Developing and supporting students at key transition points

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Library Academic Support Team

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Take-Aways:

The session aims to show…

- how developing academic skills helps students successfully negotiate transitions along their learning pathway

- how the Library Academic Support Team can help with this!

Who are we?

Library Academic Support Team aims:

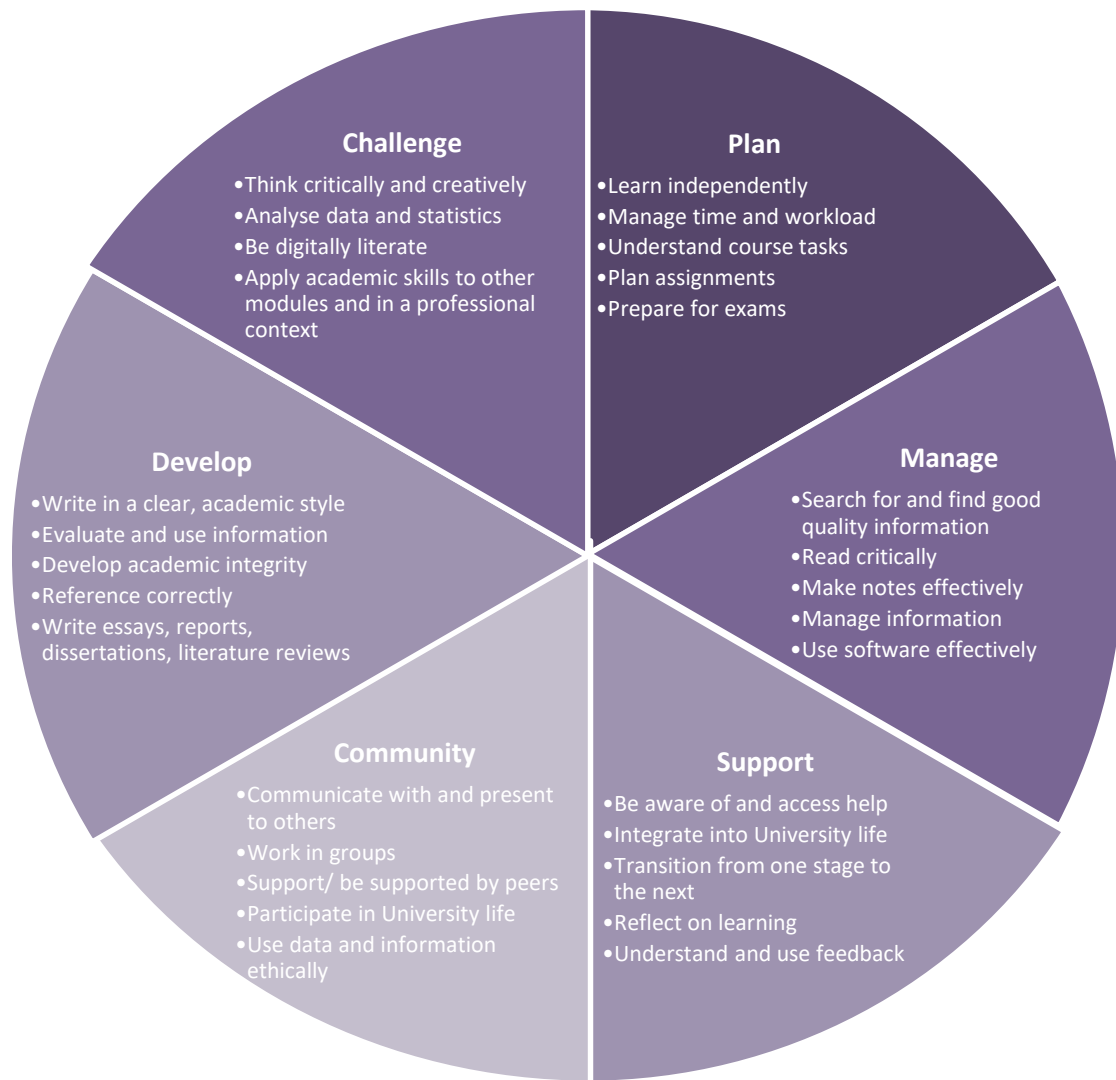- to contribute the excellent education and experience provided for students, in support of the University's Education Strategy and Learning Pathway.

- to promote student success by helping students develop the academic skills they need to be confident, independent learners.

- to work in partnership with course teams to ensure that appropriate resources and support are available.

The Learning Pathway
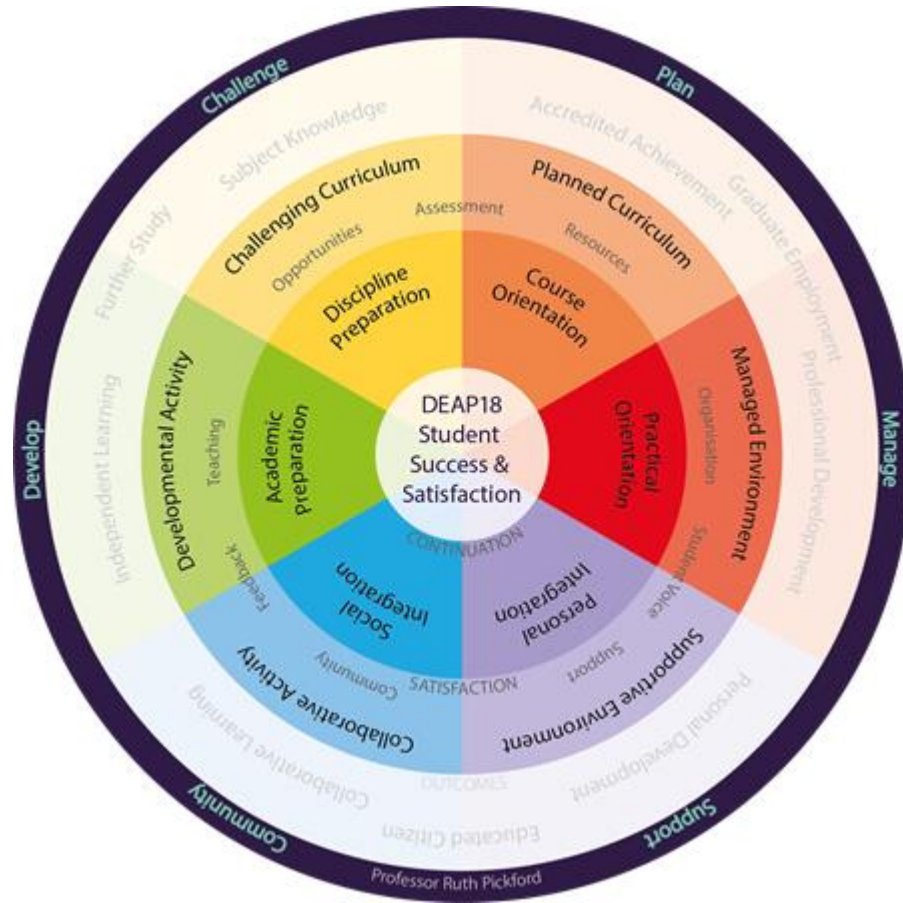
LAS supports students to…

Challenge
- Think critically and creatively
- Analyse data and statistics
- Be digitally literate
- Apply academic skills to other modules and in a professional context

Plan
- Learn independently
- Manage time and workload
- Understand course tasks
- Plan assignments
- Prepare for exams

Develop
- Write in a clear, academic style
- Evaluate and use information
- Develop academic integrity
- Reference correctly
- Write essays, reports, dissertations, literature reviews

Manage
- Search for and find good quality information
- Read critically
- Make notes effectively
- Manage information
- Use software effectively

Community
- Communicate with and present to others
- Work in groups
- Support/ be supported by peers
- Participate in University life
- Use data and information ethically

Support
- Be aware of and access help
- Integrate into University life
- Transition from one stage to the next
- Reflect on learning
- Understand and use feedback

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Academic skills and level 4 students:

What are your experiences of Level 4 students and their academic skills?

- How well do they cope with different academic tasks?

- What do they need support with?
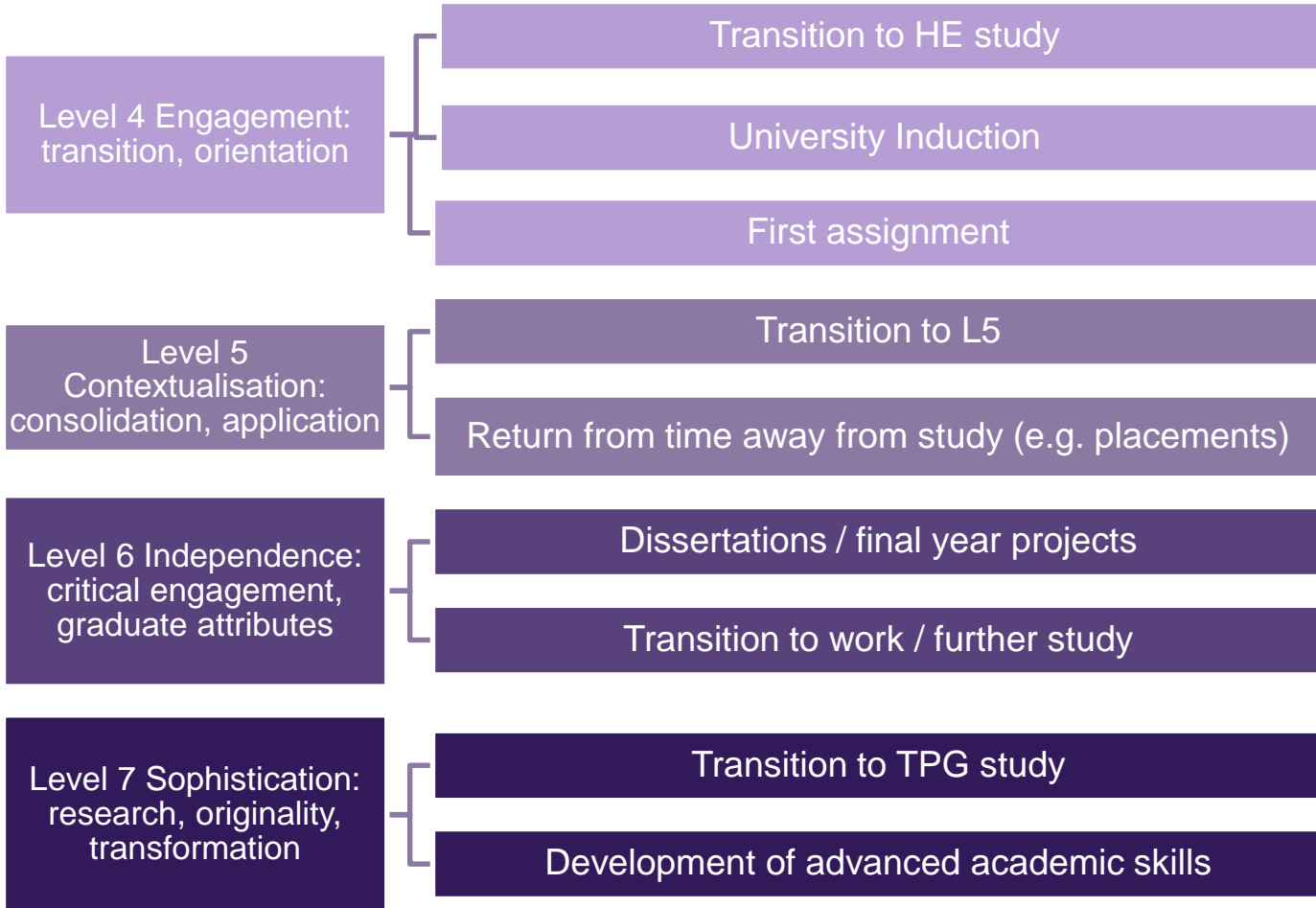
Why focus on Student Transitions:

- Our experiences of working with students at Leeds Beckett.

- Education Strategy: an excellent education and experience.

- Learning Pathway aims to: "support our students' transition into, and through, our University".

Our aim is to support transitions…

• beyond the first few weeks and beyond the move to a new institution;

• as an ongoing process, rather than a fixed time period of change;

• throughout the milestones / steps on the learning journey.

"For practice to reflect research and theory in HE transition, institutions should seek to put in place creative, holistic and longer-term initiatives that focus on individual development and change through participation in the HE community."

O'Donnell, V., Kean, M. and Stevens, G. (2016) Student transition in Higher Education: concepts, theories and practices. HEA Report.

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Level 4 Engagement: transition, orientation	Transition to HE study
	University Induction
	First assignment

| Level 5 Contextualisation: consolidation, application | Transition to L5 |
| | Return from time away from study (e.g. placements) |

| Level 6 Independence: critical engagement, graduate attributes | Dissertations / final year projects |
| | Transition to work / further study |

| Level 7 Sophistication: research, originality, transformation | Transition to TPG study |
| | Development of advanced academic skills |

|	
4: Transition to HE Study	➢ Preparing to Learn at Leeds Beckett MOOC (MyBeckett).
4: University Induction	➢ Library & Skills for Learning Induction. ➢ Focused events for all Level 4 students. ➢ Academic integrity tutorial (MyBeckett).
4: First assignment	➢ Tailored, in-curriculum teaching for tackling first assignments. ➢ Skills for Learning "first assignment" themed week.
5: Transition to L5	➢ Step-up to Level 5 guide (to be developed).
5: Return from time away from study (e.g. placements)	➢ Return to Learn Guide.
6: Dissertations / final year projects	➢ Tailored, in-curriculum teaching for dissertations / final year projects. ➢ Skills for Learning "dissertations" themed week.
6: Transition to work / further study	➢ Skills for Learning "professional skills" themed week. ➢ Employability Skills Guide
7: Transition to TPG study	➢ Preparing for postgraduate study guide & online resource collection. ➢ Library & Skills for Learning induction.
7: Development of advanced academic skills	➢ Tailored, in-curriculum teaching & online support for PGTs.

What support we have and why:

One to one **tutorials** for academic skills development with Academic Librarians & Skills Tutors

Embedded, tailored **academic skills teaching** and / or online resources in modules mapped to learning outcomes / module assessment

Generic Workshops/ Webinars & Online Resources
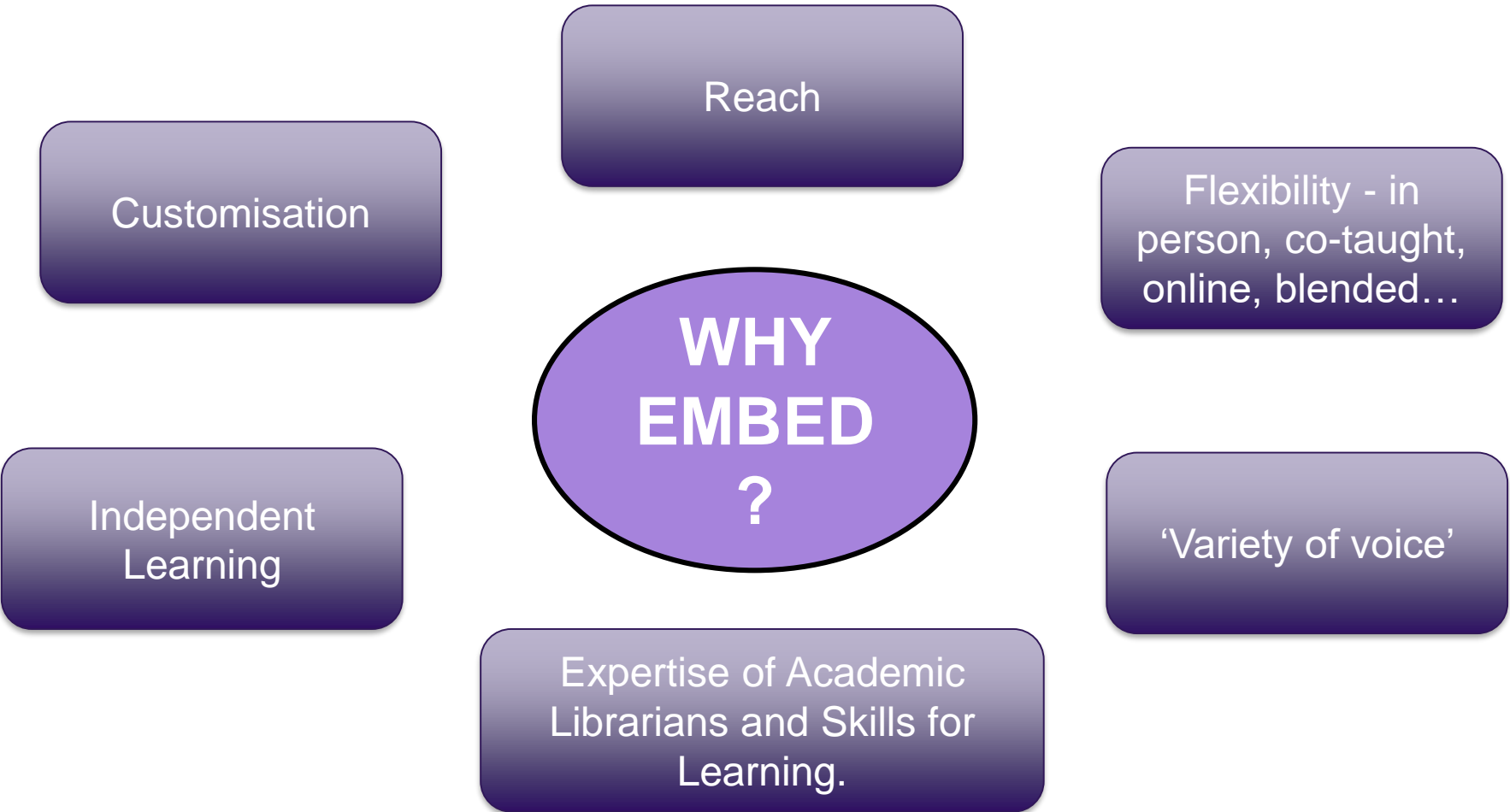
Partnership Approach:

Case study 1: supporting students tackling first assignments

• Academic Librarian for the School of Cultural Studies and Humanities and Module Leader developed lecture and seminar for week 3 of L4 "Emergence of Modern Europe" module.

• Sessions supported students in developing the literature searching and reflective skills needed to complete a "Creating a Bibliography" task as part of a portfolio-based assignment.

• Lecture involved a customized library induction and seminar focussed on searching for key history resources and Harvard referencing skills specific to the task.

What we will cover today:
- What is a bibliography?
- How to look for books and journal articles
- Let's get researching…
- Referencing conventions
- Where to go for help

Searching for books
- Use the library catalogue (catalogue.leedsbeckett.ac.uk or follow links on library website or MyBeckett)
- Search with broad keywords
  - Enlightenment or John Locke not socio-political phenomenon
- Use the catalogue as a starting point, but browse nearby shelves
- Find the books, not just their catalogue records
- eBooks can also be used

Searching for articles
- Find articles using Discover or other journal databases
- All listed on the History library subject guide: http://libguides.leedsbeckett.ac.uk/subject_support/history
- You can limit your searches just to academic journals
- Trying different keywords may find different articles

Books
1. **Author(s)** / Editor(s) / Organisation
2. **Year** in brackets
3. **Title** (and subtitle if present) . Underlined **Bold** *Italics*
4. **Series** (if present) .
5. **Edition** .
6. **Place** of publication :
7. **Publisher** .

Pagden, A. (2015) *The Enlightenment and why it still matters*. Oxford: Oxford University Press.

Case Study 2: Supporting students tackling first assignments.

• Ashley Jones (Lecturer) requested embedded session for L4 Sport and Exercise Therapy, timed to support their first assignment.

• Session developed in partnership with Academic Librarian, SfL tutor and subject lecture.

• Tailored to specific needs of the group and utilised authentic subject content.
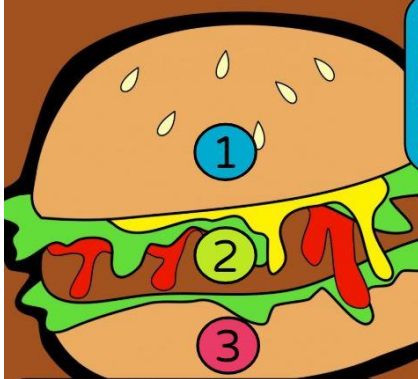
Lecturer Feedback:

"I have just finished marking the assignments from our new level 4 module and **the standard of academic writing and citation use is far beyond what we have previously seen.** Send my thanks on to Holly Phillips also; we received excellent feedback from her session".
– Ashley Jones, Senior Lecturer, School of Clinical and Applied Sciences.

"[A]ll the students I spoke to who had attended the session found it very useful. I am also happy to report that one of our externals has commented on **how well our students use things like referencing and footnotes**, which I consider to be an endorsement of the way you guys support our course".
- Dr Rachel Rich, Course Director, School of Cultural Studies and Humanities.

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Discussion (5min):

- What academic skills support might your students need this year?

- What sort of support / delivery works best for you / your students?

Key sessions:

Finding Information

Evaluating Information

Critical Thinking

Referencing

Critical Reading & Note Making

Critical Writing

Analysing Data (SPSS)

Academic Writing: Essays, Reports, Dissertations, Literature Reviews, Reflective…

Time Management

Exam Skills

Presentations
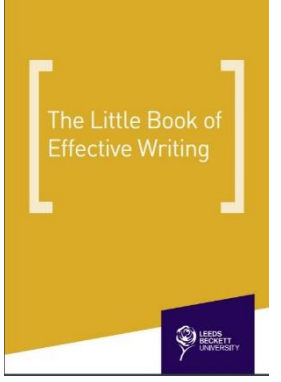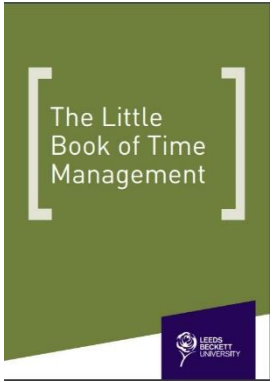
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Key Online Resources:

Assignment calculator

How to use the Assignment Calculator

Use this assignment calculator to help plan your time. Just enter your deadline and answer a few questions about how much time you need. The calculator will produce a personalised schedule.

[Next]

Welcome

Preparing to Learn at Leeds Beckett

We are very pleased to welcome you to the resources we have put together to support new entrants into our University (and, more widely, into the world of higher education).

These resources are intended to both support you in making the transition into a new academic environment and to enable you to gain a sense of what that environment will require from you. We want your life at our University to be stimulating, enjoyable and challenging.
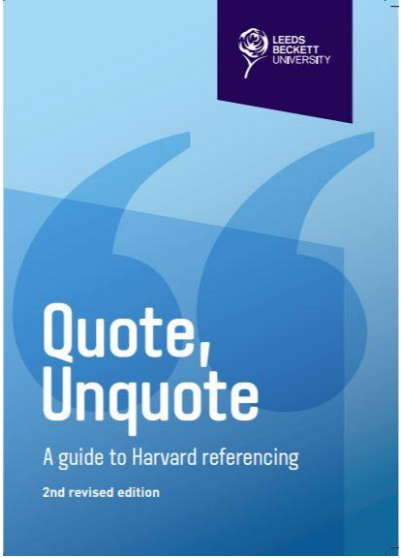
We want you to question, to explore, to discover and to learn.

Most of all, we want you to engage – to ensure that you become an active learner, stimulating your fellow students and ensuring that you are fully prepared for the challenges that face you. Learning at university is not simply about absorbing knowledge, but also about questioning certainty and becoming truly self-confident as an independent learner, able to go out into other academic and professional environments and adapt your approach as needed.

We hope these resources will help to begin to build confidence for you as you enter university. They are part of a whole network of support that will be there for you when you arrive on campus.

We hope you enjoy them, and find them useful, and wish you every possible success as you begin your journey into this stage of your education.

Professor Phil Cardew

Deputy Vice-Chancellor (Academic)

The Little Book of Research

The Little Book of Time Management

The Little Book of Effective Writing

Podcast: Reflection (with Vivienne Griggs) Part 2

Duration: 8 minutes

Michael Shields talks to Vivienne Griggs, Senior Lecturer in Human Resource Management and Organisational Behaviour, about different models of reflection.

Reflection (with Vivienne Griggs) Part 2

Quote, Unquote

A guide to Harvard referencing

2nd revised edition

What is an Essay?

- An essay is an **argument in favour of a view** – not a description, a general discussion, or a report. It can also be a detailed **explanation** of an issue, allowing you to demonstrate your **understanding**.
- Learn the requirements of an essay in **your** subject. Read the marking criteria **first** and ask your tutor/examiner to explain.

HARRIET WAS STILL IN THE MIDDLE OF HER ESSAY.

Image source: http://staff.exuhsd.org/danielle/english%20department%20village/informational.html

Future Plans

- New resources: pre-entry MOOC, guide for returners.

- Revised general workshop programme, with added webinars.

- Highlighted online resources menu.

- Impact project.

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Arranging a session:
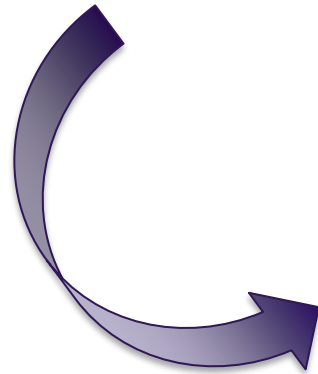
Contact your Academic Librarian or Skills for Learning – idea of issues, LOs, assignments…

Select options for delivery: in person, co-taught, blended, flipped…

Lecturer

SfL Tutor

Academic Librarian

Student Success and Satisfaction

Challenge
- Think critically and creatively
- Analyse data and statistics
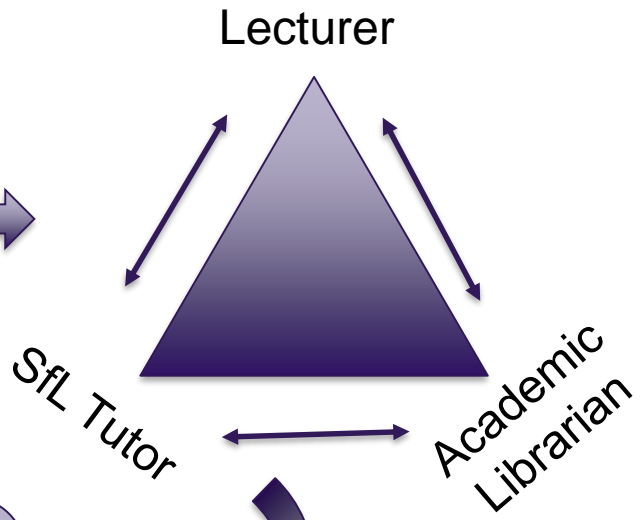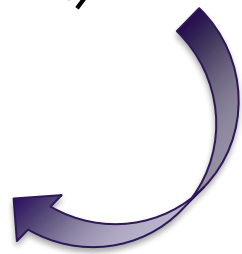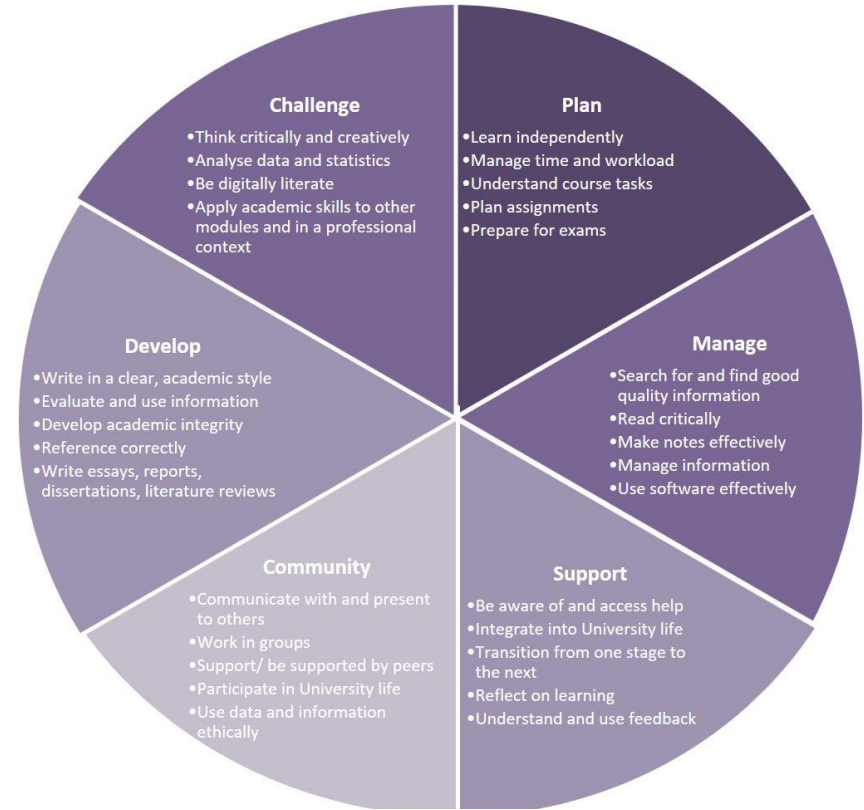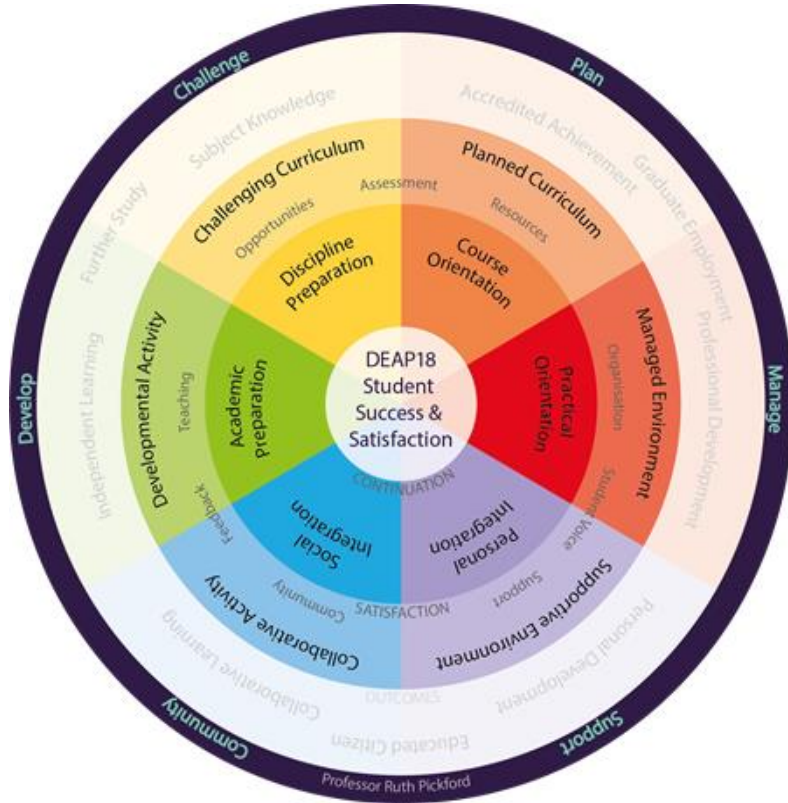- Be digitally literate
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Excellent Education and Experience

Questions?

Background

O'Donnell, V., Kean, M. and Stevens, G. (2016) Student transition in Higher Education: concepts, theories and practices. HEA Report: https://www.heacademy.ac.uk/system/files/resources/student_transition_in_higher_education.pdf

Thompson, S. et al. (2013) The forgotten year: tackling the "sophomore slump". HEA Report:

https://www.heacademy.ac.uk/system/files/hub/download/liverpool_john_moores_ntfs_2010_project_final_report.pdf

Tobbell, J. et al. (2010) Exploring the transition to postgraduate study: shifting identities in interaction with communities, practice and participation. British Educational Research Journal, 36:2, 261-278 https://onlinelibrary.wiley.com/doi/abs/10.1080/01411920902836360

Webb, M. (2011) Outduction: enhancing the final year experience. NTFS Project Final Report: http://www.outduction.ac.uk/final-report.pdf

Enhancement themes work on Student Transitions:

http://www.enhancementthemes.ac.uk/enhancement-themes/completed-enhancement-themes/student-transitions