



First-Year Experience: Pedagogies of Care as an Enabler to Student Success

Arthi Ramrung ¹

¹ Mangosuthu University of Technology, South Africa; ramrunnga@mut.ac.za

Abstract. This reflective paper aims to explore the need to embrace alternate pedagogical practices in the traditional curriculum. Being an academic who teaches first-year students and leads the First-year Experience Programme (FYE) at a university of technology has allowed me to reflect not only on my practice but the degree to which we integrate our student's voices within our practice. Placing students' perspectives and perceptions at the fore allows us to improve teaching and learning practices and allows students to become agents of change. This study draws on three surveys conducted by the First-Year Experience team and reflects on ways that we could develop more effective teaching and learning practices by embracing pedagogies of care. The national survey, the Beginning University Survey of Student Engagement highlights that the Mangosuthu University of Technology has over 80 per cent of first-generation students coming from low-quintile schools with limited exposure to new technology. The survey also shows that the majority of our students are Isizulu-speakers, with English as their second language. These surveys highlight foundational needs of our students which could affect their success at the university. We wish to offer an alternate view of thinking by exposing hegemonic practices and mindsets. This paper thus hopes to suggest alternate ways to address the needs of our students in a more inclusive, non-deficit manner by embracing the third space. We argue that by understanding our students and including their voices we would be able to better support their development and overall success.

Keywords: Pedagogies of care; curriculum; Student's Voice; First-year experience; Student Success; Third space

1 Introduction

Navigation within the realm of a third space can be both precarious and exciting [27] and is described by Whitchurch as the work of "blended professionals" where the lines of academic and professional boundaries blur [41,42]. This is the space in which I find myself as an academic involved in academic development work. Working in an academic development centre as a lecturer offers me the opportunity to keep one foot in teaching and the other in support. Being exposed to both worlds has brought a deeper understanding of the influence we have as academics on our students' development. Unfortunately, we don't often see these two worlds intersecting but rather flow alongside each other, sometimes independently of each other. For this reason, I

value being in this unusual third space. Student success within the third space is a fairly new conversation [27] and is reliant on institutional intersections in order to positively affect student success.

Before I proceed, it is important to understand the contextual setting of the university mentioned in this paper. Mangosuthu University of Technology is situated in a semi-rural township and enrolls approximately 3000 first-year students. We have three faculties which focus on the fields of Science and Technology. Most of our students are NASFAS state-funded and come from low-income homes and quintile 1 to 3 schools.

In my role as an academic, I lecture chemistry to first-year students and provide additional support to those students in the field of science. Having been a lecturer for now over 15 years, I have enjoyed introducing new approaches to my teaching and often keep abreast of trends in technology and teaching and learning. Chemistry is a subject that most shy away from, due to its abstract nature and complexity [7]. In my experience, introducing new complexities, in the form of technologies or teaching methods is almost instantly rejected by the students. As such, any change carried out in my classroom is carried out carefully and involves the student's awareness. During the pandemic, unfortunately, we had to make drastic changes to teaching in a short space of time. This led to its own challenges. I will be using some of the data extracted at the end of a term as one of the data sources in this paper's reflections.

Part of the function I have in my support capacity is leading a First-Year Experience programme. Through the FYE programme we have created a multifaceted support structure where we prioritise the provision of holistic support to all first-year students who enrol at our university. One of the main programmes embedded in the FYE programme is a peer mentorship programme that supports first-year students both academically and socially. In order for us to have a better understanding of the needs of our students, we introduced two surveys to learn about the nutritional behaviour and overall latent needs of our students. The experience that a student goes through in their first year has a lasting effect on how they progress in the future [41]. Engstrom and Tinto advocate that for us to try to ensure a student's success, adequate effort has to be placed into supporting students along their journey [16].

It has become increasingly important in South African Higher Education to include the previously silent student voice in institutional practices [19, 36]. By considering students' perspectives and perceptions, support and interventions could have a greater chance of being effective. Studies such as this would assist in acknowledging the latent voices of our students and their specific needs. National surveys such as the Beginning University Survey of Student Engagement (BUSSE) expose the contextual factors that affect our students [5, 14]. Findings from the national surveys indicate that MUT has more than 80 % of our students are first-generation students coming from low-quintile schools with limited exposure to technologies. The survey also shows that the majority of our students are Isizulu with English as their 2nd language. By understanding the contextual factors that affect our students, we can safely say

that there is a need for a more intentional tailor-made holistic support system to be offered to our students to improve student success. The four conditions for student success as described by [38], include providing support, setting expectations, involving students, and providing feedback. Thus, the inclusion of the student's voice is important for us to identify gaps in our assumptions when developing support interventions. Awareness of these needs has been amplified during the recent pandemic.

The isolation that COVID-19 had brought also allowed us to draw attention to smart ways that we could still connect and offer support using technology [11]. Needless to say, this does not come without its challenges. Holistic support that balances mind and emotion becomes increasingly important, with student success being dependent not only on teaching but more importantly care [31].

Research is dominated by conversations on (re)designing the curriculum as a means to effect change to student success. As such we are introduced to new pedagogies and approaches to teaching, i.e pedagogies of care, decolonized pedagogies, e-learning pedagogies etc. [29, 11, 37]. However, I would like to argue that student success reaches far beyond what happens in the classroom and is often influenced by activities that take place in the realm of third space. It is where the functions of teaching and support intersect that "complete" learning/development happens/occurs [30, 40].

In this paper, I reflect on my interactions with the first-year students that I worked with from both avenues of my profession with the intention to interrogate our perception of student success in line with the proposed enablers of this success. Through this paper, I wish to interrogate the concept of student success through the perspective of our students and understand possible gaps in our perception as staff within higher education using the critical paradigm.

2 Theoretical Framework

The framework used to guide this reflection is a combination of Roy Bhaskar's critical realism [6] and Margaret Archer's theory on social realism [2, 3]. These theories were selected as they would assist me in laying my reflection in a manner that would assist me in seeing gaps in our assumptions as academics when it comes to student success. Observations within the three layers described by Bhaskar will be made i.e. the Real (that which we cannot change), Actual (that which is our version of the truth) and Empirical (that which is individually experienced through who we are) layers. It is important to note that these layers do not exist independently but in constant flux. In creating a stratified version of our reality, we would look at what is embedded and affects our reality with regard to existing structures and culture on the macro, meso and micro levels. Using Archer's morphogenetic framework to observe if change occurs or not i.e. morphogenesis (change) occurs or morphostasis (no change) [3,8].

According to Boughey and McKenna [8],

“ Events at the level of the Actual and experience at the level of the Empirical both emerge from mechanisms at the level of the Real.”

Using Archer’s social realism theory through the morphogenetic framework we expect to draw from what we see occurring, through the experiences of students in relation to context and reality at the time. With regard to the observance of agency, I would reflect on the role of students as primary agents and the power dynamics that they potentially have.

“ ... collective action is a property of agency, although the power to exercise this action is enabled or constrained by the cultural and structural systems in which the agents are placed.” – Boughey and McKenna

We understand culture and structure to be in a constant state of flux, as such, through this analysis we look to identify emerging approaches that could be considered as enablers to improving student success within our context.

3 Methodology

The paper will use a qualitative approach using empirical data collected from a number of surveys carried out by the FYE team as well as evaluations that I conducted with my chemistry students at the end of a semester of teaching. The empirical data was collected from the students through the open-ended questions in the surveys. The use of quantitative data is used only to substantiate the data collected.

Qualitative data responses will be discussed using Archer’s theory of social realism to identify emerging mechanisms of student success through the interaction of individuals and their experiences. Full confidentiality will be exercised when working with the data of students. No names and or student numbers will be used in reference to the content. One of the major limitations of the research is that we did not use all the data generated from the other FYE activities in this paper. As the individual conducting the reflection, this might lead to a bias as the reflection is based on my experience and perspective.

As I reflect on the data collected and my practice, I will separate the results into three levels, the macro, mezzo and micro levels. The macro level will cover the perceptions of student success from the perspective of the South African Higher education platform. The mezzo level will look at student success from the perspective of the institution in which the data was collected, whilst the micro level, will look at student success from the perspective of the students. The following section will thus follow that split of information.

4 Macro view of student success

The phenomenon of student success existed for a long time, it became more of a focus area in the South African higher education sector in early 2000 [22]. Institutions looked at ways of improving student success in their context. Definitions of student success can vary; however, the longstanding manner of interpreting student success is through the measure of graduation rates, more specifically students who graduate in minimum time and are fit to meet the country's social and economic needs [35, 14]. The danger of higher education institutions evaluating success in terms of pass rates, throughput rates, graduation rates etc. rather than community building and support [21, 43] is that it may lead to the commercialisation of HE, which would have the potential to somewhat devalued its purpose [10, 31, 34, 39].

Transforming Higher Education in relation to how we review our practices and ways of thinking can have a direct influence on the development of society in addressing longstanding inequalities and injustices. Unfortunately, racial disparities are still present and can be observed through data on differential success rates and completion rates [9, 17, 25]. From the Fees must Fall campaigns [32] to conversations on decolonization [4, 9, 15, 18, 23, 24, 25, 26, 28, 33] the concept of social justice in Higher Education still needs to be addressed. If one has to use student throughput as the primary measure of success rate, then I think we can say that we still have a lot of improvement to make, especially in terms of addressing social inequities.

During the recent global pandemic, fundamental cracks in HE that separate the South African educational system were made more evident [13]. Universities categorised as Historically Disadvantaged Institutions (HDI), struggled to cope with the adoption of the "new" technological approach to teaching and learning, as most cater for the poorer communities [14]. Student success has now taken on a new view, with a consideration of the student as a whole being, with the introduction of the discourse of the concept that students should not be considered as decontextualized individuals [8].

There are multiple factors that affect student success and although student success can also be measured in terms of persistence, grit (continuation), completion and satisfaction [20], consideration to their individual contextual needs to also be considered. In addition, the manner in which students view their success can take a very complex path, that is not always the same as how the institutions might define it. As such this could lead to higher attrition and reduced graduation rates (in minimum time) [12].

As we have observed societal disparities in South Africa affect overall student success, and equal access does not translate to equal success for our students [17]. There is a dire need for us to move away from focusing solely on epistemic access and acknowledge that there are many other aspects that affect a student's ability to succeed

in higher education. McKenna [8], argues that social context should be considered as either an enabler or dis(enabler) towards the agency of students to take control of their success/learning.

5 Mezzo View of Student Success

Mangosuthu University of Technology is a University of Technology, set within a township in KwaZulu Natal. We register approximately 13 000 students with about 3000 first-year students. There are three faculties in all which focus on the fields of science and technology, i.e. Natural Science, Engineering, and Management Sciences. Improving student success forms part of our key strategic goals at the university, and although the primary measurement of student success is throughput and graduation rates, we also are building a new holistic view of student support. From BUSSE data, we understand that over 90% of our students are first-generation students, with over 88% that are reliant on NASFAS funding. Just over 60 % of the students responded that MUT was their first institution of choice, and when asked how they felt after registering students responded:

“I feel grateful for being in this university and gaining more knowledge”- FY 1

“ It's exciting but it's hard to say because I'm still trying to get used to this environment”- FY 2

“For now, it is not easy for me. it is so difficult but I will make sure I do my best.”- FY 3

The mixed responses show not only excitement but also uncertainty as they are entering a new environment.

At the university, we offer a First-Year experience programme which is an initiative of the Teaching and Learning Development Centre which has a peer mentorship programme at the core of its activities. The peer mentorship program has been designed to support students both in their coursework and as well as the university and is designed on the premise of offering both epistemic access and a sense of belonging through socialisation. However, this is considered an add-on to the primary function of teaching and learning that occurs in the classroom and is considered a competing activity to the core activities of teaching. Responses from mentees who were supported in their academic work show that linking these activities to what happens in the classroom has merit as it allows students to engage with their discipline knowledge on a much deeper level.

“Having a mentor made things much simpler for me because I knew whenever I have a problem, I didn't understand something during the lecturer's lesson, my mentor will come through for me.”- Mentee A

“I asked my mentor to help me with chemistry and my mentor helped me with the part that I didn't understand” Mentee B

“She helped me a lot with all of my modules because I had no clue of what was going on with Civil Engineering since I'm from high school, but I managed to obtain good marks because of her. She had time and patience for me”- Mentee C

Care and careful practices can exist beyond the classroom, with the acknowledgement of the influence of what happens in the third space. The third space does not just exist for staff, i.e. between staff-staff relationships, but also exists between staff-student and student-students (McIntosh and Nutt, 2022). The partnership that happens between mentors and mentees allows students to transition far beyond their role as a consumer of knowledge.

“It helped me by giving me a way to think outside the box, and let me know academically what I like” – Mentee D

“It helps me in my studies and gives me more knowledge”- Mentee E

“Gained confidence to share my view in front of people without fearing of being judged or laughed by other students”- Mentee F

The binary perspective of academic and non-academic activities can lead to a divide in the effectiveness of practices in higher education and thus overall student success. The poor academic performance of students becomes a service department's function to “fix” (ref) with activities outside of teaching described as being non-academic in nature, even though they have a direct impact on the academic performance of a student.

The potential of enhancing student success lies at the intersection of these activities, and through building further partnerships between students and staff as well as staff and staff. Such activities do come with patience and hard work, but as described by Carey “... result in stronger outcomes because they represent a shared, collective voice/perspective rather than an individual one”. (2022)

6 Micro View of Student Success

In understanding the other impacts that affect student success I have extracted three themes below.

6.1 Patterns of Participation

The BUSSE survey and the get-to-know-you surveys that were conducted with first-year students show that students have an inflated view of their expectations when entering the university. They consider themselves somewhat prepared for their studies and the new environment. Most considered themselves to be tech-savvy, with a good grasp of English but did state that they would like to seek assistance to improve how they perform academically. However, most students also considered themselves to be shy and reserved.

Students felt ready and excited when first entering the university and have acknowledged that not everyone gets the opportunity to pursue their studies:

“I am happy that I am now a student of MUT and I appreciate the opportunity because many people who wanted it never got it but I did”- FY 4

“It is the great thing that ever happened to me, that I never thought it will happen to me.” -FY 5

“It is a dream come true after having difficulties in finding an institution.”- FY 6

From the responses above, we can see that success for these students means entering the university space. They come in with a desire to succeed and a willingness to work hard to achieve their dreams. However, the goal of the students might not be to complete within minimum time, but to eventually complete their studies. The goal of students is to be accepted in an institution of higher learning. However, they may not have a full understanding of the demands that it would entail. The motivation to succeed might be there, but the understanding of how to succeed might not be completely understood [8].

6.2 Epistemic Access Points

Language is an important access point to learning for any student. As mentioned over 80 % of our students are NASFAS funded, which is an indication of the access point of our students to higher education. It is important to note that 100% of our students are black African, with English as a 2nd language, the dominant language at home is Isizulu (95%) and then Xhosa (19 %). The language of instruction at MUT is English, as such students do have difficulty linking to new disciplinary language. Having mentors to assist with translation and explanation helps students to learn new concepts, however, in addition to the language of instruction is a new digital language which has become increasingly important to knowledge.

“There is an improvement in test two marks compared to my test one in all my modules. I passed Introduction to Computer with distinction because he used to teach us how to do Excel and Word.”- Mentee G

In addition to the support given by the mentors, the FYE team also introduced Digital Literacy Skills training which is based on the needs of our students through the observations of previous surveys and engagements. These classes help to get students up to speed with the basic tools that they will be using in class. Again, this support is periphery to what happens in actual teaching, but necessary to the learning process. Having modelled it in my classroom, before we began our lessons I found that students got to learn how to apply their knowledge, write reports and access digital tools more easily:

“Yes. I was able to register my teams account, how to use it and even better how to create meetings with my peers”- Chem A

“I was able to understand and use technology”- Chem B

By using multiple access points to learn students were able to continue asking questions and getting support far beyond the classroom. They could also learn new skills such as working as a team, or communication skills which also aided in the learning process. Improvements in academic performance is a sure sign of movement toward student success as seen in the following comments by students:

“I got myself few distinctions and scored an average semester mark of 80%”

“I learned new studying skills and I got distinctions in four of my subject”

“I understood how to present and made me see the importance of explaining in detail when writing tests”

Through these engagements amongst peer, we could also see the additional aspects that affect a students performance:

“First of all guidance, as we all know that proper guidance is one of the pillars of our lives. So having a mentor really helped me with a lot of different things. Most importantly It did not help me with tertiary-related work only, even my personal behaviour really improved because of my mentor. Sometimes I needed motivation and words of encouragement to get back on my feet, and having a mentor was really a lucrative deal when it comes to helping me with that.”

In the next section, we will highlight a few additional access points to student success as seen by students.

6.3 Ontologic Access Points

Fear can limit the progress of development, and students fear engaging out of their safe space due to fear of judgment for a number of reasons. Breaking these limitations gets students to go beyond the boundaries of their perceived limitations.

“Gained confidence to share my view in front of people without fearing of being judged or laughed at by other students”

They build confidence in a field that they may not have entered through a choice of their own but rather through circumstances.

“Yes it did support me academically because as I’ve just stated that I started having a passion for this line of work and that’s how I started doing better academically”

Finally motivation and understanding of what is expected of you as a student help to strategies, and plan. In a way, students take control of their own success with a view to their future.

“In terms of motivations and strategies to solve whatever problems I am facing in the university since it is my first time”

7 Discussion

From the data collected and the information above, we can see that there is a disparity between how student success is viewed by institutions of higher education and that which students make as they engage with the platforms of HE. The actual events of poor throughput rates and pass rates could be a result of this disconnect. Although students value having access to HE, they enter this foreign environment with fear and a sense of unknowing. Success for a student is defined by the small access points that they make as they get to learn more about themselves and the new world that they are encountering, and these need not occur within a classroom. These points of access to their success can come from linkages to understanding their courses (epistemic) or linkages to understanding themselves (ontological).

Although performing well academically is a priority for students, the notion of finishing within minimum time might not be a priority. As such the assumptions of the real (i.e. the expectation of HE), leads to the actual events of longer study periods and prolonged graduation rates.

A second assumption made within higher education is that focused measures to address the low pass rates should be solely embedded within a curriculum i.e. pedagogical practices within the classroom. In addition, students who might not fall within the assumed definition of a traditional university student should attend additional inter-

ventions by support structures to articulate the gaps that their background, culture, or history has created. This leads to the third assumption that students are decontextualised learners and that a one-size-fits-all approach to support would address the challenges that students face.

In terms of institutional structure, institutions that rigidly operate within the binary perspective of academic and non-academic roles fall into the risk of not being able to adequately prepare our students for overall success. As described by students, engagement in additional activities allowed them to grow beyond their engagement in the class. They could apply their knowledge, learn to develop a passion for their field, reduce fears that limited their engagement with lessons, and access knowledge by working together. Pedagogical practices far extended what happened within the classroom, with consideration to the person rather than the result. The emergence of the engagement that occurs when the two worlds of academic and non-academic activities intersect i.e. the third space is important to note. Intentional engagement within this third space has the potential to address both definitions of student success and reduce the divide between expectation and actual.

More so, by engaging with students through surveys, interviews etc. we better understand our gaps in assumptions. The inclusion of the student voice has the potential to improve our practices and understand the actual needs of our students. This adjustment of institutional culture, by becoming more inclusive, would allow students to become better agents of change and take ownership of their success as students.

The emergence of support within the third space would ensure that morphogenesis occurs. It is important to note that the third space does not just exist between staff, but also between students who perform support roles, i.e. mentors, tutors etc. It is here that even students are exposed to pedagogical practices.

8 Conclusion

By understanding the structure and culture that our students come from, we can build a means of ensuring their success. Students are not decontextualised learners, as they are complex beings with unique needs. The integration of student voice in institutional practices has the potential to address and learn about those specific needs. In addition, rigid institutional structures and culture can lead to hegemonic practices among staff and students. This could reduce the overall success of our students. Partnerships between academic and non-academic staff; staff and students and students and students with academic and non-academic roles have the potential to break down existing silos and perceptions. Student success is everyone's business and as such the in-

tersections of roles are essential for progress. The emergence of third spaces allows the intersection of roles.

Pedagogical practices are not limited to the classroom and can expand far beyond. Through these partnerships, directed by care and careful practices, a complete understanding of student success can be built. It does not benefit students or institutions to work on goals that are isolated from each other. As such it is increasingly necessary that hegemonic practices that separate academic and non-academic activities should be reviewed, with a vision to integrate through collective voices and strength.

References

1. Alasuutari, P., Bickman, L., Brannen, J., (2008). *The SAGE Handbook of Social Research Methods*. SAGE Publications, London
2. Archer, M. (1996). *Culture and Agency: The place of culture in Social Theory*. Cambridge: Cambridge University Press
3. Archer, M. S. (2010). Morphogenesis versus structuration: On combining structure and action. *British Journal of Sociology*, 61(SUPPL. 1), 225–252.
4. Badat, S. (2010). The Challenges of Transformation in Higher Education and Training Institutions in South Africa. In Development Bank of South Africa (Issue April). http://www.ru.ac.za/media/rhodesuniversity/content/vc/documents/The_Challenges_of_Transformation_in_Higher_Education_and_Training_Institutions_in_South_Africa.pdf
5. Beginning University Survey of Student Engagement Report 2019, Mangosuthu University Institutional Report by UFS Centre for Teaching and Learning
6. Bhaskar R. (1998). Philosophy and scientific realism. In M Archer, R Bhaskar, A. Collier, T Lawson & A Norrie (eds). *Critical Realism: Essential Reads*, Abingdon: Routledge. Pp 16- 47
7. Blackie, M.A.L., Adendorff, H., Mouton, M.: *Enhancing Science Education- Exploration knowledge practice with Legitimation Code Theory*. 1st ed. Routledge, New York (2023).
8. Boughey, C., McKenna, S. (2021). *Understanding Higher Education- Alternative perspectives*. African Minds. South Africa.
9. Bozalek, V., & Boughey, C. (2012). (Mis)framing Higher Education in South Africa. *Social Policy and Administration*, 46(6), 688–703.
10. Bunce, L., Baird, A., & Jones, S. E. (2017). The student-as-consumer approach in higher education and its effects on academic performance. *Studies in Higher Education*, 42(11), 1958–1978.
11. Burke, K., Larmar, S., Acknowledging another face in the virtual crowd: Reimagining the online experience in higher education through an online pedagogy of care. *Journal of Further and Higher Education*, 45(5), 601-615.
12. Case, J. M., Marshall, D., McKenna, S., & Mogashana, D. (2019). Going to University: The Influence of Higher Education on the Lives of Young South Africans. In *Journal of Education (University of KwaZulu-Natal)* (Vol. 3, Issue 75). African Minds.
13. Czerniewicz, L., Agherdien, N., Badenhorst, J., Belluigi, D., Chili, M., Villiers, M. De, Felix, A., Gachago, D., Ivala, E., Kramm, N., Madiba, M., Mistri, G., Mqgwashu, E., Pallitt, N., Prinsloo, P., Solomon, K., Strydom, S., Swanepoel, M., Waghid, F., & Wissing, G. (2020). A wake-up call : Equity , inequality and Covid-19 emergency remote teaching and learning. *Postdigital Science and Education*.

14. DHET. (2020). Republic of South Africa Students' Access To and Use of Learning.
15. Du Toit, A. (2010). Social justice and postapartheid higher education in South Africa. *The Next Twenty-Five Years: Affirmative Action in Higher Education in the United States and South Africa*, 2005, 87–109.
16. Engstrom, C., & Tinto, V. (2008). Access without support is not opportunity. *Taylor & Francis*, 40(1), 46–50.
17. Fatima, A., Backhouse, J., Baloyi, H., Barnes, T., Cross, M., Hames, M., Jansen, J., Ludwig, V., Ravjee, N., Tabane, R., Sehlapelo, H. P., & Salem, Y. (2010). Access and Throughput in South African Higher Education: three case studies. In *Higher Education Monitoring* (9th ed., Vol. 14, Issue 9). Council on Higher Education.
18. Leibowitz, B., Adendorff, H., Daniels, S., Loots, A., Nakasa, S., Ngxabazi, N., Van der Merwe, A., & Van Deventer, I. (2011). The relationship between identity, language and teaching and learning in Higher Education in South Africa. *Per Linguam*, 21(2), 23–37.
19. Govender, C.M. (2020). Hopes, Challenges and Goals- Voices of first-year at-risk Higher Education students in South Africa, *South African Review of Sociology*, 51:1, 55-69
20. Hacisalihoglu, G. Stephens, D., Stephens, S., Jhonson, L., Edington, M., (2020). Enhancing undergraduate student success in STEM fields through growth mindset and grit. *Education Science*. 10. 278-279.
21. Helou, I. (2018). An analytical investigation of the characteristics of the dropout students in higher education. *Issues in Informing Science and Information Technology*, 15, 249–278.
22. Kilfoil, WR.: Systemic approach to student success. In: *Student Success at UP, A Systemic, Intentional and Data-Informed Strategy*, pp. 1–41. Creative Common License, (2021).
23. Mamdani, M. (2016). Between the public intellectual and the scholar: decolonization and some post-independence initiatives in African higher education. *Inter-Asia Cultural Studies*, 17(1), 68–83.
24. Mapaling, C., & Plaatjes, R. (2019). “ You Can’t Solve a Problem Until You Ask the Right Question ”: Positioning Afrocentric Learning Communities in the Post # FeesMust-Fall Context. *Progressio: South African Journal for Open and Distance Learning Practice*, 41(1), 1–11.
25. Maringe, F, & Sing, N. (2014). Theorising research with vulnerable people in higher education: Ethical and methodological challenges. *Sajhe*, 206(282), 543–1878.
26. Mather, C. (2007). Between the “Local” and the “Global”: South African geography after apartheid. *Journal of Geography in Higher Education*, 31(1), 143–159.
27. McIntosh, E., Nutt, D.: The impact of Integrated Practitioner: Perspectives on Integrated Practice to enhance student success. *Student Success Journal*, 13(2), (2022).
28. McKay, J., & Devlin, M. (2016). “Low income doesn’t mean stupid and destined for failure”: Challenging the deficit discourse around students from low SES backgrounds in higher education. *International Journal of Inclusive Education*, 20(4), 347–363.
29. Motala, S., Sayed, Y., de Kock, T., (2021). Epistemic decolonization in reconstructing higher education pedagogy in South Africa: the student perspective. *Routledge*, 26(7): 1002-1018
30. Motta, S C., Bennett, A., (2018) Pedagogies of care, care-full epistemological practice and ‘other’ caring subjectivities in enabling education, *Teaching in Higher Education*, 23:5, 631-646.
31. Naidoo, R., & Jamieson, I. (2005). Empowering participants or corroding learning? Towards a research agenda on the impact of student consumerism in higher education. *Journal of Education Policy*, 20(3).

32. Ndelu, E., Yingi E, Musawenkosi M, Marcia V, Oliver M, Godfrey, S. G. and M. K., & Izabeth. (2019). #Hashtag. In Hashtag. Center for the study of violence and reconciliation.
33. Oloruntoba, S. O., Yacob-Haliso, O., & Afolayan, A. (2020). Indigenous knowledge systems and development in Africa. In *Indigenous Knowledge Systems and Development in Africa*.
34. Sauntson, H., & Morrish, L. (2010). Vision, values and international excellence: The “products” that university mission statements sell to students. In *The Marketisation of Higher Education and the Student as Consumer*.
35. Scott, I: Designing the South African Higher Education System for Student Success. *Journal of Student Affairs in Africa*, 6(1), 1-17 (2018).
36. Smit R. (2012) Towards a clearer understanding of student disadvantage in higher education: problematising deficit thinking, *Higher Education Research & Development*, Vol. 31, No. 3, June 2012, 369–380
37. Stentiford, L., Koutsouris, G.,: What are inclusive pedagogies in higher education? A systematic scoping review. *Studies in Higher Education*, 46(11), 2245-2261 (2021).
38. Tinto, V. (2009). How to Help Students stay and succeed. *Chronicle of Higher Education* 55 (22,)
39. Tomlinson, M. (2017). Student perceptions of themselves as ‘consumers’ of higher education. *British Journal of Sociology of Education*, 38(4), 450–467.
40. Vandeyar, S: Educational transmogrification: from panicgogy to pedagogy of compassion. *Teaching and Learning in Education* (2021).
41. Whitchurch, C. (2009). The rise of the blended professional in higher education: A comparison between the United Kingdom, Australia and the United States. *Higher Education*, 58(3): 407-418
42. Whitchurch, C. (2013). *Reconstructing identities in higher education: The rise of third space professionals*. Routledge
43. Woosley, S., & Shepler, D. (2011). Understanding the early integration experiences of first-generation college students. *College Student Journal*, 45(4), 700.
44. Xulu-Gama, N., Nhari, S. R., Alcock, A., & Cavanagh, M. (2018). A student-centred approach: a qualitative exploration of how students experience access and success in a South African University of Technology. *Higher Education Research and Development*, 37(6), 1302–1314.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

