Transition Pedagogy for Transition Success: From Theory to Action.

Victoria University of Wellington
FYE Symposium 2016

Professor Sally Kift
James Cook University
Australia

Victoria University of Wellington
21 January 2016
“We know the first year of university study is critical to your tertiary success, which is why we put more resources than other universities into supporting the first-year experience. From access to academic skills workshops, peer-assisted studying and mentoring through to a raft of co-curricular activities and wellbeing initiatives to ensure you feel connected, Victoria offers a wealth of support to enhance your learning experience.”

Professor Grant Guilford
Vice-Chancellor

The challenges of coming to university

http://www.victoria.ac.nz/st_services/slss/
“stop tinkering at the margins of institutional academic life and make enhancing student success the linchpin about which they organize their activities ... [E]stablish those educational conditions on campus that promote the retention of students, in particular those of low-income backgrounds.”

Overview – First Year Experience

• Transitions over student lifecycle, esp the First Year Experience (FYE)
  – Themes from national & international research & evidence base
  – Four (4) Lessons learnt

• A partnership, whole-of-institution, approach to first year transition, success & retention
  – A “Transition Pedagogy”
    • ALTF Fellowship research on whole of FY curriculum design
      – To intentionally mediate entering diversity and support
      – To do serious transition and engagement work

• From theory to action
  – 6 First Year (Curriculum) Principles – integrative; whole-of-student
  – Some practical examples
The diversity of the current student population at JCU reflects our commitment to the region and the success of strategies that engage with diversity.
Victoria University of Wellington
Student Retention Plan
Progress Report on the Implementation Plan
May 2014

Table 1: Equity group retention rate 2009-2012

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Māori</td>
<td>73.2</td>
<td>78.8</td>
<td>76.9</td>
<td>76.4</td>
</tr>
<tr>
<td>Pasifika</td>
<td>67.3</td>
<td>70.1</td>
<td>72.9</td>
<td>73.0</td>
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<tr>
<td>Students with disabilities</td>
<td>75.7</td>
<td>80.1</td>
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<tr>
<td>Overall</td>
<td>80.6</td>
<td>82.7</td>
<td>83.8</td>
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Note that the retention figures report on the proportion of students who continued in study or completed their qualification at the same level or higher in the following year.

Māori and Pasifika have historically been retained at a lower rate than that of the overall student population. Māori and Pasifika retention was identified as a priority for improvement and it remains a priority as retention is crucial if students are to complete their qualifications.

All students’ targets in VUW Investment Plan: 82% 2013; 82.3% 2014; 82.5% 2015
Academic audit

Like all other New Zealand universities, Victoria participates in an academic audit process. Cycle Five focuses on teaching and learning and student support.

Cycle Five Audit Report (2014)

The 2014 academic audit commends Victoria for a large number of initiatives, particularly those focusing on Māori and Pasifika students.

Overall the University received 12 commendations from the panel covering areas such as commitment to teaching excellence, the strength of its strategic planning, engagement and partnership with students and its focus on retention and academic frameworks.

“The University noted increased enrolments and improved retention and course completion for Māori and Pasifika students from 2009 to 2011 but these rates appear to have stabilised in 2012 and 2013.”


## Student Retention Plan
### Progress Report on the Implementation Plan
### May 2014

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<tr>
<td>NZSM</td>
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Transitions over student lifecycle
(Taylor et al (2007) after Bridges (2003))

Transformative Experiences

High Impact Educational Practices
Kuh (AAC&U, 2008)

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

http://www.aacu.org/LEAP/hip.cfm
“High-Impact Educational Practices...

- **what** are they and **who** has access to them?" (Kuh 2008)
- Engagement of undergraduates in ‘educationally purposeful activities’ → persistence
- High-impact practices
  - Collaborative assignments/projects
  - Learning communities
  - Undergraduate contribution to research
  - Diversity/global learning
- Engage all students, not just the ‘underserved’
Student success is largely determined by student experiences during the first year.


http://www.freewebs.com/horseloversveen/the-far-side-comic.jpg
First year transition(s)…
The First Year Student Experience


VU of Wellington
Why do students leave in FY?

“Complex inter-relationship between course dissatisfaction, course preference, limited engagement, and student perceptions of academic staff and of the quality of teaching”

(Krause et al, 2005, at 64)

https://theconversation.com/student-success-why-first-year-at-uni-is-a-make-or-break-experience-21465
<table>
<thead>
<tr>
<th>Departure reason</th>
<th>Per cent of those considering departure</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Health or stress</td>
<td>31</td>
</tr>
<tr>
<td>Financial difficulties</td>
<td>29</td>
</tr>
<tr>
<td>Workload difficulties</td>
<td>28</td>
</tr>
<tr>
<td>Study / life balance</td>
<td>29</td>
</tr>
<tr>
<td>Expectations not met</td>
<td>24</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>24</td>
</tr>
<tr>
<td>Need to do paid work</td>
<td>24</td>
</tr>
<tr>
<td>Boredom/lack of interest</td>
<td>21</td>
</tr>
<tr>
<td>Career prospects</td>
<td>20</td>
</tr>
<tr>
<td>Change of direction</td>
<td>20</td>
</tr>
<tr>
<td>Need a break</td>
<td>20</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>18</td>
</tr>
<tr>
<td>Quality concerns</td>
<td>15</td>
</tr>
<tr>
<td>Academic support</td>
<td>15</td>
</tr>
<tr>
<td>Paid work responsibilities</td>
<td>15</td>
</tr>
</tbody>
</table>
The learning **and** the living experience

- “Experience of life at Victoria includes both the learning experience and the living experience… [which] work together to contribute to the University’s graduate attributes of creative and critical thinking, communication and leadership.” (Student Exp Strategy 2010-2014 p 3)
  - **Learning experience**: Learning & Teaching Strategy
  - **Living experience**: Student Experience Strategy (re services & opportunities to support students achieve best academically & personally)
  - **Equity of access**: Equity & Diversity Strategy.

“…there is no generic student experience but rather individual experiences reflecting different backgrounds, identities and whether a student is studying PT, FT, on campus or at a distance.” (Student Exp Strategy 2010-2014 p 2)
What matters to transition, learning and success

The total experience of Victoria Uni of Wellington

- Preparedness
- **Self-efficacy** (Lizzio 5 senses)
- Finances
- **Peers**: learning ‘profoundly a social experience’;
- **Expectations**: mismatch; ‘how things work around here’;
- **Timely student support**: coordinated & ‘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 for learning**: relevant, consistent & integrated;
- **Feedback**: early, prompt & constructive.

(Eg: Scott, 2006; Yorke & Longden, 2008; Kift, 2009; James et al, 2010)
Inclusion: An international agenda – e.g.:

- **US**: ‘low income students’ (e.g., Tinto, Tierney); ‘underserved students’ (e.g., Kuh)

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

- **NZ**: Increasing educational attainment for ‘Priority learners’

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

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

https://akoatereaoa.ac.nz/topics/term/18

https://akoatereaoa.ac.nz/topics/term/19
Effective teaching and support of students from low socioeconomic status backgrounds:
Resources for Australian higher education

http://www.lowses.edu.au

http://www.indigenousstudies.edu.au/

The painting illustrates the dialogue and collaboration in the Australian Indigenous Studies Learning and Teaching Network. The circles are meeting places where discussion about learning and teaching occur.

The Australian Indigenous Studies Learning and Teaching Network is a collaboration of Indigenous and non-Indigenous tertiary educators who are committed to improving their teaching and learning practices in Australian Indigenous studies.
Student Retention & Success

- Nurture a **culture of belonging** (academic & social)
- **Institutional commitment**, planning & leadership
- Is a **mainstream priority** for institution & staff
- **Staff** accountability, development, recognition & reward
- **Student capacity**: clear expectations; skills development; engagement & interaction opportunities
- Quality institutional **data; monitoring** for at-risk
- **Partnership** between staff & students

[https://www.heacademy.ac.uk/sites/default/files/What_works_summary_report_1.pdf](https://www.heacademy.ac.uk/sites/default/files/What_works_summary_report_1.pdf)
Common Themes

- Celebrate success
- Whole of institution, holistic approaches with success focus
- Connectedness important; ‘Ako’
  - Strong relationships based on trust, respect & reciprocity
  - Engagement with family, partners & community
- Culturally safe, inclusive & effective learning environment
  - EG: culturally relevant content & pedagogy for relevance, motivation & engagement; culturally engaged teachers & support staff; personalised
- Culturally relevant peer mentoring, peer support & role models
- Encourage self-directed learning & self-motivation
- High, realistic & consistent expectations (with support to achieve)
- Regular data monitoring, collection & use (eg feedback)

Lessons – Transitions, Learning & Success

Transitions over Student Lifecycle


http://webarchive.nationalarchive:

Student Lifecycle: JCU’s Access, Participation and Success Plan

Figure 3: Domains of Activity to ensure access, participation and success.

Domain 1
- Pre-Entry and Access
  - A. Improve awareness
  - B. Inform aspirations
  - C. Regional/course targets
  - D. Promote career planning

Domain 2
- Alternative Pathways
  - A. Coordinate programs
  - B. Respond to region
  - C. Develop innovative delivery
  - D. Build vocational identity

Domain 3
- Successful Participation
  - A. Focus on transition
  - B. Improve progression and retention
  - C. Ensure inclusive curriculum
  - D. Realise professional identity

Domain 4
- Positive Outcome
  - A. Prepare for transition out
  - B. Promote a Capstone Experience
  - C. Secure a position/pathway
  - D. Assure professional transitions

Student Experience Strategy on principles including the intention to be inclusive, holistic, celebratory and participatory, as well as providing services which are evidence-based.
Proactive management of Student Lifecycle

What to expect in your first year

Your first year will bring new expectations, experiences and some ups and downs. Learn what you can expect, to prepare yourself.

Tips for academic success

Get some tips for academic success—learn from other’s experience with some great advice to help you maximise the benefits you get from your courses and show your best work in assignments.

Coping with academic work

During the first week of your lectures, read your course outline carefully to find out what is expected of you while you are studying.

While you are studying at Victoria, you can also work with staff at Student Learning to help you achieve your academic potential.

Useful academic writing, study and maths workshops will help you develop your skills for university study. Individual appointments are also available at all levels, from first year to postgraduate.

http://www.victoria.ac.nz/students/new-students/after-starting/first-year

New students

Whether you’re starting your first degree or working on your PhD, we warmly welcome you to our Victoria community.

Before you arrive

Use our tips and tricks to help you get prepared early. Find your way around, get ready financially and ease the academic transition.

Once you’ve started

To get the most from your studies and learn how assessments work at Victoria, use these pages to help you achieve your best from the start of your first year.

When you arrive

As well as attending New Students’ Orientation events, there are some other things to find time for when you arrive.

New Students’ Orientation

Victoria puts on New Students’ Orientation programmes at the start of Trimesters One and Two to help you settle in. Find out about the upcoming orientation.
Lessons – Transitions, Learning & Success

Whole-of-institution approaches

Action
- Data analysis
- Consensus re supporting student success for all
- Consensus re ‘engaging’ student exp
- Learning leadership & governance across silos
- Area plans
- Top level plan(s)
- Institutional Vision

Reward & recognition
- Staff development
- Promotion criteria
- Probation
- KPIs
- PP&R
Whole-of-institution culture shift

- **From** a deficit model of student blame **to** a focus of inclusion and success

First Year Experience and Retention Policy

**Intent**

Students are at the heart of our University. JCU is committed to a whole-of-university approach in the provision of structured orientation and transition to help all commencing students adjust to study. The University recognises the significant challenges facing first year students and acknowledges their diversity and varying social and educational needs and aspirations.

Through this policy, JCU will provide a comprehensive, integrated and coordinated First Year Experience that:

- Is part of a coordinated, evidence-led University-wide approach and success and improves the student enrolment and enrolment.
- Develops quality first year experiences through the teaching and teaching and assessment.
- Provides high quality learning and teaching and assessment.
- Provides access to teachers, teaching and assessment and information channels.
- Is consistent across Schools, Faculties and all disciplines.
- Fosters easy and timely access to services and information, integration and support.
- Identifies,promulgates and recognises good practice.

**From a primary focus on student integration (into institutional culture) to an ‘adaptation’ approach whereby institutions adapt culture, processes and practices to support diversity (Zepke et al., 2005)**


Whole-of-Institution planning, design and construction to improve student learning.

The Hub wins another award

Victoria’s Kelvin Campus Hub and Library project has just won the ‘Emerging Chapter Award’ and received a Commendation in the ‘New Construction, Major Facility’ category in the CEFP Regional Awards (CEFP is the Council of Educational Facility Planners International).
Lessons – Transitions, Learning & Success

3 Academic & Profession Partnerships

JCU Retention action teams: collaborations & staged design interventions

Stage
- Admissions
- Transition
- During studies
- Transition to next Semester/Year/Completion

Potential intervention points
- Offer to enrolment
- Transition support prior to O Week
- O Week activities
- Weeks 1 – Census date
- Weeks 4-13
- Exam preparation / support
- Academic progression

Example interventions
- Examples:
  - Bridging Programs
  - Foundation programs
- Examples:
  - First year orientation/transition support programs
- Examples:
  - Consideration of disadvantage & inclusion in course structure & curriculum design
  - Easy access to timely extra-curricular learning & support
  - Student services provision
  - Careers and employment support

(Slide courtesy of Prof Angela Hill; adapted from Naylor, Baik & James, 2013)
Academic & Profession Partnerships

Course Coordinator
Learning Adviser
Librarian
Academic Developer
Career Development Officer
Educational Designer
First Year Experience Coordinator
Associate Dean Learning and Teaching
Teaching staff
Student voice

Curriculum redesign
Multi-layered model of development and support

Least support

- generic programs
- self-access resources
- student self-access resources

Most support

- academics who provide embedded and ongoing support for development
- systematic engagement and collaboration with academics
- generic programs
- self-access resources

Briguglio & Watson, 2014

Slide courtesy of Dr Andrea Lynch, JCU
Lessons – Transitions, Learning & Success

Harness the Curriculum

- With comprehensive, integrated & coordinated whole-of-institution approaches in place
- Enacted seamlessly over the student lifecycle by academic & professional staff partnerships

Assure Tinto’s “educational conditions”. Harness the curriculum as the “glue” and the academic and social “organising device” (McInnis, 2001)

- Intentional curriculum design with embedded, contextualised support for all but especially time-poor equity group students:
  - Facilitation of mastery of the student role for success – make the implicit/unknown explicit
  - Inclusive curriculum design: respect & value all students
  - Sense of belonging through curriculum strategies
  - Success focus and monitor for success
FYE approaches (Kift, et al., 2010; Kift, 2009; Wilson, 2009; Kift, 2015)

• 1\textsuperscript{st} generation FYE
  – Siloed co-curricular – 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 faculty & professional partnerships

• 3\textsuperscript{rd} generation FYE
  – 1\textsuperscript{st} \textit{and} 2\textsuperscript{nd} generation FYE quality assured, joined-up and seamless across institution, across all its disciplines, programs & services \textit{via} faculty & professional partnerships

\textbf{= 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)

Not sure if you’re ready for university?

If you are unsure about your readiness for study at JCU an online readiness tool is available. This pre-enrolment readiness assessment tool offers potential JCU diploma students the opportunity to assess their readiness for study at a university. The readiness assessment is in four sections. The first three are:
1. Personal readiness assessment
2. Reading comprehension
3. Numeracy assessment

There is no time limit for completing these sections. For those students wishing to study a university course which includes a heavy emphasis on maths like; Mathematics, Physics, Accountancy, there is a fourth section:
1. Maths assessment

Students who complete the on-line readiness assessment will receive detailed feedback. If required this will include referral advice. Some students may be referred to the JCU Tertiary Access Course (TAC). This is a free 6 month preparatory course and is available in Cairns and Townsville twice a year. For more information on TAC please click here.

Readiness Assessment instructions

1. Click on the online readiness assessment button below
2. This will take you to a Diploma of Higher Education Page. You will see a button with “Enrol” on it
3. This button does NOT enrol you in the Diploma of Higher Education. This button DOES allow you to sign up and take the online Readiness assessment
4. When you click on “Enrol” a log in screen will appear. If you have not previously utilised this tool, go to the “Don’t have an account? Create one now.” link and click on it
5. Create an account by entering your details. Your username must contain letters and numbers. It must not have any spaces
6. Click on “Go to Course”
7. Click on “Content”
8. Click on “Pre-Enrolment Readiness Test”

Video instructions

Try the online readiness assessment to

Transition Pedagogy

Kift Senior Fellowship: 6 Curriculum Principles (2009)

[Higher Education word bingo]

[Concurrent with good teaching and good support]

1. Transition
2. Diversity
3. Design
4. Engagement
5. Assessment
6. Evaluation and Monitoring

A curriculum that does serious transition and retention work!

http://transitionpedagogy.com/
Proactive Management of Transition

Uni of Newcastle: FY Student’s Guide

Uni of Newcastle Travel Diary

My emotional journey

Kift, 2004


Typical first-year experience

Reality of 1st year - new expectations, experiences and some ups and downs.

Preparation and help seeking will see you succeed.

New Challenges, experiences
- Away from home
- Being independent
- New people, new subjects
- Unit expectations

New Student Orientation
- Campus Coaches, clubs
- Find your way
- Meet faculty staff
- Get organised - library tours, workshops

Engagement
- Getting more organised, meeting deadlines, planning
- Engaging with unit - social & academic life
- Join leadership programmes, clubs

What's different about university
- University requires a more proactive and independent attitude to attendance, study, and interaction with academic staff.

What's different about university
- Lectures and tutorial format
- Lectures can be up to 300 students
- Only 12 to 35 contact hours per week, the rest of the time students are expected to do background reading, researching or writing on their own
- Minimal contact with teaching staff - students are expected to approach them if they need to ask anything

Independent learning style
- Lectures are just the beginning - students need to work, research, discuss and revise material outside contact hours
- Students should expect to spend two hours working independently for every hour of lecture time - which adds up to between 36 to 45 hours a week for most first years
- No-one checks up or reminds students of due dates or tells them where to find information. Students need to keep track of assignment dates and lecture and tutorial times and locations

Before you come, have you...
- umited on time
- Applied for loans/allowances
- Discussed career & course planning
- Registered for Campus Coaches
- Learned how to budget and live independently
What being successful looks like...

http://www.victoria.ac.nz/modules/waka/

Come paddle this waka
Show you have what it takes

Tip

Take a writing class to learn what is expected.

Reading
- Take GOOD notes.
- Find your BEST reading TIME and place.
- Do your readings and give yourself time to understand the reading.

Writing
- Proof and edit your work. Look at it with FRESH EYES.
- REFERENCING is critical at uni – LEARN HOW.
- Try a writing strategy that works for you and practise it.

Give yourself time for essay assignments and research.

Most students who fail often only fail an essay by 5–8%.

By carefully proofreading and editing your work you can lift your marks, and prevent a failing grade.

If you don’t know how to do this well, get someone to show you.

http://www.victoria.ac.nz/modules/waka/#uni-skills-5
The student lifecycle model

The TiTo approach is based on a student lifecycle model developed by Alf Lizzio and Keithia Wilson (2010), which describes five aspects of student success. The lifecycle model suggests that successful transition into university is predicted by five core aspects: capability, purpose, resourcefulness, connectedness and culture.
Clear Expectations!
Diversity

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.

# Proactive Support for Role Mastery


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• ...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]
Design

Inclusive, intentional, scaffolded, relevant...

http://www.latrobe.edu.au/students/equality/cdip

Inclusive; Integrated into curriculum

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Effective presentation
5. Significant results
6. Reflective critique

3. Appropriate methods
Key to the effective teaching of Māori content is the way that the content is actually delivered. We know from ample research that the demeanour and enthusiasm of the lecturer affects the way students engage with a course (Patrick, Hisley, & Kempler, 2000; Ramsden, 2003). Similarly, it stands to reason that the way teachers approach the delivery of Māori course content will impact on how positively the students receive it.

Appropriate methods for delivering Māori content can include:
- acknowledging context;
- co-teaching and inviting guest lecturers;
- engaging in comparative analysis;
- using Māori examples;
- using Māori language and concepts;
- modelling tikanga Māori; and
- taking a three-tiered approach to organising Māori content.

http://www.cad.vuw.ac.nz/wiki/images/1/1c/teachingm%C4%81oricontentbooklet.pdf

http://www.victoria.ac.nz/maori-at-victoria/ako/te-reo-at-victoria
Blended Learning @ JCU
Standards for Blended and Online Subject Design

1. Curriculum and learning materials are aligned, available and engaging
2. Assessment tasks are aligned, available and engaging, including formative assessment
3. Students are provided with opportunities to interact with peers
4. Students are provided with appropriate learning support
5. Students are supported in their use of educational technology
6. Students are supported in their understanding of career choice
7. Students are directed to support services

Key first year indicators:
- Provide explicit instructions about time required for study:
  - Ensure provision for face to face contact in all internal subjects (equivalent 2-3 hours per week across a regular study period)
  - Independent study (6 – 8 hours per week for each subject)
- Provide explicit guidance on how to use learning resources within LearnJCU (site map, location of assessment, learning activities, collaboration tools)
- Use consistent layout for LearnJCU sites across all subjects in course

These guidelines have been significantly modelled on the Standards of Online Education developed by Mitch Parsell. CC Attribution-ShareAlike 3.0 Unported license

http://www.onlinestandards.net/

E-Learning Maturity Model

The E-Learning Maturity Model (eMM) provides a means by which institutions can assess and compare their capability to sustainably develop, deploy and support e-learning. The eMM is based on the ideas of the Capability Maturity Model and SPICE (Software Process Improvement and Capability dEtermination) methodologies.

The underlying idea that guides the development of the eMM is that the ability of an institution to be effective in any particular area of work is dependent on their capability to engage in high quality processes that are reproducible and able to be extended and sustained as demand grows.

Dr Stephen Marshall, eMM Lead Researcher
Phone: Email: More information

Vision and Strategy for Digital Learning and Teaching at Victoria 2012-2017

http://www.cad.vuw.ac.nz/research/emm/
OLT National Teaching Fellow
AssocProf Romy Lawson

Assuring Learning

- Write CLOS
- Map CLOS
- Benchmark
- Use Evidence
- Collect Evidence
- Design Curriculum
- Engage Students
- Facilitate Learning
- Assess Learning

http://www.assuringlearning.com/conference-abstracts-presentations
## Mapping of CLOs

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### References

http://www.assuringlearning.com/resources/Project%20Overview%20Event.pdf

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**Slide Courtesy of Associate Professor Romy Lawson, Uni of Wollongong**
Curriculum mapping

http://www.cad.vuw.ac.nz/wiki/index.php/Mapping_programme_and_course_structures

Graduate profile

http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile

The New Victoria Learning Partnership / Te Kirituako

Four key elements:

- Excellence
- Engagement
- Enquiry
- Experience
With striking consistency, studies show that innovative, active, collaborative, and constructivist instructional approaches shape learning more powerfully, in some forms by substantial margins, than do conventional lecture-discussion and text-based approaches.

Pascarella & Terenzini (2005, 646)
Harnessing Peer-to-Peer Interactions

“Students described Te Pūtahi Atawhai as critical to the success of Māori first year students.” (2014 Academic Audit Report, p 20)

Te Pūtahi Atawhai

Māori and Pasifika students can come to Te Pūtahi Atawhai for advice, academic mentoring and a culturally safe place on campus.

http://www.victoria.ac.nz/science/Awhina/images/2014/Awhina%20Group%202014.jpg
http://www.victoria.ac.nz/students/get-involved/lead-mentor/te-putahi-atawhai
http://www.victoria.ac.nz/st_services/slss/whatweoffer/pass.aspx
https://www.youtube.com/watch?v=d0U5rXWHLgo#t=19
Career Development Learning

First Year:
Develop Vocational Identity and Sense of Purpose

Middle Years:
Undertake Professional Engagement and Skill Development

Final Year:
Assure Professional Transitions

First Year:

- Develop Vocational Identity and Sense of Purpose

Middle Years:

- Review your career plan and set goals and commit to them
- Develop your professional identity
  - Complete a professional online presence
  - Gain industry experience

- Undertake career relevant work experience
  - Your career plan
  - Visit career websites
  - Explore careers

Final Year:

- Ensure you undertake the two most effective job search strategies
- Fine tune your job search strategies
  - Analyze your skills, knowledge, and experiences
  - Explore and identify employment opportunities

Resources:
ePortfolio

What is an ePortfolio?

An ePortfolio is a digital tool for personally storing, reflecting on and sharing your skills, achievements and experiences - academic, professional, personal, and/or co-curricular.

All Victoria university students, staff and graduates have free access to the CareerHub ePortfolio.

Why use an ePortfolio?

- Reflect on your experiences and skills
- Prepare for job applications and interviews
- Better communicate your competencies
- Present evidence of your accomplishments to different audiences
- Transfer your skills to other contexts

Create your ePortfolio:

Please email eportfolio@vuw.ac.nz for more information or assistance.

https://careerhub.vuw.ac.nz/workgroups/eportfolio
The Job (Official Award Winning Short Film)

http://www.youtube.com/watch?v=3XGJq8wrw5I
Assessment

Aids transition to tertiary assessment; clear expectations; early feedback

http://blog.une.edu.au/studentexperience/tag/the-vibe/
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](http://www.brookes.ac.uk/aske/documents/ASKe%20Intervention.pdf));
- **Assistance** with ‘what feedback is’ & how to make the best **use of it** (ASKe, 2007: [http://www.brookes.ac.uk/aske/documents/OBU123_F2F%20feedback_web.pdf](http://www.brookes.ac.uk/aske/documents/OBU123_F2F%20feedback_web.pdf))
Assessment Literacies: Curating Support

PLAGIARISM AND HOW TO AVOID IT

WRITING EXAM ESSAYS & SHORT ANSWERS QUICKLY

BUSINESS REPORT WRITING

STUDYING FOR MATHS EXAMS

Academic Skills Handbook

Te Ara Poutama

On this page:
- Academic Writing
- Postgraduate Writing & Research
- Study Skills
- Maths & Statistics
- FSOL Resources

Analysing the question (PDF)
Annotated bibliography (PDF)
APA style (PDF - 464KB)

http://www.victoria.ac.nz/st_services/slss/studyhub/handouts.aspx

maximise your mark

To get full marks you have to write down all the information pertinent to the question. Make your answer & model answer clear and understandable. Include all the following information:
- A statement of what you are trying to do.
- All relevant formulas, facts, research, etc.
- A reasoned argument, include all these points
- More points, use a red pen if you are "on that" point.


http://www.victoria.ac.nz/about/governance/academic/documents/plagiarism.pdf
Feedback is a Dialogue

Advice on how to make the most of feedback is available at

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

Here you will find:
- Examples of activities that will help you get the best out of feedback
- Frequently asked questions about feedback and possible approaches
- Advice to help you reflect on and evaluate your own work
- Guidance on how to approach staff with feedback questions
- The University policy on assessment and feedback

 Seek it out
 Use it
 Give it back
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 transition
- Low weight, low marking
- Reflective activity
- Study Plan
- Contract

Assessments for achievement
- High weight, low marking
- Examination
- Final report / essay
- Portfolio

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
Evaluation and Monitoring

QA and QI; At-risk monitoring

The Vibe (myUNE homepage):

Designed to provide students with an instant way of providing feedback of what's going on with their studies at UNE, we're hoping this will also allow off campus students to get a picture of what's happening with other students who are studying by Distance. The system updates with your feedback every 10 minutes and the size of the words in the cloud reflects the number of students who share the same opinion.

Simply type in how you're feeling and your opinion will be added to the cloud. We automatically filter some words (for simplicity i.e. and, or, etc).

E-Moticons (on the myStudy tab in myUNE):

The E-motion system is designed to give you a mechanism to provide instant feedback to the University about your experience. If you choose an Unhappy or Very Unhappy icon on your studies, you will receive an email from the team offering you support. You can opt in simply by replying to the email. You can, however, contact the team at any time if you require help (see contact details below). More information can also be found on the Insiders Guide:

http://blog.une.edu.au/studentexperience/2010/03/30/student-support-emoticons-how-they-work-why-you-should-use-them/
Evaluation and Monitoring at JCU

Data Sources

1. Who are your students?
   Information to Analytics/Cognos

2. Are your students ‘engaged’?
   LearnJCU Student Learning Analytics data

3. What are your students saying?
   YourJCU Subject and Teaching Feedback Survey Data

4. What are your students saying?
   University Experience Survey (UES) data

5. Where are your students going?
   Course Student Cohort maps
A Summary…

QUT Case Study

Good Practice Case Studies

The Good Practice Case Studies are a principle outcome of the project and are inclusive of participating institutions and reflect the current institutional initiatives underway to address the student success programme (SSP). Each case study provides an overview of the institutional initiative: the scale of the activity and any key resources associated with the activity. You can also access the program through the MSLE program on this page.

The eight case studies are:

Case Study 1: Auckland University of Technology (AUT) – [JumpSTART](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf) (PDF 492KB) and [artefacts](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf)

Case Study 2: Charles Sturt University (CSU) – [Student Success Program](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf) (PDF 534KB) and [artefacts](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf)


Case Study 4: Edith Cowan University (ECU) – [The Student Success Program](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf) (PDF 389KB) and [artefacts](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf)

Case Study 5: Queensland University of Technology (QUT) – [Student Success Program (SSP)](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf) (PDF 617KB) and [artefacts](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf)

Case Study 6: RMIT University (RMIT) – [The Student Success Program](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf) (PDF 389KB) and [artefacts](https://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_CaseStudy5_20130320.pdf)


James Cook University is currently piloting the use of Blackboard Analytics for Learn to inform its continuous improvement strategy in learning, teaching and the student experience.

Selected Delivered Reports:
- Activity exception reports logins
- Gradebook exception report
- Student performance against learning outcomes
- Org unit performance against learning outcomes
- Student at-a-glance
- Course at-a-glance
- Most active instructors
- Aggregate activity by org unit

Integrates and Transforms Data Enabling Robust Analyses

http://www.blackboard.com/Platforms/Analytics/Products/Blackboard-Analytics-for-Learn.aspx
Early Alerts (Course Signals)

A number of large courses in FHSS are trialing the Early Alerts (Course Signals) System this trimester. The system aims to help students to be successful in their study at Victoria and is designed to help students assess their progress in their study, so that they can adjust their work effort or seek support early in the semester, to help them succeed.

Whenever the course coordinator runs a signal (based on performance on selected assessment tasks) all students in the course receive a traffic light signal through the course Blackboard page:

- Green tick means high likelihood of succeeding in the course (if your progress does not decline).

- Yellow triangle means potential problem with succeeding in the course (if your progress does not improve); and

- Red cross means high likelihood of failing the course (if your progress does not improve);
...so students will experience ...

...my lecturers, my tutors, everybody is geared to help you. They’re not here to see you fail. In saying that, when you do falter, they’ll be there to lift you up.

I think that one of the main factors...is the institution...is great. It’s been so positive...the staff, the lecturers are really supportive...if you have a problem you can ring up and someone answers you, it’s all very professional and it’s a really good service, so you really feel you’re valued and part of it.

http://lowses.edu.au/
Transition Pedagogy for Transition Success: From Theory to Action.

Victoria University of Wellington
FYE Symposium 2016

Professor Sally Kift
James Cook University
Australia