



## **Are we on the same page? Collaborating when attitudes on teaching and learning differ**

### **Key Words**

attitudes, teaching and learning collaboration, transition pedagogy

### **Abstract**

The increasingly diverse student cohorts commencing in first year tertiary education calls for a continuous review of first year experience (FYE) approaches. Earlier curricular and co-curricular approaches have been brought together into an integrated whole-of-institution transition pedagogy as a third generation approach (Kift et al. 2010, p.15). Of crucial importance to the implementation of an institution-wide approach to FYE is the building of sustainable partnerships between academic and professional staff. The relationship building process can however be problematic due to many factors, such as competing demands on time and diverse and changing expectations of all parties. It has been observed that one of the barriers to successful and sustainable relationships is related to how Language and Learning Advisers are positioned in their institutions (Grossi & Wright-Neville 2015). This paper delves on aspects of relationships formed between LLAs and Social Work academics during a two year period of collaboration. During this period, it has become apparent that although working within the same discipline, some of these partnerships have strengthened and developed to enable a collaborative and systematic approach to supporting students, while others have not progressed further than the occasional/remedial support offered in the form of a workshop, development of a resource, or presence of LLAs in unit discussion boards. An analysis of shared experience and reflections over successful partnerships has prompted the importance of shared understanding between LLAs and academic staff about the notion of transition 'as a process, not an event' (Kift et al. 2010), independent learning, learner responsibility, and other beliefs about teaching and learning. The paper will also argue that sustainable collaboration can to some extent be influenced by attitudes, beliefs and values about teaching and learning and the notion of student transition held by academic staff. These notions, whilst important, are perhaps less explored in the research. The data gathered includes observations, reflections and analysis of interview data.

### **References**

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