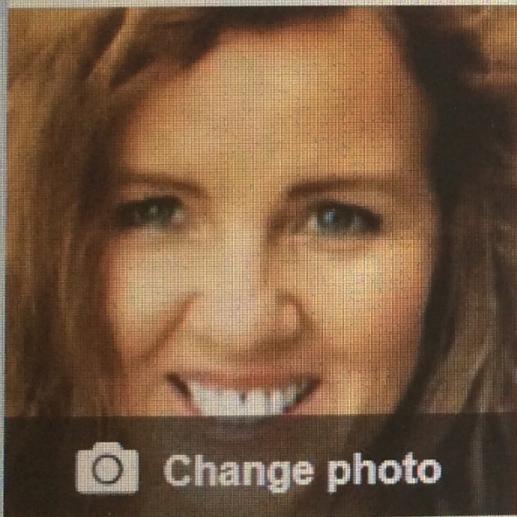




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- Context
- Student engagement and the desire to create ‘a sense of belonging’
- Lincoln International Business School
- Creating ‘a sense of belonging’ amongst first year business students and beyond

Student Engagement

- Our plans in the past have focused on the engagement of students through:-
- the design of new courses,
- co-chairing subject committees,
- the development of professional identity,
- developing an international inclusive education,
- as well introducing a mentoring scheme for students



Enriching the student experience

- However, we felt there was an opportunity to enrich ‘Student Engagement’ further



Satisfying the need to belong

- *Students' sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class.*
(Goodenow, 1993, p. 25)

Corcoran and Lido (2013)

"Academic confidence dropped over the first term for both high and low engagers. This may turn around over a longer period, in line with the findings of (Astin, 1977; Laird 2005), and warrants further research (Corcoran & Lido 2013).

- Affecting both postgraduate and undergraduate students in the first year of their degree



Lander and Landers (2009)

- The drop in academic confidence between school/college and university points to the university environment as a new environment in which the student has to develop a level of confidence



Reviewing Student Engagement

- 1. This meant reviewing student membership of our academic community and what that may look like
- 2. Reviewing how membership is developed and maintained
- 3. Reviewing how academic student identities are co-created



- Educational institutions have an identifiable habitus which incorporates practices that mutually shape and reshape the institutions with their students, their communities and the wider socio-economic cultures (Reay, David and Ball, 2001)



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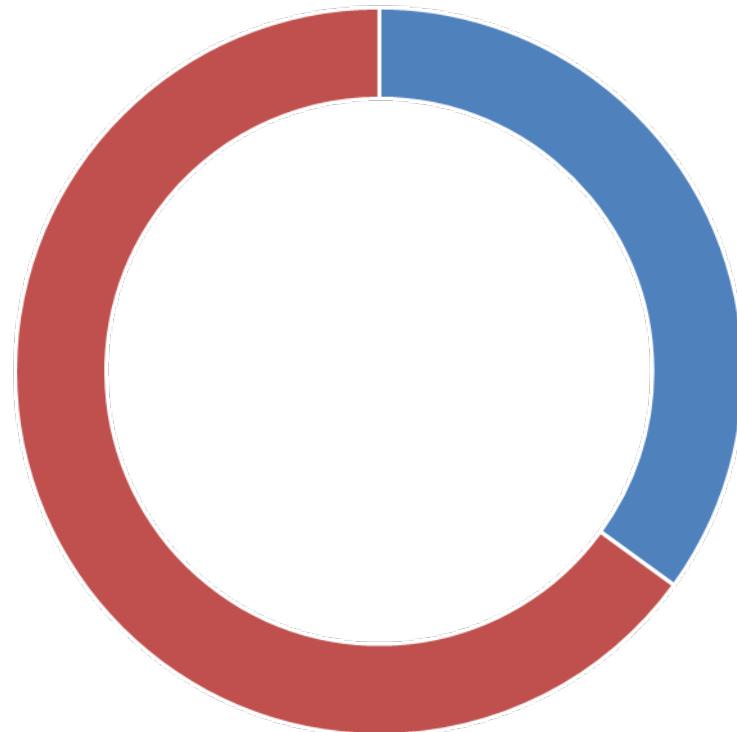
Habitus

- Students whose habitus is at odds with that of their higher education institution may feel that they do not fit in, that their social and cultural practices are inappropriate and that their tacit knowledge is undervalued, and they may be more inclined to withdraw early (Thomas, 2002).

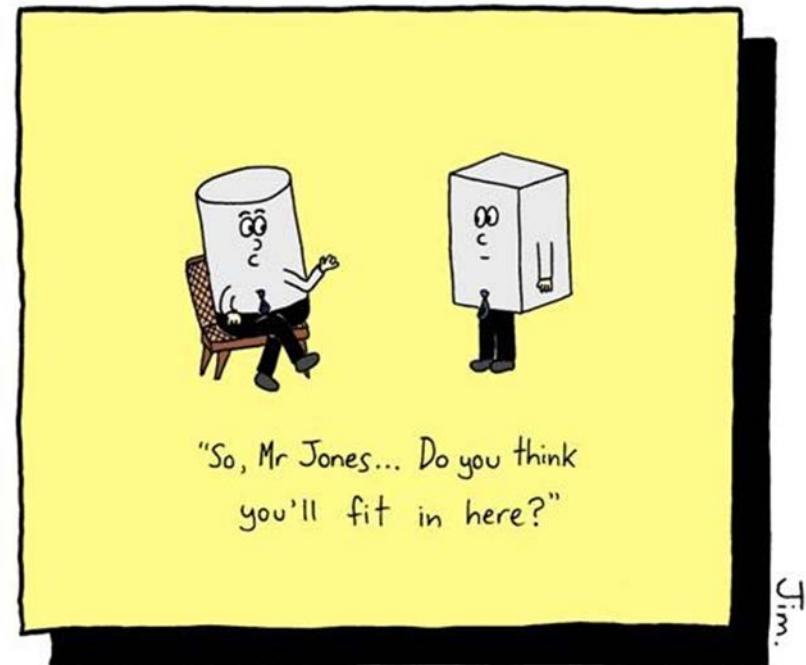


Doubters and transition

- HEA funded a Student Transition survey (2009–2011) across Nottingham Trent University, with Bournemouth University and University of Bradford
- [483 students]
- Major finding



- Osterman (2000) indicates that satisfaction of the need for belonging in educational environments is significantly associated with students' academic engagement.

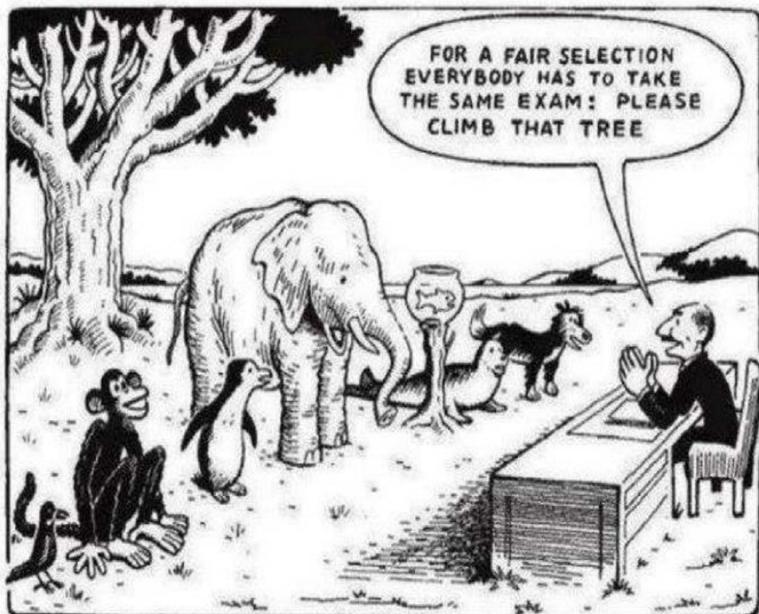


HEA Report 2012

- The project team surveyed over 3,000 first-year students and staff at the partner institutions.
- Approximately one third of first-year students have ***experienced doubts sufficiently strong to make them consider withdrawing*** at some point during the first year



- Academic Engagement
- Social Engagement



Our Education System
<http://techmorf.com/category/pics/>



- When institutions provide opportunities for students to learn *both autonomously and with others*, and to develop their sense of competence, students are more likely to be motivated, to engage and succeed.” (Zepke, and Leach, 2010, p170)



Welcome week

- Welcome Week within LBS was re-evaluated 2015 to obtain maximum impact on the greatest number of 1st year business students and to attempt to meet the recommendations of the HEA Report [2012]on developing ‘A Sense of Belonging’ for the individual



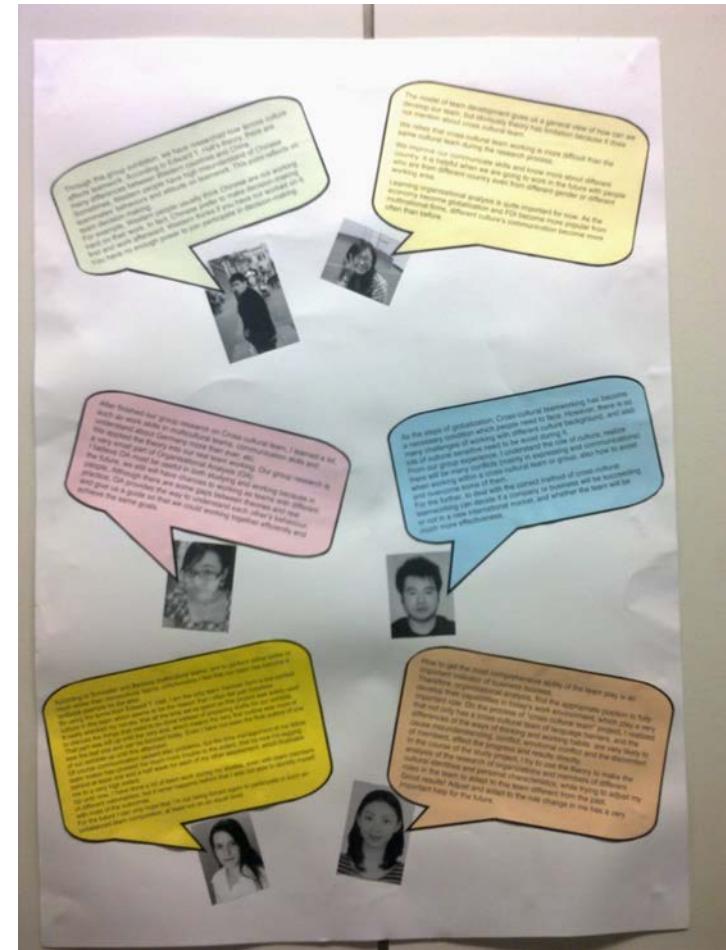
Peer support

- Course reps provided peer support throughout the student conference :
- *Offering advice to peers
- *Sharing their own personal stories
- *Gave guidance on how to handle academic research
- Highlighted the importance of sharing ideas to build confidence



‘A Sense of Belonging’ – Conference

- Offered a ‘self reflexive’ opportunity for the student

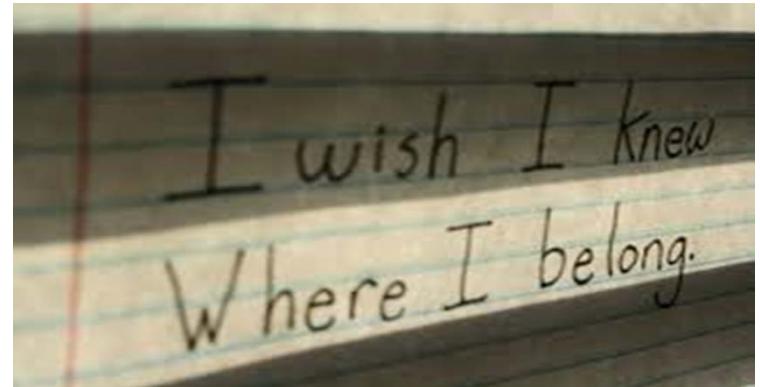


The conference was organised around 4 themes relevant to a first year student-

- 1. Teaching and Learning within a diverse cohort
- 2. Communities of practice
- 3. Social capital
- 4. Identity

Avatar, Welcome Week and Student Engagement 2015

- The Student Conference was held during Welcome Week as it was felt this was the optimum place to engage new students.



- The Keynote Speech: Explored the relationship between a community and an individual using examples from the movie 'Avatar' and practices within an academic community

https://m.youtube.com/watch?v=teyhLo_CDGo



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Benefits of a Student Conference include:

- Enables students to work with other business students and share ideas
- Enables individuals to reflect on their own membership of an academic community
- Raise awareness of the nature and variety of student engagement
- and encourages students to consider the role of research in their daily lives



Progress

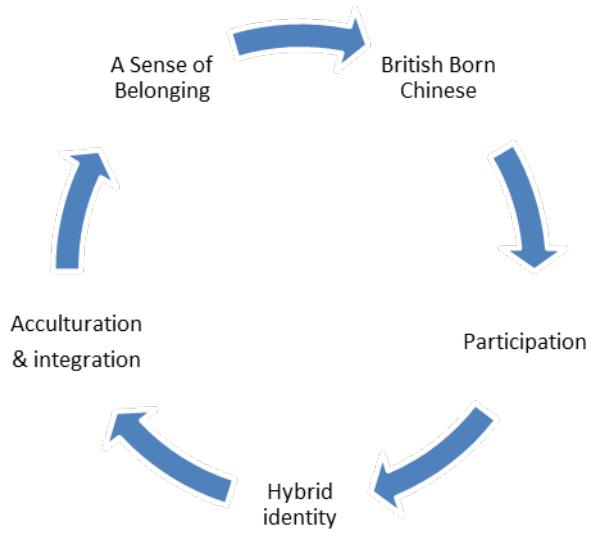
- *We have created further space for students to reflect on their membership of their academic community....
- *We have recruited students to deliver a keynote speech and act as chairs for conference streams. In 2016.
- *The conference will be embedded in the Student Engagement Plan



Building on 'early engagement' - as researchers

Abi's Dissertation

Katie's dissertation



Overall findings from level 1,2, and 3 students

- Student Engagement has been embedded at the first opportunity
- Staff and peer interaction has been viewed as very important by first year students
- Students were able to work with peers in a supportive way
- Students were enthusiastic about their research projects
- Students saw themselves as students, researchers and producers of knowledge
- Students were able to position themselves within their community of practice

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