



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

4TH ANNUAL SANRC FYE CONFERENCE PROGRAMME

23-25 MAY 2018

Garden Court Marine Parade, Durban

*Toward the pursuit of excellence in national support to South Africa's
first-year students: critically examining all aspects of the FYE*



MESSAGE FROM DIRECTOR:

South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC)

Dear colleagues

I am excited to welcome you all, SANRC FYE Conference delegates, in 2018 to the annual SANRC FYE Conference. It is encouraging to see how this young conference has grown within the space of a few short years. It has quickly become a platform for knowledge-sharing as well as an important space where FYE scholars and practitioners can share experiences, concerns and challenges with regard to supporting student learning and success in the first year of study. I trust that you will make the most of this opportunity to connect with our colleagues and become part of South Africa's thriving FYE community. Toward this end we are continuously striving to provide a welcoming and supportive environment for our delegates. This platform is yours and I encourage you to use it to your fullest advantage.

There is much to celebrate in 2018. The conference programme shows the depth and breadth of the national FYE conversation as it is happening now. It is now also possible to see that a national pool of literature, and one which can be said to be uniquely South African, is gradually beginning to emerge. Many promising young voices have also joined the national FYE space, and are looking to be heard. You will have the opportunity to meet with many of the province's students at the conference.

The SANRC has chosen to host the conference this time in the beautiful coastal city of Durban in the province of KwaZulu-Natal (KZN). By doing so, we have allowed institutions of higher education in this region the opportunity of collaborating with the conference as well as showcasing the sterling work that they are doing with their respective First-Year Experience (FYE) programmes. You will notice the conference merchandise generously contributed by Mangosuthu University of Technology (MUT) as well as the voices of students belonging to MUT and Durban University of Technology (DUT) as featured in the innovative new session 'Student Led Coffee Conversations'. Our FYE colleagues in KZN are flying the FYE flag high.

Enjoy the magical surroundings of sea and sand as we embark on another set of sustained FYE conversations over the next 3 days. I wish you a wonderful conference experience.

All the best

Dr Annsilla Nyar

Director: SANRC



MESSAGE FROM DIRECTOR:

ACADEMIC DEVELOPMENT CENTRE (ADC) at UNIVERSITY OF JOHANNESBURG (UJ)

Dear colleagues

It is May again and this is now fast becoming the month of focusing on first year student success and the SANRC conference. South African Higher Education continues to be a fascinating space to work in and the issue of first year transitions remains high on the national agenda. The 2018 FYE conference promises to once again be an opportunity to discuss a variety of interesting themes that relate to first year student integration and success. Importantly, you will also see the prominent role being played by students in assisting us to understand their experiences and to ensure that we all remember the First Year Experience is in essence an experience being had by a student who is entering his/her first year of study.

It gives me great pleasure to welcome you to the 4th annual SANRC FYE conference in the wonderful city of Durban this year. I hope you enjoy your stay in Durban and that the deliberations during the conference will be fruitful for all the attendees.

Best wishes

Dr Andre van Zyl

Director: Academic Development & Support

SANRC

Conference Organising Committee



Left to right: Ms Celine Meyers; Ms Lebo Mosebua and Mr Thapelo Cindi

We would like to introduce you to the SANRC Conference Organising Committee, consisting of Ms Lebo Mosebua, Ms Celine Meyers and Mr Thapelo Cindi. Should you require any assistance for the duration of the conference, please look out for them. They will be wearing yellow highlighted name tags for easy identification.

A registration desk will be set up in the conferencing area of the hotel. Delegates are welcome to collect their registration tag and conference bag from 08:00 – 09:00 on 23 May 2018. This desk will also serve as the Help Desk for the duration of the conference.

Please be prepared for your session with your memory stick loaded with your presentation. Should you need technical assistance, our organising committee will be on hand to help. If you are interested in having your presentation uploaded on the SANRC website to be included in the conference e-book, kindly save your presentation on the desktop of the laptop in the room.

The SANRC has an Instagram page. Please follow us @sanrc_sa. You can also tag us under the #SANRCFYE18 hashtag (#) when posting or uploading images or status updates concerning the conference. Kindly note that the SANRC team will take pictures throughout the conference and a special group photo will be taken at 12h15 – 12h45 on the first day of the conference, i.e. 23 May 2018.

Should you require printing, a business centre is located in the hotel for delegates' own account. Wi-Fi is available to all delegates and the password will be made available in the conference venues. The hotel registration desk has additional information about services such as shuttles, kiosks and nearby amenities. Please 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 (www.sanrc.co.za).

Best wishes,

Lebo, Celine & Thapelo

FYE CONFERENCE KEYNOTE SPEAKERS



23 MAY 2018

09:15-10:00

Prof Sandile Songca, Deputy Vice Chancellor: Teaching and Learning at University of Zululand (UNIZULU)

Prof Songca assumed his new role as deputy vice-chancellor at University of Zululand on 1 August 2016. At WSU he was the DVC responsible for academic affairs and research, and the only deputy to the vice-chancellor. Previously he served as overall coordinator for the turn-around framework (TAF) projects, reporting directly to the administrator. Prior to this, he was the executive dean of the faculty of Science, Engineering and Technology (FSET) at WSU. He has vast experience within the Higher Education sector having held various positions at several South African universities. Some of these positions include: Vice Dean of Science at the University of Transkei, Director of School, Deputy Dean and Dean of Science at the University of Limpopo, Medunsa Campus; HOD of Chemistry Department at the Universities of Transkei, Zululand and Limpopo, Medunsa campus and Director of the School of Physical and Mineral Sciences, University of Limpopo. Prof Songca qualified with a doctor of philosophy from Queen Mary and Westfield, University of London, in organic chemistry.



24 MAY 2018

09:00-10:00

Prof Emmanuel Mfanafuthi Mqgashu, Deputy Dean: Faculty of Education at Rhodes University

Prof Emmanuel Mfanafuthi Mqgashu's research interests are in the fields of English Language Teaching, Literacy Development and Literary Studies. He supervises research, publishes in national and international journals, and presents his work at local and international conferences on such areas as English Language Teaching, Language across the Curriculum, Teaching of English to Speakers of Other Languages, Language Planning, English Second Language, Academic literacies and English literatures.

Before moving to Rhodes University, he was the Academic Leader in Education Studies and the University of KwaZulu-Natal. Prof Mqgashu is currently the NRF grant holder in a research project called Learning to Read, Reading to Learn, Learning to Write: Literacy Development for Secondary Schooling. The project hopes to contribute into debates concerning undoing classroom practices that favour the elite and marginalise the majority.



25 MAY 2018

09:00-10:00

Dr Laura Dison, Senior Lecturer: Wits School of Education

Dr Laura Dison has worked at Wits University as a teaching and learning specialist in higher education for 27 years. Starting in the Academic Development Programme, she moved to the Faculty of Humanities before being appointed Senior Lecturer in the Curriculum Division at the Wits School of Education (WSoE). She is the co-coordinator of the Post Graduate Diploma in Education (in the field of Higher Education) which is a professional qualification for academic staff. As the academic head of the WSoE Writing Centre she trains peer tutors to develop students' academic writing practices. She works with discipline specialists to design embedded writing interventions in the disciplines. She completed her PhD, entitled, 'Higher order thinking in transition: A case study of first year university students' in 2009. She has been involved in collaborative research projects on students' experiences of assessment and on reflective practice and she co-edited a book, Writing Centres in Higher Education: Working In and Across the Disciplines in 2017.

PROFESSIONAL DEVELOPMENT WORKSHOP

23 MAY 2018 (10:15-12:15)

Toward a National Orientation Campaign: Good Practice for Universities in South Africa



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 Master's degrees in Environmental and Geographical Science at UCT; she completed her Ph.D. in Urban Geography at Clark University in Worcester, MA.

For most universities all over the world, Orientation is the flagship welcome event for incoming first year students. While there is a level of commonality among Orientation programmes at different universities in terms of what is on offer during Orientation, often these programs look quite different - sometimes even among different faculties at one institution - as these programs need to appeal to and meet the needs of different cohorts of first year students.

This professional development workshop will focus on the feedback from the Orientation Summit held at the FYE Conference in 2017 as it has been compiled into a position paper to help shape and guide Orientation practices in the ever-changing landscape of South African higher education and the need to focus on, promote, and support students' successful transition into university. While the focus of the position paper is on the South African context, an eye has been kept on the broader, international context and purpose of Orientation programs and what lessons we can learn and possibly implement from a diverse set of practices.

This workshop will focus on three things:

1. Presenting the feedback from last year's Orientation Summit;
2. A discussion of this feedback in the context of current conversations about students' successful transition into and completion of their higher education, and
3. Collectively charting a path for a national campaign to help guide and promote Orientation as a key component of every student's first year experience.

PROFESSIONAL DEVELOPMENT WORKSHOP

23 MAY 2018 (10:15-12:15)

How Academic Libraries Contribute to Student Success

Dr Neerpath is the Director: Library Services at the University of Western Cape. Her career spans 30 years of higher education professional experience. Dr Neerpath envisage re-positioning the role of the Library in creating strategic partnerships which garners quality teaching, learning and research success in universities. She is the Chair-Elect for the Library and information Science (LIASA) National Higher Education Interest Group (HELIG) convener; Board member of the LIASA Professional Board 2016-2018; Board Member of SABINET; Council Member of the South African Society for the Blind 2016-2019; Committee of Higher Education Libraries South Africa (CHELSA); Member of International Association of Technologies in University Libraries (IATUL) and serves on various other committees. Shirlene completed the UNESCO Information Literacy Course; scholarship award-Training and Methodology Skills for Managers in India; Carnegie Library Leadership Programme (University of Pretoria), and participated in the European Erasmus Mundus Staff Mobility Scholarship Programme - University of Split, Croatia 2016.



Dr Shirlene Neerpath

This professional development workshop will focus on the ways in which, as part of the first-year experience, students can be encouraged to develop their academic literacy and required graduate attributes through better use of, and interaction with, university libraries and their resources. By better design thinking in this regard – and as applied to advancing more effective partnerships – not only can academic literacies be enhanced, but the First Year Student Experience can be enriched.

In an interactive framework, this workshop will outline and discuss the most effective library strategies to promote graduate attributes as part of the first year experience. In particular, a number of important insights will be offered relating to design thinking around academic library frameworks for teaching, learning, and research. By drawing on our own experiences, it will be emphasized how re-framing our thinking around such issues can add much to promoting student success.

The workshop objectives include:

- Charting a way forward for library instruction to promote lifelong learning so as to strengthen academic literacy
- Adopting and advancing effective academic library standards
- Developing best practice frameworks and guidelines for student success

In the process of this workshop, participants will be encouraged to think through the insights offered in relation to their own specific FYSE programmes.



Mrs Ingrid Thomson

Ingrid Thomson is the National Chair of the Higher Education Libraries Interest Group (HELIG) in LIASA (Libraries and Information Association of South Africa). Working at UCT Libraries, she is an information services librarian in the Humanities Information Division, providing information and research support, including training for undergraduates, postgraduates and academics within her respective subject responsibilities.

PROFESSIONAL DEVELOPMENT WORKSHOP

23 MAY 2018 (10:15-12:15)

Towards Quality Tutoring: Sustainable and Inclusive Best Practices in Monitoring & Evaluation of Tutor Programmes



Dr Subethra Pather

Dr Subethra Pather is currently the Teaching & Learning specialist in the office of the Deputy Vice Chancellor Academic at University of Western Cape. Included in her portfolio is the coordination of the institution-wide tutor programme and UWC FYE. Dr Pather who holds a Doctorate of Education was awarded a PhD scholarship from the Department of Higher Education and Training (DHET). Her PhD study formed part of UKZN's CCRRRI unit's nation-wide project titled: Education and Emancipation: A critical, intervention-oriented investigation of obstacles and opportunities within higher education and training in South Africa. Dr Pather's research interests are located within the higher education field with particular focus on: student learning support, first-year experience and student access, transition and success in higher education Dr Pather serves as the convenor for the HELTASA Tutor & Mentor SIG



Dr Nelia Frade

Dr Nelia Frade is the Senior Coordinator of the Unit for Tutor Development at the University of Johannesburg (UJ). Her role is to provide strategic leadership to ensure that tutorials remain integral to teaching and learning. Her research interests include, the role of tutors in promoting student success, integrating tutorials into the curriculum, blended learning environments, student development theories and student engagement and involvement theories. Dr Frade serves as the co-convenor of the HELTASA Tutor & Mentor SIG



Dr Xena Cupido

Dr Xena Cupido is currently an Academic Development lecturer at the Cape Peninsula University of Technology. She is located in the Student Learning Unit which forms a part of Fundani: Centre for Higher Education Development. Her responsibilities include the co-ordination and implementation of tutor, mentor and teaching assistant training. Xena Cupido holds a Masters and has recently submitted her PhD in Educational Psychology. Her research interest includes student engagement and support as well as community engagement. Dr Cupido is a member of the HELTASA Tutor & Mentor SIG and is involved in marketing & support.



Ms Thairie Govender

Thairie Govender was a teacher for four years and she taught Natural Science, Mathematics, Life Science and Physical Science. She later joined the Academic Development and Support Unit at the North West University – Vaal Triangle Campus as an Academic Adviser. She is currently working as a Tutor Trainer at CELT. She has obtained the following qualifications: a Bachelor of Education in Further Education and Training (NWU-Vaal Triangle Campus), Bachelor of Education Honours in Teaching and learning (NWU-Vaal Triangle Campus) and Master of Education in Curriculum development (NWU-Potchefstroom Campus).

HELTASA SIG

23 MAY 2018 (10:15-12:15)

Towards Quality Tutoring: Sustainable and Inclusive Best Practices in Monitoring & Evaluation of Tutor Programmes

In most universities in South Africa, tutoring has become an integral part of the university's teaching and learning process. Tutoring can be regarded as a key strategy for improving the student's academic success and professional goals. Higher education institutions have been actively working towards providing an "engaging" tutoring programme that delivers quality tutoring in a collaborative and caring environment so as to increase undergraduate student retention and success. Although there has been many success stories on tutoring there is very limited information on monitoring and evaluation of tutor programmes.

This workshop interrogates two main areas in the tutoring process. One being the effective monitoring and evaluation of tutoring programmes and the second is on responding to feedback from tutors and students. The workshop will take the form of an interactive workshop with all stakeholders working together to identify best practice in monitoring, evaluation and feedback within university tutor programmes.

The objectives of the tutor workshop are:

- To promote sharing and cross-learning of best practices with regard to Monitoring, Evaluating and providing Feedback in Tutor programmes across universities in South Africa.
- To strengthen the capacity of South African universities' tutorial programmes, so as to enhance efficiency and effectiveness through shared learning of what works and what does not work.
- To develop a sustainable plan for documenting M, E & F best practices amongst universities in South Africa
- To encourage communities of practice amongst the various stakeholders involved in tutor practices and procedures at universities locally and internationally.

STUDENT-LED COFFEE CONVERSATIONS

25 MAY 2018 (11:45-13:00)



This special session features a series of conversations with students using World Café methodology

The purpose of this session is to *listen* to the voices of the students in the form of a number of semi-structured conversations which will take place in a special session at the SANRC FYE Conference 2018 on 24 May 2018. This session is entitled Student-Led Coffee Conversations for two reasons: (a) the conversations will be led by the students themselves, and (b) the conversations will be in line with principles of World Café methodology, an innovative group interaction method which focuses on providing an environment conducive to knowledge-sharing and creative engagement between and among participants.

Being student-led, the conversation allows students the freedom to express the issues which directly affect them and their chances and opportunities for success within the context of the current higher education system. Students are encouraged to use their authentic voice, express themselves as honestly as possible and bring different relevant issues, both big and small, to the conversation. It is rare that students are able to interact freely with the staff and higher education professionals who oversee them and their studies at university.

Students from Mangosuthu University of Technology (MUT) and Durban University of Technology (DUT) will take part in this session.

WEDNESDAY, 23 MAY 2018

GARDEN COURT MARINE PARADE, DURBAN

08:00 – 09:00	Registration				
09:00 – 09:15	OPENING/WELCOME DHS 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 DHS Conference Room Prof Sandile Songca, Deputy Vice Chancellor: Teaching and Learning at University of Zululand (UniZulu)				
10:00 – 10:15	Tea Break				
PROFESSIONAL DEVELOPMENT WORKSHOPS					
10:15 – 12:15	Glenwood Conference Room Dr Danny Fontaine, Director: FYE Programme at University of Cape Town (UCT) <i>Toward a National Orientation Campaign: Good Practice for Universities in SA</i>	Hilton Conference Room Dr Subethra Pather, Specialist: Teaching and Learning at University of Western Cape (UWC), and team (Drs Frade and Cupido and Ms Govender) <i>Towards Quality Tutoring: Sustainable and Inclusive Best Practices in Monitoring & Evaluation of Tutor Programmes</i>	Tsogo Academy Conference Room Dr Shirlene Neerputh, Director: Library Services at University of Western Cape (UWC) and Ms Ingrid Thomson, Subject Librarian at University of Cape Town (UCT) <i>How Academic Libraries Contribute to Student Success</i>		
12:15 – 12:45	GROUP PHOTO <i>Please assemble for the group photo under the guidance of Mr Thapelo Cindi.</i>				
12:45 – 14:00	Lunch				
SESSION 1					
14:00 – 14:30	Glenwood Conference Room Raazia Moosa (Wits) <i>Making sense of data to improve curriculum and</i>	Hilton Conference Room Henry Mason (TUT) <i>Offering emotional support during the first</i>	Tsogo Academy Conference Room Arthi Ramrung (MUT) <i>Mentorship for the 21st century student:</i>	DHS 1 Conference Room Jaroslav Adamiak and Kelly Young (UNISA) <i>Costs and benefits of</i>	DHS 2 Conference Room Yolanda Mpu (UFH)

	<i>pedagogy in higher education</i>	<i>year experience: A case for strengths coaching</i>	<i>Reflections of a coordinator</i>	<i>first-year student retention in South African open distance learning institutions</i>	<i>Collaborative virtual learning as a strategy for first-year students</i>
SESSION 2					
14:30 – 15:00	Glenwood Conference Room Sharita Bharuthram (UWC) <i>"I feel like I don't care anymore": The role of the affective in first-year students in higher education</i>	Hilton Conference Room Andre van Zyl (UJ) <i>Self-identified language preference and histories of first-year students at the University of Johannesburg</i>	Tsogo Academy Conference Room Kulukazi Madikizela (WSU) <i>The impact of academic advising for higher education: The case of Walter Sisulu University</i>	DHS 1 Conference Room Edgar Samkange (MUT) <i>Learning from first-year students' initial experiences in a university of technology in KwaZulu-Natal</i>	DHS 2 Conference Room Ruda Landman and Murray Hofmeyr (Studie Trust) <i>GRAD as a tool to support first-years</i>
15:00 – 15:15	Tea Break				
SESSION 3					
15:15 – 15:45	Glenwood Conference Room Emmanuel Esambe (CPUT) <i>Transition pedagogy and first-year students' participation in the curriculum: A University 101 module</i>	Hilton Conference Room Lulama Siyotywa and Sphokazi Namalala (TUT) <i>From access to success: Using learning data analytics as a student tracking and monitoring strategy to identify at-risk students and improve quality of learning and teaching</i>	Tsogo Academy Conference Room Liesel Blomerus (US) <i>Coming of age: A facilitator's journey in becoming critically and civically responsive to challenges of decolonization in the tutorial classroom</i>	DHS 1 Conference Room Sinazo Mselana (UFH) <i>Innovative teaching and learning approaches to improve the pass rate in foundation phase Chemistry at the University of Fort Hare</i>	DHS 2 Conference Room Babalwa Bara and Pumezo Kwinana (UFH) <i>Enhancing learning and understanding of Biology for first-year students through interactive technology</i>
SESSION 4					
15:45 – 16:15	Glenwood Conference Room Koleka Ntwasa and Simbongile Ntwasa (WSU) <i>Using collaborative teaching in improving academic writing of first-year students in the</i>	Hilton Conference Room Venessa Damons and Andre van Zyl (UJ) <i>Initial reflections on implementing a data-informed institutional student success strategy</i>	Tsogo Academy Conference Room Cheri Hugo (CPUT) <i>Drawing Africans: Disrupting the Eurocentric Graphic Design Curriculum at CPUT</i>	DHS 1 Conference Room Pelokazi Nkombi (UFH) <i>The role of student-centred practical sessions in enhancing understanding of Chemistry scientific</i>	DHS 2 Conference Room Ruth Andrews (US) <i>The 21st century student experience</i>

	<i>extended curricular programme</i>	<i>at the University of Johannesburg</i>		<i>concepts to extended curriculum programme students at UFH</i>	
SESSION 5					
16:15 – 16:45	Glenwood Conference Room Thabiso Mthimunye and Pumezo Kwinana (UFH) <i>The effect of using interactive educational software to augment teaching of first-year physics students at UFH</i>	Hilton Conference Room Munienge Mbodila (WSU), Mokgaetji Georgina Mokganya (Univen), and Faresi Mukiwa (Univen) <i>Towards the implementation of authentic assessment to enhance first-year student learning experience: A case study</i>	Tsogo Academy Conference Room Sphokazi Namalala and Lulama Siyotywa (TUT) <i>Reflecting on a blended life skills module for first-year Engineering students at TUT</i>	DHS 1 Conference Room Suzanne Stokes and Wulganithi Thaver (UKZN) INTERACTIVE POSTER SESSION: <i>Encouraging holistic success through interactive workshops</i>	DHS 2 Conference Room Henry Mason (TUT) INTERACTIVE POSTER SESSION: <i>Turning points, meaning-making, and psychological well-being among first-year students AND</i>
16:45	END OF SESSIONS/CLOSE				
18:00 – 20:00	WELCOME EVENT				
	Kearsney Room <i>All delegates are welcome to join us at this event which is "Durban Beach" themed. You are invited to relax and mingle with fellow delegates whilst wearing your casual beach outfit.</i>				

THURSDAY, 24 MAY 2018

GARDEN COURT MARINE PARADE, DURBAN

08:00 – 09:00	Registration				
09:00 – 10:00	KEYNOTE ADDRESS DHS Conference Room Prof Emmanuel Mqgwashu, Deputy Dean: Faculty of Education at Rhodes University				
10:00 – 10:15	Tea Break				
SESSION 6					
10:15 – 10:45	Glenwood Conference Room Ntokozo Dube, Cebokazi Luthuli, Mzwandile Khumalo and Livingstone Makondo (DUT) <i>Towards the implementation of an integrated institution-wide first-year student experience: The case of DUT</i>	Hilton Conference Room Hanlé Posthumus and Sonja Loots (UFS) <i>Who are our first-year students? What do they expect? How can we best support them?</i>	Tsogo Academy Conference Room Paulina Makibelo (UJ) <i>Working towards a holistic and intentional first-year orientation programme at UJ</i>	DHS 1 Conference Room Graham Kingma and Liz Bressan (SU) <i>Empowering first-year student-athletes by addressing dimensions of negative self-perceptions</i>	DHS 2 Conference Room Nobuhle Mpambani and Nontsikelelo Nohako-Mtiki (WSU) <i>The highlights and challenges of first-year experience at a rural university</i>
SESSION 7					
10:45 – 11:15	Glenwood Conference Room Mncedi Rani and Pumezo Kwinana (UFH) <i>From traditional lecture rooms to learning spaces: Innovative ways to create paperless and chalk-less classrooms to teach Foundation programme students at UFH</i>	Hilton Conference Room Nosisana Mkonto and Emmanuel Esambe (CPUT) <i>Match or mismatch in a peer mentoring programme: A mentee's experience</i>	Tsogo Academy Conference Room Erna Gerryt and Mpho Mmadi (UP) <i>Lived perceptions and anxieties of Natural Sciences first-year students in their orientation week at TUKS</i>	DHS 1 Conference Room Henry Mason (TUT) <i>Evaluation of a stress-management programme for first-year nursing students</i>	DHS 2 Conference Room Fikile Kunene and Lesiba Molepo (UNISA) <i>What do examination results tell us about tutorials in an Open and Distance Learning environment?</i>
SESSION 8					

11:15 – 11:45	Glenwood Conference Room Thandokazi Mfikoyi (WSU) <i>Students' perceptions of e-learning in higher education institutions: The Case of Walter Sisulu University</i>	Hilton Conference Room Elizabeth Ndofirepi (Wits) <i>Relational vs mute space: A consequence of first-year university undergraduate students voicing or not voicing their experiences</i>	Tsogo Academy Conference Room Corneli Van der Walt (VUT) <i>Context as a key factor in the design and delivery of orientation programmes in institutions of higher learning: The case of VUT</i>	DHS 1 Conference Room Vidius Archer and Marie-Anne Ogle (CPUT) <i>"Uber"-ing extended curriculum programmes into the 2020s: An integrated approach to teaching using post-2005 initiatives</i>	DHS 2 Conference Room is use for the INTERACTIVE WORKSHOP SESSION by Herkulaas Combrink (UFS) from 11:15-12:45 <i>Data mining: How to make your data meaningful and add value to your programme</i>
SESSION 9					
11:45 – 12:15	Glenwood Conference Room Songezo Richard Mbombela and Phumezo Kwinana (UFH) <i>Advantages of using interactive technology (mobile-learning) to enhance student engagement in large Extended Curriculum Programme classes at UFH</i>	Hilton Conference Room Suzanne Stokes (UKZN) Peer Wellness Mentoring Programme for the first-year student	Tsogo Academy Conference Room Boitumelo Maja (UNISA) <i>Orienting first-year students through a Massive Open Online Course platform</i>	DHS 1 Conference Room Sandiso Ngcobo (MUT) <i>Reading motivation of first-year university students: Implications for intervention</i>	DHS 2 Conference Room is use for the workshop by Herkulaas Combrink from 11:15- 12:45 <i>See above</i>
SESSION 10					
12:15– 12:45	Glenwood Conference Room Lazola Asadumodwa Mcedani and Siphoyaya (UFH) <i>Evaluation of technological innovations to accelerate learning of Science & Agriculture Foundation</i>	Hilton Conference Room Zitsile Khumalo and Nomasomi Morule (NWU) <i>Nothing for me without me: Gearing towards student-centred learning</i>	Tsogo Academy Conference Room David Gammon (UCT) <i>The evolution of a Science Faculty orientation programme at UCT</i>	DHS 1 Conference Room Ingrid Schofield, Mercillene Mathews, and Rajendran Naidoo (DUT) <i>The role of student success facilitators in the Faculty of Management Science at DUT</i>	DHS 2 Conference Room is in use for the workshop by Herkulaas Combrink from 11:15 – 12:45 <i>See above</i>

	<i>Programme students at UFH</i>				
12:45 – 14:00	Lunch				
SESSION 11					
14:00 – 14:30	Glenwood Conference Room Rochelle Wessels (UNISA) <i>Implementing a first-year experience programme at UNISA: Challenges and successes</i>	Hilton Conference Room Tablelo Loqo (WSU) <i>Students' voices matter: How the student experience has facilitated the design of a first-year experience programme</i>	Tsogo Academy Conference Room Ida Scheepers and Yasmin Rugbeer (UNIZULU) <i>Embracing the messiness of the first-year experience: Ken Wilber's integral systems theory as a framework for complex collaboration at UNIZULU</i>	DHS 1 Conference Room Wulganithi Thaver (UKZN) <i>The impact of a compulsory psychosocial life-skills module on first-year students in the College of Health Sciences (UKZN)</i>	DHS 2 Conference Room is in use for the INTERACTIVE WORKSHOP SESSION by Lauren Oosthuizen (UFS) from 14:00 – 15:30 Large class teaching: <i>How to engage first-year university students</i>
SESSION 12					
14:30 – 15:00	Glenwood Conference Room Malvin Vergie (UNISA) <i>Stance and engagement in study guides for first-year students at a distance learning institution</i>	Hilton Conference Room Herkulaas Combrink (UFS) <i>A trend analysis of the relationship between students' perceptions of the first-year seminar at UFS and academic performance</i>	Tsogo Academy Conference Room Sharonrose Sefora (UNISA) <i>Applying the social cognitive career theory to first-year students' choice goals and actions</i>	DHS 1 Conference Room Ruth Tafadzwa Nyamadzawo (DUT) <i>A critical analysis of first-year General Education modules offered at DUT</i>	DHS 2 Conference Room is in use for the workshop by Lauren Oosthuizen from 14:00 – 15:30 See above
SESSION 13					
15:00 – 15:30	Glenwood Conference Room Zitsile Khumalo, Refilwe Matsie, and Nomasomi Morule (NWU) <i>The reader: An untapped</i>	Hilton Conference Room Alpheus Sekgoshi Monyela (UNISA) and Mphoreng Magdeline Mmako (TUT)	Tsogo Academy Conference Room Liesel Blomerus (UFS) <i>Synergy, fluidity, interdependency between an institutionally-structured academic</i>	DHS 1 Conference Room is in use for the INTERACTIVE WORKSHOP by Joy Petersen (SU) from 15:00 – 16:30 <i>High-impact practices: Strengthening</i>	DHS 2 Conference Room is in use for the workshop by Lauren Oosthuizen from 14:00 – 15:30 See above

	<i>resource to strategic reading at university level</i>	<i>Exploring the factors impacting on first-year students' support and success at an open distance learning institution</i>	<i>learning support environment and the Personal Learning Environment of a student</i>	<i>the peer mentor programme at Stellenbosch University</i>	
SESSION 14					
15:30 -16:00	Glenwood Conference Room Nonhlanhla Khumalo (DUT) <i>Writing Centres as collaborative learning spaces at a University of Technology</i>	Hilton Conference Room Ida Scheepers and Penelope Mthethwa (UNIZULU) <i>But is a WhatsApp group a group? Exploring the experience of peer helpers navigating the dynamic of first-year experience support groups at UNIZULU</i>	Tsogo Academy Conference Room Winston Middleton (UWC) <i>"From the horse's mouth": Telling our story to own the narrative</i>	DHS 1 Conference Room is in use for workshop by Joy Petersen from 15:00 – 16:30 <i>See above</i>	DHS 2 Conference Room Yolanda Mpu and Emmanuel Olusola Adu (UFH) <i>Evaluating reading strategy instruction on FET Level 2 English Second Language learners in the Eastern Cape</i>
SESSION 15					
16:00 -16:30	Glenwood Conference Room Michelle Biederman (UNISA) <i>Exploring the offering of a personal research support service to undergraduate students at UNISA Western Cape Branch Library</i>	Hilton Conference Room Muvhulawa Romeo Matumba (DUT) and Xolani Vincent Mhlongo (MUT) <i>Students' perception towards digital library services in a digital age: The case of universities of technology in KZN</i>	Tsogo Academy Conference Room Calvin Gwandure (Wits), Trust Nkomo (UMP), and Severino Machingambi (UMP) <i>First-year experience during orientation week at a university campus in Mpumalanga</i>	DHS 1 Conference Room is in use for INTERACTIVE WORKSHOP by Joy Petersen from 15:00 – 16:30 <i>See above</i>	DHS 2 Conference Room Saloschini Pillay (UKZN) <i>undergraduate academic monitoring and support: Successes, challenges, way forward</i>
16:30	END OF SESSIONS/CLOSE				
18:30 – 22:00	Southern Sun Elangeni Maharani				
	CONFERENCE GALA DINNER EVENT				
	<i>All delegates are invited to attend the 'Durban Dazzle' themed gala dinner. Come dressed in your best 'Durban Dazzle' outfit and help celebrate the growth of the FYE community in South Africa.</i>				

FRIDAY, 25 MAY 2018

GARDEN COURT MARINE PARADE, DURBAN

09:00 – 10:00					
KEYNOTE ADDRESS					
Kearsney Room					
Dr Laura Dison, Senior Lecturer: Wits School of Education					
10:00 – 10:15					
Tea Break					
SESSION 16					
10:15 – 10:45	Glenwood Conference Room Vuyo Mntuyedwa (CPUT) <i>First-year students experience of peer groups and peer pressure in the residences of a South African university</i>	Hilton Conference Room Raazia Moosa (Wits) <i>Insights gained from evaluating a national pilot programme to support the “missing middle”</i>	Tsogo Academy Conference Room Simbongile Ntwasa (WSU) <i>The importance of building a teaching philosophy to achieve quality learning and teaching experience in higher education</i>	DHS 1 Conference Room Rosaline Govender (DUT) <i>Developing first-year students in the Cornerstone 101 classroom at DUT</i>	DHS 2 Conference Room is in use for the INTERACTIVE WORKSHOP by Khairoonisa Foflonker from 10:15 – 11:45 <i>Intercultural Learning and Communication Competence</i>
SESSION 17					
10:45 – 11:15	Glenwood Conference Room Jabu Harward Mphurpi (TUT) <i>Residence mentorship programme in student accommodation at TUT</i>	Hilton Conference Room Liezel Blomerus (UFS) <i>Enhancing and extending students control, presence, and sense of ownership through innovative formative assessment</i>	Tsogo Academy Conference Room Masande Patrick Mgadi and Phumezo Kwinana (UFH) <i>The effectiveness of extended curriculum provisioning: The case of Science and Agriculture Foundation provisioning at UFH</i>	DHS 1 Conference Room Sandiso Mbongo (WSU) <i>Benefits of a peer assisted learning (PAL) programme to mechanical engineering PAL leaders at WSU- Butterworth campus</i>	DHS 2 Conference Room is in use for the workshop by Khairoonisa Foflonker from 10:15 – 11:45 <i>See above</i>
SESSION 18					
11:15 – 11:45	Glenwood Conference Room	Hilton Conference Room	Tsogo Academy Conference Room	DHS 1 Conference Room	DHS 2 Conference Room is in use for the workshop by

	Sean Abrahams (UCT) <i>The relationship between Grit and academic performance among first-year university residence students</i>	Yolanda Mpu (UFH) <i>Re-framing TVET colleges as 21st century learning organisations</i>	Jaroslaw Adamiak and John Jefferson Abrahams (UNISA) <i>Threshold concept based pedagogy for first-year programming students in open distance learning</i>	Mbalenhle Dlamini (WSU) <i>Students' perception regarding Peer Assisted Learning in the Faculty of Engineering at WSU-Butterworth campus</i>	Khairoonisa Foflonker from 10:15 – 11:45 <i>See above</i>
11:45– 13:00	Kearsney Room	SPECIAL SESSION <i>Student-Led Coffee Conversations</i> <i>This session will be led by a cross section of students based at universities in KwaZulu-Natal. The students will be discussing their academic and social experiences as first-year students with YOU-the higher education professionals to which they would ordinarily have little or no access. These conversations will take place over coffee.</i>			
13:00	LUNCH- See you in 2019				
