



Transition to HE – Time to Challenge the ‘Revered’?

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Ulster Learning and Teaching Strategy

Vision, Goal and Strategic Aims

Learning and Teaching Strategy
(2013/14 – 2017/18)

Vision

Empowering learners to excel in professional life through transformative higher education



Goal

To lead innovation in learning through flexible, inclusive and accessible provision



We will realise our goal through the following three strategic aims:

①

To provide appropriate learning opportunities which are flexible, responsive to, and inclusive of, the needs of students, professions, industry and the wider community.

②

To provide transformative, high quality, learning experiences through the promotion of meaningful staff-student partnerships that engender a shared responsibility.

③

To enhance Ulster's role as a sector leader for student employability as an integral part of the wider student experience.

and enabling aim:



To provide a supportive environment, in which innovative approaches to learning, teaching and leadership are encouraged, recognised, valued and rewarded, for all staff and students in the University.

So then, how's the transition going?



“*It* is dangerous because *it* can create the illusion of understanding and the illusion of control.
Some problems are not bullet-izable.”

General. H. R. McMaster 2005

The ‘*It*’ is PowerPoint but could it also be our efforts directed towards ... ‘*Transition*’?

Transition?



"How are you?"

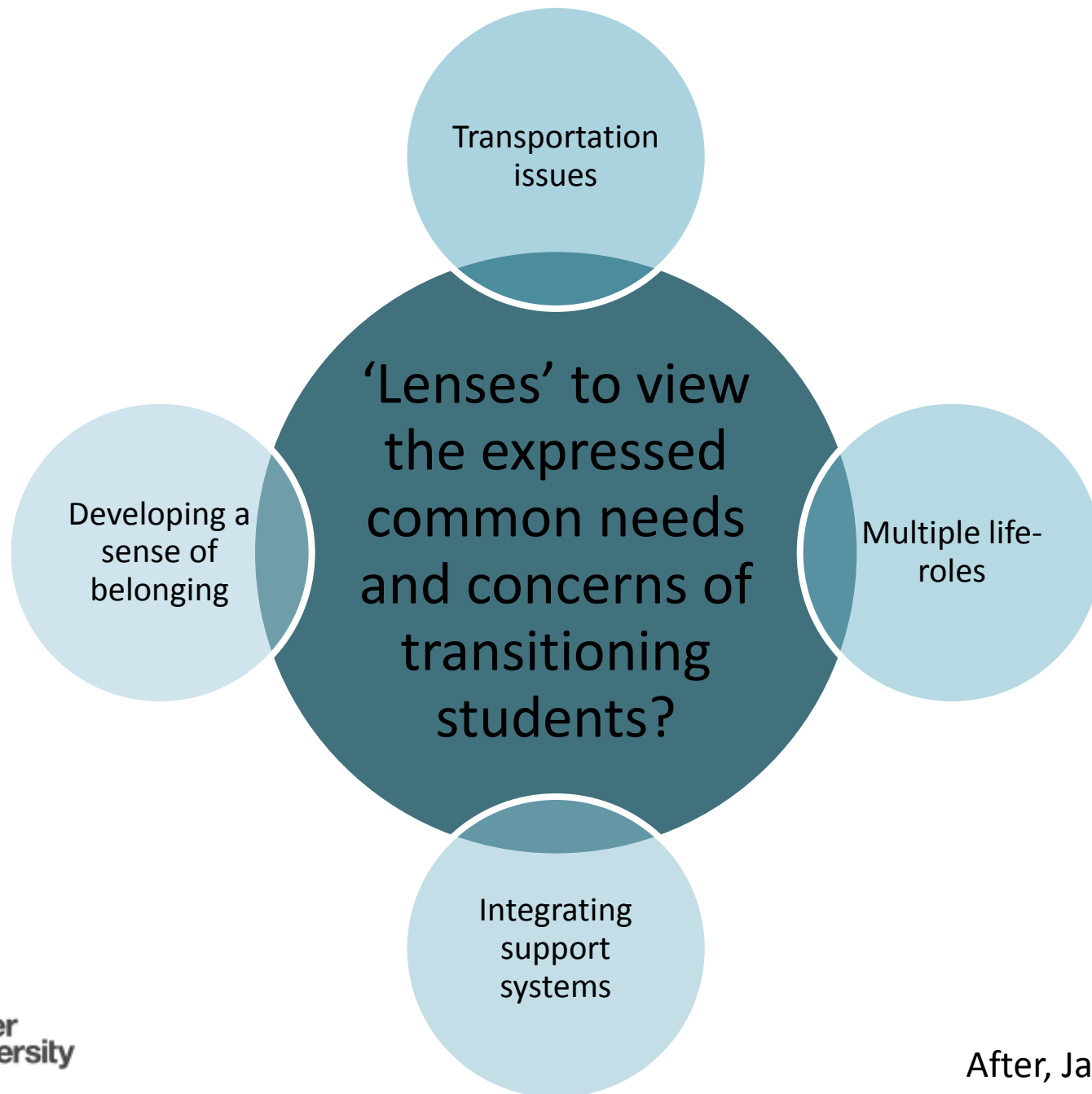
Confused; Betrayed
Useless
Broken

Never good Enough

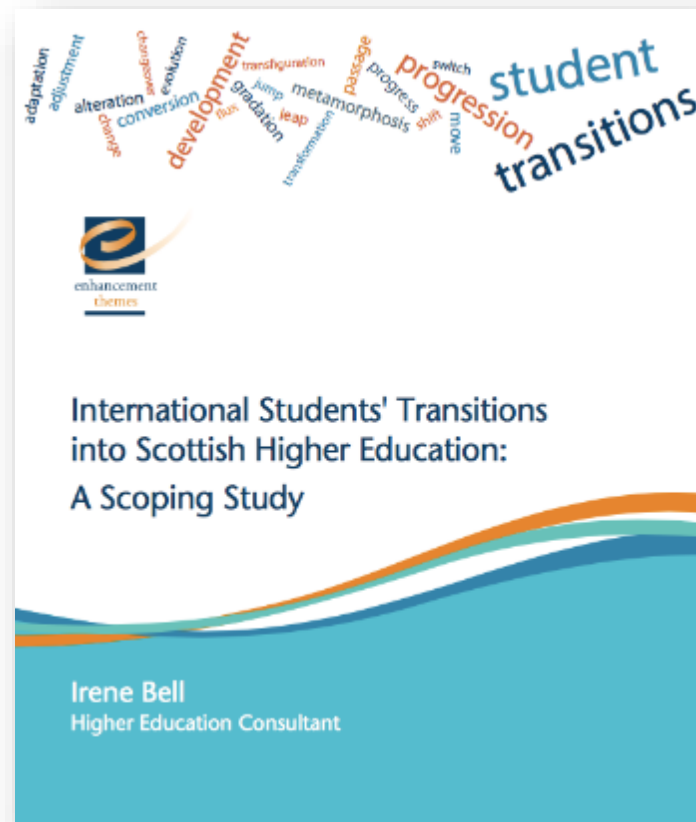
Fragile; Anxious

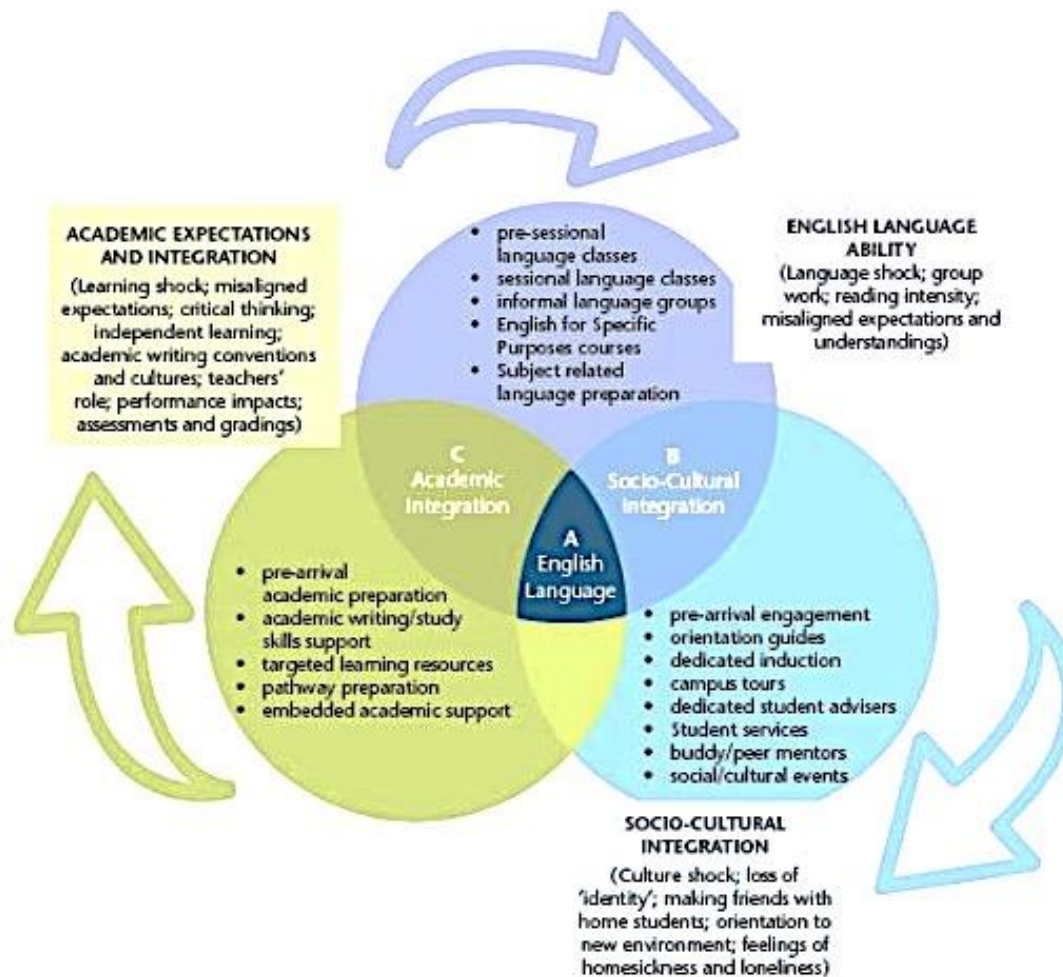
*I'm falling apart and
you don't notice it*

Pathetic; Annoying
Lonely
Rejected
Defeated



International lessons in Transition





<http://www.enhancementthemes.ac.uk/docs/publications/international-students-transitions-into-scottish-higher-education-2016.pdf?sfvrsn=2>

Quality Assurance Agency for Higher Education (QAA)

QAA advice (QAA, 2008a) on the first year experience is to take a **longitudinal and multi-layered approach** to enhancing the academic and social transition of students.

Our Induction / Transition efforts must be **experienced as personalised** because the student cannot understand their needs, success or failure any other way

We need to **make space in the curriculum** to teach students how to learn and we need to deal with the fact that this can be seen by us as taking time away from discipline-based tuition – it doesn't

Ultimately the **beneficial consequences** of getting transition 'right' is seen in empowered students, autonomous and independent learners and in the facilitation of learning communities with effective systems of peer support

Our Re-evaluation Questioning

What do we really mean by **induction** and **transition**?

What **elements** do we currently use – **what** is in them, **why** are they there, **how** do we know they work?

What role do / could the **students** play in devising induction and considering their transition??

What role do / could the students play in **delivering** the programme?

What role do / could students play in **assessing** the programme?



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References

Jacoby, B. (1995) Adapting the institution to the needs of the commuter students. In *Metropolitan universities: An emerging model in American higher education*, ed. Johnston, D.M. and Bell, D.A. Denton, Texas: University of North Texas Press.

Lee, M. and Dawson, G. (2011) *Re-thinking Student Induction*. Higher Education Academy Subject Centre for Information and Computer Sciences at the University of Birmingham

Quality Enhancement Themes: (2008a) The First Year Experience – transition to and during the first year QAA
<http://www.enhancementthemes.ac.uk/documents/firstyear/Transition%20-%20Final.pdf>