European/International

FIRST YEAR EXPERIENCE

Rethinking the First Year Experiences

Dates of Event
19th June 2011 - 20th June 2011
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3rd June 2011 // Early Bird 6th May 2011

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Título de la presentación: RESULTS OBTAINED FROM A TUTORING/ORIENTATION PROGRAM FOR FIRST YEAR UNIVERSITY STUDENTS

Subtítulo: First Year Experiences
Fecha: 19 & 20 june 2011

European/International
FIRST YEAR EXPERIENCE
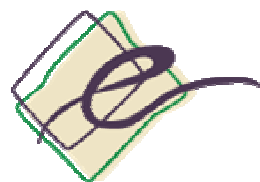
Rethinking the First Year Experiences

RESULTS OBTAINED FROM A TUTORING/ORIENTATION PROGRAM FOR FIRST YEAR UNIVERSITY STUDENTS
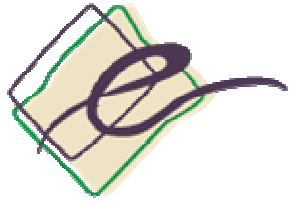
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Facultad Educación

- From 1844, we are teaching schoolteachers.
  - Escuela Normal (1844)
  - Escuela Universitaria de Magisterio (1983).
  - Facultad de Educación (2001).
- From 2010/11
  - Degree on Primary School
  - Degree on Nursery School
  - Master on Secondary School
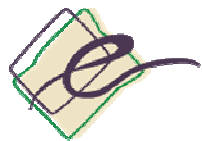 - Master on Learning Long Life (Investigation)

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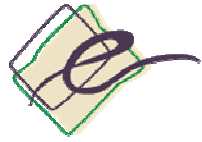
Bolonia in Spain

Changes in:

– New planing process on Degrees and Master

– New degrees and rethinking all previous titles

– Computing student work by ECTS

– Improving learning process by active methodologies.

–Systems to guarantee quality

Bolonia in Spain

Systems to guarantee quality

– All degrees have to be acreditate by ANECA

– Each degree has our Verification's Memory

–Each degree has differents Support's system for students

- Informatión to choose the Degree they want when they get to university
- Information and support to pass first year
- Information and support to get to work
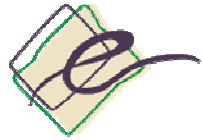
Support for first year students

-First year is important

  -New places, news rules, more autonomy, new teachers.
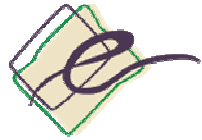
  -The students need to cope with a lot of stressfull events.

-First year students needs a lot of information about (Van der Hofstadt et al, 2005):

  - Assessment process and exams

  - Estructura del plan de estudios (obligatory subjetcs, optatives, free credits, etc.)

  - How to treat with teachers (how to get in touch..)

- A lot of students dropout

  - Students who leave universtity temporary

  -Students who change their first degree choose

  - Students who finally leave university

The *Proyecto Tutor* Facultad de Educación

- It's a proyect to give support for our first year students

- Object

  - Informar a los estudiantes de primer año sobre las cuestiones más importantes que les afecten en su rol de estudiantes.

  -Ayudarles a definir y desarrollar un proyecto académico personal que les ayude a acabar con éxito sus estudios.

  - Ayudarles a definir una formación académica complementaria que les haga estar más preparados para el mundo laboral.

Proyecto tutor
How works?

For Students

- It's voluntary
- They have to fill a application form
- The students is assigned to a tutor
- The tutor and the student get in touch: phone, e-mail or card and they have their first meeting

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Proyecto tutor
How works?

Number of meeting per year

- They have to have, initially three meeting in diferents moments (at the start, at the middle and at the end)

- The student (and the tutor) can ask for more meetings

- The tutor manage (deal) each meeting with a plan of information and orientations for the students

Who is the tutor

- The tutor is a teacher (proffesor, assistant, partial time proffesor…).
- Participation in the program is voluntary, but this is not completly true:
  - Partial time teachers and assistants want to participate into the program to have merits
  - Proffessors earn more money
- The group of tutors is very different
  - Tutors who really want to support students
  - Tutors who only want to have the merit.

The program

Year	Tutors	Students	Ratio	New Students
2006/07	22	71	3,22	510
2007/08	34	63	1,85	510
2008/09	40	77	1,92	510
2009/10	58	108	1,86	510

The program

- Previous year (2008/09) we asked the tutors about the program
  - There are different groups of students
    - Some students met the teacher three or more times during the year.
    - In this case, the tutors could support the student and the students felt they were helped by the teacher.
    - In some cases, after first meeting, the student didn`t came back
    - Another group never got in touch with the teacher.
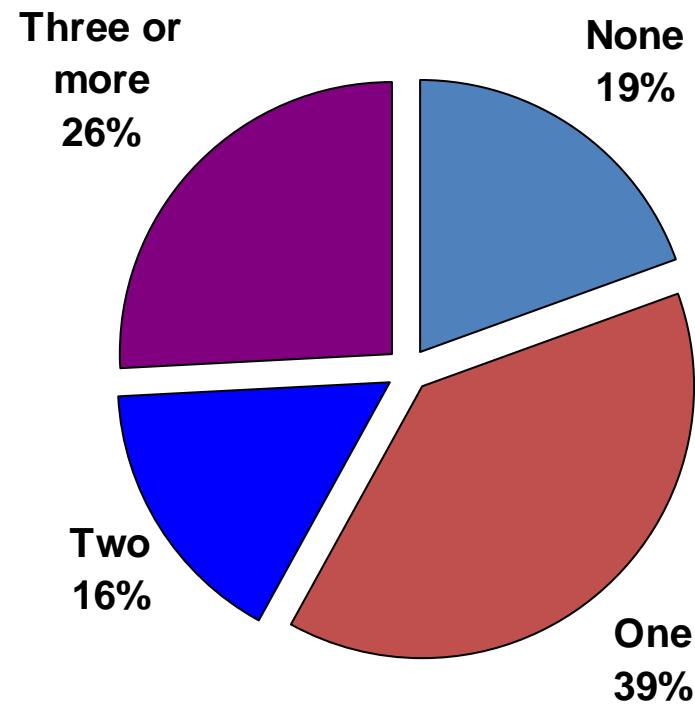
The study

- We look to know what think about the program students who participated in *proyecto tutor*

- Participants
  - 31 students who answered the self-report made for this work.
  - 108 students joined the program year 2009/10
  - 510 new students

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The self-report

- We asked students about
  - How they got in touch with the tutor
  - Who got in touch first time, theacher or student
  - How many times they got in touch
  - How they agree or disagree with sentences about the program
  - When the student left the program, why that hapens
- They had to answer the self-report out ot class and send back to the investigators
- We gave it in class and send by e-mail

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The results

Number of meetings

Three or more 26%

None 19%

Two 16%

One 39%

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Project Assessment

	Nada	Algo	Bastante	Mucho	N/C	Media	Desv. típ.
1. Me ayudó a conocer un poco mejor la Facultad y su funcionamiento cuando aún no la conocía	12.9%	32.3%	19.4%	12.9%	7	2.41	.97
1. Me ha ayudado a organizarme la manera de estudiar y de preparar las asignaturas en la Universidad	35.5%	19.4%	22.6%	0%	7	1.83	.86
1. Me ha permitido resolver problemas académicos puntuales (programas asignaturas, exámenes, preparación asignaturas,etc.)	19.4%	29.0%	16.1%	12.9%	7	2.29	1.04
1. Me ha apoyado cuando las cosas no me han ido muy bien	29.0%	22.6%	16.1%	6.5%	8	2.00	1.00
1. Sabía que podía recurrir a alguien si tenía alguna dificultad más grave	9.7%	16.1%	22.6%	32.3%	6	2.96	1.05
1. Me ha orientado sobre cómo actuar cuando he tenido algún problema con alguna asignatura	16.1%	32.3%	22.6%	6.5%	7	2.25	.89
1. Me ha permitido ver a los profesores como personas cercanas y preocupadas por los alumnos	9.7%	32.3%	32.3%	6.5	6	2.44	.82
1. Me ha ayudado a conocer otros aspectos que pueden complementar mi formación (otros estudios complementarios, inglés, etc.)	16.1%	19.4%	25.8%	16.1%	7	2.54	1.06
1. Me ha ayudado mejor a entender mi papel como estudiante	16.1%	32.3%	12.9%	16.1%	7	2.37	1.05

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More Results

- Good sides: the students told us
  - The tutors gave them important informations
  - The tutors showed interesting on students
  - The tutors answered they rapidly
  - They liked to met teacher in they class
  - Some students contact their tutor to ask him questions
- Improve sides
  - A lot of students didn't know the program or other welcome activities
  - Some tutors would be more interested
  - Some tutors would have more information
  - Some tutors would be more closely and friendly
  - The had problems to contact with some tutors

Program droptouts

25,8% (8) students never got in touch with their tutors

- – 50% of them said they didn't need more help
- – 50% said the tutor didn't contact them or they didn't contact tutor

41,9% (13) students lost touch with ther tutor from first meeting A lot of students didn't know the program or other welcome activities

- – 69.2% (9) said they didn't have problems to contact the tutor
- – 15% (2) the tutor didn't call the student
- – 7.6 (1) problems with time table
- – 7.6 (1), after first meeting, the student thought the tutor couldn't help him

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Conclusion and discusion

- The university in Spain is changing
- There are a lot of new programs about retention students
- We have to know how works our programs
- La tutoría más tradicional en España es de corte académico. El profesor está disponible para el estudiante y éste acude cuando tiene dudas académicas de asignatura.
- Modificar este tipo de tutoría e introducir nuevos tipos de relación estudiante-profesor lleva tiempo.
- During year 2010/11 there were some experiences of students as partners, but no in Faculty of Education.

Conclusion and discusion

- About our program
  - It's designed to support first year students
  - It isn't an academic tutorship, but it is designed to improve adjustment, so, learning.
  - In our case, the program higlight information to cope with new context in first year
  - The contact may continue second and third year, but this is least structured. The meeting are more informal.
  - The program coverage isn't large, but their effects wolud be spread across classmates by informal nets.

Conclusion and discusion

About the results

- The program works in different ways with teachers and students
- More teachers are close, friend and get in touch with students
- Some students use the program and the program help them
- Some students never contact their tutor and other left it.

Why???

Conclusion and discusion

- During the first year, students are able to be autonomus, find information they need and are more close with her classmates.

- But, they appreciate to know they can get in touch with their tutors.

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About the future

- Changes in the program (2011/12)
  - All students are able to have a tutor (they mustn't to fill any application form
  - The program will be voluntary for students
  - The first meeting will be more formal
  - We will apply for the first semester.
- We will start new of students as partners: Master Long Life Learning
    - A lot of diferent students
    - A lot of diferent teachers
    - Learning's problems in subjects as Epystemology, Investigation Designs….
    - We need to improve learning and success

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¡Gracias por su atención!

Salón de actos de la Universidad de Zaragoza