

# The Learning Centre Annual Report 2015

Never Stand Still

Student Life and Learning



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# 1. Introduction



In 2015, The Learning Centre continued to focus on providing academic skills support to students at all levels of study to enable them to fully participate in student life at The University of New South Wales.

The Centre had a busy 2015 as will be seen by the range of activities its staff was involved in throughout the year. Highlights of the year included the launch of Academic Writing Month (AcWriMo) and the Working with Academic Integrity project (see 7.2.1 for more detail).

For the first time, UNSW joined AcWriMo, a month-long writing event that takes place in the month of November. Facilitated by Sue Starfield and Claire Aitchison, the month consisted of workshops, consultations and writing boot camps for HDR students (see 3.6.8 for more detail).

The Working with Academic Integrity project was developed by The Learning Centre through DVCA project funding. The blended learning project produced and trialled six innovative Moodle Modules with both an

Embedded and Directed application. The modules are being used to support students who have been identified as having plagiarised in Faculties and was trialled in a number of discipline-based courses in an embedded mode. The embedded module serviced over 1500 students while the directed module serviced over 70 students (see 7.2.1 for more detail).

Sue Starfield and her colleagues Professor Brian Paltridge and Associate Professor Louise Ravelli, launched their edited book *Doctoral writing in the creative and performing arts: The researcher/practitioner nexus*. Faringdon, UK: Libri (2014) at the Sydney College of the Arts.

Academic Skills sessions during Orientation Week proved very popular and were attended by several hundred students prior to each session.

Maria Zueva, one of The Learning Centre's long-standing Learning Advisers, resigned in November for personal reasons. We wish her well. Existing staff members were appointed to this position. Bronwen Phillips was appointed to an ongoing three-day position and Jamie Roberts added two days to his existing position, making it full time.

Student engagement with The Learning Centre's central services attracted large numbers of students both face-to-face and online, including nearly four million visits to the online academic skills pages. The award-winning Peer Writing Program was in high demand from students with the Learning Centre not always able to respond to the demand at peak times (more information is available in 3.1). Student interest in the General Education course GENY0001/0002/0003 *Academic Skills Plus* continued to grow with 124 students taking the course over the year. Student attendances at central services totalled 4289.

Through the Faculty-based programs described in Section 4, 5378 students engaged on at least one occasion with a Learning Adviser. For many of these students the engagement was sustained over an entire semester.

Preparatory programs proved popular with students seeking to access university study with 787 students engaging in a variety of programs of varying duration and intensity (see Sections 5 and 6).

The Learning Centre's highly committed staff once again enabled the Centre to deliver academic skills support to UNSW students well beyond the limitations that the number of FTE staff might suggest.



## 2. Staff



### Director

#### **Sue Starfield**

BA MA PhD Wits, LèsL MèsL DEA DPFE Paris III

### Learning Advisers

#### **Bronwen Phillips**

BA (Hons) UNSW, Dip Inf Management UNSW, Grad Cert in University Learning and Teaching UNSW (.8 fixed term contract)

#### **Claire Aitchison**

PhD, UTS, MEd, University of Sydney, BEd., Dip T. UniSA (.2 fixed-term contract)

#### **Dominic Fitzsimmons**

BA/LLB (Hons) PhD UNSW, GradCert in University Learning & Teaching UNSW (Full-time continuing)

#### **Gwyn Jones**

BA WLU, BEd Tor, MAEdAdmin CertTESOL UNSW (Full-time continuing)

#### **Jamie Roberts**

BA (Hons) UNSW, PhD UNSW (.6 continuing)

#### **Linda Burnett**

BA Adel. M.LITT.UNE, PhD UWS (.6 continuing)

#### **Pam Mort**

BA DipProfArtStud. City Art Institute, GradDipEd Nepean C.A.E, RSA TEFL Cert, MA Linguistics Syd. (Full-time continuing)

#### **Yvette Selim**

BMedSc and LLB, UNSW, MA (Bioethics) Monash, MA (Conflict Resolution) Bradford, PhD UNSW (.2 fixed term contract)

#### **Helen Farrell**

Dip. Teaching; BA Syd, MA (Ling) Macq (.4 fixed term contract)

#### **Shivaun Weybury**

BA (Hons), SCU, PhD, UNSW (.4 continuing on maternity leave 2015)

#### **Maria Zueva**

DipHEd Thames Valley, GradDip Otago, DipTESOL MA Victoria (Full-time continuing on leave without pay in 2015)

### Learning Adviser (Mathematics)

#### **Catheryn Grey**

### Finance and Administrative Manager

#### **Valerie Caulcutt**

Diploma of Business, Australia College of Commerce & Management, Cert IV in Business Administration, NSW (Full-time continuing)

### Student Information Officer

#### **Jenifer Mendoza**

BBus Marketing UWS (Full-time continuing)

### Learning Resources Developer

#### **Tracey-Lee Downey**

Design Cert Syd I.T, BA (Hons) UNSW (.8 continuing)

### Researcher

#### **Jacinta Kelly**

BA (Hons) UNSW, PhD UNSW (Casual)

### **University Orientation and Study Skills Tutors**

Dominic Fitzsimmons  
(Coordinator)  
Lucia Cortese  
Tracey-Lee Downey  
Mifanwy Hudson  
Jamie Roberts  
Sam Hartridge  
Anisha Gautam  
Stephen Owen  
Sam Keenan  
Daniel Innocenti  
Matt Haultain-Gall

### **UNSW Prep Program Tutors**

Dominic Fitzsimmons  
(Convenor)  
Jacinta Kelly  
Yvette Selim

### **Academic Preparation Program Tutors**

Pamela Mort (Coordinator)  
Bronwen Phillips  
Daniel Hempel  
Tracey-Lee Downey  
Anisha Gautam

### **UPP Mathematics Skills Tutors**

Catheryn Grey  
Jacqueline Gruszka  
Vicki Likourezos

### **UNSW Prep Mathematics Skills Tutors**

Suzanne Myers  
Jacqueline Gruszka

### **Mathematics PWA**

Chloe Tefas

### **Academic Skills Plus (GENY0001, GENY0002, GENY0003)**

Jamie Roberts (convenor)  
Tracey-Lee Downey  
Mariam Farida  
Helen Rydstrand  
Caitlin Hamilton  
Maia Gunn-Watkinson

### **Peer Writing Assistants**

Dominic Fitzsimmons  
(convenor)  
Anisha Gautam  
Matt Haultain-Gall  
Isobelle Barret Meyering  
Christopher Oakey  
Jacinta Kelly  
Emily Chandler  
Wilfred Brandt  
Mariam Farida  
Yvette Selim  
Lisa Dowdall  
Emilie Auton  
Caitlin Hamilton  
Helen Rydstrand  
Daniela-Lee Smith  
Tanya Thaweeskulchai  
Kelly Royds  
Jacqueline Dalziell  
James Keating  
Maia Gunn Watkinson  
Holi Birman  
Daniel Hempel  
Matthew Wilkinson

### **Conversation Café**

Bronwen Phillips (convenor)  
Daniel Hempel  
Maia Gunn Watkinson  
Kris Shalvey  
Samudhya Jayesekara  
Andrew Filocamo  
Emily Chandler

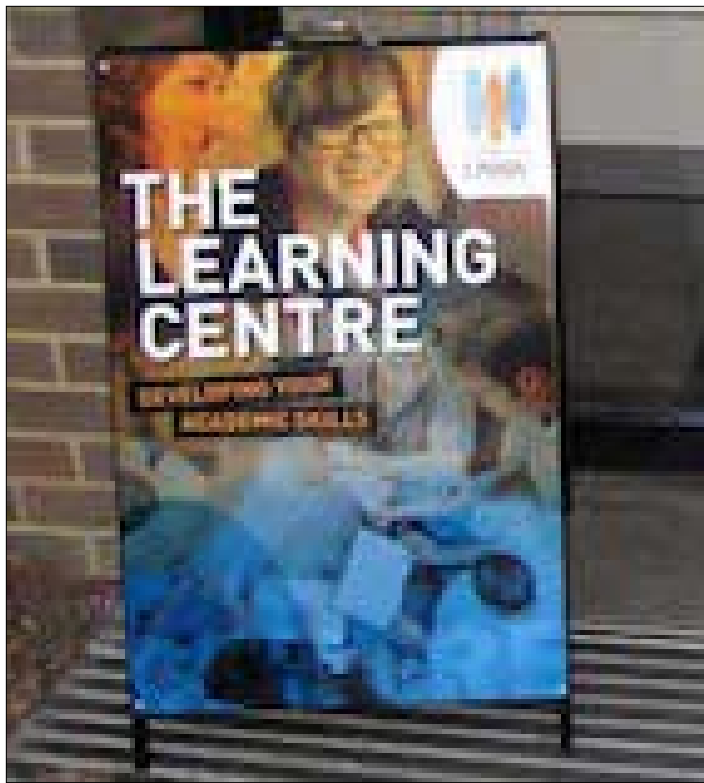
### **Law Peer Tutors**

Dominic Fitzsimmons  
(convenor)  
Alyce Kliese  
Daniel Chun  
Alessia Morgan  
Michael Johnson  
Kevin Chen  
Miles (Yingzhen) Ma  
Jenny Yeung  
David (Yaoming) Yang  
Prashant Ramkumar  
Hasan Mustapha  
Michael Tran  
Kelly Seo  
Ming Gu  
Catherine Chan  
Lisa Liang  
Marie Iskander  
Giuliana Burgos-Portugal  
Arjun Khullar  
Madeleine Frith

### **U@UNSW Tutors**

Jamie Roberts (convenor)  
Helen Rydstrand  
Mariam Farida  
Naomi Riddle  
Tanya Thaweeskulchai  
Emilie Auton  
Jasmin Kelaita  
Matt Wilkinson  
Lisa Dowdall  
Maia Gunn Watkinson  
Andre Eliatamby  
Kelly Royds  
Jacqueline Dalziell  
Myvanwy Hudson  
Eve Carroll-Dwyer

### 3. Centrally-based Language and Academic Skills Support



The Learning Centre also offers a credit-bearing General Education Course GENY0001, GENY0002, GENY0003 *Academic Skills Plus* in Semesters One and Two and in Summer Semester. In 2015, enrolment numbers were 124 in total (36, 33 and 55 per semester).

The GENY courses provide students with semester-long instruction on how to improve their academic skills. Students are guided through the essay writing process, develop critical reading and thinking skills and practise giving oral presentations. They receive detailed feedback on how to improve their writing. Each course focuses on a different theme: Alice in Wonderland, Comedy through the ages, and Science fiction.

The Learning Centre provides an extensive range of support and development offerings for HDR students. These are described in 3.6.

The Peer Writing Assistant individual consultation program, the academic skills workshops, the extensive online learning resources, conversation classes as well as resources available for loan to students comprise the centrally-delivered support provided by The Learning Centre.

In November 2015, The Learning Centre launched Academic Writing Month (AcWriMo) at UNSW to support HDR students with their thesis writing. A dedicated workshop program was offered and attendance numbers are reflected below. More information on AcWriMo is provided in 3.6.8.

Support provided directly to the Faculties and Schools is described in Section 4 and online resources are discussed in 3.5.

**Table 1** shows the total number of student attendances at both individual writing consultations and academic skills workshops and includes student usage of resources provided by the Centre.

<b>Table 1 Total number of student attendances at central Learning Centre support</b>	
<b>Writing Consultations</b>	1369
<b>Academic Skills Workshops</b>	2368
<b>Resource Usage</b>	210
<b>PG Coursework Day</b>	211
<b>AcWriMo</b>	131
<b>Total</b>	<b>4289</b>

**Table 2** shows the number of individual students enrolled at central Learning Centre support, including Postgraduate Coursework Day. The attendance totals therefore indicate that many of the students who attend either an individual consultation or a workshop/resource consultation do so more than once.

<b>Table 2 Total number of student registrations at central Learning Centre support</b>	
<b>Writing Consultations</b>	801
<b>Academic Skills Workshops</b>	957
<b>PG Coursework Day</b>	201
<b>AcWriMo</b>	96
<b>Total</b>	<b>2055</b>

**Table 3** shows registration by gender, and indicates that considerably more female students seek assistance than male students. Each student was considered once only. Data on gender was only available for two of the central services as was data on English language status.

<b>Table 3 Registration by gender at central Learning Centre support</b>			
<b>Female</b>	588	609	1197
<b>Male</b>	193	343	536
<b>Not advised</b>	20	5	25
<b>Total</b>	<b>801</b>	<b>957</b>	<b>1758</b>



**Table 4** shows registration by English language status and indicates that the majority of the students who sought centralised assistance identified as being from a non-English-speaking background (NESB). Approximately one third of the students stated that they were from an English-speaking background, and two thirds stated that they were from a non-English-speaking background.

<b>Table 4 Registration by English language status at central Learning Centre support</b>			
	<i>Writing Consultations</i>	<i>Academic Skills Workshops</i>	<i>Total</i>
<b>ESB</b>	253	319	572
<b>NESB</b>	548	618	1166
<b>Not advised</b>	NA	20	20
<b>Total</b>	<b>801</b>	<b>957</b>	<b>1758</b>

**Table 5** shows that, in terms of program level, more undergraduate students made use of writing consultations than did postgraduates, while more postgraduate students accessed central support services overall. Workshops offered specifically for postgraduate students, both research and coursework, contributed to these figures.

<b>Table 5 Registration by program level at central Learning Centre support</b>		
	<i>Writing Consultations</i>	<i>Academic Skills Workshops</i>
<b>Undergraduate</b>	403	232
<b>Postgraduate Coursework</b>	283	650
<b>Postgraduate Research</b>	46	155
<b>Non Award</b>	66	104
<b>Academic Preparation Programs</b>	119	NA
<b>Total</b>	<b>917</b>	<b>1141</b>

**Table 6** shows registration by residence status at Learning Centre support. It is noteworthy that while more local undergraduates made use of the Centre's services than did international undergraduates, more international postgraduates availed themselves of the services.

<b>Table 6 Registration by residence status at central Learning Centre support per student (excludes PG Coursework Day and resource usage)</b>		
	<i>Writing Consultations</i>	<i>Academic Skills Workshops</i>
<b>International Undergraduate</b>	165	116
<b>Local Undergraduate</b>	238	116
<b>International Postgraduate Coursework</b>	241	450
<b>Local Postgraduate Coursework</b>	88	200
<b>International Postgraduate Research</b>	32	0
<b>Local Postgraduate Research</b>	14	0
<b>Postgrad Research (Intl and Local)</b>	0	155
<b>Total</b>	<b>778</b>	<b>1037</b>



## 3.1. Writing Consultations

Students may make an appointment for an individual consultation with a Peer Writing Assistant (PWA) to discuss an assignment on which they are working. In these consultations, any aspect of the academic writing process may be discussed. Peer Writing Assistants are doctoral students who undergo regular training in The Learning Centre. While PWAs cannot make suggestions about the specific disciplinary content of assignments, they can help students to reflect critically on their own work and discuss what kinds of academic skills will help with the assignment in question and their longer-term learning. Consultations are offered on both Kensington and Art & Design campuses.

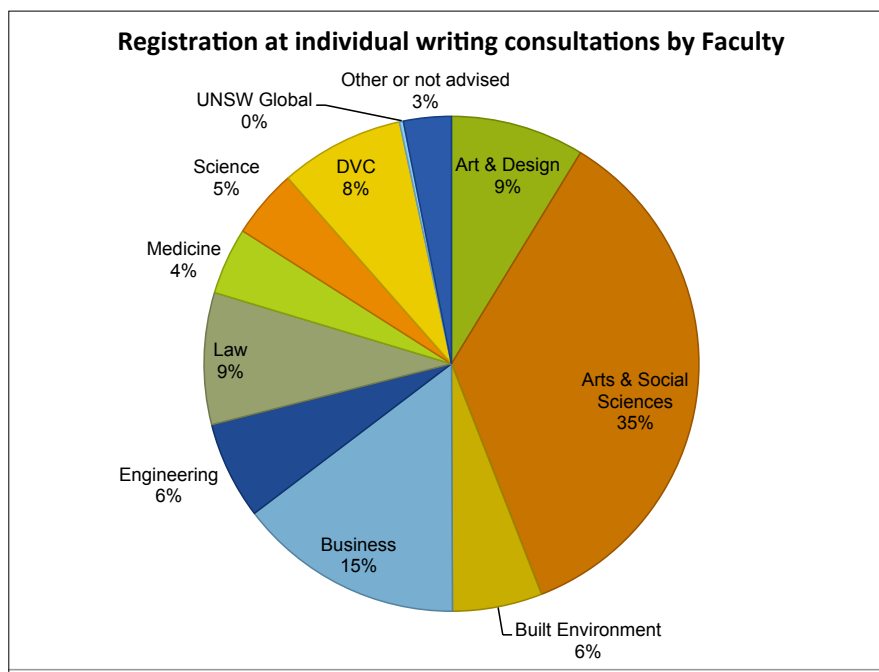
### Peer Writing Assistant Training

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

**Table 7 Registration at individual writing consultations by Faculty (each student once)**

Faculty	No. of students	%
<b>Art &amp; Design</b>	70	8.74%
<b>Arts &amp; Social Sciences</b>	283	35.33%
<b>Built Environment</b>	47	5.87%
<b>Business</b>	118	14.73%
<b>Engineering</b>	51	6.37%
<b>Law</b>	69	8.61%
<b>Medicine</b>	35	4.37%
<b>Science</b>	36	4.49%
<b>DVC</b>	65	8.11%
<b>UNSW Global</b>	2	0.25%
<b>Other or not advised</b>	25	3.12%
<b>Total</b>	<b>801</b>	<b>100%</b>

**Table 7** shows student registration by Faculty at writing consultations. Not surprisingly, given the nature of their assessment tasks, Faculty of Arts and Social Sciences students are the largest users of this service.



## 3.2. Academic Skills Workshops

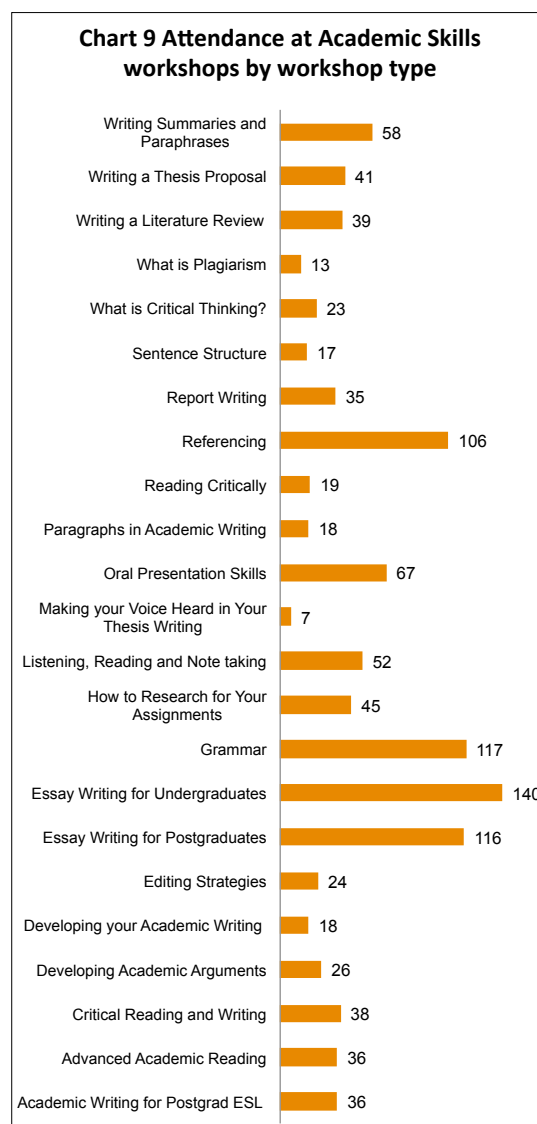
Academic skills workshops are offered each Semester and are typically one to one and one-half hours in duration. Some workshops are offered as a series and may be held once a week for two to seven weeks and others are delivered as 'once only' single sessions. Workshop size is limited to a maximum of 20 students due to room restrictions and a desire to maintain a fairly informal workshop structure.

**Table 8** shows a breakdown of the total number of bookings at academic skills workshops by Faculty. A total of 1091 students attended at least one workshop over the course of 2015 with many students attending at least two or more workshops, suggesting that students felt satisfied enough to return. Most students were from the Faculty of Arts and Social Sciences and Engineering, followed by Business.

Table 8 Total number of bookings at academic skills workshops by Faculty )		
Faculty	No. of students	%
Art & Design	90	4.78%
Arts & Social Sciences	576	30.59%
Built Environment	59	3.13%
Business	319	16.94%
Engineering	387	20.55%
Law	140	7.43%
Medicine	130	6.90%
Science	0	0.00%
Other or not advised	182	9.67%
<b>Total</b>	<b>1883</b>	<b>100%</b>

**Chart 9** shows overall student attendance in 2015 by workshop type. Some workshops were offered on several occasions. Essay writing workshops remained popular with students, as did workshops on referencing, grammar and oral presentations.

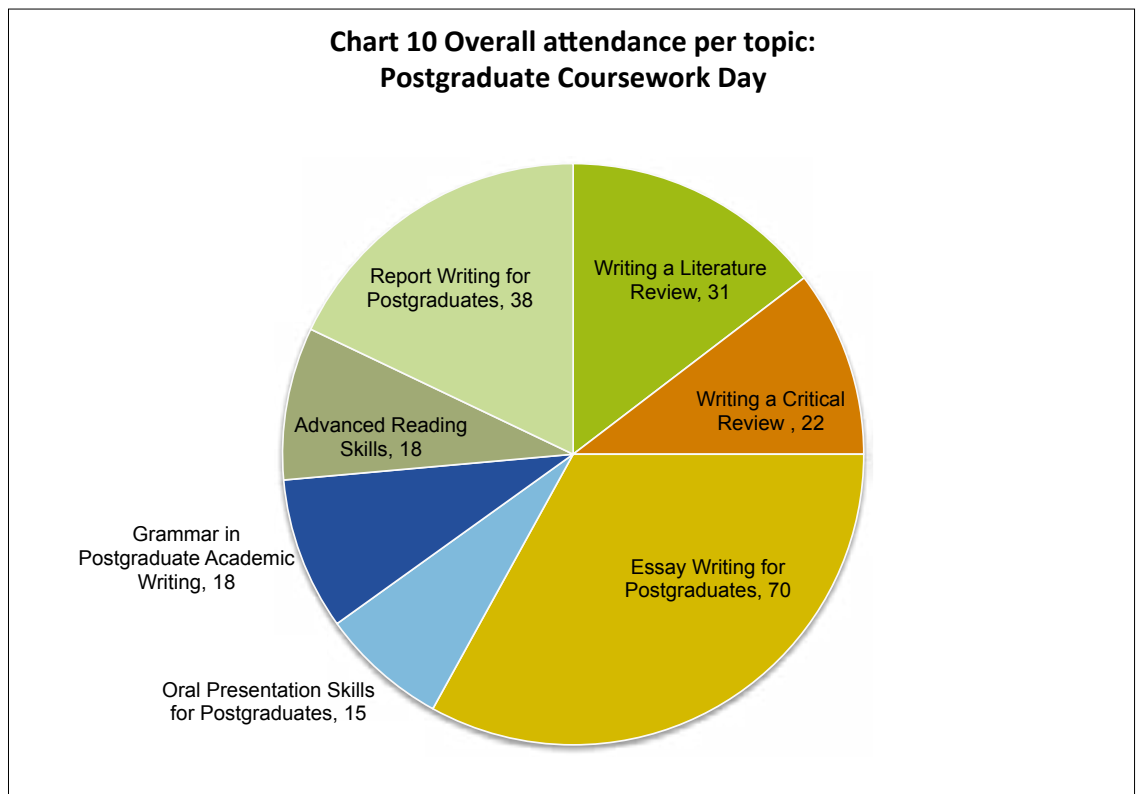
In the course of the year, a total of 55 postgraduate research students joined a thesis writing support group and met on at least five occasions with a small group of peers and a Learning Adviser to discuss their thesis writing. This program has been well received by students and their supervisors.



### 3.3. Postgraduate Coursework Day

As many postgraduate coursework students are employed or otherwise unable to attend workshops held on a weekday, 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 (see **Table 10**). Students were able to attend a maximum of two workshops. The workshops were very highly rated by the students.

<b>Table 10 Overall attendance per topic: Postgraduate Coursework Day</b>	
<i>Workshop Type</i>	<i>Attendance</i>
<b>Writing a Literature Review</b>	31
<b>Writing a Critical Review</b>	22
<b>Essay Writing for Postgraduates</b>	70
<b>Oral Presentation Skills for Postgraduates</b>	15
<b>Grammar in Postgraduate Academic Writing</b>	18
<b>Advanced Reading Skills</b>	18
<b>Report Writing for Postgraduates</b>	38



## 3.4. Conversation Café

The Learning Centre continued to run conversation classes in 2015. These classes were renamed the Conversation Café, in order to emphasise their casual, non-structured tenor. Designed for four to six students and one facilitator, they offer a forum for students to practice 'everyday' English and build social networks outside their academic studies. Two to three classes were held each weekday during Semester and each group met for four classes in total. The classes were very well

attended, with students often re-enrolling after their initial round of attendance.

The Conversation Café classes were co-ordinated by Bronwen Phillips and facilitated by Masters and PhD students. These students are interviewed for the position by Bronwen and attend an induction workshop and follow-up meetings throughout the semester, where techniques for facilitating conversation are discussed.

## 3.5. Online academic skills resource development

The Learning Centre has developed an extensive set of online academic skills resources which are constantly being added to and updated in response to emerging student needs. These very popular resources are located on the UNSW Current Students site <https://student.unsw.edu.au/skills>. During 2015, these resources received 3 906 484 page requests, an increase of approximately 20% from the previous year (see **Table 11**).

The Learning Centre's website focuses on providing information about the Centre itself and the support available for UNSW staff <http://www.lc.unsw.edu.au>

The most visited resource pages were Harvard referencing, essay writing, reflective writing, critical reviews, citing electronic sources, annotated bibliography, and footnote-bibliography referencing.

The Learning Centre's social media presence continued to develop during 2015. The Learning Centre's Facebook page <https://www.facebook.com/TLC.UNSW/> and Twitter stream <https://twitter.com/lcunsw> offered brief news items and updates about Learning Centre activities. By November

	2014	2015
<b>January</b>	151 575	186 310
<b>February</b>	181 939	211 978
<b>March</b>	396 887	445 006
<b>April</b>	363 720	426 445
<b>May</b>	342 313	412 512
<b>June</b>	209 678	238 143
<b>July</b>	146 210	201 766
<b>August</b>	303 185	374 157
<b>September</b>	359 537	390 023
<b>October</b>	389 894	467872
<b>November</b>	286 399	352270
<b>December</b>	166 503	199802
<b>Total</b>	<b>3 297 840</b>	<b>3 906 484</b>

2015, The Centre had over 1700 Facebook subscribers and over 500 twitter followers.

## 3.6. HDR support and development opportunities

### 3.6.1 Thesis Writing Support Programs

Thesis Writing Support Programs for HDR students were run in Semesters One and Two. Overall 55 students attended.

### 3.6.2 'Shut up and Write' café meetups

The Learning Centre offered weekly 'Shut up and Write' café meetups for HDR students throughout the year. These meetups were facilitated by Claire Aitchison and Pam Mort. Four to six students regularly attended the meetups and overall 45 students from all Faculties attended.

### 3.6.3 Talking About Your Research Course

Yvette Selim ran two, six week Talking about your research courses. The 12-hour course was designed by Gwyn Jones and adapted and taught by Yvette. A total of 28 PhD and Masters students in total from a range of schools participated. The feedback was extremely positive with a number of students recommending that their colleagues enrol in the second course.

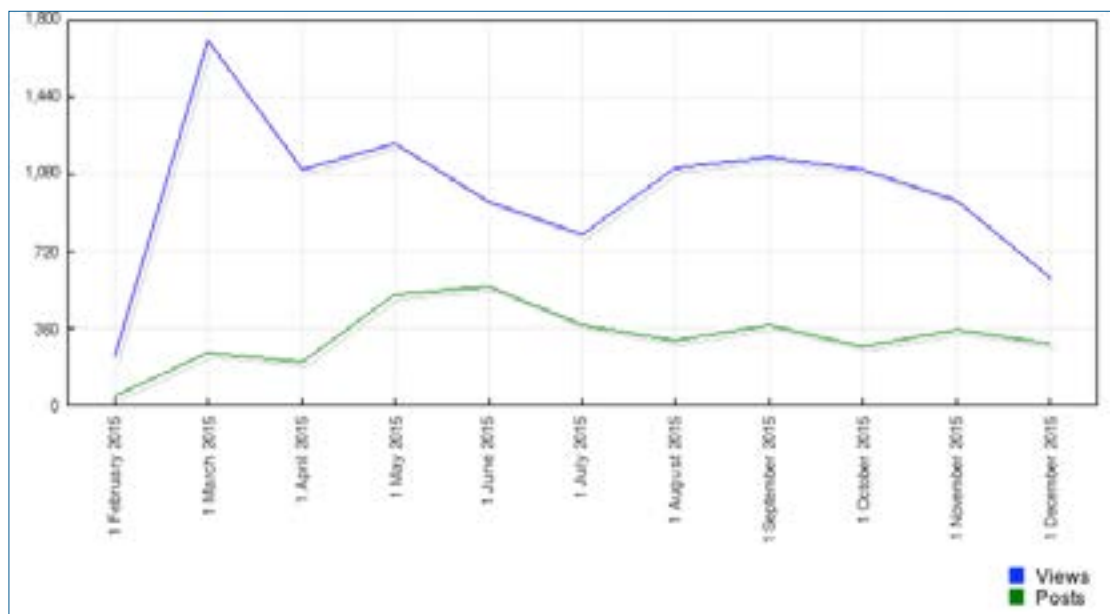
### 3.6.4 Thesis Writing for Engineering

Pam Mort delivered the thesis writing workshop series in July—August. This included four, two-hour workshops on thesis structure and writing processes. A total of 38 HDR Engineering students were enrolled.

### 3.6.5 Academic Writing Skills 2015

The Learning Centre offered an online self-access UNSW Moodle course which ran from February 2015 to January 2016. The workshop had lessons on essay writing and essay structures, critical thinking, referencing, paraphrasing and summarising, plagiarism, discipline specific genres, and grammar. Students also had access to Turnitin (no repository) to self-check their draft writing.

Students were able to attempt any of the 15 lessons in their own time and at their own pace. Students who enrolled remained so until the workshop ended. A tutor was present each week to welcome new students and to prompt students to participate in the forums. By early December 2015, 190 students were enrolled in the 2015 workshop. Two students had individual, face to face consultations with Pam Mort in 2015. Course activity (student views and posts) to date is summarised below.



### 3.6.6 Advanced Academic Writing for ESL research students

Bronwen Phillips ran two, 10-week Advanced Academic Writing courses for international research students from non-English speaking backgrounds in Semester One and one course in Semester Two. Twenty PhD students enrolled in each 20-hour course, representing a variety of nationalities. All faculties were represented, with Science and Engineering the largest contingent. Feedback was excellent.

### 3.6.7 Three Minute Thesis (3MT) Competition

Gwyn Jones was asked to design and present, in collaboration with Alessandra Bray, a two-session, five-hour St Vincent Precinct Three Minute Thesis (3MT) series. The workshops were designed to upskill ten candidates for the 3MT for the Inner Hub Final. This opportunity was used to mentor Linda Coggiola from the Research and Development Unit.

Gwyn Jones held a two and a half-hour 'Fine Tuning' workshop with the Faculty 3MT finalists from across UNSW.

### 3.6.8 AcWriMo

This is the first time The Learning Centre ran Academic Writing Month (AcWriMo), a global writing productivity event aimed at doctoral students. AcWriMo was originally started by Charlotte Frost, founder of the *PhD2Published* blog which continues to be the global host for AcWriMo. <http://www.phd2published.com/>.

AcWriMo requires participants to set their own writing target (for example a thesis chapter or journal article), and, with the virtual support of others, work towards this goal over the month of November.

Throughout November, The Learning Centre hosted on-campus and online workshops and activities to build a network of writers and support participants to meet their writing goals.

The AcWriMo launch included:

- a dedicated website advertising associated events <https://student.unsw.edu.au/acwrimo>
- a sign-on goal setting/ commitment spread sheet
- a two and a-half day thesis writing bootcamp
- three video conversations on AcWriMo and writing more generally
- a Learning Centre Twitter stream
- five non discipline-specific HDR workshops for the whole university and a series of four workshops for HDR Art and Design students
- individual writing consultations for interested students
- Weekly 'Shut up and Write' events
- an article published in the Australian *Conversation*
- an end-of-event survey

AcWriMo events were facilitated by Learning Centre staff:

- Professor Sue Starfield facilitated the workshop 'Writing your first journal article';
- Dr Claire Aitchison launched AcWriMo and facilitated two workshops 'Establishing networks and routines for keeping your writing productive' and 'Developing a publication plan from your thesis';
- Dr Linda Burnett facilitated the workshop 'Writing a literature review';
- Dr Jamie Roberts facilitated 'Making your voice heard in your thesis writing';
- Dr Shivaun Weybury facilitated a four part series 'Thesis writing @ Art & Design'.

Two HDR bootcamps were run in June and October 2015. These bootcamps were facilitated by Sue Starfield, Pam Mort, Linda Burnett and Claire Aitchison. About 40 students attended each bootcamp. The bootcamps provide PhD students with an opportunity



to focus on their writing in a supportive environment with fellow students. The Learning Centre provided workshops and Learning Advisers were present so that students could have individual consultations if they wished. Academic Writing Month (#AcWriMo) at UNSW was launched at the October bootcamp.

A total of 56 people signed up to the goal setting spread sheet and approximately 40 people attended the October Boot Camp.

**Table 12** lists Workshop registration numbers.

<b>Table 12 Overall attendance per topic: AcWriMo workshops</b>	
<i>Workshop</i>	<i>Registrations</i>
<b>Establishing Networks</b>	43
<b>Writing Your First Journal Article</b>	55
<b>Developing a Publication Plan from your Thesis</b>	43
<b>Writing a Literature Review</b>	61
<b>Making Your Voice Heard in Your Thesis Writing</b>	52

Seventeen students accessed specific AcWriMo-related writing consultations.



# 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 2015, approximately 5378 students accessed Learning Centre support at least once in this way.

## 4.1. Arts and Social Sciences

### 4.1.1 SRAP1000 Policy and Society

Gwyn Jones gave a one-hour lecture on 'Academic Practice and Referencing' to over 300 undergraduate students in *SRAP1000 Policy and Society* in the School of Social Sciences.

### 4.1.2 Thesis Writing Workshops

A series of four, two-hour thesis writing workshops for HDR students in the Faculty of Arts and Social Sciences was offered in October. Each workshop was attended by 20 students.

### 4.1.3 Writing for publication

Sue Starfield delivered a two-hour talk on writing for publication as part of the Faculty of Arts and Social Sciences 'Publishing in 12 weeks' course for PhD students for about 30 students.

### 4.1.4 Resource Development

Jamie Roberts developed a 10,000 word document for Faculty of Arts and Social Sciences detailing how to write thesis proposals.

### 4.1.5 EDST1104 Social Perspectives in Education

Gwyn Jones ran a one and a half-hour lecture on preparing the reading and reflective journal assessment (2RJ) for 300 first-year students in the school of Education.

### 4.1.6 SRAP1001 Social Research and Society

Linda Burnett gave a lecture on writing a literature review to about 260 first-year Social Sciences students.

## 4.2. Built Environment

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Jamie Roberts delivered a guest lecture to 12 Honours students in Architecture on how to write an honours thesis.

## 4.3. Business

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Gwyn Jones ran a two-hour workshop, 'The Two Minute Pitch' for 15 Masters of Commerce students in Semester One.

Gwyn also ran workshops on Academic Integrity for 22 first-year Economics students with referencing problems.

## 4.4. Engineering

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### 4.4.1 Oral Presentation and Poster Design workshops, Taste of Research Summer Program

Since 2008, The Learning Centre has participated in the Taste of Research Summer Program. The numbers of students participating in the Program has increased each year (from 45 students in 2008 to 98 students in 2015). It is anticipated that numbers will continue to grow with an anticipated 115 students in 2016.

The workshops aim to develop students' visual and oral communication skills for a mixed (technical and non-technical) audience. The two, two-hour workshops are designed to help third and fourth-year engineering students prepare a three to five minute poster presentation for the Taste of Research poster presentation day. Two Learning Advisers (Pam Mort and Gwyn Jones) and academic staff from Engineering (Dr Iain Skinner, Dr Graeme Bushell, and Dr Pierre Le Clech) facilitated. Workshops covered

- poster design
- use of scientific language/style in posters
- use of visuals
- presentation skills

Students were able to practise with their draft posters and receive feedback from peers, Learning Advisers and academics.

Gwyn Jones gave a talk on being a researcher to the Taste of Research 2016 students at an orientation day for 2016 students in late November 2015. This will better prepare students for working with their supervisors over December—January, and for the follow-up workshops in January 2016.

### 4.4.2 ENGG0360 Communicating in Engineering

The Learning Centre has a high profile in this course. The course is designed and delivered by The Learning Centre, Electrical and Telecommunications Engineering and the Institute of Languages. It aims to orientate students to the conventions and expectations of writing for technical purposes and to assist students in developing their time management and academic literacy skills.

This is a credit-bearing elective for Engineering students and a compulsory course for UPP students wishing to enrol in Engineering at UNSW in 2016. It runs in Semester Two and is convened by Dr Ray Eaton from the Faculty. It is taught by Bronwen Phillips from the Learning Centre (four hours per week) and James Heath from UNSW Global (one hour per week, grammar).

Of the 21 enrolled students, eight were Study Abroad. One was from the United States, two were from China and five were from Brazil. The local students consisted of two from the University

Preparation Program (see 5.1.1), and the other 11 were UNSW Prep Program (17-19) students in the Maths and Sciences streams (see 5.1.2).

#### **4.4.3 ENGG1000 Design and Communication in Engineering**

The Learning Centre also has a high level of engagement in this common first-year course which is offered in Semesters One and Two each year. The course aims include orientating students to academic conventions and technical communication skills.

In Semester One, 1396 students completed a short writing diagnostic task in week two which was used to provide each student with an individual writing profile. In Semester Two, 381 students completed the task, which was completed and marked online using the Moodle quiz tool. Students whose writing and answers to the questions were considered 'at risk' or 'weak' were then invited by email to enrol in courses that would develop their communication skills further: for example: *ENGG0360 Communicating in Engineering* and *Academic Skills Plus* courses. Since 2014, Engineering has paid for the tutor marking. Pam Mort ran marking calibration meetings and assists markers where needed.

Academic and communication skills development were also integrated in the course through lecture/tutorials on report writing conventions, structure of design proposals and design reports, referencing and plagiarism, oral presentation skills and strategies, how to work in teams and show leadership, and a feedback lecture on the design proposal reports.

Pam Mort delivered 14, one-hour lectures, and built and maintained the communication skills resources in the Moodle course for ENGG1000.

#### **4.4.4 Civil and Environmental Engineering (CIVEN)**

##### **CIVEN4030 Honours Thesis Part A**

Two lunchtime workshops were delivered in Semesters One and Two. These workshops aimed to raise students' understanding of research writing genres and the writing demands of an honours thesis. Pam Mort and Dr Ian Turner (CIVEN) co-facilitated two, one-hour tutorials on writing a literature review, structuring a thesis, and managing the writing process for a large text. A total of 150 fourth-year students attended. Students also received hard and soft copies of instructional material on writing and structuring the different parts of a thesis. One student made three follow-up consultations for advice on thesis writing.

##### **CVEN9931 Masters Project A**

Pam Mort and Dr Stefan Felder co-facilitated two, one-hour workshops on thinking and writing the literature review, and writing process and thesis structures. In Semester 1, 22 students attended; in Semester 2, students numbered 13; Summer Semester, 7 students attended. The summer course is offered in distance mode. Students are provided the workshop recordings and learning resources from Semesters One and Two.

#### **4.4.5 Electrical Engineering and Telecommunications**

##### **ELEC4122 Strategic Leadership & Ethics**

This two-hour tutorial held in Semester Two explains markers' expectations of fourth year and Masters essay exam answers and provides strategies for successfully answering essay exam questions. Dr Iain Skinner and Dr Claire Aitcheson co-facilitated an exam writing workshop for 238 students. Dr Iain Skinner demonstrated his marking approach using real student answers. Students practised drafting answers to questions and received feedback from the lecturer and the Learning Adviser.

## 4.4.6 Graduate School of Engineering

### GSOE9400 Engineering Postgraduate Research Essentials

The Learning Centre has a high profile in this compulsory 6UOC course for all commencing HDR students in the Faculty of Engineering (PhD and Masters by Research). GSOE9400 aims to orientate commencing Engineering research students to the university culture, make them aware of their rights and responsibilities, and assist their preparation for confirmation.

A total of 139 students were enrolled in Semester One and 121 in Semester Two. About 40 percent of the students were international students.

Participants	S1	S2
Co-teachers	12	13
Tutors	9	8
HDR Students	139	121
Engineering Admin	1	1

Academic literacy is fully integrated in this course each Semester via Moodle and face-to-face instruction, and includes learning activities on writing different academic genres (literature review, research proposal and journal articles) and on a variety of academic practices (referencing, report conventions, writing with clarity, PowerPoint design, managing research projects and writing for publication). Pam Mort delivered 21 hours of face-to-face instruction each Semester. The course was delivered in a blended mode via a mix of online and face-to-face (f2f) tutorials, online and f2f peer review activities, online submission and feedback, and email/f2f support for individuals. Pam Mort designed and maintained the Moodle component of the course.

Gwyn Jones conducted two, three-hour workshops on advanced oral presentation to the HDR engineering students in Semesters One and Two.

Pam Mort also supervised the recruitment and training of the tutors who mark the written assessments and facilitate the f2f tutorials. Tutors were mostly current PhD/ME students who were paid by Engineering. Between eight and 13 tutors are required each Semester. Evaluation of the course has been generally positive. In Semester One, 67 percent of students agreed or strongly agreed that the course was relevant and helpful and that it had had a positive impact on the development of their research ideas and their communication skills.

### GSOE9010 Engineering Research Skills

This new course explores the various skills and processes in carrying out an Engineering research project:

- formulating a research problem
- exploring prior work
- designing experiments to test hypotheses
- evaluating the results
- presenting the work both verbally and in a written report

The course is delivered in a flipped mode. In Semester One there were 116 Masters Engineering students, and in Semester Two there were 171 students enrolled in the course.

Pam Mort developed three video lectures on writing a literature review, the writing process and report conventions, and attended a Q&A mass tutorial. Pam also developed the tutorial materials and lesson plans for the smaller, student led, face-to-face tutorials. Gwyn Jones ran a blended learning, flipped classroom for approximately 250 Masters coursework Engineers on Working with Academic Integrity in Semesters One and Two.

### **GSOE9011 Engineering Postgraduate Coursework Research Skills**

In Semester Two, Gwyn Jones ran a blended learning flipped classroom online for Masters coursework Engineering students on Working with Academic Integrity. This new course is the distance mode version of the on-campus course GSOE9010. It uses the same materials and assessment structure, with class activities implemented online via Moodle. In Semester Two, there were 32 Masters of Engineering students enrolled.

Pam Mort provided academic support through provision of video lectures on writing a literature review and the writing process, links to relevant learning resources, and facilitating a one-hour synchronous Blackboard Collaborate Q&A tutorial on writing the literature review.

## **4.5. Law**

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### **4.5.1 Law Peer Tutor Program**

The Law Peer Tutors' program continued in Semesters One and Two with 14 later-year students acting as tutors to small groups of a total of 150 first-year students on a weekly or fortnightly basis. Dominic Fitzsimmons coordinated and facilitated the training and ongoing academic mentoring of the Law Peer Tutors.

### **4.4.7 Mechanical Engineering**

#### **Mech4100 Mechanical Design 2**

Pam Mort delivered a two-hour guest talk and tutorial on formal and informal/spontaneous oral presentations for a fourth-year industry design project.

### **4.4.8 Mining Engineering**

#### **MINE 4420 Thesis A: Honours Thesis Writing Workshops**

Pam Mort co-facilitated with Dr Paul Hagan two, two-hour workshops on writing a literature review and writing a thesis to 80 fourth-year honours mining engineering students. The MEA learning resources originally developed in 2008 (2014 latest edition) by Hagan and Mort were used.

### **4.5.2 Academic Skills Workshops in Law**

In both Semester One and Semester Two, Dominic Fitzsimmons designed and conducted a range of one-hour lunchtime workshops on academic skills for law:

- writing case notes
- reading cases
- notetaking
- exam preparation
- essay writing.

## 4.6. Medicine

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### 4.6.1 Undergraduate Medicine Program: Foundations

Gwyn Jones worked with Foundations staff to design and present two, one-hour blended learning tools embedding academic practice, thinking and writing processes to support the major introductory report assignment for the 195 Foundation students. These are followed by four Learning Skills follow-up workshops:

- Writing in medicine
- Referencing
- Being a Reflective Practitioner
- Open Forum (attended by 90 students)

### 4.6.2 Medical Enrichment Program

Gwyn Jones worked with staff and four second-year medical students identified as 'at risk', offering a total of 12 individual consultations.

### 4.6.3 School of Medical Science

#### SOMS Honours

Gwyn Jones, in collaboration with Dr Andrew Moorhouse, designed and implemented two workshops for 68 Medical Science Honours students in the Faculty of Medicine.:

- Writing your literature review
- Presenting your research

Formative feedback was also given on presentation performance and filming

### 4.6.4 School of Pathology

#### PATH3205 Process of Disease embedded oral presentation skills

In Semester One, Gwyn Jones worked with Dr Patsie Polly to support and embed collaborative learning and oral presentation skills within the context of researching a disease process. The "Group Assignment" was designed for the cohort of 61, third-

year pathology students forming 15 research groups. The role of the researcher was explored and supported by two group lectures on collaborative learning and oral presentation structure and process. Each research group had a one-hour individual appointment with Learning Centre staff to discuss presenting their research effectively in PowerPoint. The students also received performance feedback on the resulting presentation and engaged in course feedback at the end of the course.

#### PATH2201/2202 Writing in Pathology

In Semester Two, Gwyn Jones worked with Cristan Herbert and his tutorial staff to embed academic literacies to support the 'Media Assignment' for 235 second-year students from a mixed Medical Science and Sport Science cohort. This assignment asks the students to engage as a researcher and a writer in the field of Pathology. The learning process is supported by Learning Centre staff via an integrated approach embedded into the course design that consists of:

- 'Science Writing Literacy' Workshops, team taught by Gwyn Jones and Patsie Polly in a large group setting
- 'Skills Focus Guide', a self-directed learning resource designed by The Learning Centre
- Standardised marking and feedback criteria developed for both tutorial staff and students
- Tutor training groups
- Peer research groups
- Blended learning module on Academic Integrity

### 4.6.5 NDARC

Centre Director Sue Starfield ran an hour-long workshop on writing thesis discussion sections for PhD students at the National Centre for Drug and Alcohol Research. About 20 students attended.

## 4.6.6 School of Public Health and Community Medicine

### PHCM9100 Academic Skills

Gwyn Jones designed and coordinated *PHCM9100 Academic Skills*. It is a compulsory elective for international postgraduate students enrolled in both the Masters of Public Health and the Masters of Health Service Management. The course ran over 12 weeks and was offered each Semester. In Semester

One there were 25 international health professionals and in the second Semester, a total of 19 students attended. This 12-week, two-hour per week course focused on engaging with the academic literacies and enculturation issues confronting postgraduate students in a new academic culture.

## 4.7. Science

### 4.7.1 Aviation

#### AVIA1321 Fundamentals of Aviation

Pam Mort provided one, two-hour lecture on writing, referencing, presentation and group work. There was emphasis on meetings, including how they should be arranged, material to document, the structure/functions of groups, setting due dates, communicating between members, etc. This is a core first-year course with 155 students enrolled. Pam also observed and gave feedback on the group presentations (this took about seven hours) in weeks 11 and 12 of Semester One.

### 4.7.2 School of Optometry and Vision Science

#### Research writing support

Linda Burnett and Pam Mort developed and supported a monthly/bi monthly 'Shut Up and Write' program for Optometry HDR students. The students were provided a space to write, a space to relax and eat/ drink/ chat and a space to see a Learning Adviser. Between four and six students attended each of the four writing days.

Linda Burnett provided six hours of individual consultations on three writing days and Pam Mort provided eight hours of individual consultations.

### 4.7.3 School of Biological, Earth and Environmental Sciences (BEES)

#### BEES 4516 Honours Professional Skills: Orientation Program

In Semesters One and Two, Pam Mort delivered 16 hours of workshops on writing the literature review, thesis structures and writing process, writing problem statements and aims, and talking about research to 53 students. One student had three follow up consultations about their research proposal writing.

Gwyn Jones ran two, three-hour workshops in advanced oral presentations for 53 Honours students in Semesters One and Two.

### 4.7.4 School of Biotechnology and Biomolecular Sciences (BABS)

#### BABS Introduction to Honours and Scientific Research

In Semesters One and Two, Pam Mort delivered six hours of workshops on writing a literature review, writing processes, thesis structures, and report conventions. A total of 42 students attended, and one student had three follow up consultations about their thesis writing.



# 5. Enabling and Preparatory Programs



## 5.1. Enabling Programs

### 5.1.1 University Preparation Program (UPP)

The University Preparation Program (UPP) is a part-time, access program to enable prospective mature-age students who do not have a qualification to apply for university. Depending on the selected stream, the program either runs for two or three semesters. The Learning Centre is the Program Manager.

There are four streams:

- Humanities
- Science
- Engineering
- Business

The Learning Centre teaches the academic skills component of the UPP: the *University Orientation and Study Skills (UOSS)* courses, which are run in Semester One and Semester Two. *UOSS 1* and *UOSS 2* explicitly teach the academic skills essential for university success; in Semester One, the focus is essay writing and in Semester Two, the focus is report writing. Students are taught in small groups of about 20-25 and meet weekly for 2 hours.

The Learning Centre also teaches the mathematics skills component of the program. *UPP Mathematics Skills 1* and *2* are run in Semester One and Semester Two. They are undertaken by students in the Science, Engineering and Business streams,

to help them reach the appropriate level of mathematics skills necessary to apply to UNSW degree programs with assumed knowledge in mathematics.

A total of 250 students enrolled in 2015. There were 11 tutorial classes.

### 5.1.2 UNSW Prep 17-19 program

The UNSW Preparation Program (17-19) is specifically designed for students who have suffered some form of social and educational disadvantage and were not able to qualify for university.

Like the UPP, UNSW Prep has four streams:

- Humanities
- Science
- Engineering
- Business

UNSW Prep is a one year program and students do three courses per semester.

The Learning Centre is the Program Manager. It is also the Course Authority for the Academic Skills courses and the Mathematics Skills courses in Semesters One and Two. The Learning Centre also teaches the compulsory Social Science Skills courses for students in the Humanities stream.

In 2015, 26 students were enrolled.

## 5.2. Other Preparatory Programs

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### 5.2.1 Indigenous Pre-Law Program (IPLP)

In collaboration with Jeni Engel from the Faculty of Law, Dominic Fitzsimmons designed and taught the Academic Skills component of the IPLP, including the ongoing development of resources. This included over 40 hours of class contact, both setting and marking assignments including reflective notes, essays and exams, as well as participating in exit interviews and subsequent recommendations for offers of enrolment. There were 12 students in the class. At the completion of the course, these students were offered places at UNSW, either direct entry into First Year Law, or into the Humanities Pathways Program. (The Humanities Pathways Program was also designed and taught by The Learning Centre. It includes a three-hour per week academic skills course, offered in Semesters One and Two. Students are able to progress into Law or Arts and Social Sciences.)

### 5.2.2 Indigenous Preparatory Medical Program

Gwyn Jones designed and implemented the academic skills component of the premedical program for indigenous students in collaboration with the staff of Clinical Health and Nura Gili. The program was held at the end of Semester Two and was offered over four weeks for a total of 15 hours face-to-face teaching, including assessment design and placement consultation. An academic skills and graduate capabilities kit was developed for this program. A total of 16 students were successful in the program.

### 5.2.3 International Academic Preparation Program (IAPP) (83 students)

The Academic English and Communication Skills component (AECS) was delivered in summer and winter Semester, prior to O-Week. The Australian Development Scholarship students received 49 and a-half hours of instruction in academic skills and academic practices over four and a-half weeks. Students prepared a critical review of a journal article, gave an oral presentation and received extensive feedback on their performance. Summer Semester had 59 international students and Winter Semester had 24 international students. Bronwen Phillips, Daniel Hempel, and Anisha Gautam taught the course. Pam Mort managed the AECS and also taught the research component of the IAP. Tracey Lee Downey gave guest tutorials on designing PPT slides for presentations.

### 5.2.4 U@UNSW

The U@UNSW program provides high school students from disadvantaged backgrounds from all over Sydney with a sense of what university study is like, while giving them an opportunity to gain three additional ATAR points. Close to 400 students attended the program which ran for three days in September and October. The students will return in January for a further four days. Lectures were delivered by Dr Jamie Roberts. Fourteen tutors were also employed.

### 5.2.5 U@UNSW Online

2015 saw the development of the pilot U@UNSW Online program. The program was developed to allow students from rural areas of NSW to gain the benefits of the U@UNSW program. A number of students were keen to be a part of the program and are currently working through the online material.

# 6. Publications & Conferences



## 6.1. Publications

Aitchison, C. (2015). Writing the Practice/ Practise the Writing: Writing challenges and pedagogies for creative practice supervisors and researchers *Educational Philosophy and Theory* ACCESS Special Edition 10.1080/00131857.2015.1035629

Aitchison, C., Cater, S. & Guerin, C. (2012 – 2015) Editors and authors QPR SIG professional Blog *Doctoralwriting* : <http://doctoralwriting.wordpress.com/>

Aitchison, C., Guerin, C. & Carter, S. (25 June 2015) *Academic blogging in the "accelerated academy": How to build a personal, professional and public community*. LSE The London School of Economics and Political Science Impact Blog

Carter, S., Guerin, C. & Aitchison, C. (August 2015) Academic blogging: How does it fit with academic publication? In Ediciones Universidad Cooperativa de Colombia, Bogotá, Colombia. Retrieved 13 November, 2015. <http://esperandoeleco.ucc.edu.co/en/editors/academic-blogging-how-does-it-fit-with-academic-publication/>

Drury, H. & Mort, P. (2015), Engaging Students in Online Learning Environments for Success in Academic Writing in the Disciplines, In M. Deane & T. Guasch ( eds), *Learning and Teaching Online: Strategies for Success* (pp. 151-175). Brill: Germany. Available: <http://www.brill.com/products/book/learning-and-teaching-writing-online>

Guerin, C., Carter S., & Aitchison, C. (2015). Blogging as community of practice: lessons for academic development? *International Journal for Academic Development* 20(3): 1-12 DOI: 10.1080/1360144X.2015.1042480

Picker, C. B., Lixinski, L., Steel, A., & Fitzsimmons, D. (2015). 'Comparative Perspectives on Teaching Foreign Students in Law: Pedagogical, Substantive, Logistical and Conceptual Challenges' (February 27, 2015). *LSN Legal Education eJournal*, Vol. 12 No. 16, 2015 Available at SSRN: <http://ssrn.com/abstract=2571059> or <http://dx.doi.org/10.2139/ssrn.2571059>

Proctor, H. & Aitchison, C. (2015) School choice and family capital: how market reforms have changed the way Australian families operate. In Meagher, G and Goodwin, S. (Eds). *Sold off: Markets, rights and power in Australian social policy* (pp 321 – 339). Sydney: Sydney University Press

Skinner, I M. Steele, J. & Mort, P. (2015) Effect of Language Difficulties on Results of Engineering Students, In Proceedings IEEE International Conference on Teaching, Assessment and Learning for Engineering 2015, Zuhai, China. <https://www.conftool.net/tale-conference/>

Lovat, T., Holbrook, A., Bourke, S., Fairbairn, H., Kiley, M., Paltridge, B., & Starfield, S. (2015). Examining Doctoral Examination and the Question of the Viva. *Higher Education Review*, 47, 5-23.

Starfield, S., Paltridge, B., McMurtrie, R., Lovat, T., Holbrook, A., Kiley, M., Bourke, S. & Fairbairn, H. (2015). Understanding the language of evaluation in examiners' reports on doctoral theses: An APPRAISAL analysis. *Linguistics and Education*, 31, 130-144. DOI10.1016/j.linged.2015.06.004

Starfield, S. (2015). First person singular: Negotiating identity in academic writing in English. In D. Djenar, A. Mahboob, & K. Cruickshank (Eds.), *Language & identity across modes of communication* (pp. 249-262). Berlin: Mouton de Gruyter.

Starfield, S. (2015). *Ethnographic research. Research methods in applied linguistics: A practical resource*. B. Paltridge & A. Phakiti (Eds). London: Bloomsbury.

Starfield, S. (2015). From finish to start: Writing your thesis with the end in view. Blog post on Doctoral Writing SIG <https://doctoralwriting.wordpress.com/2015/06/10/from-finish-to-start-writing-your-thesis-with-the-end-in-view/>, 10 June.

Starfield, S. & Aitchison, C. (13 November, 2015). The rise of writing events gives PhD students the support often lacking in universities The Conversation, <https://theconversation.com/the-rise-of-writing-events-gives-phd-students-the-support-often-lacking-in-universities-50250>

## 6.2. Conference presentations by Learning Centre Staff

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Aitchison, C. & Guerin, C (2015). *The rise of writing groups: Are we in danger of being left behind?* Presented at Association for Academic Language and Learning (AALL) Conference November 2015. Wollongong University, Australia.

Catterall, J., Aitchison, C., & Rolls, N. (2015). *Learning Shock: How prior orientations to learning may be redundant or even risky in the Australian context*. Presented at Association for Academic Language and Learning (AALL) Conference November 2015. Wollongong University, Australia.

Jones, G, Meyer, L., Lawson, X. & Lovell-Smith, A. (2015). *Enhancing Students' Academic Practice in Postgraduate Learning: A Discipline-Embedded Online Innovation*. Teaching and Learning Poster Forum. UNSW Blended Learning Past Present and Future. Enhancing Students' Academic Practice in Postgraduate Learning: A Discipline-Embedded Online Innovation. 15 October 2015. UNSW, Australia.

Jones, G. Kelly, J. & Farrell, H. *The Integrity Conversation: A place in the Dialogue*. APFCEI-Asia Pacific Forum of Educational Integrity 7th Conference, 16 -18 Nov 2015. Charles Sturt University, Albury.

Meyer, L. Lawson, X. Lovell-Simons, A., Jones, G, Hayen, A. Travaglia, J. Rawstorne, P. & Heywood, A. *Medical Faculty UNSW blended learning showcase*. Enhancing Students' Academic Practice in Postgraduate Learning: A Discipline- Embedded Online Innovation, 4 December 2015. UNSW, Australia.

Ong, V. & Starfield, S. (2015). *To what extent do NNES learners transfer the writing skills acquired in an EAP writing course to disciplinary writing contexts?*. Symposium on Second Language Writing, Auckland.

Rowland, D., Aitchison, C. Chanock, C. & Guerin C. (2015) David Rowland, *Journal of Academic Language and Learning Editors' Report and Workshop for Reviewers and Authors*. Presented at Association for Academic Language and Learning (AALL) Conference November 2015. Wollongong University, Australia.

Walker, R. Guerin, C. Laming, M. Aitchison, C. James, B. & Chatterjee-Padmanabhan M. (2015). *'Supervisors have an enormous hunger for anything to do with writing': So, how is AALL meeting this need?* Presented at Association for Academic Language and Learning (AALL) Conference November 2015. Wollongong University, Australia.



# 7. Contributions to the University, the Profession and the Community



## 7.2.1 Learning and Teaching Projects

### Discipline embedded online project DEAP

Gwyn Jones was involved in a Learning and Teaching project, 'Enhancing Student's Academic Practice in Postgraduate Learning: A discipline-embedded online innovation'. This project was done in collaboration with the School of Public Health with Lois Myer and her team during Semesters One and Two.

### 'Working with Academic Integrity' Project

Gwyn Jones managed and conducted, over a nine-month period, a DVCA-funded, blended learning project producing and trialling six innovative Moodle Modules with both an Embedded and Directed application. This is being used to service the students who have been identified as having plagiarised in Faculties and was trialled through the embedded mode in Faculty courses. The module serviced over 70 students.

The project team included Jacinta Kelly, Helen Farrell and Yvette Selim. The team conducted research on academic integrity in Australia. Focus groups were organised for students in the embedded mode to evaluate the module. Jacinta and Yvette collected and analysed data collected from the informatics in the SCORM package and Moodle in order to evaluate the online module.

Gwyn was asked to present the Academic Integrity Module to 60 academic staff as part of the UNSW Conduct and Integrity Practitioners'

Forum. She also conducted three large workshops and 50 individual consults as part of the project.

### Research and Development Unit (RDU)

The Learning Centre delivered a number of workshops at the request of the Researcher Development Unit to UNSW academic staff. These workshops are extremely well received by participants. Topics included: Writing for publication in academic journals; Starting the Conversation about your Research with Impact; and, Supporting HDR Thesis Writing.

With the RDU staff, Gwyn Jones developed a four-hour workshop for Academics, 'Starting the Conversation about your research with impact'. This was successfully run twice, with 40 attendees.

Pam Mort and RDU staff co-facilitated two, three-hour supervisor training workshops on Supporting HDR students' academic reading and literature review. On both occasions over 95% satisfaction rating was given by participants. In Semester One, 12 supervisors attended and in Semester Two, 14 supervisors attended.

### International student events

Gwyn Jones presented two, one-hour lectures for 95 international students. The lectures introduced the unique nature of 'Aussie' English and were conducted through Student Development International.

## Smart Start

Gwyn Jones presented a two hour mass lecture on academic practice, writing and referencing to a large group of over 300 returning students.

### 7.2.2 Membership of University Committees and Working Groups

Centre Director Sue Starfield was a member of the Board of Studies and the English language reference group developing a post-entry English language diagnostic assessment plan for the university to be piloted in Semester One 2016.

She was also a member of the Steering Committee of the Electronic Assessment Management and Assessments Analytics Project in the Faculty of Arts and Social Sciences.

### 7.2.3 OLT Citations

The Director assisted in the selection process of citation candidates for the University's nominations for the Office of Learning and Teaching's Outstanding Contributions to Student Learning. She also provided detailed feedback on their statements to several candidates.

### 7.2.4 Courses and Careers Day

Jamie Roberts provided two lectures on the topic: 'Managing the transition from high school to university'.

Dominic Fitzsimmons gave a lecture on the UNSW Prep program and the University Preparation Program

### 7.2.5 Info Day and Orientation Week

Jamie Roberts provided two lectures on the topic: 'How is high school different from university.'

Gwyn Jones presented two, two-hour lectures to over 300 new students on 'Strategies for reading, note making and note taking' and 'Referencing the Real Story'.

Jacinta Kelly provided a lecture to over 100 students on referencing.

Dominic Fitzsimmons gave a lecture on the UNSW Prep program and the University Preparation Program

### 7.2.6 Membership of University Committees and Working Groups

Pam Mort is a committee member of the SLL Academic Advisors Reference Group.

Dominic Fitzsimmons is a member of the Board of Studies Faculty Assessment Review Group.

Dominic Fitzsimmons is a member of the Indigenous Legal Education Committee.

### 7.2.7 Association for Academic Language and Learning (AALL)

Pam Mort attended the 2015 *Academic Language and Learning Conference – Critical Intersections*, 25 - 27 November, held at UOW.

Claire Aitchison is on the Board of the AALL journal: *Journal of Academic Language and Learning*.

### 7.2.8 Presentations

Claire Aitchison gave a short talk in November at the 'launch' of UNSW AcWriMo and HDR Bootcamp titled: 'Write right away! Motivations and mysteries of PhD Writing'.

Dominic Fitzsimmons and Tracey-Lee Downey presented at Community information meetings about the University Preparation Program, in conjunction with Rochelle Pudney (The Hub). These were held between 24 and 27 November 2015 at four locations: Marrickville, North Sydney, Maroubra and at UNSW.

Dominic Fitzsimmons led a lunchtime workshop for law teachers on embedding skills in teaching and assessment.

Dominic Fitzsimmons presented monthly seminars to law students on the following aspects of legal skills:

- reading and note taking
- writing a case note
- writing a legal essay
- studying law as an international student

Dominic Fitzsimmons worked as a judge in the following student run competitions in the Faculty of Law: negotiations, client interviewing.

Jamie Roberts delivered a guest lecture 'Why do we laugh?' to Institute of Languages students.

Jamie also delivered two 'Introduction to the Learning Centre' lectures for the Institute of Languages.

Linda Burnett provided consultations for Optometry PhD students at their School writing bootcamps.

### **7.2.9 NIDA**

Jamie Roberts visited NIDA on three occasions to provide academic skills development for students.

### **7.2.10 External Engagement**

The Centre Director Sue Starfield was invited to be part of a three-person international panel to review the Counselling Service (incorporating their Learning Centre) at Trinity College, Dublin in January of this year.

The Director delivered workshops on thesis writing at the Hong Kong Institute of Higher Education to students attending.

Sue was invited to deliver a keynote address titled 'What can doctoral students learn from the research into doctoral assessment?' at The Hong Kong Institute of Education, Postgraduate Research Conference and Summer School in

Education, Social Sciences, Liberal Arts and Humanities in July.

In July, Sue Starfield was also invited to run two workshops on thesis writing at The Hong Kong Institute of Education, Postgraduate Research Conference and Summer School in Education, Social Sciences, Liberal Arts and Humanities.

The Director delivered an invited keynote titled 'Have we reached the promised land?: The challenges of integrating language and content in EMI contexts' at the Advancing global competence & English-medium instruction conference at National Chen Kung University, Taiwan in September.

Claire Aitchison gave an invited keynote at the Postgraduate Supervision Conference, Cape Town, South Africa on the topic 'Research Writing: purposes, practices and pedagogies in contemporary times'.

Dominic Fitzsimmons designed and facilitated a two-day conference (including a keynote address) on Reflective Writing practices at the Taiwan Medical University, Taipei, 18-19 July.



## 8. Professional Development of Learning Centre Staff



Pam Mort was Acting Director from 1 May 2015 to 31 July 2015 while the Director was on study leave.

Dominic Fitzsimmons participated in the Symposium on Refugee Students in Higher Education at University of Newcastle, 20 November 2015

Dominic Fitzsimmons and Jacinta Kelly participated in the National Association of Enabling Educators of Australia conference at Western Sydney University, 25-26 November, 2015

Dominic Fitzsimmons participated in the Workshop on International/Foreign Students at Law Schools, Faculty of Law, UNSW, 14-15 December 2015

Tracey-Lee Downey attended the 14th Global Mindset Conference on Blended and Online Learning at Australian Technology Park, 25 August 2015.