

2016 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 **10 am Monday December 5th, 2016**.

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

Project applicant/team leader:	
Name: Jonathan Tyler	Position: Deputy Head, Accounting DG
Contact email: jon.tyler@uts.edu.au	Contact phone no: x3629 0417 262 757
Faculty: School of Business	
School/Department (if applicable): Accounting Discipline Group	
Other applicants if team application:	
Name: James Wakefield	Position: Lecturer
Name: Raechel Wight	Position: Learning Facilitator
Title of project: Progressive online quizzes delivering specific formative feedback to students	
Transition subject involved: 22107 Accounting for Business Decisions A	
Endorsement by Associate Dean (Teaching and Learning)	
I Professor Christine Burton Associate Dean (T&L) UTS Business School endorse this project application and confirm that embedding of the project outcomes in the subject will be supported by the School.	
Signed	
Date:	
Endorsement by the Head of Accounting Discipline Group	
I Professor Martin Bugeja, Head Accounting DG endorse this project application and confirm that embedding of the project outcomes in the subject will be supported by the DG financially if the grant is successful.	
Signed	
Date:	
Have you received one or more FYE Grants previously? Yes, but not in 2016	

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

A brief description of the aims and rationale for the project

Accounting requires students to adopt a new schema. Accounting is a new language, it uses numbers (but requires very little knowledge of maths) in a different way to that encountered by students in primary and secondary education. Students are both put off by the newness (the fact it does not build on prior schemas) and require ongoing formative feedback to assess their progress and build their confidence in the subject.

To address these challenges we will design a series of progressive formative assessment quizzes which will allow students to self-assess their progress, in their own time, outside of lectures and tutorials. Self-assessment quizzes have been used in the past, however these new quizzes will incorporate pathway mapping to specific subject resources, in addition to progressive feedback, to provide students with specific information on the areas they need to revise and how to revise these areas. Five separate quizzes will be implemented and will become available to students at two week intervals across the session. Quizzes 1 -3 will relate to the financial accounting component of the subject, providing students with specific feedback as they move towards the summative mid-session exam assessment. Quizzes 4 – 5 will relate to the management accounting component of the subject, providing students with specific feedback as they move towards the summative final exam assessment. The content of the quizzes will be constructively aligned with the content of both the summative mid-semester and final exams. This alignment will encourage engagement with the quizzes and provide feedback for students to feed-forward into their summative assessments. Engagement with the quiz will be monitored and encouraged throughout the semester.

First Year Curriculum principles for Transition Pedagogy addressed by the project (tick the appropriate box(es) Select the 1-2 strongest principles that you are addressing.

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

Provide detail of how the selected principle(s) is (are) addressed in your project.

Assessment: Accounting is a progressive subject that builds from the early accounting fundamentals, continuously throughout the session. It is therefore important that students receive progressive feedback, so they can logically develop their accounting knowledge and understanding throughout the teaching session. This is particularly important, as accounting is a new schema to students and accordingly it is critical they learn the relevant threshold concepts as the subject progresses. The implementation of a series of progressive quizzes will ensure students receive the formative feedback they need, the revision direction relevant and maintain their confidence and comfort in continuing to engage with the subject. We have already implemented a number of innovations in the subject to promote student engagement and confidence, such as the use of tablet annotation and sharing technology. However the online quizzes will provide a form of confidential formative feedback outside of classes, which will be valuable to some students that are socially anxious or less confident at the commencement stage of their studies.

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

Retention: The progressive online quizzes will provide students with formative feedback throughout the session and specific direction on the areas they need to review and revise. This will minimise the extent students fall behind and miss out on important threshold concepts, avoiding student anxiety and potential subject drop out at the time of summative assessments (mid-session and final exam).



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

1. Review of existing instructor question banks (from textbook) and UTSONline quiz based capabilities – November 2016 (completed)
2. Constructive of question bank that forms the basis of the five quizzes that will be released across each teaching session. These questions will be mapped to the relevant resources in the subject, based on students' responses, as the basis of detailed formative feedback – initial questions bank completed at the end of March 2017 and revised as required throughout Autumn session.
3. Preparation of questions to include in the SFS for Autumn 2017 – March 2017
4. Analysis of students' quiz performance across the Autumn teaching session, so lecture and tutorial content can be revised accordingly to address the needs of students.
5. Evaluation of student feedback (through SFS) once Autumn session completed and examination of the quiz engagement implications on student learning outcomes – July 2017
6. Revisions of quizzes based on evaluation (above) and creation of additional revision resources (where appropriate) – July 2017
7. Write up of FYE Grant Report.

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 evaluated based on students' feedback (through SFS data) and revisions will be made to the quiz system as appropriate. In addition data on student engagement and performance with the quizzes will be analysed to examine what the implications are on student performance in summative assessments including the final exam. James Wakefield and Jon Tyler (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 and peer review forums.

Attach a copy of your evaluation plan available here: <http://tiny.cc/evalplan>

(evaluation plan completed as requested)

Project Budget (insert table or spreadsheet if appropriate) and budget justification (remember to add on-costs – approximately 17%) Salary rates:

Teaching assistant to monitor feedback and analyse the implications of the quizzes on student learning outcomes and performance
72 hours @ \$45.35 (average for period) plus 16.87% \$3816

<http://www.hru.uts.edu.au/conditions/pay/rates.html>