

Table of Contents

Executive Summary	3
1. Introduction	5
2. Staff	5
3. Centrally-based Language, Communication and Academic Skills Support	7
3.1. WRITING CONSULTATIONS	8
3.2. ACADEMIC SKILLS WORKSHOPS AND LEARNING RESOURCES ACCESS	10
3.3. CONCURRENT SUPPORT REGS5270	12
4. Faculty-based support	13
4.1. ARTS AND SOCIAL SCIENCES	13
4.2. BUILT ENVIRONMENT	13
4.3. COLLEGE OF FINE ARTS	14
4.4. COMMERCE	14
4.5. ENGINEERING	14
4.6. LAW	17
4.7. MEDICINE	17
4.8. SCIENCE	17
5. Pre-sessional and Preparatory Programs	19
6. Learning Centre Website Use and Resource Development	20
7. Tutor Training	20
8. Participation in Initiatives of PVC (Education and Quality Improvement)	21
8.1. STRATEGIC FUTURES PROJECT	21
8.2. FIRST-YEAR EXPERIENCE AWARDS	21
8.3. FOUNDATIONS FORUM	21
8.4. FOUNDATIONS IN UNIVERSITY LEARNING AND TEACHING (FULT)	21
8.5. GRADUATE CERTIFICATE IN HIGHER EDUCATION	21
8.6. LIBRARY SCENARIO IMPLICATIONS GROUP	22
8.7. PROFESSIONAL PRACTICE IN ADULT LEARNING AND TEACHING FOR ENGINEERS (PPALTE)	22
8.8. UNIVERSITY NETWORK IN LEARNING AND TEACHING (UNILT)	22
9. Research Supervisor Workshops	23
10. Conference Presentations by Learning Centre Staff	23
11. Publications by Learning Centre Staff	24
12. Contributions to the University, the Profession and the Community	24
12.1. COURSES AND CAREERS DAY	24
12.2. HERDSA SIG	24
12.3. IELTS EXPLAINED SEMINAR	24
12.4. INFO DAY	24
12.5. MENTOR TRAINING	25
12.6. ORIENTATION ACTIVITIES	25
12.7. MEMBERSHIP OF UNIVERSITY COMMITTEES AND WORKING GROUPS	26
12.8. MONASH UNIVERSITY CeLTS SELF REVIEW	26
12.9. SUPPORTING STUDENTS FORUM	27
12.10. WORKSHOP FOR SHALOM COLLEGE	27
12.11. WORKSHOP FOR STAFF DEVELOPMENT UNIT	27
13. Visitors to The Learning Centre	27
14. Professional development of Learning Centre Staff	27

Executive Summary of Student Participation in Learning Centre Services at UNSW in 2003

Language and academic skills support to enrolled students is provided by The Learning Centre via face-to-face teaching and via online academic skills resources.

Face-to-Face support is:

- Centrally-located
- Faculty-based

A total of 1238 students made use of the centrally-located services at least once in 2003. The total number of attendances was 2709, indicating that many students accessed support on more than one occasion. A more detailed analysis of the student demographics and support accessed is provided in Section 3.

From the available data, the total number of students accessing skills support delivered through the Faculties and Schools on at least one occasion was 2252 (see Section 4).

In addition, skills support was delivered through a number of pre-sessional and preparatory programs to a total of 533 students (see Section 5).

Several thousand students also accessed learning resources through the free brochures available to all students in print or via The Learning Centre website www.lc.unsw.edu.au (see Section 6).

In 2003, the total number of UNSW (excluding ADFA) enrolled students was 39 292. The 3490 enrolled students who accessed Learning Centre face-to-face support on at least one occasion represented 9% of this total.

The Learning Centre's Operational Goals 2003

1. Continue to maintain and develop academic skills programs and learning resources, both generic and subject specific, which address students' language, communication and study skills at Undergraduate and Postgraduate levels;
2. Continue to engage in university-wide initiatives to improve quality of learning and teaching and participate fully in new divisional management structure of the Pro-Vice-Chancellor (Education and Quality Improvement). Explore diversity of ways to extend Learning Centre service provision; enhance embedding of academic skills within curricula and enable greater impact through collaborative ventures.
3. Continue to develop on-line academic skills resources; further develop on-line learning resources and monitor usage of website. Develop sites addressing the transition to academic study and avoiding plagiarism for university.
4. Participate in and contribute to UNSW initiatives to provide enhanced academic language skills to NESB students
5. Develop new publicity materials to promote Learning Centre to students and staff. Enhance visibility of Learning Centre.
6. Maintain career development scheme for Learning Centre staff
7. Continue to liaise regularly with student service units to contribute to provision of exemplary educational experience for UNSW students

1. Introduction

The Learning Centre continued to focus on its core activities of supporting students' development of their academic language, learning and communication skills. This support was delivered both centrally through individual consultation, through the workshop program (Section 3), and through the Faculties (see Section 4). Visits to The Learning Centre website showed a substantial increase over 2002, particularly to the academic skills resource pages (Section 6). At the same time, through increased collaborative activity in the Division of the Pro-Vice-Chancellor (Education and Quality Improvement) and the Strategic Futures Project (see Section 8), Centre staff were able to extend the outreach and impact of the Centre. Similarly, The Learning Centre continued to participate actively in providing a range of student support services at key points in the student experience such as orientation and induction (see Section 12 in particular). The Director was invited to be part of the quality review panel for the Monash University CeLTS as they prepared for the AUQA audit and was thus able to both contribute to the wider community and learn from this experience (see 12.8).

At the beginning of the year, the new Vice-Chancellor, Professor Rory Hume, was invited to meet the staff of The Learning Centre to be briefed about the work the Centre does.

New initiatives included the Foundations Forum, organised in collaboration with UNSW Foundation Studies and the Learning and Teaching Unit, to enable staff of Foundation Studies to share good practice and exchange perspectives on teaching with UNSW colleagues.

Three Learning Advisers were appointed to continuing positions: Maria Zueva, Dominic Fitzsimmons and Linda Burnett.

2. Staff

Director

Sue Starfield, BA MA PhD *Wits*, LèsL MèsL DEA DPFE *Paris III*

Learning Advisers

Linda Burnett, BA *Adel.*, M.LITT.*UNE* (part-time)

Ian Collinson, BA(Hons), PhD *UNSW* (part-time, temporary)

Dominic Fitzsimmons BA LLB (Hons) PhD *UNSW* (part-time)

Gwyn Jones, BA *WLU*, BEd *Tor*, MA EdAdmin CertTESOL *UNSW*

Joseph Indaimo, BA (Hons) *Curtin*, Grad.Dip Law *Murdoch*, MA *UWA* (part-time, temporary)

Pam Mort, BA DipProfArtStud. *City Art Institute*, GradDipEd *Nepean C.A.E.*, MA *Syd.*

Lyn Hallion, BA DipEd MEd Cert TESOL *UNSW* (part-time)

Maria Zueva, DipHEd *Thames Valley*, GradDip *Otago*, DipTESOL MA
Victoria

Administrative Officers

Valerie Caulcutt

Coralie Venus BA (Hons) *UNSW*, DipT (Prim) *S.Aust* (Independent Learning Centre)

Publications & Web Officer

Tracey-Lee Downey Design Cert *Syd I.T.*

University Orientation & Study Skills Tutors

Gwyn Jones,

Ian Collinson,

Bronwyn Phillips

Dominic Fitzsimmons

Monica Kerretts

Shivaun Weybury

Maria Zueva

Linda Burnett

Academic Preparation Program Tutors

Jenny Butler

Tracey-Lee Downey

Susan French

Lisa Holloway

Bronwyn Phillips

Geoff Quick

Saskia Rogers

Peer Writing Assistants

Lester Adorjany

Indra Budiahardjo

Jenny Butler

Susan French

Daniel Hanafi

Shazhad Haider

Keren Hammerschlag

Lisa Holloway

Vincent Ndinisa

Geoff Quick

Saskia Rogers

Barrett Skuthorpe

Law Peer Tutors

Adam Alter

Anuja Arunothayam

Sean Bluett

Alix Cameron

Karl Chong

Simon Cowan

James Emmett

Christopher Hartley

Vikram Khanna

Jessica Kim

Angelique Leondis

Mangala Mahendran

Samantha Newman

Tram Nguyen

Sian-Lee Ooi

Julie Porteous

Eugene Quah

Frances Voon

Michael Walton

3. Centrally-based Language, Communication and Academic Skills Support

The Writing Assistance consultation program, the academic skills workshops and the learning resources available to students in the Independent Learning Centre comprise the centrally-delivered support provided by The Learning Centre. Support provided directly to the Faculties and Schools is described in Section 4.

Table 3.1 shows the total number of student attendances at both individual writing consultations and academic skills workshops and includes student usage of resources in the Centre's resource centre. The attendance totals indicate that many of the students who attend either an individual consultation or a workshop/resource consultation do so on more than one occasion.

Table 3.1 Total number of student attendances at central Learning Centre support

<i>Writing Consultations</i>	<i>Academic Skills Workshops & Resources</i>	<i>Total</i>
791	1918	2709

Table 3.2 shows attendance by gender (each student considered once only) and indicates that women students seek assistance at almost double the rate of male students.

Table 3.2 Attendance by gender at central Learning Centre support

	<i>Writing Consultations</i>	<i>Academic Skills Workshops & Resources</i>	<i>Total</i>
Female	297	503	800
Male	140	284	424
Total	437	787	1224

Table 3.3 shows attendance (each student considered once only) by English language status and indicates that, while the majority of the students who seek centralised assistance identified as being from a non-English speaking background, 31% were from an English-speaking background. 39% of the students attending a writing consultation were from an English-speaking background whereas 27% of those attending a workshop or consulting resources were from an English-speaking background.

Table 3.3 Attendance by English language status at central Learning Centre support

	<i>Writing Consultations</i>	<i>Academic Skills Workshops & Resources</i>	<i>Total</i>
ESB	172	213	385
NESB	265	574	839
	437	787	1224

In terms of program level, more postgraduate students accessed central Learning Centre support overall and this was due to their attendance in large numbers at workshops and their resource usage (see Table 3.4). More undergraduate students made use of a writing consultation than did postgraduates.

Table 3.4 Attendance by program level at central Learning Centre support

	<i>Writing Consultations</i>	<i>Academic Skills Workshops & Resources</i>	<i>Total</i>
U/Grad	243	241	484
P/Grad	181	526	707
Staff/Visiting fellows		20	20
Not advised	13		13
Total	437	787	1224

3.1. Writing Consultations

Any student may make an appointment to see a Writing Assistant to discuss an assignment on which they are working. Writing Assistants are senior students who undergo regular training in The Learning Centre. They offer feedback on the organisation and structure of students' writing but do not proof-read or correct minor grammatical errors.

A total of 791 consultations took place in 2002. As 437 students registered for a consultation, a number of students obviously returned for a subsequent consultation.

Table 3.5 shows student attendance by Faculty at writing consultations. Arts and Social Sciences constitute the largest group (32%), possibly reflecting the nature of assessment in the Faculty.

Table 3.5 Writing Consultations - Attendance by Faculty – each student once

<i>Faculty</i>	<i>No. of students</i>	<i>% of students</i>
AGSM	5	1
Arts & Social Sciences	141	32
Built Environment	13	3
COFA	51	12
Commerce & Economics	44	10
Engineering	51	12
Law	30	7
Medicine	26	6
Science	67	15
Not advised	9	2
Total	437	100

3.1.1 Student Feedback on Writing Consultations

A feedback survey of writing consultations was carried out in Session Two. A total of 71 students completed the survey after attending an hour-long consultation with a peer writing assistant. Sixty students said they found the consultation either very or reasonably helpful with no students describing it as unhelpful or very unhelpful. Of the thirty students who had attended a previous consultation, 25 said their writing had definitely improved since.

Fifty of the students were female and 21 were male. Half the students were aged between 19 and 24 and 31 of the students were aged 24 and over. Only twelve of the students identified as coming from an English-speaking background; 43 of the 71 were international students, 42 were undergraduates and 29 were postgraduate. 22 students were enrolled in Arts and Social Sciences, sixteen in Science, ten in Engineering, and six were from Commerce.

Twenty students reported that they had heard about The Learning Centre from a tutor or lecturer and sixteen said they had found out about it from a friend. Only five students reported having heard about the Centre at orientation or through an advertisement.

Eight students said that they had attended the consultations six or more times and thirteen students had attended a consultation three or four times. Nine students had attended two consultations. For 39 students, this was their first consultation.

Asked what they hoped to achieve from their consultation, 22 said help with organising ideas, fourteen wanted to improve their writing skills and expression, and twelve said help with structuring and organising an essay.

Only sixteen of those surveyed said they had attended a Learning Centre academic skills workshop. This suggests that the Centre might more actively cross-promote its workshops to students who attend writing consultations.

3.2. Academic Skills Workshops and Learning Resources Access

A total of 787 students attended at least one of the academic skills workshops offered by The Learning Centre and/or accessed learning resources. Table 3.6 indicates that in terms of Faculty uptake of academic skills workshops and learning resources, 27% of the students were from Arts and Social Sciences; 20% from Engineering; 17% from Commerce and Economics and 14% from Science.

It is noteworthy that students came from 50 different language backgrounds and 80 different countries of origin, reflecting the student diversity at UNSW.

Table 3.6 Attendance at academic skills workshops and resource usage by Faculty (each student once)

<i>Faculty</i>	<i>No of students</i>	<i>%</i>
AGSM	11	1
Arts & Social Sciences	213	27
Built Environment	46	6
COFA	23	3
Commerce & Economics	135	17
Engineering	163	20
Law	38	5
Medicine	52	7
Science	113	14
Other	8	1
Subtotal	802	100
Students in two faculties	-15	
Total	787	

Table 3.7 shows attendance by workshop type over the year. Writing workshops proved popular, particularly with postgraduates, and the demand for conversation and pronunciation remained high. Grammar editing and critical thinking were also well attended.

Student feedback on the workshop program was overwhelmingly positive; 342 of the students who attended a workshop at least once said there was nothing they did not like about the workshop, while a further 96 would have liked the workshop they attended to have been longer. As Table 3.7 indicates a total number of attendances of 1256, a number of students would have attended more than one workshop. There were 662 resources consultations.

Table 3.7 Attendance at Academic Skills workshops by workshop type

<i>Workshop Type</i>	<i>Total Annual Attendance</i>
Academic Skills Program	12
Academic Writing for Postgraduates	71
Academic Writing for Undergraduates	37
Active Learning for Exams	15
Advanced Referencing	9
Advanced Writing Program for PG Research Students	48
Avoiding Plagiarism	27
Conferences: Writing and Presentation	36
Conversation Practice	129
Critical Reviews	27
Essay Writing	62
Even More Critical Thinking	5
From Go to Whoa: Moving from Reading to Writing	27
General Writing Development	7
Grammar Editing	74
How to Form a Study Group	1
Introduction to Critical Thinking	63
Introduction to Essay Writing	2
Introduction to Excel	30
Introduction to Microsoft Word	9
Introduction to Referencing	7
Listening and Note-taking	28

Managing Postgraduate Reading	36
More Critical Thinking	40
Paragraph Development	7
Polishing Pronunciation	104
PowerPoint Presentations	38
Preparing and Writing a Critical Summary	32
Presentations	39
Presentations (Long Course)	4
Presentations (Short Course)	2
Reading and Note-taking	17
Reading Skills for Undergraduates	4
Report Writing	14
Revising for Exams	2
Talk, Exchange, Listen and Learn (TELL)	44
Thesis Proposals	8
Thesis Writing for Arts/SS Masters Students	6
Thesis Writing for Arts/SS PG Research Students	11
Thesis Writing for Science, Engineering and Built Environment Students	15
Word for Large Documents	105
Writing for Publication: Sc/Eng PG Research Students	2
Total	1256

3.3. Concurrent support REGS5270

Academic language support is offered to international postgraduate students who are admitted with English entry-level scores below the UNSW minimum. Seven students attended the 28-hour course over 14 weeks in Session One and seven in Session Two.

4. Faculty-based support

This section reports on academic skills support for both undergraduate and postgraduate, coursework and research students delivered via a School or Faculty-based program. As the reports indicate, support varies in terms of type of input, intensity and duration and is a response to a request from the School or Faculty concerned. In 2003, approximately 2252 students accessed Learning Centre support at least once in this way.

4.1. Arts and Social Sciences

4.1.1. School of Social Sciences and Policy

A two-hour workshop on writing thesis introductions and structuring a thesis was held for eight Honours students in Session One.

4.1.2. Politics and International Relations

A 30-minute lecture on avoiding plagiarism was delivered to 80 Masters students in International Relations in Session Two.

A 30-minute lecture on avoiding plagiarism was offered to the first year political studies class of 100 students in Session Two.

A one and a half hour workshop on essay writing was offered to 15 Masters students in International Relations in Session One.

4.2. The Built Environment

4.2.1. Industrial Design Honours

In Session One, two-hour sessions on thesis proposal presentations were offered to industrial design honours students on two occasions. These were repeated in Session Two. About 15 students attended each session.

4.2.2. Interior Architecture

The Learning Centre designed and facilitated a three-hour workshop for 50 fourth-year dissertation students in Interior Architecture.

4.2.3. Landscape Architecture

The Learning Centre team-taught six one-hour seminars on academic writing with a colleague from the Landscape Architecture program for 20 fourth-year honours students. Four students also followed up with individual consultations.

4.3. College of Fine Arts

4.3.1. School of Design Studies

A series of three, two-hour workshops on avoiding plagiarism and referencing, writing a first draft and editing the thesis were offered to 14 honours students in Session One.

4.3.2. Thesis Writing Workshops

Eighteen PhD students and one masters by research student enrolled in a series of two-hour-long thesis writing workshops offered over a four-week period to a total of eight hours. The 19 students were divided into two groups, so a total of 16 hours of workshops was on offer. The content of the workshops focused on the key aspects of thesis writing from conception to completion; including an overview of thesis structure, writing the literature review, the research methodology and discussion sections, writing and editing processes and time management.

4.4. Commerce

4.4.1. MARK1014

In August, 40 students attended a one-hour session on poster preparation and design. The Learning Adviser involved spent two hours in October judging the final posters.

4.5. Engineering

4.5.1. Faculty Induction for PG research students

The Postgraduate induction program is a Faculty-wide initiative for new research students. Over 90 students were involved in two days of lectures and workshops in Session One. Pam Mort of The Learning Centre participated in the development of activities and materials with Associate Professor Diane Wiley. She facilitated two workshops covering managing a project and working with a supervisor, and problem solving and a role-play on professional ethics. As part of the program, students were required to prepare a project overview and an annotated bibliography of up to five articles related to their research.

The Learning Centre developed and taught the workshop on preparing the project overview and the annotated bibliography. Attendance was voluntary for this workshop. In total, two, two-hour workshops were each attended by 16 students.

Writing for Publication

As part of the new initiative, Pam Mort organised a panel and workshop program for 30 second-year and third-year research students on *Writing for Publication*. She collaborated with Associate Professor Diane Wiley to organise a one-hour panel of lecturers who have experience reviewing journals to share their tips and traps. Associate Professor Diane Wiley and Dr Bill Peirson from Civil and Environmental Engineering co-facilitated

the workshops. The panel included Dr Frank Lucien from Chemical Engineering, Associate Professor Robin Ford from Mechanical Engineering, Dr Albert Avolio of Biomedical Engineering and Dr David Taubman of Electrical Engineering. Administrative support was provided by the Dean's Unit.

4.5.2. Chemical Engineering

Three, two-hour classes on group work, project management, thinking skills and oral presentation skills were offered in Session One to the 56 first-year students who were divided into three groups. They were taught by three Learning Centre Advisers, who aimed to prepare the students for working in large groups on a young achievers' project for the rest of the year.

Industrial Chemistry

Third-year industrial chemistry students visited a factory and were required to prepare a written report and an oral presentation. Ten students attended 14 hours (two hours per week for seven weeks) of classes offered by The Learning Centre in Session One, covering report writing skills, oral presentation skills, research skills and project management. Feedback on the oral presentations was given in conjunction with the lecturer.

CEIC8312: Safety and Communication in the Process Industries

This six unit of credit, 14-week course for MA and PhD research students in the School of Chemical Engineering and Industrial Chemistry was again offered in Session Two. Twenty-seven students attended for two hours per week. The course covered managing research, writing a thesis proposal, literature review, oral presentations skills, computer skills for thesis writing and included a guest talk about research methods from the School's Head of Teaching and Learning (Dr Vicki Chen). The School provided a senior research student (Patrick Walker) to assist in giving feedback on writing.

4.5.3. Civil & Environmental Engineering

In weeks three and five of Session One, 120 first-year students attended a one-hour lecture on report writing, writing process and referencing conventions. The Learning Adviser involved also planned the two hours of tutorial activities that followed each lecture and briefed the tutors.

In week 13 of Session One, a session on group work and working in teams was offered jointly with a representative of the Counselling Unit to 70 third-year students.

As part of the summer school, fifteen first-year students who were part of the mid-year intake attended a two-hour tutorial that aimed to introduce them to the expectations of written work in Civil Engineering. Topics covered included referencing, report writing processes and report writing structure and style.

CVEN1722 / CVEN1022

A 1.5 hour activity-based lecture on oral presentation skills was attended by 120 first-year students.

4.5.4. Computer Science and Engineering

COMP9910: Research Management and Communication Skills

This six unit of credit course for PhD Computer Science students covered thesis proposal writing, literature reviews, oral presentation skills and log books for managing research. The WebCT component included online discussion and links to additional resources and course materials. Twenty-three PhD students attended three hours per week for 14 weeks. Extensive feedback on the students' writing and speaking was provided. Martin De Groot, a senior research student, assisted with giving feedback.

4.5.5. Electrical Engineering

In Session One, 200 first-year students attended two, one-hour lectures that aimed to familiarise them with the School's expectations of written and spoken communication. Report writing and oral presentation skills were focussed on.

The Learning Adviser was invited to be one of the judges at the fourth-year honours students' poster presentations. Thirty posters were on display.

ELEC 3017 Electrical Engineering Design

A new series of two, one-hour lectures on report writing and oral presentations was offered to 50 third-year students. There was a specific focus on students' assessment tasks and on common writing problems reported by the course lecturer, in addition to revision of the basic structure and conventions of reports.

Supplemental Classes

The Learning Centre again offered a supplemental series of classes to students who had failed to pass the communication component in Session One. Students were given the option of resubmitting a report and oral presentation. Report writing and its conventions, oral presentation skills, exam preparation and exam essay writing were taught in weekly classes over a seven-week period in weeks three to nine. Twelve students attended for two hours each week.

4.5.6. Mechanical Engineering

In the first week of Session One, 250 first-year students attended a 20-minute talk by The Learning Centre on its services and how to use the *In a Nutshell* study guide.

MECH4001

In week five of Session Two, a three-hour lecture on thesis writing was given to 200 honours students. It was team-taught with Dr Tracey Barber and Associate Professor Robin Ford. An overview of thesis structure and the different purposes of each chapter were considered. Sample theses' extracts were examined and students practised writing their research aims.

4.5.7. Mining Engineering

Fifteen fourth-year honours students attended a one and one half-hour session in week six of Session One on planning and writing a literature review.

4.6. Law

Dominic Fitzsimmons continued to train the Law Peer Tutors: senior students who meet with first-year Law students seeking assistance with their studies. Training included fortnightly meetings with the tutors, preparing activities and exercises, and individual meetings with each of the 21 Peer Tutors.

4.7. Medicine

Weekly communication skills workshops for first-year medical students from non-English speaking backgrounds continued to be offered

4.7.1. Pathology

Sixty-eight fourth-year pathology students attended a lecture on presentation skills, which was followed by 17 one-hour small group rehearsal meetings with the Learning Adviser responsible for the program.

4.7.2. Public Health and Community Medicine

Assignment Management (CM9100) was again offered to 15 international postgraduate coursework students in the Masters of Community Medicine and Public Health Program. The course duration was 14 weeks with two hours of classes per week. The course was repeated in Session Two for 16 new students.

4.7.3. Research Management

A two-hour weekly session on managing the thesis writing process was again offered to eight PhD students for 12 weeks in Session One and to four students in Session Two.

4.8. Science

4.8.1. Aviation

As part of a grant (see 8.2), a series of lectures that aimed to embed graduate attributes development into a first-year course was given to Aviation students. The content included: learning styles, report writing, plagiarism, exam skills, oral presentations, and feedback on group oral presentations. This project was successful due to the close collaboration of the lecturer, librarian and learning adviser. The Learning Centre contributed nine hours of face-to-face teaching during Session One to 75 students.

4.8.2. School of Biological, Earth and Environmental Sciences

Two, two-hour workshops on exam skills, including study preparation, analysing and planning answers, and time management in exams was offered to 120 second-year biological sciences students in Session One.

4.8.3. School of Biotechnology and Biomolecular Sciences

A new five and a half-hour workshop on thesis writing structure and processes was run for the first time two weeks prior to Session One and attended by 60 Honours students. This workshop was repeated prior to Session Two for the new intake of 16 students.

4.8.4. School of Chemistry

In weeks eight and nine, two three-hour workshops on thesis structure and writing processes were held for 15 Honours and PhD students in Chemical Sciences.

4.8.5. Physics

A 15-minute session on Learning Centre services was provided to 200 first-year students in week one of Session One.

4.8.6. Psychology

Fifty first-year students in the Bachelor of Psychology program participated in a two-hour workshop on collaborative learning and presentation skills. The students were divided into three groups, so a total of six hours of workshops was presented.

The Learning Centre facilitated a two-hour workshop on thinking, research and study skills to 15 first-year Forensic Psychology Masters students in Session One.

5. Pre-sessional and Preparatory Programs

The Learning Centre provides several pre-sessional and preparatory programs as described below. A total of 533 students attended these programs in 2003.

5.1.1. BEPP

The Learning Centre provided the academic skills component of the Built Environment Preparatory Program (BEPP) for indigenous students. Eight students attended for seven hours over one week.

5.1.2. Preparatory Medical Program

Eight students received academic skills advice for an hour a week over three weeks as part of the preparatory program for indigenous students.

5.1.3. Indigenous Pre-Law Program

The Learning Centre again facilitated the academic skills component of the indigenous pre-law program, which was attended by 11 students.

5.1.4. Academic Preparation Program

The Learning Centre again provided the fifty-hour *Academic English and Communication Skills* component of the AusAid sponsored *Academic Preparation Program* for international scholarship students. A total of 95 students attended the course over three weeks prior to Session One, while in July, 77 students attended prior to Session Two.

5.1.5. University Orientation and Study Skills (UOSS) course

The Learning Centre again delivered the UOSS component of the University Preparation Program, an access program for prospective mature age students who do not meet the University's entry requirements. The UOSS course explicitly teaches the academic skills essential for university success and is run each session for 14 weeks. Students are taught in small groups of about 25 and meet weekly for two hours. A total of 172 students enrolled in Session One and 162 students in Session Two.

6. Learning Centre Website Use and Resource Development

From March to October, The Learning Centre website received 187 116 requests for pages. This was a daily average of 843 requests which is a 120% increase on the 2002 daily average of 378 requests (August to December). The most popular section of the website remained the online study skills resources, receiving 111 569 requests for pages and downloadable PDF files. The site received requests from the tertiary, secondary and commercial sectors in Australia and from the higher education sector in Singapore, Canada, New Zealand and the United States.

The University's WebCT main page has a link to the Centre's online resources and many individual courses link directly to these resources.

The new transition to academic study website, to be launched in 2004, was under development in the latter part of the year.

One of the outcomes of the UNSW plagiarism working party was that The Learning Centre develop an online resource on avoiding plagiarism for the University (see 12.7 below).

7. Tutor Training

Gaining the essential skills needed to run tutorials can be seen as mastering a key postgraduate attribute. In 2003, The Learning Centre offered morning-long tutor-training workshops in response to requests from schools or faculties. Approximately 120 tutors were able to access support for their teaching through The Learning Centre.

Four tutor-training workshops were run for postgraduate research students who tutor in the Faculty of Engineering. These four-hour long sessions covered small group facilitation skills, promoting active learning and planning and managing a tutorial. There was input from Engineering staff on the specific nature of tutorials in Engineering. A total of seventy students participated in the training.

Similar workshops, contextualised to the disciplines concerned, were offered in the School of Theatre, Film & Drama (eight tutors); Optometry (about twenty) and the National Centre in HIV Epidemiology and Clinical Research (eight).

Thirteen students attended a university-wide tutor training workshop offered by The Learning Centre in Session One.

In addition, Leon Wolff of the Law School invited The Learning Centre to participate in an induction program for sessional staff in Law School.

8. Participation in Initiatives of PVC (Education and Quality Improvement)

8.1. Strategic Futures Project

The Learning Centre participated in a cross-divisional project to examine optimal ways in which the different units within the division of the Pro-Vice Chancellor (Education and Quality Improvement) could work together. One of the outcomes of this was the setting up of the Divisional Management Group, comprising heads of all units, which meets monthly to facilitate communication and cooperation. The list of activities below is indicative of the areas in which collaboration already occurs.

8.2. First-Year Experience Awards

Pam Mort was a joint awardee with colleagues from the School of Aviation and the Library on a project to integrate information literacy and learning support into a fundamental course for first-year Aviation students.

Sue Starfield advised two groups of awardees; one, a project to develop student academic writing in Geography at ADFA, and another to integrate information literacy, report writing, team skills and collaborative learning in first-year Psychology.

8.3. Foundations Forum

This new initiative entitled 'Student Experience in Foundations' was a collaboration between The Learning Centre, the Learning and Teaching Unit and UNSW Foundation Studies and took place on the 19th of September. The aim of the Forum was to reflect on teaching practices as a group, to share learning and teaching approaches and strategies and to hear from colleagues and students about their experiences and perceptions of learning and teaching.

8.4. Foundations in University Learning and Teaching (FULT)

The Director of The Learning Centre is involved in Day One of this week-long course for new university teachers that was run several times during the year. In addition, she gave talks on teaching students from diverse backgrounds to the participants.

8.5. Graduate Certificate in Higher Education

Having completed FULT, staff may choose to enrol in the Graduate Certificate in Higher Education. In May and September, the director of The Learning Centre co-facilitated the Student Learning module with Jan McLean, the course coordinator.

8.6. Library Scenario Implications Group

The Director was invited to be a member of the Scenario Implications Group, which examined various scenarios for the Library's future and met regularly in the latter part of the year.

8.7. Professional Practice in Adult Learning and Teaching for Engineers (PPALTE)

PPALTE is an innovative course for postgraduate research students in Engineering who are considering a career in university teaching or training. The Director of The Learning Centre developed and facilitated the course in collaboration with colleagues in the Learning and Teaching Unit and the Faculty of Engineering. Pam Mort assisted two of the student participants to plan and present their workshop on collaborative learning.

8.8. University Network in Learning and Teaching (UNILT)

UNILT is a new initiative that engages more experienced university teachers in developing workshops that will enable them to share their experiences with colleagues. The Director took part in a workshop to train new workshop facilitators and Pam Mort developed a workshop on Writing Course Outlines in conjunction with Peter Looker of the Learning and Teaching Unit and colleagues in Faculties. She co-presented a workshop on writing course outlines to the Faculty of Engineering and had a significant input into developing resources, interviewing students for a workshop video, and planning the workshop format.

9. Research Supervisor Workshops

The Staff Development Unit held two workshops for new supervisors of research students during the year. The Learning Centre took part in panel discussions of support services available to research students and their supervisors.

10. Conference Presentations by Learning Centre Staff

Ian Collinson and Dominic Fitzsimmons presented a paper entitled, *Please Sir, can I use an 'I'? Learning context (s) and the context(s) of learning* at the Language and Academic Skills Conference at Flinders University in November.

Dominic Fitzsimmons gave a presentation at the Communication Skills in University Education conference held at UNSW in July on the topic of overcoming and recognising intellectual bullying

http://skillcity.iaaf.uwa.edu.au/material_info.aspx?id=50&uses=1,3&type=Teaching+resource&typeID=1

Gwyn Jones and Pam Mort presented *A round table discussion of multiple paths to providing excellent student experiences* at the Language and Academic Skills Conference at Flinders University in November.

Sue Starfield and David Coleman (Department of Education, Science and Training) presented a paper entitled *Stakeholder perceptions of IELTS in three countries* at the International Federation of Teachers of English Conference in Melbourne in July.

Sue Starfield and Helen Farrell (University of Western Sydney) presented a paper entitled *Reflections on an experience of innovative professional development* at the Language and Academic Skills Conference at Flinders University in November.

Pam Mort and colleagues from the School of Aviation and the Library presented at the UNSW First Year Forum in December on their project on the integration of information literacy skills and learning support schemes in a fundamental course for first-year Aviation students.

11. Publications by Learning Centre Staff

Starfield, S. (2003). (with D. Coleman & A. Hagan) Stakeholder Perceptions of the IELTS Test in three countries. *IELTS Research Reports*, vol. 5, pp. 159-235.

Starfield, S. (2003). The evolution of a thesis-writing course for Arts and Social Sciences students: What can Applied Linguistics offer? *Hong Kong Journal of Applied Linguistics*, 8, (2), pp. 137-154.

12. Contributions to the University, the Profession and the Community

12.1. Courses and Careers Day

The Learning Centre participated in Courses and Careers day in September and offered a talk on managing the transition from school to university.

12.2. HERDSA SIG

Learning Centre staff again participated in the professional activities of the NSW Language and Learning Special Interest Group (SIG) of HERDSA(Higher Education Research and Development Society of Australia), attending meetings of the group during the year. Dominic Fitzsimmons gave a talk entitled 'Flying under the radar: social justice and the role of the Learning Adviser' at the August SIG meeting at the Australian National University.

12.3. IELTS explained seminar

Following on from the work of the English Language Working Party, the International English Language Testing Service (IELTS) were invited to address members of the working party, the Academic Board and Deans on their English language testing program.

12.4. Info day

The Learning Centre staffed an information stall at Info Day in January and offered talks on how to be a successful student.

12.5. Mentor Training

Dominic Fitzsimmons helped develop a student peer mentor resource manual with a colleague from the Counselling Unit and helped facilitate the training of the new peer mentors.

The Learning Centre also assisted in the training of senior medical students as mentors for new medical students.

12.6. Orientation Activities

The Learning Centre played an active role in the numerous student orientation activities listed below.

12.6.1. Arts & Social Sciences Postgraduate Research Induction

The Director addressed about 60 postgraduate research students in the Faculty of Arts and Social Sciences about the range of relevant Learning Centre support available to them.

12.6.2. International Student Services

At international student orientation sessions, the Director introduced The Learning Centre services and Gwyn Jones gave a talk on 'Aussie English' which was well received. New international students attended special orientation sessions in the Independent Learning Centre to alert them to the range of resources available.

12.6.3. Law School Tea

In Sessions one and two, the Director was invited to talk to new international postgraduate students about The Learning Centre at a welcome tea in the Law School.

12.6.4. Masters in Business and Technology (MBT) Orientation

The Learning Centre was asked to assist with the academic study skills orientation for commencing MBT students at the end of February. Two Learning Centre Advisers each took a group of about 25 students for a two and a half-hour session that used materials developed by The Learning Centre.

12.6.5. PG Coursework Orientation

The Learning Centre participated in the new orientation session for postgraduate coursework students prior to each session.

12.6.6. Postgraduate Research Student Induction

In each session, the Director spoke at the university-wide induction evenings for postgraduate research students and introduced them to The Learning Centre services.

12.6.7. Smart Start

The Learning Centre addressed Access students attending an orientation session about managing the transition to university successfully.

12.6.8. Uniprep

The Learning Centre ran a number of academic skills workshops in 'O' week prior to each session.

12.7. Membership of University Committees and Working Groups

Sue Starfield was a member of the Undergraduate Studies committee.

Gwyn Jones and Sue Starfield were members of the University Preparation Program Management Committee.

Sue Starfield was a member of the English Language Working Party which reported to the Academic Board on the Faculties' responses to the needs of students from non-English speaking backgrounds.

Sue Starfield was a member of the Student Equity Network and the Rural Students' Network.

Sue Starfield was a member of the working party on academic integrity of the Committee on Education which drew up new policy proposals on plagiarism.

Sue Starfield participated in the Across-UNSW Groups initiated by the Vice-Chancellor as part of the drawing up of a new vision and strategic priorities for the University.

Sue Starfield and Pam Mort participated in the activities of the Post-Graduate Research Interest Group (PGRIG), a cross-faculty grouping that meets regularly to discuss issues and policy for postgraduate research students and supervisors.

12.8. Monash University CeLTS Self Review

The Director of The Learning Centre was asked to be one of the external members of the quality review panel for the Centre for Learning and Teaching Support(CeLTS) at Monash University. She spent three days at Monash participating in the review and drafting the report.

12.9. Supporting Students Forum

The Supporting Students Forum is an informal grouping of Heads of Units directly involved in supporting students that has been meeting regularly for several years. In response to a request by the Vice-Chancellor for input into the planning process, Forum members put together a presentation of their vision for student support services.

12.10. Workshop for Shalom College

The Learning Centre presented a one and a half-hour workshop on peer assessment and assistance to nine college mentors as part of a tutor induction day organised by Shalom College. The workshop received very positive feedback.

12.11. Workshop for Staff Development Unit

In February, an orientation to study skills was held for twelve UNSW staff members enrolled in academic courses through the *Learning Alliance* program.

13. Visitors to The Learning Centre

Dr Ema Wolfgramm-Foliaki, Deputy-Director of The Learning Centre at the University of Auckland, visited The Learning Centre in December.

14. Professional development of Learning Centre Staff

Valerie Caulcutt attended an advanced Word course.

Pam Mort, a former fellow, attended a workshop for Innovative Teaching and Educational Technology (ITET) fellows at which the guest speaker, Dr Neil Thomas, reported on current strategies to link teaching and research and their impact on student learning.

At the end of the year, each staff member met with the Director to discuss their career development and their goals for the year ahead.