Centre for Quality Support and Development

University of Reading

Teaching and Learning Enhancement Projects (TLEP) Application Form 2021

Reference Number :04/2021

Please refer to the Teaching and Learning Strategy and TLEP scheme criteria and guidance when completing your application.

Please save as a PDF file and submit your application to Martin Wise: m.wise@reading.ac.uk

Applicant's details

Name:	Sue Blackett- Henley Business School, Business Informatics, Systems & Accounting (BISA) [The project team also includes Victoria Collins- International Study & Language Institute (ISLI)]
Role:	Sue Blackett: Lecturer in Accounting, Programme Director BSc Accounting & Finance Victoria Collins: Lecturer in EAP; Academic Language and Literacy Liaison for Henley Business School (PG), ICMA (PG)
Directorate:	
School / Service:	Henley Business School
Department / Unit:	BISA
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Project Title:	Tools to demystify and encourage student engagement with 1:1 academic interactions.
Project Start Date:	20 September 2021
Project End Date:	31 July 2022

Project Outline and Rationale (Maximum 500 words)

This collaborative project between Henley and ISLI **aims to** demystify and encourage international student engagement with 1:1 academic staff-student interactions, through:

1) opportunities provided by module convenors to enhance students' understanding of course content i.e., office hours or drop-ins,
2) 1:1 writing consultations for international students by ISLI writing specialists.

These opportunities are underutilised by the MSc Accounting and Finance cohort, comprising 88-95% Chinese international students. There is a declining core-module pass rate, and research suggests that increased participation in student-staff interactions could facilitate academic success (Guerrero and Rod, 2013).

Achievement of aims
 Producing visual resources which guide students on the purpose and value of 1:1 interactions:

- produce two live recordings of 1:1 academic meetings to illustrate:
  1) interaction in a course-related office hour
  2) interaction in a 1:1 writing consultation;
- learning materials formatted for asynchronous (an interactive Xerte object) and synchronous in-person delivery to accompany both videos.
- Analysis of draft work *before* and as *a result* of the 1:1 writing consultation.

Participation will be sought from the 2021-2022 MSc Accounting and Finance cohort.

Inspiration for the visual resources stems from University of Sheffield, and the UoR Academic Tutor toolkit resources; both convey purpose with clarity. To our knowledge, no existing Henley nor ISLI visual resources guide students on the two types of interactions highlighted in this application.

Impact

For international students with a threshold proficiency of English, approaching university teaching staff to ask course-related questions can be a 'risk-taking venture' (Skyrme, 2009: 221). Yet the practice of talking to staff beyond timetabled activity can serve students well by helping them navigate content, receive verbal feedback and providing for dialogic learning which is difficult to achieve through other digital spaces for mediating contact. The proposed visual resources, primarily designed for MSc Accounting & Finance (approx. 45), provide extra support and will be sustainable on other accounting programmes (up to 400 students) to shape expectations and promote engagement.

Learning outcomes will be evaluated through

- A survey administered before and after the delivery of the materials to ascertain shifts in student perception of these interactions
- The subsequent take up of course-related office hours/drop-ins and 1:1 writing consultations
- Correlation of participation in 1:1 interactions with coursework results.

Wider outcomes

Adoption of these visual tools for use with other cohorts within UoR.

Dissemination through the ISLI T&L Forum, the UoR T&L Exchange, at professional T&L conferences e.g. ALDinHE [1] and BAFA[2] Accounting Education SIG Conference.

Strategic T&L priorities addressed

1) UoR T&L Strategy: 'Increasing student engagement with academic study' and 'Supporting all members of our increasingly diverse student body'.

2) ISLI and Henley's Teaching Enhancement Action Plans 2020-21:
- to 'ensure that the expertise of the Academic English Programme with respect to international students' need is maximised'
- To 'embed [some of the] outstanding technology enhanced learning and innovation'
- To 'do more to support under-represented students'
- To enhance student experience via 'Quality of assessment feedback'

497 words

References:

Guerrero, M. & Rod, A.B. 2013, "Engaging in Office Hours: A Study of Student-Faculty Interaction and Academic Performance", J*ournal of political science education,* vol. 9, no. 4, pp. 403-416.
Skyrme, G. 2010, "Is this a stupid question? International undergraduate students seeking help from teachers during office hours", *Journal of English for academic purposes,* vol. 9, no. 3, pp. 211-221.

[1] The Association for Learning Development in Higher Education
[2] British Accounting and Finance Association

Full Budget Details (breakdown of total proposed expenditure)

Activity/item (Including activity start and end dates)	Costs
2* staff (Grade 7) * 1 hour (academic meeting & writing consultation) * £48ph	£96
2* staff (Grade 7) * 2 hours * £48ph (development of questionnaire and interpretation of results)	£192
2* staff (Grade 7) * 4 hours * £48ph (development of interactive learning materials)	£384
1 * Student helper * 5 hours * £14.83ph (editing and recording videos) [Student helper employed through Campus Jobs. Funds used to buy Grade 7 teaching staff out of teaching and associated administrative duties]	£74.15
Total expected expenditure	**£746.15**

Previous Funding

Have you previously received TLDF project funding? If Yes, please provide details including year of award:	No

Head of School / Service (Please answer <u>all</u> questions and delete as applicable)

Is your Head of School/Service aware of this application?	Yes / ~~No~~
Is your Head of School/Service supportive of this application?	Yes / ~~No~~

I have read the <u>TLEP guidance and scheme criteria</u>. I understand and accept the terms and conditions of funding. (Please tick box) ☒