# KIFT ALTC SENIOR FELLOWSHIP: ARTICULATING A TRANSITION PEDAGOGY

## EDUCATION CASE STUDY

### ANNAH HEALY

> My role in the faculty is *Project Manager First Year Experience*. I am responsible for the systematic operationalisation of the six FYE Principles across faculty programs, learning and teaching approaches, and staff development initiatives.

# 1. Context

01. The Queensland University of Technology (QUT) is a multi-campus (three at the time of writing) commuter university. It has 39,000 students, variously in full-time, part-time and external attendance mode. QUT harnesses its 'Real World' branding to foster close engagement with industry and the professions. QUT's reputation for industry strength programs and the 'Real World' image attract students with professional aspirations and career goals into a wide variety of disciplines where professional practice is enhanced through the application of information and various technologies (for example, Law, Education, Science, Health, Business, Engineering, the Creative Industries and Information Technology).

02. QUT's Faculty of Education has over 5,300 students and almost 200 full-time staff. The faculty provides professionally oriented programs focused on a range of segments of the broad education profession, including: early childhood, primary and secondary programs, and studies in higher education, workplace and community-based learning organisations. Award programs include Bachelor's and Master's degrees, Graduate Certificates and Diplomas, a Professional Doctorate and the Doctor of Philosophy. Programs aim to develop knowledge and skills that can be flexibly utilised within a changing education workforce and work contexts. In all programs this requires scholarly integration and application, focused on the development of program-level outcomes or standards. Program implementation is strategically addressing and enhancing support for student transition into university study, and the subsequent transition from study into professional practice.

## A brief description of Bachelor/Diploma of Education programs

03. Regarding pre-service, the Faculty of Education offers four-year undergraduate Bachelor of Education degree programs for Early Childhood, Primary and Secondary student teachers; a one-year Graduate Diploma of Education in Early, Middle and Later phases of learning; and several pre-service Diploma programs in the Early Years area.

## Student cohorts

04. The First Year Experience (FYE) project specifically targets programs and students in Year 1 of the three core Bachelor of Education degree programs, plus Early Childhood students in the Diploma programs who aspire to working in child-care, crèches and other non-school care environments. Within these programs, there are diverse sets of students including International, Indigenous, Q-Step (special entry supported students) and Non-English Speaking Background (NESB), English as a Second Language (ESL) and English as a Foreign Language (EFL) groups, with a noted increase of approximately 20% in the number of mature age students until 2008, when this trend reversed dramatically and

**Table 1**:  General statistics for QUT Education students
(Core Bachelor of Education degree programs and Early Childhood Diploma programs)

| Enrolment kind | Program type | Indicative citizenship | Indigenous | Data | |
|---|---|---|---|---|---|
| | | | | Enrol | EFTSL |
| Commencing | Bachelors Pass | Australian | ATSI<br>Non-ATSI | 0.25%<br>18.50% | 6.38<br>473.25 |
| | | Overseas | Non-ATSI | 0.04% | 1.00 |
| Commencing total | | | | 18.79% | 480.63 |
| Continuing | Bachelors Graduate Entry | Australian | Non-ATSI | 0.87% | 8.50 |
| | Bachelors Pass | Australian | ATSI<br>Non-ATSI | 1.37%<br>69.78% | 30.38<br>1,651.50 |
| | | Overseas | Non-ATSI | 9.20% | 250.63 |
| Continuing total | | | | 81.21% | 1,941.00 |
| **Grand total** | | | | **100.00%** | **2,421.63** |

the entering cohort constituted 97% school leavers. Approximately 22% of the first year students are males and 78% female; the largest percentage of the male cohort is enrolled in the Primary and Secondary programs. Table 1 indicates generic statistics for 2008.

## ENTRY REQUIREMENTS

05. The faculty adjusts its Overall Position (OP) entry levels according to QUT/faculty target numbers: specifically, OP cut-offs since 2001:

**2001–2**: 7 (Prim), 9 (Sec), 11 (ECE)

**2003**: 9 (Prim), 10 (Sec), 13 (ECE)

**2004–5**: 10 (Prim), 12 (Sec), 13 (ECE), 15 (Caboolture)

**2006**: 13 (all programs at Kelvin Grove (KG)), 12 (Caboolture)

**2007**: 13 (all programs at KG & Caboolture)

**2008**: 13 (all programs at KG); 15 (Caboolture).

## EDUCATION AND FIRST YEAR EXPERIENCE (FYE) OBJECTIVES

06. There is significant alignment in the Faculty of Education between professional, tertiary and subject/discipline objectives and the set of First Year Experience Curriculum Design Principles (the 'FYE Principles') that QUT has developed to support commencing students.[1] The faculty is currently engaging in program renewal, part of which is a response to professional accreditation demands that faculty programs adopt 'Teacher Professional Standards' (Queensland College of

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Teachers) as program goals to ensure that graduating students meet requirements for entry to the profession. Additional program renewal drivers include professional objectives regarding an introduction to higher education and its contexts, and institutional and other policy and pedagogic shifts, most relevantly the embedding of the FYE Principles as the teaching and learning and pedagogic program objectives in the faculty over 2007–2008. In tandem with the FYE, a *developmental* model — a 'map' — of the whole-of-program curriculum was developed with particular attention to the FYE Principles. This developmental curriculum map for Education is provided in Appendix II.

## ROLE OF THE AUTHOR IN THE PROGRAM

07. My role in the faculty is Project Manager First Year Experience. I am responsible for the systematic operationalisation of the six FYE Principles across faculty programs, learning and teaching approaches, and staff development initiatives. This includes:

1. Development of online and print documentation to support full-time and sessional academics.

2. Development of academic pedagogy teams (academic coordinators of each first year subject who meet pre, mid and post semester) for each semester, familiarity with and referencing other subjects to make connections for students).

3. Provision of assessment maps for each first year semester, which are made available to students on QUT Blackboard (the purpose of the mapping process is (a) to ensure that academics position assessment due dates as a spread

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1 Following the appointment of a QUT Director, First Year Experience Project in 2006-2007 guiding the work of a university-wide Working Party, six First Year Curriculum Design Principles, together with supporting Guidelines, were endorsed by QUT's University Teaching and Learning Committee on 30 October 2007. These principles and guidelines are now set out in QUT's *FYE Policy Protocols*: see http://www.otq.qut.edu.au/guidelines/protocols_fye.pdf (retrieved 1 June 2009).

across the semester and to eliminate scheduling in the same weeks; and (b) to display the map for students).

4. Provision of staff development workshops/sessions to highlight and disseminate good practice examples.

5. Development of online interactive support modules around tertiary literacies (English language component) for students.

6. Development of an annotated assessment repository, ensuring each assessment type is represented for student reference.

7. Auditing practices across the eight first year subjects regarding the FYE Principles.

8. Ensuring articulation of FYE Principles to the work of peer mentor groups across programs.

9. Supporting staff in a number of ways including addressing subject teams during induction/ orientation to the subject sessions.

## APPLICATION OF FYE IN CONTEXT

08. The institution's FYE Principles have been developed to enact (good) practice within all first year faculty subject design. The practice examples align with the intent of the FYE Principles and are located in contexts appropriate to both the individual subjects and for commencing education students. During 2008, Principles to (good) Practice, including examples of *What It Looks Like in Practice* (or 'WILLIP'), will be loaded to the faculty intranet as a staff development resource under a menu that signals the six

Principles. Any practice example may appear more than once, reinforcing the connection between the principles in practice. (See *Principles to (good) Practice in the Faculty of Education* examples set out in Appendix I.)

## 2. TRANSITION

09. In the QUT Faculty of Education, most students arrive with expectations that their university and professional learning will more or less match with their prior experience of schooling. A crucial agenda is for us to 'de-school' commencing students by expanding notions of 'learning', 'learners' and 'schooling'. Students' early tertiary experiences, especially before and during orientation week (O-week) and in the first few weeks of the first semester, have been found to influence attitudes and expectations about, and approaches towards, their successful learning and social engagement.[2] In this regard, orientation, if conceptualised as a process that occurs over time, desirably serves two major functions, offering both (a) an organisational and (b) a social and academic introduction to the academy that prepares students for university life and conveys a realistic view of their actual student experience. The absence of a comprehensive, integrated and coordinated approach to orientation risks thorough confusion for new students. To this point in time, students report information overload and perceive system incoherency.

10. A further issue of concern is the availability of key people who can scaffold student understanding suitable

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for entry point. 'Big hit' introductions given by a host of people and a focus on inappropriate or micro detail prove to be overwhelming for early learners; they fare better when given a macro 'whole-of-program' picture, and have time and opportunities to meet and engage with other students and staff. In this regard, QUT has made a concerted effort from 2008 to address these issues by streamlining O-week. The new O-week approach aims to produce positive attitudinal and organisational results by way of coherency and coordination at all of the institutional, faculty and local levels through the adoption and implementation of QUT Orientation Good Practice Principles.[3]

## SIGNALLING PROGRAM STANDARDS AND EXPECTATIONS

11. In the QUT Faculty of Education, all individual subject and program goals are made explicit to students through Subject Outlines and Assessment documents, as 'standards' required by the faculty, university and future employing authorities. This is a staged and systematic quality assurance process as follows:

1.  Each school within the faculty has a 'sign-off' officer to ensure the clear articulation of *subject objectives* to *approaches to teaching and learning* and to *assessment.*

2.  The Project Manager First Year Experience, together with the relevant program coordinator, will scrutinise all first year subjects in this regard in preparation for curriculum renewal in 2009, and will work with colleagues to embed FYE goals into official documentation.

3.  Advice is given to all tutors to spend time with students in week 1 and again in week 3 or 4 to align and realign the subject's goals and to demonstrate how assignments are

aligned with the subject and program objectives and with the standards required by the faculty, university and future employing authorities.

4.  Students begin their portfolios in Year 1 (both ePortfolio and artefact collection).

## 3. DIVERSITY

## ACCOMMODATING DIVERSITY IN CURRICULUM DESIGN

12. Accommodating diversity recognises multiple learning paths, styles and ways in which influence and alienation occur in student-teacher relationships. Current students belong to a society characterised by reflexivity and affected by globalisation and a profound shift in the cultural inter-subjective balance; this impacts in higher education on how diversity is viewed in terms of curriculum design, given that students in any program aim for the same professional goals. To cater for international students, the FYE in Education has a high focus on student–student and student–academic relations and pedagogic guides are provided to tutors to ensure that inclusion is central to practice. One particular measure is to ensure that teamwork, using the QUT *Teamwork Protocol,*[4] is introduced and scaffolded to ensure the inclusion of international students. Furthermore, the faculty website is being redeveloped to include a site for international students, providing links to social, academic and language support information and key people. This adds to sites already existing to support Indigenous students.

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3   Articulated in a new *Orientation and Transition Policy* that was endorsed by QUT University Teaching and Learning Committee in October 2007. These Good Practice Principles are now set out in QUT's *Orientation and Transition Policy Protocols*: see http://www.otq.qut.edu.au/guidelines/protocols_orienttrans.pdf (retrieved 1 June 2009).

4   See Nelson, K., Kift, S., & Creagh, T. (2007). Implementing a blueprint for transition success. In *Proceedings Regenerate, Engage, Experiment: 10th Pacific Rim First Year in Higher Education Conference,* Brisbane, Australia. Retrieved February 21, 2008, from http://www.fyhe.qut.edu.au/past_papers/papers07/final_papers/pdfs/4b.pdf

# 4. DESIGN

13. The curriculum design loop, (*Curriculum Theory* ➔ *Curriculum Design* ➔ *Curriculum Development* ➔ *Quality Assurance*) leads specifically to '*learning by design*' ('LbD'), an approach to the curriculum in the FYE. The approach takes both depth and breadth axes to encourage substantive knowledge. Traditional teacher-student relationships are renegotiated within a *transformative* structure: the teacher (academic) no longer assumes the role of principal knowledge worker in this pedagogic model, but realigns as one member within a community of practice with the aim of increasing student agency. This is counter to the 'master and apprentice' model of learning and teaching that has tended to characterise university education and set many, if not most, students on a dependency path. The approach differs from traditional learning pedagogies where content is defined exclusively by the educator, learned within that framework of thinking, and tested.

14. To help students identify their own learning capacities, the strategic design of the curriculum in one first year subject follows explicit *knowledge processing* experiences (Kalantizis & Cope, 2004) whereby students map their learning via:

- *experience*, working from the known to the new
- *conceptual development* by building a metalanguage and theorising
- *analysis* at functional and critical levels
- *application* of knowledge in appropriate and, where applicable, creative ways.

15. The aim is to encourage students to take responsibility for their own learning and for them to recognise ways in which they learn most effectively. The pedagogic approach provides students with opportunities to co-design their learning experiences and individually define and demonstrate the results of their learning. For example, students have opportunities to reach assessment goals by designing one of two major assignments (within a framework to ensure equity across cohorts). Assessment can be enhanced by testing their learning and conceptual development in a community context as well as at university. Students produce a timetable of their desired context and approach to study and share their 'works in progress' at three points in the 13-week semester. It is also possible for them to negotiate, and then integrate, assessment over two subjects. Within this approach, students have first-hand experience at using globalised knowledge terrains as there is no formula for assignment content or production. This is particularly helpful for international students who often return to more formal curriculum contexts in other countries and have opportunities here to produce assignments that apply more specifically to their culture. However, domestic students also benefit as they are able to individualise what they produce and how they produce it. The design ensures that students make the transition from the familiar to new knowledge through theory and critique. Such engagement results in students viewing themselves as knowledge 'brokers', a key aspect of productive learning and teaching in the professional sense. The subject rated 4.6 (max 5) on QUT's Learning Experience Survey (LEX) formal evaluation of subjects and teaching, an atypical result for a large core subject.

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# 5. ENGAGEMENT

## SUPPORT THROUGH THE CURRICULUM AND LEARNING TO LEARN IN HIGHER EDUCATION

16. Currently, in our faculty's curriculum renewal phase, I have the opportunity to work with colleagues in ways that ensure first year pedagogies 'fit' with subject teaching and learning practices, approaches and materials. The WILLIPs (see Appendix I) are particularly helpful in this regard.

17. From 2008, first year subject coordinators identified and agreed to strategies that specifically support students in their learning. Specifically, collaboration occurred between first year academics to:

- Locate connection/reference points between *content* of the four subjects and work with students to reinforce these connections.

- Negotiate assessment due dates (the purpose being to ensure a balanced hand-in timetable for students).

- Take a consistent approach to focussed teaching of *reflection, academic argument (oral and written),* and *critical review* (the latter all selected by the subject coordinators as high priority targets).

- Create pedagogic alignment of (good) practice examples that cover each of the six FYE Principles.

- Enact an agreed focus on *academic literacies* with students: that is, *appropriate genres for assessment* within each subject; *academic note-taking; responding to tasks with integrity;* and *assessment criteria that include English language literacies* (that is, spelling; sentence structure, punctuation and style). It is noted that, in the faculty, the generic term operating at QUT, 'tertiary literacies', is inclusive of 'professional literacies' (those pertaining to subject disciplines and the education profession); 'academic literacies' that include,

for example, information retrieval, referencing, using the internet; taking notes and writing in academic genres; and English language literacies as a sub-set of the other two, prioritising, for example, spelling, sentence structure and grammar.

- Implement the QUT *Teamwork Protocol* in one subject across all programs. The QUT *Teamwork Protocol* is a staff-focused set of principles and guidelines, specifically developed to assist academic staff in the design and management of subjects involving teamwork, particularly to enhance the first year student experience of teamwork.

- Conduct all learning and teaching within a community of practice context.

## A DEVELOPMENTAL CURRICULUM

18. The FYE model within the faculty is committed to intensive academic support (see Appendix II) using the guides from the developmental curriculum map for the four-year programs to:

- *build* student agency; team-work skills

- *introduce* the concept of self as learner and curriculum designer

- *introduce* students to multiple lenses on learning, teaching and diversity

- *locate* the roles and place of program standards, objectives and ways of producing evidence of learning through participation and assessment

- *scaffold* analytic and reflective practices particularly in and through the use of portfolio

- *model and support* tertiary, professional and personal English language literacies.

## SOCIAL ENGAGEMENT: STUDENT—ACADEMIC AND STUDENT—STUDENT

19. In Primary and Early Childhood programs, peer mentoring programs are enacted. From orientation, students are introduced to a potential mentor who offers their support (not including academic support) in a variety of ways, including regular formal and informal get-togethers. The mentor students produce information online and in print form and contact their mentorees within the first three weeks of the semester's commencement. From 2009, international student mentors will be introduced. The Early Childhood program's MATES (Mentors Assisting Transition Education Students) website is an example of how these peer-to-peer opportunities are communicated to students.

20. Program coordinators meet with their cohorts in O-week and, from the semester's commencement, send weekly email messages (for the first six weeks, then as required) to first year students delivering just-in-time messages regarding deadlines, including academic withdrawal dates, reminders of assessments due, notices for meetings, deadlines, how-to-find information and reminders.

21. As Program Manager FYE, I invite representative students to meet with me for lunch and convene mid- and end-of-semester focus group meetings. Students attend willingly and also join and contribute to O-week meetings. As Chair of the Faculty Teaching and Learning Committee, I have invited students to present on their first year experience as mentor and mentoree. Focus groups are kept to 6–8 students to ensure each student has a voice. The information is produced electronically as 'From First Year Students and Mentors' and distributed by the program coordinator to the student body. This informal approach has proven to be a very effective way of getting and giving feedback to students. An example comment: *…I really look forward to getting the newsletter to see what is going on …*

22. The *Teamwork Protocol*[5] is introduced in one core subject. The *Protocol* advises on the formation of productive teams, collaboration and innovation. The benefit of teamwork, if conducted well, is that students learn about each other's strengths (and weaknesses). In 2008, students engaged in an imaginative project that had nothing to do with the content of the subject: they selected, then created, marketed and evaluated, either (a) an informal learning school; (b) an ecologically sustainable hotel; or (c) a robotic assessment slave. This is a collaborative exercise that has the effect of having students get to know each other in an unthreatening environment. As a first trial of the *Teamwork Protocol*, students evaluated the process, organisation and shared responsibility contracts very positively.

23. Indigenous students are supported through the QUT's (Indigenous) Oodgeroo Unit and a representative from that unit attends all subject orientation sessions.

24. A deficit in the FYE for Primary and Secondary program students is that they study across schools, faculties and campuses and do not have a physical social space dedicated to them. However, both of QUT's Kelvin Grove and Caboolture campuses have popular coffee shops where students gather in smaller social groups. This does not address the issue for students who have not formed close friendships with others in the first weeks.

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## 6. ASSESSMENT

25. To support student engagement in and commitment to their new learning in the discipline, the curriculum is developed as

5   Ibid.

*assessment for, of and as learning.* The heart of this approach is a negotiated learning experience where students begin their assessment paths through the subject learning experiences that begin in week 1. This is to be compared with an approach where assessment has a technical, end-product perspective. The LbD structure requires students to literally map and track their assessment pathways from the onset of subjects and to have ownership of the design of their assessment items.

26. Students are encouraged to think of alternative assessment modes of content and delivery that, while meeting criteria, permit the individual to demonstrate new knowledge through their media choices. Digital technology application is encouraged in all subjects as content, study means and assessment presentation.

27. Additionally, the subjects are constructed to permit Education Faculty students to engage with assessment that acknowledges their diversity, including: where English as a Second Language/ English as an additional language; where students are of gifted and innovative dispositions; or where cultural difference exists.

28. To assist their selections, students engage in partnership learning with activity/interest groups (not schools) outside QUT. The partnerships serve to broaden student conceptions of teaching and learning. While there are various approaches to preparing students for assessment, full encouragement is given for academics to scaffold the first pieces by providing examples of what exemplar and average assessment performances look like. Students also participate in an in-class activity where they assess work from a previous year group, using the same criteria by which they will be assessed.

29. As previously noted, an assessment repository is being developed in the faculty for 2009, for student and staff referral. Assignment types and annotated excerpt examples (poor to exemplar) will be accessed from every online subject Blackboard site.

30. Regarding feedback, all first year subjects include low stake (no greater than 20%: only one subject uses this top range, others use 10%), formative assessment procedures before week 5 of the subject. This is provided to inform students of their progress at a point in time so that they may, for example, rethink their level of commitment or clarify any misunderstandings or difficult concepts before the first, higher stake assessment item is due. Various ways of approaching this are recorded in the WILLIP practice ideas (see Appendix I).

## ASSESSMENT WITHIN A DEVELOPMENTAL FRAMEWORK

31. In terms of increasing complexity, the assessment profile across faculty programs follows the developmental curriculum map (Appendix II). Specifically, the guide provided to first year subject coordinators for constructing assessment items states that *assessment*:

- is a foundational tool in the FYE to establish habits and skills

- should guide and encourage effective and positive approaches to learning

- recognises and informs the evolution of assessment tasks (steady progression of complexity and demands) across the four years

- should have a transparent alignment between task and value

- is integrated into an overall program assessment plan

- has clear alignment with content and learning processes (the curriculum loop)

- provides for student choices (but carefully scaffolds towards making choices)

- has valid and reliable measures of learning outcomes and particularly the higher-order learning appropriate to higher education contexts

- has tasks matched to professional accreditation requirements.

## FEEDBACK

32. I provide training sessions for all sessional academics on the provision of effective feedback to assist positive student attitudes, clarity of comment, and consistency of grading. All academics (full-time and sessional) are encouraged to provide 'rich' written (and sometimes direct) feedback to students in the first year (models provided).

# 7. EVALUATION AND MONITORING

33. The curriculum renewal agenda in the faculty recognises the importance of evidence-based outcomes in the work currently being progressed (2007–2008), which will be subjected to interrogation and further renewal where required.

34. Therefore, it has been important to profile the FYE work in such a way as to separate out these initiatives to ascertain which of them have/have not served the purposes for which they were created.

35. To do this, an audit will be undertaken from September to November 2008 to determine the degree to which students are:

- retained in the university (and which groups)
- satisfied with their subjects both formally (for example, by way of the standard formal student evaluation data collected by the institution — at QUT, the Learning Experience Survey (LEX) and the First Year Experience Survey (FYES) data) and less formally (for example, by the degree to which students feel integrated with other students and academics as elicited through focus group interviews and LEX data).

36. A further analysis will take place when the current cohorts proceed to Year 2 of the programs to ascertain if the first year assessment and pedagogic foci have been effective in advancing student competencies.

# APPENDIX I

## FIRST YEAR EXPERIENCE: PRINCIPLES TO (GOOD) PRACTICE IN THE FACULTY OF EDUCATION

### DR ANNAH HEALY

In the pages that follow, an abridged version of each of QUT's six FYE Principles appears in the left-hand column. Note that the WILLIP column ('What It Looks Like In Practice'), does not align directly with each principle: good practice ideas often traverse principles. Thus, headers have been developed to capture major targets in designing FYE subjects and monitoring student progress, identified as follows:

1. Setting expectations, monitoring engagement and developing learner independence
2. Assessment
3. Academic literacies (reflection, analysis, critique, summary and emotional responses differ!)
4. Academic literacies (professional and personal)
5. Providing support and relationship development student–student; student–academic
6. Delivery: lectures, tutorials, workshops, laboratories

| Organising principles — FYE | | Practice examples (Note: examples variously attend to multiple organising principles. Therefore, each example is listed under headings that link to several or all six principles.) |
|---|---|---|
| **Transition**<br>… practices are **designed to mediate and support students** into the program in which they have enrolled | **Why**: Facilitate appropriate student transitions that are aligned with institutional mission to assist students' transition to higher education and their new learning in a new discipline.<br><br>**How**: Students should be assisted in their transition to:<br>• new learning and assessment methods<br>• independent learning and academic agency<br>• self-belief and academic confidence<br>• structured reflection on the way in which they learn<br>• understanding cognitive and affective hierarchies. | *Setting expectations, monitoring engagement and developing learner independence*<br>➤ spend the first tutorial describing expectations (high) and unpack the subject design for students<br>➤ each 4th tutorial, have a 'negotiated curriculum' option<br>➤ take attendance — identify non-attending students and follow-up — e.g. by providing names to subject coordinator who checks with other concurrent semester coordinators, which may in turn lead to subject mentor contact<br>➤ talk through plans for monitoring engagement — e.g. include a statement in subject outline to effect that non-attendance will lead to a 'no access to tutor assistance' action (other than for QUT accepted conditions including illness)<br>➤ produce statements on what it means to be an independent learner within groups (large and small) and contexts of the subject — model how it 'works'<br>➤ encourage active participation via quizzes, wikis, in-class activity, peer assessment, team-work, etc.<br>➤ learning style theory actioned in subject activities and expectations (explain to students)<br>➤ encourage student agency and independence from the beginning.<br>*Example 1*: End of Tutorial 1: draw up a student responsibility–academic responsibility map (both students and tutor input).<br>*Example 2*: Work from a knowledge processing model (or similar):<br>  – begin from student's knowledge platform (the known) to extend to new information (as opposed to academic lead-in to subject content)<br>  – broaden conceptions via open discussion and a range of learning experiences across modes and media (as opposed to 12 weeks of mini-lecture/ description/instruction tutorials)<br>  – provide contexts and scaffolds for analysis including panel debates (mix of academics/ teachers/students/parents/human experts) on subject issues (to discourage students away from notions of 'best idea' or the only way to think through presentation of ideas from one individual); choices for students to apply and demonstrate knowledge.<br>*Example 3*: Have students contribute to the process of scaling subject requirements (scaling = gradings 2–7).<br>*Example 4*: Investigate different ways in which standards can be applied.<br>*Example 5*: Include regular teamwork activities that rotate leader and other group member roles. |
| **Diversity**<br>… practices **ensure full membership** for all students and **recognise existing skills and knowledge** | **Why**: Serve all first year students according to their varied needs.<br><br>**How**: Diversity should be accommodated:<br>• knowing about and explicitly managing for diversity<br>• systematically monitoring retention/attrition and identify cohorts who are better/worse supported than others<br>• supporting academically and beyond the curriculum (e.g. induction; ongoing support; enhanced tutorial support; PASS; mentoring)<br>• explicitly exposing students to new ways of thinking and learning, teaching and assessment<br>• providing processes and opportunities for support pre-semester (e.g. transition workshops; bridging programs; Getting started with learning)<br>• flexibly designed programs and subjects<br>• providing contexts for groups to increase confidence in their ability to learn and succeed (e.g. breaking task down; assisting in the planning of their learning)<br>• providing opportunities (e.g. in-class groupings for students to work together using team protocols). | *Assessment*<br>➤ employ low stake principles in assessment design (10–20% maximum) and plan early feedback<br>*Example 1 (large core subject)*:<br>  – prior to Week 6 and beginning Week 2, students complete tasks that gradually increase in complexity and marks: 8 to 10 to 12 to 14 to 16%; first feedback in Week 3, then weekly thereafter until Week 8 of subject.<br>  – subject run on 1 hr lecture + 1 hr tutorial + 1 x 4 hour support tutorial (voluntary) for students requiring assistance.<br>*Example 2 (large core subject developed as 4 weeks + 9 weeks)*:<br>  – first 4-week block set up for student team project<br>  – teams work on a mini project (reflective of major subject assignment)<br>  – class group develops assess criteria (Criteria Referenced Assessment (CRA))<br>  – projects assessed by students — although early in the program, usually Week 7, students respond well.<br>Cont. |

| Organising principles — FYE | | Practice examples (Note: examples variously attend to multiple organising principles. Therefore, each example is listed under headings that link to several or all six principles.) |
|---|---|---|
| **Design**<br>… is **student-centred, explicit and relevant** and **scaffolded** for first year learning success | **Why**: Program design has the capacity to accommodate student lives, provides overt scaffolding of all that is likely to be new, and directly links the work in the academy with the professional work of the field. It also aims for students to increase their self-direction and management over the program.<br><br>**How**: Program design should provide:<br>• a relevant curriculum that links to vocational aspirations<br>• explicit information about expectations and the tools and resources to support new knowledge and skills<br>• an explicit, sequenced curriculum with a curriculum map showing purposeful connections<br>• a balanced program regarding content, skills and attitudes to reach learning outcomes<br>• as much priority to acquisition of academic literacies (including study skills) and development of student agency as to discipline content<br>• authentic learning environments, tasks and assessment<br>• a lens on the teaching-research nexus<br>• appropriately blended learning environments (online, face-to-face, multimedia and authentic partnerships with community/industry)<br>• clear expectations of high standards<br>• explicit statements regarding linked assessment items<br>• a map of the program that shows its holistic and coherent structure and flags incremental progression<br>• support for development of ePortfolio and reflection on learning<br>• links to the profession. | *Example 3* (subject with 200+ students):<br>– assignment broken down into 2–4 parts, first of which may be an annotated bibliography (scaffolded academic literacy) or design proposal — submitted in Week 3 or 4.<br>*Example 4* (within tutorial group context):<br>– for written elements of assignment do track changes on computer screen for whole group to provide immediate feedback on what would improve text.<br>➢ design assessment as integral to all subject activity — flag as *assessment of learning*, *assessment for learning* and *assessment as learning*<br>➢ use clear, simple CRA criteria sheets (1 page) — reflective of major goals — ensure learning outcomes match task specific descriptions<br>➢ provide assessment options with a common framework (student right to produce knowledge in different ways): e.g. requirement is to demonstrate a micro learning–teaching segment and students are able to select from poster + description; micro-teaching to peers; video of action with a class group; PowerPoint presentation to inform parents of classroom focus<br>➢ use audio file/podcast to take students through assessment criteria<br>➢ standard outcomes — assessment criteria: use identical language<br>➢ authentic assessment (requiring content and context of learning validity) — assignments must be visible to students as authentic within the academy and for the teaching profession and explicitly *linked* to others in the horizontal/vertical assessment map (design)<br>➢ assessment engages attitudes by encouraging open debate: from opinion to substantiated claims (beginning research skills)<br>➢ semester academic coordinators across subjects meet to:<br>➢ plan assessment<br>➢ map assess requirements<br>➢ produce a progression map for students (making explicit dates; vertical and horizontal connections)<br>➢ project/portfolio assessment items across two subjects in Year 1 designed to assist students to synthesise information<br>➢ consider the unpacking of subject requirements as important as discipline knowledge; devote full tutorial session to scaffolding assignment types, requirements and standards criteria; demonstrate/describe standards as artefacts (beginning with ePortfolio in Year 1)<br>➢ around Weeks 3–4 (or when most appropriate), scaffold first major assessment task by producing a range of assignment examples for students to mark against criteria (repeat across all four subjects in Semester 1)<br>➢ use Blackboard repository for annotated assessment segment examples: exemplar and poor examples — include tab on unit Blackboard site as link to repository (repository to have examples of all assessment types)<br>➢ include potential for a range of assessment delivery modes — vivas, orals, poster presentations, multimedia texts, argument (e.g. debate between a team of students), projects and portfolios in addition to written assignments and examinations. |
| **Engagement**<br>… relies on teaching–learning–assessment approaches that facilitate **active, interactive and collaborative** learning | **Why**: A student-centred teaching approach in which students find support for their learning, receive frequent feedback and are actively involved in their learning by virtue of the curriculum design, is one in which students are more likely to learn and in turn more likely to stay (Tinto, 2002, p. 2).<br><br>**How**: Engagement is crucial and occurs when students:<br>• are kept connected (e.g. by mentoring, PASS schemes, collaborative work, team-work projects, staff-student interaction)<br>• see relevance in the curriculum and its tasks/assessment<br>• are engaged socially and academically from the outset<br>• have a clear picture of the pathways to support services, pastoral care, peer mentoring contact, academic assistance<br>• conceive the holistic program and their place in it<br>• perceive their environments to be 'learner friendly'. | *Academic literacies* (reflection, analysis, critique, summary)<br>➢ include tutorial activities to demonstrate how to analyse/critique and reflect<br>*Examples* (have fun with these!):<br>1. provide reading excerpts — scaffold each response type as an in-class activity<br>2. demonstrate and contrast the differences between (a) reflective; (b) analytic; (c) critical, (d) summary; and (e) emotional responses to a reading as class discussion<br>3. provide the same excerpt to groups of 4 within a tute group — (a) ask specific groups to respond reflectively, analytically, critically, summarise or emotional response; (b) share responses; and (c) analyse the fundamental differences between the responses (as type)<br>4. first 4–6 weeks — 15minute activity focusing on 2(a) to 2(d).<br>➢ activities should serve to strengthen student–student–academic relations.<br><br>*Academic literacies* (professional and personal)<br>➢ introduce the metalanguage and appropriate communication genres (the literacies appropriate for communicating knowledge in an assessment item/in-class activity or as a professional educator); for the discipline/area of study in the first weeks — most commonly in the tutorial context<br>➢ each class member, including tutor, writes a 15–20 line paragraph that is collected and distributed to be marked according to agreed criteria; the work is then returned to the author with the mark and followed by a question-and-justification-of-mark-session (which will also help with understanding assessment criteria) |
| **Assessment**<br>… acknowledges the transition to higher education by providing **detailed feedback** and is designed to **increase in complexity** from first to final year | **Why**: We expect first year students to become independent and self-managing learners but critical to this development is the necessity to alleviate anxiety around assessment information, advice, instructions, guidance and performance.<br><br>**How**: Students need to be supported by the provision of:<br>• clear, consistent and explicit assessment information<br>• low stake items in the first instance that are manageable and able to be supported by teaching staff<br>• greater emphasis on formative assessment in the first half of the first semester<br>• training in student peer assessment and criteria development<br>• a communicated feedback strategy (e.g. http://www.ljmu.ac.uk/lid/ltweb/84079.htm)<br>• early diagnostic feedback on elements most likely to effect progress (e.g. personal and other areas of academic literacies)<br>• feedback timetabled into tutorials<br>• assignments that have developmental comments but no marks. | ➢ particularise criterion that relates to literacy and numeracy competencies in outcomes and assessment criterion items<br>➢ direct students to online modules where personal literacies deficits are noted<br>➢ overtly demonstrate specific professional literacies when/wherever possible.<br><br>*Providing support and relationship development student–student; student–academic*<br>➢ peer mentor programs — develop focus group sessions to hear student concerns, highlights and to encourage ongoing relationships<br>➢ appoint an academic mentor for FYE from each school<br>➢ promote in-class activities where the tutor becomes one equal member in a community of learners<br>➢ overtly build a learning community (e.g. play a game; nominate an interesting topic to which everyone responds and for which everyone is an expert)<br>➢ students and tutor write a short piece on a subject topic and pass to others to grade, using criteria, and make written comment (see also above regarding assessment)<br>➢ intentionally build the notion of student expertise in the tutorial — have students lead and manage some activities<br>➢ use (QUT's) Teamwork Protocol to develop good practice in teams and to monitor progress<br>➢ embed tutor demonstration of reflective practices during class sessions<br>➢ deconstruct your teaching style for students<br>➢ have tutors scaffold risk-taking and employ student expertise where possible<br>➢ formal student evaluation should include questions on relationships to gauge student attitudes<br>➢ always ask International students to nominate their preferred name<br>➢ overtly connect International students with others in learning activities — ensure their cultural perspective is heard.    *Cont.* |

| Organising principles — FYE | | Practice examples (Note: examples variously attend to multiple organising principles. Therefore, each example is listed under headings that link to several or all six principles.) |
|---|---|---|
| Evaluation and monitoring<br><br>… is evidence-based and enhanced by regular evaluation that leads to curriculum development and renewal designed to improve student learning | **Why**: Early identification of students at risk and opportunities for students to express their views on their learning experience are considered to evidence an institutional commitment to a positive first year experience (if coupled with feedback and review) and in turn inform curriculum renewal.<br><br>**How**: Ways to monitor progress include:<br>• early low-stakes assessment items<br>• planned curriculum engagement<br>• support networks in place (e.g. peer support programs (such as Faculty of Education, MATES), curriculum activity that embeds social elements)<br>• offering counselling or study skills-based interventions<br>• realistic and realisable expectations<br>• curriculum designs that accommodate peer review, fast feedback on assignments, staff reflections, formal teaching evaluations (e.g. at QUT Learning Experience Survey (LEX) and First Year Experience Survey (FYES)) and other informal evaluations (e.g. focus groups)).<br>•<br>• | *Delivery — lectures, tutorials, workshops, laboratories*<br>➢ resist lecture content that students can locate and read for themselves<br>➢ resist the mini-lecture in tutorials — ensure that 75%+ of tutorial time Is for student active work (build student capacities through involvement)<br>➢ seek feedback — e.g. provide simple evaluation form for students to comment on 20–25% of subject's lectures<br>➢ mix modes of delivery — ensure any face-to-face is the best way for 'element' to be learned<br>➢ each 4th tutorial, have a 'negotiated curriculum' option<br>➢ if lectures are online, consider using interactive software to allow content vignettes and responses (e.g. video quizzicles) — ensure responses integrate with or add to other aspects of the subject; tutorial activity/discussion; explicit assessment preparation<br>➢ consider involving final year students in information delivery segments<br>➢ introduce students to a range of media and modes of delivery<br>➢ provide the means for students to revisit complex materials following lectures/instruction: for example, through wikis, debates, explicated PowerPoint notes<br>➢ group/team students for activity in a variety of ways to develop conceptions about dis/advantages of grouping/teaming (translate principles to classroom practice). |

# APPENDIX II

## A DEVELOPMENTAL CURRICULUM MAP IN EDUCATION

| Rethinking the student journey: A developmental map | | | |
|---|---|---|---|
| **Year 1**<br>Intensive academic support | **Year 2**<br>Increasing student independence → | **Year 3**<br>→ → → → → | **Year 4**<br>Bridging to professional work |
| ☺ *build*<br>student agency; team-work skills; concept of self as learner and curriculum designer | *increase*<br>independent and collaborative activity within the learning community | ☞ *innovate*<br>in planning professional activity | ❋ *plan substantively and appropriately*<br>for professional tasks and sites |
| ☺ *introduce*<br>multiple lenses on learning, teaching and diversity | *connect*<br>content, learner diversity, pedagogy, theory and practice | ☞ *develop*<br>planning models that support diverse learners and contexts | ❋ *synthesise learning*<br>from across the program to portfolio and interview assessment |
| ☺ *locate*<br>the roles and place of standards, evidence of learning in assessment | *connect*<br>curriculum to learners | ☞ *apply*<br>assessment principles across the curriculum | ❋ *meet*<br>standard, program and Graduate Attributes requirements |
| ☺ *scaffold*<br>analytic and reflective practices | *build on*<br>standards and portfolio evidence of learning | ☞ *synthesise*<br>learning across subjects; practise portfolio and interview assessment | ❋ *exit*<br>as a beginning professional citizen |
| ☺ *model and support*<br>tertiary, professional and personal English language literacies | *raise expectations*<br>for analysis and reflection | ☞ *produce*<br>accurate and refined application of analysis and reflection | |
| Refer to *FYE Principles to (good) Practice* for further information (Appendix I). | *raise expectations*<br>for tertiary, professional and personal literacies | ☞ *apply*<br>tertiary, professional and personal literacies with accuracy | |