Pre-conference workshops (click on the heading of each workshop for more information, e.g. 'Workshop 1')

	Auditorium	Simonsberg	Stellenberg	Helderberg
08:30 – 10:30	**Workshop 1**: Enriching your learning environment for cumulative knowledge building with the use of multimedia *JP Bosman (CLT)* *Lianne Keiller (CLT)* *Wim van Petegem (KU Leuven)*	**Workshop 2**: Teaching and assessing reflection on learning experiences: An affective-cognitive model *Antoinette Smith-Tolken (Divison of Social Impact)* *Jacob du Plessis (Department of Sociology and Social Anthropology)*	**Workshop 3**: The lecture is definitely still alive, but is it well? *Nicoline Herman (CTL)* *Hanelie Adendorff (CTL)* *Claudia Swart (CTL)* *Sonja Strydom (CLT)*	**Workshop 4**: Getting your students to understand abstract concepts *Cecilia Jacobs (CTL)*
10:30 – 11:00	**Morning tea**			
11:00 – 13:00	**Workshop 1 (continued)**: Enriching your learning environment for cumulative knowledge building with the use of multimedia *JP Bosman (CLT)* *Lianne Keiller (CLT)* *Wim van Petegem (KU Leuven)*	**Workshop 2 (continued)**: Teaching and assessing reflection on learning experiences: An affective-cognitive model *Antoinette Smith-Tolken (Division of Social Impact)* *Jacob du Plessis (Department of Sociology and Social Anthropology)*	**Workshop 3 (continued)**: The lecture is definitely still alive, but is it well? *Nicoline Herman (CTL)* *Hanelie Adendorff (CTL)* *Claudia Swart (CTL)* *Sonja Strydom (CLT)*	**Workshop 4 (continued)**: Getting your students to understand abstract concepts *Cecilia Jacobs (CTL)*
13:00 – 14:00	**Lunch**			
14:00 – 15:00		**Workshop 6**: Good learning starts with good questions: Student-generated reading questions for formative assessment *Marisca Coetzee (Language Centre)*	**Workshop 3 (continued)**: The lecture is definitely still alive, but is it well? *Nicoline Herman (CTL)* *Hanelie Adendorff (CTL)* *Claudia Swart (CTL)* *Sonja Strydom (CLT)*	**Workshop 7**: Introduction to developing a teaching portfolio *Jean Farmer (CTL)* *Thomas Olsson (Lund University)*
15:00 – 15:15	**Afternoon coffee**			
15:15 – 16:30		**Workshop 6 (continued)**: Good learning starts with good questions: Student-generated reading questions for formative assessment *Marisca Coetzee (Language Centre)*	**Workshop 3 (continued)**: The lecture is definitely still alive, but is it well? *Nicoline Herman (CTL)* *Hanelie Adendorff (CTL)* *Claudia Swart (CTL)* *Sonja Strydom (CLT)*	**Workshop 7 (continued)**: Introduction to developing a teaching portfolio *Jean Farmer (CTL)* *Thomas Olsson (Lund University)*

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Workshop 1
Enriching your learning environment for cumulative knowledge building with the use of multimedia

Target audience:	All lecturers.
Duration:	4 hours (08:30 – 13:00)
Preparation:	Participants in the workshop are asked to prepare themselves, in a flipped classroom way. Follow the instructions that will be given after registration for the workshop.
Prerequisites:	**None**
Facilitators:	JP Bosman (Head, Centre for Learning Technologies)
	Lianne Keiller (Advisor, Centre for Learning Technologies)
	Wim Van Petegem (Faculty of Engineering Technology, KU Leuven)

Please note:
- *A maximum of 30 participants can be accommodated in this workshop. Join colleagues from different faculties and share experiences across disciplinary borders.*
- *This workshop will be offered in English only.*
- The Centre for Learning Technologies invites you to bring your own device (laptop, tablet, smartphone) in order to 'learn by doing'.

You are familiar with the real, physical learning environment at Stellenbosch University, and you are active in the digital learning environment as well. You are wondering how these two apparently separate worlds are more and more merging together. You are aware of the huge potential of new technologies for learning, and you know your students have no trouble in applying them. You have some skills in the use of multimedia, but you want to know more about underlying concepts, good practices, inspiring examples, new evidence-based methods or interesting (open) resources. You want to learn how you could improve and enrich the cumulative knowledge-building of your students by a smart integration and pedagogically sound use of multimedia in the learning activities you provide and support.

If you recognize yourself in the above profile, then this workshop is for you. Combining presentations of concepts, models and frameworks, with practical illustrations and some hands-on exercises, we will guide you through a similar learning experience as we want our students to have in an enriched learning environment.

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Workshop 2
Teaching and assessing reflection on learning experiences: An affective-cognitive model

Target audience:	any academic involved with a programme where students complete experiential learning
Duration:	4 hours (08:30-13:00)
Preparation:	Pre-workshop reading will be required. Enrolled participants will receive further instructions before the workshop.
Prerequisites:	None
Facilitators:	Antoinette Smith-Tolken (Acting Head, Division of Social Impact)
	Jacob du Plessis (Lecturer, Department of Sociology and Social Anthropology)

At SU, many academic programmes include a form of experiential learning. Students are exposed to learning experiences in the community, the workplace and other settings. What seems to be a daunting task, is how to prepare students for the learning experience and assess the learning that takes place during the experiences. Reflection is one of the ways that students can determine their own learning, but lecturers find it hard to assess these reflections. What is important, is that reflection should be structured and there is a diversity of ways to structure and many forms of reflection to choose from. It is also important that lecturers develop their own reflective practice before guiding students to do so.

The workshop is based on a theoretical model developed over a period of three years by two SU staff members who authored a publication on the topic. The chapter in the recently released SAGE Handbook on Service-Learning and Civic Engagement will be the main literature source and participants will be required to read it prior to the workshop. The affective-cognitive model will be presented and participants guided to apply the model in their own context. They will also be guided to develop a rubric to assess whether the intended learning outcomes were achieved by the learning experience. Other teaching tools will be demonstrated during the workshop. Enrolled participants will receive further instructions before the workshop.

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Workshop 3
The lecture is definitely still alive, but is it well?

Target audience: All lecturers
Duration: Full day (08:30 – 16:30)
Preparation: None
Prerequisites: None
Facilitators: Nicoline Herman (Deputy Director, Centre for Teaching and Learning)
      Hanelie Adendorff (Senior Advisor, Centre for Teaching and Learning)
      Claudia Swart (Advisor, Centre for Teaching and Learning)
      Sonja Strydom (Senior Advisor, Centre for Learning Technologies)

At most Higher Education institutions, Stellenbosch University included, the lecture remains the staple of the HE diet, and with good reason. It has been around for a while, most of our systems are designed around it and we are generally quite familiar with this tried and tested method. The question that has been asked by HE experts and lecturers alike is – how effective is it for facilitating student learning? In addition to that, we need to ask: *can* it be made more effective, and if so, *how*?

During this workshop we will investigate these questions by looking at current trends as well as new and creative ideas which could be used to design lectures that address the following concerns: lectures that will optimise teaching time, increase student interaction and participation, and improve learning. Participants will be afforded the opportunity to (1) consider and critique the ideas and suggestions in terms of their value for their own context, and (2) use these ideas to design and plan *the ultimate lecture* for one of their modules.

However, a key element in giving effective lectures is to stay true to who you are. Higher Education expert Parker Palmer holds the view that "the more you bring yourself to your teaching, the better teacher you will be". Participants will thus be encouraged to come up with a design that uses the ideas in a way that makes sense in terms of their own preferences and context.

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Workshop 4
Getting your students to understand abstract concepts

Target audience:	lecturers who are interested in learning more about helping their students to understand abstract concepts and learn the "language" of their discipline
Duration:	4 hours (08:30 – 13:00)
Preparation:	please bring some examples of writing in your subject area (e.g. in text books and your own class notes/Powerpoint presentations or other resources) as well as examples of student writing (from students who performed well as well as from students who did not perform well), e.g. test or exam scripts or assignments
Prerequisites:	none
Facilitator:	Cecilia Jacobs (Director, Centre for Teaching and Learning)

Students often find it difficult to traverse the divide between concrete and abstract knowledge. We see this most strikingly in written assessment tasks. This has left many lecturers frustrated and at a loss for answers on how to open up their discipline to students without "dumbing down" difficult concepts.

During this workshop we will look at ways in which we can help students cross this bridge without sacrificing the cognitive integrity of our disciplines. We will try to understand how our different disciplines handle knowledge by offering participants the opportunity to delve into the way knowledge is presented in:

(1)   the writing in your subject area (e.g. in text books or your own class notes/PPT presentations or other resources) as well as,

(2)   your own teaching practices.

The insights gained from this process will then be used to analyse examples of student writing (e.g. written assessment tasks) in order to see if we can make sense of how the writing practices of well and poorly performing students differ from or adhere to the writing in your subject area. Finally, we will use that which we learned through this process to help us figure out how best to help students master the knowledge practices in their chosen fields.

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Workshop 6
Good learning starts with good questions: Student-generated reading questions for formative assessment

Target audience: All lecturers.
Duration: 2 hours (14:00 – 16:30)
Preparation: None
Prerequisites: None
Facilitator: Marisca Coetzee (Manager, Reading Laboratory, Language Centre)

As lecturers we often make countless assumptions about the knowledge our students bring to the classroom, including assumptions about their understanding of the fundamentals of our discipline. Our assumptions have a direct influence on how we plan and develop our courses and how we decide what to cover. These assumptions very often lead to a mismatch between lecturer expectations and the reality of what our students know, understand and think about a topic. We often only make this discovery when we measure student performance through summative assessment. This however can be remedied by implementing well-crafted formative assessments that facilitate diagnosing student learning throughout the teaching process.

As evidence-based instructional decisions is a professional responsibility in scholarship and teaching we always look for ways to formally gather evidence of student thinking that we can use to inform our teaching practice. Reading questions is a formative assessment tool that can provide valuable evidence of student thinking and insight into what students pay attention to prior to formal instruction and also to what extent they grasp the reading material.

The aim of this workshop is to assist lecturers, specifically those who teach large classes, to construct a formative assessment tool, a SGRQ tool, to provide a "conceptual ecology" of a whole class to not only inform instruction and learning, but to also deepen students' conceptual understanding and to foster critical ways of thinking.

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Workshop 7

Introduction to Developing a Teaching Portfolio

Target audience:	This session would be appropriate for anyone considering preparing a portfolio of their teaching:
	(a) in order to apply for an institutional or national teaching award, or
	(b) as part of possible promotion in cases where teaching portfolios are required, or
	(c) as a start to the process of reflecting on their teaching.
Duration:	2 hours (14:00 – 16:30)
Preparation:	None
Prerequisites:	None
Facilitator:	Jean Farmer (Advisor, Centre for Teaching and Learning)
	Thomas Olsson (Lund University)

Please note:
- *This workshop will be offered in English only.*

Developing a teaching portfolio entails:
1. selecting and organising evidence of your teaching;
2. creating an overview of your development as a university teacher;
3. a personal, public and professional view of teaching as a scholarly activity;
4. helping you to see your teaching as an ongoing process of enquiry about your teaching practice within your context;
5. an opportunity for you to identify areas for further development and research into teaching and learning.

A way forward with regard to further sessions and support will be discussed during this session. For further information, please contact Jean Farmer: jeanlee@sun.ac.za .

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