Professor Sally Kift – Part 1

Video link:

https://www.youtube.com/watch?v=XnNYOs2VE_8

Video 1: https://www.youtube.com/watch?v=XnNYOs2VE_8

A Decade+ of Transition Pedagogy:
What have we learnt?

Professor Sally Kift
Deputy Vice Chancellor (Academic)
James Cook University
Australia

UTS FYE Forum **9 December 2016**

The challenges of coming to university

http://www.victoria.ac.nz/st_services/slss/ (video)

Tinto (2009) offered words of advice ...

"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".*

http://soe.syr.edu/about/member.aspx?fac=64

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/.

https://www.youtube.com/watch?v=YY_H_eLNLpo&feature=youtu.be

First Year Experience Forum 1: FYE Framework and Transition

https://www.youtube.com/watch?v=awtmTJW9ic8 | Jo Kinniburgh

https://www.youtube.com/watch?v=GL3FylUCV2M&feature=youtu.be

First Year Experience Forum 2: Transition Principle - Scott Chadwick (Science - chemistry)

https://www.youtube.com/watch?v=Uaw826YGCb8&feature=youtu.be

erience Forum 5: Engagement Principle - Vicki

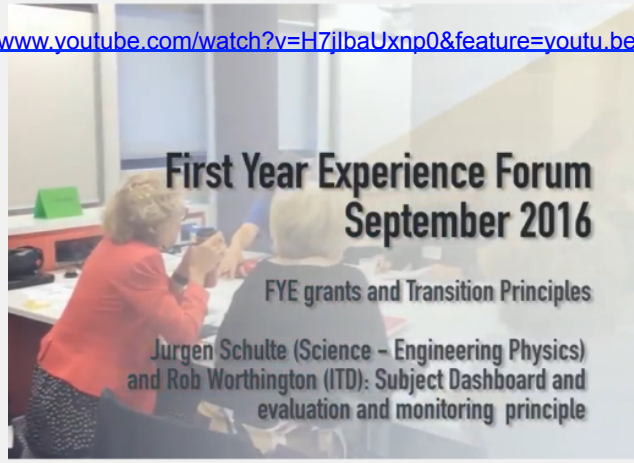
https://www.youtube.com/watch?v=5z2JwxTXWwA&feature=youtu.be

First Year Experience Forum 3: Diversity Principle - Terry Brown (FEIT - mechanical engineering)

https://www.youtube.com/watch?v=EzTCJoTrzH8&feature=youtu.be

First Year Experience Forum 4: Design Principle - Yvonne Davila and Neela Griffiths

https://www.youtube.com/watch?v=H7jlbaUxnp0&feature=youtu.be



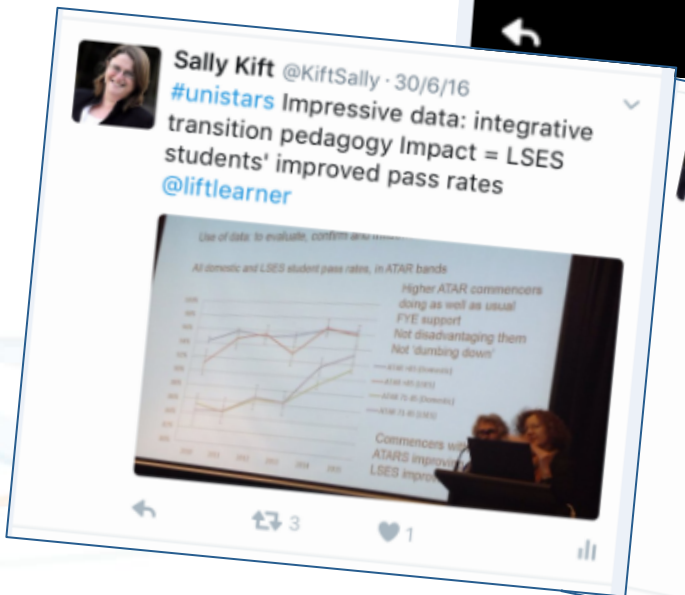
First Year Experience Forum 7: Rob Worthington and Jurgen

UTS: Mary Coupland

https://www.youtube.com/watch?v=Ii5CLhpQ-B0&feature=youtu.be

Today

- Some time to reflect - learnings
  - Transition Pedagogy
  - UTS & Transition Pedagogy
- Celebrate your transformative success in implementing 3rd Generation Transition Pedagogy
- Are we there yet? What next?
- Other horizons?
- Thank you!!!



Starting at the very (UTS) beginning

2009

JAMES COOK UNIVERSITY AUSTRALIA

Australian Learning & Teaching Fellows

QUT Queensland University of Technology

AUSTRALIAN LEARNING & TEACHING COUNCIL

2010

Transitional Education

FYE

Professor Sally Kift
ALTC Senior Fellow; ALTC Discipline Scholar: Law
QUT, Australia

Educational Professional Development Day
UTS:INSEARCH
12 November 2010

QUT Queensland University of Technology

AUSTRALIAN LEARNING & TEACHING COUNCIL

2011

Retention and Success within the Widening Participation Framework.

FYE

Professor Sally Kift
ALTC Senior Fellow
ALTC Discipline Scholar: Law
QUT, Australia

UTS Widening Participation Strategy Annual Forum
UTS
31 October 2011

QUT Queensland University of Technology

AUSTRALIAN LEARNING & TEACHING COUNCIL

2011

Transition Pedagogy: 3rd Generation FYE

FYE

Professor Sally Kift
ALTC Senior Fellow
ALTC Discipline Scholar: Law
UTS

First Year Strategy Working Group
1 November 2011

HERDSA Review of Higher Education, Vol. 2
www.herdsa.org.au/publications/journals/herdsa-review-higher-education-vol-2

http://www.herdsa.org.au/wp-content/uploads/HERDSARHE2015v02p51.pdf

A decade of Transition Pedagogy: A quantum leap in conceptualising the first year experience

Sally Kift*
James Cook University, Townsville, Australia

In is now 10 years since the term transition pedagogy (TP) entered the first year lexicon. Over the course of that decade, enormous gains have been made in how we theorise and impact our students' experiences of their determinative first year in higher education, much of it in the Australian context driven through a TP lens. This review article will examine the impact of TP on the first year experience (FYE), consider the extent of its adoption at both the disciplinary and institutional level, and seek to unpack the reasons for its validation and uptake. TP, and the six first year curriculum principles (FYCPs) that underpin its implementation, have drawn us in from the periphery of the curriculum where both students and the first generation of FYE initiatives were languishing. It focuses on what students have in common—their learning experiences mediated through curriculum—rather than problematising their diversity and difference. The distinctive features of this integrative framework are threefold: first, an intentional and foundational curriculum focus to mediate the coherence and quality of the student experience cumulatively over the student lifecycle; secondly, a whole-of-institution and whole-of-student emphasis that delivers a coordinated and integrated engagement and proactively intervenes to assure just-in-time, just-for-me support and a sense of belonging; and, thirdly, the enabling capacity of academic and professional staff working together in cross-institutional partnerships. As university learning leadership is challenged to respond to contemporary realities of finite resourcing, increased competition, dynamic change and diverse cohorts, it is suggested that TP, harnessed strategically and holistically across a whole institution, provides some longer-term answers for student learning, success and retention.

HERDSA Review of Higher Education, Vol. 2
www.herdsa.org.au/publications/journals/herdsa-review-higher-education-vol-2

http://www.herdsa.org.au/wp-content/uploads/HERDSARHE2015v02p51.pdf

A decade of Transition Pedagogy: A quantum leap in conceptualising the first year experience

Sally Kift*
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Australian Learning & Teaching Fellows

http://www.altf.org

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some longer-term answers for student learning, success and retention.

The work referred to in this review article and in the Appendix, in particular at early adopters such as QUT, University of Technology Sydney (UTS), Charles Sturt University (CSU), VU, University of Wollongong (UOW) and JCU, has been salutary and transformative. As UTS records on its First Year Experience Project Website (University of Technology, Sydney (UTS), n.d.)

> Since late 2011, 107 small grants (of up to $4000) have been awarded to academics teaching first year students or students in transition pathway subjects, in some cases in partnership with professional staff. These projects address aspects of Transition Pedagogy (Kift 2009) in curriculum design and classroom practice. Each faculty has had some highly successful outcomes through these grants, including improvements in students' confidence and sense of belonging, student success, retention, and curriculum design innovation.

(at 66-67, see also 84)

Table 1: *Staff involvement in forums and grants, and subjects and students affected*
(McKenzie & Egea, 2016, 70) https://studentsuccessjournal.org/article/view/345/322

Year	2011	2012	2013	2014	2015
Staff attending one or more forums	74	90	204	194	230
FYE Grant awarded	14	15	21	27	30
Staff participating in grants	27	26	31	50	78
Subjects in FYE grants	14	18	14	29	43
Commencing domestic UG students affected by grant outcomes-cumulative	1024	5118	5466	6825	7122
Commencing domestic UG LSES students affected by grant outcomes-cumulative	104	511	546	830	831

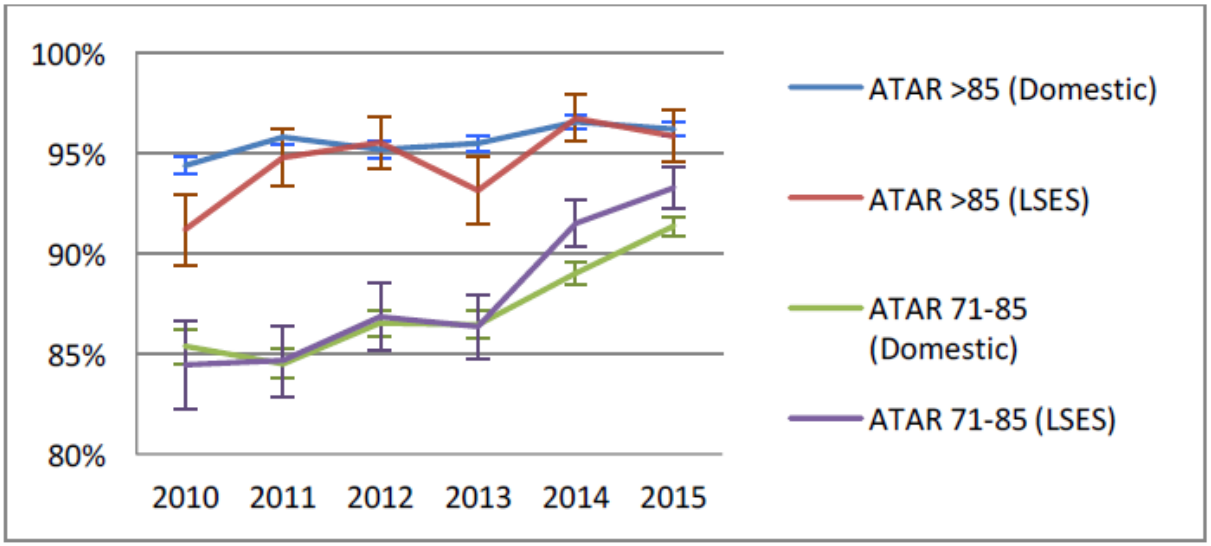


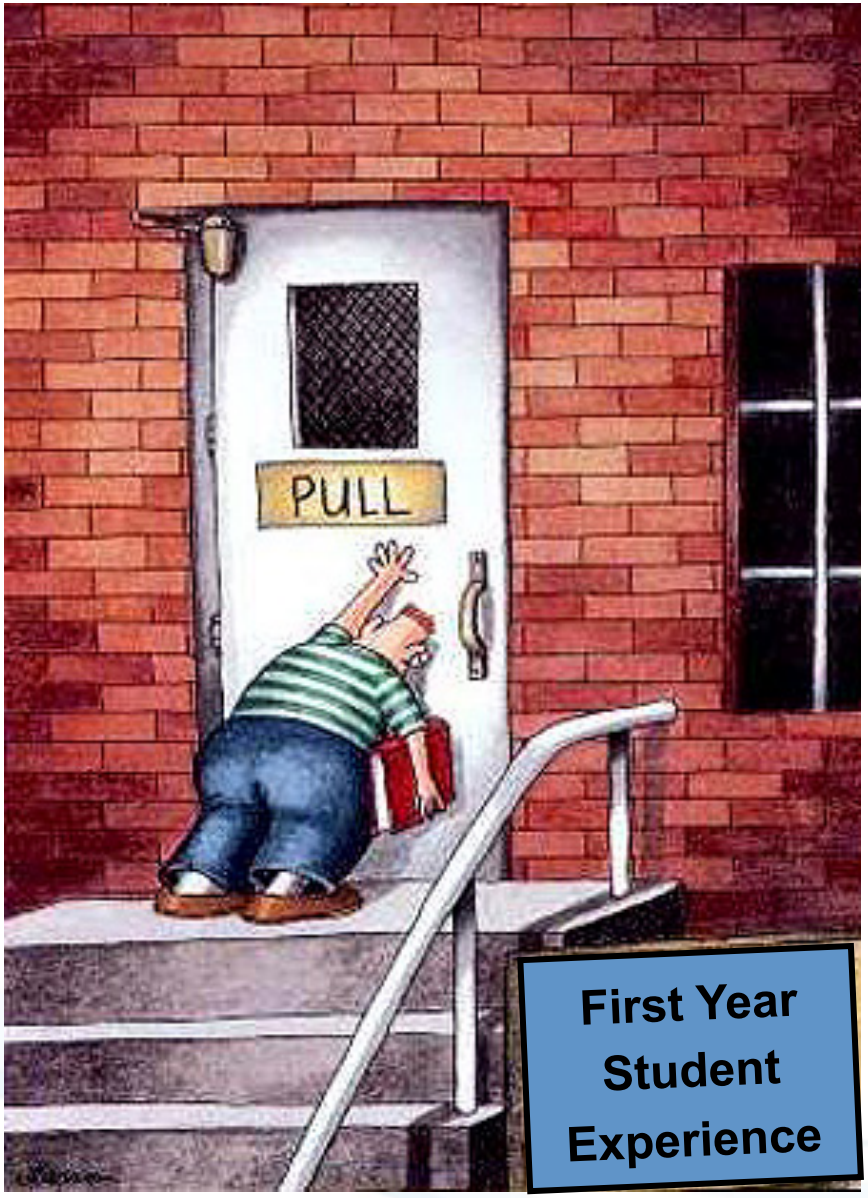
Figure 1: Pass rates for all domestic commencing and LSES students by ATAR

UTS OLT Citation Application 2016: FYE Team (at 3)

Proven Effect & Ir

Australian Learning & Teaching Fellows

Discipline (FYE Grants received)	Impact
Design (2012)	• Pass rates for LSES students improved ***from*** **94%** (2011) ***to*** **100%** (2013). • Overall pass rates remain ***above*** **96%**.
Engineering Communication: (2011, 2012, 2013, 2014, 2015)	• Introduced Engineers without borders (EWB); Teams won at state level (2012, 2013) & national level (2015). • Pass rates trended up from 2010 to 2011 and sustained, **> 94%** (all students) and **95%** (LSES students).
Biology (2011, 2012, 2013, 2014)	• Pass rates improved ***from*** **88%** (2010) ***to*** **94%** (2013) despite 38% increase in student nos. **95%** pass rates for LSES (16% cohort). • TAFE entrant pass rates improved ***from*** **64%** ***to*** **95%**
Maths (2013, 2014, 2015)	• Pass rates improved ***from*** **60%** (2013) ***to*** **90%** (2015).
Chemistry 1 (2011, 2012, 2013, 2015)	• Pass rates improved ***from*** **64%** (2011) ***to*** **82%** (2015), despite 44% increase in student nos. LSES (14% cohort) improved ***from*** **64%** (2011) ***to*** **84%** (2015) • Chemistry 2 pass rates improved ***from*** **79%** (2011) ***to*** **86%** (2015), despite 31% increase in student nos; LSES (16% cohort) improved ***from*** **68%** (2011) ***to*** **88%** (2015).
LSES overall (2010-2015)	Pass rates for all commencing LSES students increased significantly: ***from*** **85%** (2010) ***to*** **89%** (2015), despite LSES numbers increasing by 59%.



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

Australian Learning & Teaching Fellows

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

Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (Eds.). (2005). *Challenging and supporting the first-year student*. San Francisco: Jossey-Bass, p 1.

Professor Sally Kift – Part 2

https://www.youtube.com/watch?v=UiFij4sux48

Why do students leave in FY?

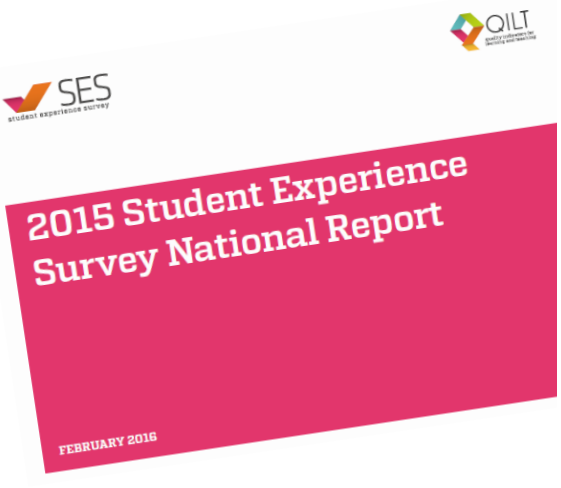
Student success: why first year at uni is a make-or-break experience

First-year university students too often feel alone and unsupported at their campus. AAP/Julian Smith

"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



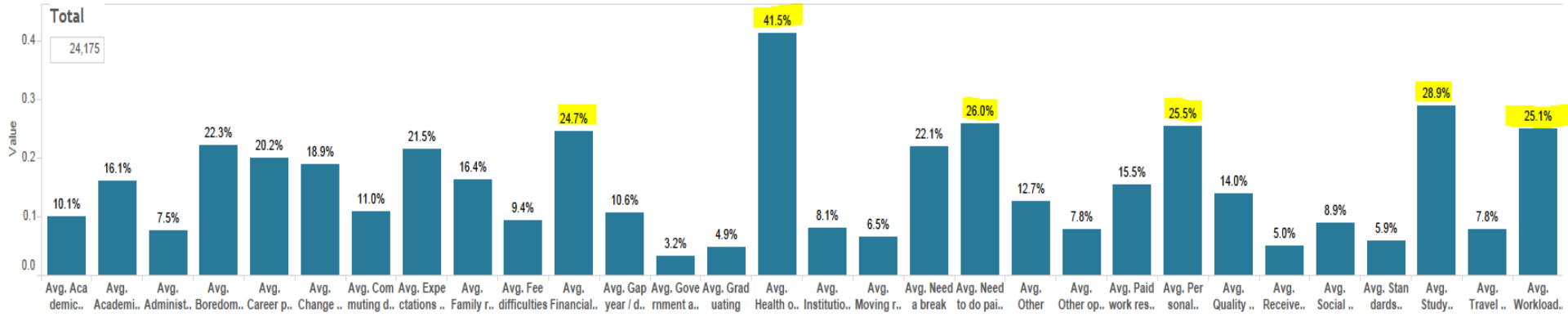
https://www.qilt.edu.au/docs/default-source/default-document-library/2015-student-experience-survey-national-report.pdf?sfvrsn=0

Table 18 – Selected reasons for considering early departure

Departure reason	Per cent considering departure – 2015	Departure reason	Per cent considering departure – 2015
Health or stress	42	Other	13
Study/life balance	29	Commuting difficulties	11
Need to do paid work	26	Gap year / deferral	10
Financial difficulties	25	Fee difficulties	10
Workload difficulties	25	Academic exchange	10
Personal reasons	25	Social reasons	9
Need a break	22	Administrative support	8
Boredom/lack of interest	22	Travel or tourism	8
Expectations not met	22	Institution reputation	8
Career prospects	20	Other opportunities	8
Change of direction	18	Standards too high	6
Family responsibilities	17	Moving residence	6
Academic support	16	Graduating	5
Paid work responsibilities	16	Received other offer	5
Quality concerns	15	Government assistance	3

Considered Leaving the Institution - UA Institutions (All) 2015

** Respondents were asked to choose all that apply



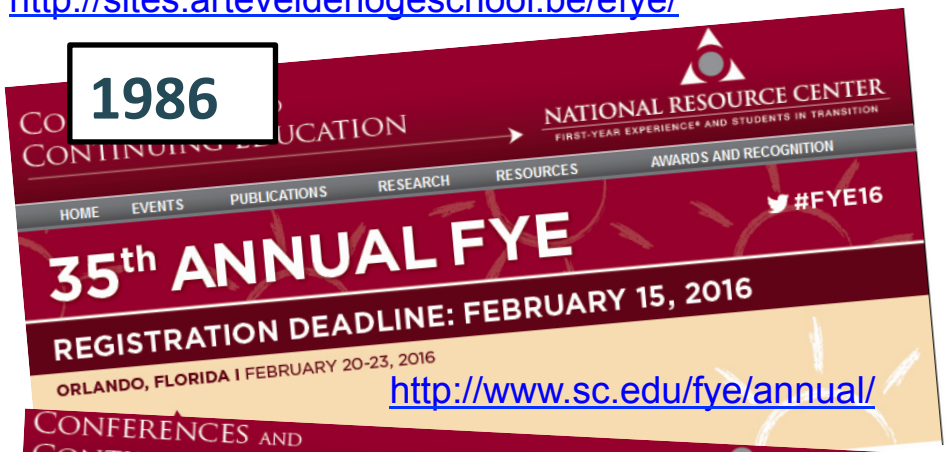
Considered Leaving Institution - All 2015

Academic excha..	Academic suppo..	Administrative s..	Boredom /lack of ..	Career prospects..	Change of direct..	Commuting diffic..	Expectations not ..	Family respons..	Fee difficulties - r..	Financial difficulti..	Gap year / deferra..	Government assi..	Graduating - rea..	Health or stress - ..	Institution reputa..	Moving residen..	Need a break - r..	Need to do paid ..	Other - reason f..	Other opportunit..	Paid work re..	Personal reasons..	Quality concerns..	Received other of..	Social reasons..	Standards too hi..	Study / life bala..	Travel or tourism ..	Workload difficu..
2,427	3,881	1,819	5,363	4,855	4,546	2,648	5,192	3,959	2,264	5,945	2,547	782	1,172	9,999	1,947	1,573	5,327	6,253	3,059	1,881	3,729	6,139	3,374	1,213	2,153	1,422	6,967	1,874	6,046

FYE: An international agenda

2005

http://sites.arteveldehogeschool.be/efye/



1986

http://www.sc.edu/fye/annual/

1993

http://sc.edu/fye/sit/

http://fyhe.com.au/

1995

http://sanrc.co.za/events-list/fye-conference-2016/

2008

STARS
STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS
2 - 5 JULY 2017
STAMFORD GRAND
ADELAIDE

Australian Learning & Teaching Fellows

http://unistars.org

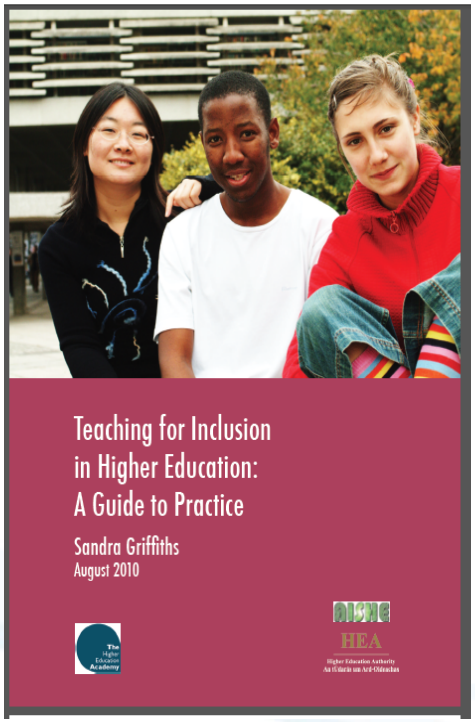
Building on decades of research into student transitions and experiences and with robust evidence of the maturity of our contemporary thinking, approaches and strategies, Students,Transitions, Achievement, Retention & Success (STARS) is the next and logical frontier for our student-focused passion. First year should start with the end in clear student sight. Students make individual and multiple transitions over the course of their student lifecycles and learning journeys – in, through and out of higher education, between sectors and via diverse pathways. Increasingly, transition pedagogy is paving the way for intentionally designed capstone experiences, while our Australian colleagues are now researching the second year slump. I look forward to sharing this next exciting phase of our own learning journey with you in the continuing pursuit of enhanced student learning, success and retention.

Professor Sally Kift, Deputy Vice-Chancellor (Academic), James Cook University & ALTC Senior Fellow

Students, Transitions, Achievement, Retention & Success (STARS)

Inclusion: An international agenda – eg

- **US: 'low income students' (eg, Tinto, Tierney); 'underserved students' (eg, Kuh)**
- **UK: Widening Participation/ Teaching for Inclusion**



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

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

NZ: Increasing educational attainment for 'Priority learners'

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

https://akoaotearoa.ac.nz/topics/term/19

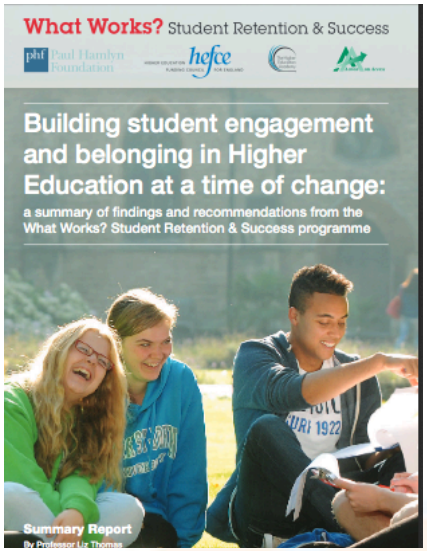
Australia: Widening Participation

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.

UK: What Works? (2012)
Student Retention & Success

- Nurture a **culture of student 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

FYE approaches (Kift, et al., 2010; Kift, 2009; Wilson, 2009; Kift, 2015)

- **1st generation FYE**
  - Siloed co-curricular – professionals on curriculum's periphery
- **2nd generation FYE**
  - Curriculum focus – recognises entering diversity and supports student learning experience via pedagogy, curriculum design & L&T practice – requires faculty & professional **partnerships**
- **3rd generation FYE**
  - 1st ***and*** 2nd generation FYE quality assured, joined-up and seamless across institution, across all its disciplines, programs & services ***via*** faculty & professional partnerships

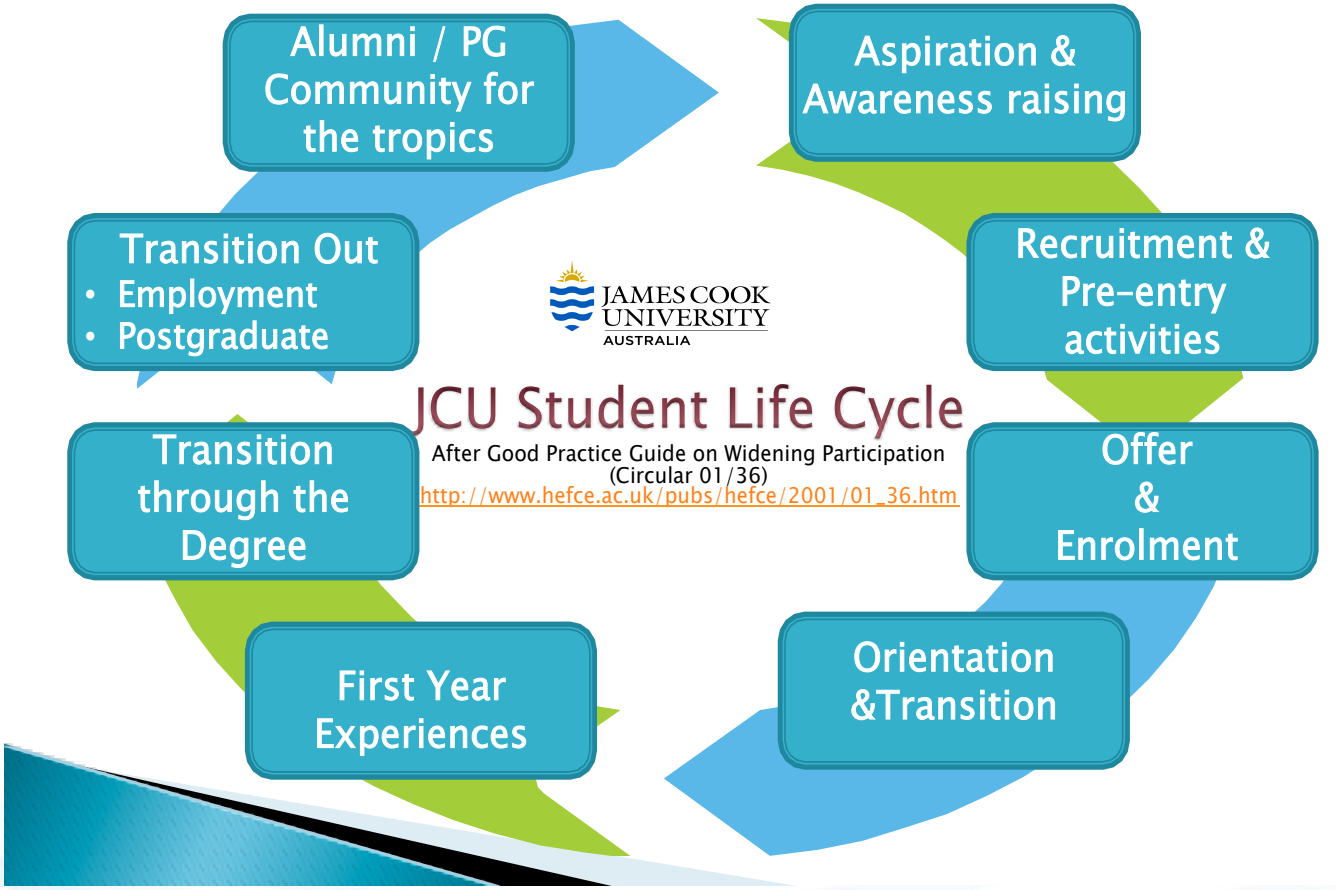
= **Transition pedagogy –**

a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts.

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

The Lessons of a Decade+ (1)

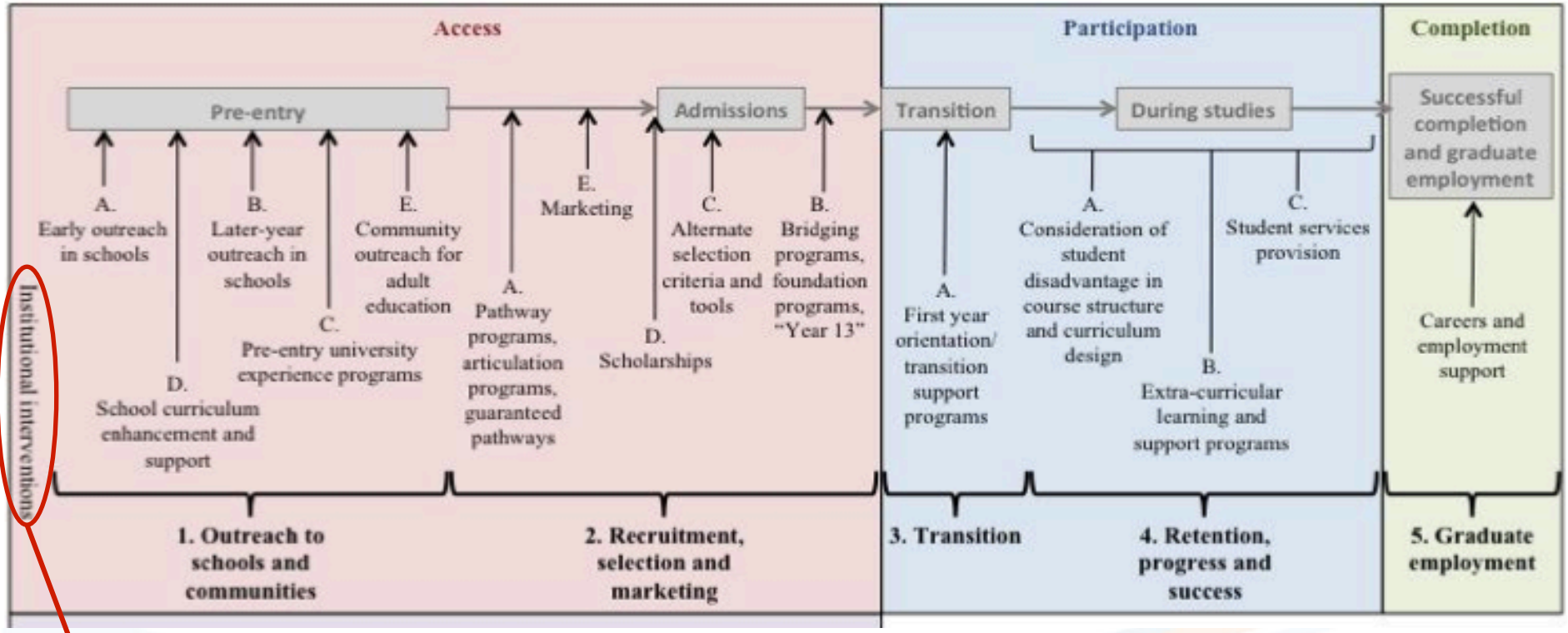
Transitions over Student Lifecycle



http://webarchive.nationalarchives.gov.uk/20100202100434/http://www.hefce.ac.uk/pubs/hefce/2001/01_36.htm

The Lessons of a Decade+ (1)

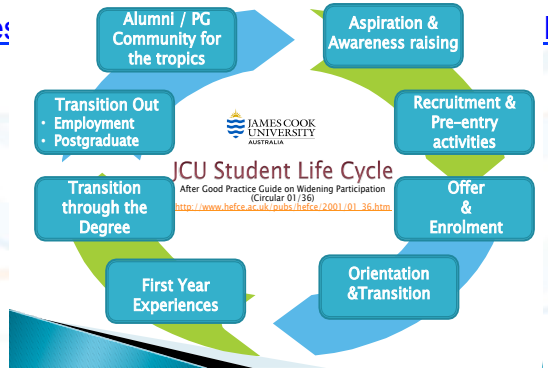
Transitions over Student Lifecycle



http://webarchive.nationalarchives

hefce.ac.uk/pubs/hefce/2001/01_36.htm

Institutional Interventions



https://www.ncsehe.edu.au/publications/critical-interventions-framework/

http://webarchive.nationalarchives.gov.uk/20100202100434/http://www.hefce.ac.uk/pubs/hefce/2001/01_36.htm

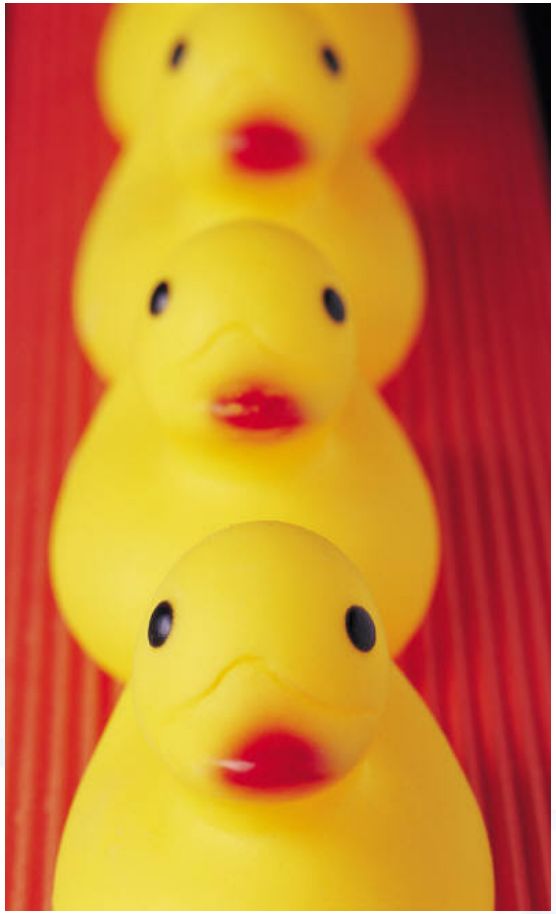
Professor Sally Kift - Part 3

Video:

https://www.youtube.com/watch?v=A7qMAFLXFic

The Lessons of a Decade+ (2)

Whole-of-institution approaches



Action on data

Good data & analysis

Focus on success

Supporting policies

Local area plans

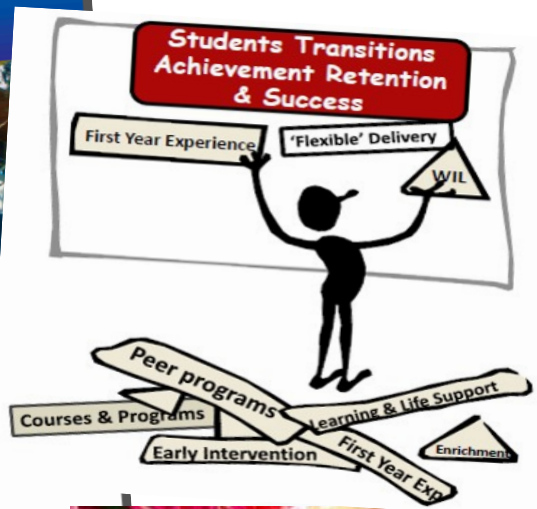
Strategic plans

FYE Vision

Whole-of-institution culture shift to get the context right

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

- ***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)



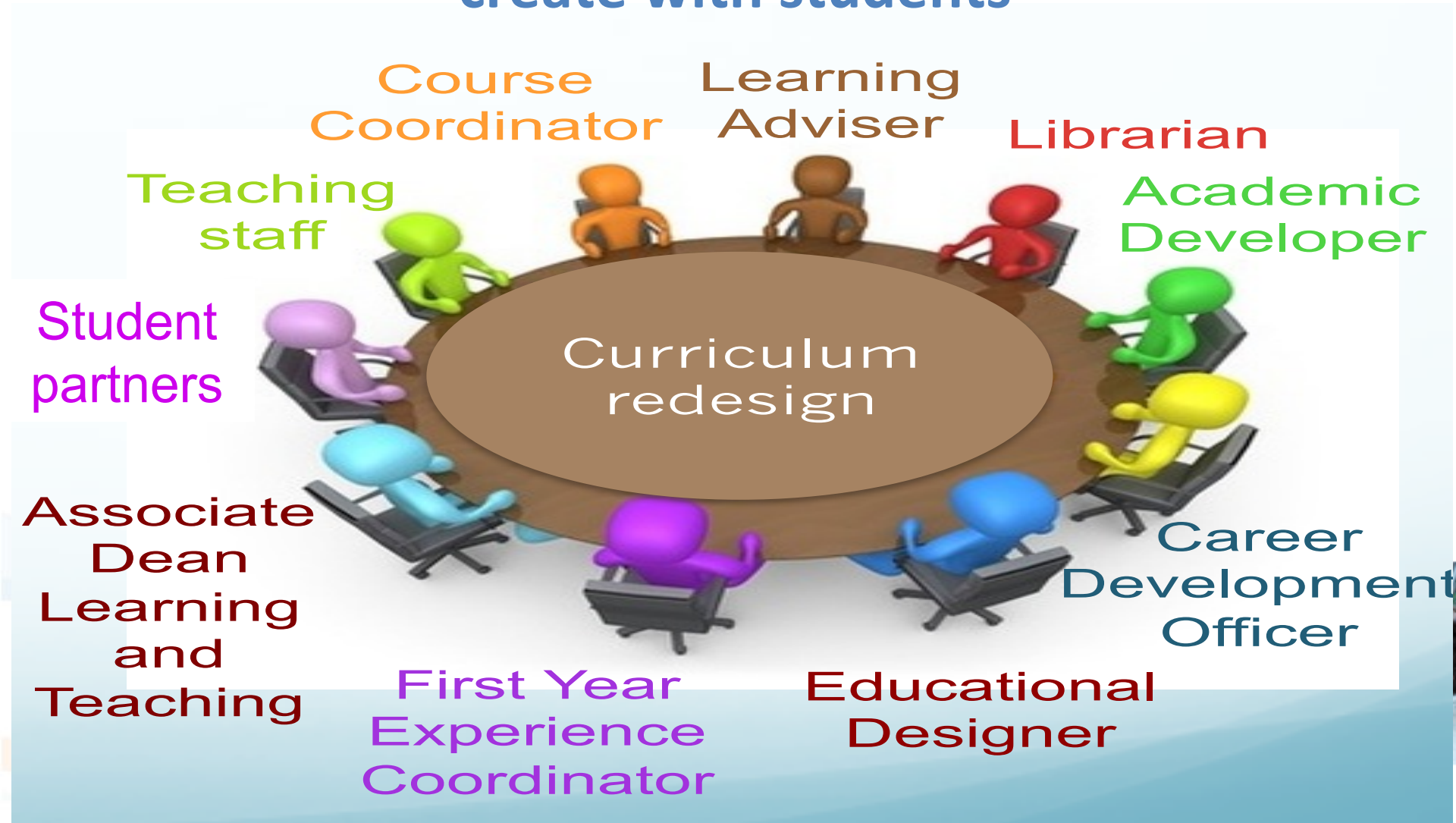
http://www.jcu.edu.au/policy/allatoh/JCU_130928.html

http://www.jcu.edu.au/policy/allatoh/JCU_114776.html

https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/first-year-experience

The Lessons of a Decade+ (3)

Academic & Profession Partnerships to co-create with students



The Lessons of a Decade+ (4)

Harness the Curriculum

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

Assure Tinto's "**educational conditions**" by harnessing **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

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

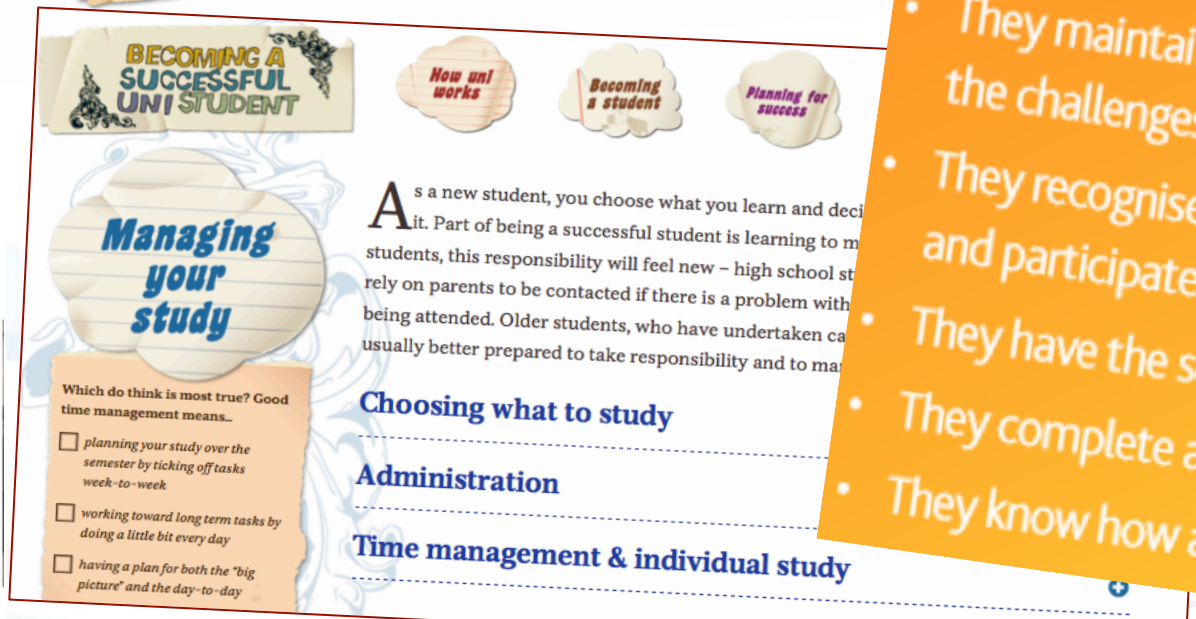
A curriculum that does serious transition and retention work!

http://transitionpedagogy.com/

1. Proactive Management of Transition

What being successful looks like…

http://www.successfulunistudent.com.au



https://www.jcu.edu.au/__data/assets/pdf_file/0010/105013/jcu_147098.pdf

What are the signs of a successful student?

- They are genuinely interested in their area of study.
- They look forward to attending lectures and tutorials
- They maintain a positive attitude, and work through the challenges.
- They recognise that university is not just about study and participate in social activities on campus.
- They have the self-discipline to prioritise study.
- They complete assignments by the due dates.
- They know how and where to find help.

Self managing, independent learners

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

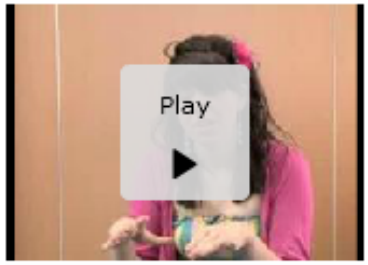
http://www.nottingham.ac.uk/studyingeffectively/studying/independent.aspx

Independent learning

Independent learning is about taking control of your work. It's about deciding what you need to know and deciding how you are going to study.

Independent Working

"So when I first arrived at university, I was expecting it not to be too different from school ..."



Being an independent learner

"Well, independent learning - it is important because ... at A level can come out of the class and you know it. At university there is so much more information ..."

Large amounts of 'self-study' time

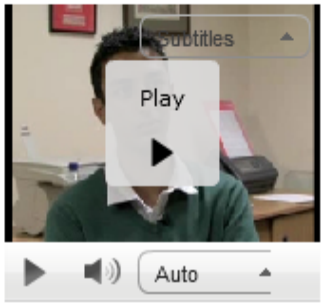
Some courses will have a significant proportion of timetabled contact hours (often Engineering, Medicine and Science degrees). However, other courses may have several periods over a week when you will not be in classes but are expected to study independently. Many students find it difficult at first to organise and motivate themselves to undertake this private study and to use this 'free time' effectively.

Differences in coming to University

"I think the biggest change for me was that once you're at university you're fending for yourself ..."

Need to be self-managing

Probably the biggest difference for you will be the need to organise yourself and motivate yourself to study - especially in unstructured', non-contact time. It will be your responsibility to implement effective time management strategies and to remind yourself of approaching deadlines. Finding ways to manage day-to-day work without someone checking if you have done things can be challenging, so use the available support and advice available to help you self-manage your workload. These pages offer a number of tips and supplement the support provided by personal tutors and central services (see People who can help).



The first year and starting at University

"In terms of your first year here at university. How's it been and how's it been different from what you'd experienced before?"

"It's been a roller-coaster really ...

Section

1. Introduction
2. The main issues: getting started
   - 2.1 What is 'independent learning'?
   - 2.2 Differences across disciplines
   - 2.3 Differences across cultures
   - 2.4 What are the challenges in encouraging more
3. Possible solutions: suggestions for action
   - 3.1 Setting the foundations for independent learning
   - 3.2 Ongoing support – evidence suggests that effecti
   - 3.3 Tools for independent learning and self-organisat
   - 3.4 Conclusions
4. Useful resources to recommend to students
5. What is the evidence?
6. Related resources

https://www.heacademy.ac.uk/sites/default/files/resources/independent_learning.pdf

2. Acknowledging & mediating Diversity

What's required for success:

"Mastery of the [tertiary] student role"...

JAMES COOK UNIVERSITY AUSTRALIA

The Learning Centr

Latest News

Download the free JCU smartp

Free workshops and short cou

PASS is underway for Semest

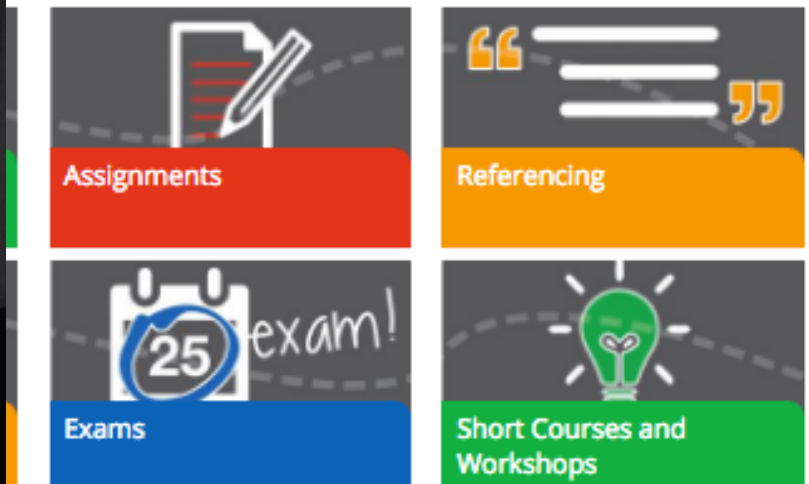
Need learning advice? Enquire now

The JCU Learning Centre offers online and face-to-face access to academic learning development. On this site you will find a wide range of self-help resources, information about workshops and how to request personalised advice. Whether you are looking for assistance with time management, mathematics, basic statistics, planning your assignment, editing your academ communication, the Learning Centre is your 'one-stop-shop' for academic learning development.

communication, the Learning Centre is your

learning development.

https://www.jcu.edu.au/students/learning-centre



JAMES COOK UNIVERSITY
AUSTRALIA

ENHANCING STUDENT WELLBEING
RESOURCES FOR UNIVERSITY EDUCATORS

HOME | ABOUT THE PROJECT | LEARNING MODULES | UNIVERSITY FRAMEWORK | NATIONAL SYMPOSIUM | REFERENCES | CONTACT US

Topics and resources in this module include:

- How curriculum design affects student wellbeing
- Start here: Curriculum design foundations
- Next steps: Incorporating wellbeing essentials
- Troubleshooting: Curriculum design
- Good practice examples: Redesigning curriculum

Enhancing Student Wellbeing

Welcome to **Enhancing Student Wellbeing** – a suite of resources to assist university educators to develop policies, curriculum and teaching and learning environments that better support student mental health. The growing prevalence and severity of mental health difficulties across student populations in higher education is an issue of significant concern for universities. This project supports sector-wide conversations, a whole-of-institution approach and pedagogical innovations that promote mental health and wellbeing, enabling all students to realise their academic potential.

http://unistudentwellbeing.edu.au/

1. STUDENT WELLBEING

Why are so many students experiencing poor mental health? Experts answer questions about the high rates of student distress and the role of universities in promoting wellbeing. **Learn More.**

2. CURRICULUM DESIGN

Can academic curricula better support mental health? Good practice principles and discipline-based case studies of curriculum design to enhance student wellbeing. **Learn More.**

3. TEACHING PRACTICE

Are your students learning effectively? Evidence-based strategies to promote student engagement and scaffold competence in a range of teaching and learning contexts. **Learn More.**

4. DIFFICULT CONVERSATIONS

Not sure what to say? Counsellors, teaching academics, and students offer insights and strategies for managing difficult conversations with students about their mental health and behaviour. **Learn More.**

5. YOUR WELLBEING

How are you managing your own wellbeing? Resources and strategies to help you maintain good mental health and to help you recognise how student distress may affect your own wellbeing. **Learn More.**

3. Intentional Curriculum Design

Coherent, Inclusive, scaffolded, relevant...

Approaches to Teaching

Universal Design • Student-Centred Learning • Inclusive Pedagogies

PRINCIPLES FOR INCLUSIVE TEACHING

1. Design intentional curriculum	I can see my world
2. Offer flexible assessment and delivery	I am in charge of my learning
3. Build a community of learners	I belong
4. Teach explicitly	I am supported
5. Develop a feedback-rich environment	I know what I have to do
6. Practise reflectively	I am valued

Support for Teaching

Strategies • Resources • Professional Development

http://mams.rmit.edu.au/r7tygoobioey.pdf

Professor Sally Kift - Part 4

https://www.youtube.com/watch?v=6bDVeE0rQcA

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 opportunities to interact with staff
5. Students are provided with appropriate learning support
6. Students are supported in their use of educational technology
7. Students are supported in their understanding of career choice
8. Students are directed to support services

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

STANDARDS ONLINE EDUCATION

http://www.onlinestandards.net/

Blended Learning @ JCU
Standards for Blended and Online Subject Design

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6. Students are supported in their use of educational technology
7. Students are supported in their understanding of career choice

Students are directed to support services

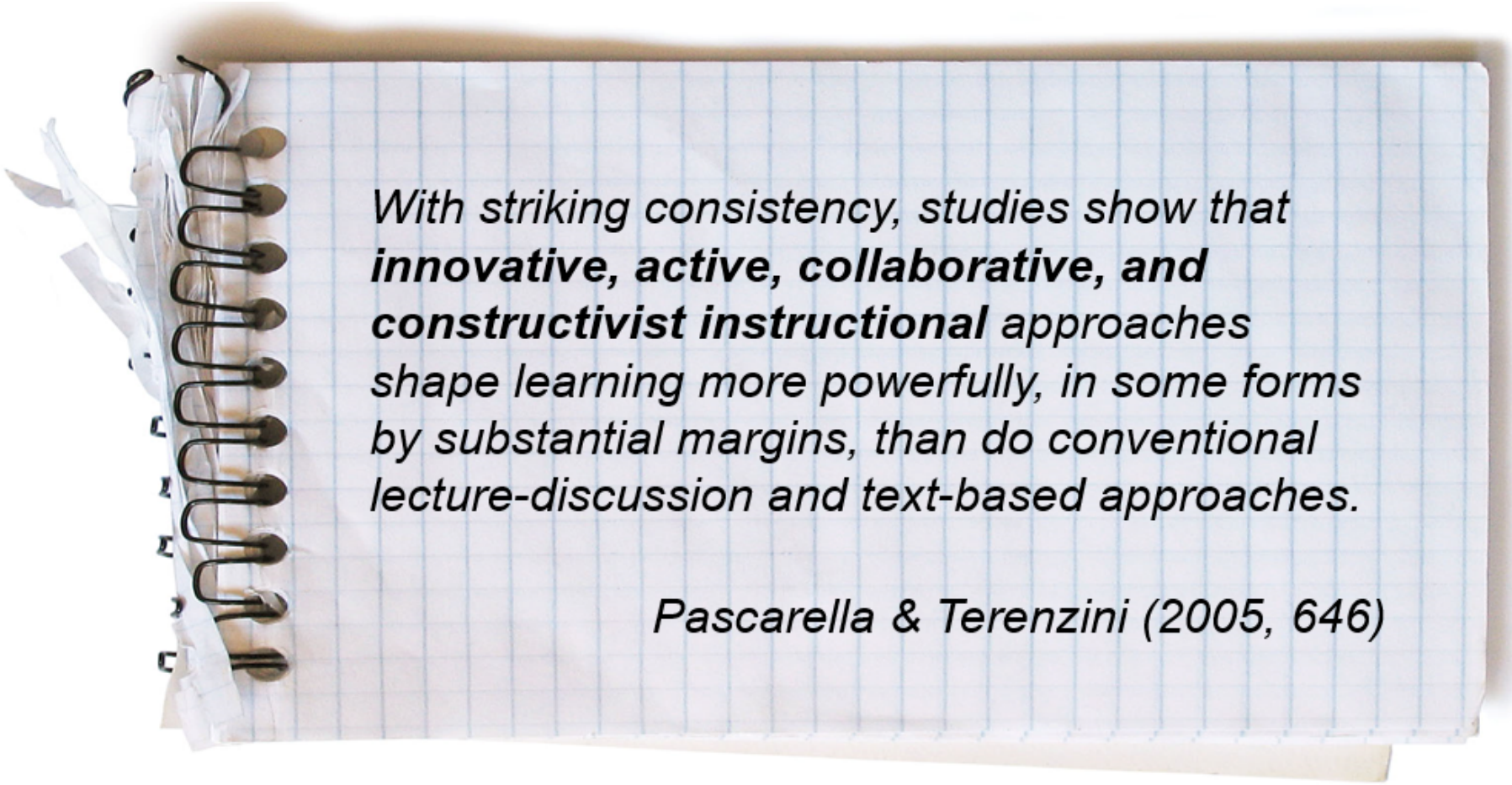
Key first year indicators

- 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 to 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

https://www.jcu.edu.au/__data/assets/pdf_file/0006/178854/JCU-Standards-for-Blended-and-Online-Subject-Design.pdf

4. Designed-in Engagement

Engaging pedagogies; peer-to-peer; student-to-staff…



JAMES COOK UNIVERSITY AUSTRALIA

Career Development Program

The JCU Career Development Program has been designed to assist you to:

- make sound course and career choices
- increase your employability and
- successfully transition into professional employment.

The program offers six streams, each with seven recommended modules. You can complete an entire stream or choose individual modules to suit your needs. The modules may also be implemented by your lecturer as part of your curriculum program.

1 University Preparation

2 Career Preparation

3 Work Placement Preparation

4 Career Management

5 Graduate Careers

6 Workplace Resilience

https://www.jcucareers.info/

University Preparation

JAMES COOK UNIVERSITY AUSTRALIA

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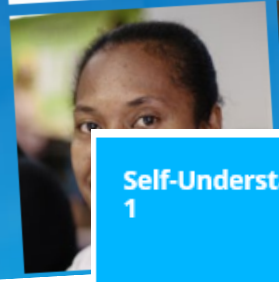
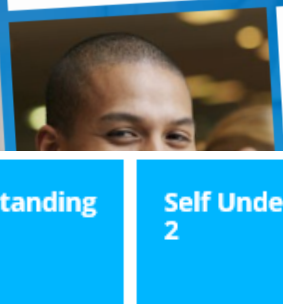
https://www.jcucareers.info/

1 University Preparation

2 Career Preparation

3 Work Placement Preparation





4 Career Management

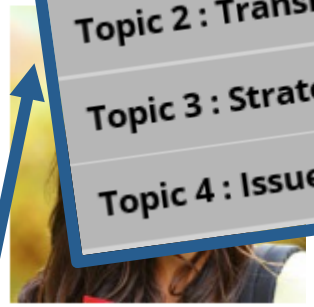
5 Graduate Careers

6 Workplace Resilience

- Topic 1 : Starting to Explore Interests and Ideas
- Topic 2 : Strategies to Explore Your Interests
- Topic 3 : Action planning
- Topic 4 : Decision-making

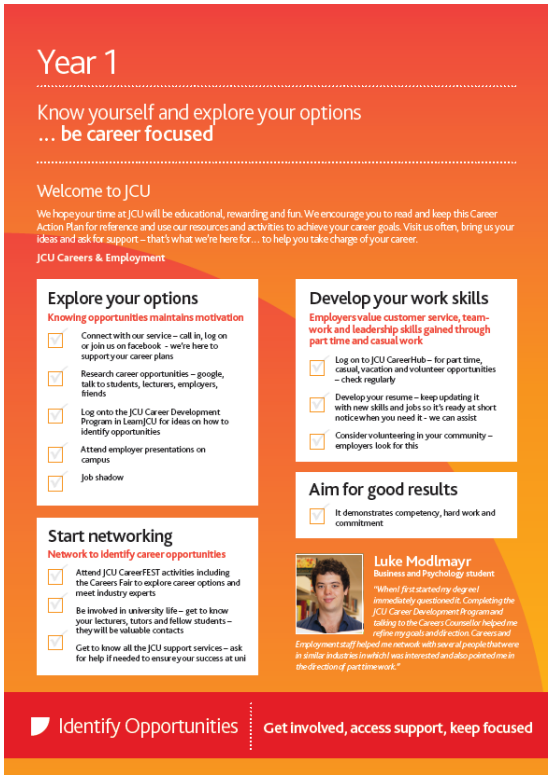
- Topic 1 : Choosing to Study
- Topic 2 : Transition
- Topic 3 : Strategies
- Topic 4 : Issues and Support

University Preparation

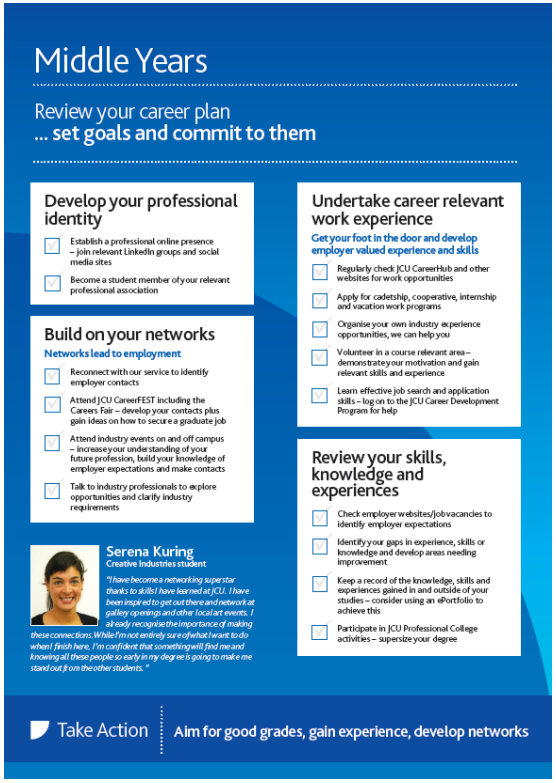
Self-Understanding 1 GO	Self Understanding 2 GO	Self-Understanding 3 GO	Course Exploration and Decision Making GO	
		Assessing Readiness for Study GO	Thriving at University GO	Managing Your Finances GO

Career Development Learning

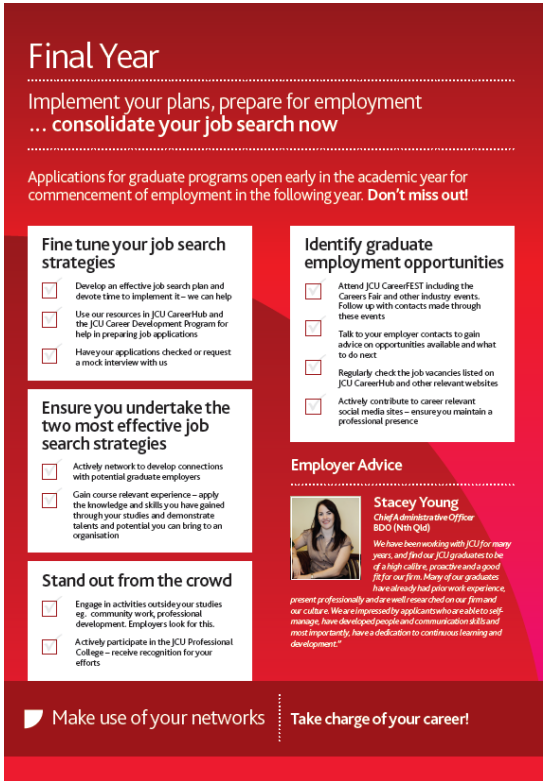
First Year:
Develop Vocational Identity and Sense of Purpose



Middle Years:
Undertake Professional Engagement and Skill Development



Final Year:
Assure Professional Transitions



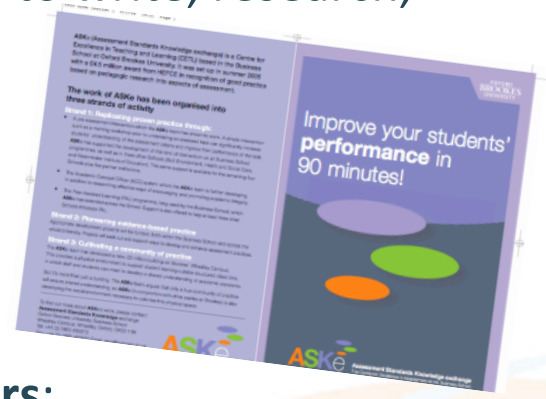
https://www.jcu.edu.au/careers-and-employment/career-action-plan

http://www.careers.qut.edu.au/student/careerbooks/FirstYearBooklet_April2015.pdf

5. Aid transition to tertiary Assessment

Clear expectations; early feedback; feedforward

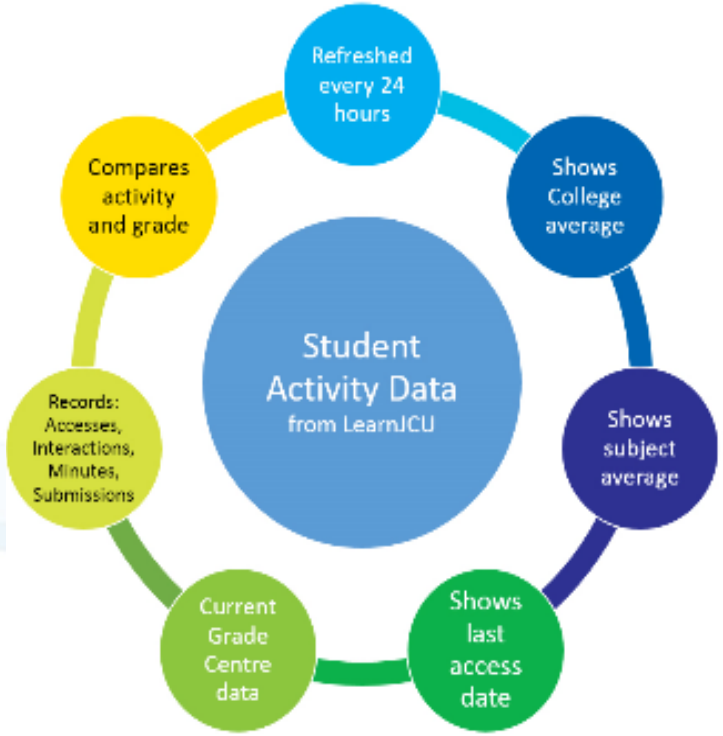
- Explanation and consistent **use of assessment verbs**; consistent **naming of assessment tasks**;
- Explicit clarification of **assessment expectations**: eg, how to write, research, orally present in different discipline genres;
- **Explicit & consistent advice & assistance** with paraphrasing expectations;
- 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://owww.brookes.ac.uk/aske/resources/index.html);
- **Assistance** with 'what **feedback** is' & how to make the best **use of it** (ASKe, 2007: http://owww.brookes.ac.uk/aske/resources/index.html)



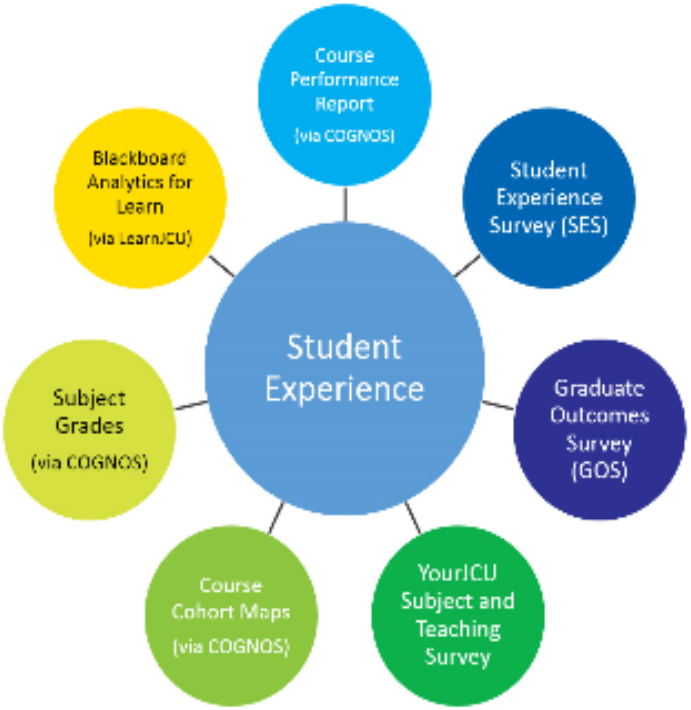
6. Evaluation (QA & QI) & Monitoring (for at-risk early departure)

Using activity data to inform teaching and learning

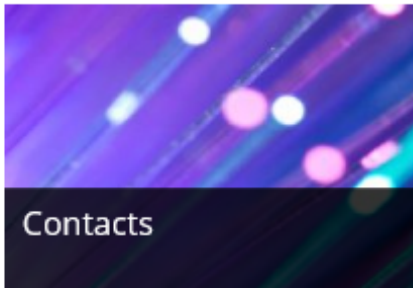
https://www.jcu.edu.au/learning-and-teaching/designing-for-learning/blended-learning/learning-analytics



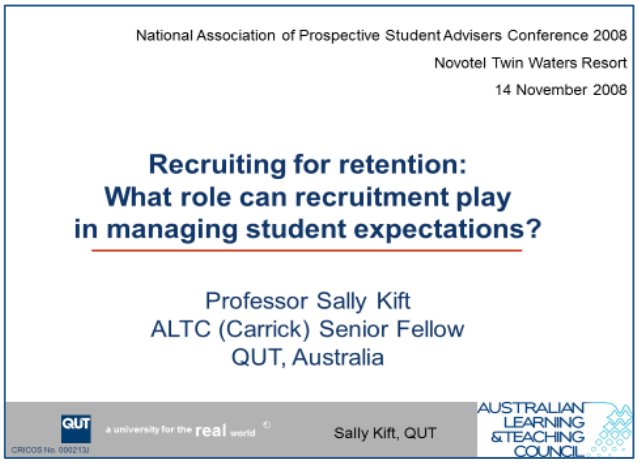
Learning Analytics data will enable you to monitor engagement.



Learning Analytics is a valuable data source in the Review Cycle.



Transition Pedagogy Applications: eg…



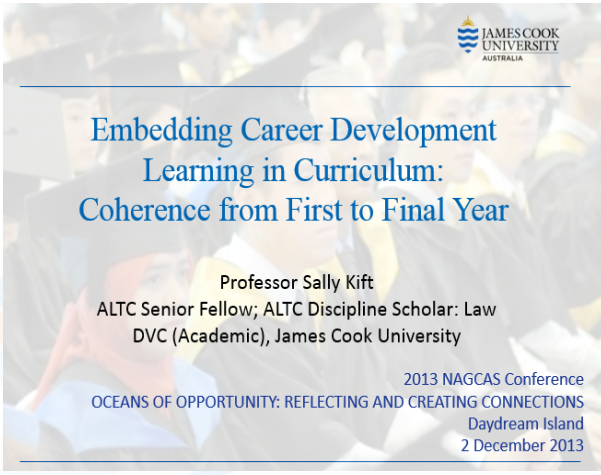
National Association of Prospective Student Advisers

National Centre for Student Equity in Higher Education

Association of Academic Language & Learning Advisors

Equity Practitioners in Higher Education Australasia

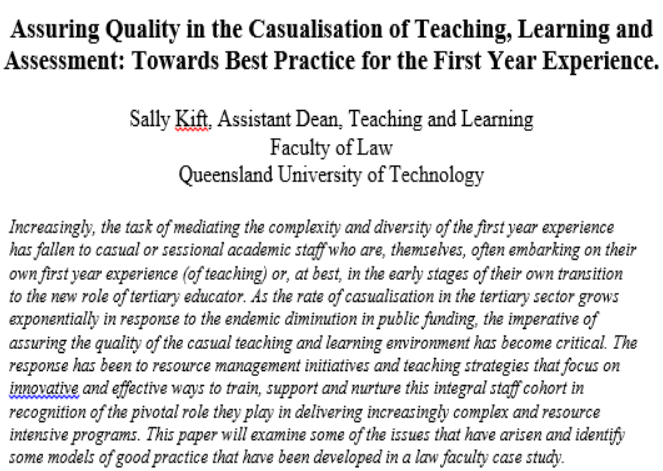
Australian Tertiary Education Network on Disability



National Association of Graduate Careers Advisory Services

Transition Pedagogy, in the context of…

School Guidance Officers

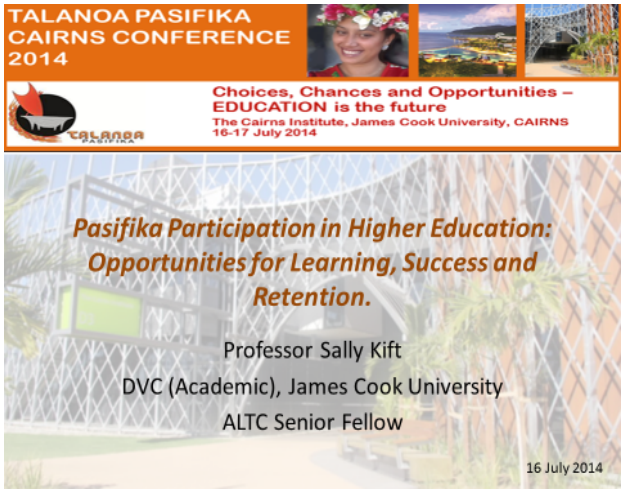


Assuring Quality in the Casualisation of Teaching, Learning and Assessment: Towards Best Practice for the First Year Experience.

Sally Kift, Assistant Dean, Teaching and Learning
Faculty of Law
Queensland University of Technology

Increasingly, the task of mediating the complexity and diversity of the first year experience has fallen to casual or sessional academic staff who are, themselves, often embarking on their own first year experience (of teaching) or, at best, in the early stages of their own transition to the new role of tertiary educator. As the rate of casualisation in the tertiary sector grows exponentially in response to the endemic diminution in public funding, the imperative of assuring the quality of the casual teaching and learning environment has become critical. The response has been to resource management initiatives and teaching strategies that focus on innovative and effective ways to train, support and nurture this integral staff cohort in recognition of the pivotal role they play in delivering increasingly complex and resource intensive programs. This paper will examine some of the issues that have arisen and identify some models of good practice that have been developed in a law faculty case study.

Sessional Staff



Pasifika Students

Enabling Students

Pathway Students

Postgraduate Students

Flourishing in a second language – FL2

The FL2 Project

Integrating Positive Psychology, Transition Pedagogy and CLIL principles in the L2 curriculum

Australian Learning & Teaching Fellows

http://www.l2flourish.org/

About FL2

The FL2 project is about:

- helping students identify resources and tools that can support their well-being;
- making learning languages more relevant and meaningful, and encourage more people to learn a new language;
- encouraging language educators to include positive psychology, transition pedagogy and CLIL as guiding principles in the design of L2 curricula.

Can learning a second language contribute to first-year university students' psychological, social and emotional well-being? This is the question that led to the Flourishing in a Second Language (FL2) project – a language curriculum for first-year university students which integrates positive psychology, transition pedagogy and Content-and-Language-Integrated Learning (CLIL) principles.

ABOUT FL2 BLOG PROJECT RESOURCES FL2 TEAM CONTACT

About the FL2 project

Can learning a second language contribute to first-year university students' psychological, social and emotional well-being? This is the question that led to the Flourishing in a Second Language (FL2) project – a language curriculum for first-year university students which integrates positive psychology, transition pedagogy and Content-and-Language-Integrated Learning (CLIL) principles.

Transition Pedagogy for Capstone/Final Year Design

In **first year**,

- Transition (in)
- Diversity (entering preparedness)
- Design (coherent)
- Engagement (staff, peers, pedagogy, career)
- Assessment (relevant, integrated, feedback)
- Evaluation & Monitoring (QA, QE, retention)

In **final year**,

- Transition (out)
- Diversity (entering & destinations)
- Design (integration & closure)
- Engagement (staff, peers, pedagogy, career, alumni)
- Assessment (...& for future learning, self & peer especially)
- Evaluation & Monitoring (...& assure program LOs)

http://transitionpedagogy.com/

https://www.qut.edu.au/law/about/learning-and-teaching/capstone-preparing-for-the-real-world

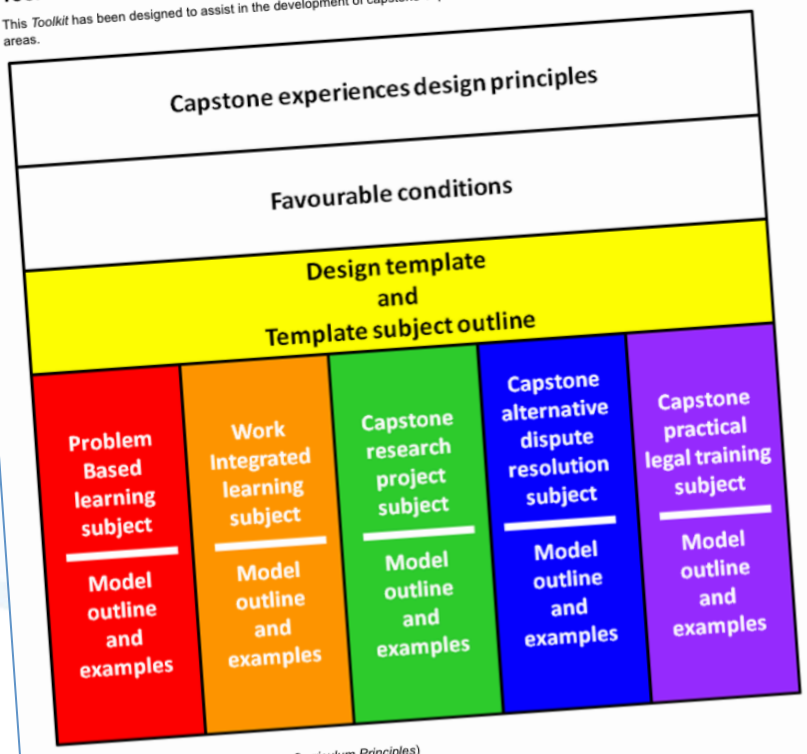
Curriculum Renewal In Legal Education: Capstone Experiences

Curriculum Renewal in Legal Education

Toolkit

Toolkit

This *Toolkit* has been designed to assist in the development of capstone experiences. While the discussion and examples provided focus on areas.



Toolkit (including Capstone Experience Curriculum Principles)

Toolkit (without Capstone Experience Curriculum Principles)

Curriculum Renewal in Legal Education

The *Curriculum Renewal in Legal Education* Project was funded by the ALTC to renew the final year curriculum of legal education. The project aims to enhance the learning experience for students in all Australian law schools through the development of capstone experiences. This was achieved through the articulation of a set of curriculum design principles and the design of five transferable models for capstone experiences, along with a Capstone Experience Toolkit. The project was designed to change the way students leave University and transition into professional practice.

What are Capstone Experiences?

The design of capstone experiences may vary significantly; different frameworks may be used (for example, a disciplinary or inter-disciplinary focus or to satisfy professional ation requirements), rationales and objectives may differ, and a variety of models utilised (for example, an integrated final year program, a single subject, a suite of or modules within several subjects).

owever, capstone experiences should provide final year students with an opportunity both to look back over their academic learning, in an effort to make sense of have accomplished, and to look forward to their professional and personal futures that build on that foundational learning.

s are typically defined as

rowning (unit/subject) or experience coming at the end of a sequence of (units/subjects) with the specific objective of integrating a body of relatively gmented knowledge into a unified whole. As a rite of passage, this (unit/subject) provides an experience through which undergraduate students both look back r their undergraduate curriculum in an effort to make sense of that experience, and look forward to a life by building on that experience.

Durel, R. J. (1993).
(The capstone course: A rite of passage. *Teaching Sociology*, 21(3), 223-225, at 223).

pstone Experiences?

o the transformative and integrative potential of capstone experiences for the learner, capstone experienc design
wing reasons -

nts in their final year face significant transition issues which are just as challenging as those facing cor
2.7% later year students in Australasia identify as having had a 'capstone experience' in their universit
ectoral focus on discipline standards and the requirement to demonstrate student acquisition of progr
bute to assurance of learning and demonstration of student achievement against core program learn
)

ogy

ject was informed and supported by national and international leadership and expertise, includ
Australian Law Students' Association) (see project team)
ject collaborating institutions were Queensland University of Technology, University of Weste
iversity of institution type (1 x ATN, 1 x Go8,1 x IRUA)
iversity of law program type (1 x undergraduate program, 1 x graduate entry program, 1 x
process involved:
itial 2 day workshop in February 2010;
ction learning cycles comprising consultation with and feedback from reference group a
pen forum (simultaneous face to face and online) 13 February 2012; and
st forum workshop 14 February 2012.

t

for this project is now available.

ement

oject and website has been provided by the Australian Government Office fo
ws expressed in this project and website do not necessarily reflect the views

iversity of Technology | The University of Western Australia

LAW CAPSTONE EXPERIENCE

Capstone Experiences Principles and Commentary

CURRICULUM RENEWAL IN LEGAL EDUCATION:
CAPSTONE EXPERIENCES IN LAW

This booklet provides a brief outline of the principles and commentary for designing capstone experiences. For more detailed information download the project Toolkit from the project website below.

This project has identified core curriculum principles necessary to design and deliver successful capstone experiences for final year students. Each of these principles has been expanded upon in a set of **'Notes on the Principles'**, which highlight the relevant research and include quotes from the project data. The **Notes** on each of the **Principles** are contained in the ***Toolkit*** available on the project website.

Sally Kift, Des Butler, Rachael Field, Judith McNamara,
Catherine Brown and Cheryl Treloar

Project website
wiki.qut.edu.au/display/capstone/Home
www.lawcapstoneexperience.com

Australian Government | Office for Learning & Teaching | The University of Western Australia | QUT | Griffith University

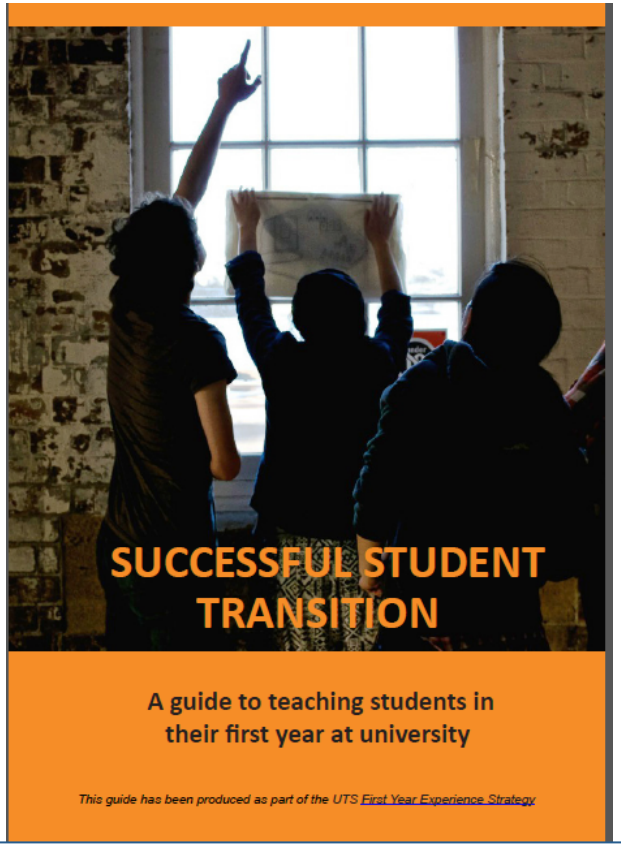
https://www.qut.edu.au/research/research-projects/captsone-experiences-in-legal-education

YOU!

YES. **YOU**!! #FabulousTP@**UTS**!

Photo courtesy of Kathy Egea

http://www.iml.uts.edu.au/pdfs/Successful_Student_Transition_guide_UTS2014.pdf



Australian Learning & Teaching Fellows

Achieving academic engagement: Supporting academics to embed first year transition pedagogies in the curriculum

Kathy Egea, Jo McKenzie, Neela Griffiths
Institute for Interactive Media and Learning
University of Technology Sydney

Abstract http://fyhe.com.au/past_papers/papers13/2E.pdf

This paper describes a small grants scheme aimed at supporting academics to embed first year (FY) transition pedagogies in the curriculum, as part of a university-wide FYE strategy. The scheme enables first year subject coordinators to apply for funding to address one or more of the six transition pedagogy principles in ways appropriate for their disciplines and students. Over three years, fifty grants have been awarded to coordinators from all faculties for projects that range from resource creation to tutor development to changes in assessment and feedback practices. The paper describes the operation of the scheme and provides an initial analysis of the successes and challenges of its first two years from the perspectives of the grant holders and the UTS FYE Coordinator. Two examples of FYE grants are used to illustrate some features of successful projects.

FYHE INTERNATIONAL JOURNAL

https://fyhejournal.com/article/view/235/257

The International Journal of the First Year in Higher Education
ISSN: 1838-2959
Volume 5, Issue 2, pp. 103-109
August 2014

An evolving approach to developing academics' understanding of transition for first year students. A Practice Report

Kathy Egea, Neela Griffiths and **Jo McKenzie**
University of Technology, Sydney, Australia

Abstract

The purpose of this paper is to describe the strategies used in the First Year Experience (FYE) Project at the University of Technology, Sydney (UTS) to engage and support academics to address student transition and diversity. The UTS FYE framework has provided a mechanism for third generation transition pedagogy which has been realised through a range of strategies including the establishment of a UTS FYE Coordinator overseeing the design and implementation of FYE Forums, the FYE small grant scheme, and supporting the First Year Transition Experience (FYTE) coordinators in faculties. These strategies have resulted in an evolving learning community in which staff have a sense of belonging and identity and their learning is situated and negotiated. The impact of this project on academics is demonstrated

McKenzie, J. & **Egea, K.H.** 2015, 'Sustaining an institutional first year experience strategy: a distributed leadership approach', *STARS Handbook and Proceedings*, Students,Transitions, Achievement, Retention & Success (STARS), Jason Thomas Events Pty Ltd, Melbourne, pp. 1-10.
View/Download from: **UTS OPUS**
View description >

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Five years of FYE: Evolution, outcomes and lessons learned from an institutional program. A Good Practice Report

Jo McKenzie and **Kathy Egea**
University of Technology Sydney, Sydney, Australia

Abstract*

The University of Technology Sydney First Year Experience program is an institution-wide, systematic approach to supporting the transition, retention and success of first year students from low socio-economic status backgrounds, within a philosophy that good practice for these students is good practice for all students. The program is based on third-generation first year practice and transition pedagogies. It includes central and faculty coordinators, small grants and learning communities enabling the development, embedding and sharing of transition practice in the curriculum. This good practice report describes the program, its evolution over five years and its impacts on academic and professional staff engagement and improving the success of students from low socio-economic status backgrounds. Lessons learned about the importance of central and local coordination, sharing practice underpinned by a scholarly framework and the use of data and strategic alignment are highlighted.

https://studentsuccessjournal.org/article/view/345/322

As the university **already had successful co-curricular student support** activities **and** an effective **PASS** scheme, the new program was designed to complement these by embedding transition pedagogy (Kift, 2009) **in the curriculum for all students**. … The aims of the group were to encourage engagement and communication among areas and to **build alignment between the new curriculum-focused approach and existing co-curricular student support strategies**—both key aspects of third generation transition practice. (at 66)

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"… the UTS FYE Strategy...is an outstanding example of good practice. The leaders and the team associated with this Strategy have embedded it institutionally as part of a broader approach to student equity and learning and teaching at UTS… The UTS FYE Project exemplifies the principles articulated in the Transition Pedagogy…[and] in my opinion is the most comprehensive and sustainable model of good FYE practice currently in action within the Australian HE sector."

Professor Karen Nelson, PVC (Students), USC

Australian Government
Department of Education and Training

AUSTRALIAN AWARDS for University Teaching

Australian Awards for University Teaching

2016 Citations for Outstanding Contributions to Student Learning

https://docs.education.gov.au/system/files/doc/other/2016_citation_recipients.pdf

UTS First Year Experience Team, Dr Kathy Egea, Associate Professor Jo McKenzie, Ms Vicki Bamford, Associate Professor Jonathan Tyler, Ms Joanne Kinniburgh, Ms Sally Inchbold, Ms Lisa Townsend, Ms Maxine Evers, Dr Yvonne Davila, Associate Professor Alison Beavis and Emeritus Professor Anthony Baker

For supporting student transition and success through engaging academic and professional staff in curriculum innovation and collaborative communities.

Professor Sally Kift – Part 5

https://www.youtube.com/watch?v=1JHHht1zB1g

Should we still be anxious?

aka – Are we there yet? What/Anything next?

- Has complete and sustainable institutional & cultural transformation been effected?
- Is there more? Are there new horizons?
- May we relax now please?

TRANSITION

(1) UG Exit pathways

INTERNATIONAL STUDIES IN WIDENING PARTICIPATION

International Studies in Widening Participation, Vol. 3 Issue 1, pp. 52-67.
ISSN 2203-8841© 2016 The Author. Published by the English Language and Foundation Studies Centre and the Centre of Excellence for Equity in Higher Education

RESEARCH ARTICLE

http://nova.newcastle.edu.au/ceehe/index.php/iswp/article/view/24

Developing multiple exit pathways within undergraduate courses[1]

Andrew Harvey* & Giovanna Szalkowicz
La Trobe University

This paper advocates an expansion of nested undergraduate courses in Australian universities, where students can exit at multiple points throughout the degree and receive formal qualification for partial course completion. Nested courses are not new in Australian higher education, and the authors examine the prevalence and type of these courses across the sector. However, the practice of nesting qualifications, and of scaffolding certifications throughout a degree, remains more prevalent at postgraduate than undergraduate level. Consequently, many students successfully complete part of a degree but receive no recognition, while others struggle to transfer between institutions. Moreover, under-represented students are disproportionately likely to withdraw from

"…under-represented students are disproportionately likely to withdraw from university, and to receive no recognition for partial successful completion. Increasing the number of formal exit pathways within undergraduate degrees may be therefore an important way of reducing attrition, promoting student mobility, and reducing inequities across the higher education sector."

(2) Alternative pathways…

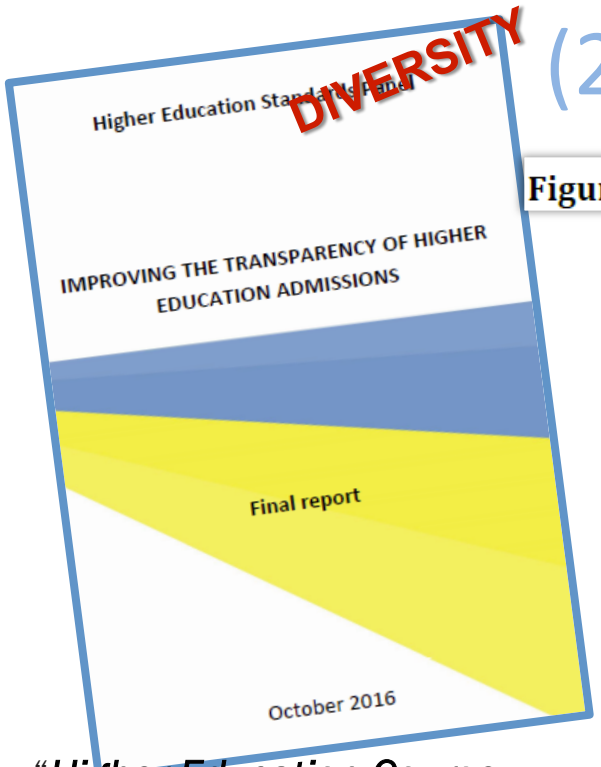
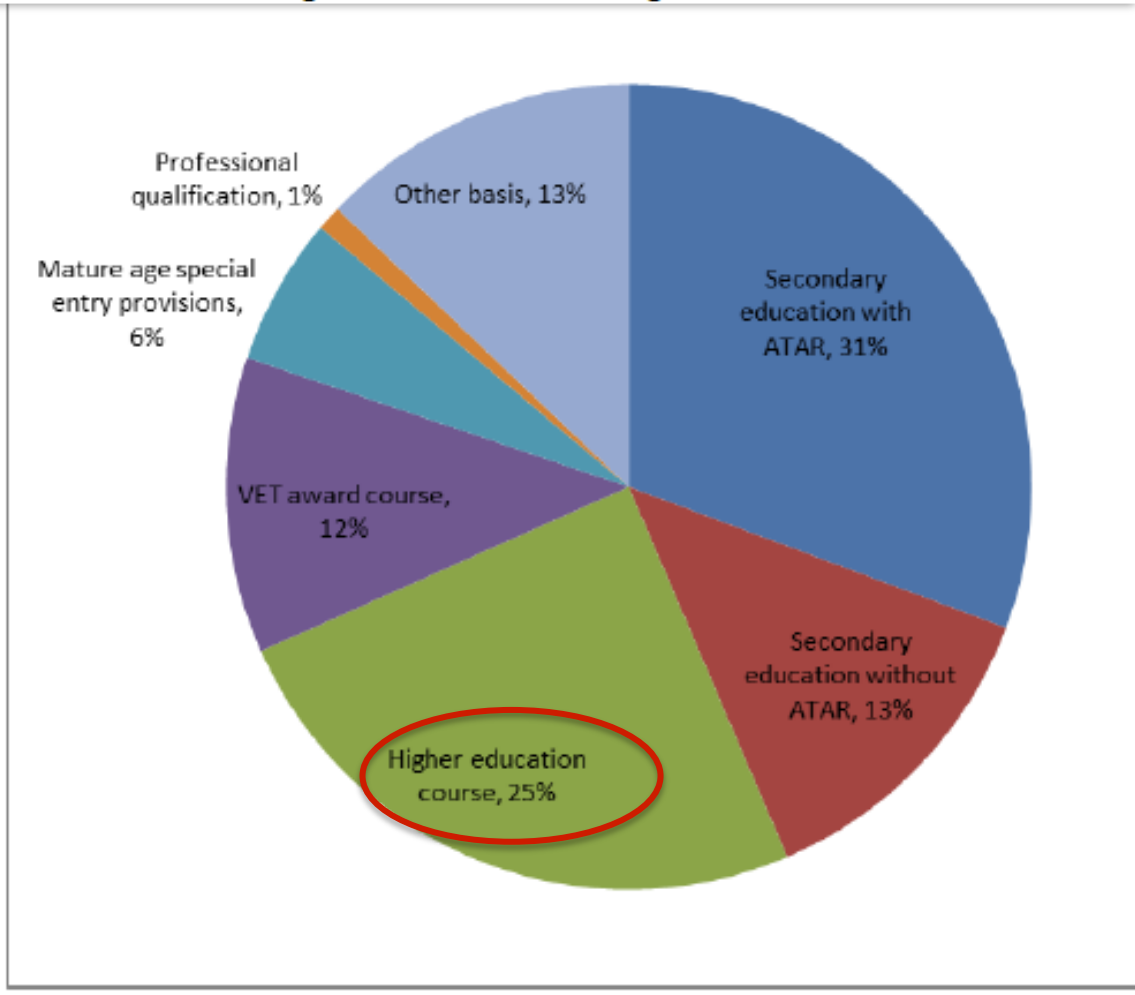


Figure 1: Basis of admission for higher education undergraduate commencements 201



Source: Department of Education and Training

"***Higher Education Course:*** *…may be award courses, non-award courses,* ***Bridging*** *for Overseas Trained Professionals or* ***enabling*** *courses. Higher education courses do not include TAFE courses. It is an Australian or overseas equivalent, complete or incomplete course.* ***These include students who attended pathway colleges that award undergraduate diplomas,*** *students switching courses or universities, or students returning for a second degree."*

https://www.education.gov.au/news/release-higher-education-standards-panel-report-improving-transparency-higher-education

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DESIGN

(3) Online FYE

Why look at online learning?

- Has a critical and growing place in widening access and participation in Higher Education for diverse student cohorts
- Students from backgrounds *historically under-represented* at university are *much more strongly represented* in online studies, particularly where lack of entry quals not a barrier (via open-access pathways, mature-age entry programs etc)
- At the start of 2015:
  - 405,697 commencing students in Australian HE
  - 54,769 (13.5%) enrolled in fully external (online) mode *

* https://docs.education.gov.au

- 46.6% of fully online domestic students completed bachelor degrees between 2005-2013; compared with national figure of 76.6% for domestic on-campus students*
- More than 1 in 5 (20.4%) did not complete their first year, compared with 6.9% first year attrition amongst on-campus students*

https://www.usq.edu.au/about-usq/about-us/social-justice/events/social-justice-symposium

*Australian Government Education & Training Report (2015)

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CRICOS Provider Code 00301J

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

NCSEHE

Curtin University

Preliminary findings: what's needed?

- Institution-wide recognition of the diversity and needs of the online student body
- Strategic whole-of-institution approach to ensure consistency and quality of online delivery and teaching standards, including tutor training and adequate resourcing
- 'Front-loading' of interventions – exploring student expectations, providing realistic understanding of what's involved, facilitating appropriate preparation, improving early engagement to reduce early departure & build sense of belonging to a learning community
- Collaboration between teaching and support, embedding support within curriculum, including help with technology
- Regular engagement contact points between students, tutors and support services, personalised and targeted along the student journey
- Vital role of "tutor presence" in building tutor-student and student-student engagement
- Learning design, curriculum and pedagogy that are engaging, supportive and specific to online delivery
- Harnessing the capacity of learning analytics to inform appropriate interventions

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*…universities **don't really care about or engage with** online students very much. In fact, I think a lot of them think external students are a burden they would rather not have to cater for.* ***(Online student)***

You can have a mechanism or a structure, but it won't be that in itself that will determine whether or not it succeeds, because there **has to be the buy-in by everybody** who's involved, and they have to **understand what**'s been done, **why and how**, so that they're bringing the students along with it.

(Online Course Coordinator, Australian metro University)

https://www.usq.edu.au/about-usq/about-us/social-justice/events/social-justice-symposium

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ENGAGEMENT

http://postgraduatestudentexperience.com/

PGSE POSTGRADUATE STUDENTEXPERIENCE

(4) Postgraduate First Year Experience

GOOD PRACTICE GUIDE PART I - SUPPORTING A QUALITY POSTGRADUATE STUDENT EXPERIENCE

RECOMMENDATIONS FOR EDUCATORS

First year experience

- Specifically plan, develop, and implement orientation activities and processes that support the diversity of postgraduate students, inclusive of online students. Details of orientation programs should be specifically communicated to postgraduate students, clearly identifying the benefits for these programs.
- Ensure that there are opportunities to access information and support for postgraduates with diverse backgrounds.
- Be cognisant of the structure and scheduling of postgraduate orientation programs to ensure students can access the information and support they need, without the distraction or annoyance of less relevant information. Only take the time required to achieve the objectives. Ensure that orientation only takes the time that is needed to achieve its objectives.
- Early in the program incorporate more sophisticated generic skills like managing uncertainty in student supports programs and clearly communicate the benefit of such skills to postgraduate students.
- Develop a communication strategy about the support programs to ensure postgraduate students are able to understand the intended value and applicability of the program to their study.

ESSENTIAL DRAFT

GOOD PRACTICE GUIDE PART I - SUPPORTING A QUALITY POSTGRADUATE STUDENT EXPERIENCE

Student support services

http://postgraduatestudentexperience.com/

- Educators and learning support staff develop collaborative ways and means to explicitly develop and/or identify support resources that are deliberately tailored to the needs of diverse postgraduate students in diverse modes of study and strategically communicated to each student group. Increasing the accessibility of existing and new support resources by tailoring the communication to diverse postgraduate students groups about the values, applications and outcomes of these resources is likely to enhance the experiences of educators and students alike.
- Specifically identify the study support requirements of your postgraduate students and plan, develop, implement appropriate support programs.
- Increase access and acceptability of support programs by developing flexible support programs that can be accessed "just in time" with respect to the individual student needs.
- Acknowledge and communicate that work-life-study balance can be a concern for postgraduate students.
- Develop flexible and accessible supports tailored to these learners who may already have significant education and life experience.

Employability

- Embed employability in the everyday postgraduate curriculum and assessment.
- Make employability and the concept of *citizen scholarship* explicit to postgraduate students.
- Design project-based work for postgraduate students.
- Actively engage with industry throughout postgraduate studies to facilitate practical experience.

CONFIDENTIAL DRAFT

ENGAGEMENT

(4) Engaging Influencers

- O'Shea & Stone: "Engaging Families to Engage Students": the important role of "***Family* Capital**" (cf Bourdieu's social & cultural capital).
  - How might we engage with the family & communities of learners in a productive & ongoing, supportive sense?

(5) Programmatic Assessment

Designing Curriculum for Transitioning Out

A programmatic view of assessment

- Assessing degree program learning outcomes
- Curriculum mapping strategies to avoid gaps and over-assessment
- Move from assessing knowledge to what students can end up doing
- Reporting by outcomes, not content or unit

SLIDE COURTESY OF PROF DAVID BOUD, DEAKIN UNIVERSITY

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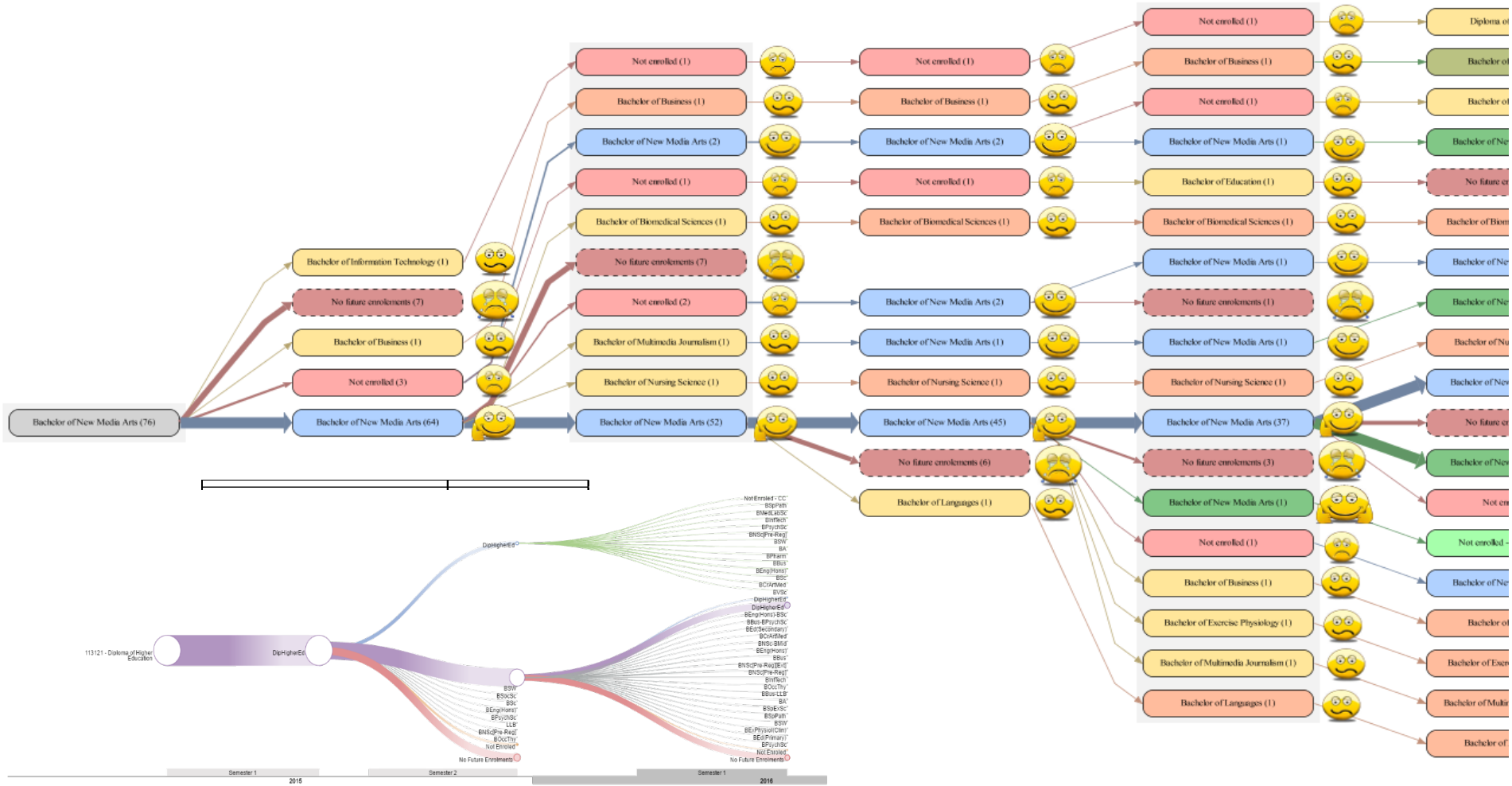
EVALUATION & MONITORING

Australian Learning & Teaching Fellows

(6) BI Cohort Tracking etc…

Data-Driven, Evidence-Base: Cohort Maps



Professor Sally Kift - Part 6

https://www.youtube.com/watch?v=VaomT82-r_Q

http://www.dassl.edu.au/

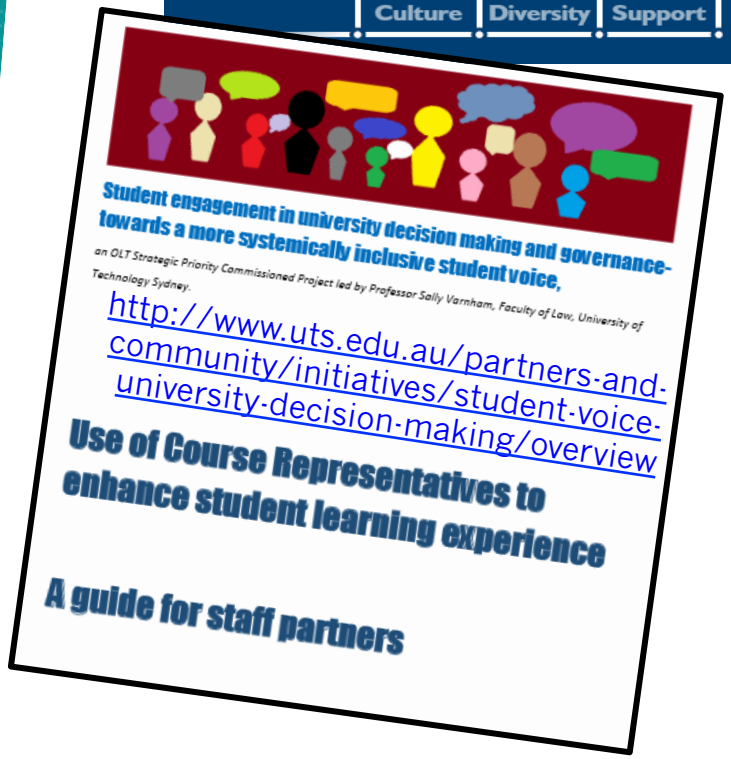
Students as Partners

http://www.sparqs.ac.uk/

Purpose of Course Representatives

Student course representatives have been used in universities in the United Kingdom and elsewhere to continuously improve the student learning experience. There is good evidence that this approach benefits both staff and students.

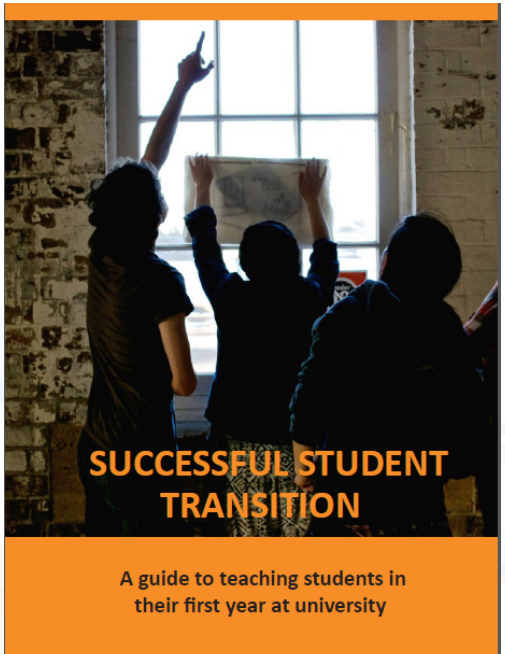
Course representatives represent their fellow classmates' views and opinions on all matters relating to learning and teaching. They provide feedback to staff and act as a communication channel between staff and students. Importantly use of course representatives allows concerns to be addressed where possible during the course. This in turn creates an opportunity for courses to enhance how they are perceived by students, to resolve concerns before subjects are evaluated by students and to increase student understanding of constraints that may limit capacity to address particular concerns.



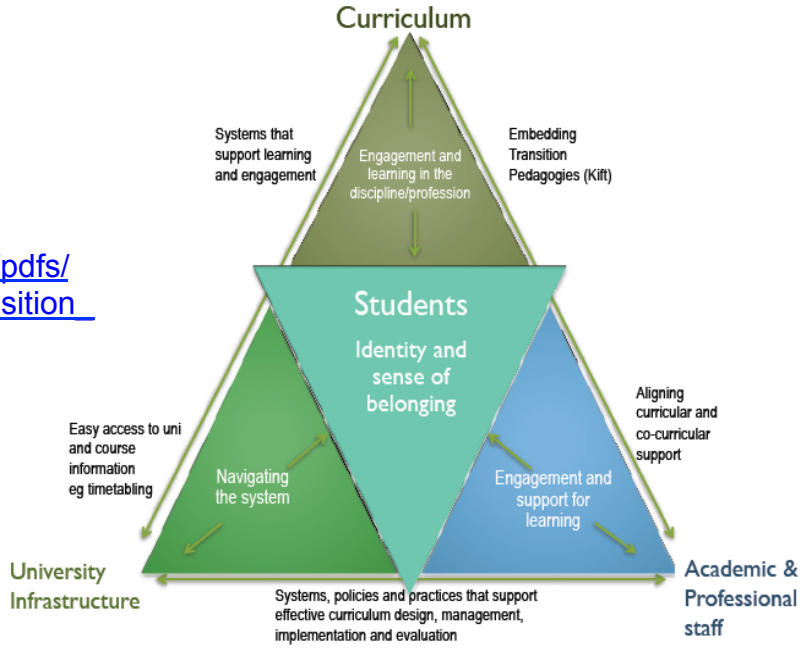
So…What have we learnt?

(McKenzie & Egea, 2016, 73-75) https://studentsuccessjournal.org/article/view/345/322

- *The importance of central and local leadership*
- *The value of sharing practice underpinned by a scholarly framework*
- *The use of data*
- *Strategic alignment and communication of success*



http://www.iml.uts.edu.au/pdfs/Successful_Student_Transition_guide_UTS2014.pdf



So…What have we learnt (con't)?

- Whole-of-institution, whole-of-student, lifecycle approaches best
  - Take care disaggregating the individual student experience
  - Intentionally mediate through curriculum
- Student centric ***or ??*** "personalised learning ***& support*** centric"
- [Facilitated] Engagement remains the Holy Grail
  - Integration *and* adaptation
- Adjectives – coherent, relevant, authentic, inclusive, responsive…
- Employability (a semi-Holy Grail)
  - FY looking forward to transition out: WIL, Capstone, ePortfolio…
- Focus on success (not deficit)
- Learning Leadership (by all)

3rd generation Transition Pedagogy has impact! Thanks UTS!!!

http://www.theaustralian.com.au/national-affairs/opinion/higher-education-ripe-for-reappraisal/story-e6frgd0x-1226557729472

The First Year Student Experience

http://travelhdwallpapers.com/wp-content/uploads/2014/05/Sydney-Harbour-Bridge-22.jpg

http://www.theaustralian.com.au/national-affairs/opinion/higher-education-ripe-for-reappraisal/story-e6frgd0x-1226557729472

The First Year Student Experience

http://travelhdwallpapers.com/wp-content/uploads/2014/05/Sydney-Harbour-Bridge-22.jpg

KEEP
CALM

You've got this!

#FabulousTP@UTS!

A Decade of Transition Pedagogy:
What have we learnt?

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Deputy Vice Chancellor (Academic)
James Cook University
Australia