NWU® | Centre for Teaching & Learning

2nd Annual Teaching & Learning
CONFERENCE 2019

Teaching & Learning
Excellence in an Age of Uncertainty

- Excellent teaching through innovative design
- Breaking the silence: The student voice
- Developing Graduate Attributes through excellent Teaching and Learning

Pre-conference workshop: 28 May

Conference: 29-30 May

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Teaching and learning excellence in an age of uncertainty

The education of students is a core focus at NWU, but there is pressure for learning management to respond to the changing pathway, namely from possessing 21st century skills such as effective communication, collaboration, digital literacy, leadership, and teamwork, (to list a few) to updating these skills. The cornerstones of the Fourth Industrial Revolution are change – rapid change – and exponential growth. As students participate and live in an era of Education 4.0, we are asking the uncomfortable questions: Are we equipping students with the skills for critical thinking, creativity and innovation, and a better understanding of information technology? Do we consider quality offerings, curriculum renewal, and exploring scholarship? How do we, as academics at the NWU, unpack teaching and learning excellence in an age of uncertainty?

We invite you to consider the ways in which the theme "**teaching and learning excellence in an age of uncertainty**" relates to the following sub-themes: excellent teaching through innovative design, the student voice: breaking the silence, and the contribution to graduate attributes.

Delegates will experience the TLC for 2019 as a caring and connected learning space rich with expressions of creative research and practice. We encourage you to engage in stimulating conversations with peers.

Sub-themes for 2019:

Excellent teaching through innovative design
In which ways are you responsive to the NWU educational approach?
"The NWU commits to providing its students with an educational experience … focused on inquiry-based, active, participative, and meaningful learning … that include[s] but [is] not limited to blended learning, and enhanced by appropriate technologies and multi-media resources. Teaching and learning are viewed as dynamic, interactive processes for which NWU staff and students have a shared responsibility" *(T&L Strategy, 2016:13)*.
- How do you approach design; what guides your thinking?
- Share your strategies for teaching and learning innovation and creativity.
- How does the integration of technology and quality contribute to teaching and learning excellence?

Breaking the silence: the student voice
While many role players within the higher education (HE) community pursue powerful technologies to meet the needs of today's students, another pervasive resource is taken for granted. Perhaps the key to unlock innovation and successful problem solving in HE is something else entirely, namely the student voice. The questions bear asking: Are we listening to the student voice? Are we making the most of opportunities to engage students? Do we engage in the viewpoints and suggestions of students in the design of our curriculums?
- How do you listen to the student voice about their learning preferences, interests and abilities in order to maximise student engagement?

Developing graduate attributes through excellent teaching and learning
Graduate attributes and professional standards are two of the overarching sets of principles that inform curriculum design and approaches to teaching. Share your contribution to develop excellent NWU graduates with us!
- How do you offer a high-quality student experience in a supportive, diverse, enabling, and caring environment, to produce top-rated, civic-minded graduates who actively contribute to the development of society?
- How do you scaffold your curriculum to guide students to become NWU graduates with communication skills, cultural competence, multidisciplinary knowledge and skills, critical thinking skills, and problem solving skills?

Professor Dan Kgwadi
Vice-Chancellor
North-West University (NWU)

As the Vice-Chancellor of the North-West University it gives me great pleasure to welcome you to the Second Annual Teaching and Learning Conference. The conference provides teaching and learning professionals with a platform from where research and current best practices can be shared and debated.

At the dawn of the Fourth Industrial Revolution it is of paramount importance that change, and rapid change at that, be managed in ways that are responsive and innovative; and above all equip students with the necessary skills for critical thinking, creativity, and a better understanding of information technology. It is with a time such as this in mind that the NWU has, over the past two years, adopted a new strategy and organisational structure. These changes have made us a stronger, more united university, committed to superior academic excellence and social justice. In doing so, we are creating value by empowering people to rise up and go higher and farther in pursuit of their goals. Through platforms such as this conference, we are actively sharing knowledge and honing people's skills, thereby creating energy for momentum and ultimately enabling our people to soar into the unexplored; to see what has never been seen, and to create the future.

Teaching and learning, together with research and community engagement, are our core business and ultimately our role is to facilitate value creation. This value chain refers to both our output and outcomes, as well as our obligation to promote social justice in our different communities. As you participate in this conference be assured that the NWU is committed to improve continuously the scope and relevance of our academic offering and the quality of our teaching and learning activities. This is important for not only improving student access, but also to stabilise retention and ensure success. Add to this our strong focus on the alignment of our academic programmes, ensuring external compliance and the drive to maintain comparable quality across all our campuses, it is clear that the NWU will not compromise on quality.

The conference will focus on the unique challenges of teaching and learning within an inter-cultural context, on innovative and emergent practices and the importance of pragmatic scholarship. I would like to invite you to take part in the discussions, to share your views and opinions and to be open for new ways of doing. In short: I encourage you to transcend the boundaries of your own knowledge and to wholeheartedly embrace the NWU dream and purpose.

Our dream: To be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care.

Our purpose: To excel in innovative learning and teaching and cutting-edge research, thereby benefitting society through knowledge.

NWU WELCOME NOTE

Professor Robert Balfour
Deputy-Vice Chancellor: Teaching and Learning
North-West University (NWU)

Subjectivity has long been a focus of both literary as well as philosophical studies. It was Levinas (1969) who argued that subjectivity allows the Self to view itself as separate from the Other. Not as a totalisation in which Self and Other are viewed as binary constructs, but rather in the realisation that any notion of the interior Self depends for its existence on an equally open recognition of the exteriority of the Other. Cultural scholars such as Said, in the 1970s, critiqued colonial literature to show the extent to which a narcissistic Self recreates its Others not only as deviant, but also exotic or otherworldly, denying the continuity between representations of the Self and the Other as deeply complicit in the construction of power-differentiated subjectivity.

Within the aftermath of decolonisation, postcolonial scholars such as Spivak and Ngugi came to the same problem in the 1980s: the problem of the Self and the Other, and recognised that the racist Self, which takes its subjectivity as totalising, can only recreate the Other as its lesser, derivative, and deficient contrast. Insights from these important philosophical and postcolonial theorists have direct relevance to teaching and learning, irrespective of the subject content area or discipline, because they address issues in the curriculum in terms of the construction of knowledge: what knowledge is taught, from whose perspective, and by whom? What is included and left out, and on what basis?

The scholarship concerning subjectivity gave rise to a body of writing on voice and agency in the late twentieth century. The voices of the colonised, the woman, the queer, the black, the latino, the poor, and the differently abled have in the last twenty years reclaimed agency as well as focus in the academy as worthy of support, resources and attention, and have challenged us to rethink education in a profound and often uncomfortable way. But this challenge is primarily concerned with inclusion and social justice, and in the context of the university, the experience of these diverse groups counts as part of our collective commitment to social justice. Disturbances to conventional hierarchies of gender, race, class, and indeed knowledge, characterise the age of uncertainty, and have in fact given rise to the very phrase as acknowledged by prominent historians such as Hobsbawm. The age of uncertainty is also characterised by popular mass social movements (the student movements of 2015 in South Africa are evident examples of such) as well as technological advancement; the latter so far in excess of any previous measures of progress, that it has become termed the Fourth Industrial Revolution.

Inevitably, these shifts in society, knowledge production, and the economy, have implications for teaching-learning, and it is thus fitting that the theme for the annual Teaching-Learning Conference of the NWU in 2019, touches on breaking silence, student voice, and the role of graduate attributes in the formation of a curriculum that is more concerned with knowledge formation than simply knowledge reproduction.

The NWU has an established legacy of excellence in teaching-learning that is both nationally and internationally recognised, not only in terms of particular areas of the curriculum – as is evident in international rating and rankings – but also in terms of its excellent throughput and success rates. This legacy arises from a commitment from academics to students, and the consciousness that innovation requires responsiveness to the context, the environment, and people. It is for this reason that terms such as "learning ecosystems" have gained traction within the academy, and terms like "self-directed" and "collaborative learning", have become the aspirations of curriculum innovation in the (still) early twenty-first century.

Excellence in teaching and learning is not built on the reuse of lecture notes relevant ten years ago, nor the reformulation of old examination questions for a new year, but on the recognition that learning requires a rejection of past complacency and an embrace of new possibilities for more efficient, effective, and indeed stimulating learning and teaching. In this special event in May 2019, we look forward to the sharing of insights, best practice, and knowledge gained through the scholarship of teaching-learning at the NWU, which brings value to the University as community of scholars; be these scholars our students or indeed our staff.

~ Notes ~

CTL WELCOME NOTE

Professor Willem van Vollenhoven
Chief Director: Centre for Teaching and Learning (CTL)
North-West University (NWU)

The vision for the Centre for Teaching and Learning (CTL) is to be a leading centre that fosters excellence and innovation in teaching and learning at the NWU. We therefore continuously need to ensure that we remain relevant, since the world of academia is rapidly changing, and we are confronted with uncertainties when facing the Fourth Industrial Revolution. Academics are faced with a fusion of technologies that blur the lines between the physical, digital and biological domains. Butler-Adam (2018:1) argues that, "as the global economy moves towards the widespread adoption of Artificial Intelligence (AI) solutions, competition will grow for employees who have the scarce skills required to implement, manage and work alongside the new technology".

We therefore need to develop our academics with AI to enable and empower them for the challenges in this age of uncertainty, thus ensuring that our graduates develop the skills to remain relevant in an increasingly automated workplace. It is imperative that innovative programme design should aim to ensure that our students will succeed as members of society in this era of the Fourth Industrial Revolution. Our students need to master not only numeracy and literacy, but also have an understanding of how our world operates. Because our students grew up in this world of uncertainty, it is a prerequisite for programme designers and academics to hear the voice of our students when planning curricula in this Fourth Industrial Revolution.

By this, the NWU will ensure that graduates' attributes are relevant to the needs of not only twenty-first-century society, but also adhere to the challenging needs to survive in the Fourth Industrial Revolution.

Butler-Adam J. 2018. The Fourth Industrial Revolution and education. South African Journal of Science. 114(5/6): http://dx.doi.org/10.17159/sajs.2018/a0271

CONFERENCE TEAM

T&L Conference 2019 Coordinator
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T&L Conference 2019 Programme Coordinator
Dr Manuela Fernandes-Martins

T&L Conference 2019 Pre-Conference Workshop Coordinator
Ms Yolani Geldenhuys & Ms Retha Serfontein

Bookings: Accommodation & Travel Arrangements
Ms Claire Young

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Director, Directorate: Specialised Projects and Research

Dr Gerhard du Plessis
Director, Directorate: Centralised Functions

Prof. Mamolahluwa Mokoena
Director, Directorate: Faculty Teaching and Learning Support

Dr Kasturi Behari-Leak
Chairperson of theHigher Education Learning and Teaching Association of Southern Africa (HELTASA)

Teaching and learning excellence in an age of uncertainty

The challenge presented to us by the second annual NWU teaching and learning conference is to envisage how we will engage with the future; what life will be beyond conventional workplaces and careers; how the nature of our work will change and how students might need to be prepared for this future. This challenge is framed by the time and space in which we find ourselves: the age of uncertainty.

Uncertainty, however, need not be paralysing. It can be productive if it acts as a catalyst for new ways of responding to global and local challenges, and for creative and innovative answers to our current complexities. Uncertainty need not be a runaway object that we have no control over; it can be framed and contextualised well. While the world of work, industry, and research, as well as other stakeholders, is propelling us into the new age of the Fourth Industrial Revolution, and in a sense defining the future for us; we need to understand for ourselves what the future means, from our own geographies and biographies. In other words, from where we are located and from where we interact with the world. Whose future are we considering and what are we preparing our students for? What are the university's values at present and how do they apply to current graduates? Will there be respect for humanity, sustainability, inclusion, social justice, citizenship, reflection, interdisciplinarity, and so on? These are key

considerations that the university must engage with, to shape and support the future graduate in the current context of the global South, and in relation to other contexts.

It is here that teaching and learning excellence has a critical role to play. This keynote will address salient aspects of teaching and learning that need to be reimagined in an age of productive uncertainty, to disrupt the certainty of compliance, reproduction and stasis in our universities. While we need to embrace different motivations, meanings and responses to the challenge, how do we prepare students for a changing world when we as academics, teachers and researchers have little propensity and motivation for change ourselves? What do we need to change in ourselves and our practices and ways of engaging with the world that will be commensurate with a world that students need to engage with? Will the future we envisage and create be collaborative, communal and relational or individual, separate and competitive?

Brazilian educator, Paulo Freire says that men and women's action in the world are largely determined by way they see themselves within it, and that a correct perception necessitates an ongoing reflection and critical consciousness, only achieved through, "praxis: action and reflection in order to transform it" (1990, 66). By reflecting on critical aspects such as how the university community deals with knowledge; whether students are consumers or producers

of knowledge; the importance of curriculum for the future, the methodologies that will help to prepare our graduates well and so on, let us explore how we can reflect to act, to imagine the future and prepare ourselves for change in an age of uncertainty.

Biographical Note

Dr Kasturi Behari-Leak is a senior lecturer in the Centre for Higher Education Development at the University of Cape Town. She convenes a variety of professional and academic staff development programmes for emerging and established academics to enhance their teaching. Her work focuses on exploring the interplay between structures (national, institutional, departmental, and disciplinary) and culture and its influence on lecturers' critical agency in a contested context. She is currently President of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and serves on the National Teaching Excellence Awards Committee. She is a council member of the International Consortium of Educational Development (ICED) and serves on the advisory sub-committee for the World Universities Network (WUN). She is project leader of a national collaborative project on staff development, commissioned by the South African Department of Higher Education. She was co-chair of the Curriculum Change Working Group, commissioned by the Vice- Chancellor at UCT to facilitate engagements on curriculum change and decolonisation across the university.

Recent publications

1. Behari-Leak, K. & Mokou, G. (2019). Disrupting metaphors of coloniality to mediate social inclusion in the global South, International Journal for Academic Development, 24:2, 135-147, DOI: 10.1080/1360144X.2019.1594236

2. Quinn, L., Behari-Leak, K., Ganas, K., Olsen, A & Vorster, J. (2019). Reflecting on feedback processes for new ways of knowing, being and acting, International Journal for Academic Development, DOI: 10.1080/1360144X.2019.1593174

3. Behari-Leak, K. (2019 forthcoming). Decolonial Turns, Postcolonial Shifts, and Cultural Connections: Are We There Yet? English Academy Review. The English Academy of Southern Africa. https://doi.org/10.1080/10131752.2019.1579881

4. Curriculum Change Report (2018). Curriculum Change Framework Document. http://www.news.uct.ac.za/images/userfiles/downloads/reports/ccwg/UCT-Curriculum-Change-Framework.pdf. Unpublished. UCT website

5. Behari-Leak, K, Chitanand, N. Vorster, J.E., Ganas, R, Padayachee, K, Masehela, L and Merckel, V (2018). How to be or not to be? A critical dialogue on the limitations and opportunities of academic development in the current higher education context. South African Journal of Higher Education. 32(6), 401-421. http://dx.doi.org/10.20853/32-6-2993. ISSN 1753-5913

6. Behari-Leak, K and Le Roux, N (2018). Between a rock and a hard place. Perspectives in Education. 36(1): 30-43. UV/UFS. DOI: http://dx.doi.org/10.18820/2519593X/pie.v36i1.3. ISSN 0258-2236 e-ISSN 2519-593X

7. Behari-Leak, K. (2017): New academics, new higher education contexts: a critical perspective on professional development. Teaching in Higher Education, (5), 485 – 500.DOI: 10.1080/13562517.2016.1273215

8. Behari-Leak, K. and McKenna, S. (2017) Generic gold standard or contextualised public good? Teaching Excellence Awards in post-colonial South Africa. Teaching in Higher Education, 22:4, 408-422, DOI: 10.1080/13562517.2017.1301910

9. Chetty R. and Behari-Leak, K. (2017). Fatima Meer's 'Train from Hyderabad': diaspora, social justice, gender and political intervention. Alternations. UKZN 24, (1), 127 – 142. ISSN: 2519-5476; DOI: https://doi.org/10.29086/2519-5476/2017/v24n1a7

Prof Louis CH Fourie
Deputy Vice-Chancellor for Knowledge and Information Technology Services
Cape Peninsula University of Technology(CPUT)

The Fourth Industrial Revolution is not a new concept, and has been discussed vigorously over the past few years. However, the acceleration of this revolution is moving beyond the mere technological, human, and societal dimensions. It has, since 2016, become a global race to change the future of manufacturing, management, and governance. Countries are feverishly preparing and skilling up for the Fourth Industrial Revolution to ensure a significant piece of the world economy. The race is also partly about highly qualified, expensive labour-cost countries that are intelligently automating manufacturing to compete fiercely with lowly qualified, cheap labour-cost countries, as well as expensive labour-cost countries competing with each other, to be the dominating and global industrial leader. As with the First Industrial Revolution in the eighteenth and nineteenth centuries, the fourth revolution will forever alter the competitiveness of almost all industrial sectors across the world, and will change the dynamics of commerce and the competitiveness of economies. The workforce and society as a whole will have to adapt to new and often uncertain landscapes, where people work alongside intelligent robots and smart machines.

What makes the Fourth Industrial Revolution so complex is that it is building on the digital revolution and well-known technologies like the Internet, Big Data, Internet of Things, and Artificial Intelligence. It is currently exemplified by several technological innovations,

including the Industrial Internet of Things; collaborative robotics; intelligent cyber security; 3D printing or additive manufacturing; advanced human-machine interfaces; data analytics and Business Intelligence; Virtual Reality; Augmented Reality; nanotechnology; quantum computing; digital twins; Blockchain; biotechnology; composites; transducers; completely autonomous vehicles; and predictive maintenance.

The exponential growth of this revolution is mostly due to the tight and intelligent integration of these technologies that are blurring the lines between the physical, digital, and biological spheres, jointly referred to as cyber-physical systems. Technology is increasingly becoming embedded within societies, objects, and even our human bodies. The leveraging of smart technologies and the adoption of digital technologies can unlock tremendous value and create huge global opportunities. It has huge potential to address some of the world's most critical challenges, for example food security, increasing traffic congestion in big cities, energy efficiency, and cures to the most obdurate diseases. But it also raises a host of social, ethical and governance issues that need to be addressed.

One of the serious implications of the Fourth Industrial Revolution is that innovative technologies such as smart machines, driverless cars, additive manufacturing, and drones are changing the manufacturing and logistics of products, and will eventually lead

to a broad range of jobs becoming obsolete. These losses will initially be in fields such as data capture, and administrative and supervisory work, but they will thereafter start to impact manufacturing, and mining and farm workers, before affecting more skilled people like accountants, lawyers, and doctors. Wherever any decision-making formula is known, Artificial Intelligence will soon be able to perform decision-making responsibilities better than people. Any worker who is paid a high salary merely because they have learned known knowledge or the code of decision making, is in danger. It is indeed an age of uncertainty.

Unfortunately, in South Africa, other burning priorities are having a deep impact on our readiness for the fourth industrial transformation and thus our future capability to compete in this new race for domination. Despite the establishment of a BRICS partnership and declaration, as well as a presidential committee on the Fourth Industrial Revolution, the lack of leadership in this regard is evident from the nonexistence of fourth-industrial skill sets and competencies, the obsolescence and non-agility of our school and university curriculums, and the slow growth in the number of innovative patents being registered. The economic destiny of South Africa as a whole is thus at stake, as other countries are seriously stepping up the pace of the fourth industrial race. It is time that we seriously reconsider our university curriculums, pedagogy, and methods of teaching and learning in this age of uncertainty with its new skills requirements.

Biographical Note

Louis Fourie was born in Cape Town, South Africa and is currently the Deputy Vice-Chancellor: Knowledge and Information Technology Services at the Cape Peninsula University of Technology. He obtained a doctorate at the University of Stellenbosch in 1991 and an MBA degree (cum laude) at the Potchefstroom University (now North-West University) in 1999 where he received the Old Mutual Gold Medal for exceptional achievement and the best MBA student. Louis lectured in Information Systems and

Technology at several universities in South Africa, Africa, Europe, USA, and Australia. He has been involved in several research projects, amongst others, human-machine cognition, business intelligence, knowledge management, e-business, the digital university, 4IR, and digital inclusion. He supervised numerous M and PhD theses, and at the end of 2009 he was rewarded as the CSSA Western Cape ICT person of the year for his contribution to the ICT industry. His consultation work spans various industries and disciplines and he frequently presents papers at national and international conferences, and has published several papers in academic journals and books. He is a research associate of the Economic and Social Research Foundation (ESRF) in Tanzania, an associate of the Southern African Regional University Alliance (SARUA) and an adjunct professor at the University of Arkansas, Little Rock.

Recent Publications

1. Budree, A., Fourie, L.C.H. & Jacob, O. 2018 Investigating Business Intelligence requirements in South African corporates. Submitted and awaiting final approval from the African Journal of Information Systems (ISSN: 1936-0282).

2. Budree, A., Chacko, S. & Fourie, L.C.H. 2017. Implementing free Wi-Fi in unverprivileged communities: A case study of Project Isizwe. IEEE Xplore 2017/1.

3. Budree, A., Fourie, LCH., Jacob, O. & Njenga, J. 2016. An analysis of the factors impacting the non-financial value of Business Intelligence systems in organisations. Submitted and awaiting final approval from the South African journal of Business Management (Online ISSN: 2078-5585; Print ISSN: 2078- 5976).

4. Evans, A., Bosua, R. and Fourie, L.C.H. 2016 The challenges and mindset limitations impacting innovation in manufacturing SMEs in regional Australia. 4th International Conference on Innovation and Entrepreneurship, Toronto, Canada, 28-29 April 2016, ACPIL pp.1-9.

PANEL MEMBERS

Dr Andre Goodrich
Senior lecturer and School Director
Faculty of Humanities
School of Social Sciences
Field of study: Environmental Anthropology
Potchefstroom Campus

Biographical Note

Doctor Andre Goodrich is a social anthropologist who specialises in environmental anthropology, with an emphasis on the colonial structuring of environmental relationships in the South African context. He holds a PhD from the University of Cape Town. His work has centred on the reproduction of settler belonging through leisure natures. His recent research has also included heritage questions, again on the theme of belonging, with a focus on toponymy and public statues. He has recently published on decolonising curricula and is pursuing more research in this area, as well as on the broader question of decolonising higher education in South Africa. He is a senior lecturer on the Potchefstroom Campus of the North-West University, and is currently the director of the School of Social Sciences in the Faculty of Humanities.

Publications

1. 'Decolonising the Curriculum' Codesria Bulletin (2), 2018

2. 'What are Statues Good For? Winning the Battle or Losing the Battleground' Koers, 2016, 81(3) with Pia Bombardella.

3. 'Enacting and stabilising the nature of colonial history through hunting in the South African Highveld' Journal of Contemporary African Studies, 2016, 34(1).

4. 'Journeying into Interobjectivity: how worlds can be multiple and real' Anthropology Southern Africa 2015, 38(1&2)

5. Biltong Hunting as a Performance of Belonging in Post Apartheid South Africa. Lexington: Maryland, 2015

Dr Mokgadi Molope
Lecturer and Deputy School Director
Faculty of Humanities
School of Social Sciences
Field of study: Development Studies
Mafikeng Campus

Biographical Note

Mokgadi Patience Molope is a teacher by profession and holds a PhD in education management. She is currently employed by the NWU as a lecturer, is the deputy director of the School of Social Sciences. She teaches Development Studies, which is part of the School of Social Sciences in the Faculty of Humanities. Her research interests are in the areas of student engagement, curriculum transformation, social cohesion, and community development. She has published articles, presented papers in seminars, and has facilitated workshops in the same research focus areas. She is an ITEA recipient, and subscribes to and believes in student-centred learning, as it gives the students the opportunity to create new knowledge on the basis of their existing knowledge, experiences, and observations. Engaging students through reflective learning is pertinent to her, especially when it elicits "Aha!" feedback. This confirms that students will become lifelong learners who can contribute meaningfully and creatively towards finding solutions to twenty-first-century challenges.

Publications

1. Molope, M. and Mekoa, I. 2018. Decolonising the Curriculum. The Case of Development Studies Journal of Gender, Information and Development in Africa, 7(3) 139-160.

2. Molope, M. 2018. Cohesiveness among students. The study of the North-West University in South Africa. Gender & Behaviour Journal, 16 (2) 11571-11583.

3. Mekoa, I and Molope, M. 2018. Towards an education for common citizenship in the Post-Apartheid South Africa: Negotiating differences. Gender & Behaviour Journal, 16 (2) 11441-11451.

4. Molope, M. 2018. The decision to amend Section 25 of the Constitution shakes cohesion: perceptions of public hearing participants in the North West Province. Journal of Public Administration, 53 (2-1) 320-338.

Ms Naomi du Plessis
Lecturer and Deputy School Director
Faculty of Humanities
School of Communication Studies
Field of Study: Higher Education, Communication
Vaal Triangle Campus

Biographical Note

Ms Naomi du Plessis started her teaching career in 1987 at Technikon Witwatersrand (TWR), and lectured at private colleges and universities in South Africa. Following brief stints at the Public Relations Institute of Southern Africa (PRISA), the Vaal University of Technology (VUT), and Monash South Africa, Ms du Plessis joined the Vaal Triangle Campus of the NWU in 2008, and was appointed as a full-time lecturer in the School of Languages in 2013.

Ms du Plessis' teaching interests and focus are on flipping the classroom, and providing students with the opportunity to bring new information to the classroom. Her research interests are in two different fields. Firstly, in higher education and in particular, the Generation Z student (currently in the classroom) and secondly, in the field of communication science, with a focus on social media. Non-academic work for Ms du Plessis is about freelancing in the music industry to keep in touch with new trends in public relations and communication. Ms du Plessis is currently registered for a PhD in Higher Education.

Publications

1. Du Plessis, Naomi & Smit, Emmie. 2014. Facebook in higher education: An Auto ethnographic journey entering into edu-social space. In African Journal of Hospitality, Tourism and Leisure Vol. 3 (1) – (2014) ISSN: 2223-814X Copyright: © 2014 AJHTL – Open Access - Online @ http//:www.ajhtl.com

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Dr Piet Croucamp
Senior Lecturer
Faculty of Humanities
School of Government Studies
Field of Study: Research
Vaal Triangle Campus

Biographical Note

Dr Piet Croucamp has taught politics for twenty-six years. His focus area is research, violence, and uncivil contestation in liberal democratic experiments.

Publications

1. Croucamp, P.A. and L Malan. 2018. The Theory of Systemic Patronage and State Capture: The Liberal Democratic Project and its Regime Contenders. African Journal for Public Affairs.

2. Croucamp, P.A. (2018) Die braambos bly brand (Essay). Reds: P. Malan & C Jones. Tafelberg.

3. Croucamp, P.A & M. Piasecki. (2016) "Contested confines: political risk and the media in South Africa". In: Problems and Perspectives in Management.

Dr Yolande Heymans
Senior lecturer and module coordinator
Faculty of Health Sciences
School of Centre for Health Professions Education
Field of study: Higher Education, Health Science Education
Potchefstroom Campus

Biographical Note

In 2013, Dr Heymans entered the higher education environment when she was appointed as senior academic developer in the Centre for Teaching and Learning (CTL) at the NWU, Potchefstroom Campus. During this time, she supported academic staff and faculty management in the development of an education environment that aligns entirely with the NWU's Teaching and Learning Strategy.

In October 2017, she was appointed as senior lecturer in the Centre for Health Professions Education (CHPE). She works closely with academic staff in the Faculty of Health Sciences interested in enhancing the quality of their teaching and learning and researching their teaching practices through the Scholarship of Teaching and Learning (SoTL).

As a FAIMER-SARFI 2019-2020 fellow, her own research focuses on Health Science Education in the higher-education context, with specific reference to student engagement in a large class setting, student-centered learning, interprofessional peer learning, Team-based Learning (TBL) and blended learning.

Dr Heymans currently serves on various faculty and institutional committees, is supervising three PhD students, and is co-supervisor for a Masters student registered for the qualification Master in Health Professions Education at the NWU. She is currently involved in three research projects, has just completed a book review for Sun Media, and is in the process of submitting a book chapter on Ethics in SoTL Research with Dr Jessica Pool and Prof Gerda Reitsma.

Mr Ofentse Hlulani Mokwena
Lecturer
Faculty of Economic and Management Sciences
School of Decision Sciences
Field of study: Transport Economics, Logistics and Regulation
Mafikeng Campus

Biographical Note

Towns and cities are places for people, values, and common unity. Lately, I have been writing and speaking more often on and about transportation industries, planning, access, and mobility. Areas of research that fascinate me are related to decision making and evaluation in the transportation and logistics economics sphere. What is preoccupying me lately is understanding travel behaviour and how preferences are formed. I teach transport policy, customer service and logistics strategies, and rail and air transport studies to undergraduates at the North-West University.

From a teaching-learning perspective, our department has served as an internship platform for the Transport Education and Training Authority by streamlining a feeder relationship between our students and industry. We have also run a programme integrated with long-term planning in partnership with our provincial government and Aurecon, in the form of the Airport Development Programme. Through student essay competitions, and student–industry conference experiments, we have also developed some unique relationships between curriculum design and industry requirements. This is against the backdrop of core practical work with national, provincial, district, and local municipalities.

Currently, I am a standing member of the Provincial Transport Forum and the Freight Working Group, and I am actively involved in work with colleagues at Uber, Transnet Ltd and, most recently, the Institute for Transport Development and Policy (ITDP); all of which feed into the contact sessions, assignments, and projects for our community-engagement-oriented undergraduate curriculum, teaching-learning, and research. Lastly, through an online blog, and academic citizenship through radio commentary on SAFM with Stephan Grootes, PowerFM, and MetroFM with Ayabonga Cawe as a regular, I aim to bring legitimacy and relevance to an inspired and practical curriculum offering.

Publications

1. Naudé, L., Velasco, I., Mokwena, O. H., Nicks, C. (2017) Propelling Low Carbon Mobility Through Experiential Learning: Findings in Tshwane, Johannesburg and Cape Town. Proceedings of the Southern African Transport Conference. Pretoria: Southern African Transport Conference.

2. Mokwena, O., & Zuidgeest, M. (2017). Estimating Student Travel Preferences in Mahikeng: A Latent Class Approach Based on Behavioural Indicators. 5th International Choice Modelling Conference. Cape Town.

3. Visit www.hlulani.com

Dr Jacqui De Matos-Ala
Senior Lecturer
Faculty of: Humanities
Department: Social Sciences
Field of study: International Relations
University of the Witwatersrand

Workshop 1: The challenge and potential of large-class teaching

Abstract

Large classes are a South African educational reality, from Grade R through to tertiary levels. They present unique challenges to both educators and leaners. In this workshop, I do not want to trivialise the challenges large classes present. They can be difficult environments within which to conduct teaching and learning effectively. We need to acknowledge this fact in order for us to optimally address the challenges found in our large-class teaching environments. That being said, large-class teaching through careful curriculum construction and classroom interaction, as well as management, can also be an exceptionally productive teaching and learning space. What this workshop seeks to do, is reflect on both the challenges and opportunities inherent in large-class teaching, so that we may formulate practical strategies together to ensure that large classes are a positive teaching and learning space for all participants.

Biographical Note

Dr Jacqui De Matos-Ala is a senior lecturer in International Relations (IR) at the University of the Witwatersrand, South Africa. Not only does she hold a PhD in International Relations, but she also has a postgraduate diploma in higher education, and is currently completing a research report for an MEd in Higher Education. Further, she is a recipient of the Vice-Chancellor's Teaching Award for her work in the International Foundation Course at Wits. Her areas of expertise are higher education pedagogy, large-class pedagogy, pedagogical issues in IR from an African perspective, as well as the decolonisation of IR with a focus on Africa and IR theory. Together with Ruksana Osman and David Hornsby, she has compiled and contributed to an edited book on large-class pedagogy.

Recent publications

1. de Matos-Ala, J (2019) "The curriculum is more than the course content: Redesigning the International Relations undergraduate curriculum at the University of the Witwatersrand South Africa." International Studies Perspectives

2. de Matos-Ala, J (2019) "Teaching International Relations theory in practice." Contexto Internacional.

3. de Matos-Ala, J. Making the Invisible, Visible: Challenging International Relations Theory Knowledge Structures to make Space for Knowledges of the Global South in the Curricula. Revista Brasileira de Politica Internacional ,2 (2017).

4. de Matos-Ala, J. "My metamorphosis as an International Relations teacher" in Journeys through Teaching World Politics: Adventures in teaching. (ed) Jamie Frueh, Palgrave. 2019

5. (Primary author) de Matos-Ala, J. & Black, DL. "Promises unfulfilled: development disability and inequality in the post-apartheid era." New South Africa Review 6, Wits University Press, 2018.

~ Notes ~

PRE-CONFERENCE WORKSHOP FACILITATOR

Dr Melanie Skead
Director of the Centre for Teaching and Learning
Stellenbosch University

Workshop 2: (Curriculum) transformation in an age of pressure and possibility

Abstract

Academics are challenged to rethink what and how they teach within the broad spectrum of curriculum transformation and decolonisation. How might the collective be socially responsive, edge toward equity and equality, and reconceptualise the kind of curriculum and pedagogy demanded in twenty-first-century South African higher education? These pressures are not new; they have been key in the major shifts in the South African higher education landscape since the 1990s. However, the recent student protests placed renewed emphasis on the urgent need for both transformation and decolonisation of higher education as a whole. Disconcertingly, the earlier historical pressures for transformation have not yielded the deep engagement and visible shifts necessary for higher education to be truly inclusive, equitable, and accessible to all. This workshop is an opportunity to explore individual and collective understandings of the curriculum as a pathway for deepening our engagement with key transformation challenges, so as to rethink what we teach and why we teach that way.

Biographical Note

Dr Melanie Skead is the director of the Centre for Teaching and Learning at Stellenbosch University. Previously, she was a senior lecturer in the Centre for Higher Education Research, Teaching and Learning (CHERTL) at Rhodes University. She has been working in higher education since 1988, and holds a PhD in English and two professional qualifications in Education, including a Postgraduate Diploma in Higher Education (Academic Development) from Rhodes University. Melanie has been active in academic development since 2003. Her experience in the field spans across student, staff, and curriculum development as well as academic leadership at various higher education institutions, including Vista University, the University of Fort Hare, Nelson Mandela University, and Rhodes University, where she coordinated the National and Rhodes PGDip (HE) and supervised PhD students. Her research interests include educational pathways for academic developers, academic agency in curriculum transformation, and problematising notions of quality in higher education. She has published in the areas of writing centre development, student academic development, and formal learning opportunities for academic developers.

Recent publications

1. Makura, A., Skead, M. & Nhundu. K. (2011) Academic development practices at Fort Hare University: an epitome of university access. Research in Higher Education Journal (12): 13-26.

2. Skead, M. & Twalo, T. (2011) The Fort Hare Writing Centre: an integrated model for writing and language development. In Archer, A. & Richards, R. (Eds.) Changing Spaces. Writing Centres and Access to Higher Education (pp 115-130). Stellenbosch, SUN MEDIA.

3. Skead, M. (2018). What's next: experiences of a formal course for academic developers. Higher Education Research & Development, 37:2. 390-403.

~ Notes ~

The Second Annual Teaching and Learning Conference 2019

Teaching and Learning Excellence in an Age of Uncertainty

Pre-Conference Workshop Programme: 28 May 2019 (Tuesday)

Time	Workshop	Facilitator	Venue
08:00 – 09:00	Registration and Refreshments Announcements: **Ms Yolani Geldenhuys** & **Ms Retha Serfontein**		
09:00 – 12:00	**Workshop 1:** The challenge and potential of large class teaching	**Dr Jacqui De Matos-Ala** Senior Lecturer University of the Witwatersrand	Baobab
12:00 – 13:00	Lunch		
13:00 – 16:00	**Workshop 2:** (Curriculum) Transformation in an age of pressure and possibility	**Dr Melanie Skead** Director: Centre for Teaching and Learning Stellenbosch University	Baobab

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Conference Programme Day 1: 29 May 2019 (Wednesday)

07:45 – 08:55 Main Hall	Registration Announcements: **Dr Jessica Pool**
09:00 – 09:15	NWU at a Glance **Prof. Dan Kgwadi**, VC
09:15 – 09:45	Opening Event
09:45 – 10:00	Official NWU Welcome **Prof. Robert Balfour**, DVC: Teaching and Learning
10:00 – 10:25	BREAK

Conference Programme Day 1: 29 May 2019 (Wednesday)

Time	Venue 1 Baobab Session Chair: Ms Reinette Koekemoer	Sub-theme	Venue 2 Dandelion Session Chair: Ms Roné-Marie Keet	Sub-theme
10:30 – 11:00	Dr Yolande Heymans Potchefstroom Campus **Abstract:** Team-based Learning to facilitate student learning. One year later…	Excellent teaching through innovative design Best practice	Dr Volition Montshiwa` Mafikeng Campus **Abstract:** A framework for students' advocacy of collaborative learning activities	Breaking the silence: the student voice Research based
11:00 – 11:30	Ms Sonja van der Westhuizen and Prof. C. Nel Potchefstroom Campus **Abstract:** Inclusive higher education classrooms – lecturer versus the student voice	Breaking the silence: the student voice Best practice	Dr Jannie Jacobsz Potchefstroom Campus **Abstract:** Towards postgraduate success – the doctoral student voice	Breaking the silence: the student voice Best practice
11:30 – 12:00	Prof. Gerda Reitsma Potchefstroom Campus **Abstract:** Searching for a place in the sun – SoTL's journey in Health	Developing graduate attributes through excellent teaching and learning Best practice	Dr Mzuyanda Christian Mafikeng Campus **Abstract:** Large classes in the higher education sector: A problem or opportunity?	Excellent teaching through innovative design Research based
12:00 – 12:10	Delegates move to the Main Hall for Keynote Address 1			

12:10 – 12:40 Main Hall	Keynote Address **The fourth industrial revolution and the age of uncertainty** **Prof. Louis C. H. Fourie** Deputy Vice Chancellor: Knowledge and Information Technology Services Cape Peninsula University of Technology, Cape Town Thanked by: **Mr Rassie Louw**, CTL Directorate: Specialised Project and Research
12:45 – 13:30	LUNCH
13:30 – 13:45	Audience questions for the panel discussion

Conference Programme Day 1: 29 May 2019 (Wednesday)

Time	Panel Discussion	Venue: Main Hall
13:45 – 15:30	**Panel members:** Dr Andre Goodrich Dr Mokgadi Molope Ms Naomi du Plessis Dr Piet Croucamp Dr Yolande Heymans Mr Ofentse Hlulani Mokwena	**Facilitator:** Prof. Louis Fourie
15:30 – 15:45	Reflective Note	
	Dr Esmarie Strydom, CTL Director, Directorate: Specialised Project and Research	

17:00 – 20:00	COCKTAIL

Conference Programme Day 2: 30 May 2019 (Thursday)

08:00 – 08:30 Main Hall	Registration Announcements: **Dr Manuela Fernandes-Martins**

Time	Gallery of Posters	Sub-theme
08:30 – 08:55	Dr Marieta Jansen van Vuuren Vaal Triangle Campus **Abstract:** Institutional change as a driver for faculty adoption of technologies in higher education institutions: A case of streaming and other technologies	Excellent teaching through innovative design Best practice
	Ms Veruschka Pelser-Carstens Vaal Triangle Campus **Abstract:** Like: The design and development of a table top serious game for accountancy students	Excellent teaching through innovative design Research based
	Dr Esmarie Strydom and Dr Anelize Cronjé† Vaal Triangle Campus **Abstract:** Facilitating the academic developer's voice in the development of a faculty-directed model	Excellent teaching through innovative design Best practice
	Dr Mema Meyer Potchefstroom Campus **Abstract:** The ART of becoming (P)ART: Part iii	Breaking the silence: the student voice Research based
	Prof. Sanette Brits Potchefstroom Campus **Abstract:** *Homo Ludens* and the development of graduate attributes.	Developing graduate attributes through excellent teaching and learning Best practice
	Ms Cornelia Schreck Potchefstroom Campus **Abstract:** Experiential learning: the path to employability for recreation graduates	Developing graduate attributes through excellent teaching and learning Research based
	Dr Omolola Fayemi Mafikeng Campus **Abstract:** Building positive attitude for an altitude teaching and learning	Developing graduate attributes through excellent teaching and learning Best practice

Conference Programme Day 2: 30 May 2019 (Thursday)

Time	Venue 1 Baobab Session Chair: Mr Freddy Motsoeneng	Sub-theme	Venue 2 Dandelion Session Chair: Ms Roné-Marie Keet	Sub-theme
09:00 – 09:30	Prof. Alfred Brunsdon Mafikeng Campus **Abstract:** The ITEA journey as creative and safe space for cultivating teaching and learning excellence in an age of uncertainty	Excellent teaching through innovative design Best practice	Dr Carolina Botha and Prof Welma Lubbe Potchefstroom Campus **Abstract:** Using reflective practice as a tool for (re)conceptualizing a teaching philosophy	Developing graduate attributes through excellent teaching and learning Research based
09:30 – 10:00	Prof. Christo Van Der Westhuizen and Prof Elsa Mentz Potchefstroom Campus **Abstract:** Design optimal social and cognitive presences with cooperative learning elements in an online self-directed learning environment.	Excellent teaching through innovative design Research based	Ms Linda Redelinghuys and Prof. Lynette Drevin Potchefstroom Campus **Abstract:** Work Integrated Learning (WIL): Perspectives of management and students on the graduate attributes of IT students	Developing graduate attributes through excellent teaching and learning Research based
10:00 – 10:30	Ms Vanessa Olivier Potchefstroom Campus **Abstract:** Building a lecturer-LMS designer relationship: Lessons learned from an e-learning course on the psychosocial aspects of end-of-life and bereavement counselling	Excellent teaching through innovative design Best practice	Ms Marianne Mathee Mafikeng Campus **Abstract:** Visual literacy as crucial component of multiliteracies in Education 4.0	Developing graduate attributes through excellent teaching and learning Research based
10:30 – 11:00	Mr Bongani Thela Mafikeng Campus **Abstract:** Integrating English literature in discipline specific content	Excellent teaching through innovative design Research based	Prof. Lynette Drevin Potchefstroom Campus **Abstract:** Dark side of technology: Awareness of IT students	Developing graduate attributes through excellent teaching and learning Research based

11:00 – 11:30	BREAK

Conference Programme Day 2: 30 May 2019 (Thursday)

Time	Venue 1 Baobab Session Chair: Mr Fabian Meyer	Sub-theme	Venue 2 Dandelion Session Chair: Ms Mariëtte Fourie	Sub-theme
11:30 – 12:00	Ms Mianda Erasmus, Mr Xander Flemming, Ms Carmen Theron, and Mr Christiaan Bekker Mafikeng Campus, Potchefstroom Campus, Vaal Triangle Campus **Abstract:** Braving large numbers: using technology to tap into your mind	Excellent teaching through innovative design Best practice	Mr Zander Janse van Rensburg and Ms Mariëtte Fourie Potchefstroom Campus **Abstract:** The gathering haze of plagiarism	Developing graduate attributes through excellent teaching and learning Research based
12:00 – 12:30	Dr Manuela Fernandes-Martins and Ms Robyn Bunt Vaal Triangle Campus **Abstract:** Integrating ICT tools during an induction programme: The impact on excellent teaching and learning	Excellent teaching through innovative design Research based	Mr Johannes Jordaan Potchefstroom Campus **Abstract:** Developing graduate attributes through service-learning projects	Developing graduate attributes through excellent teaching and learning Research based
12:30 – 13:00	Prof. Hannes Knoetze Mafikeng Campus **Abstract:** Transforming theological education is not the accumulation of knowledge, but developing consciousness	Excellent teaching through innovative design Research based		

13:00 – 13:10	Delegates move to the Main Hall for Keynote Address 2

13:10 – 13:50 Main Hall	Keynote Address **Teaching and learning excellence in an age of uncertainty**
	Dr Kasturi Behari-Leak Chairperson: Higher Education Learning and Teaching Association of Southern Africa (HELTASA)
	Thanked by: **Dr Esmarie Strydom**, CTL Directorate: Specialised Project and Research
13:50 – 14:00	Closing Address & Conference Thank you
	Prof. Willem J. van Vollenhoven, Chief Director: Centre for Teaching and Learning (CTL)
14:00 – 14:30	LUNCH

ABSTRACTS: PRESENTATIONS

Excellent teaching through innovative design

Name: Dr Yolande Heymans
Campus: Potchefstroom Campus
Type of presentation: Best practice

Abstract title: Team-based Learning to facilitate student learning. One year later…

Since 2010, the Faculty of Health Sciences at the North-West University included a compulsory module "Understanding the world of health" into all second-year health curricula. This implies teaching more or less 1100 students from 13 different health disciplines over an 11-week period in two auditorium-style lecture theatres.

Achieving the module's aim to develop a critical mindset by exposing students to diverse disciplinary views and to foster interprofessional peer-learning and collaboration within this context, pose unique challenges. Kayingo and McCoy Hass, 2018:3 argue that the complexity of the rapidly evolving health care landscape requires educators to critically reflect on how they prepare their students as health professionals to enter the health care environment in an ace of uncertainty.

Student feedback over the period for 2017 to 2018 guided our critical reflection and methodological redesign. In this ongoing SoTL research, we aim to satisfy our curiosity to the question: To what extent will the use of Team-based Learning (TBL) enhance student engagement and optimise interprofessional peer-learning and collaboration in a large-class setting to better prepare our students as future health professionals?

Anchored in a constructivist-interpretivist paradigm with a mixed-method approach as the strategy of inquiry, the research population comprises of voluntary second-year health

students and lecturers responsible for teaching the module. Data collection instruments include a questionnaire, LMS tools, focus group interviews and a reflection activity. Tesch's (1990) approach will guide the thematic analysis and for quantitative research, a descriptive design will be used.

To reduce the vulnerability of the students as a captive audience, data analysis will only commence when the lecturers (as researchers) have no further role to play regarding the teaching and assessment of the students. However, delegates interested in innovative teaching practices such as TBL, methodological redesign, student engagement, peer-learning and collaboration in a large-class setting will find this session valuable, as it provides both a scientific and practical perspective on a methodological redesign.

Name: Dr Mzuyanda Christian
Campus: Mafikeng Campus
Type of presentation: Research-based

Abstract title: Large classes in the higher education sector: A problem or opportunity?

Large class size is a reality for many who teach at higher education institutions in developing nations. As a developing nation, South Africa is no exception and has its own fair share of this problem at the tertiary level. The sight of large classes at the tertiary level is appalling and a headache to teachers at that level. The purpose of this study was to provide views of both lecturers and students on large class size, and how it affects teaching and learning at the North-West University, Mafikeng Campus. A cross-sectional survey was adopted to identify the problems and opportunities of

large classes. Using a questionnaire and observations, 30 lecturers and 300 students from different departments were interviewed. A stratified random sampling method was used to select students, while purposive and random sampling techniques were used to select heads of departments and lecturers. Some of the key findings of the study are that lecturers disagreed with the view that large class size affects the quality of their teaching. They also disagreed with the assertion that large class size makes assessment of students difficult. The students, on the other hand, agreed that large class size does not afford lecturers an opportunity to pay attention to weaker students and do remedial teaching. Therefore, the study recommends that the university make use of online teaching methods available for students.

Name: Prof Alfred Brunsdon
Campus: Mafikeng Campus
Type of presentation: Best practice

Abstract title: The ITEA journey as creative and safe space for cultivating teaching and learning excellence in an age of uncertainty

In this presentation, one of the 2018 DTEA recipients reflects on the ITEA process as a creative and safe space for cultivating teaching and learning excellence in an age of uncertainty. Often perceived by lecturers only as an institutional hurdle on the way to promotion, the paper argues that the ITEA process is in fact much more. By deconstructing the ITEA process through a reflection on his personal journey, the presenter narrates why he experienced the process as a creative and safe space to engage anew with teaching and learning in the current academic climate of uncertainty and new challenges. Aspects such a teachable spirit, exploring different pedagogies, experimentation with alternative modes of presentation, engaging students within a changing context, sensitivity about current issues in curriculum formation, linking teaching and learning with one's research focus, and the

value of peer mentorship are discussed. This presentation should be of interest to lectures currently embarking on the ITEA journey and aims to motivate participants to embrace the ITEA process as a creative and safe space for cultivating teaching and learning excellence in the current climate of change.

Name: Prof Christo van der Westhuizen and Prof Elsa Mentz
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: Design optimal social and cognitive presences with cooperative learning elements in an online self-directed learning environment

In online self-directed learning environments, it is essential to design a well thought-through community of inquiry with balanced social, teaching, and cognitive presences for optimal learning goal achievement. Literature shows that a high online cognitive presence is ideal for the successful achievement of such learning goals. Furthermore, research also indicates that a higher social presence will accomplish a higher cognitive presence. We feel that the implementation of cooperative learning principles in an online learning environment will inevitably stimulate both online social and cognitive presences. For effective cooperative learning to take place, students should have a collaborative workspace in which they can communicate freely, promote each other's learning, and create a feeling of responsibility towardsthe group. When implementing cooperative learning in an online learning environment, it is necessary to plan the inclusion of the five basic elements of cooperative learning to establish and promote an interactive online social presence. One of the main challenges in an online learning environment is to ensure that all students participate equally in terms of goal achievement, and in the process, communicate effectively to assist each other. In this research, students are engaged in an online problem-

based learning activity in geography education, which is also a good example of a self-directed learning environment. We integrate the elements of cooperative learning while engaging in a group work activity on Google Docs, managed within the university's learning management system (LMS). We analysed their online communications to determine how effective they were in executing their various cooperative learning roles while collectively solving the problem. At the same time, we need to determine if Google Docs assisted the students to work interactively, promoted effective communication via the comments facility of the document, and gave an indication of each group member's contribution to goal achievement. Both qualitative and quantitative data were used, as well as evaluations of students' cooperative roles. Preliminary findings indicate overwhelming positive results from students.

Name: Ms Vanessa Olivier
Campus: Potchefstroom Campus
Type of presentation: Best practice

Abstract title: Building a lecturer-LMS designer relationship: lessons learned from an e-learning course on the psychosocial aspects of end-of-life and bereavement counselling

The School of Psychosocial Health at the North-West University (NWU) introduced and piloted an e-learning course, Psychosocial Interventions in End-of-life Bereavement Care, during 2017. The nature of end-of-life and bereavement counselling is a complex intervention and it was uncertain whether it would be possible to present such contents in an e-learning format. In this paper, an account of the lecturer-LMS designer relationship will be shared. Aspects such as the collaborative design and development process, and the teaching and learning using the learning management system (LMS) will be introduced, discussed, and critically evaluated. It is proposed that the concerns

surrounding the design, development, and teaching of e-learning courses can be alleviated if proper attention is given to fostering a collegial and collaborative work environment. The Community of Inquiry (CoI) framework was used as a point of departure to inform the collaborative design process between the lecturer and the LMS designer. During the design and development phases, particular attention was given to supporting and developing interpersonal relationships through the use of online communication channels such as the LMS, emails and web conferencing. Through the use of these online communication tools, opportunities were provided for the lecturer and LMS designer to experience one another's worlds. The LMS designer would engage in online teaching; providing the lecturer with training and resources geared toward online pedagogy. The lecturer as the technologist would, in turn, explore the learning technology in relation to the purpose of the course. This familiarity with the newly adopted identities carries over into the implementation phase of the course. The paper is concluded with a critical evaluation of the process, content, and outcomes of the course. A number of recommendations from lessons learned will be made to inform and enhance the teaching and learning of similar future courses.

Name: Mr Bongani Thela
Campus: Mafikeng Campus
Type of presentation: Research-based

Abstract title: Integrating English literature in discipline specific content

Generally, many university graduates may attest to remembering prescribed texts of literature such as poetry that they read in their high school days, as opposed to content-based discipline specific textbooks. This is because content-based textbooks demand high levels of concentration for the comprehension of the content in the particular text. On the contrary, English literature allows students and lecturers

to explore issues relating to real events, which allows them to relate easily to the text. A study submitted for the degree Master of Arts brought forward evidence that playwrights and other artists of literature reflect real events in their work. Thus, this paper submits that it is easier for students and lecturers to remember texts of English literature that they read in previous years. Contrary to content-based texts such as scientific textbooks, these are usually not based on real issues like English literature is. "Motivation is essential to learning since it is the driving force for students to complete tasks that build knowledge," (Nguyen, 2008). Integrating art in specific disciplines may serve as motivation to learning. Therefore, this paper proposes the use of poetry and other arts such as drama and prose as models for teaching discipline-specific content with the aim to add value in teaching and learning.

Name: Ms Mianda Erasmus, Mr Xander Flemming, Ms Carmen Theron, and Mr Christiaan Bekker
Campus: Mafikeng Campus, Potchefstroom Campus, Vaal Triangle Campus
Type of presentation: Best practice

Abstract title: Braving large numbers: using technology to tap into your mind

There is an increasing demand on institutions of higher education to accept more students. Movements like #feesmustfall added even more pressure. These growing student numbers become a challenge for lecturers in classes. In the module Introduction to Psychology, we have around 2600 first-year students across three campuses. How do we foster academic success, stimulate self-directed learning, and stay student-centred? How do we provide meaningful learning opportunities to diverse students from different backgrounds? There is no simple answer. Compromising quality education is not an option. This paper presents a possible solution. We found that the silver lining of the dark "crowd" was nestled in technology. Apart

from our existing blended learning approach, we received the opportunity to put a specific digital solution to the test. MindTap offers students an individualised and student-centred learning experience, assisting in developing critical thinking, self-directed learning, and application skills, which fit well within the needs of (mostly) tech-savvy millennials. The mobile app simplifies learning in different ways: your textbook is always available, easily accessible on your mobile device; you can effortlessly do a few activities while waiting in a queue or listen to a chapter while walking to class. Students are not prescribed which activities to do, but can focus on specific topics they struggle with, contributing to students taking more accountability for their own progress and academic results, and also instilling and developing graduate attributes. Preliminary feedback is insightful in terms of the advantages and disadvantages of using this technology –this will guide us in our future endeavours towards the continued improvement of quality education.

Name: Dr Manuela Fernandes-Martins and Ms Robyn Bunt
Campus: Vaal Triangle Campus
Type of presentation: Research-based

Abstract title: Integrating ICT tools during an induction programme: The impact on excellent teaching and learning

Induction is an activity aimed at enhancing academic staff as teachers, as part of the initial stage of their professional development at the NWU. The redesign of the induction programme affords new and part-time lecturers the opportunity to attend a campus programme focused on the design, development, and delivery of meaningful teaching and learning experiences for students, as well as the requirement of submitting a portfolio of evidence.

The induction programme is structured modelling a blended learning experience, that

is, online and contact. During the campus programme, lecturers are introduced to multiple ICT tools that are part of the blended experience. There are twelve themes within the programme and lecturers are introduced to seven carefully selected and embedded ICT tools.

"Teachers need specific professional development opportunities in order to increase their ability to use ICT for formative learning assessments, individualized instruction, accessing online resources, and for fostering student interaction and collaboration," (UNESCO, 2018). It was important for the developers of the new induction programme to determine whether or not the current ICT tools contribute to teaching and learning excellence. The proposed research aims are to determine: (i) whether or not the lecturers incorporated the ICT tools that were introduced to them into their classrooms; (ii) how the ICT tools enhanced their teaching; and (iii) how the tools enhanced their students' learning and engagement. The proposed qualitative study will determine the impact that the specific ICT tools had on increasing the lecturer's teaching and learning excellence, and whether or not those specific tools should continue to be introduced during the induction programme. A sample will be drawn from the attendance registers of the induction programme. A mixed-method approach will be followed, as surveys will be used to determine which tools the lecturers used in their classrooms, and interviews will be conducted to determine how the lecturers feel the tools assisted in improving their teaching and learning.

This paper will report whether or not, from the initial exposure to using ICTs, lecturers have incorporated ICT tools in the planning of their teaching at the NWU for the benefit of their students. It is expected for the results to illustrate that early introduction of ICTs at the start of the academic journey leads to lasting adoption in the HE classroom.

Name: Prof Hannes Knoetze
Campus: Mafikeng Campus
Type of presentation: Research-based

Abstract title: Transforming theological education is not the accumulation of knowledge, but developing consciousness

A missional, diaconal ecclesiology, as well as teaching and learning excellence, necessitated the transformation of theological education towards consciousness in an age of uncertainty. In this paper, we will attend to the discourse of transforming theological education, and define the concept of transforming, as well as ask the question: transforming towards what? In the discussion on transforming theological education, we need to be conscious of the different stakeholders, for instance the higher education institution, the church, the socio-economic context of the student, the "calling" of the student and the Trinitarian God. In this instance, we also need to be conscious of the factors that influence different and new understandings of theological education, such as decolonisation, globalisation and diversity in culture, religion, worldviews, theology and even Christianity. Within the South African context, it is true that the four remaining theological faculties at the Universities of Pretoria, the North-West University, the University of the Free State and the University of Stellenbosch have in the past, and are still, in partnership with the mainline reformed (Afrikaans-speaking) churches. Currently, there is a new realisation that these faculties need to accommodate independent and Pentecostal churches if the Church wants to further influence South African society. Being conscious of our calling as the Faculty of Theology, we realise we are a servant in the Kingdom of God, and therefore we will have to attend to accessibility, decolonisation of our curriculum, and globalisation to address the needs of previously disadvantaged churches. It is along these lines that the paper argues that transforming theological education is not the accumulation of knowledge, but the development of consciousness.

Name: Ms Sonja van der Westhuizen and Prof C Nel
Campus: Potchefstroom Campus
Type of presentation: Best practice

Abstract title: Inclusive higher education classrooms – lecturer versus the student voice

The student population of the North-West University is by default diverse. Diversity within this institution no longer implies a "special situation" for which a "special solution" is required. It implies a learning environment where teaching should be designed to be equally accessible to all students. It also implies learning experiences tailored to accommodate the individual learning needs of as wide a range of students as possible. Within the context of diversity, a teaching to the masses approach in higher education alienates and marginalises students, since it neither anticipates nor acknowledges the diverse student voice. Such an approach to teaching fails to address and accommodate the learning needs of diverse individuals, and falls short of establishing a learning environment where each individual student has an equal opportunity for academic success. Furthermore, it fails to challenge the values and traditions of pre-1994 higher education.

A student's engagement, motivation to learn, and academic performance is influenced by his or her feelings of inclusion in the learning environment and learning experience. This paper proposes a teaching to the individuals approach that not only promotes inclusive higher education classrooms, but also equity among students by removing the barriers that impede student academic success. To establish inclusive higher education classrooms, the Universal Design for Learning Framework (as a means to establish flexible classrooms) and its principles (to tailor learning experiences that accommodate individual learning needs) will be illustrated and discussed by means of case studies.

Name: Dr Volition Montshiwa
Campus: Mafikeng Campus
Type of presentation: Research-based

Abstract title: A framework for students' advocacy of collaborative learning activities

The benefits of the use of collaborative learning activities in lectures across various disciplines are well- documented, but few studies have been done to evaluate the use of this method in terms of whether or not the students find it effective and whether or not they would advocate for its usage in other modules. As such, there was a need to construct a framework for lectures where collaborative learning activities are not yet adopted.

This study evaluated the effectiveness of collaborative learning activities based on students' perceptions and sought to develop a framework for students' advocacy for this approach in their other modules where it is not yet adopted. By understanding the variables which can lead the students to advocate the use of collaborative learning activities, other lecturers can be encouraged to adopt this novel teaching and learning approach, thus assisting them with moving from the lecturer-centred approach to ensure that students are actively involved in their learning.

The study used the data collected from 69 students studying towards a degree in Business Statistics or Operations Research at the NWU (Mafikeng Campus). Collaborative learning activities considered in this study were the jigsaw activity, the pop-the-balloon activity, working in pairs, and the non-collaborative learning approach using traditional group work. Pie charts, a two-stage cluster analysis, Spearman's rank correlation coefficient, and structural equation modelling were used to analyse the data.

The results of the study revealed that collaborative learning activities are effective in giving the students a feeling of engagement, confidence and active participation. These activities grant students a feeling of ownership

of their learning, they enhance skills acquisition and development, and also promotes teamwork as well as students' competency in the module. The results also showed some relationships between the ownership of one's learning, skills acquisition and development, feeling of independence, feeling of engagement, teamwork and competency in the module, the effectiveness of collaborative learning activities in general, and the students' advocacy for the use of this approach. Based on these relationships, a framework for the students' advocacy of collaborative learning activities in other modules was developed and validated.

Name: Dr Jannie Jacobsz
Campus: Potchefstroom Campus
Type of presentation: Best practice

Abstract title: Towards postgraduate success – the doctoral student voice

This paper is intended to stimulate thinking and promote discussion about the nature and purpose of the doctoral student voice. The practices of the NWU are analysed within the context of a highly competitive national and international university environment. Universities in South Africa do not produce enough doctoral graduates in relation to the population figures of the country, and as reflected in the news, universities are routinely blamed (mostly by politicians) for this. This blame game cannot prevail. This calls for transformative rethinking of university practices.

Students enrol for doctoral studies for various reasons. For some, the university, the campus or the supervisor they end up with was not their first choice, while some enrol mainly to obtain a title. Immediately upon completion of a master's programme, many are allowed to enrol for a doctorate, yet they possess very limited life skills and no experience of the world of work. Admission requirements for doctoral programmes vary significantly between

faculties, campuses, schools, research entities and other centres and/or units in the University.

Some programmes require much rigour in terms of admission requirements, such as language, academic literacy, and basic research aptitude tests. Screening practices of candidates are randomly implemented before acceptance for registration. This implies that the possession of a master's degree neither ensures access; nor guarantees success. Rigorous screening processes are supposed to ensure that doctoral candidates do have the ability to successfully graduate. Poor progress by doctoral students sometimes creates the impression that students are not selected in a sound manner or that supervisors are unable to provide proper supervision.

The CHE is planning a review of doctoral programmes in South African universities. The draft criteria or standards are available. It is argued that the student voice is to be carefully considered in support of this review agenda. Some considerations should be reflected on despite a highly volatile, complex and bureaucratic environment.

Developing graduate attributes through excellent teaching and learning

Name: Prof Gerda Reitsma
Campus: Potchefstroom Campus
Type of presentation: Best practice

Abstract title: Searching for a place in the sun – SoTL's journey in Health

In this presentation, I will share with you our experience of establishing a Centre for Health Professions Education in the Faculty of Health Sciences at the NWU, and the impact it has had on teaching-learning and research in the faculty. Medical and health science lecturers are appointed for their disciplinary specialisation and research expertise; however, little attention is given to the teaching part of their work as an academic. Until recently, academics were promoted and acknowledged for their research output, and the quality of their teaching was seldom a concern. The changing higher education environment (especially in South Africa) required faculties to rethink their teaching and learning in order to provide training that will deliver students with the necessary competencies and attributes to cope with the demands of the world of work. However, academics find it difficult to spend more time on teaching related projects when the pressure for research outputs are so high. Traditionally, teaching is also not considered as a professional job, as the perception is that anybody with a postgraduate qualification can teach. The situation will not change unless there is adequate support, valuable incentives, and other motivational and strategic factors to drive this change. The Faculty of Health Sciences embarked on a strategic journey to drive quality teaching and learning in all their programmes. In this presentation, I will share the challenges and victories on that journey. Factors that contributed to the success in finding a place in the sun for teaching and learning in a research driven environment will be shared.

Name: Dr Carolina Botha and Prof Welma Lubbe
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: Using reflective practice as a tool for (re)conceptualizing a teaching philosophy

This paper aims to accentuate the value of reflective practices in the lived experience and professional development of a teacher. The author explores various dimensions of their reflective practice through a critical evaluation of their own teaching and learning philosophy and a dissemination of various teaching and assessment strategies. Dewey (1933) first raised awareness about reflective practice in education by defining it as an "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends [...]" A process of reflection therefore requires that educators in tertiary education consciously revisit and examine their expectations and experiences in order to identify successful strategies, reflect upon challenges, and adapt and evolve their practice, which will allow a process of continuous learning and growth. The continuous (re)creation of a scholarship of teaching and learning that is built upon a dynamic and relevant teaching and learning philosophy needs to be preceded by a great amount of research, self-study, and reflection. This will result in the conceptualisation of a teaching and learning philosophy that not only resonates with pedagogical and methodological viewpoints and encapsulates ontological and epistemological situatedness, but is also aligned with national and institutional aims and requirements. This research into the dimensions of reflective practice and the subsequent critical evaluation of a teaching and learning philosophy were therefore designed around LaBoskey's five characteristics of self-study (2004), namely: it is self-initiated and focused, it is improvement-aimed, it is interactive, it includes multiple,

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mainly qualitative methods, and it defines validity as a validation process based in trustworthiness. This process included various qualitative methods such as document analysis, questionnaires in the form of student evaluation, journaling, and peer discussions, and it hopes to contribute to the discourse on the relevant and effective teachers in higher education.

Name: Ms Linda Redelinghuys and Prof. Lynette Drevin
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: Work Integrated Learning (WIL): Perspectives of management and students on the graduate attributes of IT students

Graduate attributes are addressed in the NWU Teaching and Learning Strategy document and are highlighted as important factors to take into account for Teaching and Learning at the NWU. In this project the graduate attributes of IT (Information Technology) students in the System Analysis and Design module were investigated during a Work-integrated Learning (WIL) activity. This project's purpose was to evaluate the graduate attributes during this WIL activity according to the perceptions of both students and employers or managers of companies where they worked.

A previous paper, The Case of Second-year IT students on a Work-integrated Learning activity in the System Analysis and Design module was done in 2016. Data to determine the experience of IT students during this activity has been collected for the past four years. The purpose of this paper is to present the results of the evaluation of the graduate attributes of IT students involved in the WIL activity. During the past two years, data to determine the experience of managers regarding graduate attributes of students involved in this activity was also collected including students' level

of skills and work-readiness. The various perspectives of both managers and students were analysed for this study.

An empirical study consisting of two parts was conducted. The first part of the survey made use of an electronic questionnaire and was conducted among the involved second year NWU students to get feedback on their experience regarding the WIL activity. The second part of the survey also made use of an electronic questionnaire and was conducted among the employers or managers where the students worked in order to get their perspectives and feedback regarding graduate attributes of the involved students. Data that specifically describe the graduate attributes including level of skills and work-readiness of students, was analysed. During the study all graduate attributes were investigated separately, without grouping the attributes into factors. Statistical analysis was done to get descriptive statistics and certain inferential statistics were obtained such as T-tests and correlations. Qualitative data on the awareness of the environment and how the students reflected on their experiences was also analysed using content analysis.

Results of the project over the past two years showed the perspectives of managers of the companies where students worked versus the students' perspectives on the graduate attributes. The graduate attributes of students were rated higher by the managers than by the students themselves. The two most important skills that the students learned during their WIL activity were communication and practical IT skills. According to the involved students the two most important aspects that they need to change to be successful in their careers were self-confidence and awareness (including reflection on their environment and work experience). These skills relate closely to the graduate attributes identified in the NWU Teaching and Learning Strategy document.

Name: Ms Marianne Mathee
Campus: Mafikeng Campus
Type of presentation: Research-based

Abstract title: Visual literacy as crucial component of multi-literacies in Education 4.0

When thinking about literacy, "Reading, Writing, and Arithmetic" as the key determiners for being regarded as literate come to mind. However, the variety of literacies in the twenty-first century is growing rapidly: digital media literacies, multimodal literacies, digital literacy and even social media literacies, to name but a few. This paper, however, wants to focus on visual literacy. Some may not even have considered this literacy; others simply assume that the culturally, linguistically, and socially diverse student body at institutions of learning are visually literate due to the fact that they grew up in a visual era. But are they? And moreover, do visually inclined students possess the necessary visual literacy skills to support them in the era of the Fourth Industrial Revolution and beyond? Worldwide, and also at the NWU, teaching and learning is moving into the multimodal digital sphere, emphasising the importance of visual attributes of teaching and learning resources. The proposed research aims to determine: i) what visual literacy in a higher education setting actually means; ii) what visual literacy skills students need; iii) the visual literacy skills students possess; and iv) how the visual literacy skills of students can be developed through multimodal mobile interventions. The initial phase of the study, on which this paper will report, was to determine (through a systematic literature review)the position of visual literacy in higher education worldwide, as well as which visual literacy skills are regarded as necessary for twenty-first century students. Important insights gained from the literature review are the challenge to clearly define visual literacy, the strong evidence from research that a variety of visual literacy should be taught as they do not develop naturally, and finally, that there is a strong suggestion from the results of relevant research that critical thinking skills can

be developed through the teaching of visual literacy.

Name: Prof Lynette Drevin
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: Dark side of technology: Awareness of IT students

Many studies emphasize the benefits of using technology in our daily lives. Despite people's increased use of technology, specifically information technology, there are insufficient educational efforts made regarding informing users of the dark side of technology. Background: The dark side of technology entails all the negative side-effects of this technology, such as plagiarism, information security threats or technostress. In this presentation, some of the main negative impacts that technology can have, are addressed. It is seen that some of these issues correlate with gradute attributes that need to be developed at university level.

Literature reviews were done on the dark side of technology search terms. The survey conducted in this project used an electronic questionnaire and observation sessions in two first-year student classes. The sample size of the respondents for the questionnaire was 80 first-year students and the sample size of the observations was 62 first-year students. Basic statistical tests have been conducted to ensure the validity of the data, along with its accuracy and reliability. Cronbach's Alpha coefficient was used to validate the factors. The questionnaire consisted of a demographics section with five questions, a technology device usage in daily-life section with five questions, a technology use in education section with seven questions, two perception questions, three knowledge questions, three behavior questions and two previous experience of the dark side of technology questions. The questions were split into three major categories of "Perception",

"Knowledge", and "Behavior". There was an additional question asking the respondents about how well they think they know the dark side of technology in order to get an indication of how well students thought they knew the dark side of technology.

After analyzing the data, it was seen that the students lacked adequate knowledge regarding the dark side of technology. With this information in mind, a mobile app to educate users was developed, using the data extracted from the survey and the literature study.The fact that some students are not adequately educated about the dark side of technology can imply that there is a possibility that information technology users may become victims of cyber-crimes, e.g. internet scams. In educating the students regarding these matters and raising awareness graduate attributes such as "responsible and engaged members of society" and others are addressed.

Name: Mr Zander Janse van Rensburg and Ms Mariëtte Fourie
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: The gathering haze of plagiarism

Teaching and learning excellence in an age of uncertainty culminates a nebulous understanding of plagiarism amongst academic audiences. Plagiarism continues to be one of the most elusive challenges in the higher education sector. Teachers, even though warnings are spelled out, still find students plagiarising in their classrooms. On the other hand, students demonstrate nearly flawless understanding of the concept. They recite hammered-in definitions and eloquently defend their ethical standing against these practices. Yet students and teachers alike, keep on plagiarising. There seems to be a critical point of confusion, because teachers and students still desperately seek guidance on avoiding

plagiarism. For this reason, research pertaining various forms of academic misconduct, specifically plagiarism, has reoriented its approach. Now researchers are attempting to clarify the roles students and teachers play in this context. Moving beyond foundational research, which describes various behavioural elements regarding plagiarism, researchers are now extending their scope to include the notion that teaching and learning practices, and effective curriculum design, can act as a catalyst for academic integrity. Research further suggests that academic integrity is vastly complicated and can only be achieved with an amalgamation of various holistic teaching and learning practices. Evidence produced by selected sources identify some of the most pertinent factors: challenges pertaining to the teaching of citation and referencing (Gravett & Kinchin, 2018; Hyland, 1999); transference of research and writing skills (Margolin & Hayden, 2015); challenges regarding perceptions and beliefs about textual appropriation and source use amongst both students and teachers (Polio & Shi, 2012); and poorly defined academic integrity policies with little evidence of monitoring and review (Glendinning, 2014). Our research envisions a conceptual framework that will act as a proposed foundation in which teachers can succeed in teaching metacognitive skills instrumental for academic integrity.

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Name: Mr Johannes Jordaan
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: Developing graduate attributes through service-learning projects

An MBA operations management class was introduced to service-learning by making their group assignment (that counted 50% of their participation mark) a service-learning project, where each study group had to select a community organisation and apply their learning in the organisation. The projects were graded by: (i) weekly progress reports submitted as a four-slide PowerPoint show; (ii) a peer-graded class presentation at the end of the semester; and (iii) a portfolio of evidence. Research design: the success of the project was evaluated through a mixed method, employing an ANOVA and t-test to gauge subject learning that ensued, and development of selected generic skills during the semester. This was triangulated by qualitative content analysis of reflection reports submitted during and after the semester.

There was overwhelming evidence that subject learning did take place, although the service-learning project did not contribute to the subject learning as much as other activities did. However, the development of teamwork skills, communication skills, problem-solving skills, and cultural awareness skills through the service-learning project was profound. For each of the skills, a mechanism was constructed through the qualitative analysis to explain how service-learning contributes to the development of the specific skill. Service-learning, if the project is well designed, is a simple way of developing graduate attributes. The skill that developed most through the service-learning project was teamwork skills, but significant development was recorded for the other skills that were measured. Additionally, participants reported the experience as eye opening, having an impact in their personal and work lives, and as a life-changing experience.

Excellent teaching through innovative design

Name: Dr Marieta Jansen van Vuuren
Campus: Vaal Triangle Campus
Type of presentation: Best practice

Abstract title: Institutional change as a driver for faculty adoption of technologies in higher education institutions: A case of streaming and other technologies

At the North-West University (NWU), information and communication technologies (ICTs) play a vital role in ensuring that the institution adapts to the trends in higher education globally, and adheres to the transformation imperatives stated in the White Paper on Higher Education and Training (DHET, 2013). Even though ICTs can improve or enhance day-to-day operations, administration, and the quality of teaching and learning at universities, new and more innovative tools are continuously being developed, which make it difficult for university IT departments to stay abreast of these changes, and for faculty members to adopt. The Readiness for Technology Adoption Framework indicates that institutions have to pay attention to: (i) technology readiness (deal with the issue of longevity of ICTs); (ii) organisational readiness (adhere to the contingency plan for provision of hardware and software); (iii) project readiness (subsidise ICT related projects); and (iv) motivational readiness (develop the faculty to integrate ICTs effectively for teaching and learning). The NMC Horizon Report for 2017 also highlights that significant challenges are hampering technology adoption in universities worldwide, and that it is challenging for academics to "stay organised and current" in a world where "educational needs, software, and devices advance at a strenuous rate". The research question is if at NWU, there are units that have the project readiness, faculties express the motivational readiness to integrate a variety of technology-based tools, collaborative teaching with colleagues online occurs, and livestream contact sessions happen. However, in terms of the institutional IT structure, there is still a slow movement towards organisational and technological readiness to ensure that this can be executed seamlessly across three sites of delivery to all. This project, which tested video recording and the possibility of livestreaming across campuses with the use of the Padcaster equipment (a portable solution to record and/or livestream lessons or events), affirmed the possible motivational readiness of faculties to adopt ICTs for teaching and learning. This poster will provide the platform for the discussion: how can institutions be better prepared to support and prepare faculties, staff, and students to not only accept, but embrace change, even when it seems disruptive?

Name: Ms Veruschka Pelser-Carstens
Campus: Vaal Triangle Campus
Type of presentation: Research-based

Abstract title: Liike: The design and development of a table top serious game for accountancy students

Professional bodies regulating training for accountancy students put forward that graduates lack pervasive skills in the workplace. It is evinced that there is a gap between the classroom and the boardroom. The professional bodies call for lecturers to aid with the development of students' pervasive skills. Moreover, a growing body of literature on undergraduate teaching and learning indicates that lecturers should constantly amend their teaching practices and pedagogical framework to include teaching and learning of pervasive skills. Equipping students with pervasive

Excellent teaching through innovative design

skills to complement their technical skills can ensure that graduates are able to deal with the demands of a competitive and complex business environment. Teaching and learning research across disciplines suggests that the use of games in the classrooms can fill the need gap. A tabletop serious game called Liike has been developed for undergraduate accountancy students to not only address the skills they require in the workplace, but also to give the students an opportunity to apply theoretical concepts learned across different subjects. This paper presents the detail of the design and development process of Liike. Key design factors for creating meaningful opportunities for learning with tabletop games are outlined. Ultimately, the key characteristics that informed the design of Liike are presented as lessons learned.

Name: Dr Esmarie Strydom and Dr Annelize Cronjé†
Campus: Vaal Triangle Campus
Type of presentation: Best practice

Abstract title: Facilitating the academic developer's voice in the development of a faculty-directed model

Academic developers are often subjected to institutional changes and need to be responsive to institutional, academic staff and student's needs. In a recent major restructuring process, the Centre for Teaching and Learning (CTL) was once again subjected to change. In order to include the voice of the developers and academics in a faculty-directed model for academic development and support, an inclusive consultative approach was followed, which was in line with the organisational culture. The development process was guided by behaviours congruent with ethics, trust, care, robust engagement, teamwork at leadership level, valuing diversity, and transformation.

The activity systems theory was selected as the theoretical framework. The academic developers investigated current faculty approaches, practices and teaching challenges experienced. Themes were identified by analysing the data using manual coding. A creativity activity to spark new ideas and rendered innovative thoughts were categorised in themes. This was followed by a literature search and main ideas that emerged were noted. Five models of professional development were identified, namely the grass roots model, a faculty led model, a top-down strategic approach, a community-building model, and a research-based model. The process followed to develop the faculty-directed model created space for the academic developer's voice by establishing values within an ethics of care approach; it engaged and enabled the academic developer in the process of developing a model; and ensured active engagement in the implementation of the model.

The faculty-directed model is based on the following six principles: i) faculty-directed; ii) collaboration with all strategic partners; iii) community-building based on a shared CTL and faculty vision; iv) research-based; v) strategically driven by NWU policies, the NWU Teaching and Learning Framework and faculty plans; and vi) fundamental academic development of academics and students.

The faculty-directed model was implemented from January 2019.

Breaking the silence: The student voice

Name: Dr Merna Meyer
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: The ART of becoming (P)ART: Part iii

The lack of leadership in South African classrooms and its spiralling effects on our education system necessitates a rethinking of the roles which the educator needs to play to catalyse change. This is important, since the way in which teachers interpret their roles and embody their professional identities, affects their resilience and efficacy, innovation and professional development, and critically – in a time of student protests and calls for educational transformation – the ability and willingness to cope with educational change. I believe that novice teachers need to acquire a professional identity consisting of personal experiences and embedded values (self-image, self-efficacy, and being in the world) and link it to their professional roles (as artists, researchers, and teachers) in order to become participatory and engaged citizens. With this poster presentation, I want to demonstrate how art students engaged with their roles as artists, researchers, and teachers, as well as how they developed a socially engaged professional framework. These posters will thus not only show my input, but also their output as novice professionals with a vision to become socially engaged teachers in their careers. Understanding various learning platforms could help to look at art through different lenses and consider the multiple contexts of others in order to reimagine new sites of learning and engagement. The ART of becoming (P)ART becomes pivotal in the training of art student teachers.

Developing graduate attributes through excellent teaching and learning

Name: Prof Sanette Brits
Campus: Potchefstroom Campus
Type of presentation: Best practice

Abstract title: Homo Ludens and the development of graduate attributes

When the word play is mentioned, images of toddlers having fun, people participating in sport or playing computer games come to mind. Various reports indicate that formal schooling shifts the emphasis from play to predominantly performance and grades (Nørgard et al., 2017). Is there a place for playful learning in higher education and can this element contribute to graduate attribute development?

While research regarding play among toddlers is numerous, research into playful learning among adults is limited (Whitton & Langan, 2018). Gameful approaches in higher education have increased in popularity over the last number of years; specifically with an increase in the use of technology in education (Grimley et al., 2011). However, not all playful learning, needs technology. Against the above background, examples using playful learning in a physiology context, will be presented and discussed.

In order to facilitate active engagement with the functions of numerous organelles found in the animal cell, students have to write a scientifically convincing Valentine's letter to their favourite cell organelle. Histology of the integumentary system is modelled by an edible cake, representing the different layers of the skin. The winning team of this time-restricted challenge is awarded the title of master anatomist. "Escape room" experiences explore knowledge application at the end of a module.

Limitations to playful learning do exist, for example, with regard to peoples' personalities, content and context. But playful learning can create safe learning environments where communication, team work, conflict, failure, risk management, problem solving and

reflection mimics real-life situations of future workplaces. It can be a valuable stimulus in the development of especially group related skills and graduate attributes needed in the twenty-first century (Chi Zhang et al., 2018).

Name: Ms Cornelia Schreck
Campus: Potchefstroom Campus
Type of presentation: Research-based

Abstract title: Experiential learning: the path to employability for recreation graduates

Current research highlights the unemployability of recreation graduates due to a lack of the necessary skills and competencies expected of entry-level recreation professionals. This, together with the diversity of the career field and the need for graduates to be more entrepreneurial, creates a challenge for recreation educators. Experiential learning as a pedagogical approach may provide the learning environment that recreation students need to develop the necessary skills and competencies. An adapted Twin-Cycle Experiential Learning Model (TCELM) was applied in a final-year recreation module at a higher education institution. A holistic single-case case study design that employs a convergent parallel mixed method, pre-post-test design, was used to determine the effectiveness of this model. The Review of Personal Effectiveness and Locus of Control (ROPELOC) questionnaire and a self-report competency assessment survey were completed at the beginning and end of the semester. Student reflections during the semester, and focus group interviews at the end of the semester, were included. Data was analysed using descriptive statistics and inductive coding. Most of the measured graduate attributes improved significantly during the semester. Knowledge of the profession, personal qualities, leadership skills, and communication skills were the graduate attributes that improved statistically

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significantly, and were mentioned the most by the participants as improved. This research established that experiential learning does lead to the improvement of graduate attributes, however, students' preference regarding teaching and learning also influenced the learning. When making use of an experiential learning-teaching model, attention should be given to the workload expected of the students and how group work is structured.

Name: Dr Omolola Fayemi
Campus: Mafikeng Campus
Type of presentation: Best practice

Abstract title: Building positive attitude for an altitude teaching and learning

Building can be regarded as a structure or edifice in a particular place in time and occupies its own space. Building quality and significance can be measured by the materials it's made of. This study centered on the building of attitude in learners and teachers to foster a quality process in teaching and learning. Attitude, therefore, is not automatic – whether positive or negative. The attitude of both the student and the teacher can play a huge role in the learning process, and also predict the quality of graduates produced at the end of the process. Therefore, encouraging positive attitudes in students and teachers is crucial in teaching and learning. The study analysed the components of attitude (cognitive, affective, and behavioural components) with respect to teaching and learning in an analytical chemistry class.

In the study, it was discovered that all the components of attitude are needed for both students and teachers. The quality of knowledge received by learners can influence their attitude towards a module. For analytical chemistry, a well-structured and articulated lecture will change negative mindsets of learners toward the lecturer and the module itself. Acting in a very refined manner will,

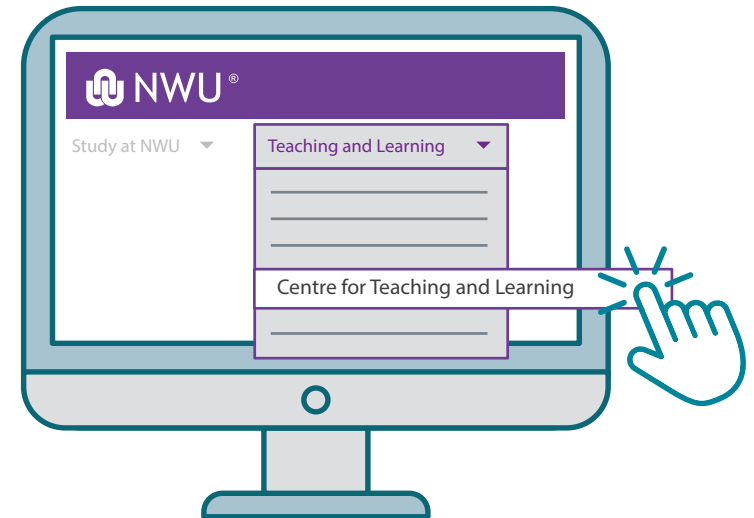therefore, encourage productive learning, as opposed to learning simply to pass (as is the case may for most students). Learners with 60% affective, cognitive, and behavioural components of attitude are seen to remain positive and productive in teaching and learning, and also after becoming a graduate. Teachers with about 80% affective, cognitive, and behavioural components of attitude can see much improvement in their teaching experience, and also be proud of moulding life for better societal growth in the future.

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