

Pre-conference Workshops (click on the heading of each workshop for more information, for example 'Workshop 1')  
Voorkonferensiewerkswinkels (klik op die opskrif vir meer inligting oor elke werkswinkel, byvoorbeeld "Werkswinkel 1")

Time Tyd	Somerset 1	Somerset 2	Vergelegen	Somerset 3
08:30 – 13:00 [Tea / Tee: 10:30 – 11:00]	<p><a href="#">Workshop 1 / Werkswinkel 1:</a> <b>Gamification – Let's learn to play</b> <i>Gamification – Kom ons leer om te speel</i></p> <p>Hanelie Adendorff (CTL / SOL) Carla Pretorius (Chemistry and Polymer Science / <i>Chemie en Polimeerwetenskap</i>) Ilse Rootman-Le Grange (Science / <i>Natuurwetenskappe</i>)</p>	<p><a href="#">Workshop 2 / Werkswinkel 2:</a> <b>Getting to grips with Forms A and B</b> <i>Raak Vorms A en B baas</i></p> <p>Melissa van der Vyver (APQ / ABG)</p>	<p><a href="#">Workshop 3 / Werkswinkel 3:</a> <b>Introduction to developing a teaching portfolio</b> <i>Inleiding tot die ontwikkeling van 'n onderrigportefulje</i></p> <p>Karin Cattell-Holden (CTL / SOL) Melanie Skead (CTL / SOL) Neil Kramm (CLT / FASS / Engineering) (SLT / LSW / ING) Guest speakers / <i>Gassprekers</i></p>	<p><a href="#">Workshop 4 / Werkswinkel 4:</a> <b>Research in Teaching &amp; Learning – first steps in becoming Teaching Scholars</b> <i>Navorsing in Leer &amp; Onderrig – die eerste treë na die Akademieskap van Leer en Onderrig</i></p> <p>Susan van Schalkwyk (CHPE / SGBO) Hanelie Adendorff (CTL / SOL) Nicoline Herman (CTL / SOL) Charmaine van der Merwe (CTL / SOL)</p>
13:00 – 14:00	<b>Lunch / Middagete</b>			
14:00 – 16:30 [Tea / Tee: 15:00 – 15:15]	<p><a href="#">Workshop 5 / Werkswinkel 5:</a> <b>Experiential Interpreting Workshop</b> <i>"Beleef talking" werkswinkel</i></p> <p>Members of the interpreting research team / <i>Lede van die tolknavorsingsgroep</i></p>	<p><a href="#">Workshop 6 / Werkswinkel 6:</a> <b>Applications for FIRLT / FINLO – Regulations, Criteria, Guidelines and Budgets</b> <i>Aansoeke vir FINLO / FIRLT – Regulasies, Kriteria, Riglyne en Begrotings</i></p> <p>Jean Farmer</p>		<p><a href="#">Workshop 4 (continued) / Werkswinkel 4 (vervolg):</a> <b>Research in Teaching &amp; Learning – first steps in becoming Teaching Scholars</b> <i>Navorsing in Leer &amp; Onderrig – die eerste treë na die Akademieskap van Leer en Onderrig</i></p> <p>Susan van Schalkwyk (CHPE / SGBO) Hanelie Adendorff (CTL / SOL) Nicoline Herman (CTL / SOL) Charmaine van der Merwe (CTL / SOL)</p>

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**Workshop 1: Gamification – Let's learn to play**

**Target audience:** All lecturers  
**Duration:** 4 hours  
**Preparation:** Reading material will be made available before the conference  
**Prerequisites:** Bring along your own innovative ideas for gamified activities that you are thinking of incorporating into your classes  
**Facilitators:** Hanelie Adendorff (CTL)  
Carla Pretorius (Chemistry and Polymer Science)  
Ilse Rootman-Le Grange (Science)

It is widely recognized that a very important aspect of the learning process for students involves engagement not only with the content of a subject but also with peers. However, traditional lecture formats offer very little opportunity for students to achieve this level of engagement.

Gamification has been proposed as one pedagogical innovation that may be able to address this problem as it has been reported to increase student engagement and enhance learning. The term, gamification, describes an approach in teaching and learning where game-based mechanics and thinking are incorporated into learning experiences in order to engage and motivate learners.

This workshop will introduce participants to recent literature that shows that games not only improve student engagement but also lead to measurable learning gains. Furthermore, the pedagogy associated with gamification will be explored and the elements of a well-designed game will be introduced. Participants will be equipped with the knowledge to become active designers of their own effective gamification activities during the workshop.

**Werkswinkel 1: Gamification – Kom ons leer om te speel**

**Teikengroep:** Alle dosente  
**Duur:** 4 ure  
**Vorbereiding:** Leesmateriaal sal voor die konferensie beskikbaar gestel word  
**Voorvereistes:** Bring jou eie vernuwendes idees saam vir spelgedrewe aktiwiteite wat jy in jou klasse wil inkorporeer  
**Fasiliteerders:** Hanelie Adendorff (SOL)  
Carla Pretorius (Chemie en Polimeerwetenskap)  
Ilse Rootman-Le Grange (Natuurwetenskappe)

Daar word algemeen aanvaar dat 'n belangrike aspek van die leerproses vir studente nie net kontak en interaksie met die inhoud is nie, maar ook kontak en interaksie met hulle eweknieë. Tradisionele lesingformate bied egter weinig geleentheid vir studente om op so 'n vlak met hulle medestudente interaksie te hê.

*Gamification* word reeds gesien as 'n pedagogiese innovasie wat gebruik kan word om hierdie probleem aan te spreek aangesien daar bewyse is dat dit studente se betrokkenheid verhoog en die leerproses bevorder. Die term *gamification* beskryf 'n benadering tot onderrig en leer waar spelgebaseerde meganismes en denkprosesse geïntegreer word in die leerervarings om so die leerders meer betrokke te kry en te motiveer.

Hierdie werkswinkel sal deelnemers bekendstel aan die mees onlangse literatuur wat uitwys dat "speletjies" nie net studente se betrokkenheid verbeter nie, maar ook lei tot 'n meetbare toename in leer as sodanig. Verder sal die pedagogie geassosieer met spelgedrewe leer ondersoek word en die elemente van 'n goed-ontwerpte spel sal bekendgestel word. Deelnemers sal ook in die werkswinkel toegerus word met die kennis om self aktiewe ontwerpers van hulle eie effektiewe spelgedrewe aktiwiteite te word.

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<b>Workshop 2:</b>	<b>Getting to grips with Forms A and B</b>
<b>Target audience:</b>	Programme leaders / other staff members who are responsible for the planning / coordination of a new programme and or module(s)
<b>Duration:</b>	4 Hours
<b>Preparation:</b>	None
<b>Prerequisites:</b>	Delegates are required to bring a laptop along
<b>Facilitator(s):</b>	Melissa van der Vyver (APQ)

As a thriving university we promote the continuous renewal of the University's academic programmes. Sometimes it becomes necessary to rethink an already existing programme, when professional bodies adapt the training requirements for professional programmes. Or, as new knowledge markets unfold, we want to seize the opportunity to create a new programme or module that will broaden our academic offering.

However, putting the planning on paper for approval could seem like a daunting task. It would help to understand why the documentation for approval of a new programme (Form A) and approval of a new module / changes to a current module (Form B) should be completed and how to do so. These insights will not only help during the planning process, but will ensure that these requests are not returned for resubmissions. Familiarity with the documentation will also save you time in future. This workshop is available to all staff members interested in understanding this process better.

We will provide an overview of the internal and external accreditation process of academic programmes and specifically focus on why the information for our Form A and Form B are required, what they are used for and where to find the policy information needed to complete the forms or who to contact for assistance. We will guide you through the process of completing these forms – formulating outcomes, how to link outcomes to the assessment approach of the programme and/or module and the financial sustainability component for a new programme. Participants will also have the opportunity to practice their skills by completing components of Forms A and B.

<b>Werkswinkel 2:</b>	<b>Raak Vorms A en B baas</b>
<b>Teikengroep:</b>	Programleiers / ander personeellede wat verantwoordelik is vir die beplanning / koördinerings van 'n nuwe program of module(s)
<b>Duur:</b>	4 uur
<b>Voorbereiding:</b>	Geen
<b>Voorvereistes:</b>	Deelnemers moet skootrekenaars saambring
<b>Fasiliteerder:</b>	Melissa van der Vyver (Akademiese Beplanning en Kwaliteit)

As 'n vooruitstrewende universiteit is ons voortdurend besig om die Universiteit se akademiese programme te vernuwe. Soms is dit nodig om nuut te dink oor bestaande programme as professionele liggame die opleidingsvereistes aanpas vir die professionele programme. Verder, soos die kennis daarbuite ontwikkel, wil ons ook die geleentheid aangryp om 'n nuwe program of module te skep wat ons akademiese aanbod verbreed.

Om sodanige beplanning egter op papier te kry vir goedkeuring, kan na 'n uitdaging lyk. Dit sou help om te verstaan hoekom die dokumentasie vir die goedkeuring van 'n nuwe program (Vorm A) en die goedkeuring van 'n nuwe module of veranderinge aan 'n bestaande module (Vorm B) voltooi moet word en hoe om dit te doen. Hierdie insigte sal nie net die beplanningsproses vergemaklik nie, maar dit sal ook verseker dat hierdie versoeke nie teruggestuur word vir herindiening nie. As jy bekend is met die dokumentasie, sal dit jou ook in die toekoms tyd spaar. Hierdie werkswinkel is beskikbaar vir alle personeellede wat graag hierdie proses beter wil verstaan.

Ons sal 'n oorsig gee van die interne en eksterne akkrediteringsproses van akademiese programme en spesifiek fokus op waarom die inligting op ons Vorm A en Vorm B benodig word, waarvoor dit gebruik word, en waar om die beleidsinligting wat nodig is om die vorms te voltooi te vind of wie om te kontak vir sodanige inligting. Ons sal jou deur die proses lei om die vorms te voltooi – die formulering van uitkomst, die koppeling van die uitkomst aan die assesseringsbenadering van die program en/of module en die finansiële volhoubaarheid van 'n nuwe program. Deelnemers sal ook die geleentheid kry om hulle vaardighede te oefen deur komponente van Vorms A en B te voltooi. [\[back to programme\]](#)

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<b>Workshop 3:</b>	<b>Introduction to developing a teaching portfolio</b>
<b>Target audience:</b>	All lecturers
<b>Duration:</b>	4 hours
<b>Preparation:</b>	None
<b>Prerequisites:</b>	None
<b>Facilitators:</b>	Karin Cattell-Holden (Centre for Teaching and Learning) Melanie Skead (Centre for Teaching and Learning) Neil Kramm (Faculty of Arts and Social Sciences / Faculty of Engineering) Guest speakers

This session would be appropriate for any lecturers who are considering preparing a portfolio of their teaching, whether to apply for promotion or for an institutional or national teaching award, or to start the process of reflecting on their teaching.

A teaching portfolio documents your teaching and helps you to track your growth as a university teacher. It also provides you with an opportunity to identify areas in your professional learning for further development and topics for research on teaching and learning.

In this workshop we will explore the different stages in developing a teaching portfolio. We will start off by discussing 'critical reflection' and how to cultivate it regarding your teaching. We will then examine the components of a portfolio, with reference to relevant educational literature, and you will have the opportunity to apply this portfolio structure to your teaching practice. With the help of case studies, you will explore different aspects of your teaching context, teaching beliefs and goals, and how to put together a teaching philosophy statement. You will also review the different portfolio formats and 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.

<b>Werkswinkel 3:</b>	<b>Inleiding tot die ontwikkeling van 'n onderrigportefeulje</b>
<b>Teikengroep:</b>	Alle dosente
<b>Duur:</b>	4 uur
<b>Voorbereiding:</b>	Geen
<b>Voorvereistes:</b>	Geen
<b>Fasiliteerders:</b>	Karin Cattell-Holden (Sentrum vir Onderrig en Leer) Melanie Skead (Sentrum vir Onderrig en Leer) Neil Kramm (Fakulteit Lettere en Sosiale Wetenskappe / Fakulteit Ingenieurswese) Gassprekers

Hierdie sessie is gepas vir alle dosente wat dit oorweeg om portefeuljes van hulle onderrig saam te stel, of dit nou is om aansoek te doen vir bevordering of vir 'n institusionele of nasionale onderrigtoekenning, en of dit is om te begin reflekteer oor hulle eie onderrig.

'n Onderrigportefeulje dokumenteer jou onderrig en help jou om tred te hou met jou ontwikkeling en groei as 'n universiteitsdosent. Dit bied jou ook 'n geleentheid om dié areas in jou professionele leerproses te identifiseer waar jy verder kan ontwikkel en lig die onderwerpe uit waarvoor jy navorsing kan doen met betrekking tot onderrig en leer.

In hierdie werkswinkel sal ons die verskillende stappe vir die ontwikkeling van 'n onderrigportefeulje ondersoek. Ons sal begin deur "kritiese refleksie" te bespreek en hoe om dit relevant te maak met betrekking tot jou onderrig. Ons sal dan die onderdele van 'n portefeulje ondersoek met verwysing na die relevante opvoedkundige literatuur, en jy sal die geleentheid kry om hierdie portefeuljestructuur toe te pas op jou eie onderrigpraktyk. Met behulp van gevallestudies sal jy die verskillende aspekte van jou

onderrigkonteks, -waardes en -doelwitte ondersoek en hoe om dit uiteindelik saam te vat in 'n onderrigfilosofiestelling. Jy sal ook die verskillende portefeuljeformate kan evalueer en sien watter opsies beskikbaar is vir digitale portefeuljes.

Tydens die werkswinkel sal jy ook jou onderrigervarings met jou kollegas kan deel en saam kan werk aan die verskillende komponente van julle onderskeie portefeuljes. Aan die einde van die werkswinkel sal jy reeds 'n voorlopige raamwerk vir 'n onderrigportefeulje opgestel het en begin het om jou eie onderrigfilosofiestelling te formuleer.

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**Workshop 4: Research in Teaching & Learning – first steps in becoming Teaching Scholars**

<b>Target audience:</b>	All lecturers
<b>Duration:</b>	6 hours
<b>Preparation:</b>	None
<b>Prerequisites:</b>	Bring along your own ideas for classroom research
<b>Facilitators:</b>	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.

**Werkswinkel 4: Navorsing in Leer & Onderrig – die eerste treë na die Akademieskap van Leer en Onderrig**

<b>Teikengehoor:</b>	Alle dosente
<b>Tydsduur:</b>	6 ure
<b>Voorbereiding:</b>	Geen
<b>Voorvereistes:</b>	Kom met jou eie idees vir klaskamernavorsing
<b>Fasiliteerders:</b>	Susan van Schalkwyk (SGBO) Hanelie Adendorff (SOL) Nicoline Herman (SOL) Charmaine van der Merwe (SOL)

Stel jy belang daarin om hoe jou studente leer op 'n meer formele manier te ondersoek? Of om jou onderrig op 'n meer wetenskaplik-gefundeerde manier te benader? Die teikengehoor vir hierdie werkswinkel is dosente wat graag navorsing wil doen oor hoe hulle onderrig gee, oor hoe studente werklik leer of oor enige ander aspek binne hulle konteks vir onderrig en leer. Dié inleidende werkswinkel het ten doel om akademië te help om vanaf 'n klaskamernavorsingsidee of -belangstelling te beweeg na 'n lewensvatbare navorsingsplan. In hierdie werkswinkel sal deelnemers met hulle eie idees werk. Ons gaan kyk na verskillende aspekte van die navorsingsproses, naamlik die identifisering van die regte fokus en vrae, die uiteensetting en verfyning van die doelwit, die keuse van die gepaste navorsingsmetodes en analitiese prosedures, en die analise en interpretasie van data. Ons sal ook kyk na die vereistes vir etiese klaring en institusionele toestemming.

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**Workshop 5:                   Experiential Interpreting Workshop**

**Target audience:**       Specifically first-year lecturers who will most likely have interpreters in their classes, but anybody with an interest in cognitive processes is welcome.

**Duration:**                2:30 min

**Preparation:**            none

**Prerequisites:**         none

**Facilitators:**           Members of the interpreting research team

During this workshop you will have the opportunity to step into the shoes of the educational interpreter in a variety of simulated classroom scenarios. This interactive experience will help you to better understand not only the cognitive, but also the various other situated, determining factors which form an integral part of the meaning-making process in the lecture hall. This process of meaning-making is not only a part of the educational interpreter's lived reality, but also of that of the student who chooses to use interpreting as a means to overcome language barriers.

Apart from learning more about how your own brain functions and what your individual, instinctive coping strategies are, you will also get to experiment with different techniques like simultaneous and consecutive interpreting. You will again become aware of the importance of using signpost language and other discourse markers effectively in your lectures to help students navigate their way through challenging academic content.

A group of experienced educational interpreters at SU will be on hand to guide you through the process. They will also share anecdotal, often humorous, evidence of their own experiences in highly pressurised situations, as well as tips and guidelines that they have picked up over time.

**Werkswinkel 5:            "Beleef talking" werkswinkel**

**Teikengroep:**            Veral gefokus op dosente van eerstejaars wat heel moontlik tolke in hulle klasse sal hê, maar almal wat geïnteresseerd is in kognitiewe prosesse is welkom.

**Duur:**                     2:30 min

**Vorbereiding:**         Geen

**Voorvereistes:**        Geen

**Fasiliteerders:**        Lede van die tolknavorsingsgroep

In dié werkswinkel sal jy die geleentheid kry om jou te vereenselwig met die rol van die opvoedkundige tolk in 'n verskeidenheid gesimuleerde klaskamer-scenario's. Hierdie interaktiewe ervaring sal jou help om nie net die kognitiewe sy beter te verstaan nie, maar ook verskeie ander situasiegebonde bepalende faktore wat 'n integrale deel van die betekeniskeppende proses in die lesinglokaal vorm. Die proses om betekenis te skep is nie net deel van die opvoedkundige tolk se realiteit nie, maar ook van die realiteit van die student wat kies om tolking te gebruik om taalhindernisse te oorbrug.

Behalwe dat jy meer sal leer oor jou eie breinfunksies en jou individuele, instinktiewe strategieë om sin te maak van 'n situasie, sal jy ook die kans kry om met die verskillende tegnieke soos simultane en opeenvolgende tolking te eksperimenteer. Jy sal weereens bewus word van die belangrikheid daarvan om taalmerkers en ander diskoersmerkers effektief in jou lesings te gebruik om jou studente te help om hulle pad te vind deur die uitdagende akademiese inhoud.

'n Groep ervare opvoedkundige tolke van die US sal beskikbaar wees om jou deur die proses te lei. Hulle sal anekdotiese, en soms ook humoristiese, bewyse van hulle eie ervarings in hierdie spanningsvolle situasies deel, en ook wenke en riglyne gee wat hulle uit eie ervaring het.

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<b>Workshop 6:</b>	<b>Applications for FIRLT / FINLO – Regulations, Criteria, Guidelines and Budgets</b>
<b>Target audience:</b>	Higher education staff, academic and support staff
<b>Duration:</b>	2 hours
<b>Preparation:</b>	i) Reading of sections of Vision 2040 (Teaching and Learning Policy 2018-2022) and a short article; ii) bring along an issue regarding learning and teaching you would like to research or innovate
<b>Prerequisites:</b>	None
<b>Facilitators:</b>	Jean Farmer

Would you like to strengthen your learning and teaching portfolio at Stellenbosch University (SU) and are you in need of funding, time and assistance? Did you know that SU provides all staff involved in teaching and learning with the opportunity to delve into the innovation and research of learning and teaching by offering support as well funding opportunities?

Which part of your module, programme or curriculum can be enhanced to optimize the academic experience for our students?

The Teaching and Learning Policy 2018-2022 aims to promote an enabling institutional environment where quality learning and teaching can flourish across the student body, the academic staff cohort support services divisions and management bodies.

In this workshop, we will look at what is required for a proposal for funding to be considered. We will briefly share, discuss and grow our ideas and with others. During the session, we will work through the criteria and regulations of FIRLT / FINLO and together look at ways our ideas may develop into an application to enhance learning and teaching and possibly publishing on teaching practice. You will also learn about related opportunities to the fund.

This workshop allows lecturers and support staff to engage with learning and teaching research and innovation at SU and respond to the question: What can I do in the context of my disciplinary and departmental / institutional role to enhance learning and teaching at SU?

Prior to the session, participants are required to read strategic documents and to think of ways in which they may improve the academic space and experience through their innovation and research.

<b>Werkswinkel 6:</b>	<b>Aansoeke vir FINLO / FIRLT – Regulasies, Kriteria, Riglyne en Begrotings</b>
<b>Teikengroep:</b>	Hoëronderligpersoneel, akademiese en ondersteuningspersoneel
<b>Duur:</b>	2 uur
<b>Voorbereiding:</b>	i) Lees die relevante afdelings van Visie 2040 (Leer- en Onderrigbeleid 2018-2022) asook 'n kort artikel ii) Kom reeds met 'n kwessie met betrekking tot onderrig en leer waaroor jy graag navorsing wil doen of wat jy wil vernuwe
<b>Voorvereistes:</b>	Geen
<b>Fasiliteerder:</b>	Jean Farmer

Wil jy graag jou onderrig-en-leer-portefeulje by die Universiteit Stellenbosch (US) versterk en benodig jy befondsing, tyd en hulp? Het jy geweet dat die US aan alle personeel wat betrokke is by onderrig en leer die geleentheid gee om dieper te delf in die innovasie van en navorsing oor onderrig en leer deur ondersteuning asook befondsing aan te bied?

Watter deel van jou module, program of kurrikulum kan uitgebrei en vernuwe word om die akademiese ervaring van ons studente te optimeer?

Die Leer- en Onderrigbeleid 2018-2022 het ten doel om 'n bevorderlike institusionele omgewing aan te moedig waar onderrig en leer van gehalte in die hele studentekorps, die akademiese personeelkohort, steundiensafdelings en bestuursliggame kan gedy.



In hierdie werkswinkel wil ons kyk na wat nodig is vir 'n voorlegging vir befondsing om oorweeg te word. Ons sal kortliks ons idees met mekaar deel, bespreek en ontwikkel. In die sessie sal ons deur die kriteria en reëls van FIRLT/FINLO werk, en saam met deelnemers kyk hoe hulle idees ontwikkel kan word in 'n toepassing om leer en onderrig uit te bou wat moontlik kan lei tot die publikasie van 'n artikel oor onderrigpraktyk. Jy sal ook inligting kry oor ander geleenthede wat die fonds bied.

Hierdie werkswinkel gee aan dosente en ondersteuningspersoneel die geleentheid om betrokke te raak by navorsing oor onderrig en leer en innovasie by die US en die volgende vraag te kan beantwoord: Wat kan ek doen in die konteks van my dissiplinêre en departementele rol om onderrig en leer by die US te bevorder?

Voor die sessie word daar van deelnemers verwag om strategiese dokumente te lees en te dink aan maniere waarop hulle die akademiese ruimte en leerondervinding deur innovasie en navorsing kan verbeter.

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