



**Building
partnerships
within the
curriculum**

**DEVELOPING
'PHILOSOPHIES
of PRACTICE'
WITH FIRST
YEAR
STUDENTS**



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+ Today's session

How introducing an early assessment 'literacy' task has developed into an ongoing collaborative partnership that makes the curriculum the explicit medium for developing academic literacies and professional identity

- Why we began an academic program with a first person 'philosophy of practice'
- Outcomes & task development
- Impact of feedback to and from students
- Developing our collaboration and our disciplinary understandings

**Building
partnerships
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+ Our approach to First Year literacies



Developmental Focus on achieving foundational skills through supported activity, engaging students in relevant and motivating learning tasks



Timely, relevant, personalised **feedback**. Developing critical reflection and enabling an environment of **peer learning**



Belonging: Engaging students in the ethics and culture of the discipline and its connection to the wider community

Becoming: Future focus.

“Where might this lead?”

“What does this mean for who I could be?”

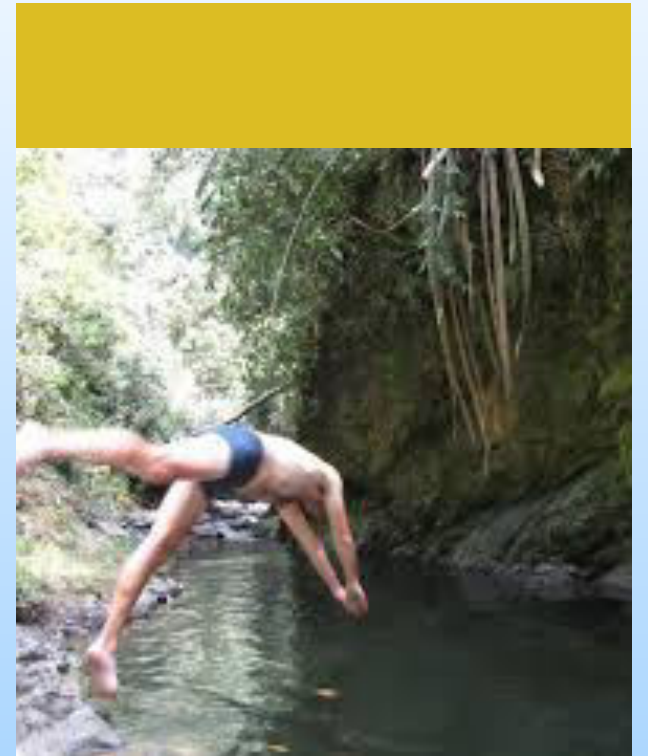
**Assessment
for longer
term learning**



+ Acknowledging the “I” in academic (i)

First person writing builds discipline identity, ethics and critical awareness

- Professional identity. First steps at linking theory and practice as a [becoming] coach rather than via the abstract practices of others
- Owning actions builds an ethical foundation. We note a significant change in content after students receive first feedback: fewer clichés, fewer generic and contradictory statements as students respond to the question ,“How will you enact these beliefs”?
- Allows for a dialogic approach
- Interrogation of taken-for-granted thoughts: such as “I am a role model”



+ OUTCOMES

Course Development

What began as a simple introductory task informed the development of

- a year long embedded program in 3 FY units
- basis of a developmental digital portfolio
- reflective assessment for a 3rd year capstone unit
- Student work that demonstrated
 - better writing
 - better critique
 - stronger engagement with ethics

Teacher professional development

Working together within the curriculum led to:

- other projects within the College- particularly around embedding literacy in assessment and rubric criteria
- conference presentations and publication
- developed our teaching practices
- Introduced discipline lecturer to literacies approaches
- provided me with insight into cohort's needs and our ALL resources

Bachelor of Sport Coaching



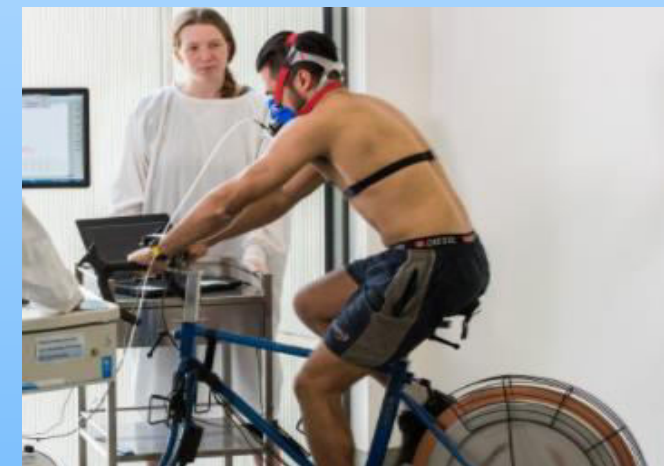
+ SPORT COACHING COURSE PHILOSOPHY

The course equips students with the required sport coaching skills to positively influence children and adults participating in sport from community, recreational to elite level.

Students are educated to value knowledgeable, ethical, creative, adaptable and personable sport coaching. Students will develop the necessary skills and knowledge to coach in multi-skill, multi-sport and sport-specific environments.

Broadly, graduates should also understand their potential role in developing healthy and active people and communities.

Bachelor of Sport Coaching





CONTEXT

Students come in thinking about winning games - we want them to start thinking about power, oppression, marginalisation and their ethical obligations.

The course places importance on students being able to **clearly articulate** an ethical position from which to critically understand their own decision making.

Bachelor
of
Sport
Coaching





Student Group – Sport coaching

- Some content familiarity (coaching/ being coached)
- Diverse education experiences
- Historically, low numbers of sports students seek assistance

Teaching team – Sport psych & ALL lecturers

First iteration 2013

Goals

- Support students before assessments
- Encourage contact with Student Learning Unit

Program

- ‘embedded’, but parallel, semester-long academic development program in lectures
- concentrated on generic skills ‘in context’ >



**keen for
content**

**at different
stages of
interest in
academic
development**

**How can we
engage all
students in
extending
their
capabilities?**



Second iteration 2014

Coincided with university's attempts to institute post-entry diagnostic tasks for writing competency.

Our requirements:

- Relevant to students & curriculum
- Evaluate writing: clarity, grammar, word efficiency (not academic content, or comprehension)
- Early to provide actionable feedback

Realised we already had the task at hand - an assessment originally designed as a bridge between students' experience and the coaching theory.

Assignment 2

“Write your philosophy of coaching practice in 25, 75 and 300 word versions”

+ Delivery – Juanita & Daryl

- ❖ Approx 100 students
- ❖ Lectures, readings, tutorials, learning activities and guided discussions on coaching philosophies
- ❖ Academic & literacy development embedded in delivery and feedback

Process

- Students submit drafts through LMS week 3 (25, 75, 300 word versions) –for 10%
- 1 week turnaround for activity-based **whole class feedback** (in lectures or tutes) using student examples (juanita)
- **Individual feedback** 2 week turnaround (link to whole-class themes via extensive **comments**, and **matrix** for technical aspects of writing) (juanita)
- Students **redraft** before **final submission** week 7
- Final product- 3 written versions, plus recitation of 25 worder in class (Daryl)

2nd iteration

Sample group feedback Activity

Word efficiency
Task fulfilment
Language analysis

In-class feedback activities

Word efficiency

- Being very approachable, creative and managing each individual for who they are is the key to capturing the player. (19)

I am approachable, creative and manage each player individually.

- By being a motivator I can try to fulfil one of my aims which is to inspire athletes and their decisions that they make in order to be successful in whichever route they undertake. (34)

I motivate and inspire my athletes.

- My coaching philosophy is to respect the athlete and sport, observe analytically and deliver feedback constructively assisting in their progressions in their endeavours to succeed. (25)

I respect the athlete and the sport. I analyse [xxx] and give constructive feedback.

Shorter sentences – clearer, more precise ideas

Samples taken from the students' own texts highlighting common issues

The class is shown the original text and compete to reduce the word count.
Then lecturers show their attempts.
Double points if they can beat me!

Range of issues are noted and discussed

In-class feedback activities

General feedback on drafts

common issues: task fulfilment-responding to the question

Goals for athletes rather than a guiding coach philosophy

To develop them as a player and a person a coach must make an emphasis on respect and sportsmanship.

I encourage respect and sportsmanship.

Beliefs, generalisations, distance rather than an active philosophy

If there is a negative culture amongst the environment, the team will not function efficiently, which can have detrimental consequences.

I create a positive culture by... I ensure the team environment is...

Discuss what you will do and who you are. Telling us what you don't believe in just wastes words

You can't have everything

I am lenient but also strict.

Brainstorm when, how and why.

Consider taking a different approach I understand and respond to my athlete's needs.

Spin rather than philosophy

Whilst developing my teams' skill and implementing an encouraging and supportive system I will enable them to win at the final level.

*Where is the focus? winning? skills? support? **HOW** will you achieve this?*

Students respond better to instruction on 'how to breakdown the assignment question' AFTER attempting the question

Students do a sneaky small group language analysis by Comparing text to their rubric descriptors

As an activity we ask small groups to profile what these coaches would be like. The impossibility of doing so highlights the need to think more deeply about semantic choices

Avoid 'motherhood statements'

General sweeping statements that no-one would disagree with:

"As a coach, I encourage my athletes to reach their full potential."

"I am a role model that my players look up to."

- Clichéd & meaningless
- Does not convey a sense of your values
- Does not guide your coaching activity
- Designed to win the support of all people at all times without any specific plans for realisation or action.

We share our 'assessor responses'

How do I fix this?

Look for the verbs (ask yourself 'HOW do I encourage?' care or fear?)

Check for nouns like 'role model' (ask 'what type of role model do I want to be?')

Check for clichéd phrases 'reach their full potential' (ask what does this mean?)

Use these responses to rewrite your statement as precisely as possible

and offer strategies to better engage with the task

The lack of word efficiency in the examples shown was startling, often they were very repetitive and just did the same point over and over. Then I realised I did the same thing!

It has also helped me by showing me what the teachers are looking for when they are correcting the work.

I thought it would be easy and short but the philosophy itself was hard as it was a deep thinking exercise which required a consistent back and forth approach. What was of critical importance? The word limits made it stronger but was hard initially

Juanita and Daryl gave us some general feedback. I am finding this assessment very difficult because it makes me think about things I haven't given much thought to before.

Having group feedback is a great way to learn what you have done for a draft or rough copy if there are mistakes then you can correct them and you learn that everyone has to do that

Student comments

As i always struggled in english i found this feedback very useful. Following the class i was able to go home and read back over my coaching philosophy versions and cut out all the unwanted sentences and words

Word efficiency is something I generally struggle with. It was great that there was a lot of emphases on this particular area. I had my philosophies up on my computer during the session and I was highlighting areas in which were spoken about. It was easy to pin point room for improvement.

The most valuable piece of advice we were given, in my eyes was not to write as we speak. I have never thought there is any difference and it was all just words

at first seemed like a waste of time, but once we started i then realised that this was quite a useful lesson

The content of my philosophy was fine but I did realise that my style of writing and my writing abilities will have to be reviewed before I submit my final copy. Never before have I heard of such a thing as a “complete” sentence is, which kind of scared me a little bit, but I felt that now I am on the right track.

Some of the common mistakes were that we were talking about the athlete more then ourselves. We were also adding in extra words and sentences that were not needed, not getting straight to the point. We were not asking why, what, how and using cliché sayings.

+ Multidimensional task

We gain sense of who students are, what they value. Allows us to contextualise course & literacy material

Writing product is applied and **has purposeful applications** (eg students were using in CVs & clubs)

Students gain a sense of connection with field and with lecturers

Students are supported in 'learning to uni'

VU Collaborate: LMS (low stakes interaction to check student access and navigation)

Where to get help

Drafting as a useful practice

Responding to assessment criteria

Begins building critical reflection

Basic literacy feedback via matrix

- Forming sentences
- TEEL paragraphing
- Formal register
- Sp/grammar/logical organisation of ideas



Feedback
matrix

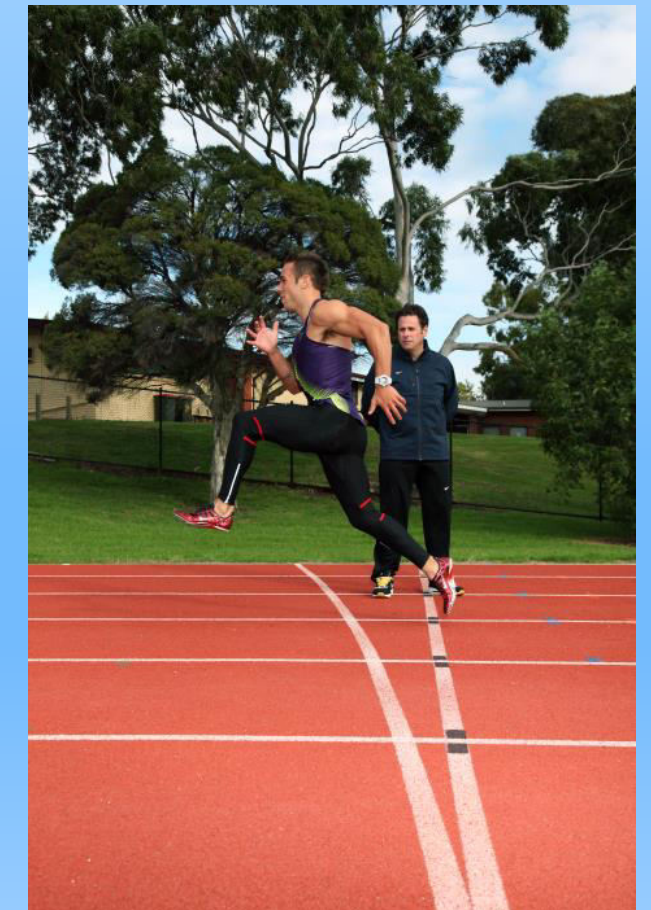
+ personal
feedback
comments on
every draft

	Feedback on the Philosophy Drafts	This hasn't been done or requires a great deal of further development	This has been partially accomplished, but requires further refinement	This has been accomplished
1	Task Fulfilment			
a	You have developed 3 distinct pieces of writing that are clearly related, but do not repeat content word for word		back	
b	You have owned the Philosophy by writing in the first person and focusing on your actions as a coach			
c	Your word choice is efficient. Every word contributes meaning			
d	You have conveyed a strong 'macro' message about yourself as a coach			
e	You have written the required number of words			
2	Structure – the sentences - grammar, vocabulary & spelling			
f	The grammar of the sentences is accurate			
g	Sentences are complete			
h	Sentences are not too long			
i	The vocabulary used is appropriate and accurate			
j	Overly informal or colloquial (slang) words or expressions have been avoided			
k	The spelling is accurate			
l	The use of punctuation is effective and accurate			
3	Structure – the whole text and the paragraphs [300 word version]			
m	You have discussed how and/or why you make your coaching choices			
n	Your writing is organised into paragraphs			
o	Each paragraph has a topic sentence			
p	All the information within each paragraph clearly relates to the one main idea of that paragraph			
q	The order of the paragraphs makes sense			
r	The order of the sentences within each paragraph makes sense.			
s	Sentences are linked together effectively			

+ personal feedback comments on every draft

+ Acknowledging the “I” in academic (ii)

- Digging beneath the sports clichés provides a foundation for critical enquiry. We ask students if their statements conflict with their philosophical orientation
- Provides foundation for academic work that is more meaningful than finding quotes in journals (referencing is introduced in second assignment)
- Asking students to move beyond “what worked for me” begins the process of critically considering their practice and draws out the theoretical positions they’re enacting
- Encouraged to review their writing with the questions “Does this make sense? Can I defend my position?”



+ 3rd iteration- project expansion

Working on developing, delivering and evaluating the task together allowed us to see where elements of the original program were 'artificial' from a student perspective and look for better delivery alignments within the curriculum

2015: contextualised literacy activities, feedback and specific rubric criteria are embedded across 3 core FY sport coaching units

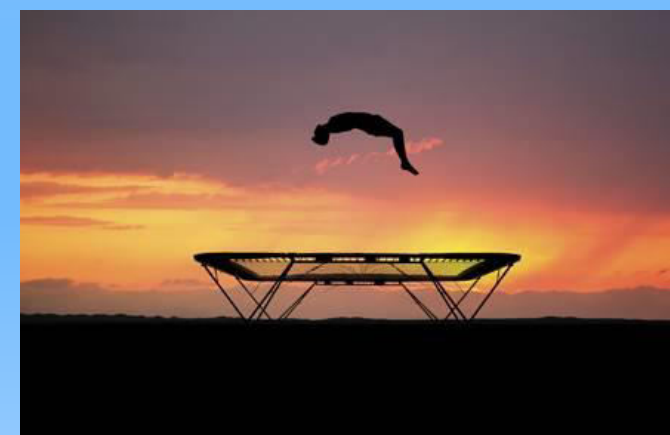
The ALL lecturer team-teaches in each unit

Students began making appointments to discuss their work and get help with other writing, including CVs, into which they were including parts of their philosophy assignments

2016 This inspired us to create a developmental eportfolio. The initial philosophy task forms the core of this student portfolio.

It is revisited and reflected on as part of the third year capstone unit

2015 - 2017



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- +[University of Manchester –handy 30 second summary of Vygotsky
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