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
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| 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
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| 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
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| 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
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| Discussion 2: Induction and start of termWhat 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.
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| Discussion 3: Departmental InductionHow 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
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| 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
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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