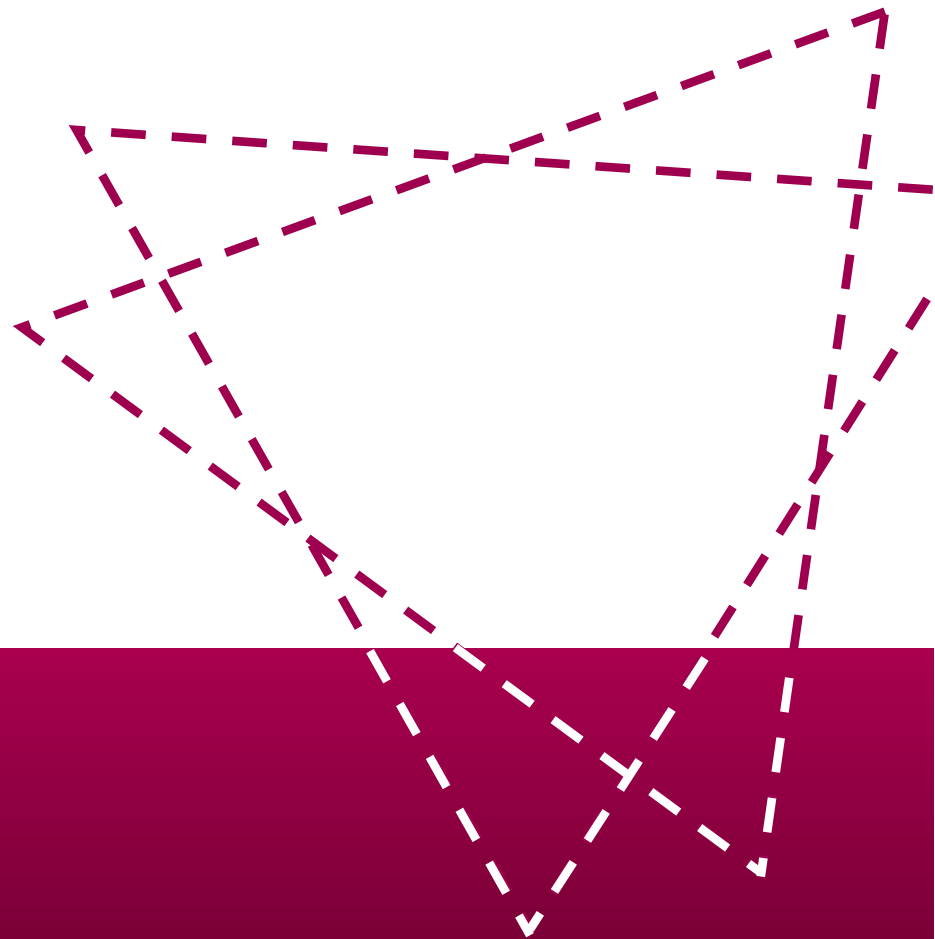


PARALLEL SESSION 6

THURSDAY 29TH JUNE 2023



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Parallel 6.1 (Authors Panel), Room 2521

PERSPECTIVES ON ENHANCING STUDENT TRANSITION INTO HIGHER EDUCATION



SPEAKERS

Debbie Willison, University of Strathclyde, Scotland

Professor Debbie Willison is Deputy Associate Principal (Online Learning and Teaching) at the University of Strathclyde. Her interests lie in student transitions, Education for Sustainability, enhancement of student employability skills and the use of technology, including online and blended learning, to invigorate the learner journey and enhance the student experience.

Emma Henderson, University of Strathclyde, Scotland

Dr Emma Henderson is a Senior Teaching Fellow in the Department of Mechanical and Aerospace Engineering (MAE) at the University of Strathclyde. Dr Henderson obtained her PhD in the field of computational and experimental analysis for medical device design. Now Director of Education in MAE, she holds responsibility for educational strategy and teaching operations. Dr Henderson has keen research interests in the development of novel pedagogical processes to enhance student experience, with particular focus on transitions through HE, interventions which can be expanded to support large, diverse and inclusive cohorts. She is currently co-authoring a book entitled: Perspectives on Enhancing Student Transition into Higher Education and Beyond.

Jacqui Hutchison, University of Aberdeen, Scotland

Jacqui Hutchison received her PhD in Social Cognition from the University of Aberdeen in 2015. After completing her PhD, she took up a Research Fellow post at Abertay University before returning to the University of Aberdeen where she is now a lecturer (scholarship) in Psychology. Her research interests lie in the field of Social Cognition with a particular interest in stereotypes and self-processing biases in cognition. In recent years her research has included widening participation in education. She presents and publishes widely on all areas of her research.

Divya Jindal-Snape, University of Dundee, Scotland

Professor Divya Jindal-Snape is Personal Chair of Education, Inclusion and Life Transitions in the Division of Education and Society, School of Humanities, Social Sciences and Law at the University of Dundee. She is Director of the Transformative Change: Educational and Life Transitions (TCELTR) Research Centre and leads on its International Network of Transitions Researchers. Her research expertise is in the field of educational and life transitions, inclusion, creativity, health education and voice. She has created educational resources to facilitate transitions and enhance inclusion through drama, story books, games, comics and other creative art forms.

Luke Millard, Abertay University, Scotland

Dr Luke Millard is the Dean of Teaching and Learning at Abertay University and leads the local EFYE Organising Committee.



PROGRAMME SUMMARY

The volume 'Perspectives on Enhancing Student Transition into Higher Education and Beyond' will be published in July 2023. The book contains practical examples, based on theory, as to how academic colleagues can support their students into, through and out of Higher Education. At this Authors' Panel, authors and editors will explain the concept of this new publication to support student transitions and how specific examples of helping students into and through their studies can be adapted to individual contexts. The Panel will also reflect on the wider conference proceedings alongside the focus mentioned above.



PROGRAMME ABSTRACT

Debbie Willison and Emma Henderson are co-editors of a book entitled 'Perspectives on Enhancing Student Transition into Higher Education and Beyond' due for publication July 2023. We were inundated when we circulated our call for chapter proposals clearly indicating the relevance and interest in this topic for colleagues from across Further and Higher Education institutions, both in the UK and internationally.

This proposed Authors' Panel will explain the concept of our publication which is to provide practical examples of activities that colleagues are undertaking in their own areas and how this can be adapted to other contexts. Four of the chapter authors, including a co-editor, will make up the Panel each giving a 5-minute presentation about their research and/or practice. These panellists will be selected particularly from the transition stages into and through Higher Education. We will then invite panellists to take part in a chaired discussion around student transition stages, support and impact. Ample opportunity will be provided for audience engagement and questions so that colleagues can explore how these best practice examples can be adapted to their needs. The chair will ensure the Panel Session does not exceed 60 minutes.

Parallel 6.2 (Fireside Chat), Room 3508

CONTINUING THE CONVERSATION ON CARING TO BE DIFFERENT - REFLECTIONS ON THE OPENING KEYNOTE



SPEAKERS

Diane Nutt, Higher Education Consultant, England

Emily McIntosh, University of the West of Scotland, Scotland

Luke Millard, Abertay University, Scotland.



PROGRAMME SUMMARY

This chaired session will reflect upon the opening keynote from the perspective of the speakers and the conference participants. It will offer an opportunity to explore in greater detail certain aspects and offer a collaborative perspective through participant engagement with real world examples. This conversation will be relaxed, yet focused and engaging as we pool our expertise to consider the key questions in this space.

Parallel 6.3 (Discussion), Room 3511

INTERNATIONAL PERSPECTIVES ON THE FIRST YEAR EXPERIENCE



SPEAKERS

Will Carey, Loughborough University, England

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



PROGRAMME SUMMARY

This roundtable will discuss the challenges and initiatives for supporting first-year students in universities around the world. Delegates from various countries will share the key issues and national trends in their context, as well as strategies and good practices for promoting student success. The roundtable aims to foster cross-cultural learning and identify innovative approaches to the first-year experience.

Parallel 6.4 (20-Minute Presentations), Room 3510

MAKING COLLABORATION WORK (WHAT WE LEARNED ABOUT TEACHING COLLABORATION IN AN ART SCHOOL)



SPEAKER

Katy West, Glasgow School of Art, Scotland

Katy West is FYE Coordinator at GSA. Her research is interdisciplinary, across design, fine art and technology, referencing vernacular craft traditions and contemporary culture. She has experience as a curator, commissioning projects and as a designer producing work collaboratively that references ceramic history.



PROGRAMME SUMMARY

Research investigating methods of teaching collaboration to art & design students on the FYE course at GSA, this presentation will draw on interviews with students and be illustrated by work made on the course. It will expand on key attributes identified for successful collaborations, namely communication, organisation, cooperation and compromise.



PROGRAMME ABSTRACT

If collaboration and interdisciplinarity are known to be valuable to innovation, employability, and intellectual capacity building, what are the key skills we need to maximise the successful integration of collaboration into the first-year experience?

This presentation will share recent research investigating existing methods of teaching collaboration to Year 1 art & design students on the First Year Experience (FYE) course at Glasgow School of Art (GSA):

The FYE is an interdisciplinary collaborative course undertaken by all year 1 students from the schools of architecture, fine art, design and innovation. It incorporates key cross-cutting themes relating to sustainability, climate and social justice explored through narrative making and creative outputs such as performance, publishing, broadcasting, film and exhibitions.

Through a survey of past course's evaluative data and a questionnaire sent to staff and past students to reflect on their experiences, the research explores new ways to foster innovative approaches to teaching and learning collaboration in art and design. The research investigates learner's and teacher's experiences of GSA's FYE inter-disciplinary collaborative course, which introduces students to research and practice through a variety of collaborations. The research reviews the evolution of the course and how it has been modified through iterative developments over its first 3 years in response to regular collated feedback.

The FYE is an iterative process of development that has faced challenges along the way. It is still a work in progress, but the research has been a timely opportunity to reflect on what it is doing well, and areas for improvement. It explores professional practice's appetite for collaboration, and the proven importance for Year 1 art and design students to be exposed to risk and innovation that can support their development in becoming engaged global citizens adaptable to our changing world.

By exploring feedback, both historic and from current students who have undertaken the collaborative course at GSA, this research has deduced that there is a keenness to collaborate across disciplines, but that at Year 1 level we need to scaffold and support these experiences. By providing clear frameworks and processes, and making safe spaces for experimentation and risk, we can empower our students to feel confident and able to participate in subsequent collaborative opportunities. There are perennial issues and pitfalls with working in a group that are hard to eliminate, but by working to incorporate key findings in future iterations of the FYE staff may mitigate many of these.

The presentation will draw on interviews with students and be illustrated by some of the processes employed to make work collaboratively on the course. It will outline findings that expand on key attributes for successful collaborative experiences, namely communication, organisation, cooperation and compromise. The presentation will conclude with a proposal of a best practice approach to learning and teaching collaboration through the First Year Experience at GSA.

CRAFTING COLLABORATIVE COMMUNITIES THROUGH EXPERIENTIAL OUTDOOR LEARNING



SPEAKERS

Andy Needham, University of York, England

Lecturer/Postdoctoral Researcher and Co-Director of the York Experimental Archaeology Research (YEAR) Centre, Department of Archaeology, specialising in Palaeolithic and Mesolithic archaeology. Teaching includes Palaeolithic archaeology, Mesolithic archaeology, and experimental archaeology.

Stephanie Piper, University of York, England

Associate Lecturer, Department of Archaeology, specialising in Mesolithic archaeology and stone tools. Teaching includes Mesolithic archaeology, experimental archaeology, and archaeological research skills.



PROGRAMME SUMMARY

This presentation discusses the integration of outdoor teaching into a first year course, using experimental archaeology to both foster inclusive and collaborative learning communities, and as a means of introducing students to subject matter that is being studied for the first time, which is common in archaeology.



PROGRAMME ABSTRACT

Studying at university level can be challenging, especially in a non-school subject such as archaeology, where first year students are learning the subject matter for the first time. A knowledge gap such as this compounds challenges many students face when beginning their studies at university, including moving to a new city, living away from home, arranging a new job, and making friends. Creating a collaborative learning community is therefore important to encourage student engagement with unfamiliar teaching methods and new subject matter.

In this contribution, we present our reflections and observations from four years of teaching a first year undergraduate course called Artefacts & Materials. This course aims to introduce students to human-made objects (artefacts) from the contemporary world through to the most ancient archaeological periods, and from diverse cultures and geographical regions. Teaching is delivered via lectures, seminars, and outdoor practical workshops.

To address the combined pedagogic challenges of creating inclusive and collaborative learning communities to support student wellbeing, and enable deep learning of unfamiliar objects, materials, working techniques, and cultural settings in which they were made and used, an integrated programme of outdoor experimental archaeology is used to support traditional classroom based teaching methods. Experimental archaeology is the replication of (pre)historic archaeological objects to facilitate understanding of their production and function, and the problem-based learning activities are aligned to materials covered in the course: stone, organics, ceramics, and metal. We argue that crafting replica artefacts in this way encourages learning communities by exposing

students to aspects of the social processes that are a component part of craft activity: the sharing of ideas, the learning and implementation of skills and techniques, and working collaboratively to solve unfamiliar problems.

Furthermore, we have observed that an outdoor learning setting - the York Experimental Archaeology Research (YEAR) Centre, the Department of Archaeology's dedicated outdoor research and teaching facility - has proven to be an important means of building community, promoting mental wellbeing, and participation from students who may not contribute as readily in conventional seminars or lectures. These benefits were particularly emphasised while teaching during the pandemic, where Artefacts & Materials was one of very few opportunities for students to work together face-to-face during Covid-19 restrictions.

Student feedback suggests that experimental archaeology, when deployed alongside seminar-based teaching, can be an important means of supporting the creation of a positive learning community and is something that students really enjoy. Engaging in shared practical tasks as part of seminar groups can be a way to encourage contributions, and helps students new to university get to know each other and form peer-groups by talking through objects together, simultaneously encouraging deep learning through experiential methods. Finally, students noted that working in this outdoor space can promote wellbeing while reducing stress and anxiety, again promoting sociality.

Parallel 6.5 (20-Minute Presentations), Room 2522

USING PERSONALISED PORTFOLIOS TO SUPPORT LIFELONG LEARNING AND SKILLS DEVELOPMENT WITH FIRST YEAR SCIENCE STUDENTS - SHARING CROSS-INSTITUTIONAL CASE STUDIES



SPEAKERS

Alison Cullinane, University of Edinburgh, Scotland

Dr Alison Cullinane is a lecturer of Biology Education, at the University of Edinburgh. She is a science education lecturer whose research interests include initial teacher education, practical science and the nature of science, assessment, and reflective practice. Currently, she oversees the implementation of the first-year undergraduate reflective portfolios in the School of Biological Science at the University of Edinburgh.

Sarah Gretton, University of Leicester, England

Sarah is an Associate Professor in Biological Sciences, and Careers tutor and Director of University of Leicester's Natural Sciences programme. Her research interests include sustainability, skills development, and interdisciplinary science education. She led a longitudinal study on Student Perceptions of Embedded Employability Skills in a Problem-Based Learning Science Programme. This resulted in recognition by the University of Leicester's Teaching Excellence award and an AHE Collaborative Award for Teaching Excellence for Embedding Employability.

Nigel Page, Kingston University, England

Nigel is Director of Learning and Teaching and Associate Professor at Kingston University London. His educational interests include employability, enterprise, professional development, and the inclusive curriculum. He has experience leading several pedagogic projects. These areas have been recognised through institutional teaching awards including KU's Provost's Award for L&T Excellence (2022) Enterprise Education Champion (2018), and University Award for Best Practice in Developing an Inclusive Curriculum (2018). In his School, he leads on the embedding of a credit-bearing future skills programme that is aligned with the personal tutor scheme.



PROGRAMME SUMMARY

We present the strengths and challenges faced by our three institutions in delivering supportive approaches to encourage self-reflection and self-awareness of skill sets. Examples will be presented on how we enabled positive outcomes in personal development using collaborative learning technologies (e.g. Pebblepad, Career Pulse) to ensure inclusive engagement to support student success.



PROGRAMME ABSTRACT

There are real challenges for higher education institutions in equipping students not only with the skills that current employers require but the transferable skills that mean students

can upskill and reinvent themselves throughout their working lifetimes. Preparation for an increasingly complex, digitally rooted and information-driven world requires people skills and abstract cognitive competences that enable awareness of strengths and areas for development. Therefore, developing metacognitive skills through reflective strategies with students is important. There is evidence that engaging with reflection improves learning, and increases professional practice in relation to critical thinking, and dedication to effectively carry out their goals and actions. Yet, in the STEM subjects including biosciences, there has traditionally been little emphasis on supporting students to highlight their own personal perspectives, opinions, feelings and awareness about their developing learning and skill sets. Here, we highlight approaches being taken by the Universities of Edinburgh, Leicester, and Kingston (London), to emphasise these aspects. Our approaches allow students to actively reflect on their learning and skills development as an integral part of their first-year experience. Each of our approaches has been developed independently but has a series of common features. Previous evidence suggests that students lack oversight and awareness of the vast amount of skills they develop in tertiary education and the significance of these to their professional development. Our innovative attempts are holistic programmatic approaches to learning and skills development and are delivered throughout the first year of each degree to support the transitional experience, as well as their personal development at this crucial stage of their education. The approaches for reflection are specifically designed to allow students to realise and recognise typical attributes associated not only with science programmes but also those skills that will support adaptive future career paths. All three institutions have allocated a substantive credit-bearing year-long portfolio element embedded into modules where students can reflect on skills development. Common to all are informal diagnostic approaches including using technologies (e.g. Pebblepad, Career Pulse) to capture and support success and allow us to formatively assess where intervention may be required. Each institution provides opportunities for students to actively engage, build evidence through various tasks, and articulate the skills developed. The collaboration among the authors has also allowed us to learn about delivering reflective practice from different institutional perspectives. The differing demographics in our respective institutions allow for a case-study approach and we aim to create case studies that can inform best practices in our and other institutions. The presentation will discuss how reflection of this nature can meet the demands of students in other disciplines. Evaluations of our shared successes and challenges at each institution will be presented, along with recommendations for incorporating personalised approaches into the curriculum that support both individual and cohort successes through metacognitive and collaborative learning.

WHEN THE TECHNOLOGY IS THE CURRICULUM: USING EPORTFOLIOS TO PRIORITISE STUDENT-CENTRED DESIGN IN THE UWS ASPIRE MODEL



SPEAKER

Jonathan Powles, University of the West of Scotland, Scotland

Professor Jonathan Powles joined UWS in August 2020 as PVC Learning and Students. An Australian, Jonathan has had an academic career in Australia and the UK with a focus on academic innovation, learning, teaching, student success and learning technologies. His prior roles include PVC Academic Innovation (UNE) and Director of Teaching and Learning at the University of Canberra.



PROGRAMME SUMMARY

In 2022 UWS introduced the "ASPIRE" curriculum - three interlinked modules in which students develop their academic, professional and personal capabilities and identities. Core to this experience is an eportfolio, used not simply as a pedagogically-neutral assessment tool, but as key driver of student-centred pedagogy.



PROGRAMME ABSTRACT

In 2022 UWS introduced the "ASPIRE" curriculum - three interlinked modules in which students develop their academic, professional and personal capabilities and identities. "ASPIRE" stands for "Academic, Social and Professional skills for Innovation, Reflection and Endeavour".

Core to the student experience, and durable across all three modules, is an eportfolio. The eportfolio is used not simply as a pedagogically-neutral assessment tool, but as key driver of student-centred pedagogy. The "advising curriculum" wrapped around this core seeks to give the student the opportunity to work with the academic - their adviser, who replaces the conventional Personal Tutor - to build a portfolio of curricular, co-curricular and extra-curricular work that by the end of third year provides a holistic and synoptic body of evidence of the student's personal journey towards their professional, academic and personal goals.

One provocation from our learning about ASPIRE seeks to overturn the conventional educational adage "technology should always be subservient to pedagogy". Historically, technologies and learning environments have always been able to powerfully shape the behaviours of learners and teachers, both positively and negatively. The learner and teacher experience of learning environments and technologies is needs to be a conscious and anticipated aspect of learning design.

The paper draws on the experience and evaluation of having run ASPIRE at first year for the first time in 22/23.

Parallel 6.6 (20-Minute Presentations), Room 2517

USING AESTHETIC EDUCATION AS A VEHICLE FOR TRANSFORMATIVE DIALOGUE AMONG FIRST-YEAR STUDENTS AT STELLENBOSCH UNIVERSITY



SPEAKERS

Delecia Davids, Stellenbosch University, South Africa

Delecia Davids is a Lecturer at the Faculty of Education at Stellenbosch University, specialising in the field of Learning Science, Design and Technology Innovation. She is also an assistant resident head of a mixed residence at the same institution.

Leslie Van Rooi, Stellenbosch University, South Africa

Leslie van Rooi is the senior director responsible for social impact and transformation at Stellenbosch University. In a secondary capacity, Leslie is the Residence Head of an undergraduate residence at Stellenbosch. He has a keen interest in research topics related to societal change, transformation and residence culture.

Joy Petersen, Stellenbosch University, South Africa

Joy is a Residential Education Specialist and currently a PHD candidate, working in the Student Affairs Department at SU. She is fervently involved in the design and promotion of aesthetic education in the out-of-class learning environment.

John Ruiters, Stellenbosch University, South Africa

John Ruiters works as a language Teacher Educator and oversees two senior residences. He previously worked as an advisor in the First-Year Academy at Stellenbosch University.

Yeki Mosomothane, Stellenbosch University

Yeki Mosomothane currently serves as the Multicultural Educator and Coordinator at the Centre for Student Communities at Stellenbosch University. His primary responsibility includes providing strategic leadership regarding multicultural education, and diversity capacity development programmes within the Student Communities and Structures.



PROGRAMME SUMMARY

This presentation will highlight some of the key outcomes, findings and experiences linked to the Stellenbosch University residence exhibition in collaboration with the Stellenbosch University Museum. This exhibition was a key component of the welcoming and orientation experience of first-year students at Stellenbosch University at the beginning of 2023.



PROGRAMME ABSTRACT

Given our history and the current societal realities of South Africa, socio-economic transformation remains high on the agenda at Stellenbosch University (SU). The current SU Transformation Plan (2017) has three pillars, namely that of people, places and programmes, which connect across the in and out-of-class realities of students, staff and

the institution's publics. As a residential university, SU's residences play a key role in realising, amongst others, a student experience that links to one of our institutional goals, namely that of a transformative student experience (SU, 2019). Given the fact that our residences are spaces of social cohesion and, at times, cultural tension, they provide an excellent learning experience that adds to the development and formation of citizens in our young democracy. And as such, these spaces link with at least two of SU's transformation pillars (people and places).

In a study which investigated SU's residence cultures and its impact on students' place attachment, it was found that student leaders can play an essential role in developing place attachment of first-year students, through the purposeful creation of the social design of residences (Davids, 2021). One of the critical insights from this study is that students of colour, develop a more ambiguous and delayed sense of belonging, in comparison to their white counterparts. As such residential education, especially during the SU welcoming period, adds to an understanding of place, identity, relationality and growth within a diversifying university setting and context.

As part of the welcoming programme, SU rolled out a new initiative, guided by the question: how can art and museum spaces advance dialogue and transformative conversations among diverse students towards a more welcoming and inclusive university environment? Museums as places of art and discourse, especially in university towns like Stellenbosch, allow for direct and critical engagement both on and off campus. An Aesthetic Educational (AE) approach was employed as the method of inquiry before, during and after the exhibition. AE involves the cognitive and emotional process of nurturing, appreciating, reflecting, and participating in cultural engagements with art that allows one to make new connections, recognize patterns and see new perspectives (Greene, 2001). This kind of social imagination provides a participatory view of art rather than spectating - breaking through conventions and inciting a process of self-awareness and individual growth.

This presentation reports on a collaborative project with museum staff, faculty and student affairs professionals who put student dialogue at the centre within a social justice and transformation frame. Through the interactive nature of the exhibition, first-year (and senior) students engaged and reflected on the artefacts and what they meant for their own belonging. As a result of the exhibition, student leaders and the staff responsible for residential education in the residence and commuter student spaces opened a dialogue about the intentional co-creation of place, which serves as a starting point for the way in which they could potentially redesign their social spaces for the purposes of increased belonging, place attachment and student success in the future. Finally, at the institutional level, the exhibition bridged the gap between students' academic and social lives (and success), as the exhibition was integrated into the teaching and learning for three modules in one of the university's academic programmes. The study hopes to shed light on the way Aesthetic Education can be used as a framework to promote dialogue about belonging and place attachment, which results in visible and experienced change in the institutional culture of universities, as they respond to a student population with increasing diversity.



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FROM TRANSITION PEDAGOGY TO 'ARTICULATION PEDAGOGY': SUPPORTING COLLEGE STUDENTS STARTING UNIVERSITY WITHOUT A TRADITIONAL FIRST YEAR EXPERIENCE



SPEAKER

Claire Mackie, University of the West of Scotland, Scotland

Claire is a lecturer in the Learning Transformation team at University of the West of Scotland and has taught in higher education in Scotland for 29 years. Her research interests include “articulation”, the process of college students joining university with advanced standing; widening participation in higher education; and academic writing.



PROGRAMME SUMMARY

For many students, their "first year" at university is actually second or third year. This case study explores the experience of students joining one Scottish university with advanced standing and uses images generated by the research participants to consider approaches which could enhance their transition into higher education.



PROGRAMME ABSTRACT

Academic literature around the transition to higher education (HE) emphasises the centrality of the “First Year Experience”, but each year in Scotland around 4,500 students from further education colleges join university in second or third year of a four-year degree, missing out on first year entirely. Evidence from the literature indicates that for these direct entrant students, their first-year experience (FYE) can be very different to that promoted as best practice (Katartzis and Hayward, 2020; Howieson and Minty, 2019). This presentation focuses on college students joining University of the West of Scotland (UWS) through this process of “articulation” and utilises transition pedagogy (Kift, Nelson and Clarke, 2010; Kift, 2009) as the conceptual framework for a case study exploring their experiences. Based on the research findings, this presentation will explore three potential approaches to support college students joining university without a traditional FYE.

Transition pedagogy identifies six principles to promote a holistic, curriculum-supported move into university, but Pearce (2008) highlighted a gap in knowledge around the experiences of students who miss out on first year entirely. This case study set out to explore for the first time the experience of college students joining UWS, which takes the largest number of these direct entrants in Scotland. An online questionnaire (n=72) led to a series of semi-structured qualitative interviews with participants (n=13), utilising a modified version of the community-based participatory research method Photovoice (Wang, 1999; Sutton-Brown, 2014). Images taken by interview participants were used to co-create three key themes from the research; the presentation will be structured around these pictures to maintain the students’ voices at the centre of this work.

Based on the case study, this presentation suggests adding three additional principles to transition pedagogy to support students who join university in later years, without undergoing the full FYE. “Understanding University” emphasises overcoming misconceptions about higher education which may adversely affect the ability of college

students to adapt to the new environment of HE study. "Feeling Connected" highlights the importance of an explicit sense of connection for the students, not just to fellow newcomers from college but also to classmates who have been at the institution since first year. Finally, "Promoting Awareness" suggests creating a framework of academic development and support to enhance staff awareness and understanding, highlighting the strengths, experience and knowledge that direct entrant students can bring to their studies. Although the case study focused on UWS, it is hoped that the research outcomes may offer useful pointers for universities supporting students for whom "first year" is second or even third year.