

# AUXIN (28 May 2019)

## ENGLISH

AUXIN hosted by	The Centre for Teaching and Learning (CTL)
Title of Presentation	The scariest module I ever had to lecture – a soft-skill module in a hard-skill environment - <i>First reflections</i> .
Summary of Invitation	The CTL hereby invites you to a lunch-hour session as part of the AUXIN Project. The AUXIN Project aims to create growth opportunities for SU lecturers.
Title and Name of Presenter(s)	Dr. Michael Schmeisser
Short Biography of presenter(s)	Michael is a lecturer/researcher at the department of Horticultural Science, specialising in ecophysiology. He currently lectures three modules at 1 <sup>st</sup> , 2 <sup>nd</sup> and 4 <sup>th</sup> year level dealing with topics of plant morphology, plant propagation and ecophysiology respectively. Despite the strong research focus in horticulture, Michael has developed a passion for teaching and learning with a particular focus on how to ensure meaningful learning in the classroom.
Blurb (Including Conclusions and Implications for Teaching and Learning at SU)	<p>The presentation gives feedback from a soft-skill first-year module I designed, drawing on the authentic learning framework (Herrington &amp; Oliver, 2000). I lectured it for the first time in 2018 in a scientific environment. I will consider feedback from my personal experience, student uptake, pitfalls and first reiterations.</p> <p>Our students are well trained for the academic, the scientific and even the industrial world, having hopefully gained knowledge, logic and critical thinking skills throughout their 4 years of study. Yet I have always sensed that many students are not truly aware of the final “quality student” their degree is attempting to shape them into by the end of their studies. And if they amble through the years without a true purpose for studying, it makes the academic journey a dreary one and does not foster meaningful learning. It was this notion of the “lack of purpose for learning” that lead me to conceptualize this module. There was a need to address various personal and interpersonal soft skills to allow students to become aware of themselves within the context of the university.</p> <p>The aim of the module was to prepare students at least to some degree for the next three years of their academic life by installing a sense of purpose. Although the module comprised a range of different topics, the underlying thread or message was the importance of a reflection on self, but also reflection for learning, and therefore a need to teach students how to reflect (Ryan, 2013). Students were introduced to the development of an e-portfolio as a tool to allow for continued reflection throughout their studies. This could potentially assist students to gather evidence of learning beyond the academic programme, adding to their employability after graduation.</p>

	To truly define the benefits of this module requires a long-term follow-up study, in particular when these cohorts of students are in their 4 <sup>th</sup> year of their studies. If the module achieves what I envision it will give first-year students a sense of purpose for studying, which creates the platform for learning to occur.
Articles (Bibliographic information of 2 easy-read articles on the topic)	<p>Herrington, J. &amp; Oliver, R., 2000. An instructional design framework for authentic learning environments. Educational Technology Research and Development, 48(3), pp. 23-48.</p> <p>Reese, M., &amp; Levy, R. (2009). Assessing the future: E-portfolio trends, uses, and options in higher education (Research Bulletin, Issue 4). Boulder, CO: EDUCAUSE Center for Applied Research.</p> <p>Ryan, M. 2013. The pedagogical balancing act: teaching reflection in higher education. Teaching in Higher Education, 18(2), pp. 144-155.</p> <p>Dochy, F.J. and Alexander, P.A. (1995). Mapping prior knowledge: A framework for discussion among researchers. European Journal of Psychology of Education, 10(3), pp. 225-242.</p>
Key Words	Reflective pedagogy; e-portfolios; vocational work; soft skills; first year module
Date of Presentation	28 <sup>th</sup> May 2019
Time	12:45 – 13:45
Venue	Den Bosch, 41 Victoria Street (opposite House Skuilhoek and directly behind the Conservatoire)
<p><b>Please RSVP by completing the Google form:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLSfqtAwQGhYM9nKv0JeZVpkyhGew7LqVX79QLYMo-aZlHE7C9w/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfqtAwQGhYM9nKv0JeZVpkyhGew7LqVX79QLYMo-aZlHE7C9w/viewform?usp=sf_link</a></p>	
Enquiries	Ms Nothemba Nqayi <a href="mailto:nothemban@sun.ac.za">nothemban@sun.ac.za</a> 021 808 3717
Cancellations	If, for some or other reason, you are no longer able to attend the AUXIN, we request that you please CANCEL your registration at least 7 calendar days before the time, by contacting Ms Nqayi (contact details above). There are certain financial costs incurred by the CTL for each AUXIN, and the request is to minimise financial implications.
More Information	A podcast will be available on the CTL website after the session: <a href="http://www.sun.ac.za/ctl">www.sun.ac.za/ctl</a>

AUXIN aangebied deur	Die Sentrum vir Onderrig en Leer (SOL)
Titel van Aanbieding	Die vreesaanjaendste module wat ek ooit moes doseer – sagte vaardighede in ‘n omgewing van harde vaardighede – <i>Eerste Besinnings</i> .
Opsomming van Uitnodiging	Hiermee nooi SOL u graag na ‘n etensuursessie as deel van die Auxin-projek. Die Auxin-projek het dit ten doel om groeigeleenthede vir US-dosente te skep.
Titel en Naam van Aanbieder(s)	Dr. Michael Schmeisser
Kort Biografie van aanbieder(s)	Michael is ‘n dosent / navorser by die Hortologie departement, waar hy spesialiseer in ekofisiologie. Hy doseer in drie modules op 1ste, 2de en 4de jaar vlak met plant morfologie, plant voortplanting en ekofisiologie onderskeidelik as onderwerpe. Te midde van ‘n sterk navorsingsfokus in Hortologie, het Michael ‘n passie vir onderrig en leer ontwikkel, en veral vir betekenisvolle leer in die klaskamer.
Opsomming (“Blurb”) (met inbegrepe van Gevolgtrekkings en Implikasies vir Onderrig en Leer @US)	<p>Hierdie aanbieding gee terugvoer op ‘n eerstejaar module vir sagte vaardighede. Die module is deur Michael ontwerp aan die hand van ‘n raamwerk vir outentieke leer (uit Herrington &amp; Oliver, 2000), en vir die eerste keer in 2018 aangebied het in ‘n wetenskaplike omgewing. Die aanbieding besin op sy persoonlike ervaring, die studente se reaksie, slaggate en eerste reiterasies.</p> <p>Ons studente word goed opgelei vir die akademiese, die wetenskaplike en selfs die industriële wêreld, en hulle is hopenlik toegerus met kennis, logiese en kritiese denkvaardighede deur hul 4 jaar van studie. Ek het egter altyd aangevoel dat baie studente nie werklik bewus is van die finale “kwaliteit student” waarheen hulle ontwikkel deur die loop van hul studies nie. En as hulle deur hul studie jare dwaal sonder ‘n werklike doel, word dit ‘n somber akademiese reis wat nie betekenisvolle leer bevorder nie. Dit was hierdie “gebrek aan ‘n doel vir leer” wat my gelei het om hierdie module te konsepsualiseer. Daar was ‘n behoefte aan ‘n verskeidenheid persoonlike en interpersoonlike vaardighede om sodoende student toe te laat om bewus te raak van hulleself binne die konteks van die universiteit.</p> <p>Die doel van die module was om studente tot ‘n mate voor te berei met beter begrip van die doel van hul studies vir die volgende drie jaar van hul akademiese lewe. Alhoewel die module uit ‘n verskeidenheid onderwerpe bestaan, is die belang van refleksie op self en refleksie op leer, die deurliggende boodskap en dus word student geleer om te reflekteer (Ryan, 2013). Studente is bekend gestel aan die ontwikkeling van ‘n e-portefeuje as ‘n hulpmiddel om deurlopende refleksie in hul studies te bevorder. Dit kan moontlik student toerus om bewyse van leer in te samel wat verder as die akademiese program strek, en dus moontlik bydra tot hul indiensneembaarheid na studies.</p> <p>Om die voordele van die module werklik te definieer verg ‘n langtermyn opvolg studie, spesifiek wanneer hierdie studente in hul</p>

	4de jaar van studie is. Indien die module se doel bereik word, sal eerstejaar studente beter begrip hê vir die doel van hul studies, wat 'n platform kan skep vir leer om plaas te vind.
Artikels (Bibliografiese gegewens van 2 maklik-verstaanbare artikels oor die onderwerp)	<p>Herrington, J. &amp; Oliver, R., 2000. An instructional design framework for authentic learning environments. <i>Educational Technology Research and Development</i>, 48(3), pp. 23-48.</p> <p>Reese, M., &amp; Levy, R. (2009). Assessing the future: E-portfolio trends, uses, and options in higher education (Research Bulletin, Issue 4). Boulder, CO: EDUCAUSE Center for Applied Research.</p> <p>Ryan, M. 2013. The pedagogical balancing act: teaching reflection in higher education. <i>Teaching in Higher Education</i>, 18(2), pp. 144-155.</p> <p>Dochy, F.J. and Alexander, P.A. (1995). Mapping prior knowledge: A framework for discussion among researchers. <i>European Journal of Psychology of Education</i>, 10(3), pp. 225-242.</p>
Sleutelwoorde	Refleksiewe onderrig; e-portefeuljies; professionele werk, sagte vaardighede; eerstejaar module
Datum van Aanbieding	28 Mei 2019
Tyd	12:45 – 13:45
Plek	Den Bosch, Victoriastraat 41 (oorkant Huis Skuilhoek, direk agter die Konservatorium)
	<p>RSVP asseblief deur die volgende <i>Google Form</i> te voltooi:  <a href="https://docs.google.com/forms/d/e/1FAIpQLSfqtAwQGhYM9nKv0JeZVpkyhGew7LqVX79QLYMo-aZlHE7C9w/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfqtAwQGhYM9nKv0JeZVpkyhGew7LqVX79QLYMo-aZlHE7C9w/viewform?usp=sf_link</a></p>
Navrae	Me Nothemba Nqayi <a href="mailto:nothemban@sun.ac.za">nothemban@sun.ac.za</a> 021 808 3717
Kansellaries	Indien u, om watter rede ookal, nie meer die AUXIN kan bywoon nie, versoek ons dat u asseblief u registrasie ten minste 7 kalenderdae voor die tyd kanselleer, deur Me Nqayi te kontak (kontakbesonderhede hierbo). Daar is sekere kostes verbonde aan elke AUXIN vir SOL, en die versoek is om finansiële implikasies te minimaal te hou.
Meer Inligting	Na afloop van die sessie sal die potgooi beskikbaar wees op SOL se webtuiste: <a href="http://www.sun.ac.za/ctl">www.sun.ac.za/ctl</a>