

# Residential field work during early induction

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# Overview

- Residential work
- Learner autonomy
- Year 1 residential course
- Evidence-base for benefits
- Conclusions

# Why have an early residential?

- Socialisation
- Inspiration
- Exploration
- Communication
- Retention

| Learner | Tutor |
|---------|-------|
| X       | X     |
| X       |       |
| X       | X     |
| X       |       |
| X       |       |



# Induction

1. **Pre-induction** – pre-entry information /activities (booklets, summer schools)
2. **Early induction** events that occur on arrival for new students (welcome / ordination)
3. **Extended induction** longer-term process of familiarisation with, and assimilation into, university procedures.

Star Project describes early induction:

- **Separation** (from former habits/habitats)
- **Transition** (learning behaviours appropriate to new circumstances)
- **Incorporation** (acceptance in to new society)



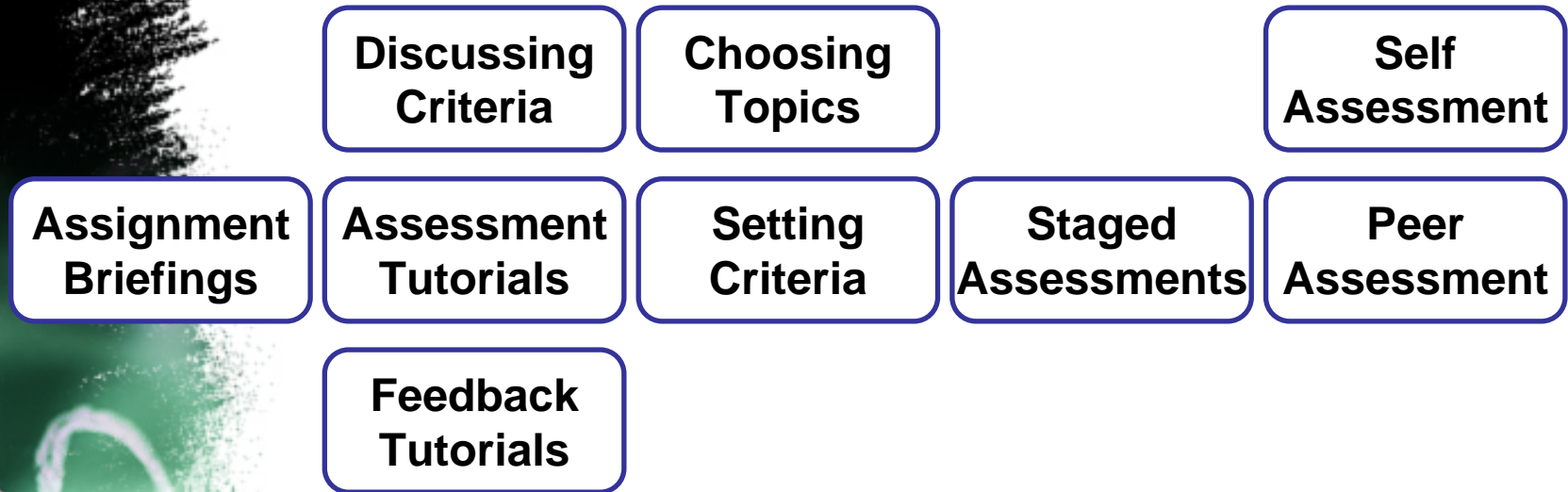
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# Learner autonomy



Linked to:  
Predefined outcomes,  
Knowledge and Process

Learners need direction  
to carry out procedures  
and meet outcomes

Able to discuss learning,  
plan and organise work

Decide when to work alone  
collaboratively, seek advice

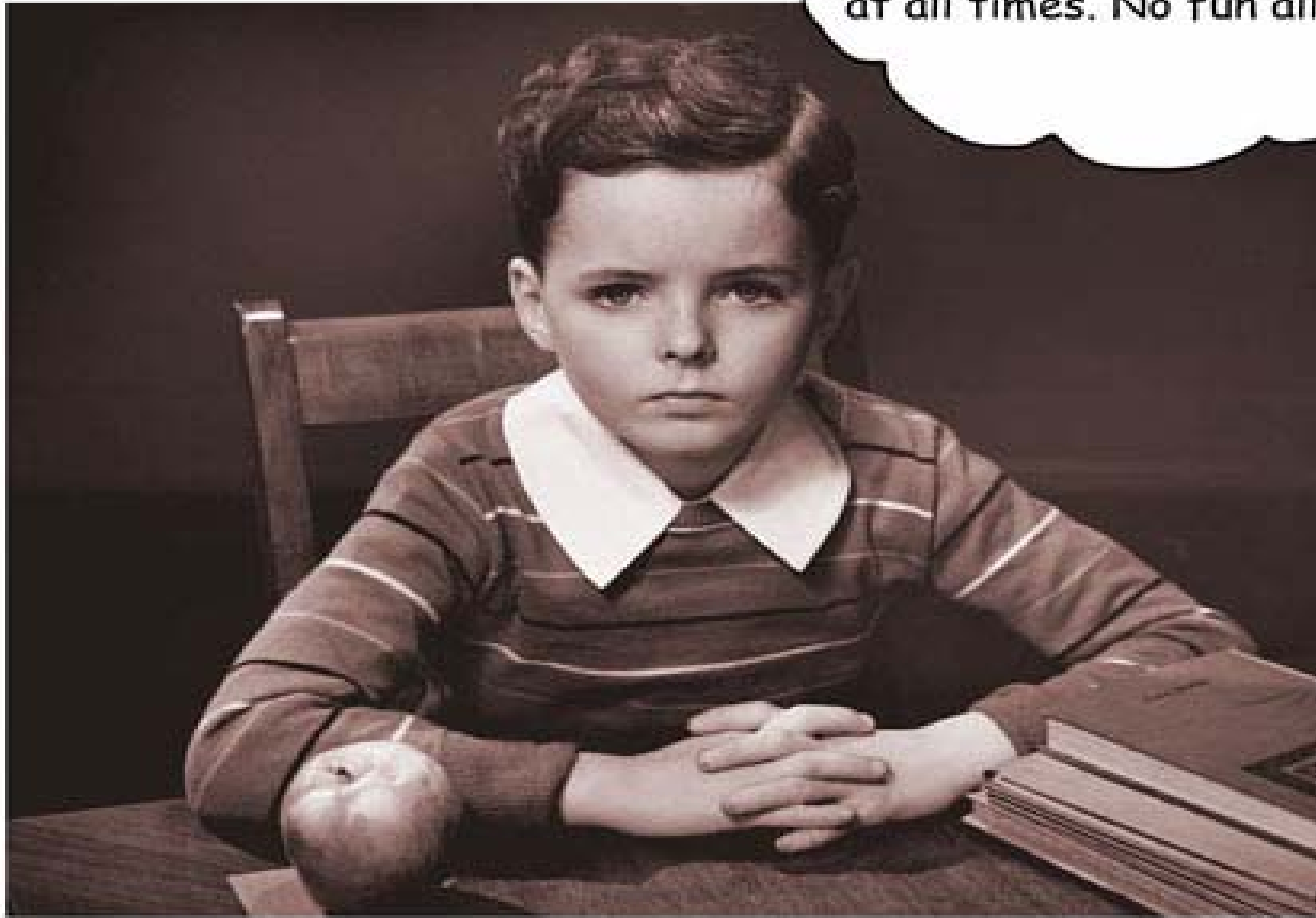
Self managed + directed

Formulate own learning  
objectives

Select learning strategies

Reflect on progress and  
decide next step

Everyone knows learning must be serious and difficult and you must remain seated at all times. No fun allowed.



# In advance

- Residential format and activity introduced
- Teams will make 3 min video about environmental issues
- First assignment (underpins task)
- Referencing workshop
- Camera demo and filming advice





# Residential

- 1 night, 2 days (< 3h away)
- Remote location (YHs)
- Thu/Fri of Teaching Week 1
- Team task: video and spider diagram
- Personal feedback on assignment
- Social time ('Liz Quiz')
- Video morning
- Peer evaluation and prizes



# Timetable

## Thursday 27th September

- 09.15 Depart from Chester St., Manchester.
- 12.30 Introduction to residential course and walkabout
- 13.30 Introduction to the group activity (planning, using the camera etc.)
- 14.00 Group activity (using skills of: time management; team; communication)
- 19.00 Evening meal
- 20.00 Meeting and discussion of progress with the group task
- 20.30 Social

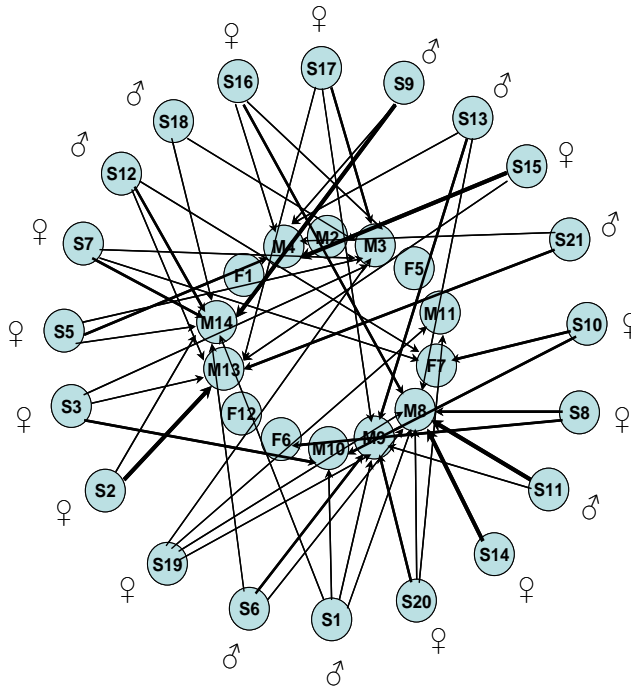
## Friday 28th September

- 08.00 Breakfast
- 09.30 Video presentations and assessment (introduce group and successes of the activity)
- 11.30 Feedback
- 12.00 Lunch
- 12.30 Depart (return to Manchester 15.30-16.00ish)

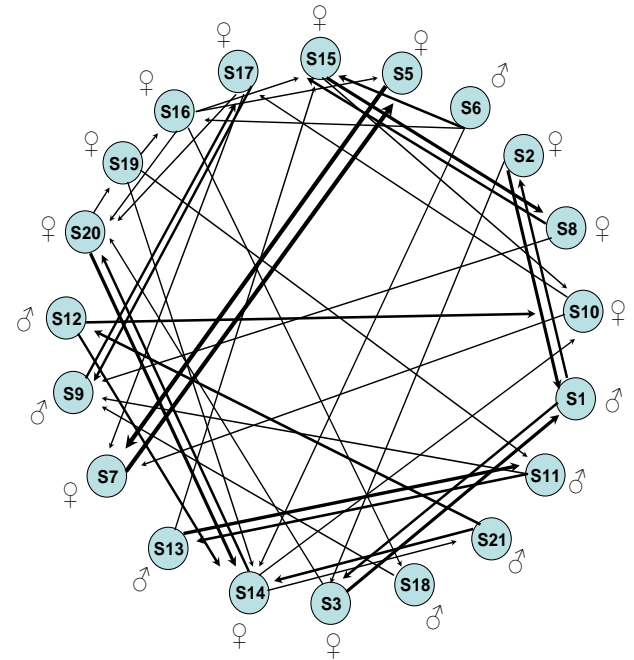
# Residential format

- **1<sup>ry</sup> – develop social and learning communities**
- Skills of:
  - collaborative enquiry (team work)
  - problem solving
  - communication (video, written, eg spider diagram)
- Learn about student interests, perceptions, misconceptions of subject area.

# Learning Networks



**Student-tutor  
interactions**



**Student-student  
interactions**

(Source: Langan *et al.* 2007)



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# Evidence-based?

- Evidence of success is mostly staff and student feedback
- Anecdotal evidence that when residential course was removed our retention levels dropped significantly (note: many factors changed during the course review)

# Student Induction Survey

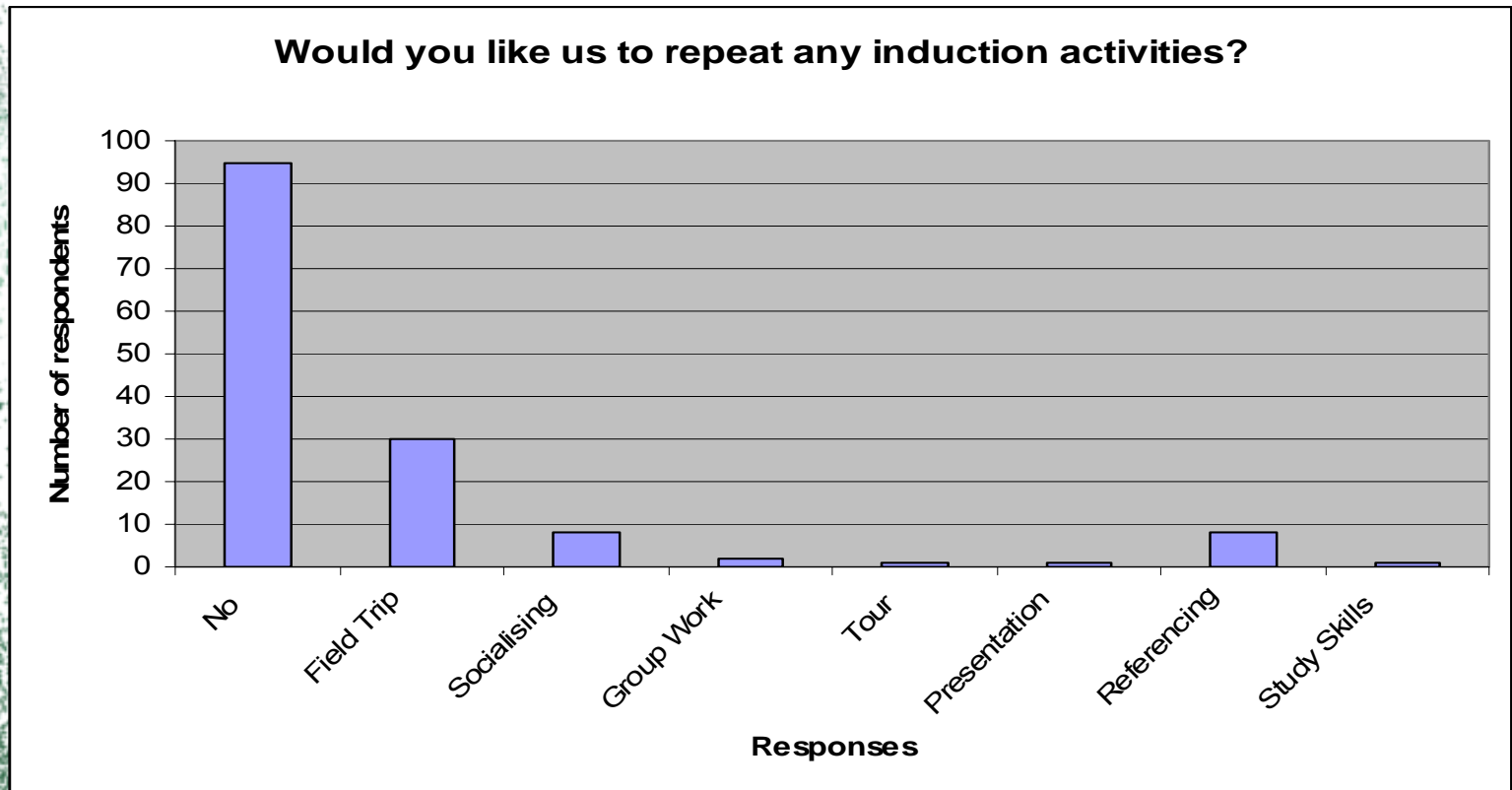
## 2007 Most Useful Activities (n = 144)

1. Residential field course
2. 'How to succeed' session
3. Referencing session
4. Course specific organisation / information

# Student Induction Survey

## Extended induction:

Responses to question: 'We will be organising more induction activities for you later in the year. Is there anything you'd like us to repeat then?'



# Maguire *et al.* (2003) Fieldwork is Good? The Student Experience of Field Courses.

<http://www.gees.ac.uk/pedresfw/pedrfiig.htm>

Table 1

| Question                                   | Before | After |
|--------------------------------------------|--------|-------|
| Achieving the academic demands of the work | 58%    | 72%   |
| Getting to know other students             | 81%    | 92%   |
| Getting to know staff                      | 71%    | 86%   |
| coping with the physical challenges        | 81%    | 92%   |



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# Undergraduate Network

| Key Activities post 2001 | Stage | 1999       |    | 2000       |    | 2001       |    |
|--------------------------|-------|------------|----|------------|----|------------|----|
|                          |       | No.        | %  | No.        | %  | No.        | %  |
| – Visit days             | One   | <u>189</u> |    | 142        |    | 216        |    |
| – Residential weekend    | Two   | 146        | 87 | <u>157</u> | 83 | 116        | 82 |
| – Study groups           | Three | 117        | 95 | 142        | 97 | <u>144</u> | 92 |
| – Attendance monitoring  | TOTAL | 452        |    | 441        |    | 476        |    |
| – Improved pastoral care |       |            |    |            |    |            |    |

# Undergraduate Network Enrolment and Progression

| Stage        | 2002       |    | 2003       |     | 2004       |     |
|--------------|------------|----|------------|-----|------------|-----|
|              | No.        | %  | No.        | %   | No.        | %   |
| One          | <u>211</u> |    | 223        |     | 217        |     |
| Two          | 194        | 90 | <u>211</u> | 100 | 211        | 95  |
| Three        | 113        | 97 | 176        | 91  | <u>214</u> | 101 |
| <b>TOTAL</b> | <b>518</b> |    | <b>610</b> |     | <b>642</b> |     |

## Outcomes of changes

- 95% make EGS 1<sup>st</sup> or 2<sup>nd</sup> choice
- Students confident with staff
- Social groups within cohorts
- Improved progression
- Retention of failing students
- Total student numbers increase

# In a perfect world.....



- Best SSR possible
- Motivated staff
- Learner-tutor trust/empathy
- Longer stay
- Embedded throughout Year 1 curriculum
- Diversify learning community (e.g. Year 2 and 3 UGs; researchers)
- Inspiring place (location/building) remote, warm and dry



# Conclusions



- Tutor-student connectivity
- ‘Fun’ task (team building, problem-solving, communication)
- First assignment
- Early, personal feedback
- Empirical evidence
  - patchy
  - ‘points in the same direction’
  - strong anecdotal support



***Is it simply a cost-benefit analysis?***

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