Academy Forum 1: Student Induction

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UKPSF Mapping: A1, A2, A4, K2, K3, K4, V1, V2

## October 2022

# Key resources

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| Morgan, M. 2020. *An exceptional transition to higher education: induction of new and returning students during the ‘new normal’ year.* Advance HE. Available online:[https://www.advance-he.ac.uk/knowledge-hub/tags/teaching-and-learning/student-experience-and-outcomes/student-induction](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.advance-he.ac.uk%2Fknowledge-hub%2Ftags%2Fteaching-and-learning%2Fstudent-experience-and-outcomes%2Fstudent-induction&data=05%7C01%7C%7C933a317feb5d405d304f08daa61b2a8b%7Cd47b090e3f5a4ca084d09f89d269f175%7C0%7C0%7C638004932841313394%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BiF3GGqwV6gefhTtVsotmENw9Z4IQdSFAUatzozrH5Y%3D&reserved=0) | This guide from Advance HE outlines how to plan student induction in relation to the pandemic.  The guide provides advice on:   * Setting and managing expectations * Institutional awareness of applicant and student concerns * Bridging the learning digital gaps and aspects |
| University of Manchester, 2022. *Transition Resource*. Available online: <https://www.escholar.manchester.ac.uk/learning-objects/transition-ext/#welcome-message> | An online transition resource co-produced and designed with students.  This resource is aimed to support students with the transition to University.  It is split into the following sections:   * Core University life * Academic life * Digital Skills * Careers |
| Swansea Academy of Inclusivity and Learner Success. *Staff Guide to student induction and transition.* Available online: <https://www.swansea.ac.uk/media/staff-guide-to-student-induction-and-transition-v2.2.pdf> | This practical guide splits advice into different transition phases, including:   * Pre-arrival * Initial induction * 3-4 weeks into term * First assignment / assessment * Transition into second year |
| WONKHE. *Easing the transition into higher education for disabled students*. Available online: <https://wonkhe.com/blogs/easing-the-transition-into-higher-education-for-disabled-students/> | This article by WONKHE outlines some things to consider in the induction of students with disabilities. |

The discussion for this Academy Forum focused on 6 areas:

* Pre-arrival
* Induction week
* Departmental inductions
* Module Level induction
* Technology’s role in induction
* Interventions / improvements that colleagues want to make

We need to get induction right to:

* Prepare students to achieve the best
* Set out expectations
* Improve student wellbeing
* Increase retention

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| Discussion 1: Pre-arrival What skills do we expect students to arrive with?  What are we assuming students should be able to do before they start? | * Subject specific skills, for example in Physics, that there is a basic understanding of mathematics. Similarly, with sports – that there’s a basic understanding of physiology * There’s a requirement for students to already be able to prioritise information, especially with the number of emails that they receive. Some work needs to be done on how this is managed. * We assume that students are independent and have the ability to progress and make decisions. * In terms of preparation for learning, we assume that students already know how to learn. * Some time might need to be spent asking students to unlearn some of their skill / bad study habits. * Aligning and co-ordinating all the different information can be a challenge * Students might not have been taught how to manage their anxiety around starting somewhere new |
| Discussion 2: Induction and start of term What skills do students need to develop in welcome week and week 1? | * Should we be teaching skills at this point? Should we not be focusing on induction? * We should use this time to orientate students in getting to do the basics? * Need to ensure that they are registered so they get the information that they need * What are the technical things that students need to be able to do? * What are the expectations that students bring with them? Are they aware of what a University is? * We might need to consider social skills and what students need to engage * Studying skills, for example note taking skills, listening skills * Subject specific induction activities / events – for example, field trips to inspire students * Setting the correct expectation is crucial * Key to this is ensuring that a good relationship can be built between students and faculty * Develop independence and learn to be a learner in this context. |
| Discussion 3: Departmental Induction How does your department plan departmental induction?  How do you create a learning community? What dos an Aberystwyth University learning community look like?  What works well? | * Welcome to the degree scheme and the University * Team building events: * Options of field trips, trips to local areas * Trips to local attractions * Location familiarisation * Second year – re-induction * Law and Criminology have introduced year tutors |
| Discussion 4: Module Level What activities do you do in your week 1 teaching?  How do you prepare your students for the rest of the module?  What icebreaker activities do you run with students? | * The mode of delivery * Breakdown of module, assessment, and how students will be learning. * The first week needs to unpick some of the assumptions that students might have made about the topics. * Foregrounding expectations – both maximum and minimum workloads and not to over work students |

Following the Academy Forum, some participants wanted to explore the following in regards to induction:

* Second and third year re-induction
* Connect induction activities to future assessment to ensure engagement
* Use Vevox to outline the expectation of students at the start of the course
* Ensure all teaching staff have a visible presence at induction activities
* Make clear the expected hours for studying
* Reflect on the assumptions we have about learning and being a new learner
* Streamlining processes to prevent overload