Reconceptualising student experience:

Creating interconnections between the curricular, co-curricular and technologies into a seamless place of learning

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HERDSA 2013|1-4 July|AUT University, Auckland, New Zealand
*"the **place** of **learning** and **teaching**"*

How many of you face these challenges at your institution/context?

- More external/regulatory quality demands – threshold standards, outcomes XYZ…

- More internal/ institutional quality demands – reviews, reviews, reviews to demonstrate XYZ…

- More/widening participation/access to HE – increase student numbers, increased diversity …

- More efficiencies/constraints – restructure/ realignment, budget cuts, staffing cuts, research funding cuts …

Outline of presentation

- What is USQ's response?
- What is the literature?
- How is it done?
- Where is the proof?

USQ's challenge

- How can USQ manage student retention within a more regulated standards quality framework?

Student Personalised Academic Road to Success (SPARS)

"The whole is greater than the sum of parts"
- Aristotle -

Interconnections

Marrying as many parts of learning places together
to form the ***interconnections***
that are more likely to produce
more effective educational experiences for students
(Pascarella & Terenzini, 2005)

Interconnection idea 1

Constant interactions between student and nested learning environments (Bronfenbrenner, 1979)

&

Effective student support received in learning environment (Coates & Ransom, 2011)

High student engagement – High retention

Interconnection idea 2

Presence of learning processes in interactions of the immediate environments
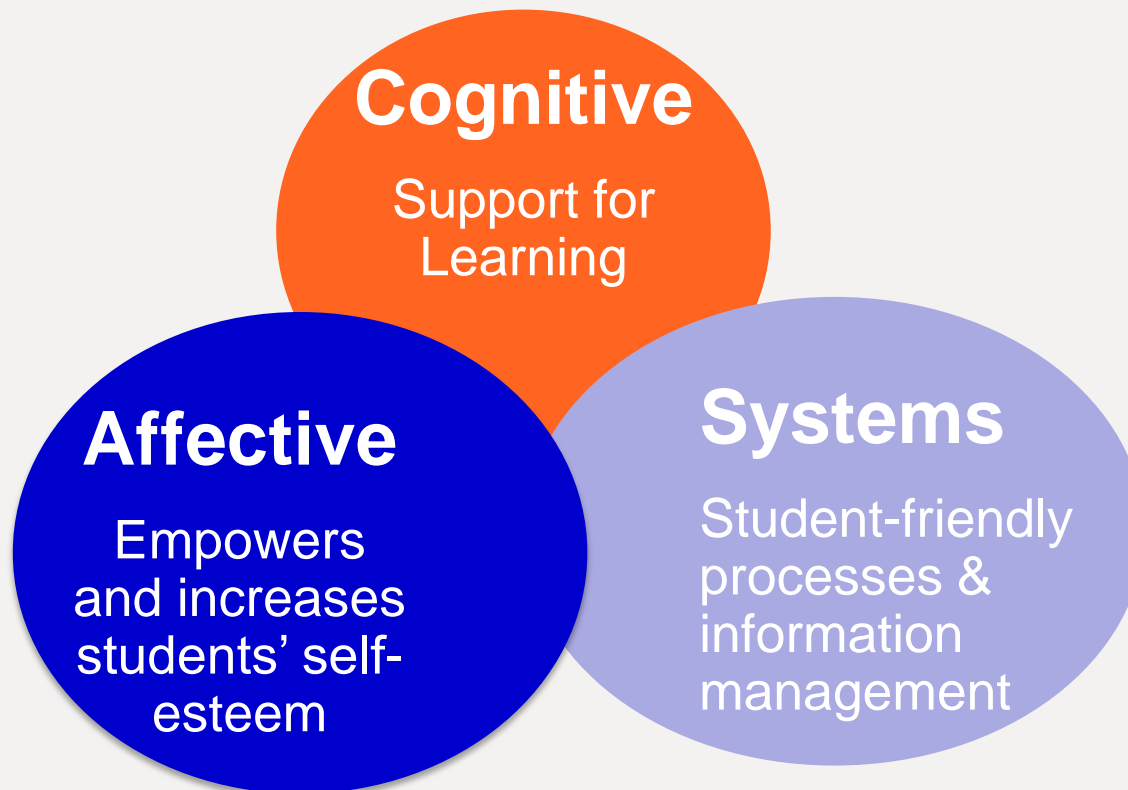(Bronfenbrenner & Ceci, 1993)

&

Different developmental 'highways' of learning
(Chickering & Reiser, 1993)

Just-in-time
relevant resources and support (academic learning)
throughout student's learning journey

Interconnection idea 3

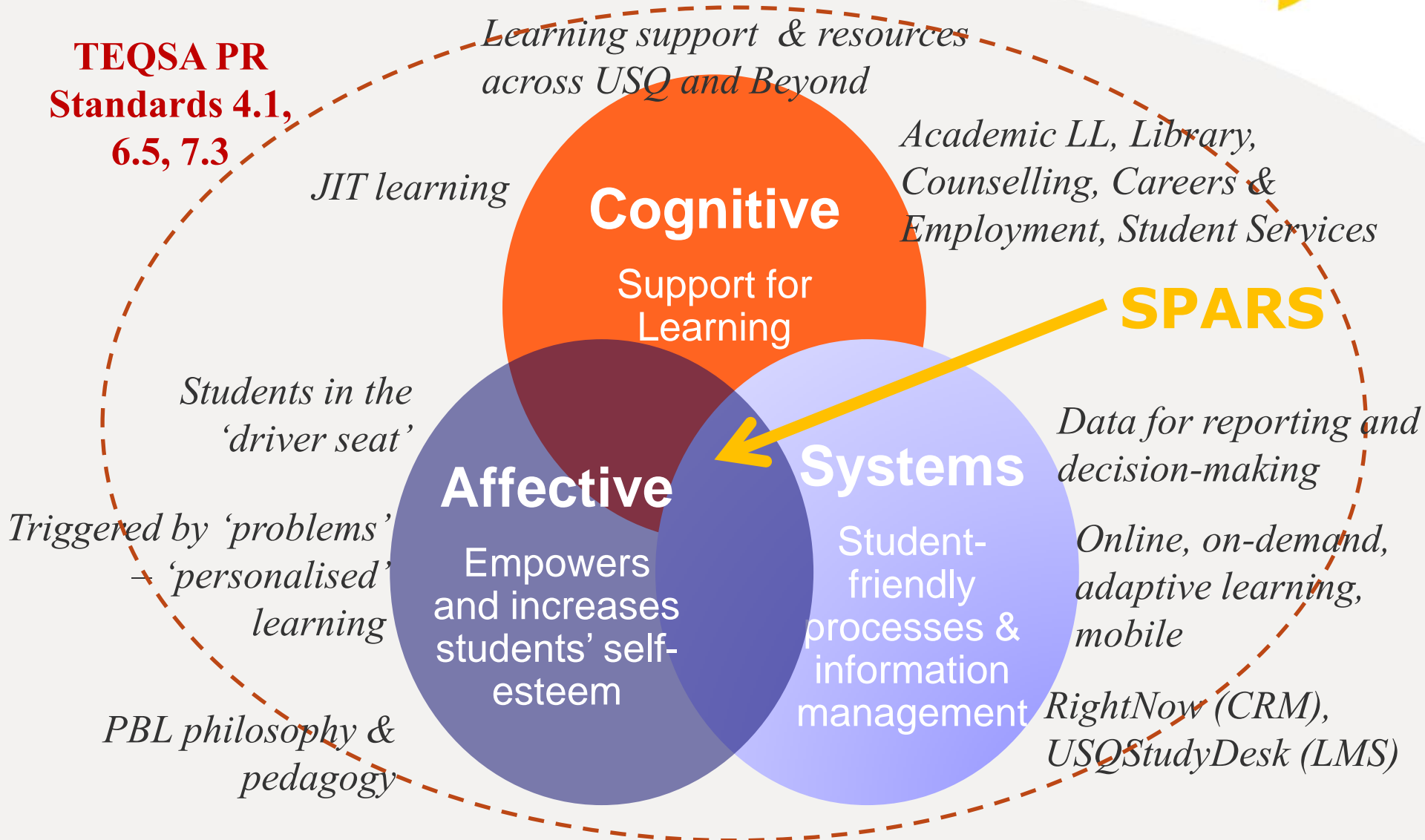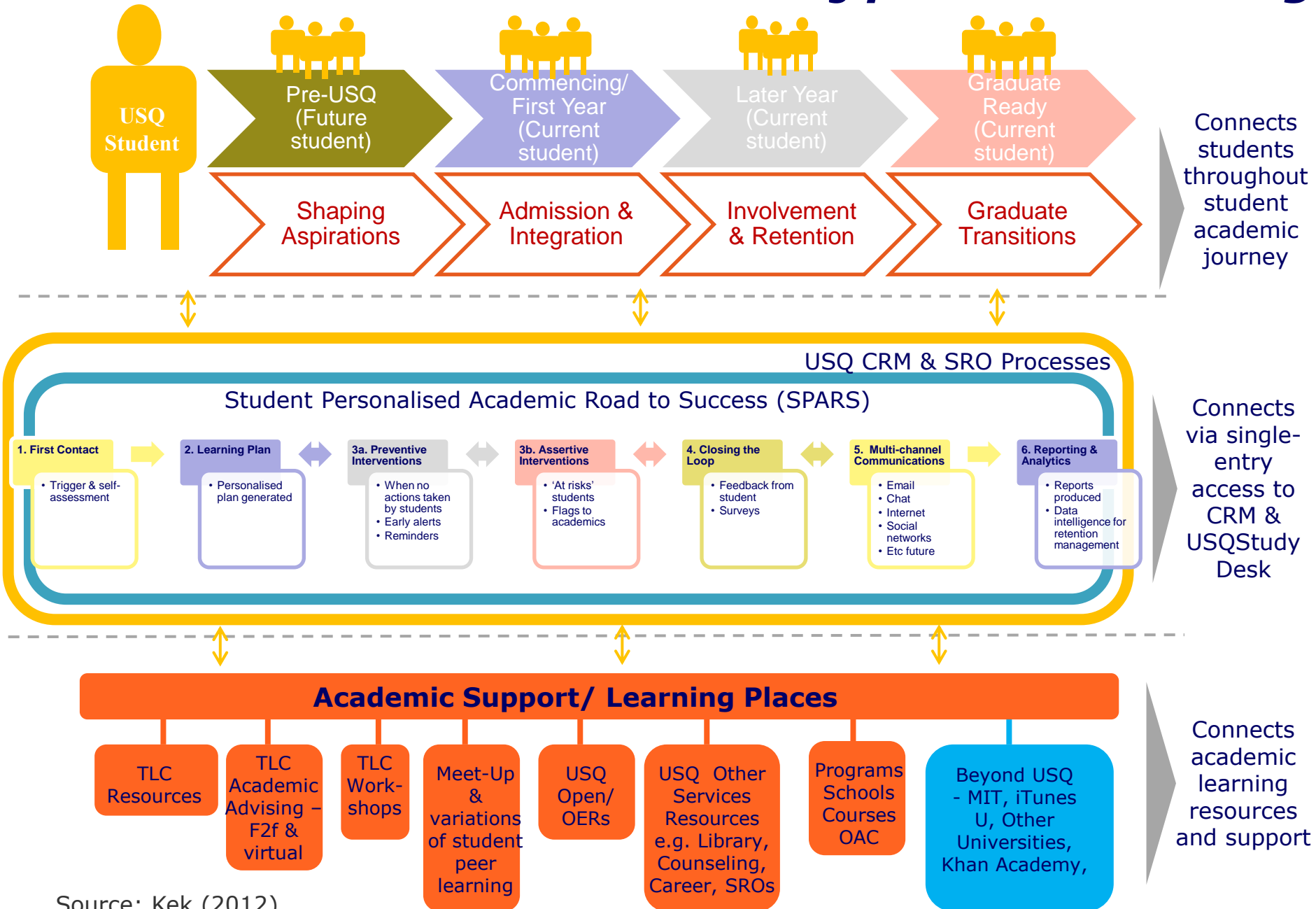Effective student support in Open Distance Learning (Tait, 2000)

Cognitive

Support for Learning

Affective

Empowers and increases students' self-esteem

Systems

Student-friendly processes & information management

Interconnecting the pieces

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TEQSA PC Standard 2.3

TEQSA PCA Standards 4.4

TEQSA PR Standards 4.1, 6.5, 7.3

Learning support & resources across USQ and Beyond

JIT learning

Academic LL, Library, Counselling, Careers & Employment, Student Services

Cognitive
Support for Learning

SPARS

Students in the 'driver seat'

Data for reporting and decision-making

Affective
Empowers and increases students' self-esteem

Systems
Student-friendly processes & information management

Triggered by 'problems' → 'personalised' learning

Online, on-demand, adaptive learning, mobile

PBL philosophy & pedagogy

RightNow (CRM), USQStudyDesk (LMS)

SPARS Framework – Interconnecting *places of learning*

USQ Student

Pre-USQ (Future student)	Commencing/ First Year (Current student)	Later Year (Current student)	Graduate Ready (Current student)
Shaping Aspirations	Admission & Integration	Involvement & Retention	Graduate Transitions

Connects students throughout student academic journey

USQ CRM & SRO Processes

Student Personalised Academic Road to Success (SPARS)

1. First Contact
- Trigger & self-assessment

2. Learning Plan
- Personalised plan generated

3a. Preventive Interventions
- When no actions taken by students
- Early alerts
- Reminders

3b. Assertive Interventions
- 'At risks' students
- Flags to academics

4. Closing the Loop
- Feedback from student
- Surveys

5. Multi-channel Communications
- Email
- Chat
- Internet
- Social networks
- Etc future

6. Reporting & Analytics
- Reports produced
- Data intelligence for retention management

Connects via single-entry access to CRM & USQStudy Desk

Academic Support/ Learning Places

- TLC Resources
- TLC Academic Advising – F2f & virtual
- TLC Work-shops
- Meet-Up & variations of student peer learning
- USQ Open/OERs
- USQ Other Services Resources e.g. Library, Counseling, Career, SROs
- Programs Schools Courses OAC
- Beyond USQ - MIT, iTunes U, Other Universities, Khan Academy,

Connects academic learning resources and support

Source: Kek (2012)

SPARS Data Framework – Interconnecting data for quality

A seamless learning place

Academic Success Planner

Students experience

- Trigger- self-assess 'problems'
- Personalised learning plan – targeted learning resources and support

Back-end

- Pro-active & early warning interventions
- Closing the loop
- Multi-channel and mode communications
- Data for reporting and decision-making and continuous improvements

Learning place for …

- Exams preparation
- Writing
- Mathematics
- English proficiency
- Working together
- Managing information
- Presentation

A virtual tour -
Academic Success Planner

Multiple Entry points

Web pages

Search/FAQ

Student communique

Academic Success Planner

Username:

Password:

[Logon] [Cancel]

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Library | Jobs | Staff directory | Contact us   Need help? **Ask USQ**   **UConnect**

International Students   Current Students   About USQ   Research   Alumni

Welcome to your Academic Success Planner

be concerned about your success in aspects of your university study.

eting a few short questions, you can work with your own plan to help you
uccess in your academic study.

It only takes 2 minutes!

Academic Success Planner

Let's get started, what do you need help with?

- Exams
- Assignment writing
- Presentations
- Working together
- Managing information
- English proficiency
- Mathematics

Which course is this for?

Eg.: ACC1001

Contact the
Learning Centre ▶

Start now ▶

Academic Success Planner

Academic Success Planner

Planner home

Success plan

John, here is your Academic Success Plan
This has also been emailed to you at john.grundy@usq.edu.au.

+ emailed to their USQ email a/cs
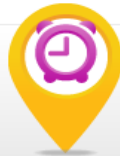
Time Management
Time management is about recognising what things are important to you and balancing these to achieve your goals. You need to carefully manage your time on a daily, weekly and semester basis. We expect you to spend 12-13 hours week on your learning.
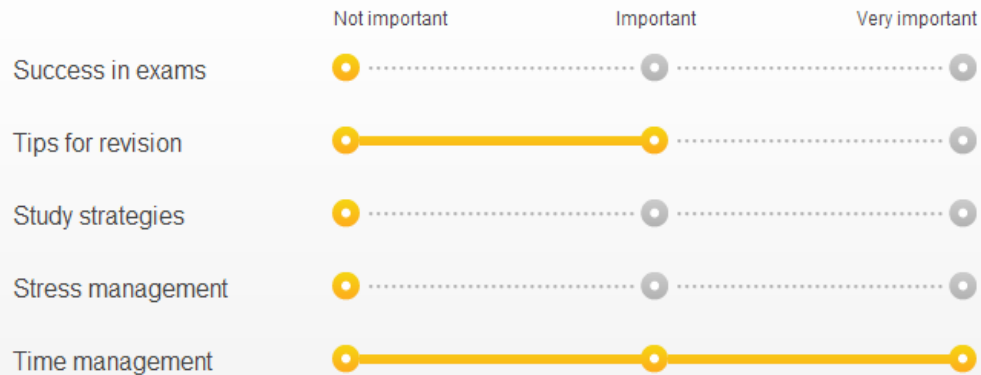
Revising for Exams
Regular revision can improve your ability to absorb information and memorise facts. As you revise, you should identify key themes and issues, interpret concepts, organise information, note relationships between facts and apply principles to new situations.

Sometimes it's difficult to know where to start. Your Student Relationship Officer is always available to support you.

Have you also thought about…

▶ Attending a workshop from the Learning Centre
▶ Dropping in or booking a student consultation at the Learning centre
▶ Joining a study group led by your peers
▶ Looking at the resources available from the Library
▶ Checking our survival tips from Student Services

Didn't find what you were looking for?

Start again ▶

## Other resources that may help you…

Academic Success Planner

Planner home

Success plan

John, here is your Academic Success Plan
This has also been emailed to you at john.grundy@usq.edu.au.

Time Management
Time management is about recognising what things are important to you and balancing these to achieve your goals. You need to carefully manage your time on a daily, weekly and semester basis. We expect you to spend 12-13 hours week on your learning.

Set goals
Set short medium and long term goals. Make your goals SMART: Specific, Measurable, Attainable, Realistic and Time-framed.

Learn More ▶

Understand where your time goes
Record your activities over a week and do a time audit to identify your strengths and weakness in managing time.

Learn More ▶

Make a realistic plan
Audit your time and make master semester and weekly plans that take into account all aspects of your life, are flexible and allow for 'me time'. Use self-management tools: diaries, daily planners, assessment planners, semester planners, to do lists.

Learn More ▶

Understand university expectations
For each course, USQ expects a student to spend 12-13 hours week on learning activities, including private study.

Learn More ▶

Review your progress
Constantly monitor your progress. Be prepared to reassess your plan and adjust along the way..

Learn More ▶

Understanding your usual daily patterns, using planners and schedules will help you to stay on track as you move toward your goals.

Close ✕

Academic Success Planner

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Academic
Success Planner

Planner home

Success plan

Make a plan

Make a master plan

① Use self-management tools

Self-management tools help you to be organised. Organisation is crucial, but avoid organisational busy work that can lead to procrastination. When planning, start with the big picture and work down to detail. Find out semester dates, breaks and exam periods. Use a planner to show assignments and assessment dates for all your courses. If a course study schedule is suggested by the lecturer, mark this in. Include important non-study events that you will need to plan around.

Use your time check to make a weekly plan. Block in all your non-negotiable activities e.g., class /on-line time; outside work; family and sporting commitments. Allow time for socialising and recreation. Next block in what you prefer not to change e.g., favourite TV show. What time is left is available for study and should include spare hours for flexibility. How you manage the available time will vary from week to week. Planners for tasks at hand e.g. assessments, and to do lists will help keep time under control at this level.

More info
- Procrastination
- Putting off procrastination
- Semester dates

Continue ▶

②

Contact the Learning Centre ▶
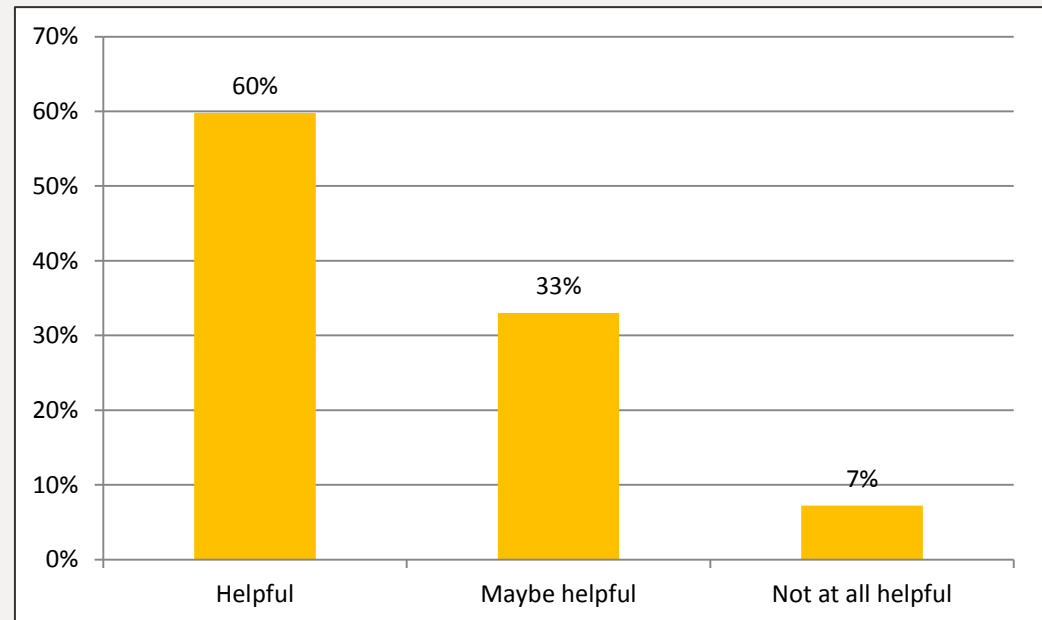
Proof of concept – preliminary findings

Poll (during experience)

Please take a moment to tell us what you think of the Academic Success Planner.

- ◉ Helpful
- ◯ Maybe helpful
- ◯ Not at all helpful

Submit

Preliminary findings

- Online survey, summative (post experience)
- Pilot – Exams
- 31% response rate (total)
- 58% response rate (opened)

I would use the planner if it's made available for my studies

Category	Percentage
A great deal	38.9%
A moderate amount	50.0%
A little	11.1%
Not yet	0.0%

I would recommend the planner to my peers/colleagues

Category	Percentage
A great deal	38.9%
A moderate amount	50.0%
A little	11.1%
Not yet	0.0%
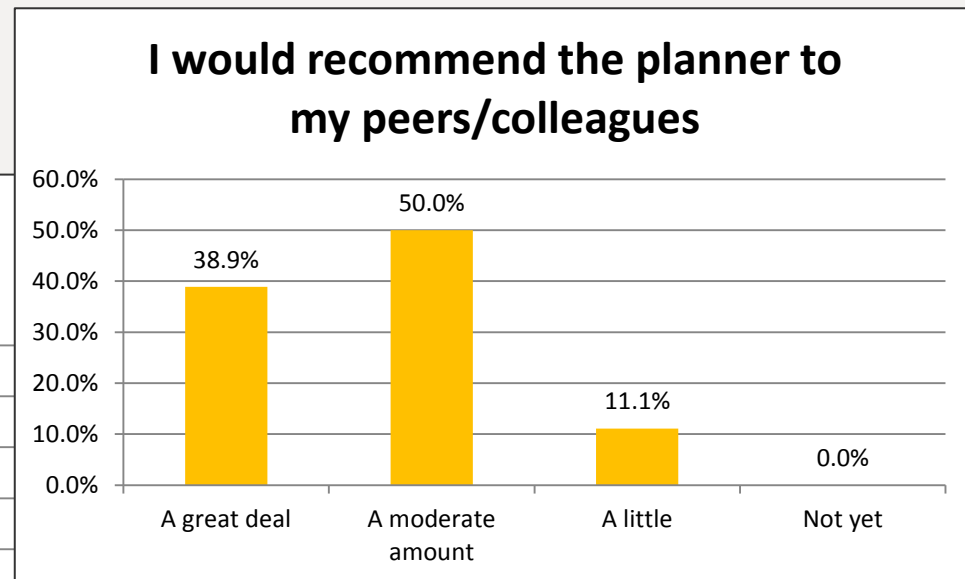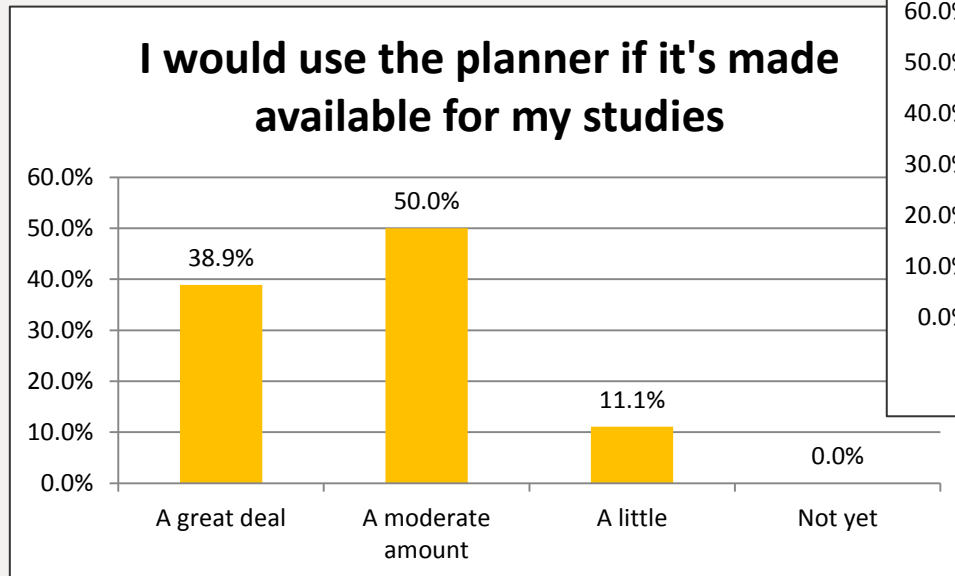
Preliminary findings

The planner helped me with my studies

Response	Percentage
A great deal	33.3%
A moderate amount	22.2%
A little	33.3%
Not yet	11.1%
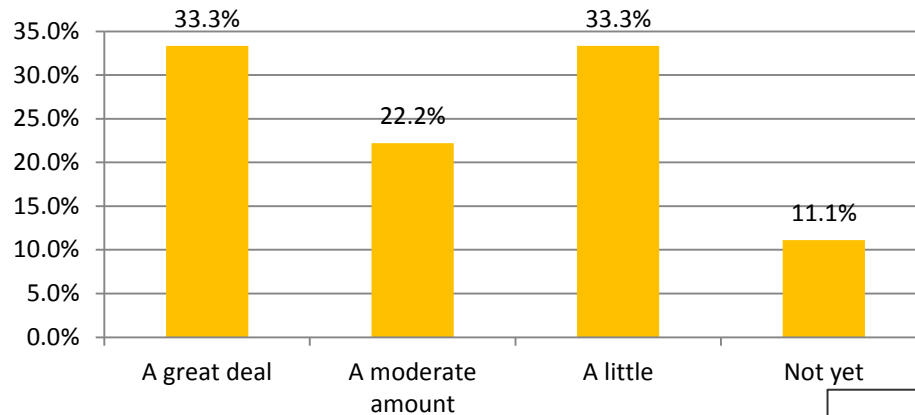
The planner provided me with the support I needed to successfully complete my course/s

Response	Percentage
A great deal	33.3%
A moderate amount	22.2%
A little	27.8%
Not yet	16.7%
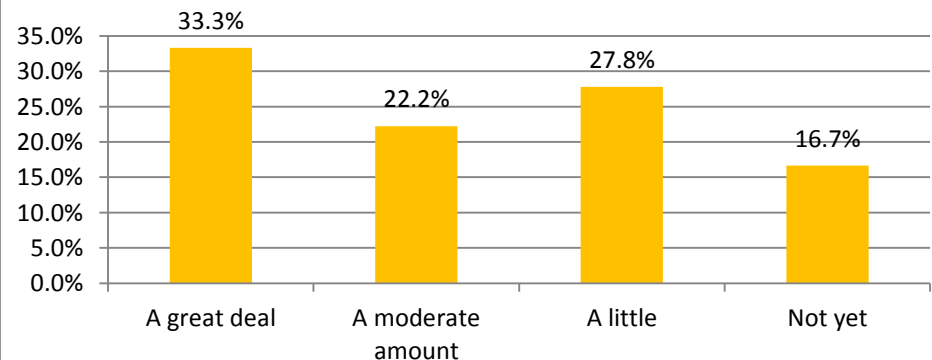
Preliminary findings

My knowledge
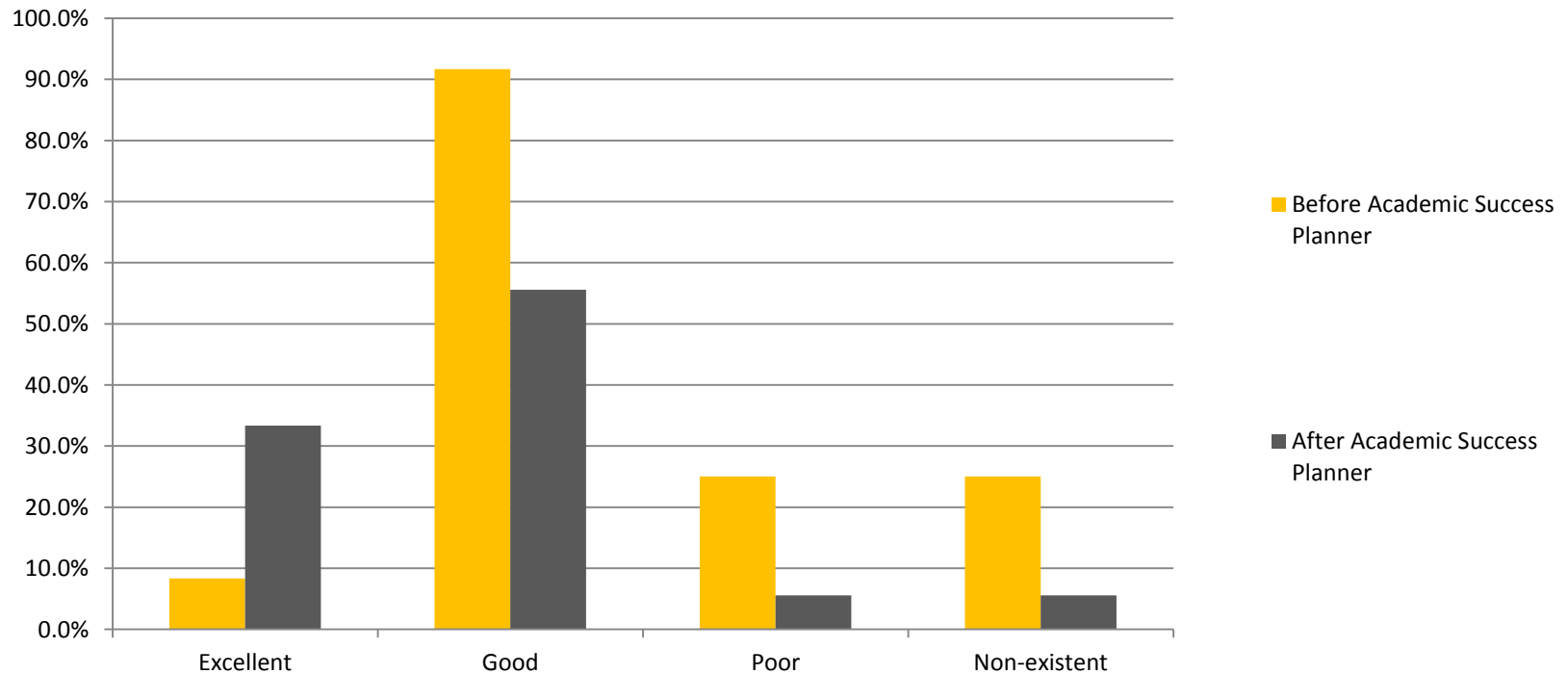
Student voice

From surveys

- *"I loved the planner and wish I had come across it earlier in the course instead of at the very end. But I will be using it for this semester and I hope that my results are what I want!"*

- *"The online planning assistance was a great help … I appreciated the variety of areas that the planner looked at and the really practical advice. I'll definitely refer to it again..!"*

Student voice

From individual interviews (in-progress, n=12)

- *"…I chose the area that I wanted … how could I add that into what I was already doing and have a little success …"*

- *"… there are the sorts of things I was actually looking for …"*

- *"I know I'm very time poor … so I 'd learn how to set a plan on how to make it so that I would be able to get short successes in that …"*

- *" … having a plan of attack is something I've always struggled with so I'm going to click on that one …"*

- *"…tactics is really what I'm after … oh, oh God that's what I've needed all along … "*

- *" … a one-stop shop for learning …"*

Institution voice

- Real collaboration between professional/ administrative, academic and technologies staff – cross-disciplinary, team based, working together

- Strengthened reciprocal communications – minimise 'silo' effects

- Growing awareness of student development approach VS transactional and deficit approach

Summary

- Student success

- Flipping student support

- LESS is More
  - A seamless interconnected place of learning but many entry points
  - On-line, On-demand, Adaptive
  - Personalised (limited)

- Thanks!

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