

## Fund for Innovation and Research into Learning and Teaching (FIRLT)

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

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

FIRLT recipients who are presenting at the SoTL conference 2017	
Adendorff, H; Retief, L; Rewitzky, I	Science students' conceptions of academic support
Adendorff, H; Retief, L; Rewitzky, I	Online tutor training short course in Science
Blaine, D	Learning through teaching practice
Burger, B; Masuret, J; Rewitzky, I	Development of interactive content for Mathematics
De Klerk, M; Cattell, K; Fourie-Malherbe, M; Muller, A; Costandius, E	Reimagining knowledge exchange at SU and beyond
Donald, H; Joubert, E	Learning to align ... aligning to learn ...
Dorfling, C; Wolff, K; Akdogan, G	Expanding the semantic range to enable meaningful real-world application in Chemical Engineering
Jonker, A	Challenging inhibiting academic conventions through multilingual technical terminology as tools of empowerment
Keiller, L; Alblas, A; Foiret, J; Keiller, A	Creating opportunities for learning through interactive digital learning objects in Health Professions Education
Le Cordeur, M; Basson, M	Equipping teachers with skills to cope with multilingual classrooms
Lombard, S	The role of a peer mentoring programme in facilitating EDP students' access into higher education
Louw, A	Generic skills in the Inter-Professional Phase of the curriculum: How do students experience it?
Louw, T; Wolff, K	Lego conceptual comprehension cube for Thermodynamics: Increasing the semantic gravity of Thermodynamics' first law
Masuret, J; Rewitzky, I	Gamification of Mathematics 186 lectures
Mouton, M; Archer, E	Making 'toxic' waves: Expanding students' Biology concept knowledge through semantic movement
Müller-Nedebock, K; Mebwe Pachong, S; Gumede, S	Progression in usage of Mathematica by undergraduates in Physics modules
Ned, L; Ohajunwa, C; Luger, R; Geiger, M	Contextualized assessment of and for learning: Facilitating policy literacy in a postgraduate diploma course in Disability and Rehabilitation Studies
Nell, I; Plastow, N	A practice-based symposium on curriculum development at Stellenbosch University
Newman, R; Van der Ventel, B; Rohwer, E	Establishment of The Physics Film Studio at SU
Ohajunwa, C; Ned, L; Luger, R; Geiger, M	Teaching policy literacy: A case study from the field of Disability and Rehabilitation Studies
Steenkamp, C; Müller-Nedebock, K; Bosman, G; Kriel, H	Semantic gravity analysis of Physics first-year assessments
Tadie, M; Pott, R; Wolff, K; Goosen, N; Van Wyk, P	Implementation of a unit conversion and estimation competency test for first-year Engineering students
Von der Heyden, B	Near-peer and video learning to enhance student engagement with geological knowledge

**Closing date for next round of applications: 3 November 2017**

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## PROGRAMME: 10<sup>th</sup> Annual Conference on the Scholarship of Teaching and Learning (SoTL)

TUESDAY 24 OCTOBER 2017					
07:00 – 08:25	<b>Putting up of Posters</b>				
08:00 – 08:25	<b>COFFEE and REGISTRATION</b>				
	<b>Plenary Sessions</b>			<b>Ballroom</b>	
08:30 – 08:55	<b>Opening: Dr Antoinette van der Merwe, Senior Director: Division for Learning and Teaching Enhancement Official welcome: Prof Arnold Schoonwinkel, Vice-Rector: Learning and Teaching</b>				
09:00 – 10:00	<b>Keynote address: Celebrating 10 years of learning and teaching at Stellenbosch University: An ongoing journey Dr Antoinette van der Merwe Chair: Dr Cecilia Jacobs, Director: Centre for Teaching and Learning</b>				
10:00 – 10:25	<b>REFRESHMENTS</b>				
	<b>Ballroom</b>	<b>Somerset 1</b>	<b>Somerset 2</b>	<b>Somerset 3</b>	<b>Vergelegen</b>
	<b>Student success factors Chair: Sonja Strydom</b>	<b>Graduate attributes Chair: Ilse Rootman-Le Grange</b>	<b>Innovative teaching Chair: Kathryn Wirth</b>	<b>Transforming the curriculum Chair: Anthea Jacobs</b>	<b>Social justice in T&amp;L Chair: Karin Cattell</b>
10:30 – 10:50	The value of the traditional face-to-face lecture as part of blended learning and the consequent importance of well-developed presentation skills: Insight from the SU Interpreting Service  Van Wyk, J; Theron, J	Promoting collaborative learning in large groups  Quinot, G	Lego conceptual comprehension cube for Thermodynamics: Increasing the semantic gravity of Thermodynamics' first law  *Louw, T; Wolff, K	Contextualized assessment of and for learning: Facilitating policy literacy in a postgraduate diploma course in Disability and Rehabilitation Studies  *Ned, L; Ohajunwa, C; Luger, R; Geiger, M	Reflections about Somali parents' educational support of their primary school children: Implications for teachers  Peters, L; Daniels, D
10:55 – 11:15	Experiential learning for medical students as responsive service delivery: Facilitating access to health care and rehabilitation services for persons with disability  Van Zyl, M	Outsourcing to the experts: Industry interviews as a tool to advance knowledge of the applied aspects of Economic Geology  Von der Heyden, B	Examination of the impact of Adaptive Learning on course results in Managerial Accounting  Cilliers, S	Voices from the home fires: Findings of the SOTL 2016 conference closing session on Decolonising Higher Education Spaces  Malgas, R	Exploring the educational interventions to acquire the various dimensions of patient-centredness in undergraduate medical curricula: A scoping review  Archer, E; Meyer, I
11:20 – 11:40	Expanding the semantic range to enable meaningful real-world application in Chemical Engineering  *Dorfling, C; Wolff, K; Akdogan, G	Learning to align ... aligning to learn...  *Donald, H; Joubert, E	Student teachers' mathematical knowledge for teaching as evident in their interactive storybooks for young learners  Wessels, H	Teaching concepts through local field data collection  Fietz, S; Lazarus, L	Social justice in education: How the Disability Unit at Stellenbosch University works towards achieving social justice for students with disabilities  Mavundla, S; Willems, M
11:45 – 12:05	Teaching policy literacy: A case study from the field of Disability and Rehabilitation Studies  *Ohajunwa, C; Ned, L; Luger, R; Geiger, M	How flipping the class nudges towards student-centred learning in a Macroeconomics course  Nieuwoudt, L; Pegado, B	Gamification of Mathematics 186 lectures  *Masuret, J; Rewitzky, I	Limitations imposed on teaching styles by subject scheduling  Venter, M; Venter, G	'Inhabiting a more ambiguous self': Using discomfort to explore issues of social justice  McKay, M
12:10 – 12:30	Assessment of a multi-intervention strategy for academic support to Engineering students: A teaching practice showcase  Bladergroen, M; Tshamala, C	Implementation of a unit conversion and estimation competency test for first-year Engineering students  *Tadie, M; Pott, R; Wolff, K; Goosen, N; Van Wyk, P	The Ford Kuga case study: Using real life to simulate real life  Visser, A; Steenkamp, L	Conceptualizing competency-Based education in the context of undergraduate Health Professions Education in South Africa  Volschenk, M	A research-based service-learning approach engaging students and societal partners in a collaborative process for curriculum renewal  Du Plessis, J

\*Recipient of FIRLT funding

12:35 – 12:55	Generic skills in the Inter-Professional Phase of the curriculum: How do students experience it?  *Louw, A	Equipping teachers with reading teaching skills to cope with multilingual classrooms  *Le Cordeur, M; Basson, M	Criminal Law 171 video project: Boldly going where no Criminal Law lecturer has gone before!  Nel, M	University programme renewal in professional fields – ‘We shall not cease from exploration’  Bitzer, E	“What has Athens to do with Johannesburg?” Toward ‘decolonised’ engagement with Classical Antiquity through blended learning at Stellenbosch University  Daniels, A
<b>12:55 – 13:55 LUNCH</b>					
<b>Plenary Session</b>			<b>Ballroom</b>		
14:00 – 15:00	<b>Keynote address: SoTL in the global South: Implications for university teachers researching their practice</b> <b>Prof. Brenda Leibowitz, Professor in Education and Chair in Teaching and Learning, University of Johannesburg</b> <b>Chair: Dr Antoinette van der Merwe, Senior Director: Division for Learning and Teaching Enhancement</b>				
	<b>Ballroom</b>	<b>Somerset 1</b>	<b>Somerset 2</b>	<b>Somerset 3</b>	<b>Vergelegen</b>
	<b>Evaluation</b> <b>Chair: Gert Young</b>	<b>Student success factors</b> <b>Chair: Jean Farmer</b>	<b>Assessment and feedback</b> <b>Chair: Miné de Klerk</b>	<b>Technology in education</b> <b>Chair: JP Bosman</b>	<b>Academic literacies</b> <b>Chair: Magriet de Villiers</b>
15:05 – 15:25	Facilitating transformation in education: A multi-dimensional approach  Meyer Adams, M; Grobbelaar, W	Blended learning and other interventions used in first-year Engineering drawing  Coetzee, C; Wolff, K	Student feedback: An intersection or a cross-road for the professional learning of lecturers at a research-led university?  Petersen, M; Bitzer, E; Van Schalkwyk, S	Smartphones in lectures. Is resistance futile?  Parry, D; Le Roux, D	Some reflections on measuring impact of Academic literacies modules  Coetzee, Y
<b>15:25 – 15:45 REFRESHMENTS</b>					
	<b>Ballroom</b>	<b>Somerset 1</b>	<b>Somerset 2</b>	<b>Somerset 3</b>	<b>Vergelegen</b>
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15:50 – 16:10	Measuring social impact in Medicine and Health Sciences  Cloete, L	Should faculty development include how to foster students’ agentic capability for learning?  Blitz, J; De Villiers, M; Van Schalkwyk, S	Peer mentoring for teaching technical software  Venter, M; Venter, G	Near-peer and video learning to enhance student engagement with geological knowledge  *Von der Heyden, B	Teaching postgraduate writers to write: Text-, audience-, and writer-centred approaches  Delpont, S
16:15 – 16:35	Making ‘toxic’ waves: Expanding students’ Biology concept knowledge through semantic movement  *Mouton, M; Archer, E	Fostering self-regulated learning: Reflecting on a decade of challenges and achievements  Erasmus, P	What you need to know about your lectures but what students won’t necessarily tell you: Exploring the benefits of peer feedback among lecturers  Van Wyk, J; De Jager, S	Reflections of an action research approach on overcoming distance in blended teaching and learning  Dreyer, L	The predictive utility of academic language testing at Stellenbosch University: Implications for academic performance  Sebolai, K

TIME	WEDNESDAY 25 OCTOBER 2017				
08:00 – 08:25	<b>COFFEE and REGISTRATION</b>				
	<b>Plenary Sessions</b>		<b>Ballroom</b>		
08:30 – 09:30	<b>Keynote address: Looking back to look forward: 10 years of enabling SoTL at SU</b> <b>Prof. Francois Cilliers, Associate Professor and Head of the Department of Health Sciences Education, Faculty of Health Sciences, University of Cape Town</b> <b>Chair: Dr Cecilia Jacobs, Director: Centre for Teaching and Learning</b>				
09:45 – 10:30	<b>Poster session including posters from 2017 PREDAC participants</b> <b>Chair: Nicoline Herman</b>  Building capacity in meaningful modeling of infectious disease dynamics: Insights from a decade of international, interdisciplinary training Bellan, S; Dushoff, J; Hargrove, J; Hitchcock, A; Porco, T; Scott, J; Welte, A; Williams, B; Pulliam, J  Creating a model world: Introducing dynamic modeling to infectious disease ecology and epidemiology students via an active-learning approach Pulliam, J; Bellan, S; Dushoff, J; Hitchcock, A; Hargrove, J; Porco, T; Scott, J; Welte, A  Decolonising STEM one sandcastle at a time Adendorff, H; Wirth, K; Jacobs, K; McKay, M; Blaine, D  Learning to speak SU SoTL Adendorff, H				
10:30 – 11:00	<b>REFRESHMENTS</b>				
	<b>Ballroom</b>	<b>Somerset 1</b>	<b>Somerset 2</b>	<b>Somerset 3</b>	<b>Vergelegen</b>
	<b>Transforming the curriculum</b> <b>Chair: Antoinette Smith-Tolken</b>	<b>Mentoring and tutoring</b> <b>Chair: Sharifa Daniels</b>	<b>Focus on first years</b> <b>Chair: Gavin van Niekerk</b>	<b>Reflection</b> <b>Chair: Moira Bladergroen</b>	<b>Technology in education</b> <b>Chair: Charmaine van der Merwe</b>
11:05 – 11:25	Capacity-building of Technical Vocational Education Training colleges in the Water Sector  Jackson, M	Online tutor training short course in Science  *Adendorff, H; Retief, L; Rewitzky, I	Development of interactive content for Mathematics <i>Presentation in Afrikaans and English, English interpreting service available</i>  *Burger, B; Masuret, J; Rewitzky, I	Learning through teaching practice  *Blaine, D	"Blameworthiness": Perceptions and understandings of plagiarism and the implementation of anti-plagiarism mechanisms  De Villiers, M; Petersen, M
11:30 – 11:50	Designing an academic skills module through the lens of Legitimation Code Theory's Autonomy dimension  Rootman-le Grange, I; Rewitzky, I	High-Impact Practices: Strengthening the peer-mentor programme at Stellenbosch University  Petersen, J	Challenging inhibiting academic conventions through multilingual technical terminology as tools of empowerment  *Jonker, A	Flipping classroom frustrations with ease  Stander, J	Addressing the need for student data for research – Introduction to SUN-i business intelligence system  Kistner, L
11:55 – 12:15	<b>Panel discussion:</b>  A practice-based symposium on curriculum development at Stellenbosch University  *Nell, I; Plastow, N	The role of a peer mentoring programme in facilitating EDP students' access into higher education  *Lombard, S	Semantic gravity analysis of first-year Physics assessments  *Steenkamp, C; Müller-Nedebock, K; Bosman, G; Kriel, H	Using a framework to understand how institutional culture influences the uptake of faculty development opportunities: A case from Health Professions Education  Van Schalkwyk, S; Blitz, J	Psycho-institutional influences on academics' engagement with learning technologies: The elephant in the room  Strydom, S

12:20 – 12:40	<b>Panel discussion continued</b>	The Writing Lab: Listening slowly and the ethic of care Richards, R	A practical theological investigation into the experience of first-generation Theology students Weber, S	What will my future look like? Reflective practice as driver of holistic student development Van Aswegen, S; Du Preez, R	Establishment of The Physics Film Studio at SU *Newman, R; Van der Ventel, B; Rohwer, E
12:40 – 13:40	<b>LUNCH</b>				
	<b>Ballroom</b>	<b>Somerset 1</b>	<b>Somerset 2</b>	<b>Somerset 3</b>	<b>Vergelegen</b>
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13:45 – 14:05	Engineering learning: Translating principles of the disciplinary field into theory-practice integration Wolff, K; Auret, L	Science students' conceptions of academic support *Adendorff, H; Retief, L; Rewitzky, I	Blended learning teacher talk – Implications for the educational technology field Bosman, J; Strydom, S	"This is a safe space": A case study on the need for reflection in support of programme renewal Jordaan, M	Moving beyond the hype: The formulation and implementation of a context-specific, integrated and sustainable strategy for the integration of ICTs in teaching and learning Schoonwinkel, A; Van der Merwe, A
14:10 – 14:30	Reimagining knowledge exchange at SU and beyond *De Klerk, M; Cattell, K; Fourie-Malherbe, M; Muller, A; Costandius, E	The professional development of Natural Sciences teachers: Possibilities of a community of practice Philander, C	Progression in usage of Mathematica by undergraduates in Physics modules *Müller-Nedebock, K; Mebwe Pachong, S; Gumede, S	The reflexive imperative for leadership and scholarship at Stellenbosch University Andrews, R	Creating opportunities for learning through interactive digital learning objects in Health Professions Education *Keiller, L; Alblas, A; Foiret, J; Keiller, A
	<b>Closing Session</b>		<b>Ballroom</b>		
14:35 – 16:05	<b>Panel discussion: Imagining a future for Learning and Teaching @ SU: The next 10 years</b> <b>Chair: Dr Antoinette van der Merwe, Senior Director: Division for Learning and Teaching Enhancement</b> <b>Inputs by conference participants essential</b>				
16:15	<b>Cocktail function, awards and closing</b>				