



Transitioning to University

Welcome Week 2024-25

- **Lory Barile, Atisha Ghosh, Neil Lloyd, Emil Kostadinov, Tina MacSkimming, Shanice Arissol, Susie Cleverly**

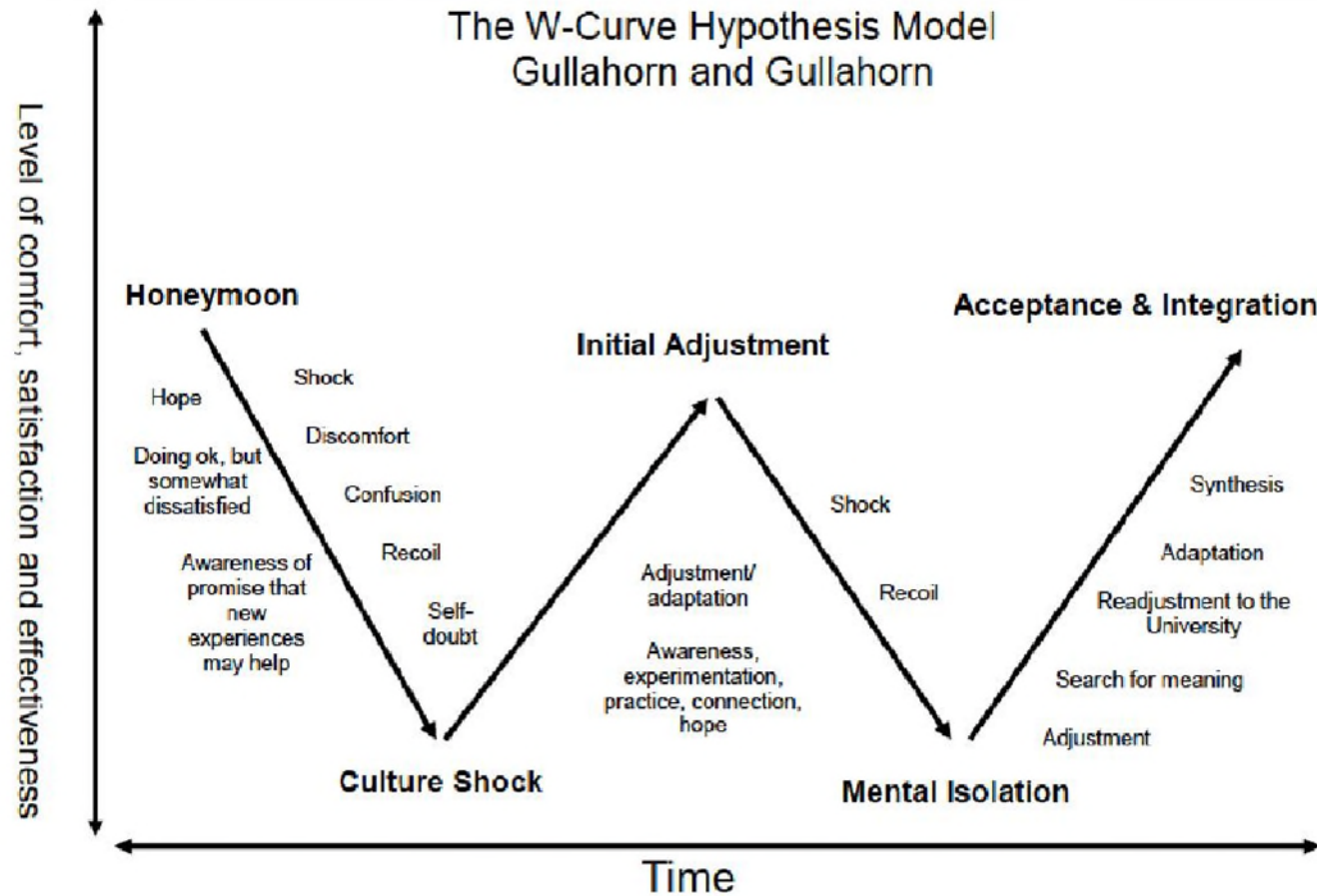


This Presentation



- Transitioning to University
- Learning strategy
- Feedback and Engagement
- Study buddies
- Resources available to you - Maths Refresher
- Academic Writing
- Transitioning to Economics
- Report & Support

Transitioning to University



Source: Hoffenburger, K., Mosier, R., & Stokes, B. (1999). Transition experience. In J.H. Schuh (Ed.), Educational programming and student learning in college and university residence halls. Columbus, OH: ACUHO-I

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 lectures, +3hrs of classes (Term 1 and Term2, depending on core and options).
 - For a standard work week, this means you will spend 13hrs in lectures and classes, 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)

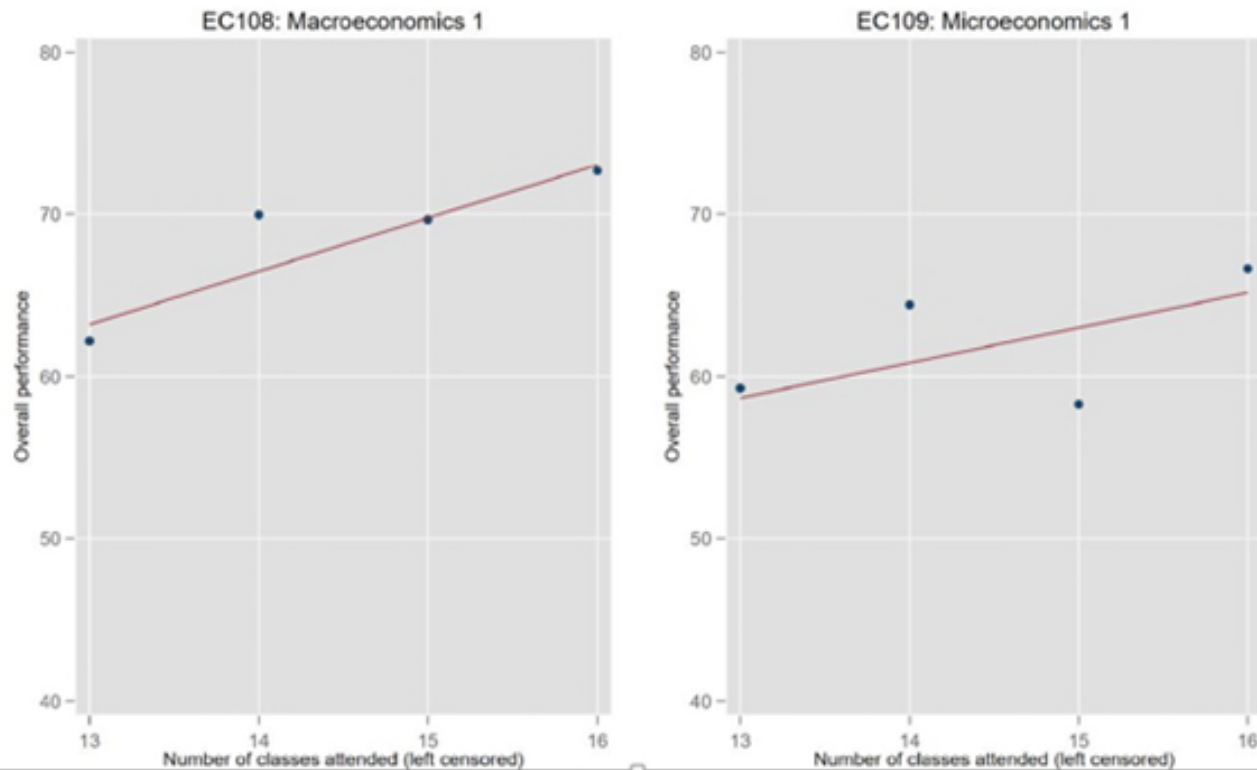
work hard now. it'll pay off later.



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 can help with **structure, routine, time management.**
- For modules using asynchronous lectures, be aware that 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**



Feedback

What is meant with feedback?

- Feedback can be provided on assessments...but...
- Lectures; Problem set solutions; Support and Feedback classes (S&F); Advice and Feedback hours (A&F), revision classes.



Study Buddies

- Working with others is an effective way to learn.
- Explaining to others will help you build your confidence.
- You can make new friends!
- 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.


Students' handbook content


Topics:


- T&L delivery in 2024/2025 (e.g., terminology, group work, hint and tips for studying effectively, etc)
- Moodle, Tabula , MS Teams
- Wellbeing Support in the Economics Department
- Wider Opportunities: Student Engagement & Career Planning
- Code of conduct ([course](#), and [dignity at warwick](#))

Maths Refresher: Academic Support





 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

- **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

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



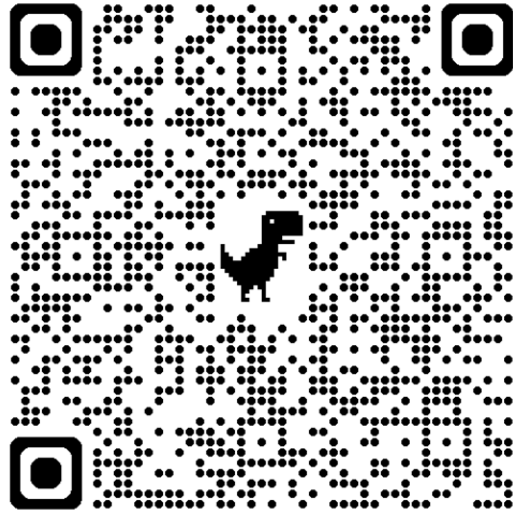
Transitioning to Economics: Key Resources

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



All Transition Resources

Pastoral Support...

- Pastoral Team – Support available within the department, mitigating circumstances (e.g. academic concerns, short-term/long-term illness or health concerns, bereavement etc.) Come and talk to us
- Daily Drop-In Sessions – Run by the Pastoral Team. 2 hours per day throughout term-time
- University Wellbeing Services – Brief Consultations, Self-help Guides, Steps to Wellbeing, Counselling, CBT
- Disability Services – Reasonable adjustments, individual support requirements – make an appointment as soon as possible
- Report and Support - A university service you can turn to for support with harassment of any kind.



Economics Pastoral Team



Bhaskar Chakravorty
Year 1 tutor



Tina MacSkimming
Student Support and
Progression Officer



Dr Amira Elasa
Senior Tutor (UG)
Term 1



Inga Turner
Student Support and
Progression Officer



Dr. Emil Kostadinov
Senior Tutor (UG)
Term 2 & 3

The Economics pastoral team can be contacted via email on economics.pastoral@warwick.ac.uk or attend one of our daily drop-in sessions



Economics Team



Dr Eman Abdulla
Advisor to Female
Students



Dr Andreas Markoulakis
Advisor to Overseas
Students



Dr Mahnaz Nazneen
Advisor to LGBTQ+
Students



Dr Subham Kailthya
Academic Careers Co-ordinator



Professor Caroline Elliott
Report & Support Advisor



Dr Juliana Cunha Carneiro Pinto
Disabilities Advisor



Professor Robin Naylor
Widening Participation Academic Lead

Widening Participation at Warwick

Widening Participation Student Network

- ✓ The WP Student Network brings together current students from a Widening Participation (WP) background, forming a community that is inclusive and peer led.
- ✓ We welcome all students into our community who self-identify as from a WP background.
- ✓ At Warwick, this could mean you are eligible for the Warwick bursary, have caring responsibilities, were eligible for free school meals, entered Higher Education as a mature student etc. More examples of criteria can be found on our website.
- ✓ Visit our website for more information

Support for Independent Students

- ✓ The WP team offers **support, advice and guidance** to students who are independent because they are **care leavers** or are **estranged from their parents**.
- ✓ We can also offer support to students who are at risk of becoming estranged from their families during their studies.
- ✓ Please contact the WP Lifecycle Team at lifecycleteam@warwick.ac.uk for more information.

Visit us:

[warwick.ac.uk/study/outreach/
currentstudents/wpstudentnetwork/](https://warwick.ac.uk/study/outreach/currentstudents/wpstudentnetwork/)

Wellbeing and Student Support-

Presented by Shanice Arrisol



The Disability Team

- ✓ Advice, guidance and support to students with disabilities such as sensory impairments, long-term medical conditions, mental health disabilities, specific learning differences, autism, etc. Appointments offered Mon –Fri all year
- ✓ Reasonable adjustments including special exam arrangements to facilitate study – liaison with academic departments, accommodation team
- ✓ Information on available funding e.g. Disabled Student Allowances
- ✓ One to one specialist support and practical enabling support (mentoring, study skills, note taking etc.)
- ✓ Raising awareness of disability, accessibility and inclusive teaching & learning practices for all; offering staff awareness sessions

Wellbeing and Student Support

Your Warwick journey essentials:

- ✓ **Be kind to yourself** – It's normal to feel nervous, stressed or anxious when starting University – you won't be the only one feeling like this. Try not to put too much pressure on yourself and let go of expectations.
- ✓ **Get a healthy work-life balance** - We really hope your time at Warwick is productive and enjoyable, so we promote wellbeing and a healthy balance of work, rest and play.
- ✓ **Respect yourself and others** -Warwick is a vibrant community – we respect ourselves & others; we look out for ourselves & others.
- ✓ **Be proactive** - Wellbeing Support Services have courses and masterclasses that you can go to at any time, to get some advice on how to look after yourself throughout your time at University.
- ✓ **Talk to someone** - Wellbeing Support Services are here for you. Whether you're undergraduate or postgraduate; home or international; part-time or full-time, Wellbeing Support Services are here to help during difficult times.

Reasonable Adjustments

Should you have a known condition requiring Reasonable Adjustments, you must meet with Disability services as soon as possible to get these in place.

For summer exams:

- You must meet with Disability Services and have your adjustments in place before their **March** deadline.
- Late submissions (with supporting evidence) will only be considered if there are EXCEPTIONAL reasons for the delay.
- In certain instances, the Department may offer some flexibility, and students who have a recommendation before 25th April may be accommodated for exams.
- **Any applications received after 25th April will be declined and students will need to submit mitigation if necessary.**

What do Report + Support do?

Susie Cleverly

September 2024

Web: www.reportandsupport.warwick.ac.uk
Email: reportandsupport@warwick.ac.uk



Report + **Support**

What is Report + Support?

- Online confidential reporting platform
- Students, staff and visitors to the University can all use the platform
- By disclosing to R+S using the online reporting tool **nothing formal is triggered with the university**
- There are two ways to contact R+S - report anonymously or report with details
- We cannot contact someone if they have made an anonymous report: there is no 'tracking' of email addresses or student IDs

What happens once you disclose to us?

- If you have reported with details, we contact you within a few hours (we don't work 24/7 though)
- We will offer to meet with you online, in-person or over the phone to talk – we will check on your safety, what support you might need and if you feel up to it we will talk about your options going forward
- We are a reporter-led service and WILL NEVER FORCE YOU to make a formal complaint if they don't want to
- We also signpost to on and off campus support services
- If you've already reported to the police please check in with us too

What doesn't happen

- Like I've said, nothing formal happens unless you want it to
- If you've named someone in an anonymous report we won't reach out to them or take action – because we can't
- We won't contact your department
- We won't contact your parents
- Disclosing into us won't affect your visa or your funding
- If an allegation is made against you, you will also be supported through that process. Make sure you engage with us

OUR TEAM



We are good inclusive people who are NOT AT ALL SCARY I promise.

We are also completely un-shockable

Report + **Support**

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

[Report with details](#)

Support

[Report + Support](#)

A bit about what you can report to us....

Report + **Support**

University of Warwick Sexual Misconduct Policy

Sexual Misconduct covers a broad range of inappropriate and unwanted behaviours of a sexual nature. It covers all forms of sexual violence including.

Domestic Violence and Stalking can sometimes overlap with sexual violence and harassment.

**If you are experiencing this at home.
We can still support you.**

Sex without consent

Sexual abuse (including online and image-based abuse)

Non-consensual sexual touching

Sexual harassment (unwanted behaviour of a sexual nature which violates your dignity; makes you feel intimidated, degraded or humiliated or creates a hostile or offensive environment)

Stalking

Abusive or degrading remarks of a sexual nature

... and a vast range of other behaviours

Report + **Support**

What can be reported into Report + Support?

Discrimination

Harassment

Bullying

Sexual misconduct

Relationship abuse

Hate crime / hate incidents

Report + **Support**

University of Warwick Relationship Abuse Policy

Any incident or pattern of incidents of controlling, coercive, threatening behaviour and/or violence between those aged 16 or over, who are, or have been in a personal relationship with the individual abusing them, regardless of gender or sexuality.

People who are “personally connected” include;

Partners, Former partners, Family members, Individuals who share parental responsibility for a child

They do not need to be living in the same household

Physical

Psychological

Financial

Stalking

Digital &
Online

Honour
Based
Abuse

Emotional

Report + **Support**

What is a Hate Incident, how is this different from a Hate Crime?

Currently there are **five characteristics** that are given special protection, and are the characteristics that hate incidents or crimes can be committed based upon.

The police and Crown Prosecution Service define hate crimes and hate incidences as being motivated by hostility or prejudice based on one of the below characteristics.

Hate crime is any act that is a criminal offence, motivated by hostility or prejudice e.g.: theft, fraud, sexual assault or harassment.



Something is a hate incident if the **victim or anyone else** thinks it was carried out because of **hostility or prejudice** based on one of these characteristics.

This means that if the victim believe something is a hate incident, it **should be recorded as such** by the person it is being reported to.

Report + **Support**

R+S top tips

Complete the Student Conduct Moodle

Take part in our Active Bystander training when its offered

Take time to understand the boundaries of your housemates, friends, peers, society and club members and respect them.

Remember Report + Support are here if you want to get support for bullying, harassment, discrimination, hate crime, sexual misconduct and relationship abuse.



Any **questions?**



Report + **Support**

ANY

QUESTIONS?