

Recent grant successes - CRADLE staff highlighted

1. **Grant:** Walker-Gibbs B, **Ajjawi R**, Rowe E, Skourdoumbis A, Thomas M, O'Shea S, Bennett, S (2017-2018) Success and Failure in Higher Education on uneven playing fields. Student Equity in Higher Education Research Grants Program. *National Centre for Student Equity in Higher Education (NCSEHE)* (\$38,280.88)

Abstract: In collaboration with the University of Wollongong, this research examines student aspiration, success and failure within their first experiences of assessment at university to improve knowledge and practice to better support students from low SES groups. Exploring forms of 'capital' that first year university students draw upon from their prior schooling to support their transitional journey into higher education (HE), specifically we aim to better understand contributing influences on students to ensure success in HE. We utilise multiple-methods and a large-scale data set, to examine whether student aspiration, success and failure in HE is informed and influenced by individual and school-based markers of social disadvantage and segregation.

2. **Grant:** **Ajjawi R, Tai J, Boud D**, Johnson L (2017-2018) Preparing students for the 21st century workplace: the critical role of assessment, *Australian Collaborative Education Network (ACEN)* Research Grant Scheme (\$10,000)

Abstract: WIL curricula prepare students for future work and a key aspect of this is assessment. Students' perceptions of authenticity and alignment are key to driving forward the type of learning necessary for WIL. This study examines students' perceptions of what learning is captured through assessment focusing on perceptions of authenticity and alignment.

3. **Grant:** Brown J, Kirby C, **Ajjawi R, Bearman M**, Nestel D (2017-2018) Feedback exchanges, supervisory relationships and the educational alliance: implications for GP registrar and supervisor training and support. *Royal Australian College of General Practice Education Research Grant* (\$150,420)

Abstract: This grant is a collaboration between Deakin University, Eastern Victoria GP Training and Monash University. Establishing and maintaining open, effective feedback dialogues between general practice (GP) supervisor and registrar is critical for learning but often presents a challenge for supervisors and registrars alike. The 'educational alliance' framework suggests that the overall supervisory relationship can affect learners' attitudes to feedback long before a feedback exchange takes place. Our goal is to extend current thinking about feedback exchanges between supervisor and registrar, and how it may be better understood and facilitated through the educational alliance framework. Findings from this research have the capacity to inform how Eastern Victoria GP Training (EV) and the broader GP training community provides professional development and support for supervisors and registrars to build reciprocal, dialogic and effective supervisory relationships.

4. **Grant:** **Bearman M, Tai J, Dawson P, Boud D, Ajjawi R** (2017) Examining feedback and its effect in postgraduate medical education training. *Research for Educational Impact (REDI)* Deakin University, Industry Collaboration Development Grant. (\$10,000)

Abstract: In postgraduate medical education, professional associations such as RACS and ANZCA are responsible for training novice practitioners to become specialists. Feedback, is a central concern of RACS and ANZCA and other similar specialist medical colleges. The purpose of this grant is to leverage our current relationships with RACS, ANZCA and other interested specialist medical colleges to explore the potential of cross-specialty research into feedback. We wish to establish research priorities in partnership with industry partners, with the ultimate aim of developing a multi-partner ARC Linkage to investigate feedback in professional vocational training.