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Over(seas)reaching: Reconceptualising locally developed AALL materials for global delivery and contexts

Ben Kooymann, Australian College of Physical Education and Helen Johnston, University of South Australia
This presentation will

- Explain ALL staff involvement in the development of the resource *Smart Start: A Companion for New Students at UniSA Global* and earlier uni-wide transition documents.

- Identify key differences between this offshore-focused document and precursor onshore-focused documents.

- Identify and discuss key challenges involved in redeveloping Australian-based academic transition materials for offshore students, but also the value of this work.
Background
Why be involved in transition materials?

- Widening participation focus: brief to promote retention and success esp. in first year

- Recognition of significant equity needs of access cohorts
  - First in the family at university
  - Low SES
  - Recent migrants: English as an additional language
  - Disadvantaged backgrounds
  - Regional students
  - Other groups at high risk of attrition

- Recognition of influential role of family and other stakeholders in tertiary success; acknowledgment of role of technology in continuing previous relationships and lifestyles (Johnston, Collett, & Kooyman, 2013).
Why ALL staff are ideally suited for developing these resources

• Firsthand experience of students, needs, and challenges

• Scholarly interest in the first year experience

• Consistent with our brief to teach students how to learn

• Helicopter view of university landscape
  • Work with all students, across all programs
  • Work at both undergrad and postgrad levels
  • Work closely with both academic and professional staff

• Resource development experience, writing expertise, and capacity to use an inclusive voice and tone
• Both publications are consistent with the Good Practice Guidelines developed by Nelson and Creagh (2013)
  • esp. avoiding reductive assumptions about student backgrounds and behaviours

• Both publications involved university-wide collaboration
  • represent best practice in joining the interests of academic and professional staff to reach first year students (Kift et al., 2013)

• See Johnston, Collett, and Kooymen (2013) for discussion of processes and rationale
Unique challenges

- The original booklets were based on sound transitional pedagogy and firsthand knowledge of the Australian tertiary context and cohort.

- The HKBU and Singapore students study the same curriculum, but are a very different cohort with a different learning context and culture.
Participants

• AALL staff; offshore campus collaborations team, including discipline-based academic staff; student services; marketing and communications team; project manager: publications

Process

• Consultation with offshore academic and professional staff: scoping needs, identifying key differences and core concerns
• Reconceptualising existing document in light of this dialogue
• Development of new document in collaboration with external designers
• Feedback from wide network of stakeholders and revision process
Main types of revisions

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>General/administrative</td>
<td>General editorial and cosmetic changes, i.e. changes typically made when updating a publication</td>
</tr>
<tr>
<td>Geographic/demographic</td>
<td>Revisions specifically tailored to the international cohort</td>
</tr>
<tr>
<td>Prescriptive</td>
<td>Prescribing specific actions or encouraging specific behaviours for this cohort for educational and/or business purposes</td>
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</tbody>
</table>
General/administrative

Tips for getting started:

1. Attend orientation
This is the best way to learn about the University and your courses, to meet staff and to make new friends. Make it a priority to attend orientation activities. Get involved with student events and get used to your home campus.

2. Be proactive
If you're not sure how to solve a problem, start at Campus Central (on campus, online or 1300 301 703) or the New Students website. Don't be shy to ask questions. unisa.edu.au/newstudents

Tips for getting started:

1. Attend orientation
This is the best way to learn about university study and your courses, to meet staff and to make new friends. Orientation sets you up for a great start to your studies.

2. Be proactive
If you're not sure how to solve a problem, contact your local administration office. Don't be shy to ask questions.
Once you understand the codes you can decipher your course timetables and find your way around. Soon you'll start to speak in codes too. 'See you in BHA 433 for EDUC1001.' You just need to understand how the terminology works.

**Program codes**

Program codes have three elements: your program's home campus (not always the campus you'll be based at), your type of degree, and the program name.

The courses you study are part of a program, which belongs to a school, which belongs to a division.

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**Program and course codes**

Program codes have four elements: your mode of study, your type of degree, the program name and your local administration office.

The courses you study are part of a program, which belongs to a division or school.
Geographic/demographic

Time management

How you use your time is largely up to you but to be successful and reach your goals you will need to manage your time effectively.

A full time university workload is like a full time job and other commitments must be fitted around the time you spend in class (course contact hours) and on completing weekly tasks, reading and assignment work (independent study time).

Time management

To be successful and reach your goals at university you will need to manage your time effectively.

A full time university workload is like a full time job. Other commitments must be fitted around the time you spend in class (course contact hours) and the time you spend outside the class completing weekly tasks, reading and assignment work (independent study time). Studying part-time is a better option for many students, who are working full-time, but it still poses time management challenges. Remember that effective time management is essential to success.
Nikita Charlton, Bachelor of Social Work

"[University] has taught me to question things and to stand up for what I believe in. I have learnt to be critical and that it is ok to be critical. It wasn't easy, but it was challenging in a good way. I feel inspired to go on with further study. I want to make a difference."

Jeffrey Mao, Bachelor of Engineering (Mechanical and Advanced Manufacturing)

"In my spare time I am very active in social activities such as volunteer work. I will never forget those precious memories after I graduate. I look forward to using the hands-on skills and the professional knowledge that I learned at UniSA."
Full-time Study: Hours Per Week

12–26 HOURS
Class Contact Time

40 HOURS

14–28 HOURS
Independent Study

Family
Keep in touch and plan quality time

Friends
Balancing your study with relaxation time & having fun is important

Part-time job
Most students work part-time while studying. A manageable workload is needed

Exercise
Keeping fit will increase your concentration

14–28 HOURS
Study at Home

12–26 HOURS
Study at Uni

Rest
Best to get 7–9 hours sleep a night

Family
Keep in touch and plan quality time

Friends
Balancing your study with relaxation time & having fun is important

Exercise
Keeping fit will increase your concentration

Work
Most students work while studying. Try to maintain a manageable work/study load
Graduation

Earning your degree is a major achievement. Attend a UniSA graduation ceremony to celebrate this achievement with friends and family. Information about graduation is available through myUniSA.
Prescriptive

Referencing

It’s essential to learn how to properly research and reference in your assignments

Referencing is a requirement for almost all university assessment tasks. Showing the sources used to develop your opinions teaches you to respect others’ work. This prepares you for professional life. There are resources, workshops and advisers to help you learn the rules at unisa.edu.au/13

Referencing and Academic Integrity

As discussed on p. 10, referencing strengthens your assignments by supporting your work and demonstrating your research. It also helps ensure your assignments follow academic integrity rules.

When you start doing your course reading you’ll notice that many of the authors refer to the work of others in their writing and provide references to these works. This is an academic custom which you’ll also be expected to follow in your assignments.

When writing an assignment you should provide references whenever you use, summarise, paraphrase, based on or refer to information from another source. Referencing involves two stages; providing a short in-text reference to the source, usually including the author and the date, at the point where the information appears in your work; and providing full publication details for the source in a reference list at the end of the assignment. Check the rules for the referencing system you’ll be required to use, which should be specified in your Course Outline.

Unless you are directly quoting the source (which you should only do occasionally) you must express information using your own words. You must also complete your work independently, unless it is a group assignment. By doing these things, you’ll uphold the 5 values of academic integrity that underpin the academic community.

Academic misconduct occurs when any of these Academic Integrity values are violated, and this is considered a serious offence. If you don’t reference the sources you use in your work, this is considered Academic Misconduct because you’re not acknowledging where the information in your assignment came from. In addition, if you don’t express information using your own words or if someone else’s work for you, this is considered misconduct because the work you submit will not be entirely your own. For this reason, while it is okay to ask family members or mentors to provide feedback on drafts, they must not alter your wording or content in any significant way.

For more on referencing, visit unisa.edu.au/13

For more on Academic Integrity, Academic Misconduct and its consequences, visit unisa.edu.au/academicintegrity
Just Remember:

Be organised!
Time management is essential to success.

Focus on your goals.

UniSA will support you with your studies.

Your future is waiting for you. Go for it!

Just Remember:

Be organised!
Time management is essential to success.

Be open to new ways of learning.

Focus on your goals.

Talk to the experts when you need help.

Your future is waiting for you. Go for it!
Reception

- Reception to booklet from staff and students has been mainly positive.

- Feedback primarily anecdotal due to distance from cohort, but a small pool of surveyed students and staff rated the booklet good – excellent for usefulness and visual appeal, among other things.

- ALL staff also developed slides for Orientation based upon and referring back to the booklet; staff reported that this “enhanced Orientation”
Discussion: value of project

- To UniSA Global staff:
  - Supported their academic programs and Orientation
  - Demonstrated commitment of UniSA to new sector
  - Consolidated relationship between satellite campuses and university

- To ALL staff:
  - Raised profile within university
  - Expanded working role and horizons
  - Expanded vision and scale of what ALL staff can achieve for students through broader collaboration and shared goals
Discussion: challenges

- Geographical distance and secondhand rather than firsthand knowledge of context/cohort
- No direct interaction with offshore staff and students
- Cultural differences and assumptions
- Operational differences
- Short timeline; key information unavailable
Discussion: key questions

- To what extent can/should ALL staff participate in this type of work?

- Given geographical distance and relationship constraints, is this work better handled by other staff?

- Ownership and authorship of such uni-wide initiatives

- Design and budgetary constraints: student clearly like hard copy contrary to popular opinion, but institutional budgets drive online delivery
References

