

# ICARE Framework for communicating student voice to teaching staff

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I don't  
understand the  
assignment task

This planner  
overwhelms me

I am stressed  
because there's  
too much to do

My tutors don't  
understand my  
dyslexia

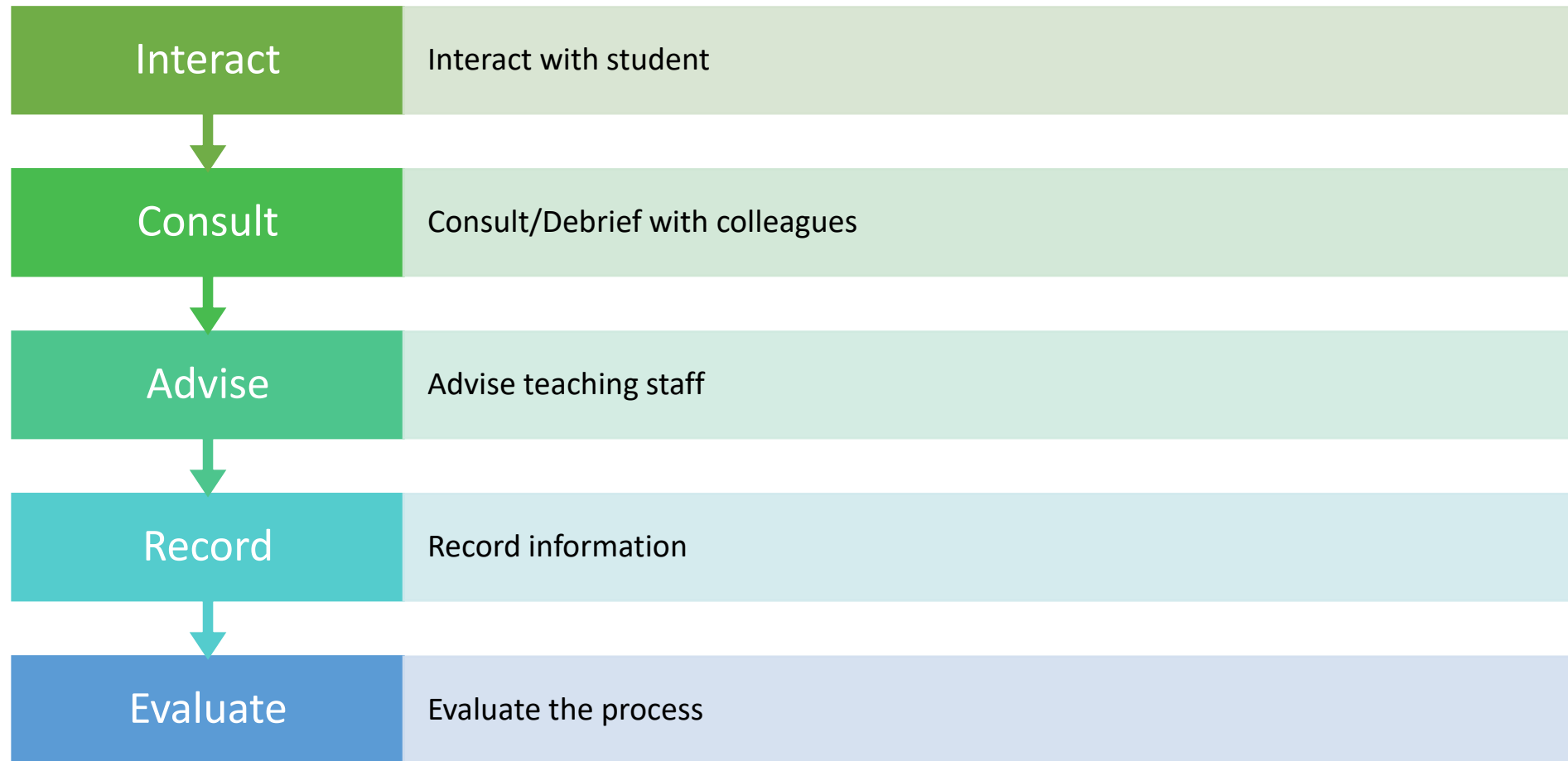
# Background

- Learners can become disabled by their environment
- Enhance learning experiences
- Make better use of LA time
- Provide more support to those with higher or specialized needs

How can we share the student voice with teaching staff?

To enable advisors to share information  
with teaching staff  
in a consistent and non-threatening way,  
where everyone can  
feel comfortable giving and receiving feedback  
and it not being perceived as a criticism

# 5 Step Process



# 1 Interact with student

## Business As Usual

Is this information worth sharing?

- Who does the challenge relate to?
  - an individual student
  - a group of students
  - a whole class
- Is it within our scope or if it should be referred on?



# What is in and out of scope?

In scope	Out of scope
<ul style="list-style-type: none"><li>• Formatting of course related material</li><li>• Access to course material</li><li>• Mismatches between learning outcomes and tasks</li><li>• Confusing wording of assignment tasks or course related material</li><li>• Unhelpful feedback on assignments</li></ul>	<ul style="list-style-type: none"><li>• Staff performance</li><li>• Obvious advocacy issues</li><li>• Formal complaints</li><li>• Concerns regarding the physical environment</li><li>• Too many assessments</li></ul>

## 2 Consult with colleagues

- Have other students experienced the same challenge?
- What communication approach is best?
- Who should we communicate with?
- Who will share the information?
- When should the information be shared?





# 3 Advise teaching staff of the student voice

A conversation outline is provided to:

- Ensure information is easy for the receiver to follow
- Limit the extra work required for advisors
- Ensure consistency of information sharing

Student Voice: Feedback from students regarding ...

Briefly outline the purpose of the conversation/email

Share the student's voice regarding the specific challenge

Ask for guidance on how to approach the challenge

Offer support/to collaborate

# Communication tips

- Share information from the student's perspective, not the perspective of the advisor
- Face-to-face communicate is preferred
- Keep emails short and use bullet points
- Utilise staff who already have a relationship with the teaching staff



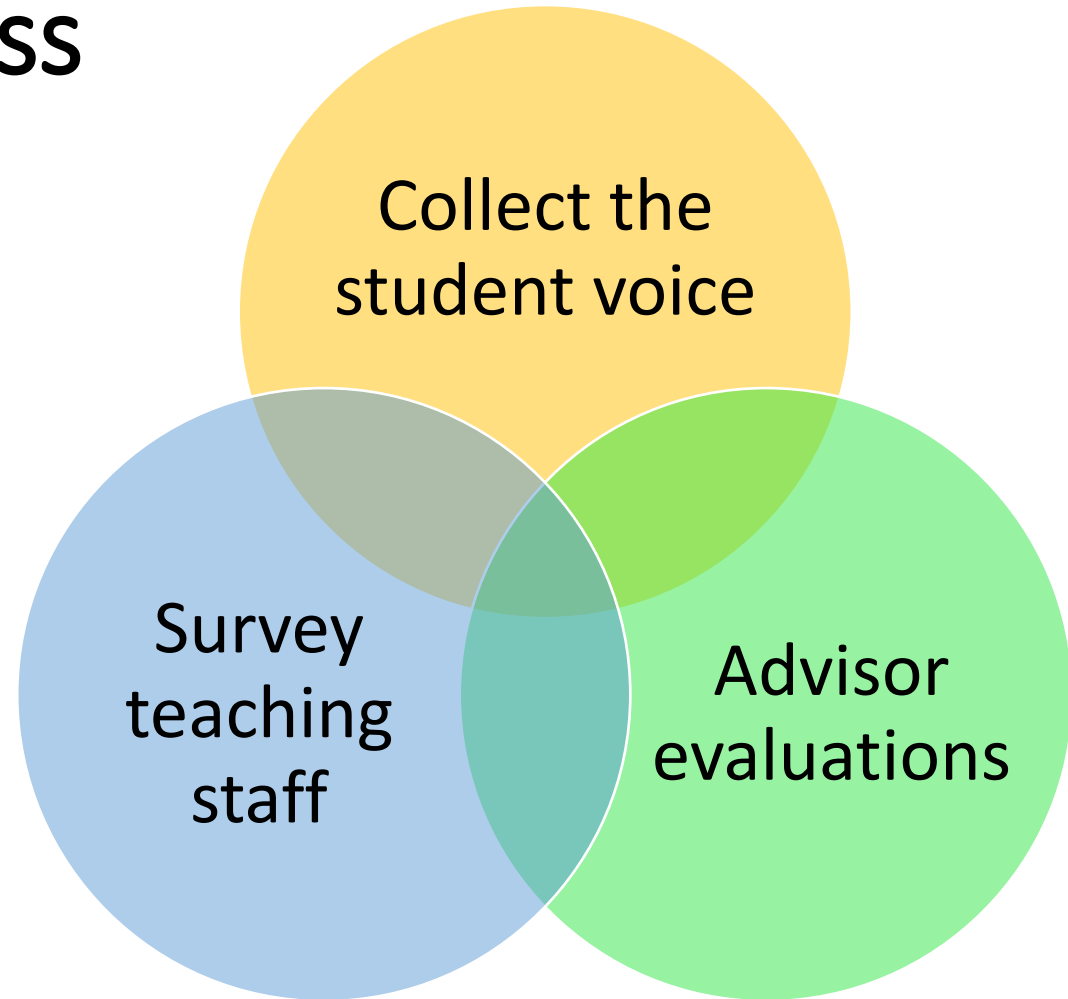
# 4 Record information

- Who shared the information and who was it shared with?
- Is the student aware?
- A summary of the information shared
- Response from teaching staff
- Whether they asked for our guidance or support

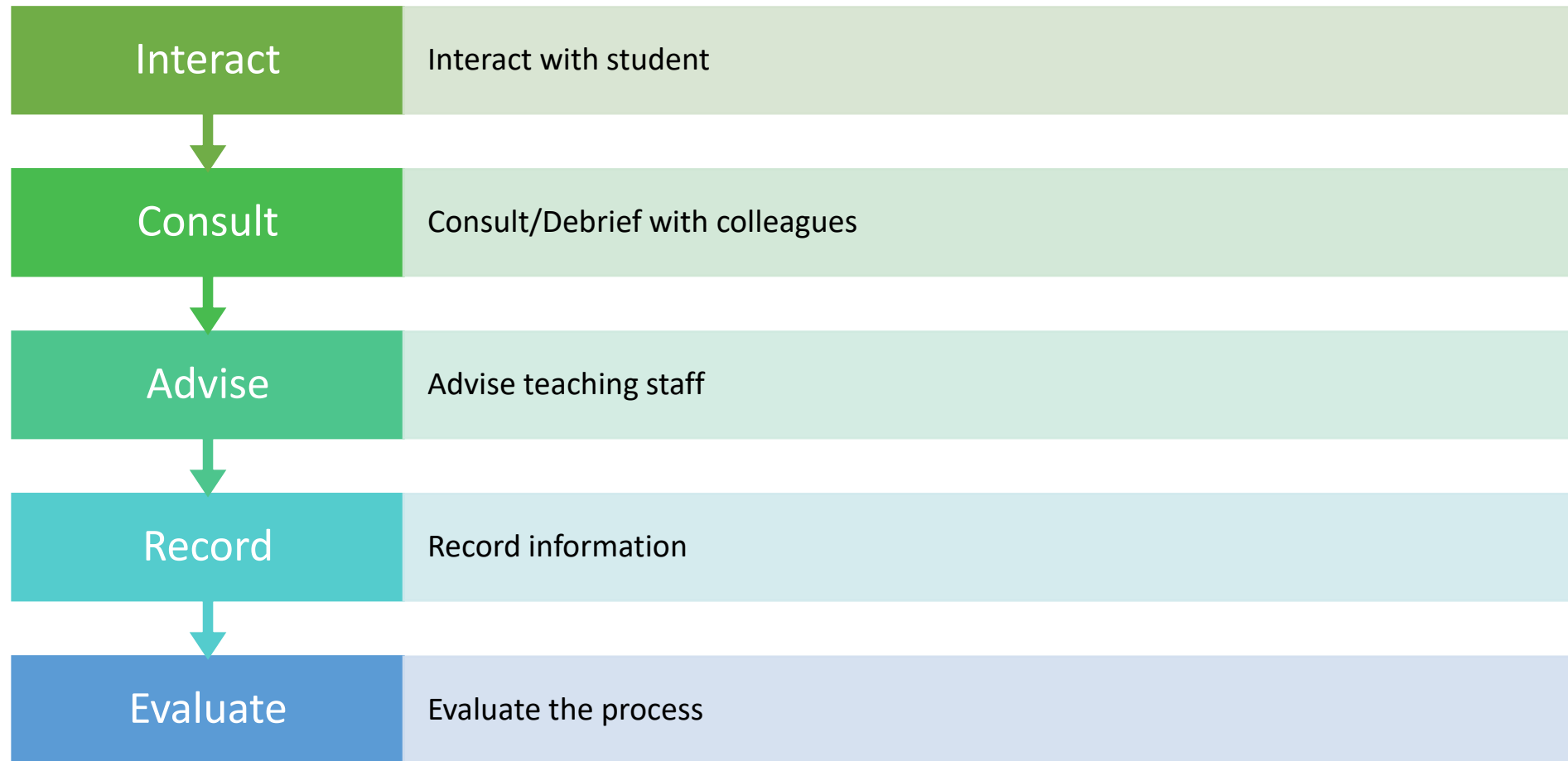


# 5 Evaluate the process

Is the ICARE Framework  
fit for purpose?



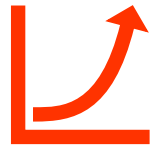
# 5 Step Process



# How's it going so far?



We have the  
strength and  
confidence to  
say something



We share more  
often



We feed back  
positive  
comments too



We are running  
an APA  
Referencing  
workshop



# Discussion

1. Do these experiences sound familiar to your institution?
2. How do you share student's challenges with teaching staff?
3. Do you have any thoughts about our framework or how can it be improved?



# References

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- Valo, M., & Mikkola, L. (2020). Focusing on Workplace Communication. In L. Mikkola, & M. Valo (Eds.), *Workplace Communication* (pp. 3-14). Routledge. <https://doi.org/10.4324/9780429196881-1>