

## Overview of some of the CTL events in 2018



### PREDAC:

60 participants from the 9 faculties participating in PREDAC (4 annual phases) attended a 4-day retreat at the Goudini Conference Centre from 17 – 20 July 2018. During phase 2 of the programme, participants enjoyed a breakaway event. Prof Arnold Schoonwinkel reiterated that the University values its academics, their teaching role and their professional learning. Interaction and relationship-building across faculties was particularly valued. Prof Gilly Salmon's Carpe Diem framework formed the basis for the US Design for Learning Teaching and Assessment (DeLTA) process. A participant remarked: "The PREDAC phase 2 made one realize the essence of teaching. This was from a whole new perspective and it helped me question my teaching style, content and preparation."



**Teaching and Learning Seminar:** a number of **Teaching and Learning Seminars** are hosted annually, sharing innovative teaching and learning enhancement projects and practices. On 6 September 2018, Dr Hanelie Adendorff, from the Centre for Teaching and Learning, presented a seminar entitled “Decolonising the Science Curriculum: can Legitimation Code Theory show a way forward?”. Dr Adendorff challenged the audience with topical questions: “How do you even begin to decolonise science?” “How do you manage risk by making indigenous knowledge dance to the rhythm of science?” The presentation focussed on ways in which Legitimation Code Theory has enabled different gazes in the Sciences. Approximately 35 US staff attended the seminar.



**SoEL Course:** A 12-credit short course on the **Scholarship of Educational Leadership (SoEL)** is presented annually with focus on leadership *in* and the Scholarship *of* Teaching and Learning in a dialogical framework. The course contains 4 themes: Contextualising; Researching; Curriculum; and Pedagogical Leadership. This course plays a key role in building a critical mass of T&L mentors at US. In 2018, 11 participants enrolled for the course with contact sessions on 2 February, 6 April, 11 June and 14 September.



**Auxin:** Auxins (from Greek *auxano*, "to grow"), takes place annually on a monthly basis. Centre for Teaching and Learning Advisors invite teaching and learning champions across faculties to share best practices. The purpose is the creation of theory-research based professional learning opportunities for academics towards becoming scholarly teachers. In 2018, 6 sessions were hosted with approximately 140 participants. On 25 September, Dr Anita Jonker (2<sup>nd</sup> from left) presented the topic: "Interdisciplinary curriculum design: A case study from a module on gender, culture and religious diversity as part of the EDP support subject introduction to the humanities".





**First Year Achievement Awards:** Award winners in the Faculty of Economic and Management Sciences with Prof A Schoonwinkel (5<sup>th</sup> from left) and Prof R du Preez (4<sup>th</sup> from right). These award are made annually so to acknowledge "good teaching and learning". The 11th annual **First-year achievement award** dinner honoured 32 top academic achievers of 2018 and their 26 nominated lecturers. On the 11th of April 2018. Professor Ronelle Carolissen, Vice-Dean (Learning and Teaching) in the Education Faculty, delivered an encouraging address during which students and their lecturers exchanged letters of recognition and encouragement.



**Scholarship of Teaching and Learning:** Winners of the Best Research Paper: M Barnard, S Adams, and R du Preez on the topic "Gamification For the Win!... or not? Evaluating Student Perceptions". The 11<sup>th</sup> annual SoTL conference took place from 29 – 31 October 2018 with the theme *Academic Leadership*. This event aims to address all aspects of teaching and learning at SU in an open, supportive and intellectually stimulating atmosphere. It provides a platform where academics share and celebrate teaching and learning practices and research. Participation has grown exponentially since its inception in 2007 with 84 presentations and 250 registered participants this year. The keynote speakers, Dr Kathleen M Quinlan (Director: Centre for the Study of Higher Education, University of Kent) and Professor Magda Fourie-Malherbe (Centre for Higher and Adult Education, Stellenbosch University), challenged the audience with thought-provoking presentations. Other winners included E Faadiel (Best Practice-based Paper) and P Southey (Delegates Choice Award).