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

Pre-Semester (Enrolment & Orientation)

First 7 Weeks of Semesters 1 & 2

End of semester 1

Year One

Years 2 & 3

Alumni and Postgraduate
THE ‘FIVE-SENSES’ OF STUDENT SUCCESS

Lizzio, 2006

Sense of Academic Culture
Sense of Capability
Sense of Resourcefulness
Sense of Purpose
Sense of Connectedness
Levels of Intervention Framework

Caplan (1967)

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

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

- Secondary Prevention
  ....at risk students?

- Tertiary Prevention
  ..failing 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

g role shift for peer mentors
g 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