



Fonds vir Innovasie en Navorsing in Leer en Onderrig (FINLO)

Inlyn met die Leer- en Onderrigbeleid het die US in 2005 die Fonds vir Innovasie en Navorsing oor Leer en Onderrig (FINLO) gestig ten einde innovasie in en refleksie oor onderrig en leer aan te moedig. Die fonds skep die geleentheid vir dosente om innoverings uit te voer, effektiewe praktyke en prosesse te evalueer en om uitdagings, oplossings en neigings in die leer- en onderrigveld te ondersoek. Verder skep die fonds ook 'n meganisme vir die bekendmaak van navorsingsresultate wat gerig is op die verhoging van die kwaliteit van onderrig en leer. Enige dosent, groep dosente of Sentrum verantwoordelik vir onderrig en leer mag aansoek doen vir die toekenning van fondse.

FINLO toekennings word twee maal per jaar gemaak deur 'n subkomitee van die Komitee vir Leer en Onderrig (KLO). Aansoeke tot 'n maksimum van R50 000 word befonds.

Ontvangers van FINLO-fondse wat aanbiedings lewer tydens die AvOL 2018 konferensie	
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	Loopbaanvoortligting: 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
Huddlestone, 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 st 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

Sluitingsdatum vir die volgende rondte aansoeke: 9 November 2018

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*Ontvanger van FINLO-befondsing

PROGRAM: 11de Jaarlikse Konferensie oor die Akademieskap van Onderrig en Leer (AvOL)

TYD	DINSDAG 30 OKTOBER 2018								
07:00 – 08:25	Opstel van Plakkate								
08:00 – 08:25	KOFFIE en REGISTRASIE								
	Gesamentlike Sessies	Ballroom							
08:30 – 08:55	Opening: Dr. Melanie Skead (Direkteur: Sentrum vir Onderrig en Leer) Amptelike verwelkoming: Prof. Arnold Schoonwinkel (Viserektor: Leer en Onderrig)								
09:00 – 10:00	Hoofspreker: Leading for Learning: Building on your Values and Teaching Expertise Dr. Kathleen M Quinlan (Direkteur: Centre for the Study of Higher Education, Universiteit van Kent) Voorsitter: Dr. Kim Wallmach (Direkteur: Taalsentrum)								
10:00 – 10:25	VERVERSINGS								
	Ballroom	Somerset 1	Somerset 2	Somerset 3	Vergelegen				
	AKADEMIESE LEIERSKAP Voorsitter: Magriet de Villiers	TEGNOLOGIE IN ONDERRIG Voorsitter: Gavin van Niekerk	NAGRAADSE ONDERRIG Voorsitter: Karin Wolff	REFLEKSIE Voorsitter: Karin Cattell-Holden	FOKUS OP EERSTEJAARS Voorsitter: Jean Farmer				
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 Khosa, 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 Brewis, C; De Kock, E	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 rd -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 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	MIDDAGETE								

	Ballroom	Somerset 1	Somerset 2	Somerset 3	Vergelegen
	AKADEMIESE LEIERSKAP Voorsitter: Anthea Jacobs	STUDENTESUKSES Voorsitter: Sonja Strydom	EVALUERING Voorsitter: Kathryn Wirth	SOSIALE IMPAK / SOSIALE GEREGTIGHEID Voorsitter: Charmaine van der Merwe	TECHNOLOGIE IN ONDERRIG Voorsitter: Neil Kramm
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	Identifying at-risk students using learning analytics at the Faculty of Military Science Pretorius, A	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>Aanbieding in Afrikaans, Engelse tolkdiens beskikbaar</i> Van der Merwe, M; Van der Merwe, E

15:10 – 15:40 VERVERSINGS					
	Ballroom	Somerset 1	Somerset 2	Somerset 3	Vergelegen
	AKADEMIESE LEIERSKAP Voorsitter: Anthea Jacobs	STUDENTESUKSES Voorsitter: Sonja Strydom	INNOVERENDE ONDERRIG Voorsitter: Kathryn Wirth	TRANSFORMASIE VAN DIE KURRIKULUM Voorsitter: Charmaine van der Merwe	TECHNOLOGIE IN ONDERRIG Voorsitter: Neil Kramm
15:45 – 16:05	Experiential education: An emergent 21 st -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

TYD	WOENSDAG 31 OKTOBER 2018						
08:00 – 08:25	KOFFIE en REGISTRASIE						
	Gesamentlike Sessie	Ballroom					
08:30 – 09:30	Hoofsprekter: Countering carelessness: A case for academic leadership as citizenship Prof. Magda Fourie-Malherbe (Sentrum vir Hoër en Volwassene Onderwys, Universiteit Stellenbosch) Voorsitter: Dr. JP Bosman (Hoof: Sentrum vir Leertegnologieë)						
09:45 – 10:30	Plakkaatsessie met plakkate van 2018 PRONTAK deelnemers ingesluit Voorsitter: Dr. Karin Wolff Do online tools enhance student engagement in a Psychology module? *Coetzee, B; Kramm, N Holistic student success framework – asking the right question at each student success level Groenewald, Johan Perceived enablers and constraints of motivation to conduct undergraduate research: What role does choice play? Marais, D; Van Schalkwyk, S; Willems, B; Barsdorf, N; Kotlowitz, J Undergraduate medical students' reporting on barriers and enablers when performing blood cultures in the hospital setting Van der Berg, T; Harmuth, K; Archer, E						
10:30 – 11:00	VERVERSINGS						
	Ballroom	Somerset 1	Somerset 2	Somerset 3	Vergelegen		
	TRANSFORMASIE VAN DIE KURRIKULUM Voorsitter: Melanie Skead	INTERDISSIPLINêRE ONDERRIG Voorsitter: Gert Young	ASSESSERING Voorsitter: Charmaine van der Merwe	TECHNOLOGIE IN ONDERRIG Voorsitter: Alma Coertzen	AKADEMIESE GELETTERTDHEDE Voorsitter: Magda Barnard		
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-Nedeboek, K	Testing L2M2 acquisition of South African Sign Language: Developing a sentence repetition task Palmer, A; Baker, A; Huddlestone, K	Career guidance: The development of written and digitally animated training and practice resources <i>Aanbieding in Afrikaans, Engelse tolkdiens beskikbaar</i> *Conradie, K		
11:55 – 12:15	A curriculum for Healthcare in the 21 st 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	To be confirmed	Revisiting the role of language ability in academic performance: The case of Stellenbosch University Sebolai, K		

	TRANSFORMASIE VAN DIE KURRIKULUM Voorsitter: Melanie Skead	MENTORSKAP / TUTORSKAP Voorsitter: Gert Young	INNOVERENDE ONDERRIG Voorsitter: Charmaine van der Merwe	TEGNOLOGIE IN ONDERRIG Voorsitter: Alma Coertzen	STUDENTESUKSES Voorsiter: Magda Barnard			
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 *Huddlestone, K; Baker, A; Njeyiana, M	From township to workplace: A journey through higher education into the labour market Lourens, E			
13:05 – 14:00	MIDDAGETE							
	Afsluitingsessie:		Ballroom					
14:05 – 15:25	Paneel: The Stellenbosch University journey to academic leadership Voorsitter: Dr. Karin Cattell-Holden Insette van konferensiedeelnemers noodsaklik							
15:30	Skemerkelfunksie: Toekennings en afsluiting							