



UNIVERSITY OF  
**KWAZULU-NATAL**<sup>TM</sup>  
INYUVESI  
**YAKWAZULU-NATALI**

## THE 4<sup>th</sup> ANNUAL RESEARCH COLLOQUIUM ON ACADEMIC MONITORING AND SUPPORT INVITATION AND CALL FOR ABSTRACTS

The College of Humanities Teaching and Learning Unit in partnership with the University Teaching and Learning Office invites the submission of abstracts from all members of the UKZN community including academic staff, postgraduate students and AMS staff.

### THEME:

***Enhancing Academic Excellence and Promoting Student Success through Mainstreaming Academic Monitoring and Support at UKZN.***

*Abstracts not exceeding 200 words should be emailed to Ms Jessica Doré on [Dore@ukzn.ac.za](mailto:Dore@ukzn.ac.za) by 31 August 2016 (Tel: 031 260 2943). 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, 25 November 2016

#### Time:

08h00 to 17h00

#### Venue:

Unite School of Engineering Building, Howard College Campus, UKZN

#### Fee:

Free to participants

*Refreshments will be provided*

### ENQUIRIES:

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## 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 have been continually refined, with colloquia 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.

The College of Humanities (CHUM) hosts this colloquium against the backdrop of the National Development Plan (NDP), which, among others, expects improvement in education, training and innovation and, in particular, highlights the role of the Humanities in South Africa's Vision 2030 stating that "...the Humanities are important to understanding some of the difficult challenges facing the country – transformation, violence, corruption and protests, to mention a few". Furthermore, the Fourth AMS Colloquium will take place close to the end of the Quality Enhancement Project (QEP) whose aim is "...to enhance student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable". Building on these aforementioned realities and mindful of the resolutions from the previous three colloquia, CHUM suggests the following critical areas as worthy of exploration in 2016:

## THEMATIC STRANDS

1. Discuss approaches and share college-led responses to first year orientation through understanding the institutional challenges of transitioning, retention and completion in undergraduate degrees.
2. Explore responses of staff and students to recent innovations in teaching and learning – particularly, Moodle, bi-lingual teaching and learning, the teaching-writing-learning (TWL) model and the role of AMS in promoting access to these.
3. Deliberate on the role of the support and academic sector in promoting AMS programmes and critically reflect on staff and students' attitudes towards the progress that has been made regarding the development of a coherent model of AMS that is regulated across Colleges and is institutionalised within the academic policy and practices of the University.

## ABSTRACT DEVELOPMENT GUIDELINES

Abstracts must be no more than 200 words and must include the following elements (in the same order presented below):

- Title of paper/presentation: short and expanded title
- Name and contact details of author: email, cell phone and land line
- 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 for teaching and learning praxis in higher education, in terms of how your findings relate to at least one of the three thematic strands outlined above?