



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



North-West University

Teaching and Learning Conference

Hosted by Centre for Teaching & Learning

2nd
call

CALL

FOR PARTICIPATION

10, 11, and 12
September 2024

“Gravity of Learning: Students at the Center”

Student Centricity in

Teaching and Learning
at the NWU

SCAN
HERE



NWU Teaching and Learning Conference 2024

Ultimately, the TL Strategy is the way in which we describe for ourselves what features within the teaching, learning and curriculum project we would like to see at which levels of complexity (years of study), and to what purposes (outcomes, skills, competencies, knowledge-sets or combinations thereof) across all [Faculty Integrated Teaching and Learning Plans] FITLPs.

– NWU Teaching and Learning Strategy 2021 to 2025 (2020:3).

The North-West University (NWU) Teaching and Learning Conference is an annual, fee-free and interactive event, hosted for about 150 to 200 delegates in-person and online. The NWU T&L Conference is managed by the Centre for Teaching and Learning (CTL), a support department within the portfolio of the Deputy Vice-Chancellor for Teaching and Learning and the event is funded by the University Capacity Development Grant (UCDG).

The Mahikeng Campus hosts an Astronomical Observatory that houses the Mahikeng Astronomical Telescope (MAT). The MAT is a modern 40cm telescope that is computer-controlled and capable of accurate pointing. This feature makes the Mahikeng Campus stand out and is the inspiration behind the 'look and feel' of this year's Conference. This state-of-the-art device allows us to see beyond what the naked eye can see and helps us to capture the vast expanse of the cosmic canvas. We used the analogy of the solar system to represent students as the sun being at the core of the system.

Around this radiant core, are the planets that dutifully orbit the sun and represent a myriad of structures and systems dedicated to nurturing and supporting the student's journey towards achievement. From academic programs, responsive teaching practices, and faculty mentorship to student services and Institutional resources, each element plays its vital role. As we convene for this Conference, let us draw inspiration from the cosmic ballet above and the scholarly endeavours below. Let us harness the radiant energy of the sun-student and the steadfast support of the orbiting structures to illuminate the path towards academic excellence and student success.

1 Call for participation

NWU academics are invited to address this year's theme, ***Student Centricity in Teaching and Learning at NWU***. Conference delegates are invited to submit proposals exploring the Conference sub-themes:

¹The NWU Annual T&L Conference is an activity funded within the UCDG Focus Area 2 for Staff Development- Project 9 Enhancing academics as university teachers, Activity 3 Continuous Professional Learning (CPL) Opportunities – T&L Conferences, for the cycle 2024 to 2026.

1.1 Intersections between technology and student centrality in teaching and learning

Have you identified intersections between technology and student centrality in teaching and learning? What is the emerging scholarship around offering students a hybrid teaching experience?

The NWU is committed to the ethical use of AI technologies. Has Artificial Intelligence (AI) vs Academic Integrity (AI) contributed to the change in teaching and learning at the NWU? What are some of the principles students are adhering to, in their learning environment?

From language translation to assignment generation, share your scholarship around the intersections between technology and student centrality in teaching and learning.

1.2 Appreciating the relationship between assessment and learning

Do you teach online? Online distance learning and online (contact) learning as well as the modality of assessment (traditional or continuous) are often carefully planned to reach the module outcomes.

You have 'moved on' from lecturer-initiated and-driven assessments to learner-centered assessments, self-directed, learning-focused assessments, and continuous assessment with learning-centered feedback.

Share about the influence of assessment literacy on assessment practices. Why is assessment literacy important? How have you used this dynamic context-dependent social practice to reach your students? What are best practises that enable a pedagogically sound distance learning and teaching agenda?

1.3 Self-Directed Learning and students as lifelong learners

Self-Directed Learning (SDL) "describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975:18).

Are you discovering different teaching-learning strategies that can be used to enhance a students' self-directedness? Are you designing a classroom environment conducive to enhancing SDL? What about important considerations on the intersection of technology and SDL?

What are some of the ways SDL development of a student can be evaluated? Do you promote SDL that will lead to lifelong learning? Present on the use of devices for self-directed multimodal learning or multiliteracies (such as language and computer literacies) of contact and distance students in a self-directed learning context.

If your field of research is in assessment to support SDL, blended learning to support SDL, cognitive strategies to achieve SDL, co-operative learning, problem-based learning, or contextualised learning to enhance SDL, then, share your knowledge!

1.4 Advancing social change through WISL

In the NWU context, WIL refers to work-based learning. Irrespective of its nature, WIL activities must align academic and workplace practices for the mutual benefit of students and workplaces ...

Service learning (SL) is a fundamental teaching and learning method aimed at advancing social change while preparing students for future citizenship through real-life learning experiences in communities. SL as a TL method is a collaborative process that links faculty, students, and community partners in organised, supervised, sustainable, and mutually beneficial learning experiences that address identified and agreed upon community needs. SL is often curriculum-based and credit-bearing, and always carefully structured and focus educational experiences related to a specific discipline. It includes reflecting on the service activity to gain a deeper understanding of discipline-related content, a broader appreciation of the discipline, and an enhanced sense of social responsibility.

– Amended rules for teaching, learning and assessment at the NWU (2020:6&7).

The Centralised Work Integrated and Service Learning (WISL) Office assists with the coordination, management, and administration of work-integrated learning (WIL) and service-learning (SL) in collaboration with faculties. A conceptual framework for WIL and SL is provided with specific focus on the shift in perspectives and practices, the crossing of knowledge boundaries and the general understanding of concepts. As there is an overlap between WIL, SL and community engagement, the guidelines also aim to clarify the inter-relatedness and stand-alone characteristics of the activities. A framework for WIL and SL, with reference to the inter-relatedness with community engagement is available in the *Guidelines for Work-Integrated Learning and Service Learning (2022)*.

Are you devoted to incorporating WIL and SL activities in the formal curriculum / programme and module design and development? Share, how WISL impacts on the teaching and learning and assessment practices and the quality assurance implications such as evaluation, monitoring and programme review.

2 Abstracts

Conference delegates are encouraged to initiate scholarly conversations in relation to one of the sub-themes. Abstract submissions should include three key questions for further engagement that your abstract raises. Delegates submitting an abstract are engaged to select one of the following formats:

2.1 Oral Presentations

Presentation time: 15 – 20 minutes (5 – 10min Q&A)

Share completed work or work-in-progress. These presentations should be reflective, inspiring, and focus on research / best practice / concept but also, on questions that have emerged as part of engagement with students. Abstract submissions should end with two-to-three questions to promote discussion.

2.2 Poster presentations

Presentation time: 15 minutes (including Q&A)

Poster presentations are for shorter presentations and an opportunity for speakers who want to dialogue and continue conversations about their work with students. The delegate shares ideas to others using a combination of visuals and text. Abstract submissions should end with two-to-three questions to promote discussion. No digital posters will be uploaded, posters will be displayed as part of the Gallery of Posters in a designated venue.

2.3 Abstract submissions

The platform for you to submit your abstract(s) is Oxford Abstracts; you will also receive correspondence when your abstract has been reviewed. No other format of submission will be accepted. Include the following when you submit an abstract:

- Title
- Sub-theme:
 - Intersections between technology and student centrality in teaching and learning
 - Appreciating the relationship between assessment and learning
 - Self-Directed Learning and students as lifelong learners
 - Advancing social change through WISL
- Format: Oral presentation or poster presentation
- Type of presentation: Research / Best practice / Concept
- Abstract: Up to 350 words and include three questions for engagement
- Up to 5 keywords

Note on proposal acceptance

Speakers / presenters / facilitators are required to participate **in person**. When you receive confirmation of your proposal being accepted, please ensure your content is uploaded one week ahead of the event. The technical team will be on standby to support you before you engage with fellow participants.

Link to submit an abstract: <https://app.oxfordabstracts.com/stages/56634/submitter>

2.4 Important dates

Hosting Campus: Mahikeng Campus

Timeframe:

- 8 May 2024 Call for participation
- 28 June 2024 Second call: Abstract submission closes
- 1 to 31 July 2024 Review process
- 1 to 8 August 2024 Sponsorship confirmation of presenters
- 22 August 2024 Programme & Book of Abstracts
- 30 August 2024 Slide presentations uploaded
- 2 September 2024 Registrations close (in-person)
- 10 September 2024 Pre-Conference workshop
- 11 and 12 September 2024 NWU T&L Conference

Link to register: <https://register.oxfordabstracts.com/event/54382?preview=false>



3 Contact information

For any enquiries about the NWU Teaching and Learning Conference, please contact:

Ms Senwelo Leepo, Conference Administrator, email: 24861413@nwu.ac.za or contact 018 389 2091.

Link: <https://services.nwu.ac.za/centre-teaching-and-learning-ctl/teaching-learning-conferences>

NWU Leadership

- Prof Robert Balfour, Deputy Vice-Chancellor: Teaching and Learning, North-West University (NWU)
- Prof Sonia Swanepoel, Deputy Vice-Chancellor: Community Engagement and Campus Operations: Mahikeng Campus
- Prof Willie van Vollenhoven, Chief Director: Centre for Teaching and Learning (CTL) at NWU
- Dr Nomasomi Morule, CTL Director, Mahikeng Campus: Faculty Teaching and Learning Support (FTLS) Directorate
- Dr Gerhard du Plessis, CTL Director, Potchefstroom Campus: Centralised Teaching and Learning Functions (CTLF) Directorate
- Dr Esmarie Strydom, CTL Director, Vanderbijlpark Campus: Special Projects and Research (SPR) Directorate

NWU Teaching and Learning Conference Committee 2024

- Dr Esmarie Strydom, Director: Special Projects and Research (SPR) Directorate from the Centre for Teaching and Learning (CTL).
- Dr Marieta Jansen van Vuuren, UCDG 2024 to 2026 Focus Area Leader: Staff Development and CTL Domain Liaison for Professional Development.
- Ms Retha Serfontein, UCDG Project 9 Leader: Enhancing academics as university teachers.
- Ms Refilwe Matsie, Conference Campus Coordinator
- Dr Manuela Fernandes-Martins, Conference Programme Coordinator
- Dr Thamie Ndlovu, Logistics / Social Media Coordinator
- Ms Tshepo Mahuma, Registration Coordinator
- Ms Reinette Koekemoer, Reviewers Coordinator
- Mr Zweli Mokoena, Press Coordinator
- Mr Teboho Nyakane, Technical Team Coordinator
- Ms Elaine Moeketsi, Financial Officer
- Ms Senwelo Leepo, Conference Administrator
- Extended support: CTL venue monitors and NWU IT

4 TERMS AND CONDITIONS

Members of the NWU Teaching and Learning Conference organising committee have done their best beforehand to ensure that the necessary arrangements have been made and/or materials are available ahead of time for the delegates and speakers. Thus, the host, the Centre for Teaching and Learning (CTL) will not be held responsible in the event where a presenter(s) / keynote speaker(s) fails to arrive on time or not at all for a workshop and/or presentation. CTL is not liable for any damage / theft / other as a result of additional equipment (e.g. laptop, cables, etc.) delegates / presenters / speakers bring to the venue.

All presentations and panel discussions may be photographed and/or video-recorded and the material uploaded to NWU platforms for promotion and educational purposes only but not for distribution outside the NWU. By participating in the NWU T&L Conference, the Conference team / coordinator / you are familiar with South Africa's Promotion of Access to Information (PAIA) Act 2 of 2000 and Protection of Personal Information (POPI) Act (4 of 2013). This event is compliant with post COVID-19 regulations as stipulated by South Africa's National Department of Health.

As a delegate / presenter / facilitator / keynote speaker, should you cancel within seven (7) working days or less without making relevant arrangements, do not show up for the event, or fail to notify the Conference team / coordinator / administrator of your inability to present before the commencement of the Conference, you/your university/employer will be held liable for the cost incurred on your behalf and you/your university/employer will be required to pay 100% of this incurred cost as a cancellation fee. Please note, the NWU's legal team is consulted.

2024.