



## SoTL 2022 Pre-conference workshops

Pre-conference workshops are scheduled for Monday 24 October 2022 at Devon Valley Hotel, Devon Valley Road, Stellenbosch.

Click on the heading of each workshop for more information.

	Venue 1	Venue 2	Venue 3
09:00 – 12:30	<p><b><u>Workshop 1</u></b></p> <p><b>Designing learning-teaching-assessment interactions toward developing evaluative judgement in students</b></p> <p><i>Presenters:</i> Claudia Swart Charmaine van der Merwe Hanelie Adendorff Nicoline Herman</p>	<p><b><u>Workshop 2</u></b></p> <p><b>Developing a teaching portfolio: Using critical reflection to evaluate and enhance your teaching, learning and assessment</b></p> <p><i>Presenters:</i> Karin Cattell-Holden Lennox Olivier</p>	<p><b><u>Workshop 3</u></b></p> <p><b>Academic integrity and production pedagogies: Towards transformative assessment with digital technologies</b></p> <p><i>Presenters:</i> Sonja Strydom Magriet de Villiers JP Bosman Elzette le Roux</p>
10:30 – 11:00	Refreshments		
11:00 – 12:30	<p><b><u>Workshop 1</u></b> (continued)</p> <p><b>Designing learning-teaching-assessment interactions toward developing evaluative judgement in students</b></p>	<p><b><u>Workshop 2</u></b> (continued)</p> <p><b>Developing a teaching portfolio: Using critical reflection to evaluate and enhance your teaching, learning and assessment</b></p>	<p><b><u>Workshop 3</u></b> (continued)</p> <p><b>Academic integrity and production pedagogies: Towards transformative assessment with digital technologies</b></p>
12:30 – 13:30	Lunch		
13:30 – 16:00	<p><b><u>Workshop 1</u></b> (continued)</p> <p><b>Designing learning-teaching-assessment interactions toward developing evaluative judgement in students</b></p>		
14:30 – 15:00	Refreshments		
15:00 – 16:00	<p><b><u>Workshop 1</u></b> (continued)</p> <p><b>Designing learning-teaching-assessment interactions toward developing evaluative judgement in students</b></p>		





### Workshop 1:

Title of the workshop:	<b>Designing learning-teaching-assessment interactions toward developing evaluative judgement in students</b>
Name of presenter(s):	Claudia Swart, Charmaine van der Merwe, Hanelie Adendorff, Nicoline Herman
Teaching and learning focus/purpose	Building on the 2021 SoTL keynote by David Boud on developing evaluative judgement in students, this workshop will focus on designing learning-teaching-assessment interactions to develop students' capability to make decisions about the quality of their own and others' work, which is an important skill for life beyond graduation.
Morning/afternoon/full day	Full day
Target audience	SU academics
Preparation	Participants will be asked to listen to the 2021 keynote by David Boud: Developing student's evaluative judgement: how can assessment and feedback contribute?
Blurb	<p>This workshop will unpack what is meant with evaluative judgement and look at practical ways to help students develop this "capability to make decisions about the quality of work of oneself and others" (Tai et al., 2018:467).</p> <p>Although evaluative judgement is closely linked with the notion of sustainable assessment, or assessment-as-learning practices, Tai et al (2018:470) argues that evaluative judgement is "an integrating and encompassing concept, part of curricular and pedagogical goals, rather than primarily an assessment concern".</p> <p>Various opportunities may therefore exist within a curriculum where students can develop and practice these capabilities during their learning, teaching, and assessment interactions.</p> <p>Both sessions of this full-day workshop will focus on designing interactions to develop and practice these capabilities. The morning session will focus on designing learning-teaching interactions followed by the afternoon session that will focus on designing learning-assessment interactions.</p>





**Workshop 2:**

Title of the workshop:	<b>Developing a teaching portfolio: Using critical reflection to evaluate and enhance your teaching, learning and assessment</b>
Name of presenter(s):	Karin Cattell-Holden, Lennox Olivier, Guest speakers
Teaching and learning focus/purpose	To equip lecturers to: a) Reflect on their teaching, and b) use reflective thinking to develop a teaching portfolio
Morning /afternoon/ full day	Morning
Target audience	Teaching academics
Preparation	Participants will be asked to respond to three reflective questions: 1) Why do you teach? 2) Discuss one enabler and one barrier you have experienced in your teaching career. 3) What are your further growth goals as a teacher?
Blurb	<p>This workshop offers a hands-on introduction to using critical reflection in the form of a teaching portfolio to evaluate and enhance your teaching, learning and assessment. A teaching portfolio can be used for promotion or award purposes but is primarily a reflective tool with which you can document your teaching and track your growth as a professional educator. It also enables you to identify areas for further growth in your professional learning and possible research topics in teaching and learning.</p> <p>Your responses to the pre-workshop reflective questions will lead us into an introductory discussion of the concept 'critical reflection'. You will then have the opportunity to apply a critical reflection framework to a significant experience in your teaching career. You will be assisted in using this reflective activity as the first step towards compiling a statement on your teaching and learning beliefs, priorities and goals, which forms the core of a teaching portfolio. During this process you will be introduced to relevant educational literature on reflection as well as on the different components of a teaching portfolio. We will examine the function of your context, teaching and learning methods, assessment, curriculum, contributions to SU and professional growth in a portfolio. You will have the opportunity to reflect on these components of your teaching and start integrating your reflections in a portfolio structure.</p> <p>During the workshop SU academics who have completed a teaching portfolio will share their experiences of the process. You will be able to interact with them as well as your colleagues in the workshop, sharing your teaching reflections and working collaboratively on the components of your portfolio. You will leave the workshop with an outline for your teaching portfolio and a clear sense of how to continue growing as a reflective practitioner.</p>



### Workshop 3:

Title of the workshop:	<b>Academic integrity and production pedagogies: Towards transformative assessment with digital technologies</b>
Name of presenter(s):	<i>Sonja Strydom, Magriet de Villiers, JP Bosman, Elzette le Roux</i>
Teaching and learning focus/purpose	This workshop aims to uncover the notions of academic integrity and production pedagogies* as approaches in considering transformative assessment practices in programme renewal.  <i>Note: Production pedagogies require students to present a digitally created artefact for assessment purposes</i>
Morning /afternoon/ full day	Morning
Target audience	Teaching academics and professional support staff that are interested in addressing issues of transformation in assessment practices via aspects related to academic integrity and/or the implementation of production pedagogies.
Preparation	Please watch the following video: <a href="#">Vimeo video: The pedagogy of production</a> (12 min).
Additional information	<ul style="list-style-type: none"> <li>• A maximum capacity of 20 participants.</li> <li>• It is expected of participants to bring a wi-fi enabled laptop/device to the workshop.</li> </ul>
Blurb	<p>The workshop offers a hands-on and interactive opportunity to participate in conversations and practical applications related to transformative practices within the broader assessment context. These transformative practices are linked to issues of equity, diversity and inclusivity (EDI).</p> <p>Forming the theoretical basis of the workshop, we will start by exploring the notions of EDI within a broader higher education context before starting to focus on the notion of assessment from a transformative perspective.</p> <p>During the workshop, we aim to focus further on particular practical aspects of e-assessment such as academic integrity and production pedagogies. Through the effective use of Turnitin, we envisage collaborative conversations and suggestions related to foregrounding transformative practices associated with academic integrity. Furthermore we will introduce the notion of production pedagogies and will uncover some practical ways in which a diverse student cohort could be accommodated when expecting them to produce digital artefacts for assessment purposes. We will conclude our session with suggestions for the way forward and opportunities to share good practice.</p>

