

1st UFS AND UP JOINT VIRTUAL CONFERENCE

**ACADEMIC LITERACY AND
WRITING CENTRE PRACTITIONERS'
RESPONSES TO COVID-19 AND THE
MOVE TO ONLINE/BLENDED
TEACHING AND LEARNING**

14 - 15 OCTOBER 2021

RECORDING LINK BOOKLET

UFS and UP Joint Virtual Conference
14 - 15 October 2021

THURSDAY 14 OCTOBER

DAY 1

08:30 - 09:25

Opening
Dr Avasha Rambiritch
University of Pretoria

Keynote Address
Dr Kabelo Sebolai
Stellenbosch University

The current approach to academic literacies in South Africa: A disjuncture between teaching and assessment research?

[Recording link](#)

09:35 - 10:05

Leading by example: UP's HWC, adapting under Covid, and becoming a model for an independent institution of education
by Emma Paulet
University of Pretoria

[Recording link](#)

Academic literacy and E-research competencies as strategic foci for online writing centres during pandemic lockdown - a case study
by Dr B van Wyk
Independent Institute of Education

[Recording link](#)

10:10 - 10:40

An intervention to support students with academic writing, in particular paraphrasing and referencing, during the Covid-19 lockdown
by Dr Nazarana Mather
Varsity College

[Recording link](#)

Pseudo social media classrooms: Sharing control with "the audience" as an academic literacy practitioner
by Louri Louw and Linda Sparks
University of the Free State

[Recording link](#)

10:45 - 11:15

Covid-positive reflections: optimising synchronous online writing instruction
by Dr Laura Drennan and Gini Keyser
University of the Free State

[Recording link](#)

Flexible foundations: The importance of organisation, structure, and communication in a successful online learning environment
by Dr Jacolien Volschenk, Prof. Sharita Bharuthram, and Dr Martina van Heerden
University of the Western Cape

[Recording link](#)

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DAY 1

- 12:00 - 12:30 Instructional designers' perceptions on teaching academic writing skills online
by Olawumi O. Sadare (UJ) , Reema Nunlall (UP), and Kapil Moothi (UJ) [Recording link](#)
- New normal: implantation of new three phased curriculum for second year English Academic Literacy in Qwaqwa
By Linique Martin
University of the Free State [Recording link](#)
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- 12:35 - 13:05 Facilitating students' academic literacies development through online, Writing Centre feedback in an Education Honours course
by Dr Karen Collett and Arona Dison
University of the Western Cape [Recording link](#)
- Using instructional scaffolding strategies to optimise online learning in a content-based academic literacy course
by Miranda Gouws
University of the Free State [Recording link](#)
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- 14:00 - 14:30 A Model for Good Practices Related to Asynchronous Online Writing Support in a Writing Centre
by Prof Adelia Carstens and Dr Avasha Rambiritch
University of Pretoria [Recording link](#)
- Challenges encountered by the National University of Lesotho lecturers teaching academic literacy skills online to first-year students
By Bertha Muringani and Masechaba Mokhathi-Mbhele
National University of Lesotho [Recording link](#)
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- 14:35 - 15:05 Retreating online: Exploring the shift from contact to online writing retreats in the Wits Commerce, Law and Management Faculty
by Dr Pia Lamberti and Jean Moore
University of the Witwatersrand **Please contact the author directly for more information on their research**
- Using personal experiences and narratives to promote teaching and learning in an Academic Literacy Class: A case of University of the Free State (UFS) QwaQwa Campus
by Lebohang Monyaki and Refiloe Tsetsana
University of the Free State [Recording link](#)
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DAY 1

15:10 - 15:40

Writing Centre responses and strategies in the face of Covid-19: A case of Walter Sisulu University
by Stenford Matenda and Rumbidzai Ncube
Walter Sisulu University

[Recording link](#)

Bridging the Teaching and Learning Gap in the Course of the Covid-19 Pandemic-The Case of St Jerome Catholic University Institute, Douala, Cameroon
by Dr Diana B. Njweipi-Kongor
St Jerome Catholic University Institute

Please contact the author directly for more information on their research

15:45 - 16:00

Closing
Michelle Joubert
University of the Free State

[Recording link](#)

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FRIDAY 15 OCTOBER

DAY 2

08:30 - 09:20 Opening
Dr Laura Dison
University of the Free State

Keynote Address
Dr Laura Dison
University of the Witwatersrand

**Writing centre pedagogies that stand the test of disruption:
working with students to write well during and beyond the
pandemic**

[Recording link](#)

09:30 - 10:00 Covid-19, Mental Health and Writing Centre Consultations
by Hardus Engelbrecht and Courtney Tink
University of Pretoria

[Recording link](#)

Large class assessment: Developing higher order thinking in a remote
teaching environment
By Anneen Church
University of the Free State

[Recording link](#)

10:05 - 10:35 Engineering writing centre netizenship and netiquette for effective
and efficient individualised support: Policies and procedures at a
university of technology in South Africa
by Sibongile R. Nhari and Gift Mheta
Durban University of Technology

[Recording link](#)

Necessity is the mother of all inventions: As a case for innovative
grading and feedback interventions at the NWU
by Dr Mariska Nel and Zander Janse van Rensburg
North West University

[Recording link](#)

10:40 - 11:10 Invisible nurturing of emerging academics in a liminal space. The work
of a writing centre in troubled times
by Arona Dison, Mapula Maropola and Irene Nyamu
University of the Western Cape

[Recording link](#)

The Bright Side of Blackboard Collaborate for Academic Literacy
Classes
by Linda Sparks and Thandeka Maseko
University of the Free State

[Recording link](#)

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DAY 2

11:25 - 11:55 Surviving the Effects of Covid-19 on the Professional Lives of Writing Centre Practitioners through Virtual Networking Activities
by Fatima Slemming
SAWCA **Please contact the author directly for more information on their research**

Rolling with the punches - Transitioning from asynchronous to synchronous learning facilitation: An Academic Literacy perspective
By Linique Martin and Dineo Babili
University of the Free State [Recording link](#)

12:00 - 12:30 An exploratory analysis of first-time writing centre tutor consultations within the context of online learning under the COVID-19 pandemic
by Kudzai Nherera and Nhloso Mpontshane
University of Pretoria [Recording link](#)

COVID-19 related challenges and successes: The reflections of Writing Centre practitioners at a University of Technology in South Africa
by Sibongile R. Nhari, Ayodeji Amobonye and Gift Mheta
Durban University of Technology [Recording link](#)

13:30 - 15:10 Future collaborations

Soft launch for the South African Association for Academic Literacy Practitioners (SAAALP)

Publication in a special edition of SAJLT

Feedback session

Closing
Dr Pineteh Angu
University of Pretoria [Recording link](#)

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