

## 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.

**Student Teaching & Learning (Resources) Toolbox**

**PROJECT PANDORA**  
Providing Learning, Academic and Support services to students and co-ordinators worldwide.

**THE PROBLEM:**  
Beijing Post and Telecommunications and international students had difficulty with their English, reading and writing skills, particularly in the area of academic writing.

**THE SOLUTION:**  
In 2007 the Centre for Transnational Online Provision commenced collaboration with CEDIR, Learning and Development, ITS and Student Support Services to develop the online Student Teaching and Learning Resources. Online, self-paced digital skills development to focus on key academic skills of support services to students, particularly those studying online.

**STUDENT FEEDBACK:**  
"I have the skills outlined in the first module on day 1 as a foundation of the skills website, my ability to apply these skills was tested".  
"I was able to find the information I needed to complete my assignment on the day I submitted it".  
"It helps to read IT and that will surely improve my final information".  
"It was a great start to my day in class".

**PROJECT TEAM:**  
Sun Bin, Jing Shuqun, Didi Zhou, Huan Wang, Mark Lee, Hui Sun, Stephen Wu, Jay Reed, Louise Ho, Cheryl Sun, Susan Green, Catherine, Cheryl, Hui, Sun, Didi Zhou.

**SITE ADDRESS:** <http://ctcp.uow.edu.au/resources/>

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## Project Pandora

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CTCP@Faculty of Law  
Getting Started Program

Navigation menu: Welcome, Module 1: Academic Expectations, Module 2: Research, Module 3: Reading, Module 4: Writing

<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 1<sup>st</sup> pilot – 20 May 2008
- 2<sup>nd</sup> Pilot 25-26 July 2008
- Follow up on 2<sup>nd</sup> 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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