

EFYE 2017: Learning Gained through Student-Staff Partnerships



BIRMINGHAM CITY
University



Conference Programme

For delegates arriving on Tuesday 27th June, there will be an informal evening social at the Old Joint Stock. More details can be found on the website.

Wednesday 28th June		
Time	Title	Room
09:00-12:00	Conference Registration	Curzon Foyer
10:30-12:00	Pre Conference Workshops	
	<p>The Power of Peers: Exploring the impact of peer leadership experiences in the UK - Jennifer Keup - National Resource Center - First Year Experience and Students in Transition</p> <p>This session will share results from the United Kingdom administration of the International Survey of Peer Leadership conducted in partnership with the National Resource Center for The First-Year Experience and Students in Transition. The presentation will draw from data collected from over 450 student leaders at 19 institutions throughout the U.K. to provide a data-based portrait of peer leader experiences (PLE), including units sponsoring the PLEs; recruitment, training, and compensation strategies; and time commitment. The presentation will also highlight how PLEs affect students' self-rated gains in skill development, academic performance, intercultural competence, and employability. Survey results, reflection questions, and student quotes will be used to explore implications for campus peer-leader programs, the identification of best practices, and future research.</p>	C221
	<p>Using learning analytics to improve student transition into and support throughout the first year - Tinne De Laet, Rebecca Edwards, Maartje van den Bogaard, Jan-Paul van Staalduinen - KU Leuven, Nottingham Trent University, Universiteit Leiden, TU Delft</p>	C237

	<p>Introduce staff to how the ABLE and STELA projects are using learning analytics to support transition into the first year. Discuss some of the ethical and operational considerations for using learning analytics to support first year students. Provide colleagues with space to reflect on and consider the use of learning analytics in their own contexts.</p>	
	<p>The FYE body of work is arguably 118 years old, how up to date are you? - <i>Ed Foster and Diane Nutt</i></p> <p>We will explore some of the histories of the First Year Experience in the US, Australasia, South Africa and, of course, Europe while looking at some of the core theories, including, Why is the first year such a challenge for students?, Differences between social and academic transition, Student engagement theories, Widening participation, pathfinder students and how universities are seeking to overcome socio-economic disadvantage</p>	C256
	<p>Measuring Learning Gain: who is it for and what happens next? - <i>Professor Stuart Brand and Jamie Morris - Birmingham City University</i></p> <p>This session will provide an overview of the Birmingham City University experience of the first two years participating in the national initiative on Learning Gain. Known also as 'distance travelled', we will highlight how this concept can be utilised to enhance the first-year experience and beyond. Alongside 3 other institutions, this project utilises standardised testing that measures higher-order thinking skills of the participants, such as critical-thinking, problem solving and writing mechanics. Our workshop will offer both a staff and student perspective on the value of such a mechanism, whilst also examining the impact that Learning Gain might have on an institutional and national level. We will also highlight integrated methodologies used to examine student engagement with the feedback from this process and more importantly, how this can offer an indication of areas for development for the student to pursue.</p>	C260
	<p>A systematic approach to students' success - <i>Harald Age Saethre - University of Bergen</i></p> <p>This session will introduce a practical orientated model that one can use to work systematically and find actions that give the highest possible effect without using too many resources. It is also aimed as a tool to people who are new to retention issues when they start their work. The model is based on Tinto's longitudinal model of institutional departure but is viewed through the glasses of a project manager that has needed to see results. It has been tested through 17 years meeting new challenges, doing mistakes but mainly getting results.</p>	C271
12:00-12:45	Lunch	Curzon Canteen & C087

12:45-13:30	Welcome and Official Opening - Professor Julian Beer - Deputy Vice Chancellor	C192
13:30-14:15	Keynote - Eric Stoller	C192
14:25-15:25	Parallel Session 1	
Papers	<p>Coaching the learning process of students in the classroom - <i>Van de Mosselaer Herman, Artesis Plantijn - Artesis Plantijn University College</i></p> <p>'Successful student retention is at its root a reflection of successful student education. That is the job of the faculty' (Tinto, 2006, p. 9).</p> <p>We start with an introduction of the Lemo-instrument and focus on the information the feedback reports provide lecturers on learning competences and motivation characteristics, strengths and challenges, of the students of their class in the perspective of learning gain. We explore how these data can inspire lecturers to coach the learning process of students.</p>	C221
	<p>An evaluation of study and integration support measures for first year psychology students - <i>Mirjam Mekhaïel and Valerie Favez - University of Geneva</i></p> <p>In this study we evaluate how first year psychology students' participation at activities is correlated with their appreciation of the activities as well as their academic performance. The learning and integration support activities consist, among others, of a mentoring program, study skills workshops, career fair.</p>	
Papers	<p>EFYE's love child: cross-disciplinary, cross-national student and staff partnerships and learning to build residential first year induction programmes - <i>Laetitia Gardeniers, Lenno Jansen, Keon Smeets, Andrea Lyons-Lewis, Ricky Gee, 2 NTU Students - Nottingham Trent University</i></p> <p>What happens when two colleagues from different academic fields, institutions and countries meet at EFYE and share a vision of how first year induction should be done? Students and staff from a Dutch and a UK university share their time, tears, friendship and learning across national, disciplinary and student-staff boundaries.</p>	C237
	<p>Applying Design Thinking to Reimagine our First Year Experience – Evidence gained from prototype projects in three institutions - <i>Dr Jen Harvey, Dr Rachel O'Connor and Dr Claire McDonnell - Dublin Institute of Technology</i></p> <p>Applying Design Thinking to Reimagine Our First Year Experience – Evidence Gained from</p>	

	<p>Prototype Projects in Three Institutions. We present lessons learned and outcomes of evaluations for 20 prototype projects to enhance the First Year Experience that were implemented in three higher education institutions in Dublin in 2015-6.</p>	
Papers	<p>Working in Partnership - Harnessing the first year experience to engage and develop the Citizen Scholar - <i>Professor James Arvanitakis, Dr David J. Hornsby and Dr Emily McIntosh, University of Western Sydney, University of the Witwatersrand and University of Bolton</i></p> <p>Pedagogical innovations championing the Citizen Scholar (Arvanitakis and Hornsby, 2016) have the potential to transform the delivery of higher education across the globe. The Citizen Scholar Framework encompasses a series of proficiencies and attributes which lead to the creation of a socially responsible and vibrant learning community. This paper explores the benefits of engaging with the Citizen Scholar Framework to promote partnership working, peer learning and learning gain across the first year experience</p>	C256
	<p>Institutional impact of staff-student partnerships in pedagogical research - <i>Peter Garside, Charlotte Adams, Isabel Huet, Annie Hughes and Steve Woodfield - Kingston University</i></p> <p>This paper presents the findings from an evaluation study conducted at Kingston University which aims to assess the extent to which a staff-student research partnership scheme, which has been in place for four years, has had a value-added impact on the behavioural and organisational practices at Kingston University. The study is exploring how small scale pedagogical or institutional research projects can impact upon changing behaviours within the wider institution, and the impact that these changes can have on the development or experience of staff and students not directly involved with the scheme.</p>	
Show and Tell	<p>Maths Support: Does it count? - <i>Maggie Gibson - Birmingham City University</i></p> <p>This session introduces a form of maths support which is embedded into a first-year module taken by Computing students at Birmingham City University, and the results obtained in attempting to measure the impact of this support.</p>	C260
	<p>Preparing for Law - Supporting students to develop the skills for successful legal study - <i>Kristina Garner, University of East Anglia</i></p> <p>Preparing for Law is a year-long programme designed to support students from Widening Participation backgrounds to make a successful transition to studying law at university. We co-deliver the programme with current first year students who are encouraged to reflect upon their own journey to support potential future students.</p>	

	<p>The Collaborative Curriculum: 'Student as Producer' for first year students - Dr Nicola Watchman, Mandy Rogerson, Abbie McGregor and Laura Gower - Newcastle College</p> <p>Newcastle College's Student as Producer initiative attempts to move beyond merely listening to the student voice to a place in which we empower students to drive and implement change. Here we look specifically at the impact of 'Dance Committee' on developing a collaborative curriculum and HE Community at Level 4.</p> <p>A (First) Year in Life - Personal development portfolio for 1st years - Tao Jiang - University of Leeds</p> <p>I will briefly introduce the rationale and design of the personal portfolio for the first year Marketing students, including the format and assessment criteria. I will then discuss how effective these personal portfolios are based on student feedback and their employability development in Y2 and beyond.</p>	
Show and Tell	<p>One 'Academy' for all skills development, with guidance and freedom - Simone Schut - Utrecht University</p> <p>Next September we start a new program in which students will develop academic AND employability skills. In the face of all difficulties such as no status for tutors, how to give students what they need, how to coach the ones that don't want to be Coached, what way did we find?</p> <p>A forgotten identity: exploring the student experience religion and belief - Sarah Lawther - Nottingham Trent University</p> <p>Religion and belief is an important aspect of many students identity, but is an area that has been relatively underexplored in higher education. This session shares work in progress that explores the student experience of religion and belief in order to inform support and staff-student conversations.</p> <p>Norwegian Network: Competence sharing for student success in higher education - Harald Age Saethre - University of Bergen</p> <p>In Norway we have a new project aiming to make resource people in all universities and unions share their experience and knowledge about how we can help student succeed in higher education. It will be using web (articles, discussions), newsletters, workshops and a yearly</p>	C271

	conference.	
Papers	<p>Experiences from Becoming a Mentor for First Year Engineering Students - Tiina Niemi, Hanna Vanhatalo, Eila Pajarre - Tampere University of Technology</p> <p>The paper aims at understanding the expectations and experiences of staff mentors and exposes challenges that may lie in the process. To find out how mentors experience their own role and what are their expectations, an online survey for all TUT teacher mentors was conducted. The results of the survey suggest that the expectations of experienced mentors and non-experienced mentors were rather similar. The survey showed that in general unexperienced mentors were more confident about their skills to interact with students, guide students' studies, to contribute to students' professional growth and to facilitate meetings with students.</p>	C272
	<p>An innovative framework for evaluating peer learning and leadership - Jacques Van Der Meer - University of Tasmania</p> <p>This paper describes the processes used to evaluate the PASS program at the University of Tasmania, which take account of the varying perspectives of all stakeholders of the program. The evaluation is housed within the Developing and Supporting Student Leadership (DaSSL) framework.</p>	
15:25-15:50	Refreshments	Curzon Foyer & C087
15:55-16:55	Parallel Session 2	
Papers	<p>Metacognitive Reading Strategies at University: An Empirical Intervention Study - Mirjam Mekhaïel, Benoit Galand and Marco G.P. Hessels - University of Geneva/ Catholic University of Louvain</p> <p>Concept mapping and self-questioning, are known for their effectiveness on learning and performance. In this communication, we will present the intervention's impact on learning and performance, looking at how first year university students learned and applied the reading strategies during a six-week period, working on their obliged reading materials.</p>	C221

	<p>Learning and study strategies: a learning analytics approach for feedback - <i>Tinne De Laet, Sven Charleer, Katrien Verbert, Greet Langie, Carolien Van Soom - KU Leuven</i></p> <p>To be successful in higher education, first-year students have to further develop their learning and study strategies. We will present a learning analytics approach to provide first-year students with feedback on and support for their learning and study strategies.</p>	
Papers	<p>Learning to Learn: Implementing a framework to facilitate international student transition into first year HE Study - <i>Clare Poulson & Pippa Dearnis - University of Leeds</i></p> <p>Staff and student perceptions of university assessment and feedback - <i>Emma Coonan - University of East Anglia</i></p> <p>Developing effective assessment and feedback processes requires understanding on the part of the staff, not only of student preparedness for university, but also students' perceptions of the learning process. Research on student and staff perceptions will be presented in relation to the development of an effective mutual understanding of learning.</p>	C237
Show and Tell	<p>Evaluating the assignment support team: A peer mentor project to support academic writing in the University of Brighton's School of Education - <i>Melanie Gill and Louise Jackson - University of Brighton</i></p> <p>This session focuses on our Assignment Support Team who are third year undergraduate or MA Education student peer mentors who provide 30 minute, one-to-one, academic writing support sessions to 1st and 2nd year students. The session will be co-facilitated by one of the student peer mentors and the lecturer who manages the scheme and will discuss the benefits to the students receiving this support and also to the peer mentors giving the support.</p> <p>Instructor - Peer Leader Collaboration: A model for shared leadership and student-led learning in life skills courses in a Turkish university - <i>Pinar Ozbek - Koc University</i></p> <p>The session focuses on instructor-peer leader collaborations in a first-year life skills course at Koç University, Istanbul. Adopting a shared leadership approach, instructors and peer leaders co-create the course content, develop new facilitation modalities for experiential exercises, and build a community within the student group.</p> <p>Personal tutoring - Redesigning the first year approach - <i>Neil Hollins - Birmingham City University</i></p>	C256

	<p>The session will detail the progress of a project at Birmingham City University's School of Media to introduce a proactive system of first year personal tutoring as a means to improve the first year experience and nurture a stronger sense of belonging amongst students.</p>	
	<p>The same, but different: staff and student perceptions of difference and its impact on social and academic integration - <i>Henry Coleman and Rachel Forsyth - Manchester Metropolitan University</i></p> <p>This session will explain the development of and demonstrate a set of resources which have been produced to provide guidance for staff and students on effective practices to support integration into the culture and practices of higher education. The focus is on students from a background that may not have traditionally gone to university and how their experience is at MMU.</p>	
<p>Show and Tell</p>	<p>Recording students' experiences as a peer support resource - <i>Zoe Bett - University of East Anglia</i></p> <p>In the School Of Economics at UEA students (with staff support) can film short videos in which they talk about experiences at university. These are posted on the internal network and are used by other students as a peer Support resource to improve the university experience and, in turn, learning gain.</p> <p>The 'Fontys First Year Survey': Student's first experiences - <i>Evelyne Meens MSc - Fontys University of Applied Sciences</i></p> <p>The 'First Year Survey' is a tool that gives First Year Students the opportunity to reflect on their educational choice and experiences ten weeks after their commencement. It is meant to instigate a dialogue with their teachers/career counsellors in case they are not comfortable with the transition to tertiary education (yet).</p> <p>Helping law student to connect. A first year transition project - <i>Pamela Thomas, Jill Molloy and Rohzeena Janjua - Birmingham City University</i></p> <p>This paper will evaluate the 'Connect' Student Academic Mentoring Partnership which is funded by the Centre for Excellence in Learning and Teaching (CELT) at Birmingham City University, which aims to improve student induction and transition from sixth form college or school into first year of the LLB Law degree.</p>	<p>C260</p>

	<p>Digital Badges for Transparent communication of Academic Competencies - <i>Dana-Kristin Mah - University of Potsdam</i></p> <p>Digital badges can support transparent communication of academic demands in higher education. The present qualitative study with members of academic staff reveals their expectations of first-year students with regard to a model of academic competencies. We propose an exemplary digital badge outline as a platform for discussion.</p>	
Papers	<p>First year nursing and midwifery students' evaluation of their learning gains: a cross sectional study - <i>Dr Catherine Redmond; Dr Carmel Davies; Dr Phil Halligan; Dr Regina Joye; Ms Lorraine Carroll, Dr Timothy Frawley - University College Dublin</i></p> <p>This paper explores students' perceptions of their learning gains during the first semester of their nursing and midwifery BSc degree programmes. Specific learning enablers were identified by students as well as elements of pedagogy and pedagogical approach that required improvement.</p>	C271
	<p>Earning and Learning: A new dimension of measuring learning gain? - <i>Nurun Nahar - University of Bolton</i></p> <p>A research was conducted to investigate the effects of working while studying among university students at a UK higher education institution. The main dependent variables measures were perceived stress, mental wellbeing and employment status against gender and year of study as fixed factors. Results showed a significant gender effect on perceived stress and mental wellbeing scores but no significant effect of work on academic performance was reported.</p>	
Papers	<p>First-year students' participation in peer assisted study session programmes as predictor of success during and beyond the first year - <i>Jacques Van Der Meer - University of Otago College of Education</i></p> <p>This paper will present evidence that participation in Peer Assisted Study Sessions (PASS) programmes, predict not only achievement in the first semester, but also retention beyond the first year and degree completion. It will do so by drawing on a longitudinal study of three first-year cohorts.</p>	C272
	<p>Supporting Students' Motivation in Large Enrolment Courses: A case study of the First Year Project - <i>Nadia Dyrberg - University of Southern Denmark</i></p> <p>The 'First Year Project' is a course followed by all science students at the University of Southern Denmark. Here students conduct research projects in close contact with staff and disseminate</p>	

	their knowledge through multiple channels. The course successfully fosters students' motivational needs and holds high subjective task value.	
18:00	Welcome Reception	Birmingham Council House

Thursday 29th June		
Time	Title	Room
09:00-10:00	Conference Registration and Refreshments	Curzon Foyer
10:00-11:00	Parallel Session 3	
Papers	<p>Study Choice check: identifying potential in study success, but how to use these insights to support first year students? - <i>Marije Nije Bijvank and Itje Wijshake - Saxion University of Applied Sciences, Study Success Centre.</i></p> <p>All prospective students complete a 'study choice check' (SCC): a rich source of information that provides us with grounds to improve the support of students entering higher education. Results from different studies on the impact of the SCC are presented and ways to foster first year study success are discussed.</p>	C237
Papers	<p>Exploring Social Integration of Sport Students during the Transition to University - <i>Dr Rick Hayman - Northumbria University</i></p> <p>The failure to socially integrate can negatively impact a student's university experience. Research exploring sports student's experiences of this transition is sparse. Second year peer mentors interviewed nine first year students. Implications to aid effective university policy and practice to improve student retention, attainment and progression will be discussed.</p>	C237

	<p>First year transition: the academic and social integration/engagement of first years through a mentorship programme - <i>Dr. Nosisana Mkonto, Dr. Subethra Pather, Ms Xena Cupido and Dr. Najwa Norodien-Fataar - Cape Peninsula University of Technology</i></p> <p>Transitioning from high school to university can be a challenging process. Majority of first year students struggle to adapt and adjust into the university and therefore require support. Peer mentoring is widely recognised as beneficial for supporting first year higher education students ((Beltman & Schaebe, 2012; Nora & Crisp, 2008). Research shows peer mentoring engagement with first year students leads to an increased confidence towards persistence. Peer mentors provide transitional and psychosocial support to first year students. This paper reports on a first year mentorship programme designed to address the issues related to retention and success of first year students from diverse backgrounds.</p>	
Papers	<p>The effectiveness of study coaching during the first year of higher education - <i>Lobke Dedrie and Pieterjan Bonne - Artevelde University College Ghent</i></p> <p>A longitudinal survey investigated the effect of study coaching on academic integration. Results show the positive impact of autonomy support and provision of structure on students' academic integration process (study motivation, study commitment, reflective thinking). Also positive effects were found through peer support.</p> <p>Group Mentoring - the staff experience - <i>Pernille Maj Svendsen - Aarhus University</i></p> <p>This pilot-study examines the impact of a mentoring-programme for first-year students on the mentors. Mentors were senior staff, who had volunteered for the programme. Findings show, that mentors felt they established a good relation with the students and they gained valuable first-hand in-sight into student life and challenges during induction.</p>	C256

<p>Show and Tell</p>	<p>Recruiting Graduates to enhance student experience, retention and success. A case study within the Birmingham School of Media - Ella Robson - Birmingham City University</p> <p>Within Birmingham City University a team of graduates have been recruited to enhance the student experience. An initiative originally launched within the Birmingham School of Media the 'Graduate Student Success Adviser' has now been replicated across the University. This paper explores the recruitment of graduates, and how it has impacted first year experience.</p>	<p>C260</p>
	<p>A Joint Contribution to first year retention - how to create a safety net for students through collaboration - Anine Skjot Moller - University of Copenhagen</p> <p>Get inspired to use a network approach to retain students. We will present two initiatives that have proven efficient in retaining students as we focus firstly on the early contact to students who are in danger of dropping out; secondly on the network of staff and students that surrounds the first-year students.</p>	
	<p>Do we match? The effect of matching activities at Dutch universities on prospective students' decision and admission behaviour - Karlijn Soppe - Utrecht University</p> <p>To improve study success in the Netherlands, a 2014 law gave every student the right to "match" with the programme of his choice before starting it. By analyzing matching and admission processes at different universities, we aim to identify how the different ways of designing matching are related to decision and admission behaviour.</p>	

	<p>NYUAD Marhaba Captains and Leaders Program Student to student orientation - Pam Mandich - New York University, Abu Dhabi</p> <p>Engagement of first year students is key to successful integration into all aspects of university life. The first point of contact for all first students is orientation. Two years ago, NYUAD moved from a staff run orientation program, Marhaba, to a partnership with students. Each spring, three first year students are hired as interns, called Marhaba Captains. During a one-month internship, these students build programming, work on media plans, organise training and program schedules for 20 Marhaba leaders. Marhaba Captains and Leaders arrive on campus early to train for and implement programs and media plans and the fully participate in our orientation program. Direct access to students for new first year students helps to build strong bonds and smooth transition to university life.</p>	
Show and Tell	<p>Supporting International Students into HE Study: A case study of initiatives to support student transition of international students within the Faculty of Computing, Engineering and the Built Environment at Birmingham City University - Wil Vincent and Stephanie-Nicole Szabo - Birmingham City University</p> <p>This paper explores the work undertaken to support the transition of International Students into study within a Faculty at Birmingham City University. It recognises the need to employ different models of support and engagement to UK students, and evaluates some of the initiatives taken to support retention and success.</p>	C271
	<p>Engaging with students to create an Induction Continuum - Clare Langman and Ahmed Hassan - Aston University</p> <p>Observation of and consultation with students, has led Aston University Library to use student-created videos and other targeted information to help facilitate a smooth transition from School/FE into HE. With a focus on peer to peer support the emphasis of delivering Induction messages has shifted from staff to students.</p>	

	<p>5 Years since What Works - Wil Vincent - Birmingham City University</p> <p>This session explores the opportunities and challenges faced by scaling up a series of successful transition based initiatives, focusing on the need to balance aspirations with financial / engagement / infrastructure based realities. It uses CEBE's Level Up Programme as a case study to measure impact & lessons learned.</p>	
Papers	<p>Implementing Universal Design in Teaching and Learning Practice to Support Student Mental Health: Student Voices for Change - Dr Lisa Padden - University College Dublin</p> <p>This session will provide an overview of student-developed strategies which staff can use in their work to reduce the impact of a mental health difficulty in the university environment.</p>	C272
	<p>Balancing student life - supporting first year students' study ability in Aalto University - Ms Marja Elonheimo and Ms Riikka Leikola - Aalto University</p> <p>How new bachelor's degree students balance their life and promote their study ability and well-being? Our special interest is in time-management skills via an intervention: students are assigned with a task to plan their goals, tasks and schedules weekly. Analysis of the intervention in two different schools of Aalto University.</p>	
11:00-11:30	Refreshments	Curzon Foyer & C087
11:35-12:35	Parallel Session 4	
Paper	<p>Learning gain of students intending to bridge to a Master's programme in Engineering Technology through an online mathematics course (SPOC) and a mathematics test - Lynn Van Den Broeck, Guy Durinck, and Greet Langie - Faculty of Engineering Technology, KU Leuven</p> <p>In Flanders, professional bachelor students can bridge to a Master's programme in Engineering Technology. Unfortunately, the success rate is low. One of the stumbling blocks in the transition to university is mathematics. Therefore a SPOC, focussing on basic mathematics and a math test is developed. The learning gain of both initiatives is discussed.</p>	C221

	<p>Learning analytics dashboard to support the live interaction between student advisor and student - <i>Tinne De Laet, Sven Charleer, Katrien Verbert, Greet Langie, Carolien Van Soom - Leuven</i></p> <p>Learning analytics (the use of data about learners, for purposes of understanding and optimizing learning and the environments in which it occurs), is hot. Is it however useful for the first year experience? We will present a dashboard that supports the live interaction between a study advisor and a first-year student.</p>	
Papers	<p>The development of ‘Columbus’, a tool for exploration as a support for the transition to higher education. - <i>Elisabeth Roels - Ghent University</i></p> <p>‘Columbus’ is an instrument to support students in their transition to higher education. It combines validated surveys in order to map knowledge, skills and attitudes before their first year experience. The objective is to study the validity and reliability of the instrument and to track students in higher education.</p>	C237
	<p>Bridging the learning gap for first year students in a university of technology - <i>Kakkza, Luvuyo, Mkonto and Nosisana - Cape Peninsula University of Technology</i></p> <p>Peer assisted learning still holds a valuable position within classroom settings at institutions of higher learning. It is the correct application of this teaching tool that makes for a successful classroom. This study evaluates different models of peer assisted learning and discussed the various intricacies of each selected model.</p>	
Show and Tell	<p>Getting the big decisions right: embedding the student voice in partnership decision-making - <i>Professor Nick Morton, Wil Vincent and Luke Tainton - Birmingham City University</i></p> <p>We report on an initiative designed to create a partnership approach to the recruitment of academic staff, by ensuring a student-led process is at the heart of decision-making. One of the presenters is a current 1st-year student, who has been engaged in making these critical decisions with us.</p>	C256

	<p>Learning communities to strengthen student-staff partnerships - <i>Lene Rosok Dahl and Anna Steen-Utheim - BI Norwegian Business School</i></p> <p>In 2013 at the Norwegian Business School (BI) we introduced learning communities, inspired by the concept communities of practice as introduced by Lave and Wenger (1991). Our main aim for introducing such learning communities are the learning gains associated with engagement, participation and interaction (Lave and Wenger 1991). However, we consider a successful staff-student partnership of crucial importance to achieve these goals.</p>	
	<p>Developing intentional staff-student partnerships for first year success in the City - <i>Cynthia Baron, MSW and Janine Martinez - Metropolitan State University of Denver</i></p> <p>In 2012, the Metropolitan State University of Denver First Year Success Program launched a New Student Convocation Program on a highly diverse urban commuter campus to create a welcoming environment and sense of belonging for incoming first-year students. This session will highlight this successful program model built on staff-student partnerships.</p>	
	<p>Reflective logs: Signposts of the Student Journey - <i>Dr. Geeta Lakshmi and Paula O'Brien-Lincoln International Business School</i></p> <p>Using measures to judge the value of a university is not being debated enough. The aim of this paper is to suggest a method by which lifelong learning and reflection can be incorporated to bridge this gap. This has direct benefits for both students as well as the institution.</p>	
Show and Tell	<p>Continuing Professional Development Opportunity for Health Care Support Workers - staying the distance in the First Year - <i>Claire Barwick and Emily Harrison - Coventry University Scarborough Campus</i></p> <p>This show and tell will focus on the Applied HNC in Health and Social Care. It will highlight how potential learners engaged in workforce transformation to influence course development, the journey they have undertaken in their first year and the importance of staff and students partnership working to achieve educational and professional development.</p>	C260

	<p>Academic Peer Learning Network - Will Carey - University of Manchester Students' Union</p> <p>The Academic Peer Learning network is an international community that welcomes a broad range of peer learning models in higher education. Our poster offers information about models of peer learning, and representatives from the network will be present to discuss and build partnerships between the peer learning and EFYE communities.</p>	
	<p>FYE Programs of University College in SKKU, Seoul, Korea - Dr. Hong Joon YOO and Mr. Jaewoong PARK - Sungkyunkwan University</p> <p>Introduction of Sungkyun Mentor (Academic Advisor) system, Learning Community and various student programs and mentoring system in Sungkyunkwan University (SKKU) University College.</p> <p>Ideas to improve FYE and University life in Korean Universities</p>	
Papers	<p>Elements of a good first-year student experience - Harri Kukkonen - Tampere University of Applied Science</p> <p>This study gives voice both to the students and to the personnel by allowing them to specify the elements of a good first-year experience. The results give a basis for building a participatory culture where students, teachers and other staff members can engage mutually in creating dialogical learning environments</p>	C271
	<p>Developing lecturers to teach and support first year students in middle and Northern Europe: sharing good practice from a case study research project - Diane Nutt</p> <p>The session reports on a funded case study research project, which explored lecturer staff development relating to teaching and supporting first year students. The study draws on data from 5 countries across middle and northern Europe. This session reports on the findings and potential for shared good practice.</p>	
12:35-13:35	Lunch and Poster Session	Curzon Foyer & C087

13:40-14:20	Keynote - <i>Jo Goodman</i>	C192
14:20 - 15:30	Activating Student-Staff Collaboration to promote a brighter future - Breakout session	Breakdown rooms (C221, C237, C256, C260, C271, C272, C457, C101, C112, C319)
15:30 - 15:45	Refreshments	C087
15:45 - 16:30	Plenary	C192
16:45-17:30	Fireside chat: EFYE into the future: more than the conference? - <i>Diane Nutt and Emily Macintosh</i> <i>Optional</i>	Eagle and Ball
19:00	Conference Dinner	Library of Birmingham

Friday 30th June		
Time	Title	Location
09:00-10:00	Conference Registration	Curzon Foyer
10:00-11:00	Parallel Session 5	
Papers	<p>“We don’t teach them many life skills” the role of schools in preparing students for university - <i>Gareth Hughes - University of Derby</i></p> <p>Despite growing concerns that students are not prepared for the transition to university, little work has been done to understand the preparation students receive from schools. This session reports on a research study to better understand the role of schools in preparing students and the barriers to good preparation.</p>	C221

	<p>The importance of using the student lifecycle as a framework in supporting effective student and staff partnerships in the first year and beyond - Michelle Morgan - Bournemouth University</p>	
Papers	<p>The Struggle is Real: exploring self-efficacy and confidence within a class on university learning - Reed T. Curtis - Stockholm University</p> <p>Do academic struggles reflect career decision making challenges? This study utilized measures of academic skills confidence and career decision making self-efficacy to explore this question. With institutions designing interventions to support students, this study suggests efforts that only focus on academic skills may be missing the mark.</p>	C237
	<p>Relationships between student's self-efficacy, motivation and self-directed study - Miss Sophie Meakin and Dr. Alexander Coles - Newman University</p> <p>154 university students completed motivation and self-efficacy surveys online. Four students kept a diary for two weeks.</p> <p>Males were found to have higher amotivational (lack of motivation) states than females. High self-efficacy was found to decrease amotivation, and increase both extrinsic and intrinsic motivation. Year of study did not affect amotivation, but was found to decrease extrinsic motivation.</p> <p>Year of study also had a minor, negative impact on extrinsic motivation.</p> <p>Diaries revealed students to be extrinsically, locally focused.</p>	
Papers	<p>The influence of staff on students' motivation for learning - Ragnhild Wiik - BI Norwegian Business School</p> <p>We investigated what characterizes highly motivated versus less motivated students towards learning. A survey among the three Bachelor levels and one executive class disclosed that positive feed-back and recognition from staff characterize motivated students at all levels. Executive students scored significantly higher than Bachelor students on motivation and staff's support.</p>	C256
	<p>The Resilient Student - How empowering the student body can lead to meaningful learning and bring about proactive change - Dr. Emily McIntosh & Mrs Jenny Shaw - University of Bolton/ UNITE Students</p>	

	<p>The topic of student resilience is becoming increasingly important to the academy, especially in navigating transitions and valuing learning gained by making mistakes. This paper argues that resilience plays a key part in understanding learning gain and cementing the way in which HEIs work with and support students as partners in their learning journey.</p>	
Show and Tell	<p>First year student experience from Graduates' perspective - <i>Rohzeena Janjua, Wil Vincent, Ceri Osborne and Samina Shafieq - Birmingham City University</i></p> <p>To be able to share a poster, paper and presentation based upon our research and experience.</p>	C260
	<p>Eight years of the NTU Student Transition Survey: learning from our students to improve the student experience - <i>Ed Foster and Dr Rebecca Edwards - Nottingham Trent University</i></p> <p>NTU has used the same first year transition survey since 2008 to understand more about first year students' experience. The survey has been used to shape major institutional developments. Participants will have the opportunity to find out about this useful tool and hear about some of the most recent findings.</p>	
	<p>Improving the university admission process by specifying the admission advice for male and female students - <i>Marieke Westeneng - Utrecht University</i></p> <p>At Utrecht University, the Netherlands, matching activities are used to advice students about their choice of bachelor programme. In this study we aim to improve the admission advice by specifying it for male and female students.</p>	
	<p>The CU Scarborough transformational learner approach - <i>Clare Garrick, University of Coventry Scarborough</i></p>	
Show and Tell	<p>Bridging the theory-practice 'learning support' gap in supporting students with a disability - <i>Phil Halligan - University College Dublin</i></p> <p>An increasing number of students with a disability entering University require educators to be more inclusive and for the students to become involved in creating their learning supports. Active involvement of staff and students identified innovative inclusive practices important to the students that assist students with a disability transition through different learning environments with appropriate reasonable adjustments.</p>	C271

	<p>First year chemistry experience: Collaborative Action Model at JYU - Piiia Valto - University of Jyvaskyla</p> <p>We present the design and assessment work of collaborative action model at the Department of Chemistry, University of Jyväskylä. The model focuses on creating communal first year chemistry experience in co-operation between students, teachers and Department's other staff.</p>	
	<p>Students as Partners - the Coventry Way - Chidimma Okoye and Esme Spurling - Coventry University</p> <p>Leadership plays an important role in developing confidence, professional experience and independent learning for the modern student. Leadership not only needs to be embedded into the first-year experience but made sustainable for the long-term period. We begin to question which strategies in particular are beneficial for an active student engagement, whilst considering the importance of viewing students as key stakeholders and co-creators of the educational experience in reflection of an internally held leadership skills event. The session will share the details, successes and challenges of a student leadership skills event for first years at Coventry University.</p>	
	<p>Student-staff partnerships: evaluating learning resources - Helen Rees, Andrea Page, Katherine James and Joan Gordon - Birmingham City University</p> <p>This show and tell looks at the challenges and benefits of a project that secured finding to work with students in order to develop module resources and ensure they reflected the learning needs of those using them.</p>	
Show and Tell	<p>The use of social media in generating a virtual university community for incoming undergraduate cohorts - Cameron McCulloch-Keeble - Birmingham City University</p> <p>An interactive session designed to demonstrate the potential success in engaging incoming undergraduate students through a focused social media campaign. An interactive presentation using real world examples and student discussion.</p>	C272
	<p>Take the LEAD (Lead Engage, Achieve, and Develop) Module – Working with students to formally recognise their learning from co-curricular and extracurricular activities - Dr Jen Harvey, Dr Rachel O'Connor and Dr Claire McDonnell - Dublin Institute of Technology</p> <p>Take the LEAD (Lead Engage, Achieve, and Develop): use of a Module strategy to enhance employability and increase student engagement as part of an holistic learning experience. In 2010, DIT established LEAD to recognise and award academic credit to the important learning that takes place outside the confines of formal academic study.</p>	

	<p>Reorganised cooperation - Ms. Riikka Leikola - Aalto University</p> <p>How to hear all relevant voices in the community regarding the first year experience efficiently and effectively? In Aalto University, we have one simple solution –come and find out how we do it.</p>	
	<p>Pioneering at the KU Leuven: an overview and evaluation of a diverse range of activities for pioneering students by faculties and central services - Joke Vanhoudt and Cathy Dewolf - KU Leuven</p> <p>Overview and evaluation of pioneering activities at the KU Leuven, at the start of the academic year. Aims of the program are academic & social integration of pioneering students and reflection on their identity. The long term objectives are less drop-out and better study results. Diverse evaluation formats will be discussed.</p>	
11:00-11:30	Refreshments	Curzon Foyer and C087
11:35-12:20	Keynote 3 - Peter Felten	C192
12:20-13:00	Closing Session	C192
13:00-14:00	Lunch	Curzon Foyer & C087