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Move Us and Shake Us:

Adapting to New Challenges

Centre for Achievement and Performance (CfAP)

Helena Beeson, Kate Swinton & Nikki Woods

Outline

A.   Background to the CfAP Move/DMU's Influence

B.   Environmental Challenges

C.   Professional Challenges

D.   Improving Student Support & Meeting the Needs of the Changing Student Body

E.   Conclusion and Tips

F.   References

G.   Contact Details

A. Background to the CfAP Move

- Restructuring:

    - Environmental issues

    - Professional issues

    - Supporting our users

- DMU Influence:

    - CLaSS and CfAP

    - 100% increase in students

    - Allow time!
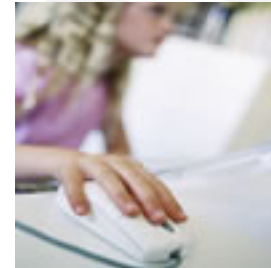
B. Environmental Challenges

1. <u>Reflecting during the process</u>:

- Reflecting on the environmental challenges from the staff and student perspective

- Brockbank and McGill (2007, p. 36) state 'reflective learning is an international process, where context and experience is acknowledged, in which learners are active individuals, wholly present, engaging with others, open to challenge, and the outcomes involves transformation as well as improvement for both individuals and their environment.'

B. Environmental Challenges

- Reflection should be seen as 'process of operations' (Moon, 1999, p.12)

- CfAP undertook the role of the 'reflective practitioner' who sees reflection as a 'process with two key components: reflecting *on-action* (after the event) and *in-action* (during the event) (Schön, 1983).

- Reflection required looking at 'every stage of the process' as part of a pendulum where we were able to glide along our learning axis accordingly.

B. Environmental Challenges: Before the Move

Students

- Inaccessible

- CfAP was invisible

- Had to travel between different buildings for the services – breakdown in their learning

- The service was isolated

- Drop-ins were not available

- Inflexible

- CfAP had its own receptionist

Staff

- Based in the student-centre upstairs – this hindered the students using CfAP and not knowing about our services

- Students were not as visible

- We had more space available to hold tutorials and workshops simultaneously

- We were more independent and not inter-linked with the essential services as we are now

- We had more space and our own receptionist

B. Environmental Challenges: After the Move

Student

- Accessible and visible: ensures continuous learning and enhances the student experience

- Daily drop-ins and one-to-one appointments – extended hours

- Continuous and immediate support

- Student is more engaging – we meet their immediate needs

- Ongoing support in their learning

- Transitional support from college, undergraduate & postgraduate

Staff

- CfAP is in the heart of the 'student-community' with all the services accessible in one area: we provide a contemporary, holistic, learning environment

- Greater consistency in our services and delivery

- Collaborative working

- We have changed our practices based on what the student wants compared to what we perceive they need. We have given the student what they really need and not what they think they want.

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C. Professional Challenges

1. <u>Before the Move</u>:

- Power and freedom

- CfAP Champions

- Autonomy

- Paranoia

C. Professional Challenges

2. Physical Change:

- New colleagues, expectations

- Skills required

- Staffing

- New champions

- Focal point

C. Professional Challenges

3. <u>Professional Change</u>:

- 'Library assistants'

- Holistic support

- Strategic alignment

4. <u>Management can help</u>:

Doidge (1998) – well coached and motivated football team often beats gifted individuals who do not know how to work well together.

D. Improving Student Support & Meeting the Needs of the Changing Student Body

- One stop helpdesk

- Daily drop-in sessions

- One-to-one appointments

- 34% rise in under 21

- 54% rise in under 21 males

- 59% rise in Black or Black-British Caribbean

- 143% rise in Chinese students

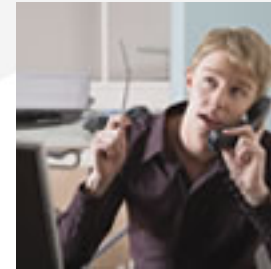## D. Improving Student Support & Meeting the Needs of the Changing Student Body

- Blended teaching

- Dual inductions

- Shared teaching sessions

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E. Conclusion and Tips

- Steep learning curve

- No longer an island

- Establish contacts before the move

- Be proactive and ask about FAQs before the move

- Don't assume people know what to do

- Some will always be resistant to change

E. Conclusion and Tips

- Maintain good communications skills/channels and keep them open throughout the process – differences between hearing and listening

- Learning and sharing 'your space' and the new environment

- Paranoia?

- Don't be afraid to ask questions if you are unsure

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