

University of Western Sydney

HIPSTaRS Sessional Staff Resource Booklet

Holistic and Integrated Planning for Student Transition, Retention and Success

Office of the Associate PVC (Education), Health & Science
School of Computing, Engineering and Mathematics

Autumn
2014

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1. HIPSTaRS Project

1.1. What is HIPSTaRS? An Overview

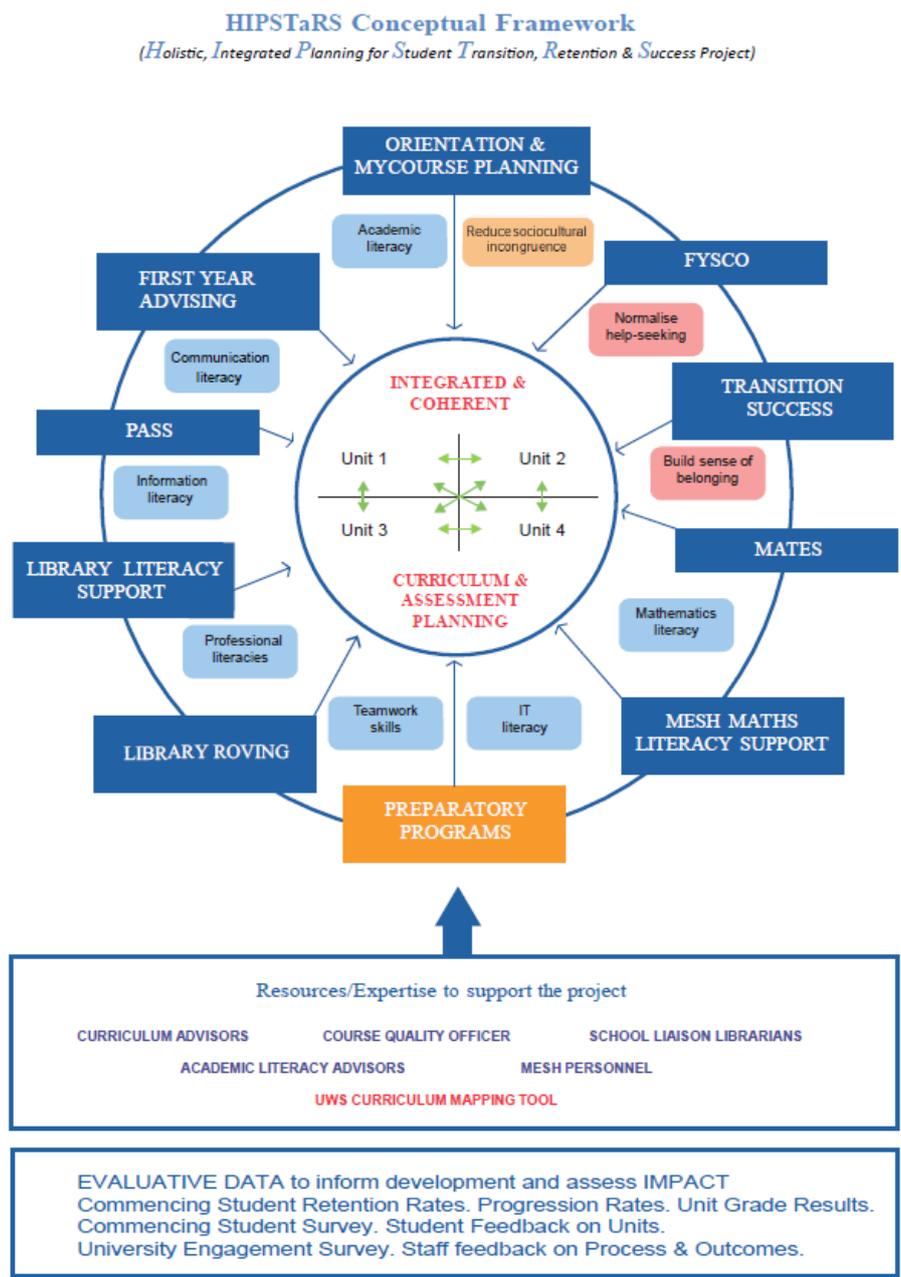
HIPSTaRS stands for *Holistic, Integrated Planning for Student Transition, Retention & Success*. Pilot HIPSTaRS projects commenced in the 2nd half of 2013 in both the B. Engineering and B. Construction Management with planning for introduction in Autumn Session 2014. Figure 1 (page 2) provides the conceptual framework underpinning HIPSTaRS. As the diagram demonstrates, the curriculum is at the centre – this is what our students come to do, study Engineering or Construction Management, and one of the aims of the project is to better connect all of the institutional level co-curricular programs which support student transition and learning to the curriculum – to make them more relevant to our students, and to ensure they know about these support services. To do this *staff need to know about and be familiar* with them. The project has also brought together a range of expert professional staff – Curriculum Advisors, Course Quality Officers, Academic Literacy Advisors, Maths Literacy Advisors and School Liaison Librarians to work collaboratively with the course coordinator and the four unit coordinators to plan and enact a curriculum which is *more integrated and coherent*, including *whole-of-course assessment planning and mapping*. Assessment has been a major focus of this work including:

- ensuring that student assessment workload is appropriately spread over the session and is manageable for a *transition student* (i.e. NEW to both university study *and* the discipline);
- improving the clarity of the information provided to students so that they can better understand what they need to do and associated expectations (this was the most common *needs improvement (NI) issue* which our students raised in the *Commencing Student Survey - CSS* and the *Student Feedback on Units – SFU*; and as over 50% of our students are first in family to go to university, they do not have someone at home to help them demystify university for them);
- ensuring the consistency of expectations across units, and that staff understanding of assessment tasks and expectations is consistent (another common student NI is that they get conflicting information from different staff, such as the lecturer, tutor etc);
- providing where possible annotated exemplars for assessment tasks so that *new* students can see what they are being asked to produce and understand different standards of performance (pass v distinction). This was another common NI from our students, asking for examples to guide their understanding.

We know that these things assist student transition and their retention and they represent good educational practice. We also know, that despite UWS having commencing student retention as a KPI (heading upwards of course), that the reality over the past four years is that it has steadily declined (81.4% in 2008-09 to 78.4% in 2012-13). The results have been a little more variable for the Engineering and Construction Management programs, which are all currently *below* the UWS average. HIPSTaRS aims to substantially improve student retention in the programs, by improving the *total student experience*.

In developing the HIPSTaRS project, it is also acknowledged that teaching large undergraduate units to new, transitioning students with variable pre-entry education and experiences is challenging and needs appropriate support. Thus, *improving and supporting the staff experience* is also a

fundamental aim of the project. Making instructions clear to students in language they understand should cut down on student queries; enhanced student understanding of assessment instructions, expectations, particularly through *seeing* what is expected, and understanding how to go about completing their assessments and where to seek help and support, should improve the quality of work produced by students, making marking more efficient; lastly collaboration with school professional staff has resulted in them identifying ways in which they can better support the programs, teaching staff and students alike.



Teaching teams are essential to the success of this project. Whilst professional staff can and will be available to assist with student queries and direct them to services etc, it is teaching staff – lecturers and tutors – who have the most direct relationships with students. It is you who can and will have the most direct impact on the student’s experience and how successful their transition to university can be. I would therefore encourage you to think about the little tabs in between the inner and

outer circles of the framework – particularly the pink and yellow tabs (the blue have been integrated into the curriculum planning), as we know from the research (e.g. Devlin, Kift, Nelson, Smith & McKay, 2012¹) that the below factors are important and significantly impact on student transition:

1. **Reduce sociocultural incongruence:** Perhaps we have forgotten just how much new information students have to absorb when they commence as university students, and we make assumptions about what they should understand, assuming many things to be *self-evident*! Well, much student feedback and research on the first year experience demonstrates that a lot of what we take-for-granted is mysterious to our beginning students – we need to be clear, specific and consistent and to demystify terminology for them and reinforce key information, rather than assume that if we have told them once, then they should know and remember;
2. **Normalise help-seeking behaviour:** Many students feel uncomfortable and don't want to "appear stupid" ("*I am the only one who doesn't know what they are doing and how to do it*") so they struggle through without asking for assistance. We need to ensure that we encourage and "normalise" help seeking behaviour – not to encourage dependency – but in recognition that everything is new to them and hence they will need to ask questions and seek assistance, just as we do in new situations;
3. **Build sense of belonging:** A very common indicator of success and student retention is that they have a *sense of belonging* – a connection to the university and a feeling that they *should* be here, that university *is meant for them*, not just other people. This is particularly important for first-in-family students and low SES students who may not have had a parent at home inculcating in them that a university education was a normal and expected part of their life trajectory. Teaching staff are the best people to help build this sense of belonging, through the two previous principles (reducing sociocultural incongruity and normalising help-seeking behaviour) but also through intentionally building in experiences within the classroom where they can "connect" with other students – *making friends* is one of the most important factors to student retention! Also, being encouraging and building student self-confidence (the best predictor of success and retention) through embracing the strategies outlined above).

I hope that you will take the time to familiarise yourself with and to use this resource booklet to support your teaching in the unit this session. I strongly recommend it to you, and wish to thank you in advance for your engagement with this material and your help in ensuring the success of this project. I also welcome you feedback on the project and your experiences.

Betty

Associate Professor Betty Gill,
Associate PVC (Education), Health and Science
Leader UWS Student Transition, Retention & Success Project - STaRS

¹ Devlin, M., Kift, S., Nelson, K., Smith, L. & McKay, J. (2012). *Effective teaching and Support of students from low socioeconomic status backgrounds: Resources for Australian higher education*. Canberra, Australia, Final Report of OLT Project.

1.2. Student Support Services

In your role as tutor or lecturer, you may find students ask you questions about where to go for help on various aspects of University life. In the first instance you should always refer students to their Learning Guide to see if the answer is there. Otherwise, encourage them to speak to the key contacts for their course, as outlined in the table below.

Engineering	Construction Management
Director of Academic Program (DAP)- Swapan Saha	Director of Academic Program (DAP)- Surendra Shrestha
First Year Student Contact Officer (FYSCO)- Sree Chandra	First Year Student Contact Officer (FYSCO)- Robyn Carter or Rita Misfud
Academic Course Advisor (ACA)- Mary Hardie	Academic Course Advisor (ACA) Civil/Construction- Fidelis Mashiri
	Academic Course Advisor (ACA) Mechanical/Robotics and Mechatronics- Jonathan Vincent
	Academic Course Advisor (ACA) Electrical- Qi Cheng
	First Year Advisor (FYA)- Upul Gunawardana or Haiping Zhu

As a part of the HIPSTaRS Project, a resource has been prepared that succinctly summarises all of the Student Support Services available across UWS. This document includes information about programs such as Orientation, MESH, Student Welfare, Finances, Transport and much more. If you would like a copy of this resource, please see the FYSCO for your course.

1.3. Summary of Desirable Course Outcomes

The following tables demonstrate the outcomes that the Unit Coordinators have identified as desirable for students to achieve by the end of First Year, First session in their course. These outcomes formed the basis of all HIPSTaRS Project work. It is advisable for you to familiarise yourself with these outcomes, and consider how your teaching role can contribute to the students achievement of these.

Desirable Outcomes for First Year First Session in B Engineering	
By the end of first year first session, students will be able to.....	
1	<ul style="list-style-type: none"> • Proficiency in Maths skills to cope with MEI • Basic understanding/use of calculus • Apply Maths skills in (easy) problem solving activities (in context) • Good mathematical foundations (The root of civilization and learning)
2	<ul style="list-style-type: none"> • Move from 'rote' learning mathematical problems • Maths has to be done! • Ability to convert worded problems into mathematical problems • Understand the scientific method (history & development & consequences)
3	<ul style="list-style-type: none"> • Appreciate the impact of unethical behaviour e.g. plagiarism
4	<ul style="list-style-type: none"> • Ability to work in a group constructively • Team work skills • Team based learning (pedagogical approach)
5	<ul style="list-style-type: none"> • Developing holistic understanding of problems and context
6	<ul style="list-style-type: none"> • Library skills • Knowing where the resources are and effectively use them • Familiarity with library and be able to find information
7	<ul style="list-style-type: none"> • Self-help skills – where to go for help and guidance, ability to refer to correct docs e.g. LG • Being able to find information from LG • Understanding of and internal acceptance of the for them (students) to focus on generic skill development (written/verbal communication) • Know lecture/tutor name • Know where to find help
8	<ul style="list-style-type: none"> • Engagement in Uni life, unit and learning • Students need to understand that they are responsible for their learning/ no spoon feeding
9	<ul style="list-style-type: none"> • Have sufficient reading skills strategies to understand a reading
10	<ul style="list-style-type: none"> • Produce and read engineering drawings
11	<ul style="list-style-type: none"> • Confidence to ask questions, form their own perspective and write in their 'own' voice • Feeling comfortable and safe in seeking help, but understanding their responsibility to investigate and problem solve beforehand (be informed) • Ability and confidence to speak in front of the class
12	<ul style="list-style-type: none"> • Referencing in academic writing • Some understanding about Endnote and referencing • Harvard referencing skills

Desirable Outcomes for First Year First Session in B Engineering

13	<ul style="list-style-type: none"> • Research information for a written document (e.g. report) • Ability to independently search through academic literature • Ability to critically analyse literature
14	<ul style="list-style-type: none"> • Understanding of WHS guidelines and principles • Having completed Lab induction by Week 2
15	<ul style="list-style-type: none"> • Having necessary IT skills to navigate UWS websites • Ability to access Lab PCs and vUWS • Familiarity with vUWS
16	<ul style="list-style-type: none"> • Effective time management skills / study skills • Ability to know the deadline and organisational skills • Meet deadlines and understand their own timetables
17	<p>Strengthening linkage between units in terms of Maths Skills</p> <ul style="list-style-type: none"> • Readjustment of topics in units using Maths concepts and/or in Maths units • Reviewing list of Maths topics for need/relevance with other units across the course and to see if content is overloaded • Consistency in Maths terms and notation used across units • Cross-linkages between all units in terms of reference to Maths concepts (need of reminding students beforehand about the Maths concepts the need to revise for next class) • Identification of Maths concepts used later in other units for development of online shorts modules to assist students in revision (possible linkage with Lyn's existing work in Pearson system?) • Short guest lectures to be held in Maths units by other engineering academics (or short video clips) -Surendra volunteered
18	<p>Blended learning</p> <ul style="list-style-type: none"> • Having necessary skills to utilise blended learning content effectively • How to access videos, quizzes, turnitin, discussion boards, collaborate in vUWS • Value of iPads and limitations
19	<p>Authentic Assessment (at beginners level) e.g. bringing in context in terms of industry projects/problems/roles</p>
20	<p>Reflection on LOs/PA/GAs</p>

Desirable Outcomes for First Year First Session in B Const Mgmt

By the end of first year first session, students will be able to.....

1.	<ul style="list-style-type: none"> • Basic numeracy skills eg. Trig, volumes, area, ratios, statistics, conversion from SI to imperial <-> • Theory of motion forces; conversion of units • Basic numeracy skills • Do calculations from plans, eg area
2.	<ul style="list-style-type: none"> • Be aware that 'someone' will be able to help with any problem • Feel confident in asking for help/clarification <i>but</i> understand that they need to have investigated first • Know where to go for help for numeracy skills • Recognise what mathematical skills are need to solve problems • You need to put the effort into your studies, ie read, reflect, push yourself • Develop self-learning skills • Feel like they can succeed if they put in the time and effort • Relates closely to reflection LO below
3.	<ul style="list-style-type: none"> • Understand the importance of developing the 'soft skills' to be a successful graduate • Become a reflective learner <ul style="list-style-type: none"> ○ Guided reflection ○ Tie to a task, eg assessment and how they performed or used their knowledge and skills
4.	<ul style="list-style-type: none"> • Communicate clearly orally • Understand the importance of clear communication for their profession • Be able to make presentations to an audience without relying on notes
5.	<ul style="list-style-type: none"> • Write an individual short document clearly and cohesively • Be able to write a report more professionally
6.	<ul style="list-style-type: none"> • Understand that assignments develop content understanding
7.	<ul style="list-style-type: none"> • Basic vocabulary about construction activities
8.	<ul style="list-style-type: none"> • Understand basic construction roles and processes
9.	<ul style="list-style-type: none"> • Read drawings and understand scale <ul style="list-style-type: none"> ○ Could use the same drawing/CAD model in Graphics and Blg 1
10.	<ul style="list-style-type: none"> • Integrate workplace learning and formal education • Be curious about construction industry processes
11.	<ul style="list-style-type: none"> • Develop observational skills
12.	<ul style="list-style-type: none"> • Harvard referencing • Be able to search for relevant knowledge- library search • Research (basic)
13.	<ul style="list-style-type: none"> • Develop management skills (specifically time management) • Progressive assessment- checkpoints with early feedback
14.	<ul style="list-style-type: none"> • Realise that groupwork is difficult • Develop collaborative learning • Team work • Drawing a subject/object in a group
15.	<ul style="list-style-type: none"> • Start thinking differently- critical thinking • There is no 'correct answer' to some problems or scenarios

Desirable Outcomes for First Year First Session in B Const Mgmt

By the end of first year first session, students will be able to.....

16.	<ul style="list-style-type: none"> • Problem based learning across units • Eg, as per discussion in meeting 1st Oct, where the same drawing can be used as examples in each unit. • Link to accreditation competencies eg ethics in AIB
17.	<ul style="list-style-type: none"> • Blended learning outcomes: <ul style="list-style-type: none"> ○ Initiative to find answers to problems they have as they tend to ask for step by step instructions even when it's on vUWS. Want students to get into the habit of going to vUWS for information as a first point. ○ Using appropriate technology for the right purpose, eg reading email for announcements. Can be facilitated by having their UWS email forwarding to personal email or access to both accounts on iPad. ○ Access to all University systems such as e-forms, policies and processes. ○ Using discussion forums and engaging with one another online. Could be encouraged through taking pictures of unsafe behaviours on building sites and posting to the forum for comment. ○ Plagiarism and appropriate attitudes to this. Problem is where TurnItIn is text based, leading to students not considering copying labs and drawings as plagiarism. Students need to learn that it is important, not to brush it off and not to help their friends as it will have a negative impact on both parties.
18.	<ul style="list-style-type: none"> • Active learning, hands on experiences • Consider small group vs large group strategies
19.	<ul style="list-style-type: none"> • Using UWS systems: <ul style="list-style-type: none"> ○ Assignment submission ○ TurnItIn and plagiarism detection ○ vUWS

1.4. Course Assessment Maps

The maps over the following pages demonstrate the assessment as planned for the First Year First Session of the two courses. Please refer to this so you are aware of student workload during the semester. You can also assist students with their time management skills by encouraging them to access the Assessment Map on the First Year Student vUWS site.

**School of Computing Engineering & Mathematics Course Assessment Map
Autumn 2014**

School: SCEM
Course Code: 2607 & 3635
Course: Bachelor of Construction Management & Bachelor of Housing

ASSESSMENT	Details	Comments	VALUE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	EXAM WEEKS	
Year 1																			
300706.1 Building 1	Residential development proposal	1000 words	Letter	25%				25%			Break								
	Timber frame according to AS1684, 500 words	500 words		25%											25%				
	Final Exam	Exam period		50%															50%
300729.1 Graphic Communication and Design	Introductory assignment: sketch housing design	Two A3-sized sheets, hand-drawn	Concept sketch provides early feedback and aids in time management	30%		Concept sketch presented when complete			30%										
	Major semester project: house documentation	CAD Construction drawings		40%													40%		
	Final Exam	Exam period		30%														30%	
300975 Professional Competencies	Professional role reflection	800 word report	Early low risk written piece for diagnostic use and identification of at-risk students	15%			15%												
	Team Research Project Plan	Team submission		10%							10%								
	Team Research Project Report	1000 word per student. 20% team and 30% individual		50%											50%				
	Team Research Project Peer Assessment Form	Individual submission	No weighting given, needed to adjust team mark	0%											Due				
	Professional Communication	15% individual and 10% team	12-15min presentation	25%												25%			
300016.1 Design Science	Construction WH&S	Individual, 60min in tutorial sessions	Completed online, must be done before access to labs are granted	5%		5%													
	Project Portfolio	Group portfolio plus oral presentation of the portfolio, 5000 words	Worked on during lab classes. Feedback given immediately after presentation	30%				30%											
	Project Report	Individual, 2000 words	Worked on during lab classes. Builds on Portfolio task due in week 5	40%									40%						
	Building Analysis	Individual, 2000 words	ID students are given a house design, CM students use their sketch from GCD in week 6	25%													25%		

**SCEM Course Assessment Map
Autumn 2014**

School: School of Computing, Engineering and Mathematics

Course Code: 3689/3690/3691

Course: Bachelor of Engineering/Advanced(honours)/Engineering Science

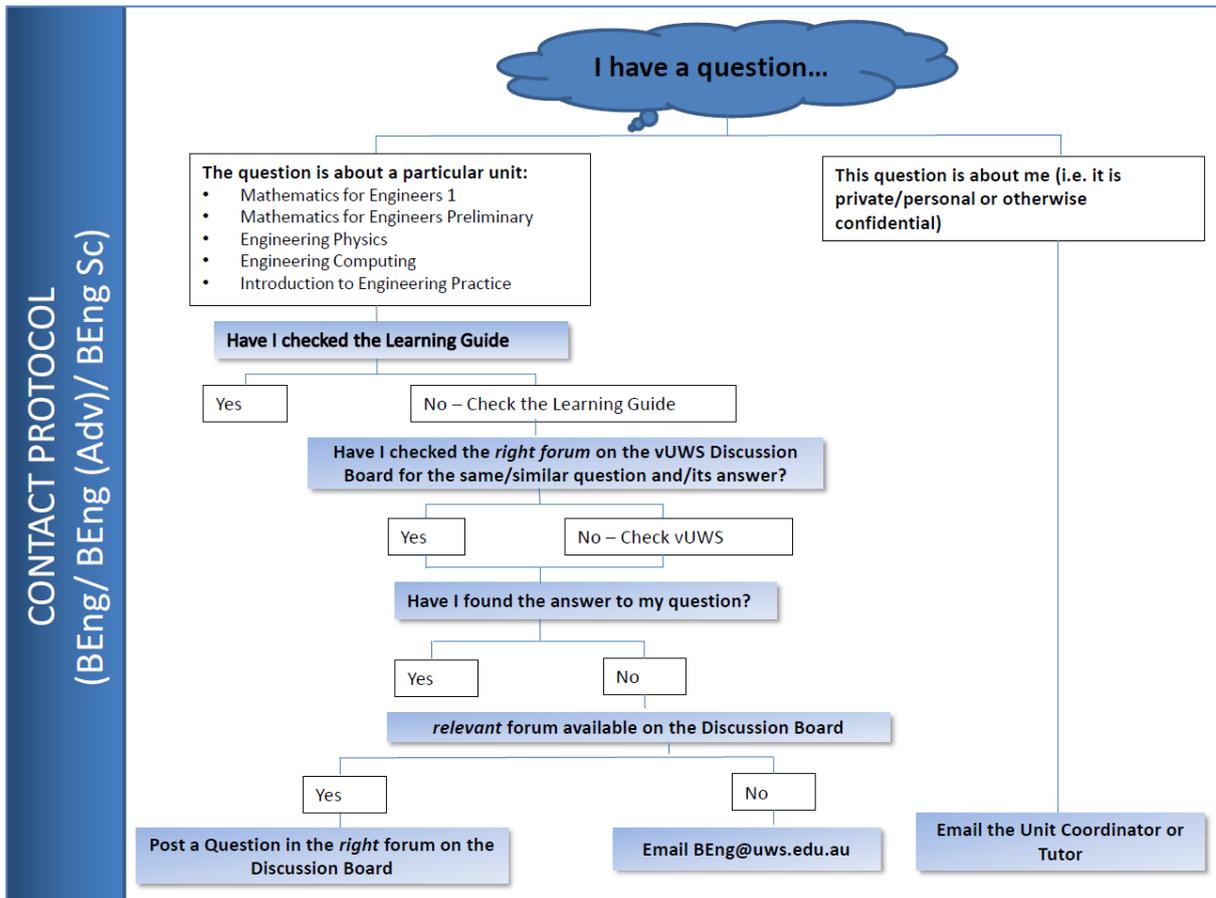
	ASSESSMENT	VALUE	WEEK 1 24th Feb	WEEK 2 3rd Mar	WEEK 3 10th Mar	WEEK 4 17th Mar	WEEK 5 24th Mar	WEEK 6 31st Mar Census	WEEK 7 7th April	WEEK 8 14th April	WEEK 9 21st April	WEEK 10 28th April	WEEK 11 5th May	WEEK 12 12th May	WEEK 13 19th May	WEEK 14 26th May	EXAM WEEKS 2nd June	
Year 1																		
200237 Mathematics for Engineers 1	"Are you ready for Maths for Engineers 1"	0%	diagnostics															
	Online quizzes, 30mins	10%		Test	Test	Test	Test	Test	Test			Test	Test	Test	Test	Test		
	Class Test 1, 50mins	15%						15%										
	Class Test 2, 50mins	10%																
	Class Test 3, 50mins	15%													15%			
	Final Exam, 2hours	50%																50%
300743 Mathematics for Engineers Preliminary	"Are you ready for Maths for Engineers 1"	0%	diagnostics															
	Online quizzes, 30mins	10%		Test	Test	Test	Test	Test	Test									
	Class Test 1, 50mins	10%						10%										
	Class Test 2, 50mins	10%																
	Class Test 3, 50mins	20%													20%			
	Final Exam, 2hours	50%																50%
300963 Engineering Physics	Practical Experiments, 6 x 3hr sessions	20%		Prac		Prac		Prac										
	Class Test, 45mins	20%				20%												
	Online tutorial	5%	Online Tute	Online Tute	Online Tute	Online Tute	Online Tute	Online Tute	Online Tute	Online Tute								
	Final Exam	55%																55%
300027 Engineering Computing	In Class Quiz, 1 hour session	20%						20%										
	In Class Quiz, 1 hour session	30%										30%						
	In Class Quiz, 1 hour session	10%														10%		
	Final Exam, 2hours	40%																40%
300964 Introduction to Engineering Practice		0%	diagnostics				Referencing quiz											
	Communication Assessment	40%							15%		5%							
	Team Research Project, 3000 words per team	45%												30%	15%			
	Project Debrief, 500 words per team	15%													15%			

Intra-session break

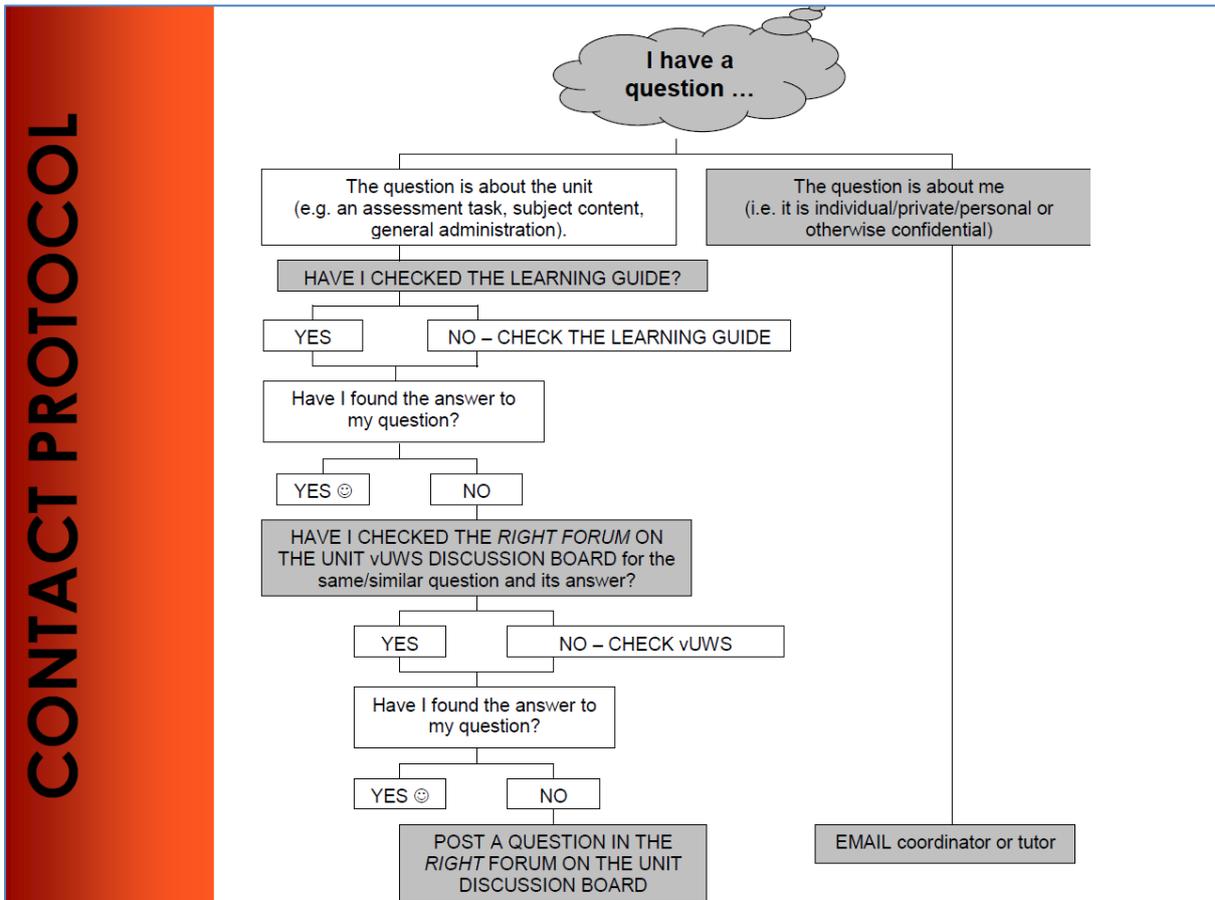
1.5. Contact Protocol Flowchart

The following two flowcharts have been devised to encourage student autonomy and appropriate self-help seeking behaviours. Please ensure you are familiar with the desirable process for student communications and are encouraging this with your students.

Engineering Contact Protocol



Construction Management Contact Protocol



2. School Information

2.1. Foreword

The information presented in this section is intended to support and supplement the information you would have received from the School Administration Officer Ruby Liu.

If you are an *existing* sessional staff member in SCEM, then you should have received the following documents from Ruby- '2014 SCEM Sessional Staff Handbook'; 'Fair Work Statement'; 'OHS Information'; 'Creating an Online Timesheet'; 'IT Service Access Request Form'; 'Security Access Form'.

Further to those listed for existing staff, if you are a *new* sessional staff member in SCEM, then you should have also received the following documents from Ruby- 'Sessional Staff Responsibilities Form'; 'Banking Details Casual Employees'; 'Emergency Contact'; 'Offer of Casual Employment Health Declaration'.

If you are missing any of the information noted above, please contact Ruby (r.liu@uws.edu.au).

2.2. Session Dates

As per the 2014 Academic Year Dateline available online at the link below, key dates for Autumn 2014 session include:

	Autumn 2014
Autumn Session starts	24 th February
Census Date	31 st March
Intra Session Break	14-17 th April
Good Friday Pub Hol	18 th April
Easter Monday Pub Hol	21 st April
Anzac Day Pub Hol	25 th April
STUVAC	2-6 th June
Queen's Birthday Pub Hol	9 th June
Examinations Commence	10 June
Examinations Finish	28 th June
Autumn Session finishes	29 th June

Source: http://www.uws.edu.au/currentstudents/current_students/managing_your_study/dates/2014_academic_year_dateline

2.3. Key School Contacts

ADMINISTRATION email SCEMStudentServices@uws.edu.au

Admin	Location	Contact	Hours (Mon-Fri)
Campbelltown	26.1.60	Tracey Hanson – 3514	9:00am – 5:00pm
Kingswood	XB.G.31	Monique Pirihi – 2323	8:30am – 4:30pm
Parramatta	ER.G.16	Veena Ramaswamy – 9556	9:00am – 5:00pm

TECHNICAL SUPPORT email support@scem.uws.edu.au.

All computer labs have a phone for technical assistance.

Admin	Location	Contact
Kingswood (Labs)	Z.G.45	Tosin Famakinwa 0404 494 514
Kingswood	Y.1.06	Chris Sheerman x2774
Kingswood	Y.2.13	Ben Binyamin 0409 916754
Parramatta	ER.G.15	Nabil Mansour 0404 893 039

For any other matters please contact your Unit Coordinator.

2.4. Security

Campus Safety and Security officers are located on all UWS campuses. Security can assist you over the phone to remotely open a room if the booked venue for your class is locked when you arrive.

Contact details are as follows:

Campus	Phone Number	Location
Campbelltown	(02) 4620 3444	Bld 21
Kingswood	(02) 4736 0431	Bld K
Parramatta	(02) 9685 9749	Bld J

Further Security contact details include:

24 hour security hotline - 0414 240 458

First aid emergencies - 4736 0300 (internal extension 2300)

Security - security@uws.edu.au

Parking - parking@uws.edu.au

2.5. Assignment Drop Off

Where assignments are not handed in to Lecturers or Tutors or submitted online, they can be collected at Admin reception during opening hours.

Parramatta – ER reception (ground floor)

Kingswood – XB reception (ground floor) – Also assignment drop off chute after hours.

2.6. How to print class lists

Administration can print or export class, tutorial and practical lists. Lecturers and Unit Coordinators have also been given read-only access to the new system, AllocatePlus from which they can print a class list.

2.7. Class cancellation

Liaise with your Unit Coordinator. Send an email to SCEMStudentServices@uws.edu.au or phone administration (contacts above) as soon as possible. Post an announcement on the unit's vUWS site. Administration will notify students and place a note on the door.

2.8. Special Consideration

If the Unit Coordinator is not available to process special consideration forms, please ensure that a delegation has been set in e-forms. Delegation may be given to the lecturer of the unit or the Academic Course Advisor. Please set this up through e-forms (link below)

<https://eforms.uws.edu.au/workspace/Main.html?ap=2>

If you are unsure how to set up the e-form preferences, please see administration.

3. Blended Learning

3.1. Overview of the Strategy

“Blended learning at UWS refers to a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs.”

The aim for Blended Learning is to create lifelong learners that are able to effectively utilise technology to further their knowledge and skills. Blended Learning is introduced in first year and developed over the duration of the student’s academic career.

A few tools that are being utilised in SCEM are;

- Recorded lectures – including PowerPoint with audio, short tutorial videos, explanation of key concepts
- Online quizzes – where students receive instant feedback
- Webinars and Collaborate sessions – tutorials that allow students to participate from anywhere
- Online marking – tutorial below

More information on Blended Learning at UWS, as well as using tools, can be found on the Quality in Learning and Teaching site

http://www.uws.edu.au/qilt/qilt/blended_learning/using_technology_for_blended_learning

The SCEM Learning and Teaching vUWS site also contains resources for blended learning.

http://library.uws.edu.au/uws_library/sites/default/files/Providing_feedback_to_students_with_GradeMark.docx - for online marking tutorial.

Please contact blended-learning@scem.ed.au if you do not have access to the SCEM Learning and Teaching vUWS site.

3.2. iPad Initiative

The iPad Initiative provides students with the opportunity to engage with learning anytime, anywhere. iPads provide students with a mobile learning centre that may be utilised in the classroom. Setting student's expectations of appropriate use of iPads can help minimise distractions and enhance engagement in the classroom.

The following link contains a wealth of information on using iPads in teaching, including saving time with online marking, encouraging active classrooms and communicating with students
http://www.uws.edu.au/qilt/qilt/blended_learning/using_technology_for_blended_learning/using_the_ipad_-_beginners_guide/using_the_ipad_in_your_teaching

Students may also approach academic staff for help with their iPads. Should you be unable to help, the following sites may provide students with further help;

- To use and access iPads (for staff and students)
http://www.uws.edu.au/qilt/qilt/blended_learning/using_technology_for_blended_learning/using_the_ipad_-_beginners_guide
- For technical difficulties https://uws.service-now.com/Portal/it_services.do and select the iPad FAQs
- Apple also provides the AppleCare Education Support line on 1300 968 979.

4. Teaching Tips and Advice

4.1. Key Tips for Teaching 1st Year Students

The following document provides some useful advice for your first few weeks of teaching first year students, and to assist with their transition to University. Author: Gill, B – adapted from Kift, S *First Year curriculum principles: first year teacher*.

Tip's for...	Quick and Practical actions that would make a difference...
Week 1	<ul style="list-style-type: none"> ✓ Implement a structured activity in your tutorial so that students need to interact with each other – <i>making friends and feeling connected is really important to student transition and many commencing students report feeling lonely;</i> ✓ Orientate students to the unit learning guide; go through key information and dates etc; get them use to referring to this as a first point when they have questions – <i>but remember it is all new and you need to talk through what things mean, what their responsibilities are (in a supportive way), and what your expectations are;</i> ✓ Show students the unit vUWS site and “walk them through it”; where to find things; the importance of checking it regularly etc; ✓ Make sure you have consultation times and they know when they are and where you will be; ✓ Talk with the students about their expectations of university; do they understand the academic role and how it differs from students (a not uncommon comment in the <i>Commencing Student Survey</i> is teachers are not around; there is no staffroom, etc); Do they understand that unlike school, they will not be reminded regularly about when assessments are due etc;
Week 2	<ul style="list-style-type: none"> ✓ Spend five minutes at the beginning of the tute getting students talking to each other about <i>how they are adapting; what are the major challenges; what strategies are they using to get organised and prepared</i> and share with the whole group (clarify ideas and misconceptions etc); ✓ Check that all students are checking their UWS student email and have logged on to the unit vUWS site; ✓ Encourage students to visit the library and take a library tour if they haven't already; remind them that there are <i>red shirted librarians</i> on the floor looking for students to help with finding information and with preparing for assessments; ✓ Review the unit assessment schedule and criteria and standards rubric – check that they have an understanding of what the instruction mean – <i>student understanding can be different to ours</i> (which raises the point of whether we fully understand and have a common understanding to the rest of the teaching team (our students commonly comment that they receive different and conflicting advice from different staff about their assessment items);
Week 3	<ul style="list-style-type: none"> ✓ Have a quick 5 minute update on the “<i>how are you adapting</i>” discussion the previous week, in particular get students to talk about any support services etc that they have found particularly useful/ helpful thus far; <i>reinforce the importance of students keeping up with weekly activities and starting their assessment tasks early;</i> ✓ Review student understanding of assessment criteria etc again; get students to share strategies they are using to prepare their assessments and the services out there to assist them;

Week 4	<ul style="list-style-type: none"> ✓ Take 5 minutes at the start of the tute to check if students are on target with their assessments? ✓ Discuss and reinforce assessment requirements (criteria and standards); you could consider having small group discussions of the criteria and standards and then report back to large group so that the meaning is clarified for all;
Throughout session	<ul style="list-style-type: none"> ✓ Be consistent in all student communications and use language which is appropriate for students new to the university <i>and</i> to the discipline; avoid jargon – many students report being overwhelmed by the amount of new information they receive in a short time period; ✓ Encourage them to ask questions if they don't know something – normalise help seeking behaviour; whilst we don't want to encourage dependency in the longer term, asking questions and seeking advice is normal for all of us when we start something new; ✓ At critical times during session, assist students to make links to relevant university services (you will find information in the 1.e of this resource pack – <i>Student Support Services</i>); ✓ Try to orientate student learning to something familiar and relevant to them which will engage their learning – contextualising learning with practical examples which they will have some familiarity or connection to current issues helps make for a more engaging experience ; ✓ Make linkages/connections explicit between first year units of study and how what they are learning is relevant to their future careers as graduates; ✓ Continue to structure activities into your tutorials which require student interaction and active learning in small groups; ✓ Give early and supportive feedback on student progress, through assessment and other activities – use this to encourage a sense of confidence and reduce anxiety, as well as identify how and where to focus skill improvement (feed-forward, rather than feedback); ✓ Show your passion and enthusiasm for your discipline and what you teach – this will be infective!

4.2. Student Engagement and Group Management

There is much information readily available to support you with student engagement techniques and strategies. If you prefer reading material, you might like to refer to the [UWS Tutors Guide](#) or the [Teaching@UWS](#) booklet; sections to note are highlighted below. If you seek videos, YouTube has a vast array of resources and there are some good links provided below. If you would rather discuss techniques, you should be encouraged to seek advice from experienced colleagues and you might also like to attend the [Learning and Teaching Unit's Professional Development](#) sessions.

- **Lack of engagement** may present itself in many ways. The group may be silent or unresponsive, one or two students may dominate which encourages others to become passive, or students may engage in irrelevant activities during class time. Page 31-32 of the [UWS Tutors Guide](#) describes some practical ways to deal with these and other problems with student participation.
- **Adult learners** often have different motivations for studying than younger students and this impacts their approach to learning. Page 16-17 of the [UWS Tutors Guide](#) outlines key principles and preferences for adult learners that you can use in your preparation and approach.

- **Group work** is one way in which you can manage a larger class that also enables you to motivate active participation from all students. Page 28-30 of the [UWS Tutors Guide](#) outlines various methods for group work during class. Many of these require pre-planning before your class session, but are worth the effort!
- Understanding **techniques for group facilitation** can make teaching much more enjoyable. Page 25-28 of the [UWS Tutors Guide](#) outlines some strategies to ensure equal participation, effectively use questions and to help students make effective presentations.
- **Classroom management strategies** can help you get students back on task. This 7minute video (<http://www.youtube.com/watch?v=Dpaixblxt1E>) discusses six really practical steps you can take to intervene with bad behaviour before it gets out of hand in the class, to help keep everyone on track. Some strategies will work better for younger students, but as you watch think about what non-confrontational methods might also work for your adult students.
- Sometimes it is helpful to **observe other teachers in action** to learn about what works in the classroom and what doesn't. Observation can give you a different vantage point than when you are out the front teaching, and can helps you to appreciate the student perspective. This 4min video (<http://www.youtube.com/watch?v=4x7HqW3EJsI>) is a short, entertaining clip that gives you some insight into another teacher's practices through demonstration of a good teacher vs a bad teacher. It is slightly overacted and exaggerated, but it does make some good, practical points in the captions.
- Some teaching styles can be more effective than others, and often you might need to **adapt your teaching approach** according to the unique needs of your current class. This 25min video (<http://www.youtube.com/watch?v=ITmxpe5wjJo>) is quite old as you will see from the fashion! It focuses on four lecture teaching styles: the formalist; the buddy; the disciplinarian; and the interacter. As you watch, reflect and consider if you adopt any of these teaching styles in your work, and how this may impact your students?

5. Teaching Academic Literacy

5.1. Why teach literacy? Why is it my problem?

Language and knowledge are inseparable

- Part of learning a discipline is learning the language of the discipline. Learning the language goes beyond just learning subject-specific terminology. It is also about learning how to read and write engineering or construction. Learning to access and produce the types of text necessary in the discipline is crucial.
- We learn through language and we demonstrate our knowledge through language. If we don't have the language, we can't access the knowledge.
- The 'subject' knowledge is very visible and obvious in the curriculum, but the language learning which must accompany it is more hidden. This means that language is often part of the 'hidden curriculum'. Students are often not aware that their job is not only to learn 'content' but that they actually have to learn language to do so.
- Making the 'language' part of learning your discipline visible makes it easier for students to learn. If it is visible, it can be objectified, examined, discussed and debated.



Image courtesy of artur84 / FreeDigitalPhotos.net

New ways of knowing, new ways of writing

- Students haven't studied your subject in high school – in a sense they are starting 'from scratch'. While they may have studied some disciplines that prepare them for your discipline (maths, physics), studying engineering or construction management is new to them.
- The ways of writing they have learned in subject English are different to what you expect them to produce now. Essays in subject English are more similar to cultural studies essays – they incorporate elements of literary criticism with discussion of ideas or themes in society (e.g. belonging, distinctive voices, exploring transitions). Students who have specialised in sciences and maths may have little experience writing essays outside of subject English. Report writing in particular will be new to these students.
- Students who have not studied senior humanities subjects may not have had to learn referencing at high school (or may not have engaged with it since the junior years). Many engineering or construction students may be students who favoured sciences and mathematics over humanities in senior high school. While subjects like History, Society and Culture and Community And Family Studies contain research components requiring researched and references essays or reports, students who did not study these subjects may be very unfamiliar with referencing conventions.

- You are apprenticing students into a disciplinary community which has its own expectations for written communication. These expectations are clear to you, as a member of the academy. They are not so obvious to beginning students.

Accrediting bodies

- Require a certain standard of communication skills. Engineers spend 40-60% of their time communicating (Tenopir & King 2004; King 2008) and an increasing amount of their time writing and there is a need to ensure that graduates will have the skills they need once they graduate.
- TEQSA intends to conduct a quality assessment of English Language Proficiency standards. The review includes an evaluation not just of end-point literacy skills of graduates but also their ability to engage in their learning and that course design adequately provides for development of language proficiency:

Course Accreditation Standard 1.2:

There are robust internal processes for design and approval of the course of study, which provide for appropriate development of key graduate attributes in students including English Language Proficiency.

Course Accreditation Standard 3.2:

The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly.

Course Accreditation Standard 5.6:

The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency.

(TEQSA, 2013)

It's in your best interests!

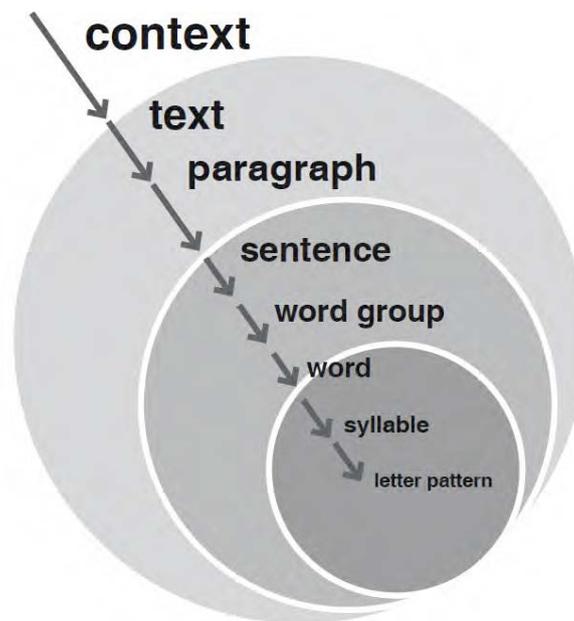
- Often in education we follow a 'repair model' of teaching literacy. Students are given a task, given brief instructions and the marking criteria but no models and then they are given feedback about what they did wrong when their task is returned. This can result in frustration for the marker, as you have to read a greater number of texts that do not meet your expectations for various reasons.
- A PREPARE model first prepares students for the task so they know what is expected BEFORE they attempt the task. One of the best ways to do this is to use annotated models (see below). The clearer your expectations can be made to students, the less questions you will receive and the more pleasant the marking process should be.

5.2. What do I need to know about language to teach literacy? I'm not a linguist!

- You already know how to read and write in your discipline! Unless you have formally studied language, however, a lot of this knowledge may be implicit. The Learning Advisor Academic Literacy, Erika Matruggio, can help give you a terminology and some tools for discussing what you already know about language in the context of your own discipline. You don't need to be a language specialist!
- It is essential to realise that language has several different levels (see figure below). It is easy to focus on spelling, punctuation and sentence grammar, as errors in these are very obvious, however they are only one small aspect of language.



Image courtesy of Master isolated images / FreeDigitalPhotos.net



Rose and Martin p 186

- When you give feedback on language, try to give feedback at whole text, paragraph and sentence level.
- At whole text level, think about whether the text achieves its communicative purpose (arguing a position, reporting information) and is structured correctly to achieve that purpose.
- For paragraph-level feedback, consider whether topic sentences make a claim which is then substantiated in the paragraph through explanation and exemplification.

- If you identify common issues in student writing during your marking, it may be advantageous to contact the Learning Advisor Academic Literacy to provide some support / materials / models for use or distribution in tutorials
- More information and examples on different levels of language feedback is provided in the section on annotated exemplars below. QuickMark sets for language feedback have also been developed and are available on the SCEM Learning and Teaching vUWS site.

5.3. Using annotated exemplars to teach literacy

Why annotated exemplars?

Review of the quantitative data and “needs improvement” comments from the 2012 Commencing Student Survey identified clear assessment requirements as a high priority area requiring improvement. This item was of 2nd highest importance in the quantitative data, following “staff who are good teachers”. Comments relating to this appear with high frequency and included the following elements:

1. Unclear information concerning assessments;
2. Difficulties in understanding what is being asked for and associated expectations (“what people want from me”);
3. Desire for exemplars so that they can “see” what is expected;
4. Inconsistency in understanding and information provided by different staff (fairness issues raised in comments).



Image courtesy of jscreationzs / FreeDigitalPhotos.net

Don't we already prepare them enough?

- Simply providing marking rubrics does not improve the quality of student writing.
- Students use exemplars more than marking sheets to structure their responses and as a guide to language style. They often use the exemplars as a kind of template and then add their own ‘original flare’ (Hendry, Armstrong and Bromberger, 2011)
- Classes in which teacher explains why exemplars were graded in the way they were have best results. Hendry, Armstrong and Bromberger (2011:10) emphasise the “...critical role of teacher’s facilitation skills in helping students understand the standards of work expected which are embedded in exemplars and summarised in marking sheets or rubrics”.

How can annotated exemplars be used?

Below are some examples of sections from annotated exemplars illustrating some of the ways they may be used. Annotated exemplars may be used in a very flexible manner, including the following:

- For demonstration before a task
- For feedback post task
- For students to try marking themselves
- To link marking criteria to the question
- To demonstrate content
- To demonstrate whole text structure / organisation
- To demonstrate features of language at sentence level
- Demonstration of both good and poor writing

Annotated exemplars are usually produced by the Learning Advisor Academic Literacy in consultation with the unit coordinator. Sometimes they will be introduced in lectures and they will most often be available for students on their vUWS site. Not all subjects will have annotated exemplars, but subjects which have been identified as bearing a degree of responsibility for developing academic literacy will. Check with your unit coordinator to find out how they are being used in your unit, and if an annotated exemplar is available for your unit consider how you might be able to use it in your tutorial.

Annotating for whole text structure

Genre: Report Stage 1: Classification	There are many technical aspects of stormwater harvesting and reuse, including collection, treatment and storage. It is very important to consider all of these in depth before designing and implementing schemes for stormwater reuse.
Stage 2: descriptions Description 1: Infrastructure	Stormwater collection in the urban environment of Brisbane will involve massive alterations to infrastructure. An entirely new pipe network is needed to divert the flow of stormwater to the treatment facilities that will be in place. To determine the volume of storm water to be collected....
Description 2: treatment	Our team has decided to have the stormwater purified to a potable/drinkable level of cleanliness. To achieve this, a powerful treatment process must be utilised, with many steps involved. The first step of this treatment is ...

Annotating for paragraph structure

Structure / content	Text
This is a mini-summary of the whole report. Mention the issue/problem in the first sentence. Preview the alternative solutions and mention the purpose of the report (to make a recommendation).	The following report addresses [company's] energy management solutions to the sustainability issues faced in the Australian construction industry. It covers three environmentally and socially sustainable solutions: insulation, natural ventilation and LED light bulbs. To provide the best solution these three solutions will be analysed based on the design criteria which cover cost, environmental impact/waste, energy consumption and effects on employment.

Annotating for sentence-level language features

Our team has decided to have the stormwater purified to a potable/drinkable level of cleanliness. To achieve this, a powerful treatment process must be utilised, with many steps involved. The first step of this treatment is the removal of large litter in the stormwater with litter collection cages at all stormwater drains to be used for harvesting. Following this a coagulant is mixed into the water to bind together particles to make them heavier and sink. The stormwater then flows into a sedimentation basin- a large tank with a weir and a base that can be removed and cleaned -where the heavier particles sink to the bottom and a thin layer of cleaner water at the top passes over the weir. Next, ultraviolet radiation is used to eliminate most pathogens in the water. The final part of the treatment process is reverse osmosis, where a pump creates high pressure to force the water through a semi-permeable membrane. This will remove any remaining particles and pathogens and also dissolved substances, resulting in clean, potable water. Reverse osmosis is expensive and requires high maintenance of the filtration membrane, though the level of purification it achieves (as seen below) is necessary as literally anything can end up mixed into in urban stormwater.

The topic sentence introduces a process which will then be expanded on in the rest of the paragraph. Text connectives are used to sequence the steps in the process.

Appropriate technical vocabulary is used

Another example of annotating for sentence level features

Text	Language features
Roof and ceiling insulation may produce savings of up to 45% on heating and cooling energy (Reardon, Milne, McGee & Downton 2010). Veranda roofs should also be insulated to reduce radiant heat gains which can potentially affect the entire house. Australians homes can even save 'up to an additional 20 per cent of heating and cooling energy with wall insulation'(Reardon, Milne, McGee & Downton 2010), which can be achieved through installing insulation within cavities, within and outside of stud frames, and on the inside or outside of solid walls.	Modality (language for indicating degrees of probability, possibility and obligation) is often used in academic writing to ensure claims are not overstated

Annotating mistakes to avoid

Text	Comments
<p>The construction industry is one that involves significant investments and has great competition amongst competitors, resulting in opportunities for engineers and professionals to potentially resort to taking shortcuts in order to succeed. Other possible unethical activities within the construction industry that may occur include bribery, fraud and collusive tendering. These unethical practices have damaging effects to the construction and engineering industries which include wasted tender expenses, tendering uncertainty, increased project costs, economic damage and reputational risk. (Adnan et al 2012). The following headings will discuss several angles of ethics and determine whether a code of professional ethics should be followed or not.</p>	<p>The introduction is not the right place to introduce this information. The question is framed in such a way that ethical behaviour is the focus, however this introduction focuses on unethical behaviour.</p> <p>This introduction doesn't directly answer the question "Should Engineers and professionals working on construction projects abide by a code of professional ethics?" It leaves the reader to draw their own conclusion through the assertion that that unethical practices damage the industry.</p> <p>There is no preview. What are the 'angles' that will be discussed?</p> <p>There is no thesis statement. The reader is unclear about what position the writer will take up.</p>

5.4. Research

Ethics clearance has been granted for the collection of student texts submitted for assessment. Student assignments in Professional Competencies and Introduction to Engineering Practice will be collected and analysed in order to provide evidence of development throughout the course. The research will be explained in the lecture for these subjects, however the issuing and collection of information letters and consent forms will occur in tutorials. It is important that these forms are returned to the unit coordinator for each subject.

5.5. Getting more help

As the Learning Advisor (Academic Literacy), I am always happy to help you in any way I can. Don't hesitate to contact me at e.matruglio@uws.edu.au.

5.6. References

Hendry, G. D., Bromberger, N. & Armstrong, S. (2011) Constructive guidance and feedback for learning: The usefulness of exemplars, marking sheets and different types of feedback in a first year law subject. *Assessment & Evaluation in Higher Education*, 36(1), 1-11.

Rose, D. and Martin, J.R. (2012) *Learning to Write/Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. London; Oakville: Equinox.

Tenopir, Carol, and Donald Ward King. (2004). *Communication patterns of engineers*. Hoboken, NJ: Wiley-IEEE Press.

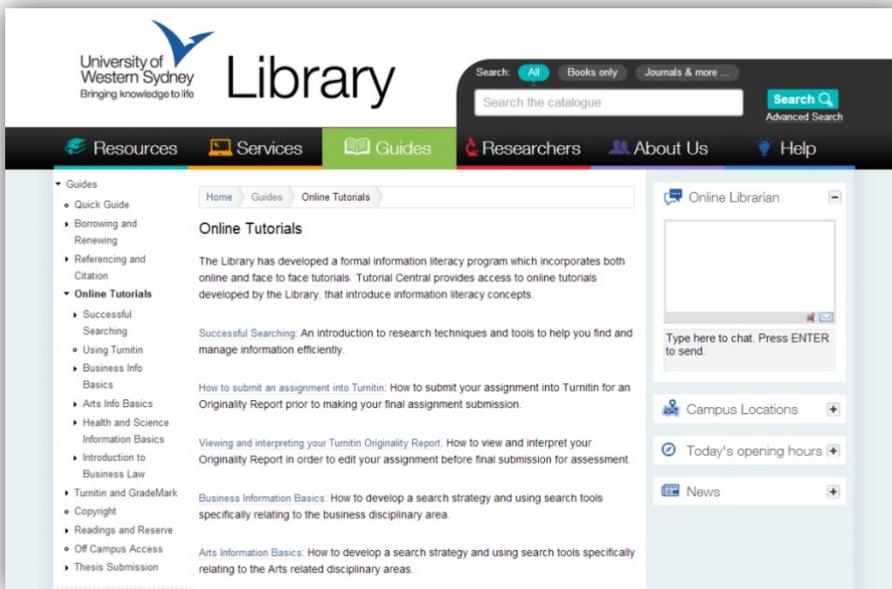
TEQSA, (2013) Quality Assessment: English Language Proficiency Terms of Reference. Available at <http://www.teqsa.gov.au/sites/default/files/EnglishLanguageProficiencyQATerms.pdf>

6. UWS Library Support

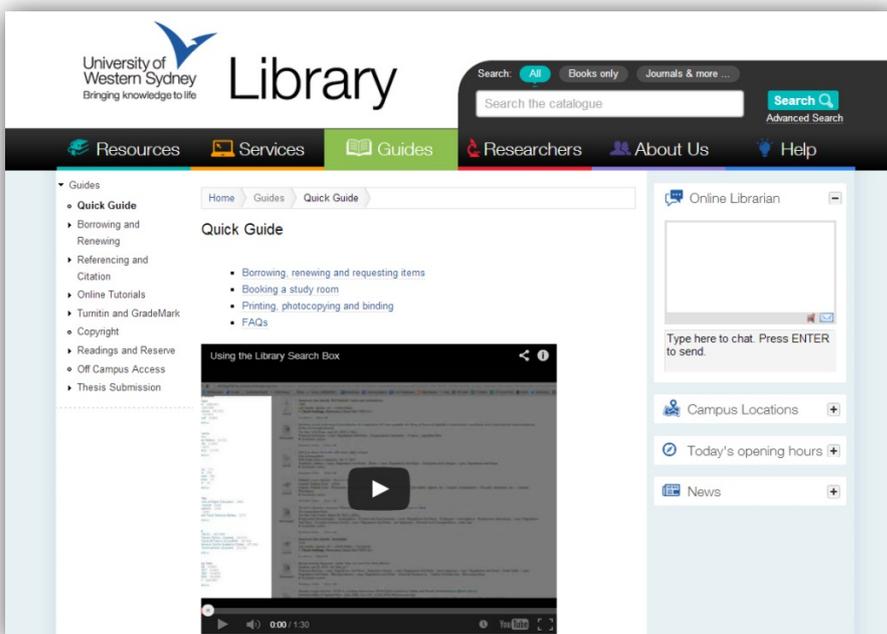
6.1. Finding Quality Resources

Guides to finding and accessing resources at the UWS Library can be found on the Library website under the guides menu. For more information regarding the services available and for assistance accessing resources please contact your School Librarian, Linda Thornely, or the UWS Library.

http://library.uws.edu.au/uws_library/guides/online-tutorials



http://library.uws.edu.au/uws_library/guides/quick



6.2. Where to find Library help

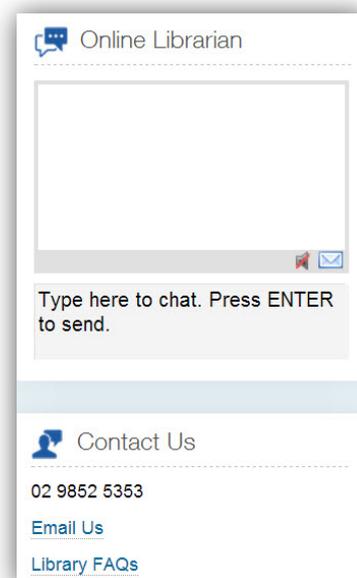
➤ Visit a campus library and speak to a Library staff member in a red shirt.

➤ Contact your School Librarian by email, phone or make an appointment.

Linda Thornely (Ext: 5907) l.thornely@uws.edu.au

➤ Information Central

- Phone - 02 9852 5353
- Email - <http://library.uws.edu.au/emailus.php>
- Online Librarian Chat
- FAQs <http://uws.au.libanswers.com/>



6.3. Intro to TurnItIn & GradeMark

Turnitin from iParadigms is a web-based text-matching software that identifies and reports on similarities between documents. It is also widely utilised as a tool to improve academic writing skills.

- Turnitin FAQs <http://uws.au.libanswers.com/browse.php?tid=9663>

GradeMark, a component of Turnitin, is a fully integrated extension module of Turnitin for the online submission and return of student work. GradeMark has the potential to increase efficiencies by providing paperless marking and feedback system

- GradeMark FAQs <http://uws.au.libanswers.com/search.php>

Information and support can be found on the library website http://library.uws.edu.au/uws_library/guides/turnitin

The screenshot displays the University of Western Sydney Library website. The header includes the library logo and a search bar with filters for 'All', 'Books only', and 'Journals & more...'. The main navigation menu features 'Resources', 'Services', 'Guides', 'Researchers', 'About Us', and 'Help'. The 'Guides' section is expanded, showing a list of topics with 'Turnitin and GradeMark' highlighted by a red arrow. The main content area is titled 'Turnitin and GradeMark' and contains the following text:

Turnitin and GradeMark

A Tool to Improve Academic Writing

UWS has adopted an educative approach to the issue of plagiarism by fostering ethical scholarship across the University which contributes to a culture of learning informed by values of integrity and academic honesty.

One aspect of the educative and preventative strategy is adoption of Turnitin, an electronic text matching system.

What is Turnitin?

Turnitin from iParadigms is a web-based text-matching software that identifies and reports on similarities between documents. It is also widely utilised as a tool to improve academic writing skills.

Turnitin compares electronically submitted papers against the following:

- Current and archived web: Turnitin currently contains over 24 billion web pages including archived pages
- Student papers: including UWS student submissions since 2007
- Scholarly literature: Turnitin has partnered with leading content publishers, including library databases, text-book publishers, digital reference collections and subscription-based publications (e.g. Gale, Proquest, Emerald and Sage)

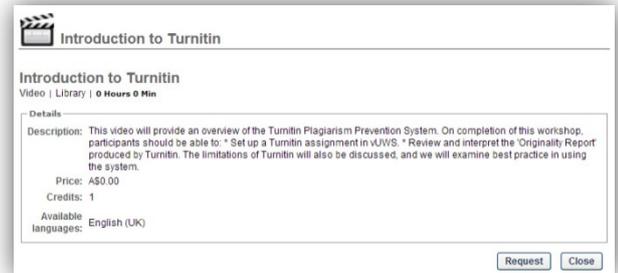
How does Turnitin work?

- Students submit papers to Turnitin via vUWS. Note: Turnitin is not used in all units at UWS and may not be utilised for all assignments within a particular unit.
- The original submission is returned with matching text highlighted with links to the original sources. This is called an **Originality Report**.
- More information can be found from the [Student Instructional Guide \(PDF\)](#).

The right sidebar contains an 'Online Librarian' chat window, 'Campus Locations', 'Today's opening hours', and 'News' sections.

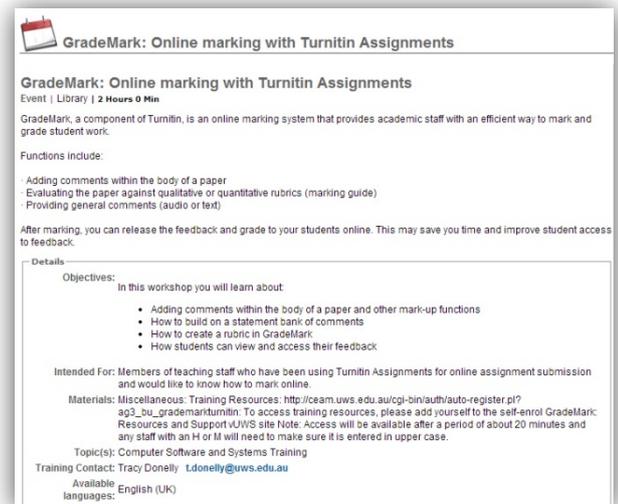
6.4. Training in the use of Turnitin & GradeMark

The University encourages and expects its staff to make every effort to promote and ensure academic integrity in student assignments. It is recommended that Academic staff who intend to use Turnitin to assist with the monitoring of academic integrity and the detection of non-original work must attend a workshop.



Courses are for UWS staff members only. UWS Staff can register online through Staff Online <https://staffonline.uws.edu.au>. Alternatively, staff who do not have access to Staff Online can enrol by contacting the Turnitin Officer.

- **Contact the Turnitin Officer (Acting)**
Narelle Oliver
lib-turnitin@uws.edu.au
(02 9852 5938)



6.5. Where to find Turnitin & GradeMark help

For just-in-time assistance please contact the UWS Library.

- **Contact the Turnitin Officer (Acting)**
Narelle Oliver lib-turnitin@uws.edu.au (02 9852 5938)
- **Information Central**
 - Phone - 02 9852 5353
 - Email - <http://library.uws.edu.au/emailus.php>
 - Online Librarian Chat

7. Relevant UWS Resources

There are many resources available to support and guide you in your role at UWS. The most relevant ones are outlined below with links to where you can access the material online.

7.1. Events, Workshops and Forums for Staff

The Learning and Teaching Unit's Blended Learning Team runs a series professional development to academic and specialist staff. The format includes online resources, group sessions (face-to-face, online), forums, showcases, webinars and individual mentoring opportunities. The 2014 program is available online at the link below.

http://www.uws.edu.au/qilt/qilt/events_workshops_and_forums

7.2. Tutor's Guide

The Tutor's Guide includes a wealth of very specific and direct information about preparing and planning for the tutoring role, icebreaker activities, understanding student learning, effective small group teaching strategies, dealing with difficult situations, eLearning, marking and giving feedback and evaluating and improving your teaching.

http://www.uws.edu.au/_data/assets/pdf_file/0009/449874/Learning_and_Teaching_-_Tutors_Guide.pdf

7.3. Teaching@UWS

The Tutor's Guide above complements the Teaching@UWS booklet. As a tutor you should have a copy of and refer regularly to both resources. Of particular interest to sessional staff would be Section 2 that contains information about teaching and learning such as how students learn, managing the learning environment, making classes effective and reflecting on and encouraging student involvement.

http://www.uws.edu.au/_data/assets/pdf_file/0010/477829/Teaching@UWS-2013-low-res-final-addendum.pdf

7.4. Staff Feedback Toolkit

The Learning and Teaching Unit has prepared the comprehensive Feedback Toolkit for staff which contains valuable information on the features of constructive feedback along with practical strategies for provision of feedback on written student work. Sections include the importance of effective feedback, features of effective feedback and strategies for providing feedback before an assessment is due, during marking and after an assessment.

http://www.uws.edu.au/qilt/qilt/blended_learning/resources/teaching_practice/staff_feedback_toolkit

7.5. Assessment Guide

The Assessment Guide is directly relevant to Unit Coordinators as they are designing units and courses, however there are some relevant sections for sessional staff. Particularly see Section 8 which discusses explaining and exemplifying standards and giving prompt and useful feedback to students.

http://www.uws.edu.au/_data/assets/pdf_file/0004/449860/Assessment_Guide.pdf

8. Relevant UWS Policies

Below is a short list of the UWS policies that you may find of particular use. The Master List of all UWS Policies can be found at <http://policies.uws.edu.au/masterlist.php>. You can use the master list browse through all policies A-Z or search for a document if you know its name.

8.1. Teaching and Learning Fundamental Code

The code outlines the requirements for academic staff in the performance of their teaching role.

<http://policies.uws.edu.au/view.current.php?id=00139>

8.2. Assessment Policy: Criteria & Standards Based Assessment

Section 3 outlines the Universities position on moderation, scaling, feedback provision, as well as student's responsibility towards assessment. Section 4 describes procedures pertaining to assessment such as notification to students and late submissions.

<http://policies.uws.edu.au/view.current.php?id=00227>

8.3. Student academic misconduct

The policy defines student academic misconduct in terms of plagiarism, cheating and collusion. It also provides advice on procedures to follow and investigation processes.

<http://policies.uws.edu.au/view.current.php?id=00051>

8.4. Conflict of Interest

The document defines conflict of interest issues and procedures for management where required.

<http://policies.uws.edu.au/view.current.php?id=00093>

8.5. Code of Conduct

The code describes the high standards for personal and professional conduct of UWS staff.

<http://policies.uws.edu.au/view.current.php?id=00072>