

## Inspirational session 19

Session's theme: Ways and tools of communication

Paper number: 14

Presenters: Janet Ellis, Joanne Forsyth, Ona Sumner, Joanne Timpson

Presenters' Organisation: School of Nursing, Midwifery and Social Work, University of Manchester

Session's chair: To be announced later.

Session title: Utilising Turning Point to Capture the Student Voice

Abstract:

This presentation aims to give a practical demonstration of a process piloted with September 2012 BNurs intake. Too often universities plan induction around the information that they feel students need to know rather than what the students want to know. The initiative was driven by the concept of Shared Thinking (Bowskill et al 2010), which was developed at the University of Glasgow is a model of induction, transition and reflection for communities of students.

The BNurs Induction Week Timetable for AY 2012/13 had been planned based on the traditional communication strategies but the Student Support team saw an opportunity to create an ongoing dialogue with the students. On the first day of Welcome Week interactive technology was used to elicit a list of 10 concerns from the students. They then voted for the 3 issues that were of most concern to them. There were some unexpected areas of concern and issues that we had thought would be stressors that were not primary concerns for students. On the last day of Welcome Week we reviewed the issues raised following up on those that needed clarification. We explained that in some cases we would not give a definitive answer but gave dates when relevant information would be given as part of ongoing induction. This process of eliciting current concerns will continue throughout the academic year with sessions linked to key transitions on the programme; for example assessments. The support sessions play an important role in managing student expectations and reinforce the strategy of induction not being limited to Welcome Week. This presentation will outline the motivation behind the pilot scheme, information on how it was planned and carried out, the results of the dialogue and how the scheme will influence future inductions. It will outline the positive impact we feel the pilot scheme has had on the students' experience and also the benefits of the developing dialogue to the academic and administrative staff.

Bowskill, N., Q. Cutts, et al. (2010). "Am I Alone in Thinking..?" Overcoming student concerns and isolation using a Shared Thinking approach for FIMS Induction. 3rd Annual University of Glasgow Learning and Teaching Conference. University of Glasgow.

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Session's theme: Ways and tools of communication

Paper number: 25

Presenters: Lars Grassmé Binderup, Birgitta Wallstedt

Presenters' Organisation: University of Southern Denmark

Session's chair: To be announced later.

Session title: Implementing new strategies for study introduction and First Year experience

Abstract:

Study introduction and First Year experience as part of a new strategy: Students in Focus The University of Southern Denmark (USD) is currently running a 5-year project entitled Students in Focus (6 million EUR) aimed at improving all aspects of the students' learning experience in supportive physical, social, and technical settings.

In our presentation, we will discuss how a comprehensive principle of student-centeredness governs a number of aspects from the newly adopted pedagogical principle of Active Teaching & Learning to physical learning spaces and the student bar. We will especially focus on the subproject Study start and study-supportive courses dedicated to ensuring that all students experience a smooth and inclusive introduction to student life and learning starting from creating the best match between students and study programmes in student selection procedures through a reformed strategy for study introduction and first year experience in all educational programmes.

USD has six campuses and five faculties with different educational approaches and academic traditions. Our student body is characterized by a comparatively large group of students with non-academic parental background (around 80%) as well as substantial groups of international students and students with other ethnic backgrounds than Danish.

We will especially discuss two related major challenges:

1. How to design a study introduction equally inclusive for all groups of students
2. How the principle of Active Teaching & Learning can be introduced and imbedded in the different academic traditions during the first year of study

We will also report briefly on our recent concrete experiences with reformed study introduction programmes at the Faculties of Humanities, Health and Science primarily focusing on the creation of intensive introduction modules (2-4 weeks), early assessment and feedback and tutor support during the first semester. ADDITIONAL POSTER on Active Teaching & Learning