UNIVERSITY OF TECHNOLOGY SYDNEY

2018 First Year Experience (FYE) 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 February 19th, 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. James Wakefield   Position: Senior Lecturer

Contact email: james.wakefield@uts.edu.au   Contact phone no: 0438 973 623

Faculty: UTS Business School

School/Department (if applicable): Accounting DG

Other applicants if team application:

Name: Associate Professor Jonathan Tyler   Position: Deputy Head, Accounting DG

Name: Raechel Wight   Position: Casual academic

Title of project: Tailored and proactive student messaging

Transition subject involved: 22107 Accounting for Business Decisions A

Endorsement by Associate Dean (Teaching and Learning)

I Associate Professor Chris Burton endorse this project application and confirm that embedding of the project outcomes in the subject will be supported by the Faculty.

Signed

Date: 15/2/2018

Have you received one or more FYE Grants previously?

☐ Yes – All final reports submitted.

Project outline (max 1-2 pages) (See guidelines for detail)

A brief description of the aims and rationale for the project

There is a wide diversity of student participation and engagement in the undergraduate compulsory introductory accounting subject, Accounting for Business Decisions A. We plan to use OnTask to facilitate proactive student messaging based on each individual student's level of engagement with the subject. This will be based on students' engagement in the subject through metrics related to factors such as completion rates of online quizzes, homework completion exhibited in tutorials and mid-session exam performance. The aim of this project is to provide students with the individual guidance and feedback they require to facilitate their transition to university and provide them with the direction they require to successfully engage and motivate them given the individual tailored messaging contact they will receive. The focus will be on positive reinforcement as well as encouragement for what students can do to improve. The rationale for this project is students can quickly perceive there is a lack of support and individual feedback when enrolled in such a large subject and attending large first year lectures. Accordingly we seek to provide this support, to aid student transition and support.

First Year Curriculum Principles for Transition Pedagogy (TP) addressed by the project

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

Transition

The university education experience is typically more reliant on students' self-motivation and direction, as part of study success, in contrast to the high school learning experience characterised by smaller classes and more proactive teacher intervention where necessary. Clearly many first year students struggle with this transition, finding it difficult to know where and when to seek additional support. The tailored and proactive messaging OnTask facilitates will provide individualised contact to each student, providing them with appropriate direction on where to access further resources or additional help based on their engagement with factors such as online quizzes, tutorial homework and examinations. All emails sent to students will specifically start with their name, to ensure students are aware they are being individually contacted, rather than mass emails sent to all students in the subject. The messaging system will be comprehensively setup and tested in 2018 so that it can be used going forward in later years with very minimum cost and update, ensuring the sustainability of this project.

Evaluation and Monitoring

Accounting for Business Decisions A already has a series of ways of evaluating students and monitoring their experience with the subject. This includes UTSonline quizzes that track students' performance on a topic by topic basis, tutors collecting and checking homework from students and an in class mid-session examination. Research we have already conducted provides indications of the students that are more at risk of not succeeding in the subject and potentially performing poorly in assessments.

In this project we will develop a series of messages that will be sent to students using OnTask based on their engagement levels with the subject (drawing from the indications of prior research which provides insight on at risk students, as well as higher performing students that could benefit from positive reinforcement).

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

Retention: Through more proactively contact of students, through the tailored messaging system, we hope this will provide students with guidance as to where to readily access subject support, aiding retention.

Key project activities and timeline, including appropriate activities that engage the overall teaching team (if applicable)
1. Investigation and correspondence with Jurgen Schultz to setup OnTask for message delivery – March 2018 (largely completed)
2. Coding of subject engagement metrics (UTSonline quiz completion, UTSonline quiz performance, tutorial homework completion and mid-session exam performance) based on risk levels of poor subject performance – April 2018
3. Development of student messages based on time intervals and risk levels, identified in the coding completed above – April/May 2018
4. Trial of the system in the second half of the Autumn 2018 session – May/June 2018
5. Record preliminary feedback from students based on Autumn 2018 session trial
6. Updates/revisions to the system based on the feedback from the Autumn 2018 session – June/July 2018
7. Full implementation of the system throughout the Spring 2018 session
8. Evaluation of student performance levels and student feedback for grant final reporting (applying for ethics approval in advance as required) – October/November 2018

Your evaluation strategy ie how you will know that the project has been successful, with particular focus on the transition pedagogies that you have chosen, and how will you collect information to improve the outcomes?

The project will be first evaluated through examining students' responses to the SFS in the Autumn and Spring sessions. A log will also be kept on any student feedback received via email and/or other sources throughout 2018.

We will also examine the impact of the system on student performance. Given the significant data we have captured on student performance in past teaching sessions, this will facilitate a comparison of performance effects, while controlling for other variables.
James Wakefield, Jon Tyler and Raechel Wight (grant applicants) have significant experience in such analysis, as demonstrated in other projects including the use of tablet computing annotation and sharing technology in tutorials, student screencasting, peer review forums, online lecture slides with integrated quizzes and UTSonline quizzes. An ethics application will be submitted as appropriate concerning the collection and analysis of student data.

Please see the evaluation planning report also attached with this application.

Project Budget (insert table or spreadsheet if appropriate) **and budget justification** (remember to add on-costs –15.99%) Salary rates- see guidelines for comments.
The rate for all activities is $32.58 x 1.1599 on-costs = $37.79 (research assistant)

System setup (activities 1 & 2) – 42.5 hours	$1,607
Administration of messaging system (Autumn & Spring sessions) – 10 hours	$378
Total	$1,985