



**Scholarship of Teaching and Learning**  
In-person conference

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**Akademieskap van Onderrig en Leer**  
Konferensie in lewende lywe

**ACADEMIC RENEWAL**

towards transformative teaching-learning-assessment  
in service of society

**30 October –  
1 November 2023**

HOST:  
Division for Learning and Teaching Enhancement

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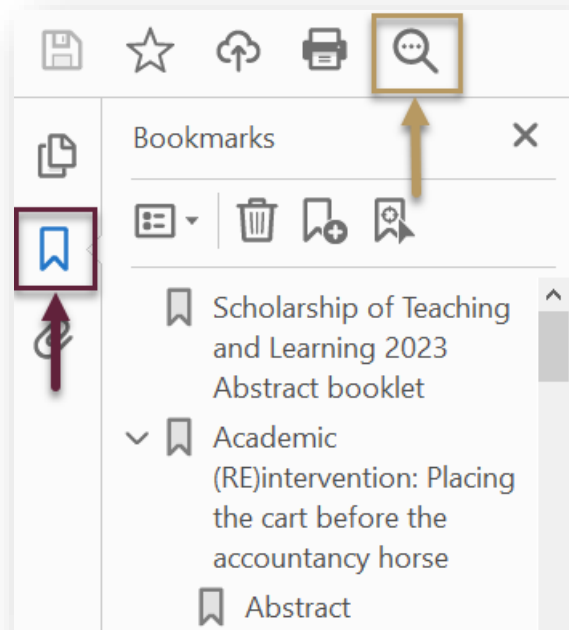
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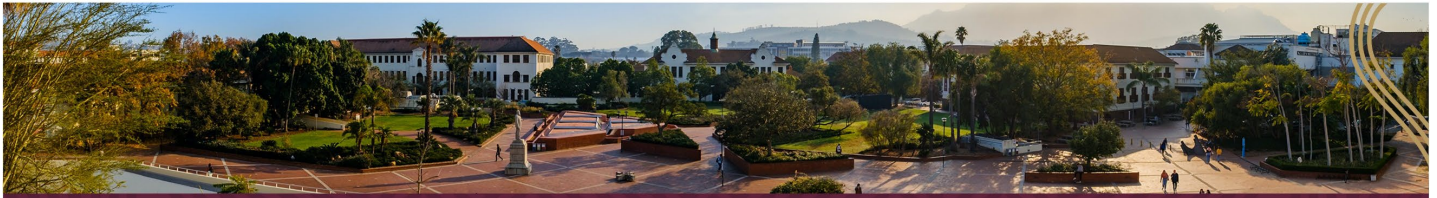
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## Scholarship of Teaching and Learning 2023 Abstract booklet

All abstracts are listed chronologically according to the programme. You can navigate the booklet by:



- Using the “Bookmarks” function (shown in maroon)
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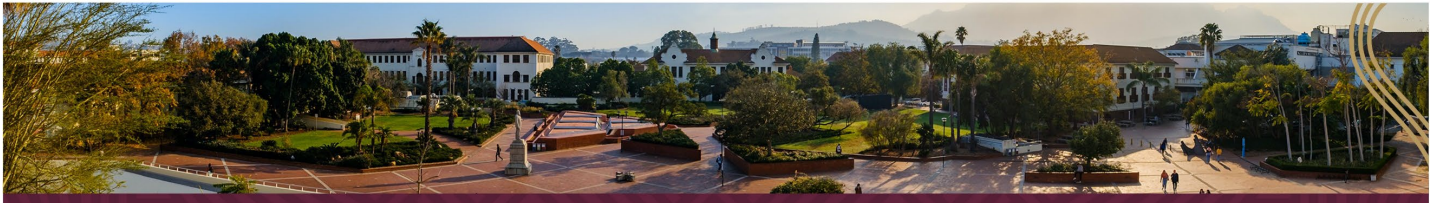
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## **Academic (RE)intervention: Placing the cart before the accountancy horse**

Mrs Na-ella Khan, Prof Riaan Rudman

School of Accountancy

### **Abstract**

Higher education dropout rates have increased in recent years. To reduce the financial and social costs of repeating a module, attention has been focused on providing students with additional academic support. One solution suggested by van Rooyen, Ontong and Mitchell (2021) is the use of accelerated learning courses in the form of vacation schools (VSs). Other solutions implemented to address academic underperformance are available but tend to be reactive.

A VS was developed that takes a proactive approach in providing students with an introduction, helping them to look ahead at the principles that form the foundation of the topics in the semester to come. The VS focuses on key principles and discusses the best approach when students prepare for future assessments. The VS is based on the premise that, if students understand the key principles before they explore the details in class, the repetition in class will solidify their knowledge. Taking a proactive approach could have the benefit of improving students' understanding and enhancing performance. It is a more cost effective and timely approach. The objective of this work is to provide insight into the design and development of a pre-emptive VS for auditing, and to reflect on the outcomes and challenges related to the design and implementation of a VS. The work provides an innovative solution to a problem of student under-performance that currently is not really addressed in academia and that all academics are struggling with.





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## Letting it slide: A perfectionist's reflection on the design quality of PowerPoint slides, and whether it matters

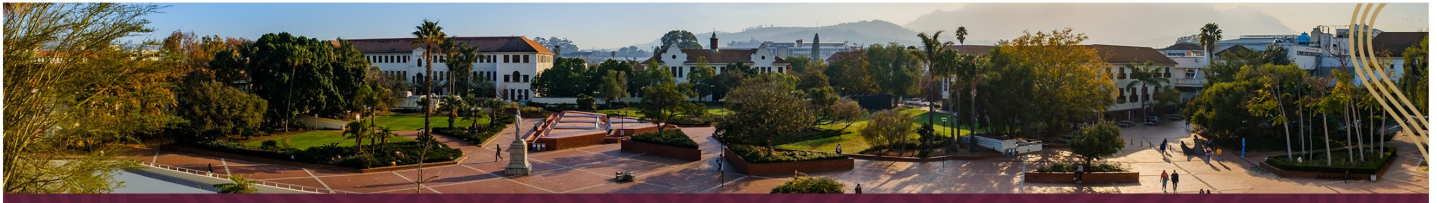
Dr Jaco Kemp

Geography and Environmental Studies

### Abstract

PowerPoint slides are used in 93% of lectures at Stellenbosch University. I made up this statistic, but at least I opened strong and now I have your attention. We have come a long way from Plato's Academy, where students would sit at the feet of great philosophers and learning was largely dialectic, rather than in the form of lectures. Later, the introduction of the slate blackboard allowed teachers to display learning materials to an entire classroom. This was so revolutionary that author Josiah Bumstead claimed in 1841 that "the inventor or introducer of the system deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind" (Bumstead, 1841). What would he have said, I wonder, about PowerPoint?

Here, we come up against the stark reality that, despite expectations, most modern university lecturers are not graphic designers. There is enormous variability in the visual and design quality of slides that lecturers develop as teaching aids and to provide to students. There are immaculate sets of slides that are visually appealing and easy to read, with logical flow, clarity of navigation and consistency of typography and design elements. There are spartan slides with black text on white backgrounds. And then there are the swirling vortices of entropy and chaos. This presentation reflects on some potential best practices for slide design, how this might differ between presentation slides and handout slides, what we can realistically expect from lecturers, and whether any of this matters.



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## **Mentoring as critical care: Partnering with the SU Teaching Fellows**

Dr Karin Cattell-Holden

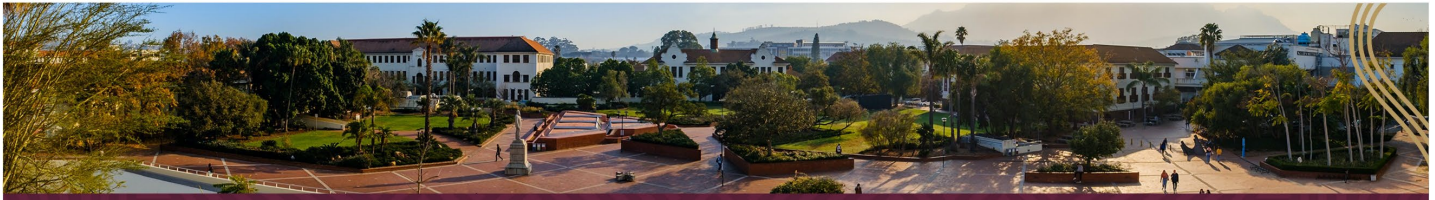
Centre for Teaching and Learning

### **Abstract**

The Stellenbosch University (SU) teaching fellowships provide eminent teachers and scholars of teaching and learning with the opportunity to grow both their teaching expertise and the scholarship of teaching and learning at the University. The fellows are funded by the University Capacity Development Plan (UCDP) to design and execute a research project over one to three years on an aspect of teaching-learning-assessment (TLA) and to disseminate good TLA practices in their faculties.

As project manager of these fellowships since 2018, I have a dual role: mentoring and monitoring SU's teaching fellows. Monitoring involves mainly the administration of the grants and fellowship commitments, while mentoring encompasses partnering with the fellows in a community of practice (CoP). I view this mentorship as "critical care": building intentional, authentic and compassionate relationships with the fellows to a) facilitate their optimising the learning opportunities offered by the fellowships, b) foster their growth as change agents in TLA at SU, and c) value each fellow as a whole person (Sutherland, 2018).

With the above as context, I will use the reflective framework developed by Rolfe, Freshwater and Jasper (2001) to discuss the challenges that teaching fellows at SU experience, how relationality supports them and why attention to the academic as a whole person can be transformational. I will then detail the impact of critical care in this context and what I have learnt. Finally, I will consider how this approach could be improved and what the impact might be on the fellows and TLA at SU.



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## How a Wise Belonging Intervention Impacts Engineering Students Differently

Prof Celeste Viljoen<sup>1</sup>, Prof Debby Blaine<sup>2</sup>, Dr Margreth Tadie<sup>3</sup>, Dr Alten Du Plessis<sup>4</sup>

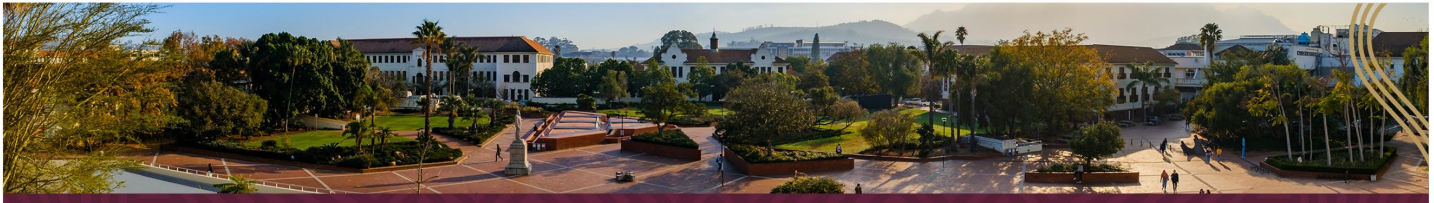
<sup>1</sup>Vice-Dean: Teaching and Quality Assurance, Faculty of Engineering <sup>2</sup>Mechanical and Mechatronic Engineering <sup>3</sup>Chemical Engineering <sup>4</sup>Centre for Business Intelligence, Strategic Initiatives and Information Governance

### Abstract

A promising way to mitigate inequality during the first year of university is by addressing students' worries about belonging. Results from a large, randomized controlled experiment (Walton et al., 2023) showed that an online social-belonging intervention increased the rate at which students completed their first year as full-time students. This was especially true for groups that had historically progressed at lower rates. Walton and Crum (2021) similarly report the results of various large-scale implementations of wise belonging interventions that successfully improved university performance and closed historic academic achievement gaps.

The Faculty of Engineering has experimented with and integrated a scalable online belonging intervention in the curriculum of mainstream first-year students during 2023. The intervention is based on the so-called difference-education approach (Townsend et al., 2018) and had been tried locally (2021-2023) only within the extended curriculum programme (ECP). Participants volunteered to watch videos of senior students from diverse social class backgrounds sharing how they overcame obstacles and successfully navigated the transition from high school to university. The participants then completed a written reflection activity and responded to a survey about their experience and the potential impact of the intervention. A total of 357 students completed the intervention, taking 39 minutes on average. Initial results indicate that all participants felt a sense of belonging and had positive experiences, that first-generation and ECP students experienced significantly more positive emotions ( $p < 0,05$ ) than the rest of the cohort, and that participants did significantly better academically (in a gateway course) than non-participants ( $p < 0,05$ ).





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## Effectiveness and participation of support services for ECP Health Sciences students

Ms Lamese Chetty<sup>1</sup>, Ms Brigitta Kepkey<sup>2</sup>

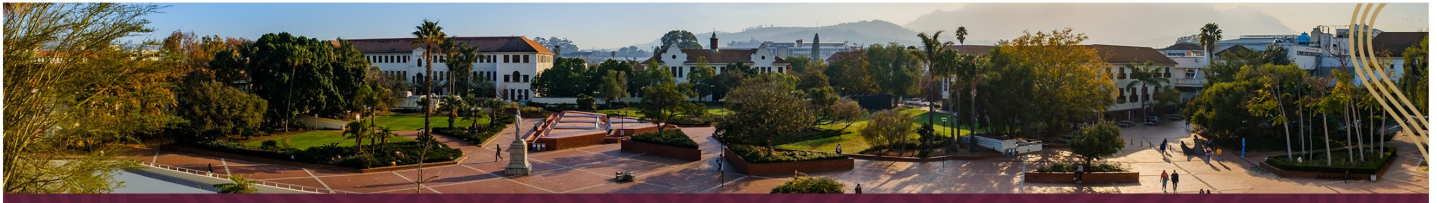
<sup>1</sup>Academic Advisor, Vice-Dean: Learning and Teaching <sup>2</sup>Coordinator: Tygerberg Doctoral Office

### Abstract

In South Africa, many students enter university without the skills required for success in higher education. Extended curriculum programmes (ECPs) were developed to provide students who showed potential but were under-prepared, without the necessary foundations, succeed in higher education. Student support services are essential to student success and apparent within universities enrolling academically under-prepared students. This study, conducted by the office of the Academic Advisor at Stellenbosch University's Faculty of Medicine and Health Sciences (FMHS), explored the effectiveness and participation of support services available to students in the ECP. The last cohorts of ECP students were accepted at the Faculty in 2018 for the degrees MBChB, BSc Physiotherapy and BSc Speech-Language and Hearing Therapy.

On successful completion of the ECP, students join the second year of their respective mainstream programmes and are tracked throughout their academic career. As students transition from the ECP, they need to utilise their own agency to access the support services that are available.

A quantitative survey including qualitative responses was used to collect data, to which thematic analysis was applied. Specifically, the study explored students' awareness and utilisation of, and expressed interest in, the support services available. It was important to investigate the support needs of ECP students, as an increasing need for such services has been identified since the Covid-19 pandemic. Furthermore, minimal data was available on support needs of senior ECP students, especially at the FMHS. Ethical clearance was sought from the University.



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## **Increasing student quantitative literacy: a university-wide approach using the Ratio Table and...?**

Dr Philip Southey, Dr Pieter Neethling

Physics

### **Abstract**

Given that our schooling system is encouraged to prioritise marks above understanding, many students enter South African universities with poor quantitative and algebraic literacy. In particular, students often struggle with the meaning of units (such as or “kilograms per cubic metre”) as well as algebraic ratios. Indeed, ample international maths and physics education research demonstrates that STEM university students have not mastered the threshold skill of working with ratios (Boudreaux, Kanim & Brahmia, 2015). Renowned education researcher Arnold Arons describes this as “one of the most serious impediments to the study of science” (1983). This presentation consists of two parts: Firstly, we will introduce the idea of the ratio table and explain how this mathematical tool can be used to increase both quantitative and algebraic literacies systematically. We will also provide pre- and post-test data of first-year engineering students to support our claims. Secondly, we wish to open a discussion on how quantitative literacy might be addressed at university level. We will ask for feedback regarding common quantitative literacy issues that we share across Stellenbosch University (SU), and discuss which tools (such as the ratio table, stick method, grandmother questions) might be used to address these issues best. Ultimately, we hope that these types of discussion will lead to a shared pedagogical approach in which SU students repeatedly encounter the same productive mathematical tools embedded in different disciplinary contexts.





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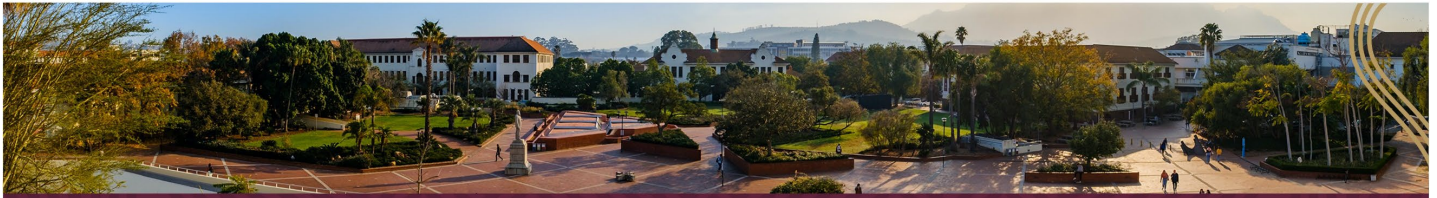
## **The power of embodied and arts-based learning in a co-curriculum course at Stellenbosch University**

Prof Elmarie Costandius<sup>1</sup>, Dr Ruth Andrews<sup>2</sup>, They/them/their Shelley Pryde<sup>3</sup>

<sup>1</sup>Visual Arts <sup>2</sup>Centre for Student Leadership Experiential Education and Citizenship <sup>3</sup>Master's student in Visual Arts

### **Abstract**

The recent Khampepe Report (2022) called for the implementation of a co-curriculum module to foster in students critical and holistic perspectives about social justice issues and to dismantle pre-existing biases. The Shared Humanity (SH) module located in the Division Student Affairs at Stellenbosch University was designed with these issues in mind. This paper discusses the Visual Arts sessions of the SH module, which are premised on relational perspectives derived from new materialist and indigenous knowledge frameworks. A number of practices from the SH Visual Arts session have been analysed alongside participants' reflections to investigate how embodied and arts-based learning can facilitate critical thinking, personal engagement with course material, holistic perspectives and the recognition of agency of the human and non-human. Students were able to engage personally with course content, as the practice sessions connected abstract ideas to real life. Affect must be included in education, as it has political power and impacts how students learn. By examining relevant literature, specific learning practices and student reflections from the Visual Arts sessions, the paper makes a case for the meaningful inclusion and development of embodied and arts-based learning strategies into social justice pedagogical frameworks in higher education. Student wellbeing cannot be separated from the process of learning, as to do so reinforces outdated dualisms that see cognition as separate from corporeal experience. This paper argues that embodied and arts-based learning strategies offer new ways of thinking and learning, and as such can become powerful tools for engaging students meaningfully in the transformation project.



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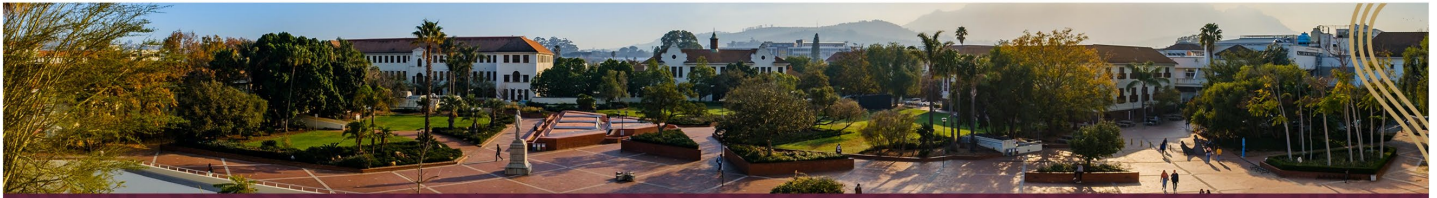
## **Mathematics Teaching in Primary Schools in the 21st Century: Disruptive and Innovative Methodologies**

Mrs Uvile Asekun

SUNCEP

### **Abstract**

Mathematics education in the 21st century is undergoing significant changes due to the impact of disruptive technologies, particularly when viewed through the lens of Merizow's reflective theory. These technological advancements reshape the math teaching and learning landscape, compelling educators and learners to adapt. A central challenge in this transformation is balancing traditional teaching methods and contemporary pedagogical approaches. Within the SUNCEP mathematics intermediate phase (IP), there is strong emphasis on shifting away from relying heavily on textbooks to promote hands-on activities. This shift recognises that many learners have access to educational materials but lack the experience to apply them effectively in teaching mathematical concepts. The primary goal is to nurture a deeper conceptual understanding among learners. Striking this balance between various pedagogical approaches is crucial, as traditional and modern methods offer distinct advantages. Integrating hands-on activities empowers educators to craft opportunities for learners to immerse themselves in real-world problem-solving scenarios. This approach fosters critical reflection, promotes self-directed exploration and facilitates experiential learning of mathematical concepts and their practical applications. Thus learners are transformed into active participants in their learning journeys, shedding the role of passive recipients of information. The 21st-century mathematics classroom is evolving into a dynamic space where technology and innovative teaching methods coexist harmoniously alongside traditional practices. Teachers are challenged to combine these elements effectively in order to provide a well-rounded educational experience. The ultimate objective is to equip educators to communicate mathematical concepts effectively, nurturing critical-thinking skills and fostering self-directed learning.



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## **An Academic literacies module in pursuit of student success and increased social awareness**

Dr Ilse Rootman-le Grange<sup>1</sup>, Dr Philip Southey<sup>2</sup>

<sup>1</sup>Faculty of Science Teaching and Learning Hub <sup>2</sup>Department of Physics, Faculty of Science

### **Abstract**

For the past six years, the Faculty of Science has offered a one-size-fits-all academic literacies module to first-year students as a prerequisite for obtaining a BSc degree. The intention of this module, called Science in Context, is to embed particular academic literacies in the disciplinary context of the sciences. As part of the Faculty's academic renewal project, we are revisiting this module against the background of a rapidly changing higher education landscape. These changes include a renewed focus on student success, differentiated support and the impact of artificial intelligence.

Using Mesriow's model of transformative learning theory (1990), we attempt to reflect on the content of what was and what might be taught, the process of what worked and what did not work, and how that were informed by the overarching guiding values of Stellenbosch University and the Faculty of Science specifically.

Our current ideas include a "basket" or "pick-'n-mix" course structure with compulsory, remedial and enrichment sub-credits offered in hybrid or self-paced format. Examples include Science Texts: What Distinguishes Science? (compulsory), Introduction to MS Excel (remedial) and What Is Social Justice? (enrichment). Thus, students will have some choice regarding course content, depending on benchmark-test performance. To embed these literacies further, we are also collaborating with lecturers of first-year students to champion these sub-credits in their modules.

Through this presentation we hope to encourage staff from all faculties to join in ongoing reflection and discussion on how we might optimise these and similar courses, considering specific issues of pedagogy, logistics and content.





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towards transformative teaching-learning-assessment  
in service of society

**30 October –  
1 November 2023**

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## Learning theories underpinning Game-Based Learning: a home-grown case study

Dr Hanelie Adendorff<sup>1</sup>, Dr Ilse Rootman-Le Grange<sup>2</sup>

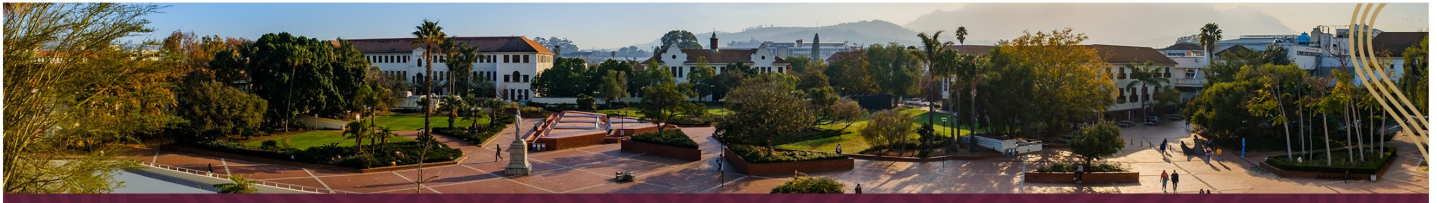
<sup>1</sup>Centre for Teaching and Learning <sup>2</sup>Science Teaching and Learning Hub

### Abstract

The serious game Life Happens (LH) was custom-designed to create an immersive experience where peer-to-peer facilitators can safely practice and develop affective skills required for their role in supporting the teaching-learning-assessment project at the Faculty of Science. Since serious games are designed with a specific teaching purpose in mind, a key question in studying such games is whether they are fit for purpose. One way to answer this, is to consider the learning theories inherent in the design of serious games, which Wu et al. (2011) identifies as a gap in the literature. This paper will present an analysis of the learning theories instantiated in LH, using Wu's work (2011) as framework. This framework unpacks four major learning theories – behaviourism, cognitivism, humanism and constructivism – into representative principles and then describes ways in which these are instantiated in games.

Our analysis reveals how all four these learning theories are instantiated in the unique sociocultural context represented by LH, and how this contributes in different ways to the development of both affective skills and principled knowledge.

With this contribution, we contribute to theorizing the conversation about game-based learning (GBL) by developing a deeper understanding of how games impact learning. This is of potential significance to academics interested in GBL and academic developers. We argue that it is critical to understand the theory underpinning a game to know whether it aligns with the learning outcomes of the context it is applied in.



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## Developing evaluative judgment in an Academic Literacies module in the AI era

Dr Sharon Malan

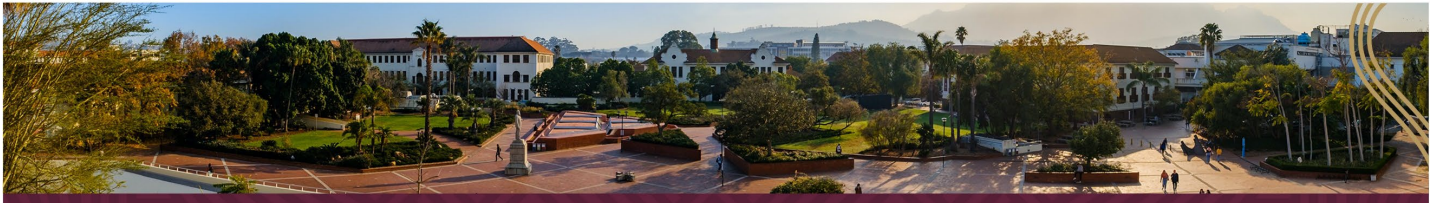
Economic and Management Sciences

### Abstract

Given the changing artificial intelligence (AI) landscape, I have reconsidered the matter and decided to embrace AI, in my academic literacies module for students in the extended curriculum programme, as an opportunity rather than a threat. The module aims to empower students to develop critical thinking skills through effective communication in speaking, reading and writing persuasive argumentative essays. With the emergence of ChatGPT, a major concern in reaching these outcomes is students outsourcing their writing tasks to machines. This has encouraged me to adapt my assessment practices by developing evaluative judgment in my students. Evaluative judgment is the capability to make decisions about the quality of one's own work and that of others (Tai, Boud, Panadero & Boud, 2018).

This presentation discusses my modified approach to teaching-learning-assessment by developing evaluative judgment in my students and the insights gained from it. I employed an ethnographic approach, a qualitative research method centred on understanding people in naturally occurring settings (Brewer, 2005). I collected data through interviews, the use of exemplars, observations of weekly self-and peer assessments, student feedback and reflections, and final assessment results. The findings indicated that students were actively engaged during class and exhibited enthusiastic participation. These efforts translated into a ten percent improvement in their final marks for the module.

This study presents a unique opportunity to enhance the learning and assessment practices in an undergraduate academic literacies module, which can contribute to the ongoing research on refining assessment practices for educational purposes in the AI era.



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## Reflecting on why transformation students in a comprehensive bursary programme may be academically unsuccessful

Mr Juan Ontong, Mrs Sybil Smit

School of Accountancy

### Abstract

It is imperative that higher education institutions reflect on the success of transformation initiatives aimed at providing students with academic, financial and other support. Programmes such as the Thuthuka Bursary Fund aim to provide students with a comprehensive bursary programme that offers multi-faceted support (Frans, 2022). By conducting interviews with 10 students who had been in the Thuthuka bursary programme between 2017 and 2021 but had lost their bursary at various stages of their undergraduate degree programmes due to poor academic performance, this study qualitatively examined the specific students' perceptions of multi-faceted bursary programmes. The study utilises attribution theory as proposed by Heider (1958), through designing specific questions in the interview guide with the aim of exploring and making sense, from the perspective of former bursary holders, of the factors that had contributed to them failing to obtain their undergraduate or postgraduate degrees. The findings of this study suggest that various factors led to these students losing their bursaries, with the overarching factors including inadequately tailored mental health focused support during their studies and mentoring that may not have been based on their specific needs. The interview participants noted that many of those support services had been offered. Nonetheless, they had opted not to make use of those. The findings suggest that support for aspects of both academic work and wellbeing needs to be tailored according to input from students. The findings provide insight that can be used by various bursary programme planners to improve their programme design.





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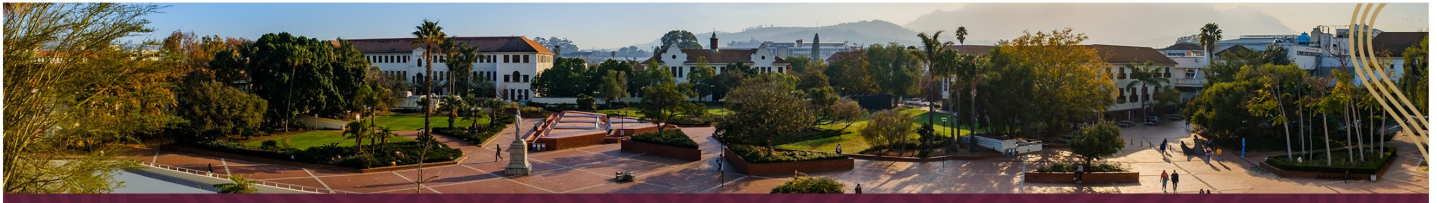
## Operationalising dialogical pedagogies in large groups: a practical, realistic approach

Miss Anria van Zyl

School of Accountancy

### Abstract

The need for sustainability education in accounting is widely recognised (SAICA, 2021). While research addresses the rationale and methodologies of sustainability accounting education (SEA) (Coulson & Thomson, 2006; Gray, 2013), transforming accounting programmes remain challenging (Wyness & Dalton, 2018). Scholarship on SEA advocates active, real-world, collaborative and critical pedagogies and suggests dialogic, transcendent and problem-based strategies tailored for small classes (Hazelton & Haigh, 2010; Saravanamuthu, 2015). This study reflects on the pursuit of an emancipatory education style (Thomson & Bebbington, 2004) amidst the challenges of producing job-ready graduates, large student cohorts and curriculum demands. Utilising an ethnographic methodology, the researcher observed student engagement with the teaching interventions in situ (Wyness & Dalton, 2018). Data collected includes summative assessments comprising essays and journals, student lecturer feedback, and field notes, spanning 2016 to 2023. The data confirms the effectiveness of the learning activities, delivery modes and assessments in achieving the desired course outcomes. Adopting a dialogical approach (Coulson & Thomas, 2006) necessitates a comprehensive module overhaul to optimise active learning within time limits. It involves shifting from teaching ("how to do") to active learning ("doing"). Integrated semester-long assessments create a transitional space for grappling with threshold concepts (Sheehan, 2022), which enables transformative learning (Saravanamuthu, 2015). Technology facilitates asynchronous content delivery and real-world simulations, freeing class time for facilitated group work and developing "work-ready" skills (Laurillard, 2012). The research aims to advance pedagogical and practical solutions for large classes by leveraging technology in teaching and learning.



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## **Access, but not included. Students' lived experiences of formulating a research project**

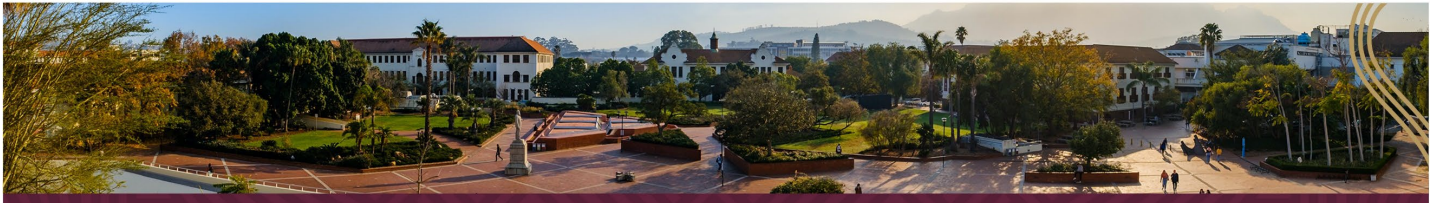
Dr Jerome Joorst

Education Policy Studies

### **Abstract**

As more and more students gain formal entry to universities, diversity increases. While this is a positive development, the question of full engagement with university conventions and requirements for all students remains. Postgraduate students at South African universities, especially English second-language speakers, are increasingly struggling with the conventions and required forms of disciplinary academic writing in research projects. The problem that I address in this study is students' struggle to formulate good-quality research projects in the allotted time, which results in students being unable to complete their courses on time or producing poor-quality research projects. This often has a knock-on effect on their preparedness for further postgraduate studies.

I want to understand, from students' lived experiences, what the enabling or constraining factors are in their formulation of a research project, how this impacts their academic development and what alternative strategies could be followed to remedy the situation. The research has the potential to offer solutions that enhance student success at postgraduate level by establishing communities of practice based on a pedagogical justice approach. The study's approach is qualitative and interpretive, and draws on data collected through semi-structured interviews. The study questions students' having access to the university without experiencing real inclusion.



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## Colleague, I Shrunk the Students: A Virtual Reality Learning Experience

Dr Marnel Mouton<sup>1</sup>, Dr Philip Southey<sup>2</sup>

<sup>1</sup>Botany and Zoology <sup>2</sup>Physics

### Abstract

Virtual reality (VR) employs computer graphics and electronics to create three-dimensional immersive and interactive simulations that may represent real environments or imagined spaces. VR is naturally appealing to the current generation of digitally native students, and using VR in educational settings may stimulate more interest in the learning experience and increase learner motivation (Freina & Ott, 2015). In the STEM fields (science, technology, engineering and mathematics), VR has the potential to transport students to otherwise inaccessible environments, such as the cellular level in biology (Mikropoulos & Natsis, 2011). Our aim was to evaluate the value of a VR learning experience in biology, Cellscape: A VR Journey Inside A Cell. We draw on the work of Schott and Marshall (2018), who see VR as one way to place students in a virtually situated experiential education environment, where the student is central to the learning process. A total of 34 first-year Biology students participated in our survey. Pre- and post-event surveys were distributed to probe various issues, such as students' expectations, experiences and learning outcomes. Information regarding student experiences was coded using grounded theory, while learning gains were evaluated using the epistemic semantic density (ESD) concept of legitimation code theory. Our results show that the vast majority of students were enthusiastic about trying VR and greatly enjoyed the experience. Two key themes to emerge were students' unexpected experiences of the busyness of the cell and the relative sizes of cell structures. Moreover, the ESD analysis showed significant gains in understanding of previously encountered theoretical content.





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## Enhancing Academic Literacy: IDC Theory and Curiosity Projects in SciMathUS

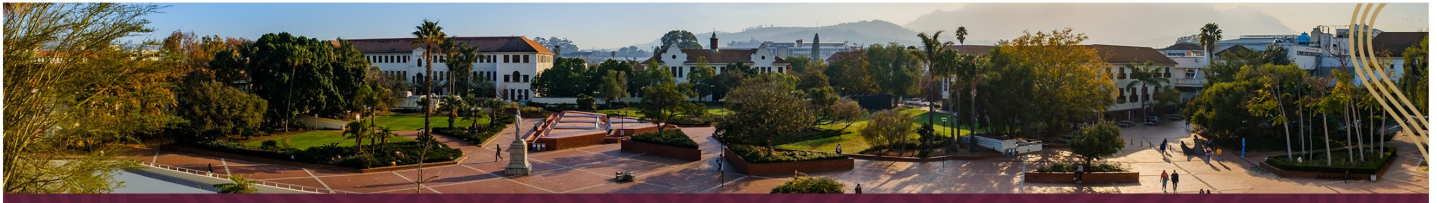
Dr Janina Theron

SUNCEP

### Abstract

Student motivation and engagement is a central issue in learning design for modules such as academic literacy. Academic institutions' examination-oriented structure of assessment, amidst rapid technological developments, hinders students' interest in the learning process (Chan et al., 2018). Aiming for an educational focus that promotes 21st-century skills, Chan et al. (2018) devised the interest-driven creator (IDC) theory, which centres on three concepts: (i) interest – creating learning activities aligned to students' interests; (ii) creation – facilitating students in gathering, imitating and combining knowledge to demonstrate for feedback; and (iii) habit – cultivating daily practising of these activities. After IDC theory had been implemented in a Taiwanese school, it was found to enhance students' academic development and to contribute to their personal development and physical wellbeing (Looi et al., 2023), suggesting that students would become “lifelong interest-driven creators” (Chan et al., 2018:436).

In 2023, the Curiosity Projects initiative, inspired by IDC theory, was introduced to students in the SciMathUS programme at Stellenbosch University as a research preparatory activity. It allows students to engage in research, academic writing and presentation on topics that interest them, before taking on their Projects-based learning research assignments. The initiative is implemented in phases that include topic selection and question formulation, guided research, report writing and physical presentations. The outcomes promote interest-driven learning, encourage critical thinking, refine research proficiency and develop communication skills. The projects in this initiative bridge the gap between creative investigation and academic research and empower SciMathUS students with a smooth transition to future comprehensive research projects.



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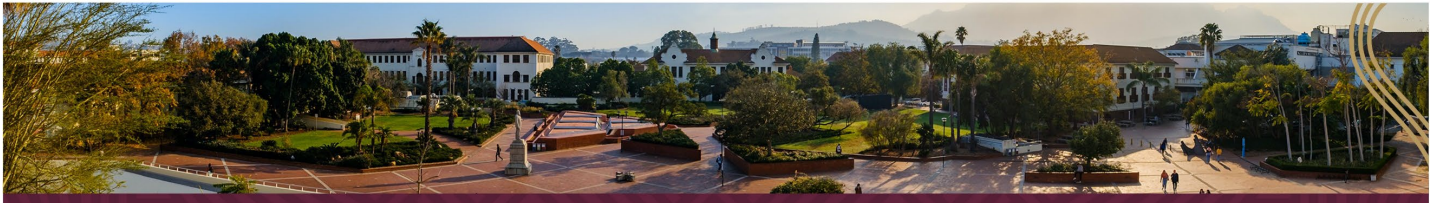
## Podcast as a Third Space: Investigating Pre-Service Teachers' Teacherly Becoming and Positioning

Dr Elzahn Rinquist<sup>1</sup>, Mrs Delecia Davids<sup>2</sup>

<sup>1</sup>Education Policy Studies <sup>2</sup>Curriculum Studies

### Abstract

This study explores podcasts as a third space for pre-service teachers' teacherly becoming and positioning. Drawing on De Landa's (2016) extension of the assemblage theory (De Leuze and Guattari, 1987), we investigate the interconnectedness of various components of the podcast assemblage – including the technology, the content of the episodes, the social and cultural contexts, and the interactions between participants – to show how assemblage influences participants' teacherly becoming and positioning. Through a qualitative case-study approach, we collected data from interviews, observation, podcast recordings and instructor reflections. We applied thematic analysis, focusing on the ways in which pre-service teachers position themselves as critical educators and experience moments of reflection on past, present and future becoming. We also examine how the podcast serves as a unique third space for critical engagement and depth of dialogue not typically found in more formal educational settings. This unique third space results in the university assemblage being stretched: by connecting pre-service teachers with a wider community of learners and by creating a dialogic space that brings together the voices of pre-service teachers, instructors and other stakeholders. Our aim with this study is to contribute to a deeper understanding of the potential of podcasting as a means for promoting agency and teacherly becoming in and beyond the traditional classroom. This study has implications for teacher educators and researchers interested in innovative approaches to teacher education where critical reflection and dialogue emerge as properties of a nested set of assemblages.



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## **ECHOes and reflections: Co-learning in Health Professions Education**

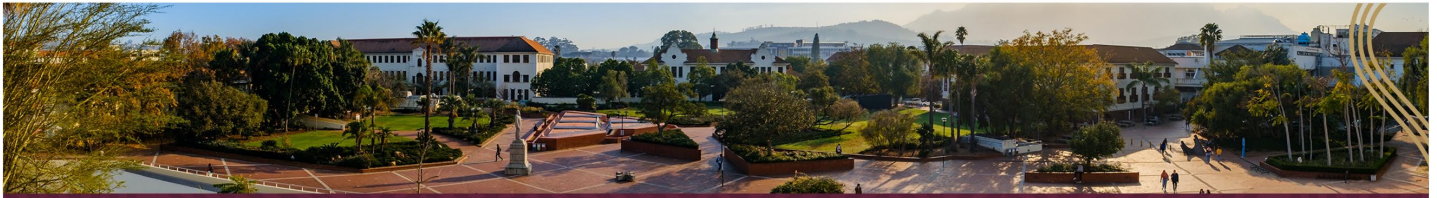
Prof Ian Couper, Mrs Jacqui Couper, Prof Marietjie de Villiers

Ukwanda Centre for Rural Health, Department of Global Health

### **Abstract**

**Background:** ECHO – Extension for Community Healthcare Outcomes – began as a way of sharing knowledge with healthcare workers at rural clinics. The ECHO model promotes the notion of 'all teach, all learn'. In 2022, Stellenbosch University and the University of KwaZulu-Natal collaborated to develop an African ECHO network for health professions education (HPE) in times of disruption. The aim was to develop a safe learning HPE community that discusses experiences and stories for learning and new possibilities. **Focus:** The presentation focuses on what we have learnt through open discussions with academic colleagues from diverse disciplines and various universities. **Description of work:** Our ECHO network started in July 2022, with bimonthly one-hour lunchtime online sessions, which are continuing. Educators from many professions and contexts join regularly. Safety, open discussions and real scenarios with some uncertainty have been intentional. A 'friend with experience' with similar interests in the topic under discussion is invited to each session. **Links:** The extensive literature on ECHO, in its many forms, includes a review of the state of the evidence about Project ECHO (Dearing et al., 2019). However, our ECHO has a unique educational scope, with links to social learning concepts such as communities of practice (Wenger-Trayner, 2015). **What can peers learn?** We learn together from different disciplines, challenges and contexts, in safe places for open engagement. This ECHO model could assist us in adapting to changes both in HPE and in higher education generally. **Conclusion:** Educators require safe spaces to explore dilemmas and uncertainty for real and ongoing learning.





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## **A Feminist Approach to Cross-Cultural Learning: Methodologies**

Dr Nadia Sanger, Dr Megan Jones

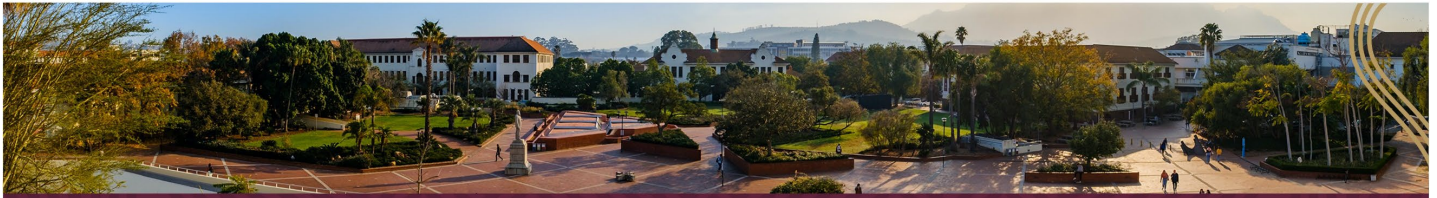
English Studies

### **Abstract**

The project aims to develop an innovative hybrid learning honours module that caters to English Studies students at Stellenbosch University in South Africa and SNTD University in Mumbai, India. A module of this kind would allow for the production of knowledge across geographical space and cultures within the Global South. The significance of this project is to develop new theories and methodologies based on the lived experiences of Indian and South African women and their representation in literature.

As studies by Hastie et al. (2010) and Gilin and Young (2009) show, the synchronous learning enabled by digital technologies has a positive effect on students' learning outcomes. More particularly, cross-cultural collaboration between students allows them to teach and learn from each other, and thus to think creatively (Randles 2018). In our presentation, we discuss the findings of our collaboration, highlighting the potential and challenges of a cross-cultural approach, taught in the hybrid mode, by considering our methodology with reference to the following questions:

1. How could an honours-level curriculum (taught over only six weeks) support the varied experiences of students from South Africa and India, particularly with regard to different methodologies of learning?
2. What innovative assessments were utilised that made the most of cross-cultural exchanges and also allowed students to reflect meaningfully upon what they had learnt and experienced during the module?
3. How did students experience a shared learning process that took place online, and what were the best approaches to creating an effective hybrid-learning setting?



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## The dark side of online learning ... just because you can, doesn't mean you should

Mrs Petra Claassen, Prof Riaan Rudman

School of Accountancy

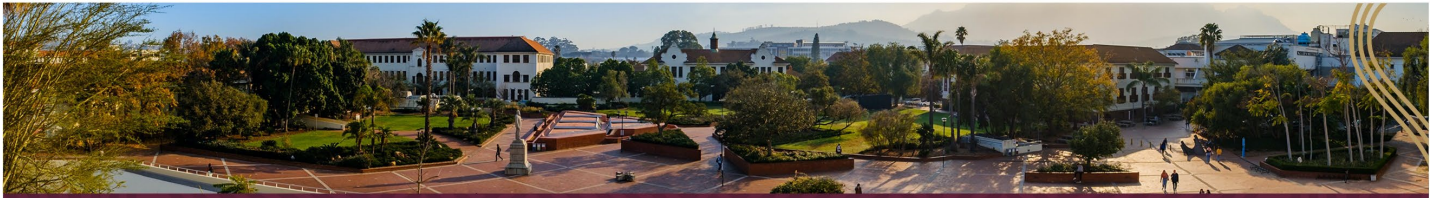
### Abstract

In 2020, students and academics transitioned into the fully online (emergency) remote learning space. Lecturers innovated and adapted, and in the process tacitly agreed to waive various rights to ensure that the transition to online learning be successful. Neither the risks they are exposed to from a governance perspective (e.g. privacy issues and unauthorised access), nor the consequences of online learning on students' learning (e.g. loss of academic freedom) were fully understood. While much has been said about teaching and learning implications, little work has been done to properly understand the risks lecturers and students are exposed to from a governance perspective.

Post Covid, some elements of online learning and the use of recordings remained, but the risks were not necessarily understood or mitigated. Many academics argued that the risks would not be realised. The question is whether that happened or not. The purpose of this research is to present cases where the risks of teaching online, particularly those relating to governance, were realised.

Several cases were found where the risks had been realised or had impacted on students' and staff's and institution's engaged with one another. Three themes emerged from this work:

- influences on teaching practices,
- influences on the student experience, and
- the re-shaping of institutional strategy and responsibilities, specifically as regards this new digital environment.



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## **Reflective Practices for Natural Sciences Teacher Development: Insights from a Community of Practice in a Rural School District in South Africa**

Dr Christa Philander

SUNCEP

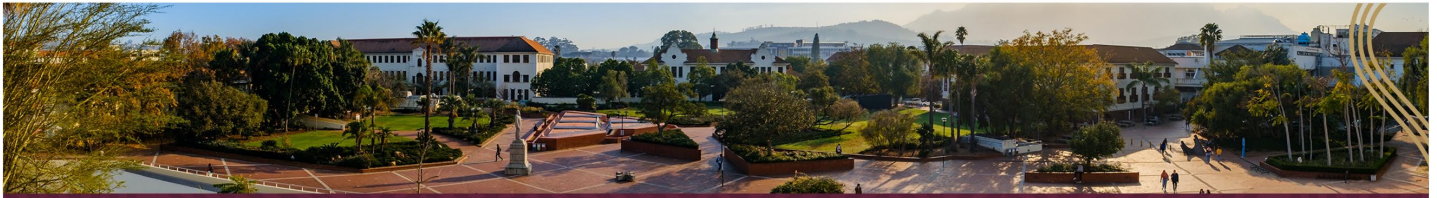
### **Abstract**

Professional development among natural-sciences teachers can be enhanced by reflective practices. A recent study has shown that such practices are crucial to a successful community of practice (CoP) as a continuing professional teacher development (CPTD) strategy. Teachers in South African rural school districts who applied reflective practices – such as examining their teaching techniques, exchanging reflections with other CoP members, and receiving feedback and support from colleagues – saw their natural-sciences knowledge and skills improved. This attests to the overall effectiveness of the CoP as a CPTD strategy.

Additionally, this study suggests, reflective practices can improve teacher quality and student achievement in the broader sense: the characteristics of a functional CoP identified in this study could be useful in other contexts. By incorporating reflective practices into CPTD strategies, teachers can advance their professional development and enhance teaching and learning quality.

In conclusion, reflective practices are critical to effective professional development for natural-sciences teachers. By reflecting on their teaching practices, sharing insights with colleagues, and receiving feedback and support, teachers can improve their knowledge and skills, which ultimately results in better student outcomes. The findings of this study emphasise the importance of incorporating reflective practices into CPTD strategies, not only in South African rural school districts but also in educational contexts worldwide. This will promote teacher quality and student achievement, ultimately improving the quality of education for all.





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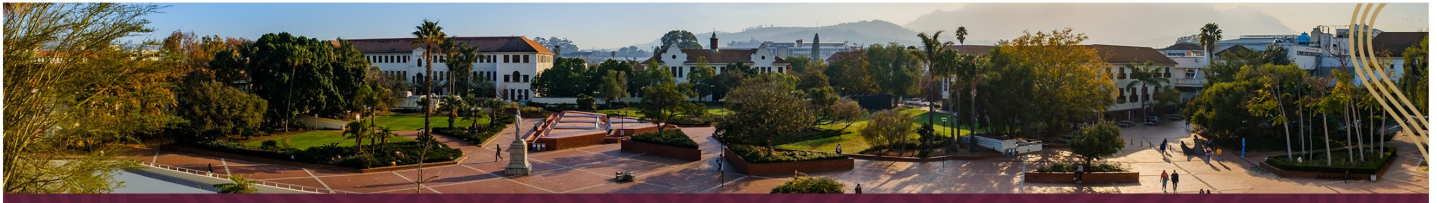
## **Desire, contemplation and outcomes**

Dr Lisel Joubert

Faculty of Theology

### **Abstract**

University yearbooks are filled with offerings. Offerings are filled with modules and outcomes. In these outcomes, words like “desire”, “contemplation” and “wisdom” will not be found (because these concepts are difficult to measure and weigh, or perhaps not regarded as useful commodities to consider?). However, these concepts open up the possibilities beyond the outcomes; the unattainable beyond the achievement and excellence. The focus of this paper is the researcher and educator as person of desire. In focusing on the person who desires, the possibility will be explored that words at home in the world of spiritual practices can also be entertained in the practice of academia.



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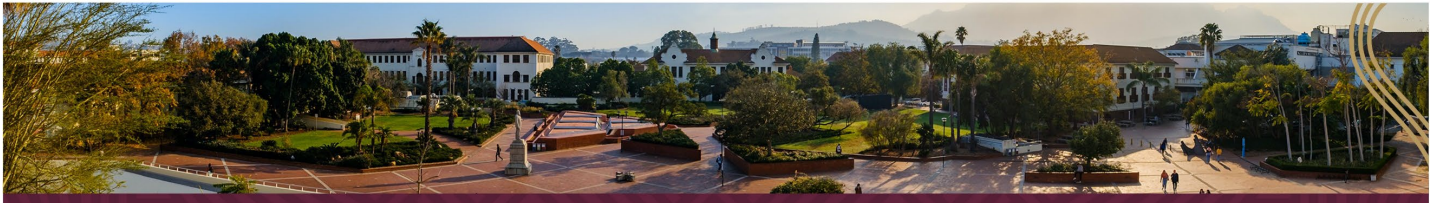
## **Cocreating learning communities: Reflections from the PGDip in Sustainable Development**

Miss A'ishah Ebrahim, Dr Megan Davies

Centre for Sustainability Transitions

### **Abstract**

One of the dilemmas facing sustainability education within higher education is understanding how best to prepare students for the wicked nature of sustainability challenges (Greig & Priddle, 2019). This calls for educators and facilitators to codesign appropriate teaching-learning-assessment experiences that cultivate among students the capacities to engage with the complexity of sustainability issues confidently. With this aspiration in mind, this contribution reflects on the creation of the role of Programme Learning Coordinator (PLC) for the PGDip in Sustainable Development at the Centre for Sustainability Transitions. The PLC worked closely with the Programme Leader, Programme Administrator and module convenors. This innovative and experimental teaching assistant role was created to focus primarily on the overall student learning experience and to serve as bridge between students, academic staff and support staff involved across the programme. This contribution presents how this position was set up and evolved within the department and programme, and what roles it fulfilled during 2023. It also teases out insights for advancing transformative sustainability education within this and other postgraduate environments at SU. This position provides a unique vantage point from which to reflect on crosscutting experiences and themes, since the PLC was engaged in each module and worked alongside students and module facilitators for the duration of the academic year. Reflections include various insights into how facilitators across the programme cocreate environments conducive to cultivating agency, critical thinking and reflective learning. Special attention is paid to how these insights contribute to the ongoing academic renewal of this postgraduate diploma programme.



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## Connecting to my culture: Reflections on developing engaged citizens

Prof Nicola Plastow

Division of Occupational Therapy

### Abstract

**Background:** Stellenbosch University aims to develop engaged citizens who are effective in diverse environments. According to Bennett's developmental model of intercultural sensitivity, when students experience their own culture as being 'central to reality', they do not question beliefs and behaviours that are consistent with their culture. **Focus of the presentation:** This presentation focuses on one (white, English, female, cis-gender) lecturer's experience of developing ethno-relativism in students, so that they may experience their culture and belief system as only one possibility among many. **Description of work done:** In the course of four pre-existing workshops for developing therapeutic group facilitation skills, students led one and participated in three occupational therapy group activities. Students explored their own culture, gender roles in their culture and cultures different to their own, and practiced ways of asking others about their culture in a respectful and non-judgemental way. Boyd and Walker's (1991) model guided the lecturer's reflection during preparation, in action and after the event. **Links to similar work:** The ability to work across cultures is a core graduate attribute for occupational therapists (Plastow & Bester, 2020). **What can your peers learn from this approach?** Before I did this work, I thought that lecturers (like me) who tackle cultural diversity head-on in the classroom are either brave or a bit stupid. I learnt that, with reflective theory-based planning, reflection in-action and respectful facilitation, important discussions take place. **Conclusions:** Reflective teaching practice helped students recognise during classroom teaching that their culture and belief system is one possibility among many.





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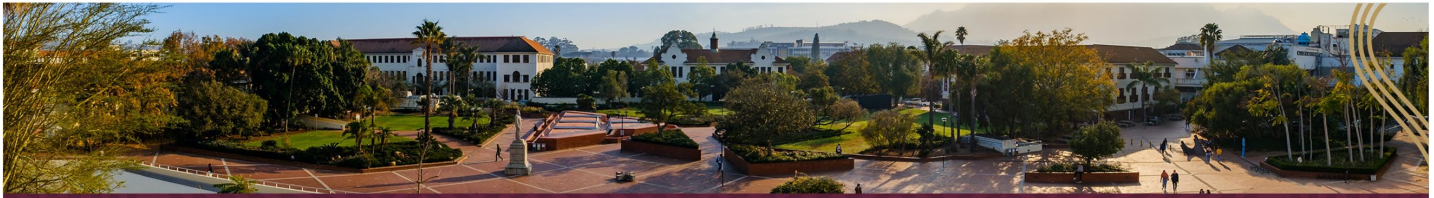
## Student pathways of Faculty of Military Science telematic students

Col (Dr) Piet Bester, Dr Mhaka Khoza, Lt Col (Dr) Michelle Nel, Lt Col Bontle Monnanyane, Lt Col André Pretorius, Mr Marno Swart, Ms Rut Laubscher

Faculty of Military Science

### Abstract

The Faculty of Military Science (FMS) offers telematic education (TE) since 2003. Aligned with the core strategic objective of networked and collaborative learning and teaching (SU Strategic Framework 2019-2024), the TE platform provides education remotely to members of the South African National Defence Force (SANDF). As the TE platform marks its 20-year anniversary in 2023, we ask: Which students are (un)successful in completing their studies within regulation time (e.g., Scott, 2018)? Therefore, this study aims to establish the academic progress of students enrolled on the platform over the period 2003 to 2023. A quantitative inductive approach (Babbie, 2005) is used in phase 1 of the longitudinal study, while qualitative dimensions will be added in future phases. Complexity theory is used as guiding framework, since various factors may impact the SANDF in various ways: at systemic levels (i.e., student-assigned military units, faculty, programmes), in the context (i.e., military, political, societal, economic, support structures) and at individual level (i.e., student identities, motivations, self-direction), to name but a few (Sammut-Bonnici, 2015). This study is significant, as it provides insight into the experiences of TE students. Furthermore, this it sheds light on potential indicators of suspension, withdrawal, retention, dropout and success in TE mode. Finally, this paper provides an overview of the larger study's foundation, research questions, methodology and descriptive statistical analysis, and a preview of future research in this project.



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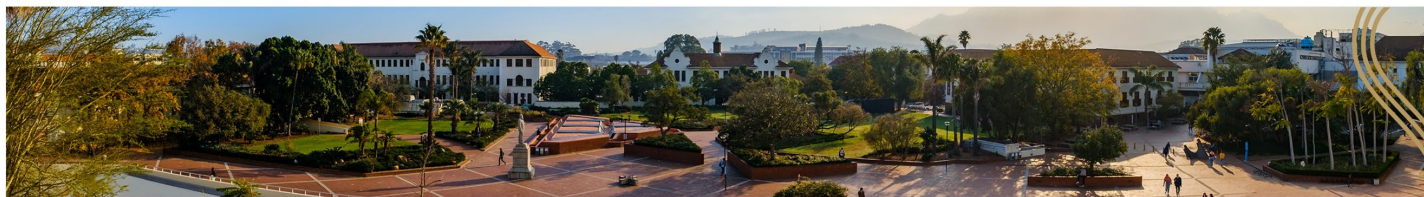
## Activating students' decision-making abilities through a workshop on learning styles

Mrs Riana Goosen, Prof Gretha Steenkamp

School of Accountancy

### Abstract

Stakeholders, such as employers and professional accounting bodies, increasingly emphasise that accounting education should develop students' decision-making abilities, to prepare them for the workplace (Wolcott & Sargent, 2021; Tsiligiris & Bowyer, 2021). While some accounting students are naturally able to think critically, globally and intuitively (the decision-making abilities required to solve complex problems), many favour sensory and sequential learning styles (methods of processing information and addressing problems) (Chen et al., 2018; McChlery & Visser, 2009). When students become aware of their preferred and non-preferred learning styles (through self-awareness and metacognition), this can activate self-regulation and help them to develop the decision-making abilities required to succeed in their studies and at work. The objective of this action research study was to document the design of a reflective self-assessment workshop (based on the Felder-Silverman learning styles model) and examine its effectiveness according to students' perceptions gathered via questionnaire. Students reported that the workshop had increased their self-awareness and had helped them identify their preferred learning styles, their learning strategy deficiencies and the required remedial actions. They also felt more prepared for their studies following the workshop. Student guidelines were also developed, focusing on adapting learning strategies (learning styles) with reference to the topic being studied and the decision-making abilities required. The findings (and guidelines) could be useful to students who want to improve their decision-making abilities, be more successful in their studies and at the workplace. Educators could employ the findings to implement similar workshops in their environment and when advising students.



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## The Use of Educational Data Mining for Prediction of Student Success in First-year Chemistry

Dr Marietjie Lutz<sup>1</sup>, Dr Hanelie Adendorff<sup>2</sup>, Dr Ilse Rootman-Le Grange<sup>3</sup>

<sup>1</sup>Chemistry and Polymer Science <sup>2</sup>Centre for Teaching and Learning <sup>3</sup>Faculty of Science

### Abstract

Educational data mining (EDM) offers a powerful tool for predicting students' academic success. While previous studies have examined success at degree and year level, there is a dearth of research on success at course level, particularly in first-year chemistry modules. This study aims to develop a predictive model that anticipates success in first-year chemistry accurately by asking:

1. Which student profile factors are most significant in predicting academic success in first-year chemistry?
2. What is the earliest stage in the semester for the prediction model to achieve high accuracy?

In addition, our study addresses a gap in the literature (Baek & Doleck, 2021) by identifying the student development theory as a suitable framework, incorporating the inputs-environment-outcomes (I-E-O) model (Astin, 1993) and the student involvement theory (SIT) model (Astin, 1984) to offer meaningful pedagogical guidance. Our EDM approach involved data collection, initial data preparation, statistical analysis, pre-processing, data mining and result evaluation. Data sources encompassed pre-university data, student demographics and early-first-year academic results. The results revealed the key predictors of academic success for two models, one based on pre-university data alone and another incorporating early academic results. The student development theory, anchored by the I-E-O and SIT models, offered a theoretical framework for connecting our findings to pedagogical guidance. This framework presents a new direction for further exploration. This research contributes significantly to the EDM field, offering an accurate predictive model with potential applications beyond first-year chemistry and an enriched theoretical framework for advancing student outcomes.





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## Re-envisioning our journey of learning in mathematics

Prof Ingrid Rewitzky

Department of Mathematical Sciences

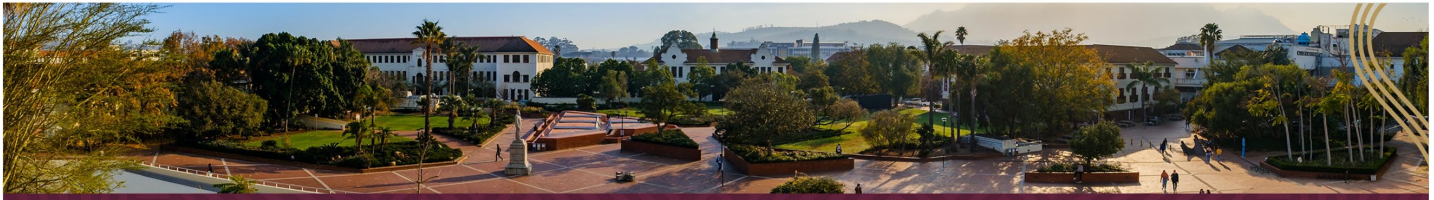
### Abstract

When embarking on our journey of learning in mathematics, we may envision a linear path of modules for acquiring mathematical knowledge and understanding to reach a predetermined outcome. This, however, is a partial representation; our journey is about the emergence of mathematical proficiency, mathematical thinking, mathematical creativity and mathematical perspectives of the world.

In this paper our journey of learning in mathematics is re-envisioned as a complex, adaptive system with three pairs of complementary characteristics (Davis & Sumara, 2008): sources of coherence and sources of disruption, internal diversity and internal redundancy, and interconnectedness and decentralised control. Using the adaptive cycle of a complex adaptive system (Gunderson & Holling, 2002) as conceptual tool, learning is viewed as a dynamic process with successive phases of destabilisation, reorganisation, development and stabilisation.

We illustrate, by means of a case study, how the adaptive cycle inspired the academic renewal of the teaching-learning-assessment opportunities for a first-year mathematics module. We highlight that learning in mathematics emerges between the phases of destabilisation and stabilisation, through the interplay between individual and collective learning. This refers to learning by oneself and learning with others as well as to learning about a mathematical concept by focusing on a particular representation or perspective and by navigating different representations and perspectives.

The insights from this complexity theory view of our journey of learning in mathematics are significant for balancing rigorous competitive opportunities for learning in isolation and creative collaborative opportunities for understanding and connecting different mathematical ideas, insights and perspectives.



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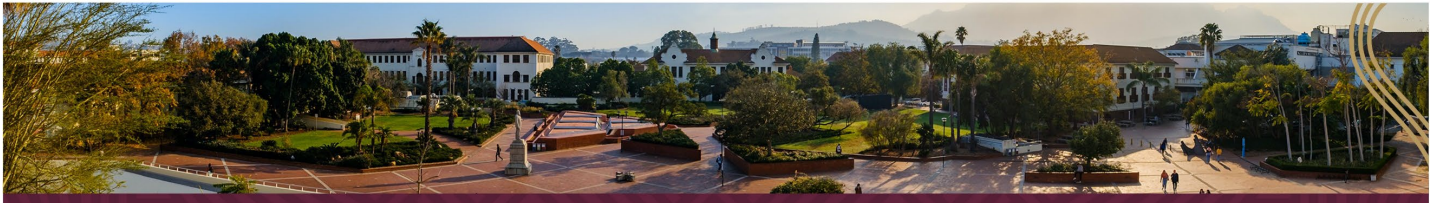
## Medical students' self-regulated learning in the workplace: a socio-cultural exploration of context

Dr Liezl Smit<sup>1</sup>, Prof Susan van Schalkwyk<sup>2</sup>, Prof Ian Couper<sup>3</sup>

<sup>1</sup>Paediatrics and Child Health <sup>2</sup>Centre for Health Professions Education <sup>3</sup>Global Health

### Abstract

**Background:** Clinical placements remain a key aspect of medical curricula. However, the workplace is primarily designed for patient care, not teaching. Medical students' regulation of their learning in this context is important to optimise clinical training. **Methods:** Margaret Archer's realist social theory is used to explore how regulation of learning is undertaken within the socio-cultural context of clinical training and practice at an academic tertiary hospital in South Africa. The investigation was undertaken with three focus groups consisting of final-year medical students, followed by 27 individual semi-structured interviews with fourth-year students. A reflexive, thematic approach was used to analyse the data set. **Results:** Students believe learning in the workplace to be essential and a shared responsibility with experts. They want to pass exams and become good doctors, which are not regarded as being mutually inclusive. The learning culture is held as pressure- and performance-driven where patient care is prioritised above students' teaching and learning needs. Hierarchy and unconscious discriminatory behaviour as regards language use, race and gender were observed or experienced. A disconnect at institutional and workplace level is evident, with learning being powerfully influenced by relationships with others. Students mediate this structure and culture by creating an informal peer learning network, which crafts a hidden medical curriculum. **Conclusion:** Students encounter challenges in navigating the interplay between structural and cultural factors that shape the learning context. Curriculum developers and educators may need to consider how best to facilitate this navigation with a view to realising the learning potential of the workplace.



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## Exploring hybrid learning in practical, studio-based design education

Dr Karolien Perold-Bull

Visual Arts

### Abstract

The ubiquity of digital technology in everyday life affects the traditional structure of the art and design studio. It is no longer a contained, physical space, but rather a diverse collection of personal and public spaces; both physical and digital in nature. The aim of this research was to explore how hybrid learning (HL) could be integrated successfully into the practical, studio-based Visual Communication Design (VCD) curriculum at Stellenbosch University (SU). This was approached from the perspectives of sociomateriality and affect theory.

Data was collected from a purposive sample of VCD students, facilitators and lecturers in 2021 to 2023. Data collection methods included a questionnaire, observation, documents and interviews. In infra-reflecting (Hultman & Lenz Taguchi, 2010:536) with the data – i.e. through physically putting together fragments of data in collage style, playfully using a (re)presentational format to allow as many affective forces as possible to emerge – the researcher highlighted key factors affecting teaching and learning experiences amongst participants. It was found that a mind shift regarding the concept of HL can hold value. Considering HL as inherent to studio-based teaching and learning – rather than as an independent addition to an already rich curriculum – can allow one to notice how key aspects of what is already present can be adjusted to enhance teaching/learning experiences. For example, if all involved are afforded equal access to high-quality, reliable digital and physical infrastructure in the physical studio space, external stressors can be reduced while experiential, collaborative learning can thrive. This can affect students and lecturers positively in a holistic sense.





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**ACADEMIC RENEWAL**

towards transformative teaching-learning-assessment  
in service of society

**30 October –  
1 November 2023**

HOST:  
Division for Learning and Teaching Enhancement

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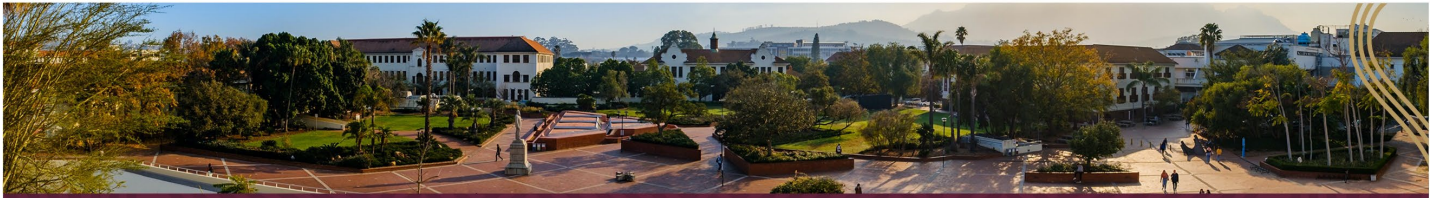
## The explicit development of critical thinking skills in accounting

Mrs Mareli Rossouw, Prof Gretha Steenkamp

School of Accountancy

### Abstract

Accountants are expected to have well-developed critical thinking skills (Wolcott & Sargent, 2021; Tsiligiris & Bowyer, 2021). The literature emphasises that the development of graduate attributes such as critical thinking should be integrated into the core technical modules of an academic programme (Barrie, 2007; Rebele & St. Pierre, 2019; Terblanche & De Clercq, 2020), preferably early on (Young & Warren, 2011). The objective of this action research study was to design a teaching block, presented in the second semester of first-year financial accounting, that would develop students' critical thinking skills. It would include explicit teaching on what critical thinking entailed (by referring to Bloom's Taxonomy and specific examples in accounting) and then seek to develop students' ability to think critically through various active learning techniques. All registered first-year accounting students – 459 – were included in the teaching block, and its effectiveness was tested using a pre-experimental pre-test-post-test design. A total of 95 pre-test and 72 post-test student responses were volunteered and statistically analysed. Participants showed a statistically significant increase in critical thinking ability ( $p < 0,01$ ) after the teaching block, indicating that those abilities of first-year accounting students can be developed in core technical modules by creating awareness of critical thinking and by increasing active learning. Moreover, 90% of participants believed they had a better understanding of critical thinking after the teaching block, and 81% of the participants believed their ability to think critically had improved. The findings could be useful to educators in other disciplines seeking to develop critical thinking skills by means of their modules.



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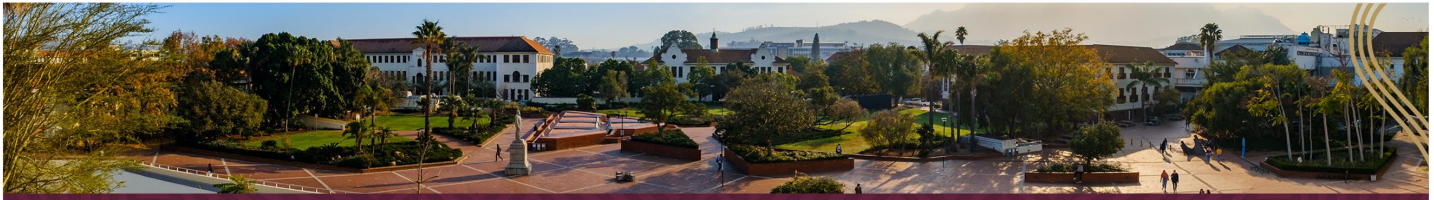
## Finding Purpose in Opportunity: ECP Student Narratives.

Dr Marnel Mouton

Botany and Zoology

### Abstract

Most public universities in South Africa offer extended curriculum programmes (ECPs) (DHET 2019). They were established in the early 2000s to promote “access and success for students who had historically been denied access to quality higher education”. Moreover, ECPs aim to create a curriculum space where talented students who may be underprepared for the challenges associated with higher education studies can build solid foundations and skills for academic success (CHE 2013). This paper is set in the qualitative paradigm and aims to explore the following research questions: How did the STEM ECP influence students' lives during and after being at Stellenbosch University (SU)? What was gained/lost in the process? What can be improved on? We draw on York et al.'s (2015) work on academic success as a theoretical framework, considering three criteria here: satisfaction, acquisition of skills and competencies, and career success. For this purpose, we explored the narratives of opportunity and outcome of the STEM ECP offered at SU by interviewing 25 former ECP students (2010-2016 cohorts). Thematic analysis of the interview transcripts revealed numerous themes on the positive impact and undeniable value of this ECP, such as critical skills and fundamental academic gains during the foundation year. Other themes brought essential requisites for academic success to light, such as the support of faculty, the institution and family. The interviewees further shared some views on the ECP curriculum which, if taken into consideration, may guide academic renewal and enhance academic success in the STEM ECP.



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## Virtual techniques for a virtual generation: perspectives of histology educators on histology pedagogy

Mrs Jodie Lemphane<sup>1</sup>, Dr Amanda Alblas<sup>1</sup>, Ms Johara Khan<sup>1, 2</sup>, Mr Vusi Ntywankile<sup>1</sup>

<sup>1</sup>Division of Clinical Anatomy, Department of Biomedical Sciences <sup>2</sup>Centre for Teaching and Learning, Division of Learning and Teaching Enhancement

### Abstract

**Background:** Histology forms part of the basic sciences (anatomy and physiology) that are considered the foundation of medical education. This investigation delved into the perceptions and teaching strategies of histology lecturers, focusing on the evolution of histology education in South Africa. **Methods:** A cross-sectional design using a survey evaluated the perspectives of South African histology educators on histology teaching pedagogies including traditional (TM) and/or virtual techniques (VM). Upon ethical approval, a survey was distributed via REDCap. The survey included five-point Likert scale and open-ended questions. To analyze the data, thematic analysis & descriptive statistics were employed. **Results:** A total of 27 educators across ten universities in Southern Africa responded to the survey. Majority of the participants utilize both VM and TM (n=11/27). However, more than a third of participants make use of VM alone (n=10/27) while only 2/27 participants use only TM. Furthermore, the availability of VM allowed experienced educators to change their pedagogy as there was a strong Spearman's positive monotonic relationship ( $\rho=0.622$ ,  $p=0.010$ ) between teaching experience and changing pedagogy to VM. **Discussion and conclusion:** The results are consistent with literature that anatomy education has progressively incorporated the use virtual teaching resources like VM. Chimmalgi & Hortsch, (2023), reported that this is due to the availability of these resources. As digital natives enter higher education, increased virtual techniques are required. Future studies will evaluate the formulation of a teaching alliance to support VM integration in non-adopting Southern African institutions to standardize histology education and for professional development.

**Keywords:** histology, medical education, curriculum, virtual microscopy, educators





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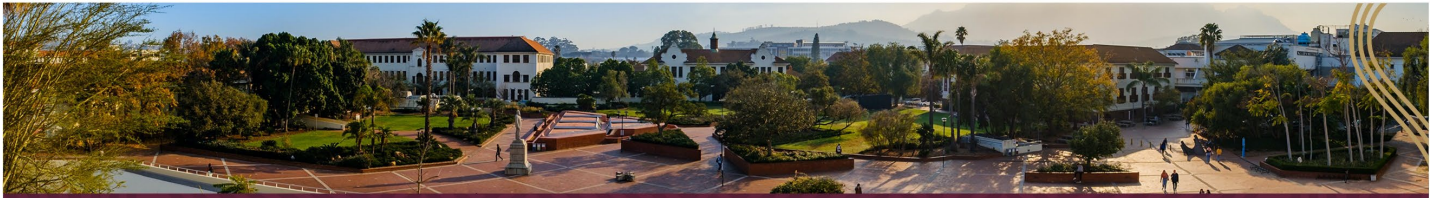
## Exploring the perceptions of physiotherapy students on their preparedness to include exercise in the treatment of cancer patients

Mrs Leone Williams

Department of Health and Rehabilitation Sciences

### Abstract

**Background:** Undergraduate health professions curricula should equip students with the requisite knowledge, skills and attitudes to manage patients within their local communities. Given the increasing incidence of cancer in South Africa, responsive curricula should include cancer-related content. **Objectives:** This study explored the perceptions of undergraduate physiotherapy students regarding their preparedness to include exercise in the management of cancer patients. **Method:** A qualitative research design was used. Final-year physiotherapy students were recruited through purposive sampling. Data was collected through focus groups, using a semi-structured interview guide. Thirteen students provided written informed consent to participate in the study. Ethical approval was obtained to conduct this study. **Results:** Four themes were identified: i) students' perspectives of cancer; ii) students' knowledge of cancer in the context of physiotherapy; iii) students' response to providing treatment; and iv) students' perspectives on the implications for the curriculum. Physiotherapy students reported limited knowledge of cancer and expressed uncertainty about their role in the management of cancer patients. Students were perplexed by the use of exercise for cancer patients and reported an array of distressing emotions during the management of cancer patients. The adult learning multi-theories model was used as framework. **Conclusion:** The interplay between study participants' learning needs and identity development as physiotherapists is highlighted by the findings. Staff development is indicated for better support of students who are treating palliative-care patients. The study was limited the lack of a review of the curriculum documents covering cancer and the role of physiotherapy.



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## Cracking the Code with ChatGPT: Excel Secrets Revealed

Mr Hamman Schoonwinkel

School of Accountancy

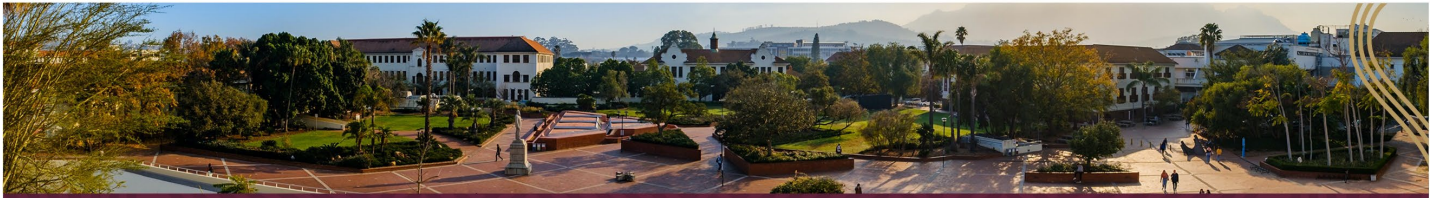
### Abstract

This innovation contribution showcases an engaging pedagogical approach that harnesses ChatGPT, an artificial intelligence (AI) language model, to develop computational thinking skills in accounting students.

In this first-year module, students learn to formulate clear and specific prompts for ChatGPT to obtain VBA code for complex Excel problems. This process encourages computational thinking as they analyse intricate real-world challenges, break them down into manageable subproblems and identify key components to frame precise questions. By communicating their problem requirements effectively, students extract relevant insights from ChatGPT, fostering critical thinking, analytical skills, and efficient communication.

This educational approach prioritises computational thinking over syntax memorisation, aligning with the trend to teach programming as a problem-solving discipline. By leveraging ChatGPT as a tool that complements VBA coding, students learn to apply their knowledge flexibly and adapt to different programming languages and technologies. This emphasis on problem-solving equips them with the skills to navigate complex challenges in various professional settings.

Through the integration of ChatGPT and VBA, this approach cultivates computational thinking, problem decomposition and creative problem-solving in accounting students. By leveraging AI to prompt efficient communication and inspire originality, students develop practical problem-solving skills applicable to real-world scenarios. This presentation gives valuable insights into fostering computational thinking in your own teaching practices, equipping students to excel in the dynamic landscape of accounting and beyond.



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## **Development of evaluative judgement skills in a system analysis and design module**

Mrs Rut Laubscher

Faculty of Military Science

### **Abstract**

I chose to prioritise the enhancement of evaluative judgement skills (Tai et al., 2018) when I revamped the assessment plan for the CIS344 module. From an assessment perspective, my emphasis was on formative, sustainable (Boud & Soler, 2016) and authentic assessments (Burton, 2011; Herrington & Herrington, 2006) to equip students for success in both society and the professional world. The individuals enrolled at the Military Academy represent the South African National Defence Force (SANDF), with full-time students exclusively comprising officers. Stellenbosch University graduate attributes align seamlessly with the imperative need for officers to possess evaluative judgement skills (Parenteau, 2021). The objective of this innovative approach is to nurture the evaluative judgement skills of our third-year students. This endeavour comprehensively addresses various facets, including self-review, peer-review, collaborative work, delivering constructive feedback to peers, interpreting feedback to enhance assignments and evaluating search results from chatbots. In order to elevate the educational outcomes, I redesigned the learning objectives substantially by incorporating higher levels of Bloom's taxonomy (Anderson & Krathwohl, 2001) and integrating the crucial dimension of evaluative judgment. Subsequently, I employed a constructive alignment framework (Biggs, 2014; Hailikari et al., 2022) to harmonise the learning objectives, learning activities and assessment methods. This approach opens opportunities for peers to enhance their understanding of constructive alignment, emphasising the cultivation of evaluative judgement skills in students. My commitment to developing these skills in my students remains steadfast, as I continuously assess and refine my strategies to ensure ongoing improvement.





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## Enhancing student support services: Welcome to occupational therapy!

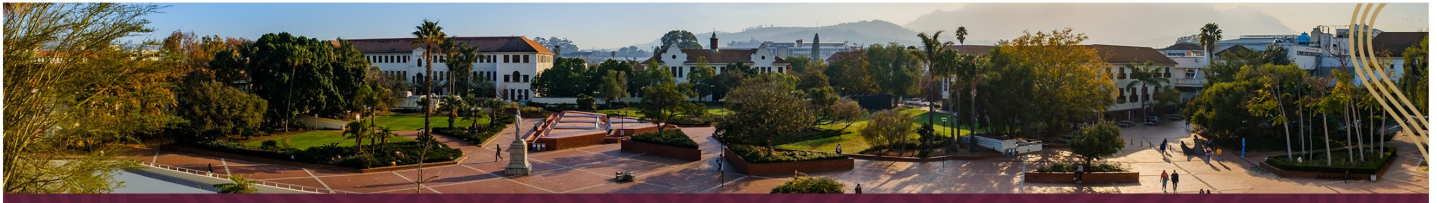
Mrs Monique de Wit<sup>1, 2</sup>, Prof Nicola Plastow<sup>1, 3</sup>

<sup>1</sup>Division of Occupational Therapy <sup>2</sup>Department of Health and Rehabilitation Sciences

<sup>3</sup>Department of Health and Rehabilitation Sciences

### Abstract

Mental health problems like anxiety, depression and alcohol dependence limit students' fully participating in university life. The growing demand for mental health support has strained existing student support services. Innovative approaches are needed to promote mental health for students with diverse support needs. Although occupational therapy (OT) for student mental health is an emerging practice area, Eichler and Keptner (2023) identified barriers to participation, like lack of funding and role confusion. This presentation focuses on an innovative mental health placement initiative involving final-year OT students at the Centre for Student Support and Development (CSCD) as part of their clinical training. In 2023, eight OT students have provided services such as weekly support groups, individual sessions, mental health campaigns on campus and promotion of OT services through a weekly newsletter. It is the first time that the CSCD has included OT among its services. Our approach aligns with international practices (Eichler & Keptner, 2023) and addresses common challenges for students, such as time management, study skills, social skills and leisure time (Schindler, 2019). This approach highlights the benefits of interdisciplinary work to promote student mental health and to maximise opportunities for learning at our own institution. There is great potential for OT to contribute to student life at SU – at individual, faculty and institutional level. OT delivered by final-year students at the CSCD has strengthened the Centre's services and increased access to mental health enhancement. Our experience may serve as a model for other faculties whose students need to engage in service learning as part of their degree programmes.



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## Evaluation of the MBChB IDEAL rotation

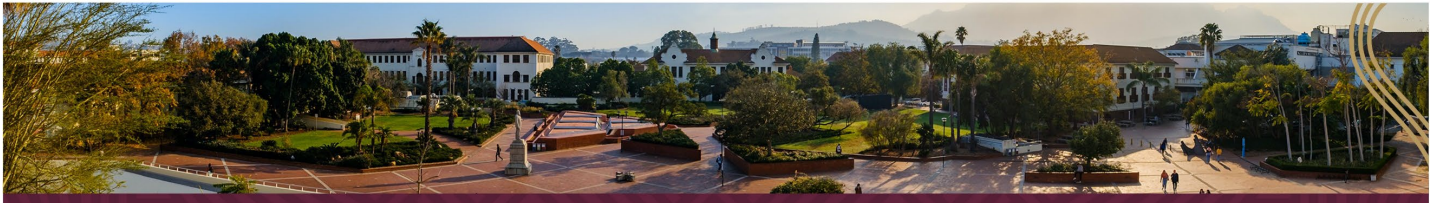
Prof Ian Couper<sup>1,2</sup>, Prof Julia Blitz<sup>3</sup>, Prof Susan van Schalkwyk<sup>4</sup>, Dr Therese Fish<sup>5</sup>, Dr Kobus Viljoen<sup>2,6</sup>, Dr Lune Smith<sup>8</sup>, Prof Michael Pather<sup>6</sup>, Mrs Maria van Zyl<sup>1</sup>, Dr Ziyanda Vundle<sup>1</sup>, Dr Francois Coetzee<sup>2</sup>, Dr Steve Swartz<sup>6</sup>, Ms Innocentia Lediga<sup>2</sup>

<sup>1</sup>Department of Global Health <sup>2</sup>Ukwanda Centre for Rural Health <sup>3</sup>emeritus Vice-Dean: Teaching and Learning, Faculty of Medicine and Health Sciences (FMHS) <sup>4</sup>Director: Centre for Health Professions Education <sup>5</sup>Vice-Dean: Clinical Services and Social Impact, FMHS.

<sup>6</sup>Department of Family and Emergency Medicine <sup>7</sup>MBChB student

## Abstract

As part of responding to the constraints of the Covid-19 situation, a new clinical module was introduced into the fifth year of the six-year MBChB programme: the Integrated Distributed Engagement to Advance Learning (IDEAL) rotation. IDEAL has been placing the whole class of more than 260 students for 12 weeks outside the traditional tertiary training institution, at a range of clinical training sites across the Western and Northern Cape since August 2020. Since implementation and evaluation of this massive enterprise is running concurrently, the framework adopted for this evaluation was educational design research (EDR), which fits the family of participatory approaches seeking practical and scientific synergies (McKenney & Reeves, 2020). The key issue that this research is designed to understand is the sustainability of this rotation. In the long term, we want to understand how innovation, curriculum, students, staff, logistics, costs, assessment and student grades are mediated by context – especially in view of the rotation being considered a prototype for the 'distributed apprenticeship' phase of the new MBChB curriculum. **Methodology:** This mixed-methods study generates data by using surveys, face-to-face interviews, focus groups and analysis of our learning technology app. **Preliminary findings:** Research is ongoing, but initial indicators suggest positive results, with students reaching outcomes at least on par with the conventional exposure to Tygerberg rotations, if not better. Particular benefits centre on practical skills acquisition and professional identity formation.



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## Civil Engineering Portfolio Project

Dr Andrew Way, Prof Riaan Combrinck

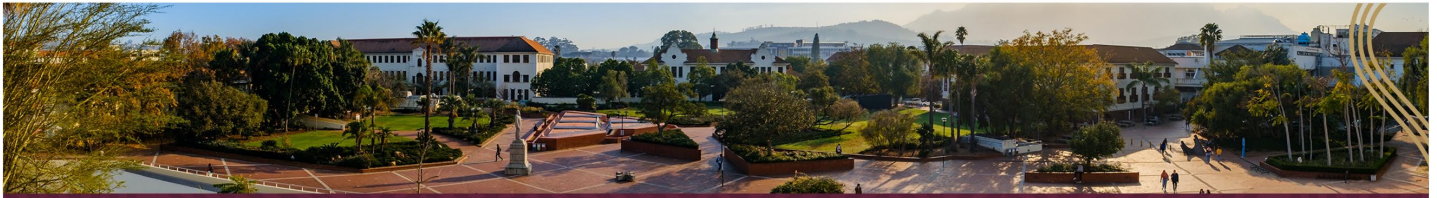
Civil Engineering

### Abstract

The tertiary education of individuals to become engineering professionals requires the holistic development of knowledge and skills in all the cognitive, affective and psychomotor domains (Bloom, 1956). In civil engineering, learning within the cognitive and psychomotor domains are typically favoured. Anecdotal evidence suggests that the BEng programme at Stellenbosch University may be ineffective as regards the affective development of an identity as a civil engineer may. Students are not prompted to consider how the theory and skills from each module fit into the greater scheme of civil engineering. This can lead to a fractured view of progress towards the achievement of graduate attributes and may stunt the development of learner self-confidence.

This presentation examines the progress of a portfolio system that has been developed and implemented to promote learner self-confidence through the perception of growth over time, by prompting students to consider the link between individual modules and civil engineering as a whole. The system incorporates academic tasks linked to a central civil engineering problem, which is revisited in each module, focusing on that module's contribution towards a holistic solution to the problem. Students are encouraged to reflect on how theory and skills developed in previous modules have enabled learning in current modules, and how current modules may enable learning in future modules. Additionally, such reflection prompts a consideration of the link between modules completed in academia and the application of these module skills in practice during vacation training, so that students may recognise how their academic training is relevant to their holistic growth as civil engineers.





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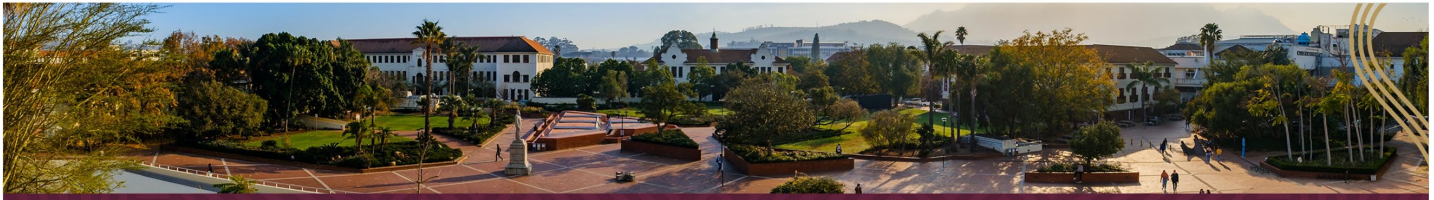
## **Telerehabilitation Integration in Service Delivery and Clinical Training**

Mrs Marisa Coetzee<sup>1</sup>, Mrs Monique de Wit<sup>2</sup>, Dr Eugene Nizeyimana<sup>1</sup>, Ms Ashley Gaskin<sup>3</sup>, Dr Gouwa Dawood<sup>3</sup>, Prof Nicola Plastow<sup>2</sup>, Prof Conran Jospeh<sup>1</sup>, Prof Quinette Louw<sup>1</sup>

<sup>1</sup>Health and Rehabilitation Sciences, Physiotherapy <sup>2</sup>Health and Rehabilitation Sciences, Occupational Therapy <sup>3</sup>Health and Rehabilitation Sciences, Speech-Language and Hearing Therapy

### **Abstract**

The Covid-19 pandemic disrupted health sciences education, especially rehabilitation training in South Africa. To address this challenge, the Department of Health and Rehabilitation Sciences at Stellenbosch University (SU) explored telerehabilitation as an innovative training method for senior rehabilitation students. The aim of this study was to focus on an interdisciplinary, collaborative, co-development process to integrate telerehabilitation into the clinical training of SU undergraduate rehabilitation students on the clinical training platform during the Covid-19 pandemic. A telerehabilitation coordinating team was established and a rapid narrative review was conducted to determine the key considerations of core knowledge and skills needed for successful implementation of telerehabilitation. Simultaneously, we consulted national and international experts on approaching the integration of telerehabilitation into clinical training as well as key contextual considerations related to their local setting. The rapid narrative review and expert consultations guided the proposed model for the integration of telerehabilitation services through the development of a contextual training module, readiness assessment, establishment of a designated facility/hub and use of a hybrid model and phased approach for the implementation of telerehabilitation on clinical sites through pilot studies. We recommend the integration of telerehabilitation into clinical training. However, training should take into account experts' opinions on the core knowledge and skills needed and the local contextual factors that might influence its adoption and implementation. Approaching telerehabilitation training and integration in this way would provide guidelines for contextually relevant and sustainable telerehabilitation services across all clinical platforms.



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**Akademieskap van Onderrig en Leer**  
Konferensie in lewende lywe

**ACADEMIC RENEWAL**

towards transformative teaching-learning-assessment  
in service of society

**30 October –  
1 November 2023**

HOST:  
Division for Learning and Teaching Enhancement

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**AKADEMIESE HERNUWING**

vir transformerende onderrig-leer-assessering  
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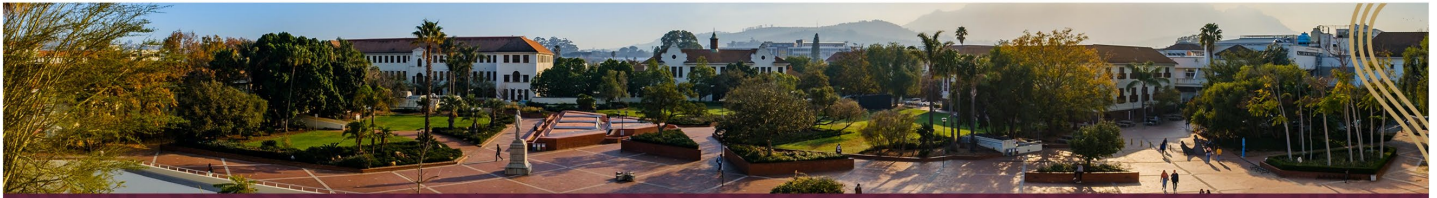
## **Making visible Assessment Design Decisions and Practice.**

Ms Agatha Lebeth

Curriculum Studies

### **Abstract**

**Background and what was done:** The poster illustrates the Mathematics Education Assessment Framework (MEADF), which was adapted from the Stellenbosch University Assessment Policy and the Assessment Design Decision Framework (ADDF). The MEADF was created and implemented so that an assessment framework could be used at mathematics education modular level. The Framework was used in a fourth-year mathematics education module. **Why did you do it?** The creation of meaningful assessments drove the process and the creation of a space for a wide range of assessment types specifically suited to mathematics education. The design and implementation of the Framework is based on the need to improve assessment, and make assessment planning visible to ensure that assessments be located in real-world employment. **What were the results?** The Framework highlighted gaps in my assessments. However, reflecting on the design and implementation, the theoretical underpinnings of the framework, the design decisions and the assumptions made were highlighted. The MEADF allowed me to be creative within the constraints of the module and to make – and revise – decisions systematically. It provided me with a language with which to talk about my assessment decisions and, I believe, contributed towards my assessment literacy. **Significance of the work and how it will influence your future teaching:** The MEADF offers a model for assessment decision-making practices of mathematics teacher educators. I consciously connected by teaching more strongly to the context, the module outcomes, the assessment tasks, the feedback processes and my own experiences.



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## Re-imagining higher education teaching, learning and assessment in the age of AI

Dr Hanelie Adendorff, Ms Dalene Joubert

Centre for Teaching and Learning

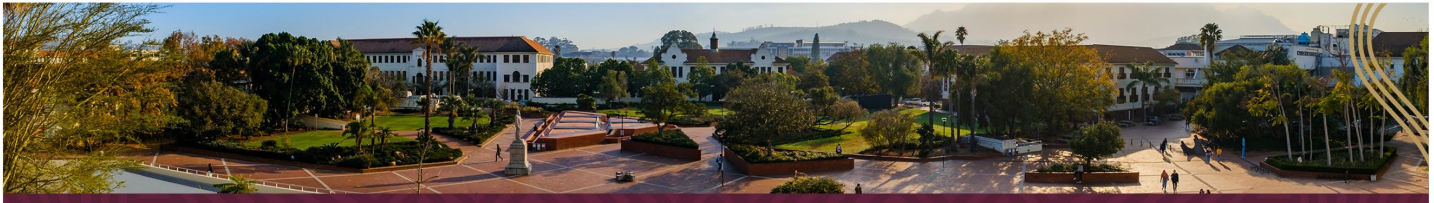
### Abstract

The release of ChatGPT in November 2022 marked a transformative moment in society (Harari, 2023). The highly accessible nature of these generative artificial intelligence (GenAI) technologies is raising serious concerns and prompting difficult questions in the higher education sector. These include:

1. What are our students learning and what should they be learning?
2. Will our students keep on learning or will learning be outsourced to the machines?
3. Will we be able to distinguish those kinds of learning, and could we certify such learning?
4. Will we as teachers become obsolete?

This panel presentation leverages the framework of Rolfe et al. (2001) framework to explore these questions and more. It aims to shed light on the challenges and opportunities brought by AI, featuring diverse perspectives from innovative academics across multiple SU faculties. Inspired by the DeLTA (Design for Teaching, Learning, and Assessment) framework, our five-poster panel dissects these key issues within the contexts of higher education and teaching-learning-assessment (TLA). While acknowledging that TLA constitutes a unified educational experience, our panel will address these elements individually to consider the multifaceted impact of generative AI on higher education critically. By synthesising real-world experiences and innovative practices, our presentation aims to encourage educators and industry peers to reconsider their roles in shaping higher education for the age of AI. We will propose actionable frameworks, themes and concepts for responding to the ever-changing nature of this technological landscape, whilst remaining cognisant of the fact that this is a constantly changing space with few definitive answers.





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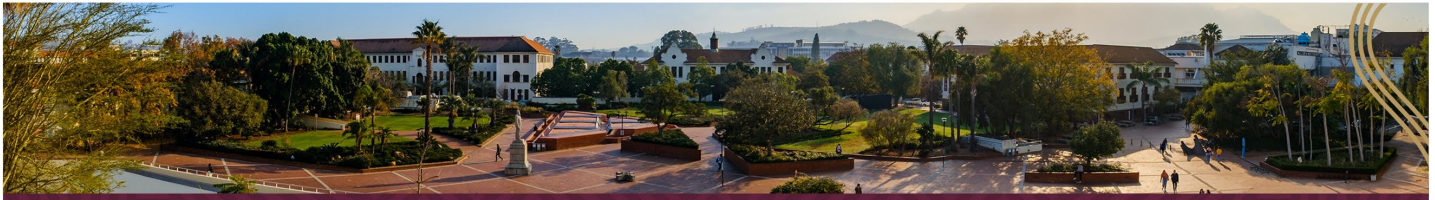
## **Building Chemical Engineering students' competencies in Chemical Engineering design thinking through computational simulations**

Prof Paramespri Naidoo

Chemical Engineering

### **Abstract**

Equipping learners with workplace readiness skills, such as integrated systems thinking, requires a diverse teaching and training approach. In the Chemical Engineering curriculum, students must master the requisite competencies in solving open-ended problems and executing complex designs to acquire the relevant graduate attributes. While this is usually done in the capstone final-year design module or prerequisite modules, where students use computational software to execute their design, it is important to develop a coherent approach to introducing and assessing the use and understanding of process-based Csimulations. This learning and teaching intervention applied a scaffolded approach of combined technical and behavioural proficiencies, namely, cumulative knowledge building and 'code-shifting' (Maton, 2014) across epistemic transitions, over two modules – in thermodynamics and mass transfer principles, respectively – to extend these proficiencies to the final-year modules. The third-year student cohort were assessed on their contextual grasp, analytical thinking, communication skills, decisiveness, judgement, strategic thinking and technical knowledge. Through tutorials facilitated in the computer rooms, computer-based assessments and assignments, students' performances were analysed and the learning innovation evaluated under the categories *execution and recall*, *understanding* and *application*. The intention was to promote self-reflection, build confidence in the use of computational tools and stimulate creativity in the execution of the designs. We will present and discuss Feedback from students' responses, from the questionnaires, and interviews on the learning development and the students performance on these design based assessments from previous module offerings to the current .



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## Clinical genetics concept videos to enhance blended learning

Ms Malebo Malope

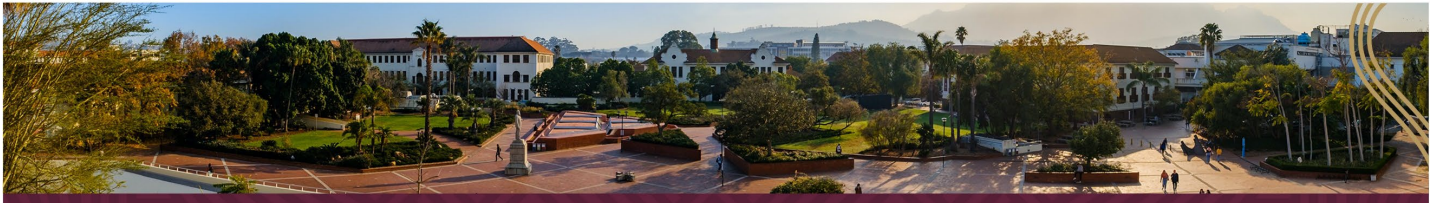
Molecular Biology and Human Genetics

### Abstract

Employing videos in blended learning provides an additional resource to enhance the learning experience, especially to help students grasp threshold concepts so as to move to higher-order thinking. Videos also accommodate diverse learning styles, including audio, visual and audiovisual. Several concept videos are available online, but they are not made specifically with the genetic conditions in mind that students would encounter in our setting. Having students search for videos themselves may be time-consuming; often, they face technological difficulties and encounter other disruptions, such as advertisements. Therefore, this FINLO innovation project aimed to create our own educational videos that offer well-curated information, are well-regulated and without distractions, and contain scenarios applicable to the students.

Ethical approval had been obtained. Short videos on basic genetics concepts, genetic counselling and patient experience were made by means of lightboard, role-playing and patient-storytelling. The basic genetic concepts videos were piloted on two student cohorts, while the second cohort participated in the survey. They found the videos useful in studying and requested that similar videos be made on other topics. The counselling video was piloted in a short course about patient interaction.

These videos have proven to be effective, because the students can access the videos from their learning management system. The videos are well-curated, each one focusing on one concept. They allow for self-directed learning, as the students can choose when and what they would like to refine without having to search through entire lectures.



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## Developing an Online Teaching Portfolio at a Business School

Ms Sonja Cilliers, Mr Joniff Cleopas

Stellenbosch Business School

### Abstract

Developing a teaching portfolio presents several advantages, such as the opportunity to demonstrate personal development, skills and accomplishments. Quellett (2007) argues that course portfolio implementation by AACSB-accredited business schools has proven to be an impetus for the emergence of the teaching portfolio, its so-called fraternal twin.

As teaching portfolios are synoptic by nature, it is important to consider organising principles, such as thematic or overarching goals, before embarking on selecting artefacts for inclusion. Lieberg (2004) suggests including a wide scope of artefacts from the teaching experience, such as student, course and peer observations as well as visual and web-based artefacts. Applying reflective practice in the process of curating evidence to be included in a portfolio may result in a teaching philosophy emerging (Seldin, 2004).

A teaching portfolio can be described as “a broad sampling of the faculty member’s pedagogical work – in a variety of different courses, over a number of years” (Hutchings, 1996, pp. 50-51). Thus, the teaching portfolio is an ever-evolving work product. A web-based platform presents an attractive way to showcase the evolution of a portfolio over time.

At the Stellenbosch Business School, a dedicated design team supports the teaching and learning function. I approached this team to assist me in designing and developing of a web-based teaching portfolio to serve as pilot exercise. Once completed, this portfolio will be showcased to faculty and the template be made available for use at the School.





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## The experience of 'Being and becoming': Using art for embodied reflection for 1st year MBChB student

Dr Lynn Hendricks<sup>1</sup>, Prof Rene English<sup>1</sup>, Mrs Maria van Zyl<sup>2</sup>, Mrs Maryke Geldenhuys<sup>1</sup>

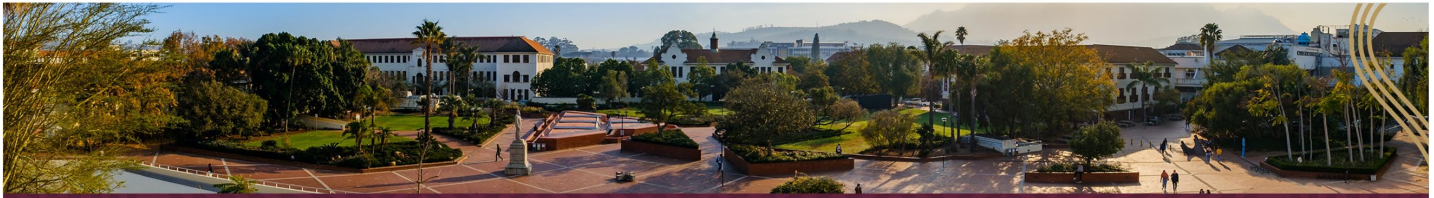
<sup>1</sup>Division of Health Systems and Public Health, Department of Global Health <sup>2</sup>Centre for Disability and Rehabilitation Studies, Department of Global Health

### Abstract

**Background:** Embodied education emphasises the integration of the physical body with the learning process (Singh & Narayanan, 2021). This can enhance the understanding of the physiological and psychological aspects of medicine, which is in the ethos of the renewed MBChB curriculum. In *Body pedagogics*, Kelly et al. (2019) advocate for attention to be drawn to how doctors are trained and use their bodies to treat other bodies. We experimented with the use of embodied reflexivity (Pagis, 2009), using body maps, as a means of group reflection for first-year MBChB students. In this presentation, we share the pedagogical approach we used as well as the lessons learnt.

**Description:** To date, the exercise has done with two cohorts (2022 and 2023), comprising 600 students. Students engaged by means of art in using their whole bodies as tools for reflection. This later fed into student presentations, assignments and professional development plans. Maps included visuals of people, organs and places, and focused largely on the emotive experience. The sheer volume of 300 students creating life-sized body maps, simultaneously, and expressing themselves creatively promoted high engagement by students. Students shared experiences and learnings that were otherwise missed or not noted, were brought to awareness.

**Conclusions:** We found body mapping to be an effective reflective exercise that is feasible for large cohorts of students. Implementing embodied reflection into the medical curriculum can help medical students develop a deeper understanding of their journey into medicine while fostering self-awareness and empathy, both of which are crucial qualities for future healthcare providers.



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## First-year Computer Programming: Teaching, Assessment and Academic Integrity

Mr Wayne Dalton

Department of Computer Information Systems, Faculty of Military Science

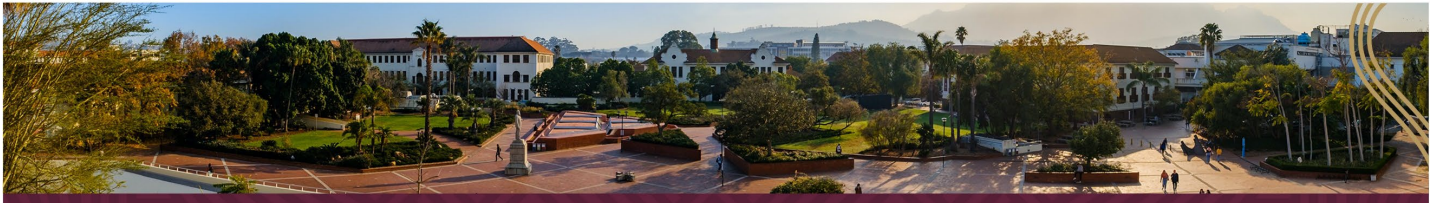
### Abstract

I started teaching an introductory module to computer programming (CIS144) in 2021. It was lecture-based, focusing on computational thinking and language syntax, with added support from an online interactive textbook. Assessments, via SUNLearn using Code Runner, were open-book and students had access to an online Python compiler both in class and during assessments. The goal was to approximate a real-world setting, whilst developing problem-solving skills and mastery of the Python programming language. Therefore, the assessments were not trivial and the questions were unique, to ensure that students be assessed on their own ability. Unfortunately, in the majority of cases, lecturer idealism did not translate into positive student behaviour. Nonetheless, I expended much energy tracking down plagiarism and exhorting the students to do better.

At the end of 2022, it became clear that a new approach was necessary. Weaknesses in the initial approach were manifesting in various ways. Students were passively relying on me to teach them rather than practicing the new language and skills themselves, which became apparent in the following ways:

- memorizing my code examples rather than understanding the code;
- relying on lecture slides rather than reading the textbook and doing the exercises; and
- submitting non-original code rather than struggling with the problems and learning through failure.

In 2023, I have employed a flipped classroom approach (Sobral, 2021), combined with an online interactive textbook (Ericson, Cohen & Miller, 2019) on the Runestone Academy platform (Ericson & Miller, 2020), a lock-down browser with in-class invigilation, and active learning for the students (Freeman et al., 2014).



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## **Towards 21st century skills: Using practice-led research for curricular development**

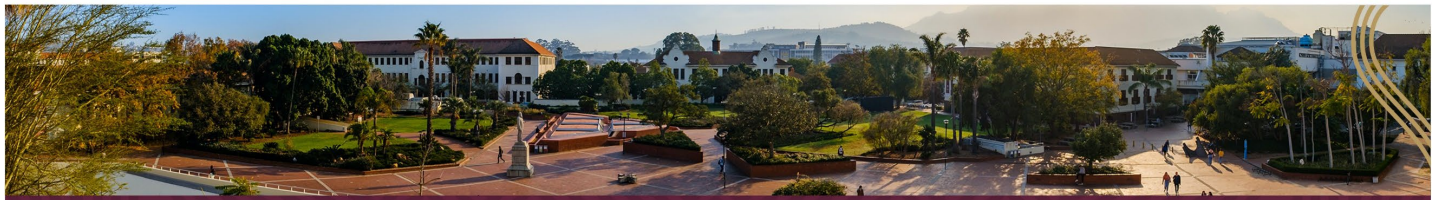
Dr Karolien Perold-Bull, Ms Mieke Hall, Mr Kiveshan Thumbiran

Visual Arts

### **Abstract**

In the third-year curriculum of the BA Visual Arts (Visual Communication Design) (VCD) programme, our focus is on creating learning opportunities where students can apply their technical VCD skills in real-world contexts. This approach is inspired by an ethos of integrative, embodied praxis through experiential learning. Over the past two years, we have engaged in a collaborative research endeavour with the Department of Geography at SU, its equivalent at NWU and a local artist. The research aimed to explore gentrification in the rural hamlets of Stellenbosch (Jamestown, Pniel and Kylemore). We will present the range of curricular projects we had developed that allowed students to conduct immersive fieldwork on-site. While engaging with a range of local stakeholders through conversation, students documented their experiences in the form of drawing, photography, mapping and animated storytelling. Through embodied making in real-life contexts, combined with input from disciplines other than their own, they did not merely learn *about* key sociopolitical and spatial concerns while honing technical design skills; they also navigated complex societal issues in interdisciplinary, collaborative ways. Students gained first-hand experience of doing practice-led research (Koskinen *et al.*, 2011; Haseman & Mafe, 2009), developing key 21st-century skills in the process: creativity and critical thinking, problem solving, lifelong learning, collaboration, communication, technical skills, information management, ethical and cultural awareness, flexibility and self-direction (Van Laar *et al.*, 2017). These curricular projects provide an example of how practice-led research can productively inform curriculum development to facilitate symbiotic relationships between teaching, learning, social impact and research – a key concern at SU.





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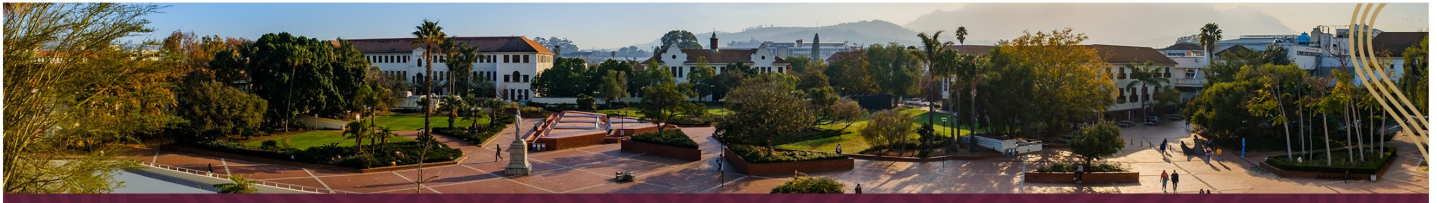
## Co-opting ChatGPT in online peer assessed projects in Materials Science.

Dr Melody Neaves<sup>1</sup>, Prof Deborah Blaine<sup>1</sup>, Prof Karin Wolff<sup>2</sup>, Dr Gert Young<sup>3</sup>

<sup>1</sup>Mechanical and Mechatronic Engineering <sup>2</sup>Faculty of Engineering <sup>3</sup>Centre for Teaching and Learning

### Abstract

Materials Science is a content-dense module with interconnected themes offered to second-year students in mechanical and mechatronic engineering and industrial engineering. Since 2021, ongoing renewal efforts have resulted in an integrative module approach that connects all module assignments and activities explicitly across content themes (Van Rooyen et al., 2022). The most time-intensive activities are a set of four projects that require students to pose and peer-assess examination-type questions and solutions. However, with the advent of artificial intelligence (AI) chatbots such as ChatGPT, students can generate reasonable questions and answers quickly (given appropriate prompts) without any creative or critical thinking (Rudolph et al., 2023). In 2023, the projects were reformulated to coopt the use of AI chatbots as the answer generator to student-prompted questions. Students then offer critique on the generated responses by highlighting aspects that correlate with, conflict with or are beyond the explanations offered by the textbook. It is anticipated that this will provide additional ways to foster the development of integrative learning abilities, critical thinking and evaluative judgement skills and will expose students to responsible use of AI as a professional tool. With reference to the reflective framework of Rolfe et al. (2001), we identify the core challenges and successes to learning as well as student-perceived effectiveness of their learning. This will be done by means of lecturers' observations and anonymous online questionnaires. This will guide future integration of AI in the classroom in this and other modules, as well as assist with policy development regarding ethical use of AI chatbots in academic settings.



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## Transforming the accounting profession: Where is the help really needed?

Ms Ilse Frans

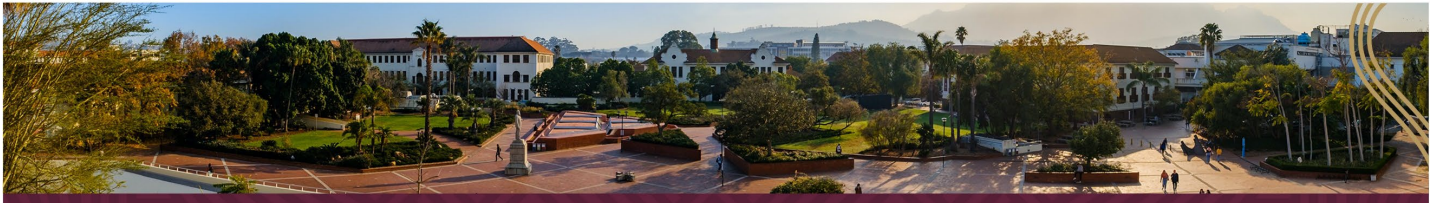
Economic and Management Sciences

### Abstract

Transformation is not dependent on finances alone (Barac, 2015); it requires a more holistic approach. The South African Institute of Chartered Accountants launched the Thuthuka Bursary Fund programme for skills development among students from the designated groups with a view to promoting racial diversification while addressing scarce skills. Nonetheless, students drop out at various stages of the way to becoming a CA(SA) or struggle to develop the skills required by the profession. The objective of the study was to evaluate the effectiveness of the support provided to Thuthuka students at each stage of the road to becoming a CA(SA) and to identify specific additional interventions required at each stage to give aspirant CA(SA)s the best chance of achieving this goal and develop the right skills.

The research employed the Kirkpatrick model of training evaluation to evaluate the Stellenbosch Thuthuka programme with reference to the programme's success in supporting students, ensuring academic success and contributing towards transformation of the accountancy profession at each stage of the way. Qualitative and quantitative research methods were used to collect data.

The study found that the programme had an impact on students' lives and improved student success, but that more work was required to develop students' emotional and mental wellbeing, integrating real-life skills application into the curriculum and providing further support for the completion of professional examinations. Alumni also required appropriate mentoring and other networking opportunities after graduation.



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**AKADEMIESE HERNUWING**

vir transformerende onderrig-leer-assessering  
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**30 Oktober –  
1 November 2023**

AANGEBIED DEUR:  
Afdeling vir Leer- en Onderrigverryking

## **Afro-feminism as a form of 'slow intimacy'**

Prof Stella Viljoen

Visual Arts

### **Abstract**

Lou-Marie Kruger and Amanda Gouws hosted a conference on 'slow intimacy' at STIAS in October 2022. In response to this, Ernst van der Wal and I curated an exhibition on the same theme. Five short-video interviews with feminists were screened as part of the exhibition. The video interviews introduced the art and ideas of artists originally from African countries into the exhibition. The exhibition and interviews were used in an honours curriculum, Visual Intimacies, that another colleague and I developed. The course unpacks the ways in which feminist politics manifests in art, using domestic rooms as metaphoric of gendered concepts. This paper considers the way 'slow intimacy' can be interpreted in multiple ways, but often as an antidote to 'slow violence'. I focus on the exhibition and honours course as spaces in which 'slow intimacy' was practiced pedagogically. I consider the way the curation of the exhibition and honours curriculum helped me and my students to map the history of feminist art, particularly when mediated by the camera. Slowly, slowly we began to understand the gaps in this story and how we might fill them with vernacular narratives.





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## Hybrid learning for large student cohorts: A module convener reflects

Dr Marenet Jordaan

Journalism

### Abstract

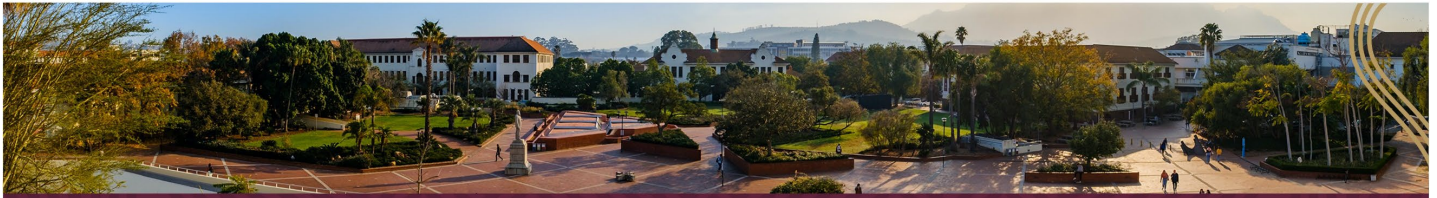
As part of programme renewal in the Faculty of Arts and Social Sciences, a compulsory first-year module was developed that aims at inculcating computer, information, academic and digital literacies in hybrid mode. We named it Knowledge Skills.

The management and responsibility for the running of the module is situated in the Department of Journalism. Students from other faculties, such as Theology and Law, must also follow this course.

In this presentation I employ the reflective model first introduced by Donald Schön in 1983 to discuss my role as module convener for Knowledge Skills. LaBoskey (2010:630) summarises Schön's contribution to reflective practice when she explains that he viewed reflection not only as "contemplation" with the goal of learning, but rather as "problem based and action directed".

Reflecting-*in-action* (Schön in Cattaneo & Motta, 2021:188) means that I had to constantly re-evaluate our teaching-learning-assessment approach – informed by my intuition as educator, but also as necessitated by the possibilities and limitations presented by hybrid learning. I would argue that continued reflection *on* these actions (ibid.), which is essential to ensuring that the module be run smoothly, not only contributes to improving the module but also provides guidance to fellow educators interested in designing courses in hybrid mode.

Thus, reflecting on how my planning for this module aligned with what happened in practice have taught me to manage my expectations of what is possible and what is practical when it comes to hybrid teaching-learning-assessment for large student cohorts.



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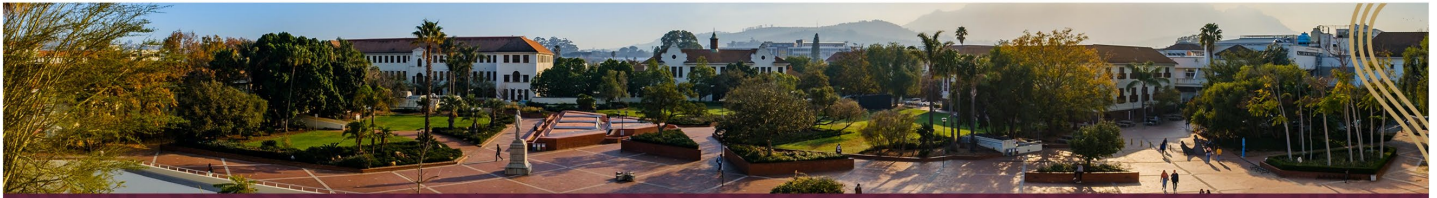
## Decolonizing, are you? Let's just call it programme renewal

Ms Ydalene Coetsee

Language Centre

### Abstract

In the past decade, teaching of academic literacies (AcLits) has gone through a few “turns” – from generic to embedded content; from stand-alone to collaborative teaching; from individual efforts to ubuntu pedagogy – all the while, it is hoped, encouraging continuous improvement. This is something that reflective lecturers do anyway. However, through-put rates are still cause for concern regarding students in extended curriculum programmes, because critical skills essential to student success are not easy to develop. As a contribution to this on-going discourse, the current study explored how AcLits lecturers have used the community of practice framework to improve alignment between outcomes, facilitation, assessment and renewal in collaboration with colleagues from other academic environments. The present researcher was involved in a collaborative writing project with colleagues from various disciplines, which forms the backdrop to this reflection on decoloniality. In the follow-up study, a qualitative approach was taken, with 10 lecturers teaching AcLits purposely selected to participate in a questionnaire for data generation. A thematic analysis revealed that lecturers used reflective practices in collaboration with one another to develop their content and modes of teaching to the benefit of students. Problem-based learning was used to scaffold authentic activities that extended curriculum students would find relevant to the other modules in their programmes. This study makes a valuable contribution, because change most often creates cognitive dissonance and good feedback cycles do not necessarily lead to improved practices unless they are successfully motivated for and actioned by all role-players.



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## Student Teachers' Entrepreneurship Project: An Activity Theory Approach

Dr Carina America

Curriculum Studies

### Abstract

Despite the prevalence of entrepreneurship studies across various levels of the education sector, the gap between theory and practice in entrepreneurship education remains a pedagogical challenge. Teacher education is no exception regarding how and what we teach to cultivate entrepreneurial awareness. This project has been supported by the Fund for Innovation and Research into Learning and Teaching (FIRLT). It illustrates how an international collaborative online entrepreneurship initiative addresses the theory-practice gap, underpinned by Engeström's (2015) account of the transition from individual actions to collective activity. The research design is an interpretative, qualitative analysis based on the theoretical framework of activity theory, which suggests that human behaviour is driven by motivation and that motivation is prompted by objects (Engeström 1987; 1999). The collaborative interactions of the participants – South African student teachers, Dutch business management students and a project facilitator – signify a flow of interactions that emerged from the activities within a system. Six key themes emerged: 1) technological intervention, 2) impact on students 3) entrepreneurship framework, 4) system and stakeholders, 5) roles and tasks, and 6) instructional tools and pedagogy. This study suggests that, even with dedicated teachers in the system, a collaborative mentorship initiative can add value to increase entrepreneurial awareness. Furthermore, although student teachers can play a valuable role in cultivating entrepreneurial thinking, the development and synchronization of such initiatives require proficient facilitation. This project further illustrates that efficient facilitation of local and international collaboration holds potential for the expansion of entrepreneurship education within teacher education, which could then be cascaded to the school system.





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## Towards education for equity and inclusion in Commerce Education

Prof Ronel du Preez<sup>1</sup>, Ms Magda Barnard<sup>1</sup>, Dr Gert Young<sup>2</sup>

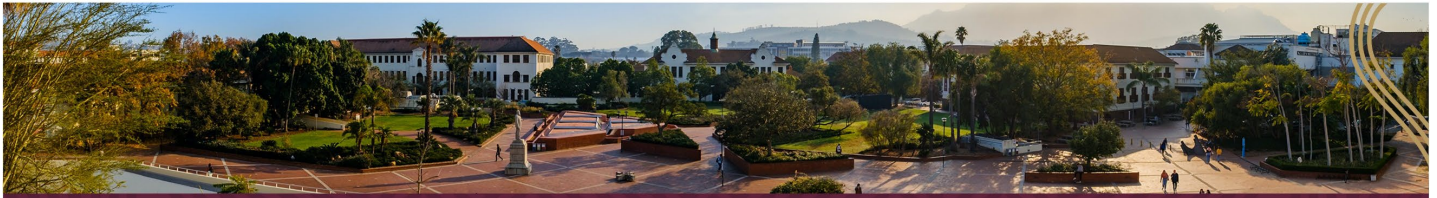
<sup>1</sup>Faculty of Economic and Management Sciences <sup>2</sup>Centre for Teaching and Learning

### Abstract

By embracing equity and inclusion, South Africa's higher education institutions can become catalysts for societal transformation and work towards delivering graduates that contribute to society. This study aligns with Kayyali's (2022) and Sheoole and Adeyemo's (2016) definitions of equity as the distribution of resources in such a way that individuals have the same chance of success. This means distributing resources and opportunities according to the specific needs of individuals and communities, working towards the inclusion of all. However, it is unclear what practical approaches lecturers follow to facilitate equity and inclusion in the classroom and at classroom level.

This study explores how commerce lecturers pursue equity and inclusion in teaching-learning-assessment. Harvard University's online resource Educating for Equity and Inclusion (Harvard Graduate School of Education: 2023), was used as a guide for facilitating reflection on current practice and conversations on inclusivity and belonging, disrupting traditional classroom hierarchies, including student voices in conversations and developing inclusive activities and resources.

Data was collected through reflective worksheets and guided discussions. It was analysed according to thematic analysis, taking Rawls's (1971) and Deutsch's (1975; 1979) ideas about equality and distributive justice as points of departure. The results provide insights into lecturers' understanding of equitable and inclusive teaching. It also outlines practical approaches for facilitating such teaching environments and identifies areas for further development. This session will create a space for active reflection by lecturers and support staff, hopefully resulting in more equitable and inclusive learning spaces.



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## Students' experiences of an asynchronous virtual conversation

Prof. Lorna Dreyer

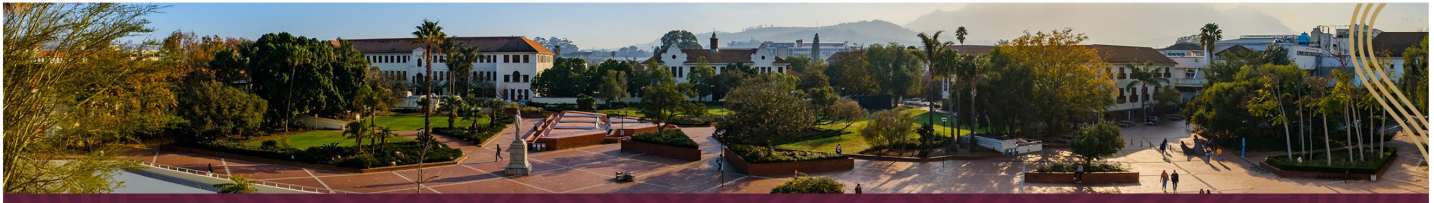
Department of Educational Psychology

### Abstract

The BEdHons programme was changed from a fully residential offering to a blended model of teaching and learning. A blended model requires "thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Vaughan & Garrison, 2006:142). The challenge was to adapt learning activities to enhance social constructivist learning in a virtual space. Students were invited to participate in an asynchronous online discussion forum. This project considered their experiences of such conversations in comparison to a face-to-face (traditional) in-person class discussion. The research question thus was formulated as: What are students' experiences of an online discussion forum?

This project was framed by Vygotsky's social cultural theory (1978), which emphasizes the importance of interaction and the use of cultural tools, such as language, to stimulate development and promote cognitive growth. The integrated learning design framework was further used to design a meaningful learning opportunity for students (Dabbagh & Bannan-Ritland, 2005). Participants were purposefully selected. Both qualitative and quantitative data was collected through an online survey and a questionnaire. Qualitative content data analysis was used to extract themes from the collected data.

The findings indicate that, although students appreciate the flexibility of the tool, they still prefer in-class conversations. Suggestions to improve online social learning includes the addition of synchronous online activities. It is concluded that both synchronous and asynchronous online engagements are necessary for meaningful learning experiences. Technology has advanced significantly during and after Covid-19. It is challenging authentic and credible online teaching-learning-assessment at higher education institutions continuously.



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## **Curriculum renewal towards critically conscious graduates: implications for faculty development**

Prof Susan van Schalkwyk, Prof Julia Blitz

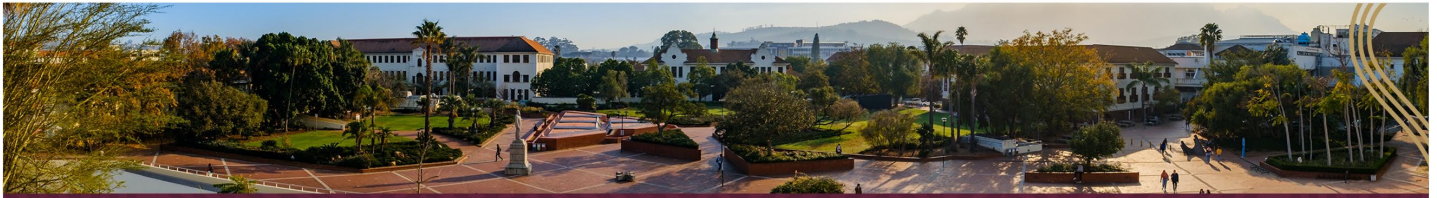
Centre for Health Professions Education

### **Abstract**

Globally, faculty development initiatives supporting health professions educators continue to extend their remit. This work becomes more critical as curriculum renewal move beyond a biomedical focus to address issues such as social accountability, social justice and health equity. It raises questions about how best to support educators who may need to change their teaching practice as they embrace these more complex social constructs. Curriculum renewal is currently under way at the Faculty of Medicine and Health Sciences. Therefore, we sought to explore implications for faculty development when supporting educators to incorporate principles of critical consciousness (Freire, 2000) and social accountability into their teaching as part of this process. Data from 11 focus group discussions and 11 subsequent individual interviews with educators from 2 undergraduate programmes was thematically analysed. Transformative learning theory and models about change provided a sensitising framework. Findings pointed to an expanded role for educators and thus also for those responsible for faculty development. Three main ideas were highlighted: curriculum renewal catalyses a renewed need for faculty development; the nature of faculty development that can enable change; and new foci for faculty development. Faculty development can enable change in the context of curriculum renewal. When renewal seeks to shift fundamental principles, providing support for an expanded teaching remit results in an equally expanded remit for faculty developers. This calls for initiatives that facilitate critical, dialogic encounters that foster critical consciousness and that lead to change in educational principles and practice.

Freire, P. 2000. *Pedagogy of the Oppressed* (30th anniv. ed.). Continuum.





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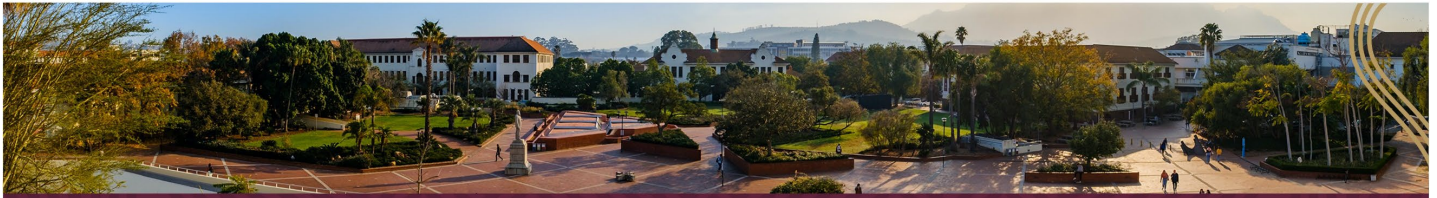
## **Impact of a tailor-made staff education programme to facilitate life-long learning in postgraduate students**

Prof Renée Blaauw

Division of Human Nutrition, Department of Global Health

### **Abstract**

Educators need to have the skills to assist students in developing knowledge and skills for self-determination, motivation and metacognitive awareness (Dunlap & Grabinger, 2008). To support learner-centred learning, educators must adapt teaching methods to stimulate students' cultivating life-long learning skills (Marzo, 2018). During 2021, we determined the effectiveness of postgraduate programmes at the Division of Nutrition. A variety of barriers and enablers were identified, which resulted in the current research question: How will the development and implementation of a tailor-made programme contribute to enhancing staff knowledge and confidence regarding educational scholarship, with a view to better support students to become life-long learners? Kern's six-step model was used to identify needs and design the intervention (Kern et al., 2009). The programme consisted of eight themes, implemented over eight months during 2022. We also designed an interactive website to upload pre-reading and relevant course material. All staff (n = 10) attended the sessions. During 2023, in-depth interviews were conducted with staff (n = 6) to assess the experience. Staff expressed an appreciation for the programme and the knowledgeable speakers. All have started to implement aspects learned, mainly regarding assessment, feedback and supervision. They expressed a need to expand the online repository. A specific need was expressed for more information on individual learning styles and the application of technology in teaching. An in-house programme, focussing on the identified needs and delivered in the safe space of the environment, assisted staff in becoming more comfortable engaging with new principles and expressing their need for further information.



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## **Peer Advisory services: A model of mentoring in the MBCHB renewed curriculum**

Ms Lamese Chetty<sup>1</sup>, Mrs Maria Van Zyl<sup>2</sup>

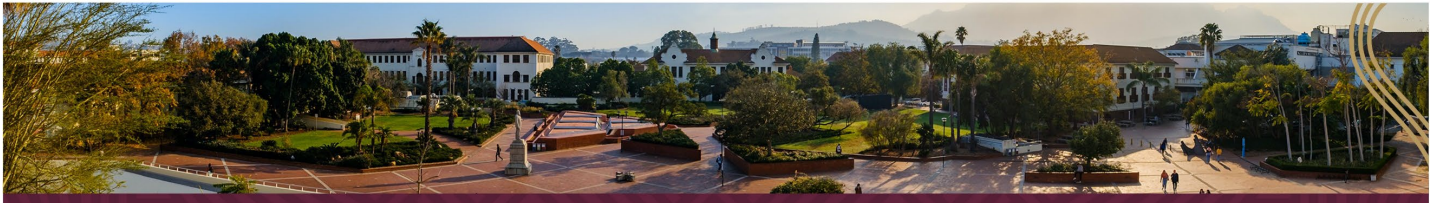
<sup>1</sup>Academic Advisor, Vice-Dean: Learning and Teaching <sup>2</sup>Lecturer, Centre for Disability and Rehabilitation Studies, Department of Global Health

### **Abstract**

The mentor-tutor (mentut) programme has an embedded history of being a unique supportive programme at the Faculty of Medicine and Health Sciences (FMHS). It involves senior students supporting juniors to transition into the institution. Seniors are recruited during the previous year, from every undergraduate FMHS programme, on academic merit and leadership interest that they have positively displayed on campus. These students have all been mentees when they started and so have first-hand experience of what mentees' needs. They offer academic guidance and support, and advise on applicable professional psycho-social support services on campus.

The current renewal of the MBChB programme includes mentuts as peer advisors by providing support to first- and second-year students, completing integrated reflections as an assessment standard within the teaching and learning component for the first time during 2022 and continuing in 2023. Junior students engage in active learning experiences, learning critical reflective models and receiving applicable feedback. They use this feedback to write integrated reflections to develop professional development plans (PDPs). These The mentuts consider their mentees' reflections to track any challenges and offer peer advice to help them cope.

The presentation aims to provide an integrated model of support in teaching and learning that contributes towards developing health professionals as well as reaching the essential graduate attributes at Stellenbosch University.



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## The impact of service learning to promote social participation and occupational justice for older people in Bishop Lavis

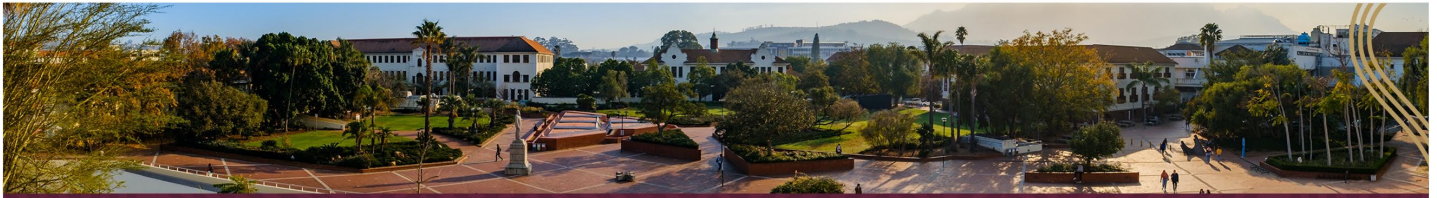
Prof Nicola Plastow

Division of Occupational Therapy

### Abstract

**Background, rationale, purpose:** Older people with low incomes experience many barriers to social participation in their communities. Restrictions in opportunities and choice of meaningful participation in activities are forms of occupational injustice. Service learning for occupational therapy students may be used to address older people's occupational needs. **Research question(s):** What is the impact of a 25-week occupational therapy service-learning project for older people in Bishop Lavis? **Methods:** Five students were placed for six to seven weeks each at a social housing complex for older people in Bishop Lavis during the 2023 academic year. As a team, they investigated stakeholder needs, collaborated with tenants to develop the project, implemented a six-week programme of social activities and evaluated the impact of the project. This presentation focuses on what students did in this first year of project implementation. **Results, conclusions, and/or implications from findings:** In collaboration with stakeholders, we identified managing health, conflict, opportunities for exercise and social participation as the four priority problems experienced by residents. We tested eight activities for their potential to fulfil residents' needs. We found that service-learning placements have enormous potential for social impact. This project promoted social participation, enhanced the experience of occupational justice for older people and developed the graduate attributes that are important at Stellenbosch University. **Originality or significance of research:** Working in true collaboration with older people living in low income communities requires respect, the willingness to listen and careful navigation. Students' commitment to the project demonstrates deep learning that will last a lifetime.





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## Form and function: Learning Anatomy using Ultrasound

Ms Janine Correia<sup>1</sup>, Mrs Ilse Meyer<sup>2</sup>, Dr Lakshini McNamee<sup>3</sup>

<sup>1</sup>Division of Clinical Anatomy <sup>2</sup>Centre for Health Professions Education (CHPE) <sup>3</sup>3. Education Development Unit, Faculty of Health Sciences, University of Cape Town

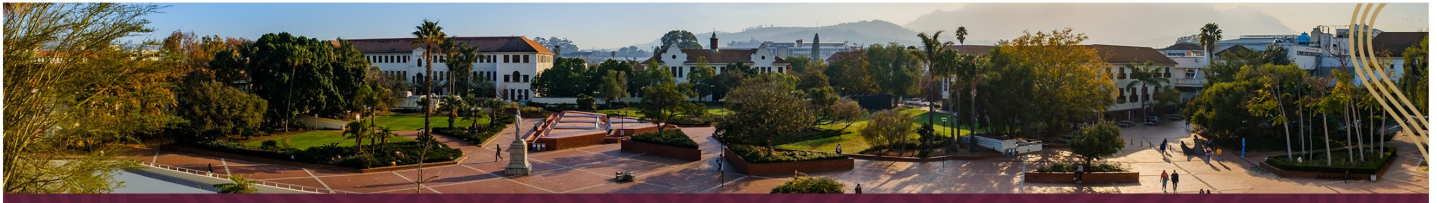
### Abstract

Ultrasound (US) is used increasingly across medical specialities as a diagnostic tool. Therefore, medical faculties are incorporating imaging further into their programmes. Using US for undergraduate instruction has several benefits. As a learning instrument, SU may strengthen existing anatomical knowledge and improve visual understanding of anatomy. Its cost-effectiveness and portability makes US a valuable add-on to traditional anatomy teaching modalities. Furthermore, it gives students the opportunity to develop skills in interpreting US images, which may add a different element to anatomy learning.

This study wanted to explore undergraduate clinical anatomy students' perceptions of the use of US as an add-on to cadaveric dissection. Students were invited to participate in virtual focus group discussions. Three such discussions were conducted, and eleven participants volunteered to take part.

Thematic analysis of the data generated six themes: the study of living anatomy, learning cross-sectional anatomy, enhanced relevance of anatomy learning, increased interest in anatomy, instructional design, and the affective and technical experience of using US.

The results suggest that it is feasible and advantageous to implement US sessions as an add-on to anatomy teaching during practical dissection sessions for clinical anatomy students. Innovative technologies such as US enhances students' interest and allows them to develop dexterity and competencies in their learning process.



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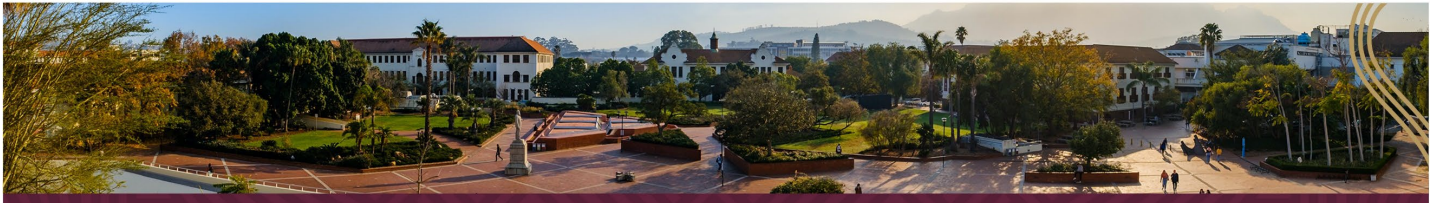
## Embracing the Challenge: The Value and Impact of Capstone Assessments in Undergraduate Medical Training

Dr Liezl Smit<sup>1</sup>, Mrs Maryke Geldenhuys<sup>2</sup>

<sup>1</sup>Department of Paediatrics, Faculty of Medicine and Health Sciences (FMHS) <sup>2</sup>Department of Global Health, FMHS

### Abstract

**Background:** Health and Wellness, a 20-week MBChB II module, was launched in 2023. The module aims to cultivate an understanding of what it means to be healthy, to promote wellness and prevent ill-health. Two capstone group assessments, taken midway and at the end of the module, allow students to synthesize knowledge and demonstrate the extent to which they have achieved the learning outcomes. **Focus of the presentation:** The presentation focuses on the module team's journey to include capstone assessments that are aligned to the vision of the renewed MBChB curriculum and Stellenbosch University's Assessment Policy. **Description of work done:** The MBChB II class (285 students) participated in two group projects. Firstly, a Tygerberg Campus Health Day, linked to the World Health Organization's annual World Health Day, was planned and implemented. Secondly, a Health Promotion Project, linked to the longitudinal primary healthcare training platform, aimed to develop students' ability to advance the health and wellbeing of individuals, communities and populations. **Links to similar work:** 2022 SOTL presentation: Developing a novel assessment plan for a renewed, integrated MBChB undergraduate programme. **What can peers learn from this approach?** Capstone group assessment projects are effective and feasible, even with larger classes. Success is heavily dependent on strong leadership in the class group and the commitment of the module team. **Conclusion:** The strategic inclusion of two capstone group assessments throughout the module required vision and dedication from the module team, but encouraged students to synthesize their knowledge and demonstrate their mastery of the module's learning objectives.



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## Renewing student feedback at Stellenbosch University: some suggestions from literature

Dr Gert Young

Centre for Teaching and Learning

### Abstract

The collection of student feedback has become almost universal practice in higher education (Spooren, Brockx & Mortelmans 2013; Terry, Heitner, Miller and Hollis 2017). Despite this ubiquity, some aspects of the practice remain contested (Hornstein 2017; Esarey & Valdes 2020; Harvey 2022). The contestation centres on questions about the purposes, instruments and impact of student feedback.

This paper considers both the conceptual and empirical findings of student feedback research through a literature review that Grant and Booth (2009) calls a rapid review. This kind of review explores existing research with reference to specific questions and does not necessarily evaluate the design, methodologies or quality of reviewed research. Its purpose is to inform time-limited decision making by offering decision-makers the answers that literature provides to specific questions about a certain topic. The questions used to explore existing research in this review are:

1. What student feedback purposes have been identified in research?
2. Which factors influence the potential impact of student feedback?

While the student feedback body of knowledge spans more than sixty years, the review presented here focuses mostly on literature from the past two decades to coincide with more recent, significant changes in higher education (e.g. massification, diversification). The purpose of this review is to stimulate critical appraisal of Stellenbosch University's student feedback practice and to consider renewal activities for this practice to enhance student learning.





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## The Contested Concept of the Undergraduate Curriculum

Ms Bontle Monnanyane

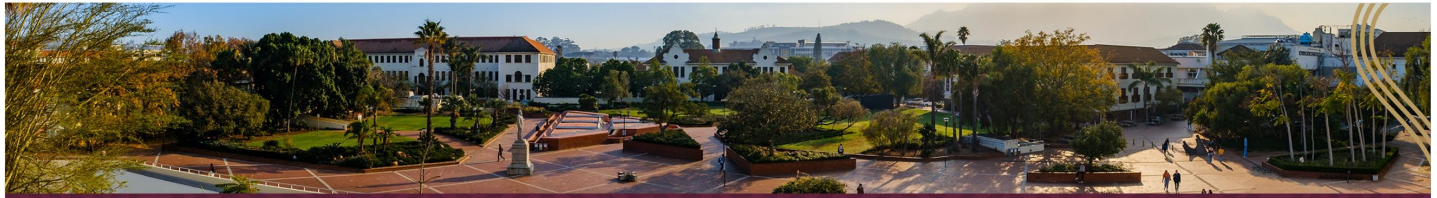
Faculty of Military Science

### Abstract

The South African higher education landscape is increasingly challenged to respond to changing international and national imperatives. Continuous renewal of academic programmes is required to align with the changing context in higher education (Stellenbosch University Teaching and Learning Policy, 2018). Debate continues about the definition of the curriculum, curriculum changes, choices on what knowledge and how it is translated.

The Faculty of Military Science is unique in South Africa in that it provides military-contextualised education and thus offers an equally unique curricular context within the broader South African higher education landscape. As the debate on graduate preparedness continues, with higher education facing challenges of curriculum transformation, the study aims to identify the changes to and rationale of the Faculty's undergraduate curriculum. To understand the role of our undergraduate curriculum in developing military graduates, the following question is posed: How did the undergraduate curriculum at the Faculty of Military Science change in the period 2010 to 2024?

The study uses a qualitative approach, which aims to conceptualise the contested nature and purpose of the curriculum as defined by Shay (2015). Systems thinking theory (Adams, 2012) is used as guiding framework to identify and compare the role of the competing imperatives that have led to curriculum changes. Thus, this study provides understanding of how the curriculum is designed to develop the attributes of a military sciences graduate.



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## Stellenbosch as an assemblage of places

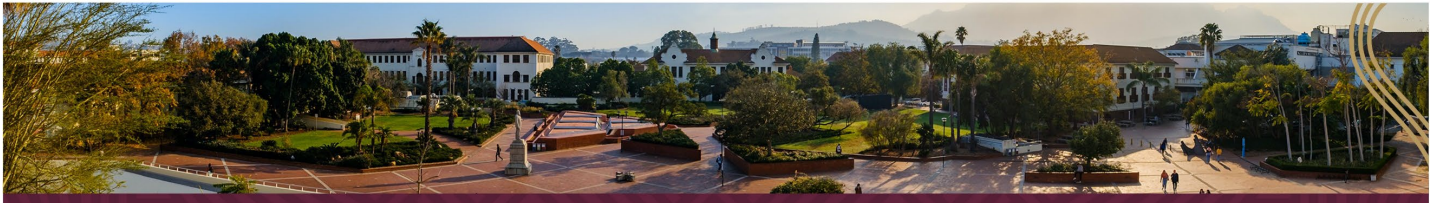
Dr Taryn Bernard

Extended Curriculum Programme, Arts and Social Sciences

### Abstract

It is easy to imagine Stellenbosch University, and the town(s) in which it is situated, as static – located in fixed places. However, since the early 1990s, geographers have highlighted the dynamic nature of places: of not being just a set of coordinates on a map, but of being actively produced by a multiplicity of forces that occur across time. Also, places are always connected to other places in various ways, and they are always changing as material objects, goods and ideas move through them. Such understandings of place led Massey (1991: 29) to define places as “articulated moments in networks of social relations”.

I begin this paper with a brief overview of an ethnographic project designed to “spatialize culture” (Low, 2017) by providing student participants with the opportunity to take (professional) photographs of the spaces they inhabit as well as their movement between spaces. In asking students to take photographs of the “ordinary”, my aim is not only to understand acts of “placemaking” but also to make Stellenbosch appear “strange”: to remove habitual, routinised and automatic responses to this place. Once I have covered the methodological details, I present the visual and narrative data of one female student who travels to campus by taxi. My interpretation of her photographs and accompanying narratives works to unravel the multiplicity of people, objects and forces that are actively producing Stellenbosch as a place. Due to its ethnographic nature, this paper also offers an intimate glance into “the student experience”.



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## Exploring the use of digital anatomy learning platforms in a second-year medical student cohort

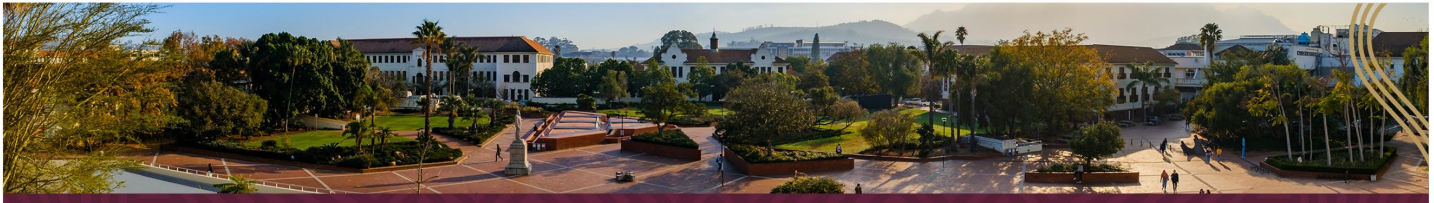
Mr Jaudon Foiret, Dr Mariette Volschenk

Centre for Health Professions Education

### Abstract

The use of digital anatomy learning platforms has potential to be academically beneficial. A pedagogical framework describing the use of digital anatomy learning platforms has not yet been developed. Laurillard's conversational framework (2013) offers an approach for exploring the application of learning technologies in curricula. This study explored second-year medical students' experiences of using a digital anatomy learning platform during their studies at a South African university. A mixed-methods design, framed in the interpretivist paradigm, was utilised. Implementation occurred in two phases: In phase 1, whole-population sampling was used to survey students' usage of and access to digital anatomy learning platforms. In phase 2, purposive sampling was used based on students' usage of digital anatomy learning platforms. Focus groups and individual interviews were conducted to understand students' use of the learning platform. Qualitative data was analysed deductively, using a priori codes developed from Laurillard's conversational framework, and subsequently analysed inductively. Two themes were identified: ways of learning and influencers of learning. Findings from the deductive analysis indicate that students engaged mainly in acquisition-based learning. Additionally, students encountered various factors that influenced their learning behaviour. Participants who showed an advanced affective domain engaged with their anatomy studies and the digital learning platform with greater efficacy than those who did not. The importance of affective domain development was identified through inductive analysis, which may indicate a gap in the conversational framework. Digital anatomy learning platforms may strengthen approaches to learning anatomy if implemented systematically, accompanied by sufficient training.





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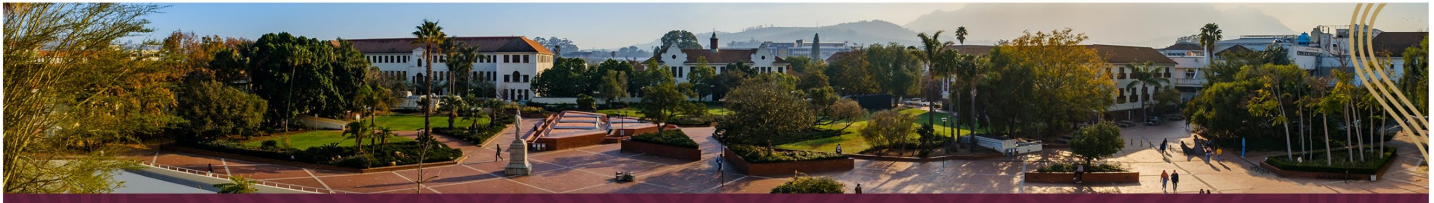
## Exploring medical students' experiences of assessment in a renewed medical curriculum

Assoc Prof Elize Archer<sup>1</sup>, Dr D de Wet<sup>2</sup>, Mr J Foiret<sup>1</sup>, Assoc Prof E Marais<sup>3</sup>, Assoc Prof R English<sup>4</sup>, Dr R Meyer<sup>1</sup>

<sup>1</sup>Centre for Health Professions Education <sup>2</sup>Anatomical Pathology <sup>3</sup>Medical Physiology <sup>4</sup>Health Systems and Public Health

### Abstract

The MBChB programme at the Faculty of Medicine and Health Sciences (FMHS) implemented a revised curriculum in 2022. This curriculum follows an integrated approach of multiple, varied, low-stakes assessments with the aim to enhance deep, self-directed learning. The relationship between assessment and learning, and the subsequent influence on student learning, is well described. While we know that assessment drives learning, it is important to acknowledge that not all forms of assessment result in effective learning (Norcini et al., 2018). Also, we wanted to design assessment *for* learning as opposed to assessment *of* learning (Humphrey-Murto, Wood, Ross, et al., 2017). Given that assessment influences how students approach learning, we had to explore how medical students experienced the approach to assessment in the first 18 months of the renewed curriculum. This was an exploratory study, with focus-group interviews. Recordings were transcribed and thematically analysed. Four themes were identified: how students' understanding of assessment practices influences their assessment experiences, the effect of assessment, the quality of assessment tasks, and students' engagement with feedback. Students' understanding of the assessment practices influenced their experiences. Despite the renewed assessment design, they seemed to remain strategic in their approach to learning by selecting what they believed to be most important. They could also identify what valuable feedback was and requested more of that. Students understand the value of assessment and feedback, but are strategic in their behaviour. To foster deep learning, curriculum developers need to take cognisance of module structures as regards the number, spacing and type of assessments.



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## Medical undergraduate curriculum renewal at Stellenbosch University – how prepared are teaching faculty to deliver the plan?

Dr Liezl Smit<sup>1</sup>, Dr Rhoda Meyer<sup>2</sup>, Prof Elize Archer<sup>2</sup>, Prof Karin Baatjes<sup>3</sup>, Dr Derick van Vuuren<sup>4</sup>, Prof Julia Blitz<sup>2</sup>

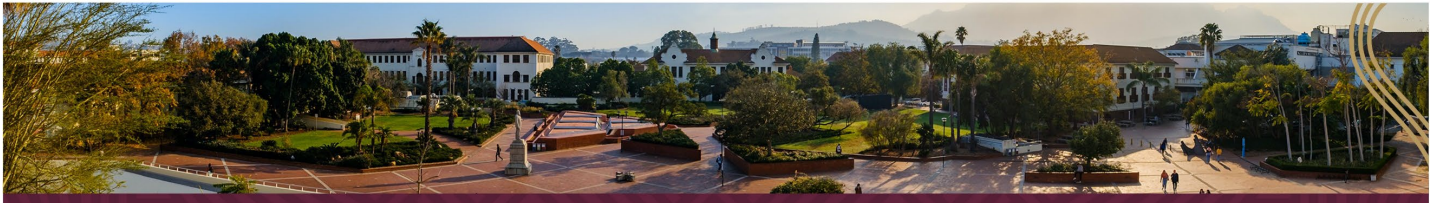
<sup>1</sup>Department of Paediatrics and Child Health, Faculty of Medicine and Health Sciences (FMHS), Stellenbosch University (SU) <sup>2</sup>Centre for Health Professions Education, FMHS, SU <sup>3</sup>Vice-Dean: Teaching and Learning, FMHS, SU <sup>4</sup>MBChB Unit, FMHS, SU

### Abstract

**Background:** Focusing on curriculum design without considering the processes of change, and those involved in the delivery of change, can lead to failed efforts to change. This study explored the change process for the renewed MBChB curriculum at the Faculty of Medicine and Health Sciences at Stellenbosch University from the perspective of teaching faculty.

**Methods:** This phenomenological study used social constructivism as interpretive framework. All module leads and teaching faculty who shared in the curriculum change process from 2017 to 2022 participated in focus groups. Thematic analysis was undertaken using both inductive and deductive coding and theme development with Bolman and Deal's change model as analytical framework. **Preliminary results:** Eighteen faculty participated in four focus groups, representing Basic Sciences, Global Health, Clinical Pharmacology, Family Medicine, Internal Medicine, Psychiatry, Emergency Medicine, Paediatrics, Nutrition and the Centre for Health Professions Education. No uniform reason(s) for the change had been articulated, and the change process proved to be unsettling and challenging for most. The lack of resources, including time, to redesign and deliver the envisioned changes may lead to teaching faculty only repackaging the old curriculum. Roles, responsibilities, communication structures and ongoing feedback for learning in and between module teams need to be tightened. Continuation of the same teaching faculty across modules, with spiralling of content, fostered better acquisition of learning.

**Conclusion:** Implementing change is an evolving process that delivers both successes and challenges to learn from. Faculty leaders could use feedback from teaching faculty to reframe and communicate a change strategy that will strengthen stakeholder ownership and ensure successful implementation.



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## **Challenges of teaching French as a foreign language in non-linguistic disciplines: Reflections from Ghana and South Africa**

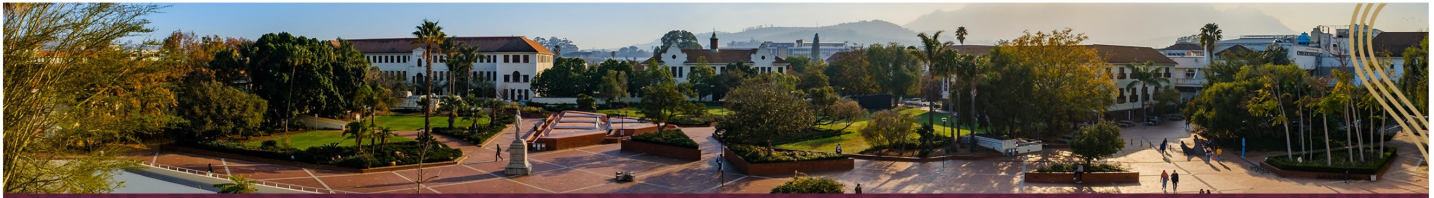
Dr Elias Kaiza, Dr Gibson Ncube

Modern Foreign Languages

### **Abstract**

This paper compares experiences in teaching French as a foreign language in non-linguistic disciplines. Students in non-linguistic disciplines are often required to take French as an additional or optional language. Such non-linguistic disciplines include diplomacy, law, international relations and business studies. In this reflective paper, we draw on our experiences as lecturers of French in Ghana and South Africa. Following a socio-constructivist approach, we set out the various challenges faced by both learners and lecturers of French as a foreign language in non-linguistic disciplines. We also consider the ways of possibly remedying the situation. One such intervention is to focus on communicative competencies rather than mere knowledge of grammar and language structures.





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## Facilitating transformative spaces for co-creating postgraduate groupwork-based learning assessments

Prof Rika Preiser, Ms Lexi Daoussis

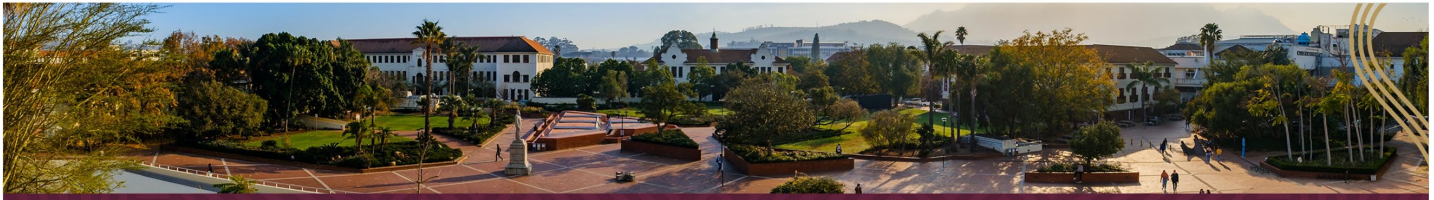
Centre for Sustainability Transitions

### Abstract

Faced with the rate and scale of change in the world, students who engage in social-ecological sustainability transformations need different capacities, skills and attitudes to respond to interlinked global challenges. What are these competencies that universities have to develop in their graduates, and how can they develop them? Wiek et al. (2011) define competence as “a functionally linked complex of knowledge, skills, and attitudes that enable successful task performance and problem-solving”. Some of these competencies that graduates of sustainability programmes should acquire have been described (e.g. Wiek et al. 2011, Brundiers et al. 2020) as follows:

- systems thinking: applying systems concepts across domains;
- future thinking: creating scenarios for diverse decision-making contexts;
- interpersonal/collaborative: enabling transdisciplinary sustainability actions;
- values thinking: integrating diverse value systems; and
- integrated problem-solving: applying competencies to solve sustainability challenges.

In the recent Leading Transitions and Socio-Ecological Ethics (LTSEE) module, which forms part of the Postgraduate Diploma in Sustainable Development at the Centre for Sustainability Transitions, learning facilitators experimented with creating transformative spaces (Preiser et al. 2021) – an emergent strategy for designing groupwork and assessments to foster the capacities mentioned above. This paper will offer insights into the groupwork experience of the LTSEE module where the assessment process was co-created in collaboration with students. Various outcomes will be presented, among others a co-created ‘leadership toolkit’ that the students co-authored on the fourth day of the module. The toolkit reflects a summary of what they had learned about leadership through their groupwork experience in the module.



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## Reflection on Instagram as a transforming pedagogical tool for service learning in mathematics teacher education

Ms Agatha Lebethu

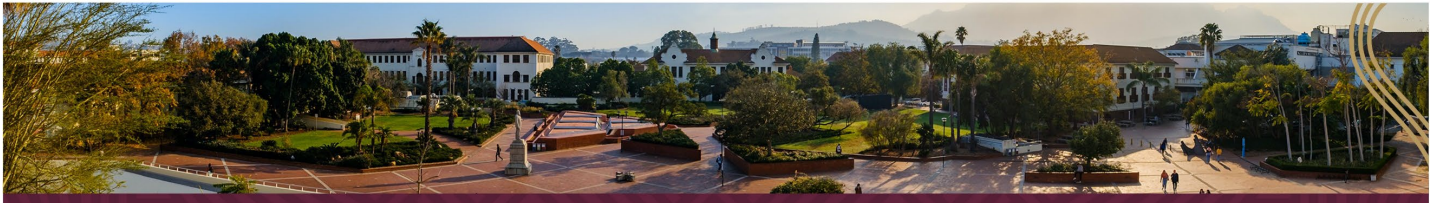
Curriculum Studies

### Abstract

**Background and what was done:** Each year, final-year pre-service teachers in the mathematics education programme participate in a service-learning project intended to provide mathematics support to learners who need it. In an effort to build an online community of practice among the dispersed class and document students' experiences, the lecturer implemented an Instagram e-portfolio where students would post weekly updates in the form of photos and videos.

**Why did you do it?** The aim of the Instagram portfolio was two-fold. First, it allowed the scattered class of pre-service teachers to remain connected and follow one another's progress at different school sites. Students could post about lessons, activities and challenges, while their peers commented with encouragement and advice. Second, documenting the tutoring experience through visual media offered an opportunity to trial mathematical pedagogical practices and visual literacy skills. Hashtags were used strategically to navigate between formal academic discussions and more casual peer engagement. Throughout the semester, the lecturer monitored posts and interactions on the Instagram page.

**What were the results?** At the conclusion of the service-learning component, student portfolios on Instagram replaced traditional written assessments. The creative use of photos and videos to tell the story of tutoring experiences allowed mathematics to become "Insta-styled" (Rogers, 2021), which was unexpected. The highly stylized setting initiated *likes* as well as conventional ways of tagging, following and commenting needed mediating in the classroom. The challenges could not be captured, so critical discussion had to take place in order to make sense of the neat, singular visual representations.



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## Assessment in the disciplines: a case of two teacher educators

Dr Carina America, Dr Nazeem Edwards

Curriculum Studies

### Abstract

Assessment and feedback practices in the disciplines have been neglected for some time. Recently, the need for authentic assessment (Villarroel et al., 2018) and authentic feedback (Dawson et al., 2020) surfaced. However, there still is a gap as regards authentic assessment in the disciplines pertaining to connectedness to real-life issues when assessing lessons for school practice. Also, how do students prepare lessons for evaluation and how do teacher educators assess how students forge connections to the wider social context within which they live? The notion of contextualised teaching and learning underscores the diversity of settings in which they occur (Darling-Hammond & Snyder, 2000). By using practitioner inquiry within a framework of productive pedagogies, two teacher educators reflect on how assessment practices should discern between 'learning to the test' and the extent to which lessons for practical learning have value and meaning beyond the instructional context. We conclude that, if student teachers present lessons with specific practical, real or hypothetical problems to solve, they are less likely to integrate contemporary and real-life issues organically. Furthermore, as teacher educators from two distinct disciplines, we noticed that connectedness to real-life issues surface where there is no single correct solution, which requires that content knowledge, background knowledge and aspiration be integrated for a problem-based curriculum.





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## History of Geotechnical Engineering Education in South Africa

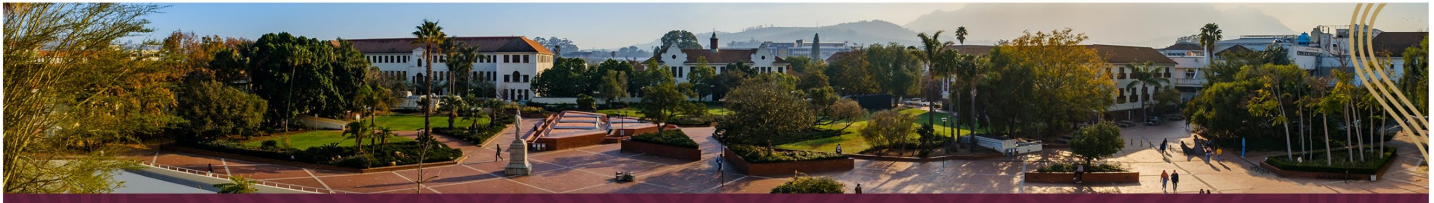
Dr Charles MacRobert

Civil Engineering

### Abstract

To provide students with context regarding geotechnical engineering in South Africa, a series of podcasts were scripted and recorded on eminent engineers responsible for the field's development. Many were educators, thus researching these podcasts offered an opportunity to document the historical development of geotechnical engineering education in South Africa.

Jere Jennings, a civil engineer educated at the University of Witwatersrand (Wits) in 1933 and the Massachusetts Institute of Technology (Cambridge, USA) in 1935, introduced the first soil mechanics course at Wits in 1954. Tony Brink, a geologist educated at the University of Pretoria, joined Jennings in 1961. Together, Brink and Jennings developed geotechnical engineering at the National Building Research Institute before joining academia. Jennings would remain in academia, but Brink rejoined the industry – retaining, however, several ad hoc appointments at several universities. Educators that developed under the tutelage of Jere Jennings include Kenneth Knight (appointed at the University of KwaZulu Natal; UKZN), Derek Sparks (appointed at UKZN and the University of Cape Town), Geoff Blight (appointed at Wits) and John Burland (appointed at Imperial College London, UK). Derek Sparks contributed several teaching aides (Sparks, 1997) and John Burland was influential in directing the modern curriculum (Burland, 2008). Notable, too, is Marthinus van Rooyen, who started lecturing in soil mechanics at the University of Pretoria in 1959 and published the first Afrikaans textbook on the topic, in 2008.



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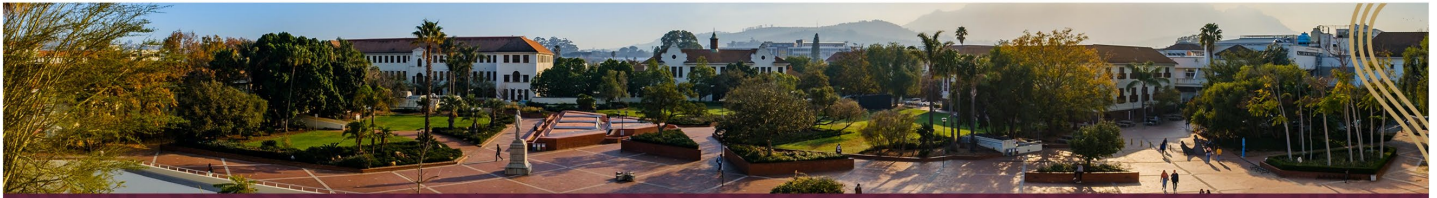
## **Transformative learning and developing social accountability: a south african case study in physiotherapy**

Prof Marianne Unger, Prof Dawn Erntsen, Mr Adnil Titus, Ms Sue Statham

Physiotherapy

### **Abstract**

**Background:** There is impetus for higher education to develop social accountability and produce critically conscious graduates. The relationship between curriculum intent and lecturers' perspectives regarding pedagogical underpinnings and practical application is, however, important in informing curriculum renewal initiatives. **Research question(s):** How do physiotherapy lecturers understand transformative learning and social justice, and which pedagogical principles underpin their teaching? **Theoretical framework:** Mezirow's transformative learning theory and the theory of social accountability (Hixon et al., 2016) were used to develop a conceptual framework for exploring lecturers' understanding. **Methods:** A qualitative, descriptive case study with an interpretivist paradigm was conducted. Ten lecturers participated in one of two focus group discussions, followed by nine semi-structured individual interviews. Eleven transcripts were recorded. Member checking ensured trustworthiness. A deductive thematic analysis, supported by independent inductive thematic analysis, was conducted. **Results and conclusion:** Participants understood social accountability to be a complex construct and that the curriculum extended beyond the degree programme – to prepare students for citizenship. The main themes identified were: professional accountability, recognising health inequity, understanding boundaries, inter- and trans-professional engagement, innovative problem-solving, advocacy, leadership and scholarship. The pedagogies underpinning social accountability and transformation utilised by lecturers included contextual learning, role modelling, discursive pedagogy and reflection. **Significance:** Lecturers recognise their roles in developing advocacy and leadership but there's a need to find the balance between developing clinical competence and critical citizenship. Integrated experiential learning and reflection are deemed essential to foster social accountability. The extent to which students can engage with complex ethical issues requires further exploration.



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## Surveying the use of AI-supported tools by undergraduate students

Dr Marenet Jordaan

Journalism

### Abstract

This academic year started with panic about what ChatGPT, "the world's most advanced chatbot thus far" (Rudolph, 2023; Tan & Tan, 2023), would mean for higher education.

In an overview of news reports on the release of ChatGPT, Sullivan, Kelly, and McLaughlan (2023) found that most of them focused on institutional responses to the use of this tool during assessments. According to Sullivan et al., there remains a need "to shift the discussion about ChatGPT to a more constructive student-led discourse".

This presentation incorporates student voices based on a survey on the use of artificial intelligence (AI) tools by undergraduates at SU, Rhodes, the Cape Peninsula University of Technology and the University of Cape Town. The aim of the study was to establish what AI tools students were using and to what extent they believed using those tools undermined academic integrity. The survey was completed by 1 277 students, including 125 from various SU faculties.

I analyse specifically responses to an open-ended question whether students want to provide further information on their "use of and opinion on these online tools". Quantitative data is used to contextualise their responses.

Initial analysis of the 628 comments from students indicates that academics should understand that students use AI tools to clarify concepts and assignment instructions, and to summarise dense academic readings. Non-English-speaking students further regard paraphrasing and grammar tools as essential to their academic success. This study makes a valid and timely contribution in the form of student perspectives, which arguably are not always aligned with institutional responses to AI tools.





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## **Assessing student clinical psychologists' self-competence in CBT as part of a professional training programme**

Ms Mariam Salie, Dr Bronwyne Coetzee

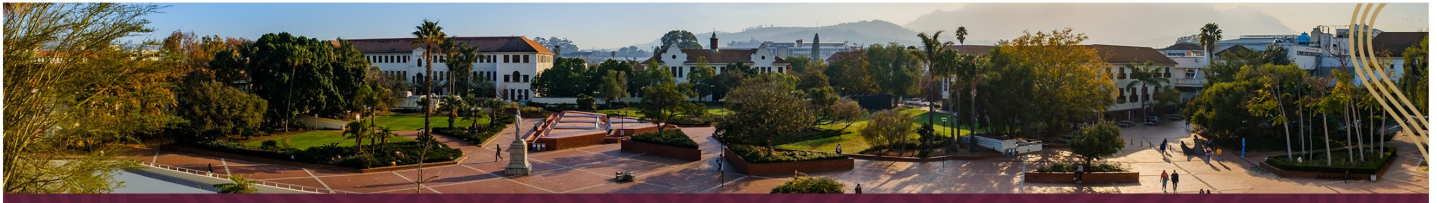
Psychology

### **Abstract**

Cognitive behavioural therapy (CBT), an evidence-based psychological treatment for various mental health conditions, is included in the training of student clinical psychologists as part of Master of Clinical Psychology at most South African universities. On completion of their training, students are expected to demonstrate professional competencies to deliver – under supervised practice – treatment interventions using CBT to patients. However, CBT is underutilized amongst practicing professionals in South Africa. This may be related to self-competence and to adapting CBT to suit culture and context. The aim of this study was, therefore, to explore student clinical psychologists' perceived self-competence, through self-reflection, to deliver CBT in practice after having been trained to do so at one South African university.

In this qualitative study, we purposively invited all clinical students in the 2022 cohort (eight in total) to take part in semi-structured interviews. Five of them agreed.

Our preliminary findings were that student clinical psychologists perceived themselves as competent to deliver CBT during sessions with their patients and clients, and explained that their confidence stemmed from their perceptions of client improvement. Students reported feeling less competent to deliver CBT following feedback on their sessions with clients, and explained that that was related to the method of feedback. Students reported that constructive feedback with clear guidelines on what they could do to improve might enhance self-competence. Our research, although limited at this stage, is beginning to provide important insight into the underutilization of CBT in South Africa.



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## 'It's a work in progress'- Faculty's experiences of the renewed MBChB curriculum assessment plan

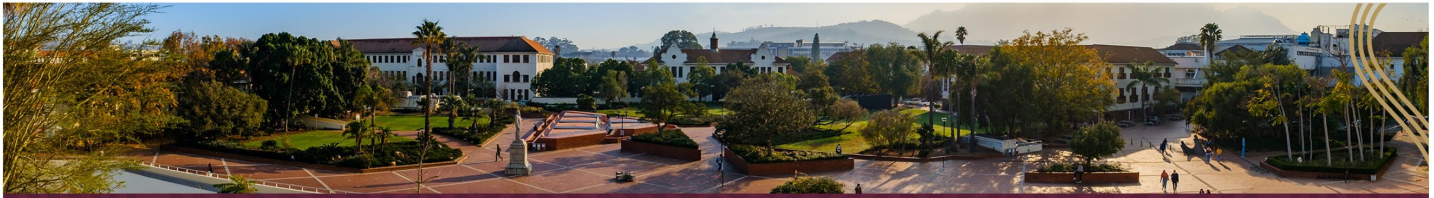
Dr Rhoda Meyer<sup>1</sup>, Prof Elize Archer<sup>1</sup>, Dr Liezl Smit<sup>2</sup>, Prof Karin Baatjes<sup>2</sup>

<sup>1</sup>Centre for Health Professions Education, Faculty of Medicine and Health Sciences (FMHS)

<sup>2</sup>FMHS

### Abstract

The calls for health professions curricula to be reconceptualised to strengthen health systems has been growing across the higher education space (Frenk et al., 2010:1923). In keeping with these trends, Stellenbosch University undertook a curriculum renewal process of the MBChB programme. While extensive planning went into developing the renewed curriculum, including a new assessment plan, faculty's insights regarding implementation and the support needed are vital for successful delivery. Therefore, this study explored faculty members' experiences of implementing the assessment plan of the renewed curriculum. The research question was: What are the experiences of faculty with the new assessment plan of the renewed MBChB curriculum at SU? Fullan's change theory was used as theoretical lens for the study. This theory highlights the significance of moral purpose, understanding the change process and building relationships, which was considered useful for revealing how faculty experienced the change and what support was necessary to facilitate transition. A qualitative, interpretive study was undertaken. Two focus group discussions were conducted with lecturers from three modules of the renewed MBChB curriculum. **Results, conclusions, contributions:** After thematic analysis, three themes were formulated: commitment to change, the value of relationship building in improving assessment practices, and transforming the learning culture. These findings suggest that, while there are several challenges associated with the implementation of the assessment plan, faculty are invested in this change. Embedded within their experiences are various suggestions for faculty development, adding to current discourse in this field.



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## **Evaluating the impact of curriculum model choices on academic success for extended commerce degree programmes**

Mr Armand Bruwer, Mr Juan Ontong

School of Accountancy

### **Abstract**

Understanding how curriculum design choices impact students' academic success provides valuable insights into effective delivery teaching of introductory financial accounting and economics for students in extended curriculum programmes (ECPs). The main research question asks which model approach, either foundational modules or augmented main-stream modules, provides an effective pathway to achieving academic success in ECPs. A qualitative analysis was performed of a large dataset incorporating 11 410 observations over a ten-year period. Analysis of variance was used to identify which model approach was the most effective as regards student performance. The study provides evidence that introductory modules may provide increased support compared to augmented modules for financial accounting. The study provides evidence that the choice of model approach has an impact on financial accounting and economics students' academic performance. The performance threshold required to succeed in a mainstream module following an introductory module appears to be higher in foundational level economics than financial accounting. The study contributes to the understanding of curriculum design choices in ECPs, finding that design choices may have an impact on future academic performance and that success in foundation modules may benefit from higher required pass grade thresholds so that students in ECPs be able ultimately to obtain their degrees.





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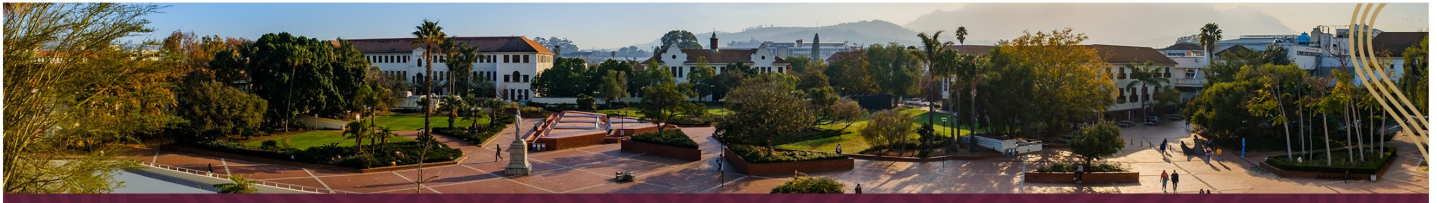
## Who's who in the Zoo?

Prof Carol Simon, Dr Marnel Mouton

Botany and Zoology

### Abstract

Animal diversity explores the morphology, classification and evolution of animals from simple to complex. Many students are intimidated by scientific names and hierarchical classification systems and often struggle with the course workload. Moreover, identifying animals in laboratory practicals is limited by the availability of specimens and by ethical and financial considerations in procuring material. Therefore, we drew on experiential learning theory (Kolb 1984) to design a self-guided assignment adapted from Cowles and Onthank (2020) about animal classification systems that aligns with lecture content and assessment of students' understanding. This contribution shows how a laboratory practical was amended to facilitate active experiential learning – that is, the application of theory and academic content to real-world experiences. The task followed Kolb's (1984) experiential learning circle. Students photographed animals in the field (experience), identified and classified them using study material and provided common names in their home languages (reflective observation and abstract conceptualisation). This exercise pushed students to engage with their natural environment, to look beyond the most obvious and familiar animals and to find diversity that they may not usually notice. The task is completed via an online form submitted on SUNLearn, with peer-review facilitated through a database activity (abstract conceptualisation and active experimentation) before being moderated by demonstrators who provide further feedback. This concrete learning experience demands engagement and reflection, and then abstract thinking and acting to reach conclusions (Kolb 1984) – an ideal way of learning this challenging subject matter.



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## **Interventions in a writing intensive module: Intercultural Communication113**

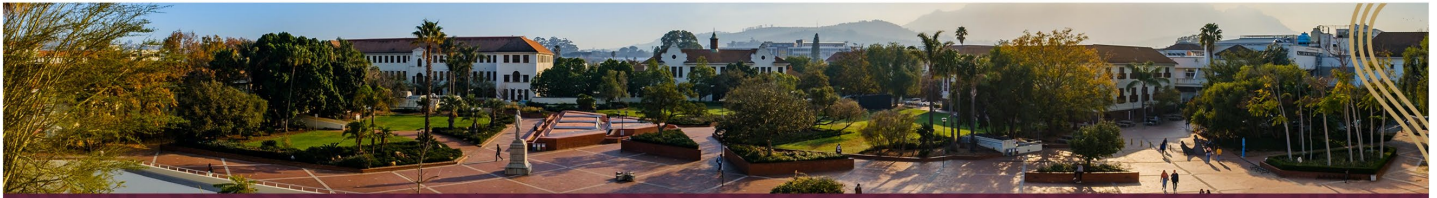
Ms Faika Haroun, Ms Susan Van Zyl-Bekker, Ms Erica George, Ms Anne-Marie Lackay

Language Centre

### **Abstract**

Intercultural Communication for Engineers 113 is a compulsory module for approximately 900 first-year Engineering students. This module is not an exam subject, but a project subject, as agreed upon with the Faculty of Engineering. The module comprises two major projects: to complete a written report and to create a video. This presentation will use the report to demonstrate the interventions used to assist students in writing the report. The first intervention is teaching writing as a process writing approach (Graham & Sandmel, 2011:396). Following that, students submit a first draft of the report for assessment. They receive feedback on the assessment in the form of comments. This feedback and follow-up writing consultations form the second round of intervention before the final report is submitted. Because there are so many students in the class, the lecturers cannot handle the writing consultations on their own. Therefore, a collaboration between the lecturers and the Writing Lab consultants are essential during the second intervention. Although writing consultations are embedded in many writing-intensive modules, Intercultural Communication students do not necessarily visit the Writing Lab. Instead, the consultants are brought to the classroom (Daniels, Richards & Lackay, 2017:129).

Students who heed the comments and advice given during consultations show a marked improvement in their scores for the final report.



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## Incentivising student learning – Does it work?

Mrs. Marisca Coetzee<sup>1</sup>, Dr Ilse Rootman-Le Grange<sup>2</sup>

<sup>1</sup>Language Centre <sup>2</sup>Faculty of Science

### Abstract

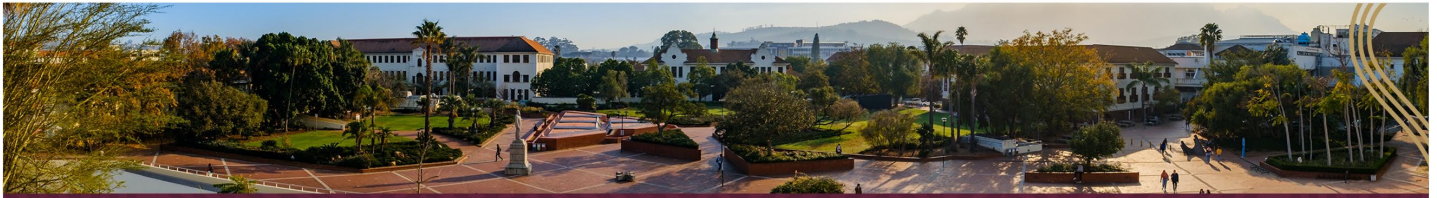
Over the past three years ReadTheory, an online reading comprehension programme, has been used across various faculties at Stellenbosch University in a constructive and deliberate attempt to boost students' reading comprehension skills. At the beginning of 2023, the Faculty of Science evaluated its implementation of the programme for its mainstream first-year students and decided to follow an alternative approach towards improving students' performance. One consideration was to discover what motivated students to perform desirably and achieve the appropriate reading goals as stipulated in the curriculum.

It is true that motivation lies at the very core of student learning, and that extrinsic incentives steer behaviour. Skinner (1938) argued that people are not pushed into action by intrinsic forces, but rather pulled into action by external forces. In the workforce, as well as education, incentives are often used as extrinsic motivation. Incentives for learning can be defined as "an inducement or supplemental reward that serves as a motivational device for intended learning" (Grove & Hadsell, 2012).

To motivate students to achieve the required reading goals, we implemented non-monetary incentives within ReadTheory. These incentives include "work avoidance" and "rights and privileges" (Schildberg-Hörisch & Wagner, 2018). The results of this first implementation suggest that the non-monetary incentives influenced students' behaviour, yielding desired results. Along with improved performance, we also observed unexpected increased engagement with the programme.

Through sharing our experiences, we hope to show how the strategic implementation of incentives can impact students' learning behaviour positively.





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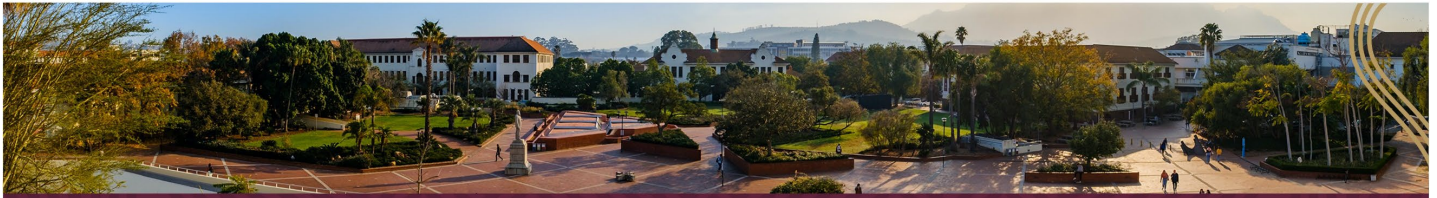
## Reimagining programme evaluation of the revised MBChB programme: A contextualised approach

Prof Karin Baatjes<sup>1</sup>, Mrs Justine Geiger<sup>3</sup>, Dr Lynn Hendricks<sup>6</sup>, Dr Marianne Bester<sup>2</sup>, Dr Therese Fish<sup>4</sup>, Dr Gerda Dullaart<sup>1</sup>, Dr Natasha Fourie<sup>5</sup>,

<sup>1</sup>Vice-Dean: Learning and Teaching, Faculty of Medicine and Health Sciences <sup>2</sup>Academic Planning and Quality Assurance <sup>3</sup>MBChB Unit, FMHS <sup>4</sup>Vice-Dean: Clinical Services and Social Impact, FMHS <sup>5</sup>Paediatric Surgery <sup>6</sup>Global Health

### Abstract

Many influential reports in recent medical education literature, national imperatives like the adoption of the CanMEDS competency framework (Frank, Snell & Sherbino, 2015) and our institution-wide programme renewal initiative served as impetus for a comprehensive renewal of the MBChB programme. This process, initiated in 2017, has unfolded as four interrelated phases. Firstly, the contextual phase included research projects, situational analyses and stakeholder engagement. Secondly, in the planning phase, the existing (outgoing) programme structure and its modules were redesigned, resource allocation strategically was planned and the necessary approvals were obtained from relevant bodies. In the ongoing third and fourth phases, innovative teaching-learning-assessment strategies, methods and collaborative efforts are implemented and the revised (incoming) modules subjected to a formative and a summative evaluation. However, literature on higher education curriculum inquiry frequently overlooks the latter phase. This paper addresses this shortcoming by outlining three theoretical perspectives and their associated programme evaluation models: drawing on the work of Frye and Hemmer (2012), Kirkpatrick's four-level evaluation model (2006), rooted in behaviourism; the logic model based on a rational approach to programme evaluation; and Stufflebeam's context-input-process-product (CIPP) evaluation model (2004, 2011), informed by systems theory. The insights from this comparative analysis informed an adaptation of Stufflebeam's CIPP model to suit our context. Finally, valuable lessons learnt from this comprehensive programme review, redesign, renewal and evaluation process are thoughtfully considered to improve the quality of teaching-learning-assessment at the Faculty.



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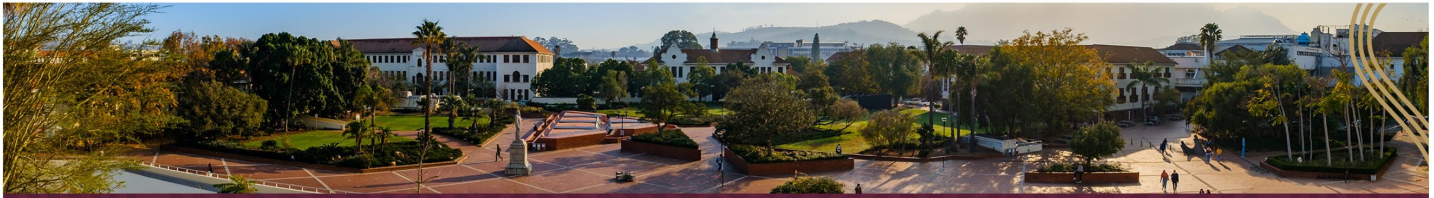
## **The impact of observing lecturer hand motor actions on the learning of cognitive tasks**

Mr Juan Ontong, Prof Gretha Steenkamp

School of Accountancy

### **Abstract**

This study investigated whether showing the lecturer's hand via a document camera during an introductory financial accounting class affects student learning, note-taking behaviour and cognitive load responses when compared to a writing pad where the lecturer's hand is not visible. The study utilised a quasi-experimental design in an in-person setting, with a pre-test and post-test comparison of two groups of participants: one group who viewed a video lecture without the lecturer's hand being visible (n = 509), and another group who viewed the same lecture with the lecturer's hand being visible (n = 571). The results showed that the with-hand group achieved statistically significant higher test scores compared to the without-hand group. However, the visibility of the hand did not significantly impact note-taking behaviour or cognitive load. The findings have important practical implications for education, as incorporating non-verbal cues such as the lecturer's hand may effectively enhance students' learning of cognitive tasks.



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## **How do students use SUNLearn – An analysis of a large first year course's SUNLearn activity. The first step in understanding the usefulness of SUNLearn.**

Dr Chris Muller

Statistics and Actuarial Science

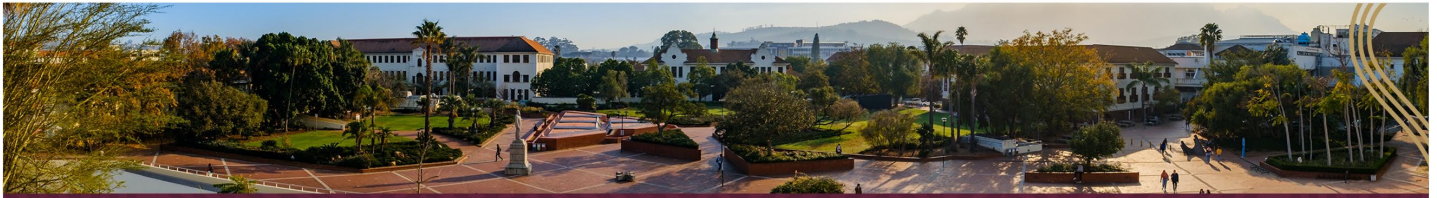
### **Abstract**

Theory of Interest 152 is a module presented to all first-year students at the Faculty of Economic and Management Sciences – on average 1 650 students per year. The module covers the basic concepts of working with interest.

When classes moved fully online in 2020, the content and assessments for this module were duplicated as online content. Whereas both teaching and assessments happened online in 2020, in 2021, the module was presented in hybrid format with in-person assessments. In 2022, we returned to fully in-person teaching and assessments. The 2020 results are in line with results from previous years. However, the results of hybrid teaching in 2021 were worse than in other years. Given that the online content for 2020, 2021 and 2022 were the same, the difference in results raised the question as to why that would be. Thus the current research question took form: How useful is SUNLearn?

Before answering this loaded question, the initial part of the research focuses on understanding how students use SUNLearn, specifically during the three years of Covid-19 and its aftermath. This is done by analysing the usage logs of students for these three years for any patterns that may be revealed. The result of that analysis forms the content of this presentation.





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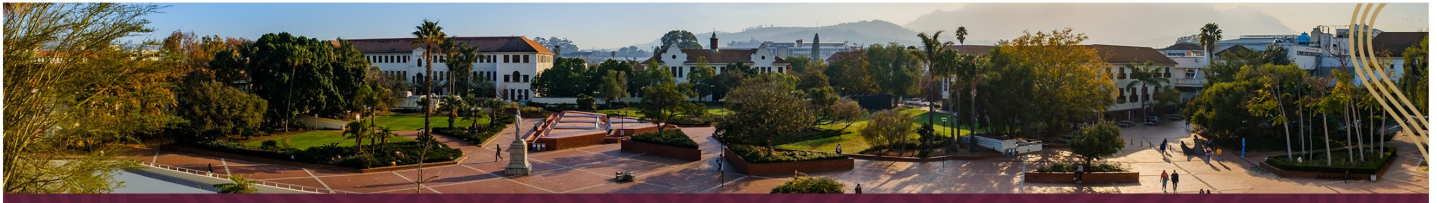
## **Social group work with older people: experiences of second year students and supervisors**

Dr Ilze Slabbert, Dr Tasneemah Cornelissen-Nordien

Social Work

### **Abstract**

**Background:** Statistics indicate that, by 2030, one in 8 people will be over 60. Increased life expectancy often results in social isolation, with older people not being visited but forgotten, resulting in diminished wellbeing. Group work as a social-work method is useful for resolving intra-and interpersonal issues and dealing with specific issues, it allows for personal growth, is time-specific, creates a sense of community and addresses feelings of loneliness. Therefore, older people could benefit greatly from group work. **Research question:** What are the experiences of second-year social work students and their supervisors of group work with older people? **Methods:** A qualitative study is proposed where an online anonymous survey will be done with students and their supervisors focusing on experiences of group work with older people. Data will be arranged according to themes and categories, and verified. Ethical clearance will be obtained before data is collected. **Preliminary results:** Although no data has been collected thus far, it is foreseen that students will indicate positive and negative experiences regarding group work with older people. Some positive experiences might include reducing loneliness of older people and a good learning experience for students. Some negative experiences might include challenges regarding the big age gap between students and the older people as well as difficulty communicating with older people. **Conclusion:** Exposing social-work students to a neglected group, namely older people, could have advantages for both students and members of the group studied.



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## **Towards a critical pedagogy of global citizenship: Breaking the silence as a 'trained' dancer in post-apartheid South Africa!**

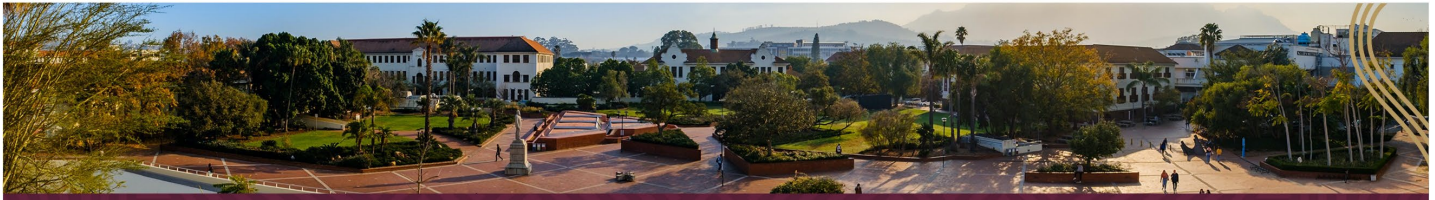
Dr Omar Esau

Department of Curriculum Studies

### **Abstract**

This paper reveals the reflective journey of a dancer through unpacking two performances experienced over two years. It examines and navigates ways of decolonising oppressive dominance and investigates the ramifications of indoctrination in dance. It depicts how a trained dancer evolved, became more conscious, by breaking the 'culture of silence' and becoming a more critical, reflective dancer in a post-apartheid South Africa. This project is aligned with global citizenship education (GCE), as it (re-)imagines traditional forms of civic and citizenship education from a more critical and de-colonised perspective. In writing this paper, we were reminded by the myriad shifts in thinking strategies and back-and-forth debating with each other, realising that we could see our encounters, too, as a 'dance' (Waghid 2015, 19). In breaking the silence regarding dance and its conservative elements, we question the technocratic practices and accepted norms in the performance arts and the dancing sphere. How does a classical dancer redress the colonial past in a performance arts classroom? The significance of this paper lies in the argument that decolonisation becomes an imperative within GCE if we strive for social justice and intend to commit ourselves to a more equitable society where crossing borders is to be a seamless act.

**Keywords:** global citizenship education, critical pedagogy, culture of silence, trained dancer; decolonisation; post-apartheid South Africa



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## **Redesigning an accounting module: Students' experiences of blended learning**

Mrs Sophia Brink, Prof Gretha Steenkamp

School of Accountancy

### **Abstract**

Although blended learning offers various benefits and provides the opportunity to enhance the learning experience, many university accounting programmes are still offered via traditional face-to-face interaction (Steenkamp & Van Schalkwyk, 2022). Even when employing a blended learning approach, it is challenging to determine the optimal mixture of online/face-to-face and active/passive elements (Jones & Chen, 2008; Kelly et al., 2022). Recently, a postgraduate research module in accounting was redesigned to include face-to-face and online learning along with passive and active teaching methods. The aim of this action research study was to determine, by considering students' experiences, the effectiveness of the blended learning approach with a view to refining the module according to the findings. Data from eleven semi-structured interviews with students was analysed using thematic analysis. Participants felt that the blended learning approach worked well. The teaching block commenced early in January, and they appreciated the scaffolded approach followed: the first week was presented primarily using asynchronous online learning, the second week saw more synchronous online activities, and the final week was presented mostly face-to-face. Interspersing passive teaching with active learning tasks worked well (especially in the online environment) and ensured that students understood the work, focussed while learning new principles, applied their minds and learnt from mistakes. Specific active learning mechanisms, such as discussion forums and peer-review processes, provided the opportunity to learn from peers, too. The findings could be useful to educators in other environments seeking to redesign and renew modules using a blended learning approach.





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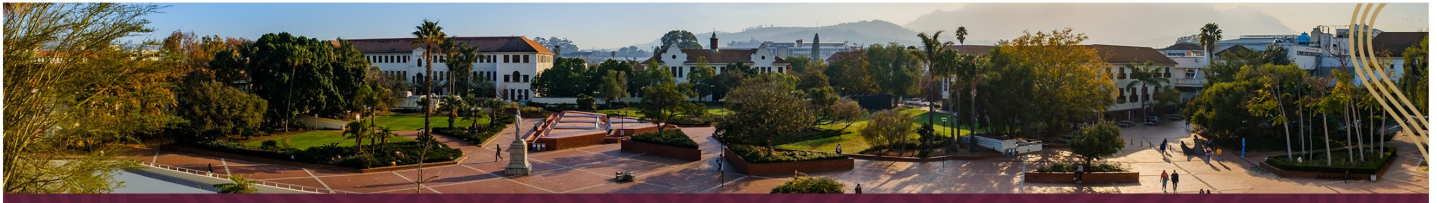
## Developing a framework to facilitate clinical training via WhatsApp

Mrs Alida De Beer, Mrs Ashley Gaskin, Mrs Faeza Bardien

Department of Health and Rehabilitation Sciences

### Abstract

**Background:** As online tools that promote and facilitate collaboration have increasingly become available, mobile phone technology such as WhatsApp has started playing an important role in learning. Engaging student learning using WhatsApp allows for their active participation in building their own knowledge framework, with a shift towards a social constructivist model of learning in which knowledge is developed through the exchange and distribution of knowledge. Integrating components of case-based and peer learning via this platform allows for efficient and effective sharing of information and collaboration. **Aim:** Suggest a pedagogical framework for using WhatsApp to facilitate case-based peer learning on the clinical platform. **Methods:** A cross-sectional, mixed-method design was employed. Students' perceptions of the case discussion group as a learning tool were collected using a survey. Descriptive qualitative data included written reflections regarding the case discussions and focus groups on their perceptions of the learning framework. Sampling drew from final year Speech-Language and Hearing students' participating in the case discussion. **Findings:** Students reported that the case discussion had contributed to their knowledge, application of knowledge, use of self-directed learning and development of problem-solving skills. The WhatsApp platform was deemed accessible and convenient. Specific suggestions were made as to the content and logistical aspects of the framework. **Conclusion:** Using mobile messaging applications for case-based learning could bridge the gap between theory and clinical practice. The framework that was developed suggests a feasible approach for peer learning in SLTH in the South African context.



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## **Peer assessment with the Workshop tool in Moodle: Pedagogical successes and painful lessons**

Dr Marenet Jordaan<sup>1</sup>, Ms Shona Lombard<sup>2</sup>

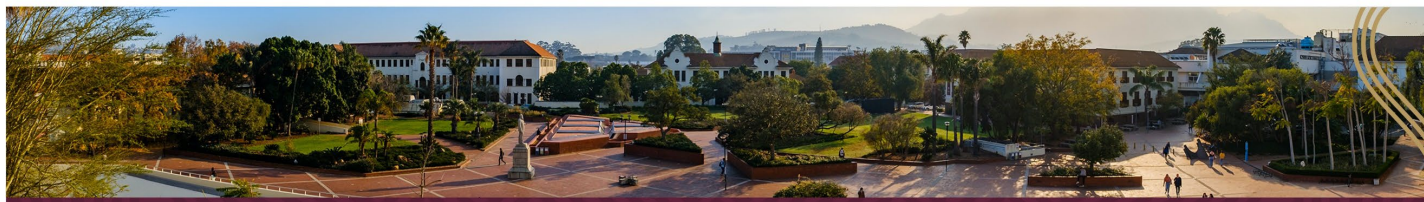
<sup>1</sup>Journalism. <sup>2</sup>Extended Degree Programme, Faculty of Arts and Social Sciences

### **Abstract**

It has been widely accepted that teaching and learning should be a shared endeavour and that students should accept responsibility for their own learning (Wilson et al., 2015; Stellenbosch University [SU] Teaching and Learning Policy). A growing body of literature argues that peer learning and assessment is one way of ensuring that students become co-creators of knowledge. When utilised properly, peer assessment can contribute to inculcating a variety of meta-cognitive skills and cultivating autonomous learning (see, e.g., Culver, 2022; Li et al., 2020). Despite these apparent positive aspects, implementing a valid and reliable system of peer assessment remains a challenge.

This paper discusses the first-time use of peer assessment for a newly developed first-year module that is compulsory for more than 1 500 students. To enable peer assessment for such a large student cohort, the module creators employed the Workshop tool in Moodle (SUNLearn). This tool has powerful capabilities for peer assessment, but is also renowned for presenting with technical complications.

This presentation focuses on the motivations for using peer assessment in this module, and for setting up a Workshop activity specifically. To make a broader contribution to innovative assessment practices at SU, the researchers reflect critically on their use of this tool as well as the painful lessons, both technical and pedagogical, that they have learnt along the way.



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## Try, try and try again!

Prof Gareth Arnott

Chemistry and Polymer Science

### Abstract

Summative, written assessments have a distinct disadvantage: just because a student gets an answer wrong, it does not mean that they know nothing of the concept being assessed. During oral assessments, on the other hand, the examiner can probe a student if they get something wrong, by letting them know that their answer is incorrect and inviting them to try again (Theobald, 2021). With written assessments it is impossible to give such feedback. However, the nature of computer-based assessments changes this paradigm and allows assessors to give this kind of feedback to students, albeit electronically.

In the second semester of 2022, we trialled a version of this with our large (>1 000 students) Chemistry 144 course. All assessments (summative and formative) were set in the so-called *adaptive* mode, where students could check their answer and, if incorrect, could make a maximum of two further attempts for reduced marks (33% penalty at each attempt).

In this presentation, results of this mode of assessment will be discussed, including the self-reported experience of the students and the effect on pass rates (spoiler alert: nothing happened). Although this mode of assessment is built into SUNLearn, we are not aware of any other SU environments that use it, and the literature describing its use in high-stakes summative assessment is scant (Ross, 2018). Nevertheless, the findings may be of value to fellow academics involved in large-scale computer-based assessments.





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## ChatGPT is here to stay but will never replace humans

Prof Michael le Cordeur

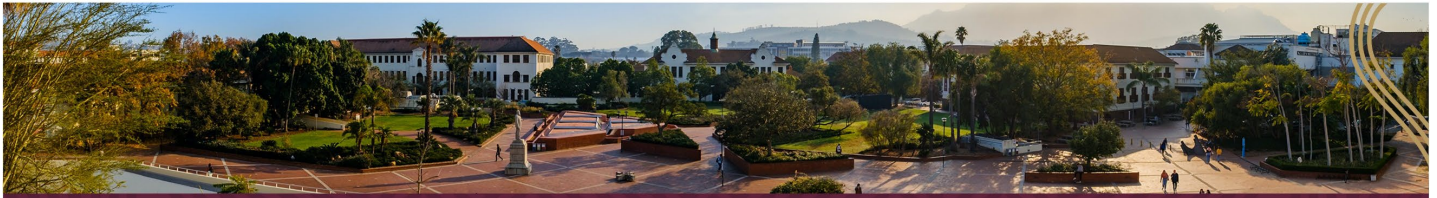
Curriculum Studies

### Abstract

Much has been written and said about artificial intelligence (AI) and ChatGPT (generative pre-trained transformers) in the search for a suitable approach to teaching-learning-assessment (TLA). AI and ChatGPT hold many challenges and present many concerns. The impact on assessment, especially non-invigilated assessments, will be groundbreaking. However, a crisis can create a unique opportunity.

ChatGPT cannot think or argue (at least not yet); it receives information from data supplied by its human creator. Incorrect data leads to incorrect responses that are incorrectly accepted as facts. In this paper, I will show how AI could offer exciting opportunities for TLA in the teaching of literature, too – if lecturers would prepare well and supply the chatbot with relevant information.

Educational institutions will have to prepare for the world of AI. In order to protect the academic integrity of students and lecturers, the most responsible thing to do, is to adapt TLA practices to AI. I will argue that it would be unwise to discourage students from using AI. They will use it, just like they use smartphones, calculators and Google. Instead, we must equip students with the skills to use ChatGPT critically and responsibly. AIs like ChatGPT holds many challenges, but it also offers opportunities to renew the traditional methods of assessment. However, this requires that lecturers think outside the box, especially that they be innovative in their thinking about classrooms.



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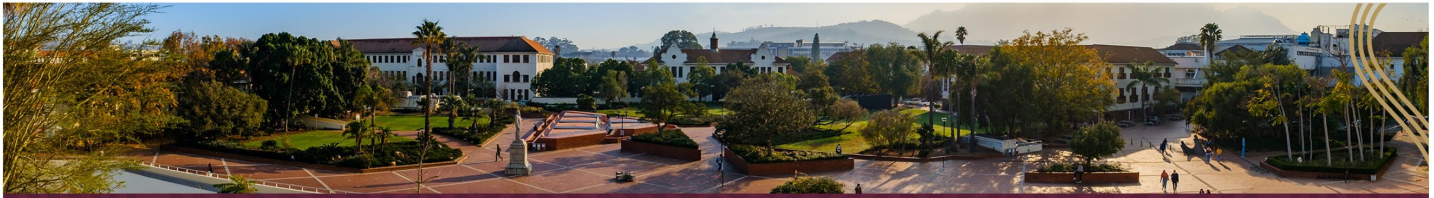
## Enhancing health profession education: introducing a science of the psyche.

Dr Elmarie Malek<sup>1</sup>, Dr Liezl Smit<sup>1</sup>, Ms Maria Van Zyl<sup>2</sup>, Ms Maryke Geldenhuys<sup>3</sup>, Dr Michelle Visser<sup>4</sup>

<sup>1</sup>Paediatrics and Child Health, Faculty of Medicine and Health Sciences (FMHS) <sup>2</sup>Centre for Disability and Rehabilitation Studies, FMHS <sup>3</sup>Division of Health Systems and Public Health, FMHS <sup>4</sup>Industrial Psychology

### Abstract

Historically, the education of medical students focused on the physical nature of bodily illness and on scientific approaches related to that. In recent years, the growing realization that mind and body are closely interrelated has challenged this traditional approach. At our Faculty of Medicine and Health Sciences, this is evidenced in the new undergraduate medical curriculum's including the theme of the student as "self", depicted during its inception as a longitudinal pillar running throughout the curriculum. This recognition reflects the dawning realization of the critical necessity for the individual health professional to develop an understanding of the human psyche as both subject and object – not only for the purposes of a holistic approach to patient care, but also towards broadening the student practitioner's own individual potential so essential to attaining the graduate attributes aspired to by this university and this faculty. The introductory modules in the new medical undergraduate curriculum provide a unique opportunity for introducing students to basic psychological concepts, thus communicating to them the possibility of a culture of the psyche alongside the acquisition of the necessary factual knowledge and technical skills pertaining to the practice of medicine. This presentation will present a brief introduction to experience at the Faculty thus far in introducing foundational psychological concepts (such as the structure and dynamics of the basic typological functions and attitudes) in the first two years' educational offering of the new undergraduate medical curriculum.



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## Repositioning curriculum inquiry within the context of an activity system

Dr Marianne Bester

Centre for Academic Planning and Quality Assurance

### Abstract

Educational literature usually foregrounds product-oriented curriculum development models, emphasising rational, linear approaches to programme design, review and renewal processes. Correspondingly, managerialism imposed by national agencies through quality assurance mechanisms often emphasises technicalities of curriculum inquiry within a bureaucratic system regarding the curriculum as a means to an end. In my experience, using these rational models stifles critical engagement with the curriculum in programme review, redesign and renewal projects. This conceptual paper draws on Vygotsky's Cultural-Historical Activity Theory (CHAT) (1978), specifically Engeström's second generation of Activity Theory (AT) (1987), to question existing curriculum inquiry practices. Insights from Bleakley (2021), Edwards and Daniels (2012), Engeström (2018), Foot (2014) and Garraway (2011) have contributed to an enhanced understanding of and application of AT in curriculum decision-making.

In this paper, the six core elements of AT are examined with reference to curriculum documentation, supported by feedback on evaluative questions used in programme review, redesign and renewal discussions of three interrelated academic programmes in cognate domains of practice. The results and findings of the curriculum analysis of each programme revealed comparable yet different tensions and contradictions within the activity systems of these programmes. The collective outcomes of this research indicate that incorporating second-generation AT and its five principles – encompassing the primary analysis of the activity system, multi-voiced perspectives, historical context, contradictions and the potential for expansive learning – enhances curriculum inquiry by fostering a more flexible and enriched approach.





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## **Delayed Decolonisation, Managing Transformative Teaching and the Need for Critical Humanism**

Dr Riaan Oppelt

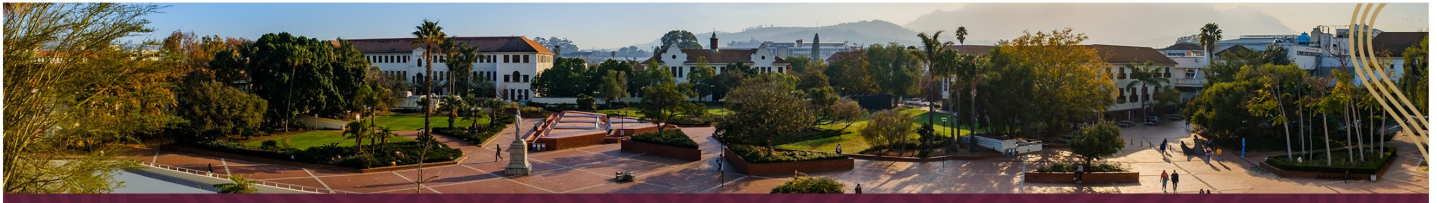
English

### **Abstract**

Humanism is an activity understood to identify and correct imbalances and social injustices; it is "linked to critical theory's purpose of revealing and explaining inequalities and hypocrisy in society" (Chetty, 2023). In the current context of tension between calls for academic decolonisation and "silence among the scholarly orthodox in higher education" (Chetty, 2023), transformative teaching and academic renewal show concerning signs of being delayed, projects gestating at boardroom tables instead of gaining better momentum in university classrooms.

Critical humanism and critical theory in the intellectual programme must speak to the subaltern struggle against inhumanity in South Africa, and academic decolonisation should be implemented to achieve the renewal that is overdue in higher education. In addressing divisions in knowledge production and in cultural and social equality and liveability, decolonisation offers a powerful avenue for exploring and enlightening, one of many potent concepts and practices that tell us more about how the modern world works, how it is has worked since the seventeenth century and how to impede neoliberal and neocolonial 'deadening' of revitalising projects such as decolonisation.

There has been insufficient institutional engagement with knowledge as epistemology (Lange, 2019), and there has been inadequate engagement "with knowledge as a necessary critique of knowledge, and with knowledge as creator of identity" (Lange, 2019). This paper proposes practical classroom discussions in aid of a more expeditious approach to the integration of a critical humanities and suggestions to loosen the stalling of decolonisation at South African universities. Feedback: People Matter



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## **Reflecting on academic renewal in the Postgraduate Diploma in Sustainable Development, Centre for Sustainability Transitions**

Dr Megan Davies

Centre for Sustainability Transitions

### **Abstract**

This contribution reflects on the ongoing academic renewal of the PGDip in Sustainable Development offered by the Centre for Sustainability Transitions (CST) by embracing the ambitions for advancing transformative sustainability education (Burns, 2018) in a postgraduate environment at Stellenbosch University (SU). This academic renewal was made possible by a grant from the SU Strategic Fund, which has also enabled the corresponding renewal of the MPhil and PhD programmes in Sustainable Development at the CST. While the PGDip has been around for two decades (situated at the School of Public Leadership until January 2022), the process of academic renewal coincides with – indeed, was made possible by – the establishment of the CST as a Type-2 centre at the Faculty of Economic and Management Science in 2021. The presentation details the processes of collective reflection, strategic and creative thinking and broad engagement of the past two years regarding the future of the PGDip. It reflects on the refinement of the pedagogical principles underpinning the PGDip, the renewed curriculum reflective of cutting-edge sustainability research, the design principles informing the restructuring of the programme, the clarification of the programme target audiences and innovations as to teaching, learning and assessment (TLC). Particular attention will be paid to how the academic renewal was enabled – indeed, enriched – by the institutional formation of the CST, and how TLC competencies have been codeveloped alongside the extensive research competencies within the Centre.