

Fables from afar: Managing new environments

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reality is

These are not fables or myths or martians,

they are real

Can we generalise from these to some of the 'delightfuls' who are coming our way

and consider

are **they** ready for us??

&

are **we** ready for them??



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Four issues for me around 'management'

1. Will they **manage** their own transitions ?
2. Will our support structures take their needs into account and help make them even better **self managers**?
3. Will our Institutions **manage** the environments that they will walk into
4. Will we **manage** our pedagogy to maximise their learnings and outcomes



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What are some example issues for them?

Tshering: is going to a University College where the top 300 students will be congregating, but most will have come from much more sophisticated city schools

Karma: is going to have to deal with surprises and a total change of culture in Oz

Chumo: is going into a predominantly boys domain with a tight career outcome determined for her at the age of 17

Tashi: is under enormous family expectations and financial pressure

All will have to adjust to new situations

All will have different expectations

All will have career / course choices to make



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We can generalise to other issues for them?

- Location
- Transport
- Accommodation
- Status
- Diet
- Fitness / health
- Friendships
- Finances
- Confidence
- Skill level
- Isolation
- Access to academic staff
- Gender
- Learning styles
- Background
- Stress
- Choices
- Goals
- Direction
- Work
- Parental pressure
- Clash of values
- Loneliness
- Access to support staff



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We can generalise to other issues for us?

- Attrition (+ve and –ve)
- Retention
- Evaluation: pre / post
- Teaching quality
- Integration
- Cohesion
- Scaffolding
- Authentic learning
- Consistency
- Mentoring
- Cross cultural
- Assessment
- Identifying at risk
- Support services
- Timeliness of interventions
- Interdisciplinary
- Constructivist
- Generic skills
- Workplace orientation
- Learning styles
- Generational issues
- Course design
- Class size
- Feedback



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What are some approaches we could take?

- segmented / holistic
- reactive / proactive
- discrete / infused
- short term / developmental
- deliberate / embedded
- critical incident / longitudinal
- specific to School / generalise to University
- atypical / normalise



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For example, if we take a developmental approach, then we need to consider all of these internal issues simultaneously:

- Social development
- Emotional development
- Cognitive development
- Physical development
- Career development
- Spiritual development



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If we take a critical incident approach then we need to be ready for external issues like the impact of:

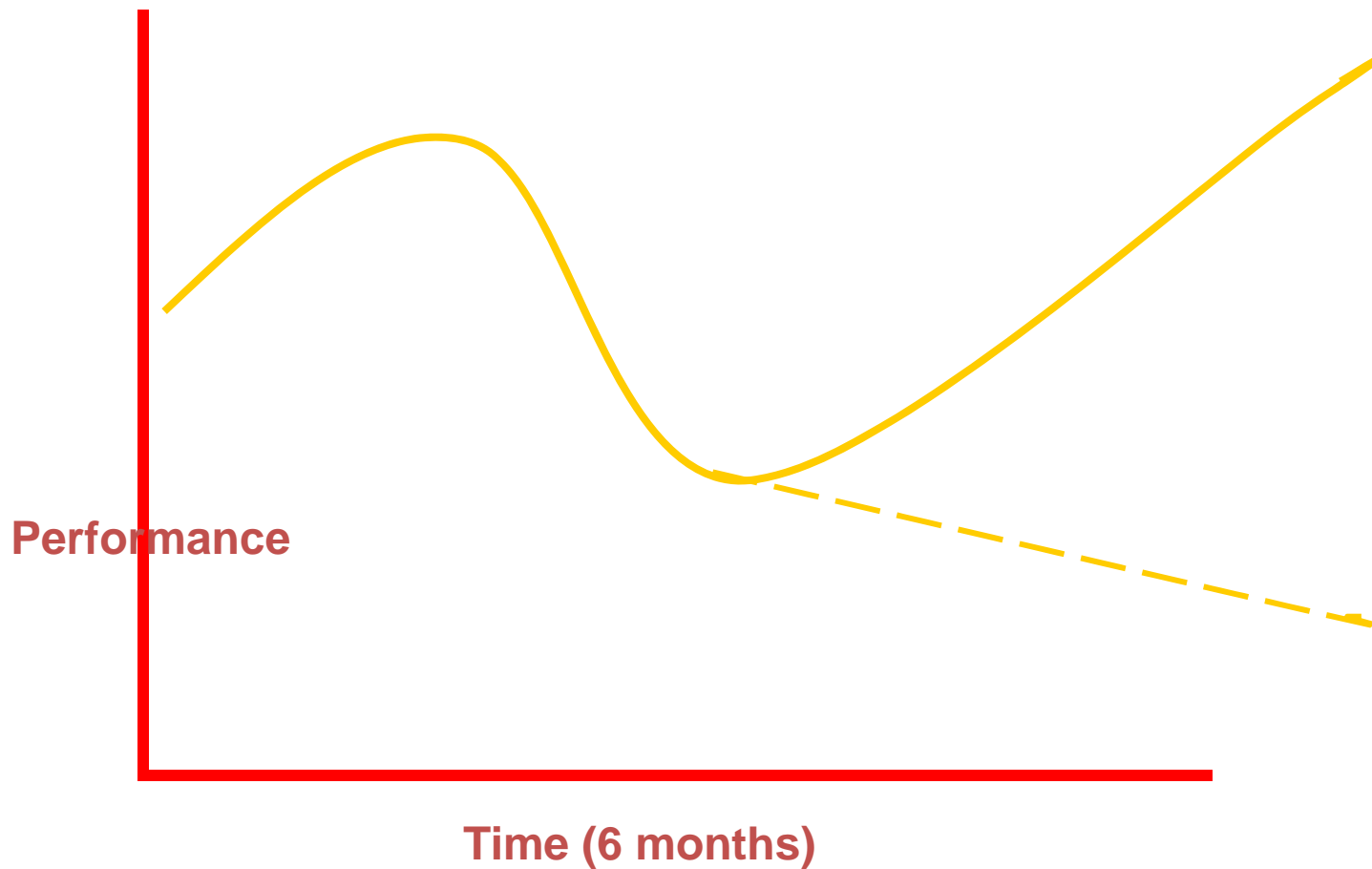
- Initial choices (preferences) and goals
- Managing expectations
- Settling in and forming friendship groups
- Tutorial situations
- Understanding and using support services when needed
- Utilising resources such as the library
- First assignment and first feedback



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If we take a transition approach and use the transition curve then week 4 is crucial



Adjustments they need to make

Personal - Confidence, independence, dress, choice

Academic - Contact time, workload, unstructured, lectures

Social - Size, new friends, lecturers, alternatives

Physical - Travel, accommodation, stress, diet,

Career – confirming or challenging choice, future direction

Spiritual – values clash, like minded,



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Top five strategies

Networking

Goal setting - short term and long term

Varying techniques

Self management

Using support structures & people



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If we focus on expectations

Ensure our marketing material is accurate and not overselling

Build 'expectations' into first few weeks of orientation

Use peer mentors to share with them how it is in reality

Sensitize staff to possibility of 'over' expectation and potential disappointment

Provide good information on outcomes



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If we focus on choices

Understand initial choice processes particularly in young people (strawberry/chocolate with minimal consequence)

My research identified 99 variables for them to consider in the process

Understand the confirm / challenge process of decision making in week 4

Understand the inability to have a rational explanation of their choice change (doesn't 'feel' right)

Sensitize institution to the need for a safety net process

Allow for career maturity and provide resources for it to develop (information, discussion, mentors, WIL, access to trained career counsellors).



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Overall the pedagogy we need to consider is in terms of:

- Transition
- Diversity
- Design
- Engagement
- Assessment
- Evaluation and Monitoring



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Fables from afar: Managing new situations

They are not fables, they are real

Can we make them better self managers, especially during the transition process?

Are we managing our pedagogical & situational environments as best we can?

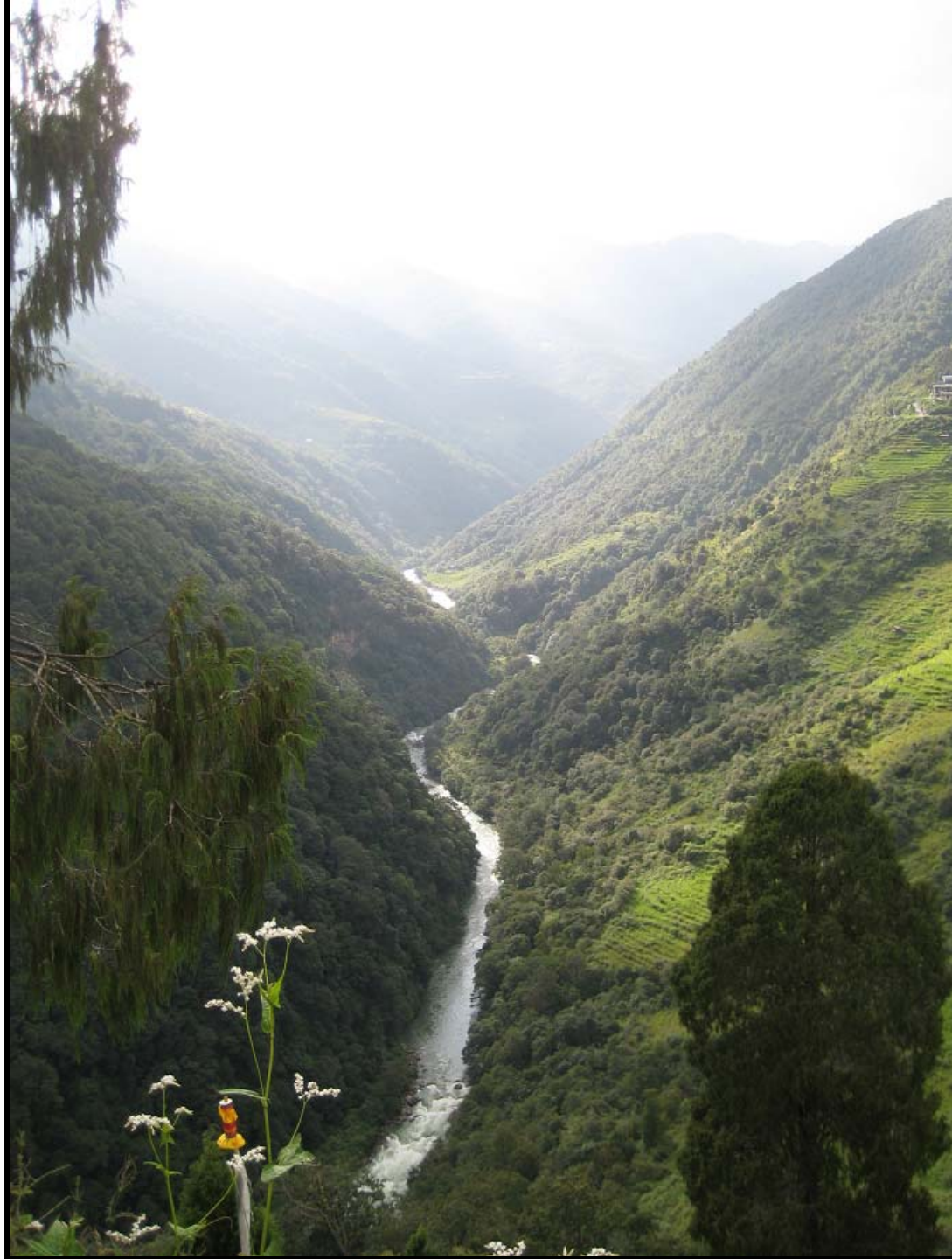
Keep students like these in mind in the next 2 days

Our world is not their world. This was their world



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Advice

Lets imagine you are to give advice to the person whose responsibility it is in real life to address these issues for our four students and their friends

What would you say to them after these two days?

Would any of that advice apply to your Institution?



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Can we use the next two days to do what we can to make it work for the
Tsherings, Karmas, Chumos, Tashis
who come our way?

Look closely

Can we keep the lovely looks of innocence on their faces while they progress?



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