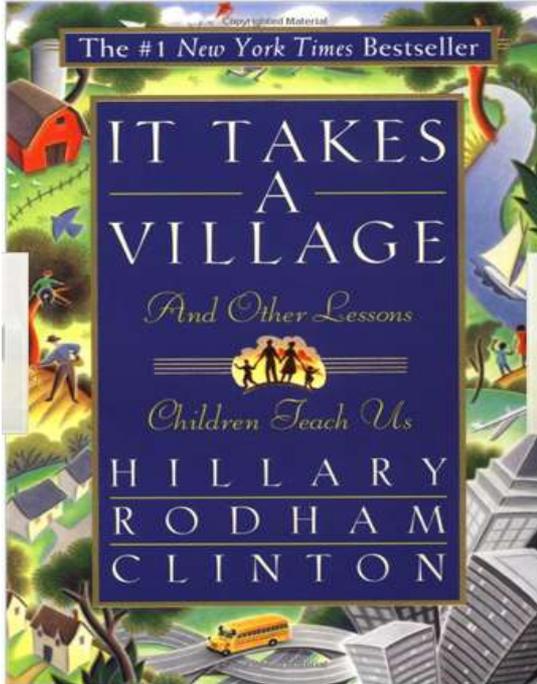


Transition Pedagogy: A whole-of-institution approach to the First Year Experience



Professor Sally Kift
ALTC Senior Fellow
ALTC Discipline Scholar: Law

James Cook University
First Year Experience Conference
Townsville and Cairns
16 June 2011



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

With apologies to
Hillary Clinton and African proverbs

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

Australian Higher Education 2011



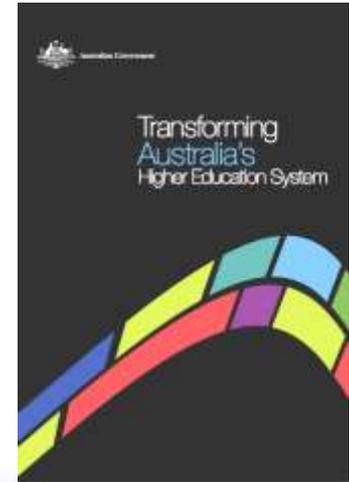
- Overall drop out rates ~28% (Bradley, 2009)
- 10+ years chronic underfunding → dramatic increase in staff:student ratios –
 - 12.9:1 (1990), 15.6:1 (1996), 20:1 (2006), ... 25:1 (2011)?
- Proportion of 25-34 yr olds with degrees is 9/30 OECD
- No growth in equity group participation since 1989 – eg
 - First Australians 1.3% (2.3%)
 - Disabled 4% (8%)
 - Low socio-economic status (LSES) 15% (25%)
 - Regional & Remote 18% (25%)
- Evidence of increase in LSES **applications** 2009-10
 - Query ultimate effect on participation



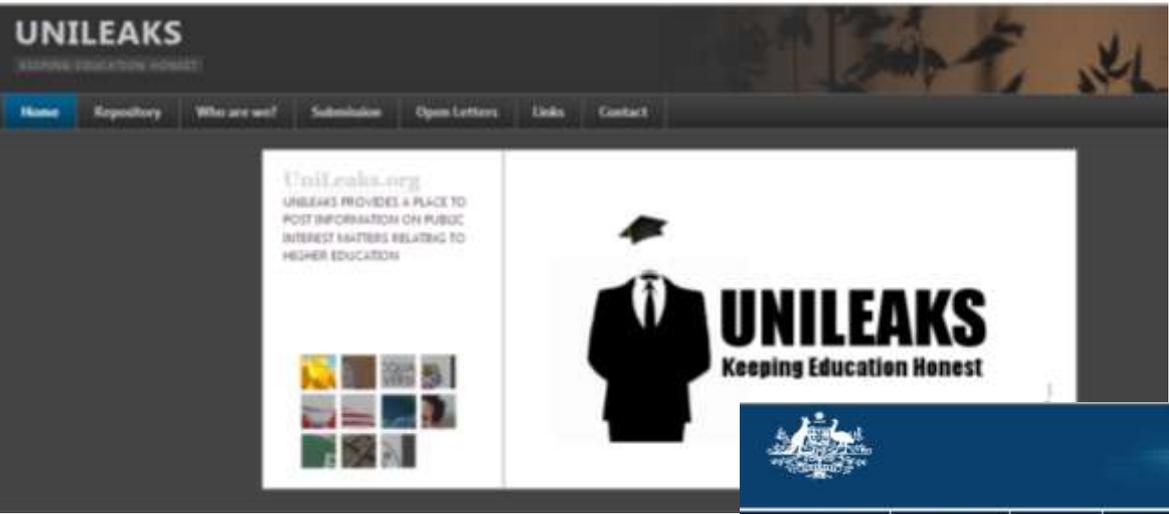
Learning & Teaching 2011: A perfect storm

Attention focussed on...

- ‘AUQA plus’ – new Tertiary Education Quality & Standards Agency (**TEQSA**)
- Quality of teaching and learning
- Student experience and student engagement
- ‘Quality, attainment and participation’
- ‘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 and articulation from alternate pathways



A new quality and regulatory regime!

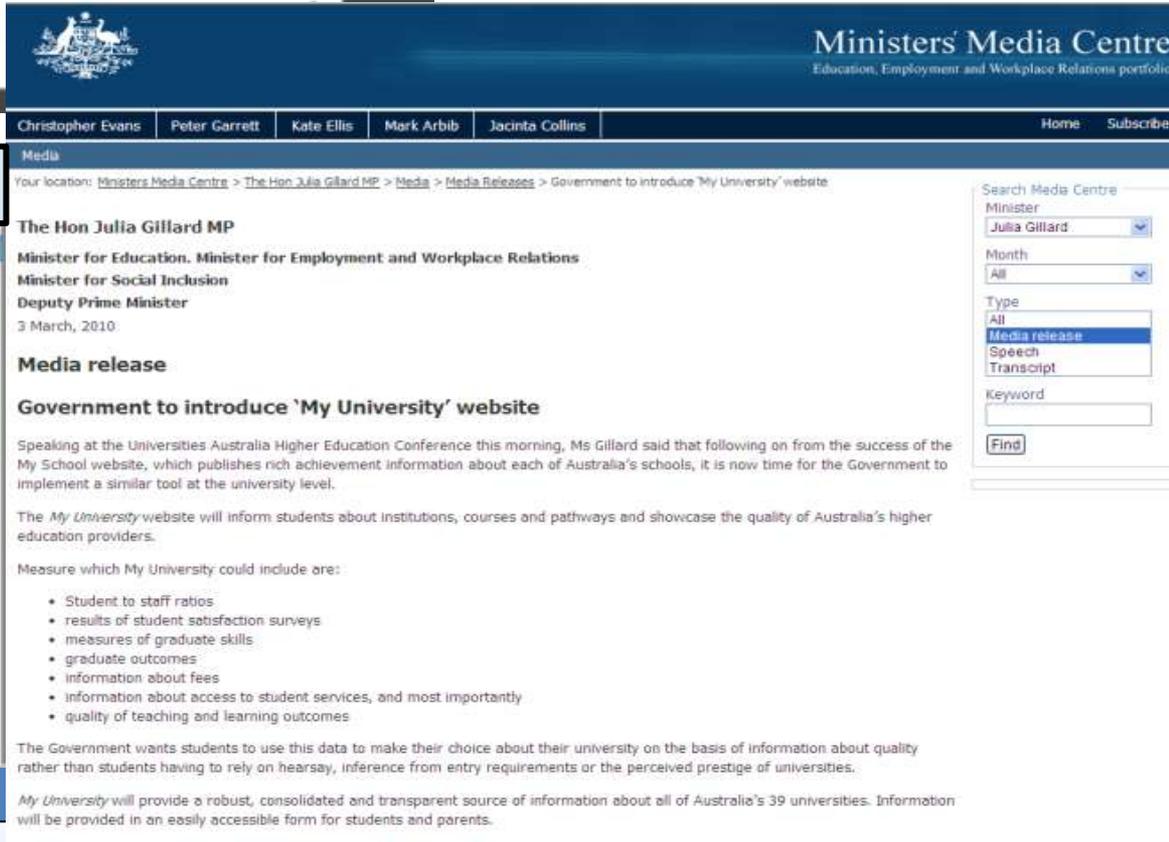


<http://unileaks.org/>

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



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



Attrition Rate for domestic commencing bachelor students 2001 to 2008 (Qld)

DEEWR, 2010

QLD	2001	2002	2003	2004	2005	2006	2007	2008
CQU	25.11	25.42	26.94	24.79	33.84	34.38	32.79	32.21
GU	19.95	23.98	24.12	24.38	23.38	23.08	24.11	22.04
JCU	25.33	27.06	27.00	26.48	25.75	28.04	25.18	24.65
QUT	18.63	19.84	17.62	19.18	17.74	18.84	19.01	17.63
UQ	16.42	16.85	16.94	15.33	16.57	17.49	19.16	15.17
USQ	26.49	27.51	27.71	30.12	28.79	27.59	28.51	26.85
USC	32.83	39.24	40.09	37.49	35.79	35.66	32.35	27.99
State Total	20.97	22.70	22.60	22.69	22.86	23.09	23.30	21.18

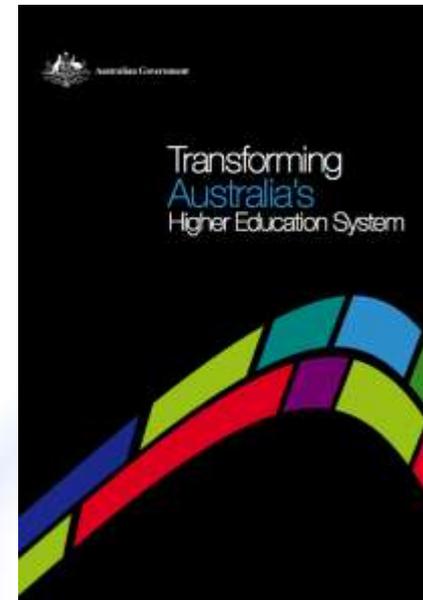
Attrition Rate for overseas commencing bachelor students 2001 to 2008 (Qld)

DEEWR, 2010

QLD	2001	2002	2003	2004	2005	2006	2007	2008
CQU	15.34	18.23	20.99	19.20	24.48	32.65	28.14	26.12
GU	19.18	21.76	14.32	11.99	14.05	11.11	10.49	10.08
JCU	17.38	19.43	27.83	26.29	20.22	15.85	16.56	15.31
QUT	7.48	7.26	5.07	6.37	6.61	4.55	7.77	7.03
UQ	6.30	5.63	7.06	5.05	5.75	6.51	4.72	5.44
USQ	29.03	31.40	23.94	21.16	20.71	23.10	13.55	10.75
USC	22.22	16.22	13.85	14.63	23.00	20.83	18.97	21.33
State Total	15.69	17.38	15.72	14.43	16.71	16.97	12.69	11.59

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>

Tinto (2009) offered words of advice ...

“stop tinkering at the margins of institutional academic life and make enhancing student success the linchpin about which [universities] organize their activities ... [E]stablish those educational conditions on campus that promote the retention of students, in particular those of low-income backgrounds”.



<http://dalnews.dal.ca/2007/06/11/studentsuccess.jpg>

Tinto, V (2009) *Taking Student Retention Seriously: Rethinking the First Year of University*. Keynote address delivered at the ALTC FYE Curriculum Design Symposium, QUT, Brisbane, Australia, February 5, 2009 <http://www.fyecd2009.qut.edu.au/resources/>.

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

- **1st generation FYE**
 - Essentially co-curricula – professionals on curriculum's periphery
- **2nd generation FYE**
 - Curriculum focus – support, engage, and build capability through the student learning experience via pedagogy, curriculum design & and L&T practices
- **3rd generation FYE**
 - 1st *and* 2nd generation – integrated, embedded, quality assured and seamless across institution and its disciplines, programs & services *via* academic & professional partnerships
 - = **Transition pedagogy** –
a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts.

Kift & Nelson (2005)

http://conference.herdsa.org.au/2005/pdf/refereed/paper_294.pdf



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

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

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

What matters to retention and progression

The total experience of university

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

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

(Eg: Scott, 2006; Yorke & Longden, 2008; Kift, 2009; James et al, 2010)

(Eg: FCYS, 2009; NSSE, 2009)

Support is very important

- 2009 *Australasian Survey of Student Engagement (AUSSE)*
http://ausse.acer.edu.au/index.php?option=com_content&view=category&layout=blog&id=3&Itemid=4
 - Based on US *National Survey of Student Engagement (NSSE)*
 - What engages students in productive learning
 - One (of six) scales reported that:
 - **71%** of students felt institutions provide **academic** support ‘quite a bit’ or ‘very much’
- BUT**
- Only **23%** said got **non-academic** support (**36%** very little; **41%** some support);
 - Only **32%** said supported to **socialise** (**25%** very little; **43%** some support).



Common FY Curriculum Complaints (Kift, 2009)

- Lack of clarity and consistency regarding expectations
- Lack of coherence, achievability and relevance
- **Assessment and feedback**
 - UK Yorke & Longden (2008): 29% said feedback not prompt
 - James *et al* (CSHE, 2010): only 35% found feedback helpful
 - AUSSE (2009,76): only 40% FYs often/ very often received prompt feedback (cf 80.4% of staff thought feedback often/ very often prompt)
 - UK NSS (2008): satisfaction with assessment & feedback lowest
 - US NSSE (2009,38): 42% FYs sometimes/never receive prompt f'back
- **Lack of preparedness** re tertiary literacies: e.g academic; information; IT; numeracy; visual; statistical; professional practices; cultural; + + + ???
- **Group work** – esp group processes
- **Staff interest** – only 26% FYs believe staff are interested in their progress (CSHE, 2010).

Staff interest in student progress

One Professor's Fantasy -- PG rating

AmyMaaloxFilms

2 videos

Subscribe



<http://www.youtube.com/watch?v=27e0iDQFnCU>

What this all means for us ...

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

(Kift, 2008)

What institutional approaches?

Recently, Yorke & Longden (2008) identified a number of broad areas of **institutional activity**:

- Institutional commitment to student learning & engagement;
- Proactive management of student transition;
- Attention to **curricula (& co-curricula)**
 - For both academic & social engagement;
 - To increase chances of student success;
- Place emphasis & resourcing on the FYE;
- Systematic monitoring & evaluation of student achievement, and acting on the evidence thereby collected;
- Academic leadership.



<http://www.heacademy.ac.uk/assets/York/documents/resources/publications/FYEFinalReport.pdf>

Proactive management of student transition

Checkpoints for New Students

These checkpoints provide essential information to help you settle into university life. Each stage contains a checklist that you can check off to maximise your success.

You can get started by clicking on each of the numbered checkpoints below.

1 First Week Checkpoint → 2 First Month Checkpoint → 3 Assessment Checkpoint → 4 Exam Checkpoint

Save on your feedback
Click here!

James Cook University Australia

http://www.jcu.edu.au/teaching/fye/JCUPRD_039349.html

First Week Checklist

Welcome to your first week of studies. By the end of the first week you should be able to tick off everything on this checklist.

- I have [enrolled](#) in all my subjects for Study Period One.
- I have my JCU login, password and email address. (See: [Step Two: Complete Account](#))
- I have checked my [student email](#) for messages.
- I have enrolled in [orientation](#) to help develop the skills I need to succeed.
- I have my [Student ID Card](#) and
- I have studied my [Study Plan](#). (See: [Linking to your Study Plan](#))

Assessment Checklist

Assessment deadlines are coming to know. Make sure you get on top of the following to reduce stress.

- I know when you share I have to [submit my assignments](#).
- I know how to [upload and submit](#) the assignments via [JCU MyAssignment](#).
- I know how to access [JCU MyAssignment](#).
- I have enough feedback on assessment items to identify where I can improve.
- I have enrolled in [orientation](#) to help develop the skills I need to succeed.
- I can contact the [JCU MyAssignment](#) or people in my course for help.
- I will use lecture slides to review the [JCU MyAssignment](#).

1 First Week Checkpoint → 2 First Month Checkpoint → 3 Assessment Checkpoint → 4 Exam Checkpoint

Save on your feedback
Click here!

Exam Checklist

Your checklist for improving exam performance.

- I have accessed the [Exam Information Resource Guide](#).
- I have completed the [Study-to-Succeed](#) workshops.
- I have studied the [exam preparation strategy](#) and know what my exam will be like and what I can [do to help](#) with the exam.
- I have created myself/our own exam conditions using [JCU Exam Simulators](#).
- I have the answers to all my [assignments about exams](#).
- I know the exact location of all my exams.
- I have registered with the [Accessibility Service](#) if I have a disability health condition or injury that may impact upon my exam performance.

1 First Week Checkpoint → 2 First Month Checkpoint → 3 Assessment Checkpoint → 4 Exam Checkpoint

Save on your feedback
Click here!

start here

Find a course or career

Get to know QUT

Hear from real students

How to apply to QUT

Make this site as personal as you are

Sign in with Facebook

No need to create a new account - simply sign in with your Facebook login!

Once logged in you can see a shortlist of courses and other information under the 'my dashboard' section.



Link to student blog on uni life

Video FAQs

Do you have questions about studying at uni? Watch videos of students to find the answers you need. For more info on life at uni check out the [student blog](#).

<http://starthere.qut.edu.au/realstudents/videofaqs>

Video FAQs

Get some help from current students.

Video FAQs - Get some help from current students.

Email a student

Ask a current student directly.

Real experiences

Find out about work experience in real life.

Meet real graduates

Real grads. Real world.

<http://starthere.qut.edu.au/>

Ask a student a question

See all events and key dates



Advice for making it at uni?



Advice for making it at uni?

Previous video

Next video

Questions gallery



First impressions of QUT?



What do you think of Brisbane?



What's orientation week like?



Why did you choose QUT?



What's it like on your first day?



Advice for making it at uni?



First day advice?

Transcript

“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.

Proactive management of student transition

Orientation & Transition as a process over time.

QUT Queensland University of Technology
Brisbane Australia

a university for the **real** world

QUT Home Contact us Search

Orientation

YOUR KEYS TO QUT
The Essentials
Important requirements you must meet to enrol correctly at QUT

- Welcome to QUT
- Your access
- Before you enrol
- Enrol online in QUT Virtual
- Fees and payments

FINDING YOUR WAY
Orientation
A program of activities to designed to help you get started

- Finding your way
- Get your ID card
- What to attend
- Orientation 2010
- Plan your Orientation Online
- Calendar & key dates

THE ROAD AHEAD
Transition
Advice for your first few months to help you settle in quickly

- Changes you can expect
- Common issues
- Student Success Program
- Resources on campus
- Maximise your learning potential
- New to Brisbane
- Top ten tips

GET CONNECTED
The Fun Stuff
Social events, campus life and all about living in Brisbane

- [Orientation Events](#)
- Campus life

Orientation News and Events

New to QUT? Got a question? Forget Google, Ask ME

more news and events...

Quicklinks

- Student Services
- IT Helpdesk
- QUT Virtual
- Scholarships
- Unit Outlines
- Email
- Research Student Centre
- Unit Timetables
- Student Services Glossary



<http://www.orientation.qut.edu.au/>

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



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

ALSO:

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



http://www.transition.uwa.edu.au/welcome/info_for_staff/what_is_a_fyi/examples/timetabling

Of ducks and carrots



Action

- Data analysis
- What is good teaching & support
- What is a good student exp
- Learning leadership & governance across silos
- Area plans
- Top level plan(s)
- Vision

Reward & recognition



An institutional context for good teaching and support



Teaching and Learning

Home > Teaching > First Year Experience

- Teaching evaluation
- Continuing Professional Development
- First Year Experience
- Graduate Certificate of Education (Tertiary Teaching)
- SOVIC Seminar Series
- Teaching Grants & Awards
- Teaching Induction Program
- Teaching with Technology
- Work Integrated Learning
- Sessional Staff
- Teaching and Learning Academy
- Scenario-based Learning

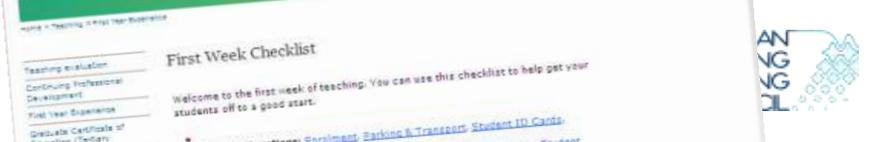
Checkpoints for Staff

These checkpoints provide some great tips for settling new students into university life. Each stage contains links to information commonly requested by students.

Click on each of the numbered checkpoints below.



Contact Gill Cowden at 7161staff about the page. Last updated on Mon, 9 May 2011 9:56 AM
Copyright © 1998 to 2011, James Cook University. All rights reserved. 4851 482
Member of Innovative Research Universities
Feedback | Terms of use | Privacy statement | CRICOS Provider Code 50117



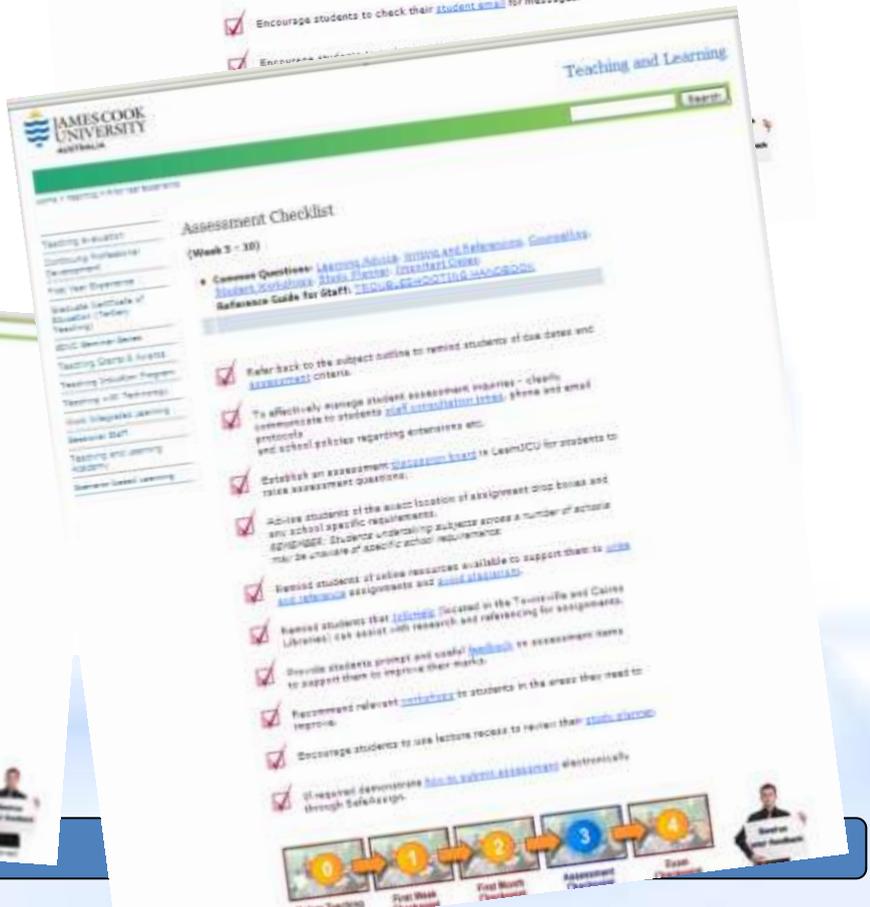
First Week Checklist

Welcome to the first week of teaching. You can use this checklist to help get your students off to a good start.

Common Questions: [Enrolment](#), [Parking & Transport](#), [Student ID Cards](#), [Scholarship Loans](#), [Find a Student Mentor](#), [Student Workshops](#), [Financial Assistance](#), [Student Rights and Responsibilities](#), [Business Rules](#), [Important Dates](#).

Reference Guide for Staff: [TROUBLESHOOTING HANDBOOK](#)

- All students have a copy of the [subject outline](#) and have been encouraged to plan out their study using a [study period plan](#).
- Establish the ground rules for your classes – including expected independent study time, email protocols, [student rights and responsibilities](#), [classroom times](#), email protocols.
- Demonstrate your LearnJCU site – how it works, [what goes where](#) and the student resources tab.
- Demonstrate how to find staff profiles and [contact](#) details. NOTE: Check all your contact details are up to date.
- Conduct a simple writing task (eg. structured paragraph) and provide [feedback](#).
- Encourage students to attend [student workshops](#) and [library training](#).
- Encourage students to check their [student email](#) for messages.
- Encourage students to check their [student email](#) for messages.



Assessment Checklist

(Week 3 - 10)

Common Questions: [Learning Advice](#), [Writing and Referencing Conventions](#), [Student Workshops](#), [Alcohol Planning](#), [Inspirational Cases](#).

Reference Guide for Staff: [TEACHING AND LEARNING HANDBOOK](#)

- Refer back to the [subject outline](#) to remind students of due dates and [assessment](#) criteria.
- To effectively manage student assessment inquiries – clearly communicate to students [what submission looks](#), phone and email and school policies regarding extensions etc.
- Establish an assessment [page on your LearnJCU](#) in LearnJCU for students to make assessment questions.
- Advise students of the exact location of assignment drop boxes and any school specific requirements.
- SPRINGER:** Encourage undertaking subjects across a number of schools make use available of specific school requirements.
- Remind students of online resources available to support them to [write and reference](#) assignments and [guide students](#).
- Remind students that [JCUonline](#) located in the Townsville and Cairns Libraries can assist with research and referencing for assignments.
- Provide students prompt and useful [feedback](#) on assessment work to support them to improve their marks.
- Recommend relevant [workshops](#) to students in the areas they need to improve.
- Encourage students to use lecture records to review their [study strategy](#).
- If required demonstrate [how to submit assignments](#) electronically through SafeAssign.



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 Faculty (Academic) Director, FYE**
- **University-wide FYE & Retention Committee**
- **FYE Network** – FY faculty & practitioners network
- **First Year Coordinators Positions (Faculty)**



2.5 Designing assessment for a whole of course approach from the first year of study

Five key ideas guide the design of assessment for first year students and are also relevant to assessment across the course.

1. **Variety** – provide types of assessment that feature different aspects of learning relevant to the discipline to engage students, cater for diversity in learning styles and to broaden students' learning preferences.
2. **Consistency** – be consistent with the use of assessment terms within a unit and across the first year (e.g. descriptions, weighting and criteria) to reduce confusion for students new to university study. Provide consistency in terms of expected workload and weighting for similar assessment tasks across first year units.
3. **Relevance** – create relevance between the assessment task and unit activities and between the assessment task and the real world to motivate and engage students. Relevant assessment items should provide evidence of graduate capability development and should be suitable for inclusion in the students' QUT or personal portfolio.
4. **Scaffolding** – ensure the process skills as well as the content knowledge that students need to complete an assessment item are taught or practiced and that early feedback and extra support is provided so that students can overcome any areas of difficulty they experience. An assessment related activity should be scheduled within the first four weeks of the semester to provide students with feedback on how they are progressing in the unit. Advice should be provided to students about what to do with the feedback they are given. First year assessment should provide opportunities for peer and self-evaluation.
5. **Monitoring** – ensure that assessment items within a unit and across a course are designed and scheduled to facilitate the monitoring of student engagement in learning. The assessment pattern must be organised so that all first year undergraduate students encounter at least one individual item of formative or summative assessment aligned with unit learning outcomes prior to the withdrawal without financial penalty date.

The course coordinator is responsible for oversight of the curriculum architecture (see MOPP C/4.2) including assuring that the assessment patterns are mapped across the course from first year to the final year and seek to maximise the range of assessment types. This range is not only relevant for *variety, consistency, relevance, scaffolding* and *monitoring*, it is also an important equity principle.

Consistency
in
assessment
to reduce FY
confusion

Formative
Assessment
within first
four weeks

Assessment
to facilitate
monitoring of
student
engagement

QUT's Assessment Protocols (April 2009)

(To accompany
top-level
Assessment
Policy)

Attention
directed to
process skills
required to
complete
assessment

<http://www.otg.qut.edu.au/curriculum/protocols.jsp>

Focus on

A Transition Pedagogy and The First Year Curriculum

Why focus on curriculum...

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

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

University of Newcastle: FY Student's Guide



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

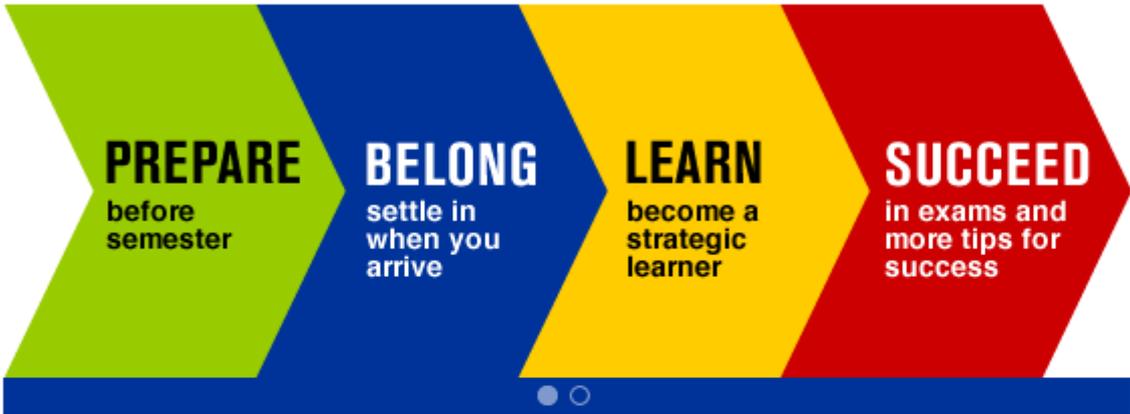
FACULTY OF EDUCATION AND ARTS
SCHOOL OF EDUCATION

QUICK

home | search | staff directory

University Website Go

Home / Schools / Education / First Year Student's Guide to University Study



**First Year Student's
Guide to University
Study**

- About the guide
- Prepare ⊞
- Belong ⊞
- Learn ⊞
- Succeed ⊞

The First Year Student's Guide to University Study

Welcome to the School of Education and congratulations on your success. We know that students take time to adjust to the university culture and their new learning environment. This guide was developed to help ease your transition to university life and study. With this in mind, we've traced the student experience during first semester and mapped some of the phases of the journey ahead. Inside the guide you'll also find many useful tips and strategies to help you survive and thrive. Please begin with the guide first.

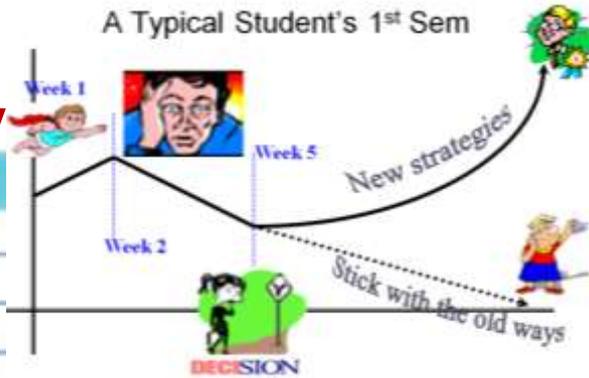
Should you have any questions about this guide or you would like to give any suggestions or feedback please email [Jill Scevak](mailto:jill.scevak@newcastle.edu.au).

Good luck on your travels
Jill Scevak, Robert Cantwell, Greg Preston, Sharon Cooper [School of Education](#)
Teresa Druzewska and Dianna Kirby [University Counselling Service](#)

<http://www.newcastle.edu.au/school/education/pbls/>

Uni of Newcastle Travel Diary

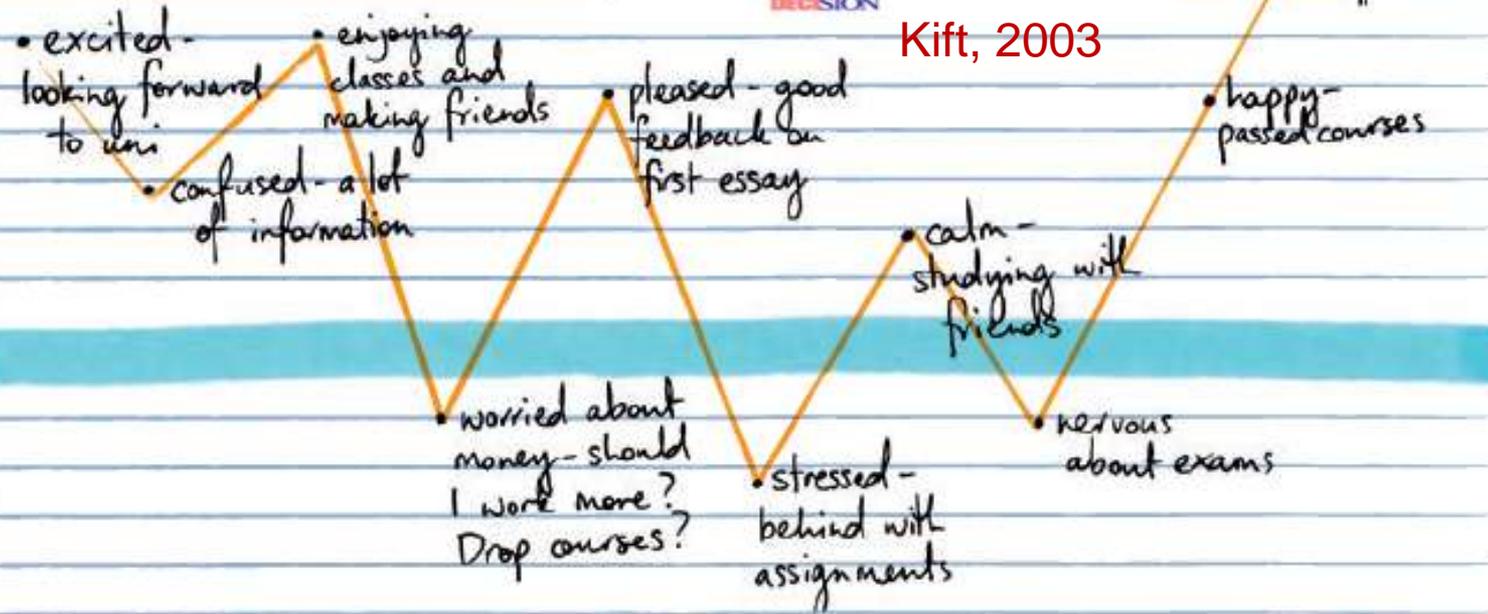
A Typical Student's 1st Sem



Kift, 2003

Feelings

Happy / Enthusiastic	10
	9
	8
	7
	6
	5
	4
	3
	2
	1
OK	0
	-1
	-2
	-3
	-4
	-5
	-6
	-7
	-8
	-9
Unhappy / Low / Anxious	-10



<http://www.newcastle.edu.au/Resources/Schools/Education/PBLs/My-Travel-Diary.pdf>

The Academic Cycle

Event	Enrolment	O'Week	Lectures Begin	HECS cut off	Lectures	Assignments	Lectures	Assignments	Exams	Mid-year Break
Week			1, 2, 3, 4, 5		6, 7, 8, 9	10, 11, 12			13	
Month			March		April	May			June	July

JCU MBBS Home Group Facilitator's Handbook



MBBS Home Group Facilitator's Handbook

Year 1 to Year 3

2011

1

Overview of the Home Group Program

A major underlying educational process in the Medical program is the use of small group teaching environments to facilitate the development of student based active learning. The Home Groups and their Home Group Facilitator are centred on this fundamental process.

Home groups consist of approximately 8 - 10 students, with each Home Group assigned a Home Group Facilitator. Student assignment to groups is essentially random but assignment usually ensures that groups are stratified in terms of student age, sex and culture. Home Group Facilitators meet with their Home Group regularly. Contact time with the students in Years 1, 2 and 3 is – 1 x 1hr session each week in SP1 and SP2.

Principally the role of the Home Group Facilitator is to provide the group with pastoral and educational support. Home Group Facilitators foster student/staff contact, co-operation amongst students, group interactions, active learning and provide a source of experienced feedback to guide students in the development of their own study, organisational and learning skills. In summary the major goals of the Home Group Program is to:

- Provide students with a personal, individual contact with the School
- assist students to develop a positive learning environment in a group setting
- assist students to develop a positive attitude to small group learning
- assist students to develop the skills necessary to be successful in a small group learning environment
- foster a positive attitude towards active learning
- assist students to develop the necessary skills to be a successful active learner
- encourage students to be reflective learners

Home Group Facilitators play an important role in providing students with feedback on reflective (formative) assessment. As part of this role the Home Group Facilitators undertake an interview with each of their Home Group students' once a study period. The aims of this interview are to assist the student to develop reflective skills, and to allow the Home Group Facilitator an insight into the student's activities to provide an avenue of support. Additionally Home Group Facilitators should regularly encourage students to keep up to date with weekly subject based formative assessment tasks. There is a direct relationship

A principled approach—

- **Generic** ‘curriculum’ principles identified that are supportive of first year learning engagement, success and retention.
- Interconnected organising principles that –
 - Are research-based (but move **from theory to action**);
 - Help guide and inform **holistic** FYE practice;
 - Are supported by practical tips, checklists, examples & strategies for implementation (to move **from principle to practice**):
<http://www.fyhe.qut.edu.au/transitionpedagogy/>; <http://www.fyhe.qut.edu.au/>;
 - Require cross-institutional **partnerships** to enact & enable;
 - Have been **rigorously evaluated** by the HE community internationally and are evidence-based (Kift, 2009);
 - Accord with theoretical and research-based frameworks for optimal FYE (e.g. *Foundational Dimensions*, 2005; US *Parsing the First Year of College Project* <http://www.ed.psu.edu/educ/parsing-project>).

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/>

Key Questions for FY Curriculum Design

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

Intentional FY curriculum design



KIFT ALTC SENIOR FELLOWSHIP: ARTICULATING A TRANSITION PEDAGOGY

EDUCATION CASE STUDY

ANNAH HEALY

My role in the faculty is Project Manager First Year Experience. I am responsible for the systematic operationalisation of the Six FYE Principles across faculty programs, learning and teaching approaches, and staff development initiatives.



DECEMBER 2008



KIFT ALTC SENIOR FELLOWSHIP: ARTICULATING A TRANSITION PEDAGOGY

LAW CASE STUDY

PREPARED BY LISA WESTCOTT
ON BEHALF OF THE LAW FIRST YEAR
EXPERIENCE PROGRAM TEAM

[Lisa Westcott] would like to ... acknowledge all members of the Law First Year Experience team, a team dedicated to enhancing and improving the transition to effective first year study and beyond for all commencing law students at James Cook University.



DECEMBER 2008

Kift ALTC Senior Fellowship FYECD Symposium 2009



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

Symposium = the Movie

An Extract

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

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

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

Peer to Peer Interactions



[JCU](#) | [Current students](#) | [Staff](#) | [LearnJCU](#) | [WebNet](#) | [Library](#) | [Campus map](#) | [Contacts](#)

Learning Skills

<http://www.jcu.edu.au/learningskills/resources/mentors/>



Home » Learning Skills » Programs and Resources » Student Mentor Program

- Student Mentor Program
- Learning Skills Online
- Writing Skills Online
- Postgraduate Students
- Students from non-English Speaking Backgrounds

Student Mentor Program

About the student mentor program

- [How to become a Mentor](#)
- [Returning mentor application](#)
- [Student Mentor Handbook](#)

Cairns mentors

- [Cairns Mentor Leaders](#)
- [Cairns Mentor News](#)

Townsville mentors

- [Townsville Mentor Leaders](#)

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James Cook University Australia Student Mentor Program Handbook

"I considered becoming a mentor after the assistance I received from my mentor during my first semester at university. I found the beginning of university a daunting experience and greatly appreciated having someone who was willing to provide words of support, advice and experience - I would like to be able to provide the same support and think it is a great program for new students. I was also recommended by my lecturer at the end of year one, which has given me the confidence to apply."



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http://www.jcu.edu.au/learningskills/public/groups/everyone/documents/guide/jcuprd_034556.pdf

www.jcu.edu.au/learningskills/mentors

Monitoring for Student (dis)Engagement

ON TRACK:

(2010)



EARLY WARNING SYSTEM



Using the ON TRACK: Early Warning System

Staff can establish a number of rules based on grade book items to automatically identify students and intervene appropriately.

The three types of rules may include:

GRADE RULE: Looks at a student's grade for an individual gradebook item. The gradebook items used in Grade Rules can be assignments, assessments, or manually graded items.

DUE DATE RULE: Identifies when a student does not complete work by the date established in the grade book. Due Date Rules can only be applied to items in the grade book that are created and graded through LearnJCU. Due Date Rules cannot be applied to manual graded items.

LAST ACCESS RULE: Identifies the last time the student accessed the course in LearnJCU.

The **ON TRACK: Early Warning System** is able to track student progress and maintains a record of the number of interventions. This reporting function enables staff to evaluate the effectiveness of their intervention strategies.

See how to use the **ON TRACK: Early Warning System** to create your own rules by viewing the short video tutorial at: <http://www.viewletcentral.com/vc/viewlet.html?id=17089404> or, follow this instructional guidebook.

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

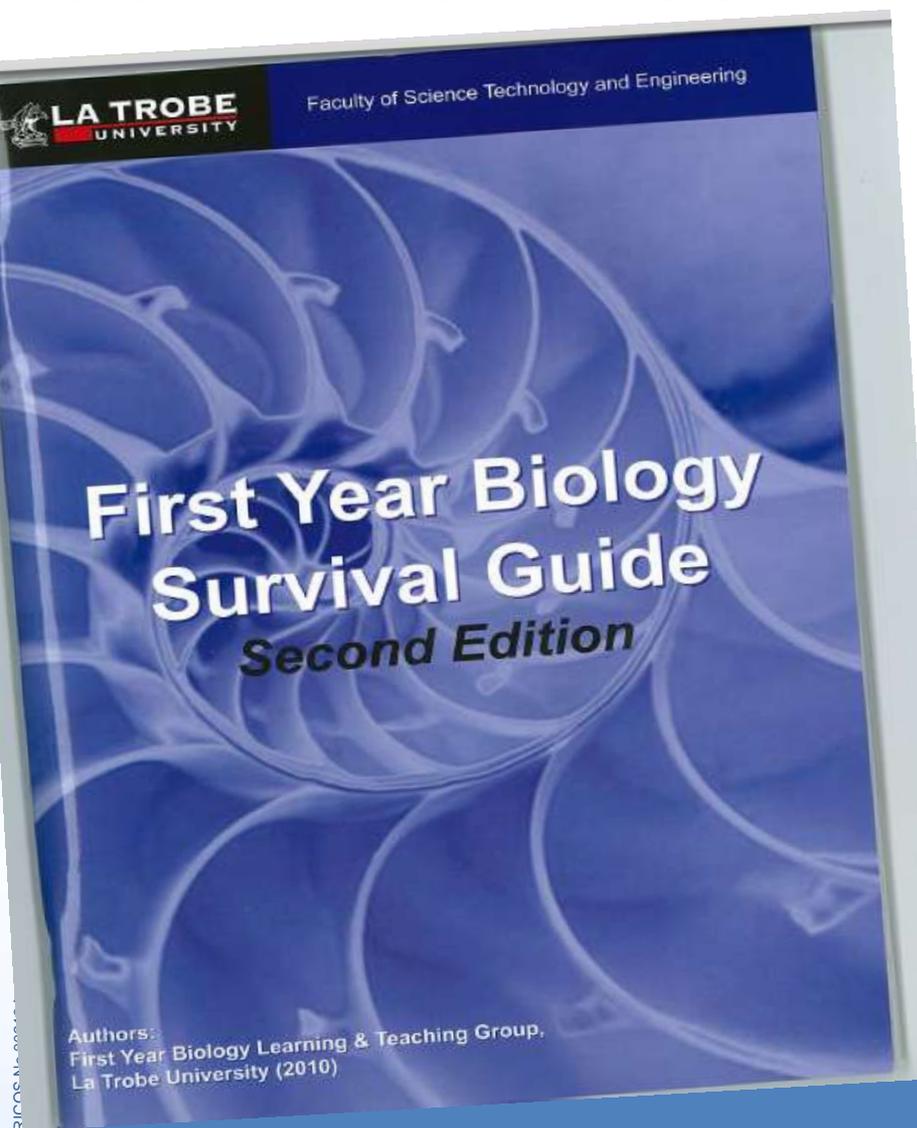
Intentional mapping & coherence across FY subjects: eg

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

Diversity in entering preparedness

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

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First Year Assessment



YouTube

Search

Browse

Upload

kkb 101 song

BrizDrummer

2 videos

Subscribe



0:56 / 2:29

360p

BrizDrummer — May 20, 2010 — I should have been writing my scholarly essay...

417
views

First year student
who would rather
write a song than
do his KKB101
essay.

So he did!

I don't know if he
passed or not. ;-)

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

Early tertiary assessment literacies: e.g.

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

Assessment expectations...

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

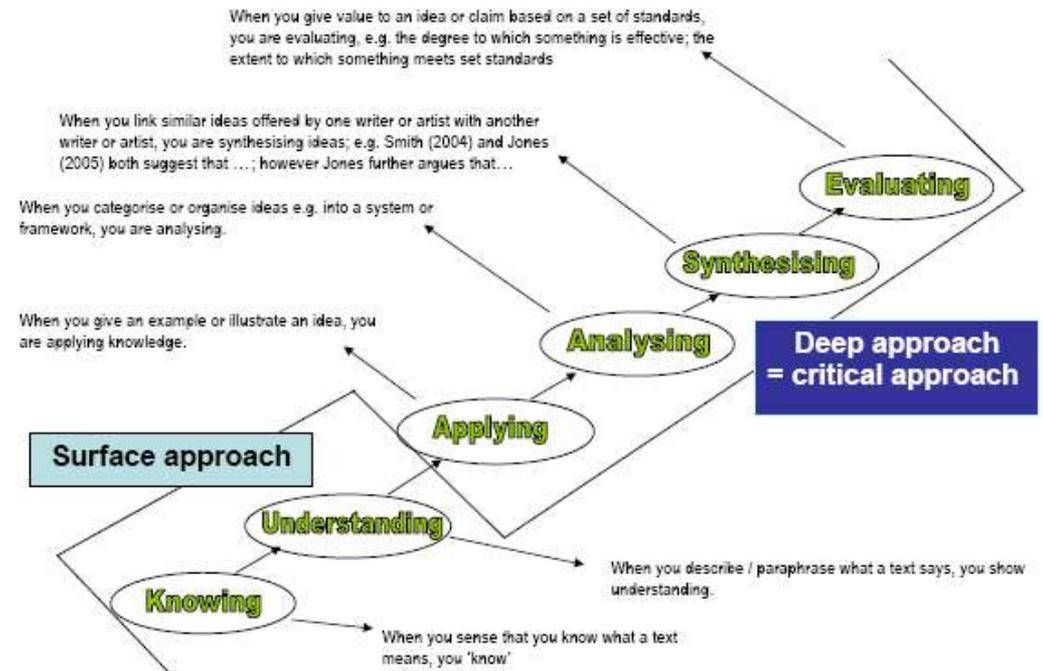
Higher Education
Avoiding plagiarism and cheating
 A guide for students at
 Swinburne University of Technology
 (2nd edition)



Marcia Devlin
 Higher Education Division

6 steps to successful learning

Bloom's taxonomy of educational objectives (1956)



Study & Learning Centre
RMIT UNIVERSITY

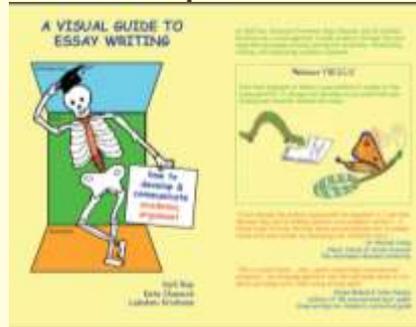
Learning Links
Quick Tips / 6 steps to successful learning

www.rmit.edu.au/studyandlearningcentre

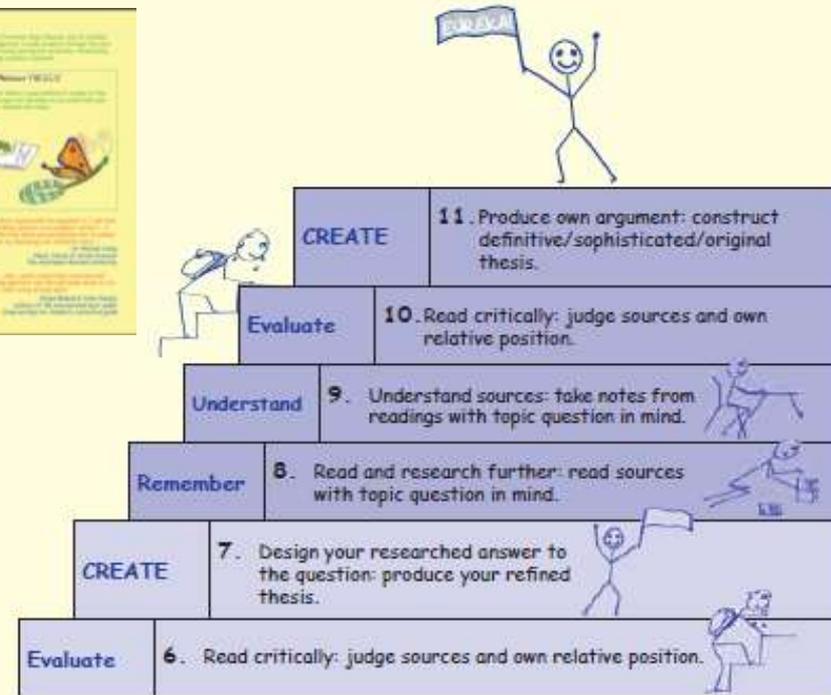
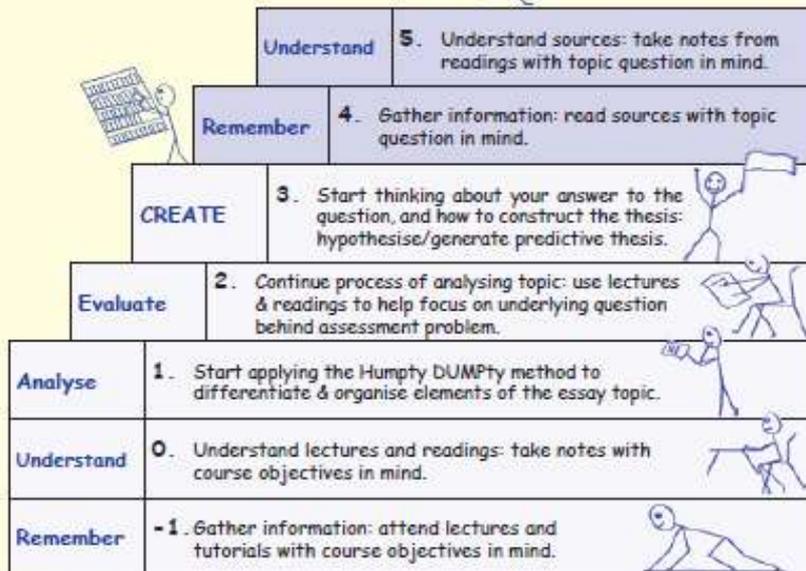
The stages of essay writing (SEW) chart

(Derived from L.W. Anderson & D.R. Krathwohl, Eds, 2001, 'The taxonomy table' in *A taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives*, NY, Longman)

At the heart of every good practice is sound theory, and the practices we recommend in this book are inspired by Anderson and Krathwohl's revision in 2001 of the classic taxonomy of educational objectives first articulated in 1956. In particular, chapters 4 and 17 of the book underpin the SEW Chart.



Assessment expectations...



When you see how many skills and processes are involved in writing a good essay, you can appreciate why it takes so much time, effort, and coffee!

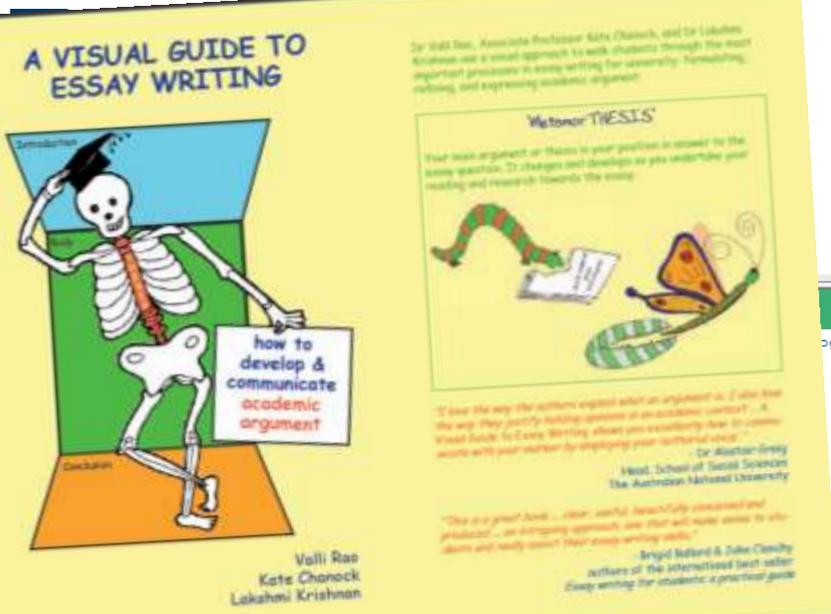
<http://www.jcu.edu.au/tldinfo/writingskills/documents/RaoChanockVisualGuidetoEssayWriting.pdf>

Understanding academic languages & conventions

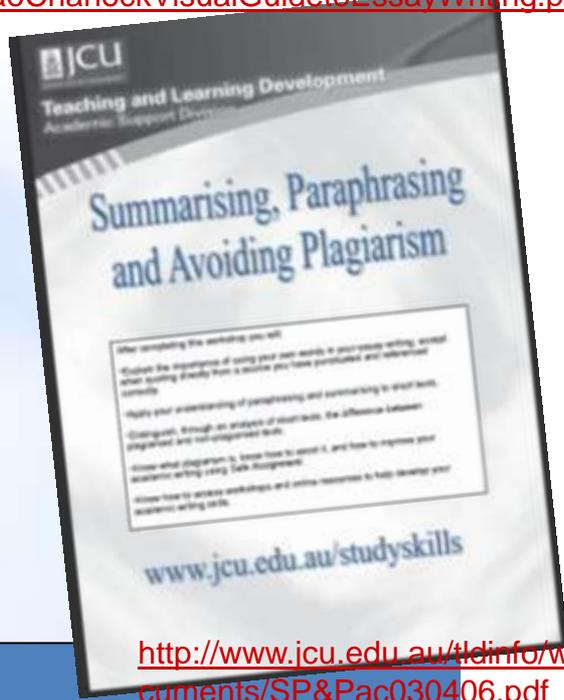
Example: A *Psychology* degree program uses the **same assessment definitions and criteria** throughout the entire program. A written assessment guide formally articulates these to students and staff (Gibbs, 2009)

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

Academic languages and conventions



<http://www.jcu.edu.au/tldinfo/writingskills/documents/RaoChanockVisualGuidetoEssayWriting.pdf>



<http://www.jcu.edu.au/tldinfo/writingskills/documents/SP&Pac030406.pdf>

Programs and Resources > Writing Skills Online

Writing Skills Online

Academic writing

Help with the process of producing well structured academic writing.

- [Essay Writing: The process](#)
- [Academic Writing Tips](#)
- [APA Referencing](#)
- [JCU Library Guides to Referencing](#) (all styles)
- [Summarising, Paraphrasing & Avoiding Plagiarism](#) [PDF]
- [Editing Your Writing](#) [PDF]
- [A visual guide to essay writing: How to develop and communicate academic argument](#) [PDF, 2.6MB booklet – also available from Bookshop for \$10]

<http://www.jcu.edu.au/learningskills/resources/online/index.htm>

First year writing podcasts and presentations

Discipline specific writing tips from lecturers and postgraduate students.

- Law: [mp3](#) | [PPT with audio](#)
- Community Welfare & Social Work: [mp3](#)
- Sociology: [mp3](#)
- Nursing: [PDF](#) | [PPT\(09\)](#)
- Business: [mp3](#) | [PDF](#)
- Psychology: [PDF](#)
- FAESS Writing: [PDF](#)
- Science: [PDF](#)



Types of academic writing

Discipline-specific samples and guidelines for critical essays, literature reviews, annotated bibliographies, practical reports, scientific reports, research proposals and more.

- [Model Assignments: Samples and Guidelines](#)

Grammar and writing

Web sites that provide practice to help you improve your grammar and writing.

- [Guide to grammar and writing](#)
- [Activities for ESL students](#)
- [Academic vocabulary](#)
- [Uni Learning](#)

Help student understanding of CRA

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

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

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

Strand 1: Replicating proven practice through:

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

Strand 2: Pioneering evidence-based practice

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

Strand 3: Cultivating a community of practice

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

But it's more than just a building. The ASKe team argue 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:

OXFORD
BROOKES
UNIVERSITY

Improve your students'
performance in
90 minutes!

ASKe

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

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

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

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

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

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

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

Assessment building in complexity &/or cumulatively

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

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

Taylor (2008, 23) Strategies for assessment

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

Assessments for development

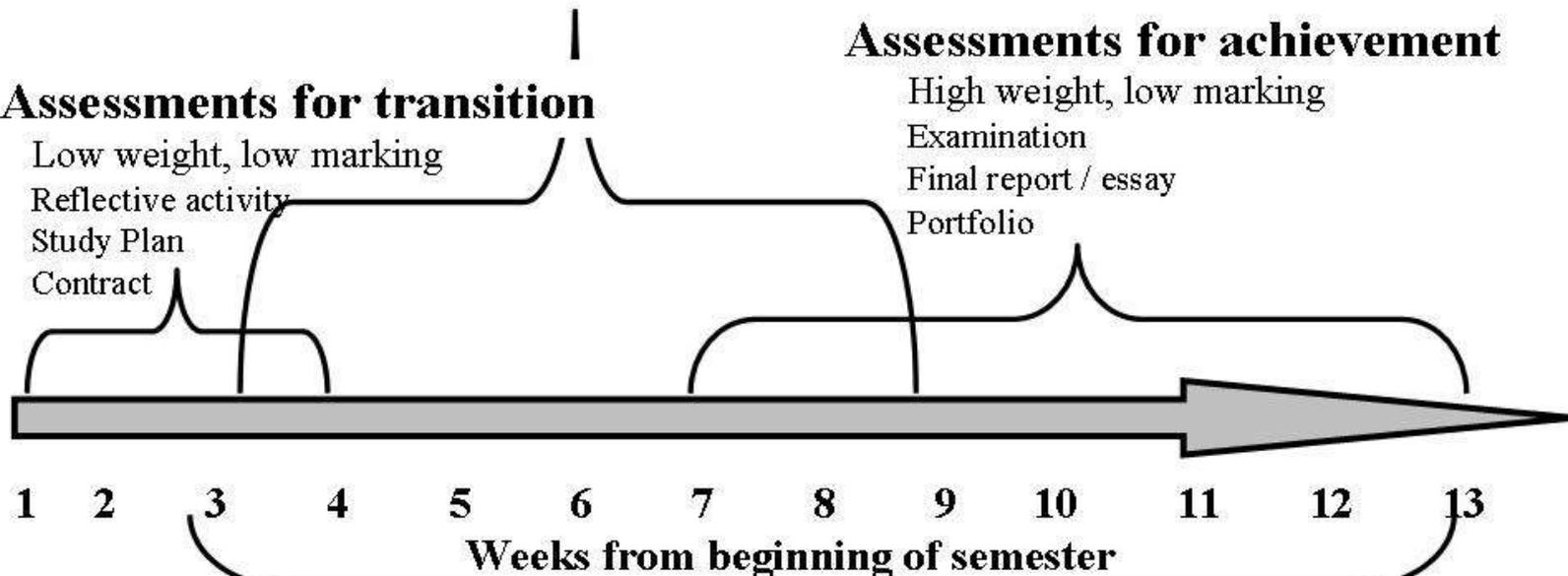
- Low weight, high marking
- Draft essay
- Reading log
- Notes on literature review
- Components of portfolio

Assessments for achievement

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

Assessments for transition

- Low weight, low marking
- Reflective activity
- Study Plan
- Contract



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

Helping students to make use of feedback

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

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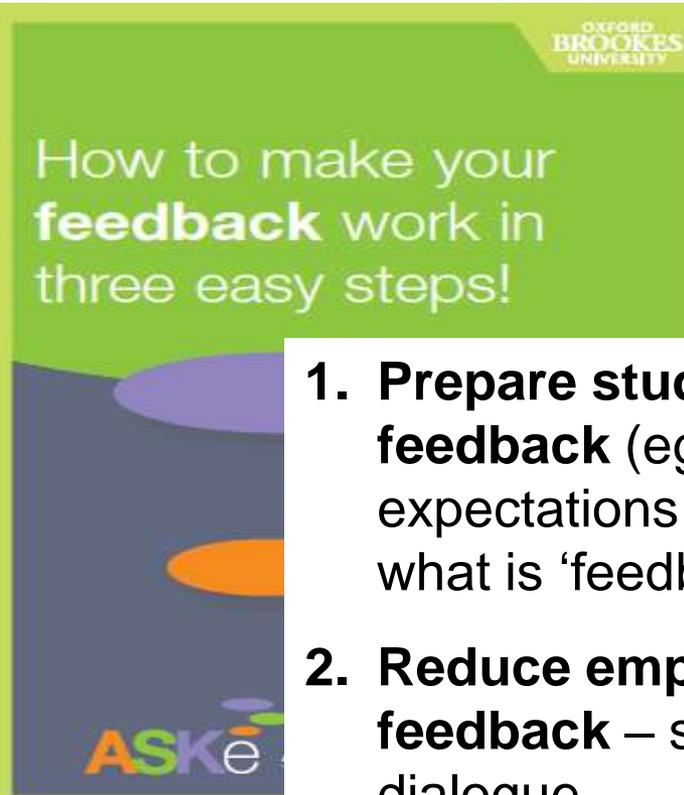
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To find out more about ASKe's work, please contact:
Assessment Standards Knowledge exchange
Oxford Brookes University, Business School
Wheatley Campus, Wheatley, Oxford, OX3E 3DP
Tel: +44 (0) 1865 485673
Fax: +44 (0) 1865 486830 Email: aske@brookes.ac.uk
www.business.brookes.ac.uk/aske.html



1. Prepare students to receive feedback (eg align staff & student expectations to agree purpose; what is 'feedback')
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>

Timely provision and use of feedback

Examples: *Timely, high quality generic feedback* (Race, 2009)

- *Provide online or face-to-face overview of the cohort's performance starts to emerge;*
- *Issue a pre-prepared one page handout immediately post-submission identifying what was expected under each criterion, features of a good answer, and common mistakes*

Examples: *Using feedback* (ASKe 2007; n.d.)

- *Provide examples of how other students have used feedback to improve*
- *Students complete and submit template with assessment describing feedback previously received and how it has been applied to current task*
- *Encourage peer discussion in small groups about feedback received and how it will be used*

Some ideas in closing ...

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

When we get it right...

The screenshot shows a YouTube video player interface. At the top, the browser address bar displays 'YouTube - Lecture 1 - KXB101 - Introduction to Entert...'. Below the address bar is the YouTube logo and a search bar containing 'QUT engagement lecture'. To the right of the search bar are links for 'Search', 'Browse', and 'Upload'. The video title is 'Lecture 1 - KXB101 - Introduction to Entertainment'. Below the title, the channel name 'QUTEntertainment' is shown with a dropdown arrow, '7 videos', and a 'Subscribe' button. The video player itself shows a dark brown background with the text 'KXB101 INTRODUCTION TO ENTERTAINMENT' in white. A blue progress bar at the bottom of the video frame indicates 'Week 1: Introduction'. The video player controls at the bottom show a play button, a volume icon, a progress bar at 0:01 / 2:37, and a resolution of 360p. Below the video player, the video information is displayed: 'QUTEntertainment — March 23, 2010 — QUT - Entertainment Industries Professor Alan McKee, Dr Christy Collis email: creativeindustries@qut.edu.au "Th...'. To the right of this information, the view count is '11,558 views'.

What would a good Week 1 lecture in the First Year look like?

http://www.youtube.com/watch?v=PUzjlsP1yxc&feature=PlayList&p=F2C026529F7622DC&playnext_from=PL&playnext=1&index=10

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