



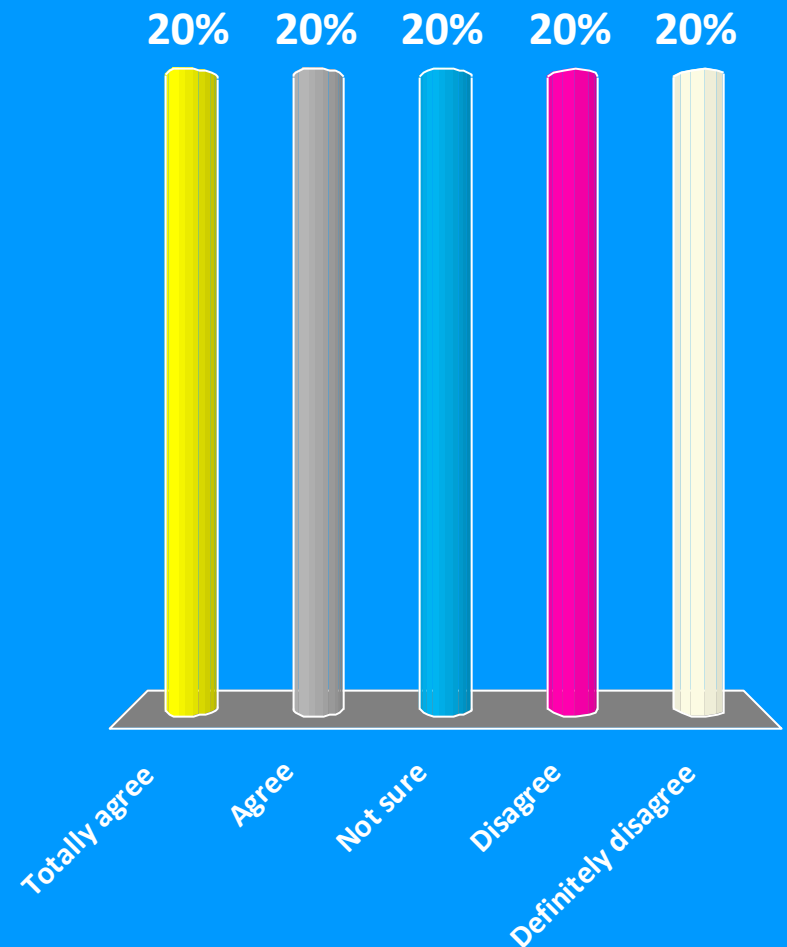
Revisiting the rules of engagement: managing student expectations through induction

Margaret Freeman
&
Ian Muntou



The calibre of students has changed

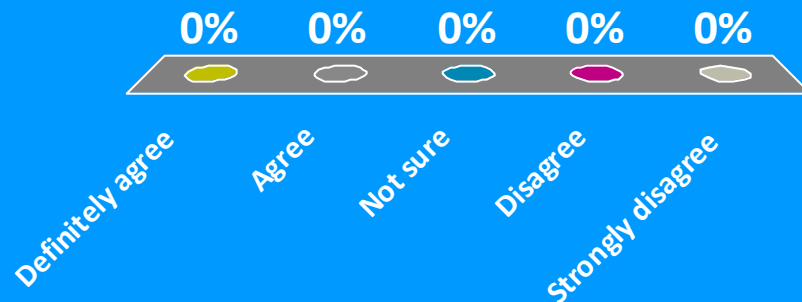
- Totally agree
- Agree
- Not sure
- Disagree
- Definitely disagree





Students today are more demanding

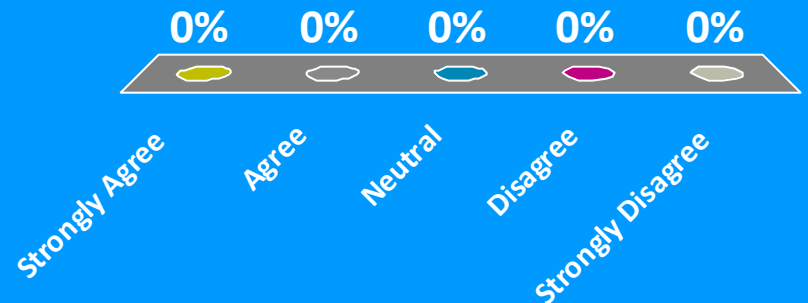
1. Definitely agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree





They expect to be spoon-fed

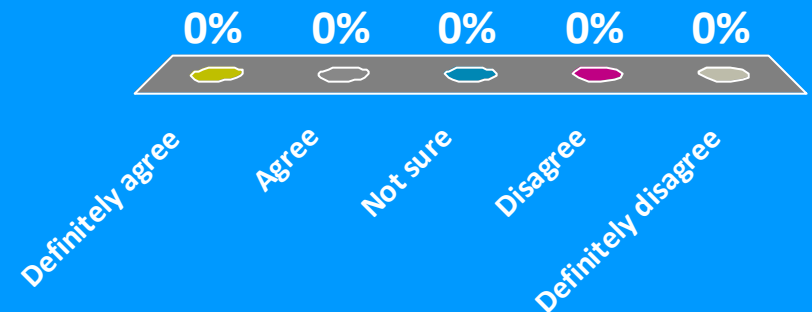
1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree





Students should be treated as customers

1. Definitely agree
2. Agree
3. Not sure
4. Disagree
5. Definitely disagree





The HEIs *have to* respond to change

1. Definitely agree
2. Agree
3. Not sure
4. Disagree
5. Definitely disagree

0%



Most change comes from institutional policy (top down)

1. Definitely agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree

0%

■ Definitely agree ■ Agree ■ Not sure
■ Disagree ■ Strongly disagree



The biggest change needs to come from academics

1. Definitely agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree

0%





To be effective, we need to *work together* for change

1. Strongly agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree

0%





Reality Check! The student perspective

PRE-UNIVERSITY

- ‘Groomed’ for exams
 - SATS, GCSE, AS/A level
- ‘Didactic Pedagogies’
 - Teacher knows (best)
 - Emphasis on content recall
 - Dualist concepts of Knowledge (Right/Wrong)

SELECTION PROCESS

- A small ‘elite’ group by A Level
- Big fish in school pond
- Competitive entry to HEI
- High achievers



Reality check 2

From

- Part of small elite group
- 'Top of the class'
- Groomed/spoon-fed
- Accomplished learner
 - (rote and dualistic)
- Limited set texts & learning resources; handouts & homework

To

- Part of a large mass
- One among many 'elite'
- New style: self direction
- Expectations dashed!
- Mass of new resources
- IT & Information Literacy
- Feedback less frequent



Reality Check 3:

‘How is University different?’

‘It’s a lot bigger, so easy to get lost’

‘The lecturers don’t speak at dictation speed’

‘The Library is big *and scary*’

‘I don’t know who to ask...and I don’t dare to ask, either!’



Educational Research

Frameworks for learning

Entwistle et al. 2002

First Year Experience

Lim, 2005;

Yorke & Langden, 2006;

Harvey, 2006

Enabling students to cope with complexity

Gamache, 2002

Keenan, 2005

Preclinical Students' predispositions

Raidal & Volet, 2009

The changing concept of induction

Edward, 2003;

Laing et al, 2005

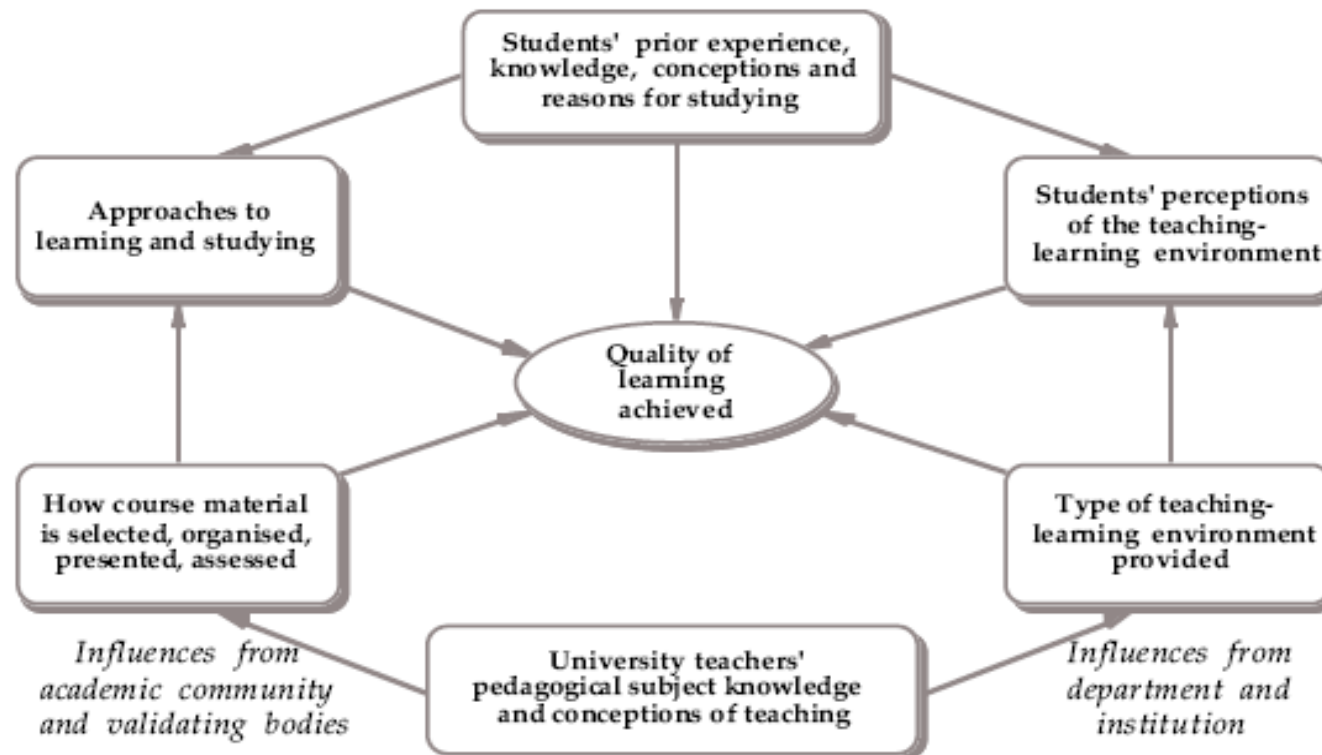
Wingate, 2007



Framework for Learning

Entwistle et al. (2002)

Figure 2: Concepts related to the quality of learning at university



The First Year Experience

Don't know
what to expect
of university
life

Transition
difficulties

Unsure of
standards
expected

Independence and
responsibility can
be frightening

Financial
realities:
student
loans, part
time work

From
families
with no
previous
HE
experience



Don't
understand
lectures,
language,
terminology

Expect
more
support
and
guidance

Information
overload

Lost, lonely,
confused

Want to learn
and develop
new skills
but don't
know how...



“During my entire schooling I have always been told exactly how to do a task and what exactly must be covered. ..

The transition from a dictator to self-directed style of learning can be frustrating...

... it feels like there is something missing in the form of someone telling me exactly what to do.

As a result I fear failure as my judgement might be wrong. “

Quote from student (Raidal & Volet ., 2009, p. 586)



The Sheffield solution?

Student Services



Learning & Teaching
Services

Learning , Teaching &
Assessment Strategy 2005-10

Pro-Vice Chancellor, L&T

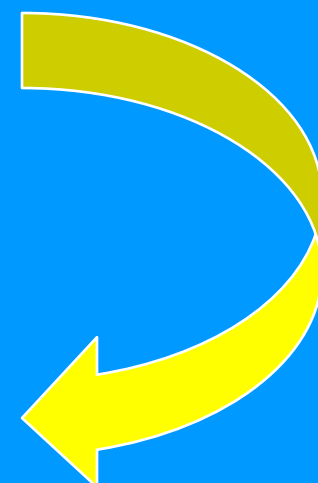
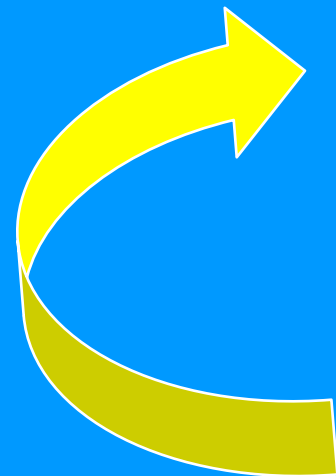
Faculty Directors of
Learning & Teaching

Departmental L&T Advocates

Students Union
Officers

CETL
(CILASS)

Students in Departments





Induction Programmes

Critique

Lecturer –led

Transmission mode

Information overload

‘Boring/passive’

‘Didn’t meet anyone

‘I know you told us a lot, but
I had nothing to hang it
on...so I’ve forgotten’

Response

- Consultation with staff & students
- Re-design
- Emphasis on WELCOME & SOCIAL INTERACTION
- Focus through activity
- Student /peer involvement
- Celebration of achievement

Example from Human Communication Sciences

- All Freshers divided into groups (6-8)
- Groups supported by 2nd/3rd year 'guides'
- 'Challenge' presented Monday
 - Undertake 'research' activity (using PCs)
 - Compare data with published norms
 - Use Library and IT resources
 - Produce a poster by Friday Lunchtime
 - Peer review others' posters

Feedback: HCS activity

- Freshers: “Fun, useful, made friends”
- Guides: “ Learned a lot by helping”
- HCS Staff: “ Students at ease, quickly”
- Library staff: Good alternative to ‘tours’
- Student Services: Good Start
- Registration: Adapted process
- Other colleagues:
 - adapted model, proved scalability



Stage 1 : Identifying Good Practice:

- Departments reported back on activity
- Examples collated and disseminated by
Head of Student Services & PVC (L&T)
- DLTDs organised sessions to share good practice
- Models disseminated and adapted
- Cascade effect by following year



Stage 2: Extending Good Practice

1. PRE-ENTRY

- Information Packs improved
- Web-sites for Freshers
- Student-led Facebook welcomes

2. FRESHERS WEEK CHANGES

3. “Induction is not just for a week”

4. Dialogue, collaboration and development are ongoing



Are similar changes occurring in your HEI?

1. Yes, definitely

2. Yes, but slow

3. Not sure

4. Some, not much

5. No

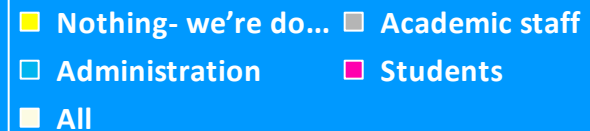
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Which elements need to change most?

1. Nothing- we're doing it
2. Academic staff
3. Administration
4. Students
5. All

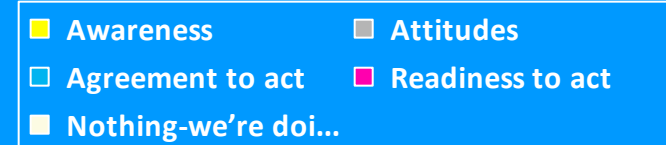
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What are the biggest barriers?

1. Awareness
2. Attitudes
3. Agreement to act
4. Readiness to act
5. Nothing-we're doing it



0%





Summary

- 'Rules of engagement' *are* changing
- Explanation and dialogue need to be *in context*
- *The Social element is vital*
- Induction starts before Freshers Week and needs to go on a lot longer than that!



To
Discover
And
Understand.