of practice (Wenger 1998)? Or does our office form part of the new managerialist approach to higher education (Connell and Manathunga 2012)?

On the other hand, as a practitioner I remain concerned with how the findings of the scholarship on postgraduate education can be made practical within institutions, beyond assuming that individual supervisors will change their own practices. I therefore hope to present a conceptual framework for building on McAlpine's recent work (2013) and further exploring "institutional supervision" of postgraduate learning.

(References on request)

**Strauss, DW**

**First and Second Examination Opportunities: "Is it an appropriate system?" Perception from Physiology 244.**

Examination results for Physiology 244 declined drastically from an average of above 80% to almost less than 70% in 2012. Closer investigation indicated that the success rate of the first examination opportunity was much lower than previous years, whilst the second opportunity examination did not differ much from preceding years. Additionally, more students than before opted for the second opportunity examination. As the success rate of the second opportunity examination, from our own statistics, usually generates less promising results, it was the simple answer to validate the overall poor results. Still the

question remains; "Why were the results of the first examination opportunity so low in relation to previous years and why did so many more students opt for the second opportunity examination? A questionnaire devised, with the aim to determine, hopefully, why students write the second opportunity examination, rather than the first, was e-mailed to all successful students who have chosen to write the second opportunity examination rather than the first opportunity examination. From the results it was apparent that students have a tendency to use the first week, and even more than a week, of the first examination opportunity to study for the second opportunity. This poses the question if two examinations periods are desirable? Is it not more suitable to allow a period of preparation, no classes before examinations commences, so that students can prepare for a single more extended examination period?

**Van der Gryp, P**

**Case study: Effect of applying screencasting in an undergraduate chemical engineering module**

Screencasts are one of several electronic popular teaching methods that gained much attention in the last decade. It is a way to present digitally recorded play-back of computer screen output that may contain instructor narration. Utilisations of screencasts have been applied in several fields ranging from mathematics, librarian, computer science, engineering science, etc. Screencasts are typical introduction to topics, solutions to example problems, explanations of concepts, descriptions of diagrams, reviews of material, etc. Several benefits were shown from using screencasts as teaching method over classical methods, such as: decreasing lecturing and office hours, enhancing student learning and increasing student motivation.

The main purpose of this study was therefore to investigate the effect of applying screencasts teaching in an undergraduate module at Stellenbosch University (Process Engineering Department). More specifically, to understand from a students' perspective what they "feel" about a module that used screencasting. In- and out-class screencasts sessions were provided for students. A classical questionnaire and informal interviews methodology was applied to determine the students perception and experience. Results shown that the students enjoyed a module with screencasting and believed it helped and improved their knowledge. They have mixed emotions about using screencasting in class session and rather prefer classical lecturing. They prefer screencasting out of class sessions at home as a type of supplementary or review source.

*Take away note:* Investing in screencasting is beneficial for both lecturer and student. Lecturers are no longer required to keep repeating methodology and attend several out of class question sessions.

**Van Diemel, R**

**The pedagogical issues underpinning distance education and andragogy at the SA military academy through the lens of undergraduate military students' eyes.**

**Background:**

Distance Education was introduced at the Military Academy a decade ago with the noble mission of offering relevant higher education and professional military leadership development to all employees of the SANDF. Unaware of an emerging Andragogy (the methods and techniques use to teach adults) in Higher Education, the pedagogical model for DE until recently was simply a copy of that used for residential students with disastrous results.

**Work done:**

The 10<sup>th</sup> anniversary of the DE Platform calls us to ask, amongst others, one honest and important question: how successful and sustainable is the Platform and what pillars underpin the current DE model? Feedback and data collected from past and present DE students over the past year will be analysed and discussed.

The secondary aim of this paper is to reflect on the relationship between the number of graduates produced on the DE Platform and the Pedagogical Issues relevant to the Teaching and Learning in DE.

**Take home message:**

It is imperative that Management and Faculty involved with DE be aware of the inherent value of student feedback since it speaks, inter alia, to a Student-centred pedagogy, Reflective Andragogy, Flexible Assessment and a Compassionate Andragogy. Teaching and Learning in DE is indeed an adventurous journey.

**Van Niekerk, L****Curriculum construction for relevance and impact: A cooperative inquiry**

Background: Holism is one of the hallmarks of occupational therapy and a keystone for occupational therapy practice. Because of fears that specialisation will prevent practitioners from taking a holistic approach in addressing the occupational needs of their clients, the idea of specialisation has been a contentious issue. The creation of specialisation registers for the occupational therapy profession has thus been a topic of constant debate over the last two decades. Recent changes in health policy re-opened the specialist vs generalist debate in the profession.

Work done: The Masters in Occupational Therapy curriculum was redeveloped to include four specialisation streams. Co-operative inquiry, a form of action research, was used to identify key core competencies and learning outcomes across and within each of the four specialisation streams. Participants as researchers included expert clinical occupational therapists, academic staff within our division, and academics from other universities. Data were constructed using a series of action-reflection cycles.

Take home messages: Our projects highlights the value of partnership between clinicians and academics in curriculum design, as well as the benefit of curriculum design as a strategy to align the profession for strategic opportunities. The importance of educational content that is directly relevant for practice in South Africa (and the rest of Africa) was also emphasised.

Conclusions: Inclusive research methodology, particularly action research, provides an ideal platform for curriculum development. Involvement of diverse stakeholders ensures comprehensive consideration of relevant content that covers the breadth and depth of content required.

**Von Pressentin, KB, Conradie, HH, Waggie, F****Towards Tailored Teaching: Enhancing the learning experience of medical students in a South African district hospital****BACKGROUND**

The Ukwanda Rural Clinical School (RCS) represents an innovative clinical placement model for Stellenbosch University, South Africa. The RCS's Longitudinal Integrated Clerkship (LIC) model enables undergraduate medical students to spend their final year in a rural district hospital under the supervision of a family physician and the local team. An end-of-year reflection at Robertson district hospital in 2012 revealed the need to enhance the students' learning experience. The purpose of this study is to understand the current workplace-based

learning opportunities within Robertson hospital and to identify one educational intervention for 2013. The final objective is to evaluate the intervention and make appropriate recommendations.

### **WORK DONE**

A participatory action research method was used. A cooperative inquiry group (CIG) was formed consisting of the three final year medical students, five doctors and three family physicians. Two meetings were held to introduce the study and to decide on data gathering methods to identify learning opportunities for students. Data was gathered from a focus group interview, an individual interview and from the DREEM questionnaire. The results of the analysed data were discussed at the third meeting where an educational intervention was proposed. The fourth meeting reflected on the intervention.

### **CONCLUSIONS**

The educational intervention was based on two themes: addressing student anxiety and reviewing the preceptors' role. Recommendations to enhance the student's learning experience include structured student-preceptor interaction.

### **TAKE HOME MESSAGE**

**The participatory action research model enables preceptor-student collaboration towards determining appropriate educational interventions within the rural district hospital.**

**Yu, Y**

### **A Study of Chinese Language Learning Motivation**

This paper reports a case study of second language learning motivation of Stellenbosch university students learning Chinese as a foreign language. The study attempts to examine the cognitive and socio-contextual impact on learners' Chinese learning motivation and at the same time to explore the developmental motivation change in the learning process in addition to identifying the key motivational orientations among the learners. By using an open-ended questionnaire, the study finds out that South African learners in this study are strongly motivated in learning the Chinese language and their motivational orientations are a mixture of personal interest in the language and culture and its practical value from the career prospect. However, the learners' motivation changed dramatically in the course of learning.

Results from the study indicate that the learners' motivation change was greatly influenced by both individual cognitive and socio-contextual factors of the learning environment. Therefore, some pedagogical implications are provided for Chinese language practitioners and researchers in general, and for Chinese teaching and learning in the South African context in particular. In addition, the research also offers some implications for language policy makers and administrators at different levels in higher education.