

More than ticking boxes: Digital learning as a meaningful solution to policy and procedure

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Context: New Academic Progression Policy

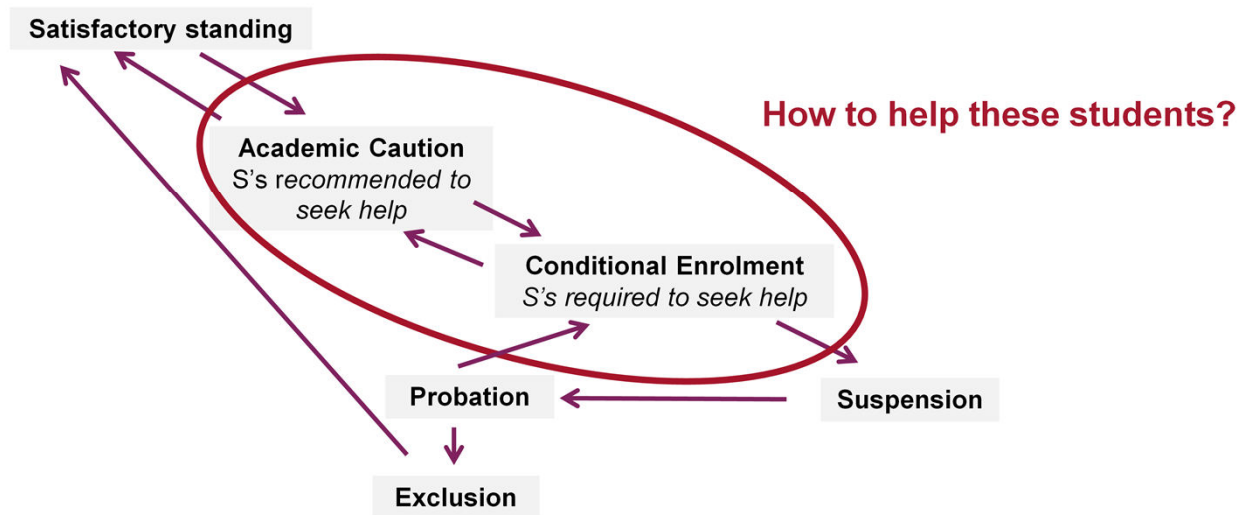


HOW STUDYWISE INTENSIVE CAME ABOUT

1. Academic Progression Policy & Procedure Steering Group begins operating in early 2016.
2. Following exam results – all students who are deemed to NOT be at “satisfactory standing” i.e. failing 51% of their study load will be placed on Academic Caution and told to speak to a faculty academic adviser who will refer them on to existing **help services**.
3. What **help** do others think Learning Skills Unit can provide?

Background: Academic Progression

ACADEMIC PROGRESSION PATHWAY



Source: Macquarie University Academic Progression Policy — Appendix 1: Approved by Academic senate 13/09/2016

Challenge for ALL unit

NEW POLICY VS CURRENT CAPACITY



Scale: Potentially large numbers of students seeking help from ALL staff

Timing: Peak – will overlap with Orientation/Transition activities

Content: Support must be relevant, meaningful and personalised

Budget: “Will operate within existing resources”

Solution: StudyWISE Intensive



NEW PILOT OFFERED BY LEARNING SKILLS UNIT

- **Online:** fully online module takes strain off our other services
- **Flexible structure:** allows students to do as much as needed
- **Visible:** intervention allows for future institutional reporting, tracking, justification for lifting sanctions
- **Adaptable:** can be re-purposed for other cohorts

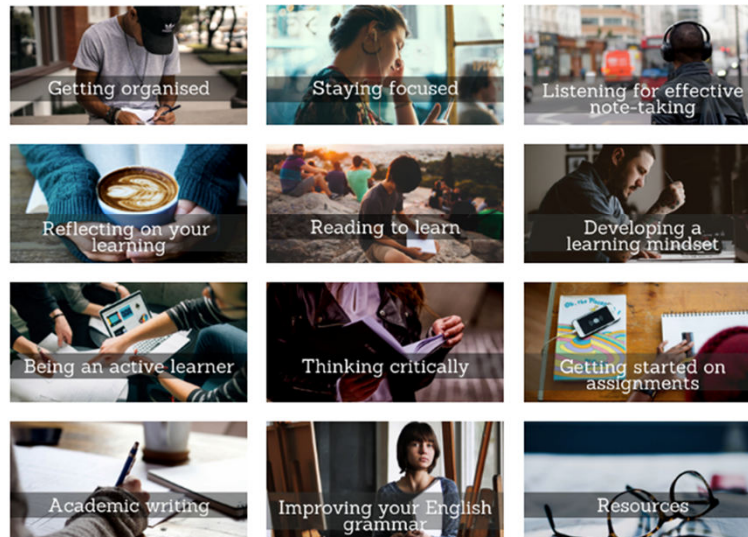


StudyWISE Intensive: Content and design

Meaningful	offers choice presents academic skills + beliefs about learning practices different types of mastery (Bloom) addresses misconceptions
Encouraging	awards certificates on completion of topic includes a variety of activities (including puzzles and games) uses supportive feedback / messaging
Scaffolded	sequenced to guide learner templates to help students work through a process
Engaging	accessibility structure visual design language (tone)

StudyWISE Intensive

TOPICS






2 Staying focused



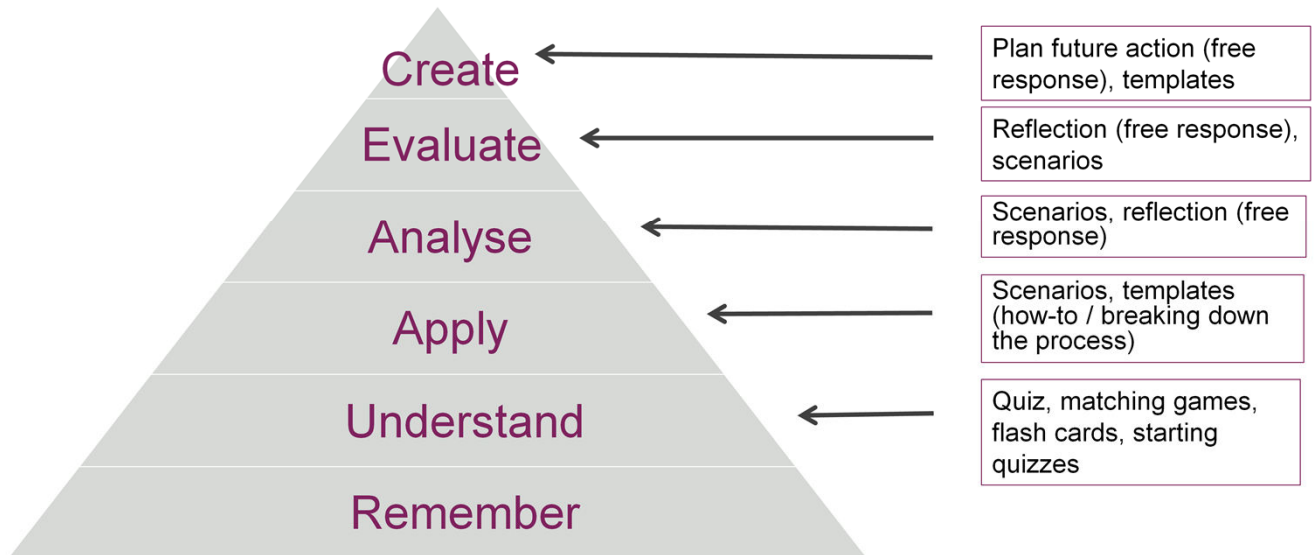
Are you good at organising your time, but still find that you are don't always get much study done? If you find it difficult to stay focused, work through the suggestions and templates in this topic to help you make the most of your study sessions.


After you've completed the activities, you'll be able to access a certificate below.

 Staying focused: Starting activity	<input type="checkbox"/>
 Learn about: Staying focused	<input checked="" type="checkbox"/>
 Staying focused: Putting it into action	<input type="checkbox"/>

Varied, meaningful activity types

DIFFERENT LEVELS OF BLOOM'S TAXONOMY





Managing the institutional process

Design a distributed ownership model



LIMIT ADDITIONAL (ADMINISTRATIVE) WORKLOAD FOR LEARNING SKILLS UNIT

Faculties can:

- decide how to use (enrol all, enrol after interview, save for Conditional Enrolment)
- activate enrolment for their students in the module
- attend training with us to be able to make referrals
- recommend topics according to individual student need
- monitor student engagement within faculty groups

Streamline existing processes to make it work



BUILDING THE RESOURCE IS NOT ENOUGH!

Learning Skills:


- created faculty groups within iLearn so faculties can manage
- alerted iLearn support to prioritise requests for enrolment
- trained faculty advisers to understand module
- wrote documentation (how to enrol, how to view student engagement & completion within faculty groups)
- fielded: questions, problems

Offer the solution to the university

LEARNING SKILLS UNIT PROPOSES TO ACADEMIC PROGRESSION WORKING PARTY

Learning Skills showcases pilot module, StudyWISE Intensive:

- module specifically addresses needs of Academic Progression students
- faculties can decide how to use with their students
- faculties can monitor student engagement



Results of the pilot: staff and student perspectives

Student engagement



... SO FAR

Usage: Peaks and troughs throughout session

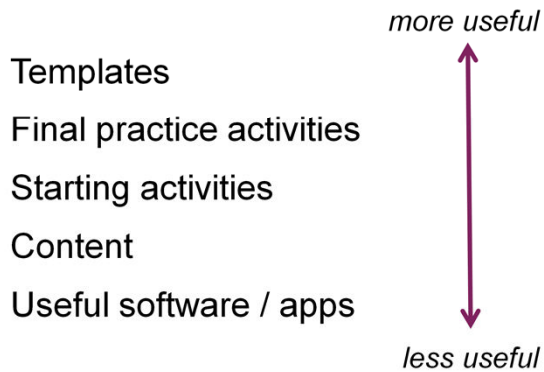
Uptake: Low (<10% of those enrolled)
(consistent with uptake of Faculty Adviser services)

Student activity



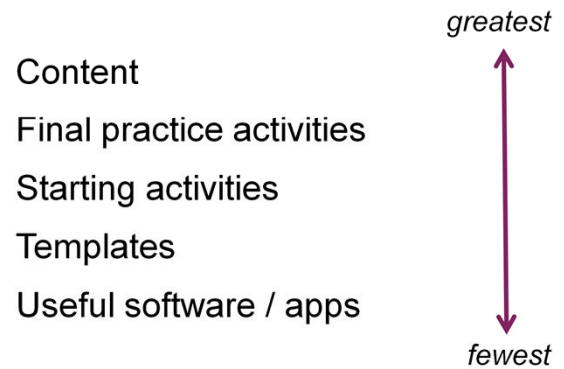
FACULTY ADVISER PERSPECTIVE VS ACTUAL USE

Faculty Advisers: Usefulness of content within each topic



Actual student activity

(page views)



Student strengths and weaknesses



FACULTY ADVISER PERSPECTIVE VS STUDENT PERSPECTIVE

What staff see as challenges for these students

Complex lives
Procrastination
Anxiety / stress
Writing / ELP
Lack of motivation

greater

↑

↓

lesser

Course content

What students say about themselves

Study skills
Time management
Practical, hands-on learning

strengths

↑

↓

challenges

Exams/ assignments
Focus / time management
Complex lives

Preferences: one-on-one help



Evaluation of pilot

Evaluation: Design and content

- To improve**
 - We may need to add wellbeing/numeracy content
 - Promote to students at key times in session
- Continue**
 - Develop and refine activities (not yet finished!)
- Going well**
 - Structure, topics do address needs identified by students
 - Clear and consistent navigation, feel
 - Well scaffolded

Evaluation: Institutional perspective



- To improve** • Access better analytics/messaging tools
- Continue** • Keep offering training for others
- Going well** • Endorsement from Academic Progression Working party and faculties love that they have something to offer
- Flexible – faculties have control to use in different ways (enrolling students, recommending to students)
- Learning Skills Unit can manage this intervention

The biggest wins...

- Helping a different cohort of students
- Developing new connections with Faculty Advisers
- Boost to our reputation: Learning Skills can solve problems rather than complain about our challenges!

Questions?