

Transitioning to University

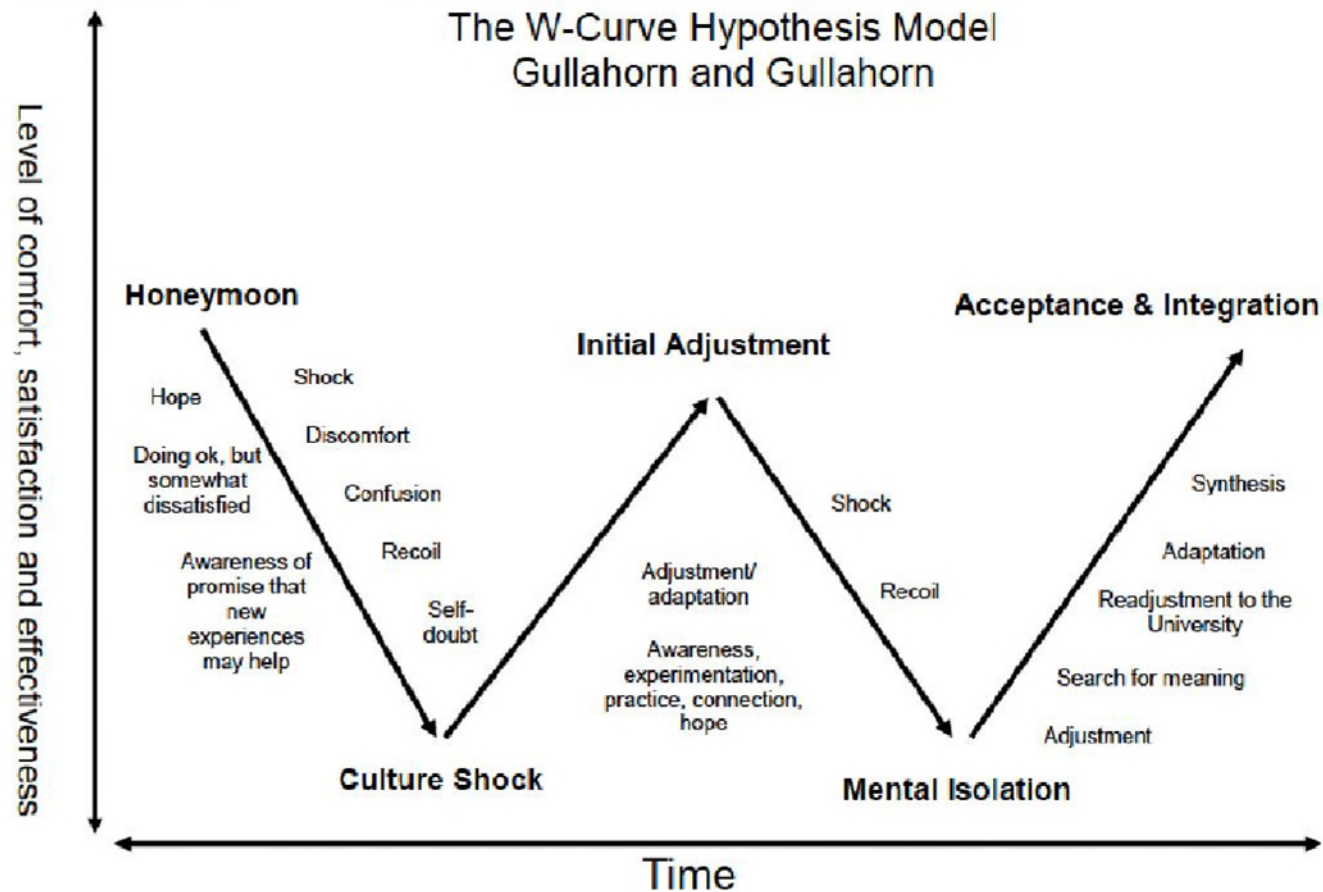
Welcome Week 2023-24

Amira Elasra, Atisha Ghosh, Neil Lloyd, Christian Soegaard, Emil Kostadinov, Susie Cleverly

This Presentation

- Transitioning to University
- Learning strategy
- Feedback and Engagement
- Study buddies
- Resources available to you-Math refreshers
- Academic Writing
- Transitioning to Economics
- Student experience
- Report & Support
- Checklist

Transitioning to University



Students said...

- “During the first few weeks of Warwick Economics I was excited for the new experience and meeting so many different people, but I was also nervous about the way in which I would balance everything. I think the difficult part was the transition to becoming very independent all of a sudden.”
- “When I came to university last year, I was quite overwhelmed by the amount of information given to us during the first week. I did find it easier with the help of the organised structure of Moodle but I still faced challenges on ‘How to Study’ and found solutions throughout the year.”
- “ ...I arrived anxious and scared, entering a new country far away from parents...”
- “What I found difficult when transitioning to University was imposter syndrome and the fear that I would struggle to grasp the increasingly challenging content.”

The [International Student Success \(warwick.ac.uk\)](https://warwick.ac.uk) course.

Study time

- Your study time will be divided into:
 - > 8-10hrs on lecture material, +3hrs of classes (Term 1 and Term2, depending on core and options) – including pre-recorded not-timetabled material.
 - > For a standard work week, this means you will have 13hrs lecture material, and 24.5hrs of independent study (37.5h study time per week).

What do you need?

Before attending lectures

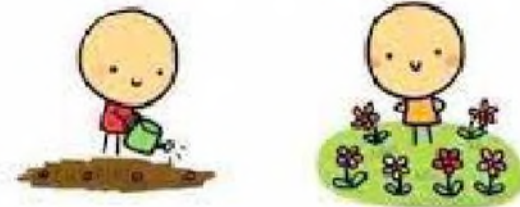
- Download lecture slides and read through them
 - Facilitate encoding lectures (see e.g., Marsh and Sink, 2010)
 - Helps taking notes more efficiently (see e.g., Witherby and Tauber, 2019)
- Do the essential reading/work (e.g, pre-class exercises)



During Lectures: Turn Up

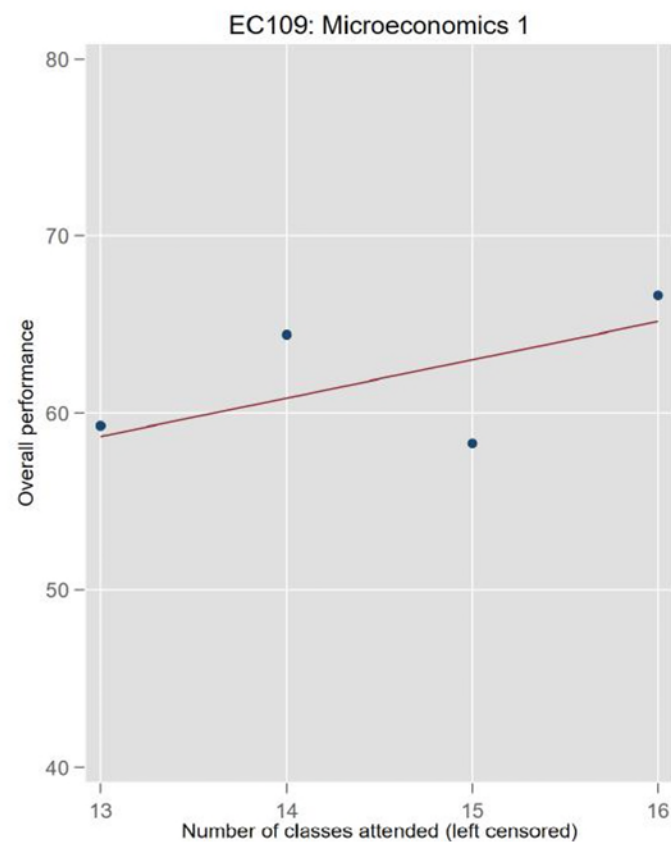
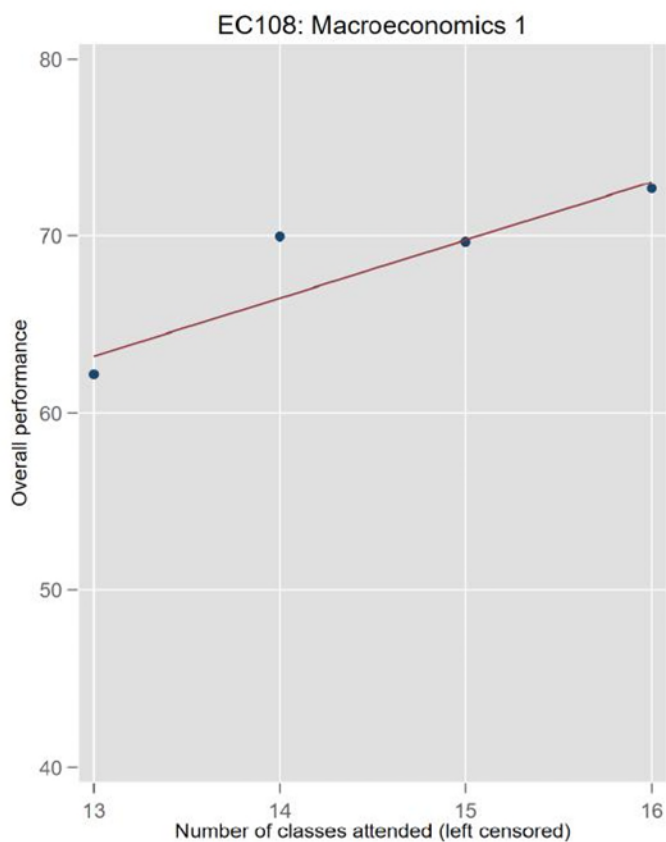
- In modules with pre-recorded material, make sure you **keep up** with the recordings each week
- Attendance is a good predictor of performance (see e.g., Lucey and Grydaki, 2022)

work hard now. it'll pay off later.



Interesting examples

Annual seminar-class attendance and year-end performance.



During Lectures: Turn Up

- Starting a new UG degree might be daunting – don't add to this!
 - Attending lectures (online and in-person) can help with **structure, routine, time management.**
- The recording may not capture all elements of a lecture that has been designed for in-person delivery.
 - Discussion, Q&A, activities, and most importantly jokes!
- Opportunities for informal **help-seeking and contact** with peers and lecturer.
- Feedback (more on this below).

During Lectures: Turn Up

- There are lots of reasons why you might miss lectures and classes:
 - Physical and mental health problems
 - Unexpected event
 - Caring responsibilities
 - Commuting issues
 - ...
- ...but **DON'T** miss lectures or classes you don't have to, it will mitigate the impact of the ones you can't avoid missing
- Attendance at small classes will be recorded
 - Find somebody to go to lectures with (study groups will help with this)
- hold each other accountable & look after each other!

During Lectures: Turn Up

- What if you miss a lecture?
 - In many modules, the recording becomes available immediately after the lecture (through Lecture Capture).
 - Watch it as soon as you can – preferably the same week.
 - Watch it with other students if possible.

During Lectures also...

- **Take notes** - If you are watching the lecture through Lecture Capture **do not constantly pause the video**, it will take you hours and it won't help you learn any better.
- **Focus** – avoid interactions on social media!
- **Ask questions** – don't feel shy to look for clarifications.
- **Do not record lectures/classes without asking permission.**

And Finally...



**KEEP
CALM
AND
TURN
UP**

After Lectures: Review

- Make sure your notes will make sense to you when you're revising.
- Do any **further or recommended reading** and add information to your notes.
- Use the Lecture Capture to revisit bits of the lecture you didn't understand.



Feedback

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What is meant with feedback?

- Feedback can be provided on assessments...but...
- (On-line or) In-person Lectures; Problem set solutions; Support and Feedback classes (S&F); Advice and Feedback hours (A&F), revision classes.
- More on this in LtLE.



Study Buddies

- Working with others is an effective way to learn.
- Explaining to others will help you build your confidence.
- You can make new friend!
- Attending events/office hours etc you might not want to go on your own to

Study Group Sign Up



Study Groups Sign-Up

Please use this link to sign-up for study groups. Instructions on how to use the groups can be found [in this video](#).

Simply choose to join any group with space in it. Groups allow a maximum of 6 students. Once you have identified a group, please get in touch with the other students in your group. You can find the email address of your peers in the participation list from the Moodle page. You should agree a time to meet and then can make use of Teams to set up a meeting and start working together. Instruction on how set up meetings and how to work in groups synchronously via Teams can be find in the [Learning to Learn in Economics](#) course.

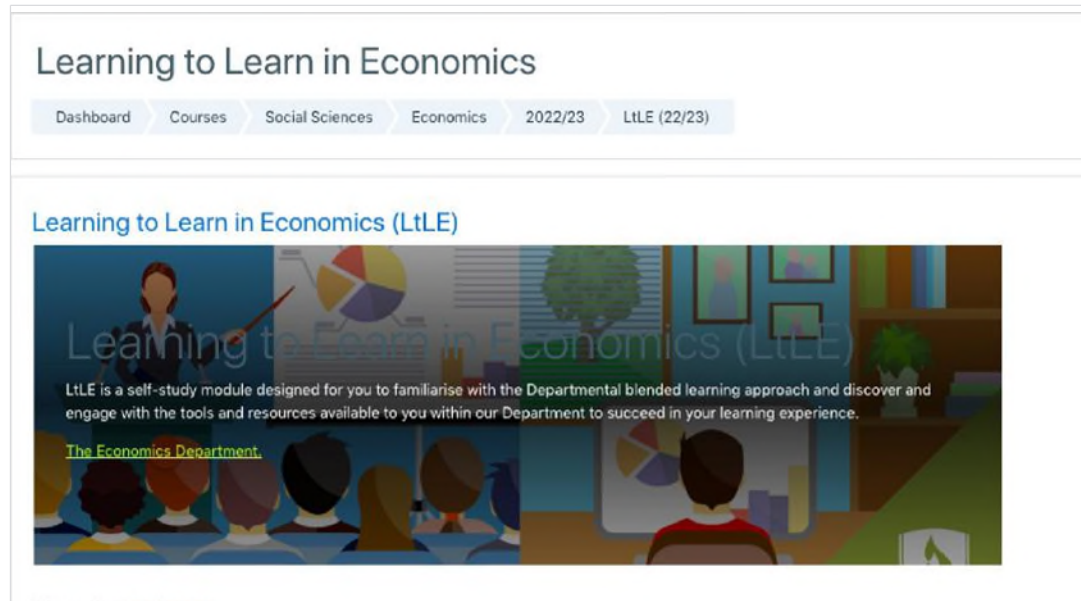
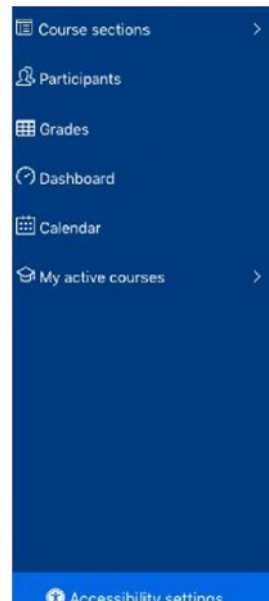
We have added some [instructions on how to get in touch with group members](#) on Moodle.

Learning to Learn in Economics

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Topics:

- T&L delivery in 2023/2024 (e.g., terminology, group work, hint and tips for studying online effectively, etc)
- Moodle, Tabula , MS Teams
- Wellbeing Support in the Economics Department
- Wider Opportunities: Student Engagement & Career Planning
- NETIQUETTE (NETwork etIQUETTE)



Maths Refresher



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<https://moodle.warwick.ac.uk/course/view.php?id=441>


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Maths Refresher: Academic Support

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 Andrew Brendon-Penn


 Mathematics

 A.Brendon-Penn@warwick.ac.uk





 Emil Kostadinov


 Economics

 Emil.Kostadinov@warwick.ac.uk





 Nicholas Jackson


 Economics and Mathematics

 Nicholas.Jackson@warwick.ac.uk

 Student Forum

 Office hours

 Announcements

 Report a problem

Maths Refresher: Expectations

- If you are taking **EC139 Mathematical Techniques A**: pass the diagnostic quizzes **in section 1**.
- If you are taking **EC140 Mathematical Techniques B**, the diagnostic quizzes **in sections 1 to 5**.
- **Section 6** under development and only partially available. Not required but recommended to engage with before Term 2.

Maths Refresher: Resources

- **Diagnostic quizzes**

evaluate your knowledge; learn by *doing*; *identify* gaps

- **Tutorial videos and topical quizzes**

check topics where you have doubts

- **Economic applications**

see how material applies to *economics*

- **Advanced quiz and further resources**

if you are interested further

Maths Refresher: Support

The Warwick University logo, featuring a stylized 'W' shape above the word 'WARWICK' in a blue, sans-serif font.

- **Online discussion forum**

ask a question; *answer* a question; *engage* with colleagues

- **Office hours**

one-on-one meetings with Nick

- **Available throughout the year**

Academic Writing Skills

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Academic Writing Skills

Course Settings Participants Grades Reports More ▾

▾ General

Collapse all



Approach to learning:

1. Writing is a *process*, not simply putting 'pen to paper'.
2. Learning to write requires writing.
3. There is no one way to write.
4. Writing should be adaptable/responsive.

What to expect:

- Moodle e-book: *The Core Principles of Writing* (self-study)
- 2x in-person workshops (in collaboration with **Warwick Foundation Studies**).
 - Term 1, Week 2: *Academic Reading* [10 credits towards PDM]
(With readings from first EC104 essay questions)
 - Term 2, Week 2: *Writing Formats in Economics* [5 credits towards PDM]

Workshop sign-up via **Tabula**.

Use **Moodle forum** for queries.

Compulsory: **15 credits** towards Personal Development Module

Transitioning to Economics



Transitioning to Economics: Key Resources

This is a self-study resource that has been designed to help you catch up on essential microeconomics and macroeconomics concepts and terminology that will be introduced to you in the first few weeks of term. The aim of this resource is to guide you through the main concepts in economics in a non-technical manner, paving the way for a more in-depth understanding of the same (and more!) in your modules.

Each concept has been defined and explained followed by some podcasts and/or readings at the end. There are also some very basic exercises at the end of each concept for you to gauge your understanding. In addition, there is a separate section with links to external resources which you may find helpful as you make this transition to Economics.

If you have any question, comments or doubts about any of the concepts or the resource in general, please post them on the [Forum](#).

- ❖ To help you catch up on essential microeconomics and macroeconomics concepts and terminology that will be introduced to you in the first few weeks of term.
- ❖ Particularly useful if this is your first degree in Economics

Transitioning to Economics: Structure



Announcements

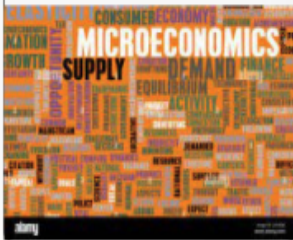


Forum



Feedback

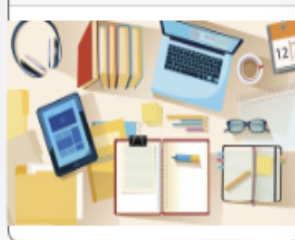
Microeconomics



Macroeconomics



Useful Websites and P...



H5P quizzes



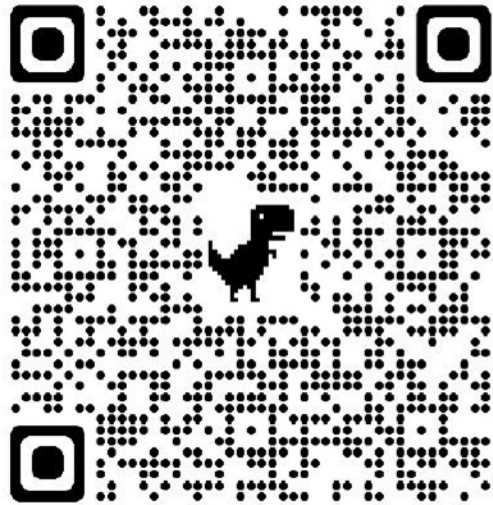
Micro

Example: <https://moodle.warwick.ac.uk/mod/page/view.php?id=1832285>

Macro

Example: <https://moodle.warwick.ac.uk/mod/page/view.php?id=1833947>

SCAN ME



All Transition
Resources

Student Experience

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1. Economics Student Experience:

- Your wider engagement
- Student Societies
- Mentoring Scheme
- SSLC

ECONOMICS

2. Personal Development Module

1. Briefings projects



Economics department



Report + Support

Susie Cleverly

Website: reportandsupport.warwick.ac.uk

Email: reportandsupport@warwick.ac.uk

Report & Support is a confidential University portal

This is where you find us

<https://reportandsupport.warwick.ac.uk/>

Or you can email us on

reportandsupport@warwick.ac.uk

We provide both supporting & reporting options to students who've been affected by bullying, harassment, discrimination or sexual misconduct.

What can you report into us?

Sexual misconduct (online and in person)

Discrimination

Harassment

Bullying

Relationship abuse



Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.



There are two ways you can tell us what happened

Report anonymously

or

Speak to an advisor

What happens when you report into us?

(We wish we were called “Support & Report”)

1. We are confidential
2. We don't alert your department or your family
3. We reach out to you via the phone/email you've given us
4. You tell us what you want to share – we check what support you need and – if you're ready to hear – we can talk through your reporting options **BUT NOTHING HAPPENS UNTIL YOU WANT IT TO**

We support both parties

If you decide that you want to start a University investigation (or a mediation) you have a Student Liaison Officer assigned to you

If you are reported by another student (and given a Notice of Investigation) then you will also be given a Student Liaison Officer to support you

The University has a Duty of Care to all students - if allegations are made and the reporter chooses the investigation option then we must support both sides, the process must have parity

How can you avoid ever meeting us again??!

TAKE TIME to understand the boundaries of your new housemates/course mates/team members

RESPECT THEM: they probably won't be the same as yours

LISTEN TO THEM

If someone asks you to watch a movie in their room they have given consent for you to watch the movie. Nothing else

Supporting friends in these situations

Are they telling you something historic or recent?

Are they living or studying with the person who's hurt them?

Signpost them to help – you're the friend not the investigator/specialist support

Supporting friends in these situations

Never pressure someone into reporting.

- Even if you believe they should report - this is about them and their choices, not yours.
- They have to cope with reporting.
- It is their story. Don't share it

Any questions?



Checklist

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- Guidance on key things to do starting your UG degree:
 - Where to find info/familiarise with IT systems/register optional modules/support available to you/events/top tips



ANY

QUESTIONS?