The First Year on Campus Learning
Carnivale Conference

April 8th and 9th 2010

UNIVERSITY OF WOLLONGONG

May 5, 2010
Author: bJames
THE FIRST YEAR ON CAMPUS LEARNING CARNIVALE CONFERENCE

Aims
The Carnivale used a conference format to:
- provide post-orientation language and learning support for first year on campus students (UO & PG)
- contextualise the support through the involvement of faculty staff & senior students
- signal to first year students that they are valued members of the academic community
- increase opportunities for students to develop social networks
- provide ongoing support online via eLearning site

Working in teams: serious fun
Students learned to juggle in order to develop a team plan & achieve a challenging goal, identify problems, minimise risks, reflect on strengths & weaknesses, and plan strategies for ongoing skill development.

Plagiarism: an inconvenient truth
Students raced around campus to discover hidden research clues, and develop appreciation of the need to strategically select research material, carefully evaluate sources of information & improve citation practice.

Outcomes
Students attending the inaugural conference event reported enthusiastically that it was a great success:
- "Extremely valuable for a first year, first time uni student"  
- "I learned many things about dividing responsibilities & working with people from different backgrounds"  
- "I had the chance to communicate with many new friends"  
- "Good atmosphere, inspiring methods of teaching"  
- "Now I feel more equipped for uni work"

Critical analysis of a hot topic
Students explored the current debate around global warming & climate change in order to consider the purpose, audience & motivation of different texts, and discuss how to critically evaluate arguments & evidence.

Reading & writing at university
Students explored writing process & product, comparing various texts in the general debate on climate change, to identify argument & use of evidence, and discuss how knowledge & argumentation are developed. The focus on mental agility was beautifully balanced by physical exercise: healthy body, healthy mind.
EXECUTIVE SUMMARY

The inaugural Learning Carnivale was held on April 8th and 9th 2010 during the mid-session break. Initiated, organized and hosted by Learning Development, supported by faculty academics, senior students, URAC, the Faculty International Support Unit, The Library and The Centre for Student Engagement, Learning Carnivale was an event with affective, social, language and learning objectives.

Learning Carnivale was intentionally timed as a post orientation event falling within the first six weeks of university study and providing participants with support leading up to the event and post event via an e-Learning site.

The Learning Carnivale was designed to achieve a number of learning, affective and social outcomes that can be broadly grouped as transition and retention strategies for both domestic and international first year on campus undergraduate and postgraduate students.

Over 120 students registered to attend the conference. Registrations included a good mix of undergraduate and postgraduate students, both domestic and international, from a range of faculties. Actual attendances each day numbered approximately 30. While this was disappointing, it was not unexpected given that the conference was held during the mid-session break. Feedback from the University of Newcastle indicated that the numbers for Carnivale had exceeded an orientation 5-day ‘event’ that they had staged. Feedback from the students who participated in Carnivale and the senior students who acted as ‘buddies’ was very positive in terms of both learning and enjoyment.

Students are still active on the e-Learning site. 482 total user sessions were registered on the site between March 1st and June 7th 2010.
Acknowledgements

Learning Development wishes to acknowledge the support of Professor Rob Castle and the following staff and students:

<table>
<thead>
<tr>
<th>Staff presenters, panelists and supporters</th>
<th>Senior students panelists and workshop ‘buddies’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ciorstan Smark</td>
<td>Luke Rossetto</td>
</tr>
<tr>
<td>Dr. Venkat Yanamanandrum</td>
<td>Fangxin Zhou Roger</td>
</tr>
<tr>
<td>Associate Professor Ian Brown</td>
<td>Evanny Yingqi Wang</td>
</tr>
<tr>
<td>Dr. Christian Ritz</td>
<td>Jinbin Liangj</td>
</tr>
<tr>
<td>Mr Garry Jones</td>
<td>Charlie Lindsay</td>
</tr>
<tr>
<td>Indigenous Centre and Faculty of Creative Arts</td>
<td>Josh Rees</td>
</tr>
<tr>
<td>Ms Sandra Chapple</td>
<td>Saira Carr</td>
</tr>
<tr>
<td>Dr Margaret Wallace</td>
<td>Shahmeer Zafar</td>
</tr>
<tr>
<td>Dr Le Chung Tran</td>
<td>Jacqueline McGrath</td>
</tr>
<tr>
<td>Professor Brian Martin</td>
<td>Siobhan Mealing</td>
</tr>
<tr>
<td>Dr. Reetu Verma</td>
<td>Lu Yao (Rebecca)</td>
</tr>
<tr>
<td>Dr. Gerard Stoyles</td>
<td>Suraj Cariappa</td>
</tr>
<tr>
<td>Dr. Julie Kiggins</td>
<td>Hong Phuc Vu</td>
</tr>
<tr>
<td>Ms Kim Draisma</td>
<td></td>
</tr>
<tr>
<td>Claire Raynor</td>
<td></td>
</tr>
<tr>
<td>Anthony McKnight</td>
<td></td>
</tr>
<tr>
<td>Lynda Cooper</td>
<td></td>
</tr>
<tr>
<td>Paula McGregor</td>
<td></td>
</tr>
<tr>
<td>Dan Morgan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The contribution of performance artists, Ian Tulloch and Rachel Jackson to the success of Carnivale is also gratefully acknowledged. Emily Purser and Paul Moore documented the event through photographs and sound recordings.
Context of the Project

The Bradley Review and the Australian Government’s *Transforming Australia’s Higher Education* System discussion paper have refocused the higher education sector on equity, access and engagement. The student experience, participation, social inclusion, and student attainment are now among the key indicators of the quality of higher education.

Current research on the first year experience tells us that fewer students ‘say they have made close friends. More indicate they keep to themselves at university…[and] Fewer believe academic staff show an interest in their progress’ (James, Krause, & Jennings, 2010, p. 1). The same study reports on a dramatic increase in ‘the use of various forms of ICTs for study-related purposes’ (p.1). Importantly, the study predicts that ‘during the next decade, the first year will be a critical time for retention and for establishing sound patterns of study and academic engagement’ (p.2).

The First Year on Campus Learning Carnivale Conference represents a conscious effort to address the issues of student transition, retention and engagement through a conference format and on-going eLearning support. These activities together support students in the early establishment of sound patterns of study and social networks. Staff and senior student involvement in the conference provides first year on campus students with an early demonstration that the university is interested in their progress. The conference format signals that they are valued members of the university community.
Carnivale Description

The project used a conference format to

- Provide post orientation language and learning support
- Contextualise the support through the involvement of faculties and schools
- Signal that first year students are valued members of the academic community
- Enhance opportunities for students to develop social networks
- Familiarise students with Learning Development’s range of services

The project used an e-Learning site to

- Provide registered conference participants with ongoing just-in-time language and learning support throughout the year

Scope of the project

Academic language and learning support Learning Carnivale provided academic language and learning support with a disciplinary ‘flavour’ in that the support was provided in the context of a range of faculty views and positions on the following learning and/or academic language issues:

- Group work
- Plagiarism
- Reading and writing using a range of genres
- Critical analysis

Learning Carnivale participants have been receiving on-going, just-in-time support throughout the year in the form of academic language and learning online and print resources delivered through the conference e learning site.

Social support Learning Carnivale aimed to provide the opportunity for participants to meet other students in a relaxed, engaging and focused learning environment.

‘…many of the findings demonstrate that much can still be done to improve the experience of students in their first year of university study in relation to academic and social adjustment and engagement issues’ (Farrell, Carmichael, Handa, Power, & Armstrong, 2007).
Language and learning support and outcomes

Each theme area involved a panel session with academic staff and senior students followed by a workshop. The involvement of staff and senior students from a range of faculties was played an important role in contextualizing language and learning support and in signaling that the university was interested in assisting students to reach their potential. The full conference program and description of panel sessions and workshops is provided in Appendix 1.

Working in Teams

Learning objectives:

- develop a team plan to achieve your goal
- identify potential team problems and develop strategies to minimise these
- reflect on your own and your team’s strengths and weaknesses
- develop a plan for building on the strengths and minimising the weaknesses of your team.

Plagiarism: An inconvenient truth

Learning objectives:

- appreciate the need to critically evaluate sources of information
- understand the importance of the strategic selection of research material
- consider the value of good referencing for your discipline
- identify examples of poor referencing
- develop strategies for improved referencing in your own writing.
Critical Analysis
Learning objectives:

- identify the purpose of the communication
- identify the main message/arguments
- identify evidence used to support arguments
- identify types of evidence and whether they are objective, relevant and convincing.

Reading and Writing at University
Learning objectives:

- use the first draft of an argument to focus your thoughts
- analyse a range of texts for their argument and structure
- compare arguments and evidence and
- use evidence effectively to support your arguments.

All student evaluations of each session indicated that they had learnt something and that they had enjoyed the sessions.

Summary of student evaluations

<table>
<thead>
<tr>
<th>Rating scale 1-5</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: what do you now know about (the theme) Rating: 1=nothing--- 5=everything</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Critical Analysis panel and workshop</td>
<td></td>
<td>14%</td>
<td>62%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>2. Reading and Writing</td>
<td>8%</td>
<td>13%</td>
<td>50%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>3. Team work/group work</td>
<td>12%</td>
<td>18%</td>
<td>47%</td>
<td>23.5%</td>
<td></td>
</tr>
<tr>
<td>4. Plagiarism: An inconvenient truth</td>
<td>29%</td>
<td>14%</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The e-Learning site

The e-Learning site has over 120 registered users. From March 1st until June 7th there had been 482 total user sessions. Resources on the site include study and exam preparation materials, reading and note-taking, essay and report writing, using statistics, writing a thesis proposal. These have been uploaded at intervals during the last four months.

The timing and choice of resources reflects the academic calendar— for example, resources on taking notes in lectures and reading journal articles and academic texts were uploaded early in the year before the conference while a resource on preparing for exams was uploaded after the conference. A bulk email is sent to all registered users each time additional resources are uploaded.

Valued members of the academic community

The opening address by the DVC, faculty staff involvement in the panel sessions, senior student volunteers, the involvement of the Library and URAC all contributed to welcoming first year students into the academic community.

Thirteen senior students volunteered their time to Learning Carnivale as panellists and/or ‘buddies’ to students in the workshop sessions. Many of these students volunteered in response to a request to the Centre for Student Engagement.

Develop Social networks and engagement

The workshop activities were designed so that students had maximum opportunities to meet and work together. URAC’s contribution to the Carnivale got students up and moving to keep body and mind working together— another opportunity to mix and have fun with other students. Ian Tulloch, performance artist and juggler, set the tone of the conference— encouraging students to learn and enjoy their learning.
## Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Supplier</th>
<th>Cost centre</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop equipment</td>
<td>Various</td>
<td>494030300</td>
<td>95.1</td>
</tr>
<tr>
<td>Digital signage</td>
<td>CASR</td>
<td>494030300</td>
<td>195</td>
</tr>
<tr>
<td>Univercycle-Juggler</td>
<td>Ian Tulloch</td>
<td>494030300</td>
<td>440</td>
</tr>
<tr>
<td>Balloons-decorations</td>
<td>All things Party</td>
<td>494030300</td>
<td>151.5</td>
</tr>
<tr>
<td>Morning tea, lunch, day 1</td>
<td>Sixty seven dining</td>
<td>494030300</td>
<td>690.2</td>
</tr>
<tr>
<td>Morning tea, lunch, day 2</td>
<td>Sixty seven dining</td>
<td>494030300</td>
<td>462.7</td>
</tr>
<tr>
<td>Gift vouchers for student volunteers: $25 x 13</td>
<td>Unishop</td>
<td>494030300</td>
<td>325</td>
</tr>
<tr>
<td>Stationery for workshops</td>
<td>Officeworks</td>
<td>494030300</td>
<td>98.73</td>
</tr>
<tr>
<td>Staff lunch professional development pre Carnivale</td>
<td>Sixty seven dining</td>
<td>494030300</td>
<td>97.15</td>
</tr>
<tr>
<td>Prizes for workshops</td>
<td>Various</td>
<td>494030300</td>
<td>165</td>
</tr>
<tr>
<td>Advertising posters</td>
<td>UoW Printery</td>
<td>494030300</td>
<td>810</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>3530.38</strong></td>
</tr>
</tbody>
</table>
## Appendix 1
Learning Carnivale program – Venue ground floor building 20 Wollongong campus- opposite the library cafe

<table>
<thead>
<tr>
<th>THURSDAY 8th April</th>
<th>FRIDAY 9th April</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-9.30 Acknowledgement of Country:</td>
<td>9.00-9.30</td>
</tr>
<tr>
<td>Welcome: Professor Rob Castle, Deputy Vice-Chancellor Academic Housekeeping – rooms for sessions etc</td>
<td>Reforming groups</td>
</tr>
<tr>
<td>9.30-10.00 <strong>Working in Groups</strong></td>
<td>9.30-10.00 <strong>Critical analysis</strong></td>
</tr>
<tr>
<td>Q. and A. Panel session with senior students and faculty academics focusing on faculty expectations and advice</td>
<td>Q. and A. Panel session with senior students and faculty academics focusing on faculty expectations and advice</td>
</tr>
<tr>
<td>10.00-10.15 Morning Tea (provided)</td>
<td>10.00-10.15 Morning Tea (provided)</td>
</tr>
<tr>
<td>10.15-12.15 <strong>Working in groups</strong></td>
<td>10.15-12.15 <strong>Critical analysis</strong></td>
</tr>
<tr>
<td>How-to workshops and activities and challenges</td>
<td>How-to workshops and activities and challenges</td>
</tr>
<tr>
<td>12.15-1 pm Lunch (provided)</td>
<td>12.15 – 1 pm Lunch (provided)</td>
</tr>
<tr>
<td>1.00-1.30 <strong>Working in groups – demonstrations and prizes</strong></td>
<td>1.00 - 1.30 <strong>Limber up your body and mind activities provided by URAC</strong></td>
</tr>
<tr>
<td>1.30 – 2.30 <strong>Plagiarism an inconvenient truth</strong></td>
<td>1.30-2 pm <strong>Reading and Writing at university</strong></td>
</tr>
<tr>
<td>Panel session with faculty academics</td>
<td>Q. and A. Panel session with senior students and faculty academics focusing on faculty expectations and advice</td>
</tr>
<tr>
<td>2.30-3.30 <strong>How not to Plagiarise</strong> – Race around the campus</td>
<td>2.00-4.00 <strong>Reading and Writing at university</strong></td>
</tr>
<tr>
<td>Group scavenger hunt to collect &amp; evaluate missing research material</td>
<td>How-to workshops and activities</td>
</tr>
<tr>
<td>3.30-4.30 <strong>How not to Plagiarise</strong> Group challenge to decontaminate a plagiarised text</td>
<td>4.00-5.00 Announcement of prizes</td>
</tr>
<tr>
<td></td>
<td>conference close and announcements re follow up eLearning activities</td>
</tr>
</tbody>
</table>
Description of sessions

Panel Sessions

In these Panel sessions, faculty academics and senior students will be the expert members of panels and give their views and advice on the important academic areas of: working in groups or teams, plagiarism, critical analysis, and reading and writing at university.

You will be able to ask questions of experts and gather some vital information.

Workshop sessions

The panel sessions will tell you what but in these workshops, Learning Development academics will show you HOW and give you a chance to practice and get some feedback on the key academic areas of:

- Working in groups or teams
- Plagiarism
- Critical analysis
- Reading and writing

You won’t be able to learn to do everything there is to know in the short time we have at the conference but you will get some practice that will put you on the path to developing your expertise in these areas. Learning Development will follow this up by sending you additional resources and ideas during the year through the Learning Carnivale e-learning site. As a registered conference participant, you are automatically enrolled in this site. There are prizes to be won in these sessions.

Meet professional juggler and performer-Ian Tulloch (more about Ian and his role in the workshop descriptions)

This session will be run by the University Recreation and Aquatic Centre (URAC) team who will get you up and doing a range of exercises to keep you fit while studying. Great activities for the body and mind, for anytime, anywhere and by anyone! There are prizes to be won in this session.

Lunch and morning tea is provided free of charge to registered conference participants.

Please arrive between 8.15- 8.45 on each day of the conference, Thursday April 8th and Friday 9th to pick up your lunch voucher and conference pack. The conference starts at 9am sharp each day.

VENUE Building 20 ground floor – opposite the library café on the Wollongong campus.
Working in Teams

Thursday morning

Workshop Description

In this session you will work with your ‘team’ to make juggling balls and learn how to juggle. This is a fun activity that also asks you to solve problems related to:

- creating the product
- demonstrating your team’s expertise
- the process and experience of being a team member.

There will be a prize for the best team of jugglers and also for the team that demonstrates a strong reflective and problem solving approach (even if your team doesn’t learn to juggle!).

What you will learn

In this workshop, you will learn to:

- develop a team plan to achieve your goal
- identify potential team problems and develop strategies to minimise these
- reflect on your own and your team’s strengths and weaknesses
- develop a plan for building on the strengths and minimising the weaknesses of your team.

Workshop facilitators

This session will be co-facilitated by professional juggler, Ian Tulloch and Learning Development academics Bronwyn James and Dr. Paul Moore.

Ian has been performing circus skills locally and internationally since 1989. He is self taught in Juggling, Unicycling and Stilts. These skills combined with range of costumes and acts have been the basis of Ian’s career, performing at festivals, functions, fairs and private functions. He continues to service these markets and has a regular contract with "Sydney's premier entertainment venue" (Star city). Ian also is the artistic director of the 'Inbetween festival'. This is a circus performer gathering and skill share opportunity, staged annually. Ian has trained in Mime, clowning and facilitation skills and is a parent to two children.

Bronwyn has been teaching in the academic language and learning field in universities since 1991. She has worked within an Informatics subject since 2001 co-teaching professional and academic communication focusing particularly on team work and communication in a project based subject. In 2008, she was a recipient of the Australian Learning and Teaching Committee Teaching (ALTC) citation.
Paul has been working in and around universities since 1990, with a focus on teaching English language to culturally and linguistically diverse learners. More recently he has been working in Learning Development at UoW and has researched the effects of groupwork on individual performance. He has been a member of many teams, including one with Bronwyn which won an ALTC award in 2008.

**Plagiarism: an inconvenient truth? 1 Thursday afternoon**

**Workshop Description**

This afternoon session will start with a panel debate ‘Plagiarism: a matter of life or death’, about the shocking consequences of the inappropriate use of research in the world beyond the university. The panel will present a variety of disciplinary scenarios where plagiarism has been the first step in a path to catastrophe, discussing the impact of the good use of research on a more sustainable global future. The student groups set up in the morning’s ‘Working in Teams’ session will be sent on a ‘Race around the Campus’ to retrieve vital research details, which will be the key to unlocking the true sources of a corrupted academic text. Teams will compete to analyse and decontaminate this plagiarised text in the final workshop for the day, with the winning team awarded a ‘prize for plagiarism’.

**What you will learn**

In this workshop, you will learn to:

- appreciate the need to critically evaluate sources of information
- understand the importance of the strategic selection of research material
- consider the value of good referencing for your discipline
- identify examples of poor referencing
- develop strategies for improved referencing in your own writing

**Workshop facilitators**

This session will be co-facilitated by the following Learning Development academics:

**Dr Ruth Walker:** Ruth is the co-chair of the Asia Pacific Forum for Educational Integrity (APFEI) and teaches writing in the Faculties of Creative Arts and Law, as well as the Sydney Business School. She teaches good referencing practices in a range of disciplines, and contributed to the ‘academic integrity’ module of UOW’s online StartSmart. Her interest in plagiarism and new media is evident in the organization of an annual digital media student competition (this year’s topic is the ‘ethical student’).

---

Dr Celeste Rosetto: Celeste’s interest is in examining ways that students learn, what motivates them and using diverse strategies to familiarise them so they are successful when reading and writing in the higher education context, especially for first year students. She works on the Wollongong campus in the Faculty of Commerce, and on the satellite campus at Moss Vale in the Southern Highlands.

Dr Jeannette Stirling: Jeannette has had a diverse career, at various times working in car and motor cycle sales as well as nursing. Since 1994 she has taught into a range of university degree programs including literature, gender studies, Australian history and nursing. For the past decade she has specialised in teaching academic writing and effective research practices, working with academics and students in the Faculty of Arts, the Woolyungah Indigenous Centre, and at the South Coast and Southern Highlands campuses, Health and Behavioural Sciences.

**Critical Analysis**

**Workshop Description**

In this workshop you will examine arguments put forward by different groups of people on the topic: *Climate change: Fact or Fiction?*

The session invites people to think about the following questions:

- What does ‘critical analysis’ involve?
- How does one evaluate an issue?
- What informs evaluation?
- What is an ‘argument’?
- What goes into constructing a strong argument?

**What will you learn**

This workshop will help you identify:

- The purpose of the communication
- The main message/arguments
- Evidence used to support arguments
- Types of evidence and whether they are objective, relevant and convincing.
Workshop facilitators

This session will be co-facilitated by the following Learning Development academics:

**Meeta Chatterjee** has been teaching courses in English for Academic Purposes for the past 25 years. She has worked within subjects in the Faculty of Education and has also worked with Informatics, Nursing and Business. She has won an award for Outstanding Contribution to Teaching and Learning (Faculty Early Career Academic Award). Critical Analysis and the language of evaluation is one of her research interests.

**Alisa Percy** is a Learning Developer at the University of Wollongong and a PhD student with the Faculty of Education. Alisa has worked for over ten years on writing in the disciplines of the Faculty of Commerce. She also has extensive experience as a collaborative writer in a diverse range of academic and professional projects.

**Heather Jamieson** is a Learning Developer who works enjoys working with students at all levels. She is co-ordinator of the Higher Research Degree workshops and she has worked for 20 years in academic publishing. She makes up for her sins by planting trees in the weekend.

**Joanne Dearlove** has worked in the area of Learning Development since 1990 in three different Australian universities. At Wollongong, Joanne provides learning development services to the UOW Southern Sydney site at Loftus and is part of the Loftus B.Maths team which won an Outstanding Contribution to Teaching and Learning for their work. She works with Commerce, Education and SBS students.

**Reading and Writing at University**  
**Friday afternoon**

**Workshop Description**

In this session we look at strategies for reading effectively and writing academically. We draw on your team’s critical response to the question ‘Is climate change fact or fiction?’ from the previous session, and provide guidance on:

- evaluating arguments in scholarly texts
- reflecting on the structure of written arguments
• writing a coherent and persuasive argument and
• using evidence effectively.

There will be a prize at the end of the day for the team who most effectively collaborates in the writing challenge.

What you will learn

In the workshop, you will learn how to:

• use the first draft of an argument to focus your thoughts
• analyse a range of texts for their argument and structure
• compare arguments and evidence and
• use evidence effectively to support your arguments.

Workshop facilitators

This session will be co-facilitated by Learning Development academics Alisa Percy, Heather Jamieson, Meeta Chatterjee and Joanne Dearlove.

Alisa Percy is a Learning Developer at the University of Wollongong and a PhD student with the Faculty of Education. Alisa has worked for over ten years on writing in the disciplines of the Faculty of Commerce. She also has extensive experience as a collaborative writer in a diverse range of academic and professional projects.

Heather Jamieson is a Learning Developer who works enjoys working with students at all levels. She is co-ordinator of the Higher Research Degree workshops and she has worked for 20 years in academic publishing. She makes up for her sins by planting trees in the weekend.

Meeta Chatterjee has been teaching courses in English for Academic Purposes for the past 25 years. She has worked within subjects in the Faculty of Education and has also worked with Informatics, Nursing and Business. She has won an award for Outstanding Contribution to Teaching and Learning (Faculty Early Career Academic Award). Critical Analysis and the language of evaluation is one of her research interests.

Joanne Dearlove has worked in the area of Learning Development since 1990 in three different Australian universities. At Wollongong, Joanne provides Learning Development services to the UOW Southern Sydney site at Loftus and is part of the Loftus B.Maths team which won an Outstanding Contribution to Teaching and Learning for their work. She works with Commerce, Education and SBS students.
References
