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Ensuring Progression in Learning Development

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## **Session No. 4.2**

### **Ensuring Progression in Learning Development**

**Amanda Tinker, Pat Hill, Rowan Bailey, University of Huddersfield**

#### **Abstract**

What is commonly known as the ‘sophomore slump’ or ‘second year blues’ can be attributed to several stress related factors: fears surrounding increased levels of independent learning and self-directed study, social group cohesion with peers, personal development issues with pressures to cope with new life challenges, such as housing and finance issues (Schreiner, 2010). Evidence suggests that due to the amalgamation of these factors, students often experience a loss of engagement, struggle to manage a smooth transition into year two and, consequently, to get the best out of their intermediate level of undergraduate study (Grump, 2007). At the University of Huddersfield, we have found that fewer students access academic skills provision in their second year and that this pattern is mirrored in taught academic skills session delivery, with sessions being ‘front-loaded’ at foundation level. Our role as facilitators for the learning journey of a student requires that we engage with the progression levels of a degree programme holistically, but, are we successfully identifying and implementing relevant ‘progression points’ for each level?

This workshop aims to generate a discussion around innovative pedagogical methods and strategies which work to ensure progressive development throughout the student experience and in particular at the intermediate level.

#### **Session outline**

20 minute presentation of issues

15 minute card exercise on progression of learning development from foundation to honours level

10 mins round up

10 mins case study discussion of innovative models at intermediate level

5 mins Questions

#### **Presenters**

Amanda Tinker Academic Skills Tutor (AST)

Pat Hill (AST)

Rowan Bailey (AST)