

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



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Students as bridges



City of Sydney Archives, 1966, Ariel view south across Harbour bridge

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”

“Wolfram Alpha is my saviour”

“Good”

“very helpful”

“Having powerpoint slides help learn”

“The use of technology did not contribute greatly to my learning, however using Blackboard for resources was very good”

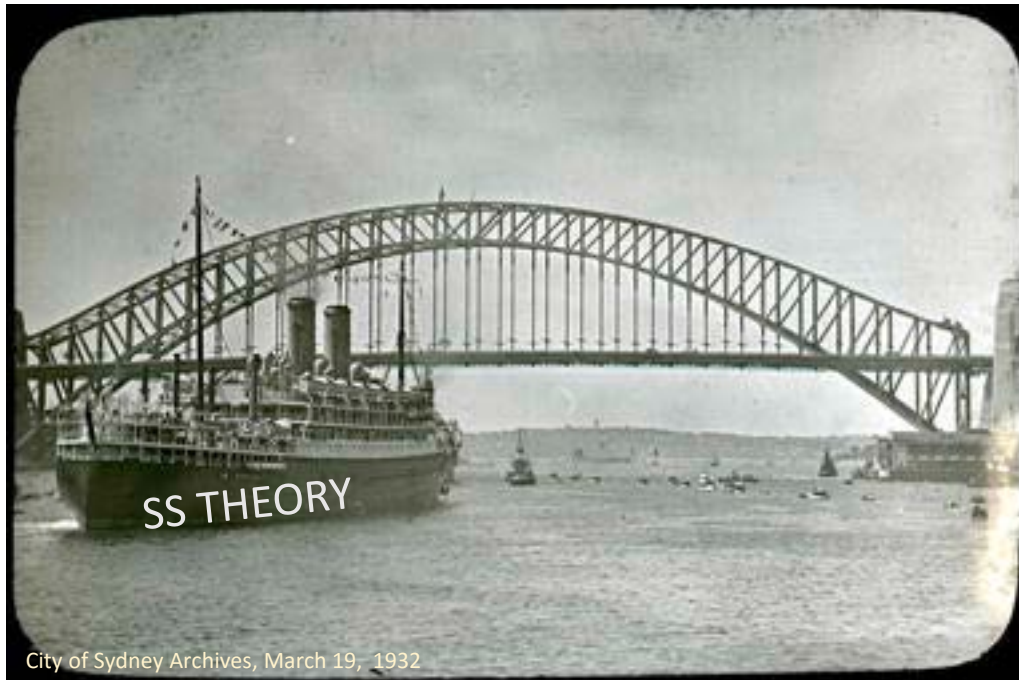
Student Collaborator Feedback – use of technology



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.

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City of Sydney Archives, March 19, 1932

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

Josephine Pui-Hing Wong and Maurice Kwong-lai Poon (2010) – ***Bringing Translation Out of the Shadows: Translation as an issue of methodological significance in cross-cultural Qualitative research.***

Special Research Project (12 units):

- Discipline Academic Support
- Final Report Submission



Teaching and Learning research structure:

- Academic Developer Support
- Ethics and survey design approval

Students as bridges



Photo by Mr. E. Griffin, Chief Engineer, (1932) City of Sydney Archives.

Knowing is a matter of part of the world making itself intelligible to another part of the world (Barad, 2007:185)

Students as bridges



Tim Cole (1996) 'Circular Quay' Collection, City of Sydney Archives

Moving forward

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

Ramsden (1988)