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## Leverage quality teaching, staff engagement and student support to positively impact on student emotion

### Influences on these practices

The two practices described in this statement show how university practices can positively influence the student experience through the approaches to teaching encountered, the staff students interact with, the support offered and the level of challenge that is provided in the workload undertaken.

Both practices are drawn from institutional case studies in regional universities that had a positive impact on the psychosocial aspects of student engagement. The first case study describes a formal transition program that succeeds because of the quality of the teaching and development of a strong learning community that values relationships built between staff and students, and the second case applies technology to connect students, workplace supervisors and academics across workplaces often some distance from the university.

### Good practices at Regional Universities

These practices utilise university resources, including staff, to positively engage students, and help students feel they are an important part of the university and have something to offer in real-world work contexts as a result of their study.



**Southern Cross University (SCU) Case study theme: Enabling pathways lead to successful outcomes**

### Good practice 3.1

**Orient the curriculum and teaching in formal transition programs to enable student success while supporting them to manage life-load and other structural challenges.**

The Preparing for Success Program (PSP) is a good practice example of enabling programs designed to open access to university study for students who have not previously had the opportunity, and to prepare these students for further university study.

The program is offered over 12 weeks of full time study (or part-time equivalent). It can be studied on all SCU campuses and online.

Individual students and their learning are at the heart of the program's design and delivery. The program focuses on students' development of self, along with academic skills associated with academic literacy and numeracy. All subjects are underpinned by theory but are practical, with assessments focussed on outputs that can be used in their future degree studies, such as reflection, and essay and report writing skills. Students gain valuable skills in independent learning, critical thinking, self-reflection, research and writing, along with group work and presentations. They have a taste of discipline-specific learning in an elective subject, which past PSP students report as being critical for their success in degree programs.

SCU quantitative tracking has shown that students who complete the program perform the same or better than students who enter through traditional pathways. Enabling programs such as PSP thrive in regional locations or locations where the population has a low proportion of residents holding a bachelor level qualification. Student interview data showed that the practices in the Preparing for Success Program that made it successful were:

**The curriculum:** designed to build students' confidence and key academic skills to successfully undertake university study, had a positive impact on students' experiences at the undergraduate level.

**The quality of the teaching:** focused on students' development of self, along with academic skills associated with academic literacy and numeracy in the context of a learning community.

**The location:** which provides regional students with local access to university studies, especially those who have had less opportunity to enter university through traditional pathways.



**Charles Sturt University (CSU) Case study**  
**theme: Workplace learning shapes the student experience**

## Good practice 3.2

### Use technologies to support relationship development among students, supervisors and academics, and to strengthen work place learning experiences.

CSU is trialling new technology, CompTracker<sup>1</sup>, in its Paramedics degree. The application uses mobile technology to enable real-time recording, retrieval and supervision of patient reports, job prioritisation and student tasks. Evidence from the case study indicates that the practice of using technology to support relationship development is enhancing both student and supervisor engagement.

The case study data showed that, through the use of the technology, students are forming strong professional relationships with their instructors, which has a positive impact on students' learning outcomes. Staff noted that the tool is engaging professional supervisors in new and different ways, with a beneficial flow-on to students. The tool includes functionality to allow workplace instructors to input comments about a student's performance.

Students are able to request that their supervisor approve the reports, which are visible to the academic staff.

The practice of using CompTracker encourages students to seek greater input from their supervisors and enables academic staff to monitor students' learning progress in real time, providing feedback and support to students and information to supervisors in a timely way.

*It was just an app and when we're out on road with the patients... we write up patient reports, what sort of calls we were going to, the priority of the patient, the age, the sex and a bit of a patient story that the patient gave us and what we thought was going wrong and stuff like that. Then we'd mark off the skills that we'd done through that job and then our clinical preceptor was able to log on and sign off on the skills and sign off on the jobs that we actually did, so it was being reviewed by them as well.*

*(Student 1)*

The practice has provided supervisors with a mechanism for increased interactions with students on placements and as a result students are forming stronger relationships with their supervisors, making more meaningful contributions in workplace settings and achieving better learning outcomes.

<sup>1</sup> <http://studentlogbook.com/>