

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 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:	A/Prof. Susan Oguro
Position:	Director, Internationalisation
Contact email:	susan.oguro@uts.edu.au Contact phone no: xt 1514
Faculty:	Arts and Social Sciences
School/Department (if applicable):	School of International Studies
Other applicants if team application:	
Name:	Dr Beate Mueller Position: Lecturer, International Studies
Title of project:	Supporting students in reflecting and articulating education abroad learning outcomes for employability
Subject/s:	97900/97901 International Internship 977912/977917 In-country Contemporary Society 977913/977918 In-country Language and Culture
Endorsement by Associate Dean (Teaching and Learning) or Head of School	
I Maryanne Dever endorse this project application and confirm that embedding of the project outcomes in the subject will be supported by the Faculty.	
Signed (or via email approval)	
Date:	10/12/18

Have you received one or more FYE Grants previously?
<input checked="" type="checkbox"/> Yes

A brief description of the aims and rationale for the project

Students enrolled in one of the six listed subjects are undergraduates from across all UTS faculties who undertake a short-term international experience in either the July or Summer sessions in their second or third year of their degree. While the subjects have a different focus depending on the international program, all aim to enhance students' employability skills and professional readiness through focussing on developing intercultural understandings and communication skills. These are identified as "critical for our graduates' future as professionals and citizens" as students need to "develop the capability to work in culturally diverse environments" (UTS Model of Learning).

When describing their international program, it can be challenging for many students to move beyond highly generalised statements such as '*it was amazing*' to produce more reflective, sophisticated and professionally-focussed articulations in the application to their professional work contexts or in job interviews. It is important that we scaffold students as without reflection and evaluation, students are not able to access higher levels of self-efficacy, self-esteem and self-confidence to gain these lifelong employability skills (Dacre & Pool 2007). As f2f teaching time in these subjects is limited to 6 hours (3 hours before and 3 hours after students' overseas program), additional online modules provide them blended learning and feedback opportunities. Online modules 1 and 2 (completed before and after the first f2f seminar) help students with theoretical and practical content to make the most out of their international program as well as to prepare them for the first assessment task. A third module for students to complete after returning to Sydney needs to be developed to guide students' reflections and preparation for assessment tasks 2 and 3. This project focuses on supporting student success in task 3.

Assessment 3 is an authentic task that requires students to reflect on their international program and to articulate their learning to possible future employers in the form of a mock job interview. Feedback from graduating students is that this task was extremely valuable as they indeed needed to answer questions on their international experience during interviews. However, it is also a task many students struggle with due to limited experience with reflections, interview settings or articulating professional goals. Our meeting with UTSCareers revealed that there are currently no resources to help students reflect on their international experiences to prepare them for making explicit their unique skills set as they transition into their careers on graduation. This project aims to develop a third online module as well as peer assessment guidelines for the return seminar to assist students to competently complete the final assessment task. As the mock interview is an oral task, we cannot easily provide previous students' exemplars as is possible with written tasks. This project addresses this gap in support for student learning: it will collect and collate examples of interview responses for students to access through the online module as well as a peer assessment guide to be used in the return seminars.

Curriculum Principles for Transition Pedagogy addressed by the project: Assessment

How the Transition Pedagogy principle of Assessment frames our new practice:

Kift's (2009) Transition Pedagogy principle of **Assessment** describes the need to support FY students with transitioning to higher education assessment and that complexity of assessments increases in later years. The students who will benefit from this project are in later stages of their degrees but still need targeted support to successfully complete a complex assessment task as they transition to the workforce.

One of the key ways to support student success in assessments is to provide them exemplars of what is expected of them in the task. Ideally, a range of exemplars at different levels of proficiency make explicit for students the depth expected for different grades and also demonstrate the variety of ways to successfully complete the task. When assessments require students to produce written texts, collecting exemplars is straightforward. However, as the assessment task in focus in this project requires oral production, there is a lack of appropriate examples material available to support students. Developing an exemplar bank to embed into the online teaching component of these subjects will also be particularly valuable due to the limited face-to-face classroom time available.

The exemplars materials will be produced through collecting example student oral assessment tasks from March 2019 and collating these for subsequent cohorts. Additional support materials developed in this project will focus on students' strategies for how they approached the task which will be collected through focus groups. Together the materials produced in this project will support students' success with the assessment task and their transition into the work force.

Other University/Faculty/Course/Subject priorities addressed

- UTS' Model of Learning in its global focus and practice-orientation
- Students' transition into the workforce
- The online modules developed in this project will naturally benefit all students, including low-SES and Indigenous students: the international programs are underpinned by the faculty's strategy to widen participation of under-represented groups in education abroad programs (eg through financial supports for low-SES students and a partnership with Jumbunna to provide the academic subjects for programs for UTS Indigenous students).

Key project activities and timeline, including appropriate activities that engage the overall teaching team

1. March: Contact students currently in the subject (Summer 2018/9) and alumni to invite them to participate in focus groups
2. March/April: Conduct focus groups with students in different stages of their transition into the work force, eg: alumni, soon to graduate, third year students, second year students.
3. April/May: Transcription and analysis of focus group interviews
4. June: Development and pilot of new learning materials
5. July: Implementation of pilot materials into the subjects for July 2019 session
6. Sep/Oct: Evaluation and refinement of materials for Summer 2019/20

Project Budget and Justification

Activity	Hours/units	Rate	Total
1, 2, 4 Setting up focus groups, catering, modules production (word processing, desktop publishing)	30 hours	Casual academic, OAA non PhD rate @ \$47.07/ hour (Nov 2018) + 15.99% on costs (30 hours x \$47.07 x 1.1599)	1637.90
3 Transcription of focus groups	6 hours	\$120/hour	720.00
2 Catering	25 students	\$15/student	375.00
2 Incentives	25 students	\$30/student	750.00
		TOTAL:	\$3482.00

Evaluation strategy

- We will seek peer assessment from our colleagues in UTS Careers, IML, UTSI, FASS
- An additional question on the online module will be added to the SFS for July session 2019
- A survey seeking feedback on the online module distributed to students of the July session 2019
- The online module will be piloted in the July session subjects and refined before finalising for Summer 2019/20

Reference List

- Dacre Pool, L. and Sewell, L. (2007). The key to employability: developing a practical model of graduate employability, *Education + Training*, Vol. 49 Issue: 4, pp.277-289.
- Kift, S. (2009). *Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education*: Australian Learning and Teaching Council. Retrieved from <http://www.olt.gov.au/resource-first-year-learning-experience-kift2009>
- UTS Model of Learning <https://www.uts.edu.au/research-and-teaching/learning-and-teaching/uts-model-learning/uts-model-learning>