

TABLE OF CONTENTS

PAGE 1	Purpose and themes of the Teaching and Learning Conference 2018
PAGE 2	Prof Robert Balfour: NWU Welcome note
PAGE 3	Prof Willem van Vollenhoven: CTL Welcome note
PAGE 4	Conference Team
PAGE 5	Dr Wayne Mackintosh: Opening Address
PAGE 7	Dr Tony Mays: Pre-Conference Workshop & Keynote Address
PAGE 9	Prof Paul Prinsloo: Keynote Address
PAGE 11	Ms Brenda Mallinson: Pre-Conference Workshop
PAGE 13	Programme
PAGE 18	Abstracts

CONFERENCE THEME

Embracing Institutional Change: Responsiveness, Collaboration and Success

The purpose of the Teaching and Learning Conference 2018 is for academics across NWU to take part in active discussions and presentations on the theme, Embracing Institutional Change: Responsiveness, Collaboration and Success. Delegates are encouraged to participate in the four sub-themes throughout the conference: Student engagement and assessment for student success; curriculum transformation; technology-enhanced teaching and learning; and the role of the academic as university teacher.

"I request you to interrogate the way we do things at the NWU. Together we must decide what builds unity, excellence and social justice. We must build on what is good and have the courage to change what is not" Prof Robert Balfour, Deputy Vice-Chancellor: Teaching and Learning (2018).

Sub-theme Descriptions

Student Engagement and Assessment for Student Success

Student engagement can be influenced through careful curriculum design, including effective assessment opportunities. As institutions move towards greater blended or online deliveries, the importance of actively engaging students during the learning experience becomes prominent. Amongst others, employing appropriate and varying assessment for learning opportunities in order to enhance student success. We welcome paper presentations and best practice presentations that focus on, this sub-theme.

Curriculum Transformation

The Teaching and Learning Strategy of the North-West University 2016 – 2020 aims to engage a continuous, systematic process of curriculum transformation and

renewal in order to equip graduates with competencies, skills and values to be able to address the challenges of twenty-first century society. Curriculum renewal should be based on responsiveness to social contexts, epistemological diversity, a reconsidering of pedagogy and classroom practices, and an institutional culture of openness and critical reflection which will ensure that learning programmes are well designed and underpinned by a sound framework.

Academics as Higher Education Teachers

Widening access, globalisation, information technologies and the call for more accountability in Higher Education is challenging traditional ways of management and administration within an academic environment. Higher Education institutions are moving towards a more corporate and hierarchal management model with strategic goals such as academic alignment, marketisation of knowledge, transformation of teaching and learning, and quality assurance. We welcome academics and researchers to exchange and share experiences through paper and best practice presentations that focus on topics such as: collaboration within departments and campuses, programme / module alignment, mentorship, performance management practices, and professional development of academics as HE teachers.

Technology-enhanced Teaching and Learning

Shaping a new narrative: The transformative potential of digital technologies to enhance quality teaching learning processes and structures.

We welcome paper presentations and best practice presentations that focus on, but are not limited to the following topics: Communities of practice, open educational resources, computer supported collaborative learning, learning networks, open distance learning, co-teaching with technology, bring your own device, and self-directed learning.

NWU WELCOME NOTE

Professor Robert Balfour

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



Embracing Change: The NWU Curriculum Transformation Project; Focus, Scope and Implications for Teaching and Learning

North-West University remains singularly positioned as an anomalous institution in South Africa. It is both rural and urban; part of a metropolitan complex, and simultaneously and distinctly regional. It is a national university, but has an established international profile and Africa-footprint in the SADC region and beyond.

Its capacity to compete within the top 5 of South Africa's institutions, and to support learning so successfully (as demonstrated through its success and throughput rates) makes it a University of choice when it comes to providing a reputable undergraduate development and a distinctive research profile and trajectory. It is a post-colonial as well as post-Apartheid institution, and its histories of separate development continue to have far-reaching implications for the University as it aspires now to meet a commitment to social justice and equitable

access, as well as success. What is the NWU transformation project? How is this project focused as well as delimited? How does understanding its focus in terms of curriculum transformation and the imperative to decolonise the curriculum, help the University fulfil its role and mandate?

CTL WELCOME NOTE

Professor Willem van Vollenhoven

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



Embracing Institutional Change: Responsiveness, Collaboration and Success

In the process of moving towards a unitary institution of superior academic excellence, with a commitment to transformation and social justice, it is crucial for all academics to engage in the discourse about excelling in innovative teaching and learning practices. The global massification of Higher Education (Guri-Rosenblit, et al., 2007) became eminent also at the NWU and therefore it is our strategic vision to extend distance learning to approximate 25% of all courses offered at the NWU in all our Faculties within the next five years.

Distance learning will bring a diversification in our student population and it is our duty to ensure that all students at NWU enjoy positive and stimulating teaching experiences. It is imperative to the NWU that we deliver graduates that are ready for the challenges of the twenty-first century society. The demands of the twenty-first century society necessitate that the NWU equip graduates with competencies, skills and values to ensure transformation in the holistic South African society. Students should therefore be guided to become engaged participants in the process of constructing knowledge (Waghid, 2014) while becoming self-directed life-long learners (Lai, et al., 2011).

Curriculum design and a movement towards online course delivery will thus become pivotal

in achieving this strategic vision. In line with this, rigorous curriculum transformation should become the daily task and concern of every faculty and academic. The ever increasing scientific implementation of digital technologies will ensure transformation. The NWU thus needs to dynamically change the culture of teaching and learning to remain nationally competitive and internationally recognised. Digital technologies need to support and shape a pedagogy which is more participatory, personalised, flexible and inclusive. This changed pedagogy and the blending of informal and formal learning strategies will better prepare NWU students to become life-long learners and innovative creators in the knowledge society, thereby producing knowledge in a blended multi-modal or hybrid on-line system.

The fact that each delegate is participating in this conference and in the discourse, indicates their involvement in making this inevitable change a change which will create a culture of collaborative and inclusive teaching and learning. This will provide multi-modal education, known for its excellence in innovative teaching and learning and an outstanding student learning experience in all modes of educational delivery at the NWU. Your passion and commitment to teaching and learning excellence will steer the momentum of collaborative teaching and learning towards meaningful development at the NWU. I hope that this conference will inspire you to enthusiastically encourage the phenomenon of innovative teaching and learning.

CONFERENCE TEAM

T&L Conference 2018 Coordinator

Dr Jessica Pool

T&L Conference 2018 Programme Coordinator

Dr Manuela Fernandes-Martins

T&L Conference 2018 Pre-Conference Workshop Coordinator

Ms Yolani Geldenhuys

Bookings: Accommodation & Travel Arrangements

Ms Claire Young

CTL Organising Committee

Dr Jessica Pool

Dr Manuela Fernandes-Martins

Ms Yolani Geldenhuys

Ms Martie Mostert

Dr Verona Leendertz

Ms Robyn Bunt

Centre for Teaching and Learning (CTL)

Dr Esmarie Strydom

Director, Focus Area: Academic Professional Development

Dr Gerhard du Plessis

Director, Curriculum Design and Development Support

Prof Mamolahluwa Mokoena

Director, Student Academic Development and Support

Mr Rassie Louw

Manager, Teaching and Learning Environments



*Centre for Teaching
and Learning*



OPENING ADDRESS

Dr Wayne Mackintosh

Founding director of the OER Foundation and the UNESCO, Commonwealth of Learning and ICDE Chair in OER at Otago Polytechnic and the Foundation - Link: <http://www.oeconsortium.org/>



The OERu: From Vision to Reality

The OERu is succeeding in shifting the question from how to achieve a fiscally sustainable OER initiative to how will education in your institutions remain sustainable without OER? With the launch of the OERu 1st year of study, the network is demonstrating that the OERu is a low cost, low risk, but high impact innovation. The OERu envisions a world where all learners can have more affordable options to higher education. The Open Educational Resource universitas (OERu) is an international collaboration of universities, colleges and polytechnics spanning five regions of the world which provides free learning opportunities using courses based solely on Open Educational Resources (OER) with pathways to obtain university-level qualifications. The OERu offers a philanthropic alternative to the Massive Open Online Courses (MOOCs) startups.

This year, the OERu is launching a free 1st year of study leading to two exit qualifications. The Certificate of Higher Education Business (OERu), University of the Highlands and Islands and The Certificate of General Studies, Thompson Rivers University. The presentation will highlight how open design and open education practices are implemented by OERu to assemble open online courses available for remix and reuse across multiple delivery platforms and demonstrate how student mobility for credit transfer and course articulation has been resolved within the OERu

network. We will share insights into the open business model developed through regional consultations demonstrating how access to education can be achieved for under-served populations, without comprising the fiscal sustainability of the publicly funded tertiary sector.

With North West University being a founding partner of the OERu network, the presentation will explore opportunities for the University to widen access to educational opportunity in Southern Africa, further building on its leadership role in open and distance learning.

Biographical Note

Wayne Mackintosh is the founding director of the OER Foundation headquartered at Otago Polytechnic, New Zealand. He is coordinating the establishment of the OERu, an international innovation partnership which aims to widen access to more affordable education for all. Wayne holds the UNESCO / ICDE Chair in OER at Otago Polytechnic and serves as a member of the Board of Directors of the OER Foundation. He is a strategy innovator with a passion for open sourcing education.

PRE-CONFERENCE WORKSHOP & KEYNOTE ADDRESS

Dr Tony Mays

Manager: Unit for Distance Education
University of Pretoria (Groenkloof)



Curriculum Transformation: Taking Time to Design

Curriculum design and development involves a process of making decisions about what, how, where and when to teach, whom to involve in the decision-making process, and then being able to justify **why** certain decisions have been made. Despite more than 50 years of independence in most African countries, the *what* and *how* of teaching remain largely colonial in nature: we build curricula around textbooks published elsewhere or local textbooks that look like clones of textbooks published elsewhere. If we wish to transform curricula to reflect our unique local context and needs, while simultaneously ensuring that we retain a global perspective, we also need to take more time to design and be willing to revisit what we teach, how and why, and how we go about the process. Adopting a pragmatic, constructivist and transactional approach to curriculum transformation (which may seem contradictory), this presentation will argue that curriculum is a process and not an event or a product – open educational practices, informing open, distance and e-learning methods while making use of open educational resources provide perspectives and mechanisms for curriculum as a living and evolving conversation rather than a rigid prescription. Of course, we also need to meet the requirements for approval, accreditation and registration, so there is need to manage a tension between openness and closedness, between fluidity and structure, and between

institutionalized and personal learning needs and expectations.

Pre-Conference Workshop: This workshop will provide some examples of how these tensions have been addressed in curriculum design and development processes in South Africa, Nigeria and Kenya.

Keynote: This paper will provide some examples of how these tensions might be managed.

Biographical Note

Tony Mays is the Manager of the Unit for Distance Education, within the Faculty of Education, at the University of Pretoria. He has always played a consultant or support role rather than occupying an academic post. Nonetheless, he has 33 peer-reviewed publications, 41 conference presentations, has supervised 6 Masters students to completion and has externally examined 1 Masters and 1 Doctoral candidate. He is also author, co-author and/or editor of more than 190 learning resources, and reviews articles for a number of journals. He is past president, and current long-standing vice-president, of the National Association for Distance Education and Open Learning in South Africa (Nadeosa); Honorary Treasurer of the Distance Education

~ Notes ~

Association of Southern Africa (DEASA) and chair of the biennial conference on Distance Education and Teacher Training in Africa (DETA). He holds a DEd in Curriculum Studies from Unisa. Tony is on LinkedIn at <https://za.linkedin.com/in/tonyjohnmays> and can also be contacted at: tony.mays@up.ac.za.

Most Recent Publications

Mays, T. (2017). Mainstreaming use of Open Educational Resources (OER) in an African context. *Open Praxis*, 9(4), pp.387-401.

Mays, T. (2016). Designing and developing programmes in open, distance and e-learning. *Progressio: South African Journal for Open and Distance Learning Practice*, 38(2), 132-150. (published in 2017)

Segoe B. A., & Mays, T. (2017). Chapter 5: Media, educational resources and ICT in the teaching of Social Sciences in Wasserman, J. (Ed). *Teaching Social Sciences: Intermediate and Senior Phases* (pp. 111-142). Cape Town. Oxford University Press.

Mays, T. (2017). Teaching the teachers of teachers of teachers. In Aluko, F. R., & Mariaye, H. (Eds.) *"The Future we Want": Teacher Development for the Transformation of Education in Diverse African Contexts. Proceedings 20-24 July 2015, 6th biennial International Conference on Distance Education and Teachers' Training in Africa (DETA) Conference*, Mauritius Institute of Education, Réduit, Mauritius (pp. 1-17). Pretoria: DETA.

KEYNOTE ADDRESS

Professor Paul Prinsloo

Research Professor in Open Distance Learning (ODL)
College of Economic and Management Sciences
Department of Business Management
UNISA



Faculty as Quantified, Measured and Tired: The Lure of the Red Shoes

With the words, “There was once a little girl ...” Hans Christian Anderson started his tale of a girl... and her fascination with a pair of red shoes. The object of her desire soon turned into a nightmare as the red shoes acquired a life of their own and could not stop dancing. As a result of, and amid the seemingly mindless rituals of verification, obsession with reporting and perpetual cycles of restructuring and change, and increasing workloads; many academics are left breathless and demoralised (often for disparate reasons). Like the girl in Anderson’s fairy tale, there is no way to take off the red shoes and stop dancing. The band plays on...

Higher education is awash with notions like “innovation”, “excellence”, “student satisfaction”, “unity”, “ratings” and “rankings”, and of course, “change”... As faculty and staff, we are called upon to embrace institutional change as if change is always an unqualified good and, of course, painless. While there are very few (if any) academics, administrative and support staff in higher education who will dispute the fact that they *can* do things more effectively, do them differently and most probably also, do *different* things; we often underestimate the impact (and pain) these changes will have on not only *what* we do, but also on *who we are*.

This keynote will map some of the trends in international and South African higher education and reflect on how these changes impact on faculty identities, expertise and roles. Except for challenging the dominant narratives and rituals of perpetual verification and auditing, we also need to soberly and courageously assess how to engage with (if not necessarily embrace) changes in the higher education landscape. The fact that Anderson’s fairy tale ends in a combination of horror and salvation, may not be of much comfort. But at least we can take a good look at the red shoes, the exhilaration of the dance, the panic, the exhaustion and the cost of (not) wearing them...

Biographical Note

Paul Prinsloo is a Research Professor in Open and Distance Learning (ODL) in the College of Economic and Management Sciences, University of South Africa (Unisa). His academic background includes fields as diverse as theology, art history, business management, online learning, and religious studies. Paul is an established researcher and has published numerous articles in the fields of teaching and learning, student success in distance education contexts, learning analytics, and curriculum development. His current research focuses on the collection, analysis

~ Notes ~

and use of student data in learning analytics, graduate supervision and digital identity. Paul was born curious and in trouble. Nothing has changed since then. He blogs at <https://opendistanceteachingandlearning.wordpress.com/> and his Twitter alias is @14prinsp

Most Recent Publications

Archer, L., & Prinsloo, P. (2017). Some exploratory thoughts on *Openness* and an ethics of care. In D. Singh (Ed.). *Responsible leadership: Higher education* (pp. 273-286). New York, NY: Globalethics.net.

Maritz, J., & Prinsloo, P. (2016). Reconfiguring fractured and entangled career trajectories in doctoral education, in Magda Fourie-Malherbe (ed.), in *Postgraduate supervision: future focus for a knowledge society* (pp. 381-396). Stellenbosch, South Africa: SUN Media.

Prinsloo, P. (2018). What I heard and what I did not hear: Reflections on the World Conference on Online Learning, Toronto, 2017 (Junhong Xiao trans.). *Distance Education in China*, 2, 5-11. 10.13541/j.cnki.chinade.20180125.002

Prinsloo, P. (2018). Include us all! Directions for the adoption of learning analytics in the Global South: An *African* perspective. Digital Learning for Development (DL4D). Available at: <http://dl4d.org/portfolio-items/learning-analytics-for-the-global-south/>

PRE-CONFERENCE WORKSHOP

Ms Brenda Mallinson

OER Africa

Learning Technologies and OER Consultant



Academic Professional Development in a Digital Age: Exploring Aspects of Digital Fluency for Blended Teaching and Learning

The focus of this hands-on workshop is to explore certain topics from a Digital Fluency (DF) course to support blended/online teaching and learning within the higher education (HE) sector. This DF course was developed via a collaborative project involving OER Africa and the Open University of Tanzania (OUT) and was designed to enhance digital skills in relevant topics for educators to support their teaching and learning using technology. The notion of 'fluency' implies more than literacy - it seeks to promote a state where pedagogical purpose takes centre stage and digital/online technologies are used as tools without providing an inhibiting obstruction to the educator. The Digital Fluency online course comprises six modules addressing topics relevant to the academic practitioner. During the workshop, we will provide participants with the opportunity to explore any/all of 3 inter-related topics: Working with OER; Course Design and Development for Online Provision; and Academic Integrity in a Digital Age. This collection of OERs published under a Creative Commons license is available for any higher education institution wishing to download, deploy on Moodle or another learning management system, adapt for context, and reuse.

Biographical Note

Brenda is a Learning Technologies and OER consultant based in Johannesburg having accumulated 28 years' experience in the Higher Education (HE) sector. Relocating from the Department of Information Systems at Rhodes University, she then worked at Saide and OER Africa, engaging in HE learning technology and OER projects throughout sub-Saharan Africa. This work encompassed capacity building and knowledge transfer, course design and development for online provision, and strategy and policy development in these areas. Brenda continues to act as a consultant to these organisations among others. She also enjoys her continued appointment as non-resident Research Associate within the Dept of Info Sys at Rhodes. Over the past 10 years, she has authored over 16 peer-reviewed journal articles / book chapters, and 50+ conference presentations in the discipline of Learning Technologies and OER; she also is on the programme committee and review panel of several international conferences and publications.

The First Annual Teaching and Learning Conference 2018

Embracing Institutional Change: Responsiveness, Collaboration and Success

Pre-Conference Workshop Programme: 29 May 2018 (Tuesday)		
Time	Workshop	Venue
08:00 – 09:00	Registration and Refreshments	
09:00 – 12:00	Workshop 1: Curriculum Transformation: Taking Time to Design	Baobab
12:00 – 13:00	Lunch	
13:00 – 16:00	Workshop 2: Academic Professional Development in a Digital Age: Exploring Aspects of Digital Fluency for Blended Teaching and Learning	Baobab

Conference Programme Day 1: 30 May 2018 (Wednesday)	
07:45 – 08:30	Registration
	Main Hall
08:30 – 08:45	Official NWU Welcome
	<i>Embracing Change: The NWU Curriculum Transformation Project</i> Prof Robert Balfour , DVC: Teaching and Learning
08:45 – 09:00	Opening Event
09:00 – 09:30	Opening Address
09:30 – 09:40	Q&A
	<i>The OERu: From Vision to Reality</i> Dr Wayne Mackintosh , Founding director of the OER Foundation and the UNESCO, Commonwealth of Learning and ICDE Chair in OER at Otago Polytechnic and the Foundation

Time	Venue 1 Baobab	Sub-theme	Venue 2 Dandelion	Sub-theme
09:45 – 10:15	Session Chair: Ms Monique Koelaan Dr Hennie Esterhuizen Potchefstroom Campus - Best practice Designing the curriculum for a support model towards institutional digital maturity at NWU	Curriculum Transformation	Session Chair: Ms Robyn Bunt Dr Trudie Benade & Dr Janet Liebenberg Potchefstroom Campus - Research based The Impact of Educational Technologies on the Learning Experiences of Students	Technology-enhanced Teaching and Learning

10:15 – 10:45	Dr Yolande Heymans & Prof Gerda Reitsma Potchefstroom Campus - Best practice Addressing barriers and challenges of large class teaching and learning through blended learning in health sciences	Curriculum Transformation	Dr Janet Liebenberg Potchefstroom Campus - Research based Automatic vs Manual Assessment	Technology-enhanced Teaching and Learning
---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------	--------------------------------------------------------------------------------------------------------------	-------------------------------------------

10:45 – 11:15 BREAK

Time	Venue 1 Baobab Session Chair: Dr Dirk van den Berg	Sub-theme	Venue 2 Dandelion Session Chair: Ms Martie Mostert	Sub-theme
11:15 – 11:45	Mrs Petro Benade , Ms Samkelisiwe (Samu) Ngwanya & Ms Linda Lesang Potchefstroom Campus - Best Practice BCur 1 nursing students spend quality time with older persons	Curriculum Transformation	Prof Alfred Brunsdon Matikeng Campus - Best practice "Better practice for what we preach" – A case study of the Homiletics 211 module, Faculty of Theology, UODL	Technology-enhanced Teaching and Learning
11:45 – 12:15	Dr Lynette Drevin Potchefstroom Campus - Research based A Case Study approach for IT honours students to engage with corporate environments regarding software development methodologies	Curriculum Transformation	Mr Koos de Villiers Vaal Triangle Campus - Best practice Using social media as an extension for student participation and curriculum development	Technology-enhanced Teaching and Learning

12:15 – 13:15 Main Hall	Keynote Address <i>Curriculum Transformation: Taking Time to Design</i> Dr Tony Mays , Manager, Unit for Distance Education, University of Pretoria (Groenkloof)
13:15 – 14:00	LUNCH

Time	Venue 1 Baobab Session Chair: Dr Andre Bechuke	Sub-theme	Venue 2 Dandelion Session Chair: Mr Fabian Meyers	Sub-theme
14:00 – 14:30	Prof Hannes Knoetze & Prof Dolf Britz Matikeng Campus - Research based Decolonising the Theological Curriculum: A critical reflection	Curriculum Transformation	Prof Daryl Balia Potchefstroom Campus - Research based 'Baggage Handling' in the Teaching of Theology and Religious Studies	Student Engagement and Assessment for Student Success

14:30 – 15:00	Mr Tonderai Manyau Mafikeng Campus - Research based Decolonizing Life Orientation Curriculum through Indigenous Community Involvement in North West province	Curriculum Transformation	Mr Renier Els Potchefstroom Campus - Research based Human resource development (HRD) teaching and learning in a South African (SA) higher education context	Student Engagement and Assessment for Student Success
15:00 – 15:30	Mr Tonderai Manyau Mafikeng Campus - Research based From Policy to Practice: Assessing Pedagogical Strategies for Life Orientation Lecturers	Curriculum Transformation	Dr Elsabe Wessels Mafikeng Campus - Research based The nexus between self-study and critical reflections in developing self-efficacious teachers	Student Engagement and Assessment for Student Success
15:30 – 16:00	Mr Tonderai Manyau, Dr Annelize Cronjé, and Prof Phillip Iya Mafikeng Campus - Research based Embracing Curriculum Transformation through Indigenous Community Involvement	Curriculum Transformation	Ms Michélie Schoeman Potchefstroom Campus - Best practice Teaching and Technology: A Law Academic's Perspective	Student Engagement and Assessment for Student Success

16:00 – 16:15
Main Hall

17:00 – 20:00
COCKTAIL

Conference Programme Day 2: 31 May 2018 (Thursday)

07:45 – 08:30 Main Hall	Registration			
08:30 – 08:40	Conference Welcome			
	<i>Embracing Institutional Change: Responsiveness, Collaboration and Success</i> Prof Willem van Vollenhoven, Chief Director, Centre for Teaching and Learning (CTL)			

Time	Venue 1 Baobab Session Chair: Mr Thami Ndlovu Dr Clarise Mostert	Sub-theme	Venue 2 Dandelion Session Chair: Prof Nthi Mokoena Ms Anneke Butler & Ms Nicole Schutte	Sub-theme
08:45 – 09:15	Vaal Triangle Campus - Research based The integration of an interactive software platform to re-invent teaching and learning strategies in entrepreneurship education	Technology-enhanced Teaching and Learning	Vaal Triangle Campus - Best practice Minding summaries	Student Engagement and Assessment for Student Success

09:15 – 09:45	Mr Thami Ndlovu Mafikeng Campus - Research based A case study in enhancing student-centered learning through usage of social media (Facebook, WhatsApp, Google docs and One Button Studio)	Technology-enhanced Teaching and Learning	Dr Petro Erasmus Mafikeng Campus - Best practice Magazine Project as a Pathway to Graduateness	Student Engagement and Assessment for Student Success
09:45 – 10:15	Prof Jako Olivier Potchefstroom Campus - Research based Exploring classification and quality criteria for OER in an Afrikaans language teaching context	Technology-enhanced Teaching and Learning	Dr Jannie Jacobsz Potchefstroom Campus - Best practice Towards Graduate Success – Rethinking Traditional University Practices	Student Engagement and Assessment for Student Success

10:15 – 10:45 BREAK

Time	Venue 1 Baobab Session Chair: Dr.Verona Leendertz	Sub-theme	Venue 2 Dandelion Session Chair: Ms Jackie Slabbert-Redpath	Sub-theme
10:45 – 11:15	Prof Juaneé Cilliers Potchefstroom Campus - Best practice How to become an “Olympian” in the academic world	Academics as Higher Education Teachers	Dr Helen Meyer Potchefstroom Campus - Research based Development of an HRD curriculum within the South African Higher Education context	Curriculum Transformation
11:15 – 11:45	Dr Irene Muller Vaal Triangle Campus - Best practice Real-life learning opportunities	Academics as Higher Education Teachers	Dr Rendani Victress Ndou Mafikeng Campus - Research based Views of Integration of Ethnoveterinary Medicine into Veterinary and Para-Veterinary Curricula: Towards Decolonisation of Higher Education	Curriculum Transformation

11:45 – 12:45 Main Hall	Keynote Address Prof Paul Prinsloo , Research Professor in Open Distance Learning (ODL) UNISA <i>Faculty as Quantified, Measured and Tired: The Lure of the Red Shoes</i> Reflective Note & Thank you
12:45 – 13:00 Main Hall	Dr Esmarie Strydom , Director: Academic Professional Development, CTL
13:00 – 13:40	LUNCH

Time	Venue 1 Baobab Session Chair: Ms Nommasomi Morule	Sub-theme	Venue 2 Dandelion Session Chair: Dr Andre Bechuke	Sub-theme
13:45 – 14:15	Mr Johan Jordaan Potchefstroom Campus - Best practice Reflecting on reflection: Using technology to enhance the benefits of reflective practise in an MBA class	Student Engagement and Assessment for Student Success	Mr Wemar Strydom Potchefstroom Campus - Research based Pedagogical (re)imaginings: Queer theory, decoloniality and the 'pleasroman'	Curriculum Transformation
14:15 – 14:45	Ms Nommasomi Morule and Ms Zitsile Khumalo Matikeng Campus - Best practice Nothing for Me without Me: Towards Student-centred Learning	Student Engagement and Assessment for Student Success	Mr Thys Swanepoel, Ms Veruschka Peiser-Carstens, Prof. Jaco Fouché Vaal Triangle Campus - Research based Decolonising of accounting curriculums at North-West University	Curriculum Transformation
14:45 – 15:15	Ms Nommasomi Morule and Ms Refilwe Matsie Matikeng Campus - Best practice The Reader: An Untapped Resource to Strategic Reading	Student Engagement and Assessment for Student Success	Dr Deon van Tonder, Prof Mary Grosser & Dr Magda Kloppers Vaal Triangle Campus - Research based Initial teacher education: New perspectives to reconsider pedagogy and classroom practices	Curriculum Transformation
15:15 – 15:45	Dr Louise Olivier Potchefstroom Campus - Best practice Addressing the illusion of interactivity: scaffolding scholars and superheroes for student success through motivational and multimodal teaching	Student Engagement and Assessment for Student Success	Ms Chantell Witten Potchefstroom Campus - Research based From concepts to contextualized learning: Using the 'what' for the 'So what'	Curriculum Transformation

ABSTRACTS

Academics as Higher Education Teachers

Prof Juaneë Cilliers Potchefstroom Campus - Best practice **How to become an “Olympian” in the academic world**

“If we teach today, like we taught yesterday, we rob our children of tomorrow”. Generation Z students now fill our classrooms and expect a teaching environment in which they can interact in a similar way they do in their virtual worlds. The Generation Z student demand instant information, visual forms of learning, and replacing “communication” with “interaction”. While lecturers seek to move beyond traditional teaching-learning approaches and explore ways to teach in order to grasp the imagination, interest and understanding of this “connected” generation Z, the pressure for increased research outputs and enhanced community engagement are also increasing. Multi-tasking is becoming the new normal within higher education and there is a call for Olympian lecturers who need to excel in different areas to meet the expectations of institutions. Experiential learning might offer a solution in this regard, enabling lecturers to bridge the theory-practice gap, spark learner enthusiasm, enhance the transfer of knowledge and contribute to a “systems thinking approach” where teaching-learning results in research outputs and enhanced community engagement. This research will illustrate successful experiential learning approaches that was applied in the third year Urban and Regional Planning programme. It will showcase various teaching-methods that was investigated, such as participatory action research, technology-advances, LEGO as teaching tool, and provide insight on the student (Generation Z) preferences regarding such. It will reflect on the “systems thinking approach” that was employed in this module and the multi-benefits

experienced in terms of research outputs, community engagement and the contribution to the Planning profession. This research will inspire lecturers to excel in their game and rethink their teaching plan to ensure multi-benefits and spin-offs.

Dr Irene Muller Vaal Triangle Campus - Best practice **Real-life learning opportunities**

Challenges in higher education are rising. We, as lecturers, compete with technology for our students attention. Content knowledge needs still to be transfer to our students, but the context in which we do knowledge transfer has to accommodate our student needs. Learning is suppose to enhance three key competencies namely: (a) strategic knowledge which include content and methodological knowledge which aid to understand the status quo and history to be able to create future scenario visions; (b) practical knowledge to bridge the knowledge-action gap by the design and implementation of initiatives at any scale; (c) the collaborative knowledge which allows for team work and inclusion of diverse knowledge from the community (Brundiari, Wiek and Redman, 2010). Project-based, service learning and internships are examples of real-world learning opportunities. A transdisciplinary research study consisting of a three phase project, following a concurrent embedded mixed method research design explored both project-based and service learning in support of real-world learning opportunities. The findings from the research study aid with adaptive management of the Vaal Campus environment. Students benefit from the research with enhanced social learning and - capital.

Curriculum Transformation

Dr Hennie Esterhuizen Potchefstroom Campus - Best practice **Designing the curriculum for a support model towards institutional digital maturity at NWU**

The NWU Teaching & Learning Strategy (TLS) is focussed on inquiry based learning and collaboration through communities of inquiry (COI). The NWU Information Technology Strategy aims to work towards users' self-support. While academic staff and students at the university are supported towards the TLS through the NWU Centre for Teaching and Learning, non-academic staff are also required to apply twenty-first century skills in a variety of roles and responsibilities. The focus on the university as a unitary institution and the resultant restructuring require increased utilisation of videoconferencing. However, concerns over unproductive videoconferencing utilisation requested halting infrastructure expansion until a viable support model for videoconferencing could be implemented. Other requests for virtually connecting lecturing venues together across campuses for shared student experience increase demand for infrastructure investment and empowering staff, with similar challenges as videoconferencing meetings.

In this presentation, analysis using design-based research investigates a case of digital communication at NWU, presenting a position for further inquiry, stating that successful empowerment for the information age could be achieved by building digital literacy, utilising principles on which the TLS is predicated to empower all staff. In particular, developing a curriculum to activate communities of inquiry — which are not easy to establish in practice — to prepare and empower for thriving in continuously-evolving technology environments. Mechanistic methods of technology training characterised by “just in case” continuously outdated content-based once-off courses are ineffective. Digital maturity at the level of regeneration involves active COI, producing preferred practices, developing attitudes, building confidence,

compiling requirements to be presented to NWU IT for future planning, preventing provision of top-down technological solutions due to ambiguous user requirements. This presentation calls for initiating a collaborative design process of building a curriculum for a support model towards institutional digital maturity and obtaining a visible commitment from management to effect it.

Dr Yolande Heymans Potchefstroom Campus - Best practice **Addressing barriers and challenges of large class teaching and learning through blended learning in health sciences**

The quest for access to higher education to address the imbalances of our past has resulted in an increase in student numbers within the Faculty of Health Sciences at the North-West University (NWU) in South-Africa. All health science students have to complete a compulsory health philosophy course in their second year and the course has ±1200 highly diverse students from a range of disciplines such as Pharmacy, Nutrition, Dietetics, Social Work, Psychology, Physiology, Consumer Sciences, Occupational Hygiene, Human Movement Science, Biokinetics, Recreation, Sports Science and Coaching Science .

Limited resources, constraining infrastructure, a generation gap between lecturers and students and a compliance culture have forced us as lectures to rethink our curriculum, pedagogy, assessment, student support and classroom management practices. Aiming to create a responsive, student- and learning-centred, and technology enriched learning environment to address the challenges faced in this course, this paper will provide insight into our approach to curriculum transformation to ensure student engagement.

Guided by our main research question: How can blended learning be used to improve effective teaching and engaged learning in a

diverse large class compulsory module?, we will explain how we applied Salmon's (2014) Carpe Diem learning design approach to rethink and redesign a curriculum to address some of the challenges faced when teaching a compulsory module in health sciences to a large and diverse student body (phase 1). We followed a phenomenological approach, case study research methodology, mixed method research design. Reflections, student performance and engagement were analysed and findings guiding the design will be shared.

Ms Petro Benade
Potchefstroom Campus - Research based
BCur 1 nursing students spend quality time with older persons

The global aging population causes a steady increase in the number of older persons that need specialised nursing care. At the same time we experience a worldwide shortage of nurses, especially nurses that are willing to care for older persons. Currently caring for older persons is an unattractive career-path for nursing students. Nursing students at the North-West University (NWU) need to learn how to provide comprehensive care to older persons in the community. As part of Work Integrated Learning (WIL) the students are placed at Old Age Homes, Private Retirement Villages and the Potchefstroom Service Centre for the Aged. During 2017 WIL was integrated with a community engagement project in order to reach their learning outcomes.

The BCur 1 nursing students were divided into two groups and each group had to prepare a two hour programme to make the older persons feel special and valued. One group had to present their programme to older persons at the Potchefstroom Service Centre for the Aged and the other group had to present their programme to the older persons in their homes in the community. At the Potchefstroom Service Centre for the Aged the older persons visited five different stations including a photo booth, an exercise station, a hand and nail care station, a foot care station and a cupcake icing station. In the homes of the older persons the students talked with the older persons, played board games, listened to music, provided hand and nail care, foot

care, pressure care and so forth, adjusting their activities to the individual needs of the older persons. The older persons thanked the nursing students and enjoyed their time spend with the students immensely and asked that the project needs to be repeated in future. The nursing students and NWU staff also enjoyed spending quality time with the older persons and the applicable learning outcomes were reached.

Dr Lynette Drevin
Potchefstroom Campus - Research based
A Case Study approach for IT honours students to engage with corporate environments regarding software development methodologies

This paper reports on a project for information technology (IT) students. They had to compile case studies in a corporate environment on the topic of software development methodologies (SDM). There is a need to align academic content and industry experiences when educating IT students. These students completed an assignment for their information systems engineering module in which they had to approach companies to investigate aspects of the software development methodologies that are being used in the corporate sector. The aim of this research is to reflect on the students' experiences and the challenges they faced while engaging in the corporate environment. The methodology used was a reflective study where notes were used to gather insight of the student experiences whilst doing the case study. Results will indicate the students' biggest challenges and most valuable learning experiences. It is necessary to reflect on classroom and surrounding activities concerning teaching and learning in order to present the best possible value to students and enhance work-readiness.

Prof Hannes Knoetze & Prof Dolf Britz
Mafikeng Campus - Research based
Decolonising the Theological Curriculum: A critical reflection

The T & L challenge for the Faculty of Theology is three-fold: (i) to address content (decolonisation); (ii) mode of delivery (ODL)

and (iii) PQM diversity (new programmes - diplomas and certificates). This collectively puts the Faculty, given its history since 1869, in a transition phase as participating churches, (prospective) students and colleagues need to adjust to this changing scenario of working with new realities (and emphases) and buy into them if we are to move forward. This contribution discusses reflects on 'decolonising' a theological curriculum within the ambit of utilizing a diversity of qualification types offered by the HEQSF. In conclusion it elaborates on the practical consequences of a decolonised theological curriculum.

Mr Tonderai **Manyau**
Mafikeng Campus - Research based
**Decolonizing Life Orientation
Curriculum through Indigenous
Community Involvement in North West
province**

Despite the increasing worldwide trend to integrate indigenous knowledge (IK) in education, there have been little empirical investigations and findings reported on indigenous community knowledge holders and involvement. The present study explored the attitudes, views, perceptions and suggestions from local community IK holders on (i) decolonising Life Orientation (LO) education curriculum, and (ii) integrating IK and LO education in Technical Vocational Education and Training (TVET) Colleges in North West province in South Africa. A phenomenological qualitative and transformative research approach was adopted in the study. Local community indigenous knowledge holders were engaged as research participants and were reached through a snowball referral process. Research data was gathered using oral discussions; and the data was analysed through descriptive and thematic analysis processes. Findings obtained were sieved through the indigenous standpoint theory. Major findings revealed that LO education curriculum is mauled by low standards and low assessment levels. Participants indicated that the LO education curriculum is dysfunctional, impractical, lacks control and discipline as well as seriousness. This, in the view of participants could be linked to the non-recognition of community IK holders; who are often

undermined, treated unfairly and are secluded from formal meetings within education circles. It emerged that there is need to decolonize LO education curriculum through action methodologies such as re-aligning policies, community engagements, making awareness campaigns and conducting more research and publicity. Further suggestions from participants included focusing on the urgent integration of IK and LO by re-aligning the LO learning outcomes to suit the integration motive. Efforts to consider these and many suggestions from local community IK holders could strengthen the LO education curriculum implementation in South Africa.

Mr Tonderai **Manyau**
Mafikeng Campus - Research based
**From Policy to Practice: Assessing
Pedagogical Strategies for Life
Orientation Lecturers**

Globally, many writers confirm that educators still dominate their teaching with teacher-centred Eurocentric pedagogical strategies. The aim of the study was to determine the nature and effectiveness of LO pedagogy among LO lecturers in TVET Colleges in South Africa. While underpinned by the social constructivist theory, the study followed an empirical qualitative phenomenological case study methodology. A total of one hundred and twenty (120) LO students and twelve (12) LO lecturers, purposively chosen, were engaged as key study participants. Research data was collected through multiple strategies such as interviews with LO lecturers; focus group interviews with LO students; lesson observations; and policy document analysis. The data was analyzed using both manual coding and the qualitative online software, ATLAS ti. Major findings revealed that there is no clear alignment between LO policy documents and LO implementation in TVET Colleges in North West province. On one hand, LO education policies, particularly pedagogical principles, approaches, epistemologies, pedagogies and resources informing LO education in South Africa, conform or relate to a social constructivism philosophy. On the other hand, LO lecturers dominate their pedagogy with teacher-centred approaches. The teaching and learning environment or

classrooms do not promote social constructivist student-centred prescriptions. The LO policy documents also advocate for the integration of indigenous teaching strategies, resources or local community indigenous knowledge (IK) holders during pedagogy. Due to these factors, the implementation of the curriculum and pedagogy is ineffective and is doing little to benefit indigenous students and communities. Efforts to eradicate these problems might lead to effective LO teaching.

Mr Tonderai **Manyau**, Dr Annelize **Cronjé**, and Prof Phillip **Iya**
Mafikeng Campus - Research based
Embracing Curriculum Transformation through Indigenous Community Involvement

In many countries around the world there is a paradigm shift towards the promotion of decolonizing curricula and integrating indigenous knowledge in educational disciplines. South African institutions of Higher Education are distinguished by students with different cultures, languages and backgrounds. Unfortunately epistemologies, curricula and teaching practices mostly reflect Euro-centric practices and content. Despite the increasing trend to transform and decolonize curricula to address these challenges, there have been little empirical investigations and findings reported on doing so by collaborating with indigenous communities. This study attempts to address this gap and explored the attitudes, views, perceptions and suggestions from local community knowledge holders on (i) decolonising the Life Orientation (LO) education curriculum, and (ii) integrating Indigenous Knowledge (IK) in LO education. A qualitative phenomenological case study research design was adopted in order to determine the real-life experiences and views of the participants. The research was conducted at local communities the North-West Province in South Africa. Local community indigenous knowledge holders were engaged as research participants and were reached through a snowball referral process. Research data was gathered using interviews, photos and observations. The data was analysed through descriptive and thematic analysis processes. Findings obtained were

interpreted using the Indigenous Standpoint Theory that advocates for decentralizing academic discourse by allowing inputs from within boundaries rather than from outside. Major findings revealed that community IK holders view LO education to be dysfunctional, ineffective and void of cultural customs. This, in the view of participants could be linked to the non-recognition of community IK holders within education circles. It emerged that there is a need to decolonize the LO curriculum through community engagement in education by involving the indigenous knowledge holders in re-aligning policies and revising curricula, organising awareness campaigns, academics forming partnerships with indigenous communities, inviting IK knowledge holders into classrooms, introducing real-life, practical experiences and applying indigenous teaching strategies. The findings of this study not only contributes to the body of knowledge on decolonizing curricula, but also provides suggestions to educators on practical and meaningful ways to collaborate with communities and integrate indigenous knowledge in the classroom.

Dr Helen **Meyer**
Potchefstroom Campus - Research based
Development of an HRD curriculum within the South African Higher Education context

Human Resource Development (HRD) is a young, emerging academic discipline and profession. Limited research exists concerning HRD education, including the design of HRD curricula, especially in South Africa (SA). Literature also indicates that HRD curricula are often dislocated from HRD practice. Given that skills development in SA is a government priority, the HRD curriculum should equip HRD practitioners to effectively fulfil their roles in the workplace.

In an attempt to address some of the limitations in the literature, the purpose of this paper is to report on the process followed to redesign an existing Bachelor of Training and Development (BTD) degree and the development of a new HRD curriculum aligned to Higher Education's (HE) prescripts and practitioners' requirements. Firstly, documents concerning the existing BTD degree, results from a web-search to identify

'similar' degrees, the job profile of trainers and SA HE prescripts were reviewed. Secondly, open-ended questionnaires were distributed to employed HRD students to obtain HRD practitioners' perspectives in order to address their needs in the new curriculum. Thirdly, the inputs of international HRD peers, including an extra-ordinary professor, were considered to ensure international comparability. Fourthly, and prior to finalization, the HRD curriculum was presented to peers at an international HRD conference and supplied to HRD students/practitioners in SA for their feedback. Lastly, the feedback from both groups were incorporated in the new curriculum.

The development of HRD curricula, in line with HE prescripts is essential to develop HRD as an academic field. Curricula are contextual and since HRD is an applied field of practice, the HRD curriculum also needs to address HRD practitioners'/organisational needs and South Africa's skills development needs. Additionally, the HRD curriculum was internationally benchmarked to ensure comparability, acceptance and credibility at that level.

Dr Rendani Victress Ndou
Mafikeng Campus - Research based
Views of Integration of Ethnoveterinary Medicine into Veterinary and Para-Veterinary Curricula: Towards Decolonisation of Higher Education

For many South African farmers, Western veterinary medicine is expensive and inaccessible, and in those cases ethnoveterinary medicine becomes the readily available solution. The South African government recognises the value of traditional healing (including ethnoveterinary medicine) and supports an integrative health system and also integration of indigenous knowledge into curricula of higher education. However, the success of any integration endeavour in the veterinary field depends on the views of different stakeholders. This study aimed to investigate the North West Province government's Western-trained animal health practitioners (WTAHPs) and North-West University animal health students' views on integration of ethnoveterinary medicine into curriculum development of veterinary and

para-veterinary programmes. A Within-Stage Mixed Model and a Non-Probability sampling method were used to gather data from a total of one hundred and forty nine participants (WTAHPs (53) and students (96)). Overall, 68.5% of the participants (52.8% WTAHPs and 84.2% students) were in support of integration of ethnoveterinary medicine into curricula. Additionally, a logistic regression test indicated that a predetermined approval of EVM amongst WTAHPs was a predictor of future support of integration among WTAHPs at statistically significant $p < 0, 005$. Furthermore, thematic analysis of the comments revealed that ethnoveterinary medicine was perceived as non-effective by those that did not support integration. Whilst, those that supported integration thought that integration would result in an efficient animal health care, and also encourage ethnoveterinary research and development. The results revealed a high readiness for integration of ethnoveterinary medicine into curricula among the participating stakeholders. This study suggests that integration of ethnoveterinary medicine into curricula will develop future WTAHPs who appreciate the value of African healing and are better equipped to serve South African farmers. Therefore, integration of ethnoveterinary medicine into the curricula is recommended as one of the main steps in decolonisation of veterinary and para-veterinary education.

Mr Wemar Strydom
Potchefstroom Campus - Research based
Pedagogical (re)imaginings: Queer theory, decoloniality and the 'plaasroman'

Heteronormative notions of gendered identity, coupled with the heterosexualisation of nature, underlie essentialist notions of land ownership in the 'plaasroman' (the farm novel), a subgenre of Afrikaans fictional prose. Regardless of these retrograde thematics, modules on this subgenre still constitute a popular pedagogical choice at South African tertiary institutions that offer Afrikaans as degree major – especially universities with a student body hailing from predominantly agricultural backgrounds.

Instead of surfacing common cause and shared humanity amongst all South Africans, the teaching of the *plaasroman* invariably echoes heteronormative and exclusionary sentiments on gender, nature and (land) ownership – even when taught alongside supposedly mediating and critical gender and ecocritical theories. Compounding this is the praxis of teaching the *plaasroman* through the socio-literary lens of the *grondnarratief* – literally ‘narrative of the soil’, i.e. socio-cultural narratives which deal with the materially-situated relation between the earth/nature and subject. As the (meta and literary-critical) language use of the *grondnarratief* itself is steeped in hierarchical notions of identity, relationality and alliance, the teaching of these texts, almost by default, activates contentious, conceivably regressive affective discussions on how gender and land ownership correlate with identity in present-day South Africa.

This paper explores to what extent queer theory’s problematisation of various hierarchical categorisation sets (genre, identity, affiliation, ownership) can activate a changed/changing classroom language and a reimagined teaching of the *plaasroman*. By extension, it aims to offer some exploratory notes on both the receding social functionality of colonial literary systems in the contemporary process of nation-building and on the pedagogical value of queer theory within larger discourses of/on decoloniality.

Mr Thys **Swanepoel**, Ms Veruschka **Pelser-Carstens**, Prof Jaco **Fouché**
Vaal Triangle Campus - Research based
Decolonising of accounting curricula in North-West University

Decolonising is the current buzz word in higher education. One of the engagement topics raised is that South Africa’s undergraduate curricula are simply no longer feasible to all students. This echoes a much bigger debate and raises fundamental questions about the appropriateness of the existing undergraduate bachelor degrees across disciplines. In the highly regulatory environment of the accounting profession, decolonising is seen as one area for debate and engagement due to the complexity of the profession and international

standards. The accounting profession must adhere to international accounting standards, which are set outside the South-African context. Teaching these international accounting standards to students in a South-African context and incorporating decolonised thinking, leave accounting lecturers with a challenge. Accounting education can serve as a useful tool in developing business, language skills and social behaviours in the decolonised philosophy. The objective of the paper is to make practical recommendations on executing decolonising of accounting curricula in higher education. An interpretive paradigm will be followed for this research: (i) a systematic literature review to first gain insight into the concept of decolonising in general and more specific within the business context, and (ii) empirical work in different businesses—micro (*spaza*), small business (cash and carry), and medium business (Pick ‘n Pay) to ascertain how these businesses function and to expose students to the different context within our immediate communities. The paper will conclude with the implications that the “real life” experiences must be decolonised in order to transform information into personal knowledge which can then be applied in a variety of situations by the student.

Dr Deon **van Tonder**
Vaal Triangle Campus - Research based
Initial teacher education: New perspectives to reconsider pedagogy and classroom practices

In addition to subject knowledge, thinking skills and dispositions are required for living and working in today’s technology-driven environment characterised by information explosion. In the context of the presentation, we argue that teachers themselves need to possess well-rounded knowledge and well-developed thinking skills and dispositions, and should know how to nurture and instil these among the learners whom they will teach. Unfortunately, initial teacher education curricula seem to emphasize the teaching of well-rounded knowledge and neglect the “how” of infusing the teaching of thinking skills and dispositions into subject content. In order to address the aforementioned observed limitation, a group of researchers at the

former School of Education Sciences, NWU (Vaal Triangle) provided training in Cognitive Education to in-service teachers via an 80-hour Short Learning Programme (SLP) that contains seven study units, as part of a SoTL research project during 2017. The main objective of the research project was to train in-service teachers in the theory and application of Cognitive Education (how to purposively infuse the teaching of thinking skills and dispositions into subject content).

The presentation will focus on reporting the initial findings of mixed method research conducted with a heterogeneous group of 21 purposively selected in-service primary school teachers to: (i) establish their understanding of Cognitive Education, and (ii) the teaching strategies that they apply in their classrooms to advance Cognitive Education prior to and after the SLP training by means of a questionnaire with open and closed Likert scale items. By means of qualitative inductive content analyses, the presentation will also (i) explore the reflections of the in-service teachers in relation to their experiences with the information contained in the seven study units of the SLP, and (ii) gauge the experiences of the teacher participants regarding the training after the completion of the SLP by means of semi-structured interviews. Based on the findings this presentation makes suggestions and recommendations on how to gear initial teacher education to train teachers who (i) themselves have developed the propensity of skilfully and mindfully applying cognitive tools when confronted with problems, and (ii) who would be able to instil more thoughtful and intelligent working ways among the learners whom they will teach. In particular, new perspectives to reconsider pedagogy and classroom practices will be highlighted.

Ms Chantell Witten
Potchefstroom Campus - Research based
From concepts to contextualized learning: Using the 'what' for the 'So what'

The undergraduate training of dietitians does not provide context-specific food and nutrition competencies to address complex nutrition problems facing South Africa. The professional

degree BSc Dietetics trains dietitians registered with the Health Professions Council. South Africa's food and nutrition landscape is complex with increasing food insecurity and the burden of overweight and obesity. The module Nutrition through the life-cycle (NUTB 211) has as one of its outcomes 'make practical recommendations, in accordance with the professional code of conduct, for individuals or groups in different stages of the life cycle to optimise their nutritional status'. This module in the past has been taught without reference to the increased food prices nor the structural barriers to access wholesome fresh foods to meet recommended nutrient needs and to satisfy the healthy eating guidelines for South Africa. In 2013, Parker et al published a very concerning paper on the lack of public health nutrition competencies among entry-level dietitians.

A review of the past five years (2013-2017) final year examination papers for NUTB 211 with specific reference to integration of context and relevance to South Africa's health profile and its food environment. The missing content of nutrition policy and solution-driven applications for food and nutrition to optimize the nutritional status of individuals and groups. The focus on content recall and the limited use of application and context-sensitive problem-solving aligns poorly with the Blooms taxonomy for levels 4, 5 and 6. This may in part explain the findings of Parker et al. If South Africa is to meet the Sustainable Development Goals, it will need to revise and improve the training of dietitians. The SoLT offers the profession the opportunity to be reflective and transformative.

Student Engagement and Assessment for Student Success

Ms Anneke **Butler**

Vaal Triangle Campus - Best practice

Minding summaries

Mind-mapping has proved to be an effective and powerful tool for meaningful summarising in a structured way. However, in order to determine whether students have reached the set outcomes for summarising in this way, an objective measuring instrument is required. The assessment of mind-maps is a notoriously problematic activity as: (i) students struggle to differentiate between essential and non-essential information; (ii) lecturers tend to rely too heavily on rewarding content and not the structure in which the content is presented; (iii) there are many levels of subjectivity imbedded in the drawing, teaching and assessment process due to the interpretative nature of mind-maps, (iv) the nature of the summarising activity, calls for a need to improve inter-marker reliability; and (v) current assessment practices may result in a wasted opportunity for constructive student engagement and feedback for student success.

In search of a suitable rubric, many attempts were found in the literature to assess mind-maps. These, however, proved to still have a high level of subjectivity and also deal with students from different contexts. Consequently, we developed an assessment tool for mind-maps that addresses typical difficulties that are experienced by lecturers. In the pilot study, our newly-developed assessment tool for assessing mind-maps proves to fulfil most of our immediate needs. The assessment tool:

- has scope to assess the amount of information given on a continuum between being too cryptic and not summarised at all (re-write sections from the text);
- not only focuses on the content of the summary, but also the way it is presented (structure);
- ensures objective and justifiable assessment of mind-maps;
- reinforces inter-marker reliability; and
- provides a basis for constructive feedback and therefore serves as a teaching-learning tool.

Dr Petro **Erasmus**

Mafikeng Campus - Best practice

Magazine Project as a Pathway to Graduateness

Students need to master fundamental concepts and constructs like resilience, character strengths and hope as a criterion for passing the expected standard in Positive Psychology. Formative assessment alone does however not provide any information on the students understanding of the world that he/she lives in and how their contextual realities and cultural conventions shape their own pathway to graduateness. To bridge this gap cooperative learning has been the framework for not only teaching and learning of these constructs but to link learning, community outreach and research for the students to enhance their understanding of Positive Psychology.

For the past four years, students in groups had to organize an editorial committee and their focus was to create a magazine within the framework of their communities with a specific Positive Psychology construct such as Hope etc. as theme, as well as a video promoting the specific concept. The focus was to write articles about individuals, couples, and groups by telling their stories of how Hope developed not only the strength of each student individually, but couples, families and other groups in our communities. Students at the end of each year are asked to reflect on their experience of the magazine and video project by completing a questionnaire focusing on their experiencing of the teaching and learning of Positive Psychology. Themes identified in their reflections indicated that they found role models in their own communities, they learned how to work in groups, how to solve conflict, how to manage a project and how to use technology. It further enhanced the students' understanding of how the processes of Positive Psychology not only contribute to improved interpersonal relations and problem solving skills but also to fostering their own emotional well-being and self-esteem and thus contribute to graduateness.

Dr Jannie **Jacobsz**
Potchefstroom Campus - Best practice
**Towards Graduate Success –
Rethinking Traditional University
Practices**

This paper is intended to stimulate thinking and promote discussion about the nature and purpose of assessment practices. The case of NWU as a “Traditional University” is analysed within the contexts of a highly competitive national and international employment environment. Graduates do not easily find employment and Universities are anecdotally, as reflected in the news, blamed. This blame game cannot prevail. This calls for curriculum transformation and assessment practices conducive to future employment.

Students exiting from an almost dysfunctional school system enrol at university for various reasons. Some enrol in programmes that have a clear occupational focus, such as Nursing and Engineering. This, while others enrol in programmes with a general formative inclination, such as a general BA or BCom. Assessment practices in these two, distinct types of programmes differ significantly. One of the main reasons for the statutory oversight of professional programmes is to ensure competent, successful graduates able to hit the ground running as soon as they enter the job market and labour environment. Poor performance by graduates of these programmes quickly lead to untested impressions that graduates should not be considered for future employment.

The enormous disjuncture between the types of programmes requires attention. It is acknowledged that there is room for both. However, sound articulation between these distinct opposites requires closer scrutiny. Some considerations include the inclusion of “Comprehensive University”-type qualifications/ programmes at NWU. Improved articulation may immediately contribute to the broadening of the access agenda and delivering graduates able to enter into the job market with the required skills, given that the design of the curriculum is sound and supported by solid and acceptable teaching-learning and assessment practices. A number of approaches are analysed, compared, and discussed in order

to nurture a culture that encourages student engagement and success.

Mr Johan **Jordaan**
Potchefstroom Campus - Best practice
**Reflecting on reflection: Using
technology to enhance the benefits of
reflective practise in an MBA class**

One method that is advocated in most of the 21st century learning methodologies to enhance learning is reflective practice. However, it is often difficult to ensure that students really make use of reflection, because it is often difficult to monitor that reflection actually takes place. In line with the NWU’s vision, teaching must not only be relevant in terms of subject content, but the university needs to be relevant in our teaching methods too. This study describes one method that could be employed to ensure that students actually engage in reflective practice, and to use the results of the reflection to guide development of graduate attributes amongst students.

Following a literature study on the benefits of reflection as a method to enhance learning and to develop certain graduate attributes, the paper describes a method to ensure that students actually do engage in reflection and to use the learning that emerges from the reflection to guide future lessons. The research uses qualitative content analysis of some of the reflection reports. The effect of guided reflection, followed by audio feedback, on the development of identified graduate attributes is determined. Qualitative and preliminary quantitative results suggest strongly that the guided reflection, followed by specific audio feedback, does have major benefits to students and faculty alike, albeit initially not well-received by students. The paper ends with conclusions on the use of a guided reflective practice and specific proposals how it could be incorporated in the learning process.

Ms Nomasomi **Morule** and Ms Zitsile **Khumalo**
Mafikeng Campus - Best practice
Nothing for Me without Me: Towards Student-centred Learning

The landscape of education across the globe is constantly evolving. With new developments in technology, higher education institutions are embracing and implementing new Information and Communication Technologies (ICTs) to complement rather than alter the traditional techniques of teaching and learning. That is, advanced technologies are engaged to boost traditional teaching techniques without compromising the quality of the content. Institutions such as the North-West University are in the process of investing in these new technologies by improving and providing the necessary ICT infrastructure. The goal is to integrate technology with classroom pedagogy to enhance teaching and learning in all key learning areas, particularly for students, therefore their design should be student oriented. Pedagogical uses of technology include uses for:

- a) self-paced studying;
- b) active and interactive learning;
- c) integration and assessment of learning; and
- d) changing the learning culture.

However, in its pursuit of adopting new technologies, the North-West University is lacking an overarching component of consultation with students about technologies that could better serve them to enhance their learning experience. Students need to be afforded the platform to take more responsibility for their own learning and improve critical thinking skills required for the real world; therefore, student-centred learning is vital. Data for the study was collected through an online survey with first-year students. The survey aimed to solicit students' opinions on the new technologies integrated into their teaching and learning pedagogies and about preferred technologies better suited to their needs. The study concluded by emphasising the importance of student-centred learning to warrant success in teaching and learning and career thereafter.

Ms Nomasomi **Morule** and Ms Refilwe **Matsie**
Mafikeng Campus - Best practice
The Reader: An Untapped Resource to Strategic Reading

The ability to interact with written text through reading grants one the freedom to function in today's increasingly globalised world. The reading process is complex however and the ability to read has now become a vital skill to possess. An observation made in South African Higher Education Institutions is that an increased number of students enrol in higher institutions of learning with inadequate reading and writing capabilities. In response to this predicament, the North-West University then adopted numerous reading programmes to address these deficiencies. However, the adopted remedial and developmental reading programmes were implemented without consultation with students thereby neglecting their needs and preferred method of learning for the attainment of maximal results.

In light of the identified problem, the purpose of this study was to develop a remedial and developmental reading programme which speaks directly to students' needs and expectations. Various activities were undertaken in the development of this remedial reading programme; these activities included:

- (a) Consultation with current assistants working on the administration of these programmes.
- (b) Evaluation of previous reading programmes to address concerns from students who participated.
- (c) Consulting students for (i) the use of technology for computer-based reading and (ii) preferred content

Interactivity, communicating performance and compliance with the Protection of Personal Information (POPI) Act were also considered. The participants of the study were first-year North-West University (Mafikeng Campus) students. Students were subjected to three reading programmes over a period of 10 months. Upon completion, students were required to give feedback on three programmes through a survey. The study found that the current reading programmes were unrelatable and students would rather have a

programme tailored for their needs.

Dr Louise Olivier

Potchefstroom Campus - Best practice
**Addressing the illusion of interactivity:
scaffolding scholars and superheroes
for student success through
motivational and multimodal teaching**

Due to massification, worldwide and in South Africa, many first-year students have low levels of academic literacy. Though there are many variables that affect student success, if a student is not academically literate, students might not complete their degrees on time or not at all. Academic literacy modules are provided to all first-year students at the North-West University for epistemological access (Boughey, 2005) to education and to promote student success. These modules also promote social justice for all students. Despite this support, there remains many hurdles that stand in the way of student success. One example is dealing with innovative and interactive teaching and assessment in large classes. Many lecturers assume that their students are actively engaged in lessons and the illusion of interactivity is created. Furthermore, as a compulsory module, some students struggle with resilience and motivation. With this paper an attempt is made to overcome some of these hurdles through the use of motivational strategies as well as multimodal and interactive teaching and assessment.

As a responsible reflective practitioner, I used student reflections and feedback on Google forms and an autoethnographic (cf. Adams et al., 2015) research methodology. To analyse the data, narrative inductive analysis was used. To address the illusion of interactivity, examples of student engagement throughout the whole learning experience are provided. The importance of transparency in teaching is also highlighted. Finally, the concepts of assessment (of, for, and as learning) are also addressed. The results indicated that the students enjoyed and benefited from the engaging activities in class and assessments. Furthermore, through my own personal reflections and student feedback it is evident that the multimodal interactive class activities and assessments raised the motivation levels.

Students attended more classes and even started seeing themselves as scholars with a need to perform well.

Bibliography

Adams, T.E., Jones, S.H. & Ellis, C. 2015. Autoethnography: understanding qualitative research. Oxford: Oxford University Press.
Boughey, C. 2005. 'Epistemological' access to the university: an alternative perspective. SAJHE, 19(3):230-242.

Ms Michéle Schoeman

Potchefstroom Campus - Best practice
**Teaching and Technology: A Law
Academic's Perspective**

The LLB curriculum and manner of lecturing has come under scrutiny over the past few years. This is primarily based on the fact that traditionally law has been lectured in a very teacher centred manner and not necessarily keeping up with the different generations such as X, Y and now Z. Therefore, change within the legal educational context is a necessity. This provoked thought and resulted in my journey into self-reflective practices eg in 2017 I started a teaching journal. It became a bit cumbersome in light of the fact that I was lecturing two modules on two different year levels. Despite this I still continued with my reflective practices which resulted in changes to my lecturing methods more specifically the inclusion of technology, eg using more advanced functions on eFundi, online consultation hours to name a few. Challenges were encountered eg the fact that eFundi is not user friendly for blind students and the lack of accessibility to Wi-Fi in the venues. I also had to change the way I attended to formative assessments in class. My lecturing practices this year, on both under and post graduate levels, have been modified to take the use of technology to the next level in an attempt to address the challenges encountered and to accommodate all students iro learning styles as well as across delivery sites; for example lecture recordings placed on eFundi, use of webinars, and so forth. Voluntary informal surveys have been completed in order to determine the 'successes of my modified methods of lecturing. The purpose of this paper is to share my experiences and findings with

colleagues so as to add value to the teaching community.

Prof Daryl Balia

Potchefstroom Campus - Research based
**Baggage Handling' in the Teaching of
Theology and Religious Studies**

In discussing the criteria for evaluating systems used for student assessment Wynne Harlen wrote in 2007 that “framing accountability in terms of targets for student achievement, or position in a league table of schools based on test and examination results, distorts the actions of those held accountable in ways that are not intended and are not in the best interests of students”. In the context of the narrow requirements of an average study unit in a theological or religious studies discipline, it remains to be asked whether students who are close to reaching the required level in the written - timed - examination and essay will not receive most of the attention, with less time and effort being given to those off target. This would appear to be highly probable, but use of a PACE (Personal, Academic and Career Enhancement) module might be a useful way to manage such an unwelcome situation. The emphasis generally has been on assessing students at the end of a ‘banking’ exercise and not on an evaluation of performance that can lead to an improvement in the process of learning. The forms of assessment as they are conceived would furthermore seem to leave little room for technological innovation, such as e-learning which becomes difficult to ‘blend’ into existing modes. When asked what difficulties there are peculiar to teaching theology and religious studies, Deirdre Burke, a teaching and learning expert from the UK replied: “Generally difficulties arise due to the baggage students, colleagues and others bring to religious studies.” Innovation in and through student assessment offers a way to unpack this baggage and requires further investigation.

Dr Lynette Drevin

Potchefstroom Campus - Research based
**A Case Study approach for IT honours
students to engage with corporate
environments regarding software**

development methodologies

This paper reports on a project for information technology (IT) students. They had to compile case studies in a corporate environment on the topic of software development methodologies (SDM). There is a need to align academic content and industry experiences when educating IT students. These students completed an assignment for their information systems engineering module in which they had to approach companies to investigate aspects of the software development methodologies that are being used in the corporate sector. The aim of this research is to reflect on the students’ experiences and the challenges they faced while engaging in the corporate environment. The methodology used was a reflective study where students’ notes were used to gather insight of the student experiences whilst doing the case study and detail from their assignments. Results will indicate the students’ biggest challenges and most valuable learning experiences. It is necessary to reflect on classroom and surrounding activities concerning teaching and learning in order to present the best possible value to students and enhance work-readiness.

Mr Renier Els

Potchefstroom Campus - Research based
**Human resource development (HRD)
teaching and learning in a South
African (SA) higher education context**

Human Resource Development (HRD) education is currently an under-explored area of scholarship. Limited research exists regarding teaching, learning and assessment of HRD students in higher education. Literature indicates that when HRD academic programs are offered, the teaching and learning thereof do not meet practitioners’ needs. If HRD teaching, learning, and assessment do not address practitioners’ needs, the field will remain dislocated from practice. The HRD graduate program, based on higher education prescripts is offered at this university only and is currently one of its kind in SA. The program has been designed to meet the skills development needs in SA. Students who enrol for this program are practicing HRD professionals, responsible

for the implementation and adherence of skills development legislation within their organisations.

This paper is based on the HRD education literature and personal experience on how to address the needs of these students. Research points to the importance of the facilitator's role, and the provision of feedback to these students. Literature indicates that the sound implementation of HRD in the workplace is negatively affected by many factors, such as diversity, ethics, and power. It's important to provide students with a realistic view of these issues; thereby linking/integrating HRD theory and practice. HRD lecturers should acknowledge their students' workplace experience by shifting from a lecturer to a facilitator, allowing students to take a more active role in the classroom. Methods to maximise student engagement, and workplace-applicable assessment (including thorough feedback) are suggested to ensure a deeper understanding of the subject matter, and more effective transfer of learning from the classroom to the workplace; thus, the effective application of theory in practice.

Dr Elsabe Wessels

Mafikeng Campus - Research based

The nexus between self-study and critical reflections in developing self-efficacious teachers

This study explored creative ways to teach final year Foundation Phase students in a module, Pre-primary Studies, in anticipation that it would improve their self-efficacy to apply the concepts, skills and procedural knowledge that they learnt in class when they start their careers as teachers the following year. The research site was the Mafikeng campus of the North West University. At this site, student teachers have limited prior knowledge of best practices in pre-primary classes. Student teachers reported that what they learnt during their training, differed from their observations in actual pre-primary classes. A self-study design was employed to improve teacher educator practices and to ensure that the theory-practice gap is narrowed. Teaching activities included hands-on activities such as modelling of play-based learning activities and developmentally

appropriate assessment in an enacted pre-primary teaching situation. Students and the teacher educator reflected on the activities and shared their reflections throughout the semester. Throughout, the teacher educator conducted focus group interviews to establish students' feelings of self-efficacy to teach in pre-primary grades. Data analysis was done using AtlasTI software and emerging themes were determined. The findings indicate that student teachers learn well when they are engaged in hands-on teaching-learning activities and when best practices are demonstrated to them. In addition, the teacher educators gained skills in reflection and critical analysis of the activities. The findings are significant in that they suggest that alternative teaching strategies, such as demonstrations in a real-life environment, can enhance student teachers' self-efficacy as well as critical thinking skills.

Technology-enhanced Teaching and Learning

Prof Alfred Brunsdon
Mafikeng Campus - Best practice
**“Better practice for what we preach”
– A case study of the Homiletics 211
module, Faculty of Theology, UODL**

This paper slots into the category for Technology-enhanced teaching and learning and will be conveyed as a best practice presentation. It takes the open distance learning environment as its point of departure and will focus on the Homiletics 211 module which is aimed at facilitating the basic principles of preaching to Theology students in the second year of the BTh degree.

The main research question the presentation wants to address is: How can the transformative potential of eFundi best be unlocked in order to enhance quality teaching learning processes and structures? This research question is posed against the background of NWU’s Teaching and Learning Strategy, namely to create meaningful teaching and learning experiences where the students become self-directed and life-long learners. In terms of methodology, the paper will follow an auto-ethnographic approach where the module owner will convey some of his experiences regarding the planning, construction and facilitation/presentation of this particular module in the e-learning environment. The auto-ethnographic report will include findings of narrative engagements with participants of the Homl 211 eFundi site with regards to the unique profile of open distance students as well as their experiences of this particular learning environment.

The presentation will share some of the “better practice” that transpired in the pursuit of meaningful learning experiences in the open distance learning environment. It concludes by identifying some of the crucial areas that calls for ongoing contemplation and planning in this growing, but challenging, learning environment.

Mr Koos de Villiers
Vaal Triangle Campus - Best practice
**Using social media as an extension for
student participation and curriculum
development**

In recent years different social technologies have emerged such as Snapchat, Twitter, Facebook, etc. Due to the interactive and social nature of these media platforms, the potential arises to creatively and strategically incorporate these media platforms within teaching and learning practices. This creates the opportunities for lecturers not only to create further opportunities for learning outside the classroom, but also to intentionally integrate social media sites within specific modules, and simultaneously create opportunities for students to be part of the curriculum development.

Through qualitative data collection strategies the study provided a point of departure to ascertain to what extent social media can facilitate student participation and dialogue in modules based on communication for social change principles. A content analysis was conducted on the postings on the Facebook site for third year communication students on the topic of social change. The study further indicated how social media facilitated teaching and learning outside the classroom and how social media ultimately contributed to curriculum development within the module. The results showed insufficient interaction and participation on the relevant topics discussed. In general only a small number of students actively participated in the discussions on the Facebook site.

Dr Trudie Benade
Potchefstroom Campus - Research based
**The Impact of Educational
Technologies on the Learning
Experiences of Students**

Even though the use of technologies in teaching and learning is widely advocated, one

question that needs to be asked, however, is: What is the impact of the use of educational technologies on the learning experiences of students? In this study a questionnaire was completed by 738 students in an introductory Excel course where an eBook and a Specialized Learning Management System (SLMS) were used. The Unified Theory of Acceptance and Use of Technology (UTAUT) was used as a lens in the qualitative analysis in order to make sense and obtain a deeper understanding of the impact of using the educational technologies on the students' learning experiences. It was found that students had a positive experience with the use of these technologies, but not surprisingly, there were opposing views regarding the benefits and drawbacks of the use of the eBook and the SLMS. Not only did the educational technologies impacted positively on students' learning experiences, but in addition, life-long skills such as time management and taking responsibility for their own learning were acquired. The challenge remains to ensure that students' learning is actively enriched by the technologies.

Dr Janet Liebenberg
Potchefstroom Campus - Research based
Automatic vs Manual Assessment

Lecturers are struggling to keep up with their daily responsibilities because of an ever-increasing workload. Manual programming assessment processes are time-consuming, but a possible solution is to use the assistance of automatic assessment methods. In this study, automatic assessment is compared with manual assessment, specifically for programming tests. The study reports on the results of 226 students' solutions to a practical programming test. Various statistical methods were used to compare manual assessment with automatic assessment. A detailed investigation of reasons for differences was also carried out. The results showed that an automatic assessment tool shows promise for assessment of programs written during practical lab sessions but might be less feasible for practical tests and exams. In future we would like to investigate the feasibility of automatic assessment of programming tasks written during practical lab sessions.

Dr Clarise Mostert
Vaal Triangle Campus - Research based
The integration of an interactive software platform to re-invent teaching and learning strategies in entrepreneurship education

Information and Communication Technology (ICT) has affected almost every part of our lives. Even more so the way in which we learn (Slechtova, 2015). ICT creates the opportunity where more information, in a greater variety of formats can be accessed and interacted with. This enables students to think critically about the information that they are dealing with (Katz & Macklin, 2007). The greater goal of entrepreneurship education is to train students to become professionals. Hurst and Reding (2000) define the term professional as someone who can do something with great skill. The challenge in entrepreneurship education, is that students do not master entrepreneurial skills based on the teaching of theoretical content. Thus, it is of utmost importance to re-invent teaching and learning strategies within higher education. The purpose of this presentation is to report on the successful integration of ICT in an entrepreneurship module. Students in the Entrepreneurial Skills module completed a questionnaire which measured their perceived perception of their entrepreneurial skills in the beginning of the semester. During the semester an interactive software platform was integrated in the teaching and learning strategy, with the purpose to assist students in mastering these skills. At the end of the semester students had to complete the same questionnaire, with an added section on the success of the online platform in the process. The results indicated that the use of ICT assisted students in mastering the theoretical skills on a practical level, and enabled them to learn from their peers and gain more authority in their own learning process. By understanding the contribution of the use of ICT in higher education, lecturers will be able to develop new spaces for the creation and sharing of information in the Higher Education sphere and reconsider the authority that students have in their own learning experience.

Mr Thami **Ndlovu**
Mafikeng Campus - Research based
A case study in Enhancing Student-Centered Learning through usage of social media (Facebook, Wiki and WhatsApp)

The proliferation of educational technologies and various social media platforms has stretched the boundaries of student-centered learning. The medium for learning no longer rely solely on traditional classroom or text books. Social media provides exciting new possibilities for learners, paving the way for students to assume an active role in their learning and enabling those every student to participate. Even with this pervasiveness, many learning institutions in the world are reluctant to embrace these technologies, as some are even banning social media websites in schools as they are unable to understand how social media technologies can enhance the academic experience not only for students but also for faculty members and educators.

This study aims to explore more proof on how social media can become a central force in a student-centered learning environment in a long run. The participants of the study comprise of 30 reading laboratory assistant, who are also students at the North-West University (Mafikeng Campus). Findings showed that students have the capacity to control the pace of their learning thus motivating students to engage positively in independent learning. The results clearly showed the positive impact that social media learning had on the students' learning experience and motivation. Facebook, WhatsApp Wiki were indeed perceived as innovative and effective tool in a student-centered learning environment that enriched students' educational experiences, increasing the relevance of the subject matter and encouraging students to collaborate effectively with their peers and faculty.

Prof Jako **Olivier**
Potchefstroom Campus - Research based
Exploring classification and quality criteria for OER in an Afrikaans language teaching context

With the increase in attention and use of Open Educational Resources (OER) it has become necessary for lecturers to evaluate the quality such resources. This paper explores how Krajcso's (2016) classification and quality criteria for OER can be used in order to determine which sources are relevant in a specific field (in this case Afrikaans language teaching). OER refer to teaching, learning and research material that are available to the public for use and reuse, according to specific licencing conditions. It is clear that in a South African context, the use of and research on OER are limited. However, there has been a steady increase in interest in this field, especially within certain South African universities and organisations. Furthermore, little research has been done with regard to Afrikaans and Afrikaans language teaching and OER.

The research study made use of a document analysis of websites based on criteria linked to open educational resource characteristics. A total of 22 websites was chosen from a compiled database of 1 873 websites. These websites were then qualitatively analysed in an inductive manner. In addition, the open educational resource quality criteria, identified by Krajcso (2016), were also used to examine the nature of these websites. From this analysis it was evident that most of the Afrikaans language teaching resources only adhere to some of the open educational resource characteristics in terms of design, general characteristics of the content and to a lesser extent the technical aspects. The identified resources are not appropriate in terms of content when attitude, knowledge and competence were evaluated. In addition, the resources do not adhere to the didactical principles linked to open educational resource methodology. Krajcso's quality criteria have also proven to be fitting when the suitability of resources in terms of general open educational resource characteristics were tested.



The First NWU Annual
Teaching and Learning Conference 2018

**EMBRACING
INSTITUTIONAL
CHANGE:
RESPONSIVENESS,
COLLABORATION
AND SUCCESS**

29, 30 & 31 May 2018
Centre for Teaching and Learning (CTL)





The First NWU Annual
Teaching and Learning Conference 2018

**EMBRACING
INSTITUTIONAL
CHANGE:
RESPONSIVENESS,
COLLABORATION
AND SUCCESS**

29, 30 & 31 May 2018
Centre for Teaching and Learning (CTL)



The First NWU Annual
Teaching and Learning Conference 2018

**EMBRACING
INSTITUTIONAL
CHANGE:
RESPONSIVENESS,
COLLABORATION
AND SUCCESS**

29, 30 & 31 May 2018
Centre for Teaching and Learning (CTL)

