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# The Early Warning Catches the Student

*ON TRACK: Early Warning System*

# EARLY Feedback

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**“The less individuals believe in themselves, the more they need explicit, proximal, and frequent feedback of progress that provides repeated affirmations of their growing capabilities.”**

Bandura (1997)

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# Academic Support

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**“Academic support is most effective when it is connected to, not isolated from, the learning settings in which students are asked to learn.”**

Vincent Tinto (2008)

# What helped you stay at University?

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*"Out of the blue, I started receiving a couple of emails from my lecturers congratulating me on my work and efforts.*

*This gave me great confidence to continue with my course as I actually felt like I belonged in it."*

First Year Business Student  
*JCU First Year Experience Questionnaire 2008*

# FORMATIVE Assessment

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**“Formative assessment is concerned with maximising the learning of each individual student.**

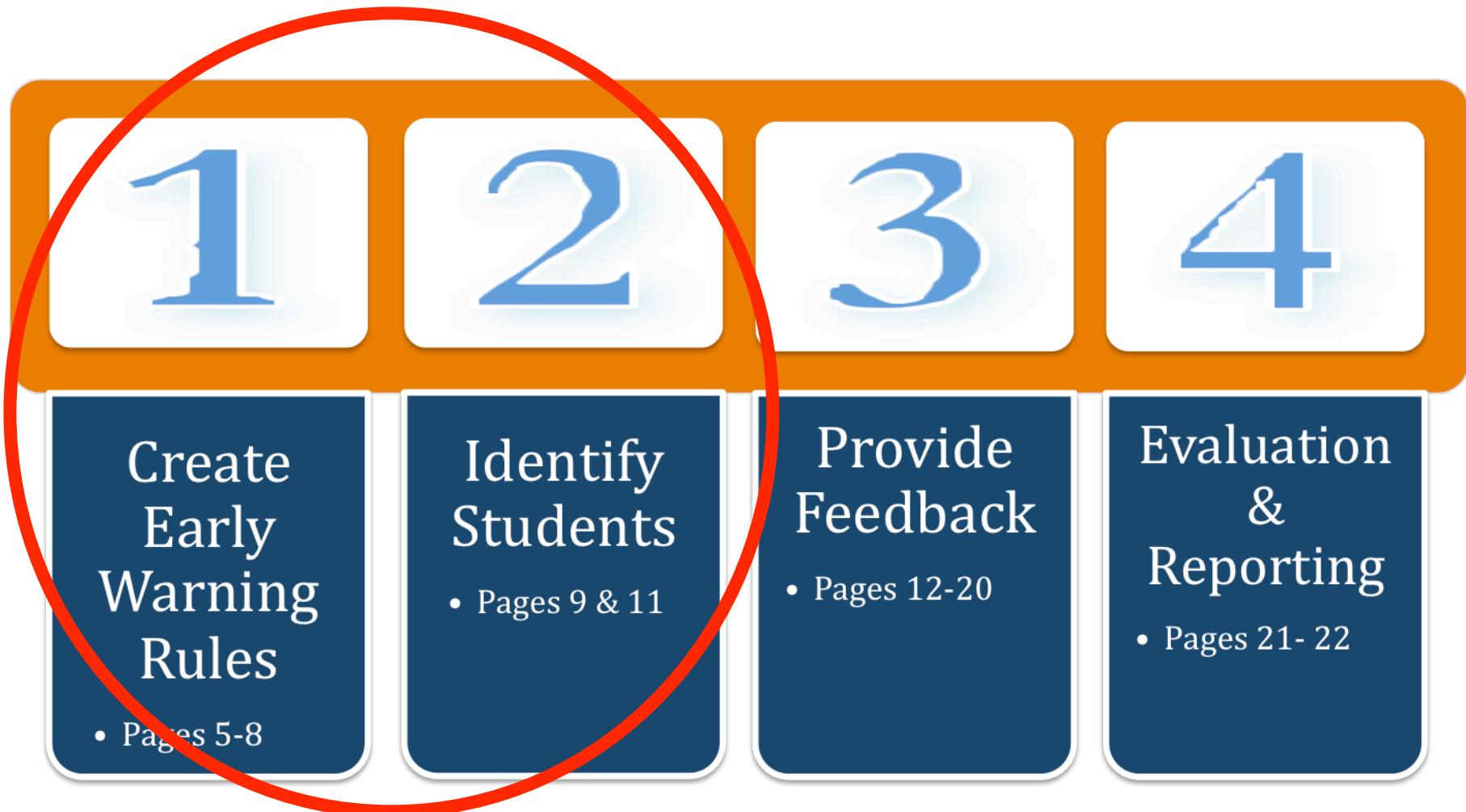
**In theory, each student should receive feedback that is most appropriate to their learning needs.**

**Feedback should therefore be differentiated.**

**The problem occurs on the assessor’s side when time and resources are constrained.”**

Stowell (2001)

# Early Warning System



# Early Warning Rules

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- **Grade**
- **Due Date**
- **Last Access Rule**

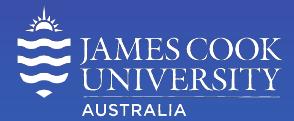
## Minimum Requirements:

- Assessment pieces and/or attendance recorded in Blackboard grade book
- A FORMATIVE piece of assessment due EARLY
- Due Date Rule must have a due date assigned in Blackboard grade book

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# DEMONSTRATION

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# Early Warning System

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Create  
Early  
Warning  
Rules

- Pages 5-8

Identify  
Students

- Pages 9 & 11

Provide  
Feedback

- Pages 12-20

Evaluation  
&  
Reporting

- Pages 21- 22