

# Engaging Students as Partners as a new approach to enhance curriculum practice

Faculty of Law, Humanities &  
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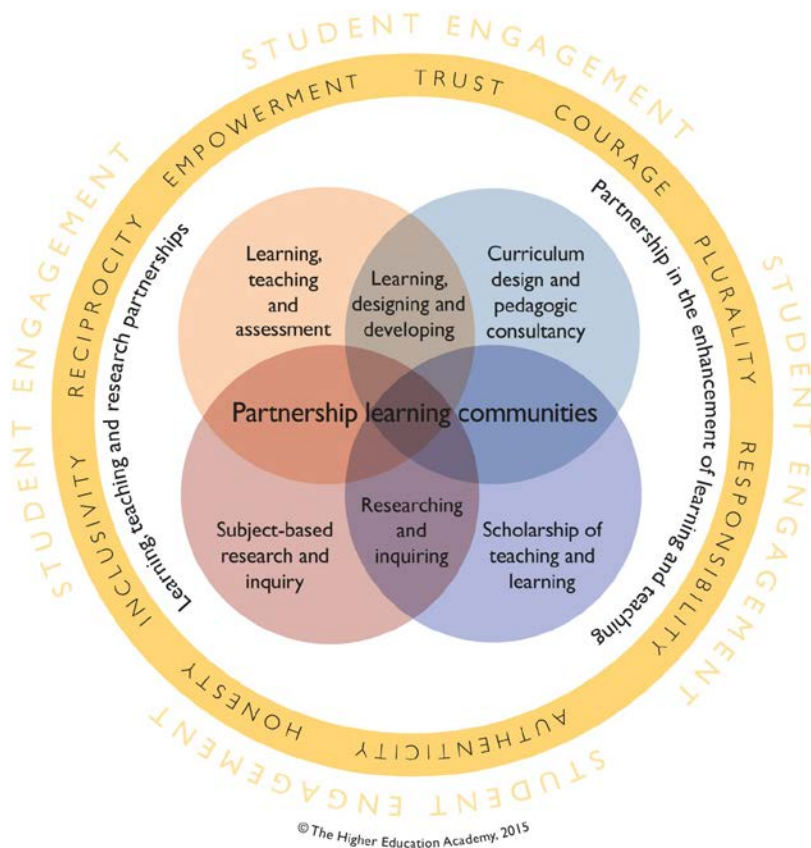
Mr Kenton Bell (BA Hons Sociology, HDR)

Dr Anu Bissoonauth (Discipline Leader  
Languages & Linguistics Program)

Mr Christopher Khatouki (BA Mandarin &  
International Studies)

# Students as partners conceptual model

## Healey et al. (2014 & 2016)



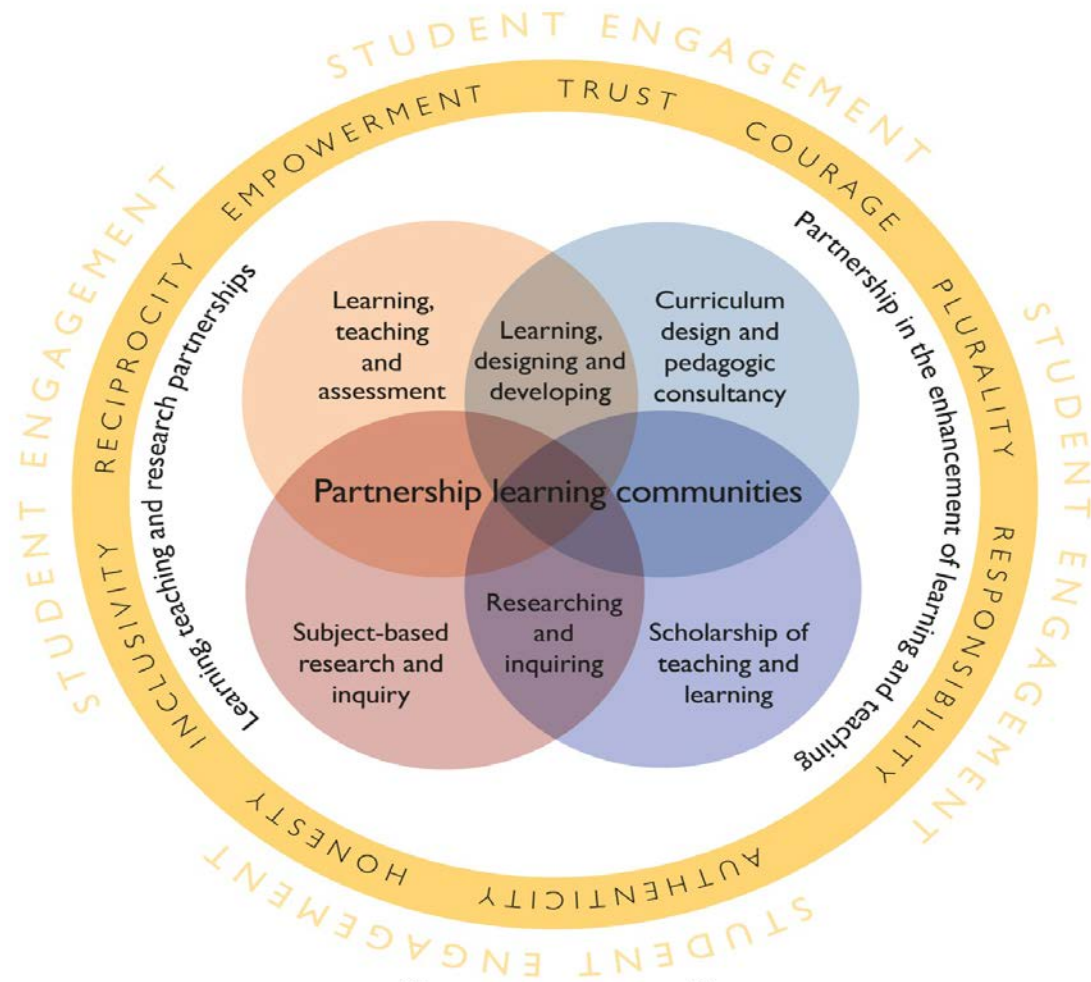
- Partnership defined as a process to ‘foster engaged student learning and engaging learning and teaching enhancement’ and one ‘in which all participants are engaged in and stand to gain from the process’. (Healey et al, 2014: 7)

# Case 1: Students as Partners at UOW and HERDSA (Kenton Bell)

- Wollongong Academy for Tertiary Teaching & Learning (WATTLE) Hot Topic Group
- Co-creating a shared understanding of Assessment and Feedback between staff and students across Science, Medicine and Health – Students as Partners for Change Approach
- Researching Student Engagement at HERDSA
- Working with Anu & Christopher

# Students as partners conceptual model

## Healey et al. 2016



# Case 2 University Students bring languages to high school peers

(Anu Bissoonauth)

## Motivations & Aims:

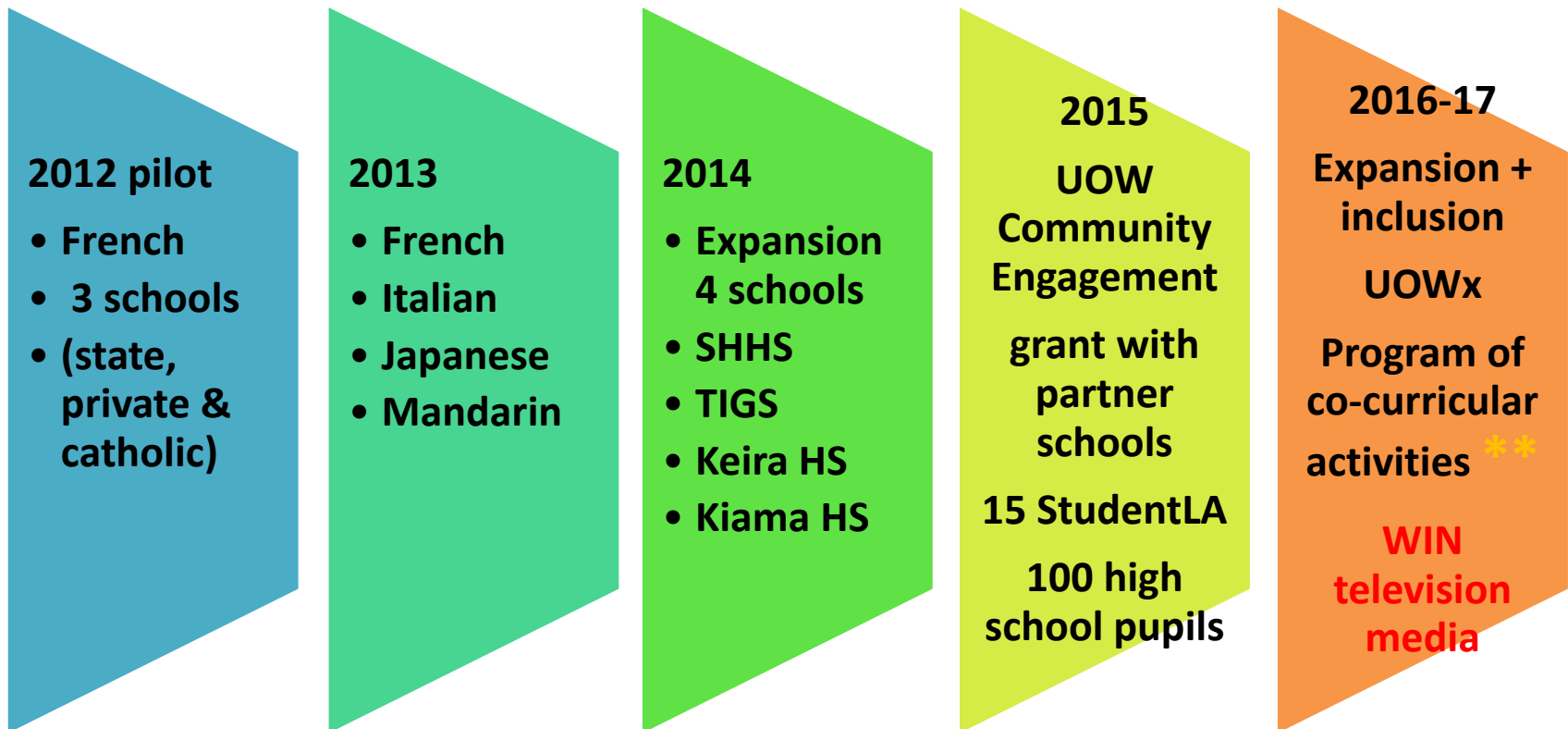
- Bring languages back to schools via university students enrolled in university degrees
- Build strong relationship between secondary & tertiary
- UoW Community Engagement to promote languages & enhance curriculum practices
- Journal article (2017) using conceptual framework of collaborative learning & social constructivism

## Challenges

- sustainability of language programs in high schools (lack of resource support from NSW Dept of Education)
- Coordination of program not part of academic workload
- University students = volunteers

# Language Ambassadors part of Community Engagement & UOWX Programs

- 2012 Pilot (French); 2013-2014 (Expansion to Italian, Japanese, Mandarin); 2015 Community Engagement Grant 15 student ambassadors in 4 local schools; 2016 & 2017 (12 language ambassadors in 3 schools )



# Case 3 Student Ambassadors as partners in Learning & Teaching (SALT): The Language Exchange (Christopher Khatouki)

- **2016 SALT grant:** (\$4000 honorarium) (Prof R. Lawson & Dr S. Bedford)
- **Aims:** improve student voice & opportunities for students & staff to share ideas on how UOW functions
- **Project : Creating Learning Spaces for language learning**
- **Novelty:** peer-based, oral conversation between native speakers of Mandarin, Japanese, French, Spanish & LHA Language students
- **Key Partners:** Coordinator International Student Programs, Language Academics & LHA Admin staff
- **Evaluation:** Online + focus groups show improvements in students perception of aural skills & class attendance (Asian languages)



# The Language Exchange Café

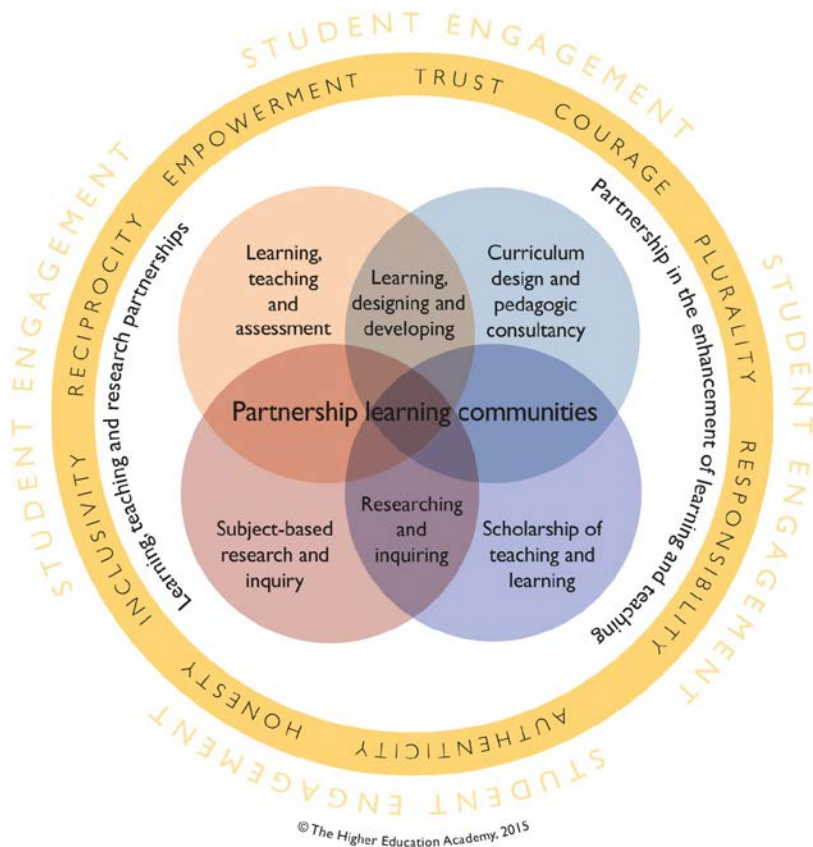
- 2017 Faculty grant (\$2000)
- Renewed Approach of 2016 Language Exchange:
  - Set in café to create laid back, friendly learning environment
  - Free flowing conversations rather than set lessons
- Larger Facilitation teams & two weekly session times
- **2017 Semester 1 results**
- High attendance Asian languages, significantly lower turnout for Romance languages
- Positive response from participants and facilitators alike
- Future:
  - Official volunteering recognition through UOWx
  - Additional language (Indonesian)
  - Times pushed back from peak lunch time hours to allow for quieter environment.
  - Sustained methods of evaluation (Pre– Mid – Post Surveys)





# Students as partners conceptual model

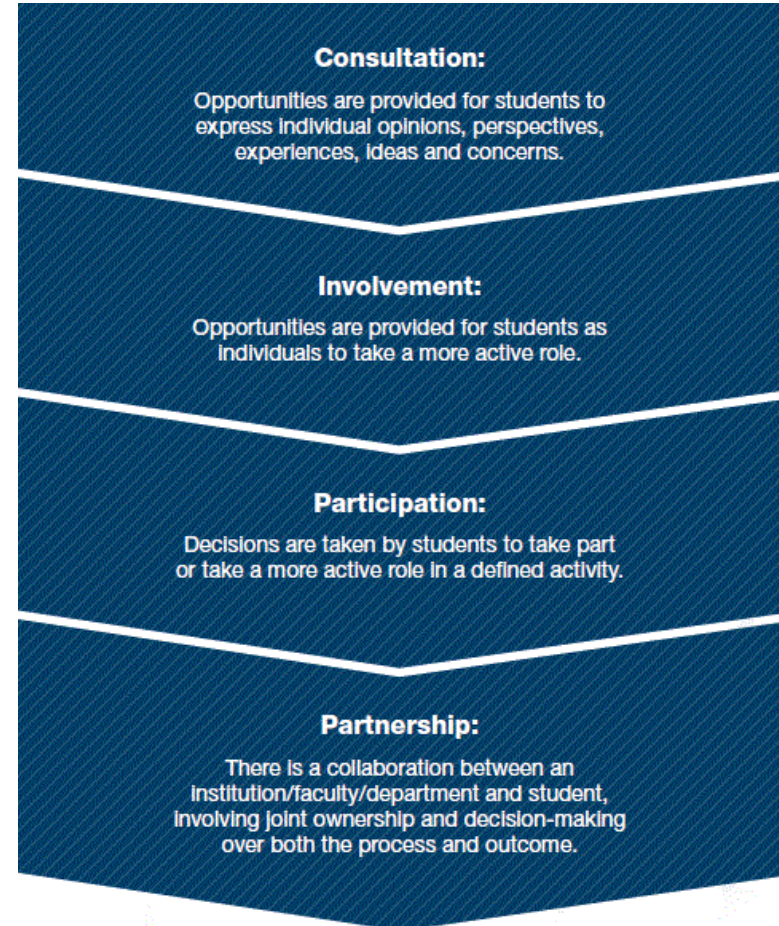
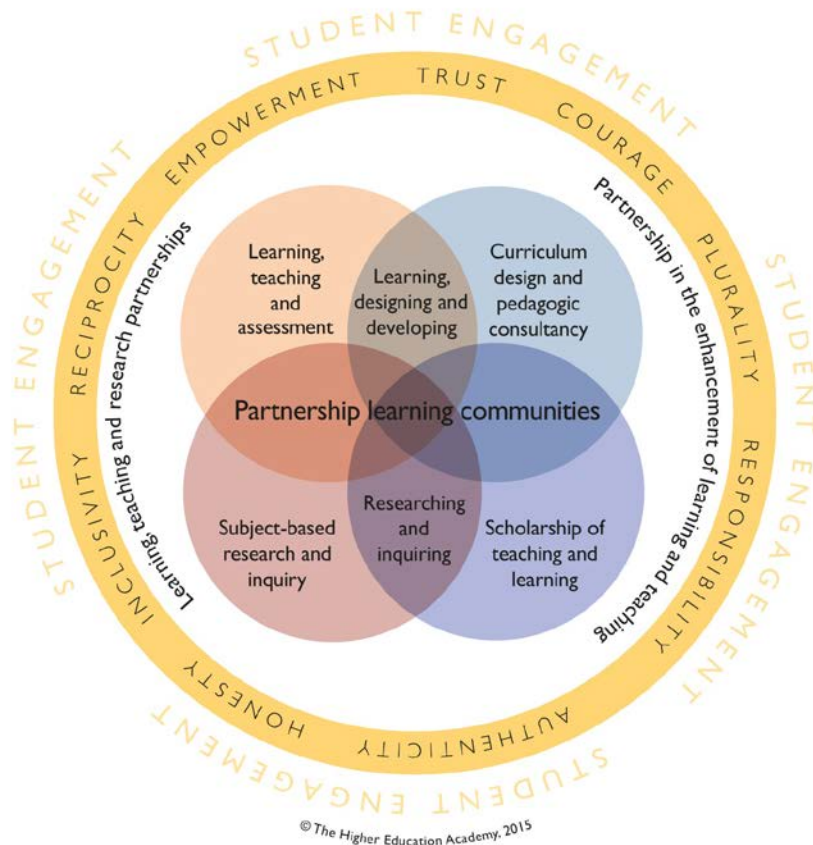
Healey et al. 2014 (pp25)



- Examples of partnership activities in practice
- developing sustainable practices to increase student engagement with and success, but
- still far from 'all engaged in and stand to gain from the process'.

# Students as partners conceptual model

## Healey et al. 2014 (p25 & p16)



Four stages of student engagement (after HEA and NUS 2011) (Healey et al, 2014: 16)

# Questions

