



UNIVERSITY OF CANBERRA

Academic Skills Program

**Annual Report
2007**



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Executive summary

This report details the activities of the Academic Skills Program in 2007.

The ASP continued its work of providing literacy and learning development programs to University of Canberra students through:

- In-discipline workshops/ lectures
- Individual consultations
- Generic workshops
- On-line study skills support.

The ASP reached substantially more students in 2007, by increasing work within the disciplines. This involvement in the disciplines also strengthened contact with faculty, embedding the work of the Program more closely into the University's learning-teaching objectives.

The ASP increased the number of workshop/lecture hours from 383 hours in 2006 to 732 in 2007. The number of students attending these sessions increased from 3249 in 2006 to 5898 in 2007. Evaluations showed 98% satisfaction.

799 students enrolled for individual consultations, including 306 international students. Evaluations of individual consultations remained very positive (98% satisfaction). A report prepared by the University of Canberra Planning and Resource Development Section shows that, on average, in the past three years, students improved their GPA by 0.236 after attending individual consultations with the ASP. However, the demand for individual consultations outstrips the Program's capacity.

The ASP also networked more closely with the Learning Resource Centres across campus by establishing LASNet (Learning and Academic Success Network).

Future plans include:

- Develop new strategies to contribute to the implementation of recommendations in the forthcoming Review of Courses and Disciplines, in particular the graduate attributes and generic skills
- Develop strategies to increase student retention
- Strengthen links with the newly established Faculties and Learning Resource Centres
- Continue in-discipline work and flexible delivery work to extend ASP services to a wider student body, especially offshore students
- Strengthen support for NESB students, especially new migrants
- Continue rigorous evaluation of ASP services.

1. Introduction

This report covers the activities of the Academic Skills Program (ASP) for the period from January to December 2007.

For the first 6 months of the year, the ASP was located in the Division of Learning and Teaching. When the Division was disbanded in July, the ASP came under the portfolio of the PVC (Education), Prof Carole Kayrooz.

2. ASP mission

The mission of the ASP within the University of Canberra is to enhance students' language and learning practices, with a particular focus on developing students' ability to communicate both orally and in writing: a central element of UC's graduate outcomes and generic skills. The ASP's service extends to all students: international and Australian, post-graduate and undergraduate; coursework and research; offshore and onshore; and in all disciplines.

The ASP supports the University's new Strategic Plan 2008-12, in particular:

Step 14: 'Develop and implement a strong student equity agenda'

- By making explicit the literacy expectations of the University
- By offering personalised support to students, particularly students from non-traditional backgrounds, mature age students, students with a disability and NESB Australian students

Step 15: 'Provide a great student experience, appropriate to the age, stage, background and circumstances of the student population.'

- By providing personalised support and enhancing the learning experience of students who are at risk, or who have anxieties about their study

Step 26: 'Improve students' satisfaction with the way we help them develop generic skills, as measured in the Course Experience Questionnaire'.

- By providing explicit instruction in academic and professional communication

Step 34: 'Internationalise our curriculum, culture, relationships and outlook.'

- By providing support for international students as they adjust to studying in a new culture and, often, a new language.

The ASP provides a range of developmental programs:

- individual consultations
- generic workshops in Orientation, in-semester and between semesters
- in-discipline workshops and lectures
- the Program also maintains an online study skills site.

The ASP is centrally located but maintains close contact with staff and students across the University. The ASP Director, Kate Wilson, met with every Head of School at the beginning of 2007 to establish priorities, and staff maintain strong working relationships with a range of staff in every School.

An increasing role is in providing a source of expertise to the University in literacy development and internationalisation.

3. ASP Staff

In 2007, the ASP was staffed by:

Kate Wilson (Academic level C) Head of Program,
Garry Collins (Academic level B),
Dr Linda Li (Academic level B)
Judy Couchman (Academic level A).

Sue Prentice provided casual support in semester 2 to replace Kate Wilson who took LWOP 2.5 days/week to complete her doctorate.

Administrative support was provided by Maureen Mowle (UC 3 Administrative Officer), and replaced by casual staff on Fridays. The administrative position was shared 50/50 with the Disabilities Office. Since October, it has been agreed that Student Administrative Services will invoice the ASP proportionally for the amount of work undertaken for each area. This was estimated to be 40%.

4. Outcomes

▪ Improved GPAs and success rates

The positive impact of the ASP was affirmed by a report from the University of Canberra Planning and Resource Development Section which shows that, on average, in the past 3 years, students improved their GPA by 0.236 after attending individual consultations with the ASP. This increase can make the difference between a fail and a pass grade.

The report also shows that the success rate of students attending the ASP increased on average from 0.879 to 0.901. In comparison, the success rate of all students enrolled in the same units was 0.88 on average. That is, before attending the ASP, students' success rate was lower than the University average, and after attending, the success rate was higher than the University average.

▪ PhD completions

Although the ASP is not directly responsible for research supervision, Dr Linda Li has contributed significantly to the successful completion of a number of PhD students, in particular to international student completions.

▪ Workshop outcomes

More data needs to be collated on the outcome of workshops conducted by the ASP. Evaluations remain very positive (97% satisfaction). Students' comments demonstrate the ways in which they benefit. For example:

Judy was fantastic. Everything that Judy was telling/ showing me was clear, comprehensive and allowed me to develop a deeper understanding as to how I was going to tackle my essay. I walked out of the each session armed with a high level of confidence. During the sessions I was able to improve my skills and knowledge and also gain a lot of skills and knowledge that I did not have before. The examples of works that we worked through was a great tool for me to use when I went home and started my essay – something to refer to when I wondered off the right track. Thank you again for your time Judy. (Student attending the Language Education 1 adjunct workshop, Semester 2 2007)

5. Opening hours

The ASP extended its opening hours in 2007 to 8.30am – 6.30 pm. In order to do so, the ASP staff have staggered their working hours, and rostered responsibility for lunchtime reception.

6. Individual consultations

The ASP continues to provide individual consultations to UC students. These are open to all students at the University, from UCC diploma students to doctoral candidates. Students can book sessions of up to one hour, but short 'drop-in' sessions of 15 – 20 minutes are also offered to students every day between 2.30 pm and 3.30 pm. Drop-in time has been changed to 11.30am for 2008 in response to the needs of mothers with school age children. This time should also be more convenient for part-time students.

Demand for individual consultations far outstripped the ASP's ability to meet it. ASP consultations were fully booked from week 1 in both semesters, with a three week waiting time for students at peak times. There is a risk that this inability to meet demand may lead to dissatisfaction among students. It is also a serious discouragement for students: those who cannot make appointments are likely not to come back.

Several strategies have been put in place to address this problem:

- a. as many staff as possible are available at drop-in time
- b. restrictions have been placed on the number of consultations/ student/ week
- c. students who are referred directly by staff are given special consideration.

The number of consultations has reached a plateau limited by staff availability. 2933 consultations were conducted in 2007, as opposed to 3042 sessions in 2006 (see Table 2). This slight decrease reflects a slightly lower level of staffing and greater staff time devoted to in-discipline work. The number of students attending consultations increased to 799 (including 564 new students) as opposed to 752 students in 2006 (and 546 new students), despite lower student numbers across the University as a whole. Students had an average of 3.7 consultations each. Although students are generally discouraged from making regular consultations, some students with particular needs may be seen on a regular basis. For students with a disability, the decision to make appointments of this nature is made collaboratively between the Disability Officer, the Academic Advisor and the student. In this way, the Program is able to provide equity to mainstream students while offering developmental work for students with special needs.

Student satisfaction with individual consultations remains high: evaluations showed a 98% satisfaction rating (see figures 1 and 2 below).

Individual consultations are recorded in the ASP database. Unfortunately, this database is not yet linked to CALLISTA.

Table 1: Individual consultations 2003 - 2007 (Source: ASP Database)

| CATEGORY | 2003 | 2004 | 2005 | 2006 | 2007 |
|--|-------------|-------------|-------------|-------------|-------------|
| Students enrolled for consultations with ASP | 813 | 788 | 702 | 752 | 799 |
| New students enrolled with the ASP | 634 | 593 | 468 | 546 | 564 |
| Postgraduate | 237 | 206 | 203 | 179 | 194 |
| Undergraduate | 479 | 494 | 444 | 536 | 531 |
| UCC | 90 | 88 | 55 | 37 | 41 |
| Other/ Unspecified | - | - | - | - | 35 |
| Australian students enrolled | 492 | 479 | 422 | 487 | 481 |
| International students enrolled | 311 | 309 | 280 | 265 | 306 |
| Unspecified | - | - | - | - | 12 |
| Total number of consultations | 2933 | 3141 | 3240 | 3042 | 2993 |
| Average number of consultations/student | 3.6 | 3.99 | 4.62 | 4 | 3.7 |
| Female students enrolled | 552 | 532 | 494 | 536 | 558 |
| Male students enrolled | 261 | 256 | 208 | 216 | 238 |

7. Workshops

ASP staff continue to provide generic skills workshops, discipline specific workshops, and orientation sessions. The number of hours spent teaching in workshops increased substantially during 2007 (see Table 2), and student numbers almost doubled.

Table 2: Workshops - Number of students and staff teaching hours

| Year | Teaching Hours | Student Numbers |
|-------------|-----------------------|------------------------|
| 2007 | 732 | 5898 |
| 2006 | 383 | 3249 |
| 2005 | 279 | 3785 |
| 2004 | 404 | 5183 |
| 2003 | 411 | 5576 |
| 2002 | 462 | 4165 |
| 2001 | 436 | 3469 |

The full list of workshops is provided in Appendix 1. Workshops of particular note were:

Grammar and Writing Workshop

The Grammar and Writing workshop was offered in January and again in July with a full complement of 23 participants each time. This workshop serves an important function in helping students of any discipline develop their academic literacy skills, and continues to have excellent evaluations.

Thesis writing workshops

Dr Linda Li has built up an excellent reputation across the University for these collaborative thesis writing workshops. Working closely with Joelle Vandermensbrugge of the Research Office, Dr Li has been particularly helpful to international research students, in running a weekly writing workshop.

Orientation

The 2007 semester one orientation was outstandingly successful with approximately 250 students attending study skills workshops. The ASP also participated in orientation programs for CIT articulation students, research students, international students and new UC staff, and organised the orientation for mature age students.

In-discipline workshops

The ASP collaborated with staff in the disciplines to run in-discipline literacy and study skills workshops in a wide range of subjects at undergraduate and postgraduate levels. The full list is shown in Appendix 1.

Generic skills workshops

As in past years, the ASP ran a series of generic skills workshops, both in semester one and semester two. Attendance was good in first semester, but dropped off as usual in second semester, especially in the evening sessions.

In 2007, the ASP ran workshops in *Using Word* and *Excel* in addition to *Powerpoint*, in response to a perceived student need.

The Library 'Drop-In' sessions and training workshops

The ASP collaborated with the Library in a joint program to support students' development of information literacy, by offering referencing workshops and drop-in sessions to assist students with academic writing. The numbers of students at these sessions were small, however.

8. Golden Key – Sudanese mentoring project

A significant contribution of the ASP in Semester 2 was to set up a pilot mentoring program for Sudanese students in collaboration with the Golden Key Society and Adut Atem, a UC student and Migrant Resource Centre Youth Worker. Sudanese students were identified through the Student Administrative Services and contacted by Adut to see if they were interested in participating in the program. Volunteer students from the Golden Key society acted as academic mentors, maintaining contact with their mentees and offering academic assistance. Evaluations showed that the program was well-regarded and benefited both mentors and mentees. For example, one mentee student wrote:

in my opinion, the project is very usefull to all english second language student; therefore, this project needs more support on all outcome of learning not only assignment. (sic)

While the mentors wrote comments such as:

It was a great experience and I hope to be involved in the future!

9. Supporting students 'at risk'

A strategy to support students 'at risk' of dropping out was trialled at the end of semester two. Under the Academic Progress Policy, at the end of Semester 2, 2007, 500 students were sent probation letters by the Academic Registrar, having failed two or more subjects. The ASP drafted a letter to go out with the probation letter under the signature of the PVC (Education) to encourage these students to access appropriate support. Only 26 of these 500 students had previously accessed individual consultations with the ASP.

Given adequate resourcing, the ASP could follow up personally with these students, with the aim of improving student retention.

10. Materials Development

The ASP (principally Garry Collins) collaborated with the Library on the production of a new **Guide to Referencing** which will be launched in February 2008. The abbreviated online copy was posted on the Library website in November at http://www.canberra.edu.au/library/research-gateway/research_help/referencing-guides

Kate Wilson and Judy Couchman have contributed the content to an online site to educate students about academic integrity: the Academic Integrity Module. This project, led by Lubna Alam of the School of Information Sciences and Engineering, has been funded by a Teaching-Learning Grant (see below).

Updated editions of two ASP publications were produced:

1. Duffy, A., Deakin, V., Narkiewicz, E. and Wilson, K. (2007) *Writing in Allied Health*. (2nd edition) School of Allied Health, University of Canberra.
2. Wilson, K., Shrensky, R. Collins, G. and Vandermensbrugge, J. (2007) *Write On! An introduction to academic writing and tertiary study*. (2nd edition) Academic Skills Program, University of Canberra.

Very little developmental work has been possible on the ASP website due to time constraints.

11. Research

The ASP staff collaborated on a joint research project with approval from UC's Committee for Ethics in Human Research: **An analysis of teacher discourse in one-to-one academic literacy consultations**. The project aimed to describe the discourse strategies that contributed to students learning in one-to-one literacy sessions. It involved recording one-to-one consultations, transcribing and analysing them. The project led to a presentation at the AALL (Association for Academic Language and Learning) Conference in November which was acclaimed as the 'best paper of the conference'. The paper is currently being finalised ready for publication. A major outcome of this research project was the forging of a stronger community of practice among the lecturers in the program. The project will also contribute to maximising learning outcomes for ASP students.

Kate Wilson, who took leave without pay for 2.5 days/ week in second semester, was able to complete the first draft of her thesis on EAP (English for Academic Purposes) learning environments for critical reading.

Kate also continued as team leader for a collaborative research project funded with a grant of \$3000 from the Centre for Research in International Education entitled 'Curriculum Renewal in the MA TESOL in Vietnam'.

Judy Couchman continued her study towards a Graduate Diploma in TESOL.

The ASP staff had a number of refereed papers accepted for publication, presented at several conferences, and were invited to make other presentations both at UC and ANU (see Appendix 2).

12. LASNet (Learning and Academic Success Network)

The Academic Skills Program took a leading role in establishing a network between the various learning support centres across campus. The group has met every 6 weeks across the year, and has taken steps to improve services, quality assurance, promotion, professional development and administrative processes. Joint activities have included: the development of a shared brochure for 2008 Orientation, a shared stand on Open Day and for Orientation in 2008.

13. Professional development

The most productive source of professional development for the ASP in 2007 was the joint research program described above.

The ASP also participated in several professional development fora:

- The ASP staff continue to meet monthly with the Academic Skills and Learning Developers (ASLD) ACT group. One of these meetings was held at UC on May 9.
- Kate Wilson attended a benchmarking day for transition programs at the University of Western Sydney.
- Judy Couchman and Kate Wilson visited the learning Development Unit at Victoria University and attended the AALL conference at Latrobe University.

14. Teaching-Learning Grants

The ASP staff are participating in two UC teaching-learning grants:

- **Research Education Program Online** - Dr Joelle Vandermensbrugge (Project Leader), Dr Linda Li, Ms Louise Cooper, Mr Peter Donnan, Dr Robert Fitzgerald (ORRD; Academic Skills Program; Library; CELTS; Divisional Research Institute, ComEdu) - \$19,340
- **Understanding Academic Integrity** – Lubna Alam (team leader), Dr Peter Donnan and Kate Wilson - \$18,282

Kate Wilson is also on the reference group for two other teaching-learning grant projects:

- **A mapping of UC Generic Skills and Attributes in units taught by the School of Business and Government** (Team leader: Assoc Prof Anne Daly)

- **Unit Support Program in Introduction to Management and Organizational Behaviour.** (Team leader: Robert Kennelly)

15. University Service

All members of staff continued to collaborate closely with academics across the university, offering support to numerous staff across many disciplines in designing literacy programs and assessment practices.

The ASP has continued to make a significant contribution to the University of Canberra and the academic community by participating in committee work:

| | |
|---------------|--|
| Linda Li | COMED Divisional Research Degrees Committee. |
| Garry Collins | Orientation Steering Committee, Information Literacy Committee First aid officer and fire warden |
| Kate Wilson | Course Disciplinary Advisory Group LASNet |
| Judy Couchman | LASNet |

ASP staff have also participated in the Careers Market, Open Day, and Orientation.

Maureen Mowle was presented with a Harmony Day Award.

16. Public Relations

The ASP continued to keep the staff and students informed of the activities of the Program through:

- Maintaining the ASP Study Skills Online website
- Encouraging teaching staff to link their WebCT pages to the ASP Study Skills Online website
- Advertising ASP services through O Week bags, Monitor, divisional newsletters, posters and all staff email
- Running a stall during O Week and Harmony Week
- Advertising 'What's on in ASP' through a noticeboard outside the centre, and on a sandwich board on the Concourse
- Constant networking with staff at all levels.

17. Evaluation

Evaluations of individual consultations and workshops carried out by the ASP continue to show positive results.

▪ Individual consultations

124 students completed evaluations of individual consultations. 75 of these strongly agreed, and 46 agreed that they had learnt new skills or improved existing skills as a result of the consultation. Only three students disagreed (See Figure 1) In response to the question 'Did the consultation help to build your confidence?' 83 strongly agreed, 39 agreed and 2 students disagreed (see Figure 2).

Figure 1: ASP students' perceptions of skills development in ASP consultations

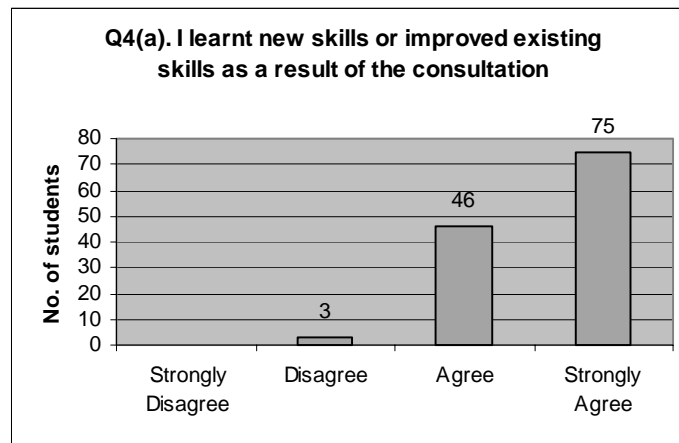
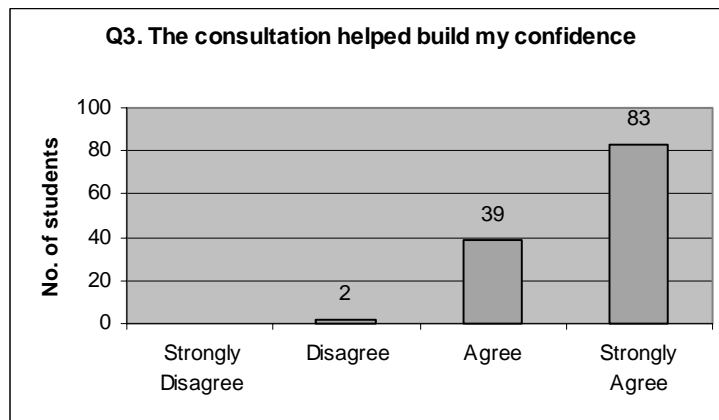


Figure 2: ASP students' perceptions of confidence building in ASP consultations



Some comments included:

Please provide more consultation times

Received feedback which was honest and constructive

This service is essential- consultants are respectful, patient, put information in a manner that is easily understood.

Professionalism, patience, good humour and ability to make my work seem manageable

- **Workshops**

Workshop evaluations also showed a high level of satisfaction. In answer to the prompt 'I learnt new skills or improved existing skills', 97% of the 169 students who responded indicated that they either agreed or strongly agreed. (75 students strongly agreed; 31 agreed; 1 disagreed and 2 strongly disagreed).

Students commented that workshops:

Gave a clearer perspective of what the essay is asking for and the best way to approach the questions

Helped me understand what notes to take, not only how to take them

Helped me solve /see solutions to problems I have at the moment

- **Unsolicited endorsements**

The ASP received numerous unsolicited endorsements of workshops and consultations, as well as requests to cite the ASP website.

18. Future plans

- Develop new strategies to contribute to the implementation of recommendations in the forthcoming Review of Courses and Disciplines, in particular the graduate attributes and generic skills
- Develop strategies to increase student retention
- Maintain a level of excellence in learning/teaching in ASP workshops and consultations
- Strengthen links with the newly established Faculties and Learning Resource Centres
- Continue in-discipline work and flexible delivery work to extend ASP services to a wider student body
- Ensure students have reasonable expectations of the services of the ASP by careful promotion of the service and induction of new staff and students
- Strengthen support for NESB students, especially new migrants
- Continue to network with the Divisions, and with International Office, Dean of Students, Learning Resource Centres, Residences Academic Assistance Program, Ngunnawal Centre, and Health and Counselling Centre
- Continue rigorous evaluation of ASP services.
- Improve support for offshore students
- Seek funding for further online generic skills projects similar to the Academic Integrity Module

Appendix 1: Workshops conducted by the ASP, 2007

Semester 1

| Date | Workshop | Lecturer | Faculty contact | Hours | Students |
|--------------|-------------------------------------|-------------|-----------------|-------|----------|
| 22-Jan | Cultural expectations (AusAID) | Kate | Robin O'Keefe | 1.5 | 17 |
| 22-Jan | AUSaid students Intro to ASP/study | Garry | Robin O'Keefe | 1.5 | 17 |
| 22-Jan-2-feb | Grammar & Writing | Garry/Linda | n/a | 36 | 23 |
| 29-Jan | Introduction to the ASP | Kate | Daphne Irvine | 0.5 | 10 |
| 6-Feb | Doing research at UC (AusAID) | Linda | Robin O'Keefe | 1.5 | 12 |
| 12-Feb | B.Ed orientation | Kate | n/a | 0.25 | 80 |
| 12-Feb | CIT orientation | Linda | n/a | 0.25 | 70 |
| 12-Feb | International students O'n | Kate | n/a | 1 | 68 |
| 12-Feb | Mature Age Orientation | Garry | n/a | 4 | 25 |
| 12-Feb | Orientation for rural students | Kate | n/a | 1 | 80 |
| 12-Feb | Succeeding in assignments | Garry | n/a | 1 | 40 |
| 12-Feb | Succeeding in assignments | Kate | n/a | 1 | 13 |
| 12-Feb | Succeeding in tutorials | Kate | n/a | 1 | 66 |
| 12-Feb | Successful learning tips | Garry | n/a | 1 | 70 |
| 12-Feb | Successful learning tips | Linda | n/a | 1 | 70 |
| 13-Feb | B.Ed orientation | Kate | n/a | 0.25 | 30 |
| 13-Feb | B.Ed orientation | Kate | n/a | 0.25 | 100 |
| 13-Feb | Succeeding in assignments | Garry | n/a | 1 | 60 |
| 13-Feb | Succeeding in assignments | Kate | n/a | 1 | 40 |
| 13-Feb | Succeeding in tutorials | Kate | n/a | 1 | 12 |
| 13-Feb | Successful learning tips | Garry | n/a | 1 | 16 |
| 13-Feb | Successful learning tips | Linda | n/a | 1 | 60 |
| 14-Feb | B.Ed orientation | Kate | n/a | 0.25 | 75 |
| 14-Feb | B.Ed orientation | Kate | n/a | 0.25 | 70 |
| 14-Feb | Research Journey | Kate | Joelle | 0.5 | 23 |
| 14-Feb | Research student induction | Linda | Joelle | 1 | 60 |
| 14-Feb | Succeeding in assignments | Garry | n/a | 1 | 48 |
| 14-Feb | Succeeding in assignments | Kate | n/a | 1 | 36 |
| 14-Feb | Successful learning tips | Garry | n/a | 1 | 28 |
| 14-Feb | Successful learning tips | Linda | n/a | 1 | 60 |
| 16-Feb | Introduction to ASP (International) | Garry | n/a | 0.25 | 42 |
| 19-Feb | Introduction to management | Kate | Monica Kennedy | 2 | 35 |
| 19-Feb | Introduction to management | Kate | Monica Kennedy | 2 | 20 |
| 19-Feb | Introduction to management | Kate | Monica Kennedy | 2 | 35 |
| 19-Feb | Introduction to management | Kate | Monica Kennedy | 2 | 20 |
| 19-Feb | Tourism | Kate | Pam Faulks | 0.25 | 60 |
| 19-Feb | Tourism Management | Kate | Pam Faulks | 0.1 | 21 |
| 20-Feb | Introduction to ASP (International) | Judy | Clare Hyden | 0.25 | 30 |
| 20-Feb | Introduction to management | Garry | Monica Kennedy | 2 | 19 |
| 20-Feb | Introduction to Management | Judy | Monica Kennedy | 2 | 12 |
| 21-Feb | Intoduction to ASP | Kate | Greg Barrett | 0.25 | 17 |
| 21-Feb | Introduction to management | Kate | Monica Kennedy | 2 | 15 |
| 21-Feb | Introduction to management | Linda | Monica Kennedy | 2 | 32 |
| 21-Feb | Introduction to the ASP (Business | Linda | Jenny Fu | 0.25 | 65 |

| | | | | | |
|--------|---|------------------|----------------------------------|------|-----|
| | Law) | | | | |
| 21-Feb | Professional Communication | Kate | Susan Nicholls | 0.1 | 250 |
| 22-Feb | Advanced Coaching Studies (Science review article) | Linda | Colin Kelley | 1.5 | 25 |
| 22-Feb | Introducing ASP (Taxation and Entities | Linda | Susan Jones | 0.25 | 55 |
| 22-Feb | Introduction to management | Garry | Monica Kennedy | 2 | 19 |
| 22-Feb | Introduction to Management | Judy | Colin Brown | 2 | |
| 22-Feb | Introduction to management | Linda | Monica Kennedy | 2 | 5 |
| 22-Feb | Project Management | Kate | Greg Barrett | 0.1 | 30 |
| 23-Feb | Introduction to management | Garry | Monica Kennedy | 2 | 7 |
| 23-Feb | Introduction to management | Linda | Monica Kennedy | 2 | 15 |
| 23-Feb | Speak Up | Garry | n/a | 2 | 6 |
| 23-Feb | Using Word | Linda/Sue Demoor | | 3 | 20 |
| 26-Feb | Government Business Relations _ UCC | Kate | Heba Batainah | 2 | 15 |
| 26-Feb | Managing your Study | Kate | n/a | 1 | 38 |
| 26-Feb | Managing your Study | Kate | n/a | 2 | 15 |
| 27-Feb | Forensic Science | Kate | Dennis McNevin | 0.1 | 25 |
| 27-Feb | Government Business Relations | Kate | Michael de Percy | 1 | 300 |
| 27-Feb | Government Business Relations | Kate | Michael de Percy | 2 | 100 |
| 27-Feb | Reading with a Purpose | Kate | n/a | 1 | 4 |
| 27-Feb | Reading with a Purpose (evening) | Garry | n/a | 1 | 22 |
| 27-Feb | Reading with a Purpose (lunchtime) | Garry | n/a | 1 | 26 |
| 28-Feb | Organisational Behaviour | Kate | Monica Kennedy | 1.5 | 48 |
| 28-Feb | Starting your assignments | Judy | ASP | 1 | 10 |
| 28-Feb | Starting your assignments (evening) | Linda | n/a | 1 | 12 |
| 28-Feb | Starting your assignments (noon) | Linda | n/a | 1 | 32 |
| 1-Mar | International Business | Kate | Michael Corliss | 1 | 10 |
| 1-Mar | International Business | Kate | Michael Corliss | 2 | 8 |
| 1-Mar | Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 1 | 50 |
| 1-Mar | Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 2 | 25 |
| 1-Mar | Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 3 | 10 |
| 1-Mar | Writing a good essay - evening | Judy | ASP | 1 | 19 |
| 1-Mar | Writing a good essay - lunchtime | Judy | ASP | 1 | 26 |
| 2-Mar | Speak Up | Garry | n/a | 2 | 4 |
| 2-Mar | Basic Excel | Sue | | | |
| 2-Mar | Master of Public Administration (Academic writing) | Demoor/Kate | n/a | 3 | 8 |
| 2-Mar | Information systems in Organisations | Linda | Chris Aulich | 1.5 | 16 |
| 5-Mar | Listening and note-taking | Kate | Lubna Alam | 1 | 100 |
| 5-Mar | Listening and note-taking | Kate | n/a | 1 | 12 |
| 5-Mar | Listening and note-taking | Kate | n/a | 1 | 6 |
| 6-Mar | Oral Presentations (evening) | Garry | n/a | 1 | 13 |
| 6-Mar | Oral Presentations (lunchtime) | Garry | n/a | 1 | 17 |
| 7-Mar | Findings & discussion - Special Sports Studies | Judy | Simone Lewis | 1 | 18 |
| 7-Mar | Writing a good essay (evening) | Linda | n/a | 1 | 10 |
| 7-Mar | Writing a good essay (noon) | Linda | n/a | 1 | 28 |
| 8-Mar | Referencing - evening | Judy | ASP | 1 | 6 |
| 8-Mar | Referencing - lunchtime | Judy | ASP | 1 | 14 |
| 8-Mar | Research student writing group | Linda | n/a | 2 | 3 |

| | | | | | |
|--------|---|-------|----------------|-----|-----|
| 8-Mar | Summary writing (IM UCC) | Linda | Alan Wheeley | 0.5 | 34 |
| 9-Mar | Speak Up | Garry | n/a | 2 | 3 |
| 12-Mar | Essay writing - Tourism | Judy | Jeremy Huyton | 0.5 | 100 |
| 12-Mar | Reading - CIT Early Ed students | Judy | Linda Devereux | 1.5 | 11 |
| 12-Mar | Tutorial Participation (evening) | Garry | n/a | 1 | 3 |
| 12-Mar | Tutorial Participation (lunchtime) | Garry | n/a | 1 | 2 |
| 13-Mar | Basic Powerpoint | Kate | n/a | 1 | 8 |
| 13-Mar | Basic Powerpoint | Kate | n/a | 2 | 5 |
| 13-Mar | Using referencing effectively - Library Introductions and conclusions (evening) | Judy | UC Library | 1 | 14 |
| 14-Mar | Introductions and conclusions (noon) | Linda | n/a | 1 | 0 |
| 14-Mar | Using referencing effectively - Library | Linda | n/a | 1 | 12 |
| 14-Mar | Using referencing effectively - Library | Judy | UC Library | 1 | 11 |
| 15-Mar | Starting early for exams - evening | Judy | ASP | 1 | 1 |
| 15-Mar | Starting early for exams - lunchtime | Judy | ASP | 1 | 7 |
| 15-Mar | Writing a comparison essay (UCC) | Judy | ASP | 1 | 7 |
| 15-Mar | Writing a comparison essay (UCC) | Linda | Alan Wheeley | 0.5 | 34 |
| 16-Mar | Speak Up | Garry | n/a | 2 | 2 |
| 20-Mar | Advanced Powerpoint | Kate | n/a | 1 | 6 |
| 20-Mar | Advanced Powerpoint | Kate | n/a | 1 | 4 |
| 20-Mar | Essay writing - Education Foundations | Garry | Thomas Nielsen | 2 | 23 |
| 20-Mar | Essay writing - Education Foundations | Garry | Thomas Nielsen | 2 | 20 |
| 20-Mar | Essay writing - Education Foundations | Judy | Thomas Nielsen | 2 | 24 |
| 20-Mar | Foundations | Linda | Thomas Nielsen | 2 | 24 |
| 20-Mar | Using references effectively - Library | Judy | UC Library | 1 | 8 |
| 27-Mar | Trouble shooting | Garry | Beryl Pedvin | 2 | 4 |
| 21-Mar | Essay writing - Education Foundations | Judy | Thomas Nielsen | 2 | 19 |
| 21-Mar | Using references (evening) | Linda | n/a | 1 | 0 |
| 21-Mar | Trouble shooting | Garry | Beryl Pedvin | 2 | 3 |
| 21-Mar | Using references (noon) | Linda | n/a | 1 | 9 |
| 22-Mar | Essay writing - Education Foundations | Linda | Thomas Nielsen | 2 | 21 |
| 22-Mar | Report writing - evening | Judy | ASP | 1 | 3 |
| 22-Mar | Report writing - lunchtime | Judy | ASP | 1 | 1 |
| 22-Mar | Using references effectively - Library | Judy | UC Library | 1 | 3 |
| 26-Mar | Literature review (Com Honours) | Linda | Kerry McCallum | 2 | 3 |
| 27-Mar | Trouble shooting | Garry | Beryl Pedvin | 2 | 2 |
| 27-Mar | Using references effectively - Library | Garry | Beryl Pedvin | 1 | 3 |
| 28-Mar | Thesis writing 1 | Linda | n/a | 3 | 16 |
| 29-Mar | Essay writing (IM UCC) | Linda | Alan Wheeley | 0.5 | 33 |
| 29-Mar | Research student writing group | Linda | n/a | 2 | 3 |
| 29-Mar | Trouble shooting | Linda | n/a | 2 | 1 |
| 30-Mar | Citations & Bibliographies (library) | Linda | UC Library | 1 | 3 |
| 2-Apr | Troubleshooting | Judy | UC Library | 2 | 4 |
| 2-Apr | Using references effectively - Library | Kate | Beryl Pedvin | 1 | 1 |
| 3-Apr | Literature review (TESOL) | Linda | Yanyin Zhang | 1 | 9 |
| 4-Apr | Thesis writing 2 | Linda | n/a | 3 | 15 |
| 4-Apr | Trouble shooting | Linda | n/a | 2 | 8 |
| 5-Apr | Citations & Bibliographies (library) | Linda | UC Library | 1 | 1 |
| 11-Apr | Thesis writing 3 | Linda | n/a | 3 | 11 |
| 12-Apr | Research student writing group | Linda | n/a | 2 | 3 |

| | | | | | |
|-------------------------|---|-------|----------------------------------|--------------|-------------|
| 12-Apr | Using references (IM UCC) | Linda | Alan Wheeley | 0.5 | 29 |
| 18-Apr | Thesis writing 4 | Linda | n/a | 3 | 14 |
| 19-Apr | Powerpoint presentations for IAP students | Judy | Penny MacKenzie | 1.5 | 17 |
| 23-Apr | Ressies RAAP training | Judy | Sarah Rossington | 2.5 | 5 |
| 24-Apr | Literacy wkshop for Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 1 | 8 |
| 26-Apr | Trouble shooting | Kate | Beryl Pedvin | 1 | 0 |
| 27-Apr | Ressies RAAP training | Judy | Sarah Rossington | 1.5 | 5 |
| 1-May | Literacy wkshop for Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 1 | 9 |
| 2-May | Thesis writing 5 | Linda | n/a | 3 | 14 |
| 3-May | Research student writing group | Linda | n/a | 2 | 5 |
| 8-May | Literacy wkshop for Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 1 | 9 |
| 8-May | Study skills for exm preparation - UCC | Linda | Peter Rylands | 1 | 30 |
| 9-May | Thesis writing 6 | Linda | n/a | 3 | 8 |
| 10-May | Research student writing group | Linda | n/a | 2 | 4 |
| 10-May | Studying for your exam | Judy | n/a | 1 | 3 |
| 10-May | Studying for your exam | Judy | n/a | 1 | 1 |
| 10-May | Trouble shooting | Linda | UC Library | 2 | 2 |
| 14-May | Trouble shooting | Garry | Beryl Pedvin | 2 | 4 |
| 15-May | Literacy wkshop for Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 1 | 9 |
| 16-May | Thesis writing 7 | Linda | n/a | 3 | 8 |
| 22-May | Literacy wkshop for Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 1 | 9 |
| 23-May | Thesis writing 8 | Linda | n/a | 3 | 8 |
| 24-May | Managing in your exam - evening | Judy | n/a | 1 | 2 |
| 24-May | Managing in your exam - lunchtime | Judy | n/a | 1 | 5 |
| 24-May | Research student writing group | Linda | n/a | 2 | 5 |
| 29-May | Literacy wkshop for Literacy for Teachers | Kate | Marina Aidman/ Linda Devereux | 1 | 8 |
| 29-May | Trouble shooting | Linda | UC Library | 2 | 0 |
| 7-Jun | Research student writing group | Linda | n/a | 2 | 4 |
| 21-Jun | Research student writing group | Linda | n/a | 2 | 3 |
| SEMESTER 1 TOTAL | | | | 262.9 | 4047 |

Major contributions also to Revenue Law (Clare Hyden), Writing in Psychology (Stephen Barrett)

Semester 2

| | | | | | |
|--------|--|-------|---------------------------------|-----|----|
| 13-Jun | AusAID- cultural expectations | Kate | Robyn Keech | 1 | 9 |
| 18-Jun | AusAID- intro to ASP/Study | Garry | Robyn Keech | 1.5 | 9 |
| 19-Jun | CELTS promotion seminar | Linda | Coralie McCormack | 2 | 18 |
| 24-Jun | CELTS Staff Development Program | Linda | Coralie McCormack | 2 | 16 |
| 2-Jul | AusAID- doing research at UC | Linda | Robyn Keech | 1 | 5 |
| 3-Jul | UCC Introduction to Management | Judy | Alan Wheeley | 0.5 | 13 |
| 4-Jul | Inter-University Research Edu. Program | Linda | Joelle Vandermensbrug ghe | 3 | 17 |
| 9-Jul | International- intro to ASP/Study | Garry | Noor Fleming | 1 | 56 |
| 10-Jul | CIT Orientation Intro to ASP/Study | Judy | Barbara Cram | 0.5 | 19 |
| | Basic Word | Kate | n/a | 1.5 | 1 |

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|--------|---|------------|------------------|-----|-----|
| 10-Jul | Successful Learning | Judy | Luke Garner | 1 | 43 |
| 10-Jul | Succeeding in Tutorials | Judy/Gkey | Luke Garner | 1 | 19 |
| 11-Jul | Reading at Uni | Judy | Intl students | 1 | 15 |
| 11-Jul | Mature Age Orientation | Garry | Luke Garner | 1 | 34 |
| 11-Jul | Succeeding in Assignments | Garry | Luke Garner | 1 | 28 |
| 11-Jul | Succeeding in Tutorials | Garry/Gkey | Luke Garner | 16 | |
| 16-Jul | Introduction to Management | Linda | Monica Kennedy | 2 | 25 |
| 17-Jul | Introduction to Management | Linda | Monica Kennedy | 2 | 21 |
| 18-Jul | UCC Introduction to Management | Linda | Alan Wheeley | 0.5 | 13 |
| 18-Jul | Organisational Behaviour | Kate | Monica Kennedy | 1 | 35 |
| 19-Jul | Introduction to Management | kate | Monica Kennedy | 2 | 5 |
| 19-Jul | Introduction to Management | kate | Monica Kennedy | 2 | 7 |
| 19-Jul | Introduction to Management | Linda | Monica Kennedy | 2 | 23 |
| 19-Jul | Introduction to Management | Linda | Monica Kennedy | 2 | 21 |
| 20-Jul | Basic Excel | Judy | ASP | 2 | 4 |
| 23-Jul | Managing your study (lunchtime) | Garry | ASP | 1 | 9 |
| 23-Jul | Managing your study (evening) | Garry | ASP | 1 | 10 |
| 24-Jul | Reading with a Purpose (evening) | Garry | n/a | 1 | 12 |
| 24-Jul | Reading with a Purpose (lunchtime) | Garry | n/a | 1 | 8 |
| 24-Jul | Macroeconomics | Kate | Craig McDonald | 2 | 20 |
| 24-Jul | NESB Grammar group | Kate | n/a | 2 | 11 |
| 24-Jul | Indigenous Ed - journal writing | Judy | Kaye Price | 1 | 2 |
| 25-Jul | Starting your assignments -lunch time | Linda | n/a | 1 | 12 |
| 25-Jul | Starting your assignments - evening time | Linda | n/a | 1 | 4 |
| 26-Jul | Writing a good essay - lunch time | Judy | ASP | 1 | 10 |
| 26-Jul | Writing a Good Essay - evening | Judy | ASP | 1 | 4 |
| 26-Jul | Language Education 1 - reading | Judy | Marina Houston | 1 | 3 |
| 26-Jul | Indigenous Ed - journal writing | Judy | Kaye Price | 1 | 1 |
| 27-Jul | Using References Effectively | Judy | UC Library | 1 | 3 |
| 30-Jul | Listening & note-taking - lunchtime | Judy | ASP | 1 | 6 |
| 30-Jul | Listening & note-taking - evening | Judy | ASP | 1 | 5 |
| 30-Jul | UCC UPP Introduction to AT | Judy | Yasmin Ahmed | 1 | 42 |
| 31-Jul | NESB Grammar group | Kate | n/a | 2 | 11 |
| 31-Jul | Oral presentations | Garry | n/a | 1 | 4 |
| 31-Jul | Oral presentations | Garry | n/a | 1 | 3 |
| 31-Jul | Language Education 1 - model essay | Judy | Marina Houston | 1 | 2 |
| 31-Jul | Praxis - summary & assumptions | Judy | Francesco Sofo | 1 | 2 |
| 1-Aug | Writing a good essay - lunch time | Linda | n/a | 1 | 6 |
| 1-Aug | Writing a good essay - eventime | Linda | n/a | 1 | 1 |
| 1-Aug | UCC Introduction to Management | Linda | Alan Wheeley | 1 | 13 |
| 2-Aug | Language Education 1 - model essay | Judy | Marina Houston | 1 | 4 |
| 2-Aug | Research student writing group | Linda | n/a | 2 | 3 |
| 2-Aug | Using references | Kate | n/a | 1 | 1 |
| 2-Aug | Using references | Kate | n/a | 1 | 5 |
| 6-Aug | Inforamtion Systems in Organisations | Linda | Lubna Alam | 1 | 220 |
| 7-Aug | NESB Grammar group | Kate | n/a | 2 | 11 |
| 7-Aug | Language Education 1 - paragraphs | Judy | Marina Houston | 1 | 3 |
| 7-Aug | Master of Pharmacy | Linda | Gabrielle Cooper | 2 | 33 |
| 7-Aug | Basic PowerPoint (lunchtime) | Garry | n/a | 1 | 3 |
| 7-Aug | Basic PowerPoint (evening) | Garry | n/a | 1 | 1 |
| 8-Aug | Introductions and Conclusions -lunch time | Linda | n/a | 1 | 3 |

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|--------|--|-------|-----------------------------|-----|-----|
| 8-Aug | Introductions and Conclusions - evening time | Linda | n/a | 1 | 0 |
| 9-Aug | Language Education 1 - paragraphs | Judy | Marina Houston | 1 | 4 |
| 9-Aug | Using References Effectively | Garry | Beryl Pedvin | 1 | 3 |
| 9-Aug | Starting early for exams | Kate | n/a | 1 | 1 |
| 9-Aug | Starting early for exams | Kate | n/a | 1 | 0 |
| | | | Joelle Vandermensbrug | | |
| 10-Aug | Research student induction | Linda | ghe | 1 | 15 |
| 13-Aug | Pathobiology - essay writing | Judy | Robyn Prior | 1 | 100 |
| 14-Aug | NESB Grammar group | Kate | n/a | 2 | 9 |
| 14-Aug | Language Education 1 - sources | Judy | Marina Houston | 1 | 2 |
| 14-Aug | Indigenous Ed - submission writing | Judy | Kaye Price | 1 | 1 |
| 14-Aug | Advanced PowerPoint (evening) | Garry | n/a | 1 | 0 |
| 14-Aug | Advanced PowerPoint (lunchtime) | Garry | n/a | 1 | 4 |
| 15-Aug | Using references - lunch time | Linda | n/a | 1 | 1 |
| 15-Aug | Using references - evening time | Linda | n/a | 1 | 0 |
| 15-Aug | UCC Introduction to Management | Linda | Alan Wheeley | 0.5 | 13 |
| 16-Aug | Language Education 1: sources | Judy | Marina Houston | 1 | 2 |
| 18-Aug | Report writing | Kate | n/a | 1 | 1 |
| 18-Aug | Report writing | Kate | n/a | 1 | 0 |
| 20-Aug | Pathobiology - paragraph writing | Judy | Robyn Prior | 1 | 90 |
| 20-Aug | Pathobiology - tutorial | Judy | Disa Smith | 2 | 28 |
| 21-Aug | NESB Grammar group | Kate | n/a | 2 | 5 |
| 21-Aug | Indigenous Ed - summary writing | Judy | Kaye Price | 1 | 2 |
| 21-Aug | Pathobiology - tutorial | Judy | ? | 2 | 28 |
| 23-Aug | UCC UPP - Internet as academic source | Judy | Yasmin Ahmed | 1 | 36 |
| 23-Aug | Research student writing group | Linda | n/a | 2 | 3 |
| 24-Aug | Thesis writing session 1 | Linda | n/a | 3 | 5 |
| 28-Aug | NESB Grammar group | Kate | n/a | 2 | 3 |
| 28-Aug | Trouble shooting | Garry | Beryl Pedvin | 2 | 2 |
| 5-Sep | Thesis writing session 2 | Linda | n/a | 3 | 7 |
| 6-Sep | Research student writing group | Linda | n/a | 2 | 4 |
| 18-Sep | Research student writing group | Linda | n/a | 2 | 5 |
| 18-Sep | Introduction to Management | Judy | Monica Kennedy | 1 | 26 |
| 19-Sep | Thesis writing session 3 | Linda | n/a | 3 | 8 |
| 19-Sep | Introduction to Management | Kate | Monica Kennedy | 1 | 15 |
| 19-Sep | Introduction to Management | Judy | Monica Kennedy | 1 | 23 |
| 19-Sep | Introduction to Management | Judy | Monica Kennedy | 1 | 12 |
| 19-Sep | Accounting- interview techniques | Kate | Mark Hughes | 0.5 | 100 |
| | | | Monica Kennedy/Doug Jackson | | |
| 20-Sep | Introduction to Management | Kate | Jackson | 1 | 30 |
| 20-Sep | Introduction to Management | Kate | Monica Kennedy | 1 | 26 |
| 25-Sep | Research student writing group | Linda | n/a | 2 | 4 |
| 25-Sep | UC Library - ASP Troubleshooting | Judy | UC Library | 1 | 1 |
| 26-Sep | Thesis writing session 4 | Linda | n/a | 3 | 9 |
| 1-Oct | Research student writing group | Linda | n/a | 2 | 3 |
| 3-Oct | Thesis writing session 5 | Linda | n/a | 3 | 8 |
| 4-Oct | Oral Skills - Chinese Security Bureau | garry | UCC | 1 | 10 |
| 4-Oct | Oral Skills - Chinese Security Bureau | garry | UCC | 1 | 11 |
| 4-Oct | Research student writing group | Linda | n/a | 2 | 3 |
| 4-Oct | UC Library - ASP Troubleshooting | Kate | Beryl Pedvin | 1 | 0 |

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|-------------------------------|---------------------------------------|-------------|--------------------|--------------|-------------|
| 8-Oct | Trouble shooting | Garry | Beryl Pedvin | 2 | 3 |
| 11-Oct | Oral Skills - Chinese Security Bureau | garry | UCC | 1 | 5 |
| 11-Oct | Oral Skills - Chinese Security Bureau | garry | UCC | 1 | 8 |
| 11-Oct | Research student writing group | Linda | n/a | 2 | 4 |
| 17-Oct | Thesis writing session 6 | Linda | n/a | 3 | 8 |
| | | | Isaacs Law Society | | |
| 17-Oct | Law exam strategies | Judy | | 1 | 18 |
| 18-Oct | Research student writing group | Linda | n/a | 2 | 3 |
| 23-Oct | UC Library - ASP Troubleshooting | Linda | n/a | 2 | 0 |
| 24-Oct | Thesis writing session 7 | Linda | n/a | 3 | 7 |
| 25-Oct | Research student writing group | Linda | n/a | 2 | 3 |
| 31-Oct | Thesis writing session 8 | Linda | n/a | 3 | 5 |
| 1-Nov | Research student writing group | Linda | n/a | 2 | 3 |
| 8-Nov | UCC Introduction to Management | Linda | Alan Wheeley | 0.75 | 35 |
| 15-Nov | UCC Introduction to Management | Linda | Alan Wheeley | 0.75 | 35 |
| 15-Nov | Research student writing group | Linda | n/a | 2 | 4 |
| 29-Nov | UCC Introduction to Management | Linda | Alan Wheeley | 0.75 | 35 |
| 29-Nov | Research student writing group | Linda | n/a | 2 | 4 |
| 6-Dec | UCC Introduction to Management | Linda | Alan Wheeley | 0.75 | 35 |
| 13-Dec | Research student writing group | Linda | n/a | 2 | 3 |
| 25-Jun-6-Jul | Grammar & Writing | Garry/Linda | n/a | 40 | 23 |
| Total Semester 2 | | | | 234.5 | 1851 |
| TOTAL SEMESTER 1 AND 2 | | | | 731.9 | 5898 |

Appendix 2: ASP Research output

Refereed journal articles

- **Li, L.** (2007). Exploring the use of focused freewriting in developing academic writing. *Journal of University Teaching and Learning Practice*, 4, 40-53.
- **Wilson, K.** (2007) Facilitator talk in EAP reading classes. *ELT Journal*, doi: 10.1093/elt/ccm067
- **Wilson, K.** and Maldoni, A. (forthcoming) 'Using debate to enhance critical literacy in EAP' in the Proceedings of the Communication Skills in University Education conference, Auckland, November 2006
- Devereux, L., Macken-Horarik, M. Trimmingham-Jack, C. and **Wilson, K.** (2007) 'Writing to learn and learning to write: How can staff help university students to succeed in tertiary writing' AARE Conference Proceedings, November 2006
- **Wilson, K.** (2007). *Paraphrasing, summarising and appropriating: inducting students into the arcane practices of academic writing*. In Emerson, L, and Gray, E. The proceedings of the Tertiary Writing Network Colloquium, Napier, New Zealand, December 2006.
- Devereux, L. and **Wilson, K.** (forthcoming) Scaffolding literacies across the Bachelor of Education program: a course-wide approach, *Asia-Pacific Journal of Teacher Education*

Conference presentations

- **Li, L.** and Wang, T. (2007) Understanding international research students' challenges and pedagogical needs in thesis writing. *International Conference of Pedagogy and Learning*, 28-29 September 2007, Brisbane, Australian.
- **Li, L.** (2007) The writing group for international research students. ACT Academic Skills and Learning Development Group, ANU, 13 October
- **Wilson, K., Collins, G, Couchman, J. and Li, L.** (2007) Discoursal characteristics of communication in one-to-one learning sessions: do they contribute to quality learning? *Eighth Biennial National Conference of the Association for Academic Language and Learning*, 29-30 November 2007, Melbourne, Australia.
- **Wilson, K.** (2007) Developing an identity as an academic writer., ANU, 9 May
- **Wilson, K.** (2007) Are we moving to a learning commons model? NSW/ACT AALL Forum, ANU, 1 June

Other presentations and seminars

- Linda Li. *Facilitating student writing in postgraduate supervision*. A seminar talk to HDR supervisors enrolled in the Beginning Postgraduate Supervision at UC Program, 22 June 2007. CELTS Staff Development Seminar, UC.
- Linda Li. *Working with successful applicants*. A session to staff applying for promotion, CELTS Promotion 2007 Workshop, 19 June, 2007.
- Linda Li. *Writing informative abstracts*. Half-day workshops to research students from UC, ANU, ADFA & ACU enrolled in the Inter-university Research Education Program, 1 February 2007 & 4 July 2007, UC.
- Linda Li. *Writing the literature review*. A seminar talk to research students in ANU College of Business and Economics, ANU 12 March 2007.
- Linda Li. *Writing informative abstracts*. A seminar talk to PhD students at National Centre of Population Health and Epidemiology, Australian National University, 23 October 2007, ANU.
- Kate Wilson. *Embedding literacy into the curriculum* CELTS Staff Development Seminar, UC. 8 March 2007
- Kate Wilson, Lubna Alam and Peter Donnan. *The Missing Link: a WebCt site on plagiarism*. A seminar for the School of information Science and Engineering, 9 March 2007