

Workshop: The Student Lifecycle



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

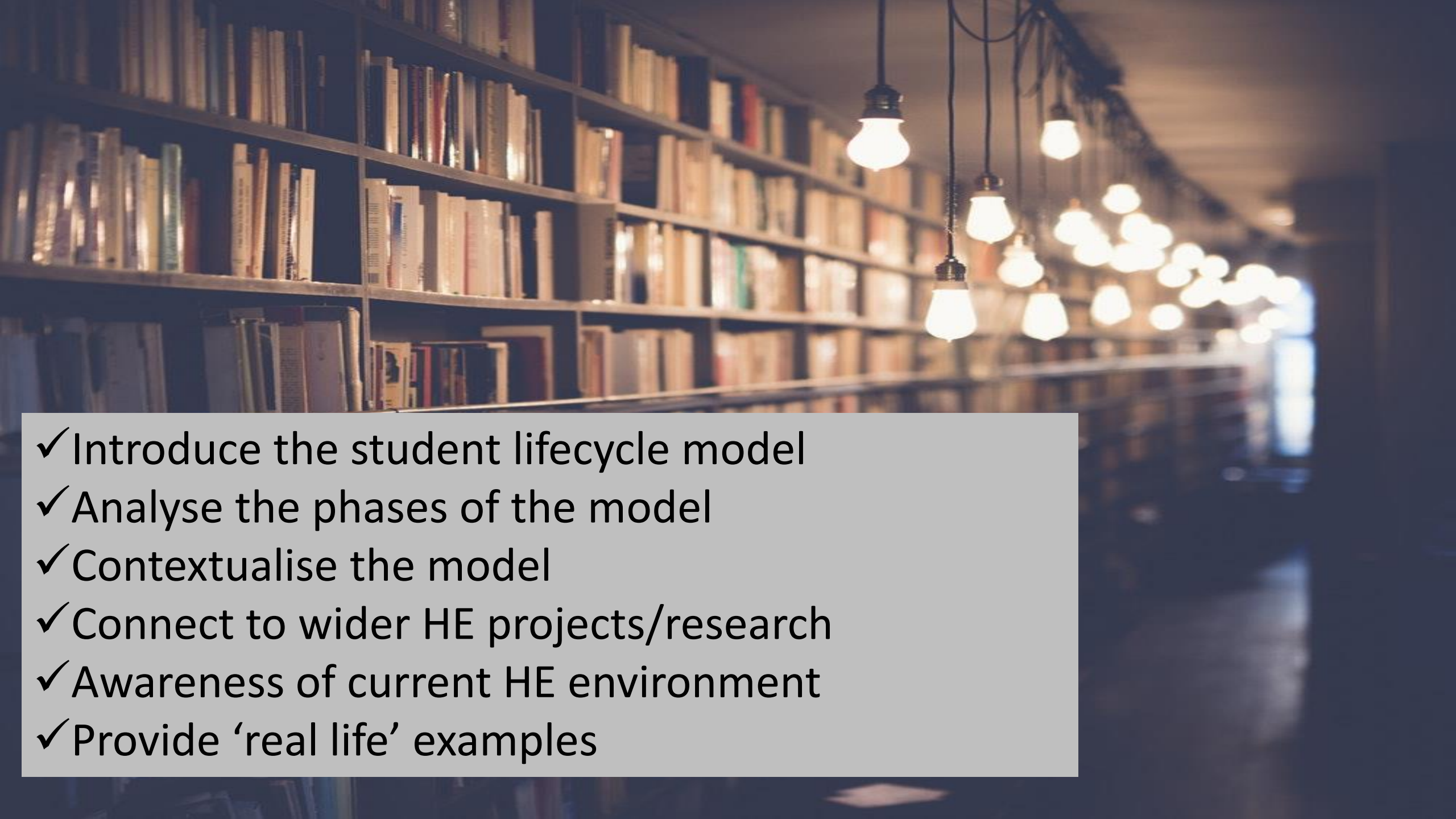


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- 
- A photograph of a library interior. On the left, there are tall wooden bookshelves filled with books. On the right, a series of warm-toned pendant lights hang from the ceiling, creating a soft glow. The background is slightly blurred, showing more of the library's depth.
- ✓ 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

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

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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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

(Fry, Ketteridge & Marshall, 2009)



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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

Day 2

Activity Day
Introduce project task

Day 3

Freshers Fayre
Collect data

Day 5

Dragons Den
Campus Celebration



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Task informed by engagement with external agencies



Research tasks force engagement with key services

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”

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



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BRITISH
COUNCIL

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Summary of
Workshop