

**HEDC**

Higher Education Development Centre  
Te Wahanga Whakapakari i Te Whare Wananga

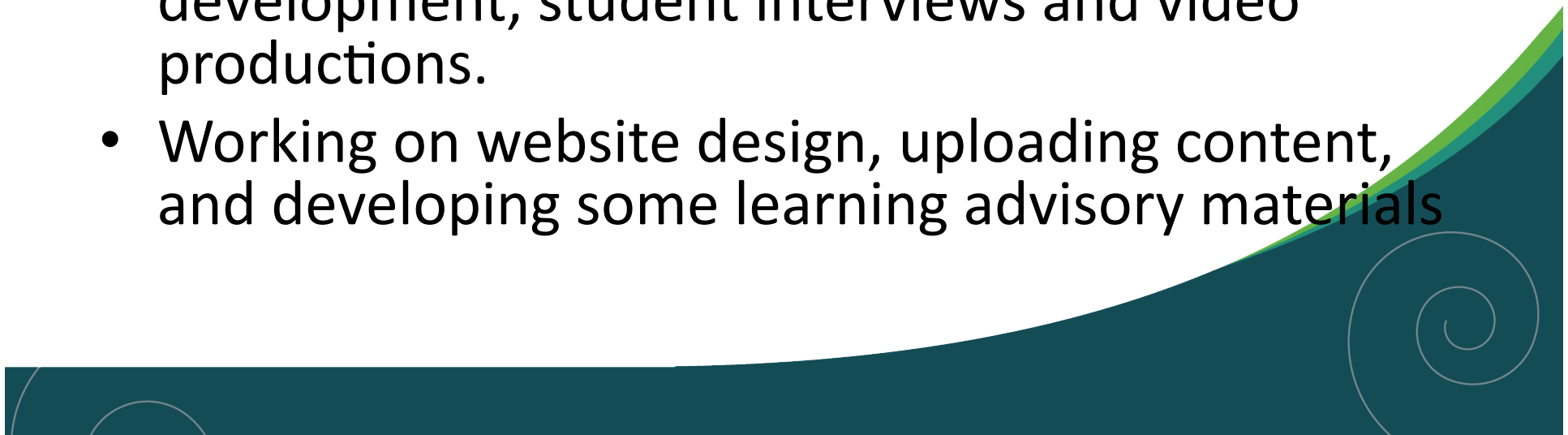


# Getting Ready for Otago: Online Guided –Discovery Resources to Enhance the First Year Experience

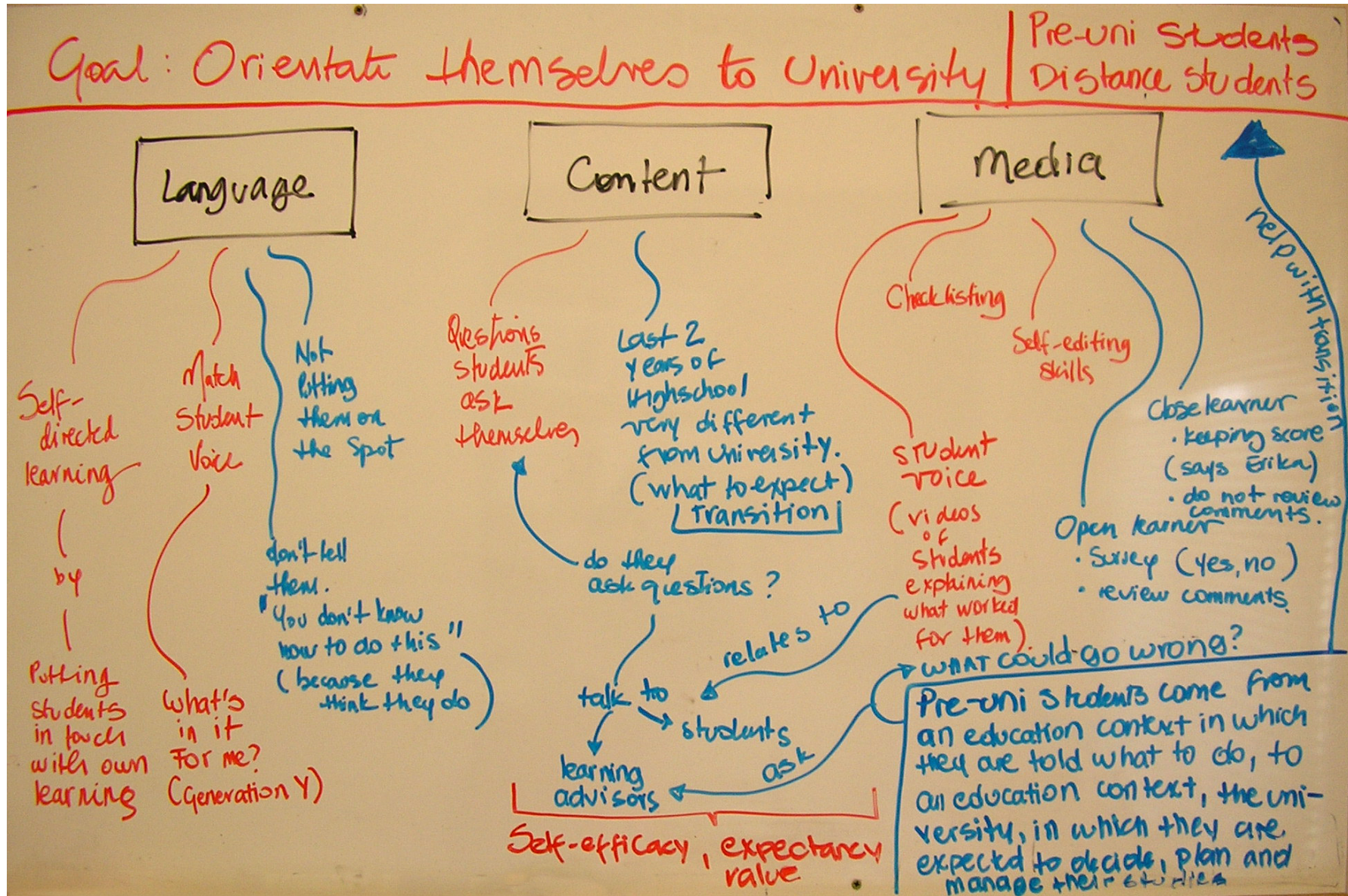
Gloria Gomez and Jacques van der Meer

# Project Goals

- Develop educational resources accessible via Internet
- Reach First Year and pre-university students
- HOW-to orientate themselves to university study life
- Have completed conceptualisation and content development, student interviews and video productions.
- Working on website design, uploading content, and developing some learning advisory materials

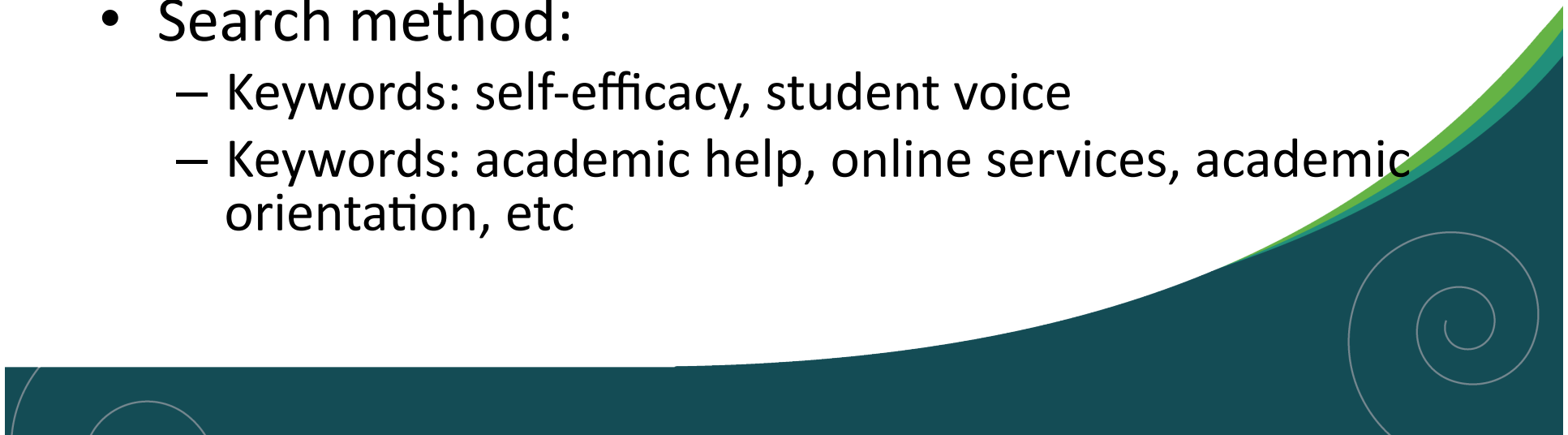


# Preliminary Thoughts



# Review: Self-efficacy and Student Voice

- Websites
  - The University of Auckland, The University of Otago, Auckland University of Technology, University of Canterbury, University of Melbourne, University of Queensland, University of Western Australia, University of Sydney, University of Wollongong, Deakin University, James Cook University, the Higher Education Academy
- Objective: what's already out there on the topic
- Search method:
  - Keywords: self-efficacy, student voice
  - Keywords: academic help, online services, academic orientation, etc



# What we found

- There was some information on self-efficacy and student voice, but combined with information on academic advice.
- We wanted to go beyond academic advice, as this is only one aspect of academic self-efficacy
- Also we wanted practical guides, more than written advice on what to do

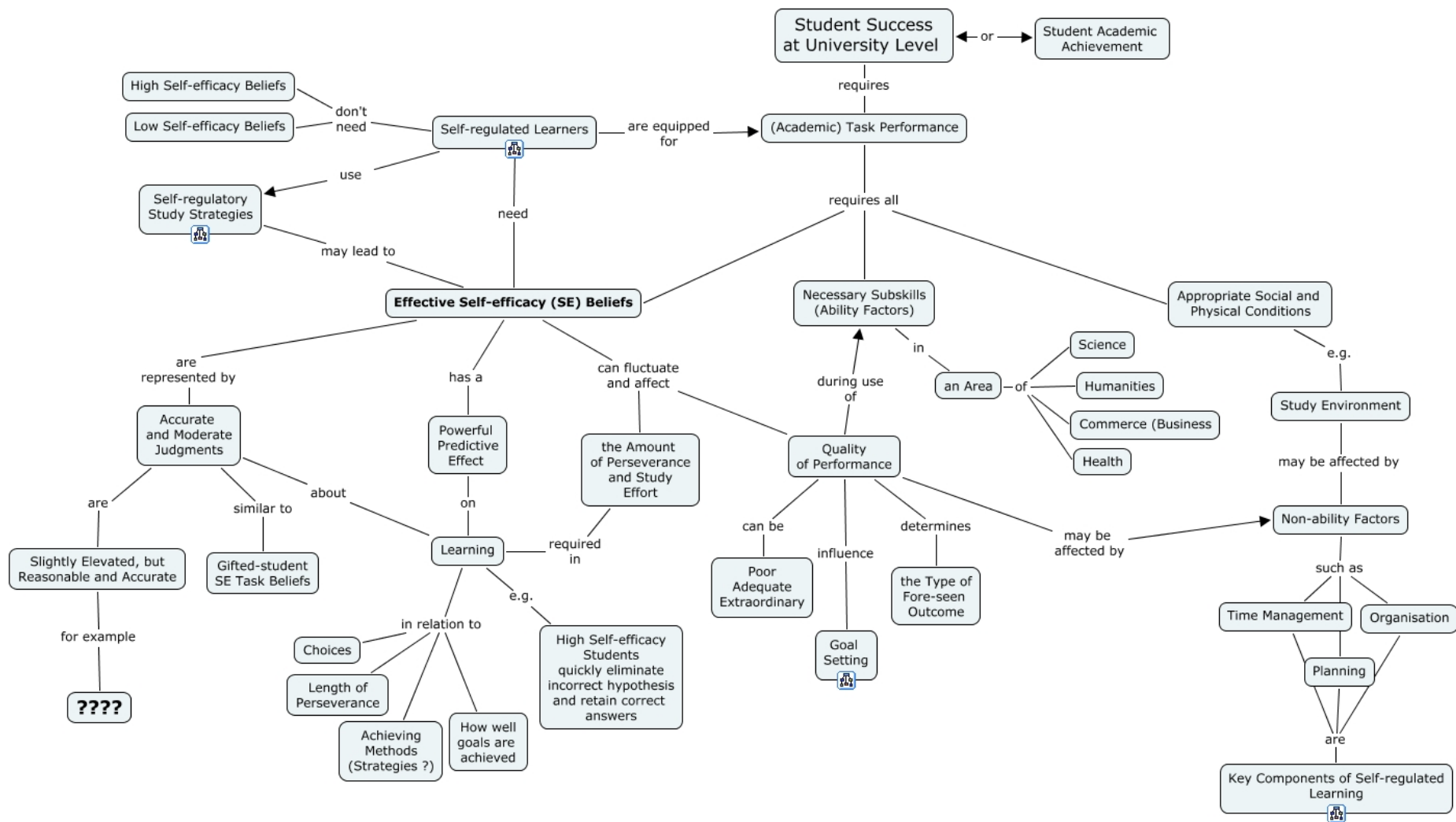


# Changed Our Approach

- Literature on Self-efficacy
  - Hardie's literature review on self-regulated learning for her PhD [http://ir.canterbury.ac.nz/bitstream/10092/3392/1/thesis\\_fulltext.pdf](http://ir.canterbury.ac.nz/bitstream/10092/3392/1/thesis_fulltext.pdf)
  - Summarised sections of her chapter (pp. 48 – 77) into maps to identify themes
    - Bandura and other scholars' work on self-regulated learning
  - [Share maps with audience]
- Student voice:
  - Language
  - Student comments on First Year gathered by Jac as part of his PhD [Jac may want to comment]



# Content Development



# Guided-Discovery Instruction

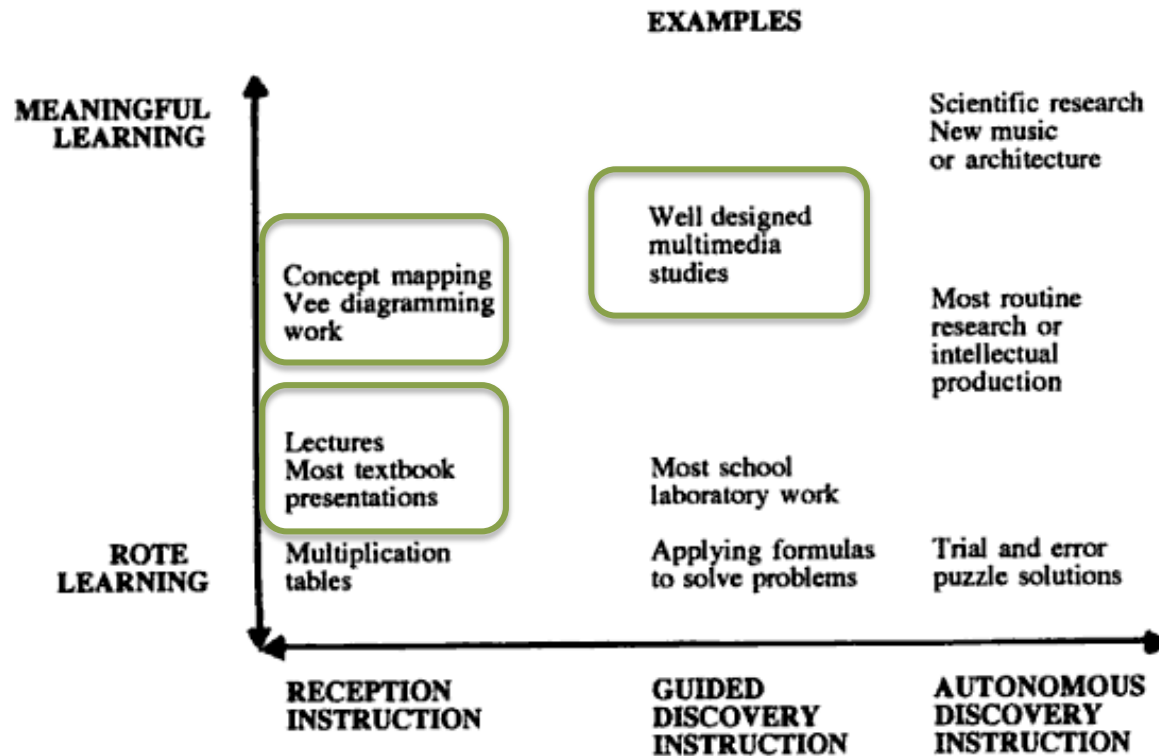
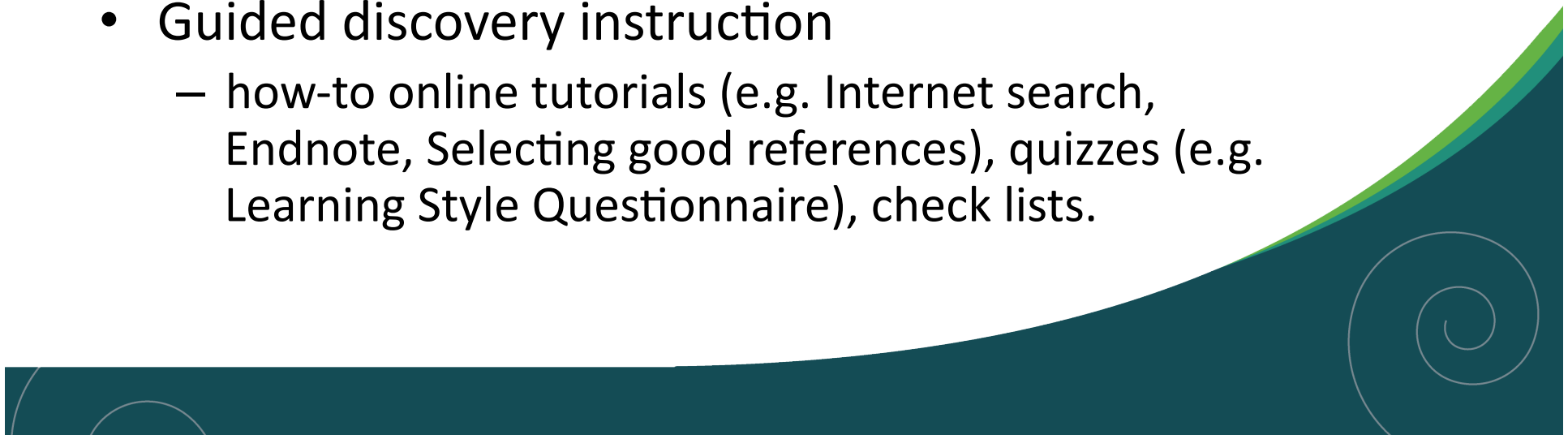


FIG. 5.6. The rote-meaningful learning continuum is distinct from the reception-discovery continuum for instruction. Both reception and discovery instruction can lead to rote learning or meaningful learning. School and corporate learning needs to help move learners toward high levels of meaningful learning, especially in reception instruction that is the most common.



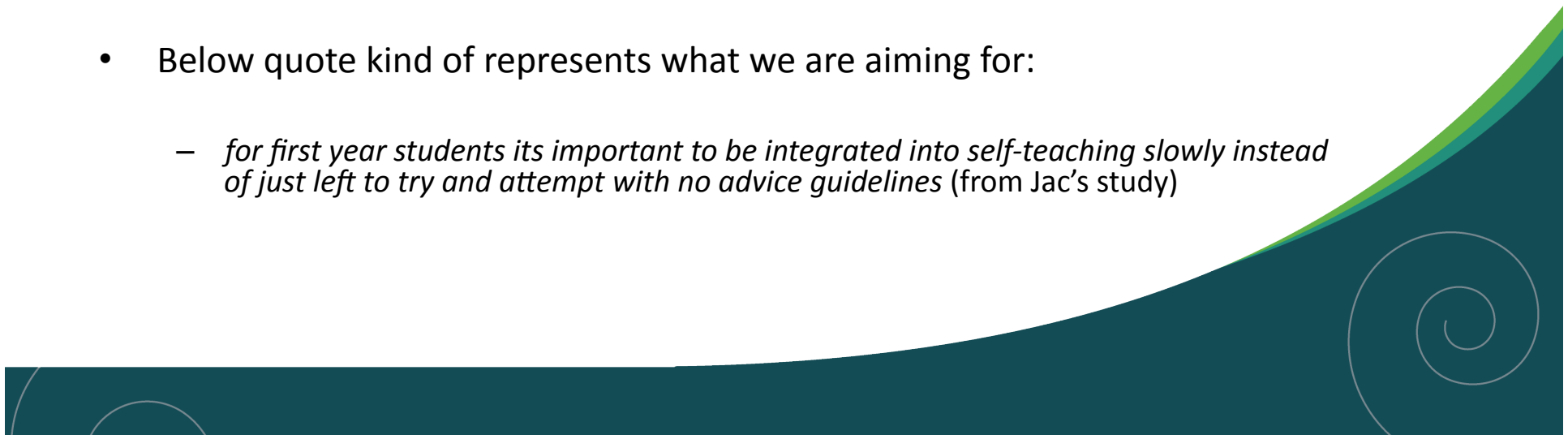
# Learning Resources

- Reception instruction:
  - Online videos (e.g. learning styles or how not to give an oral presentation, students explaining their experience), diagrams summarizing ideas (e.g. concept maps, mind maps, road maps, tables, etc)
- Guided discovery instruction
  - how-to online tutorials (e.g. Internet search, Endnote, Selecting good references), quizzes (e.g. Learning Style Questionnaire), check lists.



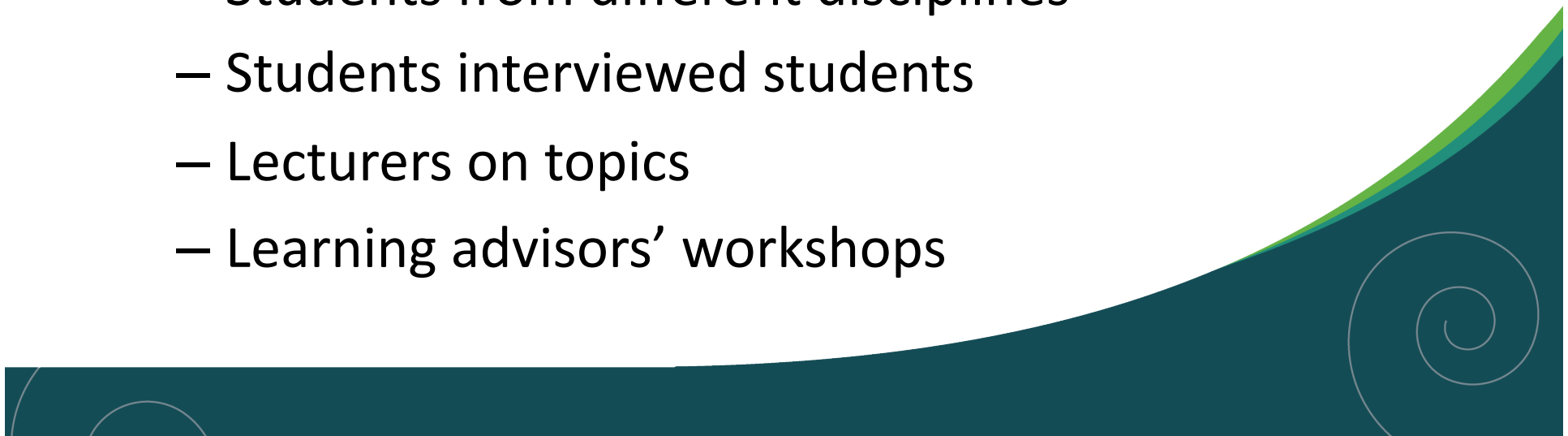
# Self-instructional Approach

- Students learn on their own, aimed for large groups of students (Piskurich, 2000)
- Slow introduction through small sets of goals on the three aspects that contribute to academic success:
  1. Effective self-efficacy beliefs
  2. Necessary subskills
  3. Appropriate social and physical conditions
- Magazine style: informative, short concise, like if someone was talking to you personally
- Below quote kind of represents what we are aiming for:
  - *for first year students its important to be integrated into self-teaching slowly instead of just left to try and attempt with no advice guidelines (from Jac's study)*



# My Otago First Year

- [Show the site now]
- Each page: one topic
- How-to: interview, video, quiz, online tutorial
- Production of resources:
  - Students from different disciplines
  - Students interviewed students
  - Lecturers on topics
  - Learning advisors' workshops



# Collaborators

- Collaboration
  - Lecturers (Erika Pearson, Tony Zaharic, Rob Wass),
  - Disability and Support (Kim Daufratshofer)
- Teams from Higher Education Development Centre
  - Audiovisual Unit (Robert van der Vyver, Ray Bretherton)
  - Student Learning Centre (Carole Scott, Carol Hunter, Pauline Brook)

