ENGAGING STUDENTS IN LEARNING-CENTRED TEACHING AND RESPONDING TO NEEDS – WHAT DO THEY SAY WORKS?

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Teaching is process of becoming that continues throughout life, never completely achieved, never completely denied. This is the challenge and the fun of being a teacher – there is no ultimate end to the process.

Frances Mayforth
WHAT WE HOPE TO CONTRIBUTE TO THROUGH THIS SHARED PRESENTATION

Emphasise partnerships

Emphasise the importance of learning-teaching as a partnership and relationship (professional)

Contribute

Contribute to thinking outside the tetrahedron

Quality focus

Focus on quality:

• “...look for options of Quality....his Quality decisions change him too. And not only the job and him, but others too because the Quality tends to fan out like waves.”
  • (Pirsig, p. 340)
Being an authentic teacher whilst also being learner-centred (focussing on student needs) improves student learning outcomes (Broughan & Hunt, 2012; Kreber & Klampfleitner, 2013)

There are differences in how lecturers define authenticity and teaching effectiveness, versus how students define this (Kreber & Klampfleitner, 2013)

Student online engagement does not have a significant effect on results in student academic performance (Rashid & Asghar, 2016)

Learning activities that encourage student interaction, discussion, applying theories and constructive alignment of teaching-learning activities and the assessment tasks (Biggs, 2012)

Performance assessments such as: practicum, presentations, projects, reflective journals, case studies & portfolios support higher order learning for more students (supports more diverse student learning needs) than exams and multiple-choice exams (Biggs, 2012)
WHAT UNIVERSITY STUDENTS IDENTIFIED AS PRIORITIES & HELPFUL TO LEARNING

- Opportunities for face-to-face discussion
- Teachers providing feedback focused on improving learning
- Teaching in ways that enable learning
- Teachers being enthusiastic about their subject
- Making effort to explain things so that we actually understand it
- Able to explain things to different individuals in different ways
- Teachers caring about students’ learning needs
- Teachers making the subject interesting
- Teachers being available to discuss student learning
- Teachers challenging students to think
- Teachers providing opportunities for students to apply their learning
- Teachers who respect students, care about teaching & students
RESPONDING TO STUDENT NEEDS AND STUDENT FEEDBACK
SOME STRATEGIES AND INNOVATIONS TO SUPPORT STUDENT LEARNING

1. **New Case Studies** & simulations based on contemporary clinical experience (de-identified)

2. **Open Air Group Office Hours/ Learning Circle 2017** (started 2016 in response to 3rd year student needs for the two Intensives Courses OCC312 & OCC442 and continued for OCC201 in 2017 as it is a complex foundational course),

3. New 2017 **PebblePad Workbooks**; new **Fieldwork Worksheets** to structure learning experiences to better link to theory more specifically

4. New 2017 **Fieldwork structure of extra and varied experiences** (from four to six varied experiences); used student in person & SETAC feedback & consulted with clinical training team

5. New **OCC201 Fieldwork 2017 off-site visit** I organised with Industry contact, Mobility and Assistive Living Equipment Experience at Kawana Walk on Wheels Training Centre

6. **Blended Learning**: Updated lectures and Blackboard OCC201 site in 2016; further work on Blackboard OCC201 site in 2017 (as requirements mean lots of complex theories & content in the course); used student SETAC feedback & consulting with C-SALT Blended Learning Design Experts

7. New 2016 and 2017 **Honours Students Computer Labs**: to work on new learners to research; understanding concepts, drafting Introduction, Methodology, Ethics and Honours Budget Applications, talk about Honours research processes and structure (OCC452 & OCC422)


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