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

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QUT, Australia

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


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)

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State Total: 18.17 18.48 17.08 17.51 17.29 16.68 17.40

Attrition Rate for **overseas** commencing bachelor students by State & HE Provider, 2001-2007 (NSW)  
(DEEWR, 2009)

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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.

FYE approaches (Wilson, 2009; Kift, 2009)

• 1\textsuperscript{st} generation FYE
  – Essentially co-curricula – professionals on curriculum’s periphery

• 2\textsuperscript{nd} generation FYE
  – Curriculum focus – recognises entering diversity and supports student learning experience via pedagogy, curriculum design, & L&T practice – requires academic & professional partnerships

• 3\textsuperscript{rd} generation FYE
  – 1\textsuperscript{st} and 2\textsuperscript{nd} generation delivered seamlessly across institution, its disciplines, programs & services \textit{via} academic & professional partnerships

= Transition pedagogy –

\textit{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)

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

What matters to retention

- **Preparedness**
- **Finances**
- **Peers**: learning ‘profoundly a social experience’;
- **Expectations**: mismatch; ‘how things work around here’;
- **3rd 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](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\textsuperscript{st} 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

“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
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/course-uncertainty/
Thinking about changing your course or taking time out?
Read this first!

Critical periods

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

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

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

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 influence their change is crucial and needs to be made with a clear understanding of all


Student support
FIRST-TIME students are being encouraged to ask questions—about fees, student loans, course enquiries or just about anything mir-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 2 to answer any queries.

Director of the First Year Experience Project Professor Sally Kit said students could ask questions at any stage of their course and the university wanted to highlight that it was normal to not 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 those course admin questions, things they’ve forgotten from O Week, they may be worried about their subjects or may now need to access a particular support service—nothing is off limits,” she said.

— Tessa Chambers
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
Deakin’s Timeline of activities/issues around transition

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<th>Themes</th>
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<th>Setting In</th>
<th>Taking Off</th>
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Explanations and definitions:

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Because of diversity in entering preparedness

Miss Teen USA 2007 - South Carolina answers a question

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

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

A Transition Pedagogy and The First Year Curriculum
Why focus on curriculum…


- 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!

### Key Questions for FY Curriculum Design

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<tr>
<th>Category</th>
<th>Question</th>
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<td><strong>Design</strong></td>
<td>Has the whole-of-program first year design been mapped? Are knowledge, skills, attitudes &amp; academic literacies required for later years in program well articulated, integrated and sequenced?</td>
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<tr>
<td><strong>Transition</strong></td>
<td>Which groups entering this course may need particular attention during their orientation &amp; transition to university life &amp; procedures?</td>
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<tr>
<td><strong>Diversity</strong></td>
<td>Is there a strategy in place for identifying (&amp; communicating to FY teachers) the diversity characteristics of this cohort?</td>
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<tr>
<td><strong>Engagement</strong></td>
<td>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?</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td>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?</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Which FY units have an appropriate assessment item scheduled in the first four weeks of semester? Assessment literacies explicated?</td>
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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.’

Kift ALTC Senior Fellowship
FYECO Symposium 2009

Symposium - the Movie

An Extract

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

- 1st 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
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.
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

- Asking Qs in lectures/ in class
- Appointments/Consultations
- Time management

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 Class
- On Campus (WMV 4.5 MB)
- Broadband (WMV 3.4 MB)
- Dial-up (WMV 1.7 MB)
- Transcript

Questions in Class (Transcript)

Working in Small Groups
- On Campus (WMV 12.0 MB)
- Broadband (WMV 3.1 MB)
- Dial-up (WMV 1.5 MB)
- Transcript

Learning in Tutorials
- On Campus (WMV 14.7 MB)
- Broadband (WMV 3.8 MB)
- Dial-up (WMV 1.8 MB)
- Transcript

Referencing
- On Campus (WMV 13.7 MB)
- Broadband (WMV 3.5 MB)
- Dial-up (WMV 1.9 MB)
- Transcript

Learning Styles
- On Campus (WMV 10.4 MB)
- Broadband (WMV 2.9 MB)
- Dial-up (WMV 1.9 MB)
- Transcript

Appointments/Consultations
- On Campus (WMV 10.0 MB)
- Broadband (WMV 3.5 MB)
- Dial-up (WMV 1.9 MB)
- Transcript

Time Management
- On Campus (WMV 12.0 MB)
- Broadband (WMV 3.4 MB)
- Dial-up (WMV 1.5 MB)
- Transcript

http://www.qutic.qut.edu.au/about/projects.jsp
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](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)
6 steps to successful learning

Bloom’s taxonomy of educational objectives (1956)

- **Knowing**: When you answer ‘what’ or ‘where’ questions, you are remembering.
- **Understanding**: When you explain an idea or illustrate an idea, you are applying knowledge.
- **Applying**: When you demonstrate or paraphrase what a text says, you show understanding.
- **Analyzing**: When you give an example or illustrate an idea, you are analysing.
- **Synthesizing**: When you link similar ideas offered by one writer or artist with another writer or artist, you are synthesising ideas; e.g., Smith (2004) and Jones (2003) both suggest that... however Jones further argues that...
- **Evaluating**: When you give value to an idea or claim based on a set of standards, you are evaluating, e.g., the degree to which something is effective; the extent to which something meets set standards.

Deep approach = critical approach

**Surface approach**

Learning Links
Quick Tips / 6 steps to successful learning

www.rmit.edu.au/studyandlearningcentre
Help student understanding of CRA

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

http://www.brookes.ac.uk/ask/documents/ASKe%20Intervention.pdf
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

1 2 3 4 5 6 7 8 9 10 11 12 13
Weeks from beginning of semester

Self assessment (formative or partially summative) – no or minimal marking time
Helping students to make use of feedback

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

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’

‘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’

‘A set of tools/principles that can be used to design, construct & evaluate FY 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**?’

‘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.’

‘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?’
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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