

Foundation Year Routes to Success

Part III - Sustaining Success

Su White
Semester 2

overview

How to use these slides

- the slides are the basis for the material you will cover in the first two weeks
- You can refer to them later on during the course to remind yourself of what we plan to do
- They should be read in conjunction with other materials provided to you
- All the materials are stored in the same EdShare record
- Resource set in Edshare
<http://www.edshare.soton.ac.uk/13885/>

Intros

Me, you, the team, the module and us 😊

Intros: me, the support team and you?

Leader for this section

- Dr Su White
- Academic in ECS
- saw@ecs.soton.ac.uk
- Researcher in Web and Internet Science - ECS
- Member of CITE

Why I am here

- Senior tutor on the foundation year
- Believe that all students can learn and succeed



What about you?

The team..

- This term:
- John Mills
- David Read
- Will conduct some of the interviews (along with me)
- you will meet postgrad's
- in lectures
- conducting research
 - surveys
 - group discussions

we are interested in the whole general question
of how you are learning on the foundation year
we are relying on you to participate in all of the various activities

Intros: Why We are here



Each week we will
rehearse part of
the portfolio

Routes to success!

- It's a module
- You have coursework
- This is the lecture series
- I want to make it useful

The process

Portfolio...

you will need to write something

- My job is to help you with this task.
- Your job is to do the very best you can

A task to help you

- Answer specific questions
- Reflect on your answers
- Evaluate your motivations

Intros: The big picture themes

learning

reflection

self knowledge

Using feedback

Future planning

Handin
w/c 2nd March
Wed 4th March

Assessment
Interviews
Engineering FY
tbc

Assessment
Interviews
Science FY
tbc

I will help you

- Supporting tasks
- Videos to watch
- surveys to complete
- drafts before the final version
- Videos are designed to get you to see the bigger picture
- Quizzes are designed to place you through the reflection which goes with the course
- Drafts are designed to help you produce an excellent final version

Student work improved after we introduced the surveys and videos
Complete the tasks: they can help you get better marks!

reminder



*“We don't receive wisdom;
we must discover it for ourselves
after a journey that no one can take for us ...”*

Marcel Proust (French novelist 1871 - 1922)

It's the journey...

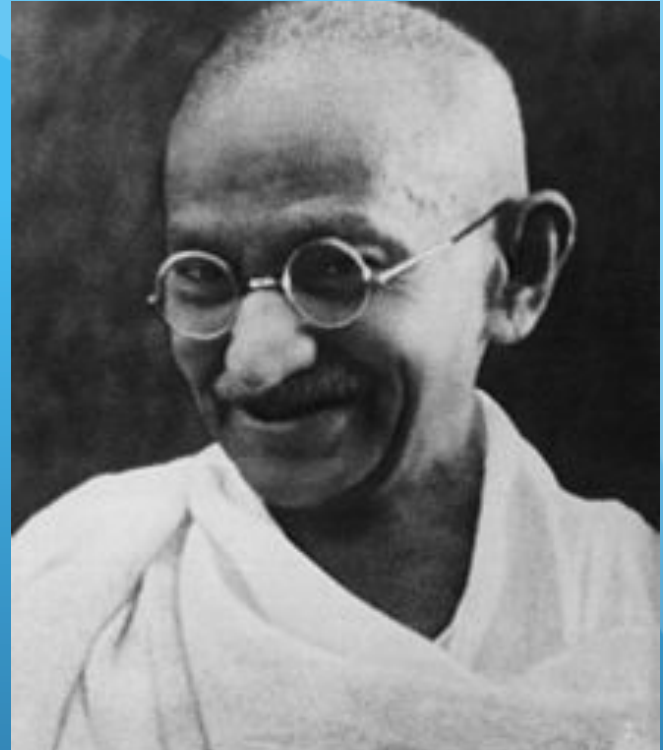


Remember

- Studying is not simply about transferring a set of facts from lecturer to students
- This module is designed to assist you in the process of:
 - Developing yourself as an individual
 - Recognising how you can be responsible for your own learning
 - Learning how to become a resilient learner
 - Developing skills so you
 - Understand how you best learn
 - Reflect on how you can improve

This module aims to actively engage you with this process 😊

Life and Learning



*“Live as if you were to die tomorrow.
Learn as if you were to live forever.”*

Mahatma Gandhi, Indian politician and activist 1869 -1948

Reminder: overview of RTS

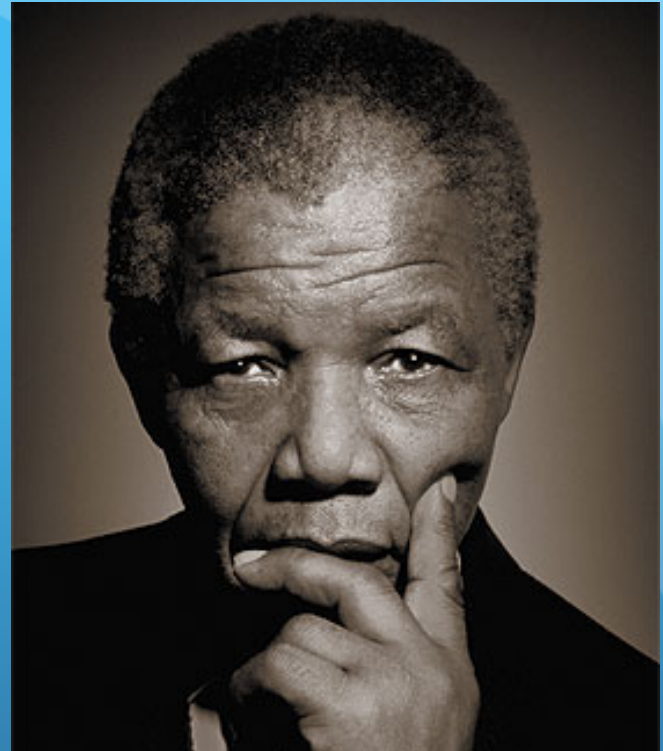
Engineering

- John Mills
Introductory Sessions
- Mike Hogg
Thinking about the Problem
- Su White
Building on foundations

Science

- John Mills
Introductory Sessions
- David Read
- Su White

Your opportunity



“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela (South African politician and activist 1918-2013)

What we expect

- Work independently and study independently
- Discuss the task with your fellow students
 - Face-to-face is often better than online
 - find time over a coffee or in a social context
- complete the surveys regularly
 - you will get email invitations
 - ... And reminders
- write your reflective portfolio
- Reflective Portfolio

remember why it will be useful:

- Mastering independent study is a skill which will
 - Persist
 - And be useful throughout your degree
- Surveys act as a prompt to help you reflect
 - they will help you manage
 - your time
 - and the workload
- The portfolio provides a framework for you to reflect and learn from your progress

the best students always manage to right excellent portfolios
but you don't have to be a great author just write the answers to the questions

Providing Scaffolding

- The videos, readings and tasks are designed to build a scaffolding for you to use
- When you are doing the coursework
- In the immediate future, helping you make good decisions about your study habits
- In the longer term during your degree studies



photo by Anne Roberts

Every student is different

- The surveys provide real data about the students
- Anonymously
- In general terms
- The surveys and information from Blackboard provides
- A more accurate picture about how much use you are making of the resources
- In general how students are interacting with this part of the module

your answers to the quiz help us understand your progress as a class

Use this model for reflection

you can use these set questions to help answer the questions in the portfolio
This will be explained in greater detail in another lecture
but just so that you know what is coming
we have included it here today

What?



```
graph TD; A[What?] --> B[So What?]; B --> C[Now What?];
```

So What?

Now What?

Explaining the model: What?

Use the specific

I completed a lab and received a mark for some work

Avoid the general:

I keep missing deadlines and loose marks

My marks for this module are OK

Although:

The general might lead you to the specific

if your first response is to provide a general answer
ask yourself how you can make it much more specific

Explaining the model: So What?

| | |
|---|---|
| The work was marked as: | 1 st , 2:1,2:2;3 rd , Fail (near pass), Fail |
| I expected the mark to be: | 1 st , 2:1,2:2;3 rd , Fail (near pass), Fail, no idea |
| When I handed in I felt: | {your emotion/confidence/state of mind} |
| When I got the mark | {your emotion/confidence/state of mind} |
| The reason the for the relationship between my expectations, mark, and feeling was: | A logical analysis of the evidence and observations |

you are all running to become scientists or engineers
think of this process exactly following the very method
you might go about your science or engineering

Explaining the model: So what?

An explanation of any logical conclusions which you draw:

e.g. I think I was {over optimistic, unrealistic, realistic}

The outcome might have been better if....

The outcome was satisfactory/excellent but....

What you will write will be an objective evaluation of your experience

Explaining the model: Now What

A realistic and objective suggestion of how you might

- Change your behaviours and do things differently
- Look at things differently

NB: it will be different for everyone

Another way of thinking about it



Think about your motivation

oogle

motivation definition



Web

Images

Maps

Shopping

Books

More ▾

Search tools

About 65,300,000 results (0.31 seconds)

mo·ti·va·tion

/ˌmōtəˈvāSHən/

Noun

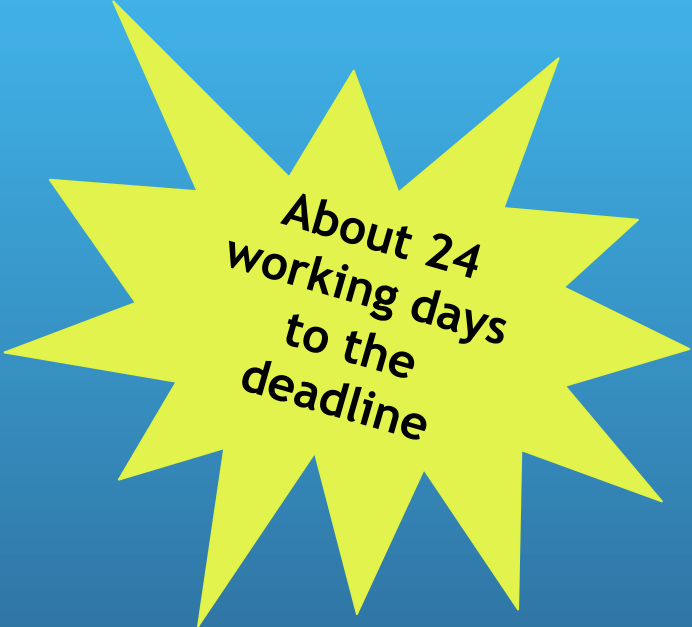
1. The reason or reasons one has for acting or behaving in a particular way.
2. The general desire or willingness of someone to do something.

Synonyms

motive - incentive - stimulus - impulse

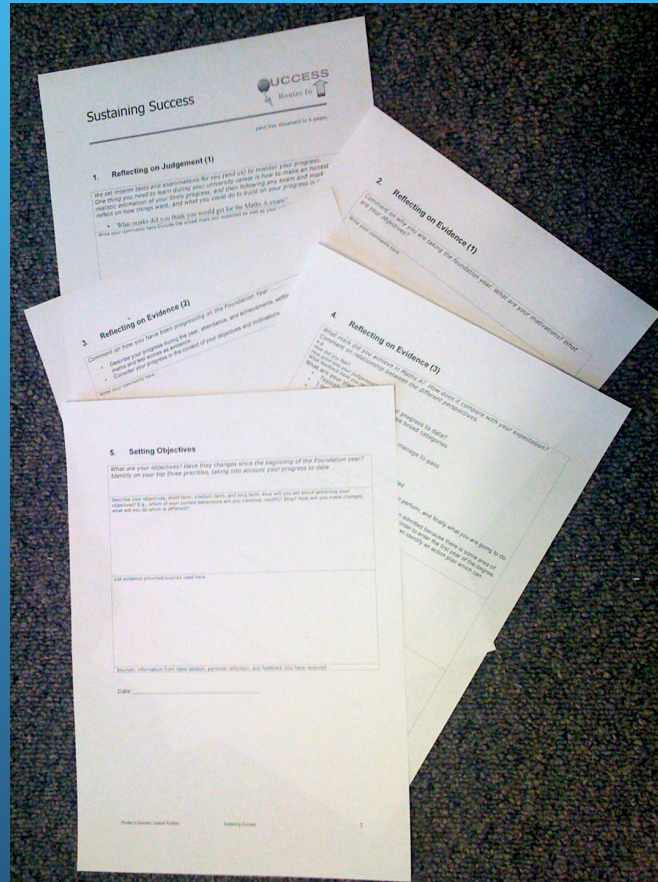
[More info](#) - [Wikipedia](#) - [Dictionary.com](#) - [Answers.com](#) - [Merriam-Webster](#)

Your Task...



**About 24
working days
to the
deadline**

Self Study: Look at the Portfolio



Intro Portfolio

Look at your handout
Why would you put in the
sections?

1. Calibrating your judgement

We set interim tests and examinations for you (and us) to monitor your progress. One thing you need to learn during your university career is how to make an honest and realistic estimation of your likely progress, and then following any exam and mark test, reflect on how things went, and what you could do to build on your progress in the future.

- What marks did you think you would get for the Maths A exam?
 - After your revision, before you sat the exam
 - After the exam, before you got your results
- What marks did you actually get?
- How accurate were your predictions? Why were you so accurate/inaccurate?

2. Identifying your motivations

Comment on why you are taking the foundation year:

- What are your motivations? What are your objectives?
- How does your motivation affect the way you study?
- Are other aspects of your university life affected by your motivations?

3. Evaluating your progress

Comment on how you have been progressing on the Foundation Year

- Describe your progress during the year, attendance, and achievements, settling in. you can use marks and test scores as evidence
- Consider your progress in the context of your objectives and motivations.

4. Knowing yourself: Judgement, ambition, objectivity and planning to learn

What mark did you achieve in Maths A? How does it compare with your expectation? Comment on relationship between the different perspectives.

e.g.

How did you feel? How good was your judgement? What feedback have you received?

What are your plans to build on your progress to date?

- In the first section you described how you performed, how you expected to perform, then explained what you actually achieved
- How are you going to build on your achievements over the rest of the year?
- Remember everyone on the foundation year has been admitted because there is some area of the curriculum in which they have to make progress in order to enter the first year of the degree.
- Even high achievers in maths who expected to do well can identify an action plan which can build on their progress over the previous term

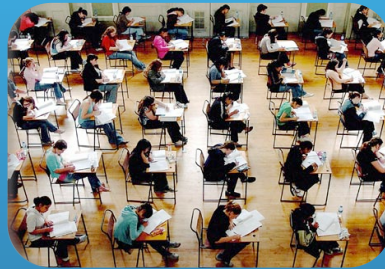
5. Future Objectives

What are your objectives/ambitions? Have they changed since the beginning of the Foundation year? Identify your top three priorities, for the short term, medium term long term taking into account your progress to date

Intros: what you have to think about



motivations



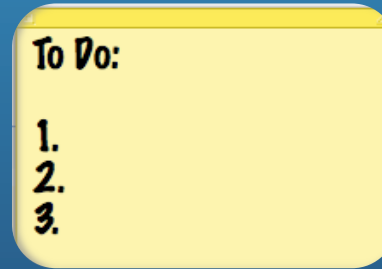
exam



progress



self
knowledge



Future plans

Intros:

What we will do

Weeks 1-5

- For first three week
 - will rehearse thinking
 - provide ideas for each section
- Last two weeks of term
 - Handin your portfolio - 4th March 2013
 - Individual recorded interview according to schedule



Remember
no handin
no interview
no mark

Intros: each section

Heading

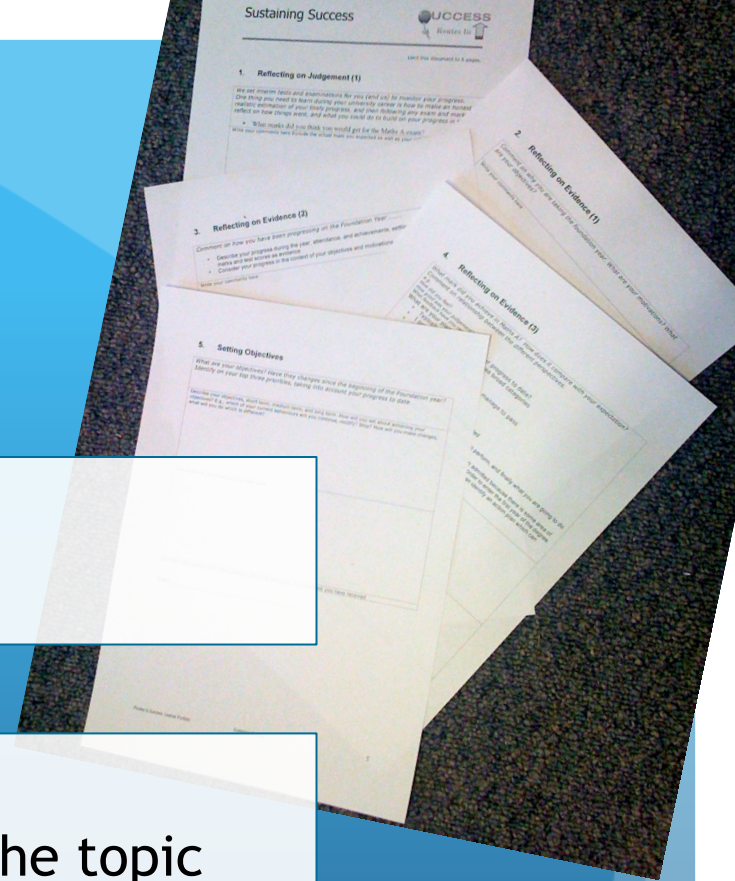
- Tells you what the section is about

Question

- Designed to help you think about the topic

List of evidence

- For you to provide - on what are you basing information above??



Where to find stuff: Blackboard

The screenshot shows a Blackboard course page for 'My University of Southampton' under the 'Courses' tab. The breadcrumb trail is '10-11-ESM FOUNDATION YEAR (GENG1692-10-11) > ROUTES TO SUCCESS'. The page title is 'Routes to Success'. There are three main sections: 'Assessment', 'HAND IN DATES', and '3) Sustaining Success - (Su White first two weeks of Semester 2 plus Assessment) **NOW**'. The 'Assessment' section explains the Learner Portfolio and lists three parts. The 'HAND IN DATES' section lists specific dates for each part. The 'Sustaining Success' section explains the assessment process and provides resources for each week.

My University of Southampton Courses

10-11-ESM FOUNDATION YEAR (GENG1692-10-11) > ROUTES TO SUCCESS

Routes to Success

Assessment

There are 3 parts to the Learner Portfolio for Routes to Success: 1) Getting Started in Higher Education, 2) Making Progress and 3) Sustaining Success.

HAND IN DATES

- 1) Getting Started in HE - 1st December 2010, 12:00 noon.
- 2) Making Progress - 2nd February 2011, 12:00 noon.
- 3) Sustaining Success - Portfolio hand-in (Monday 21st March, 12:00 noon) and individual 10 minute interview during 2th March - 1st April 2011

For Part 3 of the module - no hand in, no interview, no mark ! NO EXCUSES!

Special Consideration: Of course, if you have a genuine medical reason or extreme personal circumstances which prevent you meeting the deadline you may be considered for special circumstances - however this will be a rare exception and you will be expected to be able to provide written evidence of your reasons for special consideration.

3) Sustaining Success - (Su White first two weeks of Semester 2 plus Assessment) **NOW**

Portfolios will be assessed during an individual interview to be scheduled between 28th March and 1st April, Portfolio hand-in Monday 21st March 12:00 noon. NB: no handin, no interview, no mark

Students may find it useful to bring a printed copy of their portfolio/the portfolio template to each class. Classes include practical activities and discussions. From week 3 onwards you are expected to undertake work by individual study. You will be emailed with regular reminder instructions.

Week 1 **Lecture 1: Context** [resources](#):
lecture 1 slides, portfolio template, portfolio summary, example feedback, video link

Week 2 **Lecture 2: Judgement and Motivations** [resources](#):
Lecture 2 slides, portfolio template, portfolio summary, example feedback, video link

Week 3 **Individual Study: Progress** [resources](#):
Lecture 3 slides, portfolio template, portfolio summary, example feedback

Tools

- Communication
- Course Tools
- Course Map
- Control Panel
- Refresh
- Detail View

Where to find stuff: Edshare

The screenshot displays the EdShare website interface. At the top left is the EdShare logo with the text 'University of Southampton'. The user profile 'Dr Susan White' is shown with a 'Logout' link. Navigation links include 'Homepage', 'My Shares', and 'Bookmarks'. A search bar is located on the right with the placeholder text 'Enter your search...' and a 'Search' button.

The main content area is titled 'Collection Engineering Foundation Year, Sustaining Success, Week 1'. Below the title is a description: 'slides, notes, and background information covered in first week of this six week set of classes'. The content is organized into a grid with three items, each featuring a document icon and a title: 'Engineering Foundation Year - Sustaining Success Week 1'. The first item has a PPT icon and the description 'Slides for first week of teaching'. The second item has a PDF icon and the description 'Slides for first week of teaching, PDF'. The third item has a PDF icon and the description 'Engineering Foundation Year - Sustaining Success Week 1'.

On the left side, there are two toolbars. The 'User Tools' toolbar includes: 'Create a share', 'Create a collection', 'Bulk upload', 'Latest additions', and 'Tag cloud'. The 'Share tools' toolbar includes: 'Email this share...', 'Report a problem', 'Add to Folder', 'Bookmark', and 'Edit collection'. Below these is a 'Folder' section with a list of three items, each starting with '1. Engineering Foundation Ye...'. On the right side, there are two summary tables. The 'Tags' table lists 'Keywords' (engineering, foundation year, portfolio, reflection), 'Course Codes' (GENG1692), and 'University Structure' (School of Electronics and Computer Science). The 'About this collection' table lists 'Link' (http://www.edshare.soton.ac.uk/4690/), 'Embed' (code for embedding), 'Shared with' (World), 'Added by' (Dr Susan White), 'Added on' (31 Jan 2010 22:29), and 'Last modified' (31 Jan 2010 22:33).

Suggested watching and reading

A vision of students today

How to Get the Most Out of Studying: Part 1 of 5, "Beliefs That Make You Fail... Or Succeed"

How to Learn Anything... Fast - Josh Kaufman

GLADWELL, M. (2008). Outliers, the story of success, Penguin (Audio Book on YouTube)

RSA Animate - Drive: The surprising truth about what motivates us

SYED, M. (2010) Bounce: The Myth of Talent and the Power of Practice, Fourth Estate (video of recent presentation by Matt Syed)

The Visions of Students Today 2011 Remix One (trailer)

Your objectives

More about why you are here...

Your formal objectives:

The module - Sustaining Success

Three portfolio components

- Getting Started in Higher Education ✓
- Making Progress ✓
- Sustaining Success: NOW

Bigger Objective

- Successfully complete the foundation year
- Gain a brilliant degree
- Secure the future of you choice/dreams

Objectives (task)


- Identify your own objectives

- Should relate to why you are here :-)

Think for a moment...

What do you want to achieve?

- ✓ Today
- ✓ Tomorrow
- ✓ This semester, year,
- ✓ During the life of your degree



Ambition,
desire, need,
want....

About Feedback

How do we get it?

How? When? So What?

Varieties of Feedback: Full Brain?



Think about this module (RTS)

What have you done?

What have *you* achieved?

Q How do you rate it so far?

- a. Obviously useful
- b. Surprisingly useful
- c. Still not sure
- d. Don't think it is helping

Reflection and Feedback 1

True or False?

You can only get feedback on your work from the lecturers or demonstrators



reflection and feedback 2

How can you get feedback from an exam?

Choose any which apply

- a. Listen to the general feedback on how we all did
- b. Think about how I did
- c. Talk to fellow students about how we did
- d. Read and analyse at my marked exam script
- e. Attempt the exam a second time



exams

- Remember
 - Think back
 - Before your exam
 - Make a note now...
- TODAY - Think back
 - Reflecting on your exam performance
 - As you are thinking about it today...
 - Make a note

Your Tasks

Some things for you...

And the portfolio ;-)

1) Progress review

Think about your progress so far this year

- What will you continue?
- What will you modify?
- What will you stop?

By the end of next week

Complete the self evaluation quiz

Read each section of the portfolio and sketch in some responses

Thank You :-)



Essential Activities..

- Think about evidence...
- Where will you get evidence?
- What sort of evidence can you use?
- Watch the video - think about *your* education
- Take a look at EdShare - how could you use it to assemble evidence?

Video: A vision of students today

Swap to web
browser!
Linked from
EdShare



Work by Michael Wesch of Kansas State University - Digital Ethnography Project

Week 1 resources

- These slides
- The portfolio template
- Portfolio summary
- Notes for this week (overview of this lecture set)
- A vision of students today (video clip)
- Task summary
- Resource set in Edshare
<http://www.edshare.soton.ac.uk/13885/>

review all the information in these resources
review these slides