

## Charting the Course: Using group Charters to Enhance Engagement and Learning Outcomes

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**Abstract :** Student diversity in postgraduate classes puts major challenges on educators seeking to encourage student engagement and desired learning outcomes. This paper outlines the impact of a set of teaching initiatives aimed at addressing challenges associated with teaching and learning in an environment characterized by diversity in the student cohort. The study examines postgraduate students completing the core capstone unit within a specialized business degree. Although relatively small, the student cohort is highly diverse in terms of cultural backgrounds represented, prior learning and/or qualifications, as well as duration and type of work experience relevant to the degree being completed. The wide range of cultures, existing knowledge, and experience create enormous challenges with respect to students' learning needs and outcomes. Subsequently, a suite of teaching innovations has been adopted to enhance curriculum content/delivery and the design of assessments. This paper explores the impact of formalized group charters on students' learning outcomes. Data from surveys and focus groups are used to assess the effectiveness of these practices. The results highlight the effectiveness of formalized group charters in addressing diverse student needs and enhancing student engagement and learning outcomes. These findings suggest that such practices would benefit students' learning in environments marked by diversity in the student cohort. Specific recommendations are offered for other educators working with diverse classes.

**Keywords :** assessment design, curriculum content, curriculum delivery, group charter, student diversity

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