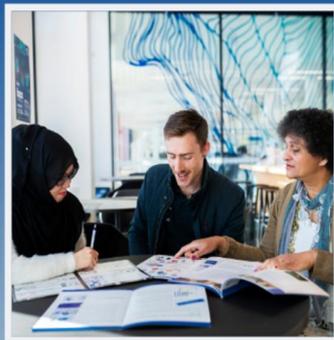




University of
South Australia

Welcome to UniSA College Professional Development 19th February 2020



**Building a
Community of
Practice:**

**UniSA College
Tutor Training**

Building a Community of Practice

8:50 – 9:00: Welcome & Acknowledgment of Country, Associate Professor Sharron King, Head of School

9:00– 10:00: Conversations around best practice approaches for working alongside Aboriginal students (Deanne Hanchant-Nichols, People, Talent & Culture)

10:00-10:30 Morning Tea

10:30 – 11:15: Supporting refugee students (Dr Snjezana Bilic & Teresa Thai)

11:15 – 12:00: Connecting enabling pedagogy to your teaching through action research (Dr Sarah Hattam & Tanya Weiler)

12-1:00 All Staff Lunch – Honki Tonki, Vietnamese



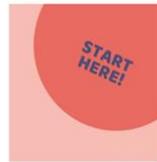


University of
South Australia

**Connecting enabling pedagogy to your practice
through action research**

Dr Sarah Hattam
(UniSA College)

UniSA College Teaching and Learning Resource Site



Welcome



College History



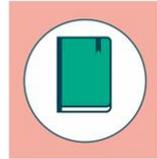
College Culture



Enabling Pedagogy



Professional Development



College Reading Group



Action Research Project



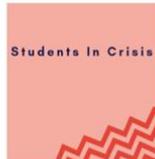
Employment Opportunities



Students with a disability



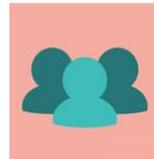
Support - Refugee Students



Students In Crisis



Forms

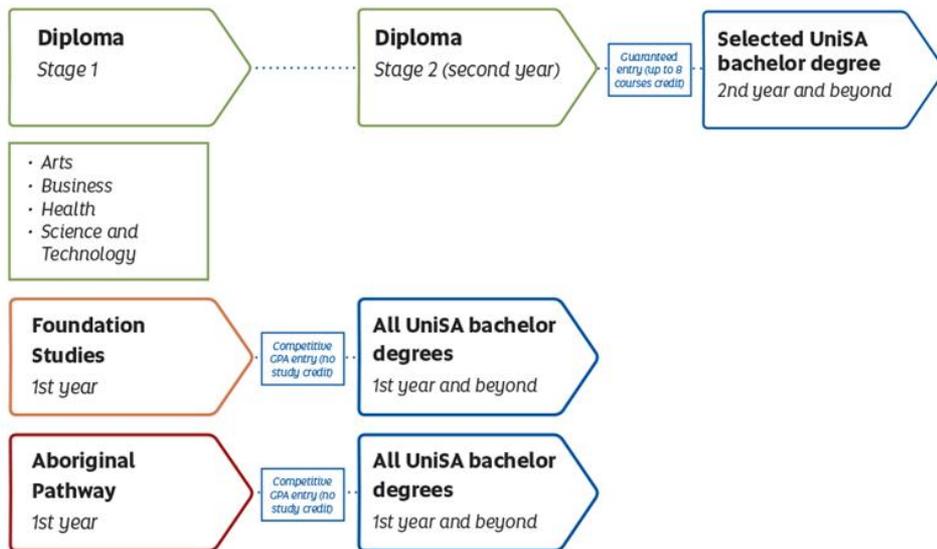


Contacts



UniSA College

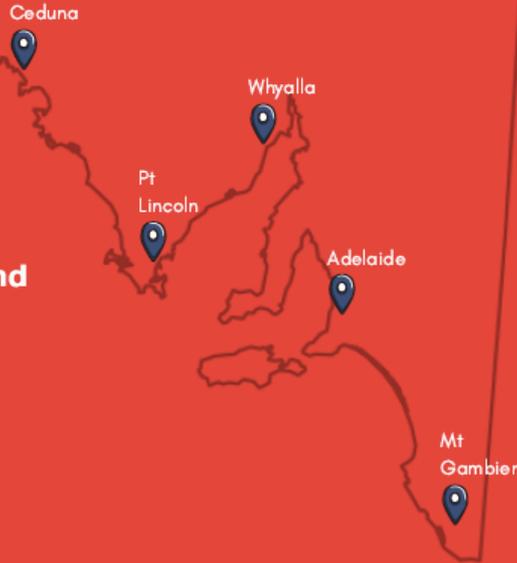
Pathways to degrees



SNAPSHOT

- 9 Programs
- 26 Courses
- Rank #13 top UniSA Programs

- Equity and inclusion
- Scholarship and Excellence
- Culture of Support and an Ethos of Care
- Success and Wellbeing
- Innovation and Creativity



PEDAGOGY

Authentic Scaffolding
Accountability Success Diversity
Transition Respect Active
Creativity Holistic
Care Agency Commitment
Innovation Social-Justice
Collaboration Inclusive
Hope Integrity
Transformative Engagement

STUDENTS

- #1473 students
- #1724 UO students
- #1223 OUA students

- 70% Equity
- 54% Low SES
- 9% ATSI
- 21% Regional Remote
- 96% of College students went on to study UniSA degrees.

"Before coming to the College, language was a big barrier, but there were a lot of students in a similar position (I really liked the diversity of the College). Since then, my communication and confidence has really improved." Anifay

"...the staff at the College really pushed me to do better and believe in myself."
Kayla

Action Research Projects

5 Phases of Action Research



'In the first year, the project gave many of us the much-needed time and space to address individual teaching challenges while offering the framework of working to timelines to produce measured outcomes. We supported each other, offered counsel, and reported in on progress along the way. Across the board, the results have been of great benefit to both the academic team and, most importantly, our students'.

CC 1

Identify a teaching challenge.....

Re-design or adapt approaches with connections to elements of enabling pedagogy and **assess if this has improved student experience or outcomes.**

Collaborate with colleagues in the process along the way to learn from each other.





- Some/many students in my class are not being successful.
- There are issues with students not being engaged in productive learning
- How can I maintain positive relationships and ask my students to complete challenging learning tasks
- How do I improve learning for Aboriginal, Refugee, Low-SES students
- How do I teach productively a culturally diverse class

Enabling Pedagogies

Enabling pedagogy draws upon the history of progressive pedagogies and maintains a focus on social justice and empowering students (Stokes 2014; Bennett et al 2016).



Negotiated curriculum
Hot or warm knowledges
(Bourdieu 1977; Ball and Vincent 1998)



Student life worlds -> pop culture/community (Moll, Amanti, Neff & Gonzales, 1992)



Culturally responsive
Challenging tasks (Smyth and Hattam; Hattam & Lester)



Ethos of care, care-full pedagogies (Ahmed, 2004; Motta & Bennett, 2018)



Inclusive approaches
Commitment to praxis
(Hockings; Burke et al)



Sense of hope
Holistic view of success
Democratic participant
Social justice commitment
Transformative (Freire 2004; Shor 1992; Freire & Shor 1987)



Transition pedagogy (Kift, Nelson & Clarke, 2010)

We adopt Burke, Crozier & Misiaszek's approach to praxis that 'teaching is not only a professional practice but that **teaching practice should be formed in dialogue with critical theories if it is to be fine-tuned to complex and intricate relations of power, difference and inequalities**' (2017, p. 41).



What is your research question?

Try framing up an inquiry question that has one overall question and then a more specific one related to one aspect of your pedagogy.

The overall question should be a rewording of your pedagogical challenge. The specific question provides a focus on some aspect of your teaching that relates directly to your broad question.

Focusing on some aspect of your practice

- How you negotiate with your students
- How you provide ongoing direction to the class
- How you support small group work
- How you scaffold student success
- How you provide explicit instruction at key times in the unit
- How you manage assessment and feedback on learning
- Others ?



Example:

How does enacting elements of enabling pedagogy increase student engagement in learning in my critical thinking class?

Specifically, how does my teaching of small group work contribute to student engagement?

TABLE 14.1 Tips on approach to students

Help students discover themselves and see into 'life of things'	Respect, reassure and encourage students	Take students as they are	Make relaxed and happy students
Help students see study takes time and effort	Provide opportunities for growth and development	Teach students how to learn	Train students in educational capital
Connect with students	Work with students	Help students see the value in what we do	Show students what is possible
Place students in a quasi-teaching situation where they teach others	Guide and mentor students rather than instruct or control them	Never override student contribution	Entertain students, but not with jokes
Try not to offend students (but you can send politicians up)	Help students get past that inner voice that tells them they can't do it	Look after your students and show an interest in them	Teach students a love of learning as well as skills
Make students comfortable but not too much!	Provide space for student voices, and listening to them	Teach students to think about their thinking	Recognise that one size does not fit all!



TABLE 14.2 Tips for classroom practice

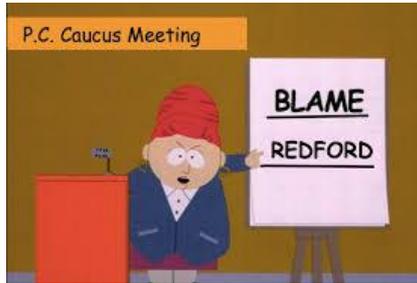
Classes to be fun but preparation for hard work	Teach problem solving and to be reflective	Provide strategies, like colour coding or baking analogies	Take time to teach basic skills
Use humour as a learning device	Teach skills that are transferrable	Mix up your teaching delivery	Encourage discussions, student views are important
Have clear and specific goals and aims	Open knowledge up but funnel down as well	Provide non-threatening but challenging tasks	Teach values and critique of them
		Avoid academic language	The old-fashioned chalk and talk still works
		Teachers as tool and facilitators of learning	Work from the known to the unknown
		Introduce new ideas and more sophisticated vocabulary gradually	Create independent learners
		Use contemporary models to engage eg. Song lyrics rather than poetry	Scaffold knowledge and tasks
		Introduce a variety of ways of understanding material and check they do understand it	Reconcile traditional and progressive education
		Provide practical examples and translate them to theory	Have a thorough knowledge of your discipline
		Show passion and enthusiasm for your topic	Facilitate learning with different experiences & opportunities
		Teach from the bottom up	Make things simpler



Case Study: Sarah Hattam

My teaching challenge?

How I teach competing political world-views in the course 'Critical Thinking: Media and Academia', as reflected in the stance of the author presented in media texts?



Writers have beliefs about an issue
world view

↓
They express their position or stance
perspective

↓
They provide arguments to support their perspective
arguments

↓
They provide evidence to support each argument
evidence



Case Study: Sarah Hattam

My research question?

How does utilising elements of enabling pedagogy - specifically connecting to student lifeworlds, scaffolding, setting challenging tasks and transformation- increase students engagement with and understanding of 'politics' and provide the students with greater understanding of the way that language is utilised to promote a world view (such as progressive/conservative) in the media?

My hopeful idea?

The empowerment of the students in their future engagement with texts as they develop awareness of dominant forces in society and helps students to recognise, critique and create change and to give power over the meaning-making process.

Students could move past discomfort, disconnection and political apathy and engage with political categories and themes in the course to develop an insight to how people and issues are positioned by these categories.

'There are those willing to walk down the path of critical thinking with me, who find their world-views shattered, but simultaneously engage in creatively rebuilding a sense of meaning and coherence in the face of ambiguity' (Boler 2004, p. 117).

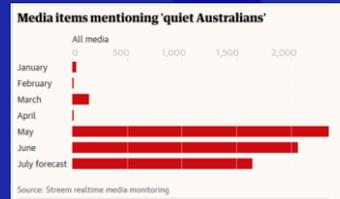
PROFILES FEDERAL TAX CUTS

Bill Shorten failed to understand the middle class, Paul Keating says

By Luke Baxter
August 6, 2019 - 8:26pm



Labour lost the election because it was proposing higher taxes and not because the public rejected bold policy reforms, former prime minister Paul Keating said.



Opinion
Scott Morrison

How good are quiet Australians! ScoMo's language legacy

Gary Nunn

#governments
Tue 20 Aug 2019 15:05 AEST

A prime minister making an impact on the nation's lexicon is nothing new. But if Keating was Wildean, Scott Morrison is more Russell Coight.

Learning outcomes

What did I learn about my practice?

Referring to popular culture examples to discuss competing discourses or ideologies about identities assisted understanding of complex concepts. *I enjoyed her making references to pop culture (My Course Experience 2018 SP5).*

Using an example that **connected with their lifeworlds** ('graduate outcomes') to assess ideological positions in the media on an issue also contributed to greater confidence in applying a difficult concept. *It was a difficult to start thinking more and challenge ideas, opposed to studying and relying on what has been read. However, the skills gained from this course not only assist at university and academic level, but also can be of benefit in our own personal lives (My Course Experience 2018 SP5).*



University of
South Australia

New data reveals which universities have the worst employment outcomes

GOING to university does not necessarily guarantee you a job, and some of Australia's best universities have the worst employment outcomes for graduates.



Olivia Lambert [@LivLambert](#)

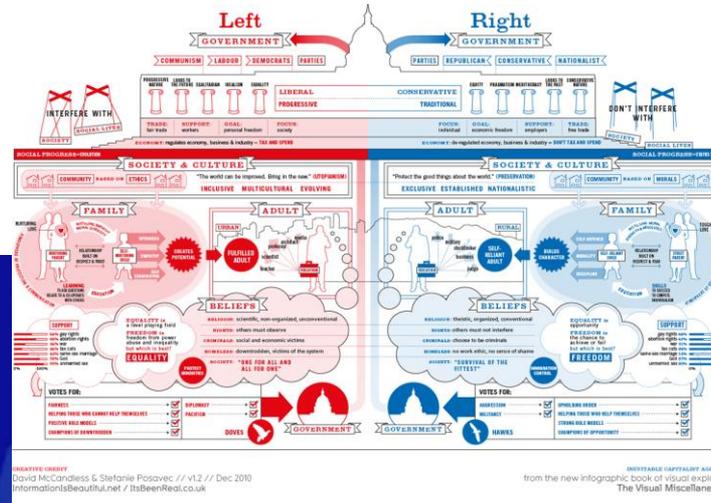


AUGUST 29, 2017 6:58PM

Student artefact

Connecting stance of author to political world-views in assignment increased in submissions, with greater clarity and sophistication.

The worldview presented from the author of this report is both progressive and conservative and aims to contribute to ongoing gender politics debate. The author included progressive worldviews, advocating for fairness by including NewsCorp columnist Suzie O'Brien (2017), who was quoted saying, "When you've got 12 per cent of people in the army who are female then you've clearly got to address the balance." The report also quoted Defence Minister Christopher Pyne (2017), "We don't have enough women in the armed forces and we are trying to encourage more [women] to be a part of that society." The author also included conservative views in the report by quoting 2GB radio host Chris Smith (2017), who held a conservative moral standpoint, upholding traditional and patriarchal ideologies. "The disparity might not be due to discrimination but less women 'putting their hand up' for defence force jobs." Chris Smith was quoted saying (2017). #student 5



Case Study – Tanya Weiler

- My research questions:

1. How does utilizing a mobile platform that connects with student lifeworlds (Mentimeter) to pose questions in tutorials build student engagement in a third year business ethics course? ******(this idea was that of the course coordinator who implemented this and created the content)
2. Will my approach to teaching in this course using enabling pedagogies be recognized by students as meeting their needs at this level of study, and/or recognized as being different to those in their other courses?

- My hopeful ideas

1. Using Mentimeter will lead to increased engagement from all students, improved preparation for tutorials and make those who are less likely to speak up willing to contribute.
2. Using enabling pedagogies at an undergraduate level (specifically student lifeworlds and pedagogies of care) will connect strongly with students.



Mentimeter results

SR4 - what questions do you have? What do you plan to talk about?



Environmental Ethics / Sustainable Business

Still planing

Reflect on previous SRs and think about what I learnt?

sustainable business & greenwash

environmental ethics and justice in a professional setting

The Grey area where ethics and law mix and how to best perform in a work setting

difference between deontological and consequentialist

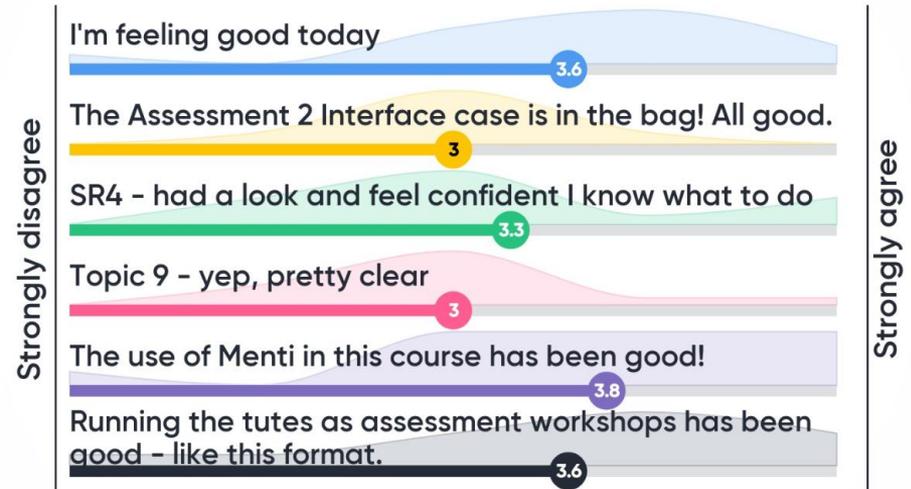
Triple bottom lining as a part of sustainable business

“Anonymous questions is great.”

“The Mentimeter was good for sharing ideas”.

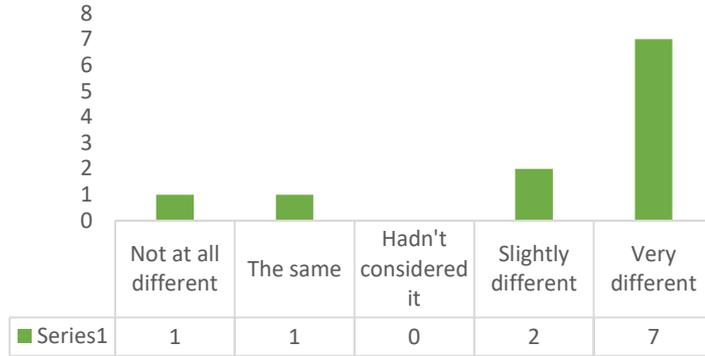
“I enjoyed the use of Mentimeter as it was something I have never used before. As I don't like talking in front of a class it gave me the opportunity to contribute my thoughts and ideas anonymously and have feedback received.”

How are you feeling now?

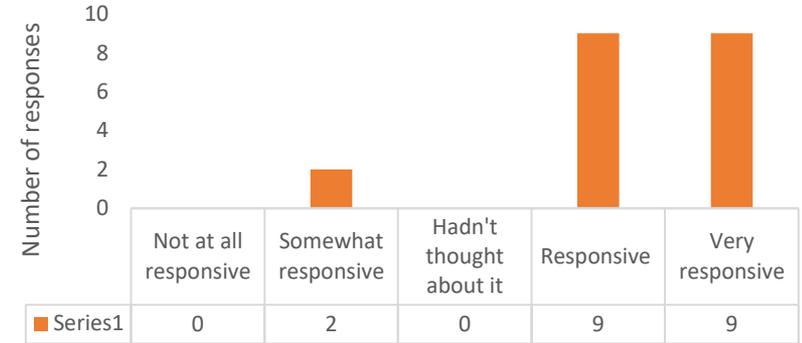


My results – Teaching approach survey

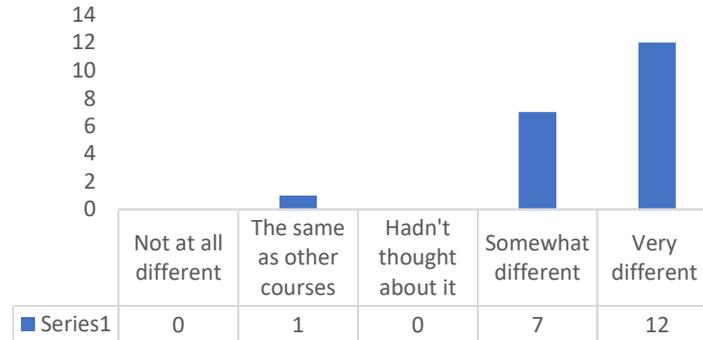
Compared with other courses in your your program, would you say the teaching approach in these tutorials has been:



In terms of your learning needs, have you found the teaching style to be:



How did you find the teaching approach in this course compared to others this semester?



Survey quotes

The way you interact with students is an important factor for me and the reason I show up to classes.

Teaching style made me come to the tutorial class every week

Like the teaching style. And good teacher with concern and being friendly.

I very much enjoyed the way you made us engage with the course material. You didn't just speak the information you asked us questions and made us reflect and work together to find an answer. I enjoyed your ability to make me comfortable to speak my answers.

The teaching approach was personalised learning. It was enquiry based and collaborative learning.

I liked the fact that you did not just answer your own questions and rush through things like other courses as it gave us the opportunity to reflect on the course content

Interactive with students within the class. Focus on group thinking rather than individual response to questions

Best course and teaching I've had at UniSA



What did I learn about my practice?

- I think what I learned was that there are higher levels of anxiety or fear about answering questions than I had anticipated in students even at this level of their study. I was surprised that multiple students commented on the anonymity of responses being a positive.
- I often feel that I 'wait' or have long pauses or gaps in tutorials where in the past I have been tempted to fill these with content or explanation. I have been concerned that students would be bored or disengaged by this because the class is not moving quickly enough, but have found the opposite to be true, if anything I need to give students even more time to think, working in collaborative groups is good but does not suit all learners, but having more time and space than I perhaps feel comfortable with has been positively regarded by students.
- The collaboration with the Course Coordinator has deepened our collegial relationship and my understanding of the course as we have tried to problem solve this year as well as make improvements for further iterations.
- The connection with students through technology can be invaluable. At least 65% of the class responded to **every** question posed in the tutorial through Mentimeter, as opposed to only 1 through traditional methods. Whilst this did not seem to improve preparation for tutorials as we'd hoped, it did improve engagement and clarify course questions in tutorials.



2. WORKING ON A REDESIGN THAT TAKES UP THE PEDAGOGICAL CHALLENGE

Key idea. [State the pedagogical challenge that you are working with in your teaching and have a go at stating an idea that has the potential to improve things.]

How does this translate into my curriculum and teaching [State how this idea can be translated into curriculum and or pedagogy.]

What's the learning task(s) [How does this translate into setting your students challenging relevant learning tasks?]

How will students demonstrate their learning? (Multimodal literacy?)



3. ACTION RESEARCH

What is your research question? [Does this question lead to an inquiry? Is it explicitly linked to improving practice? Does it lead to a richer description of what's going on? Or does it focus on what makes a difference?]

What data will you be collecting?

- a. recording your reflections for the period that you are researching

- b. recording significant teaching moments
[video, audio, observer, photograph]

- c. collecting data on student understandings of what is happening
[student journals, interviews, focus groups, class meetings, surveys]

- d. evidence of student learning
[attendance data, student work, test results]

- e. assessment plans, assignments, learning contracts, rubrics



Small Groups

1. Discuss your draft research questions/teaching challenge
2. Share some of that discussion with large group

Action Research Project 2020

UniSA College launches continuous professional development opportunity for sessional staff with mini-action research projects.

This involves meeting once a month as a collective with UniSA College mentors (Min Pham, Sarah Hattam, Snjezana Bilic and Tanya Weiler) and your peers to explore your own teaching challenges and identify how applying enabling pedagogy can support your hopeful idea to overcome the challenge.

Benefits:

Work collaboratively with peers and mentors

Reflect on your teaching in supportive environment

Develop deeper understanding of best practice teaching approaches in enabling education (theory of enabling pedagogy)

Improve confidence in teaching diverse cohorts

Demonstrate expertise over time in teaching diverse cohorts



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