Strategically enhancing student engagement in the first year: focusing on sustainable interventions

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Student Learning Centre

CONTEXT?

Workshops

Consultations

Embedding skills in curriculum..? Quite a distance to go
More.. more .. Workshops

More.. More.. Consultations

- Workshops in departments
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More.. more .. Workshops

More.. More.. Consultations

More.. More Workshops in departments

Not sustainable
What can we do?

Complexity ..? → Rationale ..?

COMPLEX SET OF DRIVERS
PLETHORA OF RESEARCH

STRATEGY?
### USA
- Retention, foci, e.g. Tinto, Braxton, Tierney
- Massification
- $$ & accountability
- Recession *#!
- Student engagement – e.g. Kuh
- Meta studies – e.g. Pascarella & Terenzini

### UK
- First-year experience, and retention, e.g. Yorke and Longden, Harvey et al

### Australasia
- First-year experience, and retention, e.g. McInnis, James, Zepke et al
- Technology
- Student life/behaviour
- Gen Y
- Gen Next
- Wired Generation

### RESEARCH
- Conceptualisation and theories of Teaching and Learning & Student/Learning support

### Broader Context?

### PRACTICE
- Student life/behaviour
- Gen Y
- Gen Next
- Wired Generation

### Internal Context?
What can we do?

- Complex set of drivers
- Plethora of research

Strategy?
What can we do – focus.. choice?

**COMPLEX SET OF DRIVERS**
- Generational changes
- Tension research-teaching
- Resource limitations

**PLETHORA OF RESEARCH**
- Student Engagement
- Peer learning

**STRATEGY**
- Peer focused programmes

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**WORK IN PROGRESS**

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**What can we do – focus.. choice?**

**COMPLEX SET OF DRIVERS**
- Generational changes
- Tension research-teaching

**PLETHORA OF RESEARCH**
- Student Engagement
- Peer learning

**STRATEGY**
- Peer focused programmes
Rationale Peer Assisted Study Sessions (PASS)

Academic skills development: greater reach..

Vital peer-peer engagement..
Final marks for all enrolled students vs. final marks for students who met terms

<table>
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<tr>
<th>Attendance</th>
<th>Mean</th>
<th>N</th>
<th>Deviation</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
<td>Did not participate</td>
<td>61.67</td>
<td>529</td>
<td>23.187</td>
<td>67.06</td>
<td>475</td>
<td>17.164</td>
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<td>1-3 sessions</td>
<td>67.44</td>
<td>66</td>
<td>18.498</td>
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<td>4-7 sessions</td>
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<td>16.258</td>
<td>73.53</td>
<td>43</td>
<td>12.999</td>
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<tr>
<td>8-12 sessions</td>
<td>78.38</td>
<td>55</td>
<td>12.893</td>
<td>78.38</td>
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<tr>
<td>Total</td>
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<td>695</td>
<td>22.270</td>
<td>68.77</td>
<td>636</td>
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</table>

**PILOT RESULTS?**

PASS

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**Student Learning Support and Development**

\[ F(3.632) = .9.422, \ p < .001 \]

Cohen's \( d = .75 \).
Leaders..?

Well..

$$ (sometimes) ..

altruistic pay-off

meaningful engagement

‘teaching’ = learning
More?

Development of leadership aspirations and understanding

→

Student Leadership Development Programme

More sustainable (resources)

Development of student competencies
Scaling up
(PASS in residential colleges?

Other?
Credit-bearing courses

Your experiences?
Your ideas?