UNIVERSITY OF TECHNOLOGY SYDNEY

First and Further Year Experience (FFYE) grants: Embedding transition pedagogies in the curriculum

Application form

Project applications (expressions of interest) must be submitted on this form. Applications must be submitted by **10am Monday December 10th, 2018.**

Applications are to be submitted by email to Kathy Egea, UTS FYE coordinator at Kathy.Egea@uts.edu.au .

Project applicant/team leader: Name: DR AMANDA WHITE   Position: SENIOR LECTURER   Contact email: Amanda.w.white@uts.edu.au   Contact phone no: 3637   Faculty: Business   School/Department (if applicable): Accounting
Other applicants if team application: Name: Angela Burt   Position: Casual academic   Name: Meg Hibbins   Position: Casual academic   Name: Caroline Foldes   Position: Casual academic
Title of project: Building a growth mindset: Enhancing students' ability to accept and build upon assessment feedback   **Subject/s involved: 21129 Managing People and Organisations, 22522 Assurance Services and Audit**
Endorsement by Associate Dean (Teaching and Learning) or Head of School   I …… SARA DENIZE …………… endorse this project application and confirm that embedding of the project outcomes in the subject will be supported by the Faculty.   Signed *Sara Denize*   Date: 7 December 2018

Have you received one or more FYE Grants previously?   ☒ Yes – Reports from earlier grants will be taken into account.   ☐ No

A brief description of the aims and rationale for the project *(half page)*
(Provide brief references to some literature and/or previous project successes to support your claims)

In earlier levels of education such as high school, students often receive direct feedback from their teacher in an individual format. When transitioning to University, feedback is often given in different ways, through systems such as Turnitin, Review and on paper assessment rubrics.

Tutors at UTS Business School recently discussed at a FFYE experience forum in the Business School that some students at UTS have displayed difficulty in accepting marks allocated for assessments and feedback given. Receiving feedback is a core component of success in studies in terms of being able to rectify mistakes and improve the standard of work completed in assessments (Nicol and Macfarlane-Dick, 2007), and for this reason it is important that students develop resilience skills that enhance their ability to receive feedback, understand the importance of feedback in the learning process, as well as its place as a skill that employers value.

The solution: This study aims to devise and implement a strategy to enhance student resilience in receiving and building upon assessment feedback. This strategy will be based upon positive psychology principles, specifically building resilience. The pioneering work of Martin Seligman who founded the field of positive psychology will be key in this regard. Seligman (2011, p. 103) discusses building resilience and addresses the individual in relation to their environment. The theory assumes humans have agency, and can work to change their responses to their environment. Prior to founding the field of positive psychology, Seligman (1975) developed the theory of learned helplessness—that in situations of difficulty where nothing a person does appears to make a difference, they learn to become helpless and give up trying, even when opportunities exist for improving their situation. In the case of students, we want to ensure that they do not develop learned helplessness regarding receiving low marks and negative feedback. To address this issue, the principle of growth mindset versus fixed mindset is germane. Hochanadel and Finamore (2015) write that:

> in an academic environment that teaches grit and fosters growth, students can learn to persist. Those who believe intelligence is fixed and cannot be changed exert less effort to succeed. Students who persevere when faced with challenges and adversity seem to have what Angela Duckworth calls, grit. This is the idea behind a growth mindset in learning according to Dweck (1999, 2007, 2010) and Duckworth, Peterson, Matthews, and Kelly (2007). Grit can be defined as '…passion and perseverance for long-term goals…' (Frontiers In Psychology, 2014).
> (Hochanadel & Finamore 2015, p. 47).

The strategy will include resources to help students first find their feedback, then engage with that feedback to help them understand and then act on that feedback to improve their learning outcomes.

Curriculum Principles for Transition Pedagogy addressed by the project

See Kift (2009) First Year Curriculum Principles for Transition Pedagogy -
http://transitionpedagogy.com/fy-curriculum-principles/

Select (tick) from the list below, one or two strongest principles that frame your project aims.

☒ Transition

☐ Diversity

☐ Engagement

☒ Assessment

☐ Design (broader focus)

☐ Evaluation and Monitoring (broader focus)

Explain how the principles you have selected frame the new practice in your application.
(For example: How would you expect your project to support student transition to university, or into your subject from others? How would you expect your project to improve student engagement?)

Transition – the project aims to assist in transition as feedback mechanisms experienced in earlier stages of education are likely to be based on smaller group learning. At University, especially in the UTS Business School, classes are much larger and feedback is often received in different ways through specific institutional systems such as Turnitin and Review. Helping students understand these feedback mechanisms will aid in their transition.

Assessment – the project aims to assist in assessment by giving students and teachers access to resources to help students better understand feedback, then learn from and act on that feedback to improve further assessment outcomes.

Other University/Faculty/Course/Subject priorities addressed (optional)

This project also addresses Learning.Futures by helping students develop greater resilience and a growth mindset – these are important aspects of being self-directed learners.

Key project activities and timeline, including appropriate activities that engage the overall teaching team (if applicable)

Please give a clear description of what you intend to do in the project and how this will enable you to achieve the intended outcomes. (add these by activity number and timeline and aligned to budget)

1. Build a set of online resources (videos and documents) for students and coordinators to assist students in finding their feedback for the subject. The existing instructions on using Review are purely technical and do not assist the student in understanding or learning from their feedback.
2. Develop a strategy for engaging students with feedback based on positive psychology.
3. Develop resources to support the strategy developed in Stage 2.
4. Pilot test the resources designed in Step 1 and Step 3 and the strategy in Step 2 using a small cohort of UTS Business students in Autumn session 2019.
5. Evaluate the pilot test using surveys and focus groups.
6. Revise the strategy and resources for further implementation in Spring 2019.

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Project Budget (insert table or spreadsheet if appropriate) **and budget justification**
Salary rates- see 2019 FFYE guidelines. (remember to add on-costs – approximately 15.99%)

		Resource(s)	Rate	Est hrs	Cost
Step 1	Build online resources				
	* Developing scripts for videos - casual academics	Casual academic	54.60	8	$436.77
	* Recording videos - Amanda White	Amanda White	0.00	3	$0.00
	* Videos to be edited by Amanda White	Amanda White	0	6	$0.00
Step 2	Strategy development				
	* Research and strategy development by casual academic team - 3 casuals, 1 full day	Casual academic	54.60	18	$982.74
Step 3	Build online resources for Step 2				
	* Developing story boards for resources	Casual academic	54.60	7	$382.18
	* Building resource videos in Doodly	Casual academic	54.60	24	$1,310.32
Step 5	Evaluate the pilot test using surveys and focus groups.				
	* Develop survey questions & focus group questions	Casual academic	54.60	1	$54.60
	* Run 2 focus groups (1hr to prep, 1 hr per focus group - pair of casual academics)	Casual academic	54.60	6	$327.58
	Movie vouchers for students attending focus groups & a random prize for survey participants				$200.00
	* Collate survey data and focus group themes for report	Casual academic	54.60	2	$109.19
Step 6	Revise the strategy and resources for further implementation				
	* Strategy revision meeting - casual academics + Amanda	Casual academic	54.60	3	$163.79
			PROJECT TOTAL		**$3,967.16**
	All casual academic time is at HEW5 rate of 47.07 and 15.99% on-costs				

Evaluation strategy
Outline your evaluation strategy i.e. how you will know that the project has been successful and how you will collect information for improvement?

A survey and 2 focus groups will be used after the pilot test.
After the larger scale implementation, a further survey will be used. Feedback will also be obtained from subject coordinators and tutors via a survey.

Reference List
(Evidence for claims made in application)

Dweck, C. S. (2007, January 12). The Growth Mindset. Retrieved May 13, 2014, from http://www.mindsetworks.com/webnav/whatismindset.aspx.

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92*, 1087–1101.

Hochanadel, A. and Finamore, D., 2015. Fixed and growth mindset in education and how grit helps students persist in the face of adversity. *Journal of International Education Research*, vol.11 no.1 pp. 47-50

Nicol, D. J. and Macfarlane-Dick, D., 2006. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, vol 31, issue 2, pp. 199-218. https://doi.org/10.1080/03075070600572090

Seligman, M. E. 1975. *Helplessness: On Depression, Development, and Death*. San Francisco: W. H. Freeman.

Seligman, M. E. 2011, 'Building resilience.' *Harvard Business Review*, vol. 89, no. 4, pp. 100-6.