Acknowledge and Respect

Before we begin the proceedings, I would like to acknowledge and pay respect to the traditional owners of the land on which we meet; the Wadi Wadi people of Dharawal Country.

Managing a MOCC

Key considerations for a successful Massive On-Campus Course

Structure

- What is a MOCC
- Reflection Process
- Teaching and Assessment Design
- Attendance and Attainment
- Focus for future

What is a MOCC?

- A Massive On-Campus Course (MOCC) providing face-to-face lectures and tutorials on four campus sites.

- It is a mandatory course for all undergraduate students in their first semester of their first year of study.

- It is aimed at providing students from all disciplines with essential skills and resources for 'success within the academy' while promoting a 'sense of belonging'.

It's a large management issue

- Course Coordinator
- 2 Co-coordinators
- 4 Associate Lecturers –teaching
- 50-60 sessional tutors/markers
- Semester 1 -2,500 students
- Semester 2 -800 students

Training

- Lesson plans provided –tutors guide

- Weekly tutors meetings- student services

- Marking training-moderation

- Mentoring process

Four Campus Sites

- Sippy Downs –main campus
- Noosa
- South Bank – Brisbane
- Gympie

University of the Sunshine Coast / tafe Brisbane

Study a degree at USC at South Bank

usc.edu.au/southbank

Rise, and shine.

COR109- Communication and Thought

Graduation

COR109

DEATH ZONE:
The lack of oxygen above 8,000 metres can be fatal to climbers.

8,000 metres

CAMP 4 SOUTH COL
8,000 metres

CAMP 3
7,162 metres

CAMP 2
6,400 metres

CAMP 1
5,943 metres

BASE CAMP
5,334 metres

Reflection Process

- **Empowerment Evaluation** –Action Research

An empowerment evaluation requires the reviewer to clarify the course's main mission, investigate the values and principles of the course, and, in response to reflection, plan for the future (Fetterman 2001).

Reflection Process

- Empowerment evaluation aligns with the principles of Action Research methodologies:

  a method of investigation **by practitioners** that looks for practical solutions to identified problems or limitations (Eliot 1991; McKernan 1996).

- Both are participative and involve a cyclical, reflective process.

Internally driven

- The practitioners/teaching staff carry out the curriculum evaluation as part of an 'internal professional mandate', in contrast to external drivers (McKernan 1996).

- In this instance, the practitioners are the course coordination team and teaching staff.

Teaching and Assessment design

- Course assessment tasks were implemented as advised by the COR109 reference group comprising :
  - representatives from all discipline areas
  - the Pro-Vice Chancellor (Students)
  - the Director of the Office of Learning and Teaching
  - the Director of Student Life and Learning
  - the Associate Deans of Learning and Teaching
  - a representative from timetabling

Institution-wide ownership of effective curriculum design

- Krause claims that 'coherent and holistic approaches to planning, delivering and reviewing the first year curriculum are foundational to success in the first year' (2006: 3).

Engaged

Sustainability Focussed

Creative and CRITICAL THINKING

Communication

Problem Solving

Organisation

Collaborati

ETHICAL

FREE CHEESE

KNOWLEDGEABLE

Applied Technology

Empowered

Information Literacy

Changes   **Graduate attributes explicitly linked to assessment**

Changes to assessment

- Task1a –Quiz- research –referencing – resources -5%

- Task 1b –scaffold for task 2 –paragraph –essay

    report sections –report-15%

- Task 2 – discipline focus-40%

- Task 3- reflective practice to promote self regulation-40%

Attendance and Attainment

- Previous research has demonstrated a link between attendance and grades (Corbin et al., 2010)

- Mandate for COR109 as a face to face on campus course

- Expectation of attendance to engage –sense of belonging and self efficacy

- Two hour workshops providing activities that are designed to show students **'how to'** complete assessment tasks and access other support services

Attendance and attainment

| Grade	Attendance (No. of Tutorials out of 11)												Total
	Nil	1	2	3	4	5	6	7	8	9	10	11	
FL	26	19	21	27	23	21	14	13	9	15	8	16	212
PS	13	3	17	9	22	34	52	58	53	40	43	45	389
CR	3	0	9	8	16	26	32	59	84	97	64	75	473
DN	1	1	0	3	6	10	14	33	49	72	88	99	376
HD	0	0	0	1	1	1	1	1	4	13	27	53	102
TOTAL	43	23	47	48	68	92	113	164	199	237	230	288	1552

Figure 1. Attendance and grades

- higher attendance was necessary to receive higher grades.

- almost all of the students scoring an HD attended for nine or more of the eleven recorded tutorials, with over half attending for all eleven tutorials

Attendance and Attainment

Grade Data by Attendance

n=1552

Legend: FL, PS, CR, DN, HD
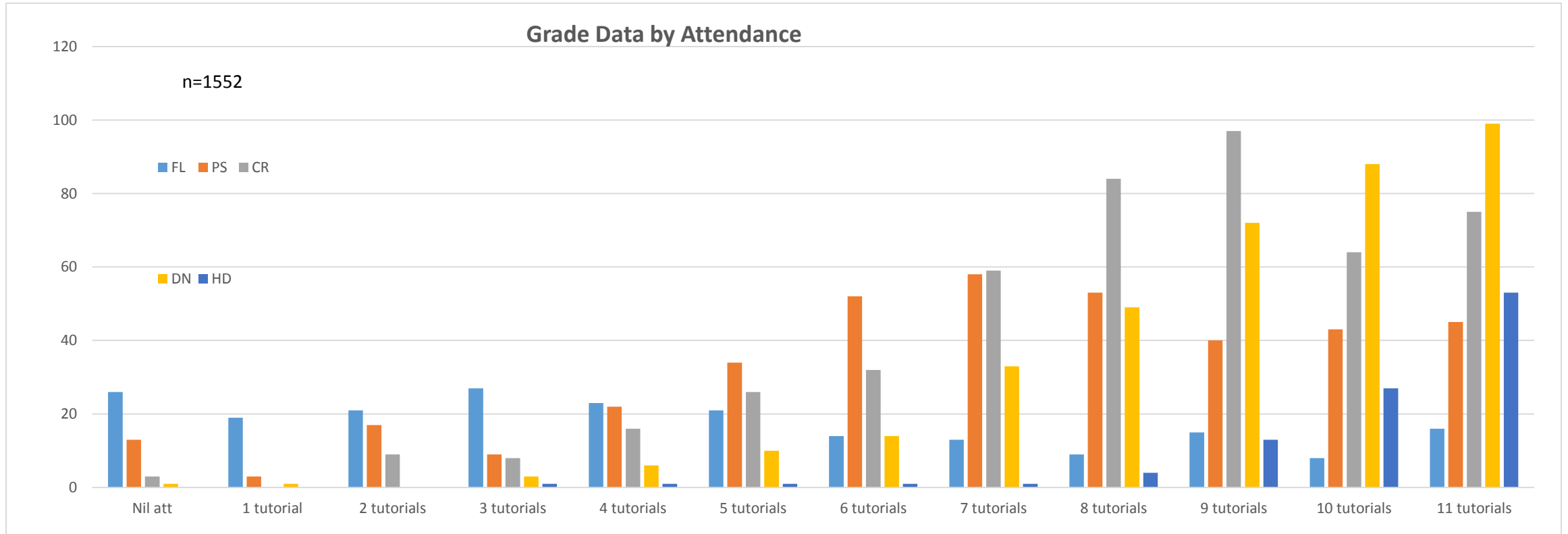
- There were clearly a higher number of fails from lower attenders (137 of the 212 failing students attended five tutorials or less),

- Of the 75 failing students who attended most of the semester, 65 did not submit at least one or piece of assessment

Comparison of pass rate by tutorial attendance

Comparison of Pass Rate by Tutorial Attendance

Attendance at 4 or less tutorials

Attendance at 5 or more tutorials

■ FAIL ■ PASS
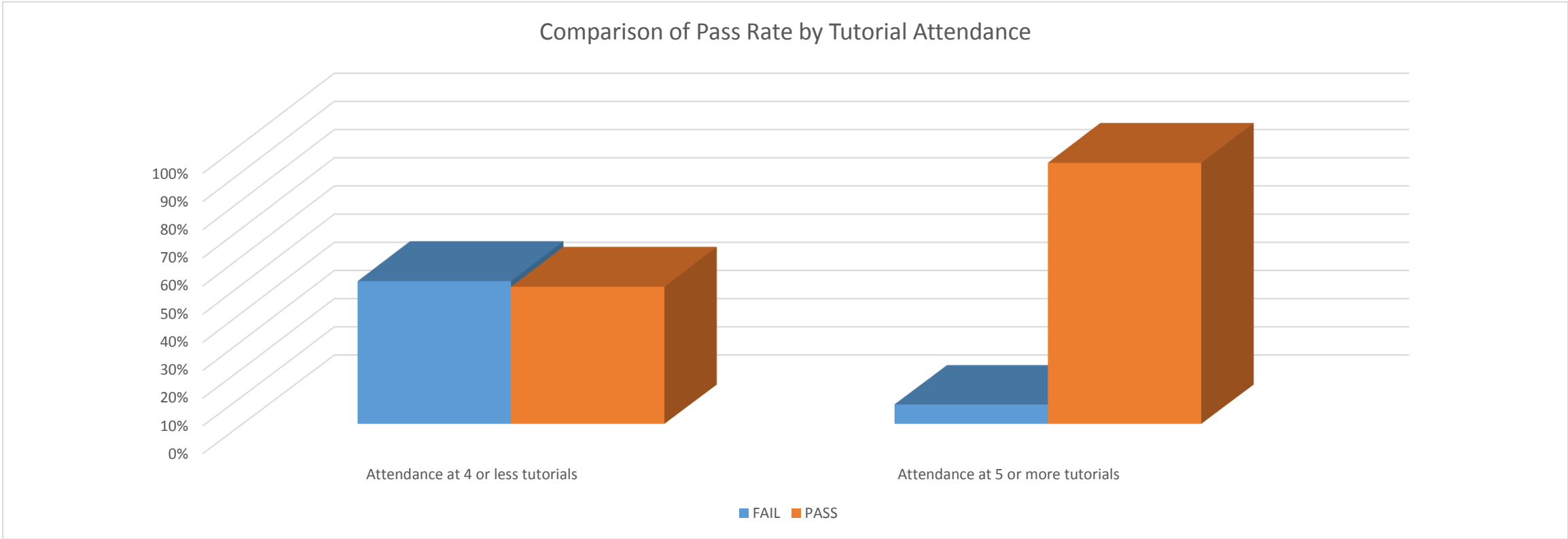
- critical minimum attendance rate which had a large influence on the difference in grades
- attending for at least five of the eleven tutorials was an important factor in success
- attendance at four or less tutorials, the most common grade was fail (over 50% of this group failed)
- attended five or more of the eleven tutorials, the majority (93%) passed with only 7% fails

Future Directions

- COR109 reference group will become a a whole-of-institution first-year reference group

- Provide understanding of other first year experience

Focus for future

- Developing a new textbook – approaches to university assessment

- Expansion of assessment types –discipline requirements

- Possible streaming – timetabling and enrolments

- Possible new early intervention strategy to improve attendance/engagement

References

Corbin, L., Burns, K., & Chrzanowski, A. (2010). If you teach it, will they come? Law students' class attendance and student engagement. *Legal Education Review*, 20(1 & 2), 13–44.

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McKernan, J. (1996). *Curriculum Action Research: A Handbook of Methods and Resources for the Reflective Practitioner* (2nd ed) London: Kogan Page.