

Progress Report

WEEK 2 14/02-18/02

Project aim

“Enhance students’ engagement in the online learning environment”

About us!

Siobhan’s favourite comedy film is What we do in the Shadows

Mai’s favourite movie is the anime My Neighbour Totoro

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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’ve already finished 2 weeks of the project and have gained some great insight from you and your teachers. If you’d like to be involved, say hi to us in TA1, Studio 5 or send an email!

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

What we did this week:

- Met with more teachers and support staff to discuss engagement barriers and strategies
- Begun developing a student and parent survey
- Analysed staff responses from the all-staff survey we sent out last week
- Developed preliminary strategies to support engagement for 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

- Staff survey responses have started rolling in!
- Meetings with staff gave us invaluable insight into barriers to engagement

What comes next?

- Stay tuned for our student survey!
- Chatting with OAC student supervisors and families
- We’ll be dropping into more classes – come say hi!

In depth summary: Week 2

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>Learned about different staff perspectives on project topic</p>	<p>This is necessary to develop collaborative working relationships with staff</p> <p>Streamline direction of needs analysis</p> <p>The normative need is much more established as recurring themes and issues have arisen from all our meetings</p>
<p>Sent out staff survey</p>	<p>Received many responses from staff</p> <p>Gained insight into staff experiences and understanding of the need</p> <p>Set up meetings and class drop-ins by contacting staff who expressed their interest in the project through the survey</p>	<p>Staff members are invested in our project and want to help</p> <p>Staff interest implies that there is a major need as seen by staff</p>
<p>Mapping recurring themes arising from discussions with staff in OneNote</p>	<p>Developed a greater understanding of main issues impacting on engagement at OAC</p>	<p>As many staff members have voiced the same issues, this indicates a common perception of the need.</p>
<p>Mapping different engagement strategies used by staff in OneNote</p>	<p>Establish an understanding of methods used and how theory translates to practice</p> <p>Gained an understanding of the consistency of application/variety of methods used</p>	<p>Reduce redundancy in action plan</p> <p>Through our understanding of the strategies that didn't work, we can avoid using these in our action plan</p>

In depth summary: Week 2

Stage of project: Step 1 – Needs Analysis

	Gained an understanding of what strategies didn't work	
Meeting with Aboriginal community education officer	Gained a greater understanding of Aboriginal history and culture	Ensuring cultural safety and responsiveness will be essential to ensure the project can provide benefit to all students
Observed students in classes across primary, middle, and upper school	Gained a clearer understanding of class structure and how classes are operated at OAC	Streamline direction of needs analysis and identified gaps for further exploration
Introduced ourselves, the project, and the OT role to students	Students gained a greater awareness of our project and the OT role	Rapport and awareness among the community will be essential to ensure the needs analysis and action plan is community-driven and client-centred
Developed an 'elevator pitch' for the OT role and project targeted to different student year levels	Have been able to present the project with consistency and clarity	Upholding professionalism to appropriately represent OT, their role in schools Ensuring the project and involvement is accessible for the community and client-centred.
Brainstorming action plan ideas	Compiled a range of high-quality educational resources	Progress towards short term outcomes
Exploring state education department wellbeing and mindfulness resources, literature on self-regulation	Developed more in-depth ideas for action plan	Increased clarity of project direction Establish SA education dept resources are available, to then explore staffs' awareness/implementation/consistency of use and the reasons underlying this

		<p>Minimising redundancy – duplicating resources that aren't used because they aren't practical</p>
<p>Learning about the Berry Street model</p>	<p>Gained a clearer understanding of the model widely used by OAC staff to support engagement and learning in class</p>	<p>The model has pros and cons and can be used to inform our action plan ideas</p> <p>Understanding pre-existing practice is essential to ensure the action plan is compatible and complements current pedagogy.</p>
<p>Discussed project with agency supervisor</p>	<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>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 two draft surveys on student engagement to be distributed to all students</p>	<p>Provides different options/medium for student input to increase accessibility and inform needs analysis</p>	<p>Different mediums for involvement/voice will support capturing input from a greater diversity of students (response bias)</p>

<p>Sent to agency supervisor and Teaching & Learning Coordinator to gain feedback</p>	<p>Survey has option to provide contact details if interested in keeping updated and/or being involved – gain further leads to inform needs analysis</p> <p>Developed 2 surveys; one is aimed at primary school children and uses simple, easy to understand language, while the other is aimed at middle/high school kids and uses slightly more complicated language</p>	<p>Essential to manage power balances and support engagement of students</p> <p>E.g. encourage input of students who may be hesitant to talk in person and have corresponding barriers to engagement. The survey will also accommodate different needs and preferences</p> <p>Anonymity of survey may support gaining richer and more open responses.</p> <p>Greater number of student responses will support a more representative understanding of felt need</p>
<p>Contacted parents via email to ask for their contribution to the needs analysis</p>	<p>One parent has responded, and a meeting has been organised</p>	<p>More 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 gained invaluable insight from a range of staff members, including teachers of all year levels and support staff. Everyone’s contributions helped us immensely to gain a much greater understanding of the normative need and issues surrounding student engagement. Additionally, our survey had responses from a range of staff members across the

agency. These responses also provided invaluable insight into the normative need. Last but not least, our meeting with the Aboriginal community education officer greatly increased our cultural awareness. This is not only essential for our project, but it has also benefitted us in our personal lives as well as our future careers.

Challenges and obstacles:

The student survey is still under development to ensure questions are tailored to students' development and accessible. We plan to send out the survey to more staff members to ask for their feedback and input to finetune the survey before sending it out. Due to it being week 2, we have had limited opportunities to speak with students and parents (the community) directly. Therefore, our understanding of the need thus far represents perceptions of the agency. Additionally, our needs analysis reflects a diverse range of underlying needs and due to the limited scope of the project the action plan will likely not be able to address these comprehensively.

Contingency Plans:

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