

The Early Warning Catches the Student

ON TRACK: Early Warning System

EARLY Feedback

“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)

Academic Support

“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?



"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

“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

1

Create
Early
Warning
Rules

• Pages 5-8

2

Identify
Students

• Pages 9 & 11

3

Provide
Feedback

• Pages 12-20

4

Evaluation
&
Reporting

• Pages 21- 22

Early Warning Rules

- **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

Early Warning System

