

Taking responsibility for your own learning



Two day induction

**Supporting students
with disabilities from
pre-entry to
graduation in higher
education**

**Marjory Jones, Margaret
McShane & Angela
Shapiro**

Glasgow Caledonian University

- **Approx. 17,000 students**
- **1,406 (8.2%) students disclosed condition or impairment**
- **On par with Scottish average**



Equality Duties for Public Sector Institutions

- **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act**
- **Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**
- **Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

GCU's ethos is to:

- **Ensure learning is underpinned by values of equity and fairness**
- **Take account of and value diversity and students' differences within mainstream curriculum, pedagogy and assessment'**
- **Promote joint working between Disability, College Connect & Learning Development Centres.**

Rationale For Supporting Students With Disabilities From Pre - Entry To Graduation

- **Integration not discrimination**
- **Direct entry students - collaboration with subject teams**
- **Move from centralised support**



Individual Academic Schools

Background

- Sixth year the University has run study skills workshops
- Specifically tailored to meet the needs of students with disabilities prior to commencing their studies at university



Collaboration

Since its inception, the provision has been extended across the university with participation from the Disability Team and three Academic Schools:



School of Engineering and Built Environment

Glasgow School *for* Business and Society

School of Health and Life Sciences



Taking responsibility for your own learning

2

Days on Campus

Providing students with the opportunity to:

- increase confidence
- engage with support services and their School
- manage life/study time balance
- practice effective reading techniques
- practice note taking strategies
- use GCU Learn
- learn about use of assistive technology as study tools.

Reflection & Evaluation



Is it necessary to bring the students on Campus for two days ?

What could be delivered online ?

Reflection & Evaluation cont/d.



Reviewed and overhauled last year's programme

Giving priority in 'Day One' to activities that required to be delivered on Campus

All other activities were incorporated into 'Day Two' online

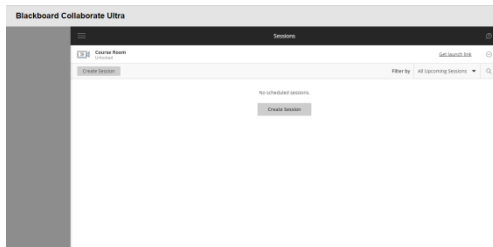


Two day programme

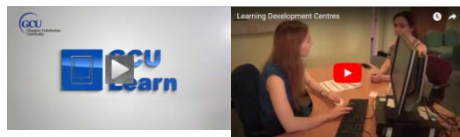
1 day on Campus
1 day Online

Taking Responsibility For Your Own Learning Session 2017-18	
Wednesday 6th September - Campus	
9.30am	
10am	Welcome and Introductions
11am	Campus Orientation Introduction to University Life
	<ul style="list-style-type: none">• Identifying useful sources for support at university• Introduction to time management• Identifying good quality academic writing
12 noon	Lunch in Student Bistro (with talk by Student President)
12.45pm	Academic writing/Library activity
2 pm	Overview of Assistive Technology on Campus
2.30pm	Explanation of tomorrow's activities using GCULearn (incorporating videos, Padlet and Google Forms)
Thursday 7th September - Online/Campus	
10am	GCULearn Collaborate - Online Welcome and overview
10.15am	Padlet - post library selfies and journal articles
10.45am	GCULearn Orientation Quiz
11am	Academic Study Quiz
11.15am	Padlet - post any questions you may have
11.30am	Break
11.50am	Collaborate - Selfie and Quiz winners, answers to questions
12.20pm	Close

Online activities



GCULearn Collaborate Chat to welcome the students and give an overview of the day



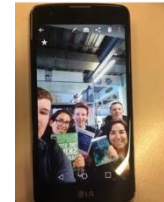
Tutorials, videos and podcasts



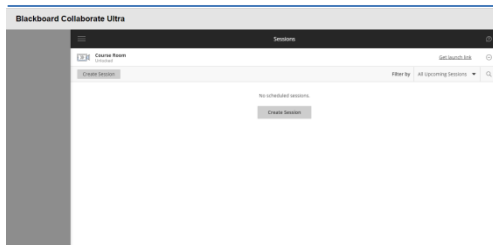
Claire McKenna Take 3 Note Taking .mp3



Padlet to post questions and selfies of the activity to find books and a journal



GCULearn quizzes to reinforce and introduce learning new learning
GCULearn student evaluation questionnaire of the two day event



GCULearn Collaborate Chat to announce winners, answer any questions and close

Main reasons for students non-participation

77% of students participated online on day two

- Some students were not registered
- IT issues
- Student ability and confidence using technology

Lessons learnt

Preparing the online programme was time consuming and only made possible through support from the GSBS Learning Technologists



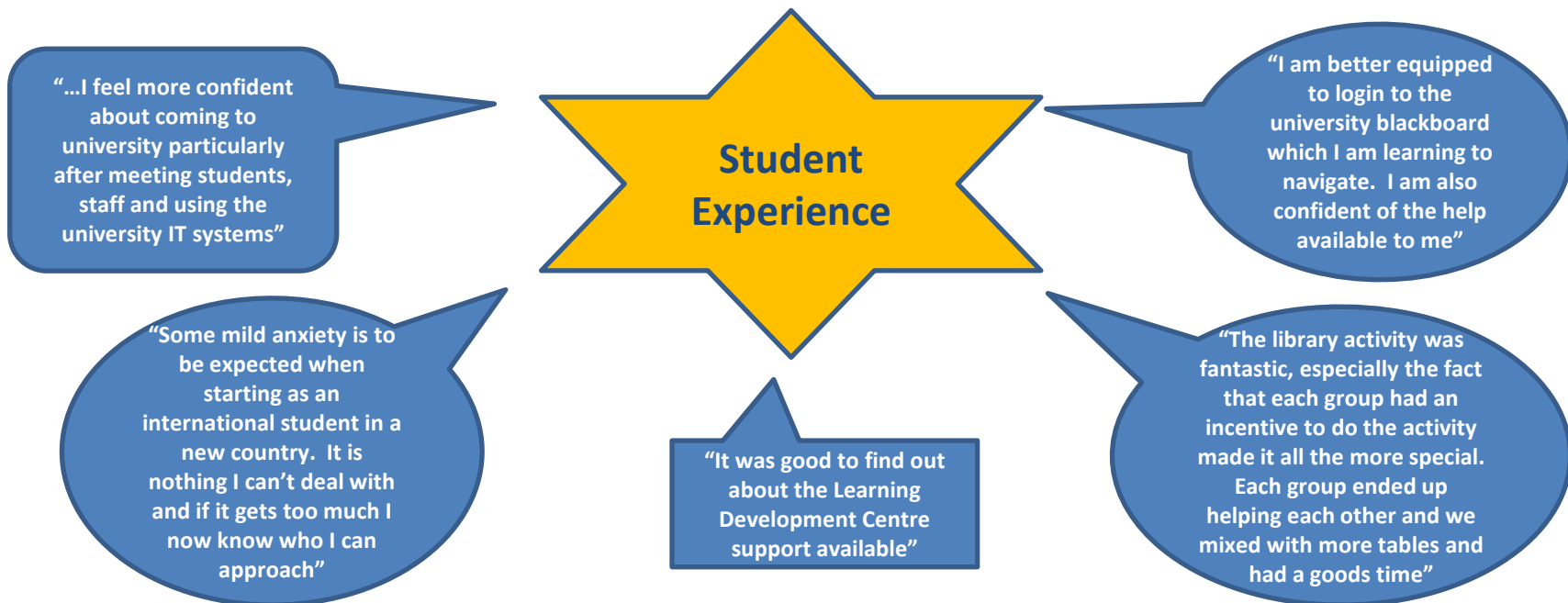
- *There were issues with online induction in the summer period due to students not being registered and unable to access the University domain and in turn GCULearn*
- *There is a learning curve setting up a community and activities such as quizzes on GCULearn*
- *There are issues with online induction with a cohort of students with mixed abilities*

Student feedback and comments from questionnaire

100% of respondents found the two day event very useful
(categories Very useful, Quite Useful, Useful)

92% of respondents felt more confident about starting university

79% of respondents liked the mix of one day on Campus and one day Online



The future



Taking responsibility for your own learning



Two day induction

