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**Creator(s):** Lumsden, E., McBryde-Wilding, H. and Rose, H.

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**Version of item:** Presented version



# Transitional Dialogues

**An evaluation of the impact of collaborative practice in enhancing the first year student experience of assessment in Higher Education**

*Learning Dialogues  
Learning and Teaching Conference 2010  
The University of Northampton  
13<sup>th</sup> May 2010*

Eunice Lumsden, Heather McBryde-Wilding and Hannah Rose

The University of Northampton, United Kingdom

[eunice.lumsden@northampton.ac.uk](mailto:eunice.lumsden@northampton.ac.uk) ; [heather.mcbryde-wilding@northampton.ac.uk](mailto:heather.mcbryde-wilding@northampton.ac.uk)

[hannah.rose@northampton.ac.uk](mailto:hannah.rose@northampton.ac.uk)



# Introduction

- ❖ Collaborative project between the School of Education and the Department of Information services
- ❖ Small scale project addressing:
  - ❖ *Transitional challenges experienced by a diverse cohort of undergraduate students, with diverse educational histories*
  - ❖ *Student views of the support provided for their first assessment of their university career*





Concerns stemmed from student self reporting that their previous experience of education reflected continual formative feedback prior to final submission of their work, provision of revision guides and limited use of the library.





# Methods

Questionnaires

Focus Group

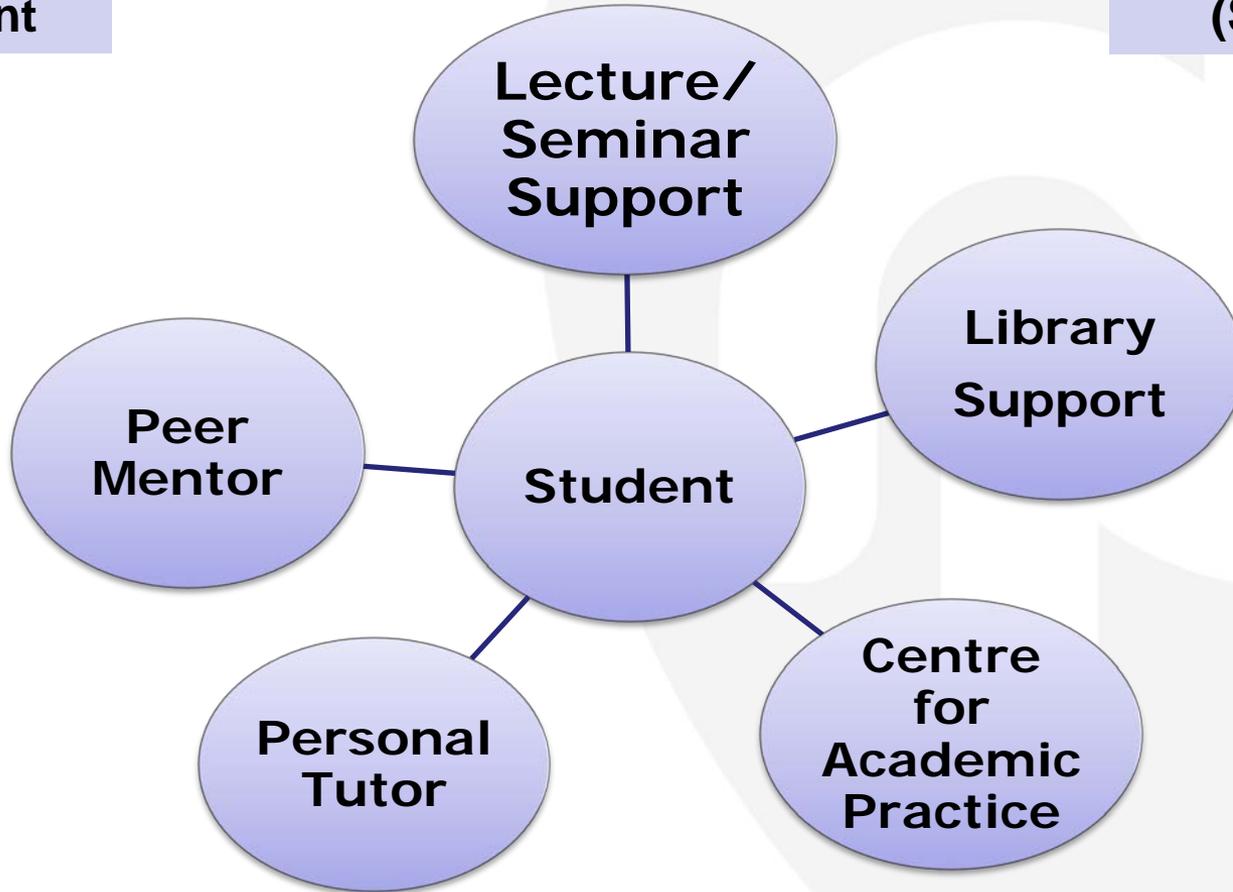




**Personal,  
Professional and  
Academic  
Development**

# Model of Support

**Children's  
Services and the  
Law  
(Semester)**



# Findings: Sample

N = 71

## Gender:

Male 4% (3)

Female 96% (68)

## Qualifications:

A Levels 69% (49)

BTEC 19% (14)

Access 6% (4)

Other 6% (4)

## Age:

18-20 76% (54)

21-23 11% (8)

24-26 3% (2)

30-35 6% (4)

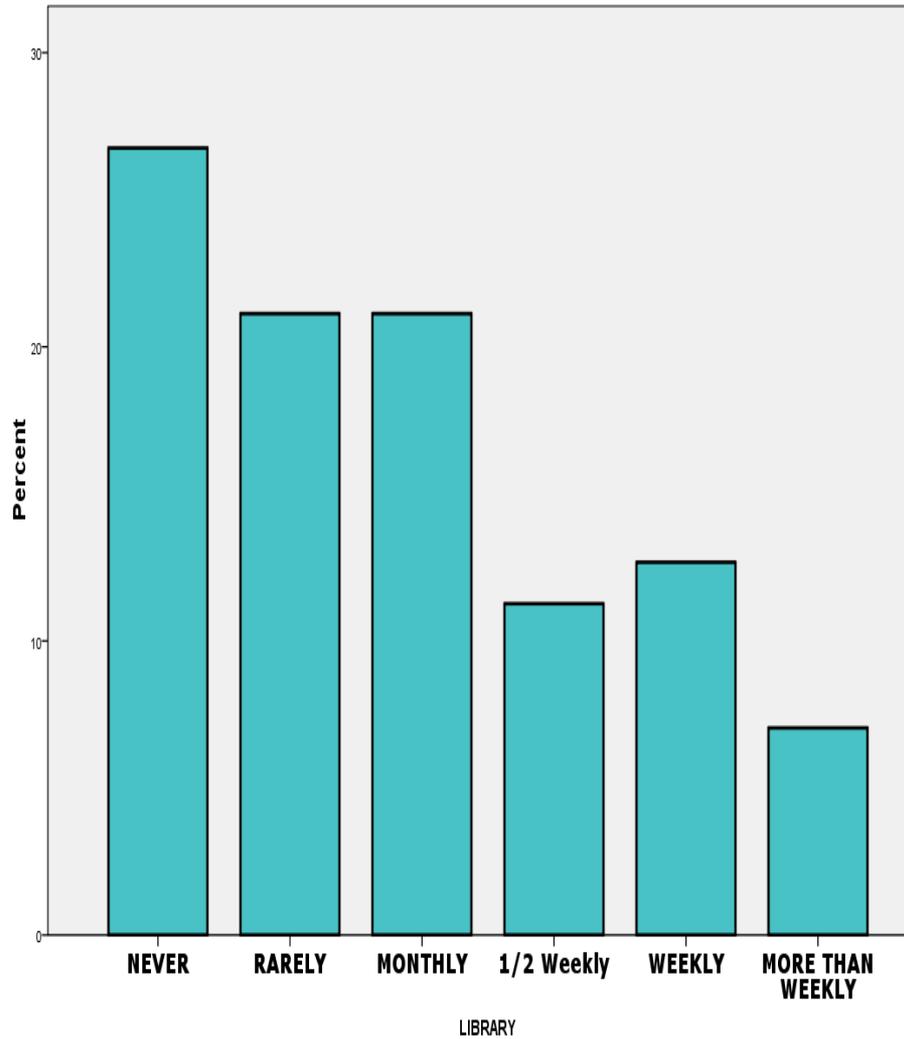
35-40 1% (1)

40+ 2% (2)

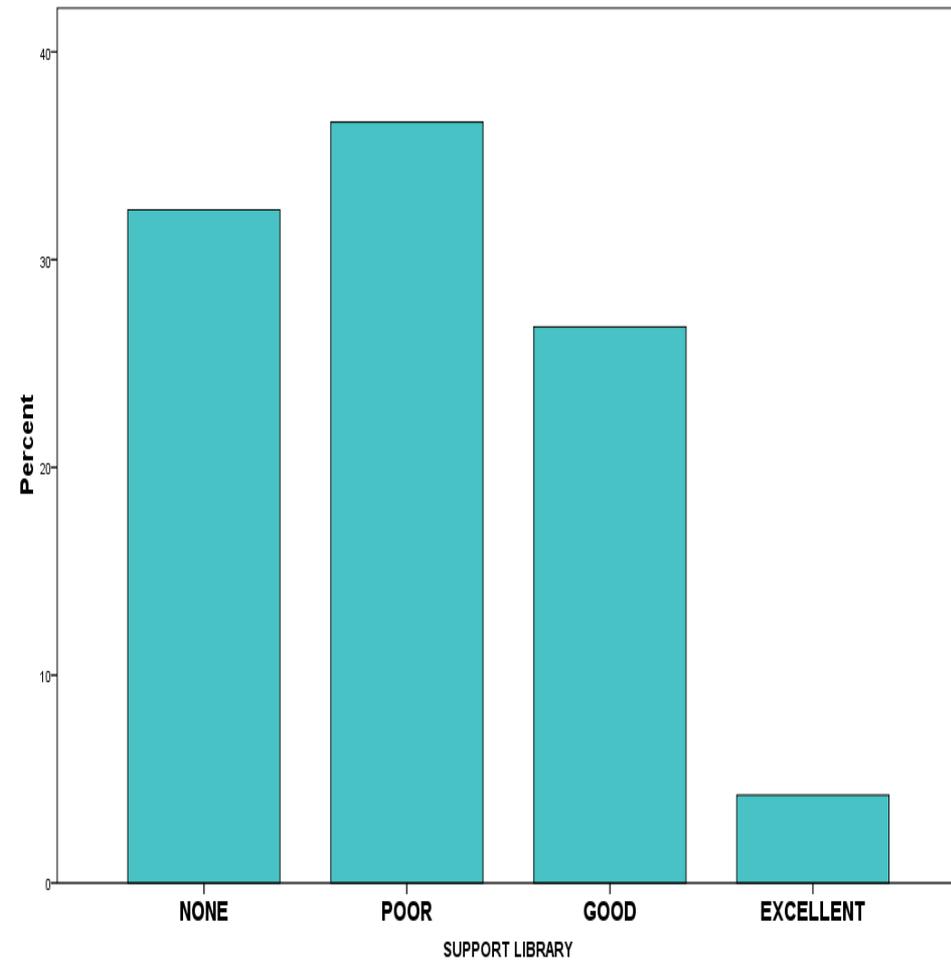




## LIBRARY

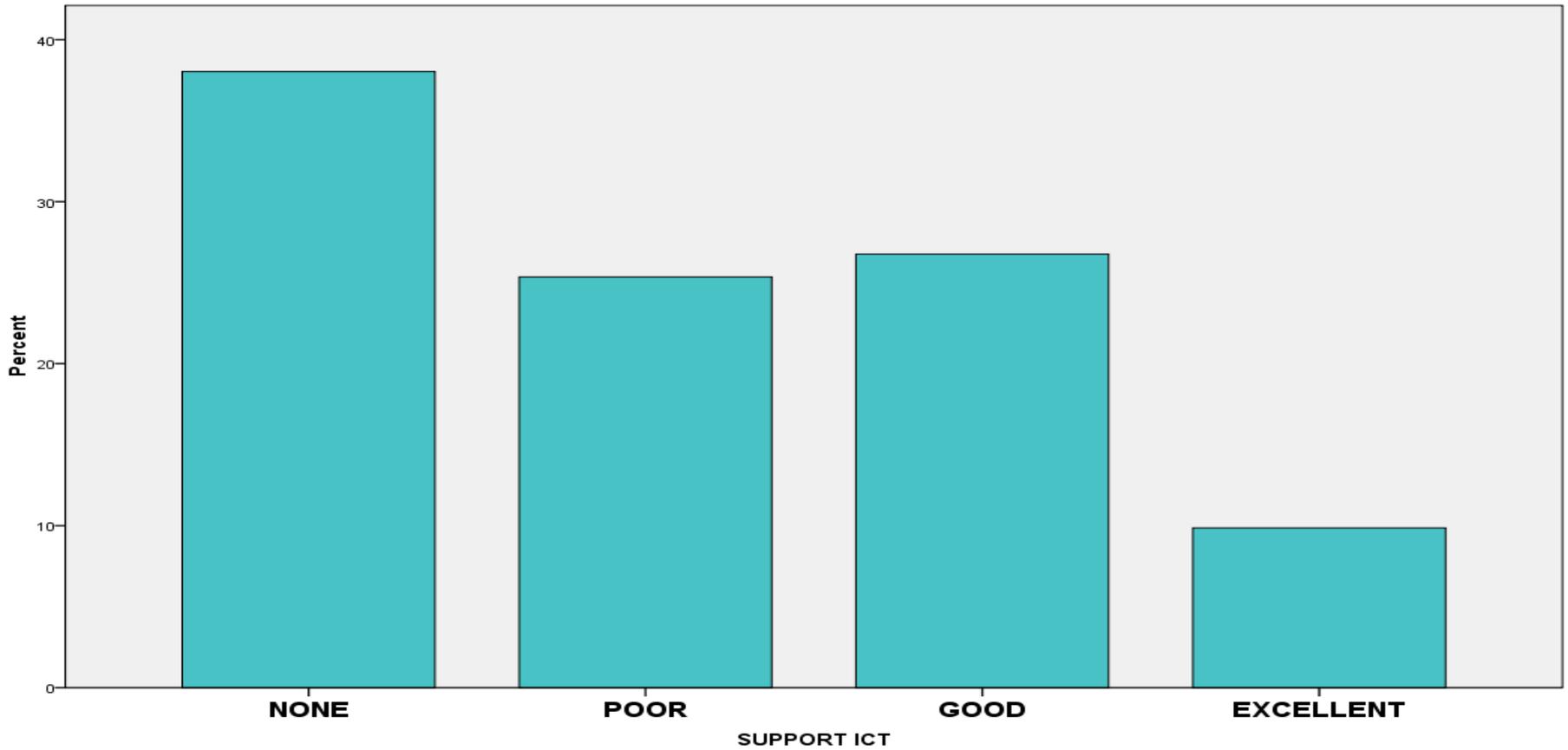


## SUPPORT LIBRARY



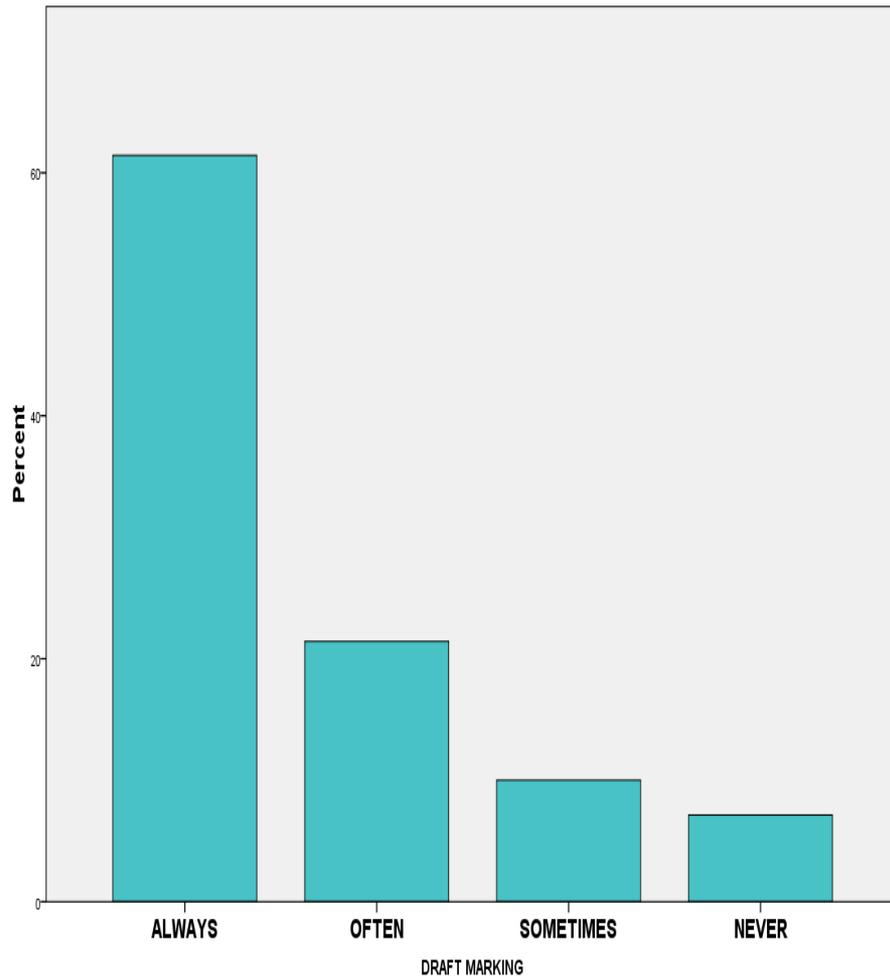


# SUPPORT ICT

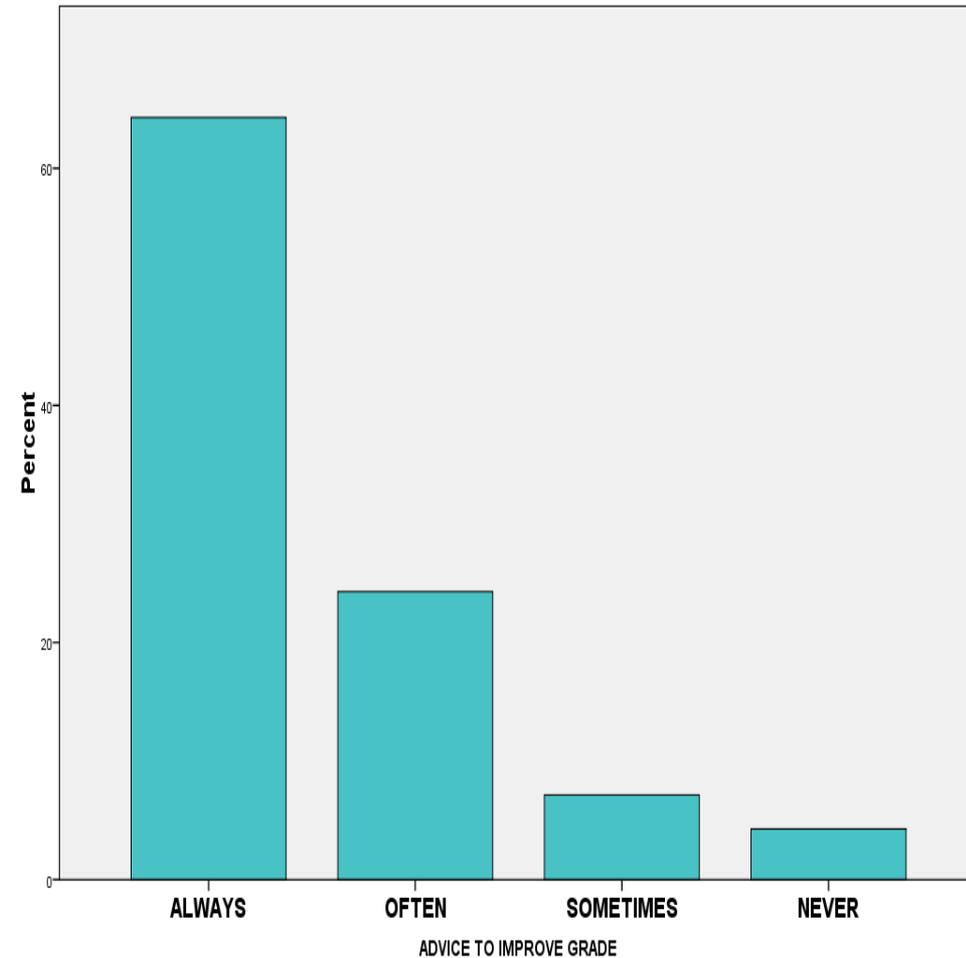




## DRAFT MARKING

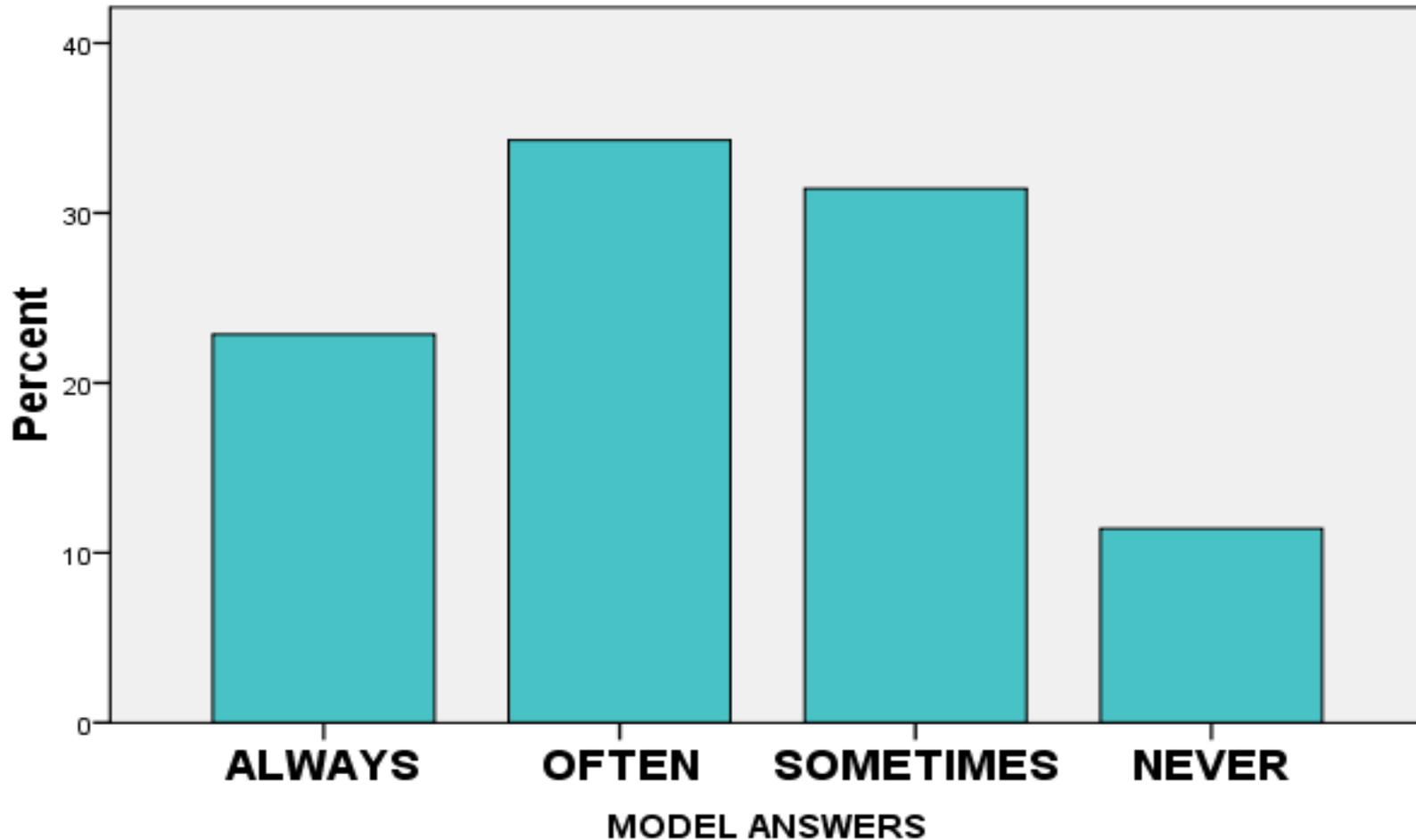


## ADVICE TO IMPROVE GRADE



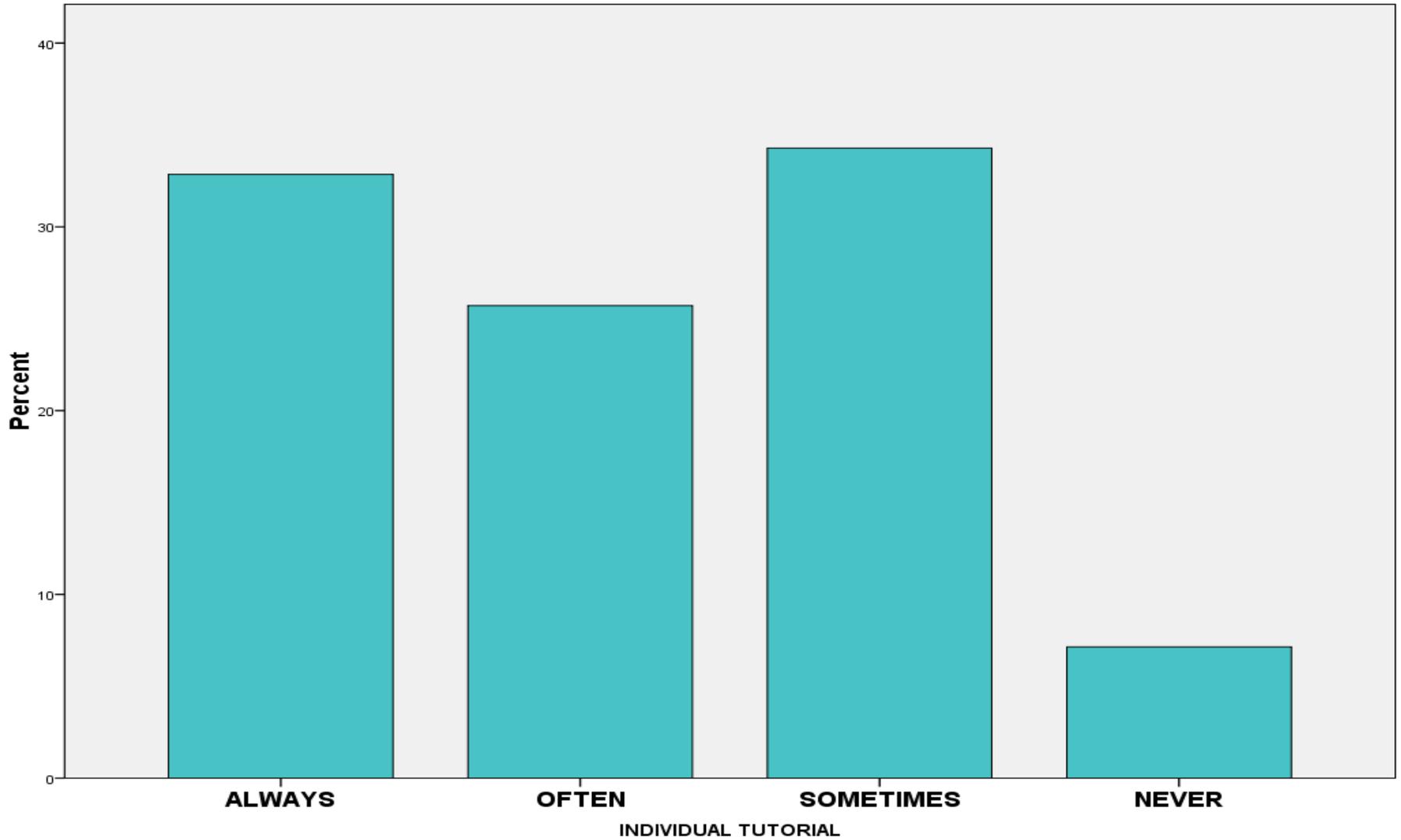


# MODEL ANSWERS



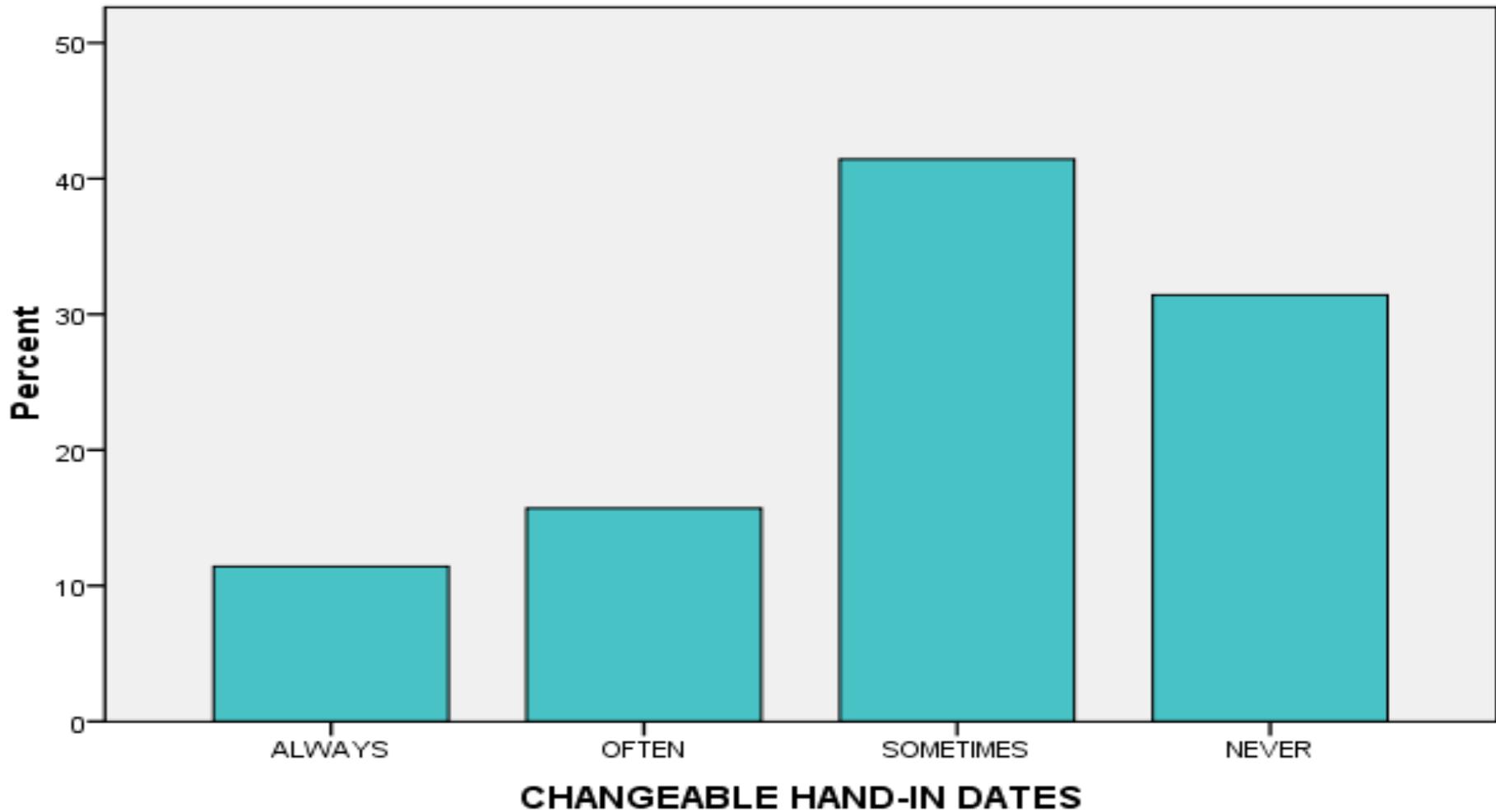


## INDIVIDUAL TUTORIAL



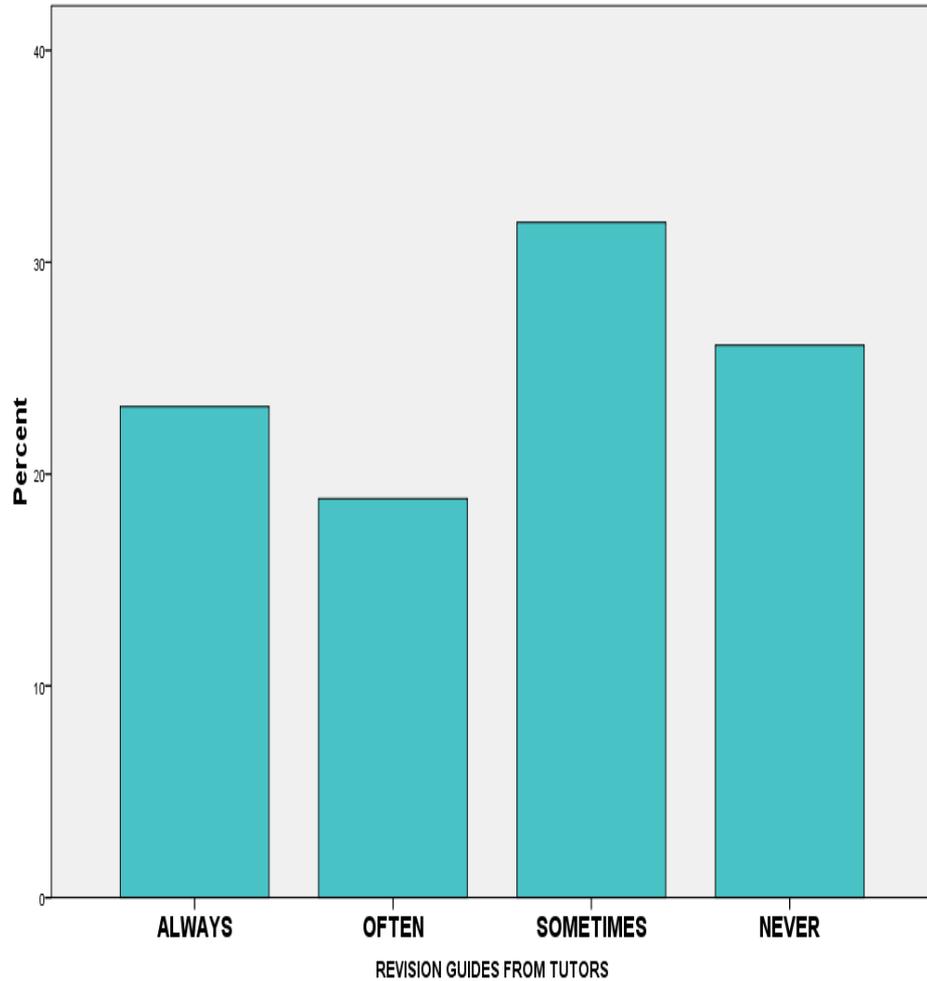


## CHANGEABLE HAND-IN DATES

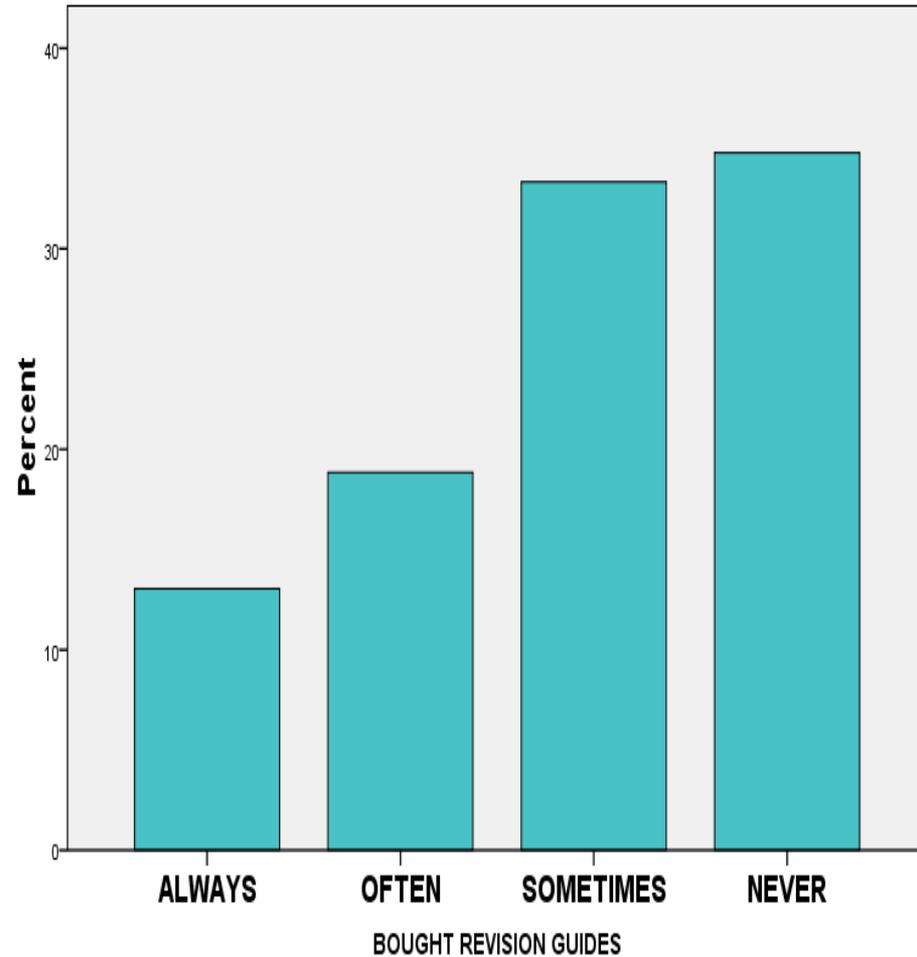




## REVISION GUIDES FROM TUTORS

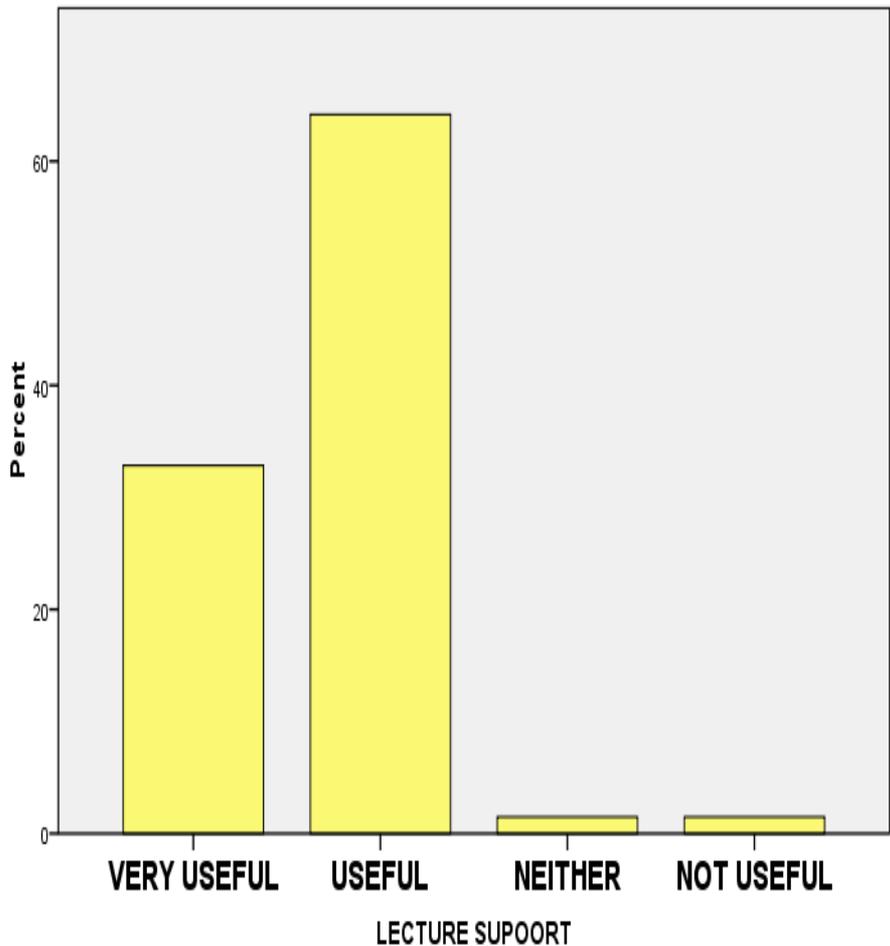


## BOUGHT REVISION GUIDES

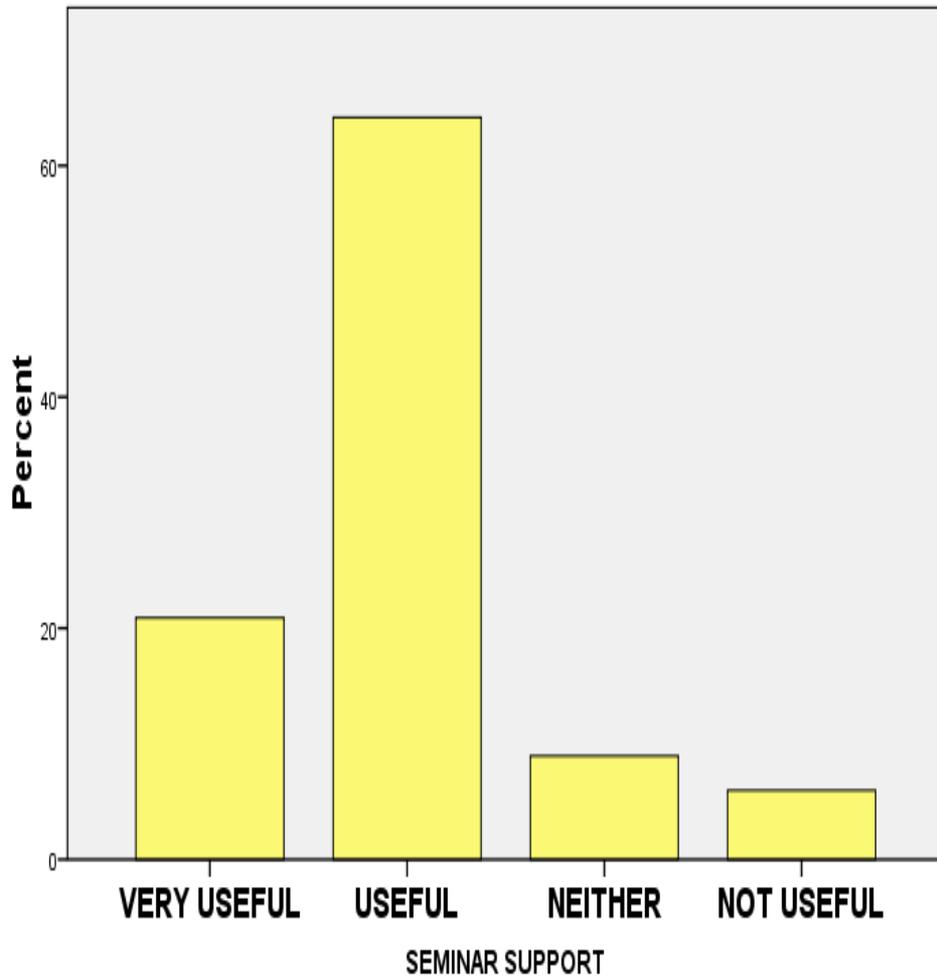




# LECTURE SUPPORT

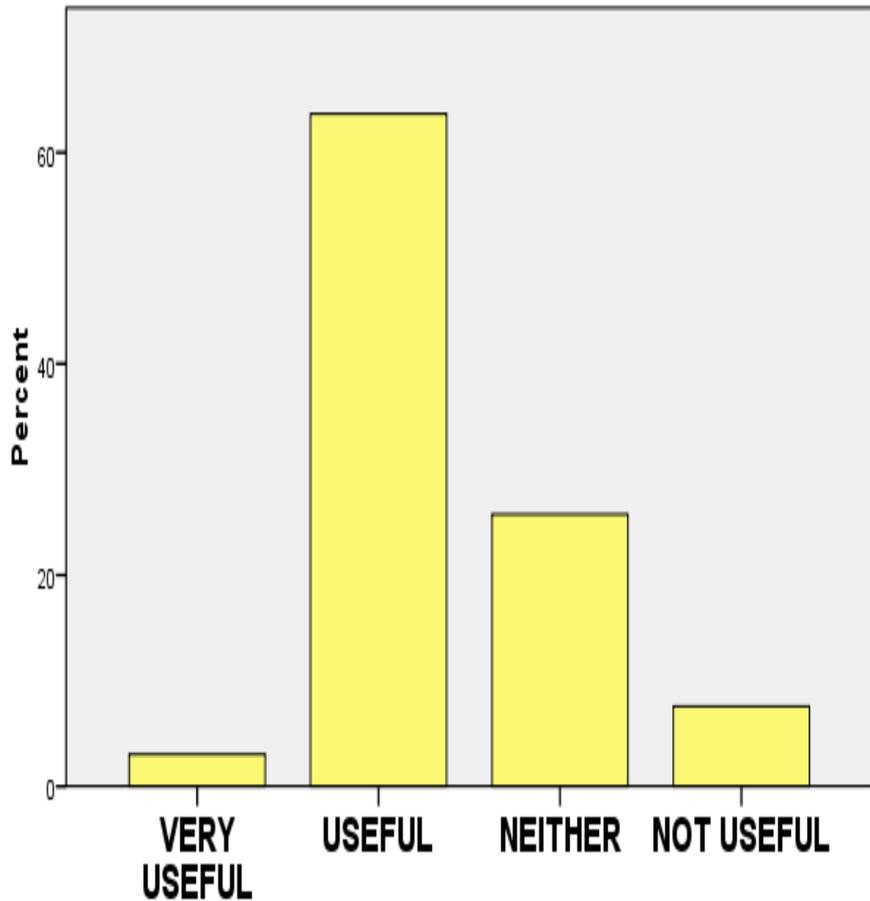


# SEMINAR SUPPORT



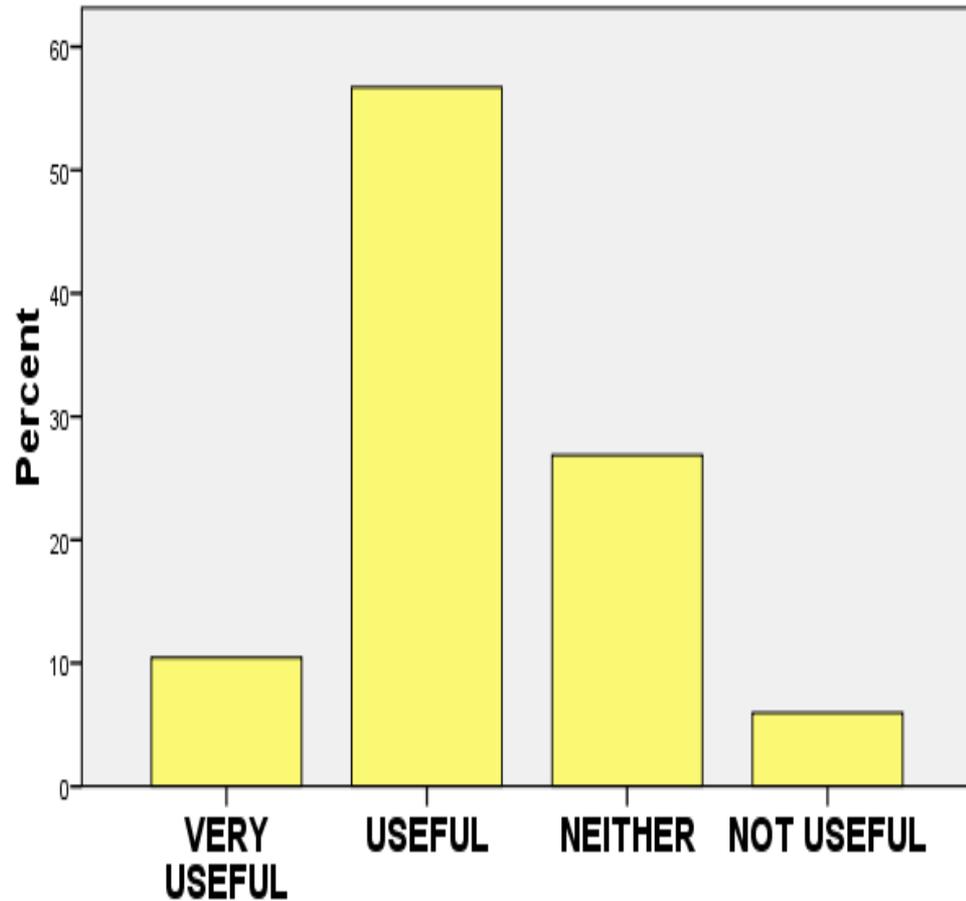


# LIBRARY DROP-IN



LIBRARY DROP-IN

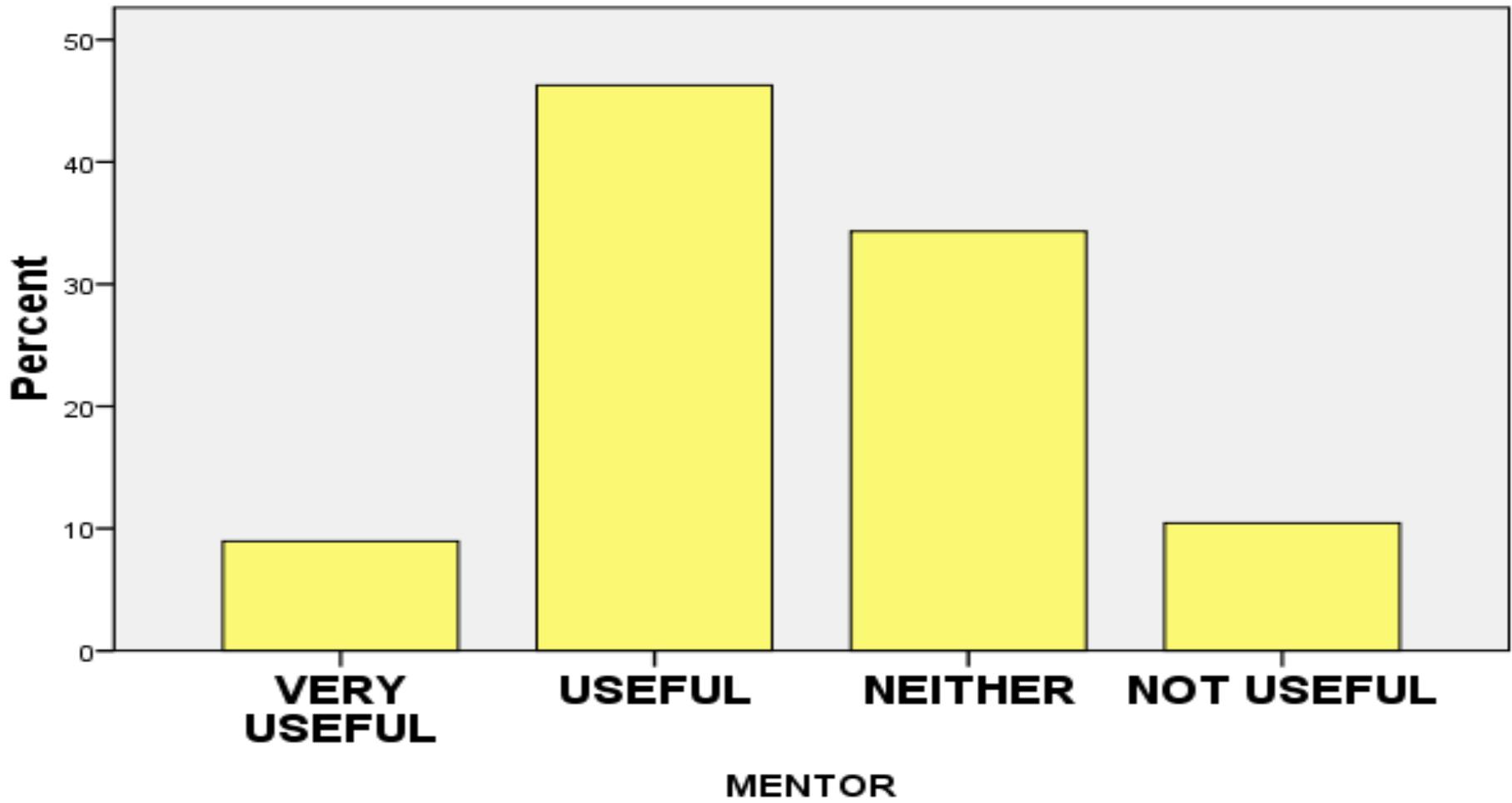
# LIBRARY ASSIGNMENT LEAFLET



LIBRARY ASSIGNMENT LEAFLET



# MENTOR





# Focus Group: Key Issues

- ❖ Timing of Support
- ❖ Quality of support
- ❖ Nature of Support
- ❖ Size of Library
- ❖ Academic nature of literature
- ❖ Number and use of computers
- ❖ Printers

- ❖ Metalib

*Number of Passwords*

*Not Useful*

- ❖ Books

*Number*

*Age*

*Availability*

# Impact

❖ Grade profile for module and other Year 1 modules improved on previous year.

❖ No fails

❖ Improvement in highest and lowest grades

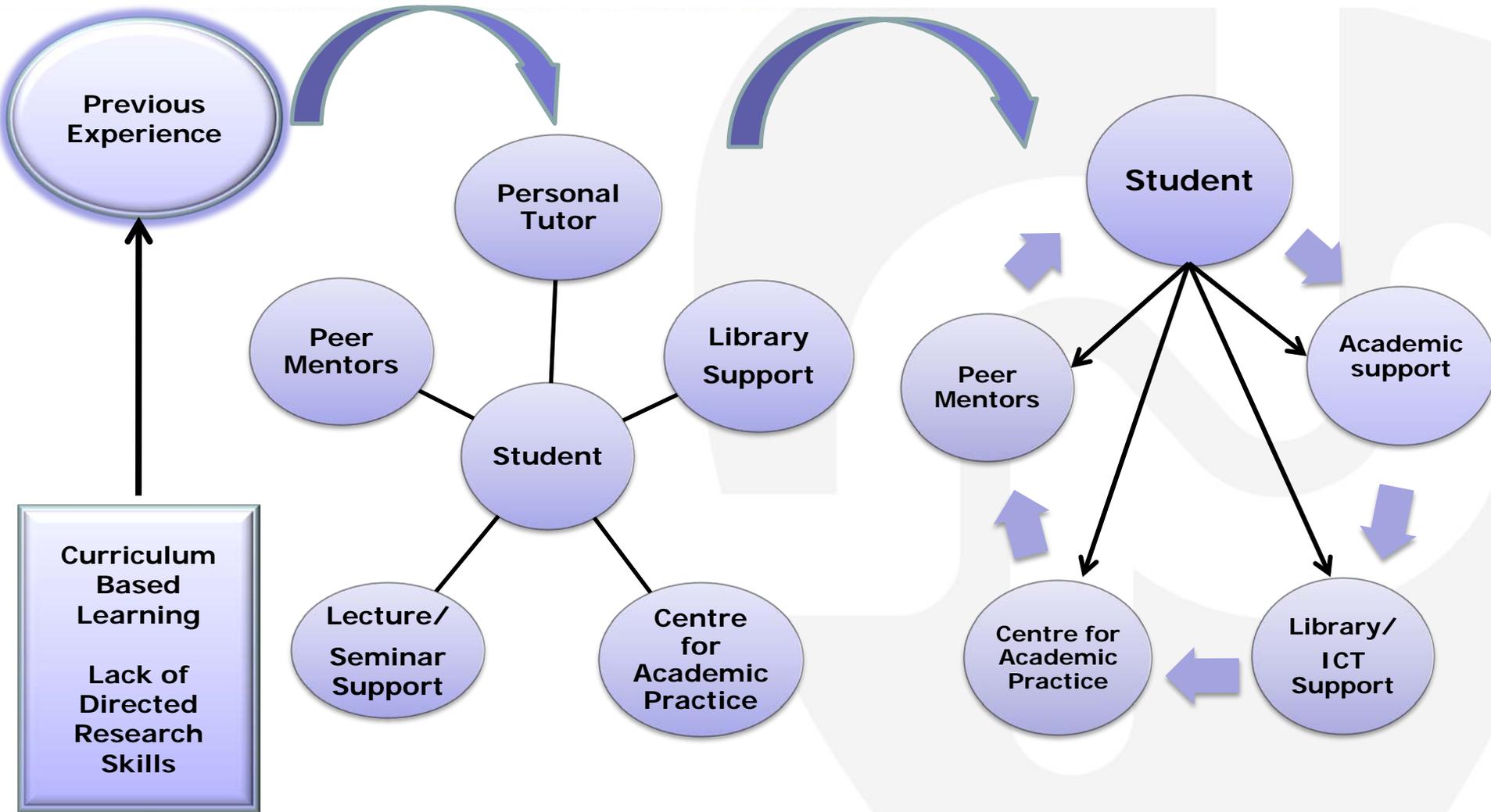
❖ Retention

*Start Year* 75  
*Current* 72

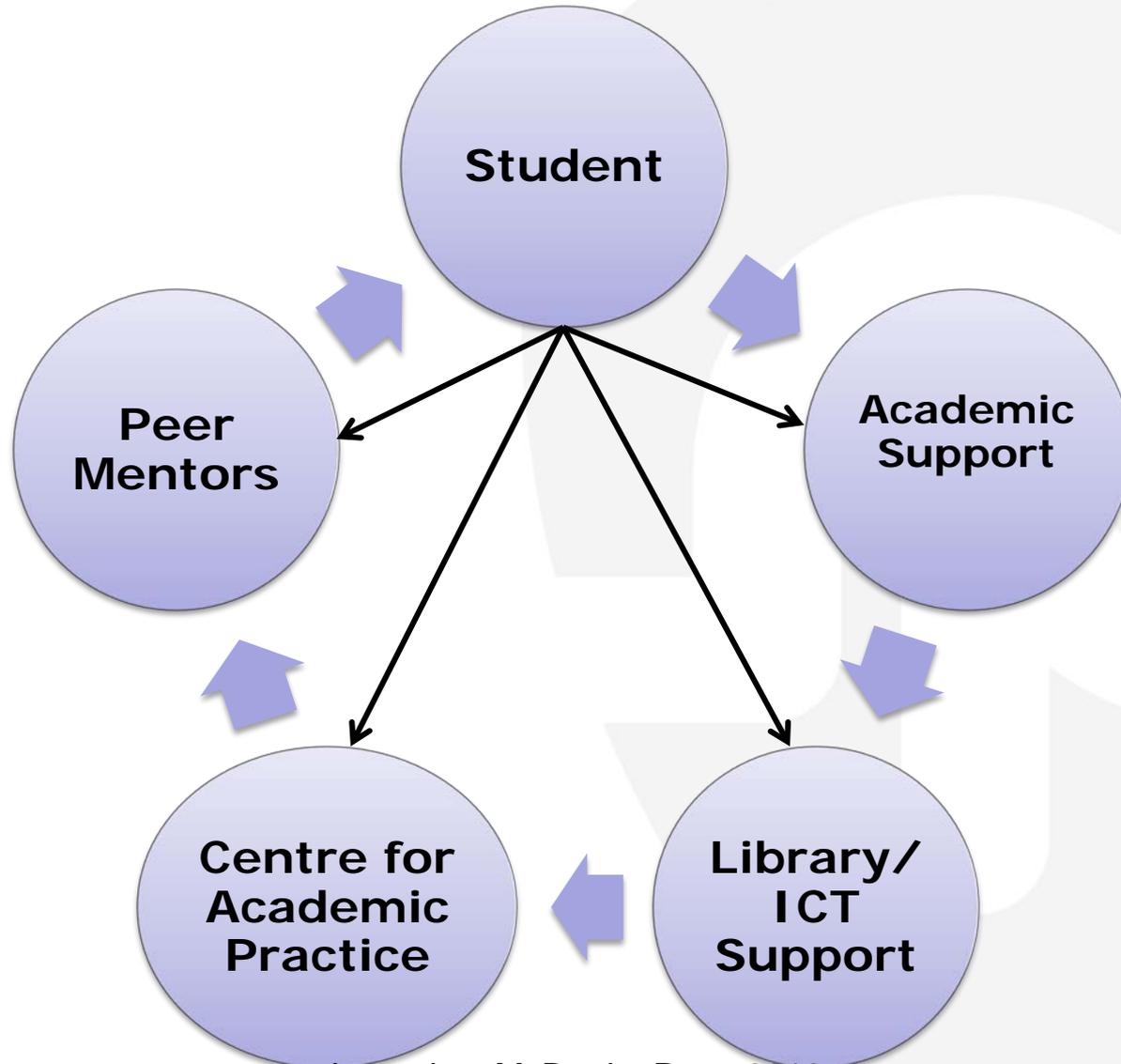
Reasons for leaving

- Enrolled but car accident so withdrew
- Terminated –did not bring qualifications
- Wrong Course

# Transitional Bridging



# The Autonomous Student



Lumsden, McBryde, Rose 2010





# Any ?



# References

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