

Professor Sally Kift – Part 1

Video link:

[https://www.youtube.com/watch?
v=XnNYOs2VE_8](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**

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 Pedagogy - Jo Kinniburgh

<https://www.youtube.com/watch?v=GL3FyIUCV2M&feature=youtu.be>



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

<https://www.youtube.com/watch?v=Uaw826YGcb8&feature=youtu.be>



First Year Experience Forum 5: Engagement Principle - Vicki Bamford (FASS) - engagement principle

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



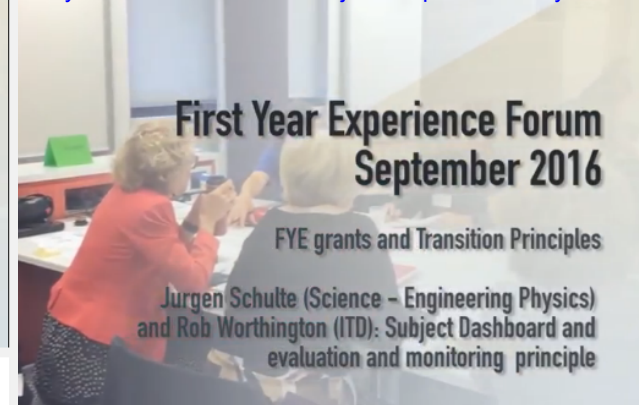
First Year Experience Forum 3: Diversity Principle - Terry Brown (FEIT - mechanical engineering)

<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>

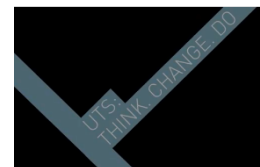


First Year Experience Forum 7: Rob Worthington and Jurgen



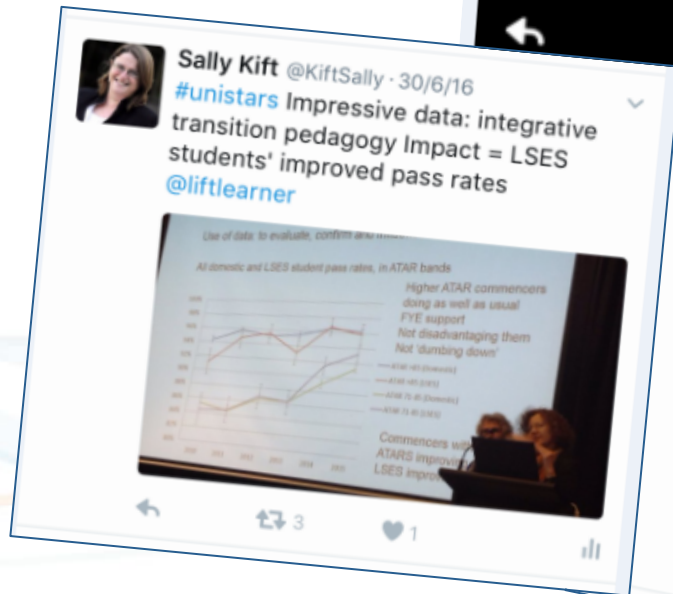
UTS: Mary Coupland

<https://www.youtube.com/watch?v=li5CLhpQ-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

University of Technology Sydney
Steering Committee
3 April 2009

2009

Enhancing the First Year Experience: An Institutional Approach.

Professor Sally Kift
ALTC Senior Fellow
QUT, Australia



a university for the real world

Sally Kift, QUT

AUSTRALIAN
LEARNING
& TEACHING
COUNCIL

CRICOS No. 000213J



Queensland University of Technology

AUSTRALIAN
LEARNING
& TEACHING
COUNCIL

A transition pedagogy for first year curriculum design and renewal



FYE

Professor Sally Kift
ALTC Senior Fellow
QUT, Australia

University of Technology, Sydney
Presentation
2 April 2009

CRICOS No. 000213J

 Queensland University of Technology

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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


QUT028 16-02010

 Queensland University of Technology

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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


QUT028 16-02011

 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

QUT028 16-02011

<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.

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

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



<http://www.altf.org>

Sally Kift*

James Cook University, Townsville, Australia

In is now 10 years since the term transition lexicon. Over the course of that decade, we theorise and impact our students' experience in higher education, much of it in the Australian context. This review article will examine the impact of Transition Pedagogy (TP), consider the extent of its adoption at the institutional level, and seek to unpack the reasons for its success. Drawing on six first year curriculum principles (FYCPs) that have drawn us in from the periphery of the curriculum, this article examines the first generation of FYE initiatives that have been drawn out of their original form and have in common—their learning experience is designed to be rather than problematising their diversity. Three key aspects of this integrative framework are threefold: first, a curriculum focus to mediate the coherence of the curriculum cumulatively over the student lifecycle; second, a student emphasis that delivers a curriculum that proactively intervenes to assure just-in-time learning and belonging; and, thirdly, the enabling conditions for working together in cross-institutional leadership is challenged to respond to contemporary conditions of 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.

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

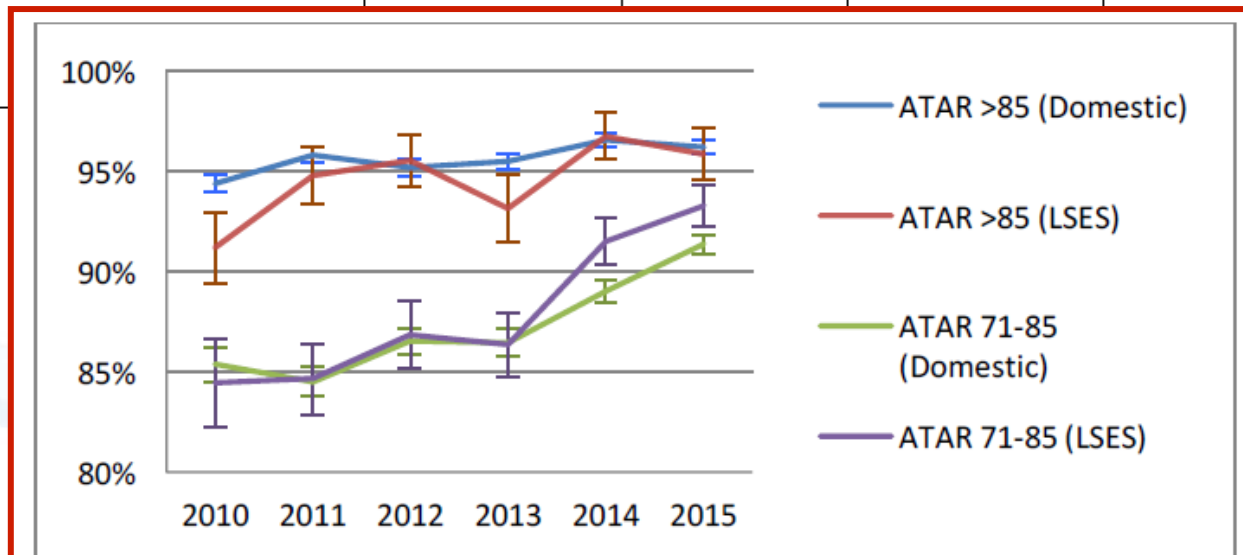


Figure 1: Pass rates for all domestic commencing and LSES students by ATAR

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

Proven Effect & Impact

Discipline (FYE Grants received)	Impact
Design (2012)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Pass rates improved from 60% (2013) to 90% (2015).
Chemistry 1 (2011, 2012, 2013, 2015)	<ul style="list-style-type: none"> • 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%.



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.

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

Professor Sally Kift – Part 2

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

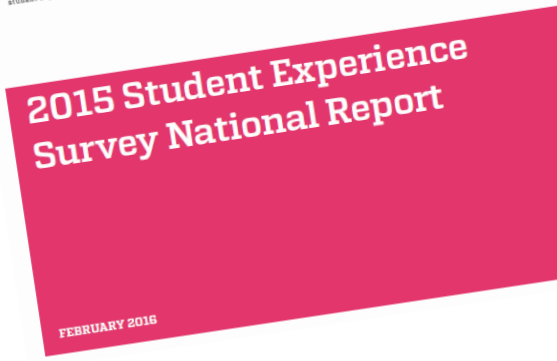


First-year university students too often feel alone and unsupported at their campus. AAP/Julian Smith

“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>



FEBRUARY 2016

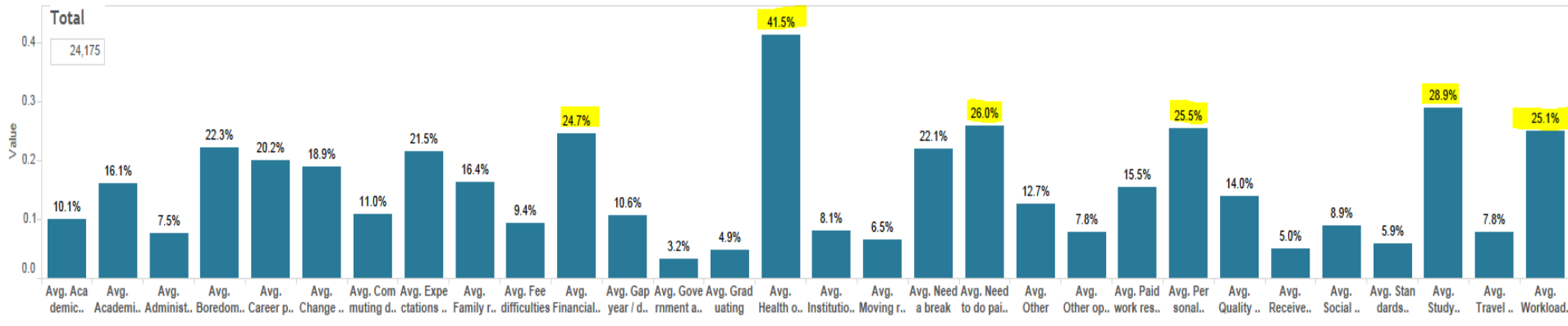
<https://www.qilt.edu.au/docs/default-source/default-document-library/2015-student-experience-survey-national-report.pdf?sfvrsn=0>

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 exchange	Academic support	Administrative	Boredom / lack of interest	Career prospects	Change of direction	Commuting difficulties	Expectations not met	Family responsibilities	Fee difficulties	Financial difficulties	Gap year / deferral	Government assistance	Graduating	Health or stress	Institution reputation	Moving residence	Need a break	Need to do paid work	Other reasons	Other opportunities	Paid work responsibilities	Personal reasons	Quality concerns	Received other offer	Social reasons	Standards too high	Study / Travel or tourism	Workload difficulties	
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

European First Year Experience 2016
4 - 6 april 2016, Ghent - Belgium

2005

 **EFYE** EUROPEAN FIRST YEAR EXPERIENCE

artevelde university college ghent
MEMBER OF GHEENT UNIVERSITY ASSOCIATION

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

1986

CONFERENCE ON CONTINUING EDUCATION

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

HOME EVENTS PUBLICATIONS RESEARCH RESOURCES AWARDS AND RECOGNITION

35th ANNUAL FYE

REGISTRATION DEADLINE: FEBRUARY 15, 2016

ORLANDO, FLORIDA | FEBRUARY 20-23, 2016

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

1993

CONFERENCE ON CONTINUING EDUCATION

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

HOME EVENTS PUBLICATIONS RESOURCES AWARDS AND RECOGNITION

23rd NATIONAL CONFERENCE ON STUDENTS IN TRANSITION

NEW ORLEANS
OCTOBER 15-17, 2016
PROPOSAL DEADLINE
JULY 15, 2016

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

FYHE 2014

1995

THE INTERNATIONAL FIRST YEAR IN HIGHER EDUCATION CONFERENCE

17TH INTERNATIONAL **FYHE** CONFERENCE 2014

6-9 JULY 2014
DARWIN CONVENTION & EXHIBITION CENTRE
DARWIN, AUSTRALIA
www.fyhe.com.au


<http://fyhe.com.au/>

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

SOUTH AFRICAN NATIONAL RESOURCE CENTRE
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

SEARCH

HOME NEWS AND EVENTS EVENTS ARCHIVES CONTACT US



SANRC FYE Conference 2016
25 - 27 May 2016

2008

A Practitioner's Perspective: Toward a Critical Understanding of FYE Practice and Strategies to Support Academic Success
Beyond



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.

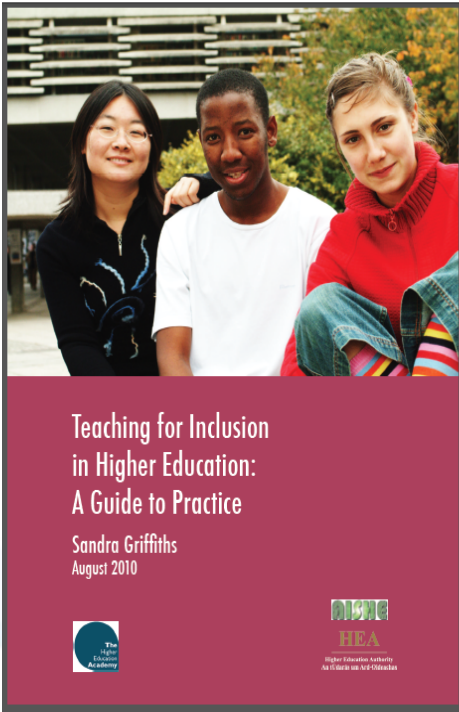
Professor Sally Kift, Deputy Vice-Chancellor (Academic), James Cook University & ALTC Senior Fellow

**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

NZ: Increasing educational attainment for ‘Priority learners’

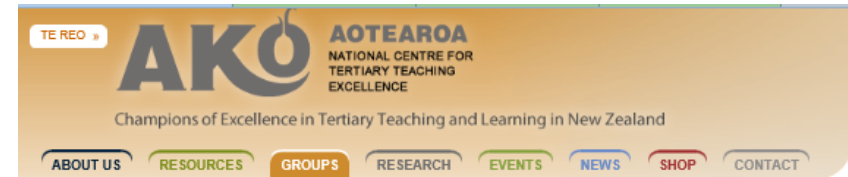


Respects “students as individuals who have different learning needs, a variety of experiences and come from diverse backgrounds”. (Griffiths, 2010, 8)

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

<http://akooteaoroa.ac.nz/priority-learners>

<https://akooteaoroa.ac.nz/topics/term/19>



YOU ARE HERE: [Home](#) > [Groups](#) > Increasing educational attainment for TES priority learners

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Increasing educational attainment for TES priority learners

During 2011 and 2012, Ako Aotearoa supported the work of the Priority Learners Educational Attainment Working Group (EAWG). This was an independent group that explored how we can better serve the needs of Priority Learners – those who are studying at the lowest levels of our education system.



The EAWG launched its final report on 5 July 2012: *Lifting Our Game: Achieving greater success for learners in foundational tertiary education*. The report discusses how our education system can better serve the needs of these learners and provides a set of recommendations for both tertiary providers and government agencies.

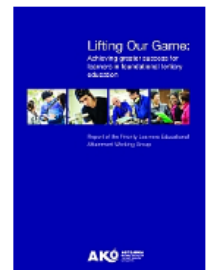
These fit into 4 broad themes:

- better, individualised advice and support for learners
- ‘real’, purposeful and personalised programmes
- improved data collection and use
- genuine transparency and accountability with a ‘joined-up’ system.

Lifting our game is not intended to provide the last word in achieving success for priority learners, but is instead a starting point for ensuring that our education system meets the needs of those who are studying at these foundational levels. The core message from this work is that we already have the tools and structures available to create success, and there are providers achieving excellent outcomes for these learners. Our key challenge is to share existing good practice across the sector.

You can download this publication as a pdf or purchase the print version from the Ako Aotearoa shop.

[Purchase the print version](#)



[Click to download the report, Lifting our game \(4.16 MB PDF\)](#)

Effective teaching and support of students from low socioeconomic status backgrounds: Resources for Australian higher education

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

- About us
- Overview of project
- Conceptual framework
- Advice for teaching staff
- Advice for students
- Advice for leaders
- Resources for professional development
- Repository of effective practice
- Resources
- Events

Australian *Indigenous Studies* Learning and Teaching Network

Improving teaching and learning practices in
Australian Indigenous tertiary studies

Denise Proud - *Through the Net*

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

Latest News

 Latest Issue of The
Australian Journal of

Events

Pedagogy, Protocols,
Positioning and Place A

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.



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

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 –**

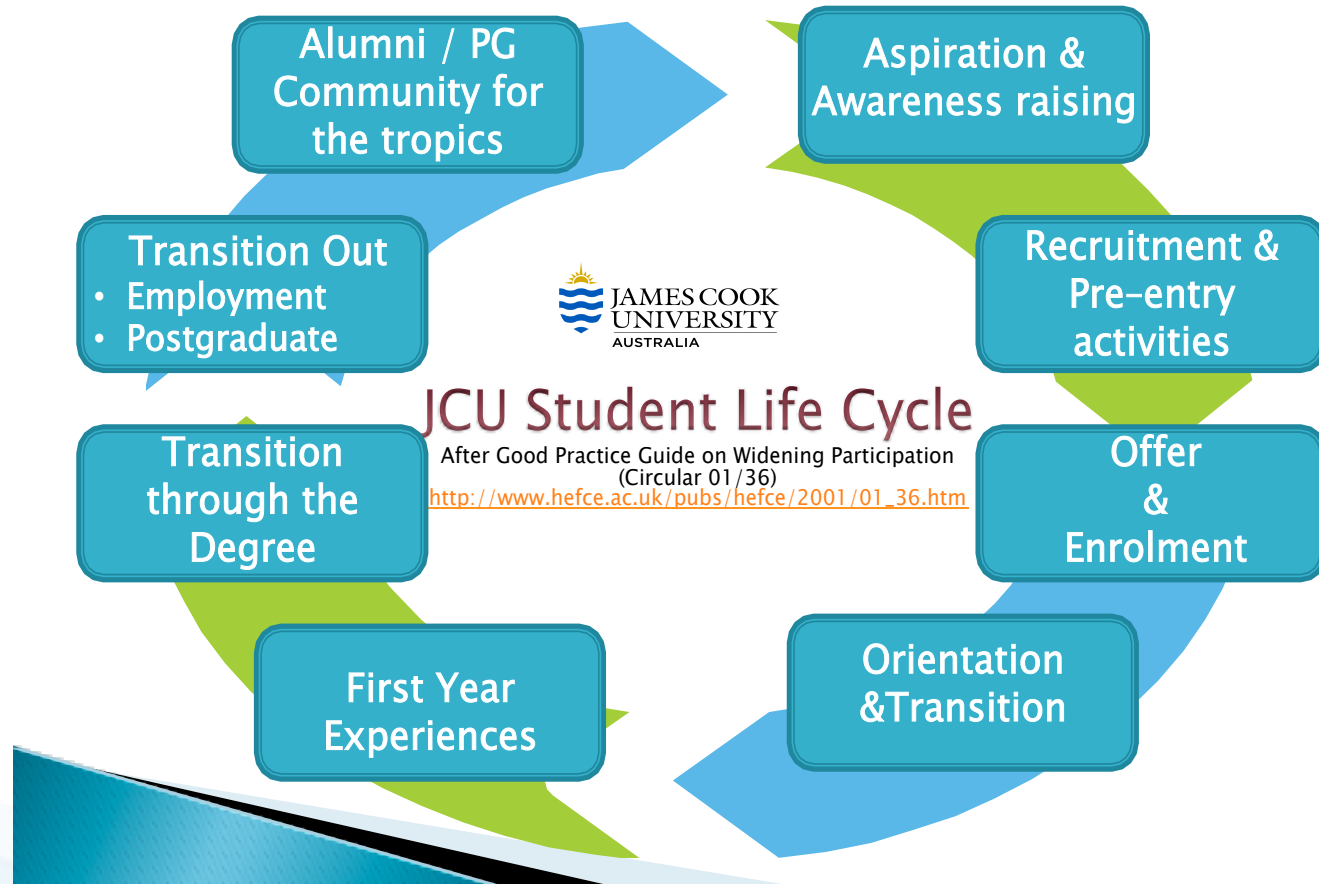
a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts.

Kift & Nelson (2005)

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

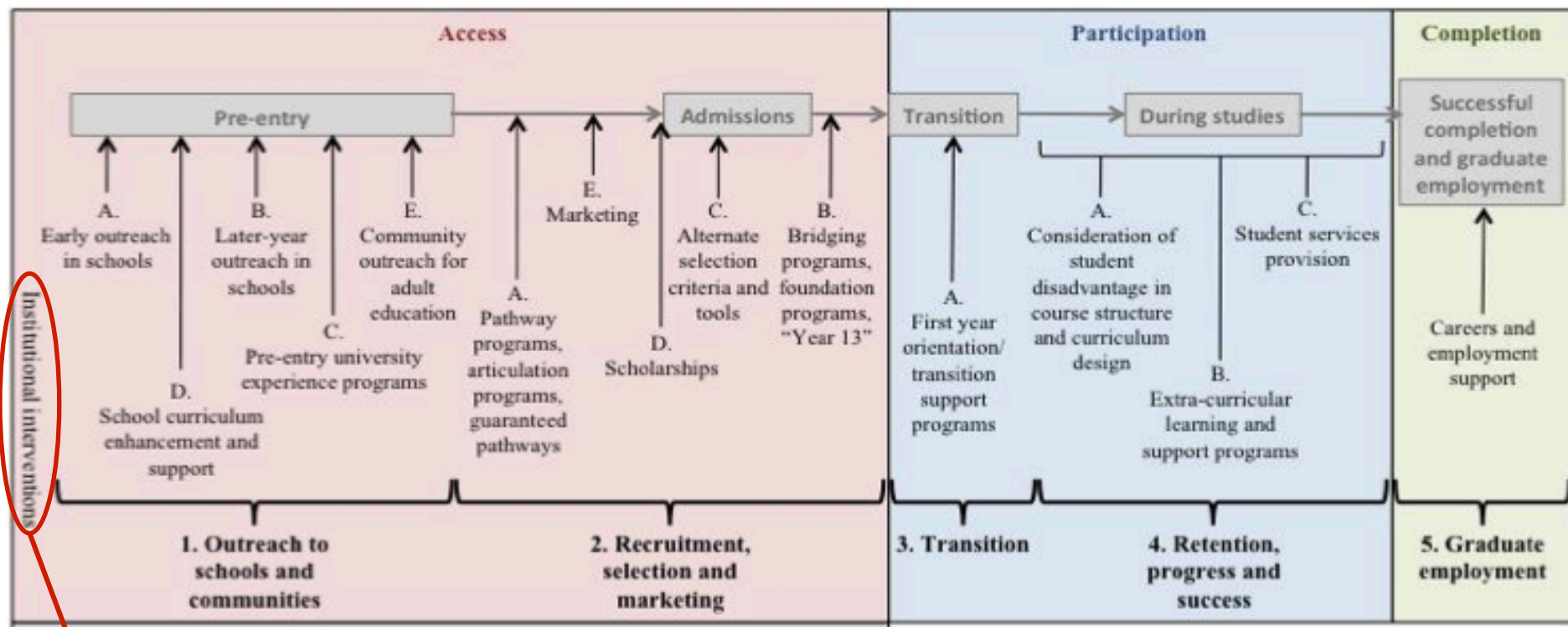
The Lessons of a Decade+ (1)

Transitions over Student Lifecycle



The Lessons of a Decade+ (1)

Transitions over Student Lifecycle

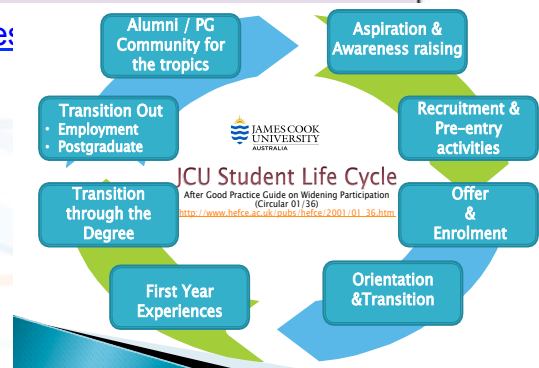


Institutional interventions

Institutional Interventions

<http://webarchive.nationalarchives.gov.uk/>

http://www.hefce.ac.uk/pubs/hefce/2001/01_36.htm



<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

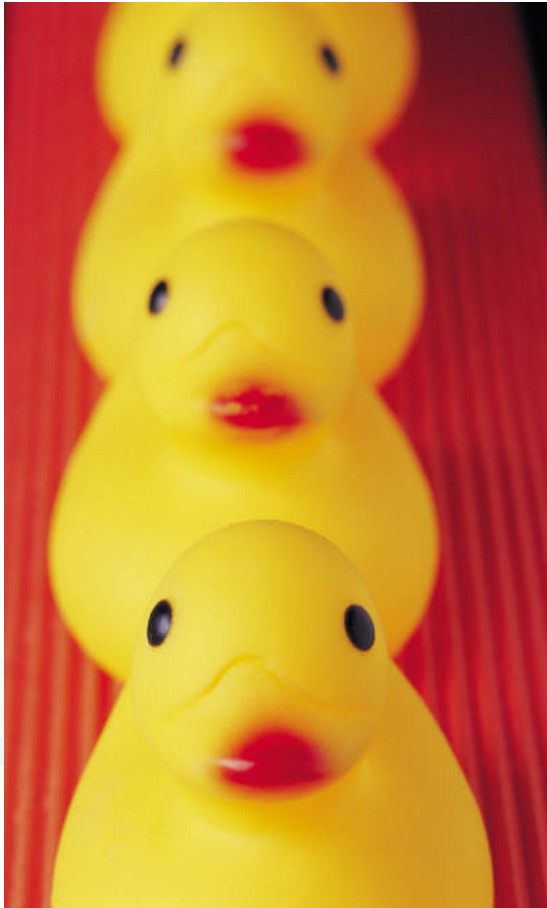
Professor Sally Kift - Part 3

Video:

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

Reward & recognition

Staff development

Promotion criteria

Probation

KPIs

R&R



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

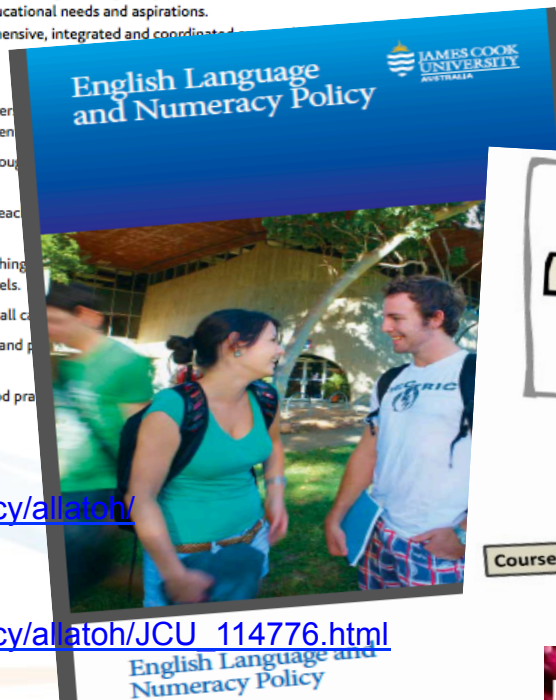
❖ **From** a deficit model of student blame **to** a focus of inclusion and success

First Year Experience and Retention Policy

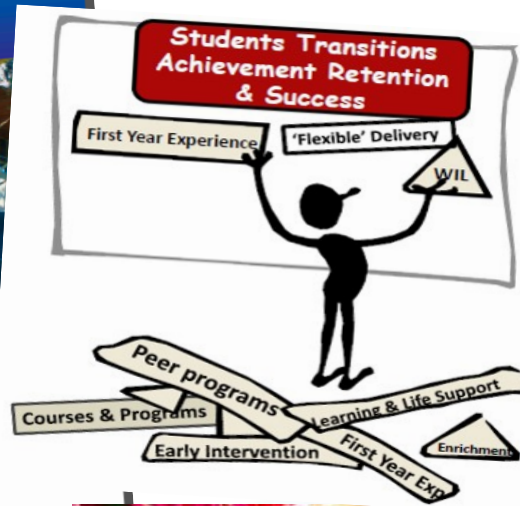
Intent

Students are at the heart of our University. JCU is committed to a whole-of-university approach in the provision of structured orientation and transition to help all commencing students adjust to study. The University recognises the significant challenges facing first year students and acknowledges their diversity and varying social and educational needs and aspirations. Through this policy JCU will provide a comprehensive, integrated and coordinated First Year Experience that:

- Is part of a coordinated, evidence-led University approach to student inclusion and success and improves the student experience.
- Develops quality first year experiences through teaching and enactment.
- Is facilitated by high quality learning and teaching through the *Teaching and Assessment Policy*.
- Provides equity of access to teachers, teaching and learning services and information channels.
- Is consistent across Schools, Faculties and all courses.
- Fosters easy and timely access to services and support, integration and support.
- Identifies, promulgates and recognises good practice to improve student retention.



❖ **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)



First year curriculum principles: Program coordinator checklist

First year curriculum principle	Checklist questions
<p>1. Transition</p> <p>The curriculum and its delivery should be designed to be consistent and exploit in assisting students' transition from their previous educational experience to the nature of learning in higher education and learning in their discipline as part of their lifelong learning. The first year curriculum should be designed to mediate and support transition as a process that occurs over time. In this way, the first year curriculum will enable successful student transition into first year, through first year, into later years and ultimately out into the world of work, professional practice and career attainment.</p>	<ul style="list-style-type: none"> • How are your cohort's orientation and transition needs coherently and relevantly mapped to crucial time periods (such as: immediately after the main offer round; during the course of first year)? • What information is provided to your students during the extent and nature of this information communicated to first year subject coordinators? • Are there any subject coordinators or other teachers in the first year this semester who are new to first year teaching and how are they to be supported? • Are students provided with the opportunity to self-assess their entry knowledge, skills and attitudes against discipline expectations (e.g. via ePortfolio)? • Is there clear and consistent communication to commencing students regarding expectations and responsibilities, including advice on how things work around here? • Is the information provision about programs, processes and procedures pre-enrolment clear, accurate, consistent, and sufficiently detailed for informed choice and effective action?

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

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

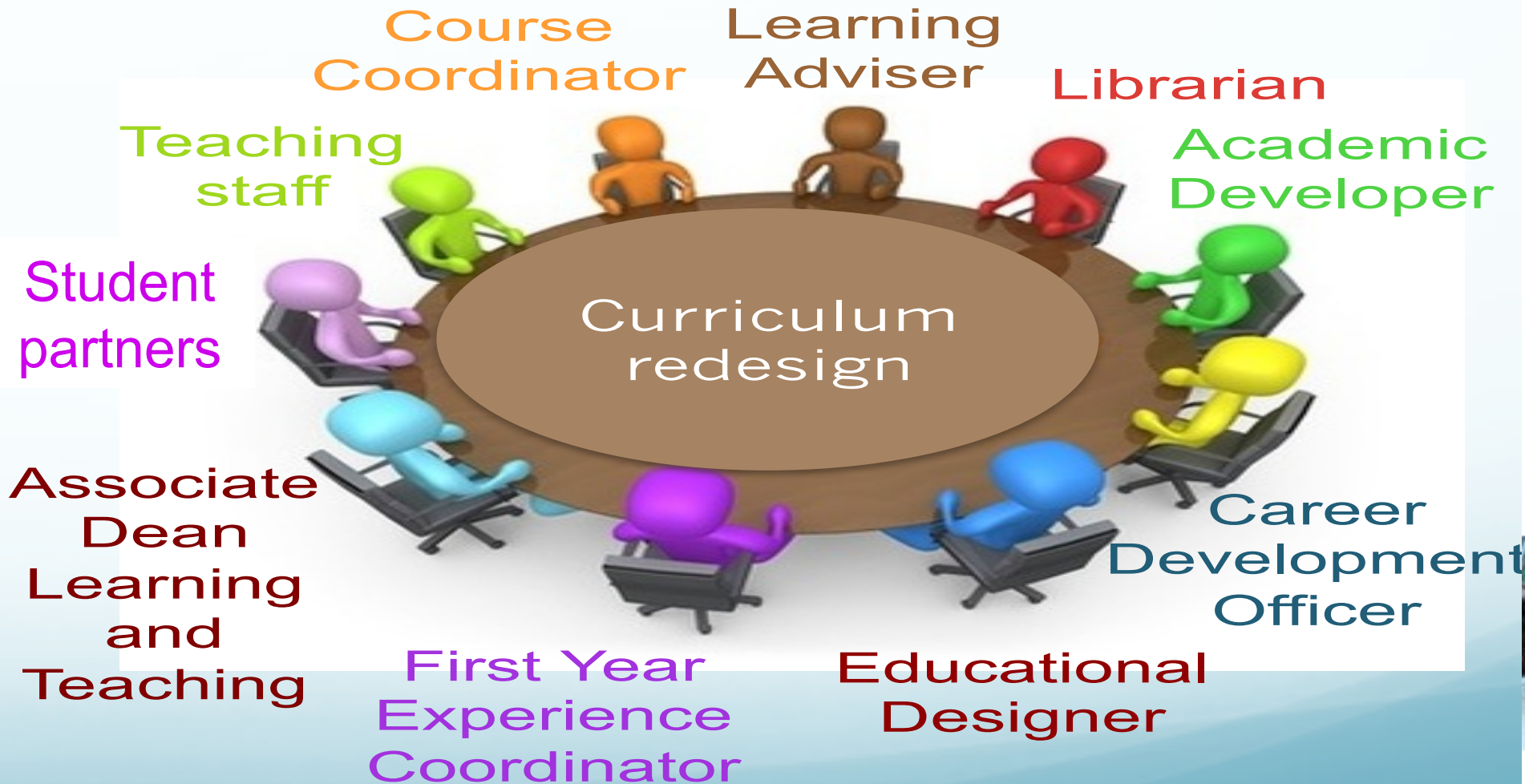
<https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/first-year-experience>

First Year Experience Coordinator Roles and Responsibilities

The Lessons of a Decade+ (3)

Academic & Profession Partnerships
create with students

to co-



The Lessons of a Decade+ (4)

Harness the Curriculum

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

Assure Tinto's "educational conditions" 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

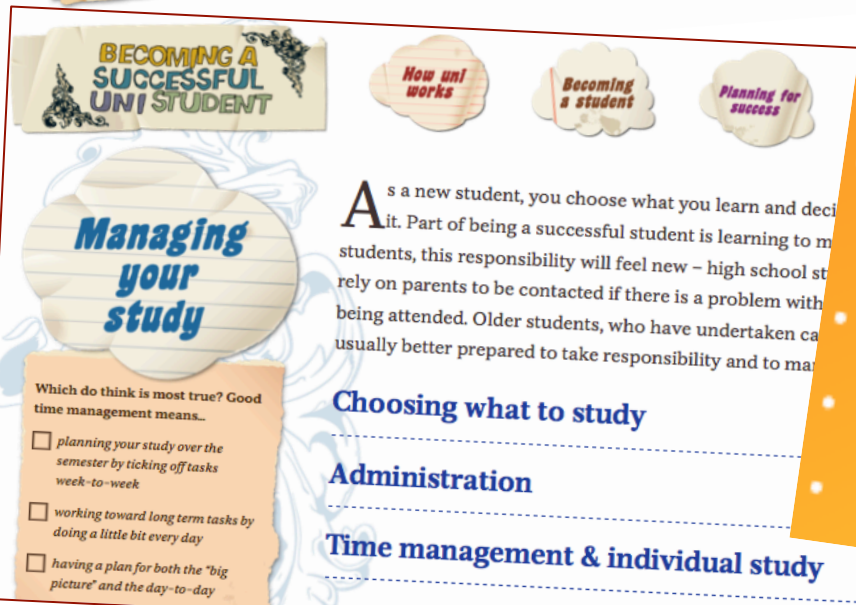


A curriculum that does serious transition and retention work!
6. Evaluation and Monitoring

1. Proactive Management of **Transition**

What being successful looks like...

<http://www.successfulunistudent.com.au>



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

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

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.



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 effective ...
 - 3.3 Tools for independent learning and self-organisation
 - 3.4 Conclusions

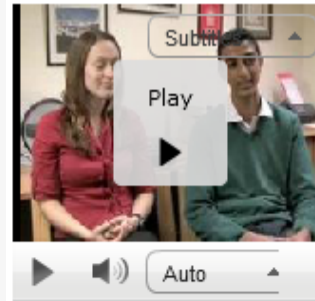
4. Useful resources to recommend to students
5. What is the evidence?

6. Related resources

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

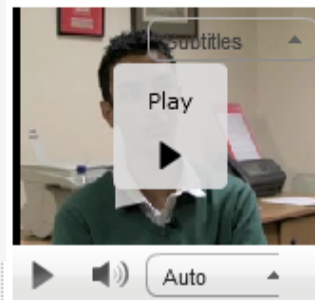


Differences in coming to University

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

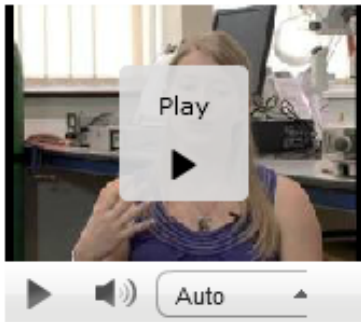
Need to be self-managing

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](#)).



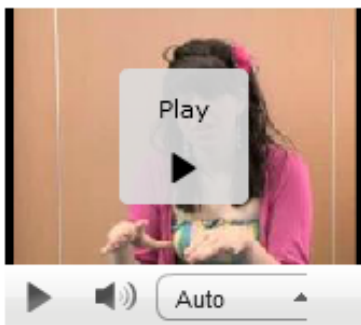
Independent learning

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 ..."

2. Acknowledging & mediating Diversity

What's required for success:

“Mastery of the [tertiary] student role” ...

The Learning Centre

Latest News

Download the free JCU smartp...

Free workshops and short cou...

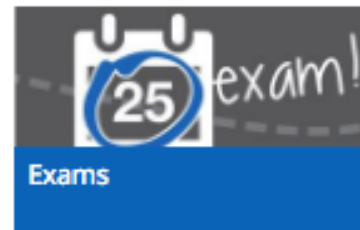
PASS is underway for Semeste...

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 academic communication, the Learning Centre is your 'one-stop-shop' for academic learning development.

communication, the Learning Centre is your 'one-stop-shop' for academic learning development.

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





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.

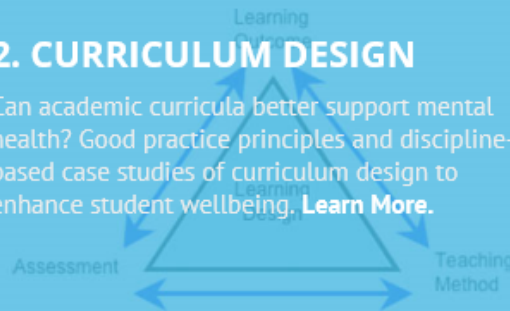
<http://unistudentwellbeing.edu.au/>

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](http://mams.rmit.edu.au/r7tygoobioey.pdf)

Professor Sally Kift - Part 4

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



Blended Learning @ JCU

Standards for Blended and Online Subject Design

1

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5

Students are provided with appropriate learning support

2

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6

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3

Students are provided with opportunities to interact with peers

7

Students are supported in their understanding of career choice

Key first year indicators

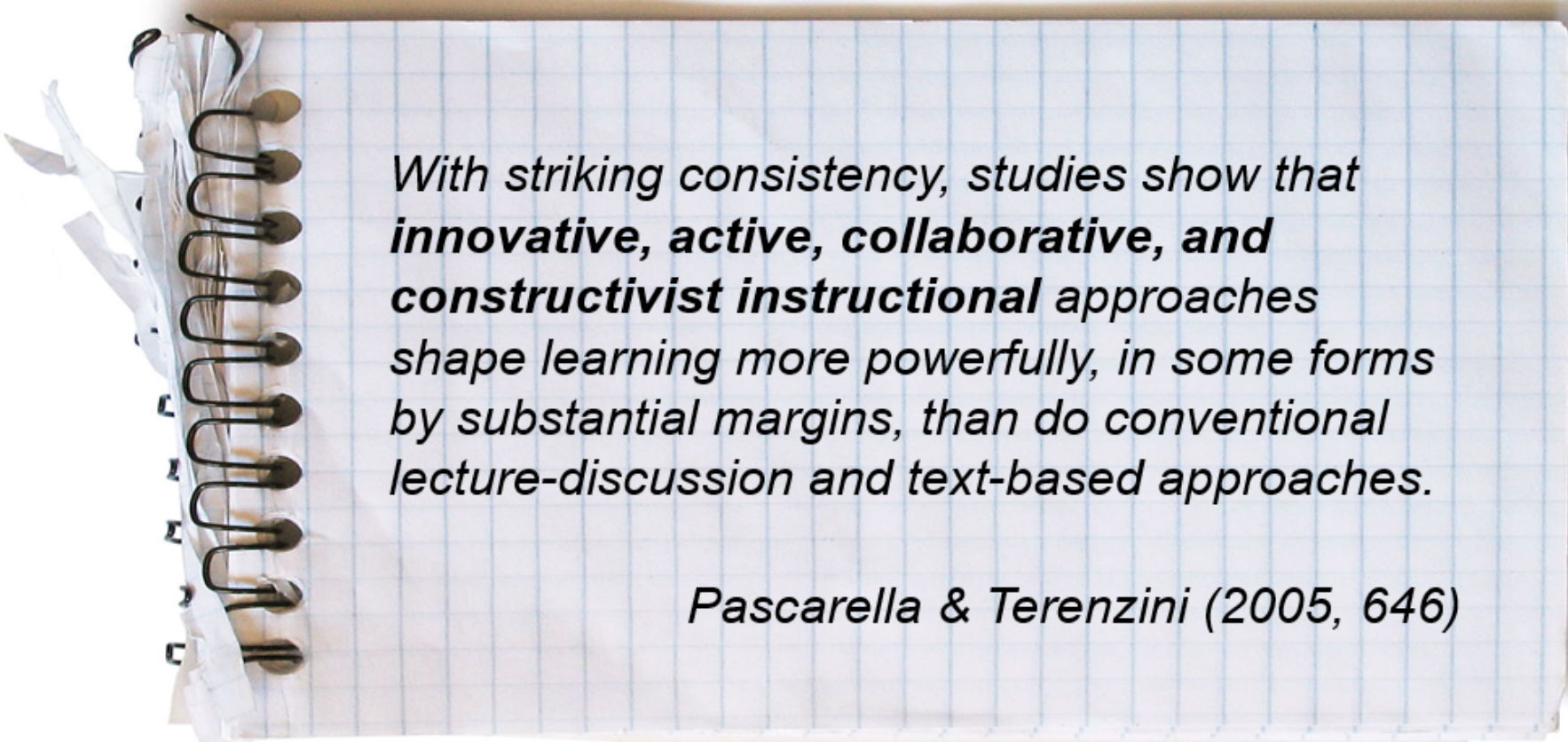
- Provide explicit instructions about time required for study:
 - Ensure provision for face to face contact in all internal subjects (equivalent 2-3 hours per week across a regular study period)
 - Independent study (6 – 8 hours per week for each subject)
- Provide **explicit guidance** on to how to 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

Students are directed to support services

SOE STANDARDS
ONLINE
EDUCATION

4. Designed-in Engagement

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



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

Pascarella & Terenzini (2005, 646)

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.

<https://www.jcucareers.info/>

<p>1 University Preparation</p> 	<p>2 Career Preparation</p> 	<p>3 Work Placement Preparation</p> 		
		<p>4 Career Management</p> 	<p>5 Graduate Careers</p> 	<p>6 Workplace Resilience</p> 

University Preparation

<https://www.jcucareers.info/>

Career Development Program

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1
University
Preparation



2
Career
Preparation



3
Work
Placement
Preparation

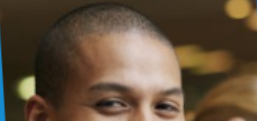


Topic 1 : Starting to Explore
Interests and Ideas

Topic 2 : Strategies to Explore Your
Interests

Topic 3 : Action planning

Topic 4 : Decision-making



4
Career
Management

5
Graduate
Careers

6
Workplace
Resilience

Self-Understanding
1



Self Understanding
2



Self-Understanding
3



Course Exploration
and Decision
Making



Topic 1 : Choosing to Study

Topic 2 : Transition

Topic 3 : Strategies

Topic 4 : Issues and Support

University Preparation

Assessing
Readiness for
Study



Thriving at
University



Managing Your
Finances



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

Year 1

Know yourself and explore your options
... be career focused

Welcome to JCU

We hope your time at JCU will be educational, rewarding and fun. We encourage you to read and keep this Career Action Plan for reference and use our resources and activities to achieve your career goals. Visit us often, bring us your ideas and ask for support—that's what we're here for... to help you take charge of your career.

JCU Careers & Employment

Explore your options

Knowing opportunities maintains motivation

- Connect with our service—call in, log on or join us on facebook - we're here to support your career plans
- Research career opportunities—google, talk to students, lecturers, employees, friends
- Log onto the JCU Career Development Program in LearnJCU for ideas on how to identify opportunities
- Attend employer presentations on campus
- Job shadow

Start networking

Network to identify career opportunities

- Attend JCU CareerFEST activities including the Careers Fair to explore career options and meet industry experts
- Be involved in university life—get to know your lecturers, tutors and fellow students—they will be valuable contacts
- Get to know all the JCU support services—ask for help if needed to ensure your success at uni

Develop your work skills

Employers value customer service, teamwork and leadership skills gained through part time and casual work

- Log on to JCU CareerHub—for part time, casual, vacation and volunteer opportunities—check regularly
- Develop your resume—keep updating it with new skills and jobs so it's ready at short notice when you need it—we can assist
- Consider volunteering in your community—employers look for this

Aim for good results

- It demonstrates competency, hard work and commitment



Luke Modlmayr
Business and Psychology student
"When I first started my degree I immediately questioned it. Completing the JCU Career Development Program and going to the Careers Connection helped me refine my goals and direction. Careers and Employment staff helped me network with some of the people that were in similar industries (which was interesting and also joined me in the direction of my network."

 Identify Opportunities Get involved, access support, keep focused

Middle Years

Review your career plan
... set goals and commit to them

Develop your professional identity

- Establish a professional online presence—job relevant LinkedIn groups and social media sites
- Become a student member of your relevant professional association

Build on your networks

- Networks lead to employment
- Reconnect with our service to identify employer contacts
- Attend JCU CareerFEST including the Careers Fair—develop your contacts plus gain ideas on how to secure a graduate job
- Attend industry events on and off campus—Increase your understanding of your future profession, build your knowledge of employer expectations and make contacts
- Talk to industry professionals to explore opportunities and clarify industry requirements



Serena Kuring
Creative Industries student
"I have become a networking superstar thanks to skills I have learned at JCU. I have been able to get out there and network at gallery openings and other local art events. I already recognise the importance of making these connections. While I'm not entirely sure what I want to do when I finish here, I'm confident that something will find me and knowing all these people so early in my degree is going to make me stand out from the other students."

 Take Action Aim for good grades, gain experience, develop networks

Undertake career relevant work experience

Get your foot in the door and develop employer valued experience and skills

- Regularly check JCU CareerHub and other websites for work opportunities
- Apply for cadetship, cooperative, internship and vacation work programs
- Organise your own industry experience opportunities, we can help you
- Volunteer in a course relevant area—demonstrate your motivation and gain relevant skills and experience
- Learn effective job search and application skills—log on to the JCU Career Development Program for help

Review your skills, knowledge and experiences

- Check employer websites/job vacancies to identify employer expectations
- Identify your gaps in experience, skills or knowledge and develop areas needing improvement
- Keep a record of the knowledge, skills and experiences gained in and outside of your studies—consider using an ePortfolio to achieve this
- Participate in JCU Professional College activities—supercharge your degree

Final Year

Implement your plans, prepare for employment
... consolidate your job search now

Applications for graduate programs open early in the academic year for commencement of employment in the following year. **Don't miss out!**

Fine tune your job search strategies

- Develop an effective job search plan and devote time to implement it—we can help
- Use our resources in JCU CareerHub and the JCU Career Development Program for help in preparing job applications
- Have your applications checked or request a mock interview with us

Ensure you undertake the two most effective job search strategies

- Actively network to develop connections with potential graduate employers
- Gain course relevant experience—apply the knowledge and skills you have gained through your studies and demonstrate talents and potential you can bring to an organisation

Stand out from the crowd

- Engage in activities outside your studies eg. community work, professional development. Employers look for this.
- Actively participate in the JCU Professional College—receive recognition for your efforts

 Make use of your networks Take charge of your career!

Identify graduate employment opportunities

- Attend JCU CareerFEST including the Careers Fair and other industry events. Follow up with contacts made through these events
- Talk to your employer contacts to gain advice on opportunities available and what to do next
- Regularly check the job vacancies listed on JCU CareerHub and other relevant websites
- Actively contribute to career relevant social media sites—ensure you maintain a professional presence

Employer Advice



Stacey Young
Chief Administrative Officer
BDO (Nth Qld)
"We have been working with JCU for many years and finding JCU graduates to be of a high calibre, proactive and a good fit for our firm. Many of our graduates have already had previous experience, present professionally and are well researched on our firm and our culture. We are impressed by applicants who are able to self-manage, have developed people and communication skills and most importantly, have a dedication to continuous learning and development."

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>)

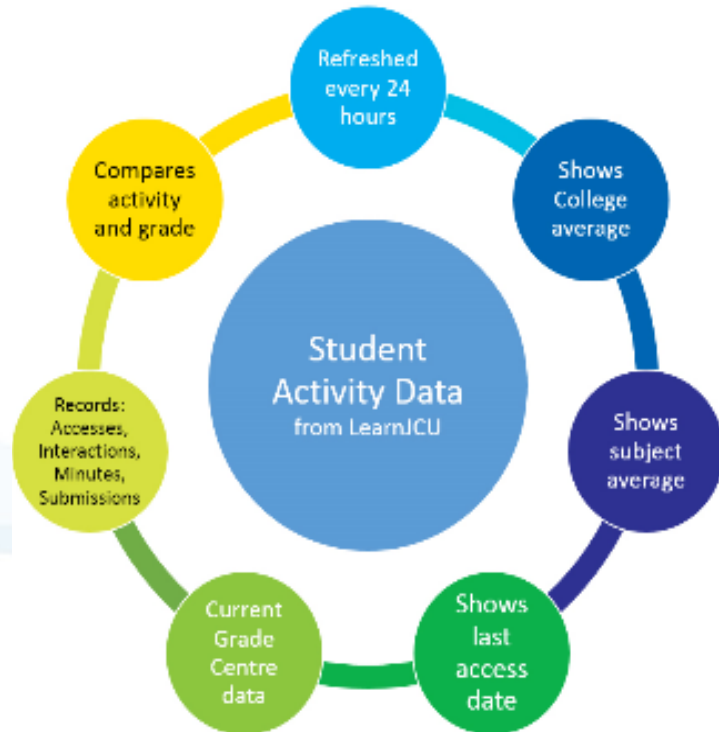


6. Evaluation (QA & QI) & Monitoring (for at-risk early departure)

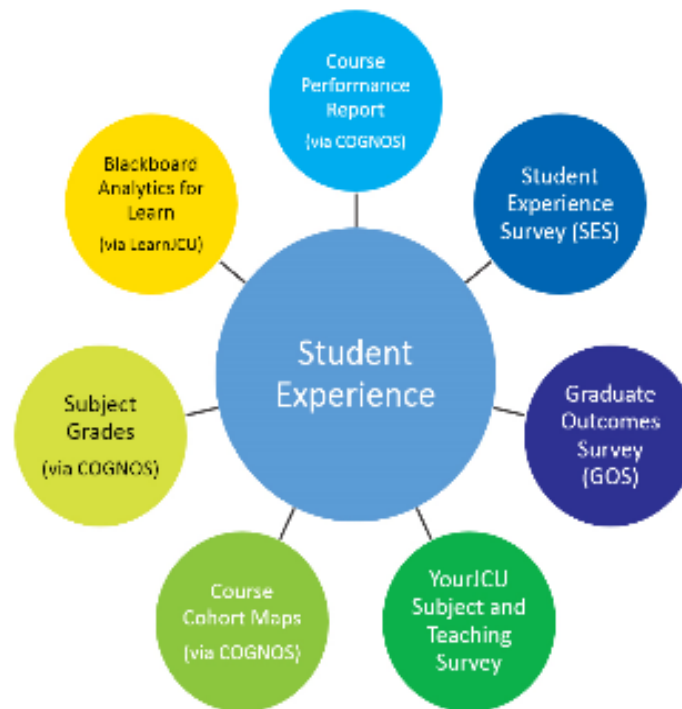


Using activity data to inform teaching and learning

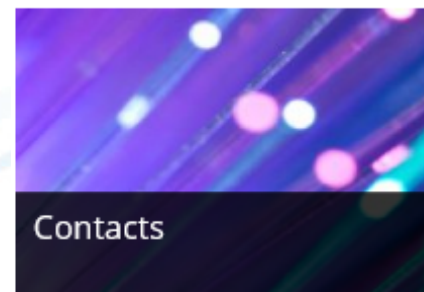
<https://www.jcu.edu.au/learning-and-teaching/designing-for-learning/blended-learning/learning-analytics>



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 Conference 2008
Novotel Twin Waters Resort
14 November 2008

**Recruiting for retention:
What role can recruitment play
in managing student expectations?**

Professor Sally Kift
ALTC (Carrick) Senior Fellow
QUT, Australia

 a university for the real world 

Sally Kift, QUT

NATIONAL ASSOCIATION OF PROSPECTIVE STUDENT ADVISORS

National Centre for Student Equity in Higher Education: Launch and Forum
University of South Australia
26 February 2009

Designing first year learning environments to support student equity and retention.

Professor Sally Kift
ALTC Senior Fellow
QUT, Australia

 a university for the real world 

Sally Kift, QUT

NATIONAL CENTRE FOR STUDENT EQUITY IN HIGHER EDUCATION

A transition pedagogy: Academic and professional partnerships for early student learning, engagement and success.



Professor Sally Kift
ALTC Senior Fellow
QUT, Australia

Association for Academic Language and Learning
Ninth Biennial Conference
Learning together: crossing boundaries through collaborative practices within and beyond the tertiary context
University of Queensland
26 November 2009

ASSOCIATION OF ACADEMIC LANGUAGE & LEARNING ADVISORS

Designing Socially Inclusive Curricula.



Professor Sally Kift
ALTC Senior Fellow
QUT, Australia

Excellence for All: Social Inclusion in Higher Education
EOPHEA Conference 2009
University of New South Wales
1-3 December 2009

EQUITY PRACTITIONERS IN HIGHER EDUCATION AUSTRALASIA

Professor Sally Kift
ALTC Senior Fellow; ALTC Discipline Scholar: Law
Deputy Vice Chancellor (Academic)
James Cook University, Australia



A transition pedagogy to enable disabling curriculum



28-30 November 2012
Pathways11
Sharpening Ideas: Refining & Redefining

AUSTRALIAN TERTIARY EDUCATION NETWORK ON DISABILITY



Embedding Career Development Learning in Curriculum: Coherence from First to Final Year

Professor Sally Kift
ALTC Senior Fellow; ALTC Discipline Scholar: Law
DVC (Academic), James Cook University

2013 NAGCAS Conference
OCEANS OF OPPORTUNITY: REFLECTING AND CREATING CONNECTIONS
Daydream Island
2 December 2013

NATIONAL ASSOCIATION OF GRADUATE CAREERS ADVISORY SERVICES

Transition Pedagogy, in the context of...

The First Year Experience of University: Enabling Successful Transition.

Professor Sally Kift
ALTC Senior Fellow; OLT Discipline Scholar: Law DVC (Academic), James Cook University, Australia
Catholic Schools Career Counsellors' Meeting
Catholic Education Services
1 June 2016

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.

TALANOA PASIFIKA CAIRNS CONFERENCE 2014

Choices, Chances and Opportunities – EDUCATION is the future
The Cairns Institute, James Cook University, CAIRNS
16-17 July 2014

Pasifika Participation in Higher Education: Opportunities for Learning, Success and Retention.

Professor Sally Kift
DVC (Academic), James Cook University
ALTC Senior Fellow

16 July 2014

SCHOOL GUIDANCE OFFICERS

SESSIONAL STAFF

PASIFIKA STUDENTS

OPEN FOUNDATION - CELEBRATING 40 YEARS

changing lives for 40 years

Enabling equitable access, participation and success: Leveraging the Lessons of 40 years.

Professor Sally Kift
ALTC Senior Fellow; OLT Discipline Scholar: Law DVC (Academic), James Cook University

Brian Smith Inaugural Lecture
University of Newcastle
10 November 2014

3RD FABENZ BIENNIAL CONFERENCE

ACCESSIBILITY FLEXIBILITY EQUITY

UNITEC, AUCKLAND, NEW ZEALAND
December 1 & 2, 2014

Enabling Accessibility, Flexibility and Equity: A Transition Pedagogy for Pathway Programs.

Professor Sally Kift
ALTC Senior Fellow; OLT Discipline Scholar: Law DVC (Academic), James Cook University

The First Year Postgraduate Student Experience

A Review of Staff and Student Perceptions & Recommendations

Professor Sally Kift
DVC (Academic)
James Cook University

ENABLING STUDENTS

PATHWAY STUDENTS

POSTGRADUATE STUDENTS

The FL2 Project



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

<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)

YOU!

YES. YOU!! #FabulousTP@UTS!

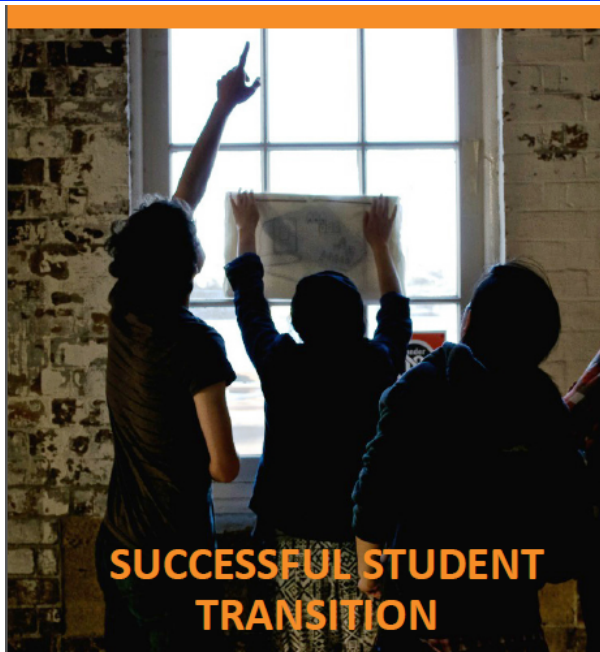


Achieving academic engagement: Supporting academics to embed first year transition pedagogies in the curriculum

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.



SUCCESSFUL STUDENT TRANSITION

A guide to teaching students in
their first year at university

This guide has been produced as part of the UTS First Year Experience Strategy

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 >](#)

McKenzie, J. & Egea, K.H. 2015, 'Facilitating whole-of-institution engagement in the first year experience through distributed leadership approaches', http://www.uib.no/en/efye_2015, UIB - European First Year Experience (EFYE) 2015 Conference, Bergen, Norway.

View/Download from: [UTS OPUS](#)

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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

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* <https://studentsuccessjournal.org/article/view/345/322>

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.

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)

“... 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](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 courses¹

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...

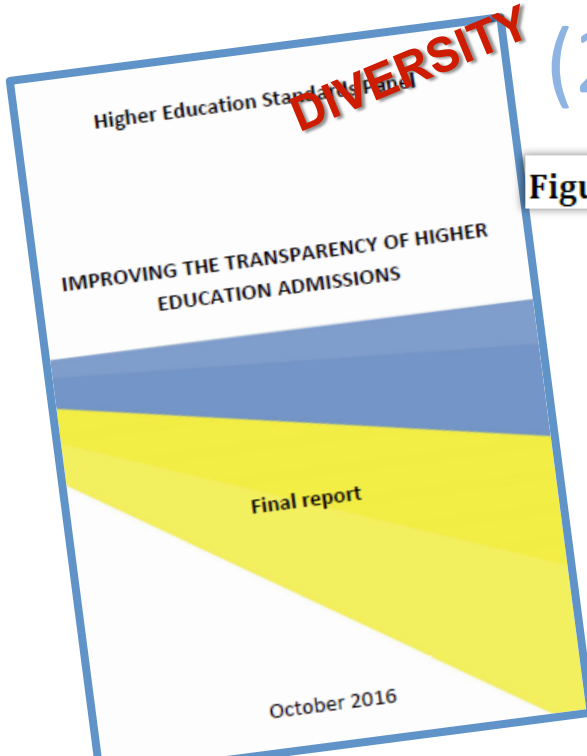
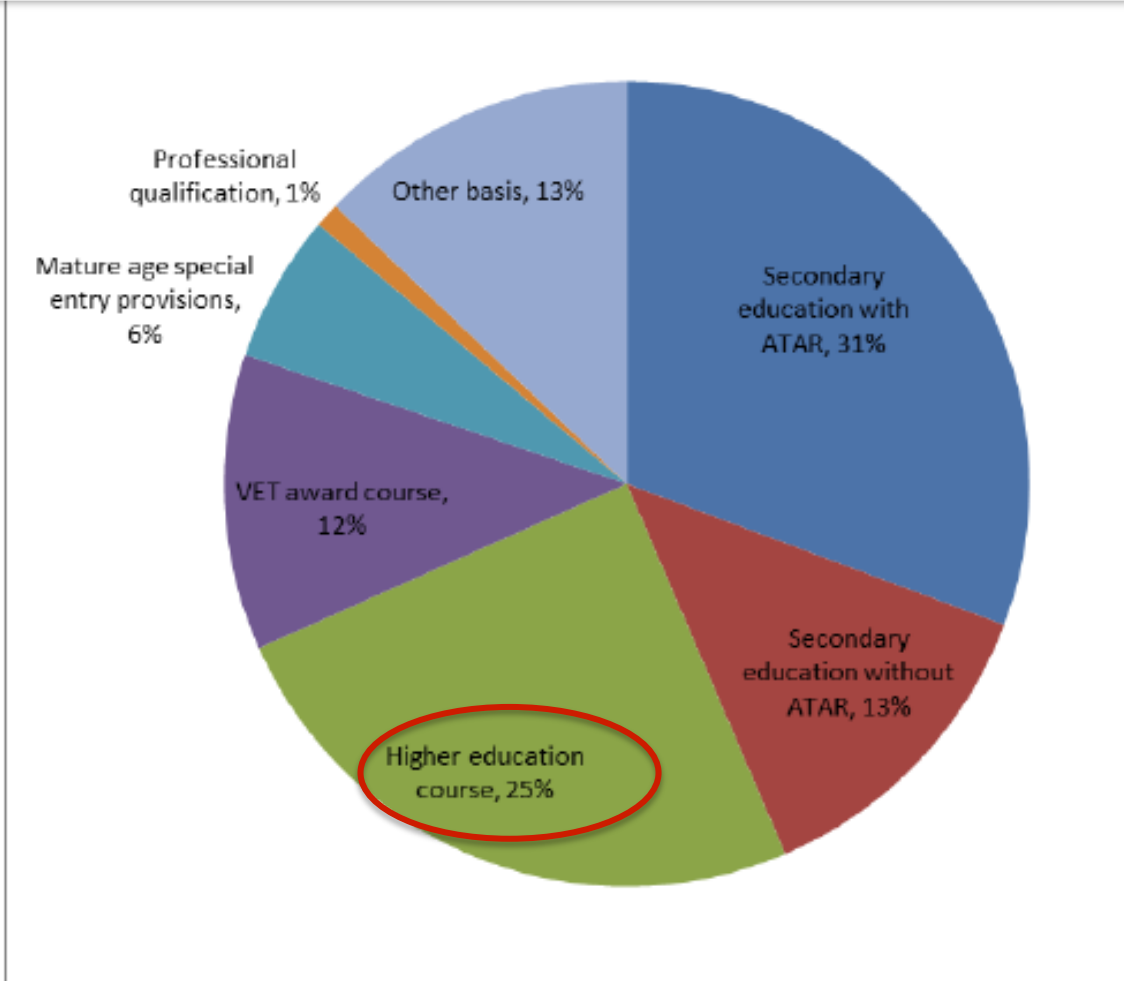


Figure 1: Basis of admission for higher education undergraduate commencements 201



“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.”

Source: Department of Education and Training

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

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>

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CRICOS Provider Code 00301J



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

- 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*

*Australian Government Education & Training Report (2015)

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Equity Fellow News

Project Update for September 2016
NCSEHE Equity Fellow, Dr Cathy Stone



Opportunity through online learning: improving student access, success and retention in online higher education

Poorer retention/success for online students

- Online student cohort has a poorer rate of completion of studies compared with on-campus students

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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Equity Fellow News

Project Update for September 2016
NCSEHE Equity Fellow, Dr Cathy Stone



Opportunity through online learning: improving student access, success and retention in online higher education

...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)

situ

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>

ENGAGEMENT

(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.

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.

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?

Research Focus

This presentation is based upon

An Australian Office for Learning and Teaching Grant (O’Shea, May & Stone 2014)

Breaking the Barriers: supporting and engage age first-in-family university learners and t

An OLT Teaching Fellowship (O’Shea, 2015)

“Engaging Families to Engage Students”: Ex university outreach activities can forge pro partnerships with families to assist first in f students navigate their higher education jo

FIRST IN FAMILY

UNIVERSITY OF WOLLONGONG AUSTRALIA

OVERARCHING PRINCIPLES AND STRATEGIES FOR SUPPORTING FIRST-IN-FAMILY STUDENTS AND THEIR FAMILIES

Associate Professor Sarah O’Shea

Home Stories Success Kids Family Teaching & Support OLT Fellowship

<http://www.firstinfamily.com.au/>

Welcome to the First-in-Family website!

This website is designed for current and intending university students who are the first in their immediate family to go to university, as well as for their families and for all those who work within the higher education sector. The resources created especially for this website are based upon our research with students who were the first in their family to enrol in a university. Our project team are dedicated to supporting individuals as they move into the university. [Click here](#) to view our research presentations at the first in family forum.

We warmly welcome your feedback about the site.

“ I can give it a shot! I am surely not that stupid. I tried a unit, and to my own shock, I got a credit! ”

Return to top ↑

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



Australian
Learning &
Teaching
Fellows

Professor Sally Kift - Part 6

[https://www.youtube.com/watch?
v=VaomT82-r_Q](https://www.youtube.com/watch?v=VaomT82-r_Q)

Developing and Supporting Student Leadership (DaSSL)

Home Principles & Guidelines Reflection & Action Case Studies Resources About the Project Contact Us

PRINCIPLES & GUIDELINES FOR GOOD PRACTICE
A set of core principles and guidelines to facilitate good practice in developing and supporting student leadership
[VIEW PRINCIPLES AND GUIDELINES](#)

CASE STUDIES
A range of case studies illustrating different applications of the DaSSL Framework
[VIEW CASE STUDIES](#)

REFLECTION & ACTION
A tool for planning and/or reviewing programs and an action plan template for recording steps towards ongoing improvement
[USE TOOLS](#)

RESOURCES
A collection of practical resources and good practice artefacts as well as an annotated bibliography of useful literature
[RESOURCES](#)

The DaSSL Framework
The DaSSL Framework is designed to ensure student leadership is explicitly considered in the development and delivery of student programs in higher education. DaSSL can assist program designers and users to plan or review student programs, considering ways to...

About sparqs
student partnerships in quality scotland

		Partners
	Change	Value
Culture	Diversity	Support

STUDENT VOICE IN UNIVERSITY DECISION MAKING



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.

Student engagement in university decision making and governance - towards a more systemically inclusive student voice,
an OLT Strategic Priority Commissioned Project led by Professor Sally Varnham, Faculty of Law, University of Technology Sydney.

<http://www.uts.edu.au/partners-and-community/initiatives/student-voice-university-decision-making/overview>

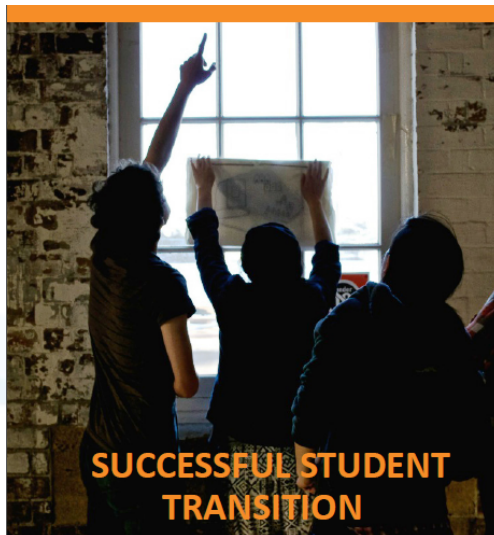
Use of Course Representatives to enhance student learning experience

A guide for staff partners

So...What have we learnt?

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

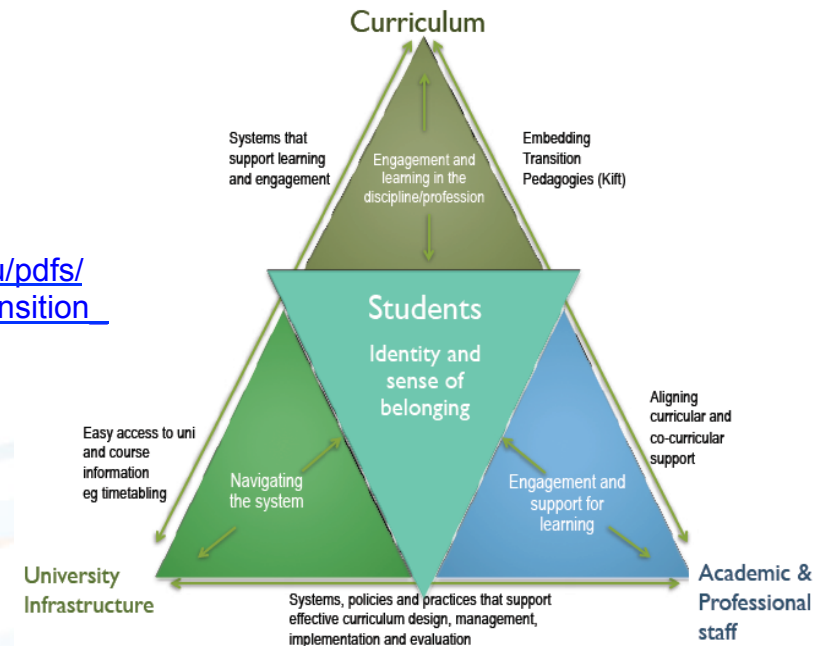
- *The importance of central and local leadership*
- *The value of sharing practice underpinned by a scholarly framework*
- *The use of data*
- *Strategic alignment and communication of success*



SUCCESSFUL STUDENT TRANSITION

A guide to teaching students in
their first year at university

[http://www.iml.uts.edu.au/pdfs/
Successful_Student_Transition
guide_UTS2014.pdf](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!!!

The First Year Student Experience

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



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?

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