Accessing student voices: Researchers, tutors and learners working together

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Presentation overview

- Research overview
- Research design and programme design – where are the **students' voices**?
- What we have learned so far from students
- Reflection and awareness

We acknowledge our research partner, Literacy Aotearoa,
in particular, Te Tumuaki Bronwyn Yates and research staff
Peter Isaacs and Katrina Taupo, along with the tut
learners involved in the research.

Literacy Aotearoa
Choice Change Freedom

Research aim and context

"Using a wellbeing framework to recognise, value and enhance the broad range of outcomes for learners in adult literacy and numeracy programmes"

▸ Aim

  ◦ Find a meaningful and manageable way to identify and record broad outcomes beyond skills

▸ Context

  ◦ Adult literacy and numeracy is valued – the focus is on skills

  ◦ Acceptance that broad outcomes accrue from L/N programmes

  ◦ No current systematic evidence-gathering of broad outcomes

Literacy – social practice
Wellbeing – holistic, integrative

Hei Ara Ako ki te Oranga (Hutchings et al, 2013)

- Durie's models of Māori wellbeing *e.g. Te Whare Tapa Whā (Durie, 1998)*
- Dialogical between tutor and learner
- Narratives mapped to wellbeing indicators, guided by Whakatauki

The research is seeking
- Time efficiencies
- Breadth of outcomes for diverse learners

Student voices
- Narrative
- Shared mapping
- Learner exit statements

Research questions

1. How can a wellbeing framework be further developed for incorporation into a programme in ways that engage tutors and learners in the outcomes and that are meaningful and manageable for them?

2. What broad wellbeing outcomes can adult learners identify as a result of their engagement in literacy and numeracy learning?

3. How does the use of a wellbeing framework help learners assume ownership of their continuing learning?

Trialing an embedded dialogic system for diverse learners – Year One

- Learner representations of what is important to them in their everyday lives
- Photo elicitation and Facebook dialogue
- Classroom dialogue
- Identifying broad outcomes
- Recording broad outcomes
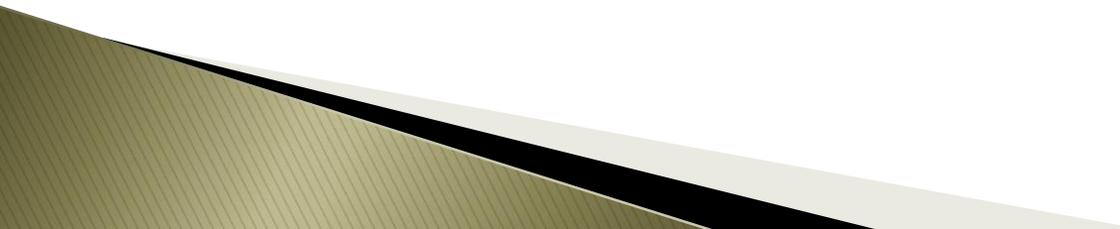
Key learning from Year One

▸ Learner representations of what is important to them in their everyday lives has potential as a reflection tool

▸ Photos can work well as reflection tools but technological challenges can outweigh the reflection value

▸ Tutors and learners need support to identify broad wellbeing-related outcomes

▸ Facebook is too high-risk for privacy breaches for these learners

Learner and tutor circumstances which may impact on student voice and learning

Learner	Tutor
‣ Complex lives ‣ Survival focus ‣ Variable familiarity with social media technologies	‣ School teaching background ‣ Skills vs social focus ‣ Strengths vs deficits orientation

Questions to guide tutor actions in Year Two

1. How might tutors create a sense amongst their learners that those things that are important to the learners in their everyday lives are valued in the programme?

2. How can tutors simply and safely have regular conversations with learners about the contribution of their learning to their wellbeing?

3. How can tutors simply and safely record, or facilitate students' to record, identified wellbeing effects?

How might the tutors be supported in this?

1. Valuing what is important to learners

Challenge for tutors	Planned actions

Challenge for tutors

- Giving attention to wellbeing outcomes without diverting the programme away from its *core pur*
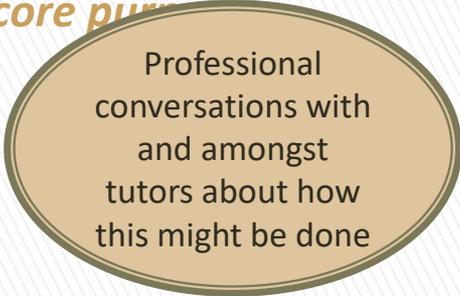
> Professional conversations with and amongst tutors about how this might be done

Planned actions

- Learner representations of what is important to them in their everyday lives
- Wellbeing statement displayed in classroom
- Regular reflection on how learning is linked to broad outcomes
- Classroom conversations and journaling about broad outcomes as natural part of the classroom

2. Regular and safe wellbeing conversations

Challenges for tutors	Planned actions
‣ Extending conversations ‣ Having safe conversations ‣ Encouraging reflection ‣ Having time	‣ Use of Facebook replaced with journaling ‣ Setting regular reflection and journaling times ‣ Additional questions to guide reflection ‣ Tutor guidelines ‣ Professional conversations

Professional conversations with and amongst tutors about how this might be done

3. Simple and safe recording of wellbeing outcomes

Challenges for tutors	Planned actions

Challenges for tutors

- ▸ Recording soon after
- ▸ automaticity, systematically
- ▸ Recording safely

Professional conversations with and amongst tutors about how this might be done

Planned actions

- ▸ Set journaling times
- ▸ Provide journals

Rich data examples – the potential for powerful evidence of broad wellbeing outcomes

1. … communication, honesty, trustworthy, what we share in the group is trustworthy and honesty.

2. I was sort of brought up to do everything yourself, you know? Don't ask for help. If you got yourself in trouble, get yourself out of trouble. But no I have gained, you know, I sort of try it once, and if it doesn't work I go… I ring up someone now. Yeah, but whereas before it would be, 'I'll just keep doing it until I get frustrated with myself!' You know?

Researchers, tutors and learners working together – concluding remarks

- Tutor awareness is needed to support learner awareness
  - Valuing of and capacity to recognise and talk about broad outcomes
    - Classroom/organisational milieu
    - Tutor interactions with learners
- A significant shift in thinking for some tutors and learners and some organisational changes

required to get strong and true student voice

Researchers, tutors and learners sharing our experiences to support this development – could not be done alone

References

Student voices articles

Hei Ara Ako ki te Oranga (Hutchings et al, 2013)

Te Whare Tapa Whā (Durie, 1998)

Personal, relational and collective wellbeing framework (Nelson & Prilleltensky, 2005)

The contribution of family literacy programmes to the wellbeing of individuals, families and communities (Furness, 2012)

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https://www.waikato.ac.nz/wmier/projects/using-a-wellbeing-framework-to-recognise,-value-and-enhance-the-broad-outcomes-for-learners-in-adult-literacy-and-numeracy-programmes