

Keynote Panel Discussion



Facilitator: Associate Professor Karen Nelson

Transition

Support academic & social transition from student's previous educational experience to nature of learning in HE and new discipline as part of life long learning.

- *How do we foster co-ordinated institutional commitment to transition across all (academic and professional) staff, championed by senior leadership, backed by sustainable funding and long-term planning, especially in an environment of constant restructuring and uncertainty?*



Diversity

Acknowledge diversity & reality of students' backgrounds, previous experiences, and preparedness for HE because diversity may exacerbate transition issues and few assumptions can be made about students' entering knowledge, skills, and attitudes

- *How do we shift the sector to a proactive integrated approach in accommodating student diversity?*



Design

Design is student-focused, explicit & relevant and provides foundation & scaffolding for FY learning success

- *How can we motivate the whole university community (including leadership) in designing sustainable FY curriculum (e.g. no large core subject) that engages and motivates students?*



Engagement

Enact engaging and involving pedagogies.

AUSSE: Challenging, active, interactive, collaborative, staff-student, enriching, supportive, WIL.

- *How do we move from rhetoric to action (with both students AND staff) ...to implement engagement strategies across our institutions and then make them sustainable?*



Assessment

Aids transition to higher education assessment, is clear about assessment expectations, and provides early feedback.

- *How do we find the right balance between challenging students and also enhancing the transition process?*
- *How do we change the culture to recognize the importance of the FYE*



Evaluation and Monitoring

The first year curriculum should itself be evaluated and should monitor for student (dis)engagement.

- *What strategies could be used to deploy a range of data to **formatively improve the first year experience**, including identifying and supporting at-risk students in an efficient and timely manner?*
- *How can we create a **national evaluation model** that responsibly and effectively uses reliable and valid (not all units are equal) data to improve the first year learning experience in a way that reflects the diversity the sector across disciplines and institutions?*

