COLLABORATING TO EMBED ACADEMIC, DIGITAL AND EMPLOYABILITY SKILLS AND LITERACIES IN TWO MANAGEMENT UNITS

- **Linda Thies** and **Viola Rosario**
  Language and Learning Advisers

- **Wendy Webber**
  Lecturer, School of Management and Marketing

  for the project team

- **Andrew Creed**
  School of Management and Marketing
- **Christine Oughtred**
- **Sharon Chua**
- **Dorothy Rooney**
  Library

- **Danielle Hitch**
  Equity and Diversity
- **Sabrina Chakman**
  Student Life
- **Kathryn Von Treuer**
- **Christina Kolar**
- **Amy Cartledge**
  School of Psychology

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TEAMWORK: RESTRUCTURING SUPPORT FOR STUDENTS

FROM

MATRIX STRUCTURE

TO PRODUCT STRUCTURE

TO STUDENT CENTRED
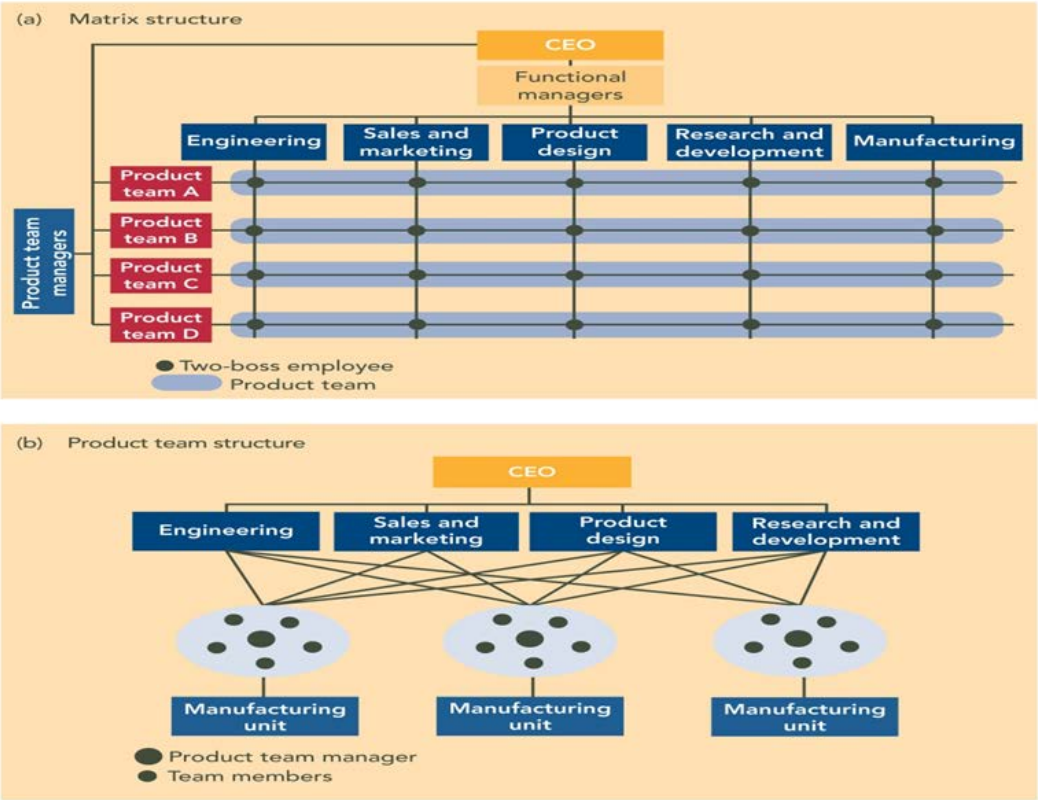
Figure 10.8 Matrix and product team structures

Waddell, Jones & George 2014, p. 306.
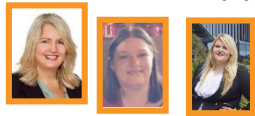
INCLUSIVE CURRICULUM AND CAPACITY BUILDING: HEPPP PROJECT

Evaluation

- Kathryn Von Treuer, Christina Kolar, Amy Cartledge,
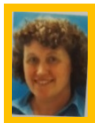
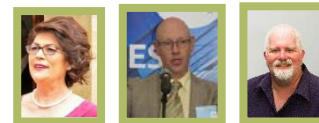 *HEPPP Evaluation team*

Employability skills

Sabrina Chakman, *Careers Educator*

Universal Design for Learning

- Dani Hitch*, UDL Consultant*

- **Academic team**

- Wendy Webber, *Unit Chair MMM132*

- Andrew Creed, *Unit Chair MMM262*

- Michael Volkov, *AHOS T&L, Management*

Academic skills and literacies

- Viola Rosario, Linda Thies, *Language and Learning Advisers*

- **Digital literacies**

- Christine Oughtred,

  Library Teaching and Learning Team

- Sharon Chua, Dorothy Rooney, Caitlin Savage, *Liaison Librarians*

ACADEMIC TEAMS MMM132 MMM262

Academic skills and literacies

Evaluation

Digital literacies

Employ-ability skills

Universal Design for Learning

DEVELOPING ACADEMIC, DIGITAL AND EMPLOYABILITY SKILLS AND LITERACIES IN YOUR COURSE CURRICULUM

Graduate Attributes *

Expands to specific

Demonstrate attainment of

Assessment Criteria

Learning Objectives

Measured against

Evaluated using

Achieved through

Assessment Tasks

Learning Activities

Prepare the learner for

- *Academic skills and literacies*
- *Digital literacies*
- *Employability skills and literacies*
- *Universal Design for Learning*
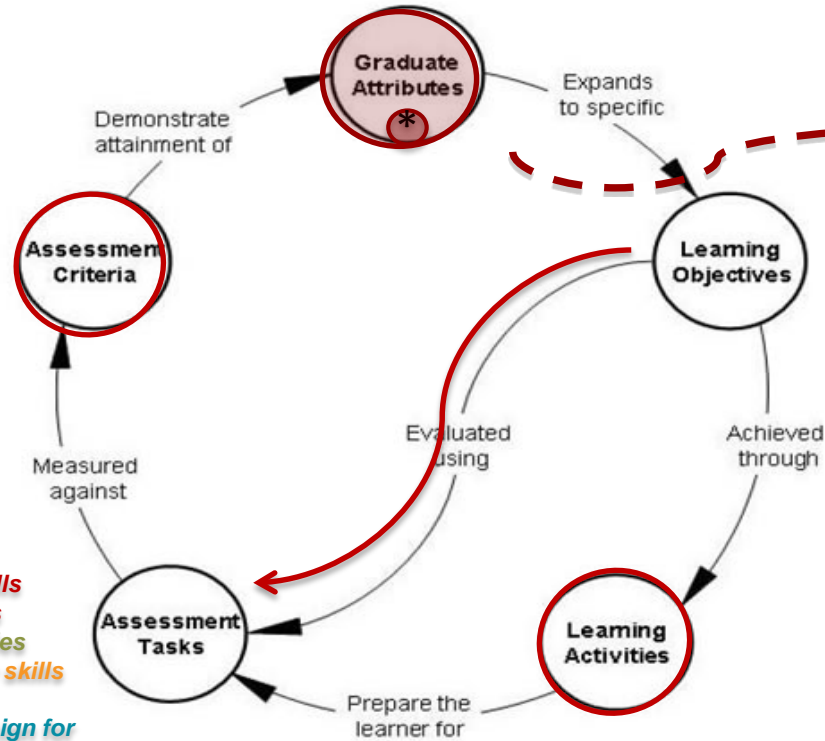
What skills and literacies do students need to help them evidence the **Deakin Graduate Learning Outcomes** within your **Course** curriculum?

1. *Discipline-specific knowledge and capabilities*
2. Communication
3. Digital literacy
4. Critical thinking
5. Problem solving
6. Self-management
7. Teamwork
8. Global citizenship.

Diagram based on a process for implementing graduate attributes (Jolly 2001)

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Reference
Jolly, L 2001, 'Graduate attributes fact sheet 1.10 implementing graduate attributes', *The Value Added Career Start Program*, University of Queensland, Brisbane.

WHAT DID WE DO: T2 FIRST & SECOND YEAR

Curriculum design input

- Collaborative review of assessment tasks and rubric

Presentations

- Class presentations: LLAs and Liaison Librarians

Online resources

- Discussions monitored by LLAs and Liaison Librarians
- Videos by LLAs and Liaison Librarians
- Assignment writing and exam resources: developed collaboratively
- Annotated models of writing: developed collaboratively
- Seminar learning activities: ideas and resources
- Self reflection checklist
- Careers modules and seminar activity

Facets framework adapted from the *Academic literacies development framework* (Harper 2011).

DEVELOPING AND EVIDENCING LEARNING: FIRST YEAR

First year model: integrating

- **Academic skills and literacies**
- **Digital literacies.**

EVIDENCING ACADEMIC, DIGITAL AND EMPLOYABILITY SKILLS AND LITERACIES:
SECOND YEAR

Second year model: focus on reflection

- Critical thinking
- Careers modules
- **Reflection activity**

Self-assessment checklist [✎]		
Developing	**Maturing**	**Proficient**
I am new to this skill and need help with it.	I am learning this skill and need to work on it further.	I can now show evidence of this skill being developed.

REFLECTION ACTIVITY: SECOND YEAR

Reflection

Student reflection

- Link to assessment criteria
- Academic literacies
- Breakdown/description of each literacy
- On-line version saved in ePortfolio

the thing that mostly helped me to succeed in the MMM262 this time round was the evaluation/reflection to see how I went wrong the 1st & 2nd time ... (I didn't try at all) Previously, I never did reflections until you came to our tri 2 class to get us to fill in that sheet... OMG I don't think I would've passed successfully without you giving us that sheet to look through.

it really made me stop and think, and also become hungry for success and go back and look at the reasons why I want to study in the first place
...It made me reflect real hard, and I managed to go back and find that same desire, interest, keenness and excitement that I had when I put my plan together back in 2010

CURRICULUM DEVELOPMENT AND CAPACITY BUILDING: PROJECT PROCESS
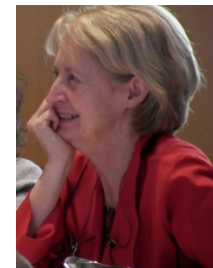
•Shared understandings

- Develop **shared understandings** of the nature of academic, digital and employment skills and literacies
- Develop **inclusive approaches** to the development of academic literacies **within course curricula**

Collaborative development

- Academic teams and HEPPP project teams work **collaboratively** to develop:
  - **resources for learning and teaching**
  - **assessment and feedback** strategies to support learning.

Evaluation

- Surveys and interviews to capture the experience of
  - staff
  - students.

UNIVERSAL DESIGN FOR LEARNING: T3 REVIEW

1. **What are they learning?** **Provide multiple means of representation** *… to create resourceful, knowledgeable learners*

2. **How are they learning?** **Provide multiple means of action and expression** *… to create strategic, goal-directed learners*

3. **How are they engaging?** **Provide multiple means of engagement** *… to create purposeful, motivated learners*

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language, expressions, and symbols	Expression and communication	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

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EXTERNAL EVALUATION: STUDENT & STAFF PERCEPTIONS

METHODOLOGY: STUDENT PERCEPTIONS AT BEGINNING AND END OF TRIMESTER 2

- Students completed a survey at **start** of Trimester and again at **end** of Trimester.
- The survey validated and piloted by the CITE (Creating Impact Through Evaluation) team measures:
  - engagement, quality of teaching and the university, motivation, peer relationships, goals, self-efficacy, wellbeing, determination, retention, aspiration, and university barriers.

Number of survey responses at start of semester:
- FIRST YEAR UNIT : **140**
- SECOND YEAR UNIT: *between* **27** and **47**
- THREE UNITS (INCLUDING THE TWO MANAGEMENT UNITS): **192**

Number of survey responses at end of trimester:
- FIRST YEAR UNIT: **124**
- SECOND YEAR UNIT: **33**

Number of students who completed surveys at both start and end of trimester:
- FIRST YEAR UNIT : **34**
- SECOND YEAR UNIT: **19**

EXTERNAL EVALUATION: STUDENT & STAFF PERCEPTIONS

METHODOLOGY: STAFF PERCEPTIONS

- 13 interviews conducted externally by the CITE team to evaluate the effectiveness of the program

- University staff involved with the Inclusive Curriculum and Capacity Building program

  - Semi-structured interview schedule covering:

    - **General information about the program**

    - **Benefits of the program**

    - **Practical applications of the program**

    - **Challenges and barriers to program implementation**

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STAFF PERCEPTIONS: KEY THEMES

- **Student development:** Staff perceived significant improvements in capacity building in students, as well as positive improvements in confidence, motivation, critical thinking, and familiarity with available support services.

- **Staff development:** Staff reported that the program had been beneficial for them in terms of upskilling, knowledge transfer, insights, partnerships and networking.

- **Unit Chair engagement and attitude:** Ultimate predictor of successful or unsuccessful program implementation.

- **Timing and communication:** Timely communication and forward planning vital.

- **Collaboration:** Some staff had hoped that involvement with the program would involve a more collaborative approach between different areas involved in the program and stronger relationship building and networking opportunities, **however** some staff felt relationships were highly supportive and that they gained a lot from the collaborative approach.

- **Future implementation:** ICCB needs to be implemented university wide, particularly to first year units which would benefit most from the program. Should also be linked to Graduate Learning Outcomes, unit objectives and built into the curriculum and unit design. It also needs to be better marketed and branded.

UNIT CHAIR ANALYSIS: FIRST YEAR UNIT

Improved student outcomes compared to T2 2013:

- substantial increase in MMM132 pass rate and average final marks (estimated 10%)
- especially for off-campus students where pass rates increased from 67% to 83%
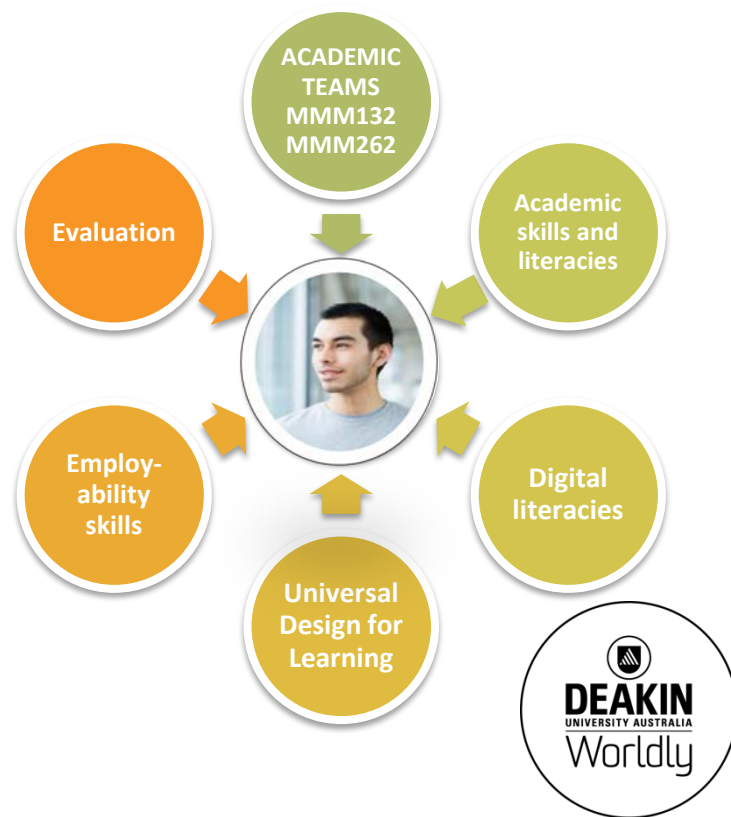
MMM132 submitted all assessments	T2 2013 n=875	T2 2104 n=747
High Distinction	5%	7%
Distinction	17%	19%
Credit	25%	33%
Pass	29%	26%
Fail	23%	15%

SUSTAINABILITY: RECOMMENDATIONS FROM FIRST YEAR LECTURERS AND TUTORS

1. **Continuity** of staff
2. **Consistency** while catering to diverse needs
3. **Collaboration** for improved student outcomes

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