



## 2020 First and Further Year Experience Grants

Kathy Egea

Information session

Friday 13<sup>th</sup> December, 10-11am

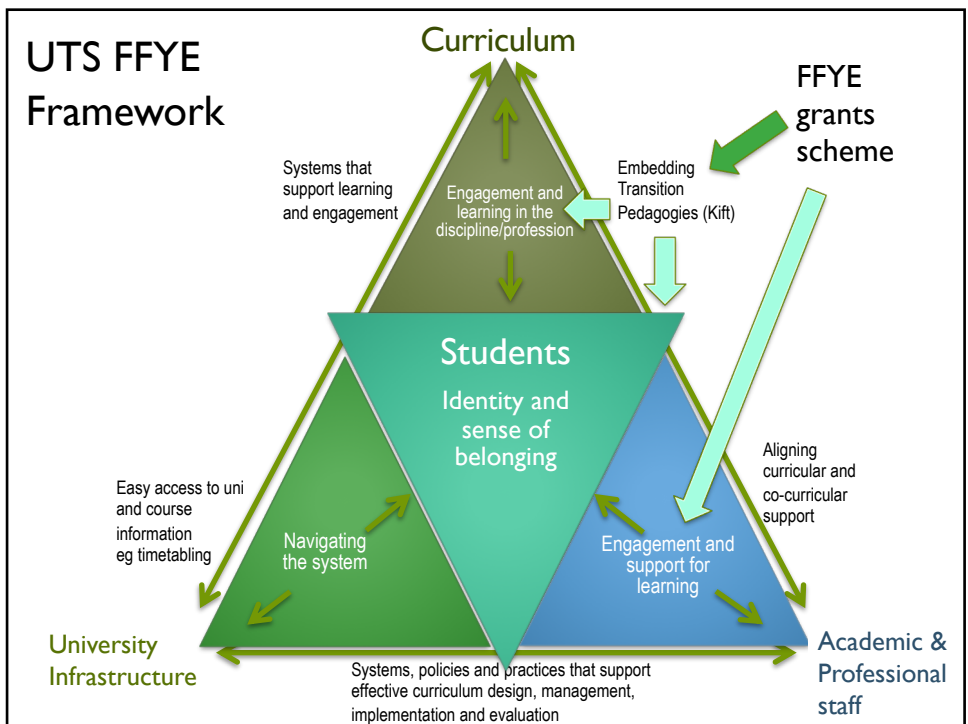
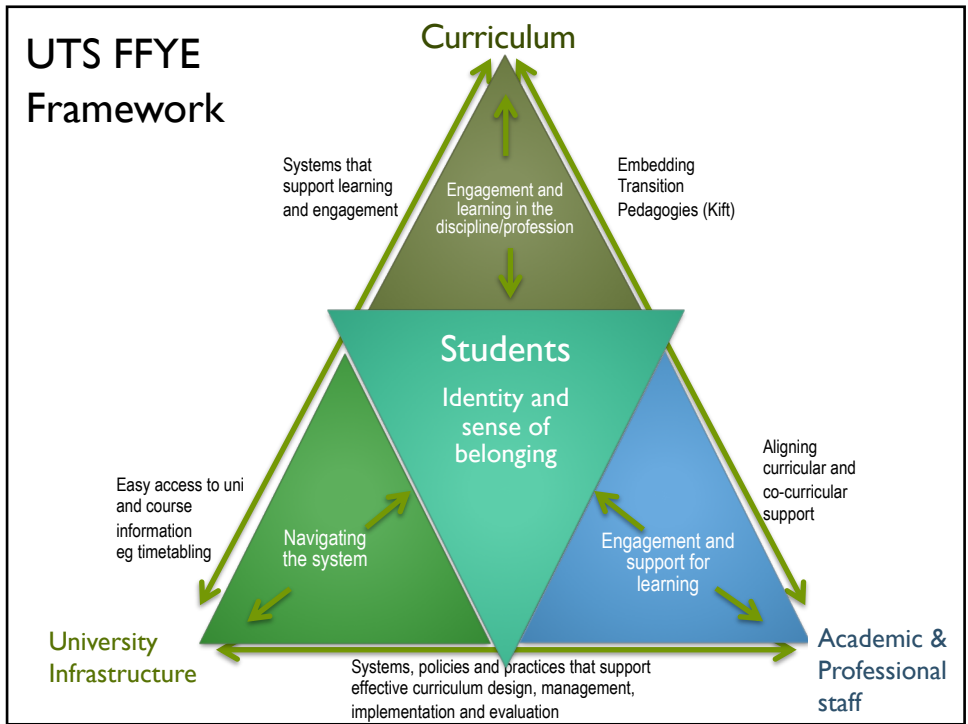
Tuesday 17<sup>th</sup> November, 2-3pm

Cb06:04:020 (LX.Lab)



## FFYE project - Embedding transition practices into mainstream activities

- FFYE grants
  - Core transition subjects
    - Transition in, through and out (UG) and Transition in (PG)
  - amounts of up to \$4,000 for projects aimed at implementing transition pedagogies in the curriculum
  - Part of whole of course approach to transition
- The aim of the grants is to embed strategies in the curriculum to promote retention and success of students from low socio-economic status backgrounds.
- Focus for 2020 is Transition as part of the LX.Transformation whole course approach





## 2020 FFYE Grant details

- First Year Network (UTSOnline)
  - Guidelines
  - Application form
  - Exemplar submissions



## Project Eligibility

### Applicants:

- Coordinators of CORE subjects, their teaching teams and academic advisors (eg IML, library and student support)

### Approach:

- Projects must support student transition into or through the curriculum or prepare them for transition to future learning and careers.
- Projects must address at least one curriculum principle from Transition Pedagogy appropriately contextualised for the intended stage of the curriculum.
- Project outcomes must become an integral part of the subject, and be part of the whole of course approach to student transition.



## Criteria for selection

- Consistency with at least one of the six First Year Curriculum Principles (Transition, Diversity, Engagement, Design, Assessment, Monitoring and Evaluation);
- Demonstrates a programmatic approach (whole of course) to enhance students' transitions;
- Potential for enhancing success and retention for *all* students, particularly students from LSES and/or from diverse backgrounds;
- Extent to which project activities are likely to be practical and completed within the timeframe;
- Capacity for outcomes to become embedded and sustained without ongoing funding;
- Quality and coherence of the project application (including clarity of description of the project, clear alignment of the project with transition pedagogy and coherence between the project aims, activities and budget);
- Demonstrate alignment to UTS2027 Strategy such as a Lifetime learning, Personal learning experience and be aligned to the [UTS model of Learning](#) and learning.futures strategy.



## Requirements of funded projects

The recipients of each funded project must:

- Attend an information session on the administration side of running FFYE grants
- Participate as far as possible in the First Year Experience Community, including presenting project ideas or outcomes to others;
- Provide updates on projects as requested, including a one-page mid-project progress report (August 2020) and end of project report in mid December 2020;
- Plan and track their budget expenditure, to ensure completion by November 2020;
- Be prepared to contribute to any evaluation of the longer-term outcomes and impacts of projects and the broader FFYE program
- Demonstrate integration of project approach to transition in whole of course discussions for LX.Transformation project, e.g. conduct at least 2 course team meetings to share project progress




## Examples

1. Diagnostic and other formative activities for assessing students' academic preparedness and learning needs;
2. Development of online resources and activities to support students to prepare for learning in the subject;
3. Strategies for introducing or improving and embedding tutorial activities to help students to get to know and collaborate with others and feel included, particularly in the first few weeks;
4. Introducing early, low-stakes assessment and/or feedback opportunities in a subject;
5. Strategies for embedding support for academic reading, writing, speaking or listening;



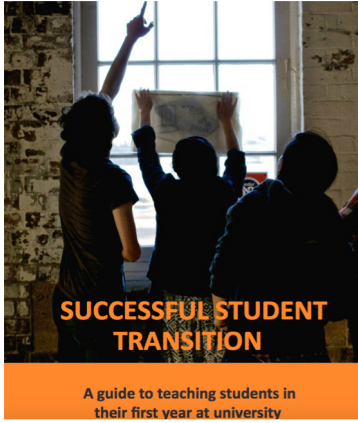
## Examples

6. Strategies that address any particular needs of students entering through TAFE, Insearch and similar pathways, while also benefitting other students;
7. Strategies that support students to develop their professional identity and sense of belonging early on in their course;
8. Strategies that involve peer learning and peer support within the curriculum;
9. Sustainable strategies or resources for developing tutors' or demonstrators' skills in implementing transition pedagogies.









## Transition pedagogy utilising first year curriculum principles:

- Design
- Transition
- Engagement
- Assessment
- Diversity
- Evaluation



## Resources

ALTC Kift Senior Fellowship
Articulating a Transition Pedagogy  
First year curriculum principles: First year teacher making a difference

### First year curriculum principles: First year teacher

**Low risk, 'do-able' actions that would make a difference**

First year curriculum principle	Actions that would make a difference
<p><b>1. Transition</b></p> <p>The curriculum and its delivery should be designed to be consistent and explicit in assisting students' transition from their previous educational experience to the nature of learning in higher education and learning in their discipline as part of their lifelong learning. The first year curriculum should be designed to mediate and</p>	<ol style="list-style-type: none"> <li>1. Use curriculum time to discuss expectations and responsibilities of learning in higher education and in the discipline (e.g. identify and explain key university processes and procedures — participation in tutorials, attendance at lectures, out-of-class preparation, academic reading, special consideration, grading; draw up student/staff contract on responsibilities; agree statement on what is an 'independent learner').</li> <li>2. Be consistent in all student communications (e.g. in presentation of program material; program language; use of</li> </ol>



## 2020 FFYE Grant Application Form

- Application details, supporting signature by Associate Dean(T&L); and program coordinator;
- Brief outline
  - Project outline
    - Context and Transition Issue
    - Aims and Approach
    - Evaluation
    - Whole of course approach
  - Transition Pedagogy (what and how)
  - Project activities, timeline and Budget (table)
  - References



## Application process and deadline

- Due: 10am, 29<sup>th</sup> January 2020
- Submit application to FFYE grant link on FYE page
  - Application with digital signatures
  - Doc format needed
- Support
  - Faculty FYTE coordinators for project ideas
  - IML academic advisors – L&T and ALL
  - FFYE coordinator (Kathy) for process and eligibility queries
- Assessment panel:
  - AD(T&L)
  - Senior academic with experience in FYE and/or FFYE projects
  - Senior academic in IML (T&L) team



## FFYE Grant budgets

Eligible budget items include:

- marking release or admin support
- additional hours for casual academics
- production of new subject materials or resources
- purchase of software or resources;
- direct costs of evaluations, for example running student focus groups;
- costs of workshops or similar activities aimed at sharing practice;
- local travel costs necessary to produce project outcomes – for example costs related to interviewing industry practitioners or visiting industry sites as part of a project.

Items which are *not* eligible include:

- personal computers, PDAs and similar equipment;
- travel other than local travel as above;
- Conference funding.



## Sample budget: links to activities

Activity	Hours	Rate	Total
Activity 1	5	Casual academic rate (non-PhD) Nov 19 rate \$48.01 + 15.99% oncosts = \$55.69	\$278.44
Activity 2	10	Casual academic rate ( \$55.69) includes oncosts (Nov 19 rate)	\$556.88
Activity 3	5	Casual academic rate ( \$54.60) includes oncosts (Nov 19 rate)	\$278.44
Activity 4		Applicants will do this as part of class management	\$0
Activity 5	20	Casual academic rate May 20 rate \$ 48.49 + 15.99% oncosts = \$56.24	\$1124.87
Activity 6 (Marking release)	30	Casual academic rate ( \$56.24) includes oncosts (May 20 rate)	\$1687.30
Activity 7	1	Applicants will do this	\$0
Activity 8	5	Applicants will do this	\$0
		TOTAL	\$3925.93





## Exemplar: alignment to Transition Pedagogy

### Diversity

**Definition** - *The first year curriculum embraces and supports the diversity and reality of students' backgrounds, previous experiences and preparedness for university.*

**How it is applied** - The project addresses the transition principle of diversity by not assuming students enter the foreign language subjects at university with the requisite knowledge of HOW to approach the learning. It also acknowledges that students have diverse disciplinary strengths which can be drawn on at an individual level and shared with peers in the workshop. By providing students with a variety of strategies including real life examples from senior students in the online tutorials and through sharing with peers in the workshop, the project also helps students become aware of diversity of learning preferences.



## Faculty FYTE coordinators

**Faculty** First Year Transition Experience Coordinators to discuss your project ideas and faculty priority.

Faculty	Coordinator	UTS phone	email
FASS	Nick Manganas		<a href="mailto:Nicholas.Manganas@uts.edu.au">Nicholas.Manganas@uts.edu.au</a>
DAB	Samantha Donnelly	8958	<a href="mailto:Samantha.Donnelly@uts.edu.au">Samantha.Donnelly@uts.edu.au</a>
Health	Samantha Jakimowicz	5234	<a href="mailto:Samantha.Jakimowicz@uts.edu.au">Samantha.Jakimowicz@uts.edu.au</a>
Health	Jacqui Pich	5124	<a href="mailto:jacqueline.Pich@uts.edu.au">jacqueline.Pich@uts.edu.au</a>
Law	Francis Johns	3251	<a href="mailto:Francis.Johns@uts.edu.au">Francis.Johns@uts.edu.au</a>
FEIT	Olivera Marjanovic	3175	<a href="mailto:Olivera.Marjanovic@uts.edu.au">Olivera.Marjanovic@uts.edu.au</a>
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Business	James Wakefield	3583	<a href="mailto:James.Wakefield@uts.edu.au">James.Wakefield@uts.edu.au</a>
Business	Simone Faulkner	7718	<a href="mailto:Simone.Faulkner@uts.edu.au">Simone.Faulkner@uts.edu.au</a>
Science	Ashley Douglas	8308	<a href="mailto:Ashley.Douglas@uts.edu.au">Ashley.Douglas@uts.edu.au</a>



## Academic Language and Learning (all on past FYE/FFYE grant teams)

- FASS: [Deborah Nixon](#);
  - [Kerry Hunter \(education\)](#)
- Business: [Joseph Yeo; Kerry Hunter](#)
- DAB: [Aurora Murphy](#)
- FEIT: [Rosalie Goldsmith](#)
- Law: [Deborah Nixon](#)
- Health: [Caroline Havery](#)
- Science: [Neela Griffiths](#)
- TDI: [Deborah Nixon](#)



## Questions