



LEARNING DEVELOPMENT

ANNUAL REPORT

2008

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Introduction and Overview

The 2008 Learning Development Program at a glance

In 2008, Learning Development (LD) continued to work with faculty across all on-shore locations and some off-shore locations to support students' development of subject/course specific academic literacy and/or language and graduate qualities. This **faculty focused program** involved **collaborations** with faculty and ASD staff and employed **a range of strategies**, including team teaching with subject lecturers, curriculum and assessment design, developing online or in class learning resources, developing and servicing credit bearing subjects or parallel language/literacy tutorials, and delivering guest lectures. The program reached **over 9000 UoW students (including research students)**. Of this group, approximately **20% were international students** and **30% were equity students**.

Over 2000 students used the **workshop and individual consultation program** in 2008. This program was **delivered via mixed modes** in 2008 including face-to-face, telephone, email, video conferencing, and Tablet PC. Maths support was also provided on a limited basis both within faculty subjects and individual and small group consultations.

Online learning resource usage remained high in 2008. Visits to the interactive **Unilearning** site have steadily increased since the site was first launched in 2000. Website visits in 2008 were **in excess of 350,000**. Downloads of PDFs on a range of academic learning issues, including essay writing, report writing, thesis writing, critical thinking and writing, reading academic texts, study skills and exam preparation, have remained popular.

Quality assurance

A variety of feedback mechanisms were employed in 2008 to provide informed and targeted support in subsequent iterations of the faculty program and the workshop and individual consultation programs. These mechanisms included student surveys, focus groups, solicited staff feedback, and pre and post testing. Unsolicited feedback from both staff and students also informed the quality cycle of planning and review.

Highlights for 2008

Learning Development's key achievements in 2008 in relation to particular aspects of the **University Strategic Plan 2008-2010** included the following:

UoW Goal 1 Excellence and innovation in Learning and Teaching

Objective 1: Graduates equipped to contribute to society and the workplace.

Key strategy • Integrate the development of Graduate Qualities into the curriculum

- ❖ An Informatics academic and an LD academic received funding for an ESDF project: *Quality graduates become professional engineers.*

Key strategy • Embed the outcomes of the Academic Integrity Project within learning and teaching processes

- ❖ Several members of LD are active members of the organising committee for the **4th Asia Pacific Conference on Educational Integrity** (4th APCEI) to be hosted at UoW in 2009.
- ❖ Five Learning Developers were awarded an **Australian Learning and Teaching Council (ALTC) citation** in 2008 for *Sustained work to collaboratively integrate contextualized academic integrity into curricula.*

Key Strategy • Work with employers to integrate workplace and community experiences for students into the curriculum in all discipline areas

- ❖ An LD academic made a substantial contribution to the development and teaching of a new subject in Informatics. The subject focuses on **language communication and employability.**

Objective 2: An active, collaborative and flexible learning experience for students.

Key Strategy • Provide and promote appropriate learning support for student groups and individuals

- ❖ LD supported the development of advanced level, context specific English language and academic literacy proficiency of students. This support targeted core subjects, transition subjects and those with high international and/ or NESB student enrolments. The faculty program, together with the workshop and individual consultation programs, provided **a layered approach to support a diverse student body** with diverse learning needs.
- ❖ LD worked collaboratively with faculty and ASD staff to expand its **support for transnational programs** in Arts, Nursing and The Centre for Transnational Crime Prevention.

Key Strategy • Optimise the mix of delivery methods to enhance the learning experience of students across all teaching locations

- ❖ LD made use of **mixed mode delivery** to promote a flexible learning experience for students on **all on-shore locations** and **some off-shore locations.**

Objective 3: Quality programs relevant to the evolving needs of students and the community.

Key Strategy • Monitor and improve practices to ensure the quality of course delivery and outcomes across teaching locations, including UOW Dubai and other off-shore sites

The **quality and relevance** of LD provisions to meet the evolving needs of students was recognized both nationally and locally within the university in 2008.

Learning Development Annual Report 2008

- ❖ LD made a significant contribution to the DEEWR funded AUQA project ***Good Practice Principles for English language proficiency for international students in Australian universities***. The final project report contains a number of examples of LD work as exemplars of good practice principles.
- ❖ The awarding of an **Australian Learning and Teaching Council citation** for *Sustained work to collaboratively integrate contextualized academic integrity into curricula*.
- ❖ One LD academic received an early career academic award for her **outstanding contribution to learning and teaching** (OCTAL).
- ❖ A number of individual LD academics and those involved in faculty teams were nominated for OCTALS (awards to be announced in 2009).

Key Strategy • Improve the quality, relevance and recognition of programs through networks of professional and community relationships

- ❖ An LD academic was awarded a **competitive nationally funded project grant** to further work **towards benchmarking** the programs employed by the academic language and learning professionals within Australian universities.

Key Strategy • Employ external benchmarking to monitor academic standards

- ❖ LD academics were members of the **UoW/UTAS benchmarking transition programs** team.

2008 Report format and structure

The 2008 report content and format differs substantially from that of previous years and is the work of Kim Draisma, Head Learning Development 2009 and Jennifer Heath, Planning and Reporting Officer. Acknowledgment is also due to Kim and Jennifer for their editorial work on the 2008 report.

Bronwyn James
2008 Learning Development Program Co-ordinator

Achievements

In 2008 Learning Development Academic staff, Bronwyn James, Paul Moore, Alisa Percy, Ruth Walker and Jan Skillen, received national recognition for University Teaching from the Australian Learning & Teaching Council (ALTC). Their ALTC citation was for:

'Sustained work to collaboratively integrate contextualised academic integrity into curricula'.



Alisa Percy, Paul Moore, Ruth Walker and Bronwyn James.

University of Wollongong Outstanding Contribution to Learning and Teaching (OCTAL) Awards



Vice Chancellor Gerard Sutton and Dr Celeste Rossetto, 27th June 2008

Dr Celeste Rossetto (Lecturer, Learning Development) was awarded a University of Wollongong Faculty Early Career Academic Award for her:

Outstanding Contribution to Learning and Teaching

Key Indicators of Performance – Student perception

The 2008 UoW Student satisfaction Survey revealed positive feedback for Learning Development. Table 1 below reports the percentage of students, in various student sub-groups, more likely to agree with the statement 'I was satisfied with the level of support provided when I accessed Learning Development'.



Student Group	% of students
UOW wide	60%
Undergraduate	56%
Postgraduate	71%
Research	66%
Domestic	56%
International	67%
1 st Year	61%
Not 1 st Year	60%
Arts	64%
Commerce	63%
Creative Arts	47%
Education	54%
Engineering	52%
H & BS	61%
Informatics	55%
Law	71%
Science	55%
Grad School Business	74%
Grad School Medicine	55%

The 2008 Student Satisfaction Survey provides evidence that Learning Development is important to students.

71% of Postgraduate students who used LD services are indicating satisfaction with LD level of support.

Law and Graduate School of Business Students responded to the survey indicating highest levels of satisfaction with LD support.

*Table 1: Student feedback on LD level of support.
Source 2008 UoW Student Satisfaction Survey*

Generic Workshops for Students

Learning Development Generic Workshops were available to all students and focused on aspects of academic literacy and language. The workshops were facilitated by Learning Development Academic staff and provided a forum for students to address many of their academic learning needs.

Workshop	No. of Meetings in Workshop	Wollongong		Shoalhaven		Batemans Bay		Bega		Loftus		Moss Vale		Approx. number of Attending Students
		A	S	A	S	A	S	A	S	A	S	A	S	
Academic Survival Skills	1	X		X	X									150
Academic Vocabulary	1	X	X											20
Critical Reading & Notetaking	1			X	X		X						X	32
Critical Reading & Research	1									X				1
Critical Thinking & Arguments	1									X				0
Effective Referencing	2	X	X	X	X									63
Efficient and Critical Reading	1											X	X	9
Essay Writing A: Structure of the Essay	6	X	X											149
Essay Writing B : Developing a Critical Argument	4	X	X											92
Essay Writing	1			X	X		X	X	X			X	X	120
Exam Preparation & Techniques	1	X	X	X	X		X	X	X		X	X	X	46
Grammar	3	X	X											49
Online Communication	2		X											0
Preparing for Your Assignments	1									X				2
Presentations	2	X	X				X		X			X		99
Pronunciation	2	X	X											53
Reading Strategies	2	X	X											90
Report Writing	2	X	X	X	X		X		X		X	X	X	130
Study Skills	1	X	X	X	X		X	X	X			X		129
														1234

Workshop	SBS Intake A	SBS Intake B	SBS Intake C	SBS Intake D
Academic expectations			X	X
Harvard referencing	X	X	X	X
Report writing	X	X	X	X
Essay writing	X	X	X	X
Critical reading and analysis		X	X	X
Writing a critical argument	X		X	X
Improving your academic & business vocabulary	X	X		
Exam writing strategies	X	X	X	X
Business language and conversation	X			
Total	28	24	57	102

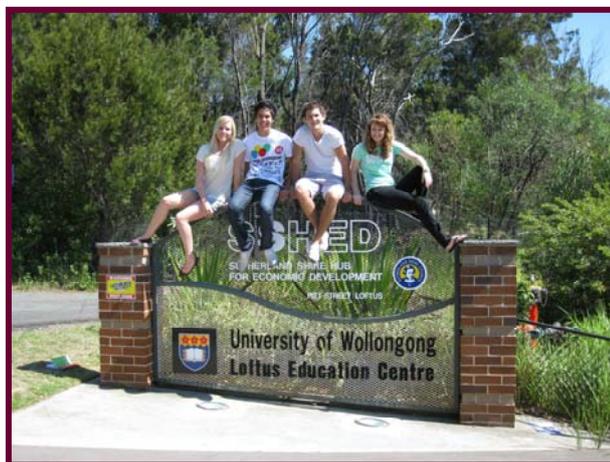
Student attendance at these voluntary LD workshops exceeded 1,445.

Table 2: Student attendance at voluntary generic workshops offered by LD in 2008

Case Studies - Loftus

Learning Development at Loftus was involved in the core first and second year Education subjects EDFE101 'Education Foundations 1: Learning and Development' and EDUF212 'Education II'. The academic skills covered in these two subjects were sequentially developed.

In EDFE101 a face to face workshop was delivered by Joanne Dearlove, Learning Development Lecturer. The workshop focus was on the elementary use of evidence and development of argument. This helped students to understand the process of developing a thesis on a topic by identifying similarities and differences between opinions in source materials and to apply these views to the subject content. The workshop also addressed writing in an impersonal form, clearly separating the writer's opinion from the readings used to arrive at this opinion (ie, the evidence).



"The support of Learning Development in the first year subject EDFE101 prevented a lot of typical first-essay errors, like personal language, looking only for a reference that says what the students want to say and too much description. It helped the students to focus on the content and knowing Joanne was available to help them allayed a lot of anxiety. The support provided in EDUF212 drew clearly on the first year skills, consolidating and expanding them. Being Maths and Science students, they often dislike essays and lack confidence in their ability to manage them. Joanne's work gives them clear guidelines on what constitutes an argument in this subject at this level and on ways of developing these."

Dr Jennifer Rowley
Lecturer for EDFE101 and EDUF212
at Loftus in 2008

In EDUF212, the Learning Development workshops extended the teaching of the development of argument to include identification of assumptions and illogical arguments in readings, that is, a higher level of critique of the source material.

Case Studies – Postgraduate Education subject, EDGZ921

In Autumn semester 2008, LD's contribution to EDGZ921 'Introduction to Research & Inquiry' included four workshops: essay and paragraph structure, input into structuring literature reviews, supporting students in a library workshop and the language of quantitative and qualitative research. One-one consultations were also provided.

"I really enjoyed the workshops that the LD lecturers gave us. Through having the workshops, I could understand about the tasks, in other words, what I was expected to write. It was great to have discussions with the teachers and classmates. I loved individual consultations because I could get direct feedback for my writing. I was and am still, one of the international students who struggles with English writing. I really loved the workshops"

International student



"The support that the LD lecturers provided in EDGZ921 was invaluable. Many international students find it very difficult to move across different styles of writing and genres. While for the most part of their academic life they will be asked to write in very rigid conservative styles - in my class I encouraged students to write in more narrative storytelling styles. The idea was to write about and share research findings that could be accessible to their colleagues and peers. Also, to consider how the relationship between the personal and the professional might be central to the research questions we ask and the projects we undertake."

The support of the Learning Development Unit allowed me to extend the students' learning - to push them out of the safe zones and to consider alternative ways of thinking and viewing academic work and research. For students to take these types of risks in their work, they need to feel safe and supported - the team of Meeta and Heather created this style of learning environment - a context where students could try new ideas, new ways of thinking, viewing their place in the world and writing about it. The work of the students, I believe, was outstanding and for many of the students at the end of the course felt it was transformative. I suspect the greatest outcome was the many students who decided to return to Wollongong to continue on with further study- doctoral work, due to their success in this subject."

Dr Karen Malone

Case Studies - The Commerce eLearning Module

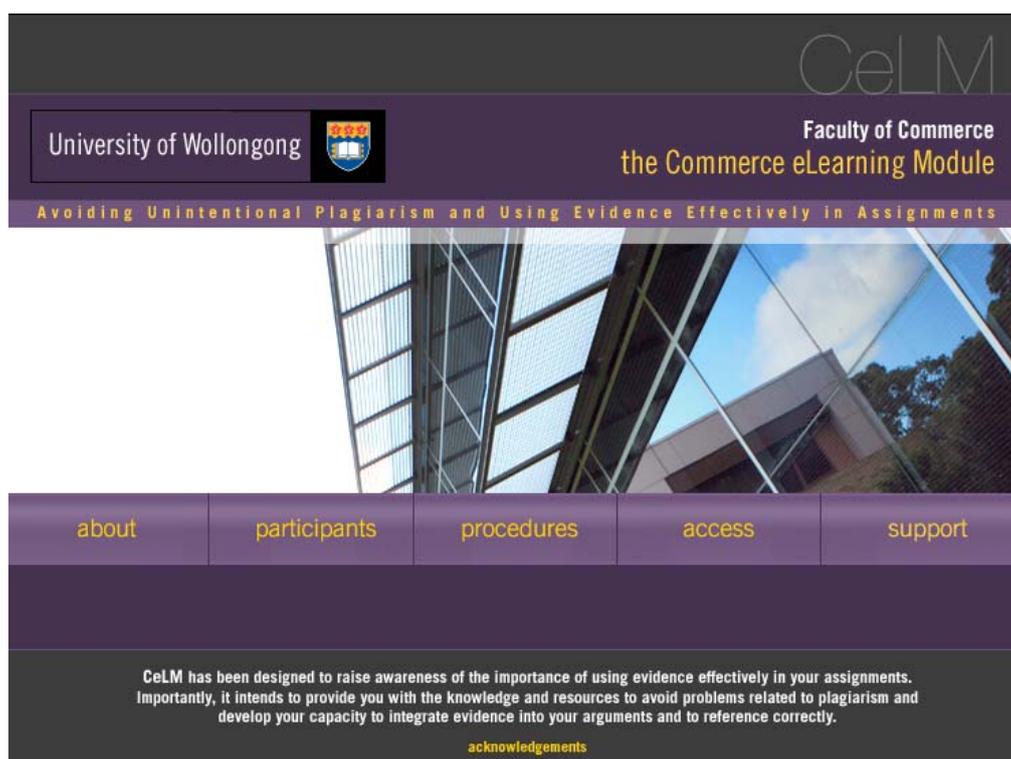
The Commerce eLearning Module – Using Evidence and Avoiding Plagiarism: A compulsory online orientation resource and assessment for all newly enrolled Commerce students

In 2007, the Faculty of Commerce funded the development of the Commerce eLearning Module (CeLM) as a separate eLearning site (pictured below) to function as a compulsory online orientation resource and assessment tool for all newly enrolled students in the Faculty.

Beginning in 2006, this Module was initially developed and delivered inside MARK101 'Marketing Principles', a first year core subject for the Bachelor of Commerce, and subsequently extended to five subjects; four undergraduate and one postgraduate.

In 2008, Learning Development continued its collaboration with CEDIR and Commerce staff in the development and implementation of the Commerce eLearning Module (CeLM).

The Faculty launched CeLM as the cornerstone of its Plagiarism Prevention Policy in 2008.



Learning Development CeLM responsibilities

Learning Development led the development and quality review of the instructional content and quiz questions and collaborated in the quality review of its delivery mode and overall effectiveness.

Quality review involved a variety of evaluation tools, including: an online student survey embedded in the Module, focus groups with students, open feedback mechanisms for staff and error analysis to identify ambiguities in the questions.

Learning Development collated and analysed the feedback, refined the module in light of the feedback and reported the findings to the Faculty.

These findings were the first phase of the evaluation and were presented and published at the 2007 ASCILITE Conference^[1]. The CeLM will continue in 2009.

"I was actually surprised how much I didn't know about the Harvard style of referencing or how to properly include citations and how to use evidence"

**3rd Year Commerce student,
Student feedback survey**

Importantly, Learning Development also provided ongoing support for students through the provision of face to face lab seminars and individual consultations across all on-shore campuses.

"I've been referencing all my university life and thought [the learning module] would be easy...15 minutes and I will be done with it. But when I went to do it, I said 'huh, what's this. Nobody told me about this'...you just find out what you don't know."

**3rd Year Commerce student,
Via Survey data**



[1] Percy, A., Yanamandram, V. & Humphrey, S. (2007). *Using evidence and avoiding plagiarism eLearning module: Scaffolding academic integrity*. Proceedings of the 2007 ASCILITE Conference, December 2 – 5, Singapore, 2007.

Case Studies – Working with students with disabilities

A student enrolled in WRIT129 (Faculty of Creative Arts) was referred to Learning Development by a Disability Liaison Officer (DLO), who identified the student as having been diagnosed with an anxiety disorder, and for whom participation in oral presentation assessment tasks was particularly problematic. The student self-identified as being so anxious about doing an oral presentation that withdrawal from the subject and/or University was being contemplated.

The student indicated that the idea of 'standing up and speaking in front of others' invoked an anxiety attack that included physical symptoms of illness, such as sweating and nausea, which in turn, invoked more symptoms, making fleeing the room likely.

The Learning Development lecturer sought to reduce the student's anxiety by reframing the task away from giving a 'speech' – or performing – to giving a 'mini lesson' – or teaching. The student was taught to develop a lesson that addressed the question, and taught to include Powerpoint slides in the presentation that literally would focus classmates' attention away from the student and towards the content of the presentation.

This placed the student presenter in a position of 'control', dissipating awareness of audience gaze and therefore lowering anxiety.

Postscript:

The student identified having developed sufficient confidence from working with the Learning Development lecturer, subsequently enrolled in a 200 level public speaking subject.

Assisting students with disabilities to cope with the requirements of their tasks is a core activity of Learning Development. Student disabilities include physical, psychological and developmental disorders.

"I would like to thank you for your help with my WRIT129 Theory Tutorial Paper. I was very apprehensive about the assessment's public speaking component and lacked direction as to what to focus on within my topic. You helped build my confidence and gave new angles of approach to the assessment that helped me to achieve a HD mark of 86%! I look forward to further enlisting your help with other subjects that I may have difficulty with."

Student feedback to LD lecturer via email, 2008

Arts

Curriculum Integrated Activities

Work with transitional and equity students

The learning needs of transitional and equity students were the focus of Learning Development work across the Wollongong and Shoalhaven campuses and Bega and Batemans Bay Education Centres. LD provided:

- ❖ resource and curriculum development in first year subjects including SOC103 'Introduction to Sociology', AUST101 'Australian Studies: Cultures and Identities', ABST150 'Introduction to Aboriginal Australia', BCM100 'Introduction to Media and Cultural Studies', CENV112 'People and Place' and CENV113 'Community, Culture and Rep';
- ❖ workshops, online support and informal learning assistance for indigenous students at Woolyungah Indigenous Centre;
- ❖ individual writing consultations, conducted in collaboration with faculty supervisors, for domestic and international Higher Degree Research students; and
- ❖ thesis writing workshops for Honours students, supported by individual writing consultations.

"Thank you for your fantastic tutoring. ... I learned how to organise my ideas in a logical and coherent way. ... My knowledge of academic writing has been enriched."

PhD Student

Faculty Governance

Learning Development contributed to curriculum development across the Arts Faculty through its representation on the Faculty Education Committee and the FEC Subcommittees for the South Coast and Southern Highlands and Graduate Qualities. Contributions to staff development also were made through Learning Development participation in the inductions of new teaching staff.

ESDF Project

enhancing discipline-specific learning

Faculty staff in History collaborated with Learning Development in a successful application to the Educational Strategies Development Fund to develop reading resources to enhance learning and teaching in AUST101. This project built on a 2007 pilot in HIST237 and has the potential to identify strategies for acquiring disciplinary knowledge that is applicable to other learning contexts.



Commerce

Curriculum Integrated Activities

These activities ranged across the Schools of Management and Marketing, Economics and Accounting and Finance (see Appendix). Activities targeted academic language and literacy development for students who were unfamiliar with the requirements of the Course, Faculty or University or those who needed to further develop their academic writing skills.

The students were assisted in understanding how to complete their assessments through targeted tasks. The Learning Development staff negotiated with subject coordinators or tutors at satellite campuses to provide lectures, online resources and learning support through workshops and individual consultations.

Some Commerce Faculty staff have since embedded these resources into subject material for re-use in subsequent semesters.

The Learning Development staff were also available for individual consultations across all campuses.

Curriculum Development Activities

Several subject co-ordinators consulted LD about curriculum development for their subjects, however, the main work focused on reassessing tasks for ACCY974 'Accounting Regulation'. What began as an avenue to avoid plagiarism resulted in scaffolding academic skills to increase awareness of plagiarism and how to: avoid plagiarism; critically assess arguments and references; foreground pertinent information, and extend and develop an academic vocabulary. This helped students to successfully complete the subject and apply their newly learnt skills to other subjects within the Masters of Accountancy.

Projects

The Master of Professional Accounting project was ongoing from 2007 as academic literacy is embedded into the degree. It is a collaborative endeavour where Faculty and Learning Development staff contribute to institute further development of academic skills into each subject.

Planning

Discussions with the Faculty's Learning and Teaching consultant on the embedding academic skills in the Masters of Commerce course has commenced with a more systematic approach across the four core subjects anticipated for 2009.

Creative Arts

Curriculum Integrated Activities

LD contributions were made to three core subjects in Creative Arts in 2008: VISA 121 'Introduction to Critical Theory in Art and Design', PERF117 'Dramaturgy B: Introduction to Genre and Style' and PERF217 'Dramaturgy D: Australasian Modernism and Performance'.

In VISA121, lectures focused on the development of academic discourse in the subject and provided information on the requirements for undertaking research and academic writing in the subject. The use of the Faculty standard referencing system, MLA, was also addressed. Assignment topics and strategies for answering these topics were provided in a 'Q&A' style workshop.

In PERF117, a lecture was provided on how to satisfy an assignment requirement that focused on weekly lecture summaries. This lecture addressed a range of topics, including identification of content and argument, and provided a rationale for the assignment based on the structure of information in a lecture and problems of reliance on memory.

In PERF217 a lecture was provided that addressed the major assignment; writing a mock grant application. This assignment sought to extend students' knowledge to 'real world' situations, and the LD contribution supported the development of a broader skill base.



298 students were enrolled in Creative Arts subjects with integrated LD material during 2008.

Education

Curriculum Integrated Activities

Learning Development provided support at the postgraduate level by running assessment related parallel tutorials and integrated workshops and individual consultations in the following subjects:

- ❖ EDGT 984 'Theories of Second Language Learning', which is a core TESOL subject with a large cohort of international students. Two workshops were offered in 2008 on essay writing and writing case studies.
- ❖ EDGZ 921 'Introduction to Research & Inquiry', which is an introductory subject in Research Methods in Education. Learning Development delivered seminars on writing and academic skills to help with the assessment tasks, such as: writing problem posing vignettes, narrative reports and reflexive essays.

In Spring 2008, Learning Development was involved in the delivery of academic skills in EDGT 985 'English in Specific Contexts', which is an elective, but in many cases it is the first subject that international students are likely to undertake at the University. To help with the transition, a Learning Development lecturer team-taught with the subject lecturer.

"It has been great to have concurrent language workshops for EDGT984 and 985. The feedback has been great so far. The workshops took some pressure off us so that we could focus more on content issues."

Dr. Honglin Chen
Subject co-ordinator, 2008

EDGZ924, is another core research methodology subject that research students in Education are expected to complete prior to undertaking research at the masters or the doctoral level. Learning Development's contribution to the subject involved a three-hour seminar on writing Literature Reviews, which was team taught with the Faculty academic. Part of the seminar was podcast. This format of support occurred twice in 2008. Some individual consultations also followed.

Feedback on an LD workshop for EDGZ924 research methodology students indicates students' self reported average level of seminar content knowledge rose from 2.6/5 to 4.3/5 following the workshop.

"The examination of texts and examples highlighted made a huge difference to my understanding because it was much more focussed than the usual textbook material. In fact, it contextualised and made relevant the more theoretical approach of texts. Excellent assistance, much appreciated."

Student feedback on workshop

Engineering

Curriculum Integrated Activities

In each semester of 2008, Learning Development again presented two lecture series to students enrolled in the thesis subjects ENGG452 and ENGG453: one for five weeks, addressing the written requirements of the compulsory thesis project; and one for two weeks, addressing the oral presentation component of the thesis project.

This presentation pattern allows each 400 level cohort to receive timely information on the Faculty's requirements for the first assessment task, the Thesis Proposal, and other components of the thesis as they arise.

Among other things, lecture topics addressed:

- ❖ the macro and micro structures of a thesis and how to:
 - write an Introduction;
 - write a Literature Review;
 - appropriately include illustrative and graphical images in written text;
 - develop an argument;
 - turn a written document into an oral presentation;
 - make an oral presentation.

"I wish to place on record the outstanding assistance Ms Kim Draisma from Learning Development provided to me while I was completing my thesis, which meant I received a High Distinction grade. I only wish that this service had been available when I did my first Engineering thesis, for which I received a Credit grade. The University is lucky to have this [Learning Development] service."

400 level Engineering Student, emailed to Professor Chris Cook, Dean of Faculty

In 2008 Ms Draisma participated in the Faculty of Engineering 'Graduate Capabilities Team', which utilised a computational strategy to align elements of the University's Graduate Attributes, the Faculty's Graduate Capabilities, degrees courses, subjects and assessment tasks. This ESDF-funded project has been nominated for an Outstanding Contribution to Teaching and Learning Award for 2009.



Health & Behavioural Sciences

Curriculum Integrated Activities

Curriculum development activities involved both evaluation and further design of curriculum integration in the Nursing and Health Sciences programmes.

Three LD staff, Jan Skillen, Bronwyn James and Paul Moore, were members of a group of LD lecturers **awarded** an



Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning.

This award was for work carried out in the *Nursing Academic Integrity Project* over the past few years. The following comment from Nursing highlight the focus and effectiveness of the project, which aimed to link aspects of academic-integrity and professional evidence-based practice.

The LD team has expended their efforts in attempting to really understand the challenges that face nursing students. It is in this way that LD contributes their professional expertise to tailor the support they provide to the curriculum and to the needs and aspirations of teachers and students.

Dr Margaret Wallace, Senior Lecturer and FEC Chair, School of Nursing, Midwifery & Indigenous Health

The student's comment below demonstrates how the project successfully conveyed the alignment between academic integrity and professional practice:

"Part of being a professional is that you have to keep yourself up-to-date, in first year when you hear something ... you do rush to the internet ... to find out what they're talking about ... because that influences your contribution to any conversation ... or practices put into place ... you need to back it up with where you got it from ... the integrity of your source ... it gives weight to your argument."

**2nd Year Student
Via Feedback on Workshop**

To promote student motivation and engagement, the subject embedded resources and activities that were developed in collaboration with School and Library staff. Subject specific readings and assessments made use of a variety of resource genres including: on-line quizzes, in-class scaffolded writing tasks and reflective and critical reading activities to teach the skills that underpin academic integrity.

"At the moment I'm developing my basic skills in essay writing and referencing so one thing I found really useful was the annotated essays because I could see ... rather than talking about what should be in an essay. There was an essay in front of me that was highlighted which had little notes so that I could really see how it applies".

1st Year Student

Curriculum Development Activities

LD Curriculum development activities for H&BS involved:

- ❖ both *evaluation* and *further design* of curriculum integration materials;
- ❖ collaboration in workshops with faculty from other universities;
- ❖ preliminary meetings with curriculum designers for the new Nursing curriculum subjects; and
- ❖ an ongoing role in approving related new subjects.

Bega – workshops for 1st Year Nursing students

In Autumn 2008, a series of six one-hour voluntary workshops were run for 1st year Nursing students at the Bega Education Centre. These workshops addressed literacy, grammar, essay structure and research skills.

Projects

As an offshoot of the Nursing Academic Integrity Project, members of the Faculty, LD and CEDIR, began a funded project entitled:

"Identifying writing practices which place students at risk of breaches of academic integrity".

The aim of the project was to analyse student writing in the assessment tasks for NURS325, Community Development Nursing: Theory and Practice, in order to identify features of student writing that place students at risk in relation to academic integrity.

The results of this analysis will inform the development of targeted learning and teaching resources and strategies to minimise this risk.



Informatics

Curriculum Integrated Activities

Fourteen subjects in the Faculty of Informatics were targeted for integration work in 2008. The work addressed a range of written and oral genre (including industry reports, literature reviews, oral presentations, and annotated bibliographies). Additionally, many of these subjects focused on oral and written English language development.

LD was also involved in the design and development of a new subject focussing on language communication and employability.



Work in ECTE 955 'Advanced Laboratory' aimed to prepare students for the communicative aspects of being a professional in their field. The other components of the subject involved the use of MATLAB and assessments in the subject were generally technical reports.

The communication segment of the course aimed to enable students to develop and demonstrate an ability to:

- ❖ research and select an appropriate (topical interest) article from a professional magazine summarise it in writing;
- ❖ acknowledge sources appropriately both in speech and writing;
- ❖ orally relate the issue summarised to one's own national/cultural context; and
- ❖ orally communicate the information to a general audience(not specialists) in the field.

One hour tutorials were provided in weeks 3 to 9.

Maths Learning Support

One significant initiative involved planning and resource development for the Moss Vale delivery of MATH 131/132 'Mathematics for Primary Educators 1 & 2' to Education students.

Project support for the Informatics project, *Mathematics and Statistics resources to support student learning*, was provided by LD's casual maths Learning Developer through the production of maths learning resources.

ESDF Project

An ESDF project is underway in the School of Electrical, Computer & Telecommunications Engineering (SECTE): *Quality Graduates Become Professional Engineers*. This project consolidates and extends work done with the Faculty in the undergraduate Electrical Engineering program in previous years and will be completed in 2009.

Quality Assurance

LD regularly uses surveys as a means of quality assuring programs. As an example, the survey responses for CSCI441/941 'Advanced Topics in Computer Science A' demonstrate the perceived improvement in student understanding following an LD intervention in the subject.

"Thank you very much for your kind and great advice, teaching and support given during the semester. Actually, I had a great chance to refresh and enhance my theoretical knowledge and academic skills throughout the entire course".

**International student
Masters of Engineering
Studies**

Student Feedback Surveys

CSCI 441 Autumn 2008 Survey sample: 10, Rating scale 1 (lowest)-5 (highest)	
Text of question	Average Student Evaluation
Before this workshop, my awareness of the topic was ...	1.90
My understanding of the topic is now ...	3.95
CSCI 441/941 Spring 2008 Survey sample: 22 Rating scale 1 (lowest)-5 (highest)	
Text of question	Average Student Evaluation
Before this workshop, my awareness of the topic was ...	2.3
My understanding of the topic is now ...	3.7

Table 3: CSCI student surveys 2008 – average evaluations.

Law

Curriculum Integrated Activities

LD worked closely with the First Year Working Party of the LLB program to map assessment tasks across subjects in order to identify strategic timing of learning support inside LLB110, the lynchpin 'Legal Research and Writing' subject.

Concurrently, LD worked collaboratively with the subject coordinator of LLB110 and the Law Librarians to develop a range of scaffolded in-class and online activities that allow students to practice their legal and academic research and writing skills, and which were sequenced to work with parallel subjects in the program.

A central aim of the revised LLB110 is to introduce students to the critical evaluation of sources and authorities that are fundamental to the study of law. LD assisted in the design of assessment tasks and in-class reading and writing activities and co-taught classes for LLB110. As one student commented "We would've been in a very bad place without this subject".

In 2008, the LAW program coordinators continued to work with LD-created legal research and writing resources inside LAW100 'Law in Society' and LAW210 'Contract Law'. Their in-class activities now have embedded assignment analysis and legal referencing activities.

LD followed up on the skills developed in LLB110 with a critical writing workshop related to an assessment task in LLB180 'Criminal Law', and by co-teaching classes in legal and academic argument in the following session's core subject LLB160 'Foundations of Law B'.

Some preliminary support was given to the small cohort of participating international students inside the postgraduate subjects LLB395 'Legal Research and Writing' and LLB910 'Introduction to Law'.

"I believe that the contributions of the LD team have significantly improved the programs in which they have been involved. Their work within LLB110 Legal Research and Writing and in creating a collaborative approach to the first year LLB program has led to both an increased student awareness of what should be done to succeed in their studies as well as an increased academic understanding of what might need to be done to facilitate effective student learning".

**Associate Professor Kay Maxwell
Associate Dean (Teaching and Learning)**

A major focus of LD work in 2008 was the development of learning support for the international masters coursework students in the Centre for Transnational Crime Prevention (CTCP).

An Academic Services Division (ASD) team consisting of Learning Development, the Library, CEDIR and SEDLO took the opportunity to encourage the development of program-specific resources that would respond to the anticipated learning needs of CTCP's transnational and visiting international students.

The ASD team identified learning needs of this cohort of students from a wide range of educational backgrounds and language proficiencies.

The ASD Team developed a suite of learning resources accessible to local and international CTCP teaching staff and students.

The LD and Library staff delivered the two-day compulsory orientation program of workshops for all incoming Masters of Crime Prevention students on the Wollongong Campus. An online quiz was delivered at the end of each orientation to assess the participating students' acquisition of legal research, referencing and writing skills. This orientation program was also delivered in Malaysia by CTCP academics.

The screen shot, to the right, illustrates the LD developed Writing Module from the CTCP *Getting Started Program*. This module is based on Emily Purser's 2007 Learning Development work with UOW Dubai. The online modules are open access to allow for transnational students' and teachers' ease of access, and are available at:

<http://ctcp.uow.edu.au/resources/>

The screenshot displays the 'Writing' module page within the 'Getting Started Program' at the University of Wollongong. The page features a navigation menu with 'Home', 'Welcome', '1. Expectations', '2. Research', '3. Reading', and '4. Writing'. The 'Writing' module is selected, showing a sidebar with 'Module 4' and a list of activities: Introduction, Short Answers (-in-class activity 4a), Essays, Speed writing tips, Argumentation (-in-class activity 4b), Written 'voice', Citing legally (-in-class activity 4c), Academic style, and Vocabulary (-in-class activity 4d). The main content area is titled 'Writing for academic and legal studies' and includes an introductory paragraph, a list of requirements for managing writing tasks, and a bulleted list of skills to develop. A 'Print this module' button is visible in the sidebar, and a 'Short Answers next >' link is at the bottom right.

University of Wollongong

CTCP@Faculty of Law
Getting Started Program

Home Welcome 1. Expectations 2. Research 3. Reading 4. Writing

Module 4

Introduction

Short Answers
-in-class activity 4a

Essays

Speed writing tips

Argumentation
-in-class activity 4b

Written 'voice'

Citing legally
-in-class activity 4c

Academic style

Vocabulary
-in-class activity 4d

Print this module

Writing

Writing for academic and legal studies

During your studies in this program, you will be expected to write several 'essays'. For each subject, you may write several short answer responses to specific questions or a relatively short essay, and also a longer research-based essay. Whether answering a question briefly or at length, all academic writing needs to be based on extensive reading, and sources carefully acknowledged.

To manage the various writing tasks well, you need to:

- understand the difference between description, explanation and argumentation
- understand the text composition process
- consider a range of evidence, and form clear opinions
- organize your textual product according to the established pattern or 'logic' of academic essays
- carefully summarise, paraphrase and reference the words of others
- write concisely and coherently
- expand your vocabulary

Short Answers
next >



I have never been provided with information with regards to research, reading and writing academically so this was of great benefit to me.

Student, CTCP Masters Course Work
Feedback on CTCP Getting Started Program

It gave me a good insight into what I need to do to research, write and structure my essays. It has been about 10 years since I have done any research, so it was helpful in bringing me up to speed in technology and research.

Student, CTCP Masters Course Work
Feedback on CTCP Getting Started program

Learning Development and Library staff were conscious that the early workshops were effective as preliminary orientation only, and that research and writing support would be more effective if strategically targeted to subject-specific assessment tasks across the session. To that end, follow up seminars were held with students on the Wollongong campus. These seminars were delivered for the subjects LEGL958 'Studies in International Criminal Law' in Autumn session and LEGL960 'Issues in Transnational Organised Crime' in Spring session, were taught by LD and the Library, and focused on subject-specific support for long research essays, a common assessment task for the programs in CTCP.

The success of the LD program for CTCP was identified by the program coordinator as having a **'...significant impact on improving academic literacy and lowering the levels of plagiarism detected within the targeted student populations'**.

Graduate Qualities in Law Faculty

Learning Development was also involved in the development of Faculty of Law specific Graduate Qualities. These GQs were successfully integrated into subject outlines by the end of 2008. A follow-up sub-committee is planned for 2009 to look at developing templates for subject proposal forms to incorporate commentary on matching the GQs with learning objectives and assessment tasks for each subject.

Science

2008 saw a significant course restructure in postgraduate Science, with the introduction of new subjects for Masters of Science students, in response to needs identified over the past few years.

The Masters degree program attracts students from a diverse range of backgrounds, many of whom need a stronger foundation in the knowledge that tertiary study in Australian universities depends on, such as academic and information literacy, use of standard educational software, ability to interpret and produce statistical information, and the ability to manipulate numerical information and calculate changing measurements in laboratory situations.

The new subjects called on extensive contributions from Learning Development in their planning, design, delivery and evaluation, as well as in the project-based development of a new online learning support environment. Learning Development was primarily responsible for the first of the new subjects – SCIE911: Fundamentals of Science Communication, as well as the online learning website, which supports the whole program. This represents the next iteration of the Postgraduate Online Learning Support project, begun in 2006.

Curriculum Integrated Activities

The focus of LD work in Science during Autumn 2008 was on the new Master of Science subjects. The shift from additional seminars towards large-scale intervention to support Masters students' development of requisite tertiary literacies occurred mid year, with the delivery of the new preparatory subjects in Spring session.

Learning Development also provided:

- ❖ instruction in thesis writing;
- ❖ ongoing facilitation of peer-review sessions;
- ❖ writing groups and individual student consultations;
- ❖ thesis writing seminars for Honours students; and
- ❖ material on the Science Honours website
<http://www.uow.edu.au/science/honours/>

"...instrumental in facilitating international students' learning and comprehension of English and how language skills can be applied to the science disciplines in which they are specialising"

Faculty staff member nominating LD lecturer for UOW Teaching Awards, 2008

Graduate School of Business

Curriculum Integrated Activities

The Graduate School of Business' largest student cohort is international masters coursework students. Learning Development has supported these students for a number of years in an ongoing series of workshop programs offered at the Sydney campus (SBS) and in integrated seminars inside subjects on the main campus. Student feedback for the workshops and seminars has always been very positive.

From mid 2008 attendance at the SBS Learning Development workshop program was made compulsory and subject co-ordinators were strongly encouraged to incorporate integrated LD seminars into their programs. This accounts for the marked increase in subject integration in Spring session on the main campus and at the Sydney campus, including seminars on subject-specific learning tasks, such as assessment preparation or feedback on common learning issues identified in consultation with the lecturers.

Some lecturers saw LD integration as an opportunity to build their own teaching skill, and were receptive to incorporating learning activities into their own teaching practices. One lecturer made the comment below after a subject-specific seminar about a case study assignment delivered in her lecture time:

"I have had great feedback. It was fantastic! Very informative, pitched at the right level and overall so useful for the students and myself".

Member of Academic Staff, SBS

A student commented before these integrated lectures: *'I am scared for my writing and my assessment marks. I don't understand what to do.'*

Following the subject-specific classes that analysed the research and writing requirements for upcoming assignments, students emailed LD with the comments below:

"I feel much more confident".

"It was a relief to get help".

"I now have more understanding of the technical elements of referencing, but am worried for my writing of long reports. I hope to have more help in the future".

"Given my background is in computer science, report and essay writing are not my strength. I am so glad that you are available to support us".

GSB Students, via email

Curriculum Development Activities

Curriculum development work focussed on students' lack of awareness of referencing or writing conventions suitable for academic work. Samples of student work from TBS981 'Managing in Multi-National Companies' were collected and a suite of annotated reports developed. These are planned to form part of an online module of resources.

New Program - MBC

A new program, the Master of Business Coaching (MBC), began at the Sydney campus in 2008. There are few other programs internationally that take an academic approach to business coaching, a rapidly expanding professional field. Learning Development advised on how to successfully support student learning in this new program, whose participants were coaching professionals with considerable work experience and a wide variety of backgrounds. LD focussed on building student self-efficacy and confidence in the ability to succeed.

The course outcomes of the initial delivery of the MBC program in 2008 were extremely positive with the subject coordinator commenting:

"An important part of the success was that [LD] was involved in discussions about the new course from an early stage, understood the student profile and the intended learning outcomes. Workshops are tailored for each subject, with [LD] taking account of the student backgrounds, the learning outcomes, and the assignments set. As relevance is key to learning motivation, this ensures that the students see these workshops not as an optional extra, but as integral to their studies".

Member of Academic Staff, SBS

Initially, LD support was delivered as workshops conducted through intensive teaching blocks. Following positive student responses and improved student learning outcomes, LD involvement expanded to incorporate online support and integrated subject-specific seminars for 2009. The subject coordinator understood that:

"Thank you for running the workshop for SBS students. Your presentations and explanations have been very helpful. I am a full time worker and I had to take a day off to attend your workshop. But it is absolutely worth it"

**MBA Student,
feedback on Learning
Development workshop**

"Integrating Learning Development within subjects, rather than offering optional workshops, gives everyone the same opportunity to develop the required skills, as well as giving everyone the sense that they are well supported by a quality team with a coherent approach and shared dedication to students, including the Subject Coordinator, lecturer, Learning Development and Library staff".

Member of Academic Staff, SBS

Workshops@GSB

The Sydney campus of GSB runs four intakes every year, and the program of Learning Development workshops at the Sydney campus covers seven weeks' worth of topics for each intake. Workshop topics include: Academic Expectations: getting ready for study; Harvard referencing; Business report writing; Essay writing; Critical reading and analysis; Developing a critical argument and Exam strategies.

Attendance at workshops became compulsory for all incoming students halfway through 2008, which saw student numbers rise from between 10-25 to 92 in the final intake for the year. To manage this increased number of students and to allow for the impact of overlaps with subject timetables on the compulsory attendance requirement, LD scheduled additional workshops so that each topic was offered twice at different times. This meant that in each intake in 2008, 14 workshops were delivered, in addition to the integrated seminars inside subjects at the Sydney and main campus.

The outcomes at the end of 2008 indicated that compulsory attendance at workshops, in conjunction with integrated assessment-specific seminars, was successful in improving student learning.

Graduate School of Medicine

Curriculum Integrated Activities

During 2008 Learning Development offered workshops for GSM students at both the Wollongong and Shoalhaven Campuses including:

- ❖ study skills and effective reading strategies;
- ❖ strategic use of evidence and effective referencing; and
- ❖ reflective writing practice.



Working with Individual Students

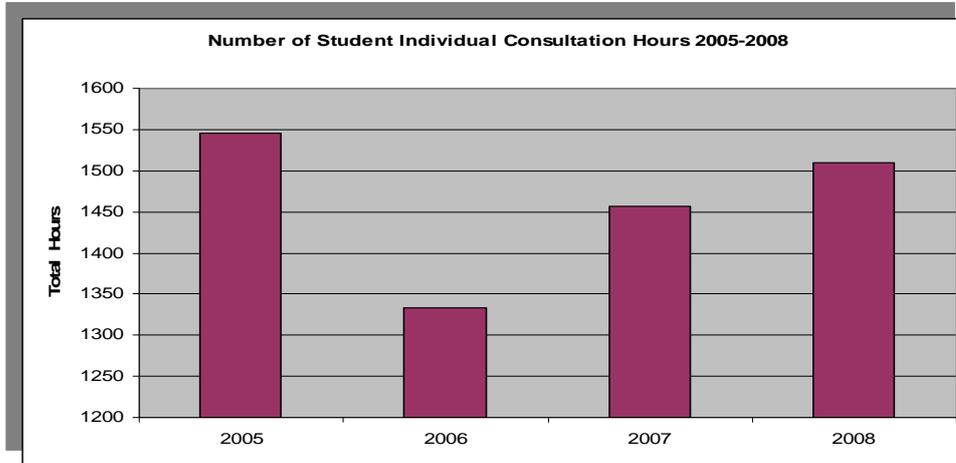


Figure 1: Trends in individual consultation hours for postgraduate and undergraduate students 2005-2008.

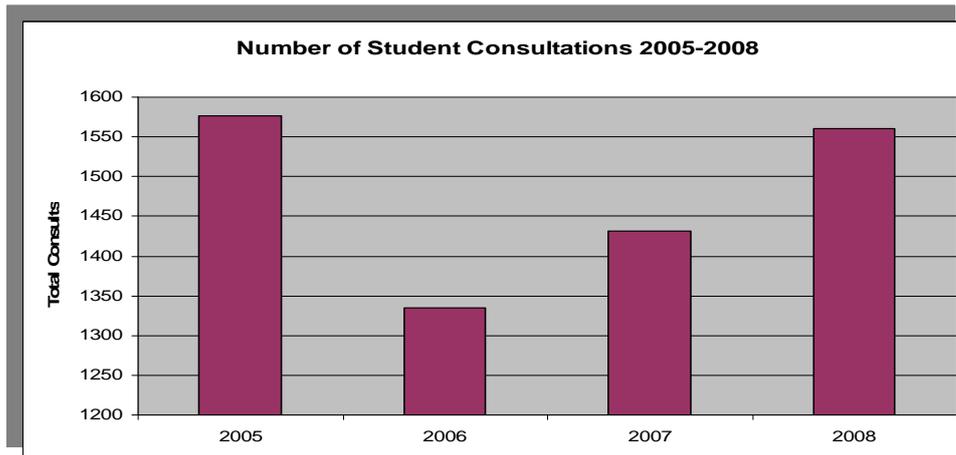


Figure 2: Trends in number of individual consultations, to both postgraduate and undergraduate students 2005-2008.

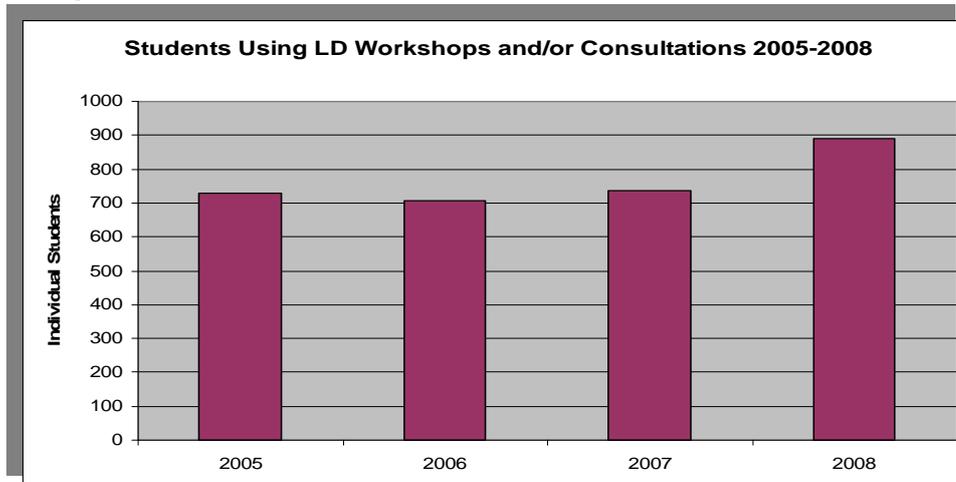


Figure 3: Trends in number of both postgraduate and undergraduate students using consultations and/or workshops, 2005-2008.

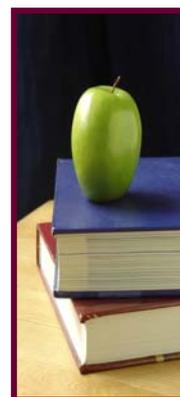
Quality Assurance

Postgraduate students - thesis writing seminars

Learning Development offered a series of thesis writing seminars for postgraduate research students, within the larger program advertised through the Research Student Centre.

Workshops focused on the interplay between writing and research. The seminars helped students to develop the skills needed to manage and write up thesis projects. Students were encouraged to bring samples of their own thesis draft for workshopping activities.

In 2008 thesis writing seminars were well attended and the average student feedback on the workshops is summarised below. The average student ratings indicate that students felt Learning Development presentations were very good to excellent.



Feedback question \ Workshop	What is a thesis?	Developing a critical argument	Structure of a Thesis	Planning your research	Organising your chapters
Q1 Quality of presenter	4.7	4.7	4.8	4.5	4.1
Q2 Presenter's preparation	4.4	4.5	4.8	4.3	4.0
Q3 Presenter's level of understanding of topic	4.7	4.5	4.8	4.5	4.3
Q4 Relevance of content	4.6	4.7	4.3	4.4	4.3

Table 4: Student feedback on postgraduate thesis writing seminars. Ratings are from 1-5: 1 very poor, 2 poor, 3 satisfactory, 4 very good, 5 excellent.

Quality review of Individual Consultations

A review of the Learning Development Individual consultations was undertaken during Week 5 of Autumn and Spring semesters. All students attending a consultation at each location were asked to complete an evaluation of their session, providing responses in relation to three areas:

- ❖ ease of communication with Learning Development lecturer;
- ❖ value of ideas discussed; and
- ❖ usefulness of the consultation.

Students were asked to rate each of these areas on a scale of 1-7, with 1 being the least useful and 7 being most useful. Similar to the results for 2005, 2006 and 2007, the student evaluations in each of these areas during 2008 were positive.

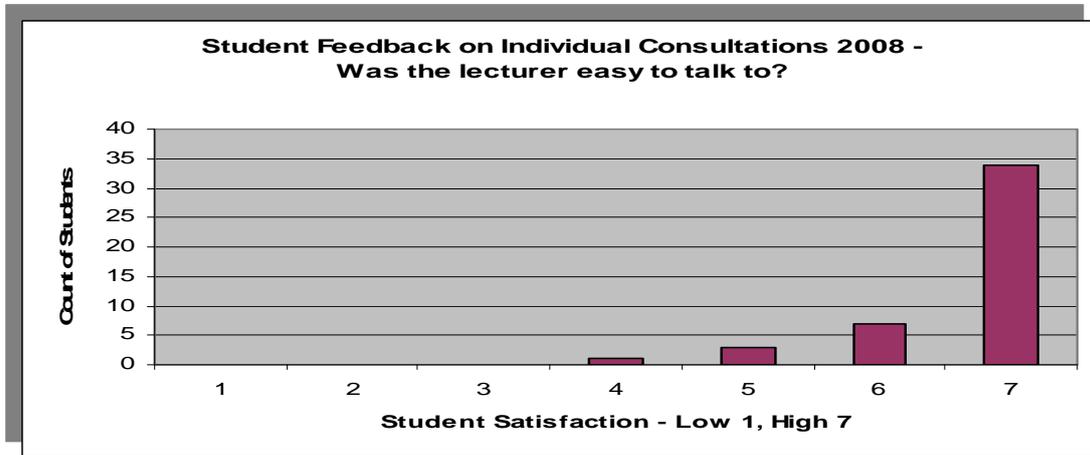


Figure 4: Student feedback – lecturer

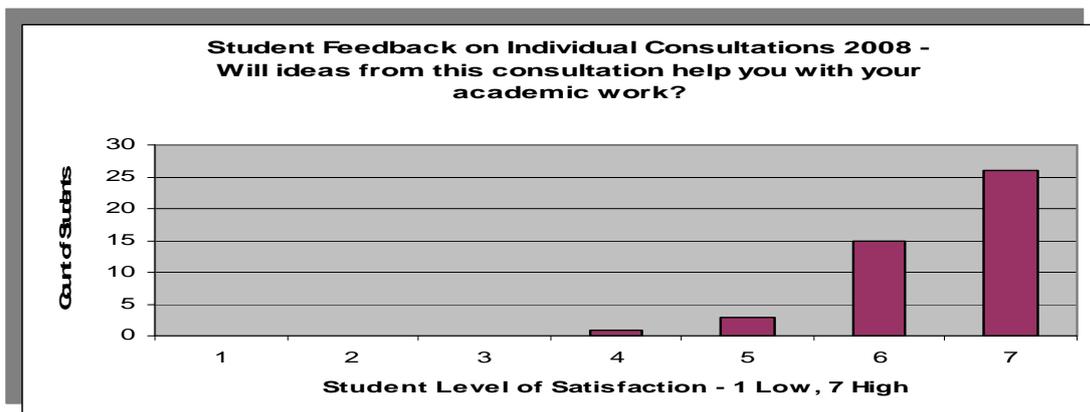


Figure 5: Student feedback – new ideas

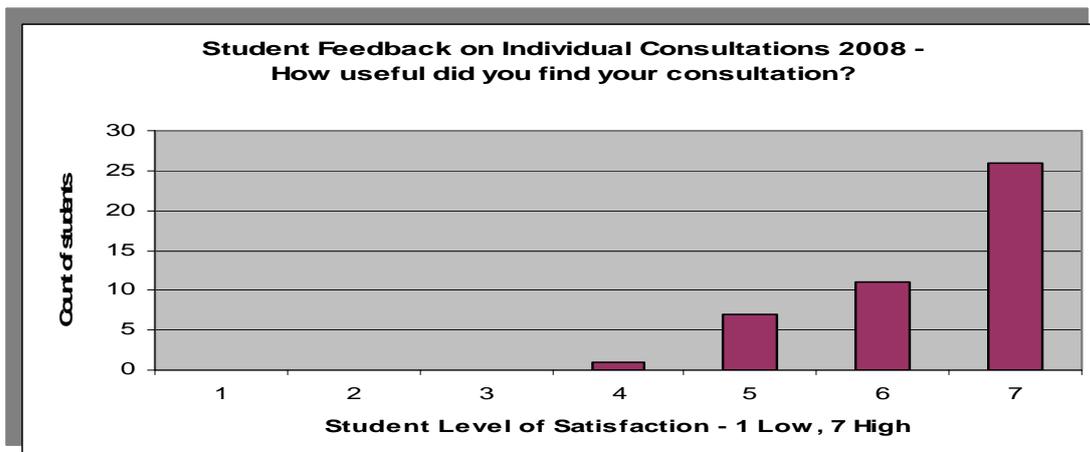


Figure 6: Student feedback – usefulness

Trends in Service and Resource Use 2005-2008

The total number of students enrolled in subjects that received LD integrated instruction 2005-2008 are presented in Table 5 below. In addition, the number of international and equity students in each group are also identified.

Faculty	Total Students				International Students			
	2005	2006	2007	2008	2005	2006	2007	2008
Arts	331	489	26	65	82	174	3	23
Commerce	2063	4791	2264	5491	651	2260	674	797
Creative Arts	222	476	201	298	26	41	6	18
Education	1048	1071	1226	545	42	26	169	130
Engineering	50	91	169	132	14	5	24	9
Health & Beh. Sci	85	792	169	628	32	133	87	240
Informatics	213	745	522	455	153	394	262	237
Law	201	263	1033	688	2	7	224	47
Science	223	50	36	68	20	17	33	25
GSB	927	34	492	642	903	29	348	545
TOTAL	5363	8802	6138	9012	1925	3086	1830	2071
Faculty	Equity Students				Total Hours			
	2005	2006	2007	2008	2005	2006	2007	2008
Arts	73	184	19	32	204	714	253	165
Commerce	875	1352	1112	303	193	919	252	264
Creative Arts	101	277	157	73	100	208	355	61
Education	558	794	832	135	269	245	585	311
Engineering	24	40	NA	71	70	179	169	146
Health & Beh. Sci	25	344	74	164	349	604	502	279
Informatics	29	180	138	37	251	255	553	548
Law	111	151	544	171	43	425	254	434
Science	118	27	1	12	92	178	102	287
GSB	15	3	0	75	489	369	130	311
TOTAL	1929	3352	2877	1073	2060	4096	3155	2806

Table 5: Overview of students reached via LD Integrated Activities 2005-2008

The 2005-2008 Total Hours column summarises the time spent by Learning Development lecturers on early discussions, planning, projects and integrated activities for the indicated faculty cohorts and **future** students within faculty subjects.

Figure 7 illustrates the total LD lecturer hours devoted to early discussions, planning, development of teaching materials and face-to-face teaching across all nine UOW faculties.

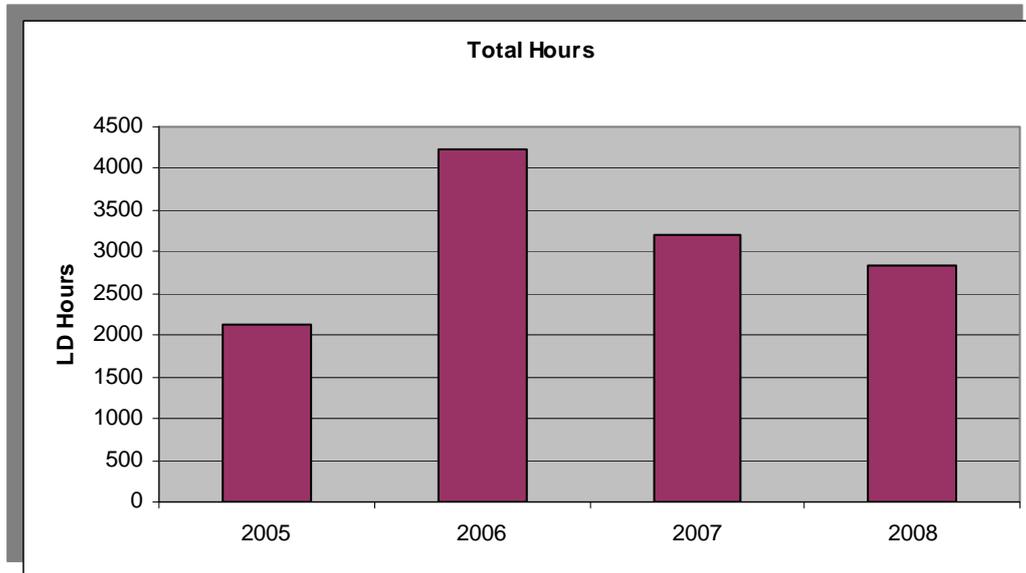


Figure 7: LD Lecturer hours, 2005-2008

Students continued to make frequent use of the materials available from the UniLearning website. Figure 8 illustrates the rapid growth in use of these online resources since initiation in 2001.

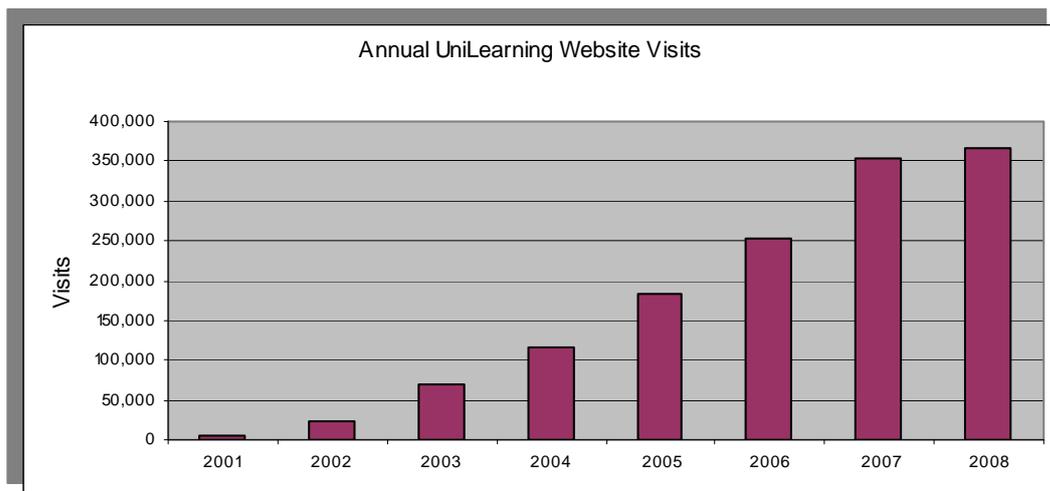


Figure 8: 2001-2008 Annual UniLearning website visits

Learning Development Annual Report 2008

During 2008 Learning Development offered assistance in the future planning, curriculum development and integrated delivery for 135 subjects as summarised in Table 6 below.

	Semester	Faculty	Course or Subject	Campus
1	Autumn	Arts	ARTS301	Wollongong
2			ARTS411	Batemans Bay & Bega
3			MACS335	Hong Kong
4		Commerce	ACCY100	Shoalhaven
5			ACCY974	Wollongong
6			ECON219	Wollongong
7			FIN251	Wollongong
8			FIN325	Wollongong
9			MCom	Wollongong
10			ECON910	Wollongong
11			MARK922	Wollongong
12			MGMT987	Wollongong
13			MGMT102	Wollongong
14			MGMT110	All
15			MPA	Wollongong
16		Creative Arts	VISA121	Wollongong
17		Education	EDGT984	Wollongong
18			EDGZ921	Wollongong
19			EDGZ924	Wollongong
20			EDPH101	Wollongong
21			EDUT104	Loftus
22			EDUT301	Loftus
23		Engineering	400 level engineering	Wollongong
24		Graduate School of Business	MBC	SBS
25			TBS981	SBS
26			TBS981	Wollongong
27			TBS986	Wollongong
28		Graduate School of Medicine	RCA	Shoalhaven
29		Health and Behavioural Sciences	BND	Wollongong
30			BND433	Wollongong
31			GHMA923	Wollongong
32			GHMB955	Wollongong
33			GHMD903	Wollongong
34			Indigenous health	Wollongong
35			NMIH101	Shoalhaven
36			NMIH104	Shoalhaven
37			NURS328	Wollongong
38			Nursing conversion	Hong Kong
39		Informatics	CSCI441/941	Wollongong
40			ECTE171	Wollongong
41			ECTE350	Wollongong
42			ECTE451	Wollongong
43			ECTE250	Wollongong

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44			ECTE250 /INFO202	Wollongong
45			ECTE955	Wollongong
46			ECTE956	Wollongong
47			ISIT100 /BUS211	Wollongong
48			ISIT950	Wollongong
49			MATH131	Moss Vale
50			MATH132	Moss Vale
51		Law	CTCP	Wollongong
52			Graduate Qualities	Wollongong
53			LEGL958	Wollongong
54			LLB110	Wollongong
55			LLB180	Wollongong
56			LAW963	Wollongong
57			M.Pro	Malaysia
58			MTCP	Wollongong
59		Science	CHEM919	Wollongong
60			EESC 401/ ENVI403	Wollongong
61			MSci	Wollongong
62	Spring	Arts	ARTS411	Batemans Bay & Bega
63		Commerce	ACCY902	Wollongong
64			ACCY974	Wollongong
65			B Comm	Wollongong
66			COMM390	Wollongong
67			Econ Hons	Wollongong
68			MARK101	Shoalhaven
69			MARK270	Loftus
70			MGMT110	All
71		Creative Arts	PERF117	Wollongong
72			PERF217	Wollongong
73			VISA121	Wollongong
74			DESN121	Wollongong
75		Education	Curriculum survey	Wollongong
76			EDFE101	Loftus
77			EDGT985	Wollongong
78			EDGZ921	Wollongong
79			EDGZ924	Wollongong
80			EDUF212	Loftus
81			EDUT499	Wollongong
82			Mapping in early childhood program	Wollongong
83		Engineering	ENG453	Wollongong
84			ENG452	Wollongong
85		Graduate School of Business	TBS906	SBS
86			TBS908	SBS
87			TBS950	Wollongong
88			TBS956	SBS
89			TBS957	Wollongong
90			TBS965	SBS
91			TBS966	SBS
92			TBS981	SBS

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93			TBS982	SBS
94			TBS983	Wollongong
95			TBS984	SBS
96			TBS986	SBS
97		Graduate School of Medicine	PPD	Wollongong & Shoalhaven
98			RCA	Wollongong
99		Health and Behavioural Sciences	CBHC918	Wollongong
100			GHMA929	Wollongong
101			GHMB956	Wollongong
102			GHMD903	Wollongong
103			GHMD912	Wollongong
104			GHMD905	Wollongong
105			NMIH	Shoalhaven
106			NURS100	Wollongong & Shoalhaven
107			NURS264	Wollongong
108			NURS325	Wollongong & Hong Kong
109			NURS356	Wollongong & Hong Kong
110			TBS983	Wollongong
111		Informatics	CSCI441/941	Wollongong
112			ECTE171	Wollongong
113			ECTE250 /INFO202	Wollongong
114			ECTE350	Wollongong
115			ECTE457	Wollongong
116			ECTE953	Wollongong
117			ECTE955	Wollongong
118			ECTE975	Wollongong
119			Maths131	Moss Vale
120			Maths 132	Moss Vale
121			Maths302	Wollongong & Loftus
122		Law	LEGL952	Wollongong
123			LEGL960	Wollongong
124			LLB160	Wollongong
125			LLB395	Wollongong
126			LLB910	Wollongong
127			TBS982	SBS
128		Science	CHEM401	Wollongong
129			CHEM460	Wollongong
130			EESC401	Wollongong
131			ENVI403	Wollongong
132			SCIE911	Wollongong
133			SCIE912	Wollongong
134			SCIE913	Wollongong
135			SCIE914	Wollongong

Table 6: 2008 Subjects receiving LD support.

Learning Development Annual Report 2008

Number of students enrolled in subjects that included *LD Integrated Support* in Autumn and Spring semesters in 2008. Source of data: UoW Strategic Planning Unit and Performance Indicators Reporting System.

	Semester	Faculty	Course or Subject	Campus	Approx. Number enrolled students	Approx. Number International Students	Approx. Number Equity Students
1	Autumn	Arts	ARTS301	Wollongong	12	1	9
2			ARTS411	Batemans Bay & Bega	2	0	2
3			MACS335	Hong Kong	21	21	0
4			ARTS Hons	Wollongong	28	1	21
5		Commerce	ACCY100	Shoalhaven	35	1	24
6			CeLM	All	3128	#	#
7			FIN251	Wollongong	82	17	13
8			MGMT102	Wollongong	184	45	32
9			MGMT110	Wollongong, Loftus & Shoalhaven	462	87	91
10			MPA	Wollongong	90	88	2
11		Creative Arts	VISA121	Wollongong	114	8	26
12		Education	EDGT984	Wollongong	66	28	10
13			GradDipEd	Wollongong	206	81	37
14			EDGZ921	Wollongong	108	38	18
15			EDGZ924	Wollongong	18	3	8
16			EDPH101	Wollongong	81	0	19
17			EDUT104	Loftus	37	1	27
18			EDUT301	Loftus	22	0	15
19		Engineering	400 level engineering	Wollongong	116	9	60
20		Graduate School of Business	TBS981	SBS	49	46	0
21			TBS986	Wollongong	205	188	9
22		Graduate School of Medicine	RCA	Shoalhaven	98	#	#
23		Health and Behavioural Sciences	BND433	Wollongong	19	2	5
24			GHMB955	Wollongong	15	2	10
25			GHMD903	Wollongong	56	55	0
26			Indigenous health	Wollongong	#	#	#
27			NMIH101	Shoalhaven	45	0	41
28			NMIH104	Shoalhaven	42	0	38
29		Informatics	CSCI441	Wollongong	10	#	1
30			ECTE171	Wollongong	64	8	20
31			ECTE250 /INFO202	Wollongong	80	26	15
32			ECTE955	Wollongong	65	65	0
33			ECTE956	Wollongong	15	15	0

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	Semester	Faculty	Course or Subject	Campus	Approx. Number enrolled students	Approx. Number International Students	Approx. Number Equity Students
34			ISIT100 /BUS211	Wollongong	144	42	24
35			ISIT950	Wollongong	10	10	0
36		Law	CTCP	Wollongong			
37			LEGL958	Wollongong	27	12	0
38			LLB110	Wollongong	217	4	58
39			LLB180	Wollongong	202	2	53
40		Science	CHEM919	Wollongong	11	11	0
41			EESC 401/ ENVI403	Wollongong	11	0	5
42	Spring	Arts	ARTS411	Batemans Bay & Bega	2	0	2
43		Commerce	ACCY974	Wollongong	17	16	1
44			MARK101	Shoalhaven	48	1	44
45			MARK270	Loftus	54	2	40
46			MGMT110	Wollongong	1391	540	216
47		Creative Arts	PERF117	Wollongong	40	2	13
48			PERF217	Wollongong	30	0	8
49			VISA121 DESN121	Wollongong	114	8	26
50		Education	EDFE101	Loftus	37	1	26
51			EDGT985	Wollongong	25	18	3
52			EDGZ921	Wollongong	107	38	18
53			EDGZ924	Wollongong	18	3	8
54			EDUF212	Loftus	26	0	12
55		Engineering	ENG452 ENG453	Wollongong	132	6	71
56		Graduate School of Business	TBS906	SBS	29	22	4
57			TBS908	SBS	76	69	6
58			TBS950	Wollongong	93	80	9
59			TBS956	SBS	12	10	1
60			TBS957	Wollongong	18	18	0
61			TBS965	SBS	18	0	7
62			TBS966	SBS	16	0	7
63			TBS981	SBS	71	57	8
64			TBS982	SBS	47	39	7
65			TBS983	Wollongong	61	59	0
66			TBS984	SBS	57	49	4
67			TBS986	SBS	85	72	13
68		Graduate School of Medicine	PPD	Wollongong & Shoalhaven	#	#	#
69		Health and Behavioural Sciences	GHMA929	Wollongong	1	0	1
70			GHMB956	Wollongong	13	6	4
71			GHMD903	Wollongong	56	55	0
72			GHMD912	Wollongong	84	63	6

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	Semester		Course or Subject	Campus	Approx. Number enrolled students	Approx. Number International Students	Approx. Number Equity Students
73			NMIH	Shoalhaven	#	#	#
74			NURS100	Wollongong & Shoalhaven	54	0	9
75			NURS264	All	202	16	50
76			NURS325	Wollongong & Hong Kong	41	41	0
77		Informatics	CSCI441	Wollongong	12	#	1
78			ECTE953	Wollongong	6	6	0
79			ECTE955	Wollongong	65	65	0
80		Law	LEGL960	Wollongong	42	24	4
81			LLB160	Wollongong	197	2	56
82			LLB9100	Wollongong	3	3	0
83		Science	CHEM401 CHEM460	Wollongong	12	2	2
84			EESC401 ENVI403	Wollongong	22	0	5
85			SCIE911	Wollongong	12	12	0

Table 7: 2008 Subjects receiving integrated LD support. # not available at publication.

Staff Publications in 2008 & Externally Funded projects

LD Staff Publications in 2008

Book Chapter

Walker, R 2008, 'Antonin Artaud's audio-visual anarchy', D Bell & G Porter, G (eds.), in *Riots in Literature*, Cambridge Scholars Press: Newcastle, pp151-172.

Journal Article

Percy, A & Beaumont, R 2008, 'The casualisation of teaching and the subject at risk', *Studies in Continuing Education*, vol. 30, no.2, pp145-157.

Conference Presentation

James, B 2008, 'Practices and subjects of intelligibility', paper presented to The 12th Writing Development in Higher Education Conference, University of Strathclyde, Glasgow, Scotland, June 25-27, 2008.

Other

Percy, A, Scoufis, M, Parry, S, Goody, A, Hicks, M, Macdonald, I, Martinez, K, Szorenyi-Reischl, N, Ryan, Y, Wills, S & Sheridan, L 2008, *The RED Resource, Recognition - Enhancement - Development: The contribution of sessional teachers to higher education*, Sydney Australian Learning and Teaching Council.



Externally funded project

Promoting on-going cross institutional Association for Academic Language and Learning (AALL) collegiality and professionalism.

The aim of this project is the development of a sustainable user-friendly, web-enabled interface for the existing database of AALL practices developed as part of the 2007 AALL funded project: Towards Benchmarking AALL Practices. The proposed database will include additional functionality that will allow for: 1. the ongoing updating of the 2007 information currently housed on the existing database; 2. a user friendly interface that will allow AALL units to update their own information at any time; 3. adding new information and AALL units; 4. password protection for the information contained on the database; 5. web enablement so that the database can be permanently housed on the AALL site.

A related aim of the project is the investigation of synergies between this proposed project and a current AALL funded project to develop a database of ALL related research literature.

Staff

Professor Sandra Wills	Acting Head Learning Development Wollongong Campus
Leanne Emmett	Administrative Assistant Wollongong Campus
Bronwyn James	Co-ordinator Learning Development Senior Lecturer Wollongong Campus
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Dr Madeleine Strong Cincotta	Senior Fellow(volunteer) Wollongong Campus
Joanne Dearlove	Lecturer Loftus Education Centre
Kim Draisma	Senior Lecturer Wollongong Campus
Dr Heather Jamieson	Associate Lecturer Wollongong Campus
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Richard Kenderdine	Lecturer(Casual) Moss Vale Education Centre
Kimberley McMahon- Coleman	Lecturer Batemans Bay Education Centre
Alisa Percy	Lecturer Wollongong Campus
Emily Purser	Lecturer Wollongong Campus
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Dr Jan Skillen	Senior Lecturer Wollongong Campus
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Denis Whitfield	Lecturer(Casual) Wollongong Campus

Table 8: Learning Development Staff, 2008



CONTACT INFORMATION

For more information about Learning Development
visit: <http://www.uow.edu.au/student/services/ld/>

Learning Development attempts to ensure that the information contained in this publication is correct at the time of publication, however sections may be amended without notice in response to changing circumstances
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