

The use of First year curriculum principles to support students to flourish in a second language



First year curriculum principle	Actions that would make a difference	Elements implemented in this project
<p>1. Transition</p> <p>“ the first year curriculum will enable successful student transition into first year, through first year, into later years and ultimately out into the world of work, professional practice and career attainment.”</p>	<p>“2. Be consistent in all student communications (e.g. in presentation of program material;)”</p>	<p>The project will allow mapping of relevant activities to existing language course objectives, so that consistency can be achieved in the design elements within the wellbeing component, and that seamless integration with existing activities is facilitated.</p>
<p>2. Diversity</p> <p>“The first year curriculum should be attuned to student diversity and must be accessible by, and inclusive of, all students.”</p>	<p>“2. discuss planning and self management skills (including time and stress management)”</p>	<p>Language classes typically comprise students from wide variety of skill levels, cultural and social backgrounds and prior experiences.</p> <p>Project activities will encourage learners to recognise their strengths and deal with difficulties in effective ways.</p>
<p>3. Design</p> <p>“First year curriculum design and delivery should be student focused, explicit and relevant”</p>	<p>“3. Make linkages/connections explicit between first year subjects of study”</p>	<p>The project activities will emphasise the contribution of language studies to the development of general skills and knowledge that are relevant to the students’ experiences outside the course.</p>



Funding to support the project activities is being sought from the Office for Learning and Teaching (Seed Grants, 2015 round). The project commenced at the beginning of February, 2016. The project is supported by Flinders University and the University of Sydney.

First year curriculum principle	Actions that would make a difference	Elements implemented in this project
<p>4. Engagement</p> <p>“Learning, teaching, and assessment approaches in the first year curriculum should enact engaging and involving curriculum pedagogy and should enable active and collaborative learning”</p>	<p>“2. .. encourage students to work collaboratively (e.g. in pairs, informal groups, on other activities) in order for them to get to know each other and develop a sense of academic and social belonging.</p> <p>3. Encourage and facilitate teacher-student interactions”</p>	<p>The project activities are designed to enhance students’ engagement by providing content that is personally relevant. Furthermore, the project will develop group solidarity within the classroom, through frequent interaction, sharing of personal information, and group experiences in a mutually supportive environment.</p>
<p>5. Assessment</p> <p>“The first year curriculum should assist students to make a successful transition to assessment in higher education ”</p>	<p>“1. Schedule an early piece of formative assessment to be submitted and returned before Week 4 to:</p> <p>- relieve early student anxiety ”</p>	<p>The project activities contribute to students’ awareness of their own strengths; they also contribute to students’ ability to manage stress and anxiety, as well as negative feelings, such as disappointment and sadness. As such, it is expected that students will become better equipped at dealing with academic demands, including assessment requirements and expectations.</p>
<p>6. Evaluation and monitoring</p> <p>“Good first year curriculum design is evidence-based and enhanced by regular evaluation that leads to curriculum development and renewal designed to improve student learning”</p>	<p>“1. Be aware of first year program and subject evaluation results and the key areas identified for improvement and staff development.</p> <p>3. Promote a climate of support and encouragement ”</p>	<p>The project responds to an identified need to support students in developing resilience, and skills that can enhance their psychological, emotional and social wellbeing. Project activities will also be formally evaluated to assess their effectiveness. Establishing a climate of support and encouragement is essential to the success of this project.</p>

For more information visit: the Transition Pedagogy website: <http://transitionpedagogy.com/>



Funding to support the project activities is being sought from the Office for Learning and Teaching (Seed Grants, 2015 round). The project commenced at the beginning of February, 2016. The project is supported by Flinders University and the University of Sydney.