

20 ANNUAL UFS 26 LEARNING AND TEACHING CONFERENCE

Quality Enhanced Learning and Teaching:

Human-Centred Learning and Teaching
for Societal Impact

7 – 11 SEPTEMBER | **PROGRAMME**

www.ufs.ac.za/ctl

*Inspiring excellence, transforming lives
through quality, impact, and care.*



Mini Campus Map

MAP KEY/LEGEND

- G** Main Gate
- P** Shuttle drop off and pick up at Ukubizana Centre parking lot
- 1** Ukubizana Centre Building
- 2** Isifundo D Building
- 3** Neville Alexander Library work stations
- 4** Bohale B Building work stations
- 5** Madiba Arena lunch station





Keynote Address: Brightspace for Student Success and Attainment.

Rachel Foster

Strategic Solutions Director
D2L

Brightspace for Student Success and Attainment.

Explore how Brightspace can support a strategic approach to student retention, progression and attainment. Through live demonstrations, we will show how Brightspace can help institutions create more consistent learning experiences, make learner progress more visible and support earlier, more targeted interventions.

The session will consider how Brightspace can contribute to an institution-wide student-success strategy—bringing together course design, learner engagement, evidence-informed support and continuous improvement. It is designed for faculty, student-success teams, learning technologists, and academic leaders.

Biography

With more than 20 years' experience helping organisations understand the potential of technology and translate its capabilities into meaningful real-world outcomes. Since joining D2L in 2019, Rachel has worked primarily across Europe, the Middle East, and Africa, while also supporting colleagues and customers internationally, bringing extensive experience of how learning technology is being used across different organisations and contexts.

Rachel was the lead Solutions Engineer supporting the University of the Free State during its selection of Brightspace and is delighted to return as UFS begins the next stage of its Brightspace journey. Passionate about the learning experiences Brightspace can enable, Rachel particularly enjoys helping people discover what is possible with the platform and seeing those “light bulb” moments when technology moves from being a set of features to something that can make a genuine difference to teaching and learning.



ANNUAL UFS

LEARNING AND TEACHING CONFERENCE

Pre-Conference Day:

Beyond Migration: Using
UFS Learn to Enhance
Human-Centred Learning

Venue: Ukubizana Centre, UFS South Campus

Online Link: <https://eu.bbcollab.com/guest/c18ae97963094db981f339889d72d712>

08:00 - 09:00

Arrival and Registration

09:00

Opening / Welcoming

Tiana van der Merwe

*Director: Centre for Teaching and Learning
University of the Free State*

09:10 - 10:00

Keynote address

Brightspace for Student Success and Attainment

Rachel Foster

*Strategic Solutions Director
D2L*

10:00 - 10:30

Tea/Coffee Break

10:30 - 12:30

UFS Learn in Practice

Pilot Lecturer Voices

12:30 - 13:30

Lunch

13:30 - 14:30

UFS Learn: From User to Innovator

Closing

Abstract

South African higher education is being reshaped by artificial intelligence, constrained public funding, expanding participation, and growing demands for improved efficiencies and accountability. These pressures unfold within a historically unequal and differentiated system marked by uneven institutional capacity, digital divides, multilingual classrooms, large classes, student funding pressures, and continuing calls for curriculum transformation and decolonisation. Although AI may support access, feedback, creativity, and responsive teaching, it may also intensify inequality, reduce educational quality to measurable outputs, weaken professional judgement, and erode the relationships on which meaningful learning depends.

Using humanising pedagogy and ethics of care as a theoretical framework, this conceptual paper argues that turbulent conditions require not less humanity, but a stronger commitment to human-centred learning and teaching. Drawing on Bozalek, Zembylas, Tronto, and Mollick's work, consideration is given to ways South African universities can engage with AI without allowing technological possibility, financial constraint, or compliance demands to determine educational purpose.

Read through an ethics-of-care lens, the evidence suggests that AI is not neutral. Its opportunities and risks are shaped by institutional histories, infrastructure, language, data practices, academic labour, and unequal access. Responsible integration must therefore consider who benefits, who is excluded, whose languages and knowledge are represented, and how responsibility is distributed. To this end, the paper proposes four commitments: relationality, grounded in trust, dialogue, and belonging; agency, which positions students and educators as active participants; equity, which addresses unequal access, linguistic diversity, data bias, and austerity; and ethical judgement, which keeps educational values central to technological decisions.

This matters because it reframes AI integration as an educational, ethical, and social-justice project rather than a technical response. It offers South African universities a practical basis for innovation that protects human dignity, strengthens agency, supports equitable participation, and remains accountable to higher education's transformative purposes in resource-constrained institutional contexts.

Biography

Dr Xena Cupido is the Director of the Fundani Centre for Higher Education Development at the Cape Peninsula University of Technology (CPUT), where she leads institutional work in academic development, learning and teaching, student success, curriculum development, educational technology, and academic staff development. Her work is strongly aligned to CPUT's Vision 2030 and focuses on advancing quality, socially just and human-centred higher education. She has led and contributed to several institutional and national initiatives, including student success analytics, academic advising, AI in higher education, student-staff partnerships, and the Designing for Social Justice Partnership project. Dr Cupido's scholarly and professional interests include Ubuntu informed pedagogy, social justice, decoloniality, academic development, and transformative learning and teaching. She has extensive experience in policy development, strategic reporting, programme leadership, and capacity development across the higher education sector. Her work reflects a commitment to inclusive, ethical and responsive approaches to strengthening higher education for societal impact.



Keynote Address: Teaching In Turbulent Time: Human-centered Learning and Teaching in the Age Of AI, Austerity and Accountability

Dr Xena Cupido

Director of the Fundani Centre for Higher Education Development
Cape Peninsula University of Technology (CPUT)

Venue: Ukubizana Centre, UFS South Campus

Online Link: <https://eu.bbcollab.com/guest/b8864dc264db490ea33ecf06fea0229e>

Session Chair: Prof Francois Strydom

10:00 – 11:00

Arrival and Registration

11:00 – 11:30

Opening / Welcoming

Prof Hester C. Klopper

*Vice-Chancellor and Principal
University of the Free State*

11:30 – 12:30

Keynote Address: Teaching In Turbulent Time: Human-centered Learning and Teaching in the Age Of AI, Austerity and Accountability

12:30 – 13:15			
Lunch Break			
Innovation Through Redesign or Renewal of a Module		Innovation Through Assessment	Innovation Through Classroom Practices to Enhance Student Engagement
Session chair: <i>Dr Anneri Meintjes</i>		Session chair: <i>Dr Grey Stopforth</i>	Session chair: <i>Prof Katinka de Wet</i>
Venue: Isifundo D1		Venue: Isifundo D100	Venue: Ukubizana Centre
Online Link: https://eu.bbcollab.com/guest/b942838516894476913e4bd9555b15af		Online Link: https://eu.bbcollab.com/guest/35c053b6b7e745e0a378b583a8870e9f	Online Link: https://eu.bbcollab.com/guest/3df98ffde4c745d5a7673cabcf1ffc1a0
13:15 – 13:35	Curriculum Renewal as an Ongoing Process: Lessons from Redesigning a First-year History Module Dr Wouter De Wet <i>The Humanities Qwaqwa Campus</i>	Aligning Assessments with Practical In-class Learning Activities to Reduce Over-reliance on AI: Fourth-year Students' Perspectives Dr Mojaki Mojaki <i>Education Qwaqwa Campus</i>	The Compass Challenge: An Innovative Interdisciplinary Learning Experience to Enhance Student Engagement, Professional Judgement and Graduate Readiness Prof Alta Koekemoer Kobus Swanepoel Prof Cobus Rossouw Elmarie Goodchild <i>Economic and Management Sciences Bloemfontein Campus</i>
13:40 – 14:00	Designing Human-centred Learning for Professional Identity Development Dr Elzana Kempen <i>Health Sciences Bloemfontein Campus</i>	Authentic Assessment for Foundation Phase Mathematics Teacher Education Nompumelelo Nzimande Mmaphadi Motholo <i>Education South and Qwaqwa Campus</i>	Creating Invitational Teaching and Learning Environments in South African Universities: A Critical Exploration of Lecturers' Perspectives Dr Theresia Joakim Kanyopa <i>Education Bloemfontein Campus</i>
14:05 – 14:25	Exploring A Mathematics Module Alignment With CAPS: Are Our Pre-service Teachers Ready for Grade 12 Teaching? Dr Hendri Theron <i>Education Bloemfontein Campus</i>	Enhancing Assessment Quality Through Generative AI: A Comparative Study of Human and Ai-assisted Essay Grading at the University of the Free State, Qwaqwa Campus. Dr Ruth Wario <i>Natural and Agricultural Sciences Qwaqwa Campus</i>	Democratising Literary Knowledge: Multilingual Street Poetry as a Human-centred Campus Learning Ecology on Campus Dr Mathilda Smit <i>The Humanities Bloemfontein Campus</i>

14:30 – 14:50	Scaffolding Digital Acumen: A Redesign of Data Visualisation and Automation for Future-ready Chartered Accountants Jana Lamprecht <i>Economic and Management Sciences Bloemfontein Campus</i>	From Seeing to Teaching: Developing Science Teaching Competence Through Video-based Authentic Assessment Dr Angela Stott <i>Education Bloemfontein Campus</i>	Designing Conditions, Not Content: An Iterative Redesign of Interprofessional Pre-clinical Communication Learning Dr Anke Van Der Merwei <i>Health Sciences Bloemfontein Campus</i>
14:55 – 15:15	From Support Gap to Structured Engagement: What Two Criminology Module Evaluations Reveal About Human-centred Brightspace Redesign Lindie Coetzee <i>The Humanities Bloemfontein Campus</i>	Innovating Assessment Through Layered Reflection: Cultivating Reflexivity in Pre-service Mathematics Teachers Dr Joleen Hamilton <i>Education Bloemfontein Campus</i>	Drawing Out Emotional Bottlenecks in First-year Computer Science Prof Liezel Nel <i>Natural and Agricultural Sciences Bloemfontein Campus</i>
15:20 – 15:40	Redesigning A First-year Module That Is Human-centred In the Age of Artificial Intelligence Dr Elbie Christie <i>The Humanities Bloemfontein Campus</i>	Journalism Scholarship Beyond the Lecture Hall Duduzile Dlamini <i>The Humanities Bloemfontein Campus</i>	Efficacy Of a Student-led Teaching Intervention in Mathematical Statistics, Framed by Fink's Taxonomy of Significant Learning Dr Morné Sjölander <i>Natural and Agricultural Sciences Bloemfontein Campus</i>
15:45 – 16:05	From Fragmentation to Transformation in Creative Arts Teacher Education Maryna Hattingh <i>Education Bloemfontein Campus</i>	Social Justice Studio: Trash To Treasure – Upcycled Toys for Inclusive Pedagogy Dr Sanele Siwela <i>Education South Campus</i>	Enhancing First-year Academic Writing Through Oral Presentations: A Human-centred Scaffolding Approach Michael Rowley <i>Centre for Teaching and Learning Bloemfontein Campus</i>
16:10 – 16:30		Show And Tell: The Art of Anatomy and Physiology Showcasing Student Creativity Dr Arnelle Mostert <i>Health Sciences Bloemfontein Campus</i>	The Implementation of Gamification Using Wordwall for Teaching Commerce Modules at the University of the Free State Dr Hemilton Mbili Dr Ijeoma Ogbonnaya <i>Education Qwaqwa Campus</i>
16:35 – 16:55		Lesson Study and Critical Reflection as Innovative Assessment in Science Teacher Education Dr Moeketsi Tlali <i>Education Bloemfontein Campus</i>	Vertical Micro Dramas (VMDs) As A Teaching and Learning Tool in Law Adv Inez Bezuidenhout Dr Jacques Matthee <i>Law Bloemfontein Campus</i>

Closing



Keynote Address: Same Word, Different Worlds: What A National Baseline Study Reveals About Curriculum Transformation in South Africa

Prof Kirti Menon

Programme Director: Department Of Higher Education Future Professors Programme
University Of Johannesburg

Day 2:
9 September

Abstract

Curriculum transformation is the least consistently understood concept in South African higher education. Across 26 public universities, the term signifies decolonisation, Africanisation, regulatory compliance, pedagogical renewal, student access, and epistemological redress. In policy it functions as a non-negotiable imperative. Within universities it sustains energetic conversation without generating consensus, commitment, or change. Transformation has been institutionalised as a discursive practice though the embedding or enactment of it is not always tangible.

Drawing on Baudrillard's concept of the simulacrum (1994), this presentation asks whether curriculum transformation has become a sign without a stable referent, language that performs the work of change without producing its substance. Reflecting, Renewing, and Realigning (Menon, Castrillón, Singh, Chiramba and Motala, 2025), the first national baseline study of its kind, analyses Self-Evaluation Reports from all 26 public institutions, five focus groups with 67 senior university stakeholders, commissioned by Universities South Africa and the Council on Higher Education.

The study identifies four structural reasons why transformation talk fails to produce transformation practice. First, conceptual fragmentation means institutions share a word but not a target. Second, the compliance trap redirects energy into demonstrating transformation through documents rather than enacting it through pedagogy. Third, the vertical disconnect ensures that decisions made at senior management level dissipate long before reaching the academic in the classroom. Fourth, the absence of accountability means responsibility is so widely distributed that it belongs to no one.

What emerges is not merely a definitional problem but a social justice one. When the word circulates without shared conceptual grounding, compliance fills the vacuum. The study can account for what institutions say about transformation. It cannot account for what academics do with it in the classroom. Yet the study also surfaces genuine and generative practice, institutions that have moved beyond frameworks and committees to fund curriculum work, embed it in disciplinary communities, and centre student and staff voices in the process. The question is not whether transformation is possible. The evidence suggests it is. That is precisely the gap this presentation addresses. Pinar (2004) reminds us that curriculum is, at its best, a complicated conversation. South African higher education has not yet had it.

Biography

Associate Professor Kirti Menon is the Programme Director for the University of Johannesburg - Department of Higher Education Future Professors Programme Phase 2. She is the Project Lead for UJ on the EU funded project the Potential of Microcredentials in Southern Africa. Until 2024 she was the Senior Director of the Division for Teaching Excellence at the University of Johannesburg. She has served on several national task teams, and her research focus is higher education with a focus on access, exclusion, curriculum and redress. She is a Research Associate affiliated to the UJ Faculty of Education. She is widely published in the field of higher education, curriculum transformation, social exclusion and access.

Google Scholar Profile: Kirti Menon Research Profile available at
<https://www.researchgate.net/profile/Kirti-Menon><https://www.researchgate.net/profile/Kirti-Menon>

Venue: Ukubizana Centre, UFS South Campus

Online Link: <https://eu.bbcollab.com/guest/67a7a1ec22ab46baaae558b4557054f4>

Session Chair: Tiana Van Der Merwe

08:00 – 09:00

Arrival and Registration

09:20 – 09:30

Opening / Welcoming

Prof Francois Strydom

Senior Director: Centre for Teaching and Learning
University of the Free State

09:30 – 10:30

Keynote Address: Same Word, Different Worlds: What A National Baseline Study Reveals About Curriculum Transformation in South Africa

10:30 – 11:00		Mid-morning Break	
Innovation Through Technology and Digital Transformation Session chair: <i>Dr Anke van der Merwe</i>		Innovation Through Classroom Practices to Enhance Student Engagement Session chair: <i>Prof Michael von Maltitz</i>	Innovation Through Inter-Disciplinary Collaboration Session chair: <i>Dalene Meintjes</i>
Venue: Ukubizana Centre Online Link: https://eu.bbcollab.com/guest/c4fe78de71f146a889ff2f7cd7270991		Venue: Isifundo D100 Online Link: https://eu.bbcollab.com/guest/7abfee3d269847948547cdff9bd54be8	Venue: Isifundo D1 Online Link: https://eu.bbcollab.com/guest/3523f6ea67b84dba9617dd04e22d360f
11:00 – 11:20	Using The AI Assessment Scale to Support Science Teacher Development Dr Angela Stott <i>Education</i> <i>Bloemfontein Campus</i>	From Lecturing to Learner Agency: Innovative Classroom Practices to Enhance Undergraduate Engagement Dr Arone Koloti Dr Blandina Manditereza <i>Education</i> <i>Qwaqwa and South Campus</i>	Developing Interdisciplinary Thinking Through Contextualising, Conceptualising and Problem-centring: Lessons from the SCS12612 Social Science in Africa Module Prof Grey Magaiza Motsaathebe Serekoane Dr Leane Ackerman Dr Nontombi Velelo Dr Alta Grobbelaar <i>The Humanities</i> <i>Qwaqwa and Bloemfontein Campus</i>
11:25 – 11:45	Competent, Connected and Employable Through Evidence-based Digital Skills and Competencies Pathway at the UFS Doreen Kyagaba Chrisna van Heerden Luyanda Khoza <i>Centre for Teaching and Learning</i> <i>Bloemfontein Campus</i>	From Passive Reception to Active Participation: Feedbackfruits and Flipped Classroom Practices for Student Engagement Dr Lintle Maraisane Dr Ijeoma Ogbinnaya Dr Nonhlanhla Nduku Lantana Chipofya <i>Education</i> <i>Bloemfontein Campus and Qwaqwa Campus</i>	From Collaboration to Implementation: An Interdisciplinary Approach to Developing an Extended Reality Infection Prevention and Control Application Dr Benjamin Botha Prof Lizemari Hugo Leonard Tam Ramses De Schryver <i>Natural and Agricultural Sciences and Health Sciences</i> <i>Bloemfontein Campus</i>

11:50 – 12:10	Designing An Ai-powered Chatbot Tutor for Afrikaans Additional Language Learning Students Dr Alison Stander <i>The Humanities Bloemfontein Campus</i>	Teaching Gender and Sexuality Diversity in Teacher Education: Reflections on Navigating Discomfort and Dialogue in a First-year Classroom Dr Henry Nichols <i>Education Bloemfontein Campus</i>	From Health Data to Community Health Campaigns: An Interdisciplinary Learning Partnership Between Communication Science and Health Sciences Prof Corlia Janse Van Vuuren Prof Diana Breshears <i>Health Sciences and The Humanities Bloemfontein Campus and Qwaqwa Campus</i>
12:15 – 12:35	Digital Tools for Epistemic Access Karen De Villiers <i>The Humanities Bloemfontein Campus</i>	Integrating Ethics into Sustainable Soil and Water Management Education: A SoTL-informed Case-based Innovation to Enhance Student Engagement and Human-centred Learning Dr Neo Mathinya <i>Natural and Agricultural Sciences Bloemfontein Campus</i>	Innovation Through Interdisciplinary Collaboration: The Albinism Care Kit Initiative: Human-centred Learning Through Storytelling, Play and Multi-sectoral Collaboration Laetitia Fourie Prof Frans Maruma Dr Molikuo Makuru Yashica Khalawan <i>Law and Health Sciences Bloemfontein Campus</i>
12:40 – 13:00	Challenges Encountered by Business Studies Student Teachers When Implementing the Flipped Learning Method During Teaching Practice in South Africa Dr Oyinlola Adebola Dr Nduduzo Gcabashe <i>Education Bloemfontein Campus</i>	Nurturing Minds, Building Resilience: A Human-centered Approach to Mental Health Support in Life Orientation Dr Khathutshelo Muluvhu-Malanga <i>Education Bloemfontein Campus</i>	Can We Own the Future? Developing Research-ready Agricultural Economists Through Interdisciplinary Agricultural Drought Project Prof Yonas Bahta Dr Hermias Van Niekerk Stephen Nyaki <i>Natural and Agricultural Sciences Bloemfontein Campus</i>
13:05 – 13:25	From Needs Analysis to Classroom Practice: Sesotho Pre-service Teachers' Experiences of Collaborative Digital Game Design for Language Teaching Moses Letsapa Prof Thuthukile Jita <i>Education Bloemfontein Campus</i>	SiteDATE: Teaching and Learning Through Sympoietic Architectural Site Analysis Prof Hendrik Auret <i>Natural and Agricultural Sciences Bloemfontein Campus</i>	END
13:25 – 14:25			
Lunch			
Cont. Innovation Through Technology and Digital Transformation			
Session chair: <i>Dr Anke van der Merwe</i>			
Venue: Ukubizana Centre			
Online Link: https://eu.bbcollab.com/guest/c4fe78de71f146a889ff2f7cd7270991			
14:25 – 14:45	A technology and writing crash course for improving digital tool use and academic writing skills in an academic literacy module Gawain Norval Linda Sparks Alicia Stols <i>Centre for Teaching and Learning Bloemfontein Campus</i>		

14:45 – 15:05	NotebookLM As Learning Guide Karen De Villiers <i>The Humanities</i> <i>Bloemfontein Campus</i>
15:10 – 15:30	SamplingForML: A Human-centred Web Platform for Teaching and Learning Machine Learning on Tabular Data Dr Jan Blomerus <i>Natural and Agricultural Sciences</i> <i>Bloemfontein Campus</i>
15:35 – 15:55	Enhancing Assessment Quality Through Ai-assisted Marking: A Human-centred Evaluation in South African Higher Education Dr Sybrand Coetzee Dr Joleen Hamilton Mulaudzi Mulaudzi <i>Education</i> <i>Bloemfontein Campus</i>

Closing

Abstract

There has been an increased interest in work-integrated learning globally in the last decade. Work-integrated learning is presented as increasing work-readiness and employability, aspects of importance for students and society. In an era of a labour market characterized by complexity, uncertainty and rapid changes, higher education needs to constantly adapt to those changes. This includes that planning and conducting work-integrated learning activities in higher education also needs to evolve to ensure teaching students life-long learning skills, as well as teaching them how to continue to be work-ready and employable throughout their working life.

This places high demands on higher education lecturers, who also must adapt to policies and procedures addressing those changes. There are many new contexts to consider when aiming for authentic work experience, as for example, how to do work placements in virtual workplaces, design interprofessional simulation meeting legal requirements, or how to include AI skills to improve healthcare? Higher education policies and professional legal requirements further problematize the “how” of adapting work-integrated learning in higher education.

Another issue to address relates to research of work-integrated learning, which is mainly from an Anglo-Saxon perspective thus viewing outputs such as work readiness and employability from the demographic characteristics of the researched contexts. Work-integrated learning research often has a focus on vocational or bachelor level education, missing exploration of work-integrated learning at advanced and doctoral level. Therefore, there is need for greater diversity of work-integrated learning research and broader understanding of how to interpret present work-integrated learning research, when teaching in the local higher education context. This moves us from traditional work-integrated learning to the essentiality of wise innovative lecturers that rejuvenate work-integrated learning in higher education for the future.

Biography

Kristina Areskoug Josefsson is Professor in Work-Integrated Learning at University West, Sweden. She has previously worked as professor in Public Health and Rehabilitation in Norway, and as associate professor in Quality improvement and leadership in health and welfare in Sweden. Kristina is part of the leadership team in the academic environment of work-integrated learning (WIL) at University West. This environment works with creating conditions and support for WIL research and education on PhD and master level, establishing national and international collaborations such as the annual WIL conference and the international journal CIWIL (Current Issues on Work-Integrated Learning).

Kristina is an interdisciplinary researcher with key research interests in WIL, co-production, sexual and reproductive health and rights (SRHR), work environment, and quality improvement and leadership in health and welfare. She has a clinical background as physiotherapist, specialized in rheumatology.



**Keynote Address: WIL & WIL:
Work-integrated learning and
wise innovative lecturers**

Prof Kristina Areskoug Josefsson

Professor
University West, Sweden

Venue: Blackboard Collaborate

Online Link: <https://eu.bbcollab.com/guest/5e0ad850250a429fa4f45b165a6b8d06>

Session Chair: Prof Francois Strydom

09:00 – 09:40

Opening / Welcoming

Prof Anthea Rhoda

*Deputy Vice-Chancellor: Academic
University of the Free State*

09:40 – 10:40

Keynote Address: WIL & WIL: Work-integrated learning and wise innovative lecturers

10:40 – 10:55		Morning Break
		Vice-Chancellor and Principal's Award in Learning and Teaching
		Session chair: Prof Francois Strydom
10:55 – 11:20	Architecting Transformative Science Teacher Education Through Longitudinal Educational Bricolage Dr Glen Legodu <i>Education Bloemfontein Campus</i>	
11:25 – 11:50	Human-centred learning and teaching for societal impact Lindie Coetzee <i>The Humanities Bloemfontein Campus</i>	
11:55 – 12:20	Teaching Beyond The Classroom Dr Oyinola Adebola <i>Education Qwaqwa Campus</i>	
12:20 – 13:05		Lunch
13:05 – 13:30	Empowering Future Tax Professionals: A Transformative Approach to Teaching Taxation through Engagement, Inclusivity and Authentic Learning Dr Annelize Oosthuizen <i>Economic and Management Sciences Bloemfontein Campus</i>	
13:35 – 14:00	Developing Business Analytics from Undergraduate to PhD at the UFS over 5 years Dr Herkulaas Combrink <i>Economic and Management Sciences Bloemfontein Campus</i>	
		Closing



Keynote Address: Humanoid Or Human? Generative AI And the Future of Human-centred Learning

Prof Frelét De Villiers

Academic Head, Odeion School of Music
University West, Sweden

Abstract

Generative artificial intelligence (GenAI) has rapidly evolved from an emerging technology into a defining feature of contemporary higher education. Whether embraced, questioned or resisted, its influence on teaching and learning is undeniable. As GenAI transforms teaching and learning, assessment and knowledge creation, lecturers are being confronted with some fundamental questions. Will AI redefine the lecturer's role? Can human-centred pedagogy remain relevant in increasingly technology-driven learning environments? How do we preserve quality, authenticity and academic integrity while preparing graduates for a world in which AI is ubiquitous? This presentation argues that the future of higher education need not be a choice between human and artificial intelligence (AI). Rather than viewing AI as a threat to critical thinking or creativity, educators must design pedagogies grounded in trust, transparency, ethical responsibility, innovation and student agency through intentional curriculum design, explicit assessment policies and meaningful opportunities for students to engage critically with AI. Drawing on research using three complementary instruments – the General Attitudes towards Artificial Intelligence Scale, the Attitudes Towards Artificial Intelligence Comfort Scale, and the AI Assessment Scale – this presentation explores how educators can understand perceptions of AI, measure their and others' readiness for its adoption, and implement evidence-informed assessment practices. The presentation concludes that sustainable AI adoption depends not on restricting technology but on intentionally designing learning experiences that preserve academic integrity, cultivate human judgement and promote meaningful learning. The institutions that thrive will not be those that simply adopt new technologies; they will instead be those that place human curiosity, ethical judgement, creativity, compassion and critical enquiry at the centre of innovation. The intelligence of our technology, apps and programmes will not shape the future of higher education; it will determine the wisdom with which we choose to use them. It is therefore not a choice between humanoid or human. It is the intentional partnership of both, where technology enhances learning, but where humanity remains the purpose, the compass and the greatest strength.

Biography

Prof. Frelét de Villiers is the Academic Head at the Odeion School of Music, University of the Free State. She is the head of the methodology modules, lectures in music pedagogy and arts management and is a supervisor and convenor for postgraduate students. She is a member of the Faculty of Humanities Research Committee, Faculty Management Committee, a core member of the General/Human Research Ethics Committee and a SoTL and TAU Fellow. Her passion is applying seamless learning in her modules, and her research interests focus on the use of generative AI and technology in student-centred learning and teaching. She has been a guest speaker at several national and international conferences. Her articles were published in accredited national and international journals, and she contributed book chapters to international publications. She has recently been elected as the President-elect of the SASMT and is the accompanist of the prestigious Bloemfontein Children's Choir and the UFS Bloemfontein Campus choir.

Venue: Blackboard Collaborate

Session Chair: Gugu Khanye

Online Link: <https://eu.bbcollab.com/guest/30632446182f401bb145724c538751fb>

09:20 – 09:30

Opening / Welcoming

Tiana Van Der Merwe

*Director, Centre for Teaching and Learning
University of the Free State*

09:30 – 10:30

Keynote Address: Humanoid Or Human? Generative AI And the Future of Human-centred Learning

10:30 – 10:45		Mid-morning Break	
Research In Learning and Teaching: Advanced		Kovsie Phahamisa Award for Short Learning Programmes	
Session chair: <i>Prof Frans Prinsloo</i>		Session chair: <i>Adv Shirley Hyland</i>	
Online Link: https://eu.bbcollab.com/guest/6daea09122784919a45d5289847ac457		Online Link: https://eu.bbcollab.com/guest/06cee2a899314523a68e3b8e7f3bb3dc	
10:45 – 11:05	From Classroom Challenges to Scholarly Impact: Advancing Learning and Teaching through Evidence, Innovation and Engagement Dr Valentine Okwara <i>Education Bloemfontein Campus</i>	Sewing Empowers Communities Doretha Jacobs <i>Natural and Agricultural Sciences Bloemfontein Campus</i>	
11:10 – 11:30	Human-centred learning and teaching for societal impact Lindie Coetzee <i>The Humanities Bloemfontein Campus</i>	Reflections On the Short Learning Programme “Leading and Managing Violence-free Schools in South Africa” Prof Sekitla Makhasane Prof Ntombizandile Gcelu Dr Lulama Mgodana-Zide Prof Cias Tsotetsi <i>Education Bloemfontein and Qwaqwa Campus</i>	
11:35 – 11:55	Reimagining Reality: Bridging Discipline, Usability, And Pedagogy Through Extended Reality Dr Benjamin Botha <i>Natural and Agricultural Sciences Bloemfontein Campus</i>	Building Capable School Library Practitioners Through Reflective, Practice-Based Online Learning: Lessons from a Short Learning Programme Lee Gotliath <i>Library and Information Services South Campus</i>	
11:55 – 12:30		Lunch	

Cont. Research in Learning and Teaching: Advanced <i>Session Chair: Prof Frans Prinsloo</i>		Excellence In Learning and Teaching Support Award <i>Session Chair: Prof Corlia Janse van Vuuren</i>	
Online Link: https://eu.bbcollab.com/guest/6daea09122784919a45d5289847ac457		Online Link: https://eu.bbcollab.com/guest/75b3b689604f4fd38aa129d1d912d96f	
12:30 – 12:50	Inspiring Science Teaching for Meaningful Participation in Society: A Critical Participatory Design Approach to Sustainability-oriented Teacher Education Dr Moeketsi Tlali <i>Education</i> <i>Bloemfontein Campus</i>	Academic Advising Integrated Communication Codelia Holeni Masabata Mosoeu Thando Ngwelingwele Thenjiwe Tooi <i>Centre for Teaching and Learning</i> <i>Bloemfontein Campus</i>	
12:55 – 13:15	Improving STEM Education in Deaf Education Through Human Language Technologies Dr Herkulaas Combrink <i>Economic and Management Sciences</i> <i>Bloemfontein Campus</i>	Department of Correctional Services Experiential Learning Programme Dr Matthew Cronje Dr Ashwill Phillips <i>The Humanities</i> <i>Bloemfontein and Qwaqwa Campus</i>	
Research In Learning and Teaching: Emerging <i>Session Chair: Dr Eleanor Bernard</i>		Cont. Excellence in Learning and Teaching Support Award <i>Session Chair: Prof Corlia Janse van Vuuren</i>	
Online Link: https://eu.bbcollab.com/guest/8b3db5a2ff8f4d1a81f94b791dd4cbad		Online Link: https://eu.bbcollab.com/guest/75b3b689604f4fd38aa129d1d912d96f	
13:20 – 13:40	Growing Through Research: An Emerging Researcher's Portfolio Maryna Hattingh <i>Education</i> <i>Bloemfontein Campus</i>	POU: A Collaborative Platform for Inclusive Multilingual Student Success Prof Nomalungelo Ngubane Cornelle Scheltema-Van Wyk Nick Coetzee Charne Bornman <i>Academy of Multilingualism, Interdisciplinary Centre for Digital Futures and Digital Scholarship Centre, Library and Information Services</i> <i>Bloemfontein Campus</i>	
13:45 – 14:05	Preparing Future Early Childhood Teachers Through Digital Tools and Transformative Pedagogies Dr Lintle Maraisane <i>Education</i> <i>Qwaqwa Campus</i>	PASS: Balancing Stressed Debits and Anxious Credits In T-accounts With Scientific Wellness Chamomile Tea, Mind Skills Sessions and PowerUps Prof Cobus Rossouw Tobias Van Den Bergh Mieke Flether Lerato Dhlamini <i>Economic and Management Sciences and Student Counselling and Development</i> <i>Bloemfontein Campus</i>	
14:10 – 14:30	Innovating Inclusive Pedagogy: Transforming Assessment and Engagement in Teacher Education Dr Sanele Siwela <i>Education</i> <i>South Campus</i>	The Star of Stars Model for Student Transition, Belonging and Success Masabata Mosoeu Teli Mothabeng <i>Centre for Teaching and Learning and Student Recruitment Services</i> <i>Bloemfontein Campus</i>	

14:35 – 14:55	Preparing Reflective, Context-responsive Teachers for a Decolonising and Technologically Changing Educational Landscape Dr Remeredzayi Gudyangai <i>Education</i> <i>Bloemfontein Campus</i>	END
15:00 – 15:20	Responsible AI And Human-centred Personalised Learning in Higher Education Dr Lebohang Mulaudzi <i>Education</i> <i>Bloemfontein Campus</i>	
15:25 – 15:45	Guiding The Use of Critical Utopian Action Research for Service-learning Practitioners: From Doctoral Research to an Emerging Scholarly Identity Dr Rouxan Fouché <i>Natural and Agricultural Sciences</i> <i>Bloemfontein Campus</i>	
15:50 – 16:10	Small Changes, Rippling Effects: An Emerging Scholar's Portfolio in Learning and Teaching Research Dr Hendri Theron <i>Education</i> <i>Bloemfontein Campus</i>	

Closing

