

The DUT Residence Educational Programme (REP): An Exploratory Analysis



OUTLINE OF THE PRESENTATION

- Scope and objectives of the Residence Educational Programme (REP).
- Underlying analytical framework [Systems Thinking]
- Qualitative and Quantitative data collected over the past three years (2013-2015).
- Aligning the REP with the goals of the *Siyaphumelela* Project.

DUT STRATEGIC PLAN (2015-2019)

Strategic Focus Area I

Building sustainable student communities of living and learning:

- Provide enabling living and learning environments that promote student success and advance the intellectual, social and emotional growth of our students.
- Cultivate a shared understanding of student-centeredness that underpins students' attainment of the desired DUT graduate attributes.

Student Housing Mission Statement

"Our interests and concerns are to ensure that the personal, social and academic development of students is achieved through participation in proactive programmes which address current issues and problems, as well assisting in the individual's adjustment to the community at large."

REZLIFE PROGRAMME

1. Orientation
2. Annual awards for achievements in sports, academics, cultural activities, etc.
3. Debates, spelling competitions,
4. Mind opener series (visits to industries, work places)
5. Module-focused academic support.

REP OBJECTIVES [SUCCESS INDICATORS]

- Provision of peer student support in selected modules to undergraduate students in DUT residences.
- Completion of the qualification in minimum time.
- Above average (excellent) academic performance.
- Graduating students who exemplify DUT graduate attributes.

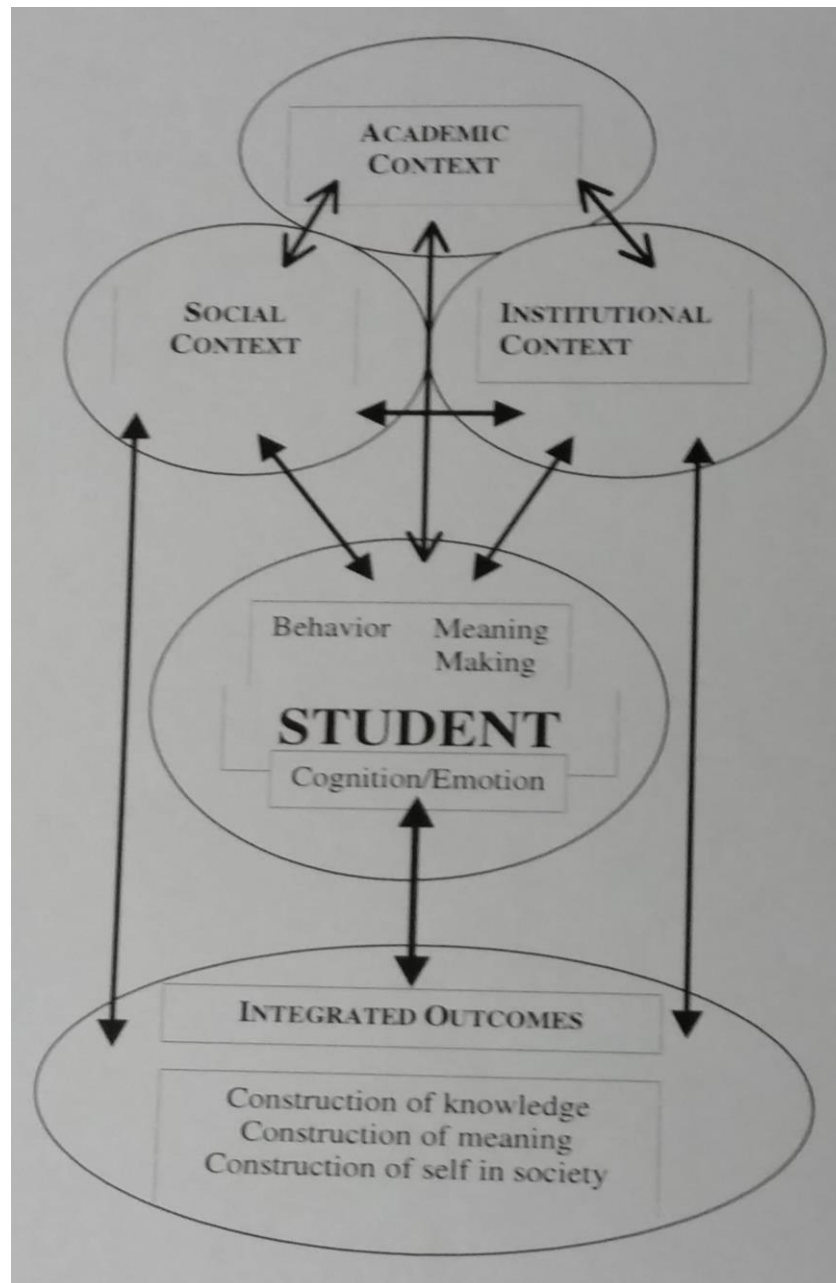


CONCEPTUAL FRAMEWORK

- Conceptualize the university as an ecological system (ecosystem) with one clearly defined goal to which all constituent sub-entities contribute directly and indirectly.
- Define learning as a comprehensive, holistic, transformative activity that integrates *academic learning* and *student development*.
- Create a campus-wide (systemic) focus on student success.

The Ecological University

‘Ecology’ points to systems of relationships between organisms and their environment. The term has also come to have positive value attached to it, in the wake of environmental degradation. Accordingly, the *ecological university* is one that takes seriously its relationships with its total environment and it does what it can to further the wellbeing of that total environment. The ecological university cares about its environment. (Ronald Barnett, ***Being a University***, 2015: 5)



CENTRE FOR
EXCELLENCE IN
LEARNING
& TEACHING



STUDENT
HOUSING &
RESIDENCE LIFE



REP

“Residence
Educational
Programme”



SCOPE OF THE REP

YEAR	2013	2014	2015	2016
Total number of students in Residence	7 509	7 906	7 698	
Total Headcount	26 059	26 472	27 023	

DUT-OWNED AND LEASED RESIDENCES

DURBAN	MIDLANDS
1. Berea	1. Roseville
2. Essenwood	2. Westhaven
3. Walsingham	3. Nurea
4. Berea Court	4. Riversend
5. Nurea	5. Block 2
6. Riversend	6. Block 2
7. Campell	7. Block 3
8. Seaboard	8. Block 4
9. Trio House	9. Block 5
10. -----	10. Block 6

STUDENT PARTICIPATION

YEAR	MODULES/SUB JECTS	TUTORS	STUDENTS	RESIDENCES
2013	47	49	2136	19
2014	48	54	2200	19
2015	58	58	1916	18

INTERNAL ECOSYSTEM

The ***Centre for Excellence in Learning and Teaching*** (CELT) works closely with selected academic departments in all six faculties to contribute to student success.

Participating Departments : Economics, Mathematics, Mechanics, Education, Nursing, Financial Accounting, Microbiology, Anatomy, etc.

DEPARTMENT OF HOUSING

- Senior Rezlife Officers
- Residence Assistants (Postgrad students)
- House Committee members



COMMENTS AND SUGGESTIONS BY TMA_s

1. Generally, REP is seen as a useful intervention by students, tutors, and lecturers.
2. In additon to English tutors use other official langauges such as IsiZulu, isiXhosa in tutorials.
3. There is a need for more teaching facilities: venues, equipment, computer labs, etc.



4. There is a need to involve more **lecturing staff / faculty** in REP.
5. There is a need to assess impact of REP on student academic performance in a systematic manner.
6. A similar initiative would be beneficial for non-resident students.
7. Poor attendance in tutorials when there are no formal assessments (tests and exams) & overcrowding during assessment times.



ALIGNMENT WITH SIYAPHUMELELA GOALS

1. The REP should focus on identified high impact modules / DFW.
2. Introduction of new / additional co-curricular activities to enhance holistic learning (e.g. Reading and Critical Reflection through the **Residence Literary Society**)



3. Systematically gathering and analyzing data to determine the impact of REP on student success.

4. Exploring ways of involving all relevant **academic**, **support**, and **administrative** departments in REP and related initiatives. Thus creating an institutional ecosystem with a shared objective of contributing to enhanced student success at DUT.



Useful Resources

Ronald Barnett. (2015). ***Being A University***. London & New York : Routledge.

The National Association of Student Personnel Administrators & The American College Personnel Association. (2004) ***Learning Reconsidered: A Campus-wide Focus on the Student Experience***.

THANK YOU

