

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	<u>Workshop 1:</u> Engaging students in an online learning environment Miné de Klerk (CLT) Magda Barnard (EMS)	<u>Workshop 2:</u> Lessons from an ESL classroom Daniella Favis (LC) Marian Clift (LC)	<u>Workshop 3:</u> Developing a teaching portfolio Karin Cattell-Holden (CTL) Jean Farmer (CTL) Neil Kramm (Arts)	<u>Workshop 4:</u> Research in Teaching & Learning – first steps in becoming Teaching Scholars Susan van Schalkwyk (CHPE) Hanelie Adendorff (CTL) Nicoline Herman (CTL) Charmaine van der Merwe (CTL)
10:30 – 11:00	Tea & Coffee			
11:00 – 13:00	<u>Workshop 1 (continued):</u> Engaging students in an online learning environment Miné de Klerk (CLT) Magda Barnard (EMS)	<u>Workshop 2 (continued):</u> Lessons from an ESL classroom Daniella Favis (LC) Marian Clift (LC)	<u>Workshop 3 (continued):</u> Developing a teaching portfolio Karin Cattell-Holden (CTL) Jean Farmer (CTL) Neil Kramm (Arts)	<u>Workshop 4 (continued):</u> Research in Teaching & Learning – first steps in becoming Teaching Scholars Susan van Schalkwyk (CHPE) Hanelie Adendorff (CTL) Nicoline Herman (CTL) Charmaine van der Merwe (CTL)
13:00 – 14:00	Lunch			
14:00 – 15:00	<u>Workshop 5:</u> Universal Design for learning with Technology Marcia Lyner-Cleophas (CSCD) JP Bosman (CLT)	<u>Workshop 6:</u> Transforming Assessment Into Great Learning Experiences Anthea Jacobs (CTL) Charmaine van der Merwe (CTL)		<u>Workshop 4 (continued):</u> Research in Teaching & Learning – first steps in becoming Teaching Scholars Susan van Schalkwyk (CHPE) Hanelie Adendorff (CTL) Nicoline Herman (CTL) Charmaine van der Merwe (CTL)
15:00 – 15:15	Tea & Coffee			
15:15 – 16:30	<u>Workshop 5 (continued):</u> Universal Design for learning with Technology Marcia Lyner-Cleophas (CSCD) JP Bosman (CLT)	<u>Workshop 6 (continued):</u> Transforming Assessment Into Great Learning Experiences Anthea Jacobs (CTL) Charmaine van der Merwe (CTL)		<u>Workshop 4 (continued):</u> Research in Teaching & Learning – first steps in becoming Teaching Scholars Susan van Schalkwyk (CHPE) Hanelie Adendorff (CTL) Nicoline Herman (CTL) Charmaine van der Merwe (CTL)

[<Back to programme>](#)

Workshop 1

Engaging students in an online learning environment

Target audience: Lecturers who are interested in developing the knowledge and practical skills to design and facilitate online teaching and learning activities that will actively engage their students.

Duration: 4 hours

Preparation: Participants will be required to complete a short online questionnaire and take part in an introductory, online forum discussion prior to the workshop. This will allow the facilitators to align the workshop content with the context of the participants (e.g. the size of their student cohorts, their available time for preparing and implementing online activities and their familiarity with SUNLearn).

Prerequisites: Participants will be requested to bring their laptops

Facilitators: Miné de Klerk (CTL)
Magda Barnard (EMS)

Duration: 4 hours

Max. number of participants (as they will access the Internet): 20

It can be challenging for teaching practitioners to foster dynamic conversations around course content in virtual spaces. Online interactions have the potential to allow students to share meaningful questions, deeply reflect on their learning and engage with different viewpoints. Face to face classroom dialogue should be further extended, then, in virtual spaces... The standard SUNLearn forum, however, remains a rather empty space. How can we better design and facilitate online discussions?

This workshop will provide an overview of the best practices for designing asynchronous and synchronous communication channels between lecturers and students in online spaces such as SUNLearn. Participants will be introduced to practical strategies for getting to know their students, sparking academic debate and assessing the quality of engagement in online learning environments. The workshop will explore the relevant tools available on SUNLearn in text-based, video and audio format. Examples will be shared of activities that SU lecturers have found to be both effective in terms of enriching students' learning experience, and feasible in terms of implementation. Resources and templates on netiquette (online etiquette), giving clear online instructions and practically 'on-boarding' your students will be made available.

[<Back to programme>](#)

Workshop 2

Lessons from an ESL classroom

Target audience:	All lecturers
Duration:	4 hours (08:30-13:00)
Preparation:	None
Prerequisites:	None
Facilitators:	Danielle Favis (LC) Marian Clift (LC)

Academic literacy comes about as a result of the interaction between learning content, learning tasks and language. According to Short (2002:14), “knowledge of one of the three knowledge bases required for academic literacy implies and necessitates knowledge of another base”. This poses a challenge for academic staff. Since English has become the language of learning and instruction at most South African universities, classrooms and lecture halls are increasingly becoming spaces with varying levels of English proficiency. Academic staff, more than ever before, are being challenged to find ways to make the knowledge they have to impart accessible to all students who enter their classrooms (Quinn, 2012, Vorster and Quinn, 2016).

With the rise of English as a global language, the field of Teaching English as a Foreign Language (TEFL) is one of the fastest growing fields of education worldwide. Ongoing, extensive research, as well as a large corpus of knowledge already available in this subject area, can offer some fresh insights into assisting learners with varying levels of English language proficiency more effectively in one classroom.

This workshop will place attendees in the shoes of students surrounded by a language unfamiliar to them, and enable them to extract from this experience simple, practical and effectual strategies to best empower students in their classrooms. Tried and tested TEFL techniques, such as concept- and instruction-checking questions, interactive group-work activities, and the scaffolding of lesson stages, will be highlighted in this engaging workshop.

[<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)

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

Prerequisites: None

Facilitators: Karin Cattell-Holden (CTL)

Jean Farmer (CTL)

Neil Kramm (Arts)

Do you need a tool to help you reflect on your teaching? Are you considering applying for an institutional or national teaching award, or for promotion? Are you perhaps preparing for a performance appraisal? A teaching portfolio is essential for these purposes.

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 colleagues 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

Research in Teaching & Learning – first steps in becoming Teaching Scholars

Target audience:	All lecturers
Duration:	4 to 6 hours (08:30 – 16:00)
Preparation:	None
Prerequisites:	Bring along your own ideas for classroom research
Facilitators:	Susan van Schalkwyk (CHPE) Hanelie Adendorff (CTL) Nicoline Herman (CTL) Charmaine van der Merwe (CTL)

Are you interested in exploring your students' learning in a more formal way? Or to approach your teaching in a more evidence-based way?

The target audience for this workshop is lecturers who would like to conduct research on their teaching practice, student learning or any other aspect of their teaching and learning context. This introductory workshop aims to help academics develop their classroom research (or SoTL) idea or interest into a viable research plan.

In this workshop, where participants will work with their own ideas, we will look at the research process in terms of getting the right focus and questions, defining and refining the purpose, selecting appropriate research methods and analytical procedures as well as analysing and interpreting data. We will also look at the requirements for ethical clearance and institutional permission.

[<Back to programme>](#)

Workshop 5

Universal Design for learning with Technology

Target audience:	All lecturers
Duration:	14:00 - 16:30
Preparation:	None
Prerequisites:	Participants will need an openness to learn about how to enact universal design for learning in their own teaching with technology practices. Furthermore, it would be helpful if they come with their own laptops as we will be doing hands-on work on Office documents, PDF files as well as on SUNlearn
Facilitators:	JP Bosman (CLT) Marcia Lyner-Cleophas (CSCD)

25 Maximum (participants need to work on the internet)

We owe all our students the advantage of Universal Design for Learning (UDL), given their diverse ways of learning! If you have ever wondered what UDL is and how to make sure all your T&L materials and SUNlearn resources and activities are on the cutting edge of inclusive and enabling design for learning, this workshop is for you. We will cover the basics of the theory and practice of UDL in a hands-on and practical manner. After the workshop you will have new knowledge and skills for bringing your T&L material and SUNlearn presence into the critical and transformative space of creating universally accessible learning material that is fit for purpose (or close to it!). Come with an open mind and a willingness to engage with student diversity. Your new knowledge will assist you to engage more with our student diversity.

[<Back to programme>](#)

Workshop 6

Transforming assessment into great learning experiences

Target audience:	All staff
Duration:	2 hours
Preparation:	none
Prerequisites:	none
Facilitators:	Anthea Jacobs (CTL) Charmaine van der Merwe (CTL)

Academics are under increased pressure to adapt their teaching and learning practices in response to society's changing expectations of higher education. Challenges such as increased student numbers and underprepared students entering higher education add to this pressure. Additionally, there's also an expectation that students should not just pass exams and receive a certificate or diploma, they must also attain real skills that will serve them well in the workplace. And, crucially, their tertiary education is expected to instil in them a willingness to contribute as both global and local citizens. These expectations impact on the entire teaching and learning process, including assessment. In the words of Professor David Boud, "Our assessment practices are the single most influential driver of what our students do" (Boud 2013), therefore the way we assess can contribute significantly to the goals we have for our students.

As an academic, you may have questions about how you can approach assessment with all of these challenges in mind. What are your traditional beliefs about assessment? How can you challenge your way of thinking to transform your assessment practices and ideas? How can you create a transformative learning experience for your students? One that "... transforms problematic frames of reference – sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) – to make them more inclusive, discriminating, open, reflective, and emotionally able to change" (Mezirow 2003:58). What about the role of the SU Assessment Policy (2012)?

This workshop will attempt to address these questions, challenging participants to reflect on their conventional ways of thinking about assessment and to consider new ideas. Furthermore, participants will be challenged to engage with the Stellenbosch Assessment Policy (2012), and to formulate suggestions for change or revision. These suggestions could serve as input to the current process of revision of the SU Assessment Policy (2012).

References

Boud, D 2013. Have we been getting feedback wrong? Available from:
<https://www.youtube.com/watch?v=c5zymogAaMM> [Accessed: 26 April 2018].

Mezirow, J 2003. Transformative Education as Discourse. *Journal of Transformative Education*, 1(1): 58-63.

Stellenbosch University 2012. Assessment Policy.

[<Back to programme>](#)