



enhancement
themes

"What about me?": Supporting staff, supporting students

Dr. Katy Savage, Fiona Conway

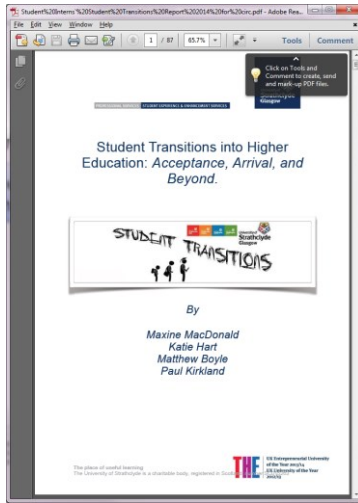
Students: Genevieve Leonard, Iva Ivanova

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Project Aims and Rationale

Deliverable: Development course to support staff teaching students in first year transition



Focus

“Getting Started – Adapting to University”

Academic and social challenges and how they can be supported in the classroom

Project Deliverables

Face-to face
staff
development
course

Online staff
development
course

4-part video
case study

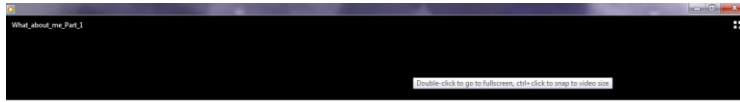
Resource toolkit

Student Interns

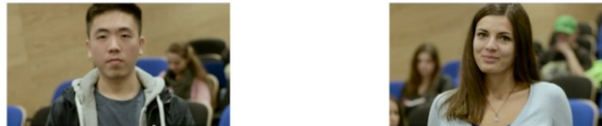
Genevieve Leonard, Iva Ivanova

- Assistance from careers service
- Worked with Academic Development team supervision
- Gathered authentic student transition stories
- Designed staff development course materials
- Designed video based case study

4-Part Case Study Videos



Part 1. Let's meet our students







Story telling pedagogy / video case study

- Previous institutional and personal experience with online storytelling
- Emotional engagement, entertainment, immersive experience
- Opportunity to engage staff in discussion about this format

Toolkit

- Introduction to the toolkit
 - Documents we told the ‘story’ of the project and provided background and context.
- Face-to-face workshop implementation tools
 - 4-part video based case study
 - Instructor guide to implementing the workshop
 - Power-point slides detailing structure of workshop and participant activities
 - Worksheets and templates to support workshop activities
- Online class implementation tools
 - 4-part video based case study
 - Instructor guide to implementing online workshop
 - Online plan and activities
 - Worksheets and templates to support online activities
- Evaluation tools
 - Evaluation templates to allow evaluation of workshop and project impact

Partnership working with students

- Ensured student voice was heard and integral in influencing programme
- Ensured authenticity of gathered stories
- Creativity in generating characters, stories etc for video
- Generated staff interest in programme – they want to hear the student voice



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Scores (1 – 5)

- Pre-course knowledge in area: 2.8
- Organisation: 1.0
- Content: 1.0
- Material: 1.0
- Structure: 1.0
- Quality: 1.0

Most useful topics

- New ideas in teaching
- Help to students
- Reflection points – transition of learning from pre-uni
- Reflection and time to consider students
- Sharing best practice – from others
- Experience of students from their point of view

Areas for improvement

- Discuss learning schemes in schools for general transition
- Nothing – content & delivery excellent

Online Implementation

Myplace 2015/16

KATHLEEN SAVAGE

Turn editing on

Quick Settings

- Class Open: Yes
- Guest Access: No
- Class Rollover Action: None
- Why can't I change this?
- Enrolment Methods: View Enrolments
- Gradebook Settings
- What does this mean?

Navigation

- My home
- Site home
- Site pages
- My profile
- Current class

What about me?: Supporting Staff, Supporting Students

The aim of the course is to bring awareness to academic staff and educators about the issues students face during transition and how staff can more effectively support students in this process through the classroom environment. The focus is shaped around the stories of 4 students' transition into their first year of university. Initially the course will explore the diversity of students across University, taking into account their fields of study and their various backgrounds. The course will be framed using a video case study that is integral to each topic and is designed to enhance learning and promote reflection using a storytelling approach. Through the case study we follow a diverse group of students as they negotiate their path through various challenges students experience in the transition process.

Participant Instructions

This course is being offered as a fully online, asynchronous class, offering flexibility in the time, place and pace at which you participate, while also allowing opportunity for peer collaboration and feedback.

We will work through this course as a cohort and so target dates for beginning each section have been allocated. We will begin on Monday 11th January and complete one section of the course each week. Within these dates you should negotiate with your group to ensure completion of collaborative tasks. The dates for beginning each section are.

Section	Start Date	Completion Date
Introductions and Part 1	11 th January	18 th January
Part 2	18 th January	25 th January
Part 3	25 th January	1 st February
Part 4	1 st February	8 th February
Part 5	8 th February	15 th February

The course will therefore be completed on Monday 15th February, 2016.

Participating in an online class

Have a look at this link to read about how to make the most of participating in an online class.

Class Representative Reporting Tool

Your Comment:

Submit

Notices

Activity 2.1: Glossary activity

View Class Notices

Post Notice

Posting Notices

Search forums

Future work

Impact evaluation

Consideration of potential for student engagement in AD

Continue to develop storytelling pedagogy through video case studies





Acknowledgements

- Martin Laycock
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Get in touch

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