SOTL Conference 2015 Abstract Book

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Title: **A lesson in listening: Is the student voice heard in the rush to incorporate technology into Health Professions education?**

Presenter(s):   **Keiller, L; Inglis-Jassiem, G**

Keywords: **blended learning, student perspective, Health Professions education**

Abstract:

Background
We present the recently published peer-reviewed paper regarding the rarely emphasised importance of the student voice in the planning and implementation of blended learning strategies in Health Professions education. Early indications are that blended learning within Health Professions education has a positive influence on student satisfaction and learning, however, the encouragement from literature in this regard is often the sole motivation for implementing change to blended learning from traditional face-to-face pedagogical approaches.

Objective
The aim of this study was to utilise videos and blogging within a problem-based learning Physiotherapy module to enhance student engagement.

Methods
Data was collected from a needs-analysis and engagement questionnaire, usage statistics of uploaded videos on the learning management system and focus group discussions.

Results
Students perceived the level of engagement within case presentation periods to be satisfactory but unsatisfactory outside of case presentation periods. Focus group discussions identified the technology used in this study as being inappropriate for this population. Students had specific expectations of the roles of staff and students in this study. There was a perceived lack of skill with regard to the use of the technology chosen amongst these students.

Conclusion
There is a need for the student voice to be heard with regard to both the rationale for implementation as well as the type of technology utilised in blended learning strategy innovations. This study recommends that student-generated videos of clinical skills could be implemented successfully with adequate support from staff.

Title: **A multifunctional Early Assessment approach in a first-year Political Science module**

Presenter(s):   **Adams-Jack, U; Van Wyk, M**

Keywords: **skills development, early assessment, assessment, multifunctional approach, first years**

Abstract:

Stellenbosch University uses Early Assessment as a means to identify first-year students who are at high risk of failing their modules. This paper argues for a wider perspective on the potential benefits of Early Assessment based on the authors' reflections on the role of Early Assessment in practice in relation to its intended role. This paper describes what we term a multifunctional Early Assessment approach. The conceptual approach was developed when reflecting on our Early Assessment practices in the first semester module of Political Science in 2015 and the educative role of these practices. Early Assessment comprised two online tests which served four roles and these roles are discussed in the paper. The manner in which the tests were administered is also discussed as it is deemed important in facilitating the learning and skills development opportunity of students. We conclude with a summary of the key features and the value of applying a multifunctional Early Assessment approach.

Title: **A needs assessment for palliative care training in undergraduate students at the University of Stellenbosch**

Presenter(s):   **Fourie, A; Gwyther, L**

Keywords: **assessment, palliative, training, undergraduate, students**

Abstract:

Background
The number of patients with cancer and other life-limiting diseases continues to increase. The vast majority of patients in the Third World Countries do not have access to modern diagnostic and therapy facilities and for them palliation is all they can hope for. Palliative care is a basic human right when curative care is no longer appropriate. The World Health Organisation (WHO) challenged training institutions to ensure that palliative care is compulsory and given high recognition.

Purpose
To conduct a needs assessment for palliative care training in undergraduate students at the University of Stellenbosch.

Methods
Two validated assessment scales were distributed via a questionnaire to all the fifth year medical students:
- The Self-efficacy in palliative care scale (SEPC) assesses the confidence/anxiety the student experiences in performing certain tasks.
- The Thanatophobia scale assesses the student's attitudes towards caring for dying patients.

The results of the above two scales will provide a valid measure of the impact of the current undergraduate palliative curriculum at the University of Stellenbosch.

Results
135 of 179 students responded to the questionnaire (response rate of 75, 4%). 21% of the students felt that their training and skills in palliative care were sufficient. Only 28% of students feel comfortable to discuss death with a patient. 52, 7% of students felt anxious about their communication skills. Certain outcomes were highlighted as challenges: Discussing death with the patient and family, answering questions on pain and suffering and "How long will I live?" as well as the knowledge and management of symptoms in palliative patients.

In 2013, the University of Stellenbosch dedicated 6h to the palliative care curriculum. Since 2014, there is no more formal training in palliative care. The study indicated that communication and patient management skills were experienced as challenging by students and this correlates with the curriculum that focuses only 15% respectively on these two concepts.

Conclusion
This study highlights the need for a dedicated undergraduate palliative curriculum that would need to focus more on communication and patient management skills to empower the next generation of medical practitioners to care for dying patients with compassion and confidence.

Title: **A pilot project to enhance Physics understanding through advanced algebraic and graphical software**

Presenter(s): **Müller-Nedebock, K**

Keywords: **software, physics, algebra, graphing**

Abstract:

Dealing with mathematical objects, geometry and graphical representation is a key component contributing to the understanding of Physics. These skills are not only closely linked to the formalism used in the subject but also crucial to applying insights and basic principles in daily applications of the science. Successful Physics students need to internalise the correct usage of algebra and graphical representations to be able to expand and express their own ideas and to evaluate others' work. "Mathematica" is a particularly high-level software tool that was used in a project to assist second- to fourth-year Physics students in acquiring and using this sense of the connection between Mathematics and Physics. Can early and intensive use of "Mathematica" lead to students improving their skills earlier in their studies? [A perspective on computer algebra systems (CAS) in education is provided in a paper by Bauldry, WC: "CAS in the Classroom: Yesterday, Today, and Tomorrow" published in "Proceedings of TIME 2012" Lepp, M & Tonisson, E (eds.), 2012, ISBN: 978-9985-4-0737-0]. After introduction of the software to cohorts, its use was tightly integrated into the class work, with the emphasis on tutorials to enhance the interface between physical understanding, graphical depiction and parameter and model dependence. Due to the small cohort sizes typical for undergraduate Physics registrations, the feedback and performance of students allow a qualitative and only partially quantitative comparison over these three cohorts, especially, also, as there is no control group in this study. This initial study leads to suggestions for the continuation and adaptation of the current manner in which algebraic-graphical software might be better used in the first four years of the Physics curriculum.

Title: **A rubric for self and peer assessment of courses in the LMS at the Faculty of Military Science**

Presenter(s): **Khoza, M; Monnanyane, B; Cowling, N**

Keywords: **blended learning, guide, peer review, road map, self-evaluation**

Abstract:

Recent developments in learning technologies have led many institutions to provide teaching and learning in blended learning practices. It however appears a challenge to develop a tool that has all blended learning aspects and for such a tool be used by all lecturing staff in all disciplines. This paper explains a pilot project conducted in four departments at the Faculty of Military Science (FMS), wherein a tool has been developed to guide lecturing staff in designing new courses and redesigning existing courses in blended learning practices on SUNLearn. An analysis of data collected through a questionnaire survey and feedback from lecturing staff in the four departments shows that the guide can be used as a self-evaluation tool at any stage of the course developmental process. Preliminary findings further show that the tool can be used as a peer review guide for lecturing staff who volunteer to have their courses peer-reviewed at a departmental level. In addition, the tool provides a framework for FMS blended learning coordinators to identify courses that need to be redesigned in blended learning practices and thus provide support accordingly. Data is collected through an updated version of the questionnaire survey and interviews in all departments of the FMS.

Title: **An academic writing competence course in Psychology 348 in 2014**

Presenter(s):   **De Wet, A; Van Wyk, S; Lesch, A; Kagee, A**

Keywords: **academic writing, psychology, intervention**

Abstract:

A course aimed at improving students' writing competence in the module assignment was presented over the course of seven weeks in the second semester of 2014 in Psychology 348. A similar intervention, implemented in 2013, was presented to students in two large lecture groups and over the whole semester. Because of the practical nature of writing competence, it was proposed that students be divided into tutorial groups in 2014.

We obtained funding to support 10 tutorial groups of between 35 and 50 students. Students met in two large lecture groups for the first three weeks for an introductory lecture and two lectures on information literacy, the latter presented by the faculty librarian. During the last four weeks students met in tutorial groups and completed class and homework exercises aimed at equipping them with the skills to complete the assignment successfully. The tutorial groups were presented by five tutors trained in the material presented.

In 2014, of the 422 registered students, 339 (80%) passed the assignment, compared to 348 of the 539 registered students (65%) in 2013. The 15% increase in the pass rate for the assignment indicates a significant improvement from 2013 to 2014. It is suggested that this improvement in the pass rate between 2013 and 2014 is due to this intervention, which is to be repeated in 2015.

The academic writing competency course follows the trend by many departments and faculties at the university that place an emphasis on the improvement of their students' writing competencies.

Title: **An approach to uplift spirits and enhance productivity during a Friday afternoon tutorial**

Presenter(s):   **Fidder-Woudberg, S**

Keywords: **tutorial, group work, cooperative learning, productivity**

Abstract:

Most students find Friday afternoon tutorials unbearable, mostly due to fatigue and a lack of motivation after a long week. This is even more pronounced for final year students in their last semester. For the lecturer who has been presenting Friday afternoon tutorials for the past 10 years, the feeling is mutual. The same students usually sat and worked together during tutorials, with little to no communication with their fellow classmates. These observations urged the lecturer to find a way to change this recurring situation.

The approach was simple, and the impact larger than expected. The focus was on people and group work, rather than the use of technology. Students were randomly assigned to groups. Members of a group were allowed to help one another with the tutorial test. Each group was furthermore allowed to submit their individual tests once everyone in the group was done. Students were taught how to prioritize and trust one another.

The class average increased, since students worked harder not to let their group down. Some asked for more time to work before the test. Students performing below average suddenly participated in explaining concepts. The change uplifted spirits during the Friday afternoon tutorial. As a direct result of group members being assigned specific tasks and becoming acquainted with one another, new interpersonal relationships were established. This was a personal accomplishment for the lecturer. The alignment of this study with cooperative learning, based on the work of Johnson et al. (2007), will also be discussed.

Title: **Black women academics' experiences in the contexts of HEIs in South Africa**

Presenter(s): **Farmer, J; Leibowitz, B; Carolissen, R**

Keywords: **black, women, experiences, agency, culture**

Abstract:

Narrative case studies and autoethnography are relatively new (only since the late 1990s) methodologies in qualitative research and scant literature is to be found on this type of enquiry. This study is focused on experiences and perceptions of black women (main author included) in their learning and teaching trajectories from Apartheid-era education, and seemingly hopeless social conditions, to teaching and learning academic positions in the mostly white/male domain of higher education institutions (HEIs). The narratives are interwoven to include the profiles of black women academics at four different institutions in South Africa responding to the research questions:

I.   What in their past and current contexts are perceived by black women academics as influencing their learning and teaching?
II.   What is the interplay of culture and agency influencing teaching and learning academics in their current context?

The research design for this investigation uses social-realist-critical-race theory, concentrating on issues of intersectionality around race, gender, academic status, sense of self and belonging. The research includes considerations of sociality, temporality and liminality within the contexts. Notions of radical 'inquiry' and radical 'listening' informed the data collection by use of drawings (picture of your childhood and picture of current context) and open interviews (tell me your story from the picture you have drawn). These are two methods I had been exposed to and used when considering an autobiographical work. It is hoped that this study opens the possibility to rethinking how our contexts influence the way we teach and how we learn.

Title: **Changing postgraduate supervision practices: Using a supervision course to initiate organisational change**

Presenter(s):   **Steyn, R; Van Schalkwyk, S**

Keywords: **postgraduate supervision, organisational change, embedding practices, postgraduate education, change processes**

Abstract:

This presentation arises from the involvement of Stellenbosch University (SU) in the national roll-out of the Strengthening Postgraduate Supervision (SPS) Course. The focus is on the potential of a course aimed at developing individual supervisors, to bring about change in supervisory practices at an institutional level. The first SPS course was hosted at SU in the first quarter of 2015, organised by the Division for Research Development and the Postgraduate Skills Development programme, with funding from the DHET Teaching Development Grant to SU. The explicit intention was to use the course as an impetus to start an organisational change process that could shift institutional thinking around postgraduate supervision. Faculty Deans were asked to nominate supervisors to attend, with a view to evaluate the usefulness of the course for SU, and also to start a discussion about how to strengthen postgraduate supervision across the institution. To this end, the SPS course was adapted to include a half-day workshop, during which participants were asked to discuss and suggest ways in which supervision could be strengthened within their faculties. This presentation offers a critical reflection of the process followed and its potential for shifting thinking around supervision. More broadly, some initial insights on bringing about change in higher education contexts will be offered, building on the work of Kotter (1995) and Trowler et al (2005). An analysis of the participant responses in the workshop will also be shared.

Title: **Connections with others and with self: The essence of transformative learning**

Presenter(s):   **Conradie, K**

Keywords: **connected knowing, embodiment practice, secure base, intersubjectivity, participatory epistemologies**

Abstract:

The undeniable connections between the knower and the known are readily apparent in the realm of constructivist epistemology. Although the emphasis on the concepts of self-organisation and inter-subjectivity has served as an important punctuation in the evolution of learning about ourselves and others, the legacy of the objective-subjective dualism still dominates contemporary worldviews of human experiencing such as learning. Therefore, students cannot be blamed for holding a compartmentalized way of learning, wherein cognition is something that happens in the mind while behaviour and emotion take place in the body. All three these processes serve to connectively order students' experiences of their own learning and cannot be meaningfully separated. I ask myself as a lecturer how I can practically help my students to become more actively aware of and appreciate learning as the process of connective knowing. Drawing from the work of Martin Buber, embodiment practice and the psychology of a secure base, I shall seek to articulate the centrality of connected knowing within learning that transforms. Michael J. Mahoney's "mirror time" and other experiential exercises help students to explore who they as learners are, how and what they learn – all of which emerge from co-constructed human bonds. Central to this entire enterprise would be the caring relationship between lecturer and student. From the context of psychological secure bases, students may begin to experiment with more connective ways of being and thus learning.

Title: **Constraints when incorporating social media into the undergraduate Auditing classroom**

Presenter(s):   **Sexton, N; Rudman, R**

Keywords: **social media, auditing, learning environment**

Abstract:

Many have argued in favour of transforming the approach in which Accounting programmes are presented to undergraduate students. Recent developments in the training of professional accountants have not only been driven by demands in the marketplace, but also by changes in the expectation of students. Students want an interactive class experience, share what they learn, engage with other students and have fun. Social media appears to be a teaching tool which can help achieve this, however, incorporating social media into the learning environment can be challenging.

In order to adapt to these changes in expectations, an assignment was undertaken in which Auditing students were required to identify control weaknesses in everyday life and report back their findings using social media. A Facebook group was created where students were required to post photos or videos of the control weakness they had identified. Other students could then like the posts, comment and share the posts.

The primary objective of this study is to report back on lessons learnt during the rollout of the assignment and highlight the practicalities of such an assignment.

The most significant constraints associated to the assignment were found to be (i) obtaining approval, (ii) implementing the assignment, (iii) monitoring the progress, and (iv) mitigating risks relating to social media of the students, faculty and university. These constraints exist at an institutional level, at a department level, and on a lecturer's ability to manage such an assignment.

Title: Demonstrating, evaluating and rewarding excellence in university teaching – a Swedish perspective

Presenter(s): Olsson, Thomas

Keywords: excellence in teaching, pedagogical competence, reward systems

Abstract:

Lund University is one of Scandinavia's largest and strongest institutions for education and research. Since 1666 it has stood for excellence and innovation and it is currently ranked as a top 100 university in the world. The university encourages the establishment of reward systems for excellence in teaching – Pedagogical Academies – in all faculties. The Faculty of Engineering established its reward system in 2001 and the culture of the Faculty is shifting towards increased value of the scholarly development of teaching and student learning.

Pedagogical competence is a key concept in university teaching. It involves relations between pedagogical practice – the ability to teach in a way that actively supports student learning – and theoretical knowledge of teaching and learning. Pedagogically competent teachers should be able to use their disciplinary expertise within a teaching practice based on relevant theoretical pedagogical understanding, focusing on the improvement of teaching and student learning. Teachers should be able to observe effects of their teaching and to analyse, draw conclusions, and plan for further development of their teaching practice.

The presentation will focus on what constitutes pedagogical competence and excellence in academic teaching and what procedures and methods could be used in a systematic and scholarly assessment of excellent teachers. Organisational benefits will be highlighted and the development in the Faculty of Engineering will be discussed together with reflections on some theoretical aspects and a model for pedagogical competence. The arguments are built on a large amount of empirical data, including teaching portfolios written by teachers from different subjects and teachers' scholarly papers from a campus conference held every second year at the Faculty.

Title: **Designing a framework for collaborative learning in legal education**

Presenter(s): **Quinot, G**

Keywords: **collaborative learning**

Abstract:

This work-in-progress paper reports on a project that forms part of the national Teaching Advancement at University (TAU) Fellowships programme.

The project is a design-based research project aimed at developing teaching-learning activities (including assessment) (TLAs) for collaborative learning in the LLB programme. The aims are to develop, implement and evaluate a first iteration of an approach to facilitate collaborative learning in a particular module that can subsequently serve as a framework for the design of collaborative learning more broadly in LLB (and potentially other) programmes.

Legal education is traditionally premised on a highly individualistic perspective on learning, which has often actively encouraged competition between students. This has mimicked a view of legal practice as one of intense competition between individual legal practitioners. However, the need for collaboration rather than individual competition in legal education has in recent years emerged in order to both reflect and promote a collaborative perspective on the practice of law and of a relational conception of the discipline within the South African context.

The need to foster collaborative learning in Law goes beyond simply getting students to work together in groups. There is a need to actively develop students' competence to function collaboratively and to assess students' competence to collaborate.

The paper reports on the project's aims and design, which includes designing TLAs based on a literature review on collaborative learning, multi-institutional engagement with lecturers and students on perceptions of collaborative learning in Law, and evaluating the first cycle of the project with a developmental evaluation approach.

Title: **Development of student reflection of writing skills**

Presenter(s): **Albien, A**

Keywords: **reflection, academic literacy, reflection-in-action, reflection-on-action, writing skills development**

Abstract:

Critical reflection has been acknowledged as part of learning processes involved in acquiring academic literacy in general and scientific writing skills in particular literacy. A reflection exercise was administered to 78 Scientific Writing students to determine whether these students could identify what they had learnt about developing their writing skills and what they felt they still needed to learn to improve their scientific writing skills. A content analysis was conducted to determine which dominant themes emerged from this reflection activity. In addition, students' terminology and discourses surrounding their writing were analysed and compared to criteria in marking rubrics. This allowed a qualitative assessment of the extent to which students had engaged with the technical and structural elements of scientific writing discourses. Furthermore, this reflection exercise allowed a glimpse into the students' subjective perceptions of skills that had been acquired as well as those they perceived were lacking. The role of reflection in the learning process and its link to deep learning in taxonomies of learning objectives is considered in this paper. A simplified model of the stages of reflection (Moon, 1999; Kolb, 1984) was used as the basis of content analysis of written reflections to determine whether students were using reflection-in-action or reflection-on-action (Schön, 1984). In conclusion, the paper discusses a future student-centred initiative and considers how the development of a culture of critical reflection depends not just on awareness but also has curriculum and resource implications.

Title: **Dialogic knowledge-building in a multilingual peer-feedback discussion forum**

Presenter(s):   **Ruiters, J**

Keywords: **peer feedback, assessment, online writing, multilingual, knowledge**

Abstract:

Molloy and Boud (2013) assert that students need to be co-producers of learning, where they move to the centre of the learning process, and enact a new kind of agency through giving and receiving feedback. A group of postgraduate Certificate in Education students engaged in a process of giving and receiving feeding on a writing assignment over a period of six weeks. The focus of the inquiry was to determine whether giving and receiving feedback allowed students to better understand their own performative needs, and whether the process enhanced their evaluative skills. Students could provide feedback in English or Afrikaans.

The analytical lenses draw on Applied Linguistics, Homo ludens (play), and Identity theory. It is clear from an initial analysis that students writing assignments show an improvement in quality, and that students became more aware – through providing multiple feedback – of their own shortcomings. There is evidence that the focus of feedback tends to be different given the language used, and that students tended to be more evaluative when using English as compared to Afrikaans, even where English was not the home language.

Title: **Differences in performance of Extended Degree Programme students lead to small but effective interventions**

Presenter(s):   **Louw, A; Bawoodien, A**

Keywords: **Extended Degree Programme, interventions, success, performance**

Abstract:

Background
Students who are selected for the Extended Degree Programme (EDP) at the Faculty of Medicine and Health Sciences generally do well during Phase 1 of the programme, but the consecutive phases following on Phase I are experienced as challenging with a number of these students experiencing academic problems. The Faculty can react to this challenge by determining what could be done in the EDP to prepare these students adequately for the full academic programme.

Aim
The unsuccessful progress of some EDP students in the consecutive years following the EDP programme necessitated a systematic investigation to determine the factors contributing to the lack of progress of these students. Focused and systematic intervention could be launched if such factors could be identified.

Methods
A retrospective quantitative and qualitative study including data of all EDP students since 2007 was done. Individual in-depth interviews were held with both successful and unsuccessful students as well as with relevant advisors of these students. Specific interventions were implemented and possible influences on results monitored.

Results
Major problematic areas determined were those of academic, social, psyche and residence. These themes sound self-evident, but the specific factors in these themes provided the Faculty with food for thought to react upon. Specific Faculty interventions, e.g. the implementation of appropriate support modules and motivational sessions, seemed to have the necessary positive outcomes.

Conclusion
Scientific research is essential to facilitate the process of determining crucial factors influencing student success in an Extended Degree Programme. The knowledge provided by the research directs the Faculty to intervene specifically in different areas to optimise the success of EDP students.

Title: **Digital storytelling contributing to students' critical engagement with a workplace assignment**

Presenter(s):   **Dreyer, L**

Keywords: **teacher professional development, digital storytelling, reflective practice, teacher training**

Abstract:

Digital technology is increasingly impacting on students' learning and how higher education responds. This project (still under way) transpired as part of the Faculty of Education's endeavour to encourage the use of e-learning and teaching.

One of the graduate attributes Stellenbosch University wish to instill in students is to enable students to have an enquiring mind. Teaching the Learning Support module in the B.Ed. Hons program taught me that many students do not demonstrate the characteristics of an enquiring mind which requires reflective practice. The ability to critically reflect in and on practice is increasingly viewed as essential in the professional development of teachers. One of the principles underlying the policy on the "Minimum standards for teacher education" is to improve the professional development of teachers in training within a workplace environment. This involves learning in practice and learning from practice (Republic of South Africa, 2011). According to research (Schön, 1983; Mezirow, 1990; Atherton, 2011) the "capacity to reflect in and reflect on [practice] has become an important feature of professional training programmes in many disciplines".

Data is collected through a digital story, captured and uploaded on the SUNLearn platform, as a podcast. Two other sets of data will be collected through individual written reflections and a focus group reflection. Collected data will be analysed through coding and categorisation (Brown & Clarke, 2006).

The anticipated impact of the project on teaching and learning is to establish and foster a culture of critical reflection on academic work (theory and practical).

Title: **Disrupting the class-is-on-campus mind-set: A case study of the 'glocal' classroom**

Presenter(s):   **Horn, M; Butler, M**

Keywords: **glocal, blended, technology, learn-and-earn**

Abstract:

The cost to attend quality business schools have been in the spotlight recently as top schools are being accused of being elitist in terms of both cost and entrance criteria. A significant cost to business students on full-time employment (learn-and-earn students) is the opportunity cost to attend class whilst holding a full-time career. The geographic location and requirement to be physically present in the classroom imposes an additional entrance barrier.

The USB launched a new technology-enabled programme that makes extensive use of technology to create a glocal classroom with virtual attendance for postgraduate business students. This use of technology significantly reduced the opportunity cost for students, especially from outside the geographical area, to attend class in line with the SU Institutional Intent and Strategy (2013 – 2018) aim of broadening access. Through an investment in technology, development of faculty and a rethink of learning processes the challenges of broadening access were successfully addressed by this programme.

The case study presents the impact of the virtual attendance on student learning by the analysis of academic performance as well as student feedback. The use of the technology, lessons learned, unintended benefits and the automatic emergence of the interactive discussion channel as a back channel that contributes to authentic learning, form part of the case study.

Title: **Embedding graduate attributes into curriculum development in the first year of an Occupational Therapy program**

Presenter(s): **Plastow, N; Van Niekerk, L; De Klerk, S; Bester, J; Vlok, B; Jacobs Nzuzi Khuabi, L; Cloete, L; Fredericks, J; Coetzee, Z; Sheik Ismail, A**

Keywords: **graduate attributes, curriculum renewal**

Abstract:

Background
Graduate attributes are the personal qualities, skills, and values that University graduates need for their future work and participation in community life, that are the end-product of the process of University education. Frenk et al. (2010) advocate transformative learning which enables health professionals to become agents of change. Barrie (2007) argues that this transformative learning can only occur by integrating desired attributes into the curriculum. At the heart of the Division of Occupational Therapy's curriculum renewal program, implemented with first-year students in 2015, is our vision of who and what a Stellenbosch University Occupational Therapy graduate is when they are awarded their undergraduate degree.

Objective
This presentation describes how the first year of the renewed Occupational Therapy curriculum is contributing to the development of Occupational Therapy graduates who are competent health practitioners.

Method
Collaborative enquiry is a form of action research in which all participants are co-researchers in the project. Data were drawn from curriculum development documents, staff workshops, and three focus groups with the staff team. Data was analysed using thematic analysis within six graduate attribute domains and across these domains.

Findings & Conclusion
Both our renewed curriculum and wider University experiences are contributing to the early development of graduate attributes among our students. For first-year students the focus is on the student as an individual rather than as a professional. Our growing appreciation of the development of graduate attributes as a process, rather than a product, contributes to the understanding of curriculum renewal processes.

Title: **Engagement of Engineering students with online resources and the effect thereof on learning**

Presenter(s): **Louw, T; Auret, L**

Keywords: **online quiz, instructional video, transactional distance, deep learning, surface learning**

Abstract:

A blended learning approach was adopted in the Chemical Engineering course "Process Modelling and Optimization" with the purpose to evaluate (a) the potential of such an approach to reduce lecturer loads, and (b) the efficacy thereof in promoting conceptual understanding. Traditional learning in the form of mass lectures and tutorial sessions was complemented by online resources. Two types of online resources were made available to students: tutorials facilitated by quizzes which generated instant feedback in the form of hints, and instructional videos of worked problems.

The blended learning strategy was evaluated in the light of two theoretical frameworks: Moore's "transactional distance theory" and Case & Marshall's "four approaches to learning in the engineering context". Transactional distance theory was used to analyse students' engagement with online resources and to identify opportunities and threats to learning, which may include mobility, structure, and dialogue. The potential for online resources to shift student learning as defined by Case & Marshall was also investigated.

Data was collected through surveys and focus groups as well as qualitative assessments of student performance in traditional tests. Student responses were surprisingly positive, indicating that blended learning approaches are becoming ubiquitous in the sense described by Crowe: "ubiquitous computing allows us to envision a classroom in which the teacher remains focused on his or her field of expertise … while still utilizing technology to enhance student learning."

Title: **English Studies Imperfect: Conceptualising a curriculum as uneasy process**

Presenter(s):   **Murray, S**

Keywords: **English Studies, curriculum, productive disruption**

Abstract:

This paper will fashion a loose catena of ideas via thinkers such as Achille Mbembe, Gayatri Spivak, Ato Quayson, Mieke Bal and Harry Garuba. I will make the case for a curriculum which struggles against false consensus (whether of the colonised or the decolonised sort) in favour of exposed ideological seams and ruptures. Such a curriculum will use texts and pedagogic practices as a performative of contradictions, contrapuntalisms, disruptions and travelling ideas, in order to demonstrate the productive incoherences of contemporary English Studies as necessarily ill-disciplined rather than agreeably pre-formed. My particular case study will be English 278 at SU. Second-year courses in English Studies are tricky to design, sandwiched as they are between an introductory module which spins the discipline as multivalent, engaging, 'literary-cultural studies', and advanced, exit-level undergraduate courses which emphasise literary period and critical-theoretical concepts. Where does that leave the disciplinary 'middle-ground'? Despite our department's reputation for excellence, English 278 has long been dissed and dead-headed, a node of dissent. The quandary has been how to achieve consensus on questions of The Curriculum when no such singular upper case really exists. My presentation does not offer some ideal 'model'. Rather, the paper exposes a messy process which illustrates the importance, in our current higher educational context, of discovering provisional means towards academic ends which recognise the need to address, rather than simply override, colleagues' ideological and disciplinary differences.

Title: **Facilitating referencing ethics for first-year students at the Faculty of Theology**

Presenter(s):   **Mare, H**

Keywords: **first-year students, Faculty of Theology, referencing ethics, emerging researchers, academic literacy**

Abstract:

Referencing ethics is an important part of academic literacy for first-year students at the Faculty of Theology. The first-year students, as emerging researchers, need to know the correct application of the Harvard referencing method to information sources used for assignments, knowledge of the importance of copyright issues and knowledge of ethical research practice for the rest of their undergraduate studies as well as further postgraduate studies in Theology.

As part of the information literacy programme at the Theology Library, the first-year students receive curriculum-integrated lectures on referencing ethics in base modules PT112 and ONT114. The lectures are presented and assessed with the cooperation of the lecturers of the modules and the presenters of the academic literacy programme of the Language Centre. The data-gathering is done on submitted assignments in the modules on SUNLearn from the previous academic year. The common referencing mistakes in the assignments are included in the lectures. Referencing ethics learning support is also provided by the Theology Libguide, and referencing handouts are uploaded on the PT112 and ONT114 modules on SUNLearn.

Studies in information literacy have shown that students benefit from curriculum-integrated lectures on referencing ethics. The results of the lectures can be seen in the lecturers of the modules reporting better quality bibliographies within submitted assignments by the students. The first-year students also have a better understanding of how important referencing ethics is in Theological studies. The referencing ethics is relevant to all other modules at the Faculty of Theology.

Title: **First-year Physics students' knowledge about direct current circuits: Probing their understanding and enhancing their learning using iPad tablets**

Presenter(s):   **Newman, R; Van der Ventel, B; Hanekom, C**

Keywords: **first year, baseline knowledge, standardized test, circuits, iPads**

Abstract:

A project involving a study of first-year Physics students' conceptual understanding of direct current circuits was initiated in the Physics Department. The study involves ~ 800 students, enrolled in the Phy (Bio) 154 module, semester 2 (2015). The research makes use of pre-test and post-test based on a standardized test instrument developed at the North Carolina State University (USA). The pre-test was given to students consenting to partake in the research project before formal exposure to circuits in the module, while the post-test was given to students after exposure to a practical (E1), lectures and tutorials. We are using 23 Apple iPads with Apps to enhance the learning of circuits by the students during practicals. One of the Apps is called iCircuit which allows the user to model circuits.

 The main research questions we address are the following:

• How do students' baseline knowledge of direct current circuits vary as a function of year and school type (e.g. state, private)?
• What contribution, if any, does the practical E1 (which will also include student use of the iCircuit App) make to enhancing student understanding of direct current circuits?
• What contribution, if any, do relevant lectures and tutorials make to enhancing student understanding of direct current circuits?

In this paper we discuss the project implementation and present some provisional results which indicate an average improvement of 10% in the test score after students did the E1 practical.

Title: Focus on first years

Presenter(s): Pfeiffer, V; Van der Walt, C

Keywords: expressive writing, academic writing, journal writing, autobiographical writing, writing pedagogy

Abstract:

This study investigates the use of expressive writing by tertiary L2 students. Not only do L2 students have to deal with new subjects at university, but they also have to deal with writing in English which is a challenging endeavour for most of them. Academic writing requires a conscious effort and much practice in composing, developing and analysing ideas. Since L2 students do not often consider the social contexts in which L2 academic writing takes place, models of L1 writing instruction and research on composing processes are often found wanting changes in their L2 writing pedagogy. This study focuses on literary pedagogy as it is manifested in the understanding and experiences by tertiary L2 students engaging in the practice of expressive writing. The aim of this study was to identify the kinds of strategies that could assist L2 students with English Language writing tasks. Hence, we looked at journal entry and autobiographical writing. Our findings suggest that the students benefited from the use of these writing activities to promote academic writing. Based on the low failure rate, we believe that literature of this nature has motivated, challenged and encouraged students to gain confidence in their writing.

Title: **Gaining speed for the second hurdle: Integrating graduate attributes in a Masters of Divinity programme**

Presenter(s): **Nell, I; Bosman, JP**

Keywords: **graduate attributes, qualitative methodology, Theology, Masters of Divinity, Activity Theory**

Abstract:

Stellenbosch University spent a lot of time and energy on promoting the importance of generic graduate attributes (GAs) as an integral part of the teaching and learning strategy of the University. The Faculty of Theology targeted the Masters of Divinity programme to become the pilot project for implementing GAs. After an initial meeting of the lecturers involved in the programme and obtaining the decision through the Faculty Board, it was decided to conduct workshops to inform all the lecturers involved in the programme about the process. Another purpose of the workshops was to discuss the ways in which we would go about implementing and integrating GAs in the programme. The first workshop took place in February 2014, and during the second workshop, that took place in October 2014, semi-structured interviews were conducted concerning the implementation of GAs in the Masters of Divinity programme. The basic research question could be formulated as: What role did the participation in the workshops on GAs play in the thoughts and actions of the participants concerning GAs? The purpose of this presentation is to analyse the data of the 16 interviews through a qualitative analysis by making use of Atlas.ti by coding the data in different themes and categories. The conceptual framework for the research and the interpretation of the data draws on the work of Engeström's (2001) third generation of Activity Theory and other scholars working with similar theories (Ashwin 2012). This is done in order to identify concepts and see in what ways they can also support attempts to implement systematic curriculum reform of the Masters of Divinity programme.

Title: **Getting it right eventually: Investigating changes in communication in order to overcome some challenges of collaboration**

Presenter(s): **Coetsee, Y**

Keywords: **collaboration, literacies, EDP, Chemistry**

Abstract:

This study forms part of the second iteration of a collaborative project between literacies and disciplinary specialists. The specific context is a Chemistry project for Extended Degree students. Where a previous study attempted to measure appropriate communication, this follow-up uses framing (as used by Scheufele, 2013) in order to investigate aspects of instruction and feedback with the aim of improving scientific communication. This approach was useful in explicating some aims of this project: applying Chemistry knowledge, understanding process writing, and creating an awareness of the value of the integration of skills in order to communicate Chemistry in appropriate ways.

Texts in the form of questionnaires and journals were analysed to investigate whether changes to the design of this project have resulted in better teaching and learning, although awareness of the complexity of variables leading to student success was maintained. Communication (phone conversations and emails) between colleagues was also investigated in order to improve the usefulness of this project for students.

Explicating processes to enable students to learn better is one of many changes that occurred since the first iteration. For this paper only a few of the changes effected during the past year, namely technology, genre and assessment, will be discussed. Flexibility with regard to aspects of the project has led to insecurity with some colleagues and students. The role of the coordinator as change facilitator was therefore also investigated.

Title: "Institutional supervision" of postgraduate students: A role for central support services?

Presenter(s): Steyn, R

Keywords: postgraduate education, generic skills, postgraduate skills development, institutional supervision

Abstract:

This poster critically evaluates the offering of the central postgraduate skills development programme at SU, using the example of a project management resource developed by the office, called the on.track planner. Drawing on recent literature on doctoral pedagogy, it examines the implicit assumptions, discourses and pedagogical practices underlying these services. Next, it considers whether and how an institutional support service can enhance postgraduate pedagogy, within the framework of "supervision as a collective institutional responsibility" (McAlpine 2013).

 The research is part of the pre-empirical work done for my doctoral study. Coming from a training and development background, I developed the tool in response to a needs analysis among postgraduate students. As I embarked on my own PhD studies and attempted to situate my practice in the growing scholarship around postgraduate pedagogy and supervision, I realised that seemingly neutral practices were in fact hiding assumptions about learning (McAlpine and Amundsen 2012) and reinforcing particular discourses and models of (doctoral) education (Backhouse 2011).

Does the planner misrepresent the complexity of the postgraduate journey, portraying it as "a discrete set of technical skills" (Kamler and Thomson 2008, 507)? Does our office form part of the new managerialist approach to higher education (Connell and Manathunga 2012)?

On the other hand, as a practitioner I remain concerned with how the findings of the scholarship on postgraduate education can be made practical within institutions. I therefore hope to present a conceptual framework for further exploring "institutional supervision" (McAlpine 2013) of postgraduate learning.

Title: **Interdisciplinary teaching and learning: Preparing our students or killing our disciplines?**

Presenter(s):   **Gerber, B**

Keywords: **interdisciplinary teaching and learning, academic disciplines, boundaries, complexity**

Abstract:

Interdisciplinary thinking in higher education involves the blending of ideas from across academic disciplines in order to address complex challenges. Interdisciplinarity aims at changing perspectives, synthesizing knowledge of different disciplines, and coping with complexity through the integration of knowledge from different domains. Contemporary problems in an information society can be best addressed with broadly-thinking experts. These experts, even if trained in particular fields, can ideally think, imagine, talk, listen, understand, and problem-solve across traditional academic boundaries. Interdisciplinary learning and teaching is thus a way of 're-imagining' teaching and learning. In this regard Gilbert (2007) argues that we need to move beyond 'Industrial Age' ways of thinking about education.

In addition to the evolving ways in which disciplinary borders are shifting and being reworked for instructional purposes, places and practices for finding information, doing research, and gaining knowledge have also changed. Furthermore, new research areas and fields for study have opened up with the onset of digital life, and these shifts have often rendered traditional university structures (e.g., disciplinary boundaries, epistemological approaches, and methodological preferences) less relevant than the need to address students' learning needs for the workplace.

In an information society, interdisciplinary projects are "increasingly necessary due to the societal and scientific complexities of problems … [but] can be challenging for academic experts, who are typically trained in a specific field of theories, methodologies, and research processes" (Thompson, 2009:278).

Title: **Introduction of graduate attributes in a module: Medical students' perceptions of what it means to be a change agent**

Presenter(s): **Snyman, S; Carstens, S; Smit, L; Nel, Z**

Keywords: **graduate attributes, core competencies, portfolio, change agent in communities**

Abstract:

Context
Transformative learning is needed to develop students in health professions as change agents. In responding to this challenge, the Faculty of Medicine and Health Sciences adapted the CanMEDS competency framework for implementation. As part of this process a 6-week long non-clinical module, spread over 5 months in the fourth and fifth year medical curriculum, was introduced. The aim of this module is to contribute to preparing students as change agents by facilitating the development of specific graduate attributes. Students' personal and professional growth was assessed by means of a portfolio and an in-depth interview with the assistance of industrial psychologists.

Objectives
The study aimed to investigate changes in student perceptions after the implementation of the module. Feedback was also obtained to outline important considerations for those who plan to implement similar modules.

Methodology
Students (n=201) voluntary completed an online questionnaire prior to and after the module, comprising of closed-ended (scale-type) questions and open-ended questions. With the analysis of closed-ended questions, a one-sample (paired) T-test was used as statistical method using IBM SPSS 22. An inductive approach was used to analyse the open-ended, qualitative data, using Atlas.ti.

Results
Both students' commitment to and perceived competence of being a change agent statistically significantly increased ($p<0.05$). Perceptions of what it means to be a change agent also shifted from notions of health promotion and education towards quality improvement and making systemic changes in healthcare.

Conclusion
Developing graduate attributes can play a valuable role in equipping students as agents of change in communities.

Title: **Investigating postgraduate research-based learning at higher education institutions in South Africa and Germany**

Presenter(s):   **Mans-Kemp, N; Gerber, C; Klauser, F; Schlicht, J**

Keywords: **research-based learning, teaching, learning**

Abstract:

The business world is fast-changing and highly complex. Theoretical information is hence not sufficient to prepare Commerce students for their future roles as managers, directors and auditors. By involving students in research projects, they might obtain insight and skills beyond mere theoretical knowledge. The quality of teaching and learning at higher education institutions might consequently be enhanced.

Research-based learning (RBL) shifts scientific work into the focus of higher education. It is meant to link research with teaching and learning by involving students in scientific investigations of 'real world' issues (Huber 2009; Healey 2005). RBL is increasingly employed to teach Commerce students at higher education institutions globally.

Over the last five years, a number of RBL projects took place at two selected higher education institutions in Germany and South Africa. Students were expected to study corporate issues and develop possible solutions. Academic mentors provided guidance to students to effectively link theory with practice.

The researchers, who teach at these institutions, aim to examine and compare the applied RBL approaches. RBL was tested at the German university by employing questionnaires with open and closed-ended questions. A similar evaluation will be conducted in 2016 for a sample of postgraduate Commerce students at the selected South African university.

This comparative study aims to address two research questions, namely: how can RBL be arranged at the selected higher education institutions to improve teaching and learning, and to what extent can students contribute to a scientific field's progress by working together with mentors on corporate issues?

Title: **Investigating virtual classrooms utilising web streaming technologies within an inclusive education framework at Stellenbosch University**

Presenter(s): **Bosman, JP; Van der Merwe, A; Waghid, F**

Keywords: **streaming, Google hangouts on air, special needs students, alternative classroom**

Abstract:

We investigated the viability of an alternative virtual participatory classroom for students utilising emerging technologies. This was contextualised within an inclusive education framework focusing on the research question: "What are the perceptions around the offering of an alternative virtual synchronous parallel classroom as a viable option for student learning and for lecturer teaching with a specific focus on strategies for supporting the special learning needs of some students at Stellenbosch University?"

The project tested the educational feasibility of creating a virtual participatory classroom for students. By using streaming web technology (Google Free to Air Hangouts), students were able to connect to synchronous lectures.

Qualitative feedback from the participating students as well as the lecturer was used to assess the effectiveness of the approach. The presentation will share some of the pedagogical, technical and special learning needs opportunities and challenges that emerged from the project. The initial results indicate a great appreciation for this mode of delivery for students with special needs, but could potentially also be extended to serve the vocational training requirements of students aligned with Stellenbosch University's renewed focus on the "learn-and-earn" market.

Title: **iPad implementation in the Physics (Bio) 154 module**

Presenter(s): **Van der Ventel, B; Newman, R**

Keywords: **iPad, technology, education, collaborative learning, tutorials, group work**

Abstract:

The Apple iPad was introduced in 2010 and has since come to dominate the tablet market. It is an example of a disruptive technology and the increased mobility has revolutionized our access to information, the ability to connect to others, as well as the creation and consumption of digital content. While smart devices such as the iPad are ubiquitous outside the classroom, it is fair to say that the traditional lecture-tutorial methodology is still the prevailing paradigm at higher education institutions. Even though one must resist the temptation to alter accepted orthopraxy for the mere sake of "renewal", it is imperative that educators do not ignore advances in technology. It is thus natural to ask what the impact of this remarkable device would be within the academic setting.

In this paper we will present a methodology for iPad implementation which is based on the idea that there are four key areas where the iPad can make an immediate impact. Questions we will attempt to answer are: (i) how to effectively incorporate the iPad in a large-enrollment first-year Physics class?, (ii) how can the iPad contribute to collaborative learning within a tutorial setting?, (iii) is the iPad a distraction in such a group environment? and (iv) does the iPad enhance the overall learning experience? A post-tutorial survey was done to assess, at least qualitatively, the impact of the iPad during the tutorial. Results indicate that the iPad fostered increased discussion in the group and did enhance the overall learning experience.

Title: **Is supervision teaching?**

Presenter(s):   **Rudman, R; Sahd, L**

Keywords: **supervision, supervision models, teaching postgraduate students**

Abstract:

Extensive time, effort and resources are invested in undergraduate teaching. Undergraduate courses are structured, have controlled policies and procedures and lecturers are given less freedom to structure their teaching and also administer their course. A large number of students are impacted through undergraduate teaching. Fewer students take up postgraduate studies. Staff involved in postgraduate studies, on the other hand, have more freedom in their supervision styles and are often held less accountable for the manner in which they conduct supervision. This illustrates that supervision, as a form of teaching, is not always viewed as such.

The objective of this research is to investigate the perceptions of the role of supervisors and the supervision models assumed in "teaching" postgraduate students during the supervision process.

Interviews were conducted with experienced supervisors in various fields regarding their perspectives of supervision and the model of supervision they employ. The research found that supervisors perceive their role as educators, facilitators and teachers. The most prevalent model of supervision employed is the one-on-one model, while younger supervisors are also starting to experiment with group sessions and hybrid approaches due to time constraints and workload pressures. In comparison to undergraduate teaching, the conclusion is made that whilst postgraduate supervision is regarded as a form of teaching, the fact that the supervision process is not as rigidly monitored, being a more flexible process and heavily dependent on supervisor and student personalities, results in more training and support being required for postgraduate supervisors to ensure that a consistent standardised process is employed across disciplines and degrees.

Title: It is tougher to stay on the digital ball

Presenter(s): Butler, M; Horn, M

Keywords: technology, blended learning, academic support, digital education

Abstract:

The impact of technology is often described through 1) the impact on the organisation's operating model, and 2) the customer's value proposition. In education the value of technology is firstly argued by describing the impact on learning processes and the associated efficiency gains. Technology also improves the "teaching service" as different elements are added to make it either more attractive or lower the opportunity cost of studying (for example, blended learning). The power of technology from these perspectives is rather well-documented and different studies have analysed student responses when new technology is introduced. However, the impact of technology on the supporting processes in an academic environment is not necessary that well described.

The USB designed a new technology-enabled postgraduate programme and the intent of this presentation is to describe the impact on the programme management and administrative processes required when students are no longer sitting in a physical classroom but are distributed from Stellenbosch to an oil rig off the coast of Angola, an hotel in Dubai and a coffee shop at Heathrow airport. When the learning support processes become digital, yet still need to meet all quality criteria, significant pain is introduced into these processes.

In order to succeed in a technology-entrenched programme where students make extensive use of internet technologies, the appropriate design is far beyond the teaching and learning processes. By analysing cases of poor service delivery and obtaining feedback via focus groups, significant lessons were learned about the support processes students require to succeed in a virtual teaching environment.

Title: **Learn Actually: From action research to action learning in a longitudinal integrated clerkship model**

Presenter(s): **Von Pressentin, K; Waggie, F; Conradie, H**

Keywords: **longitudinal clerkship, workplace-based learning, action research**

Abstract:

Background
The introduction of Stellenbosch University's Longitudinal Integrated Clerkship (LIC) model as part of the undergraduate medical curriculum offers a unique and exciting training model to develop generalist doctors for the changing South African health landscape. At one of these LIC sites, the need for an improvement of the local learning experience became evident. This poster explores the process of identifying and implementing a tailored teaching and learning intervention to improve workplace-based learning for LIC students.

Method
An action research approach was used in a cooperative inquiry group (the students and clinician educators), who met over a period of a year. Through a cyclical process of reflection this group identified a teaching intervention.

Conclusions
The post-intervention group reflection highlighted a need to create a structured programme in the spirit of local collaboration and learning across disciplines. Practical strategies to enhance teaching and learning in this context underpin three paradigm shifts: (1) from the traditional medical education approach towards a transformational learning approach advocated for the 21st century health professional; (2) from the teaching hospital context to the district hospital context; and (3) from block-based teaching towards a longitudinal integrated learning model.

Implications
A programme based on balancing structured and tailored learning activities is recommended in order to address the local learning needs of students in the LIC model. We recommend that universities encourage ongoing conversations between role players at these workplace-based learning sites.

Title: **Levelling the playing field with adaptive learning software: Measured success in a low-contact learning environment with diverse student qualifications**

Presenter(s): **Raubenheimer, H; Albertyn, R**

Keywords: **adaptive learning, blended learning, statistics, business school, self-directed learning**

Abstract:

MBA and similar degree programmes are aimed at drawing students with an array of undergraduate qualifications, spanning the Arts to the Sciences. Furthermore, business schools admit candidates who have demonstrated "required prior learning" for the MBA programme, although they do not have the formal required undergraduate degree(s). This diversity of experience is considered an asset to the classroom experience where an element of group work is required toward their qualification. However, the substantial diversity with regard to experience of undergraduate statistics and numeracy skills may be problematic as business students are required to master an entry level course in statistics. Many Business Schools provide low-contact courses with a large amount of self-study required and this extends to courses in statistics. In this experimental design applied in a statistics module, one cohort used adaptive learning software provided by the prescribed textbook publisher to assist in their preparation for contact sessions and the final assessment, and the other cohort did not. On the whole, the cohort who used the adaptive learning software scored significantly higher when formally tested, using the same questions testing the same learning outcomes as the control group. Their higher score was found despite this adaptive learning cohort's relative lack of assessment experience, faster course delivery and lower entry level requirements. Indications are that adaptive learning software provides educators with a tool that directly addresses the inherent diversity of skill and experience in the typical postgraduate business classroom to improve the overall achievement of the learning outcomes.

Title: **Not a statistic, but belonging to a community: Providing students with reflective opportunities through blogging**

Presenter(s):   **Monnanyane, B; Khoza, M**

Keywords: **feedback, peer assessment, reflection**

Abstract:

It is commonly assumed that the role of providing feedback is to inform students of where they are and how their performance can be improved. It appears that students focus more on their grades and less on engagement with feedback. This appears to be the case because students often do not address aspects of previous feedback. A continuous assessment activity is thus used to ensure that students engage with previous feedback. The purpose of this study is to investigate the extent to which blogging on the Learning Management System (LMS) can afford students with critical reflective opportunities. Undergraduate students use a blog as a reflective tool to continuously work on the assignment until the final submission. A rubric is used to mark the assignments, wherein ten percent of the grades is allocated for the students' reflection on how they used the feedback to improve their work, and ten percent on peer assessment. Eighty percent is allocated for the quality of work. This also gives the students, especially those studying in a distance education mode, an opportunity to not only engage with the work and the feedback but also with their peers. Analysis of data from students' reflections shows that students engage with feedback provided by peers and the lecturer and thus take ownership of their learning process.

Title: **Real-time lecture captioning to provide verbatim notes for deaf students**

Presenter(s):   **Lyner-Cleophas, M; Bell, J; Louw, J**

Keywords: **inclusion, higher education, deafness, technology**

Abstract:

The Stellenbosch University's Institutional Intent & Strategy (2013 – 2018) states that its mission is to be inclusive, innovative and future-focused. But how do we put this into practice? When presented with a Genetics (Honours) student in 2015 who was deaf and who requested verbatim lecture content from disability support services at Stellenbosch University, we had to be innovative as we had not done this before. We needed to collaborate. After exploring various options, the best solution was available through 121 Captions. The UK company, 121 Captions, provided real-time captioning of the lectures for immediate verbatim text notes to the student. The deaf student and the lecturer logged onto the 121 live captioning system in the UK via Skype so that they could hear the lecture. The transcriber in the UK transcribed the lecture and this was relayed back to the deaf student who could "hear" the lecture by reading it on her laptop in real time, while being in class with the rest of the students. This was an innovative and inclusive way to ensure that the deaf student was included in the lecture and further proved helpful to other students who could access the notes after the lecture. Looking into the future, cheaper ways of exploring real-time captioning in South Africa are being explored.

Title: **Reflections: From PREDAC to Avian Park**

Presenter(s):   **Runowicz, A**

Keywords: **students' reflections, graduate attributes, disorienting dilemmas, professional growth**

Abstract:

Being part of the PREDAC program encourages me to go deeper into my profession and what and how I am teaching/guiding/coaching. The course I attended, facilitated this process and encouraged me to use students' reflections in two ways: as a pacer on their progress in the module they were busy with and for my professional growth as a teacher who uses her own reflection in her practice. I see it as a cycle or a spiral process.

I encourage reflection as a part of the feedback session after the home visit, specifically on the following: patient issues, family and environment issues, students' own perspectives on their role and specific findings as well as the whole set-up at Avian Park Centre, IPE program. This reflection-based approach provides an ICF-based structure and allows transformative learning to take place.

I find work at Ukwanda is an ideal opportunity to create so-called disorienting dilemmas, which are unavoidable and desirable situations created for students to confront their theoretical knowledge, their life experience and current problems. In response to these dilemmas, students submitted honest and deep reflections half-way through the 8 weeks rotation. I see these reflections as part of developing students' graduate attributes as engaged citizens, creative workers, communicators and team workers.

The use of reflections illustrates the Bio-Psycho-Socio-Spiritual model and seems worth trying in order to have more SU graduates acting as engaged citizens. The students' reflections inspired me to recommend incisive changes in my department's approach toward transformed teaching and the inclusion of graduate attributes.

Title: **Reflective learning in Social Work education in the substance abuse field**

Presenter(s): **Slabbert, I**

Keywords: **reflection, qualitative study, themes, substance abuse**

Abstract:

Background
In the field of substance abuse it is essential for students to take a close look at their own lives and experience in a small way how difficult it is to abstain from something for a period of time, as their potential substance abuse clients need to abstain from alcohol or other drugs for a lifetime. Fourth-year students in Social Work did a reflective exercise as part of their training in the substance abuse field where they had to abstain from anything in their lives that they wanted to change for a period of three weeks. They kept a journal of this process.

Methods
A qualitative study was proposed with forty nine fourth-year Social Work students in Stellenbosch. The data was categorised into six themes, namely Depressants, Stimulants, Opioids, Food, Social Media and Other addictions. Ethical clearance was obtained and participation in this study was voluntary.

Findings
Feedback from the students indicated that they gained more insight into the challenges of abstaining from substances for a lifetime. Some students also struggled with some addictive-forming habits and indicated that they needed to change some patterns in their lives or receive professional help.

Conclusion
Reflective learning is a useful way to enhance students' learning experiences and could also develop insight into possible harmful patterns that might lead to addiction.

Title:	**Researcher development in a changing higher education context: Supervisor and student perspectives of research challenges**
Presenter(s):	**Albertyn, R; Van Coller-Peter, S; Morrison, J**
Keywords:	**research development, research challenges, postgraduate supervision, interactive qualitative analysis, support**

Abstract:

Postgraduate students often experience challenges in completing the research component of their studies (Blum 2010). It is thus important to support these students to complete their research in time and improve completion rates. Researcher development, an emerging field, focuses on skills required to improve research quality (Evans 2011). As a good supervisor-student relationship is considered to play a role in success (Lessing & Lessing 2004), it is important to consider both role players when identifying researcher development strategies.

The context of the study is the field of management coaching. Students are often professionals who are late entrants into the research environment with a primary interest in theoretical and/or practical knowledge (Morgan 2014). Furthermore, the worldwide challenge of growing numbers of students due to credential inflation results in increased pressure on supervisors (Taylor 2012; Bitzer & Albertyn 2011). In this changing context it is important to get a better understanding of student and supervisor views to minimise risk of non-completion.

Student research challenges (from both supervisor and student perspective) were explored using an Interactive Qualitative Analysis research design. First, four focus groups – two student and two supervisor groups – were conducted to identify issues. Next, semi-structured individual interviews were conducted with fourteen focus group participants for the verification and enrichment of focus group data.

Findings revealed diverse experiences of research challenges and novel support strategies from the supervisors (qualified coaches). Insights gained from both supervisor and student experiences provided useful insight towards designing more effective support in the changing higher education context.

Title: **Screens and MP4s**

Presenter(s):   **Cloete, L**

Keywords: **electronic assessment, occupational therapy, clinical competence**

Abstract:

Background
Hanekom (2014) defines a curriculum as a living document that is an expression of educational ideas in practice that should be adaptable to a changing environment. This paper reflects on the lessons learnt in the implementation stage of the electronic clinical assessment of undergraduate students.

Method
The aim of the research was to determine whether Occupational Therapy students' marks for clinical skills improved by participating in electronic assessments (e-OSPEs) as opposed to participating in the live objective standardized practical evaluations (OSPEs). A longitudinal semi-structured pre- and post- learning survey questionnaire was disseminated to collect data.

Findings
The implementation of e-OSPEs required more time to formulate and upload new material. New assessment and moderation principles were required. The availability of equipment, space and technological support had to be considered.

Conclusion
More equipment was needed for issuing to students to allow them to record their footage off-campus. Students experienced less stress with recording their clinical competency in an environment of their choice. Lessons learnt from this stage of the process include: Being competent in one skill does not account for competency in other skills; e-OSPEs are not appropriate for assessing all clinical competencies in Occupational Therapy; e-OSPEs has the potential to be used as a supplementary assessment to conventional assessment methods.

Implications: The skills retained in the execution of e-OSPEs should be considered to determine how this could prepare students for practicing in real-life clinical situations.

Title: **Social justice education: A staff development action research project**

Presenter(s):   **Costandius, E; Anthonissen, C; Gunter, E; Malgas, R; Mckay, M; Nell, I; Setati, E**

Keywords: **social justice education, reflection, transformation**

Abstract:

This research project was geared towards exploring social justice teaching and learning in different faculties/departments at Stellenbosch University. The researchers were interested in gaining insight into what lecturers are doing in their individual courses to address social justice issues. The researchers did not want to 'force' a specific way of social justice teaching and learning onto lecturers in a top-down manner. The aim was rather to use this project as an opportunity to find ways of utilising what lecturers are already doing to expand and enrich the concept of social justice further. Through collaborative discussions between researchers and lecturers and continuous critical reflection, a space was created for dealing with the necessary transformation process at Stellenbosch University. Ultimately, the project aimed to gain insight into how social justice teaching and learning can be enhanced and improved in the various faculties or departments. We were not merely interested in what is included in curricula to address social justice, but, in particular, in what can be learnt through processes of critical self-reflection by lecturers, and how they can then put these potential new insights into an evolved practice. The three-dimensional approach to social justice of Nancy Fraser was used as a framework for this research. An action research methodology was utilised and a survey and interviews were used for collecting data in this study. The research group is currently working through the data and the results will be presented at the conference. This research is funded by FIRLT.

Title: **Student perception of Structural Engineering knowledge building through a technology-enhanced teaching approach**

Presenter(s): **Walls, R; Wolff, K; Bladergroen, M**

Keywords: **engineering concepts, structural engineering, technology-based, legitimation code theory (LCT)**

Abstract:

With increasingly under-prepared students enrolling in higher education, and industry complaints regarding graduate inabilities to 'apply knowledge', Engineering educators are challenged to bridge the divide between theory and practice so as to enable cumulative learning: the ability to move between concepts and contexts. The literature abounds with reports of poor conceptual grasp of fundamental Physics concepts in STEM-based professional programmes. One such Structural Engineering concept is that of three-dimensional building behaviour and design. A research project in the SU Civil Engineering department saw the development of teaching aids to enhance student understanding of the concept. While technology-enhanced educational approaches have become increasingly popular, their efficacy varies. This paper focuses on student perceptions of which tools/technologies best enabled Structural Engineering knowledge building.

Using the Legitimation Code Theory (LCT) analytical tool of Semantic Gravity, student survey responses were analysed to determine the influence of different techniques on cumulative learning. Findings demonstrate that there was a scatter of results in terms of which teaching or learning technique assisted each student the most. This highlights that a variety of teachings aids may be required to develop understanding of complex knowledge areas.

LCT, a core part of a broad social realist 'coalition' of approaches, is emerging as a significant explanatory framework for the empirical analysis of knowledge practices across the disciplinary map. This research seeks to make a contribution both to refining our understanding of student conceptual learning as well as to the development of a more nuanced perspective on technology-based teaching aids in professional education.

Title: **Student voices on flipping a large class – Economics first-year students' perceptions and attitudes toward a flipped classroom**

Presenter(s): **Ezeobi, O; Nieuwoudt, L**

Keywords: **flipped classroom, clickers, video**

Abstract:

In an attempt to build a model of instruction in Higher Education where individuals in large groups of students can learn optimally, two lecturers in the Economics department implemented a teaching project during the second semester of 2014 whereby they flipped the classroom of 2 out of 6 groups of first-year students studying Economics 144. Flipping the classroom involved providing short videos for project group students to watch before class, and then during class questions and problems were solved by students in groups, with the help of the lecturer, and students submitted their answers via clickers. This project continues during the second semester of 2015 with a new cohort of approximately 300 first-year students.

Given that students have different learning styles, personality types and brain profiles, one of the main goals of the teaching project was to provide an alternative to the traditional lecture format, so that students struggling in the traditional lecture environment could thrive and have a more positive learning experience.

During 2014 the project group students completed a pre-course and post-course questionnaire. In 2015 the new project group students along with students from the control group (approximately 1600 students) answer pre-test and post-test questionnaires along with post-course questionnaires on their perceptions of blended learning versus the traditional lecture. Included in the questionnaires are demographic questions as well as questions about their study methods, class attendance and expectations. This paper reports the findings of these questionnaires and gives first-year students a voice about blended learning.

Title: **Student-generated videos for assessment in clinical skills training: Does the end justify the means?**

Presenter(s): **Keiller, L; Archer, E**

Keywords: **video assessment, blended learning, health professions education**

Abstract:

Background
This study was designed to develop an assessment opportunity aimed at utilising established strategies for teaching procedural skills in an innovative manner, using student-generated videos and expert feedback on procedural skills training in a blended learning module for third-year students. These are two of the accepted principles applied to procedural skills training in health professions education (Kneebone, 2005).

Objectives
Objectives of this study were to identify digital literacy training needs, determine students' preference for specific technology for video recording and explore student and staff perceptions of this method of assessment.

Methods
In this descriptive case study, students were required to produce and submit a self-recorded video of a procedural skill on the learning management system after which they were to receive expert verbal feedback from lecturers. This feedback was available to students for viewing and downloading in preparation for their final summative assessment.

Data sources included validated questionnaires to determine approaches toward learning, perception questionnaires, focus group discussions and analysis of summative assessments pre- and post-intervention within this programme.

Conclusion
Students and staff members alike provided insight in this study regarding the resource constraints, e.g. materials and time, which influenced their perception of the success of this method of assessment. There was a trend in the approaches toward learning of the intervention group (3rd year 2014) toward a surface approach to learning. The inverse was true for the previous 3rd year group (2013) in this module. This was in contrast to the academic outcomes of the summative assessment of this skill, where the 2014 group performed better than in previous year groups.

The question remains: Is the increase, small or big, of confidence, competence and academic scores a sufficient motivation for increasing resource constraints in our already constrained environment?

Title: **Supporting university teaching in changing times and contexts**

Presenter(s): **Winberg, Chris**

Keywords: **university teaching, support approaches, student success**

Abstract:

Over the years there have been changing understandings about the role that university teaching plays in the promotion of student success. The importance of university teaching was initially brought into focus in the 1960s, coinciding with the 'massification' of higher education, and new thinking about the purpose of higher education. Particular challenges were posed to traditional ways of teaching by growing student numbers and increasing student diversity internationally. Over the last fifty years, there have been considerable changes in understandings of, and approaches to, university teaching as well as the kinds of support offered to academic staff in their roles as university teachers: from the first introduction of teaching and learning centres and academic staff development practitioners in universities to the present day. In this presentation five main 'generations' of university teaching, and concomitant support approaches, are identified, and while most of these types have their origins in a particular time and context, the practices and influences of earlier generations persist. The categorisation suggested in this paper does not suggest that any 'generation' is better (or worse) than any other; instead I hope to show that each generation has its strengths and limitations, and I argue that teaching and support for teaching need to be aligned for the purposes of enhancing student outcomes.

Title: **Tablet teaching in an Extended Degree Programme Biology module at Stellenbosch University**

Presenter(s):   **Mouton, M; Archer, E; Rootman-Le Grange, I**

Keywords: **tablets, student engagement, undergraduate, Science**

Abstract:

Research has shown that active cognitive engagement and participation in purposeful academic activities benefit students' academic achievement and general academic progress. This kind of engagement can be attained through collaborative learning activities such as reading and reflecting, talking and listening as well as writing and thinking. Current research suggests that the appropriate use of technology can potentially facilitate these meaningful engagement opportunities. However, the researchers could not find any evidence of studies exploring the impact of tablet usage in classrooms on student engagement, in the South African context. This study therefore set out to explore the use of tablets in an Extended Degree Biology module to investigate whether this intervention can facilitate a climate of active learning and high engagement. Student achievement and concept proficiency were also evaluated.

The study follows a design-based approach, an iterative process with the goal of refining the innovation, while simultaneously contributing principles that can guide the development of similar interventions. This presentation will report on the first iteration of the intervention and reflect on the refinement of the process with the goal of implementing a second iteration. The intervention was evaluated qualitatively through focus group interviews with randomly selected students. In addition, quantitative data was obtained from formative and summative assessments of two cohorts. The first cohort participated in the intervention while the second cohort was not exposed to the use of tablets in this module. Initial results revealed that students experienced the intervention very positively and that it benefitted their academic performance.

Title: **Teaching development at SU: Where are we and where do we want to go?**

Presenter(s):   **Young, G; Jacobs, C; Du Preez, R; Van Heerden, B; Strydom, S; Muller, N**

Keywords: **teaching development, strategic purpose**

Abstract:

The current Teaching Development Grant (TDG) cycle, funded by the Department of Higher Education and Training (DHET), is intended to support or facilitate teaching development at a systemic level. According to the DHET, the purpose of 'teaching development' should be understood as "improve(ing) student success and enhance(ing) student learning through a sustained focus on improving the quality and impact of university teachers, teaching and teaching resources" (DHET 2014). At present SU has more than 50 different TDG initiatives spread over 10 faculties and 3 different centres. This roundtable is an opportunity for participants to share their different TDG initiatives and to discuss best practices. The purpose of sharing different practices would be to highlight potential areas for inter-faculty collaboration, consolidate similar projects and align individual initiatives with institutional strategies. The session will consist of an introductory analysis of the TDG activities at SU followed by short inputs from different participants on their TDG practices. These inputs will focus on specific projects that have been successful, how the success of these was measured as well as reasons for the successes. Upon conclusion of the short presentations there will be an opportunity for open conversation about the utilization of the TDG at SU and how it can explicitly support SU's strategic goals in a systemic and sustainable way.

Title: **Teaching legal writing skills in the South African LLB curriculum: The role of the legal writing consultant**

Presenter(s):   **Golombick, C; Broodryk, T**

Keywords: **legal writing, consultant, one-on-one**

Abstract:

Lately, the South African LLB degree has been the topic of considerable debate. It is becoming increasingly apparent and problematic that LLB graduates are not sufficiently equipped with the requisite critical thinking, numeracy and writing skills to enable them to make a smooth transition into the legal profession. Law schools are therefore under increasing pressure to implement methods to develop and improve these skills.

This paper focuses on the writing strategy (the "Strategy") implemented by the Faculty of Law (the "Faculty"), Stellenbosch University, with its primary aim of establishing a coordinated approach to the development of research and both generic and specific writing skills within the LLB programme as an integral part of legal education in the Faculty.

A key component of the Strategy, and the focus of this paper, is the Faculty's Writing Consultants (the "Consultants"). The Faculty currently employs four Consultants who render daily writing-related assistance to the Faculty's students. The writing-related assistance takes place in the form of a one hour, one-on-one contact session. This paper evaluates the writing consultancy service as a key component of the Strategy, especially in the light of the recent outcomes-based evaluation conducted in respect of the Strategy, following the conclusion of its pilot phase, and specifically the benefits associated with conducting individualised consultations.

These benefits include, but are not limited to, quality interaction between Consultants and students during which consultations students can explore new ideas or expand on their current ideas that might be somewhat stilted. Muriel Harris calls this the "ideal teaching situation" where Consultants act as "helpers and coaches, not graders". A further benefit lies in the fact that student strengths and weaknesses can be addressed consistently and fully in one-on-one consultations without the competition of other students as in the traditional lecturer-class set-up. Ultimately, the consultations aim to enhance students' understanding of writing as a process, which "improves and strengthens both the paper and the writer." The paper concludes with recommendations regarding the role of the legal writing consultant in order to contribute to the further development and improvement of the Strategy.

Title: Teaching problem-solving... a problem to solve?

Presenter(s): Blaine, D

Keywords: problem-solving, activity learning, engineering education

Abstract:

Stellenbosch University's Engineering degrees are accredited by the Engineering Council of South Africa (ECSA), with one of the key exit level outcomes (ELOs) being "the ability to solve convergent and divergent problems." The accreditation means that a Matie engineer can work anywhere in the world, so meeting the criteria is a critical aspect of our curriculum.

At second-year level, our student engineers are expected to start grappling with "ill-defined, complex problems." It is at this stage that many of these highly intelligent and structured thinkers start to flounder. Traditionally, the pedagogic approach to teaching students to solve mechanics problems is deductive rather than inductive, relying on students' indoctrinated trust in epistemological rather than ontological knowledge. We expect students to develop their own problem-solving skills over the course of the module, but are we creating a space that is conducive to engaging with the material, or one that perpetuates a model that promotes regurgitation of knowledge with minimal understanding of the content?

Research has shown that activity learning can catalyse higher levels of cognitive development, helping students to develop their analytical skills. This study focused on redesigning a few of the traditional tutorials in a 2nd-year mechanics module in order to incorporate activity learning events. The aim of the study was to offer the students a learning environment that fosters deeper learning and the development of personalised, as opposed to rote, problem-solving skills.

The reception to the intervention was mixed; while most students were unfamiliar with the new approach, some were eager to try something new, and others found it a frustrating intervention with little value. The effectiveness of the intervention was not perceptible from quantitative results, however, the result may take some time to emerge.

Title: **The affordance of C-mapping for assessing the quality and extent of the prior knowledge structure**

Presenter(s):   **Schmeisser, M**

Keywords: **C-mapping, prior knowledge, concept mapping, diagnostic tool, meaningful learning**

Abstract:

Prior knowledge plays a crucial role in ensuring that meaningful learning occurs. Prior knowledge forms the foundation into which new knowledge is linked, and gaps in prior knowledge form a potential obstacle to learning. The greater the quality and extent of prior knowledge, the easier it is to make meaningful connections between the existing cognitive structure and newly acquired knowledge. Many researchers have acknowledged the importance of prior knowledge and academic performance. Since prior knowledge is so vital in promoting learning, we should be assessing prior knowledge structures of students at the start of a module, and based on that diagnosis, develop teaching interventions to address misconceptions and knowledge gaps. However, accurately diagnosing and evaluating prior knowledge structure is complex and a suitable diagnostic tool is essential. The analysis tool should create a reliable representation of a student's prior knowledge structure. Therefore the diagnostic tool used should be user-friendly and easy to use so that it is not the tool itself that hinders a student from relaying his knowledge structure.

The current presentation reviews the affordance of C-mapping for diagnosing and evaluating prior knowledge. Concept mapping has been shown to be useful in analysis of the extent and quality of prior knowledge, with the ability to address knowledge on both a declarative and a procedural level. The importance of diagnosing prior knowledge has, at least in my view, received little attention in the South African educational context, but might prove to be useful to promote meaningful learning and therefore student success at university level.

Title: **The application of blended learning to a first course in statistics**

Presenter(s):   **Contardo-Berning, I**

Keywords: **blended learning, first years, large groups**

Abstract:

Information and communication technologies have the potential to transform education in developing countries from the traditional methodologies to a more modern and flexible learning environment. The application of information and communication technologies can play a significant role in improving the learning experience of students. For the purpose of the pilot study, an introductory statistics course which is a compulsory service course for students in the Faculty of Commerce as well as the students who intend to major in statistics, was selected.

In our introductory statistics courses we encounter large, diverse, heterogeneous groups of students from various disciplines and backgrounds. This creates some specific challenges. Lecturers have limited time available for face-to-face lectures. They have to balance this time between challenging students with a strong mathematical background and accommodating weaker students in the same group. In the past, lecturers have tended towards spending the majority of their lecture explaining the basic statistical concepts in order to assist weaker students, leaving mathematically strong students unchallenged. We would like to challenge and stimulate strong students while providing students with a weaker background with additional learning opportunities and materials. Blended learning offers us a unique opportunity to create a blend of face-to-face and technology-enhanced learning opportunities to cater for these diverse groups of students.

We present results from a pilot study using blended learning for a large first-year service course in statistics at a South African university.

Title: **The development of an integrated ePortfolio to facilitate transformative learning in a predominantly distance learning postgraduate programme**

Presenter(s): **Volschenk, M; Van Schalkwyk, S**

Keywords: **transformative learning, teaching philosophy, reflection, ePortfolio**

Abstract:

Background
In their seminal article, Frenk et al. (2010) argue for instructional reform in health professions education that advances transformative learning, exploits the power of digital learning technologies, and promotes a learning culture of critical enquiry. In response, the Centre for Health Professions Education developed a longitudinal module for the revised MPhil in Health Professions Education curriculum, aimed at advancing professional transformation through the use of an electronic portfolio (ePortfolio).

Rationale
Transformative education involves the creation of spaces for critical engagement and dialogue. This poses unique challenges for programmes offered predominantly through distance learning, and requires innovative application of digital technologies. Literature further supports the use of portfolios in higher education to promote critical reflection and advance personal and professional development.

Work done
This module, for implementation in 2016, was designed to facilitate the construction and longitudinal development of a personal teaching philosophy statement through engagement with multisource feedback, regular critical reflection, asynchronous online dialogue, and professional development plans. Students will create their ePortfolios using the Mahara™ platform on SUNLearn. Summative assessment comprises a reflective narrative describing the impact of students' learning experiences on their teaching philosophy and longitudinal development as health professions educators, with reference to self-selected evidence showcased on the ePortfolio platform.

Take home message
Critical success factors for developing an ePortfolio of this nature include alignment with a programmatic curriculum revision; dedicated time; engagement with the literature; digital infrastructure; and consultation and collaboration with e-learning experts and programme module coordinators.

Title: The development of content literacy via mobile technology

Presenter(s): America, C; Van der Merwe, M

Keywords: content literacy, academic development, vocabulary instruction, mobile technology

Abstract:

Conceptual difficulties in content-learning areas are often a result of the absence of concept literacy practices for students in a multilingual context. Students are expected to learn a wide range of concepts and subject terminology in their first year of study. If students' academic vocabulary is not developed sufficiently, it will slow down their reading and comprehension ability. A typical academic text consists of four types of vocabulary categories, such as high frequency everyday words, academic vocabulary for higher education, subject vocabulary limited to specific subject disciplines, and low frequency words which are not related to a specific subject area. Academic vocabulary is conceptually more complex than everyday language, and disciplinary content, like Economic and Management Sciences (EMS) has its specific set of concepts and processes which require systematic vocabulary instruction. In this study, concept literacy is underpinned by a social constructivist orientation and the methodology applied is a systematic subject dictionary analysis of key terms in EMS applicable to Education students. A mobile lexicon, referred to as Mobilex, is recommended to encourage independent learning and to serve as a support mechanism to the teaching-learning process. Mobilex is a web-based smart-phone application designed to support the academic development of first-year students by means of an online terminology databank.

Title: **The flexibility of a cohort-based, modular, doctoral support programme in the Economic and Management Sciences**

Presenter(s): **Franken, J**

Keywords: **cohort, doctoral, Graduate School**

Abstract:

The doctoral support programme managed by the Graduate School of Economic and Management Sciences (GEM) was constructed using established best-practices in doctoral education. Specifically, the programme provides structured support to PhD candidates by providing i) workshops relevant to the doctoral and research process, ii) a progress reporting system that is centrally managed on behalf of PhD candidates and supervisors, iii) infrastructural and administrative support, and iv) scholarships to support full-time doctoral study. These functions are executed within an educational framework that is referred to as a closed-cohort. This cohort system essentially consists of coordinated scholarly interactions between peers that are synchronised to the same stage of their PhDs. The benefits of this educational approach have been extensively described and include not only enhanced academic skills and performance, but also an enhanced sense of belonging and a collective purpose. The cohort also creates a space to build skills such as culture management and leadership. This system has been effectively applied in various forms internationally. The GEM project, however, presents a new paradigm in the approach to doctoral training in South African economic and management sciences. The flexibility of the programme has also been tested by adapting the full-time PhD programme to provide support to staff members of the Faculty who are pursuing their PhDs on a part-time basis. The initiative is aligned with the national drive to increase the percentage of doctoral academics in the country. Experiences of establishing this platform and future potential are discussed.

Title: **The Humanities in Health Sciences education: A proposed curriculum for teaching clinical communication skills**

Presenter(s):   **Gerber, B**

Keywords: **communication skills, Health Sciences education, Humanities in Health Sciences education**

Abstract:

Context
Communication between doctors and patients is often problematic. The greatest problems seem to be that doctors commonly do not communicate sufficiently with patients and do not regard communication with patients as important for their clinical work. Poor doctor-patient communication may have many negative consequences for both patients and doctors, such as poor patient outcomes, low patient satisfaction and adherence to prescribed treatment, malpractice lawsuits against doctors, as well as unfulfilling occupational experiences.

Attention to clinical communication skills is perhaps therefore frequently included in medical curricula. The traditional approach to teaching doctor-patient communication is to teach students particular communication skills, such as listening to patients and asking open-ended questions. These skills are no doubt important to include in clinical communication courses, yet they are – by themselves – seldom successful in producing medical practitioners able and committed to communicate effectively with patients.

Objectives and methods
Many of the difficulties of clinical communication may be as a result of the medical profession's (mistaken) understanding of itself as a natural science. In this presentation I will propose a curriculum for teaching clinical communication that aims to address this potential source of problems in doctor-patient interactions. The curriculum uses the academic field of Philosophy as a basis.

Results and conclusions
The clinical communication curriculum informed by Philosophy has the aims of i) fostering in students an appreciation of the nature and identity of clinical medicine as a particular professional discipline and praxis, and ii) developing an understanding amongst students of what such self-knowledge means for (effective) communication and good relationships with patients and their caregivers as well as for a fulfilling career as a medical practitioner.

Title: **The Learning Factory: A didactic platform for knowledge transfer in South Africa**

Presenter(s):   **Matope, S; Van der Merwe, A**

Keywords: **learning factory, university graduates, competences, didactics, industry, learning level**

Abstract:

South African industry seeks that the Engineering graduates meet their requirements by being "work-ready" from the first day. However, in reality, during the first years of their employment, the graduates are sometimes seen as a liability to industry. Several companies offer graduate programs wherein employers go the extra mile to bridge the gap between university exiting and the profitable employment of Engineering graduates. Unfortunately some cannot take this risk and require work experience as a prerequisite for employment. This paper explores this scenario in a learning factory. The Learning Factories approach is not new, but has been neglected in the age of communication and automation. However, modern industry realizes the importance of the human as a highly skilled component of the value chain, reviving Learning Factories on a higher skill and sophistication level.

A didactic platform is required for this higher skill transfer requirement, especially for the application of applied knowledge in South African graduates before they enter the labour market. This paper spells out the components of a Stellenbosch Learning Factory geared towards the production of Engineering graduates with industrial skills. It elaborates on the didactics embedded in the learning factory environment, tailor-made to produce engineers who can productively contribute to the growth of the industry upon exiting the university. A simple learning level approach is followed, which supports peer assessment, motivation, innovation and peer to peer knowledge transfer.

Title: **The Mozart(s) and the mini-me(s): Aural training, video clips and the psychological need for competence, relatedness and autonomy**

Presenter(s):   **Herbst, D**

Keywords: **motivation, basic psychological needs, self-determination theory, aural training, video clips**

Abstract:

Students entering their undergraduate studies in music are usually on different levels of musicianship. This makes for interesting dynamics in class and poses many challenges in a practical module like Aural Training. Some students find it easy to perform the basic skills, while others become frustrated because they do not yet know how to apply their knowledge. If we adjust the pace to consider students having difficulty, we risk losing the interest of capable students. But we still have to accommodate all these students, from different levels, in the same year level of a practical module. How do we go about assuring effective learning for all?

In order for students to improve their practical skills, they need to practise. For students with a high level of musicianship, it is a fairly simple undertaking, but for students experiencing difficulty, it can be a daunting task. These students often lack motivation because they feel they will never be able to master the required skills, they don't know how to evaluate themselves, or they struggle with reflection-in-action. To support these students, it is crucial to understand how they practise, to teach them how to reflect, but also to address their psychological needs for competence, relatedness and autonomy.

Using the self-determination theory as theoretical framework, and action research, I will illustrate how I've addressed autonomous learning, support of competence, and relatedness in first and second year Aural Training modules using video clips (recorded by the students themselves). My presentation will be supported by footage which clearly indicates how the above-mentioned initiative contributed to enthusiastic and motivated students.

Title: **The use of individual diagnostic questionnaire exercises in the development of EDP students as self-managing academic writers**

Presenter(s):   **Lombard, S**

Keywords: **reflective learning, academic self-management, formative feedback, academic literacy development**

Abstract:

One of the support modules that form part of the Extended Degree Programme (EDP) for students is Texts in the Humanities. This course is geared towards developing students' academic literacy skills. However, most traditional methods of providing feedback on written assignments do not seem to aid this development of skills. Too often the feedback students receive after completing a written task is not attentively analysed and used by them to enhance their further writing.

To address this need for students to become more reflective in their own learning, exercises were devised that are aimed at promoting such reflection. Students completed individual diagnostic questionnaires regarding the types of problems (both structural and linguistic) identified by the assessor as well as the frequency of these problems in their essays. The purpose of this study is to determine, based on these individual diagnostic questionnaire exercises as well as subsequent focus group discussions regarding their use, what we can learn about the students' perceptions of their own development towards becoming self-managing academic writers.

Apart from developing students' academic writing skills using formative feedback, another crucial aim of this exercise was to develop students' academic self-awareness and self-management, thus supporting them towards becoming independent and self-reliant learners (Conley 2008). In recent studies, skills such as self-motivation and willingness to learn have been recognised as important attributes for graduates from the perspective of employers (Griesel and Parker 2009). The link between graduate attributes and academic literacies and the fundamental role of formative feedback in the development of these attributes have also been stressed in recent literature (Van Schalkwyk, Herman and Muller 2010; Nicol and Milligan 2006).

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Title: **The use of LSP dictionaries on mobile phones in higher education**

Presenter(s):   **Van der Merwe, M**

Keywords: **LSP dictionaries, mobile phones, teaching and learning**

Abstract:

MALL (Mobile Assisted Language Learning) is employed all over the world as technology is advancing. South Africans' use of mobile phones has increased dramatically and most university students are equipped with mobile phones. According to Naismith (2004), mobile technologies can be used in the design of six different types of learning: Behaviourist, Constructivist, Situated, Collaborative, Informal and lifelong learning, as well as Supported learning.

A project to act as support for language learning within the Department of Curriculum Studies of the Faculty of Education is described. An LSP dictionary, consisting of subject terms to be used in the first year of B.Ed studies, was designed to be used on a mobile phone. MobiLex fits into the framework of multilingualism at the university.

A study was conducted on the perceptions of B.Ed 1 students on the use of dictionaries on mobile phones. Research was done via the method of a questionnaire and empirical data was collected. An overview of the questionnaire will be presented during the presentation and noteworthy results regarding the perceptions of LSP dictionaries will be discussed. An overwhelming majority of students indicated that they would make use of a dictionary on a mobile phone and they also confirmed the need for such a dictionary on a mobile device.

Interesting answers were supplied to the question of information categories, as students expressed the need for certain information categories that lexicographers would not normally associate with LSP dictionaries.

Title: **The use of multilingual technical terminology to improve students' pass rates**

Presenter(s):   **Jonker, A**

Keywords: **academic literacies, multilingual subject-specific terminology, Extended Degree Programmes; disadvantaged students**

Abstract:

The language of teaching and learning in higher education has become a highly controversial issue. Will one *lingua franca* or a variety of languages empower disadvantaged students?

The Extended Degree Programmes (EDPs) were established to broaden access to higher education; however, innovative research on the EDPs is limited. This study was done within the academic literacies framework, to establish whether systematic exposure to the multilingual subject-specific terminology of a mainstream discipline can improve EDP students' pass rates and experience of success in a new discipline, especially when they must learn through an additional language.

Before this study, the English glossaries of the prescribed textbooks, consisting of 980 terms with their definitions, were translated into Afrikaans and isiXhosa. Subsequently, an EDP focus group attended weekly technical terminology tutorials based on the multilingual glossaries. After this intervention the quantitative study found that the EDP focus group's module averages rates in both Political Science modules were on a par with those of their mainstream peers. Moreover, the EDP focus group's pass rates not only surpassed the 2013 control group's pass rates, but were higher than the 2013 mainstream students' pass rates and the EDP pass rates from 2010 to 2012. The qualitative study further confirmed the findings of the quantitative study. From the preliminary results it thus seems that the technical terminology had a positive effect on EDP students' pass rates and could become a powerful tool to create epistemological access to disadvantaged students who have to learn in an additional language.

Title: **To be or not to be service-learning in a higher education institution**

Presenter(s):   **Smith-Tolken, A; McKay, M**

Keywords: **engaged teaching and learning, service-learning**

Abstract:

Many universities across the world prefer service-learning as pedagogical framework and practice to integrate community engagement in teaching and learning. The pursuit of reciprocal collaborative relationships with society and the prominence of reflection in bridging the gap between theory and practice are characteristic of this pedagogical framework. Furthermore, the focus of service-learning on personal growth, academic learning and social responsibility articulates well with the aim of higher education to develop student graduate attributes such as professionalism, critical citizenship and employment competencies. Apart from service-learning, many forms of experiential learning have adopted the values and principles of the service-learning framework such as reflection and collaborative learning with and in communities and industry. In one institution, these different forms of experiential learning do not always fit the definition of service-learning but fit the characteristics of being "engaged", because they rely on well-defined collaboration with industry or non-academic communities where students learn. In this presentation we argue for a broad and inclusive concept that encompasses all forms of experiential learning taking place inside and outside the classroom and campus, including both curricular and co-curricular forms of learning in industry or community organisations. The definition was developed through workshops across South Africa and presented at an international conference where it was selected as the most educational presentation. The concept was well received and the final results are now presented. The well-known Furco typology of student engagement graphic is extended to demonstrate the different contexts in which experiential learning takes place in one university.

Title: **Towards blended learning in Biochemistry 364**

Presenter(s):   **Rohwer, J; Strauss, E**

Keywords: **clicker, online resources, student participation, videos, open-book**

Abstract:

We report on a set of initiatives to incorporate aspects of blended learning into the Biochemistry 364 module. The impetus for this was provided by three worrisome developments over recent years: first, levels of class attendance were very low (averaging at ~40% of registered students); second, class sizes are huge (180 for a 3rd-year module); and third, when students attended classes, they were mainly in "receptive" mode, with little participation.

To address these challenges, we incorporated the following innovations (not all of them were implemented concurrently):
- formative assessment during lectures by using cellphone-based clicker technology (enabling the lecturer to immediately identify weaknesses in the students' understanding);
- the use of specialised subject-specific software during tutorials (to increase interactive participation) and summative assessments (assignments);
- the replacement of lectures with links to YouTube videos of lectures covering the material;
- the use of the scheduled lecture periods for discussion, including the discussion of problems;
- the use of open-book summative assessments in class tests;
- extensive use of the SUNLearn Moodle platform to distribute course material, facilitate discussions on the forum, and manage assignments.
As a result, learning outcomes were evaluated through challenging assessments that required independent analysis and thought.

Overall, the feedback from students has been mixed. The clickers have received very positive feedback, although the level of participation was generally low. This number was nonetheless much higher than could be achieved in a traditional lecture and what was achieved in the discussion sessions. The lack of traditional lectures was not well received by some. Since the course has only been presented for the second time, it will take further work to assess the efficacy of the above interventions.

Title: **Towards understanding how patient-centeredness is (not) learnt by undergraduate medical students: A student behaviour perspective**

Presenter(s): **Archer, E; Van Heerden, B; Bitzer, E**

Keywords: **graduate attributes, curriculum design**

Abstract:

Introduction

The notion of patient-centred care has developed due to changes in health care such as the challenging of traditional medical paternalism and the increased access for patients to health information. There is evidence that a patient-centred approach has benefits such as better doctor-patient relationships and increased levels of patients' quality of life. It is therefore vital that medical schools aim to foster patient-centred values and behaviour in their graduates. Studies however report students becoming less patient-centred between entering and finishing medical school. The aim of this study was to understand how and why undergraduate medical students learn about patient-centeredness.

Methods

Focus group interviews were held with final year medical students. A total of 64 students were interviewed in eight groups. The interviews were transcribed and then coded and categorised after which themes were identified. These themes were guided by components of Fishbein's (2000) Integrative Model of Behavioural Prediction (IMB).

Results

The interviews revealed that most students seem to have the intention to act in a patient-centred manner, but factors such as environment and knowledge and skills hindered them to act as such. The intentions students had were mainly shaped by their attitudes, perceived norms and self-efficacy. Students agreed that personality as a factor exerts influence on patient-centred behaviour and that one of the most powerful patient-centred learning behaviours was through role modelling.

Conclusion

To think and behave patient-centred, various factors need to be considered. The IMB model may be useful to assist with some understanding of how and why undergraduate medical students learn and develop such behaviours.

Title: **Virtual Community of Practice: Implications for part-time military students**

Presenter(s):   **Van Diemel, R**

Keywords: **digital literacy, technology-enabled learning, Virtual Community of Practice, part-time students**

Abstract:

The teaching approach and graduate attributes that SU strives to achieve, acknowledge the importance of digital literacy. This includes the suitable use of social media. This paper takes these priorities as a point of departure in an attempt to explain and motivate for the use of Virtual Community of Practice (VCOP) as a method for advancing teaching and learning at SU.

The paper will conceptualise VCOP and explore current national trends in this area. It will then explore part-time military students' views and expectations of the value of VCOP, based upon a survey which 75 students were asked to complete. The paper will close with the application of VCOP in teaching and learning in Military Science, determining to what extent it can advance the academic success of part-time military students.

The take-home message of the presentation is a summary of possible academic interventions and recommendations aimed at improving VCOP as a technology-enabled learning tool in the context of Military Science.

Title: **"We are not underprepared": Using Systemic Functional Linguistics (SFL) to promote curriculum reform, critical self-reflection and critical analysis in a second-year module of an Extended Degree Programme**

Presenter(s):   **Bernard, T**

Keywords: **Extended Degree Programmes, Systemic Functional Linguistics, deficit discourses**

Abstract:

This paper reports on the curriculum design and assessment of a second-year support module for Extended Degree Programme (EDP) students in the Faculty of Arts and Social Sciences. EDPs are a type of learning intervention aimed at widening participation to students who otherwise would be excluded from Higher Education (HE). Many scholars have noted that these students run the risk of being stigmatised because they are often considered to be "underprepared" (see Eybers 2015 and Leibowitz & Bozalek 2015). However, such "deficit discourses" may have a negative impact on curriculum design as well as the experience of facilitators and students (Bernard 2015; Eybers 2015).

Taking this into consideration, a module was developed to teach students about the social, persuasive and ideological functions of language, and to equip them with the tools needed to analyse and critique a variety of text types. In order to achieve this, students were taught a limited set of concepts and tools developed within a Systemic Functional Linguistics (SFL) paradigm. At the end of the module students were asked to analyse three media texts about EDPs. An analysis of the assignments revealed that learning about key SFL concepts enabled students to identify linguistic features of the text that are indicative of broader social ideologies about HE. Furthermore, the course appears to have equipped students with the tools to offer critical responses to a pertinent social and political situation in which they are simultaneously primary participants.

Title: **What if we have no language policy?**

Presenter(s):   **Van der Walt, C**

Keywords: **language policy, multilingual education**

Abstract:

A common problem with policies of any nature is the degree to which and manner in which they are implemented. Language-in-education policies (LEP) are no exception. The policy is usually fairly vague and idealistic, but is often accompanied by a management plan that details the process by means of which the policy ideals will be realized. In terms of Baldauf's (2006) distinction between macro, meso and micro levels of policy development, it is clear that principles are re-interpreted at each level and for LEP the classroom is where policy may get watered down, subverted or strengthened. I have argued elsewhere (Van der Walt 2015) that the higher education classroom situation in South Africa is too complex and fluid to accommodate a prescriptive policy or language management plan.

In this paper I consider the possibilities of:
1.   moving beyond the traditional, top-down perception of policy and consider a model that would enable decision-making from the ground up;
2.   focusing on language use, rather than the management of particular languages.

Taking the Stellenbosch University language policy and plan as a case in point, I consider options for moving beyond restrictive module descriptions (such as A/E and T-option) towards truly multilingual education rather than English-Afrikaans bilingualism.

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Title: **Where there's WIL, there's a Way: Integrating theory, learning and work in an Agricultural module**

Presenter(s): **McKay, M; Smith-Tolken, A**

Keywords: **Work Integrated Learning (WIL), Oenology, Activity Theory**

Abstract:

Work-Integrated Learning (WIL) is one of the strategies set out by the White Paper for Post-school Education and Training (DHET, 2014) as a means through which post-school education and training can meet South Africa's needs for increasing skills levels. In the White Paper one of the main policy objectives is a stronger and more cooperative relationship between education/training institutions and the workplace. Given the normal research-driven university environment, institutional support for implementing different teaching strategies may not always be forthcoming, but the pressure on lecturers and programme coordinators to make students 'work-ready', and enhance professionalism, employability and graduate attributes, weighs ever more heavily. Indeed, "Work-placement for Experiential Learning" is included as a standard requirement in the Form A and B submissions for programme accreditation at Stellenbosch University.

Le Maistre and Pare (2004) argue that work/employment and 'school' (college/higher education) are radically different systems, with quite distinct objectives, rules, and divisions of labour. Programme coordinators may therefore find it hard to envisage how to incorporate WIL into their curricula while still meeting academic outcomes. This presentation will focus on WIL through the lens of Activity Theory, and will include ideas for the practical implementation of WIL within existing modules or programmes, using examples from second-year and fourth-year modules in Oenology at Stellenbosch University.

Benefits for participants: This presentation places WIL within the theoretical context of Activity Theory and shows how collaboration between industry/community partners and HE in relatively simple activities can benefit student and the work partner.

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