

# 2016 First Year Experience (FYE) grants

## Embedding transition pedagogies in the curriculum

### Application form

Project applications (expressions of interest) must be submitted on this form.  
Applications must be submitted by **10 am Tuesday December 8th, 2015**.  
Applications are to be submitted by email to Kathy Egea, UTS FYE coordinator at [Kathy.Egea@uts.edu.au](mailto:Kathy.Egea@uts.edu.au).

|  |   |
|--|---|
| <b>Project applicant/team leader:</b>  |   |
| Name: Tamara Power   | Position: Senior Lecturer                                       |
| Contact email: Tamara.Power@uts.edu.au   | Contact phone no: 9514 4552                                     |
| Faculty: Faculty of Health   |   |
| School/Department (if applicable):   |   |
| <b>Other applicants if team application:</b>   |   |
| Name: Jenny Pizzica  | Position: Lecturer Institute for Interactive Media and Learning |
| Name: Carolyn Hayes  | Position: Manager, Simulation and Laboratories                  |
| Name: Anna Doab  | Position: Lecturer Faculty of Health                            |
| <b>Title of project:</b> Engaging first year nursing students with digital stories of diversity  |   |
| <b>Transition subject involved:</b> Communication and Diversity 92435  |   |
| <b>Endorsement by Associate Dean (Teaching and Learning)</b>   |   |
| I Joanne Gray endorse this project application and confirm that embedding of the project outcomes in the subject will be supported by the Faculty. |   |
| Signed   |   |
| Date:  |   |
| <b>Have you received one or more FYE Grants previously?</b>  |   |
| <input checked="" type="checkbox"/> No   |   |

**Project outline (max 1-2 pages) (See guidelines for detail)****A brief description of the aims and rationale for the project**

In developed countries, commencing cohorts of undergraduate nursing students are becoming increasingly ethno-culturally, linguistically, and socio-demographically diverse. This has occurred primarily as a result of widening participation initiatives improving access to tertiary education from under-represented groups (Chowdry et al. 2013) including Indigenous students, mature age students (often with carer responsibilities), and students from low-socio-economic backgrounds (Koch et al. 2015). Additionally, the health professions tend to attract larger numbers of culturally and linguistically diverse students (O'Reilly & Milner 2015). In the UTS Bachelor of Nursing 27% of undergraduate nurses are international students. This combined with increasing visibility and advocacy for same sex attracted, transgender and gender diverse students (Jones et al. 2015), and increasing numbers of male students (a minority in the profession) can lead to marginalisation and discrimination in university and clinical settings (Koch et al. 2015).

Communication and Diversity (CaD) is a new subject in the Bachelor of Nursing that will commence in spring 2016. The cohort will consist of both standard first year undergraduates and Graduate Entry students entering an accelerated two year program (the majority of whom are international students). The subject is designed to improve students' communication skills in the context of nursing a diverse Australian population, but also represents an opportunity to increase positive regard and cohesiveness of the student cohort.

One of the teaching and learning strategies is the use of digital storytelling. Digital storytelling combines narrative with electronic multi-media to present material on a particular topic (Robin 2006). In this case we intend to draw upon narrative pedagogy and produce as digital stories, the personal stories of people from diverse backgrounds with an emphasis on their experiences of health care and preferred communication strategies.

Watching digital stories exposes students to other peoples experiences and provides them with insight into the difficulties people from diverse backgrounds (including their classmates) face (Robin 2006). Digital stories have been used used to facilitate discussion about issues such as race and culture (Robin 2006), human rights and social justice (StoryCentre 2015), the experiences of Australian Indigenous peoples and the preservation of culture (Sharing Stories Foundation 2014), migration (Feet in 2 Worlds 2015) and issues of gender and sexuality (Vivienne 2011). Although many digital stories are available on the internet, we wish to focus on narratives that include experiences of healthcare and an emphasis on communication to make the resources valuable and authentic for nursing students. All of the resources would be made in conjunction with expert stakeholders to ensure that they were appropriate.

If successful, this First Year Experience Grant would fund the creation of at least four digital stories that could be embedded in the curricula creating a reusable resource. From a small internal Learning.Futures grant in late 2015 we have already produced one digital story that explores the experiences of an Aboriginal woman raising a child with achondroplasia (a form of dwarfism), including their experiences in the mainstream health system <https://www.youtube.com/watch?v=RWkb7-TLhn8> This resource has been reviewed by an Indigenous stakeholder group who thoroughly approved of it and encouraged the faculty to continue with the approach.

These digital stories would be added to a suite of planned resources including targeted mindfulness sessions and other formative activities in the subject. For example, one of the digital stories we plan to produce is the personal story of a non-binary gender identifying person, this story will be supported by an online gender terminology quiz with considered feedback and an in-class debate regarding gender questions on official healthcare forms. Other digital stories would be similarly supported by in class collaborative.



**First Year Curriculum principles for Transition Pedagogy addressed by the project (tick the appropriate box(es) Select the 1-2 strongest principles that you are addressing.**

Kift (2009) First Year Curriculum principles for Transition Pedagogy - <http://fyhe.com.au/transition-pedagogy/fy-curriculum-principles/>

- Transition
- Diversity
- Engagement
- Assessment
- Design (broader focus)
- Evaluation and Monitoring (broader focus)

**Provide detail of how the selected principle(s) is (are) addressed in your project.**

#### **Diversity**

This project embodies the principle of Diversity in that it recognises the diversity of the student body and seeks to form an inclusive cohort that have developed an understanding of the issues other students and patients face. Built into the project is recognition that the cohort contains students who belong to “at-risk or equity groups” and the pattern and timing of engagement of the graduate-entry students entering into the second year of the course (Kift 2009, p. 41).

#### **Engagement**

Students will use the digital stories for pre-class preparation so that they can more meaningfully engage in stimulating in-class discussion and debate. The subject is built on principles of sharing narratives and deeply reflecting on own values and beliefs in order to transform shallow or negative opinions. The subject will be highly collaborative with in-class group activities planned including role-play activities, class debates, cultural simulation (Heelotia), and production of a combined class diversity artwork. The digital stories would inform and provide context to these activities.

#### **Other University/Faculty/Course/Subject priorities addressed (optional)**

Several university priorities such as gender equity, the Ally program (awareness of issues related to sexual and gender identity), accessibility and inclusion, cultural diversity and realising the full capabilities of Aboriginal and Torres Strait Islander peoples (University of Technology Sydney 2015), are addressed in this subject and specifically by this project. Furthermore, in the Faculty of Health there is a demonstrated and deep commitment to developing culturally respectful students (Indigenous Graduate Attribute Working Party 2013). This project would further that agenda.

#### **Key project activities and timeline, including appropriate activities that engage the overall teaching team (if applicable)**

As explained above, work on this has already commenced with the production of one digital story. Storytellers are currently being sought to appear in the resources with two of five already agreed. If this grant application is successful, the resources will be filmed and edited, during the first half of 2016, in plenty of time for delivery in the spring semester. As a

flipped-learning activity, at the beginning of semester, students are asked to reflect upon their values and beliefs regarding marginalised or minority groups, and to write down their beliefs and understandings. Following exposure to the digital narratives, in the final class, students will be asked to reflect on their pre-conceived notions and share with each other how their preconceived perceptions have changed.

**Your evaluation strategy ie how you will know that the project has been successful, with particular focus on the transition pedagogies that you have chosen, and how will you collect information to improve the outcomes?**

In addition to qualitative questions added to the Student Feedback Survey, ethics approval will be obtained to permit both staff and students to complete the Australian Racism, Acceptance, and Cultural-Ethnocentrism Scale (RACES) which measures attitudinal measure of racial, ethnic, cultural and religious acceptance (Grigg & Manderson In Press) pre and post semester. A focus group will also be held with students identifying as belonging to marginalised or minority groups to gain insight into their experiences of being in the classroom when sensitive topics were discussed to guide future delivery of the sessions. These measures will assess the success of the project and if it has assisted the transition to university and acceptance of and feelings of acceptance by diverse classmates and patients.

**Project Budget** (insert table or spreadsheet if appropriate) and budget justification (remember to add on-costs – approximately 17%) Salary rates:

<http://www.hru.uts.edu.au/conditions/pay/rates.html>

| Activity  | Rate and Hours  | Amount           |
|---|---|------------------|
| Thank you gifts for storytellers - Five UTS scarves or ties @ \$50 each = \$250<br>Refreshments for focus group participants (10 people at \$10 head) = \$100<br>Movie vouchers for focus group participants (10 people at \$14 each) = \$140 |   | 490.00           |
| Transcription of the focus group  |   | \$200.00         |
| UTS student to film and edit 5 digital stories and edit transcripts (two hours filming, 15 hours of editing, 3 hour transcript/caption reviewing for each narrative based on experience of first digital story)                               | HEW1.1 is \$30.85 with an on-cost of 16.87% (total incl on-costs = \$36.05/hr) for 90 hours | 3244.50          |
| Organising storytellers and filming, liaising with expert stakeholders, working with student on editing content, and analysing data from evaluation.  | In-kind   | 0                |
| <b>Total</b>  |   | <b>\$3934.50</b> |

## References

- Chowdry, H, Crawford, C, Dearden, L, Goodman, A & Vignoles, A 2013, 'Widening participation in higher education: Analysis using linked administrative data', *Journal of the Royal Statistical Society*, vol. 176, no. 2, pp. 431-57.
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