

# 2019 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 12th, 2018**.

Applications are to be submitted by email to Kathy Egea, UTS FYE coordinator at [Kathy.Egea@uts.edu.au](mailto:Kathy.Egea@uts.edu.au).

<b>Project applicant/team leader:</b>	
Name: Dr. Sarah Attfield	Position: Scholarly Teaching Fellow
Contact email: sarah.attfield@uts.edu.au	Contact phone no: 9514 2872
Faculty: FASS	
School/Department (if applicable): School of Communication	
<b>Other applicants if team application:</b>	
Name: Dr. Liz Giuffre	Position: Senior Lecturer
<b>Title of project: Managing Time in Creative Project-Based Classes</b>	
<b>Subject/s involved:</b>	
54070 Fictional Forms	
54001 Digital Literacies	
<b>Endorsement by Associate Dean (Teaching and Learning) or Head of School</b>	
(or via email approval) <b>Email approval from Mark Evans has been provided.</b>	
Date: 11.12.18	

<b>Have you received one or more FYE Grants previously?</b>
<input checked="" type="checkbox"/> <b>Yes</b> (Sarah Attfield has previously received FYE grants in 2012 and 2013).
<input type="checkbox"/> No

<b>A brief description of the aims and rationale for the project</b> ( <i>half page</i> )
Students in first year creative writing subjects in the School of Communication such as Fictional Forms, are expected to produce creative projects for their major assessment tasks. Students are expected to plan these projects early in the semester so that they can benefit from feedback on their ideas and draft work from their tutors and peers. For first year students, the planning of large projects can be particularly daunting and overwhelming and

many struggle to submit drafts of their work before the final assessment submission. This means they are disadvantaged compared to peers who have had opportunities for feedback and workshopping. This struggle is compounded for low SES students (Karimshah 2013), who may also be time-poor due to caring responsibilities (Rubin & Wright 2017), the necessity to take on paid work (Nonis & Hudson 2006) and due to longer travel times to university (Rubin & Wright 2017). When students feel overwhelmed by the perceived magnitude of their assessment tasks, they can become anxious and stressed, which may result in dropping out of a course past the census date (Häfner, Stock & Oberst 2015).

This project aims to provide students with time management skills in the form of the Pomodoro Technique to aid them in managing big creative projects by breaking tasks into smaller, manageable pieces that can be fitted around other commitments. This kind of time management also provides students with the skills required to manage project-based tasks as creative professionals and is an example of scaffolding students' learning (Devlin et al 2012). The project will consist of a trial of Pomodoro Techniques for creative writers in their first session, first year creative writing subject (Fictional Forms). Students will then use the same tools in their second session core subject (Digital Literacies) to manage their assessment tasks. If successful, these tools can be embedded into all subjects.

### **Curriculum Principles for Transition Pedagogy addressed by the project**

#### **Transition**

This project will assist first year students in their transition to professional identity by providing support for their management of creative projects. Creative industry work is dominated by project-based work, and learning how to successfully manage a large task is essential for students transition into their chosen industry. By embedding these tools in first year subjects, students will be well equipped to tackle the larger projects that are required in upper level subjects.

#### **Design**

This project is student-focused in that it provides students with tools to manage their own studies and required tasks. It is relevant in providing the scaffolding necessary for students to be able to complete project-based tasks on time. A creative project time management tool will assist students to develop their ability to complete projects on time and introduce them to the skills and attitudes required to be a successful creative professional.

#### **Evaluation and Monitoring**

The project provides students with strategies to monitor their progress with projects and to identify students who may be at risk of not completing tasks (this will be a self-evaluation and a tutor-led evaluation). Students who are identified as at risk of not succeeding can be directed to the appropriate support services.

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

#### **FASS CILO Professional Readiness**

1.1: 'Possess a well-developed awareness of professional practice in the context of the communication industries'.

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

Activity 1 (February-March): Research into appropriate Pomodoro Technique and planning for implementation in Fictional Forms for Autumn 2019

Activity 2 (February-March): writing instructions for students to be uploaded to UTSONline

Activity 3 (February-March): briefing to teaching team for in-class demonstrations, In-class demonstrations and instruction in week 2.

Activity 4 (March to June): Students to use technique and keep log of progress  
 Activity 5 (May -July): Survey of students to gauge success: Creation of surveys, monitoring responses and collating responses  
 Activity 6 (July-October): Continuation of use of technique in same cohort in following subject for Digital Literacies including survey of students and evaluation (Marking release for Dr. Attfield and Dr. Giuffre to facilitate time to monitor and support cohort in spring semester)

#### Project Budget and budget justification

Activity	Hours	Rate	Total
Activity 1	5	Casual academic rate (non-PhD rate of \$47.07 + 15.99% oncosts = \$54.60)	\$273
Activity 2	10	Casual academic rate ( \$54.60) includes oncosts	\$546
Activity 3	5	Casual academic rate ( \$54.60) includes oncosts	\$273
Activity 4	Applicants will do this as part of class management		\$0
Activity 5	20	Casual academic rate ( \$54.60) includes oncosts	\$1096
Activity 6 Marking release	30	Casual academic rate ( \$54.60) includes oncosts	\$1638
		<b>TOTAL</b>	<b>\$3826</b>

#### Evaluation strategy

Students will keep a record of their progress throughout the academic year and these records will be evaluated. Students will also participate in a short survey at the end of each session.

We will cross reference the students' progress logs with their outputs (such as submission of assessment tasks on time, and grades received).

#### Reference List

Devlin, M., Kift, S., Nelson, K. Smith, L., & McKay, J. (2012) 'Effective teaching and support of students from low socioeconomic status: Practical advice for institutional policy makers and leaders', *Office for Learning and Teaching*, accessed November 30 2018, <<http://www.lowses.edu.au/assets/ALTC%20LSES%20Final%20Report%202012.pdf>>

Häfner, A., Stock, A., Oberst, V. (2015) 'Decreasing students' stress through time management training: an intervention study', *Eur J Psychol Educ* 30, 81–94.

Karimshah, A. (2013) 'Overcoming adversity among low SES students A study of strategies for retention', *Australian Universities' Review*, 55:2, 5-14.

Rubin, M. & Wright, L. (2017) 'Time and Money Explain Social Class Differences in Students' Social Integration at University', *Studies in Higher Education*, 42:2, 315-330.

Nonis, S. & Hudson, G. (2006) 'Academic Performance of College Students: Influence of Time Spent Studying and Working', *Journal of Education for Business*, 81:3, 151-159.

Nöteberg, S. (2009) *Pomodoro Technique illustrated : the easy way to do more in less time*, Raleigh, N.C. : Pragmatic Bookshelf.