

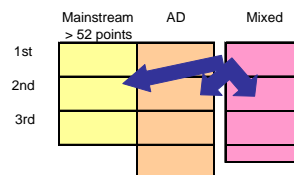


1st South African conference on the first-year experience
Stellenbosch, 8 – 10 September 2008

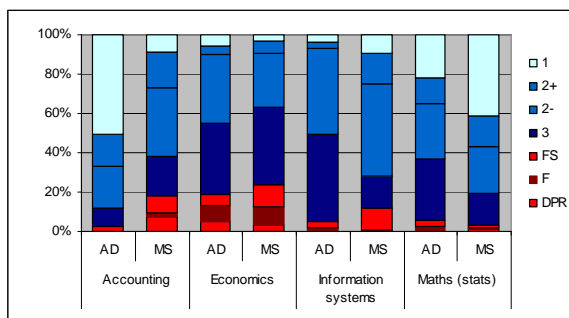
Is Academic Development (Commerce) worth it?: An overview of structure, pedagogy, integration & student experience

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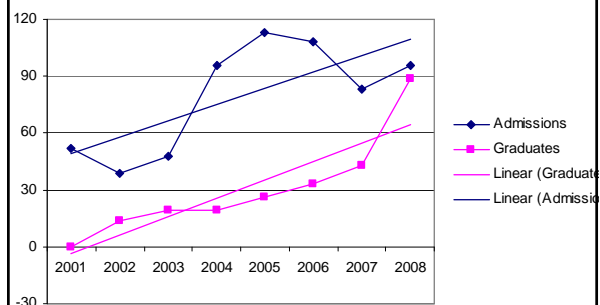
Programme structure



Results: AD vs. mainstream



Admissions & throughput



Beyond curriculum

- Mentoring
- Induction for 1st years
- Sense of belonging
- Award ceremony
- Sensitive to language & culture
- Library of prescribed textbooks
- Corporate links
- Language embedded in courses
- Writing consultant
- Formative evaluation
- Academic workshops
- Class meetings
- Individual files
- Interviews
- Crisis interventions
- Leadership opportunities
- Skills workshops
- Pedagogies engaging with various / diverse / culture

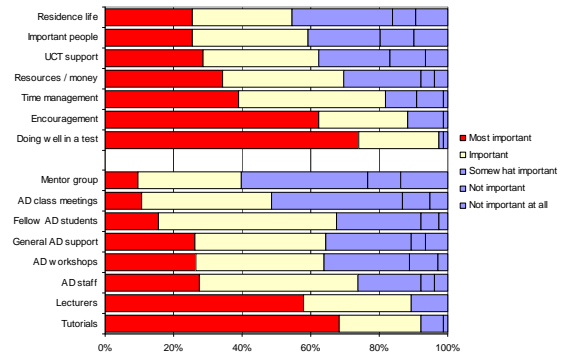
Briefly describe your
home/community environment.

Briefly describe your school environment.

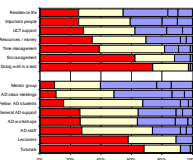
What has being in the AD programme meant for you?

Quantitative results

Data & methods



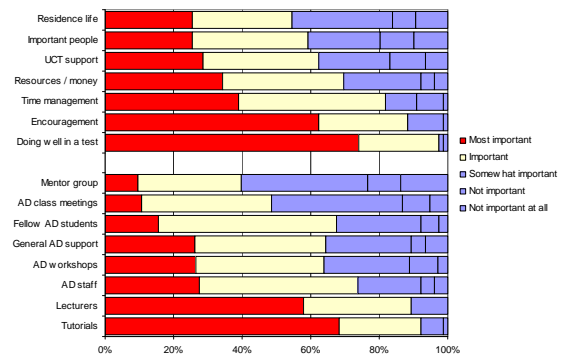
Data & methods



- n = 77
- Lickert scale data
- 16 potential support factors
- Separate AD & non-AD factors
- Ranked by mean score
- ANOVA = comparing variance within groups with variance across groups

⇒ e.g. Are all AD interventions equally important?
 ⇒ e.g. Is AD as important as other factors?

Results



| AD factors | mean | F-stat | prob. |
|--------------------|------|--------|-------|
| | | | |
| Tutorials | 4.58 | 0.873 | 0.361 |
| Lecturers | 4.47 | | |
| | | | |
| AD staff | 3.89 | 0.456 | 0.713 |
| AD workshops | 3.76 | | |
| General AD support | 3.74 | | |
| Fellow AD students | 3.72 | | |
| | | | |
| AD class meetings | 3.41 | 2.667 | 0.105 |
| Mentor groups | 3.12 | | |

| Other factors | mean | F-stat | prob. |
|----------------------|------|--------|-------|
| | | | |
| Doing well in a test | 4.68 | 2.541 | 0.113 |
| Encouragement | 4.49 | | |
| | | | |
| Time management | 4.10 | 1.281 | 0.259 |
| Resources/ money | 3.92 | | |
| | | | |
| General UCT support | 3.68 | 0.276 | 0.758 |
| Residence life | 3.55 | | |
| Important people | 3.55 | | |
| | | | |

| Priorities | mean | F-stat | prob. |
|----------------------|------|--------|-------|
| Doing well in a test | 4.68 | 1.296 | 0.276 |
| Encouragement | 4.49 | | |
| Tutorials | 4.58 | | |
| Lecturers | 4.47 | | |
| | | | |
| Time management | 4.10 | 1.623 | 0.153 |
| Resources/ money | 3.92 | | |
| AD staff | 3.89 | | |
| AD workshops | 3.76 | | |
| General AD support | 3.74 | | |
| Fellow AD students | 3.72 | | |

Discussion

1. AD is not the only thing that matters
2. BUT programme interventions are approximately equally important, thus supporting the value-added approach

Are perceptions stable across years & cohorts?

Control group?

How are rankings affected by socio-economic context?

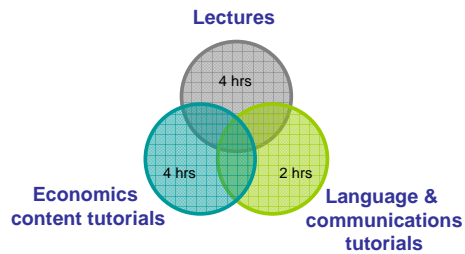
Integration of language & literacy in economics

Theoretical assumptions

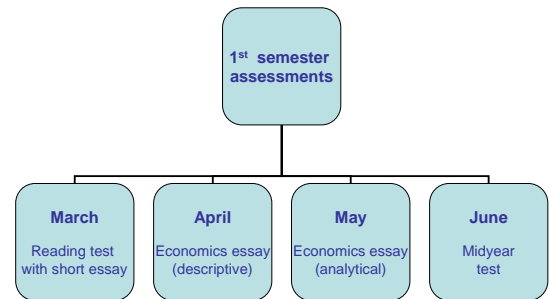
ESL students suffer from cognitive overload where work is cognitively demanding and context reduced

- Linguistic competence cannot be separated from the cognitive demands of the task (Cummins 1984, 1996)
- Academic literacy needs to be learned for each new specialised discourse (Gee 1996, Street 1997)

Economics extended course



Assessment for extended course

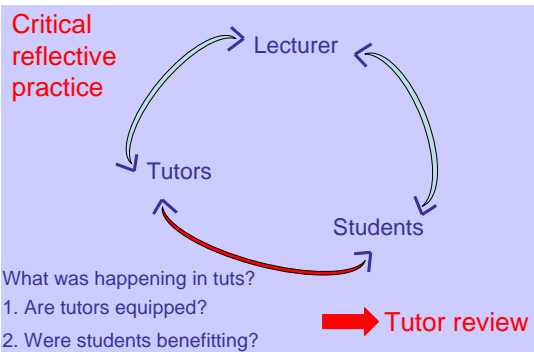


Collaboration with Economics

- Design of essay and test tasks
- Design of assessment criteria for these tasks
- Training of Economics tutors for tutoring and marking
- Essay marking workshops

Tutor review as an example of an AD intervention

Motivation for tutor review



Did you feel that you had the necessary skills to tutor?

How did you respond to the feedback given?

Do you agree or disagree with the following statement:

The skills that I developed and enhanced through tutoring can only be used and applied when I'm tutoring.

Further issues

1. How do reviews affect tutor performance?
2. Does the tutor review process enhance/enable reflective practice?
3. Can we measure skills developed in the process?
4. Are these skills transferable?
5. Are there synergies with other interventions?
6. Can tutor reviews be standardized across contexts?

Conclusion

1. Is the programme addressing marginalised students?
2. How are graduation rates affected by home language, schooling, resources, parental schooling?
3. What issues emerge from having a programme which is both diverse, yet homogenous?
4. How can one ascertain the impact of various interventions focused on identity, 'voice', self efficacy?

Acknowledgements

We would like to thank various members of the AD staff who assisted with data collection & capturing

