

## EUROPEAN FIRST YEAR EXPERIENCE CONFERENCE 2016

Monday 4th – Wednesday 6th April 2016

### ABSTRACT SUBMISSION FORM

Proposals should be submitted to [efye@arteveldehs.be](mailto:efye@arteveldehs.be) by **1 December 2015**.

Speaker(s)	Tinne De Laet, Ed Foster & who else? – I'm happy to step out of the way if others want to speak
School / Department / Institution	Tutorial Services of Engineering Science, KU Leuven Student Engagement Team, Centre for Academic Development & Quality, Nottingham Trent University
Biographical details for each speaker (50 words maximum)	
<p>Tinne De Laet received the M.Sc. degree in engineering science and the Ph.D. degree in mechanical engineering from the Katholieke Universiteit Leuven (KU Leuven), Belgium in 2005 and 2010 respectively. After being a postdoctoral Fellow of the FWO she became a tenure track professor and the Head of the Tutorial Services of Engineering Science of the KU Leuven in 2013.</p> <p>Ed Foster is the Student Engagement Manager at NTU. He has experience researching the first year experience and delivering services to meet students' needs including: study support, institutional induction and now a large scale learning analytics resource the NTU Student Dashboard.</p> <p>Jan-Paul van Staalduinen has an MSc in Systems Engineering and Policy Analysis (2004), and a PhD in Education and Games (2012), both from Delft University of Technology (TU Delft). He is the research coordinator for TU Delft Online Learning - TU Delft's department that's responsible for open and online education and MOOC development.</p>	
Statement of link to the conference theme(s)	
1. The student lifecycle: transition, How we screen, track and support first-year students?	
Session/poster title	
Learning analytics to support students in the transition from secondary to higher education: which data to use and which feedback to give?	
Session type – ADD LINK TO FORMATS (Workshop, Paper, Show and Tell or Poster). If submitting a workshop or paper, please indicate if you would prefer a 30 or 60 minute slot. We can't guarantee that we will be able to accommodate all preferences.	
<p>Challenge workshop: prefer 30-minute time slot.</p> <p>We would like to run two sessions one after the other in the same 1-hour time slot. This will enable participants to explore two related aspects of learning analytics: firstly identifying those students at risk of early withdrawal and secondly using data to develop systems to support these students.</p> <p>A) Learning analytics to support students in the transition from secondary to higher education: which data to use and which feedback to give?</p>	

B) “To the Bat Car Robin!” The role of learning analytics in supporting, not just identifying, students at risk

Summary (50-word summary for programme)

During the workshop we will discuss the how learning analytics can support students in the transition from secondary to higher education. In particular we will gather useful insights in which data to use, how to gather this data, and how to support the student with this data.

Abstract (500 words maximum, not including references if used)

The transition to higher education is challenging both from the academic and social perspective (Tinto 1993). Firstly, students have to adjust to the life at the higher education institute. Secondly, the academic expectations of higher education are different than the ones from secondary education. Students have to evolve to independent learners that take their own responsibility for coping with the high study workload (learning autonomy).

A successful transition from secondary to higher education can be characterized by different features:

1. Academic achievement (e.g. credits obtained, GPA, timely graduation)
2. Realistic academic self-concept and expectations (e.g. correct positioning with respect to peers)
3. Well-being, good perceived-fit, good quality of motivation, and
4. In-time re-orientation of field of study in case of wrong study choice.

The study of Briggs et al. (2012) indicates the importance of encouragement and individual support during the transition and targeted activities that enable learning about higher education. The transition period from learning dependence to learning autonomy also provides the opportunity for students to reflect on their conceptions of learning and assessment, and how the first-year experience may allow individuals to prepare for university study and develop key skills for their future careers (Hodgson et al. 2010). Therefore, instead of perceiving assessment during the transition as hoops to jump through, it can also be seen as the basis of a critical environment in which students can develop confidence and become more sophisticated learners (Hodgson et al. 2010). This however requires that each student receives immediate and continuous feedback. The focus of this feedback is not summative but rather comparative (i.e. positioning with respect to the peers) and formative, and the quality should be high. Therefore, the feedback should not be merely automatic (e.g. based on learning analytics) but supplemented with personalized feedback from student counsellors. Students with disadvantaged background can especially profit from this feedback. Foster & Lefever (2011) found that male students were underperforming partially because they were less aware that there might be a problem and less aware of the support mechanisms available such as study counselling.

The Erasmus+ project STELA will apply learning analytics on indicators that are predictive for a successful transition. The generated individual learner profile can allow students to adapt their learning activities and improve their self-regulation. For student counsellors, access to real-time learner profiles can allow an earlier detection of at risk students and optimized coaching of particular learner profiles. Therefore, the application of learning analytics to the transition of secondary to higher education has a high potential of raising the quality of the support given to students during this transition, as supported by the experiences of [Foster, Kerrigan & Lawther, 2016] .

During the workshop we will discuss with the participants three of the six research questions of the STELA project:

1. What are relevant student actions in the transition from SE to HE?
2. How can data on relevant actions be captured?

3. What kind of information in the form of formative feedback has to be presented to the different stakeholders?

[Banger 2008] *Preparing High School Students for Successful Transitions to Postsecondary Education and Employment* [http://betterhighschools.org/docs/PreparingHSStudentsforTransition\\_073108.pdf](http://betterhighschools.org/docs/PreparingHSStudentsforTransition_073108.pdf)

[Briggs et al. 2012] A.R.J. Briggs, J. Clark & I. Hall (2012): *Building bridges: understanding student transition to university*, *Quality in Higher Education*, DOI:10.1080/13538322.2011.614468

[Carenevale & Desrochers 2003] *Standards for what? The economic roots of K–16 reform*. Princeton, NJ: Education Testing Service. Retrieved January 8, 2008, from [http://www.transitionmathproject.org/assets/docs/resources/standards\\_for\\_what.pdf](http://www.transitionmathproject.org/assets/docs/resources/standards_for_what.pdf)

[Foster & Lefever 2011] *Barriers and strategies for retaining male students*. In: L. THOMAS and J. BERRY, eds, *Male access & success in Higher Education: a discussion paper*. York: Higher Education Academy, pp. 20-25.

[Foster, E., Kerrigan, M. and Lawther, S., 2016 (forthcoming). *What Matters is Performance, not Predicted Performance: the impact of student engagement on retention and attainment*. *Journal of Learning Development in Higher Education*.]

[Hodgson et al 2010] Hodgson P, Lam P, Chow C. (2010) *Assessment experience of first-year university students: dealing with the unfamiliar* <http://www.cetl.hku.hk/conference2010/pdf/Hodgson.pdf>

[Tinto 1993] *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press.

Main message of the session: “After this session the participant will know/have experienced/have gained...”

After this workshop the participant will have learned about which data learning analytics can use to support the transition from secondary to higher education and what kind of feedback the learning analytics have to provide.

Data projectors are standard, if you have further IT or audio-visual requirements please indicate here.

Wireless internet in the presentation room if available (for interactive questions)

Any other requirements (please indicate, for example, if you would like to bring additional materials if you are submitting a poster).

Keywords: every presentation will be categorized according to some keywords. Please check the box of the keywords applicable to your session. The keywords are based on interesting EFYE-topics for this conference.

- Active learning
- Belonging (socially, academic)
- Big Data
- Commuter (or local) students
- Counselling
- Curriculum

- Pre entry
- Research on FYE
- Residential students
- Retention
- Service learning/volunteering
- Social cohesion

<ul style="list-style-type: none"> <li><input type="checkbox"/> Health and well-being</li> <li><input type="checkbox"/> Induction (Orientation)</li> <li><input type="checkbox"/> Institutional development</li> <li><input type="checkbox"/> International students</li> <li><input type="checkbox"/> Language (academic)</li> <li><input type="checkbox"/> Learning communities</li> <li><input type="checkbox"/> Library</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Peer mentoring</li> <li><input type="checkbox"/> Physical spaces</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student diversity</li> <li><input type="checkbox"/> Student finance</li> <li><input type="checkbox"/> Student perspective</li> <li><input type="checkbox"/> Students as partners</li> <li><input type="checkbox"/> Study Skills</li> <li><input type="checkbox"/> Social Media</li> <li><input checked="" type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Transition from highschool/college to HE</li> <li><input type="checkbox"/> Transition to second year</li> <li><input type="checkbox"/> Work and study</li> </ul>
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**Data Protection:** The information you supply on this form will be stored in paper and/or electronic format for the purposes of conference administration. Additionally, speaker biographies, abstracts and summaries of sessions/posters may be published in delegate packs and on the EFYE 2016 website.