

## 2019 Guidelines (v2): First and Further Year Experience (FFYE): Embedding transition pedagogies through the curriculum

Coordinators of first year undergraduate or postgraduate subjects, second year transition subjects taken by students coming from pathways, subjects that embed a career focus including final year subjects that prepare students for their future careers or any undergraduate subject that addresses year by year transitions, are invited to apply for amounts of up to \$4,000 for projects aimed at implementing transition pedagogies through the curriculum. Team applications involving coordinators, teaching teams, tutors, demonstrators and academic support professionals are encouraged.

This initiative is part of the 2019 UTS FFYE Strategy, widening the focus of the First Year Experience to recognise that students make transitions into and through courses, out to careers, and into further learning. The overall aim of the FFYE strategy is to develop and implement curriculum design and practice that supports effective student transition, success and retention, particularly for students from low socio-economic status (LSES) backgrounds and/or Indigenous students. As the previous FYE grant initiative has demonstrated, this broader approach has the potential of achieving success for *all* students.

The approach is guided by Transition Pedagogy and the six First Year Curriculum Principles (FYCPs) (Kift, 2009), the effective teaching strategies for LSES cohorts (Delvin et al, 2012) and the third-generation approach to FYE (Kift, Nelson and Clarke 2010). While these approaches were developed for first year, their elements can be extended to transitional experiences within the whole of course curriculum, where students transition into their professional selves (Taylor, Millwater and Nash, 2007).

### Project eligibility

Projects must support student transition into or through the curriculum or prepare them for transition to future learning and careers. Project outcomes must become part of the subject for all students.

Projects must address at least one of the FYCPs (Transition, Diversity, Engagement, Assessment, Design and Evaluation and Monitoring) appropriately contextualised for the intended stage of the curriculum. Applicants may wish to refer to resources from Transition Pedagogy (<http://transitionpedagogy.com>), practical T&L approaches to support LSES cohort (Devlin et al., 2012) or to build on previous FYE grants at UTS (2011- 2018). Many examples of completed grant projects can be found on UTSONline under First Year Experience Network.

Examples of projects that might be funded, include, but are not limited to:

- Diagnostic and other formative activities for assessing students' academic preparedness and learning needs;
- Development of online resources and activities to support students to prepare for learning in their subject or transition from earlier to later stage subjects
- Strategies for introducing or improving and embedding tutorial activities to help students to get to know and collaborate with others and develop a sense of belonging, particularly in the first few weeks of a subject;
- Introducing early, low-stakes feedback opportunities in a subject;
- Introduction of authentic designs in assessment tasks in line with the new assessment policy, particularly authentic tasks or resources that support students from LSES backgrounds.
- Strategies for embedding support for the progressive development of academic reading, writing, speaking or listening skills;
- Strategies that address any particular need of LSES students entering through TAFE, Insearch and similar pathways, while also benefitting other students;
- Strategies that support students to develop their professional identity early on in their course or develop career awareness or employability skills at any stage of their course;
- Strategies that involve peer learning and peer support within the curriculum;
- Sustainable strategies or resources for developing tutors' or demonstrators' skills in implementing transition pedagogies.

Projects should also link to UTS priorities such as a lifetime of learning, learning.futures, UTS model of Learning or personalised learning.

Projects that focus on content resource creation but can't clearly demonstrate a transition focus will not be funded. Projects should include some evaluation of the project outcomes, but projects that only focus on evaluation of existing resources or practices will not be funded.

All funded projects will be notified two weeks after closing date. Funding will be immediately available from late January 2019.

### **Application process and deadline**

Applications are by expression of interest and made on the template file

(*2019\_FYE\_Grant\_Application\_Template.doc*) found on the UTS FFYE program page:

(<http://www.uts.edu.au/research-and-teaching/teaching-and-learning/initiatives-and-projects/first-year-experience-project-0>)

Applications (doc files) to be submitted by email to Kathy Egea, the FYE Project Coordinator, at [Kathy.Egea@uts.edu.au](mailto:Kathy.Egea@uts.edu.au).

Due date: **December, 10<sup>th</sup> 2018, 10 am.**

### **Application requirements**

Expressions of interest of 1-2 pages are invited on the project's Application form. This covers

1. Applicant details
2. Supporting signature or email from the Associate Dean (Teaching and Learning) or Head of School
3. A brief outline (no more than 2 pages in min 11 point font) of the project including:
  - A brief description of the aims and rationale for the project, including a statement on how it is expected to contribute to student success and/or retention, in particular for students from LSES backgrounds or Indigenous students. Brief references to some literature or previous project successes should be used to support your claims;
  - Transition principles addressed by the project. Projects may address one principle, or may address several;
  - Key project activities and timeline that will enable you to achieve the aims. If you are coordinating a large subject with multiple tutors/demonstrators, the activities should take account of the need to engage the whole teaching team;
4. Your evaluation strategy i.e. how you will know that the project has successfully supported student transition and how you will collect information for improvement
5. A project budget (with on-costs included). Budgets must be spent by the end of November, 2019

### **Criteria for selection**

Projects will be assessed on the basis of:

- Consistency with at least one of the six First Year Curriculum Principles (Transition, Diversity, Engagement, Design, Assessment, Monitoring and Evaluation);
- Potential for enhancing success and retention for students in their first and further year at UTS, particularly for students from low socioeconomic status groups and/or Indigenous groups;
- Extent to which project activities are likely to be practical and completed within the timeframe
- Capacity for outcomes to become embedded and sustained without ongoing funding;
- Quality and coherence of the project application (including clarity of description of the project, clear alignment of the project with transition pedagogy and coherence between the project aims, activities and budget);
- Learning.futures, UTS model of Learning and/or faculty priority where relevant.

## Requirements of funded projects

The recipients of each funded project must:

- Attend an information session on the administration side of running FFYE grants
- Participate as far as possible in the First Year Experience Community, including presenting project ideas or outcomes to others;
- Provide updates on projects as requested, including a one-page mid-project progress report (August 2019) and end of project report in mid-December 2019;
- Plan and track their budget expenditure, to ensure completion by November 2019;
- Be prepared to contribute to any evaluation of the longer-term outcomes and impacts of projects and the broader FFYE program.

## Project budget

Eligible budget items include:

- Teaching or marking release or admin support for staff working directly on the project, or additional hours for casual academics;
- Salaries for project assistance, including student assistance;
- Production of new subject materials or resources that explicitly support student transition;
- Purchase of software or resources which are a direct part of the project;
- Reasonable direct costs of evaluations, for example small incentives for student focus groups;
- Costs of workshops or similar activities aimed at sharing practice;
- Local travel costs necessary to produce project outcomes – for example costs related to interviewing industry practitioners or visiting industry sites as part of a project.

Items which are **not eligible** include:

- Equipment, including personal computers, iPads and similar equipment;
- Travel other than local travel as above;
- Conference funding.

Casual academic salaries – go to staff connect and search on ‘rates of pay’

Budgets need to include oncosts in the final costing. (Casual on-costs for 2019: use current rate of 15.99%)

## Example of budget

(Activities are linked to timeline for casual academic salary scale, 1-Nov-18 – [link](#) )

Activity	Hours	Rate	Total
Activities 1, 3, 4 (testing and uploading), 6	25	Casual academic, other academic activity – non PhD rate projected at \$47.07 per hour (Nov 2018 rate) including 15.99% on costs (method: 25 hours x \$47.07 x 1.1599 oncosts)	\$1364.91
Activities 8, 9 and associated ongoing testing of modules	15	Casual academic, other academic activity – non PhD rate projected at \$47.07 per hour Nov 2018 rate) including 15.99% on costs	\$723.49
Activity 12 evaluation and triangulation with report results	16	Casual academic, other academic activity – non PhD rate projected at \$47.07 per Nov 2018 rate) including 15.99% on costs	\$873.54
Survey evaluation incentives (20 vouchers at \$15 each)			\$300
		<b>TOTAL</b>	<b>\$3261.94 (round up to \$3262)</b>

**Exemplars** of previous FYE grant applications can be found on the UTS FYE project page: <https://www.uts.edu.au/research-and-teaching/learning-and-teaching/enhancing/first-year-experience-project/2019-grants>

### Evaluation Planning tool

For those interested in future research, please find this simple evaluation planning tool which has been designed for small learning and teaching projects. It can help you reflect on what and how you will evaluate: <http://tiny.cc/evalplan>

### Support: who to contact

Please contact your **Faculty** First Year Transition Experience (FYTE) Coordinator to discuss your project ideas and faculty priority. All FYTE coordinators that have been involved in previous FYE grants.

Faculty	Coordinator	UTS phone	email
FASS	Tim Laurie	3174	Timothy.Laurie@uts.edu.au
DAB	Samantha Donnelly	8958	Samantha.Donnelly@uts.edu.au
Health	Samantha Jakimowicz	5234	Samantha.Jakimowicz@uts.edu.au
Health	Jacqui Pich	5124	Jacqueline.Pich@uts.edu.au
Law	Francis Johns	3251	Francis.Johns@uts.edu.au
FEIT	Sam Ferguson	4682	Sam.Ferguson@uts.edu.au
FEIT	Wayne Brookes	1872	Wayne.Brookes@uts.edu.au
TDI	Jacqueline Melvold	4659	Jacqueline.Melvold@uts.edu.au
TDI	Susanne Pratt	4657	Susanne.Pratt@uts.edu.au
Business	Jon Tyler	3629	Jonathan.Tyler@uts.edu.au
Business	Amanda White	3637	Amanda.White@uts.edu.au
Science	Ashley Douglas	8308	Ashley.Douglas@uts.edu.au

IML academics including those your faculty Academic Advisor and Academic Language and Learning (ALL) lecturer may provide support or feedback on ideas for applications. Most IML academics have been involved in previous FYE grants.

Contact Kathy Egea, FYE Coordinator, via email ([Kathy.egea@uts.edu.au](mailto:Kathy.egea@uts.edu.au)) or phone (x1720) for process and eligibility queries.

### References

- Devlin, M., Kift, S., Nelson, K. Smith, L., & McKay, J. (2012). *Effective teaching and support of students from low socioeconomic status: Practical advice for institutional policy makers and leaders*. Office for Learning and Teaching. Retrieved from <http://www.lowses.edu.au/assets/ALTC%20LSES%20Final%20Report%202012.pdf>
- Kift, S. (2009). Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian Higher Education: Final Report for ALTC Senior Fellowship Program. Retrieved from: <http://fyhe.com.au/wp-content/uploads/2012/10/Kift-Sally-ALTC-Senior-Fellowship-Report-Sep-091.pdf>
- Kift, S., Nelson K., & Clarke, J. A. (2010). Transition pedagogy: a third generation approach to FYE: a case study of policy and practice for the higher education sector. *The International Journal of the First Year in Higher Education*, 1(1), 1-20.
- Taylor, P.G., Millwater, J, & Nash, R. (2007). Talking about transitions: the value of a conceptual approach, in *Enhancing Higher Education, Theory and Scholarship, Proceedings of the 30th HERDSA Annual Conference*, Adelaide, 8-11 July. Retrieved from: <http://herdsa.org.au/publications/conference-proceedings/research-and-development-higher-education-enhancing-higher-34>