



Queensland University of Technology



# Articulating a Transition Pedagogy: A whole-of-institution approach to the First Year Experience

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# Overview

- Approaches to the first year experience (FYE) and the contemporary context
- Embedded, contextualised support for **all** students
- Model for a **partnership, whole-of-institution, approach** for success & retention **in first year** generally and for widening participation especially
  - A ‘Transition Pedagogy’ for (FYE) –
    - Esp to harness first year curriculum
      - To intentionally mediate diversity and support
      - To do serious transition and retention work
  - 6 curriculum principles
  - 6 meta observations





**First Year  
Student  
Experience**

Student success  
is largely determined  
by student  
experiences during the  
first year.

Upcraft, M. L., Gardner, J. N., &  
Barefoot, B. O. (Eds.). (2005).  
*Challenging and supporting the  
first-year student*. San Francisco:  
Jossey-Bass.

<http://www.freewebs.com/horseloversveen/the-far-side-comic.jpg>

# Attrition Rate for domestic commencing bachelor students by State & HE Provider, 2001-2007 (NSW)

(DEEWR, 2009)

	Attrition rate						
	2001	2002	2003	2004	2005	2006	2007
<b>New South</b>							
CSU	22.56	22.46	21.67	22.50	22.52	23.97	24.78
Macquarie Uni	16.01	15.58	13.01	12.32	14.79	13.27	13.85
SCU	32.49	32.27	28.18	30.71	31.29	28.82	28.91
UNE	27.51	27.85	26.46	26.31	25.40	24.86	24.47
UNSW	11.56	11.95	10.72	11.57	11.67	11.82	11.31
Uni of Newcastle	14.68	17.36	15.40	14.96	15.80	15.73	17.50
Uni of Sydney	12.97	13.59	12.50	11.50	11.24	11.19	11.50
UTS	13.37	13.47	10.93	13.21	12.61	12.64	13.80
UWS	22.86	20.78	19.87	22.25	19.73	18.09	20.38
Uni of Wollongong	14.55	15.22	14.55	13.60	13.21	13.73	13.20
<b>State Total</b>	<b>18.17</b>	<b>18.48</b>	<b>17.08</b>	<b>17.51</b>	<b>17.29</b>	<b>16.68</b>	<b>17.40</b>

<http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Publications/Documents/2008/Appendix4AttritionProgressRetention.xls>



# Attrition Rate for overseas commencing bachelor students by State & HE Provider, 2001-2007 (NSW)

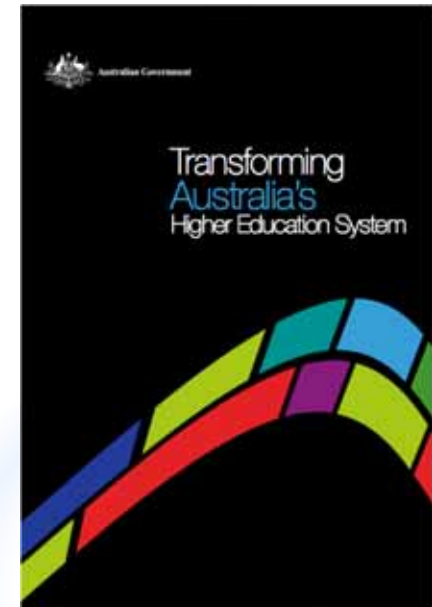
(DEEWR, 2009)

	Attrition rate						
	2001	2002	2003	2004	2005	2006	2007
<b>New South</b>							
CSU	14.84	18.79	16.24	16.96	15.66	17.86	20.99
Macquarie Uni	9.50	9.52	6.52	6.80	6.50	8.33	8.69
SCU	29.00	44.16	23.08	13.01	18.40	15.35	15.73
UNE	12.74	18.09	16.67	17.45	15.83	15.79	11.90
UNSW	5.17	5.41	6.16	5.97	5.93	5.27	7.84
Uni of Newcastle	15.23	13.45	14.49	13.13	17.27	20.91	20.70
Uni of Sydney	7.75	7.26	7.36	6.63	7.03	6.68	6.02
UTS	8.21	7.30	10.57	7.70	9.18	9.34	25.79
UWS	11.80	6.91	10.21	15.93	18.75	14.09	13.25
Uni of Wollongong	11.92	11.51	17.47	11.69	12.82	16.08	10.27
<b>State Total</b>	<b>11.05</b>	<b>10.96</b>	<b>11.8</b>	<b>10.84</b>	<b>11.49</b>	<b>11.95</b>	<b>13.52</b>

<http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Publications/Documents/2008/Appendix4AttritionProgressRetention.xls#'4.2'!A1>

# Widening participation agenda

Once students from disadvantaged backgrounds have entered university the likelihood of them completing their course of study is broadly similar to that of the general higher education population. Often, however, they require **higher levels of support to succeed**, including financial assistance and greater academic support, mentoring and counselling services.



*Transforming Australia's Higher Education System*, Australian Government, 2009, 14.

<http://www.deewr.gov.au/HigherEducation/Pages/TransformingAustraliasHESystem.aspx>

# FYE approaches (Wilson, 2009; Kift, 2009)

- **1<sup>st</sup> generation FYE**
    - Essentially co-curricula – professionals on curriculum's periphery
  - **2<sup>nd</sup> generation FYE**
    - Curriculum focus – recognises entering diversity and supports student learning experience via pedagogy, curriculum design, & L&T practice – requires academic & professional partnerships
  - **3<sup>rd</sup> generation FYE**
    - 1<sup>st</sup> *and* 2<sup>nd</sup> generation delivered seamlessly across institution, its disciplines, programs & services *via* academic & professional partnerships
- = Transition pedagogy –**  
*a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts.*

Kift & Nelson (2005)

[http://conference.hersa.org.au/2005/pdf/refereed/paper\\_294.pdf](http://conference.hersa.org.au/2005/pdf/refereed/paper_294.pdf)

# Research tells us:

## Commencing students at university:

- Are more stressed & anxious about finances in 2006 than 2001 (AVCC, *Student Finances*, 2007)
  - In 2006, 70.6% (55% in 2004) working on average 14.8 hrs/wk
- Over last decade, spending reduced hours/wk in class & slightly fewer days on campus (CSHE, 2005);
- Quite motivated (CSHE, 2005) (re expectations & enthusiasm);
- High SES students 3 times more likely to go to uni than low SES (Universities Aust, 2008);
- May 'park', 'churn' or 'drift' their way through FY;
- Not always interested in co-curricula *not related to programs*.



# Total Student Experience...

*Students' **total experience** of university – not just what happens in the traditional classroom – shapes their judgements of quality, promotes retention and engages them in productive learning*

Scott, G (2006) *Accessing the Student Voice: Using CEQuery to identify what retains students and promotes engagement in productive learning in Australian higher education* at vii [http://www.dest.gov.au/sectors/higher\\_education/publications\\_resources/profiles/access\\_student\\_voice.htm](http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm)

# What matters to retention

- **Preparedness**
- **Finances**
- **Peers:** learning 'profoundly a social experience';
- **Expectations:** mismatch; 'how things work around here';
- **3<sup>rd</sup> Gen Student support:** coordinated and 'just-in-time' & 'just-for-me';

- **Program choice/** certainty
- **Staff:** contact with staff & teaching quality
- **Course design:** Clear, coherent, responsive, flexible, relevant, engaging, achievable, & motivating;
- **Assessment:** relevant, consistent & integrated;
- **Feedback:** early, prompt & constructive.

(Eg: Krause et al, 2005; Scott, 2006; Yorke & Longden, 2008; Kift, 2009)

# Support is very important

- 2008 *Australasian Survey of Student Engagement (AUSSE)* <http://www.acer.edu.au/ausse/resources.html>
  - Based on US *National Survey of Student Engagement (NSSE)*
  - Re what engages students in productive learning
- One (of six) scales reported that:
  - **64.2%** of students felt institutions provide **academic** support 'quite a bit' or 'very much'**BUT**
  - Only **18.2%** said got **non-academic** support (**44.4%** very little; **37.5%** some support);
  - Only **25.7%** said supported to **socialise** (**31.8%** very little; **42.5%** some support).



## What this means for us ...

- ‘Joined-up’ ***institutional approaches*** = partnerships.
  - General and specialist
  - Academic and non-academic
  - Curricula and co-curricula
- Once 1<sup>st</sup> semester starts, harness ***the curriculum*** as academic and social ‘organising device’ to do serious transition and retention work
  - Both in and outside (physical and virtual) classroom – eg
    - By inclusive teaching, learning & assessment practices
    - Being explicit about what’s required for success (HE & discipline)
    - Attending to sense of belonging through curriculum strategies
    - Through pathways & interactions facilitated

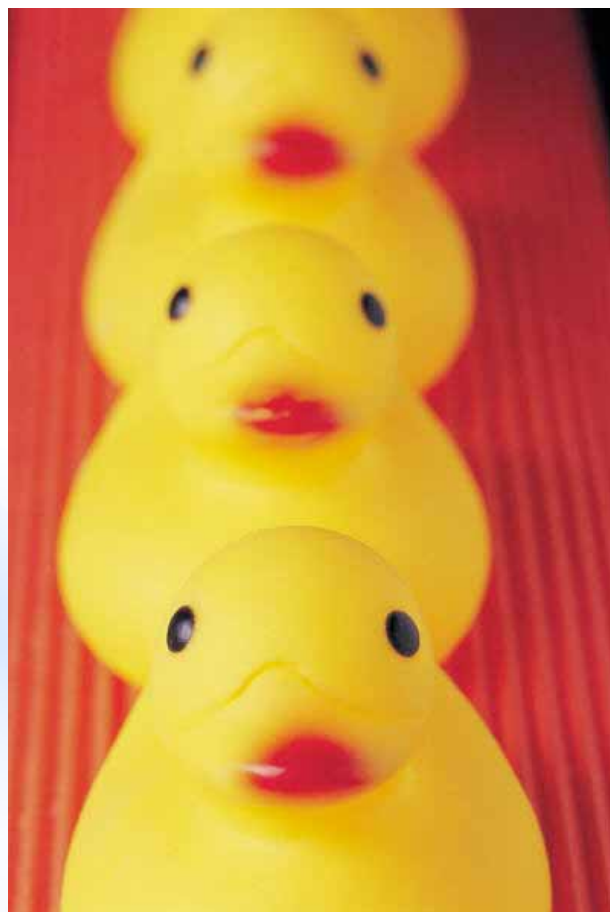
(Kift, 2008)

# An Institutional FYE Vision

- EG at QUT, an agreed context for institutional action –
  - ‘QUT will deliver a comprehensive, integrated and coordinated approach to the FYE...’ [http://www.mopp.qut.edu.au/C/C\\_06\\_02.jsp](http://www.mopp.qut.edu.au/C/C_06_02.jsp)
- Evidences an ‘institutional commitment to first year student learning & engagement’ and focuses attention on (Yorke & Longden, 2008) –
  - Proactive management of student transition;
  - **Curriculum (and co-curriculum)**
  - Emphasis & resourcing the FYE;
  - Systematic monitoring & evaluation of student achievement, and acting on the evidence thereby collected;
  - academic leadership.



# Of ducks and carrots



Action

Data analysis

What is good teaching & support

What is a good student exp

Learning leadership & governance across silos

Area plans

Top level plan(s)

Vision

## Reward & recognition

Staff development

Promotion criteria

Probation

KPIs

PP&R



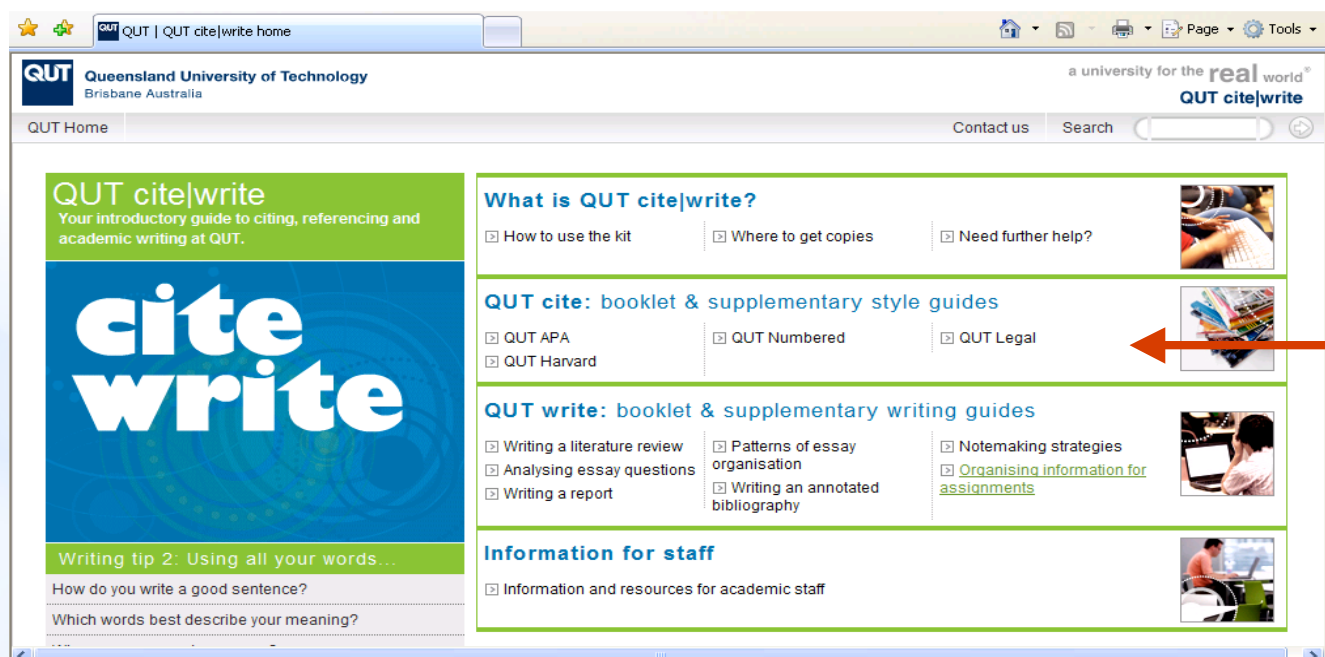
## Of coherency and coordination

- Seamless policies, structures, processes and practices **from the student perspective** – eg
  - Coordinated transition and orientation as a process over time
  - Coordinated and clearly available peer-to-peer opportunities across silos
  - Consistency and clarity in communications with students
  - Consistency and clarity about expectations of students
- Presenting as if we ‘have our institutional act together’ – comprehensive, consistent, integrated and coordinated.

# Consistency and clarity Citewrite at QUT!

[www.citewrite.qut.edu.au](http://www.citewrite.qut.edu.au)

“A complete guide to citation, referencing and academic writing at QUT. You can access the booklets, style guides and writing guides online for viewing, downloading and printing”



**Standard  
referencing  
guides  
across  
university!!!!**

# UWA: UniSkills; UniStart; UniMentor; UniDiscovery & UniAccess



<http://www.transition.uwa.edu.au/welcome/uniskills>

## ALSO:

Attention to critical issues such  
as: timetabling from FY student's  
perspective



[http://www.transition.uwa.edu.au/welcome/info\\_for\\_staff/what\\_is\\_a\\_fyi/examples/timetabling](http://www.transition.uwa.edu.au/welcome/info_for_staff/what_is_a_fyi/examples/timetabling)

## No single FYE – ‘the’ FYE is complex

The first year experience is **not a homogeneous experience** but a **multiplicity of experiences** contingent on type of institution and student characteristics... Furthermore, the first year experience **evolves and changes** both **temporally and culturally**. Issues facing students when they **first arrive** are not the same as issues **half way through** the first year or **towards the end**.

Harvey et al (2006) at vii



# Life Cycle of a First Year Student

<http://www2.swinburne.edu.au/corporate/transitionin/career-uncertainty/>

**SWINBURNE UNIVERSITY OF TECHNOLOGY**

## Transition-In

- Home
- First Year Students
- Life Cycle of a First Year Student
- Common Questions
- Career Uncertainty
- Course Uncertainty
- Tips for a Successful Transition
- Resources to Get You Started
- Resources to Keep You Going
- Information for Parents
- I'm Struggling, What Should I do?
- Final Word

### Life Cycle of a First Year Student

#### First few weeks

- Usually new and stimulating, but while it is exciting, it is also daunting.
- You will probably be overwhelmed with important information and may well suffer from information overload.

The first few weeks are then followed by...

- A period of shock when the extent of workload is realised. You may well have been required to submit your first pieces of assessment and you may feel that the whole experience is happening despite you!
- Do not panic!! These feelings are normal - but now you have to make a decision. Are you going to adapt and cope or are you not? Are you going to help yourself or are you not? Are you going to seek out help (from lecturers, tutors, fellow students, student services, administrative staff and the like) or are you not?

<http://www2.swinburne.edu.au/corporate/transitionin/life-cycle-of-a-first-year-student/>

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### Career Uncertainty

Facing a career can be a long and complicated task. There is no one blueprint, person to tell that will give you all the information you need to make an informed choice. Listed below are some general suggestions to follow. In addition you need to know or find that:

- You will change and as a result, career aspirations will change over time. What makes this happen and what makes it not be the same as in 10 years time. Be prepared to reassess your career goals over time.
- In the ever-changing environment of the 21st century, new careers will be available to life. It will be more important than ever before to be flexible and actively manage your career development rather than letting things happen to you.

For further information and assistance see [Careers and Employment](#)

#### Step One - Self Awareness

The first and most important aspect of career planning is the self, particularly in the area of career-related:

- Interests
- Skills, abilities and knowledge

**SWINBURNE UNIVERSITY OF TECHNOLOGY**

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### Course Uncertainty

#### How do you know if you are in the right course?

Some clues to deciding if you are in the right course can be found in the following:

- you look forward to the study you are doing
- you feel energised by what you do
- you feel your contribution in class or group work is respected and appreciated
- you feel proud and positive when you are asked the standard party question, "What do you do?"
- you enjoy and respect the people you work with
- you have optimism about the future
- you feel comfortable with how your course and the work it will need to define you

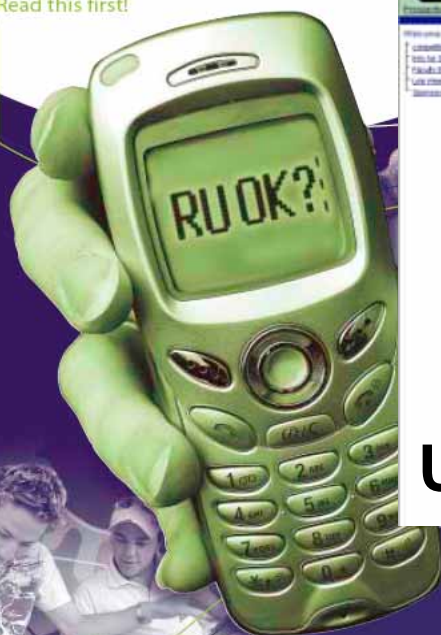
If your responses to the above are mostly negative then you should make an appointment to see a careers consultant at [Careers and Employment](#)

<http://www2.swinburne.edu.au/corporate/transitionin/course-uncertainty/>

<http://www.studentsupport.qut.edu.au/services/orientation/askme.jsp>

Thinking about changing  
your course or taking  
time out?

Read this first!



CRICOS Provider Number 001030

### Thinking about making a change?

There are many reasons why a student  
may feel like making changes to their

#### Step 1. Why do I need to identify the reasons for change?

For a variety of reasons, students change courses or defer their  
studies. Making the decision that will instigate that change is  
complex and needs to be made with a clear understanding of all



## Critical periods

**Link Week**

**Week 3 is Link Week**

By Week 3 you know **where** all your classes are and **who** your lecturers and tutors are. You've probably also thought of a lot of questions you'd like answered and seen a few people around who you'd like to meet. Link Week gives you the opportunity to connect with students and chat with staff in a more informal atmosphere. You'll also meet key staff in student services and have the chance to win an iPod and other great prizes.

There's information and events around campus all week to help you settle in and enjoy campus life.

Link Week 2008 is happening between 17-20 March and this year coincides with Harmony Week.

You can see the Link Week Staff at O day 2008 here.

You can see the photos round up for Link Week '07 here. Watch this space for more info about Link Week '08.

**What's Happening in My Faculty?**  
Click here...

**Here's what some 2007 first years had to say about the week**

Finding out that lecturers and staff people were **ACTUALLY NORMAL PEOPLE** who were there to help. And all the cool events that were held. Pure!

Link Week is a great idea, and the more festivals, food fights, celebrations the uni has, the better! makes the transition a little easier.

**Things that happen in Link Week:**

- Staff wearing Link Week Banners - they'll answer your questions.
- Link Week Festival - 10 March 2008, Oak Lawn, 1-2pm.
- Faculty events.
- Student Services Travelling Roadshow boggy.

UWA

<http://www.linkweek.uwa.edu.au/>



Creative industries student Kelly Ferris took part in the "Ask Me" campaign.

## Need info? Just ask!

### Student support

FIRST-TIME students are being encouraged to ask questions – about fees, student loans, course enquiries or just about anything uni related.

This year the Ask Me campaign was held specifically for new students who had questions – with staff and student mentors available on each campus during Week 4 to answer any queries.

Director of the First Year Experience Project Professor Sally Kift said students could ask questions at any stage of their course but the university wanted to highlight that it was normal not to understand everything a few

weeks into the university year.

"We want to do everything we can to make sure our new students succeed and make the right decisions," she said.

"This is a critical time of the semester when it is quite normal for students to start to feel overwhelmed by their new study commitments.

"Students may have a variety of questions including basic course admin questions, things they've forgotten from O Week, they may be worried about their finances or may now need to access a particular support service – nothing is off limits," she said.

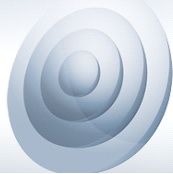
- Toni Chambers

[http://www.ballarat.edu.au/aasp/student/sds/RUOK\\_web.pdf](http://www.ballarat.edu.au/aasp/student/sds/RUOK_web.pdf)

Perhaps consider...

Attention to systematically mapping  
orientation & transition  
(*additional to* mapping of  
knowledge, skills and attitudes)  
over first year and its curriculum.

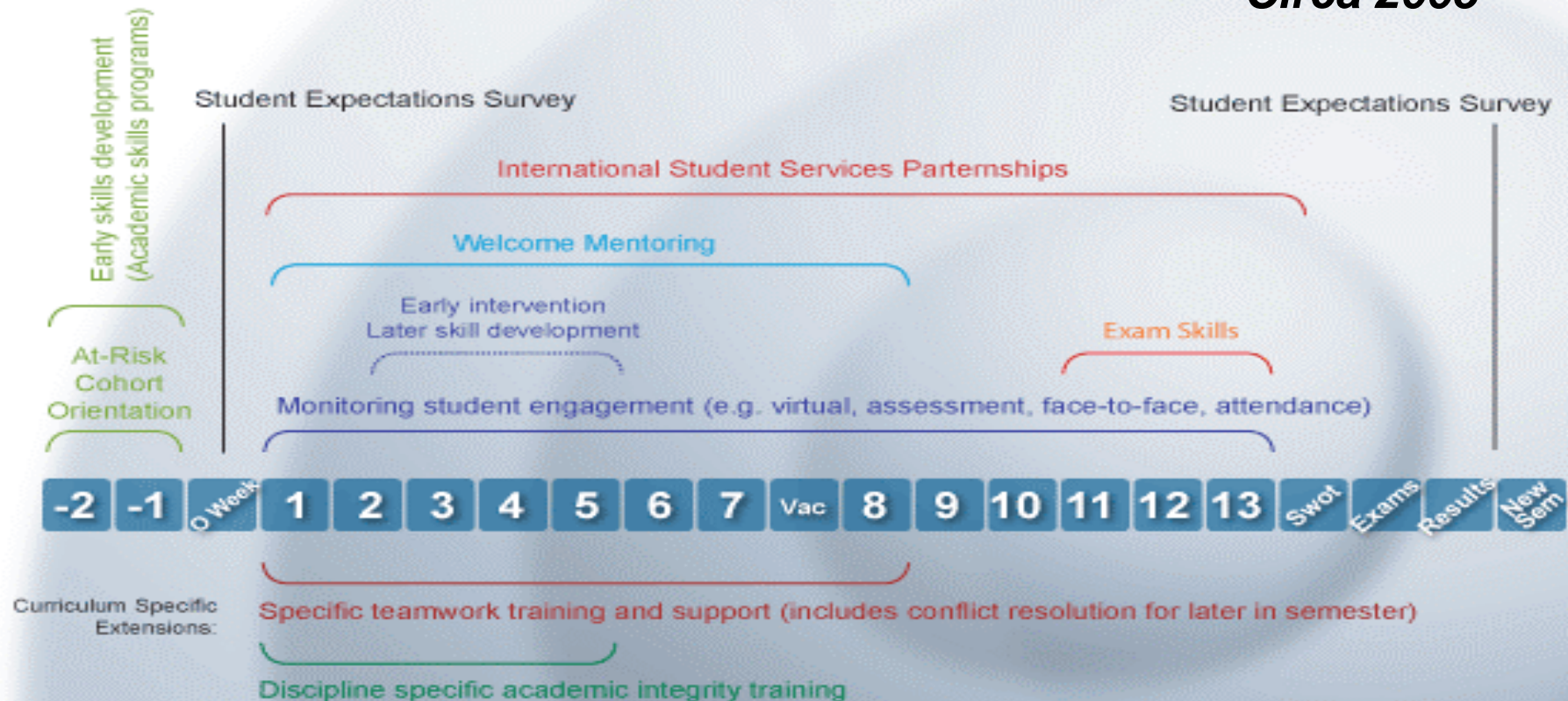




# QUT Enhancing Transition Project

## Student-Centred Timeline for Managed Learning Environment

*Circa 2005*





Timeline of activities/issues around transition

	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	exam period
<b>Themes</b>	<b>Welcome</b>			<b>Settling in</b>						<b>Taking off</b>					<b>Fabulous finish</b>		
<b>Networks/ belonging</b>	itinerary/program	contact	welcome	transition hosts													
		DI/DRC		social/networking activities						mid-sem					revision groups	exam	
<b>Academic engagement</b>			overview	R&R	L&L					check up					exam preparation	tips	
			systems, spaces, support														
<b>Career</b>				study skills								assessment intensives					
				course/units/career direction													
<b>At risk</b>										identify, contact, intervene							
<b>Personal issues</b>			fit, financial and feeling good							fit, financial and feeling good							
<b>Key dates</b>	infoflow approach with clear explanations and links																

Explanations and definitions:

themes:		details:	responsibility:
	transition hosts	roving students helping first years find their feet, initial contact	DSL
Networks/ belonging	itinerary	personal transition plan including o-week essentials sent out	DSL
	contact	O-week guides make personal contact to arrange day 1 meeting and answer preliminary questions	DSL
	DI/DRC	International enrolment and disability client orientation	DI/DRC
	welcome	Initial host meetings and outline of o-week challenge-engagement opportunities	DSL - Input from lib, ITSD, facs, psd
	social/networking	structured activities around meeting people across a range of formats	DUSA/DSL/faculties
	mid-semester check up	Informal check in by first year host/course adviser or infoflow questionnaire on 'how are you going'	DSL/faculties
	revision groups	catch up, review, get ready for exams	faculties
Academic engagement	overview	welcome to university, faculty, school, course	executive, faculties
	R&R rights & responsibilities	what to expect and what we expect (first lectures week)	faculties, dusa(?), infoflow
	L&L living and learning	ways of learning at university and ways of 'being' at university (first tutes week)	faculties with support from DSL
	systems, spaces, support	how we do things, where we do things and where to get help	lib, its, dsa, psd, dsl, dusa
	study skills	referencing, plagiarism, assignment writing, time management, language, etc, etc	faculties, DSL
	assessment intensives	drop-ins/key workshops targeting those in difficulty from first assignments	faculties, DSL
	exam preparation	handling exam questions and styles, getting ready for exams	faculties, DSL
	exam tips	good luck email during study week with 10 top tips for exams	DSL thru infoflow
Career	course/units/career direction	confirming direction, changing units, graduate jobs, volunteering, expanding career options	faculties (course advisers), DSL (careers)
At risk	identify, contact, intervene	note and respond to low attendance, first assessment failure, etc	faculties with support from DI, DSL
Personal	fit, financial and feeling good	health, sport, money, scholarships, friendships, homesickness, arising issues	DSL with support from DSA
Key dates		critical dates for first year students	ASD, infoflow

Bishop (2009) Mapping and actioning for the commencing student's journey – a 12 month commitment [http://www.fyecd2009.qut.edu.au/resources/PRE\\_MandyBishop\\_5Feb09.pdf](http://www.fyecd2009.qut.edu.au/resources/PRE_MandyBishop_5Feb09.pdf)



# Because of diversity in entering preparedness

Miss Teen USA 2007 - South Carolina answers a question



**How a lot of  
our first year  
student  
responses  
come across  
to us**

<http://www.youtube.com/watch?v=0R84a7njTd0>

Focus on

A Transition Pedagogy  
and  
The First Year Curriculum

# Why focus on curriculum...

Kift & Nelson (2005) [http://conference.hersa.org.au/2005/pdf/refereed/paper\\_294.pdf](http://conference.hersa.org.au/2005/pdf/refereed/paper_294.pdf)

- Because in all their diversity, with multiple identities and changing patterns of engagement, curriculum is
  - What students have in common
  - Within our institutional control
  - Only place we have contact with all students and can mediate that diversity, esp in preparedness & cultural capital
- Because otherwise our interventions are not comprehensive and their effect is left to chance
  - Will be bolt-on, piecemeal, and de-contextualised
  - May lack integration across processes & organisational areas

# Common FY Curriculum Complaints

- Lack of clarity and consistency regarding expectations
- Lack of coherence, achievability and relevance
- **Assessment and feedback**
  - Yorke & Longden (2008): 29% said feedback not prompt
  - Krause *et al* (CSHE, 2005): only 33% found feedback helpful
  - AUSSE (2009,22): only 38.6% FYs often/ very often received prompt feedback (cf 80.4% of staff thought feedback often/ very often prompt)
  - UK NSS (2008): satisfaction with assessment & feedback lowest
- **Lack of preparedness** re tertiary literacies: e.g academic; information; IT; numeracy; visual; statistical; professional practices; cultural; + + + ???
- **Group work** – esp group processes

# A principled approach

## Six First Year Curriculum Principles –

- **Generic** curriculum principles that are supportive of first year learning engagement, success and retention.
- Interconnected organising principles that –
  - Are research-based (but move *from* theory *to* action);
  - Can help guide and inform holistic FYE practice;
  - Are supported by practical tips, checklists, examples & strategies for implementation (to move *from* principle *to* practice).
- Require cross-institutional partnerships to enact & enable.
- Have been evaluated and are **evidence-based** (>100 Fellowship presentations to approx 6000 academic & professional staff).



# Six (6) Curriculum Principles [HE word bingo]

[Concurrent with good teaching and good support]

- Transition
- Diversity
- Design
- Engagement
- Assessment
- Evaluation and Monitoring



A curriculum that does serious transition and retention work!

<http://www.altcexchange.edu.au/first-year-experience-and-curriculum-design>

# Key Questions for FY Curriculum Design

<b>Design</b>	Has the whole-of-program first year design been mapped? Are knowledge, skills, attitudes & academic literacies required for later years in program well articulated, integrated and sequenced?
<b>Transition</b>	Which groups entering this course may need particular attention during their orientation & transition to university life & procedures?
<b>Diversity</b>	Is there a strategy in place for identifying (& communicating to FY teachers) the diversity characteristics of this cohort?
<b>Engagement</b>	Are opportunities provided for students to make personal connections between their previous experiences, the program content and professional skills that are important to the discipline? Engagement with staff and peers designed in?
<b>Evaluation</b>	Evidence-based approach to design and practice. Does the program / suite of FY units have affordances for 'monitoring engagement' and the support / resources available to make interventions where indicated?
<b>Assessment</b>	Which FY units have an appropriate assessment item scheduled in the first four weeks of semester? Assessment literacies explicated?

# Curriculum Focus

AALL sub to *Good Practice Principles for English Language Proficiency*, p. 9

‘Best practice in this field has shifted from the provision of decontextualised tuition in generic study skills, such as academic reading and essay writing, to language and literacy development **integrated into the curriculum of the mainstream subjects** students are studying for their degrees... In an integrated approach, the literacy demands of the discipline become an explicit part of the subjects that students study.

... This kind of teaching leads to **high quality learning** for students and a **high degree of equity**. If, on the other hand, ALL is assumed rather than explicitly taught, many students, particularly those from marginalised groups, will be disadvantaged.’

[http://www.deewr.gov.au/HigherEducation/Publications/Documents/Final\\_Report-Good\\_Practice\\_Principles.pdf](http://www.deewr.gov.au/HigherEducation/Publications/Documents/Final_Report-Good_Practice_Principles.pdf)

# Kift ALTC Senior Fellowship FYECD Symposium 2009



<http://www.fyecd2009.qut.edu.au/index.jsp>

# *Symposium - the Movie*

**An Extract**

[http://www.fyecd2009.qut.edu.au/resources/fyecd2009\\_movie.jsp](http://www.fyecd2009.qut.edu.au/resources/fyecd2009_movie.jsp)



## EG, intentional **whole-of-program** design (1)

- 1<sup>st</sup> week of Sem takes up where orientation leaves off
- Opportunity to self-assess entering diversity of knowledge, skills & attitudes against discipline expectations (with development opportunities consequently provided)
- Identify first year/session curriculum objectives
- Make explicit to students whole-of-program roadmap
- Design-in discipline co-curricula and socialising activities (eg PASS)
- Physical or virtual space available for social interaction
- Evaluate whole-of-program, including orientation, especially for patterns of attrition amongst sub-cohorts.
- Monitor for current student (dis)engagement across program and support/ intervene with identified at-risk students

# PASS@ UOW

University of Wollongong

<http://www.uow.edu.au/student/services/pass/index.html>[Site Map](#)[Campus Map](#)[A-Z Ind](#)

## PASS

[Home](#) > [Current Students](#) > [Student Services](#) > [PASS](#)

### PASS

- [Overview](#)
- [Information for Students](#)
- [Information for Academic Staff / PASS Supervisors](#)
- [PASS Site Map](#)

### OTHER SERVICES

#### QUICK LINKS

- > [About the University](#)
- > [Dean of Students](#)
- > [Scholarships](#)
- > [Faculties](#)
- > [Library](#)
- > [SOLS](#)
- > [eLearning@UOW](#)



## Peer Assisted Study Sessions (PASS)

**PASS** is a program where students work together to consolidate understanding, reinforce key concepts, and develop effective study strategies. **PASS** consists of weekly one-hour, non-compulsory sessions led by 'Peer Leaders', students who have excelled at the subject in the past.

[LATEST NEWS](#)[CONTACTS](#)

## EG, intentional **whole-of-program** design (2)

Intentional mapping & coherence across FY subjects: eg

- As much as possible, whole FY program is coherent & integrated
- Make links/connections between subjects explicit
- Diversity in T, L & A approaches across subjects
- Assessment strategy coherent, integrated & manageable across subjects for students **and** staff
- Make no assumptions about entering knowledge, skills & attitudes
  - map subject responsibility for academic literacy development to assist transition to tertiary study, scaffold learning, and make explicit what is required for success (eg re academic writing, referencing, teamwork, *etc*).
- Consistency in communications of expectations/ responsibilities
- Develop early assessment literacies

# QUT International College

## Cultural Bridge to the Classroom Project

QUTIC Home	About QUT International College	Courses	Why study with QUT International College?	Frequently asked questions	Contact
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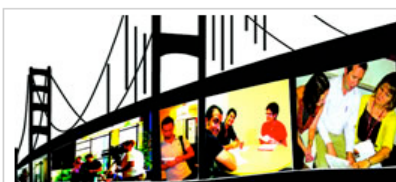
<http://www.qutic.qut.edu.au/about/projects.jsp>

### Projects

[\[Print-friendly version\]](#)

#### About QUT International College

Location  
Living in Brisbane  
Entry dates  
How to apply  
Publications  
Our newsletter  
Our staff



QUT International College continuously develops new and innovative ways to make learning in classrooms an enjoyable experience for our students. The **Cultural Bridge to Classroom Project** is an example of our commitment to enhancing teaching and learning.

The College, in collaboration with [QUT Teaching and Learning Support Services](#), developed a suite of trigger videos which concentrates on key areas to help students overcome challenges to study at university. Each video focuses on real-life scenarios in a university setting. Multiple versions of each video are available - you should choose the one most appropriate for the speed of your Internet connection.

The eight scenarios available are (click on a link to access that scenario):

- [Questions in Lectures](#)
- [Questions in Class](#)
- [Working in Small Groups](#)
- [Learning in Tutorials](#)
- [Referencing](#)
- [Learning Styles](#)
- [Appointments/Consultations](#)
- [Time Management](#)



#### Questions in Lectures

- [On Campus \(WMV 13.3 MB\)](#)
- [Broadband \(WMV 3.4 MB\)](#)
- [Dial-up \(WMV 1.7 MB\)](#)
- [Transcript](#)

#### Questions in Class

- [On Campus \(WMV 11.8 MB\)](#)
- [Broadband \(WMV 3.0 MB\)](#)
- [Dial-up \(WMV 1.5 MB\)](#)
- [Transcript](#)



#### Working in Small Groups

- [On Campus \(WMV 12.0 MB\)](#)
- [Broadband \(WMV 3.1 MB\)](#)
- [Dial-up \(WMV 1.6 MB\)](#)
- [Transcript](#)



#### Learning in Tutorials

- [On Campus \(WMV 14.7 MB\)](#)
- [Broadband \(WMV 3.8 MB\)](#)
- [Dial-up \(WMV 1.9 MB\)](#)
- [Transcript](#)



#### Referencing

- [On Campus \(WMV 13.7 MB\)](#)
- [Broadband \(WMV 3.5 MB\)](#)
- [Dial-up \(WMV 1.8 MB\)](#)
- [Transcript](#)



#### Learning Styles

- [On Campus \(WMV 15.4 MB\)](#)
- [Broadband \(WMV 4.0 MB\)](#)
- [Dial-up \(WMV 2.0 MB\)](#)
- [Transcript](#)



#### Appointments/Consultations

- [On Campus \(WMV 15.0 MB\)](#)
- [Broadband \(WMV 3.9 MB\)](#)
- [Dial-up \(WMV 1.9 MB\)](#)
- [Transcript](#)



#### Time Management

- [On Campus \(WMV 12.0 MB\)](#)
- [Broadband \(WMV 3.1 MB\)](#)
- [Dial-up \(WMV 1.6 MB\)](#)
- [Transcript](#)



• Asking Qs in lectures/ in class

• Appointments/Consultations

• Time management

## Early tertiary assessment literacies: e.g.

- Explanation and consistent use of assessment verbs; consistent naming of assessment tasks;
- Explicit clarification of assessment expectations: eg, how to write, research, orally present in different discipline genres;
- Explicit & consistent advice & assistance with referencing & paraphrasing expectations;
- Instruction & proactive support re group/team work;
- Assist students to make use of examples & model answers;
- Well written criterion referenced assessment (CRA) sheets **AND** 'dialogue' about way criteria and standards will be applied (ASKe, 2008: <http://www.brookes.ac.uk/aske/documents/ASKe%20Intervention.pdf> );
- Assistance with 'what feedback is' & how to make the best use of it (Race, 2009: [http://www.leedsmet.ac.uk/Feedback\\_Booklet\\_Phil\\_Race.pdf](http://www.leedsmet.ac.uk/Feedback_Booklet_Phil_Race.pdf) ).



# Understanding academic languages & conventions

**Example:** A *Psychology* degree program uses the **same assessment definitions and criteria** throughout the entire program. A written assessment guide formally articulates these to students and staff (Gibbs, 2009)

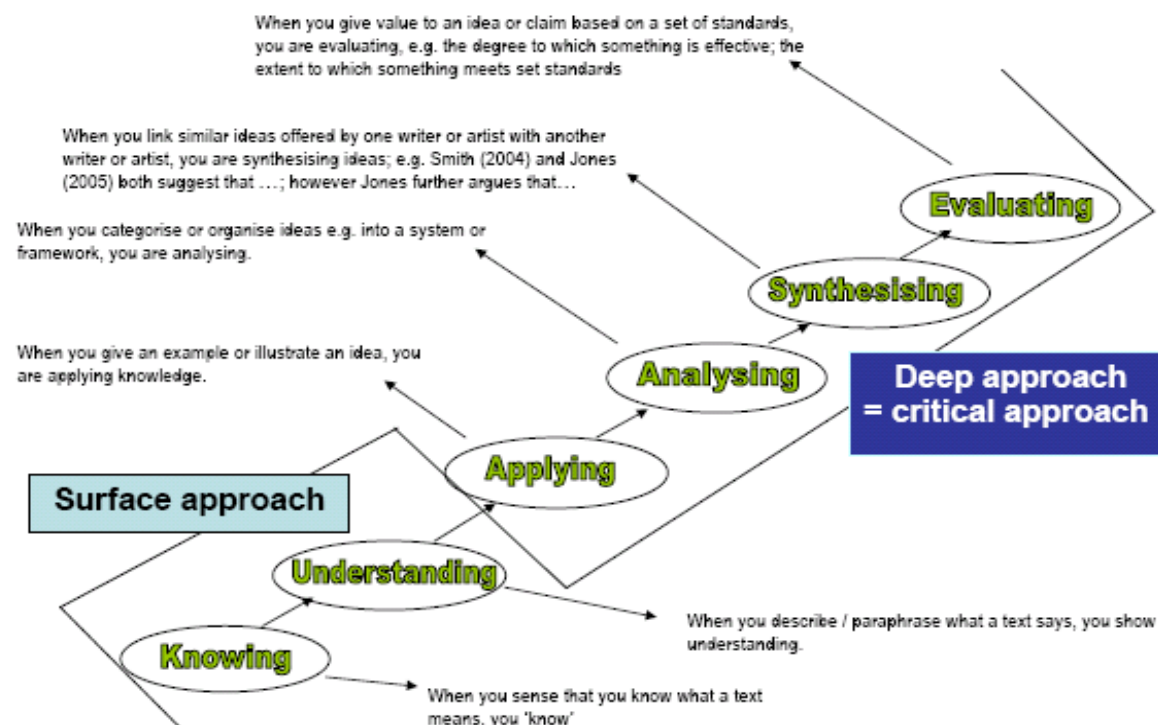
**Example:** In a FY *Education* subject, small student groups are given a copy of the same written excerpt and each group is asked to respond in a specific way: reflectively, analytically, critically, etc. Responses are shared with the class to highlight the differences between cognitive levels (Healy, 2008)

# From RMIT Study and Learning Centre

[http://www.dlsweb.rmit.edu.au/lsu/content/1\\_StudySkills/study\\_pdf/Blooms%20taxonomy.pdf](http://www.dlsweb.rmit.edu.au/lsu/content/1_StudySkills/study_pdf/Blooms%20taxonomy.pdf)

## 6 steps to successful learning

Bloom's taxonomy of educational objectives (1956)



Learning Links  
Quick Tips / 6 steps to successful learning

[www.rmit.edu.au/studyandlearningcentre](http://www.rmit.edu.au/studyandlearningcentre)

# Help student understanding of CRA

<http://www.brookes.ac.uk/aske/documents/ASKe%20Intervention.pdf>

ASKe (Assessment Standards Knowledge exchange) is a Centre for Excellence in Teaching and Learning (CETL) based in the Business School at Oxford Brookes University. It was set up in summer 2005 with a £4.5 million award from HEFCE in recognition of good practice based on pedagogic research into aspects of assessment.

The work of ASKe has been organised into three strands of activity

**Strand 1: Replicating proven practice through:**

- A pre-assessment intervention which the ASKe team has shown to work. A simple intervention such as a marking workshop prior to undertaking an assessed task can significantly increase students' understanding of the assessment criteria and improve their performance of the task. ASKe has supported the development of this kind of intervention on all Business School programmes, as well as in three other Schools (Built Environment, Health and Social Care, and Westminster Institute of Education). This same support is available for the remaining four Schools plus five partner institutions.
- The Academic Conduct Officer (ACO) system which the ASKe team is further developing. In addition to researching effective ways of encouraging and promoting academic integrity.
- The Peer Assisted Learning (PAL) programme, long used by the Business School, which ASKe has extended across the School. Support is also offered to help at least three other Schools introduce PAL.

**Strand 2: Pioneering evidence-based practice**

Appropriate development projects will be funded, both within the Business School and across the whole University. Projects will seek out and support ways to develop and enhance assessment practices.

**Strand 3: Cultivating a community of practice**

The ASKe team has developed a new, £2 million building on Brookes' Wheatley Campus. This provides a physical environment to support student learning outside structured class time, in which staff and students can meet to develop a shared understanding of academic standards.

But it's more than just a building. The ASKe team argues that only a true community of practice will ensure shared understanding, so ASKe (in conjunction with other parties at Brookes) is also developing the social environment necessary to colonise this physical space.

To find out more about ASKe's work, please contact:

Improve your students' **performance** in 90 minutes!

ASKe

Do you feel that your students are underperforming due to their poor understanding of your assessment standards?

Are you concerned that they don't really understand your assessment criteria?

Have you ever experienced blank looks when students read your feedback comments on their work?

If so, why don't you try our pre-assessment intervention?

It takes just 90 minutes of your time, and it works\*...

\*Business School students at Oxford Brookes University who completed the intervention showed significant improvements in performance, with improvements sustained at a similar level one year later (Rust et al., 2003).

- 1. Pre-submission:** students mark 2 sample, similar assignments (good, average) using CRA sheet
- 2. Attend 90 min workshop:** re-mark in groups; discussion & tutor feedback; review marks; get annotated versions of sample assignments
- 3. Submit work + self-assessment** on CRA sheet

# Assessment building in complexity &/or cumulatively

**Example:** *In an **Arts and Education** writing subject, assessment begins with familiar tasks (eg. essay writing), progressing over time to unfamiliar tasks (eg. writing media releases). Formative feedback is provided with each piece of assessment and templates and models are provided for each new assignment type (Radbourne & LeRossignol, 2008)*

**Example:** ***History** subject, a large essay assignment split into 3 stages:  
Stage 1: Students discuss the essay question in groups in the tutorial.  
Stage 2: Preparation of a draft essay plan and bibliography (weighted 10%). Formative feedback is provided by tutors and peers in sufficient time to incorporate into the next stage.  
Stage 3: Submission of final essay (weighted 35%).  
(McCreery, 2005)*



# Taylor (2008, 23) Strategies for assessment

<http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1059&context=jutlp>

## Assessments for development

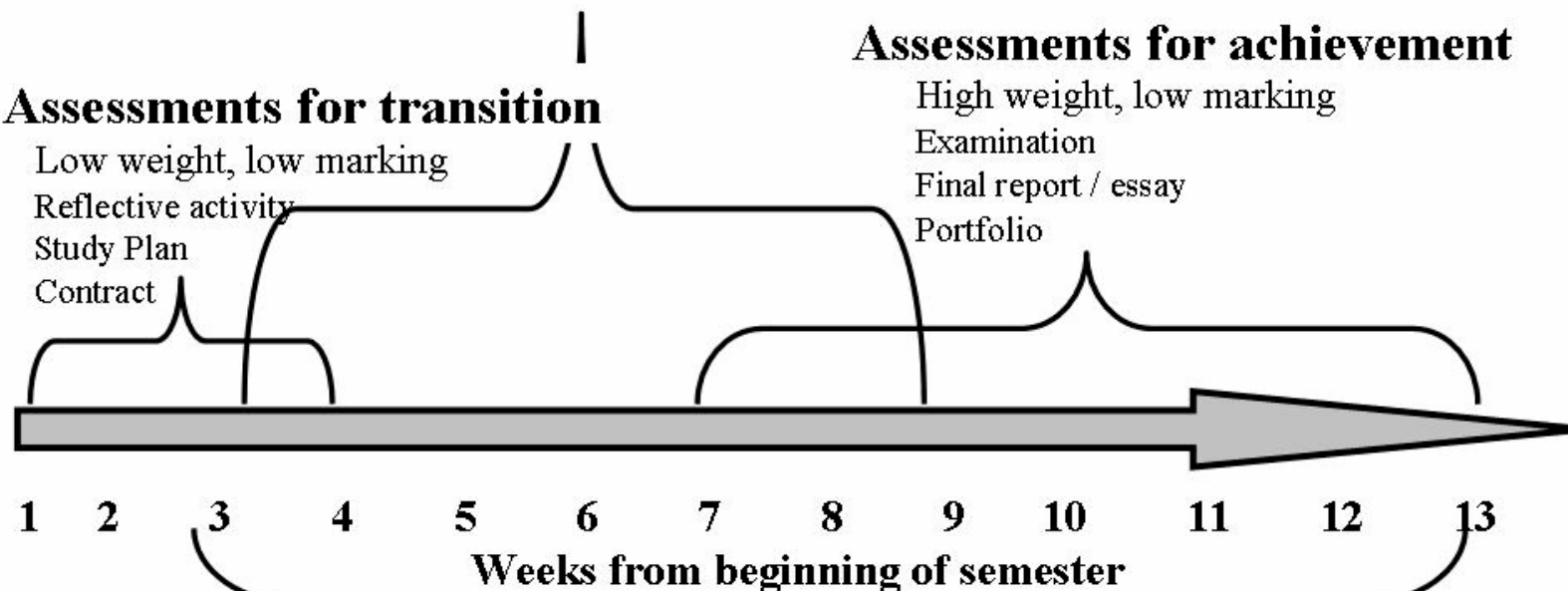
Low weight, high marking  
Draft essay  
Reading log  
Notes on literature review  
Components of portfolio

## Assessments for achievement

High weight, low marking  
Examination  
Final report / essay  
Portfolio

## Assessments for transition

Low weight, low marking  
Reflective activity  
Study Plan  
Contract



Self assessment (formative or partially summative) – no or minimal marking time

# Helping students to make use of feedback

**ASKe** (Assessment Standards Knowledge exchange) is a Centre for Excellence in Teaching and Learning (CETL) based in the Business School at Oxford Brookes University. It was set up in summer 2005 with a £4.5 million award from HEFCE in recognition of good practice based on pedagogic research into aspects of assessment.

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To find out more about ASKe's work, please contact:  
**Assessment Standards Knowledge exchange**  
Oxford Brookes University, Business School  
Wheatley Campus, Wheatley, Oxford, OX33 1HK  
Tel: +44 (0) 1865 485673  
Fax: +44 (0) 1865 486830 Email: [aske@brookes.ac.uk](mailto:aske@brookes.ac.uk)  
[www.business.brookes.ac.uk/aske.html](http://www.business.brookes.ac.uk/aske.html)



OXFORD  
BROOKES  
UNIVERSITY

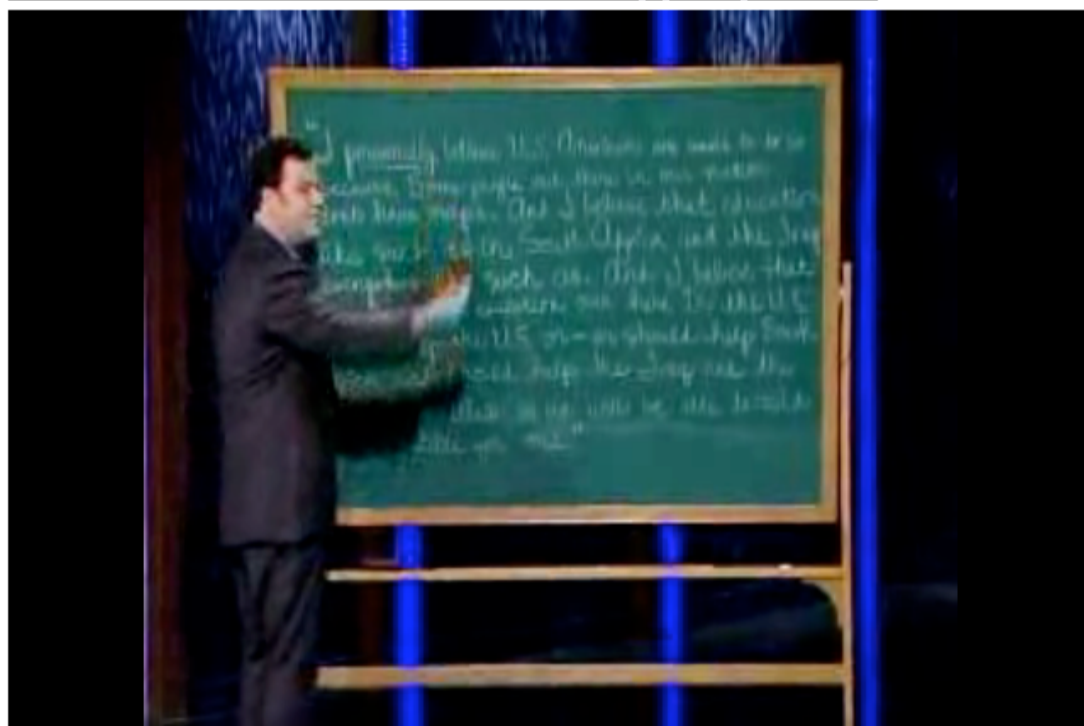
## How to make your **feedback** work in three easy steps!

1. **Prepare students to receive feedback** (eg align staff & student expectations to agree purpose)
2. **Reduce emphasis on written feedback** – supplement with dialogue
3. **Provide timely feedback** (eg generic feedback ASAP)

<http://www.brookes.ac.uk/aske/documents/Make%20FeedbackWork.pdf>

# Supporting Miss Teen South Carolina in her learning

miss teen south carolina makes sense by jimmy kimmel



Through the  
provision of

- Academic skills support – oral communication; and
- Timely and individualised feedback.

<http://www.youtube.com/watch?v=5n1RJ8rICYU>

# How the Australian Higher Education sector has responded to the six First Year Curriculum Principles...

## Evidence-base: How the sector has responded...

*'Versatile set of principles that has horizontal and vertical application across institutions – **Structured framework & methodology** for practical implementation'*

*'A set of tools/principles that can be used to **design, construct & evaluate FY programs**'*

*'We are all vectors for transmitting the virus of FYE... **each of us can change our institutions** if only in small ways or in some programs'*

*'Worth serious consideration – it's not a 'can do', it's a **cue for reflection** first'*

*'I like that it's given me a **roadmap for discussions on restructuring** our Health Foundation year'*



## Evidence-base: How the sector has responded...

*'New way to start a **discussion** about these ideas at my university – ie, **reinvigorate the topic** of transition'*

*'Will this be identified as a curriculum **for all universities to follow?**'*

*'They don't seem to be specific to first year but **apply to all curriculum design**'*

*'OK as a START – **give me practical examples** and ideas I can implement?'*

*'Excellent – **extremely relevant to MBBS** etc. Too much is assumed about **FY med students** because they're graduate entry. They are assumed to be 'adult learners'. However, most have only had to regurgitate what they heard in lectures and few easily synthesize the broad range of material they have to cover.'*

## Evidence-base: How the sector has responded...

*'I...believe the **principles** are **'global'** and can be contextualised to the **distance learning** context.'*

*'[Good for] **"[n]ormalising" FYE into academic curriculum** through constructive teaching approaches'*

*'[Has] **relevance to 1st yr postgraduate coursework***

*students...many of the students (in their 30s & 40s) are just as challenged by their engagement with uni study...especially online'*

*'CEQ assesses students' perceptions of whole degree programs, yet without an integrated approach such as FYE then study appears to students as a disaggregated set of courses/units. The **integrated approach is essential across all programs and years.**'*

## How the Principles are being used –

- Embedded in institutional policy
- To underpin institution's university-wide approach to transition
- Checklists being used in staff development – e.g. for 'Foundations Programs' [beginning teachers], with sessional staff [part-time teachers]
- For evaluation and benchmarking
- With supporting resources (exemplars, checklists, etc) to renew FY curriculum – e.g. for university-wide curriculum review
- As a basis for leveraging funding (e.g. for at-risk student initiatives, to support peer-to-peer initiatives; etc)
- To identify disparate initiatives and coordinate up-scaling
- 'to reinvigorate the topic of transition'

# As a result of sectoral engagement...

## Six (6) Meta Observations



# Six (6) Meta Observations (1)

## 1. Partnerships are crucial

- Collective and coordinated work across academic, administrative and support areas
- *'I would very much to see a co-ordinated university-wide transition program, delivered in a timely fashion across the first year of study'*
- *'[Like to hear more about] issues & ways academics can work with support/non-academic to enhance transition'; '...the two need to communicate more'*

## 2. Partnerships are hard work

- All [Aust and NZ] institutions struggling with whole-of-institution integration, coordination, coherency
- *'I found this session really useful. It was great to hear what people in other [areas of the university] are doing, Sometimes our team feels quite alone in what we are trying to do – rest of school not concerned.'*



## Six (6) Meta Observations (2)

### 3. Widening participation sharpens focus on criticality of this work

- Obvious way to support WP and diversity is through coherent, integrated, intentional, supportive, inclusive FY curriculum design

### 4. Momentum for a sector-wide [and international?] consensus

- *'[A] sector response that is unified and consistent will assist individual institutions & change agents [to] open up discussions that lead to action'*
- *'[Need] support from the top – not just at institutional level but across institutions'*
- *'...we battle the same issues across continents'*

## Six (6) Meta Observations (3)

### 5. Normalising and validating are important

- As important for staff as for FY students
- *'Knowing that every other institution is also grappling with the new and diverse cohort helps to foster collegiality on the issue of FY and what is best practice in the sector for FY.'*
- *'reassuring to find that everyone faces the same issues with resources and feeling disempowered.'*
- *'Reassurance of ideas & heading in right direction'*

## Six (6) Meta Observations (4)

### 6. This work is both professional *and* personal

- For both students and staff, experience can be very good **or** very bad **or** sadly mediocre
- *[The role play of a first year lecture] was so convincing and seemed to be channelling several professors...Aren't the students all stupid though? If I hear that one more time in [my school] I will scream!*
- 'battle'; 'depressed'; 'desperately needed'.
- This work needs to be supported, valued, recognised, rewarded

## Some ideas in closing ...

- Much of what we know and practice for improving the experience of first year students is immediately transferable to later years and contexts.
- Real impact requires institutional level commitment and institution-wide academic and professional partnerships.
- Good practice in the classroom will enhance the learning experience of all students.

# To conclude: Helicopter parents



Miss Teen  
South Carolina's  
proud parents  
hovering in the  
background

<http://www.youtube.com/watch?v=RQc6oBCuDXk&feature=related>



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