Transformation from the margins
Revealing and constructing co-curriculum at DUT

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Problem statement & Rationale

Problem:
Unmapped and hidden curriculum at the margins of institutional structure that impact student success at the center

Rationale:
Need to scaffold student learning in the formal and informal curriculum
Need for coherence in institutional and hidden curriculum

(Bass, 2012; Elliot et al, 2016)

Question:
Can curriculum and its workers at the margins offer unique knowledge contributions for curriculum transformation and student success at the center?

Approach & Methodology

Qualitative Action Research
Community of practice
Change of practice for praxis
Participation and co-authorship

Methods:
2nd and 3rd person action research (Reason, 2001)
Surveys &interviews
Content and discourse analysis

Aims:
Conceptually frame co-curriculum project
Assess coherence of project design
Reflect on emerging findings

Key concepts: curriculum

Formal: organized engagement with codified knowledge for qualification

Informal: self-directed, incidental &tacit with uncodified knowledge

Hidden: unintentional, concealed values & hierarchies by default in institutional culture and student engagement

Co-curriculum: organized engagement for student development, wellness and student life

Pathways: actual lived experiences and encounters of students

Students: institutional cultural, political & knowledge workers

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Framework of concepts: analysis

Margins (Giroux & McLaren, 1992):
Formal curriculum and authors (faculty) at the center
Students and practitioners (services) at the margin
Distances and interfaces

3rd Space (Bhabha, 1994 & Gutierrez, 2008):
Curriculum transition and inbetweenness
Potentiality and intentionality
Structure and agency

Educational 'darkness' (Bengtsen & Barnett, 2016; Spivak, 1988):
Interstices between formal and informal curriculum
Complexity, transitional and undefined
Subaltern cultural workers

Project Overview

DUT WIG:
Increase **throughput rates** from 33% (2016) to 40% (2020)

PROJECT WIG:
Graduate Attributes aligned **co-curriculum transcripts**

Project WIG support student success with:

1. Evidence of *decreased student load* outside of class
2. Evidence of student development *aligned to GAs*
3. Evidence of *integration* of student development and services
4. Evidence of *data driven analysis* & assessment

Project Overview

Phase 1: Project conceptualising and planning (March-April '17)

Phase 2a: Develop audit survey (May '17)
Phase 2b: Collect audit data (June-July '17)

Phase 3: Data analysis and review of SDPs (Aug '17)

Phase 4a: Benchmark study on SDPs curriculum (Aug-Sep '17)
Phase 4b: Curriculum review & adjustments (Sep '17)

Phase 5: Systems review & adjustment (Oct-Nov '17)
Phase 6: Design, rollout & review of pilot SDP (Nov-Feb '18)
Phase 7: Implementation of co-curriculum plan (2nd Term '18

Emerging Findings

Questions on faculty autonomy:
Staff queries and concerns on
coordinative intent of co-curriculum

Reflective assessment practice:
Staff and student struggle with survey questions
on alignment and assessment

Transitional institutional practice:
Scaffolding to bridge curriculums through General Education and CELT
Extreme silence about the margins and undefined 3rd space

Teaching & Learning engagement:
Institutional ownership of project
Integrated planning and cross faculty collaboration

THANK YOU