

Induction

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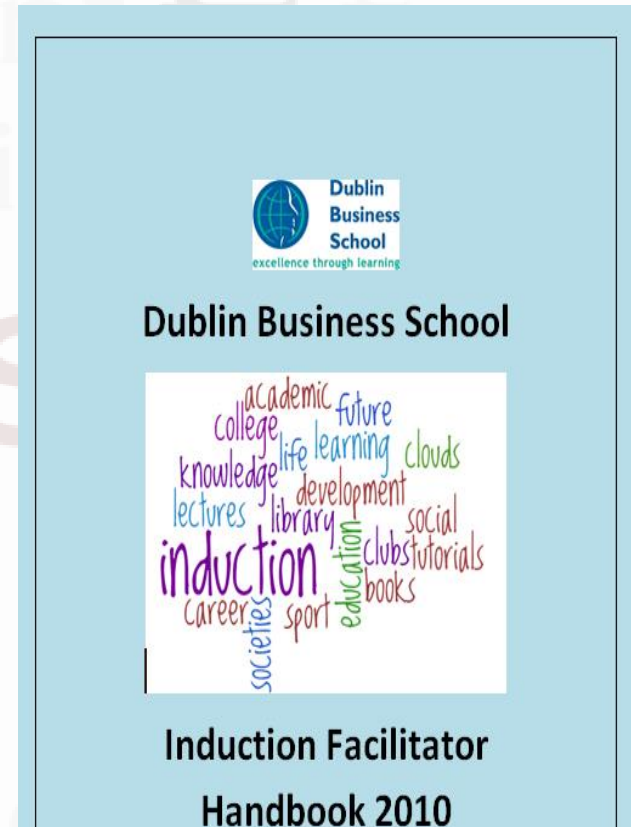


**Dublin
Business
School**

excellence through learning

Outline

- Introduction & rationale
- Background: research & literature
- The Induction Toolkit
- Learner feedback
- Future developments



Why change induction?



Why change induction?

- Positive impression of institution
- Learner focused
- Reduce anxiety
- Facilitate socialisation
- Inform learners of rights & responsibilities
- Introduce academic & organisational skills
- To support transition to HE

= retention & student success

Perspectives from Identity Studies/Organisational Psychology

- The context
 - Socialisation tactics: Institutionalised V Individualised (Education tends to be more individualised).
 - Provides particular discourses of participation to which entrants are exposed.
 - Must utilise socialisation tactics that will manage and influence the entrant's perceptions of the compatibility between themselves and the context



• The Individual

– Pre-entry experiences

- Existing world view used to interpret new context
- More experience of type of context is beneficial

– Pre-emptive identity-work/expectations

- Expectations not met due to the inflated nature of many organisational recruiting practices or are based on stereotyped or ill-informed knowledge of the new context.
- More pro-activity with regard to identity-exploration and day-to-day organisation for entry is beneficial

– Whether or not they are exiting another context/discontinuing the use of another identity





ENTRY SHOCK!!!



- New entrants often experience disorientation, a sense of foreignness and a kind of sensory overload when entering a new and possibly unfamiliar context
- Dissonance may cause the entrant to: leave the new context; renegotiate the terms of their being in that context (or attempt to); or accept the new context, even if it is different to how they thought it would be

Eliminating or Minimising Entry Shock

- The individual
 - Self-management/Self-regulation during early socialisation will bring less anxiety and stress
 - More sophisticated beliefs about nature of knowledge, and also self-belief, is beneficial
[the above can be learned from others in the context]
 - Socialising: General, mentoring relationships & with supervisors (create psychologically meaningful groups)



- The context

- May manage or mismanage the new entrant's early experience in the context, and their early interactions with others within the context
- Attempt to ensure that entrant's conscious pre-entry expectations are not under-fulfilled or unmet
- Appreciate the near inevitability of entrants having to deal with unanticipated aspects of this new, different context when organisational or group structures and processes are designed

– Encourage learning about local culture and norms in order to facilitate adaptation and progress

- Use of secrecy norms, the sink-or-swim, learn-on-your-own philosophy, and sanctions against sharing information are dysfunctional for newcomers and for the context



– Provide training in behavioural self-management techniques and reinforce these behaviours through the context's norms and role models



– Provide timely, formal and informal feedback about their progress (reduces incidence of entrants making inaccurate attributions or unhelpful evaluations about aspects of the context)

- Excellent
- Very good
- Good
- Average
- Poor



- Normalisation

- Entrants who progress beyond initial difficulties, without leaving the context, may then learn the ropes and develop a more stable context specific-identity. They have attained a clearer sense of themselves in the new context, their role and what is expected of them. They move from being a newcomer to an insider, within that context.



Identity-creation and identity-management processes in adult learners

- Identity-creation and identity-management processes in adult learners
 - Two interrelated processes: Identity-creation narratives and day-to-day identity-management processes
 - Recommendations: Promote positive identity-creation narratives and facilitate learners in their day-to-day identity-management



Education based research

- Transition from school to HE is a difficult time for students
- The critical points to consider in the transition process are:
- Adapting to changes in academic teaching and expectations
- Adapting to changes in social lives, living more independently, a new circle of peers
- **Tinto (1987) stated that “students who do not feel that they belong both academically & socially are likely to leave”**

The roots of attrition

Why students leave early: (Cuseo 2002)

- Academic under preparedness
- Academic boredom
- **Difficulties managing the transition to HE**
- **Uncertainties about the long term goals**
- Perceived irrelevance of the curriculum
- **Social isolation**
- **Mismatch between learner expectations & early experiences**
- Low commitment
- Finance



Induction & retention

- First semester is a critical period for students with many students being unprepared for the experience (Yorke, 1999)
- The majority of students are making the transition from the more rigid and formal teaching of second level to HE's demand for learner autonomy
- Cook and Leckey (1999) demonstrate that 'A' level study habits can persist well into the first year



University of Ulster STAR Project

Induction should:

- Familiarise students with campus & services
- Highlight students & staff academic obligations
- Support development of independent study habits
- Provide foundations of social interaction
- Promote good communication between staff & students



Orientation: learner participation



Orientation event	student numbers
PG library tour	20
Arts library tour	0
UG library tour	16
Essay Undergrad	12
Study skills	27
Moodle & IT	15
Essay Arts	4
Essay postgrad	6
referencing	16
moodle & it	14
Total students	130

New Induction: Learner feedback

I found induction informative

Mean: 4.75

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Agree	5.00	9	75.00	75.00	75.00	75.00	
Agree	4.00	3	25.00	100.00	25.00	100.00	
Neutral	3.00	0	0.00	100.00	0.00	100.00	
Disagree	2.00	0	0.00	100.00	0.00	100.00	
Strongly Disagree	1.00	0	0.00	100.00	0.00	100.00	
Total Valid		12	100.00		100.00		

I got to know other learners during induction

Mean: 4.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Agree	5.00	8	66.67	66.67	66.67	66.67	
Agree	4.00	4	33.33	100.00	33.33	100.00	
Neutral	3.00	0	0.00	100.00	0.00	100.00	
Disagree	2.00	0	0.00	100.00	0.00	100.00	
Strongly Disagree	1.00	0	0.00	100.00	0.00	100.00	
Total Valid		12	100.00		100.00		

Future developments

- Extend induction & orientation events @ pre-entry, entry & post entry
- Embed induction into first year
- Provide online resources and skills handbook to pre entry learners
- Investigate and measure effect of new induction on retention and success
- Raise awareness about importance of induction



References

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