

School for Work Based Education

Partnering for success: can Module Leaders and ADTs collaborate proactively rather than react?

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Outline

- Motivation for presentation – why did we need this?
- Introduction to case studies
- 1st cohort: what, why, how and so what?
- 2nd cohort: what, why, how and so what?
- Overall reflections
- So – what next for us all?

Motivation

Analysis of previous cohort on module showed students' difficulties with literacies as they transitioned into level (University)

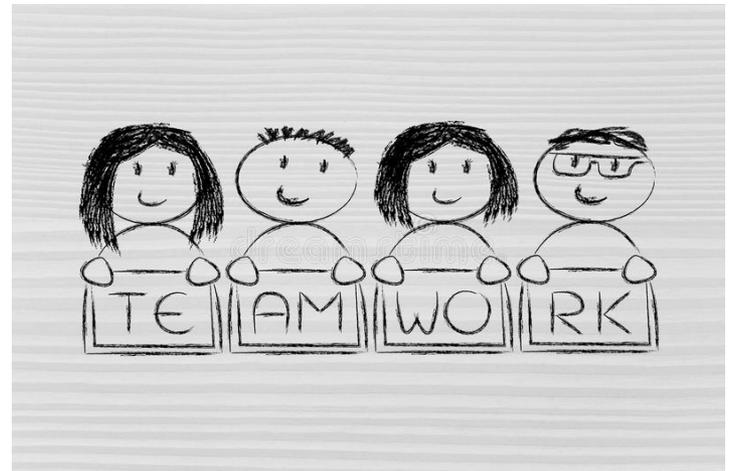


How to support required skills development?

Reflect honestly: Which approach would you have taken or would take in this situation?



OR



 **OTE**

Yet more motivation

Generally, desire from module leaders and ADTs to work for benefit of student;



- Reasons why collaboration is not systematic are multiple:
 - Roles and perception of roles
 - Organisational structures;
 - Are ADTs seen as service or non-academic (not GCU)?
- Literature shows collaboration is possible, but largely about individuals collaborating;

Want to focus on what we did and reflections

Case Studies Introduction

- Diploma (SCQF8) level module – Becoming a Reflective Practitioner: Personal and Professional Development
- 1st module in level (new to level; new to uni) – many students using RPL to enter
- Same module in two similar (blended-learning) programmes:
 - South Africa
 - UK and Ireland
- Collaboration considerations
 - Internet access differences
 - Potential differences in student cohort (e.g. previous exposure to education, L1 / 2; digital confidence) etc.

Case study 1: TFR

Module leader: Chris

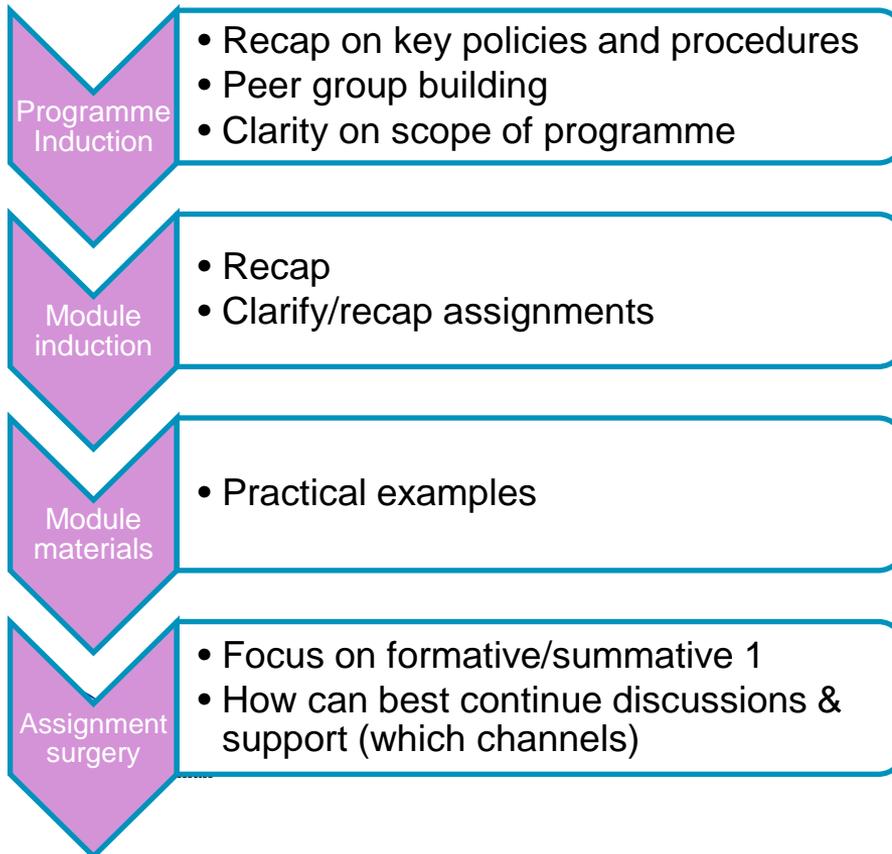
ADTs: Daniela, Vic and Colin

N.B. cannot cover all aspects of
collaboration

Why did we collaborate?

- Module leader identified opportunity for ADT expertise to support students;
- Lead ADT assigned to programme (and so to module);
- We had worked successfully in proactive way before (Chris & Daniela);
- Support from others in module team (lecturers and ADTs);
- Evolving ADT team keen to demonstrate what Academic Literacies means practically and the benefit for students;

Overall framework & first face-to-face



Key embedded literacies aspects (academic skills)

- Understanding emotional barriers to learning – fears, hopes and self-image;
- Importance of peer support and peer learning;
- Analysing question set: deconstructing question;
- Practical skills around information literacy, critical reading and note-taking;

Reflect honestly: would it be possible for us all to work out the skills that we want the students to develop?

YES

OR

NO

OTE

What did the students say?

Feedback survey question: What did you find most beneficial?

- the session was perfect;
- the session was structured perfectly;
- Actively involved students;
- Chris explain everything to us;
- The support given by the Glasgow Caledonian University;
- Everything that was explained in class was useful as it changed my mindset to not just see things on one side but to try and to find the other side and compare and ask relevant questions also when reading a text or paragraph to understand and notice important points in that paragraph



Mini-reflections on this case

- Previous collaboration success and discussion was important – we had worked on smaller projects first;
 - We had shared an office – made communication easier;
 - Reciprocal trust and engagement on different projects;
- Taking time to share module leader expectations (skeleton) helped on-going discussions;
 - Agreeing priorities;
 - Original plans iterated reflecting strengths of team and growing trust;

Case study 2: UK and Ireland

Module Leader: Linda

ADTs: Colin, Vic and Daniela

Why did we collaborate?

- Desire to work in a collaborative and integrated way to deliver the module
- Need to embed 'academic literacies' in module learning materials
- ML had previous experience of collaboration with ADTs
- Enhance the student experience and professional practice

What did we collaborate on?

- Module planning via Perusal
- Design of formative activities and summative assessments
- Construction of summative assignment guidance
- Provision of feedback on blog activity associated with summative 1 assignment (SME)
- Provision of feedback via Grade Centre on formative activity for summative 1 assignment (ADT)
- Review of student performance on formative activities (SME / ADT) to inform feedforward for summative 2 assignment
- Embedding academic and digital literacies in resources to support independent learning
- Module review meeting to inform module monitoring.

Mini-Reflections

- Valuable professional experience
- Having an established respectful relationship was beneficial
- Provided a deeper understanding of professional roles
- Highlighted different approaches to feedback and feedforward
- Difficult to find time, required a flexible and reactive approach at times

Looking to the future.....

- What models of collaboration exist to inform ongoing partnership working?
- How do we measure the value of an integrated approach to the student experience?

Overall reflections

What we have learnt from the experience

- Previous collaboration is important – trust and understanding of expertise;
- Can plan this differently – so no one way – but about being clear about expectations;
- Be open to change – this way can innovate and find effective solutions (bringing all expertise);
- Proximity can ease collaboration (certainly at beginning)

So if you want to try this what to consider and how to go about it?

It is necessary to get to know one another better! Therefore:

Start talking to one another – even informally. Go have coffee / lunch...
Talk about your role / expertise / expectations / experiences teaching...

- Possible points / questions a ML / lecturer can ask an ADT:

What do you do? Have you seen students from my module? Are there things from your point of view that they might be struggling with? I think my students have difficulty with X; I do Y - any suggestion what else I could do?

- Possible points / questions an ADT can ask an ML / lecturer:

What do you do? Are there things from your point of view that your students might be struggling with? Anything I can help you with?

So if you want to try this what to consider and how to go about it?

Trust and shared values in terms of education are the most important prerequisites for a collaboration. Therefore:

- Start with smaller projects and build trust.
- Learn from one another.
- There are (discipline-specific) “things” an ADT can learn from a ML / lecturer.
- There are (language and learning) “things” a ML / lecturer can learn from an ADT!

What do you think of this approach?



