Faculty of Health & Academic Language and Learning Services

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Critical Intersections: the 12th Biennial Conference of the Association for Academic Language and Learning, University of Wollongong 25-27th November 2015
“From little things big things grow”  
(Carmody & Kelly, 1993)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Student attendance</th>
<th>Participating Staff</th>
<th>Faculty Areas</th>
<th>Course/Student Cohorts</th>
<th>Learning Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>486</td>
<td>9</td>
<td>Nursing</td>
<td>• Undergraduate</td>
<td>Language &amp; Literacy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• International</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2500+</td>
<td>100+</td>
<td>Faculty-wide</td>
<td>• UG &amp; PG (coursework)</td>
<td>Holistic</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• International</td>
<td>• Language &amp; Literacy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• CALD Domestic</td>
<td>• Professional Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• ESB Domestic (where suitable)</td>
<td>• Socio-cultural Transitions</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Staff Dev</td>
</tr>
</tbody>
</table>
1. Enhance academic experience
2. Improve confidence & preparedness for workplace placements
3. Build staff confidence & capabilities in relation to assisting CALD students with their studies
Connections for Learning Program framework

(delors, 1996; carneiro & draxler, 2008)
Design principles

Intercultural education cannot be just a simple “add on” to regular curriculum

- **Workplace Integration**
  - Role Plays
  - At-risk program

- **Community Outreach**
  - Healthcare volunteering

- **Language & Literacy**
  - Writing Workshops
  - PG Writing Program
  - At-risk program

- **Staff Development**
  - Mentoring for inclusive teaching

- **Create a fun, informal environment**

- **Provide real-time feedback** as students practice

- Use **authentic, ‘just-in-time’ activities**

- **Provide non-threatening industry experience** that’s a value-add for both parties

- **Build staff capabilities** for cross-cultural teaching
Evaluation of a complex program is a complex endeavor (Yardley & Dornan, 2012). Our review process consists of five key phases:

1. **Aims/objectives**: This phase sets the goals and objectives for the evaluation.
2. **Asking the questions**: Here, we clarify the specific questions to be addressed by the evaluation.
3. **Synthesising and Reporting**: This phase involves gathering and analyzing the data to report findings.
4. **Applying the Lessons**: Based on the evaluation findings, lessons are applied to improve future programs.
5. **Evaluation frameworks**: This phase utilizes collaborative, reflective, and strengths-based frameworks to guide the evaluation process.

These phases are interconnected, forming a cycle that emphasizes the iterative and comprehensive nature of the evaluation process.
Workplace Integration – Role Plays

• They are better able to engage with patients and build relationships with their peers ... that’s important as they can be quite alone and isolated. The program gives them tools to achieve.  Clinical supervisor, 2014

• The workshops made me more confident because I learned to prepare my conversation . . . then I went to placement and I was able to talk!  CLP participant, 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Helped me prepare for prac</th>
<th>Gave me confidence to talk with patients</th>
<th>Gave me confidence to talk with health professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>6.7</td>
<td>6.8</td>
<td>6.9</td>
</tr>
<tr>
<td>2013</td>
<td>6.4</td>
<td>6.8</td>
<td>6.9</td>
</tr>
<tr>
<td>2014</td>
<td>6.1</td>
<td>6.1</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Number of respondents: 2012=26; 2013=49; 2014=49. Total=124
Community Outreach
healthcare volunteering

Volunteering has gotten me involved with the Australian community and hospital culture...getting familiar with the words/expression used here is like building a new vocabulary that is quite different from where I grew up.

CLP student volunteer, 2014

Students have had a positive impact on the patients here at the Hospital. They have made a real difference and are truly appreciated by our staff.

Industry representative, 2014
I really enjoyed every session, they were all really helpful. Even more exercises students can practice would be good... the workshops gave me clear ideas about better writing skills...I would be lost if I had not attended...definitely recommend!

CLP participant, 2014
Impact on course assessment outcomes*

*International students enrolled in a 3rd year Bachelor of Nursing course
Staff Development – external review
(Chanock, 2015) – unpublished report

• Workshops are “closely tailored to achieve the lecturer’s outcomes”
• “responsible, flexible” approach
• “reflective cycle” leading to improvement
• “the insights . . . into students’ difficulties have changed the way he teaches and the way he designs assessments . . . Initially had doubts that an LLE from outside the discipline could help with teaching it, he has found the “outsider” perspective invaluable”
Reporting and Impacts: we have the data

- Learning Knowledge
- Skills: oral and written
- Socio-Cultural Transitions
- Academic Outcomes
- Sense of Belonging
- Confidence
So where to from here?

- Imperative for online resources
- Limited funding
- Limited staffing
- A need to change, think creatively
- Apply the flexibility and creative problem-solving that we started with
QUESTIONS?

Connections for Learning Program
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