Progress Report

WEEK 3 - 21/02 - 25/02

Project aim

"Enhance students' engagement in the online learning environment"

About us!

Who was your favourite musician when you were in high school?

Siobhan: Jack's Mannequin

Mai: Taylor Swift

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WHAT IS OT ANYWAY?

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

University of South Australia

open **access** COLLEGE

STUDENT ENGAGEMENT @ OAC

Hi everyone! We are Mai and Siobhan, two Occupational Therapy (OT) students from the University of South Australia. We are at Marden Campus until the April 8th holding a project to support student engagement in online learning.

This project is all about what you, the students, think! We've already finished 3 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:

- Created a student survey to hear what you think! (Click here for our Primary student survey, or here for our Middle-High school survey!)
- Continued meeting teachers and support staff to discuss engagement barriers and strategies
- Got to say hi to some of you in your classes!
- Chatted with OAC parents

This week's achievements

- We already have 41 responses to the student surveys!
- We've interviewed more staff members to gain their insight into the topic

What comes next?

- Making a poster to report on survey findings.
- Attend the on-campus Craft Circle and meet some of you!
- Sit in on more classes to discuss our project

Activities	Outcomes	Implications
Formal and informal discussions with teachers and support staff about student engagement, underlying barriers and needs Scheduled meetings with teachers and support staff to discuss project	Built rapport with staff members Increased staff awareness of project Gained a greater understanding of community needs and challenges Learned about different staff perspectives on project topic	This is necessary to develop collaborative working relationships with staff Streamline direction of needs analysis The normative need is much more established as recurring themes and issues have arisen from all our meetings
Monitored staff survey	Received many responses from staff Gained insight into staff experiences and understanding of the need Set up meetings and class drop-ins by contacting staff who expressed their interest in the project through the survey	Staff members are invested in our project and want to help Staff interest implies that there is a major need as seen by staff
Mapping recurring themes arising from discussions and survey responses in OneNote	Developed a picture of the level of consensus/different approaches to addressing the need Begin comparing how different stakeholder groups perceive the need	Issues raised within stakeholder groups have largely overlapped, indicating a common perception. Comparing perceptions between stakeholder groups (consensus/difference) will inform an action plan that reflects the community's voice/felt need

Continued mapping different engagement strategies used by staff in OneNote	Establish an understanding of methods used and how theory translates to practice Gained an understanding of the consistency of application/variety of methods used Gained an understanding of what strategies didn't work	Reduce redundancy in action plan Through our understanding of the strategies that didn't work, we can avoid using these in our action plan
Created student survey (with input from teachers on age-appropriate language) Sent out a survey to primary and middle-high school students – with option to opt in for follow up involvement in project	Survey was more appropriately tailored to students' development, and therefore accessible. Posted to OAC Facebook, school website/newsletter, sent to teachers and linked during classes. Received 9 responses to our reception-primary survey and 32 to our middle-high school survey so far! Have begun to compile a list of interested students/families – this may act as a shortlist to establish a focus group/working group etc	An anonymous survey reduces power imbalances and facilitates community input (relative to the agency). The students' and their families (community) felt need will inform the action plan and direction of the project. Seeking feedback/ongoing dialogue with staff creates space for increased involvement in decision making A working group or similar would provide an avenue for more direct community participation, increased decision-making power and empowerment.

		Enables input of students who may be hesitant to talk in person and have corresponding barriers to engagement.
Observed students in classes across reception to upper school, care groups and 'Monday student Social'	Gained a clearer understanding of how classes and engagement varies across year levels Students gained a greater awareness of our project and the OT role Introduced ourselves, the project, and OT role to students and promoted the student survey	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 and client-centred
Created a project poster to explain our project, its key principles, and the OT role Posted to staff room noticeboard	Increased awareness of the project and its key principles Have another medium to promote our staff survey	It's vital that we communicate that sustainability underpins the project – this will support capacity building and planning towards long-term goals. Ensuring the project and involvement is accessible for the community and client-centred.
Exploring state education department wellbeing and mindfulness resources, literature on self-regulation	Compiled a range of high-quality educational resources	Progress towards short term outcomes Minimising redundancy – avoid duplicating resources that aren't used because they aren't practical

Meeting with a parent to discuss engagement, and more to come.	Gained an understanding of the need from the perspective of families – particularly remote and medical contexts. Gained an understanding of supports and barriers for parents supporting their child's engagement	The project has a community development focus. Understanding the need as felt by the community (OAC family/students) will be essential to this (and client-centredness). The students' and their families (community) felt need will inform the action plan and direction of the project.
Discussed project with agency supervisor	Shared project achievements and direction with supervisor Discussed the need expressed so far and affirmation of project direction so far. Increased understanding of agency resources, processes, and challenges Received suggested agency member contacts to meet with	Understanding available resources, school logistics and pedagogy is essential to ensure the action plan is compatible and sustainable Up to date situational analysis will facilitate tailoring future activities within agency's resources Gaining contacts/ meetings with staff who have diverse experiences/roles will help make the needs analysis more representative
Completed two draft surveys on student engagement to be distributed to all students	Provides different options/medium for student input to increase accessibility and inform needs analysis	Different mediums for involvement/voice will support capturing input from a greater diversity of students (response bias)

Sent to agency supervisor and Teaching & Learning Coordinator to gain feedback	Survey has option to provide contact details if interested in keeping updated and/or being involved – gain further leads to inform needs analysis 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	Anonymity of survey may support gaining richer and more open responses. Greater number of student responses will support a more representative understanding of felt need
Contacted parents via email to ask for their contribution to the needs analysis	One parent has responded, and a meeting has been organised	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.

What went well:

The student survey has garnered a wide range of responses with common themes already emerging. This is a crucial step in our needs analysis, as we are starting to gather community input. Furthermore, there is growing interest from the student cohort to be further involved in our project. We want to create a focus group of students to increase the community's capacity for decision making; therefore, students' interest in the project will help us carry out this next step of the needs analysis.

Challenges and obstacles:

We've not yet had the opportunity to speak to students in person. We hope to meet students through upcoming events and programs; however, these (Duke of Edinburgh, Craft circle etc) will likely not be running until the action plan phase, and therefore their input in the needs analysis is currently limited to the survey. This will also limit our ability to build rapport with the community. Additionally, the staff Voice committee is no longer running this year, which also limits our ability to develop strategies together with staff.

Contingency Plans:

- Our action plan can focus on building the capacity of teachers and support staff, which in turn will indirectly support the community
- Keeping directions for the action plan flexible to accommodate later input from community members