



SOUTH AFRICAN NATIONAL RESOURCE CENTRE



FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

CONFERENCE PROCEEDINGS 2015

19-21 MAY 2015 | FYE CONFERENCE | INDABA HOTEL | JHB

SUPPORTED BY UJ



UNIVERSITY
OF
JOHANNESBURG

HISTORY OF THE SANRC

In South African Higher Education, interest in First Year transitions has grown rapidly over the past decade. National developments have included various local FYE or FYE related initiatives and one national FYE conference hosted by the University of Stellenbosch during 2006. No formal National structure was available and as a result FYE (and related) efforts continued to be localised with no national coherence.

During 2011 the first steps were taken to develop a national FYE discussion group via the formation of a First Year Success special

interest group under the auspices of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA).

This group met annually and a follow-up FYE conference was hosted at UJ during 2013. The South African National Department of Higher Education and Training created an opportunity to apply for collaborative teaching innovation grants and a grant application involving a number of South African institutions was submitted. The SANRC grant application was successful and as a result the SANRC was created during the last quarter of 2014.

MESSAGE FROM EXECUTIVE DIRECTOR: ACADEMIC DEVELOPMENT AND SUPPORT

It is with great pleasure and pride that I welcome the delegates participating in the inaugural South African National First Year Experience conference. Welcome to Johannesburg, and welcome to the University of Johannesburg, the host of the conference. At UJ, we have an established and extensive First Year Experience initiative and we are very happy to be able to host the South African National Resource Centre (SANRC) for the First-Year Experience and Students in Transition on one of our campuses. The SANRC offices are in an advanced state of preparation and we look forward to welcoming some of you to these offices (on the UJ Bunting Road campus) in the near future.

The SANRC is the first such Centre established outside the United States of America and we are also very happy to welcome our colleagues from the National Resource Center housed at the University of South Carolina to Johannesburg. The formalized relationship between the SANRC and the NRC will help us ensure that this is not only a national initiative, but part of the broader international movement aimed at improving student transitions and success.

The collaborative approach of the SANRC and in this conference is, in my view, the correct one. The serious impediments of a lackluster retention and throughput must occupy our attention and our efforts, now and in the future. Student success in general and the transition

from school to higher education is a serious challenge for us as a system and as a country. A scholarly and a non-competitive approach to resolving these issue is essential.

To our guests, please enjoy the conference and your stay in Johannesburg. Our City has been named the Rough Guide's international Top City to visit during 2015 and we hope you enjoy at least some of its vibrant attractions.

Finally, I wish to acknowledge Dr Andre van Zyl, the Director of the Academic Development Centre at UJ, for his leadership in all matters relating to FYE, and for his foresight in conceptualizing the National Resource Centre, for which great things are envisaged.

Prof. Rory Ryan
UJ: Executive Director
Academic Development and Support



WELCOMING – SANRC OFFICE

During the past decade and a half South African higher education has been confronted with the devastating effects of what has been described as the “articulation gap”. Between 50 and 60% of students who will ultimately drop out, do so during their first year of study as the transitions that make up the move between school and higher education are particularly problematic.

We are all aware of the massive challenges the system faces in regards to student success and throughput and a lot of very interesting and creative work has taken place in an effort to address related issues. These efforts have however almost always been institutionally based and have not had a systemic effect. The lack of shared knowledge and exchange has meant that everyone has had to re-invent the wheel in their own institution.

The establishment of the South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) is an effort to fuse national efforts and share good practice. Through this, there is further effort to create a systemically well researched knowledge base so as to provide national resources aimed at improving student transitions and student success. The SANRC is an independent entity funded by a cooperative Teaching Development Grant allocation from the National Department

of Higher Education and Training.

The SANRC has been supported by numerous institutions and the high number of institutions represented at this conference bears witness to the national support for the SANRC.

I would like to express my sincerest gratitude to the SANRC advisory board, the staff and other colleagues for their diligence that has made this conference possible. It gives me great pleasure to welcome you all to this first national conference organized and hosted by the SANRC. I hope you enjoy the conference and I hope our deliberations will contribute substantially to the improvement of student transitions (especially during their first year) and student success. This is a first step in a long journey and we thank you for taking it with us.

Dr Andre van Zyl



CORE COMMITMENTS



CONFERENCE OBJECTIVES

The South African National Resource Centre through the First-Year Experience Conference aims to examine programs and initiatives, as well as provide opportunities for the exchange of practical and scholarly information. The convening of the conference opens up channels for the discussion of trends and issues affecting institutions of higher education as well as students and how they adapt to higher education and become more successful in their learning. The conference objectives include:

- Disseminating information on existing innovative programs that engage and aim to retain students in higher education;
- Encouraging the development of working partnerships/collaborations among various institutional stakeholders; and
- Exploring topics related to advancing efforts to improve student learning and transitions;
- Understanding the transitioning and development of the first-year student holistically through higher education.

LOCAL ORGANISING COMMITTEE (LOC)

Conference Organiser – Sereni T

Dr. Miemsie De Jager (Sereni T)

Dr. Andre van Zyl (UJ)

Ms. Andani Ramulongo (SANRC)

Ms. Gugu Khanye (SANRC)

Ms. Melandie De Jager (Sereni T)

REGISTRATION AND HELP DESK

- A registration desk will be in the foyer of Injabula and delegates are welcome to collect their registration bag from **8:30 on Tuesday 19 May 2015**. The registration desk will also serve as a Help Desk for the duration of the conference.
- Daily notices will be communicated during the announcements and posted on the stand in the foyer.
- Wi-Fi is available to all delegates at no extra cost and no password is required.
- A business centre is located next to the swimming pool for delegates' own account.
- Emergency number for the duration of the conference is Miemsie 083 464 8688

SESSION FORMATS

The conference sessions occur concurrently as per the programme, with only **TWO** types of presentations of which both are a formal presentation with time for questions and participant interaction. Each venue will have a time-keeper allocated to ensure time is managed during the sessions.

- **Full/Long paper (L):** A presentation allocated for a **30minute** session including presentation, questions and participant interaction.
- **Short paper (S):** A presentation allocated for a **15minute** session including presentation, questions and participant interaction.



CONFERENCE EVALUATIONS

An Overall SANRC: FYE Conference Evaluation Form will be sent to you via email or the link will be available on the SANRC website (www.sanrc.co.za) after the conference. Please take a few minutes to complete the evaluation. The

information you provide will be used to evaluate the conference and improve future conferences; therefore, your comments are extremely important.

SOCIAL EVENTS

Boma conversations

(19 May, 17:00 – 19:00)

The organisers are excited to introduce a new concept at the conference, namely “Boma conversations” on 19 May 2015. The purpose of this 90 minute event is for delegates to network with their peers and most importantly, to be able to socialise and engage with the keynotes and other facilitators. This event is open ONLY for Pre-Conference Incubator attendees.

Gala Dinner

(20 May, 19:00)

The SANRC kindly request the honor of your presence at the gala dinner on 20 May 2015 at Injabula. There will be no formal table placements and delegates are once again encouraged to make use of this network opportunity. The dinner is open to ALL registered conference delegates.

KEYNOTE SPEAKERS

Dr. Jennifer Keup



Jennifer Keup is the Director of The National Resource Center for The First-Year Experience and Students in Transition where she provides leadership for all operational, strategic, and scholarly activities of the Center in pursuit

of its mission “to support and advance efforts to improve student learning and transitions into and through higher education.” Her primary responsibilities include short and long range planning; oversight of program development and implementation; supervising a professional and graduate student staff of 17 people; policy, personnel, and budget management; and serving as a liaison and representative of the National Resource Center to the Center’s constituents and the higher education community at large. In this capacity, she leads a team of professionals who coordinate the Center’s conferences and continuing education, publications, research and assessment activities, public relations, and resource development. Jennifer also serves as an affiliated faculty member in the Department of Educational Leadership and Policies in the College of Education at the University of South Carolina, where she teaches graduate courses, advises students, and serves on thesis and dissertation committees.

Dr. Dallin George Young



Dallin George Young, PhD is the Assistant Director for Research, Grants, and Assessment at The National Resource Center for The First-Year Experience and Students in Transition. He coordinates all the research and assessment endeavors of the

National Resource Center and facilitates and disseminates three national surveys: National Survey of First-Year Seminars, National Survey on Sophomore-Year Initiatives, and the National Survey of Senior Seminars/Capstone Courses. He oversees a number of research collaborations and grant opportunities between the Center and the national and international higher education community as well as across the University of South Carolina (USC) campus. He coordinates the distribution of the Paul P. Fidler Research Grant, a competitive national grant that recognizes the development of research investigating the experiences of college students in transition.



PRE-CONFERENCE (19 MAY)

INCUBATOR SESSION 1

Dr. Nelia Frade
& Dr. Jenni Underhill

Venue 1
10:30

Senior students play diverse and important roles in the lives of newly entering first year students. They may act as tutors, mentors, demis, buddies or advisors. In these capacities they interact with first year students, guiding to enhance their university experience with a view to becoming successful and independent learners. This research group aims to investigate the various ways in which senior students facilitate first year transitions as well as practices that are used across the country and their possible effectiveness on student success and transition. In addition, the experience of the senior students themselves will be considered.



INCUBATOR SESSION 2

Dr. Merridy
Wilson-Strydom

Venue 2
10:30

The first focus area will **investigate the pre-university experiences** and background from which students come. Do we know whether students write essays at school, or how frequently? Do we know if learners engage with complex problems, read challenging materials, and **learn to engage with information** outside of their textbooks? Do we know how much time high school learners typically dedicate to their studies outside of the school day, reading, writing or participating in other extra-curricular learning opportunities? Do we know whether high school learners have opportunities to work with learners who are different from them? The answers to these questions would provide a powerful basis for universities to **conceptualise meaningful and targeted first-year experience interventions**.



INCUBATOR SESSION 3

**Ms. Soraya Motsabi
& Dr. Danny Fontaine**

Venue 3

10:30

A lot of work is being done across the South African Higher Education sector to assist first year students towards succeeding at university. **What does it mean to succeed at University?** What are different universities doing to assist first year students with their transitions? What effect are all of these efforts having? This research group will focus on conducting a survey of first year success activities across South African as well as **investigating best-practice** and making recommendations with regards to effective first year practices.



RESEARCH INCUBATOR WRITING SESSION

**Prof. Brenda Leibowitz;
Prof. Chris Winberg
and Prof. James Garraway**

Venue 1

13:30

As a link up on to the three (3) pre-conference incubator sessions (Inc. 1 -3), this session is facilitated around **discussing existing knowledge and guiding research projects** within the first-year experience and students in transition domain. The facilitators intend to listen to your voice and guide you through your intended or existing research.

The SANRC in collaboration with local institutions is committed to being recognized as **contributors** of a pioneering research field to **develop and apply resources to promote academic success** from the first-year going forth.



PRE-CONFERENCE WORKSHOP

Dr. Jennifer Winstead

Venue 2

13:30



While higher education has an established process to formally record and recognize **learning outcomes** in academic programs, a similar process for recording and recognizing the learning outcomes of **out-of-the-classroom involvement**, including those found within First Year Experience Programmes, is less prevalent. Utilising a research-based qualitative analysis, learning outcomes of **co-curricular activities** are determined leading to their formal recognition on NMMU's Co-Curricular Record. This innovative approach to formally recognizing co-curricular learning will show how First Year Experience Programmes can assist students to develop themselves holistically, develop the attributes encouraged of university graduates and pursue their career and personal goals throughout their university experience.

19 MAY 2015

	Venue 1	Venue 2	Venue 3
10:00	Arrival & Registration		
10:30	Incubator 1	Incubator 2	Incubator 3
11:00	Incubator 1	Incubator 2	Incubator 3
11:30	Incubator 1	Incubator 2	Incubator 3
12:00	Incubator 1	Incubator 2	Incubator 3
12:30	Incubator 1	Incubator 2	Incubator 3
13:00	LUNCH		
13:30	Research Inc. 1/2/3	Pre-Conference Workshop	
14:00	Research Inc. 1/2/3	Pre-Conference Workshop	
14:30	Research Inc. 1/2/3	Pre-Conference Workshop	
15:30	Research Inc. 1/2/3	Pre-Conference Workshop	
16:00	Research Inc. 1/2/3	Pre-Conference Workshop	
16:30	Research Inc. 1/2/3	Pre-Conference Workshop	
17:00	Boma Conversations (17:00 - 19:00)		



20 MAY 2015

	Venue 1	Venue 2	Venue 3	Venue 4
07:45	Arrival & Registration (*everyone to please be seated by 08:20)			
08:30	Welcoming – Venue 1			
08:45	Keynote address: Dr. Jennifer Keup – Venue 1			
09:45	Comfort Break			
10:00	Gala dinner set-up	L1 (Silinda & Dumont)	L2 (Makalela)	L3 (Magadza)
10:30	Gala dinner set-up	L4 (Cornelius & van Tonder)	L5 (Mottian)	L6 (Knipp & Smith)
11:00	Gala dinner set-up	S1 (Livingstone)	S2 (Mphanda)	S3 (McKay)
11:15	Tea Break			
11:30	Gala dinner set-up	S4 (Gwala; Shoji, & Haffajee)	S5 (Dladla)	
11:45	Gala dinner set-up	S6 (Stokes)	S7 (Joynt)	S8 (Madzimure)
12:00	Gala dinner set-up	L7 (Gunston & Olckers)	L8 (Gweshe)	L9 (Jama & Motsokobi)
12:30	Gala dinner set-up	L10 (Motsabi)	L11 (Venter & Nagel)	L12 (Wilson-Strydom)
13:00	LUNCH			
13:45	Gala dinner set-up	L13 (Sithole)	L14 (Esamble)	L15 (Oosthuizen)
14:15	Gala dinner set-up	S9 (Bezuidenhout, Cloete, Joynt, Toerien & Zulu)	S10 (Connolly)	S11 (Stokes)
14:30	Gala dinner set-up	L16 (Fontaine)	L17 (Mogakolodi & Lemmens)	L18 (Wolfensberger & Ramaahlo)
15:00	Gala dinner set-up	S12 (Reddy)	S13 (Kraamwinkel & Corbett)	S14 (Lees)
15:15	Gala dinner set-up	L19 (Strydom)	L20 (Dlamini & Tladi)	L21 (Botes)
15:45	Gala dinner set-up	L22 (Mokotsolane & Dollman)	L23 (Sithole& Banoobhai)	L24 (Jacobs & Pretorious)
16:15	Gala dinner set-up	L25 (Dhlula-Moruri & Holtzhausen)	L26 (Foster & Mdlui)	L27 (Hundermark)
19:00	Gala Dinner			

21 MAY 2015

	Venue 1	Venue 2	Venue 3
08:00	Arrival		
08:45	Keynote address: Dr. Dallin George Young		
09:45	Comfort Break		
10:00	SUMMIT	L28 (Govender)	L29 (Young & Sefora)
10:30	SUMMIT	L30 (Cupido & Najwa Norodien-Fatar)	L32 (Setilo)
11:00	SUMMIT	S15 (Ramrung)	S16 (Asmal)
11:15	Tea Break		
11:30	SUMMIT	S17 (Soundy; Mphahlele; Kgomotso & Maile)	S18 (Zuma & Mohlakoana)
11:45	SUMMIT		L34 (Strydom, Henn & Swart)
12:15	SUMMIT	L35 (Van Heerden)	L36 (Pather)
12:45	SUMMIT	L37 (Fourie & Franz)	L38 (Rossouw, Schoeman & Shuping)
13:15	LUNCH		
13:45	SUMMIT	L39 (Sauti)	L40 (Mkhonto)
14:15	SUMMIT	L41 (Jacobs & Sitshinga)	L42 (Smith & de Villiers)
14:45	SUMMIT	L43 (Haupt & Erasmus)	L44 (Zindela)
15:15	SUMMIT	L45 (Ntuli, Chaka & Mhlongo)	
16:00	THE END (Departures)		



CONFERENCE DELEGATES' DIRECTORY

Name & E-mail	Institution	Title
Asmal, Zubaida zasmal@uj.ac.za	UJ	Student Counselling supporting the induction and integration first year students at the University of Johannesburg
Bezuidenhout, Stephan, Cloete, Madelyn, Joynt, Corlia Toerien, Eduard Zulu, Mbali Stefan.bezuidenhout@up.ac.za	UP	Blended learning: managing large, diverse first-year groups in an Introductory accounting course
Botes, Wiets boesw@ufs.ac.za	UFS	Re-curriculation and the opportunity for establishing an optimal learning environment in a first year large class through the use of tutors
Cornelius, Eleanor & van Tonder, Laurinda eleanorc@uj.ac.za lvantonder@uj.ac.za	UJ	Enriching the learning experience by catering for strong students
Cupido, Zena & Najwa Norodien-Fataar cupidox@cput.ac.za norodien-ataarn@cput.ac.za	CPUT	Strengthening the First Year Experience; a transition in and transition out approach: A practice paper
Dladla, Nokulunga nokulunga.dladla@gmail.com		My first day at varsity; a delightful dream or a nightmare?
Dlamini, S.B, Morule, N.G. & Tladi, K.A 22022627@nwu.ac.za nomasomi.morule@nwu.ac.za 21403716@nwu.ac.za	NWU	Reading Competence as a cultural inheritance: On Passing the baton
Dhlula-Moruri, Mandisa & Holtzhausen, Somarie mmoruri@wsu.ac.za HoltzhSM@ufs.ac.za	WSU/UFS	Living conditions and academic performance: first year experience at a South African rural university
Esambe, Emmanuel Ekale Esambee@cput.ac.za	CPUT	Transitional and transactional literacies practices in two disciplines at a University of Technology
Fontaine, Danny danielle.fontaine@uct.ac.za	UCT	Transitioning from a first year experience to The First Year Experience: The University of Cape Town's journey toward an integrative experience for first year students
Foster, Nontuthuzelo P Mdluli fostevxn@unisa.ac.za mdlulpo@unisa.ac.za	UNISA	An environmental scan of first year student support intervention in the south African Universities
Fourie, Elmarie & G.Franz esfourie@uj.ac.za, gfrantz@uj.ac.za	UJ	The FYE and the promotion of a professional legal identity at the Faculty of Law, University of Johannesburg
Govender, Cookie cookieg@uj.ac.za	UJ	Enhancing the First Year Experience using a Creative Accelerated learning intervention

Gunston, Geney, D & Olckers, Lorna geney.gunston@uct.ac.za lorna. olckers@uct.ac.za	UCT	FYE innovations at FHS, UCT: Reflections on our experiences.
Gwala, Ntombifuthi, Shoji, Thobeka & Haffajee, Fathima lovely@dut.ac.za thobekas@dut.ac.za fathimah@dut.ac.za	DUT	Understanding First Year Students and their Experiences: What Informs their Contraceptive Choices?
Gweshe, Rufaro Rufaro.gweshe@monash.edu	Monash	First Year Student Retention: Rethinking the Approach to Higher Education Interventions
Hassim Tasleem &Strydom, Corinne Tasleem.hassim@nwu.ac.za Corinne.strydom@nwu.ac.za	NWU	Resilience in a group of first-year psychosocial science students at the North-west University (Potchefstroom campus) Withdrawn
Haupt, Sanet & Erasmus, Helena sanet.haupt@up.ac.za & helena.erasmus@gmail.com	UP & Unisa	Achieving success by marrying expectation with experiences: a first year case study
Henn, Michael, Swart, Lana Strydom, Francois hennme@ufs.ac.za Swart1@ufa.ac.za strydomjf@ufs.ac.za	UFS	Using student engagement to inform tracking of first-year students
Hundermark, Genevieve genevieve.hundermark@wits.ac.za	WITS	Designing a pathway to success: Identifying and supporting first year at-risk Humanities students in a South African university.
Jacobs, Mark & Sitshinga, Mlungisi JacobsMS@cput.ac.za SitshingaM@cput.ac.za	CPUT	Diagnostic testing of first year engineering students at a University of Technology: a review of the outcomes.
Jacobs, Melanie & Pretorius, Estherna melaniej@uj.ac.za esthernap@uj.ac.za	UJ	First Year Seminar intervention enhancing first year Mathematics performance
Jama, Mpho & Motsokobi, Evodia JamaMP@ufs.ac.za, MotosokobiE@ufs.ac.za	UFS	Will tutorials help to pass first year: Tutorials for “high risk” modules in a School of Medicine.
Joynt, Corlia Corlia.joynt@up.ac.za	UP	The effect of an academic preparation programme course in introductory accounting on students’ self-efficacy, motivation and academic performance in introductory accounting.
Kebelepile Moses Mogakolodi, Lemmens, Juan-Claude moses.kebelepile@up.ac.za	UP	First Year Experience trend analysis: Using STARS and FYES surveys to understand the variability of first year experience over a three years period at a South African university.



Kraamwinkel, Christine & Corbett, Thea christine.kraamwinkel@up.ac.za, thea.corbett@up.ac.za,	UO	Placing the computer in the students' court
Shereene Knipp and Bianca Smith shereene.knipp@nmmu.ac.za ; bianca.smith@nmmu.ac.za	NMMU	Great Expectations: the experience of first-year students in the How2@nmmu orientation programme at the Nelson Mandela Metropolitan University
Lees, Debbie Debie.lees@monash.edu	Monash	The use of narrative as a means to investigate first year student identity construction
Madzimore, Jeremiah jeremiahm@vut.ac.za	VUT	Bridging the Gap: Addressing the First Year University Mathematics and Statistics at Vaal University of Technology, South Africa.
Magadza, Amon a.magadza@ru.ac.za	RU	Who is in your class? Understanding first year computer students
Makalela, Leketi Leketi.Makalela@wits.ac.za	WITS	First years' antecedent genres: A focus on trans-lingual literacies for academic writing
Makondo, Livingstone livingstonem@dut.ac.za	DUT	'Without unity of purpose first year student experience is a failure': A critique
Mase, Mokotsolane.B. masemb@qwa.ufs.ac.za Dollman,G.J. dollmangj@qwa.ufs.ac.za	UFS	No title provided
McKay, Tracey mckaytjm@unisa.ac.za	UNISA	Do tutors matter? Assessing the impact of tutors on academic performance of first year students
Mgqwashu, Emmanuel & Son, Christon s.christson@yahoo.com e.mgqwashu@ru.ac.za	RU	An exploration of first year students' academic writing experiences: a case for discipline-specific teachings
Mkonto, Nosisana mkonton@cput.ac.za	CPUT	Institution – wide First year Experience
Motsabi, Soraya smotsabi@uj.ac.za	UJ	Challenges to persistence among first year first generation students in Higher Education
Mottian , Jo-Ann joannm@uj.ac.za	UJ	How Does Tutoring Support Authentic Learning?
Mphanda, Esther esther.mphanda@up.ac.za	UP	
Ntuli, Senzo; Chaka, Thembi & Mhlongo, Nontobeko	DUT	Understanding first year experience: challenges impacting on academic performance
Oosthuizen, Lauren	UFS	Setting students up for success: developing academic success skills in the first year of study
Pather, Subethra pathersu@cput.ac.za	CPUT	The influence of pre-entry factors on students' first-year university experience

Withdrawn



Ramrung, Arthi ramrunnga@mut.ac.za	MUT	Student Mentorship at Mangosuthu University of Technology: Outcomes of a pilot programme for first year undergraduate students
Paver, Rachel Rachele.paver@nwu.ac.za	NWU	
Reddy, Poovendhree poovieR@dut.ac.za	DUT	Preparing first year students for higher education: the bootcamp model
Roussouw, Natalie, Schoeman, Monique & Shuping, Chwaro Rossouw@ufs.ac.za Dutoitm2@ufa.ac.za ShupingCN@ufs.ac.za	UFS	Making sense of wonderland: first years' experience of university
Sauti, Gloria sautig@unisa.ac.za,	UNISA	The Power of Reading: 8 Steps - L R R R U W to create a culture of reading within South African families, while encouraging teachers to prepare students before, and during, the first year of university.
Setilo, Tshagofatso SetiloT@ufs.ac.za	UFS	The first step towards gaining access to higher education: University Preparation Programme first year initiatives.
Silinda, Fortunate & Dumont, Kitty silinfT@unisa.ac.za dumonkb@ unisa.ac.za	UNISA	An exploration of the consequences of students' identification with their university
Sithole, Nkosinathi & Banoobhai, Mumthaz SitholeN@tut.ac.za banoobhai@tut.ac.za	TUT	First year expectations at Tshwane University of Technology" A qualitative study
Sithole, Nkosinathi	TUT	Social and academic integration of first year undergraduate students: a multiple case study.
Smith, Sonette & de Villiers, Charl sonnette.smith@up.ac.za charl.devilliers@aut.ac.nz	UP	Voices of First Year Accounting Students: Learning in a Second Language
Soundy, Patricia Nthabiseng, Mphahlele Lydia Kgomotso & Maile, Simeon Soundypn@tut.ac.za; Mphahlelelk@tut.ac.za and Mailles@tut.ac.za	TUT	Transition from high school to university: Challenges faced by first-year B. Ed students at a university of Technology.
Stokes, Suzanne Maryanne sstokes@uj.ac.za	UJ	A "Think, pair share", approach towards student preparedness and coping with their first year at university
Stokes Suzanne Maryanne sstokes@uj.ac.za	UJ	Kgati and online self-help resources: a FY digital initiative
Strydom, Louise strydoml@ufs.ac.za	UFS	Using peer educators in the First Year Seminar at the university of the Freestate



Van Heerden, Chrisna blaauwc@ufs.ac.za	UFS	UFS 101: Contributing to FYE initiatives in a South African University
Venter, Louwtjie, Nagel, Lynette louwtjie.venter@up.ac.za, lynette.nagel@up.ac.za,	UP	Going full-circle with first-year success: from non-academic issues to learning and back.
Wilson-Strydom, Merridy wilsonstrydommg@ufs.ac.za	UFS	'Dreaming with your eyes open' – aspirations and the journey from educational change to educational transition
Wolfensberger, Celeste & Ramaahlo, Maria celestew@uj.ac.za mariar@uj.ac.za	UJ	"But if he can't hear, and he can hardly speak... what is he doing at University?" Lessons learnt around supporting a first year student with profound hearing loss
Young, Kelly & Sefora, Sharonrose. eyoungka@unisa.ac.za sefors@unisa.ac.za	UNISA	Revising the ALDAT
Zindela, Nomsa zindenc@unisa.ac.za	UNISA	'Professor, I want help. Please reply ASAP': An analysis of politeness and face-saving strategies in email messages between students and their lecturers.
Zuma, Nonhlanhla, Popoola, Tosin and Mohlakoana, Promise Nonhlanhlaaz2@dut.ac.za tosinp@dut.ac.za Promise@dut.ac.za	DUT	Incorporating peer assessment in the development of academic writing: The experience of first year students in a University of Technology



