



Student Transitions: Example of transitions practice

Title: Transformative Change: Educational and Life Transitions (TCELT)

Transition(s) the practice supports: the aim of this is to identify where this would sit on the planned transitions map.

TCELT is an inter-disciplinary and cross-university Centre at the University of Dundee undertaking work within the context of educational and life transitions. The Centre aims to capture the vibrancy and themes within the transformative vision of the University of Dundee.

www.dundee.ac.uk/eswce/research/researchcentres/tcelt/

Abstract: a brief outline of the practice – this will allow all your institutional examples to appear on the one page of the website, linking to further information. This should be no longer than 120 words.

The work of the Centre is built on the basis that transition is an on-going process and that we need to understand its close link with well-being. Currently TCELT focuses on four themes, including educational transitions & well-being and social change for well-being. This area of practice includes transitions at every educational stage and across stages from home to university, including those of learners with additional support needs and international learners. TCELT collaborators include national and international colleagues and doctoral students at the University of Dundee. The Enhancement Themes institutional team now plans to collaborate with TCELT to develop their understanding of transitions.

Description: (this is the information to which the abstract would link) a more detailed description of the practice with an indication of what led to its development, how long it has been in place, and why it benefits students

The work of TCELT involves researching and understanding the psychological, educational and sociological processes that are a part of transitions e.g., self-esteem, resilience, emotional intelligence and self-determination. While these transitions can be exciting and motivating, some find them challenging. TCELT undertakes work in the areas of values, approaches and strategies that can help facilitate positive transitions and resilience during change e.g., active learning agency, voice, participation, creative approaches, computer assisted technologies, inter-professional collaboration etc.



enhancement
themes

The success of the Centre is reflected in its projects and outputs. Projects to date undertaken by TCELT and its collaborators includes:

- Creative communities' transformative change project (2013-2014), capturing the voice of the communities in Dundee leading to an exhibition and a book, Project team: Anna Robb, Divya Jindal-Snape, Susan Levy, Fiona McGarry, Gaye Manwaring, Jean McEwan-Short, Patricia McGlone and Pete Glen in partnership with Dundee community organisation and schools.
- Transition of international students (2012-2013), funder University of Surrey: Divya Jindal-Snape (PI).
- Transition between staff and doctoral supervisor/supervisee roles (2012): Richard Ingram (CI) and Divya Jindal-Snape (CI).

Sharing good practice outputs include:

Rienties, B., Johan, N. & Jindal-Snape, D. (2014). A dynamic analysis of social capital building of international and UK students. *British Journal of Sociology of Education*, DOI: 10.1080/01425692.2014.88694

Jindal-Snape, D. (2013). Primary-Secondary Transition. In S. Capel, M. Leask, & T. Turner, *Learning to Teach in the Secondary School: A companion to school experience*, 6th Edition. New York: Routledge, pp. 186-198.

Jindal-Snape, D. & Ingram, R, 2013. Understanding and Supporting Triple Transitions of International Doctoral Students: ELT and SuReCom Models. *Journal of Perspectives in Applied Academic Practice*, 1(1), 17-24.

Contact details: name and email address of key person who can discuss the case study in more detail. (with their permission agreed before submission)

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