

SoTL / AvOL 2014

Pre-Conference workshops / Pre-konferensie werksinkels

	Venue 1	Venue 2	Venue 3	Venue 4
08:30 – 10:30	Tutorial programmes: interactive learning spaces in Higher Education / Tutoriaalprogramme: interaktiewe leeromgewings in Hoër Onderrig	e-Assessment: Let's get our hands dirty / e-Assessering: Kom ons neem aksie	Summiting Everest: the joys of publishing / Bo-op Everest: die vreugde van publikasie	Getting your students to understand abstract concepts / Kry jou studente om abstrakte konsepte te verstaan
10:30 – 11:00	Morning tea			
11:00 – 13:00	Tutorial programmes: interactive learning spaces in Higher Education / Tutoriaalprogramme: interaktiewe leeromgewings in Hoër Onderrig	e-Assessment: Let's get our hands dirty / e-Assessering: Kom ons neem aksie	Summiting Everest: the joys of publishing / Bo-op Everest: die vreugde van publikasie	Getting your students to understand abstract concepts / Kry jou studente om abstrakte konsepte te verstaan
13:00 – 14:00	Lunch			
14:00 – 15:00	Keep calm and SQ3R: Improving students' understanding of domain-specific texts with the SQ3R method / Bly kalm en SQ3R: Die verbetering van studente se begrip van domein-spesifieke tekste met behulp van die SQ3R-metode	How to train your dragon and other adventures in flipping the classroom / Hoe om jou draak te tem en ander avonture in die omkeer van die klaskamer	Summiting Everest: the joys of publishing / Bo-op Everest: die vreugde van publikasie	So what's the problem with feedback? / So, wat is die probleem met terugvoer?
15:00 – 15:15	Afternoon coffee			
15:15 – 16:30	Keep calm and SQ3R: Improving students' understanding of domain-specific texts with the SQ3R method / Bly kalm en SQ3R: Die verbetering van studente se begrip van domein-spesifieke tekste met behulp van die SQ3R-metode	How to train your dragon and other adventures in flipping the classroom / Hoe om jou draak te tem en ander avonture in die omkeer van die klaskamer	Summiting Everest: the joys of publishing / Bo-op Everest: die vreugde van publikasie	So what's the problem with feedback? / So, wat is die probleem met terugvoer?

Tutorial programmes: interactive learning spaces in Higher Education

Length: 4 hours

Preparation and/or prior knowledge required: Please bring along your current tutorial planning/tutorial programme as well as a photograph of a tutorial session.

Pre-reading: After registration for the workshop an article will be sent to you in preparation for the session.

Presenters: Jean Farmer and Anthea Jacobs

Tutorials are interactive spaces which enable reflective and formative learning as well as enhance student-engagement in acquiring knowledge. This workshop is aimed at lecturers and tutor coordinators who are interested in enhancing students' engagement with their subject matter. Tutorials offer students an opportunity to become involved with their teaching and learning, shift towards collaborative discussion with fellow-students and move towards critical thinking and independent learning.

During the session we will draw on participants' current practices, share with each other approaches which work and examine how tutorials can possibly be improved by introducing relevant theory and best practice.

Tutoriaalprogramme: interaktiewe leeromgewings in Hoër Onderrig

Duur: 4 ure

Voorbereiding en/of voorafkennis benodig: Bring asseblief u huidige tutoriaalbeplanning/tutoriaalprogram saam sowel as foto van 'n tutoriaalsessie.

Vooraf leeswerk: Nadat u geregistreer het, sal 'n artikel ter voorbereiding van die sessie aan u gestuur word.

Aanbieders: Jean Farmer en Anthea Jacobs

Tutoriale is interaktiewe ruimtes wat studente in staat stel om reflektiewe en formatiewe leer te verbeter. Hierdie werkswinkel is gerig op dosente en tutorkoördineerders wat daarin belangstel om studente se omgang met hul studiemateriaal te verbeter. Tutoriale bied aan studente die geleentheid om meer betrokke te raak by hul onderrig en leer, om deel te neem aan besprekings met mede-studente, sowel as om onafhanklike leer en kritiese denke te bevorder.

Die sessie sal fokus op deelnemers se huidige praktyk en strategieë en benaderings wat werk/nie werk nie sal gedeel word terwyl ons ondersoek sal instel oor die verbetering van tutoriale deur te fokus op toepaslike teorie en beste praktyk.

e-Assessment: Let's get our hands dirty

Duration: 4 hours

Prerequisites: Participation in workshop on e-assessment with Magda Ritzen earlier this year.

Participants will be requested to bring their own laptops to this workshop

Presenters: Lianne Keiller, Sonja Strydom, JP Bosman, Faiq Waghid

A maximum of 20 participants can be accommodated in this workshop

You understand the importance of aligning assessment to outcomes. You know that there are a number of ways to ensure that technology is used in order to assess your students, both summatively and formatively. We know what you know..... but, do you know how to use the various tools you have heard about for assessment? SUNLearn, Google, and mobile technologies are some of these tools we often encourage you to use. Would you like to apply your theoretical knowledge of assessment? Yes? Then this is the workshop you have been waiting for. A workshop that will get you working practically while keeping the theory in mind.

The Centre for Learning Technologies invites you to bring along your laptop and join colleagues from various disciplines in getting your hands dirty in the world of e-assessment.

e-Assessering: Kom ons neem aksie

Tydsduur: 4 ure

Voorvereistes: Deelname aan die werkswinkel oor e-assessering met Magda Ritzen vroeër die jaar.

Deelnemers sal hulle eie skootrekenaars gebruik tydens die werkswinkel.

Aanbieders: Lianne Keiller, Sonja Strydom, JP Bosman, Faiq Waghid

‘n Maksimum van 20 deelnemers kan tydens hierdie werkswinkel akkommodeer word.

Jy verstaan die belangrikheid om assessering met uitkomst te belyn. Jy weet dat daar verskeie maniere is hoe tegnologie gebruik kan word om jou studente op ‘n summatiewe en formatiewe manier te assesseer. Jy weet wat jy weet.....maar weet jy hoe om die verkeie hulpbronne waarvan jy weet vir assessering te gebruik? SUNLearn, Google en mobiele tegnologieë is sommige van die hulpbronne wat kollegas aangemoedig word om te gebruik. Sou jy daarvan hou om jou teoretiese kennis van assessering toe te pas? Ja? Dan is hierdie die werkswinkel waarvoor jy gewag het. ‘n Werkswinkel wat jou die geleentheid gee om prakties te werk maar ook die teorie in gedagte te hou.

Bring jou skootrekenaaren kom stel jou planne in die wêreld van e- assessering in aksie saam met kollegas uit ander dissiplines en die Sentrum vir Leertegnologieë.

Summiting Everest: the joys of publishing

Length: full day

Preparation and prior knowledge required: Ideally attendees should have conducted some research that they now wish to publish on, or have a fairly developed idea for a conceptual or theoretical article.

Presenter: Susan van Schalkwyk

Sharing your work, and particularly your research, with your peers is a core activity for any academic. Dissemination through publication is integral to this process. However, preparing your manuscript and getting it into print can often seem comparable to scaling the summit of a mountain. Dealing with this challenge is the focus of this workshop.

The programme commences with an overview of current trends in academic publishing. We then focus on how to go about journal selection and review specific journal requirements. A key component of the session will be to explore different approaches to the writing and structuring of academic articles. Issues of ethics, collaborative writing and authorship will be discussed. Finally some of the challenges related to submission and dealing with reviewers' comments are addressed.

Although the focus of the workshop will be on developing your scholarship as a university teacher, researchers with limited experience of publishing who are looking to disseminate their disciplinary research through exposure in an academic journal are also encouraged to attend.

Expected Outcomes

During this workshop you will have the opportunity to:

- Evaluate the field of academic publishing including which journals to select and where to find relevant information when starting out
- Reflect on how to 'join the conversation' by deciding which story to tell
- Review SU policy with regard to publications and subsidy
- Plan and structure a coherent and logical article
- Develop a personal roadmap towards getting published

Bo-op Everest: die vreugde van publikasie

Duur: Voldag

Voorbereiding en voorafkennis benodig: Deelnemers moes alreeds navorsing onderneem het wat hulle nou graag sal wil publiseer, óf 'n redelike goed ontwikkelde idee vir 'n konsepuele of teoretiese artikel hê.

Aanbieder: Susan van Schalkwyk

Om jou werk, veral jou navorsing, met kollegas elders te deel is 'n kern akademiese aktiwiteit en om te publiseer is 'n integrale deel hiervan. Die voorbereiding en publisering van 'n manuskrip kan egter soos die spreekwoordelike berg Everest voor jou lê. Hoe hierdie uitdaging aangepak en oorwin kan word is die fokus van hierdie werkswinkel.

Die werkswinkelprogram sal begin met 'n oorsig van huidige tendense in akademiese publikasie. Hierna sal die fokus verskuif na die keuse van 'n gepaste joernaal, asook die aanspreek van joernaalvereistes en riglyne. 'n Belangrike komponent van die sessie sluit in 'n gesprek oor verskillende benaderings tot akademiese skryfvaardigheid en hoe om 'n artikel te struktureer. Etiese kwessies, gesamentlike skryfprojekte en vrae oor outeurskap sal ook aangespreek word. Ten slotte sal uitdagings met betrekking tot die indiening van jou artikel en die hantering van terugvoer daarop, ook ondersoek word.

Alhoewel hierdie werkswinkel op die akademieskap van onderrig en leer sal fokus, word navorsers met beperkte publikasie-ervaring wat graag hul vakverwante-navorsing wil bekendstel, ook uitgenooi om deel te neem.

Verwagte uitkomst

Tydens hierdie werkswinkel sal jy die geleentheid hê om:

- Die veld van akademiese publikasie te beoordeel ten einde die mees gepaste joernaalkeuse te kan maak
- Te reflekteer oor watter 'storie' die mees geskikte sal wees om by 'n spesifieke akademiese 'gesprek' mee aan te sluit
- Die US beleid en riglyne ten opsigte van publikasie en subsidie na te gaan
- 'n Koherente en logiese artikel te beplan
- 'n Persoonlike padkaart to publikasie te ontwikkel.

Getting your students to understand abstract concepts

Target audience: lecturers who are interested in learning more about helping their students to understand abstract concepts and learn the “language” of their discipline

Duration: 4 hours

Preparation: please bring some examples of student writing (from students who performed well, as well as from students who did not perform well), e.g. test or exam scripts or assignments.

Prerequisites: none

Facilitators: Cecilia Jacobs and Hanelie Adendorff

Students often find it difficult to traverse the divide between concrete and abstract knowledge. This has left many lecturers frustrated and at a loss for answers. If you are one of those, trying to open up your discipline to students, whilst resisting the pressure to “dumb down” difficult concepts, then this workshop is for you.

During this workshop we will look at ways in which we can help students cross this bridge without sacrificing the cognitive integrity of our disciplines. We will offer participants the opportunity to delve into their own teaching practices, to look at what they value and how they convey this message to their students. The way that these practices could differ for different disciplines and contexts, will form an underlying theme during the workshop. We will, however, also look at more generally applicable approaches to teaching that could be employed in our search for “solutions”.

Participants will also analyse examples of student writing to see if we can make sense of how the writing practices of well and poorly performing students differ. Insights gained through this, and other reflective processes in the workshop, will be used to help us figure out how best to help students master the knowledge practices in their chosen fields.

Kry jou studente om abstrakte konsepte te verstaan

Teikengehoor: dosente wat geïnteresseerd is daarin om studente te help om abstrakte konsepte te verstaan en die “taal” van hulle dissipline aan te leer.

Tydsduur: 4 ure

Voorbereiding: Bring asseblief voorbeelde van studente skryfwerk (vir beide goed en swak presterende studente) bv. toets- of eksamenskrifte of opdragte

Voorvereistes: Geen

Fasiliteerders: Cecilia Jacobs en Hanelie Adendorff

Studente vind dit dikwels moeilik om die gaping tussen konkrete en abstrakte kennis oor te steek. Dit het al baie dosente gefrustreerd en sonder antwoorde gelaat. As jy een van diegene is, wat probeer

om jou dissipline aan studente oop te breek, terwyl jy die druk om dit moeilike begrippe te "oorvereenvoudig" probeer teëstaan, dan is hierdie werkwinkel is vir jou.

Tydens hierdie werkwinkel gaan ons kyk na maniere waarop ons studente kan help om oor hierdie brug te kom, sonder om die kognitiewe integriteit van ons dissiplines te op te offer. Ons sal deelnemers die geleentheid bied om in hul eie onderrigpraktyke te ondersoek, te kyk na dit waaraan hulle waarde heg en hoe hulle hierdie boodskap aan hul studente oordra. Die wyses waarop hierdie praktyke vir verskillende dissiplines en kontekste mag verskil, sal 'n onderliggende tema tydens die werkwinkel vorm. Ons sal egter ook kyk na meer algemeen toepaslike benaderings tot onderrig wat ons in ons soeke na "oplossings" kan gebruik.

Deelnemers sal ook voorbeelde van studente se skryfwerk analiseer om te sien wat ons kan leer uit hoe die skryfpraktyke van goed en swak presterende studente verskil. Insigte wat deur middel van hierdie, en ander reflektiewe prosesse in die werkwinkel, verkry word, sal gebruik word om ons te help om uit te werk hoe ons studente ten beste kan help om die kennispraktyke in hul gekose velde te bemeester.

Keep calm and SQ3R: Improving students' understanding of domain-specific texts with the SQ3R method

Length: 2 hours

Preparation and prior knowledge required: After registration you would be requested to e-mail any article or chapter of a textbook from your students' prescribed reading material to Marisca Coetzee at mcoetzee@sun.ac.za

Presenters: Marisca Coetzee and Helga Sykstus

As lecturers we aim to influence and guide our students to become competent autonomous learners. Part of becoming a competent and independent learner is self-regulated reading training. Students often arrive in our classrooms ill-equipped to cope with the demands of the voluminous reading load as well as the complexity of (academic) reading and consequently they desperately need guidance to end their hopeless grappling. And what better place is there for them to get the appropriate guidance, than from the lecturer who teaches the module content? Students need guidance from the content expert teaching the module. They need their content lecturers to explicitly teach them, by example, how to employ the correct strategies to guide them through domain-specific reading material.

This workshop will aim to assist lecturers in almost all fields of discipline to understand the underlying principles of the SQ3R reading/study method. Not only will participants be able to use the strategy in their own reading, they will be able to teach their students to read academic texts accordingly. Participants will furthermore, if necessary, be able to make adaptations of the SQ3R method to better suit the nature of the (domain-specific) reading material.

Bly kalm en SQ3R: Die verbetering van studente se begrip van domein-spesifieke tekste met behulp van die SQ3R-metode

Tydsduur: 2 ure

Vorbereiding en voorafkennis benodig: Nadat u vir die werkswinkel geregistreer het sal u versoek word om enige artikel of hoofstuk van 'n handboek wat deel is van studente se voorgeskrewe materiaal aan Marisca Coetzee te e-pos by mcoetzee@sun.ac.za

Aanbieders: Marisca Coetzee en Helga Sykstus

As dosente stel ons onself ten doel om studente te lei om bekwame outonome leerders te word. Selfgereguleerde leesintervensie en –opleiding vorm deel van die proses om 'n bekwame onafhanklike leerder te word. Studente betree soms ons klaskamers met gebrekkige of selfs heeltemal afwesige vaardighede om die eise van die massa leeswerk, sowel as die kompleksiteit van akademiese leeswerk, te kan hanteer. Hulle is desperaat op soek na hulp en die beste plek waar hulle vir die regte leiding kan aanklop, is by die dosent wat die module onderrig. Studente benodig leiding van die persoon wat

oor die vakkundige kennis beskik - dié persoon wat voor hulle in die klas staan en die module onderrig. Die vakkundige dosent moet sy/haar studente eksplisiet, deur middel van voorbeeld, onderrig in die gebruik van korrekte leesstrategieë om hulle deur die doolhof van domein-spesifieke materiaal te lei. Hierdie werkwinkel stel dit ten doel om dosente in bykans alle vakdisiplines te help om die onderliggende beginsels van die SQ3R-lees/leermetode te verstaan. Deelnemers sal die beginsels in hul eie leeswerk kan toepas, maar sal verder ook in staat wees om hul studente te begelei sodat hulle uiteindelik die metode self sal kan toepas. Laastens sal deelnemers, indien en waar nodig, aanpassings aan die SQ3R-metode kan maak om beter by die aard van hul (domein-spesifieke) leesmateriaal te pas.

How to train your dragon and other adventures in flipping the classroom

Duration: 2 hours

Presenters: Karin Jacobs & Kathryn Wirth

Does your class turn you into a fire-breathing dragon? Or flip you out? Have you run out of ideas for how to entertain the masses, let alone teach anything? Join us for a constructive discussion on flipped classrooms and alternative teaching methods. Is this where we tame the dragons?

During the first half of this workshop, we will focus on case studies and embedding graduate attributes in alternative teaching. The second half of the workshop will be used for “Trouble shooting 101” and flipping the lecturer.

- 14h00: Introduction
- 14h15: Case studies
- 14h45: Embedding graduate attributes in alternative teaching
- 15h00: Tea
- 15h15: Trouble shooting 101
- 15h45: Flipping the lecturer

Hoe om jou draak te tem en ander avonture in die omkeer van die klaskamer

Tydsduur: 2 uur

Aanbieders: Karin Jacobs & Kathryn Wirth

Verander jou klas jou in 'n vuurspuwende draak? Of gooi dit jou om? Is jy uit idees oor hoe om die massas te vermaak, wat nog te sê om hulle in enigiets te onderrig? Sluit by ons aan vir 'n konstruktiewe gesprek oor omgekeerde klaskamers en alternatiewe onderrigmetodes. Is dit waar ons die draake tem? Gedurende die eerste helfte van die werkswinkel gaan ons fokus op gevallestudies en hoe om kenmerke van graduandi in alternatiewe onderrig te begrond. Die tweede helfte van die werkswinkel sal gewy word aan probleemoplossing 101 en die omkeer van die dosent.

- 14h00: Inleiding
- 14h15: Gevallestudies
- 14h45: Kenmerke van graduandi begrond in alternatiewe onderrig
- 15h00: Tee
- 15h15: Probleemoplossing 101
- 15h45: Die omkeer van die dosent

So what's the problem with feedback?

Time: 2 hours

Presenters: Cecilia Jacobs, John Ruiters, Nicoline Herman

Giving feedback to students is a contentious and confusing issue throughout higher education. Lecturers of undergraduate students often see feedback as a useful, but time-consuming effort that students do not value. How can we change this and ensure that feedback is used to enhance teaching and learning? Is it simply a matter of finding better ways of undertaking feedback (in large undergraduate classes), or is the notion of feedback as it is commonly used, the problem?

This workshop will draw on the latest research in the field, defining feedback as *reflective knowledge building* and suggesting that the learner should be placed at the centre of the feedback process and our concern be shifted to how learners seek and use feedback, rather than how educators give it (Boud & Malloy, 2013:9).

So, wat is die probleem met terugvoer?

Tydsduur: 2 ure

Aanbieders: Cecilia Jacobs, John Ruiters, Nicoline Herman

Die gee van terugvoer aan studente is soms 'n teenstrydige en verwarrende saak in hoër onderrig. As dosente van voorgraadse studente, sien ons terugvoer dikwels as 'n nuttige, maar tydrowende praktyk wat studente nie waardeer nie. Hoe kan ons dit verander en verseker dat terugvoer gebruik word om onderrig en leer te verbeter? Gaan dit oor die vind van beter maniere om terugvoer te gee (aan groot voorgraadse klasse), of is die algemene opvatting van terugvoer, problematies?

Hierdie werkwinkel sal fokus op die nuutste navorsing in die veld en definieer terugvoer as 'n *reflektiewe bou van kennis* en stel voor dat die student in die middel van die terugvoerproses geplaas behoort te word en die aandag verskuif behoort te word na hoe die student terugvoer gebruik, eerder as hoe dosente dit gee (Boud & Molloy 2013).