



10. Student Support and Co-Curricular Activities



INVITATION: Working Group

1. Marine Studies, 2. Aviation and Aeronautical Studies, 3. Automotive, 4. Energy, 5. Space Study and Square Kilometer Array, 6. Fourth Industrial Revolution and Digitalisation, 7. Natural Sciences (Biotechnological studies), 8. Health Studies/Medicine, 9. Feminist, Womanist, Bosadi Theorisations, 10. Student Support and Co-Curricular Activities.

Working Group Session

You are cordially invited to the 1st 2026 series of CGS-facilitated Catalytic Niche Area Working Group meetings for Student Support and Co-Curricular Activities. The theme for series 1 is “Advancing Multi-, Inter- and Transdisciplinarity in Catalytic Niche Area Research”. In this series, we will anchor our 2026 approach by reaffirming the commitment to expansive conceptualisations of, and multidisciplinary avenues of participation into, the catalytic niche areas. Our framing for this session is: Student support as a pedagogical, supervisory, psychosocial, digital and institutional ecosystem, particularly within large-scale, multilingual and open distance learning environments.

Readings:

- Brown, A., Rossouw, J. (2026) Artificial intelligence as a reflexive collaborator in graduate studies supervision. *Transformation in Higher Education* 11. <https://thejournal.org.za/index.php/thejournal/article/view/657>
- Bond, M. et al. (2020) Mapping research in student engagement and educational technology in higher education. *International Journal of Educational Technology in Higher Education* https://www.researchgate.net/publication/338739338_Mapping_research_in_student_engagement_and_educational_technology_in_higher_education_a_systematic_evidence_map
- Zepke, N. (2018). Student engagement in neo-liberal times: What is missing? *Higher Education Research & Development* 37 (2). <https://www.tandfonline.com/doi/full/10.1080/07294360.2017.1370440>

Discussion prompts:

- How does treating AI as a reflexive collaborator shift dominant narratives about automation and efficiency?
- Which supervisory practices (feedback, structuring thinking, drafting, reflection) could AI ethically support?
- What institutional practices matter most for engagement in digitally mediated learning?
- How can engagement be supported at scale without losing relational depth?
- What assumptions about “the ideal student” are embedded in dominant support models?
- How does an institutional responsibility framing change how we design student support?

Monday, 23 March 2026
11:00 – 12:00

REGISTER HERE

<https://forms.office.com/r/rmQbCgkXFy>

ENQUIRIES:

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FACILITATOR:

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