



### 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 Teaching and Learning. Proposals are funded up to a maximum of R50 000.

FIRLT recipients who are presenting at the SoTL 2018 conference	
Adendorff, H; Rootman-Le Grange, I	In search of the sweet spot: Tutor training in Science
Adendorff, H; Rootman-Le Grange, I	Blended learning meeting the professional development needs of Science academics?
Archer, E; Louw, A; Schmutz, A; Van Schalkwyk, S; Volschenk, M	Closing the curriculum loop: An evaluation of a renewal intervention
Bosman, G; Müller-Nedebock, K	Feedback mechanisms in first-year Physics
Botha, B; Jacobs, H	Virtual classroom trails in Hydraulics 324 – Civil Engineering
Botha, M	Teacher professional development: Mentoring during work-integrated learning
Coetzee, B; Kramm, N	Do online tools enhance student engagement in a Psychology module?
Conradie, K	Loopbaanvoorsigtig: Die ontwikkeling van geskrewe en digitaal geanimeerde opleidings- en praktykhulpbronne
Costandius, E	Knowledge intersections
Damons, L; Jacobs, C; Dreyer, L	Using Pecha Kucha as a psycho-educational facilitation tool for training school counselors
Huddleston, K; Baker, A; Njeyiyana, M	Development of blended learning tutorials and assessment mechanisms for the acquisition of South African Sign Language
Jonker, A	Curriculum transformation informed by first-year students identifying new perspectives on racism in tutorial videos
Lombard, S	The role of a peer mentoring programme in facilitating EDP students' access into higher education
Lourens, G; Hugo, J; Furst, L	The impact of a blended learning hybrid model on nursing education students
Lutz, M; Retief, L	The story about the polymer scientist and a thousand Z-generation students
Lutz, M; Retief, L	To guess or not to guess
Maheso, A; Bosman, G; Newman, R; Rohwer, E	The Physics Film Studio: Producing teaching resources and research on water quality
Mouton, M	Project-based learning to help narrow the gap through semantic waves
Robinson, M	Practical learning for ethical agency in teaching
Van der Merwe, S	Towards empirical validation of theoretical assumptions in Clinical Legal Education
Van Heukelum, M; Southwood, F	Developing intercultural competence: A case study involving third-year B.Com students at Stellenbosch University
Volschenk, M; Geiger, J; Smit, L; Blitz, J; Van Heerden, B	A curriculum for healthcare in the 21 <sup>st</sup> century: Reform and renewal of the MB.ChB programme at the Faculty of Medicine and Health Sciences
Von der Heyden, B; George, J	Simulation software enhances student learning of applied Economic Geology

**Closing date for next round of applications: 9 November 2018**

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## PROGRAMME: 11<sup>th</sup> Annual Conference on the Scholarship of Teaching and Learning (SoTL)

TIME	TUESDAY 30 OCTOBER 2018				
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 Melanie Skead</b> (Director: Centre for Teaching and Learning) <b>Official Welcome: Prof. Arnold Schoonwinkel</b> (Vice-Rector: Learning and Teaching)				
09:00 – 10:00	<b>Keynote address:</b> <b>Leading for Learning: Building on your Values and Teaching Expertise</b> <b>Dr Kathleen M Quinlan</b> (Director: Centre for the Study of Higher Education, University of Kent) <b>Chair: Dr Kim Wallmach</b> (Director: Language Centre)				
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>EDUCATIONAL LEADERSHIP</b> Chair: <b>Magriet de Villiers</b>	<b>BLENDED LEARNING</b> Chair: <b>Gavin van Niekerk</b>	<b>POST-GRADUATE TEACHING</b> Chair: <b>Kathryn Wirth</b>	<b>REFLECTION</b> Chair: <b>Karin Cattell-Holden</b>	<b>FOCUS ON FIRST-YEARS</b> Chair: <b>Jean Farmer</b>
10:30 – 10:50	Re-imagining the practical offering for Science students – how to become a scientist Jacobs, K	Evidence-based mindset interventions to support the success of EDP students Du Plessis, A; Wagener, W	Closing the curriculum loop: An evaluation of a renewal intervention *Archer, E; Louw, A; Schmutz, A; Van Schalkwyk, S; Volschenk, M	Developing concepts in post-qualitative research Costandius, E	Welcoming practices – how are we doing? Petersen, J; Kloppers, P
10:55 – 11:15	A prison-university educational partnership: Rehumanising learning through collaborative course design Nel, M	Using blended learning in Social Work education: An uncomfortable shift Khosha, P; Zimba, Z	Innovation in Health leadership and management: Experiential learning through real-time case study Begg, K	Reflective learning in the substance use field: A longitudinal study Slabbert, I	Project-based learning to help narrow the gap through semantic waves *Mouton, M
11:20 – 11:40	Ethics application process at the University of Stellenbosch Business School Hanekom, S	Gamification for the win!... or not? Evaluating student perceptions Barnard, M; Adams, S; Du Preez, R	Successful design and implementation of a blended online MSc module Krügel, M	To kill a canary: Interpreters and educational practices at Stellenbosch University De Jager, S; Wheeler, R	The role of a peer mentoring programme in facilitating EDP students' access into higher education *Lombard, S
11:45 – 12:05	Views on SoTL in Engineering Blaine, D	Blended learning meeting the professional development needs of Science academics? *Adendorff, H; Rootman-Le Grange, I	Enhancing Geography education through place-based approaches in a PGCE programme Ontong, K	The impact of teaching / feedback on summative OSCE of 3 <sup>rd</sup> -year medical students Espen, B; Archer, E; Harmuth, K	Student perspectives: Curriculum transformation in a South African Politics module *Jonker, A
12:10 – 12:30	Exploring diverse teacher recruitment through narratives of teacher professional identity: a systematic literature review Carolissen, R	MS Excel-based tool for student management Arnott, G	Need for dialogic feedback: Reflection on current practice in Health professions education McNamee, Lakshini Sandhya (1); Archer, E; Carpenter, H; Peck, C; Van Schalkwyk, S	Evolution of embedding spatial thinking into a geospatial technology course Münch, Z	The influence of a flipped classroom on the learning approaches of first-year Speech-Language Therapy students Visser, M; Louw, A; Van As, J
12:30 – 13:30	<b>LUNCH</b>				

	<b>Ballroom</b>	<b>Somerset 1</b>	<b>Somerset 2</b>	<b>Somerset 3</b>	<b>Vergelegen</b>
	<b>EDUCATIONAL LEADERSHIP</b> Chair: <b>Anthea Jacobs</b>	<b>STUDENT SUCCESS</b> Chair: <b>Sonja Strydom</b>	<b>EVALUATION</b> Chair: <b>Karin Wolff</b>	<b>SOCIAL IMPACT / SOCIAL JUSTICE</b> Chair: <b>Charmaine van der Merwe</b>	<b>BLENDED LEARNING</b> Chair: <b>Neil Kramm</b>
13:35 – 13:55	Appreciative inquiry in the transformation of Military Science curriculum and programmes Monama, F	The BeWell mentoring experience as a vehicle for personal wellness development Dunn-Coetzee, M; Du Plessis, A; Kroon, C; Engelbrecht, R; Petersen, J	Making the shift: Reflections on implementing undergraduate flexible assessment Du Preez, R; Barnard, M; Young, G; Nieuwoudt, I	Knowledge intersections *Costandius, E	Simulation software enhances student learning of applied Economic Geology *Von der Heyden, B; George, J
14:00 – 14:20	Leadership models of conceptualising a hybrid mode academic offering Bosman, JP	Revisiting the role of language ability in academic performance: The case of Stellenbosch University Sebolai, K	In search of the sweet spot: Tutor training in Science *Adendorff, H; Rootman-Le Grange, I	Towards selection for success: A focus on the low-performance students with the aim to understand Louw, A; Fredericks, F; Blitz, J	Application of peer teaching using video technology Cilliers, S
14:25 – 14:45	Graduate attributes and university leadership: A social realist perspective Andrews, R	Core knowledge assessment in Organic Chemistry Arnott, G	Student preparedness and learning behaviour within a student-centred learning environment Rhode, C	Practical learning for ethical agency in teaching *Robinson, M	The impact of a blended learning hybrid model on nursing education students *Lourens, G; Hugo, J; Furst, L
14:50 – 15:10	JustLead: A pilot for social justice leadership education online Odendaal, R	Wellness and the success of Medicine and Health Sciences students Kroon, C; Du Plessis, A; Louw, A; Sinclair, E; Koch, C	The influence on distributed clinical training sites of undergraduate student placements Van Schalkwyk, S; Couper, I; Blitz, J; De Villiers, M; Lourens, G; Muller, J; Van Heerden, B	Developing intercultural competence: A case study involving third-year B.Com students at Stellenbosch University *Van Heukelum, M; Southwood, F	Corpus compilation for writing a multilingual cellphone subject dictionary <i>Presentation in Afrikaans, English interpreting service available</i> Van der Merwe, M; Van der Merwe, E

15:10 – 15:40 REFRESHMENTS					
	<b>Ballroom</b>	<b>Somerset 1</b>	<b>Somerset 2</b>	<b>Somerset 3</b>	<b>Vergelegen</b>
	<b>EDUCATIONAL LEADERSHIP</b> Chair: <b>Anthea Jacobs</b>	<b>STUDENT SUCCESS</b> Chair: <b>Sonja Strydom</b>	<b>INNOVATIVE TEACHING</b> Chair: <b>Karin Wolff</b>	<b>TRANSFORMING THE CURRICULUM</b> Chair: <b>Charmaine van der Merwe</b>	<b>BLENDED LEARNING</b> Chair: <b>Neil Kramm</b>
15:45 – 16:05	Experiential education: An emergent 21 <sup>st</sup> -century pedagogy Andrews, R	The daily struggles of EDP students: A mixed methods analysis Kroon, C; Du Plessis, A; Wagener, W	Unique ways to enhance critical thinking in Physiology undergraduate classes Essop, F	Auditors, caught with our pants down ... we need a new suit Sexton, N; Rudman, R	Virtual classroom trials in Hydraulics 324 – Civil Engineering *Botha, B; Jacobs, H
16:10 – 16:30	Leading programme renewal Blitz, J; Van Schalkwyk, S; Van Heerden, B; Smit, L; Volschenk, M	The ignored middle: Transition from first- to second-year in Financial Accounting Baard, R; Steenkamp, L	Lecturer versus smartphone: Towards a policy for teaching distracted minds Parry, D; Le Roux, D; Cornelissen, L	Transformative learning as pedagogy for the Health professions: A scoping review Van Schalkwyk, S; Hafler, J; Brewer, T; Maley, M; Margolis, C; McNamee, L; Meyer, I; Peluso, M; Schmutz, S; Spak, J; Davies, D	To guess or not to guess *Lutz, M; Retief, L

TIME	WEDNESDAY 31 OCTOBER 2018				
08:00 – 08:25	<b>COFFEE and REGISTRATION</b>				
08:30 – 09:30	<b>Plenary Session</b>		<b>Ballroom</b>		
	<b>Keynote address:</b> <b>Countering carelessness: A case for academic leadership as citizenship</b> <b>Prof. Magda Fourie-Malherbe</b> (Centre for Higher and Adult Education, Stellenbosch University) <b>Chair: Dr JP Bosman</b> (Head: Centre for Learning Technologies)				
09:45 – 10:30	<b>Poster session including posters from 2018 PREDAC participants</b> <b>Chair: Dr Karin Wolff</b> <p>Do online tools enhance student engagement in a Psychology module? *Coetzee, B; Kramm, N</p> <p>Holistic student success framework – asking the right question at each student success level Groenewald, Johan</p> <p>Perceived enablers and constraints of motivation to conduct undergraduate research: What role does choice play? Marias, D; Van Schalkwyk, S; Willems, B; Barsdorf, N; Kotlowitz, J</p> <p>Undergraduate medical students' reporting on barriers and enablers when performing blood cultures in the hospital setting Van der Berg, T; Harmuth, K; Archer, E</p>				
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: Melanie Skead</b>	<b>INTERDISCIPLINARY TEACHING</b> <b>Chair: Gert Young</b>	<b>ASSESSMENT</b> <b>Chair: Charmaine van der Merwe</b>	<b>BLENDED LEARNING</b> <b>Chair: Alma Coertzen</b>	<b>ACADEMIC LITERACIES / STUDENT SUCCESS</b> <b>Chair: Magda Barnard</b>
11:05 – 11:25	Planning for decolonising the Economics curriculum: 2017–2020 Nieuwoudt, L; Pegado, B	Innovation in Health leadership and management: Accessing performing arts for real-role-play immersion Begg, K; Danford, S	Reflection on knowledge and knowers in dynamic systems Louw, T; Auret, L; Basson, B; Wolff, K	The Physics Film Studio: Producing videos of demonstrations for Physics teaching *Maheso, A; Bosman, G; Newman, R; Rohwer, E	English Studies in South Africa: From practical criticism to blended learning Oppelt, R
11:30 – 11:50	Towards empirical validation of theoretical assumptions in Clinical Legal Education *Van der Merwe, S	Autonomy tours: Reflecting on the first offering of Science in Context Rootman-Le Grange, I; Stanford, F	Feedback mechanisms in first-year Physics *Bosman, G; Müller-Nedebock, K	Testing L2M2 acquisition of South African Sign Language: Developing a sentence repetition task Palmer, A; Baker, A; Huddleston, K	Career guidance: The development of written and digitally animated training and practice resources <i>Presentation in Afrikaans, English interpreting service available</i> *Conradie, K
11:55 – 12:15	A curriculum for Healthcare in the 21 <sup>st</sup> century: Reform and renewal of the MB,ChB programme at the Faculty of Medicine and Health Sciences *Volschenk, M; Geiger, J; Smit, L; Blitz, J; Van Heerden, B	The ratio revolution Southey, P	Peer mentoring and assessment in Mechanical and Mechatronic Engineering Muiyser, J; Venter, M	Transition from face-to-face teaching to blended learning on postgraduate level: context relevant enabling and constraining factors Odendaal, A	Identifying at-risk students using learning analytics at the Faculty of Military Science Pretorius, A

	<b>TRANSFORMING THE CURRICULUM</b> <b>Chair: Melanie Skead</b>	<b>MENTORING / TUTORING</b> <b>Chair: Gert Young</b>	<b>INNOVATIVE TEACHING</b> <b>Chair: Charmaine van der Merwe</b>	<b>BLENDED LEARNING</b> <b>Chair: Alma Coertzen</b>	<b>STUDENT SUCCESS</b> <b>Chair: Magda Barnard</b>
12:20 – 12:40	Onto-epistemological research as transformative teaching and learning praxis Perold-Bull, K; Costandius, E	Teacher professional development: Mentoring during work-integrated learning *Botha, M	Enhancing empathy in undergraduate medical students Meyer, I; Archer, E	The story about the polymer scientist and a thousand Z-generation students *Lutz, M; Retief, L	Stellenbosch University Graduate Destination Survey 2017/2018 Timmey, M; Du Plessis, A; Kroon, C
12:45 – 13:05	Concepts in context Southey, P	Exploring the optimal role of residence heads in promoting student success: An institutional case study Groenewald, J	Using Pecha Kucha as a psycho-educational facilitation tool for training school counselors *Damons, L; Jacobs, C; Dreyer, L	Development of blended learning tutorials and assessment mechanisms for the acquisition of South African Sign Language *Huddleston, K; Baker, A; Njeyiyana, M	Evaluating the impact of student agency on academic success of part-time military students. A case study Van Diemel, R
13:05 – 14:00	<b>LUNCH</b>				
	<b>Closing Session:</b>			<b>Ballroom</b>	
14:05 – 15:25	<b>Panel: The Stellenbosch University journey to academic leadership</b> <b>Chair: Dr Karin Cattell-Holden</b> <b>Inputs by conference participants essential</b>				
15:30	<b>Cocktail function: Awards and closing</b>				