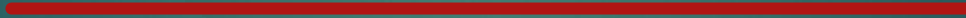


ALL



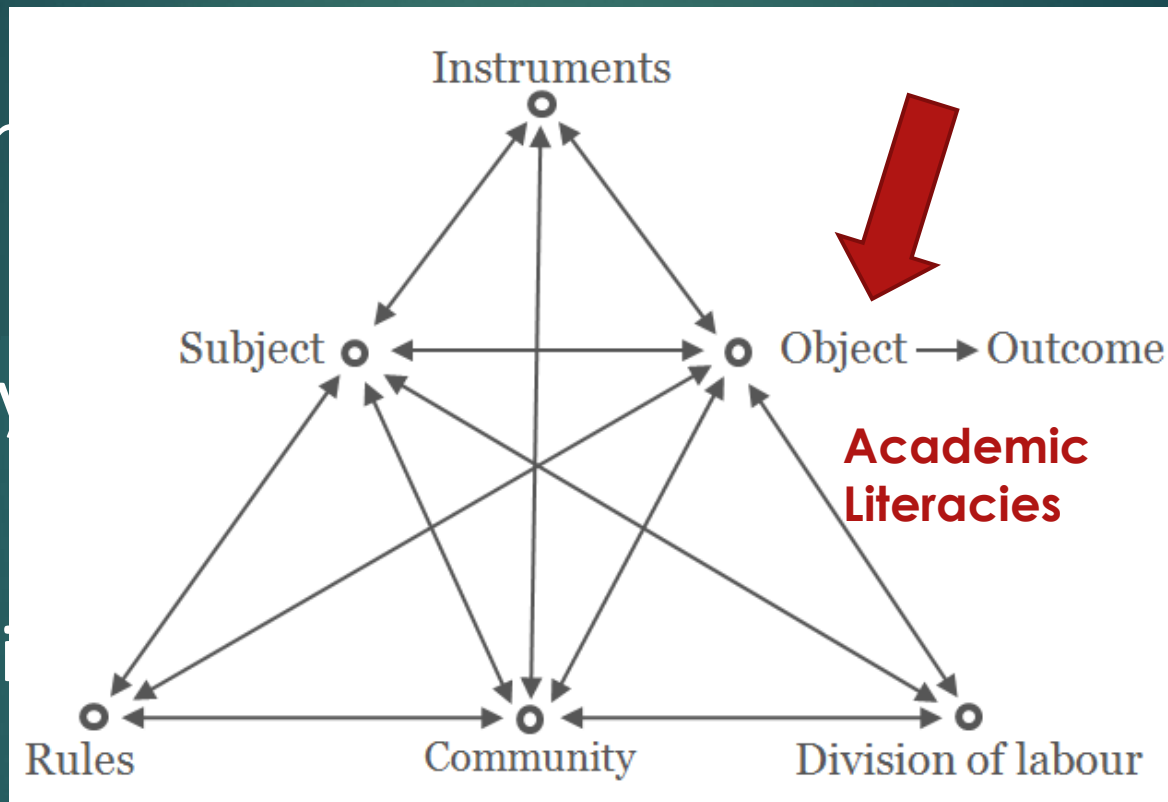
Binaries in ALL

Students ————— Tutors

Quality ————— Deficit

Generic ————— Embedded

Binaries in ALL



Cultural Historical Activity Theory CHAT triangle (Engeström, 1987).

Julia Doyle
QUT (Ed D)

Southern Cross University (PSP)

AALL Conference Geelong November 2017



Binaries in ALL

Students ————— Tutors

(Brockman, Taylor, Crawford & Kreth, 2010; Coffin et al., 2003)

Helping students cross the threshold

- ▶ emphasises learning not teaching
- ▶ “Students don't understand that writing is a craft that you improve..”
- ▶ getting students to follow directions is a huge first step...”
- ▶ “Students could be encouraged to..”
- ▶ Coffin et al.'s toolkit

Binaries in ALL

Quality

Deficit

Most of the interventions aimed at improving participation and achievement rates have been designed to change students or to buffer them from the impact of environments perceived by many as cold, hostile, or even racist. The idea that institutions might also need to change in fundamental ways has been largely missing, in part because our society has historically treated minority populations as inferior. To sug-

This article was prepared pursuant to a report from the Office of Educational Research and Improvement, opinions expressed herein do not represent OERI/ED, and no official en-

Nabil Sultan

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faculty research associate at the
Finance Research Center at the
Gateway Community College*

*Journal of Higher Education,
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Abstract: *The problem of poor academic writing among British university students is a major cause of concern for universities and their tutors; and it is also of concern to employers struggling to recruit individuals able to communicate clearly and accurately. This article reports on a study designed to highlight some of the reasons for the lack of writing skills, with a view to identifying remedial measures that could be taken to address the problem. The subject of the study is an Academy (secondary school) in the*

Quality **and** diversity through an organizational model (Richardson & Skinner, 1990)
Educational background, academic writing, socio economics (Sultan, 2013)

Binaries in ALL

Generic ————— Embedded

ALL support as add on for those deficit
versus contextualized practice beneficial to all

(Wingate, Andon & Cogo, 2011; Beckman & Rayner, 2011; McWilliams & Allen, 2014).

Why the binaries won't work



The context

► Southern Cross University enabling Program (13 weeks)



The screenshot displays the Southern Cross University website. The top navigation bar includes links for HOME, FUTURE STUDENTS, INTERNATIONAL, STUDENTS, RESEARCH, COMMUNITY, ABOUT US, and FIND A COURSE. Below this is the SCU logo and a search bar. The left sidebar shows the 'SCU College' menu with options like About, Programs and courses, and Preparation program. The main content area features a banner for the 'Preparing for Success at SCU Program (PSP) 2017'. The text describes the program as a full-time or part-time course over 12 weeks, designed to equip students with study skills for success at university. A video player shows students in a classroom setting. Below the video, there is a table with columns for ONLINE, LISMORE, COFFS HARBOUR, and GOLD COAST. The table indicates that the program is available at all campuses and online. At the bottom, there are five buttons: 'WHERE WILL I STUDY?', 'WHAT WILL IT COST?', 'WHAT WILL IT LEAD?', 'WHERE WILL IT LEAD?', and 'HOW TO APPLY'.

SCU College

SCU College home

- About
- Programs and courses
 - Programs and courses
 - Preparation program**
 - Undergraduate courses
 - English language programs
 - Orientation and support
 - Documents and downloads
 - Course enquiry and contacts

Preparing for Success at SCU Program (PSP) 2017

The Preparing for Success at SCU Program (PSP) is completed full time over 12 weeks or part time within one year. The course equips students with study skills for success at university. Students who complete PSP can proceed directly to a SCU degree with the confidence that they are well-prepared to embark on further study.

Preparing for Success – On cam...

Preparing for Success at SCU Program

ONLINE	LISMORE	COFFS HARBOUR	GOLD COAST
*	*	*	*

Preparing for Success at SCU Program

WHERE WILL I STUDY? WHAT WILL IT COST? WHAT WILL IT LEAD? WHERE WILL IT LEAD? HOW TO APPLY

Where will I study?

PSP is offered at all campuses: Lismore, Coffs Harbour and Gold Coast and online. The course commences each session in February, July and November.

The context

- ▶ SCU PSP unit academic literacies unit
~~(generic versus embedded)~~
- ▶ Students may not have finished year ten yet
do as well as non pathway ~~(qual v def)~~
- ▶ 13 week course using formative assessment
- ▶ Scaffolding writing ~~(students v teachers)~~

Universities and radical change

Universities and radical change

- Changes to amount of students (2% 1970 to 40% 2020)
- Changes to type of students
- Changes felt more so at regional universities
- With diverse students come diverse literacy experiences and backgrounds

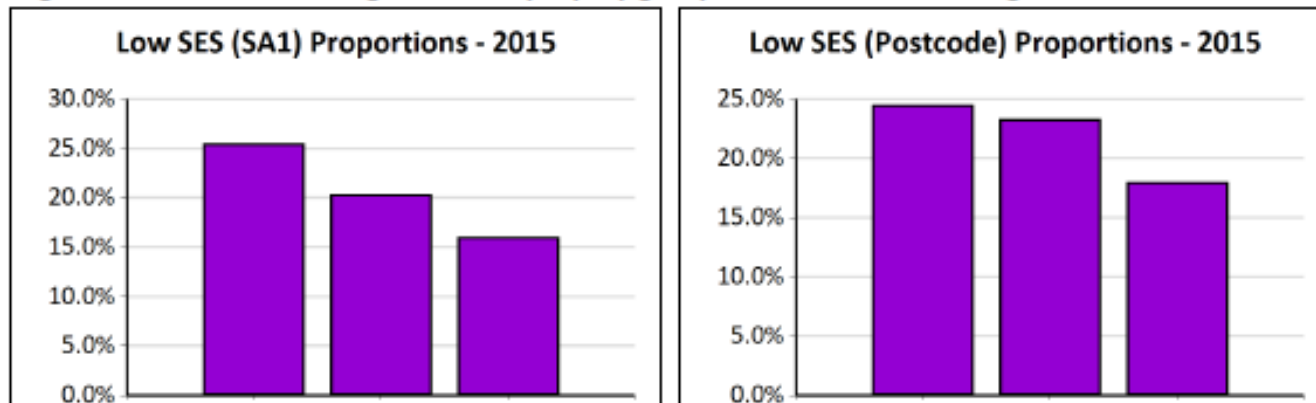
Universities and radical change

Undergraduate Student Equity Profile

Table 28. Domestic undergraduates by equity group, % of domestic undergraduate enrolments

2015		Domestic Undergraduates			
		Institution	Benchmark	State	Sector
Low SES SA1 Indicator		25.52%	20.32%	17.04%	16.07%
Postcode Indicator	Low SES	24.53%	23.31%	18.23%	17.97%
	High SES	8.07%	22.24%	33.61%	32.02%
	Non-Metropolitan	55.96%	39.38%	18.25%	21.59%
Indigenous		4.44%	2.17%	1.83%	1.63%

Figure 27. Domestic undergraduates by equity group, % of domestic undergraduate enrolments



(DEET, 2016)

Universities and radical change

Undergraduate Student Age Profile

Table 27. Age profile, % of enrolments by age

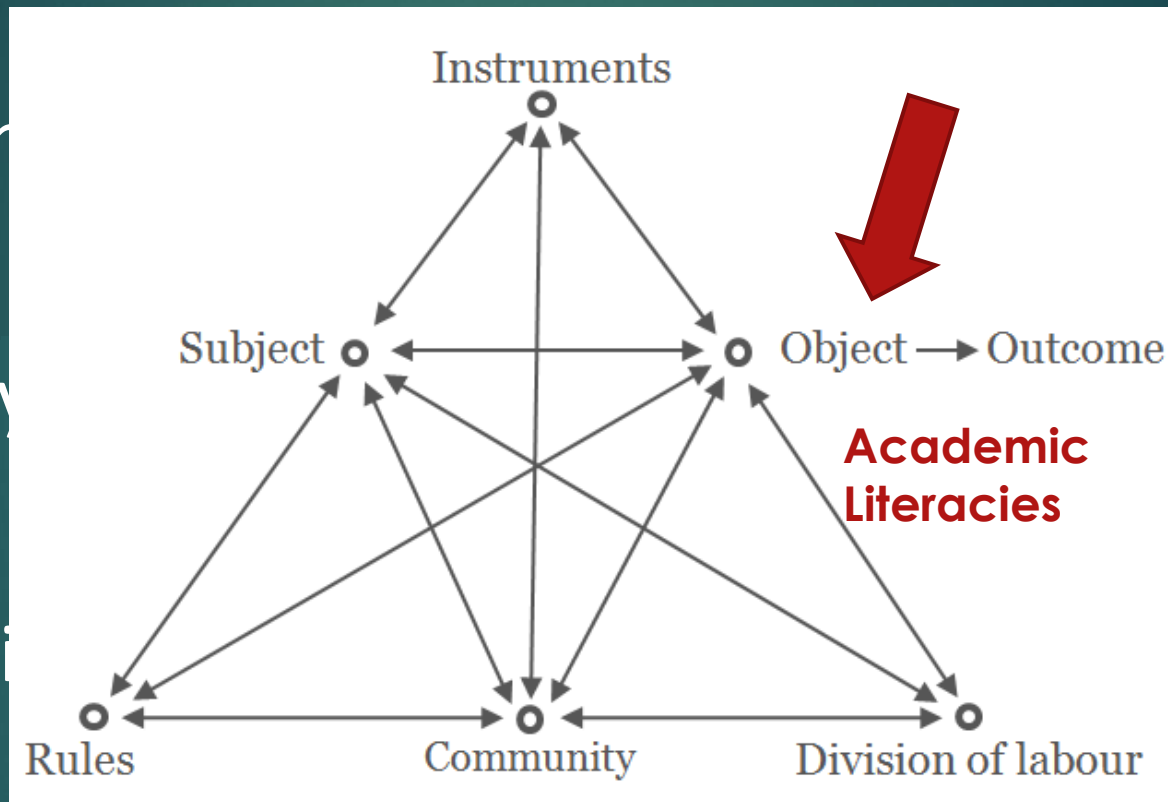
2015		Domestic Undergraduates			International Undergraduates		
		Institution	Benchmark	Sector	Institution	Benchmark	Sector
Early Achievers	16 years and under	0	0.05%	0.19%	0.24%	0.09%	0.21%
Recent School Leavers	17 years	2.66%	3.77%	5.80%	0.71%	1.15%	1.87%
	18 years	6.98%	10.58%	13.89%	5.39%	5.77%	8.32%
	19 years	7.98%	11.94%	14.68%	13.39%	11.26%	14.32%
	Sub-Total	17.61%	26.29%	34.37%	19.49%	18.17%	24.52%
Young Adults	20 years	8.18%	11.36%	13.66%	14.34%	14.91%	17.47%
	21 years	6.62%	9.38%	10.68%	15.69%	15.94%	16.30%
	22 years	5.52%	6.77%	7.40%	15.37%	13.67%	12.51%
	23 years	4.13%	4.91%	4.89%	9.35%	9.73%	8.72%
	24 years	4.01%	3.98%	3.53%	5.94%	7.20%	6.00%
	Sub-Total	28.46%	36.41%	40.16%	60.70%	61.44%	61.00%
Mature Age	25 – 29 years	15.47%	12.78%	9.68%	12.84%	13.71%	10.16%
	30 years and over	38.46%	24.47%	15.60%	6.74%	6.59%	4.10%
	Sub-Total	53.93%	37.25%	25.28%	19.57%	20.30%	14.27%

Cultural Historical Activity Theory (CHAT)

CHAT

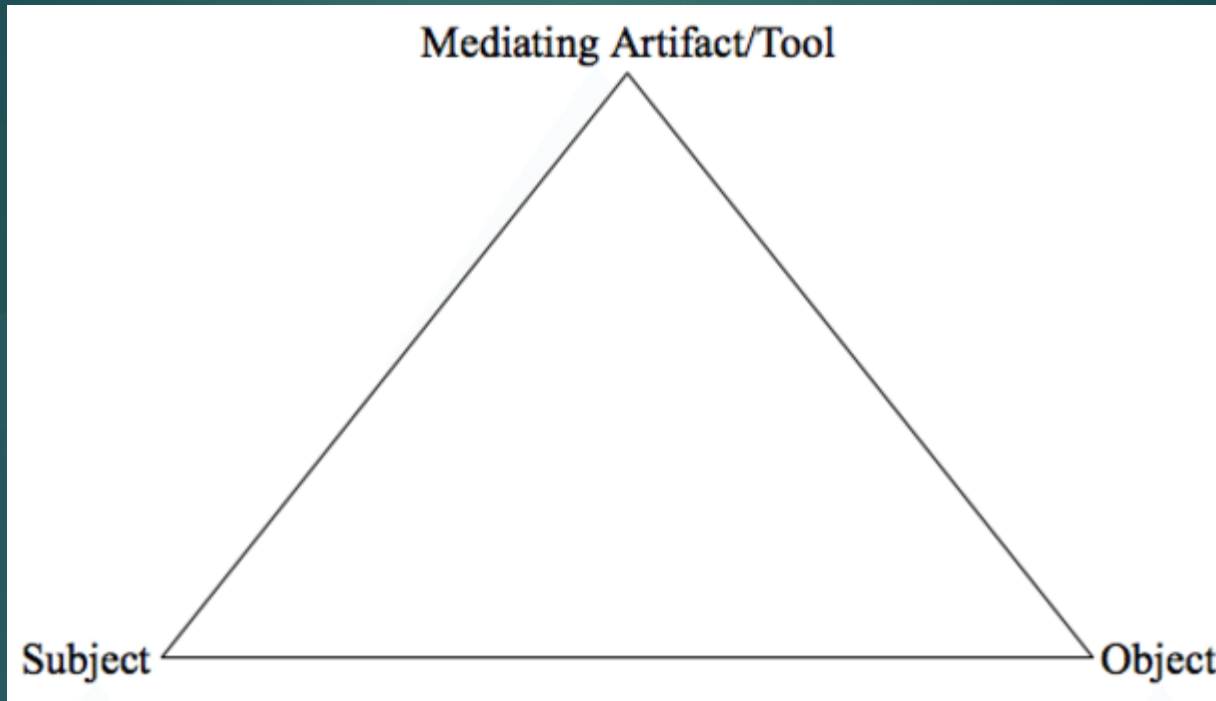
- ▶ AKA Activity theory
- ▶ Evolved from the Cultural Historical School of Russian psychology (Vygotsky, Luria, Leont'ev)
- ▶ Human behavior and learning can be understood through socially and culturally located activities
- ▶ Humans transform natural and social reality through activity and in turn are transformed and developed by their activities
- ▶ Today is international and multidisciplinary

Binaries in ALL



Cultural Historical Activity Theory CHAT triangle (Engeström, 1987).

1G CHAT: Dialectical relationships



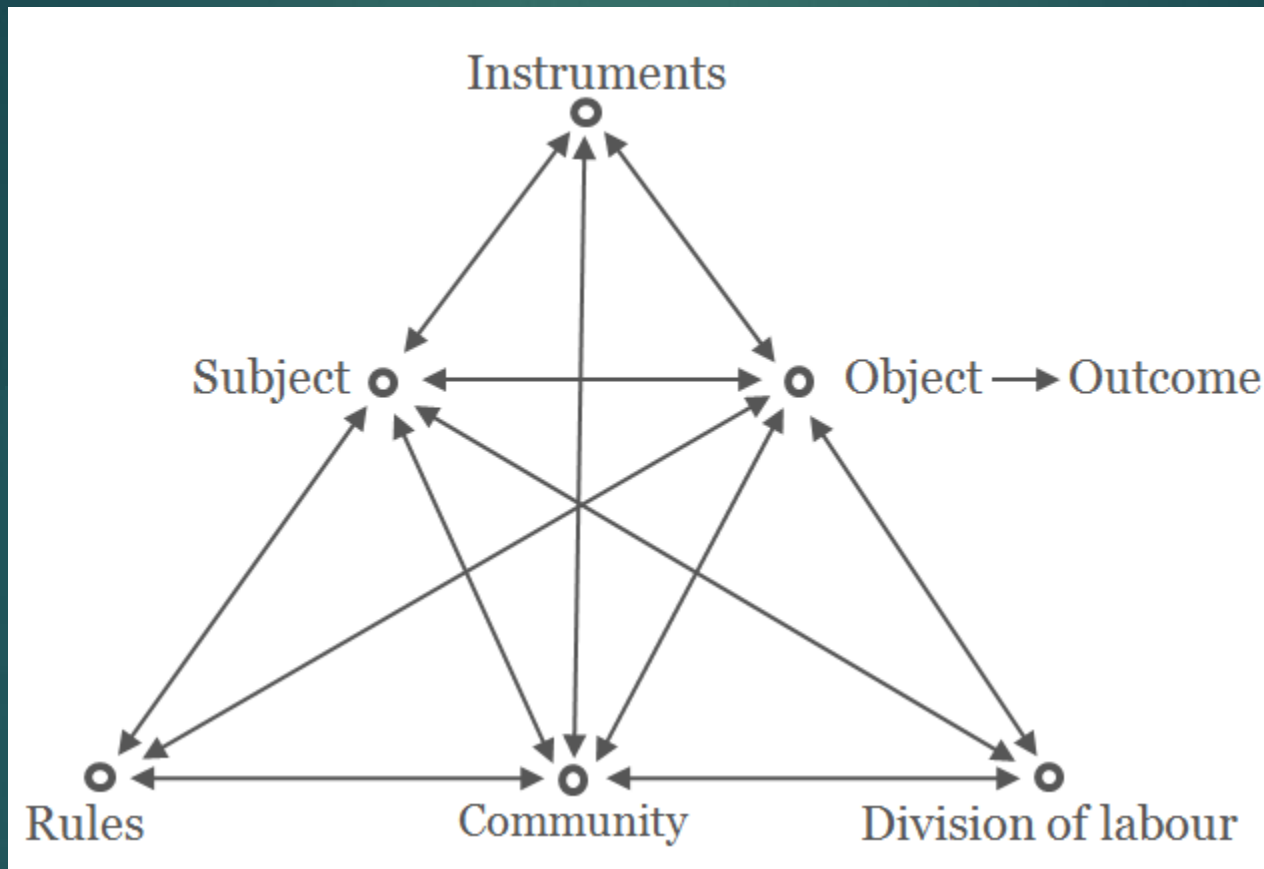
Human nature is not fixed: interaction with nature mediated by artefacts

Cultural Historical Activity Theory CHAT triangle (Vygotsky, 1978).
Deemed first generation by (Engeström, 1996).

CHAT AND COMMUNAL ACTIVITIES:Leont'ev (1978)

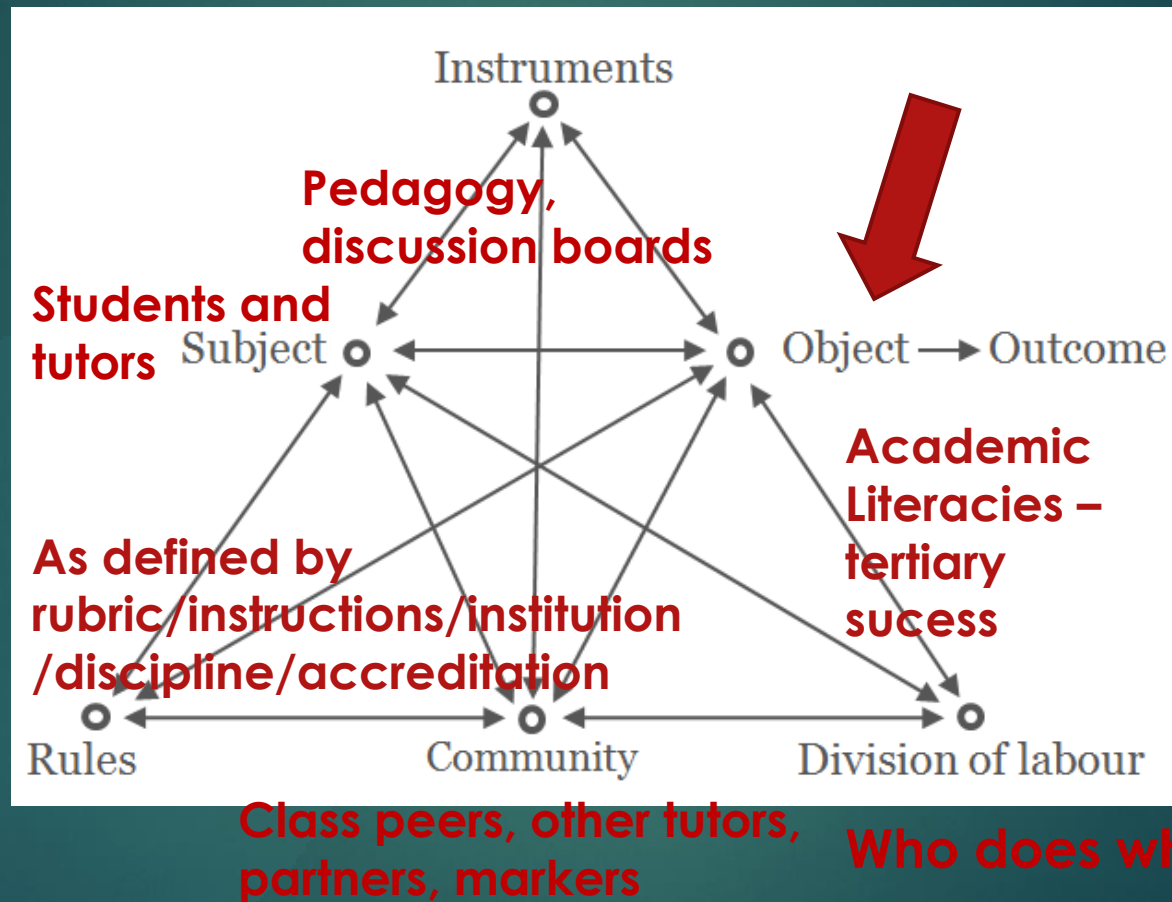


2G CHAT



Cultural Historical Activity Theory CHAT triangle (Engeström, 1987).

2G CHAT



Cultural Historical Activity Theory CHAT triangle (Engeström, 1987).

CHAT ALLOWS

- ▶ A focus on change
- ▶ An objectification of writing not students
- ▶ Contradiction/tension/disturbance
- ▶ Interplay between components

I call
them as
they are

I call
them as
I see
them

They
aint
nothing
till I call
them

? What
else ?



(Eskola, 1998)



I call
them as
they are

I call
them as
I see
them

They
aint
nothing
till I call
them

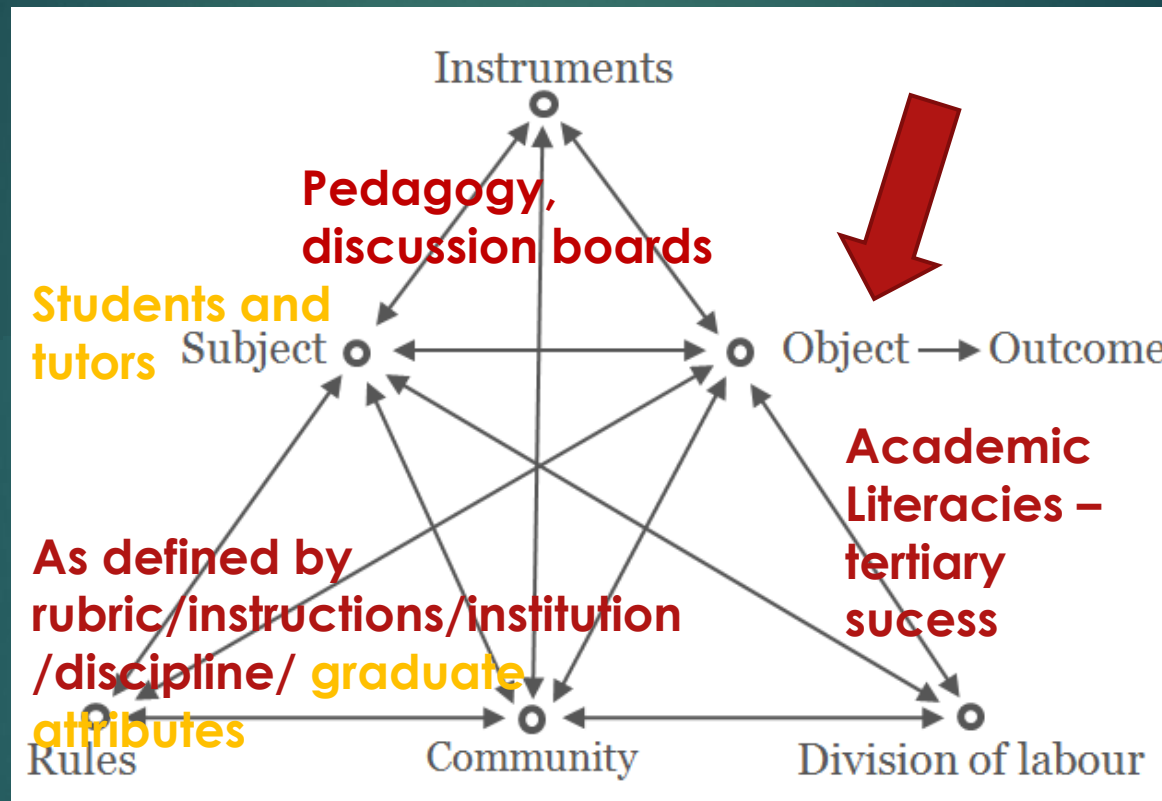
Why the
disturbance
?

Current disturbances in higher education and the discussion of diversification and quality...

Bring in other players/reasons/changing context

Diversification, range of literacy experiences and backgrounds, graduate attributes and employability, changes to staff.

DISTURBANCES / CONTRADICTIONS DRIVING CHANGE



Use value
versus
exchange
value ?

Knowledge
as
commodity

Who does what

Cultural Historical Activity Theory CHAT triangle (Adapted from Engeström, 1987).

DISTURBANCES /CONTRADICTIONS ?

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