

Learning from our students

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It is acknowledged that Language and Academic Skills (LAS) practitioners have a unique relationship with students and that this allows the LAS practitioners to gather information about the nature of successful student learning experiences. While some of the difficulties that students face in their struggle to assimilate a large body of new knowledge can be due to poor language and learning skills, LAS practitioners are also privy to ‘intelligence’ that suggests there are often problems with the manner in which student learning is guided. This paper provides an overview of an ongoing study at James Cook University into how we can learn from “talking with students about what and how they learn” (Chanock & Vardi, 2005) and then share this knowledge with our colleagues. Students were asked about the strategies that lecturers can use to improve learning; and the AALL community, through Unilearn, was also asked to contribute student feedback on this issue. The initial information received from these sources formed the basis of academic staff development workshops where academics, support staff and students came together to discuss strategies to improve the student learning experience. In leading a process of this type, LAS practitioners are actively engaging in the scholarship of teaching and learning, and by stimulating further discussion amongst LAS advisers, academic staff and students, the authors aim to contribute to an improved understanding of the nature of successful learning experiences.

Key Words: student learning experiences, academic staff development, scholarship

1. Introduction

In 2006, James Cook University (JCU) learning advisers collaborated with academic staff developers within the Teaching and Learning Development (TLD) unit to develop workshops under the title of “Learning from our Students.” This paper was guided and encouraged by the idea that LAS practitioners are in a unique and powerful position to undertake research into effective learning experiences. Because experienced students in particular have been engaged in the act of learning within the higher education sector for some time, and because there is an atmosphere of trust between the student and the LAS practitioner, the potential exists to explore these expert experiences in some depth. According to Chanock and Vardi (2005), “It should be clear, from this survey of the types of research LAS practitioners can do largely by drawing on the data from our day-to-day work, that teaching provides a wealth of opportunities for ‘reasoning why’ students do what they do, and producing papers that contribute to the development of our community of practice.” Bearing in mind that perceptions of learning experiences change according to the year level of the student (Gunn-Lewis & Malthus, 2000), both first year and later year students were asked to reflect on the two key questions of this study:

- What strategies can lecturers use in their lectures to help you learn?
- What is it about the delivery of the entire subject (resources, assessment, tutorials etc) that helps you to learn?

The AALL community was also asked to reflect on these questions through the Unilearn online discussion list in order to tap into the wealth of experience of other LAS practitioners through the notion of community of practice described by Milnes (2005), and to encourage further discussion about strategies to improve student learning experiences in our universities

The workshop development team also chose to tap into a wide range of institutional data: Course Experience Questionnaire (CEQ), Student Feedback about Subjects (SFS), Student Feedback about Teaching (SFT) and the JCU First Year Experience Questionnaire (FYEQ) – adapted from Krause et al, 2005). These data, along with relevant papers about enhancing engagement, supporting student learning and effective learning were compiled into a 200-page resource booklet for workshop participants. The workshops were of a two-hour duration and were presented on both main JCU campuses. They featured a presentation of the data, as well as students' responses on video, their reflections of a group activity, and a discussion panel with invited students. A written summary of the panel discussions and workshop content were disseminated to the wider academic community.. Workshop resources were also placed on the "Arrive, Stay and Succeed @ JCU" online staff forum and were also used at the "Teaching First Years" academic staff development conferences.

2. Institutional data

Rapson (2006) illustrated some of the issues about teaching and learning experiences of JCU students. Consistent with recent first year experience research (Yorke, 2005; Krause et al, 2005) JCU student feedback through the CEQ (Appendix A) showed that they valued the practical experience components of their courses. Students were also looking for quality staff with teaching skills, flexibility, accessibility and peer/social support. Concerns about assessment and feedback emerged in the CEQ, as well as in the SFS (Appendix B) and SFT (Appendix C) data. Figure 1 shows that *Question 6: The quality of comments on assessed work*, and *Question 7: The specification of criteria used to assess work* scored lowest in the SFS instrument.

Figure 1 SFS Average Scores - see Appendix B for all details. (Source: Rapson, 2006)

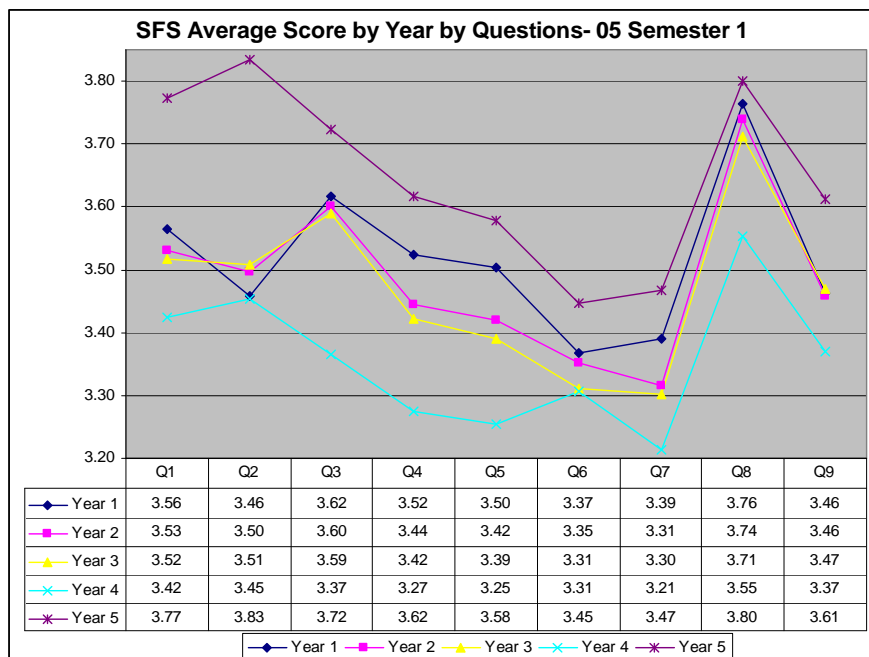
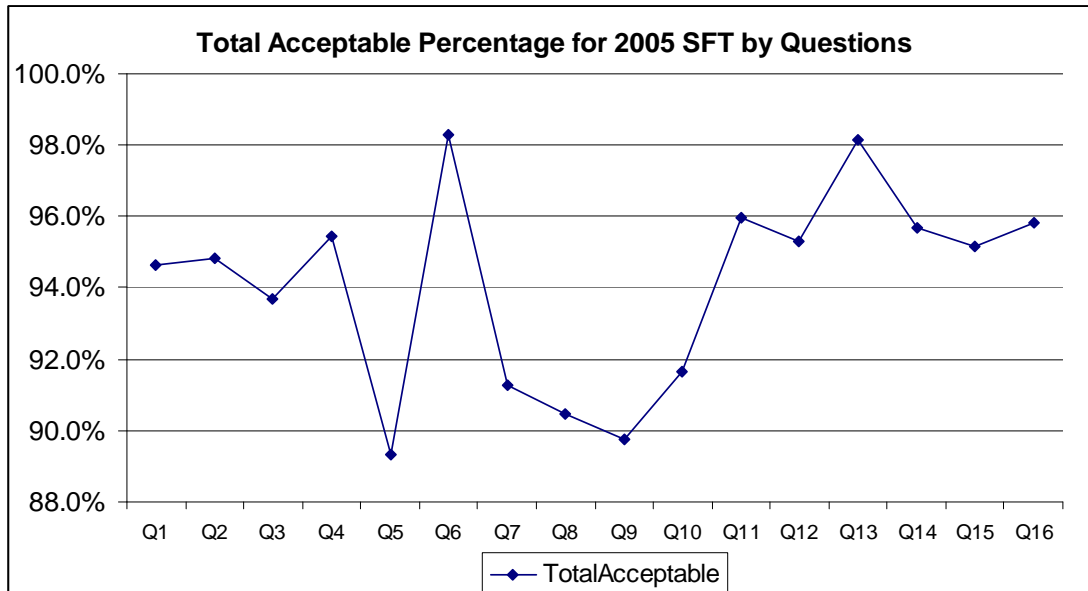


Figure 2 shows that *Question 5: The information provided about assessment requirements by this teacher*, and *Question 9: The level of interest generated by this teacher* were the least acceptable of the 16 items in the SFT instrument.

Figure 2 SFT Percentage of students rating the question as 'acceptable' (Appendix C)

(Source: Rapson, 2006)



Other internal research presented at the workshop included a study by Benckendorf (2006) that revealed students were demanding greater flexibility in their mode of study, and another that replicated the Krause et al (2005) national FYE study which highlighted the importance of differentiating between the needs of different cohorts of students and different campuses of the institution. In the case of JCU's two largest campuses (Cairns and Townsville) there were significant differences in the student demographics, awareness of campus support services and levels of satisfaction with learning experiences.

3. The LAS practitioner perspective – summary of Unilearn discussion

The AALL community was asked to assist in collaborating in the "Learning from our Students" workshop through a message posted to the Unilearn discussion list in August 2006:

Hello Unilearners

Learning Advisers and Educational Developers at JCU are working together to develop a workshop on the above topic for academic staff. We would be interested in any suggestions regarding resources or activities that you can provide. The recent discussion on "Skills for University" created some useful insights so I'm seeking from you an extension to this discussion: "Strategies Lecturers Can Use to Enhance Learning Skills".

We have been recording some interviews with first year students as well as more experienced students and getting some interesting answers to these two questions:

1. What strategies can lecturers use in their lectures that help you to learn?

2. What is it about the delivery of the entire subject (resources, assessment, tutorials etc) that helps you to learn?

We also plan to present data about the types of issues that concern students when they come to see Learning Advisers, Mentors and other support staff.

We see this as a great opportunity to work with academic staff so would appreciate any input that you may have - we will happily compile the responses and recirculate to the group (Calder, 2006)

The following is a brief summary of the responses received as a result of the above posting and illustrates how LAS colleagues do indeed develop knowledge, approaches and practices and operate within a 'community of practice' (Milnes, 2005). The summary was included in the workshop resource booklet.

Clare Rhoden (personal communication, August 2, 2006) reported on how a reference group of academic staff at the University of Melbourne collaborated to create a checklist of suggestions that concentrate on what lecturers can do to support students' transition. Rhoden and Dowling (2006) have also highlighted the way in which tutors influence academic progress and moderate the transition experience.

At the QUT International College, Rena Frohman (personal communication, August 4, 2006) and Josie Healy observed amongst international students that language, cultural change and isolation were familiar issues but there was also the need for clear expectations and clarification of assignments. Students often mentioned that they felt confused about what they needed to do in order to complete tasks and they also expressed a need for 'someone to talk to' about their issues. This call for clarity was also observed by Fiona Henderson (personal communication, August 2, 2006) at Victoria University where students say they want more explicitly structured lectures with examples that are explicitly linked to the content. Her students also commented lecturers should provide readings that gradually increase in complexity, rather than expect students to comprehend complex journal articles right from the beginning of a subject.

In a discipline specific context at La Trobe University, Meg Rosse (personal communication, August 8, 2006) ran 'teaching dialogues' in the Physics Department and covered issues such as lecturing, generic skills, the ways students learn, different ways of lecturing and the impact on learning through online interactions. Meg started with an introductory session then, through the head of department, sought guidance about the content of future sessions so that ownership was placed clearly with the academic staff involved.

Caroline Malthus (personal communication, August 2, 2006) and her colleagues at the Tari Awhina Learning Centre UNITEC found students' approaches to study and their expectations changed from first to second year. She thinks that it is not surprising that such attitudes and perceptions are not static, and suggests that lecturers might want to similarly adapt their approaches (Gunn-Lewis & Malthus, 2000). Caroline also points out that good teaching practice includes not making assumptions, as well as developing key attributes of respect and empathy with students. Jenny McGuire (personal communication, August 2, 2006) from Southern Cross University has also observed that Gen Y students have high expectations regarding the effective use of technology, and about lecturers being motivated and passionate about their subjects.

With regards to communicating with academic staff in workshops, Caroline Malthus (personal communication, August 2, 2006) also argues for the use of student panels in workshops as this strategy usually has an impact on the participants and helps bridge the gap between student and academic staff expectations. Since the aim of this project was to learn from our students, it was entirely appropriate for the "Learning from our Students" workshops to include a student panel to elaborate on their views about learning issues.

4. The student perspective on effective learning

More than two hours of videotaped interviews were conducted with students from all year levels and their answers to the key questions in the study were transcribed and categorised according to the issues that emerged. These issues included flexibility, assessment, group work, passion, variety, resources, workshops, availability and the ‘big picture.’ After some discussion about the institutional data in relation to student feedback about teaching and learning, the workshop participants were divided into groups of four to five people, they then viewed student videos and transcripts and discussed these issues and how they would address them in their own contexts. Invited students also participated in the groups and a panel discussion followed in which these and other issues were further explored. The following represents a summary of the issues and was provided by Sue Russell, one of the participants, who produced the summary for dissemination amongst the teaching staff in her faculty.

4.1. Student feedback from a TLD workshop– a workshop participant’s summary

4.1.1 *Strategies to help students learn in lectures*

- Link what is taught and assessed to real life. Make it authentic.
- Be engaging – exude enthusiasm. Enthusiastic teachers are motivating.
- Be genuine, approachable and supportive.
- Demonstrate that you remember what it is like to be a student, talk about your own student learning experience, or your work experience. This makes the teacher appear more approachable and aids in developing a community learning spirit.
- Provide the “big picture” up front by telling students what it is they are going to learn during the lecture, recapping what they learnt in the last lecture and tying it all together as the semester progresses.
- Make lectures and tutorials more personal, so it appears that the teacher really enjoys teaching and being with the students.
- Use lots of eye contact, body gestures, voice intonation, humour and drama to get the message across. Don’t forget to use microphones in the large lecture theatres and ask students to sit down the front in a large theatre so that the lecture can be interactive.
- Engage the students by including short bursts of activities during the lecture. An activity to begin is useful in getting students to start thinking about the topic before the PowerPoint slides.
- Avoid PowerPoint slides that are too wordy. (“Death by PowerPoint”). Break them down into simple messages to prevent confusion and information overload.
- The most inspiring teachers don’t sit behind a desk. They move around the lecture space showing interest and enthusiasm and passion for the job.
- Reading material from PowerPoint slides is boring, unhelpful and represents poor pedagogy. Students appreciate the inclusion of interactive strategies such as quizzes, small group discussion and other activities which incorporate the different learning styles.

4.1.2 *Strategies to help students learn in tutorials*

- Involve ALL [emphasis added] students in tutorials and get to know their names if possible.
- Set some work (which is not too burdensome) for the next tutorial so all students know they have to contribute.
- There was some debate about small group discussions in tutorials. One student considered it repetitive with poor learning outcomes. Others thought that small group discussions can work if the nature of the activity varies, e.g. mind mapping activities for conceptual learning followed by an exercise in comparing similarities/differences in conceptual understanding.

- Present a range of activities in tutorials each week. Some students reported that tutorials were the same format each week. Exciting tutorials were those that presented creative and innovative activities resulting in a superior learning experience.
- One student said that in week 8 the tutor posted a list of student grades for group participation. Attendance in tutorials quickly rose the following week. (Some students only attended tutorials initially or to present their own paper, which meant that attendance had been a problem for those students who had papers to deliver towards the end of semester).

4.1.3 Feedback and assessment

- Students would like to receive feedback on examinations. This could be generic and placed on the web, or handled in tutorials or at the next lecture – if the exam is not an end-of-semester exam.
- Students also asked for the quality of feedback to be improved to include diagnostic feedback such as common strengths and weaknesses and how to overcome these.
- Students reported that feedback from teachers and tutors teaching the same subject was often inconsistent.
- If feedback on assessment represents a learning opportunity it needs to occur early in semester so that students can use the feedback before the end of semester.
- One student made an argument for increased numbers of smaller-weighted assessments rather than one high stakes assessment (such as an exam worth 70%). The rationale was based on the increased possibility for learning which continuous assessment activities present, and the opportunity to explore better ways of “doing things” before the major assignment is due.

4.1.4 Flexibility, resources and delivery of content

- One student suggested a different approach to tutorials, such as staging a library research skills workshop (x 2 consecutive weeks) in which students learn a practical skill which is beneficial to subsequent assessment.
- Students asked that all assessment details are provided up front, especially assignment topics. Delaying supplying these until later in the semester only serves to place additional stress on busy students.
- Providing assessment details at the beginning of semester provides an opportunity to think about it during the semester and collect relevant material as it becomes available.
- Students with work and family commitments and busy lives appealed for more flexibility in when subjects are offered and how they are offered.
- One student praised the lecturer for preparing a 5 minute podcast which contained the summary of the lecture, highlighting the major points. The student appreciated the lecturer’s efforts in making the podcast: it provided a focus for the readings, prepared material for the lecture and facilitated examination revision.
- Students appreciate lectures making themselves available for consultation or to answer their queries. Replies to email and telephone messages should be prompt.

5. Discussion

All of the learning issues raised in this paper are not new to LAS practitioners, students or others involved in academic staff development. All universities can point to teaching and learning plans and other policy documents which specifically address learner engagement, strategies and techniques to promote active learning, interaction, deep learning, constructive alignment and challenging learning environments along the lines advocated by Biggs (2003) and through Ramsden’s (2003) principles of effective teaching in higher education:

- Interest and explanation

- Concern and respect for students and student learning
- Appropriate assessment and feedback
- Clear goals and intellectual challenge
- Independence, control and engagement
- Learning from students (pp 93-99).

Furthermore, the literature is abundant with exemplars in which issues raised by the students have been addressed in creative ways. For example, in response to the issue of assessment weightings, Taylor (2006), Meyers et al (2004) and Kift (2004) revised the timing and weighting of formative assessment programs with positive effects on student success and engagement with the curriculum. For the first year student, in particular, we have ten years of data in relation to their learning experiences (Krause et al, 2005), yet problems about how and when student work is assessed, early feedback on progress, management of group assessment tasks, and explicit criteria and assessment weightings continue to be contentious issues for students.

The other key student-centred issues that emerged from our workshops on “Learning from our students”, like the assessment issues above, are well documented and researched.

- There is a need for a sense of clarity about where students are going and what is expected of them (the ‘big picture’)
- Approaches to teaching need to encourage student success (constructive alignment, active learning, motivational teaching, use of technology).

Apart from assessment issues, the most common theme amongst JCU students – and a workshop ‘teaser’ question – was the word most used by them when asked about what makes an effective learning experience. That word and theme was ‘passion’. Lecturers who obviously love their subject and love what they do are clearly important factors that influence the students’ motivation to learn. In a socio-cultural context, Yorke (2006) describes how policy and practice at various levels can influence students’ achievement, yet he stresses the importance of the ‘personal’ aspect of teaching and argues that while teachers cannot guarantee success, “they can at least bend the odds in its favour through their moral commitment to student learning, the attitudes they convey and the methods that they use” (p.5).

6. Where to from here?

The process of developing and delivering the “Learning from our Students” workshops has demonstrated the collaborative nature of the AALL community and confirmed the role of LAS practitioners as actively engaging in the scholarship of teaching and learning. However, one cannot help but wonder why the sorts of issues raised by students in this paper continue to be raised despite the evidence in the literature and the work of LAS practitioners and others working with academic staff. Radloff (2005) argues that “learning advisers need to ensure that their work is disseminated beyond their peers to academics across the disciplines in order to influence teaching practice” (p.12). Successful workshops with groups of committed academic staff (Appendix D) do not necessarily guarantee institution-wide changes in teaching practice so perhaps for the LAS practitioner we again return to ponder our role and influence in our universities and the possible theoretical frameworks that underpin this role. The authors would like to conclude with a series of questions for ongoing discussion with other LAS practitioners.

- Is it only through an institutional commitment to teaching and learning driven by strong leadership that institution-wide changes to teaching practice can be changed (Radloff, 2005, Yorke, 2006)?

- Should all LAS and academic staff development practitioners be physically and/or organisationally located (embedded) in university faculties (Green, Hammer & Stephens, 2005)?
- Is it a lack of an agreed theoretical framework or definition of the work we do as a 'discipline' or 'community of practice' that is preventing more widespread influence in our institutions (Percy & Stirling, 2005; O'Regan, 2005; Milnes, 2005)?
- Is it only through research and publication of their research that LAS practitioners are able to have institution-wide influence in matters of teaching and learning (Chanock and Vardi, 2005)?

The authors hope to promote continued discussions about the learning issues that are facing students as well as the most effective methods of influencing teaching and learning practice across our institutions.

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Appendix A. Course Experience Questionnaire (CEQ) (Rapson, 2006)

The Course Experience Questionnaire (CEQ) is a nation-wide survey instrument owned by Graduate Careers Australia (GCA) to measure the graduate satisfaction of students with their courses. Each year James Cook University undertakes an institution-wide survey of its graduates. The following is a summary of the 2005 survey over five domains:

- **Course Design:** This was obviously the most important aspect of the university experience for JCU students whether they commented in either the 'Best Aspects' or the 'Needs Improvement' areas. Under this domain there are six sub domains listed as follows: Activities, Relevance, Flexibility, Structure, Practical links to theory, and Unspecified. The graduates were happier about the 'Activities' sub domain than they were about the 'Flexibility' and the 'Practical Links to Theory' in the sub domains of 'Course Design'. Equal number of graduates at this University considered the 'Relevance' sub domain of 'Course Design' was either the 'Best Aspect' or was an aspect needing improvement during their university experience.
- **Staff:** This was the second most important domain measured by the number of hits across JCU graduates. Quality, Accessibility, Teaching skills, Practical experience and Unspecified formed the five sub domains of the Staff domain. Overall, the graduates were more positive about 'staff accessibility' and 'staff quality' sub domains than 'staff teaching skills.' 'Staff practical experience' attracted equal positive and negative responses.
- **Support:** This domain collected the third highest hits in the 'Best Aspects' and 'Needs Improvement' areas. The support domain was divided into the following seven sub domains: Social Affinity; Library; Learning Resources; Infrastructure; Student Services, Student Administration and Unspecified. The comments collected in the 'Unspecified' sub domain of the 'Support' domain area, were mainly about friendships formed at the university. The 'Social Affinity' sub domain mainly collected comments on the friendliness and support of staff, fellow students and the university community. The 2004 figure which strongly indicated that the learning environment was friendly was also reflected by the 2005 figures. The friendly environment was one of the most important aspects, as JCU graduates indicated their positive feelings in this category. However, all the other sub domains in the support domain remained negative.
- **Outcomes:** Ranked from the total hits in this area, this domain came fourth in importance. The seven sub domains in this domain were as follows: Further learning; Intellectual development; Interpersonal skills; Knowledge; Application to work; Personal benefits; and Unspecified. Only the 'application to work' sub domain showed a *proportion* with a negative outcome, whilst all the other six sub domains appeared to be positive with the least *proportion* being 3.
- **Assessment:** This domain showed the lowest hits from both the 'Best Aspects' question and the 'Needs Improvement' question. There were six sub domains: Expectations, Feedback, Marking, Relevance, Standards and Unspecified. Only the 'Relevance' sub domain showed positive. The remaining sub domains, other than 'unspecified', showed as negative in the *proportion* calculation.

Key themes in the comments are the practical experience components of courses drew the most supportive comments. Students were also looking for quality staff with teaching skills, for flexibility and access ability in their courses, and social support. Concerns about assessment and feedback, which appear with low scores on the SFS, are also evident in these responses, but interestingly the number of write-in comments is comparatively low.

Appendix B. Student Feedback on Subjects (SFS) (Rapson, 2006)

SFS Questionnaire (till end of 2005, from 2006 there are three comments areas which consisted of best and worst aspect and overall comment)

I think that:

| | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | The quality of the learning experiences in this subject was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | The interest level generated by this subject was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | The explanations given by staff in this subject were | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | The organization and structure of this subject was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | The quality of information provided about assessment requirements was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | The quality of comments on assessed work was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | The specification of criteria used to assess work was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | le | acceptab le | | acceptab le | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8 | Staff interest in assisting students to learn in this subject was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9 | The level to which we accomplished the aims of the subject was | Completely unacceptable | Not really acceptable | Acceptable | More than acceptable | Outstanding |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10 What were the best aspects of this subject?

11 What aspects of this subject are most in need of improvement?

12 In the box provided you are invited to enter comments about any aspect of this subject

Appendix C. Student Feedback on Teaching (SFT) (Rapson, 2006)

1. Core questions in Student Feedback on Teaching Questionnaire

I think that . . .

- 1 The quality of this teacher's explanations was
- 2 This teacher's interest in assisting students to learn was
- 3 The structure of this teacher's presentations was
- 4 This teacher's accomplishment of the aims of the subject was
- 5 The information about assessment requirements provided by this teacher was
- 6 This teacher's understanding of the subject was
- 7 The level of feedback provided by this teacher was
- 8 This teacher's effort to motivate students was
- 9 The level of interest generated by this teacher was
- 10 How this teacher clarified the subject's expectations of students was
- 11 This teacher's organisation was
- 12 This teacher's use of teaching aids was
- 13 This teacher's punctuality was
- 14 This teacher's availability to students was
- 15 This teacher's use of email and the world wide web was
- 16 Overall, the quality of this staff member's teaching was

Appendix D. Summary: Evaluation of Learning from our Students

Cairns 2006

Presenters: Alan Calder and Tony Gleeson

| Did the workshop help you: | Mean on 5 pt scale where 1 lowest |
|--|-----------------------------------|
| 1. Consider current perspectives on learning support | 4.8 |
| 2. Recognize the value of feedback offered from students (SFS/SFT/CEQ) | 4.4 |
| 3. Expand knowledge of ways to embed learning assistance practices into curriculum | 4.3 |
| 4. Engage in professional dialogue that will enhance student learning | 4.9 |
| 5. How would you rate this workshop | 4.6 |

General comments:

Will explore more about assessment, engaging, relaxed, knowledgeable, managed discussion well, good booklet, needed more time, will encourage integrated study skills in teaching, teach with passion, student panel good, will ask for more feedback – not just wait for SFS etc

Townsville 2006

Presenter: Peter Hanley

| Did the workshop help you: | Mean on 5 pt scale where 1 lowest |
|--|-----------------------------------|
| 1. Consider current perspectives on learning support | 4.3 |
| 2. Recognize the value of feedback offered from students (SFS/SFT/CEQ) | 4.3 |
| 3. Expand knowledge of ways to embed learning assistance practices into curriculum | 4.3 |
| 4. Engage in professional dialogue that will enhance student learning | 4.3 |
| 5. How would you rate this workshop | 4.3 |

General comments:

Organised, free flowing and informed, need to consider distance students, lot of info for two hours, low op's real issue, great book as usual, great approach – open to discussion and opinions, student panellists good, incorporate study skills, students shouldn't be entertained, many key points covered with greater depth covered in reading materials

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