

Monday 17th June (10:00- 12:00)

<p>1 - Workshop</p>	<p>Understanding Students' Path to Graduation: Using the first-year as a Catalyst to Develop Action Plans to Address Persistence</p> <p>Dr Catherine Andersen Vice Provost, University of Baltimore</p>	<p>Description: In this session participants will develop two action plans specific to their institution in support of student persistence. The session will begin with a research model (Astin's I-E-O Model) as the basis for the developing a Path to Graduation. Participants will learn about retention theory and how to translate this into practice. They will understand the importance of using student and institutional data to make targeted interventions for students.</p> <p>The presentation will follow this format:</p> <ul style="list-style-type: none"> • Part 1: The workshop will begin with a presentation of the concept "understanding the path to the second year." Example student paths (and where students get off the path) will be shared using student input data and institutional data and discuss how this might be used in intervention plans. (Example, academic barriers, non-cognitive barriers such as emotional intelligence, wellbeing, motivation, personal and financial). • Part 2: Next, participants will work in groups and discuss specific student experiences in and out of the classroom at their instructions that support student success. • Part 3: The participants will complete a SWOT analysis – developed by the presenter- to assess whether or not these best practices exist on their campus. Participants will then rank if they are important to the particular needs of students on their campus. • Part 4: Participants will be broken up into smaller groups -, based on institution size and needs of their students as identified in part 3 and develop next steps and mini action plans for their return to campus • Part 5: Small groups will report out to the larger groups on one or two action plans as well as opportunities and barriers to implementation. • Part 6: Questions and answers. <p>Booking Link: https://www.eventbrite.ie/e/understanding-students-path-to-graduation-tickets-62359491919</p>
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Monday 17th June (10:00- 12:00)

2 - Workshop

The First Year Experience Crucial Skills and Attitudes

Thomas Vikestad Kalvik/
Harald Åge Sæthre/
Morsal Saba
*Faculty of Mathematics and Natural
Sciences,
University of Bergen*

Description:

Studies about student retention, persistence and success (Tinto 1993, Pascarella & Terenzini 2005, Astin, 1993) shows that the first-year in higher education is crucial for the student's ability to master, thrive and complete their studies. Student success depends on the degree of social and academic integration, skills and attitudes the students acquire during the first year in higher education. In this active discussion-based workshop, we aim to learn more about the following issues: Which crucial skills should be trained? and when should the training take place during the first year? Can we make students change destructive attitudes towards learning? Which attitudes should we address?

The Faculty of Mathematics and Natural Sciences, University of Bergen, Norway have since 1999 arranged a student welcome programme for first year students (bachelor). The purpose of the student welcome programme is to ease the transition from secondary education with a focus on social integration between peers. This is facilitated by second- and/or third-year students and has been a great success for our institution. However, we want to develop this further by extending the student welcome programme into a full year initiative. In this initiative we want to have activities that will strengthen the academic sense of belonging and give them crucial skills and helpful attitudes towards learning. With skills, we include learning strategies, time management, presentation, cooperation, institutional awareness, mental welfare, study techniques, study and career planning, etc. With attitudes we think about different Mindsets (Dweck 2006), GRIT (Duckworth 2016) and other attitudes that is important for motivation and learning. The primary focus of the workshop will be on a discussion-based session between the participants.

The goal of the session is to identify crucial skills and attitudes necessary for an optimal start in higher education, and when these skills and attitudes should be introduced. The workshop will be an arena for our international colleagues to share experiences on similar initiatives and establish a network through active discussion. The feedback, ideas and experiences of the participants will also be important in our efforts to implement this initiative at our home institution.

Booking Link:

<https://www.eventbrite.ie/e/the-first-year-experience-tickets-62520378134>

Monday 17th June (10:00- 12:00)

3 - Workshop

**First Year: Creating a Great Foundation for Progression and Success:
Effectively Supporting Student Transitions into Study to Improve Student Engagement, Well-being, Progression, Attainment and Success**

Dr Michelle Morgan
*Associate Professor & Associate Dean,
Student Experience,
Bournemouth University*

Description:

Supporting and enhancing the undergraduate and postgraduate student experience throughout the student lifecycle is a critical activity in higher education today not only to aid retention and progression but in a highly competitive HE market, the quality of the student experience is pivotal to a HEIs ability to attract students. With expanding student numbers, increasing student demographic diversity and the range of entry qualifications and routes into higher education, this can be challenging.

The effective management of expectations and experiences of students and staff in academic and non-academic spheres throughout every year of study can improve student engagement, wellbeing, progression, attainment and success. The entry transitions are pivotal in creating a great foundation for progression and success. However, these stages can often be overwhelming for the students as there is a tendency to overload them with information. Using the 'Student Experience Transitions Model' as a framework, this 2-hour interactive workshop will guide delegates through the key study transition stages which the presenter argues make up the student life cycle. The stages are First Contact and Admissions; Pre-arrival; Arrival and Orientation; Introduction to study for all new students; Reorientation and Reinduction (for returners) and Outduction (preparation for life after study).

Focusing on the first four stages, delegates will look at:

- What information for each transition stage is appropriate to prevent students being overwhelmed;
- How they set expectations for students and higher education staff across all areas;
- How they can support the delivery of a clear map of learning gain;
- The importance of key messages being consistent through every stage.

The workshop will assist delegates in developing effective and targeted initiatives and provide the opportunity to share good practice, experiences and concerns.

Booking Link:

<https://www.eventbrite.ie/e/first-year-creating-a-great-foundation-for-progression-and-success-tickets-62560890307>

Monday 17th June (10:00- 12:00)

4 - Workshop

Helping Students to Take Charge of their Learning Processes: Processes Learners Need to Master to Succeed in the First Year

Prof Phil Race
Writer/keynoter on assessment, feedback, teaching and learning in tertiary education, Visiting Professor at Edge Hill University and the University of Plymouth

Description:

In this session, Phil will share with participants the key seven processes which learners need to master to succeed in the first year, and which will serve them well throughout their studies. The session will include a checklist which learners can use to interrogate their present learning skills and identify areas to address in future.

Students entering higher education are often lacking in a sense of ownership and control of the principal factors which govern the quality of their learning. This session will alert participants to these factors and introduce a checklist which can be used with learners to help them to identify their present position regarding these important transferable skills, and also help them to identify areas where they may wish to, or need to, improve and develop these skills.

The session will include discussion around three questions which are always in first-year students' minds, and which are a running theme in the forthcoming 5th edition of 'The Lecturer's Toolkit' due to be published by Routledge later this year.

The skills include time-management, task-management, making sense of important topics and concepts, working with fellow-learners, making the most of teaching sessions including lectures, online-learning, VLE-based activity, reading textual sources, preparing and submitting assessed work, and building on feedback obtained from staff,

Participants will develop:

- Awareness of seven principal factors which affect learners' ability to learn well;
- Ideas for how to alert learners to their present position regarding control of and ownership of the skills they need relating to these factors;
- A checklist to use with learners as a starting point towards their understanding of these processes, and ways in which they can take control of their own learning.

Booking Link:

<https://www.eventbrite.ie/e/helping-students-to-take-charge-of-their-learning-processes-tickets-62561294516>

Monday 17th June (10:00- 12:00)

5 - Workshop

EFYE: An Orientation Session: An Introduction to the European First Year Experience Conference

Dr Diane Nutt
Higher Education Consultant

William Carey
Cork Institute of Technology

Description:

This workshop is designed to provide an introduction to European First Year Experience. Is this your first EFYE conference? Are you new to the research and debates about first year experience? This session will orientate you to the conference, first year experience research and the EFYE movement. Just like an orientation session for students new to a university, this session will also provide the opportunity to meet other new delegates and talk about shared interests and your aims for the conference.

Discussions and ideas about supporting first year students and understanding their particular experiences have been around for a long time. The USA has a long history (primarily through the National Resource Center for First Year Experience and Students in Transition) of interest in, and research about, first year experience. From this amazing groundwork other countries and areas around the world (e.g. Australia, Belgium, Canada, Denmark, Ireland, Japan, Netherlands, New Zealand, Norway, South Africa, Sweden, UK) have addressed their focus on the specific challenges experienced by students in their first year and at key transition points. A number of established writers, researchers and theorists have developed a greater understanding of what shapes the first-year experiences and first point transitions of our students. This session will provide a brief exploration of some of the key research findings and explore some of the activities we know work to enhance student transition experiences. It will also highlight recent and ongoing work across European Higher Education institutions.

The European collective FYE movement began in 2005, with conversations between Europeans, and conversation remains a fundamental element of EFYE events. This session is interactive and will include opportunities to share your own specific interests in relation to transition and begin to make some connections with other delegates working in similar areas.

Booking Link:

<https://www.eventbrite.ie/e/efye-an-orientation-session-tickets-62561651584>

Monday 17th June (10:00- 12:00)

6 - Workshop

Using Data to Support Student Transitions into the First Year: Explore How Learning Analytics & Big Data can be Integrated into Real World Practices

Pieterjan Bonne/
Veerle Vanoverberghe
Artvelde University College Ghent

Harold van Rijen/
Rianne Bouwmeester
UMC Utrecht

Lee O'Farrell
National Forum for the Enhancement
of Teaching and Learning in Higher
Education

Peter Crowson/
Ed Foster
Nottingham Trent University, UK

Description:

Learning analytics and big data more generally offer great potential for supporting students, curriculum redesign and all forms of personalisation. This session explores some of the challenges of meaningfully and ethically using such data with a strong emphasis on real world learning from the OfLA Erasmus+ project.

This workshop will explore the challenges for students, staff and institutions implementing learning analytics and using data to support student transition into higher education.

The session will be split into two parts:

Big data, learning analytics, institutions and you

Learning analytics has a great amount of potential, however, unlocking this potential is a non-trivial task. We will introduce delegates to some of the most recent developments using big data in higher education to support students. This section will explore technological, organizational and ethical challenges associated with implementing learning analytics. The team will introduce and problematize important models in using learning analytics with students and will share recent examples of work conducted from their home countries.

Real world learning analytics

One of the most significant challenges associated with learning analytics is the fact that whilst learning analytics is very effective at identifying students at risk of early departure, it is far less effective at transforming student outcomes. This suggests a number of problems: with learning analytics models, the psychology of early warnings or, perhaps most likely, the difficulty of integrating big data practices into the day-to-day practices of tutors and study advisers.

The Onwards from Learning Analytics (OfLA) Erasmus+ Project looks at how institutions act meaningfully on the data provided from learning analytics or other early warnings that a student may be at risk. This part of the session will be structured around three main questions:

- DATA: What data of students are relevant to know? What data is interesting to collect? What data is valuable to use to support students?
- MESSAGE: How can you tailor your message to effect? How do you communicate about using data?
- STUDENTS: What are thresholds for students not to respond to activating messages? How do you empower students to take the first step?

This session will offer an open forum for colleagues to share ideas and good practices on data-informed interventions.

Booking Link:

<https://www.eventbrite.ie/e/using-data-to-support-student-transitions-into-the-first-year-tickets-62912778815>

Monday 17th June (10:00- 12:00)

<p>7 - Workshop</p>	<p>10 Things Learnt about Transitions into/through Higher Education in Ireland: Research based Evidence regarding the Transition Experience of First Year Students</p> <p>Eileen McEvoy <i>Policy and Projects Manager, National Forum for the Enhancement of Teaching and Learning in Higher Education</i></p>	<p>Description: The National Forum has centred much of its work on supporting the successful transitions of students into and through higher education in Ireland. Our 2013-2015 enhancement theme focused on Teaching for Transitions and many of the projects and seminars we have funded at local and national levels have centred on this theme. The transitioning of staff and students into digital teaching and learning has also been an ongoing focus of our work. Through research, funded enhancement projects and local and national seminars, we have gathered evidence regarding the transition experience of first year students, students coming from school or from further education and training, and students entering Irish higher education from abroad. We have also explored the experience of those who teach and support student learning. A large study conducted in partnership with the Union of Students in Ireland provided insights into the higher education experiences of students who did not complete the programmes of study.</p> <p>This gathered evidence has much to teach us about transitions into and through Irish higher education. Ten lessons learned about transitions were identified, which will be used as the base for discussion during this workshop. Participants will be asked to relate the lessons learned to their own contexts and consider what this means for fostering student success at local and national levels. Building on the Teaching for Transitions enhancement theme, student success is now a key strategic priority both for the National Forum and for local and national policy makers. The relationship between transitions and student success will be explored.</p> <p>Booking Link: https://www.eventbrite.ie/e/10-things-learnt-about-transitions-intothrough-higher-education-in-ireland-tickets-62568874187</p>
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