



NURTURING STUDENT CAPITAL



¹ Why students do not make use of interventions in Introductory Accounting and the role of self-efficacy in their decision

² Engendering students' epistemic agency in a collaborative mathematics for educators' class at a university in South Africa

³ Really, what does it mean to study?
Exploring the study practices and beliefs of what constitutes valid studying of Pharmaceutical Chemistry amongst BPharm students.

⁴ 'iBioteologie': A multilingual pedagogy to promote Biotechnology concept engagement and academic literacy in a linguistically-diverse university context

⁵ An inquiry-based pedagogy to support the development of environmental science honours students' literacies at Rhodes University

Our focus

The project comprises individual studies that take cognisance of the unique South African Higher Education milieu. These projects collectively serve to **nurture and support the inherent capacity of learners**, allowing them to identify with and capitalise on their self-efficacy, their personal experiences, their linguistic repertoire, and their beliefs and values. Student capacity to 'soar' is supported through carefully-crafted interventions, such that 'challenges' are viewed instead as leverage, to create novel and innovative 'opportunities' in teaching and learning, with the aim of realising key objectives of literacy, identity, value, and epistemic agency. These crucial interventions along the learning journey serve to develop student capacity, such that they realise their potential and capabilities, as they propel, **soaring into life-long learning**.

What we have learned

We've learned, through the range of challenges presented, that it is precisely in **diversity that the opportunities for innovation and novelty lie**. In supporting teaching and learning by recognising and valuing student capital, we've come to realise that **excellence can be achieved** through harnessing the array of resources presented, and re-imagining obstacles as mechanisms in the creation of knowledge.



Scan this code to view the report of each project.

What the future holds

Teaching advancement at university is an **ongoing endeavour** which should lead to revised pedagogy. The recognition and utilisation of latent student potential represents a compelling opportunity to drive change in higher education. As change agents, we will encourage students to identify their own capital and guide them into nurturing this as a resource to enhance their learning experience.

As we strive for excellence in teaching, our role will include that of **creating awareness** of the popularisation of teaching. We will work toward creating a learning environment where the contribution of students toward the harnessing of learning opportunities is recognised.

ENQUIRY GROUP 9

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