

THE VICTORIA INSTITUTE



Evaluation of the Early University Pathways Project

A collaborative project to support successful transition to university for students from low SES contexts

July 2015

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Acknowledgements

We acknowledge and thank the people who contributed to this evaluation. Students, teachers, student peer mentors, principals and EUP project team were generous with their time in speaking with us and providing their insights. We also acknowledge the funding body, the Department of Industry, Innovation, Climate Change, Science, Research & Tertiary Education which made this evaluation possible through the HEPPP PARTNERSHIPS GRANT ALLOCATION.

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About

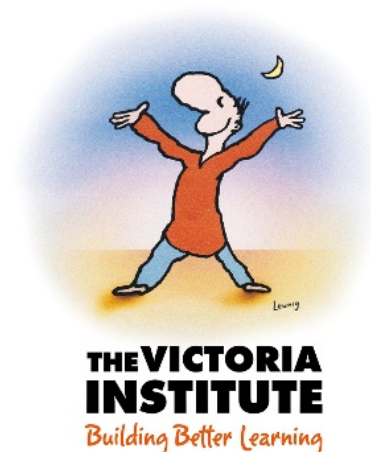
The Victoria Institute

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Well placed within Victoria University, The Victoria Institute has social justice as a key focus. Our researchers work collaboratively with a range of government departments, policy makers, philanthropic organisations and community groups. The Victoria Institute operates with the explicit intention of improving educational experiences and outcomes for all.

Our targeted research program aims to build better learning and greater participation and success for students from diverse and disadvantaged backgrounds as well as those who are disengaged or excluded. This includes the group of young people targeted by this particular project, who have significant health conditions that can affect their participation and success in education.

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Executive Summary

Purpose

This report delivers findings from the initial evaluation of the pilot phase of the implementation of the Early University Pathways project. This report provides formative feedback to the project team and partners and gives recommendations for the future development of the program.

Methods

Quantitative and qualitative methods were used to collect the data including surveys, interviews, focus groups, archival data analysis and observations. Different groups of informants were approached to gain insights into the development and implementation of The Early University Pathways project including: secondary students, school principals and coordinating teachers, university student peer mentors, parents, university teachers and members of the project team.

Findings

- ◇ The Early University Pathways project established an efficient and ongoing partnership with schools participating in the first phase of the implementation.
- ◇ The collaboration between Victoria University and the partnering secondary schools is enabling the development of shared and coherent approaches to supporting students' transitions to university.
- ◇ The "Uni-Link" program is enabling students to gain important aspects of academic cultural and social capital. Students started developing university student identity and self-belief in their capacity to succeed at the university.

Recommendations

Recommendation 1: The EUP project defines clearly the target group/s of students for each program, in particular, clarify what is meant by "aspirational students".

Recommendation 2: Develop guidelines to assist schools in the EUP student selection process.

Recommendation 3: Provide more promotional material and lead-in activities to assist schools, parents and students to determine whether EUP is suitable for them.

Recommendation 4: Review course content for the level of challenge and relevance set in the academic reading and writing activities and how these are scaffolded through the weeks of study, and consider the potential to develop shared assessments

Recommendation 5: In order to calculate the sustainability of EUP, at the completion of the pilot study, the costs to the university, schools and students should be calculated to ascertain the economic value and return on investment, as well as the potential for sustainability and scalability.

Recommendation 6: The EUP team continues to develop a business case for transitioning EUP from a HEPPP-funded project to a self-sustaining and scalable enterprise.

Recommendation 7: Review course material for the number of key concepts that can be explored rigorously and connected in sufficient depth over the eight-week timeframe.

Recommendation 8: Review the tutorial activities to ensure the purpose for learning is made explicit to the students each week ensuring that students are better scaffolded to meet the level of academic rigour required for university success.

Recommendation 9: Allocated time throughout the course for community building activities to establish effective communication processes in order for group work assignments to be completed effectively and efficiently.

Recommendation 10: Incorporate social media in the course to better enable community building and collaboration in learning activities that build students' capacity to use the university's online learning technologies.

Recommendation 11: Lecturers scaffold and prepare students for the group work assignment from the beginning of the program.

Recommendation 12: Consider assigning the same peer mentors to individuals or small groups of students in order to build stronger, more enduring supportive relationships with the students throughout the course.

Recommendation 13: Include more information about the financial aspects of going to university in the course – consider including a financial literacy component.

Recommendation 14: The next phase of evaluation should consider analysing curriculum and pedagogy designed for the EUP.

1. INTRODUCTION

1.1 Description of the Early University Pathways project

1.1.1 The context and development of the EUP project.

The Early University Pathways (EUP) is a project that aims to develop a sustainable model of collaboration between the secondary schools and VU to support aspirational secondary students from low SES schools who may encounter multiple barriers of traditional disadvantage in their transition to university (e.g., cost of access and study at university, discriminating institutional practices, first in the family to study at university, having a disability or a chronic illness, using English as an additional language among others).

The initial EUP project design drew on the model and experiences of an early engagement program from USA called the Early College High School Initiative (ECHSI). The program blends the learning experiences of secondary school and tertiary education in a rigorous and supportive program for students who traditionally do not aspire to go to university. Students in the program have the opportunity to pursue college credits simultaneously with their high school program. The unique element of the ECHSI model is co-location on college or university sites. There are several different models of ECHSI, but the most successful ECHSI model locates students on a college campus for part of their studies.

The Early University Pathways project was conceived at the Victoria University in the context of its strategic plan (2012-2016) *To be a great university of the 21st Century*. Working toward its vision to be accessible for a community of students from low socioeconomic background, Victoria University committed to create a collaborative program with secondary schools in low SES contexts that developed a model of scaffolded transition and pedagogy for secondary students aspiring to study. The Early University Pathways project was funded by The Higher Education Participation and Partnerships Program (HEPPP 2013), which aims to ensure that Australian students from low SES backgrounds who have the ability to study at university get the opportunity to do so regardless of their socio-economic status. \$586,877 was provided from December 2013 to May 2015.

The EUP project aims to support secondary students who may encounter multiple barriers of traditional disadvantage in their transition to University. The project targets students identified as aspirational who are sometimes grouped into classes that provide academic and other support (visits to universities, career workshops, implementing specific education programs) that focus on improving transitions specifically to prepare them for university. The core aim of this project is to enable students to have an authentic experience of university study while still at secondary school to become familiar with the university environment and its culture.

The EUP project employs a framework of four key ideas to develop models of collaboration and educational programs for scaffolding transition between secondary and university studies:

- **Curriculum to Curriculum alignment** (VCE/diploma/ degree unit to degree)
- **Teacher to Teacher collaboration** (HE/ VE/ Academic Support/ secondary schools)
- **Student to Student support** (peer mentoring)
- **Institution to Institution Agreement** (Institutional agreements and agreed administrative arrangements)

As described in the project's documentation, the EUP project is grounded in the following principles:

- Focus is on university access, transition and completion for students who are currently under-represented in tertiary education.
- Build student capacity to engage in university studies.
- Provide professional development for credentialing school-teachers to deliver university course content.
- Focus on utilising capacity within secondary schools rather than requiring new facilities or programs such as are seen in some ECHSI models.
- Flexible to ensure adaptability to a variety of schools.
- Ensure schools and the university will work collaboratively to overcome policy and funding challenges, keeping the student as our central focus.
- Be sufficiently integrated to ensure students see themselves as members of a school and university community.
- Provide financial incentives for students to complete a degree.
- Be designed in such a way that students retain a range of career options whilst still at school.
- Be data-driven and improvement-focussed.

1.1.2 Structure of the EUP project

The EUP project is comprised of two sequential programs, targeting year 11 and year 12 secondary students in low SES schools:

- **‘Uni-Link’** is an eight week (three hours a week) university immersion experience program designed for Year 11 secondary students.
- **‘Uni- Study’** is a program for Year 12 Year secondary students designed as an authentic university course experience, completion of which gives accreditation of a first year university unit.

The **‘Uni- Link’** program provides a first contact with the university environment for Year 11 students. Once a week after school for eight weeks students come to the university campus to participate in a purpose-built unit of study. This unit is designed to introduce students to basic university practices: following a lecture, participating in tutorials, using general university facilities like the library and online environments, and experience a campus as a social site. The approach to transition pedagogy (Kift 2010), in this program focuses on developing students’ academic and social skills, so that they understand the expectations of the university and can develop strategies to succeed.

The **‘Uni-Study’** is a program enabling year 12 students to select and enrol in a unit of study from a selection of units offered at Victoria University. This allows students to have an authentic study experience together with other enrolled university students. Upon successful completion of their unit of study students gain advanced standing into a first year university equivalent unit level qualification.

The common features of both programs “Uni-Link” and “Uni-Study” within the EUP project are:

- Students are officially enrolled at Victoria University in their unit of study.
- Students are provided with a university email account, library membership and access to university online environments and other facilities (i.e. computer labs, academic support services, academic and social support activities, clubs and societies).
- Involvement of volunteer university students in the role of peer mentors to provide academic and social support to participating students.

1.1.3 Objectives of the EUP project

The overall objectives of the project as stated in the original proposal are to:

1. Develop, in collaboration with partner schools, a sustainable model to encourage and support students from local secondary schools who are traditionally under-represented (low SES) in Higher Education to build and realise their aspirations for tertiary education.
2. Support scaffolded transition into the first year of a higher education degree to not only provide access for these students, but to better ensure success and completion.
3. Improve student retention and progression outcomes of low SES students from non-traditional backgrounds through the provision of academic readiness programs.

4. Build collaboration between school and tertiary sectors to better enable shared and coherent approaches to supporting students through educational transition. The program will be the driver for partner institutions to work together and with the university to develop an integrated academic program to achieve this.
5. Assist in demystifying higher education for parents of students in low SES schools.
6. Develop a unique and innovative program building on and customising successful past practice in academic support and transition strategies to better ensure successful outcomes for students.
7. Provide rich research outcomes into the area of school to university transition practice.

1.2 Evaluation aims, questions and scope

This evaluation examined aspects of the pilot phase of implementing the EUP project, focusing on its “Uni-Link” program for year 11 secondary students. The timeframe for the evaluation did not allow for all of the seven program objectives to be investigated. In particular, the students participating in the first “Uni-Link” program implementation will not complete year 12 until the end of 2015, so it is not possible to comment on the success or otherwise of their participation in “Uni-Link” as it possibly impacts their transition to university.

This evaluation was commissioned to evaluate:

1. Aspects of the process of developing the program model and its implementation.
2. The experiences of the participants.

Due to the considerations of the timeframe available, the rationale for and limitations around evaluating each objective are set out as follows.

1. Develop in collaboration with partner schools, a sustainable model to encourage and support students from local secondary schools who are traditionally under-represented (low SES) in Higher Education to build and realise their aspirations for tertiary education.

The first phase of the pilot implementation was under development at the time this evaluation occurred. Evaluating sustainability requires a longer timeframe than was available for this research. Since this is a core objective, financial data on the longer-term benefits and costs of the project for VU and the schools would need to be considered alongside the programs’ academic objectives. Future evaluations should take up this opportunity.

2. Support scaffolded transition into the first year of a higher education degree to not only provide access for these students, but also to better ensure successful completion.

We could only consider the year 11 “Uni-Link” program in this evaluation as the year 12 program was still under development and wasn’t fully trialled. These year 11 students are now in the process of completing year 12. At the end of 2015, data will be available to analyse about how their participation in EUP may have contributed to their final ATAR rank and university offers they receive. Attribution will be a consideration, but it is future research that should be undertaken in tracking the transition of these students into university and

monitoring their progress once they get there. However, from our findings, we can definitely say that students felt more confident about going to university after participating in “Uni-Link” than they did before the program.

Rather than dropping the “Uni-Study” program from the first year of the pilot, the project team opted to conduct a small scale proof-of-concept. Given that only four students could be enrolled it was agreed that the analysis of this aspect of the pilot would not be valid or reliable.

3. Improve student retention and progression outcomes of low SES students from non-traditional backgrounds through the provision of academic readiness programs.

As mentioned, the year 12 “Uni-Study” program was not formally trialled during the period of this evaluation. A longitudinal study of students’ performances at university is required to evaluate this objective once students have transitioned to university.

4. Build collaboration between school and tertiary sectors to better enable shared and coherent approaches to supporting students through educational transition. The program will be the driver for partner institutions to work together and also with the university to develop an integrated academic program to achieve this.

This objective was evaluated.

5. Assist in demystifying higher education for parents of students in low SES schools.

We contacted 29 parents for interview on their children’s participation in “Uni-Link”. The research process did not yield sufficient data on this aspect to include in evaluation report (see section 5.4.5).

6. Develop a unique and innovative program building on and customising successful past practice in academic support and transition strategies to better ensure successful outcomes for students.

We were able to observe aspects of this objective.

7. Provide rich research outcomes into the area of school to university transition practice.

This objective was out of the agreed scope for this evaluation.

From the objectives that could be evaluated, the following overarching research questions were generated:

1. Has the EUP project established collaboration between the schools and university that enables shared and coherent approaches to supporting students’ transition to university?
2. Does the EUP “Uni-Link” program scaffold transition into university for aspirational secondary students from low SES school context?

1.2.1 Timing and scope of evaluation

In the time frame offered for evaluation, between April 2014 and February 2015, the EUP project fully trialled a pilot version of the year 11 “Uni-Link” program. The second component of the project, “Uni-Study” program was already running at the start of this evaluation as a very small pilot with three participating students from two schools. Due to the small number of students and time limitations it was agreed that evaluation of this component would not be valid or reliable, hence it was not evaluated. The scope of this evaluation therefore focuses only on the “Uni-Link” trial program implemented in the eight weeks between 22nd of July 2014 and 9th September 2014.

1. 3 Transition to university and university readiness

This evaluation is based on understanding the key concept of transition to university as the process of developing the capacity of students to navigate change related to their access and benefit from studying at university (Gale and Parker, 2011). Change refers to the social and cultural differences between secondary school and university institutions. Navigate means being able to use different resources (e.g. information, professional support, financial support) to engage with change without having full control and knowledge about what is involved in the transition to university. As Krause (2006) emphasized, it is important to understand the transition to university as a process that should begin in the early years of primary school (especially for low SES students) and not at the time of enrolment to university as commonly misconceived. A key aspect of transition is an ongoing process of developing an identity as a university student and learning about social and cultural practices, tacit expectations and norms of higher education (Krause 2006, Devlin 2012).

University readiness can be defined as “the level of preparation a student needs in order to enrol and succeed – without remediation – in a credit-bearing course at a postsecondary institution...” (Conley, 2010, p.21). Conley identifies four dimensions of university readiness: key cognitive strategies (problem formulation, research, interpretation, communication and precision and accuracy); key content knowledge (overarching academic skills, i.e., reading and writing, core academic subjects knowledge and skills); academic behaviours (self-management); and contextual skills and awareness (college knowledge).

The influential report “Effective teaching and support of students from low SES backgrounds” (Davis, *et al.*, 2012) conceptualises good practice as a practice that bridges sociocultural incongruity. Sociocultural incongruity is understood as a difference in cultural and social capital between students from low SES backgrounds and the social and cultural character of higher socioeconomic institutions, like universities. Supporting transition to university for students from low SES backgrounds must therefore address their engagement with tacit expectations and norms of higher education. Among key advice Davis *et al.*, (2012) offer are:

- Inclusive curriculum and assessment design that builds on knowing the students, supporting their academic literacies, scaffolding their learning, involving colleagues in curriculum design and protecting academic standards.

- Focus on an engagement with, and support from, others through collaborative learning, mentoring programs, spaces to meet and study, encouraging external support networks, online engagement.
- Encouraging “help seeking” behaviour by students.
- Minimising financial challenges for students.

Providing resources and support teachers for low SES students.

2. METHODS

2.1 Introduction

Following consultations with The EUP project team, the research team identified sources of information on the project to provide the data needed for this evaluation:

- Archival data from The Early University Pathways project.
- Secondary students who participated in the “Uni-Link” program.
- Secondary schools teachers coordinating EUP and principals.
- Educators in the EUP project at the university (lecturer, tutors).
- University student peer mentors.
- Parents of the secondary school students.
- Semi-structured observations of delivery of “Uni-Link” program.

We gathered data using mixed methods (quantitative and qualitative approaches) as described in more detail below. We used the SPSS program to analyse the quantitative data. All the interviews were transcribed by a professional service and analysed in the NVIVO program.

2.2 Consideration of ethical issues

Alongside this evaluation additional research was planned for this project with the same group of students, which we were not aware of at the start of our evaluation process. The EUP project team leader conducted research on the EUP as part of her Master of Education program, examining the project’s impact using a different set of research questions from those in this evaluation. That research project was designed and received ethical approval from Victoria University’s Human Ethics Committee prior to the formal evaluation submitting its ethics application. To avoid approaching the same research subjects in a short span of time which could possibly lead to compromising data, we adjusted the design and schedule of the formal evaluation to enable both research projects to fulfil their aims. We would like to acknowledge this was made possible by collegial coordination and cooperation between the two research project teams. Our evaluation study was also approved by Victoria University’s Human Ethics Committee. Throughout the research process the voluntary nature of participation was stressed and informed consent was sought.

Another potential ethical issue was encountered when the original survey data were posted back from schools. Receipt of the surveys was delayed in the university’s internal mail, but eventually they were delivered safely. During the delay we notified the Victoria University Ethics Committee to inform them about the possibility of lost data.

2.3 Archival data and project documentation

The archival data and project documentation were collected from collaboration with The EUP project team leaders. These data include project documentation related to:

- Development of the models and programs of the EUP project (project briefs, meeting minutes, progress reports).
- “Uni-Link” program delivery (promotional information, enrolment data, retention and success data).
- “Uni-Link” program curriculum (Student handbook, Unit of Study Guide).

2.4 Experiences of participants in the Early University Pathways project

2.4.1 Student surveys and focus groups

Student surveys on the “Uni-Link” program were conducted using traditional paper form surveys after the program concluded. The survey had 17 items, with two open-ended questions. Two school coordinators opted to administer the surveys themselves, at a time and place most suitable to them. In one of the schools a researcher handed out the survey at the school. Focus groups were subsequently conducted with students at all three sites (eight students in a group). After the students were informed about the research and asked for their voluntary consent, two students opted not to participate. One individual interview with a student was conducted at Victoria University, after that student’s class time.

2.4.2 Interviews with school principals and coordinating teachers

Semi-structured interviews were conducted with coordinating teachers and principals at a time scheduled for a research visit to participating schools. The interviews lasted between 10 to 30 minutes.

2.4.3 Interviews with educators in the “Uni-Link” program

Semi-structured interviews with educators in the “Uni-Link” program were conducted at the university, and lasted between half an hour to an hour.

2.4.4 Focus group with university student peer mentors

One focus group was conducted with four university student peer mentors, as well as an individual interview with one of them within the last two weeks of their involvement in the “Uni-Link”.

2.4.5 Students' parents' feedback

We gathered parents' preferred contact details for the purpose of evaluation during the parent information nights. We attempted to reach students' parents after the "Uni-Link" program concluded on the phone numbers they provided. Each number was called a maximum of three times. The mobile phone interviews did not yield sufficient data to include parents' perspectives in this evaluation. From 29 parents contacted we received five responses. Respondents were mostly not comfortable speaking due to limited English proficiency, sense of lack of insight or they did not return calls.

2.4.6 Observation of the "Uni-Link" program delivery

Two semi-structured observations of the teaching and learning process in the "Uni-Link" program were conducted.

3. METHODS

3.1 Selection and description of students participating in the EUP project

3.1.1 Introduction

This section of the report describes the selection process of students who participated in the EUP “Uni-Link” pilot project and aspects of their prior academic readiness.

The EUP project documentation describes the group they were originally targeting as *“aspirational secondary students who may not, for multiple reasons of traditional disadvantage, have chosen to study at university.”*

Students were asked questions about the following aspects of their knowledge and experience of university prior to commencing “Uni-Link”. In particular:

- Their aspirations and attitudes to study before prior to the “Uni-Link” program.
- Their sources of knowledge about university prior to entering the “Uni-Link” program.
- Level of support about going to university that students received from their schools and teachers.
- Level of support about going to university that students received from their parents.

3.1.2 The selection of students

The three partnering schools approached the selection of students to participate in the EUP “Uni-Link” trial differently. Two of the three participating schools have implemented the AVID program with their year 11 cohorts. AVID is a university-readiness program operated by Victoria University in partnership with schools across Australia, which targets the same kinds of students and complements the aims of the EUP project. For at least one of the AVID schools, EUP was seen as a “natural” year 11/12 extension of the AVID program that students had undertaken at some stage across years 7-10. The two AVID schools extended the invitation to participate in the “Uni-Link” project to their year 11 students who were enrolled in the AVID program. The third school that does not offer AVID put out an open call for participation to all of their 11 year students. Their students had to submit an application form indicating their aspirations for further study and a self-evaluation of their academic skills.

In the interviews with coordinating teachers and principals, the interviewees raised two issues they felt were critical in regard to the student selection process. One of the coordinating teachers in the AVID schools suggested that the initial student selection process for the EUP project needed further elaboration in the pre-selection documentation. Their experience was that they enrolled several AVID students who already had “enough” cultural and social capital to be successful at university prior to enrolling in either AVID or EUP.

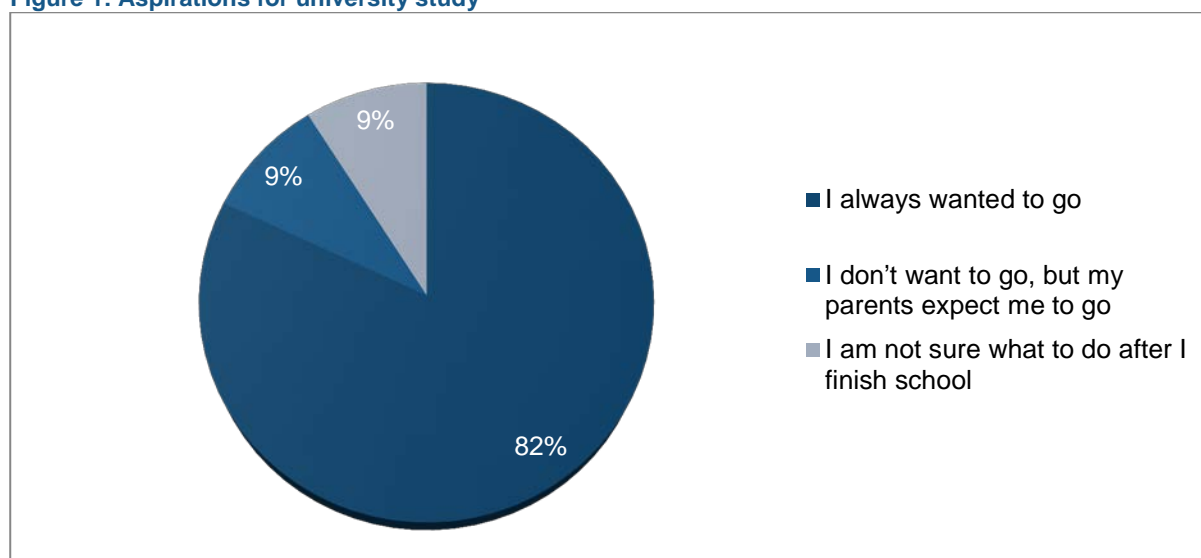
"In saying that it didn't work for all of our students, we had three students withdraw after two or three weeks. Not because they couldn't cope but they were a bit bored. They are very, very academic students and that was fine, we didn't make them stay in the program but the rest of them continued on and completed the eight weeks.... I think it was more that they just weren't engaged and this again, this is just me there's no evidence of this, but me thinking too that they probably weren't the right students to be in AVID in the first place and are aspiring for bigger things. They've got Melbourne Uni in their sights and that's what they want to do, they want an ATAR of 90. I didn't push it because they didn't need that support, they're going to go to uni and they're going to be great and all the rest of it."

One of the principals stated that the selection process at their school would have been much more successful if the school had had more detailed information about the program in advance. The program was still in development when they recruited their students for the pilot run of the project so no advance documentation was available. As a result, schools in the first implementation trial requested more detailed information about the content and process for the courses to help them select and recruit "Uni-Link" cohorts for whom the course would be most suitable and achievable. This issue may already have been addressed in the 2015 documentation for the second phase of implementation.

3.1.3 Students aspirations and attitudes to university before participating in the "Uni-Link" program

In the survey, students were asked about their aspirations and plans for studying at university before they started the "Uni-Link" program. The responses from the student survey show that 82% of the students (n=19) had always wanted to go to university. The others either felt pressure from their parents to go to university, (9%, n=2) or were not sure about their plans after they finished school (9%, n=2).

Figure 1: Aspirations for university study



In the focus groups several students further explained their views and expectations about enrolling into university. The common issue for several of them was self-doubt about their abilities to be successful at university study. One of them explained:

"I wanted to always go but I always felt it was a bit full on and a bit much, like you always hear people talking about it costs a lot of money and then a lot of people drop out of it. So I was a bit reluctant to kind of come, because I thought it would have been a bit too much kind of thing. But I'm glad now that, yeah, I'm here. It's good."

In one of the focus groups, when students were asked about their plans to go to university before they participated in "Uni-Link", their responses showed that participation in AVID had already begun to address issues around their university aspirations for them. Participation in "Uni-Link" had reinforced their focus on university that participation in AVID had raised.

These responses indicate that most of the trial group of students were already aspiring to go to university before participating in "Uni-Link". If "Uni-Link" targets students who have not yet aspired to university, this would be a different group of students from those in the first trial and may mean a different structure or content for course materials for the different groups.

In the focus groups, students were asked about their concerns for attending university prior to starting "Uni-Link". Many of them mentioned that teachers had often reminded them that university is a place where you are on your own, without the kind of encouragement and support that you get from teachers in school. Students stated that they felt pressured by this kind of cautioning. Here are two typical responses to the question.

"I was kind of scared going into university at first, because like we only been to like three lectures before that, or a couple of lectures, and like just the environment's kind of daunting because like there's older people around you. Yeah."

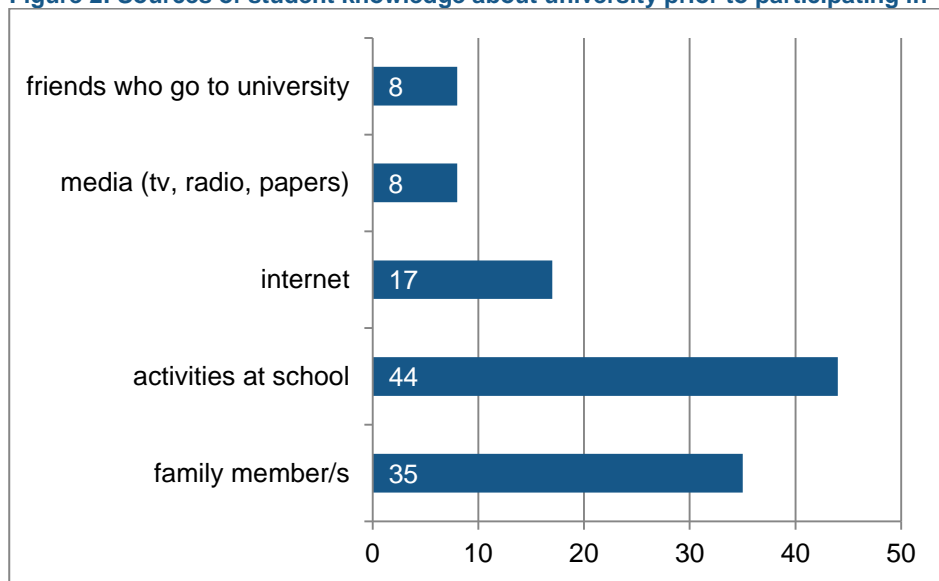
"I really didn't know what to think about it because I didn't really know what uni was about, what it was like. So I came in without any knowledge what it was going to be like."

3.1.4 Students' knowledge about the university prior to participating in the "Uni-Link" program

The data for this section comes from a question in the student survey asking students where they had learned the most about university prior to participating in "Uni-Link". The highest proportion of responses indicated that most students learned about the university from activities at school (44%, n=10). The second most common answer was that they learned about the university from their family (35%, n=8). Others learned the most from the internet (17%, n=4), their university-going friends (8%, n=2), or media (8%, n=2). This response has implications for target groups where large numbers of students would be the first-in-family

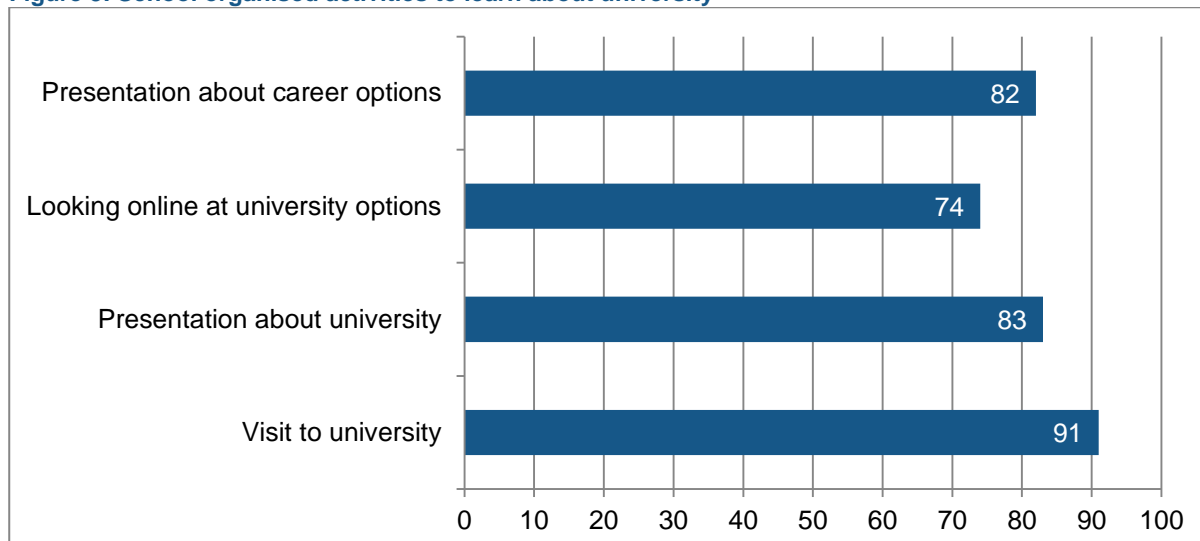
to attend university as they will have less access to family members as a source of information about going to university.

Figure 2: Sources of student knowledge about university prior to participating in “Uni-Link”.



Especially in the low SES contexts, these responses reinforce how schools can play an important role in addressing educational equity by introducing possible pathways into post-secondary study and raising students' aspirations to continue with their studies beyond school. Students were asked to indicate the activities their school organized for them to learn about university. Results suggest that participating schools had organized different activities to familiarise students with possible pathways into work or higher education. At some schools, participating students attended presentations about career options (82%, n=18) and/or presentations about university generally (83%, n=19). Some used the internet to source information about university (74%), and some had visited at least one university campus (91%, n=22).

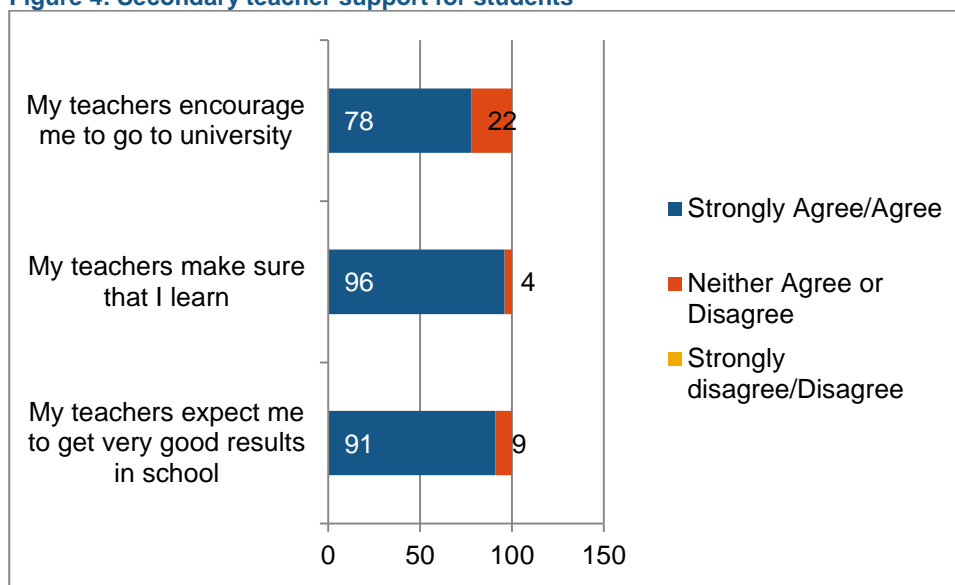
Figure 3: School organised activities to learn about university



3.1.5 Secondary teachers' support for learning and future study

When asking students about support for learning and future study from their teachers, students reported experiencing very high levels of support from their teachers. All but one student (96%, n=22) stated that their teachers “made sure that they learn”, and 91% (n=21) felt that their teachers had high expectations for their study results. A very high proportion of students (78%, n=18) felt positively encouraged by their teachers to aspire to university.

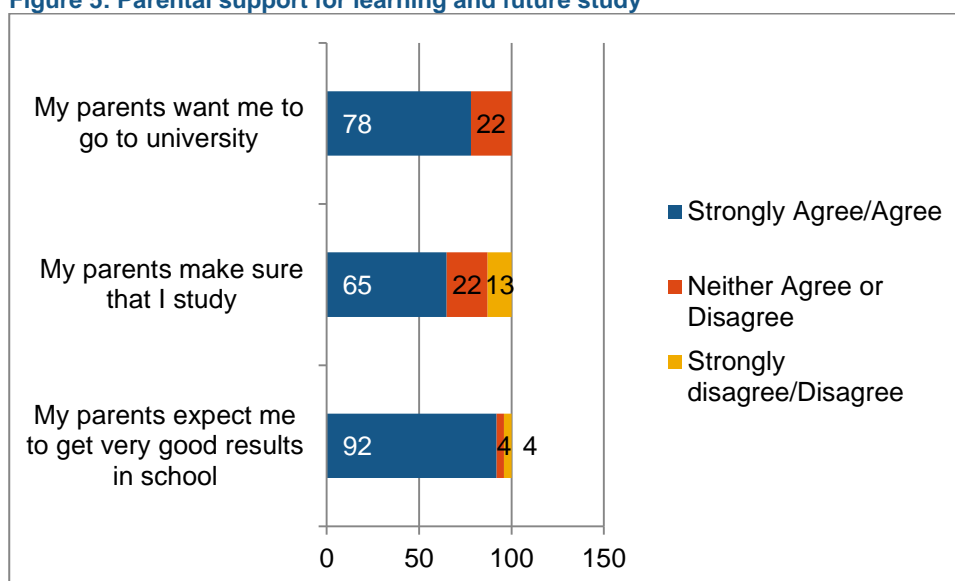
Figure 4: Secondary teacher support for students



3.1.6 Parental influence on future learning and study

According to Mission Australia's (Annual) 2014 Youth Survey, parents and relatives were the second top source for young people to go for help with important issues in their lives (Mission Australia 2014 Youth Survey). Mission Australia's finding is reflected in the students' survey responses for this item that shows substantial parental influence on students' learning and future pathways. Almost all of the students responding in the survey stated that their parents expect them to achieve very good results at school (92%, n=22). For 65% (n=15) of them, their parents “make sure that they study”. 78 % (n=18) of participating students strongly agreed or agreed that they felt their parents wanted them to go to university. The implication of the data from this item is that parents need to be engaged and provided with sufficient information about EUP and the selection process for students as early as possible, as they will heavily influence their child's participation in the program.

Figure 5: Parental support for learning and future study



3.1.7 Students' motivation to participate in the "Uni-Link" program

Students were asked in the survey about their reasons for participating in "Uni-Link". They were offered eight statements, from which they were asked to choose and rank their most important three reasons to participate. A large proportion of students did not rank their choices. As a result, we have analysed their responses as simple multiple-choice responses rather than trying to rank them. The three most popular statements were:

- I wanted to see what university is like (19 students)
- I want to go to university and this program might help (17 students)
- I wanted to challenge myself (14 students)

3.1.8 Summary

The "Uni-Link" pilot was successful in reaching students who were already aspiring to study at university (82%), and who felt they had the support they needed from school, teachers and their parents. These students appeared to be selected for "Uni-Link" as it appeared they were lacking cultural capital and confidence about their potential transition to university study. Participation in "Uni-Link" helped to reinforce their university aspirations and recalibrate their perceptions about their ability and capacity to succeed at university.

There are at least two potential distinctive groups who could be targeted for the EUP project, and some inconsistencies were found in the documentation describing the target group compared with the EUP project and school-teachers' descriptions of their understanding of the target group. The first potential target group of students are aspirational and capable, but lack cultural capital, (e.g., dominant and academic language practices) and social capital (access to social relationship with HE relevant capital) as well as economic capital (LSES). For these students, university has not previously been a consideration. The second potential

group are students who already have a clear goal and personal commitment to attend university, but may encounter other barriers to their participation, such as financial barriers. This is important because the two groups may need differentiated transitional pedagogies and support to address the particular, and possibly different, barriers they each need to overcome. In addition, given the influence that parents and teachers have on encouraging potential students to participate in EUP, clarity and consistency in the documentation about aims, objectives, potential benefits and the target group is important for all stakeholders.

3.1.9 Recommendations

Recommendation 1: The EUP project defines clearly the target group/s of students for each program, in particular, clarify what is meant by “aspirational students”.

Recommendation 2: Develop guidelines to assist schools in the EUP student selection process.

Recommendation 3: Provide more promotional material and lead-in activities to assist schools, parents and students to determine whether EUP is suitable for them.

3. 2 Developing a model that supports transition into university and that builds a strong partnership between VU and the schools

3.2.1 Introduction

This section of the report reflects upon two of EUP project’s related objectives to:

1. Develop in collaboration with partner schools, a sustainable model to encourage and support students from local secondary schools who are traditionally underrepresented (low SES) in Higher Education to build and realise their aspirations for tertiary education.
2. Build collaboration between school and tertiary sectors to better enable shared and coherent approaches to supporting students through educational transition. The program will be the driver for partner institutions to work together and with the university to develop an integrated academic program to achieve this.

Data were gathered from interviews with three coordinating teachers in three schools, the three principals, the lecturer in the “Uni-Link” program and archival documentation of the project (meeting minutes and progress reports).

3.2.2 The process of developing partnerships with schools

The EUP project aimed to form strategic partnerships with secondary schools set in low SES contexts of Melbourne’s western suburbs based on their Index of Community Socio-Educational Advantage (ICSEA) factor. The project documentation showed that initial consultations with four schools started in August 2013 soon after the HEPPP grant was received. Schools were introduced to the initial EUP concept and all four schools expressed interest in a model that would further extend their work around existing school programs and projects to help transition students into university. The two AVID schools were particularly interested and

saw EUP as a good way to transition their year 10 AVID students into a targeted year 11 and 12 university preparation program. This was an issue they had been trying to resolve and EUP presented an attractive proposition.

In the first phase, schools that had existing relationships with Victoria University were invited to participate in EUP in order to build upon already established projects, and hence to optimise the existing partnerships. These were the original partnership projects that were identified and built upon within EUP.

Four of the five schools offered AVID. AVID (Advancement Via Individual Determination) is a university-readiness program for primary, secondary and tertiary education. It equips low socio-economic and under-performing students with the academic, social and emotional skills to be successful at university. AVID also supports school leaders and teachers with an ongoing professional learning program that builds explicit teaching skills school-wide. This is to ensure teachers are well equipped to help students aspire to and achieve university success.

Two schools offered SARIP. SARIP (Sport and Recreation Industry Pathway) delivers a quality sport-based curriculum in conjunction with Victorian Curriculum and Assessment Authority (VCAA) guidelines. It offers students with a passion for sport invaluable experience and industry links that provide a pathway to additional qualifications, tertiary special entry and workplace opportunities. As part of the SARIP program, students come to VU to participate in Physiology and Biomechanics testing and other related projects.

All five schools offer VETiS. The VETiS (VET in School) program targets students in years 10, 11 and 12 and is career-focused. VETiS programs are generally completed over one or two years and provide a qualification or partial completion of a Certificate II or III. The courses include on-the-job learning and use of simulated environments. VETiS programs can contribute to the VCE and most contribute towards a study score that counts towards the Australian Tertiary Admission Rank.

The EUP project team started working closely with partnering schools to further elaborate the program and delivery models that responded to the local contexts and needs. Schools were also interested in strategically building upon and complementing the existing projects in partnership with Victoria University: the VETiS and SARIP programs, and particularly with the AVID program and its shared focus on developing academic capacities for university success. The process of developing suitable models underwent several iterations and a model of pilot programs was finalised in 2014.

Table 1: Overview of participating schools in Phase 1

Phase 1 Schools	Percentage of students in bottom ICSEA quartile & school ICSEA value (source: My School 2014)	Other projects with VU	Number of students participating in “Uni Link”
Victoria University Secondary College (Metropolitan low SES Vic)	57%, 934	AVID, VETiS	19
Wyndham Central Secondary College (Metro low SES, Vic)	67%, 900	AVID VETiS	10
Manor Lakes P-12 College (Metropolitan low SES Vic)	43%, 967	AVID, VETiS, SARiP	20
<i>Point Cook Senior College (Metropolitan low SES Vic)</i>	<i>21%, 1003</i>	<i>AVID VETiS</i>	<i>Withdrew</i>

<i>Essendon East Keilor Secondary</i>	<i>33%, 988</i>	<i>SARIP</i>	<i>Delayed implementation to 2015</i>
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3.2.3 Implementation of the EUP pilot “Uni-Link” program

The “Uni-Link” program was implemented in three partnering schools (Table 1) with 48 Year 11 students almost equally represented by girls and boys. The aim of the “Uni-Link” program was to immerse students in university study so they could experience university learning and teaching processes, build their capacity for independent learning, and learn about a university’s institutional and social functioning. The model of delivery for the pilot “Uni-Link” program consisted of:

- An eight-week program with students undertaking a unit of study at the university campus once a week for three hours after their school classes finished.
- Students were officially enrolled in the unit, *Participate in Collaborative Learning*, which is a unit in the Certificate IV in Tertiary Preparation. The unit consisted of a one-hour lecture and two hours’ of tutorial.
- The students were not required to pay any fees. Victoria University paid full tuition fees for each student using HEPPP money. Schools paid the Student Amenities fees for each student.
- Bus transportation was organized to take students from their schools to the Victoria University Footscray Campus and back to a designated school drop-off point.
- University student peer mentors (unpaid volunteers) participated in all of the learning and teaching activities to offer additional support to students.
- Students in AVID schools also had additional school support as VU Education pre-service teachers participated in the school each week as university tutors, and school staff had been trained in the AVID university readiness program.
- Individual arrangements were to be made with schools to organise shared assessments between year 11 English and the unit of study.
- An information night for parents and students was organized before the start of the program and delivered at VU Footscray Campus.
- Students were given Course Information booklets and Unit Guides in a VU student pack they received on commencement.

The program monitoring data received from the project team at the conclusion of the “Uni-Link” program (Table 2) shows that 45 students participated in the “Uni-Link” program, 44 of them successfully finished the

program passing the unit requirements and one student was unsuccessful. Four students withdrew from the program. The majority of participating students (38) would be the first in their family to go to university (not counting TAFE). Four students were working part-time at the time of collecting this data.

Table 2: Summary data of “Uni-Link” participation in the first trial

“Uni-Link” 2014	Number of participating students	Students passed the unit	Competency not achieved in the unit	Withdrawals	First in family (not counting TAFE)	Currently working
	45	44	1	4	38	4

3.2.4 Schools’ views on collaboration with Victoria University

Strong collaboration between schools and universities has the potential to ensure a model and delivery of a program that responds to students’ needs as well as schools’ circumstances. Strong partnerships are a foundation for sustainability of the project beyond the initial years of external project funding. The pilot stage of the project involved regular meetings with partnering schools.

Teachers who coordinated the program in schools and their principals spoke positively about the ongoing collaboration with the project team from the start. Several collaborative meetings with the project team were held where they initially discussed the design of the program, its delivery, as well as the general design of the curriculum. In these meetings, the schools and project team exchanged views on their understanding of students’ social and academic needs, and on students’ motivations to participate in the project to ensure the program was relevant and rewarding. Teachers spoke about detailed exchanges with the “Uni-Link” program lecturer and the suitability of certain curriculum design elements and aspects of pedagogy. One of the coordinating teachers explained:

“We were involved a lot with that (curriculum) and when she (teacher at university) got the idea of doing the research projects around Footscray they were very good at talking to us and saying, “how do you feel? We’re going to send the students off by themselves, is that allowed? Can we do that?””

All of the participating schools in the first phase of the EUP project were at different stages of implementing the AVID program. Two of these schools offered participation in the EUP project only to its AVID students. Interviews with school principals and coordinating teachers revealed that they interpreted the EUP project as closely complementing their AVID program. Both AVID and the EUP project target secondary students with an aim to raise their university aspirations and scaffold their path to higher education. Teachers from AVID schools proposed to the EUP project team that for consistency and continuity, some of the strategies and language that these students are using in AVID, for example, Cornell notes and AVID’s critical reading

strategies could be incorporated into the “Uni-Link” program’s transition pedagogy. Several students in the focus groups mentioned that they had been using Cornell notes learned in AVID during their university lectures and found it very helpful.

School teachers reported very good communication processes with the project team. The project team was checking constantly with schools about the elements of the program aiming to ensure the level of challenge was appropriate at all stages of the pilot.

The teachers and principals expressed high satisfaction with collaboration with the EUP project team and Victoria University. Most of them stated that they perceived this collaboration was very efficient in designing the program and in its delivery. One of the school principals stated:

“I think the support’s been wonderful from VU. I think [the project coordinator] has been a great liaison. I think that you reaching out to your providers, which effectively we are, is great and we look forward to continuing that work.”

Overall, schools valued very positively their involvement in the co-development of the program. One of the principals offered an overall reflection on the first implementation of the program with some suggestions for future development:

*“I like that it’s an authentic experience that they go through the motions. I think something that could be improved is the academic writing. In terms of preparing these students for university and if they’re going to do the year 12, academic writing will be a big component of that, so I think that’s definitely something they could ramp up maybe with their presentations or something.
And I think we’re looking at extending it to ten weeks rather than the eight weeks, so that would be something that we would be in favour of. But overall, I thought the program was great for a first year and we’ll just build on it.”*

3.2.5 Summary

The analysis of the archival data and the interviews with the school teacher coordinators and principals indicate that the EUP project achieved highly successful collaboration between the schools and VU in the process of developing a model of scaffolded transition to university. The success of the development process confirmed that objectives 4 and 6 were achieved to a high degree of satisfaction.

We were unable to source data to evaluate two aspects of the original design, but they are potentially important aspects of the program that should be followed up and evaluated in subsequent trials. The intention that students were not required to pay any fees is a very significant component of this model as under-represented students often have substantial financial barriers to overcome in getting to and staying at

university. The true costs to students should be measured and the impact of not paying fees be measured for the university and the students, and the schools that paid the students' compulsory amenities fees.

The original intention was that shared assessments were to be constructed between the schools and the "Uni-Link" course. The rationale for this was to make the connection between university and school work more relevant, and to be scaffolding students practically towards the level of rigour that is required at university. It would also benefit students by reducing the assessment workload if they could use an assessment task common to both school and "Uni-Link". We did not see any reports of this occurring, but believe it is worth pursuing in the next phase of implementation.

3.2.6 Recommendations

Recommendation 4: Review course content for the level of challenge and relevance set in the academic reading and writing activities and how these are scaffolded through the weeks of study, and consider the potential to develop shared assessments

Recommendation 5: In order to calculate the sustainability of EUP, at the completion of the pilot study, the costs to the university, schools and students should be calculated to ascertain the economic value and return on investment, as well as the potential for sustainability and scalability.

Recommendation 6: The EUP team continues to develop a business case for transitioning EUP from a HEPPP-funded project to a self-sustaining and scalable enterprise.

3.3 Developing students' university readiness through the "Uni-Link" program

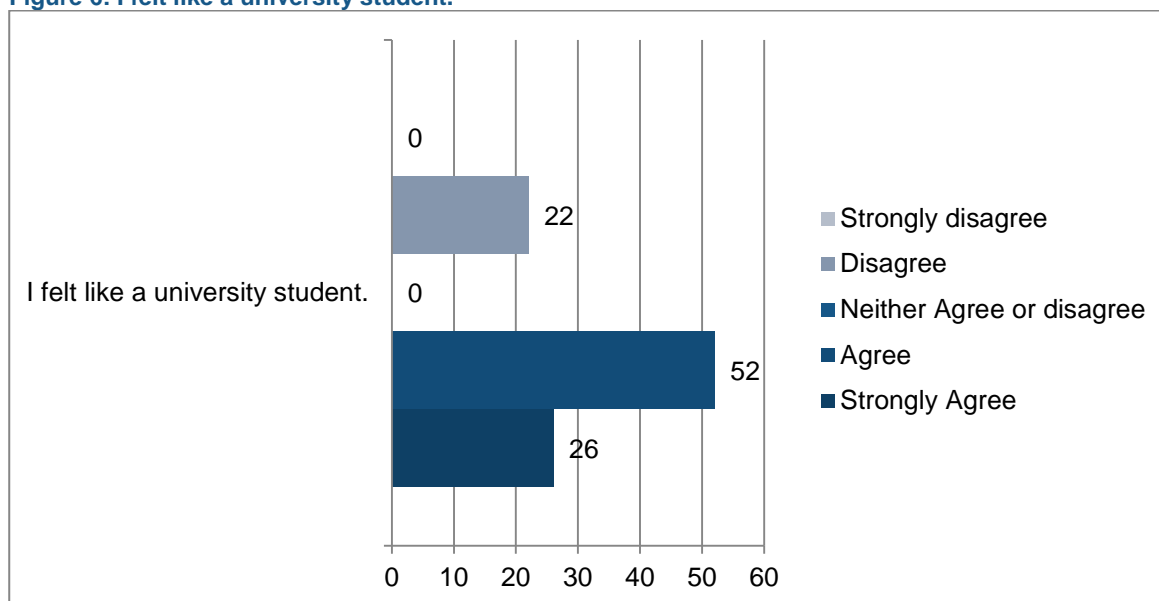
3.3.1 Introduction

The EUP project aimed to support scaffolded transition to university study through a range of engagement strategies and the development of students' academic skills. The "Uni-Link" program enabled year 11 students to undertake a university subject through which students were given the opportunity to experience many different and authentic elements of university study and life (lectures, tutorials, assignments, visits to library, VU online environment). Learning in the program was focused on immersing students in an authentic experience of university study. To gain insights into the processes of learning and teaching in the "Uni-Link" program the views of students, teachers in the "Uni-Link" program and university student peer mentors were collected and analysed.

3.3.2 Student contextual experience

Most of the students 78% (n=18) indicated they felt like university students while participating in the "Uni-Link" program at university, but 22% (n=5) of the students disagreed with the statement.

Figure 6: I felt like a university student.



In the words of one of the VU educators in the program, the main purpose of the experience they aimed to create for the students was:

"That they felt that they were part of the University and that they belonged here."

In focus groups, students further explained that they felt that they were treated like university students and not like secondary students visiting university. The focus groups with students revealed this was one of the most powerful experiences for students, which they described as "feeling free". Students clearly connected the feeling of freedom with developing a sense of independence as well as responsibility for their own learning. Following are several students' statements describing this aspect of their experience:

"We were treated as independent uni students almost, like they weren't relying on us or we weren't relying on them, kind of thing. We had to do it on our own."

"I think that's the biggest thing that like we got out of the experience, like independence, because we weren't like guided by any lecturer or tutor. They kind of just gave us information and expected us like, do what you want to do, because then like it's really different from high school because you're spoon fed all this information and they tell you, "Oh you have to do this because you're exam's on this." But then with like university, it's just like, "Oh here's your information, do what you want with it, but you have to do an assignment by the end." So you can sort out that information yourself."

"I even feel more independent and a lot more mature, because you're kind of treated as like a uni student, not really as a high school student. So I think it's a good feeling. I think it kind of makes me want to study a bit more, because you kind of like have the insight. So it's very motivating in a way."

"It felt weird for the first few weeks, because it was like, I don't know what to do, like where do I go and stuff, and then afterwards then we gradually knew where to go, what to do."

A corresponding observation was offered by a VU student peer mentor.

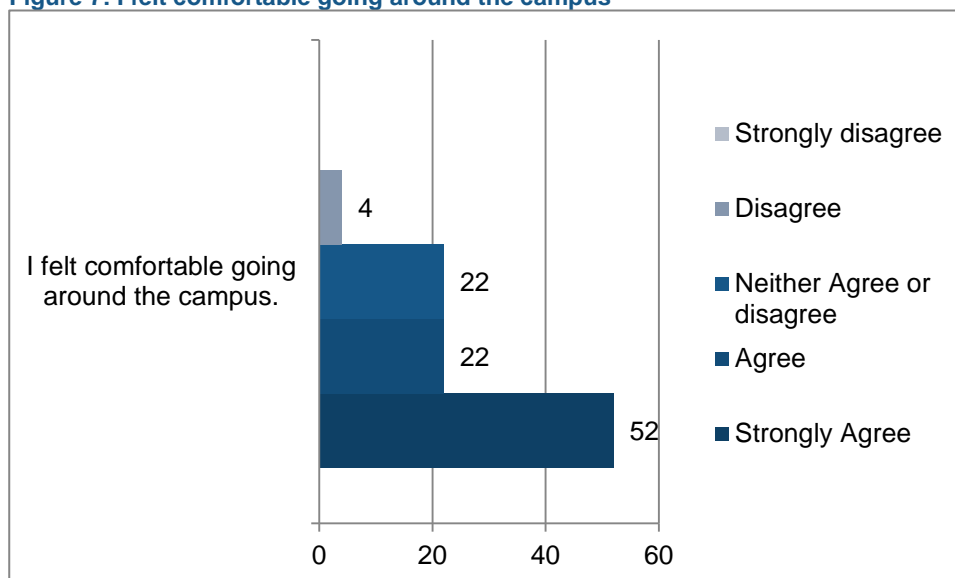
"You can't get any closer to a university degree than that. Sure, they don't have the possibility of joining a club or society or anything like that because they're temporary students, but that's the only factor for me that's missing from the university experience. Everything else seems pretty on-par with what goes on every day with us as students here."

At the start of the program in their first week students received a guided tour around the campus. One of them remembers the experience:

"It was like pretty good because they waited for everyone to get around in like a circle and then they would tell us about the buildings and where we were at and like what we would do in there. And they were very warm about it."

After the program was finished a majority of students indicated that they felt comfortable moving around the campus. More than half of them (52%, n=12) strongly agreed with the statement as presented in Figure 7 below.

Figure 7: I felt comfortable going around the campus

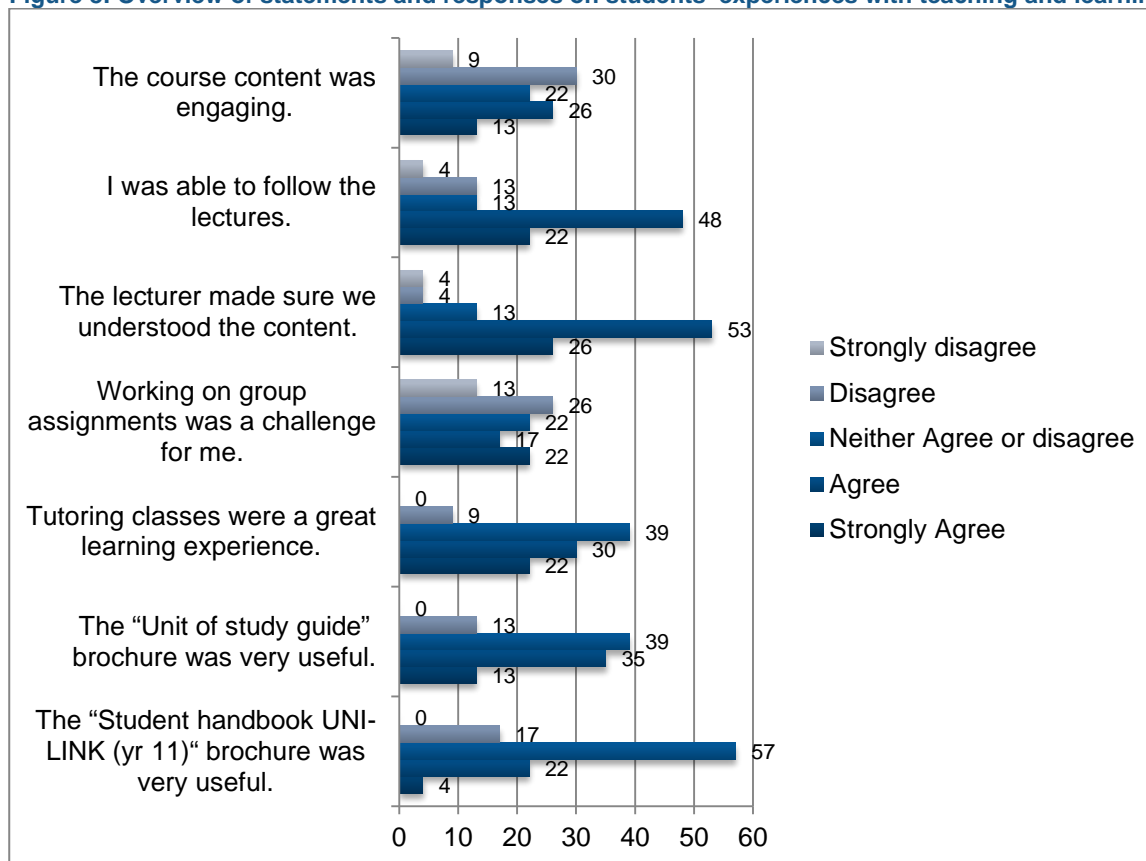


In the focus groups students reported they experienced a guided tour of the university library, but that later on they hadn't used it much due to limited time on the campus. This is due to the fact that students' time on the campus was constrained with the scheduled transportation times back home. On the other hand, students felt comfortable using online communication and learning platforms like VU Collaborate. They used the online resources to access unit readings and other information regularly.

3.3.3 Students' report on the "Uni-Link" teaching and learning

The student survey inquired into students' experiences with "Uni- Link" teaching and learning processes. Students rated the statements on aspects of teaching and learning on a five-level Likert scale from Strongly agree to Strongly Disagree. The overview of their statements and their responses is presented in Figure 8.

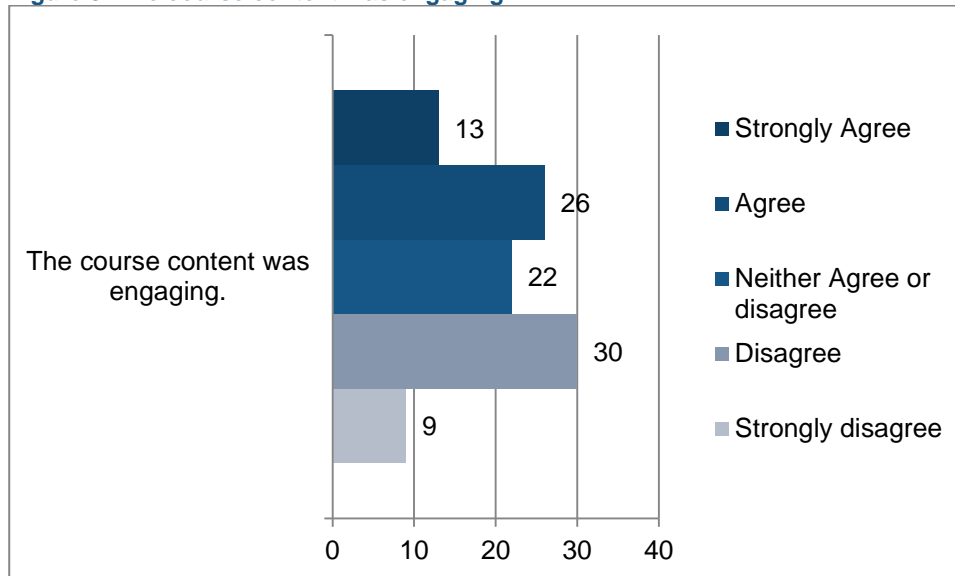
Figure 8: Overview of statements and responses on students' experiences with teaching and learning



The data gathered through the student survey showed that 13% (n=3) of students Strongly Agreed and 26% (n=6) Agreed with the statement that the course content was engaging for them. However, the same proportion of students Disagreed (30%, n=7) or Strongly Disagreed (9%, n=2) with the statement that the course content was engaging for them. 22% (n=5) of students could neither agree nor disagree with this statement.

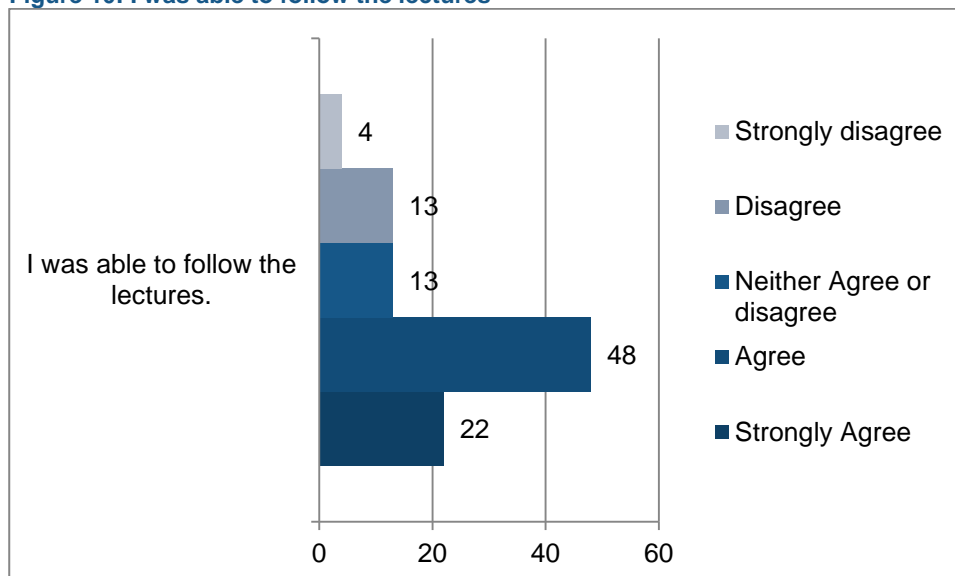
A further analysis of each of these individual items follows.

Figure 9: The course content was engaging



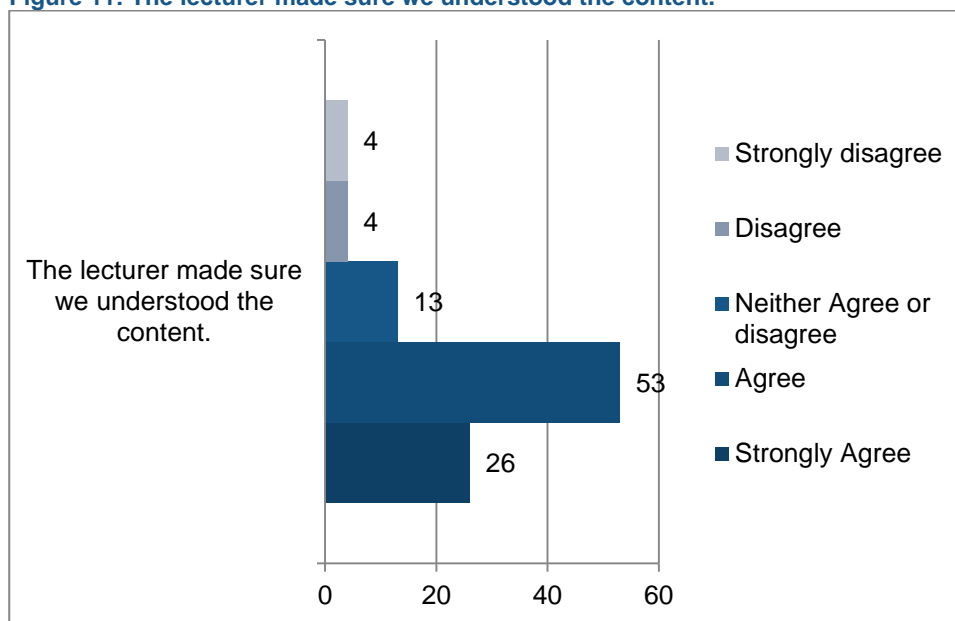
A high proportion of students (70%, n=16) were able to follow the lecture; 13% (n=3) could neither Agree nor Disagree; and 17% (n=4) of the student felt they were not able to follow the lectures.

Figure 10: I was able to follow the lectures



A majority of students (78%, n=18) thought that the lecturer made sure they understood the content of the lectures. Only two students could not identify this kind of support from the lecturer and three of the students could neither agree nor disagree.

Figure 11: The lecturer made sure we understood the content.

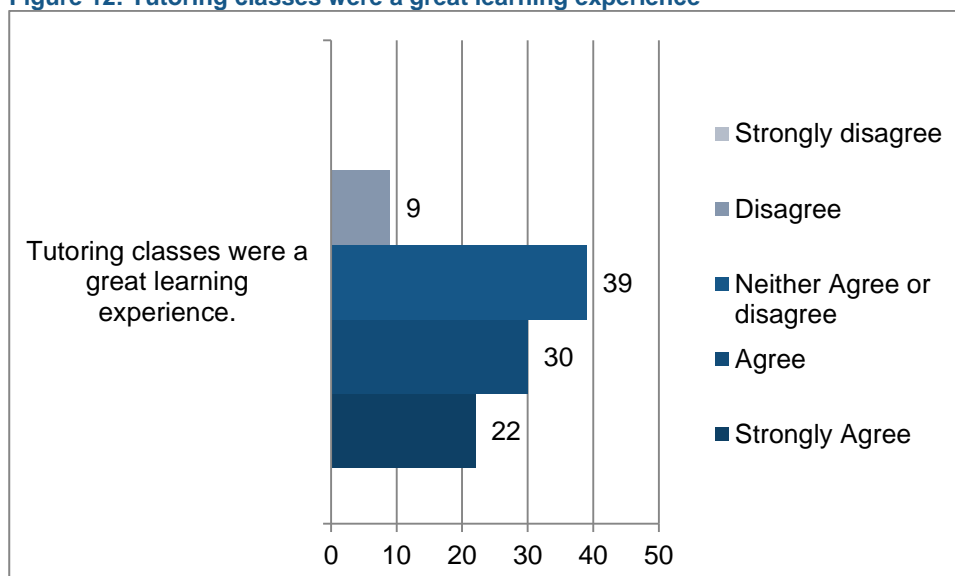


For just over half of the students (52%, n=12), their experience of the tutorials was a great learning experience, while a significant proportion of student (39%, n=9) could not decide whether to Agree or Disagree with the statement.

In the focus groups, students stated that the lecturer was well prepared and particularly welcoming and excited to teach them.

"[Lecturer], yeah, she was so, so excited and she was our student teacher. She was like, yeah and I reckon that influenced us to be more excited to learn because she was like so excited to teach us."

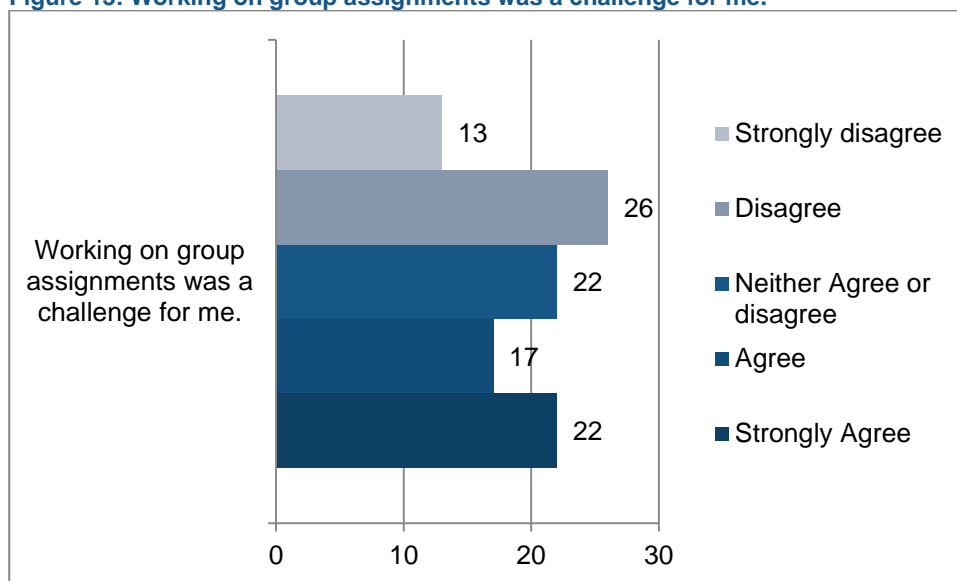
Figure 12: Tutoring classes were a great learning experience



For half of the students (52%, n=12) tutorial classes were a great learning experience, but more than a third of students could neither Agree nor Disagree (39%, n=9).

The data for these first four items are interesting when read together. The majority of students felt that they were able to follow the lectures, and had received enough support from the lecturers to understand the content. However, the students were split on the question of how engaging the material was and how useful the tutorials were as a learning experience. We tested these data further with the focus groups. The focus groups, when asked to recall course material, were able to identify key concepts like cultural capital and found this concept personally relevant. As the discussion progressed, the students expressed confusion in trying to remember or articulate how other concepts related to cultural capital. This suggests that some broad concepts were understood, but that there is an opportunity to strengthen the depth of knowledge and connections in the course material. It may be worth reviewing the number of key concepts that can be explored rigorously in sufficient depth over an eight-week course.

Figure 13: Working on group assignments was a challenge for me.

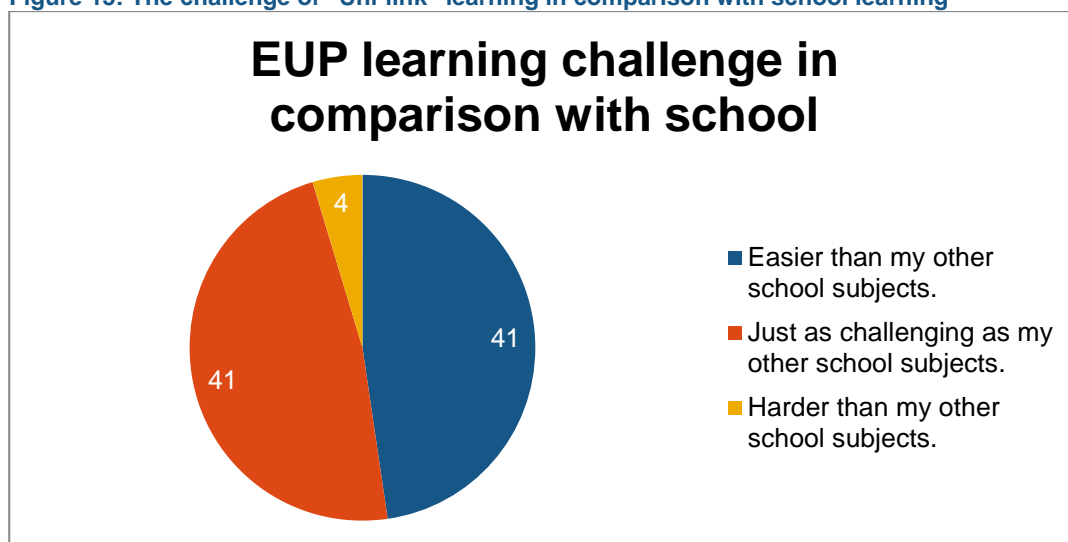


The experience of working in groups was identified as a challenge for 39% (n=9) of students, but the same number of students Disagreed with the statement. 22% (n=5) indicated they could neither Agree nor Disagree. The interviews with peer mentors revealed that different groups had very different dynamics. Some were able to organise themselves and connect using personal Facebook sites. The others were struggling to maintain contact during the week and organise their group work. Although the project established a Facebook site to connect students, none of the “Uni-Link” students signed up. It is possible they were not informed or encouraged to use this site. However, in the focus groups, students pointed out they had independently used their personal Facebook accounts to connect with each other selectively.

3.3.4 The challenge of “Uni-link” learning in comparison with school learning

To understand how challenging the learning in the “Uni-Link” course for students was, we asked them to compare the level of challenge in “Uni-Link” compared to the level of challenge they experienced at school. Creating an appropriately challenging learning experience, through setting challenging educational goals and structures to achieve them is recognised as one of the most influential aspects of good teaching (Hattie, 2009) and a key principle for scaffolding university readiness (Conley, 2010). Only one of the students felt that the university course work was harder than what they were experiencing at school. 41% (n=9) of the students felt it was just as challenging as their school subjects. A fairly high proportion of students (41%, n=9) thought the course work was easier than what they experience in school.

Figure 15: The challenge of “Uni-link” learning in comparison with school learning



When asking students in focus groups what was the most challenging aspect of undertaking the “Uni-Link” course, the most frequent response was that they were experiencing difficulties managing the requirements in this program with the requirements of their other school work. Students felt conflicted about whether they should prioritise VCE studies over “Uni-Link”. Given the increased level of complexity in academic studies that many students experience transitioning from year 10 to year 11, this is a consideration for the “Uni-Link” course design and assessment requirements.

Two important challenges that students identified were reading the academic articles and preparing their final project. Preparing the final project was a challenge for them, especially because they found it practically hard to coordinate group work with partners from other schools. Students mentioned that they had difficulties collaborating and completing a group assignment. The relatively short timeframe of the course together with the limited and highly structured nature of the time together meant that students coming from different schools found it difficult to build the collaborative learning skills and establish the learning community

required to undertake group tasks successfully. One of the peer mentors reflected on the process and the peer mentor role:

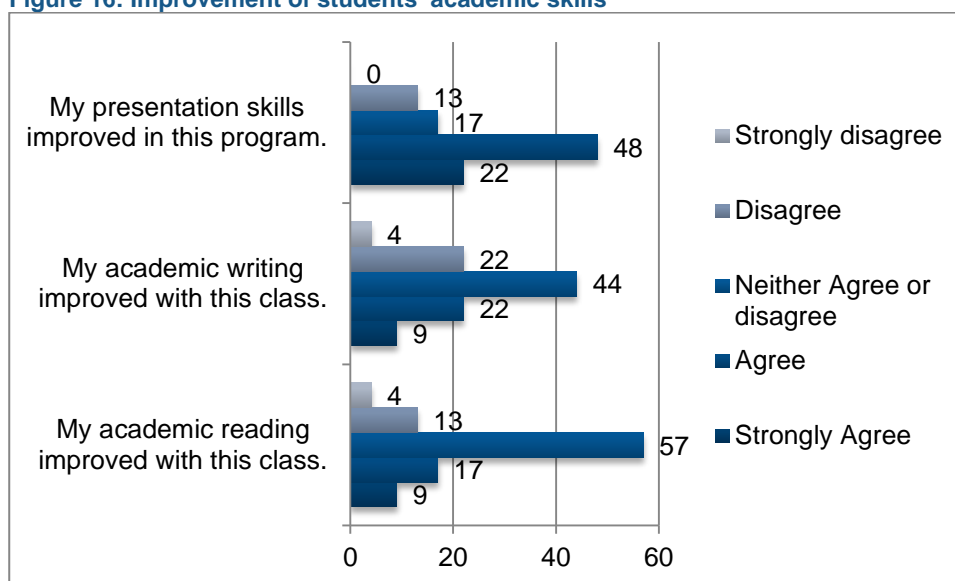
"It took a while for them to get on task so that's when we came in and we started bringing them to speed like saying, "okay you're here, what's the next step for you guys to do"? Otherwise if they were just thrown out there they'd be pretty lost but since we were there saying, "Okay what are you guys doing, maybe it would be a good idea to think about these kind of things"? That's what brought them to pace or where they should be."

Student peer mentors agreed that their role would benefit from more in-depth and sustained preparation with educators in the program. They suggested the program be designed so it allows them to build deeper relationships with one group as well as with individual students.

3.3.5 Students' self-reported improvement in academic skills

We asked students to self-report on improvement in their academic skills.

Figure 16: Improvement of students' academic skills



The students attributed the most positive impact from the “Uni-Link” unit was experienced in improving their presentation skills, with 70% (n=16) reporting improvement, among them 22 % (n=5) Strongly Agreed and 48% (n=11) Agreed that their presentation skills had improved.

In contrast, students were ambivalent on reporting improvement in their academic reading and writing with 44% (n=10) Neither Agreeing nor Disagreeing that their academic writing had improved. A similar number, 57% (n=13), reported that they could neither Agree nor Disagree that there had been improvement in their academic reading skills. 31% (n=7) of students Strongly Agreed and Agreed that their academic writing had

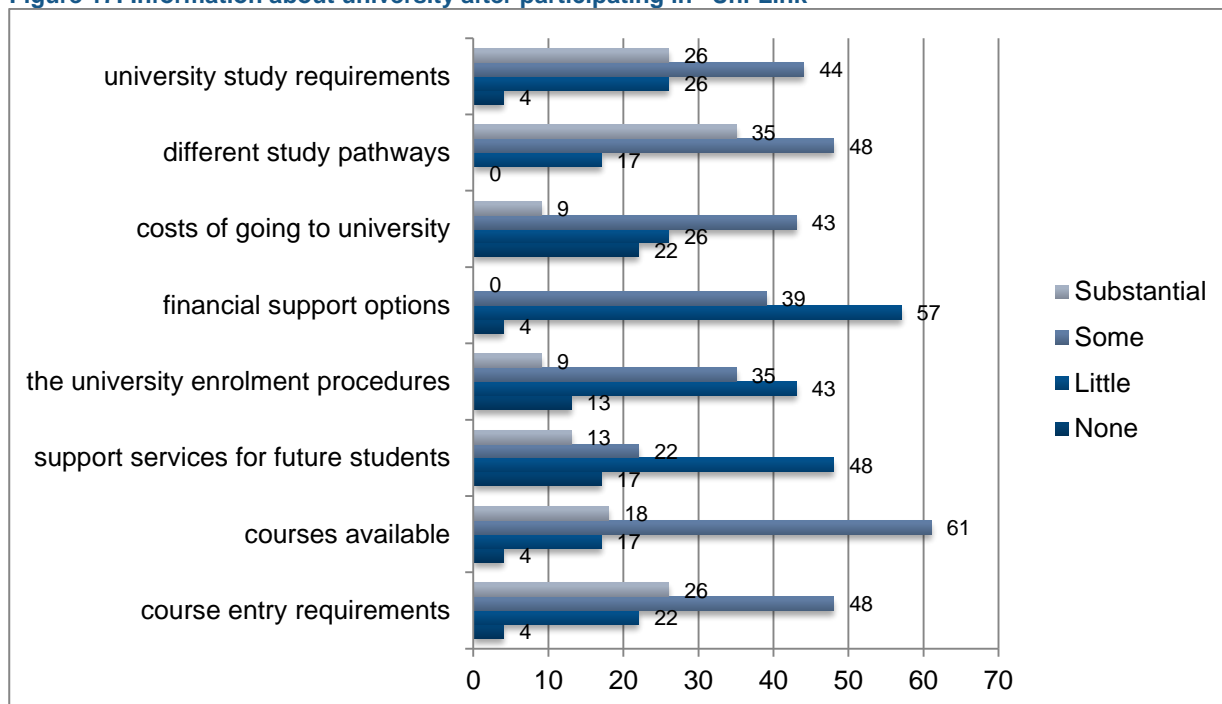
improved. An almost equal proportion Strongly Disagreed or Disagreed 26% (n=6). A very similar report was produced on perceptions of any improvement of their academic reading skills (See Figure 16).

These data indicate that the course is well designed and improves students' confidence and ability in their academic presentation skills, but an opportunity exists to review the scaffolding of academic reading and writing skills.

3.3.6 Information about university study after participating in “Uni-Link”

We asked students to rate their level of information about several domains of knowledge that might help them transition to university after participating in “Uni-Link”. Many year 11 students were only in the early stages of finding out information about university requirements and options to inform their possible future pathways. Since data could not be collected prior to students beginning the program, responses to this items are indicative of students' general ideas about their level of information gained about university study after their “Uni-Link” participation. Figure 17 represents an overview of how they rated their level of information about university study after participating in the “Uni-Link” program. Their perspective provides a useful guide for material that could be included to help students manage the complexity of preparing to successfully transition to university.

Figure 17: Information about university after participating in “Uni-Link”

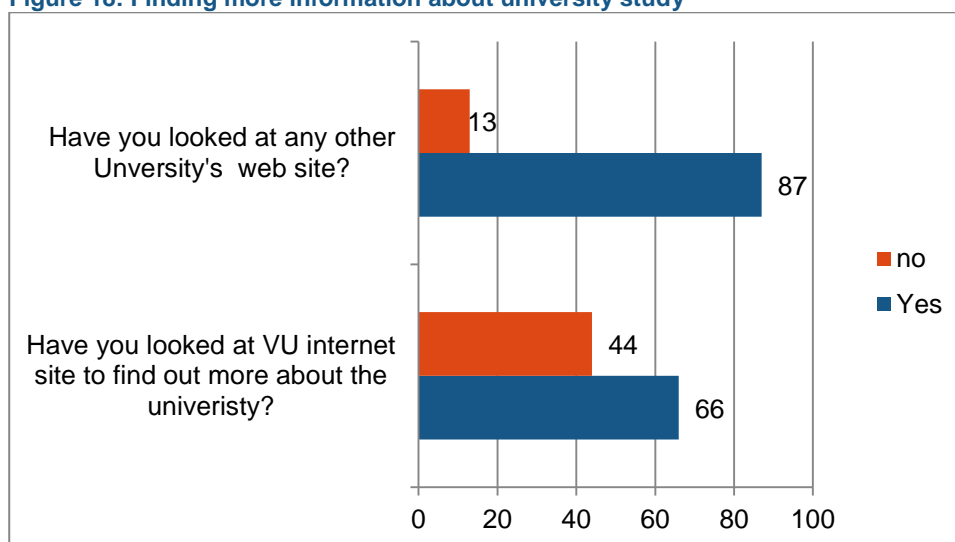


On average 43% of student reported having gained some information on all domains measured in this section after participating in “Uni-Link”. Students were the most well informed on the following three domains with the highest proportion of students reporting they had gained substantial amount of information on: university study requirements (26%), different study pathways (35%) and on course entry requirements (26%).

One of the students, when asked, “Did this experience motivate you to find out more about your options?” replied:

“I guess a little bit it did. Like I kind of look around when I have the chance and see like what the university also does, like not just with schooling and stuff, like it has some groups and clubs. So that’s all right in a way.”

Figure 18: Finding more information about university study



The *Effective teaching and support of students from low socioeconomic status backgrounds report* (Devlin, et al, 2012) identifies financial challenges as one of the most significant barriers to participation at university for low socioeconomic status students. Students reported that they did not feel well informed about the costs of going to university, with 26% saying they had little information and 22% who had no information and 57% thought they had only a little information about financial support options.

There is an opportunity in the EUP project to build a financial literacy component that provides more practical information for these students to find various solutions to address the financial challenges of attending university. Given the current national debate on university fees, it is timely to provide relevant and current information on financing university costs to this vulnerable student group.

3.3.7 Summary

Overall, the teaching and learning experiences and the quality of the university experience built in to the pilot phase of “Uni-Link” was successful in achieving largely positive outcomes for the students. Feedback from the students on aspects of the academic program, in particular, group assignments, level of challenge, course content and tutorials should be further explored.

3.3.8 Recommendations

Recommendation 7: Review course material for the number of key concepts that can be explored rigorously and connected in sufficient depth over the eight-week timeframe.

Recommendation 8: Review the tutorial activities to ensure the purpose for learning is made explicit to the students each week ensuring that students are better scaffolded to meet the level of academic rigour required for university success.

Recommendation 9: Allocated time throughout the course for community building activities to establish effective communication processes in order for group work assignments to be completed effectively and efficiently.

Recommendation 10: Incorporate social media in the course to better enable community building and collaboration in learning activities that build students' capacity to use the university's online learning technologies.

Recommendation 11: Lecturers scaffold and prepare students for the group work assignment from the beginning of the program.

Recommendation 12: Consider assigning the same peer mentors to individuals or small groups of students in order to build stronger, more enduring supportive relationships with the students throughout the course.

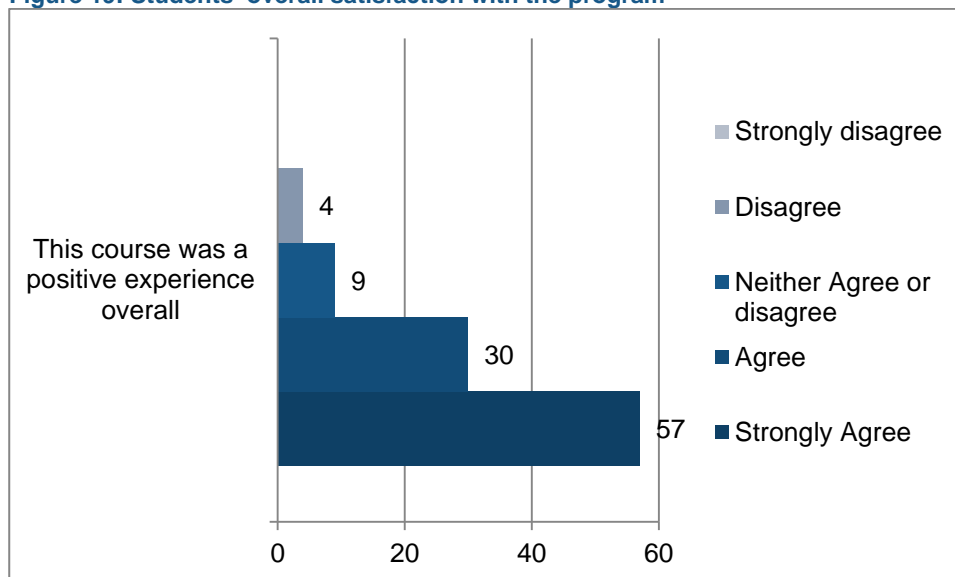
Recommendation 13: Include more information about the financial aspects of going to university in the course – consider including a financial literacy component.

Recommendation 14: The next phase of evaluation should consider analysing curriculum and pedagogy designed for the EUP.

3.3.9 Students overall experience in the “Uni-Link” program

For the majority of students, 87% (n=20) participating in the EUP “Uni-Link” program was overall a positive experience, with 57% (n=13) of students strongly agreeing and 30% (n=7) agreeing with the statement, “This course was a positive experience overall”.

Figure 19: Students' overall satisfaction with the program



Students reported that the main benefit of participating in the “Uni-Link” program was that they saw value in having an authentic experience of university study and gained a better understanding of how university works. Students identified they had a greater understanding of the need to develop independence and personal responsibility for their learning as important insights they had gained about university expectations. One of the students stated:

“This program changed my view on University since at first I was scared to go out of my comfort zone. But after experiencing eight weeks of uni it boost up my confidence and looking forward in attending uni.”

On the question of what was the most positive aspect of being in this program, students responded:

“It kind of shows you like how you step up your game from high school to uni, and like they’re not going to teach you how to work. You have to be responsible for what you do and what you don’t do.”

“Probably that it gives you like an insight, like you kind of know what’s going on and they don’t treat you as like, all right, you’re a secondary student doing university. They treat you as you’re doing university, like kind of keep up. So I guess that’s kind of positive that they’re not really like lowering it down for you. They’re like showing you how it is so it’s kind of like you want to do it.”

“... yeah, not being held back. And I think like by going to uni it kind of helped us realise that AVID can actually help you, like even though you may be restrained but it actually helps you.”

The last statement demonstrates that from the students' perspective EUP complemented their learning in the pre-existing AVID program. This confirms the EUP project strategy to design its programs and activities so

they build on other university readiness programs that VU already offers, or university-readiness activities offered within the schools.

3.3.10 Schools' overall experience of the EUP program

Principals of the three participating schools in the first year of implementing the EUP “Uni-Link” program all expressed high levels of satisfaction with the students’ positive learning experiences.

One of the principals stated:

“The feedback I’m getting is great and I know that [teacher 1] is really happy with it and [teacher 2] too. For the few students that have had that opportunity to be involved, they love going into VU and having that taste of being at university as a university student. So if you use that as saying a carrot on a stick that is just a great incentive isn’t it to make them feel this is going to happen for them and this is really a stick and this is what it’s like when I’m there, which is wonderful.”

“I think they’ve really set themselves up to only improve it more and more, and I think that really came through with the feedback from these guys (students). They were really impressed and all want to go to uni.”

4. SUMMARY OF FINDINGS

The evaluation of The Early University Pathways project provides the following two general findings in response to the evaluation's two overarching questions.

1. The Early University Pathways project established efficient and ongoing collaboration between Victoria University and partnering secondary schools. This collaboration enabled the development of shared and coherent approaches to supporting students' transition to university in partnerships developed during the first phase of the implementation.
2. The "Uni-Link" program enabled students to gain important aspects of university readiness. The students started to develop university student identities and self-belief in their capacity to succeed at university.

Finding for each section of the report are summarised below.

Selection of students to participate in the EUP

The "Uni-Link" pilot was successful in reaching students who were already aspiring to study at university (82%), and who felt they had the support they needed from school, teachers and their parents. The basis for the selection of these students for "Uni-Link" appeared to be an initial lack of cultural capital and confidence about their potential to transition and succeed at university. Participation in "Uni-Link" helped to reinforce their university aspirations and recalibrate their perceptions about their ability and capacity to succeed at university.

Developing a model of scaffolded transition to university

The analysis of the archival data and the interviews with the school teacher coordinators and principals indicate that the EUP project achieved highly successful collaboration between the schools and VU in the process of developing a model of scaffolded transition to university. The success of the development process confirmed that objectives 4 and 6 were achieved to a high degree of satisfaction.

Developing students' university readiness

Overall, the teaching and learning experiences and the quality of the university experience built in to the pilot phase of "Uni-Link" was successful in achieving largely positive outcomes for the students. Feedback from the students on aspects of the academic program, in particular, group assignments, level of challenge, course content and tutorials should be developed further and aligned with the academic and social needs of the students targeted for EUP. The "Uni-Link" program enabled students to gain important aspects of university readiness. During the period of evaluation, students reported a change in their perceptions of themselves as learners and how that impacted their future aspirations to study at university.

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Appendices

Appendix A

Instruments used in the evaluation of the EUP project

Instrument 01: Interview with the EUP project team members

Development of the project

Please, describe...

- your roles in the project, what are your main responsibilities?
- the process of the development of the project/ model. What are the changes from the initial idea, if any? How did they arise?
- What documents and data exist to describe the process of development of the model?
- and comment on the major objectives of the project
- the main groups of participants involved

Implementation of the project

- the process of implementation of the project. What are its main elements?
- any obstacles to the implementation observed up until today?

Evaluation of the project

- what are the main questions that need to be answered by evaluation?

Instrument 02: Interview with principals/ school coordinators

(1) Attitude to EUP

- Why did you decide to participate in this project?
- Please describe the selection process for participating students.
- What do you expect from this project, for your school and for participating students?

(2) Understanding students' needs

- Why do you believe some students need this project?

- In what way do you believe is this project going to help them?

(3) Collaboration between school and university

- Please describe the collaboration between your school and VU.
- What are the positive experiences, challenges and obstacles?

Instrument 03: Interview with university teachers in EUP

(1) Attitude to EUP

- Please describe your involvement with the project?
- Please describe objectives, curriculum and pedagogy in the EUP unit you are teaching in.

(2) Understanding students' needs

- How do you understand the needs of the students participating in the EUP?
- How do you address these needs in your teaching?

Instrument 04: Interview with parents

(1) Attitude to EUP

- Where do you see the value of this project?
- In what way do you believe is going to help your child?

(2) Understanding of University

- Did you study at university?
- How well informed you think you are you about the tertiary education in Australia?
- Did your knowledge change in any way with this project?

(3) Aspirations for their children

- How do you feel about your child going to university?
- What is going to be the greatest challenge for your child if he/she enrolls?

Instrument 05: Focus group with students

(1) Previous experiences with University?

- How does it feel to be here (at the VU)?
- What did you think about university before you started coming here?
- Did you have some previous experiences?
- What were your feelings about going to university before this program?
- What is your parents attitude about this?

(2) Experiences in EUP

- What motivated you to participate in this program?
- What is the most positive experience in the program for you?
- What is difficult/challenging about studying at university?
- Do you find this course interesting? Why? Why not?
- Do you find materials you received helpful?
- Is your experience at VU what you thought it would be like?
- What could be done differently to make this experience successful and enjoyable for next year's students?
- Do you think you will pass the unit?

(3) Change in understanding of University

- How do you find university after participating in this course (general opinion)?
- Did your views about university change after this experience, if yes, what changed?

Instrument 06: Student survey

1. Which school do you go to?
2. Are you male or female?
Male Female
3. Regarding your studies this year, are you enrolled in any additional or special classes (ie. advanced/accelerated class, AVID program, LOTE ...)?
4. Before starting this program, how did you feel about going to university? (Please tick only one answer)
 - a. I always wanted to go
 - b. I don't want to go, but my parents expect me to go
 - c. I am not sure what to do after I finish school
5. Prior to participating in this program, whatever you knew about the university you learned mostly from (Please tick only one answer)
 - a. family member /s
 - o What is this person's relationship to you?
 - o Did they or do they go to university?
 - b. activities at school
 - c. internet
 - d. media (tv, radio, papers)

- e. friends that go to university
6. Choose three among the following statements that best describe your reasons for taking up this program? (Rank the chosen ones from 1 -3)
- a. I wanted to see what university was like.
 - b. I wanted to challenge myself.
 - c. I want to go to university and this program might help.
 - d. My school selected me to participate.
 - e. My parents suggested I should participate.
 - f. I wanted to get out of some other classes at school.
 - g. Because it counts towards my Year 11 English subject
 - h. I chose to participate, even though I'm not sure yet what I want to do.
 - i. Other (please specify):
7. What, in your opinion, is the main benefit of undertaking this program? (Please use a sentence to answer)
8. What was the most challenging aspect of undertaking this program? (Please use a sentence to answer)
9. In general EUP course work was ...
- a. easier than my other school subjects.
 - b. just as challenging as my other school subjects.
 - c. harder than my other school subjects.
10. Please rate the following aspects of your experience in this program. (Please tick off your answers.)

Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly disagree

- a. This course felt like an authentic university experience.
- b. I felt like a university student.
- c. I felt comfortable going around the campus.
- d. The course content was engaging for me.
- e. I was able to follow the lectures.
- f. The lecturer made sure we understood the content.
- g. Working on group assignments was a challenge for me.
- h. Tutoring classes were a great learning experience.
- i. My academic reading improved with this class.
- j. My academic writing improved with this class.
- k. There was enough time to accomplish class assignments.

- l. My presentation skills improved in this program.
- a. The "Student handbook UNI- LINK (yr 11)" brochure was very useful.
- b. The "Unit of study guide" brochure was very useful.
- c. I had sufficient study skills to undertake this class.
- d. This course was a positive experience overall.

11. Has your school organised any activities, besides this program, to prepare you for university?

Yes

No

- i. Visit to a university
- ii. Presentation about a university
- iii. Looking online at university options
- iv. Presentation about career options

12. How would you rate the level of information you now have about the following aspects of university?

None/ Little/ Some/ Substantial

- a. courses available
- b. different study pathways
- c. the university enrolment procedures
- d. course entry requirements
- e. costs of going to university
- f. financial support options
- g. support services for future students
- h. university study requirements

13. To what extent do you agree or disagree with the following statements about your parents?

Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree

- a. My parents expect me to get very good results in school
- b. My parents make sure that I study
- c. My parents want me to go to university

14. To what extent do you agree or disagree with the following statements about your teachers at school?

Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree

- a. My teachers expect me to get very good results in school
- b. My teachers make sure that I learn
- c. My teachers encourage me to go to university

15. Have you looked at VU internet site to find out more about the university? Yes No

16. Have you looked at any other university's web site? Yes No

17. Have you changed your mind in any way about going to university? Yes No

Thank you very much for your time and contribution!

Instrument 07: Student peer mentors

What is your understanding of the purpose of this program?

What is your role in achieving this? Please describe your role.

Please describe simply how this program works (structure, curriculum, pedagogy)?

How close is these students' university experience to your own? How authentic is it?

How do you understand the needs of these students?

Please share your observations of the program (positive aspects and challenges).

How do you think this program could be improved for the next cohort of students?

Appendix B

Unit of Study Guide



VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

EARLY UNI PATHWAY

UNIT OF STUDY GUIDE

Uni-Link Subject: Critique Sites of Higher Learning

Unit Name: *Participate in Collaborative Learning*

Unit Code: VU20763

Semester: 2

Year: 2014

Location: Footscray Park

Prepared by: Karen Charman

Welcome

Welcome to this unit of study. This Unit Guide provides important information and should be kept as a reference to assist with your studies. This Guide includes information about your reading and resources, independent learning, class activities and assessment tasks. It is recommended that you read this Guide carefully: you will be expected to manage your learning as you work towards successful study.

Detailed information and learning resources for this unit have also been provided on the Unit website on VU Collaborate which can be reached via the Student Portal at vu.edu.au/student-tools/myvu-student-portal

It is important that you access your Unit website regularly.

Please also refer to information provided on the Student Portal that supports studying at VU.

Acknowledgement of Country

We respectfully acknowledge and recognise the traditional owners, their Elders past and present, their descendants and kin as the custodians of this land.

Contents

Welcome

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Providing feedback: Student Evaluation System 12

Introduction to the unit
Critique Sites of Higher Learning

Unit Title: Participate in collaborative learning			
Unit Code: VU20763	Year: 2014	Semester: 2	AQG/Cert IV

Key staff			
Unit co-ordinator	Name: Karen Charman	Campus:	Days and times: 22 st of July- 9 th of September
	Location: Footscray Park		
	Contact number: 9919 2368	Footscray Park	Tuesday 2.00 -5.00 pm
	Contact email: karen.charman@vu.edu.au	<u>Lecture Room</u>	A315
		<u>Tutorial Rooms</u>	L005B, D204, PB110
Teaching team	Karen Charman		

Program Overview “Activities” and “practical application” time are usually additional recommended hours of private or group research and study completed outside the classroom.			
In Class Time	Activities/ Practical application (to be undertaken as part of self study eg. private research, work-based project, reading, tutor on-line chat etc.)	Work Integrated Learning(e.g. field work) (WIL)	Indicative Total Hours
18	6	6	30

Unit description

This unit of study is designed to introduce you to tertiary study, and to promote your development as an independent learner and as a member of the university community. Learning is an essential part of everyday life, but often we don't think about what or how we are learning. Learning takes place in many different ways and in different contexts. Sometimes you might be learning with other people and on other occasions your learning might be a solitary activity. Sometimes you are provided with direction and at times you are expected to take full responsibility for your learning. At university there is an expectation that you will move towards becoming a more independent learner. In this unit you will undertake a major project informed by ideas covered and the unit and work undertake a group presentation.

Prerequisites

Nil

Mode of delivery

1 x 1 hour lecture per week in a small lecture theatre

1 x 2 hour tutorial per week in a tutorial room

Learning Outcomes:

On successful completion of this unit, students are expected to be able to:

1. Work collaboratively with other students to acquire information
2. More fully understand the role and breadth of an area of the university
3. Prepare an innovative presentation drawing on the theories of health, education and social capital and your area of investigation.

Learning and teaching strategies

Blended, student-centred approach, using:

- Problem-based learning
- Face-to-face instruction and facilitation
- Classroom-based lectures and tutorials

Graduate Capabilities

Problem solve in a range of settings	3
Locate, critically evaluate, manage and use written, numerical and electronic information	3
Communicate in a variety of contexts and modes	3
Work both autonomously and collaboratively	3
Work in an environmentally, socially and culturally responsible manner	3

In addition to discipline knowledge, skills and their application, the study of this unit is intended to contribute to students developing the capabilities needed to be:

- Adaptable and capable 21st century citizens who can communicate effectively, work collaboratively, think critically and solve complex problems
- Confident, creative lifelong learners who can use their understanding of themselves and others to achieve their goals in work and learning

In this unit you will receive feedback on your development of key aspects of the above graduate capabilities through:

- Verbal feedback from teacher in class generally - individually and via class discussion
- Collective (class) verbal feedback for written assessments
- Individual written feedback for written assessment (presentation and essay)

Required readings

See weekly readings/resources in the 'Indicative schedule below'

Recommended readings

See weekly readings/resources in the 'Indicative schedule' section below

Indicative schedule for this unit

Table A

Weekly sequence	Lecture: Topics and Activities	Readings/Resources	Tutorial Activities
Week 1 <i>(Tuesday 22nd of July)</i>	Introduction and overview of unit Transition to university study Critical thinking and academic reading Meet the Vollies What does the term 'transition' mean to you? What would you see as key transition periods in a person's life? Introducing academic reading Applying academic reading skills		
Week 2 <i>(Tuesday 29th of July)</i>	Education for a healthy society What is meant by a healthy society? Links between education, health and the broader society Determinants that contribute to the strength of a given community, such as employment and educational opportunities, sport and recreation Access and completion of post-secondary education and its importance for the viability, growth and wellbeing of communities.	Essential Reading: Blackmore, J & Kamp, A 2009, 'Education as a determinant of health and well-being', in H Keleher & C MacDougall (eds), <i>Understanding health: a determinants approach</i> , 2nd edn, Oxford University Press, Melbourne.	Tutorial activities This week we examine how education strengthens communities and in turn the broader society? From the Blackmore and Kemp (2009) article, we will locate and discuss answer to the following questions: In what ways do Blackmore and Kamp argue schools can alleviate mental health problems? Why, according to Blackmore and Kemp, might it be important to measure school success in social as well as academic terms?

Week 3 <i>(Tuesday 5th of August)</i>	Learning, networking and making connections The social nature of learning The advantages and disadvantages of networking The theory of social capital	Essential Reading: Kilpatrick, S, Johns, S & Mulford, B 2010, 'Social capital, educational institutions and leadership', in E Baker, B McGraw & P Peterson (eds), <i>The international encyclopedia of education</i> , 3rd edn, Elsevier Science, Oxford, pp. 113–19.	Tutorial activities This week we will examine the social nature of learning, and analyse the possible benefits of networks and/or of working collaboratively. From the Kilpatrick, Johns & Mulford (2010) article, we will locate and discuss answer to the following questions: How does Coleman's view of social capital differ from Bourdieu's? Do you agree that social capital can have an impact on learning? Putnam believed that social capital was vital for community growth. What is the impact of social capital on communities? What the bonding and bridging function of social capital? What are the common characteristics of social capital identified by these theorists? Describe an example of social capital either in your family or your community?
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Week 4 <i>(Tuesday 12th of August)</i>	Major Project Introduction and outline of the major assessment tasks for this subject. Drawing on the idea contained in Education for a healthy society week 2 and Learning, networking and making connections week 3 you will investigate the topic—What is a university?	Essential Reading:	Tutorial activities Note this tutorial will be in a computer lab Forming small groups Roles of group members Communicating with members of your group Locating an area to research and present on
Week 5 <i>(Tuesday 19th of August)</i>	Major Project continued Note this lecture will be in the VU Library at Footscray Park Campus An introduction to the library Researching in the library	Essential Reading	Tutorial activities Write email to the person you are going to interview from the area you are investigating Identify questions and practice asking them. Check list for interview
Week 6 <i>(Tuesday 26th of August)</i>	Major Project Continued Visits and Interviews: This week during our lecture and tutorial time you will be undertaking your visits to the area of the university you are researching and presenting on.	Essential Reading:	Tutorial activities
Week 7 <i>(Tuesday 2nd of September)</i>	Presentation tips and unit summary	Essential Reading:	Tutorial activities In this tutorial time you will be working on your presentation
Week 8 <i>(Tuesday 9th of September)</i>	Presentations		Tutorial activities

Assessment details:

Table B

Assessment	Assessment Tasks: Descriptions	Learning Outcomes	Assessment Criteria	Weighting (%)	Due date
1.	Project Planning 1 1.1 Devise a contract or agreed procedures for the activity 1.2 Apply collaborative techniques to analyse task requirements 1.3 Allocate roles and responsibilities 1.4 Produce a timeline for stages of completion 1.5 Establish group work protocols	Learning outcomes 1-4	<ul style="list-style-type: none"> • Participation in group tutorial activities • Co-operation and teamwork with fellow students • Original ideas, comments and analysis of the topic 	20%	TBA
2.	Project Planning 2 2.1 Carry out allocated individual tasks according to plan 2.2 Complete collaborative tasks 2.3 Evaluate group activity using agreed criteria		<ul style="list-style-type: none"> • Write email to the person you are going to interview from the area you are investigating • Identify questions and practice asking them. • Check list for interview • Group evaluation 	20%	
3.	Class Presentation Students must make a public presentation. In most cases this will be performed in small groups of 2 or 3 students per talk. Topics will be devised in consultation with the tutor. It is expected that the length of the presentation will be 15 minutes . When presenting as part of a group students will be assessed individually on their contribution to the presentation.		<ul style="list-style-type: none"> • Oral presentation style. Audible and coherent. Students may read from prepared script. • Discussion of issues and perspectives and their relevance to the topic. • Co-ordination of presentation segments with collaborators. • Original ideas, comments and analysis of topic. • Research - depth and relevance of investigations. 	60%	Presentation schedule TBA

Submission procedure

Ensure that all assessments are submitted with the **completed assignment cover sheets** as appropriate.

Assessment 1 – in class as per tutorial schedule

Assessment 2 – in class as per tutorial schedule

Assessment 3 – TBA

Scholarly writing, plagiarism and copyright

An academic course of study requires students to source information in a number of different formats including factual information, data and analysis, reasoned arguments and the insights of others. Part of what it means to be a 'scholar' is to engage with the work of others, for example, to extend or refine one's own ideas, critique the work of others, or test and extend theories. However, remember to give credit where credit is due, that is, acknowledging the work of others in your own work by using the correct referencing system. Failure to acknowledge other people's work appropriately may be regarded as plagiarism or academic misconduct. VU deals with plagiarism according to the [Academic Honesty and Preventing Plagiarism policy](http://wcf.vu.edu.au/governancepolicy/PDF/POA040915000.PDF) (<http://wcf.vu.edu.au/governancepolicy/PDF/POA040915000.PDF>)

Copyright law gives the owner of text, photos, pictures, films and recordings the rights to control reproduction, publication, communication, performance and adaptation of their work. All students and staff of Victoria University are bound by the requirements of the Copyright Act (1968) when using third party copyright material in the course of their research and study.

For information on copyright entitlements and responsibilities for study and research please see vu.edu.au/library/referencing-copyright/copyright

For information on copyright for teaching purposes please see intranet.vu.edu.au/library/Copyright%20for%20teaching.asp

Referencing requirements within this unit

The referencing convention that is applicable to this unit is Harvard.

Academic writing and referencing guidelines:

Two VU online support sites on academic writing and appropriate referencing are:

- vu.edu.au/library/referencing-copyright/referencing-guides
- vu.edu.au/campuses-services/student-support/language-learning/academic-writing

Failure to meet assessment deadline(s)

Any option for late assessment submission must be discussed and agreed upon with the unit co-ordinator.

10% per day will normally be deducted for each day that a piece of assessable work is late. Please see the following regarding arrangements for late submission without penalty.

Note that late submission of Assessment 3 (Class Presentation) will be detrimental to the tutorial schedule and to other students involved in the presentation; The tutor has the discretion to reschedule where possible, however if the assessment cannot be rescheduled, the student will receive a mark of 0% for this assessment.

Extensions, Alternative Examinations and Special Consideration

If you are not able to submit your work by the submission date or able to attend the final examination, and there are grounds (medical, personal hardship, extenuating circumstances, etc.) for not attending the examination or submitting your work on time, or for your performance being impaired, you may submit an application for an extension, an alternative exam or for special consideration. Please consult your unit co-ordinator for the appropriate form. These forms are available on the student forms webpage (vu.edu.au/student-tools/student-forms) under 'Assignment cover sheets and extensions' and 'Exams and results'. You may need to contact a [student counsellor](http://vu.edu.au/student-life/getting-help/counselling) to assist you with this process. For further information please see vu.edu.au/student-life/getting-help/counselling

Supplementary Assessment

Supplementary Assessment may be available to students who have marginally failed a task, have not demonstrated competency for a unit, or who were successful in a claim for special consideration. If you wish to be considered for Supplementary Assessment you should refer to the policy <http://wcf.vu.edu.au/GovernancePolicy/PDF/POA090212002.PDF>
Forms are available at vu.edu.au/student-tools/student-forms

The student assessment policy is available at <http://wcf.vu.edu.au/GovernancePolicy/PDF/POA090212002.PDF>

Student Complaints Resolution

Victoria University has a Student Complaints Resolution policy to guide you through the steps you can take to resolve issues related to your time at the University. If your issue relates to your study, the first step is to raise it directly with your college or academic staff. You also have the option to make a confidential appointment with a Student Advocate if you are unsure how to approach the situation. For more information go to vu.edu.au/student-life/getting-help/student-complaints-resolution

Succeeding at Victoria University

As a university of opportunity, Victoria University is committed to providing all students with the opportunity to succeed in their studies.

If you require any support during the semester you are advised to speak to your unit co-ordinator, course co-ordinator or class teacher. There is also additional support and guidance for students. The VU Student Portal (vu.edu.au/student-tools/myvu-student-portal) provides information on a range of student services with which you should become familiar, as shown in the table below.

Table C

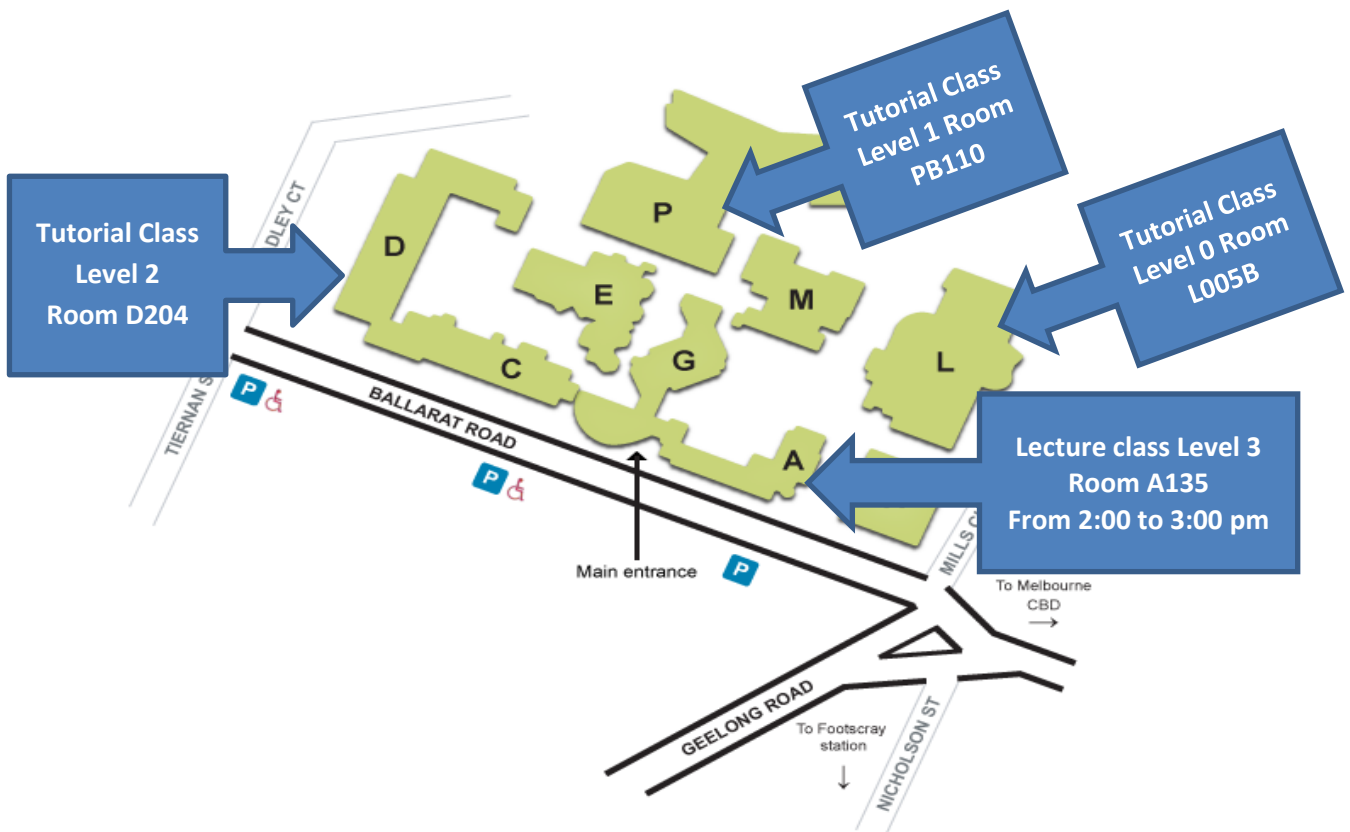
<ul style="list-style-type: none">• General student support services• Services for international students• Services for students with disabilities and/or medical conditions• The Library• Academic development and support• Student life and student associations	<ul style="list-style-type: none">• Course structures• Calendars and timetables• Student email• Assignment cover sheets a forms• Students' rights and responsibilities• Social networking at VU• Student complaints• Student advocacy
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Providing feedback: Student Evaluation System (SES)

Your feedback on your experiences within this unit is important, because it assists VU to improve the learning experience of units and courses for future students.

You are encouraged to provide informal feedback directly to your unit and course co-ordinators. The University also collects your anonymous feedback systematically through the Student Evaluation Survey (SES), the name for the two combined student evaluation instruments: the Student Evaluation of Unit (SEU) and the Student Evaluation of Teaching (SET). Students are asked to complete the SEU and SET near the end of each unit. SEU and SET results are anonymous, and are not made available to the teaching staff in the unit until after the University has released your final grades.

As Early Uni Pathways student, you will also be asked to participate in an evaluation of the program.



*All tutorial classes start at 3:00 pm and finish at 5:00 pm

