



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

A CONVERSATION ABOUT TRANSLATING EQUITY PRACTICE INTO RESEARCH

Dr Cathy Stone & A/Professor Sarah O'Shea

May 2017

Welcome and Introductions

What brings you here today?

Your experience?

Equity research focus?

Sarah's Story



U**START**@UOW



Australian Government
Australian Research Council

OLT SEED
GRANT



OLT Citation for Outstanding Contributions to Student Learning

Cathy's Story



Student coaching and counselling service

- Start for Success
- Preparing for University Learning



NEWS & EVENTS

HOME / NEWS & EVENTS / EVENTS / IMPROVING PARTICIPATION, SUCCESS AND RETENTION IN ONLINE HIGHER EDUCATION

| MAY 2017 | | | | | | |
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VIEW NEWS

VIEW EVENTS

VIEW EDITORIAL



Improving Participation, Success and Retention in Online Higher Education

EVENT DETAILS

Executive Briefing Centre, Level 2, Building 100, Curtin University Bentley campus
16 February 2017
2:00PM - 3:00PM AWST

Presented by Dr Cathy Stone
2016 Equity Fellow, the National Centre for Student Equity in Higher Education



ENGAGEMENT AND TARGETED SUPPORT CRITICAL FOR ONLINE STUDENTS' SUCCESS

24 MARCH 2017

New research by National Centre for Student Equity in Higher Education Equity Fellow Dr Cathy Stone from The University of Newcastle has informed comprehensive new guidelines ...

READ IN FULL



Engaging, retaining and supporting first-in-family university students: An OLT Fellowship odyssey

Written by 2016 Office for Learning and Teaching Fellow, Associate Professor Sarah O' Shea, University of Wollongong

Overview

In 2015, I was fortunate enough to receive an OLT Teaching Fellowship, which allowed me to continue working with students who are first in the family to come to university. The Engaging Families to Engage Students (EFEL) fellowship seeks to engage with universities to explore ways to both support and retain first-in-family learners. The fellowship is also exploring approaches to fostering meaningful connections with the family/community of this cohort in order to sustain student engagement.



DRAFT GUIDELINES FOR IMPROVING STUDENT OUTCOMES IN ONLINE LEARNING

1. Know the students

Knowing the demographics of online students and gaining a better institutional understanding of the needs of this diverse cohort enables staff to interact with them from a better informed position. This understanding assists the development of appropriate support, teaching and communication strategies, including flexibility of approach to reduce barriers wherever possible.

Translating into Action

An institution routinely makes available to all staff de-identified demographic information about specific student cohorts and the cohort as a whole; it also actively seeks student feedback about the online student experience. Demographic and survey reports are readily accessible via the learning platform dashboard and intranet. They are presented in ways that are easy to understand such as pie charts which can be further interrogated for more detailed information. Data and analytics staff are available for further advice and are allocated to work with specific areas of the university, such as faculties, schools, divisions and services, to encourage teamwork and collaboration on the planning of interventions and strategies for online students.

2. Demonstrate importance of online education through appropriate institutional resourcing

Online education must not be regarded as the 'cheaper option' for and by institutions. It needs to receive a level of priority and funding equitable with face-to-face programs and students; this must be clearly voiced and actioned at an institutional level.

RESEARCH

HOME / RESEARCH / PHDS / CHOICES, CHALLENGES AND CHANGES: EXPLORING TRANSITION, PERSISTENCE AND ENGAGEMENT FOR FIRST GENERATION, FEMALE UNIVERSITY STUDENTS

BRIEFING NOTES

RESEARCH REPORTS

JOURNAL ARTICLES

ANNUAL REPORTS

RESEARCH STUDY ABSTRACTS

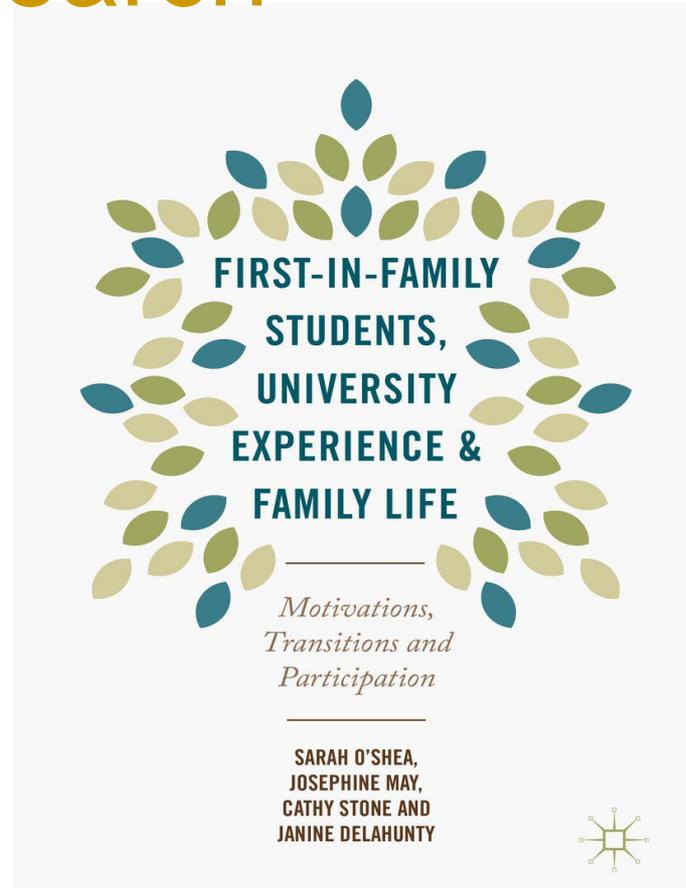
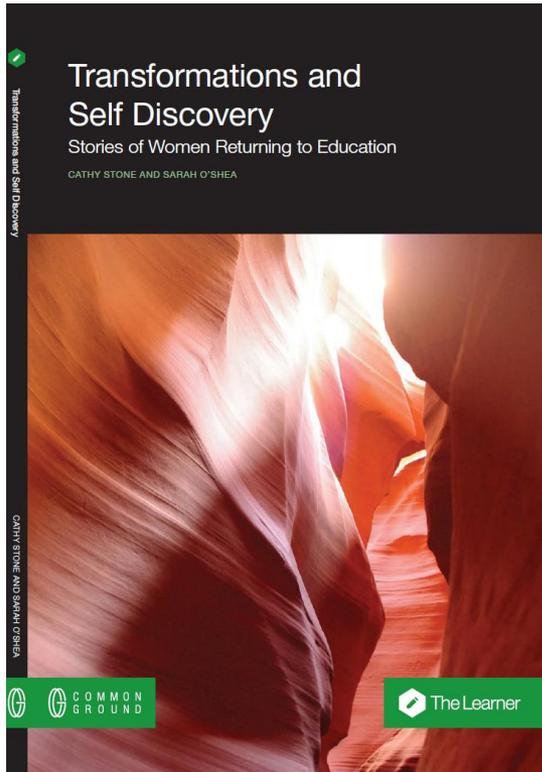
STUDENT EQUITY DATA

CHOICES, CHALLENGES AND CHANGES: EXPLORING TRANSITION, PERSISTENCE AND ENGAGEMENT FOR FIRST GENERATION, FEMALE UNIVERSITY STUDENTS

Thesis written by Dr Sarah E. O' Shea
ABSTRACT

Beginning university study can initiate feelings of fear and self-doubt as students acculturate to a new and somewhat alien environment. For those individuals who have no friends or family members to provide guidance as they adapt to this university culture, such feelings can only be exacerbated. The lack of research that examines the processes of transition, persistence and engagement from the perspective of those involved has been noted in the literature. Hence, this study set out to outline how one group of female students, all of whom are the first in the family to attend university, subjectively experience this first year of study.

Collaborative Research



By the end of this workshop...

We hope that you will be able to:

- Consider how equity practice can evolve into research
- Reflect upon your own identity as a researcher
- More clearly understand the strong links between practice and research
- Identify areas of research you would like to pursue
- Consider preliminary ways to begin embarking upon new research
- Identify ways to progress research in which you are currently involved

Small Group Discussion

- Identify 3-4 areas of research interest (current or new)
- Consider the aims and intended outcomes of this research
- How could you begin to develop this research agenda and/or progress it further?
 - Who else may need to be involved?
 - What permissions might you need?
 - What about ethics approval?
 - Possible sources of funding?
 - Collaboration possibilities?
 - Plans for publications?
- Potential barriers to consider?
- How might these be overcome?

Getting Started: Action Research?

| Action Learning | Action Research |
|--|---|
| <ul style="list-style-type: none">• Often a staff development exercise• Encourages learning from current activities• Continuous process of learning and reflection• Brings together people to solve 'problems'• Learning is voluntary and very social• Action learning is responsive and emergent• The issue must matter to participants | <ul style="list-style-type: none">• Research method used to develop new practice• Both 'action' outcomes and 'research' outcomes• Generally empirical – responsive to evidence• Also emergent and responsive to change• Kemmis: Planning – Acting – Observing – Reviewingthen plan for the next cycle |

Action Research Cycle



Where to from here?

Based on conversations today,
what are your next steps?

How can the NCSEHE help you?

Information on next round of
grant applications

Networking – putting in touch with
like-minded others

Discussion around research proposals



What **key learnings**
will you take from
this workshop?

Key Learnings from Our Experience

- Consider your practice and activities as potential research output
- Think deeply about research design
- Seek collaboration from relevant others
- Start small
- Think one step at a time – try not to feel overwhelmed
- Recognise the importance of the work that you do and your own expertise

Questions?

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