

## STUDENT INDUCTION, TRANSITION & PROGRESSION

Student First Conference 2009

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### MY OBSERVATIONS OF STUDENTS

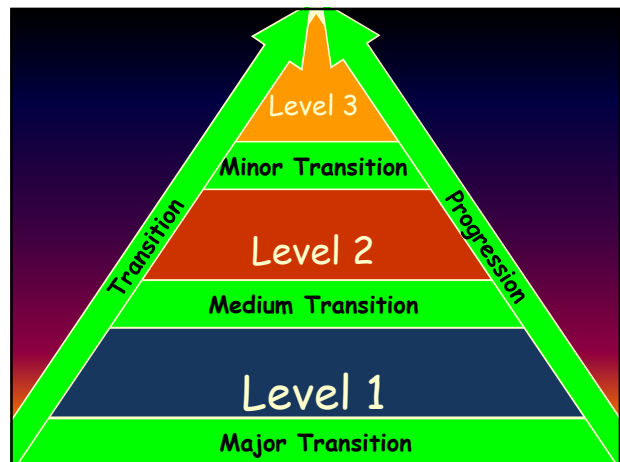
Under Achieving	Unrealistic Expectations	Poor Study Skills
Inadequate academic background	Varied Intellect	PD / Staff dependent
Absent / Vacant / Passive / Robotic	Poor Social Skills?	Lacking in motivation (passive)
Low expectation of themselves	Diverse	

### WHAT IS TRANSITION?

'Passage from one form, state, style, or place to another'  
*(Farlex, 2009)*

'The transition processes undergone by students entering higher education are conceptually simple. We need to know the start and the end points of the process and then design a way to get students from one to the other'  
*(Cook et al, 2006, Pg27)*

Cook, A, Rushton, B.S., and Macintosh, K.A. (eds) (2006) Student Transition and Retention (STAR), Coleraine,; University of Ulster.  
Farlex (2009) The Free Dictionary [Online] Available at: <http://www.thefreedictionary.com/transition> (Accessed 21st June 2009).



### FACTORS LEADING TO STUDENT WITHDRAWAL

Wrong Choice of Course	Ability
Integration	Socio-Economic Status
Academic demand	First Generation Students
Other Significant Responsibilities	Prior Experience of HE
	Non engagement for too long

Yorke, M & Longden, B (2008) The First Year Experience of Higher Education in the UK. York: The Higher Education Academy.

### PRE- ENROLMENT

- Visiting / Teaching in Schools
- Progression Agreement
- Teaching Teachers
- 6<sup>th</sup> Form Conferences
- Open / Visit Days
- Summer Schools
- Summer camps / pre-Sept. Courses
- Welcome Email
- Welcome & Induction Website
- Review the Programme
- Link from New Student Website

**ANY OTHERS?**

## WHAT IS INDUCTION?

'To introduce, as to new experience or knowledge; initiate'

(Farlex, 2009)

Farlex (2009) *The Free Dictionary* [Online] Available at: <http://www.thefreedictionary.com/transition> (Accessed 21st June 2009)

## WHAT DO YOU DO FOR INDUCTION / HOW LONG SHOULD INDUCTION TAKE?

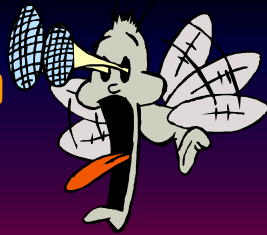
- 1 hour?
  - ½ day?
  - Day(s)?
  - Week(s)?
  - Month(s)?
  - Year(s)?
- } Traditionally

Keeping students 'warm' is a dynamic process and crucial in preventing attrition...

## INFORMATION OVERLOAD!!!



BURIED & LIKELY TO DROWN!!!



## A MORE EFFECTIVE APPROACH?



cccu Bitesize



## A MORE EFFECTIVE APPROACH?

As a forensic practitioner, I treat students as if they are a jury, who need to understand complex scientific evidence.....and I am the 'expert' witness who has to ensure they understand...and I therefore apply the three questions that I use when communicating with a jury, to assess my communications with students...

What exactly do they NEED to know?

When do they need to know it?


Will they understand the language I use...



## 'TIT BIT' NO. 1

Induction is a three year process that requires dedication, enthusiasm and belief...not a two day information loading session at the start...

## WHAT DO THEY NEED TO KNOW?



- Timetable
- Blackboard
- Email
- I-zone
- Students' Union
- Other Induction Events

- Timetable
- Submitted all the right documents?
- Assessments

From Student Feedback


- Plagiarism?
- Turnitin?
- Search It?
- Library / Library Cat?

## INDUCTION WEEK

- Programme Meetings (PD)
- Departmental Induction (Head of Year)
- Subject Induction (Programme Team)
- Computing Induction (Head of Year)
- Social Event (Staff & PAL leaders)

Students often consider leaving due to loneliness in induction week, so activities help!!!

### LEVEL 1 INDUCTION




30mins bite sized sessions per week - linked to assessment)

- Peer Assisted Learning
- Before and After Surveys
- Specifically Designed Module

Discussion on other level 1 induction activities.....

### LEVEL 2 INDUCTION



Induction to year  
1hour study skills sessions fortnightly (linked to assessment)

- Specifically Designed Module
- Seminars supported by level 3 students
- Social Events

Discussion on other level 2 induction activities.....

### LEVEL 3 INDUCTION



Induction to year

- Voluntary skills / careers sessions (1 hour)
- Social Events

Discussion on other level 3 induction activities.....

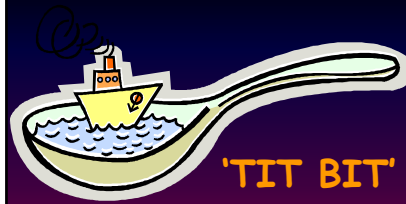
## INTEGRATION

- Rethink your modules (esp. at level 1)
- Design activities to be more active and more engaging (i.e. questionnaire / library)
- Avoid 'bolting on' skills units

## TIERED LEARNING

As A Tool For Aiding Induction, Transition  
And Progression

Sarah Cant & Peter Watts  
Dept. of Applied Social Sciences



## 'TIT BIT' NO. 2

Don't assume students know what to  
do, where to be, how to act etc.!

State the Obvious!

## WHY DO STUDENTS BEHAVE THE WAY THEY DO?

<b>Bordieu (1997)</b>	'Habitus - a habitual disposition to act in certain ways, acquired through early socialisation' ( <i>Cited in Cant &amp; Watts, 2007, Pg 9</i> )
<b>Musgrove (1966)</b>	'The family still exerts a powerful influence on the prospects, capacity for development and life changes of the young...schools are remarkably ineffective in moderating the influence of family background...' ( <i>Pg 1</i> )
<b>Hough (2006)</b>	We are a product of our upbringing, past experiences and conditioning - self belief and self thought
<b>Thomson (1967)</b>	'Adults rarely form new concepts: they tend to modify existing ones to new uses' ( <i>Pg 88</i> )

## HOW CAN WE ENSURE STUDENTS HAVE 'RECEIVED' AN IMPORTANT MESSAGE?

- Make things as clear as possible
- Provide paper copies of important materials & put on Bb
- Group Activities
- Personal Tutoring
- Interactive Sessions
- Questionnaires

ANY OTHER IDEAS?



## 'TIT BIT' NO. 3

People are all different - let it be!



WE ARE ALL A  
SUMMATION OF  
OUR PAST  
EXPERIENCES...



### 'TIT BIT' NO. 4

Embrace & Explore Student Concerns & Expectations....

Don't see them as a problem!


### WHAT CONCERNS DO STUDENTS HAVE ON ARRIVAL?



- Have no friends for the whole year
- Being left out!
- Homesickness
- Is anyone going to talk to me?
- Going to the wrong room
- Getting lost
- Uncertain of accommodation
- Fear of no money
- Money
- Struggling with course work
- Not understanding or enjoying the course
- Fail a test/ failing
- Not capable enough
- Will I understand the course?
- Managing social life, working and assignments
- Getting adjusted
- Falling behind
- Not meeting deadlines
- Not having enough time to do everything

SOCIAL INTEGRATION IS A VERY IMPORTANT FACTOR.....


### WHAT DO STUDENTS EXPECT OF TUTORS?



- Help
- Support
- Commitment
- Happy
- Interesting
- Considerate
- Friendly
- Knowledgeable
- Informative
- Accessible
- Involvement
- Constructive criticism
- Patience
- Understanding
- Sense of humour
- Punctuality
- Respectful
- Teach us
- Serious minded

SOCIAL INTEGRATION IS A VERY IMPORTANT FACTOR.....

### WHAT DO STUDENTS EXPECT OF PEERS?



- Politeness
- Friendly
- Inviting
- Involve you
- Energetic
- Enthusiastic
- Helpful
- Support each other
- Understanding
- Greeting
- Personal hygiene
- Contribute to group tasks
- Co-operation
- Willingness to participate

SOCIAL INTEGRATION IS A VERY IMPORTANT FACTOR.....

### 2 INTERESTING SYNDROMES...



The road runner....



The head in the sand....

ADDRESS ANXIETIES ON DAY 1.....AND REASSURE THAT IT IS PERFECTLY NORMAL TO HAVE SOME ANXIETY!!!

### YORKE & LONGDEN (2008) STATE:

'...students point to making friends as a crucial element of a positive higher education experience: something that is more difficult for those who engage as commuter students...'

(Pg. 8)

### WHAT CAN WE DO TO FACILITATE THIS?

## FACILITATING INTEGRATION

- ✓ Have icebreakers
  - ✓ Have a 'welcome' social event
  - ✓ Promote Peer Support (within and between levels)
  - ✓ Student-Led Events
  - ✓ Promotion of Student Societies
  - ✓ Integrate group activities into your modules
  - ✓ Discussion Boards
- ANY OTHER IDEAS?



## 'TIT BIT' NO. 5

Encourage and facilitate social integration, as well as academic integration...

## A.W.O.L.

- ✓ A new approach to attendance checks
- ✓ Concessions Collation
- ✓ Withdrawal and Interruption 'chats'
- ✓ Be proactive in identifying 'strugglers'
- ✓ Write things in 'friendly' language
- ✓ Encourage social interaction via 'film nights', social events etc

## PROGRESSION

'when something or someone changes to the next stage of development'

*(Cambridge Dictionary, 2009)*

## INTERPROFESSIONAL LEARNING PROGRAMME

Sue Riddell

*(Department of Nursing and Applied Clinical Studies)*

- Development of Facts 4 Freshers 'website' providing additional information with joining instructions
- Orientation Day run about 4 weeks before programme starts
- Personal tutor contact in Induction week
- Personal Development Planning
- In new validation (Sept 09) personal tutor will 'be with' students for the first couple of weeks and intermittent times during the year
  - content aimed at settling in as well as level 1 graduate skills

## PERSONAL TUTORING

- ✓ Proactive
- ✓ Group / Individual
- ✓ Linked to tasks / pdp?
- ✓ Need everyone on board
- ✓ Need some clarity as to the role

## THE SIMPLE THINGS..... The 'Friendly' Approach...

- In induction
- In lectures
- In general
- On Bb
- In documents
- Etc.....

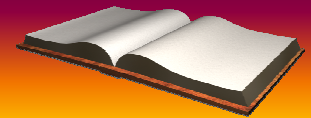
There is no such thing as a stupid question...

## THE SIMPLE THINGS..... Paper Copies???

Provide paper copies of:

- ✓ Dep't. Handbook
- ✓ Guide to accessing Bb
- ✓ Guide to accessing email

And a welcome letter?



## THE SIMPLE THINGS..... Blackboard.....

Use Bb as:

- ✓ An information resource
- ✓ A communication tool
- ✓ A method for developing online skills
- ✓ Make it very easy to navigate!
- ✓ Keep things uniform from year to year!



## STUDENT INDUCTION AND TRANSITION REPORT

Chris Bull

Dep't of Sports Science, Tourism & Leisure

## FINAL TIT BITS

- Make your sessions a non judgemental space
- We cannot ignore the changing student demographic
- Consider developing your Bb / communications areas so they are easy to follow, informative & written in friendly language
- Make 'inductions' reflect the task (i.e. computing)
- Provide Helpsheets
- Make sure students know who to contact
- Incorporate 'induction' and development activities into the programme to make them more effective

## WE HAVE A LOT OF POWER!!!



(Bing, 2009)

Investing it wisely can change a students' lives!

## THANKS TO CONTRIBUTORS

- ✓ Tracy Bell-Reeves
- ✓ Chris Bull
- ✓ Sarah Cant
- ✓ Sue Riddell
- ✓ Yoke Eng Tan
- ✓ Peter Watts

