

## Poster Abstract Book (All Poster)

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Exploring the Experiences of Articulation Students' Transition to University

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**Abstract:** Pedagogic literature highlights that systemic transitions (i.e., between different educational settings) pose challenges to students, and that challenges associated with transitions are exacerbated for articulation students (i.e., students who have completed the equivalent to their first year of study at a further education institution, e.g. HNC/HND). This project aims to explore the experiences of articulation students in relation to their transition to university. To address our aim, we conducted semi-structured interviews and focus groups with articulation students from across our institution. A total of 23 students participated, across 12 sessions. Thematic analysis was conducted to identify themes across interviews. Whilst analysis is still undergoing at time of submission, our main findings relate to student preparedness and support, under three dimensions of transitions: contextual, relational and individual. Findings will be discussed in relation to recommendations for supporting the academic resilience of articulation students as they transition to and progress throughout university.

**Poster Outline:** BACKGROUND: A large body of pedagogic literature highlights that systemic transitions (i.e., transitions between different educational settings, such as from school to university) pose challenges to students (e.g., Anderson et al., 2000; Crafter & Mauder, 2012; McGhie, 2017). Evidence suggests that challenges associated with transitions are exacerbated for articulation students (i.e., students who have completed the equivalent to their first year of study at a further education institution, e.g. HNC/HND). For instance, Barron and D'Annunzio-Green (2009) identified particular challenges for articulation students, including academic challenges (e.g., coping with different academic expectations, study skills) and personal challenges (e.g., achieving a work-study balance). Furthermore, anecdotal evidence from students at our institution (e.g., informal discussions with students in class, reports from personal tutees) highlight difficulties in academic and social matters for articulation students in comparison to peers who entered at L1.

AIMS: This research project aims to explore the experiences of articulation students in relation to their transition to university. We are guided by the broad research question: How do articulation students describe their experiences of transitioning to university? In essence, we explore *what works*, *what must change*, and *what new possibilities* could we pursue for supporting articulation students.

METHOD: Participants in this study were undergraduate students from across the university, who entered their studies via the articulation route. A total of 23 students participated, across 12 sessions. Data were collected through interviews and focus groups that were conducted online via Microsoft Teams. Thematic analysis was conducted to identify themes across interviews.

**RESULTS:** At the time of submission, analysis is on-going. Our analysis is guided by the framework of Griebel and Niesel (2009), who describe changes associated with transitions at three levels: individual (e.g., confidence, self-esteem, academic performance) relational (e.g., changing relationships with peers and/or teachers) and contextual (e.g., changing curricular expectations, different learning environments). Within this context, current analysis highlights themes relating to both student preparedness and support.

**CONCLUSION:** By developing insights relating to articulation student transitions from across our learning community, we discuss opportunities to support the academic resilience of articulation students as they transition to and progress throughout university.

**Poster References:** Anderson, L. W., Jacobs, J., Schramm, S., & Splittgerber, F. (2000). School transitions: Beginning of the end or a new beginning?. *International Journal of Educational Research*, 33(4), 325-339.

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