

**Communication skills  
development: sharing ideas and  
working together to achieve  
positive student outcomes**

Thursday, 18 July 2019  
9.30 - 12.30

Student Engagement and Academic Language Development

# Program

**WELCOME and intro**

Louise Jenkins and Anna Podorova

**Existing practices**

Faculty examples

**Workshopping ideas**

Everyone

**Concluding remarks**

Louise Jenkins and Anna Podorova

# Why are we here?

- Student Engagement - 3 year strategy
- 2019 - 2021
- priority areas
- strengthening employability and enhancing career ready graduates
- student health and wellbeing
- LANTITE, language and literacy success
- social inclusion

# All Monash courses are designed to prepare Monash graduates to be:

1. responsible and effective global citizens who:
  - a. engage in an internationalised world
  - b. exhibit cross-cultural competence
  - c. demonstrate ethical values
2. critical and creative scholars who:
  - a. produce innovative solutions to problems
  - b. apply research skills to a range of challenges
  - c. communicate perceptively and effectively

# Developing communication skills: food for thought

- ▶ Definition?
- ▶ Staff expectations?
- ▶ Student expectations?
- ▶ Academic vs Professional communication?

# A bigger picture: Faculty of Education

<b>Student Citizenship Type</b>					
<b>Reference Year</b>	<b>Citizenship Type</b>	<b>Course Enrolments</b>	<b>Student Course Progress Rate</b>	<b>Student Course Retention Rate</b>	<b>Student Course Average Mark</b>
2018	Domestic	4,379	94.0%	82.1%	69.76
	International	3,078	97.0%	87.9%	69.45
	Total for 2018	7,461	95.3%	84.4%	69.63
2017	Domestic	4,550	93.9%	81.7%	69.41
	International	2,480	97.3%	91.5%	69.99
	Total for 2017	7,034	95.1%	85.3%	69.62
2016	Domestic	4,518	93.4%	81.0%	69.35
	International	1,769	95.8%	85.4%	69.12
	Total for 2016	6,287	94.1%	82.2%	69.29

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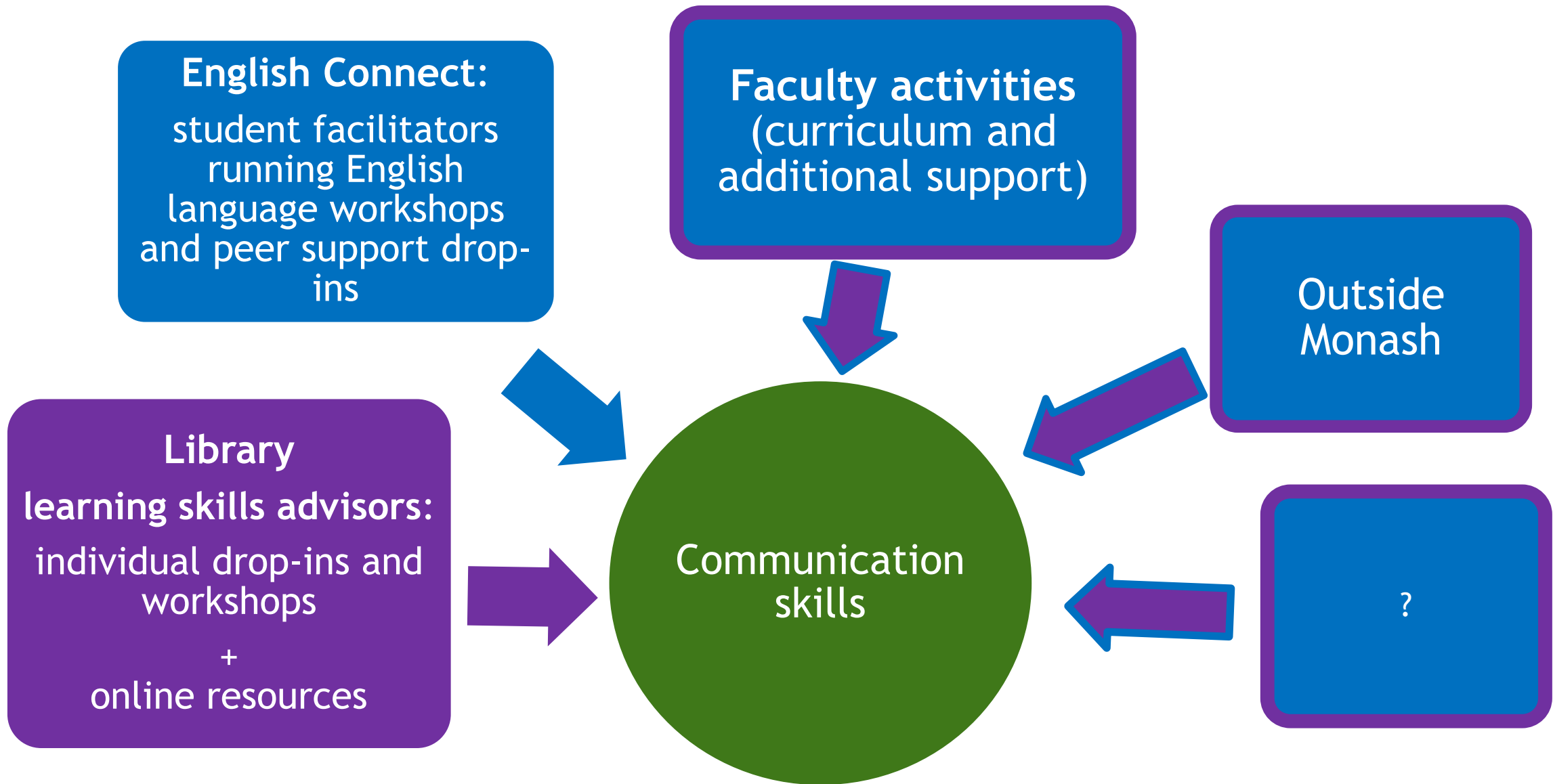


# A bigger picture: Faculty of Education

## Student Language Indicator - English (main language spoken at home)

Reference Year	Student Language Indicator - English	Course Enrolments	Student Course Progress Rate	Student Course Retention Rate	Student Course Average Mark
<b>2018</b>	<b>English</b>	<b>3,847</b>	94.6%	82.4%	70.52
	<b>Not English</b>	<b>3,610</b>	95.9%	86.5%	68.71
2018		7,461	95.3%	84.4%	69.63
2017	English	3,861	94.5%	83.3%	70.15
	Not English	3,169	95.8%	87.6%	68.99
2017		7,034	95.1%	85.3%	69.62
2016	English	3,845	93.8%	81.7%	70.05
	Not English	2,439	94.5%	83.0%	68.07
2016		6,287	94.1%	82.2%	69.29

# Communication skill development: Monash University, 2019



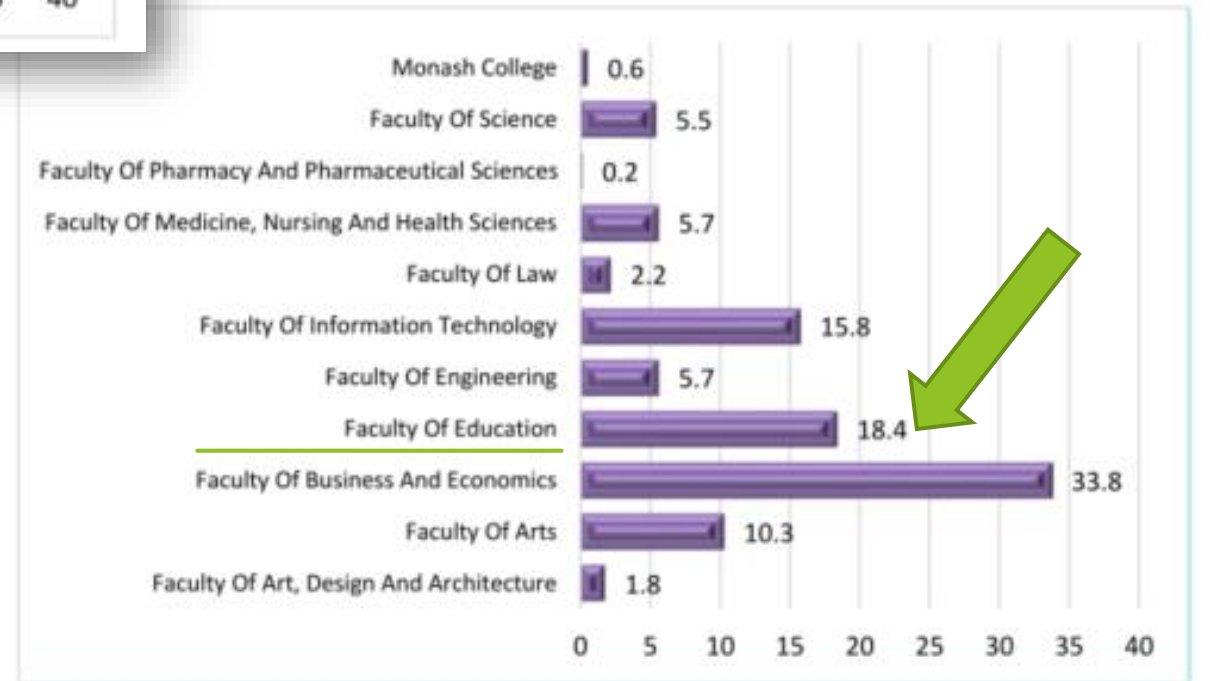
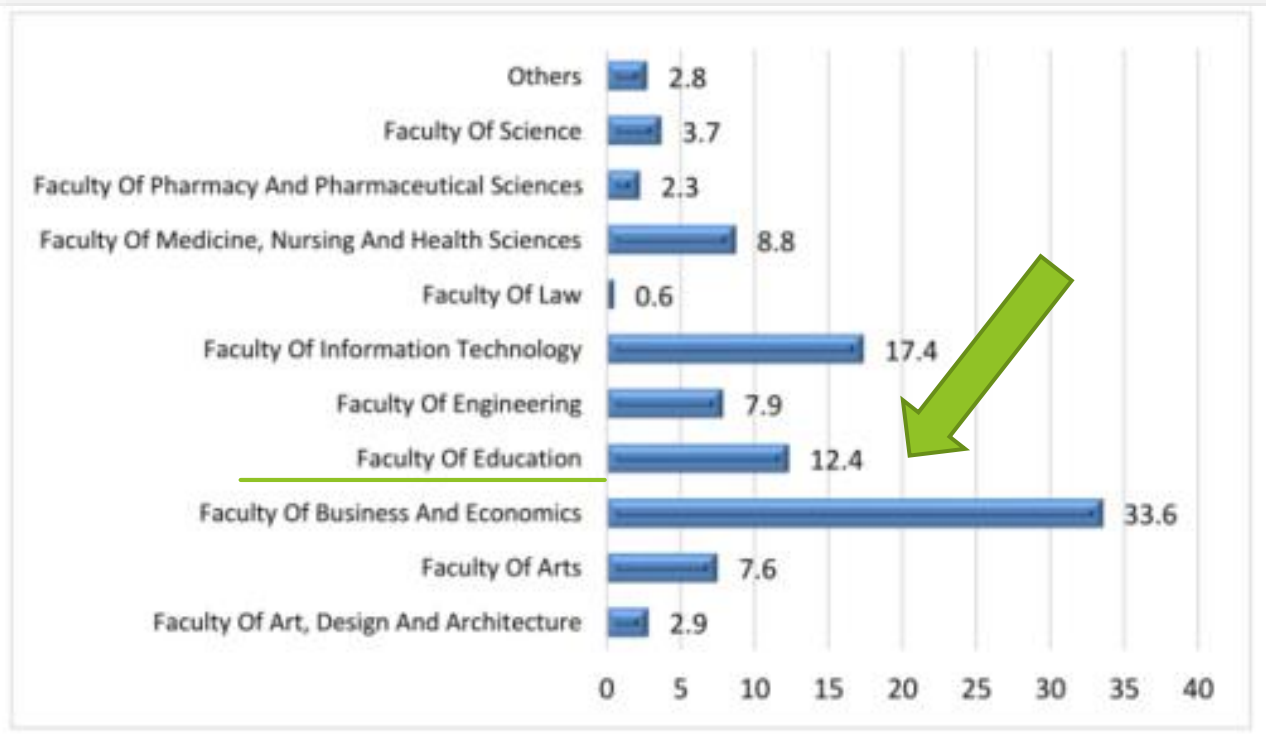
# Monash provisions

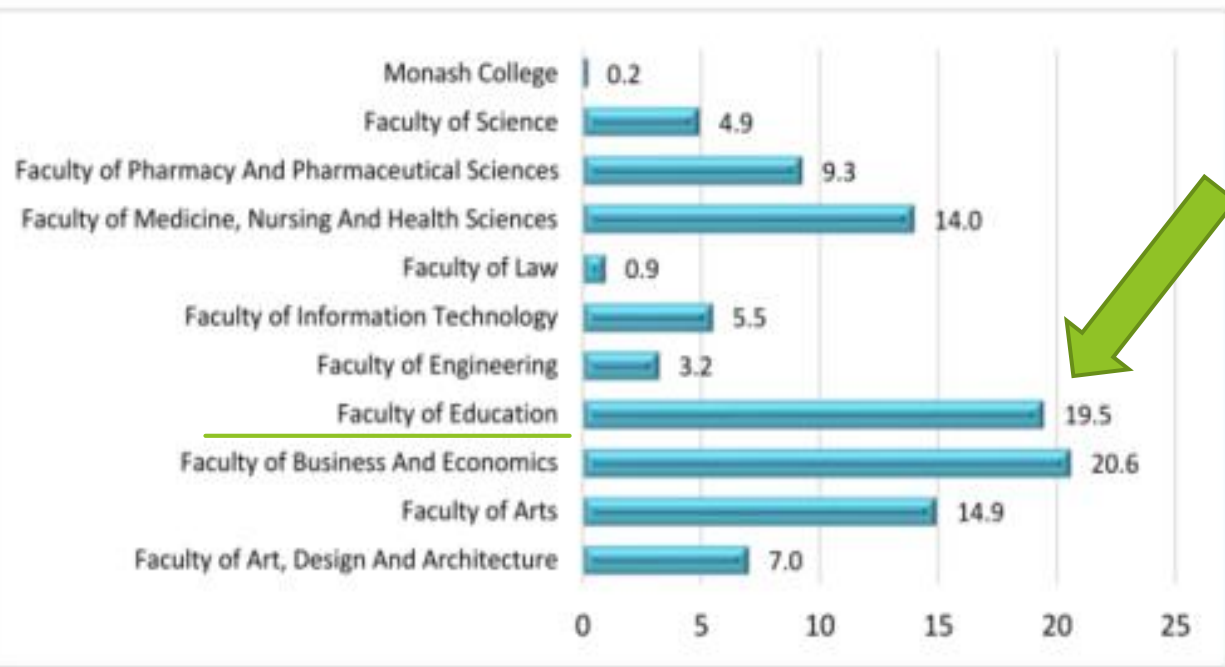
- ▶ Policy - clause on English as a language of instruction (work in progress)
- ▶ MEA and CEED
- ▶ English Connect - central service engaging students in peer-to-peer co-curricular English programs with the focus on:
  - ▶ Strengthening English language skills
  - ▶ Facilitating student transition and engagement
  - ▶ Developing a sense of belonging to Monash University

# English Connect engagement by faculty, Sem 1 2019

Let's chat (n=1601)

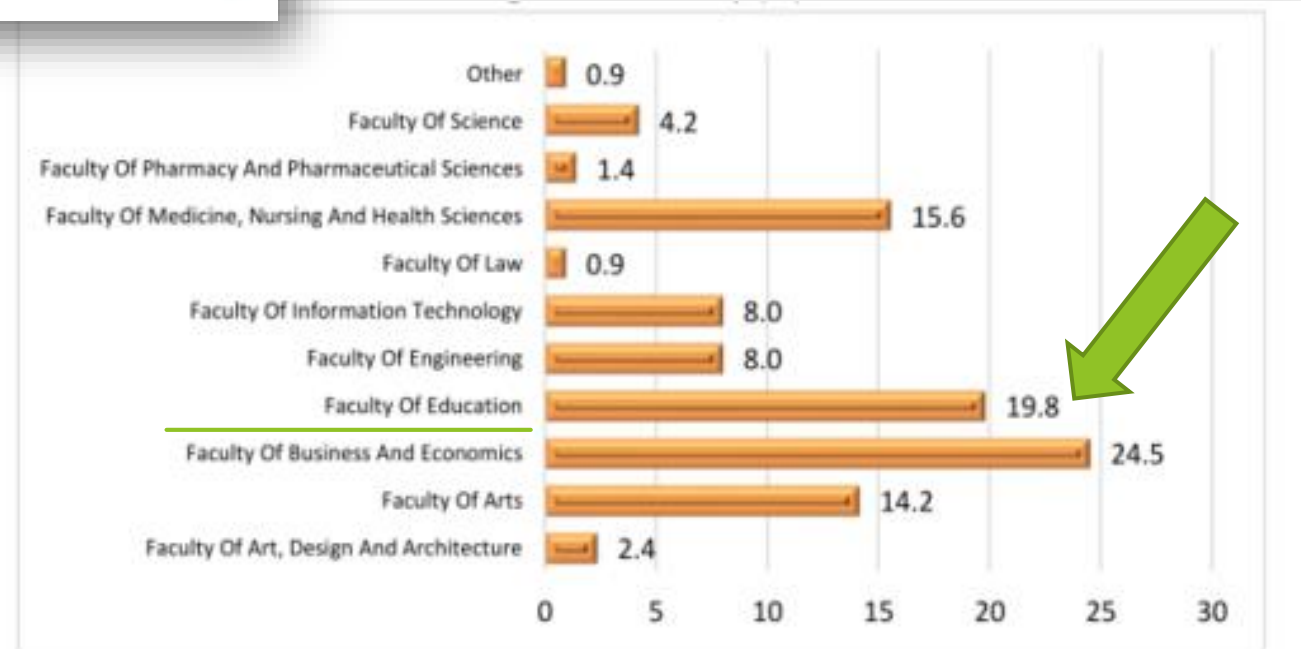
Workplace talk (n= 943)



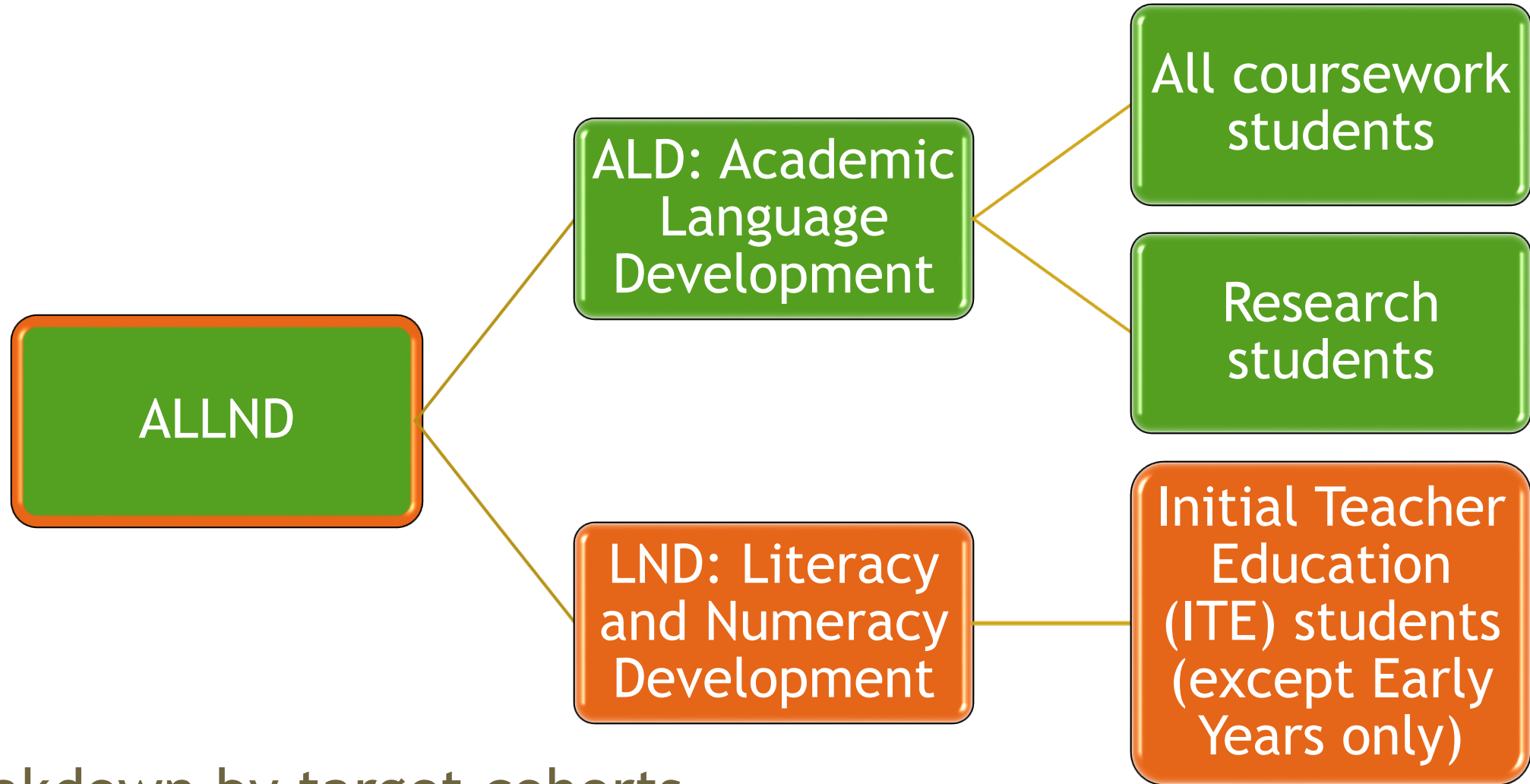


peer support: one-on-one English language feedback (n=1020)

grammar workshops (n= 1168)



# Academic language, literacy and numeracy development (ALLND), Faculty of Education

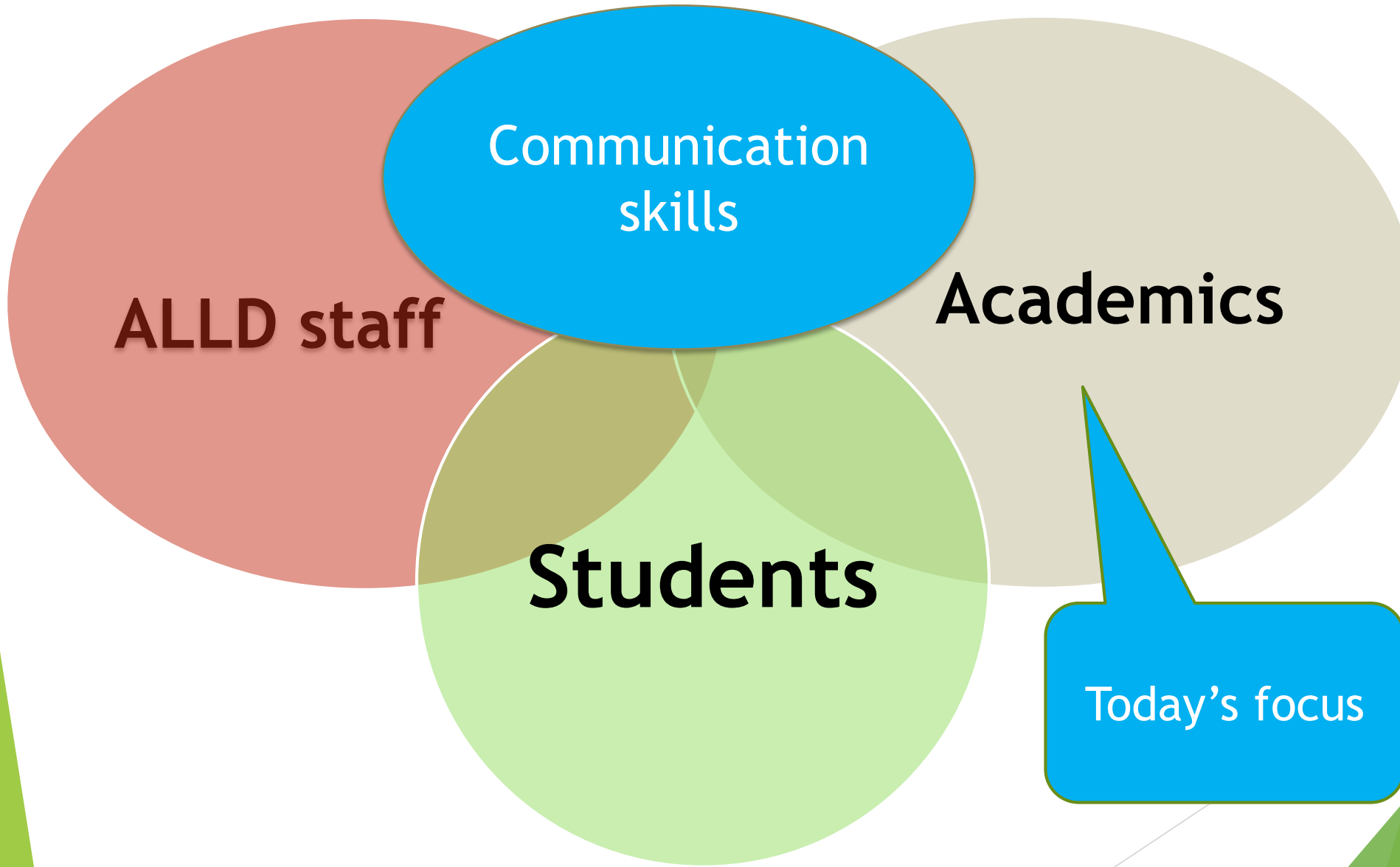


Breakdown by target cohorts

# Faculty ALLD statistics (excl. numeracy)

- ▶ ALD workshop attendances in S1 2019:
  - ▶ Graduate research workshops: **359**      Assignment workshops: **300**
  - ▶ English workshops S1: **29**      Intensive literacy and Australian context workshops: **358**
- ▶ Moodle and YouTube:
  - ▶ Academic Language Resources Bank Moodle access S1 2019: **71,018** (compared with 86,396 for all of 2018)
  - ▶ Graduate research Moodle access S1 2019: **14,759** (compared with 26,245 for all of 2018)
  - ▶ Youtube channel (academic writing videos) S1 2019: **61,610** (compared with 81,250 for all of 2018)
- ▶ Consultations:
  - ▶ Individual appointments S1 2019: **247** (compared with 216 at end of S1 2018)
  - ▶ Literacy consultations since July 2018 by the LANTITE literacy advisors and peer mentors: **504**

# Everyone has a role



**ALLD staff**

**Communication  
skills**

**Academics**

**Students**

**Today's focus**



# Hidden treasures: what are we currently doing in the faculty?

	Topic	Presenter
1	Communicating in the zone	Brad Wilke
2	Flexible grouping for enhanced communication: Splitting groups respectfully	Raqib Chowdhury
3	The real game: using communication skills and more in the real world	Roland Gesthuizen
4	Creative group practices	Ed Creely
5	Ways of participating in class discussions	Dat Bao
6	Integrated academic language development	Anna Podorova

## Part 2: workshopping ideas



## Part 2: workshopping ideas

### (3 topics + whole group conversation)

- Share your thoughts on what you have heard earlier today: what did you find most interesting/relevant?
- Would you like to add anything? (share your practices)
- Suggestions and strategies for the future work in this space?

(see next 2 slides with the workshop notes)

## Suggestions and ideas: what can we do as a faculty?

1. Opportunities for staff to share their practices in this space
  - a) Regular F2F and online meetings
  - b) Moodle
  - c) Online space, e.g. Slack
2. Not deficit thinking – positive and constructive
3. Attending to what you think is important (e.g., personal literacy), so the students know it's important
4. Working outside the comfort zone (for both teaching academics and students)
5. It's not just about the international/local student divide
6. Use of meta-cognition and meta-language
7. More...?

## More practical ideas: what can we do for our students?

1. Use of body, drama, language teaching strategies in class
2. Respectful grouping – various ways, thinking of what “lies beneath”, high challenge/high support approach
3. Get to know our students and be flexible
4. Real world exposure is beneficial (volunteering, Scouts, etc.)
5. Provide feedback: not too much and not too little – just right 😊  
(e.g., comments and annotations on the first 2 pages of an assignment with clear labels (e.g., apostrophe use) and direction for action (click here/go there, etc.)
6. Need to be clear about expectations based on:
  - a) the course
  - b) time in the degree/time in the country
  - c) previous educational experiences
  - d) linguistic and cultural backgrounds
7. More?