Facilitating Commencing Student Success across the Lifecycle

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WORKSHOP FOCUS

- Interventions at a school/department level
- Different types of interventions
- Curricular & co-curricular
- Across the student lifecycle
- Specific examples of 4 strategic interventions
- Share some resources
- Share our combined practice wisdom

META THEMES

- Intervening across the **Student Lifecycle**
- Student **Self-Regulation**
- Working in **Partnership**
- Working **Systemically**
- **Theory-to-Practice coherence** & integration (evidence based practice & practice based evidence)

WORKSHOP PROCESS

Mix of –

- Input
- Opportunities for discussion
- Q&A

WORKSHOP CONTENT

- **Generic input** - frameworks & models for effective intervention
- **Specific input** - 4 strategic interventions
- ✓ **Orientation Day** – student self-regulation
- ✓ **Peer Mentoring** – a system's approach
- ✓ **First Year Tutor Training** – enhancing teaching quality & student support
- ✓ **First Assessment Intervention** – academic recovery for students "at-risk"

GENERIC
INTERVENTION INPUT

INTERVENTIONS: CONCEPTUAL FRAMEWORKS

- **Types** of interventions
- **Timing** of interventions
- **Levels** of interventions
- **Theory to Practice coherence** – role of theory & practice in intervening for success

2 BROAD TYPES of INTERVENTIONS

- **First Generation Strategies = Co-Curricular**

  A focus on designing FYO&E supplemental activities & strategies which are outside of the classroom

- **Second Generation Strategies = Curricular**

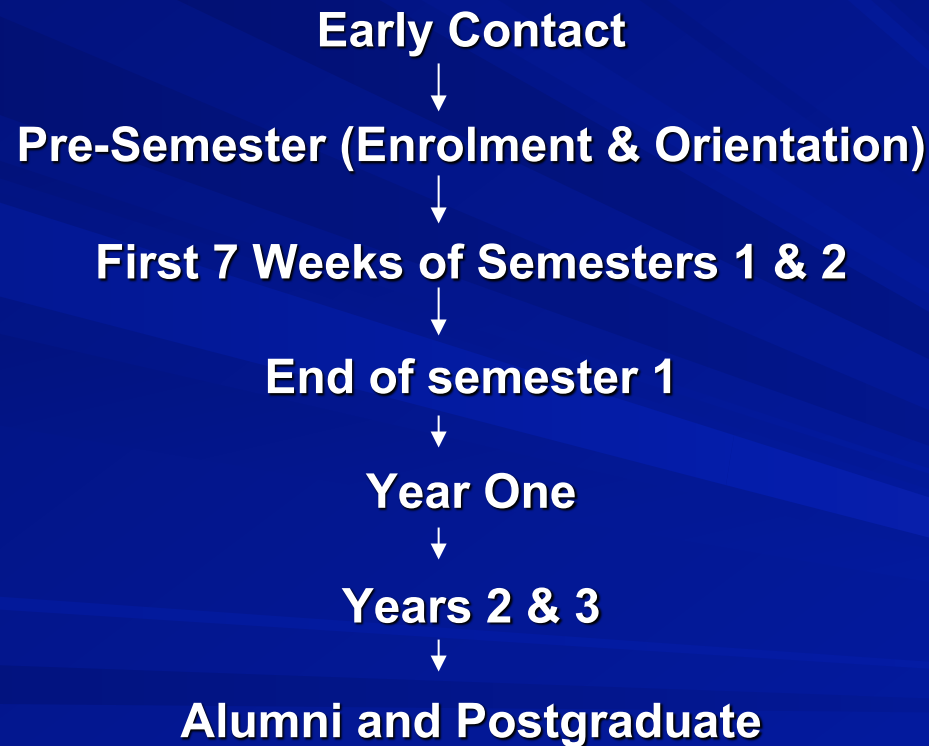 A focus on enhancing FY curriculum design, pedagogy & assessment practices

FOUNDATIONAL MODELS GUIDING PRACTICE

- Student Lifecycle
- Senses of Success
- Levels of Intervention

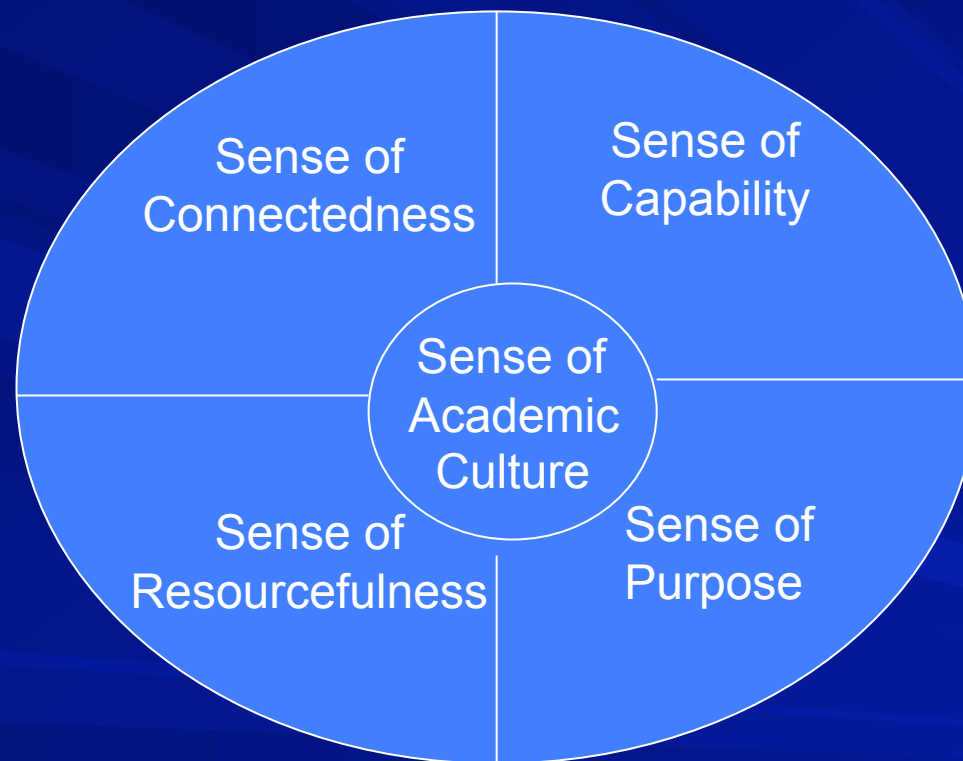→ Guide selection of types & timing of interventions

STUDENT LIFECYCLE

Students' needs and developmental priorities vary over their degree trajectory - *see Handout*

Early Contact

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Pre-Semester (Enrolment & Orientation)

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First 7 Weeks of Semesters 1 & 2

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End of semester 1

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Year One

↓

Years 2 & 3

↓

Alumni and Postgraduate

THE 'FIVE-SENSES' OF STUDENT SUCCESS

Lizzio, 2006

LEVELS OF INTERVENTION FRAMEWORK

Caplan (1967)
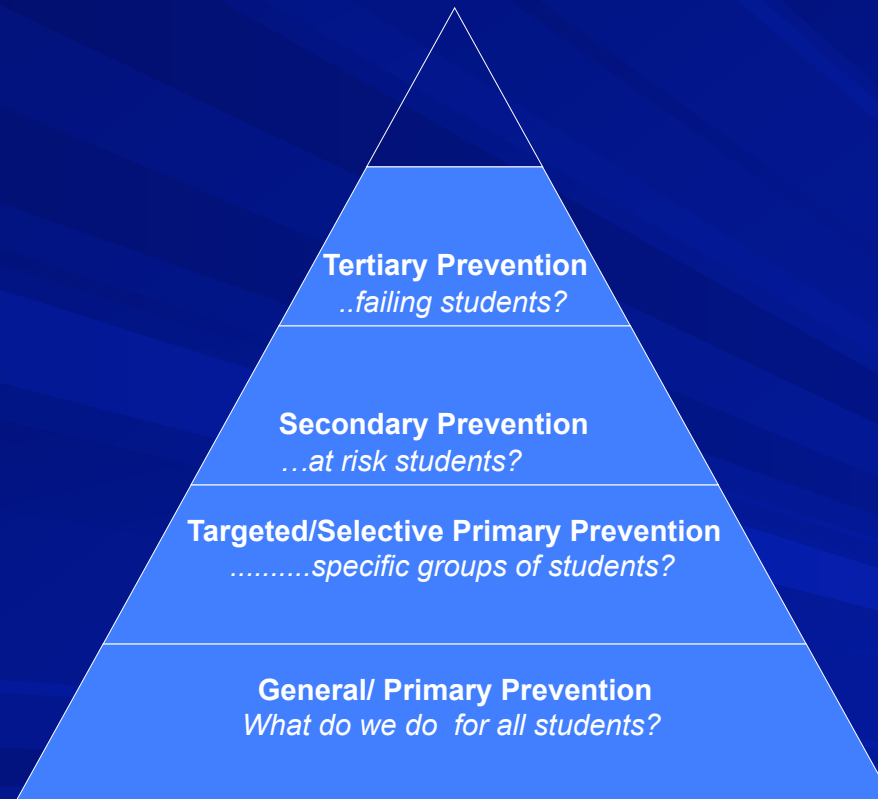
Tertiary Prevention
..failing students?

Secondary Prevention
…at risk students?

Targeted/Selective Primary Prevention
..........specific groups of students?

General/ Primary Prevention
What do we do for all students?

SPECIFIC STRATEGIC INTERVENTIONS

STRATEGIC INTERVENTIONS

- Orientation Day – student self-regulation
- Peer Mentoring – a system's approach
- First Year Tutor Training – enhancing teaching quality thru tutorial effectiveness
- First Assessment Intervention – academic recovery for students "at-risk"

FOCAL QUESTION

■ How can we make a difference with these interventions?

■ The aim becomes -

MAKING A DIFFERENCE

THEORY-PRACTICE INTEGRATION

- Some are evidence-based interventions viz. theory-practice
- Others are practice-based interventions viz. practice-theory

INTERVENTION 1

ORIENTATION DAY !
Activating student self-regulation

ORIENTATION DAY PROGRAM 3 META GOALS

- **Content goal** – giving information
- **Process goal** – organising series of activities to enable connections, capability, purpose, resourcefulness etc.
- **Meta-Process goal** – activating student's capacity to begin self-managing their university experience viz. self-regulation

→ **Optimal Orientation involves a mix of the 3 goals**

THEORETICAL FRAMEWORK: WHAT IS SELF-REGULATION?

- **Self-regulation** - a set of metacognitive, behavioural and motivational strategies that learners can use to control their learning processes (Zimmerman, 1990) & actively manage their own learning outcomes (Pintrich (1999).

- Self-regulation is particularly **required at times of change, stress or transition** where a person is required to respond to new demands & where automatic or routine responses are not sufficient.

- Thus self-regulation is particularly salient in higher education contexts because of the (often implicit) **expectation of independence** placed upon commencing students.

ORIENTATION DAY
STUDENT SELF-REGULATION

1. **Provide information** to commencing students to enable them to self-regulate more effectively including:

- Factors contributing to the success & failure of commencing students linked to demographics
- Interventions in place to support student success
- The myth of "entry scores"

2. **Invite them to make decisions** on the interventions in place to enable self-regulation.

→ **Informed** students

→ **Empowered** students

→ **Self-regulating** students

→ Messages of **hope & success**

PRACTICE REFLECTION

In pairs/small groups take 5 minutes to consider:

- **What is the balance in your current Orientation process between :**
- ✓ Giving information
- ✓ Running activities
- ✓ Enabling student's self-management

INTERVENTION 2

Re-visiting
Peer Mentoring

PEER MENTORING
META GOALS

- **Mentees** – transition, social & academic support, developing student-student relationships
- **Mentors** – developing professionally relevant skills, leadership training & experience, citizenship skills
- **System** – access underutilised resources in the system, School capacity building, enhancing FYO&E

PEER MENTORING for EFFECTIVENESS

- **Management system** –

    PM requires a **system's approach** & an effective, ongoing management system for the first 7 weeks of semester 1… it is much more than an interpersonal intervention

    → role shift for peer mentors

    → peer mentors as change agents & partners in
        FYO&E

PEER MENTORING for EFFECTIVENESS: Beginnings

- **Program rationale** –

  Mentors need to be provided with the **rationale** underlying the program linked to the School FYO&E strategy...not just WHAT to do but WHY they are doing it

  → broader, more contextualised training

  → mentors as FYO&E informed & savvy partners

PEER MENTORING for EFFECTIVENESS: Endings

- **System's validation** -

  Mentors need to be validated in their system for their contribution to FY students & the School system

  → Certificate to acknowledge contribution (task level)

  → FY Party to celebrate that contribution (socio-emotional level)

PRACTICE REFLECTION

In pairs/small groups take 5 minutes to consider:

1.For those of you already running PM

- What is the potential of this PM approach to extend or add value to what you are doing?

2.For those of you considering PM

- What is the potential of peer mentoring to extend or add value to what you are doing?

INTERVENTION 3

Enhancing Teaching Quality: Intensive First Year Tutor Training

FIRST YEAR TUTOR TRAINING RATIONALE

- **Small class teaching** offers the greatest potential for student engagement
- **Improving the quality of first year tutorial teaching** is likely to improve -
  - ✓ student engagement
  - ✓ student learning
  - ✓ student retention
  - ✓ tutor motivation & accountability

FIRST YEAR TUTOR TRAINING STRATEGIES

First Year Tutor Training Program

- System's engagement of tutors as Partners
- First tutorial process design
- Systematic formative evaluation of first tutorial for all FY tutors
- Teaching practice observation & feedback
- Systematic summative end of semester independent teaching evaluation

FIRST TUTORIAL DESIGN

- **Design of first tutorial** to enhance engagement & establish tutor-student relationships
  - → more engaged students
  - → staff-student connections
  - → clear role expectations for students & tutors (rights & responsibilities)

TEACHING PRACTICE EVALUATION

System of **evaluation of teaching practice** to develop practitioner skills & to ensure teaching quality, including:

- Formative evaluation of first tutorial with feedback summary to students in second tutorial
- Peer review of FY tutors in first few weeks of tutorials
- Summative end of semester teaching evaluation for feedback to tutors

→ creates a responsive teaching culture for students
→ creates a learning culture
→ creates a more accountable teaching culture for tutors

PRACTICE REFLECTION

In pairs or small groups take 5 minutes to consider :

- How are sessional staff positioned as part of your FY strategy?
- What is the potential of this approach to extend or add value to your FY strategy?

INTERVENTION 4

First-Assessment First-Feedback

Intervening with at-risk students on their first assessment item

FIRST ASSESSMENT INTERVENTION RATIONALE

- The FAFF process is designed as an **academic recovery**, just-in-time intervention to develop self-management/regulation &problem-solving capabilities in first year students.

- Help is initially offered in response to an identified 'academic crisis' or at a period where students are more likely to be responsive because they are engaged with a real problem, namely an 'unexpected result' on their first assessment item.

- First-Assessment First-Feedback particularly **targets** at-risk first year students who failed or marginally passed their first piece of university assessment.

INTERVENTION PROCESS

An example of "intrusive academic advising" (Earl, 2006)

The intervention involves students:

1 Completing a **reflective workbook** to help them understand the reasons for their performance and to identify improvement goals and strategies.

2 Participating in an intensive **guided discussion** with their tutor

3 Developing an **academic recovery action plan**

4 Negotiating **follow-up** to maintain momentum.

Self-Regulating assessment performance: The basic action cycle

1. Contextual awareness - understanding demands & constraints of the assessment task

2. Goal setting – prioritising what has to be done at what personal standard

3. Strategy selection – organising time & choosing appropriate study strategies for the task

4. Action – managing distractions, avoidances etc. in a timely way to produce a quality product

5. Learning & adaption – reflecting on outcomes & feedback

SELF-REGULATION ACTION CYCLE & ASSESSMENT

- Therefore, failure on assessment can be understood as a **failure of academic self-regulation** or a breakdown at one or more stages of the above action cycle

FAFF WORKBOOK DESIGN

The Workbook is designed to:

- Follow the logic of self-regulation (viz., the 'medium is the message')
- Prime the advising interview

The process is generically applicable to:

- Any disciplinary context
- Any student cohort
- A wide range of types of assessment

FAFF OUTCOMES

- **Improved student persistence:**

  90% of students who participated in the intervention submitted their second piece of assessment compared to 78% of comparable students who did not participate

- **Improved academic success**

  100% of students who participated passed their next piece of assessment compared to 77% of students of comparable academic standard who did not participate in the intervention

- **Improved overall academic success**

  60% of students who participated in the intervention passed the course compared to only 24% in the non-intervention comparison group.

PRACTICE REFLECTION

In pairs or small groups take 5 minutes to consider:

1. **For those of you already intervening with first assessment:**

   ■ What is the potential of this FAFF approach to extend or add value to what you are doing?

2. **For those of you considering early intervention with assessment:**

   ■ What is the potential of FAFF to extend or add value to what you are doing?

FINALLY – MAKING A DIFFERENCE!

- Intervening across the **Student Lifecycle**
- Activating student **Self-Regulation**
- Working in **Partnership**
- Working **Systemically**
- **Embracing being Leaders** of the FY Experience