

This paper will be included in the International Journal of FYHE.

A Transition Pedagogy: Third Generation FYE – A case study of policy and practice for the Higher Education sector

Kift, S. M.

ALTC Senior Fellow and Discipline Scholar: Law
Queensland University of Technology

Nelson, K. J.

Director, First Year Experience
Queensland University of Technology

Clarke, J. A.

Senior Research Coordinator
First Year Experience Program

Queensland University of Technology

Current research and practice related to the first year experience (FYE) of commencing higher education students are still mainly piecemeal rather than institution-wide with institutions struggling to achieve cross-institutional integration, coordination and coherence of FYE policy and practice. Drawing on a decade of FYE-related research including an ALTC Senior Fellowship and evidence at a large Australian metropolitan university, this paper explores how one institution has addressed that issue by tracing the evolution and maturation of strategies that ultimately conceptualize FYE as "everybody's business." It is argued that, when first generation co-curricular and second generation curricular approaches are integrated and implemented through an intentionally designed curriculum by seamless partnerships of academic and professional staff in a whole-of-institution transformation, we have a third generation approach labelled here as transition pedagogy. It is suggested that transition pedagogy provides the optimal vehicle for dealing with the increasingly diverse commencing student cohorts by facilitating a sense of engagement, support and belonging. What is presented here is an example of transition pedagogy in action.