

APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024



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OF HIGHER EDUCATION.**

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Session 17F: Thurs 7th March, 14:00 – 14:30

**Empowering students from diverse international
backgrounds for higher education success**

Beverly Webster
Monash University Malaysia, Malaysia

Nadia Sundstrom
Studiosity, Australia

Chair
Rachel Wellam
Monash University, Australia

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University

MALAYSIA

Empowering students from
diverse backgrounds for higher
education success

APAIE 2024





I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today, the Nyoongar Whadjuk people and pay my respects to Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.

Artwork by Jasmine Sarin



MONASH
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MALAYSIA

Diverse
cohorts

International



9700+
STUDENTS FROM
77 COUNTRIES
64%
MALAYSIANS



36%
INTERNATIONAL
STUDENTS



TOP 5

COUNTRIES FOR
INTERNATIONAL STUDENTS
CHINA, INDONESIA, SRI LANKA,
JAPAN, BANGLADESH





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University

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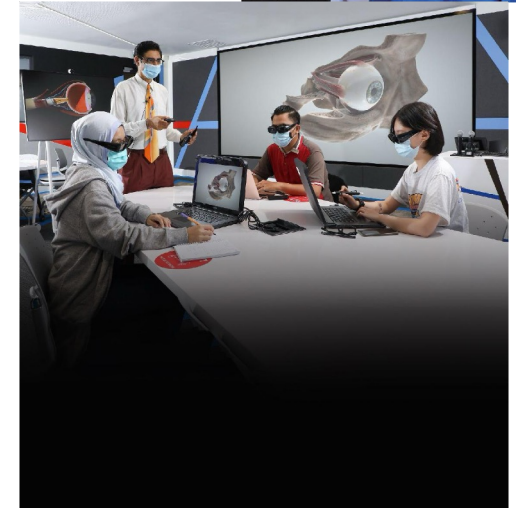
Diverse
cohorts

Pathways &
Scholarships



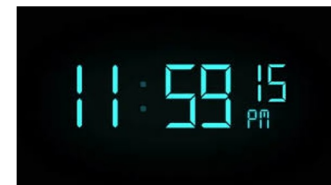
Role of the educator

- Discipline specific learning in students field of study
- Expertise in their discipline both teaching & research
- Assessment support & feedback



Changing needs of students:

- Foundation academic and language support
- Help seeking behaviour out of hours
- Student well being
- External pressures



Ethical, formative feedback: High engagement, improved academic outcomes

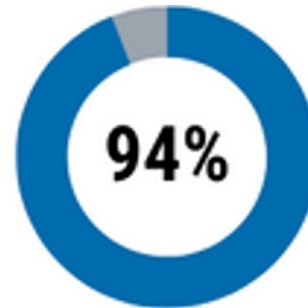
- In partnership **since 2021**
- Over **10,000** students helped
- **86%** of students are extremely satisfied or satisfied with feedback



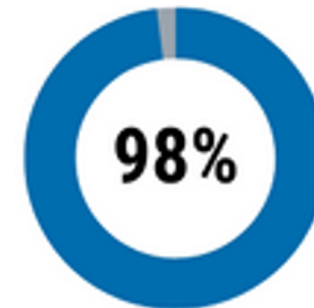
61% seek help outside of
9.00am - 5.00pm



seek help on
the weekends



felt more
confident



found it
easy to use



got the help
they needed

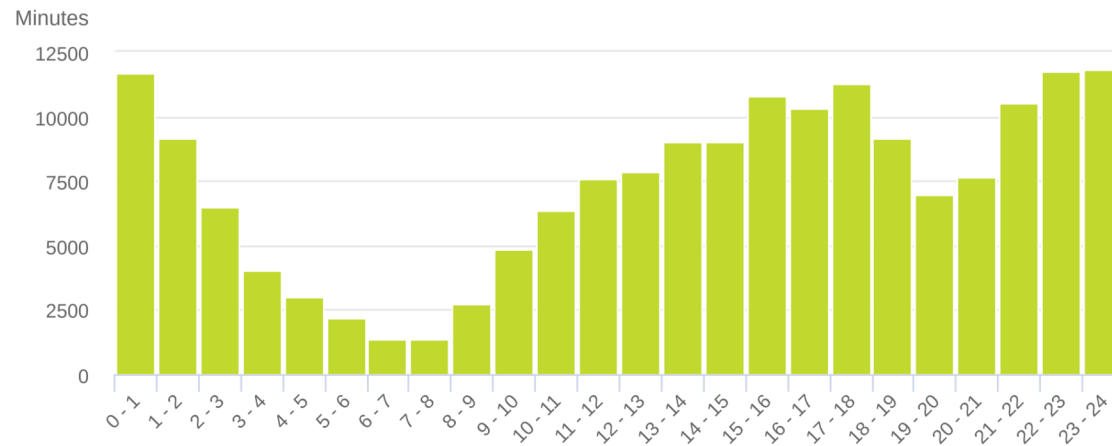


In practice: Monash Malaysia's feedback service

- Nearly **7,000 documents** returned in 2023, 38% essays, 12% case studies
- **93%** satisfaction across 6,976 documents submitted and returned in 2023



Writing Feedback engagement by time of day



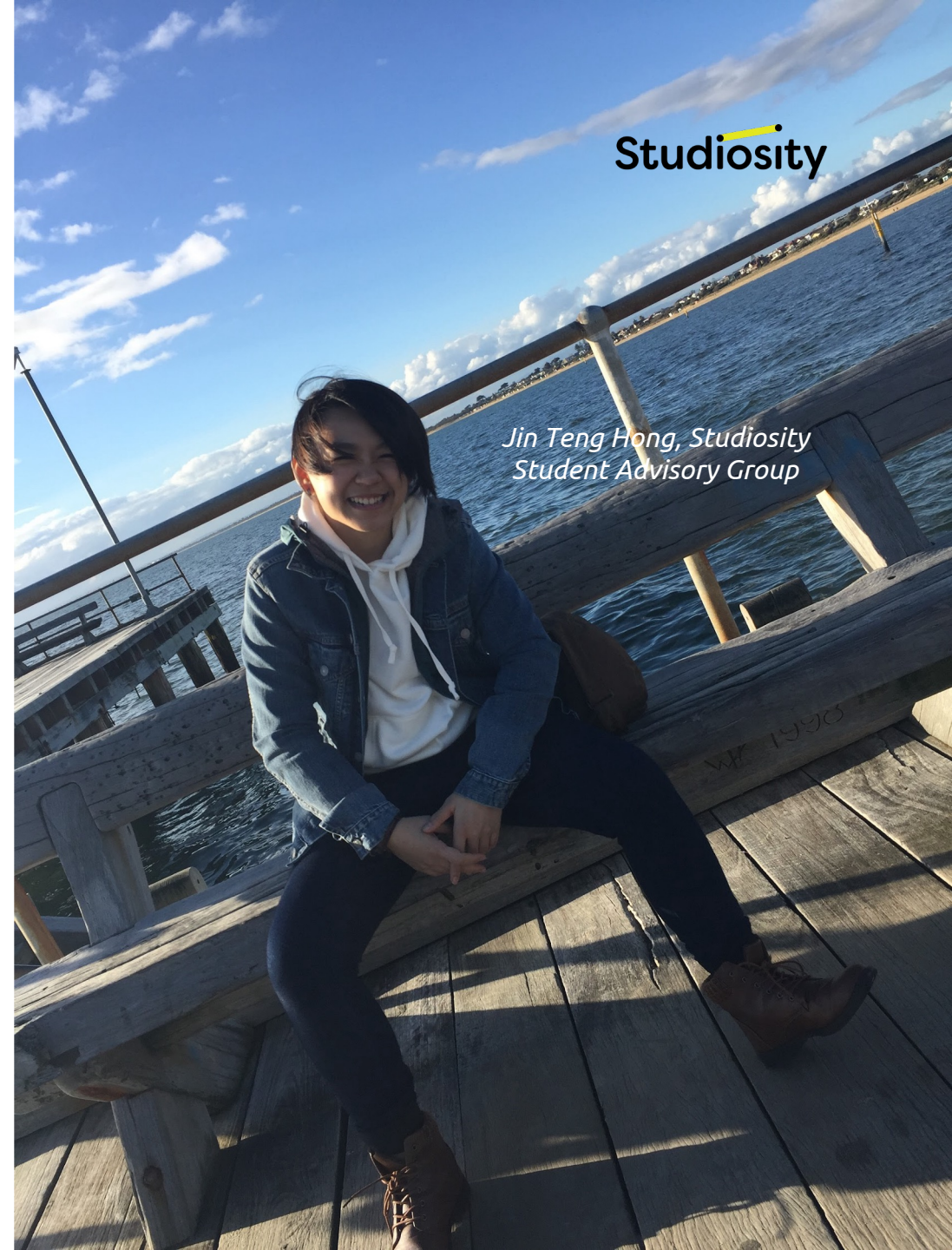
What students say about Writing Feedback

“I loved the explanations on what i can do better so that i can avoid the same problems in the future.”

“My strengths and weaknesses were pointed out, which was very helpful. Very detailed feedback was given as well. Really satisfied and confident now :)”

Studiosity

*Jin Teng Hong, Studiosity
Student Advisory Group*

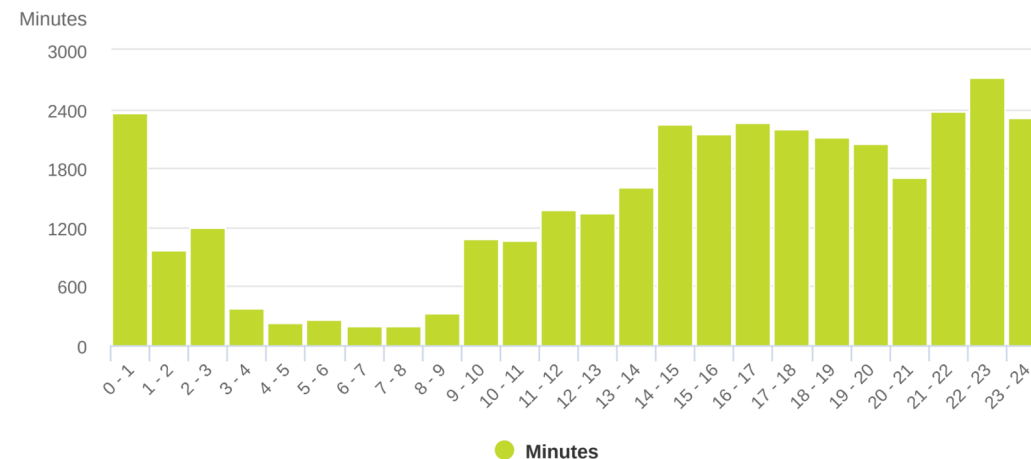


In practice: Monash Malaysia's live chat service

- **86%** satisfaction across 1,506 live sessions
- **English and Writing** was the most popular subject with 709 interactions, followed by **Maths** with 432 sessions



Connect Live engagement by time of day



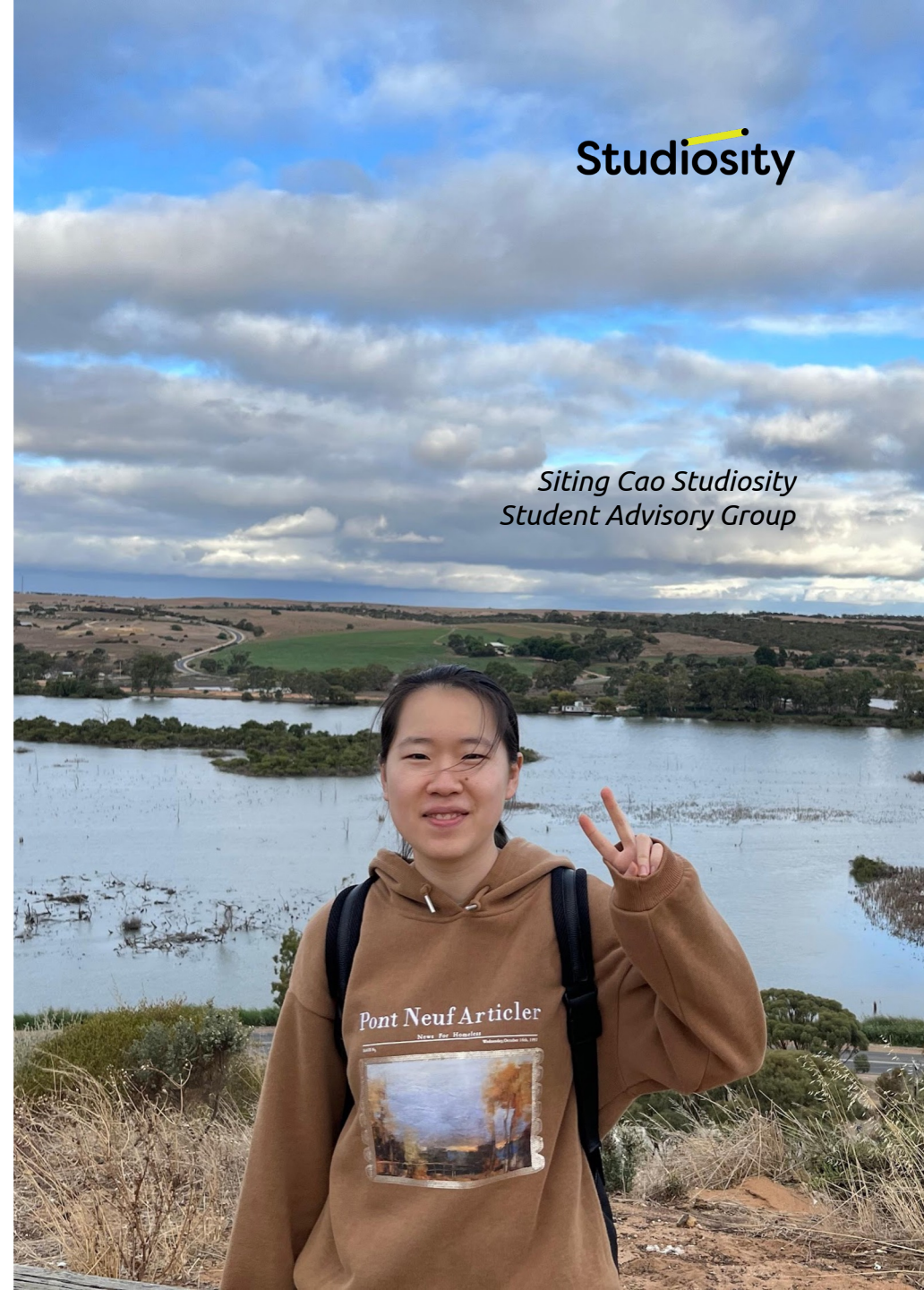
What students say about Connect Live

“Thank you so much for this session since I really couldn't find any similar materials as example. There's nothing better than a live solving session!”

“They teach so well and break down stuff in a simple way first and then help us to get to the answer ourselves. I'm extremely satisfied”

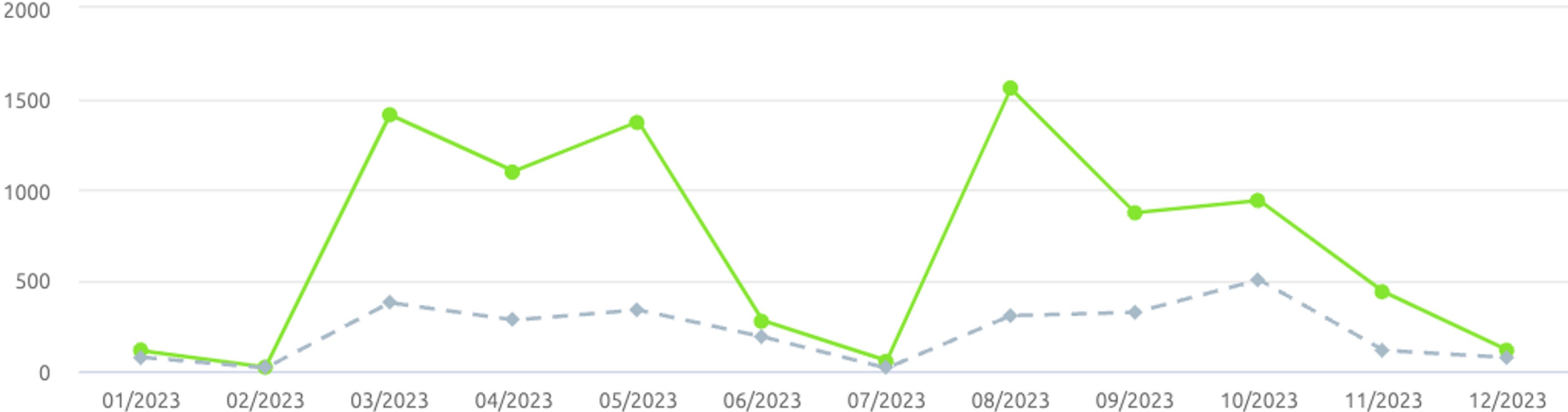
Studiosity

*Siting Cao Studiosity
Student Advisory Group*



Student engagement - Monash Malaysia

Overall engagement

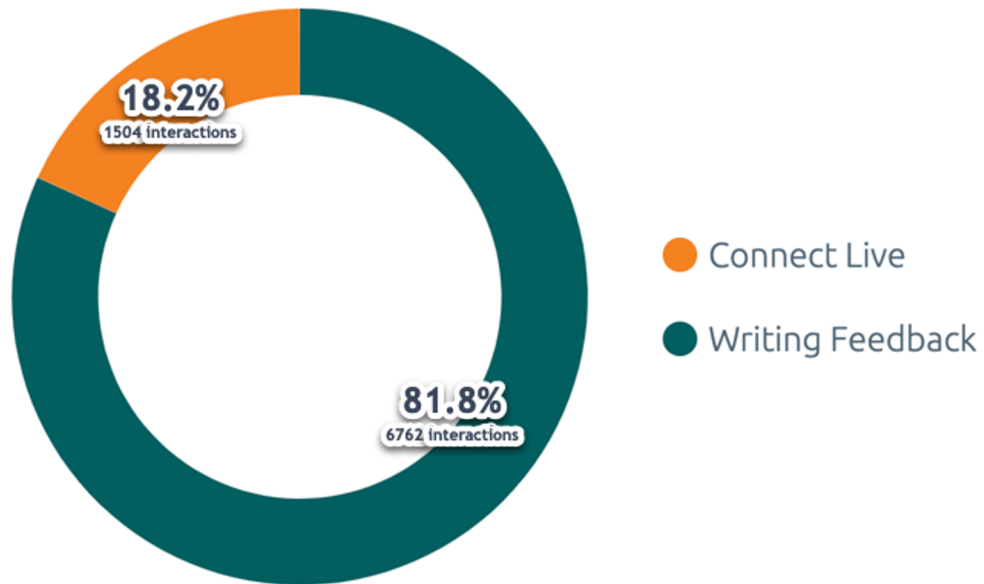


01/01/2023 - 01/12/2023
8,268 interactions
1,740 unique students

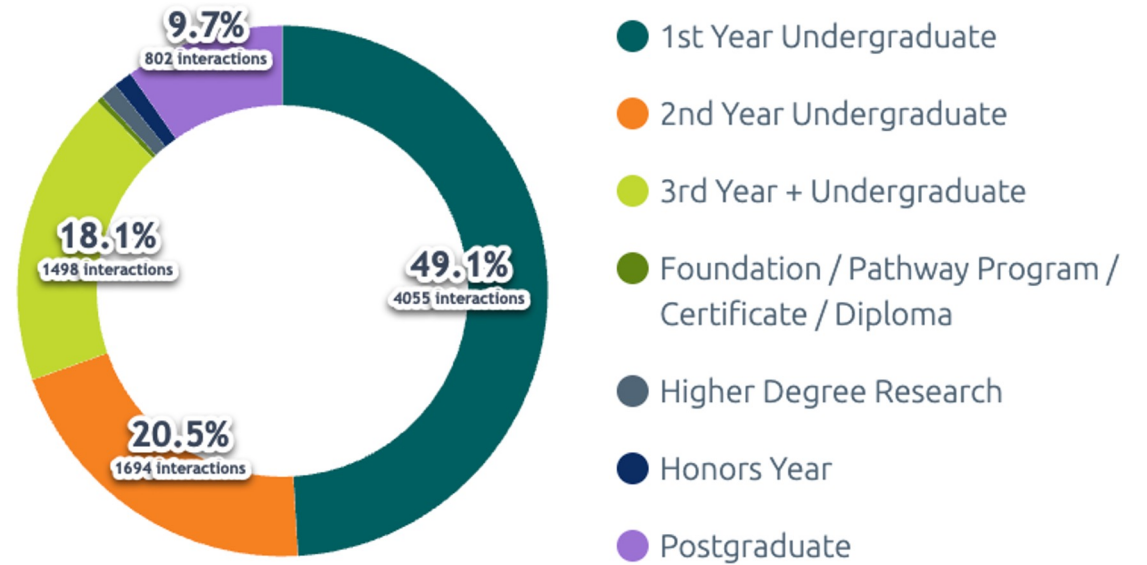
01/01/2022 - 01/12/2022
2,609 interactions
688 unique students

Student engagement - Monash Malaysia

Overall interactions 2024



Overall interactions 2024



One piece within a wider support ecosystem,
Studiosity amplifies other support services.



In 2023 in MUM's service:

5,451 referrals delivered
and **366** referrals clicked
by students

Evidence-based learning technology



Now over 25 different studies into Studiosity's model, consistently demonstrating efficacy, impact, and university value.

Springer

Online Writing Feedback: A Service and Learning Experience

Maxine Brodie, Christopher Tisdell, and Judyth Sachs

Curtin University

A STUDY OF THE IMPACT OF STUDIOSITY ON CURTIN UNIVERSITY STUDENTS IN 2019

PREPARED BY CLARE HULPIN, AUGUST 2020

1. Use of the service

In 2019 Studiosity was made available to Curtin University first year, second year and postgraduate students through four core level 1000 Bachelor stages. The service was accessed 1122 times by a total of 1238 different students through 547 different Bachelor pages, with use of the writing feedback and Connect Live services as follows:

Service used	2017	2019
Writing Feedback	1107	439
Connect Live	118	439

Review and Evaluation of StudiosityOnline Tutor Program at WSU

Learning Support: Impact

Stats of dashboards available in Tableau

Reports on all programs labeled annually at Education Committee

Who engaged and who is absent? Engaged mostly Curtin, School, Diversity needs, Aboriginal and Torres Strait Islander, South Coast NT, Youth Age 20-24, Mature Age 25+, Disability, First or Family, International Countries (UK, NZ, Hong Kong, India, South America, USA, Canada, Germany, France, Belgium, Latin American states, Commonwealth, Caribbean)

Who benefited? Impact on student success measured by comparing to students who passed our required Average Marks (AM) of students who engage with support and how many those who did not

What difference did the program make? Qualitative data describes what each program offers individual students (e.g. confidence, resilience, mental wellbeing). Impact on staff is also important (e.g. fewer queries about assessments). Success and retention are important measures, but there are many other factors.

Impact of support - Success

Stats

- One-way ANOVA
- P = 0.007
- N = 112,466

Conclusions

- We're very sure that students who seek help do better

PLAGIARISM IMPACT RESEARCH PROJECT REPORT

November 2018

WESTERN SYDNEY UNIVERSITY

Evaluating the Impact of Online Tutoring (YourTutor)

14 June 2017

Contact details: Chase.Lee@westernsydney.edu.au / j.hubbard@westernsydney.edu.au

This project is supported by YourTutor

Overview

JOURNAL OF MANAGEMENT INQUIRY

10/14/2016, Vol. 25(4), 400-412

Investigating the Usage and Perceptions of Third-Party Online Learning Support Services for Diverse Students

Mollie Dettling, Sarah Cox, Rebecca Lator, Jessica Vanderkille and Sam Rickdale

Usage patterns of Studiosity services 2016-2018

Engagement, Retention and Success

Student engagement and sense of belonging to academic community: positive student and peer-to-peer relations in discipline contexts, social integration

Employability development: an integral part of the learning experience: students' expectations about employment outcomes a key factor in motivation and persistence

Maintained advisory and support provision for all students: combined with targeted support for specific cohorts

Tailored strategies for different programs and courses: including for programs and courses with lower rates of student retention and success

Best practice and innovation in strategies: including through innovative use of digital technologies for flexible and personalised support

Co-creation and partnership with students: including in design and delivery of services and initiatives

Writing feedback

nous

Studiosity student retention ROI meta analysis

July 2012

How can we remove barriers and motivate students to normalise help-seeking?

Dr David Pike

Feb 21, 2023

By Dr David Pike, Head of Digital Learning Systems, University of Bedfordshire

SWINBURNE ONLINE

Help when you need it

We can help you submit your best assignment every time, stress-free

There's no need to worry about completing or submitting your assignments, because there's no shortage of help at whatever stage you're at.

Along with personalised attention from your Learning Advisors and on-call assistance from the Student Support team, we also offer Studiosity, an independent essay writing service that's available 24/7.

Empowering Canadian Post-Secondary Student

Transformative impacts of Studiosity on learn success in the Canadian post-secondary context

19.06%

Better retention for students using Studiosity in first term

Coursework 2: 64.1875

Coursework 1: 61.33412783

Coursework 2: 55.65212391

UEL University of East London

Table 1: Impact of Studiosity on students' confidence, motivation and study skills

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Confidence	2.8%	5.2%	12.6%	30.8%	28.4%
Motivation	3.1%	4.6%	21.0%	43.6%	25.5%
Study skills	3.3%	3.3%	14.2%	32.3%	27.8%

AJET Australasian Journal of Educational Technology

Current Archives Early Release Submissions AJET Special

Home / Archives / Vol. 36 No. 5 (2020) Partnerships for scaled online learning and the unburdened Special Issue 2020 - Partnerships for scaled online learning

feedback, 88% felt more confident to seek help in all their units.

Teaching staff also had positive feedback, the same level of feedback to students as they read.

Between the Lines: An Exploration of Online Academic Help-Seeking and Outsourced Support in Higher Education: Who Seeks Help and Why?

November 2023 Education Sciences 13(11):1147

DOI: 10.3390/educ13111147

License: CC BY 4.0

Authors: Lorraine Delaney, Mark Brown, Eamon Costello

Table 4: Continuation and progression rates non-Studiosity users*

University	A	B	C
Continuation rate users	97%	96%	100%
Continuation rate non-users	96%	87%	74%

Liz Thomas associates

6. Student participation and usage

In the UK writing feedback is currently the most popular Studiosity service, at around 96% of interactions, and therefore the review focuses on the Studiosity feedback service.

- Across a sample of five higher education providers in the UK use varies significantly

Percentage of eligible users across 2 years in five universities

Early snapshot: Student Wellbeing in Singapore

- The majority of students are working. Just 20% not in employment; **31% working full time.**
- **Three in five** students feel stressed about their studies weekly or more often.
- **71%** of students expect their university to offer AI support tools.
- Only **57%** of students are confident they will get a job within six months of graduation.



YouGov[®]

n=1,013

Learner-centric, ethical technology for whole-of-institution progress.

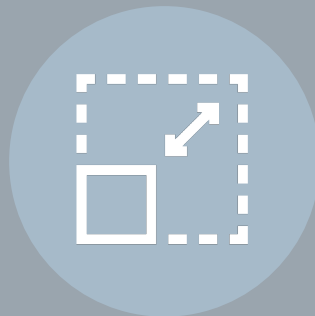
Measurable



Secure



Scaled



For learning



Quality assured



Proven





MONASH
University

MALAYSIA

Thank you



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