## THIRD INTERNATIONAL SELF-DIRECTED LEARNING CONFERENCE

## **4 NOVEMBER 2019 – 7 NOVEMEBER 2019**

| 4 NOVEMBER 2019 |  |   |  |  |
|-----------------|--|---|--|--|
| 15:00-17:30     | Delegates arrive at Cradlemoon lodge (check in if necessary, etc.) |   |  |  |
| 18:30           | Cocktail reception – Hawaiian themed informal reception / Get to   | know each other   |  |  |
|                 |  |   |  |  |
| 5 NOVEMBER 2019 |  |   |  |  |
| 07:00-08:30     | Breakfast  |   |  |  |
| 08:30-09:00     | Registration if needed   |   |  |  |
| 09:00-09:30     | Opening, Welcome and Introduction to day                           | Elsa Mentz and Roxanne Bailey                                   |  |  |
| 09:30-11:00     | Plenary session: Prof Shirley Walters                              | Introduction and closing remarks: Josef de Beer                 |  |  |
|                 | "The drought is my teacher": Navigating climate crises as an       |   |  |  |
|                 | educator   |   |  |  |
| 11:00-11:30     | Tea and Coffee   |   |  |  |
| 11:30-12:45     | PAPER SESSION 1  |   |  |  |
|                 | Room 1   | Room 2  |  |  |
|                 | Session chair: Susan Dennett                                       | Session chair: Walter Uys                                       |  |  |
| 11:30-12:00     | Gordon Sekano, Dorothy Laubscher and Roxanne Bailey                | Bernadette Geduld and Marry Mdakane                             |  |  |
|                 | Facilitator experiences on implementing technology-supported       | A contextual consideration of parental involvement in           |  |  |
|                 | cooperative learning professional development.                     | homework to develop self-regulated learning.                    |  |  |
| 12:15-12:45     | Chantelle Bosch and Dorothy Laubscher                              | Marthie van der Walt, Erika Potgieter and Charlene DuToit-Brits |  |  |
|                 | Lessons learned in establishing a teacher presence in a            | Pedagogical Knowledge and Metacognition: Empowerment for        |  |  |
|                 | cooperative blended learning environment: Facilitator's            | ownership of contextualising mathematics education.             |  |  |
|                 | perspectives.  |   |  |  |
| 12:45-13:45     | Lunch  |   |  |  |

| 13:45-15:00 | PAPER SESSION 2  |   |  |  |  |
|-------------|--|---|--|--|--|
|             | Room 1   | Room 2  |  |  |  |
|             | Session chair: Dorothy Laubscher                                 | Session chair: Maryna Reyneke                                     |  |  |  |
| 13:45-14:15 | Roxanne Bailey and Elsie Lubbe                                   | Lorna van der Merwe and Nazreen Dasoo                             |  |  |  |
|             | Blending and cooperating in the computer literacy classroom:     | Who is deciding what? Continuous Professional Teacher             |  |  |  |
|             | An opportunity to develop self-directed learning skills.         | Development, Self-Directed Learning, Power and Decision-          |  |  |  |
|             |  | making.   |  |  |  |
| 14:30-15:00 | Christo van der Westhuizen and Elsa Mentz                        | Byron Bunt and Mary Grosser                                       |  |  |  |
|             | Fostering self-directed learning through cooperative learning in | Puzzle video games and the benefits for critical thinking:        |  |  |  |
|             | an online problem-based learning environment.                    | Creating dispositions towards Self-Directed Learning.             |  |  |  |
| 15:00-15:30 | Tea and Coffee   |   |  |  |  |
| 15:30-16:00 | PAPER S  | ESSION 3  |  |  |  |
|             | Room 1   | Room 2  |  |  |  |
|             | Session chair: Sukie van Zyl                                     | Session chair: Barbara Nagel                                      |  |  |  |
| 15:30-16:00 | Marisa Verster, Elsa Mentz and Charlene DuToit-Brits             | Jan Buley and Corné Kruger  |  |  |  |
|             | Teachers' position regarding their curriculum as praxis: a self- | Joining forces across continents to prepare pre-service teachers  |  |  |  |
|             | directed learning capability perspective.                        | as critical reflective participants in a community of practice: A |  |  |  |
|             |  | Canada-South Africa partnership.                                  |  |  |  |
| 18:30       | Supper   |   |  |  |  |
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| 6 NOVEMBER 2019 |   |  |
|-----------------|---|--|
| 07:00-08:30     | Breakfast   |  |
| 08:30-09:00     | Registration if needed  |  |
| 09:00-09:30     | Welcome and Introduction to day   | Roxanne Bailey   |
| 09:30-11:00     | Plenary session: <b>Prof Lynda Baloche</b>  | Introduction and closing remarks: Christo van der Westhuizen   |
| 11:00-11:30     | Tea and Coffee  |  |
| 11:30-12:45     | PAPER SESSION 4   |  |
|                 | Room 1 Session chair: Maureen Kapute  | Room 2 Session chair: Roxanne Bailey   |
| 11:30-12:00     | Mina Amini and Corné Kruger  The relationship between Iranian EFL teacher autonomy and teacher reflectivity: A case for self-directed teacher learning.   | Susan Dennett and Mike DeDonno  A study to explore the effect of perceived time pressure on the cognitive strategies of students to complete a working memory capacity task.   |
| 12:15-12:45     | Marike Strydom and Maryna Reyneke  Developing a framework for promoting self-directed learning in first-year English for Education.   | Sukie van Zyl and Elsa Mentz Implementing guidelines for deeper self-directed learning: Implications for lifelong learning.  |
| 12:45-13:45     | Lunch   |  |
| 13:45-15:00     | PAPER SESSION 5   |  |
|                 | Room 1 Session chair: Christo van der Westhuizen  | Room 2 Session chair: Josef de Beer  |
| 13:45-14:15     | Monica de Lange, Neal Petersen and Betty Breed Using cooperative learning as scaffold to develop grade 10 Life Sciences learners' self-directed learning skills over their Zones of Proximal Development. | Benjamin Seleke, Marietjie Havenga and Josef de Beer Acquisition of self-directed learning abilities through the engagement in problem-based learning during a professional development programme on Indigenous Knowledge for Technology teachers. |
| 14:30-15:00     | Lounell White The use of inquiry learning to infuse concepts of indigenous knowledge.   | Tertia Jordaan and Marietjie Havenga  The SETH Academy: learners' development of self-directed skills through real-world mathematics problems.   |
| 15:00-15:30     | Tea and Coffee  |  |

| 15:30-16:45 | PAPER S   | ESSION 6  |
|-------------|---|---|
|             | Room 1  | Room 2  |
|             | Session chair: Byron Bunt                                       | Session chair: Marisa Verster                                       |
| 15:30-16:00 | Tom Mosiane and Werner Olivier                                  | Elsa Mentz and Josef de Beer  |
|             | Tablet and TouchTutor®: A 21st -century offline tool to enhance | A Cultural-Historical Activity Theory gaze at teacher               |
|             | the self-directed learning of FET Mathematics learners.         | professional development and transfer to the classroom.             |
| 16:15-16:45 | Donnavan Kruger   | Corné Kruger  |
|             | Adaptive learning technology to enhance self-directed learning. | Finding teacher-students' zone of proximal development in           |
|             |   | critical reflection – a case for praxis in a South African distance |
|             |   | learning professional development programme.                        |
| 19:00       | Gala Dinner   |   |
|             |   |   |

| 7 NOVEMBER 2019   |   |   |  |  |
|-------------------|---|---|--|--|
| 07:00-08:30       | Breakfast   |   |  |  |
| 08:30-09:00       | Registration if needed  |   |  |  |
| 09:00-09:30       | Welcome and Introduction to day   | Roxanne Bailey  |  |  |
| 09:30-11:00       | Panel discussion  | Facilitated by: Johan van Lill  |  |  |
| 11:00-11:30       | Tea and Coffee  |   |  |  |
| 11:30-12:45       | PAPER SESSION 7   |   |  |  |
|                   | Room 1 Session chair: Chantelle Bosch   | Room 2 Session chair: Neal Petersen   |  |  |
| 11:30-12:00       | Walter Uys and Wallace Chigona Encouraging Self-Directed Researchers in the Undergraduate Curriculum. | Barbara Nagel and Corné Kruger  Collaborative reflection in a distance learning programme to support music teaching competence of Foundation Phase teachers: A systematic review of the literature. |  |  |
| 12:15-12:45       | Divan Jagals  Defining research focus in self-directed learning: an autoethnographic reflection.      |   |  |  |
| 12:45-13:00       | Closing remarks   |   |  |  |
| 13:00-14:00 Lunch |   |   |  |  |
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