AUXIN - 23 April 2019

ENGLISH

AUXIN hosted by	The Centre for Teaching and Learning (CTL)
Title of Presentation	"*The fruits of the spirit mixed with street smarts*". Reflections on the first five years of a peer mentoring programme for first-year students on the Extended Degree Programme within the Faculty of Arts and Social Sciences.
Summary of Invitation	The CTL hereby invites you to a lunch-hour "padkos session" as part of the AUXIN Project. The AUXIN Project aims to create growth opportunities for SU lecturers.
Title and Name of Presenter(s)	Ms Shona Lombard
Short Biography of presenter(s)	The presenter has been lecturing full time on the Extended Degree Programme (EDP) in the Faculty of Arts and Social Sciences (FASS) since 2011. Across the years her academic duties have included teaching and/or coordinating on three of the support modules that form(ed) part of the EDP: *Introduction to the Humanities 178, Introduction to the Humanities 188* and *Texts in the Humanities 113* and *143.* In 2015 she also launched the Mentor Programme on the EDP of which she is still the coordinator.
Blurb (Including conclusions and implications for Teaching and Learning at SU)	Since the mid-1990s, extended curricular programmes (including EDPs at Stellenbosch University) have been introduced at institutions of higher education "in response to a growing national demand for alternative access routes to university and improved success of inadequately prepared students" (Young, Loots, Louw & Wagener, 2010). Although specific support modules within the EDPs are aimed at assisting the students with the transition process from basic education into higher education in order to increase their chances for academic success, the unique support that can be offered through mentoring can make a profound contribution to the successful integration of these previously 'disadvantaged students', many of whom "…need further support, being the first generation undertaking a university career" (Wisker, Exley, Antoniou & Ridley, 2008). Under the guidance and leadership of Dr Gillian Arendse (former Head of the Centre for Mentor, Tutor and Leadership Development at SU), a formal peer mentoring programme was introduced as an additional support mechanism for the EDP first-year students within the Faculty of Arts and Social Sciences in 2015. This mentor programme aims to create a safe space within which first-year EDP students are able to interact with a senior EDP student, their mentor, and the sessions are focused on sharing experiences related to transitioning the gap between school and university. In 2016 and 2017 the presenter conducted a FIRLT-funded study to examine the social and academic impact of this peer mentoring programme for first-year students. The quantitative and qualitative data gathered during this study, together with annual evaluation

	processes, have indicated that the mentor programme does provide safe, supportive and challenging spaces that promote critical and creative thinking which can result in positive behavioural changes for both the mentees and mentors. Since 2017 the presenter has also been involved in a process which aims to award co-curricular accreditation for the mentors and super mentors (former mentors who now act as a coach for new mentors) involved in this peer mentoring programme. As an example of an experiential learning process (Kolb, 1984), this mentor programme provides ample opportunities for transactions between the mentees' and mentors' personal knowledge and the social knowledge gained through interaction with each other in this space of development. During this session the presenter will reflect on some of the most important lessons learnt since 2015. This includes sharing results of data gathered, reporting on some of the structural changes introduced to the programme since 2015 and sharing plans for the future of this programme.
Articles (Bibliographic information of 2 easy-to-read articles on the topic)	Crisp, G., Cruz, I. 2009. Mentoring college students: A critical review of the literature between 1990 and 2007. *Review of Educational Research*, 50: 525-545. Terrion, J.L., Leonard, D. 2007. A Taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review. *Mentoring and Tutoring*: *Partnership in learning,* 15(2):149-164. Books: Collier, P.J. 2015. *Developing effective student peer mentoring programs.* Virginia: Stylus. Firth, L., May, G. & Pocklington, A. 2017. *A student's guide to peer mentoring.* London: Palgrave
Key Words	peer mentoring, Extended Degree Programme, experiential learning
Date of Presentation	23 April 2019
Time	12:45 – 13:45
Venue	Room 3008, Faculty of Education
Please RSVP by completing the Google form: https://docs.google.com/forms/d/e/1FAIpQLSfqtAwQGhYM9nKv0JeZVpkyhGew7LqVX79QLYMo-aZlHE7C9w/viewform?usp=sf_link	
Enquiries	Ms Nothemba Nqayi nothemban@sun.ac.za 021 808 3717
Cancellations	If, for some or other reason, you are no longer able to attend the AUXIN, we request that you please CANCEL your registration at least 24 hours before the time, by contacting Ms Nqayi (contact

	details above). There are certain financial costs incurred by the CTL for each AUXIN, and the request is to minimise financial implications.
More Information	A podcast will be available on the CTL website after the session: www.sun.ac.za/ctl

AFRIKAANS

AUXIN aangebied deur	Die Sentrum vir Onderrig en Leer (SOL)
Titel van Aanbieding	"*Geestesvrugte saam met straatslimheid*". Besinnings oor die eerste vyf jaar van 'n studentementorprogram vir eerstejaars in die Verlengde Graadprogram van die Fakulteit Lettere en Sosiale Wetenskappe.
Opsomming van Uitnodiging	Hiermee nooi SOL u graag na 'n etensuurpadkossessie as deel van die Auxin-projek. Die Auxin-projek het dit ten doel om groeigeleenthede vir US-dosente te skep.
Titel en Naam van Aanbieder(s)	Me. Shona Lombard
Kort Biografie van aanbieder(s)	Die aanbieder is sedert 2011 voltydse dosent in die Verlengde Graadprogram (VGP) in die Fakulteit Lettere en Sosiale Wetenskappe. As deel van haar akademiese pligte koördineer sy verskeie ondersteuningsmodules van die VGP: *Inleiding tot die Geesteswetenskappe 178* en *188;* en *Tekste in die Geesteswetenskappe 113* en *143*. In 2015 begin sy ook die mentorprogram op die VGP en is steeds die koördineerder.
Opsomming ("Blurb") (met inbegrepe van gevolgtrekkings en implikasies vir Onderrig en Leer @US)	Sedert die mid-1990s is verlengde graadprogramme (VGP's) ingestel by tersiêre instellings, ook by Stellenbosch Universiteit, in antwoord op die groot aanvraag vir alternatiewe toegangsroetes tot universiteitstudies saam met beter sukseskoerse vir studente wat nie voldoende voorberei is vir universiteit nie (Young, Loots, Louw & Wagener, 2010). Spesifieke ondersteuningsmodules binne die VGP's het ten doel om studente te help met die oorgangsproses van basiese na hoër onderwys sodat hulle kanse op akademiese sukses kan verhoog. Naas sulke ondersteuningsmodules kan mentorprogramme met medestudente unieke ondersteuning bied en 'n diepgaande bydrae lewer om eerstegeslag-universiteitgangers suksesvol te integreer (Wisker, Exley, Antoniou & Ridley, 2008). Onder leiding van dr. Gillian Arendse (voormalige hoof van die Sentrum vir Mentor-, Tutor- en Leierskapontwikkeling aan die US) is 'n formele mentorprogram vir medestudente in 2015 begin om VGP-eerstejaarstudente in die Fakulteit te ondersteun. Die doel van die program is om 'n veilige ruimte te skep waarbinne eerstejaars in die VGP in gesprek tree met senior VGP-studente. Die mentorsessies fokus op hulle ervarings om die gaping tussen skool en universiteit te oorbrug. In 2016 en 2017 het die aanbieder 'n FINLO-befondsde studie gedoen om die sosiale en akademiese impak van die eweknie-mentorskapprogram te ondersoek. Die kwantitatiewe en

	kwalitatiewe data en die jaarlikse evaluasieproses dui aan dat die mentorprogram wel veilige, ondersteunende en uitdagende ruimtes bied waarbinne kritiese en kreatiewe denkprosesse bevorder is wat kan lei tot positiewe gedragsverandering by sowel die mentors as die medestudente wat deur hulle gementor word. Sedert 2017 is die aanbieder ook betrokke by 'n proses om ko-kurrikulêre akkreditasie te bewerkstellig vir die program se mentors en supermentors (voormalige mentors wat nuwe mentors oplei). As 'n voorbeeld van ervaringsleer (Kolb, 1984) bied hierdie mentorprogram heelwat geleenthede vir wisselwerking tussen die mentors en die gementordes se persoonlike kennis en sosiale kennis in 'n ruimte van ontwikkeling. In hierdie Auxin-sessie sal die aanbieder besin oor van die belangrikste lesse wat sedert 2015 in die mentorprogram geleer is, dataresultate deel, verslag doen oor strukturele veranderings in die program en toekomsplanne bespreek.
Artikels (Bibliografiese gegewens van 2 maklik-verstaanbare artikels oor die onderwerp)	Crisp, G., Cruz, I. 2009. Mentoring college students: A critical review of the literature between 1990 and 2007. *Review of Educational Research*, 50: 525-545. Terrion, J.L., Leonard, D. 2007. A Taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review. *Mentoring and Tutoring*: *Partnership in learning,* 15(2):149-164. Boeke: Collier, P.J. 2015. *Developing effective student peer mentoring programs.* Virginia: Stylus. Firth, L., May, G. & Pocklington, A. 2017. *A student's guide to peer mentoring.* London: Palgrave
Sleutelwoorde	Studentementor, Verlengde Graadprogram, ervaringsleer, eweknieleer
Datum van Aanbieding	23 April 2019
Tyd	12:45 – 13:45
Plek	Lokaal 3008, Fakulteit Opvoedkunde
RSVP asseblief deur die volgende *Google Form* te voltooi: https://docs.google.com/forms/d/e/1FAIpQLSfqtAwQGhYM9nKv0JeZVpkyhGew7LqVX79QLYMo-aZlHE7C9w/viewform?usp=sf_link	
Navrae	Me Nothemba Nqayi nothemban@sun.ac.za 021 808 3717
Kansellasies	Indien u, om watter rede ookal, nie meer die AUXIN kan bywoon nie, versoek ons dat u asseblief u registrasie ten minste 24 uur voor die tyd kanselleer, deur me. Nqayi te kontak (kontakbesonderhede hierbo). Daar is sekere kostes verbonde aan elke AUXIN vir SOL en die versoek is om finansiële implikasies minimaal te hou.

Meer Inligting	Na afloop van die sessie sal die potgooi beskikbaar wees op SOL se webtuiste: www.sun.ac.za/ctl