

**LEARNING DEVELOPMENT**  
**EASING THE ARTICULATION**  
**BLUES: Stepping up from High**  
**School to HE**

**RAZIA MAYET**



UNIVERSITY  
OF  
JOHANNESBURG

# Background and Motivation

The Department of Education document states:

- “Foundational provision is intended primarily to facilitate the **academic development of students** whose prior learning has been **adversely affected by educational or social inequalities**. Foundational provision is thus aimed at facilitating **equity of access and outcome**.” (DOE, 2006)

Currently only 10% of SA students have adequate access to Academic Development Programmes (Scott;2007)



# Who is the UJ student we are serving?

Research by our Director Dr Andre van Zyl in 2011 indicated the following:

- ✓ **48% studied less than 10hrs per week in grade 12**
- ✓ **60% did not rate English as their first language**
- ✓ **59% are part of a 1<sup>st</sup> generation of the family to attend uni**
- ✓ **43% are the 1<sup>st</sup> ever in the family to attend university**
- ✓ **56% commute to campus daily over long distances while 34% reported some kind of transport problem**
- ✓ **26% had neither parent completing school**
- ✓ **25% have food problems**



# What Does it Mean to be AT- RISK

In summary, the At – Risk learner is one:

- who procrastinates,
- does not manage time effectively,
- has poor study habits,
- has a poor self –image,
- scores lower on vocabulary and numerical testing
- believes that achievers have a natural talent,
- succumbs to stress,
- lacks organizational, behavioural and management skills,
- does not or cannot reflect on their lack of learning
- has expectations that are not met,
- lacks commitment and is less socially engaged
- needs to be cared for and supported by the institution.



## Who is the Academically AT –RISK Learner ?

In the South African Higher Education context, the current report from the Council for Higher Education (CHE) reveals 'that some 55% of all entering students, including about 45% of contact students, never graduate.

The figures show that, in the main degree and diploma programmes only 27% of all students, including 20% of African students and 24% of coloured students, graduate in regulation time.'

The report further emphasises the need for 'time constructively spent on foundational learning that will foster quality and success. (CHE report, 2013)



## UNDER PREPAREDNESS DOES NOT MEAN lacking the potential to succeed

- ❖ UNDERPREPAREDNESS = inadequate articulation between secondary school and higher Education (Scott)
- ❖ Students who obtain university entry are the top performers in their schools. So clearly there is an articulation failure
- ❖ In Higher Education we take for granted certain learning, approaches and experiences
- ❖ Stella Cottrell : “ The study skills needed for HE are ultimately gained only through studying at that level”
- ❖ How to move from the current to the ideal state within the learner’s learning learnscape



# Role of Learning Development

learning development has to train and prepare students in the following areas:

- To take charge of their own learning goals and in so doing become accountable for their own progress and improvement in learning.
- To plan ahead to achieve goals whether academic, personal or professional.
- To use their time in a more structured and managed way so as to enhance organizational skills, management of resources and overall academic competencies.
- To identify early on the study skills required to attain academic success.
- To clarify how developing skills and personal qualities can assist academic progress on a particular programme or course.
- To adapt successfully to the new environment in order to thrive in the university setting.

See Tinto (1993); Kuh(2003);Pascerella and Terenzini(2005);and Schreiner(2010)



# WHAT DO WE DO IN LEARNING DEVELOPMENT?

- **TIME MANAGEMENT**
- **LEARNING TO LEARN**
- **TOP ; GOD ; CAMERA ; SQ4R ; SMART goals**
- **MEMORISATION / RECALL ; TEXT and MIND MAPS**
- **THE BRAIN and COGNITION**
- **USING YOUR LEARNER GUIDE EFFECTIVELY**
- **THE STUDY CYCLE / NOTE TAKING/ NOTE MAKING**
- **HOW TO PRE READ and CONSOLIDATE EFFECTIVELY**
- **POWER LEARNING - ACTIVE vs PASSIVE LEARNING STRATEGIES**
- **PREPARE FOR ASSESSMENTS**
- **STRUCTURING A STUDY SESSION THAT WORKS**
- **EXAM SKILLS and STRATEGIES**
- **RESIDENTS ACADEMIC ADVISOR / AT RISK STUDENTS**

## FRASER and Killen (2005)

“to knowingly admit students who for whatever reason, have no chance of academic success would be immoral. To admit students who have the potential to succeed and then act in ways that do not allow them to realize that potential would be equally immoral.”



**Kinzie raises these pertinent questions to direct thinking on the issue of academic risk and attrition rates.**

- *Who are the culprits of depressed success rates?*
- *Is it underprepared or unmotivated students?*
- *Is it underperforming institutions and ineffective pedagogies?*
- *Are traditional models of success deficient in that they neglect aspects of institutional practice, student attributes and behaviour?*
- *Are we ignoring emotional and psychological phenomena among a diverse student population? (Kinzie 2012)*

These questions reveal more about what is lacking in the field of enabling students. They also point to the underlying factors that may be overlooked in the dilemma to find the 'culprits' that retard student success.



# STUDENT FEEDBACK AFTER ATTENDING LEARNING DEV THAT REFLECT MAJORITY RESPONSES

“It made me to excell in my studies “(Tsholofelo)

“all academic issues are addressed promptly and with solutions”(Boipelo)

“the workload seems less and study skills have improved after my sessions with the counsellor”(Precious)

“she is highly helpful and very funny” (Busisiwe)

“She shows how to get the bigger picture of what you about to do (Siyanda)

“even today i am still applying what study skills i learnt with Razia”(Camelia)

“saying my problems out loud and having someone put solutions down on paper that i can use continously”(Boniswa)



# Food for thought

- If 100% of your students were retained and 100% employability was assured :  
What would you want our students to leave with ?
- Do you articulate your expectations to your students ? And more importantly
- Do you ask them to articulate their expectations to you ? And can you 'depersonalize the discourse' and handle the deal?
- What to you is an Educated Student ?

Thank You

RAZIA

