




**SOUTH AFRICAN
NATIONAL RESOURCE CENTRE**
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

SANRC FYE

CONFERENCE PROGRAMME 2017

MESSAGE FROM DIRECTOR:

SANRC

Colleagues,

It is my pleasure to welcome you to the third annual SANRC FYE Conference 2017. This year's conference is the biggest the SANRC has had to date, which serves as a testament to the rapid growth and development of the now 'not so new' Centre (established in 2015) and in turn, the support and trust that our friends and colleagues of the Centre, have given us in order to make this event happen. Your presence at this Conference has contributed to our ideal to strengthen the FYE community in South Africa and we look forward to your continued interest and support of the SANRC.

The Conference has been designed to serve as a central meeting point for all FYE scholars and practitioners in South Africa. Many distinguished scholars, practitioners and education professionals will take part in this Conference, and we encourage you to take full advantage of the networking opportunity. We have a full programme this year. We have made use of a number of paper formats to ensure that there is a suitable fit for all the different kinds of work in which participants are involved: full-length academic papers, practitioner-based reflective work, research done by students and work that is still in progress.

The programme also features keynote addresses from three dynamic and interesting speakers, Dr Birgit Schreiber (University of Stellenbosch), Dr Tia Brown McNair (Association of American Colleges and Universities) and Prof Ian Scott (University of Cape Town).

We will be hosting a national Orientation Summit on the last day of the Conference, i.e. 26 May 2017. Orientation coordinators from South Africa's universities will come together to discuss best practice for orientation programmes. This may well be the first time that such a large national gathering for orientation coordinators has been held and we would like to extend a warm welcome to all our Orientation Summit participants.

To the extent that funding is available, this conference also looks to involve as many of our international colleagues as possible. The Global FYE Perspective session is now a standing session at this Conference such that our conference delegates are always assured of international inputs. Many of you are aware that the SANRC has a three year partnership with the National Resource Center for the First-Year Experience (NRC) at the University of South Carolina in the United States. Our colleagues in the US extend this warm greeting to you: *"Greetings from the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, United States (www.sc.edu/fye), and welcome to the 2017 SANRC FYE Conference. We are so pleased to be affiliated with our "sister" centre, as they provide leadership and support for a community of educators dedicated to the advancement, transition, and success of postsecondary students in South Africa and internationally. We wish you a fulfilling conference experience that provides you access to research, best practices, and professional*

networks that serve as important resources to you during and beyond your time here at the event".

I encourage your fullest engagement in the conference and I trust you will take advantage of all that is offered at our collective gathering in the exciting city of Johannesburg in May 2017. These three days will fly by, so do plan ahead and map out your strategy to make the most of your time at the Conference.

Enjoy the SANRC FYE Conference experience,

All the best

Annsilla Nyar



MESSAGE FROM DIRECTOR:

ACADEMIC DEVELOPMENT CENTRE (ADC) AT UNIVERSITY OF JOHANNESBURG



Over the past 12 months we have faced turbulent times in higher education in South Africa and this turbulence has contributed to both the urgency and importance of the discussions at this year's SANRC FYE conference. There is an acute need for this 3rd annual FYE conference to contribute to the national debates and make constructive suggestions for possible solutions to some of the important challenges being faced in South African Higher Education today.

In light of the above it is encouraging to see the large participation from across the country at this year's conference as well as the maturing and deepening of the contributions available in the various sessions. It is also a privilege to welcome the largest number of non-South African attendees in the SANRC FYE conference's history to the 2017 conference. We look forward to your contributions and to engaging in discussion with you about topics of mutual concern. We hope you find your time in South Africa interesting and enjoyable.

The SANRC is also taking up its leadership role during this conference by hosting a national Orientation summit during the conference. During this closed event representatives from across South Africa will discuss orientation practices and come up with a national position paper on orientation.

I hope that the 2017 SANRC FYE conference is a stimulating and edifying experience for all of you.

Regards

Andre van Zyl

LOCAL SANRC ORGANISING COMMITTEE

Should you need assistance of any kind, please look out for our SANRC student conference assistants, who will be wearing silver sashes for easy identification. Our student assistants will be only too pleased to assist you.

A registration desk will be in the foyer of the hotel and delegates are welcome to collect their registration tag and conference bag from 07:30 on 24 May 2017. The registration desk will also serve as the Help Desk for the duration of the conference.

Wifi is available to all delegates at no extra cost and the password will be made available to you in the conference venue.

A business centre is located in the hotel for delegates own account.

Please do remember to complete your SANRC FYE Conference evaluation which will be sent to you via email. The link will also be available on the SANRC website after the conference (<http://www.sanrc.co.za>).



Dr Annsilla Nyar



Ms Lebo Mosebua



Ms Celine Meyers

KEYNOTE SPEAKERS



Dr Birgit Schreiber

Dr Birgit Schreiber (PhD) is the senior director Student Affairs, University of Stellenbosch, South Africa. She has worked in Higher Education for the past 20 years and has gathered experienced in South Africa and abroad. She has published widely and has presented research papers and key notes. She was a visiting scholar at various universities, including the University of California, Berkeley and has been a member and on the National Executive of various national and international professional organisations including SAFSAS and IASAS and she is on the International Advisory Board of NASPA. She is on the editorial board of a number

of Journals and on the executive of the Journal for Student Affairs in Africa and is the course co-convenor for the Post Graduate Diploma in Higher Education Management at the US Business School. Birgit lives with her children and husband in Cape Town, South Africa.



Dr Tia Brown McNair

Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success at Association of American Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact educational practices, and student success, including AAC&U's Network for Academic Renewal series of yearly working conferences. McNair also directs AAC&U's Summer Institute on High-Impact Educational Practices and Student Success.

McNair serves as the project director for several AAC&U LEAP initiatives, "Advancing Roadmaps for

Community College Leadership to Improve Student Learning and Success," "Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success," "Advancing Underserved Student Success through Faculty Intentionality in Problem-Centered Learning" and a newly-funded effort "Purposeful Pathways: Faculty Planning and Curricular Coherence." McNair chaired AAC&U's Equity Working Group that was part of the General Education Maps and Markers (GEMs) project that represented a large-scale, systematic effort to provide "design principles" for 21st-century learning and long-term student success. She is the lead author of the book *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (July 2016). McNair is a co-author on the publication *Assessing Underserved Students' Engagement in High-Impact Practices*.

Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN) in Washington, DC. McNair's previous experience also includes serving as a Social Scientist/Assistant Program Director in the Directorate for Education and Human Resources at the National Science Foundation (NSF), Director of University Relations at the University of Charleston in Charleston, West Virginia; the Statewide Coordinator for the Educational Talent Search Project at the West Virginia Higher Education Policy Commission; and the Interim Associate Director of Admissions and Recruitment Services at West Virginia State University. She has served as an adjunct faculty member at several institutions where she taught first-year English courses. McNair earned her bachelor's degree in political science and English at James Madison University and holds an M.A. in English from Radford University and a doctorate in higher education administration from George Washington University.



Prof Ian Scott

Ian Scott is professor emeritus in the Centre for Higher Education Development at the University of Cape Town, having been director of Academic Development for many years. He has served on task teams and undertaken research for various policy bodies, including the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the World Bank, and led the research and report-writing for the CHE's investigation into undergraduate curriculum reform, published in 2013. He has also served on the DHET's Foundation Provision Reference Group, which advises the Minister on policy and funding for Extended Curriculum Programmes, since its inception. His main research interests are in higher education policy related to teaching and learning, comparative models for widening successful participation in higher education, and curriculum development.

PRE-CONFERENCE WORKSHOPS



Dr Andre Van Zyl

Using easily available institutional and national data to improve and support student success efforts

Most South African institutions have a myriad of institutional data available on their systems. In many instances this data lies dormant or is only used by specialised or technically trained staff for mainly reporting purposes. The purpose of the workshop is to discuss the use of easily available data to support and improve efforts at improving student success.

This will include:

- The importance of data to motivate for student success efforts
- The importance of data to monitor and evaluate student success efforts
- A survey of institutional data that is often readily available
- An overview of available national student success related data
- Legal requirements and ethical considerations
- Institutional examples of how such data have been used to improve student success
- Practical examples of how data have been used

The workshop will have some expert inputs and participants will then have an opportunity to think about and plan for their own contexts.

André van Zyl has a Masters Degree in Strategic management and a PhD in Higher Education. His main research focus is in the area of student success with specific focus on first year students. He has spoken at various national and international conferences. André was responsible for initiating the First Year Experience initiative at UJ and he has spearheaded the setting up a National Resource Centre for the FYE in South Africa. The SANRC is now fully functional and housed on the APB campuses of the UJ. He has been working at UJ since 2004 and has worked as a Learning Development facilitator, FYE coordinator and since late 2012 as the Director of the Academic Development Centre at UJ.



Dr Birgit Schreiber

How to Write and Publish in the Field of FYE: publish or perish – research and relish!

This workshop focusses on making research part of everyday working life. Participants will be able to get a sense of how to embed research practices into the work in Higher Education, link to current theory and practices and translate research into publishing. In addition, the focus is on improving practices via ongoing research and evidence based feedback.

The workshop will review practices that underpin and lead to good research projects. We will review the systemic and departmental, work and collegial conditions that correlate to good research practices and provide workable examples of good practices to increase

research and publication outputs. We will examine challenges and barriers and how to work within these realities and how to address and change these.

Participants will be asked to bring scenarios of their own to work on and improve the research component of that scenario, project and programme. Each participant will have opportunity to improve their planned or current research project. We will focus on advancing each participant's project: supporting research and translating to publication.

We will also have the opportunity to advance publishing practices by providing participants with guidelines on how to publish their research findings, by identifying relevant journals and writing to journal guidelines. The discussion focusses on how publishing advances the field and work in Higher Education and what other avenues for sharing are available and useful.

The workshop provides opportunity to also examine the world of research and publishing with a critical lens and we will review the current debates and pressures to research and publish – some which advance our field significantly, and some which stifle our work.

Participants will gain a good sense of how to integrate research practices and how to create opportunities that advance the work student success in Higher Education.



Prof Alan Amory

Experience from the Siyaphumelela project supporting student success

This workshop explores interventions undertaken by three of Siyaphumelela partner institutions that are having a positive impact on student success. After a brief introduction into each intervention participants will discuss with the institutional experts how they might make use of such approaches to support the work done on their own campuses. The Road to Success Programme (RSP), a success-orientated student support initiative for all undergraduate students in the Faculty of Commerce, Law, and Management (CLM) at the University of the Witwatersrand, was born from the need for a holistic approach to student support that supplements and complements the undergraduate



academic programme. A critical component of the RSP is their approach to Success Tutoring, which emphasises and capitalises on the importance of the student experience and voice. Subsequently, the RSP has identified particular characteristics and attributes Success Tutors should possess, which will be explored in this part of the workshop. The Residence Educational Programme (REP) of the Durban University of Technology is a student support and development initiative that seeks to provide ongoing support and development to students who stay in university-owned and leased residences. The programme forms part of a bigger set of co-curricular activities initiated by the Housing Department under the broad title of REZLIFE. The project deals with discipline-specific content through tutorials and psycho-social and personal problems through advising and referral to the various university Student Services. This part of the workshop highlights what was learnt over the past five years and how the various components contribute support student success. Implementation, impact, learnings and challenges of a first year module to provide academic support for student development at the University of the Free State is presented. The exploration of the evidence collected over the past five years provides a way to evaluate and support the development of student success intervention.



Alan Amory is currently a senior programme specialist at the South African Institute for Distance Education (Saide), and is a visiting professor at the University of the Witwatersrand in Johannesburg. He joined the Centre for Academic Technologies at the University of Johannesburg in 2012 after working in the Faculty of Education from November 2007. Previously, he worked in the Biology Department of the University of Natal for 15 years before being employed as the Director of the Centre for Information Technology in Higher Education at the University of KwaZulu-Natal (UKZN). He is the principal author of the Open Learning System (OLS) developed by UKZN, which obtained the Technology Top 100 Qualifier Award in 2005. He also received the prestigious Innovation Fund Award of the South African government to investigate the use of computer video games in learning, which was recognised as pioneering work in the field. More recently, he received funding from the Department of Arts and Culture to investigate the relationship between education, computer video games and gender. He is the author of 32 peer-reviewed articles, 25 peer-reviewed conference proceedings and 106 conference presentations. In addition, he has supervised 22 postgraduates, five of whom obtained PhD degrees.

GLOBAL FYE PERSPECTIVES SESSION



Dr Betty Overton-Adkins and a student team from the University of Michigan

A U.S.-Based Perspective on the First-Year Experience: Campus Models Supporting Community Building, Diversity, and Academic Success

The first-year experience and its by-products, retention and graduation, grew in importance in the United States as a result of heightened attention to issues of academic performance, educational outcomes, and return on

federal investments in education. Additionally, with the country's changing demographics and the imperative to expand educational access, colleges and universities increased their efforts to achieve greater diversity and the means of developing and retaining a more inclusive student body. Institutions gradually came to understand that if they were to impact these areas, they needed to take strategic actions early in the college life of their students. As a result, over the last thirty years, First-Year Experience Programs (FYE) and learning communities have become two of the most commonly offered high-impact practices on U.S. campuses. These practices focus on helping students make connections to faculty and other students, improving academic performance, and increasing persistence and graduation. The University of Michigan formally established its program in 2014 with a goal of "providing coherence to the many educational offerings that entering undergraduates encounter, while aligning the work of the many units across the University that are endeavouring to help them transition to Michigan."

In this session, teams of graduate students from the University of Michigan's Center for the Study of Higher and Postsecondary Education share their research on the intersecting program goals and components that contribute to First-Year Experience Programs in the U.S., and specific program elements at the University of Michigan and other research institutions. Acknowledging Gardner and Koch's definition of the first-year experience as not a single program or initiative but rather an intentional combination of academic and co-curricular efforts (2006:200) the presentation examines First-Year Experience Program components that: 1) create a sense of belonging and community, 2) engage bridge and transition programming, and 3) utilize living-learning

residential models. Using program models from the University of Michigan and other institutions, the student teams explore how these components are incorporated into FYE and how they address issues of diversity, retention, and academic success. The sessions raise questions that illuminate Gardner and Koch's concerns about the valuing and use of FYE programs.

The session includes panel presentations and interactive group discussions to engage the audience in considering the effectiveness of program models and outcomes.

Dr. Betty Overton-Adkins is Clinical Professor of Higher Education in the Center for the Study of Higher and Postsecondary Education (CSHPE) at the University of Michigan. She also serves as Director of the National Forum on Higher Education for the Public Good, an applied research center focusing on the scholarship about ad service to the public good roles of higher education.

Prior to joining the University of Michigan, Overton served in a variety of higher education positions, including provost at Spring Arbor University, graduate dean at the University of Arkansas at Little Rock, associate dean and faculty at Fisk University, faculty at Nashville State Technical Institute and at Tennessee State University. In addition to her campus experience, she served ten years as the director of higher education programs at the W.K. Kellogg Foundation, overseeing major initiatives on minority serving institutions, institutional transformation, community colleges and

other projects. She was a partner in the Foundation's ENLACE Initiative.

Her research and consultation involvements focus on strategic planning and institutional development and issues of access and diversity. She serves as a consultant evaluator for the Higher Learning Commission of the North Central Accrediting Association and has served as a consultant to several foundations.

Dr. Overton-Adkins earned bachelor and master's degrees from Tennessee State University and a Ph.D. from George Peabody College at Vanderbilt University. She has pursued sabbatical visiting professor at Harvard University and completed the Harvard Institute for Education Management (IEM). Awarded leadership fellowships by both the American Council on Education and the W.K. Kellogg Foundation, she has been recognized at both the institutional and national levels for her leadership work on behalf of higher education.

ORIENTATION SUMMIT

Toward a National Orientation Campaign

The Orientation Summit brings together orientation coordinators from South Africa's universities to discuss orientation as a key component of the FYE. This Summit is part of the SANRC's work toward a national campaign to promote orientation to students and their families as well as to generally improve the theory and practice of orientation programmes at South Africa's universities.

The Summit is a closed session for those involved in orientation activities. The co-facilitators of the Summit are Dr Danny Fontaine, Director of the First-Year Experience Project at the University of Cape Town and Mrs Soraya Motsabi, former FYE coordinator at the University of Johannesburg.



Dr Danny Fontaine

Dr Danny Fontaine is the Director of the First Year Experience Project at the University of Cape Town (UCT). As Director, she is responsible for providing strategic direction and oversight to the university's programming – both centralized and faculty-specific – for first year students. Prior to her current position, she was the Assistant Director for the Centre for Teaching and Scholarly Excellence at Suffolk University in Boston. Danny completed her Bachelor of Science, Honours, and Masters degrees in Environmental and Geographical Science at UCT; she completed her Ph.D. in Urban Geography at Clark University in Worcester, MA.



Mrs Soraya Motsabi

Mrs Soraya Motsabi is a former first year experience coordinator at the University of Johannesburg. Soraya began her career as a teacher at a high school in Katlehong. She then joined Vista University as a Senior Student Counsellor in 1990.

She joined the University of Johannesburg as an academic development facilitator and later became the Senior Coordinator for Learning Development. Due to her interest in student matters, she was appointed the Coordinator for the First year Experience (FYE) the position she held till her retirement.

Soraya is a Counselling Psychologist and also holds a Master's degree in Educational management. Both degrees were received from RAU. She is an involved member of the community and loves working with young people. Presently she is enrolled for her PhD.



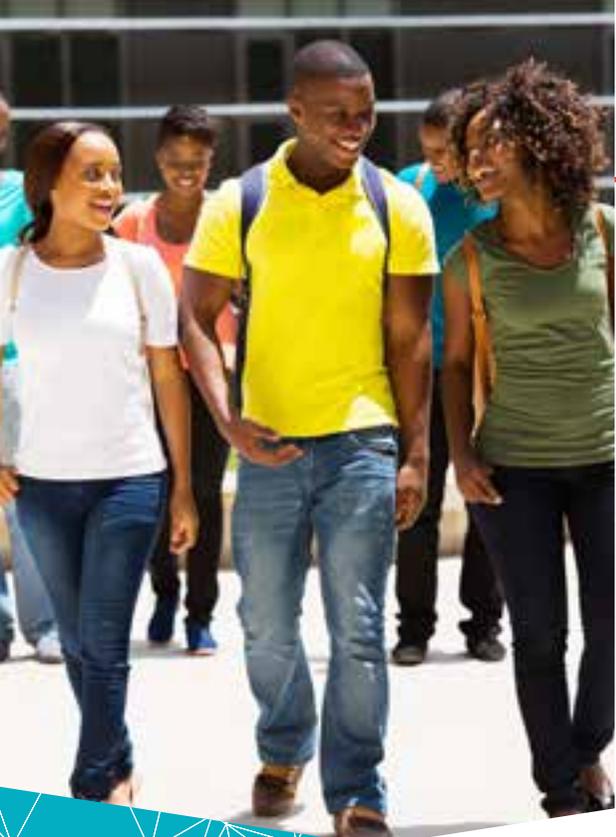
NOTES





NOTES





SOUTHERN SUN O.R. TAMBO INTERNATIONAL AIRPORT HOTEL

| | | | | |
|---------------|--|--|---|---|
| 07:30 - 08:30 | Registration | | | |
| 08:30 - 09:00 | Tea & Coffee | | | |
| 09:00 - 09:15 | Opening/Welcome Ilanga Conference Room | | | |
| | Dr Annsilla Nyar, Director: South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) | | | |
| | Dr Andre van Zyl, Director: Academic Development Centre (ADC) at University of Johannesburg (UJ) | | | |
| 09:15 - 10:00 | Keynote Address Ilanga Conference Room Dr Birgit Schreiber, Senior Director: Student Affairs, Stellenbosch University | | | |
| 10:00 - 10:15 | Tea & Coffee | | | |
| 10:15 - 12:15 | PRE-CONFERENCE WORKSHOPS | | | |
| | Ilanga Conference Room Dr Andre van Zyl <i>Using easily available institutional and national data to improve and support student success efforts</i> | Khanya Conference Room 1 Dr Birgit Schreiber <i>How to Write and Publish in the Field of FYE: publish or perish or research and relish!</i> | Khanya Conference Room 2 Prof Alan Amory <i>Experience from the Siyaphumelela project supporting student success</i> | |
| 12:15 - 12:45 | Group photo Please assemble in the foyer under the direction of Mr Kevin Reddell | | | |
| 12:45 - 14:00 | LUNCH | | | |
| | SESSION 1 | | | |
| 14:00 - 14:30 | Ilanga Conference Room Dr Nosisana Mkonto; CPUT <i>Students' disengagement: Retention officers' experiences</i> | Khanya Conference Room 1 Ms Tatiana Sosznianin; UP <i>Students' perceptions of interventions by student advisors in a science faculty in semester one of 2016</i> | Khanya Conference Room 2 Ms Joni Van Heerden; UFH <i>Developing academic literacies in first year commerce students: A case study</i> | Khanya Conference Room 3 Dr Elizabeth Ndofirepi; WITS <i>Undergraduate students negotiating campus social space: Contested spaces for collaboration and/or 'unspoken message of silence and disconnectedness'</i> |
| | SESSION 2 | | | |
| 14:30 - 15:00 | Ilanga Conference Room Dr Nelia Frade; UJ <i>FYE and orientation programmes: Providing opportunities for peer leadership experiences that enhance holistic student development</i> | Khanya Conference Room 1 Ms Thaurie Govender and Ms Dine du Preez; NWU <i>Innovative hub empowers first year students at North-West University: Vaal Triangle Campus</i> | Khanya Conference Room 2 Dr Constance Khupe; WITS <i>What does FYE look like for students from Q1, Q2 and Rural schools?</i> | Khanya Conference Room 3 Mrs Amanda Morris; CPUT <i>The affordances of using interactive multimodal classroom resources: Increasing student engagement</i> |
| 15:00 - 15:15 | Tea & Coffee | | | |
| 15:15 - 17:15 | Workshop: Ilanga Conference Room Ms Erika Hanson; UNIVERSITY OF NORTH CAROLINA WILMINGTON <i>Small steps, big outcomes: Freshman seminar strategies to address employability</i> | | | |



SANRC FYE CONFERENCE 2017

THE FIRST-YEAR EXPERIENCE WITHOUT BORDERS:
IMAGINING A VISION OF STUDENT SUCCESS IN THE 21ST CENTURY THROUGH THE FYE



WEDNESDAY 24 MAY 2017 (CONTINUED)

| SESSION 3 | | | | |
|---------------|---|--|---|---|
| 15:15 - 15:45 | Ilanga Conference Room is in use for the workshop led by Ms Erika Hanson from 15:15 - 17:15 | Khanya Conference Room 1 Ms Refilwe Matsie and Mr Thamsanqa Ndlovu; NWU <i>The power of technology: Empowering or disempowering students?</i> | Khanya Conference Room 2 Ms Anneri Meintjies and Ms Rentia Engelbrecht; UFS <i>Teaching the 21st century student: promoting student success with e-assessment</i> | Khanya Conference Room 3 Prof Livingstone Makondo; DUT <i>First-year student experience implementation at a university of technology: A critique</i> |
| SESSION 4 | | | | |
| 15:45 - 16:15 | Ilanga Conference Room is in use for the workshop led by Ms Erika Hanson from 15:15 - 17:15 | Khanya Conference Room 1 Mrs Anita Campbell; UCT <i>Improving teaching through a first-year mathematics resource collection</i> | Khanya Conference Room 2 Ms Fathima Haffajee and Ms Thobeka Shoji; DUT <i>The first year experience without borders: Male students' attitudes and perception towards contraception at the Durban University of Technology</i> | Khanya Conference Room 3 |
| SESSION 5 | | | | |
| 16:15 - 16:45 | Ilanga Conference Room is in use for the workshop led by Ms Erika Hanson from 15:15 - 17:15 | Khanya Conference Room 1 Ms Ester van Wyk; UJ <i>Helping Academically at risk students succeed: A pilot study on the extended degree students in the Faculty of Humanities at the University of Johannesburg</i> | Khanya Conference Room 2 Ms Tabile Loqo; WSU <i>A Case Study of the WSU journey to transforming foundation provision programmes for academic success</i> | Khanya Conference Room 3 Dr Antonia Makina and Ms Innocent Mabheka; UNISA <i>The development of a conceptual framework for creating a stable "whole student" in the first year university: Transcending from matric to tertiary level</i> |
| 16:45 | END OF SESSIONS/CLOSE | | | |
| 18:00 - 20:00 | Welcome Event in hotel foyer (All welcome) | | | |

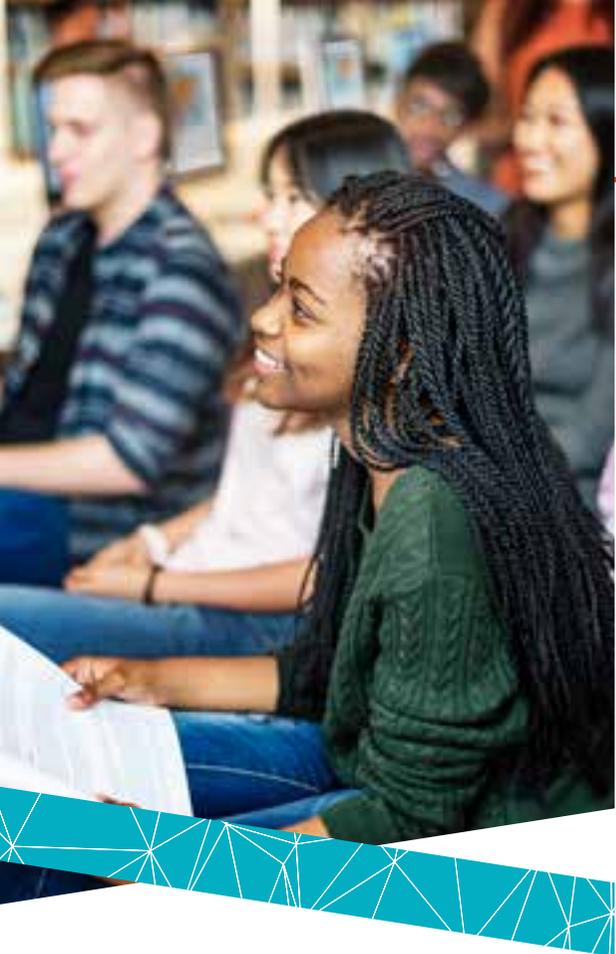
SANRC FYE CONFERENCE 2017

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THURSDAY 25 MAY 2017

| SOUTHERN SUN O.R. TAMBO INTERNATIONAL AIRPORT HOTEL | |
|---|--|
| 07:30 - 08:30 | Registration |
| 08:30 - 09:00 | Tea & Coffee |
| 09:00 - 10:00 | Keynote Address Ilanga Conference Room Dr Tia Brown McNair, Vice President, Office of Diversity Equity and Student Success at Association of American Colleges and Universities (AAC&U) |
| 10:00 - 10:15 | Tea & Coffee |



THURSDAY 25 MAY 2017 (CONTINUED)

| | | | | |
|------------------|--|--|---|---|
| 10:15 - 12:15 | Ilanga Conference Room Global FYE Perspectives Workshop Center for the Study of Higher and Postsecondary Education (CESP), University of Michigan student delegation, led by Prof Betty Overton Respondent: Dr Tia Brown McNair | | | |
| SESSION 6 | | | | |
| 12:15 - 12:45 | Ilanga Conference Room Prof Alban Burke and Ms Leila Gafoor; UJ <i>eHelp: Student Counselling in the digital age</i> | Khanya Conference Room 2 Mr Sarel Viljoen; UWC <i>Implementing a semi-automated attendance system to monitor first year student attendance: a pilot study</i> | Khanya Conference Room 3 Dr Anna Viljoen; CPUT <i>Mastering more efficient typing methods for first year students</i> | 7th floor Training Room Ms Raazia Moosa; WITS <i>Classroom surveys on engagement: A method to enhance student success</i> |
| 12:45 - 14:00 | LUNCH | | | |
| SESSION 7 | | | | |
| 14:00 - 14:30 | Ilanga Conference Room closed | Khanya Conference Room 2 Mrs Saloshana Naidoo and Prof Carina de Villiers; UP <i>Exploring the undergraduate information technology experience of an extended degree programme</i> | Khanya Conference Room 3 Ms Shereen Knipp; NMMU <i>The academic and social integration of first-year students into Higher Education: A systematic review</i> | 7th floor Training Room Ms Siyanda Nhlabathi, Ms Noluthando Mayaphi and Ms Zoliswa Mafanya; UFH <i>Conceptualising a first-year experience for the University of Fort Hare</i> |
| SESSION 8 | | | | |
| 14:30 - 15:00 | Ilanga Conference Room closed | Khanya Conference Room 2 Mr Emmanuel Esambe, Dr Subethra Pather and Dr Nosisana Mkonto; CPUT, UWC and CPUT respectively <i>First-year student support: a diffractive reading of Lizzio's five senses of success through the political ethics of care</i> | Khanya Conference Room 3 Mr Matthew Connie Little; UNIVERSITY OF NORTH ALABAMA <i>Rising from the ashes: Re-introducing first-year experience when previous efforts have failed</i> | 7th floor Training Room Mr Sizwe Dlalisa; DUT <i>Co-operative learning as an approach to improving 21st century skills in first year learners at a University of Technology</i> |
| 15:00 - 15:15 | Tea and Coffee | | | |
| SESSION 9 | | | | |
| 15:15 - 15:45 | Ilanga Conference Room closed | Khanya Conference Room 2 Ms Hanneli Du Plessis & Ms Henda Oosthuizen; UJ <i>Biographical profiling of the 2011 National Diploma in Analytical Chemistry (4 years) cohort</i> | Khanya Conference Room 3 Mrs Ester Van Wyk and Prof Marita Pietersen; UJ <i>An analysis of the reasons contributing to academic exclusion: A comparative case study between the Faculty of Economic and Financial Sciences and Humanities at the University of Johannesburg</i> | 7th floor Training Room |



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THURSDAY 25 MAY 2017 (CONTINUED)

| SESSION 10 | | | | |
|---------------|---|---|--|---|
| 15:45 - 16:15 | Ilanga Conference Room closed | Khanya Conference Room 2 Dr Subethra Pather; UWC and Dr Nosisana Mkonto, CPU <i>Interrogating first-year students learning styles through written reflections</i> | Khanya Conference Room 3 Ms Hazel Mtshontshi; VUT <i>Re-imagining the enhancement of First-year students in Engineering Faculty at a UOT</i> | 7th floor Training Room Mr Munienge Mbodila; UNIVEN <i>Towards the implementation of authentic assessment to enhance first-year learning experience: A case study</i> |
| SESSION 11 | | | | |
| 16:15 - 16:45 | Ilanga Conference Room closed | Khanya Conference Room 2 Mr Ronald Arendse and Mr Gakeem Johaardien; UWC <i>Developing an authentic approach to learning in a first-year accounting module</i> | Khanya Conference Room 3 Prof Lorraine Greyling and Prof Marita Pietersen; UJ <i>To NBT or not to NBT</i> | 7th floor Training Room Ms Mbili Zintle; MUT <i>Decolonising the metamorphosis of an MUT student</i> |
| 16:45 | END OF SESSIONS/CLOSE | | | |
| 18:30 - 22:00 | Gala Dinner Event (Elegant Black & White Theme), Ilanga Conference Room | | | |

FRIDAY 26 MAY 2017

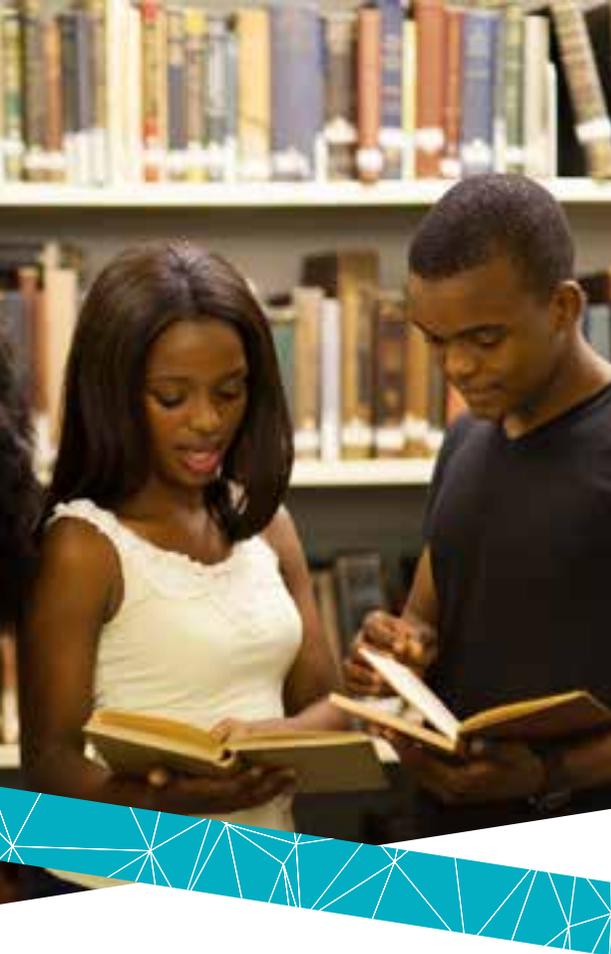
| SOUTHERN SUN O.R. TAMBO INTERNATIONAL AIRPORT HOTEL | |
|---|---|
| 07:30 - 08:30 | Registration |
| 08:30 - 09:00 | Tea & Coffee |
| 09:00 - 10:00 | Keynote Address Ilanga Conference Room Prof Ian Scott, Emeritus Professor in Higher Education Development at University of Cape Town (UCT) |
| 10:00 - 10:15 | Tea and Coffee |
| 10:15 - 13:00 | Orientation Summit Ilanga Conference Room (THIS IS A CLOSED SESSION) Led by Dr Danny Fontaine, Director: First-Year Experience Project at University of Cape Town and Ms Soraya Motsabi, former FYE coordinator at University of Johannesburg |
| SESSION 12 | |
| 10:15 - 12:15 | Khanya Conference Room 1 Workshop: Ms Erika Hanson; UNIVERSITY OF NORTH CAROLINA WILMINGTON <i>Remix: Changing how we think of First-Year Seminar</i> |



SANRC FYE CONFERENCE 2017

THE FIRST-YEAR EXPERIENCE WITHOUT BORDERS:

IMAGINING A VISION OF STUDENT SUCCESS IN THE 21ST CENTURY THROUGH THE FYE



FRIDAY 26 MAY 2017 (CONTINUED)

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| 10:15 - 10:45 | Ilanga Conference Room is in use for the Orientation Summit led by Dr Danny Fontaine and Ms Soraya Motsabi (this is a closed session) from 10:15-13:00 | Khanya Conference Room 1 is in use for the workshop by Ms Erika Hanson from 10:15-12:15 | Khanya Conference Room 2 Mrs Penny Gill; CPUT <i>From health professional to film producer in one easy workshop: Creating Digital Stories</i> | Khanya Conference Room 3 Ms Erika Hanson and Ms Gina Garera; UNIVERSITY OF NORTH CAROLINA WILMINGTON <i>Dubquest: Engaging the Campus through Common Reading</i> |
| SESSION 13 | | | | |
| 10:45-11:15 | Ilanga Conference Room is in use for the Orientation Summit led by Dr Danny Fontaine and Ms Soraya Motsabi (this is a closed session) from 10:15-13:00 | Khanya Conference Room 1 is in use for the workshop by Ms Erika Hanson from 10:15-12:15 | Khanya Conference Room 2 Dr Uofoma Apokjivi; WITS <i>Rethinking large class teaching and learning practices in higher education</i> | Khanya Conference Room 3 Dr Claire Blackman; UCT <i>Modelling learning, unlearning and relearning in large classes</i> |
| SESSION 14 | | | | |
| 11:15 - 11:45 | Ilanga Conference Room is in use for the Orientation Summit led by Dr Danny Fontaine and Ms Soraya Motsabi (this is a closed session) from 10:15-13:00 | Khanya Conference Room 1 is in use for the workshop by Ms Erika Hanson from 10:15-12:15 | Khanya Conference Room 2 Ms Zitsile Khumalo and Ms Nomasomi Morule; NWU <i>A Mosaic Pattern of Cultures: Building a Community of Practice for International Students</i> | |
| SESSION 15 | | | | |
| 11:45 - 12:15 | Ilanga Conference Room is in use for the Orientation Summit led by Dr Danny Fontaine and Ms Soraya Motsabi (this is a closed session) from 10:15-13:00 | Khanya Conference Room 1 is in use for the workshop by Ms Erika Hanson from 10:15-12:15 | Khanya Conference Room 2 Ms Anusha Govender; DUT <i>Empowering the first-year university student for success with personal development and technology</i> | |
| SESSION 16 | | | | |
| 12:15 - 12:45 | Ilanga Conference Room is in use for the Orientation Summit led by Dr Danny Fontaine and Ms Soraya Motsabi (this is a closed session) from 10:15-13:00 | Khanya Conference Room 1 Ms Esther Mphanda; UP <i>How is my mentee doing? Evaluating student outcomes in a peer mentorship programme</i> | Khanya Conference Room 2 Ms Gina Garera; UNIVERSITY OF NORTH CAROLINA WILMINGTON <i>Global Connections through First-Year Seminar</i> | |
| LUNCH - See you in 2018 | | | | |

SOUTH AFRICAN NATIONAL RESOURCE CENTRE
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

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