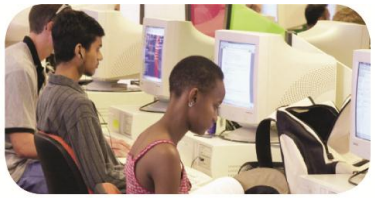
Queensland University of Technology

AUSTRALIAN LEARNING & TEACHING COUNCIL

Student Engagement for Retention and Success: A Transition Pedagogy for Widening Participation



FYE

Professor Sally Kift

ALTC Senior Fellow; ALTC Discipline Scholar: Law

Queensland University of Technology, Australia

What Works? Student Retention and Success Conference

University of York

28 March 2012

CRICOS No.00213J

QUT

- *42,000 students*
- *6 Faculties*
- *3 campuses*
- *>300 programs*

- In 2012: 11,000 commencing students
- 10 year history of attention to the First Year Experience (**FYE**)
- Noticeable drops in FY attrition
  - 2007: 18.1%; 2008: 16.8%; 2009: 15.3%; 2010: 13.9%

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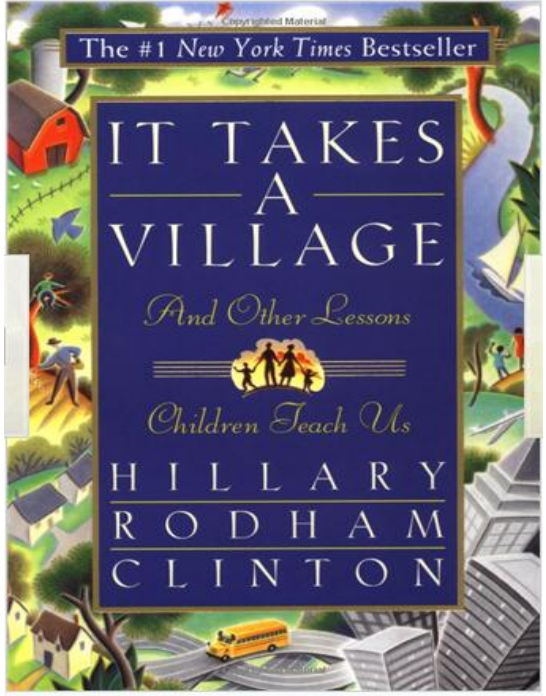

It takes an institution to educate [and support and engage] a student.

With apologies to
Hillary Clinton and African proverbs

http://www.amazon.com/Takes-Village-Other-Lessons-Children/dp/0684825457#reader_0684825457

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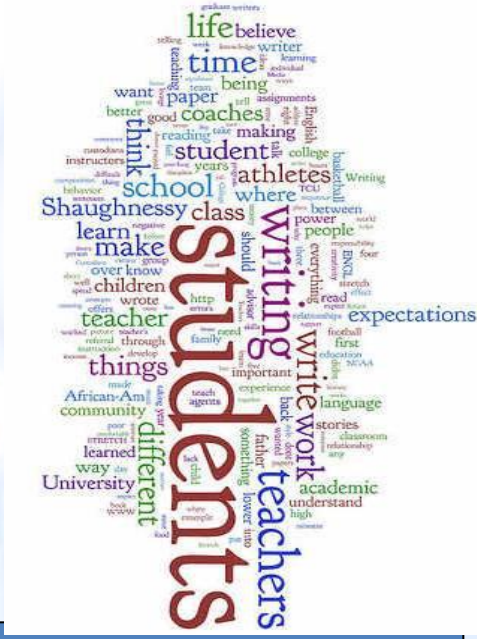
Overview

- Snapshot of First Year Experience (FYE) research
  - Esp: What non-traditional students say about inclusion
- Model for a **partnership, whole-of-institution, approach** for FY engagement, success & retention

  A '**Transition Pedagogy**' for the FYE –
  - Harnessing first year 'curriculum' (broadly)
    - To mediate diversity & support intentionally
    - To do serious transition and retention work
    - To embed contextualised support (for **all)**
- From theory to action
  - 6 First Year (Curriculum) Principles
  - Some practical examples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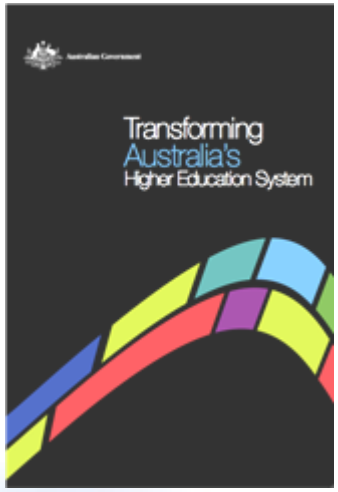
Australian Learning & Teaching 2012
A perfect storm: Attention focussed on...



- A new Tertiary Education Quality & Standards Agency (**TEQSA**)
- Quality of student experience & engagement
- 'Quality, attainment and participation'
- Recruitment and retention of non-traditional students
- 'Academic standards'; 'Brand Australia'

- **Widening participation** and diversity targets –
  - By 2025, 40% of Australian 25-34 year olds will have a bachelor level or above
  - By 2020, 20% of higher education enrolments at undergraduate level should be from low socio-economic backgrounds
  - Increased connectivity with & articulation from alternate pathways

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

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THE AUSTRALIAN

HIGHER EDUCATION

THE AUSTRALIAN NATIONAL AFFAIRS BUSINESS AUSTRALIAN

NEWS | OPINION | LETTERS | APPOINTMENTS | THE COMMON ROOM

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What does knowledge

Universities set to expand

STEPHEN MATCHETT The Australian September 14, 2011 3:00AM

Universities can accept increased numbers of students following Senate agreement today to the Gillard Government's higher education expansion plan.

The bill empowers the government to provide a place for every prospective student who is acce by any university.

According to Tertiary Education Minister Chris Evans, the legislation will end bureaucratic con over university enrollments by empowering institutions to accept as many students as they choose, rather than negotiating annual enrollm with Canberra.

While the Opposition points to a provision in the legislation that allows the minister to cap places

NOW ONLY $50 MONTH

*Min cost $700 (including $100 install fee) on 12 month direct debit plan. New sta

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What does knowledge have to do with mosquitoes

Bradley targets threatened by high drop-out rates among disadvantaged students

JOHN ROSS The Australian September 14, 2011 12:00AM

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What does knowledge have to do with mosquitoes

Equity targets still long way off

JULIE HARE The Australian September 28, 2011 12:00AM

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WHILE domestic student enrolments increased by nearly 5 per cent in the past year, enrolments of low socio-economic students grew by a mere 0.17 per cent, calling into question whether the Bradley review's equity targets are achievable.

An analysis of new Department of Education, Employment and Workplace Relations data reveals that last year 13 universities enrolled a smaller proportion of low-SES students than in 2009, with Central Queensland University, RMIT, Victoria University and Australian Catholic University all registering falls of 0.5 per cent or more.

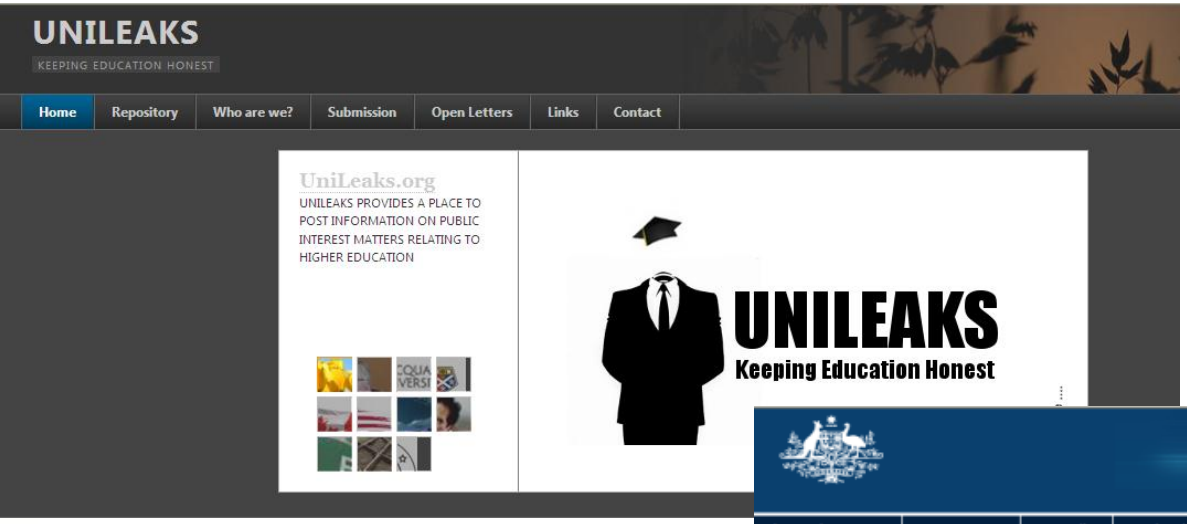
Jennifer Oriel, manager of student equity at Deakin University.

http://www.theaustralian.com.au/higher-education/equity-targets-still-long-way-off/story-e6frgcjx-1226148448556

http://www.theaustralian.com.au/higher-education/bradley-targets-threatened-by-high-drop-out-rates-among-disadvantaged-students/story-e6frgcjx-1226136074420

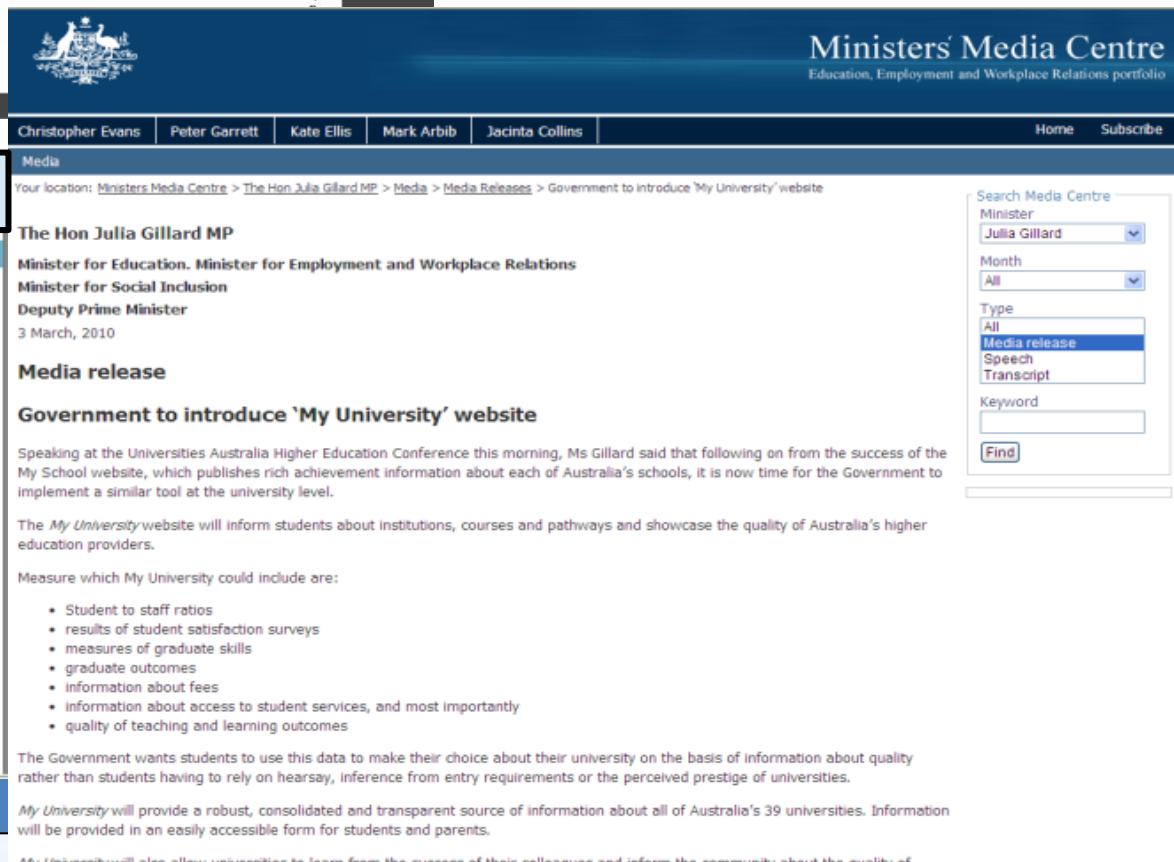
http://www.theaustralian.com.au/higher-education/universities-set-to-expand/story-e6frgcjx-1226136934714

Australia: A new quality & regulatory regime!

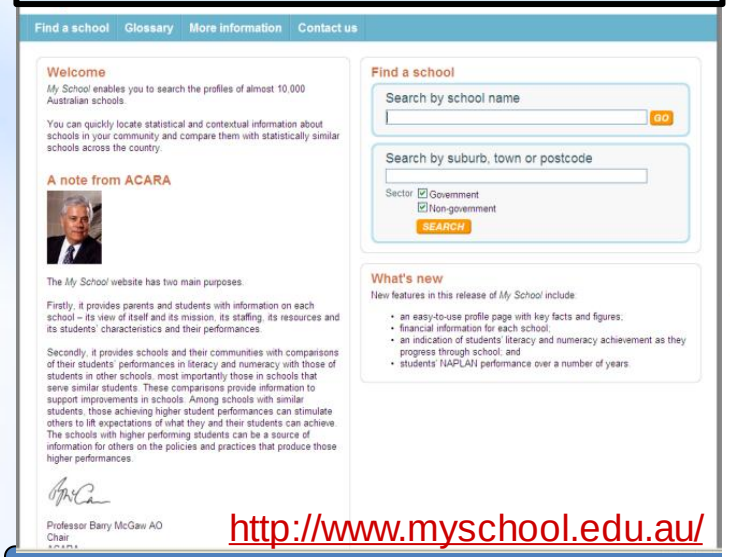


http://unileaks.org/

http://www.deewr.gov.au/Ministers/Gillard/Media/Releases/Pages/Article_100303_153420.aspx



My University Website



http://www.myschool.edu.au/

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Student Life Cycle

After Good Practice Guide on Widening Participation (Circular 01/36)
http://www.hefce.ac.uk/pubs/hefce/2001/01_36.htm

Aspiration & Awareness raising

Recruitment & Pre–entry activities

Offer & Enrolment

Orientation &Transition

First Year Experiences

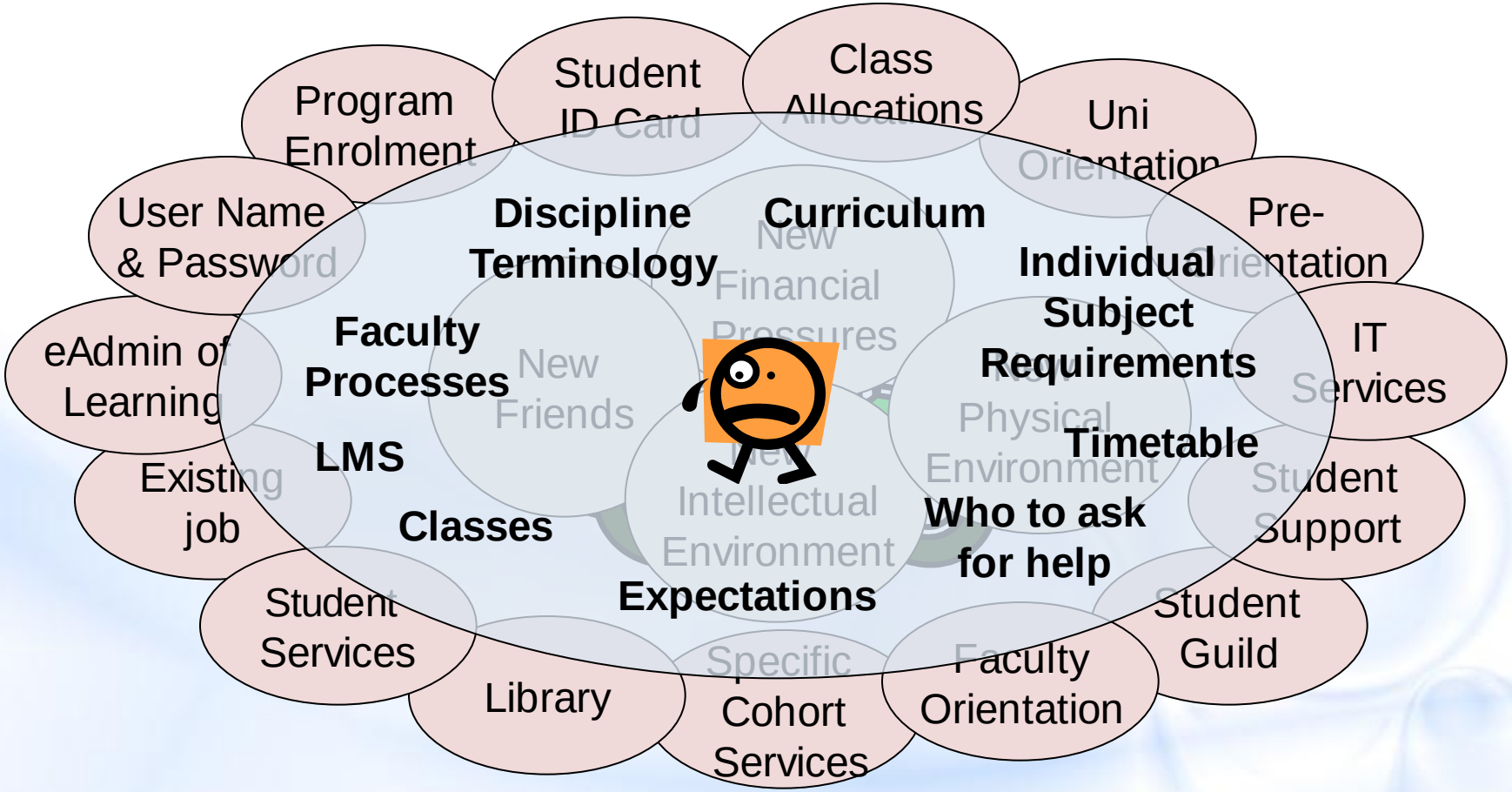
Transition through the Degree

Transition Out
- Employment
- Postgraduate (PG)

Alumni / PG / Industry engagement

CRICOS No.00213J

Or, putting FY another way…



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

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, p 1.

CRICOS No.00213J

What's required for success: 'Mastery of the [tertiary] student role'...

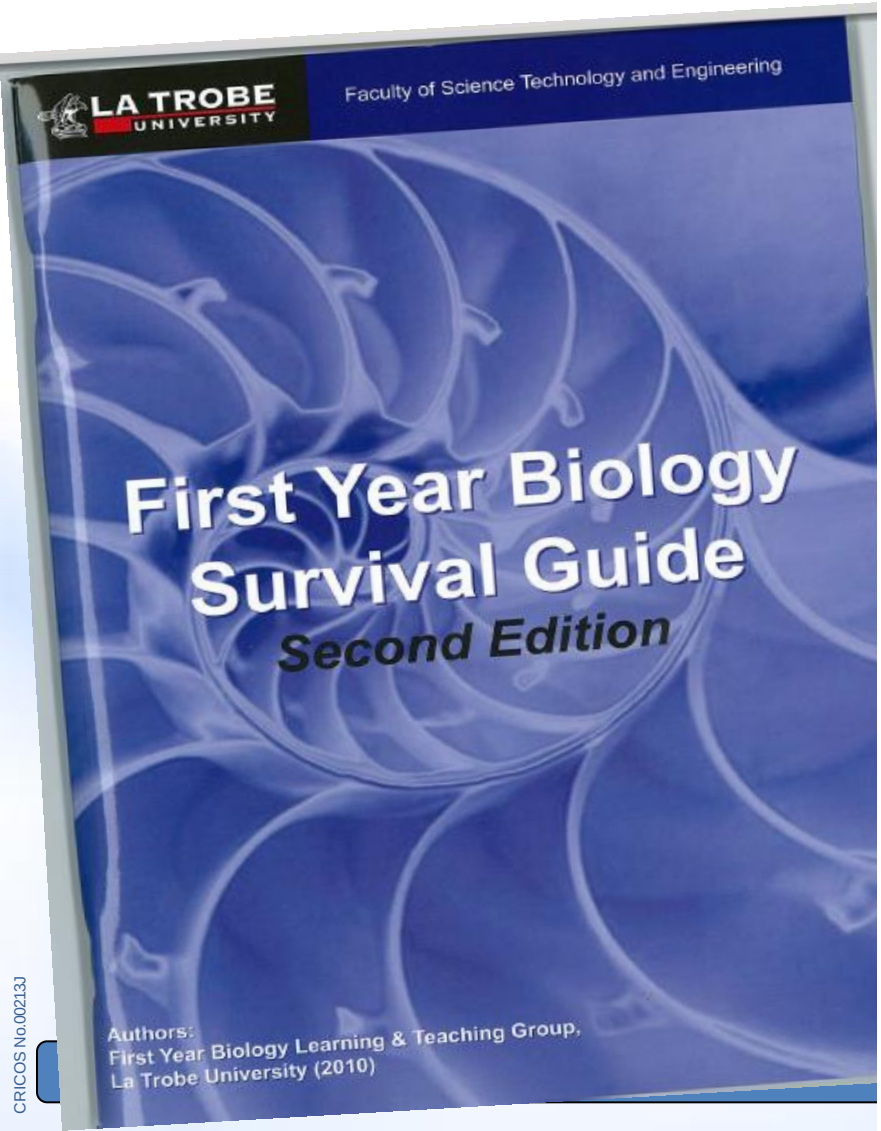
I am taking biology... I do not have experience in writing, and the main thing is that they require writing for research papers, and I'm expecting doing a lot of work trying to figure out how to do that. I did two papers already and... He said, "You have to go back and do it again, this is not scientific writing"... I thought it was scientific because it was from a biology textbook, and I did study at [community college], and he said "No, this is not scientific writing." ***So it is really hard to see what they want because they already see it, they already know it, they see what I don't.***

Collier, P.J. &Morgan, D.L. (2008). "Is that paper really due today?'': Differences in first-generation and traditional college students' understandings of faculty expectations. *Higher Education 55 (4), 425–446* at 440.

CRICOS No.00213J

Proactive Support for Role Mastery

http://journal.aall.org.au/index.php/jall/article/viewFile/82/65



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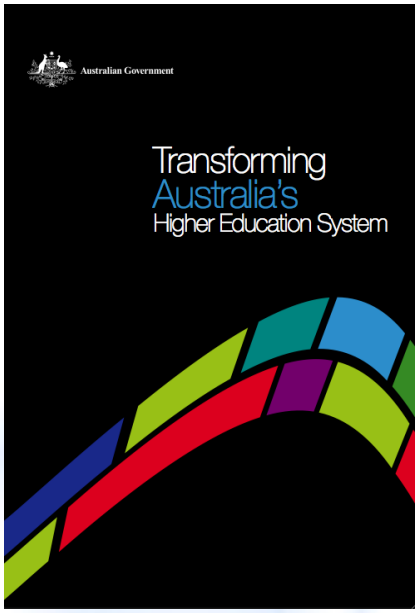
Widening participation agenda

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.



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

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

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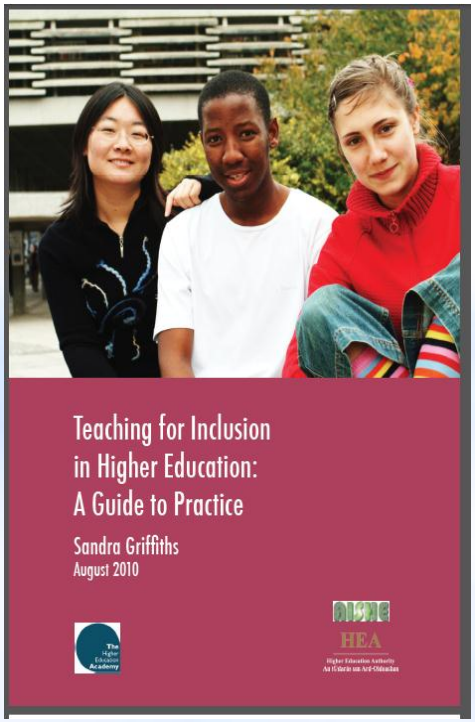
Inclusion: An international agenda – eg

- **US: 'low income students' (eg, Tinto, Tierney); 'underserved students' (eg, Kuh)**

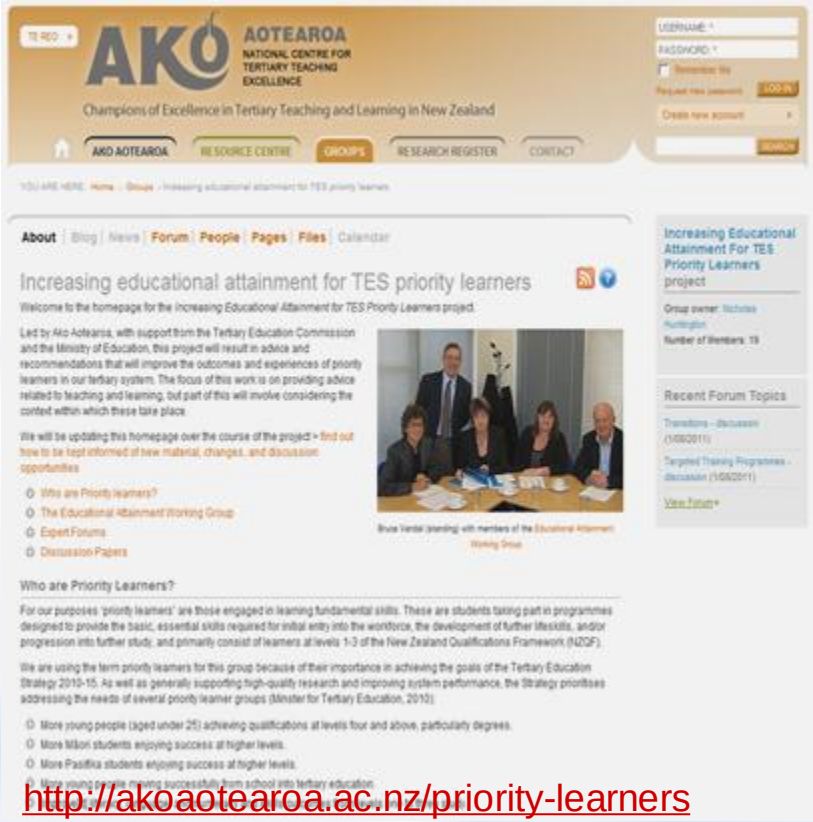
- **UK: Widening Participation Teaching for Inclusion**



Respects 'students as individuals who have different learning needs, a variety of experiences and come from diverse backgrounds'. (Griffiths, 2010, 8)

http://www.heacademy.ac.uk/assets/documents/inclusion/Framework.pdf

- **NZ: Increasing educational attainment for 'Priority learners'**



http://akoaotearoa.ac.nz/priority-learners

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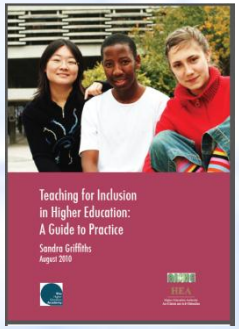
What students say: Factors **promoting** engagement & inclusion

Griffiths, 2010 pp16-18 (UK)

- **Respect** and equal time for all students: including
  - **Careful preparation** and content presented in an organised/ **structured** way; '**help**' offered by lecturers taking time to **explain** difficult concepts; explain assessment rules; give **feedback** on assignments; relate **theory to practice**
- **Teacher interest** in students/ knowledge of their backgrounds
  - **Valuing** all students & what they bring to the classroom
  - **Supporting** student interactions
- **Teachers** who are: enthusiastic; use variety of teaching methods; are challenging/ thought provoking; have **sense of humour**; able to handle contentious subjects
- A **sense of belonging** to the university: including
  - Non-academic support; welcome pack and guidance



http://www.heacademy.ac.uk/assets/documents/inclusion/Framework.pdf

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Current national research project

- Literature review
- Interviews with 89 LSES students (3 universities)
- Interviews with 26 staff (3 universities)
- An environmental scan of effective practice

Conceptual framework: 'Bridging socio-cultural incongruity'

A 'joint venture' to overcome deficit conceptions that either:

– Students are the problem; and/or

– Institutions accepting them are the problem

http://lowses.edu.au/

Socio-cultural incongruity can be bridged by an **empathetic institutional context** that:

- **Values and respects all** students;
- Encompasses an **institution-wide approach** that is comprehensive, integrated and coordinated **through the curriculum**;
- Incorporates **inclusive** learning environments and strategies;
- Empowers students by **making the implicit, explicit**; and
- **Focus**es **on** student learning outcomes and **success**.

http://lowses.edu.au/

The interview data revealed
four major themes as foci for action.

An empathic institutional context that:

- employs particular teaching characteristics and strategies;
- enables student agency (empowerment?);
- facilitates life and learning support; and
- is cognisant of students' financial challenges.

http://lowses.edu.au/

- *...when I first started I had a really **good lecturer who showed you how to format an essay**. She told you what type of font to use, what size font, spacing and went through all of that because I wouldn't have known, I'd have just done it with one line spacing and handed it in...**it was just information that you don't know that you need to know**. [STU_095]*

- *...[it] is **very confusing, how it works** and maybe there needs to be an induction of all those sorts of things...so that people can sit down and map out what they need to know first up. Yes, there's a big document that you can read about all this but **it doesn't make sense when you first come into that world**. [STU_001]*

*...it doesn't matter how many uni wide programmes you've got and how many scholarships... **you need a unit of interaction within which at least some individual engagement**...and attention can occur [COL_026]*

*...[students] tell us in the surveys year after year that **being chosen** to get the [scholarship] money **has a psychological impact** in that it makes them feel special, wanted, connected and motivated. That **the money has a double effect**, it's not just that they can buy books that they otherwise wouldn't have, but **they are less stressed** because they don't have to worry about juggling the money so much and **50% of them use the money to buy time which is their big issue if you've got a complicated life**. So they reduce their paid work hours and put that time into study. So it looks like it's a charity, but its actually a learning programme [COL_026]*

http://lowses.edu.au/

Significant first year culture shift required

- ***From*** a deficit model of student blame ***to*** a focus of inclusion and achievement
- ***From a primary focus*** on student **integration** (into particular institutional culture) ***to*** an '**adaptation**' approach whereby institutions **also adapt** culture, processes and practices to support diversity (Zepke et al., 2005)

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Getting the institutional context right

Action

Data analysis

Consensus re good teaching & support for all

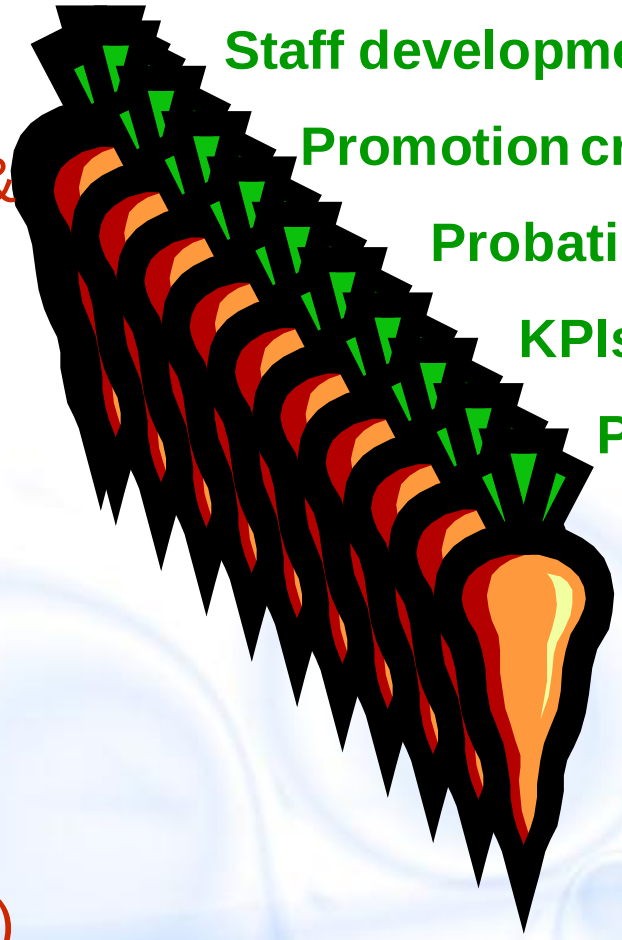
Consenus re 'engaging' student exp

Learning leadership & governance across silos

Area plans

Top level plan(s)

Vision



Reward & recognition

Staff development

Promotion criteria

Probation

KPIs

PP&R

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FYE approaches (Kift, Nelson & Clarke, 2010; Kift, 2009; Wilson, 2009)

- **1st generation FYE**
  - Essentially co-curricular – professionals on curriculum's periphery
- **2nd generation FYE**
  - Curriculum focus – recognises entering diversity and supports student learning experience via pedagogy, curriculum design, & L&T practice – requires faculty & professional **partnerships**
- **3rd generation FYE**
  - 1st ***and*** 2nd generation FYE quality assured and seamless across institution, across all its disciplines, programs & services ***via*** faculty & 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.herdsa.org.au/2005/pdf/refereed/paper_294.pdf

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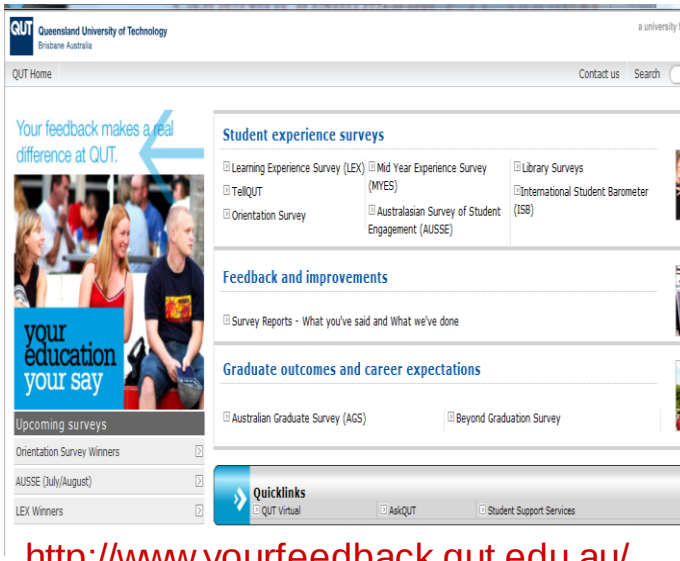
Coherent institutional FYE context

- **FYE Policy** MOPP C/6.2
  - Includes Orientation and Transition
  - Supporting Guidelines
- **Institution-wide evaluation**
  - FYEQ, AUSSE, Course Exit & Orientation, LEX, Individual Program Reports & Consolidated Course Performance Reports
- **Policy statements** relating to FYE in:
  - Curriculum Design Policy MOPP C/4.2
    - Eg: role of FY curriculum in whole of program design
  - Assessment Policy MOPP C/5.1
  - Unsatisfactory Academic Performance policy MOPP E/6.7
  - Supplementary Assessment Policy MOPP E/6.4
- **QUT Academic Director, FYE *and* Director, Success & Retention**
- **University-wide** FYE & Retention Committee
- **FYE Network** – FY faculty & practitioners network
- First Year Coordinators Positions (Faculty)



http://www.yourfeedback.qut.edu.au/

CRICOS No.002133

Proactive management of student transition

http://www.student.qut.edu.au/enrolment-and-orientation/orientation

QUT Student gateway

About | Library | Contact

22 February 2012

Enrolment | Studying | International | Fees and finances | Services and facilities

Enrolment and orientation › Orientation

Orientation

Welcome to QUT

Our Vice-Chancellor Peter Coaldrake welcomes new students commencing in 2012.

Welcome to QUT

Contacts

Student Centres

Each QUT campus has a Student Centre: a face-to-face service for student queries.

Phone: 3138 2000

Int. phone: +61 7 3138

Web Address: https://ask.qut.edu.au/

Opening hours: Monday - Frida

Step 1: Respond to your offer
If your application to study at QUT is successful, you will have received an offer and will need to respond to it.

Step 2: Enrol in your course
Plan your studies, choose units to enrol in and pick your class times.

Step 3: Get study books and materials
Check for the books and materials you'll need and find out how to purchase them.

Step 4: Fees and finances
Advice for your first few months to help you settle in quickly.

Step 5: Get your ID card
A QUT-issued ID card officially identifies you as a QUT student and gives you access to a range of services.

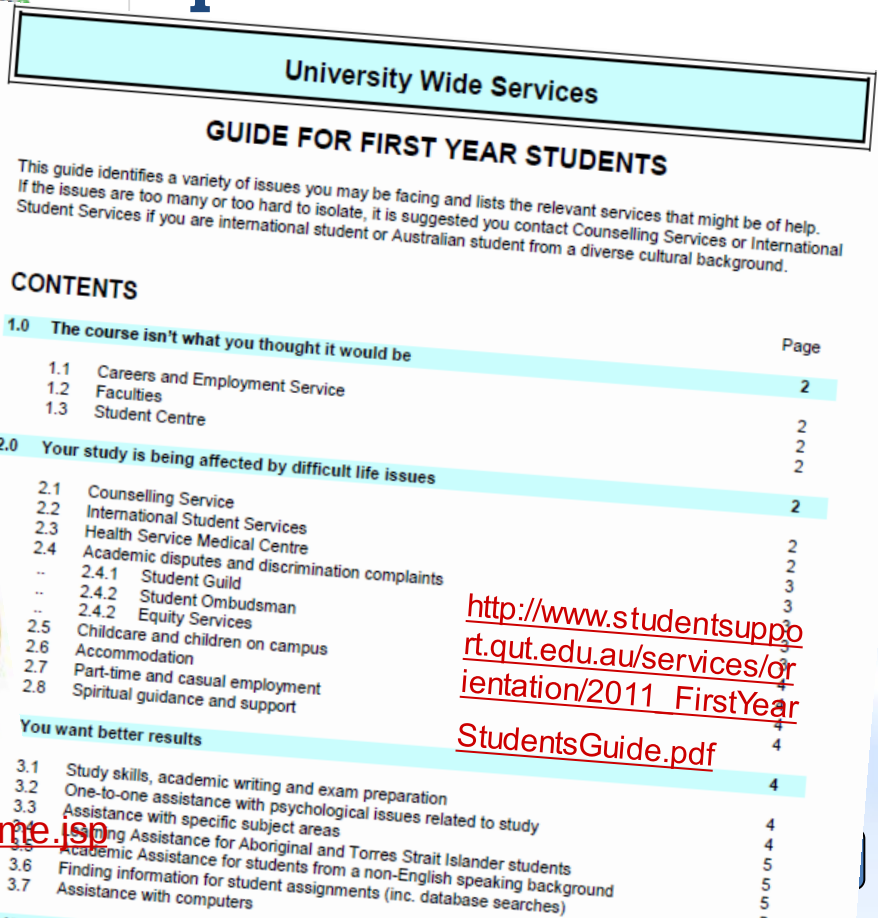
Step 6: Attend orientation program
Our program of activities to help you get started.

Step 7: Adjust to life at uni
Advice for your first few months to help you settle in quickly.

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

Where have I been? | Orientation

Orientation & Transition as a process over time.



University Wide Services

GUIDE FOR FIRST YEAR STUDENTS

This guide identifies a variety of issues you may be facing and lists the relevant services that might be of help. If the issues are too many or too hard to isolate, it is suggested you contact Counselling Services or International Student Services if you are international student or Australian student from a diverse cultural background.

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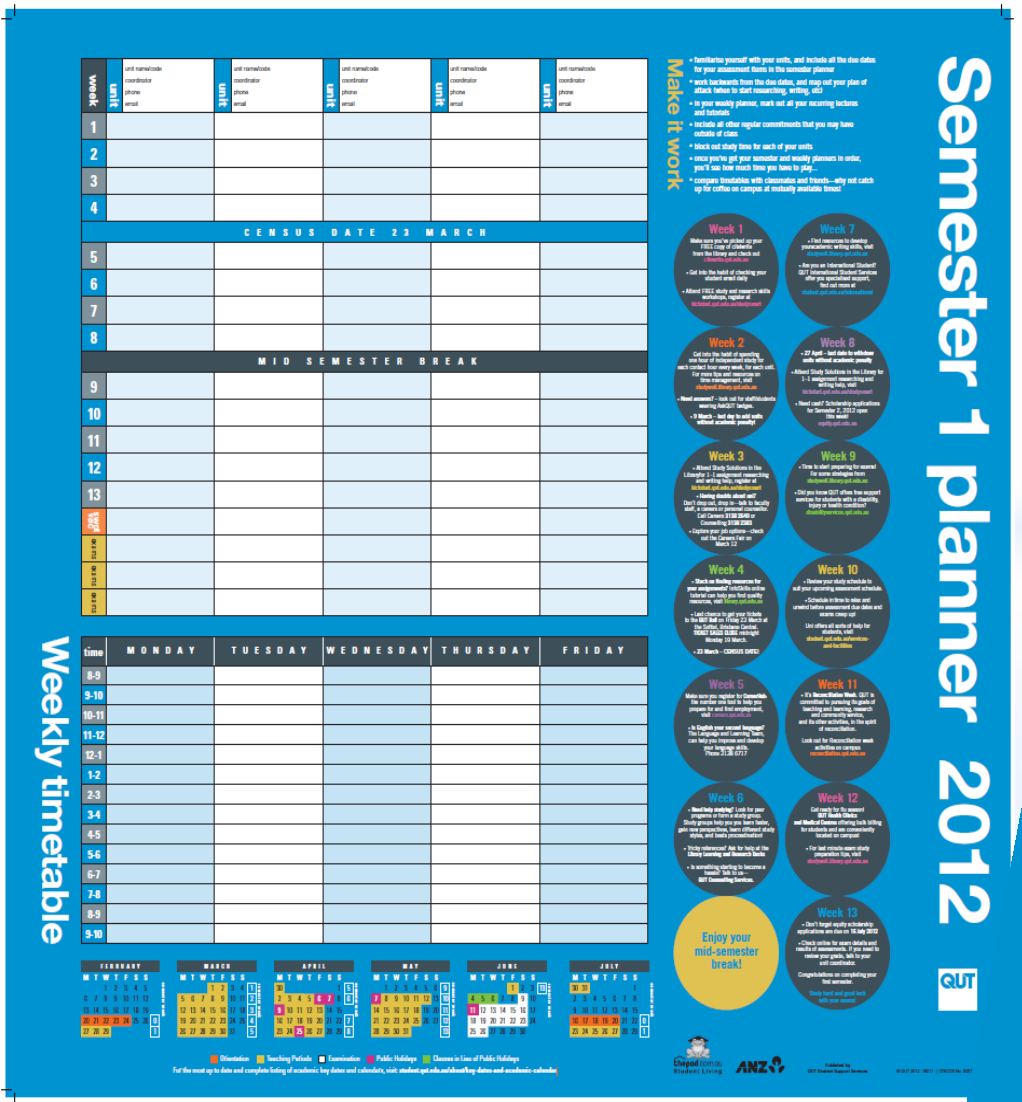
	Assistance with computers	

http://www.studentsupport.qut.edu.au/services/orientation/2011_FirstYearStudentsGuide.pdf

Proactive management of student transition

Facilitating academic and social belonging in meaningful ways



University of New England (award winning) Early Alert

EARLY ALERT: New student support tool; details; how it works

Posted on March 22, 2011 by ED

Today we switched on the **Student Support Team's Early A**
a tool that allows us to contact students we're worried abo
make sure you're all getting the support you need to get yo
to the way banks keep an eye on illegal credit card transa
us (and no one else but the Student Support Team) to ke
basically make sure you're all OK.

Your name popped up today in our 'Early Alert' system and we want to make sure that everything is OK with your studies? The Student Support Team is here to help with all aspects of your experience at UNE and we specialise in troubleshooting issues for students. Our service is 100% confidential and we find we can solve most student concerns in a couple of phone calls.

Dear Ed and SU team
Like most of the off-campus mature-aged students at times I have found uni very challenging. And I don't like to ask for help bec I always assume that 'everyone else is coping just fine', the problem must lie in my court.
Thank you for putting this together and making 2011 one of the most promising starts that I can remember. From the Study Planner to the YouTube Diary and ASO updates plus the updates here, it's felt a lot more like I'm part of a community, not just a number. ☺
Regards Mel

http://blog.une.edu.au/studentexperience/2011/03/22/early-alert-new-student-support-tool-details-how-it-works/

CRICOS No.00213J

The premise …

- ‘Joined-up’ ***institutional approaches*** enacted via partnerships
  - Generalist and specialist
  - Academic and non-academic
  - Curricular and co-curricular

- Once 1st Sem starts, harness ***the curriculum*** as academic and social ‘organising device’ to do serious transition & retention work
  - Both in- and out-side (physical and virtual) classroom – eg, by
    - **Inclusive** curriculum design
    - Facilitation of student role mastery for **success**
    - **Sense of belonging** to reduce sense of ‘other’
    - **Facilitating** pathways & interactions
    - Respect and value what ***all*** students bring to the classroom

(Kift, 2008)

CRICOS No.00213J

http://learnline.cdu.edu.au/commonunits/documents/Common%20Units%20Factsheet.pdf

Support for pathways and transitions

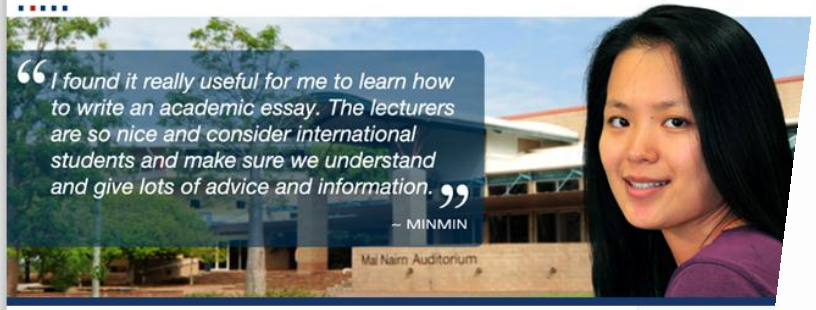
CDU's (award winning) Common Units Program

CDU Home | Learnline

CHARLES DARWIN UNIVERSITY | The Common Unit Program

search: Courses | enter search term

Home | Empowering Students | Continuous Improvement | Teaching Strategies | Managing Common Units



Common Units Philosophy

To be responsive to individual student backgrounds and needs as they make the transition into successful study at university and to help provide a level playing field for all beginning students.

We achieve this by providing a supportive environment and an approach to teaching that:

- Recognises diversity
- Develops key university skills and knowledge upfront
- Responds to students' changing needs through continuous reflection and review of the program
- Commits to best practice teaching and learning
- Provides a comprehensive management strategy to achieve best practice

About the Program

The program aims to:

- Develop students practical ***academic skills***, including: critical thinking, reading, researching and writing
- Provide an induction to theoretical and practical aspects of **university culture**
- Build an **understanding** of the complexities of the increasingly diverse communities we live and work in, using the Northern Territory social landscape as the exemplar
- Introduce and develop **graduate attribute skills**, including practical skills and citizenship skills

Students develop these skills and knowledge by completing two of the three available common units:

Handy info

- RPL for Commo
- Common Unit I
- Timetables
- Semester Dat
- Common Uni
- Graduate Att

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CHARLES DARWIN UNIVERSITY

The Common Unit Program

Overview

The common units have been developed to help students make a successful transition into higher education by providing the skills and knowledge to succeed. They deal with:

1. The practical skills required for successful university study, including: assignment writing, reading and thinking critically, referencing, researching and IT skills;
2. Graduate skills in communication, teamwork, leadership and social responsibility, and;
3. Contextual & cultural knowledge applicable to their course of study and their professions.

Guidelines

All students commencing a Bachelor's Degree, Associate Degree or Advanced Diploma (unless formally exempted) are required to complete **two** common units in their first year of study as follows:

1. The core unit dealing with contextual and cultural issues
   - **CUC107 Northern Perspectives**

and

2. Either one of the following Academic Communication Units:
   - **CUC100 Academic Literacies**
     (For Humanities/Social Sciences students)

or

   - **CUC106 Design & Innovation: Communicating Technology**
     (For Technology/Science/IT students)

Unit availability 2011

Please refer to the table below for availability:

Unit	S1 2011	S2 2011	SS 2011
CUC100 Academic Literacies	IE	IE	E
CUC106 Design & Innovation	IE	E	E
CUC107 Northern Perspectives	IE	IE	E

Exemption through prior learning?

If students have covered these skills and/or knowledge in previous study (e.g another degree or a tertiary enabling program) or through professional practice they can apply for professional assessment or credit transfer.

Rules for exemptions and information on how to apply for exemption from Common Units can be found on our website:
http://learnline.cdu.edu.au/commonunits/

Teaching in the program

Staff from all disciplines are encouraged to teach in common units. Areas of expertise required are:

- Communication
- IT
- Disciplinary knowl

http://learnline.cdu.edu.au/commonunits/

CRICOS No.00213J

Focus on

A Transition Pedagogy
and
The First Year Curriculum

http://www.fyhe.qut.edu.au/transitionpedagogy/

CRICOS No.00213J

A curriculum focus …

Kift & Nelson (2005) http://conference.herdsa.org.au/2005/pdf/refereed/paper_294.pdf

- Because in all their diversity, with multiple identities and changing patterns of engagement, curriculum is
  - What all students have in common
  - Within our institutional control
  - Only place we have contact with **all** students and can mediate that diversity, especially in preparedness *and* social & 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
  - Leading to inequity, *esp* for non-traditional students

CRICOS No.00213J

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

CRICOS No.00213J

Good Practice Principles

1. Universities are responsible for ensuring that their students are sufficiently competent in the English language to participate effectively in their university studies.[1]

2. Resourcing for English language development is adequate to meet students' needs throughout their studies.

3. Students have responsibilities for further developing their English language proficiency during their study at university and are advised of these responsibilities prior to enrolment.

4. Universities ensure that the English language entry pathways they approve for the admission of students enable these students to participate effectively in their studies.

5. English language proficiency and communication skills are important graduate attributes for all students.

6. Development of English language proficiency is integrated with curriculum design, assessment practices and course delivery through a variety of methods.

7. Students' English language development needs are diagnosed early in their studies and addressed, with ongoing opportunities for self-assessment.

8. International students are supported from the outset to adapt to their academic, sociocultural and linguistic environments.

9. International students are encouraged and supported to enhance their English language development through effective social interaction on and off campus.

10. Universities use evidence from a variety of sources to monitor and improve their English language development activities.

AUSTRALIAN LEARNING & TEACHING COUNCIL

Good Practice Principles for English language proficiency for international students in Australian universities

(DEEWR, 2009, 3)

http://www.deewr.gov.au/HigherEducation/Publications/Documents/Final_Report-Good_Practice_Principles.pdf

Kift ALTC Fellowship: 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.fyhe.qut.edu.au/transitionpedagogy/firstyearcur/

CRICOS No.00213J

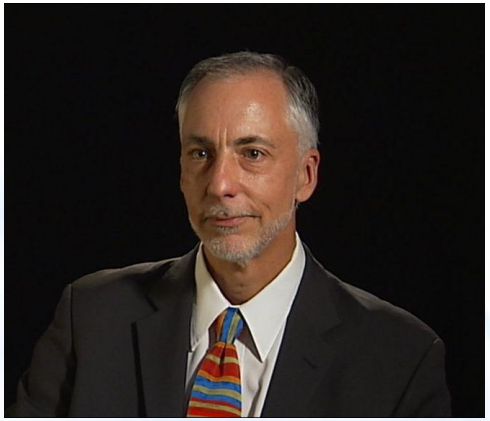
Kift ALTC Senior Fellowship

FYECD Symposium 2009

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

CRICOS No.00213J

Symposium - the Movie



An Extract – Diversity

http://www.fyecd2009.qut.edu.au/resources/fyecd2009_movie.jsp

CRICOS No.00213J

What that might look like…

Intentional curriculum design strategies – eg

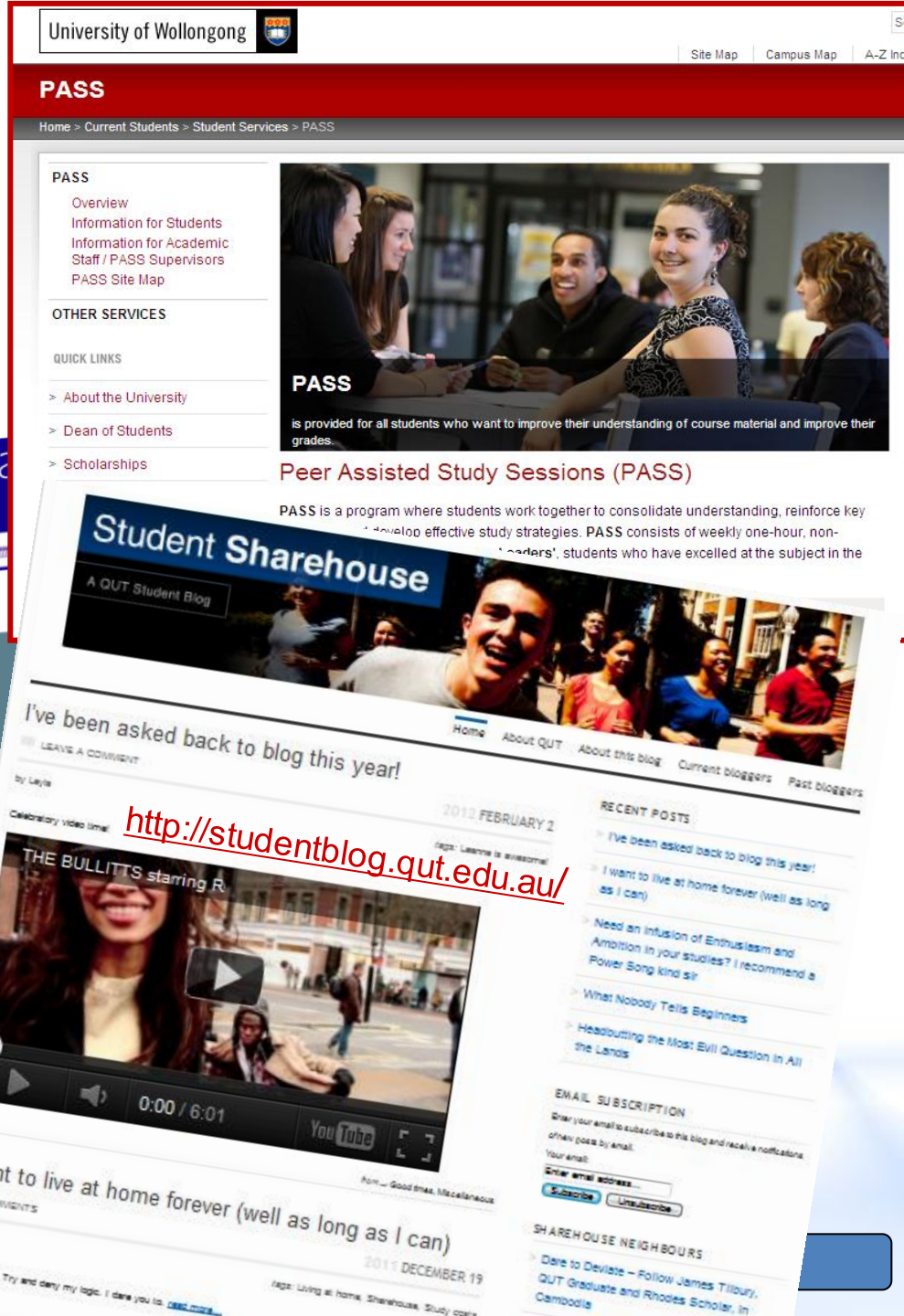
- **Inclusive** curriculum (eg, multiple perspectives in examples, readings, etc)
- Use **curriculum time to normalise** transition & diversity issues: eg –
  - class time for course & admin advising; acad support services; pastoral care/ counseling; financial support; peer mentoring opportunities;
  - self-management skills: time management, goal setting, study skills, etc
- Harness **peer-to-peer** networks and interactions in FY (eg PASS/ SI)
- **Value prior knowledge**: constructivism to assist students connect prior background, knowledge & experience *with* new learning; ePortfolio/ PDP.
- **Scaffold** academic behaviours (eg workbooks, cumulative assessments) to embed (eg) acquisition of essential academic literacies in curriculum
- Proactive, at-risk **monitoring** – (eg UNE Early Alert)
  - QUT Student Success Project
    Nelson, Duncan & Clarke, 2009, http://sleid.cqu.edu.au/viewissue.php?id=19
    Marrington, Nelson & Clarke, 2010 http://eprints.qut.edu.au/33231/1/c33231.pdf

CRICOS No.00213J

http://www.uow.edu.au/student/services/pass/index.html

Harnessing Peer-to-Peer Interactions

http://www.telesangels.com.au/



http://studentblog.qut.edu.au/

"A real account of student life". Posts are not edited. Only moderate content to ensure it doesn't breach QUT's Student Charter.

QUT's bloggers were selected by a panel based on their first blog titled, 'My top tips for surviving the first year of university'. The students aren't paid for their blogs, but have received a netbook as a prize to help them post their updates during the year

Claire's Little Secrets to Surviving University

…your very first day..is going to be both exciting and horrifying. I remember stepping into a room of over 500 students, totally overwhelmed.. [Then]… my lecturer said: "The class may seem crowded at the moment, but at least 50 students will leave after a month, and only half of you will graduate after four years."…

So to get you started, I ..share.. tips (I wish someone had told me!) on how to survive your first year at university.

1. Sit next to the best looking person in the room.

A help-seeking environment (Taylor, 2009)

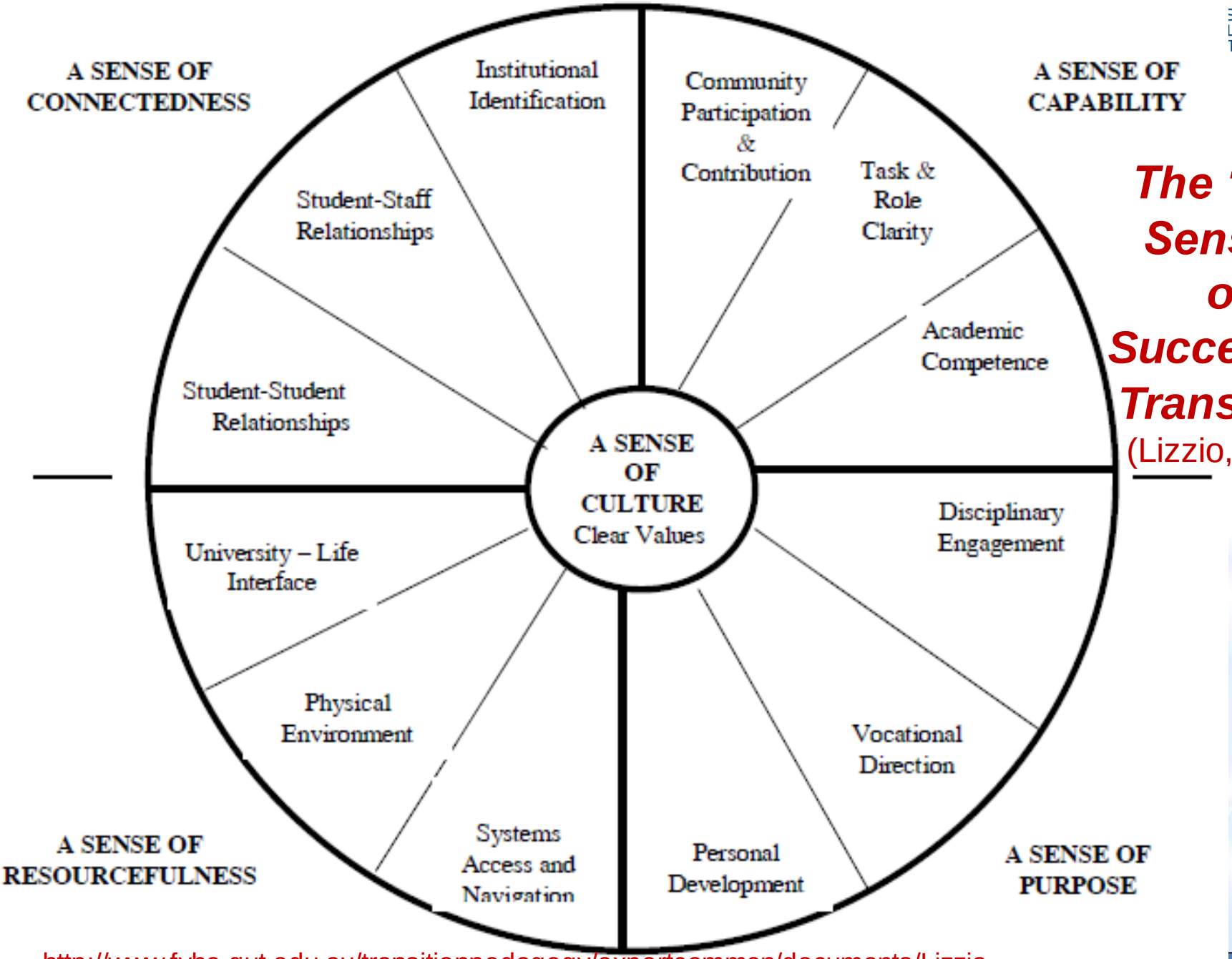
> *I asked the lecturer for help. Am I on the right track? It helped to a ridiculous degree, to the point that…is this all it takes to do well? Is all I need to do is ask for help and ask questions…a big epiphany. I asked for and got help and things were clearer.*
>
> (Arts Student quoted in Lawrence, 2005, 250)

- Scot QAA FYE EnhancementTheme: Overview (Mayes, 2009, 4)
  http://www.enhancementthemes.ac.uk/documents/firstyear/FirstYearOverview.pdf
  - **Engagement:** student's commitment and motivation to study.
  - **Empowerment:** equipping the FY student with the competency [the skills and knowledge required] to learn effectively.
- Research refers (varyingly) to resilience, self-confidence, self-efficacy, self-regulation, self-discipline, self-advocay…
- Lizzio (2009): 'Five Senses of Successful Transition'
  - Five areas of student need relevant to early success at university.
  - http://www.fyhe.qut.edu.au/transitionpedagogy/expertcommen/documents/Lizzio-TheFivesensesofStudentSuccessSelf-AssessmentFrameworkforplanningandreviewofOT_doc.pdf

CRICOS No.00213J

The 'Five Senses' of Successful Transition

(Lizzio, 2009)



http://www.fyhe.qut.edu.au/transitionpedagogy/expertcommen/documents/Lizzio-TheFivesensesofStudentSuccessSelf-AssessmentFrameworkforplanningandreviewofOT_doc.pdf

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

http://www.qutic.qut.edu.au/about/projects.jsp

About QUT International College
- Location
- Living in Brisbane
- Entry dates
- How to apply
- Publications
- Our newsletter
- Our staff

Projects

[Print-friendly version]

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

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

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

CRICOS No.00213

First Year 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 for teamwork**;
- 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) (ASKe, 2007: http://www.brookes.ac.uk/aske/documents/Make%20FeedbackWork.pdf)

CRICOS No.00213J

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)*

CRICOS No.00213J

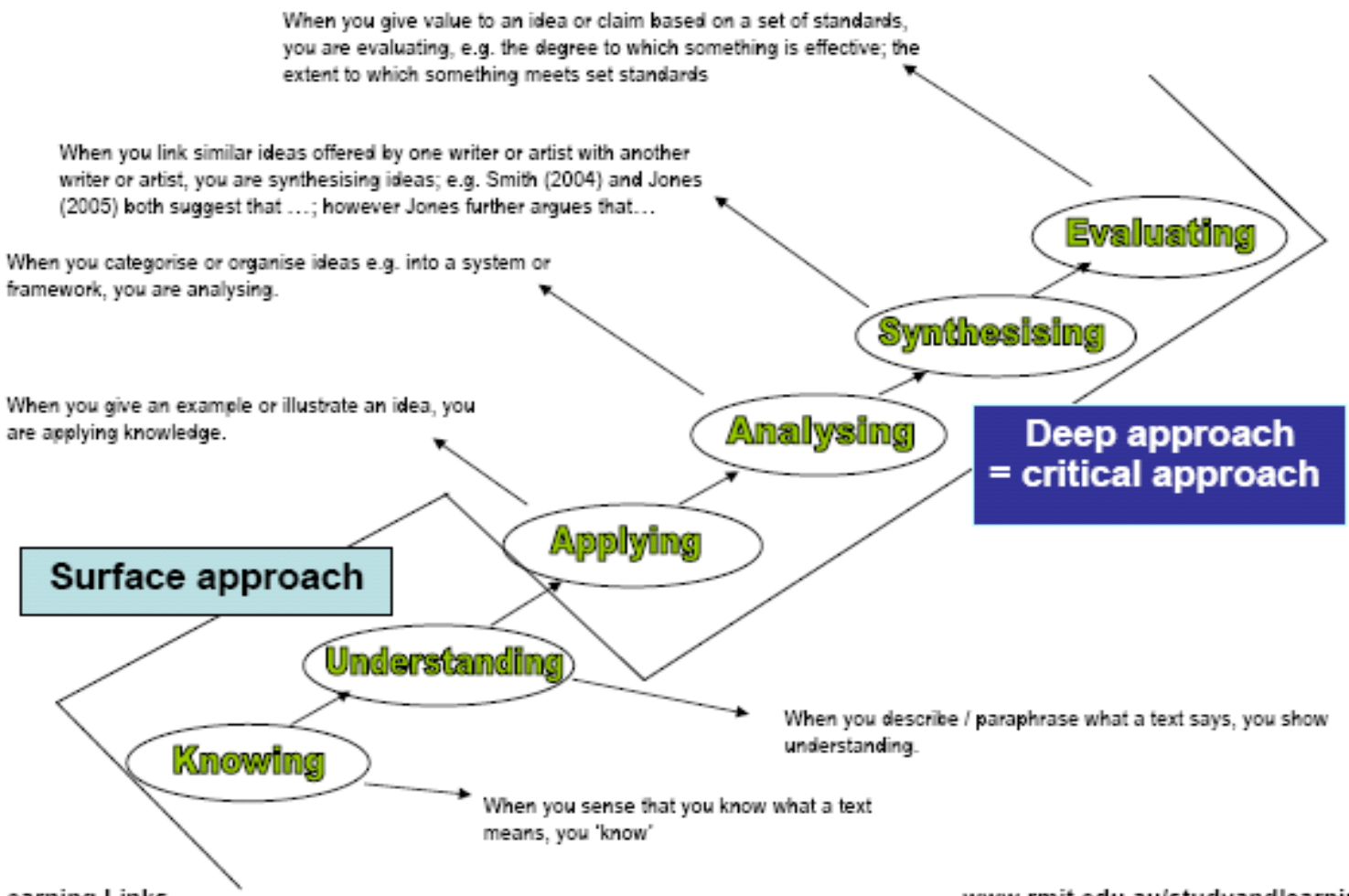
Assessment expectations…

6 steps to successful learning

http://www.dlsweb.rmit.edu.au/lsu/content/1_StudySkills/study_pdf/Blooms%20taxonomy.pdf

Study & Learning Centre RMIT UNIVERSITY

Bloom's taxonomy of educational objectives (1956)



Learning Links
Quick Tips / 6 steps to successful learning

www.rmit.edu.au/studyandlearningcentre

Assessment expectations…

http://www.swinburne.edu.au/ltas/plagiarism/guide.html

Higher Education

Avoiding plagiarism and cheating

A guide for students at Swinburne University of Technology

(2nd edition)

UWA's Academic Conduct Essentials

http://ace.uwa.edu.au/

Academic Conduct Essentials

ACE - Academic Conduct Essentials

For WebCT access please go here.

From 2009, all students at any level (undergraduate, postgraduate, onshore, offshore) who are enrolled into a new course, will be required to complete an online mo
will introduce them to the basic issues of ethical scholarship and the expectations of correct academic conduct that the university has of its students. The unit is called
Conduct Essentials, or ACE for short, and will be available to students through their WebCT account (http://webct.uwa.edu.au). Those students required to complete
automatically enrolled in the unit by the University.

Students must complete the ACE module within the first 10 weeks of their enrolment. To pass ACE students need to obtain a minimum of 80% in the quiz at the end o
module, but may attempt the quiz as many times as necessary to pass. Students' Academic Transcripts will indicate to employers that they have passed or failed to com
"Academic Conduct Essentials".

Students new to the university environment are often unaware of the complexity of correct academic practices. The ACE unit is designed to illustrate that, even with the be
intentions, students can inadvertently find themselves having committed academic misconduct. Becoming familiar with expectations as early as possible in students' acaden
careers will be beneficial as they progress through their studies.

The fostering of academic integrity is ni

s supported by institutional policies and practices. Each Faculty has an appointed Acade
ing students with counselling on matters of academic conduct.

uestion or need help with ACE?
n area where you can "Ask a Questi
aff relating to

https://www.uq.edu.au/integrity/Login.aspx?ReturnUrl=%2fintegrity%2f

Introduction

Being a student at UQ is about creating and transmitting knowledge, the pursuit of truth, and the maintenance of high academic standards. For students this includes maintaining ***academic integrity*** and ***ethical scholarship***. But what does this mean? How d you do it?

In this interactive tutorial, you will learn about academic integrity, including why it is important to acknowledge sources, when to acknowledge your sources in your writing through referencing, the consequences of academic dishonesty and how to develop go writing habits.

- When to reference ✓
- Working together ✓
- Misconduct and consequences ✓
- Good writing habits ✓

All students must complete: because they '*are often aware of the complexity of correct academic practices*'

Peterson, Neil, Brander, Seeto, McGrath. (2011). Online interactive learning tutorials: addressing plagiarism, referencing and graphical presentation http://www.fyhe.com.au/past_papers/papers11/FYHE-2011/content/pdf/16A.pdf

EG

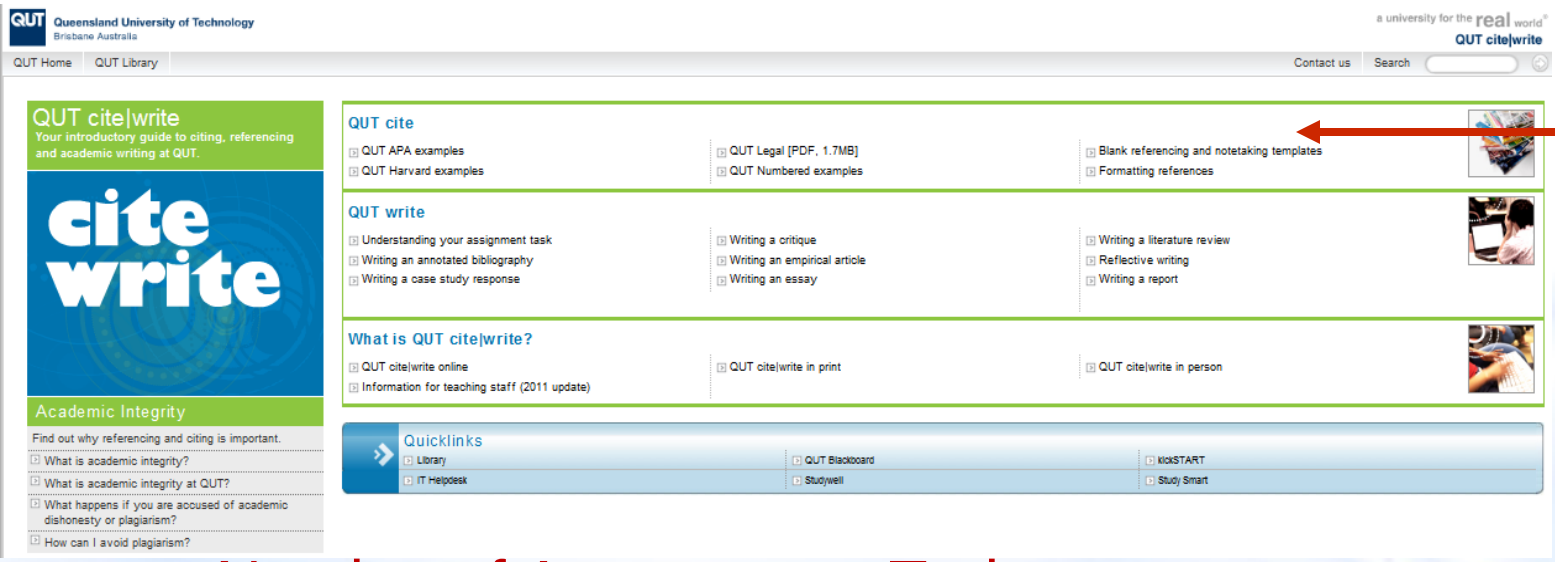
Consistency and clarity

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!!!!



Naming of Assessment Tasks

'…to provide consistent descriptions to students across the University…'

Definitions of summative assessment types

Categories:

1. Written Discourses
2. Oral Discourses
3. Performance – Exhibition – Demonstration
4. Design
5. Student-negotiated

Notes:

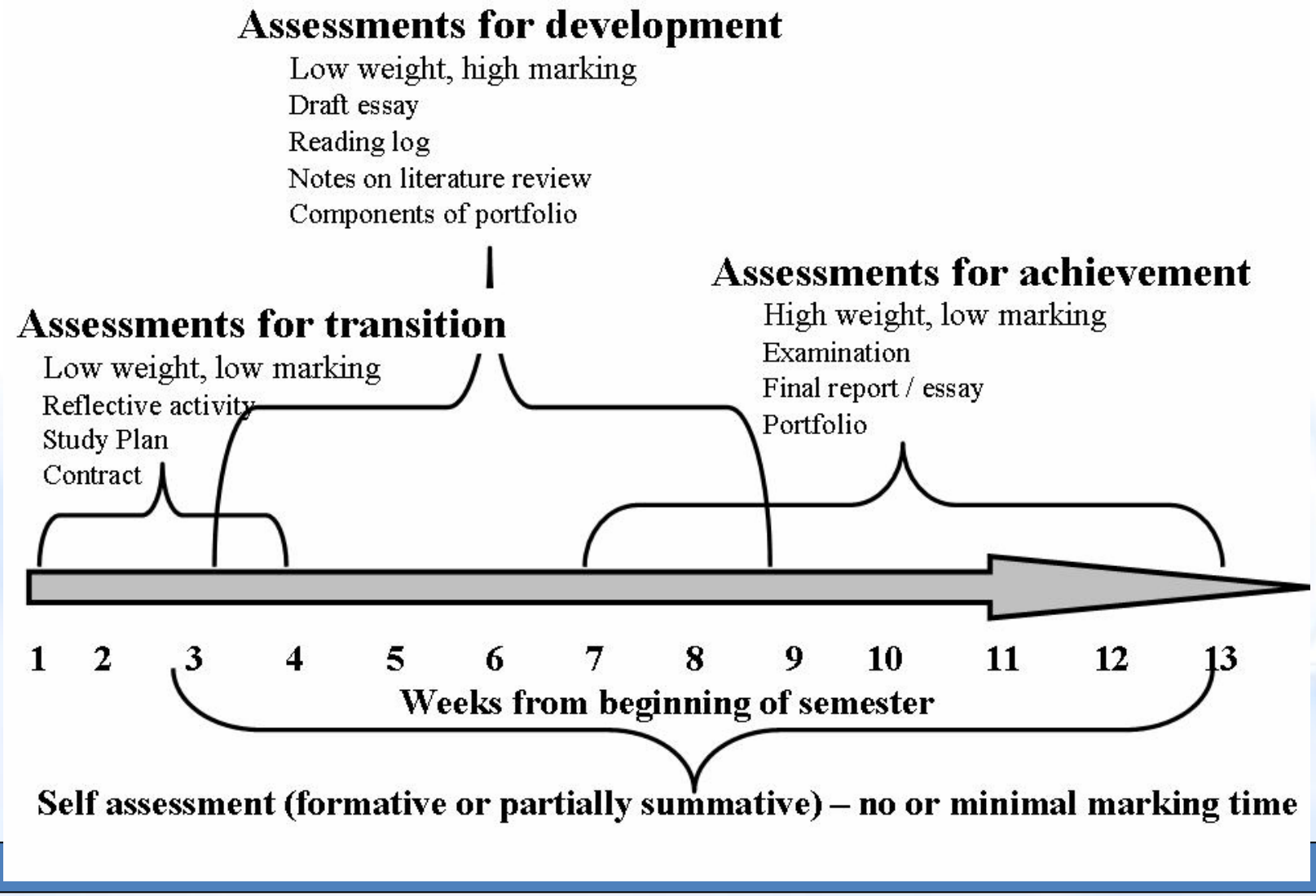
- The list of summative assessment types is intended to provide consistent descriptions to students across the University provide course and unit teaching teams with a range of possible approaches that could be considered to assure learning outcomes consistent with QUT's assessment

http://www.ltu.qut.edu.au/curriculum/documents/guidelines_assessment_types.pdf

CRICOS No.002133

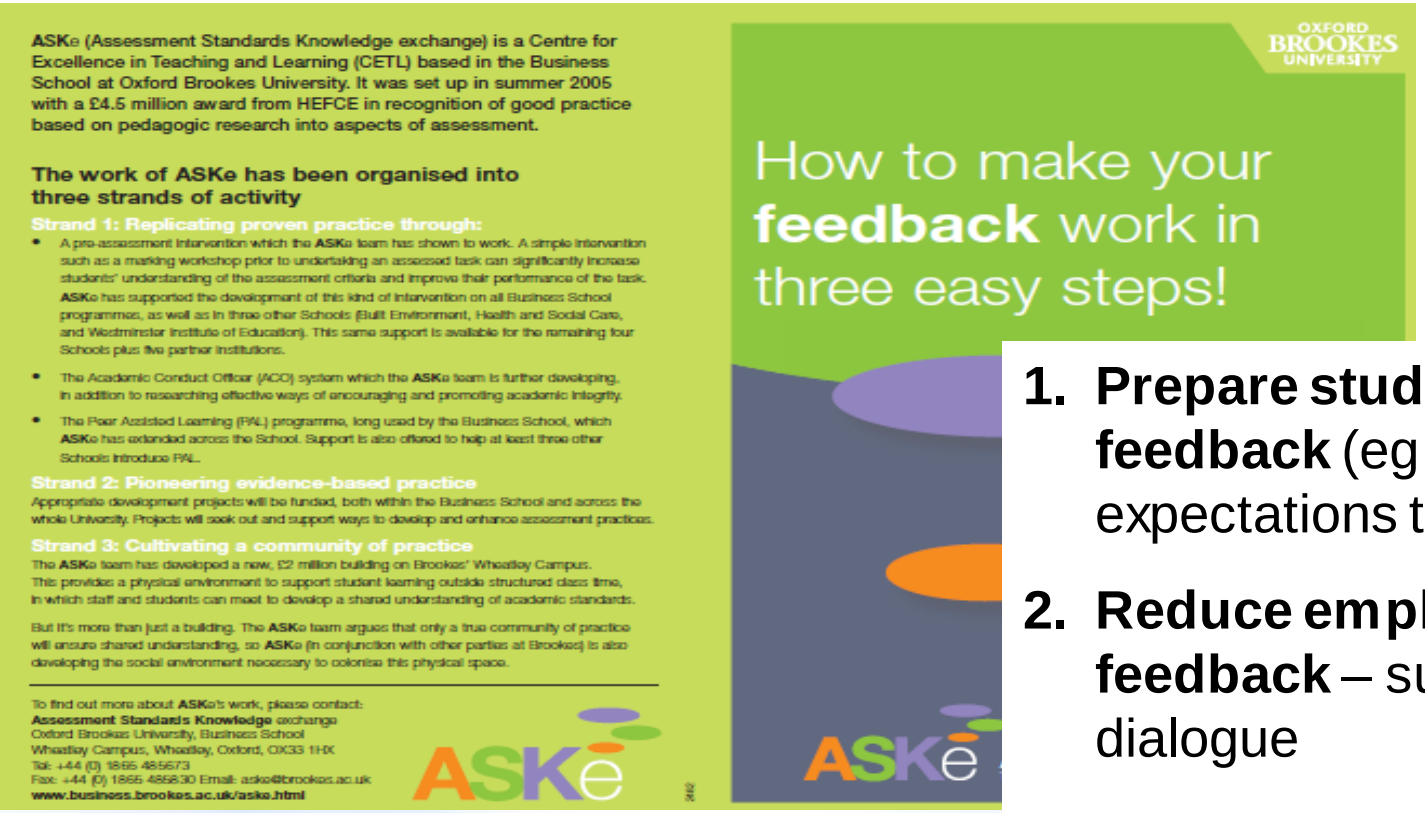
Taylor (2008, 23) Strategies for assessment

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



CRICOS No.00213J

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.

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:
Assessment Standards Knowledge exchange
Oxford Brookes University, Business School
Wheatley Campus, Wheatley, Oxford, OX33 1HX
Tel: +44 (0) 1865 485673
Fax: +44 (0) 1865 485630 Email: aske@brookes.ac.uk
www.business.brookes.ac.uk/aske.html

ASKe

OXFORD BROOKES UNIVERSITY

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

ASKe

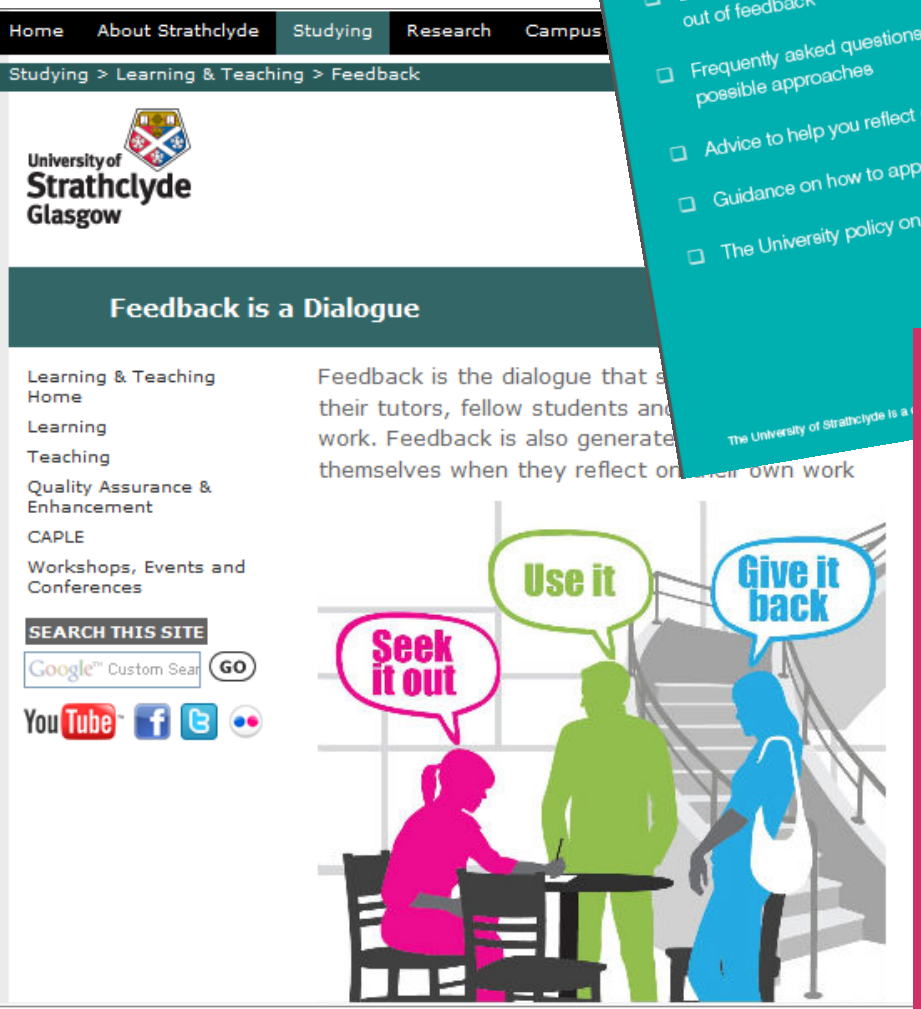
1. **Prepare students to receive feedback** (eg align staff & student expectations to agree purpose)
2. **Reduce emphasis on written feedback** – supplement with dialogue
3. **Provide timely feedback** (eg generic feedback ASAP)

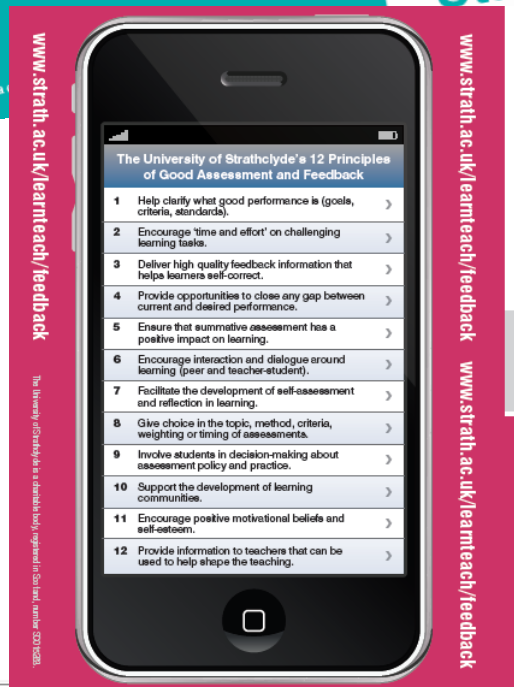
http://www.brookes.ac.uk/aske/documents/Make%20FeedbackWork.pdf

CRICOS No.00213J

Feedback is a Dialogue

http://www.strath.ac.uk/learnteach/feedback/





Helping students to make use of feedback

http://www.strath.ac.uk/media/other/learningteaching/student_leaflet.pdf

What is *feedback*?

- Feedback is information about your work that is used to make improvements.
- Feedback comes from tutors, from fellow students, from others – and from yourself.
- It might involve written comments, a discussion or your own analysis of your work.
- Effective learners seek out feedback from many sources.
- How useful feedback is depends on what you do with it.

Why is *feedback* important?

- Feedback from the tutor helps you to identify strengths and weaknesses in your work and to make improvements.
- Generating feedback on your own work enables you to develop as an independent learner.
- Feedback from peers can enrich the information you receive about your work.
- Giving feedback to others develops your skills in making professional judgements.
- Being able to evaluate the quality of your own work, and the work of others, is an essential skill for all graduates.

Make *feedback* work for you

FIND OUT what is required before you begin an assignment

EXCHANGE ideas with peers about criteria and approach

EVALUATE your own work before handing it in

DISCUSS the feedback you receive with others

BE PROACTIVE in giving and seeking feedback

ASK FOR the feedback you want when you hand in your work

CREATE study groups for regular feedback conversations

KEEP a note of feedback, reflect and act on it

To conclude

- This is about social justice, equality and equity
- Once students come to our institutional doors, the 'educational conditions' in which we place them will frame their HE experience and dictate retention and success
  - The centrepiece of that experience must be intentional, integrated, supportive and inclusive **first year curriculum**
- Of benefit to ***all*** students
  - 'the changes to curriculum provision and learning, teaching and assessment, which have occurred alongside the transition from an elite to a mass participation HE sector, benefit all students and can have a positive impact on higher level and critical thinking skills' (Shaw, Brain, Bridger, Foreman, & Reid, 2007, p. 48).

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Engagement in early learning...

What would an engaging Week 1 lecture in the First Year look like?

http://www.youtube.com/watch?v=PUzjIsP1yxc&feature=PlayList&p=F2C026529F7622DC&playnext_from=PL&playnext=1&index=10

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