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.

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.

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.
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

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.

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.

Project Pandora

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

Results to date

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

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

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
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
   • strongly agree
   • somewhat agree
   • somewhat agree

(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.
   • 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.

18) What did you like least about this course?
   • It seems time is not that enough to handle these skills-teaching.
   • 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.

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’.
Thank you – Xie xie