Remember your emotions entering first year or starting a new job?

Post your answer at [Menti.com](https://menti.com)

Code: 68 33 99

Results
Transition Pedagogy: Guiding instructors to support students as they teach
Introductions

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About York University

IN CANADA'S LARGEST AND MOST MULTICULTURAL CITY

52,000 Students
11 Faculties
200 Programs

24% First Generation
30% English as Second Language
93% Commute
5,800 International Students from 178 Countries
An exercise in empathy: Think about arriving at York U as a student...

Remember your emotions entering first year or starting a new job?

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Results
Sampling of what York students say about their first year...
Curricular Feature

...... that creates additional challenges

Absence of a First Year Seminar Program and of common reading program

Students enroll in General Education courses and in the intake/gateway courses in their disciplinary programs; great array of choices; limited opportunity to be part of a “cohort”
Institutional structure

......that creates additional challenges

Student support services abound but are located in multiple units, some examples:

- Departmental undergraduate program offices
- Faculty level advising
- Learning Commons in the library
- Learning Skills Centre
- Writing Centre
- Neighborhoods called “Colleges” typically linked to residences.
Seizing an opportune moment.....

**YU START**, an online set of modules for students during their pre-entry summer at [http://yustart.yorku.ca/](http://yustart.yorku.ca/) using at its themes the Five Senses of Australian researcher Alf Lizzio (Purpose, Resourcefulness, Academic Culture, Capability and Connectedness)

a **student preparedness survey** to probe students’ self-assessment of readiness, potential issues and awareness of useful resources, with feedback and follow-up
Promoting awareness of supports for students & faculty

Complete set of campus resources provided to students and their parents via YU START

SPARK – Student Papers & Academic Resource Kit

http://www.yorku.ca/spark/

Designed to make available to both instructors and students resources for completing assignments with modules grouped into:

- Getting Started
- Exploring
- Pulling it Together
What needed to be addressed?

Limited awareness among faculty of the range of supports available to students and to instructors and how to access them.

Limited awareness of typical “transition issues” faced by incoming students, resulting, in some quarters, in a lack of empathy.

Limited awareness of the vast body of research on transition and on transition pedagogy.
Goals of our project over 2 years

Build **awareness** in instructors of first year transition issues

Coalesce tools, resources, into an online **toolkit**

Offer **inspiration** for teaching first year students

Validate and **reaffirm** the instructor role for first year students
Projected outcomes

**Disseminate information** about our first-year students and supports available

**Identify pilot projects and opportunities** for faculty members to collaborate and become involved in SoTL

**Develop and design** an online toolkit that affords access to a broad set of **resources, promising practices and tip sheets**

Outline steps for instructors to **create their own “toolkit”** to address their teaching context
Accomplishments in Year 1.....

- Brainstorming with a cross-campus advisory group
- Focus groups with instructors, TAs and students
- Moving from a “messy closet” to a FYE toolkit for 1000 level instructors

Surprise!
FYE in the Classroom Toolkit

Instructors have indicated that the toolkit needs to meet their primary needs....

Essential Toolkit

• Getting started with data, templates, for course design and engagement, ongoing evaluation

Delving Deeper – additional resources to customize

• Address specific aspects of teaching at the 1000-level and allow instructors to create a customized toolkit

Staying Connected and Inspired

• Enable instructors to connect with colleagues to collaborate in communities of practice and pilot projects
Focus during Year 2.....

Developing the resources in format proposed by instructors and addressing the technical components

Looking to the future and addressing sustainability – Key role of the Teaching Commons
**Overall Approach**

<table>
<thead>
<tr>
<th>Developed Framework</th>
<th>• Used the literature to guide us, and transition pedagogy as our framework</th>
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| Established Principles | • Focused on harnessing faculty (and graduate student) vitality  
   • Fostering self-efficacy in faculty  
   • Promoting transition pedagogy within the collegium |
| Gathered Qualitative Data | • Conducted Focus Groups with students, faculty and teaching assistants |
| Created Toolkit Version 1 | • Held follow up focus groups using case studies to garner feedback |
| Sought Feedback | • Identified opportunities for enhancement based on faculty reactions and stated needs |
| Assessing, Improving, Sustaining | • Version 2, technical enhancements, nesting within communities of practice and institutional structures |
Modicum of satisfaction that we....

Transition Pedagogy
- Started a widespread campus conversation about transition pedagogy

Resources
- Generated awareness of other important initiatives and resources on campus

Transition Framework
- Provided a framework for understanding and intentionally supporting students and faculty members through the Lizzio senses
- Ongoing professional development through the trio of savoirs (knowledge), savoir-faire (skills), savoir-être (set of attitudes)

Use of technology....
What resonates for instructors.....

**Essential Toolkit**
- Emphasize a clear, common starting point; **clarity and ease of access, navigation and “doability”** are paramount

**Going Deeper**
- Allow for a **personalized toolkit** depending on the particular teaching context, **and relevant research and the data**

**Stay Connected and Inspired**
- **Visibility, stability**, and an open-ended invitation to share, collaborate and contribute
Some caveats …..

A toolkit for instructors holds the same inherent dangers as a course management site for students. Things to think about:

- An overwhelming amount of data and research
- A one-size-fits-all approach
- Isolation and focus on information rather than engagement

Keep it meaningful and relevant and doable

Allow for personalizing

Promote collaborations, community, engagement
Ongoing challenges

- Timelines for ongoing involvement of key individuals and inevitable lag between first focus groups and official launch of project
- Involvement of part-time and contract faculty
- From disciplinary focus to a broadly conceived student support model
- From a gatekeeping mentality to a gateway mentality
- Ongoing professional development through frameworks that inspire and renew
FYE in the Classroom Toolkit – Version 1

http://futurestudents.yorku.ca/fye/

FIRST-YEAR EXPERIENCE (FYE) IN THE CLASSROOM

First-Year Experience (FYE) in the Classroom Toolkit

Understanding Our Students

Inspiration for Teaching First Year Students

FYE in the Classroom

Student Learning Supports & Resources

Teaching Resources

Academic Innovation Fund (AIF) Project
Experiences elsewhere.....