DAY 1:

Institutional Learning and Teaching Specialist's Office:
DVC: Academic presents

STUDENT SUPPORT FOR ACADEMIC SUCCESS @ UWC

6 September 2021
9:00 am - 13:00 pm

THE STUDENT WALK

ACADEMIC WEEK 2021 DAY1: STUDENT SUPPORT FOR ACADEMIC SUCCESS @ UWC

Click on the link to join the webinar: Join Zoom Meeting
https://uwc.zoom.us/j/95053996447

THE STUDENT WALK FROM PRE-ENTRY TO GRADUATION

09:00am	Opening Address	**Prof Vivienne Lawack** Deputy Vice Chancellor: Academic
09:05am	Welcome	**Dr Subethra Pather** Teaching & Learning Specialist
Student Walk - Pre-Entry Support		
09:10am	Dr Rekha Rambharose **Recognition of Prior Learning (RPL)**	*Implementing RPL for undergraduate access during COVID-19: Triumphs, barriers and transformation* The COVID19 pandemic has rapidly transformed RPL policy implementation, assessment and academic development transitional programmes for RPL candidates seeking access to undergraduate programmes at the University of Western Cape. The RPL portfolio development online programme (PDOP) was successfully launched in 2020 to ensure continuity of RPL implementation at UWC and is currently in its second cycle. This programme consists of multiple components which include academic literacy upskilling, various RPL formative and summative assessments, research and academic writing, portfolio development and mentoring. The teaching on this programme is underpinned within the framework of ubuntu, ethics of care and adult learning pedagogies. This presentation will showcase how the RPL programme was implemented using technology and online platforms. A brief reflective overview of achievements, challenges and technological transformation will be discussed.

	Student Walk - First Year Support at University	
09:30am	Dr Vanessa Brown **Extended Curriculum Programme (ECP)**	***UWC Review of ECP to promote student success***
09:50am	First Year Transition Officers (FYTOs) and Mentors **FYE & First Year Transition Programme**	***Students-as-Partners in Enhancing First Year Student Success: Voices of the First Year Transition Officers*** The concept of students-as-partners as defined by Cook-Sather, and Felten (2014) states that the partnership is a collaborative, reciprocal process through which both students and staff have the opportunity to contribute equally, although not necessarily in the same ways, to issues relating to teaching, learning and support. This presentation describes the shared decision-making and implementation processes by senior students appointed as First Year Transition Officers (FYTOs) with academic student support staff in developing the First Year Transition Programme (FYTP) at the University of the Western Cape. The partnership went beyond just listening to student voices but actually involving the FYTOs as partners to co-create and co-design the first year transition programme. The FYTOs provide examples of how the more personalised and interactive approach of the FYTP enhanced peer engagement and active participation in academic support. The program also empowered the FYTOs, it improved their self-efficacy and confidence, which resulted in the FYTOs taking ownership of the transition program that elevated it to enhance first year transition Finally, using students as partners, the FYTP was able to reach its outcomes and certainly accomplish more as opposed to only using academic and support staff working together on student success initiatives.
	Student Walk - First & Later Years Support	
10:30am	Mr Xolani Kula **Centre for Student Support Services (CSSS)**	***Academic and other student support systems at CSSS***
10:50am	Mr Achmad Adams **Tutor Programme**	***Making the Grade*** COVID-19 has presented us with a new lifestyle, a lifestyle of overcoming challenges. Students and educators were adversely affected, having to overcome psychological and emotional challenges due to demotivating events transpiring in the community as well as having to adjust to the newform of learning and teaching. However, these challenges have only presented us with opportunities to flourish through our innovative potential. Being the Arabic tutor for 3 years now, I have noticed and adjusted to the difference in having contact classes versus online classes in terms of student motivation, lecturer-tutor-learner communication, how

		students learn now as opposed to those before lock-down, and how educators transmit the information to assist learners. The most important of these aspects however, I found, is that students don't always feel motivated to participate and achieving this has different dimensions than in a physical class.
11:05am	Dr Simone Titus and Ms Kelello Moeketse **Tutor Programme**	***The pursuit of academic and athletic excellence through student-athlete peer-mentoring.*** The success rates of students at tertiary institutions in South Africa remain a serious concern, and are characterized by poor throughput, unsatisfactory graduation, high attrition and low participation rates. Peer mentoring, as an enhanced academic activity, places strong emphasis on creating a learning community by fostering an environment that harnesses an array of academic skills. The purpose of the student athlete mentoring programme (SAMP) was to offer support to student athletes at the university, both on and off the field, so that they may develop a comprehensive approach to their academic project and help them develop attributes that could be used long after they have graduated. Preliminary findings reveal that mentees acquired guidance with study methods, study timetables, managing workloads and preparation for assessments. This study concludes that the implementation of a student-athlete mentoring programme provided insight into the challenges experienced by student-athletes which inhibits student success and retention.
11:25am	Ms Nondwe Mpuma and Ms Kirsten Deane **Tutor Programme**	***Academic Epic*** We will be presenting a poem for academic week. This piece will take a creative spin on the act of teaching and learning. It will portray the position that teachers and students find themselves in during a pandemic. This co-written piece will be the work of two academics who are eager to show the struggles that face academics during a pandemic, as well as what solutions could be presented.
11:40am	Ms Candice Oliver **Tutor Programme**	***From GH 1.1 to iKamva at 1: The innovations and challenges of the Linguistics online tutorial programme.*** This study examines the shift of the Linguistics tutorial programme from the physical space to the virtual space during the Covid-19 pandemic in 2020 and 2021. The study shows how the Linguistics tutorial programme resemiotized and remediated the tools on the iKamva platform to create their online tutoring programme. The iKamva tools were used to substitute or mimic physical teaching practices for online tutorial practices. The new

		affordances and disadvantages of the online programme are reviewed. The study also includes feedback, challenges, and resolutions from the tutors of the Linguistics Tutorial Programme. Lastly, the Linguistics students experience of the online tutorial programme and recommendations is included in the study.
12:00pm	Dr Jacolien Volschenk and Dr Martina Van Heerden **Tutor Programme**	***'Are you there, students?' Creating presence in the online tutorial*** The past year has made it clear how important it is to build a social presence and a sense of community when conducting tutorials online. Crucial non-verbal and relational cues are absent or obscured during online teaching and learning which makes it more difficult to create the intimate and comfortable environment necessary for optimal learning and engagement. Our presentation focuses on the ways in which one can provide a satisfying and effective learning environment for both tutors and students that is balanced in terms of learning and student-experience outcomes. We will discuss how the use of student profiles, collaborative learning activities, and paralinguistic like emojis can potentially lessen the transactional distance between tutors and students thus creating a sense of social cohesion by including features and activities that "project a sense of personality, familiarity and closeness" (Goertzen and Kristjansson (2007).
12:20pm	Dr Arona Dison and the **Writing Centre Tutors**	***Reaching and engaging with students through their writing during COVID-19***
12:40pm	Ms Elizabeth Booi **Student Data Analytics**	***The Potential Use of Data Analytics for Academic Success***
13:00pm	Dr Subethra Pather **Closure**	