The mission for STUDY Smarter is to achieve international leadership in fostering independent, articulate lifelong learners using innovative pedagogical theory and practice, and emerging technologies.

Evaluation Report

Semester 1, 2009

For: Jon Stubbs, Judy Skene & Bianca Panizza

From:
  Siri Barrett-Lennard
  Cheryl Lange
  Lucy Reilly
  Sophie Sunderland
  Lisa Cluett
  Liana Christensen
  Rachel Schmitt

August 2009
1 Executive Summary

The STUDYSmarter team dedicates one week biannually to an evaluation of its programs and services. Evaluation techniques in semester 1, 2009 included feedback from workshops, consultations, drop-ins and LACE, statistical analysis of program components, and self and team reflection. Key achievements and sections where they are highlighted within this report include:

- Progress against Recommendations and Actions for Implementation (4)
- Implementation of the 2009-2013 STUDYSmarter mission and objectives (15)
- ALTC nomination for Programs Supporting Student Learning (14)
- Refinement of the STUDYSmarter model of service delivery (Appendix 1)
- Significant progress on a range of LTPF funded projects, major gains in exploring the use of emerging technologies to assist learning and completion of a range of publications (9)
- Effective promotion of key programs and services with further diversification and significant growth accompanied by extremely high levels of student satisfaction with all aspects of service delivery (6, 7 & 8)
- Leadership of the Association for Academic Language and Learning Advisers at the state level and vice-presidency at the national level (10)
- Noteworthy contributions within and beyond the University through committees, working parties, networks, and community service (11 &12)
- A new PhD! (5)

Also integral to this report are notes on progress made against recommendations and actions for implementation from the 2008 end-of-year evaluation report, and the addition of further actions for implementation for semester 2, 2009 (4).
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3 Introduction
The STUDYSmarter team offers an extensive suite of distinct, innovative academic skills services (see Appendix 1). These services are the result of a regular, robust and systematic cycle of evaluation, planning and implementation.

This evaluation report analyses and reports on STUDYSmarter activities in Semester 1, 2009. A background to the aims of this week is provided immediately below. Following this are brief notes on and links to team meeting and planning documents for this period.

Main sections of the report are provided in the sections that follow. The first of these sections provides updates on progress against the Recommendations and Actions for Implementation set in 2008 for 2009, as well as a list of additional Actions for Implementation in Semester 2, 2009. The remainder of the report then details the outcomes of the team’s activities in Semester 1, 2009.

3.0 Background and aims of evaluation week
Evaluation week assists the continuous improvement of the STUDYSmarter program. First started in 2005, this week is held biannually. During this week, feedback data is combined with team discussion and reflection to:

- Modify the STUDYSmarter program
- Produce a summary of feedback to go on the STUDYSmarter website
- Generate data for memos to be sent to Faculty Deans and CATLysts
- Serve as a foundation for the STUDYSmarter Annual Report

3.1 Team meetings and planning
The STUDYSmarter team has in addition a schedule of weekly team meetings to coordinate and plan its activities (see Semester 1, 2009 team meetings), a roster of days scheduled for web related work, and annual planning days (see Planning Day 2008).
4 Recommendations and Actions for Implementation

4.0 Introduction

Below is a summary of STUDYSmarter Recommendations. These Recommendations are based on the initial 2009 Actions for Implementation (AI) set at the end of 2008. Progress toward achieving these initial AI follow, with a list of additional AI that have resulted from Semester 1, 2009 Evaluation Week included throughout this report.

4.1 Recommendations

Recommendation 1: Develop new promotional materials and revise website in light of the new visual identity (AI 1, 9 & 24)

Recommendation 2: Create a range of new workshops (AI 4, 5 & 6)

Recommendation 3: Conceptualise and create learning materials that make better use of emerging technologies (AI 7, 8, 10 & 11)

Recommendation 4: Develop a research-focussed culture through monthly research meetings, online tools, publication/presentation targets (AI 28)

Recommendation 5: Create a new project-funded position within the team (AI 29)

Recommendation 6: Develop our strategic positioning vis-à-vis our university and the broader tertiary sector (AI 1-29)
### 4.2 Progress Made Toward Achieving Initial 2009 Actions for Implementation

#### Key

<table>
<thead>
<tr>
<th>Action</th>
<th>Person responsible</th>
<th>Comment</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to increase promotion of services.</td>
<td>Lucy</td>
<td>Update website to promote services. Day to discuss marketing arranged for Semester 2.</td>
<td></td>
</tr>
<tr>
<td>2. Consider offering services at locations beyond Crawley campus.</td>
<td></td>
<td>Considered, but deemed impractical to implement in 2009.</td>
<td>x</td>
</tr>
<tr>
<td>3. Consider changing drop-in times so that they straddle class hours.</td>
<td></td>
<td>The timetable of workshops, teaching and appointments meant that this action was not a feasible option.</td>
<td>x</td>
</tr>
<tr>
<td>4. Add some new workshops in 2009.</td>
<td></td>
<td>Three new workshops introduced – 1 x critical analysis, 2 x short research projects. Pronunciation workshops will be introduced in Semester 2.</td>
<td>√</td>
</tr>
<tr>
<td>5. Offer Honours workshops in 2009.</td>
<td></td>
<td>Two workshops were offered in Semester 1. In Semester 2 a different type of workshop will be trialled.</td>
<td>√</td>
</tr>
<tr>
<td>6. Offer some workshops prior to semester.</td>
<td></td>
<td>Low numbers attended these, but engagement was high.</td>
<td>√</td>
</tr>
<tr>
<td>7. Record summaries of any new and revised workshops in 2009 and make them available as podcasts.</td>
<td>Siri, Lucy, Sophie</td>
<td>Updated Critical Analysis workshops. Podcasts will be created for the Honours and Pronunciation workshops in Semester 2.</td>
<td>~</td>
</tr>
<tr>
<td>8. Review podcast offerings through iTunes Universities Australia and consider adding to these.</td>
<td>Liana, Lisa</td>
<td>Review intellectual property issues. Liana will make list of SS offerings. Lisa will contact Yvonne Button re usage stats and maintenance etc.</td>
<td>*</td>
</tr>
<tr>
<td>Increase promotion of Get Smart to staff who could find it useful.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>No.</td>
<td>Task Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-----</td>
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<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>to be aware of what information students are receiving (e.g. promote Get Smart at staff orientation sessions and through mail outs and UWA news)</td>
<td>Article in UWA News, mail outs and Staff Orientation.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Review how the move to a new web design will affect the STUDY Smarter website.</td>
<td>Review to be conducted when advised of timeline</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Explore ways of hosting and developing STUDY Smarter resources off the main university website but linked to it to make better use of emerging technologies.</td>
<td>Website now pulls from content hosted in Sitepal, Voki, Edublogs, Facebook, Delicious and Flickr.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Consider moving resources housed at Student Services to the Reid Library.</td>
<td>This action to be considered once STUDY Smarter has relocated to Social Sciences South building.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Look for ways of encouraging more local students to take part in LACE activities in 2009.</td>
<td>The soccer match with PSA encouraged some interaction between domestic and international students.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Seek other opportunities for intercultural exchange (such as through CISWA) that can be promoted to LACE participants, particularly quieter times on campus.</td>
<td>Diversity @ University events and CISWA tours and excursions are publicised throughout the year.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Rework or adjust the short tasks and exercises students are asked to do in Arts lectures.</td>
<td>More examples and step-by-step instructions included.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Reconsider the timing of Arts Faculty training sessions and ensure they are advertised more widely.</td>
<td>Sections ran back-to-back with better promotion.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Develop a basic referencing workshop on referencing to supplement the more advanced one for postgraduate students in the Business School</td>
<td>Introduction to Referencing workshops were developed.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Review the timing of workshops in relation to assignment submission dates in the Business School.</td>
<td>Timetable adjusted.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Negotiate with the FECM to offer essay writing and referencing workshops to MOGE students timetabled early on in their studies.</td>
<td>Offered but not taken up by Faculty staff.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Consider how lecture activities might be developed to be effective for students who attend critical thinking lectures in Public Health, as well as for those who listen online.</td>
<td>Online listeners given separate exercises and answers checked by Sophie and Racheal Moorin.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Liaise with 5th Year coordinators for Medicine re putting forward a joint Improving Student Learning grant proposal in 2009.</td>
<td>Completed proposal but not accepted by ISL review team.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Liaise with Albany campus to see if STUDY Smarter workshops can be held earlier in the semester.</td>
<td>Completed.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Ensure Albany students are familiar with the referencing materials now available in the FAQs section of the</td>
<td>Completed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STUDY Smarter website.</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>24</td>
<td>Review promotional material in light of the University's new visual identity.</td>
<td>Workshop calendar has been modified with new visual identity. InDesign is needed for maintenance and further application. Approval to use 'text with font treatment' on STUDY Smarter materials granted. See no. 46.</td>
<td>√</td>
</tr>
<tr>
<td>25</td>
<td>Conduct a thorough review of the effectiveness of the online diagnostic developed for IPE and consider building a more interactive voluntary assessment for students to complete in addition to a short written test in the first week of lectures.</td>
<td>Semester 2 activity.</td>
<td>√</td>
</tr>
<tr>
<td>26</td>
<td>Liaise with Health Science to determine whether to run a set of workshops that balances essay writing skills with critical thinking skills in 2009.</td>
<td>Semester 2 activity.</td>
<td>√</td>
</tr>
<tr>
<td>27</td>
<td>Develop tutorials for English Language and Academic Communication units using remaining LTPF funds.</td>
<td>In progress.</td>
<td>~</td>
</tr>
<tr>
<td>28</td>
<td>Increase the priority accorded to presenting and publishing papers in 2009.</td>
<td>Mental Health Days have been implemented to provide staff with dedicated time to work on publishing material. Three papers have been accepted for the AALL Conference. Sophie, Liana, Siri and Lisa have published works in 2009.</td>
<td>~</td>
</tr>
<tr>
<td>29</td>
<td>Initiate a part-time contract for Sophie Sunderland in 2009, allowing her to undertake the development of training material for learning online (project grant awarded to Robyn Mayes in 2006) under the supervision of Lisa Cluett, and to backfill Cheryl Lange in the on-line writing modules project as required.</td>
<td>Completed.</td>
<td>√</td>
</tr>
</tbody>
</table>
### 4.3 New Actions for Implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Action</th>
<th>Person responsible</th>
<th>Comment</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Consider making appointment bookings available online pending the review of software being trialled within Student Services.</td>
<td>Lucy</td>
<td>Pending assessment of Time Trade viability</td>
<td>~</td>
</tr>
<tr>
<td>31</td>
<td>Consider adjusting drop-in offerings in 2010 to conform more closely to attendance patterns.</td>
<td></td>
<td>Review during Semester 2 evaluation</td>
<td>~</td>
</tr>
<tr>
<td>32</td>
<td>Review workshop schedule for 2010 with a view to adding repeat workshops for grammar and pronunciation.</td>
<td>Liana</td>
<td>Review during Semester 2 evaluation, Liana to add Reading workshop</td>
<td>*</td>
</tr>
<tr>
<td>33</td>
<td>Revise the offerings for Honours workshops in Semester 2 2009.</td>
<td>Lucy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Explore reasons that some student data does not show up on the Get Smart database.</td>
<td></td>
<td>Possibly input error by students &amp; others registering – has reduced</td>
<td>√</td>
</tr>
<tr>
<td>35</td>
<td>Continue to support team members' training in using Web 2.0 technologies.</td>
<td>Lucy, Cheryl doing Emerging Technologies PD</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td>36</td>
<td>Continue to seek ways of including dynamic content on the STUDY Smarter website using emerging technologies.</td>
<td>All</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td>37</td>
<td>Build links between the STUDY Smarter website and the UWA Students Facebook fan page to promote our program to new students.</td>
<td>Lisa</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td>38</td>
<td>Seek student feedback on the STUDY Smarter website.</td>
<td>Lucy</td>
<td>During Semester 2 evaluation</td>
<td>~</td>
</tr>
<tr>
<td>39</td>
<td>Continue to explore ways of resolving browser and editing issues in incorporating Web 2.0 technologies on the UWA website.</td>
<td>Lisa</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td>40</td>
<td>Revise Survival Guides identified as needing updates.</td>
<td>All</td>
<td>Siri will develop a template, Rachel will organise a common time for team to work on this project</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Explore ways of displaying Survival Guides in Social Sciences South.</td>
<td></td>
<td>Display area on Level 2</td>
<td>√</td>
</tr>
<tr>
<td>42</td>
<td>Consult with Nicole Crawford (FAHSS) about integrating the essay writing lecture into the Arts Online Writing Module.</td>
<td>Sophie</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td>43</td>
<td>Provide breaks for students attending long workshops at Albany campus.</td>
<td>Lucy</td>
<td>Will be incorporated in Semester 1, 2010</td>
<td>~</td>
</tr>
<tr>
<td>44</td>
<td>Take photos of students using STUDY Smarter services in Semester 2.</td>
<td>All</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td>45</td>
<td>Purchase InDesign software and undertake the necessary</td>
<td>All</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Assignee</td>
<td>Notes</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>46</td>
<td>Review and revise promotional material.</td>
<td>Lucy</td>
<td>Lucy will follow up with Judy esp. about the need to pay for InDesign</td>
<td>~</td>
</tr>
<tr>
<td>47</td>
<td>Seek further web support for the Online Modules project.</td>
<td>Cheryl</td>
<td>Web developer contracted to do some quizzes &amp; interactive diagrams</td>
<td>~</td>
</tr>
<tr>
<td>48</td>
<td>Complete the development of HUMA1101 resources, and prepare materials for HUMA1102.</td>
<td>Siri</td>
<td></td>
<td>~</td>
</tr>
<tr>
<td>49</td>
<td>Complete project work for Go To I.T.</td>
<td>Sophie</td>
<td></td>
<td>~</td>
</tr>
</tbody>
</table>
5 Staffing

5.0 Introduction

At the beginning of this year the team consisted of Siri, Lisa, Cheryl and Lucy working full time, Liana working part time (0.8 FTE) and Sophie also working part time (0.6 FTE). Rachel Schmitt joined the team part time in late April to assist with student appointments and drop-in sessions. This has allowed us to continue to provide outstanding academic and language skills services for students while increasingly contributing to a number of key projects, committees and networks.

5.1 Staff Members

- **Siri Barrett-Lennard** – Siri continues to support team activities; represent the division on a number of committees and working parties; develop the CELT (LTPF funded) English language credit-bearing units; organise WA activities for the Association for Academic Language and Learning; and assist with managing UWA Toastmasters. In addition, she has developed the English Language Corner website and coordinated the writing of the team’s ALTC submission.

- **Dr Lisa Cluett** – Lisa continues to work 0.8 FTE on the Online Student Journey project (funded by the 2008 round of LTPF grants) and is backfilled by Liana. She works 0.2 FTE on STUDYSmarter work including a range of projects and other teamwork.

- **Dr Sophie Sunderland** – Sophie completed her PhD in January, and received news that she passed in June 2009. She began a part time (0.6 FTE) contract as a Learning Skills Adviser in February 2009 and had an increase to 0.8 FTE approved in June 2009, for commencement in July 2009. In addition to her teaching commitments, Sophie has been working on the Lectopia project, entitled “Go To I.T.”

- **Dr Lucy Reilly** – Lucy has been heavily involved in the team’s centralised services (particularly student appointments and workshops), has undertaken external teaching at the Perth and Albany campuses, and has been responsible for the team’s marketing and promotion, including the regular distribution of the Get Smart e-newsletter.

- **Dr Cheryl Lange** – Cheryl coordinates LACE, presents generic skills workshops, does student consultations and drop-ins, facilitates workshops for EMBA and MBA students and coordinates and develops the Faculty-specific Online Writing Modules (2007 LTPF funding).

- **Dr Liana Christensen** – Liana is on a .8 FTE contract until the end of 2009, backfilling for Lisa. Her primary focus is teaching in generic workshops and individual appointments. She also facilitates workshops for the GDB cohort in the Business Faculty, and workshops in FECM and FDMH. She initiated and maintains a quarterly series of STUDYSmarter research meetings and contributes to the Faculty-specific Online Writing Modules. Together with Sophie, Liana continues to work on cross-sector projects.

- **Rachel Schmitt** – Rachel has worked with STUDYSmarter since late April, on CELT funding for the development of the LTPF English Language and Academic Communication units. Her main responsibilities have been the daily drop-in sessions in the Reid Library, student consultations, executive officer-type role for team meetings, giving presentations at events.

### Staff Names, Commencement, and Position

<table>
<thead>
<tr>
<th>Staff Names</th>
<th>Commencement</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siri Barrett-Lennard</td>
<td>Aug 04 - present</td>
<td>English Language and Study Skills Adviser</td>
</tr>
<tr>
<td>Dr Lisa Cluett</td>
<td>Jan 04 – present</td>
<td>Learning Skills Adviser</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Project Officer/Learning Skills Adviser</td>
</tr>
<tr>
<td>Dr Sophie Sunderland</td>
<td>Feb 07 – present</td>
<td>Learning Skills Adviser</td>
</tr>
<tr>
<td>Dr Lucy Reilly</td>
<td>Feb 08 – present</td>
<td>Learning Skills Adviser</td>
</tr>
<tr>
<td>Dr Cheryl Lange</td>
<td>18 Feb – 31 Aug 08 1 Sep 08</td>
<td>Learning Skills Adviser, English Language and Study Skills Adviser</td>
</tr>
<tr>
<td>Dr Liana Christensen</td>
<td>Jul 08</td>
<td>Learning Skills Adviser</td>
</tr>
<tr>
<td>Rachel Schmitt</td>
<td>April 09</td>
<td>Learning Skills Adviser</td>
</tr>
</tbody>
</table>

1 Lisa devotes four days a week to the Online Student Journey Project, and one day a week to Study Smarter team duties
6 STUDYSmarter Program

6.0 Introduction

The STUDYSmarter program encourages students of all capabilities to aspire to the highest level possible and to actively engage in ongoing skills development for lifelong learning. The program includes three levels of engagement, allowing for diverse forms of contact:

- **Engagement in flexible learning groups** - Participation in drop-in sessions, workshops and peer learning groups provides both flexibility and structure for student learning.
- **One-to-one engagement** – Students can meet with STUDYSmarter advisers on a one-to-one basis.
- **Independent engagement** - Students are encouraged to take responsibility for their own learning by accessing resources posted on the STUDYSmarter website and available in hard copy in our Resource Area.

The chart below compares the first semester 2009 figures for appointments, drop-ins and workshops with those from the same period in 2008. The number of students using these three services increased from a total of 927 in 2008 to 1041 in 2009. This represents a 9% increase overall. The highest number of students is catered for in workshops, where attendance rose nearly 12% from 631 to 705. Although still representing a smaller group (around 5% of the total students seen) individual appointments increased significantly from 118 to 198, building on a trend discernible in semester 2, 2008. On the other hand, drop-ins numbers decreased from 178 to 138. Apart from this last figure, however, the general trend is upward.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Appointments</td>
<td>198</td>
</tr>
<tr>
<td>Attendees at Drop In</td>
<td>138</td>
</tr>
<tr>
<td>Workshop attendances</td>
<td>705</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1041</strong></td>
</tr>
</tbody>
</table>

Further detail on appointments, drop ins and workshops is provided below.
6.1 Student Appointments

Suggestions made in Semester 1 2008, that more appointments be made available, indicated a need that STUDYSmarter has been able to meet through increased staffing. Individual appointments enable STUDYSmarter to work closely with students to develop their learning skills and provide opportunities for students to discuss their written work. They heighten students’ awareness of their strengths and weaknesses, and equip them with the academic learning skills that allow them to more readily engage with learning materials and assignments. In order to offer a high level of accessibility and flexibility, STUDYSmarter continues to offer consultations face-to-face or via phone or email.

As noted earlier, attendance figures for student appointments increased during semester 1 2009 from 118 to 198 students. To address this increased demand but at the same time be able to progress LTPF projects and faculty teaching commitments, Rachel Schmitt, Dr Sophie Sunderland and Dr Liana Christensen have all been working as part of the STUDYSmarter team in 2009, with Rachel commencing part-time in late April on funding provided by CELT for the LTPF English Language and Academic Communication Units project. Expanding the team in this way allows the team to maintain and extend its services.

The table below reveals the number of student appointments that were undertaken by all members of the STUDYSmarter team (both full-time and casual) in Semester 1, 2009.

<table>
<thead>
<tr>
<th>Student Appointments</th>
<th>Semester 1 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl</td>
<td>56</td>
</tr>
<tr>
<td>Liana</td>
<td>20</td>
</tr>
<tr>
<td>Lucy</td>
<td>66</td>
</tr>
<tr>
<td>Siri</td>
<td>33</td>
</tr>
<tr>
<td>Sophie</td>
<td>16</td>
</tr>
<tr>
<td>Rachel</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>198</strong></td>
</tr>
</tbody>
</table>

Students appeared to be highly satisfied with their individual consultations. Of the 63 students who rated appointments in the first semester, 43% felt that the academic and/or language skills development they received was outstanding, 43% felt it was very good and 14% felt it was good. The following survey responses show how the individual appointments work in conjunction with other STUDYSmarter services to foster independent learning. They are indicative of what students appreciated most about this service:

*The service provides useful information, the adviser is very patient and the environment makes me feel welcome.*

*In conjunction with the skills group I attended, this service greatly helped me to understand how to write a decent essay. My marks were very good.*

*Interactive and all inclusive. To the point and short as well.*

*The fact that I was advised through discussion not just being told what to do. It helped me to improve my study skills by using my own study habits.*

While most students indicated that they were very satisfied with their appointments and no ‘fair’ or poor’ ratings were received, several suggestions were made with regard to the process of making appointments and the promotion of this service. One student suggested that “Maybe the appointments can be made online by showing the available time-table”, while others commented that they were unaware that the appointment service existed and would like to see “More advertising”.

**Action for Implementation 30:** Consider making appointment bookings available online pending the review of software being trialled within Student Services.
6.2 Drop-in Sessions

STUDYSmarter drop-ins offer students the opportunity to discuss any study-related question without need for an appointment on any weekday during semester. As part of our ongoing collaboration with the Library, the STUDYSmarter drop-ins continued in the Reid Library foyer from 1-2pm on Monday to Friday during teaching weeks in Semester 1. Discussions with the Manager of the Humanities and Social Sciences (HSS) Library indicate that the Reid Library is happy to continue with the STUDYSmarter drop-in sessions for Semester 2. The Manager conveyed his “congratulations to the Study Smarter team for the excellent service they provide” and passed on the following positive feedback from some of his staff members:

It’s a popular and valuable service particularly at the beginning of semester.

... a very worthwhile service

The timing of the sessions is perfect – as long as they don’t change the times slot and it remains the same thru the semester. It’s easier for the library to refer the student to them if they are always at the same place at the same time.

Drop-in sessions allow students to obtain advice on questions as they arise. Alongside providing advice on learning, language and research skills, the team promotes workshops run by STUDYSmarter, the Graduate Research School and the Careers team, as well as other services provided by Student Services such as Link Week and transition programmes. Additionally, for a two-week period in the month of May, the team shared the drop-in space with Careers staff. The Careers team ran drop-in sessions just prior to STUDYSmarter drop-ins and the arrangement proved to be very successful in that teams were able to cross-promote services.

STUDYSmarter drop-ins in the Reid Library foyer were well attended in Semester 1, although numbers were a bit lower than in previous semesters. Given the concurrent rise in individual consultations, discussions were held with reception staff to encourage students to use the drop-in service as the first port of call – an immediate response to any academic or study enquiry, with follow up through individual consultation only when necessary. Some of the most common issues that were brought up at drop-in sessions included:

- essay planning and structuring
- grammar
- clear writing (including a focus on coherence, cohesion and flow)
- transition and learning styles
- referencing and plagiarism

The drop-in service appeared to be well received by the students who submitted online evaluation forms, 34% of whom rated drop-ins as outstanding, 37% as very good, 24% as good and 5% as fair (n=41). No responses were received for the ‘poor’ category, indicating that the drop-in sessions at the library were most successful. The following comments encapsulated student satisfaction with the drop-in service:

So helpful and stress relieving knowing that you can get instant advice! Please please continue this service, it really is invaluable!

Was very useful. Good location too, as it is somewhere easily seen by many people.

Around certain times there seems to be more call for this service, perhaps a second person could be allocated? This is a huge ask because of time constraints, but I really did find this service helpful.

The benefits of the drop-in sessions are considerable and students appear to appreciate the immediate advice and the convenience of this service. However, a number of the student comments that were received appear to indicate that some drop-in sessions got quite crowded
during Semester 1. Several students remarked that they had to wait awhile for “their turn” and suggested that the allocation of two Advisers during drop-in may overcome this. Another recommendation from students is for drop-ins to be scheduled at various times, rather than the same timeslot each day.

Before considering increasing the overall number of drop-in offerings, it should be noted that there were 138 attendances at drop-in during first semester 2009, compared with a 178 in the equivalent period last year. Although numbers were lower attendance patterns were similar to previous years with the highest numbers attending drop-ins in the initial part of each Semester. Friday was once again the slightly less popular day. This could perhaps be due partly to the fact that Friday drop-ins were not noted on the team’s workshop calendar for Semester 1. With a change in the workshop schedule for Semester 2 resulting in Friday drop-ins being listed, attendance patterns may alter and should continue to be monitored so that this time is productive.

Depending on trends on drop-in attendance in Semester 2, it may perhaps be advisable to consider offering greater numbers of drop-ins than is currently the case in the early part of the semester and at different times on more popular days, and fewer in latter parts of the semester.

**Action for Implementation 31: Consider adjusting drop-in offerings in 2010 to conform more closely to attendance patterns.**

### 6.3 Generic Skill-based Workshops

Generic skill-based workshops systematically target skills development in a sequence designed to reflect as much as possible a ‘just in time’ provision. They address both academic and broader organisational skills that greatly assist transition into university and ongoing success at undergraduate and postgraduate level. The range of workshops caters for students irrespective of discipline area or level of study.

In first semester, the team presented 67 workshops. Thirty-six individual topics were covered, most of which were repeated at a different time slot on a different day in order to maximise students’ ability to fit workshops into their existing study schedule. The main presenters for these workshops were Lucy, Liana, Sophie and Cheryl. The table at right shows the number of workshop topics facilitated by each team member.

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy</td>
<td>20</td>
</tr>
<tr>
<td>Liana</td>
<td>18</td>
</tr>
<tr>
<td>Sophie</td>
<td>16</td>
</tr>
<tr>
<td>Cheryl</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

**Attendees at Workshops**

<table>
<thead>
<tr>
<th>Year</th>
<th>Sem 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>449</td>
</tr>
<tr>
<td>2008</td>
<td>624</td>
</tr>
<tr>
<td>2009</td>
<td>705</td>
</tr>
</tbody>
</table>

Seven hundred and five attendances were recorded for Semester 1 2009 workshops. The table above compares these figures with those from 2008 and 2007, respectively. Attendance rose nearly 12% from 631 to 705, a sizeable and steady growth, building on the steep (39%) increase in numbers in the corresponding period from 07-08. The trialling of Study Break catch up workshops in 2008 was dropped as insufficient numbers meant it was not a cost effective use of the team’s time. The continued upward trend despite not running extra Study Break workshops is likely to be due to the other measures that continue to be taken:

- replacing the booking system for all individual workshops with a one-off membership sign up (Get Smart)
- promoting workshops through the weekly Get Smart newsletter

The ongoing presence of STUDYSmarter at numerous orientation sessions throughout the university, prior to the commencement of Semester 1, helped maintain the growth in workshop attendance figures in the first half of 2009. It also corroborated the contention made in the previous evaluation report that the drop off in attendance experienced in Semester 2 2008 was attributable
to a normal seasonal slow-down, i.e. the fact that those students wishing to take advantage of the workshop service already did so in first semester. Due to new room allocations in Reid Library, all the Study Smarter workshops were held Guild Seminar Rooms 1 and 2 this year. Losing the library room did not prevent the increase in attendance at the following workshops:

- Active Learning
- Core Study Skills
- Reading and Taking Notes
- Essay Basics
- Assignment Techniques
- Writing Essentials
- Referencing
- Speaking and Presenting
- Critical Analysis
- Grammar
- Exam Techniques

All of the standard workshops included an original and a repeat session. STUDYSmarter also continued to offer a series of three Grammar Clinics, focusing on common grammatical errors, as well as four sessions of the UniSpeakers Club, a peer learning group, in 2009. The UniSpeakers Club has proved to be a reliable means of helping students develop their public speaking skills through practice in front of a friendly audience of other students. In Semester 1, Unispeakers Club attracted fewer students (17 students over 4 sessions) than in the corresponding period last year. One student suggested that starting Unispeakers earlier in semester may enable more students to take advantage of it. This rescheduling is being considered for second semester 2009.

The individual workshops attracting the highest number of students in 2008 were:

<table>
<thead>
<tr>
<th>Most Popular Workshops in First Semester 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Time and Study</td>
<td>41</td>
</tr>
<tr>
<td>Understanding Aussie Slang</td>
<td>32</td>
</tr>
<tr>
<td>Speak Out and Speak Up</td>
<td>31</td>
</tr>
<tr>
<td>Editing Your Writing</td>
<td>28</td>
</tr>
<tr>
<td>Study Smarter Not Harder</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With numbers for the corresponding period in 2009 shown below:

<table>
<thead>
<tr>
<th>Most Popular Workshops in First Semester 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Written Argument</td>
<td>47</td>
</tr>
<tr>
<td>Answering the Essay Question</td>
<td>44</td>
</tr>
<tr>
<td>Study Smarter Not Harder</td>
<td>41</td>
</tr>
<tr>
<td>Managing Time and Study</td>
<td>36</td>
</tr>
<tr>
<td>Structuring Your Essay</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clearly, our flagship message ‘Study Smarter Not Harder’ is a perennial favourite, attracting even higher numbers in first semester 2009. Other ‘hot topics’ are ‘Managing Time and Study’, ‘Clear Reading Notes’ (re-named ‘Taking Notes in Reading’) and ‘Structuring Your Essay’. Two new additions from Sophie – ‘Critically Evaluating Sources’ and ‘Critically Questioning New Ideas’ were an immediate success. ‘Mind maps’ did not make it onto the list of workshops attracting the highest numbers, but still attracted several favourable comments from students who found it useful. ‘Understanding Aussie Slang’ also slipped from the top 10 workshop list, but was nonetheless well attended, attracting 25 students, and is clearly still relevant for students new to Australia.

In addition to the two new workshops on critically evaluating sources and critically questioning new ideas, already mentioned, four other new workshops were introduced in Semester 1. The first, ‘How to Develop a Critical Analysis “Toolkit”’, was very well-received and attracted 19 students over two workshops. The second new workshop, ‘How to Work Effectively in Groups’, was less popular and only attracted one student, although that student ranked it as the most useful of all the workshops for them.
It is not possible to ascertain how much this high rating was influenced by the advantage of one-to-one teaching.

The other two workshops came from the newly introduced Short Research Projects series, which was aimed at students undertaking Honours and First Year Projects and Masters by Coursework Dissertations. This was initiated on the basis of a recommendation from the previous Evaluation Report. As mentioned earlier, ‘How to Manage Your Research Project’ attracted few students; however, the second of these workshops (‘How to Manage and Review the Literature for Your Research Project’) attracted 10 students. This latter workshop appeared to be more relevant to the needs of students undertaking short research projects.

The least well attended workshops were ‘Managing Your Research’ (introduced for the first time), which attracted 4 students in one session. ‘How to Avoid Procrastination’ also attracted few students with a total of 6 students over two workshops. It is fairly predictable that both individual appointments and workshops on issues such as procrastination are often poorly attended. However, it is worth noting that those who did attend these workshops derived significant benefit – in one instance singling it out as one of the most useful of all the workshops the student had attended. This would indicate that the issue lies in the timing or advertising of these workshops rather than the workshops themselves being irrelevant or insufficient.

When analysed in terms of series categories, Academic Writing and Critical Analysis attracted the majority of students. There was an average of close to 25 students per workshop across nine session topics in Academic Writing (a total of 224) closely followed by nearly 24 students per workshop, averaged over four session topics, in Critical analysis (a total of 95). The three Referencing workshops were the next most popular (a total of 55 students, averaging 18 students per session topic), followed closely by Speaking and Presenting (a higher total number of students – 67 – averaged out to 16 per session topic). Although the Study Skills series attracted the second highest total number of attendances (138) this was averaged out over nine session topics bringing the average number of students per session topic down to around 15, comparable with the Grammar clinics, which had a total of 43 over three session topics, giving an average attendance of 14.

At the series level, therefore, it seems clear that a minimum average of 14 per workshop is a good indication that each of the categories offered is highly valued by the students, even though there are some instances where particular workshops were poorly attended. It is clear that although some workshops within any series category may need updating, deleting or rescheduling, the series categories themselves are fundamentally sound.

The general levels of student satisfaction with the motivation, support, materials, explanations and help provided by the workshops remain consistently high – with the clear majority of responses in the Very Good to Outstanding range – see graph below.
Critical analysis
These workshops have made me think more about what I write. It has enhanced the quality of my writing as I am able to see my own work more critically because I know what to be looking for and expect.

Influence on student learning
In very practical ways [...] I've changed the structure of my study totally and it's much easier in a lot of ways now.

My study habits have improved ten fold. My study area is more organised, my files organised, I have strategies of study in place. I am improving my ability to stop procrastination.

Improved efficiency as a time (and money!) poor postgraduate coursework student. Enabled me to address self-defeating and time-wasting patterns in my previous studying behaviour. Encouraged use of mind maps which I am finding useful. Improved confidence in tutorials which is a problem for me.

Demystified the process, increased confidence in my ability to learn, study and research.

These workshops have been great, especially for a mature-age student returning to study. I attended a lot of workshops last semester and still use the concepts I learnt then. This semester I had to present my first ever powerpoint presentation so your workshop was great preparation for me.

Writing
After [the] writing essays workshop [I] went home and re-wrote about 1/2 my essay as I had a greater understanding of what was required. This improved my mark significantly.

Grammar Clinics
grammar...[I] want more!!!

Speaking
Learning from others - there is such a range of people who all have to present as part of their course (eg third year or post grad as well as first years)

Referencing
I loved the workshops about putting in your own voice. It is difficult to find a way to interject your own voice into an argument while still providing a very well referenced and 'evidenced' essay. I've really enjoyed putting my own voice into essays.

Group work
Friendly and energetic facilitators encourage me and all the class to think and share the idea[s].

I liked that instructors always [motivated] student participation.

Many postgraduate students sit together to exchange smart way[s] to research.

When asked for suggestions to change and improve the generic skills-based workshops, 25% of students indicated that no changes were needed at all, and a further 8% suggested that they simply wanted more of what was on offer (specifically, more English language support, particularly for international postgraduates and more grammar), with two commenting that they would like the workshops to be 1.5 rather than 1.0 hours’ duration. These are all signals that what we are doing is working well for students. It is considered impractical for timetable considerations to extend the time of workshops, as a number of students only have one hour free at a stretch to attend workshops, fitting workshop attendance in between other classes. English language support
workshops, however, are set to increase in Semester 2 with the introduction of three Pronunciation workshops.

Of the remaining comments in the ‘Suggestions for Improvement Section’, one that occurred more than once was the issue of timing and timetable clashes. Holding repeat workshops at alternate times assists, as do podcasts. It may be advisable for the team to offer repeats of each workshop, including Grammar Clinics (currently run once per semester) and the soon-to-be-offered Pronunciation Practice workshops (also running one time per week) to maximise flexibility for student attendance. Podcasts to assist with grammar and pronunciation should also be considered.

Other comments in the ‘Suggestions for Improvement Section’ are singular, and – in some instances - oppositional. For instance, one student may wish for workshops to start earlier, whereas another feels that the first two weeks of semester are already too crowded, and they would prefer not to miss out on any StudySmarter workshops. Similarly one student wants shorter handouts and another would like them longer. Naturally students have a variety of needs, and our aim can only ever be try and get the ‘best fit’ for the highest number.

Nonetheless, in specific instances, needs can be addressed more immediately. In particular the comment that ‘programmes pertaining to Research could be done earlier rather than very late in the semester’ is worth addressing, as this particular series is new and still developing. A couple of useful suggestions were also made about new or extended workshop topics. Therefore the following actions for implementation are made:

**Action for Implementation 32:** Review workshop schedule for 2010 with a view to adding repeat workshops for grammar and pronunciation.

**Action for Implementation 33:** Revise the offerings for Honours workshops in Semester 2 2009.

### 6.4 Podcasts

The STUDYSmarter team records summaries of generic study skills workshops and some Faculty workshops and makes them available as podcasts, along with handouts, through Lectopia. Over the last eighteen months 40 podcasts have been recorded and made available to students. Four new podcasts were added to the list in Semester 1 2009. See table below. New workshops presented for the first time in 2009 will be added to the list of recordings during semester 2 (IA7).

<table>
<thead>
<tr>
<th>Podcasts added 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of podcast</td>
<td>Hits</td>
</tr>
<tr>
<td>How to critically evaluate sources</td>
<td>34</td>
</tr>
<tr>
<td>How to write and argue critically,</td>
<td>17</td>
</tr>
<tr>
<td>How to develop a critical analysis toolkit</td>
<td>10</td>
</tr>
<tr>
<td>How to critically question new ideas</td>
<td>0</td>
</tr>
</tbody>
</table>

The podcasts which have attracted the highest number of hits from March 2008 to June 2009 are shown in the table below. As some of these topics are among the earliest recorded in 2008, they are due be updated in semester 2.

<table>
<thead>
<tr>
<th>Most popular podcasts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of podcast</td>
<td>Hits</td>
</tr>
<tr>
<td>Essay writing for Arts students</td>
<td>123</td>
</tr>
<tr>
<td>Referencing using sources</td>
<td>100</td>
</tr>
<tr>
<td>Avoiding procrastination</td>
<td>97</td>
</tr>
<tr>
<td>How to write better exam essays</td>
<td>89</td>
</tr>
<tr>
<td>Mind mapping</td>
<td>83</td>
</tr>
</tbody>
</table>
The podcasts continue to be well used and make STUDYSmarter services more accessible to students who are unable to participate in face-to-face learning sessions as the following comments indicate.

*Later I didn’t have time anymore and listened to some podcasts, which saved much time whilst still getting clear info.*

*I couldn’t always make it to the workshops as my breaks didn’t coincide with the workshop times. When this was the case I would listen to the workshops through Lectopia. I found these podcasts useful, but I preferred to actually attend the workshops as some really unexpected gems can come out of them through the questions raised in class. However, I can’t speak highly enough about the podcasts, workshops and the presenters – you have helped me enormously in dealing with this whole new world of uni.*

The STUDYSmarter podcasts currently being offered through iTunes Universities Australia were not mentioned by students who completed the evaluation. These podcasts need to be reviewed and assessed for compliance with intellectual property regulations (IA8).

### 6.5 Get Smart E-newsletters

Get Smart e-newsletters were an initiative that began in 2007 as a means of promoting STUDYSmarter services, supporting students during their study and creating a sense of belonging to a community. In these newsletters, students receive notification of upcoming workshops and other STUDYSmarter events and a range of study tips and advice relevant to the particular time of the semester. The e-newsletters are informal and chatty, and are personalised with student and staff names. Students and staff (including visiting scholars) [sign up online](#) to be members of Get Smart and to receive these newsletters.

Students and staff frequently comment on the usefulness of this service as a means not only of reminding them of learning opportunities but also as a means of improving learning and language skills due to the tips provided. The following quote highlights one student’s appreciation for this service:

*I just wanted to say I loved the Study Smarter Newsletter emails! They were a really great way to give a few study hints, and let us know what you guys were covering in the coming week, and touch base with us! Good stuff!*

### 6.5.1 Get Smart Statistics

Evidence of the popularity of this service is also apparent in the increasing number of memberships over time. The figure below illustrates the gradual increase in membership.

As can be seen in the figure above, membership has risen from a total of 500 staff and students in Semester 2 2007 to almost 900 at present. In addition, Get Smart is distributed via other distribution lists within Student Services (400 UniSkills students receive the newsletter) and beyond (all first year Arts students receive Get Smart via the transition coordinator).

It should be noted, however, that although the weekly newsletter is currently received by around 900 members, almost 1,300 individuals actually signed up for this service in Semester 1 2009.
However, the database was not able to retrieve email addresses for all student membership sign ups. Reasons for this should be explored and may include visitors, staff and research fellows mistakenly using the student membership form for sign ups; errors entering student numbers; alumni being removed from Callista, etc.

At the end of 2008 it became apparent that the proportion of staff signing up for the Get Smart service had dropped slightly. In response to this decline in staff memberships, efforts were made to increase the promotion of Get Smart to staff who may find it useful to be aware of what information students are receiving. The promotion of Get Smart at staff orientation sessions and through mail outs and UWAnews appears to have been effective with staff sign ups increasing from 36 at the end of 2008 to 65 at present.

As mentioned above, students can sign up online to be members of Get Smart. Additionally, any student who attends drop-in, a workshop or an appointment automatically becomes a member and is added to the database. Statistics on the students registered as GetSmart members by Faculty, and those undertaking a Doctor of Philosophy, are given below.

<table>
<thead>
<tr>
<th>Students by Faculty to 29 June 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>AHSS</td>
</tr>
<tr>
<td>ALVA</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>ECM</td>
</tr>
<tr>
<td>Law</td>
</tr>
<tr>
<td>LPS</td>
</tr>
<tr>
<td>MDHS</td>
</tr>
<tr>
<td>NAS</td>
</tr>
<tr>
<td>PhD</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

* Other includes students from CELT Bridging Course, Cross Institutional courses, Enabling Programme (Uni Smart Start, Albany) and UWA Extension.

The greatest number of students signed up for Get Smart came from the Faculty of Arts, Humanities and Social Sciences (AHSS), accounting for around 20% of the total. The significant rise in Get Smart memberships from AHSS (an additional 65 students compared to the same time last year) may be due to a stronger STUDYSmarter presence in this Faculty, both through the Arts T&L Tuesdays Lecture series and through the active promotion of STUDYSmarter services by Nicole Crawford (Transition and Student Experience Coordinator in AHSS).

A high proportion of Get Smart members also came from the Business School, which also saw a rise in student numbers (from 104 at the end of Semester 1 2008 to 121 at present). This increase in Get Smart memberships may be partly attributed to Susan Cowin (Postgraduate Student Experience Coordinator in the Business School) who actively promoted STUDYSmarter services, often bringing new students on tours of the STUDYSmarter Resource Area. In line with last year’s statistics, the Faculty of Engineering, Computing and Mathematics (ECM) and the Faculty of Life and Physical Sciences (LPS) also had a substantial proportion of students registered with Get Smart.

Although there were a lower proportion of Get Smart members from the Faculty of Natural and Agricultural Sciences (NAS) and the Faculty of Architecture, Landscape and Visual Arts (ALVA), there was an increase student sign ups from both Faculties compared to the same period last year. Most importantly, there was an increase in Get Smart registration figures from all Faculties in Semester 1 2009 with the exception of the Faculty of Law and the Faculty of Medicine, Dentistry and Health Sciences (MDHS). The Get Smart figures for the Faculty of Law were only slightly

\Admin-serv03\support\common\LLRS\Evaluation\Evaluation_2009_Sem1\Evaluation_report_Final_S1_2009.doc
lower in 2009, however, the numbers for MDHS dropped significantly from 157 in Semester 1 2008 to 65 in 2009.

Two more notable findings that stemmed from the evaluation of Get Smart registration statistics in Semester 1 2009 include gender and the proportion of PhD students that use STUDYSmarter services. With regard to gender, of the 827 students registered for Get Smart, 523 were females and 304 were males. This suggests a significant gender imbalance that was not as apparent in previous years. Additionally, 11.5% of the students signed up for Get Smart are undertaking a Doctor of Philosophy. The figure below highlights the proportion of students who are registered for Get Smart across all course types.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENABLING</td>
<td>4</td>
</tr>
<tr>
<td>G-PG-D-EXT</td>
<td>12</td>
</tr>
<tr>
<td>G-PG-D-NEW</td>
<td>48</td>
</tr>
<tr>
<td>M-CWK</td>
<td>176</td>
</tr>
<tr>
<td>M-PRELIM</td>
<td>4</td>
</tr>
<tr>
<td>M-THES-CWK</td>
<td>6</td>
</tr>
<tr>
<td>M-THESIS</td>
<td>6</td>
</tr>
<tr>
<td>NON-AWARD</td>
<td>14</td>
</tr>
<tr>
<td>PG-B-PASS</td>
<td>7</td>
</tr>
<tr>
<td>PHD</td>
<td>95</td>
</tr>
<tr>
<td>UG-B-HONS</td>
<td>6</td>
</tr>
<tr>
<td>UG-B-PASS</td>
<td>422</td>
</tr>
<tr>
<td>X-INST-PG</td>
<td>2</td>
</tr>
<tr>
<td>X-INST-UG</td>
<td>25</td>
</tr>
<tr>
<td>Grand Total</td>
<td>827</td>
</tr>
</tbody>
</table>

The statistics above indicate that the vast majority of students who are registered for Get Smart (whether through sign up or through the use of STUDYSmarter services) are undergraduate students (51%). However, Masters by Coursework students account for 21% of our student numbers followed by PhD students (11.5% as mentioned earlier).

**Action for Implementation 34: Explore reasons that some student data does not show up on the Get Smart database.**

### 6.6 Website and Resources

The STUDYSmarter website design and structure put in place at the start of 2007 has been retained in 2008, with minor modifications made during the year. The team continues to develop its website at every opportunity, adding to podcasts (mentioned above), creating new features, and building resources. An upcoming challenge for the team is how to manage the transition to the new UWA web design and the new UWA visual identity and still retain and build on the newer features it has been developing using emerging technologies.

#### 6.6.1 New features on the STUDYSmarter website

Web 2.0 technologies continue to be trialled by the team in an effort to better engage students with our services. Tools that have been applied in Semester 1, 2009 include a Flickr photo album on the STUDYSmarter front page which displays photos of team activities that a drawn from our online Flickr album, Lucy’s learning skills blog which was written in node.live and pushed to the site using an RSS feed and the use of Slideshare to display PowerPoint presentations embedded in the website.

Also new to our website is a fledgling English Language Corner (ELC) which brings together a range of information on English language opportunities at UWA for the first time. The sub site includes pages on speaking, listening, reading, writing, vocabulary and grammar skills, with pages
on teaching and learning to be added in Semester 2. Social bookmarking and tagging allow students to navigate the links and find material useful to them. This site now includes hundreds of annotated links using delicious software. Site pal characters (online animated characters that ‘talk’ — mysteriously in Siri’s voice!) give an overview of each section. Siri’s blog (hosted in Edublogs) provides new material to the site via an RSS feed) and allows students to comment on content.

**Feedback and statistics**

Web statistics reveal that there have been over 145,000 visits to the STUDY Smarter website in the past year. This is four times more visits than four years ago (the last time these statistics were gathered in 2005 there were 37,000 hits). The STUDY Smarter bounce rate was 46%, 10% lower than the UWA average, indicating a high relevance of the website to visitors.

A student comment from the mid-2009 evaluation survey was:

```
I didn't attend any workshops, but I would like to let you know that your information which I have been able to access off the uni website through my webmail has been extremely valuable. Thankyou.
```

**Future tools and challenges**

A key initiative occurring in parallel to the evolution of the STUDY Smarter webpage is the new UWA Students Facebook Fan page which aims to build relationships with students from the day they get their offer of a place at UWA. It will be possible to promote the STUDY Smarter program, team and services on the UWA Students. There are opportunities to ‘feed’ dynamic content to our website from external sources such as blogs, Twitter and RSS and these tools were trialled in Semester 1 with more feeds to ‘go live’ in Semester 2.

The team continue to deal with some problems hosting Web 2.0 tools in MySource Classic, with some tools displaying differently (or not at all) in different internet browsers, and some difficulties encountered editing pages that incorporate constantly changing displays. The impact of future migration to MySource Martix is so far unknown with the move scheduled for early-mid 2010. Existing logistical and technical problems mean that the current UWA CMS is not sufficiently flexible to make broad use of some of the newer technologies available, so ways of developing resources hosted off the main website but linked to it will need to be examined and exploited in the coming Semester.

**Action for Implementation 35:** Continue to support team members’ training in using Web 2.0 technologies.

**Action for Implementation 36:** Continue to seek ways of including dynamic content on the STUDY Smarter website using emerging technologies.

**Action for Implementation 37:** Build links between the STUDY Smarter website and the UWA Students Facebook fan page to promote our program to new students.

**Action for Implementation 38:** Seek student feedback on the STUDY Smarter website.

**Action for Implementation 39:** Continue to explore ways of resolving browser and editing issues in incorporating Web 2.0 technologies on the UWA website.

### 6.6.2 Development of new resources and learning materials

Team members are continually updating their generic study skills and faculty teaching workshop materials in response to student feedback and their research into best practice in teaching and learning. The booklets which are given out at each workshop provide a useful point of reference once the workshops are over. A number of students remarked that they liked the ‘handy workshop notes’ and ‘take home booklets’. These booklets are also available for download when students podcast STUDY Smarter workshops.

The Survival Guides are displayed in the Resource area and generally well used. *How to Survive C.L.E.A.R. Writing, How to Survive Structuring Essays and How to Survive Time and Task*
Management are among the most popular and need constant replenishment to keep up with demand.

A seventh category, Technology Topics (TT), was added to the Survival Guides collection. The new TT topics are: How to Survive...Networking Facebook and How to Survive...Using RSS in study and research. The Reading and Thinking category had one new addition How to Survive Paraphrasing.

The team did a thorough review of all the Survival Guides assessing each for its readability, accuracy and relevance in 2009. A number of Guides were discarded, others were identified as needing to be rewritten. Little progress has been made with the rewriting so this task will continue during semester 2.

Survival Guides are available both online and in hard copy in the Resource Area. They are used successfully by students who cannot attend workshops as one student reported:

...I took the resource sheets related to ‘How to study smarter not harder’, ‘How to manage your time and study’, ‘How to avoid procrastination’ and ‘How to use mind maps’. I found them quite useful, though I never managed to implement them as I should have.

With the team move to the Social Sciences South Wing, the team will explore possibilities for displaying the Survival Guides in this location.

Action for Implementation 40: Revise Survival Guides identified as needing updates.

Action for Implementation 41: Explore ways of displaying Survival Guides in Social Sciences South.

6.7 Language and Cultural Exchange (LACE)

Language and Cultural Exchange (LACE) is a program designed to foster intercultural friendship and understanding between international and domestic (Australian-born and migrant) postgraduates and staff at the University of Western Australia. LACE builds friendship and fosters intercultural exchange through regular free events. Common to all events are a focus on getting to know others and the University environment; a sharing of culture, friendship and food; a mixture of structured and less structured activities; and a beautiful location (a variety of venues across campus are used).

Semester 1 activities began with a perennial favourite – a barbeque on Matilda Bay. Five other events were held. A new activity, a soccer match with the Postgraduates Students Association (PSA), attracted an enthusiastic crowd of players and onlookers. Those with a more artistic inclination thoroughly enjoyed a guided tour of the Imants Tiller exhibition, The long poem, by the Director of the Lawrence Wilson Art Gallery. The Teaching Month activity at which six LACE postgraduates shared information about the student experience in their home universities was both informative and humorous. The networking event gave members the opportunity to chat to new members and exchange ideas on a range of topics. Quite a few members who had not attended any previous LACE events came to see the film Australia which was shown on a Friday afternoon during semester break. It’s unclear if it was the film or the timing of the event or a combination of both that attracted the large numbers.

LACE activities were evaluated online at the end of the semester. Overall satisfaction was very high as can been seen below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>57%</td>
<td>45%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Connected</td>
<td>43%</td>
<td>57%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Recommend</td>
<td>65%</td>
<td>37%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Continue</td>
<td>83%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Comments from the survey show that among the things members like about LACE are the opportunities to:

... learn and understand better the culture of other international students.

... widen and strengthen the circle of friends by meeting old and new members of LACE.

...enhance speaking skills in the use of English as a Second Language.

They also like the:

FREE informative entertainment and FREE food.

Another common remark was about the friendliness of the LACE coordinators.

The StudySmarter team members (Cheryl, Lucy, Siri) have tremendously helped the international students in making their student life more meaningful.

Finding a suitable time to hold LACE activities is a challenge. A number of respondents indicated that activities held later in the day, in the evening or on the weekend would be more likely to attract greater numbers.

LACE continues to attract more international students than local students. A soccer match with the PSA was organised in response to members commenting that they would like to see more local students attending LACE events. The activities of the Diversity at University group, an initiative of Anatomy and Human Biology, are advertised through the LACE emails. Usually a percentage of attendees at these meetings are local students. Finding ways to attract more local students will continue (IA13). Similarly, in response to members’ requests, LACE will continue to advertise day trips and weekend excursions organised by the Council for International Students Western Australia (CISWA).

Despite the timing of events on a Tuesday afternoon not being suitable for some members, LACE attracts reasonable numbers at most of its events. The table below shows that overall there has been a steady increase in the number of people participating in LACE events since the program began.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 2005</td>
<td>46</td>
</tr>
<tr>
<td>S2 2005</td>
<td>49</td>
</tr>
<tr>
<td>S1 2006</td>
<td>71</td>
</tr>
<tr>
<td>S2 2006</td>
<td>88</td>
</tr>
<tr>
<td>S1 2007</td>
<td>83</td>
</tr>
<tr>
<td>S2 2007</td>
<td>91</td>
</tr>
<tr>
<td>S1 2008</td>
<td>98</td>
</tr>
<tr>
<td>S2 2008</td>
<td>118</td>
</tr>
<tr>
<td>S1 2009</td>
<td>139</td>
</tr>
</tbody>
</table>

Other institutions are beginning to take note of LACE, and are forming their own groups, with University of Adelaide contacting the team recently for advice on establishing a group of their own (see http://www.international.adelaide.edu.au/support/lcep/).

### 7 Faculty and External Teaching

#### 7.0 Introduction

Throughout 2008, the Study Smarter team provided significant support to the Faculties with a range of tailor-made lectures and workshops. Workshops were also delivered to students at UWA’s Albany Campus and the Centre for English Language Teaching (CELT). The following section lists Faculty teaching first.

#### 7.1 Faculty of Arts, Humanities and Social Sciences

Sophie conducted a series of three lectures – Study Skills, Essay Writing and Critical Analysis for the ‘T&L Tuesdays’ Lecture Series for the Faculty. Despite being held outside the framework of any given unit (hence attendance being voluntary), large numbers of students turned out at the lectures – however, they were less attended than in Semester 1 2008. This suggests that the 2008 series satisfied needs for 2nd and 3rd year students as well as 1st year students. Student evaluations showed an extremely high level of satisfaction. One respondent encapsulated many of the positive aspects of the lectures series:
The entire workshop was very helpful. Knowing what the markers expect and will look for is really useful. Everything is set out clearly and left me feeling that I knew how to approach an assignment/essay and more positive that I can produce good work.

The lectures appear to satisfy a broad range of generic skills needs among a diverse range of Arts students. The following statements suggest they are also useful to students who are not school leavers, but have a diverse range of experience.

I am a 3rd year student, no one has told me ‘how to write’ since high school so I found the reminder really helpful.

The inclusion of examples and a step-by-step PowerPoint presentation were particularly well appreciated by students. Some did suggest that it would be useful to have more time during the lectures to practise, whilst others suggested extra sessions to consolidate their progress. Although these may not be possible given the budgeting constraints indicated by the Arts faculty, it is encouraging that students are motivated to engage more deeply in their learning as a result of attending the lectures.

To extend the benefits of these lectures, consideration should be given to integrating these lectures, or segments of these lectures, into the Online Writing Skills Module being developed for the Faculty (see Section 9.1).

Sophie also ran two sessions for Arts Faculty tutors: Teaching critical analysis, and Marking and providing feedback. The lectures were run back-to-back and were better publicised than last semester. It is perhaps as a result of these initiatives that both sessions were well attended, and generated a lot of discussion among participants. Common comments were of a sense of loneliness in working out how to mark student assignments, as well as frustration with the difficulty of implementing strategies to assist with critical thinking in the time restraints of a tutorial: participants indicated they were pleased with the tips and strategies offered in the session.

Action for Implementation 42: Consult with Nicole Crawford (FAHSS) about integrating the essay writing lecture into the Arts Online Writing Module.

7.2 Business School
Collectively, Cheryl, Liana, Lucy and Sophie ran a total of 26 workshops for a range of postgraduate students in the Business School. The workshops were on the following topics: Returning to Learning, Effective Reading and Note-taking, Writing Skills, Introduction to Referencing, Art of Referencing and Surviving Exams. Students expressed high levels of satisfaction in all the evaluations carried out. An indication of the usefulness of the various workshops is evident in their comments.

EMBA: I feel much more confident and able to 'read' critically into the future.

MBA: The concept of note making and critical reading was particularly useful and has motivated me to put it into practice.

PGCW: The examples that we did together and the discussions on the method of paraphrasing were most helpful.

GDB: De-mystified the entire assignment and essay process. Found it to be very engaging and helpful.

The Introduction to Referencing workshops were developed to assist those students experiencing difficulties with the referencing requirements demanded in at UWA. The student cohort in 2009 was slightly different from 2008 resulting in fewer students than anticipated attending the workshops. Those who attended gained from the experience as shown by the following comments.
Referencing, paraphrasing, secondary sources and in-text citations – it all helped me to understand better with the examples given. Thanks.

It helped me be aware of the importance of good paraphrasing.

The timetabling of the Study Smarter workshops was discussed with Susan Cowin, the Postgraduate Student Experience Coordinator and adjusted to take into account students’ submission dates.

7.3 Faculty of Engineering, Computing & Mathematics

Liana ran a workshop, Your First Assignment, and Lucy ran Introduction to Referencing for new international students. Students found the workshops clarified what was expected of them.

The workshop helped me to clarify between integral and non-integral citation, which is quite useful to me. It also teaches how to paraphrase.

Lucy continues to liaise with staff from FECM to make arrangements for future workshops.

Liana offered to run essay writing and referencing workshops for Masters of Oil and Gas Engineering students early on in their studies; however, the offer was not taken up by faculty staff.

In addition, the team has met Chris Rowles, the new unit coordinator for the Introduction to Professional Engineering, on a number of occasions to discuss arrangements for the team’s involvement in the unit in second semester. As in previous years, the team’s involvement with this unit is expected to be substantial and to include English language competency testing of all 700 students, a number of lectures, support for tutors and communication focus tutorials for students at risk.

This semester, the Associate Dean for Teaching and Learning in Engineering, Angus Tavner, nominated the collaborative work in this unit as being a model of excellence for new communication skills units to be developed as part of the Future Framework, saying that communication focus tutorials in particular:

demonstrate that with appropriate assistance, students with initially poor English language skills can be brought up to the standard of the best students.

7.4 Faculty of Education

Siri ran a session for 40 Dip/Grad Dip Ed students who are training in Teaching English to Speakers of Other Languages (TESOL). The session introduced students to tertiary contexts for TESOL. This is the third year running that Siri has run this session, with previous participants serving later in various voluntary and paid roles within the team. Again in Semester 2 the unit coordinator will put out a call for volunteers from within this group who would like to assist other students with their English language skills through the STUDY Smarter team, as well as a call for paid assistance in assisting the team to mark the English language competency assessments of students enrolled in the Introduction to Professional Engineering.

7.5 Faculty of Medicine, Dentistry & Health Science

Lucy, Liana, Sophie, Siri and Cheryl ran workshops and/or lectures for undergraduate students enrolled in a number of different courses.

- **Health Science (Public Health)** - Sophie presented a lecture on writing a position paper for Public Health 2202 students. Aspects of the lecture which the students found useful included examples of how to unpack a research question, information on how to find and incorporate quotes and develop strong thesis. Students reported that they found the lecture useful, clear and ‘Concrete.’

- **M&D Personal and Professional Development** - Liana presented lectures to two groups of students (Podiatry and Dentistry) in preparation for their first major assignments. Feedback from both students and staff was very positive:
Most importantly, may I thank you for the superb contribution that you delivered, twice, this morning? If any of [the students] still have problems, they simply were asleep/not listening.

- **Medicine 5th year students** – Siri co-facilitated a half day session on **Oral Presentation Techniques** for 25, 5th Year medical students at risk of failing their final oral clinical exam. Associate Professor Paula Johnson, Medicine and Pharmacology commended the team for this support, saying:

  **The STUDYSmarter team have made a significant contribution to helping these students [students at risk of failing their 5th year clinical exam] by running workshops with us twice a year. They give the students excellent guidance on how to overcome their fear and present themselves more effectively in a clinical professional environment. Students give consistently positive feedback about the workshops and I have noticed significant improvements in the clinical presentation skills of many of the students who have participated.**

- **Population Health** – Lucy ran a workshop on public speaking for 2nd Year students in a Health Science Professional Practice unit. The session informed students about key characteristics of effective public speaking and provide opportunities for practice. Students reported that the session was “practical and engaging” and that it “increased confidence in speaking”.
- **Medical transfer students** - Cheryl presented a workshop on cultural differences to 4th year medical students transferring from the International Medical University of Malaysia.
- **Health Professional Education** - Liana presented a 2.5 hour workshop for postgraduate students covering issues of returning to learning, time management, assignment writing and referencing. The workshop was well attended and well received by staff and students.

### 7.6 School of indigenous Studies

Lucy ran a session on Time and Study Management which was very well received by the students and the academic who organised the session who commented:

**The session has given the students the basic tools to effectively manage their time, to create a timetable and to develop strategies for retaining information in preparation for first semester exams ... As a result of the session success I will be pushing for an additional session for second semester.**

Lucy has been liaising with the lecturer and two workshops of a similar nature are planned for Semester 2.

### 7.7 Albany Campus

Lucy visited UWA’s Albany Campus on three occasions to facilitate workshops and undertake student appointments. The workshop sessions were titled **Reading, Note-taking & Writing Skills, Introduction to Referencing and Exam Skills**. Students were most appreciative of the support that was given and the workshops were well received by students as the following comments show:

**Brilliant overview. This is all good information that I needed to know and was having a little stress over. Thanks!**

**Highlighted my problems with note-taking and offered suggestions for note-taking.**

**Clear, concise and easy to listen to. Quite helpful in reinforcing and condensing ideas and methods I haven’t seen or used in years. Thank you.**

**I thought it was great. I liked the bit about planning 10 minutes before you actually start writing the essay and found it useful. The workshop also made me aware of my own strengths and weaknesses and how I could work better.**
The only suggestion for change in 2010 relates to the length of the workshop during the first visit. In order to make the most of the time while at Albany, this workshop ran for longer than usual, with several students commenting that this workshop was quite “exhausting” and that they would have benefitted from a break halfway through. This recommendation will be implemented next year.

In addition to the workshops, Lucy undertook individual appointments with students and on her return to the Perth campus she corresponded via email with several Albany students. Students from the Albany campus were also encouraged to sign up for Get Smart and use the resources on the STUDY Smarter website.

The Albany campus is currently liaising with Lucy to organise a new workshop in 2010 in relation to a proposed project titled “A Day in the Life of a Uni Student”. This project aims to inform students from Albany Senior High School about university study in order to encourage and inspire them to attend university once they complete their secondary studies. Negotiations are still underway and the Albany is hoping to apply for a grant to support this project.

**Action for Implementation 43: Provide breaks for students attending long workshops at Albany campus.**

### 7.8 Introductory Academic Programme (IAP)

Cheryl ran 4 workshops for 23 AusAID scholars from CELT, one three-hour session on *Time and Study Management* and three three-hour sessions on *Academic Reading and Critical Thinking*. The students were engaged and appreciative of the sessions.

### 8 Marketing and Promotion

#### 8.0 Promotional Material and Methods

The marketing and promotion of STUDY Smarter services was undertaken primarily through orientation sessions, a presence at enrolments, emails, and e-newsletters. The team also had an article featured in UWA News that outlined STUDY Smarter services (page 10 of 20th April edition at [http://uwanews.publishing.uwa.edu.au/?f=249516](http://uwanews.publishing.uwa.edu.au/?f=249516)). In addition, Siri prepared an overview on recent activities for the International Centre and CELT prior to the AUQA audit.

Due to budget restraints, the team ordered fewer promotional items in the first part of the year. In addition to the usual workshop calendars and necessary flyers, the only other item ordered was 250 STUDY Smarter highlighter pens. However, the team still has a few mouse-mats, pens and plenty of thongs in stock to see us through the remainder of 2009.

Towards the end of Semester 1, Lucy worked closely with Public Affairs and a Graphic Designer from UniDesign to develop a Semester 2 workshop calendar that met the requirements of the new Visual Identity. During the creation of this calendar the team recognised the need for a new set of photos, depicting student learning, in Semester 2. Eventually, a workshop calendar was developed that all parties agreed upon.

Public Affairs paid for the design costs, however, STUDY Smarter were unable to obtain a template of the workshop calendar (for future use) because they do not currently have InDesign software. Lucy continues to liaise with Public Affairs and UniPrint to find out when/how STUDY Smarter can purchase InDesign and commence training with this software. Public Affairs said they would contact Lucy when they have information about training and the installation of InDesign, so that the team can gain access to the templates which are rightfully theirs.

**Action for Implementation 44: Take photos of students using STUDY Smarter services in Semester 2.**
Action for Implementation 45: Purchase InDesign software and undertake the necessary training.

Action for Implementation 46: Review and revise promotional material.

8.1 Orientation Presentations
The team attended a number of orientation sessions to outline STUDYSmarter services and promote Student Services. These sessions included orientations for international students (Study Abroad, postgraduates, undergraduate Arts, undergraduate Science, FECM, IAP, BC, and Master of Oil and Gas Engineering) and other student cohorts (Flying Start, Mature Age, Postgraduate Coursework in Business, the West Australian Centre for Remote and Rural Medicine, Bridging course at CELT, Mature Age Provisional), as well as for staff (Teaching & Learning orientation). Such presentations, while time consuming, are important in promoting the STUDYSmarter program in order to give new students an understanding of the assistance and support available to them (see also Section 12.1).

9 Projects, Research and Publications

9.0 Introduction
The Study Smarter team is involved in a range of exciting projects each of which requires different types of research. Papers on these projects will be presented at conferences throughout the year.

9.1 Faculty-Specific On-line Writing Modules
The project has moved ahead in fits and starts this semester. Exploring suitable options for building and hosting the module occupied the first months of the year. To assess the viability of the content management system Moodle, Lisa and Cheryl had discussions with the Denise Chalmers, Director of CATL, Neville Bruce and staff at Integrated Human Studies, Shane Elliott, a Moodle representative, Jon Stubbs and Yvonne Button, WebCT. From these discussions it became clear it was best not to use Moodle. After discussions with the Web Office and clarifying when the STUDYSmarter pages were to move to My Source Matrix and the new visual identity, it was decided to move ahead with the development of the modules using MySource Classic.

Moving material already developed in word documents and PowerPoint to MySource is time consuming as all the material has to be ‘cleaned’ of its formatting. The tool WordOff is being used for this purpose. Cheryl has ‘migrated’ to My Source substantial drafts of the Business and Law modules and fledgling drafts of the ALVA and Education modules. She continues to work on developing these. She has set up the framework for the Arts, ECM, LPS and NAS modules. Liana is working on LPS content and Sophie on the Arts module for which she has developed an introductory quiz.

Cheryl and Sophie attended training sessions with Ross Comstock, the Web Office’s training coordinator, who has offered ongoing support. Ross did targeted research on Java Script and used that knowledge to develop a model for an essay plan and an interactive quiz both of which will be used in a number of modules. Further assistance and/or training in using JavaScript would be helpful in continuing to develop the project.

Action for Implementation 47: Seek further web support for the Online Modules project.

9.2 English Language and Academic Communication Units LTPF Project
Siri has been undertaking work on behalf of CELT to prepare learning resources and assessment tasks for English Language and Academic Communication (HUMA1101), which will run in second semester. She has been working closely on this with Nicole Crawford, who will be lecturing and tutoring the unit, and John Kinder, unit coordinator.
As part of the work undertaken in Semester 1, Siri:

- Undertook research into blog sites, setting up a blog in Edublogs and preparing instructions for students and staff,
- Prepared a course reader, selected supplementary readings and podcasts on the theme of intercultural communication to use as a basis for classroom discussion and student essays and presentations,
- Developed assessment tasks for the unit with accompanying instructions and assessment criteria,
- Assisted with paperwork for the FAHSS handbook and for marketing by the International Centre, and
- Helped steer the unit proposal and the proposal for a second unit (HUMA1102) through the approvals required by the Faculty.

At the Faculty Teaching and Learning Committee, the Steering Committee for the units was commended for presenting units that were comprehensive and thoroughly researched. In Nicole’s words, ‘the units were received exceptionally well....All of the members strongly supported the idea.’ The units were also passed through the Faculty Board for inclusion in the handbook in 2010.

Siri will continue to work with Nicole in Semester 2 to ensure integration of tutorials, resources and assessment tasks, and will in addition be facilitating three of the lectures, contributing to the class blog, and holding an introductory session for students on support available through Student Services. In addition, Siri will focus on preparing assessment items and resources for the second unit, which will commence in 2010.

**Action for Implementation 48:** Complete the development of HUMA1101 resources, and prepare materials for HUMA1102.

### 9.3 Online Student Journey Project

The Online Student Journey project was funded by an LTPF grant in mid 2008. Work began in October 2008 and the first half of this 2009 has focused on the initiation, investigation and development phases.

A major part of the project has been the establishment of the UWA staff Web 2.0 community with more than 60 members and several successful events resulting in much greater communication between staff across campus. The toolbox development has been slightly delayed but will be the focus of the project in the early part of Semester 2. Tools implemented so far include blogs, wikis, RSS, social bookmarking, animated characters, social networking, podcasts and video although the uptake in a range of teams has so far been limited.

The NODE project has now been fully integrated into the OSJ project. The student survey will continue to be called the ‘NODE survey’ but the NODE blogging page [www.node.uwa.edu.au](http://www.node.uwa.edu.au) will be discontinued in favour of the new Facebook page for incoming students (the page will direct users straight to the Facebook site from node.live and indicate the natural evolution from an in-house system to a globally used network).

An ALTC Leadership grant has been submitted to further some aspects of the OSJ project. Semester 2 will see the implementation of more tools across the Student Services division.

### 9.4 Go To I.T.

Sophie reviewed all the materials left by previous project co-ordinators and decided to integrate Go To I.T. items into the existing website rather than developing a new section. She received training by Grant Ferstat in SIMS Support to send an email via Callista, and developed a survey in Survey Monkey for students using Lectopia. She is in the process of contacting other staff who have researched this topic within the University, and is developing a dedicated workshop ‘How to think critically online’ as well as planning a Voki.
Action for Implementation 49: Complete project work for Go To I.T.

9.5 Publications
- Christensen, Liana Joy (2009) “Imp Spinning”, *Australian Poetry Collaboration # 15*
- “Kirigami”, *Thirst*
- “The Right Thing”, *Thirst*, Vol 3, No 1
- “Inheritance Lore” *Creatrix*, No 4, online journal of WAPI.
- “Questions after Lights Out” *Creatrix*, No 4, online journal of WAPI.
- “21st Century Ariadne” *Creatrix*, No 5, online journal of WAPI
- Three haiku, *Creatrix*, No 5, online journal of WAPI
- Cluett, L.J. (2009) Training professional staff in Web 2.0 – a program developed by UWA Student Services via the ‘Online Student Journey’ project. Paper presented at the Australian Tertiary Education Management - Student Services Centre Conference, held in Fremantle, WA 23-24 April 2009. Slides of Training professional staff available here

10 Professional Development

10.0 Introduction
The team both delivers and accesses professional development sessions.

10.1 Professional Development Sessions Delivered
- Web 2.0 Community networking events - Lisa has initiated and facilitated a number of events to bring UWA staff together who are interested in forming a UWA Web 2.0 networking community.
- UWA Toastmasters Club – Siri and Lucy have both played an active role in coordinating weekly meetings of the UWA Toastmasters Club. Siri was Vice President Membership in 2008-2009 and Lucy was Sergeant at Arms for meetings. Lucy has now retired from executive membership but continues to support the Club in meetings and Club contests. Siri is now Sergeant at Arms for 2009-2010. Siri won the Evaluation Contest at the UWA Toastmasters Club and the Area Club Contest, and came second at the Division (Perth district) level competition.

10.2 Professional Development Sessions Attended
Team members have attended a range of professional development sessions.
- Master Classes - Liana won a place in several Master Classes for writing being run through the Department for Culture and the Arts.
- ALTC Presentation – Lisa and Siri attended a briefing session by Prof. Richard Johnson about ALTC grants and awards.
- e-learning interest group – Lisa continues to attend this
- ALTC project outcomes report – Cheryl attended the session on Diversity, resilience and successful progression by ECU.
- AUQA Information session – Lisa and Siri attended this seminar
- Educating the Net Generation workshop – Lisa attended this reporting session from the ALTC-funded project run by the Uni of Melbourne

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• **eLearning project** – Siri completed the requirements for the eLearning course she attended at the beginning of the year. Her assignment (on the development of the English Language Corner) is available here.

• **Inaccessible curriculum as the disabler** – Cheryl and Lucy attended this seminar on how to facilitate access to learning materials for students who have disabilities.

• **TOME** – Cheryl, Liana, Lisa. Lucy, Siri and Sophie all took part in a PD session organised and coordinated by Liana.

• **Peer Mentoring for Women** – Lucy was accepted into the LDW peer mentoring scheme and attended a half day OSDS workshop where she networked with other women from throughout the university and became part of a peer mentoring group that meets on a monthly basis.

• **Team Based Learning Workshop** – Cheryl and Lucy attended this workshop as part of Teaching and Learning Month. It provided strategies that can be used to make group work more effective.

• **Smart Board Training** – Cheryl, Sophie and Lucy attended a training session with Audio Visual in the Michael Chaney Case Study room in the new Business School to assist with their delivery of workshops.

• **A Hypothetical: Engaged or Disengaged? The Role of the Curriculum** – Cheryl attended this Teaching and Learning Month activity which was humorous and also highlighted serious curriculum issues such as equity and the importance of communication and research competence.

• **MySource Training:** Sophie and Cheryl have attended MySource training in association with the faculty-specific online writing modules project. The skills learnt have the potential to be used in other STUDY Smarter projects.

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

Siri, Lucy, Liana and Cheryl have all attended WA-AALL meetings in 2009. Siri is Vice-President of the national organisation and one of two state representatives. At the most recent meeting, Siri led a discussion of the newly released [Good Practice Principles for English language proficiency for international students in Australian universities](#). Participants at this meeting expressed an interest in undertaking two joint actions: first running a joint presentation at AALL’s biennial national conference in November, and second implementing a common self-assessment tool for academic skills across WA universities.

Siri has since had two presentations accepted for this conference. The first is a round table discussion that she will lead in conjunction with Krys Haq and with staff from Murdoch University and Curtin University. This will begin with an overview of programs at each of these universities that support Principles 7 and 8 of the Good Practice Principles. The second paper is a joint paper with Nicole Crawford that discusses the development and delivery of the accredited English language and academic communication units.

Cheryl has had a paper on the process of developing the faculty-specific online writing modules accepted for the conference.

Lucy won an AALL Remote Area Fund Support Grant to assist with her travel to the conference in a competitive application process. She will help out at the conference when she arrives, for example, chairing sessions and participating in a Roundtable for staff who are new to the AALL profession. As UWA will be hosting the 2011 AALL Conference, Lucy will gain as much experience and insight into conference planning as possible.

In the lead-up to the conference, the team will continue follow up with other WA-AALL centres on the feasibility of developing a common self-assessment tool for academic skills.

### 11.0 Committees, Working Parties and Networks

#### 11.0 Introduction

The team’s involvement in committees, working parties and networks across the campus has been extensive and varied.
11.1 Faculty Collaboration

Business School – In addition to liaising with Susan Cowin about STUDYSmarter workshops and how to make them more applicable to the students, noted under Faculty Teaching, the team has also collaborated with Kaye Hadrill to assist with the introduction of Learning Skills support for students enrolled in professional accounting degrees.

FECCM – Liana met with Project Officer Benita Hube and Associate Dean Lisa Beckley to discuss strategies to enhance student learning for international students in their first semester at UWA. Lucy also liaised with Benita Hube and Lisa Beckley to consider the use of KeyPad Clickers technology for future orientation sessions.

11.2 Centre for Advancement of Teaching and Learning (CATL)

- Cheryl and Lucy attended presentations by the shortlisted candidates for the position of Senior Lecturer (Higher Education Development). They questioned the candidates and provided feedback to the selection panel.
- Rachel gave a presentation on the services and resources provided by STUDYSmarter to attendees of the Foundations of Teaching programme held on Monday, 1 June at Love House, facilitated by Prof Denise Chalmers.

11.3 English Language Skills Working Party

Siri has developed Draft Good Practice Guidelines that outline the responsibilities of UWA students and staff for English language development. These guidelines will be tabled at the Teaching and Learning Committee in September by the English Language Skills Working Party.

11.4 Communication Skills Working Party

Siri, Denise Chalmers and Nancy Longnecker have prepared a draft Communication Skills Framework for UWA. This Framework outlines proposed communication skills outcomes for different stages of a student’s degree and is currently being considered by the Future Framework Implementation Committee. It will also be presented at a WA forum for the national ALTC Graduate Attribute Project (GAP) on Monday 20th July at Curtin University and is on the CATL website at http://www.catl.uwa.edu.au/projects/communication_skills_framework.

This Framework is being put forward to assist Faculties to follow up on the recommendation from the Review of Course Structures that all students complete a communication skills unit as part of their degree. Recommendation 12 is ‘that every undergraduate major include at least one unit with an explicit focus on oral and written communication skills.”

11.5 Perceptions and Expectations of English Requirements and Support (PEERS)

Siri and Denise Chalmers reported on the outcomes of PEERS implementation project at the May meeting of the Teaching and Learning Committee. This report documents the many initiatives taken within Student Services and other areas of the University to address PEERS recommendations, particularly for increased interaction between international and local students, and includes a document for students on University academic expectations and norms entitled ‘The UWA Experience: Educational Experiences and Practices.’

This document was enthusiastically received by the Teaching and Learning Committee, with the International Centre keen to distribute it as part of its pre-departure package for international students. The document was referred to the Student Advising Working Party, headed up by Jon Stubbs. Siri is working with Jon to devise a plan for the dissemination of information gathered for the report at http://committees.intranet.uwa.edu.au/__data/page/41242/Attach_J.pdf

11.6 UniLink Steering Group

Siri continues to represent the team on this Steering Group and to provide ongoing support for the UniLink project. UniLink now promotes LACE membership to UniLink postgrads and Get Smart membership to all UniLink participants.
11.7 Postgraduate Student Association (PSA)
Lucy and Cheryl met with the PSA President, Raoul Oehman and the Equity Officer, Bronwyn Crowe to discuss closer collaboration between their members and LACE members. As part of a LACE event, a number of soccer games composed of players from both groups subsequently took place.

11.8 Teaching and Learning Committee
Siri continues to represent Student Services on this Committee, and to report back to the division on actions undertaken by this Committee.

11.9 Diversity @University
This group from Integrated Human Studies runs monthly seminars which Cheryl publishes through the LACE email list and attends whenever she can.

11.10 Learning Spaces and Future Pedagogy Sub-Committee Meeting
Lisa attended a meeting in Jon’s place and prepared information on the UWA Web 2.0 Community which she coordinates.

12 Community Service

12.0 Introduction
The Study Smarter team carried out a range of community service activities both within the university setting and with groups external to UWA.

12.1 Community Service within UWA
- Cross-Sector Project – Sophie and Liana initiated and maintained several cross-sector initiatives within Student Services, including successful workshops at orientation.
- Trinity College - Liana worked with Ruth Wernham to present a session at Trinity College on strategies to deal with study and stress.
- Enrolments – Lucy and Liana helped to staff the Student Support Services stand at enrolments in Winthrop Hall.
- Postgrad Welcome – Sophie ran a session for course work postgrads.
- Second Round enrolments – Cheryl and Siri spent time at the Winthrop Hall Student Services stall letting students know about the services available to them.
- AusAID Students Welcome – Cheryl met up with recent and former AusAid students at this ceremony at which this year’s cohort received their completion certificates.
- FECM Faculty Welcome – Lucy provided an overview of STUDY Smarter services, academic expectations and learning at UWA.
- Flying Start Training – Lucy spoke to Flying Start leaders about their involvement in a session that was offered as part of Orientation Week.
- Link Week stall on O Day – Cheryl and Siri joined other Student Support staff in promoting Link Week activities, and competitions.
- Link Week Buggy- Cheryl helped promote Link Week during a Week 2 lunch break by talking to first years about Link Week activities and competitions.
- UniSkills Panel: ‘Who do I ask?’ -Cheryl was part of a panel of staff and students who answered first year students’ questions about UWA student life.
- Material for Prof. Bill Louden – Lisa met with Tara McLaren about material that the S-DVC could use at the Australian Higher Education Congress on 26th March, talking about marketing UWA to Gen Y. She provided a summary of the OSJ project, a list of publications and a copy of the NODE survey instrument.
- UniAccess – Lucy met with Pauline on several occasions to discuss the learning situations of several students who were referred to her for individual consultations.
- Open Day Promotion – Lisa has outlined a range of options for using online tools (mostly videos and vokis) to promote the 2009 UWA Open Day and will work on creating new applications over the next few months.
- PG Expo – Cheryl organised a roster of Student Support staff for this event. Lucy and Cheryl provided information and answered students’ questions at the Expo.
• **PD** – Cheryl organised three PD sessions for Student Support staff which will be held in non-teaching periods over the year
• **Reception** – Lucy covered the reception desk one afternoon while reception staff undertook PD. Several teams were asked to assist with reception coverage.
• **Training Session for UniSkills, Peer Assisted Study Support (from the Business School) and Arts Study Group Leaders** – Siri ran a session for Study Group leaders that focussed on cultural issues, student learning and group dynamics. Student leaders then had a chance to reflect on how to assist students to develop new ways of studying and learning appropriate to the UWA context.
• **Training Session for Peer Assisted Learning Leaders** – Siri provided a training session for PAL Leaders aimed at eliciting what kinds of help students in transition require and the many sources of assistance available. Student leaders were encouraged to make full use of existing resources to assist students and to refer group participants to help available through Student Services.
• **Meet the Neighbours planning group** – Siri and Cheryl and supplied information for the events calendar and contacts list.

### 12.2 Community Service beyond UWA

Team members contributed to communities beyond UWA in a variety of ways.
- **ANZSSA/ISANA conference preparation** – Lucy is on the 2009 planning committee which is developing the conference program, contacting potential speakers for the event and promoting the conference. She will also be involved with chairing sessions and organising the conference on the day of the event.
- **Easter Lunch Club** – Sophie gave the Easter lecture at the City of Subiaco’s ‘lunch club’ at Subiaco Community Centre
- **Council for International Students WA (CISWA)** – Cheryl attends Working Party meetings and presented a section on LACE’s activities as part of Janet Renner’s paper on stress and international students. Cheryl publicises CISWA events through the LACE email list.
- Lianna contributes to **Creative Connections**, a project linking poets with disabled artists, as well as co-co-ordinating **Voicebox** a monthly poetry reading in Fremantle. She also delivered three different guest lectures at Murdoch University.

### 13 Awards

#### 13.0 Introduction

The **Australian Learning and Teaching Council** has an award system through which it recognises, rewards and supports excellence in learning programs and teaching practices.

#### 13.1 ALTC Nomination 2009

The STUDYSmarter team was nominated in the Programs that Enhance Student Learning section. Team members attended the UWA Teaching and Learning Awards ceremony where they were recognised as receiving this nomination. Considerable time and effort (and ‘woman-hours’) went into completing the ALTC Program Award submission which has since been submitted to the ALTC. The submission highlights the team’s recent exponential growth and multi-layered approach. The [final version](#) and [supporting material](#) and the submission synopsis is copied below.

**STUDYSmarter is a centrally-located, cohesive, dynamic team that plays a key role in producing independent, articulate, lifelong learners at the University of Western Australia. STUDYSmarter provides multilayered services and innovative teaching practices that equip students of all capabilities with the learning, language and research skills necessary to achieve their academic potential. By participating in these services, students develop critical thinking and higher order reasoning skills, learn to express their ideas in appropriate, sophisticated ways within the university context, and develop cross-cultural sensitivities that enable them to become keen, active, aware global citizens. In addition to building student capacity, STUDYSmarter programs foster students’ active participation and a sense of belonging to the University community.**
Students’ needs are the focal point of all STUDYSmarter activities and are the driving force behind the rapid building of new elements of service. Since its inception almost 40 years ago, STUDYSmarter has offered diverse services to suit these needs, with the range increasing markedly in the last ten years, and an almost exponential increase in the last five years. The explosion in service offerings has been triggered by an expansion of the team since the late 1990s and an intensive evaluation process that began in 2005. STUDYSmarter uses feedback and changes in the external environment to review each element of service every semester. This review informs team planning for the following teaching period. This student-centred approach has enabled STUDYSmarter to transform the benefits of its program for students.

By being responsive to student needs and innovative in its delivery, the team has developed an extensive range of relevant, cutting edge face-to-face and online learning opportunities that assist thousands of students to achieve their aspirations at the University each year. Last year alone, the team had over 8,000 contacts with students. This year, even greater numbers of students have used STUDYSmarter services. In addition, there has been increasing demand for STUDYSmarter’s participation in targeted initiatives to enhance student learning in other areas of UWA, with the team undertaking collaborative teaching and projects and advising on policy and practice throughout the University.

The team has also been active change agents beyond UWA, taking on leadership roles in academic language and learning at state and national levels. STUDYSmarter’s unique, innovative model of delivery and broad contributions to the profession have transformed the way in which student language and learning support is conceptualised and implemented both within and beyond UWA.
14 Progress against the STUDYSmarter Objectives (2009-2013)

14.0 Introduction
The STUDYSmarter Mission for 2009-2013 is to:

Achieve international leadership in fostering independent, articulate, lifelong learners using innovative pedagogical theory and practice, and emerging technologies.

14.1 Objectives
In order to achieve this Mission, the team has developed the following set of objectives that align with the Operational Objectives in the University’s Education Strategy 2009-2013:

- Contribute to student diversity, equity, access and transition;
- Foster student engagement in learning and student participation in campus and community life;
- Promote a comprehensive and coherent approach to multiliteracy development at UWA;
- Demonstrate leadership in using innovative pedagogical theory and practice, and emerging technologies;
- Develop the research skills of UWA coursework and Honours students²; and
- Demonstrate leadership in promoting a teaching and research nexus amongst academic language and learning professionals.

14.2 Progress towards achieving the Learning, Language and Research Skills Objectives to June 2009
Progress towards achieving the STUDYSmarter objectives to June 2009 is shown in the table below. Members progressing objectives are:

- SBL Siri Barrett-Lennard
- LC Lisa Cluett
- CL Cheryl Lange
- LR Lucy Reilly
- LJC Liana Christensen
- SS Sophie Sunderland
- RS Rachel Schmitt

The following information should be viewed in conjunction with the broader operational plan for Student Support within the Student Services division. Refer to \serv19\stud_serv\Operational_Priorities_Plan\OPP_2009-13\For Review\Student_Support_2009_13.doc

² The research development needs of postgraduate research students are addressed by Graduate Education Officers from UWA’s Graduate Research School.
<table>
<thead>
<tr>
<th>UWA Operational Objectives</th>
<th>STUDY Smarter Objectives/priorities</th>
<th>Resources</th>
<th>Activities to June 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ED1 To recruit and graduate a diverse student cohort of the highest quality.</strong></td>
<td>Contribute to student diversity, equity, access and transition</td>
<td>Existing funds</td>
<td>Orientation presentations – conducted for Mature Age, Flying Start, Student Exchange &amp; Study Abroad, International Postgrads, UniSkills, Business Postgrads, Rural Medicine students, Teaching &amp; Learning – SBL, CL, LR, LJC, SS</td>
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<td>Bridging programs (SIS) – Facilitated workshops LR -</td>
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<td>Bridging programs (IAP) – Delivered units – CL</td>
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<td>Individual consultations - Offered SBL, CL, LR, LJC, SS, RS</td>
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<td>Generic study skills workshops – Presented -CL, LR, LJC, SS</td>
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<td>LACE – Coordinated - CL, Assisted – LR</td>
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<td>Get Smart – Wrote and distributed – LR</td>
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<td>Podcasts – Developed and recorded - SS</td>
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<td>Learning skills resources – Developed - SBL, LC, CL, LR, LJC, SS, RS</td>
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<td>English Language Skills 2, - Participated – SBL</td>
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<td>English Language and Academic Communication units - Developing– SBL</td>
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<td><strong>ED2 To improve the University's courses.</strong></td>
<td>Promote a comprehensive and coherent approach to multiliteracy development at UWA</td>
<td>Conditional on revenue earned from external workshops</td>
<td>Faculty and external teaching conducted in</td>
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<td>Arts –tutors - SS, 1st years - SS</td>
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<td>Business – EMBA, GDB, MBA, PGCW – CL, LJC, LR, SS</td>
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<td>Education - SBL</td>
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<td>Engineering, Computing, Mathematics – LR, LJC</td>
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<td>Indigenous Studies - LR</td>
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<td>Medicine, Dentistry, Health Science - LJC</td>
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<td>Albany - LR</td>
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<td>CELT –Delivered IAP units- CL</td>
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<td>Arts Tutor training - completed -SS</td>
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<td>Communication Skills Working party – Participated - SBL</td>
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<td>English Language and Academic Communication units – Developing – SBL</td>
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<td>LTPF Online Student Journey – Developing - LC</td>
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<td>LTPF Faculty-Specific Online Writing Modules – Coordinates – CL, Developing CL, LJC, SS</td>
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<td>Website – Installed new features – LC, Updated – BBL, LC, CL, LR, LC, SS, RS</td>
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<td>Go to IT – Developing - SS</td>
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<td>ED 2.7 Enhance academic advising and mentoring of students.</td>
<td>Demonstrate leadership in using innovative pedagogical theory and practice, and emerging technologies to promote learning</td>
<td>Conditional on grant funding</td>
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<td>ED 3 To extend high-quality teaching approaches and improve learning outcomes.</td>
<td>LTPF Online Student Journey – Developing - LC</td>
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<td>LTPF Faculty specific online writing modules – Developing CL, LC, SS</td>
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<td>ALTC Program - supporting student learning – Prepared bid - SBL, LC, LR, CL, LJC, SS, RS</td>
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<td>ALTC Leadership Grant project – prepared bid - LC</td>
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<td>Teaching and Learning Committee – Completed draft guidelines on responsibilities of students and staff for English Language development – SBL</td>
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<td>Survival Guides on web technology – Wrote – LC</td>
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<td>ATEM-SSCC 2009 – papers presented – LC</td>
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<td>ED 3.2 Develop long-term strategies for integrated approaches to learning including e-learning and learning spaces</td>
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<td>ED 4 To further develop the links between teaching, learning and research.</td>
<td>Workshops for Honours students –Developed and delivered - LR.</td>
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<td>Association for Academic Language and Learning – V President – SBL, Participated - SBL, LC, LR,LJC, SS</td>
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<td>Professional development – Organised team professional development on teaching research nexus - LJC, participated - SBL, LC, CL, LR, LJC, SS</td>
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<td>ED 4.3 Further support the development of research skills among UWA undergraduate students.</td>
<td>Workshops for Honours students –Developed and delivered - LR.</td>
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<td>ED 4.4 Continue to develop approaches to maximise the benefits of the teaching research nexus.</td>
<td>Workshops for Honours students –Developed and delivered - LR.</td>
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<td>ED 5 To improve student engagement in a high-quality campus community.</td>
<td>Foster student engagement in learning and student participation in campus and community life</td>
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<td>ED 5.1 Support the development of the one-stop-shop for student services.</td>
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<td>Survival Guides, developed – LC, CL</td>
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<td>English Language Corner – Developed - SBL</td>
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<td>UWA Toastmasters – Holds Officer position - SBL, Participates - SBL, LC</td>
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</tbody>
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<thead>
<tr>
<th>ED 5.2 Encourage greater interaction amongst students, staff and the community.</th>
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<tr>
<td>ED 5.4 Identify and encourage specific opportunities for student engagement in intellectual and cultural life on campus</td>
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<tr>
<td>ED 5.7 Implement teaching practices which encourage and support students to engage deeply with their learning.</td>
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</tbody>
</table>

- LACE – Organised cultural events & visits, - CL
- CISWA – Participated in Working Party meetings, presented at conference – CL
- ANZSSA – Committee member- LR
- Professional development – organised sessions for Student Support team - CL
- Faculty and external teaching conducted in
  - Arts – tutors - SS, 1st years - SS
  - Business – EMBA, GDB, MBA, PGCW – CL, LJC, LR, SS
  - Education - SBL
  - Engineering, Computing, Mathematics – LR, LJC
  - Indigenous Studies - LR
  - Medicine, Dentistry, Health Science - LJC
  - Albany - LR
- CELT – Delivered IAP units- CL
- Orientation presentations – conducted for Mature Age, Flying Start, Student Exchange & Study Abroad, International Postgrads, UniSkills, Business Postgrads, Rural Medicine students, Teaching & Learning – SBL, CL, LR, LJC, SS
- Bridging programs (SIS) – Facilitated workshops LR -
- Bridging programs (IAP) – Delivered units – CL
- Individual consultations - Offered SBL, CL, LR, LJC, SS, RS
- Generic study skills workshops – Presented -CL, LR, LJC, SS
- Student consultations – Conduct – SBL, CL, LR, LJC, SS, RS
- Workshop with Health Promotion - Presented - LJC
- Drop in – Conducted sessions – CL, LR, LJC, SS, RS
Appendix 1: STUDYSmarter model of service delivery

**Inner layer: Interactive face-to-face sessions**

- **Appointments**: Office-based consultations
- **Bridging programs**: Teaching into pre-tertiary programs
- **Drop-ins**: Consultations without appointment
- **External teaching**: Teaching in UWA centres and faculties
- **LACE**: Language and Cultural Exchange group
- **Orientations**: Information sessions for new students
- **Other consultations**: Phone and email consultations
- **Peer learning**: Groups facilitated largely by students
- **Workshops**: Interactive group sessions

**Middle layer: Resources and electronic technologies**

- **Books and CDs**: Resources for loan
- **Digital resources**: Online animated recordings
- **EL Corner**: English Language Corner website
- **FAQs**: Frequently asked questions
- **Get Smart**: Weekly e-newsletter
- **Jump Start**: Web pages to assist transition
- **node.live**: Student blog site
- **Plagiarism Portal**: Web page on referencing
- **Planners**: Project and time management templates
- **Podcasts**: Online audio files of workshops

**Outer layer: Collaborative work and research**

- **AALL**: Association for academic advisers
- **Committees**: Bodies that develop policy and practice
- **ELAC units**: English Language units
- **Faculty staff**: Collaborations with faculty staff
- **Go to: I.T.**: Project to assist online learning
- **Interns**: Postgraduates doing teaching internships
- **Online modules**: Faculty-specific online writing modules
- **OSJ project**: Project on Web 2.0 pedagogy
- **Peer leaders**: Students who advise other students
- **PEERS**: Study on international student expectations
- **Toastmasters**: Public speaking organisation
- **Tutors**: Staff who facilitate tutorial classes
- **Working groups**: Groups responsible for implementing policy

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