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A Social Justice Framework for safeguarding student learning engagement

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The set of social justice principles and the Social Justice Framework (SJF), developed as resources for the sector as part of an Australian Government Office for Learning and Teaching project, adopt a recognitive approach to social justice and emphasise full participation and contribution within democratic society (Gale, 2000; Gale & Densmore, 2000). The SJF is contained within the major deliverable of the project, which is A Good Practice Guide for Safeguarding Student Learning Engagement (Nelson & Creagh, 2013) and is focused on good practice for activities that monitor student learning engagement and identify students at risk of disengaging in their first year. Examination of the social justice literature and its application to the higher education sector produced a set of five principles: Self-determination, Rights, Access, Equity and Participation. Each principle was defined and elucidated by a rationale and implications for practice, thus completing the SJF. The framework: reflects the notions of equity and social justice; provides a strategic approach for safeguarding engagement activities; and is supported by a suite of resources for practice and practitioners. The aim of this poster session is to engage in conversations about the SJF and how it might be applied to other types of student engagement activities critical to the first year of university life, such as orientation and transition programs, teamwork activities, peer programs and other academic support initiatives.

References

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