

Progress Report

WEEK 4 - 28/02 - 04/03

Project aim

“Enhance students’ engagement in the online learning environment”

About us!

Who is your favourite actor?

Siobhan: Betty White 

Mai: Robert Pattinson 

Mai:

ngucy044@mymail.unisa.edu.au

Siobhan:

ohasc001@mymail.unisa.edu.au



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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South Australia



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STUDENT ENGAGEMENT @ OAC



Hi everyone! It's Mai and Siobhan again with another update! We can't believe it's already week 4 of our project. Thanks to you, we have found invaluable information regarding student engagement. We are preparing a poster to show you all of our findings from the past 4 weeks. That's coming next week so please keep an eye out on your email! We will also hold focus groups soon to develop a strategy to address issues we've found in our needs analysis. If you want to be involved, please email us!

What we did this week:

- Our student survey is running until the end of the week (Click [here](#) for our Primary student survey, or [here](#) for our Middle-High school survey!)
- Attended Access Gazette meeting, Craft Circle & Monday student social
- Continued meeting teachers and support staff
- Met with a Department for Education school OT
- Got to say hi to some of you in your classes!
- Chatted with OAC home supervisors

This week's achievements

- We have 55 responses to the student surveys!
- We got to do arts and crafts with some of you in-person at the Craft Circle!

What comes next?

- Sending out the poster to report on project findings
- Holding a focus group for students and teachers to develop a strategy together

| Activities | Outcomes | Implications |
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| <p>Interviews/meetings with teachers and support staff to discuss student engagement</p> <p>Scheduled meetings with teachers and support staff to discuss project</p> | <p>Summaries have been written for each interview and emailed to the participant for comment (member checking)</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>Member checking provides a medium for agency members to be involved in the ongoing evaluation process</p> |
| <p>Student survey: Continued monitoring responses</p> <p>Promoting survey in classes</p> | <p>Received 11 responses to our reception-primary survey and 44 to our middle-high school survey so far!</p> <p>Gaining a picture of barriers to student engagement, supports and strategies</p> <p>10 expressions of interest in being involved further</p> | <p>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).</p> <p>The students' and their families (community) felt need will inform the action plan and direction of the project.</p> <p>As students are based online and student groups are not yet operational, this will be a critical source of insight into the student's felt need</p> |

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| | | Enables input of students who may be hesitant to talk in person and have corresponding barriers to engagement |
| Continued mapping recurring themes from surveys and interviews (engagement barriers, strategies and supports) | <p>We have produced two working documents summarising student and staff perspectives on engagement – these will be presented in a poster and executive summary</p> <p>Developed a picture of the level of consensus/different approaches to addressing the need</p> <p>Understanding how different stakeholder groups perceive the need</p> | <p>Issues raised within stakeholder groups have largely overlapped, indicating a common perception.</p> <p>Comparing perceptions between stakeholder groups (consensus/difference) will inform an action plan that reflects the community's voice/felt need</p> <p>Understanding strategies staff felt didn't work will help avoid redundancy in our action plan</p> |
| Developing a poster and executive summary (to report on overall findings from the surveys, interviews, and class observations) | The poster is nearly completed, and we aim to have it finished by Tuesday next week. | <p>Dissemination is a critical part of the community development approach.</p> <p>Having both a poster and executive summary will allow findings to be presented in a way that is appropriate and more accessible for the community (students across year levels, their families) and agency staff members</p> |

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| <p>Continued examining the comparative need by researching other online schools across Australia</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>Observed students in classes</p> <p>Introduced ourselves, the project, and OT role to students and promoted the student survey</p> | <p>Attended 3 classes</p> <p>Gained a clearer understanding of how classes and engagement varies across year levels</p> <p>Increased students' awareness of our project and the OT role</p> | <p>Streamline direction of needs analysis and identified gaps for further exploration</p> <p>Rapport and awareness among the community will be essential to ensure the needs analysis and action plan is community-driven and client-centred</p> |
| <p>Attended 'Monday student social', Access Gazette meeting, and Craft Circle</p> | <p>Talked to students in the Access Gazette directly about our project. Students provided invaluable insight, and this was the first time we directly engaged with students in our needs analysis.</p> <p>Talked to students face-to-face for the first time.</p> <p>Provided an overview of our progress and discussed next steps</p> | <p>Asking students questions about their engagement allowed us to directly interact with the community. Although we have sent out the surveys, this provided students with a different medium to express their needs and wants.</p> <p>Talking to students in-person allowed us to build further rapport and gain a better understanding of the student cohort.</p> |
| <p>Had a meeting with a Department for Education</p> | <p>Disseminated our findings to the OT</p> | <p>Through our meeting, we were able to gain additional insight from a</p> |

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| <p>stakeholder (Occupational Therapist)</p> | <p>Learned more about her role in the department and where she sees the future of OT in the education sector</p> | <p>professional who didn't work at OAC. She showed us a self-regulation model which helped us think about strategies and approaches to take in the action plan.</p> |
| <p>Exploring state education department wellbeing and mindfulness resources, and literature on self-regulation</p> | <p>Compiled a range of high-quality educational resources</p> | <p>Progress towards short term outcomes</p> <p>Minimising redundancy – avoid duplicating resources that aren't used because they aren't practical</p> |
| <p>Meeting with home supervisor to discuss engagement</p> | <p>Gained an understanding of the need from the perspective of families – particularly remote and medical contexts.</p> <p>Gained an understanding of supports and barriers for parents supporting their child's engagement</p> | <p>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).</p> <p>The students' and their families (community) felt need will inform the action plan and direction of the project.</p> |

What went well:

We got to meet students in-person at the Craft Circle. This was the first time we had engaged with students face-to-face. We had a lot of fun and were able to ask students about their engagement. 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. We also got to talk to students in the Access Gazette and asked students what they thought about their current engagement levels and what could be done to support engagement further.

Challenges and obstacles:

We are transitioning from the needs analysis stage to the development of the action plan stage. This is challenging as we want to balance what students, staff and parents want. We also need to work out the best way to engage stakeholders to develop strategies together. Everyone has different workloads and timelines, which means it might be difficult to hold focus groups that accommodates everyone's needs.

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