

Worry less **Learn more**

a case study in integrating the development of academic capabilities



Evidence into practice cycle

Adapted from Crookes & Davies 2004

Initial areas of interest

- Information literacy
- Statistical literacy
- Academic integrity

Examples of statutory regulations

NSW Nurses and Midwives Board

- Requires declaration of any guilt of student misconduct (plagiarism or dishonesty)
- Refers to national competencies

Australian Nurses and Midwives Council (ANMC)

- National competencies: Standard 3: recognises the need for information literacy and academic integrity



The Academic Integrity Project

- Built on previous successes
- Considered university requirements and professional competencies
- Appealed to academics by addressing identified needs and gaps
- Academics taught discipline specific content with skills based around existing assessment

Nursing as an evidence-based practice

Curriculum integration of:

- Information literacy skills
- Academic skills

Collaborative development of

- Resources – especially those that can be available by e-learning
- Learning activities – particularly those that have transferable skills
- Assessment tasks – which compel student engagement with their own learning

Why integrate or embed? 'Worry Less. Learn More'

- Skills are immediately relevant
- Skills can be learnt incrementally
- Transferability of skills demonstrated
- Students rewarded for learning as skill development is linked to success
- Students can be assisted to experience success
- Student motivation strengthened

UOW Graduate Qualities

- Informed
- Independent learners
- Problem solvers
- Effective communicators
- Responsible



Margaret Wallace

Senior Lecturer
Nursing, Midwifery and Indigenous Health
University of Wollongong

email: mwallace@uow.edu.au