



UNIVERSITY OF
PORTSMOUTH

Give Them a Reason

Evidence on attendance from a Programme-Level Pedagogical Redesign

Context and Research Questions

- Undergraduate attendance has been declining for many years
- Accentuated by Covid but there are many contributing factors: financial pressures, juggling studies with paid work, commuting is more common,
- Non or occasional attendance has become accepted as normal – attendance is seen as optional
- Associated concerns – low attendance feeds into poor student wellbeing and a lack of belonging

Research Question 1: Which pedagogical approaches are associated with higher attendance?

Research Question 2: Which students are most likely to attend?

Research Question 3: Which students are most likely to respond to innovative pedagogies?

The study – students studying accounting at UoP in 25/26

Data is student level attendance by module

Modules are distinguished between three alternative pedagogies:

- 9 modules have traditional pedagogies – lecture and seminar
- 3 modules are based on active learning (enABLE) only – no lectures, just 2-hour workshops
- 12 modules are active learning + continuous assessment (CA)

Table: Summary stats – Average attendance by level and pedagogy

	Observations	Average	No. of students
Total sample	2346	47%	443
Level4	1,025	51%	174
Level5	817	46%	141
Level6	504	40%	128
Pedagogy of Module			
Conventional	386	36%	
enABLE	363	53%	
CA + enABLE	1597	48%	

Table: Summary stats – student attendance by characteristic

	Observations	Average
Qualifications on entry		
Diploma with tariff	544	42%
A level	1021	49%
Non-tariff	781	48%
Student characteristics		
BAME	1086	43%
white British	726	48%
international	534	54%
resident on island	1752	48%
commuters	594	44%
male	1715	46%
female	631	51%
not repeating	2258	48%
repeating	88	15%

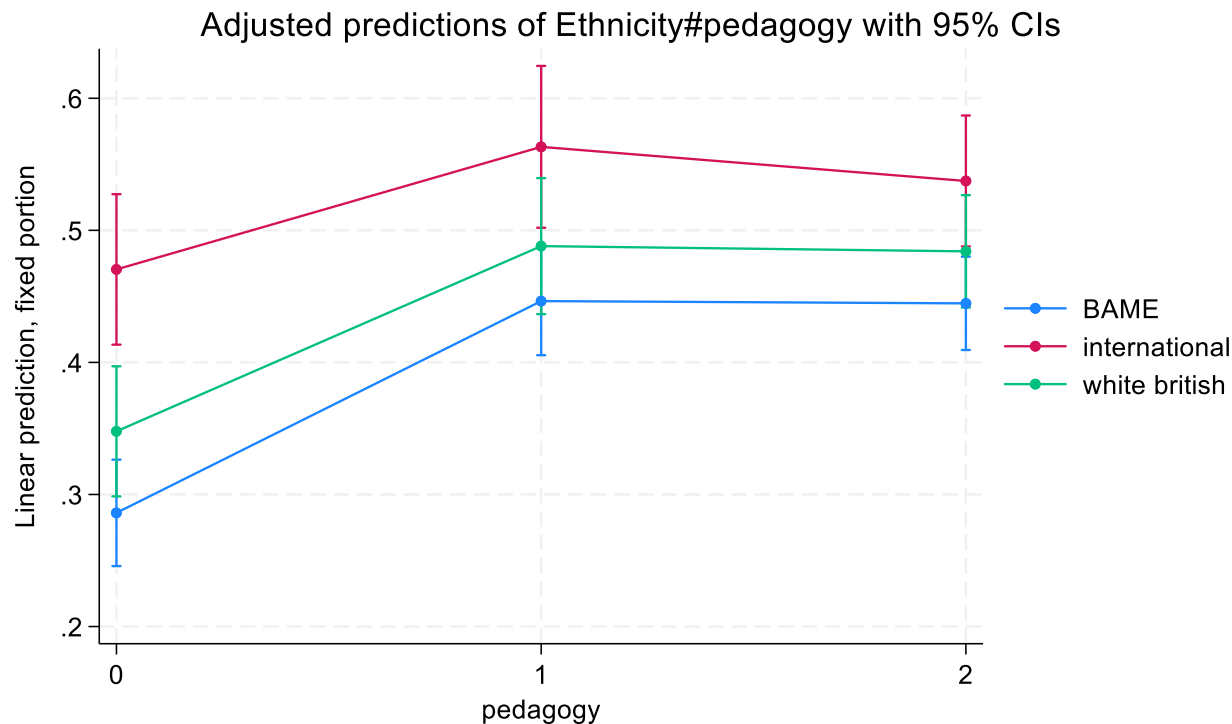
Results from clustered OLS

- Interactive terms (not reported) are insignificant
- Everyone benefits from both enABLE and enABLE combined with continuous assessment (CA)

	Percent Attendance	
Active Learning	0.136	***
	(0.013)	
Active Learning + CA	0.138	***
	(0.010)	
female	0.054	**
	(0.026)	
BAME	-0.044	*
	(0.027)	
International	0.091	**
	(0.036)	
Commuter	-0.019	
	(0.027)	
Repeating student	-0.310	***
	(0.030)	
Home non-Alevel	-0.076	***
	(0.025)	
Level 5	-0.069	**
	(0.027)	
Level 6	-0.146	***
	(0.028)	
Constant	0.456	***
	(0.028)	
R-squared	0.15	
Observations	2346	
*** p<.01, ** p<.05, * p<.1		

Central Results from mixed effects model

Graph is for all students, table is for Level 4



	White British	BAME	International
Traditional	41%	33%	54%
enABLe	54%	49%	63%
gain (pp)	14%	16%	9%
enABLe + CA	55%	49%	61%
gain (pp)	14%	16%	7%

Pedagogy 0: Traditional

Pedagogy 1: enABLe

Pedagogy 2: enABLe + CA

Student approaches to study

Students were asked to complete a survey which gives us measures of:

- Resilience (CD-RISC)
- Intrinsic motivation (MSLQ)
- Extrinsic motivation (MSLQ)
- Help seeking (MSLQ)
- Effort regulation (MSLQ)
- Time management (MSLQ)

Resulting in a reduced sample of 1440 attendance observations from 289 students who completed the survey

Results for
student
orientation –
control variables
included but not
reported

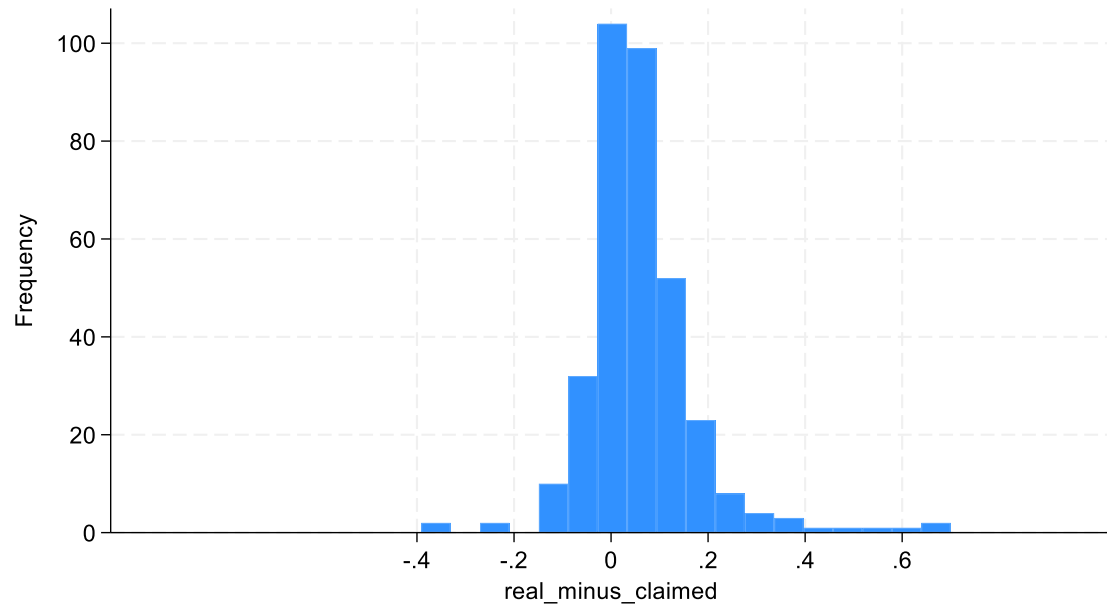
	attend_total		attend_total	
CD_RISC	-0.009			
	(0.021)			
intrinsic_goal	-0.033	*		
	(0.017)			
extrinsic_goal	0.001			
	(0.014)			
effort_reg	0.010			
	(0.023)			
help_seek	0.011			
	(0.015)			
metacog_selfreg	-0.054	**		
	(0.023)			
time	0.122	***	0.091	***
	(0.019)		(0.014)	
_cons	0.385	***	0.186	**
	(0.098)		(0.072)	
R-squared	0.17		0.15	
Number of observations	1440		1452	
*** p<.01, ** p<.05, * p<.1				

Summary of findings

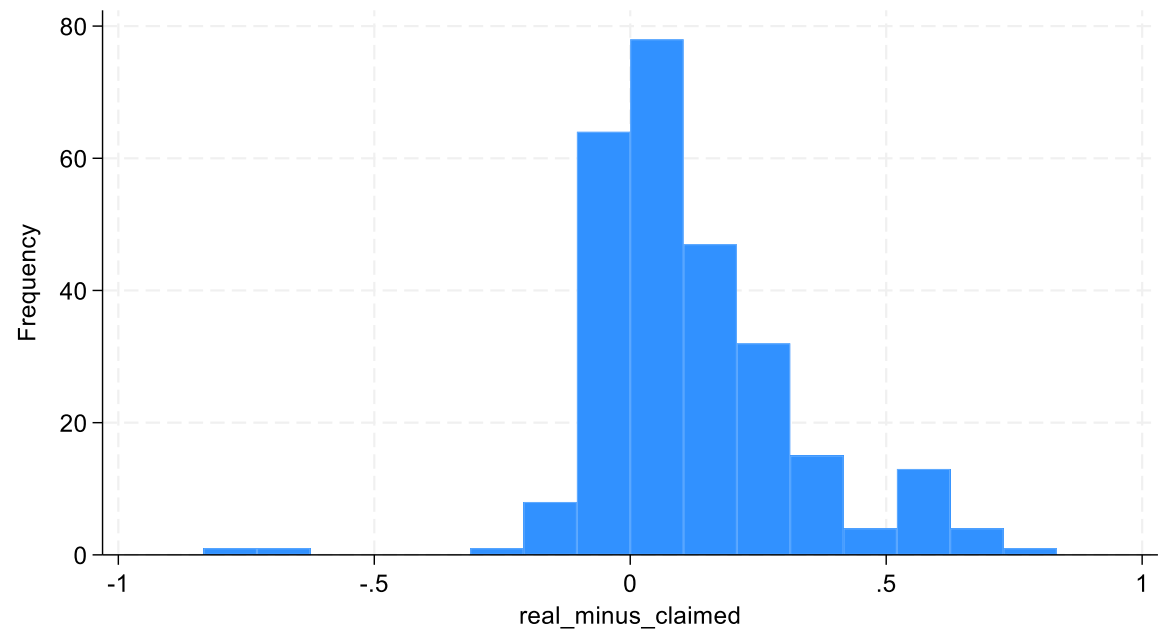
- Attendance is higher for:
 - international students (+9.1pp)
 - Female students (+5.4pp)
 - Students with good time management
- Attendance is lower for:
 - Repeating students (-31pp)
 - Level 5 and 6 students relative to level 4 (-6.9pp and -14.6pp respectively)
 - Home students with non-A Level qualifications on entry (-7.6pp)
 - BAME students (-4.4pp)
- No effect for:
 - Commuter students
- **The key finding:** Active Learning increases attendance by between 9 and 16pp
- Little evidence that this effect differed across students - all categories of students are more likely to attend modules delivered according to enABLE principles

	attend_total		realattend		real_minus_claimed	
female	0.073	**	0.056	**	-0.017	
	(0.028)		(0.026)		(0.021)	
BAME	-0.037		-0.037		0.000	
	(0.030)		(0.027)		(0.021)	
international	0.069	*	0.022		-0.047	*
	(0.039)		(0.035)		(0.024)	
off_island	-0.024		0.059	**	0.084	***
	(0.030)		(0.026)		(0.022)	
repeat	-0.303	***	-0.402	***	-0.098	**
	(0.042)		(0.055)		(0.038)	
nonAlevel	-0.087	***	-0.107	***	-0.020	
	(0.028)		(0.027)		(0.019)	
Level5	-0.046		0.019		0.065	***
	(0.030)		(0.029)		(0.018)	
Level6	-0.111	***	0.090	***	0.201	***
	(0.032)		(0.029)		(0.024)	
_cons	0.598	***	0.670	***	0.072	***
	(0.031)		(0.028)		(0.020)	
R-squared	0.10		0.16		0.20	
N	863		863		863	
*** p<.01, ** p<.05, * p<.1						

Level 4



Level 5



Level 6

