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

Evaluation Report
Annual 2010

For: Jon Stubbs, Judy Skene & Bianca Panizza

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Date: 1 December 2010
Executive Summary

The STUDYSmarter team offers an extensive suite of distinct, innovative academic skills services developed as a result of a regular, robust and systematic cycle of evaluation, planning and implementation. Products of this evaluation and planning include the STUDYSmarter mission for 2009-2013, which is to achieve international leadership in fostering independent, articulate, lifelong learners using innovative pedagogical theory and practice, and emerging technologies; and a set of STUDYSmarter Objectives (SSO) that align with the Operational Priorities and Implementation Strategies for Education (ED) set out in the UWA Operational Priorities Plan 2009-2013.

Progress towards achieving STUDYSmarter objectives in 2010 is shown below, with initials for team members progressing objectives as follows:

- CL  Dr Cheryl Lange English (Language and Study Skills Adviser)
- LC  Dr Lisa Cluett (Senior Project Officer/Learning Skills Adviser)
- LJC Dr Liana Christensen (Learning Skills Adviser)
- LR  Dr Lucy Reilly (Learning Skills Adviser)
- SBL Ms Siri Barrett-Lennard (English Language and Study Skills Adviser)
- SS  Dr Sophie Sunderland (Learning Skills Adviser)

Objectives of STUDYSmarter (SS), Operational Priorities and Implementation Strategies for Education (ED), and major achievements in 2010

SS1 Contribute to student diversity, equity, access and transition ~ ED1 To recruit and graduate a diverse student cohort of the highest quality: ED1.2 Improve University-wide activities in the area of diversity, equity and access; ED1.3 Improve preparedness and transition of undergraduate and postgraduate students commencing courses.

- Prepared and submitted documentation for the English Language and Academic Units (CELT LTPF project) to be offered as part of the New Courses, coordinated the production of a promotional flyer for the units, supported delivery and assessment of the units, and completed readings and resources for the second unit of study (SBL)
- Developed and delivered MAPS to Success workshops to alternative pathway access students as part of the Student Services LTPF MAPS project. Workshops focused on time and study management, academic reading, academic writing, referencing and exam preparation (LJC)
- Facilitated workshops in time management, learning styles and memory, and exam preparation for students in the Aboriginal orientation course (LR)
- Continued to develop a range of Orientation workshops, many in collaboration with Faculties and other teams with sessions delivered in Arts, Engineering, Medicine and Business and through Flying Start, the CELT Bridging Course, the Study Abroad Office and the International Centre (All)
- Developed online resources for specific transition groups including the Studying at UWA website as part of the PEERS project (SS)

SS2 Promote a comprehensive and coherent approach to multiliteracy development at UWA ~ ED2 To improve the University's courses: ED2.1 Implement decisions arising from the Review of Course Structures.

- Contributed to the review of UWA educational principles through the Teaching and Learning Committee (SBL)
- Contributed to the development of a Guide to Developing the Communication Skills of UWA Students (SBL)
- Facilitated a workshop on embedding communication and research skills into the New Courses for NAS staff (SBL)
SS3 Demonstrate leadership in using innovative pedagogical theory and practice, and emerging technologies to promote learning ~ ED3 To extend high-quality teaching approaches and improve learning outcomes: ED3.2 Develop long-term strategies for integrated approaches to learning including e-learning and learning spaces.

- Developed online writing modules for the Faculties under LTPF funding (CL)
- Offered a variety of professional development sessions around emerging technologies to UWA staff (Student Services and beyond) and continued to administer the annual survey of First Year students ICT needs, skills and expectations (NODE survey) as part of the Online Student Journey project (LTPF funded) (LC)
- Launched a network for professional staff at UWA, ECU and Murdoch universities aimed at increasing uptake of emerging technologies as part of the Viral project (funded by ALTC and led by UWA Student Services) (LC)

SS4 Develop the research skills of UWA coursework and Honours students and SS5 Demonstrate leadership in promoting a teaching and research nexus amongst academic language and learning professionals ~ ED4 To further develop the links between teaching, learning and research: ED4.3 Further support the development of research skills among UWA undergraduate students; ED4.4 Continue to develop approaches to maximise the benefits of the teaching research nexus.

- Developed online resources for specific transition groups including the Honours Hub to assist students in developing skills required for independent research (LR)
- Provided leadership for the Association for Academic Language and Learning (AALL) at national and state levels and maintained the WA AALL website (SBL)

SS6 Foster student engagement in learning and student participation in campus and community life ~ ED5 To improve student engagement in a high-quality campus community: ED5.2 Encourage greater interaction amongst students, staff and the community: ED 5.4 Identify and encourage specific opportunities for student engagement in intellectual and cultural life on campus.

- Continued to support the development of the UWA Toastmasters Club (SBL)
- Revamped the LACE website and grew membership to over 400 participants, its highest membership levels since it was established, and continued to receive excellent feedback. Funding has been approved to increase the number of events in 2011 (CL)

The pages that follow provide further detail on these achievements and on the many other activities of the STUDY Smarter team in 2010. This information will be used to inform team planning and the setting of team goals in 2011.
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1 Planning, promotion and membership

1.1 Planning
Constant communication among team members and systematic processes for evaluation and planning characterise the development of STUDY Smarter services. The team interacts daily to discuss student concerns, meets weekly to review the ongoing implementation of the program and dedicates one week at the end of each semester to a joint evaluation of services. A planning day for the next semester follows the evaluation day. STUDY Smarter also participates in regular meetings at the section and division levels, and represents the broader division in several whole-of-university forums. All these activities ensure cross-fertilisation of ideas and promote coherence so that the approach taken by individual staff members is consistent across the group, takes account of student feedback and supports larger priorities.

The evaluation week and planning day at the end of each semester are particularly important in ensuring a coherent approach to team activities. STUDY Smarter established these in 2005 to analyse student evaluation data in-depth, review changes in the environment, and put in place objectives, responsibilities and timelines for the following semester. These regular evaluation and planning activities and the continued close communication of team members contribute to the smooth coordination and implementation of services. This report is a product of the evaluation activities at the end of 2010.

1.2 Promotion
STUDY Smarter has an active presence at student enrolments, pre-semester events, Faculty welcomes, orientation sessions and Link Week. In 2010, the team outlined student support services to commencing students at enrolments and second round enrolments; gave presentations on further studies at UWA to international students completing CELT’s Bridging Course; conducted interactive sessions for Flying Start participants; coordinated events at O-Quest; presented sessions at Arts, Engineering, Business, Medicine, Mature Age, Study Abroad, St Catherines College, Postgraduate and International Postgraduate Student Welcomes. In addition, team members assisted with Link Week activities and some UniSkills activities, and promoted STUDY Smarter services to new staff at the Teaching and Learning Orientation.

Lucy played a leading role in promotions, coordinating the preparation and distribution of workshop flyers, the posting of workshops on UWA events lists and the posting of notices on the UWA Events List. Lucy also prepared and mounted a display of photos of STUDY Smarter activities and student testimonials in the STUDY Smarter Resource Area, and coordinated the writing and delivery of Get Smart e-newsletters (see below).

1.3 Get Smart membership
Get Smart was an initiative that began in 2007 as a means of promoting STUDY Smarter services, supporting students during their study and creating a sense of belonging to a community. The team encourages students to join Get Smart to receive weekly e-newsletters, which provide regular, timely advice that assists students to engage with their studies. In these newsletters, students receive notification of upcoming workshops and other STUDY Smarter 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. Lucy coordinated the preparation and distribution of weekly Get Smart e-newsletter mail outs in 2010.

In both semesters students and staff commented on the high quality of Get Smart e-newsletters with 92% rating it as excellent or good.
As the comments and the chart below indicate, the study tips were what students most appreciated about Get Smart:

Please keep up the excellent weekly newsletter as I found the study tips helpful and useful. I’ll continue to recommend this study smarter service to other UWA students.

In addition Get Smart was ‘a great reminder’ for students that they ‘could easily go to somewhere to get study tips’. Students were helped to go elsewhere because the newsletter included ‘links to other pages’, which were an encouragement ‘to look further into things at the time rather than say “oh, I will look later” and then never do it’.

Students also rated the friendly tone of Get Smart highly. The following comments indicate students’ appreciation:

I REALLY love the GetSmart newsletter—it’s the first thing I read in my inbox! The emails have always been very friendly and including and remind me that I’m not the only one stressing about exams/assignments!

Staff feedback on the weekly e-newsletter is also glowing:

Just a quick note to say that I love your Get Smart Newsletter! What a wonderful resource for students.

Evidence of the popularity of this service is also apparent in the increasing number of memberships over time. In 2010, 1719 students, staff and visitors joined Get Smart. This is the largest number of memberships since the commencement of Get Smart in 2007. The figure below shows the upward trend in Get Smart membership over the years.
2 Central on-campus services

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 is multi-faceted and includes 20 services that students can access face-to-face or online (see www.studysmarter.uwa.edu.au). On campus services discussed in this section include consultations, drop-ins and workshops, and the team’s Language and Cultural Exchange (LACE) program.

2.1 Consultations, drop-ins and workshops

The graph below compares the 2010 figures for consultations, drop-ins and workshops with those from 2008 and 2009. The total number of students accessing these services has achieved a modest increase of 2 per cent since 2009. Although the total numbers of students seen are not significantly different from the previous year, the numbers using each service varied markedly. Student consultations and drop in attendance each rose by 42%, but this dramatic increase was offset by a corresponding drop of 21 per cent in the numbers of students attending workshops.
At can be seen in the table at right, numbers of students seeking individual consultations rose by almost a third from Semester 1 to Semester 2 2010. Although the demand for this service has shown a steady and significant rise over the years, it’s possible that the MAPs to Success Project added impetus to this upward trend. Individual consultations are valuable for all students, but particularly so for vulnerable cohorts, such as MAP students in the first year of their university studies.

Unlike for the corresponding period last year, which showed a lower number of students using the drop in service, drop in attendances remained somewhat similar from semester one to semester two. Workshops, on the other hand, registered a major reduction in attendance figures. Although it is traditional to have lower numbers accessing workshops in second semester, the strength of the decline (nearly half the numbers) is notable. Possible reasons for this decline are explored under 2.1.3.

### STUDYSmarter 2010 Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>2010 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Consultations</td>
<td>226</td>
<td>299</td>
<td>525</td>
</tr>
<tr>
<td>Attendees at Drop-ins</td>
<td>181</td>
<td>187</td>
<td>368</td>
</tr>
<tr>
<td>Workshops attendances</td>
<td>719</td>
<td>357</td>
<td>1076</td>
</tr>
<tr>
<td>Total</td>
<td>1126</td>
<td>843</td>
<td>1969</td>
</tr>
</tbody>
</table>

As can be seen from the table above, team members who saw the greatest number of students at individual consultations were Cheryl and Lucy, Lucy and Elaine saw the greatest number at drop-ins, and Liana and Lucy saw the greatest number at workshops. Further detail on consultations, drop-ins and workshops is provided below.

#### 2.1.1 Student consultations

Introduced in the 1970s, consultations assist students to clarify issues, obtain feedback and build skills by in-depth discussion of students’ work and their learning needs. In order to offer a high level of accessibility and flexibility, STUDYSmarter offers consultations face-to-face or via phone or email. These consultations enable STUDYSmarter to work closely with students to develop their learning skills and provide opportunities for students to discuss their written work.

Ideally, individual consultations are used in conjunction with workshops on relevant topics. They offer the opportunity to apply the generic principles learned in a workshop to the specifics of an individual’s work. For those students whose timetable precludes attendance at workshops then consultations are a viable alternative. The opportunity to access individualised advice heightens students’ awareness of their strengths and weaknesses, and equips them with the academic learning skills that allow them to more readily engage with learning materials and assignments. Consultations are a service that is greatly appreciated by the students:

*The guidance I received for my essay was first class and any student receiving this sort of support would find it invaluable.*

*I have recommended this service to many fellow students as this is of really good use.*

Student ratings of the support they received for academic and/or language skills development in the consultations they attended was very high in 2010, with 98% of survey respondents in rating these as good to outstanding as the figure below indicates.
Face to face consultations place a very high demand on resources initially. However, considered in the context of the overall trajectory of a student's journey at the University, they are a very wise investment of staff time. Very often two or three consultations at crucial points can make the difference between a student withdrawing or persisting and going on to successfully complete their studies:

The opportunity to have a talk with someone who would listen as I haven't studied for a while. It was good to have support and when asking a questions, getting a clear answer.

Dr. Christensen appeared to have a compassionate understanding of my problems. Her help, advice and assistance made me 'stick with' the unit and through her support I did well in my last essay which makes me more confident in tackling the forthcoming exams.

Of course, the purpose of individual consultations is always to foster independent learning, and students are clear about this distinction, as shown in the following feedback:

Cheryl has been supportive and encouraging but also clear about what I require of myself in order to successfully complete essays. I feel that she understood straight away my personal strengths and weaknesses with regard to information processing and showed me ways to approach assignments effectively.

I found Lucy very balanced, giving great objective advice without overstepping the line of over influencing my decision on how to write the essay.

### 2.1.2 Drop-in sessions

STUDY Smarter introduced drop-ins in 2005 to enable students to discuss any study-related question without need for an appointment on any weekday during semester. In 2010, the team took advantage of the opening of the new Science Library and offered drop-in services there two days a week, while continuing to provide drop-in at the Reid Library the other three days. Spreading this service across two venues is possibly one of the major reasons for the 42% rise in drop-in attendances.

Student ratings of the service provided by drop-ins was very high in 2010, with 96% of survey respondents in rating these as good to outstanding (see figure below).
Drop-ins help students to resolve their questions in an efficient manner, with a high proportion of the students accessing drop-ins only attending these once during the year, with 61% doing so in 2010. Others, having discovered the service, frequently come back with other queries, with 39% accessing this service at least twice.

An analysis of the reasons students attend drop in or consultations (see graph below) reveals a the majority do so in order to improve grammar and punctuation skills, skills in essay planning or structuring, or cohesion, coherence and flow.

Students appreciate being able to get individualised answers on these types of queries, with this being seen as an effective intervention for many students:

Great service! I like its visibility. Issues/queries can be resolved before they become problems and before anxiety sets in.
Very convenient, readily available, and the helpers are very approachable (does not make you feel scared or silly for asking questions). Also it was conducted in a non-threatening environment (i.e. feeling shy for asking questions because there are a lot of people in the room with you).

The same student raised an issue that was also commented on by several others:

*What can be improved is perhaps having the drop-ins in a group study room as students walking past up and down while having a drop-in session can be very distracting.*

Students often suggest longer drop in sessions overall – and would like longer time per student:

*I love easy access and no appointment system. I prefer if they are a bit longer (20 min/student) with the counsellor tailoring and actively coming up with study plans/schedules with the student*

However, given that the benefit of drop in is the immediate access for a large number of students, there needs to be some trade-off in terms of the amount of time available to each individual. If a student has issues that cannot be addressed in such a short time, they are always advised to seek a follow-up individual consultation.

### 2.1.3 Generic skills workshops

The team has been providing generic skills workshops since the 1990s to provide students with opportunities to develop their skills in facilitated, supportive, collaborative learning groups. These 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.

This year’s workshop series focussed on:

- Active learning, core study skills, and exam techniques
- Reading and taking notes, referencing and critical analysis
- Assignment basics, writing essentials and grammar
- Speaking workshops, speaking practice and pronunciation practice
- Honours skills

Lucy, Cheryl and Liana ran the majority of workshop sessions in the first semester, with Siri and Liana offering the majority of workshops run in second semester (see table below).

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy</td>
<td>22</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Sophie</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Cheryl</td>
<td>17</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Liana</td>
<td>17</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Elaine</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Siri</td>
<td>6</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total sessions</strong></td>
<td><strong>71</strong></td>
<td><strong>53</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

Notable in the table above is a 25% reduction in workshop offerings in second semester this year, with 71 workshop sessions offered in first semester and only 53 sessions in second semester. This reduction in workshop offerings, along with a general drop in second semester noted over a number of years, may be a contributing factor in decline in student attendance figures noted at the top of this section.

Other factors that may have contributed to a lower second semester workshop attendance are the move of Student Services from the Guild Village to Social Sciences South in the middle of the year, the change in the location of some workshops to Social Sciences South, and the timing of some second semester workshops on a Friday afternoon.
The figure below shows attendance patterns for each of the workshops offered by the team this year.

While attendance patterns varied considerably by workshop topic and number of times a workshop was offered, the workshops that drew the highest attendance overall were:

<table>
<thead>
<tr>
<th>Most Popular Workshops in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study smarter not harder *</td>
</tr>
<tr>
<td>Manage academic reading *</td>
</tr>
<tr>
<td>UniSpeakers Club *</td>
</tr>
<tr>
<td>Manage time and study *</td>
</tr>
<tr>
<td>Answer the essay question *</td>
</tr>
<tr>
<td>Write your thesis **</td>
</tr>
</tbody>
</table>

The top five workshops in terms of attendance (see * above) were consistently popular both semesters. The two workshops that focused on helping students with Honours research skills (see **) were run only in first semester. Workshops focusing on speaking skills (the UniSpeakers Club, Aussie slang and Stressed and unstressed words in conversation) drew attendances that were similarly high to workshops focusing on study, reading and writing skills.

Student feedback indicated that the generic workshops meet a number of needs. Specific practical information and resources were frequently commented on. For example:

*Was great to get handouts to look at later on in the semester.*

*Assisted me to be efficient when researching books, journals & online. Assisted me to become an effective note taker in lectures and when reading. Mindmapping was an extremely useful tool for essay planning. Unlocking the mysteries of 'academic voice' and 'the voice of others' was most helpful for my writing.*

Another clear benefit of the workshops is a reduction in isolation, and consequent easing of study-related stresses, through peer support. Contact with other students from various backgrounds and studying at different levels can be very reassuring:

*They help me to realise that I am not alone in my university learning journey.*

More broadly, the students often responded positively to the presenters themselves:
They have encouraged me to persevere by not making me feel like an idiot! I felt that these people really wanted us to persevere and do well in our university studies. I will certainly be continuing and will continue to attend these types of workshops.

Presenter was very positive and enthusiastic about the topic, and you could tell that she really wanted to help us.

Punctual, friendly, approachable, practical, respectful facilitation.

The satisfaction that students’ expressed in their comments on workshop presenters was also evident in student ratings of workshops, with all respondents nominating presenters’ efforts to explain knowledge and skills as Good to Outstanding and indicating that the workshops provided motivation and inspiration to learn (see figure below).

2.1.4 Language and Cultural Exchange (LACE)

STUDY Smarter introduced LACE in 2005 to bring postgraduate students and staff together for free social activities that promote intercultural understanding and friendship. LACE aims to foster intercultural friendship and understanding between international and local (Australian-born and migrant) postgraduates and staff at the University of Western Australia. LACE builds friendship and fosters intercultural exchange through regular free events. LACE now has an international profile with the recent publication of 'LACE (Language and Cultural Exchange): Easing transition for international postgraduate students' in Observatory on Borderless Education, a strategic information service. Cheryl organised LACE events during 2010.

LACE events held during the year included perennial favourites and some new activities. The first event, a barbeque on the Matilda Bay foreshore, attracted around 90 people, despite the extremely hot temperature, 39 degrees. Members also flocked to the LACE Teaching Month presentations at which postgraduates from Brunei, Iraq, Sri Lanka, China and Indonesia spoke on the topic, Teaching in Times of Change.

One member’s comment summed up the afternoon:

It was so wonderful. I enjoyed [it] a lot. It is really a place worth going. Thank you for your organization. Also, the food was brilliant.

In second semester, the tour of Winthrop Hall and Tower, as usual, attracted large numbers (over 50 participants) as did the Multicultural Picnic (over 60 participants) which was held towards the end of the academic year. The Picnic, a new event, held indoors, was organised in response to members’ requests to have an activity in which they shared food from their countries. Many more turned up than expected but there seemed to be enough food to go around.

Showing the three films, The Castle, Strictly Ballroom and Japanese Story, had a number of spin offs. They instigated engaged discussion about Australian manners, customs and vernacular and one member used a theme from Strictly Ballroom, "a life lived in fear is a life half lived" as the topic of a Toastmasters speech.
The informative guided tour of the *Ricky Maynard Portrait of a Distant Land* photographic exhibition at the Lawrence Wilson Art Gallery was greatly appreciated by those who attended as was the intriguing presentation about the work done by SymbioticA researchers.

At the end of semester 2, LACE activities were evaluated by members using an online survey. As the table and graph below show, overall satisfaction with LACE was high with 97% (35 out of 36 respondents) noting that the sessions were interesting and enjoyable. A similar number would recommend LACE to their friends. All those who completed the survey think LACE should continue. Most, 32 out of the 35 who responded, indicated that LACE helped them feel more connected with others at UWA.

![2010 LACE ratings (36 respondents)](chart.png)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>69 %</td>
<td>28 %</td>
<td>3 %</td>
<td>0 %</td>
</tr>
<tr>
<td>Connected</td>
<td>46 %</td>
<td>46 %</td>
<td>8 %</td>
<td>0 %</td>
</tr>
<tr>
<td>Recommend</td>
<td>63 %</td>
<td>34 %</td>
<td>0 %</td>
<td>3 %</td>
</tr>
<tr>
<td>Continue</td>
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In addition to valuing the friendly and welcoming atmosphere created at LACE events, members appreciated the opportunities to meet other members 'and their families from around the globe' and 'to connect and expand their social networks'. However, in contrast to previous years, this year there was not a core group of members who always attended. Rather, different members tended to come to each activity which made consolidation of friendships difficult. One member commented it 'seems every time I can only meet some new people, couldn't find many people who came previously'.

Evaluation feedback showed that the LACE website is primarily used to view photographs of events. A small number of members suggested that LACE could be improved with the addition of an online forum. This suggestion will be seriously considered as it could encourage greater interaction between members between meetings and help address the lack of connection that some members feel.

Further suggestions for improvements included providing LACE with more funding and increasing the number of events especially those at which food is supplied. These suggestions can now be
realised as LACE has received funding of $56K over two years to employ LACE members as casual staff, increase the number of events and have more events at which food is supplied.

A major overhaul of the membership list has been undertaken. Members who have finished their courses have been removed, unless they took part in activities during 2010. Staff members have been contacted to ascertain their continued interest. This review has resulted in a greatly reduced list of members but will be a truer indication of those most likely to be interested in attending future events. The most active members continue to be postgraduates in their early years of candidature.

2.2 STUDYSmarter website and resources

2.2.1 Web innovations in 2010

The STUDYSmarter website design and structure put in place at the start of 2007 underwent a comprehensive internal review in 2010 headed by Siri. She streamlined the home page, restructured the website and added, deleted and amended pages as required. The home page now links directly to a Membership for Get Smart, Facebook and Twitter; homepages for Online Services and On-Campus Services; a STUDYSmarter Directory of Services, Contacts, Networks, Projects and Services for Staff.

The team also added several new features: the Honours Hub (see next section 2.2.2), Academic Writing Guides for each of the faculties (see 4.1), a Studying at UWA section (see 4.6), a web presence for the English Language and Academic Communication units (see 4.2) and for MAPS (see 4.5).

More minor changes include a new look for the Jump Start section, first developed in 2007 to help students with their transition to university study; the addition of several new Technology Topics Survival Guides (see 4.3), a redesign of the LACE subsite (see 2.1.4), and the addition of new workshop Podcasts (see 2.2.3).

2.2.2 Honours Hub

STUDYSmarter introduced the Honours Hub this year to provide Honours students with information on how to manage their research projects and a forum to discuss their questions. Lucy developed this online information and discussion forum as part of the Emergent Technologies course. Over the years many Honours students have used STUDYSmarter services, some of whom have commented that they often feel “alone” and “lost” during their Honours year, particularly during the first few months. Other students have pointed out that they are not eligible to attend research-focused workshops run through the Graduate Research School and ask why an equivalent service is not offered for their cohort. In response to this student feedback, Lucy created an online Honours Hub that aims to familiarise students with the new level and distinguishing characteristics of Honours studies, as well as to address typical concerns experienced by students across the disciplines. The Honours Hub will eventually contain podcasts and handouts that were based on a series of workshops that Lucy ran in Semester 1. Additionally, the Honours Hub draws on emergent technologies to offer an online forum where students can ask questions and share experiences, which in turn will connect students and offer a sense of community.

During the early stages of development, Lucy contacted UWA’s Honours Coordinators to draw on their discipline-specific experience and knowledge. Additionally, Lucy sought to determine whether the Coordinators felt that an Honours Hub would be a valuable resource for their students. One Coordinated commented:

"[A]s you know some hons students can feel a bit lost or isolated when starting out and may have difficulty adjusting to the new structure of Hons. Any place that offers them support and resources to help with their studies would be useful."

Another Coordinator commented:

"Any extra help can only be a good thing, especially coming from well sourced and informed areas such as yours, run in a concerted manner which would also help with "discipline" with regard to a study regimen (particularly helpful in the very beginning of proceedings)."
However, it did appear that some students were supported better in some disciplines than others:  

*Honours is more an “inschool” experience, and specialised. Schools have their own agendas and support mechanisms for honours students. Honours is also a very busy year and students are unlikely to have time to use much in the way of outside services.*

Despite the couple of Honours Coordinators who felt that it is 'more helpful is to have solid support in the School', student evaluations indicated that Honours students appreciated the tailored assistance provided by the team:  

*If it hadn't been for the guidance and support I received from STUDYSmarter I feel I would've failed the [Honours] unit rather than receiving the distinction that I did.' Another student said: The Honours Hub sounds like a great idea, as there really is no preparation at all provided by the faculty. It'd be great to have a place to go for info - even just simple stuff like what bibliographic program to use, how to write a good proposal, how to structure and manage your time over a year-long dissertation, etc.*

Finally, the Coordinator of the Emergent Technologies course indicated:  

*This is an excellent resource with great potential for Honours students. You’ve created a simply structured, elegant resource hub – which is harder to do than it sounds!*

### 2.2.3 Podcasts

Podcasts, offered by the team since 2006, enable students to develop academic skills by listening to workshops online and by downloading workshop materials. Podcasts of generic skills workshops created in 2010 include:

- Honours workshop: How to write your thesis (Lucy)
- Honours workshop: How to manage your research project (Lucy)
- How to answer the essay question (Sophie)
- How to construct an argument (Sophie)
- How to manage your writing process (Sophie)
- How to structure your essay (Sophie)
- How to write an academic report (Siri)
- Pronunciation Practice: Stress in words and word groups (Siri)
- Pronunciation Practice: Stressed and unstressed words in conversation (Siri)

In addition Sophie also created podcasts of an essay writing workshop for Arts students and of a referencing workshop for Business students. She also revised the podcast page to make it more welcoming and intuitive, and included a new ‘Featured Podcast’ section to stimulate students’ interest. Student evaluations indicated that students really appreciated the flexibility that podcasts afforded them in their studies:

*[STUDYSmarter services] helped me a lot, especially the online resources (podcasts). They are always available.*

No podcasts have been made yet to correspond with workshops on public speaking skills and exam preparation, suggesting areas for future podcast creation.

### 2.2.4 Student evaluations of the STUDYSmarter website

The website was used with some regularity by about two thirds (67.8%) of the survey respondents.
How often do you access the StudySmarter website? (96 respondents)

- Often (once a week or more)
- Regularly (once a month or more)
- Sometimes (several times during this semester)
- Rarely (once or twice during this semester)
- Never

The addition of many new resources and the new design structure no doubt contributed to students indicating that the main strengths of the website were its being informative (67.9%) and easy to navigate (30.8%). Comments about the website varied with about two thirds visiting it regularly and a significant proportion (75.5%) referring to it as excellent or good. The most appreciated aspects were the Survival Guides and other downloadable resources (45%), the Academic Writing modules (33.3%), information about STUDY Smarter services (32.1%) and STUDY Smarter events notifications (29.2%) (see chart below).

Favoured aspects of the StudySmarter website (89 respondents)

- Get Smart portal
- STUDY Smarter Events notifications
- Jump Start
- Information about Drop-in, Student Appointments, Workshops
- Podcasts
- Survival Guides, FAQs and other downloadable resources
- English Language Corner
- Critical Thinking Corner
- Academic Writing
- Plagiarism Portal
- Digital resources
- LACE
- Honours Hub
- Studying at UWA
- UWA Students Facebook

2.2.5 Challenges ahead

Upcoming challenges for the team are how to manage the transition to the new UWA web design and visual identity, how best to keep the website user friendly while incorporating interactive features using emerging technologies, and how to maintain website integrity and openness at the same time as contributing to the renewal and expansion of IRIS (see 3.2.4).

In addition, it would be timely to review and update the Plagiarism Portal, developed in 2006 to provide students with a one-stop-shop of information on how to avoid plagiarism and where to get help if needed; the English Language Corner, developed in 2008 to assist students with English as an additional language to develop their English language skills concurrent with their studies; and the Critical Thinking Corner, introduced by the team in 2009 to help students to apply critical,
analytical thinking skills to their study tasks and assignments; and Survival Guides, one-page advice sheets introduced in 2006 to address common student questions and to provide quick tips that students can apply to improve their academic performance.

Also requiring review is the STUDYSmarter Resource Area, a small lending library with handouts developed from a resource collection first started in the 1980s to help students to improve academic communication and learning skills through independent study using high-quality resources.

2.3 Overall comments on STUDYSmarter services

When asked in general terms about STUDYSmarter services, students frequently said that they liked the flexibility offered both on campus and online:

> Apart from improving my skills, knowing that the support is there from the staff, the drop in sessions and the podcasts that I can access when it is convenient to me have helped when I have felt stuck.

They nominated a range of benefits from participation in STUDYSmarter services:

**Practical skills for academic study**

I have learnt useful strategies for taking notes in lectures. I have learnt skills for reading academic texts and writing essays. I have learnt strategies to be more organised and techniques to avoid procrastination.

**Transferable skills**

In both my private and educational activities it has enhanced the way I read, understand and interpret information.

**Increased confidence in completing academic tasks**

I gained fundamental knowledge on how to write for the assignments for each of my units… I learnt how to understand and answer the question being posed and how to research, argue and expand upon my answer. I gained confidence from doing so.

**A better transition experience**

Helped me to understand what is expected regarding every aspect of my study and showed me how to go about it. A real life line especially in first year.

**Improved retention**

I gained so much from the staff at study smarter from help with essays and thesis statements to the mere knowledge that they were there when if I needed to speak to someone. I don't think I could have got into the honours program without their help.

**Enhanced cultural competence**

I learned about different cultures and mingled with friends from different customs, which improved my confidence levels, as I can work anywhere in the world after completion of studies.

**Better marks**

My very first assignment (unassisted) earned 67%. With the help of StudySmarter my next assignment earned an 86% and most of my marks have stayed around the D or HD mark since.

**An improved student experience**

StudySmarter has helped me to learn how to balance my time table so I can have fun as well as get good grades.

Many students commented on the quality of staff as well as the quality of services:

> The staff are such lovely people that they help you adapt to the education system here without making the person feel out of place.

> This service consistently surpassed my expectations in terms of the professionalism of the trainers and the quality of the training offered.
3 External Teaching, Curriculum Development and Consultancy

The team first began to engage in external teaching projects in Faculties and Centres to assist students to learn the academic conventions of different disciplines and to assist staff to embed academic communication and learning skills in their teaching programs in the early 2000s. These projects have expanded from Business and Engineering to include almost all Faculties as well as services provided to UWA Centres and administrative area and work with organisations external to UWA.

3.1 Work with the Faculties and the School of Indigenous Studies

3.1.1 Faculty of Arts, Humanities and Social Sciences

STUDYSmarter provided lectures for first year students, sessions for high school students in the SmARTS program, and a workshop for anthropology postgraduate students. Sophie worked with Nicole Crawford (Transition and Student Experience Coordinator) to restructure and expand the Arts lecture series for first year students in Semester 1. Nicole promoted the series during Orientation Week and Sophie subsequently presented the lecture ‘Study Skills in Arts’ during O-Week. The lecture was repeated during semester, scaffolded by ‘Essay Writing’ and ‘Critical Analysis’ lectures. The introduction of the lecture series during O-Week worked well with a large cohort attending, and was followed by an increased attendance at the remaining lectures compared to last year. Indeed, the O-Week session ran overtime due to the large amount of questions and discussion generated by the lecture.

Siri and Sophie ran sessions for SmARTS, which enables over 100 high-achieving, local Year 11 students to get a ‘taste’ of University life by completing group work and a major assignment examined by Faculty academics. Sophie presented a lecture on Critical Thinking and Siri facilitated a presentation skills workshop.

In addition, Liana offered a workshop to assist anthropology postgraduates to edit their own writing.

3.1.2 Business School

During the year the team delivered 17 workshops (Cheryl 14, Sophie 2, Lucy 1) to EMBA, MBA, GDB and postgraduate coursework (PGCW) students on reading and note taking, assignment writing, referencing and surviving exams. All of the workshops were held in the evening or on Saturday morning.

In the trimester 1 evaluation, a couple of students mentioned that they found some of the assignment writing exercises too demanding for evening classes. This was taken into consideration when planning trimester 2 and 3 exercises.

Overall, however, evaluations about the workshops were positive. Comments about Cheryl’s workshops included:

- The lecturer was very engaging, delivered at a pace to suit all students. Notes were really good. Lots of helpful information.
- The report writing skills were great really gave a very good knowledge of how a good report is written.
- It was really useful, all referencing skills and paraphrasing and also adding your voice and analysis instead of just describing.

Students appreciated that the Surviving Exams workshop:

- covered a lot of different aspects, exercising, eating well and exam techniques.

Cheryl also conducted an Assignment Writing workshop for 10 very engaged and appreciative members of the Fremantle Football Club who were doing an intensive EMBA course.
Other work with the Business School included Siri’s and Cheryl’s meetings at the Business School with Pearson Education to discuss various online support and assessment programs, and sessions Siri ran with Master of Professional Accounting (MPA) students to ensure MPA students were aware of STUDYSmarter services. During Siri’s sessions, it became apparent that many MPA students were unable to attend first semester workshops run for postgraduate coursework students due to clashes that resulted from late timetable changes within the Business School. Sophie ensured the remaining affected workshop and PowerPoint presentation was available on the STUDYSmarter website as a podcast.

3.1.3 Faculty of Engineering, Computing & Mathematics

STUDYSmarter’s involvement with Engineering was extensive. Lucy ran assignment writing and referencing sessions for new international, domestic, undergraduate and postgraduate students each semester, receiving feedback that showed students’ appreciation of these workshops:

- I found that the workshop covered the issues in depth and was very helpful. It was relevant to the course that I’m doing. Well-presented and interesting.
- The step by step teaching and explanations were very logical. It helped me a lot in understanding what are the essential and important aspects needed in academic writing.
- It was good to learn what ‘Harvard’ style referencing is all about, so that plagiarism does not and will not happen.
- The information this workshop provided is very useful and the materials are also useful. The workshop is very important for those who find it’s not easy to study all by themselves.

The team’s involvement with the Introduction to Professional Engineering (IPE) also continued, with Lucy coordinating liaison with unit coordinator Chris Rowles, Siri and Lucy administering and Elaine marking Siri’s diagnostic assessment, Elaine’s facilitation of four Communication Tutorials each Monday between 30th August and 20th September, and Siri’s delivery of three lectures to the entire student cohort on writing reports, presenting reports orally, and fine-tuning writing skills.

IPE students have again experienced success in the Engineers Without Borders competition for the quality of their reports and oral presentations, winning this competition at the state level and with three teams going on to compete nationally.

3.1.4 Faculty of Education

Siri facilitated a workshop on teaching English in tertiary contexts as part of the Graduate Diploma in Education (TESOL) program. Student feedback indicated an appreciation of the session and of the ways it could help participants with their own teaching:

- The session was very interesting and informative.
- Thanks for the encouragement on the long term TESOL pathway- it’s a reminder of the many various workplaces available to us.
- Great to know about services such as LACE and the workshops- for myself, or to recommend to future students.
- Thanks for referring us to your online-accessible resources.
- The CLEAR writing guide and assessing/ assisting practice was very helpful.

Siri also worked with the Faculty by providing feedback as part of a consultation group reviewing two unit proposals for undergraduate students being drafted by Education for the New Courses. These will be the only units offered by Education to undergraduates as part of the New Courses (all other offerings will be at the postgraduate level). One unit focuses on understanding the process of learning and developing skills in facilitating groups; the other focuses on issues in global education. Both units will be offered as service units through FAHSS.
3.1.5 Faculty of Life and Physical Sciences
In first semester, Siri delivered a lecture on referencing and avoiding plagiarism to 800 first year biology students, who showed their appreciation through lengthy applause. Staff enthusiasm for the session was also high, with a request to make the session (slides and podcast) available to students at a partner university in Singapore.

Liana delivered a lecture to 200 first year students in the Foundations of Anatomy and Human Biology. The unit coordinator commented:

*Another brilliant presentation wherein you captured much sound wisdom for writing good essays.*

Lucy also delivered a session to postgraduate students undertaking a Masters of Clinical Audiology. The session provided an overview of STUDYSmarter services and also outlined the type of support that these Masters students could access from the Graduate Research School.

3.1.6 Faculty of Medicine, Dentistry & Health Science
STUDYSmarter offered a variety of sessions for students in Medicine, with Liana running a workshop on critical thinking and assignment writing for the Health Professional Education program, Lucy facilitating a public speaking workshop for students enrolled in the Health Science Professional Practice unit, and Siri leading a team of medical practitioners in public speaking skills workshops for fifth year medical students. This is the third year Siri has been running public speaking workshops offered to students identified as at risk of failing their oral clinical exam. Later in the year, Siri volunteered as a ‘patient’ experiencing the OSCE exam first-hand, and ran workshops on study and written exam techniques to students following the oral exams.

3.1.7 Faculty of Natural and Agricultural Sciences
Siri facilitated a planning day for faculty staff on embedding communication skills in their New Courses. She also developed and facilitated two lectures in writing research proposals and reports for third year Marine and Environmental Science students.

3.1.10 Faculty of Architecture, Landscape and Visual Arts
The team’s consultancy with the Faculty of Agriculture, Landscape and Visual Arts was confined to discussions about the Academic Writing modules (4.1).

3.1.9 School of Indigenous Studies
Lucy facilitated a number of different workshops for Aboriginal and Torres Straits Islander students in the Aboriginal Orientation Course at the School of Indigenous Studies. During Orientation Week, Lucy ran sessions on time management and planning in order to prepare the students for the semester ahead. These were followed by workshops during Semester 1 to embed study skills into the content of the Human Biology unit students were taking. The lecturer for the Aboriginal Orientation Course commented:

*STUDYSmarter has conducted several study skills sessions relevant to the experiences of the cohort of students I teach. These student development sessions include discovering individual learning styles, time management, memorisation and revision strategies. Many of these students have commented that they have never done this before and how relevant these sessions are to their studies.*

Lisa has also worked with the School of Indigenous Studies this year, helping them to brainstorm ideas about an online *Introduction to Country* module. The School is keen to create a staff training module in tandem with the unit for students.
3.2 Work with UWA Centres and Administrative Areas

3.2.1 The Albany Centre
Lucy visited the UWA Albany Centre on three occasions to facilitate workshops and undertake student appointments. The workshop sessions focused on reading, note-taking and writing skills, 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:

Applying techniques to examples was helpful in strengthening points made. Interaction with lecturer was good. Also, stuff to take home was good.

The effective reading parts were very helpful. I like knowing that I don’t have to read everything word for word from start to finish. Also the various ways to take effective notes was very helpful.

Lucy was able to build a good rapport with students, which is evident in the following comments:

Being able to interact and ask questions. Friendly and approachable lecturer. Lucy has a really great personality and really gets the point across.

Student evaluations indicated that Albany campus students placed high value on services provided to them:

I find STUDYSmarter an excellent tool and so easy to access for further support…. I especially enjoy you coming to Albany where we can have the same opportunities and benefits of our city cousins.

The main suggestion for change in future visits relates to the length of workshops:

Too much information to take in, in such a short time.

More time could have been allocated in general. You could make a whole day out of it if you wanted to!

The third visit felt particularly rushed as following the exam workshop Lucy undertook four student appointments and then facilitated two workshops with Year 12 students from Albany Senior High School (ASHS). These sessions informed ASHS students about university study and highlighted some of the necessary academic skills. An article on the ASHS workshops appeared in the Albany Advertiser in June.

3.2.3 The UWA Centre for English Language Teaching
Prior to Semester 1 and Semester 2, Cheryl ran four half-day workshops for AusAID scholars from a range of African, Asian and South Pacific countries enrolled in the Introductory Academic Programme (IAP). One workshop was on time and study management and three focused on academic reading and critical thinking. A fifth one-hour workshop provided information on Student Support services. Students appreciated the ‘relaxed’ atmosphere of the workshops, the way ‘everybody had a chance to voice his/her opinion’ and the ‘arguments among participants about topics’ which as one student commented ‘enrich[ed] myself and broaden[ed] my view’. The end of course evaluations indicated a very high level of satisfaction with the workshops.

Later in the semester, Cheryl attended a morning tea to encourage new students and maintain contact with former students who had completed IAP classes. She and Siri also attended the Completion ceremony for the current cohort. In addition, Cheryl met with auditors from AusAID to discuss the reading and time management components of the IAP and AusAid students use of STUDYSmarter services and LACE.

In addition, Siri and Cheryl ran two sessions for CELT teachers that focused on STUDYSmarter’s recently developed web-based services, which CELT teachers can use as resources for their students, and on recent studies and policies on English language development and international students.
3.2.3 The Centre for the Advancement of Teaching and Learning (CATL)

STUDYSmarter advisers facilitated a range of sessions for CATL over the course of the year: Liana gave an overview of Student Support to staff taking part in the Foundations of Teaching course, with Siri doing this in second semester; Cheryl presented a session on critical thinking for participants in the Introduction to University Teaching (IUT) program; Sophie spoke on a panel on Research Supervision for new research supervisors; and Siri, Denise Chalmers and Jill Benn facilitated a workshop on developing Communication Skills units and embedding communication skills in the New Courses.

3.2.4 The UWA Library

The team’s involvement with the UWA Library increased throughout 2010, with Siri and Cheryl giving a presentation on STUDYSmarter services at a meeting of Science Library staff early in the year, Siri reviewing two E-learning information literacy skills packages being considered by the Library subsequently and then along with Lisa attending the Library’s teaching month event, which focused on developments in online learning of informational literacy skills.

Lisa subsequently became involved in the Library’s review of IRIS including the potential inclusion of some STUDYSmarter materials in the revised modules. The group met fortnightly with meetings focusing on establishing shared objectives for the review of IRIS, working on learning outcomes and the structure of the new modules. In 2011 Lucy will contribute to the project by working with the instructional designer to develop and fine tune the content (funded by residual funds from the LTPF Online Writing Modules project).

3.2.5 UniSkills

Siri ran interactive sessions on developing group facilitation skills as part of leader training coordinated by Sarah Evamy during Semester 1 and Semester 2. Lisa and Liana participated in the ‘Who do I ask’ panel for UniSkills participants held in week 2, Semester 1. Lisa and Liana attended the Mature-Age catch-up organised by UniSkills.

3.2.6 Aspire

Lucy facilitated four successful sessions with Year 10 secondary students from the Pilbara. The sessions gave students an introduction to university study and included a quiz that aimed to demystify some aspects of being a tertiary student. Several of the high school teachers indicated that they really enjoyed the sessions and felt they were an important element of the camp. Additionally, the students commented that they particularly liked:

… that she gave us ideas for calendars, study plans and about how we study/learn.

The teacher was extremely enthusiastic and nice.

How all the students were involved.

We got the chance to explain our ways of learning.

The Senior Project Officer for Aspire was very pleased with the workshops and hopes they can continue and be extended in the future.

3.2.7 Oceans Institute

Lucy ran a workshop in public speaking for postgraduate students at Ocean’s Institute. The workshop gave students the opportunity to develop and practise their speaking skills.

3.2.8 Graduate Research School

Lucy worked with postgraduate students who were preparing for the semi finals and finals of the Three Minute Thesis Competition, later attending the finals and being pleased to see that several of the finalists were students she had assisted. One of these finalists emailed Lucy and said:

I just wanted to thank you for all the help you supplied preparing for the 3MT. I’m not sure if it showed in the final performance, but I really did try to take your suggestions on board, and I feel my talk was much better in the end thanks to you.
3.3 Work with Organisations External to UWA

3.3.1 Taylor’s College
Elaine facilitated an ‘Aussie Slang’ workshop for the new intake of students.

3.3.2 Certified Practising Accountants (CPA) Australia
As part of the Certified Practising Accountants (CPA) Australia Launch Pad Series, Siri facilitated a session called ‘The Art of Successful Study’ for 30 participants enrolled in CPA study at CPA offices on William Street in Perth, receiving feedback from organisers that this was the liveliest, most interesting workshop they have hosted.

3.3.3 Central TAFE
As part of Central TAFE PD Week, Lisa was invited to present a session on the use of Facebook for student engagement which was attended by approximately 75 staff members.

3.3.4 Edith Cowan University
At the invitation of the Faculty of Business and Law at Edith Cowan University, Siri advised on ways of establishing an effective academic skills centre, undertaking a review of individual goals and facilitating a workshop for team members and management staff. Feedback from Anne Harris at the Teaching and Learning Centre was very positive:

You assisted all of us linked to the new Academic Skills Centre in knowing that we’re on track and that there’s also a lot more we can do. You helped to clarify processes as well. The feedback from the three Learning Advisors indicates that the session was not only very useful but also inspirational….I feel as though this is a turning point for the Academic Skills Centre.

3.3.5 Telethon Institute for Child Health Research
Siri ran an oral presentation skills workshop for postgraduate students and others at the Telethon Institute for Child Health Research, following up by co-marking student presentations in an all day postgraduate research forum at the Institute. Participants responded with enthusiasm with comments including the following:

Thank you. I enjoyed the course. I think the workshop achieved a lot in a short 2 hour period with a relatively large group.

Very enjoyable with good speaking tips….Lots to take away and study further so very worthwhile.

A great workshop, interesting, applicable and very interactive

Particularly high ratings were received in response to evaluation questions on whether the presenter was sufficiently knowledgeable on the subject matter and had skills to pass on the relevant knowledge, and whether the environment was appropriate, with general agreement that the session had been a worthwhile experience and had clear outcomes (see figure below).
Suggestions were to increase the length of the session and to provide additional sessions on individual styles and skills in small groups and one on advanced skills for slide preparation.

4 Funded Projects

4.1 Faculty-Specific On-line Writing Modules (LTPF)

In 2007, the Learning and Teaching Performance Fund awarded the STUDY Smarter team $50,225 to develop eight Faculty-specific online writing modules aimed at familiarising first year students with the academic conventions of their discipline. Now named Academic Writing modules, they are available to all UWA students through the STUDY Smarter website.

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Cheryl coordinated the project and developed all the modules except Life and Physical Sciences and Arts, Humanities and Social Sciences which Liana and Sophie respectively developed.

A formal evaluation of the Academic Writing modules was carried out in July and August 2010 with very favourable responses from staff and students at all levels of study across a range of Faculties. The evaluation comprised interviews with faculty staff members, a faculty-specific online survey and a number of hands-on computer sessions.

Fifty students completed the survey, approximately one third of whom were postgraduate students. The survey indicated that most students found out about the modules through the Get Smart newsletter, the First Year Experience Coordinators and first year lecturers. The majority of respondents replied that the module they were answering for was very helpful (18) or helpful (32), very engaging (10) or engaging (37) and that the navigation as very good (13) or good (30).

Overwhelmingly, students nominated the sections dealing with essay or report structure and the various aspects of assignment writing as their main reasons for referring to the modules.

It became clear in the hands-on computer sessions with students that they accessed the modules for two quite different reasons. One group saw them as a resource that could be studied with the aim of improving their academic writing skills etc. The second group, as one Engineering student put it, saw the modules as a ‘last minute attempt’ to help them answer specific assignment questions. At these sessions, students made suggestions for improving the modules. These included providing more checklists in PDF so that they could print them off and have them readily available when doing their assignments and incorporating more graphics and more consistent use of colour to highlight important points.

Interviews also took place with staff, mainly coordinators of first year units from the eight Faculties. Overall, they were positive in their appraisal of the modules and their value to those students who choose to use them. The following comment by Associate Professor Marie-Eve Ritz (Linguistics) encapsulates the sentiments of many lecturing staff:

1 A module for the Faculty of Medicine, Dentistry and Health Science was not included as BRAIN, the model for the online modules, was already in use having been developed by Dr Lisa Cluett in conjunction with staff from the Faculty and the MedDent Library. At the request FMDHS staff, a link to BRAIN has been incorporated into the Academic Writing home page.
This is a great initiative to prepare students for future essays ….. I’m sure it will also be valuable to second-year students, so will give the information to all members of our discipline group.

Most of the lecturers interviewed already provide a link to the pertinent module in their unit outlines and on WebCT.

The remaining grant money will be used to ensure the long term usefulness and viability of the modules, and to make the changes needed to reflect the New Courses structure. Promotion to Faculty staff and students is ongoing.

4.2 CELT English Language and Academic Communication Units (LTPF)

In 2009, two new accredited English Language and Academic Communication units (HUMA1101 and 1102) were developed to provide Student Exchange and Study Abroad students with opportunities for language immersion during their studies at UWA. HUMA1101 was offered in Semester 1 and both units were offered in Semester 2. As unit developer, Siri:

- Taught invited sessions including a welcome session and presentation skills sessions for students in both HUMA1101 and HUMA1102.
- Co-assessed mid-semester and final presentations for students in both units.
- Established and coordinated the HUMA1101 facebook group (first semester only).
- Established a separate web presence for the HUMA units on the STUDYSmarter website.
- Developed readings and assessment tasks for HUMA1102.
- Prepared proposals for HUMA1101 and 1102 to be offered as part of the New Courses. These were approved by the Arts Faculty and submitted to the interim Board of Course Studies.
- Planned and coordinated the official launch of these units during Teaching Month with Bianca Panizza as emcee and the Pro-Vice Chancellor (Education), Winthrop Professor Jane Long, as the main speaker.
- Developed a promotional flyer to be distributed on campus and overseas. See link to this flyer at http://www.studentservices.uwa.edu.au/page/157250
- Arranged the transfer of remaining project funds ($3000) to Dr Nicole Crawford, who prepared the final exam for HUMA1102.

She received excellent feedback from students and staff about the curriculum and resources she had prepared for both units. Students who had experienced both units indicated that they complemented one another very well and that they liked the different focus that each of them had (essay writing skills and intercultural competence in the first unit and research and groupwork skills in the second unit). Student comments included:

I liked the way that theory and practical elements are covered in the lecture, workshop and tutorial.

Speaking up and speaking out helped me to feel more confident about my language skills.

I love this unit. It is the best unit I have in UWA.

Siri filmed one of the best group research presentations to use as a resource for other students developing public speaking skills.

4.3 Online Student Journey Project (LTPF)

This project was funded during the 2008 LTPF round and continued in 2010 at 0.2FTE. Activities include:

- **UWA Students Facebook page** – This successful online community provides an informal, friendly welcome and source of information for potential, prospective and enrolled students. It enables students to get immediate answers to their questions from staff and peers and to foster student engagement. Fans interact with each other and with staff to demystify the University. Lisa has written a range of documents relating to this project including a paper at the 2010 Teaching and Learning Forum, a guide for staff, a Survival Guide for students and advice on privacy settings. Lisa also convenes an informal discussion group for staff who administer other UWA-related Facebook pages. The number of fans for the Facebook page has risen from 500 to almost 4000 this year.
• **UWA staff Web 2.0 community** – This group continues grow (approx 100 members) and to meet 4-5 times a year with 2 networking morning teas held in Semester 1 (11th Feb and 26th May) and the annual half-day forum on 7th July.

• **OSJ IT PD sessions** – Fortnightly sessions are offered to Student Support staff with sessions arranged for other Student Services’ sections on request. Presentations in Semester 1 covered Twitter, Flickr, Vokis, and Web 2.0 and notes are available from the [Online Student Journey webpage](#) (there are also notes on Skype available here).

• **NODE survey and TechNODE bulletins** – The annual survey of UWA First Year students’ access to, experiences with and expectations of ICT continued over the summer of 2009-10 and the results were written up into the 2010 TechNODE report which is available on the NODE webpage and has been distributed to UWA staff.

### 4.4 ALTC Leadership Grant Project 2009: Viral Model of Leadership

This project was funded in the ALTC’s 2009 Leadership Excellence program and started in 2010 at 0.2FTE. Activities in Semester 1, 2010 include:

- **Initiation** – Writing the project brief, getting ethics clearance, setting up the [project website](#) and establishing the timeline for 2010. The 6 month and [annual report](#) to the ALTC were submitted and accepted and the budget is on track.

- **Collaboration** – Attending the 2010 Project Leaders’ meeting in Melbourne, the Project Managers’ meeting in Sydney and ALTC dissemination sessions at Curtin and UWA. The ALTC-Viral reference group met in March and November.

- **2010 Course and Network** – A successful formal learning component was run from August to October 2010 with 20 participants form ECU, Murdoch and UWA. Networking events were held during 2010 including:
  - Discussion Panel at ECU Mt Lawley – what do students want?
  - Discussion panel at Murdoch – do you need a social media policy
  - Forum at ECU Joondalup – 7 speakers with keynote from Meg Poore (Uni of Canberra)

- **Research** – A paper on the Viral model has been accepted to the 2011 EDUCAUSE conference to be held in Sydney entitled “Infecting professional staff with the emerging tech ‘virus’: how the leadership game has changed” and findings from the project will also be presented at TLF2011, TEDx2011 and ALIA Technicians 2011.

- **Evaluation** – the expert evaluator conducted the year 1 visit and assessment and produced an [evaluation report](#)

### 4.5 Mature-age Pathways to Success – MAPS (LTPF)

After receiving LTPF funding in December 2009, the multifaceted [MAPs to Success Project](#), designed to familiarise mature-age students with tertiary academic conventions and expectations and to assist in their transition, was launched prior to Semester 1, with Liana devising and administering a diagnostic assessment at the first session and students offered Learning Action Plans based on the results. All were advised to attend the new full day MAP Intensive Orienteering Program, which was offered twice in the week before Orientation. Those who attended found it very useful, with feedback about its benefits including:

> A better insight into what life as a student will be like. Great sense of being thought of as important [and] that support is around.

> Liana is very informative and interesting.

> Am really impressed with the amount of support offered. Thank you. Really enjoyed the day and will definitely be attending additional workshops.

Liana created five new MAP-specific learning skills workshops that ran both on Saturday mornings and during the week. One student who did not attend the first two workshops, commented after attending the third:

> I didn’t really think that they’d be much use to me, but the other MAP students convinced me they were brilliant and that I had to come, and now I see how valuable they are, I’d like to know if it is too late to sign my Learning Action Plan.
In general, the MAP students frequently commented that they were delighted to have out-of-hours options to enable them to take advantage of STUDYSmarter services.

MAPS students were also seen on a one-to-one basis, both as part of an overall interview program undertaken by the entire MAP team (which also includes UniSkills staff), and also for learning skills advice and feedback on assignments. Students who used this latter service found it beneficial:

I just wanted to let you know how I got on with my semester essay - I got 75%. Thank you so much for your feedback and advice with my essay, as you can see it definitely paid off!!

A MAPS webpage was also developed: http://www.studentservices.uwa.edu.au/page/163798.

Albany MAP students benefitted from having the chance to attend Lucy’s Albany workshops, as well as an individual interview (part of the overall interview program) and appointment if they requested.

In the end-of-year MAPs Evaluation, all of the respondents indicated they would recommend the program to other MAP students. Student comments included:

All of them [the workshops] were most helpful, well presented and professional.

Nice to know someone there who is willing to listen and who could give me advice, information and encouragement.

It showed that the UWA staff were genuinely interested in you and your progress.

In general, STUDYSmarter evaluation comments, mature age students indicated that they benefited a great deal from support provided from the team:

When I joined the university last July, I actually started my education after a long break of nine years and it would have been pretty difficult to adjust if Studysmarter team were not there. They guided me with timely workshops and lectures that stood me in good stead to kick start my research.

4.6 Studying at UWA (PEERS funded – T&L Committee)
The Studying at UWA subsection of the STUDYSmarter website was developed by Sophie in 2010 to assist new students to understand academic expectations and modes of teaching and learning at UWA. Sophie’s development of the site was funded by PEERS project led by Siri. Studying at UWA includes quizzes, Vokis (audio tools) and PowerPoint presentations. The page is also linked to UniStart and other relevant resources in order to provide cohesive services and streamline information to new students.

Sophie launched Studying at UWA at a Student Support staff meeting. Feedback about the site was very positive and confirmed the decision to make the site light in tone, accessible and UWA-specific.

4.7 International Postgraduate Student Teaching (DIF funded to CATL)
This year CATL and Student Services have embarked on a joint CATL-Student Services Diversity Initiatives Fund grant project that aims to equip international postgraduate tutors with skills in teaching in Australian classrooms. Siri contributed to a series of interactive sessions, with her focus on assisting new tutors to improve public speaking and oral facilitation and to manage intercultural communication in the Australian classroom. Siri, Lee Partridge, Fiona Taylor and Elaine Lopes will be presenting a paper on this project at the upcoming WA Teaching and Learning Forum.

4.8 MySource Matrix Project
Lisa coordinated the migration of Student Support Services web pages from MySource Classic to MySource Matrix in 2011, liaising between teams and the WebOffice on issues of design, structure
and content. Careers and Housing and Finance web pages have been migrated, with other areas to follow.

5 Professional Development

Professional development included publications and conference presentations, and other professional development activities that helped it to further the objectives set out in the Executive Summary, or that helped individual team members to develop new skills.

5.1 Publications and conference presentations


5.2 PD events attended

- **LDW 2010** – Lucy participated in the 2010 Leadership Development for Women programme, attending the three-day core programme, a variety of skills workshops and a number of peer mentoring sessions. The LDW presentation which Lucy helped to organise was thoroughly enjoyed by her colleagues and by her mentor, Dr Sato Juniper.

- **CISWA** - Cheryl attended CISWA meetings during semester 1, a talk on Ghana through Diversity at University and International Women’s Day Celebrations with Lisa and Sophie.

- **Use of technology** - Liana attended workshops in how to use Excel and how to use pivot tables, Lisa and Cheryl attended a session on teaching with Powerpoint, and Lisa attended Matrix training for site coordinators.

- **Guild Volunteer Hub launch** – Siri attended the launch of the Guild’s Volunteer Hub that will connect students with volunteer opportunities at the University and in the community.

- **Academic Standards workshop** – Siri attended a workshop organised by the Business School that explored how we assess student learning and how we measure teaching effectiveness, and events organised by Engineering including a workshop on threshold concepts.
Australian Poetry Centre Residency – Liana undertook a six months part-time poetry residency as Café Poet at La Tropicana Restaurant in Fremantle. An article about her residency featured on the front cover of the Herald newspapers in Fremantle and surrounding districts.

Emerging technologies (Lisa) – Lisa attended several local events that explored the use of social media, including Perth media140, Perth Tweetup, Networking is not just social and Dr Wood’s Puzzle workshop. She also participated in the online workshops Elluminate: Getting Started and What is accessibility and why does it matter? Lisa also attended the WA Careers Advisor meeting on social media.

Emerging technologies (other team members) – In addition to attending some of Lisa’s ALTC Viral project sessions, Siri attended Assessment 2.0, a workshop on using social, interactive and collaborative spaces on the internet to assess students, and Lucy and Cheryl participated in the Emerging Technologies course, applying their knowledge to the Honours Hub (Lucy) and the LACE website (Cheryl).

InDesign Training – Lucy attended a one and a half day training session that will enable her to create, edit and print publications that adhere to UWA’s Visual Identity. Lucy also attended a two hour brand training session where she received a CD of the UWA templates.

Critical incident Management – Lisa underwent training and took part in the critical incident exercise on 12 November.

Fire Wardens – Lucy attended a Fire Wardens training meeting in which Eddie Stoelwinder, Safety and Health Adviser, was an invited guest. Issues discussed included the need for fire extinguishers and fire blankets in the SSS Building, the need for a proper ‘Evacuation Floor Plan’ and upcoming training opportunities.

Staff Selection Skills – Lucy attended this PD session run by OSDS.

VC/DVC presentation – Lisa attended this session and forwarded her notes to the team.

Professional Development Awards – Lisa attended this presentation by the Perth Convention Bureau.

AskUWA Launch – Lisa attended this event.

TEDx Nedlands – Lisa and Cheryl attended this NFP conference centred on ‘ideas worth spreading’. Theme was ‘opportunity, resource, endeavour’. (This conference was co-hosted by the OSJ project).

HRF in the Faculty of Education – Lisa met with Helen Wildy and 2 other Honorary Research Fellows (Dr Judy Berman and Dr Rose Senior) to discuss shared interests and opportunities to be involved in the Faculty. Helen Wildy will add us to the Faculty staff list, invite us to staff meetings/research presentations, allocate us a mentor and look at research students who might benefit from mentoring.

6 Boards, Committees, Working Parties and Reference Groups
The team’s involvement in UWA boards, committees, working parties, working groups and reference groups has been extensive and varied.

6.1 Academic Board
Lisa was confirmed as member of the Academic Board for 2010-11.

6.2 alumniConnect Stakeholders Reference Group
Lisa attended Stakeholder Reference Group meetings. Discussion leading up to the launch of this website focused on data cleansing, interaction with Raiser’s Edge, the graduate census and the redesign of the Office of Development’s website. Lisa has been providing advice to the Office of Development on ways to communicate with students about alumni opportunities.
6.3 Communication Skills Working Group
Siri continued to work with Denise Chalmers (CATL) and Nancy Longnecker (Science Communication) to support the development of Communication Skills units at UWA, and the embedding of these skills across the curriculum. Siri prepared a simple checklist for teaching, learning and assessment activities, and an example of what a communication skills unit might look like. These were incorporated into Good practice guidelines: Developing communication skills units and embedding communication skills into the New Courses.

Guidelines are available at http://www.catl.uwa.edu.au/projects/communication_skills_framework and are aimed at helping 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.’

6.4 Orientation Reference Group
Lucy attended these meetings and contributed to orientation discussions. In particular, Lucy arranged for STUDY Smarter to have a ‘checkpoint’ during O-Quest for the first time. The STUDY Smarter checkpoint was a huge success. The ‘thong toss’ game was very popular and Lucy was kept busy as 420 students lined up to have a toss. 172 of these students also signed up for Get Smart. An additional staff member will be required to run the checkpoint at the first semester O-Quest in 2011 as it attracts more students.

6.5 LMS Review Working Party
Lisa was invited to join the Working Party for the LMS Review and attended the presentations by Moodle, Blackboard and Desire2Learn. The review is in the final stages with working party members providing their recommendations to Shannon. A list of recommendations has been prepared for the Teaching and Learning Committee.

6.6 MAP Reference Group
Liana and Cheryl are members of this group, which has met three times over the course of 2010 to enable the development of strategic directions for the MAPs to Success Project and facilitate clear communication among Faculties, Admissions, and the Student Services staff directly involved in the MAP project (Judy Skene, Liana Christensen and Sarah Evamy).

6.7 Teaching and Learning Committee
Siri continued to represent Student Services on this Committee, and to report back on issues raised, as relevant, at Student Support meetings and to the broader division. Highlights included presentations on key issues in student learning (PSA and Guild Presidents), the CAMPUScreen initiative, the Cultural Diversity and Inclusive Practice Toolkit, Teaching and Learning Indicators, the 2009 First Year Experience report, the UWA Building and Campus Access Guidelines, a SPOT restructure to standardise questions across the university, a Go8 proposal for a quality verification system that includes an inter-university peer review system of final year students’ assessments, draft guidelines for employing casual staff teachers, and a Review of the Learning Management Systems being considered at UWA. Minutes are available at: http://www.teachingandlearning.uwa.edu.au/staffnet/committees/tlc

7 Community Service
The STUDY Smarter team carried out a range of community service activities both within the university setting and with groups external to UWA.

7.1 Community Service within UWA

7.1.1 Student Support OPP Group and PD Contributions
- OPP Equity Group – Cheryl coordinated the development of a series of posters on Diversity, developing the concept in consultation with Liana and receiving positive feedback from the OPP Equity Group, then liaising with the Legal Office and with photo participants
regarding consent forms, sending drafts to Public Affairs, and obtaining Jon’s permission for the posters to be designed and printed by UniPrint.

- **OPP Promotions Group** – Lucy coordinated a Student Support Services display in the Science Library over a two week period. The display highlighted the services provided by Student Support and allowed students to seek advice from Student Support staff during drop-in times.

- **OPP Transition Group** – Siri worked with the OPP Transition Group to organise a PD event for 40 Student Support and Admissions staff that provided an overview of the student journey from Enrolment to Orientation (Wayne Betts) and from Orientation to Transition (Narelle Palmer).

- **Student Support Services PD sessions** - Cheryl organised a program of four professional development sessions for Student Support staff with all going ahead except one which will be offered in 2011. The first session presented by Louise Pollard (Aspire) Lessons Learnt- Stories from East Timor, The Philippines and South Africa attracted a small enthusiastic group. The second Autism spectrum disorder, run by Pauline Pannel (UniAccess) attracted a large group including visitors from outside Student Support. In the third session, Judy Skene reported what she had learnt about Equity issues while at overseas and interstate conferences. Cheryl, Elaine, Liana, Lisa, Lucy and Siri attended some or all of these sessions.

### 7.1.2 Meetings with UWA Visitors

- **South African visitors** – Cheryl, Janet Renner and Louise Pollard discussed the services offered by Student Services with two visitors from Kwa Zulu Natal University. Cheryl’s focus was STUDY Smarter.

- **Representatives from King Saud University** – Lucy met with the visitors and outlined the array of services offered by STUDY Smarter as well as her role as a Learning Skills Adviser.

### 7.1.3 Contributions to UWA Events

- **Parents Welcome** – Siri gave presentations to two different parent groups: FAHSS (filling in for Wayne Betts) and the School of Music (filling in for Ian Robinson).

- **Link Week festival** – Lucy helped promote Link Week in the week leading up to the festival. Lucy and Sophie assisted with the Link Week BBQ.

- **UWA Staff Sports Day** - Lucy served on the UWA Staff Sports Day Planning Group, promoting participation in this event from the Registrar’s Office and helping to organise a day with bigger turn out than ever. The Registrar himself competed in soccer this year!

- **Teaching Month events** – Cheryl hosted a well attended session by LACE participants (see the LACE entry for more details); Liana, Judy and Sarah gave a presentation on MAPs to Success; Siri, Nicole and Bianca hosted a launch for the English Language and Academic Communication units; and Lisa and Judy presented a session on the ALTC-Viral project.

### 7.1.4 Other Contributions within UWA

- **UWA Toastmasters Club** – Siri participated in, supported and promoted this club, which brings together students, staff and community members to develop and enhance public speaking skills. She mentored a UWA student from Japan as part of the Toastmasters Mentoring Program.

- **Maths Focus Groups** – Lucy facilitated a focus group with students from MATH0060 (Pre-Calculus Mathematics Enabling Course). The focus group aims to draw upon students’ attitudes, feelings, beliefs, experiences and reactions towards MATHS 0060. The findings will be presented at an upcoming Mathematical Science Committee meeting.
Emerging Technologies – Lisa has provided advice to Public Affairs about a planned social media policy, to ITS on ways to communicate with students using SNAP, and to staff from the UWA School of Music about how to use Facebook effectively. Lisa also attended the International Centre Video contest awards presentation with a student blogger and posted the winning videos to the Facebook page. In addition, she conducted a peer review exercise of Mark Pegrum’s online teaching activities, and attended Tech Contacts meetings to keep up to date on major IT projects, distributing the new IT-related Survival Guides to Faculty IT staff.

askUWA – Siri has assisted staff in drafting communication to students about the change from iPoint to askUWA. Cheryl has updated the STUDY Smarter entries for 2011.

Advice to the Registrar – Siri contributed to information provided by the Registrar to the Vice-Chancellor on English language skills development, standards and assessment at UWA ahead of a WA VC meeting with the Corruption and Crime Commission.

Facilities Management – Lisa met with Rebecca Cameron who was seeking advice on surveying students about teaching spaces. FM are planning on surveying all staff and students about their preferred teaching and learning spaces. This looks like quite a big undertaking.

Health Promotion – Bree Shields consulted Cheryl regarding an interactive website that the team is developing.

7.2 Community Service beyond UWA

7.2.1 Association of Academic Language and Learning (AALL)
As Vice-President of AALL and WA State Representative, Siri:
- Organised three WA-AALL meetings attended by the team on:
  - 22 June at Curtin University
  - 18 October at Edith Cowan University
  - 6 December at the University of Notre Dame
- Acted as a Reviewer for AALL grant proposals that support academic language and learning at Australian universities
- Contributed to the development of a new AALL statement for the profession
- Coordinated state responses to the update of a national contact list
- Prepared the WA AALL annual report with notes on recent and upcoming WA AALL events and success stories from local ALL professionals at WA universities
- Reorganised and updated the WA-AALL webpage
- Worked with colleagues at Curtin and ECU to prepare a competitive grant proposal for a one-day symposium on Monday 31 January 2011 (immediately prior to the WA Universities Teaching and Learning Forum). The symposium, Good Practice Principles: How do we know what they know?, will address key concerns underlying the Good Practice Principles for English Language Proficiency for International Students in Australian Universities in the context of a move from the Good Practice Principles to mandatory Standards and will feature as a keynote speaker Alex Barthel from UTS

- Participated in the 4 day virtual AALL Executive meeting hosted on wiggio. This meeting focused on strategic directions for the association 2011 and on ways of making the links between AALL work and national agendas for higher and further education more visible

AALL - Lucy attended the AALL Directors meeting in Sydney on Friday 12 November, raising issues on behalf of STUDY Smarter include support for international students, numeracy skills advisers, and support for Honours students. In addition, Lucy visited UTS on 11 November to get a better understanding of UTS’ Student Learning Centre and to compare current practices.

7.2.2 Other community service beyond UWA
Team members also contributed to communities beyond UWA in a variety of ways.
- Murdoch University - Lisa met with Murdoch staff who were seeking advice about how to use Facebook effectively.

- AJET article review – Siri reviewed an article for the *Australian Journal of Educational Technology* on the use of concordances to promote English language development at Australian universities. Lisa reviewed a paper about using Facebook for course assessment.

- WA Universities Teaching and Learning Forum – Siri and Lisa each reviewed two papers for the Forum that will take place in 2011.

- Murdoch University – Liana gave two guest lectures in the undergraduate unit TLC I20, *Introduction to University Learning*.

- Trinity School for Seniors – Liana gave a workshop on creative writing.

- Voicebox – Liana continues to help organise and regularly acts as MC for Fremantle’s popular monthly poetry reading.

- 5th Asia Pacific Conference on Educational Integrity – Lucy attended the initial meeting and has assisted with the marketing and promotion of this conference. More details on the conference can be found at [http://www.apcei.catl.uwa.edu.au/](http://www.apcei.catl.uwa.edu.au/)

- WA Librarians - Lisa presented a session on preparing a good presentation to the WA Librarians’ meeting.

### 8 Awards, Grants and Funding Proposals

#### 8.1 2010 ALTC Australian Awards for University Teaching: Awards for Programs that Enhance Learning – Services Supporting Student Learning

The team was again nominated for an ALTC award, with Siri developing the framework for a submission and doing much of the writing. This submission - entitled *Leading through innovation: STUDYSmarter: Fostering independent, articulate, lifelong learners at the University of Western Australia* – was supported by Student Services Director Jon Stubbs and Pro Vice-Chancellor of Education, Jane Long who commended the team saying:

> I can think of no team whose thoughtful and well-coordinated efforts are more deserving of national recognition.

#### 8.2 UWA Contributions to Student Learning Awards

Siri received an award for Outstanding Contributions to Student Learning, one of three given for the first time to recognise the teaching of staff outside the Faculties. She has been nominated for an ALTC Citation in 2011.

#### 8.3 IEAA Award for Best Practice/ Innovation

LACE was nominated for an International Education of Australia Award.

#### 8.9 Extension to LACE: supporting international students funding

The team was awarded funding to extend LACE in 2011 and 2012. This will allow LACE events to be held year round instead of just during teaching weeks.