

UP NEXT @ 15:45

READY, STEADY NO – WHO DO WE THINK THEY
ARE?

Jim Dickinson & Michelle Morgan

#SecretLife

WONKHE

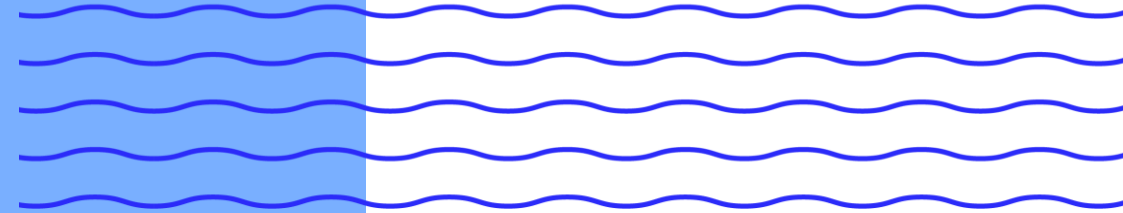
Ready, steady, NO

How do students
become students?

JIM DICKINSON | ASSOCIATE EDITOR | WONKHE

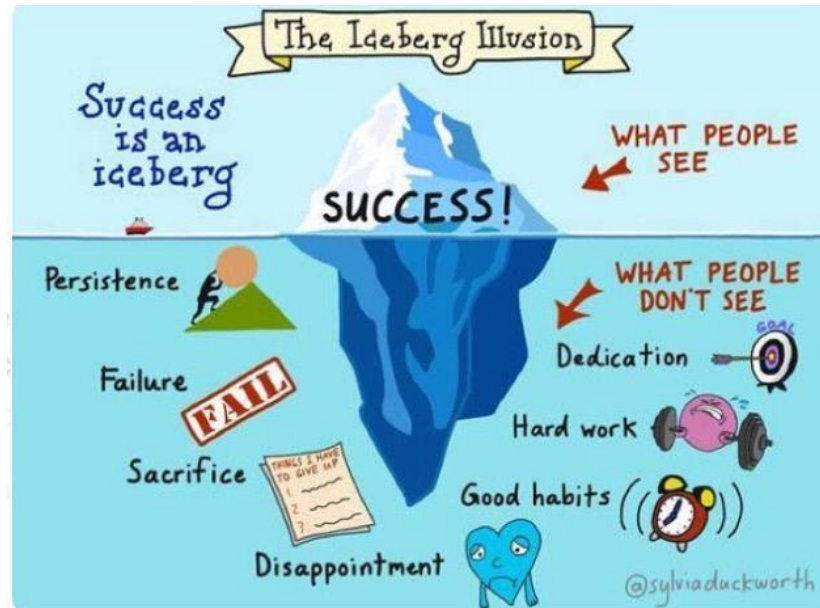
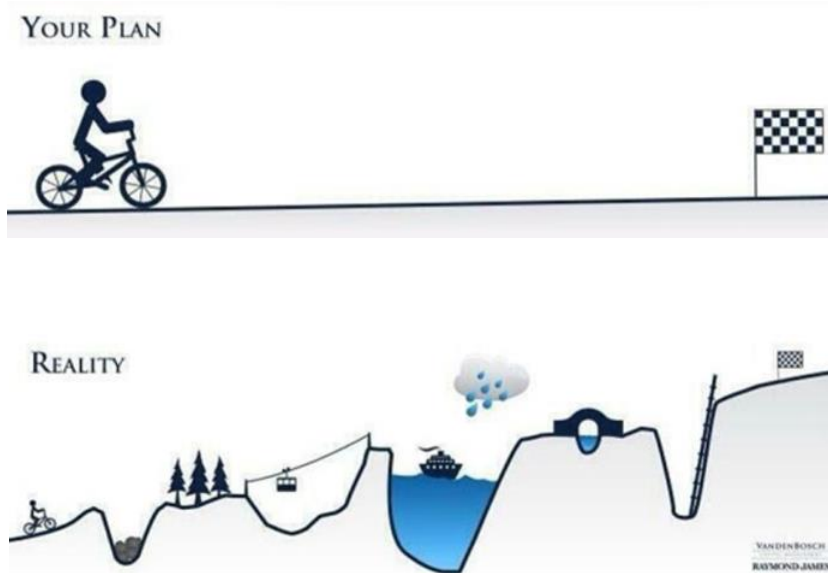
MICHELLE MORGAN | DEAN OF STUDENTS, UEL

JOHN JOE MULHERIN, STUDENT EXPERIENCE MANAGER, UEL



WONKHE

Journey



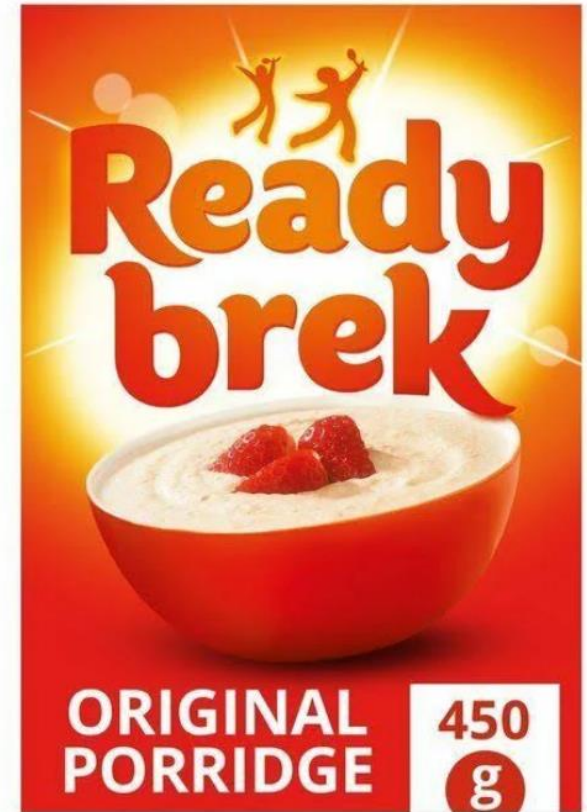
The year is 1995



WONKHE

“Readiness”

- The admissions system as a generator of “readiness” and “capability”
- Mixed with social homogeneity (at least within providers)
- Academic, social and cultural capital to cope
- Survive to thrive – welcome to the deep end!
- What doesn’t kill you makes you stronger, etc

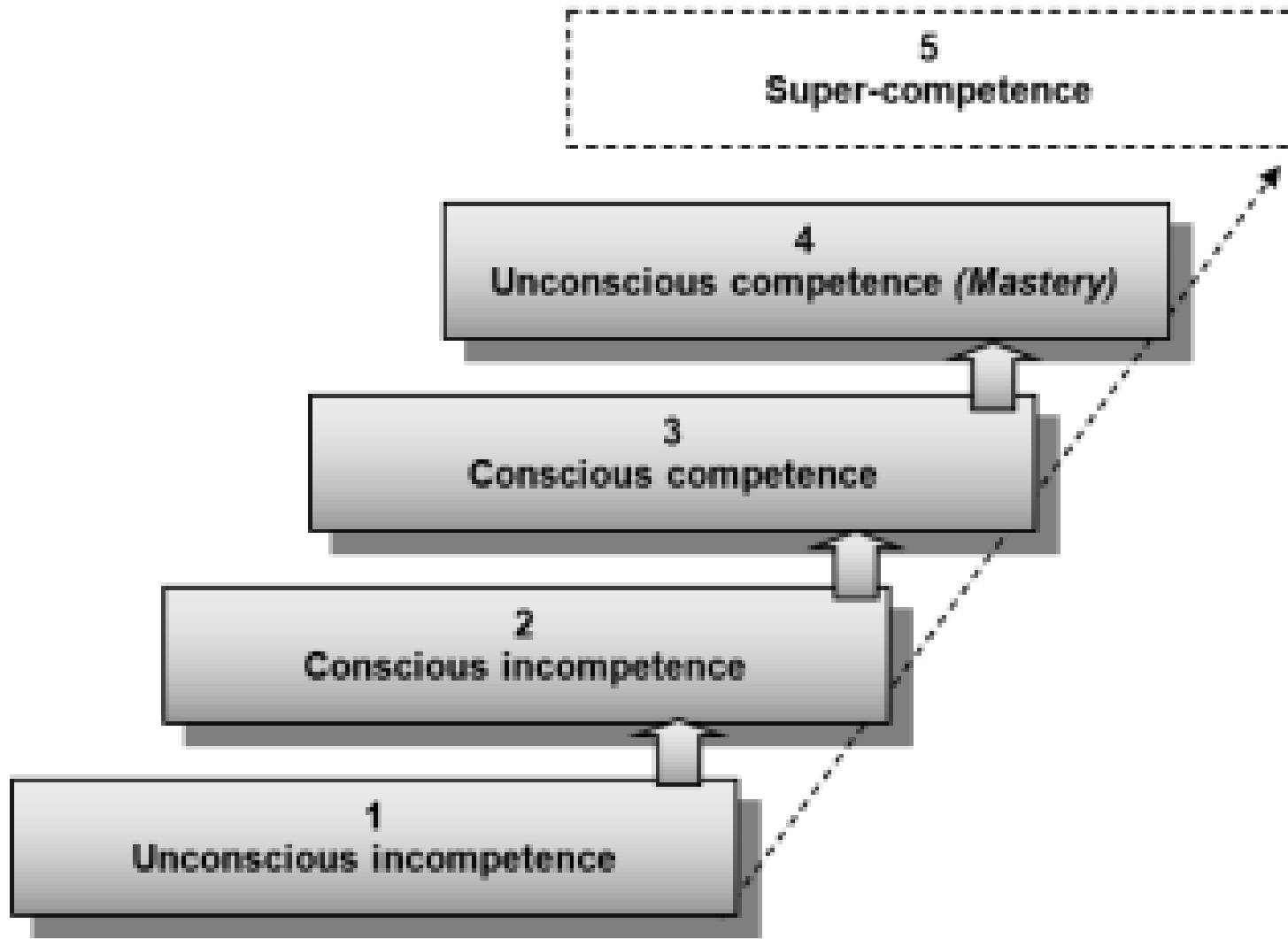


here's how to survive freshers week

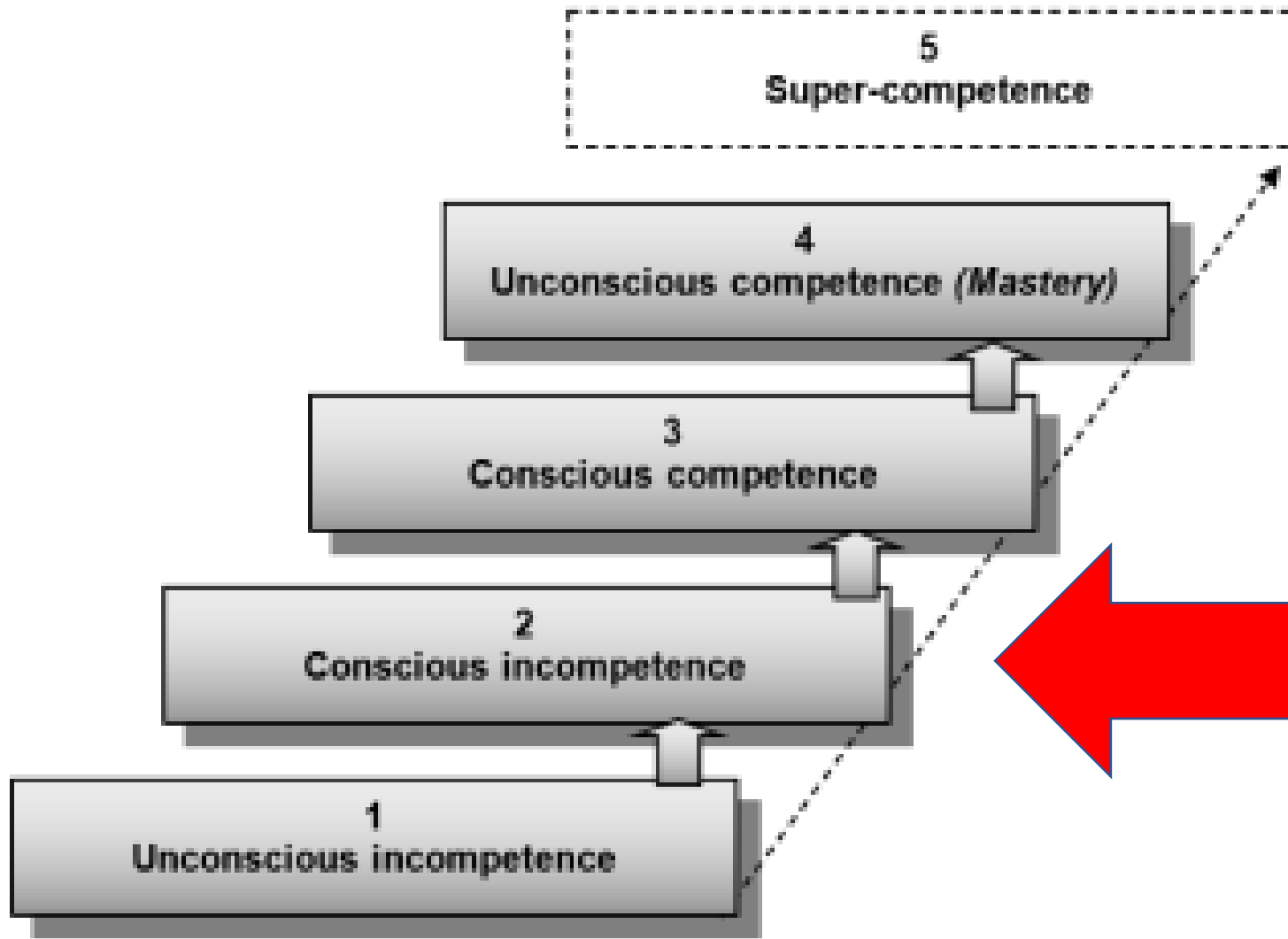
Written by: [Ava Patel](#) | Published: 04 Aug 2021 | 5 Min Reading Time



BUT



BUT



Not ready?

- More socially diverse, and more varied in their educational backgrounds.
- Recruited on the basis of potential than achievement, suggesting that we need to help them convert that potential into our frameworks of achievement.
- Environments they enrol into are much more complex than before – they're bigger, more impersonal, more expensive and more demanding.

Not ready?

- If not all of them are ready, do we apply “fixes” before they arrive?
- Are there fixes that we apply “on arrival”?
- Are both of those approaches hopeless, too universal?
- If we knew what (who) we were getting, we could adapt
- If they knew what they needed to do to become a student, they could adapt

How does HE get ready?

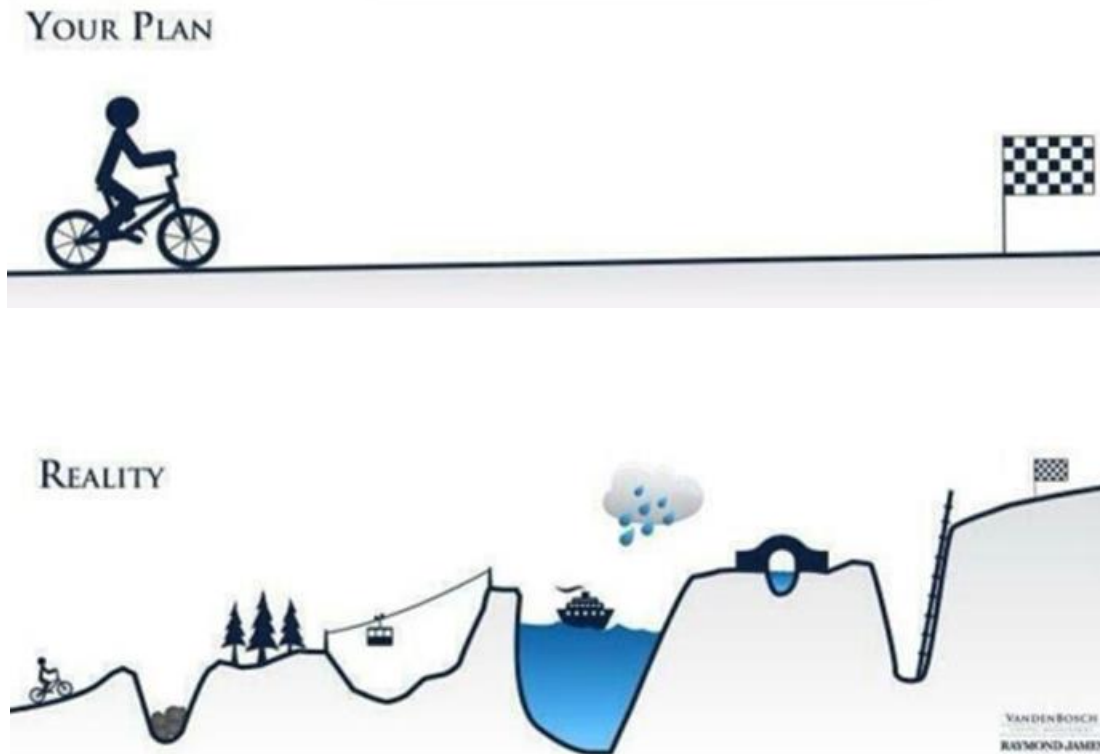
- Those engaged in teaching tend to refine and review their materials and plans to make them more up to date, and to respond to feedback.
- Those engaged in service delivery tend to refine and review their plans to tweak to make them more smooth/efficient and to respond to feedback.
- There's little evidence that there's a response to who's coming outside of megatrends and "village people" characteristics cliches.

If we could find out

What we might need to know about students, and who needs to know it before they arrive?

- Results
- https://docs.google.com/document/d/1WFtm2me4AdwZ-gm6OO6RzJfpBHq_175FFqo39AwlvCo/edit?usp=sharing

We know journey is never easy!



WHEN WILL
I GET MY
VACCINE?

WHICH
VACCINE IS
BEST?

WHEN WILL WE
REACH HERD
IMMUNITY?

ARE THE
NUMBERS
DROPPING?



RIDING THE
COVID COASTER...

Impact in 2020/21 in colleges

College Catch-up Funding and Remote Education

AoC Survey and Policy Proposal



April 2021

<https://www.aoc.co.uk/sites/default/files/Report%20-%20College%20Catch-up%20Funding%20and%20Remote%20Education%20-%20April%202021.pdf>

“The latest data from colleges paints a stark picture of the pandemic’s impact on learning for young people and adults. While colleges have worked extremely hard to keep students engaged and motivated about their education, many students, particularly those on vocational courses and on lower level courses have lost out on crucial skills development and training’.

Chief Executive of AoC, David Hughes



Teacher and Advisers Conference findings

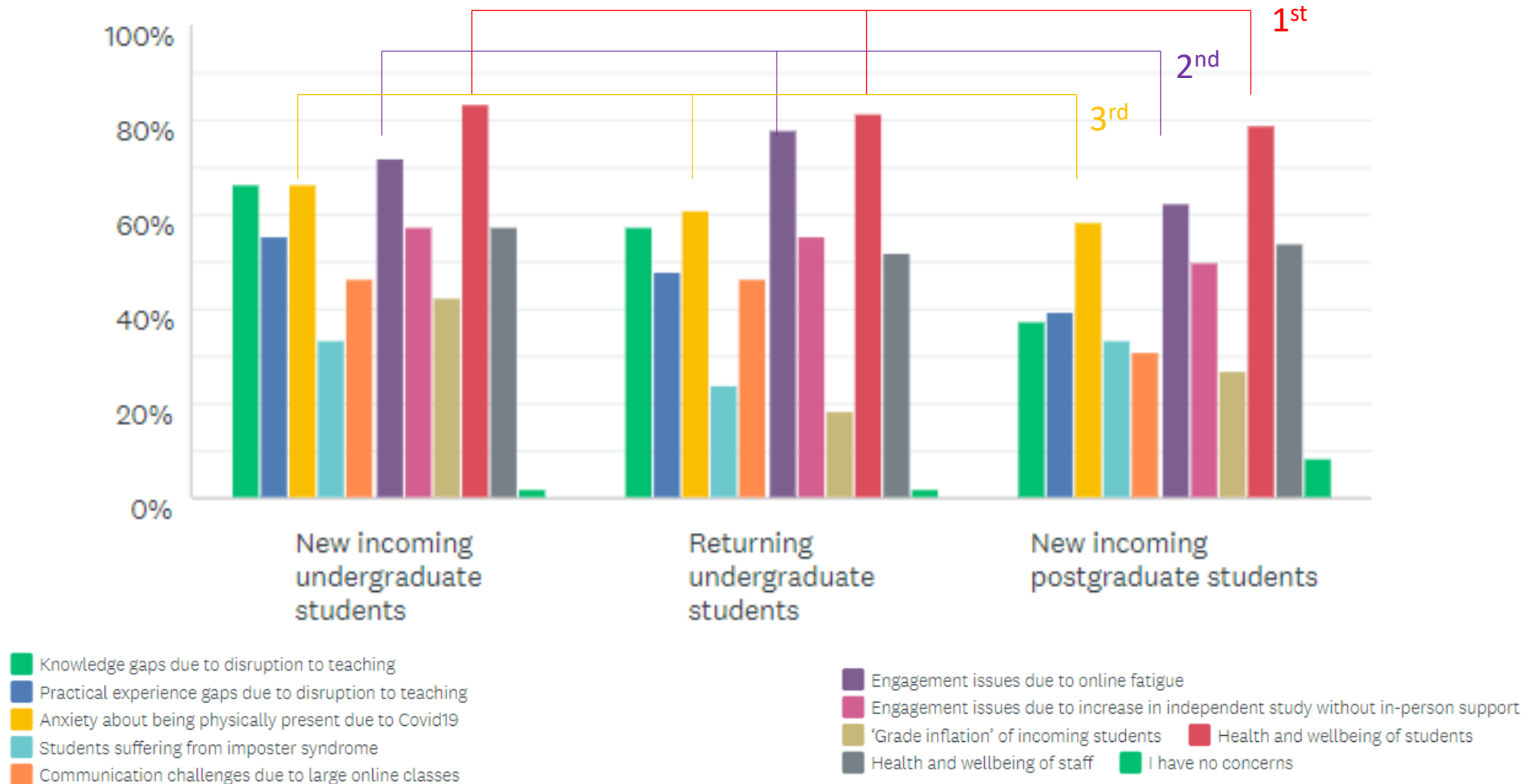
Key areas of staff concern

- Lack of engagement/social interaction with peers
- Lack of depth of information
- Gaps in knowledge
- Inability to manage study
- Impact on career path
- Mental health concerns



University staff concerns about student learning due to the pandemic (Pedagogic Conference)

(Please select all that apply for new and returning students)



Main student learning concerns by university staff

New undergraduate students

- 1) Knowledge gaps due to disruption in teaching 23.8%
- 2) Mental health and wellbeing 15.4%
- 3) Engagement issues due to online fatigue 13.6%
- 4) Communication challenges due to large classes online 11.6%
- 5) Anxiety about being physically present due to Covid19 issues 9.6%



New Postgraduate students

- 1) Mental health and wellbeing 23.9%
- 2) Engagement issues due to online fatigue 19.6%
- 3) Practical experience due to disruption to teaching 10.9%
- 4) Anxiety about being physically present due to Covid19 issues 10.9%
- 5) Knowledge gaps due to disruption in teaching 10.9%



Technical/IT issues/concerns this coming academic year by university staff

New students

- 1) Poor/intermittent WIFI 40%
- 2) No idea who to ask for help 18.2%
- 3) No safe/private space 14.5%



Returning students

- 1) Poor/intermittent WIFI 36.3%
- 2) No safe/private space 20.0%
- 3) I have no concerns 12.7%



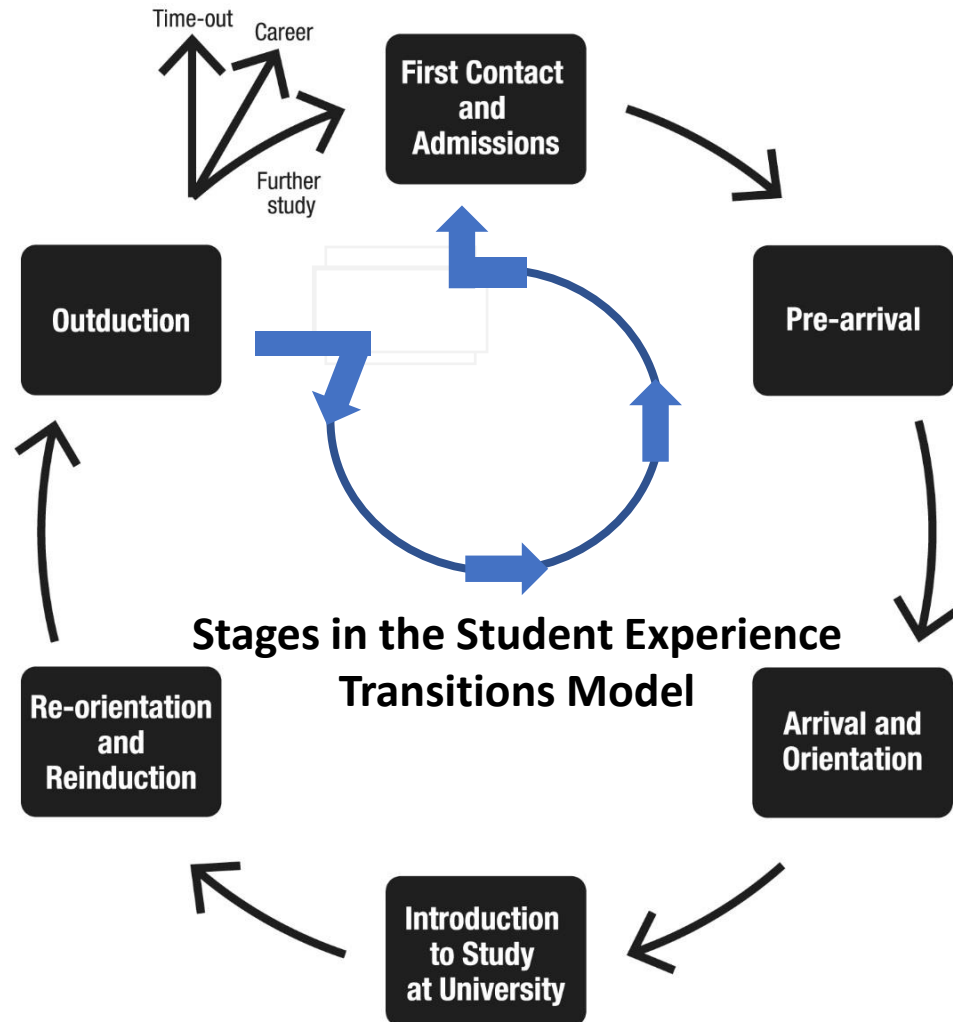
Staff

- 1) Poor/intermittent WIFI 38.2%
- 2) I have no concerns 36.4%
- 3) No safe/private space 9.2%



Insights from the Pre-arrival Academic Questionnaire

NSS
PTES
LEO
TEF



Look 'forward' not 'back'

- *Previous study qualifications*
- *Previous study experience*
- *Motivations and challenges*
- *University expectations*
- *Current learning expectations*
- *Attitudes towards study*
- *Biographical questions*

UG student concerns about starting university

Pre-Covid19 University 1 2019/20

Concern	n=1104
Coping with the level of study	54.4%
Fitting in with new class mates	45.2%
Lack of confidence about ability to study	40.9%
Getting used to moving away from home for the first time	39.3%
Lack of information about how to study at university	36.1%
Getting on with fellow students	33.2%
Concerns about getting into debt	28.4%
Sufficient funding	23.6%

During Covid19 University 2 2020/21

Concern	n=341
Concerns about Covid19 and potential lockdowns	53.5%
Studying online to start with	52.9%
Lack of information about how to study at university	44.2%
Coping with the level of study	37.1%
Fitting in with new class mates	33.0%
Lack of confidence about ability to study	30.4%
Getting used to moving away from home for the first time	26.3%
Concerns about getting into debt	22.2%
Getting on with fellow students	21.9%
Sufficient funding	15.8%

UG student concerns about starting university

University 2 September 2021/22

Concern	n=888
Coping with the level of study	48.0%
Lack of information about how to study at university	38.0%
Mental health and wellbeing	37.0%
Fitting in with new class mates	37.0%
Having to potentially start online	33.6%
Lack of confidence about ability to study	33.0%
Concerns about Covid19 and potential lockdowns	30.8%
Sufficient funding	28.0%
Concerns about knowledge gaps	28.0%

University 3 September 2021/22

Concern	n=484
Coping with the level of study	53.3%
Mental health and wellbeing	43.4%
Fitting in with new class mates	37.0%
Lack of confidence about ability to study	34.5%
Lack of information about how to study at university	34.0%
Concerns about Covid19 and potential lockdowns	30.8%
Concerns about knowledge gaps	30.2%
Having to potentially start online	25.5%
Sufficient funding	19.5%

Uni 2 37% expressed Mental Health and Wellbeing as a concern. 'Very anxious' = F 39.3% M=27.7%

'Anxious' = F 44.7% M = 45.0%



	Very confident	Confident	Not confident	Not confident at all	Unsure
Coping with the standard of work	5.0%	58.0%	21.6%	2.7%	12.8%
Getting involved in university life	13.8%	62.2%	17.4%	2.2%	4.4%
Making friends	13.3%	58.7%	18.6%	3.6%	5.8%
Managing money	11.1%	55.9%	21.4%	3.7%	8.0%
Looking for suitable accommodation (note half the sample completed after enrolment)	37.2%	51.0%	5.4%	0.5%	5.9%
Looking after my health and welfare	21.2%	60.0%	12.2%	2.9%	3.7%
Coping with travelling to university	28.5%	58.2%	9.3%	1.0%	2.9%
Coping with balancing life demands and study	8.0%	53.2%	27.4%	2.6%	8.8%

Top 3 areas lacking confidence*Coping with the standard of work**Managing money**Coping with balancing life demands and study*

- No notable generational differences
- Females noticeably less confident *coping with the standard of work*
- Males 'more confident' *looking after their health and welfare.*



PGT student concerns about starting university

Pre-Covid19 11 University 2014

Concern	n=1226
Coping with the level of study	44.2%
Difficulties in fitting study around existing work commitments	24.1%
Lack of confidence about ability to study	24.0%
Lack of sufficient funding	23.7%
Concerns about committing more time to study	23.2%
Concerns about getting into debt	20.5%
Concerns about increasing my levels of debt	17.3%
Lack of information about study opportunities	16.2%

Pre-Covid19 University 1 2019

Concern	n=336
Coping with the level of study	27.1%
Lack of confidence about ability to study	22.9%
Getting on with fellow students	19.3%
Concerns about getting into debt	16.4%
Getting used to living in a new country	16.4%
Fitting in with the university culture	15.2%
Lack of sufficient funding	12.8%
Concerns about committing more time to study	12.2%

PGT student concerns about start university

University 2 September 2021

Concern	n=190
Coping with the level of study	42.9%
Lack of information about study at this level	33.2%
Difficulties in fitting study around existing work commitments	26.6%
Concerns about Covid19 and potential lockdowns	23.9%
Having to potentially start online	23.4%
Getting used to living in a new country	19.0%
Lack of confidence about ability to study	17.9%
Fitting in with the university culture	14.1%

University 3 September 2021

Concern	n=171
Coping with the level of study	42.5%
Lack of information about study at this level	37.4%
Difficulties in fitting study around existing work commitments	30.2%
Concerns about Covid19 and potential lockdowns	28.8%
Lack of confidence about ability to study	26.6%
Having to potentially start online	22.3%
Concerns about committing more time to study	20.1%
Having a long commute to attend the course	17.3%

UG Expectation of use of support services

Pre-arrival Academic Questionnaire (PAQ)
Expectation of using university services
11 offerings



	Pre-pandemic 2019/20 University 1	During pandemic 2020/21 University 2	After lockdown 2021/22 University 2
Academic	49.0%	41.8%	45.3%
Careers and employability	47.0%	49.1%	34.5%
Sports facilities	46.4%	43.6%	44.7%
Health and wellbeing	43.7%	30.4%	42.4%
Financial advice	28.5%	26.6%	26.0%
IT	-	17.8%	16.9%
Housing advice	11.4%	9.9%	7.7%

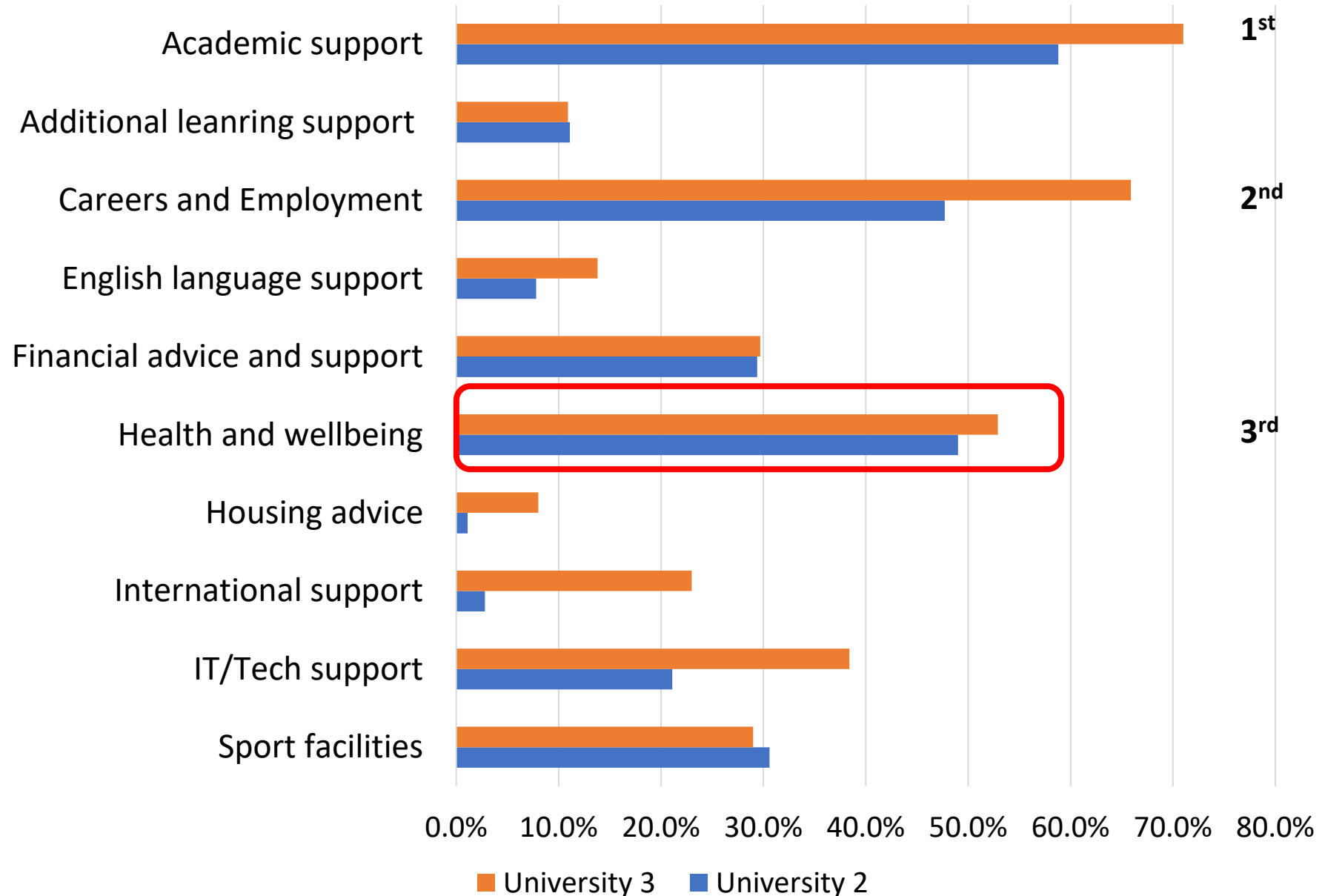
Expectation of use of support services

Expectation of using university services 11 offerings



	Pre-pandemic 2019/20 University 1 n=1104		During pandemic 2020/21 University 2 n=341		During pandemic 2021/22 University 2 n=888	
	F n=655	M n=431	F n=188	M n=153	F n=523	M n=351
Health and wellbeing	51.7%	31.7%	39.4%	19.6%	49.3%	28.2%
Academic support	54.3%	41.5%	44.6%	38.6%	47.8%	41.3%
Housing	11.7%	11.6%	8.5%	11.1%	6.3%	9.1%
Financial support	30.8%	25.3%	25.0%	28.8%	26.6%	23.6%
Sports facilities	38.6%	59.0%	30.8%	59.5%	31.0%	70.6%
Careers and employment	48.8%	44.7%	52.1%	45.1%	33.6%	38.2%

Expected use of services by postgraduates



Accessing learning material 2019/20

Undergraduate entrants

University 1 2019/20

Access to learning materials by qualification -all sources

Type of material	All	A Level n=640	BTEC/ Level 3 n=206
Handwritten notes from classes	82.7%	89.8%	68.7%
A course text book	79.2%	91.3%	52.9%
Accessing information from electronic sources outside a VLE	55.8%	57.7%	54.4%
Handout of book chapters and information	55.4%	63.4%	38.2%
Information on the school/college VLE	52.9%	49.2%	64.5%
Books in the school/college library	36.9%	35.3%	38.6%

Main source of learning material

Type of material	A Level n=640	BTEC/ Level 3 n=206
Handwritten notes from classes	26.7%	17.4%
A course text book	51.2%	23.9%
Accessing information from electronic sources outside a VLE	8.1%	23.9%
Handout of book chapters and information	47.7%	3.9%
Information on the school/college VLE	8.0%	20.8%
Books in the school/college library	0.8%	8.1%

http://www.improvingthestudentexperience.com/library/covid19/Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students-implications_of_C19.pdf
http://www.improvingthestudentexperience.com/library/covid19/Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf



Understanding the changed landscape 2020/21

<https://wonkhe.com/blogs/our-students-will-never-be-normal-again/>

Accessing learning materials in previous study University 2 2020/21

54% were not required to continue studying after March lockdown (62.3% A Level and 36.2% BTEC/Lev 3)

Undergraduate	Prior to lockdown <i>All sources</i>	Prior to lockdown <i>Main source</i>	Post lockdown <i>All sources</i>	Post lockdown <i>All sources</i>
Handwritten notes	74.3%	27.6%	64.5%	20.3%
Course handbook	65.3%	27.6%	54.8%	16.5%
Info outside of VLE	54.7%	18.7%	66.1%	24.5%
Handouts from books	45.3%	5.0%	30.6%	4.9%
Info on the school VLE	46.2%	18.5%	79.0%	32.6%
Books in the library	27.8%	2.6%	8.1%	1.2%

<https://wonkhe.com/wp-content/wonkhe-uploads/2021/02/LBU-PAQversion-final-160221.pdf>



UG study expectations

Aggregate sample

Contact hours per week

5-10	31.7%
11-20	31.2%

Independent study hours per week

5-10	26.0%
11-20	41.3%

University 1 2019/20

Hours	Contact hours			Independent hours		
	UK	EU	OS	UK	EU	OS
1-4	6.2%	11.3%	6.3%	1.7%	1.9%	2.1%
5-10	31.8%	18.9%	45.8%	25.7%	28.3%	29.2%
11-20	31.5%	41.5%	14.6%	41.8%	32.1%	41.7%
21 +	2.3%	1.9%	-	12.3%	17.9%	12.5%
Unsure	28.4%	26.4%	33.3%	18.5%	20.8%	14.6%

University 2 2021/22

Hours	Contact hours			Independent hours		
	UK	EU	OS	UK	EU	OS
1-4	7.1%	25.0%	0.0%	3.7%	12.5%	12.5%
5-10	33.8%	12.5%	25.0%	32.7%	37.5%	29.2%
11-20	23.8%	25.0%	33.3%	35.3%	37.5%	29.2%
21 +	4.0%	0.0%	12.5%	8.6%	0.0%	12.5%
Unsure	31.3%	37.5%	29.2%	19.4%	12.5%	16.6%



UG study and assessment preferences

	University 1 2019/20 n=1104	University 2 2020/21	University 2 2021/22	University 3 2021/22
I prefer undertaking group based assessments	13.2%	17.0%	10.3%	8.7%
I prefer undertaking individual assessments	34.8%	31.0%	35.6%	37.5%
I prefer exams	2.5%	1.8%	3.1%	1.6%
I prefer a mix of exams and individual/group assessments	42.1%	41.8%	40.8%	41.9%
Unsure	7.0%	8.5%	10.3%	10.3%

Accommodation

University 1 2019/20

Type of accommodation	Male	Female	A-level	BTEC/ Lev 3
Staying at home and attending University	12.8%	22.3%	13.2%	29.9%
Staying local but moving into university accommodation	11.9%	5.9%	9.7%	6.8%
Staying local and moving into private rented accommodation	2.9%	2.2%	1.7%	2.0%
Moving into the area and into university accommodation	64.7%	62.3%	70.4%	54.6%
Moving to the area and into private rented accommodation	7.2%	6.4%	5.1%	6.0%

Accommodation

University 1 2019/20

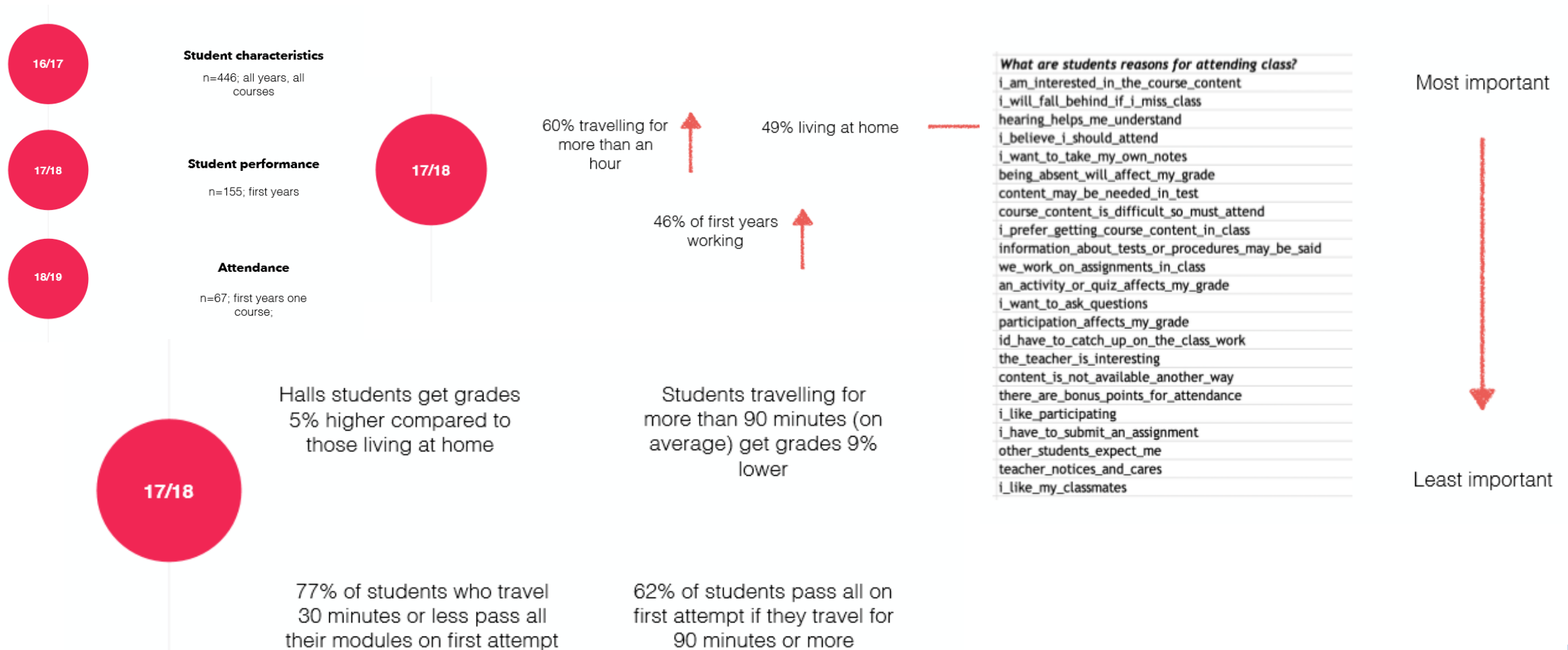
Type of accommodation	Aggregate	UK n=1003	EU n=53	OS n=48
Staying at home and attending University	19.3% 213	19.7% 198	3.8% 2	8.3% 4
Staying local but moving into university accommodation	8.2% 91	8.5% 85	5.7% 3	6.3% 3
Staying local and moving into private rented accommodation	2.4% 27	2.0% 2	9.4% 5	4.2% 2
Moving into the area and into university accommodation	63.2% 698	63.8% 640	60.4% 32	54.2% 26
Moving to the area and into private rented accommodation	6.8% 75	5.5% 55	18.9% 10	20.8% 10
Other	0.8% 9	0.5% 5	1.9% 1	6.3% 3

Remember- it's 'time' travelled not 'distance' travelled that is important when defining a commuter student



Impact on engagement and attainment

- Avery et al., 2019 (B.Avery@kingston.ac.uk)



Final exercise

“Becoming a student”

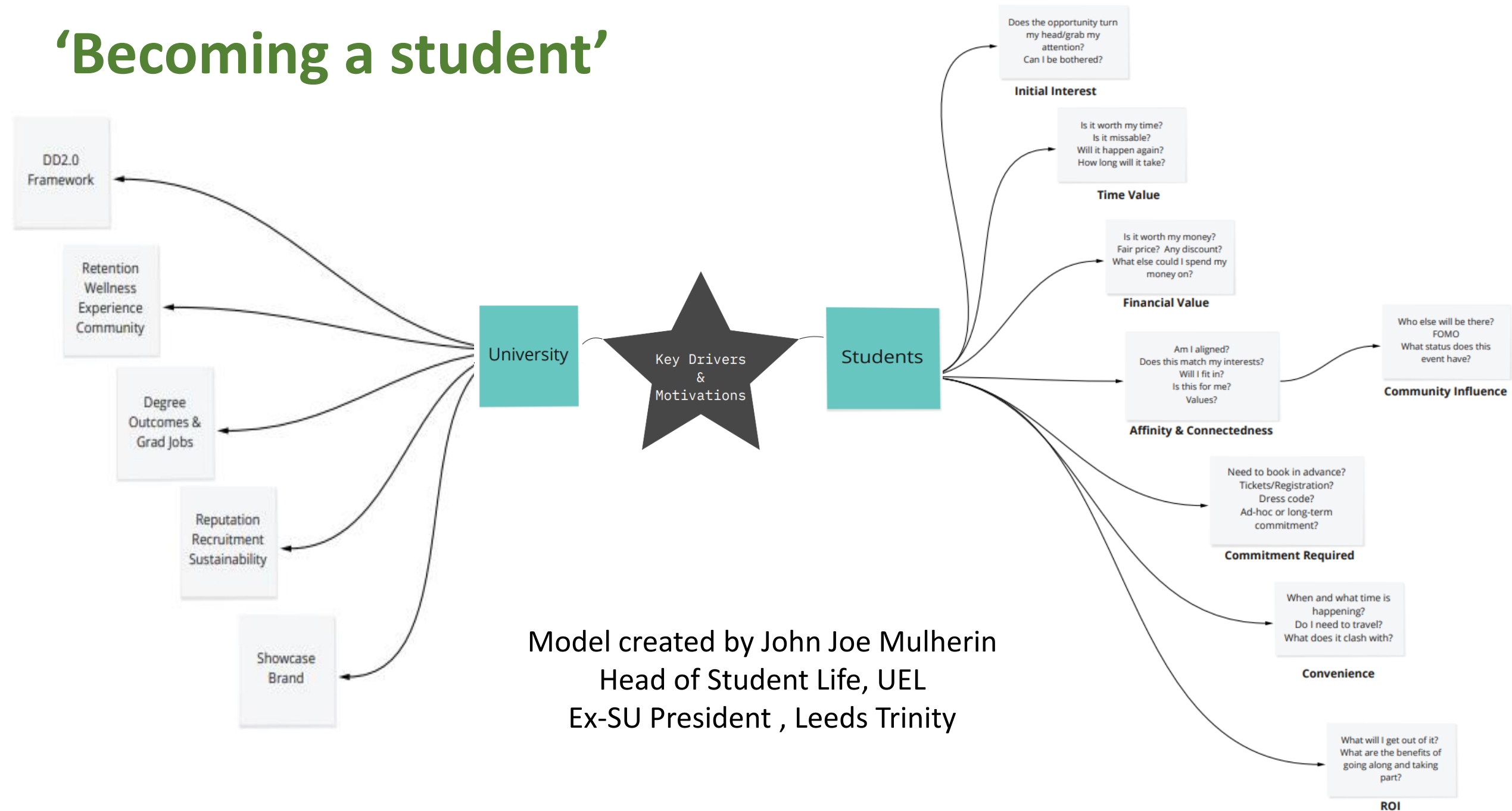
Expectations and engagement
are shaped by:

- Previous experiences
- Background
- Personal circumstances

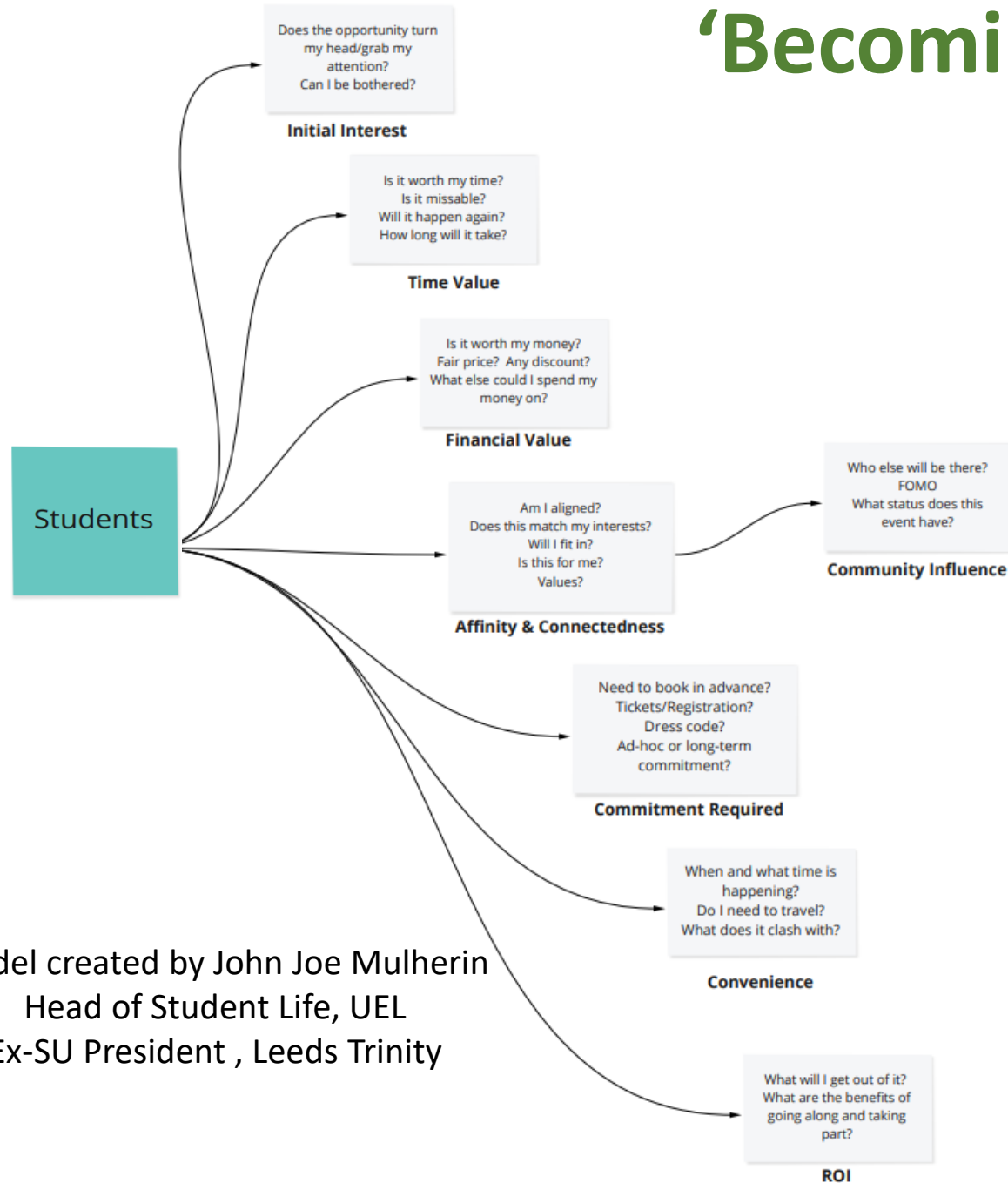
**YOU DON'T
KNOW WHAT YOU
DON'T KNOW**

SOCRATES

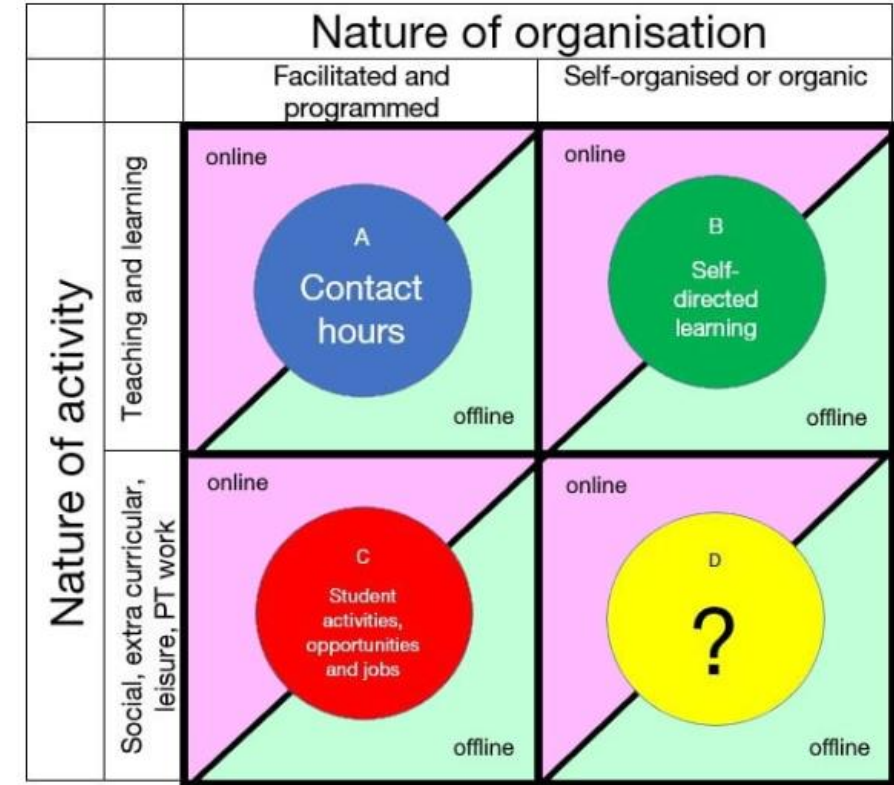
'Becoming a student'



'Becoming a student'



Model created by John Joe Mulherin
Head of Student Life, UEL
Ex-SU President , Leeds Trinity



https://wonkhe.com/blogs-sus/what-are-students-going-to-do-with-their-time/?doing_wp_cron=1594200689.6051518917083740234375

Model created by Jim Dickinson
Wonkhe amongst other key roles

Supporting the progression, retention, and success of students

- **Identify the prior learning experiences** of our students, whether new or returning to inform planning and support.
- **Recognise how pre-university qualifications were achieved** and summatively assessed during this period and bridge any gaps in students' assessment experiences accordingly.
- Provide targeted and scaffolded support to **bridge the skill differences** for all students.
- **Avoid a one-size-fits-all approach** to learning and support, acknowledging diverse experiences.
- **Avoid overwhelming new and returning students** within the first two weeks with excessive information. Returners may feel like new students all over again when they return to campus.
- **Build in an effective introduction (for new students) and reinduction (for returners)** across the first semester or term on how to practice being effective students at their new level of study.
- Think about **the 3 Ts of student information**: Type of information needed, appropriate Targeting and Timeliness.
- At all times, remember the **importance of compassion for students and colleagues** for whom this episode has been gruelling and challenging, making allowances for honourable exceptions from time to time, while still maintaining standards.



Real stories, real lives, real student role models

Ambassador (International Master's student)

I am a masters student studying Engineering management . I am an international student. I am the first person in my family to go to university. My parents were really supportive in encouraging me to go. I am their only child so they really miss me. I am paying £12K in fees and I got a £2k scholarship. However, I couldn't afford to stay in accommodation close to the university so I went to live with my cousin who lives in Wembley. When I came in September, I had to stay for 10 days in isolation. I had to book a £100 C19 test kit on day 2 and 8. Being in isolation I felt very alone. I regularly called them to make me happy and not lonely. Before this, I had never been to the UK or anyone else. It was exciting but also scary for the first couple of weeks. I didn't know anyone apart from my cousin. I am naturally a shy person when not talking in my first language. I left isolation and went to live with my cousin who is single and lives by himself. I used google to get to the university.



When I got to the uni, I was really confused because I didn't know where to go. I had attended an online welcome week webinar but that really didn't help me with getting to the university. I really struggled with enrolment so went to the Hub who really helped. It took me 1 month to finally fully enrol. I applied to be an ambassador before I even started the course in September. I really wanted to improve my English and get my confidence up speaking in a second language. It has really helped and I have made friends. When I had to come to the UK, I had to arrive within a certain period. The air fares during this period substantially increased so this is money I had to find on top of everything. When I was in Covid19 isolation, I was just thinking about getting through the period and how I would cope. So I had to be careful and take actions to not get sick.



My studies are going well. When I arrived on the first day, I went to the wrong room. So it wasn't the best start. On my course, there are many Indian students so I can socialise easily and make friends. They are living with family near where I live. It is the cheapest way to do it. The challenge is that it takes 1.5 hours to travel to the university from home. As an ambassador, I need to get onto campus at 8am which means I have to be up at 5.30am and on the train by 6.30 to get here in time. I don't like being late and I try to be on time but it isn't always possible. I see the challenges facing other new students so if I can help them in anyway I will. The worry about not fully enrolling, getting the status letter to allow us to get a job and open a bank account in the UK is really stressful. It took 1 month to open a bank account in the UK. And you cant find a job without the status letter. I am really excited to visiting the UK because it is a different atmosphere and environment, I am looking for a new opportunity here. I might stay if I get a good opportunity here.



Resources

FIND SUPPORT ABOUT GET INVOLVED NEWS AND PUBLICATIONS SUPPORT US

Student Space

Student Space is here to make it easier for you to find the support you need during the coronavirus pandemic.

Men's Mental Health

Conversations, stories and interviews on the topic of men's mental health, hosted by a group of male students.

The Wellbeing Thesis

An all-inclusive informational website for **postgraduate research students** to support and maintain good mental wellbeing.

Transition into university

Two guides that you can reach for when you need information or could use some tips on university life.

Starting university

We've gathered lots of tips and resources to help you with the transition (back) to university!

Exam stress

We're here to help with this guide full of tips on dealing with exam stress.

LGBTQ+

We have gathered lots of tips and information from university professionals and graduates for this LGBTQ+ resource.

Looking after your mental wellbeing

We all have mental health and we can all take small steps in our everyday lives to look after our mental wellbeing.

Year abroad

Some ideas and tips on preparing for your year abroad including making sure that you have a support network.

Student finance

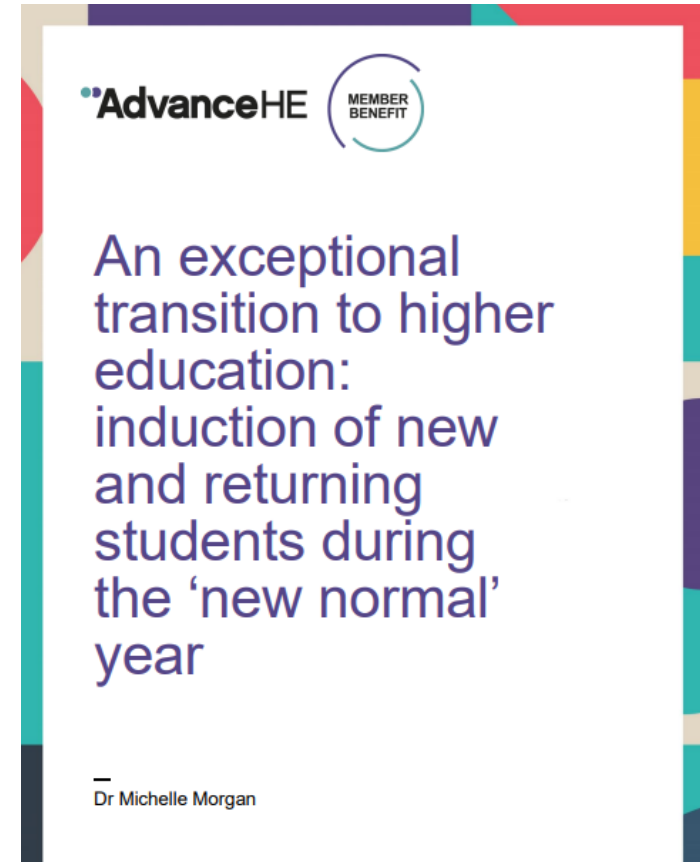
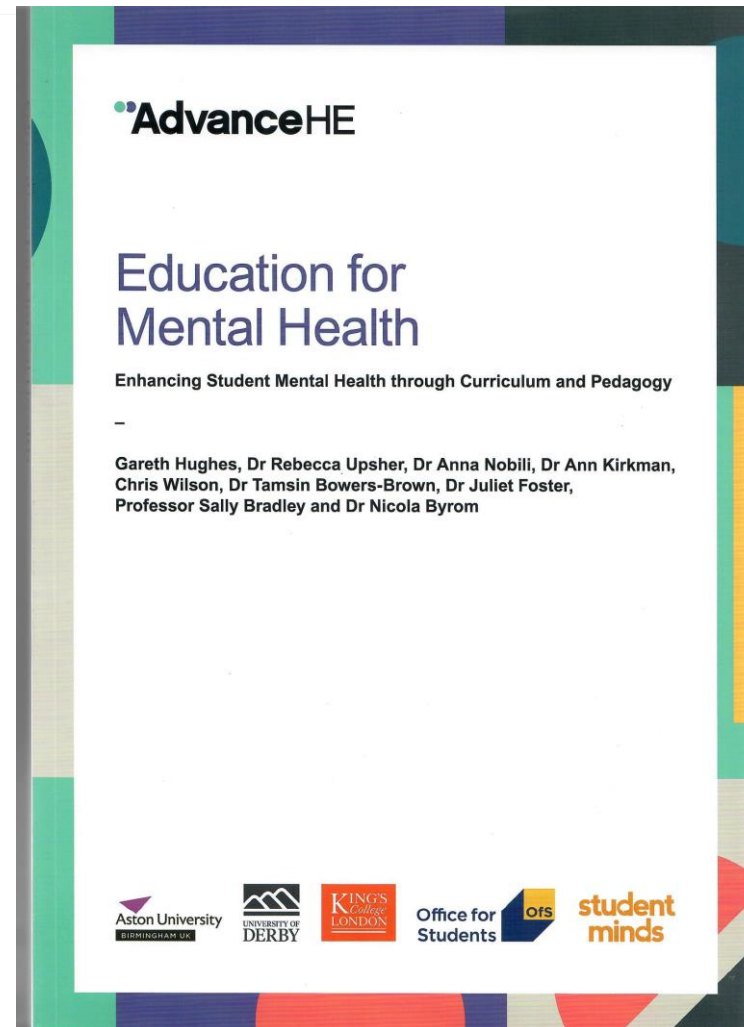
You might find that you feel isolated or anxious about your ability to manage your finances. Read on for tips on managing finances and where to look for support.

Support through a family health crisis

Hope have created a guide for university students who support family members, written by young people, which offers tips for students in similar situations.

Coping with Student Life

In 2016 we were commissioned by the charity Mind to write a 'Coping with Student Life' resource for their website. You'll find information in here for students with a pre-existing mental illness about things to consider in moving to university, picking the accommodation and type of university that's right for you, how to ensure your transfer of support or treatment is as smooth as possible, and what to do if you become unwell during your studies.



<https://studentspace.org.uk/>

<https://www.advance-he.ac.uk/teaching-and-learning/curricula-development/education-mental-health-toolkit#ToolkitOverview>

The University Mental Health Charter

Authors: Gareth Hughes & Leigh Spanner

Please cite as: Hughes, G. & Spanner, L. (2019).
The University Mental Health Charter. Leeds: Student Minds

An initiative by
**student
minds**



Domain 1 Learn

Transition into university Learning, teaching and assessment.
Progression

Domain 2 Support

Support services Risk External partnerships and pathways.
Information sharin.

Domain 3 Work

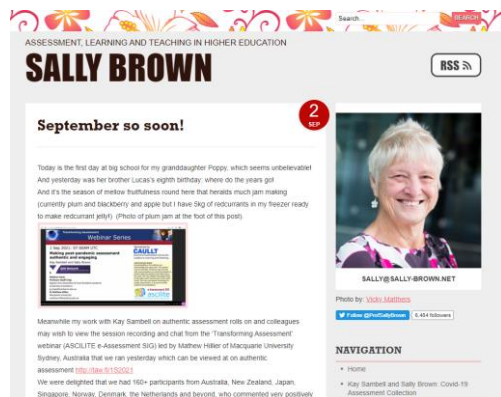
Staff wellbeing Staff development.

Domain 4 Live

Proactive interventions and a mentally healthy environment.
Residential accommodation. Social integration and belonging.
Physical environment .

Enabling Themes

Leadership, strategy and policy student voice and participation. Cohesiveness of support across the provider.
Inclusivity and intersectional mental health research, innovation and dissemination.



<https://sally-brown.net/>



<http://www.improvingthestudentexperience.com/>



2021 EDUCAUSE Horizon Report® | Teaching and Learning Edition

Monday, April 26, 2021 Briefs, Case Studies, Papers, Reports

Sources(s): EDUCAUSE Publications
Collection(s): Horizon Report

Artificial Intelligence (AI), Badges and Credentialing, Hybrid Learning, Budgets, COVID-19, Faculty Development, Future of Higher Education, Higher Education Transformation, Instructional Technologies, IT Funding, IT Workforce Development, Learning Analytics, Mental Health and Wellness, New Models, Online Course Development Planning, Online Learning, Online Teaching Strategies, Open Educational Resources (OER), Teaching and Learning, Working Remotely

<https://library.educause.edu/resources/2021/4/2021-educause-horizon-report-teaching-and-learning-edition>

Resources



<https://www.advance-he.ac.uk/>

Innovating Pedagogy



Innovating Pedagogy 2021

Posted on January 5, 2021 by David Subotnik

Read our latest report in our annual series exploring new forms of teaching, learning and assessment. The reports are intended for teachers, trainers, policy makers, education consultants, academics, students, researchers, instructional designers, educational software developers – and indeed for anyone who is interested in pedagogical innovation and how education is changing.

Download the report: [Innovating Pedagogy 2021](#)

<http://www.open.ac.uk/blogs/innovating/>

ASSOCIATION FOR LEARNING TECHNOLOGY » Welcome to our community

HOME NEWS GET CONNECTED MEMBERSHIP SMALL GROUPS EVENTS PUBLICATIONS ABOUT ALT CONTACT

Highlights

Stay updated



Keep informed about events, opportunities and what's happening in the community. Subscribe

Ethical Framework for Learning Technology Explore the framework, find out more

Resources for Virtual Learning Technology (VLT)

Community Resources

From March 2020 to June 2021, this page was regularly updated to collate resources and provide support for ALT Members and the wider community. We continue to run regular expert webinars and the Members Directory. We also champion the Open COVID Pledge for Education.

• **Expert webinars:** see our [event listings](#) for what's coming up.
• **Members Directory:** a directory of consultants and commercial services, connecting those who have expertise with those who need additional input. You can [add yourself to the directory](#) here and across the full list [here](#).

Recent additions

• **Videos, resources and a special COVID collection of materials** are now available from ALT's Online Winter Conference;
• **Blended and Online Learning Design Course** on FutureLearn
• **Knowledge Community of Practice for Vocational Education and Training**

Online pivot

• **Move to Online Learning: 12 Key Ideas** - A reflection on the lessons of the last eight weeks of helping people think about teaching online.



Higher Education Policy Institute

Phil Race

Assessment, learning and teaching in higher education

A better 2021?

26th January 2021

Last year was unprecedented?

Here's wishing you a much better one for 2021. For me, last year also had the pain leading the replacement hip this month, so not much sitting at a computer – but now I'm back again.

Still thinking – and a great deal to ponder about learning and assessment in particular. Are we heading in better directions at last in higher education? Waiting, watching and hoping.

[f](#) [t](#) [in](#) [+](#)



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phil@phil-race.co.uk

<https://phil-race.co.uk/>



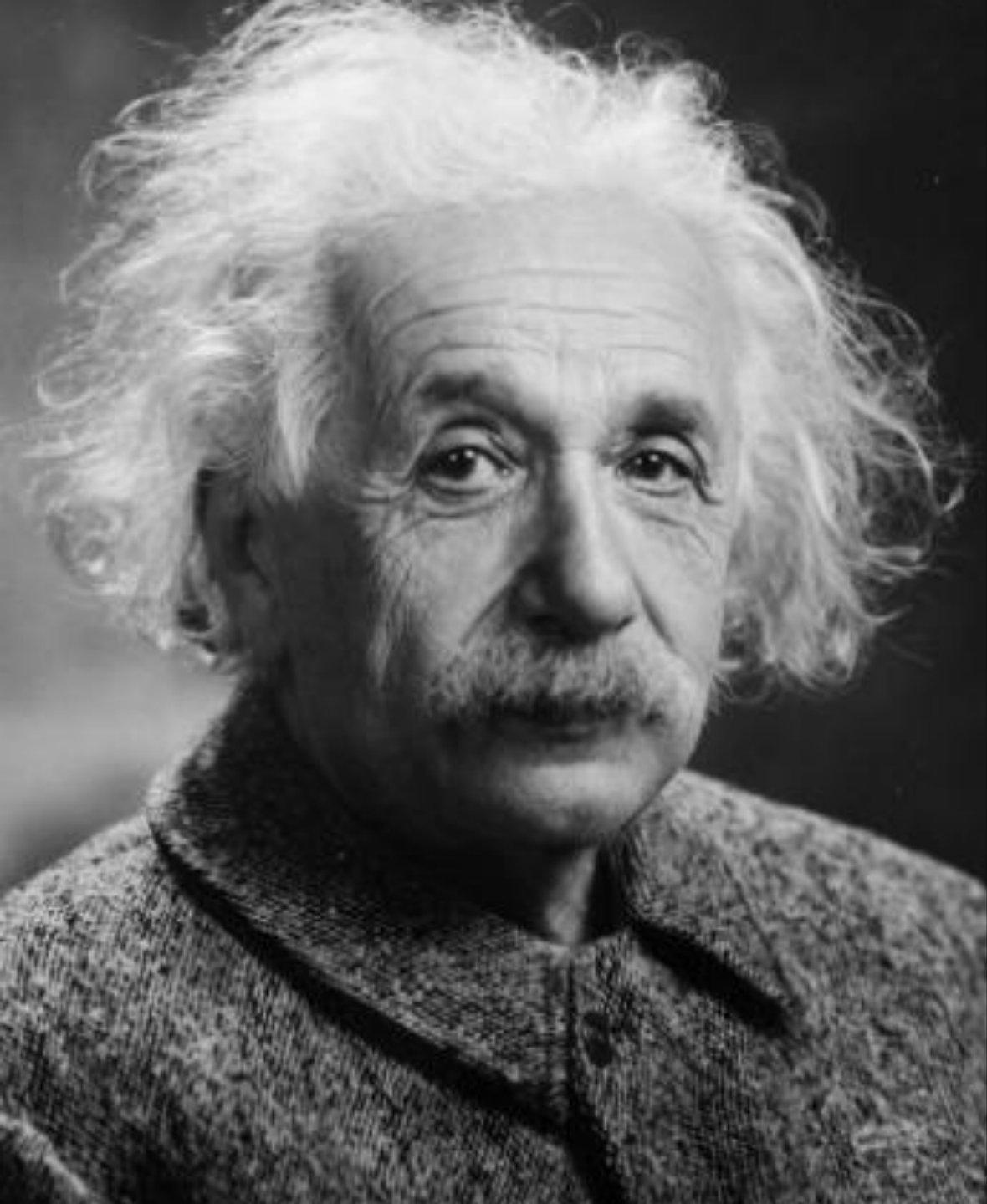
<https://www.smarten.org.uk/>



<https://www.jisc.ac.uk/>

<https://www.alt.ac.uk/communityResources>





We can't solve
problems by using
the same kind of
thinking we used
when we created
them.

~ Albert Einstein

Thank you for listening

Any questions?

Dr Michelle Morgan

mgmorgan8@hotmail.com

Author and Editor of www.improvingthestudentexperience.com

Creator of the Student Experience Transitions Model

Editor and Contributor to *Improving the Student Experience-A practical guide for universities and colleges* (Routledge, 2012) and *Supporting Student Diversity in Higher Education* (Routledge, 2013)

Most recent publications:

Morgan, M. (2020) *Financial concerns and working intentions of incoming Level 4 students -The potential implications for applicants and students in 2020/21 due to Covid19*. Available online at: http://www.improvingthestudentexperience.com/library/covid19/Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students-_implications_of_C19.pdf

Morgan, M. (2020) *Bridging the gap between secondary and tertiary education*. Available online at: http://www.improvingthestudentexperience.com/library/UG_documents/Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf

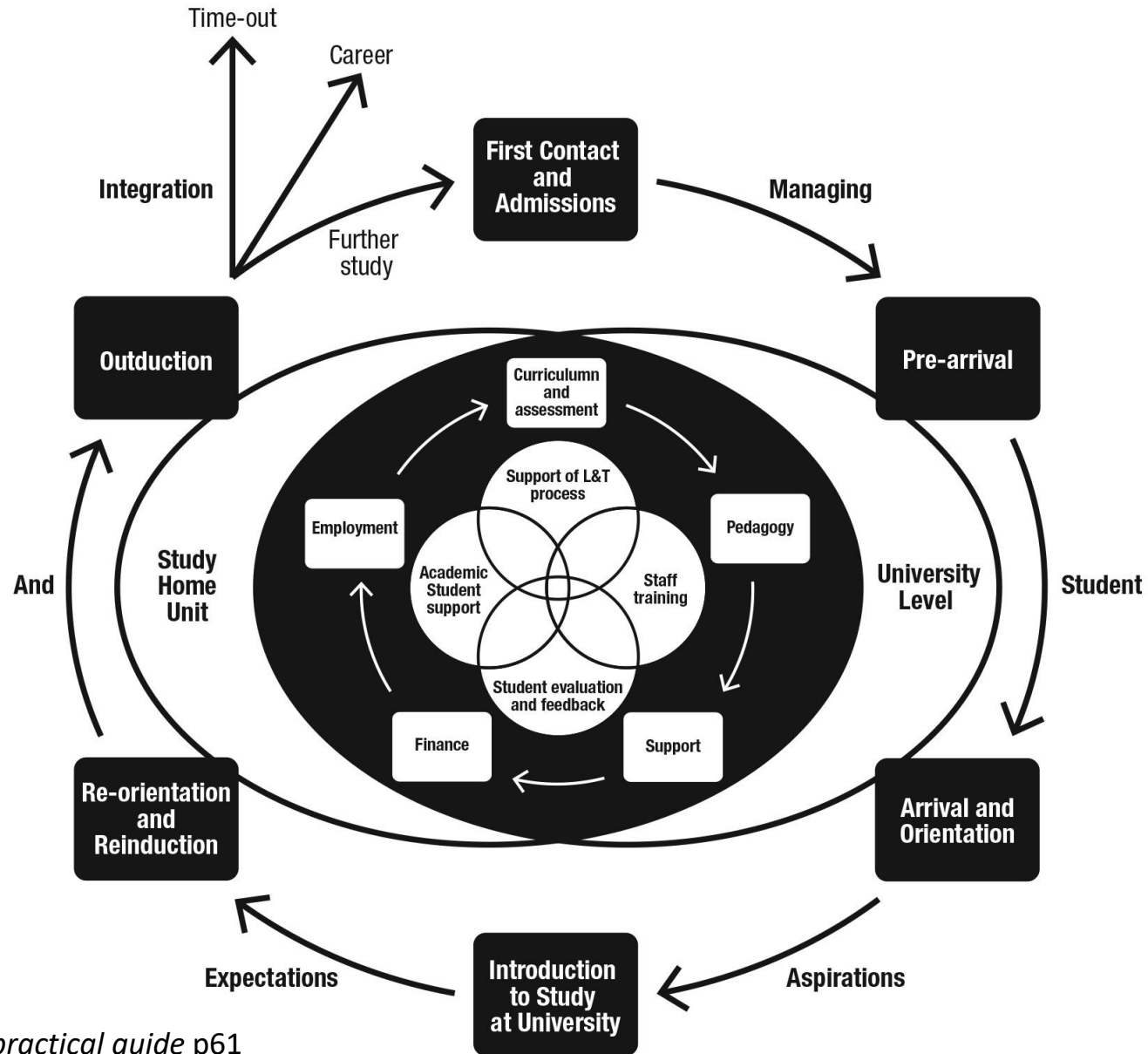
Morgan, M. (2018) *Fostering engagement in higher education of all stakeholders in the delivery of a high quality student experience: PhD by Publication*, Bournemouth: Bournemouth University

Morgan, M. and Direito, I. (2016) *Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers*.

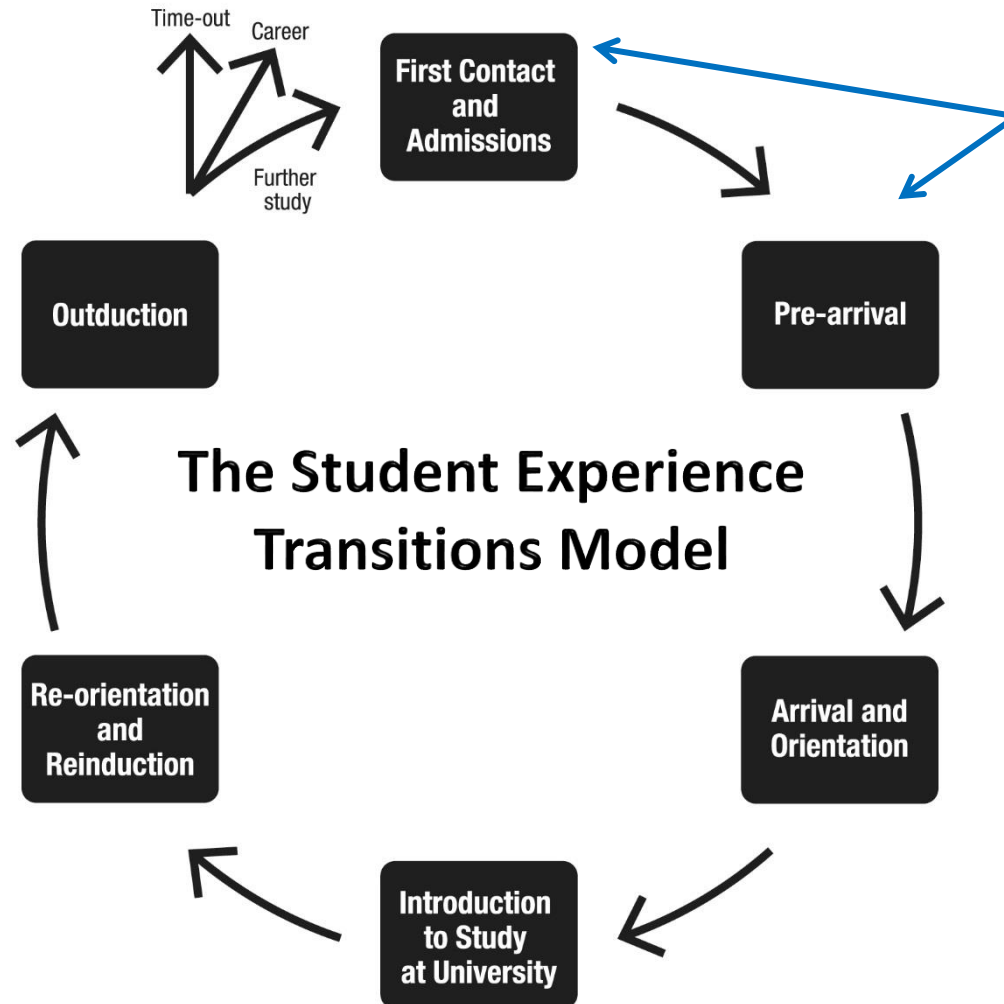
Available at: http://www.improvingthestudentexperience.com/library/PG_documents/Postgraduate_Experience_Report_Final.pdf



The Student Experience Transitions Model



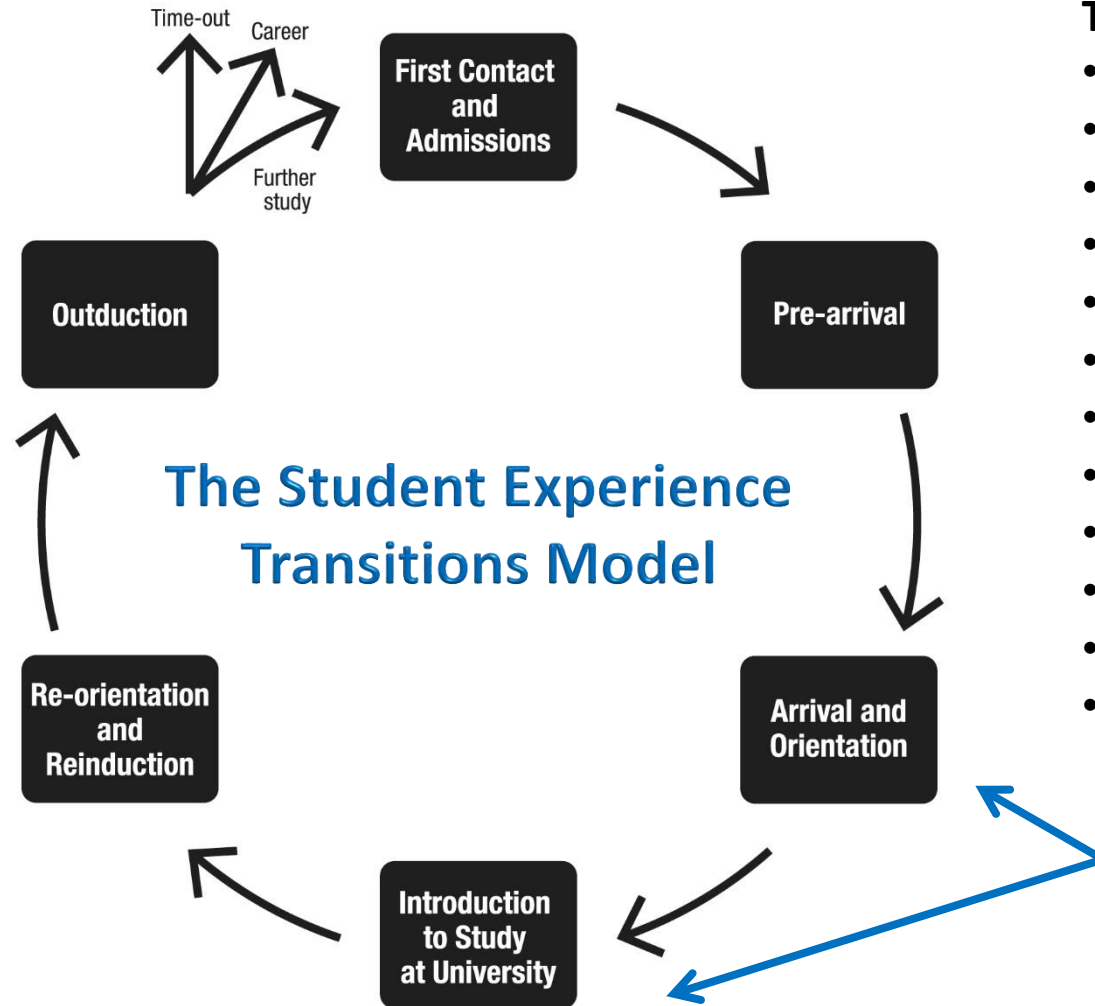
What are the key pinch points for an undergraduate student?



Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Worrying about not fitting in
- Finding accommodation
- Sorting out financial issues
- Undertaking pre-enrolment
- Will applicants want to come in a Covid19 world?
- Will they want to defer?
- Retake pre-entry exams?

Key undergraduate pinch points



The first year

- Learning how to study in HE
- Learning how to live with strangers
- Coping with independence
- Transitions issues- personal, finance, balancing workloads
- Wobble week (3-6)
- First formal feedback
- Placement activity for courses in the first year
- Coming back after the Xmas break
- Exams and results
- Sorting out accommodation for year 2
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online



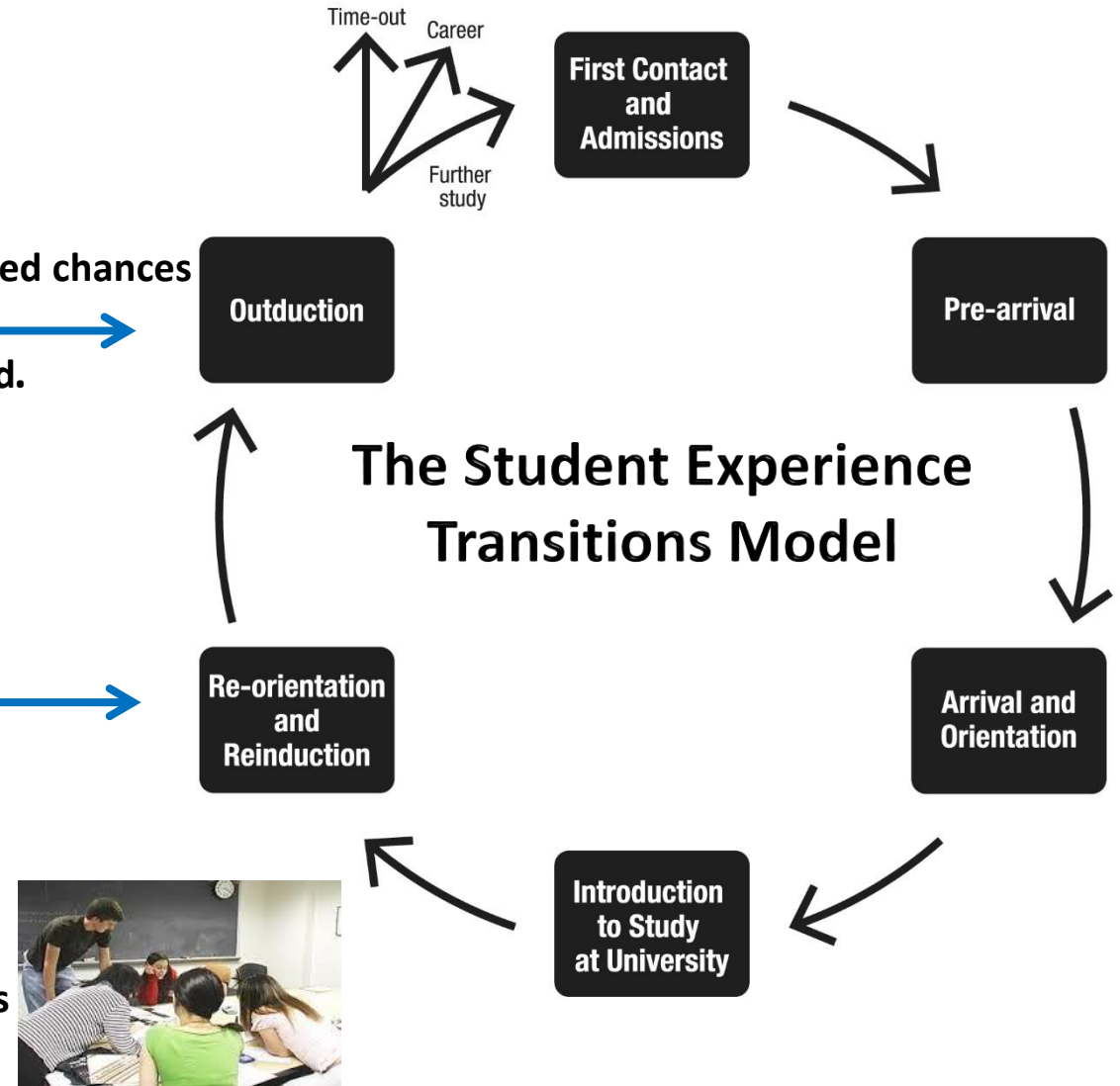
Key UG study pinch points

Preparing to leave

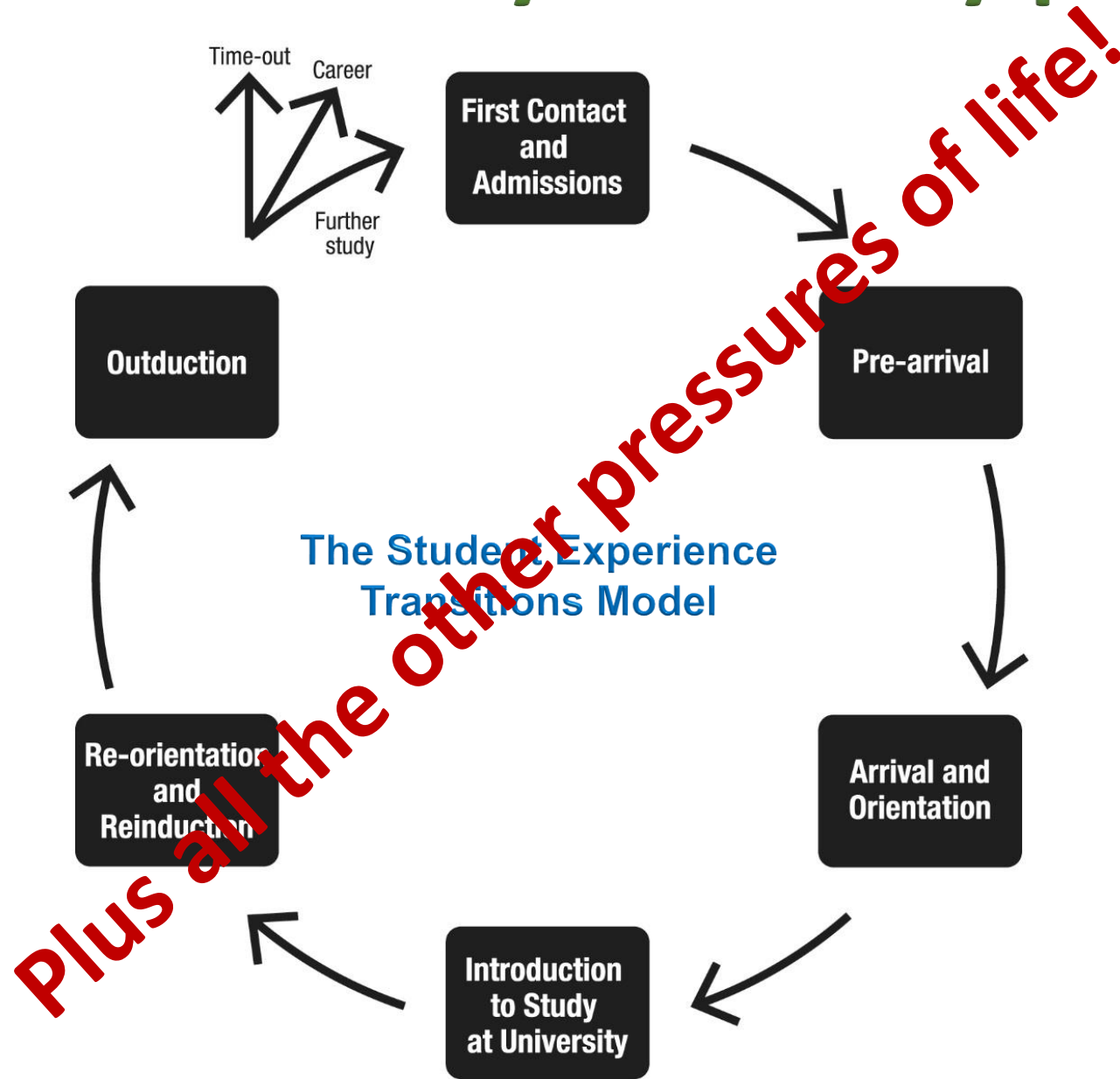
- Worried about results
- Sense of loss
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market
- **Family expectations that a university degree will lead to improved chances**
- **Uncertainty about how employers will view a Covid19 degree?** →
- **Concern that that teaching wasn't able to cover everything need.**

Later years

- Reduction in structured learning and scaffolding
- Increase in independent learning and group assessment
- Mid-term blues
- End of year exhaustion
- **Coping with workload and assessment that 'counts'**
- **University life being different to expectations**
- **Timing of activities disrupted**
- **Relationships with fellow students and staff challenged by blended learning**
- **Anxiety about alternative assessments and the impact on marks**
- **Impact on placement availability**



Key UG study pinch points



The student



Students have life pressures

- Work
- Debt worry
- Social media pressures
- Increased expectations

Study is just one!



The staff member



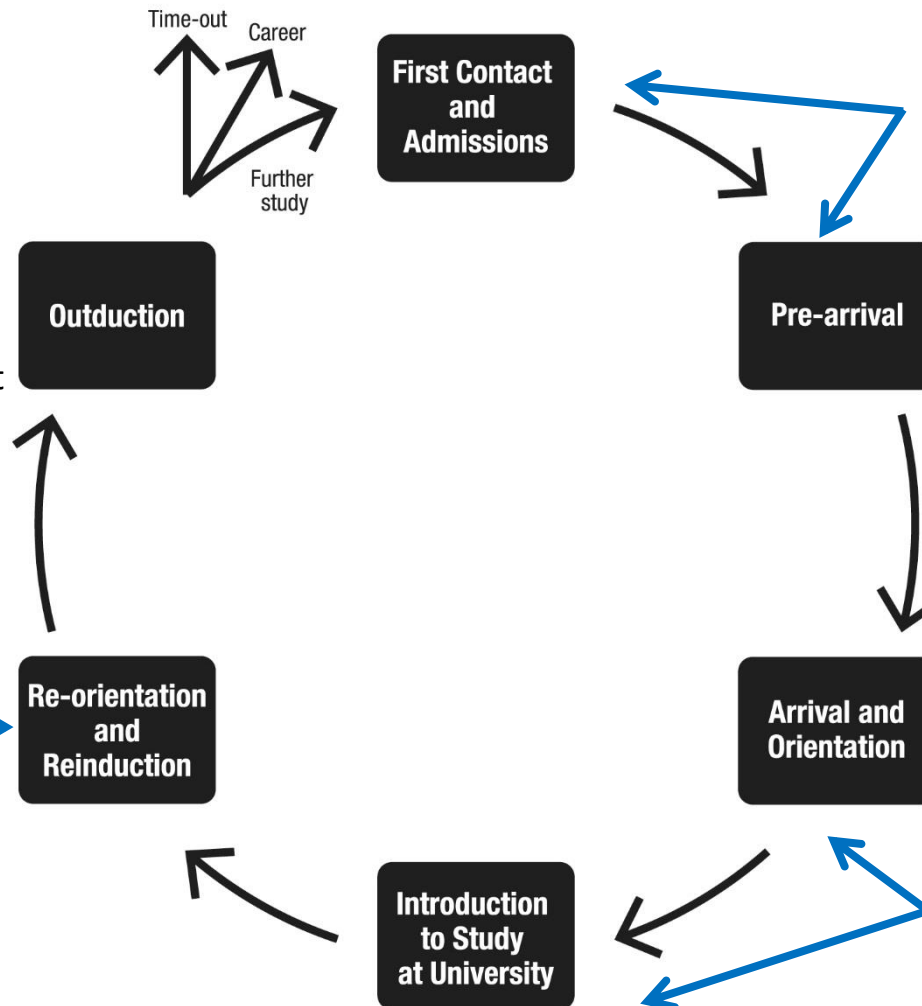
Key PGT study pinch points

Preparing to leave

- Worried about results
- Concern about employment
- Will a PG qualification really make a difference?
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market

Semester 2

- Group assessment frustrations
- Transitions issues- personal, finance, balancing workloads
- PGT study being different to expectations
- Timing of activities disrupted
- Relationships with fellow students and staff challenged by blended learning
- Anxiety about alternative assessments and the impact on marks



Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Obtaining funding
- Consideration of value vs cost
- Finding appropriate /affordable accommodation



Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project
Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers...

Analysed and written by Michelle Morgan and Nicola Smith
© 2020 by the UK Higher Education Funding Councils
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HfCE
HfCE

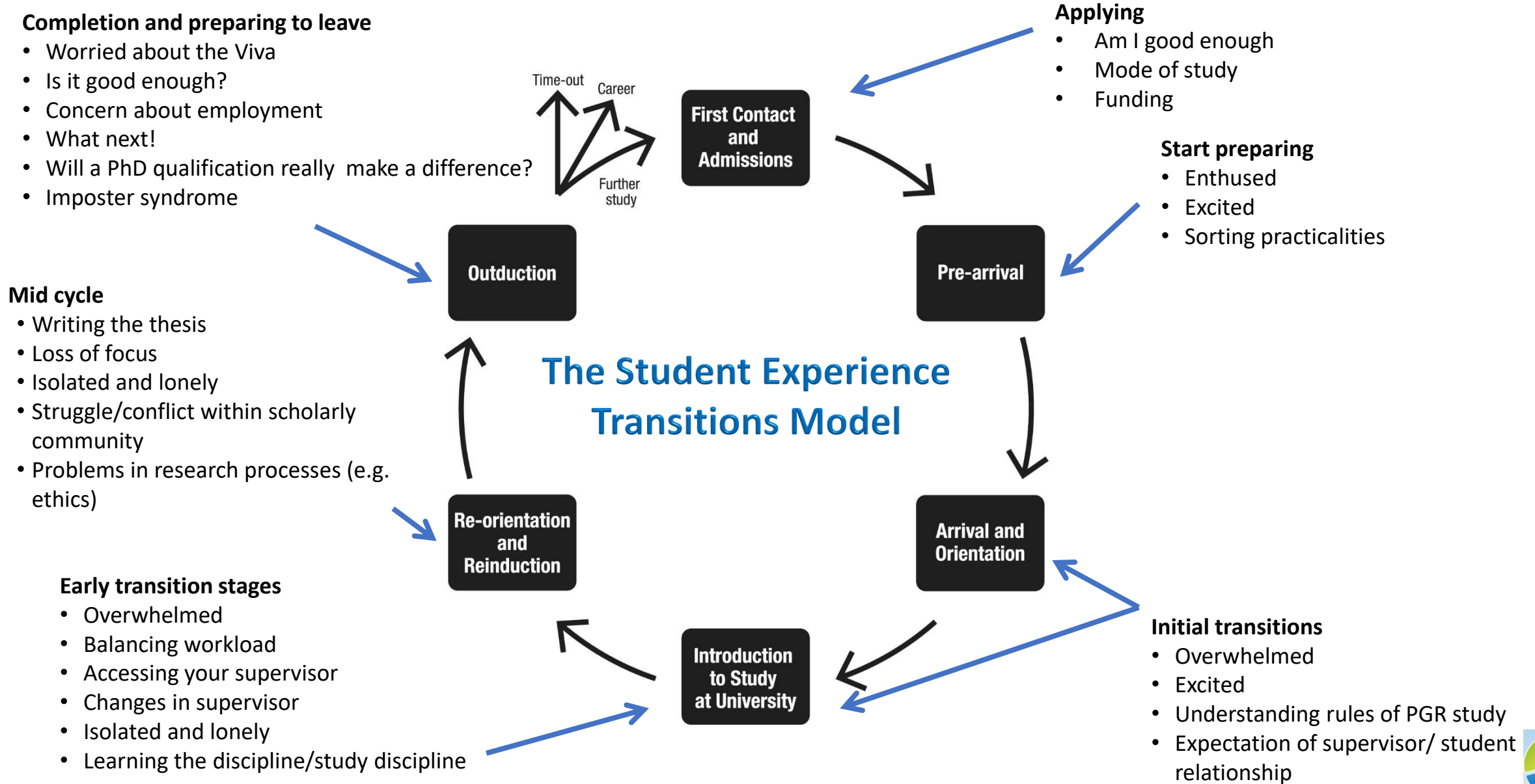
Semester 1

- Learning how to study at PG level
- Transitions issues- personal, finance, balancing workloads
- First assessment at PGT level
- Identifying skill ability and gaps
- Expectations not met
- Realisation of choosing wrong course
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online

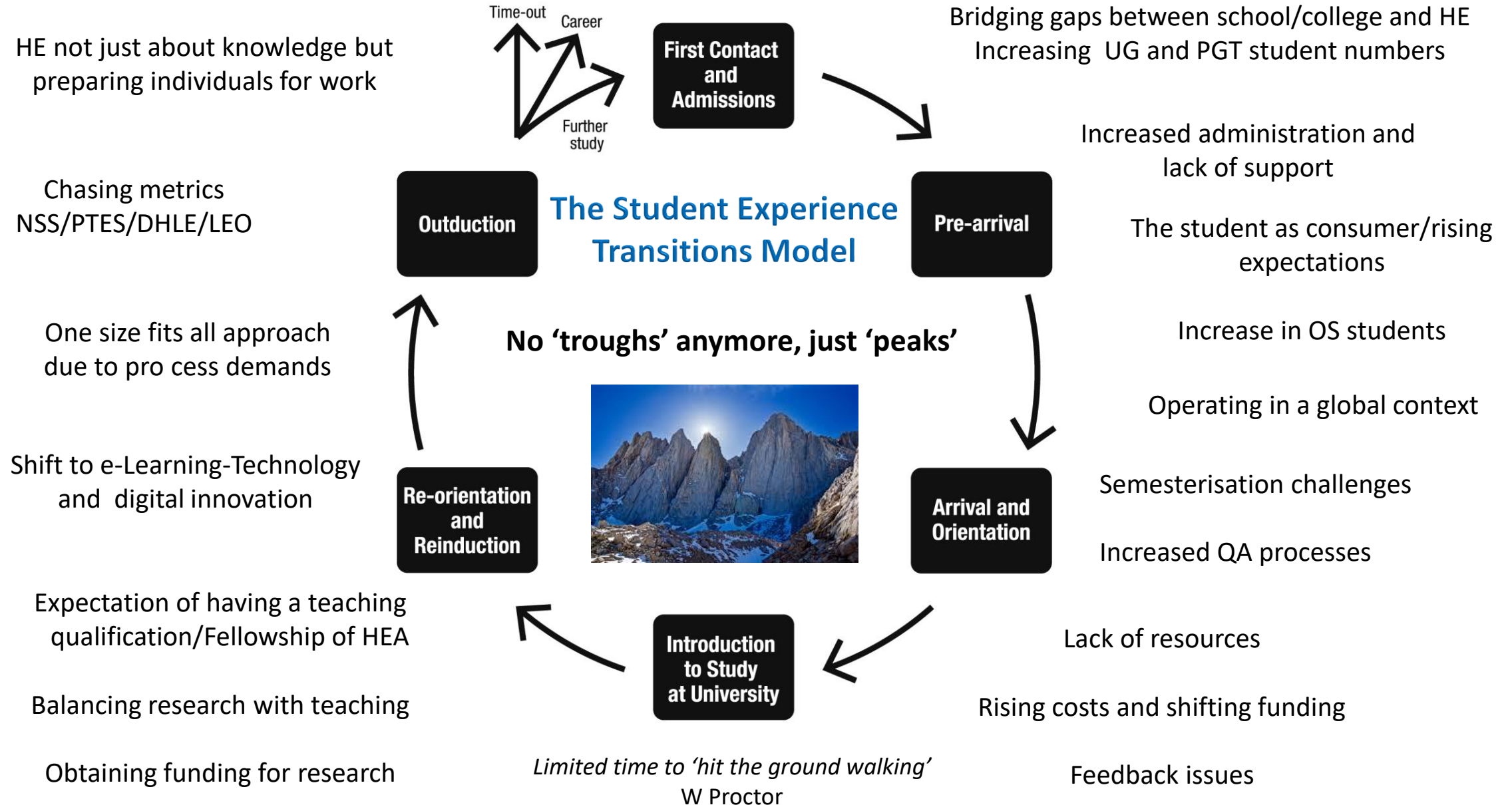
The Student Experience
Transitions Model



Key PGR study pinch points

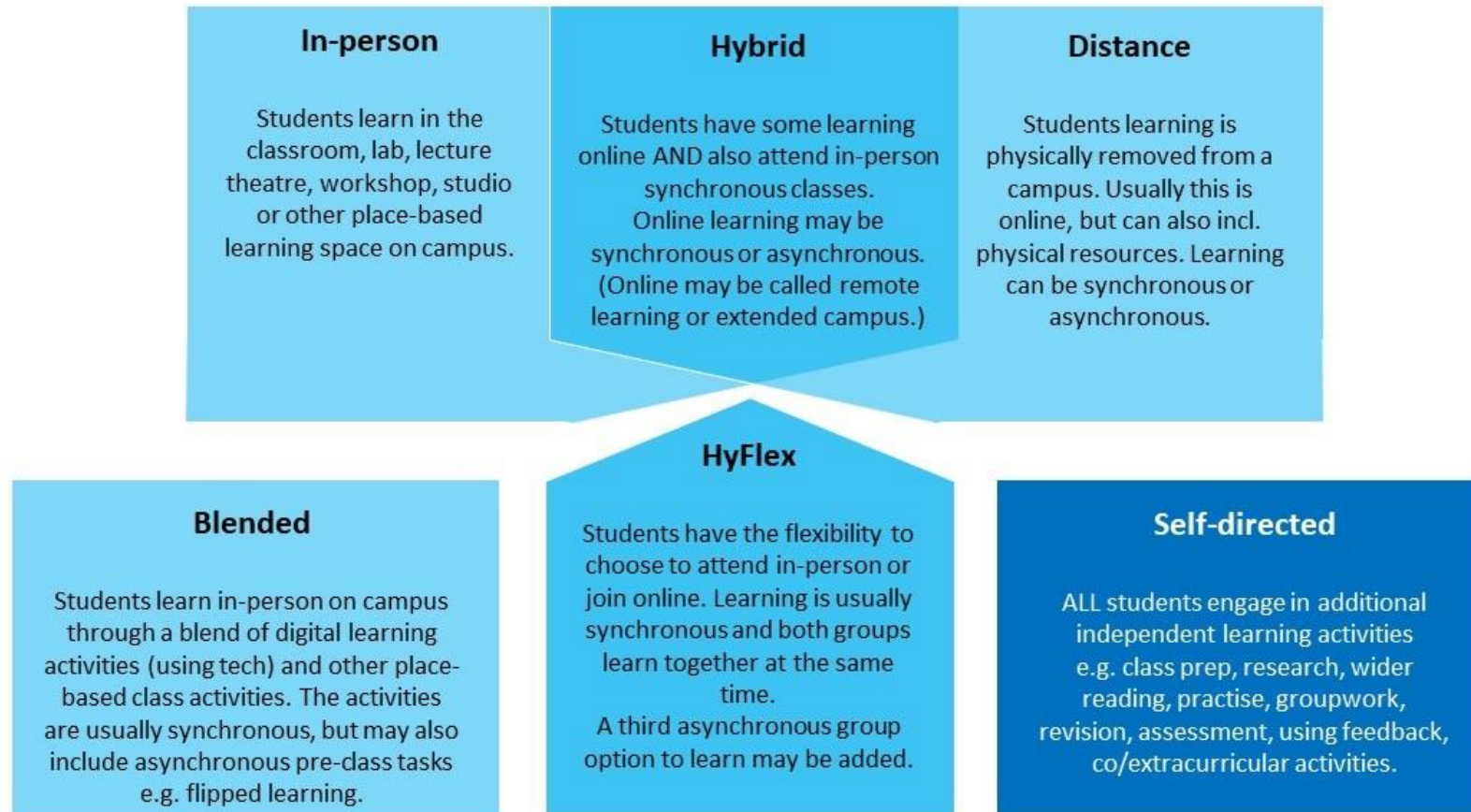


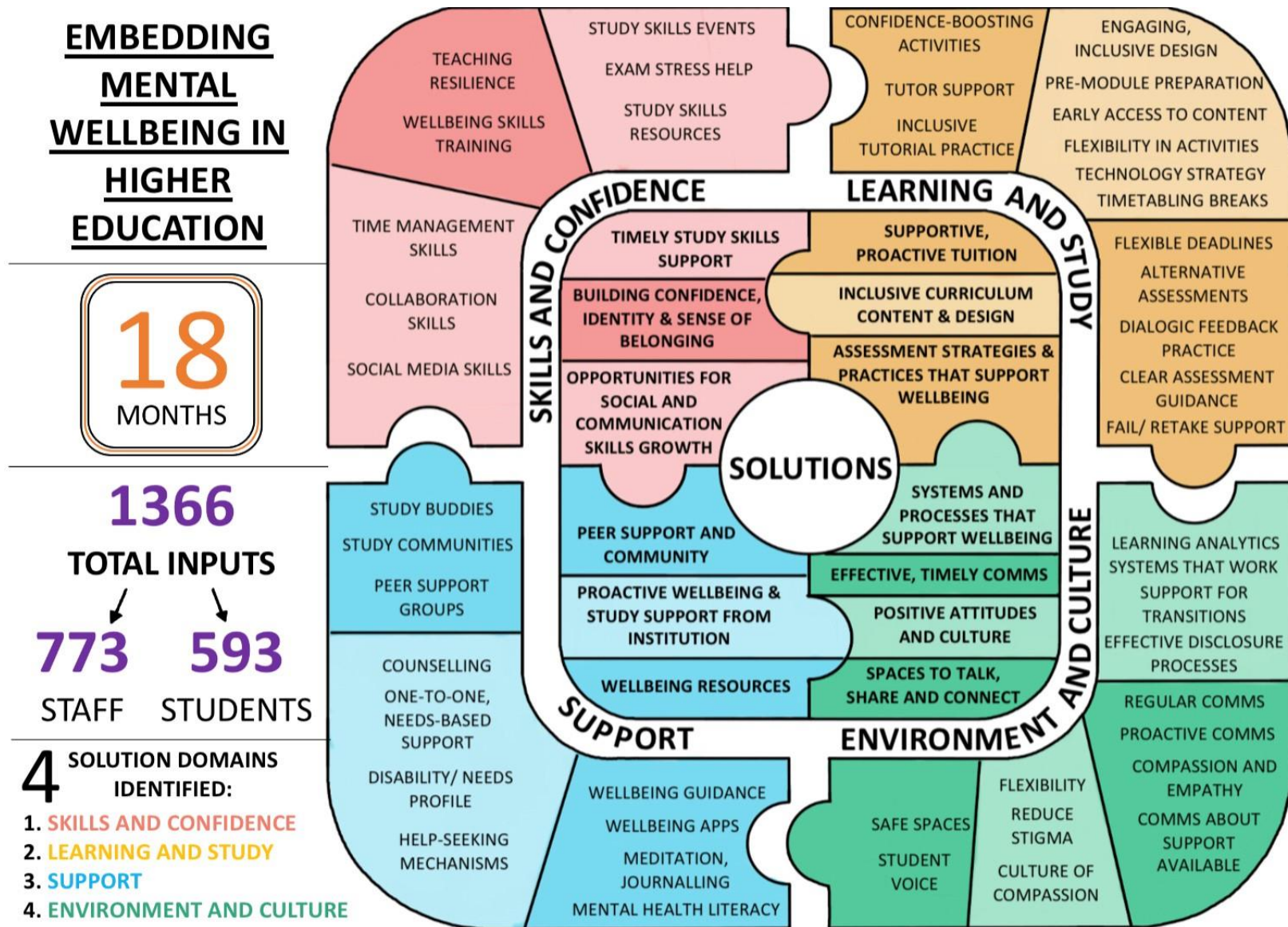
Staff pinch points



Modes of learning in higher education

Modes of learning in higher education





Kate Lister, Open University and Issy Walker (student at Nottingham University)

The Inclusive Course Design Tool

Ruth Pickford

Leeds Beckett University

