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Working with student researchers to co-construct understandings of the effectiveness of Summer Schools in supporting attainment

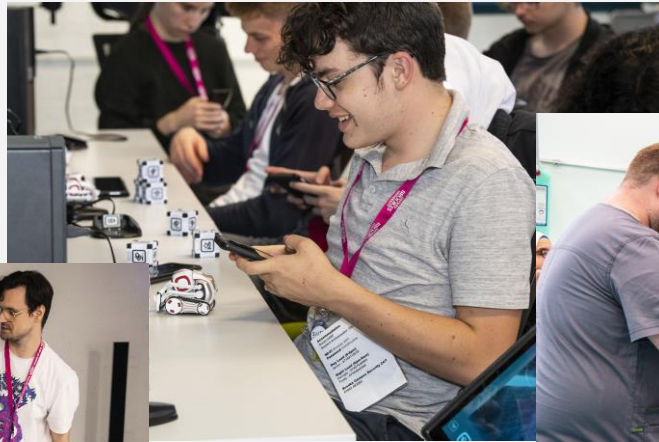
Summer School 2022 Objectives

1. Give students a positive experience of student life and Oxford Brookes University to create a sense of belonging.
2. Increased confidence and resilience to make a successful transition to HE and Oxford Brookes.
3. **Increase students' study skills and capacity for academic attainment**
4. **Increase students' ability to contextualise subject knowledge, linking curriculum learning and careers**
5. Increase the likelihood of Participants applying to Oxford Brookes



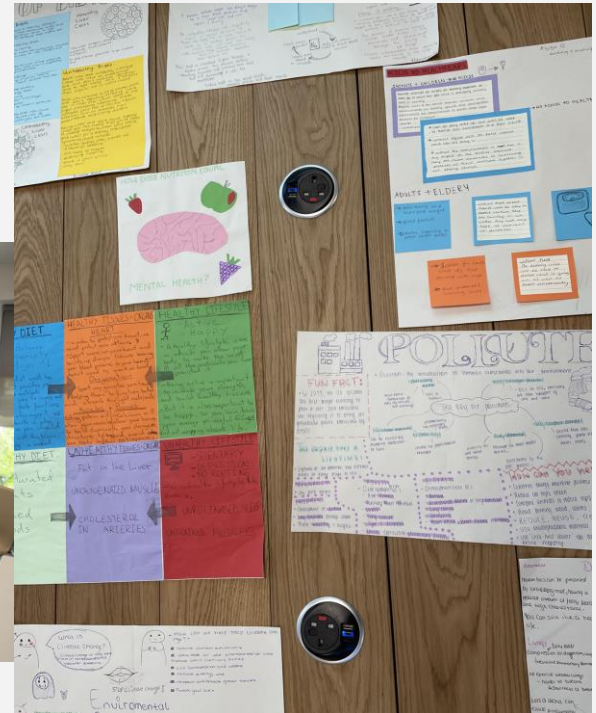
Supporting Academic Attainment: Tasters

- Curriculum designed and delivered by university academics, drawing on UG year 1 content
- Focus on hands on, practical experiences students would relate to and remember
- Support from student ambassadors who study related subject areas



Supporting Academic Attainment: Projects

- Subject work linked to a project that students completed individually or in teams
- Consolidated knowledge gained over the course of the summer
- Evidence for portfolios and developed presentation skills



Supporting Academic Attainment: Student Ambassadors

- Integral at all times of the summer school (not just in subject tasters)
- Importance of relationship building and 'casual conversations' (high 1:5 ratio)
- Insights into course, student life and relatable experiences



Student Researchers and Photovoice

- Method of photovoice
 - 'Useful methodological addition to HE research' (Wass, R. et al. 2020)
 - Can help engagement of young people in research (Findholt et al 2011)
 - 'Transformative methodology' (Cosgrove, D. et al. 2022)
 - 'Digital Generation' (Aboulkacem et al 2021)
- Co-development of insights with student researchers
- Analysing data
- Research Ethics

Evaluation Insights

'I guess it's like an aspiration thing, you can work harder because you know there's somewhere you want to go, so you can be like, oh, I need to get these grades to get there'.



'I feel like when you have set a goal in life, like I can see myself studying at university...it kinda makes you work harder for it.'

Evaluation Insights



'The subject sessions were completely different to school, and I appreciate it so much - I didn't come here to do exactly what I do at school everyday.'



'The Student Ambassadors helped me with having a deeper understanding of university...It was nice to see that some Student Ambassadors had already done a course before moving onto something else.'

Reflections

- Benefits of photovoice
- Engagement with photo element
- Representation of all students' views
- Limitations of photos

References/Further Reading

- Aboulkacem, A. R., Aboulkacem, S. and Haas, L. E. (2021) “Photovoice 2.0: A Comprehensive Research Framework for the Digital Generation,” *TechTrends: Linking Research and Practice to Improve Learning*, 65(5), pp. 874–883.
- Cosgrove, D. et al. (2022) “Photovoice As a Transformative Methodology for Nonbinary Young Adults,” *Journal of LGBT Youth*, 1-19, pp. 1–19. doi: 10.1080/19361653.2022.2048288.
- Findholt, N. E., Michael, Y. L. and Davis, M. M. (2011) “Photovoice Engages Rural Youth in Childhood Obesity Prevention,” *Public Health Nursing*, 28(2), pp. 186–192. doi: 10.1111/j.1525-1446.2010.00895.
- Wass, R. et al. (2020) “Photovoice As a Research Method for Higher Education Research,” *Higher Education Research and Development*, 39(4), pp. 834–850.



Thank you