

Pre-conference workshops (click on the heading of each workshop for more information, e.g. 'Workshop 1')

	Venue TBA	Venue TBA	Venue TBA	Venue TBA
08:30 – 10:30	<p><b>Workshop 1:</b></p> <p>Marking multiple choice exams: do marking methods that discourage guessing without penalizing risk-averse students exist?</p> <p><i>Tinne de Laet (KU Leuven, Belgium)</i></p>	<p><b>Workshop 2:</b></p> <p>Developing a teaching portfolio</p> <p><i>Karin Cattell (CTL)</i> <i>Gert Young (CTL)</i> <i>Lianne Keiller (CTL)</i></p>	<p><b>Workshop 3:</b></p> <p>If improved student learning is the aim then module design is the 'game'</p> <p><i>JP Bosman (CLT)</i> <i>Faig Waghid (CLT)</i> <i>Claudia Swart (CTL)</i></p>	<p><b>Workshop 7:</b></p> <p>Help your students to transfer and apply knowledge</p> <p><i>Hanelie A. ... (CTL)</i> <i>Anthe ... (CTL)</i> <i>Sonja Strydom (CLT)</i> <i>Ilse le Grange (Science)</i></p>
10:30 – 11:00	Tea & Coffee			
11:00 – 13:00	<p><b>Workshop 1 (continued):</b></p> <p>Marking multiple choice exams: do marking methods that discourage guessing without penalizing risk-averse students exist?</p> <p><i>Tinne de Laet (KU Leuven, Belgium)</i></p>	<p><b>Workshop 2 (continued):</b></p> <p>Developing a teaching portfolio</p> <p><i>Karin Cattell (CTL)</i> <i>Gert Young (CTL)</i> <i>Lianne Keiller (CTL)</i></p>	<p><b>Workshop 3 (continued):</b></p> <p>If improved student learning is the aim then module design is the 'game'</p> <p><i>JP Bosman (CLT)</i> <i>Faig Waghid (CLT)</i> <i>Claudia Swart (CTL)</i></p>	<p><b>Workshop 7 (continued):</b></p> <p>Help your students to transfer and apply knowledge</p> <p><i>Hanelie A. ... (CTL)</i> <i>Anthe ... (CTL)</i> <i>Sonja Strydom (CLT)</i> <i>Ilse le Grange (Science)</i></p>
13:00 – 14:00	Lunch			
14:00 – 15:00	<p><b>Workshop 4:</b></p> <p>Moving online with ...: How to design fully ... courses</p> <p><i>JP Bosman (CLT)</i> <i>Faig Waghid (CLT)</i></p>	<p><b>Workshop 5:</b></p> <p>Language in Learning and Teaching: Opportunities and Challenges</p> <p><i>Antoinette van der Merwe (LTE)</i> <i>Leon de Stadler (LC)</i> <i>Gert Young (CTL)</i> <i>Sim Xeketwana (Lecturer)</i></p>	<p><b>Workshop 6:</b></p> <p>Who am I as a teacher: Finding your teaching voice</p> <p><i>Claudia Swart (CTL)</i> <i>Nicoline Herman (CTL)</i> <i>Karin Cattell (CTL)</i></p>	<p><b>Workshop 7 (continued):</b></p> <p>Help your students to transfer and apply knowledge</p> <p><i>Hanelie A. ... (CTL)</i> <i>Anthe ... (CTL)</i> <i>Sonja Strydom (CLT)</i> <i>Ilse le Grange (Science)</i></p>
15:00 – 15:15	Tea & Coffee			
15:15 – 16:30	<p><b>Workshop 4 (continued):</b></p> <p>Moving online with ...: How to design fully ... courses</p> <p><i>JP Bosman (CLT)</i> <i>Faig Waghid (CLT)</i></p>	<p><b>Workshop 5 (continued):</b></p> <p>Language in Learning and Teaching: Opportunities and Challenges</p> <p><i>Antoinette van der Merwe (LTE)</i> <i>Leon de Stadler (LC)</i> <i>Gert Young (CTL)</i> <i>Sim Xeketwana (Lecturer)</i></p>	<p><b>Workshop 6 (continued):</b></p> <p>Who am I as a teacher: Finding your teaching voice</p> <p><i>Claudia Swart (CTL)</i> <i>Nicoline Herman (CTL)</i> <i>Karin Cattell (CTL)</i></p>	<p><b>Workshop 7 (continued):</b></p> <p>Help your students to transfer and apply knowledge</p> <p><i>Hanelie A. ... (CTL)</i> <i>Anthe ... (CTL)</i> <i>Sonja Strydom (CLT)</i> <i>Ilse le Grange (Science)</i></p>

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## Workshop 1

**Marking multiple choice questions (MCQs): do marking methods that discourage guessing without penalizing risk-averse students exist?**

**Target audience:** All lecturers  
**Duration:** 4 hours  
**Preparation:** none  
**Prerequisites:** none  
**Facilitators:** Tinne De Laet (KU Leuven, Belgium)

Multiple choice questions are considered an objective way for testing large groups. Additionally MCQs allow for fast feedback. A drawback of MCQs is that students can gain marks by guessing and that depending on the marking method, personality traits such as risk aversion might influence the total score. Therefore, a variety of marking methods for MCQs exist, each with its own advantages and disadvantages. Methods such as negative marking try to discourage students from gaining marks through guessing by introducing a penalty for a wrong answer. Other methods such as standard setting, correct for guessing by increasing the threshold for passing. Methods such as elimination marking, allow rewarding of partial knowledge.

As at many other universities, the most widely used marking method at KU Leuven is **negative marking**. However, negative marking has received negative attention and it is blamed to be disadvantageous for risk-averse and high-ability students.

**Standard setting**, which is neutral for personality traits such as risk-aversion, does not introduce a penalty for wrong answers, but adapts the threshold for passing to accommodate for points gained by random guessing.

**Elimination marking**, the marking method currently tested at KU Leuven, has the potential of discouraging random guessing and being more neutral for risk-aversion.

<b>Answer to question 1</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
cannot be				
could be				

During the workshop participants will get hands-on experience with the above three marking methods and together, we will explore their advantages and disadvantages.

The first results of a KU Leuven study with elimination marking will be discussed, including the experiences of teachers and students. The audience will be challenged to discuss if the results would be transferable to the context of Stellenbosch University.

During the final part of the workshop, research results that combine economic and pedagogical models to study the influence of risk-aversion and ability on expected test scores for different multiple choice marking methods will be presented.

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## Workshop 2

### Developing a teaching portfolio

**Target audience:** All lecturers

**Duration:** 4 hours (08:30-13:00)

**Preparation:** Background reading:

Pratt, Collins & Selinger. 2001. Development and Use of the Teaching Perspectives Inventory (TPI).

Available at [https://cvm.msu.edu/assets/documents/Faculty-and-Staff/Development\\_and\\_Use\\_of\\_the\\_Teaching\\_Pers.pdf](https://cvm.msu.edu/assets/documents/Faculty-and-Staff/Development_and_Use_of_the_Teaching_Pers.pdf)

Do your TPI online at <http://www.teachingperspectives.com/tpi/> and please bring it to the workshop.

**Prerequisites:** None

**Facilitators:** Karin Cattell  
Gert Young  
Lianne Keiller

Are you considering applying for an institutional or national teaching award, applying for promotion, preparing for a performance appraisal, or would you like to systematically reflect on your teaching? Then you will need to prepare a teaching portfolio. A portfolio will help you to see your teaching as an ongoing process of enquiry about your teaching practice within your context. It also provides you with an opportunity to identify areas for further development and research into teaching and learning.

In this workshop we will explore the different stages in developing a teaching portfolio. We will start off by discussing what critical reflection is and how to cultivate it in respect of your teaching. We will examine the components of a portfolio, with reference to relevant literature, and you will have the opportunity to consider your teaching practice in terms of this structure. With the help of case studies, you will explore different aspects of your teaching context, your teaching beliefs and goals, and creating an overview of your development as a university teacher (the basic elements of a teaching philosophy). You will practise selecting and organising evidence of your teaching, and explore the options available for digital portfolios.

During the workshop you will be able to share your experiences of teaching with the other participants and work collaboratively on the different components of your portfolio. By the end of the workshop you will have drawn up a provisional outline for a teaching portfolio and will have started articulating a teaching philosophy.

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### Workshop 3

#### If improved student learning is the aim then module design is the 'game'

<b>Target audience:</b>	Lecturers.
<b>Duration:</b>	4 hours (08:30 – 13:00)
<b>Preparation:</b>	Please bring a module framework (of one of the modules you are teaching) to the session.
<b>Prerequisites:</b>	None
<b>Facilitators:</b>	JP Bosman Faig Waghid Claudia Swart

As a lecturer you might have experienced that students do not attend your classes, do not participate during classes, or do not show any interest in what you are saying during a lecture. Students might complain that they do not have enough time to do homework, to complete assignments or do readings and therefore come to classes unprepared. Perhaps students are failing your module. There might be many reasons why this is happening. One possible reason you will be able to eliminate with confidence after this workshop, is the fact that this will not be as a result of how you plan and design your module.

Whetten (2007:341) stated that "... I have come to understand that the most important things I can do to influence student learning involve carefully planning what my students – *not* their teacher – will do before, during, and after each class. In sum, I have learned that the most effective teachers focus their attention on course design."

According to Goodyear (2015:28) "... spending more time on design will allow individual teachers and teaching teams to cope with intensifying pressures on the quality of their work, and to create better learning opportunities for their students."

This workshop will provide an opportunity to reflect upon and interrogate the teaching and learning design of a specific module and investigate if you should make any adjustments to improve student learning and in doing so address some of the issues mentioned above.

#### References:

Goodyear, P. 2015. Teaching as design. *HERDSA Review of Higher Education*, 2(27-48).

Whetten, D. 2007. Principles of Effective Course Design: What I wish I had known about learning-centered teaching 30 years ago. *Journal of Management Education*, 31(3)339-357.

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## Workshop 4

### Moving online with Moodle: How to design fully online courses

<b>Target audience:</b>	Lecturers who are planning on moving their courses online.
<b>Duration:</b>	14:00 - 16:30
<b>Preparation:</b>	None
<b>Prerequisites:</b>	Basic knowledge of SUNLearn.
<b>Facilitators:</b>	JP Bosman Faig Waghid

*Maximum number of participants: 15*

In a world where terminology such as MOOCs (massive open online courses), online learning and Moodle are increasingly familiar, this workshop offers participants the opportunity to learn how to design fully online courses using the Moodle/SUNLearn platform. As more and more programmes and short courses are being planned for delivery in either fully online or at least mostly online mode, it is imperative to look for more structured, online-specific design approaches when using SUNLearn. Although we will be focusing on SUNLearn, the principles gleaned from the workshop can be applied to other online learning platforms as well.

In this workshop, we will move from the world of online design theory (including approaches such as the online community of inquiry, social learning and conversational design) to your own practice. Through inquiry (into examples of real online courses) and production (of your own course), we will lay the foundation for creating a successful online course. Because we will focus on fully online course design, it is important that participants should already have some experience of, or be planning on, developing an online course.

The workshop will be presented in a flipped-classroom style, and participants might have to do some preparatory work beforehand.

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## Workshop 5

### Language in Learning and Teaching: Opportunities and Challenges

<b>Target audience:</b>	All staff
<b>Duration:</b>	2 hours
<b>Preparation:</b>	Read the new Language Policy available at <a href="http://www.sun.ac.za/language">http://www.sun.ac.za/language</a>
<b>Prerequisites:</b>	none
<b>Facilitators:</b>	Antoinette van der Merwe Leon de Stadler, Gert Young Sim Xeketwana

On 22 June 2016 the Council of SU approved a new Language Policy with concurrence of Senate for implementation in January 2017. During the second half of 2016 detail planning will happen with regard to the Faculties' Language Implementation plans as required by the new Policy. The Policy allows for innovation in theory, but what is possible in a specific context is often in tension with the theory. The question remains how a lecturer navigates these tension lines through creativity within a context-specific practice.

To address some of the broader conceptual, but also practical questions, participants will be able to take part in a discussion on:

- The basic Language Policy principles
- What multilingualism as one of the basic points of departure of the Policy could entail as a distinguishing feature of the University and the SU graduate and what the opportunities and challenges are
- The opportunities and challenges with regard to the specific options for language usage in learning and teaching in the lecture and during the additional learning opportunities as specified in the Policy

Participants will be invited to identify opportunities, challenges and creative context-specific solutions to ensure the effective implementation of the new Language Policy in learning and teaching.

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## Workshop 6

### Who am I as a teacher: Finding your teaching voice

<b>Target audience:</b>	Lecturers
<b>Duration:</b>	2 hours (14:00-16:30)
<b>Preparation:</b>	Read <i>Finding my Teaching Voice</i> by Sara E. Deel. Available: <a href="https://tomprof.stanford.edu/posting/598">https://tomprof.stanford.edu/posting/598</a>
<b>Prerequisites:</b>	None
<b>Facilitators:</b>	Claudia Swart Nicoline Herman Karin Cattell

The CTL has been offering the PREDAC (Professional Educational Development for Academics) programme for newly appointed academics since 1999. Each year participants share their expectations of the programme with the CTL. A soft eyes analysis of the participant responses over the years indicated that nearly 65% of the participants indicate that they expect to be given 'teaching tips'. We have wondered why newly appointed lecturers would like to rely on 'teaching tips', and how we could meet their need.

Sarah E. Deel writes that at the beginning of her teaching journey she tried to find the 'best' teaching tips by reading what she could find about teaching and looking at what other 'good' teachers do. She ended up discovering her own 'teaching voice' and writes, "...I embraced the idea that there are many ways to be an effective teacher." Palmer<sup>1</sup> (1997) agrees with this statement and writes that "...becoming a good teacher is more than just adopting a set of techniques and strategies. Adopting the teaching styles of good teachers will not be good for you or the students. Certain qualities you have might be a legitimate part of your teaching voice."

This workshop will explore the notion of who you are as a teacher. Lecturers will be provided with the opportunity to explore how their personal attributes can be combined with principles of good teaching to facilitate finding their 'teaching voice'.

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<sup>1</sup> The heart of a teacher and Good Talk about Good Teaching available at: <http://www.couragerenewal.org/parker/writings/>

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## Workshop 7

### Help your students to transfer and apply knowledge

- Target audience:** Lecturers who are interested in learning more about helping their students to understand abstract concepts and learn the “language” of their discipline.
- Duration:** 6 hours (08:30 – 16:00)
- Preparation:** Please bring some examples of:
- writing in your subject area e.g. in textbooks, your own class notes, and journal articles
  - your teaching, e.g. presentations or lecture plans/designs, classroom handouts and worksheets or podcasts
  - examples of student writing (from students who performed well as well as from students who did not perform well), e.g. test or exam scripts, projects or assignments.
- Prerequisites:** None .
- Facilitators:** Hanelie Adendorff  
Anthea Jacobs  
Sonja Strydom  
Ilse Le Grange

Do your students struggle to transfer knowledge or concepts from one year to the next, or from one context or example to the next? Do they battle to understand how various concepts or theories relate? Do they question the relevance of the module or parts of your teaching?

Transfer and application of knowledge between contexts requires the ability to work with abstract principles, concepts and theories - the ability to move from the particulars of one case/example to the principles/concepts that underpin it, and then to the particulars of the next example. Transfer and application also requires that students understand how solving problems in one discipline often requires the use of knowledge from other disciplines, as well as how knowledge generated in one discipline might find application elsewhere. We tend to do this intuitively, but it is not always easy to make this process visible to students through our teaching.

During this practical workshop we will consider ways of helping students become fluent in moving across module/disciplinary borders, as well as from concrete (particulars of an example) to abstract (theories, concepts and principles that move across contexts) and vice versa.

To this end, participants will look at the norms in their specific disciplines when it comes to (1) moves across disciplinary borders, (2) typical levels of complexity as well as (3) moves between the contextual and the abstract. They will then compare this to their own teaching and assessment practice, by analyzing examples of their teaching resources, in terms of the same three elements.

The insights gained from this process will be used to examine examples of their students’ writing in order to see if we can make sense of how the writing practices of well and poorly performing students differ from or adhere to the teaching resources and general writing in our subject areas.

Finally, participants will use this information to help them plan teaching that is aimed at improving students’ ability to transfer and apply knowledge.

This workshop will utilize two dimensions of Karl Maton’s Legitimation Code Theory, namely semantics and autonomy. Participation, however, does not require any prior knowledge of this theory.

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