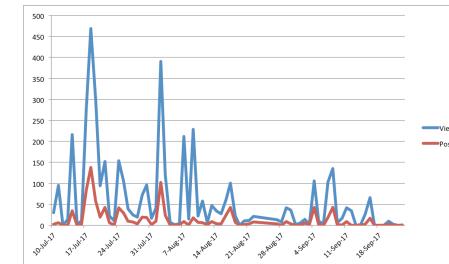
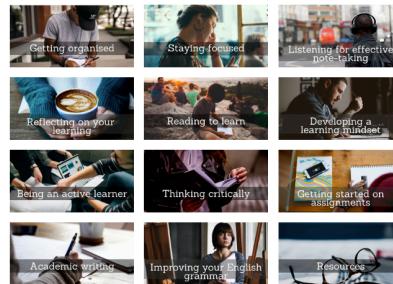


Long-term attrition rates

Australian domestic cohort, 2006



Source: DET 2017



Use of module during S2 2017

Evaluation and iteration

- Evaluate (e.g. Kirkpatrick 1994). Disjunct between 'designed' and 'actioned' learning (Ellis & Goodyear 2010)
- Use analytics to target messages

- Scale:** large numbers of students asked to access support
 - Timing:** just before session starts
 - Cohort:** anxious, struggling
- **Solution:** online module addressing key learning challenges

Building for sustainable practices

- Include features and build workflows to support institutional stakeholders (Graham 2013)

1

2

3

4

5

6

the challenge

embedding into processes

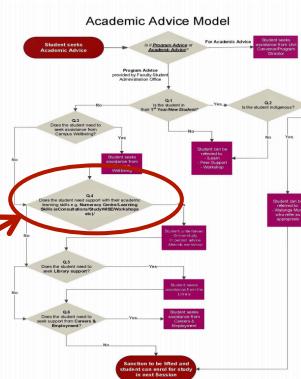
next steps

the situation

Background: Students failing to progress, causes complex (DET 2017, Tinto 2010)

Institutional response:

- Academic Progression Policy
- Students at risk recommended / required to seek **help** before they can progress



Students required to seek help

module design

Content

Academic literacies (Lea & Street 2006), beliefs about learning (Costa & Callick 2008)

Pedagogy

'Meaningful' learning: active exploration, authentic problem-solving, constructive thinking, intentionality (Howland, Jonassen & Marra 2013)



pilot: S2 2017

Uptake

- 4 faculties offered the module to students
- Peaks and troughs of activity

