

## ***Afrikaans volg***

### **CTL Auxin Session**

**Presented by:** Prof Karin Baatjes, Recipient of SU Teaching Excellence Award: Developing Teacher Category (2019).

**Topic:** Teaching and learning in the Theory-Practice Nexus

**Date:** 28 July 2020, 12h45 – 13h45

MS Teams meeting: [click here](#) to join.

For more information and to RSVP contact Juanita Layman: [jlayman@sun.ac.za](mailto:jlayman@sun.ac.za) or 021 808 3717.

### **TOPIC:**

Students find greater meaning in learning when they can apply career specific contextual materials to theoretical content. To integrate academic and practical learning, a student must learn to filter incoming information and incorporate these to prior knowledge and experiences. This can be accomplished by frequent exposure to a variety of relevant scenarios. By providing realistic examples and activities where concepts can be practiced, one can ignite student motivation for learning and help the student to move from abstract to concrete concepts. This is essential for students to transcend from partial participation to full engagement. Faculty who incorporate contextual learning activities in their teaching also have the opportunity to model the career roles and the hidden curriculum of the field

### **SPEAKER:**

Karin Baatjes is an associate professor in Surgery and is the head of the division of Clinical Anatomy at the Faculty of Medicine and Health Sciences of Stellenbosch University. She qualified as Fellow of the College of Surgeons of South Africa in 2004, completed MMed in Surgery in 2005 and PhD in Surgery in 2018. In 2018 and 2019, respectively, she completed the SAFRI (Sub-Saharan African Faimer Regional Institute) fellowship and the Scholarship of Educational leadership course. In 2019, she was awarded the Teaching excellence award in the Developing teacher category. Prof Baatjes's career is a triangular blend of surgical care, health professionals' education and research, overarching these fields. Outside of her work environment, she has a strong desire to improve food and hygiene insecurity from grassroots level right up to postgraduate students and to support educational enterprises.

### **REFERENCES:**

Prof Baatjes recommends the following articles on the theory-practice nexus:

Koens, Franciska; Mann, Karen V.; Custers, Eugène J.F.M.; Ten Cate, Olle T.J.. 2005. Analysing the Concept of Context in Medical Education. *Medical Education* 39 (12): 1243–49. <https://doi.org/10.1111/j.1365-2929.2005.02338.x>. ([Click here](#) to download.)

Krause, Stephen J.; Waters, Cindy; Stuart, William, J. P. E. Judson, Eugene; Ankeny, Casey J. and Smith, Bethany B. 2016. "Effect of Contextualization of Content and Concepts on Students' Course Relevance and Value in Introductory Materials Classes." ASEE Annual Conference and Exposition, Conference Proceedings 2016-June (i). <https://doi.org/10.18260/p.26894>. ([Click here](#) to download.)

McMillan, Wendy J. 2010. Teaching for Clinical Reasoning - Helping Students Make the Conceptual Links. *Medical Teacher* 32 (10) e436-e442. <https://doi.org/10.3109/01421591003695303>. ([Click here](#) to download.)

## **SOL Auxin Sessie**

**Aangebied deur:** Prof Karin Baatjes. As 'n wenner van US se Onderrigtoekenning in die kategorie vir vir Ontluikende Dosente (2019)

**Onderwerp:** Onderrig en leer in die nexus tussen teorie en praktyk.

**Datum:** 28 Julie 2020, 12h45 – 13h45

MS Teams sessie: [klik hier](#)

Vir meer inligting en vir RSVP kontak gerus Juanita Layman by jlayman@sun.ac.za of 021 808 3717.

### **ONDERWERP:**

Studeer vind leer meer betekenisvol wanneer hulle loopbaan-spesifieke, kontekstuele materiaal kan toepas op teorie. Om akademiese en praktiese leer te integreer, moet 'n student leer om inkomende inligting te filtreer en te inkorporeer met voorafgaande kennis en ervarings. Dit kan bereik word deur die student gereeld bloot te stel aan 'n verskeidenheid van relevante scenario's. Deur realistiese voorbeelde en aktiwiteite te verskaf waar konsepte toegepas kan word, kan 'n mens studente motiveer vir leer en hulle help om van abstrakte tot konkrete konsepte te beweeg. Dosente wat kontekstuele leeraktiwiteite in hulle onderrig inkorporeer, het ook die geleentheid om die loopbaanrolle en die verborge kurrikulum van die veld te modelleer.

### **SPREKER:**

Karin Baatjes is 'n mede-professor in Chirurgie en is die hoof van die Afdeling Kliniese Anatomie by die Fakulteit Geneeskunde en Gesondheidswetenskappe van die Universiteit Stellenbosch (US). Sy het in 2004 as genoot van die Kollege van Chirurgen van Suid-Afrika gekwalifiseer, in 2005 die MMed in Chirurgie behaal en in 2018 die PhD in Chirurgie. In 2018 en 2019 het sy onderskeidelik die SAFRI (Sub-Sahara Afrika Famer Streeksinstituut) en die US kursus vir akademieskap van opvoedkundige leierskapskursus (SOEL) voltooi. In 2019 het sy die US toekenning vir Onderriguitnemendheid in die ontwikkelende kategorie ontvang. Prof Baatjes se loopbaan is 'n driedelige versnit van chirurgiese sorg, die onderrig van gesondheidsberoepslui, en navorsing, oorkoepelend in hierdie velde. Buite haar werksomgewing het sy 'n sterk begeerte om voedsel- en higiëne-onsekerheid vanaf grondvlak tot nagraadse studente te verbeter en om opvoedkundige ondernemings te ondersteun.

### **BRONNE:**

Prof Baatjes beveel die volgende artikels oor die teorie-praktyk nexus aan:

Koens, Franciska; Mann, Karen V.; Custers, Eugène J.F.M.; Ten Cate, Olle T.J.. 2005. Analysing the Concept of Context in Medical Education. *Medical Education* 39 (12): 1243–49. <https://doi.org/10.1111/j.1365-2929.2005.02338.x>. (Klik hier om af te laai.)

Krause, Stephen J.; Waters, Cindy; Stuart, William, J. P. E. Judson, Eugene; Ankeny, Casey J. and Smith, Bethany B. 2016. "Effect of Contextualization of Content and Concepts on Students' Course Relevance and Value in Introductory Materials Classes." ASEE Annual Conference and Exposition, Conference Proceedings 2016-June (i). <https://doi.org/10.18260/p.26894>. (Klik hier om af te laai.)

McMillan, Wendy J. 2010. Teaching for Clinical Reasoning - Helping Students Make the Conceptual Links. *Medical Teacher* 32 (10) e436-e442. <https://doi.org/10.3109/01421591003695303>. (Klik hier om af te laai.)