

The missing piece in the academic success puzzle

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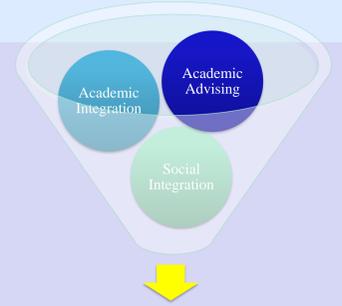
1. The conundrum?

Higher education in South Africa is faced with a puzzle:
"How do we ensure / improve academic success?"



TAU Project 2 – Adopting a “Learning Community Approach” (Serekoane, 2016)

- Context (Access programme)
- Problem: To locate where learning is taking place
- Approach: “Learning Community Approach”:
 - Student involvement
 - Student integration
 - High effort in academic tasks
- Results
 - Students valued the approach (established learning capital, cf. cultural capital)
- Conclusion: Useful for sustaining student success



Academic Persistence & Success

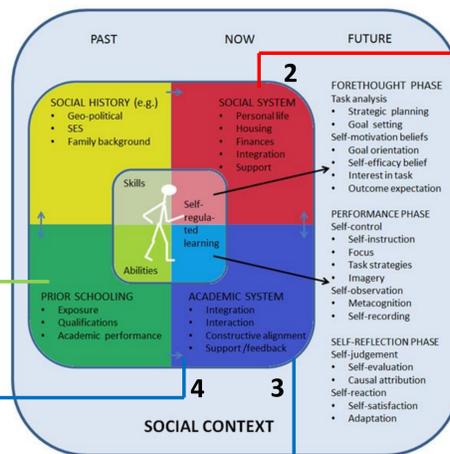
- Academic Integration:** Occurs when students become attached to the intellectual life
- Academic Advising:** Process where a student is helped to explore the value of general education, review the services and policies of the institution, discuss educational and career plans, and making appropriate course selections.
- Social Integration:** Occurs when students create relationships and connections outside of the classroom

TAU Project 1 – Association between Prior Schooling and student success (Netshisaulu, 2016)

- Context (Mining and Physical Science) – University of Limpopo
- Problem: Rural community with poor foundational skills
- Investigation
 - Correlation between NSC marks (Maths and Physics) and University success.
- Results
 - No definite correlation
- Conclusion
 - The focus should be on improving current teaching and learning practices

2. Our Research

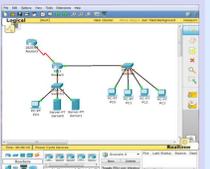
- Tinto’s model (1976)
- Self-regulated learning (Zimmermann, 2008)



- **The past:** Each learner has a social history / academic history
- **Now:** Dependent on academic and social integration
- **The key to the future:** Self-regulated learning

TAU Project 3 – Introspection into the teaching approaches in a 1st year ICT course (Mpekoa, 2016)

- Context (ICT – Networking) - Central University of Technology
- Problem: High failure rate
- Investigation
 - Student perception
- Results
 - Mostly acceptable
 - Inadequate self-regulated learning amongst some
- Conclusion
 - The focus should be on improving current teaching and learning practices



TAU Project 4 – Using online quizzes to stimulate self-regulated learning (Postma, 2016)

- Context (Dentistry)
- Problem: How to get students engaged with their own learning
- Intervention: Online quizzes before classroom feedback instead of lectures
- Results
 - Students spend up to 2 hours in preparation for class
 - 41% reported self-regulation behaviours / Other driven by carrots and sticks
- Conclusion
 - Carrots and sticks the predominant learning motivators – but self-regulation is prevalent

Key References

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3. Our Conclusion



A holistic approach needed that includes all of the above



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