

OU-APS Seminar: Lessons from Digital Spaces: Inclusion and Support for Student Success
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Pivoting Transitions to the Online Space: An example of student engagement in action

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University for the Common Good

Transition Programme

- College students
- 20% most socially deprived areas
- Entering year 2 or 3 of 4-year Scottish Hons degree
- Nine weeks, discipline specific, 'taster' lectures + workshops on academic skills
- College Connect Team
- Mentoring

Pre-Covid-19:

- Face-to face
- On campus

Delivering the Transition Programme – Student Engagement

- Asynchronous online course with synchronous webinars and lectures
- Articulate 360 suite used to build programme
- Webinars and lectures hosted on Blackboard Collaborate Ultra
- Engagement with College Connect Team and Student Mentors
- Feedback collection via module surveys

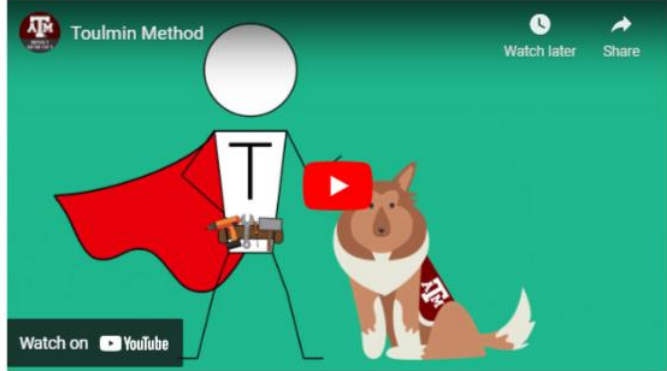
Lesson 9 of 11

Argumentation: the Toulmin Method

Return to Reflective Exercise
Watch the video below. Once you're finished. Click the button on the right to return to reflective exercise

[RETURN TO EXERCISE](#)

YOUTUBE



The video player shows a cartoon character with a white body, a large white 'T' on its chest, and a red cape. The character is holding a small brown dog. To the right, a larger brown and white dog is sitting. The background is green. The video title is 'Toulmin Method' and it includes 'Watch later' and 'Share' buttons.

Toulmin Method

Produced by Ricky Padilla The Toulmin method is a tool for analyzing and crafting arguments developed by the philosopher Stephen Toulmin. To help you see all...

[VIEW ON YOUTUBE >](#)

Delivering the Transition Programme - Challenges

- Short time for redevelopment
- Establishing connection with students
- Building a sense of community

Familiarise yourself with Bloom's levels of intellectual skills using the interactive diagram below. Press the buttons for detailed information.

GCU
Glasgow Caledonian University
Diversity for the Common Good

Press the buttons to find out more about each Intellectual Skill

How do bloom's intellectual skills relate to degree level studies? Students progressing into year 2 at GCU will be supported to develop lower order thinking skills, **knowing** and **understanding**. Students progressing into year 2 at GCU will be supported to develop higher order thinking skills, **application and analysis**. This gradual progression occurs through the transition programme.

Lesson 4 of 11

Applying Critical Thinking

Critical Reading
Applying Critical Thinking

02:25

We will now focus on how to apply critical thinking into our studies. This session prepares you for a fun reflective exercise which requires an element of enquiry based

Outcomes and Student Feedback

- Increased attendance - 12% increase in attendance (1015 v. 907 in 2019)
- Increase in number of students articulating to degrees with advanced standing (853 articulating to Year 2 or Year 3 entry), 163 entering Year 1
 - 16% increase from 2019 (734 articulating students)
- Increase in percentage articulating from SIMD 40: 57% of students from lowest 40% SIMD quintile (up from 50% in 2019)
- 94% students found programme 'extremely beneficial' or 'quite beneficial'

Impact – Engagement

Zepke and Leach's *Ten Proposals for Action*:

1. Enhancing students' self-belief
2. Enable students to work autonomously, enjoy learning relationships with others and feel they are competent to achieve their own objectives
3. Recognise that teaching and teachers are central to learning
4. Create learning that is active, collaborative and fosters learning relationships
5. Create learning opportunities for students that are challenging, enriching and extend their academic abilities
6. Ensure institutional cultures are welcoming to students from diverse backgrounds
7. Invest in a variety of support services
8. Adapt to changing student expectations
9. Enable students to become active citizens
10. Enable Students to Develop their Social and Cultural Capital

Examples

- Welcoming institutional culture
- Collaborative learning relationships
- Self-belief
- Recognise that teaching and teachers are central to learning
- Signposting support
- Becoming active citizens

Moving forward

Further research:

- Other protected characteristics and inter-sectionality
- Progression, retention and success
- Sense of belonging and delivery mode

Thank You

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