

HANDOUT 2

A MODEL OF FIVE AREAS OR 'SENSES' OF STUDENT SUCCESS (Lizzio, 2006)

(a) Capability

Students who are better prepared for the roles and tasks of university study ('learning ready') tend to have greater early academic success and are consequently more satisfied and persistent with their studies. A student's sense of capability depends on how well they understand what is expected of them in the student role, their mastery of basic academic skills and their level of commitment to contributing to their learning community. We can help develop a sense of capability by clarifying and negotiating expectations, providing entry-level development of academic skills and engaging students as active members of a learning community.

(b) Connectedness

Students with stronger connections are more likely to be successful learners, effective colleagues and happy people. A student's sense of connectedness depends on the quality of relationships with peers, with staff and their feelings of identification or affiliation with their School or University. We can help develop connectedness by providing opportunities for students to form good working relationships with their fellow students and with staff and encouraging them to get involved with the university.

(c) Purpose

Students with a clear sense of purpose are not only more likely to find their study rewarding, but also to be more committed and persistent when the work gets challenging. A student's sense of purpose depends on their sense of vocation, their engagement with their discipline of study and their capacity to set personal goals. We can help develop a sense of purpose by providing opportunities for students to be as clear as they possibly can about their reasons for going to university and their choice of degree, to see the relevance of their course of study and to systematically develop their strengths and talents.

(d) Resourcefulness

Successful students not only know how to study but also how to proactively manage the challenges of their whole university experience. A student's sense of resourcefulness depends on their ability to navigate the university system to get the help and information they need, their willingness to speak up if they have a problem, and an ability to balance their work, life and study commitments. We can help students to be more resourceful by providing clear and accessible roles, procedures and resources and encouraging timely help-seeking behaviour.

(e) Academic Culture

Successful students know the value of learning 'how things are done' and what is important or valued in new culture. A student's sense of cultural competence depends on their appreciation of the core values and ethical principles of the university and how these will inform their approaches to study and working relationships with fellow staff and students. We can help students by clearly answering the question: 'what is a university?'

Source: Lizzio, A. *Designing an Orientation and Transition Strategy for Commencing Students*. Griffith University, 2006.

[http://www.griffith.edu.au/__data/assets/pdf_file/0008/51875/Alfs-5-Senors-Paper-FYE-Project,-2006.pdf]