

THE THIRD ANNUAL RESEARCH COLLOQUIUM ON ACADEMIC MONITORING AND SUPPORT

INVITATION AND CALL FOR ABSTRACTS

The University Teaching and Learning Office in partnership with the
College of Agriculture, Engineering and Science's Teaching and Learning Unit
invites the submission of abstracts.

THEME: COHERENCE OF STUDENT SUPPORT WITHIN THE UNIVERSITY OF KWAZULU-NATAL



Abstracts not exceeding 200 words should be emailed to Dr Naven Chetty on
ChettyN3@ukzn.ac.za by 31 July 2015. Abstracts will be peer-reviewed.

Presentation Types:

- Individual papers: 25 minutes (including discussion)
- Poster presentations: Size A2 (for display during the Colloquium)

The Colloquium will be hosted as follows:

Date:

Friday, 27 November 2015

Time:

08h00 to 17h00

Venue:

Unite School of Engineering Building, Howard College Campus, UKZN

Fee:

Free to participants

Refreshments will be provided

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INSPIRING GREATNESS

ABOUT THE COLLOQUIUM

Academic Monitoring and Support (AMS) is a key teaching and learning strategy and a comprehensive initiative at UKZN to improve student performance in undergraduate and postgraduate programmes. Since 2009, AMS processes and procedures are continually refined, with colloquia being held annually since 2013 to appraise and enhance the AMS strategy. The policy that guides AMS within UKZN makes AMS a governance issue and has made it possible for the implementation of recommendations from internal and external reviews of and studies into AMS.

Challenges in terms of bringing coherence in various AMS activities still require continued engagement. The 2015 Colloquium will continue with the critical reflections on AMS praxis contributing to the desired coherence of AMS initiatives across the university. Ongoing colloquia such as these will allow for the development and sharing of scholarship and expertise in AMS. It is hoped that the initial publications focusing on descriptions of practices will give way in this colloquium to expanding the discourse to include critical reflection on the praxis and the dissemination not only within the University but across the higher education sector, nationally and internationally, will complete this hermeneutical circle on AMS praxis.

THEMATIC STRANDS

1. Explore how Colleges envision the ways undergraduate students are acclimatised to the university and discuss the impact of AMS activities on the first year student experience.
2. Deliberate on student-preparedness and Institution-preparedness in enabling the successful transition of students into, within and from higher education.

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3. Examine the experiences of undergraduate and postgraduate students and their perspectives of academic support at the university.
4. Explore evidence based approaches to tracking and monitoring students who have been identified as 'at risk' in an attempt to understand the implications and impact of student profiling and subsequent interventions for academic success.
5. Discuss what an empowered student should know in order to navigate higher education.
6. Explore the interaction between AMS staff and academics. Discuss any intervention strategies that have been jointly developed and are currently practiced to holistically support and academically develop students.
7. Explore how diverse supervision models and methods may be conceptualized for postgraduate academic development and support.

ABSTRACT DEVELOPMENT GUIDELINES

Abstracts must be no more than 200 words and should, as a guideline, include the following elements preferably in the same order presented herein:

- Motivation/problem statement: Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?
- Methods/procedure/approach: What did you actually do to get your results? (e.g. observed 30 lectures, interviewed 117 students)
- Results/findings/product: As a result of completing the above procedure, what did you discover/learn/develop?
- Conclusion/implications: What are the larger implications of your findings, especially for the problem/gap identified in step 1, as it relates to teaching and learning in higher education?