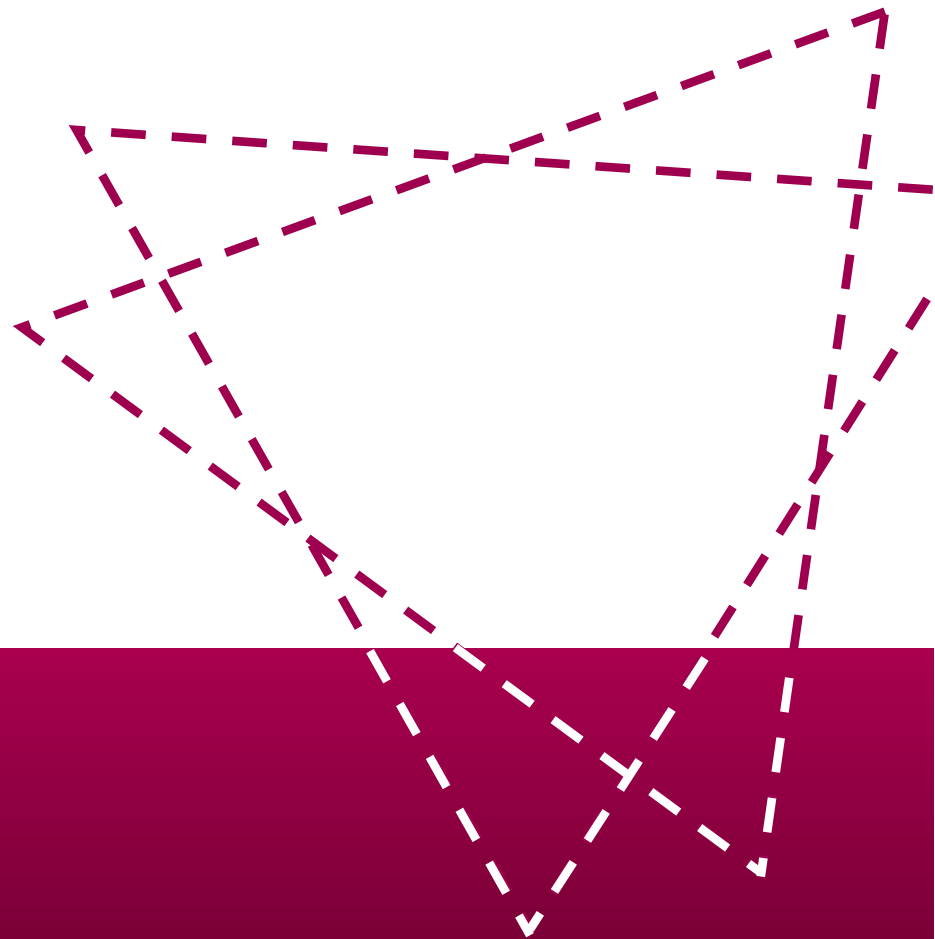


# 2-HOUR WORKSHOPS

TUESDAY 27<sup>TH</sup> JUNE 2023



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## Room 1025

### EFYE: AN ORIENTATION SESSION: AN INTRODUCTION TO THE EUROPEAN FIRST YEAR EXPERIENCE CONFERENCE



#### SPEAKERS

*Diane Nutt, Higher Education Consultant, England*

Dr Diane Nutt PFHEA: Diane is an independent consultant in higher education in the UK. She is now partially retired, but is still committed to exploring strategies to enhance the student experience, from the first year throughout the university journey. Diane set up the European First-Year Experience (EFYE) Network and Conference Series and was chair of the EFYE Conference Organizing Committee until 2021. More recently her work has focused on third space practice to support student success, and she has a particular interest in how we can best develop staff who support and teach students in transition.

*Will Carey, Loughbrough University, England*

William Carey is an Educational and Academic Developer (Loughborough University, UK). In collaboration with students, he supports academic and professional learning staff to explore and evaluate Teaching, Learning, Assessment and Student Engagement policy and practice. He has been involved in the organisation of EFYE since 2006 and became chair of the network in 2021. He is affiliated with the European Centre for SI-PASS (Lund University, Sweden) where he supports institutions across Europe to implement, train, and evaluate SI-PASS (Supplemental Instruction / Peer Assisted Study Sessions) programmes. His interests include student-staff partnership; third space professionals; peer learning; and co-creation of assessment and feedback.



#### PROGRAMME SUMMARY

Is this your first EFYE conference? Are you new to debates about First Year Experience? This session will orientate you to the conference, FYE research, and the EFYE movement. Like an orientation session for students it also provides the opportunity to meet other new delegates and talk about shared interests and your aims for the conference.



#### PROGRAMME ABSTRACT

This workshop is designed to provide an introduction to European First Year Experience. Is this your first EFYE conference? Are you new to the research and debates about first year experience? This session will orientate you to the conference, first year experience research and the EFYE movement. Just like an orientation session for students new to a university, this session will also provide the opportunity to meet other new delegates and talk about shared interests and your aims for the conference.

Discussions and ideas about supporting first year students and understanding their particular experiences have been around for a long time. The USA has a long history (primarily through the National Resource Center for First Year Experience and Students in Transition) of interest in, and research about, first year experience. From this amazing

groundwork other countries and areas around the world (e.g. Australia, Belgium, Canada, Denmark, Ireland, Japan, Netherlands, New Zealand, Norway, South Africa, Sweden, UK) have addressed their focus on the specific challenges experienced by students in their first year and at key transition points. A number of established writers, researchers and theorists have developed a greater understanding of what shapes the first-year experiences and first point transitions of our students. This session will provide a brief exploration of some of the key research findings and explore some of the activities we know work to enhance student transition experiences. It will also highlight recent and ongoing work across European Higher Education institutions.

The European collective FYE movement began in 2005, with conversations between Europeans, and conversation remains a fundamental element of EFYE events. This session is interactive and will include opportunities to share your own specific interests in relation to transition and begin to make some connections with other delegates working in similar areas.

## Room 3510

### WHAT CHALLENGES DO FY STUDENTS FACE AND HOW CAN WE SUPPORT THEM?



#### SPEAKER

*Herman Van de Mosselaer, AP University of Applied Sciences & Arts, Belgium*

Herman Van de Mosselaer M.A., has more than 40 years of experience in higher education in Flanders, Belgium, which includes 20 years as teacher and coordinator of the first year in a teacher training college. He spent an additional 20 years in other various positions, serving as department head in education, quality care and/or in research in AP University of Applied Sciences and Arts, in Antwerp.



#### PROGRAMME SUMMARY

What challenges do first students face and how to tackle them? How can we use feedback reports to support them? We explore how diagnostics can help and illustrate this with three feedback reports: the Abertay Discovery Tool, and Kyss and Lemo, tools from AP University of Applied Sciences and Arts. Finally we focus on the role of the teacher in the classroom who is best placed to prepare students socially and academically for success. We put together concrete tips.



#### PROGRAMME ABSTRACT

What do we know about students' strengths, as well as the pitfalls and challenges students face in the first year of higher education? What factors related to first-year students' success should we pay attention to? We briefly report on research results and supplement them with the input from participants. To gain insight into the diverse range of abilities and skills with which students enter our universities, we increasingly use diagnostics and feedback reports. How can they be best deployed to help students succeed in their first year of study? What do we want to achieve with them? What do we want to provide feedback (and feedforward) on? Participants discuss the feedback reports they know and how these are used.

An important question is how we can enable feedback tools so that students are indeed supported by them to be more successful in their studies. We give an example of a feedback report that has been used with no demonstrable effect on success rates, and together with the participants we look for ways and guidelines to use feedback with impact. We illustrate ways to use feedback reports effectively with three examples: the Abertay Discovery Tool, and Kyss and Lemo, tools from AP University of Applied Sciences and Arts.

Diagnostics and feedback reports can certainly help to inspire and engage students, but we have indications that the most effective support to impact study success within course units can best be given within these course units. Therefore we finally focus on the role of the teacher in the classroom. Students are primarily responsible for their own learning process, but teachers in the classroom can do a lot to support this. What can be done in

the classroom to prepare students socially and academically for success? We invite participants from different roles and services to put together concrete tips on how to stimulate social integration and coach learning. We listen to a selection of good practices. We keep a number of concrete examples at hand: both informed by the practice of experienced teachers and by ideas that come from students themselves.

This session is also a plea to organize the most important courses of the first year in smaller groups. Research shows that investing in small scale groups and personal contact with teachers is positively associated with a sense of belonging and well-being of students (Deunk&Korpershoek, 2021). John Gardner talks about gateway courses in this regard and argues that they are the real First Year Experience.



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## Room 2521

### ENHANCING FIRST YEAR OUTCOMES: LAYING THE FOUNDATION FOR STUDENTS' AGENCY AND SUCCESS



#### SPEAKERS

*David Grey, UK Advising and Tutoring (UKAT), UK*

David Grey is the Chief Executive of UK Advising and Tutoring (UKAT), a UK higher education membership association focused on ensuring that every HE student experiences effective personal tutoring/academic advising which personalises their learning and enables them to flourish. David has over 25 years' experience as an academic, personal tutor and educational developer, with a leadership focus on learning and teaching, the student experience and personal tutoring. He has lead institution-wide projects to revise and enhance personal tutoring provision and publishes regularly in the field.

*Oscar van den Wijngaard, Maastricht University, Netherlands*

In 2003, Oscar van den Wijngaard (MA Hist., MA Phil., Leiden University) joined University College Maastricht, where he contributed to curriculum development, taught courses in humanities and coordinated the academic advising program. Since September 2017, he works as senior educational developer at EDLAB, the Maastricht University Center for Teaching and Learning. In that role, he currently co-leads a project to create an institutional vision and strategy for academic advising. Since 2007, Oscar has been in leadership roles within NACADA: The Global Community for Academic Advising since 2007, as well the Dutch and British advising associations, LVSA and UKAT.



#### PROGRAMME SUMMARY

Discover how advising and related activities can be considered teaching and learning, which equips students to attain outcomes that help them write the story of their education and future. Explore how these outcomes lay the foundations for success within and beyond HE, which starts from the first year.



#### PROGRAMME ABSTRACT

In this workshop participants will be introduced to the concept of 'student outcomes' as used in academic advising. Academic advising (and many related activities) is increasingly considered as intentionally structured teaching and learning beyond the discipline, centred on student outcomes that help students to make sense, and intentional use of, their higher education experience to achieve academic and future success.

This workshop introduces the continuum of advising as a tool to explore the purpose of advising, especially in the first year. The continuum juxtaposes types of outcomes and forms of delivery of advising. Outcomes may vary from those which facilitate students' *participation* in their education, and those which enable them *to realise future goals* and author a desired future version of themselves. Methods of delivery vary from helping

students by solving issues for them, to helping students develop agency and authorship over their education (and life).

Using this tool, participants will review existing outcomes and methods of delivery, and identify potential new ones, that already are, or could be, embedded in their first year (advising) programmes. By locating outcomes and methods of delivery on the continuum, participants will see how advising can be employed to help move first year students over time from a position of dependency to one of agency in which they take responsibility for their own learning and future success.

Having followed this workshop, participants will be able

- to articulate intended outcomes of advising (and other orientation activities), leading to readiness to develop more students agency at the end of the first year;
- to review and further develop their advising and orientation activities and interventions on the basis of intended outcomes,
- to identify proper timing and alignment of these activities.



## Room 3511

### SUPPORTING STAFF IN DEVELOPING BLENDED LEARNING CONTENT AND DELIVERY, ESPECIALLY FOR STUDENTS TRANSITIONING INTO UNIVERSITY



#### SPEAKERS

*Julie Blackwell Young, Abertay University, Scotland*

Julie Blackwell Young is Head of Teaching Quality and Learning Enhancement at Abertay University in the Abertay Learning Enhancement Academy. Part of Julie's role is working with staff to enhance academic practice and the student experience with an emphasis on inclusive practice, authenticity, and digital education.

*Scott Cameron, Abertay University, Scotland*

Scott Cameron is Abertay's School of Applied Sciences Head of Teaching Quality and Learning Enhancement and a lecturer in Biomedical Science. He has a keen interest in using digital technologies for enhancement and inclusion in teaching, learning and assessment as well as integrating problem-based and applied learning activities within the curriculum.



#### PROGRAMME SUMMARY

This workshop will introduce the approach adopted by Abertay University in supporting staff to produce blended learning content with a focus on student activity and experience. The workshop will outline Abertay's approaches and workshop participants will then work through the framework in terms of their own context engaging in discussions and sharing of practice ideas with other participants.



#### PROGRAMME ABSTRACT

Explain our approach/philosophy – long term e.g. original online and then blended

Use our principles (shows a values based approach)

Learning outcome based approach

Pedagogic context – active learning on campus, more passive asynchronous

Frameworks for blended learning

Activity - Who are my students, where are they transitioning from, what do they need (10 mins individually, 15 mins discussion)

Work through a framework – can either use own materials – module approach, programme approach, stage approach, institution induction approach (15 mins individually, 15 mins discussion)

What activities get done, how and what mode

Challenges in delivering (own experiences) – how do you make your dreams happen

10 mins walk around to see what people have put on the boards

Staff buy-in

How to influence institutional decision making?

Feedback through to institutional structures e.g. principles, workshops

Student voice and behaviours

## Room 2522

### CREATING PERSONAL INSIGHTS - A STUDENT-FACING DASHBOARD



#### SPEAKER

*Pieterjan Bonne, Artevelde University of Applied Sciences, Belgium*

Pieterjan Bonne combines a position as a lecturer and support staff. As a researcher he worked on the Erasmus+ project Onwards from Learning Analytics.



#### PROGRAMME SUMMARY

What do we do with the data we have? And how do we return them to students? In this workshop we discover and try to design student-facing dashboards to improve student success, retention and well-being.



#### PROGRAMME ABSTRACT

In the workshop we start from institutional and national goals for students. During the workshop, participants will work in small groups based on context and/or goals.

Then, we look at what data is already available in institutions, and what data might be relevant in relation to our goals.

What follows is the most important step. We decide how we will return this to students by designing a dashboard.

To conclude, the different dashboards are presented and the different elements are collected centrally.

## Room 3508

### EFYE PRE ARRIVAL & THE STUDENT JOURNEY



#### SPEAKERS

*Emily McIntosh, University of West of Scotland, Scotland*

Dr Emily McIntosh has held a variety of senior management roles in learning, teaching and the student experience in several UK universities. She joined the University of the West of Scotland (UWS) as Director of Student Success in January 2023. Her expertise includes institutional leadership for learning and teaching, including student transition, technology enhanced learning (TEL), academic practice, equality, diversity and inclusion (EDI), academic advising, and student engagement. Emily is a Principal Fellow of the Higher Education Academy (PFHEA, 2017) and a National Teaching Fellow (NTF, 2021). She was a founding Board member and Trustee of UK Advising and Tutoring (UKAT) from 2016-2021, is an Executive Member & Trustee of the Heads of Educational Development (HEDG) group (2022-) and an Independent Board Member of the Board of Corporation for the Trafford College Group (TCG). Emily has always had a keen interest in all things student success and has published monographs, chapters and articles on a wide variety of topics from academic advising, personal tutoring and peer learning to integrated practice. She is on twitter: @emilythemac.

*Suzanne Daly, University of West of Scotland, Scotland*

Suzanne brings over two decades of experience within the Scottish higher education sector with responsibility for Admissions, Recruitment, Academic Registry, Quality Assurance and Governance. In addition to creating and updating many student facing policies and regulations, she has implemented and developed a number of student records systems and digital solutions. Early in her career, Suzanne held several international positions in the private sector but found her calling in the third sector and has, for the last twenty years, worked to improve equality and opportunities for students and school leavers. Suzanne is Vice-Chair of Capella charity which aims to achieve lasting change through learning.

*Nina Anderson-Knox, University of West of Scotland, Scotland*

Nina Anderson-Knox has over two decades of experience of working in Higher Education within the field of quality enhancement and the student experience. Nina is currently the interim Head of the Student Success Team at the University of the West of Scotland. In 2022, Nina lead on the creation of the Student Success Team at UWS, a new team focused on providing easily accessible, proactive support to help ensure students are successful and get the most out of their time at UWS. The role of the team is to support students to confidently engage with their studies and link them with the wide range of services available at UWS that can help enrich their university journey. Prior to this Nina was the Head of the Quality Enhancement and Standards Team (QuEST) and is very experienced in terms of programme review and approval, annual monitoring, collaborative developments and student engagement in quality activities. In 2020 Nina was part of a project team to support the introduction of student engagement in quality assurance activities and learner

outcomes in State Universities in Sri Lanka, a project that was undertaken in partnership between the University of the West of Scotland and the British Council in Sri Lanka.. Nina is a passionate supporter of enhancement and the transformation of student lives through education and firmly believes in the importance of being solution focused and working in partnership with students, academic and professional services colleagues.

*Michelle Morgan, University of East London, England*

Dr. Michelle Morgan is Dean of Students at the University of East London. Michelle is extensively published in the area of supporting student diversity and improving the student learning experience at undergraduate and postgraduate taught level in, through and out of the student study journey. Her two edited books that revolve around her Student Experience Transitions Model (SET) are designed to help academic and professional service colleagues support students. She has developed a free portal for staff which provides a range of information and links for anyone interested in improving the student experience in higher education: [www.improvingthestudentexperience.com](http://www.improvingthestudentexperience.com) During her varied career, Michelle has been a faculty manager, lecturer, researcher and academic manager. She describes herself as a 'Third Space Professional' student experience practitioner who develops initiatives based on pragmatic and practical research. Michelle has over 50 publications and has presented over 100 national and international conference papers (including 45 keynotes and 30 invited papers). She co-wrote and co-presented a 5 part Radio series for BBC China in 2011 on the student learning experience.

*Nicola Watchman-Smith, Teesside University, England*

Dr. Nicola Watchman Smith (PhD, PFHEA) is Deputy Director of Student Learning at Teesside University, previously Head of the Teaching Excellence Awards and Academic Apprenticeships at Advance HE. Nicola sits on numerous committees / Boards, including the Advisory Committee for Degree Awarding Powers (QAA), the RAISE Network Committee and Board of Governors within college-based HE. She is frequently invited to guest speak at conferences and symposia, including WonkHE's Secret Life of Students and Advance HE's Teaching & Learning Conference. An advocate for challenging barriers to participation and recognition in higher education, Nicola is a co-founder member of the In it Together EDI project and the Sorority of HE Leaders (SHEL). She works to promote meaningful student engagement as a route to student success, with a professional passion for celebrating student voice and enhancing student belonging. Nicola is a published author, with research interests spanning higher education practice and the Northern Soul music scene.

*Nurun Nahar, University of Bolton, England*

Nurun Nahar is an Assistant Teaching Professor based at the Greater Manchester Business School, University of Bolton. Nurun's main responsibilities include driving excellence in pedagogical practices institutionally and within her school at the University of Bolton. Nurun is a published researcher and has presented widely about pedagogical partnerships and technology enhanced learning in Higher Education. Her research interest include co-creation of curriculum design and delivery, staff-student partnerships as a mediator of active student engagement, gamification and digital literacy. Nurun's most recent work

include, critically informing JISC's new curriculum design framework as a member of JISC Advisory group for learning and curriculum design.

*Glenda St John, EvaSys, England*

Glenda brings over a decade of experience within the higher education sector, with a diverse background spanning both universities and software providers to higher education institutions. As an expert in integrating technical systems with institutional strategic and operational objectives, she has a track record of successful delivery. As Head of Engagement at evasys, Glenda plays a crucial role in ensuring that universities using the evasys evaluation platform are fully leveraging its capabilities to achieve their student success and engagement goals. Additionally, as Head of Customer Success at Solutionpath, she spearheaded strategic customer success initiatives and retention activities for the company's entire client base. At York St John University, Glenda served as the Head of School Administration Unit, overseeing the delivery of streamlined programme administration processes and systems as a new central service created in response to the university's restructure. As a Projects and Business Analyst in IT, she was also instrumental in promoting a culture of continuous improvement across the institution.



## PROGRAMME SUMMARY

This interactive workshop focuses on the importance of understanding our students' prior educational and social experiences, in order to best support their transition into university and to support and facilitate their journey into and through higher education.



## PROGRAMME ABSTRACT

This interactive workshop focuses on the importance of understanding our students' prior educational and social experiences, in order to best support their transition into university and to support and facilitate their journey into and through higher education.

The workshop will be in three parts: (1) Part one – discovery - will encourage participants to explore the intersectional characteristics which impact students' experience at university, and how this can lead to cumulative disadvantage. (2) Part two – dialogue - will consider 3 current examples of pre-arrival questionnaires and diagnostics across the UK HE sector, and the insights these have provided about supporting the student journey, aiding retention and progression – participants will be asked to reflect on the use of pre-arrival questionnaires to support the student journey. (3) The third and final part of the workshop – digital - will consider future approaches and discussion about the ways in which we can better enable and digitise reflection on the student journey, including improving our approaches to learning outcomes and assessment processes. There will be a particular focus on the design and implementation of pre-arrival questionnaires, and the use of technologies and data to support the student journey.

The workshop will support the overarching theme of the conference, exploring the discovery and design for academic and social student success. It will focus especially on three of the sub-themes of the conference: discovery, dialogue and digital.

Participants will be encouraged to participate in active reflection and discussion throughout, sharing their insights and applying their knowledge. Those attending the

workshop will leave with a greater understanding of the ways in which we can identify, measure and reflect on the student journey, and the factors impacting student success.

## Room 1026

### ENHANCING THE STUDENT LEARNING EXPERIENCE: USING DIALOGUE AND PARTNERSHIP TO ENGAGE FIRST YEAR STUDENTS.



#### SPEAKERS

*Justin Walker, sparqs (student partnership in quality Scotland), Scotland*

As a development consultant with sparqs, Justin's work centres on the development of partnership relationships between students' associations and their college or university. This role provides opportunities to work with a uniquely privileged range of college and university stakeholders – curriculum teams, quality teams, senior management, student guidance teams, sector agencies, students' association staff, elected student leaders and grassroots student groups.

Justin leads a variety of projects for sparqs, including the development of course rep training materials, the analysis of course rep diversity, and sparqs relationship with the Scottish Qualifications Agency (SQA).

He is a qualified teacher with many years' experience across the age range and has worked as a headteacher in Chile, a development advisor for the Government of The Gambia, and as a college quality manager in London.

*Simon Varwell, sparqs (student partnership in quality Scotland), Scotland*

Simon leads sparqs' work on institutional support and staff development, coordinating its support to partnership between staff and students across Scotland's universities and colleges, to align this with sparqs' priorities and projects. He has worked for sparqs for sixteen years across a range of activities relating to training, support, events, research and institutional capacity-building.

He has led many of sparqs' activities to support student engagement internationally, including in European projects and the Irish and Armenian higher education sectors, and has published and presented widely in journals, conferences and events throughout Scotland and across the world.

Simon is a Principal Fellow of the Higher Education Academy and a graduate of the University of Winchester's Masters in Student Engagement.



#### PROGRAMME SUMMARY

How can dialogue and partnership involve first year students in shaping their learning experience? This highly participative workshop explores how sparqs' widely used Student Learning Experience tool can be used to build effective dialogue and partnership with first year students.



#### PROGRAMME ABSTRACT

How can **dialogue and partnership** equip first years to enhance their learning experience?



The past decade and more has seen intense focus across the world on institutional capacity to develop first year students' views of their learning (Zepke, 2013; McCluskey et al, 2019), not least given fraught pandemic-era transitions from online secondary school experiences (Fruehwirth et al, 2021; Cicha et al, 2021). At such an uncertain time, it is essential that staff and students have the tools to generate meaningful conversations about the first year experience.

In early 2023 sparqs, Scotland's national agency for student engagement, redeveloped its widely-applied **Student Learning Experience model** (sparqs, n.d.), which for nearly twenty years has been at the heart of our course rep training and staff development materials. Using a series of headings and questions, this simple but insightful tool has assisted academic, management and quality staff to engage in **dialogue and partnership** with students, programme-level representatives and students' associations/unions to explore and enhance the student learning experience.

To reflect substantial recent changes in Scottish tertiary education (Scottish Funding Council, 2021), sparqs has updated this model through workshops with students across the country and with support from Scotland's institutions, quality agencies and the Scottish Funding Council, our national strategic body which funds colleges, universities and sparqs. This revision has developed a set of building blocks and principles which will be deployed in work with staff and students from the coming academic year.

In this workshop, participants will have the opportunity to interact with and apply this recently-redrafted model, explore its building blocks and principles, and apply them to the spaces in which conversations with first years take place about their learning experiences. The workshop will enable sharing across institutions, roles and sectors, and assist in the development of approaches to engage in effective dialogue with first years that equips them to be active partners in shaping their learning at this critical early stage of their studies.

This is an interactive workshop with several activities. Please come ready to discuss and participate and learn from both our materials and from each other. We will also be learning from you as you contextualise this work to the setting in which you usually work.



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