A transition pedagogy to enable disabling curriculum
Overview

• Transition pedagogy for the First Year Experience (FYE)
  – Why?
  – What is it?
    • Whole-of-institution approach with a curriculum focus

• Harnessing transition pedagogy to enable inclusive curriculum design for diverse entering cohorts, including students with disabilities

• Some examples of good practice throughout
  – Also, a short mental health and wellbeing case study
Student retention is one of the most widely studied areas in higher education... The result has been an ever more sophisticated understanding of the complex web of events that shape student leaving and persistence... But for all that, **substantial gains in student retention have been hard to come by**... More importantly, there is **much that we have not yet done to translate our research and theory into effective practice.**

Tinto (2006-7, 1-2)
Legal framework

- **The Disability Discrimination Act 1992 (Cth)**
  - prohibits unlawful discrimination against people with disability & promotes an inclusive approach whenever possible (instead of parallel or separate service provision)
  - Applies to (eg) employment; education; access; the provision of goods, services, accommodation and facilities.

  
  Australian Government's Disability Standards for Education 2005
  
  Australian Vice-Chancellors' Committee Guidelines Relating to Students with a Disability (2006)
  
  Australian Government's Disability (Access to Premises – Buildings) Standards 2010
  
  *Fair Work Act 2009 (Cth)*

State legislation such as, eg, *Equal Opportunity Act 2010 (Vic.*)

Disability Standards for Education (DSE)

The Disability Standards for Education (DSE) outline the legal obligations of all education providers in Australia in relation to students with disability. To download a copy of the Standards, see the attachments on this page.

"The Australian Government considers that all people with disability have the right to participate as fully as possible in community life and is committed to increasing fair access to education and training for all groups. Increasing access to education is one of our goals for Australia’s future.” (Phillip Ruddock MP, Attorney General; Julie Bishop MP, Minister for Education, Science and Training (2005))
### University Statistics
University of South Australia

#### Subject Area Level
- **Student Survey Results and Statistics**
- **Course Search**
- **University Search**
- **Postgraduate Research**

#### University Level
- **Student Demographics (2011)**
  - **Student Numbers**
    - Female: 58.0%
    - Male: 42.0%
    - Domestic: 70.0%
    - International: 30.0%
  - **Domestic Student Background**
    - Aboriginal and Torres Strait Islander: 1.53%
    - Low socio-economic status: 20.33%
    - Non-English speaking background: 4.16%
    - Regional / remote: 16.76%

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http://myuniversity.gov.au
Student success is largely determined by student experiences during the first year.


http://www.freewebs.com/horseloversveen/the-far-side-comic.jpg
“stop tinkering at the margins of institutional academic life and make enhancing student success the linchpin about which they organize their activities ... [E]stablish those educational conditions on campus that promote the retention of students, in particular those of low-income backgrounds”.

1. Approaches the first year in ways that are intentional, explicit, and based on clear philosophy/rationale for students’ first year.

2. Seeks to engage students in the collegiate experience both in and out of class.

3. Ensures that all first-year students encounter diverse ideas, viewpoints, and people.

4. Serves all first-year students, including various segments of the first-year student population, according to their needs.

5. Has organizational structures and policies that provide a comprehensive, coordinated approach to the first year.

6. Uses a variety of quantitative and qualitative designs and methods to examine all aspects of students’ first-year experience and to evaluate and understand the impact of institutional policies, strategies, and interventions.
Foundational Dimensions® (Four-Year College Version)  
http://www.fyfoundations.org/4year.aspx

Foundations Institutions

...create **organizational structures and policies** that provide a comprehensive, integrated, and coordinated approach to the first year. ...[that] is realized and maintained through **effective partnerships** among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.

...**serve all first-year students** according to their varied needs. The process of **anticipating, diagnosing, and addressing needs is ongoing** and is subject to assessment and adjustment throughout the first year. ...Institutions also ensure a campus environment that is inclusive and safe for all students.
What Matters to Student Success in the First Year of University?

George D. Kuh
Pacific Rim First Year in Higher Education Conference
QUT Gardens Point, Brisbane
July 5, 2007

Student engagement varies more within than between institutions.

It takes a whole institution to educate [and support and engage] a student with a disability.

With apologies to Hillary Clinton and African proverbs

FYE approaches (Kift, Nelson & Clarke, 2010; Kift, 2009; Wilson, 2009)

- **1st generation FYE**
  - Essentially co-curricular – professionals on curriculum’s periphery

- **2nd generation FYE**
  - Curriculum focus – recognises entering diversity and supports student learning experience via pedagogy, curriculum design, & L&T practice – requires faculty & professional **partnerships**

- **3rd generation FYE**
  - 1st and 2nd generation FYE quality assured and seamless across institution, across all its disciplines, programs & services **via** faculty & professional partnerships

= **Transition pedagogy** –

  *a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts.*

  Kift & Nelson (2005)

My Journey

A first year student's guide to university study

Prepare BECOME

About the guide

The First Year Students' Guide to University Study has been prepared for you by Dr Jill Scevak, from the School of Education and Teresa Dluzewska and Di Kirby, University Counsellors.

The guide is set out in chronological order:

- **Prepare** - helps you get ready for uni and offers hints about what to expect
- **Belong** - has tips for settling in
- **Learn** - helps you know how to learn and study best
- **Succeed** - has tips for exams, for first semester and beyond

Each section covers three key aspects of your journey:

- Personal
- Social
- Academic

Should you have any questions about this guide or would like to give any suggestions or feedback, please email us:

- Jill.Scevak@newcastle.edu.au
- Teresa.Dluzewska@newcastle.edu.au
- Dianne.Kirby@newcastle.edu.au

Good luck on your journey.
Uni of Newcastle Travel Diary

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- excited
- looking forward to uni
- confused
- a lot of information
- making friends
- classes

- pleased
- good feedback on first essay
- satisfied with efforts
- calm
- studying with friends
- nervous about exams
- happy
- passed courses

**The Academic Cycle**

- Enrolment
- O Week
- Lectures Begin
- HECS cut off
- Lectures
- Assignments
- Exams
- Mid-year Break

- Event Week Month
- 1, 2, 3, 4, 5 March
- 6, 7, 8, 9 April
- 10, 11, 12 May
- June
- July

http://www.newcastle.edu.au/Resources/Divisions/Services/Academic%20Registrar/Student%20Support%20Services/Counselling/PBLS/FirstYear/PDF/My%20Travel%20Diary.pdf
Your name popped up today in our ‘Early Alert’ system and we want to make sure that everything is OK with your studies? The Student Support Team is here to help with all aspects of your experience at UNE and we specialise in troubleshooting issues for students. Our service is 100% confidential and we find we can solve most student concerns in a couple of phone calls.

Dear Ed and SU team
Like most of the off-campus mature-aged students at times I have found uni very challenging. And I don’t like to ask for help bec I always assume that ‘everyone else is coping just fine’, the problem must lie in my court.
Thank you for putting this together and making 2011 one of the most promising starts that I can remember. From the Study Planner to the YouTube Diary and ASO updates plus the updates here, it’s felt a lot more like I’m part of a community, not just a number. 😊
Regards Mel
What matters to success – through a disability lens

The total experience of university

- Preparedness & self-efficacy
- Finances
- Peers: learning ‘profoundly a social experience’;
- Expectations: mismatch; ‘how things work around here’;
- 3rd Gen Student support: coordinated and ‘just-in-time’ & ‘just-for-me’

- Program/career certainty
- Staff: contact with staff & teaching quality
- Course design: Clear, coherent, responsive, flexible, relevant, engaging, inclusive, achievable, & motivating;
- Assessment for learning: relevant, consistent & integrated;
- Feedback/forward: early, prompt & constructive.

(Eg: Scott, 2006; Yorke & Longden, 2008; Kift, 2009; James et al, 2010)

(Eg: FCYS, 2009; NSSE, 2009)
How things work around here...

http://arts.monash.edu.au/psi/life-at-uni/

Differences between School and Uni
University support services: eg –

Supports and services include:
• Assistive technology
• Alternative formatting
• Note taking
• Assessment support
• Assistive hearing technology
• Accessibility maps
• Transport on campus
and, other services, including:
• Counselling
• Careers and employment
• Health services
• Financial assistance
Assistive Technology

Use of assistive technology is required by many students with disabilities so that they can access their educational environment and information.

Assistive technology can assist students with a writing style. However, since the effects of the disability assessment be made as to the most appropriate.

The following is a list of some of the assistive tools not designed to be prescriptive.

Some of this technology could also be helpful to students with health issues having difficulty with reading and writing.

- **Screen readers** - allow text on a computer screen to be read aloud.
- **Text-to-speech software** - for students who find it difficult to read.
- **Screen readers** - allow text on a computer screen to be read aloud, allowing the student to hear the text as it is being displayed. This technology is usually designed specifically to assist students with a wide range of visual impairments.
- **Optical Character Recognition (OCR)** - uses a scanner and relevant software to recognize printed or written text and convert it into computer text.
- **Spell-checker and thesaurus** (eg, a speaking dictionary and thesaurus)
- **Word prediction**
- **Voice recognition software**
- **Math technologies** (eg, a Talking Calculator)
- **Palm pilots**
Live Remote Captioning

The University of Melbourne began offering Live Remote Captioning (LRC) to Deaf students in 2006, and was the first institute of higher learning in Australia to do so. Disability Liaison has received multiple requests from other institutions about how to implement LRC within their context and the following information outlines the operation and benefits of LRC.

What is LRC?
Live Remote Captioning has been available in other contexts, such as business meetings for several years, but has only recently been applied in Australian educational settings.

LRC works by capturing audio information from a teaching environment and relaying this material to a captioning studio. The audio is converted to text by stenocaptioners working from a remote location. The text is then streamed using the internet to a laptop computer used by the student sitting in the lecture theatre. This process happens in real time with minimal delay. Shortly after the lecturer speaks, the words appear on screen with around 98% accuracy.

Audio converted to text by stenocaptioners remotely and then streamed back to student’s computer in lecture theatre. Process happens in real time with minimal delay – around 98% accuracy.

Student feedback on LRC indicates that “the quality, availability and reliability of information generated from LRC significantly enhances their access to academic information”.

http://services.unimelb.edu.au/disability/students/accessing_info/lrc
Transition pedagogy: the premise

• ‘Joined-up’ *institutional approaches* enacted via partnerships
  – Generalist and specialist
  – Academic and non-academic
  – Curricular and co-curricular

• Once 1\textsuperscript{st} Sem starts, harness *the curriculum* as academic and social ‘organising device’ to do serious transition & retention work
  – Both in- and out-side (physical and virtual) classroom – eg, by
    • Inclusive curriculum design
    • Facilitation of student *role mastery for success*
    • *Sense of belonging* to reduce sense of ‘other’
    • *Facilitating* pathways & interactions
    • Respect and value what *all* students bring to the classroom 

(Kift, 2008)
Inclusion: An international agenda – eg

- **US**: ‘low income students’ (eg, Tinto, Tierney); ‘underserved students’ (eg, Kuh)

- **UK**: Widening Participation
  Teaching for Inclusion

- **NZ**: Increasing educational attainment for ‘Priority learners’

Respects ‘students as individuals who have different learning needs, a variety of experiences and come from diverse backgrounds’.

(Griffiths, 2010, 8)

http://www.heacademy.ac.uk/assets/documents/inclusion/Framework.pdf

http://akoaotearoa.ac.nz/priority-learners

http://akoaotearoa.ac.nz/priority-learners
What students say:

Factors **promoting** engagement & inclusion
Griffiths, 2010 pp16-18 (UK)

- **Respect** and equal time for all students: including
  - **Careful preparation** and content presented in an organised/structured way; ‘help’ offered by lecturers taking time to explain difficult concepts; explain assessment rules; give feedback on assignments; relate **theory to practice**
- **Teacher interest** in students/ knowledge of their backgrounds
  - **Valuing** all students & what they bring to the classroom
  - **Supporting** student interactions
- **Teachers** who are: enthusiastic; use variety of teaching methods; are challenging/thought provoking; have **sense of humour**; able to handle contentious subjects
- **A sense of belonging** to the university: including
  - Non-academic support; welcome pack and guidance

http://www.heacademy.ac.uk/assets/documents/inclusion/Framework.pdf
‘Assistance to master the student role’

• ...when I first started I had a really good lecturer who showed you how to format an essay. She told you what type of font to use, what size font, spacing and went through all of that because I wouldn’t have known, I’d have just done it with one line spacing and handed it in...it was just information that you don’t know that you need to know. [STU_095]

• ...[it] is very confusing, how it works and maybe there needs to be an induction of all those sorts of things...so that people can sit down and map out what they need to know first up. Yes, there’s a big document that you can read about all this but it doesn’t make sense when you first come into that world. [STU_001]
• cost and financial considerations;
• embedding student and staff well-being;
• promoting student engagement;
• use of technology to enhance learning;

• responding to different approaches to learning;
• avoiding stereotypes and celebrating diversity;
• making reasonable adjustments.

http://www.heacademy.ac.uk/resources/detail/what-works-student-retention/What.Works_Summary_Report
http://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education
Access without Support is not Opportunity
(Tinto, 2008, 9)

‘To be serious about student success, institutions would recognize that the roots of student attrition lie not only in their students and the situations they face, but also in the very character of the educational settings in which they ask low-income students to learn ….It is simply not enough to provide low-income students access to our universities…and claim that we are providing opportunity if we do not construct environments that support their efforts to learn and succeed beyond access. Simply put access without support is not opportunity’.

http://dalnews.dal.ca/2007/06/11/studentsuccess.jpg
Educational conditions that promote success amongst low-income students (Tinto, 2008)

1. **Institutional commitment** – all actors, esp teachers

2. Hold uniformly high **expectations** of all students
   - *Equitable* formal and informal advising (eg, of expectations)

3. Normalise and facilitate **access to support** – academic & social

4. **Link classroom** activities to **support** services
   - 3rd generation FYE to **push proactive** support

5. Assure **engagement** for academic & social belonging – an institutional culture where all students are valued
   - Esp via curriculum/classroom – the **only** place many (esp **time-poor** equity) groups will come together
   - Intentional, facilitated interaction between different ‘cultural’ groups

Significant culture and systemic change required at policy and practice levels

• *From* a deficit model of student blame *to* a focus of inclusion and achievement

• *From a primary focus* on student integration (into particular institutional culture) *to* an ‘adaptation’ approach whereby institutions also adapt culture, processes and practices to support diversity (Zepke et al., 2005)
AccessAbility: perspectives on UTS life from students with disabilities or ongoing illness...from the practical to the creative.

Academic study is demanding enough, but you might also be managing a lifestyle which incorporates living with disability or ongoing illness. You might be long used to this or just becoming newly acquainted with it.

This website has been written by UTS students with disabilities for UTS students with disabilities or ongoing illness. The creators of UTS AccessAbility know the UTS study environment from both undergraduate and postgraduate perspectives.

Whatever your experience of education so far, you’ve chosen the exciting, inspiring and sometimes daunting experience of university study. UTS AccessAbility aims to support and inform as you map your unique UTS journey.

Important note: The Disability Resource Room (DRR) is relocating. From Wednesday 29th February 2012 the new DRR will be located in Building 2, Level 4.

http://www.accessability.uts.edu.au/

‘...by UTS students with disabilities for UTS students with disabilities’
A help-seeking environment (Taylor, 2009)

I asked the lecturer for help. Am I on the right track? It helped to a ridiculous degree, to the point that...is this all it takes to do well? Is all I need to do is ask for help and ask questions...a big epiphany. I asked for and got help and things were clearer.

(Arts Student quoted in Lawrence, 2005, 250)

• Research refers (varyingly) to resilience, self-confidence, self-efficacy, self-regulation, self-discipline, self-advocacy...

• Scot QAA FYE Enhancement Theme: Overview (Mayes, 2009, 4)
  http://www.enhancementthemes.ac.uk/documents/firstyear/FirstYearOverview.pdf
  – Engagement: student's commitment and motivation to study.
  – Empowerment: equipping the FY student with the competency [the skills and knowledge required] to learn effectively.
  – Student inclusion and agency in course design

• Lizzio (2009): ‘Five Senses of Successful Transition’
  – Five areas of student need relevant to early success at university.
The ‘Five Senses’ of Successful Transition (Lizzio, 2009)

Kift ALTC Fellowship: Six (6) Curriculum Principles

[HE word bingo]

Concurrent with good teaching and good support

- Transition
- Diversity
- Design
- Engagement
- Assessment
- Evaluation and Monitoring

A curriculum that does serious transition and retention work!

‘A more sophisticated understanding of diversity’

Educational
Eg: Type of entry qualifications; skills; ability; knowledge; educational experience; life & work experience; learning approaches...

Dispositional
Eg: Identity; self-esteem; attitudes; confidence; motivation; sexuality; gender; aspirations; expectations; preferences; assumptions; beliefs; emotional intelligence; maturity...

Circumstantial
Eg: Age; disability; time poor; paid/vol employment; finances; carer responsibilities; geographical location; access to IT & transport services; flexibility; entitlements...

Cultural
Eg: Language; values; social & cultural capital; religion & beliefs; ethnicity...


Australian education providers must give students with disability equal opportunities for learning. HEADS-UP provides a quality, on-line training for [university] staff to bring them up to date with the requirements of the [Disability Standards for Education] DSE.


"...Australian education providers must give students with disability equal opportunities for learning. HEADS-UP provides a quality, on-line training for [university] staff to bring them up to date with the requirements of the [Disability Standards for Education] DSE."
IT BEGAN IN CANADA...

"IT'S DISRUPTING EVERYTHING!"

"IT'S A TSUNAMI OF POORLY UNDERSTOOD PEDAGOGY!"

DAY OF THE MOOC

STARRING: George SIEMENS – David WILEY – Dave CORMIER – Stephen DOWNES
Connectivists unleashing a force they cannot control!

https://twitter.com/dkernohan/status/250889990828089344/photo/1
A curriculum focus …


• Because in all their diversity, with multiple identities and changing patterns of engagement, curriculum is
  – What all students have in common
  – Within our institutional control
  – Only place we have contact with all students to mediate diversity

• Because otherwise our interventions are not comprehensive and their effect is left to chance
  – Will be bolt-on, lacking in integration and inequitable
What that might look like…
Intentional curriculum design strategies – eg

- **Inclusive** curriculum (eg, multiple perspectives in examples, readings, etc)

- Use **curriculum time to normalise** transition & diversity issues: eg –
  - class time for course & admin advising; acad support services; pastoral care/ counseling; financial support; peer mentoring opportunities;
  - self-management skills: time management, goal setting, study skills, etc

- Harness **peer-to-peer** networks and interactions in FY (eg PASS/ SI)

- **Value prior knowledge**: constructivism to assist students connect prior background, knowledge & experience *with* new learning; ePortfolio/ PDP.

- **Scaffold** academic behaviours (eg workbooks, cumulative assessments) to embed (eg) acquisition of essential academic literacies in curriculum

- Proactive, at-risk **monitoring** – (eg UNE Early Alert)
At the heart of transition pedagogy: Inclusive curriculum design

An inclusive curriculum is one where all students’ entitlement to access and participate in a course is anticipated, acknowledged and taken into account.

Morgan & Houghton, 2012

http://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education
Six Career Development Modules at QUT

- Developed to underpin current curriculum and assist students to:
  - make sound course and career choices;
  - make successful transitions to life as a student; life at University; and post University
  - make connections between their course of study and where that might lead; and
  - further develop career pathways.

QUT Career Development Modules

University Preparation
(for students prior to QUT)
• Defining Myself (Self Understanding 1)
• Course Exploration & Decision Making
• Awareness of Influences
• Assessing Readiness for Study
• Introducing the Student ePortfolio

Career Preparation
(for first year students)
• Defining Myself (Self Understanding 1)
• Thriving at University
• Choosing Majors/Electives
• Defining My Opportunities (Career Research & World of Work)
• Using the Student ePortfolio

Harnessing Peer-to-Peer Interactions


http://studentblog.gut.edu.au/
Claire's Little Secrets to Surviving University

...your very first day...is going to be both exciting and horrifying. I remember stepping into a room of over 500 students, totally overwhelmed. [Then]... my lecturer said: “The class may seem crowded at the moment, but at least 50 students will leave after a month, and only half of you will graduate after four years.”... So to get you started, I ..share.. tips (I wish someone had told me!) on how to survive your first year at university.

1. Sit next to the best looking person in the room.

Managing diversity in the classroom

UTS has a diverse student and staff community which reflects the diversity of Australian society and brings with it valuable opportunities for understandings of different cultures and perspectives. Benefits of these diverse intercultural perspectives are outlined in the UTS Internationalisation strategy. While classes include students from differing cultural and language backgrounds, we should also consider many other forms of diversity such as age, gender, socio-economic background and physical capability. Every class of UTS students could be considered diverse.

Sensitivity to this diversity is a first step. All academics are expected to show sensitivity by taking the following steps:

* Equal opportunities provided
* In some cases, reasonable adjustments provided
* With these principles of equal opportunity in mind, here are some suggestions for activities and teaching practices which will foster inclusive practices within the various teaching contexts at UTS.

- Teaching in diverse classes - actively planning for inclusion and communication
- Planning for interaction in large lectures
- Planning for interaction in Tutorials /Workshops
- Using Names
- Considering English language in teaching contexts
- Cultural differences in the representation of numbers
- Thoughtfully considering groupwork
- Awareness of support services
- Case studies of diversity in courses and subjects

Diversity and Inclusiveness


Disability Effective Inclusive Policies Project (DEIP)

The Disability Effective Inclusive Policies (DEIP) Project is funded by the European Social Fund and co-ordinated by the Centre for Continuing Education at University of Sussex. Lancaster University is one of three partners the other is Bristol University.

The DEIP project aims to explore ways in which the Higher Education sector can support equality of opportunity in education and employment for people who are disadvantaged through a range of disabilities, and who may also be disadvantaged because of their race, gender, class and / or age.

At Lancaster we have been reviewing the literature relating to disability policy with respect to education and employment and reviewing institutional policy and practice to identify examples of good practice in relation to careers support and employability skills.

Researchers at Lancaster University and Sussex University have also explored the experiences and understandings of services through interviews with disabled students, university staff, disabled graduates, and employers.

DEIP Discussion Papers

The following discussion papers are based on the research activities of the DEIP project which have included analyses of institutional disability policy and interviews with disabled students, university staff, disabled graduates and employers.

The papers are designed to stimulate discussion in forums such as staff training sessions and in student seminars.

http://www.lancs.ac.uk/fass/projects/reap/projects/deip.htm
DEIP Discussion Papers: eg

- Institutional Disability Policy analysis DP1
- Disability and disclosure DP3
- Transition issues: entering and leaving HE DP5
- Identity, disability and students in HE DP6
- University students experiencing mental health difficulties DP7
- Dyslexia: experiences of students and staff DP8
- University students with hearing impairments DP9
- Physical and sensory impairment DP10
For example to learn how to support and sustain optimal performance, understand stress and develop reflective learning skills, strengthen your emotional intelligence, and build a supportive environment with other students.

University of Wollongong
Faculty of Law

Email: judithm@uow.edu.au
Student Keynote Speaker: Kayti Baur, student, Mount Saint Vincent University

Kayti Baur is a graduate of NSCAD University and a current 4th year Honours Psychology student at Mount Saint Vincent University. Having endured bipolar disorder and post-traumatic stress disorder throughout her university career, Kayti offers a unique perspective on dealing with mental illness in academia.
ENGAGING PROFESSORS

The majority of problems that arise are not with the services provided, but the integration of these services into daily functioning, and explaining the need for change to third parties.

IN SUMMARY...

- Symptoms are fluid and inconsistent
- The inactive periods are as important as the active periods
- Differences in need mean differences in accommodations
- Self-advocacy is important and needs to be encouraged
- Professors play a key role in implementing policy and creating a feeling of acceptance

Student Keynote Speaker: Kayti Baur, student, Mount Saint Vincent University
Student Mental Health & Wellbeing (in Law)

http://www.tjmf.org.au/

Positive Curriculum Strategies to Address Psychological Distress in Law Students

Rachael Field
ALTC Fellow 2010

Law Learning Outcomes: Bachelor of Laws

Six (6) Threshold Learning Outcomes

- Knowledge (Priestley 11 + some)
- Ethics and professional responsibility
- Thinking Skills
- Research Skills
- Communication and collaboration
- Self-management

http://disciplinestandards.pbworks.com/w/page/52746378/Law
Law Textbooks framed around the TLOs

Threshold Learning Outcomes

**Academic Standards for the Bachelor of Laws degree**

Developed in 2010 the Threshold Learning Outcomes cover the 6 areas of knowledge, ethics and professional responsibility, thinking skills, research skills, communication and collaboration, and self-management.

The TLOs represent what a law graduate is expected to know, understand and be able to do as a result of their studies and learning. Throughout *The New Lawyer* chapters make frequent connection to reinforce what students are expected to know and do as a result of their learning.

The Threshold Learning Outcomes are as follows and graduates are expected to demonstrate skills and attributes assigned to each:

**TLO1 Knowledge:**

a. The fundamentals areas of legal knowledge, the Australian legal systems, and underlying principles and concepts, international and comparative contexts
Guidelines for tertiary education institutions to facilitate improved educational outcomes for students with a mental illness

Includes advice for and about:

- **Policy**: content, development and implementation, and communication
- **Staff**: mental illness awareness, training, support for staff, how to communicate with and support a student with mental illness
- **Support Services**: awareness of, what services should be provided, accessibility to, relationship to other services
- **Other types of support**
- **Reasonable adjustments**
- **Students**: rights & responsibilities, awareness, dealing with mental health crises, funding, research and evaluation.

To conclude: A paradigm shift

We need to “challeng[e] educators to think of their curriculum as disabled rather than the students”

Edyburn (2010)

Transition pedagogy provides a framework for intentional and inclusive first year curriculum design and support for students with disabilities that will also benefit all students.
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