



Fund for Innovation and Research into Learning and Teaching (FIRT)

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

FIRT awards are made twice a year by a subcommittee of the Committee for Teaching and Learning. Proposals are funded up to a maximum of R45 000.

FIRT recipients who are presenting at the SoTL 2016 conference	
Bekker, A	Video assignments for under-graduate practical learning opportunities - Student perceptions of learning
Blaine, D	Kick-starting the journey to expert problem-solving
Chabilall, J; Chikte, U	The Pre-Doctoral Short Course as an innovative doctoral education technique
Decloedt, E	Medical student development of patient medication education videos
Dreyer, L	Exploring the use of digital storytelling as a tool to engage post graduates students in reflective practice
Krygsman, A	Enhancement of 2nd year Physiology practicals to improve student participation and end-value
Louw, T	Instant data processing for active reflection in engineering laboratory practicals
McKay, M; Panzeri, V; Brand, J	Wake up and smell the guavas. Decolonising traditional wine aroma training for South African students: the first phase of an Action Research project
Nell, I	Listening to past voices: Perceptions of an alumni cohort of their learning experiences at the Faculty of Theology
Nieuwoudt, L; Pegado, B	The improved art of flipping: Moving towards better teaching, learning and research potential in a macroeconomics flipped class
Pott, R; Goosen, N; Wolff, K	Developing second year chemical engineering students' understanding of fluid flow in pipes, pressure drop, and pump selection through hands-on interaction with equipment in a competitive setting
Smit, L; Dramowski, A	Competency Based Education at Stellenbosch University - misconceptions and reluctance amongst frontline teachers
Steenkamp, C; Kriel, H; Bosman, G	Developing an online resource to bridge the gap between school and mainstream first year physics
Swanepoel, J; Van der Walt, C	Developing personal engagement with adolescent and children's literature through social media and literary circles

Closing date for next round of applications: 4 November 2016

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PROGRAMME: 9th Annual Conference on the Scholarship of Teaching and Learning (SoTL)

TIME	TUESDAY 25 OCTOBER 2016			
07:00 – 08:25	Putting up of Posters			
08:00 – 08:25	COFFEE and REGISTRATION			
	Plenary Sessions		Somerset 1 - 3	
08:30 – 08:55	Opening: Dr Antoinette van der Merwe, Senior Director: Division for Learning and Teaching Enhancement Official Welcome: Prof. Arnold Schoonwinkel, Vice-Rector: Learning and Teaching			
09:00 – 10:00	Keynote address: “Rethinking the Curriculum (again): Are we missing something?” Dr Lis Lange (Vice-Rector: Academic, University of the Free State) Chair: Dr Antoinette van der Merwe			
10:00 – 10:25	REFRESHMENTS			
	Somerset 1	Somerset 2	Somerset 3	Vergelegen
	INNOVATIVE TEACHING Chair: SONJA STRYDOM	FOCUS ON FIRST YEARS Chair: FAIQ WAGHID	GRADUATE ATTRIBUTES Chair: GERT YOUNG	REFLECTION Chair: CLAUDIA SWART
10:30 – 10:50	Initial implementation of an integrated ePortfolio to facilitate transformative learning and enhance quality teaching in a predominantly distance learning postgraduate programme Volschenk, M	Developing an online resource to bridge the gap between school and mainstream first year physics *Steenkamp, C; Kriel, H; Bosman, G	Manners maketh man... or is it the suit? Rudman, R; Sexton, N; Morris, C	Instant data processing for active reflection in engineering laboratory practicals *Louw, T
10:55 – 11:15	The ethics of gamification: Playing games with students Rootman-le Grange, I; Barnard, M; Adams, S	Teaching a module where documents are linked to communication events in a business process Haroun, F; Basson, E	Team-based learning to strengthen spatial thinking for Geographic Information Science learners Munch, Z	Why I (still) bother - A lecturer's reflections on 25 years of undergraduate Economics teaching Nieuwoudt, L
11:20 – 11:40	Blended Learning in Mercantile Law 312: Sharing lessons learnt De Lange, S; Coertzen, A	The implementation of project tutorials in Mathematics 144 Howell, K; Rewitzky, I; Gray, J; Basson, D; Rozanova, J	Weaving a complex tapestry: The challenge of managing multiple demands in AgriScience programmes in HE McKay, M; Wirth, K	In-service training of educational interpreters at Stellenbosch University (SU): An alternative approach <i>presentation in Afrikaans, English interpreting service available</i> Theron, J; Van Wyk, J

11:45 – 12:05	From flapping to flying (with some effort), longitudinal training of final year medical students Voss, M; Coetzee, F; Conradie, H; Van Schalkwyk, S	LCT to transverse the semantic gap from high school to first year biology Mouton, M; Archer, E	Creating ownership & value in Civil Engineering education Jurgens, C	The perfect SoTL abstract? Adendorff, H
12:10 – 12:30	Pre-linguistic teaching and learning opportunities: Promoting aesthetic openness <i>presentation in Afrikaans, English interpreting service available</i> Conradie, K	Introduction to Financial Accounting: Are we preparing EDP students to be successful in mainstream Accounting? Baard, R; Steenkamp, L; Herron, A	Public Theology for the public good: A blended teaching and learning approach to theological education De Villiers, M; Forster, D	POSTER SESSION Chair: KARIN WOLFF It's all about communication: Using SUNLearn to enhance structure and communication Van Vuuren, D
12:35 – 12:55	Initiatives to improve the efficiency of communication in interpreter mediated classes <i>presentation in Afrikaans, English interpreting service available</i> Fourie, V; Ellis, C; Brewis, C; Foster, L	I flipped it! Now what? Malan, S	Exploring the use of digital storytelling as a tool to engage post graduate students in reflective practice *Dreyer, L	Taking care of potential future health professionals Meyer, L; Fish, T; Moodley, K Reflections: from PREDAC to Avian Park Runowicz, A
12:55 – 13:55 LUNCH				
	Somerset 1 INNOVATIVE TEACHING Chair: ANTHEA JACOBS	Somerset 2 EVALUATION Chair: KARIN CATTELL	Somerset 3 GRADUATE ATTRIBUTES Chair: MAGRIET DE VILLIERS	Vergelegen POSTGRADUATE TEACHING Chair: JP BOSMAN
14:00 – 14:20	Medical student development of patient medication education videos *Decloedt, E	Listening to past voices: Perceptions of an alumni cohort of their learning experiences at the Faculty of Theology *Nell, I	Top undergraduate achievers: How do we support them holistically? Van Aswegen, S; Du Preez, R	Using Blended Learning teaching approach for modular graduate students: A reflective report Marwa, N
14:25 – 14:45	Developing personal engagement with adolescent and children's literature through social media and literary circles *Swanepoel, J; Van der Walt, C	Benefits and risks: Students and community partners' experiences of an Engineering Community Interaction module Joseph, B; Smit, W	Possible reasons why medical students are not as patient-centred as expected Archer, E; Bitzer, E; Van Heerden, B	The Pre-Doctoral Short Course as an innovative doctoral education technique *Chabilall, J; Chikte, U
14:50 – 15:10	Storytelling for enhancing facilitation of listening comprehension: The homecoming of the spoken-word Kese, P	Learning factory: an environment to experiment on real world problems Van der Merwe, A; Matope, S	Competency Based Education at Stellenbosch University - misconceptions and reluctance amongst frontline teachers *Smit, L; Dramowski, A	"I have always felt that something needed to be said or done but I could not find the words for it": Creating 'safe spaces' for the cultivation of complex vocabulary De Villiers, M; Van der Walt, C

15:10 – 15:40		REFRESHMENTS		
	Somerset 1	Somerset 2	Somerset 3	Vergelegen
	INNOVATIVE TEACHING Chair: KATHRYN WIRTH	SOCIAL IMPACT Chair: ANTOINETTE SMITH-TOLKEN	TECHNOLOGY IN EDUCATION Chair: LIANNE KEILLER	ACADEMIC LITERACIES Chair: SUZANNE ROSS
15:45 – 16:05	Video assignments for under-graduate practical learning opportunities - student perceptions of learning *Bekker, A	The involvement of Stellenbosch University Speech/Language Therapy students at the National Institution for the Deaf Runowicz, A	Cancelled	Facilitating research skills for first year Missiology students - the value of collaboration Mare, H
16:10 – 16:30	"Community of Practice": pruning the clutter. A case study in one of the faculties. Van Diemel, R	Towards an evidence-based framework for clinical training on a rural platform: The outcome of a five-year longitudinal mixed methods study Van Schalkwyk, S; Blitz, J; Conradie, H; Fish, T; Kok, N; Van Heerden, B; De Villiers, M		Assessing the impact of teaching and learning technologies on students' performance at Stellenbosch University Manaka, M; Mkhize, M

TIME		WEDNESDAY 26 OCTOBER 2016			
08:00 – 08:25		COFFEE and REGISTRATION			
08:30 – 09:30		Plenary Session		Somerset 1 - 3	
		Keynote address: “Reframing the Curriculum: A transformative reform strategy for South African Higher Education” Prof. Suellen Shay (Dean in the Centre for Higher Education Development, University of Cape Town) Chair: Dr Cecilia Jacobs			
		Somerset 1 INNOVATIVE TEACHING Chair: GAVIN VAN NIEKERK	Somerset 2 ASSESSMENT AND FEEDBACK Chair: HANELIE ADENDORFF	Somerset 3 TECHNOLOGY IN EDUCATION Chair: MOIRA BLADERGROEN	Vergelegen ACADEMIC LITERACIES Chair: SHARIFA DANIELS
09:45 – 10:05		Wake up and smell the guavas. Decolonising traditional wine aroma training for South African students: The first phase of an Action Research project *McKay, M; Panzeri, V; Brand, J	Using a peer-assessment distance factor to predict student performance Butler, M	Perceptions of undergraduate Health Sciences students regarding a multilingual e-Learning platform in their clinical training Mhlabeni, L; Ross, S	Multilingualism as a resource for meaning-making in university teaching Jonker, A
10:10 – 10:30		Developing second year chemical engineering students' understanding of fluid flow in pipes, pressure drop, and pump selection through hands-on interaction with equipment in a competitive setting *Pott, R; Goosen, N; Wolff, K	Exploring the issue of a current perceived deficit in knowledge transfer between first year Chemistry and other modules Rootman-le Grange, I; Blackie, M	Flipping the classroom: Initial reflections on Physiology in MB.ChB II Van Vuuren, D	Developing academic literacy: An exploration of challenges posed by mobile text messaging Albien, A
10:30 – 11:00		REFRESHMENTS			
		Somerset 1 INNOVATIVE TEACHING Chair: MINÉ DE KLERK	Somerset 2 ASSESSMENT AND FEEDBACK Chair: KARIN CATTELL	Somerset 3 TECHNOLOGY IN EDUCATION Chair: ILSE ROOTMAN-LE GRANGE	Vergelegen INTERDISCIPLINARY TEACHING Chair: NICOLINE HERMAN
11:05 – 11:25		The improved art of flipping: Moving towards better teaching, learning and research potential in a macroeconomics flipped class *Nieuwoudt, L; Pegado, B	The folly of negative marking: An application to economics Essop, H	Blended Learning in the 'soft' sciences: ICTs and complex procedural knowledge development Van der Westhuizen, M	INTERACTIVE DISCUSSION: Interdisciplinary teaching and learning Gerber, B; Esler, K
11:30 – 11:50		The value of Self-directed Learning in Health professions education: A scoping review Couper, I	Designing an assessment cycle to assure students' learning on degree programme goals and objectives Le Sueur, H	Enhancement of 2nd year Physiology practicals to improve student participation and end-value *Krygsman, A	

11:55 – 12:15	Implementation and impact assessment of a Blended Teaching and Learning approach in the Faculty of Engineering (SUN) – lecturers' perceptions and experiences Bladergroen, M; Tshamala, C; Basson, A	Student teachers' perceptions of their own assessment process: askew or not? Feenstra, C	Media multitasking in Academic contexts: An empirical analysis of media use within university lectures Leysens, J; Le Roux, D; Parry, D	A practice-based approach to interprofessional education to enhance transformative learning, graduate attribute development and improved patient outcomes in Avian Park Muller, J; Jordaan, H
12:20 – 12:40	Kick-starting the journey to expert problem-solving *Blaine, D	Assessment of educational interpreters at Stellenbosch University (SU) <i>presentation in Afrikaans, English interpreting service available</i> Cupido, A	E-learning support for final-year medical students at the Rural Clinical School Liebrich, W	The application of the capability approach in Social Work education Slabbert, I
12:45 – 13:45	LUNCH			
	Closing Session: Decolonising Higher Education spaces		Somerset 1 - 3	
13:50 – 15:20	Panel: Prof. Elmarie Costandius, Prof. Ian Nell, Dr. Lidia Auret, Dr. Margaret Blackie, Ms. Rhoda Malgas, Ms. Marianne McKay, Dr. Evodia Setati, Dr. Ilse Slabbert Chair: Dr Cecilia Jacobs Inputs by conference participants essential			
15:30	Cocktail function: Awards and closing			