

Self-control Using Traffic Lights Toolkit for Academic Success

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The term traffic light refers to automatically operated coloured light those help control the traffic. In this piece of writing the term has been used to reflect from the day-to-day practice how one can make use of self-control for their academic success. The aim of introducing the traffic light toolkit in higher education is to ensure that there is an effective way to monitor and improve the learning experience. It was evidenced from previous use that the traffic light system encourage reflection and help continue ongoing self-assessment and improve academic performance level.

WHAT IS TRAFFIC LIGHT SYSTEM?

An academic team from the Canterbury Christ Church University initiated the idea to develop a toolkit which was funded by the Higher Education Funding Council for England (HEFCE). The interdisciplinary team designed the toolkit which is a set of learning support system which they named as The Traffic Light Toolkit (TLT). The system mainly has three tools to take self-control which includes "*The Perception of Challenge Tool, The Quadrant Tool and The Rating Scale Tool* (McCormick and Harvey, 2021). It is to be believed that an individual approach allows students to self-assess against the skills set or statements and then develop reflective practice and strategies for improving their skills in areas where they feel they are struggling". The tool can be used to monitor students' progression and identify potential risk within the group or class using weekly formative feedback and creating on-going communication (mostly via email communication).

GREEN – No RISK STUDENT

Amber – Moderate RISK STUDENT

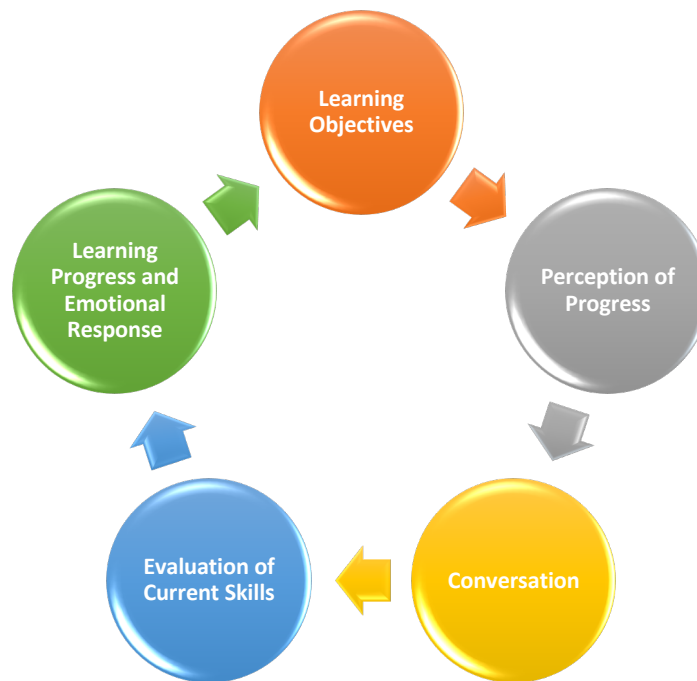
Red – High RISK STUDENT

WHY IT IS USEFUL?

The Traffic Lights Toolkit (TLT) is useful because it assists development of skills on self-reflection, promote self-regulation and allow self-assessment to determine the individual progress. It is a great tool to develop one's personal and professional development plan (PDP) which allow learners to interact and engage with more actively in response to their academic and employability skills. The model encourages taking responsibilities for own learning which is very much important for both the cognitive and affective dimensions. Finally, the tool help establish the proactive learning culture by setting individual learning objectives and promote proactive academic strategies and skills.

HOW WILL WE IMPLEMENT IT?

The tool can easily be implemented by setting the solid and concrete learning goals by specifying the learning outcomes.



HOW TO ENGAGE ACADEMIC COLLEAGUE TO ENSURE IT WORKS?

An academic colleague can follow a cycle of periodic follow-up which can be useful to track and trace the learners and will assist identifying the academically vulnerable learners to provide appropriate assistance with. To create an appropriate follow-up a lecturer/tutor can send an email to the student who missed their respective lesson and signpost them to the resources that they can read to prepare for the next session. There must have been a follow-up check point (ideally 3 weeks for a 10/12 week's session) to review the student work for formative feedback and if anyone misses the lecturer needs to highlight those students with the student engagement/support team. These group of learners might fall under the category of the potential non-submission for the future. This will also allow the tutor to monitor if anyone require any additional supports or not. Based on the responses the tutor can now create a colour list as mentioned earlier to review and prepare a support model for everyone.

WHAT IS THE OUTCOME?

The appropriate implementation of the tool will ensure improving the student engagement with the lecture and will improve student retention, student submission rate, student pass rate and finally will results in greater student satisfaction (which will reflect on the National Student Survey report).

CONCLUSION

It can be concluded from personal experience that the appropriate use of the toolkit is useful and very much result driven. Using the toolkit, I have managed to ensure 100 percent submission and pass rate in various alternative providers in past years which ultimately

resulted in a higher student satisfaction rate on the NSS report. The toolkit help boost students' confidence and engagement in class and allow to set appropriate learning support system which in return results in better performance mutually to learners and academic institutions.

Bibliography

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