

Harnessing the
curricular and co-curricular
within the third space
to build bridging capital

Dr Kitty Vivekananda
Assistant Director Student Wellbeing
RMIT University

ISANA Conference, Auckland December 2012

Address some new challenges

- Changing patterns of first year student engagement
 - Challenges of promoting interaction between local and international students
 - Building bridging capital
 - Linking student wellbeing to key drivers/strategic agenda such as employability, globalisation, OHS/healthy graduate
-

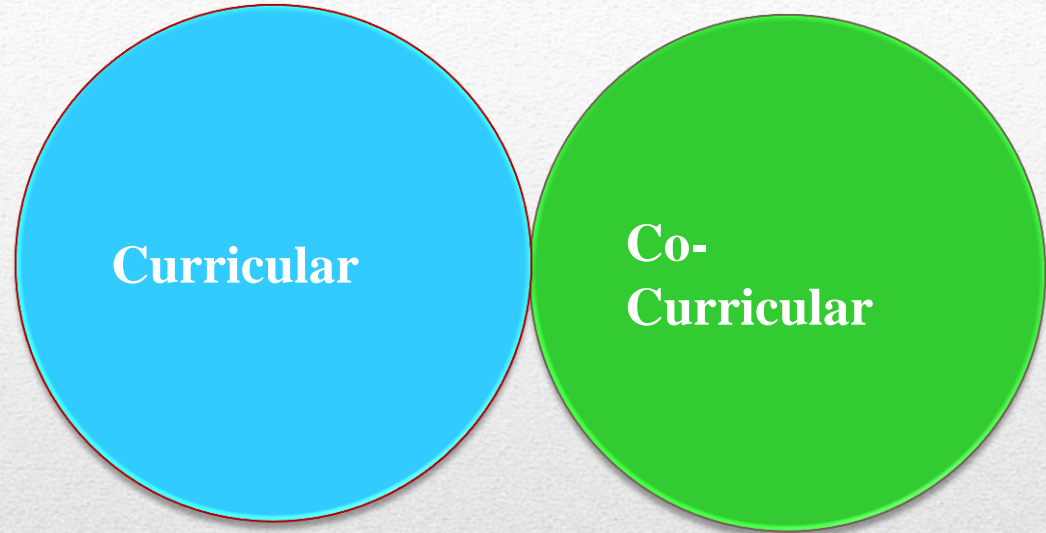
Student Wellbeing

- Multi-faith Chaplaincy
 - Childcare
 - Counselling
 - Finances
 - Health promotion
 - Housing
 - International student support
 - Legal
 - Student Success
-



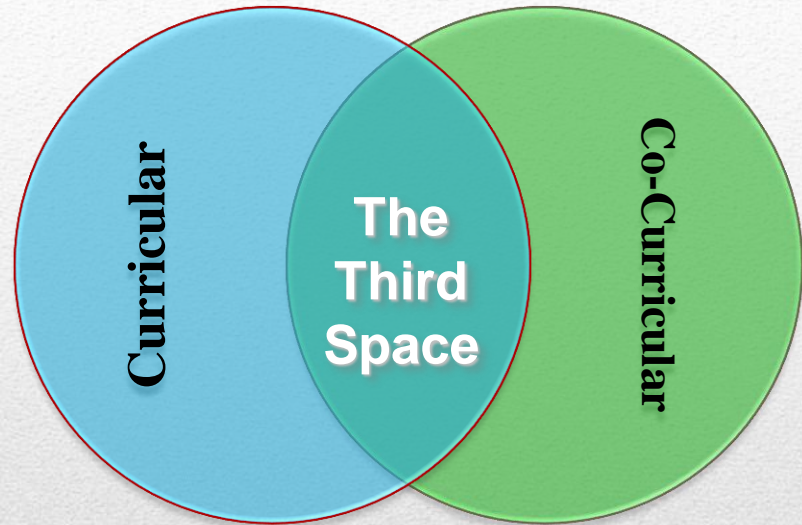
Whole-of-Student Wellbeing and its contributing facets

Third generation approaches to transition



- Changing patterns of student engagement (Kift, 2009)
 - Complex ‘wicked’ problems facing universities
-

The third space



- Defined this shared third space (Whitchurch, 2008) where sustained, sustainable and sustaining Work Integrated Learning opportunities to make RMIT a healthier place and work ready, healthy graduates
 - Building Bridging Capital
-

Learning within the third space

- Our experience
 - Shared expectations
 - Language
 - Framework
 - Processes
- in a new learning space

When a project is real and tangible the students are motivated to solve the problem for their own self esteem but also they become committed to the organisation.

Course coordinator

I love the fresh ideas that students bring to solving problems. As a WIL supervisor sometimes the best thing you can do, is to not get in the way of good ideas.

WIL supervisor

Meaningful student engagement must be:

- Planned and structured learning interaction to ensure academic rigor and a quality outcome for student and supervisor
 - Efficient in its delivery, for students and third space professionals alike
 - Promote peer-to-peer
 - Structured provide a sustainable solution for the RMIT Community work in a sustained manner over a number of semesters and is sustaining
-

Types of Student Engagement



Opportunistic involvement

- 11Minutes Campaign



Planned student project

- RUOK & Path to Paradise



Student-developed solution

- Banning the Bottle



Integration with mentoring program

- Sense of Place Research
-

LEARNING WITHIN THE THIRD SPACE: THE WIL OPPORTUNITIES AVAILABLE TO YOU AND YOUR STUDENTS

Project type	Opportunistic involvement	Planned student project	Student-developed solution	Integration with mentoring program
Description	Students commence work on a project relevant to the core business of Student Services. Students conceive the project. It exists external to unit action plans.	Student Services and academic(s) develop a project with defined outcomes for students to complete. Project is planned within the Student Services unit action plan.	Student Services issues a challenge or a problem requiring a solution that aligns with students' course outcomes. Students develop and implement outcomes and present to Student Services as the client.	This placement has a mentoring component integrated. Students are team leaders in the Mates at RMIT program and complete small-sized projects in addition to the mentoring.
Project is initiated by	Student	Student Services	Student Services or academic	Student, academic or placement agency
Concept development	Student	Student Services	Students	Student, academic or placement agency
Project approval	Program coordinator	Program coordinator and Student Wellbeing supervisor	Program coordinator and Student Wellbeing supervisor	Program coordinator and Student Wellbeing supervisor
Expectation supervision	Varies. Suggest weekly meeting with email support. Agreed timeframes in project plan.	Ongoing contact across semester. Weekly meetings with regular email contact.	Ongoing contact across semester. Weekly meetings with regular email contact	Fortnightly supervisions with supervisor. Ongoing email and ad-hoc contact.
Level of supervision	Industry support and guidance. No academic supervision.	Industry and professional support and guidance. No academic or research supervision.	Industry and professional support and guidance. No academic or research supervision.	Industry and professional support and guidance. No academic or research supervision.
Outcome	Outcome determined by students and academic for the project being completed. May include journalism article, event, assignment.	Negotiated by the academic, student and Student Services. May include a project report, piece of design, research report, literature review.	Negotiated by the academic, student and Student Services. May include a project report, piece of design, research report, literature review.	Student contributes to mentoring relationship with other students. May also include project work, event management, providing leadership for a wellbeing campaign etc
Case study example	11 Minutes anti-smoking campaign	Path to paradise, RU OK? Day	Banning the bottle—bottled water on campus	Sense of place research and Mates at RMIT

Benefits

How academic staff benefit	How students benefit	How RMIT benefits
<p>By working with other third space professionals, academics gain value from:</p> <ul style="list-style-type: none">» multidisciplinary networks on campus» increased connection to student projects» support to address issues in the co-curricular space that affect student success» knowledge that students are embedded in third space activity, supported by rigorous processes and supervision.	<p>With students engaged early and throughout their student life, they will have the opportunity to:</p> <ul style="list-style-type: none">» contribute to their university community» build positive learning experiences on campus that give back to the university» increase their social networks» build social capital on campus» prepare for life and work within a complex, globalised society» promote life-long skills for staying healthy and connected.	<p>The university will benefit from:</p> <ul style="list-style-type: none">» a new generation approach to student engagement (described by Whitchurch (2008) as being the 'most mature' opportunity available to universities).» improving access and retention rates, particularly of students from culturally and socially diverse backgrounds» the development of work-ready graduates» 'industry' connection on campus for students and staff, particularly for students who may not have established local professional networks such as international students» sustaining and rewarding experiences for staff who feel they have made a difference in students' learning.

Student Wellbeing priorities

- Respect
- Cultural Diversity
- Mental Health
- Healthy Choice

Student Engagement Grants – up to \$1000

MINUTES CAMPAIGN



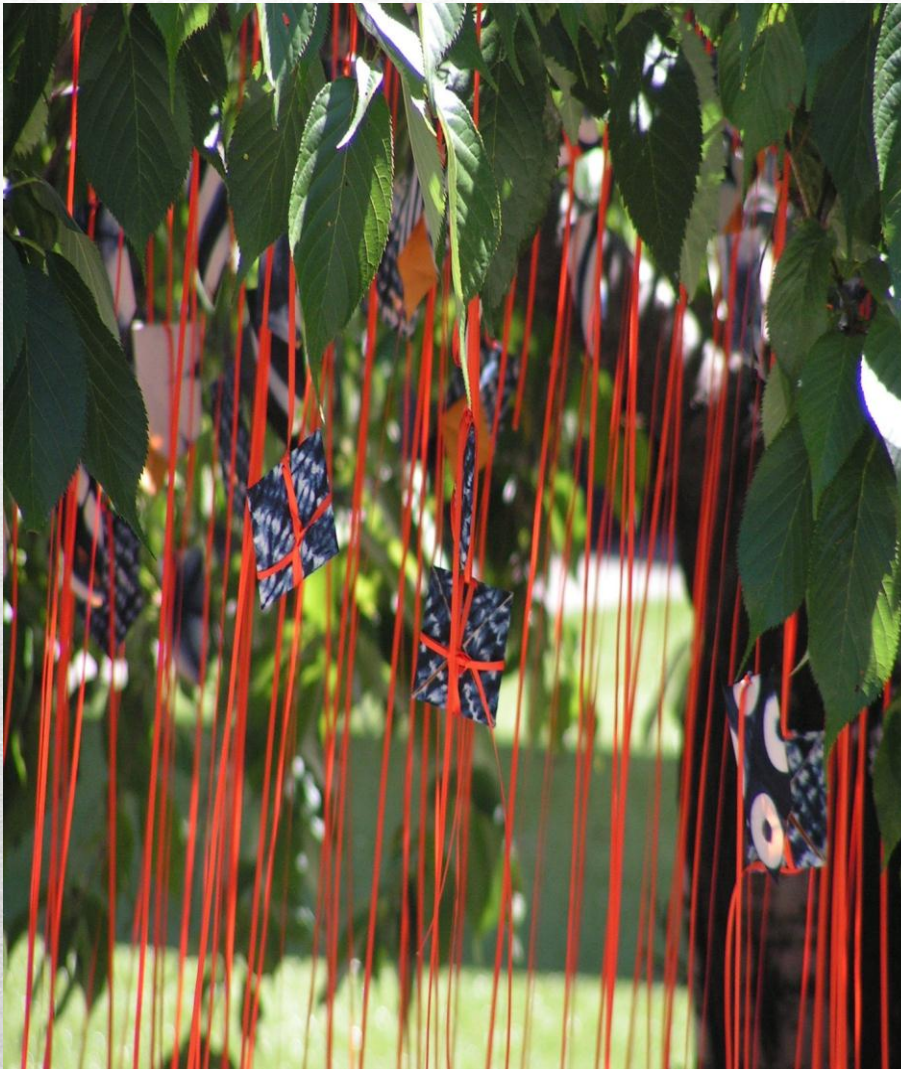
What Can You Do in 11 Minutes?

11 Minutes Campaign <http://youtu.be/wGaw7EsVwO0>

Paths to Paradise - Masters of Public Art

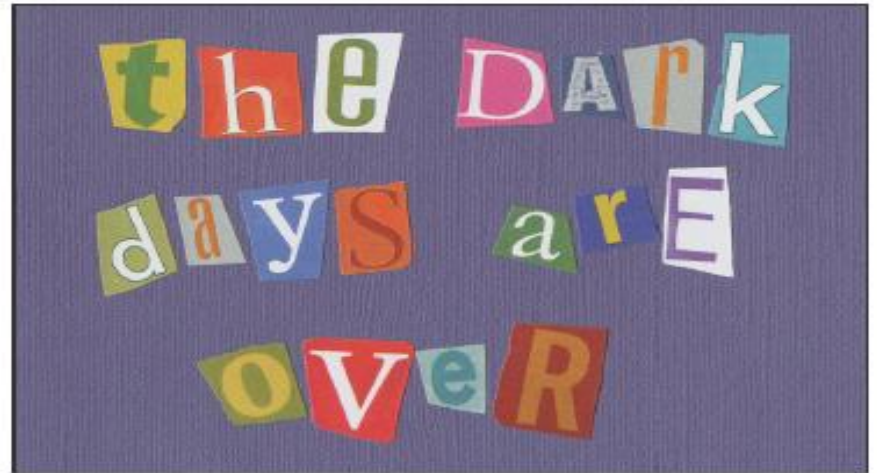


Prayer Pockets – BA textile design



Secrets of Survival

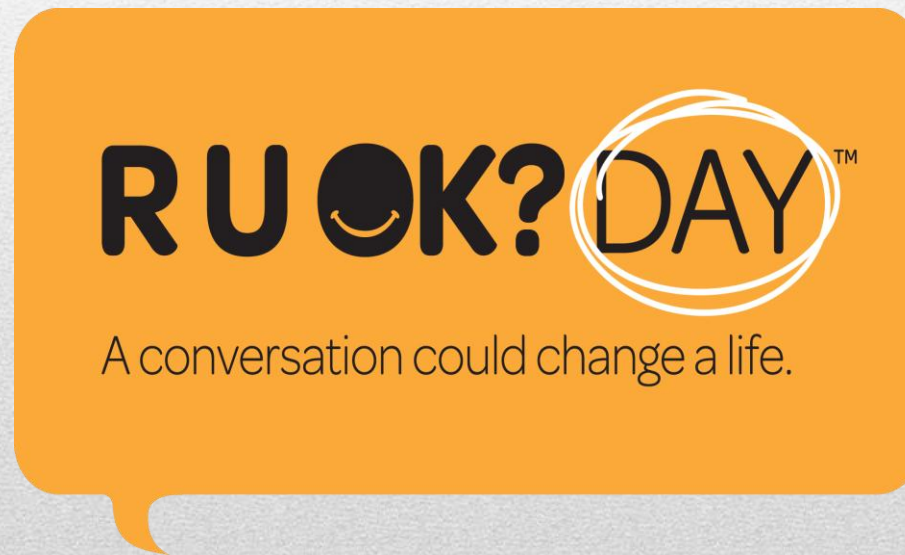
Bachelor of Social Science (Psych) Hons



Anonymous postcards sent in by RMIT students

R U OK Day

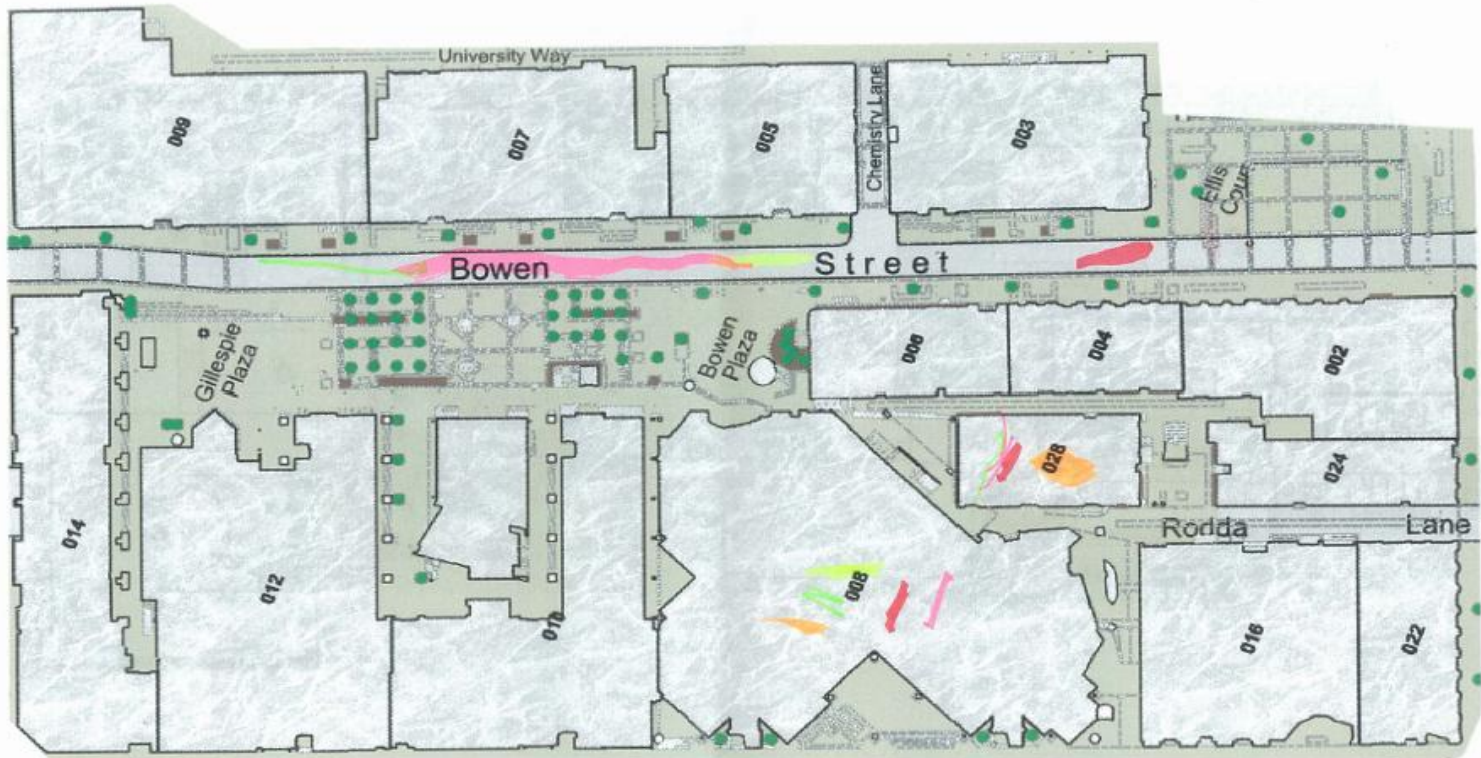
Programs: Psychology, Nursing, Journalism, Youth Work



Thursday 13 September 2012

Sense of place research

B. Social Science (Psych) and B. Arts (International Studies)



Community mapping of City campus

Bottled water on campus –

B.Business (Management)



Peer-to-peer 2012 Audit

	Volunteers	WIL/ internships	Paid	Training only	Total
Number	120	14	13	88	235
Hours contributed	1426	4480	682		6588
Peers reached	3730	1283	3176		8189
Supervisory / training hours	187	347	56	35	625

Third Space Project 2013

- Sense of Place – Bundoora
 - Smoke-free University
 - Multifaith/multicultural interaction through Art and Design
 - Tenancy, finance and work rights through journalism
 - Therapeutic lifestyle changes and mental health including RUOK day – Health Sciences
 - On-the-spot fines – Criminal Justice students
-

STUDENT SERVICES

www.rmit.edu.au/students/services

