

Workshop: The Student Lifecycle



TRƯỜNG ĐẠI HỌC KINH TẾ QUỐC DÂN
NATIONAL ECONOMICS UNIVERSITY
KẾT NỐI TRI THỨC - VỮNG BƯỚC TƯƠNG LAI

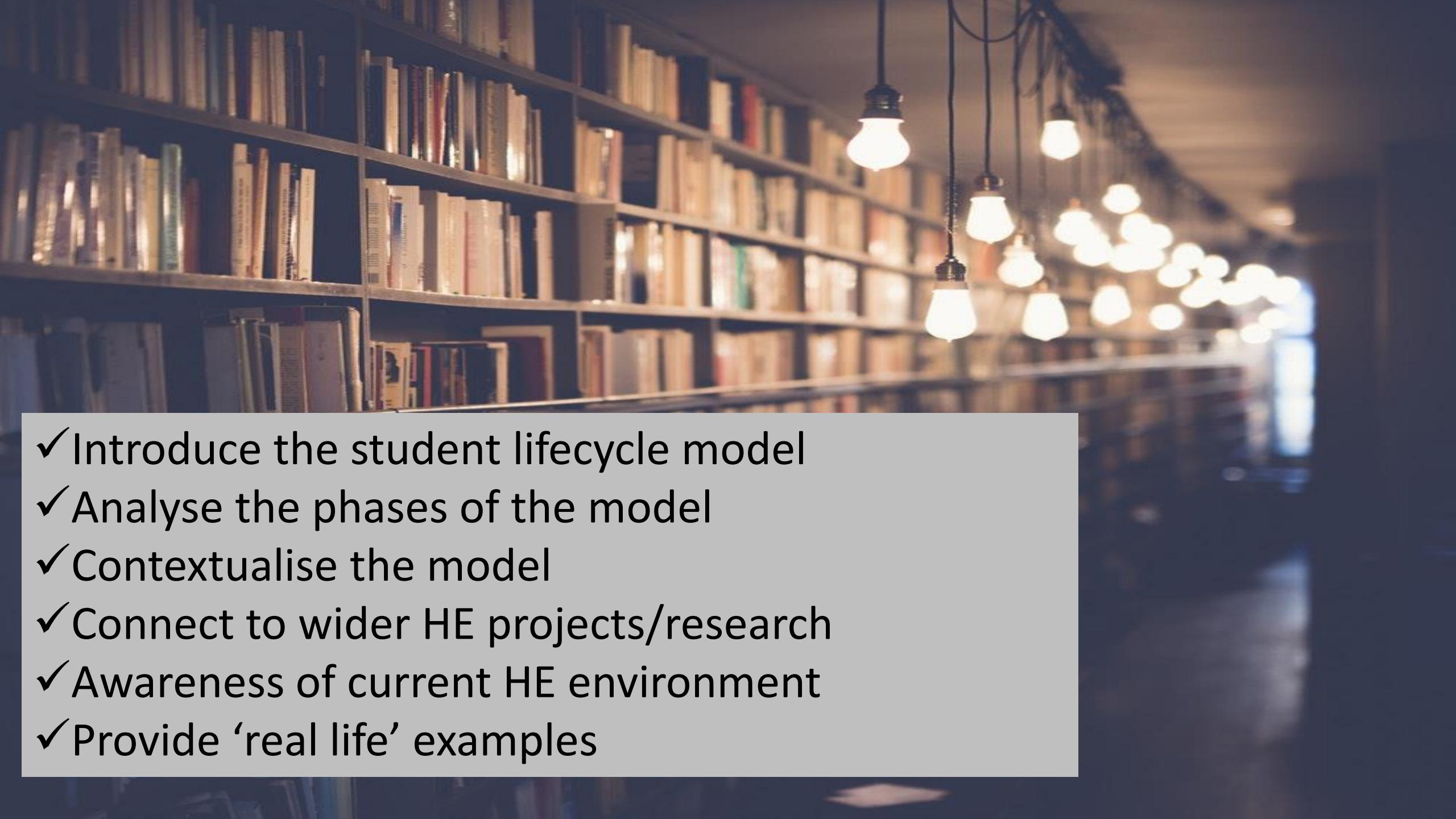


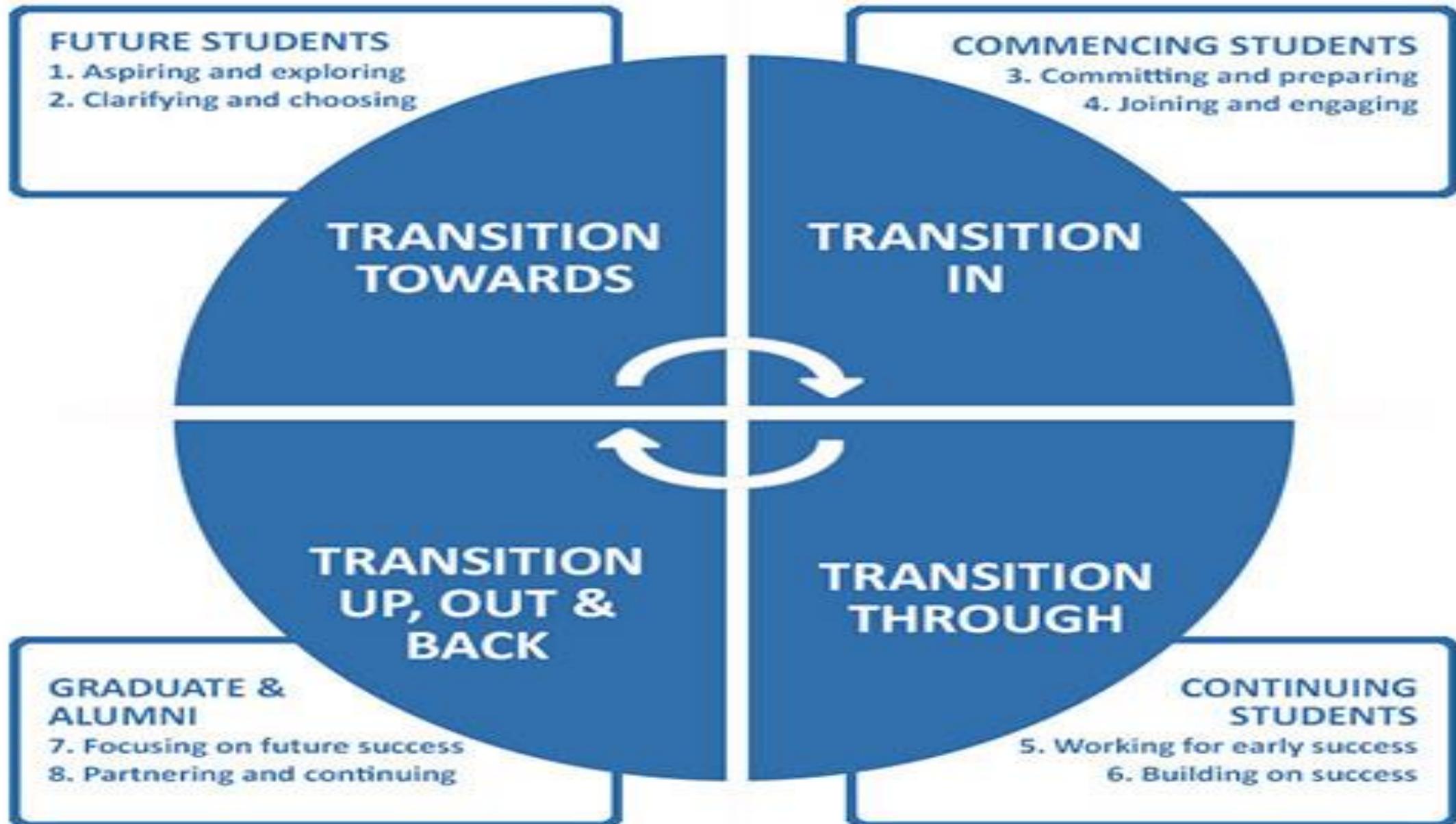
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- 
- ✓ Introduce the student lifecycle model
 - ✓ Analyse the phases of the model
 - ✓ Contextualise the model
 - ✓ Connect to wider HE projects/research
 - ✓ Awareness of current HE environment
 - ✓ Provide 'real life' examples



Which ‘phase(s)’ of the lifecycle do you think you are currently involved in?



Can you provide some examples?

HEA Project. What Works?

- Belonging
- Identity
- Success
- Retention
- Engagement



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Towards and In Phase

Why are the first two stages so important?

Ozga & Sukhnandan (1997) transition from school to university is the greatest hurdle, most withdraw in first year.

Induction has been shown to impact on the retention and achievement of students (Sheader and Richardson, 2005)

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Cardiff Metropolitan University Withdrawal Hotspots

October/November

January

March/April



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A photograph of a man standing in a field of tall grass, facing away from the camera towards a horizon under a dramatic sunset sky. The sky is filled with large, wispy clouds colored in shades of orange, yellow, and purple. The man is wearing a dark t-shirt and shorts. The overall atmosphere is contemplative and peaceful.

Discussion

In Phase

“induction activities should have a range of functions, but in particular they should facilitate learners to build social relationships with fellow students and members of staff, and enable them to assess whether the course is relevant to their current interests and future aspirations.”

(Thomas, 2012)



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Characteristics relevant to an ideal induction

Strategically located and managed

Address academic, social and cultural adjustments that students may face

Provide time relevant targeted information

Be inclusive of all student groups

Address special needs of all student groups

Make academic expectations explicit

Include teaching staff at a personal level

Develop required computing and e-learning skills

Recognise existing skills and experience

Be part of an ongoing extended programme

Evaluated with outcomes and actions communicated to stakeholders



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Active Learning Induction Programme



Students given a research task to complete in groups



Tutors facilitate and support – 121 and group work

Day 1

Setting the Scene Expectations/Aspirations (PTs/Task)
Getting to Know the Team/Peers



Task informed by engagement with external agencies

Day 3

Freshers Fayre
Collect data

Day 2

Activity Day
Introduce project task



Research tasks force engagement with key services



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Feedback - Students

"Impressed how they inducted us..... the way they showed us other people in my group showed me how to lay out the presentation – I had no idea, it's been a long time since school. It was helpful"

"You go to lectures and you recognise faces and you can talk to people and know who you get on with. The week was good for that, for getting to know people better. The orienteering was goodfor getting people in groups because characters come out."

"My preferred method of learning is by doing tasks and challenges...it was really great to learn about things I usually just walk past"

"It's what I came to university for!"

"It was great to get out of lecture theatres and to see what the City was like. I loved meeting past students and the students from the year above".

"I thoroughly enjoyed the days. The biggest benefit was meeting and bonding with other students, and gaining confidence in my own abilities"



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"I was dreading doing the project but it was great fun. I actually went in the library, found some information and printed my poster"

FUTURE STUDENTS
1. Aspiring and exploring
2. Clarifying and choosing

COMMENCING STUDENTS
3. Committing and preparing
4. Joining and engaging

**TRANSITION
TOWARDS**

**TRANSITION
IN**

**TRANSITION
UP, OUT &
BACK**

**TRANSITION
THROUGH**

**GRADUATE &
ALUMNI**
7. Focusing on future success
8. Partnering and continuing

**CONTINUING
STUDENTS**
5. Working for early success
6. Building on success

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<http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/documents/HEA%20First%20Year%20Student%20Experiences%20Feb08.pdf>

Quality Enhancement Themes: The First Year Experience – Curriculum design for the first year found at
<http://www.enhancementthemes.ac.uk/docs/publications/the-first-year-experience-curriculum-design-for-the-first-year.pdf?sfvrsn=18>

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Summary of
Workshop