

Supporting Transitions Checklist

[Students] are rational agents, with tremendous demands on their time and attention, and must make choices about where to focus their energies and attention most efficiently. Thus, at both the conscious and unconscious levels, their brains are engaging in a continuous process of triaging for the allocation of finite neural resources. (Friedlander et al., 2011, 416-417) Friedlander et al., What can medical education learn from the neurobiology of learning? *Academic Medicine: Journal of the Association of Medical Colleges*, 86(4), 415–420.

How are you supporting students' cognitive needs at point of entry?

- How are you ensuring that students are **not overloaded with information** at point of entry?
- Are **key information sets clearly signposted** so that students can easily access these?
- Are you clearly explaining to students how **course/program components fit together**?
- Has the **organisation of the module/programme** been made explicit?
- Has the student been provided with a **route map of the student learning journey**?
- Has the student been given a **tour of the VLE platform**?
- Are you clearly explaining how **all parts of the VLE work together** and how **the student can contribute** to this?
- Has the student been introduced to **key online tools** that s/he will be required to use, and directed to **training support resources**?
- Have you established **clear baselines on online teaching delivery** for all those who teach on a course/program to ensure consistency in the quality of the student experience from the very start?

How are you supporting students' emotional needs at points of entry?

- Have all the **core teaching staff been introduced** to students and their roles clarified?
- Do students know **who they can contact, where, and when** if they have a specific issue?
- Has the **nature of support that students** are entitled to been made explicit?
- Have you provided an overview of **core support services** that are available to students and how to access them (e.g. wellbeing, learning support services, and relevant networks)?
- How are you welcoming students into a **community of learning**? What is distinctive about it? What are the expectations?
- How are you supporting students' **confidence building and academic self-efficacy**?
- How are you supporting students to build their own **networks of support**?
- How are you ensuring regular contact points to check on **student wellbeing**?

How are you supporting students to be able to manage learning for themselves as part of a metacognitive approach?

Making things clear:

- Has the **approach to learning and teaching** been explained?
- Are **all key resources available on the VLE for the student at point of entry**?
- Has the **rationale underpinning** the nature of assessment been made clear?
- Have the **core concepts and capabilities** required to be successful been made explicit?
- Have the **principles underpinning course delivery** been shared?
- How are **students being supported to manage what to do, when they do not know what to do**?

Promoting students as partners: How are you engaging with students from day 1?

- Have you set up **informal and formal peer learning teams** with 'every student a mentor approach' utilising the diverse skills of cohorts?
- Have students been **briefed on their role** in preparing materials for taught sessions – Are all students members of a number of **sprint activities that contribute to the teaching sessions**?
- Have students been **trained in seeking, giving and receiving peer feedback**?

Source: Evans, C. (2020). EAT Framework: *Supporting Students' Transitions with Amended Assessment*

<https://app.secure.griffith.edu.au/exInt/entry/9609/view>