Conference Abstracts
1. **Adendorff, HJ**
The quest for recognition – exploring the role of the department in acknowledging classroom research and teaching innovation

Classroom research and teaching innovation are not foreign concepts at Stellenbosch University. Participation at the annual SoTL conference as well as various support initiatives confirms this. Examples of institutional provision include the Fund for Innovation and Research into Teaching and Learning (FIRTL), the annual SoTL conference, various workshops offered by the Centre for Teaching and Learning (CTL) while individual assistance is offered through the availability of CTL advisors to collaborate or consult on such initiatives. During interviews for Teaching Matters@SU in 2007, all the deans interviewed at the time suggested that there was room and need for this kind of work in their faculties (TM@SU, 2007). Furthermore, the Vice Rector (Teaching), Prof. Magda Fourie, refers to classroom research as an SU research niche area (TM@SU, 2009).

Despite this, SU academics still express concern about the extent to which this kind of work is rewarded (TM@SU, 2009). A possible lens for exploring this phenomenon is the concept of Teaching and Learning Regimes (TLRs) which are defined as “constellations of rules assumptions, practices and relationships related to teaching and learning” found at departmental or workgroup level (Trowler and Copper, 2002).

Using data from a previous SU study involving emerging scholars of teaching (Adendorff, 2009), this paper will investigate the role of TLRs in the experience of nine SU academics involved in classroom research. It will be argued that an understanding of what happens on the departmental or workgroup level is particularly significant since this is where academic work is recognised and rewarded.

2. **Adendorff, HJ, Jacobs, EP**
Assessment: the lost learning opportunity. Who is to blame?

**This is an abstract for a poster presentation.**

There is compelling evidence that assessment can enhance learning. Frequent in-class testing can encourage continuous, rather than sporadic, study (Black & Wiliam, 1998; Gibbs, Simpson & Macdonald, 2006; McFarlane-Dick & Nicol, 2006, Sadler, 1998). Tests also afford students with an opportunity to amend their learning by providing them with information about what they do and do not know. Students, however, seldom regard assessment opportunities in this way (Gibbs & Simpson, 2003).

This study comprised of two parts. Firstly, the assessment opportunities in an EDP Engineering Chemistry module were re-engineered to enhance their learning value. Modelled on similar research in Physics (Kortemeyer et. al., 2006), students wrote a multiple choice test immediately followed by minimal feedback, an opportunity to adapt their learning and a second, similar multiple choice test.

Secondly, the study explored the success of this method – providing opportunities for learning between two similar tests - in augmenting student learning associated with assessment tasks.
The data showed a decline in performance on the second attempt for the subset of students that performed well initially, while the opposite held true for the subset that was less successful at first. This intriguing finding was explored through focus group interviews. The results highlighted interesting student perceptions on learning and performance and showed that many students failed to utilize these learning opportunities optimally. In this paper, we will examine the role of conceptions of learning (Säljö, 1982) and approaches to learning (Marton & Säljö, 1976) in affecting student response to such interventions.

3. **Adendorff, HJ, Jacobs, EP**

*Qui docet, discit: Whoever teaches, learns.*

Descriptions of graduate outcomes often include some reference to being able to work effectively in teams. The South African Qualifications Authority’s list of compulsory generic outcomes is no exception. The Engineering Council of South Africa (ECSA) also uses terms such as teamwork, communication and leadership to describe some of the attributes required of engineers.

In addition to this emphasis on group work as graduate attribute, there is a growing body of evidence (Bowen, 2000; Cooper & Robinson, 1998; Felder & Brent, 2007; Greenwood et al., 1988; Sherman, 1991; Slavin, 1991, 1996) that suggests that cooperative learning, when soundly implemented, can positively impact student achievement. Using the concept of cognitive elaboration, Webb (1989) argues that explaining concepts to others is an especially effective means of promoting learning, also for high ability students.

In the intervention reported on here, peer tutoring offered a solution to serious resource limitations whilst promising unique benefits to student learning. Faced with a student to tutor ratio of more than 50:1, the lecturing team for Engineering Chemistry 123 decided to redesign their tutorials as group work sessions. Using an adapted jigsaw method, each group member had to prepare one pre-assigned problem. Group members, in turn, acted as tutors for the questions they had prepared while their group worked through the problem sheet.

This paper will offer a reflection on the results obtained and lessons learned during the first two rounds of the implementation of this project. Data sources will include feedback from tutors, lecturers and students who participated.

4. **Archer, E, de Villiers, A**

*The use of simulated patient scenarios in the teaching of basic clinical procedural skills.*

**Background:**

Part task trainers (PTT) and simulated patients (SP) are integral part of procedural skills training and assessment in undergraduate medical education. The Skills Centre at the Faculty of Health Sciences, Stellenbosch University, South Africa, wanted to determine the value of these teaching resources.
Summary of work:
A formative examination (OSCE) with individual tutor feedback was done. Two of the OSCE stations had only a PTT, while a SP combined with a PTT were used in the other. The aim of the study was to determine which of the stations offered the most realistic and valuable learning experience.

Summary of results:
The quantitative data revealed significant, but contradictory results in the use of a SP with a PTT versus only a PTT. Qualitative data suggested that this difference could be attributed to the SPs’s performance. Tutors and students reported feedback facilitated learning in all cases.

Conclusions:
Using an experienced SP and a PTT can have a positive effect on the authenticity; however, when only PTT’s are used valuable learning opportunities can still be provided.

Take home messages:
Training opportunities with PTT in simulation coupled with individual feedback empowers students in the early years of their medical training.

5. Baard, RS, Steenkamp, LP, Frick, BL
Financial Accounting 188: A profile of successful and at-risk students

Financial Accounting 188 is a compulsory first-year module for all BComm degrees at Stellenbosch University, with an annual average of 1 300 students. The throughput rate of traditionally below 70% is a cause for concern at both a departmental and institutional level, which prompted an investigation into student success in the module.

This paper presents the results of the process of establishing a profile of successful and at-risk students in this particular module. A two step process was followed to achieve the goals of the study. Firstly, the significance of a number of factors influencing students’ ability to succeed was statistically tested to determine the possible correlation between specific factors and students’ success. The most important factors in determining success of students in the module include average Grade 12 mark, whether students had Accounting as a subject at secondary school, class attendance, home language (Afrikaans or English), and the programme within which students were enrolled.

Secondly, the simultaneous effect of all these factors was determined by means of a multivariate technique to derive a profile of successful and at-risk students. The results show general trends that could inform admission decisions and guide the implementation of interventions for at-risk students, while academically stimulating the highly successful students. The results are not generalisable beyond the module, but are significant in informing similar studies in other modules.
6. Bernard, T
A genre-based approach to teaching literacy in a university bridging course.

For educators, a genre-based approach to literacy is a valuable tool for helping students produce effective, high-quality texts (Hyland 2007: 148). Rather than taking a writer- or reader-orientated approach to teaching writing skills, genre-based pedagogies take a more text-centred approach to writing, which views texts as tangible, analyzable products of broader social contexts (Hyland 2002: 6-22).

To date, literature regarding genre theory focuses on developing writing skills in primary, secondary and L2 educational contexts, with minimal attention to the value of tools developed within Systemic Functional Linguistics (SFL) for academic literacy in a university context. In this paper, I will briefly introduce the principles of a genre-based pedagogy and show how the classroom models developed specifically for the contexts listed above can be modified to suit a university context.

Additionally, I will expand on Bernstein’s (1993) notion of “visible pedagogy” to show how a genre-based pedagogy can assist in developing academic literacy, and simultaneously achieve the aims for a more advanced and theoretical writing course than those offered at a secondary school level.

7. Bester, Z
South African university students’ understanding of implicature – implications for the academic literacy classroom

Due to increasing concern about the low levels of throughput at university level, and with an ever-growing awareness of the important role that students’ academic literacy plays in academic success, Stellenbosch University has implemented language support courses in various faculties across the campus. These courses are generally designed to focus on reading in the first part of the course, because it has been found that students struggle to read academically and critically.

It is within this context that a study was done to determine to what extent cultural background affects a speaker’s ability to derive meaning from conversational and, by extension, academic implicatures in English. In studies by Lawrence Bouton (1988; 1999), it was found that native speakers (NS) and non-native speakers (NNS) of English infer different meanings when confronted with particular indirect speech acts. This particular study investigated whether (and to what extent) cultural background affects South African NS and NNS of English in their understanding of indirect criticism and irony.

First-year students at Stellenbosch University with a variety of mother tongues were asked to complete a questionnaire that contained various examples of indirect criticism and irony. Their responses indicated whether they indeed infer different meanings from these indirect speech acts, and which meanings they tend to assume. The results of this study are significant as it would seem that a lecturer cannot take for granted the fact that all students can identify indirect criticism and irony, two features that appear in academic articles and papers.
8. **Beukes, S, Bester, J**  
Die rol van die kliniese werkhandleiding in gehalteversekering van kliniese onderrig en opleiding van voorgraadse Arbeidsterapie studente.

Die Minimum Standaarde vir die Opleiding van Arbeidsterapie vereis dat ‘n student 1000 kliniese ure in die voorgraadse program moet verwerf. Die levering van ‘n professioneel bevoegde praktisyn as uitkoms van die program is afhanklik van een tot en een begeleiding van studente tydens kliniese plasings.

Daar word gebruik gemaak van ‘n kliniese werkhandleiding as hulpmiddel ten einde met die studente die mees eenvormige benadering tot kliniese begeleiding te volg. Gemiddeld word daar gebruik gemaak van 31 kliniese areas vir ongeveer 70 studente. Kliniese toesighouding word hanteer deur +/- 26 kliniese dosente en +/- 27 kliniese arbeidsterapeute oor die 2 jaar van kliniese onderrig en opleiding.

Dit is dus essensieel dat alle betrokkenes dieselfde generiese vertrekpunt vir kliniese onderrig en opleiding sal gebruik asook dieselfde benadering volg om die kliniese ervaring vir elke student in dieselfde rigting te laat verloop.

Die afgelope 4 jaar was daar ‘n groter omset van kliniese toesighouers. Terugvoer wat in die periode van studente ontvang is, het vrae laat ontstaan oor die gebruik van die handleiding deur toesighouers tydens kliniese toesighouding van studente en die effek wat dit het op die bereiking van die uitkomste wat vir kliniese werk gestel is.

Die fokus van die studie was om inligting te verkry vanaf alle belanghebbendes rakende hul gebruik, ervaring en mening omtrent die kliniese werkhandleiding as ‘n hulpmiddel tydens kliniese onderrig en opleiding van studente.

Tydens die voordrag sal ons fokus op die volgende aspekte:
- Oorsig oor die samestelling van die kliniese werkhandleiding;
- terugvoere vanaf onderskeie belanghebbendes rakende die kliniese werkhandleiding; en
- voorstelle van die onderskeie belanghebbendes verkry en hoe ons meer doeltreffende gebruik van die kliniese werkhandleiding kan verseker

9. **Bitzer, EM, Menkveld, H**  
The evaluation of the Fund for Innovation and Research in Learning and Teaching (FIRLT) scheme at Stellenbosch University (May 2005 – May 2008)

The Fund for Innovation and Research in Learning and Teaching (FIRLT) at Stellenbosch University represents a small grant scheme initialised by the Centre for Teaching and Learning (CTL) in 2005. It aims to enhance learning and teaching initiatives and improves educational practices through relevant research. Literature indicates that similar schemes are becoming increasingly important to improve the status of learning and teaching (Turner et al. 2008).
Based on a similar study in the UK (Wisker 2008), an evaluative project was undertaken in 2009 to determine the success of the scheme. Following appreciative enquiry methodology, semi-structured interviews were conducted with 21 grant holders representing 16 projects. Participants were selected using stratified sampling and responses were analysed to identify themes.

Results indicate that the FIRLT scheme is widely appreciated and grant money is used in various ways, e.g. to buy research time and afford expertise. Grant holders’ own professional development and the fact that their courses appear to enhance student learning seem to be particularly strong points. Grant holders also value opportunities to disseminate their results.

Two further aspects resonate with literature findings. Firstly, the need to introduce and expand existing communities of practice as a support system for grant holders (Wisker and Constable 2005; Morris and Fry 2006). Secondly, the status of learning and teaching needs to be further improved through the scholarship of integration (Young 2006).

The study concluded that the existing scheme appears to be successful, but that could even be more so by addressing some identified limitations.

10. **Blackie, MAL**
A Popperian perspective on education

Karl Popper is strongly associated in scientific circles with a substantial critique on logical positivism. In politics he is remembered for his critique on Marx. But underpinning his arguments and critiques are a few fundamental attitudes which throw an interesting light on education. In this paper I will explore two of these fundamental attitudes and their implications for the role and attitudes of an educator in higher education. Firstly, Popper believes that problem solving is a primal activity – a driving force for evolution. The principle problem to be solved in this sense is survival. For education this raises an interesting possibility – problem solving is an innate human quality. The role as educator is not so much to ‘teach’ problem solving as to provide an environment in which the innate problem solving ability of students is evoked. Secondly, Popper believes that knowledge is only advanced through critique. This challenges the educator to take the stance of one who has explored the intellectual territory to a greater extent, rather than one who knows the intellectual territory. It allows for the possibility that the knowledge and understanding of all participants in the educative process may develop and grow as knowledge and information are grappled with. For Popper, philosophy is an inescapable activity of any human being, because the critical examination of our presumptions is a moral and intellectual imperative.

11. **Bosman, JP, Burgoyne, ML**
PLakker: Mapping the First-year Journey at SU

**This is an abstract for a poster presentation.**

PLakker is a campus-wide first-year initiative at SU that aims to create a user-friendly, safe environment for our students to share their experiences of the first year. PLakker was born firstly, out of an understanding that students’ learning experiences are not necessarily limited to...
the classroom and secondly, from the holistic approach to student success adopted by the First-year Academy at SU. The selected bloggers, or “PLakkers”, serve as catalysts to get other first-years to participate in the discussion, highlighting their in-class experiences, but also on how they perceive the out-of-class culture at SU.

The insights gleaned from the inputs from these students, as well as those who comment on their postings, can shape the way in which the University understands how first-year students experience the institution. It is hoped that this glimpse into the first-year experience will provide an opportunity to contribute to the ongoing process of reflection and renewal regarding the way in which these students are integrated and incorporated into our learning community.

In this poster session, we will sketch the PLakker journey (from processing the blogger applications, selecting and training the bloggers, arranging management structures to monitor and keep tabs on the blog to drawing up statistics and understanding possible themes and trends emerging from the data) by illustrating the challenges and successes of this venture to date. The mapping of the progress thus far is illustrated by some preliminary statistics and a snapshot of a sample of quotations from the blog.

12. Carolissen, RL, Swartz, I, Bozalek, V, Leibowitz, B, Rohleder, P, Nicholls, L
Graduate attributes as reflected in a follow-up evaluation of students’ experience of the Community, Self and Identity Project (CSI)

Few evaluation studies in education establish the impact of modules after students have graduated (Kernahan & Davis, 2007).

Most assessments of modules are done immediately after courses have been completed. This pattern of evaluation offers us little insight into how students view the impact that modules have had on their engagement with their work environment. The CSI project is a collaborative, interdisciplinary, inter-institutional project between the departments of Psychology and the Centre for Teaching and Learning (CTL) at US and the Social Work and Occupational Therapy departments at UWC, which evaluated student experiences of the CSI module from the perspective of their work environments.

The project created a space (face to face and virtual) where students engaged across boundaries of difference such as race, class, gender, institution and profession, amongst others, to explore notions of community through dialogue. The course was conducted over 3 years (2006-2008), with student feedback occurring immediately at the end of each course. The current paper reports on the qualitative component of a summative evaluation done during 2009 during which 16 in-depth interviews were conducted with participants of the CSI module. Thematic analyses were conducted.

The paper highlights the challenges and strengths of the module in terms of student engagement from their work contexts. Implications of this module for some graduate attributes such as the capacity for critical reflexivity (at different levels) and working collaboratively across boundaries of multiple difference are discussed.
13. Cillié, K, Coetzee, M

An investigation into the relationship between the reading and learning skills of first year BSc students as facilitated in Scientific Communication Skills 172 and their academic performance in Biology 124

As a result of several changes in the South African educational landscape over the last couple of years, many students arrive underprepared at tertiary institutions. There are indications that particularly first-year students struggle to survive academically.

Evidence furthermore suggests that academic challenges affect all students, both weak students and those who have high academic potential. Low levels of proficiency in the language(s) of teaching and learning are often referred to as a reason for the aforementioned situation. Thus, in general students are inadequately equipped to engage successfully in academic discourse.

This situation leaves universities with no choice but to put support mechanisms in place to attend to students’ academic needs. Consequently Stellenbosch University (SU) decided to implement academic literacy courses for first-year students. The Language Centre at SU has been presenting academic literacy courses to a growing number of faculties since 2005.

These modules attempt to develop strategic academic reading and writing skills where the main objective is for students to improve these skills and put them to use for more effective study in general.

Subsequently this study aims to determine whether there is a relationship between the reading and learning skills of first year BSc students, as facilitated in Scientific Communication Skills 172, and their academic performance in Biology 124, also a reading intensive module. By means of an analysis of quantitative and qualitative data (electronic survey), there appears to be a transfer of these skills between modules influencing academic performance.

14. Cilliers, FJ

Enabling transitions: How a centre for teaching and learning enhances teaching quality at a research-led university

This paper highlights the role that the Centre for Teaching and Learning plays in enhancing individual practice, departmental approaches to teaching and the teaching culture at Stellenbosch University, a research-led university.

Our Centre undertakes four types of activity aimed at achieving individual and institutional outcomes. These are: providing growth opportunities for academics; enhancing departmental and institutional regard and reward for teaching; creating communities of educational practice and creating an enabling environment.

We also seek to understand how academics grow as educationalists, and factors that facilitate and hinder growth and good practice. Individual academics follow a trajectory along a continuum of
growth in teaching practice and achievement that ultimately results in both contributions to the scholarship of teaching and learning and providing leadership in the teaching arena. Thus with a clear strategy and initiatives targeted at individual and institutional level, a centre for teaching and learning can identify, promote and reward good teaching practice.

15. Costandius, E
Using art as a medium to enhance social responsibility and citizenship

The aim of the research is to consider the impact of a current Service-Learning module that aims to enhance social responsibility and citizenship by using art as a medium for learning and reflection. Service learning implies that learning takes place while a service is being provided in a community, although we cannot presume that the intended social responsibility and citizenship learning in this module automatically takes place. It involves an explicit and designed programme that includes Socratic discussions and self-reflection projects through art.

Action research is used as a methodology in which the whole class and the researcher are involved in the research process. Students also approach their own involvement with communities as a participatory action research (PAR) project. Art is a highly effective medium to address sensitive issues because it functions on a symbolic and metaphorical level. Art that uses metaphors concretely involves participants both consciously and sub-consciously, and serves to encourage the opening up of more possibilities for a diversity of interpretation. Art is also an expressive way to come to terms emotionally with the past and current realities in South Africa in a non-confrontational manner. Art should therefore be accessible to more people. A future module is suggested that will be open to all students on campus to learn more about social responsibility and citizenship through the medium of art.

16. Dempers, JJ, Janse van Rensburg, M, Verster, J, Bezuidenhout, J
“Hey Tarantino, show me your pituitary!”

Background:
The Colleges of Medicine of South Africa is earmarked to become the unitary specialist exit examination body for all postgraduate students. Subsequently, all students in forensic pathology are required to submit logbooks of practical work and portfolios of learning, in which detail of practical learning experience in topics such as anthropology, odontology, blood splatter analysis, firearms/ballistics/tool marks, and autopsy technique is contained. No specifications exist for the format of the logbook and portfolio, but these are presented in a paper-based format, as is the current accepted norm. In a practically orientated environment such as Forensic Pathology, the objectivity and validity of a paper-based logbook and portfolio system is questionable, because it will always fail to address all important markers in the assessment process.

Work done:
Three themes were addressed in questionnaires to all actively practicing consultants and all registrars in Forensic Pathology in South Africa: 1. The level of knowledge regarding scholarship of teaching in Forensic Pathology, 2. the assessment characteristics of individual postgraduate
education programs, and 3. individual skill in using technology to incorporate student generated video as part of the process of portfolio compilation and formative assessment.

Conclusion:
A scholarship of teaching and learning is not well developed in Forensic Pathology. Wide scale implementation of a video-based portfolio system is feasible, but may be constrained by limited technical expertise. Most respondents were optimistic about the concept.

Take home message:
If the technical challenges can be solved, student-generated video-based portfolio is a feasible and appropriate method of representing technical skill and learning for post graduate students.

17. Du Plessis, SA, Menkveld, H
Kan nagraadse kohortanalyses as katalisator dien om studentesukses te verbeter?

Van die Universiteit se strategiese mikpunte is om die aantal nagraadse studente te laat toeneem, die deurvloeikoerse te verhoog en die aantal nagraadse studente wat die Universiteit sonder kwalifikasie verlaat te laat afneem. Hierdie mikpunte hou almal op die een of ander manier verband met die onderrig en leer van die nagraadse studente aan die US. Die Tredhou-eenheid het allerlei resultate van die 2000-2008-kohorte nagraadse studente programmaties bereken en as webbladsye beskikbaar gestel. ‘n Verskeidenheid veranderlikes, soos Fakulteit, geslag, ras, taal en die matriekprestasie van die studente is tydens die berekeninge gebruik. Hierdie resultate word ten opsigte van die resultate van die doktorsgraadprogramme, magisterprogramme en honneursprogramme. Die aantal inskrywings en die sukseskoerse per soort program word vir die US as geheel en vir die Fakulteite afsonderlik aangebied.

Die belangrikste waarnemings is dat die diversiteitsprofiel van die nagraadse studente nog nie bereik is nie; dat die meeste suksesvolle studente wit is; dat die meeste swart studente die Universiteit sonder kwalifikasie verlaat en dat die bruin studente oor die algemeen die langste ingeskryf bly. Die inskrywingspatrone en die patrone op die sukseskoerse is in sommige gevalle baie vir die onderskeie Fakulteite.

In hierdie aanbieding sal gedemonstreer word hoe die Tredhou-eenheid se nagraadse kohortanalises ingespan kan word om bepaalde patrone uit te wys wat tot beter studentesukses kan lei. Die voorwaarde wat hieraan verbonde is, is dat die nodige aksiestappe in terme van onderrig en leer geneem word.

18. Engelbrecht, AM
Group presentations of case studies: A learning experience with multiple benefits

Introduction and objectives:
The endocrine system is one of the two major regulatory systems in the body which contribute to maintain a stable internal environment. It is therefore important that students understand the basic principles as well as the mechanisms involved in the regulation of this complex system.
However, students struggle to assimilate the knowledge and to integrate it with other systems in the body. The primary aims of the student presentations of case studies were therefore to improve the students’ ability to integrate the acquired knowledge of the different body systems and also to understand the physiological basis of diseases of the endocrine system. The secondary aims were to promote active and group-based learning, independent research, and the presentations skills of the students.

Methods:
Students were divided into groups of five to six and a short summary of the case study was given to each group. They were instructed on the presentation methods and were also informed about the assessment criteria of their presentations.

Results and discussion:
The students rose to the challenge and produced a variety of presentations reflecting creativity, humour and analytical thinking skills. The quality of the computer-generated slides supporting their presentations was also outstanding. The majority of the students felt that this exercise improved their learning and understanding of endocrinology; taught them to research independently, encouraged better class interaction and was very helpful in their preparation for the exams.

Conclusion:
Student experience and understanding of physiology can be enhanced by the inclusion of these initiatives.

19. Esau, O
Reflections on being a primary school teacher to becoming a novice teacher educator

In the field of teacher education, a wave of reflective practice washed over the profession following Schon’s (1983, 1987, 1992) reminders of the importance of the link between reflection and practice. Brookfield (1995) reminds us that the reflective practice literature is important for two reasons. First, it offers a variety of approaches to examining practice in order that we might discover and research some of the taken-for-granted assumptions that influence our approach to practice. Second, it provides opportunities for us to understand the stories of how teachers live through reflective practice, many of which we identify with personally.

After being involved for more than 20 years in primary school teaching I recently became a teacher educator employed in higher education, i.e. at a university. My current position has made me realize that my primary school teacher background has to be changed in fundamental ways regarding my current practices.

In this paper, I offer descriptions of and explanations of my evolving practice having moved from school to university. As I generate my theory of practice, I am aware that it is embedded in an epistemology which continues to be drawn from my practice that locates learning in dialogical, holistic and inclusive ways of knowing.
If learning through practice matters, then reflection on practice is critical, and teacher preparation is the obvious place for it to be initiated and nurtured.

20. Essa, I
Addressing students’ non-completion and retention rates in postgraduate nursing education: In defence of values initiation, teaching and learning

In this paper I argue that at least three major aspects impact student completion and retention rates in postgraduate nursing education (NE). These aspects include: infrastructural support, values initiation, and teaching and learning pedagogy. Students’ non-completion and retention rates are increased if a lack of infrastructural support is absent, students are not initiated into pertinent values, and teaching and learning is not considered a dialogical encounter.

Drawing on an empirical study which I conducted with a cohort of students that did not complete their non-clinical postgraduate diplomas at the institution where I work, I deduce that the following could be cited as some of the main reasons for their (students’) non-completion: derogatory institutional factors, senseless discouragement, and inappropriate teaching and learning strategies. To my mind, even if students complained about the lack of programme information, language biases (such as the course content and lectures which were mostly in English) by far the most salient reasons as to why students do not complete and have not been retained in the programme could be attributed to their lack of initiation into values and the exposure to a defensible form of teaching and learning. In this paper, I shall focus on what ought to be done in relation to values initiation, and dialogical teaching and learning in order to build on the infrastructural support initiatives which are at times adequately attended to by many theorists and practitioners involved with studies on student completion and retention rates.

In the main, I argue that postgraduate nursing education at my institution ought to be more intent on creating opportunities for caring and dialogical action, which if seriously implemented, can hopefully remedy some of the shortcomings associated with impoverished student retention and completion rates.

21. Gierdien, MF
Interviews that reveal mathematics teachers’ practical rationality

During the late 1990s I conducted a series of un/structured interviews with a diverse group of mathematics teachers in the greater Cape Town area to find out their understanding of school mathematics reform. In these interviews the teachers espoused what is called their ‘practical rationality’ with respect to their practice—school mathematics teaching. Such interviews can be framed in terms of actors from higher education and public schools interacting.

(Mathematics) teachers’ daily grind (Lortie, 1975/2002) can become quite solitary especially if they not involved in any professional development initiatives. One may thus assume that their practice is static and simply a continuation of their own schooling or their apprenticeship of observation (Lortie, 1975/2002). The interviews I conducted with the teachers reveal dynamic
aspects of their practice which reflect their practical rationality. Some picked up on differences between my discourse as a novice mathematics teacher educator and theirs as classroom practitioners while others did not.

Findings from the interviews have implications for the professional development of teachers and teacher educators. The interview process reveals that some of the teachers started shifting their views on their practice. In turn teacher educators need to learn how, when and why teachers’ views shift or not. For teacher educators doing such interviews require skills such as having teachers espouse rationales behind say a piece of mathematics that is unpacked through the interview process by probing its connections to other mathematics and having teachers explain diverse children’s difficulties in learning it.

The skillful conduct of interviews can become a theoretical mirror that reflects interactions between different actors who have different modes of professional practice but who share overlapping interests in the education enterprise.

22. Holgate, D
A Lecturer in Your Pocket – Delivering Tablet PC generated lecture material to mobile devices

A Tablet PC and screen recording software have been successfully used to deliver, record and distribute - over the Internet - first year mathematics classes at Stellenbosch University since 2007. In 2009 we began experimenting with distributing the material in a format accessible to mobile devices, particularly cell phones.

The Tablet PC has been enormously effective, both in the classroom and for producing material which the students use and with which they engage. It is an excellent technology both for the classroom and for allowing mathematics lessons to live beyond the classroom itself. Students utilise the technology in a variety of ways. We aim to be able to gauge whether moving the Tablet PC generated material to a mobile platform will increase student engagement with their mathematics curriculum.

We discuss feedback on both lecturer and student experiences of this project. Student questionnaires and interviews as well as lecturer reflection inform our discussion. Lessons learnt in dealing with the technology will also be shared

23. Kagee, A
Changes in students’ attitudes and emotional responses towards a course in research methodology

Background: Students enrolled in psychology courses sometimes find research methods difficult, uninteresting, and irrelevant to the field of psychology. There is typically little awareness of the need for research in psychology among students. This study tested the extent to which a second year course in quantitative research methods in the Department of Psychology influenced
students’ emotional responses towards taking courses in research methods and their attitudes towards the need for and relevance of taking courses in research methodology as part of the curriculum.

Work done: Students enrolled in the undergraduate psychology programme were taught a course in quantitative research methods. They responded to a questionnaire battery before and after the course that assessed their feelings and attitudes towards the course in research methodology as indicated above.

Conclusions: The study results indicated: (i) a significant decline from pre-test to post-test in students’ negative emotional responses to taking a course in research methods; and (ii) no change in students’ perceptions about the relevance and need for courses in research methodology as part of the undergraduate psychology curriculum.

Take home messages: It appears that the course has lessened students’ negative feelings to learning research methods, but has not changed their perception of the need for such a course as part of the undergraduate psychology curriculum. Reasons for these findings will be discussed in the presentation.

24. Kese, PP
An imagined language: Confronting pedagogical challenges facing a bilingual lecturer and students who are emerging speakers of isiXhosa.

A clash of interests regarding language of instruction and related pedagogical challenges is not uncommon in multilingual learning contexts. In addition, there are affective indicators associated with learning a new language. This paper draws on the experiences of a multilingual university class consisting of two groups of students: (1) a minority group of non-Afrikaans-speaking students who prefer English as a medium of instruction; and (2) a majority group of Afrikaans mother-tongue students accustomed to learning and being taught in Afrikaans. What all students have in common is a lack of previous exposure to isiXhosa and an anxiety about their ability to meet the demands of the isiXhosa course. Having a stronger command in English than Afrikaans, I soon realised a crucial need for a frequent evaluation of my teaching practice to meet students half way by discovering language usage practices that suited everyone in class. Despite the fact that the students and I do not share a mother tongue and the language of instruction was also not the mother tongue of the majority of students, it was necessary to ensure that students remained motivated to learn a new language, namely isiXhosa.

This paper reports on what motivates students in this specific multilingual scenario to learn. Data is gleaned from observations and critical reflections on my teaching encounters, oral discussions with the students and responses from student questionnaires about what works well and what does not; and suggestions they made about strategies that would fulfil the imagined language usage practices for maximising learning.
25. Kruger, SJ
Open-Book Assessment for Accounting students: How open should it be?

Background/Problem Statement: The South African Institute of Chartered Accountants (SAICA) changed their assessment policy from a closed-book format to an open-book format in 2003. Since then the format with regards to what material students are allowed to access during exams has been a bone of contention within the profession and accounting academics. In the six years since the introduction of open-book assessment (OBA) there has already been various changes to the prescribed format of the exam.

Work done: Final year accounting students and their lecturers completed questionnaires which gauged their perceptions on what they consider the best format of the exams should be. A comparison was made between the views of the students and lecturers and a literature study was performed to investigate the various formats of open-book assessment used in other disciplines.

Findings: It was found that students were generally in favor of having access to more material when compared to the view of lecturers. The limited time aspect of the exam was also identified as problematic as it was seen as counter-productive to unlocking the benefits of having access to texts.

Conclusion: The conclusion was that placing too many restraints on an OBA environment can be counter productive in achieving the benefits that OBA offers.

Take-home message: The format of OBA needs careful consideration depending on the envisaged results.

26. Liebrich, W, Esser, M
Implementation of a web-based immunology course for medical registrars

Background: A one month practical rotation for Pathology Registrars in the Immunology Unit NHLS Tygerberg (Medical Microbiology) was initiated in 2005. Immunology applied theory is currently taught informally, but most registrars perceive immunology as a difficult subject after only a brief exposure in medical school training. A novel structured assisted self-study course is planned here to help the student with acquiring basic and laboratory immunology principles linked to a clinical scenario.

Work done: We divided our course into 16 chapters, which have been completed in MS Word format. Ultimately these chapters will be available on-line on the Web CT platform. Each chapter consists of core text, special knowledge, immunology history, applied clinical knowledge, and clinical case studies (so far 5 cases developed in collaboration with the University of Würzburg). Self-study questions will be included later. External links are supplied where applicable. Informal student feedback has confirmed the correct placing of learning material. The core knowledge has been used successfully on other teaching platforms such as BSc Hons teaching and a weekly ‘immunology interactive forum’ (IIF).
Conclusions: The course in its current format has been well received by participants and is well attended. The proposed timeframe has been adhered to. CPD (Continuing Professional Development) accreditation has been obtained for the IIF. Medium-term sustainability has been ensured.

Take-home message: The Immunology Unit NHLS Tygerberg (Medical Microbiology) is in the process of implementing a web-based immunology course for medical registrars with the intent of converting this into an independent, self-sustainable immunology certificate course.

27. Loots, A
Postcards from the Edge: experiences of postgraduate, modular students from the African continent at a SA business school – a case study

Postgraduate students from the African continent flock to South African Universities’ Business Schools hoping to complete an MBA or Masters in Development Finance in order to attain better managerial or executive positions in companies, or to better their work prospects. They come from all disciplines, with varying degrees of prior knowledge in research.

The focus on development and economic upliftment has become clear in the research output from Business Schools. After a strenuous course, students have to submit a final research report or mini thesis on a topic of their choice, applicable in the business world. Though students attend a course in research methodology, to many the terminology and methodology remain so alien that they are not able to apply the tools and thinking skills necessary to be able to formulate a research design and strategy to complete their theses. In sharp contrast to the rapid increase in enrolments, the actual number of degrees obtained through these programmes is still disappointingly low. The inability of students to complete their theses, contributes to the low graduation rate. This dilemma seems to be the result of (or the interaction of) amongst others the poor conceptual, analytical and other research abilities of the students.

It would seem that Problem Based Learning (where students are involved with a spectrum of real research problems as group projects) could be a suitable approach to not only enhance these skills, but also assist in mastering the research methodology skills that will enable them to complete their theses.

28. Lourens, E, Malan, S, Marnewick, M
A Local Instruction Theory for implementing PBL as a tool for the Integration of Mathematics and Physical Sciences Curricula

Purpose
Learners tend to view Mathematics and Science as completely separate entities without being aware of the links that exist between the curricula (Hannan, 2000). It is against this background that the staff of the SciMathUS programme implemented a Hybrid PBL Model that highlights the interconnections between disciplines and involves the integration of Mathematics and Physical
Sciences to foster improved understanding of concepts (Duch, Groh & Allen, 2001; Van Loggerenberg-Hattingh, 2003). The design of the Hybrid PBL approach included using Harden’s ‘integrative ladder’ to set up a menu of choices to explore the integration options available (Harden, 2000). In this study we focus on converting flexibly between different representations of functions.

Methodology
Design research – a cyclic approach of design, evaluation and revision (Van den Akker et al, 2006) – was used in this study. Our endpoints were defined using aspects of the curriculum that could be integrated. Anticipatory thought experiments were designed and after each instruction experiment the thought experiment was analyzed, adjusted and, if necessary, the curriculum was restructured. This cycle of thought and instruction experiments was repeated four times in order to reach our endpoints.

Findings
Pre- and post tests in the form of class tests showed a significant improvement in the number of students who gave correct answers for all the questions. Of more interest, however, are the reasons the students gave for their answers.

Discussion
Students made use of different representations in order to solve problems and also made links between Mathematics and Physical Sciences.

29. Louw, AJN, van Heusden, MHP
The impact of horizontal integration of two foundation modules on first years' Knowledge, Attitudes and Skills

Background:
First year students in the Extended Degree Programme (EDP) at the Faculty of Health Sciences of Stellenbosch University (RSA) are exposed to a foundation module, Practical Clinical Exposure (PCE). Three research assignments were set to enhance the value of the module and to transfer academic writing and research skills developed in another foundation module, Strategic Communication.

Summary of work:
A comparative retrospective qualitative and quantitative study was done. Semi-structured interviews were conducted with two cohorts (2008, 2009) EDP students and with final year MBChB students (2009) who were guiding them. End of module reports from all participants were analysed. A questionnaire was used for triangulation.

Summary of results:
Both groups reported positively on the PCE, their career choice and a rekindling of motivation. However, the 2008 cohort expressed frustration in not understanding terminology and clinical discussions at bedside. Horizontal integration between foundation modules impacted on the 2009
cohort’s understanding of, and involvement in, some disorders observed; confidence in decoding medical terminology, the level of communication, as well as application of research and academic writing skills.

Conclusions:
Horizontal integration of Strategic Communication and PCE impacted positively on knowledge, attitudes and skills of students at this level.
Take-home message:
Elementary research during the Practical Clinical Experience can empower and motivate EDP students.

30. Lutz, M
Evaluating the effectiveness of small frequent formative testing as a feedback tool

Chickering and Gamson (1987) emphasize the importance of feedback to focus learning. Students usually receive the necessary feedback on what they know and don’t know and how they should react in order to close the gap between their current knowledge and what they should know by way of assessment. In a high risk and conceptually difficult subject such as first year General Chemistry the assessment opportunities and therefore also chances for feedback are limited.

This study investigated the use of frequent formative assessment as a feedback tool in the first year introductory general Chemistry course.

Students involved were subjected to low stakes, frequent (almost weekly), small (1 or 2 marks) in-class tests. This research project used a case study approach and an adapted action research methodology. Data was collected via paper based student questionnaires as well as focus group interviews.

Results from this study clearly indicate that these tests not only provide valuable feedback to the students but also to the lecturer. The effectiveness of this feedback tool to enhance learning was evaluated in terms of Gibb’s (2004) conditions under which assessment supports learning. The small frequent tests satisfy many of these conditions, inter alia providing frequent feedback when it matters.

31. Mashile, M, Koen, L, Jordaan, E, Niehaus, DJH
Correlation of non-verbal communication skills with academic performance in the late rotation psychiatry module: sub-study-comparison of written examination marks with oral examination marks.

Background:
The oral examination is said to assess factual knowledge and qualities such as mental agility. The use of this technique in high-stake situations has been criticized for low reliability, limited exploration of total knowledge and the influence of unrecognized factors operating in the exchange. It is suggested that students’ ability to respond appropriately to the subtle examiner cues predicts success.
Aim:
To ascertain whether the oral examination marks in psychiatry correlate with overall examination outcome.

Methodology:
165 final-year medical students rotated through psychiatry. Examination outcome in psychiatry (20 minute oral) differs from that of other disciplines (OSPE/OSCE format). The final marks in each discipline and overall performance scores were collected and descriptive analysis performed. Correlations were investigated between the difference observed in class- and examination mark in each of the disciplines and the overall scores.

Results:
There was no significant difference between the mean class (63.74%; SD 4.9) - and examination (62.71%; SD 8.1) mark in psychiatry and in the overall mark for all subjects (63.0% SD 8.0). There was a significant positive correlation (r2 = 0.59) between difference (including underperformance) observed in class- and examination mark in psychiatry and overall performance (excluding psychiatry marks).

Conclusion:
Our results challenge the current negative perception of oral exit examinations and support existing evidence that a well structured; case-based oral examination can produce reliable and valid scores for a candidate’ medical decision-making ability. This finding forms part of our ongoing effort to elucidate the role of communication ability in medical training outcome.

32. Mavela, X
A shift from an extra semester course to a compulsory full credit bearing course: The Importance of Implementing a Context-based Language Pedagogy.

The purpose of this paper is to explore the key issues related to the successful teaching of African Languages, in particular isiXhosa, in predominantly non-mother tongue classroom environments.

It is argued that the successful teaching of African languages to mother-tongue or non-mother tongue speakers, results from implementing a language pedagogy which incorporates the key issues of culture and society. Hyland (2005) argues as he argues that “the language-context dichotomy, what I call indexicality, indicates that language always takes its meaning from its contextual surroundings as much as from its literal sense”. This means that the integration of social contexts in language teaching, especially Second Language Teaching (SLT), can help learners to develop an insight about how the language operates in the society. To achieve this, isiXhosa learners at Stellenbosch University are constantly exposed to the key elements of isiXhosa culture and society. Regular visits to townships and villages also help increase the students’ confidence in the target language (i.e. isiXhosa). Furthermore, the use of technology and audio-visual materials also help in bringing the isiXhosa society and culture to the classroom.
This presentation seeks to examine the ways in which the teaching and learning of African Languages can be implemented in academic institutions. It will also analyze the reasons for the growing numbers of students taking isiXhosa at undergraduate level at Stellenbosch University.

33. Moodley, K
Innovative ethics teaching at the Faculty of Health Sciences. Voluntary or Compulsory?

Background:
A new medical ethics, law and human rights program was introduced at the Faculty of Health Sciences, Stellenbosch University in 2003 and has been in progress for the past 8 years. The module comprised lectures, small group case-study discussions and student assignments. Since 2003, some students resisted the “English” origin of the subject and lecturer being English speaking. Attendance was generally very good for case discussions and assignments (compulsory parts of the module) but not always very good for lectures (voluntary). In 2009 twelve students failed the module – the highest failure rate in 7 years.

Work done:
The module was classified as compulsory for 2010 due to the HPCSA requirement for 10% of the examinable curriculum at medical schools to be focused on ethics. The content of the module was adjusted. Lectures were added to introduce topical issues in ethics. Audiovisual media were added where appropriate. Attendance registers were kept for lectures.

Conclusion:
Attendance at lectures increased dramatically – there was no place in the lecture hall for the full class when all attended!! Students developed a more positive attitude towards ethics teaching in terms of their participation in class discussions and feedback via email. Generally test results have improved overall.

Take home messages:
1. Be creative and innovative in developing student tasks.
2. Ensure that lectures are interesting and augmented with audio visual material.
3. Case study discussions can be vibrant and interesting.
4. Use topical examples and case studies.
5. Ensure that there is fun and laughter during teaching

34. Mostert, I
Moving to Moodle: Does cell phone access increase student participation in online discussions?

The Advanced Certificate in Education (ACE) is a two year in-service qualification for teachers wishing to improve their subject knowledge and didactical skills. In 2009 the ACE in Mathematics at Stellenbosch University was offered using a blended learning model for the first time. This model includes face-to-face contact, self study, interactive telematic sessions and online discussions on WebStudies.
Student feedback at the end of 2009 indicated that those who were able to take part in the online discussions found them meaningful but data collected from WebStudies indicated that the majority of students did not take part in these discussions. Various factors contributed to this limited participation, with lack of convenient internet access being one of the main reasons.

Due to the fact that all students on the course own a cell phone and the fact that in 2009 sms’s were successfully used for administrative purposes and for keeping up student moral, a decision was made to change to a new learning management system, Moodle, which allows students to take part in online discussions directly from their cell phones.

I will reflect on the effect of incorporating a mobile interface by comparing the involvement of students and lecturers in 2009 and in 2010.

Issues that I will address during the presentation include the challenges of using m-learning among digital immigrants and the nature of the discussions that take place, focusing in particular on the Mathematical context.

35. Nel, C, Kistner, L
First impressions on the new National Senior Certificate and the Access Test results

With the introduction of the National Senior Certificate (NSC) in 2008 the combination of the performance at school and the Access Test was set in a 60:40 ratio as a basic requirement for admission to the University. In this ratio the Grade 12 school aggregate counts 60% and the Access Test aggregate 40%. The purpose of the Access Test battery is to provide a norm that is unique to the University, to measure the levels of preparedness and to provide important additional information. In the transitional stage from the old school curriculum to the new school curriculum the Access Test battery also set out to benchmark the NSC results.

The prediction of performance at university – and especially of first-year performance – remains a world-wide challenge. There is just no simple formula. In the prediction of academic success, the Stellenbosch University prediction model of first-year performance emphasises the important role played by both quantitative and qualitative variables. In this regard the AT battery is also an important predictor of first-year performance if it is used in combination with some of the other variables.

This presentation will give an overview on the Access Test and NSC results of the first group of NSC matriculates of 2008 at Stellenbosch. It will also explore the predictive value of these quantitative variables on an institutional level and across faculties.
36. Nell, IA

Theory-practice integration: A multi-dimensional pedagogy in practical theology

Theory-practice integration is one of the biggest pedagogical challenges facing the teaching of practical theology. It is so much more of a challenge teaching first year students starting the course with little knowledge of practical theological theory and very limited experience of the faith practices that practical theology wants to investigate. After a brief explanation of this challenging task of theory-practice interaction, the paper focuses on a description of a multi-dimensional approach towards teaching a first year course. Different pedagogical activities form part of this multi-dimensional approach including spiritual exercises, multi-media presentations (specifically film), lecturing, conversing, mentoring, journaling and tutoring. The descriptive-empirical task will then be complimented with some critical reflections as part of the interpretive task of practical theological methodology. The interpretive task will be embarked upon by making use of some specific criteria used in teaching practical theology courses. In the conclusion, as part of the pragmatic task in practical theological methodology, some suggestions will be made concerning a revised praxis. In light of the Stellenbosch University and Higher Education policies concerning service learning, the advantages of this revised praxis for service learning will be argued.

37. Nell, TA

Fisiologie aanbiedings in 'n nie-biologie gespesialiseerde groep studente

Inleiding en doelwit:
Sommige voorgraadse studente, veral die BA Sportwetenskappe groep, het geen skool biologie agtergrond nie. Fisiologie is uiters belangrik vir hierdie groep studente om die verband tussen sportprestasie en fysiologiese werking van die menslike liggaam te verseker. Verskeie studente betree die nagraadse kursus in Biokinetika waarin beide BSc en BA studente op dieselfde vlak hanteer word. Inleidende fisiologie op eerstejaarsvlak vorm 'n belangrike basis vir hierdie agtergrond. Hierdie studente het veral 'n groot agterstand wat fysiologiese werking van die menslike liggaam betref. Om studente op 'n meer interaktiewe wyse te onderrig het grootliks positief bygedra tot verbetering in klasbywoning en ook meer betrokkenheid ontlok in klas kontak sessie.

Metodes:
Die spesifiek onderrigmetode behels die insluiting van meer grafiese powerpoint lesings. Dit sluit in beide fotografiese hulpmiddels en video's van werklike situasies wat in die menslike liggaam aangetref word. Studente terugvoering is gebruik om algemene gevoel oor die module te toets.

Resultate:
Studente terugvoering was baie positief. Meeste studente het kommentaar gelewer oor die interesante wyse van lesingaanbiedinge. Studente het veral goed reageer op die video format van betrokke sisteemfisiologie en animasies. Werklike fotografiese material van die menslike liggaam versus handboeksketse het baie beter gevaar.
Die konsep van mens as geheel, en nie soos tradisioneel sisteemgerigte fisiologie, is ook een van die aspekte waarvan studente gehou het. Die mens in verhouding tot sy omgewing het veral goeie reaksie ontlok waarin studente soms betrokke geraak het in klasbesprekings.
Gevolgtrekking:
Gewysigde onderrigmetodes soos grafiese en video voorstellings tydens kontaksessies met studente wat nie voorheen blootgestel is aan biologie/fisiologie het inderdaad goeie resultate getoon.

38. **Nieuwoudt, L, Horn, PM**
**Sweet second-year success in 2009 – what rendered these results?**

Economics as a university subject has internationally and domestically proved to be one of the ‘more difficult’ subjects for students to pass and has typically a lower throughput rate than some of the other subjects in the programme offering. At Stellenbosch the same trend occurs. Although the academic success of first-year students is often discussed and researched, not many studies have been focusing on the academic success of second year students – especially within the South African context.

This study investigates the academic performance of second-year, second semester economics students (Economics 244) at the Department of Economics at the Stellenbosch University.

Historically (2000–2009) between 515 and 865 students enrol for this semester course. Data reveals that the pass rate varied from 50% to 74% with an average flow through rate of 65% for the period from 2000 to 2008. In 2009 however the pass rate surged to almost 78%.

The study firstly analyses the historic data in order to compare the 2009 result to the outcomes of previous years. The focus then shifts to the more formal tutorial programme in 2009 as partial explanation for the improvement in results. The experience from lecturers, tutors and students with the 2009 tutorial programme are subsequently analysed.

The study finds that students performed better in 2009 mainly as a result of the introduction of an incentivised tutorial programme.

39. **Page, B, Kloppers, P**
**Fifty-eight to Sixty-eight**

First year experience at Tygerberg campus has evolved over an expanse of 12 years into a comprehensive academic and psycho-social support network, embedded in the Res-Ed system and psyche of the students to not only enhance academic success, but to erase the traditional chasm between the classroom and living environment.

Academic support is however a team effort and involves fellow students, student leadership structures, academic and support staff, program committees, centres involved in student capacity development, monitoring structures and university management. Of particular importance is recognizing the needs of students from less than optimal scholastic environments whilst not neglecting the needs of the gifted student most of whom traditionally underachieve.
The first line of support, that of peer support, has the most profound impact on the attitudes, work ethic, motivation, focus and sense of belonging of the first year student. Although support in the residences and that of the off-campus students tend to adopt each its own unique flavour, the presence of an effective monitoring mechanism is, without exception, key to the ongoing success. Creating a so-called paper trail may seem, and often is, a laborious exercise, but in our candid opinion, essential.

Although this discussion focuses on outside of the class support structures, we have evidence to support the notion that the role and degree of lecturer involvement in student success must not be underestimated or trivialized.

The ResEd system offers the chance to extend some practical solutions to the Stellenbosch campus.

40. Ruiters, J
T-options: Where do they come from? What is their purpose? How do we teach in these options? A historical, political, pedagogical review

This presentation –part of a larger inquiry in academic literacy with specific emphasis on a literacy event, namely the academic lecture –unravels the research bases of what are called T-options, 50:50 options or dual language education. T-options have a history of approximately 171 years with the passing of the Ohio law of 1839 “authorizing instruction in English, German or both where parents requested it” (Crawford, 1999).

More recently others like Krashen (1999) and Collier and Thomas (2000) have reported on the “astounding” success of dual language programmes and how students in these programmes develop both cognitive and linguistic advantage as well as outperforming their peers academically. Europe has seen a proliferation of various dual language options – many of the 90:10 variety-using different models and with different outcomes. In America, the dual language option developed as a result of immigration, whilst in Europe the Bologna Declaration brought with it greater mobility and contact between member countries, thus the need to know more than one language.

In the Stellenbosch context T-options are framed against the notion of graduate attribute, and bilingualism as a resource within a larger context of promoting Afrikaans as an academic language. In the political sense issues of access and linguistic human rights are emphasized (Skutnabb-kangas, 2003). Since bilingual education is a contested arena, concepts like t-option frame and construct groups and individuals, making some invisible, other not and also portraying some as positive and others as negative.

This presentation thus analyses t-option as a contested term, in terms of its historical, political and pedagogical context. It concludes with a focus on pedagogy and emphasizes the need for SOTL research in this regard.
41. Sadie, A
The role of the student project in the assessment of statistical literacy, data handling skills and attitudes of third year Biometry students

The four semester modules of Biometry presented as a generic subject to Agricultural Science students have as their principal aim the teaching of the scientific method, experimental design, data analysis and competency in using Excel, and interpretation of results. A second aim is to try and bring about a change in the negative attitude of students towards Mathematics in general, that often abounds at the start of the course. During the last of the four modules the students have to complete a group project which requires the design and execution of an experiment, analysis of the data using Excel, and interpretation of the results. The final product is a group report in typical scientific format, although some leeway is allowed. Requirements for project topics include ease of execution, no right or wrong answers, and ability to spark general interest. Students are also asked to evaluate the contribution of each team member and the relevancy of the project.

The project provides the lecturer with the opportunity to assess whether students have made the transition from learning Biometry to doing Biometry, and to what extent they understand the underlying principles of statistical theory. Common misconceptions and pit-falls can be identified. It is also possible to determine to what extent the course has been successful in changing the attitudes of students from negative to positive.

42. Smit, C
How are we doing? Assessing the efficacy of the evaluation process applied in a tutorial programme

Monitoring and evaluating the efficacy of programmes are vital for its success. Continuous feedback and assessment of a programme’s implementation and functioning contribute to its positive development. This is particularly relevant for tutorial programmes, as its primary function is to provide academic support.

The Economics department at Stellenbosch University has a formal tutorial programme for first-year Economics students, with the primary aim being to provide academic support. As a result of the growing stature of the programme and the fact that a substantial amount of resources are allocated to it, it is imperative to monitor and evaluate the programme to ensure that it meets its objectives. According to Buchan (1991), it is essential that monitoring and evaluation are done on a continuous basis and that the information gathered from these processes be translated into improving the programme. For this purpose the Economics department has developed a comprehensive monitoring and evaluation system that gives feedback on a continuous basis.

The tutorial coordinators use a hands-on approach in coordinating the programme, formal student feedback is used twice per year (which is administered by the Centre for Teaching and Learning), an e-mail address has been created as a point of contact between the tutorial coordinators and students and the tutorial coordinators make use of class visits to evaluate each tutor. Through
these processes valuable information is gathered that can be used to improve the programme. The aim of this paper is to assess the effectiveness of this monitoring and evaluation system.

43. Smuts, E
Transfer of Learning in Critical Care Nursing Students

At the Faculty of Health Sciences (Stellenbosch University), the Department of Nursing presents a one-year programme in advanced nursing science. Experiential learning forms the basis of the Clinical Nursing Science degree or diploma. To achieve the outcomes of the programme students must be able to integrate the theory taught and learnt in the classroom with the practical application in the clinical environment. Transfer of learning is therefore required to achieve the integration, but for many students the process of transfer of learning is a challenging experience.

Summary of the study:
A case study design was used to conduct this research. The participants were students enrolled for the 2009 intake in the Clinical Nursing Science diploma or degree, also referred to by educators and students as Critical Care nursing, or Intensive Care nursing. The study focused on the extent to which these students were able to transfer learning of procedural skills demonstrated and learnt in the simulated environment to the clinical setting.

Conclusions, implications, and recommendations:
Some of the most important conclusions and implications of the study are:
• Students valued the opportunity to learn procedural skills in the simulated environment prior to having to practice and apply the skills in the clinical environment
• Transfer of learning from the simulated environment to the clinical environment requires a comprehensive approach that spans the whole year of teaching and learning
• Students have to be prepared for and supported in mastering the process of transfer of learning
• Students and educators must equally accept responsibility for achieving transfer of learning

Summary of the results:
Transfer of learning can be achieved from the simulated area to the clinical area if a comprehensive approach is followed to help students to integrate theory and practice.

44. Stefan, DC, Bitzer, E
Do we teach what we want or do we teach what the students need?

Background:
The haematology curriculum is defined by specialist haematologists but has to serve the needs of generalist practitioners. Since 1997 the Faculty of Health Sciences at Stellenbosch introduced the participation of a general practitioner in developing the medical curriculum.
Aim:
To develop a framework for an undergraduate curriculum in hematology, analyzing the situation and identifying the needs of the learners as well as creating a hierarchy of the topics in the field.

Setting:
Faculty of Health Sciences, Stellenbosch University and Tygerberg Hospital.

Method:
Mixed technique using Delphi method; initial open questionnaires followed by structured, feedback answers

Results:
This research brings to light, for the first time in the literature, outcomes and content for an undergraduate haematology course that are the result of a broad consultation of the people creating and teaching the curriculum and those who are the beneficiaries.

The curriculum committee and general practitioners had divergent philosophies regarding the curriculum content. Specific subjects considered important for the specialists received lower scores from the stakeholders.

Broad consultation is the best way in which a decision can be taken on the content of curriculum and Delphi method could be possibly the best suited instrument for eliciting opinions of various groups of stakeholders.

45. Stellenberg, EL, Marais, F
Expanded Support for Success: a multi-method approach toward improving the Master degree in Nursing throughput at Stellenbosch University, South Africa

Background:
The shift away from predominantly undergraduate training culminated in an unprecedented expansion of the postgraduate academic offering. The supreme challenge included an influx of master’s degree students. While access to higher education was being provided the success rate and throughput remained a concern.

Interventions:
Guided by feedback from students, academic results and identified problems, multiple interventions were developed and implemented sequentially since 2007. These included: workshops, telematic broadcasts, web-based support, a postgraduate academic support and foundation programme, tutorials and a user-friendly study guide. The personal element of the academics is emphasised and early allocation of a supervisor.

Results:
Results to date show a decreased dropout rate from 75% (n=36/48) during 2007, to 64% (n=28/44) in 2008 and 19% (n=9/47) in 2009. Throughput in the respective cohorts increased from 25%
(n=12/48) in 2007, to 36% (n=16/44) in 2008 and 74% (n=35/47) in 2009. Success is also demonstrated in the number applying for research ethical approval by the end of the first year: 20% (n=7/35) in 2009, 6% (n=1/16) in 2008 and zero in 2007. By February of the second year a total of 31% (n=11/35) of the 2009 students applied for ethical approval compared with 12.5% (n=2/16) in 2008 and zero in 2007.

Conclusion:
The multi-method intervention approach has shown a remarkable success toward addressing contextual challenges and improving throughput.

46. Sykstus, HM, Cillié, K
Academic listening development of second language users of Afrikaans

**This is an abstract for a poster presentation.**

This poster presentation reports on research conducted by the Stellenbosch University Language Centre’s Unit for Afrikaans and English to determine the impact of an academic literacy intervention on first-year second language users of Afrikaans in the Faculty of Engineering. The Faculty chose to offer language support since it opted for tuition mainly in Afrikaans from the third year onwards.

Second language users of Afrikaans (intermediate level) have already developed their basic social and interpersonal communication skills by taking Afrikaans at school for eight to twelve years. The aim for these users is therefore to develop their higher-level listening and speaking skills to enable them to survive academically. (Cummins 1981) Specifically the students’ ability to engage successfully in the academic discourse by employing listening skills in Afrikaans will be investigated.

The two theoretical approaches to listening comprehension followed in the language-support course are the bottom-up and top-down views on listening (Buck 2001). Specific listening tasks were developed with the two different views in mind. Tasks had to activate the ability to listen effectively to the general meaning as well as detail of listening texts. The rate of improvement is measured by an academic listening test, which students take at the beginning and end of the course.

The presentation will focus on both the types of tasks that have been developed and the results of the listening test. This will show that the specific application of the theory, within the limited time-frame, has indeed developed and improved the students’ listening skills as well as their overall academic literacy skills.
47. Terblanche, J, Rudman, R
Making auditing practical

The South African Institute for Chartered Accountants (SAICA) released a new Competency Framework in 2009, requiring students to apply theoretical knowledge taught to visualised practical business environments. The auditing process is for most students a new concept, which contributes to the difficulty of visualising the applicable environment. This problem is encountered throughout the auditing profession.

Practical role-play
Against this background we developed three different role-playing activities for each year-group depending on the level of studies and the work covered in the curriculum. The three role-playing activities use different innovative techniques not previously used in the field of auditing, being:

- Physical role-play;
- Interactive video role-play; and
- Interactive electronic role-play.

Several of these techniques were previously thought could not be used in auditing lectures.

The purpose of the practical role-play activities was to assist students with conceptualisation of different theoretical concepts. The primary objective of this research was to determine whether practical role-play contributes to students learning, especially since they are unfamiliar to audit aspects.

Findings
A questionnaire was developed that consisted of questions covering students perception on skills developed, benefits, constraints and prior exposure to real-business world.

Value
The value of the research lies in the fact that all academic staff in the field of auditing struggles with the same issue – lack of insight from students. This research underlying principles and findings will support the future lecturing of an unfamiliar subject such as auditing.

48. van Rooi, LB, Muller, A
Between being student and being a successful student?! How student success is defined at Stellenbosch University.

Like other South African universities, Stellenbosch University (SU) has a strong focus on student success. Over recent history this understanding has been predominantly coupled with the notion of academic excellence and as such with enhancing the throughput rate of students. Thus student success has at stages narrowly been defined as equal to academic success. As can be deduced, this apparent understanding of student success has had a direct impact on student support strategies at the mentioned university.

The question can indeed be asked if this is how the term student success is defined at SU. How should we understand SU’s strong and strategic focus on student success? How does this
definition impact on the living and learning experience of students? And furthermore, how does this understanding impact on delivering well rounded graduates?

In answering these and other questions this paper will explore SU’s understanding of student success by specifically interpreting the strategic framework and other academic aligning documents and policies of this university. In a second instance the paper will indicate if and indeed also how this understanding of student success finds expression on an institutional and practical level within the broader university community.

In the last section an attempt will be made to draw parallels between strategies at SU and the contexts and programs of other residential universities.

49. van Schalkwyk, GI, Bezuidenhout, J, Botha, H, van Schalkwyk, S
An analysis of the level of discourse used by final year medical students during clinical case presentations.

While the need for medical students to adopt appropriate discourse is repeatedly emphasised by teaching staff, the acquisition of such discourse is often not assessed. The result is often that there is inconsistency between the level of discourse used among students who might be of similar academic backgrounds. In this paper we report on a study that was conducted by a diverse team comprising two students, an academic and an advisor from the Centre for Teaching and Learning, The aim of the research was to determine the level of appropriate discourse adopted by final-year medical students during clinical case presentations and compare this usage with students’€™ final results.

Transcriptions of recorded presentations were assessed by two experts and a peer evaluator, using a rubric which drew on prior research in medical discourse. This included two prominent themes: terminology and thematic staging.

Our findings support the hypothesis that students with similar academic backgrounds may display considerable variation in their level of discourse. Although it appears as if the students are all beginning to transition towards a more mature form of medical discourse, the degree to which this occurs is uneven, both between different students and between different components of discourse within the same student. The apparent absence of a relationship between discursive competencies and academic achievement suggests that the potential of assessment to encourage the adoption of disciplinary discourse is not being optimally applied and ought to be considered in future curriculum planning.

50. van Schalkwyk, S
Approaches to learning and class attendance: the challenge of a two-edged sword?

The class attendance patterns of undergraduate students are the source of perennial debate in higher education. In this paper I report on a survey that was conducted to explore the reasons why our first-year students decide to attend or avoid class. Drawing on the theory that posits
different approaches to, and conceptions of, learning I sought to plot the students’ responses on a continuum to see whether the reasons given for attending or not attending might provide insight as to how students approach their learning.

During the analysis I was struck by how the responses pointed to a strongly reproductive (surface) approach and an associated conception that focused on the acquisition and memorisation of facts and figures. Although these findings are not necessarily unexpected, particularly for first-year students, they contribute another dimension to the debate on why students choose to attend or avoid their classes and what this might mean in practice. The lecturer of the first-year class, who is anxious to improve class attendance rates, is seemingly confronted with a two-edged sword. Responding to students’ preferences may increase class attendance, but may at the same time encourage reproductive approaches.

On the other hand, the lecturer seeking to establish the university classroom as part of a broader ‘powerful learning environment’ – one that supports a deeper approach to learning (Entwistle & Peterson 2004) – may see attendance drop even further. This conundrum remains an ongoing challenge for university teachers, and a growing cause for concern for those of us involved in promoting the work of the FYA. Entwistle and Peterson (2004) suggest that ‘if educational aims are to be achieved, students’ current preferences will need to be overridden …’.

51. van Zijl, L
Supporting blind students in Mathematical Sciences

We present observations about the difficulties that blind students in Mathematical Sciences currently experience in the South African context and specifically at Stellenbosch University. In particular, we consider the equipment and technology necessary to support these students, the changes that have to be made to accommodate such students during lectures, tutorials and examination conditions, accessibility to text books and other material, logistical issues, and others. We also point out the differences between the expectations and requirements between different faculties in this regard. We take a look at the current support structures at Stellenbosch University, and the funding possibilities for additional support.

As a case study to support our observation and guidelines above, we consider the case of two blind students who started a degree in Mathematical Science (focus: Computer Science) in 2009 at Stellenbosch University. These students have been keen to share their experiences, as they feel that it can be used to help future students under the same circumstances.

We conclude with the presentation of a framework for procedures and support to ensure the success of blind students attempting a degree in the mathematical sciences. These guidelines will be applicable to most South African universities, and we believe that these results will also enable blind students themselves to make informed decisions before embarking on a degree at any South African institution of higher learning.
52. van Zyl, R, Goliath, CD, van Heusden, M
A Conceptual Framework to enhance Interprofessional Education and Collaboration in Practice, between all undergraduate students of the Faculty of Health Sciences, Stellenbosch University.

A Conceptual Framework to enhance Interprofessional Education and Collaboration in Practice, between all undergraduate students of the Faculty of Health Sciences, Stellenbosch University.

Background:
Interprofessional Education and Collaboration in Practice (IPE&C) is an initiative of the Faculty of Health Sciences (FHS), Stellenbosch University (SU), since 2003/2004. IPEC is described as “those occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care” (CAIPE, 2002). Currently final year students of the FHS, are exposed to one session of interprofessional collaboration. The challenge is to integrate IPE&C activities in all curricula and at all levels of health care.

Objective:
The development of a Model for Interprofessional Education and Collaboration in Practice.

Methodology:
During an Interprofessional work session a draft conceptual framework of IPE&C was developed. The Model proposes interprofessional collaboration between undergraduate students of all programs within the FHS on a theoretical and clinical basis.

Results:
Guiding principles have been identified for IPE&C. The theoretical knowledge will be presented and assessed during the pre-clinical stage (first and second year students). During the clinical stage the students will be exposed to activities graded according to different levels of interprofessional collaboration. Reflection occurs within all activities. Assessment of student learning will be reported through portfolios.

Conclusion:
The draft Model for IPE&C emphasises the importance of an integrated approach, rather than supplementary to the existing programme specific curricula in the FHS. “Interprofessional education and collaborative practice maximize the strengths and skills of health workers, enabling them to function at the highest capacity” (World Health Organisation, 2010. Framework for Action on Interprofessional Education & Collaborative Practice).

53. Viljoen, S, Visser, L
Developing Academic Writing Online

The presentation outlines a FIRLT-funded project to design and pilot an online writing site in the English Department at Stellenbosch University, with the aim of helping first-year students to acquire and develop the necessary skills for academic writing of an acceptable standard. Online Writing, as we are calling it, will serve as a point of reference for students as well as for teaching staff when assessing assignments, introducing a more detailed form of feedback and increased dialogue about student writing. The facility will, it is anticipated, introduce a greater degree of
flexibility and standardisation in assessment and a far stronger interactive mode of commentary and engagement on students' academic writing in English 178.

A particular focus in the project is on the possible benefits of engaging underperforming first-year students in this virtual manner as an add-on dimension to engagement with writing, complementing our current departmental practice drafting and of one-on-one consultation around the draft, as well as support from the Writing Centre.

The project interrogates current composition theory and asks what the most appropriate paradigm is for our context at Stellenbosch University.

The pilot is to be followed by a period of trial implementation in the first semester of 2011. If viable and appropriate, we hope to extend the online writing facility to all undergraduate and postgraduate students in the department.

54. Visser, MW
Bi-/Multilingual education in the Faculty of Arts and Social Sciences at SU: The receptive-productive continuum in instructional design for effective teaching and learning

The paper explores the components or facets of bi-/multilingual input in lectures in the Faculty of Arts and Social Science that facilitate discipline-specific second/additional language academic development of students, particularly the receptive (listening) skills of students whose academic listening skills need to develop to the required threshold level.

This analysis of facets of academic language input provided in bilingual lectures is conducted within the theoretical model of continua of biliteracy posited by Hornstein, specifically invoking the receptive-productive continuum and the similar-dissimilar language structure continuum.

This model, which has been influential in providing finer grained mechanisms for providing an account of academic second/additional language development makes a broad three-fold distinction in terms of the contexts of literacy, the media of biliteracy, and the development of biliteracy in the individual, enables a nuanced understanding and account of the variables that need to be considered in determining the nature of the role of the language input provided in the bilingual Afrikaans and English lecture to students' receptive (listening comprehension) skills.

Characteristic discourse functions in lectures relating to questioning, classroom directives, conversational elements (repair, feedback and correction) in addition to academic language functions (defining, explaining, hypothesizing and predicting) are considered in relation to the role of discipline-specific multi-word phrases as regard their role in receptive (listening) skills development.
55. Walker, LS, van Heerden, B, van Heusden, M
Student leadership and students’ academics: what is the interplay?

Background:
Modern life necessitate that all graduates possess the ability to lead, often very soon after tertiary education, a fact acknowledged by the senate of Stellenbosch University (SU). Opportunities for experiential development of leadership skills abound for SU students, but little is known on the formal academic impact of these activities and the possible place leadership development has in an undergraduate curriculum.

Methods:
The project gathered 622 self-administered, paper-based questionnaires from second to final year students in the five undergraduate courses offered by the Faculty of Health Sciences (FHS). International literature was used to examine the place of leadership development in a health sciences curriculum.

Conclusions:
Leadership involvement does not negatively affect the academic performance of FHS students and no difference in time spent on academic activities was found between positional student leaders and uninvolved peers. Students themselves are cognisant of the importance of leadership skills and development initiatives. A relatively well-received method (with international precedents) to ensure students develop leadership skills would be to include initiatives into the academic or co-curricular timetable.

Take home messages:
Leadership involvement at undergraduate level should be encouraged as it facilitates the development of vital skills and does not have a negative impact on students’ academics. FHS students recognize the importance of such skills, however many view current skills as insufficient. In order to expose a larger number of students to leadership development, inclusion in formal academic modules is a viable option.

56. Walker, LS, van Heerden, B, van Heusden, M
The who and the why of student leaders

**This is an abstract for a poster presentation.**

Background:
It is commonly accepted that leadership skills set a graduate apart. As a result of this, leadership development programmes are being developed in many areas of student life, from formal academic modules to residence-based extra-curricular initiatives. But do we know who our student leaders are and what they and their “uninvolved” peers think about the topic?

Methods:
622 second to final year students from the five undergraduate courses offered by the FHS completed the self-administered, paper-based questionnaire. The study aimed to highlight those students sidelined by traditional leadership development initiatives and to clarify students’ reasons for and against leadership involvement.
Conclusions:
Leadership skills are necessary for health sciences professionals; however, Faculty of Health Sciences (FHS) students currently perceive their skills to be sub-optimal. The vast majority of students active in leadership positions study the MBChB programme however all other subgroups (language, religion etc.) of FHS students are proportionately represented with the exception of those not living in SU residences. Students become involved in leadership activities for both self-developmental and altruistic reasons whereas disinterest and time pressure are cited as common reasons for lack of involvement.

Take home messages:
Academic pressure does not necessarily dissuade students from leadership involvement. Under-involvement seems to be a factor of engagement with campus rather than the demographic group of the student. Certain subgroups of students are at higher risk of not being exposed to experiential leadership development and specific initiatives for them should be investigated.

57. Walsh, S, van Heerden, B, van Heusden, M
The Portal for Postgraduates in Medicine

Background: Mastery of Medicine requires a thorough understanding of clinical and physiological topics. Postgraduates in Medicine rotate through different sub-specialties during their four year course. Each sub-specialty runs their own academic programme. Registrars generate much of the academic content in each sub-specialty. They expend enormous effort on their presentations which are generally delivered to small audiences. Many constraints prevent colleagues from attending and benefiting.

Work Done: The Medicine Department created a portal on the University network which is open to the Internet. The aim is twofold: promoting deep learning and facilitating access to current knowledge. It integrates slideshows and concept maps into a single knowledge resource. Concept maps promote meaningful learning. Postgraduates can view the contents asynchronously when convenient. Most academic presentations consist of PowerPoint slideshows produced by Registrars. Tutorials were given on: recording audio with PowerPoint, and concept map construction. Registrars submit their slideshows, which are transformed into video before being indexed and made available on the portal. They also produce and submit concept maps. Relevant links between these resources are created on the site. Locating information efficiently is important. This is facilitated by the site’s information architecture.

Conclusions: Adding audio to PowerPoint presentations is straightforward and does not require much extra effort. Concept maps capture knowledge and promote meaningful learning. Providing a means of storing and retrieving these electronically delivers valuable academic content to a far wider audience.

Take Home Message: Slideshows and concept maps are integrated on the portal creating a unique knowledge resource.