



## From Planning to Assessment: Working Collaboratively for Student Success

### Key Words

collaborative teaching, learning strategies, ALL practice

### Abstract

In recent days, universities struggle to survive the range of diversity in students entering university since more number of students from different regions migrate to the other part of the world to enter into the globalised education scenario. However, in this increasingly competitive and globalising education market, student performance and progression rate can be of concern for higher education institutions (HEIs). This is a particularly pressing issue for Western HEIs with international students coming from diverse language, cultural and social backgrounds. Reasons behind students' relatively declining performance level could be contributed by several factors, ranging from settlement and adjustment to a new country to new academic settings to their academic aptitude and their preparedness and ability to overcome cultural and other obstacles to less time to study and access additional academic support (Foster, 2012; Marginson, 2014). Investing on developing academic aptitude, in this regard, plays an important role both in terms of performance and progression of these students in higher educational settings. Therefore, universities are seeing an increase in collaboration between academic support lecturers and content specialists. This paper outlines the aspects of a collaborative teaching initiative undertaken in semester 1, 2014-2016 at Victoria University, Melbourne. Since, an undergraduate first year core subject (Engineering and The Community) had received a poor performance and progression rate and low student satisfaction rating in semester 1, 2013, the Unit Coordinator wanted to improve the overall ratings. As a result, two Academic Language and Learning (ALL) lecturers were involved in a core first year unit in the College of Engineering & Science along with the Engineering lecturers and tutors in the unit from pre-semester assignment and assessment planning to delivery, evaluation and moderation. The results and overall ratings in last three years have revealed benefits for all stakeholders. This paper will discuss and analyse the experience of embedded and collaborative teaching and learning strategies and approached used in this particular first year compulsory subject with some recommendations for future.

### References

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