Students as Bridges: Translating the Student Voice for effective curriculum evaluation

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How do we know the student voice in curriculum settings and how can we become closer to it?
The Project: A Student’s Perspective

Context

Methods

Findings

Graeme Andrews (1930) ‘Working Harbour’ Collection, City of Sydney Archives
Early Feedback – use of technology

"What technology?"

"2/10 don’t use it much"

"very helpful"

"Good"

"Wolfram Alpha is my saviour"

"Having powerpoint slides help learn"

"The use of technology did not contribute greatly to my learning, however using Blackboard for resources was very good"
Student Collaborator Feedback – use of technology

Because the screen is so big it made it easier to see the slides no matter where you are in the room. Also because the front desks are lower than the back it meant that no one was blocking each other’s view. Also due to the small class size it meant that everyone got help when needed and everyone followed the content.

The collaboration studio has both positive and negative aspects. I like how computer work can be shared and discussed and how the space promotes group work and participation. Because of this I believe the design of the collaboration studio has aided in my understanding. Downsides involve the 3D technology. I found that because I have impaired eyesight and am prone to motion sickness, viewing these programmes made me ill and at one point I needed to leave the room. While I understand this technology can aid in comprehension, it would be best if it was not used as the main or sole descriptor of a key point.
Students as bridges

Lisa Mazzei and Alecia Jackson’s 2012 paper on *Complicating Voice in a refusal to “Let participants speak for themselves”*. 

Special Research Project (12 units):
• Discipline Academic Support
• Final Report Submission

Teaching and Learning research structure:
• Academic Developer Support
• Ethics and survey design approval
Knowing is a matter of part of the world making itself intelligible to another part of the world (Barad, 2007:185)
Students as bridges

Moving forward

“good teaching means seeing through the learner’s eye”.

Ramsden (1988)