



CONNECTED IN DIVERSITY: POSITIONED FOR IMPACT



Facilitating academic socialisation and literacy through an intervention programme: Reflections of an occupational therapy educator.

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Background



- July 2009 – introduced in Dept. of Health and Rehab Sciences; mirrors the MBChB programme started 2004
- Designed in response to UCT's transformation agenda of broadening access and improving throughput.
- Created originally to provide foundational support for students from 'educationally disadvantaged backgrounds'.
- Structured across two consecutive semesters that commences in the middle of the first year.
- Discipline-specific content derived from parallel course in mainstream with reduced content and different teaching & learning methods allowing multiple methods of engagement.

Composition of courses in IP

1st semester

Occupational Therapy	
AHS1031S	Preparatory Entry to Psychology 1A
AHS1038S	Fundamentals of Human Occupation and Development 1A
HUB1015S	Anatomy and Physiology 1A

2nd semester

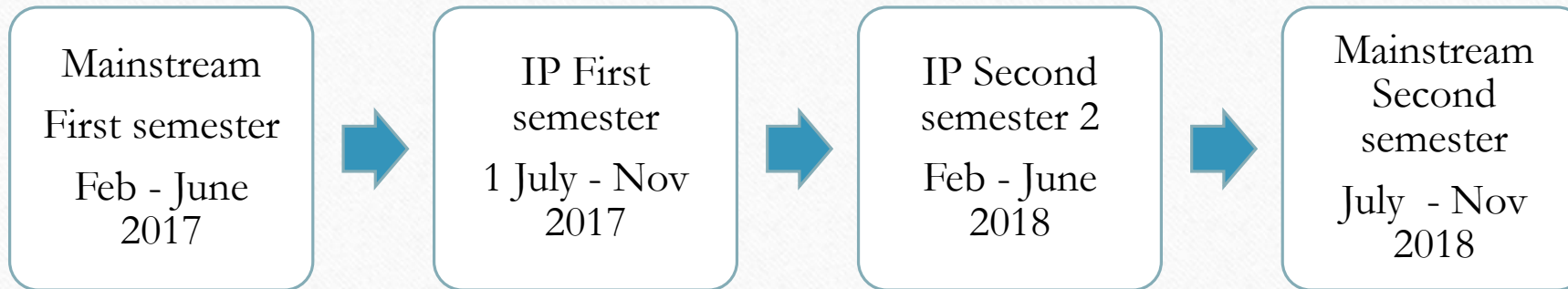
Occupational Therapy	
AHS1047F	Preparatory Entry to Psychology 1B
AHS1044F	Fundamentals of Human Occupation and Development 1B
HUB1016F	Anatomy and Physiology 1B

Cohort	No of Student Division				Total No
	Audio	OT	PT	SLP	
Cohort 1 2009/2010	5	6	22	1	34
Cohort 2 2010/2011	2	8	19	2	31
Cohort 3 2011/2012	4	10	9	4	27
Cohort 4 2012/2013	5	6	5	1	17
Cohort 5 2013/2014	1	7	7	2	17
Cohort 6 2014/2015	1	6	11	1	19
Cohort 7 2015/2016	2	4	7	2	15
Cohort 8 2916/2017	0	1	2	2	5
Cohort 9 2917/2018	0	5	5	0	10
Total	20	53	87	15	175

**Student numbers
within the
Department of
Health and
Rehabilitation
Sciences of all the 9
IP Cohorts**

The structure of the IP model

Standard curriculum – Intervention programme – Standard curriculum



Academic Literacy

- reading, writing, listening, speaking, critical thinking, use of technology, and habits of mind that foster academic success
- Understanding, interpreting, awareness, distinguish, as well as develop a sequence or order and argument





Characteristics of the learning tasks

- focus on professional and disciplinary building blocks and core concepts;
- more time is spent on core concepts by providing additional and varied learning opportunities, at a slower pace:
- employs small group learning to promote active learning
- identifies and addresses study skills gaps

What is Teaching and learning?

- Teaching is “the activities of educating or instructing; activities that impart knowledge or skill”
- Learning on the other hand is “the acquisition of knowledge or skills through study, experience, or being taught”

(Oxford Dictionary, 2018)





Changes

- Change is a constant in both our professional and our private lives. The idea that human beings naturally resist change is deeply embedded in our thinking about change” (Lorenzi, 2000).

Reflection

- “Theory is applied to practical application. As a concept becomes related to other knowledge and experience, personal meaning becomes attached to the concept”

Pee et al., (2002)



Quotes from reflection logs



- *“.....you learn to listen and understand more in lectures but before I use to bunk lectures because I didn’t understand and was frustrated with myself”.*
- *“My lecturer was very supportive, I had one-on-one sessions with her, I felt like she gave me attention more than the mainstream, and this motivated me to work even harder”.*
- *“Rules of the intervention program as well as the support from my lecturer also have an impact on why I feel more positive about my work this time around. I mean for example I have only been absent for one class this semester and I feel I have managed to keep up with every day's work which is useful around test/ exam time”.*

Learning paragraphs



The objectives of the Learning Paragraphs were

- 1. To identify and correct preconceptions and misconceptions in core subjects
- 2. Learn to link facts to conceptual framework
- 3. Improve metacognition

Reflections on Learning Paragraphs

“I just wanted to improve my ability to write coherently and get more practice in essay writing, which has helped a lot;...wrote all my learning paragraphs without even opening my notes; it was like a way of studying”

“The LP helped me read my lecture notes more effectively as well as my writing skills...I got the chance to summarize the concepts and find the most important points to enhance my understanding of the work. I enjoyed the opportunity that if we were stuck with anything there was an easy weekly platform for us to get clarity”



Rubric for Evaluation of the Learning Paragraph

Point Value	2 points	1 points	.5 points	0 points
Topic Sentence	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
Supporting Details	Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	Examples and details relate to the topic and some explanation is included.	Sufficient number of examples and details that relate to the topic.	Insufficient, vague, or undeveloped examples.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
Style	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; Clear sentences with varied structures; Effective diction.	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.
Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

Topic Sentences	2
Supporting Details and Organization	2
Organization/Transitions	1.5
Style	1
Mechanics	1

Total Points 7.5 = grade of B

Grade Equivalent:

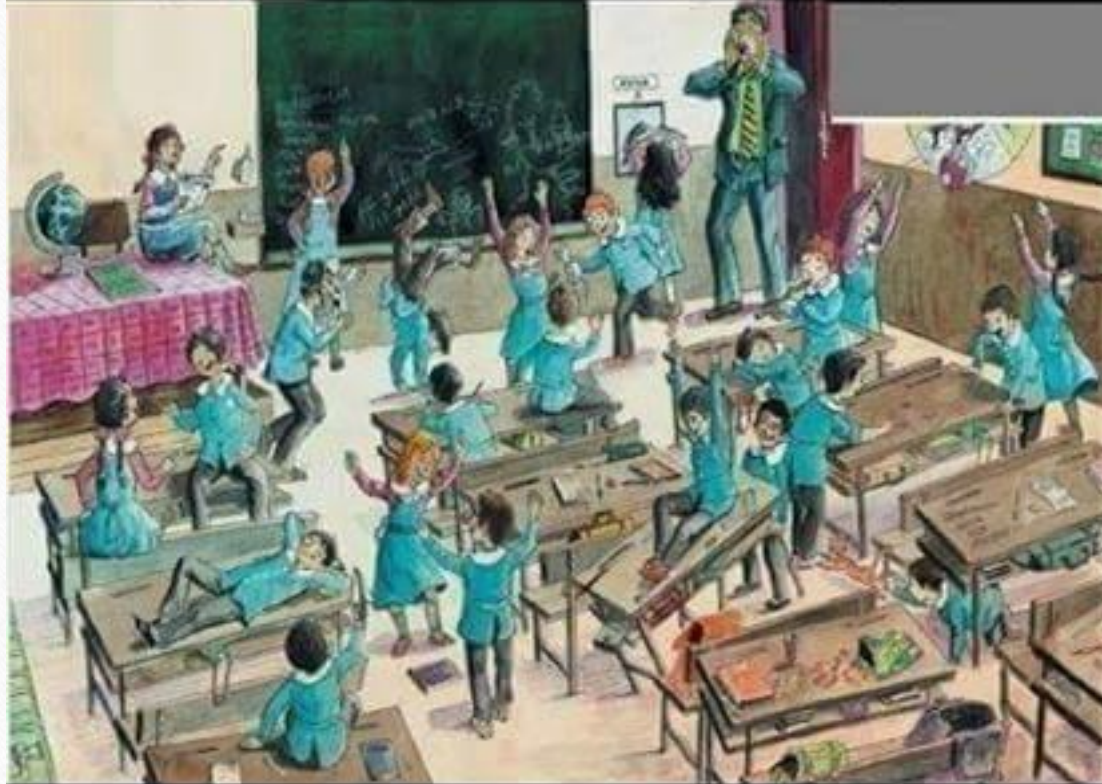
A = 8 - 10 points
 B = 6 - 7 points
 C = 4 - 5 points
 D = 2 - 3 points
 F = 0 - 1



Growth in IP

- Self confidence
- Communication – verbal, nonverbal and written
- Critical thinking
- Independent learning
- Work ethics
- Respect

Everybody says teaching is so easy just like walking in a park....



But, only teachers know that the park is the JURASSIC PARK with of variety of dinosaurs. ;)

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