

Conversations with Ella Kahu: Introduction

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Conversations with Ella Kahu

The aim of this review was to disentangle the strands of student engagement, and to propose a conceptual framework to guide future research into this important construct
(Kahu, 2013, p. 768)

The scholarship of student engagement collectively acknowledges the challenge of conceptualising and defining student engagement, while simultaneously recognising its critical importance to student success. It is an area of scholarship that has been the focus of significant interrogation and recognised as complex, multi-faceted, and nuanced. Student engagement was once described by Astin (1984) and Bryson (2014) as “a black box”, a phenomenon that cannot be measured or mapped. It is also widely accepted that student engagement is a deeply personal experience, layered with multiple individual, structural, social and political factors that will influence every student in different ways. These individual experiences are so complex and unique, Kahu (2013) concluded that “no single project can possibly examine all facets of this complex construct” (p. 769). The complexities of research on student engagement are compounded by the ever-evolving sector context. Iteratively shaped by social, political and technological change, definitively theorising the influence of multiple shifting factors of student engagement is a moving target. To be responsive to this dynamic context, a meta-view is required. In 2013, Kahu introduced the framework of student engagement, a tool that “acknowledges the multi-level phenomena and processes, and the complex relations between them ... developing a greater understanding of one element without denying the existence of the others” (p. 769). The framework of student engagement has provided a lens for a generation of research that can interpret students’ experiences, their interconnected nature and their influences on one another. As a flexible and agile conceptual lens, the framework has been widely adopted by researchers, teaching academics and professional staff to understand and enhance student engagement.

This special issue celebrates the work of Professor Ella Kahu and her substantial contribution to the advancement of our collective understanding of student engagement. In June 2024 Professors Karen Nelson and Chi Baik, and Dr Cat Picton sat down with Ella for a reflective conversation about her work, and additional insights in her theorising and research on student experience and engagement. In this issue, we present the interview transcript and showcase Ella’s key publications from her early theorising on the student engagement framework, through her collaborations with Professor Karen Nelson and the development of the educational interface to a series of empirical articles, exploring different dimensions of the student experiences, including students’ expectations of university, student belonging and metaphors of learning and life. This special issue will take you on a journey of the evolving scholarship and practice of Professor Ella Kahu. *Part One* presents the conceptual foundations of the framework of student engagement. *Part Two* explores the first-year student experience. *Part Three* delves in to teaching practices that promote student engagement.



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Ella was recently awarded a prestigious lifetime fellowship by the Students, Transition, Achievement, Retention and Success (STARS) Conference for her extensive and sustained scholarly contributions to the international sector and the depth and breadth of her influence. More specifically, Ella was recognised for her sustained inter-Tasman contributions to conceptualising and applying the challenging concepts associated with student engagement; her influence in a range of contexts and fora about student engagement and its importance for students from diverse backgrounds; her student and learning centred advocacy; her many strong and varied contributions over the years to the First Year in Higher Education (FYHE) and STARS communities, and in particular her work on the First Year Experience Network. Arguably, the most important contribution Ella has made has been her willingness to engage across institutions and the community in multiple ways to build capability in our sector. Those of us that have been fortunate to work with Ella recognise the pivotal influence of those collaborations for both current and future students, and the future integrity of research in higher education. To fully appreciate Ella's body of work, a retracing of Ella's steps through her research and teaching journey is needed to provide the context for the evolution of her thinking.

In 1996 at 33 years of age, Ella commenced her own higher education journey. With two pre-school children, Ella was encouraged and supported by her husband and mother. Studying part time alongside family, work, and life, Ella took nine years to complete her Bachelor of Arts degree majoring in psychology. After completing a Masters in 2006 Ella began tutoring at the university. This teaching triggered her interest in student experience. In 2011, Ella Kahu commenced her doctoral work at Massey University, Aotearoa New Zealand on mature-aged distance students. Supervised by Professor Christine Stephens (School of Psychology) and two key scholars in student engagement, Professors Nick Zepke and Linda Leach, Ella's doctoral thesis was the beginning of a deep dive into the extensive conceptual literature base of student engagement, investigating an experience close to her heart.

Her PhD work drew significantly on literature from the disciplines of psychology, education and sociology to shape the theoretical underpinnings of the framework of student engagement. Surrounded by piles of journal articles, haphazard, but loosely categorised into different ways of viewing student engagement, Ella brought the earliest version of the framework of student engagement to life on a whiteboard in her home office. For Ella, it was the interweaving of four different but related perspectives that brought a balanced understanding and an opportunity to capture the richness of each perspective without discounting others. The resulting article, *Framing Student Engagement in Higher Education* (Kahu, 2013) was published during her PhD. Her supervisors, recognising, encouraged her to submit it to the high-ranking journal *Studies in Higher Education*. It remains her most cited paper to date and it continues to influence thinking around student engagement. In the rest of her doctoral project Ella conducted a mixed methods study of the first year experiences of mature aged distance students. In 2014, Ella's doctorate was included in the Massey University Dean's List of Exceptional Theses and she was awarded the prestigious New Zealand Association of Educational Research (NZARE) Sutton Smith Doctoral Award.

Upon completion of her thesis, Ella continued to teach casually in the School of Psychology at Massey. A natural teacher now armed with a robust theoretical underpinning of student engagement, Ella co-designed a first-year course, *Tūrangawaewae: Identity and belonging in Aotearoa New Zealand*. Working alongside interdisciplinary colleagues Professor Richard Shaw and Dr Trudie Cain, the *Tūrangawaewae* course examines formations of identity, belonging and citizenship in relation to concepts of place in Aotearoa to develop student awareness of diverse perspectives. Ella describes developing and teaching this course as a career highlight. It provided rich opportunities to apply the framework of student engagement, and to be transformative through her teaching practice. Ella recounts an anecdote from her recent travels around Australia:

I was travelling around Australia a couple of years ago. In a little town outside Perth a random woman approached me and asked 'What are you doing here?'. I don't really know anyone in WA, so I assumed she was not talking to me. She had done my course two or three years ago, and she recognised me instantly. We had this lovely chat and she told me all about how the course was foundational to her sense of self and identity as well as teaching her how to be an effective student.

While transforming the student experience through her teaching practice, Ella was also transforming the research space. Her publications had caught the attention of Professor Karen Nelson, who at the time was the Pro-Vice Chancellor (Students) at the University of the Sunshine Coast. Professor Nelson, widely recognised for her own impactful work on student experience, engagement and transition pedagogy was involved with the FYHE Conference (now known as STARS). Ella was in the audience of Professor Nelson's keynote address at the FYHE in 2014, and having never met her, Ella was astonished when Professor Nelson began speaking to Ella's framework of student engagement.

Their connection at this conference led to a critical research partnership through Ella's post-doctoral research fellowship at the University of the Sunshine Coast. The first output of Ella's post-doc was a second conceptual paper on the framework of student engagement, introducing the educational interface and the pathways to engagement (Kahu & Nelson, 2018). In her post-doctoral research, Ella focussed on the experience of first-year university students. Ella brought Dr Catherine Picton on to the project to

collect data from 19 first-year students to explore their experiences of university, and the two went on to publish a collection of articles empirically exploring the various facets of the student experience and engagement.

Ella (pictured) continues to influence the sector by challenging us to think about the future of student engagement. In 2020 the *Studies in Higher Education* journal recognised Ella's 2013 article as one of the top three most cited articles in the publication's history. She was invited by Taylor and Francis to contribute to a Podcast series titled *How Researchers Have Changed the World* in recognition of her exceptional contributions to the scholarship of learning, teaching and student engagement. She has recently co-edited the *Research Handbook on the Student Experience in Higher Education* (Baik & Kahu, 2023) with another renowned researcher, Professor Chi Baik (The University of Melbourne). Ella also wrote the foreword of the recently published *Research Handbook on Student Engagement in Higher Education* (Stone & O'Shea, 2024) reflecting "My hope is that the student engagement framework developed from my own research and since affirmed, adapted, and expanded by others, will continue to inform an understanding of this important concept" (p. xxv-xxvi). In 2023, Ella was diagnosed with Motor Neurone Disease, triggering a premature retirement from a distinguished career as a passionate educator and celebrated scholar. For Ella, her work was not complete. She had plans to continue to theorise the framework of student engagement and apply it to better understand the different facets of the student experience – and not just first-year students. This special issue, *Conversations with Ella Kahu* represents a call to action to the community of researchers and practitioners to continue to use the framework as a lens to understand the complexity and nuance of the student experience, and creatively apply it through research and practice.



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Conversations with Ella Kahu

Part 1: Conceptualising Student Engagement in Higher Education

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Abstract

This special issue of *Student Success* celebrates the work of Professor Ella Kahu and her substantial contribution to the advancement of our collective understanding of student engagement. In June 2024 Professors Karen Nelson and Chi Baik, and Dr Cat Picton sat down with Ella for a reflective conversation about her work, and additional insights on her theorising and research on student experience and engagement. In this special issue, we present the interview transcript in three parts and showcase Ella's key publications.

Understanding student engagement has become essential for retention and success in higher education. This first part of this issue brings together three influential articles that have contributed to advancing our conceptualisation of student engagement. The first article, *Framing Student Engagement in Higher Education* (Kahu, 2013), offers a foundational review of prevailing perspectives on student engagement and proposes a comprehensive framework to address existing definitional and conceptual gaps. Building on this foundation, the second article by Ella and Karen Nelson, *Student Engagement in the Educational Interface: Understanding the Mechanisms of Student Success* (Kahu & Nelson, 2018) introduces the 'educational interface'—a metaphor for the space where student and institutional factors interact, affecting engagement. This article refines our understanding of engagement by identifying key psychosocial constructs that mediate this interaction. The third article, *Pathways to Engagement: A Longitudinal Study of the First-Year Student Experience in the Educational Interface*, a collaborative study by Ella Kahu, Karen Nelson, and Catherine Picton, (Kahu et al., 2020) employs longitudinal research to trace the first-year student experience within this educational interface, providing empirical support for the framework and underscoring the importance of self-efficacy, belonging, emotions, and wellbeing in the engagement process. Together, these articles deepen our understanding of the theoretical and practical aspects of student engagement, providing educators and policymakers with insights to shape more effective engagement strategies.



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What problems were you trying to solve in creating the framework?

I remember thinking way back at the beginning when I started my PhD, I wanted to research students but I didn't know the literature. People have been researching student experiences in university forever. I thought, how am I going to add anything different? I don't think I had a good answer then. I'd latched onto the construct of engagement. What I wanted was to address the problems that my students had. I wanted to understand them better. I went to the literature and read all about engagement and that became the thing.

What was the process of developing the framework?

You have to make your work contribute something, not just a synthesis of what's out there. So I was striving to do that, to make it more substantive. The literature was fragmented with overlaps, there are different perspectives. Really, the framework itself, the actual physical thing, started as scribbles on my whiteboard. I had my little office at home. I had articles all around me, sorted into piles of kind of similar ones. I labelled each pile with the behavioural perspective, the sociocultural perspective, the psychological perspective. There was a miscellaneous pile too, because there's always people who don't fit into nice tidy piles.

So that idea that there were four perspectives out there became the starting point. None of them are right, and none of them are wrong. They've all got something to say. If you just attach yourself to one, you just read the behavioural stuff, then you are going to miss the richness of the sociocultural perspective, which talks much more about the environment. So what I wanted to do, for myself – it really was for myself at this point – was to draw them together. That's what the framework was. It was my attempt to depict these four perspectives all together in one, to show that they overlap but to also show there were weaknesses in each one. That became the framework article.

At some point during my PhD, I wrote a little post-it note and I put it on my noticeboard. It said 'this isn't really a framework of student engagement; it's actually a framework of student experience with engagement at the centre'. I almost wish that I'd called it a framework of student experience because it is. It's not just about their engagement; it's also about the external stuff. I would argue that my work is about the student experience but from the perspective of the most important thing at university – student learning. And the most important thing about student learning is student engagement. If we put that front and centre, then when we think about what we're going to do with the student, whether it's an orientation week or support services or whatever, we can think 'How is this going to help the students engage with their learning?'

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How did you then collaboratively adapt and build upon the framework?

In the conclusion of my PhD I didn't think the framework had really captured the interaction between student and institution. I got this amazing opportunity to work with Karen Nelson at the University of the Sunshine Coast (UniSC). I'm going to tell you this story because it's a really cool story. I was at the First Year in Higher Education Conference in Darwin. I was sitting in the audience with my friend Pam. Karen Nelson, who was the organiser of the conference and the editor of the *Student Success Journal*, and someone whose work I'd cited, was sitting on lofty mountains, and was up there doing her keynote. She talked all about her own work. Then towards the end she said, I think the way forward is with Kahu's framework'. Honestly, I was that close to falling off my chair. I was like, oh my God! To hear someone whose work I knew, whose work I respected, suggest that my work was adding to that was like, wow, that's great.

Afterwards, Karen talked to me, and we had this awesome conversation. I think pretty much straight away, she suggested maybe I could do a postdoc. She contacted me a few months later and that started the next stage, a half time distance postdoc at UniSC alongside my half time teaching at Massey. Now I was working with someone who had a different role at the university, had

different knowledge and interests than me. One of her big things was the experiences of non-traditional students or equity students. In conversations with Karen about those students, we started to talk about how the framework did and didn't really capture the particular challenges of that cohort, which spoke directly to my concern that the framework didn't capture the intersection between the student and the institution.

At the end of my PhD, there were also things that weren't fitting into the framework. There are things about the student experience that aren't engagement, and they're not things students bring with them, but they're so important. Belonging was one that was really important because belonging in the original framework sat under emotional engagement. I was about halfway through my PhD when I thought, that's wrong. That's not engagement; that's something that influences engagement. But it was too late; the article was published and it was there.

I started the postdoc and for that first eight months, Karen and I worked on the next framework article, drawing on Karen's earlier work, my earlier work, my thinking at the end of my PhD, and the literature on transitions. We modified the framework to better encapsulate the intersectionality of the various influences and the experiences of diverse students. I found the work of Martin Nakata, who is a Torres Strait Islander academic in the area of cultural studies. His research is on Indigenous Australian students coming to university, and the particular challenges they face in terms of bringing their own knowledge systems, their own organisational systems to a very Western university context. He described their experiences as learning and studying and existing within a cultural interface at the intersection between these two existing knowledge bases. I read that, and I was like, that's it, that's what I think. Everyone, in very different ways, brings their own identities and backgrounds and experiences. The framework shows that students are always navigating that space between who they are and the university context. So I took the cultural interface, and called it an educational interface.

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Then the idea of the pathways within that came about and gave me a place to put belonging and emotions. Then I went back to the literature looking for other pathways. I identified self-efficacy and wellbeing, both of which are thoroughly researched concepts. Everyone knows these are really, really important to student success and student engagement, but they're not things that the student holds within themselves. They are, like belonging and emotions, the student's responses to what's happening. The addition of the educational interface in the article Karen and I wrote and those four pathways, to me, absolutely lifted the framework to a much more useful level.

Then obviously I had to do research for my postdoc and we settled on a very similar design, in some ways, to my PhD in terms of following a group of students through their first year. I was not in Australia, I was in New Zealand, so we desperately needed someone on the ground on the Sunshine Coast. With my PhD, I'd done the interviews via recorded messages. But that was frustrating to me because there were no opportunities to follow up when a student goes 'oh, I was really struggling', and then they finish, and you're like, 'struggling with what? Give me more'. So I did not want this next project to be like that. I wanted someone there who would be able to ask, 'struggling with what?'. So I interviewed about four people to be my research assistant and hired the amazing Catherine Picton, who I would have to say made a massive difference to that project. Having someone there who did not come from a higher education background but came from an education background, and who was amazingly hardworking, and who so quickly came up to speed with the framework. She was a convert. What can I say? To have someone else focused on this project to talk with and bandy ideas around, it was just amazing. You go from doing a PhD, which is just you. But to have someone else that we can actually do it together, and talk about it together, collaborative research, is just so much more fun and so much more effective because you have someone asking 'what do you mean by that? or what about this?'

Then we had Karen as well, Karen was kind of like my PhD supervisors but more active than that. She would also say 'what do you mean by this? What about this?' That working together was just awesome. Then maybe a year later, I got offered a full-time job at Massey University, my home university, which I could not turn down because I needed a full-time job. So Cat took over the official postdoc position, and I just carried on working with her as the research component of my full-time academic

job. It was so smooth and easy and perfect for me, because I was halfway through this project. I did not want to leave the project, but I wanted the job, and it was just such a good opportunity, and we carried on together.

You talk about behavioural, cognitive, and emotional engagement. Are there other dimensions of engagement?

When I did the original framing article, the dominant view was that affect, behaviour, and cognition are enough. There was a fourth one at that time that some people were playing with called conation, which is a kind of a motivational agency construct. I did a lot of thinking about whether that fitted as a dimension of engagement or whether it fitted as a student variable. There's no right or wrong answer here.

In psychology, for example, all aspects of what the human experience are categorised as behavioural, emotional, or cognitive: what we're doing, thinking, and feeling. And I think that's enough. I have seen people suggest that social engagement, for example, is another dimension of engagement. When I read this I was just really puzzled. I can be working with someone else in my learning, and we can have a study group, and be doing it with someone else. But that's not my engagement with my learning; that's about the context of my engagement – I'm doing it with people. Collaborative engagement comes up in this space as well. Yes, collaboration, working with another student, is an important influence on engagement, but it is not engagement because engagement, by the definition that I use, is the student's psychosocial state. It's what's happening inside them. So you can't really have social engagement because that's contradictory to the fact that it's *my* engagement. Which doesn't mean other people aren't important. They're an influence on my engagement, but they're not part of my engagement.

How does the framework apply in different university contexts and to different cohorts of students?

I would go further than the university, quite frankly. I would say it applies in primary school or college as well. The core idea is that a student has to be engaged in their learning to learn, and that there are lots of things about the student, their background, and the university that influence that process. To me, it's not rocket science. I think the framework applies no matter whether you're talking about first-year or postgraduate students, whether you're talking about accounting students or social sciences students, whether you're talking about on-campus learning or online or mixed mode.

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So if we take the online or on-campus student experience, for example, teaching is still teaching, but it will look different online versus in the classroom. But that teaching still influences how a student engages. Belonging may manifest differently for students who are physically on campus than students who are not physically on campus. But it's still belonging. Academic belonging, in particular, is definitely still an influence. I don't think we need to have different frameworks, but we can place different emphasis on different variables depending on the context.

The framework is situated within the sociopolitical context. What role does context play?

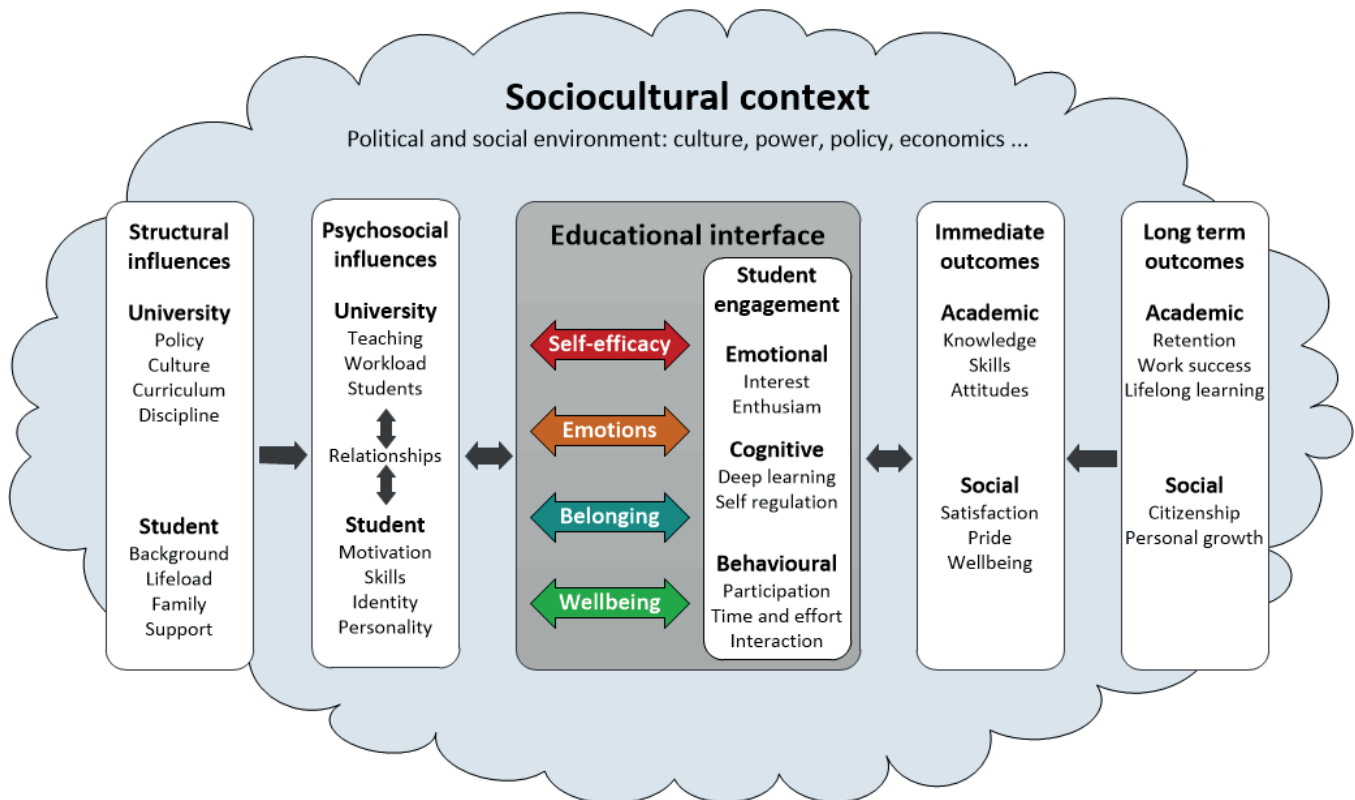
When I did the framework, I originally tried to put that wider context as the first thing in the flow diagram. It sat that way in my head and on my whiteboard at home for quite a while. But it kept nagging at me because that didn't really capture what I thought was reality, because, to me, the context that you are doing something in, and that the university is in, that the student is in, impacts both the university and the student separately and in relation to each other. The example I always use is things like university fees, government support of university fees, society's understanding of what the point of university is.

We've gone through a great change from seeing university education as a societal good to seeing it as an individual benefit. When you make that shift in the context, that changes how the universities behave. It changes what they offer in the curriculum.

It changes what fees the students have, which changes the lifeload of the student because now they have to go out and work. It changes the teaching load because now universities are being run like businesses, often without enough funding so academics don't have enough time to teach properly.

Figure 1

The Modified Framework of Student Engagement (Kahu & Nelson, 2018)



So all of that context stuff impacts every variable on the left-hand side and every variable on the right-hand side of the framework. Thinking about the student experience, you don't just leave university with a degree in accounting or a degree in physics or whatever. I would hope you leave as a different person with a much broader understanding of society, of people, and of everything. That's the philosophy that we need to be teaching our students – you know, you're here to learn to think, not just to do. I also think universities should be pushing outwards to influence the context, and I don't think universities do enough of that.

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What were your hopes and expectations around how the sector would use your framework of student engagement?

If you read the conclusion of the original framing article, I think it says something really outrageous, like, I want this to become the thing. Instead of having all these diverse views, we would make so much more progress if we all actually had a shared

understanding of what student engagement was. I guess that's what I hoped, which seems insanely naïve now because people don't all think the same.

I have had so many PhD students contact me, and say, thank you so much for this article. It's been really important. I love that because, to me, that is the epitome of what we're doing. You launch this research ship out into the night, and other people grab it, and they do something with it.

Another goal I had, and something that I love, is that the framework is not just used in research; it's also used in practice. There are universities who have used the framework as a way to structure their support services or their teaching practice and things like that. That, to me, is almost more exciting than the fact that people have done more research, and added bits, and taken bits away. What I do is applied research, and I love that it is being applied and making a difference. If we just talk about it, and write theory or articles about it, that doesn't make a difference to our students. It only makes a difference to our students if we read something, and then do something with it.

I also get frustrated with some of the uses of it when people haven't read the article properly. Anyone who reads people's citations of their own work knows how often your own work gets miscited and misinterpreted. That is so frustrating. Except part of me goes, I bet you I do that to other people as well, because we all do, right? We take the little bit that we want out of research. So, on the one hand, I'm delighted it's out there, and it's being used. But people don't want to just accept an existing framework. They want to make it theirs. That idea of contribution sometimes means that people change things just so that they can say they've done something new. I'm not suggesting my work is the whole thing – but sometimes people do something which is foundational, which actually can be used in different ways and different contexts and doesn't have to be changed just for the sake of changing it.

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One of my regrets is that we didn't write articles about each of the pathways. We have one for belonging and I wish we had done the same for self-efficacy, emotions, and wellbeing, because they were all evident in the data, but we never actually drew those data sets out, and analysed each. I think that would've strengthened the empirical evidence for the pathways in the framework in the way that the 2018 article gave really solid empirical evidence. Karen, Cat, and I discussed writing an article called *Pathways* covering all four which would have been a huge undertaking. We had so much data. It was so hard to synthesise 19 students' experiences, the influences on their engagement, their engagement within the pathways, student engagement and the outcomes, in 7,000 words or less.

Your framework and the updated expanded framework has been widely cited and used. What are your reflections on how it's being used by other scholars and in the published literature?

I think one of the key problems with how it's being used is that there is a tendency to see it as a straight flow diagram. And, when I wrote the original framework, I had to plug some words into the diagram as representative terms. I chose words like teaching, discipline, curriculum, and lifeload. They were never intended to be an exhaustive list of all the things that influence student engagement, but people have a tendency to see it that way. So seeing it as really prescriptive, I think, is a mistake. There's also double-headed arrows everywhere in the framework, and people don't see them, and describe it as linear. It has also been called a model rather than a framework and I really don't like that because, coming from psychology, that implies A definitely causes B, which definitely causes C, and it always works that way. A framework is, A might cause B, which might cause C, but what about D, E, F, G, H, I, J, K, L, M, N, O, and P, which also might impact B?

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Publications

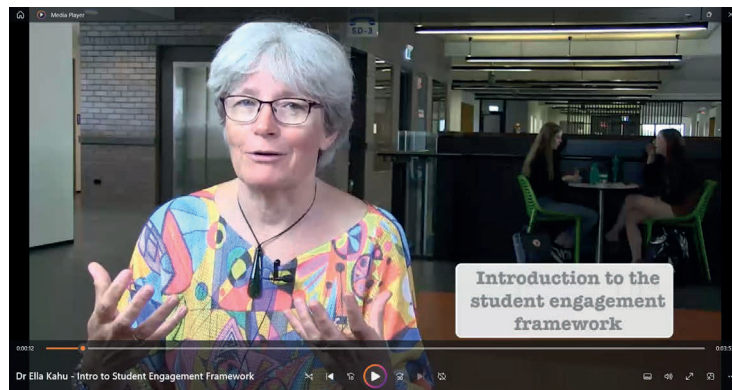
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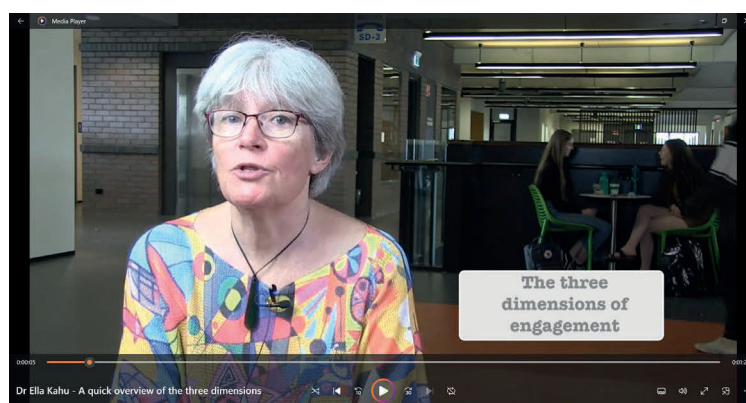
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Videos:



Dr Ella Kahu - Introduction to the Student Engagement Framework (2019 First Year Experience Learning and Teaching Forum, University of the Sunshine Coast, Australia) 4 minutes. <https://www.youtube.com/watch?v=jsjWe7Y-LNU&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnfl>



Dr Ella Kahu - The Three Dimensions of Engagement (2019 First Year Experience Learning and Teaching Forum, University of the Sunshine Coast, Australia) 1.30 minutes. <https://www.youtube.com/watch?v=iRQnIEWVKPk&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnfl&index=2>



Dr Ella Kahu - Engagement and Later Stage Students (2019 First Year Experience Learning and Teaching Forum, University of the Sunshine Coast, Australia) 3.40 minutes.

<https://www.youtube.com/watch?v=Bmwy4VZwzt0&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnfl&index=3>

Podcast:



How Researchers Changed the World Episode 11 – Ella Kahu: Opening up Higher Education: Understanding and improving student engagement. 36 minutes. Supported by Taylor & Francis Group

<https://www.youtube.com/watch?v=SlITzhXxxYs>

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Conversations with Ella Kahu

Part 2: The First-Year Student Experience

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Abstract

This special issue of *Student Success* celebrates the work of Professor Ella Kahu and her substantial contribution to the advancement of our collective understanding of student engagement. In June 2024 Professors Karen Nelson and Chi Baik, and Dr Cat Picton sat down with Ella for a reflective conversation about her work, and additional insights in her theorising and research on student experience and engagement. In this special issue, we present the interview transcript in three parts and showcase Ella's key publications.

This section, dedicated to *The First-Year Student Experience*, presents a collection of articles authored or co-authored by Ella Kahu that delve into the multifaceted nature of this formative stage. The articles explore the unique challenges and opportunities faced by students as they navigate the transition to higher education. From examining the engagement of mature distance students and their sense of belonging and interest, to investigating the emotional rollercoaster of a mature-aged student's first semester, these studies offer valuable insights into the student experience. This part also addresses the impact of external factors such as the COVID-19 pandemic on student well-being and engagement, highlighting the resilience and adaptability of students during unprecedented times. Through qualitative and mixed methods research, including innovative approaches like photo elicitation, the articles in this section provide a rich understanding of the first-year student experience. They underscore the importance of institutional support, the influence of emotions and personal circumstances, and the power of engagement in shaping student success.

What do you think is the most important thing about the student experience?

The most important thing about student experiences is student engagement. Otherwise what are they at university for? They're not here to have fun. They can have fun while they're here, that's fine, but that's not why they're here. It's not why they're spending thousands of dollars.



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What are the key things that you want people to know about belonging?

I think belonging is a really interesting one because, as I said before, its position in the framework has changed as the framework has changed, and its position in my head has changed. I was probably originally a little sceptical about belonging. There's an article based on my PhD about mature-aged students, basically saying that belonging was not particularly important to most of them. They weren't seeking a sense of belonging because they were not physically at the university. They were just living their lives. They didn't want friends at university. Some of them talked about not feeling a sense of belonging, and some of them talked about just wanting to learn.

Through the postdoc, the students were interviewed by Cat once a week throughout their entire first year. We didn't have structured questions. As part of the analysis, we extracted all the data where students talked about belonging or fitting in or feeling comfortable, all those kind of phrases. From that dataset, what became really evident to us is that belonging is not as simple as making friends, which is how I think I'd been interpreting it way back when I was talking about the mature-aged distance students. Making friends is important for some people, but I would say the more important aspect of belonging is what we've termed in the article academic belonging, as in, feeling that (a) university is the right place for them, and (b) this discipline or major course, whatever it is, is the right one for them. When you look at those ideas through the perspective of the framework, what you start to see is the interweaving of the four pathways.

The pathways work so closely together, for example, self-efficacy and belonging. For instance, when a student has done their first few assessments and they haven't done well, they might start to say 'I'm not good enough. Clearly, I'm not good enough to be a whatever I'm going to be'. This will influence their self-efficacy. They start doubting themselves, and that can lead to doubting not just their choice of discipline; it can lead to them doubting that they belong at university. They hear talk that people at university are intelligent. They reflect that 'clearly, I'm not intelligent, so what am I doing here?' That is so much more powerful in terms of its potential detrimental impact on students than if they don't have friends at university. We saw this come through in the data. We had a couple of students who didn't feel like they had lot of friends, but they were staying because they were really happy with their choice of discipline, and they were going to carry on. Another student who was going to be a journalist, partway through the first semester she started to question whether journalism was right for her. Everything she was learning about what a journalist is, and the kind of values that journalists have, she could not see an alignment between her and this discipline and that caused her some doubt. She started to question 'What am I doing here? I can't see me in that future self, so I'm in the wrong place. I don't belong'. That belonging is so much more important than interpersonal belonging.

You interviewed on-campus students prior to starting university. What surprised you about their expectations?

What surprised me was their positivity. They had high expectation of fun and shared interests with other students. Now they were studying what they always wanted to learn, it was going to be easy. They actually talked about 'at school, I used to procrastinate a lot, and that's not going to happen anymore because now I'm studying what I want to study'. That naivety was really astonishing; really, really astonishing.

Following them through the following year, and watching those idealistic beliefs get eroded by the reality of university was really sad. It really makes me cross because I don't think we set students up with the right expectations of university. I think some of that is around the business side of universities where universities have to attract students. You don't attract students by saying 'it's going to be really hard and challenging and stressful'. You attract students by saying 'come to this university. We have these clubs, and the school logo, and great student facilities and stuff, and you'll be able to do the thing that you are really passionate about'. We only tell them the positive. That's really not good because I think if they had more balanced expectations coming in they would plan their lives better. I mean, a mature-aged student said to me 'it's 10 hours a week per course, but really it's not going to be 10 hours a week, is it?'. He withdrew about three weeks later, saying 'I just don't have time for this. I've got my family. I've got blah, blah, blah'. I did an exit interview with him, and he was like 'you know, I remember when I said that, this look went across your face. What were you thinking?' I said 'I was thinking, you're wrong, mate. Especially as a new student who's been out of education for a while, it is going to take you 10 hours a week per course, if not more'. There isn't a lot of understanding of how universities work in terms of how self-directed and how much of your time you are expected to put in.

You have written about student support and help seeking. How important do you think that is?

For help-seeking to occur, the student has to already feel safe with you, and they have to already think, ‘Ella’s nice. She’ll answer my questions’, and I really find that. In my courses, I send out mass emails that look like they’re personalised: ‘Dear Cat, I see you did really well on the first assignment’, and that kind of thing. I get students who reply, and I know they must know I’ve done it by mail merge, but they still feel that I care personally about them. Then when something goes wrong, and they’ve had the email from me, they reply to that, and it’s, ‘hey, Ella, I’ve got a question I want to ask you...’ – because we’ve built that illusion.

I call it an illusion because it’s not real, because I can’t know 300 students. But I build an illusion of an individual relationship. So I think personalise, personalise, personalise, but not personalise the learning. There’s a bit of a thing happening around individual learning and individualised learning. I can’t do that. I’ve got 300 students, and I’ve got a curriculum that my 300 students need to learn. So I can’t teach you different things. But I can make you feel like an individual, like a person who matters.

Then the other thing, which I think I didn’t really understand about the framework until afterwards, is that it’s not just about what happens in the classroom. This is something that I really only came to understand once I was doing the postdoc at the University of the Sunshine Coast and started working with staff who work outside the classroom. Because I’m an academic, I’m a teacher, so I see student engagement from the perspective of someone who stands in front of students, and speaks to them, and teaches them. What I started to understand is all those wraparound services – student support, careers advice, wellbeing, they all impact on student engagement. They absolutely can and do foster belonging and wellbeing and positive emotions and self-efficacy. I think that’s really powerful to understand that those services are about student learning and student success.

When I first did the framework, I was seeing the world purely through the teaching academic’s eyes. Coming to STARS, actually, and hearing people talk who worked in student services gave me a much broader perspective of the students’ life. As an academic, I don’t see how many times students go to writing advice or go to wellbeing or go to whatever. I tell them about those services, but I don’t see what they do and what impact it has. So it’s only over subsequent years, I started to really understand that we’re all here to engage students, and we’re all helping do it. We’re all fostering that – or not, as the case may be.

What I started to understand is all those wraparound services – student support, careers advice, wellbeing, they all impact on student engagement. They absolutely can and do foster belonging and wellbeing and positive emotions and self-efficacy. I think that’s really powerful to understand that those services are about student learning and student success.

You wrote an article on metaphors of learning. What did you learn about the student experience through this lens?

I went to a STARS Conference presentation where someone had these picture cards. They had beautiful A5 size photographs of people and places and things. The person who was presenting them was saying that they’re used in a counselling situation or in research. You basically give them to people, and they choose a card and say why this thing represents whatever it is they’re talking about. We all had to choose a picture that represented what we thought the first-year experience looked like. Then people talked about it. I sat there thinking ‘wow, what a cool way to get people talking about their experience much more broadly than, how was your week?’. So I bought a set of the cards, and [laughs] Cat got to do it with our participants, which I’m a fair bit grumpy about because I would’ve loved to have done that.

The students were asked to choose three pictures that represented their first-year experience. It was so interesting. I had never done an analysis like that before. Yet, it’s so rich, it’s so interesting because what the students get is the idea of a journey.

Universities use it all the time. It's another word for the student experience. The students really got that it was a journey, but they got that it was messy, uncomfortable, ups-and-downs. Lots of students chose the rollercoaster picture. Then there was one where a person was walking up a hill, and it was snowing, and this person was trudging along. This young woman explained this. She said 'that's what it's like. It's hard, and sometimes it snows, but you keep on trudging. Then you'll get to a point where you get a bit of view, and you're like, oh wow, that was worth it. But then you've got to carry on'. It was so beautifully expressed in much better ways, much richer ways than when we asked them 'how's your semester been?'

There were students who took one look at the task, and went 'I'm not doing this. I'm no good at this kind of thing', or 'I don't like this kind of thing'. But they did it and it actually triggered a different kind of thinking, a different way of talking about their semester.

Not many students talked about their learning. It was much more about their whole life. The ones [laughs] that did talk about their learning, I think there was the picture of dry, cracked mud, describing learning as dry and boring. There was another one, which was a picture of shredded paper. He was talking about how what he was being taught was all disconnected. It was actually really disturbing how the students saw the learning. There was very little in the way of good stories about the learning, which really made me very sad.

From your research with students, do you think there are distinct types of students?

Cat and I had many conversations about trying to write an article about types of students. But it was actually too hard. I think that's one of the things that makes research into student engagement and student experiences in general so hard, because if you do follow them through time, you see how complex their interactions with the university and the rest of their life are. It can take one hiccup of something like a partnership breaking up to really throw a student. Then once they're thrown, because they're emotionally over there dealing with their personal lives, they've missed two or three weeks.

Then the assignment's due, and then they can't do it because they haven't been at class or whatever. You just get this spiral down. I think we need to somehow be more aware of that when it's happening so we are able to intervene. One of the things that I started doing when I saw students struggling or not doing so well, was thinking more about the pathways because it allowed me to talk to them about their confidence or their sense of academic belonging. I would ask 'Are you feeling like you're in the right course? Because you don't seem to be enjoying it'. It gave me new ways of asking the students things to help understand why this student was disengaging, and hopefully catch them before they've got to the bottom of the spiral. But I think it's a real challenge.

I still think that longitudinal research is the absolute best way to go, because you can ask the student today 'are you engaged in your learning?' They will go 'yeah, it's great'. You can ask them next week, and they go 'oh god, no'. You can ask them in this class versus that class. You can ask them when the assignments and essay are due versus an exam, and you are going to get different answers. So we can never really say a student is engaged or disengaged – When? Where? In what situation? Like I say, I'm a big fan of longitudinal research. I personally need to figure out a way of doing a longitudinal analysis that really shows the complexity and the variety of the student journey.

• • •

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Journal articles:

Kahu, E. R. (2012). From “loving it” to “freaking out” and back again: The engagement of a mature-aged distance student in their first semester at university. Refereed Proceedings of *Doing Psychology: Manawatu Doctoral Research Symposium*. <https://mro-ns.massey.ac.nz/handle/10179/4960>

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Conference Presentations:

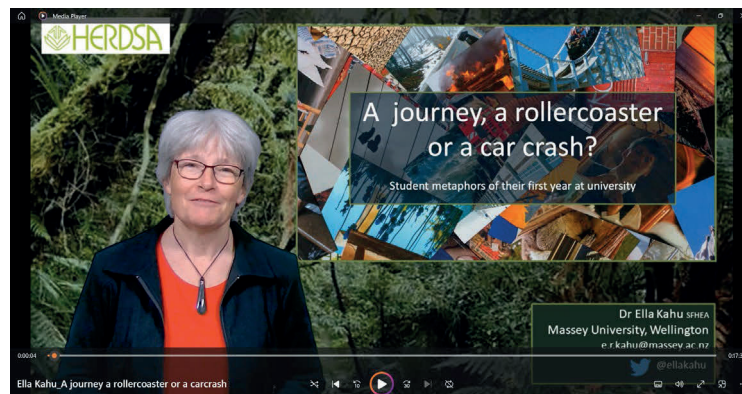
Kahu, E. R., Nelson, K. J., & Picton, C. (2016, 29 June-2 July). “I'm excited!” *Student expectations prior to starting their first year at university*. Paper presented at the Student Transitions Achievement Retention and Success (STARS) Conference. Perth, Australia. <https://research.usc.edu.au/esploro/outputs/conferencePaper/Im-excited-Student-expectations-prior-to/99450312702621>

Picton, C., Kahu, E. R., & Nelson, K. J. (2017, 2-5 July). *Friendship supported learning – the role of friendships in first-year students' university experiences*. Paper presented at the Student Transitions Achievement Retention and Success (STARS) Conference. Adelaide, Australia. https://research.usc.edu.au/esploro/outputs/conferencePaper/Friendship-supported-learning--the-role/99450777002621?institution=61USC_INST

Videos:

Dr Ella Kahu – Working with First-Year Students (2019 First Year Experience Learning and Teaching Forum, University of the Sunshine Coast, Australia) 3.30 minutes.

<https://www.youtube.com/watch?v=sNf9U52CPTM&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnf1&index=4>



Dr Ella Kahu – A Journey, a Rollacoaster or a Car Crash: Student Metaphors of their First Year at University (17.30 minutes)

<https://www.youtube.com/watch?v=1rtrWSXHIBA&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnf1&index=8>

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FLANZ Conference, April 2018, New Zealand





University of Waikato

UNIVERSITY OF THE SOUTH ISLANDS

Becoming a student

Becoming a distance student

Identifying and managing the key challenges

Elia R Kahurangi
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Any transition to university study is difficult, but learning how to become an effective distance student has particular challenges. First year hours and achievement rates are higher for distance students than for campus based students. This partly because distance students require a greater degree of self-motivation. But it is not because distance students have more than 90% of their education and are consuming study with family commitments and part or voluntary work.

The challenge: University studies requires a lot of time and energy as students will have to learn for many hours. Students who are successful in other areas of life may find this a challenge. They get tired and may not get as high as expected and they may find it hard to begin again. They get tired and may not get as high as expected and they may find it hard to begin again. They get tired and may not get as high as expected and they may find it hard to begin again.

How can we help? We need to make sure that we have the right support in place. We need to make sure that we have the right support in place. We need to make sure that we have the right support in place. We need to make sure that we have the right support in place.

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Free PDF handouts on this are available from: <https://www.waikato.ac.nz/media/press/press-releases/university-of-the-south-islands-research-innovation/research-innovation/becoming-a-distance-student.cfm>. These are available to be used and distributed by other researchers, students, and research institutions. The materials are covered by a Creative Commons license for free use provided no alterations are made.

16



Picturing the First Year Experience. STARS Conference, Melbourne, Australia, July 2019.

<https://unistars.org/papers/STARS2019/PI6.pdf>

Please cite this as:

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Student Success: A journal exploring the experiences of students in tertiary education



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Conversations with Ella Kahu

Part 3: Practices that Foster Engagement

Catherine Picton

University of the Sunshine Coast, Australia

Chi Baik

The University of Melbourne, Australia

Abstract

This special issue of *Student Success* celebrates the work of Professor Ella Kahu and her substantial contribution to the advancement of our collective understanding of student engagement. In June 2024 Professors Karen Nelson and Chi Baik, and Dr Cat Picton sat down with Ella for a reflective conversation about her work, and additional insights in her theorising and research on student experience and engagement. In this special issue, we present the interview transcript in three parts and showcase Ella's key publications.

The publications discussed in this section explore innovative practices that promote engagement. From the exploration of student interest as a key driver for first-year students in a regional Australian university to the critical role of tutor-student relationships, these publications shed light on the various elements that contribute to a vibrant and engaging educational experience. The integration of communication tools such as Discord and Teams alongside traditional learning management systems like Moodle demonstrates the evolving nature of student interaction and community building in both face-to-face and online environments. In addition, the incorporation of personal experiences in critical reading and writing pedagogies highlights the importance of connecting academic content with students' lives. Together, these publications offer a range of strategies that educators and institutions can employ to cultivate an engaging and supportive educational environment that support student learning across diverse contexts.

Ella, your articles talk about both direct and indirect engagement. Can you explain those concepts?

You can engage a student, as in trigger behavioural, emotional, or cognitive engagement really directly. A passionate teacher will fire interest and enthusiasm – emotional engagement in their students. I should never say 'will'. I should always say might or could, because there are so many variables influencing engagement that there's no guarantee of anything. You can trigger behavioural engagement by giving really clear outlines of what the student needs to do, and how much time they should spend, and what they should read – guiding them on how to behave.

You can trigger behavioural engagement by giving really clear outlines of what the student needs to do, and how much time they should spend, and what they should read; guiding them on how to behave.

But the pathways highlight that there are other things that we do that will also foster engagement. If you, as a tutor, give feedback on the student's piece of work that actually builds their self-efficacy as opposed to just telling them that they're right or wrong, it gives the student the message that it's not that they didn't try hard enough, it's that if they work harder, and if they implement the feedback, and think about it in a different way, then next time they'll be able to do it.

If you give feed-forward, not feed-back, it boosts their self-efficacy. When they've got that boosted self-efficacy, they feel more capable. If you feel more capable about a task, you're much more likely to do it, and do it with a higher level of enthusiasm. That's true of all those pathways. When a student comes to you with stress in their lives, or they need an extension because whatever's happened, if you respond with empathy and kindness and warmth, the student's wellbeing is likely to improve, and that makes it easier for them to engage with their studies because they feel cared about.

When a student comes to you with stress in their lives, or they need an extension because whatever's happened, if you respond with empathy and kindness and warmth, the student's wellbeing is likely to improve, and that makes it easier for them to engage with their studies because they feel cared about.

Teaching is an influence on engagement in the framework. What are your reflections of your own teaching, and the teaching of others?

In my teaching, I believe it is the teacher presence, that relationship that you build with your students, that is critical. You can't build a relationship with 300 students. You can only build the impression of a relationship, and you do that by teaching presence – being there, really being there, bringing your passion, your enthusiasm for learning to the classroom; reacting to students individually with empathy.

I do most of my teaching online and, interestingly, I find it easier to build relationships with my students online than in the classroom. Most people are surprised when I say that. When I teach face to face, I'm a lecturer standing in front of 300 or 400 people in a lecture hall. I can't name them because they're a bunch of faces out there. When I'm online, I've still got 300 or 400 people, but everyone's got their name next to every interaction they have with me. More importantly, what the students get online, if it's done well, is a much greater sense of me. So, for example, when I'm teaching, one of the things I do – and I'm sure most online teachers do this – I record a weekly video for my students. I record it fresh, even though I was teaching the same course both semesters. People would always say to me 'well, that's a waste of time. Why don't you just do a nice, polished, professional one in the studio, and then you don't have to redo it?' I'm like 'because it's personal'. When I do it, I want to be able to say 'and that question that Aroha raised in the forum is really relevant to the stuff we're learning today'. If I prerecorded it, I don't get to do that. So they get a sense of my relationship with other people as well. Everything I do when I teach is deliberately casual – that's not quite the right word – approachable? The idea of approachability is really important. Whether you're online or in class, that really does mean being a person – not a stuffy academic who comes in and presents as an expert or whatever.

The anecdote that I love to share is when I was travelling around Australia a couple of years ago, and I was in a little town outside of Perth. As I walked to the shop, this woman who was about 20 metres away from me, went 'oh my god, what are you doing here?' I don't really know anyone in Western Australia, so I assumed she wasn't talking to me. I kind of looked over my shoulder, and she was looking straight at me. Then she went on 'I did your course'. She had done my course two or three years

ago, and she recognised me instantly, and she recognised me warmly enough and individually enough to come bouncing up to me, going, ‘ah, wow, it’s so neat to see you’.

In the research we did with first year on-campus students, the impact that tutors have on student engagement came out really strongly. And not just the teaching time. But the tutors were not paid any hours at all outside of their immediate contact time to do the more pastoral, more extended support. They were doing it anyway because they’re caring people who want to help their students. We all know how many temporary contracts there are in universities and how short-term they are. Tutors are paid one hour to prep the tutorial, and one hour for the tutorial. What about the half an hour after class where three people want to come and talk to them about something to do with their discipline, or something much wider than the actual class? We don’t fund that kind of thing.

A trend in universities now is this growing awareness of professional staff around the importance of fostering engagement and curating the student experience. At the same time, sometimes we see a shift where academic colleagues have less responsibility for the broader student experience. What advice do you have for us about how to navigate that?

I always find universities fascinating because of this whole academic and professional staff divide. I see it in so many places where it’s almost like the academics are huddled over there criticising the professional staff, and the professional staff are over there criticising the academic staff. Neither one thinks the other is doing what they should be doing. A shared conversation is needed, and a recognition they are there for the same reason, and neither can do their jobs without the other. All three of us – academics, support teams, and students – have roles to play, so let’s be more open about that.

We need to articulate a shared goal. All the support services in the world are not going to do anything if you haven’t got an academic teaching a discipline subject in the classroom. And the academic really cannot do everything the student needs in the three or four hours a week that they have them. They need someone else to support the wellbeing, to help foster the belonging, to teach them how to write, to give them careers advice when their academic belonging is shaky.

Support services have a role in engaging students, and they also have a role in helping academics see how student services support the work of engaging students – not just making them feel nice but actually engaging them. I’m going to add in here that students need to understand what’s happening to engage them and what influences their engagement. The students themselves need to understand something like the framework to understand their role.

I was on a panel about orientation at my own university. I was like, think about people. How does a sausage sizzle at the beginning of the semester help the student engage? It doesn’t. It gives them a sausage and makes them feel nice. Give them a sausage while talking to them about business studies or while introducing them to a fellow of business, make meaning out of the experience of university but don’t just give them the sausage.

Students need to understand what’s happening to engage them and what influences their engagement. The students themselves need to understand something like the framework to understand their role.

There’s a lot of talk about disengagement, and the problem that we’re seeing in universities with students not showing up as an indicator of quite serious disengagement. Can you speak to that?

The thing that first came to my mind when you said that was that it makes the classic mistake of assuming that behavioural engagement is the only important dimension of engagement. A student not showing up doesn’t mean they’re not engaged. It means they’re not engaged with your lecture, which might say something about your lecture [laughs]. But through COVID, I think, students learnt that you don’t have to sit in a classroom to learn. For some, I think, that’s been really valuable and really freeing. It’s allowed them to use their time to foster their own ways of learning. Some students will be reading the materials that you’re providing them. They may be watching recorded materials. They will be doing work.

But I think there is another group of students who have seen this as a reason to not bother going to university, as in, physically going. I think that speaks probably to a lack of understanding about what university is about, and their motivation for being there. There is a fairly large cohort of students who come to university to get a qualification, full stop, not to learn. Well, you have to do a bit of learning. I remember saying to my first-year students, you're here for two reasons. One is to get the qualification, and the other is to learn.

You don't have to go to a lecture to do the assessment task. I see students who focus entirely on assessments, which is part of what not coming to lectures is about. In their mind, two hours saved by not going to the lecture is two hours they can put on their assessments and get better grades. That makes me so sad because they are missing out on so much other learning that's not being directly assessed.

I hate the fact that we have to design assessments to make students do things, like, they won't read it unless you assess it, kind of thing. I think that speaks to really complex issues around the purpose of university and the deeper problems around society. Quite frankly, that the only things you do that matter are the ones that earn you money, which means you get the assessments, get the qualification, get out the door, as opposed to sitting here and embracing the incredible opportunities that being at a university offers.

What advice would you give doctoral students who are embarking on higher education research?

When I was doing my PhD, I decided to do a thesis with publications rather than the more traditional manuscript thesis. I think this is a really critical thing. If I could give one word of advice to doctoral students, it would be: publish as you go. That framework article was published online in 2011, the year I started my PhD. By 2012, people were citing it, much to my absolute astonishment.

I didn't have to go back at the end of my PhD, and churn out articles, which by then would've been four years old, and the whole literature would've moved on. I had my foot in the field right at the beginning of my PhD. That was a huge benefit to me, but it also changed how I did my lit review, because I wasn't writing a lit review; I was writing an article. In writing an article, rather than a lit review, what I came to understand with my supervisors is that you have to make it much more meaty. It meant that I was building on a really strong foundation.

What advice do you have for colleagues, other higher education staff, who want to pursue research?

While I think making a contribution is important, I also think taking something that someone else has done and using it or applying it is important. As researchers, we are building on what's gone before. There is a quote: 'standing on the shoulders of giants'. But I think we're not always building upwards. We are sometimes building around, like, going a little bit sideways, going a little bit deeper, taking an idea and applying it in a different context or with a different group of students. The whole point of the framework is that students are different, whether they're young versus old, whether they're straight from school or not, whether they're online or not.

I come from a psychology background, which does a lot of experimental, traditional research methods, and it's founded on the principle that just because you found that once doesn't mean it's true. A philosophy of research is that it has to be replicable and we need to do it again and again to build on it. There's so many cohorts of students, and we need to know more about all of them.

The student experience is set within a sociopolitical cultural experience. So you can do the same study in Australia and then in New Zealand and then the UK or China, and you are going to get new information, and that is making a contribution. So, yes, you need to make a contribution, but you don't always have to do something incredibly innovative. I think sometimes, especially in qualitative work, adding diverse student voices to the mix of what we know enriches our body of knowledge.

Publications

Journal articles:

Heinrich, E., Thomas, H., & Kahu, E. R. (2022). An exploration of course and cohort communication spaces in Discord, Teams, and Moodle. *Australasian Journal of Educational Technology*, 38(6), 107–120. <https://doi.org/10.14742/ajet.7633>

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Book chapters:

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Videos:

Dr Ella Kahu - The Importance of Whanaungatanga: Building Relationships with First-Year Online Students (STARS Conference [online] 2021) 12.20 minutes. <https://www.youtube.com/watch?v=5VPzQ-LSyWo&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnfl&index=9>



Dr Ella Kahu - What can I do as a Teacher (2019 First Year Experience Learning and Teaching Forum, University of the Sunshine Coast, Australia) 3 minutes. <https://www.youtube.com/watch?v=Ck9G-IT7Bw&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnfl&index=5>



Dr Ella Kahu – We all have a Role in Student Engagement (2019 First Year Experience Learning and Teaching Forum, University of the Sunshine Coast, Australia) 3.29 minutes.

https://www.youtube.com/watch?v=1O1Ky_1Or64&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnfl&index=6



Dr Ella Kahu – The Importance of Empathy (2019 First Year Experience Learning and Teaching Forum, University of the Sunshine Coast, Australia) 2.10 minutes.

https://www.youtube.com/watch?v=_roZFZeipXo&list=PLToovjcL4Qb13sA-otoKgRCujXgzFQnfl&index=7

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