



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
INSTITUTIONAL OFFICE



CONFERENCE

PROGRAMME

HELTASA

*Higher Education Learning &
Teaching Association of Southern Africa*



PRE-CONFERENCE WORKSHOPS			
Venue	Baobab	Dandelion	Birch
10:00 – 13:00	Wisker, G (90 min) An interactive workshop: Developing your academic writing and publishing career	McKenna, S (3hours) A dramatic encounter with epistemological access	Riley, A (3 hours) Back to basics: Integrating technology into curricula for improved student engagement
13:00-14:00	Lunch (Hall)		
14:00 – 17:00	Millar, B (90 min) An interactive workshop: Dealing with threshold concepts to enable epistemological access	Nyar, A (3 hours) The role of institutions in understanding and responding to first year transitions	Mudavanhu, F (3hours) University teaching: Advancing and enhancing teaching and learning through blogging

07:30 - 08:45	Registration				
08:45 - 09:00	Welcoming Message: Prof Martin Oosthuizen Deputy Vice-Chancellor Teaching and Learning, North-West University				
09:00 - 10:00	Dr Leonel Lim, National Institute of Education, Singapore (Hall)				
10:00 - 10:30	Refreshments (room adjacent to Hall)				
Venue	Baobab	Chapel	Birch	Olive	Dandelion
Theme	Academic Development and Support	Student Learning and Development	Curriculum Structure and Design	Learning Analytics	Technology Enabled Learning
10:30-11:00	Strydom, JF and Hen-Boisen, L How learning works in South African higher education: Using data to understand student and staff perspectives on learning	Katiya, M, Mtonjeni, T and Sefalane-Nkohla, P Multilingual glossaries: Hindering or accelerating learning in engineering	Abrahamse, C Considering Susan, Robert and the design student towards a conceptual framework for student workload	Fouché, J and Phuthi, D Analysis of the learning environment of CTA students - is current learner support sufficient?	Glover, I MOOCs as changing activity systems: Opening educator practices in two African MOOCs

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11:00-11:30	Behari-Leak, K and Sabata, S Re-thinking national excellence in teaching and learning awards in South Africa	Llorente Quesada, L Navigating the complexities of group work and group assessment in higher education	De Beer, J The affordances of indigenous knowledge for self-directed learning in the school science curriculum	Makanda, G Investigating the dynamics of knowledge acquisitions in undergraduate mathematics students using differential equations	De Wet Faber, C The impact of online engagement on the performance of students in rural South Africa
11:30-12:00	Vorster, J A critical overview of professional development courses in South African Research-Intensive Universities	Bernard, E Implementing a film club as part of an English literacy module: Re-imagining the curriculum	Fagan, D Social construction of pedagogical ICT discourse: The case of a UoT	Ndlovu, S and Livingstone, M Exploration of benefits of learning analytics in furthering research at a UoT	Schabot, C and Reitsma, G Is it worth-while to flip? Reflecting on flipped teaching in a chemical engineering course
12:00-13:00	Lunch (Hall)				
13:00-13:30	Van Dyk, A Margaret's Story: The gift of data? The profanity of research ethics!	Hollis-Turner, S The use of specialisation codes to decode a national diploma curriculum in support of student learning and development	Wolff, K Re-thinking the engineering curriculum to enable effective problem-solving in complex real-world contexts	Macwele, M A critical analysis of key emerging issues around learning analytics in South Africa	Viljoen, S and Steyn, J Diffusing boundaries and disseminating knowledge and skills in a performance-based discipline
13:30-14:00	Swart, J, Luwes, N and Olwagen, A Scholarship of Teaching and Learning - "What the hell" are we getting ourselves into?	Lombard, K Reconciling assessment and learning in higher education: Contesting and facilitating prospects	Oosthuizen, L and Deville, M A move in the right direction: From paper-based to electronic guides	Leppan, R Augmenting Moodle Learning Analytics with didactic metadata to build a comprehensive learner profile	Olivier, J Migrating to screen: Supporting digital natives' acceptance of their e-habitat through an interactive learning environment
14:00 - 15:00 15:00 - 15:20	Dr Lis Lange, Deputy Vice-Chancellor, University of the Free State (Hall) Refreshments (room adjacent to Hall)				

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Venue	Baobab	Chapel	Birch	Olive	Dandelion
Theme	Academic Development and Support	Student Learning and Development	Curriculum Structure and Design	Learning Analytics	Technology Enabled Learning
15:20-17:00	SIG: Professional development	SIG: Foundation provision/ Extended programmes	SIG: Tutor/ Mentor/Sl	SIG: South African National Resource Centre for the First Year Experience and Students in Transition (SANRC)	
17:00-17:15	Break				
17:15-19:00	SIG: Writing centres	SIG: Technology-enhanced learning	SIG: Southern African Universities Learning and Teaching Forum (SAULT)	SIG: Refl practitioner	
19:00	HELTASA Executive Meeting				

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08:30 - 09:30	Prof Jennifer Case, University of Cape Town (sponsored by Oxford University Press) (Hall)				
09:30 - 10:00	Refreshments (room adjacent to Hall)				
10:00 - 10:45	Poster session 1 (room adjacent to Hall)				
10:45 - 11:30	QEP: Prof Diane Grayson, CHE (Hall)				
Venue	Baobab	Chapel	Birch	Olive	Dandelion
Theme	Academic Development and Support	Student Learning and Development	Curriculum Structure and Design	Student Learning and development	Technology Enabled Learning
11:30 - 12:00	Winberg, C, Bozalek, V and Cattell, K An inter-institutional post-graduate diploma for university teachers: A programme for social justice in higher education	Breed, B Exploring a cooperative learning approach to improve self-directed learning in higher education	Costandius, E and Bitzer, EM Engaging students: Critical citizenship education in arts communication education	Prince, R Testing to inform curriculum design and to create productive student learning and development environments	Wels, H and O'Neil, S Facebook as a tool to enhance teaching and learning of postgraduate students

Venue	Baobab	Chapel	Birch	Olive	Dandelion
Theme	Academic Development and Support	Student Learning and Development	Curriculum Structure and Design	Student Learning and Development	Student Learning and Development
12:00 - 12:30	Dison, L, Keane, M and Castle, J The development of communities of practice in higher education	Cattell, K "Eventually you get the hang of it": Re-imagining legal writing development	Manyonga, B Sociology curriculum and human capabilities formation: Perspectives of sociology lecturers at one South African university	Stander, M and Marumo, R "Innocent until proven guilty." Developing strategies to improve	Roux, A and Van der Walt, M Exploring aspects of a metacognitive meta-curriculum for self-directed learning in mathematics teacher education
12:30 - 13:15	AGM (Hall)				
13:15 - 14:00	Lunch (Hall)				
14:00 - 14:45	Poster session 2 (room adjacent to Hall)				
14:45 - 15:25	Coleman, L, Cromhout, D and Ranchod, B Becoming reflective practitioner using action research: A pilot study with first year Information Technology lecturers	Boakye, N Improving completion rates in higher education: A needs analysis for discipline-specific reading intervention	Boughey, C, McKenna, S, Behari-Leak, K, Mkhize, T, Luck, J, Clarence, S Mtombeni, De Bie, G, Haupt, C, and Sabata, S Critiquing higher education: The power of theory in a higher education doctoral studies programme	Paxton, M, Nomlomo, V Innovative approaches to multilingualism and multi-literacies amongst the TAU Fellows	Jagals, D and Van Der Walt, M Inspiring cultures of metacognitive capacities: Towards a local instructional theory
15:25 - 15:45	Refreshments (room adjacent to Hall)				
15:45 - 16:15	Dison, A and Hess-April, L Integrating the development of academic literacies into an Occupational Therapy curriculum at University of the Western Cape	Panel discussion Curriculum Reform: Taking the CHE proposals forward	Maqutu, T and Sabata, S Thinking about re-contextualization of physics for vocational programmes - insight from an European University		Bangeni, B Reading the legal case; reading the Law Faculty: An account of disciplinary novices' reading strategies

16:15-16:45			Dison, L and Cliff, A Developing an academic literacy embedded reading and writing intervention in a first year Education Study course		White, L Re-imagining the professional development of science teachers
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19:00	Gala dinner (Crista Galli)				
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08:30 - 09:30	Prof Barbara Oakley, Oakland University, Detroit USA (Hall)				
09:30 - 10:15	Teaching Development Grant : Prof Nan Yeld, DHET (Hall)				
10:15 - 10:45	Refreshments (room adjacent to Hall)				
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Theme	Academic Development and Support	Student Learning and Development	Curriculum Structure and Design	Student Learning and Development	Student Learning and Development
10:45 - 11:15	Oosthuysen, A and Du Plessis, M Back to the drawing board: Innovating SoTL projects for a new generation of academics	Jacobs, M and Sitshinga, M Diagnostic testing of first year engineering students at a UoT: Intervention strategies for success	McKenna, S Positive peer pressure: The role of the doctoral communities	Paxton, M and Kelly, R A methodology for exposing the First in the Family at university student experience	De Beer, J and Ankiewicz, P Re-imagining science teacher education in South Africa: Lessons from Finland
11:15 - 11:45	Petersen, M Imagine we listen to our students: the role of student feedback in university teaching practices	Du Toit, A, Havenga, M and Van der Walt, M The contribution of project-based learning to the preparation and development of pre-service Consumer Studies teachers	Immelman, S, Fouche, I and Corbert T Creating trans-disciplinary spaces in a real-world scenario	Muna, N The novel application of a dendrogram tool, to practically facilitate the literature review writing process	Tsotetsi, C, Mthembu, D and Smart, A Online peer assessment with third year education students: Results of a third action research cycle
12:00 - 13:00	Award winners (Hall)				
13:00	Closing and lunch on the go				