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**Exploring the Frontiers of Foundation Years in
Mathematics - An Enhanced Transition**

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Sharing Good Practice

- Over 250 students per year on Foundation SoCEM programmes
- As in all FYs, the objective is to prepare students from a variety of backgrounds for entry into year one. But, due to large numbers, not all access routes across the HE sector are equal.

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- Study focussed on "successful transition" for Maths FY
- Chose these students as:
 - My own area
 - The smallest coherent group
 - Pilot for further studies

Enhanced "coteaching and splitting" approach.

Aim: to prepare foundation year students for year one in a much better way than that of direct entrants from the secondary school system.

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Learning before
beginning –
preparation –
personal contact

Encouraged to speak with us and better
prepare for the FY before it begins

Coteach main
content

Split –
specialised
content

Encourage students
to love Maths - gain
an intrinsic interest
in Maths before
year 1

Peer-to-peer
learning

Rapid fast-
marked
assessment

Counselling
and enhanced
pastoral care

Robust
attendance
monitoring

To bolster: introduced an attendance
monitoring system which is rigorously
followed up with student counselling.

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Assessments

- Exposure to a wide variety of applications, many used in assessment
- Some traditional modes of assessment
- Module A:
 - making short presentations on the board. Includes student participation, improving confidence in tackling new problems.
 - preparing online videos explaining a particular topic.
- Module B:
 - Assessment based on the lecture material is done in the form of weekly tests. Marked with feedback; enhanced feedback given in the peer-learning sessions.
 - Looking at English and syntax – desperately needed!

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Conclusions and Thoughts, Preliminary Findings

- Interesting parts:
 - Some resistance to assessment methods at first
 - Close working with colleagues ensured many students were thanking us for it by the end of the year
- Bad bits: scalability, lots of staff time needed
- Challenges:
 - Conduct full study comparing it with previous years wrt outcomes and student experience
 - Efficiency gains (further coteaching or online learning?) -> scalability
 - Piloting enhanced student academic support via P2P learning for specific groups of students such as mature or disabled students
 - Further monitoring of students progressed to year 1, comparing with other students