Tuesday 20 November

Pre-Conference Workshops

| 10:30-16:00 | **Registration** | *Building 35* |
| 12:00-12:30 | **Light Lunch** | *Building 35* |

PRE-CONFERENCE

	Building 11 -0117	*Building 11 -0119*	*Building 11 -0123*	*Building 11 -0124*
12:30	PRE-CON #1 Transformative Teaching Development	PRE-CON #2 Student Access & Success	PRE-CON #3 Transformative Teaching Development, Student Access & Success	PRE-CON #4 Transformative Teaching Development, SOTL
	Alison Canham UK	**Ian Scott** UCT	**Sonya Stephenson** CPUT	**Pieter du Toit** UP
	Dancing with, and sometimes against, the beat: Reflective tools for developing yourself and others in changing times	Who should be on an Extended Curriculum Programme? Towards a framework for institutional placement policy	Supporting development of students' academic literacy skills in everyday teaching practice	Scholarship of teaching and learning: A whole brain approach to self-enquiry

17:30	**Welcoming Cocktail** *The Willows Resort & Conference Centre* Click here for more information on The Willows Resort and Conference Centre, which is 12.3km from Nelson Mandela University along Marine Drive

HELTASA
HIGHER EDUCATION LEARNING & TEACHING ASSOCIATION OF SOUTHERN AFRICA

NELSON MANDELA
UNIVERSITY

HELTASA CONFERENCE 2018
PROGRAMME

Wednesday 21 November

👤 Oral paper 🔍 Practitioner presentation ⏱ Flipped paper

07:00-08:30	Registration	Building 35

PLENARY — Building 1: South Campus Auditorium

08:30	Opening	HELTASA Executive
	Welcome	Nelson Mandela University
09:00	Keynote	**Prof André Keet**
		Nelson Mandela University
		Dedifferentiating Pedagogy: Rhythms, Dances and Waves

10:00-10:30	Refreshment Break	Building 35

PARALLEL #1

	Building 35 0022		ITSI Funda: Supporting Change Building 35 0005		Building 35 0004		Higher Ed Partners Building 35 0027		Building 35 0001		Building 35 0017		Building 35 0018
10:30	**Quinn, L Grant, C Vorster, J** RU — A structural enablement for heads of departments during complex and uncertain times 👤	Leadership	**Dippenaar, AJF** CPUT — Perceptions on the work readiness of English novice teachers 👤	Curriculum and Career Pathways	**Daya, M Combrink, HMVE** UFS — Nudging first year students to success through intentional communication strategies in the FYE at the University of the Free State 🔍	Student Access & Success	**Morule, N** NWU — The road not taken: On developing a contextualised reading programme 👤	Transformative Teaching Development	**Manjeya, NC** DUT — A contextual and transdisciplinary analysis of pedagogic, operational and administrative frameworks of a Writing Centre: The case of the Durban University of Technology (DUT) Writing Centre (WrC) 👤	Higher Education Pedagogies	**Jenkings, D Watson, A Foxcroft, C** NMU — Charting a new course for admissions: Developing a sustainable access model for success 👤	Student Access & Success	**Sikitime, TE** Univen — The use of visual and spatial semiotic systems on selected academic content to construct meaning and discipline specific concepts: A social semiotic approach 👤
10:55	**Palmer, E** CUT — Conceptualising Workplace Spirituality in a university context for increased retention of academic staff 👤		**Roos, A Mapeto, T** NMU — Humanising pedagogies in preparing students for their Work Integrated Learning (WIL) 👤		**Esambe, EE** CPUT — First-year students' participation in the curriculum: A University 101 module 🔍		**Chauke, M** UNISA — Appreciative Inquiry as an innovative teaching learning strategy 👤		**Munir, F** NMU — Encouraging social and personal responsibility through humanising pedagogy 🔍		**Joubert, E** DUT — Postgraduate student access and success within a cross-cultural context 👤	Curriculum and Career Pathways	**Barnard, M De Villiers, M** SU — Academic surfers in the development sea: The role of pedagogy of discomfort 👤

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PARALLEL #1 *continued*

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
11:20	**Extended paper** **Behari-Leak, K** UCT **Merckel JV** UJ **Strydom, E** NWU **Padayachee, K** Wits **Ganas, R** Wits **Masehela, LM** Univen **Rink, B** UWC	**Mobarak, K** UWC Employed graduates' reflections on the suitability of their academically acquired skills and knowledge for workplace readiness	**Frade, N** UJ **Cupido, X** CPUT **Govender, T** DUT **Pather, S** UWC reConnecting through Special Interest Groups: An invitation to Engage	**Olivier, V** **Mostert, M** **Le Roux, K** NWU Changing minds: Slowly moving from a technical skills approach to system-level thinking in order to enable onscreen grading and feedback practices	**Jacobs, AHM** SU Using a theoretical framework of institutional culture to analyse an institutional advisory document	**Ndlovu, T** NWU Using the student voice to enhance LMS for student access and success	**Bhebhe, L** **Ralarala, MK** **Chisin, A** CPUT Multiculturalism in a Graphic Design classroom: A call for renewal of graphic design curriculum in a university of technology
11:45	Who we are counts: Inserting our personal and professional selves in organisational spaces	**Leendertz, V** **Strydom, E** NWU Collaborative online international learning: Bridging the geographical space of teaching	**Hechter, U** **Siwela, E** NMU Personal growth through SI: From SI Leader to SI Assistant Coordinator to Lecturer	**Smit, T** **du Toit, PH** **Callaghan, R** **Eberlein,E** UP Establishing scholarly communities of practice for the self-empowerment of mentor- and pre-service teachers	**Van Rooyen, C** **De Wet, T** UJ Tweaking along, but not necessarily justly: Blended learning at UJ during #FeesMustFall	**Jackson, L** **Yassim, K** NMU Lecturer-student dialogic conversations in re-imagining conceptions of quality in teaching and learning	**Swart, AJ** **Ntshoe, I** CUT Decolonising an engineering curriculum: What and How?

Vertical band labels: Leadership | Curriculum and Career Pathways | Student Access & Success | Transformative Teaching Development | Higher Education Pedagogies | Student Access & Success | Curriculum and Career Pathways

12:10 INTERACTIVE POSTERS #1   Building 35 Foyer   *refer to end of programme for list of posters*

13:00:-13:45 Lunch   *Building 123 Foyer*

PARALLEL #2

13:45	**Mavunga, G** UJ A critical discourse analysis of responses to the #FeesMustFall protests in South Africa	**Hollis-Turner, S** CPUT Meeting the Information Administration demands of a globalized workplace	**Govender, R** **Bala, S** DUT Understanding and supporting our students: A key to student success	**Winberg, C** CPUT **Hicks, M** UCT A pedagogical simulation algorithm to predict students' academic success in STEM disciplines and fields	~~Merckel, JV~~ ~~Mashaba, B~~ ~~Naidoo, K~~ ~~UJ~~ ~~Pain and praxis: incomplete dialogues on hierarchies of Blackness as voices for change~~	**Van Der Merwe, C** **Mayaba, N** **Zinn, D** **Lück, J** **Batyi, T** **Kwatsha, L** NMU Humanizing the language policy process: the case of Nelson Mandela University	**Von der Heyden, B** SU Outsourcing to the experts: industry interviews advance applied Economic Geology learning

Vertical band labels: Leadership | Curricula | Student Access | Transformative | HE Pedagogies | Student Access | Curricula

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HELTASA CONFERENCE 2018 PROGRAMME

PARALLEL #2 *continued*

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
14:10	Timm, D Gonsalves, N Nyamadzawo, R Govender, T DUT Learning Leading and Leading Learning in curriculum transformation: An arts-informed participatory analysis	Van den Berg, C UWC Teaching design thinking to unleash the potential of graduates to become competent innovators in a digital world	Armstrong, M Boughey, C RU Learning to learn: A study of children's language and literacy development in a marginalised community in Port Elizabeth	"no session"	Laubscher, I NMU A broad legal analysis of higher education pedagogies and feasibility for sustainable development in the South African context	Erasmus, M Siziba, L NWU Practicing the academic literacy tango in Psychology: Transferring skills across disciplines	Southway-Ajulu, F Olsen, A NMU Navigating the complexities of academic programme development
14:35	Vanyoro, K Wits Unlearning gender and sexuality through learning? Reflecting on a critical diversity literacy journey towards a liberating university experience	Fourie, L UFS The Learner Experience: Designing useful, usable, and desirable blended courses	Hertzog, PE Swart, AJ CUT Student perceptions of audio feedback in a design-based module for distance education	Ndou, RV Shungube, ZP Materechera, SA Saurombe, T NWU Integration of African ethnoveterinary medicine into veterinary and para-veterinary curricula: views towards decolonisation of higher education	Van der Merwe, C Van der Merwe, M UJ Mediating resistance to assessment feedback: A case study in higher education	Namakula, H Wits Using an academic literacy intervention programme as a Third space to develop first year B.Ed. students' academic literacy practices	Alexander, M Cornelius, A Schultz, R Coleman, L CPUT Navigating curriculum implementation: The experiences of ECP lecturers in a Public Administration and Governance diploma
15:00	Louw, R De Beer, C NWU The Enabling Next Generation Digital Learning Environment at the NWU (ENGDLE@NWU)	Jawitz, J Deacon, A Jaffer, T Small, J Walji, S UCT MOOCs in and out of the curriculum: Tensions while innovating online	Collett, K UWC Enhancing student writing and assessment through technology-assisted feedback and reflection loops using TurnItin	Champion, E Kubashe, N NMU The staff members' personal journey toward an institutional curriculum framework	Hattingh, T Dison, L Woollacott, L Wits Why lecturers in an Engineering school assess the way they do	Morule, N Matsie, R NWU When reading is an enjoyment and not a chore	du Plessis, A Ferreira, R. Fraser, W UP A mentorship intervention for professional identity development of student teachers

Column side labels: Leadership | Curriculum and Career Pathways | Student Access & Success | Transformative Teaching Development | Higher Education Pedagogies | Student Access & Success | Curriculum and Career Pathways

15:25-15:45	Refreshment Break	Building 35

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PARALLEL #3

		ITSI Funda: Supporting Change Building 35 0005		Building 35 0004		Higher Ed Partners Building 35 0027		Building 35 0001		Building 35 0017		Building 35 0018
	Building 35 0022											
15:45	**Van Diemel, R** Military Academy "Propelled towards academic success" investigating part-time military students' ability to master the high waves of blended learning: The military academy	**Baron, P Sibeko, J** UJ Overcoming Obstacles to Cross-Disciplinary Research at South African Public Universities		**Sesheba, L** Wits Exploring the value add of high school learners participating in community engagement projects: The case of the Targeting Talent Programme		**Cronje, A † Emekako, R Strydom, E Drummond, H** NWU Dance or drown: using a faculty-based development model to transform teaching and learning for improved quality		**Gildenhuys, S Williamson, C Odendaal, E** UNISA Surfing the rugged seas of research on a crest of chaos		**Shuping, C Setilo, T** UFS Advising as a surfboard to flow with the ever changing waves		**Scholtz, D** CPUT Extending knowledge boundaries: The challenges of developing Postgraduate Diplomas within a University of Technology UoT context
16:10	**Tshuma, N** RU Beyond barriers and resistance: The impact of the teaching/ research tension on educational technology practices	**Muhuro, P** UFH **Mgqwashu, E** RU **de Wet, T** UJ Enhancing rural student learning and Success through Multimodal Participatory Research in South African Higher Education		**Foxcroft, C Webb, T Neale-Shutte, M** NMU Factors influencing non-completion of final year undergraduate university studies: Implications for teaching and learning		**Schendel, R** University College London The crucial role of faculty teaching orientations in pedagogical reform: Evidence from Ghana, Kenya and Botswana		**Mhakure, D** UCT Using a research tutorial as a training strategy of choice for tutor professional development in an undergraduate course		**Billings, A Motsisi, C** Wits Exploring Peer Mentorship in an educational context and its effectiveness within transformative teaching and learning: Systematic Review		**Fernandes-Martins, M Koetaan, M** NWU Surfing on the waves of change: The process of redesigning an induction programme

Column side labels: Transformative Teaching Development | Curriculum and Career Pathways | Student Access & Success | Transformative Teaching Development | Higher Education Pedagogies | Student Access & Success | Curriculum and Career Pathways

16:45 — **INTERACTIVE POSTERS #2**   Building 35 Foyer   *refer to end of programme for list of posters

17:30 — Networking event: Culture Evening   *Nelson Mandela University Mandela Shirt*

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HELTASA CONFERENCE 2018
PROGRAMME

Thursday 22 November

Oral paper   Practitioner presentation   Flipped paper

07:00-08:30	Registration	Building 35

PLENARY   Building 1: South Campus Auditorium

08:15	Opening
08:30	Keynote	**Prof Chrissie Boughey** *Rhodes University* *Academic Development: Where to now?*

09:30-10:00	Refreshment Break	Building 35

PARALLEL #4

	Building 35 0022 *(Learning Analytics)*	**ITSI Funda: Supporting Change** Building 35 0005 *(Curriculum and Career Pathways)*	Building 35 0004 *(Student Access & Success)*	**Higher Ed Partners** Building 35 0027 *(Transformative Teaching Development)*	Building 35 0001 *(Higher Education Pedagogies)*	Building 35 0017 *(Transformative Teaching Development)*	Building 35 0018 *(Transformative Teaching / Student Access)*
10:00	**Makina, A Cetywayo, NM** UNISA — Managing the quality use of podcasts in HE open distance and e-learning environments	**Batchelor, BL Chetty, N** UFH — Transformation of South African Clinical Legal Education through Alternate Dispute Resolution	**Mavunga, G** UJ — After crossing the Rubicon: a critical realist analysis of UJ students' experiences of the transition from extended to mainstream diploma programmes	**Champion, E Olsen, A** NMU — The Nelson Mandela University Teaching Enhancement Programme (TEP), as a responsive strategy to the DHET Framework for Enhancing Academics as University Teachers	**Beyleveld, M** Pearson **De Villiers, R. Fraser, W** UP — The use of active learning strategies to accommodate different learning preferences among students in a private higher education institution	**Dison, L Ganas, R** Wits — Teaching and learning conversations beyond the PGDip classroom	**Daweti, B Peté, M** DUT — Human Resource students create videos: authentic learning design to promote self-directed learning in large classes
10:25	**Govender, R** UWC — Developing and justifying a generalization within a Sketchpad context	**Sefela, G** NMU — Challenges for a novice lecturer in curriculum relevance and pedagogical approach to Environmental and Commercial Law service modules	**Immelman, S** UP — "It joins the dots": students' experiences of concept mapping in an extended programme course	**Hlengwa, A** RU — Discourses underpinning teaching development in the New Generation of Academics Program	**Manzini, M** UCT — On the employment of Visual External Representation Heuristics during Mathematical Problem-solving: An exploratory study of extended degree students in an undergraduate Quantitative Literacy course	**Rabodiba, D Moganedi, K Mandiwana, T Mohale, A Ngubane, S Netshidzivhani, V Sibuyi, E** UL — Repositioning of teachers for optimum learning at a historically disadvantaged university	**Symposium** **Höppener, M** UFS **McLean, M** Nottingham **Walker, M** UFS **Muhuro, P** UFH **Mgqwashu, E** RU **de Wet, T** UJ *Cont….*

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PARALLEL #4 *continued*

		Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
10:50	Learning Analytics	**Du Plessis, N De Villiers, K** NWU To cheat or not to cheat: An insight into alternative assessment methods in a NWU BA communication exam room	**Hudson, L Engel-Hills, P Winberg, C** CPUT Threshold concepts: Making waves of change in a first year curriculum	**Southway-Ajulu, F Khomo, T** NMU Higher Certificate qualification as a new access pathway into University	**Extended paper** **Behari-Leak, K** UCT **Vorster, J** RU **Chitanand, N** DUT **Ganas, R** WITS **Monnapula-Mapesela, M** CUT **Makua, J** TUT **Toni, N** NMU Confronting common-sense induction practices as professional developers	**Jansen van Vuuren, M Van Niekerk, E** NWU Dipping toes in the waves of fully online Short learning programmes: Ensuring faculty success	**Asfour, FM Ndabula, Y Chakona, G Mason, P McKenna, S Oluwole, DO** RU Beyond Multilinguality: Unpacking academic voice in writing groups	**Symposium** *continued* **Höppener, M** UFS **Walker, M** UFS **McLean, M** Nottingham **Muhuro, P** UFH **Mgqwashu, E** RU **de Wet, T** UJ Using lifestory, photovoice and multi-modal participatory approaches in researching access to, participation in, and outcomes of university learning for low-income youth
11:15		**Sefalane-Nkohla, P Mtonjeni, T** CPUT Defining socio-cognitive support: Affordances of writing centre-student counselling collaboration for student achievement	**Hiralaal, A** DUT Playing with numbers: Arts in accounting pedagogy teaching	**Von der Heyden, B** SU Near-peer video learning enhances student engagement with geological knowledge		**Bogatsu, L Khumalo, Z** NWU Bridging the gap between technical and non-technical developers	**Ndebele, C** SMU Nurturing research capacity among emerging academics through mentoring: Reflections from a pilot	
11:40		**Slabbert-Redpath, J Strydom, E. Leendertz, V** NWU Responding to the waves of change: The role of CTL to enhance teaching and learning	**Yassim, K** NMU Amabali Ethu Aphilisayo: Decolonising curriculum and praxis through life righting	"no session"	"no session"	**Healey, T Grayson, D Kizito, R Wissing, G** Reflections on a pilot project to support academic staff at Wits University to develop curricula	**Van den Berg, D Geldenhuys, Y Pool, J** NWU Exploring diversified categories of teaching and learning awards and recognition structures in Higher Education to contribute to organizational transformation	

Columns labels (vertical): Learning Analytics | Curriculum and Career Pathways | Student Access & Success | Transformative Teaching Development | HE Pedagogies / Transformative Teaching Development | Transformative Teaching Development | Student Access & Success

12:05-13:00	AGM	Building 123, Lecture Theatre 1
13:00:-13:45	Lunch	Building 123 Foyer

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PARALLEL #5

	Building 35 0022	ITSI Funda: Supporting Change Building 35 0005	Building 35 0004	Higher Ed Partners Building 35 0027	Building 35 0001	Building 35 0017	Building 35 0018
13:45	**Combrink, HMVE** UFS Statistical moderation: An additional tool for the standardisation of marking large class assessments	**Roos, A Currie, B. Fincham, R** NMU A role-play simulation of the fire disaster of June 2017 from the Knysna region of the Western Cape	**Matthews, R Naidoo, N** CPUT Learner engagement: expectations, impediments to, and enablers for success in undergraduate emergency care education	**Nsibande, R Mazibuko, N** Wits Reframing evaluations of teaching: Creating space for supporting professional learning and transforming teaching practice	**Loots, S Strydom, F** UFS Developing university teachers through engagement in scholarship: Lessons from the LSSE	**Yassim, K Mapasa, T Dyanti, T** NMU Reflexive encounters and critical conversations: Possibilities for a humanising pedagogical praxis in post-school classrooms	**Skead, M** SU What is agency and why is it necessary for curriculum innovation and equity?
14:10	**Makiva, M Ile, I** UWC Critical assessment of public administration curriculum: Decolonizing scholarship of teaching and learning, post-colonial South African University	**Ditsele, R Nesamvuni, PT** TUT A critical reflection on assessment practices: A case study on undergraduate programmes at a South African University of Technology	**Wisker, G** University of Brighton Developing successful academic writing and publishing careers	**Fourie, M** NWU Simultaneous impact of juxtaposed learning theories on learner information processing ability for cognitive growth and development: Towards transformation in higher education	**Clarence-Fincham, J** NMU **Kizito, RN** Wits Engaging with a programme in the scholarship of teaching and learning at Nelson Mandela University: staff responses, current challenges and suggestions for future change	"no session"	**West, NJ** Wits Visualising journeys through an engineering curriculum

Learning Analytics — Curricula, Curriculum and Career Pathways — Student Access — Curricula, Curriculum — Transformative Teaching Development — Transformative Teaching Development — Transformative Teaching Development — Curricula, Curriculum and Career Pathways

14:40 SIG ENGAGEMENT PLENARY — Building 123, Foyer

Engaging in dialogue for creating a more responsive and engaged organisation through a theory of change approach

15:40-16:00 Refreshment Break — Building 35

	Building 35 0001	Building 35 0004	Building 35 0005	Building 35 0017	Building 35 0018	Building 35 0027	Building 123 L2	Building 123 L1	Building 123 L3
16:00-17:00	Foundation SIG	Tutor, Mentor & SI SIG	Reflective Practitioner SIG	Technology Enhanced Learning SIG	Professional Development SIG	Writing Centre SIG	First Year Experience SIG	Southern African Universities Teaching and Learning	Teaching Advancement at University (TAU) Fellowships Programme

18:30 for 19:00 Gala Dinner — The Tramways Building

Kindly follow the link for additional information on and directions to The Tramways Building

HELTASA · NELSON MANDELA UNIVERSITY · HELTASA CONFERENCE 2018 PROGRAMME

Friday 23 November

07:30-08:00 Registration *Building 35*

PLENARY CHE-HELTASA Teaching Excellence Awards *Building 1: South Campus Auditorium*

08:00 Engaging with awards criteria and excellence

08:30 Awardee presentations

09:20 Presentation of awards by the winners' DVC's/representatives and HELTASA Chair

Prof Alan Cliff (UCT)
Prof Livingstone Makondo (DUT)
Dr Melanie Skead (SUN)
Prof Andrew Crouch (Wits)
Prof Chrissie Boughey (RU)

09:45-10:15 Refreshments & table discussions with award winners *Building 123*

Collaboratively Charting the Course for Learning and Teaching in Southern Africa

10:15 Topic table discussions *Building 123*

PLENARY *Building 123, Lecture Theatre 1*

11:30 Charting the Course for Learning and Teaching in Southern Africa

12:30 Closing

13:00 Lunch on the go & departure

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PROGRAMME

INTERACTIVE POSTERS #1

refer to Wednesday, 21 Nov for the poster slot

Learning Analytics

- **Katiya, M**   CPUT
  Are South African academics prepared to teach diverse student population?
- **Raphela, F**   CUT
  The effect of video-based lectures on learning anatomy: a systematic review
- **West, J**   UJ
  Enabling student learning through constructive alignment

Transformative Teaching Development

- **Chabaya, O | Wadesango, N | Mohale, A | Hlungwani, C | Thosago, M | Chia, E | Mashala, M**   Limpopo
  Effects of professionalisation of teaching on pedagogical skills of academics as experienced by one Postgraduate Diploma in Higher education cohort group
- **Cilliers, EJ**   NWU
  How to become an "Olympian" in the academic world
- **Lazarus, L | Luckrajh, JS | Sookoo, C**   UKZN
  The use of drawings as a creative tool to express student perception of cadaveric dissection: The UKZN experience
- **Leonard, L | Stoltenkamp, J**   UWC
  Professional support staff claim their academic research identity
- **Makhanya, S**   MUT
  Exploring informal mentoring through a photographic exhibition of educational influences on becoming a university educator
- **Ravhuhali, F | Masehela, LM | Marhaya, L | Mutshaeni, HN | Pataka, HM**   Venda
  I am a reflective teacher': Lecturers' reflections of student evaluations on their teaching practices
- **Verster, B**   CPUT | **van den Berg, C | Collett, K**   UWC
  Creative meaning making through a multimodal exploration in professional academic development
- **Wadesango, N | Chabaya, O**   Limpopo
  Promoting the interplay between teaching and research in the university and the role of the academic developer

Curriculum and Career Pathways

- **Garraway, J**   CPUT
  Using change laboratories in improving work/university Articulation
- **Pillay, AM**   UJ
  Entrepreneurship for South African Universities of Technology
- **Ruggunan, S**   UKZN
  Decolonising management studies? An autoethnography
- **van Aardt, P**   UFS
  Decolonising the curriculum: A creative and practical approach

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PROGRAMME

INTERACTIVE POSTERS #2
refer to Wednesday, 21 Nov for the poster slot

Student Access & Success

- **Archer, V | Ogle, M | Pentz, R**   CPUT
'Uber'-ing extended curriculum programmes into the 2020's: An integrated approach to teaching using past (since 2005) and future initiatives
- **Arendse, R | Paleker, P**   UWC
A wave of change or sinking ship: Are students receiving the necessary financial support from the NSFAS to be academically successful?
- **Chabaya, O | Mashinya, F | Thosago, M | Mbita, Z**   Limpopo
Understanding student usage of off-classroom notional hours: A case of Faculty of Science Students at the University of Limpopo in South Africa
- **Mkonto, N**   CPUT
Responding to first year students' needs through collaborative training of peer mentors
- **Mohale, A | Hlungwani, C | Wadesango, N | Chabaya, O**   Limpopo
The effectiveness of Supplemental Instruction in promoting a teaching and learning agenda at a rural-based university
- **Munienge, M**   WSU
Blackboard or WhatsApp: Which space to share?
- **Mutheiwana, MB | Sharp, K**   VUT
Predicting Generation Y students' attitudes towards advertising on virtual learning environments at a South African University of Technology
- **Sehlapelo, H | Maroga, M**   UP
Exploration of first year orientation feedback to gain understanding of waves of change in the students' transition journey
- **Setenane, RV**   UFS
Developing Sotho terms and concepts for a bilingual Sotho-English art and design e-dictionary
- **Simelane-Mnisi, S | Mji, A**   TUT
Live interactive teaching in the flipped classroom: Promoting 21st century skills and assessment for learning to improve pass rate
- **Stoltenkamp, J | Sibanda, M | Kies, C**   UWC
Professional support staff plays a key role in student retention in a HE setting

Leadership

- **Madzimure, J**   VUT
Higher education leadership practices and challenges in a changing world: The case of Vaal University of Technology
- **Moleko, G**   UNISA
Migrating from print to blended delivery: Experiences of instructional designers at Unisa
- **Tekane, R | Louw, I | Muller, J**   UP
Resilience: Riding the waves of teaching in a changing world
- **van der Westhuizen, P**   NWU
We are in a state of flux: Assessing the leadership style of support staff managers and how they will navigate the future

Higher Education Pedagogies

- **Benadé, P | Ngwenya, S | Lesang, L**   NWU
Nursing students co-create a humanizing pedagogy by spending quality time with older persons
- **Ditsele, R | Nesamvuni, PT**   TUT
Assessment practices review: Exploring perspectives in undergraduate curricula at a South African University of Technology
- **du Plessis, N | de Villiers, K**   NWU
Co-teaching: A scholarly approach to address lecturer collaboration in the university classroom
- **George, RE**   UWC
Switching a familiar dance partner to initiate a tidal wave of change
- **Hlabane, S | Pachagadu, S | Petlele, N | Malgas, A**   Wits
Academic staff induction programme: a holistic blended learning approach to professional development at Wits
- **Hugo, C | Morris, A**   CPUT
Narratives of disruption: Reflecting on lecturer identities and implications for practice in a Design extended curriculum programme
- **Mostert, C**   NWU
The integration of an interactive software platform to re-invent teaching and learning strategies in entrepreneurship education
- **Pather, S | Wilson, V**   UWC
Bachelor of Oral Health (BOH) tutors use of semantic waves to guide student learning
- **Timm, D | Gonsalves, N | Obaje, T**   DUT
Engagement with Humanizing pedagogy for holistic learning of First-Year Students: Sharing lived experiences of implementing General Education

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