

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

	SOMERSET 1	SOMERSET 2	SOMERSET 3	VERGELEGEN
08:30-10:30	Workshop 1: Getting your students to understand abstract concepts <i>Cecilia Jacobs, Hanelie Adendorff, Karin Wolff</i>	Workshop 2: Learning @ SUN: Making SUNLearn the space where you can make the most out of teaching <i>Lianne Keiller</i>	Workshop 3: Developing a teaching portfolio <i>Karin Cattell, Jean Farmer, Miné de Klerk</i>	Workshop 4: Promoting the use of metacognitive skills through peer tutoring <i>Marisca Coetzee</i>
10:30-11:00	Tea & Coffee			
11:00-13:00	Workshop 1 (continued): Getting your students to understand abstract concepts <i>Cecilia Jacobs, Hanelie Adendorff, Karin Wolff</i>	Workshop 2 (continued): Learning @ SUN: Making SUNLearn the space where you can make the most out of teaching <i>Lianne Keiller</i>	Workshop 3 (continued): Developing a teaching portfolio <i>Karin Cattell, Jean Farmer, Miné de Klerk</i>	Workshop 4 (continued): Promoting the use of metacognitive skills through peer tutoring <i>Marisca Coetzee</i>
13:00-14:00	Lunch			
14:00-15:00	Workshop 5: Using flexible assessment to promote active learning <i>Sandra Liebenberg, Nicoline Herman, Anthea Jacobs, Charmaine van der Merwe</i>	Workshop 6: The digital scholar – what does it mean for SU? <i>JP Bosman</i>	Workshop 7: Technology vs. interpersonal contact in academic skills development <i>Jacob du Plessis, Karin Cattell</i>	Workshop 8: Language for Learning: Opportunities and challenges <i>Antoinette van der Merwe, Kim Wammach, Kabelo Sebolai</i>
15:00-15:15	Tea & Coffee			
15:15-16:30	Workshop 5 (continued): Using flexible assessment to promote active learning <i>Sandra Liebenberg, Nicoline Herman, Anthea Jacobs, Charmaine van der Merwe</i>	Workshop 6 (continued): The digital scholar – what does it mean for SU? <i>JP Bosman</i>	Workshop 7 (continued): Technology vs. interpersonal contact in academic skills development <i>Jacob du Plessis, Karin Cattell</i>	Workshop 8 (continued): Language for Learning: Opportunities and challenges <i>Antoinette van der Merwe, Kim Wammach, Kabelo Sebolai</i>

[<Back to programme>](#)

Workshop 1

Getting your students to understand abstract concepts

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

Duration: 4 hours

Prerequisites: none

Preparation: please bring some examples of writing in your subject area (e.g. in text books and your own class notes/Powerpoint presentations or other resources) as well as examples of student writing (from students who performed well, as well as from students who did not perform well), e.g. test or exam scripts or assignments.

Facilitators: Cecilia Jacobs, Hanelie Adendorff and Karin Wolff

Students often find it difficult to traverse the divide between concrete and abstract knowledge. We see this most strikingly in written assessment tasks. This has left many lecturers frustrated and at a loss for answers on how to open up their discipline to students without “dumbing down” difficult concepts.

During this workshop we will look at ways in which we can help students cross this bridge without sacrificing the cognitive integrity of our disciplines. We try to understand how our different disciplines handle knowledge by offering participants the opportunity to delve into the way knowledge is presented in:

(1) the writing in your subject area (e.g. in text books or your own class notes/ppt presentations or other resources) as well as,

(2) your own teaching practices.

The insights gained from this process, will then be used to analyse examples of student writing (e.g. written assessment tasks) 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 writing in your subject area. Finally, we will use that which we learned through this process to help us figure out how best to help students master the knowledge practices in their chosen fields. (206 words)

[<Back to programme>](#)

Workshop 2

Learning @ SUN: Making SUNLearn the space where you can make the most out of teaching

Duration: 4 hours

Facilitator: Lianne Keiller

Are you tired of using SUNLearn as a document repository? Have you attended training sessions and forgotten how to use features beyond the Quiz, Assignment and File? Would you like to use SUNLearn to create an engaging learning and teaching space for your students and yourself?

This workshop is for you. In this workshop, you will explore the potential benefits of using SUNLearn and see examples of how others use the platform at SU. Practical activities and hands-on assistance during the workshop will enhance the discussions and peer-learning opportunity.

[<Back to programme>](#)

Workshop 3

Developing a teaching portfolio

Target audience: All lecturers

Duration: 4 hours

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

Jean Farmer

Miné de Klerk

Are you considering applying for an institutional or national teaching award, or for promotion? Are you perhaps preparing for a performance appraisal, or would you like to systematically reflect on your teaching? Then you will need to compile a teaching portfolio.

A teaching portfolio not only documents your teaching, but also helps you to track your growth as a university teacher. Moreover, it provides you with an opportunity to identify areas in your professional learning for further development as well as topics for research on teaching and learning.

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

During the workshop you will be able to share your teaching experiences with the other participants and work collaboratively on the 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 statement.

[<Back to programme>](#)

Workshop 4

Promoting the use of metacognitive skills through peer tutoring

Target audience: Lecturers

Duration: 4 hours

Facilitator: Marisca Coetzee (Manager: Reading Laboratory, Language Centre)

University students more than often possess insufficient metacognitive knowledge and regulation skills to self-regulate their learning adequately. The aim of this workshop is to assist lecturers in implementing a peer tutoring programme in any one of their modules to promote their students' intentional use of metacognitive regulation skills when engaging with academic material.

[<Back to programme>](#)

Workshop 5

Using flexible assessment to promote active learning

Duration: 14:00 – 16:00

Facilitators:

Prof Sandra Liebenberg (Faculty of Law)

Nicoline Herman (CTL)

Anthea Jacobs (CTL)

Charmaine van der Merwe (CTL)

Since the beginning of 2017 SU has adopted the exam and flexible assessment systems. According to the SU Implementation Plan for Flexible Assessment (2015), flexible assessment (in terms of the determination of a final mark) is a process by which a student's work in a module is systematically assessed and weighed through consecutive opportunities during the course of the semester/year using a variety of assessment methods, depending on the specific requirements and outcomes of the module. A final mark is awarded without concluding the study period with a formal university examination.

As an academic, you might have questions about the flexible assessment system including: What are the practical implications of flexible assessment for teaching and learning? What are the advantages and disadvantages of this system? Can it be used to foster and enhance active student learning?

Active learning requires students to engage in meaningful learning activities and think about what they are doing (Bonwell & Eison, 1991). Another potential question at this stage could be how flexible assessment can lead to this kind of learning.

This workshop will attempt to address these questions. Furthermore, the experience of SU academics employing flexible assessment in a specific module will be shared in an effort to illustrate how flexible assessment was used to develop advanced critical reasoning as well as reading and writing skills to enable students to critically evaluate content, apply knowledge to concrete case studies, and to promote active learning.

[<Back to programme>](#)

Workshop 6

The Digital Scholar – what does it mean for SU?

Presenter: Dr JP Bosman

Previous knowledge: None - only an interest in the topic and a willingness to engage (and also to do a **pre-workshop online activity**)

Participants: 30

It is often thought that higher education in future will be strongly digitally mediated. Are you of this opinion? Do you think this might be true for Stellenbosch University (SU)? Have you reflected about your own identity as scholar and how digital technology might impact on your career and identity? If you are thinking about these things (or not!), this exploratory workshop will be meaningful to attend. As part of the workshop we will interrogate the broader questions around digital scholarship, engage in discovering our own digital footprint and shadow, present a possible framework for understanding the possibilities around the digital scholar (as teacher, researcher and community networker), and also refer to possible practical avenues of exploration for integrating the concept at SU.

[<Back to programme>](#)

Workshop 7

Technology versus interpersonal contact in academic skills development

Target audience: All lecturers

Duration: 2 hours

Preparation: None

Prerequisites: None

Facilitators: Jacob du Plessis

Karin Cattell

This workshop is aimed at preparing your students for 21st century knowledge skills competencies, against the backdrop of students also having to reconnect to their humanity to move beyond self-interest.

While blended learning (BL) provides useful ways to support the development of 21st century knowledge and career skills, and could be helpful in redefining curricula, it also requires interpersonal contact and engagement to ensure that learning goes beyond the classroom experience. This workshop will focus on 21st century career skills from the literature and reflect on how these skills can be considered in the design of academic competencies development in your curricula. The workshop will furthermore address the weaknesses of the BL approach which point to the requirement of also connecting to students through other forms of engagement and learning. These opportunities for engagement necessitate interpersonal contact and learning outside of the classroom.

You will have the opportunity to participate in discussions and activities regarding how you could use BL through technologies and alternative ways of engagement for learning in your learning and teaching context at SU.

[<Back to programme>](#)

Workshop 8

LANGUAGE FOR LEARNING: IMPLEMENTATION OPPORTUNITIES AND CHALLENGES

Duration: 2 hours **Preparation:** none **Prerequisites:** none

Facilitators: Antoinette van der Merwe, Kim Wallmach, Kabelo Sebolai

On 22 June 2016 the Council of SU approved a new Language Policy with the consent of Senate for implementation in January 2017. The policy allows for innovation in theory, but what is possible in a specific context is often in tension with the theory. The question that remains is how a lecturer navigates these tension lines through creativity within a context-specific practice during the first year of implementation in 2017.

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 SU graduate.
- Feedback from students about the implementation of the Language Policy during the first term of 2017.
- Implementation opportunities and challenges with regard to the three options for language usage in learning and teaching during lectures as well as during the additional learning opportunities as specified in the policy.

Participants will be invited to ask questions and share their perceptions of implementation opportunities and challenges as well as creative context-specific solutions to facilitate the effective implementation of the new Language Policy in learning and teaching.