

Progress Report

WEEK 1 07/02-11/02

Project aim

“Enhance students’ engagement in the online learning environment”

About us!

Siobhan loves playing Sims 4, guitar and her 2 kittens

Mai loves watching Disney movies, playing badminton, and badly singing in the shower

Mai:

ngucy044@mymail.unisa.edu.au

Siobhan:

ohasc001@mymail.unisa.edu.au



STUDENT ENGAGEMENT @ OAC



Hi everyone! We are Mai and Siobhan, two Occupational Therapy (OT) students from the University of South Australia. We are based at Marden Campus holding a 9-week project to support student engagement in online learning.

This project is all about what you, the students, think! We'll be dropping into classes over the next few weeks. If you'd like to be involved or just tell us what helps you learn and engage, please say hi or send us an email!

We will be posting updates to the bulletin every week, so watch this space!

What we did this week:

- Met with teachers, students, and support staff
- Looked at how OAC and online schools around the country are supporting their students to interact and learn
- We got to meet and chat with some of you in your classes. It was lovely to talk to you!
- Brainstormed different ideas to support learning and student engagement in class
- Developed a survey to hear how teachers and wellbeing staff engage their students

WHAT IS OT ANYWAY?

Occupational therapy is an allied health profession aimed at supporting the participation of people and communities in everyday activities



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This week's achievements

- We got to know the OAC community better!
- We have developed ideas of strategies to support engagement

What comes next?

- We'll be sending a survey out to OAC staff over the coming weeks
- Make a survey to hear students' thoughts and ideas
- Have a chat to you!

In depth summary: Week 1

Stage of project: Step 1 – Needs Analysis

Activities	Outcomes	Implications
<p>Formal and informal discussions with teachers and support staff about student engagement, underlying barriers and needs</p> <p>Scheduled meetings with teachers and support staff to discuss project</p>	<p>Built rapport with staff members</p> <p>Increased staff awareness of project</p> <p>Gained a greater understanding of community needs and challenges</p>	<p>This is necessary to develop collaborative working relationships with staff.</p> <p>Streamline direction of needs analysis</p>
<p>Read 2021 external school review</p>	<p>Contributed to updated situational analysis</p>	<p>A greater understanding of current strengths and challenges will facilitate a more targeted action plan</p>
<p>Examined comparative need by researching other online schools across Australia</p>	<p>Contributed to ongoing needs analysis</p> <p>Gained a greater understanding of different needs, barriers and strategies between online schools</p> <p>Facilitators have a greater understanding of established knowledge and practices to then build upon</p>	<p>Contributes to a more comprehensive and streamlined needs analysis</p> <p>Support cross-school information sharing and reduce redundancy</p>
<p>Attended staff meeting</p> <p>Introduced ourselves to all staff members</p>	<p>Started building rapport and increased awareness about project</p>	<p>Awareness and rapport building will support building a network of staff members and facilitate interest/involvement in the project</p> <p>Facilitate effective project management</p>

In depth summary: Week 1

Stage of project: Step 1 – Needs Analysis

Review student records	Gained a broader understanding of the complexity of underlying barriers to engagement – e.g. neurodevelopmental disabilities, comorbidities	Contributes to a more in depth needs analysis and develop a more targeted action plan
Observed students in classes across middle and upper school Introduced ourselves, the project and the OT role to students Participated in icebreaker activities with students (Would-You-Rather games)	Gained a clearer understanding of class structure and how classes are operated at OAC Students were receptive, displayed interest by asking questions, and responded positively using different mediums Students gained a greater awareness of our project and the OT role	Streamline direction of needs analysis and identified gaps for further exploration Rapport and awareness among the community will be essential to ensure the needs analysis and action plan is community-driven
Developed and finalised progress report template	Template was developed to function as an accessible communication and promotional tool to provide updates on the project and educate on the OT role.	Enables distribution to interprofessional staff, students, and parents through various mediums – increased awareness of the project and OT role.
Brainstormed action plan ideas	Developed a working document covering 3 main intervention domains based on need identified thus far Were able to begin consulting with agency staff on the direction of the project and gain feedback	Progress towards short term outcomes Increased clarity of project direction
Developed shared resource library	Project partners have a shared folder of relevant literature and resources to add to	Enable streamlined partner collaboration, minimise overlap and facilitate pooling of ideas

		High quality sources to inform needs analysis and action plan
Discussed project with agency supervisor	<p>Shared project achievements and direction with supervisor</p> <p>Increased understanding of agency resources and challenges (including staff shortages, ongoing enrolments, and how timetabling influences community members' engagement capacity)</p> <p>Planned to extend needs analysis to week 4 to fit with school timetabling and scheduling to accommodate greater community member involvement</p> <p>Gain parents' contact details who are likely to be interested in involvement in project</p>	<p>Extended needs analysis will have greater scope to capture community input and enhance collaboration</p> <p>Up to date situational analysis will facilitate tailoring future activities within agency's resources</p>
<p>Completed a draft survey on student engagement to be distributed to all staff members</p> <p>Sent to agency supervisor to gain feedback</p>	<p>Provides different options/medium for agency member input to increase accessibility and inform needs analysis</p> <p>Survey has option to provide contact details and opt in to a meeting and/or class observation – gain further leads to inform needs analysis</p>	<p>Different mediums for involvement/voice will support capturing input from a greater diversity of agency members (response bias)</p> <p>Essential to manage power balances and support engagement of less empowered staff members</p>

		<p>E.g. encourage input of staff who may be hesitant to meet in person, have higher workloads, accommodate different needs and preferences</p> <p>Anonymity of survey may support gaining richer and more open responses.</p> <p>Greater number of agency member responses will support a more representative understanding of normative need</p>
<p>Contacted parents via email to ask for their contribution to the needs analysis</p>	<p>Parents have not yet responded</p>	<p>Parent involvement may be limited due to various reasons e.g. schedules. This will need to be explored further and different modes of communication may need to be employed.</p>

What went well:

We settled in well to our placement site and have begun building rapport and collaborative working relationships with key stakeholders. We saw lots of valuable engagement and input from agency staff as well as contributions from students.

Challenges and obstacles:

Being the 1st week back on campus the project is still settling in. Staff and student turnover is expected to be ongoing for several weeks and pre-existing community groups and committees have not yet started. This means engagement opportunities with community members (the students and parents) are currently limited and will be delayed until later stages of the needs analysis.

We are additionally refining methods to maximise accessibility of engagement for all students (particularly those in primary schools, with social anxiety, ASD, with complex barriers and needs etc)

Contingency Plans:

- Extending needs analysis to week 4 – particularly with students
- Keeping directions for the action plan flexible to accommodate later input from community members