

ABSTRACT BOOKLET

TUESDAY 22 MAY 2007: VENUE 1

THEME: RELATIONSHIP BETWEEN TEACHING AND RESEARCH

1. Professor K Esler, Professor SJ Milton, Dr S Jacobs
Department of Conservation Ecology and Entomology, kje@sun.ac.za

Rebuilding a culture of curiosity, passion, descriptive natural history and hypothesis testing in young South African professionals

At a time when global environmental changes are colliding to accelerate biodiversity loss, the loss of significant capacity to reverse this crisis may be devastating for our planet and human society. We believe that key skills and character traits are in danger of being eroded in the current generation of conservation science professionals worldwide, and particularly in Africa. Synthetic data management skills (e.g. modelling) and policy analysis are replacing, rather than augmenting, an earlier culture of the passionate professional field biologist and conservationist, well-grounded in natural history and fundamental ecology. We are addressing this trend, by using the Conservation Ecology Programme at the University of Stellenbosch to develop mechanisms to rebuild a culture of curiosity, passion, descriptive natural history and hypothesis testing in young South African professionals. Clearly, field trips to learn about the environment and how to measure it are an essential part of conservation ecologists' training. However, time constraints during term confine the practical component of our courses to the Stellenbosch area and limited time periods. To overcome this we have been running a 4-day April vacation field trip since 2000. However, the data collected has been for demonstration purposes only. We discuss the increased value of such a field trip where a few questions pertinent to understanding land use and weather patterns as drivers of change are addressed through rigorous data collection with the ultimate aim of publication. This is an excellent way to expose students to the scientific method and to opportunities that exist in both the academic and the applied arena of conservation ecology.

2. Ms R Carolissen, Department of Psychology, rlc2@sun.ac.za
Professor L Schwartz, Department Psychology
Dr B Leibowitz, Centre for Teaching and Learning
Professor V Bozalek, UWC, Mr P Rohleder

“Community psychology is for poor, black people”: pedagogy and community psychology teaching in South Africa

The term “community” has historically carried connotations of political, economic and social disadvantage in South Africa. Many students in South Africa tend to interpret the term “community” in ways that suggest that community and community psychology describe the experiences of exclusively poor, black people. These stereotypes are unfortunately unwittingly reinforced via teaching practices. For this very reason, critical pedagogies that are capable of positioning the teaching process as a transformative activity are central in teaching particularly community

psychology. The current paper reflects on a community psychology course that is being taught at Stellenbosch University in the Western Cape region of South Africa. The course is taught collaboratively with the social work department at the nearby University of the Western Cape. Students from the two universities are engaged to challenge their personal perceptions and notions of professional identity in relation to community and community work. Forty five psychology students from a historically white university (US) and fifty social work students from a historically black university (UWC) were engaged in face to face workshops and virtual (e-learning) assignments that interrogated notions of the self, community and identity. Final student integrative essays were analysed qualitatively for themes illustrating aspects of the human capabilities approach adopted in this project. The current paper constitutes a reflection on the importance of pedagogy in the process of teaching community psychology.

3. Ms E Costandius, Department of Visual Arts, elmarie@sun.ac.za

Exploring communalism amongst black African students in a visual arts course

This study aims to establish whether the supposed communal concept of *self* in black African students has an influence on their performance in a predominantly individualistic environment. The theoretical underpinning of the research uses the social constructivist learning theory as a basis. Prior experience has an influence on generating meaning; we cannot divorce our learning from our lives. It is therefore necessary to take into consideration the black African communal background. My interest in this field started with my own experiences of teaching design students in a multicultural environment. The concept of self in a communal structure differs from that in an individualistic structure with regard to how strongly individual identity is anchored in the group. Creativity, such as that assumed in students doing Visual Arts, is normally associated with individualism. Research findings confirm that predominantly communal family structures feature a higher degree of dependence on other people and often even on the ancestors. This should be taken into account when developing course outcomes and material, as well as when dealing with individual students. Motivation, for instance, can be improved by stressing group goals in addition to individual goals. A more familiar learning environment where black African traditions are considered could enhance students' sense of connectedness. The study collected information through in-depth interviews with a group of four black African students at the Visual Arts department. The study also intends to contribute to the broader discourse of taking Indigenous Knowledge (IK) into consideration for curriculum development in South Africa.

4. Professor E Bitzer, Dr R Albertyn, Department of Curriculum Studies, Emb2@sun.ac.za, rma@sun.ac.za

Promoting teaching and learning scholarships through postgraduate studies in the field of higher education.

The scholarship of teaching and learning (SoTL) has been researched in many different ways and contexts (Boyer 1990; Davis & Chandler 1998; Jenkins & Healy 2005; Bitzer 2006). One area relatively unexplored is whether formal postgraduate studies in the field of higher education and in teaching and learning in particular contribute to the SoTL. The Faculty of Education at Stellenbosch University offers two postgraduate programmes in the field of higher education: The MPhil (Higher Education) and the PhD. More than 50 students, comprising mostly academic staff from higher education institutions and including staff from Stellenbosch University, have graduated from these programmes in the past number of years. The paper provides a brief outline of what these programmes entail and reports on data obtained from graduates in an open-ended question of whether studies in higher education had assisted their professional and scholarly growth, particularly in the area of the SoTL. Results indicate that postgraduate studies in higher education benefit academic staff in a number of ways, but there are also a few limiting factors that need to be

considered when academic staff aim to improve their standing regarding the SoTL via formal qualifications.

Die akademieskap van onderrig en leer (AvOL) is reeds op verskillende wyses en binne verskillende kontekste ondersoek (Boyer 1990; Davis & Chandler 1998; Jenkins & Healy 2005; Bitzer 2006). Een relatief onontgind terrein van ondersoek is die vraag of formele nagraadse studie in die veld van hoër onderwys en meer spesifiek op die terrein van onderrig en leer in hoër onderwys bydra tot die AvOL. Die Fakulteit Opvoedkunde aan die Universiteit Stellenbosch bied twee nagraadse programme aan in hoër onderwys: Die MPhil (Hoër Onderwys) en die PhD. Nagenoeg 50 studente, meesal akademiese personeel van ander universiteite en die Universiteit Stellenbosch, het reeds hierdie grade behaal in die afgelope aantal jaar. Die referaat skets die buitelyne van hierdie programme kortliks en rapporteer gegewens verkry van afgestudeerde studente op die vraag of hierdie kwalifikasies in hoër onderwys bygedra het tot hul professionele groei en meer spesifiek op die terrein van die AvOL. Die resultate dui daarop dat nagraadse studie op die terrein van hoër onderwys akademiese personeel op talle wyses baat, maar dat daar ook 'n aantal beperkende faktore is wat in berekening gebring behoort te word wanneer personeel hul AvOL via hierdie formele nagraadse kwalifikasies wil verbeter. (196 woorde)

5. Professor L du Plessis, Department of Public Law, lldp@sun.ac.za

Theory, practice . . . reality? (Reflections of a legal scholar)

It is trite that law as dealt with by scholars *in theory* and by judges and legal practitioners *in practice* (can) fruitfully interact in various ways. However, an exact (and “desired”) depiction of this interaction is contentious – especially when the theoretical education/training of law students at university is considered in relation to the “demands of practice”. It is by and large assumed that university education must be designed to equip law students with knowledge and skills that will enable them to negotiate “real law” in practice.

My hypothesis is that “law in practice” and “law in reality” are not synonyms. Neither theory nor practice can adequately capture and/or control “legal reality”. Theory and practice are at best both legitimate strategic approximations of (legal) reality – for different purposes. I intend illustrating this proposition by comparing the judgements in two South African constitutional cases: *Soobramoney v Minister of Health, KwaZulu-Natal* 1997 (12) BCLR 1696 (1998 (1) SA 765) (CC) and *Du Plooy v Minister of Correctional Services and Others* [2004] 3 All S.A. 613 (T).

The two quotes below will significantly guide the development of my argument(s):

“The greater a person's abstractness, the greater his or her ability to consider alternatives. As an individual progresses toward greater abstractness, he or she orders the world in a more relativistic, less stereotypic fashion. Abstract conceptual structure is associated with creativity, greater stress tolerance, flexibility and a broader spectrum of coping behaviours. The most abstract person usually requires a less structured environment, prefers tasks with greater complexity and is better able to shift behaviour from one type of task demand to another as a situation is altered.” (KR Howey and RH Bents *Towards meeting the Needs of the Beginning Teacher* (1979) Midwest Teacher Corps Network and University of Minnesota/St Paul Schools Teacher Corp Project 124).

“Albei [regsteorie en regspraktyk] het mekaar nodig en die reg het albei nodig. Vervlak die een, dan vervlugtig die ander. Die asemnood van die een, versmoor die ander. Wie hom blindstaar op die behoeftes van slegs die een, word tegelyk blind vir die tersaaklikheid van die ander.” (Lourens M du Plessis *Regsteorie in Praktyk, Regspraktyk in Teorie en Regsopleiding* (1981) Potchefstroom Wetenskaplike Bydraes van die PU vir CHO Reeks H: Inouguerele Rede nr 80 18).

6. **Professor K J Van Deventer and Mrs E van Niekerk, Department of Sport Science, evn@sun.ac.za**

The Implementation of Life Orientation in the National Curriculum Statement (Grades R-12)

The development and implementation of a new national curriculum for Education is a major challenge for any nation. An education system and its curriculum express ideas of the self as a society and a vision as to how this society is being realised through learners. Recently, *Education* was depicted in the South African (SA) media as being in crisis. Various reasons exist for such a statement. One of which could be the selection of what is to be in the curriculum of *Education*, as it represents priorities of what constitutes good education. In the realm of Sport Science, *Education* transformation in SA had far reaching implications regarding Physical Education (PE) as a school subject. Currently, with the introduction of Curriculum 2005 and the National Curriculum Statement (NCS), PE as a school subject "disappeared". In the NCS, (Grades R – 12), PE is now resembled by a Learning Outcome within the Learning Area/subject of Life Orientation (LO). The Learning Area/subject LO is compulsory for all schools, but due to its perceived low priority, no implementation and monitoring strategies are in place to ensure delivery. Previously Higher Education Institutions (HEI) trained teachers to deliver a school subject, now the HEI have to train prospective teachers to deliver a Learning Outcome within a Learning Area/subject related to PE. Although quality training practices at HEI exist to meet the demands of the Education system in SA, with regard to LO and its outcomes, problems are presently encountered by schools. The heart of the problem seems to be a mismatch between sophisticated policies of the Department of Education and the dismal realities that most schools experience. The core of the problem is that no accountability mechanism with bite exists in the education system. Although the South African government has committed itself to make provision for LO, they have been either slow or reticent in translating this into action through implementation. The fear exists that if schools do not offer LO as a Learning Area/subject, learners will not be exposed to a holistic experience. HEI prepare prospective teachers according to the guidelines of the NCS. However, from past experience, situations in schools reveal a dismal reality regarding the implementation of the "movement" Learning Outcome of LO. The aim of our research is to determine whether the "movement" Learning Outcome in the NCS (Grades R – 12) is being implemented as it should be and to identify the problems and needs that are currently encountered. A pilot study was conducted during the third term of 2006 and the results will be used to ensure quality control for the final phase of this research in 2007.

7. **Dr E Kruger, Department Kurrikulumstudie, ekruger@sun.ac.za**

Ontwikkeling van onderwysstudente se kreatiewe en kritiese denke met behulp van narratiewe en metafore

"Any dinosaurian beliefs that 'creative' and 'analytical' are contradictory and incompatible modes are standing in the path of a meteor; they are doomed for extinction." (Richardson & St. Pierre, 2005)

In hierdie referaat sal ek aantoon hoe die narratiewe diskoers gepas kan wees binne die tersiêre taalonderrig- en navorsingspraktyk, spesifiek met die oog op die ontwikkeling van onderwysstudente se kreatiewe en kritiese denke. In ooreenstemming met die toenemende refleksiewe belangstelling by navorsers om 'n alternatiewe akademies-metodologiese stem binne 'n postmodernistiese epistemologie te vind, het ek gebruik gemaak van metafore om aan die narratiewe verslag van onderwysstudente in hul finale studiejaar 'n outentieke karakter te gee.

In my onderrigprogram is ervarings binne en buite die klaskamer geskep wat tot estetiese betekenisgeving in narratiewe konseptualisering van elke student se eie epistemologie aangaande taalonderrig gelei het. Die taalonderwysstudente kon as deel van hul professionele opleidingskurrikulum 'n begrip ontwikkel van die waarde van hul eie professionele groei en werk. Hulle is deur middel van 'n kreatiewe skryfproses begelei om persoonlike ervaringsnarratiewe aan die hand van metafore in die vorm van outobiografiese of fiktiewe narratiewe te skryf.

Ek sal in die referaat verslag lewer van die onderrigprogram sowel as temas wat in die studente se narratiewe voorgekom het. Met hierdie navorsingsgetuieis kan 'n bydrae gemaak word om in die konteks van navorsing oor taalonderrig motivering vir narratiewe verslaggewing te vind. Die ondersoek kan daartoe bydra dat die legitimiteit van onderwysers se ervarings deur middel van narratiewe ondersoekte akademiese geldigheid verkry en dat 'n nuwe begrip van betekenis-konstruksie in opvoedkundig-professionele kontekste geskep kan word.

8. Mrs S Prigge, Mr L Carl Prigge, Department of Drama, samlan@jhb.stormnet.co.za

Ebb and Flow: The interactive art of teaching

As Lecturer in Movement & Physical Theatre in the Drama Department, my experience in the professional sphere of dance, physical theatre and choreography encouraged me to include contact improvisation as a module in under- and post-graduate training. Contact improvisation is well-known and fairly well-established in many American and European countries - as a tool for dance training and choreography, as well as an aid in psychotherapy, healing and social work. In South Africa, however, this form of improvisation is still relatively unexplored. Also, because the form originated as a rebellion to codified dance forms and encouraged unique interpretations by individual participants, practitioners avoided attempts to systematize, codify or package the form. This has given rise to mutually agreed upon principles, but no internationally agreed upon curriculum with generic outcomes, exercises/assignments, or assessment methods. Our challenge then was to derive essential, repeatable, assessable outcomes without denying the creative, fluid, individual nature of the form. A 10 year process of experimentation, innovation, assessment and application culminated in a content-rich interactive CD-ROM with a 5-minute video documentary, over 30-minutes of originally-devised practical exercises and more than 100 pages of photographs, images, explanations, descriptions, troubleshooting and glossary. The drama students *demonstrating* the exercises were themselves *trained* using the exercises. The CD-ROM was formatted using an electronic publishing application called NeoBook – a user-friendly, relatively inexpensive application which allows for multi-media electronic publications. The CD-ROM titled, **Fluxing: the ebb & flow of contact improvisation** is now being used as a combined theoretical and practical learning tool for other under- and post-graduate students.

9. Professor A Carl, Mnr P Beets, Department Kurrikulumstudie, aec2@sun.ac.za

Mentorskap en die professionele ontwikkeling van onderwysstudente tydens onderwyspraktyk (Skoolbesoek)

Agtergrond: Hierdie innoverende lopende FINLO-projek se **belangrikste uitkoms** is om die onderrigleergeleentheid wat die skoolbesoek aan die *Nagraadse Onderwyssertifikaat*-studente bied, te optimaliseer deur die ontwikkeling van 'n effektiewe mentorstelsel. Die 12-weke skoolbesoektydperk is 'n kernkomponent van Onderwyspraktyk 174 en impakteer direk op die gehalte van onderrigleer deurdat dit die fase is waartydens integrasie met die onderrigleer van al die programmodules, behoort te kulmineer. Die uitkoms van hierdie projek kan 'n beduidende invloed hê op bevordering van akademieskap ("*scholarship*") deurdat die integrasie van onderrigleer en navorsing ook bevorder word. Onderwysstudente word vir bykans 10-12 weke by 'n skool geplaas word en dit het bepaalde implikasies vir daardie onderwysers het by wie die studente geplaas word. Die onderwysers sal dus 'n bepaalde mentorfunksie moet vervul. In watter mate kan hierdie funksies bydra tot die realisering van die programuitkomst en kan onderrigleer geoptimaliseer word?

Verloop: Omdat dit 'n lopende projek is, sal die bevindinge van 'n omvattende literatuurstudie en praktykbesoeke aan ander instansies, eers kortliks toegelig word. Die uittoets in die derde kwartaal van 2007 by drie skole, berus op 'n Aksienavorsingsbenadering. Die navorsingsontwerp van hierdie lg fase sal toegelig word. Daar is dus nog nie finale gevogtrekkings en bevindinge nie, maar voorlopige tendense en afleidings sal wel toegelig word.

TUESDAY 22 MAY 2007: VENUE 2

THEME: E-LEARNING

1. Professor C Scheffer, Department Mechanical and Mechatronic Engineering, cscheffer@sun.ac.za

Engineering education through global teams

Global Engineering Teams (GET) is an innovative engineering educational course and has three main principles:

- solving engineering tasks in multicultural and multidisciplinary groups,
- interdisciplinary project-oriented work, and
- holistic approach to engineering, considering economical, ecological and socio-political aspects.

In GET, international student groups are formed by engineering students from Germany (Technische Universität Berlin), Brazil (University of São Paulo) and South Africa (Stellenbosch University). University lecturers and students communicate using modern telecommunication tools (e.g. chat, videoconference and e-mail) in order to carry out an engineering project.

GET runs from April to October and there are two one-week face-to-face meetings, one in the beginning (kick-off meeting) and one at the end (final colloquium). The kick-off meeting serves to define the conceptual formulation of the assigned engineering project, e.g. product/component specifications. The final colloquium provides the time to finish the project, e.g. prototype manufacturing and assembly, and also to present the result of the project for evaluation. Several reviews and presentations take place during the project work in order to monitor the progress of each team. Students must balance the degree of detail, their own skills, the manufacturing capabilities, the time limits and the financial resources to succeed. The volume and complexity of the project is set on such a level so that the demanded results can only be achieved by close teamwork and efficient use of modern communication tools.

2. Professor L Swartz, Department of Psychology, lswartz@sun.ac.za

Community, Self and Identity: Reflections on the use of the e-Learning Platform

A team consisting of members from: the Psychology Department (SU), the Centre for Teaching and Learning (SU) and the Social Work Department (SU) collaborated on an educational research project from 2003 – 2007. The project is a research based approach to educational renewal. The aims were:

- To investigate the value of particular innovative curricular activities in the social service and allied health professions involving students in face-to-face and e-learning modes of instruction
- To analyse how institutional, social and biographical differences influence students' engagement with each other and with dominant disciplinary constructs and in so doing, to suggest new ways to extend agency and critical reflexivity to students and instructors
- To analyse the challenges and potential in inter-disciplinary and inter-institutional curriculum development.

The target audience was fourth year students in the above-mentioned departments. The course lasted one quarter, and thanks to the e-Learning platform, provided data for six journal manuscripts, out of which two have thus far been accepted for publication. This presentation reflects on the value of the e-Learning platform as a key component of the collaboration, for research and educational purposes. It shows that the electronic component has several key advantages, as well as challenges.

The advantages included: Recording and storage of data, Ease of communication across institutions.

The disadvantages included: Reliance on infrastructure (power cuts), Resources and equity issues and power issues.

Several of these advantages and disadvantages cut to the heart of the collaboration between the two institutions, and to the collaboration between students at the two institutions. The take-home message is that with careful pre-planning, e-Learning provides a powerful contribution to teaching and learning and research-based curriculum innovation.

3. Mrs E van Wyk, JS Gericke Library, ejvw@sun.ac.za

Librarian/lecturer partnerships and e-learning: “taking” the library resources to the students

The ultimate challenge for us as academic librarians is to extend our educational partnership role and to contribute proactively to the development of an information literate student community. The South African Qualifications Authority requires that students achieve certain general competencies during the course of their studies and Stellenbosch University's Learning and Teaching Policy considers information literacy a critical building block of learning and teaching. The incorporation of a library module into WebCT Vista, an e-learning software programme, highlights the important advantage of 24/7 365 days seamless access, no physical library building or operational hours restrictions and library information sources accessible to off-campus students.

A librarian from Stellenbosch Library & Information Service will share with delegates the importance of collaboration with lecturers and a demonstration on how a course management software programme (WebCT Vista) can be utilized to enhance student learning and promote information literacy. The presenter will give a practical demonstration on how a library module was developed for the academic module Chemistry 214. She will illustrate the collaboration between the librarian and lecturer in using e-learning as a tool to ensure that students learn how to find relevant information for their specific assignment and reference or cite the sources correctly.

4. Mr W Botes, Department of Genetics, wcb@sun.ac.za

Managing plagiarism through web resources

Writing skills and getting students to practice it are extremely important. In order to introduce this in my teaching (course on population genetics) students are asked to write several essays during the semester on topics related to the subject, but also their specific interests. The idea being that it not only enhances their ability to better communicate, but to also get them more interested in the course. Unfortunately, during the past couple of years institutions of higher learning have reported an increase in reports of plagiarism. One of many easy sources for learners to plagiarize is Wikipedia, an open source based free encyclopedia. In order to facilitate a proactive response to plagiarism and also help students get exposure to an elementary peer review process they were instructed to publish their essays as Wikipedia articles. During the first year (2005) only a limited number of students were able to publish their essays on Wikipedia. The process of submitting articles to Wikipedia and managing the whole process was more time consuming and technically difficult for students than originally envisaged. During 2006, this was however mediated by organizing students into groups and making each member of the group responsible for a subsection (of an longer article) and part of the publishing process. The feedback I got from students was varied. Students with less experience in html found it difficult, but the general feedback was positive with students commenting on the fact that they were able get feed back on the end result from not only me as a lecturer, but also their peers (and Wikipedia community at large).

5. Mnr T van Dyk en Me C Blanckenberg, Taalsentrum, tjvd@sun.ac.za, hcbl@sun.ac.za

Van “vreemdetaal” tot tuiste in eie taal: ’n E-leerloodsprojek in akademiese geletterdheid

Lae vaardigheidsvlakke in die taal van onderrig en leer word allerweë beskou as een van die hoofredes vir gebrek aan akademiese sukses onder Suid-Afrikaanse (en internasionale) voorgraadse studente. Trouens, ook moedertaalstudente ervaar toenemend die akademiese diskoers in hul moedertaal as ’n “vreemde taal”. Dit is ’n onrusbarende tendens wat in die plaaslike én internasionale literatuur bevestig word. Eerstejaarstudente sukkel byvoorbeeld om taakopdragte, toetsvrae en akademiese tekste met ’n redelik gesofistikeerde argument en abstrakte woordeskat strategies te lees en te verstaan. Dit is duidelik dat die taalkurrikulum in sekondêre onderwys hulle nie toereikend voorberei op die hoërde-taaldenkvaardighede wat hulle hiervoor benodig nie. Verskeie plaaslike en internasionale tersiêre onderwysinstellings het die afgelope paar jaar akademiese geletterdheidsprogramme vir alle eerstejaarstudente in plek begin stel om hierdie ondervoorbereidheid aan te spreek. Twee probleme beïnvloed egter ingrypend die effektiewe onderrig van genoemde taaldenkvaardighede – ’n frustrerende realiteit wat ook by die Universiteit Stellenbosch (US) ervaar word. Eerstens staan fakulteite oor die algemeen kwalik twee kontaksessies per week af aan hierdie soort steunkursusse weens eie oorvol programme. Tweedens is daar net ’n beperkte aantal taalpraktisyns vir ’n toenemende aantal studente beskikbaar. Die US se Taalsentrum het as moontlike oplossing hiervoor ’n E-leerprojek geloods waarbinne ’n aanvullende kursusverwante E-leermodule vir ’n segment binne ’n bestaande eerstejaarsleeskursus ontwikkel is. Uit die kwantitatiewe en kwalitatiewe navorsingsresultate blyk insiggewende gevolgtrekkings oor byvoorbeeld (i) die mate waarin E-leerwerk lesingtyd effektief kan vervang en terselfdertyd studente akademies kan bemagtig; en (ii) effektiewe kurrikulering van E-leertaaktipes wat die aanleer van sekere hoërde-taaldenkvaardighede meer doeltreffend maak. Naas inligting oor projekontwerp en -verloop sal die aanbieders ook aanbevelings maak oor kursuskurrikulering waarbinne die rekenaar ’n onontbeerlike rol speel as bemagtigingsinstrument.

6. Mev M Coetzee, Department Eenheid vir Afrikaans, Taalsentrum mcoetzee@sun.ac.za

Vreemdetaalaanleer en rekenaargesteuende taalonderrig: Veranderende kontekste opsoek na kreatiewe oplossings.

In ’n multikulturele konteks soos in Suid-Afrika is veeltaligheid aan die orde van die dag. Vreemdetaalonderrig is daarom nie ’n luukse nie, maar eerder ’n noodsaaklikheid. In die lig van die Universiteit van Stellenbosch (US) se taalbeleid is Afrikaans byvoorbeeld op voorgraadse vlak ’n noodsaaklikheid. Wat die verskynsel van veeltaligheid aan die US besonders maak, is dat Suid-Afrikaanse studente sowel as internasionale studente, wat deesdae vir ’n volle graadprogram registreer, die behoefte na taalbemagtiging in Afrikaans uitspreek. Daar is gevolglik ’n toenemend veranderende behoefte onder studente om Afrikaans nie meer net as oorlewingstaal binne die sosiale konteks te bemeester nie, maar ook binne die akademiese konteks. Hierdie veranderende konteks het meegebring dat getalle in die Afrikaans aanleerderskursusse oor die afgelope vyf jaar amper verdubbel het. Die vreemdetaalaanbod moes derhalwe sodanig aangepas word dat daar benewens strategiese bekwaamheid (vloeiende, oorlewingstaal) nou ook op linguistiese bekwaamheid (akkurate taal) gefokus moes word en rekenaargesteuende taalonderrig was ’n aanloklike opsie om hierdie probleem aan te spreek. In hierdie referaat is die fokus op die onderrig en aanleer van Afrikaans as vreemdetaal en die interaktiewe taalaanleerprogram *Tjommie en Vriende* as steunmeganisme in die proses van versnelde leer. Daar sal verslag gelewer word oor (i) die kursus *Afrikaans vir Beginners* waar die fokus hoofsaaklik op strategiese bekwaamheid geplaas is; (ii) die rekenaarprogram daarteenoor wat poog om studente se linguistiese bekwaamheid te verbeter in drie taalvaardighede, naamlik praat, luister en lees en (iii) of die oordrag van een bekwaamheid na ’n ander moontlik sou wees indien studente ekstra steun in akkurate taal ontvang.

7. Mr N A Edwards, Department of Business Management, naedwards@sun.ac.za

Overview of screen capture technology

During the last year, the Department of Business Management has been implementing “screen capture” technology. This is in order to enhance capabilities of students required to work on specific software, particularly in the field of Marketing research. The screen capture technology used is Captivate. It has been introduced and utilised in three modules namely, research methodologies and marketing research at undergraduate and postgraduate levels. The purpose of implementing the technology is to support students in training and developing computer skills.

The presentation will cover the following items:

- A detailed explanation of captivate will be provided.
- The advantages and disadvantages of the programme will be discussed.
- An example of the programme will be illustrated.
- Capabilities for integrating WebCT and Captivate will be discussed.
- Assessment methods, within the scope of the programme, that provide e-learning functions will be discussed in detail.
- Future research planned using Captivate will be discussed.

In light of the above, the Department of Business Management is planning to expand the use Captivate. We look forward to introducing the option of integrating “screen capture” technology as an e-learning medium within the field of teaching and learning.

WEDNESDAY 23 MAY 2007: VENUE 1

THEME: INNOVATION

1. Professor G S Cloete and Mev B Rabie, Skool van Openbare Bestuur en Beplanning, gsc@sun.ac.za; brabie@sun.ac.za

Elektroniese program-impak studie onder alumni studente van die SVOBB

Die institusionele audit wat tydens 2005 aan die US onderneem is, het 'n behoefte aan impak assessering studies uitgewys waardeur bepaal kan word of die gestelde uitkomste van programme aan die Universiteit op die langtermyn bereik word. Hierdie bevinding sluit ook aan by Visie 2012 en Strategie vir Onderrig en Leer wat verwys na die bevordering van uitnemendheid deur sistematiese monitering, “evidence-based” evaluering. Die uitdaging wat programbestuurders en dosente ervaar is om programme en modules te ontwikkel vanuit die uiteenlopende teorieë en subvelde binne die vakgebied. Die vraag ontstaan egter of die keuse van modules en meegaande teoretiese inhoud, langtermyn optimaal is vir die professionele loopbaan van studente. Die SVOBB het in 2006/2007 'n studie onder alumni studente van die Skool onderneem in 'n poging om die bostaande vraag te beantwoord. As deel van die studie is 'n vraelys ontwikkel wat die mening van Alumni studente toets oor ondermeer die toepaslikheid van die verwerfde kwalifikasies in terme van algemene en spesifieke vaardighede benodig in hulle lewe en werkplek; die toepaslikheid en tydallokasie van spesifieke modules binne die program; en die mate waartoe alumni meen hulle kwalifikasies 'n mededingende voorsprong verleen. Die vraelys is op die US Web-blad geplaas en die skakel is per e-pos aan ongeveer 420 oud-studente (vanuit nagenoeg 3000 studente) van beide die voorgraadse en nagraadse programme in Openbare en Ontwikkelingsbestuur gestuur. Die ontvangde terugvoere word tans verwerk.

2. **Dr R Hillermann, Department of Genetics and Professor S Human, Department of Private Law, rhillermann@sun.ac.za**

Expanding horizons

The department of Genetics at Stellenbosch University has been offering post-graduate courses in Genetics for many years. Several of these have included aspects of the Scientific issues raised by the globally-driven Human Genome Mapping project (HGMP). However, two years ago, it was acknowledged that the HGMP-accompanying Ethical and Legal issues had been neglected and an attempt was made to incorporate these aspects into the BSc Hons (Genetics) course. A fully collaborative initiative was launched involving the department of Genetics (Hons course) and the Law Faculty (Privaatreg/Family Law 452). "Cross over" activities included the Genetics lecturer presenting lectures, a video and a "hands-on" laboratory experiment to the Law students, while the Law lecturer offered a series of lectures within the Department of Genetics. Each group (comprising 2 Genetics students and 8 Law students) was provided with a unique "scenario" which required them to complete a written assignment and an oral presentation.

The feedback from the students was remarkably positive, with most of them responding warmly to the challenge of interacting with "another discipline". Beside the *content* of the new information, they enjoyed the fresh array of skills they acquired. The only negative remark was aimed at a logistical aspect of the initiative, viz, the timing of the interaction within the year-frame. The subsequent identification of students following up their first degree with a second (based on this collaborative initiative), together with feedback from students and colleagues, and the evaluation by the presenting lecturers has made this initiative a rewarding experience.

3. **Dr A Louw, Sentrum Gesondheidwetenskappe: Onderrig, ajnlouw@sun.ac.za
Me MM Bester, Dr FJ Cilliers, Dr MF Gerber, Dr CJ Meyer, Dr PS Steyn, DR JG Strijdom, Prof PL van der Merwe, Prof BB van Heerden**

Nuwe voorgraadse interdisziplinêre fase vir Gesondheidswetenskappe by Universiteit Stellenbosch

Verskeie uitdagings – wat hoofsaaklik ekstern van aard is – staar die Fakulteit Gesondheidswetenskappe van die Universiteit Stellenbosch in die gesig. Dit is o.a. as gevolg van druk vanaf die Departemente Gesondheid en Onderwys vir 'n korter kurrikulum, 'n groter klem op Gemeenskapgesondheid, en die groter inname van studente met akademiese agterstande. Dit het die fakulteit genoop om indringend ondersoek in te stel na 'n moontlike hersiening van die MB,ChB kurrikulum ten einde hierdie aspekte aan te spreek.

Die ondersoekproses het dit duidelik gemaak dat die eerste fase interdisziplinêr binne die fakulteit aangebied sou kon word. Een uitgangspunt was om die suiwer natuurwetenskaplike inhoud sover moontlik binne die gesondheidswetenskaplike dissiplines te kontekstualiseer. Uitdagings was om die ter saaklike komponente van die huidige Fase I op te neem in òf die fondasiefase, òf in die kliniese geneeskundige fase, en ook om groter voorsiening te maak aan nuwelingstudente ten opsigte van die aanleer van professionele en generiese vaardighede. 'n Verdere vereiste was dat nuwe modules se uitkomst en inhoud belyng moet wees met die uitgangsuitkomst van deelnemende programme.

Verskeie beplanningswerkswinkels het vier modules nl. (1) Persoonlike en Professionele Ontwikkeling van die Gesondheidswetenskaplike, (2) Lewensvorme en –Funksies van Kliniese belang, (3) Chemie vir die Gesondheidswetenskappe, en (4) Gesondheid in konteks, vir die nuwe eerste semester van die eerste jaar (Fondasiefase) daargestel. Vier van vyf voorgraadse programme van die Fakulteit sal volledig of gedeeltelik by die Fondasiefase kon inskakel. Dit is dus moontlik om een voorgraadse fondasiefase vir die Gesondheidswetenskappe daar te stel wat voldoen aan die opleidingsvereistes vir verskillende gesondheidsberoepes.

4. **Professor A Weideman, Department Wiskundige Wetenskappe, weideman@sun.ac.za**

Alternative Assessment Methods in Mathematics

One of the most frequently used assessment methods in undergraduate mathematics, at least at most South African universities, consists of having students do lengthy calculations involving much arithmetic and considerable formula manipulation. Assessing such an activity is often not easy, particularly if a mistake has been made in the early stages of the calculation. It therefore may happen that a student loses marks because of a deficiency in a skill (arithmetic/formula manipulation) that does not form part of the outcomes of the present course. We propose here a few alternative assessment methods that can be used to supplement (not replace) the traditional method. In particular, we shall discuss the use of multiple choice and short answer questions, the use of computer projects, and the concept of a writing-intensive course. Examples taken from the author's own courses will be presented.

5. **Dr F Gierdien and Dr A Olivier, Department of Curriculum Studies, faaiz@sun.ac.za; aio@sun.ac.za**

Instrumentation issues in pre-service teachers' spreadsheet-algebraic approaches

As part of our work with pre-service teacher education students, we use Excel spreadsheets as a way to exploit the potential of technology for supporting the "construction of meaning for algebra" (Ainley, Bills & Wilson, 2005). A spreadsheet can be considered as an algebraic environment that "mediates" between the students' knowledge of arithmetic and algebra. We hypothesize that this spreadsheet algebraic environment (Sutherland & Rojano 1993) supports ways of deepening the students' algebraic notations and their understanding of variables and parameters. We focus on the question, what are the instrumentation issues when students use spreadsheet-algebraic approaches?

Instrumentation issues deal with ways that the spreadsheet becomes an "instrument" when the student uses it. On its own, the spreadsheet is an "artifact" or a "technical object" that has potentialities and constraints. The student has knowledge and interacts with the spreadsheet when using it. Through "instrumental genesis" the spreadsheet becomes an "instrument." Instrumental genesis thus has to do with ways of shaping relationships between the computational medium (spreadsheet) and mathematical knowledge, which is algebra in our case. The spreadsheet has pragmatic value because it allows the student to do computations but it also has epistemic value (Artigue, 2000). The latter is made up of the understanding of the mathematical objects such as numbers, variables and parameters in the spreadsheet. An instrument is therefore a "mixed entity," constituted on the one hand of the artifact and, on the other hand, of the schemes that make it an instrument for the specific student or user. What we have is instrumental genesis which works in two directions. First, instrumental genesis is directed towards the spreadsheet, loading it progressively with potentialities, and eventually transforming it for specific uses. This can be thought of as the instrumentalisation of the spreadsheet. In the second direction, instrumental genesis is directed towards the student and leads to the development of schemes of instrumented action that allows for solving tasks efficiently (Artigue 2000).

Central to instrumentation issues are the students' or user's conceptualizations of spreadsheet cells, unknowns, variables and parameters. In spreadsheet algebraic approaches a number or symbol in a cell can have several meanings connected to a tension between arithmetic and algebra (Sutherland & Balacheff, 1999). A cell becomes a "visual container" whose number content can be changed and can aid in the construction of the meaning of variable and parameter. Interwoven in all of this is how the student makes the spreadsheet an instrument.

6. Mnr L Steenkamp, Department Rekeningkunde, lsteenkamp@sun.ac.za

Studente persepsies en ervaring van 'n ouditsimulasie

Die sillabusse van die Suid-Afrikaanse Instituut vir Geoktrooieerde Rekenmeesters (SAIGR) en die *International Federation of Accountants (IFAC)* vereis integrasie van Informatie Tegnologie (IT) met die professionele vakke (insluitend Ouditkunde) wat benodig word om te kwalifiseer as geoktrooierde rekenmeesters. Daar is ook internasionaal verhoë dat die manier waarop Ouditkunde aangebied word, verander behoort te word. Teen hierdie agtergrond het Universiteit Stellenbosch se Rekeningkunde Departement 'n ouditsimulasie ontwikkel. Die simulasie neem die studente deur die hele ouditproses, vanaf aanvaarding van 'n nuwe kliënt, deur stuwingsprosedures tot by die afhandelingsaktiwiteite en vereis van studente om deurlopend ouditwerkspapiere op te stel. Die stuwingsprosedures fokus op voorraad en word gebaseer op 'n databasis wat groot genoeg is om studente aan te moedig om effektief gebruik te maak van IT. Die leerdoelwitte van die simulasie is om Ouditkunde te integreer met IT, asook om studente bloot te stel aan 'n oudit wat so na as moontlik aan die werklikheid is as wat in 'n klasomgewing bereik kan word. 'n Vraelys is ontwikkel om studente se persepsies van die simulasie te toets en hierdie studie rapporteer die resultate van die vraelys. Die simulasie is oor die algemeen positief ervaar. Studente het gevoel dat die simulasie bygedra het tot hul begrip van Ouditkunde en hul bewus gemaak van die praktiese toepassing van IT-funksionaliteite. Die grootste punt van kritiek is dat studente voel dit neem te veel van hul tyd in beslag. Die studie is van algemene relevansie vir opvoedkundiges, aangesien die beginsels en resultate toepaslik is op simulasies in enige omgewing en waarskynlik ook op die gebruik van gevallestudies.

Students' perceptions of the usefulness of an audit simulation

The syllabi of the South African Institute of Chartered Accountants as well as the International Federation of Accountants require integration of Information Technology with the professional subjects, including Auditing, that are required to become qualified chartered accountants. Internationally there have also been calls to change the way in which Auditing is taught. Against this background an audit simulation was developed by the Accounting Department of Stellenbosch University. The audit simulation takes the students through the whole audit process, from accepting the client to the completion activities and requires students to prepare working papers. Substantive procedures focus on stock and use a database large enough to force students to make use of Information Technology. The learning objectives of the simulation are to integrate Auditing with Information Technology as well as to expose students to an audit that is as close to real life as possible in the classroom. A questionnaire was developed to test students' perceptions on the questionnaire and this study reports on the results of this questionnaire. In general the simulation was favourably received and positively experienced. Students were of the opinion that the simulation contributed to their understanding of Auditing and made them aware of the practical application of Information Technology functionalities. The main point of criticism is that students perceive it to take too much time. The study is of general relevance to educators, as the principles and findings are applicable to a simulation in any environment and by extension to the use of case studies.

THEME: REFLECTIVE TEACHING

1. **Dr D C Stefan, Department Pediatrics and Child Health, cs@sun.ac.za**

Student feedback: teaching your teacher

We present an analysis of student feedback questionnaires on the hematology module. The relevance of the questionnaire is assessed according to the general principles of the method. The data obtained and the conclusions drawn are presented. Learning from students how to teach better requires an open and self-detached appraisal of one's performance as a teacher. It also implies that students are not seen as passive receivers but rather as partners in the training process. The result is better graduates – and better teachers too.

2. **Dr G Arendse, Department Physics and Ms Delia Marshall (UWC), gja@sun.ac.za**

The new struggle

Most academic staff at tertiary institutions has been confronted with the reality that the typical 1st year student has changed dramatically over the past couple of years. The changing schooling system would probably be singled out as the main reason for the “lack of prior knowledge”. We should however be aware of the fact that institutions of higher learning provide the “input” to the schooling system as many institutions are involved in the training of teachers.

The University of Stellenbosch is a residential institution where we expect our students to attend lectures and practicals on campus. Should we therefore not spend some time reflecting on what we are “doing” with the students when they are on campus? The university is committed to a student-centred approach to teaching and learning, but what does this mean in reality? How do we handle the diversity (language, academic ability, race) in large 1st year classes? Are we utilizing innovative approaches to actively engage our students in their learning? Are we actively promoting student development as an outcome of our modules? In this presentation the author will attempt to address these questions by reflecting on his own development as lecturer involved with 1st year students over the past 11 years. (205)

3. **Dr N Bangeni, Department of English, njban@sun.ac.za**

Emergent writerly selves in first year literature students

Research on first year students' integration into the academic environment is varied, ranging from focusing on their preparedness to engage with the academy with regard to linguistic fluency, social integration, to lecturers' methods and techniques of providing input, to the establishment of various academic support programs and bridging courses, and recently, to an evaluation of the effectiveness of the programmes meant to foster academic development. The preoccupation with the performance of first years spans all disciplines and faculties. Writing ability is a concern across disciplines, and the research on writing has been as prolific. This research focuses on the ‘writerly’ identities (Ivanic, 1998) which students develop on entering the academy, and looks at students' writing in the Humanities.

This paper describes an exploration of the development of first year students' writing and of the identities evident in their writing. Ivanic's (1998) four strands that shape the writerly self, namely the autobiographical, the authorial, the discursal/textual self, and social self-hood, provide a framework within which the students writing is analysed and classified. A textual analysis is conducted on essays of 5 first year English Literary Studies students in an effort to identify dominant features of their writing, and to identify dominant aspects of their writerly selves. The results of this research are particularly useful for syllabus selection and ordering, and for addressing writing and learning concerns at classroom level, as tutors are also part of this research.

WEDNESDAY 23 MAY 2007: VENUE 2

THEME: SERVICE LEARNING

1. Professor S Green, Department of Social Work, sgreen@sun.ac.za

Redesign of practice education modules in social work as service learning at Stellenbosch University

The aim of social work education at an undergraduate level is to produce social work practitioners who have a strong professional identity, as well as the knowledge, skills and values necessary for practice. Practice education is a critical and essential component of the undergraduate curriculum. It provides students with opportunities to integrate knowledge, skills and values with practice in a welfare setting in order to develop necessary practice competencies through service delivery. To offer these practice education modules social work educators collaborate with service providers in the field of social welfare to arrange field work placements for students.

To bring the social work education in line with the new minimum standards required for the B Social Work degree in South Africa in 2007, the practice education modules are being redesigned to develop the required competencies of students and to meet the minimum standards and required outcomes of the qualification. The redesign and implementation are executed using a participatory action research design. This includes continuous input and assessment by educators, students, and service providers at welfare institutions where students are placed for practice education.

The paper describes the theoretical framework underscoring the redesign of the practice education modules, and discusses experiences regarding the implementation of the redesigned modules. Challenges inherent in both the teaching and the learning in these modules will be discussed from a service learning perspective.

2. Prof R Newmark, Department of Educational Psychology, rnew@sun.ac.za

Transforming Internships to Service-Learning with mutual benefit to the community and the University

In South Africa, universities are embracing service learning as a teaching methodology. Stellenbosch University has included a policy of community engagement in its strategic framework and 2012 vision, which creates a context for facilitating service-learning. The Community Interaction Division and The Unit for Educational Psychology formed a partnership with the aim to facilitate and institutionalise service-learning at Stellenbosch University. The Unit for Educational Psychology has been training Educational Psychologists and delivering psychological services to the Stellenbosch community for a number of years. The intention of the two Units is to function synergistically to coordinate and streamline and increase service delivery, improve research outputs and, eventually, collaborate in the professional training of psychologists. Due to the stable relationship the Unit for Educational Psychology has established with community partners over the years, it is strategically well positioned to enhance service-learning at an institutional level. In this paper we argue for internships as a vehicle in promoting service-learning at a Higher Education Institution. The emerging model for internship training in service-learning at the Unit for Educational Psychology is presented. We also attempt to demonstrate how this model may enhance the scholarship of engagement at Stellenbosch University.

THEME: FIRST YEAR EXPERIENCES

1. Mev E D Vlok, Interdissiplinêre Gesondheidswetenskappe Afdeling Arbeidsterapie, edv@sun.ac.za

Eerstejaar Akademie: Vroeë Assessering soos gesien in die programkonteks van die Fakulteit Gesondheidswetenskappe, Afdeling Arbeidsterapie

Vroeë Assessering is 'n inisiatief ingestel deur die Universiteit Stellenbosch om in werking gestel te word vanaf 2007 om risiko nuwelingeerstejaar studente te identifiseer in die verskillende programme en modules. Die aanbieding sal die proses wat die afdeling Arbeidsterapie gevolg om vroeë assessering in te sluit by die arbeidsterapieprogram aandui

Die aanbieding sal die volgende insluit:

- Waarom Vroeë Assessering?
- Vroeë Assessering in perspektief gesien tot die Arbeidsterapieprogram en die modules wat studente, as deel van die arbeidsterapie kursus, volg op Stellenbosch.
- Tydraam vir assessering
- Identifisering van die Risiko studente
- Ondersoek na die moontlike onderliggende faktore
 - Vakkennis agtergrond/voorkennis
 - Student
 - Module of vak
- Aksieplanne: Hulp en remediëring
- Aanbeveling en opsomming

Academy for first years: Early Assessment as seen in the program context of the Faculty of Health Science, Division Occupational Therapy.

Early assessing of students to identify students at risk is a new initiative introduced in 2007 by University of Stellenbosch for the different programmes and modules. This presentation will present the process followed by the division Occupational therapy to introduce early assessment in their programme.

The presentation will include the following:

- Why Early Assessment?
- Early Assessment in perspective to the Occupational therapy programme as well as the modules that students follow at Stellenbosch as part of the course.
- Timeframe for assessing
- Identifying the student at risk
- Investigation of possible underlying factors
 - Prior knowledge of the subjects
 - Student
 - Module or subject
- Plan of Action: Help and remedial actions

Recommendations and summary

2. Me B L Frick, Centre for Teaching and Learning, blf@sun.ac.za

A new animal in the zoo: Pre-service teachers' perspectives on the learner output from the new FET (schools) curriculum

The South African higher education sector is currently anticipating the changes in first-year student intake brought about by the new Further Education and Training (FET) curriculum for schools (Grades 10-12). A overview of the implementation of the new curriculum in schools and the

preparation of learners for further studies in higher education was done by students completing their compulsory practice training as part of the Postgraduate Certificate in Education (PGCE) programme at Stellenbosch University. This paper reports on the PGCE students' reported observations during their practice training. The findings suggest that the implementation of the new curriculum and the preparation of learners for further studies in higher education are differentiated in terms of schools and/or teachers. Typical challenges learners will have to face in their first-year are accordingly identified. Tentative suggestions are made on how schools and the university sector can collaborate to increase higher education candidates' preparedness for further study.

3. **Dr A du Plessis, Akademiese Steun: Tredhousisteem, sadp@sun.ac.za
Dr Hannie Menkveld, Departement Kurrikulumstudie, hmenk@sun.ac.za**

'n Model vir die voorspelling van Eerstejaarsukses aan SU

Die ontwikkeling van modelle vir die voorspelling van studiesukses word deur navorsers wêreldwyd benut in 'n poging om studentesukses en deurvloeikoerse te verbeter. Dit blyk onder andere uit navorsing wat deur Brookshire, RG & Palocsay, 2005; Smythe, FL, 1995; en Wolfe, RN & Johnson, SD, 1995 gedoen is. Vir SU is 'n model vir die voorspelling van eerstejaarsukses ontwikkel as deel van die Eerstejaarakademie-inisiatief wat in 2006 van stapel gestuur is, met 'n tweeledige doel: om studiesukses te verbeter en om vroegtydig hulp aan te bied aan daardie studente wie se kans op studiesukses sal verbeter as gevolg van hierdie soort hulpverlening.

Volgens die literatuur (bv Behr AL, 1985; Fraser WJ & Killen R, 2003 en Jawitz, J, 1995) is *Graad 12-gemiddelde* as veranderlike die grootste enkele voorspeller van sukses; gevolglik is die model aanvanklik rondom *Graad 12-gemiddelde* ontwikkel. Daar is vasgestel dat 35.92% van die variansie in die waarde van die veranderlike *Eerstejaargemiddelde* deur die waarde van die veranderlike *Graad 12-gemiddelde* verklaar word. Daarna is vasgestel watter rol elkeen van die kwantitatiewe veranderlikes wat as toelatingsvereistes aan SU gebruik word, in eerstejaarsukses speel.

Die invloed van kwalitatiewe veranderlikes wat op die Alfabasisvraelys gebaseer is, soos *welwees* en *goeie gedrag*, is ook ondersoek en daar is gevind dat dit ook 'n belangrike invloed op die voorspellingswaarde van die model het. Die finale resultate dui egter daarop dat die kombinerende van beide kwalitatiewe en kwantitatiewe veranderlikes die beste voorspelling van eerstejaarsukses is. Hierdie voorspellingsmodel het die potensiaal om by te dra tot die verbetering van eerstejaarstudente se studiesukses, slaagsyfers en uiteindelik ook deurvloeikoerse.

(262)

4. **Mrs P M Horn and Mrs A I Jansen, Department of Economics, pmhorn@sun.ac.za
ada@sun.ac.za**

Improving the performance of first-year Economics students by means of an innovative summer school programme: an evaluation

Background: First-year students perceive Economics to be a difficult discipline and result in high failure rates. This is a concern at most universities in South Africa. For the period 2002-2004, the first-year Economics course at Stellenbosch University (SU) had an average pass rate of only 64%. The Economics and Management Sciences faculty at SU decided to initiate a summer school programme with the specific aim of improving this pass rate.

Economics Summer School Programme: This programme was structured in a way to ensure the full participation of the students. Snowball (2006) argued that students can be more successful if

the responsibility for their learning is placed back with the student. The programme focused on the following aspects:

- Compulsory lecture attendance using student card scanners
- Compulsory tutorial classes and take-home tasks
- Strict enforcement of discipline

Evaluation: This programme required intense focus from lecturers and students (inflicting high opportunity costs). The programme included various tests and examinations. The results reflect a marked improvement in the results of students who had failed the course the previous year. This has subsequently resulted in the continuation of this programme, with possible expansion to other departments in the faculty.

Lessons: Success at the undergraduate level seems to require a more structured environment with more control exercised from the department on the participation of the student. (219)

5. Me C Nel, Department Sentrum vir Voornemende Studente, cswan@sun.ac.za

Faktore wat 'n rol speel in akademiese risiko en sukses by eerstejaarstudente aan die Universiteit Stellenbosch

Navorsing oor deurvloei- en retensiekoerse word al meer as 'n eeu lank wêreldwyd ondersoek en die literatuur bied uiteenlopende redes aan vir die hoë uitsaksyfer in hoër onderwys. Uit die literatuur lyk dit egter asof die dinamika van retensie institusioneel- of fakulteitspesifiek is. Elke hoër onderwysinstansie behoort dus sy eie ondersoek na redes vir uitval te onderneem. In samehang hiermee, bevestig die Nasionale Plan vir Hoër Onderwys (2001) dat die redes vir die afname in deurvloei- en retensiekoerse in Suid-Afrika nie duidelik is nie en dat verder ondersoek gedoen moet word.

In die lig hiervan, en in die konteks van die vestiging van die Eerstejaarsakademie wat fokus op die verbetering van die sukseskoerse van veral eerstejaarstudente, was die doel van hierdie ondersoek om vas te stel watter faktore 'n rol in akademiese risiko en sukses by eerstejaarstudente aan die Universiteit Stellenbosch speel. Om hierdie doel te bereik, is ondersoek ingestel na die waargenome (eie persepsies van) redes vir studente se gebrek aan akademiese sukses in hul eerste jaar. In samehang hiermee, is daar ook vasgestel hoe die suksesvolle student daar uitsien in terme van eienskappe, vaardighede, gewoontes en verwagtinge. Daar word ook gekyk na watter struikelblokke beide suksesvolle en onsuksesvolle studente ervaar het in hul eerste jaar en watter impak dit op sukses en risiko het. Die rol wat ondersteuningsisteme by veral suksesvolle studente speel, word ook ondersoek. Ten slotte wil hierdie ondersoek ook vasstel wat studente as die rol van die Universteit sien om studentesukses in die eerste jaar te verseker.

6. Mnr R Rudman, Department Rekeningkunde, rjudman@sun.ac.za

Stellenbosch Thuthuka: Transformasie in werking deur samewerking

Thuthuka is 'n transformasie-inisiatief van die Suid-Afrikaanse Instituut van Geoktrooieerde Rekenmeesters wat daarop gemik is om voorheenbenadeelde leerders te help om 'n loopbaan in die geoktrooieerde rekenmeestersveld te volg en sukses te behaal. Die Departement Rekeningkunde fokus veral op Afrikaanssprekende studente uit die bruin bevolkingsgroep en het vanjaar sy eerste inname van 20 eerstejaar BRek Thuthuka studente in die program. Die doelwit is om 50 eerstejaar BRek studente per jaar in die Stellenbosch Thuthuka program in te neem.

Oorsig van die program

Die studente word saam gehuisves in Metanoia koshuis om 'n samehorigheidsgevoel en wedersydse ondersteuning aan te moedig. Tydens hul studies neem die studente deel aan onder

andere verskeie van die nuwe transformasie- en gehalte-inisiatiewe van die Departement Rekeningkunde soos byvoorbeeld: 'n Uitgebreide Lesingsreeks vir Finansiële Rekeningkunde eerstejaarstudente en die Individuele Leer- en Bystandsprogram vir senior studente. Benewens akademiese hulpprogramme sal die studente ook doelgerigte modules in lewens- en werkplekvaardighede bywoon. Daar word verder van hulle vereis om gedurende die universiteitsvakansie vakansiewerk te doen, asook om aan 'n gemeenskaps-interaksieprojek van hul keuse deel te neem.

Doel van die referaat

Die doel van die referaat is om terugvoering te lewer oor:

- 'n algehele program wat op na aspekte van studente se ontwikkeling omsien;
- 'n voorbeeld te gee van hoe effektiewe samewerking tussen verskillende afdelings binne die universiteit en buite-instansies bewerkstellig kan word;
- die suksesse en terugslae van die program; en
- om die ervaring van die afgelope ses maande te deel met die doel om kommentaar uit te lok, hetsy gunstig of nie.

POSTER SESSION

1. Dr S A du Plessis and Ms S van Schalkwyk, Academic Support, sadp@sun.ac.za

The SOS tracking system – more than just stats!

In 2007, Stellenbosch University implemented the Early Assessment (EA) system under the banner of the First-year Academy. It was the intention that the system would provide an overview of student performance among the first-year cohort so as to, where necessary, serve as an early warning to students, parents and academic staff. This diagnostic assessment was regarded as 'low stakes' and all role-players were encouraged to view it from a broad perspective that would, at best, indicate trends but that would also allow for intervention where appropriate. Subsequent to the publication of the results a number of concerns relating to the validity and predictability of the results have been raised. The need to contextualise the EA results in terms of the results typically achieved in a particular module over a period of time and to reflect on the profile of students who have achieved success is crucial. This poster highlights one of the tracking systems, the SOS system, that has been devised to provide management, academics and academic development practitioners with data that presents a longitudinal view of trends, within a particular module, focusing on student throughput. The data is sorted according to a number of different variables including grade 12 results, gender, race and language. The aim of the poster is to enhance awareness across campus both of the availability of the system as well as to highlight its potential as a management and teaching tool.

2. Me Liezel Frick, Centre for Teaching and Learning, blf@sun.ac.za

Confident or confused? A report on the first-year student experience in selected modules on campus

The first-year academic experience can be studied from various perspectives, including national, institutional and lecturer perspectives. A perspective on the first-year academic experience would, however, remain a limited view if it does not include a student voice – that of the first-year students themselves. This paper reports on a study conducted amongst first-year students in six selected first-year modules at Stellenbosch University by means of a questionnaire and focus group interviews. The study provides an insider perspective on what first-year students experience in terms of their preparedness for university study in a particular higher education environment. The

findings confirm that first-year students are a heterogeneous population with diverse academic needs. There are, however, a number of valuable insights which could help lecturers and the institution as a whole to make the higher education environment more accessible to first-year students. The paper provides a student perspective on how the transition into higher education can be made successfully by means of curricular, lecturing and institutional input.

3. **Dr Juanita Bezuidenhout, Department of Pathology, ibez@sun.ac.za
V Burch, S Nayler, W Grayson, E Wasserman, R Erasmus, E van Rensburg,
J Mahlangu, J Vellema, M Altini, M Moodley, M Senekal, I Loftus**

CanMEDS for South African Postgraduate Pathology Training

Background: In South Africa, universities are tasked with training all enrolled candidates, while examinations are conducted by both universities and a national College of Pathologists (COP). Successful completion of either permits registration as a pathologist with the Health Professions Council South Africa. This results in real and perceived inconsistencies between training programmes, while assessment alignment has never been standardised. The need to establish a national training and assessment framework is apparent. The first step in this process is to conduct a needs assessment survey of required outcomes/competencies.

Methods: The Canadian Royal College of Physicians and Surgeons' competency framework (CanMEDS), was used to conduct an electronic, 6-point Likert scale needs-assessment survey of all pathologists and pathologists-in-training.

Conclusions: All CanMEDS roles were regarded as at least somewhat important by the majority of respondents. At the annual national Federation of South African Societies of Pathology conference the development of a national framework based on the CANMeds model was unanimously accepted by the Federation and the COP. The needs assessment survey paves the way to develop a standardised uniformly accepted model of training and assessment of pathologists. The CanMEDS roles are all important and should be included in any framework that is developed in South Africa. It can also be used standardising other postgraduate training programmes in South Africa.