



The Learning Centre Annual Report 2006



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Executive Summary of Student Participation in Learning Centre Services at UNSW in 2006

Language and academic skills support to enrolled students is provided by The Learning Centre via face-to-face teaching and online academic skills resources. 2006 has seen a substantial growth in student access to online resources, either through The Learning Centre's website or through the provision of tailored resources for specific groups of students in specific Faculties (reported in Section 4). Face-to-face support is both centrally located and faculty based.

A total of 1525 students accessed the centrally-located services at least once in 2006. The total number of attendances was 2486, indicating that many students accessed support on more than one occasion. A more detailed analysis of the student demographics and types of 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 either through direct teaching or online resources on at least one occasion was approximately 4020 (see Section 4).

In addition, skills support was delivered through a number of pre-sessional and preparatory programs to a total of 405 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's website www.lc.unsw.edu.au (see Section 6).

In 2006, the total number of UNSW (excluding ADFA) enrolled students at 31 March was 35 609. The 5950 students who accessed Learning Centre face-to-face support on at least one occasion (including pre-sessional programs) represented 16.7% of this total.

1. Introduction

In 2006, following the retirement of the Pro-Vice-Chancellor (Education and Quality Improvement), Professor Adrian Lee, The Learning Centre moved into the division of the Deputy-Vice-Chancellor (Academic) reporting to Professor Richard Henry. The Centre's work continued to focus on supporting students at all levels of study with their learning to enable them to participate fully in the life of the university.

83% of the undergraduate students and 82% of the postgraduate students surveyed in the University's 2006 Survey of Student Engagement rated The Learning Centre's services and resources either highly or very highly.

The Learning Centre's Peer Writing Assistant Program's innovative approach to supporting the development of students' writing (see 3.1) was recognised by the award of an inaugural Carrick Citation for an Outstanding Contribution to Student Learning. Although the Citation could only acknowledge four of the postgraduate research students who have worked as Peer Writing Assistants, The Learning Centre would like to acknowledge the contribution of the many students who have worked on the program over the ten years since its inception. The Citation reads as follows: *For motivating students to develop their own academic skills individually and collaboratively and critically applying these skills across varying disciplines by using individual peer-to-peer learning.*

The Learning Centre was able to offer two special weekend events for postgraduate students. Postgraduate coursework day on a Saturday in March enabled students to attend two academic skills workshops specifically focussed on the learning needs of postgraduate coursework students. Thesis writing workshops run over two consecutive Saturday mornings in November were aimed at part-time postgraduate research students who were unable to attend workshops during the week. Both these additional offerings were well received by the students and the uptake was excellent.

A further development in support for postgraduate research students was the introduction of thesis writing support groups. Students in the process of writing their thesis meet regularly over a semester with a small number of students from cognate disciplines and a Learning Adviser. They provide feedback to one another on sections of their work and receive input from the Learning Adviser. This innovation has been well received by students and their supervisors (see 3.2 and Table 3.9).

Learning Centre staff continued to respond to requests from colleagues in Schools and Faculties for collaboration in the development of their

students' academic skills. In December, the ENGG1000 team (including Pam Mort) received a 2006 Teaching Staff Excellence Award from the Dean of Engineering (see Section 4).

The continued growth in page requests to the Centre's website, particularly the online academic skills resources, was most encouraging. There was an increase of 37.8% in overall page requests to the website and a 49% increase in page requests to the online academic skills resources (see Section 6).

Pam Mort and Sue Starfield of The Learning Centre, together with colleagues at the University of Sydney, were awarded a \$147 000 *Carrick Institute Competitive Grant* for a project titled *Creating a student-centred online learning environment for report writing in the sciences and engineering* to commence in 2007.

Online booking for individual consultations and workshops was investigated during the course of the year. The School of Computer Science and Engineering agreed to host the online booking database, and a project was initiated to develop a booking system for individual consultations, to be operational by Session One 2007.

Lagi Puni, The Learning Centre's receptionist, accepted an offer of a voluntary redundancy and left the University in the latter part of the year.

2. Staff

Director

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

Learning Advisers

Linda Burnett, BA *Adel.*, M.LITT.*UNE* (.6)

Ian Collinson, BA(Hons), PhD *UNSW* (.6)

Dominic Fitzsimmons, BA/LLB (Hons) PhD *UNSW* (.7)

Lyn Hallion, BA DipEd MEd Cert TESOL *UNSW* (.4, on leave without pay)

Gwyn Jones, BA *WLU* , BEd *Tor*, MAEdAdmin CertTESOL *UNSW*

Shannon Kennedy-Clark, BA MA *UNSW* (contract position)

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

Maria Zueva, DipHEd *Thames Valley*, GradDip *Otago*, DipTESOL MA *Victoria* (on maternity leave 2006)

Administrative Officers

Valerie Caulcutt (Finance and Admin)

Coralie Venus, BA(Hons) *UNSW*, Dip T (Prim) *S.Aust* (Workshops and Resource Centre)

Reception

Lagi Puni

Publications and Web Officer

Tracey-Lee Downey, Design Cert *Syd I.T.*, BA(Hons) *UNSW*

University Orientation and Study Skills Tutors

Gwyn Jones (Coordinator)

Shannon Kennedy-Clark

Bronwen Phillips

Ian Collinson

Dominic Fitzsimmons

Monica Kerretts-Makau

Warwick Shapcott

Shivaun Weybury

Academic Preparation Program Tutors

Pamela Mort (Coordinator)

Ian Collinson

Tracey-Lee Downey

Linda Burnett

Dominic Fitzsimmons

Monica Kerretts-Makau

Shivaun Weybury

Peer Writing Assistants

Lester Adorjany

Martin de Groot

Catharina Nawangpalupi

Brahmaputra Marjadi

Michele Bastian

Geoff Quick

Jamie Roberts

Rebecca Shepherd

Tricia Daly

Brooke Dinning

Jesse Goyette

Monica Kerretts-Makau

Peter Nugus

David Rajaratnam

Warwick Shapcott

Shivaun Weybury

Sarah Wise

Law Peer Tutors

Helen Jin

Timothy Bye

Caroline Joo

Chun-Chi Hung

Eugene Quah

Jing Jin

Yi Yvette Guo

Victoria Tan

Sean Bluett

Cameron Stuart Grant

Joanne Loi

Ya'el Frisch

Victoria Tan

Yumin Liu

Matthew Leung

Jess Li

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

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

In 2006, The Peer Writing Assistant Program's contribution to student learning was recognised by a *Carrick Institute Award*. The program was included in the category of Citations for Outstanding Contributions to Student Learning. The particular citation noted the distinctive contribution of this scheme: *For motivating students to develop their own academic skills individually and collaboratively and critically applying these skills across varying disciplines by using individual peer-to-peer learning.*

3.1 Writing Consultations

Any student may make an appointment to see a Peer Writing Assistant to discuss an assignment on which they are working. Peer Writing Assistants are doctoral students who undergo regular training in The Learning Centre. In these individual consultations, any aspect of the academic writing process may be discussed. While Writing Assistants cannot make suggestions about the specific disciplinary content of a student's work, they can help students to reflect critically on their own work and discuss what kind of academic skills will help them to complete both the assignment under question and longer-term learning. Consultations are offered on both Kensington and CoFA campuses.

3.1.1 Peer Writing Training

Dominic Fitzsimmons co-ordinates the Peer Writing Assistant program, including developing and facilitating induction and ongoing training for new Peer Writing Assistants; monthly skills development seminars for all Writing Assistants; informal consultations with Peer Writing Assistants during semester as well as individual half-hour review and reflection meetings with each at the end of semester.

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. In addition, specific workshops were offered to postgraduate coursework students on a Saturday and thesis writing workshops were offered to postgraduate research students on two Saturdays in November (see below for more information).

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

Writing Consultations	Academic Skills Workshops	Resource Usage	PG Coursework Day	Thesis Writing Workshops	Total
909	1081	180	267	49	2486

Table 3.2 show the number of individual students enrolled at central Learning Centre support including PG Coursework Day and Thesis Writing Workshops.

Table 3.2 Total number of student enrolments at central Learning Centre support

Writing Consultations	Academic Skills Workshops	Resource Usage	PG Coursework Day	Thesis Writing Workshops	Total
505	706	125	140	49	1525

Table 3.3 shows attendance by gender (each student considered once only) and indicates that female students seek assistance at more than double the rate of male students. Information on gender was not available for PG Coursework Day or Thesis Writing Workshops.

Table 3.3 Attendance by gender at central Learning Centre support

	Writing Consultations	Academic Skills Workshops	Resource Usage	Total
Female	348	436	75	859
Male	156	270	50	476
Not advised	1			1
Total	505	706	125	1336

Table 3.4 shows attendance (each student considered once only) by English language status and indicates that the majority of the students who seek centralised assistance identified as being from a non-English-speaking background. However, a third of the students stated that they were from an English-speaking background. This information was not available for PG coursework day or the weekend thesis writing workshops for postgraduate research students.

Table 3.4 Attendance by English language status at central Learning Centre support

	Writing Consultations	Academic Skills Workshops	Resource usage	Total
ESB	257	177	19	453
NESB	248	529	106	883
Total	505	706	125	1336

In terms of program level, more undergraduate students made use of writing consultations than did postgraduates, while more postgraduate students (including some staff members and visiting fellows) accessed central support services overall (see Table 3.5). Workshops offered specifically for postgraduate students, both research and coursework, were a contributing factor.

Table 3.5 Attendance by program level at central Learning Centre support

	Writing Consultations	Academic Skills Workshops	Resource Usage	PG Course-work Day	Thesis Writing Workshops	Total
Undergrad	284	254	23			561
Postgrad	209	446	97	140	49	941
Staff/visiting fellows		6	5			11
Not advised	12					12
Total	505	706	125	140	49	1525

Table 3.6 shows attendance by residence status at Learning Centre support. It is noteworthy that while more local undergraduates make use of the Centre's services than international undergraduates, more international postgraduates avail themselves of the services. Postgraduate coursework day is evidently a contributing factor, suggesting that many international postgraduate coursework students may be working during the week and prefer attending workshops on the weekend. The total number of international students was 790 and the total number of local students 719. However, 11% of the total international student body accessed central Learning Centre support at least once as opposed to 2.5 % of local students.

Table 3.6 Attendance by residence status at central Learning Centre support per student

	Writing Consultations	Academic Skills Workshops	Resources	PG Course-work Day	Thesis Writing Workshops	Total
International Undergrad	88	121	17			226
Local Undergrad	196	133	6			335
International Postgrad	107	287	69	91	3	557
Local Postgrad	102	159	28	49	46	384
International Staff/ visiting fellows		5	2			7
Local Staff/ visiting fellows		1	3			4
Not advised	12					12
Total	505	706	125	140	49	1525

Table 3.7 shows student attendance by Faculty at writing consultations per student. Not surprisingly, given the nature of their assessment tasks, Faculty of Arts and Social Sciences students are the largest users of this service.

Table 3.7 Attendance at individual writing consultations by Faculty (each student once*)

Faculty	No. of students	%
AGSM	15	3
Arts & Social Sciences	227	45
Built Environment	31	6
COFA	60	12
Commerce & Economics	55	11
Engineering	27	5
Law	24	5
Medicine	26	5
Science	40	8
Total	505	100

*36 students were enrolled in combined degrees

3.2 Academic Skills Workshops

Academic skills workshops are typically one to one and a half hours in length and are offered each session. Some workshops run over several weeks. Workshop size is limited to a maximum of 16 students due to the size of the rooms in The Learning Centre and a desire to maintain a fairly informal workshop structure. A total of 93% of the students reported that they had found the workshop they had attended either very useful or useful.

Table 3.8 shows student attendance at academic skills workshops per student, per Faculty. As 51 students were enrolled in combined degree programmes, the number who attended was 706. A total of 449 students attended at least one workshop over the course of the year with 257 students attending at least two or more workshops, suggesting that students felt satisfied enough to return. The greatest proportion of students were from the Faculty of Commerce and Economics followed by Arts and Social Sciences and Engineering.

Table 3.8 Attendance at academic skills workshops by Faculty (each student once)

Faculty	No. of students	%
AGSM	4	.5
Arts & Social Sciences	137	18.9
Built Environment	36	4.7
COFA	43	5.6
Commerce & Economics	182	24
Engineering	129	17
Law	67	8.8
Medicine	65	8.6
Science	88	11.6
Other	6	.8
Total	757- [*] 51=706	100

*51 students were enrolled in combined degrees

Table 3.9 shows overall student attendance in 2006 by each workshop type. Some workshops were offered on several occasions, particularly conversation and pronunciation. Essay writing workshops remain popular with students, as do workshops on critical thinking and writing. Academic writing for PG ESL students which runs over three weeks was also repeated several times during the year due to demand. In the course of the year, a total of 47 postgraduate research students joined a thesis writing support group and met on at least six occasions with a small group of peers and a Learning Adviser to discuss their thesis writing. This program has been well received by students and their supervisors.

Table 3.9 Attendance at Academic Skills workshops by workshop type

Workshop Type	Total Annual Attendance
Academic Writing for Postgraduate ESL Students	65
Avoiding Plagiarism	21
Conference Presentations	34
Conversation Practice	118
Debate/Discussion Skills	8
Debating for PG ESL students	5
Editing Strategies for PGs	19
English Email Etiquette	1
English Grammar	1
Essay Writing for Undergraduates	70
Finishing a PhD Thesis	8
Grammar Editing	27
Grammar for ESL Students	10
Introduction to Critical Thinking	49
Introduction to Essay Writing	77
Introduction to Oral Presentations	38
Listening and Note-taking	57
Literature Review	69
Literature Review: APP refresher	5
Managing Postgraduate Reading	5
Oral Presentations	10
Presentation Skills	8
Presentations Skills: PGs	7
Pronunciation	84
Reading & Thinking: APP refresher	6
Talk, Exchange, Listen & Learn (TELL)	9
Thesis Proposals: Coursework Masters	3
Thesis Proposals	49

Thesis Writing Support	47
Thesis Writing for COFA	32
Writing a Critical Review: PG/UG	32
Writing a Critical Review : PGs	26
Writing a Critical Review: UGs	11
Writing for Law	56
Written Language Skills	14
Total	1081

3.3 Postgraduate Coursework Day

As many of the postgraduate coursework students are working, it was decided to once again offer a number of relevant workshops for this group of students on a Saturday morning in March. Workshops on essay and report writing, reading and writing critically, grammar and oral presentations were offered. Students were able to attend a maximum of two workshops. As Table 3.10 shows, virtually all of the 140 students who registered for the day attended two workshops. The workshops were very highly rated by the students.

Table 3.10 Overall attendance per topic: Postgraduate Coursework Day

Workshop	Total
Advanced Reading Skills	39
Essay Writing for Postgraduates (2 classes)	74
Grammar in Postgraduate Academic Writing	38
Oral Presentations for Postgraduates	24
Report Writing for Postgraduates	42
Writing a Critical Review (2 classes)	50
Total	267

The majority of the students who attended were enrolled in the Faculty of Arts and Social Sciences with a number of students being from Engineering and Commerce and Economics. Table 3.11 provides a breakdown of the enrolments per student per Faculty.

Table 3.11 Enrolments by Faculty per student: Postgraduate Coursework Day

Faculty	Total
Arts & Social Sciences	43
Built Environment	9
CoFA	6
Commerce & Economics	23
Engineering	30
Law	7
Science	14
Medicine	6
Other	2
Total	140

3.4 Weekend thesis writing workshops

Thesis writing workshops were offered over two Saturday mornings in November for part-time postgraduate research students who were unable to attend courses and workshops during the week. A total of 49 students attended either the Social Sciences and Humanities stream or the Engineering and Science stream. All but three of the attendees were local students. Table 3.12 shows the enrolments by Faculty.

Table 3.12 Attendance at Thesis Writing Workshops by Faculty

Faculty	Total
AGSM	1
Arts & Social Sciences	9
Built Environment	4
CoFA	3
Engineering	7
Law	6
Science	9
Medicine	10
Total	49

4. Faculties

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 indicated, support varies in terms of types of input, intensity and duration, and is a response to a request from the relevant School or Faculty. In 2006, approximately 4020 students accessed Learning Centre support at least once in this way. Enabling Skills academic literacy diagnostic assessments (see Annual Report 2005 for more information) were carried out in Engineering, Psychology and Social Work Postgraduate Programs and are reported on under these Faculties.

4.1 Arts & Social Sciences

4.1.1 ARTS5024 Research Writing and Presentation

Twelve postgraduate research students attended this 14-week, six unit of credit course developed and taught by The Learning Centre.

4.1.2 English

A one-hour workshop on thesis structure and organisation was run for ten Honours students in the School of English.

4.1.3 History

In Session One, Ian Collinson, in association with the School of History, gave a seminar 'Writing for Apprentice Historians' to all first-year history students, a total of approximately 130.

4.1.4 Japanese and Korean Studies

Six students in the combined research methods course attended a one-hour workshop on research writing.

4.1.5 Music and Music Education

A two-hour workshop on abstract writing was run for eight students in the School of Music and Music Education.

4.1.6 Social Work

Undergraduate Program

Linda Burnett and Tracey-Lee Downey of The Learning Centre collaborated with Dr Michael Wearing of the School of Social Work on the production of the 125-page undergraduate academic skills manual, *Academic Skills for Bachelor of Social Work*. 110 copies were printed for second, third and fourth-year undergraduate students.

Linda will provide an introduction to the use of the manual at early lectures in Session One, 2007.

Social Development Postgraduate Program

Linda Burnett continued to work with Dr Eileen Baldry and Dr Eileen Pittaway on an enabling skills program conducted in the *Graduate Programs in International Social Development*, School of Social Work. This involved approximately 70 postgraduate students and had five parts:

- The evaluation of students' academic writing skills in English through the design and administration of a diagnostic test (a contextualised writing task). This was based on a reading specifically selected for its content by Social Development staff.
- The provision of detailed feedback to the students indicating their ratings in the five major criteria categories. Generally, the standard was high (e.g. approximately 75% scored good-excellent in fluency of writing) with the only significant low scores being in critical thinking (where approximately 75% scored poor-fair).
- The provision of follow-up consultations as required. Four-five students made appointments.
- The collaborative revision (see below) and production of the 112-page course manual, *Academic Skills for Social Development Postgraduate Programs* (2nd ed.) Preliminary meetings have been held about the 3rd edition, which will appear in March 2007.
- A brief introduction to the manual and the services provided by The Learning Centre, as well as an explanation of the diagnostic test, given at first lectures in the Social Development program.

Additionally, Linda organised and facilitated a taped discussion among four social work lecturers about critical thinking in their discipline and their expectations of students. This was then transcribed by The Learning Centre and an edited version appears in both the postgraduate and undergraduate manuals.

The School of Social Work funded the marking of the diagnostic writing task (organised by The Learning Centre) and the printing costs of both the postgraduate and undergraduate manuals.

4.2 College of Fine Arts

4.2.1 Design

Ian Collinson and Geoff Quick gave two seminars on writing for nine, fourth-year design students at COFA.

4.3 Engineering

The Learning Centre delivered a wide range of academic literacy and communication skills support to the Faculty of Engineering. This support included guest lectures, team-taught presentations with faculty staff, a series of tutorials as a core component of a course, credit-bearing courses, online resources within WebVista courses and workshops on thesis writing. Large numbers of undergraduate and postgraduate students had some type of face-to-face contact with The Learning Centre via lectures, tutorials, or discipline-specific workshops. At least 700 first-year undergraduate students (who did not have face-to-face contact with the Centre in their courses) had access to discipline-specific academic literacy resources prepared in collaboration with faculty staff either via WebVista PDF resources or via hard copy, school-specific writing/study guides.

The Learning Centre recognises the valuable opportunities to work collaboratively with faculty staff as this leads to improved resources and better contextualisation of issues related to academic literacy for engineering students.

4.3.1 ENGG0380 Academic Discourse in Engineering

Under the *Enabling Skills* policy, students identified as 'at risk' are encouraged to enroll in ENGG0380 *Academic Discourse in Engineering*. This three unit of credit course gives students advanced standing in General Education if successfully completed. ENGG0380 is an elective course which concentrates on developing students' spoken and written communication skills in the professional context of engineering. Assessment is spread over a variety of tasks including short written pieces, a book review, a topic-based report, and oral presentations.

In Session One, implementation of a diagnostic academic literacy activity for all first-year engineering students was not possible due to the commencement of a new course (ENGG1000) across the faculty. In Session Two, it was possible to review samples of 51 students' writing and 12 students were identified for referral to ENGG0380.

The course was offered in Session Two, 2006. Three students completed it, two of whom were first-year BEng students with the third being a PhD student in Mechanical and Manufacturing Engineering.

Student feedback about the course materials was positive. However, the undergraduate students felt they did not improve as much as they had hoped. As they were already doing 24 units of credit, they struggled with the extra workload, and would have preferred a weekly (rather than fortnightly) class to help keep them motivated. They also requested a larger class so they could have more interaction with fellow students. The small number of students enrolling in the course was mainly due to difficulty in identifying and referring students who would benefit.

4.3.2 ENGG1000 Design and Communication in Engineering

In 2006, the Faculty delivered a new, faculty-wide course for commencing engineering students. Students were free to choose a design project from any school. The Learning Centre continued to liaise with schools on an individual basis, as schools had designed specific curricula for students around school-based project streams. WebVista resources were available to all students enrolled in ENGG1000 (956 students in Session One; 51 students in Session Two). The resources included PDF files on aspects of report writing and oral presentations. These resources were adapted from previous hard copy writing and speaking guides developed for the schools of Mining, Electrical Engineering & Telecommunications and Mechanical Engineering. Links to The Learning Centre resources and to external online resources on report writing and thinking strategies were also included. The Learning Centre input for ENGG1000 is detailed under each school. The ENGG1000 team (including Pam Mort) received a 2006 Teaching Staff Excellence Award from the Dean of Engineering in December 2006.

4.3.3 Chemical Sciences and Engineering

INDC3110 Industrial and Environmental Chemistry.

In Session One, The Learning Centre taught an eight-week (16 hours) communication skills component of the course to instruct 15, third-year students on the preparation of a large factory visit report and a formal group presentation. The lecturer in charge co-facilitated the initial and final class. Students received extensive feedback on their written reports

and group presentation skills from the Learning Adviser and the lecturer in charge. Five students (four NESB, one ESB) were advised to use the Centre's services to further improve their communication skills.

CEIC1000 Sustainable Product Engineering and Design

In Session Two, Pam Mort, the Learning Adviser involved, together with the course lecturer, co-facilitated a two-hour (repeated once) tutorial on two topics: 'Group work and communication skills' and 'Keys to clear communication: writing, and speaking'. A total of 82 first-year Chemical Sciences and Engineering students were enrolled in the course.

CEIC8312 Safety and Communication in the Process Industries.

In Session Two, The Learning Centre delivered the course component *Research Management and Communication Skills* to 25 research students (PhD and MEng). The compulsory course was run over 14 weeks (28 hours) and students were instructed on tools and strategies for project management, and how to improve their written and spoken communication skills. Assessment tasks included a draft and final, detailed thesis proposal, log book presentations, mini presentations and a formal thesis proposal talk. Extensive feedback on draft and final writing and speaking was provided by the Learning Adviser and two tutors provided by the school. While all students passed the course (graded satisfactory/unsatisfactory), eight students (all NESB) were advised to continue using The Learning Centre services to develop their communication and language skills.

4.3.4 Civil and Environmental Engineering

CIVEN1021/1721 Civil Engineering Practice/Environmental Engineering Practice.

In Summer Session, two lectures/tutorials (total of four hours) on report writing and academic conventions were delivered to 12 first-year, B Eng students. Due to the new engineering faculty course, ENGG1000, these courses are no longer offered.

ENGG1000 Design and Communication in Engineering (Civil/Environmental projects stream).

In Session One, a 1.5 hour repeat lecture (three hours in total) was team taught with the lecturer in charge to 162 first-year engineering students. The lectures introduced important basic principles of report writing and academic conventions and provided students with a 14-page resource on report writing.

CIVEN3023 Civil Engineering Practice 3A

A one-hour, interactive, guest lecture on collaborative writing and refresher on report writing skills was delivered to 100 third-year students.

CIVEN4030 Honours Thesis Part A

Between 40 and 60 fourth-year students attended three tutorials (a total of 4.5 hours) on writing a literature review and structuring the thesis. In collaboration with the lecturer, a model thesis was used to develop resources. However, a number of students were not conducting experimental work in their thesis and did not find the resources as helpful as students who were conducting experimental research did. There is a need to research and develop resources for non-experimental theses in engineering.

4.3.5 Computer Science and Engineering

COMP9910 Research Management and Communication Skills

In Session Two, The Learning Centre delivered this six unit of credit course to 32 PhD and MEng research students over 14 weeks (42 hours). Students were instructed on tools and strategies for project management, and for how to improve their written and spoken communication skills. Assessment tasks included a draft and final detailed thesis proposal, literature review, log book presentations, poster presentations, mini presentations and a formal thesis proposal talk. Extensive feedback on draft and final writing and speaking was provided by two Learning Advisers and one tutor from the school. While 30 students passed the course (graded satisfactory/unsatisfactory), two students received an unsatisfactory grade. Of the 32 students, nine (all NESB) were advised to continue using The Learning Centre services to develop their communication and language skills.

4.3.6 Electrical Engineering and Telecommunications

ELEC4011 Ethics & Electrical Engineering Practice

In Summer Session, a two-hour exam skills tutorial was delivered to six fourth-year students who were re-sitting an ethics exam they had failed or missed. The lecturer provided sample questions and answers from past exam papers. These were used to discuss topics such as analysing the question, organising your thoughts and writing for exams. Five students were NESB and one was ESB. Results were promising with students improving by over 100% in their exam marks.

In Session Two, a similar tutorial (one hour) was delivered to all students enrolled in ELEC4011 (60 students). A Learning Adviser team taught with

the lecturer. Topics covered included question analysis, taking a position, structuring an argument and the basics of clear paragraphs.

4.3.7 Graduate School of Biomedical Engineering.

ENGG1000 Design & Communication in Engineering (Biomedical engineering projects stream)

In Session One, The Learning Centre team-taught a two-hour interactive lecture with the lecturer on writing design reports, and involved the students in reflecting on their collaborative writing experience in the course. About 40 of the 80 students enrolled in the projects attended the lecture and gave positive feedback on the usefulness of the lecture and the notes.

4.3.8 Graduate School of Engineering

GSOE9400 Engineering Postgraduate Research Essentials

This course is compulsory for all new research students in the Faculty of Engineering (110 students Session One, 75 students Session Two). In both sessions, The Learning Centre assisted in facilitating parts of Day One and Day Two of the course. The Learning Centre also staffed optional workshops (Days Four and Five) on oral presentation skills and writing the research overview assignment, which about 40% of the students chose to attend (55 Session One; 28 in Session Two). The Learning Centre also assisted in observing and providing feedback on oral presentations and organising peer tutors for feedback on the written task. The Learning Centre input came to 56 hours over both sessions. In Session Two, seven students were identified as needing to further develop their written and spoken communication skills and were advised to enrol in GS0E9405.

GSOE9405 Research Management and Communication for Engineers

This three unit of credit course is similar to CEIC8312 and COMP9910 and is offered each session. Students can enrol anytime during their research candidature and, depending on their research writing stage, the assignment tasks are negotiable. In Session One, 12 students completed the course (11 passed, one incomplete/fail). In Session Two, 14 students enrolled but only eight completed the course.

Thesis Writing for Engineering - Workshop Series

In Session Two, a series of four workshops (eight hours in total) on thesis writing were delivered via the Graduate School of Engineering. Twenty-

seven students attended the workshops while one student (ESB) is currently completing the workshops in distance mode. Seven students were native speakers and 20 were NESB. The workshops required students to bring theses recommended by their supervisor for analysis of rhetorical structures, text conventions and language features. Topics covered included cohesion across the thesis, writing to persuade, finding your voice and alternative ways to structure a thesis. Students received a number of handouts and additional reading material for revision and preparation for the workshops. Students believed they gained an increased awareness of readers' needs, an increased motivation to write their thesis and an increased awareness of strategies that writers use to complete a substantial text.

4.3.9 Mechanical and Manufacturing Engineering

The *In a Nutshell: Guide to Writing and Speaking* was given to 220 first-year students early in Session One.

4.3.10 ENGG1000 Design and Communication in Engineering (Mixed projects stream)

In Session Two, the School took responsibility for running ENGG1000 for the mid-session intake of 51 students. The Learning Centre team taught three lecture/tutorials (a total of 4.5 hours) that included instruction on writing design proposals and design reports, explanation of academic writing conventions, and feedback on strengths and weaknesses in the group written design proposals. As part of the Enabling Skills policy, The Learning Centre also identified 12 students to recommend for ENGG0380.

4.3.11 Mining Engineering

ENGG1000 Design and Communication in Engineering (Mining projects' stream)

In Session One, a Learning Adviser and faculty lecturer team taught eight hours of tutorials to 48 students. Topics included The Learning Centre services and resources, documenting the design process, working in groups, report structure and conventions, the writing process and poster design. Consultation time with a Learning Adviser was also scheduled during the course. Three groups attended to receive feedback on their draft group design report and to clarify questions about academic conventions. The Learning Adviser also attended the design testing day and participated in judging the group posters.

Writing a Literature Review

Two, two-hour workshops (total four hours) on mapping the research topic and organising the literature review were delivered to 25 fourth-year mining students. The majority of mining students are ESB. Past theses from the school library were used to demonstrate concepts and stimulate discussion.

4.3.12 Photovoltaic and Renewable Energy Engineering

In Session One, the School *Guide to Writing and Speaking* developed by The Learning Centre was given to all new students by the School.

Thesis Writing Workshop

A three-hour tutorial on thesis writing was delivered to 13, fourth-year students. The majority of the students are from an English speaking background and the tutorial was very lively with many questions on referencing, plagiarism, organising the literature review and clarifying the research problem. Students received a 30-page guide on thesis writing that was prepared in collaboration with the School. This guide incorporates examples from an HD thesis that models structures, language features and conventions required in the BEng thesis.

4.4 Law

4.4.1 Law Peer Tutor Program

Since its inception in 1998, the Law Peer Tutors' program has proved to be of substantial benefit for both the first-year students who participate in the program and the Law Peer tutors themselves. Evaluations undertaken in 2005 and 2006 reveal high satisfaction levels, both in terms of the academic skills development and the acculturation to studying law. During the year, 16 Law Peer Tutors and over 130 students took part, at some stage, in the program. An article entitled *Optimising the First Year Experience in Law: The Law Peer Tutor Program at the University of New South Wales* was co-authored by Dominic Fitzsimmons, Simon Kozlina (Faculty of Law UWS) and Prue Vines (Faculty of Law UNSW) and appeared in the December 2006 volume of the *Legal Education Review*.

4.4.2 Law Peer Tutors' Handbook

The *Law Peer Tutors' Handbook* continued to be received well and a number of excellent recommendations from current Law Peer Tutors will

be included in the next edition. The *Handbook* was written and developed by Dominic Fitzsimmons as part of the training for the Law Peer Tutors. Law Peer Tutors participate in a half-day training session prior to Session One and then meet each fortnight for critical reflection and added skills development. The *Handbook* contains two sections: information and possible activities for the Law Peer tutors; and handouts on academic skills for the students who participate in the program.

4.5 Medicine

4.5.1 Undergraduate Medicine Program: Foundations

Five Learning Centre staff developed and taught a two-hour report writing workshop to the 20 groups of students in the foundations phase of the new medical curriculum. A total of about 200 students attended. The workshop focused on the report writing component of the Foundations program, enabling students to peer review each other's draft reports, and also dealt with academic integrity and avoiding plagiarism. Assessment criteria for the task were drawn up by The Learning Centre and provided to the students and Faculty staff.

4.5.2 School of Medical Sciences

A total of 36, third-year pathology students attended two lectures on collaborative learning and presentations skills, plus individual small group follow-up consultations. Twelve group meetings were held with Gwyn Jones, the Learning Adviser involved. These meetings were highly valued by 92% of the students surveyed.

4.5.3 School of Public Health and Community Medicine

PHCM9100 Academic Skills

This academic skills course is a credit-bearing course designed and taught by The Learning Centre. It is a compulsory elective for international postgraduate coursework students in the Masters of Community Medicine and Health Service Management. In Session One, 12 students attended the course, while in Session Two, 14 attended the 12 week, two-hour per week course.

4.5.4 Writing in Pathology Pilot Project

In Session Two, The Learning Centre was involved in developing and trialing an Academic Writing Skills study kit for 140 second and third-year

students enrolled in Pathology 2100. These students came from the Schools of Medicine, Sports Science and Pathology. The focus of this intervention was improving the structure and quality of the major written report assessment. There was a marked improvement in the structure of the finished reports. However a number of issues were highlighted, including the assessment task itself, the writing of critiques in the field of pathology, and plagiarism issues. These issues will require further investigation.

4.5.5 Rural Clinical School

Learning Centre staff conducted a two-hour academic skills debrief workshop for 12, at risk, first-year medical students. The outcome of the workshop will be the foundation of a concurrent academic support course to be run in 2007.

4.6 Science

4.6.1 Aviation

AVIA1321 Fundamentals of Aviation

In Session One, The Learning Centre co-facilitated two, four-hour lectures with the course lecturers on learning styles, group work skills, report writing, academic conventions and oral presentation skills. Two Learning Advisers also co-chaired five hours of group oral presentations and gave extensive feedback to the presenters. In the lectures, 75 first-year students received The Learning Centre handouts, and past model reports (available in WebVista) were discussed to illustrate concepts. Most students were NESB and a number of group presentations revealed a need for students to improve their oral communication skills.

AVIA2210 Aviation Human Factors 2

In Session Two, a Learning Adviser and a librarian delivered a one-hour interactive lecture on APA Style and finding sources for a report assignment. 76 students in their second year attempted a quiz and a couple of students were able to practise a keyword search in front of the class. Students were engaged, valued the interaction and also the attending lecturer's comments on student performance and lecture content.

4.6.2 *Biotechnology and Biomolecular Sciences (BABS)*

BABS Honours Introduction to Honours and Scientific Research

As part of the introduction/orientation program offered in O-week each session, The Learning Centre delivered a five-hour workshop on thesis writing for fourth-year students. There were 33 students in Session One and 15 students in Session Two. About 50% were NESB with slightly more females than males. Students received a detailed thesis writing handout plus additional Learning Centre handouts. The school provided access to the thesis collection and these texts were used for discussion of features, structure and conventions in thesis writing. The students were very engaged, asked many questions and were comfortable to critique past theses and reflect on their own writing approach.

BIOS2011 Evolutionary and Physiological Ecology

In Session One, The Learning Centre co-presented a two-hour workshop on exam skills to 100 students (2nd to 4th yr). The workshop was held during scheduled lab time. Topics explored included study strategies for essay exams, analysing exam questions, critiquing sample answers (poor and good). Students also attempted writing exam answers to practice questions and were given feedback from the Learning Adviser and the lecturer. Feedback from the lecturer was that while most students showed improvement in synthesizing ideas and concepts in the exam, there was still a small group of students who were unable to grasp the requirements of the exam. At this point there has been no further exploration of the nature of the problem for these students.

4.6.3 *Psychology*

The Enabling Skills program was repeated in Session One. An in-class critical writing task was administered to 747 PSYC1001 students. Sixty students, whose scores were in the lowest bands, were invited to attend a series of workshops. Two, hour-long classes were offered on Wednesdays from weeks six to ten—a total of 5 hours per student. A total of 24 students attended these workshops while another six students engaged in the distance mode.

4.6.4 *School of Optometry and Vision Sciences*

Following her previous work in this school, Linda Burnett gave individual consultations (online or face-to-face) to three postgraduate optometry students.

5. Pre-Sessional and Preparatory Programs

5.1 University Orientation and Study Skills (UOSS)

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 20 and meet weekly for two hours. A total of 169 students enrolled in Session One and 158 students in Session Two.

5.2 Academic Preparation Program (APP)

The Learning Centre again provided the 56-hour *Academic English and Communication Skills* component of the AusAid sponsored *Academic Preparation Program* for international scholarship students. The three-week course, run prior to Session One, was attended by 30 international postgraduate students, while in July, 21 students attended prior to Session Two. International Students Services (ISS) received feedback from AusAid that students were requesting ongoing revision and expansion of concepts and skills learnt in the preparation programs offered in Australia. APP students at UNSW currently have access to (and attend) The Learning Centre workshops, consultation services and resources. At the request of ISS and following discussion with the students, two follow-up workshops of two hours each (a total of four hours) were offered to AusAid students at UNSW during Session Two. Five students attended a 'literature review refresher' workshop and six students attended a 'reading and thinking' workshop. In consultation with the students and ISS, a series of compulsory follow-up workshops are planned for 2007.

5.3 Commerce and Economics Preparatory Program (CEPP)

The Faculty again requested Learning Centre assistance in developing and teaching the academic skills component of this preparatory program for

indigenous students, which was launched in 2004. Four students attended over several weeks.

5.4 Indigenous Pre-Law Program

The Learning Centre, in collaboration with the Faculty of Law, again developed and facilitated the academic study skills component of the pre-law program for indigenous students. In November, Dominic Fitzsimmons contributed over 60 hours to the program in teaching academic skills and content-based sessions, as well as organising the timetable, marking and giving feedback on assignments, writing reports and contributing to the Admission Committee. Nine students began the program and eight completed the intensive four-week program.

5.5 Indigenous Preparatory Medical Program

Nine students attended the academic skills component of this program for indigenous students taught by Gwyn Jones. The program was held at the end of Session Two and was offered over four weeks for a total of 12 hours. A study kit was developed for this program.

5.6 Indigenous Preparatory Social Work Program

Five students took part in the pre-session program for prospective students. It was held in November over four weeks for a total of 18 hours of Academic Skills tuition. A study kit was also developed for this program.

6. Learning Centre Web and Resource Development

In 2005, The Learning Centre website was redesigned and restructured for the first time since its initial construction in 1998. The site was redeveloped in order to comply with the UNSW website policy, which outlines standards and guidelines for content, branding and accessibility, and to reflect changes to, and expansion of, the Centre's services and resources.

The new website was launched at the beginning of 2006. As the total number of pages was reduced, a possible drop in page request numbers could have been anticipated. However, the number of page requests registered an increase of 37.8%, possibly due to improved site navigation and design (see Table 6.1).

During 2006, requests received by The Learning Centre website <http://www.lc.unsw.edu.au/> increased significantly. The most popular section of the website remained the online study skills resources. This section received 676 226 requests for pages and downloadable PDF files, an increase of 49% over the previous year.

Table 6.1 provides a monthly breakdown of page requests per sections of the website, comparing 2006 page requests to 2005 figures. Many users accessed The Learning Centre website directly, were referred through WebCT, or followed links from other UNSW sites (see Table 6.3). Many other users accessed the site as a result of search engines, or followed links from other universities.

Table 6.1: Total number of page requests to The Learning Centre website: January-December 2005 and 2006

	2005	2006
January	24 772	35 441
February	38 451	42 843
March	59 849	80 135
April	53 110	73 009
May	50 704	77 387
June	35 291	50 652
July	33 653	46 303
August	45 199	61 176
September	40 066	55 599
October	46 734	60 967
November	35 229	52 352
December	26 797	39 362
Total	489 855	675 226

Table 6.2 highlights increased activity on specific sections of the website over the year, comparing 2005 and 2006 figures. The Plagiarism and Academic Integrity website

<http://www.lc.unsw.edu.au/plagiarism/index.html> developed by The Learning Centre for the University showed a substantial increase in traffic over 2005. As Table 6.2 also indicates, the most popular section of the site remains the online academic skills resources which registered an increase of over 120 000 page requests compared to the previous year.

First Steps, <http://www.lc.unsw.edu.au/firststeps/>, the transition to university study resource launched in 2004, is being regularly visited, as Table 6.2 shows, with peaks at the beginning of each session. In 2006, this site underwent substantial revision with the addition of new information addressing the needs of non-school leaver (mature age) students.

6.2 Specific areas within The Learning Centre website 2005/6

	Plagiarism & Academic Integrity		Online resources		First Steps		Using a case study workshop	
	2005	2006	2005	2006	2005	2006	2005	2006
January	136	2660	13363	14 198	2256	8882	987	1467
February	1164	3099	17 615	18 378	6151	6091	1224	1651
March	4813	5628	27 682	37 912	4573	5020	1730	2152
April	3181	4713	29 817	40 428	1567	3631	1452	1536
May	2287	4639	29 552	43 780	1480	3949	1855	1869
June	1585	4138	20 464	28 979	1371	2313	1102	1572
July	3135	3281	15 742	24 757	1851	2653	926	1332
August	3432	3810	22 931	33 573	1532	3110	1551	1445
September	2089	2322	23 202	34 983	1243	2051	1466	1811
October	2986	2639	27 536	39 934	999	1767	2063	1656
November	2184	2353	19 562	34 946	1308	2141	1663	1744
December	1890	1864	12 757	24 814	1898	2662	1475	1289
Total	29260	41146	252447	376682	27807	44270	17338	19524

In March 2006, a detailed analysis was carried out to determine how website users access The Learning Centre site. This data provides an interesting window into the referral routes users follow to access the website. Four main types of referrer were identified: UNSW websites; search engines; universities, schools and colleges within Australia; international universities, schools and colleges. Table 6.3 provides a breakdown of the main access paths from within UNSW itself for March 2006. Many students are now accessing Learning Centre information from within WebVista.

Table 6.3 Visits by the UNSW Community: One Month Snapshot (March 2006)

Page requests from UNSW Referrers*: March 2006	
No. of page requests	Referrer
1, 283	UNSW Corporate Site Search Engine
1, 708	UNSW WebCT Homepage
376	UNSW WebCT VISTA Support page
339	MBT Program, online classes
315	ELISE
224	UNSW Arts Faculty Homepage
222	Future Students page, UNSW Corporate site
147	School of Physics UNSW
137	Faculty of the Built Environment
124	ADFA Library
103	Faculty of Commerce & Economics (EDU page)
88	UNSW Library (Study Skills page)
46	COFA
34	MyUNSW portal
30	UNSW Counselling
27	UNSW Directory
23	School of Electrical Engineering and Telecommunications

(*The web pages/ sites from which users followed links)

A new brochure on writing an *Annotated Bibliography* was produced and made available to students in print and online formats http://www.lc.unsw.edu.au/onlib/pdf/anno_bib.pdf

7. Sessional Staff Development

The Learning Centre continued to run tutor training workshops for Postgraduate Research students in the Faculty of Engineering at the request of the Faculty. Five, four-hour workshops were offered in 2006 for about 100 students. A shorter workshop was run for 13 new Psychology tutors at the beginning of Session One.

8. Participation in Initiatives of the Division of the Deputy-Vice-Chancellor (Academic)

The Learning Centre continued to participate actively in divisional initiatives to enhance student learning.

8.1 Foundations in University Learning and Teaching (FULT)

Sue Starfield again participated in Day One of the FULT program, which is now compulsory for all new academic staff. She took part in three of the programs offered during the year.

8.2 Learning and Teaching Awards

Sue Starfield and colleagues from the Faculty of the Built Environment continued to work on their learning and teaching project, examining the self-directed research process in the graduation year in all undergraduate programs within the Faculty.

8.3 Graduate Certificate in Learning and Teaching

Sue Starfield again co-taught the *Student Learning* module of the *Graduate Certificate in Learning and Teaching*, which is a compulsory module of the Certificate that is offered to the University's teaching staff. The module is offered in each session and is taught in two, day-long blocks.

8.4 UNSW Compendium of Good Practice in Learning and Teaching

Sue Starfield continued to review articles for the *Compendium*, an internal UNSW publication, and remained a member of the Editorial Board.

9. Papers Published

Fitzsimmons D, Kozlina, S & Vines P, 2006, 'Optimising the First Year Experience in Law: The Law Peer Tutor Program at the University of New South Wales', *Legal Education Review*, 16 (1&2), 99-124.

Mort P, & Holloway L, 2006, Supporting the PhD: Genre and moves in engineering theses introductions, in *Supporting Learning in the 21st Century*, refereed proceedings of the 2005 Annual International Conference of the Association of Tertiary Learning Advisers, Aotearoa/New Zealand (ATLAANZ), Nov 15-17, University of Otago, Dunedin, pp.192-204.

Starfield, S & Ravelli, L J, 2006, 'The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist': Self and structure in New Humanities research theses. *Journal of English for Academic Purposes*, 5 (3), 222-243.

10. Conference presentations by Learning Centre Staff

Ian Collinson presented a paper titled *'It's just music, it's not like we're giving them AK-47s...': popular music, white supremacy and the Olsen twins of hate*, at the national conference of the International Association for the Study of Popular Music (ANZ Branch) held at JMC Music Academy, Sydney 23rd-25th June.

Sue Starfield and Louise Ravelli presented a paper titled *Generic moves in doctoral dissertation introductions: History and sociology* at the 2006 American Applied Linguistics Conference in Montreal.

11. Contribution to the University, the Profession and the Community

11.1 Courses and Careers Day

The Learning Centre participated in Courses and Careers Day in September and Ian Collinson gave a talk on managing the transition from school to university.

11.2 Info Day

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

11.3 Graduate Research School

Sue Starfield presented a talk titled *From Finish to Start: Writing your thesis with the end in view* at the Graduate Research School Thesis Submission Seminar in September at which several hundred students were present.

11.4 International Student Services

Sue Starfield gave a talk on Learning Centre support for research students to a group of international postgraduate research students.

11.5 Orientation

The Learning Centre participated in the orientation session for new postgraduate research students in Sessions One and Two.

The Learning Centre participated in orientation sessions for postgraduate coursework students prior to Sessions One and Two.

The Centre also took part in the Faculty of Arts and Social Sciences orientation for its own postgraduate research students in Session One.

The Learning Centre participated in the Smart Start orientation for Access students.

11.6 Membership of University Committees and Working Groups

Sue Starfield was a member of the Undergraduate Studies Committee and attended the Committee on Education.

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

Valerie Caulcutt and Coralie Venus were members of the Divisional Level 2/3 Occupational Health and Safety Committee Group.

Sue Starfield was a member of the Student Equity Network; the Student Services Reference Group and the Disability Education Standards Working Party.

Sue Starfield was asked to join the organising committee of the *International Society for the Scholarship of Teaching and Learning (ISSOTL)* 2007 conference to be hosted by UNSW.

11.7 NSW Learning Centres' Interest Group Meeting

Pam Mort attended two meetings of the New South Wales' Learning Advisers' Interest Group; one at the Bathurst Campus of Charles Sturt University in September and another at the North Sydney Campus of the Australian Catholic University in December. Sue Starfield also attended the December meeting and gave a presentation on the Enabling Skills project.

A new professional body of Learning Advisers, the Association for Academic Language and Learning was set up to provide a forum for professional development, networking, and information for academic language and learning professionals (<http://www.aall.org.au/about/>) working in tertiary institutions.

11.8 Shalom College

Dominic Fitzsimmons conducted two workshops in academic skills for Shalom College. He discussed better ways of integrating academic skills into the current tutor system at Shalom College with Bronwen Issit.

11.9 Reviewing of journal and conference papers

Sue Starfield was invited to join the editorial board of the *Journal of English for Specific Purposes*.

Pam Mort and Sue Starfield each reviewed papers for the 2006 Communication Skills in University Education conference.

Sue Starfield reviewed articles for a number of journals including *English for Specific Purposes*, *Journal of English for Academic Purposes* and *Applied Linguistics*.

11.10 Presentation to AUQA auditors

Sue Starfield was asked to give a presentation to new auditors for the Australian Universities Quality Agency (AUQA) on the *International English Language Testing System (IELTS)*.

12. Professional Development Learning Centre Staff

Dominic Fitzsimmons continued undertaking the modules needed to complete the Foundations in University Learning and Teaching (FULT).

Ian Collinson completed two of the requisite four subjects in the *Graduate Certificate in University Learning and Teaching*. He will complete the Certificate in 2007.

Pam Mort attended five WebVista training workshops and received accreditation as a designer, instructor and teaching assistant.

Sue Starfield attended an AVCC workshop on 'New learners and the university' in November.

13. Visitors to The Learning Centre

Dr Judith Lamie, Director of International Strategy, University of Birmingham, visited The Learning Centre in May on a U21 fellowship as part of her investigation into the production and implementation of international strategies in the UK, Australia and New Zealand.

Laurie Ransom, Manager, Language and Learning Skills Unit, University of Melbourne, spent a morning at The Learning Centre as part of a benchmarking study being carried out amongst a number of Australian Learning Centres.

Julie Trafford, Acting Deputy Director, Student Learning Centre, University of Auckland, visited The Learning Centre in July as part of an investigation into how consultations and workshops are managed.

Professor Chiaki Yokoyama, Director, Keio Research Centre for the Liberal Arts at Keio University, visited The Learning Centre in March. She was particularly interested in the Centre's peer writing assistant program.

Pin Pin Yeo, Information Services Manager, UNSW Asia Library, was a visitor to The Learning Centre in October as part of a familiarisation visit to UNSW Sydney.

Amy Wilson of the Flexible Learning Unit at the Bay of Plenty Polytechnic, Tauranga, visited The Learning Centre and demonstrated the online booking system and SMS reminder services that her department uses.