



Engaging and Learning through Co-Construction

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Overview

Background



Theory



Experience

Pathway Program

- Pathway to Dermal Studies



Student Numbers



Student Retention

Pathway to Dermal Studies: Learning Outcomes



Develop the cognitive, academic, and communication skills to plan, research, write and submit a brief report.



Demonstrate appropriate use of **VU collaborate (LMS)** including:

- Uploading assignments to the Drop Box
- and Linking VU email to a personal phone

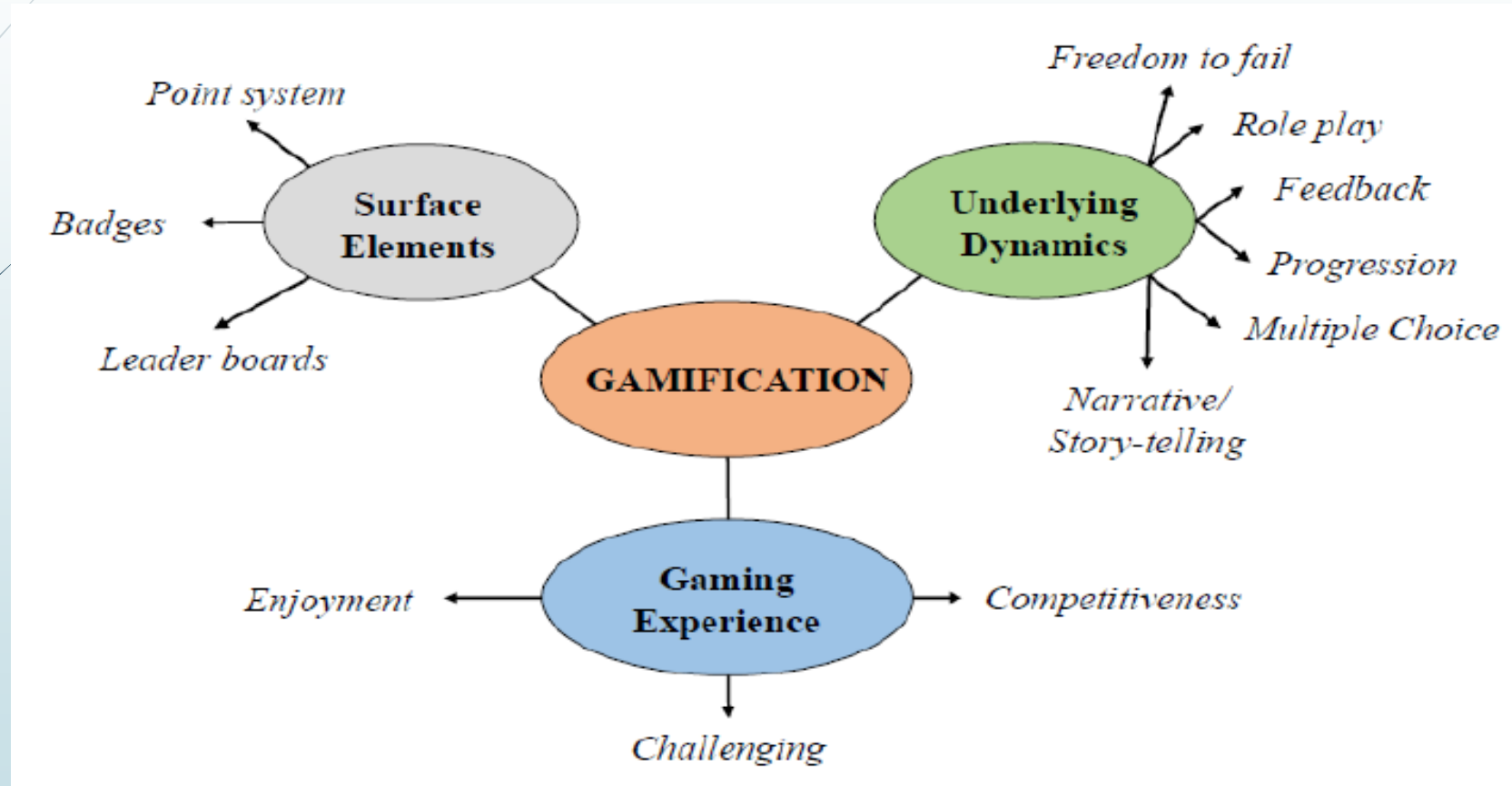


Collaborate with peers and other university staff to establish social-connectedness.



Examine and explore their **'home' campus environment** and the support services available.

Gamification Pedagogy



Langendahl, et al., 2016

Implementing Gamification



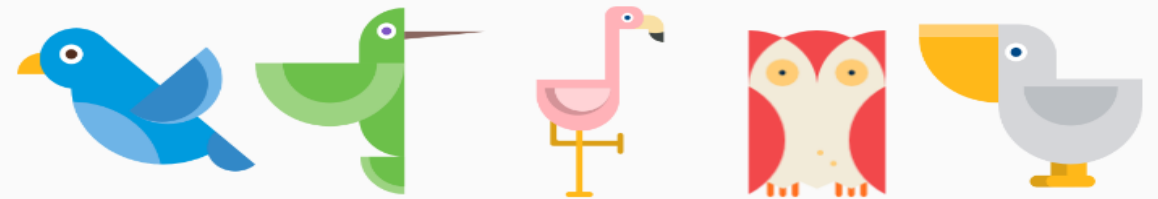
MISSION 2 SUCCESS!

PLEASE PROCEED TO MISSION 3

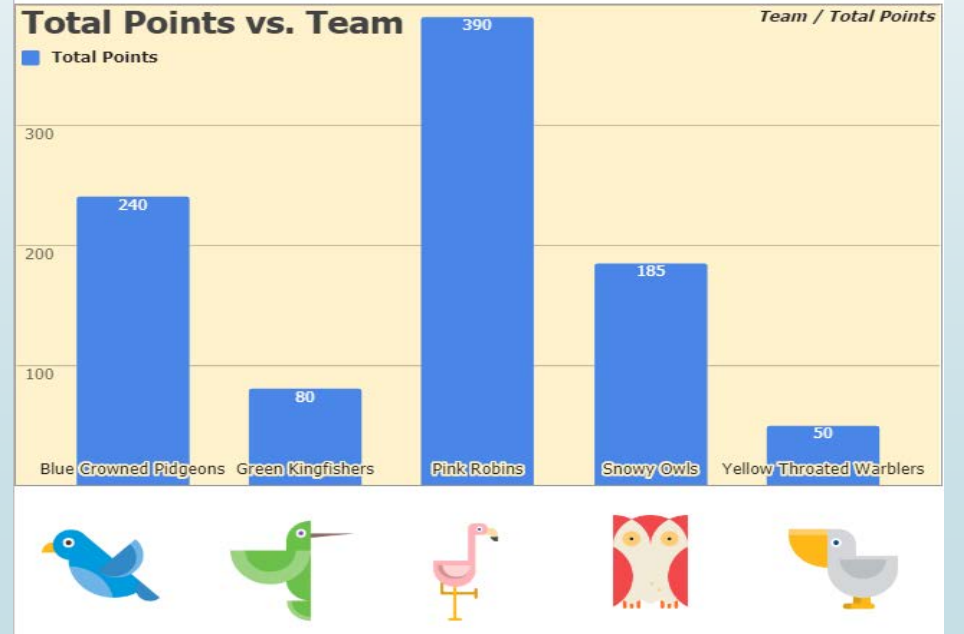


Start Smarter Day 1

This is a blended learning unit that teaches the fundamental skills of writing at a University level.



Welcome to Day 1, below you will find the materials you require for today.



How to define

Co-construct
(v)

Co-create (v)

Co-producer
(n)

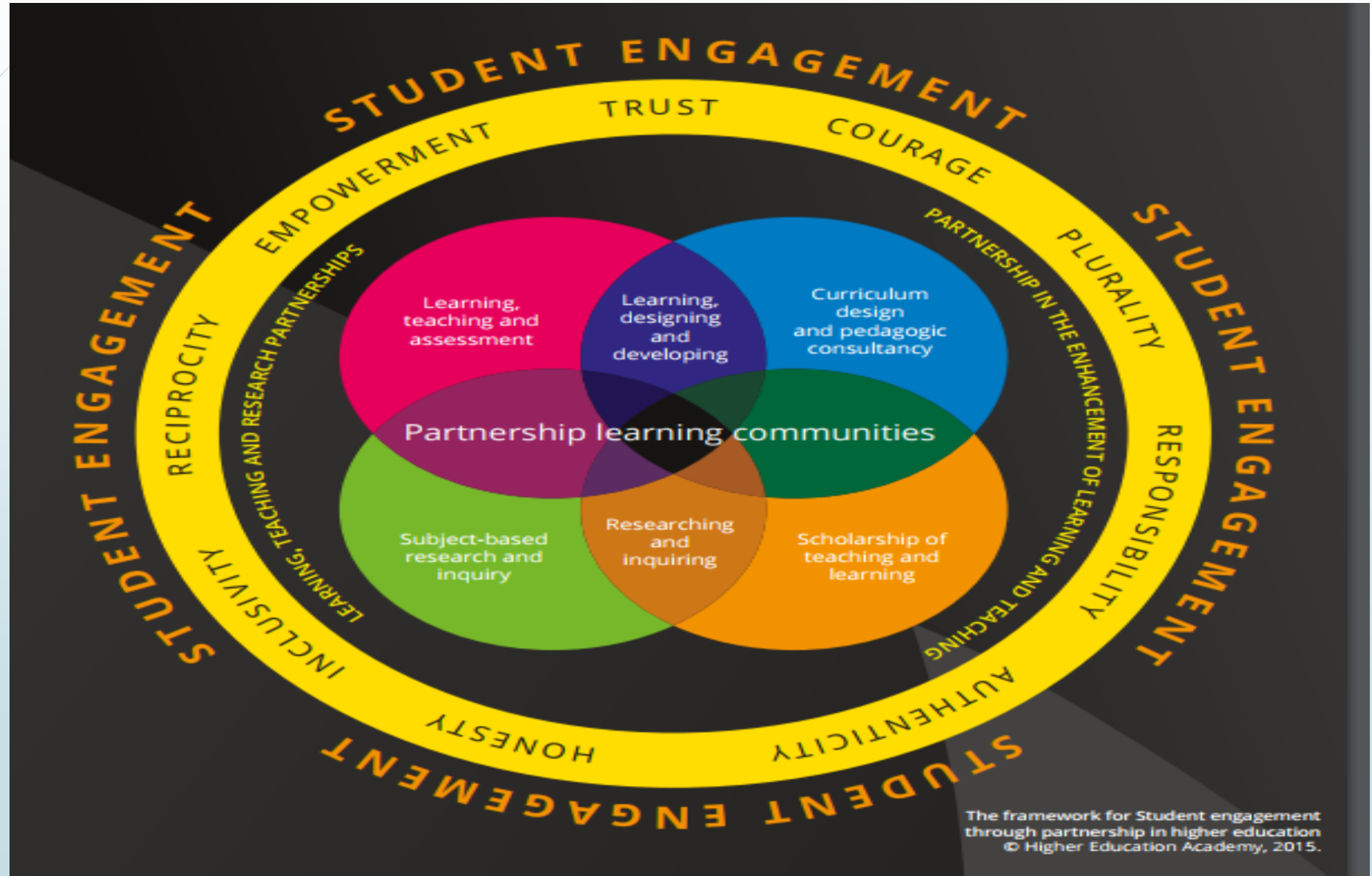
Active
collaborator (n)

Staff-student
partnership (n)

Cook-Sather, Boville and Felten (2004) define student faculty partnership as "a collaborative, **reciprocal process** through which all participants have the opportunity to **contribute equally**, although not necessarily in the same ways, to **curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis**" (p.6-7).

Framework for Student Engagement:

Higher Education Academy, UK, 2015



Our Experience





BENEFITS

- Deeper understanding of learning
- Pedagogy rational clearer (Academic)
- Increased engagement, motivation and enthusiasm
- Revise the relationship between student/academic
- Employability



CHALLENGES

- Relinquishing control
- Time investment
- Communicating intent
- Power distribution

Connecting Teams





Advice for student-staff Partnerships

01

Consider the
power
distribution

02

Remember that
technological
learning
resources are
not a substitution

03

Use student
perspectives

04

Communicate
within
partnerships