

Engaging Students for Success: Integrating Pedagogical Approaches, Student Experiences and Desired Outcomes

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Overview

- Perspectives of student success
 - Definitions
 - Desired outcomes
- What can institutions do to link student services with desired outcomes?
- Sharing of SMU experience
 - Framework of desired outcomes, pedagogical approaches and student experience

Definitions of student success

- Persistence and educational attainment¹
- Completion of a college degree²
- Engagement in educationally purposeful activities³
- Student satisfaction³
- Acquisition of desired knowledge, skills, and competencies³

Extent to which students are graduating in a timely way with a meaningful degree that sets them up for **future success**

(US Dept of Education, 2015)

A perspective of student success

Attainment of a holistic set of outcomes that include but extend beyond the completion of a university degree

- Institution's desired graduate outcomes
- Employability outcomes
- Lifelong learning outcomes

What outcomes are needed for future success?

Skills and outcomes for future success: Employers' perspective

@refthinking

(SOURCE: FUTURE OF JOBS REPORT, WORLD ECONOMIC FORUM)

TOP 10 SKILLS IMPORTANT IN THE WORKFORCE

2015

1. Complex Problem Solving 
2. Coordinating with Others 
3. People Management 
4. Critical Thinking 
5. Negotiation 
6. Quality Control 
7. Service Orientation 
8. Judgement and Decision Making 
9. Active Listening 
10. Creativity 

2020

1. Complex Problem Solving 
2. Critical Thinking 
3. Creativity 
4. People Management 
5. Coordinating with Others 
6. Emotional Intelligence 
7. Judgement and Decision Making 
8. Service Orientation 
9. Negotiation 
10. Cognitive Flexibility 

Others:

- Ability to innovate
- Demonstrate ethical judgement and integrity
- Intercultural skills
- Adaptability and ability to manage multiple priorities
- Capacity for continued new learning

World Economic Forum, 2016; AAC&U, 2013; Chronicle, 2013

Picture from:

<https://thinkingcollaboration.blogspot.tw/2016/06/top-10-skills-for-future.html>

Skills and outcomes for future success: Educators' perspective

In addition to developing basic and professional/technical skills:

- “Help students **define an identity, a direction in life, and a personal philosophy**” Mintz (2014)
- “Encourage students to follow their interests, which will inevitably lead to **citizens inspired by their passions**—a more powerful engine than ‘marketable skills’ and “provide a diversifying, mind-opening experience.
- “Help **build global citizens who in turn help solve global problems**” ... Hall (2013)

What can educational institutions do to engage students and facilitate them to work towards achieving their goals and desired outcomes?

Some ideas

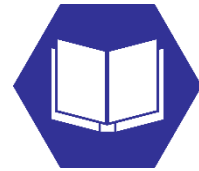
- Focus on student success in the provision of student services
- Articulate clear graduate learning outcomes and link student services to those outcomes
- Link student support and development to curricular objectives and pedagogical approaches
- Focus assessment and accountability efforts on how student services contribute to learning outcomes and student success

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SMU's Graduate Learning Outcomes

Graduate Learning Outcomes	
<p>1. Disciplinary and multidisciplinary knowledge</p>	<p>4. Global citizenship</p> <p>a. Intercultural understanding and sensitivity</p> <p>b. Ethics and social responsibility</p>
<p>2. Intellectual and creative skills</p> <p>a. Critical thinking and problem solving</p> <p>b. Innovative and entrepreneurial thinking</p>	
<p>3. Interpersonal skills</p> <p>a. Collaboration and leadership</p> <p>b. Communication</p>	<p>5. Personal mastery</p> <p>a. Self-directedness and meta-learning</p> <p>b. Resilience and positivity</p>

SMU's approach to engaging students for success



Academic experience of students

- Core Curriculum
- Programme curriculum
- Pedagogical approaches



Holistic student development

- Co-Curriculum: LifeLessons
- Career and future readiness
- Global citizenship

Desired graduate learning outcomes

SMU's Pedagogical Framework

- Based on our conception of the undergraduate student and how they learn

Student as Individual

- **Theory: Constructive (Individual)**
- Students learn by actively exploring the world around them, receiving feedback and drawing conclusions.

Student as Social Being

- **Theory: Constructive (Social)**
- Students learn by engaging in dialogue and developing a shared understanding of concepts with peers and instructors

Student as member of community/ citizen

- **Theory: Situated**
- Students learn by participating in communities of practice, progressing from novice to expert through observation, reflection and mentorship. The context of learning is authentic.

SMU's Pedagogical Framework

Distinctive pedagogy	Personalised Learning	Collaborative and Interactive Learning	Experiential Learning
Examples of T & L approaches	<ul style="list-style-type: none"> • Case studies • Flipped classrooms 	<ul style="list-style-type: none"> • Interactive seminar • Problem-based learning 	<ul style="list-style-type: none"> • SMU-X • Participatory learning and action • Internships • Project-based learning
Examples of desired learning outcomes	<ul style="list-style-type: none"> • Self-directedness and meta-learning • Disciplinary knowledge 	<ul style="list-style-type: none"> • Collaboration and leadership • Communication 	<ul style="list-style-type: none"> • Intellectual and innovative skills • Global citizenship • Resilience and positivity • Multidisciplinary knowledge
Conception of student	Student as individual	Student as social being	Student as member of a community, citizen

How do these pedagogical approaches facilitate and enhance student engagement and student learning?

Personalised Learning

- Early intervention
- Timely feedback for students
- Flexible and adaptive learning

Collaborative and Interactive Learning

- Engagement with peers
- Engagement with faculty
- Mutual accountability

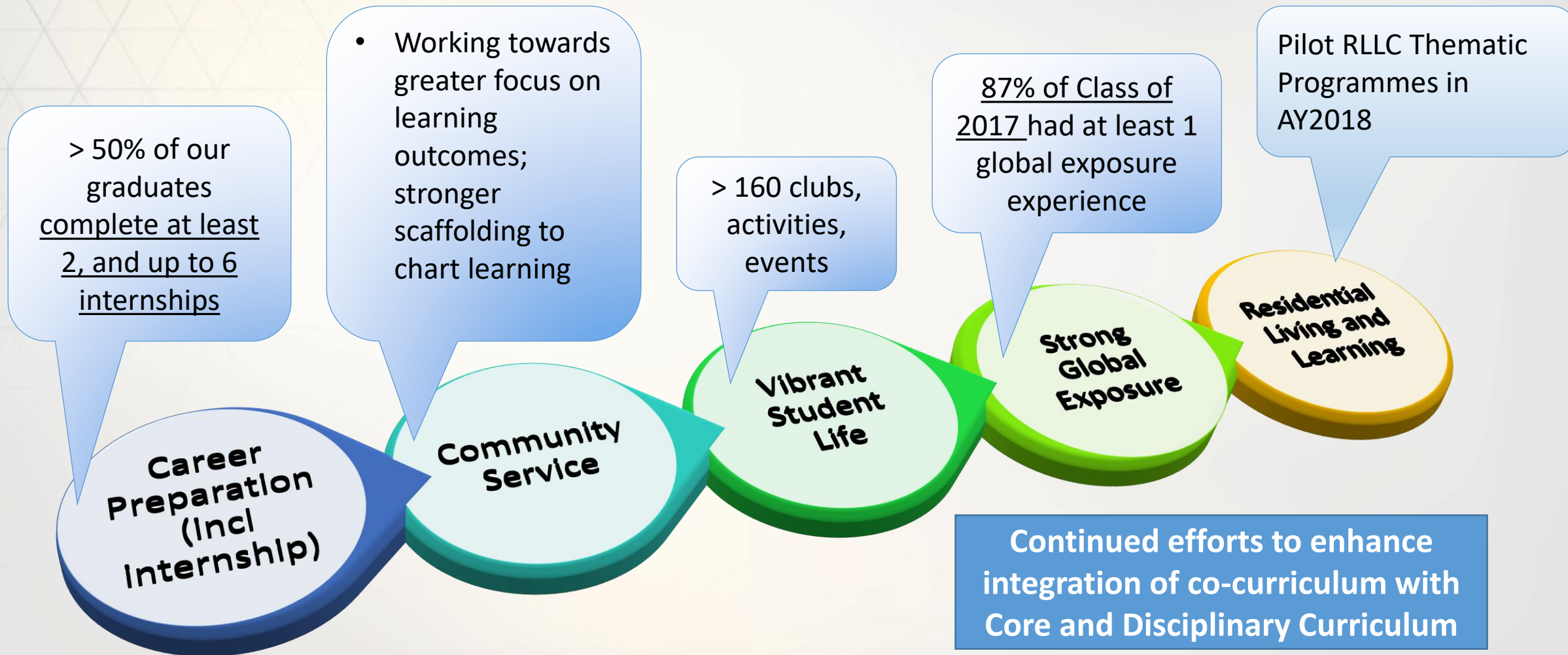
Experiential Learning

- Engagement with a cause
- Engagement with the community and industry
- Reflection, mentorship

**The more we can link these to the activities and services provided by
“student services”,
the deeper the integration in learning,
the more integral the “non-academic” side of the house,
the lesser the chances of deprioritisation ...**

“Admin staff” as “co-educators”

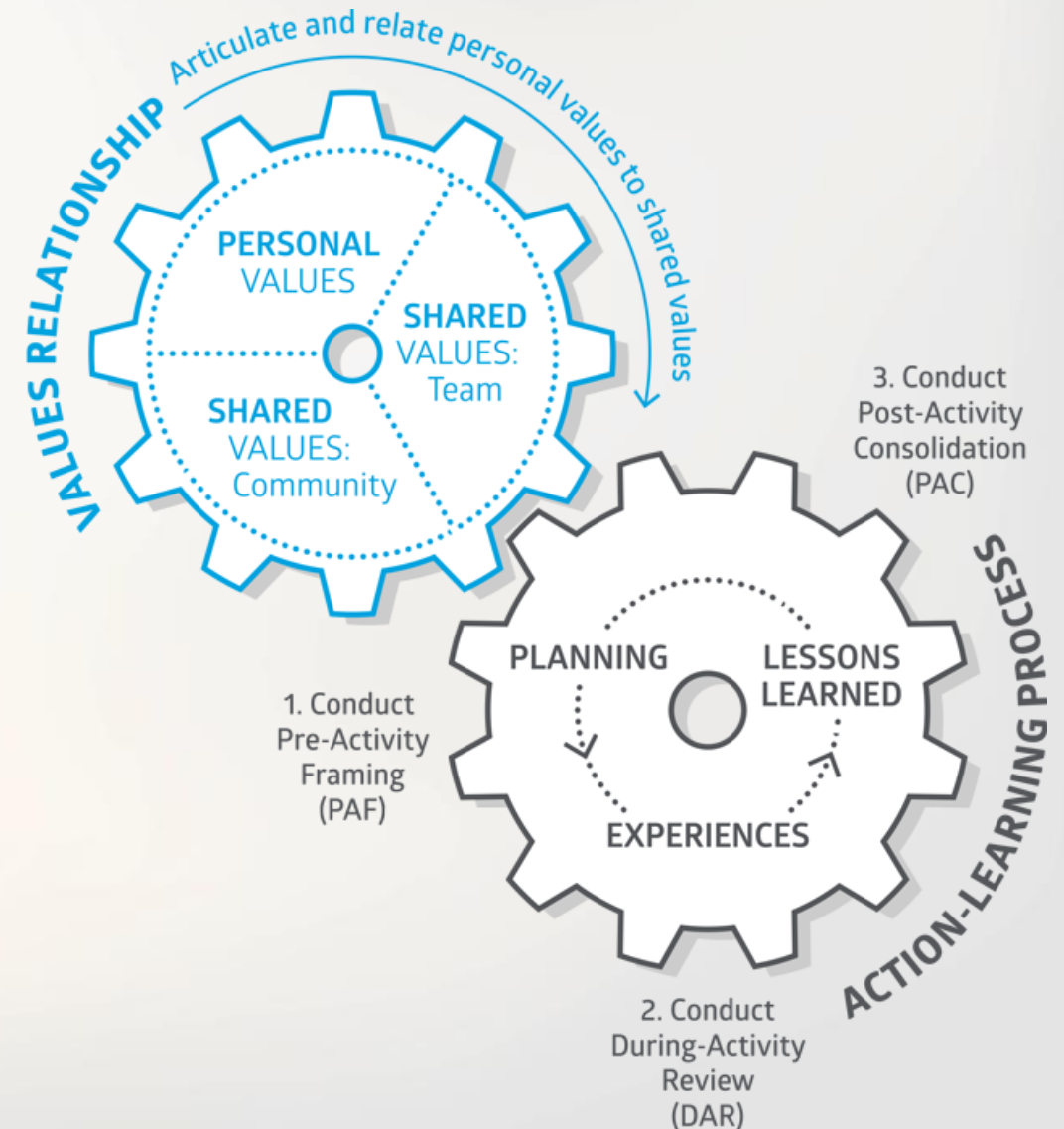
Co-Curriculum



SMU LifeLessons

LifeLessons

- Values-based framework that encourages personal reflection
- Rubric that facilitates self and peer evaluation of personal values and desired outcomes
- Framework used across range of co-curricular activities:
 - Freshmen orientation
 - Community service projects
 - Student leader activities
- Enables integration and threading of student experience towards common desired outcomes (of the individual student and the institution)



Evaluation of outcomes

- National Graduate Employment Survey
- Student survey
- Student feedback of teaching

80% of graduates have consistently indicated that they have experienced significant or transformative growth as a result of their SMU experience.

Conclusion

- Clear articulation of student learning outcomes
- Articulation of how student services is an integral part of students' education and learning outcomes – not “support”, but “central”

Students' sharing of their outcomes and success

I have learnt more about myself, grown in maturity and depth of thought, grown in tenacity and learning how to deal with difficult people and situations, grown in knowledge of subject matters, elucidated my passion for the community...

Most importantly, SMU has made me a more confident person, one who dares to challenge the status quo if I think that something is not right...

My SMU experience has broadened my horizons and made me think in a different way. SMU promotes collaborative learning and interpersonal skills and the presentations have made me more confident when meeting people locally and overseas. SMU has groomed us to be good individuals with a heart and who do business with a heart.

Quotes from GES respondents

Thank you

