



Scholarship of Teaching and Learning  
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Lord Charles Hotel, Somerset West

## SOTL Conference 2016 Abstract Book

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**Title:** A practice-based approach to interprofessional education to enhance transformative learning, graduate attribute development and improved patient outcomes in Avian Park

**Contribution type:** Practice-based

**Author(s):** Muller, J; Jordaan, H

**Keywords:** Interprofessional, community-engaged, transformative, primary health care, holistic

**Abstract:**

The World Health Organisation defines ‘collaborative health care’ as a system where multiple health care workers work together with patients, families, carers and the community to provide a comprehensive service of the highest quality. This implies that not only should health care workers work in interprofessional teams, but also collaborate with the communities they serve.

Interprofessional education is an imperative part of undergraduates’ training in order to develop the necessary skills of working together. Restructuring of undergraduate health care education to incorporate interprofessional education is complex but necessary for graduates to keep pace with the demands of the patients within their community. The Ukwanda Rural Clinical School developed a programme of interprofessional learning in a primary health care setting in Worcester, providing students from seven undergraduate programmes with the opportunity to work together in and with the community. They were tasked with identifying environmental, social and health risk factors and finding potential local solutions to these issues. Students reflect on their experience as team members and potential change agents with a better understanding of holistic primary health care within a community in South Africa.

This presentation hopes to share the challenges and value of coordinating and facilitating an interprofessional project aimed at graduate attribute development, transformative learning and social impact by pushing some of the barriers within the traditional education system, with the hope that other divisions take on the challenge of interprofessional engagement to improve both student and community outcomes.

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**Title:** Assessing the impact of teaching and learning technologies on students' performance at Stellenbosch University

**Contribution type:** Research-based

**Author(s):** Manaka, M; Mkhize, M

**Keywords:** Teaching and learning technologies in Higher Education

**Abstract:**

Given the rapidly changing environment in which universities operate, the universities are required to align their teaching methodologies with the changing environment in order to meet the needs of students and workplace challenges. In response, Stellenbosch University has introduced various technologies aimed at improving teaching and learning. However, studies are needed to monitor and evaluate the impact of these new teaching technologies on students' performance. In collecting empirical data, informal interviews will be conducted with students. Alongside these interviews, available literature will also be consulted to gain a deeper conceptual and theoretical understanding. This paper aims to monitor and evaluate the impact of the new technologies on students' performance at the Faculty of Military Science, Saldanha Bay. The paper argues that students are required to be resourced in order for these technologies to yield results. The paper also argues that these technologies serve as additional assistance to students who are battling academically. Therefore, these technologies need to be harnessed and made accessible to all students.

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**Title:** Assessment of educational interpreters at Stellenbosch University (SU)  
*\*presentation in Afrikaans, English interpreting service available*

**Contribution type:** Practice-based

**Author(s):** Cupido, A

**Keywords:** Interpreting assessment, calibration, effective communication, quality, interpreting product

**Abstract:**

Educational interpreting services have been available at Stellenbosch University (SU) to improve communication between lecturers and students from different language communities since 2011. As is the case in any service environment, there is a close link between sustainability and excellence.

A quality management system for monitoring the interpreting product continuously is needed to ensure excellence. Interpreters in the interpreting service are subjected to continuous assessments that are intended to improve their interpreting skills and product and to ensure a quality service.

This assessment currently comes in three formats, namely, peer feedback, formal assessment and external assessment. The current process enables the interpreters working together in a team to give each other ad hoc feedback on their interpreting product after each lecture; it gives designated senior interpreters the opportunity to assess a colleague's performance formally, using a standardised measurement tool; and it allows for external comments from experts in interpreting who are not affiliated with SU in any way.

This paper will critically evaluate the development of the unique assessment tool used by the interpreting service. Furthermore, the steps taken, both to calibrate the assessments by senior interpreters and to establish a measurement basis, will be considered. The possibility of further refinements of the measurement tool – based on feedback from various quarters and from different role players – will also be discussed.

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**Title:** A structured approach to developing problem-solving skills in undergraduate Engineering mechanics

**Contribution type:** Research-based

**Author(s):** Blaine, D

**Keywords:** Problem-solving, active learning, Engineering education

**Abstract:**

In a 2015 FIRLT research project, active learning techniques were incorporated into the current traditional tutorial design for the 2<sup>nd</sup> year Mechanical and Mechatronics Strength of Materials module, in order to improve student engagement and help students to develop their problem-solving skills. The intervention was successful in improving student engagement, but little impact was observed in helping students learn how to solve problems more systematically or accurately. Subsequent review of literature indicates that in order for problem-solving skills to be promoted, along with helping students develop a more in-depth conceptual understanding of the work studied, articulation between different scientific domains and different modes of reasoning is required (Gaigher et al., 2007; Prince, 2004; Case & Marshall, 2004; Blackie, 2014). Multimodal problem representation (MMPR) has been incorporated into the 2016 tutorial design, along with the active learning techniques, in order to encourage students to practise moving between different problem representations (visual, mathematical, verbal) as well as to move in and out of different levels of semantic gravity (Blackie, 2014). This presentation reports on the implementation, reception and efficacy of this intervention for the current class.

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**Title:** Benefits and risks: Students' and community partners' experiences of an Engineering Community Interaction module

**Contribution type:** Research-based

**Author(s):** Joseph, B; Smit, W

**Keywords:** Community interaction, Engineering education

**Abstract:**

All students in the Faculty of Engineering are required to enroll for the module, "Complimentary Studies". This module consists of two parts: Leadership Development and Community Interaction. Students may indicate their preferred choice between the two options. The class is then divided with the students' preference in mind. The Community Interaction part of the module includes six community visits during the semester where students tutor high school learners in Science or Mathematics, while others collaborate with non-government organizations (NGO). Over the years many questions were asked concerning the risks and benefits of this module for both the engineering students and the partner organizations (schools and NGOs). Hence, we decided to conduct a formative assessment of the benefits and risks associated with the module for both the student and the partner organization. Data will be obtained by a qualitative analysis of students' oral reflection sessions as well as written and video reflection reports. Partner organization representatives will be interviewed and additional focus groups will be held with partner organizations and students. We will thus review the factors that led to the research as well as the findings available, noted that the research is still in progress.

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**Title:** Blended Learning in Mercantile Law 312: Sharing lessons learnt

**Contribution type:** Practice-based

**Author(s):** De Lange, S; Coertzen, A

**Keywords:** Blended learning, flipped classroom, podcasts

**Abstract:**

Mercantile Law 312 (a compulsory module for all Law students, taken in the second, third or fourth year of the various LLB programmes) required interventions. There was hardly time available for class discussions and for an explanation of how to apply theory practically, students played a passive role in the lectures, were not prepared for class and it was often clear from answers in tests and exams that students did not comprehend the work sufficiently and that they did not read their prescribed cases.

It was decided to incorporate Blended Learning, and more specifically the flipped classroom idea, into the learning design of the Mercantile Law 312 module to see if some of the issues mentioned above could be addressed. The main intervention was the use of podcasts which entailed short videos of theory which the students had to watch before class and which required them to engage with sources, such as reading cases. After the podcast, a short online quiz had to be completed. The theory would then not be repeated in class, but rather further applied or discussed.

This paper will be presented by the Faculty of Law ICT coordinator and the lecturer, who will share what they have learnt based on data collected, best practice and theory as applied in this module. Lastly, lessons learnt will be shared of how these interventions were actually not planned long in advance, but started happening on the spur of the moment during the first week of classes.

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**Title:** Blended Learning in programme renewal

**Contribution type:** Practice-based

**Author(s):** Bosman, J; Strydom, S

**Keywords:** Blended Learning, programme renewal, strategic approaches, faculty examples

**Abstract:**

Stellenbosch University's encouragement of programme renewal through the meaningful integration of learning technologies poses interesting opportunities and challenges for academics in different faculties. At present, all faculties, assisted by Blended Learning coordinators working in conjunction with colleagues from other centres at the university, are committed to the re-circulation process. During the previous two years, a number of faculties already started with this process, giving us a chance to pause and reflect on the first part of the journey.

Through this symposium we hope to share working examples as well as providing a platform to discuss approaches associated with programme renewal through Blended Learning.

At present the Targeted Renewal of Academic Programmes project as part of the Council-funded ICT in L&T project coordinates the faculty-wide strategy of supporting the renewal of the academic offering. In this symposium we will report on the progress of the project, engage with faculty-based examples, and deliberate the opportunities and potential pitfalls of such an endeavour.

Each input will focus on how Blended Learning programme renewal is conceptualised, what motivated the need for renewal, what changed, and reflect on the process.

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**Title:** Blended Learning in the 'soft' sciences: ICTs and complex procedural Knowledge development

**Contribution type:** Research-based

**Author(s):** Van der Westhuizen, M

**Keywords:** Blended Learning, soft sciences, procedural knowledge, Cognitivist learning theory

**Abstract:**

Traditional perspectives on Information and Communication Technologies' (ICTs) affordances often tend towards a sense of their limitations, negating the use thereof in the teaching of complex procedural knowledge like critical thinking where several 'higher-order thinking skills' are drawn on. Whilst many in the so-called 'soft' sciences might be aware of the increasing flexibility afforded by current Learning Management Systems like Moodle, a sense of the value which face-to-face interaction has in providing students with the kinds of flexible and instantaneous responses required in guiding subjective thought processes, remains. However, with increasing demands on those in these disciplines to assist in the development of critical thinking skills, and given the implications of policies' demand for increased student numbers, additional resources to assist educators need to be considered. As such, guided by Cognitivist learning theory's understanding of complex procedural knowledge development, this presentation will explore potential means for educators in the 'soft' sciences to employ ICTs in assisting the development of procedural knowledge. In this, the presentation will examine the potential of Shareable Content Object Reference Model (SCORM) packages, innovative approaches to online quizzing as well as the use of wiki pages and glossaries in assisting educators with providing the foundational knowledge and guidance required in moving towards critical thinking and procedural knowledge. Some suggestions as to how the use of these resources might be optimally integrated within a Blended Learning model will also be made.

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**Title:** "Community of Practice": Pruning the clutter. A case study in one of the Faculties

**Contribution type:** Research-based

**Author(s):** Van Diemel, R

**Keywords:** Andragogy, technology-enabled learning, Community of Practice, Scholarship of Teaching and Learning

**Abstract:**

While there is an acceptance of the educational significance of Communities of Practice (COP), managing it on a sustainable basis is far from easy.

This paper takes Etienne Wenger's (the founder of the COP) theory that learning is 'central to human identity' as a point of departure in an attempt to define the ideal COP, especially for adult (mature) military learners (Andragogy = the method and practice of teaching adult learners). Of equal importance for this study is the accepted theory relating to the importance of the social aspect of learning as researched by Garrison, Anderson & Archer (2000) in their Community of Inquiry project.

The paper starts with a short discussion of the profile of the military students, their embrace or not of social media, their challenges as 1<sup>st</sup> generation university students. This discussion is based on data collected via the use of an electronic questionnaire (survey). The presentation will then move to a discussion (review) of whether the latest trends regarding the cultivation and management of COP (Wenger) can be married with those highlighted by the military students in the survey. The paper concludes with an honest yet difficult assessment of whether and which filters are needed to be negotiated with all members of the COP in order to keep their COP 'clutter free'.

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**Title:** Competency Based Education at Stellenbosch University – misconceptions and reluctance amongst frontline teachers

**Contribution type:** Research-based

**Author(s):** Smit, L; Dramowski, A

**Keywords:** Competency-based education

**Abstract:**

Background: Stellenbosch University Faculty of Medicine and Health Sciences (SU-FMHS) has adopted, but not yet widely implemented, a competency-based medical educational (CBME) framework. Stakeholder agreement is the first step in change management. The aim of this study in the Department of Paediatrics and Child Health (PCH) was to explore teaching faculty views of the competencies required for newly qualified South African health professionals working with children and to determine their understanding of and willingness to implement the SU-FMHS CBME framework.

Methodology: In this explorative study we conducted semi-structured focus group discussions with PCH departmental faculty; qualitative data were analysed using an inductive approach.

Results: Four focus group discussions were held with 18 faculty members. Most had never heard of, nor could describe, the SU-CBME framework. CBME was viewed as a means to develop ‘technicians’, with learning limited to the acquisition of a clinical skill set. Individual patient management was perceived to be the primary competency required for newly qualified doctors, whereas teaching of other competencies within the PCH curriculum was viewed as less relevant and problematic.

Conclusion: Frontline PCH faculty held misconceptions about CBME and were reluctant to implement the framework. Ongoing faculty consultation, faculty educational development and active change management are required to modify faculty members’ perceptions of competencies other than ‘the health expert’. Engagement of clinicians with the CBE framework development is critical to the successful implementation of a competency-based curriculum at SU-FMHS.

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**Title:** Creating ownership & value in Civil Engineering education

**Contribution type:** Practice-based

**Author(s):** Jurgens, C

**Keywords:** Civil Engineering, curriculum, elective modules

**Abstract:**

**PROBLEM STATEMENT**

Based on SOTL's student feedback, Civil Engineering students are less positive about their curriculum than fellow Maties. This may be due to the large amount of work that the students are required to do. Professionals, however, comment that Stellenbosch's Engineering students are very capable fundamentally, but lack technical depth and/or specialist understanding. Several lecturers have also expressed the desire to increase the level of knowledge presented. Unfortunately, there isn't time available in the current curriculum to do so.

**ELECTIVE MODULES**

Elective modules could be introduced at 3<sup>rd</sup> year level, as these students have a firm grasp of their careers. This would allow students to specialize earlier and gain a higher level of knowledge before entering industry. Furthermore, ownership and value are created which should improve the students' motivation and subject interest.

**STUDENTS' OPINION**

A survey of the 4<sup>th</sup> year Civil Engineering class (2016) is used to evaluate the students' opinion on elective modules. Students voted for their favourite topics within one module and were asked whether or not they support elective modules.

**CONCLUSIONS**

Elective undergraduate modules may be a viable option towards addressing the noted concerns at the Department of Civil Engineering. Additional research/discussion is, however, required to determine the impact (advantages/disadvantages) of such an endeavour.

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**Title:** Designing an assessment cycle to assure students' learning on degree programme goals and objectives

**Contribution type:** Practice-based

**Author(s):** Le Sueur, H

**Keywords:** Assessment, programme goals & objectives, student learning, continuous improvement

**Abstract:**

International accreditation bodies demand increasingly rigorous requirements of Higher Education institutions, particularly in a business school environment, in order to assess how well they are achieving their goals of student learning. "The school must use well documented, systematic processes for determining and revising degree programme learning goals; designing, delivering, and improving degree programme curricula to achieve learning goals; and demonstrating that degree programme learning goals have been met" (AACSB accreditation standard).

This session results from a design process, which engaged faculty in the assessment cycle of students' performance across degree programmes currently offered at the Stellenbosch University Business School (USB). "An academic programme should be greater than the sum of its parts" (Suskie, 2004), and as such USB has formulated learning goals and objectives at programme level, which students are expected to meet by the time of graduation – often referred to as graduate attributes. The students' learning is at the heart of most institutional missions and its assessment is therefore an element of the assessment of institutional effectiveness. The result of good programme assessment has been used at USB to improve teaching and learning. In order for these results to be used with confidence, the assessment process must be systematic and have certain characteristics embedded in a supportive environment. In this session, I will describe a tested approach that has involved faculty in the full cycle of assessing programme level outcomes, which promoted a culture of inquiry around students' learning and led to a continuous process of improvement for the benefit of students.

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**Title:** Developing academic literacy: An exploration of challenges posed by mobile text messaging

**Contribution type:** Research-based

**Author(s):** Albien, A

**Keywords:** Academic literacy, first-year university students, mobile text messaging

**Abstract:**

Academic writing has been described as being at the centre of the Scholarship of Teaching and Learning in universities (Tuck, 2012; Lillis & Scott, 2007). The current research aims to examine the transformative impact of text messaging, which refers to Whatsapp and/or SMS texting, on students' academic written skills. As a descriptive case study, both quantitative and qualitative approaches to the collection and analysis of data allow triangulation. Two sets of survey questionnaires, one for students and the other for lecturers, were developed to gather primary data for quantitative analysis. Surveys contained multiple choice items aimed at establishing mobile phone ownership, usage, opinions and experiences with texting problems, as well as open and closed-ended items. The objectives of this research are: to determine how pervasive the use of Whatsapp/SMS texting is among Scientific Communication students; its possible effects on students' writing skills; and, what lecturers and students themselves think about the phenomenon. Based on responses from survey participants (N=89), which included 85 first-year Scientific Communication university students and 4 Scientific Communication lecturers, the findings indicate that mobile phones are useful for harnessing and disseminating information. However, text messaging functions heighten the tendency among students to adopt non-standard uses and contracted forms of English words in their academic outputs. The essential mechanics of writing, such as grammar, syntax, punctuation and capitalization, are compromised by the use of abbreviations, non-standard expressions and spellings. The implications of these challenges for students' academic development and possible strategies to overcome these challenges are discussed.

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**Title:** Developing an online resource to bridge the gap between school and mainstream first year Physics

**Contribution type:** Practice-based

**Author(s):** Steenkamp, C; Kriel, H; Bosman, G

**Keywords:** First-year success, Physics module, mathematical skills, online resource, immediate feedback

**Abstract:**

During the past few years the success rate of students in the mainstream Physics 1<sup>st</sup> year modules has been causing concern. The first semester module is particularly problematic as symbolic algebra, graphs, vectors and calculus (differentiation and integration) are needed from the start in this standard calculus-based introductory Physics module. Although algebra, graphs, vectors and differentiation are covered in the school syllabus, most of the students do not have a good enough understanding and enough practice with these mathematical methods to be able to apply them. We have to get the students to develop their skills by practicing on their own!

One of our interventions was to develop an online resource (Moodle-based), containing a series of lessons and quizzes. The lessons contain careful explanations of the notation used, the relevant mathematical definitions or relations, examples, sketches, and practical advice on how to apply the theory. The lessons were not designed by the lecturer who presented the Physics lectures, therefore giving a different perspective. In the formative quizzes the students are guided by hints, and every correct or incorrect answer receives informative feedback on why this answer is correct or not. Students were encouraged to complete the quizzes by bonus marks, taken into account when determining the class marks.

The online resource was first implemented during the first semester of 2016. Analysis of the effect of the implementation on marks and student feedback during the first semester of 2016 will be presented and ideas for the future will be discussed.

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**Title:** Developing personal engagement with adolescent and children’s literature through social media and literary circles

**Contribution type:** Practice-based

**Author(s):** Swanepoel, J; Van der Walt, C

**Keywords:** Social media, assessment, literature, teaching

**Abstract:**

“...stories, whether told or written, contribute to the formation of a social conscience and integration into the frame of culturally prescribed norms for both young and old” (Smit, 2009).

In recent years, partly because of challenges in basic education and a difficult transition to English and Literary Studies at university level, B.Ed. students are becoming increasingly despondent and/or troubled by the mere mention of the course expectations of an English literature course. Stellenbosch University B.Ed. students, who do a generic English literature course in their first year, also feel alienated by literature that they often regard as irrelevant to their chosen course of study. In fact, many regard the study of literature per se as irrelevant. In a country like South Africa, we also believe, like Smit (2009:79), that, “[t]he reading of literary texts also provides an opportunity for reference testing of own beliefs against the background of a fictitious world.” In other words, literary texts present the opportunity to relativise deep-seated cultural habits of mind, thus widening the reader’s horizon. To reach these goals the researchers used literary circles, which gave students the opportunity to choose texts that appealed to them and to discuss them in their own time. Integrated in the assessment strategies were actions like blogging and platforms such as Facebook and Pinterest in an effort to break down counter-productive beliefs about Literary Studies as a difficult and foreign field. The paper will present the results of this intervention.

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**Title:** 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.

**Contribution type:** Research-based

**Author(s):** Pott, R; Goosen, N; Wolff, K

**Keywords:** Hands-on learning, competition, contextual application, Semantic Gravity

**Abstract:**

There is an increasing focus on students making connections between abstract concepts and contextual application. Walls & Wolff (2015), for example, demonstrated improvements in Engineering concepts through a range of practical artefacts. Their study made use of a Legitimation Code Theory (LCT) framework to analyse student perceptions of their own understanding, enabling a means to evaluate different levels of abstraction in applied concepts. The intention of this project was to analyse student engagement during a competitive practical intervention with prior- and post-exercise understanding through Semantic Gravity (SG). This dimension examines degrees of context dependency/independency. The movement between abstract concepts and concrete contexts – so-called 'cumulative learning' – is the ultimate goal of successful learning. In this instance, the integration between conceptual and practical knowledge around fluid flow and pumps was examined.

The students had the opportunity to develop an intuitive feel (i.e. large semantic range) for fluid systems through a hands-on competition. The class was divided, with the first half interacting with the intervention while the second wrote a test on this material. Each half then rotated. We were then able to examine the test results, normalized using each student's average, to interrogate whether the intervention affected the students' SG around this material.

A qualitative analysis was also done on the students' perceptions of the work and course, both before and after the intervention to assess each group's level of cognitive interaction.

The success of this project indicates similar interventions may be useful in realizing cumulative learning in other Engineering modules.

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**Title:** E-learning support for final-year medical students at the Rural Clinical School

**Contribution type:** Research-based

**Author(s):** Liebrich, W

**Keywords:** Podcasting, video-conferencing, learning technologies, rural, Medicine

**Abstract:**

**Background:** The e-Learning unit of the Stellenbosch University Rural Medical Partnership Initiative (SURMEPI) supported teaching activities for final-year medical students at the Rural Clinical School (RCS) in Worcester as well as at outlying training sites, where students follow a longitudinal integrated model (LIM).

**Theoretical framework:** Evaluative research with the aim to appraise selected e-Learning-supported activities over the more than five-year duration of the project.

**Research questions:** What was the value of e-Learning-supported activities? Could these activities serve as models for rural medical training elsewhere?

**Methodology:** The success was evaluated through stakeholder interviews, student interviews, and the capture of usage data.

**Results/conclusions:** A first phase was dedicated to stakeholder engagement and building infrastructure. During a second phase, tutorials at the Faculty of Medicine and Health Sciences were recorded by SURMEPI staff and made available to rural students as 'enhanced podcasts'. In a third phase, real-time video-conferencing between the RCS in Worcester and LIM sites was facilitated. Video-conferencing activities were driven by a few dedicated teaching staff members at the RCS and now continue without further SURMEPI support. Overall, both podcasting and video-conferencing were implemented successfully.

**Originality of research:** Similar interventions have been described elsewhere in the contexts of telemedicine, continuous professional education and remote student teaching.

**Implications and significance:** Both podcasting and video-conferencing may be suitable models of support for medical distance education using learning technologies. The technology infrastructure required for both is similar. While assisted tutorial podcasting works without teaching staff using learning technologies themselves, video-conferencing requires their active involvement.

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**Title:** Enhancement of 2nd year Physiology practicals to improve student participation and end-value

**Contribution type:** Practice-based

**Author(s):** Krygsman, A

**Keywords:** Student participation, practical teaching, Blended Learning

**Abstract:**

Due to the large number of undergraduate students, it is increasingly difficult to present practicals in a manner in which each individual student can be accommodated and benefit to an acceptable standard. Practical and theory models are also not always in sync, and a lack of sufficient background knowledge then leads to disinterest and poor understanding of the subject matter. This, combined with substantial practical content and time constraints, leads to lack-of-value despite the available advanced systems and infrastructure.

We aimed to restructure selected practicals by implementing certain Moodle components, including HTML, to design interactive instructional videos for preparation for the practical from any location with an internet connection. Students could familiarize themselves with background information pertaining to their practical, including instrumentation set-up. In addition, an online quiz had to be completed and passed (60%) to gain access to the practical, which prevented unprepared students from hampering their group in successfully completing the practical in the allotted time.

The practical's introductory lecture time subsequently was utilized more effectively for granting individual attention to the students, and encouraged in-depth exploration and informed question-asking by the students during the practical. This approach also allowed time for each student to complete the report within the practical session and provided opportunity for clarification of any report sections the student did not fully understand. Previously this was not at all possible. Both student and facilitator post-practical feedback indicated positive responses to this new initiative with a further desire to have pre-lab materials incorporated into all practicals.

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**Title:** Exploring the issue of a current perceived deficit in knowledge transfer between first year Chemistry and other modules

**Contribution type:** Practice-based

**Author(s):** Rootman-le Grange, I; Blackie, M

**Keywords:** Legitimation Code Theory, assessment, introductory modules

**Abstract:**

A study by Kilpert and Shay (2013), based on earlier work by Maton (2009), suggests that in order for students to continue learning after graduation they need access to context-independent knowledge. This argument also holds for certain introductory university modules that are mandatory to enrolment for more specialized courses. In these modules, students are expected to accumulate a base of knowledge upon which future learning can be built.

This study looks specifically at two such modules, Chemistry 114 and 144, where the lecturers who take on these students in follow-up modules frequently report that they experience the students as underprepared. In conjunction with this, students often complain that they don't see the relevance of these modules for their various degrees.

Therefore our aim is to analyse the summative assessments of these Chemistry modules with the semantic toolkit from Legitimation Code Theory, to determine the range of semantic gravity that is assessed. We propose that one of the reasons for the above experiences might be that students are assessed in a highly context-dependent manner, thus they struggle to abstract the knowledge from the original context and apply it in the follow-up modules. We argue that this ability should be one of the expectations for obtaining a pass grade for these modules.

The results of this study will in the first instance inform assessment practice and will potentially influence curriculum development in these modules. It is hoped that ultimately this analysis will contribute towards the development of cumulative learning in these modules.

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**Title:** Exploring the use of digital storytelling as a tool to engage post graduate students in reflective practice

**Contribution type:** Research-based

**Author(s):** Dreyer, L

**Keywords:** Teacher professional development, digital storytelling, reflective practice, teacher training

**Abstract:**

Digital technology is increasingly impacting on students' learning and how higher education responds. According to research, digital storytelling has the potential to engage post graduate students through active participation and stimulate reflective practice. Digital storytelling could also engage students in authentic learning and increase their understanding of curricular content. This project emerged as part of the Faculty of Education's endeavour to encourage the use of e-Learning and teaching.

One of the graduate attributes Stellenbosch University wish to instill in students is an inquiring mind. Teaching the Learning Support module in the B.Ed. Hons. programme taught me that many students do not demonstrate this characteristic, which requires reflective practice. The ability to critically reflect in and on practice is increasingly viewed as crucial for the professional development of teachers.

Data was collected through a digital story, captured and uploaded on the SUNLearn platform. Two other sets of data were collected through individual written reflections and a focus group reflection. During data analysis the digital stories were evaluated on the three instructions for the assignment, against the background of the seven elements of digital storytelling. Data from the written reflections and focus group were analysed through coding and categorisation.

The findings indicated that, although there were some challenges, it is clear that digital storytelling can successfully be integrated in teacher training programmes to enhance reflective practice.

The anticipated impact of the project on teaching and learning is to establish and foster a culture of critical reflection on academic work (theory and practical).

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**Title:** Facilitating research skills for first year Missiology students – the value of collaboration

**Contribution type:** Practice-based

**Author(s):** Mare, H

**Keywords:** Research skills, first year students, Faculty of Theology

**Abstract:**

In the module of Missiology 142, the Faculty Librarian at the Faculty of Theology, the literacies specialists from the Language Centre, the lecturer of the module and tutor of the module are collaborating within the module framework of Missiology 142. The aim of this presentation is to report on the first iteration of such a collaboration.

The first year students at the Faculty of Theology sometimes struggle to understand how to apply practical theological research skills and how to present their findings in a presentation. Students also come from very diverse denominational backgrounds and have different views on Missiology. The lectures in the tutorial sessions of the module focused on how to think as a theological researcher, how to search for literature in the Theology Library and how to use the 5 W's and 1 H as basic questions to explore the models of Missiology: Missiology as healing, as reconciliation, as earth keeping, as justice and as mediating salvation.

After the theoretical and practical lectures, students were divided into groups for collaborative learning, instructed to search for literature, write their application up individually and post it on the learning platform. They were also peer-assessed on presentations on the specific models of Missiology.

The progress of the intervention was assessed by asking the students to complete a pre- and post-evaluation form for the module.

The first year students learned how to apply practical theological research skills with the collaborative effort and learning support from the academic literacy and information literacy teaching.

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**Title:** Flipping the classroom: Initial reflections on Physiology in MB.ChB II

**Contribution type:** Practice-based

**Author(s):** Van Vuuren, D

**Keywords:** Flipped classroom, Physiology, medical, podcast, Google Forms

**Abstract:**

Facilitating learning in large classes is a common frustration for lecturers across all faculties. It has been reported in the literature that a flipped classroom approach can be applied to enhance student engagement with content in a large class setting as well as in the context of Health Sciences education. Using this approach, I was able to create a “virtual dialogue” between myself and the MB.ChB II class of approximately 300 students as part of their metabolism lectures.

Students were introduced to the concept of the flipped classroom, its potential benefits and how it was to be applied. Selected topics were recorded as interactive podcasts and loaded on SUNLearn. Students were required to work through these podcasts and complete an online quiz using Google Forms prior to the relevant contact time. The relevant lecture was then framed in the context of these quizzes with content discussed in terms of the questions and their answers.

This approach was followed for seven of the 22 metabolism contact sessions. Although this innovation did not yield 100% participation, at least 50% of the class participated at every opportunity. Based on student feedback, those who participated perceived it as a helpful resource. Student performance was very high relative to the other components of the module.

This approach was found to be useful to elicit student engagement and facilitate interaction. It is, however, dependent on careful planning and clear communication. Benefits regarding learning and retention are, however, still unknown and warrant further investigation.

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**Title:** From flapping to flying (with some effort), longitudinal training of final year medical students

**Contribution type:** Research-based

**Author(s):** Voss, M; Coetzee, F; Conradie, H; Van Schalkwyk, S

**Keywords:** Longitudinal, student internship, rural, mentoring

**Abstract:**

Background

In 2011, Stellenbosch University introduced a district hospital-based longitudinal integrated model for final-year students as part of its rural clinical school. This study is an analysis of students' experiences during the first 3 years of the programme.

Methods

Students were interviewed by one of two interviewers according to a topic guide that explored the students' experiences, both positive and negative, whether they felt prepared for internship, reasons for selecting the rural model, career plans, their advice to prospective RCS students, and whether they would make the same choice of placement again.

Results

Two major themes emerged. These were 'preparation for being a doctor' and 'academic/exam preparation'. Students were overwhelmingly positive about the working atmosphere and their preparation for clinical practice and felt that their learning had been facilitated by the flexibility of the programme and the requirement to take responsibility. This contrasted with their academic ('book') learning, which was characterised by uncertainty about expectations and anxiety, particularly regarding exams and parity with learning at the central teaching hospital. The flexibility of the integrated approach was seen as a problematic lack of structure when it came to academic learning.

Conclusions

According to Ally (2004), the requirements for successful autonomous learning include the opportunity for dialogue and clearly communicated expectations. The district hospital-based longitudinal integrated model has great potential as a teaching platform for final-year students; however, students remain concerned about academic learning. Potential strategies to reduce student anxiety include more opportunities for dialogue between rural students and specialist teaching platforms, clearly communicated expectations and administrative excellence.

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**Title:** I flipped it! Now what?

**Contribution type:** Practice-based

**Author(s):** Malan, S

**Keywords:** Flipped classroom, Blended Learning, active learning, EDP

**Abstract:**

A growing body of literature points to the need to rethink the traditional in-class, teacher-centered course model. One such proposal is the flipped classroom. The term 'flipped classroom' describes a type of Blended Learning that reverses the traditional learning environment by delivering instructional content, often online, outside the classroom and moving deeper learning activities into the classroom in order to enhance student engagement and learning. This presentation describes the shared experiences of a lecturer at Stellenbosch University in the Economic and Management Sciences Faculty's EDP. In 2015 the lecturer embarked on a process of redesigning a one semester course by using a flipped classroom model. The class consisted of 132 EDP students enrolled in a second semester Introduction to the Economics 141 course. Content was off-loaded onto SUNLearn for students to learn on their own whilst class time was dedicated to engaging students in meaningful student-centered learning activities. Although the benefits of the flipped classroom far outweighed the challenges, there were barriers experienced by the lecturer such as getting students to buy in to the new approach, customizing activities in order to reach students at different levels, dealing with infrastructure challenges for group work and ensuring that students embrace their responsibilities. This is what the presentation is about. The presenter will also share some practical ideas on how these challenges can be overcome.

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**Title:** "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

**Contribution type:** Practice-based

**Author(s):** De Villiers, M; Van der Walt, C

**Keywords:** Postgraduate, 'safe spaces', blended teaching and learning

**Abstract:**

The MTh Gender, Health and Theology programme at the Faculty of Theology focuses on the intersection between Christian theology and such themes as sexuality, gender, disability, HIV/Aids and sexual violence. One of the primary pedagogical aims of the core module of the programme is to create dynamic, collaborative teaching and learning spaces that assist students in developing a complex vocabulary with which to address these issues within African faith communities. This paper serves as the first phase of exploration into the development of this module's teaching and learning environment since its inception in 2013 and specific attention is given to the expansion of the conversation-centered classroom through a learning management system. The paper reflects on the module's use of needs-based, appropriate blended teaching and learning tools to enhance and expand the parameters of a safe and dynamic teaching and learning space. As this pedagogical reflection is a novel process for the authors, similar works regarding the use of blended teaching and learning in assisting to create 'safe spaces' for the development of vocabulary to speak and name the unspeakable (although not necessarily within a theological framework), will be explored.

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**Title:** Implementation and impact assessment of a Blended Teaching and Learning approach in the Faculty of Engineering (SUN) – lecturers’ perceptions and experiences

**Contribution type:** Research-based

**Author(s):** Bladergroen, M; Tshamala, C; Basson, A

**Keywords:** Impact, Blended Teaching, Engineering, perception, experiences

**Abstract:**

The mismatch between Engineering education and the skills requirements of the labour market as well as the shortage of graduating Engineering students highlight the challenges faced by tertiary institutions to draw sufficient numbers of students in completing their programme. The Engineering Faculty faces its own unique challenges, namely, the rapid rise in student-lecturer ratio, the rise in diverse student groups and pressure on lecturers to increase research outputs despite diminishing available time. But amidst these differences the Engineering Faculty recognises that the majority of current students are uniquely technologically experienced (digital natives). These digital natives are an effective source of innovation towards an ICT-enabled educational environment.

The project aims to evaluate the effectiveness, efficiency and transformative potential of a Blended Learning approach in the Engineering Faculty. A multiple exploratory case study approach was used. Questionnaires presented data collected from lecturers from ‘challenging modules’ (i.e. a high student-lecturer ratio and traditionally challenging content). Data was analysed using a mixed methods approach. Post priori analysis was done and the categories developed were used to inform the initial aims and objectives of the project. Two broad themes emerged and informed the research project, namely institutional factors and (meta)cognitive factors.

The results are currently used to extend the implementation of a Blended Teaching and Learning approach in the Engineering Faculty, focussing on available web-based systems to enhance teaching experiences and subsequently improve learning experiences and throughput rate.

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**Title:** Initial implementation of an integrated e-Portfolio to facilitate transformative learning and enhance quality teaching in a predominantly distance learning postgraduate programme

**Contribution type:** Practice-based

**Author(s):** Volschenk, M

**Keywords:** e-Portfolio, distance learning, reflection, teaching philosophy, mentoring

**Abstract:**

During a recent curricular revision of the MPhil in Health Professions Education Programme, the Centre for Health Professions Education at Stellenbosch University's Faculty of Medicine and Health Sciences decided to incorporate electronic portfolios (e-Portfolios) as a means to support transformative learning in this predominantly distance learning programme.

Drawing on the powerful connection between quality teaching and the beliefs, values and professional ethics of educators, this integrated e-Portfolio module aims to facilitate the longitudinal development of students' personal teaching philosophies through engagement with multisource feedback, regular critical reflection, and professional development plans. Summative assessment comprises a reflective narrative about the impact of students' learning experiences on their teaching philosophy and longitudinal development as health professions educators, with reference to self-selected evidence showcased in their e-Portfolios. As portfolio mentor, the module coordinator regularly interacts with students on the e-Portfolio platform and provides scaffolding prompts and formative feedback to support the development of metacognitive reflection and self-directed learning skills. Action research methodology is employed to support the ongoing systematic inquiry, implementation, evaluation and improvement of this module, which is in its first year of implementation.

This paper examines the initial implementation of the e-Portfolio module and offers a critical reflection on how the various facets of the e-Portfolio learning process support students' interactions with their developing teaching philosophies and contribute to their development as quality educators whose "pedagogy is grounded in values and beliefs that lead to caring positive teacher-student relationships, embedded in trust and high standards of professional ethics" (Boon, 2011:76).

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**Title:** Initiatives to improve the efficiency of communication in interpreter-mediated classes  
**\*presentation in Afrikaans, English interpreting service available**

**Contribution type:** Practice-based

**Author(s):** Fourie, V; Ellis, C; Brewis, C; Foster, L

**Keywords:** Educational interpreting, language, term lists, accessibility, liaison interpreters

**Abstract:**

The role of interpreters in university classrooms is flexible and can change from one moment to the next. Ideally interpreters facilitate inclusion and make learning more accessible across language barriers. Due to their communicative skills and unique position as intermediaries between lecturers and students, they are able to improve the quality of communication in the process of teaching and learning. However, interpreters regularly experience that the potential value of interpreting in classes remains largely under-utilised. More efficient cooperation between interpreters and lecturers would contribute significantly to overcoming this problem. To this end, two initiatives have recently been implemented in the Interpreting Service.

The newly implemented liaison-interpreter portfolio assigns a liaison interpreter to each module with the purpose of facilitating two-way communication between interpreter and lecturer. The mutual benefits of professional colleagues working together to find solutions have already become clear.

On the other hand, the *modus operandi* of the portfolio for the development of terminology and learning material provides an opportunity for liaison-interpreters to confer with lecturers when compiling terminology lists for each specific subject field. Translation choices in PowerPoint presentations and class notes can be discussed and improvements effected, as and when necessary. In this way lecturers can “learn” from interpreters what they need in order to arrive in class fully prepared for their daily interpreting tasks.

These two initiatives aim to make multilingualism practices more workable. The goal is to promote ongoing discussion on terminology issues and best language practice in university classrooms.

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**Title:** In-service training of educational interpreters at Stellenbosch University (SU): An alternative approach  
*\*presentation in Afrikaans, English interpreting service available*

**Contribution type:** Practice-based

**Author(s):** Theron, J; Van Wyk, J

**Keywords:** Educational interpreting, innovative curriculum development

**Abstract:**

Educational interpreting has formed part of Stellenbosch University's multilingual model since 2013 and makes a noteworthy contribution to teaching and learning through the effective facilitation of communication in the classroom.

In cooperation with lecturers, educational interpreters convey knowledge and provide access to the message in a multilingual context. It is essential that their in-service training equips them to fulfill this role as convincingly as possible. In so doing, the clients of the Interpreting Service – both students *and* lecturers – can all benefit from the experience.

Before interpreting their first lectures, interpreters undergo intensive training. Further development of interpreters is supported by additional interventions and activities throughout the year. The training of educational interpreters at SU is relatively fluid, however, and constantly reassessed. When any changes are made to the programme, the input and feedback of the interpreters themselves is one of the most important considerations.

In 2016 a structured continuous development programme was designed; the primary focus thereof was a custom-made training week of which the interpreters themselves were the creators and presenters. Their input formed the foundation of the design. During this week, they shared the insights they obtained from their experiences in the classroom, ranging from terminology to the specific challenges with regard to the educational interpreter's interaction with students and lecturers. Afterwards, qualitative data was collected to determine their experience of this new approach and to promote further development in the field of educational interpreting training, which will form the foundation of future training and development.

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**Title:** Instant data processing for active reflection in engineering laboratory practicals

**Contribution type:** Practice-based

**Author(s):** Louw, T

**Keywords:** Experiential, practical, experiments, feedback

**Abstract:**

Process Engineering students are first introduced to an Engineering lab during the module CED 244. It has been observed that students separate the course into two distinct phases: rote data collection followed by report writing. Consequently, students do not actively participate in the learning opportunity provided by the practical experiments and no connection is made to taught theoretical concepts. The time separation between data collection and processing hampers active learning.

Kolb's theory of experiential learning was used as a theoretical framework to encourage active engagement and reflection. The theory suggests that learning results from the successful integration of active experimentation and reflective observation. This is facilitated in D244 through instant data processing by supplying each experimental setup with a laptop. Measurements are instantly transformed to information: when students generate unexpected results from the processed data, it should cause them to pause and apply judgement before continuing the experiment. In light of this, the project objectives are (1) to investigate the effect of simultaneous data collection and processing on student learning, and (2) to transform the current system of superficial data collection and report writing to one that encourages active experimentation and reflective observation during laboratory practicals.

Preliminary results suggest that the necessity of presenting the prepared spreadsheets to the demonstrator encourages thorough preparation, which contributes to active engagement to a greater extent than instant data processing. Pre-practical assessments, especially in a one-on-one form, can be used to motivate preparation, leading to enhanced learning.

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**Title:** Interdisciplinary teaching and learning

**Contribution type:** Research-based

**Author(s):** Gerber, B; Esler, K

**Keywords:** Interdisciplinary teaching

**Abstract:**

Interdisciplinary thinking in higher education involves the blending of ideas from across academic disciplines in order to address complex challenges. Interdisciplinarity aims at changing perspectives, synthesizing knowledge of different disciplines, and coping with complexity through the integration of knowledge from different domains. Contemporary problems in an information society can be best addressed with broadly-thinking experts. These experts, even if trained in particular fields, can ideally think, imagine, talk, listen, understand, and problem-solve across traditional academic boundaries. Interdisciplinary learning and teaching is thus a way of 're-imagining' teaching and learning. In this regard Gilbert (2007) argues that we need to move beyond 'Industrial Age' ways of thinking about education.

In addition to the evolving ways in which disciplinary borders are shifting and being re-worked for instructional purposes, places and practices for finding information, doing research, and gaining knowledge have also changed. Furthermore, new research areas and fields for study have opened up with the onset of digital life, and these shifts have often rendered traditional university structures (e.g., disciplinary boundaries, epistemological approaches, methodological preferences) less relevant than the need to address students' learning needs for the workplace.

In an information society, interdisciplinary projects are "increasingly necessary due to the societal and scientific complexities of problems ... [but] can be challenging for academic experts, who are typically trained in a specific field of theories, methodologies, and research processes" (Thompson, 2009:278).

During this session the presenters will each give a short introduction before the floor will be opened for an interactive discussion involving the audience.

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**Title:** Introduction to Financial Accounting: Are we preparing EDP students to be successful in mainstream Accounting?

**Contribution type:** Research-based

**Author(s):** Baard, R; Steenkamp, L; Herron, A

**Keywords:** Student success, EDP students, Financial Accounting, student opinions

**Abstract:**

All South African universities face the challenges of student success and retention – a challenge compounded by under-prepared students from diverse backgrounds (Du Preez, Steenkamp & Baard, 2013). BCom (Management Sciences) (Extended Degree Programmes) (EDP) provides introductory modules at first-year level with the explicit purpose of facilitating student success in mainstream Economic and Management Sciences modules. These modules also place an additional financial burden on universities. Introduction to Financial Accounting 171 is one such module.

Introduction to Financial Accounting 171 is a compulsory subject for all BCom EDP students who did not have Accounting as a subject at secondary school. The aim of the course is to help facilitate under-prepared students with no background in Accounting to be successful in the mainstream Financial Accounting 188 module.

The purpose of the study is to answer the following research question: In what ways does the Introduction to Financial Accounting module support, or not support, student success in the current year mainstream Accounting module?

This qualitative study consisted of a detailed questionnaire distributed to the 2016 cohort of Financial Accounting 188 students that took Introduction to Financial Accounting 171 in 2015. The questionnaire is based on one used in previously published studies.

Preliminary results indicate that the introductory course plays a significant role in preparing students to be successful in the mainstream module.

Even though the results may not be generalizable beyond the scope of the study itself, the information will provide valuable empirical insight into the attitudes and opinions of first-year EDP students.

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**Title:** It's all about communication: Using SUNLearn to enhance structure and communication

**Contribution type:** Practice-based

**Author(s):** Van Vuuren, D

**Keywords:** SUNLearn, Medicine, communication, organization

**Abstract:**

To enhance integration between pre-clinical and clinical content, the MB,ChB degree programme consists of modules focussing on specific organ systems, with each module covering several disciplines ranging from basic sciences to clinical theory. In practice this means that a single module, taken over a period of only a few weeks, is lectured by numerous lecturers, covering multiple aspects. This can lead to students being disorientated and uncertain regarding what is expected of them. Using the SUNLearn platform, I attempted to centralise and organize all communication to the MB,ChB II students in the Digestive System module. This module lasts 8 weeks and spans 12 disciplines covered by 26 lecturers. The structure of the online SUNLearn module was based on the traditional hardcopy study guide. For each theme, all outcomes, links to study material and e-textbooks, lecturer information and the relevant timetable were clearly communicated and available in the same online space. This was augmented with real-time two-way communication between the lecturers and the class, facilitated by the news forum tool and an anonymous "e-suggestion box" (using the questionnaire tool). Since the application of this approach, student feedback has improved remarkably, possibly reflecting a heightened feeling of confidence among the students regarding the content and lay-out of the module. Interestingly, this improvement in positive perception did not translate into an improvement in academic performance in the module. Although this approach requires considerable time and continuous input, it ensures the effective consolidation of multi-faceted modules, thereby enhancing student experience.

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**Title:** LCT to transverse the semantic gap from high school to first year Biology

**Contribution type:** Research-based

**Author(s):** Mouton, M; Archer, E

**Keywords:** First-year success, Legitimation Code Theory, curriculum design

**Abstract:**

Institutions of Higher Education have grappled with the predicament of first-year (FY) success and epistemological access for years (Conley, 2007; Nelson, 2014). A recent local study (Kelly-Laubscher and Luckett, 2016) employed Legitimation Code Theory (LCT), a sociological framework for researching and changing practice (Maton, 2014), to elucidate why students who performed relatively well in high school Biology struggled with the subject in FY. This study shed valuable light on this problem by revealing that the high school Biology curriculum was at a completely different level than the university curriculum. In terms of LCT, it covered a significantly smaller Semantic Gravity (SG) range than at university, as well as movement between relatively decontextualized condensed meanings and context-dependent simpler meanings. We argue that the semantics dimension of LCT offers a useful tool for designing FY Biology curricula to facilitate a gradual transition for students from high school level to university Biology. Thus, considering the level from where FY students start out and explicitly planning teaching activities to gradually increase the range of semantic movement, will optimise the potential of cumulative learning. This paper will report on a redesigned Biology curriculum, implemented and evaluated in a Biology Extended Degree Programme FY module. The presentation will reflect on the process as well as the extent to which the revised design increased epistemological access and cumulative knowledge-building. Moreover, the affordance of LCT as a tool for curriculum design, aimed at increasing epistemological access for FY students, is put under the spotlight.

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**Title:** Listening to past voices: Perceptions of an alumni cohort of their learning experiences at the Faculty of Theology

**Contribution type:** Research-based

**Author(s):** Nell, I

**Keywords:** Graduate attributes, theological and hermeneutical capacities, personal and psychological wellbeing, ministerial skills, contextual analysis, curriculum, pedagogy

**Abstract:**

Stellenbosch University (SU) states in a recent document on its vision for learning and teaching that it wants to be a preferred tertiary institution of all South Africans (inclusive). The teaching pedagogies are seen as student-centred and attuned to the modern student's learning needs (innovative) in order to produce world-class graduates who make a positive difference in Africa (future-focused). During 2015, empirical research was undertaken with this vision in mind in a combined project of the Unit for Innovation and Transformation and the Faculty of Theology at SU. Departing from a theoretical frame (making use of the work of Barrie 2007, 2011) that aligned SU's graduate attributes with the professional profiles of partner churches, mixed-method research (quantitative and qualitative) was undertaken in order to determine the perceptions of a specific cohort of students (2006-2011) who completed their studies at the Faculty of Theology. The basic research question was: In what ways did the Faculty help you to develop sound theological and hermeneutical capacities, personal and psychological wellbeing, ministerial skills and the capacity to do a sound contextual analysis? This paper reports on the analysis and interpretation of the data in order to contribute to curriculum and pedagogical renewal in the light of contextual changes in higher education. The results were in general very positive, although quite a percentage of the respondents remarked on the lack of exposure to different religions and especially the African context.

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**Title:** Manners maketh man... or is it the suit?  
**Contribution type:** Practice-based  
**Author(s):** Rudman, R; Sexton, N; Morris, C  
**Keywords:** Auditing, business education, pervasive skills

**Abstract:**

Recent developments in the training of professional accountants have been driven by demands in the market place as well as changes in students' expectations. Students want to have an interactive class experience, share what they learnt, engage with other students and have fun (Smith & Caruso, 2010; Dabbagh & Kitsantas, 2011). Gamification and commercialisation of the learning experience are important to enhance the engagement and participation of students.

In order to adapt to these changes in expectations, encourage engagement and maximise the learning experience two assignments were undertaken, with differing outcomes, natures, and lengths, with the same group of students. One to create a comprehensive business plan to obtain the appropriate funding in future, in Management Accounting, and one to identify real-world weaknesses in internal controls and the impact on business, in Auditing. The report-back, information technology and communication mechanisms between students themselves and the lecturers differed between assignments. The Management Accounting assignment was implemented like any other assignment, with submissions being made using an online learning platform, while the Auditing assignment required students to report their findings using social media with the assignment being commercialised, using elements of gamification. The primary objective of this study is to highlight if learning can be enhanced by introducing elements of gamification, connectivity through the use of social media and commercialisation into an assignment. The study revealed that the advantages of using social media, commercialisation and gamification only enhance learning when aligned to the pervasive skills and content outcomes of the specific assignment.

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**Title:** Media multitasking in academic contexts: An empirical analysis of media use within university lectures

**Contribution type:** Research-based

**Author(s):** Leysens, J; Le Roux, D; Parry, D

**Keywords:** Distraction, media, education, attention, multitasking

**Abstract:**

The growing prevalence of continuous digital media use among university students in lecture environments has the potential for detrimental effects. In this study the focus is placed upon the implications of digital media multitasking in a university lecture context for academic performance and learning. Previous studies reveal that students frequently engage with digital media whilst in lectures. Moreover, research has shown that multitasking imposes a cognitive cost, detrimental to learning and task execution. We propose, accordingly, that the constant distractions created by digital media interrupt the thought processes of students and, subsequently, obstruct their ability to learn. To test this proposition, we conducted a survey-based empirical investigation of digital media use and academic performance among undergraduate university students. A negative correlation was found between frequency of media use and measures of academic performance. This result suggests that media use poses a significant distraction to students which, in turn, draws their attention away from the material presented by lecturers. While this study focused on establishing this negative correlation, future studies should endeavor to describe the media usage patterns that are prevalent among students in both structured and self-regulated academic contexts. The intentions of this study are not to condemn students' media use, rather, we argue for sensitivity to the implications of unrestricted, unstructured use of digital media within lecture environments for attention and cognition. In this regard, we discourage blind techno-optimism and encourage mindfulness and critical thinking about technology's role in education.

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**Title:** Medical student development of patient medication education videos

**Contribution type:** Practice-based

**Author(s):** Decloedt, E

**Keywords:** Medical students, video development, innovation

**Abstract:**

We requested 5<sup>th</sup> year medical students to develop patient medication education videos to be screened in patient waiting areas as part of their Clinical Pharmacology rotation course work.

The objectives of the videos were to, first, replace the resource-intensive historical paper-based portfolio assessment. Second, to assess how effectively students communicate medicine information to patients. Third, whether students are able to identify therapeutic topics not covered during contact sessions. Last, patient educational videos have been demonstrated to improve patient knowledge in various therapeutic settings and we will use this student assessment beyond the classroom in health care facilities.

Student groups had to conceptualize and shoot a two-minute video which addressed an actual clinical therapeutic need. The level of communication had to be at the level of a lay person in any official language of the Western Cape.

The majority of students were able to apply knowledge gained in the classroom to the clinical environment. Students were comfortable to engage with technology and showed great enthusiasm to contribute to a health care intervention. The ability to explain a health care related topic in lay language required a deep understanding of the topic and reflection on the patient perspective. There was a student preference to rather engage in this task and not the paper-based portfolio.

We concluded that this task provided a fuller learning experience for medical students and that learning was not confined to Pharmacotherapy only.

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**Title:** Multilingualism as a resource for meaning-making in university teaching

**Contribution type:** Research-based

**Author(s):** Jonker, A

**Keywords:** Academic literacies, first-years, student success

**Abstract:**

This study investigated whether systematic exposure to multilingual Political Science glossaries can help to improve EDP students' pass rates in that discipline, and serve as a resource for meaning-making and intellectual reflection (Kern, 2012:192). In addition, it aimed to identify strategies to enhance these students' experience of success.

The study was done within the critical realist paradigm which acknowledges that there are events and discourses that generate the reality of the social world. In terms of a critical realist paradigm, both quantitative and qualitative research methods can be used to find answers to the research problem (Bryman, 2012:29, 710).

The Academic Literacies approach to teaching and learning has an explicitly transformative ideological approach. It examines inhibiting academic norms and conventions and explores alternative ways of meaning-making in academic contexts by acknowledging students' resources as legitimate tools for making meaning (Lillis & Scott, 2007:13).

Against this theoretical background, two quasi-experiments were done in this study. EDP students engaged with technical terminology in two Political Science glossaries in weekly tutorials for two consecutive terms. After the intervention, the EDP focus group module averages were compared with those of mainstream students. From the results of the quantitative analysis it seemed that the experiments had a positive result on students' pass rates. The qualitative analysis corroborated the results of the quantitative study.

The findings of this study thus support the hypothesis that multilingual technical terminological interventions can play a significant role in improving EDP students' pass rates in their mainstream subjects.

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**Title:** Perceptions of undergraduate Health Sciences students regarding a multilingual e-Learning platform in their clinical training

**Contribution type:** Practice-based

**Author(s):** Mhlabeni, L; Ross, S

**Keywords:** Multilingualism, clinical communication, on-line platform, health practitioners

**Abstract:**

Proficiency in more than one language can benefit individuals and society. Therefore Stellenbosch University Faculty of Medicine and Health Sciences (SUFMHS) offers IsiXhosa Clinical Communication in some undergraduate courses.

Background, aims and literature review

Language learning that leads to communicative proficiency at SUFMHS is discipline-specific. This study intended to examine the opinions of undergraduate clinicians about the software-based e-Learning platform in their isiXhosa Communication Course for clinical contexts; establish the purpose of the e-Learning platform as a value-added, out-of-class platform assisting students; obtain staff views associated with the content and SUNLearn and the technical staff of the Learning Management System (LMS), Moodle.

Ruiz et al (2006) supports face-to face teaching combined with e-Learning and consolidated in a “blended learning educational experience.” Similarly, Caldwell (2007) reports on how clickers stimulate and motivate learning in large classes. Trowler (2010) indicates “a striking absence” of the student voice in student engagement literature.

Methodology

A qualitative paradigm was applied with a case study as research design to address the research questions. Research instruments included individual interviews, focus group discussions and questionnaires. Analysis of data presented themes.

Findings

Students found the platform valuable to assist in a clinical context, with blended learning meaningful in content and language-related courses.

Recommendations

Develop and evaluate impact of programmes. Replicate the study.

This study is significant to promote and enhance Blended Learning.

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**Title:** Possible reasons why medical students are not as patient-centred as expected

**Contribution type:** Research-based

**Author(s):** Archer, E; Bitzer, E; Van Heerden, B

**Keywords:** Clinical teaching, patient-centredness, graduate attributes, soft skills

**Abstract:**

The notion of patient-centred care has developed due to changes in health care. There is evidence that a patient-centred approach has benefits such as increased levels of patients' quality of life and better doctor-patient relationships. However, several studies have shown that medical students' attitudes in terms of this relationship deteriorate during their time in medical school. The reasons why this happens are not clear.

The Patient Practitioner Orientation Scale (PPOS), an instrument that measures students' patient-centred beliefs, was used in this study. The PPOS was completed longitudinally for four consecutive years by the same group of medical students. Following this, qualitative data was generated by doing focus group interviews with another cohort of medical students at the same institution. The objectives of the study were to examine changes in the attitudes of medical students regarding patient-centeredness as they progress through medical school and to investigate the possible reasons for these.

The results of the PPOS indicated a score of 2.64 in year 3; going down to 2.48 in year 6. The interviews with students revealed that their attitudes towards patient-centredness were influenced negatively by aspects such as not seeing the patient as a whole, the scarcity of role models that practice and patients that experience patient-centredness, the paternalistic environment and their understanding of the role of the doctor.

Combining qualitative data with the quantitative data that was generated by the PPOS can provide curriculum developers with useful information, such as possible reasons for the decrease in attitude scores.

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**Title:** Pre-linguistic teaching and learning opportunities: Promoting aesthetic openness  
*\*presentation in Afrikaans, English interpreting service available*

**Contribution type:** Practice-based

**Author(s):** Conradie, K

**Keywords:** Aesthetic openness, aesthetic learning experiences, teaching and learning

**Abstract:**

How do lecturer and student enter the state of aesthetic receptiveness – a state of enhanced vitality allowing them to be entirely open to and immersed in the object of reflection specific to a particular discipline? Before language and systematic thought can even start venturing to distinguish, describe and explain “the truth”, the lecturer and student need to miraculously break through the safe breakwaters of knowledge. Consider for instance the words of the fox in *The Little Prince* (De Saint-Exupéry, 1994:72): “It is only with the heart that one can see rightly; what is essential is invisible to the eye.” Seeing with the heart denotes a poetic, and thus aesthetic, openness characterised by the qualities of imagination, curious attentiveness, intense interest, braveness, but above all, a deep awareness of the way in which everything is interrelated. Thinkers such as Degenaar (2008) and Breytenbach (2015) convincingly argue that it is only through the domain of imagination and, therefore, creative re-imagining that a person can affirm his or her connectedness to the self and others in a sustained and enriching way. If all knowing and knowledge are at best tentative, we should continuously pursue ever-new and nuanced ways of understanding. Based on certain teaching strategies and principles, this presentation aims to re-emphasise the significance and use of the principle of aesthetics within the teaching and learning setting.

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**Title:** Public Theology for the public good: A blended teaching and learning approach to theological education

**Contribution type:** Practice-based

**Author(s):** De Villiers, M; Forster, D

**Keywords:** Public Theology, common good, blended teaching and learning, theological education

**Abstract:**

Modern theological education often makes use of a traditional teaching and learning approach in which the student (novice) is the recipient of academic information presented by the lecturer (expert), a pedagogical style which finds its roots within the historical theological and philosophical traditions. This is often viewed as the most effective way to expose and educate students to difficult and unfamiliar theological and philosophical knowledge that they will need to acquire to become well-educated theologians. Although this educational approach can be very effective in certain aspects of theological education, it could also benefit from a more blended teaching and learning focus, thereby incorporating elements of technology, varying pedagogical approaches and adjusted assessment strategies. This presentation would like to use the example of a third-year Public Theology module to indicate how the aforementioned blended teaching and learning approach can be used to enhance the quality of theological education. The chosen module aims to assist students in acquiring the relevant skills to engage theologically and ethically with a variety of publics on issues of public concern or interest for the common good, and therefore incorporates the exposure experience of a community-based pilgrimage and subsequent blended reflection and assessment approach to critically engage with issues of ethics and care within their immediate and global communities. This study aims to research how this module has pedagogically incorporated ways to assist students in acquiring the necessary theological knowledge to become critically engaged citizens and ethically aware professionals.

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**Title:** Reflections: From PREDAC to Avian Park

**Contribution type:** Research-based

**Author(s):** Runowicz, A

**Keywords:** Transformative teaching and learning, reflective teaching

**Abstract:**

Being part of the PREDAC programme encourages me to go deeper into my profession and what and how I am teaching/guiding/coaching. The course I attended, facilitated the process and encouraged me to use students' reflections as a pacer of their progress on the module they were busy with. It has also enabled my personal growth as a teacher who uses her own reflections in practice. I see it as a cycle or a spiral process.

I encourage reflection as a part of the feedback session after the home visit, specifically on the following: patient issues, family and environment issues, students' own perspective on their role and specific findings as well as the whole set-up at Avian Park Centre, IPE programme. This approach provides an ICF-based structure and allows transformative learning to take place.

I find that the work at Ukwanda is an ideal opportunity to create so-called "disorienting dilemmas", which are unavoidable and desirable situations created for students to confront their theoretical knowledge, their life experience and current problems. Halfway through the 8-week rotation students submitted honest and deeply sincere reflections. These were very interesting and personal. I see this process as part of developing attributes such as engaged citizenship, creative worker, communicator and team worker in graduates.

The use of reflections illustrates the Bio-Psycho-Socio-Spiritual model and seems worth trying in order to have more graduates acting as engaged citizens. The students' reflections inspired me to demand changes in my department's approach toward transformed teaching and work on graduates' attributes.

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**Title:** Scholarship of Teaching and Learning reconsidered: An evaluation of ten years of FIRTl

**Contribution type:** Research-based

**Author(s):** Fourie-Malherbe, M

**Keywords:** Scholarship of Teaching and Learning, evaluation, research, innovation, funding

**Abstract:**

At Stellenbosch University, research and innovation in teaching and learning have for the past ten years been supported by the Fund for Innovation and Research into Teaching and Learning (FIRTl). The FIRTl scheme was implemented in 2005 with the purpose to provide financial support to lecturers, departments or programmes wishing to introduce teaching and learning innovations, and to encourage a research-based approach to teaching and learning.

This presentation gives an overview of FIRTl for the past ten years, and evaluates the effectiveness of the scheme to stimulate and sustain research and innovation in teaching and learning at SU.

Adopting a programme evaluation design, the research project utilized document analysis, survey data and individual interviews to investigate the following research questions:

- What has been the input into FIRTl over the past 10 years?
- What has been the output of FIRTl over the past 10 years?
- What have been the outcomes of FIRTl over the past 10 years?

Both quantitative and qualitative data were collected and appropriately analysed. The research results were interpreted against the background of the institutional drive to enhance the quality of teaching and learning (as encapsulated, for example, in the Strategy for Teaching and Learning) and international developments in the Scholarship of Teaching and Learning. The presentation makes suggestions on how strategies to promote and support innovation and research into teaching and learning can be integrated and implemented even more effectively.

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**Title:** Storytelling for enhancing facilitation of listening comprehension: The homecoming of the spoken-word

**Contribution type:** Practice-based

**Author(s):** Kесе, Pamela P

**Keywords:** isiXhosa as second additional language teaching and learning, storytelling, listening comprehension, oral proficiency enhancement, teacher-trainees

**Abstract:**

There is a noticeable challenge of teaching isiXhosa as an additional language with students who have no previous exposure to the language prior to enrolling for their first university degrees. A majority of these students tend to lack proficiency in the spoken aspect of the language, even those who have passed written formal assessments with high grades. This partly has to do with learning and assessment task designs that mainly require written demonstration of linguistic knowledge while ignoring the oral competence. For this reason, curriculum field specialists need to come up with practical and motivational strategies that assist in balancing oral and written competencies of the students, more specially those who are expected to teach isiXhosa after graduation. This study attempts to ascertain ways in which storytelling as a fundamental aspect of the Xhosa culture can be used towards improving oral proficiency and listening comprehension facilitation practices of teacher-trainees. Data is gleaned from completed questionnaires and reflective commentaries by teacher-trainees as well as the researcher's field notes as a participant observer in a three-part oral examination. Indicators for successful enhancement of the spoken-word art can contribute to the improvement of isiXhosa as an additional language teaching and learning while complementing learning outcomes stipulated by the South African national curriculum for basic education.

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**Title:** Student teachers' perceptions of their own assessment process: Askew or not?

**Contribution type:** Practice-based

**Author(s):** Feenstra, C

**Keywords:** Assessment, student teachers' perceptions, student teachers' reflexivity

**Abstract:**

Assessment practices have received considerable attention in education. The purposes of formative and summative assessment are well known. Lombard (2010) suggests that, when applying assessment, the emphasis should be placed on learners experiencing assessment as part of the learning process and not merely for the purpose of evaluating proficiency in the form of marks and symbols. Thus assessment is rather a tool for learning, one that allows interaction between the teacher and learners, a space for reflection, metacognitive thinking and corrective action. Appraisal is given for individual successes and accomplishments, utilising the individual's strengths and valuing the process, rather than the product. But, do student teachers embrace and apply this themselves when being assessed? Through my own classroom observations and experiences as a lecturer, it seems student teachers are caught up in the competitive nature of the world – the goal of always being better, constantly comparing their ability to the seemingly dominating norm of cum laude. Notwithstanding this observation, the question remains: what are the consequences of this problematic orientation towards learning for student teachers, for the lecturers involved and perhaps for student teachers' own classroom practices once they have graduated? How can this problematic orientation towards learning be addressed in higher education? Further research of this problem may indeed be valuable. By way of this paper I will share my lived experiences of the consequences of this problematic orientation towards learning for those involved and explore possible ways to address this problem.

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**Title:** Taking care of potential future health professionals

**Contribution type:** Practice-based

**Author(s):** Meyer, L; Fish, T; Moodley, K

**Keywords:** Education, learners, teachers, under-served, interventions

**Abstract:**

**Introduction:**

The advent of the UKWANDA Rural Clinical School (RCS) has highlighted the importance of guiding learners to a possible career in Health Sciences. In 2013 the Faculty of Medicine and Health Sciences together with the Faculty of Education adopted the Area Health Education Center (AHEC) model from the United States of America (USA). The model links to Stellenbosch University through 'Broadening Access'; and 'Increase diversity profile of students and staff'. In 2013 the AHEC at Stellenbosch University (SU-AHEC) was launched.

**Model:**

The pipeline starts with providing targeted learners with increased access to further education. The SU AHEC model focused on improving the admission of learners from under-served rural areas to medical education. This was enabled through the following strategies: Collaboration with the Western Cape Education Department (WCED) to recruit rural learners from the Province; implementation of 2 models of additional classes in Mathematics and Science for grade 7-12 learners; a life skills programme; strengthening the capacity of teachers in Mathematics and Science; the development of a database to track and monitor the progress of learners, and an annual evaluation conducted by MSM. Since the inception of the AHEC project, 926 learners and 334 teachers have been enrolled in the project. A total of 38 (17 in 2015 and 21 in 2016) of learners have been enrolled in tertiary programmes at SU since the inception.

**Conclusion:**

This adapted AHEC model indicates that access to university for learners from under-served rural areas can be improved with targeted and relevant school education interventions.

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**Title:** Teaching a module where documents are linked to communication events in a business process

**Contribution type:** Practice-based

**Author(s):** Haroun, F; Basson, E

**Keywords:** Business communication, business practices, document designing, course content

**Abstract:**

The presentation is practice-based, showing the rationale behind the content of Business Communication 142 for Economic and Management Sciences students. This is an elective module which was initiated in the second semester of 2010 after negotiation between the Language Centre and the Faculty of Economic and Management Sciences. The content of the module and how it is linked to the business process will therefore be presented. The basic content of the module places the focus on the documents linked to the process of business practices. In particular, the module is designed to mimic communication events in the business environment. Events like meetings, report writing, proposal writing, correspondence and business presentations are addressed. Firstly, the design of those documents are taught from a document designing perspective and, secondly, genre theory was employed to define the type of writing in the business environment. Students doing this module are therefore skilled in the process in business practice, the documents linked to it and the importance of communicating effectively. These are transferable skills which can be used in all their writing throughout their academic career, especially those doing modules in Marketing and Industrial Psychology. More importantly, these skills can add to their graduate attributes, specifically as a dynamic professional, increasing their readiness for the working environment. This will therefore be an opportunity to share with practitioners how real events in a professional environment can be incorporated into a module.

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**Title:** Team-based learning to strengthen spatial thinking for Geographic Information Science learners

**Contribution type:** Practice-based

**Author(s):** Munch, Z

**Keywords:** Team-based learning, gamification, GIScience

**Abstract:**

It is becoming commonplace in higher education to combine face-to-face instruction and Web-based learning delivery in a customized Blended Learning environment. This study explores both the challenges and opportunities presented in teaching Geographic Information Science (GIScience) as core part of a programme aimed at delivering a professional graduate. The GIScience domain is impacted by the rapid evolution of technology, abundance of new research results, and the changing social role of geospatial technologies. This study employed Team-Based Learning (TBL) during the final semester of a third-year module, comprising between 20 and 30 learners. Implemented in a Blended Learning environment, TBL was combined with elements of gamification to support the idea of a learning community where the learners take the active role in learning and demonstrate experiential learning through success at problem-solving. Gamification is a method of game-based learning (GBL) in which game elements are applied to a non-game context, with the idea that, if activities can be made to feel more game-like, learners will feel more engaged and will be more likely to participate. Learning outcomes included problem-solving, visual-spatial thinking, collaboration and resource management. Results from the first two iterations of this experiment, with 28 and 22 learners respectively, are presented. The study found that learners engaged enthusiastically but required more time to prepare final results.

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**Title:** The application of the capability approach in Social Work education

**Contribution type:** Practice-based

**Author(s):** Slabbert, I

**Keywords:** Social Work education, capability approach, health care, well-being, themes

**Abstract:**

The capability approach provides a helpful framework for the Social Work profession. There is a great need for improved awareness and training in order to equip social workers to deal with disability-related issues. The capability approach focuses on the life that an individual can lead and what he can or cannot do. The well-being of individuals includes what someone can do and also what options are available. A significant number of research studies have been conducted regarding the capability approach, for instance a study was conducted in 2011 utilising the capability approach with Social Work students to determine the effect of Apartheid on their families.

Social Work students are often overwhelmed by theory on disabilities and also do not have sufficient practical experience in working with people with disabilities. An exercise was given to students to apply the capability approach to any Social Work practical situation. A qualitative study was proposed. The goal of this study was to apply the capability model to any Social Work situation in order to equip students to apply this module.

Social Work students in the Health Care module could successfully integrate the capability module to other practical Social Work issues. Fifty students in the Health Care module completed an exercise. The data was categorized into four themes. Student feedback indicated that this exercise proved to be helpful to students to gain a clearer understanding of the capability approach.

The capability approach can be successfully used in any Social Work setting.

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**Title:** The ethics of gamification: Playing games with students

**Contribution type:** Practice-based

**Author(s):** Rootman-le Grange, I; Barnard, M; Adams, S

**Keywords:** Gamification, ethics, badges

**Abstract:**

This presentation considers the ethics of gamification in South African higher education. Since its first appearance in the *NMC Horizon Report* in 2011, gamification and game-based learning has grown in popularity as an educational approach for lecturers at the forefront of innovative teaching and learning. Recent research focuses on the gamification approach's ability to increase student motivation and engagement within higher education modules (Hamari et al, 2014). However, other researchers raise concern that gamification has the potential to be exploitative and manipulative (Kim, 2015). The Open Gamification Code of Ethics (2015), a collaboratively created source, identifies five characteristics of ethical gamification: honesty, integrity, transparency, quality and respect. This presentation will look at the current practice at Stellenbosch University with regard to the implementation of gamification in terms of these five characteristics in an effort to suggest guidelines for planning ethical gamification that is suited to our context. We will report on the initial implementation of aspects of gamification in three modules, namely Psychology 132, Chemistry 144 and Microbiology 364, to support our suggestions. This feedback will also contribute to a PhD study on this topic. The use of gamification can be a powerful tool for learning, but can just as easily impinge on the rights of the student to the detriment of their learning. Therefore it is needed to develop guidelines for ethical implementation during these initial stages of adoption of this fast-growing educational approach.

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**Title:** The folly of negative marking: An application to Economics

**Contribution type:** Practice-based

**Author(s):** Essop, H

**Keywords:** Education of Economics, negative marking

**Abstract:**

Negative marking is often argued to be the optimal solution to prevent students from guessing MCQ answers. However, this paper argues that negative marking is not applicable to all fields, specifically Economics, and especially in fields where undergraduate students are expected to think creatively. Moreover, it is often neglected that lecturers are not trained in setting assessments, and that many departments introduced MCQs and negative marking not because it is considered as a good assessment technique, but simply due to administrative pressures. On a purely teaching basis, the type of assessment must match the outcomes that a course wants to achieve. If the inclusion of an assessment type is based on administrative pressure, then the question as to whether the assessment type matches the desired outcomes becomes even more pertinent. In addition, the negative marking literature neglects several practical aspects related to institutional incentives, exam situations, the evolution of student behaviour and knowledge of other fields, lecturer training as well as failing to make a distinction between error and guessing. It is also important to note that negative marking creates a negative perception of courses, which influences students' decision-making process when selecting courses. Moreover, the initial "guessing cost" associated with MCQs might well be overstated. Upon conclusion, the paper makes some recommendations that could be implemented to reduce "guessing cost".

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**Title:** The implementation of project tutorials in Mathematics 144

**Contribution type:** Practice-based

**Author(s):** Howell, K; Rewitzky, I; Gray, J; Basson, D; Rozanova, J

**Keywords:** Projects, first-year

**Abstract:**

In the South African context the articulation gap between school and university is understood to involve depth of understanding, depth of learning, and level of competency with the acquired skill. The National Benchmark Tests report for the 2015 higher education intake shows that only 11% of Mathematics candidates are proficient in Mathematics and that the remainder will need curriculum-integrated support if they are to succeed in mathematically demanding university-level programmes, especially STEM programmes.

Curriculum-integrated support was implemented in the Mathematics 144 module in the form of mini-projects in the scheduled tutorial slots. The objective was to make the learning experience more coherent, relevant, and engaging, connecting Mathematics with real-world phenomena.

Students worked in groups on six mini-projects. Every second week there was a two-hour tutorial on the project during which the groups had the opportunity to discuss the problem and ask for guidance from the student assistants. The projects were not marked, but a question on the projects made up 20% of the total marks of the class test and exam. Every other week there was additional support for students struggling with the core concepts and skills.

Our presentation focuses on the nature of the projects used to deepen understanding and learning and improve the level of competency of the students. From students' responses to a questionnaire we try to determine whether their learning experience within these project-based tutorials meets our abovementioned objectives. We give feedback on this as well as our own experience, possible improvements, and questions for further research.

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**Title:** The improved art of flipping: Moving towards better teaching, learning and research potential in a macroeconomics flipped class

**Contribution type:** Research-based

**Author(s):** Nieuwoudt, L; Pegado, B

**Keywords:** Flipped class, Blended Learning, teaching and learning innovation, Educational Design Research, research of teaching

**Abstract:**

They started calling us “the video class”, more generally referred to as “flipped classes”. To research students’ access to and use of videos, we needed to extract, compile and analyse data (logs and questionnaires) from the Learning Management System. Due to the design of the Teaching and Learning Innovation (TLI) project, unforeseen data and issues were encountered. This paper reports on the process of our research of students’ access to and use of videos, identifies the data and issues encountered and suggests design modifications in setting up the TLI for better research potential.

Critical analyses of the outcomes and process of discipline-specific learning and teaching (also in Economics) has produced a growing literature on the scholarship thereof to draw from. Educational Design Research provides a framework for this “study in practice” research and emphasizes the importance of asking the right research questions before and after implementing a TLI.

Using the flipped introductory macroeconomics class [2015 (n=211)] as case study, we discuss the research process followed to report on the activity of students accessing videos [available to both the flipped class and a control group (n= 1692)]. Data problems arose due to the inability of linking logs on video usage to student information. We show the importance of the correct design of a TLI within an Educational Design Research paradigm and suggest design modifications that will help future innovations (in whatever context) to design not with only teaching and learning success as goal, but also optimal research potential.

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**Title:** The involvement of Stellenbosch University Speech/Language Therapy (SLT) students at the National Institute for the Deaf (NID)

**Contribution type:** Practice-based

**Author(s):** Runowicz, A

**Keywords:** Deaf education, social integration, students' exposure, transforming the curriculum

**Abstract:**

Stellenbosch University's SLH therapy degree is offered through a four-year course. The final year includes rural rotation at Worcester where the NID has its base. A clinical supervisor at Rural School of Health guides students on various sites in gaining experience in their last year of study.

The innovations started in 2015. It is a very exciting spectrum of activities worth sharing. It's a contribution to deaf education at various age groups and with different levels of communication skills as well as equipping SLT students to work in diverse settings.

To enhance students' familiarity with SALS (South African Sign Language), additional instruction from NID has been organised in 2016. SALS teachers come to campus for a 1 hour session a week, so that students improve their skills and prepare better for their sessions with children and adults at the NID Academy, where they do post-lingual hearing loss rehab, articulation, etc.

The NID highly commended students' involvement and SU's initiative. The results described in students' reflection show their interest as well as a challenge that SLHT students are faced with when working with people with a hearing loss. Clients' improvement in communication skills prepare them for the work market, promote more interaction with the world of hearing and have increased communication partners.

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**Title:** The perfect SoTL abstract?  
**Contribution type:** Research-based  
**Author(s):** Adendorff, H  
**Keywords:** Abstract writing, epistemological access, LCT, specialisation

**Abstract:**

SoTL abstract writing constitutes a knowledge practice in which certain ways of doing are privileged over others. The rules of this game – what is valorised during the review and writing of SoTL abstracts – are often tacit, however, making it difficult for newcomers in the field to gain epistemological access. The purpose of this study was to uncover the organising principles that structure the SoTL abstract writing and reviewing practice.

Karl Maton’s Legitimation Code Theory (LCT) (Maton, 2010) provides a framework for conceptualising these principles or ‘rules of the game’. This study used Specialisation and Semantics, two of LCT’s five dimensions, to analyse 57 possible prizewinner SoTL abstracts, dating back to 2009. This paper will focus on using Specialisation as a lens. Specialisation is concerned with what constitutes a legitimate basis for membership, authority and achievement in a research field. It uses the concepts of epistemic relations (ER), where legitimacy is based on proficiency in the discipline’s specialist knowledge and techniques, and social relations (SR), where legitimacy is based on the personal attributes and disposition of its members.

Early results seem to indicate that most of the studied abstracts strengthened both ER and SR. By implication, the ideal SoTL abstract seems to valorise both knowledge and knowers. Thus, the difficulty with epistemological access to this field might be due to its apparent preference for knowers who possess specialist knowledge and display appropriate attributes.

During the presentation, I will elaborate on these findings and their implications for SoTL abstract writers and the SoTL reviewing panel.

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**Title:** The Pre-Doctoral Short Course as an innovative doctoral education technique

**Contribution type:** Practice-based

**Author(s):** Chabilall, J; Chikte, U

**Keywords:** Doctoral education, protocol writing, short course, postgraduate skills

**Abstract:**

Background, context, purpose:

In recent years the Faculty of Medicine and Health Sciences at Stellenbosch University has seen an upsurge in the number of prospective doctoral students. Anecdotal evidence illustrates that students in possession of a Master's degree are not sufficiently equipped with the generic skills required for the preparation and implementation of doctoral studies.

Particular interest/focus of presentation:

The inclusion of the Pre-Doctoral Course at the Faculty is aimed at developing skills required for successful doctoral studies. The course is open to students from all departments in the Faculty and seeks to expedite the process of protocol-writing while preparing prospective students for doctoral studies.

Description of work done:

The programme includes topics on doctorateness, research methods and statistical design of doctoral studies, project management and scientific writing skills. Since the Pilot conducted in 2012, the two-week short course has been fully subscribed each year with students providing positive responses and constructive feedback that allows for improvements.

Conclusions:

It is anticipated that, ultimately, the Pre-Doctoral Short Course, when coupled with the follow-on PhD Community of Practice, will speed up the process of proposal-writing, improve the throughput rate of doctoral students, increase the publication output of the Faculty, strengthen supervisory capacity, contribute to quality assurance, help to develop the research focus areas and contribute to significant knowledge translation.

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**Title:** The value of Self-directed Learning in Health Professions Education: A scoping review

**Contribution type:** Research-based

**Author(s):** Couper, I

**Keywords:** Self-directed Learning, lifelong learning, Health Professions Education, decentralised training

**Abstract:**

**Introduction:**

Self-directed Learning (SDL) is suggested as a methodology for preparing health professionals to be lifelong learners who will continually access information for safe practice. SDL is also an approach that could facilitate learning amongst students placed in decentralised sites on a distributed training platform. The aim of this study was to understand the place of SDL in Health Professions Education, especially in relation to decentralised training and the development of lifelong learning.

**Methods:**

A scoping review of the literature was carried out. A literature search, primarily in the PubMed and ERIC databases, yielded 383 articles, of which 166 were included in the review. Key issues from articles were summarized in a spreadsheet that allowed for focused data collection on the main questions being addressed.

**Results:**

Articles were published from a wide range of countries, with Medicine and Nursing being the dominant professions under scrutiny. Most articles focused on undergraduate training. Findings suggest the major reason for using SDL was the promotion of lifelong learning, but there is no evidence for the effectiveness of SDL in developing lifelong learning. No explicit links were made to decentralised learning, but the importance of a “real context” for SDL was described.

**Conclusions:**

Scaffolding for SDL needs to be developed, with mentoring by well-trained facilitators. The role and impact of SDL in specific clinical contexts where Health Professions Education occurs, including decentralised training sites, require more exploration.

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**Title:** Top undergraduate achievers: How do we support them holistically?

**Contribution type:** Research-based

**Author(s):** Van Aswegen, S; Du Preez, R

**Keywords:** High academic achievers, undergraduates, holistic development, student success, co-curricular programme

**Abstract:**

In higher education institutions student success is a pivotal performance indicator. Cuseo (2010) defines student success as a holistic phenomenon that embraces the multiple dimensions of personal development and the multiple goals of higher education. The majority of student success initiatives are, however, focused toward 'at risk' students and the holistic development of high achieving, academically talented students is seldom prioritised. How can we best support top achievers holistically?

This paper reports on the design of a co-curricular development initiative for undergraduate high academic achievers. Two objectives drove this study, namely: 1) to explore the profile of the targeted students in an attempt to better serve their unique needs set, and 2) to propose a learner-centred programme to address their needs and developmental areas. A case study methodology, including mixed methods (interviews and psychometric instruments), was used to collect data on the student profile. The purposive sample consisted of 33 second-year students in the Economic and Management Sciences Faculty. The findings show an unexpectedly diverse group of young achievers in terms of personality, emotional intelligence and self-reported developmental areas. A development programme is proposed, comprising five critical components: academic enrichment; self-development and leadership; professional and career orientation; social impact; global mind-set and innovation. The programme combines formal training sessions with informal learning opportunities and the purposeful use of social media. Lessons learnt regarding the profile of the student, the programme composition, and the processes of delivery will be shared to pave the way for similar student support interventions.

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**Title:** Towards an evidence-based framework for clinical training on a rural platform: The outcome of a five-year longitudinal mixed methods study

**Contribution type:** Research-based

**Author(s):** Van Schalkwyk, S; Blitz, J; Conradie, H; Fish, T; Kok, N; Van Heerden, B; De Villiers, M

**Keywords:** Clinical learning, rural training, evidence-based framework

**Abstract:**

Creating opportunities for medical students' training in rural settings is core curriculum in many countries, including low and middle income countries. In 2011, an SA medical school became the first in the country to send final-year students for a year to a rural clinical school (RCS). A longitudinal study investigated the first five years of implementation, conducting approximately 200 interviews, 17 focus groups (n=113), and 5 surveys (n=341) with students, graduates, clinician educators, community role-players, and patients. Qualitative data were coded, survey data subjected to basic statistical analyses, and a cross-sectional analysis of each cohort's examination results was conducted.

Students described enhanced clinical skills and a deeper awareness of community health needs. Clinician educators highlighted the influence students had on their practice, while patients valued their care. Graduates reaffirmed their appreciation for their RCS experience, while supervisors emphasised the need for junior doctors confident in their clinical skills. The analyses of student results confirmed that RCS students are not disadvantaged academically. These findings form the basis of a framework for implementing long-term rural-based initiatives. Central is quality health care underpinned by the principle of social accountability.

This evidence-based framework provides guidelines for ongoing renewal in response to changing educational imperatives. Medical education innovations, particularly those in LMIC, seldom have the luxury of being subjected to long-term scrutiny. This study has enabled the development, trial and revision of such an intervention to produce a framework that can have relevance for similar contexts elsewhere.

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**Title:** Using a peer-assessment distance factor to predict student performance

**Contribution type:** Practice-based

**Author(s):** Butler, M

**Keywords:** Peer review, assessment

**Abstract:**

Peer assessment is an educational arrangement where students judge a peer's performance. The value of peer grading is assumed to be the feedback provided to the assessee, as well as potential collaboration between the assessee and the assessor. However, it is also possible to gain insight about the assessor's mastery of the material by using the accuracy of the review. When multiple grades are assigned by different assessors, the disparity between the different assessment outputs could be useful to provide an early indication of the assessors' competence.

During a postgraduate business programme, students prepared and submitted assignments to a peer assessment system. Students (assessors) were randomly assigned to review and provide feedback and a peer-generated grade was ultimately calculated for each submission, based on a comprehensive rubric. The calculation of a peer-assessment distance factor (PADF) provided an indication of the relative accuracy of an assessor's grade when compared to the average grade. The PADF was compared with the academic performance of the student assessor to determine if there was any correlation between the accuracy of grading and the student's academic performance.

A clear indication of higher PADF for academic underperforming students indicates that the PADF could be valuable in determining the assessor's competence. It can be used to identify potentially poor performing students very early in order to define appropriate and timeous interventions.

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**Title:** Using Blended Learning teaching approach for modular graduate students: A reflective report

**Contribution type:** Practice-based

**Author(s):** Marwa, N

**Keywords:** Blended Learning, teaching and learning, theories of learning, active engagement

**Abstract:**

The objective of this reflective report is to share my own understanding and reflection on how I can improve my teaching in a Research Methodology course at graduate level by using a Blended Learning teaching approach. The reflection and action proposed are informed by an emergent omnibus theory of learning embedded in Lurillard's ways of learning (2012:96-99). According to Lurillard, effective teaching and learning design should span and stimulate the following six ways of learning: acquisition, inquiry, collaboration, discussion, practice and production. In addition to the theoretical underpinning, my reflective report is derived from my recent participation in a 60 hours short course in Blended Learning at Stellenbosch University, South Africa. In this reflective report, I discuss the need for Blended Learning and its link with the current challenges in my teaching and learning experience, using a traditional teaching approach. I demonstrate my thinking using a theoretical backing and through alignment of learning outcomes, learning activities and assessment activities. I conclude the report by suggested samples of e-tivities which will be used in the Blended Learning course and unique challenges which may create hiccups in the implementation of the approach, given my own learning context.

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**Title:** Video assignments for under-graduate practical learning opportunities – student perceptions of learning

**Contribution type:** Practice-based

**Author(s):** Bekker, A

**Keywords:** Video assignment, practical learning

**Abstract:**

A video assignment was designed to improve learning in practical sessions for third-year Mechanical and Mechatronic Engineering students of Vibration and Noise 354. This intervention was assessed for two practical assignments over different years. Traditionally, Engineering topics were tackled through lectures and a group work practical session (36 groups of five students) where analytical calculations were compared to experimental measurements in a group report. The intervention required the submission of a summative report, containing experimental and analytical work in addition to a practical implementation of the theory in industry. Groups were required to produce a two-minute video in which they communicate fundamental principles along with applicable footage from experiments and industrial applications. The intervention concluded with a video competition where the class reviewed the videos of finalists and nominated a winner. Students responded to a survey in which they rated their own learning in terms of application, team work, enjoyment, communication skills, thinking for yourself, learning from classmates and increased knowledge. Survey results from the first intervention (86% response rate) showed that 72% of students voted that the video assignment remains part of the course, reasoning that the assignment was interesting and fun. On average, students spent five hours outside of class on the assignment, which was the main complaint. The learning experience was rated above average, with team work and enjoyment as the strongest learning outcomes. Future work will aim to reduce the time spent on video editing and reducing redundant reporting in the video and summative report.

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**Title:** Wake up and smell the guavas. Decolonising traditional wine aroma training for South African students: The first phase of an Action Research project

**Contribution type:** Research-based

**Author(s):** McKay, M; Panzeri, V; Brand, J

**Keywords:** Students, training, aroma, wine, research

**Abstract:**

Recognition of wine aroma components is a key skill for anyone involved in the wine trade, especially for graduates of winemaking courses. In the past, the Department of Viticulture and Oenology at Stellenbosch University has trained students in wine sensory evaluation using the classic European lexicon / aroma wheel of descriptors for cultivar recognition. These descriptors (e.g., violets, elderflower, blackcurrant and box tree) are typically associated with 'cool climate' fruits and flowers which are not part of the olfactory experience of our Oenology student group (comprising South African (SA) undergraduates and partner college students). As aroma recognition is a cognitive process in which both experience and associative olfactory memory play a critical role in learning, we developed a training strategy with a view to building a 'decolonised' aroma wheel which would include aromas familiar to our students and local wine consumers. An 'Action Research' approach was used in this project to evaluate the success of the training, with wine evaluation tests prior to, as well as after, successive aroma training sessions in which EU and SA aromas were presented together and separately. Student reflections on specific questions helped us understand how each student experienced different sessions and aroma groups. Compusense software was used to capture quantitative data, whilst qualitative data was processed using Atlas.ti and Excel. In this presentation, we discuss the results of the first research cycle and outline the initial steps of the second cycle in which we engage with the students' own olfactory experiences more deeply.

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**Title:** Weaving a complex tapestry: The challenge of managing multiple demands in AgriSciences programmes in HE

**Contribution type:** Practice-based

**Author(s):** McKay, M; Wirth, K

**Keywords:** AgriSciences, work-integrated learning, Blended Learning, reflection

**Abstract:**

Challenges facing agricultural industries in South Africa include the provision of high-quality products to burgeoning urban populations in a variable climate with decreasing water supplies and impoverished soil. Specialist knowledge, skills and management expertise are needed to ensure sustainable production in challenging economic conditions. The four-year B.Sc (Agric) programmes at Stellenbosch University experience demands for excellence from many quarters. Industry and employers need work-ready, professional, technically qualified graduates who can also be involved in job creation. Academic rigour, technical excellence, and innovative teaching are expected. Civil society needs well-rounded graduates, who have a positive impact on their communities. Government requires “post-school education ... that is responsive to the needs of individual citizens, employers ... [and] broader societal and developmental objectives” (DHET White Paper, 2014). Students want relevance and excitement in their learning.

It is well recognised that work-integrated learning (WIL) provides a solid platform from which HE can create authentic learning opportunities that engage with some of these present-day complexities (Costley, 2011). There is also evidence that Blended Learning approaches can improve learning and deepen student reflection during WIL placements (Kaider et al, 2009). In this paper, we weave together the theoretical foundations of WIL, authentic learning and Blended Learning to create a learning ‘tapestry’ that is able to address the varied demands placed on the AgriSciences graduate. We evaluate the use of blended WIL approaches in this field (including Service-Learning, project-based learning and internships in industry) to make recommendations for the implementation of meaningful and seamlessly integrated WIL in higher education curricula.

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**Title:** Why I (still) bother – A lecturer's reflections on 25 years of undergraduate Economics teaching

**Contribution type:** Practice-based

**Author(s):** Nieuwoudt, L

**Keywords:** Reflection, student-centered, Economics teaching, undergraduate teaching, flipped class

**Abstract:**

“Lecture: An educational talk to an audience, especially one of students in a university”

The Scholarship of Teaching and Learning has developed a body of literature that is increasingly subject discipline specific. This enables me to ground my intuitive teaching sense as well as dispel fallacies about learning and teaching, to learn about others’ best practices in order to adapt and adopt those and to contribute my experiences through scholarly research.

Although I still enjoy the “talk to an audience” part of classes, I have exchanged lecturing for facilitating learning: moving from chalk-and-talk to flipped classes. In the process over the last 25 years, I have learned more of what being student-centred really means. But what did this teaching development journey look like? What and who changed and what and who remain the same?

Drawing on Whitehead's living educational theory, this paper shares some of the most valuable lessons I learnt about teaching and learning in mostly large classes. I describe my journey with first-year Economics over the years – from the novice chalk-and-talk to overtly introducing a Blended Learning approach as a trial, towards eventually seeing two of the seven mainstream Economics 144 classes successfully flipped in 2016. I reflect on the personal, departmental and other institutional factors that either facilitated or hampered this process of change. In conclusion, I show how I developed to be ever more (truly) student-centred, less and less content-driven and as little teacher-centred as possible over the years.

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