



# UFS: Lessons learned, Plans for Siya 3.0.

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*Inspiring excellence, transforming lives through quality, impact, and care.*

VISION **130**  
Renew and Reimagine  
for 2034

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**What are our key takeaways from our Siya 2.0 involvement?**



**Collaboration** is hard work, but worth it: one unit cannot function alone

*When institutions collaborate, students win*

*David Rowe, 2024*

- **Capacity development** is vital:
  - Evidence-based decision-making, analytics and data management is key.
- **Scaling** requires intentional planning, and you can always scale better and more.
- **Students** must be placed at the centre of design: How are we the problem?
  - Data-driven understanding of your students
- **Continuous changes** need to be made, based on data

**What do we plan for Siya 3.0?**

# 5 Objectives

- OBJECTIVE 1: Exploring the student learning experience post-covid
- OBJECTIVE 2: Exploring the gender gap
- OBJECTIVE 3: High Impact / High Risk work
- OBJECTIVE 4: Contextualised AI design, development and implementation
- OBJECTIVE 5: Possible collaboration with NISS (National Institute for Student Success)





## **OBJECTIVE 1: Exploring the student learning experience post-covid**

### **4 projects:**

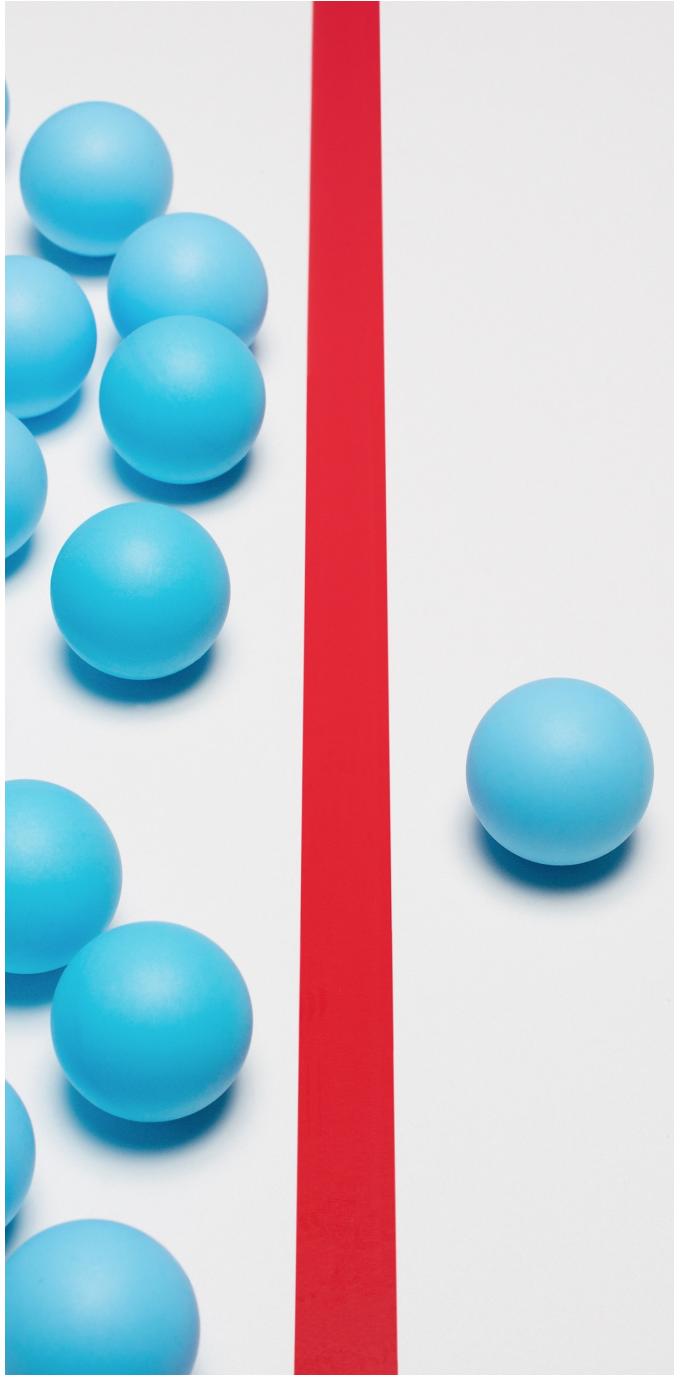
- 1.1. Attendance project
- 1.2. Student engagement research and publications
- 1.3. Journey mapping 2.0
- 1.4. Enhancing the Senior Student Experience



## **OBJECTIVE 2: Exploring the gender gap between higher education male and female students, with a focus on the male component, and how to address the gap.**

### **4 phases:**

- 2.1. A literature review on gender gap (2024)
- 2.2. Data collection
- 2.3. Dissemination of results
- 2.4. Explore and implement possible interventions



### **OBJECTIVE 3: High Impact / High Risk work:**

To explore bottlenecks to students' learning, and how to address these bottlenecks.

#### **3.1. Transforming High-risk modules**

STEP 1: Create definitions and criteria

STEP 2: Identify high impact and high-risk modules, and get faculty buy-in

STEP 3: Mapping of current learning and teaching support within identified high-impact / high-risk modules

STEP 4: Explore and establish reasons that modules are high impact and high-risk

STEP 5: Develop an intervention plan for each identified high impact/high risk module

STEP 6: Implement interventions

STEP 7: Determine the impact of implemented interventions

### **OBJECTIVE 3: High Impact / High Risk work:**

#### **3.2. Pathways project**

2024-2026: Curriculum development and implementation in 4 new modules

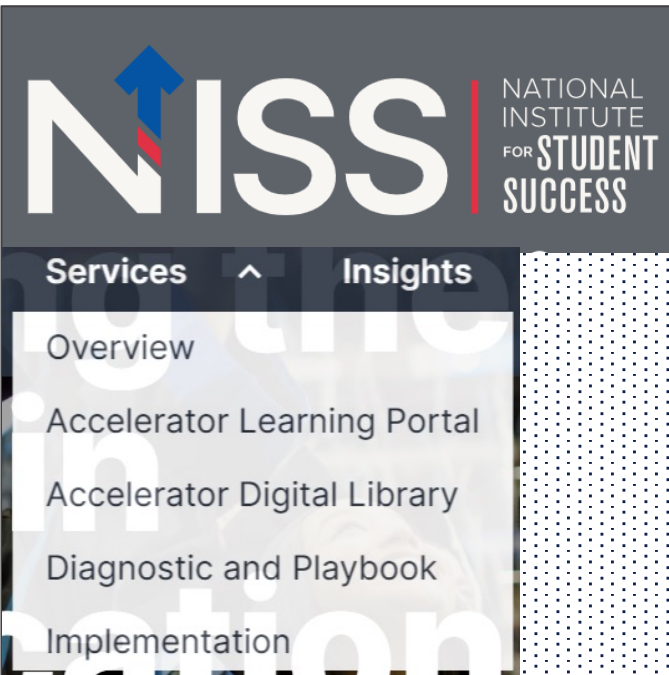




## **OBJECTIVE 4: Investigate contextualised AI design, development and implementation in a higher education environment**

### **3 projects:**

- 4.1. Developing analytics capacity with AI (to investigate and demonstrate how AI tools can be effectively integrated into higher education environments to enhance the data analytics capacity of junior staff members)
- 4.2. AI and social networks (to ultimately recommend social networks that are most likely to lead to academic success for individual students)
- 4.3. AI in assessment grading (to develop and evaluate an AI-powered system for automated essay grading)



## **OBJECTIVE 5: Possibly collaborate with NISS (National Institute for Student Success) to analyse the learning pathways of UFS students to enhance student success**

### **5 steps:**

- 5.1. STEP 1: Analyse the existing NISS diagnostic tools (2024)
- 5.2. STEP 2: Extrapolate the lessons Accelerator (2024)
- 5.3. STEP 3: Develop an approach for the UFS (2025)
- 5.4. STEP 4: Implement the approach in the South African context (2025-2026)
- 5.5. STEP 5: Develop an evidence-based decision-making workshop for the South African context (2025-2026)



# Thank you

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