

Student Teaching and Learning (Resources) Toolbox



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Centre for Transnational Crime Prevention (CTCP).

- Established in 2000 to tackle the ever progressive threat of transborder crime.



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Centre for Transnational Crime Prevention (CTCP).

- The research and teaching Centre focuses on responses to organised criminal activities that impact on regional and global security.



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Beijing University of Post and Telecommunications (BUPT)

- 2007 - Master of Legal and Information Technology Studies
- The joint degree was 2 years duration (72 point masters) with 2 academic sessions per year. The degree consisted of 9 subjects (6 credit points each) and an 18 point research project.



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Beijing University of Post and Telecommunications (BUPT)

- How to support the students remotely.
- Student difficulties in coping with academic expectations of :
 - critical analytical thinking
 - reading and writing skills
 - academic language
 - referencing
 - plagiarism



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Law Faculty FSA – Faculty Scholar - ALTC

- In 2007 the CTCP commenced collaborative work with CEDIR, Learning Development, ITS and Student Support Services to develop "Project Pandora", to promote student skills development and facilitate delivery of support services.



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Project Design

- A significant aspect of the project design was to assess the student's capability in key skills through online (auditable) skills tests
- Also to provide indication to subject co-ordinators that particular students require supplementary attention, and;
- Provide an auditable record should academic misconduct occur.

The screenshot shows a website titled "Student Teaching & Learning (Resources) Toolbox". It features a profile for "Mark Adams" and a section for "PROJECT PANDORA" which includes "THE PROBLEM", "THE SOLUTION", "STUDENT FEEDBACK", and "PROJECT TEAM". The website address is listed as <http://ctcp.uow.edu.au/resources/>.

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Project Pandora

The screenshot shows the "CTCP@Faculty of Law Getting Started Program" website. It features a navigation menu with the following items: "Welcome", "Module 1: Academic Expectations", "Module 2: Research", "Module 3: Reading", and "Module 4: Writing". The website address is <http://ctcp.uow.edu.au/resources/>.

<http://ctcp.uow.edu.au/resources/>

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Pilot and Follow Up Sessions

- 1st Piloted 29 February (Wollongong) – 1 March 2008
- Malaysia 25-26 March 2008
- SA Prosecutors 22 April 2008
- Follow up on 1st pilot – 20 May 2008
- 2nd Pilot 25-26 July 2008
- Follow up on 2nd pilot – 10 September 2008



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Results to date

- 2 sessions in Wollongong
- Total 40 Students / 5 Chinese (12.5%)



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Likert Scale (Chinese responses)

1) Compared to other skills courses you have taken at University, how challenging was this course?

- somewhat more challenging
- somewhat more challenging
- much more challenging
- somewhat more challenging
- much more challenging



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Likert Scale (Chinese responses)

2) Compared to other courses you have taken at University, how interesting was this course?

- much more interesting
- somewhat more interesting
- somewhat more interesting
- about the same
- much more interesting



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Likert Scale (Chinese responses)

14) As a result of this course, I feel confident about tackling my studies at University.

- strongly agree
- strongly agree
- somewhat agree
- somewhat agree
- somewhat agree



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(Chinese responses)

17) What did you like most about this course?

- The lecturers always explain my questions carefully.
- The most interesting part is the referencing system which is totally different from what I have learned before, and I have to apply all the rules strictly during my academic study.
- The lecturers are very patient in teaching us the skills with which we are not familiar.
- there are many activities and tests for us to improve our understanding of this course.
- 1.Different lecturer gave speech on their expertise.2.The teacher paid attention to the reaction of all students when they gave lectures.3.Let student practice and check what they are taught.



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(Chinese responses)

18) What did you like least about this course?

- Sometimes I can't get information immediately
- What I like least is the time arrangement of the course since it is a little bit intensive.
- It seems time is not that enough to handle these skills-teaching
- no microphone
- There is too much information to me. And too little time to digest and absorb all I accepted



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Some Observations

- Teaching is a linear relationship (didactic learning) – asking questions may even be 'not-done', because it would imply that the teacher is not teaching well.
- May also feel it to be inappropriate to criticise the organisation for which they work.
- Often see the rest of the world as a means to attain the end - learning as a pragmatic activity, motivated by practical aims (plagiarism issue).
- Tend to distrust outsiders - a lot of investment is needed to create the necessary trust - like dinners (CTCP) - creating 'rapport'.



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Thank you – Xie xie



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