English

Photo credit: Ignus Dreyer / Opening of the SU SoTL conference 2025

Scholarship of Teaching and Learning (SoTL) conference

The 18th annual Scholarship of Teaching and Learning (SoTL) conference took place at the Protea Hotel by Marriott Stellenbosch in Technopark on 3 and 4 November 2025. The excitement in the room was tangible as more than 280 Stellenbosch University (SU) staff members from all faculties, various divisions and centres across the institution gathered to share their teaching-learning-assessment (TLA) research, innovative practices and reflections. The conference aims to create a space where Stellenbosch staff can come together to share and celebrate TLA at the institution.

Dr Nicoline Herman (acting Senior Director: Division for Learning and Teaching Enhancement) welcomed staff members to the conference and asked that all observe a moment of silence for our valued colleague, Prof Lis Lange, who passed away on 8 October and who suggested the theme for this year's conference.

Photo credit: Ignus Dreyer / The late Prof Lis Lange

As an introduction, Dr Herman shared with delegates that presentations for the conference were submitted in two streams: research on TLA and reflection on TLA practice or theory. Delegates could look forward to 73 presentations, 69 papers and four posters over the two days of the conference. This year there will also be 38 PREDAC (Professional Educational Development for Academics) posters from participants enrolled in the short course.

Dr Herman then introduced Prof Richard Stevens (acting Deputy Vice-Chancellor: Learning and Teaching) for the official opening of the conference. We share some extracts from his opening address below:

"I would like to acknowledge and thank firstly Dr Nicolene Herman and the Division for Learning and Teaching Enhancement for their leadership in sustaining the scholarship of teaching and learning community at SU. I also want to thank our keynote panellists, who will guide our reflections and conversations today and tomorrow, our academic and professional and support staff from all faculties, who continuously strive to make learning meaningful and transformative, and of course, our students, whose questions, courage and curiosity remain our greatest teachers. Thank you. Your presence here matters."

Prof Stevens described how he views the space that the SoTL conference creates:
"This is the 18th annual scholarship of teaching and learning conference at SU. Its continuity over nearly two decades speaks to the depth of our institutional commitment to reflective and research-informed teaching practice. The SoTL conference has always been more than a gathering of presentations. It is a space to pause and think about how and why we teach. It is a space for collegial dialogue, gentle challenge, and our shared purpose. Teaching is not only a professional act. It is a profoundly human one.

"It also requires awareness, intentionality, humility and care. Spaces like this invite us to examine our habits, our assumptions and our methods, and allow us to return to the classroom renewed. We do this work because reflective teaching improves student learning outcomes. It is not theory for theory's sake, but reflection in service of student success."

On the theme of the conference, Prof Stevens stated, "I think this is such a fantastic theme that we have that I think the next two days surely are testament to that word. So this year's theme, 'Language and Academic Literacies in Teaching, Learning and Assessment', will bring us to the heart of student access, belonging and success. Language shapes our knowledge as

understood, expressed, shared and valued. It carries identities, histories, power and possibility. It can welcome or exclude. It can open pathways into disciplinary thinking, or it can make those pathways feel distant and inaccessible. As we engage with this theme, we are also engaging with questions of epistemological access, multilingual practice, and the cultivation of a confident academic voice. These questions matter deeply in our context. They matter for equity. They matter for student success. And they matter for the kind of university we are becoming and want to be."

Prof Stevens ended the official opening by encouraging delegates to "… listen with openness, to speak with care, and to reflect with patience. Let us allow these conversations to shift something in us, even if quietly, because the true impact of SoTL is not measured today. It is measured in the classroom. It is measured in a student who begins to believe that they can succeed. It is measured in the moment a student begins to hear their own voice with clarity and confidence."

Photo credit: Ignus Dreyer / Prof Richard Stevens (acting Deputy Vice-Chancellor: Learning and Teaching)

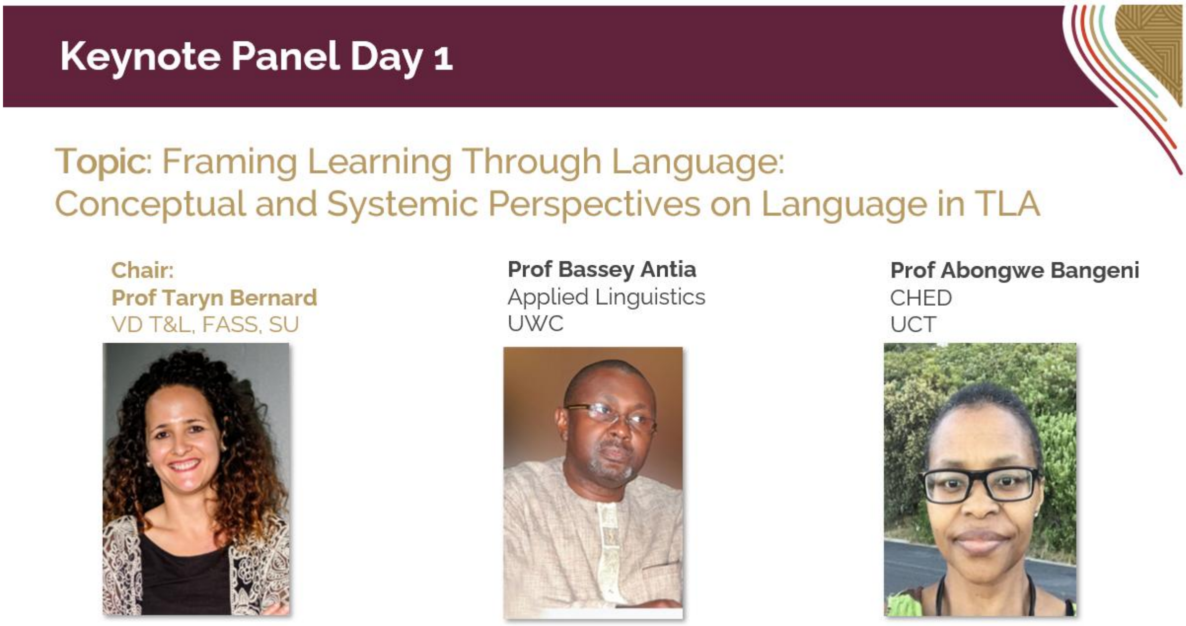
A new and exciting feature at this year's SoTL conference was the launch of the TLA Bingo@SU, designed to model an active learning strategy through gamification. Dr Benita Bobo, from the Centre for Teaching and Learning introduced this new feature to delegates. Drawing on the principles of game-based learning, the initiative invited participants to complete engaging tasks, collect stamps from "stamp champs" and stand a chance to win prizes – all while experiencing how playful, goal-driven activities can enhance learning engagement. Delegates were encouraged to explore how designing different kinds of active learning opportunities can enhance student learning.

Dr Herman then introduced the keynote panel for day one of the conference. The focus of the opening keynote panel on day one was to explore how language is intertwined with TLA – and how it can both support and hinder student learning and success. The panel brought key challenges and opportunities related to language and literacies within higher education TLA contexts to the surface.
The panel was chaired by Prof Taryn Bernard, Vice-Dean: Teaching and Learning in the Faculty of Arts and Social Sciences. The keynote panel members for Day 1 were:

- Prof Abongwe Bangeni, an associate professor in the Centre for Higher Education Development (CHED) at the University of Cape Town; and
- Prof Bassey Antia, a professor of applied linguistics at the University of the Western Cape.

The topic of the panel was: Framing Learning through Language: Conceptual and Systemic Perspectives on Language in TLA.

The recording of the session is available here: https://www0.sun.ac.za/sotl/2025/



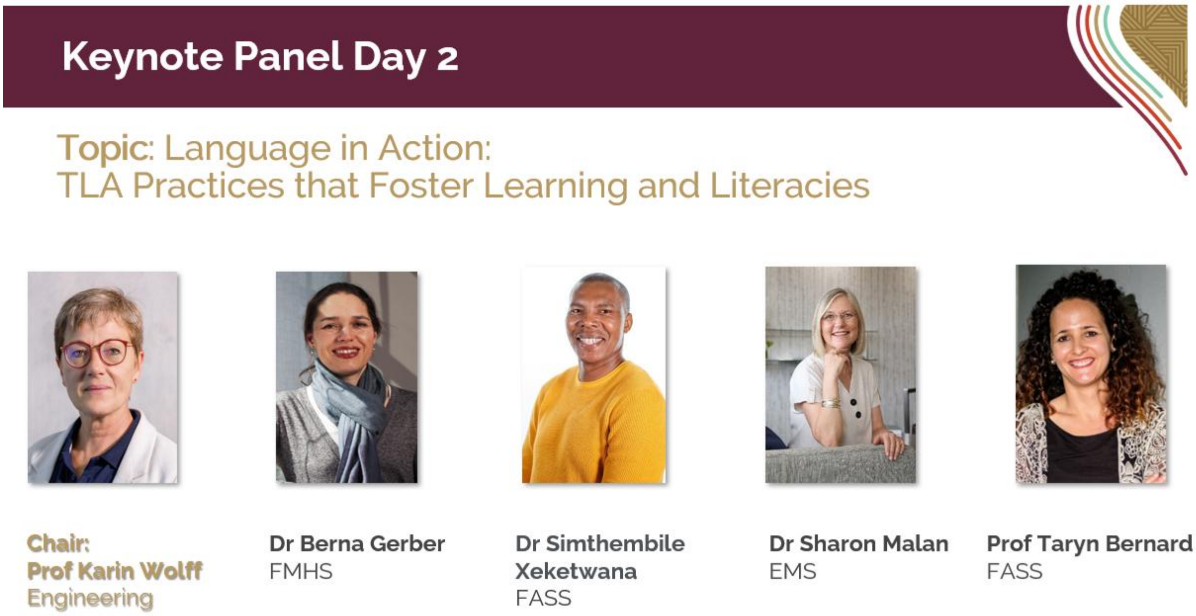
While the keynote panel on day one explored conceptual and systemic perspectives, day two shifted the focus to practice, where SU academics shared examples of using language to support student learning and foster academic and disciplinary literacies in their teaching contexts.
The panel held a practical, collegial conversation highlighting classroom strategies, reflective practices and innovative approaches that respond to language-related challenges and opportunities in higher education. Mr Cyle Wilson, a MEng (Industrial Engineering) student, was asked to respond to the panel.

The panel on day two was chaired by Prof Karin Wolff from the Faculty of Engineering. The topic was: Language in Action: TLA Practices that Foster Learning and Literacies. The members of the keynote panel were:

- Prof Taryn Bernard: Vice-Dean: Teaching and Learning, Faculty of Arts and Social Sciences;

- Dr Sharon Malan: Programme leader, Extended Curriculum Programme, Faculty of Economic and Management Sciences;
- Dr Berna Gerber: Senior lecturer, Speech-language and hearing therapy, Faculty of Medicine and Health Sciences; and
- Dr Sim Xeketwana: Lecturer, African Languages, Faculty of Arts and Social Sciences.

The recording of the session is available here: https://www0.sun.ac.za/sotl/2025/



You can read more about each member of the keynote panels on the SoTL website: https://www0.sun.ac.za/sotl/2025/keynote-speakers/

The breakaway sessions showcased a rich variety of presentations across five themed venues, highlighting innovative practices and research on teaching, learning and assessment. Topics ranged from academic literacies, student success and graduate attributes to technology-enhanced learning, inclusive education and curriculum transformation, reflecting the diversity of scholarly engagement across the institution. Through these parallel sessions, delegates shared insights, reflected on their own practices and explored new approaches to enhancing student learning and success at SU and beyond.

The poster session offered delegates an inspiring visual showcase of innovative teaching and learning practices across the University. Delegates (including PREDAC participants) displayed their posters, reporting on topics ranging from technology-enhanced learning and game-based teaching to curriculum renewal and inclusive pedagogies, sparking lively conversations among attendees. The session created a vibrant space for networking and idea exchange, highlighting the creativity and scholarly inquiry that drive TLA innovation at SU. The Vice-Dean: Teaching and Learning (or designated person) attended the session to provide PREDAC participants with formative feedback on their posters.

The conference culminated in a lively cocktail function, expertly hosted by Dr Jan Petrus Bosman (Director: Centre for Learning Technologies), where a buzz of excitement and celebration filled the air. Delegates gathered to recognise excellence and participation, with

prizes awarded to the TLA Bingo winners and to those who excelled in the various conference streams.

This year, nine papers were shortlisted by the Abstract Review Committee based on the abstracts submitted. Six judges (three per stream) attended these presentations and evaluated them using a standardised rubric. Dr Nicoline Herman handed over certificates to the shortlisted presenters. Below is the list of nominated papers, arranged alphabetically by title.

Reflection on TLA practice or theory stream

Applying Cole's Seven Steps in a Graduate Attributes Reflective Workshop	Monique de Wit, Francois Coetzee, Kobus Viljoen, Maria van Zyl, Maryke Geldenhuys
Educator's Perspective on Developing Critical Thinking Skills through Online Discussions	Mari Patterson, Na-ella Khan
HeartWorks: A Visual Arts and Physiology Teaching and Learning Collaboration	Kathryn Smith, Jonah Sack, Faadiel Essop
Reflexive Pedagogical Redesign: Active Learning and AI in Environmental Engineering	Katelyn Johnson
We Were Wondering … Collaborative Poetry in Health Professions Education	Maria van Zyl, Jana Muller, Silindokuhle Nyezi, Lizanne van der Walt

Research on TLA

Benchmark Assessment and Chemical Literacy Support: A Constructivist Approach	Marietjie Lutz
Early Well-being Predictors of Engineering Student Success	Alten du Plessis
Experiential Learning for Citizenship Education: Navigating Language and Culture	Remerta Basson, Gail Fortuin, Nerita Malan, Mari Patterson, Lee-Ann Pietersen
The Diligence Dividend in Engineering Education	Alten du Plessis

The prize-winners for this year's conference are:

Best Research on TLA paper
Experiential Learning for Citizenship Education: Navigating Language and Culture
Ms Remerta Basson, Ms Gail Fortuin, Ms Nerita Malan, Ms Mari Patterson, Ms Lee-Ann Pietersen
School of Accounting, EMS

Photo credit: Ignus Dreyer / Ms Remerta Basson & Ms Mari Patterson

Best Reflection on TLA practice or theory paper
HeartWorks: A Visual Arts and Physiology Teaching and Learning Collaboration
Prof Kathryn Smith, Mr Jonah Sack, Prof Faadiel Essop
Visual Arts, FASS (Prof Smith and Mr Sack) and Medical Physiology, FMHS (Prof Essop)

Photo credit: Ignus Dreyer / Prof Kathryn Smith and Dr Nicoline Herman

Delegates’ Choice
We Were Wondering … Collaborative Poetry in Health Professions Education
Ms Maria van Zyl, Dr Jana Muller, Ms Silindokuhle Nyezi, Ms Lizanne van der Walt
FMHS

Photo credit: Ignus Dreyer / Ms Lizanne van der Walt, Dr Jana Muller, Ms Silindokuhle Nyezi, Ms Maria van Zyl

Best PREDAC poster
Learning through Reflection: Teaching Winemaking as Both Science and Art
Mr Sandile Mkhwanazi, Mr Thembelani Mthoko, Mr Mpumelelo Somtsewu
Faculty of AgriSciences (Elsenburg)

Photo credit: Ignus Dreyer / Mr Sandile Mkhwanazi, Mr Mpumelelo Somtsewu, Mr Thembelani Mthoko

Photo credit: Ignus Dreyer / Dr Nicoline Herman announces the theme for the 2026 SoTL conference

Congratulations to all the winners!

Dr Nicoline Herman revealed the theme for the 2026 SoTL conference – What is a university? – and we invite all SU staff to join us for the conference next year. The conference will take place between 16 and 18 November 2026 at the *Protea Hotel Stellenbosch and Conference Centre* in Techno Park.

The evening concluded with heartfelt thanks to all contributors and organisers of the conference as well as a toast to teaching-learning-assessment at Stellenbosch University.

The photographs of the conference is available here: https://www0.sun.ac.za/sotl/2025/

The conference website is https://www0.sun.ac.za/sotl/2025/.

Afrikaans

Fotograaf: Ignus Dreyer / Opening van die US AvOL-konferensie 2025

Akademieskap van Onderrig en Leer-konferensie (AvOL-)

Die 18de jaarlikse Akademieskap van Onderrig en Leer-konferensie (AvOL-) het op 3 en 4 November 2025 by die Marriott Stellenbosch Protea Hotel in Technopark plaasgevind. Daar was groot opwinding in die lokaal waar meer as 280 personeellede van die Universiteit Stellenbosch (US) byeengekom het om hulle onderrig-leer-assesseringsnavorsing, innoverende praktyke en besinnings uit te ruil. Die konferensie is daarop gemik om 'n ruimte te skep waar US-personeel byeen kan kom om onderrig-leer-assessering (OLA) aan die instelling te deel en te vier.

Dr Nicoline Herman (waarnemende Senior Direkteur: Afdeling vir Leer- en Onderrigverryking) het personeellede by die konferensie welkom geheet en gevra dat almal 'n oomblik van stilte moet handhaaf vir ons gewaardeerde kollega, prof Lis Lange, wat die tema vir vanjaar se konferensie voorgestel het en wat ons op 8 Oktober ontval het.

Fotograaf: Ignus Dreyer / Wyle prof Lis Lange

Ter inleiding het dr Herman die afgevaardigdes ingelig dat aanbiedings vir die konferensie in twee strome voorgelê is: navorsing oor OLA en besinning oor OLA-praktyke of -teorie. Afgevaardigdes kon ook uitsien na 73 aanbiedings, 69 referate en vier plakkate oor die twee dae van die konferensie. Vanjaar sou daar ook 38 PRONTAK-plakkate (Professionele Opvoedkundige Ontwikkeling vir Akademici) wees deur deelnemers wat vir die kortkursus ingeskryf is.

Dr Herman het prof Richard Stevens (waarnemende Viserektor: Leer en Onderrig) vir die amptelike opening van die konferensie bekend gestel. Die onderstaande is enkele uittreksels uit sy openingsrede:

"Ek wil graag erkenning verleen aan dr Nicolene Herman en die Afdeling vir Leer- en Onderrigverryking en hulle vir hulle leierskap met die instandhouding van die akademieskap van onderrig en leer-gemeenskap aan die US bedank. Ek wil ook ons hoofpaneellede, wat ons besinnings en gesprekke vandag en môre sal rig, ons akademiese en professionele en steunpersoneel uit al die fakulteite, wat deurlopend daarna streef om leer betekenisvol en transformerend te maak, en natuurlik ons studente, wie se vrae, moed en weetgierigheid ons grootste onderwysers bly, bedank. Dankie. Julle teenwoordigheid hier maak saak."

Prof Stevens het sy siening van die ruimte wat deur die AvOL-konferensie geskep word, beskryf: "Dit is die 18de jaarlikse Akademieskap van Onderrig en Leer-konferensie aan die US. Die feit dat dit oor amper twee dekades heen steeds volgehou word, getuig van die diepte van ons institusionele verbintenis tot nadenkende en navorsingsonderlegde onderrigpraktyk. Die AvOL-konferensie was nog altyd meer as 'n byeenkoms van aanbiedinge. Dit is 'n ruimte waarin tot stilstand gekom en nagedink kan word oor hoe en waarom ons onderrig gee. Dit is 'n ruimte vir dialoog tussen kollegas, sagte uitdaging en ons gemeenskaplike doelwit. Onderrig is nie net 'n professionele handeling nie. Dit is 'n diep menslike een.

"Dit verg ook bewustheid, doelbewustheid, nederigheid en sorgsaamheid. Ruimtes soos hierdie nooi ons uit om ons gewoontes, ons aannames en ons metodes te ondersoek, en stel ons in staat om vernuwe na die klaskamer terug te keer. Ons doen hierdie werk omdat nadenkende onderrig die studenteleeruitkomste verbeter. Dit is nie teorie om teorie se onthalwe nie, maar nadenke in diens van studentesukses."

Oor die tema van die konferensie verklaar prof Stevens: "Ek dink dit is so 'n fantastiese tema wat ons het, dat ek dink dat die volgende twee dae beslis daarvan sal getuig. Vanjaar se tema, 'Taal

en Akademiese Geletterdhede in Onderrig, Leer en Assessering’, sal ons dus by die kern van studentetoegang, -tuishoort en -sukses uitbring. Taal vorm ons kennis, soos dit verstaan, uitgedruk, gedeel en gewaardeer word. Dit dra identiteite, geskiedenisse, mag en moontlikheid. Dit kan welkom heet, of uitsluit. Dit kan deure na dissiplinêre denke oopmaak, of dit kan daardie deure ontoeganklik en onbereikbaar laat voel. Terwyl ons met hierdie tema omgaan, gaan ons ook om met vrae oor epistemologiese toegang, meertalige praktyk, en die aankweek van ’n selfversekerde akademiese stem. Hierdie vrae is baie belangrik binne ons konteks. Dit is belangrik vir gelykwaardigheid. Dit is belangrik vir studentesukses. En dit is belangrik vir die soort universiteit wat ons besig is om te word en wat ons wil wees.”

Prof Stevens het die amptelike opening afgesluit deur afgevaardigdes aan te moedig om “… openhartig te luister, met sorgsaamheid te praat, en met geduld na te dink. Kom ons laat toe dat hierdie gesprekke iets in ons verskuif, selfs al gebeur dit stilweg, omdat die ware impak van AvOL nie vandag gemeet sal word nie. Dit word in die klaskamer gemeet. Dit word gemeet in ’n student wat begin glo dat hulle kan slaag. Dit word gemeet in die oomblik dat ’n student begin om hulle eie stem met duidelikheid en selfvertroue te hoor.”

Fotograaf: Ignus Dreyer / Prof Richard Stevens (waarnemende Viserektor: Leer en Onderrig)

’n Nuwe en opwindende glanspunt van vanjaar se AvOL-konferensie was die bekendstelling van OLA-bingo by die US (‘TLA Bingo@SU’), wat ontwerp is om ’n aktiewe leerstrategie deur spelifiëring (‘gamification’) te modelleer. Dr Benita Bobo, van die Sentrum vir Onderrig en Leer, het hierdie nuwigheid aan afgevaardigdes bekend gestel. Die inisiatief berus op die beginsels van spelgebaseerde leer en het die deelnemers uitgenooi om interessante take af te handel, stempels by “stamp champs” in te samel en die kans te hê om pryse te wen – alles terwyl hulle ervaar hoe spelerige, doelgedrewe aktiwiteite leerbetrokkenheid kan verryk. Afgevaardigdes is aangemoedig om te verken hoe die ontwerp van verskillende soorte aktiewe leergeleenthede studenteleer kan verryk.

Daarna het dr Herman die hoofpaneel vir die eerste dag van die konferensie bekend gestel. Die fokus van die openingshoofpaneel op die eerste dag was om te verken hoe taal met OLA verweef is – en hoe dit studenteleer en -sukses beide kan ondersteun en belemmer. Die paneel het die hoofuitdagings en -geleenthede ten opsigte van taal en geletterdhede binne hoëronderwys- OLA-kontekste uitgelig.
Die paneel was onder die voorsitterskap van prof Taryn Bernard, Visedekaan: Onderrig en Leer in die Fakulteit Lettere en Sosiale Wetenskappe (FLSW). Die lede van die hoofpaneel vir die eerste dag was:

- prof Abongwe Bangeni, ʼn medeprofessor in die Sentrum vir Hoëronderwysontwikkeling (CHED) van die Universiteit van Kaapstad; en
- prof Bassey Antia, ʼn professor in toegepaste taalwetenskap aan die Universiteit van die Wes-Kaap.

Die onderwerp van die paneel was: Hoe om leer deur taal te formuleer: Konseptuele en sistemiese perspektiewe op taal in OLA.

ʼn Opname van die sessie is hier beskikbaar: https://www0.sun.ac.za/sotl/2025/af/

Die hoofpaneel op die eerste dag het konseptuele en sistemiese perspektiewe verken, terwyl die fokus op dag twee na die praktyk verskuif het, waar US-akademici voorbeelde van die gebruik van taal om studenteleer te ondersteun en akademiese en dissiplinêre geletterdhede in hulle onderrigkontekste aan te kweek, uitgeruil het.
Die paneel het ʼn praktiese, kollegiale gesprek gevoer wat klaskamerstrategieë, nadenkende praktyke en innoverende benaderings, wat reageer op taalverwante uitdagings en geleenthede in hoër onderwys, uitgelig het. Mnr Cyle Wilson, ʼn MIng (Bedryfingenieurswese)-student, is gevra om op die paneel te reageer.

Die paneel vir die tweede dag was onder die voorsitterskap van prof Karin Wolff van die Fakulteit Ingenieurswese. Die onderwerp was: Taal in aksie: Praktyke wat leer en geletterdhede aankweek. Die lede van die hoofpaneel was:

- prof Taryn Bernard: Visedekaan: Onderrig en Leer, Fakulteit Lettere en Sosiale Wetenskappe;
- dr Sharon Malan: Programleier, Verlengde Kurrikulumprogram, Fakulteit Ekonomiese en Bestuurswetenskappe (EBW);
- dr Berna Gerber: Senior dosent, Spraak-taal- en gehoorterapie, Fakulteit Geneeskunde en Gesondheidswetenskappe (FGGW); en
- dr Sim Xeketwana: Dosent, Afrikatale, Fakulteit Lettere en Sosiale Wetenskappe.

ʼn Opname van die sessie is hier beskikbaar: https://www0.sun.ac.za/sotl/2025/af/

Meer inligting oor elke lid van die hoofpanele is op die AvOL-webwerf beskikbaar: https://www0.sun.ac.za/sotl/2025/keynote-speakers/

Die wegbreeksessies het ʼn groot verskeidenheid aanbiedings oor vyf tematiese lokale heen ten toon gestel, met innoverende praktyke en navorsing oor onderrig, leer en assessering wat beklemtoon is. Die onderwerpe het gewissel van akademiese geletterdhede, studentesukses en graduandi-eienskappe, tot tegnologieverrykte leer, inklusiewe onderwys en kurrikulumtransformasie, wat die uiteenlopendheid van die vakkundige betrokkenheid regdeur die instelling weerspieël. Deur hierdie parallelle sessies het die afgevaardigdes insigte uitgeruil, oor hulle eie praktyke besin, en nuwe benaderings tot die verryking van studenteleer en -sukses aan die US en verder verken.

Die plakkaatsessie het aan afgevaardigdes ʼn inspirerende visuele vertoning van innoverende onderrig- en leerpraktyke regdeur die Universiteit gebied. Afgevaardigdes (PRONTAK-deelnemers ingesluit) het hulle plakkate oor onderwerpe wat wissel van tegnologieverrykte leer en spelgebaseerde leer, tot kurrikulumhernuwing en inklusiewe pedagogieë, vertoon en dit het lewendige gesprekke onder diegene teenwoordig aangevuur. Die sessie het ʼn lewendige ruimte gebied vir netwerkvorming en die uitruil van idees, wat die kreatiwiteit en vakkundige ondersoek waardeur OLA-innovasie aan die US aangedryf word, beklemtoon. Die Visedekaan: Onderrig en Leer (of aangewese persoon) het die sessie bygewoon om die PRONTAK-deelnemers van formatiewe terugvoer oor hulle plakkate te voorsien.

Die konferensie is afgesluit met 'n lewendige skemerkelkiegeleentheid, met dr Jan Petrus Bosman (Direkteur: Sentrum vir Leertegnologieë) as die gasheer, waar die opwinding en feestelikheid voelbaar was. Afgevaardigdes het byeen gekom om erkenning te verleen aan uitnemendheid en deelname, met pryse wat aan die wenners van die OLA-bingo en diegene wat in die onderskeie konferensiestrome uitgeblink het, toegeken is.

Vanjaar is nege referate op grond van die voorgelegde opsommings deur die Opsommingsoorsigkomitee op die kortlys geplaas. Ses beoordelaars (drie per stroom) het hierdie aanbiedings nagegaan en dit met behulp van 'n gestandaardiseerde rubriek geëvalueer. Dr Nicoline Herman het sertifikate aan die aanbieders op die kortlys oorhandig. Hier onder is die lys van benoemde referate, alfabeties volgens die Engelse titel gerangskik.

Besinning oor OLA-praktyk of -teorie-stroom

Applying Cole's Seven Steps in a Graduate Attributes Reflective Workshop / Die toepassing van Cole se sewe stappe in 'n besinningswerksessie oor graduandi-eienskappe	Monique de Wit, Francois Coetzee, Kobus Viljoen, Maria van Zyl, Maryke Geldenhuys
Educator's Perspective on Developing Critical Thinking Skills through Online Discussions / Opvoeder se perspektief op die ontwikkeling van kritiese denkvaardighede deur aanlyn besprekings	Mari Patterson, Na-ella Khan
HeartWorks: A Visual Arts and Physiology Teaching and Learning Collaboration / HeartWorks: 'n Onderrig-en-leer-medewerking tussen die visuele kunste en fisiologie	Kathryn Smith, Jonah Sack, Faadiel Essop
Reflexive Pedagogical Redesign: Active Learning and AI in Environmental Engineering / Nadenkende pedagogiese herontwerp: Aktiewe leer en KI in omgewingsingenieurswese	Katelyn Johnson
We Were Wondering … Collaborative Poetry in Health Professions Education / We Were Wondering … Medewerkende digkuns in gesondheidsberoepe-onderwys	Maria van Zyl, Jana Muller, Silindokuhle Nyezi, Lizanne van der Walt

Navorsing oor OLA

Benchmark Assessment and Chemical Literacy Support: A Constructivist Approach / Rigpuntassessering en chemiese geletterdheidsteun: 'n Konstruktivistiese benadering	Marietjie Lutz
Early Wellbeing Predictors of Engineering Student Success / Vroeë welstandsvoorspellers van die sukses van ingenieurswesestudente	Alten du Plessis

Experiential Learning for Citizenship Education: Navigating Language and Culture / Ervaringgerigte leer vir burgerskapsonderwys: Hoe om taal en kultuur te navigeer	Remerta Basson, Gail Fortuin, Nerita Malan, Mari Patterson, Lee-Ann Pietersen
The Diligence Dividend in Engineering Education / Die pligsgetrouheidsdividend in ingenieurswese-onderwys	Alten du Plessis

Die pryswenner vir vanjaar se konferensie is:

Beste Navorsing oor OLA-referaat
Experiential Learning for Citizenship Education: Navigating Language and Culture / Ervaringgerigte leer vir burgerskapsonderwys: Hoe om taal en kultuur te navigeer
Me. Remerta Basson, me. Gail Fortuin, me. Nerita Malan, me. Mari Patterson, me. Lee-Ann Pietersen
Skool vir Rekeningkunde, EBW

Fotograaf: Ignus Dreyer / Me. Remerta Basson & me. Mari Patterson

Beste Nadenke oor OLA-praktyk of -teorie-referaat
HeartWorks: A Visual Arts and Physiology Teaching and Learning Collaboration / HeartWorks: 'n Onderrig-en-leer-medewerking tussen die visuele kunste en fisiologie
Prof Kathryn Smith, mnr Jonah Sack, prof Faadiel Essop
Visuele Kunste, FLSW (prof Smith en mnr Sack) en Mediese Fisiologie, FGGW (prof Essop)

Fotograaf: Ignus Dreyer / Prof Kathryn Smith en dr Nicoline Herman

Afgevaardiges se Keuse
We Were Wondering … Collaborative Poetry in Health Professions Education / We Were Wondering … Medewerkende digkuns in gesondheidsberoepe-onderwys
Me. Maria van Zyl, dr Jana Muller, me. Silindokuhle Nyezi, me. Lizanne van der Walt
FGGW

Fotograaf: Ignus Dreyer / Me. Lizanne van der Walt, dr Jana Muller, me. Silindokuhle Nyezi, me. Maria van Zyl

Beste PRONTAK-plakkaat
Learning through Reflection: Teaching Winemaking as Both Science and Art / Leer deur nadenke: Die onderrig van wynbereiding as beide wetenskap en kuns
Mnr Sandile Mkhwanazi, mnr Thembelani Mthoko, mnr Mpumelelo Somtsewu
Fakulteit AgriWetenskappe (Elsenburg)

Fotograaf: Ignus Dreyer / Mnr Sandile Mkhwanazi, mnr Mpumelelo Somtsewu, mnr Thembelani Mthoko

Fotograaf: Ignus Dreyer / Dr Nicoline Herman kondig die tema vir die 2026 AvOL-konferensie aan

Baie geluk aan al die wenners!

Dr Nicoline Herman het die tema vir die 2026 AvOL-konferensie – Wat is 'n universiteit? – aangekondig en ons nooi alle US-personeel uit om volgende jaar vir die konferensie by ons aan te sluit. Die konferensie vind plaas tussen 16 en 18 November 2026 by die *Protea Hotel Stellenbosch and Conference Centre* in Tegnopark.

Die aand is afgesluit met hartlike dank aan alle bydraers en die organiseerders van die konferensie en 'n heildronk op onderrig-leer-assessering aan die Universiteit Stellenbosch.

Die foto's van die konferensie is hier beskikbaar: https://www0.sun.ac.za/sotl/2025/af/

Die webwerf van die konferensie is https://www0.sun.ac.za/sotl/2025/.