



Getting Started.

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Getting Started...

- Access to Blackboard **prior** to induction
- Preparatory content for challenges of H.E.
- Generic information about the university
- Specific information about the course
- Discussion board for questions and answers
- Aims of the project
 - Pre-enrolment contact with staff and students
 - reassurance and confidence building
 - easing the transition process.

Getting Started...

- “It has given reassurance and answered queries”
- “It helped me sort childcare out early”
- “Being able to access information before attendance (i.e. work load) was very beneficial”
- “I feel that communicating online through this project has been a brilliant idea.”
- “I felt I had a better understanding of what might be ahead!”

Getting Started...

- ❑ Creating constructivist ‘virtual conversational frameworks’ (Laurillard 2002)
- ❑ Putting in place scaffolding integral to independent learning, self-direction and motivation (Ludwig-Hardman & Dunlap, 2003)
- ❑ Online collaboration encourages self-regulation (McLoughlin, 2002)
- ❑ Proactive management of transition is key to student retention and success (Yorke and Longden 2008)



SNAPSHOT

preparation for higher education

know yourself



Includes learning styles, the value of reflection and getting organised. [More...](#)

academic thinking



Includes critical thinking, creating an argument and using the Internet.

[More...](#)

academic reading



Includes effective reading techniques and taking notes.

[More...](#)

academic writing



Includes essay writing and introduction to plagiarism.

[More...](#)

Getting Started

Beginning the Postgraduate Research Journey

Use the speech bubble post-it notes and take part in this interactive poster experience.

What were the best sources of support for your postgraduate research?

Is there space for a higher level 'Getting Started' project to ease the transition into postgraduate research?

What advice could you offer potential postgraduate students?

References

- ❑ Laurillard, D. (2002) *Rethinking University Teaching: a Conversational Framework for the Effective Use of Learning Technologies* (2nd edn), London and New York, RoutledgeFalmer.
- ❑ Ludwig-Hardman, S. and Dunlap, J.C. (2003) 'Learner support services for online students: scaffolding for success', *International Review of Research in Open and Distance Learning* [online] <http://www.irrodl.org/index.php/irrodl/article/view/131/211>
- ❑ McLoughlin, C. (2002) 'Learner support in distance and networked learning environments: ten dimensions for successful design', *Distance Education*, vol.23, no.2, pp.149–62.
- ❑ Watling, S. (2009) 'Getting Started'; Pre-Induction Access to Higher Education. World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Vancouver.
- ❑ Yorke, M and Longden B (2008) *The first year experience of Higher Education in the UK: final report*, York, Higher Education Academy <http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/surveys/FYE/FYEFinalReport.pdf>