



University of
South Australia

**Will enabling pedagogy
practices enhance students'
learning in an online first-year
undergraduate OUA course?**

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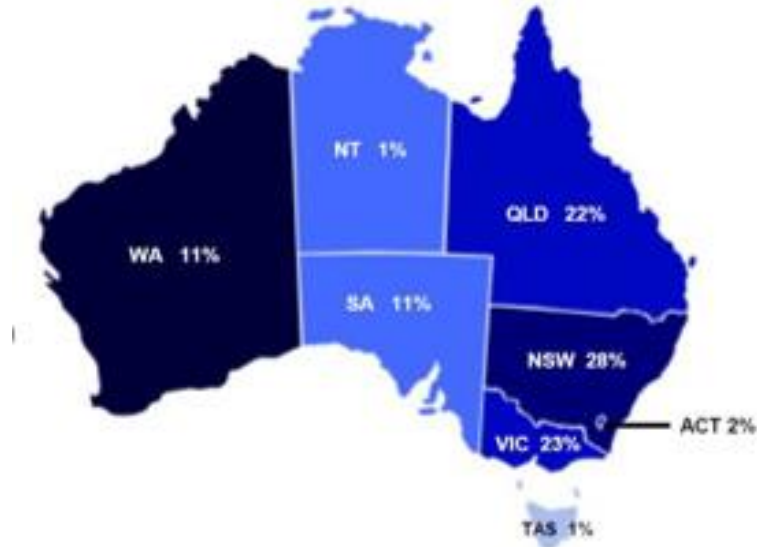
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Overview

- Tertiary Learning Strategies-OUA
- The challenge
- Connecting with the Culturally Responsive Pedagogy
- Research question
- Outcomes
- Evidence of change
- What did I learn?
- What is next?
- Questions

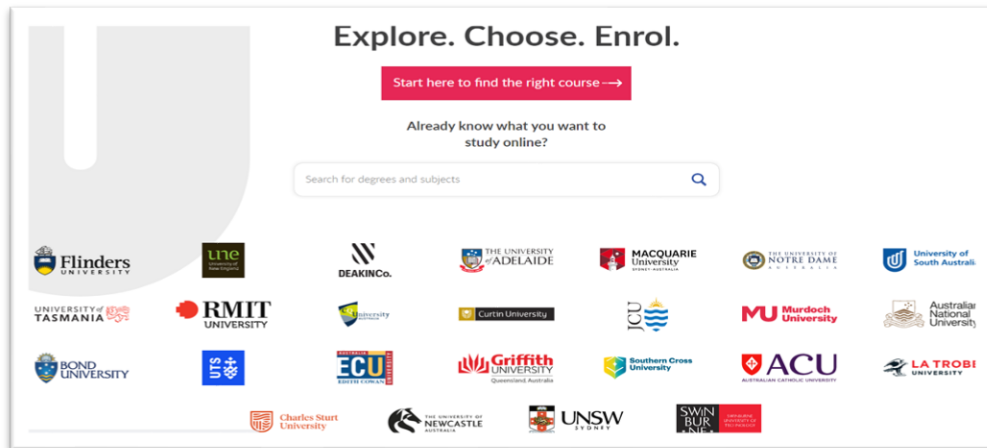
Geographic Location (OUA, 2020)

NSW 28%
VIC 23%
QLD 22%
SA 11%
WA 11%
ACT, NT, TAS 2%



Demographics (OUA, 2020)

- 77% study with universities outside of their home state
 - 42% Full time Employment
 - 57% aged 30+
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- 3% indigenous
 - 20% low SES
 - 8% have a disability
 - 13% speak language other than English
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- OUA is number 1 preferred brand for online study (29%)



Tertiary Learning Strategies – SSK10

LEARNING OUTCOMES

- Plan and manage their study
- Read and comprehend Academic Journals
- Access and use effectively, a range of resources
- Recognise and apply academic conventions

TOPICS

- Tertiary Learning & Managing Study
- Research Skills, Academic Reading
- Summarising, Paraphrasing & Referencing
- Academic Integrity & Turnitin software
- University Assessment & Graduate Qualities
- Academic Writing conventions
- Essay Planning & Essay writing
- Career/ Study Planning

STUDENTS: Over 1000 are enrolled over 4 SP.

ASSESSMENTS

- A Reflective short essay - 20% weighting
- An Annotated Bibliography - 40% weighting
- A Final Academic essay - 40% weighting

MATERIALS

- Subject Outline
- Study Guide
- Recommended Textbook
- Lecture recordings
- Weekly Resources and Links
- Discussion Forums
- Virtual live sessions
- Online Assignments

SUBJECT VALUE: 4.5 Unit points & part of the Business, Law and Art degrees.

The Pedagogical Challenge

- The main pedagogical challenge facing teachers in an online environment is engaging students to be active learners.
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- The concept of students' engagement is multi-dimensional. It can involve three interrelated dimensions: behavioral, emotional, and cognitive (Fredricks et al.,2004).
- The impact of these elements on students' engagement will vary between individuals and their personal situation, socio-economic status, employment, and school experience.
- It is difficult to get to know online students, their abilities, social background, economic situation, and education history.

The Research Question

Will enabling pedagogy approaches enhance students' engagement in their own learning in a diverse first-year undergraduate course?

Connecting Culturally Responsive Pedagogy (CRP)

Implementing the following Enabling pedagogies

- Setting the content and assessments that engage students and encourage interactive learning online by implementing enabling pedagogy focusing on **scaffolding**.
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- Promoting communication that encourages **dialogic pedagogy** with all participants and generates interactivity online on the discussion forums and during the live virtual classrooms.

Identifying problem areas

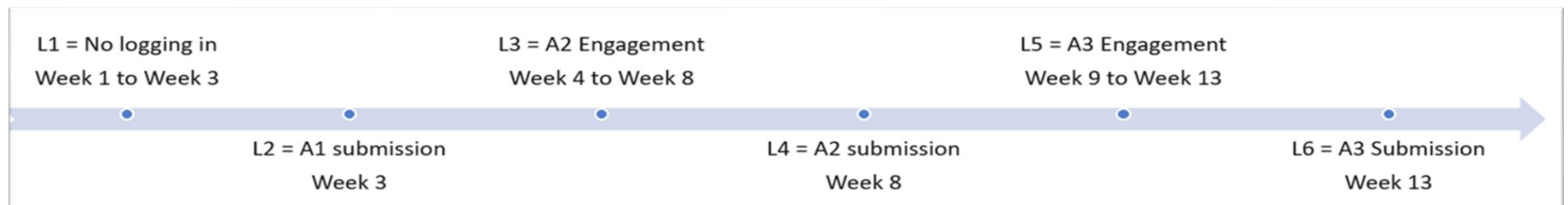
- How are the students responding to the materials online?
- Are they engaging with the activities?
- Are they engaging in the discussion forums?
- Do they have examples of the assessments to review?
- Do they have templates to follow?
- Is scaffolding available for them to complete their assignments?
- Are they submitting their assignments and completing the course?



Reviewing students' engagement

Using Learning analytics to establish lead indicators (levels) of students' academic performance and engagement with the course (Gašević, Dawson, & Siemens, 2015).

- Level 1 in week 1: Students never log into the course website.
- Level 2 in week 3: It coincides with the first assignment submission.
- Level 3 in week 4 till week 8: Students are active for the first 3 weeks only.
- Level 4 in week 8: Students' submission of the second assignment.
- Level 5 in week 9 till week 13: Active students continue their work.
- Level 6 in week 13: it corresponds with assignment 3 submission.



Students' reasons for lack of engagement

- “Due to some unforeseen circumstances, I have completely missed the start of this course and I am struggling to catch up”.
- “My original plan was to set aside a full day per week to my studies as I do work full time, and this has been impossible. My honest feelings on this matter are of anxiety and anger at myself for not being able to manage my time accordingly”.
- “I have been finding it very difficult to find all my task and information online”.
- “I am struggling with my reading skills and the comprehension of what I am reading. Is there a way of putting the course on hold whilst I try to improve my reading skills”
- “I am struggling to study online, and I prefer face to face”.
- “it saddens me to write this email to you, but I can no longer continue with the learning unit, it is too stressful for me and I’m finding it hard to do university online and learn on my own. I think, I jumped too early, and it wasn’t meant for me yet”.
- “I would like to know if it is too late to pull out of the course? I am finding it very difficult to understand or to complete the work that is needed to be done”.
- “I have a sick child at home and have invested most of my time on custody battles“.
- “that is fine. I will just redo it a t a later date. Wedding is on the 3rd and everything seems to be going wrong. I should have planned this better”.

What I did differently in my course?

Drawing on Tinto's views that student's success "is the result of an intentional, structured, and proactive set of strategies that are coherent and systematic in nature and carefully aligned to the same goal" (Tinto 2009, p. 10), educators can support students by implementing Enabling Pedagogies.

Website Design

Consistency in the weekly topic activities

Lecture Recordings split in 20' min & Short explanatory videos

Scaffolded content for Assessments

Providing examples for the Assessments

Separate Discussion forums per group/ week/ task

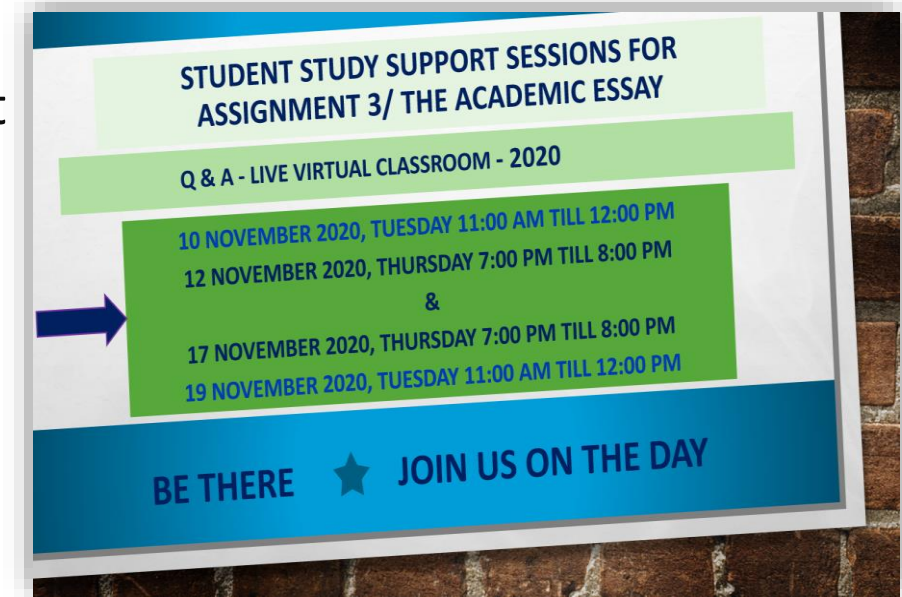
Q & A live sessions on Zoom

CRP aspects in the course design

- Providing students with ‘scaffolded’ content to develop their skills and abilities to complete their assessments (Bennett et al., 2016).
 - The weekly activities, resources and feedback are presented using the scaffolded approach which supports a range of styles of learning and levels of knowledge (Stokes, 2017).
 - Providing students with detailed and personalized feedback which is beneficial and critical to their learning (Biggs 2012).
 - Providing an interactive H5P presentation for Assignments 2 and 3 that can help learners remember key information about their assignments, build their knowledge, have a good understanding of the task, know what is needed from them, and be motivated to go about working on their assessments. The design and content of the H5P tool (i.e. explaining, describing, linking outside sources, and adding quizzes) foster students learning and encourage critical thinking as it gives them the opportunity to interact with the content.
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Incorporating 'Dialogic pedagogy'

- Incorporating 'Dialogic pedagogy' which is another word for enabling pedagogy focuses on teachers and students' communicating and connecting with each other. Shor and Freire (1987, p. 11) state that "dialogue is a means to transform social relations in the classroom" and establishing this interchange between participants will support students' learning.
- When educators incorporate dialogic pedagogy in their teaching practices, they provide a safe space for conversation, support isolated learners (Gillett-Swan, 2017) and give a personal attention to individual students.
- Providing live sessions at different times before the assessments, encourages teachers and students to interact in these virtual classrooms (Adobe connect at first, then Zoom were used as a video conference platform). The live sessions are open for questions and answers (Q & A) and are one way to reach students and provide them with the opportunity to meet with their tutors and peers which can create a positive learning experience online. These sessions are advertised as banners on the course website.



What I have learned

The caring educator can adapt enabling pedagogical approaches to meet the needs of students, so they feel welcomed, valued, and safe within their learning environments, no matter if it is in class or online (Seary & Willans, 2020).

Pedagogies of care are represented through the ethics, practices and relationships of enabling educators with their students (Motta & Bennett, 2018).

My role is to create a friendly environment necessary for learning, establish and maintain a social presence, and facilitate conversations with students which can make them feel they belong and are equal participants in the discussion.

As a teacher, it is my responsibility to be present, care for and provide students starting their first-year at university with a positive learning experience. By integrating scaffolding and dialogic enabling pedagogies, I can provide students with opportunities for interaction and dialogue online which can promote constructive interactions and influence their success.

SSK10 - Student Success

- SSK10 has achieved the highest student satisfaction results across multiple study periods.
- SSK10 is reviewed each year as part of the Top 60 Unit Review project.
- SSK10 exceeded the OUA KPI (which is 82%) in all but two study periods since 2013 and averages around 84%.
- Overall, satisfied rates have been consistently exceeding expectation.

Year	2014	2015	2016	2017	2018	2019	2020
Overall Satisfaction	82%	87%	87%	93%	87%	89%	95%

Source: Adapted from OUA data (2020).


OUA - Awards

The following units have achieved the highest student satisfaction results across multiple study periods.

Recognising Excellence – Best of 2017

Curtin University	Griffith University	La Trobe University	RMIT University	Swinburne University	University of South Australia
Social Justice	Psychology of Crime Management	Introduction to Nutrition	Advanced Contract Law	Psychology 101	Tertiary Learning Strategies
Diversity in Early Childhood	Strategy and Decision Making			Foundations of Statistics	
Mathematics for Early Years	Business Ethics and Corporate Governance			Database, Analysis and Design	
	Behaviour Comparative Management			Sociological Foundations	
	Crime Analysis and Investigation			Corporate Social Responsibility	
	Understanding Corrections			Integrated Marketing Communications	
				Branding Innovation and Design	

Letter outstanding student satisfaction ratings in 2018



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14 March 2018

Dear Marie,

RE: Outstanding Student Satisfaction ratings

I wish to congratulate you on the outstanding result achieved for this unit for Study Period 3, 2017. The unit was ranked in OUA's Top Performing Units by Student Satisfaction and represents a performance leader in the delivery of online programs across OUA's portfolio and University Provider network.

Subject Code	Subject Name	Unit (Size) Category	Category: Satisfaction Average	Satisfaction Level Achieved
SSK10	Tertiary Learning Strategies	w/ 200+	87.79%	96.49%

OUA is committed to recognising and encouraging excellence in the engagement of students studying online. As part of our Quality Framework, we conduct Student Satisfaction surveys and share the results with our University partners after each teaching period. OUA's goal is to encourage all offerings we represent in market to achieve a Student Satisfaction benchmark of 82% or above. As part of our continued approach in 2018, we have undertaken to identify and recognise those achieving exceptional student engagement and satisfaction results.

The above result is a wonderful achievement and no doubt reflects the efforts of a number of people. On behalf of OUA, I would be most grateful if you would pass on and share this recognition with them.

I have written to Professor Allan Evans at your University to acknowledge this achievement and to thank the University on behalf of OUA and its students for creating such a valued learning experience.

OUA is keen to celebrate and showcase excellence in online teaching. In the future my team may contact you to seek your support and participation in OUA's online teaching knowledge sharing initiatives for 2018.

On behalf of OUA, thank you for your dedication and congratulations on this achievement.

Yours sincerely

Student Feedback

- “The reason I emailed you is because I wanted to ask your opinion on this matter... Are there many older students who missed out when they were younger and have started studying at a later age like I did? I have a huge passion for what I am doing. It is the first time in my life I was given the opportunity to do something like this. Is it too late to change my life around Marie? Sorry to bother you with things other than the course ... I have been feeling overwhelmed with everything now. Please excuse me for reaching out in this way. Thank you for reading this”.
 - “Thank you, Marie, this was my first course in 20 years, and you made the experience enjoyable. I learned a lot and I will be keeping all the materials and resources for later. Thanks again to you and your team, much appreciated”.
 - “I'm grateful for your guidance during the unit and have a wonderful sense of achievement now that it is completed”.
 - “I finally got through it and I feel so proud to have come this far. Initially, I had doubted myself coming into this, and now I feel a lot more confident with tertiary learning”.
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Where to Next?



- Keep observing, gathering and interpreting the data available to us. Action research is a cycle of reviewing the current practices, identifying gaps, implementing changes and reflecting on the outcomes.
- Evaluating and improving my teaching practices to tackle continuous challenges like students' diversity, human interaction, retention rates.
- Next project is about improving feedback to students, using smart pencil technologies to mark students' assessments and continue with promoting communication with students.

Conclusion

Students who engage effectively with the resources, connect with their teachers and peers, can expand their knowledge and develop new skills that in turn could lead to better performance and outcomes.

Student engagement is represented by the level of attention, interest, and motivation that students demonstrate in their learning and in completing their assessments.

The Online learning environment should be designed to cater for all students, meet their diverse needs, and encourage students' communication with all participants.

In addition to the course website design, the quality content, the scaffolded assignments, and interaction, educators can support learners by incorporating enabling pedagogies.

For students to be involved in their learning, they should feel connected to their class community where consistent dialogue between instructors and students serves as a basic principle of online teaching.

Thank you

Any Questions



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YEARS 1991 – 2021

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