

# Sharing case studies in discipline-specific language development in the PEAL space

Post-entry English & Academic Learning SIG English Australia



[englishaustralia.com.au](http://englishaustralia.com.au)

**Celebrating 40 years of quality and innovation in ELICOS**

## Acknowledgement of country

We acknowledge the Traditional Owners of Australia and recognise their continuing connection to land, water and culture. We are currently on the land of the Gadigal people of the Eora Nation and pay our respects to their Elders, past, present and emerging.



# Overview of the Workshop

## *Sharing case studies in discipline-specific language development in the PEAL space*

**1:30 – 1:40: Introduction**

**1:40 – 2:35: Session 1 (55 mins)**

- Case Study 1: *Improving student engagement through discipline customised Academic English curriculum*, Maria Charalambous & Gabriela Jakubowicz, University of Western Sydney The College
- Case Study 2: *The effectiveness and transferability of a block-mode discipline-specific academic language development program*, Joseph Yeo & Gemma O'Donohue, University of Technology Sydney

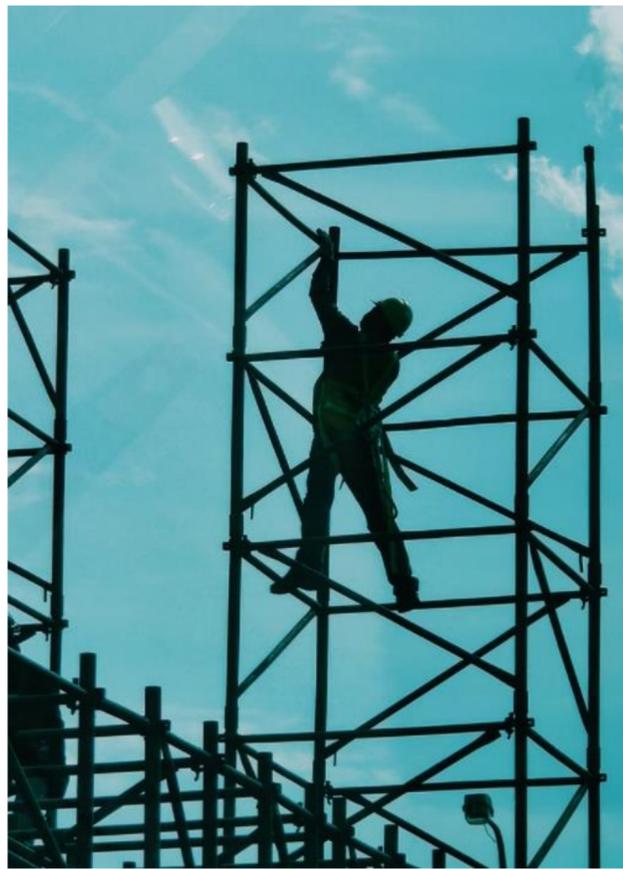
**2:35-2:55 Tea break (20 mins)**

**2:55-3:50: Session 2 (55 mins)**

- Case Study 3: *Academic Skills Support in a Large-scale First Year Course*, Kit Nuttal, UQ College
- Case Study 4: *Designing ALL Workshops to Scaffold Discipline-Specific Assignment Support*, Dr Alex Garcia, Centre for English Teaching + Learning Hub, The University of Sydney

**3:50-4:00: Wrap Up**





# Improving student engagement through discipline customised Academic English curriculum

Gabriela Jakubowicz and Maria Charalambous

(additional support by David Curtin)

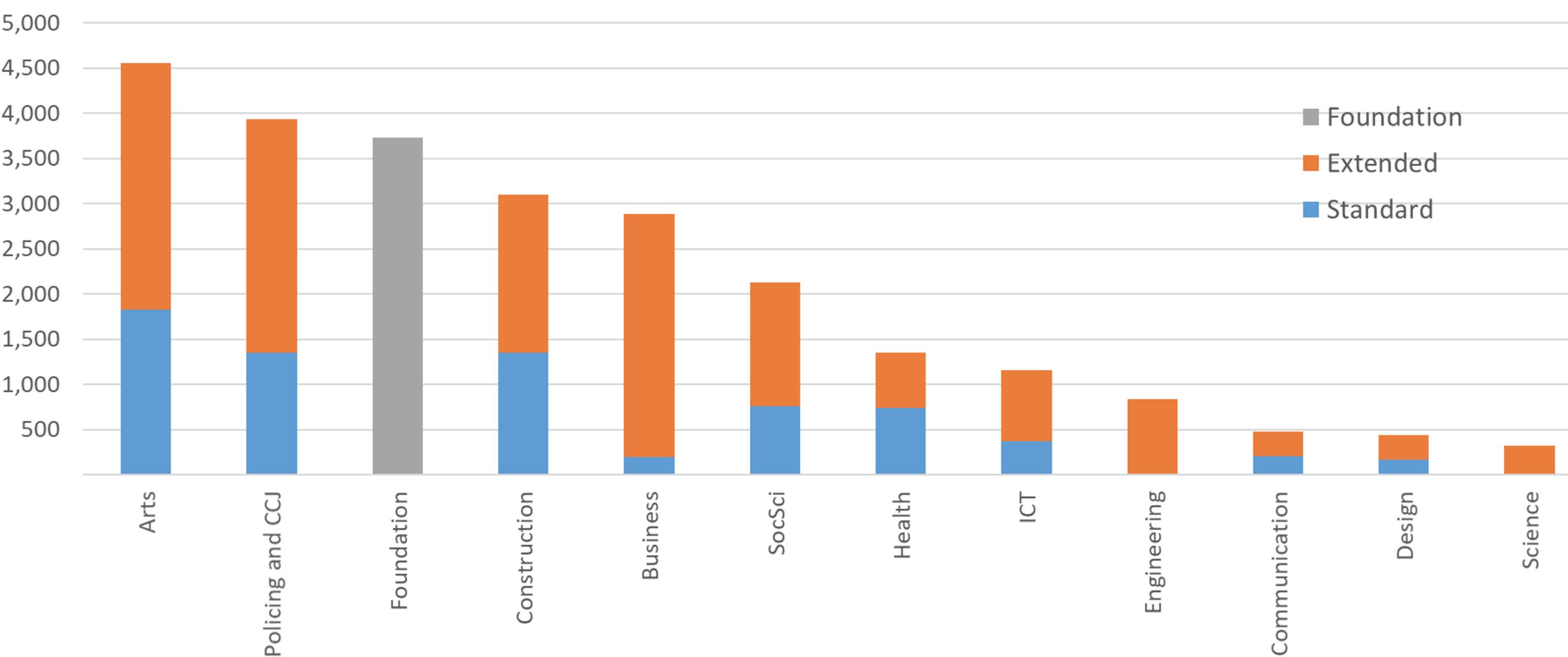
# Who we are

- Western Sydney University the College – Pathways institution
- Students complete 12 (or 24) weeks for English literacy and communication subjects -part of Pattern of Study
- 15 discipline specific Academic English subjects
- Various delivery modes
- 4 campuses (Blacktown, Bankstown, Parramatta, Kingswood)

## Our Students

- Local students
- AU citizens and/or recent migrants
- Majority educated locally
- Low SES/non English speaking backgrounds/first in family to attend University

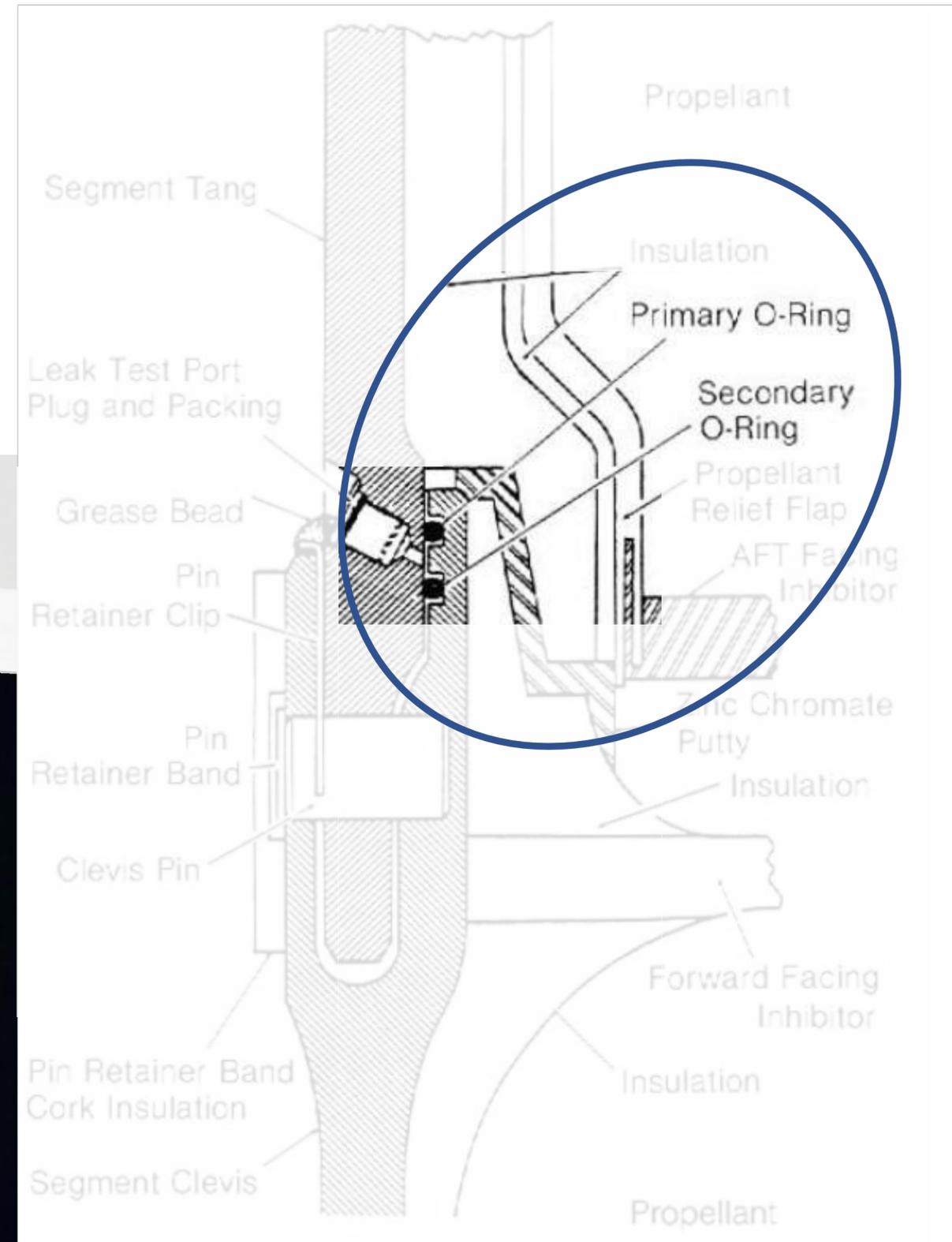
# Future



28 January 1986, Kennedy Space Centre, Florida



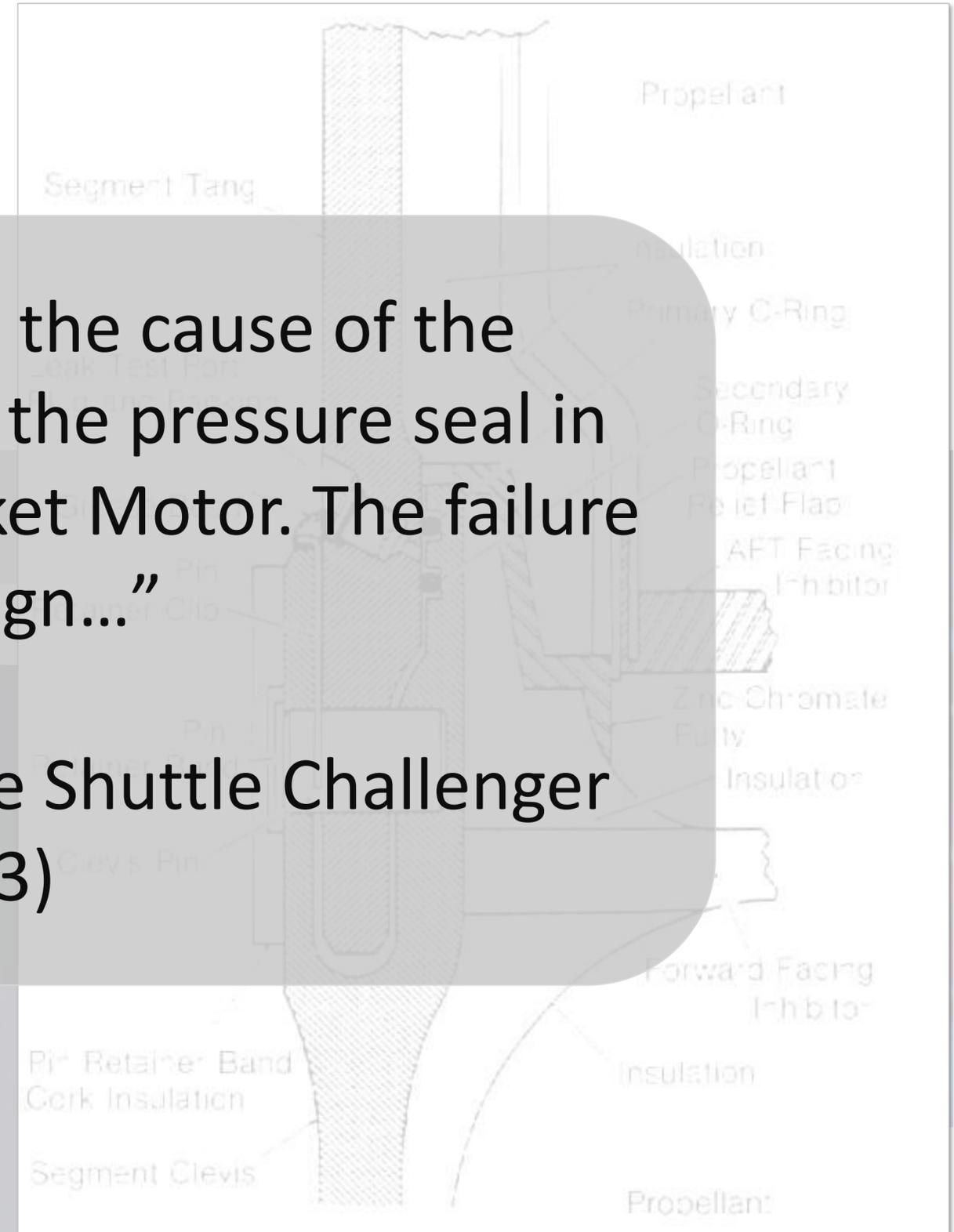
# 28 January 1986, Kennedy Space Centre, Florida



# 28 January 1986, Kennedy Space Centre, Florida

“... the Commission concluded that the cause of the Challenger accident was the failure of the pressure seal in the aft field joint of the right Solid Rocket Motor. The failure was due to a faulty design...”

(Presidential Commission on the Space Shuttle Challenger Accident, 1986, p. 73)

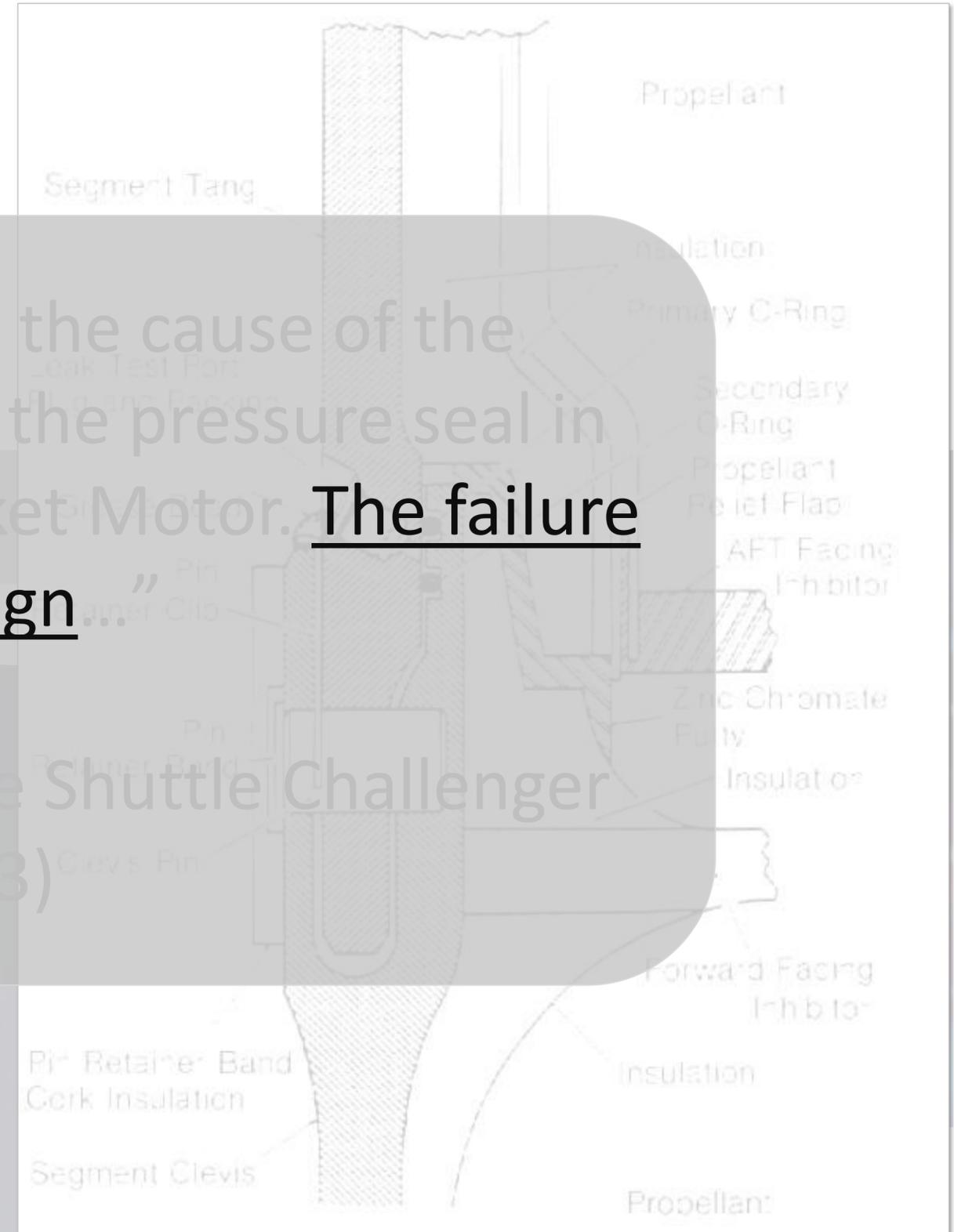


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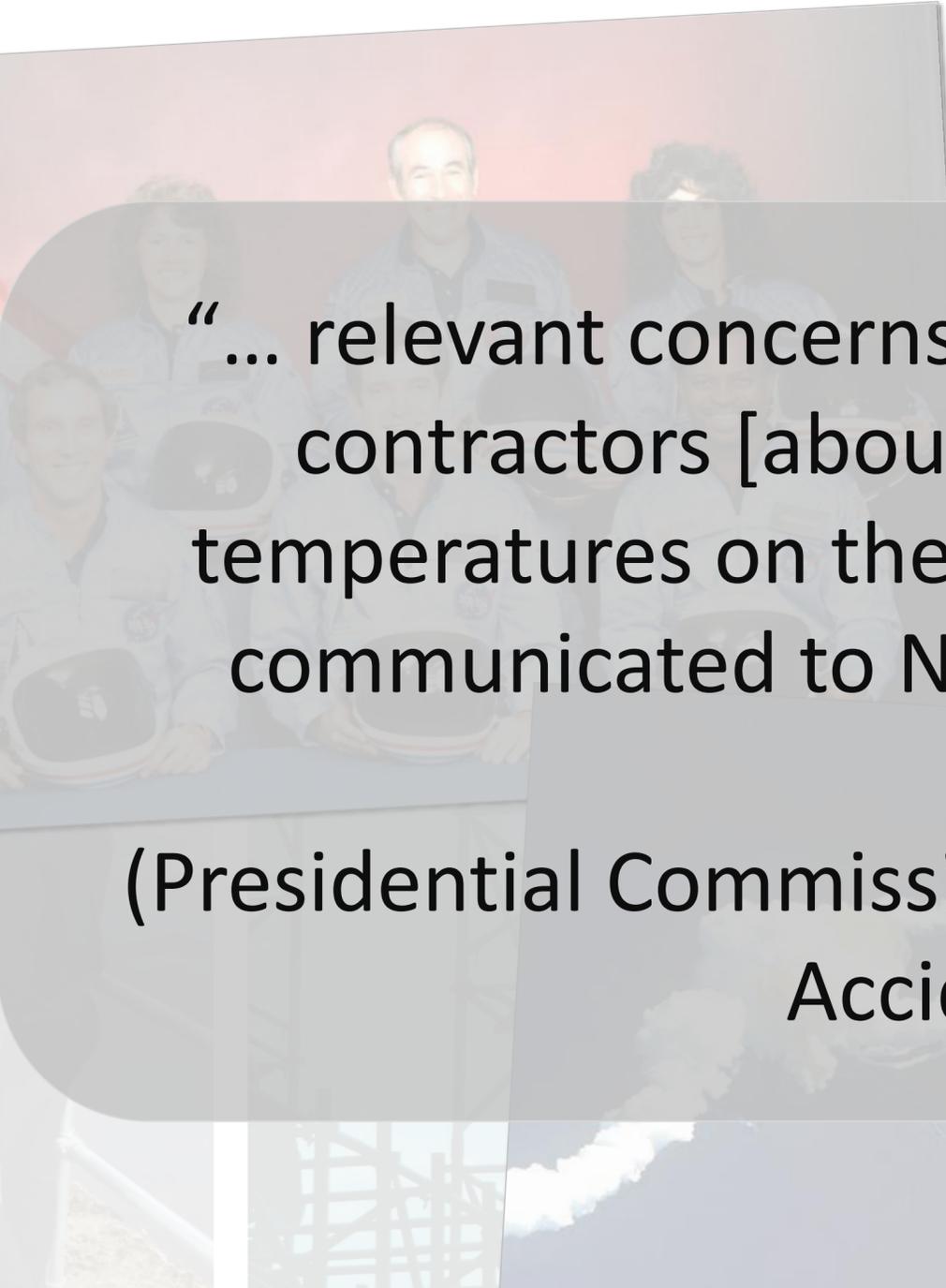
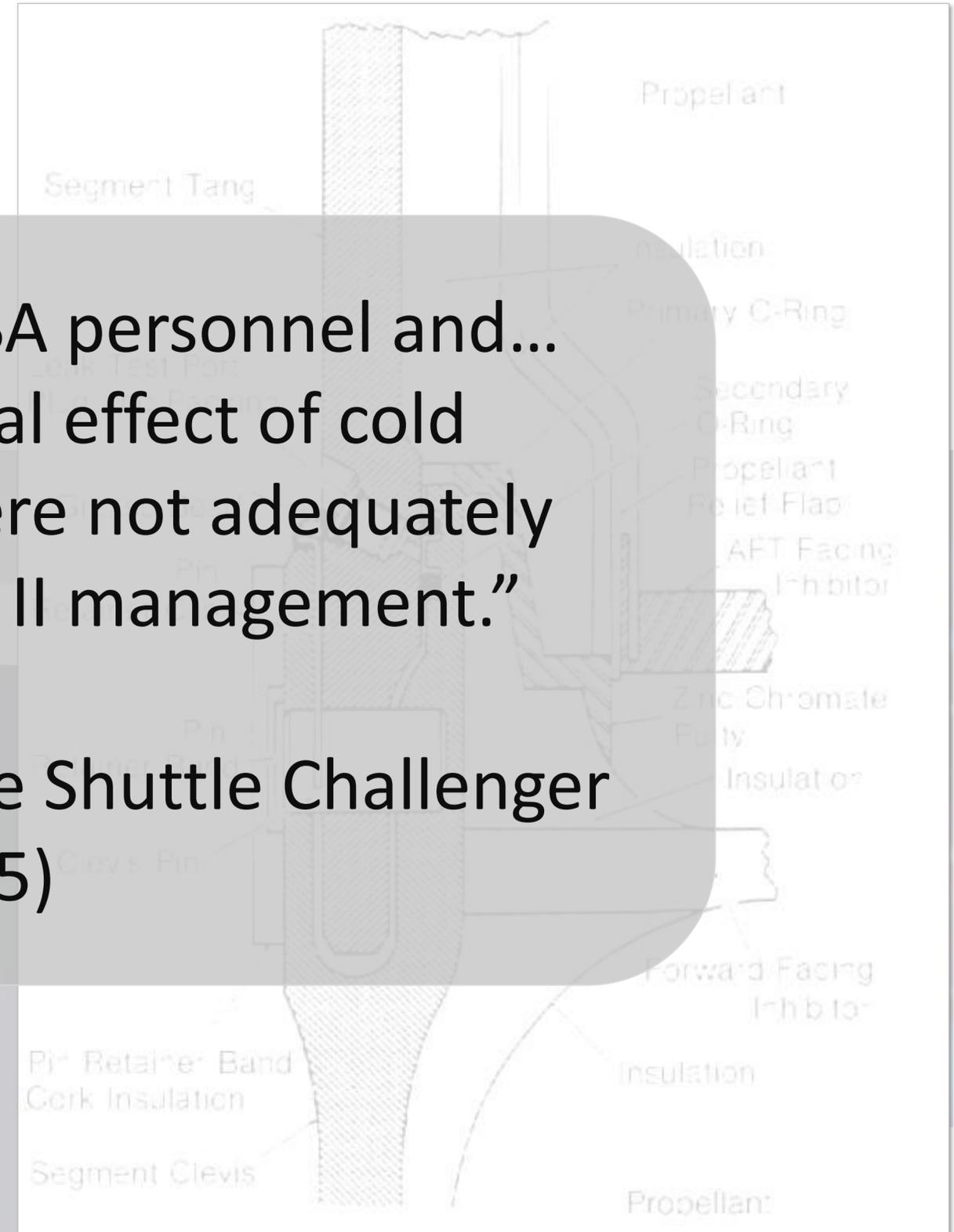
(Presidential Commission on the Space Shuttle Challenger Accident, 1986, p. 73)



# 28 January 1986, Kennedy Space Centre, Florida

“... relevant concerns of Level III NASA personnel and... contractors [about the detrimental effect of cold temperatures on the joint seal]... were not adequately communicated to NASA Level I and II management.”

(Presidential Commission on the Space Shuttle Challenger Accident, 1986, p. 85)



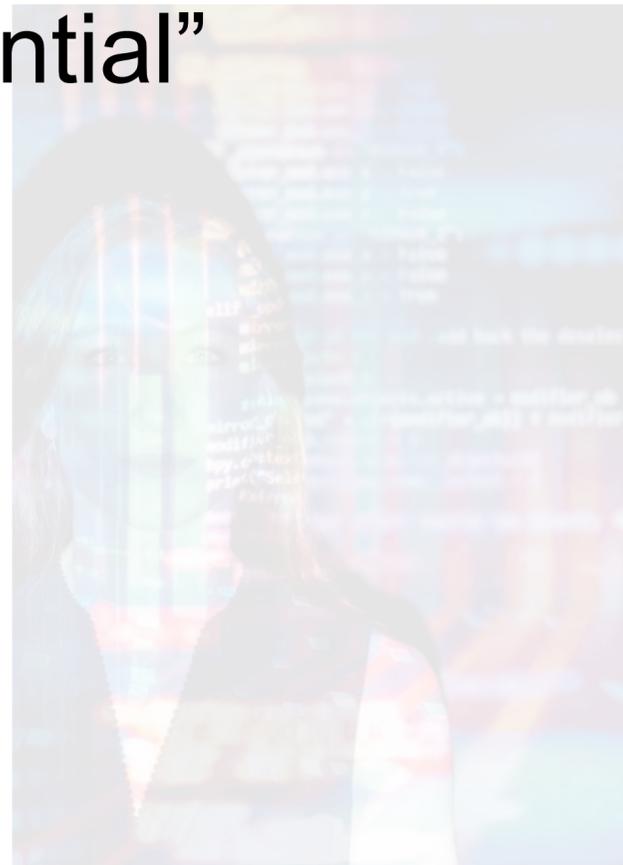


28 January 1986, Kennedy Space Centre, Florida



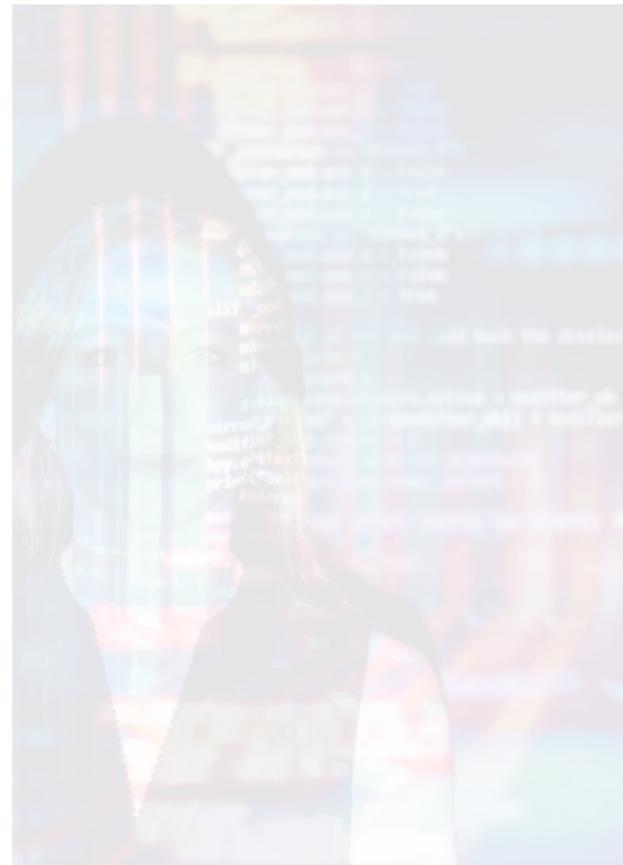
# Consequences

“The Space Shuttle Challenger tragedy is but one example of how engineering has a direct and lasting impact on life. As a result, “literacy in engineering, including the rigorous interpretation, evaluation, and production of texts, can be very consequential” (Wilson-Lopez & Minichiello, 2017, p. 1).

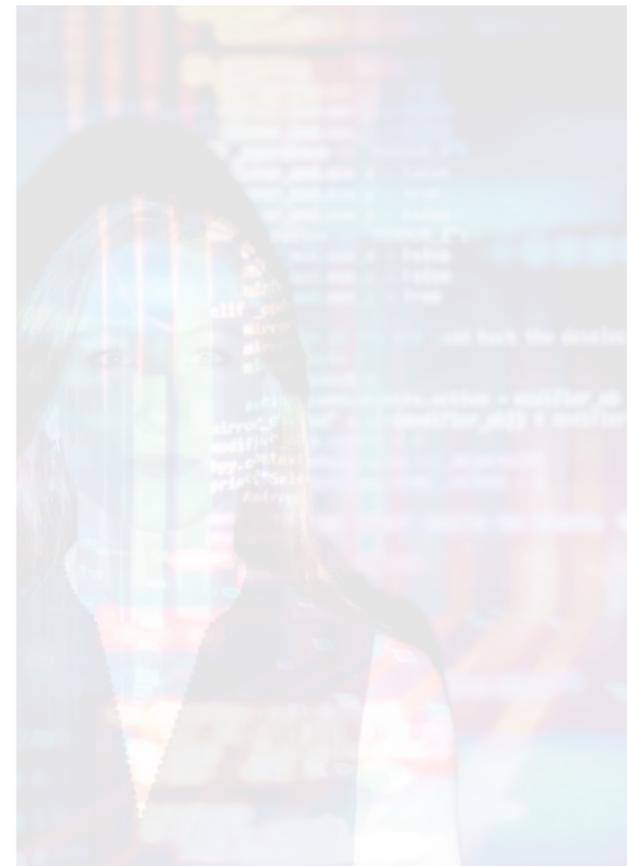


# Addressing the literacy crisis

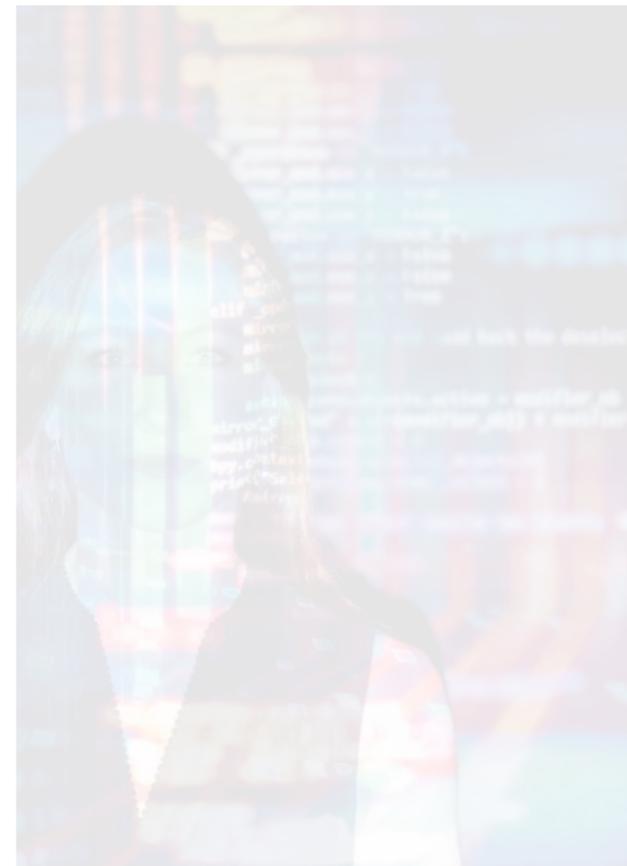
“The teaching of writing is perhaps the biggest equity issue we face. We can use the word illiterate. They finish school and are unable to have the proficiency in writing they need for workplace engagement” (Wyatt-Smith, as cited in Baker, 2022, para. 5).



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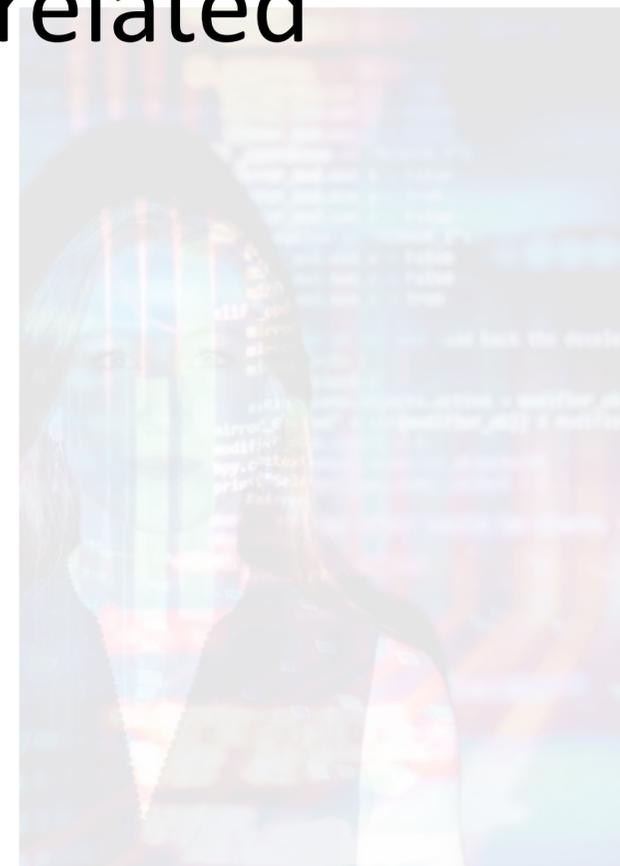
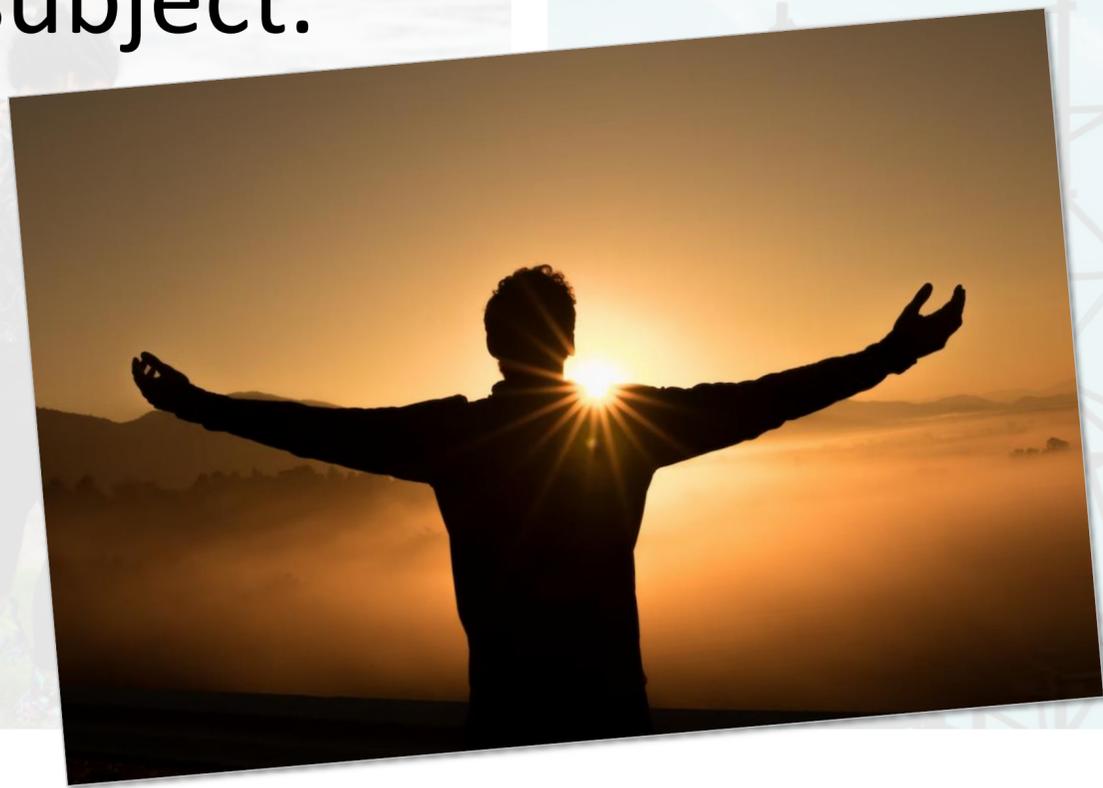


# How did our research come about?



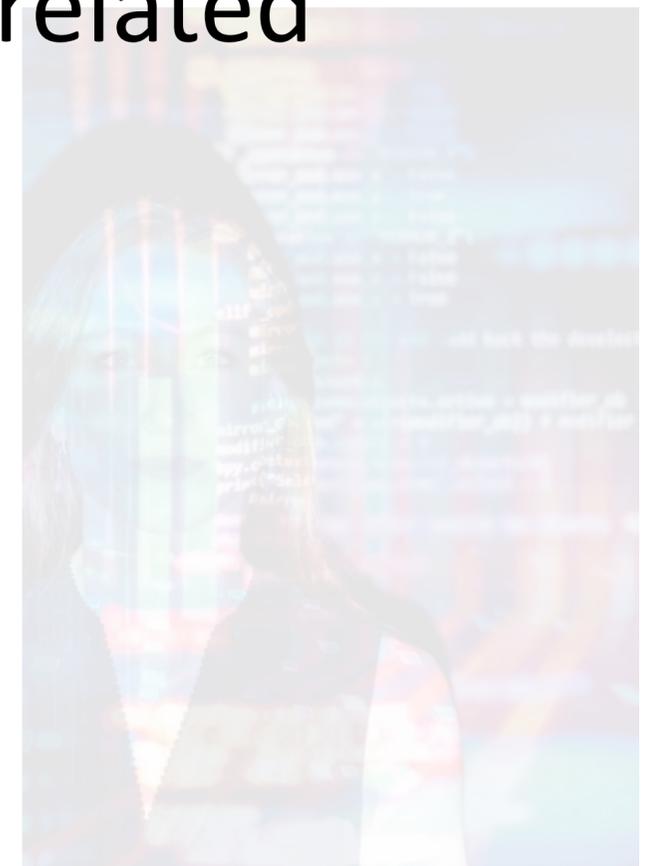
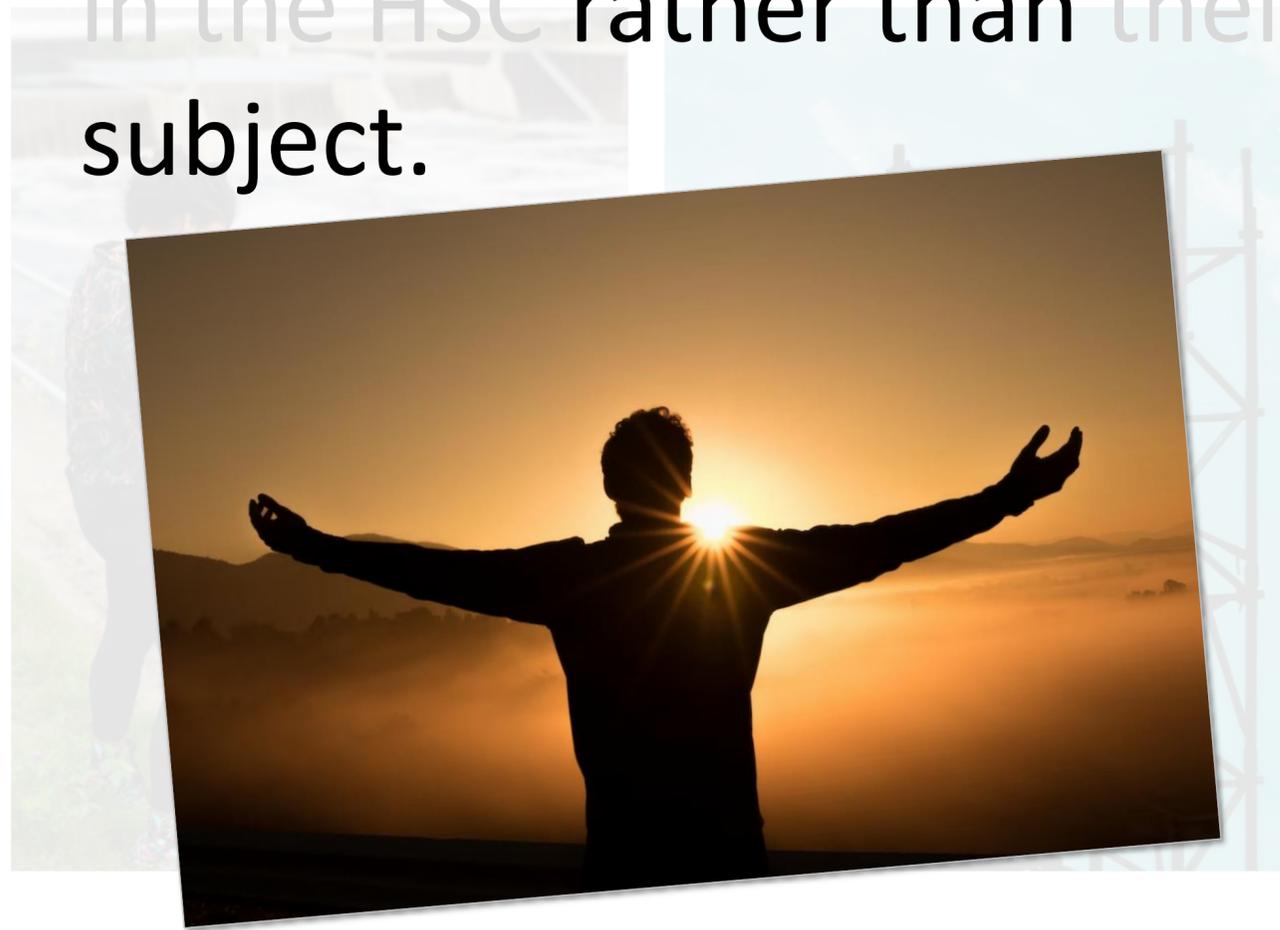
# 2020 Academic English Taskforce

This is significant given that when the University evaluated the True Rewards program, they found the strongest correlation in every course was between student success and their English performance in the HSC rather than their performance in a discipline-related subject.



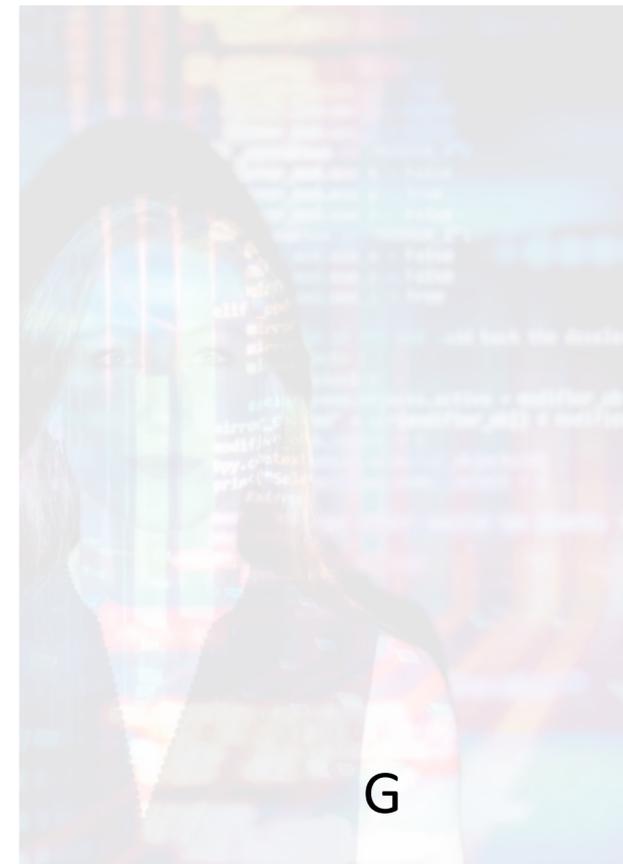
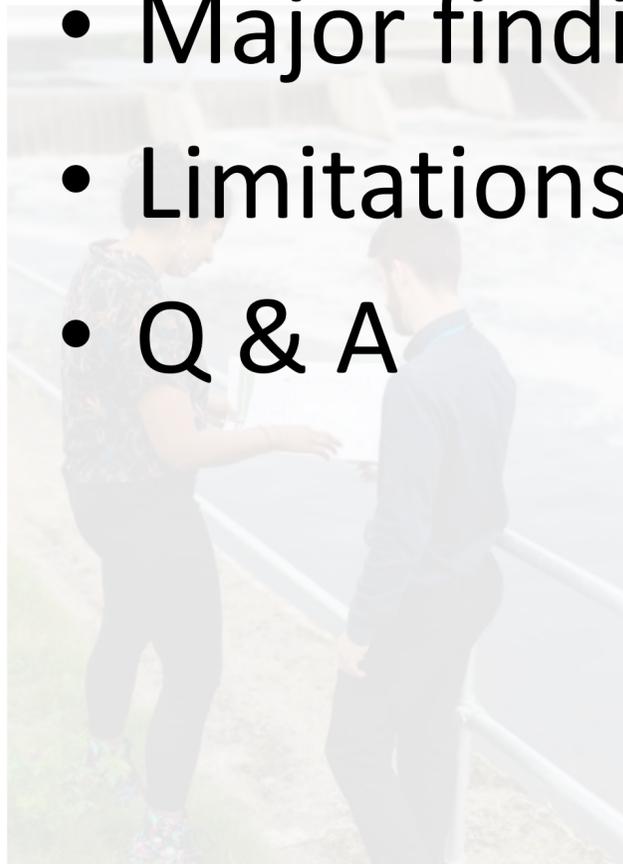
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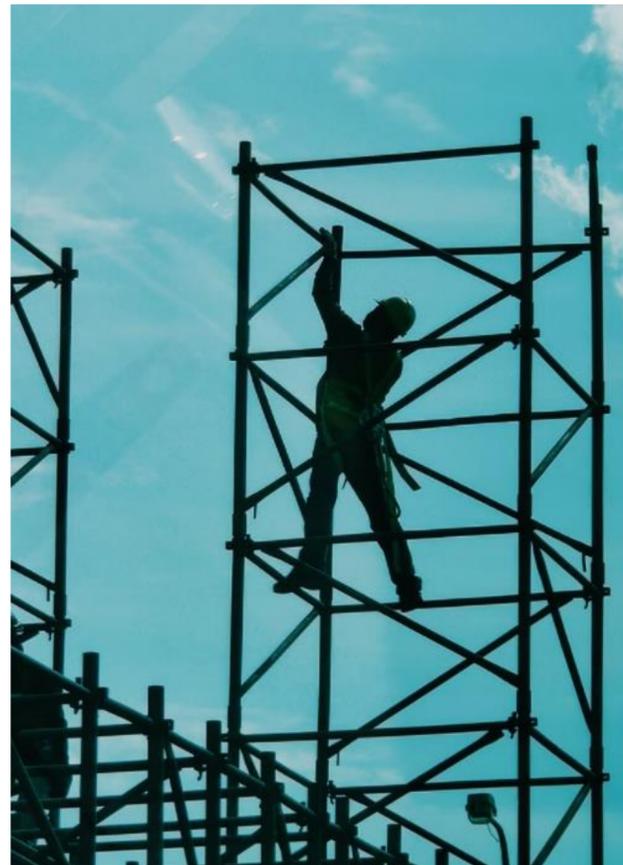
# Outline

- Project aim & Methodology
- Comparison of customised and generic English subjects by cohort
- Samples of selected customised subjects
- Major findings
- Limitations
- Q & A



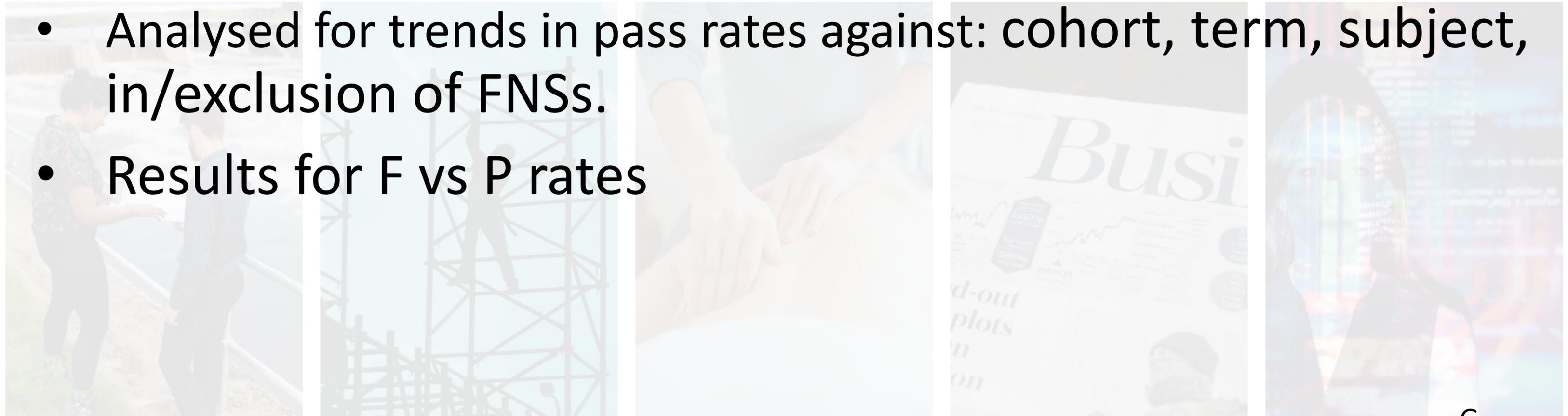
# Project aim:

*To evaluate the effectiveness of customised Academic English subjects*



# Methodology

- 24,886 domestic student records (2015.1 – 2022.3).
- Subject, grade, term, program (cohort).
- Grades → P, F, FNS (fail non-submit).
- Analysed for trends in pass rates against: cohort, term, subject, in/exclusion of FNSs.
- Results for F vs P rates



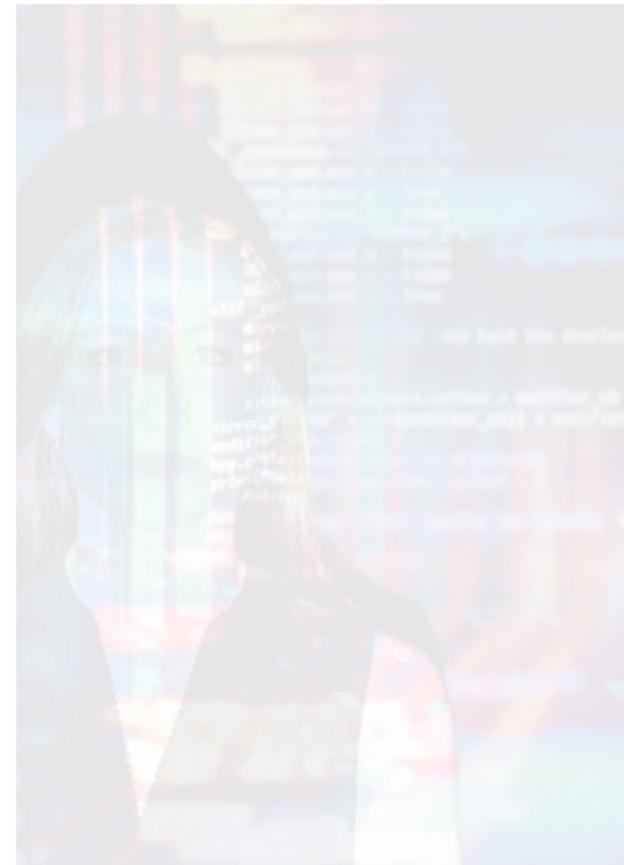
# Calculation of % Average Pass Rate

	#Students	#Pass	%Pass
2015 Term 1	672	595	89%
2015 Term 2	11	8	73%
2016 Term 1	472	414	88%
2017 Term 1	264	242	92%
2017 Term 2	142	113	80%
2018 Term 1	468	389	83%
2018 Term 2	762	535	70%
2018 Term 3	100	32	32%
2019 Term 1	675	552	82%
2019 Term 2	777	538	69%
2019 Term 3	98	44	45%
2020 Term 1	700	571	82%
2020 Term 2	749	571	76%
2020 Term 3	68	29	43%
2021 Term 1	424	316	75%
2021 Term 2	422	302	72%
2021 Term 3	21	4	19%
2022 Term 1	208	149	72%
2022 Term 2	179	113	63%
<b>Grand Total</b>	<b>7,212</b>	<b>5,517</b>	<b>76%</b>

Average % Pass Rate

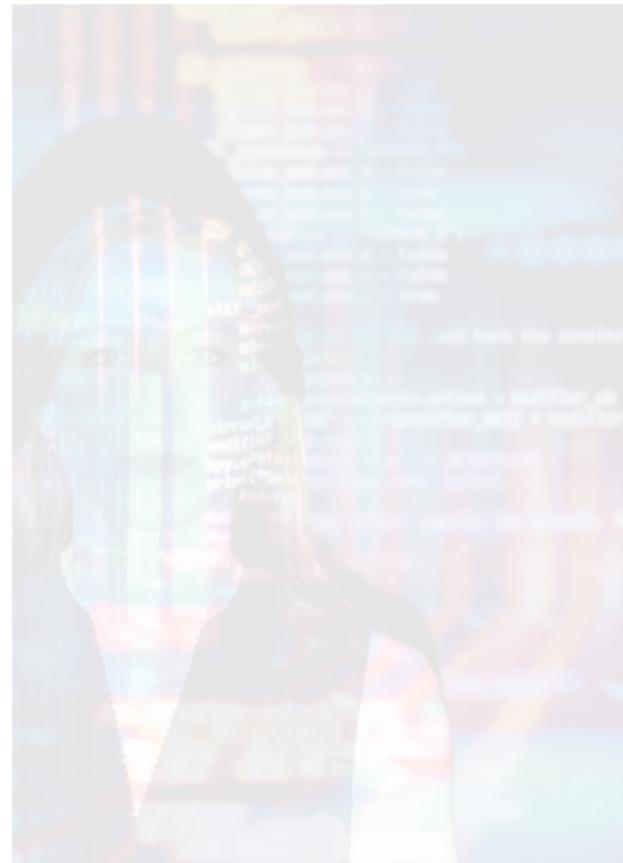
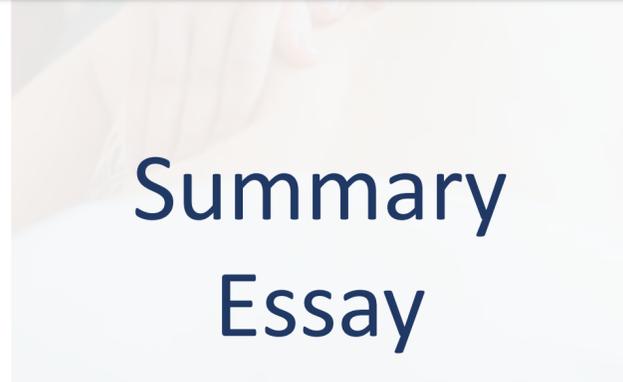
$$= 100 \times \frac{\text{Total passes over all terms}}{\text{Total students over all terms}}$$

# How have we changed?



# Generic English Subject

## Introduction to Academic Communication 1



Summary  
Essay

Oral presentation

# Construction Management and Building Design

## Essential Literacy for Construction Professionals I

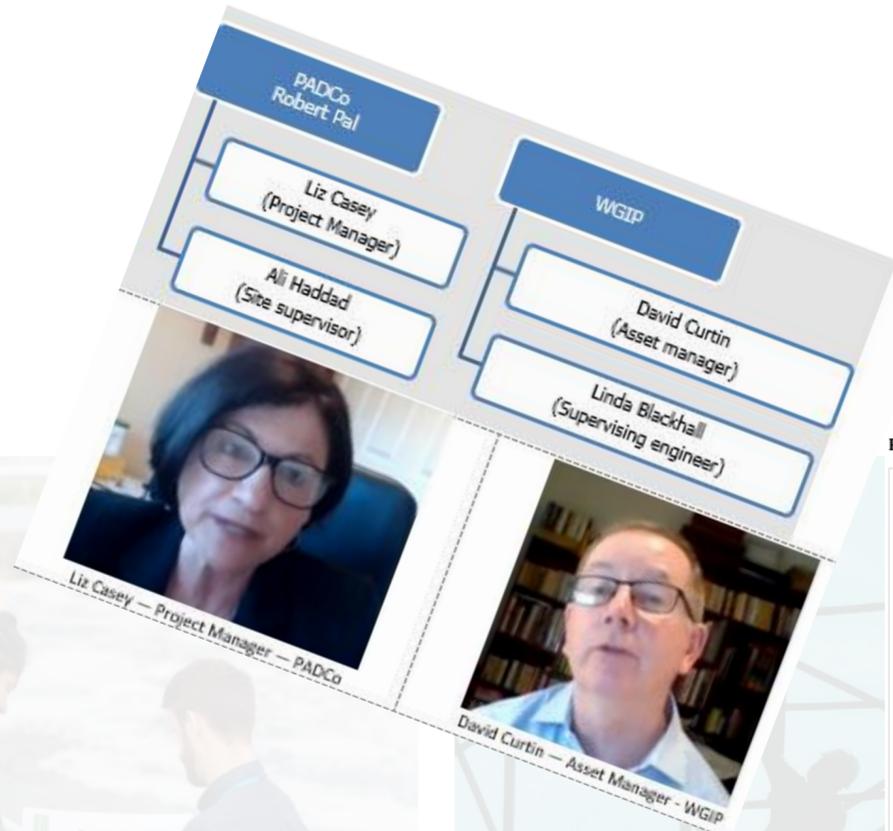
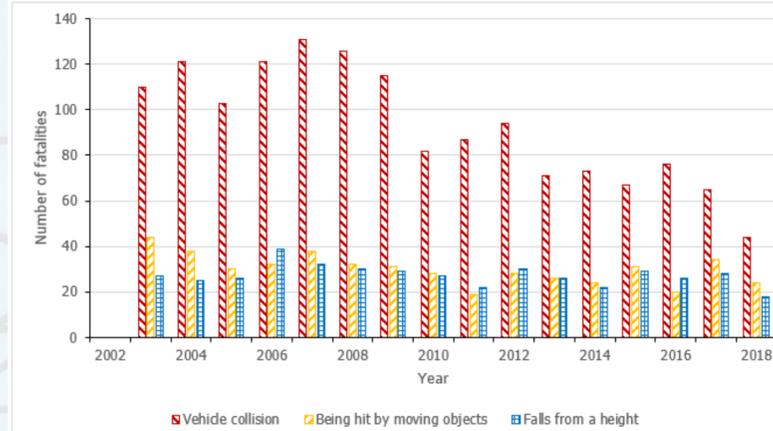


Figure 1. Location. The site is located to the east of the existing industrial estate in Erskine Park on Lenore Drive, just off the M7. The site is bounded to the north by Lenore Drive and to the east by



Figure 2. The three most frequent causes of worker fatalities in Australia from 2003 to 2018.



You work for a construction company called Plan, Approve, Design and Construct (PADCo). You are the site supervisor on a five-factory industrial park known as Western Gateway Industrial Park (WGIP). The project is nearing completion.

The company's general manager, Robert Pal, has written you the email below.

1. Reply to him in no more than 300 words. Use the attached report, the attached EOT register, and your knowledge of qualifying causes of delay, the prevention principle, and liquidated damages to respond.
2. Ensure you use an in-text citation when referring to the attached report, and include a reference for it in the Harvard Western Sydney style.

To: ali.haddad@padco.com.au  
 From: robert.pal@padco.com.au  
 cc: liz.casey@padco.com.au  
 Subject: EOTs at the Western Gateway Industrial Park

Dear Ali,

Thank you for your response to my recent email.

As I am sure you are aware Stage 3 of the WGIP project is nearing completion. However, I am led to understand that there may be a dispute with PADCo over the approved Extensions of Time (EOT) and the Date of Practical Completion.

I also understand that the EOT register has been amended from when you last showed it to me. I have attached the amended EOT register, and I have also attached a recent report by Chambers Lawyers on a relevant decision by the courts of NSW.

As you know, the contracted Date for Practical Completion is 1 August. I understand that we expect to achieve Practical Completion in 30 days from today. This is a delay of 20 days.

Would you please update me on the situation:

1. What is the current status of the EOT register? In respect of the Date of Practical Completion and the possibility of liquidated damages, is either PADCo or WGIP in breach of the contract?
2. Is the Chambers Lawyers report relevant to our situation?
3. What action, if any, do you recommend we take?

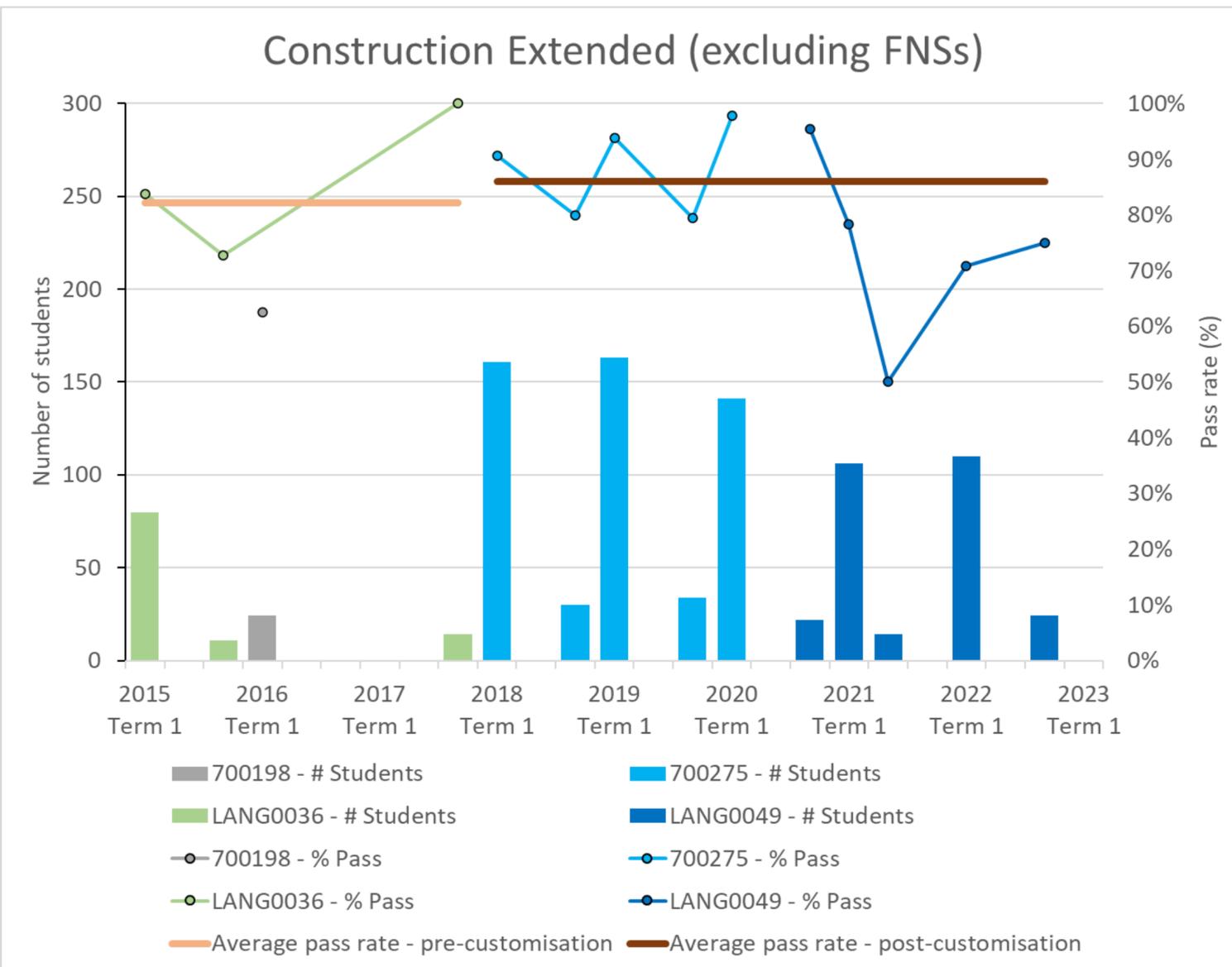
As usual, no more than 300 words, by close of business tomorrow.

Sincerely,  
 Robert

Construction

meeting summary  
 chart description  
 report summary/email  
 vocabulary and grammar quiz

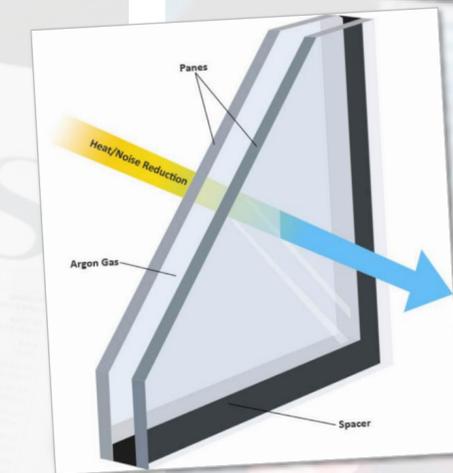
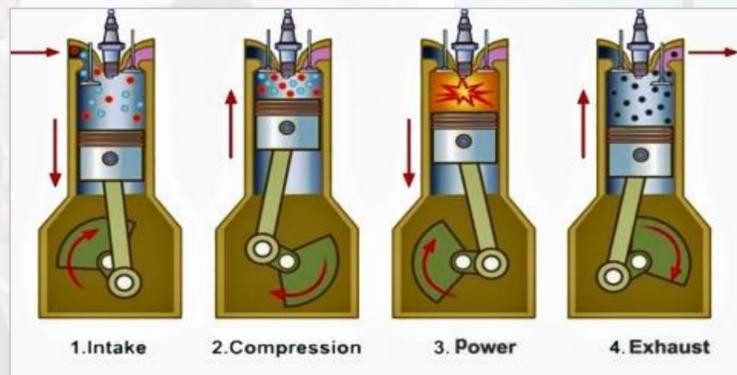
# Construction – 1<sup>st</sup> term extended



Type of subject	Avg pass rate	Type of subject	Avg pass rate	Difference
Generic subject	82%	Customised subject	86%	+4%

# Engineering

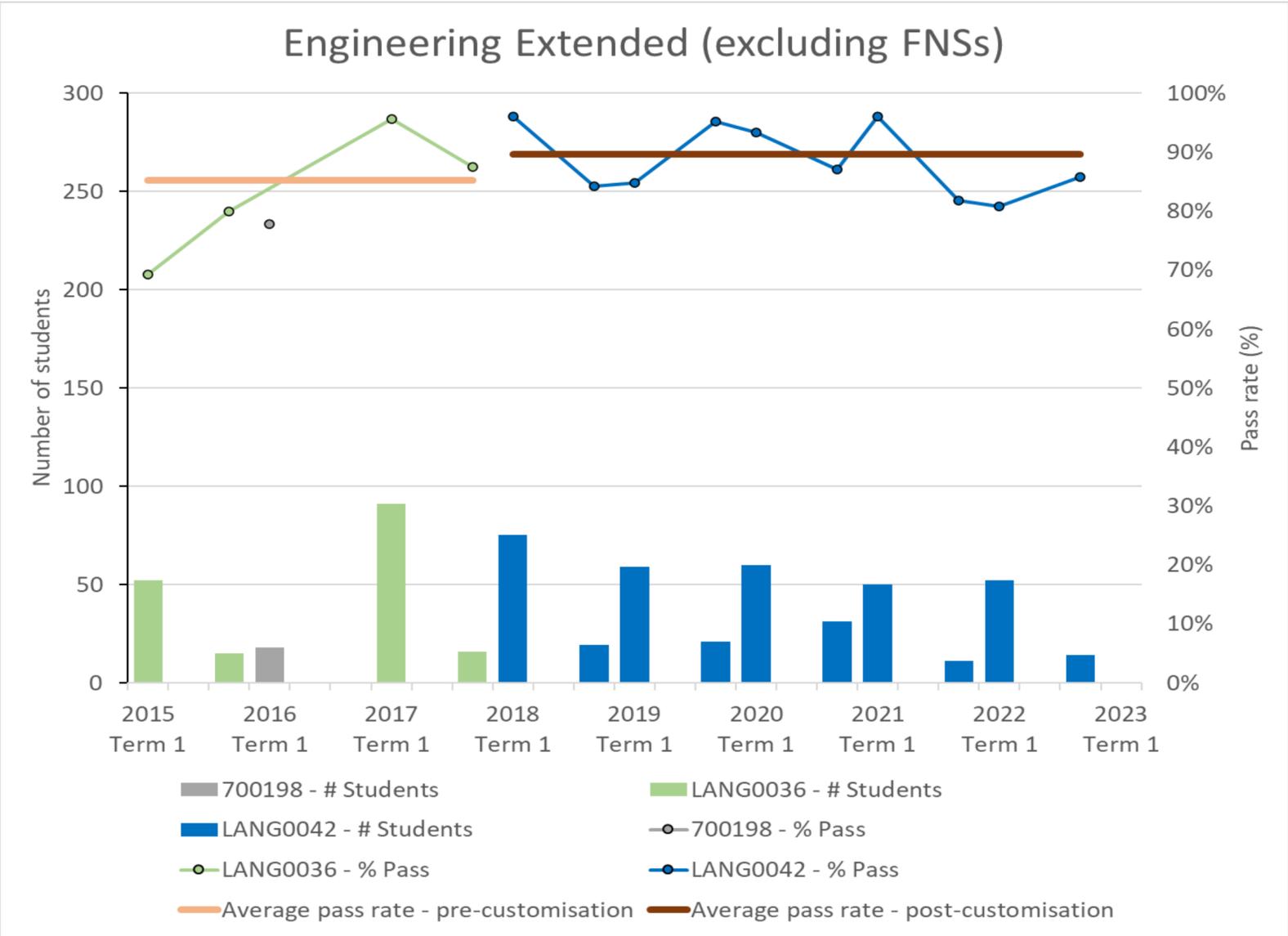
## Professional Communication Skills for Engineering



Data interpretation  
Process description  
Engineering report

Presentation on an engineering innovation

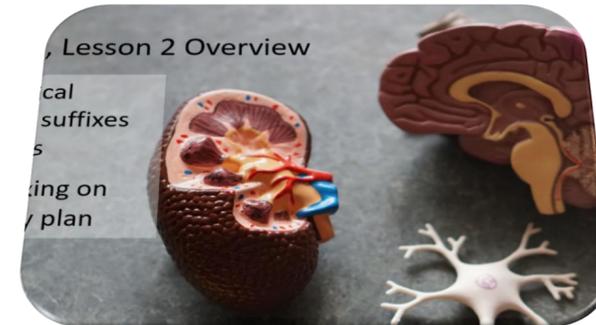
# Engineering – 1<sup>st</sup> term extended



Type of subject	Avg pass rate	Type of subject	Avg pass rate	Difference
Generic subject	85%	Customised subject	90%	+5%

# Foundation Studies: Health Science and Nursing

## Communication Skills for Health Science 1



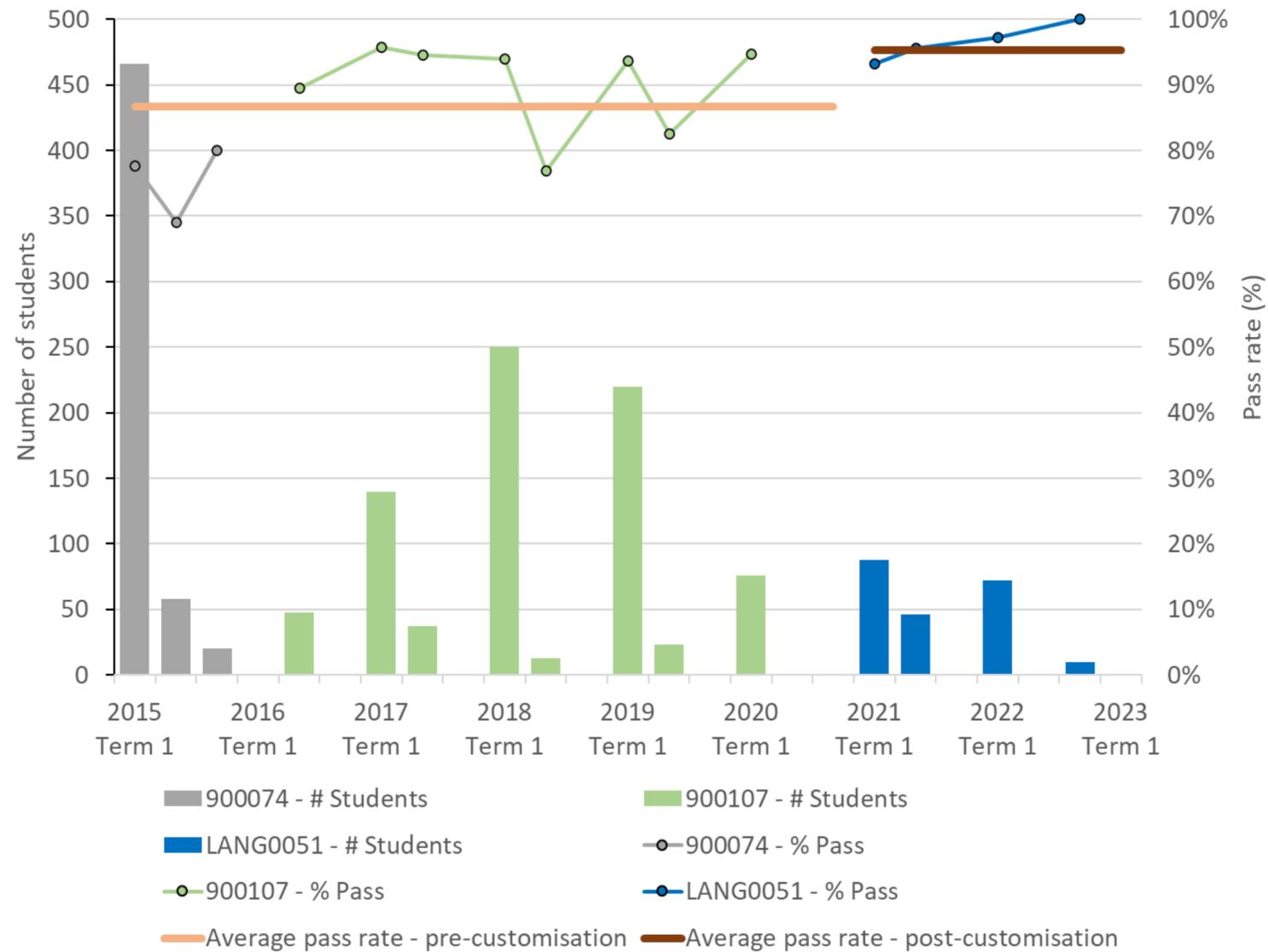
Listening & Summary (hospital vs home birth)

Essay on a Health Care issue

Presentation on Health Care related topic

# Health Science and Nursing – Foundation studies

Foundation Extended (excluding FNSs)

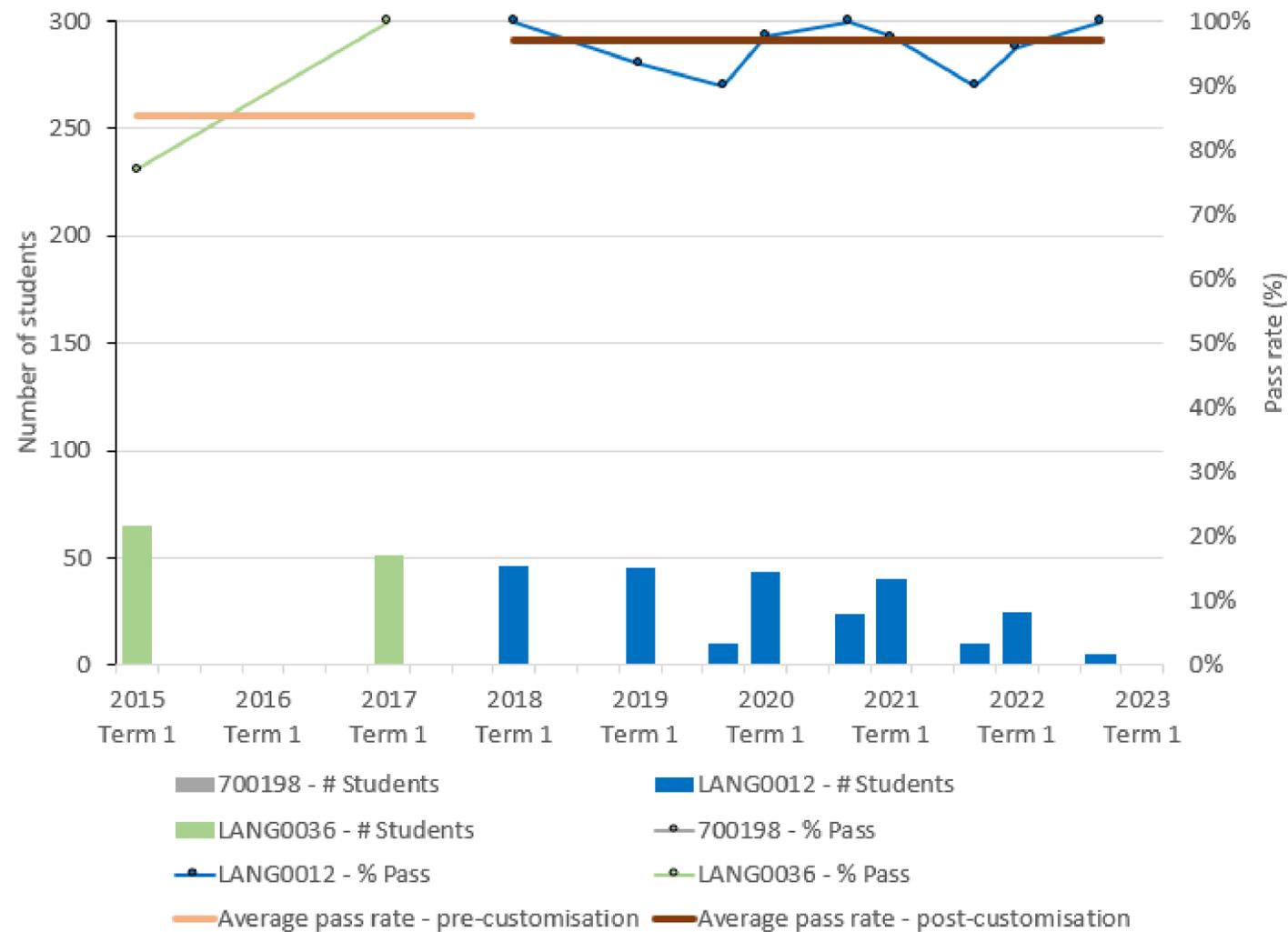


Type of subject	Avg pass rate	Type of subject	Avg pass rate	Difference
Generic Subject	87%	Customised subject	95%	+8%



# ICT – extended

ICT Extended (excluding FNSs)



Type of subject	Avg pass rate	Type of subject	Avg pass rate	Difference
Generic		Customised		

# Policing and Justice

## Professional Communication Skills for Policing and Justice



	A	B	C	D
1	 <a href="https://unsplash.com/photos/18-afid_0c">https://unsplash.com/photos/18-afid_0c</a>	 <a href="https://unsplash.com/photos/21G9qarBAMA">https://unsplash.com/photos/21G9qarBAMA</a>	 <a href="https://unsplash.com/photos/3kAwntw2mGw">https://unsplash.com/photos/3kAwntw2mGw</a>	 <a href="https://unsplash.com/photos/1B7To-Qa9P">https://unsplash.com/photos/1B7To-Qa9P</a>
2	 <a href="https://unsplash.com/photos/N6S0Mf_N2oA">https://unsplash.com/photos/N6S0Mf_N2oA</a>	 <a href="https://unsplash.com/photos/1b7To-Qa9P">https://unsplash.com/photos/1b7To-Qa9P</a>	 <a href="https://unsplash.com/photos/HdD1-v6l6eM">https://unsplash.com/photos/HdD1-v6l6eM</a>	 <a href="https://unsplash.com/photos/1b7To-Qa9P">https://unsplash.com/photos/1b7To-Qa9P</a>
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Summary of the text, *“Police officer suicide: it’s not just about workplace stress, but culture too”* (Roberts, 2017)

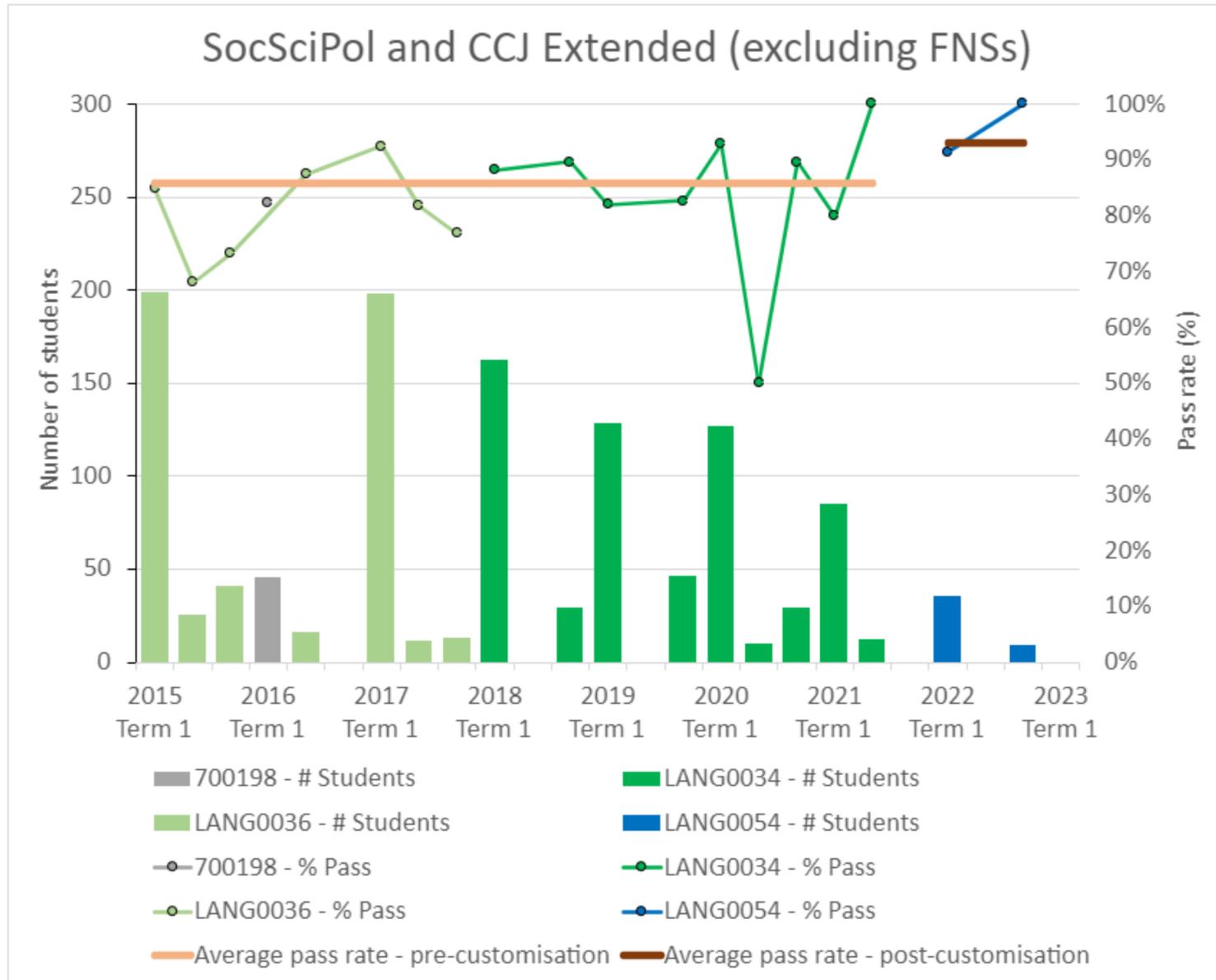
Descriptive Task: Crime scene

Policing Report: Statement of Facts

Activity 6.1b — Should recording police action be permitted?  
In the pre-lesson activity, you learned about Rodney King. However, more recently, another very similar case occurred. According to Tarm (2021), the two cases of Rodney King and George Floyd provide strong justice arguments for the right of any citizen to film police action.  
Read Tarm’s (2021) opinion at [this link](#), then watch the following video (NBC News 2020) that reconstructs the events surrounding the George Floyd incident and answer the questions in your Logbook.  
You can click on the video to play it or click [here](#) to open it in a new window.



# Policing & CCJ – Extended

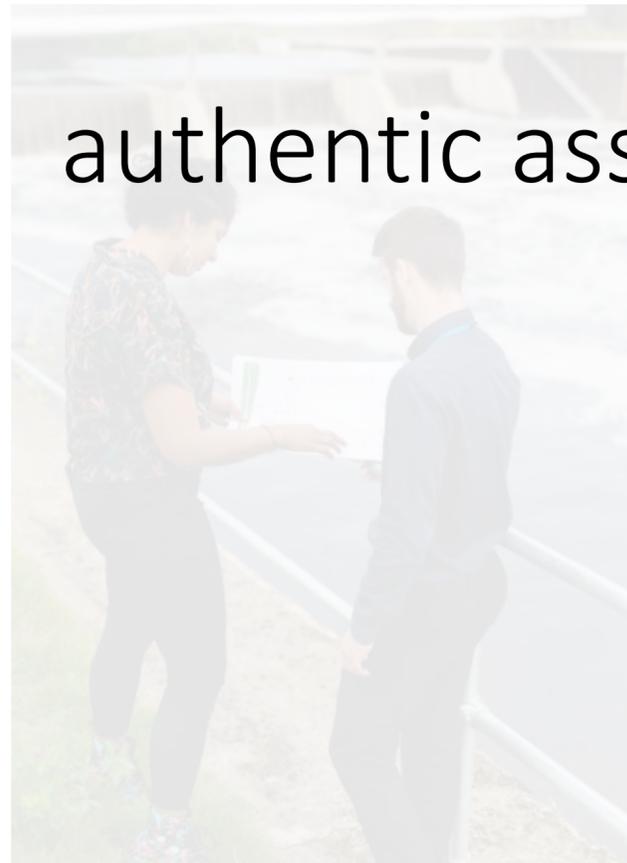


Type of subject	Avg pass rate	Type of subject	Avg pass rate	Difference
Generic Subject LANG0034 and 700209	86%	Customised subject (700276)	93%	+ 7%

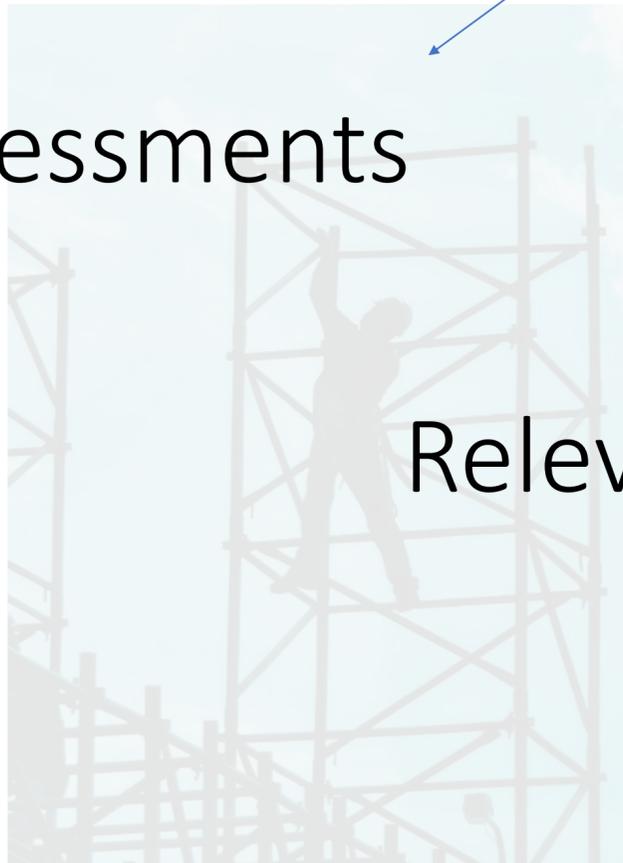
# General trend

Higher pass rates in customised subjects than generic counterparts, especially when delivered to single rather than multiple cohorts.

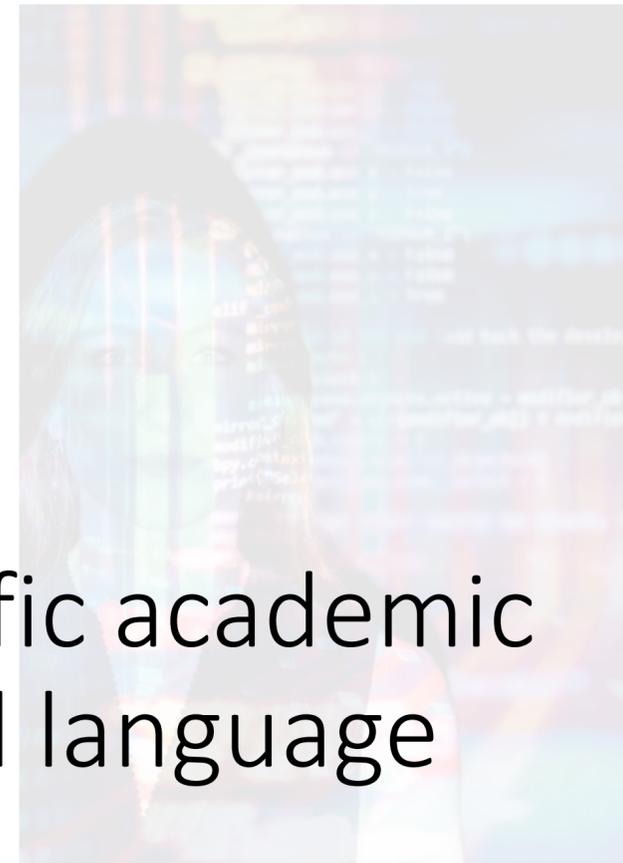
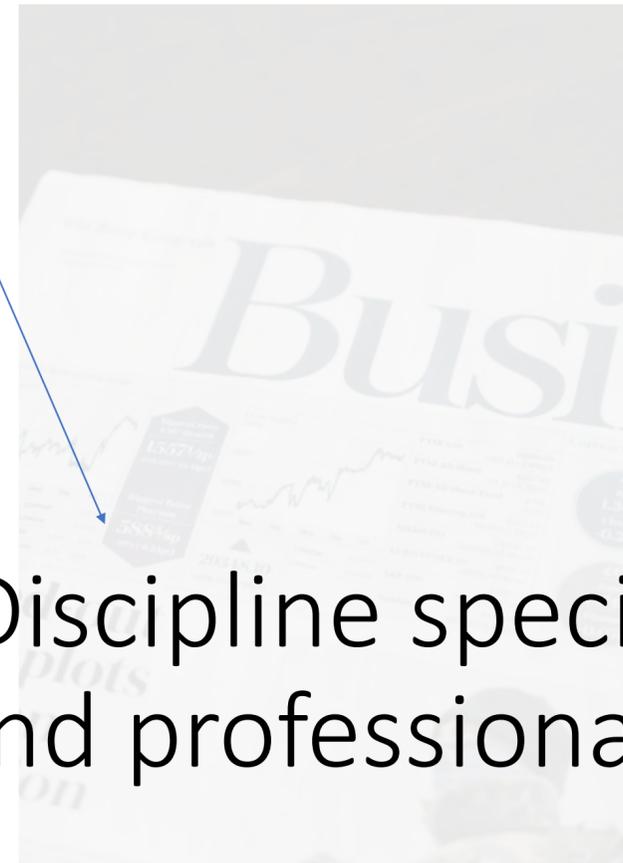
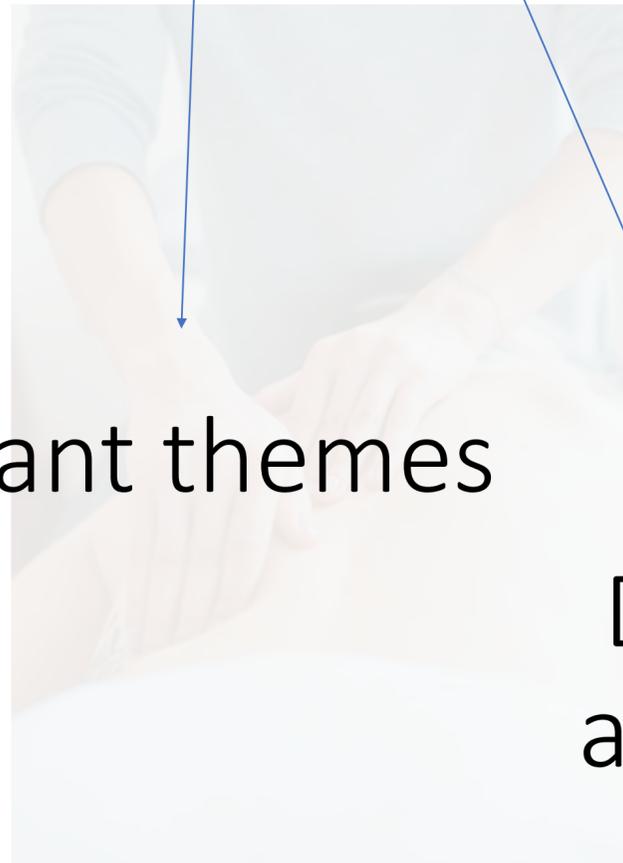
authentic assessments



Relevant themes



Discipline specific academic and professional language

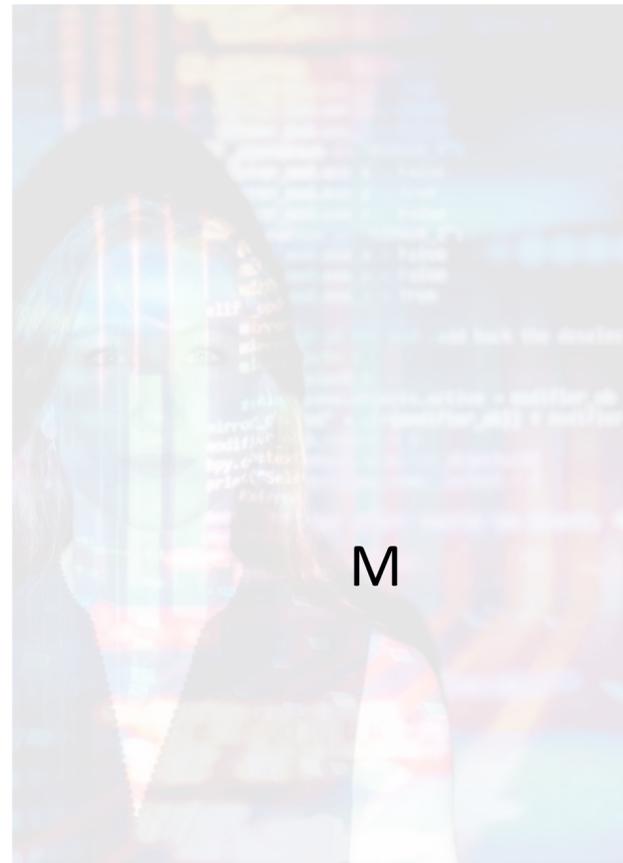


# Limitations

- The amount of data for generic versus customised subjects was not equivalent.
- All attempts of repeating students included in data – possible data skew.
- Non-inclusion of changes to ATAR requirements at College and University in period.
- Impact of emergency online transitioning and Covid related circumstances on customised subject offerings resulting in limited data of face to face offerings.
- Impact of HyFlex delivery not taken into account.

# Recommendations

- subjects are customised to a single discipline
- close collaboration with subject experts
- WSU ATAR requirements for equivalent programs
- analysis of student success rates at WSU upon completion of AE customised subjects
- all modes of delivery considered



# Student feedback

Making our own chart commentary and the log books.

We learnt the legal and statistics side of construction.

That it was easy to understand whilst also remaining in depth.

Learning important formal aspects on the construction industry.

Teaching the formal language that needed in the workplace.

Our instructors **[redacted]** had been a great help in understanding the communications that were required for policing.

The logbooks really helped with new terminology, and building new skills for the literacy aspect of construction.

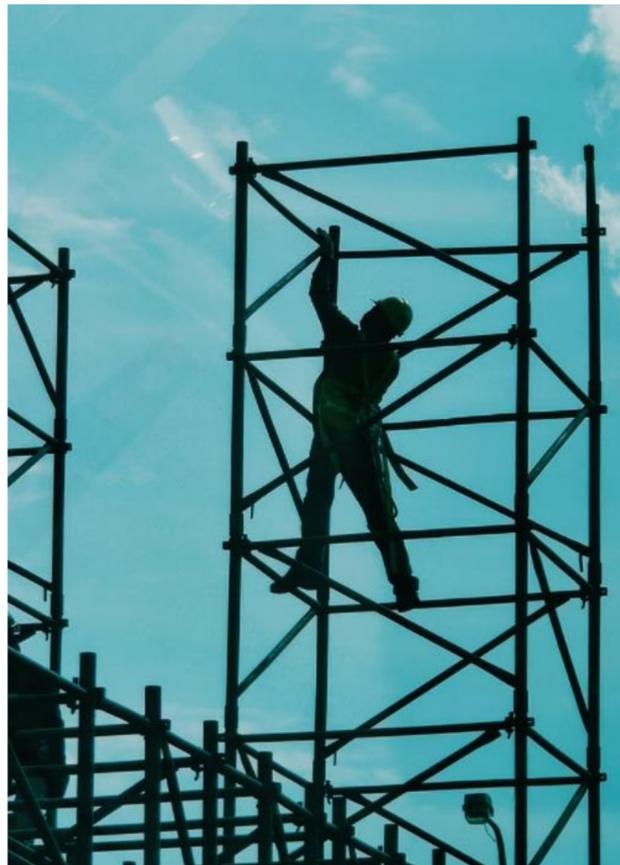
The best aspects of this unit were gaining the understanding of important features of literacy which we can apply in our daily lives and future careers in construction.

The best aspects of this unit were thoroughly going through the logbooks with the class and teacher making sure we understood the content and learning new skills that will aid us in the construction industry.

How to write an essay and get to know the outline about the nurse and improved my writing and speaking as well.

# Thank You!

# Questions?





# Effectiveness & Transferability of a Block Mode Discipline- Specific Academic Language Development Program

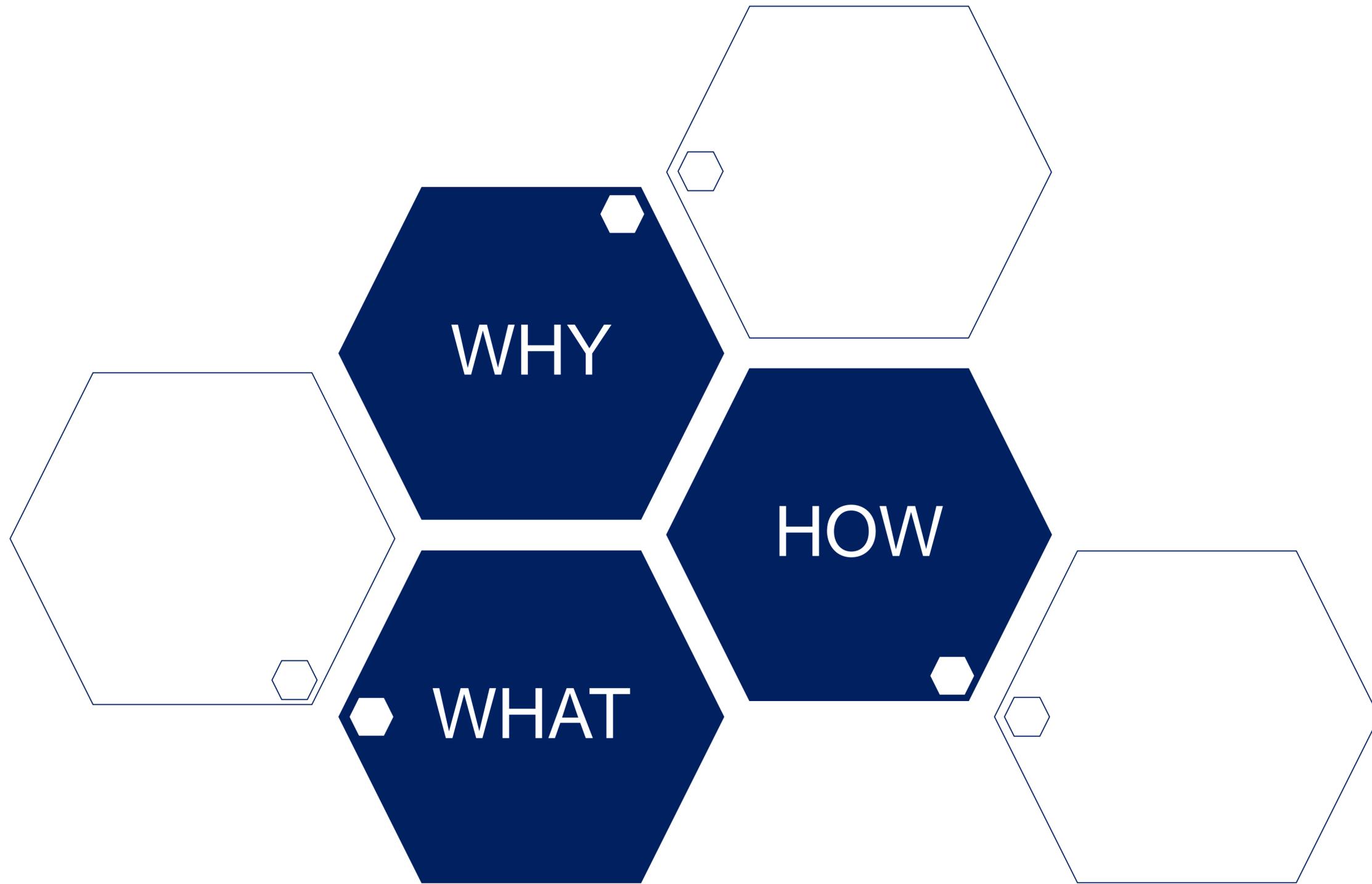
Gemma O'Donoghue & Joseph Yeo  
Academic Language & Learning, UTS



Gemma  
O'Donoghue

Joseph Yeo

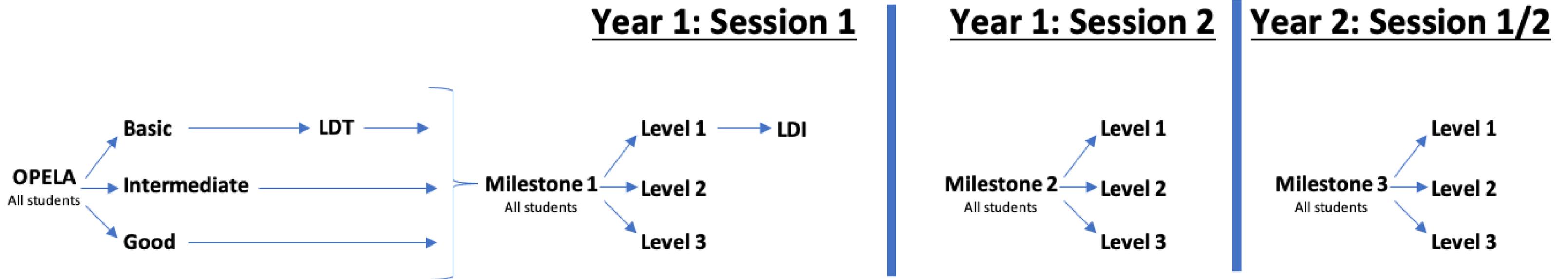






# Embedding English Language (EEL) Program



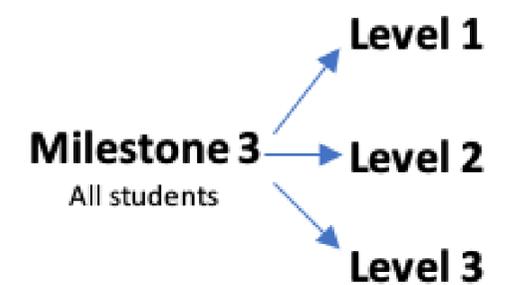
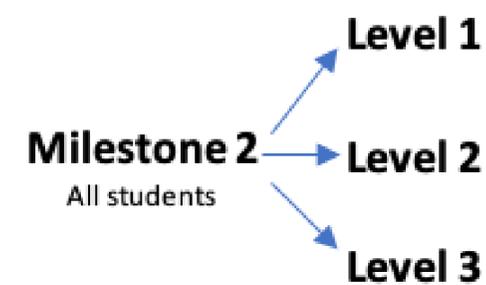
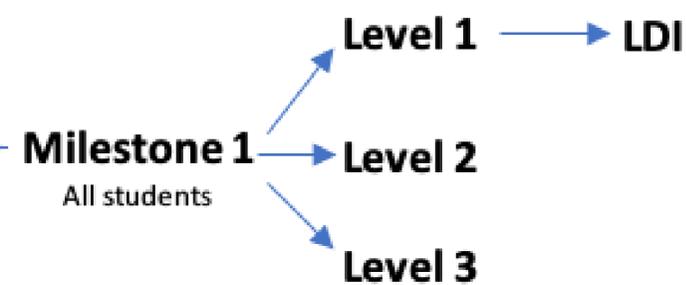
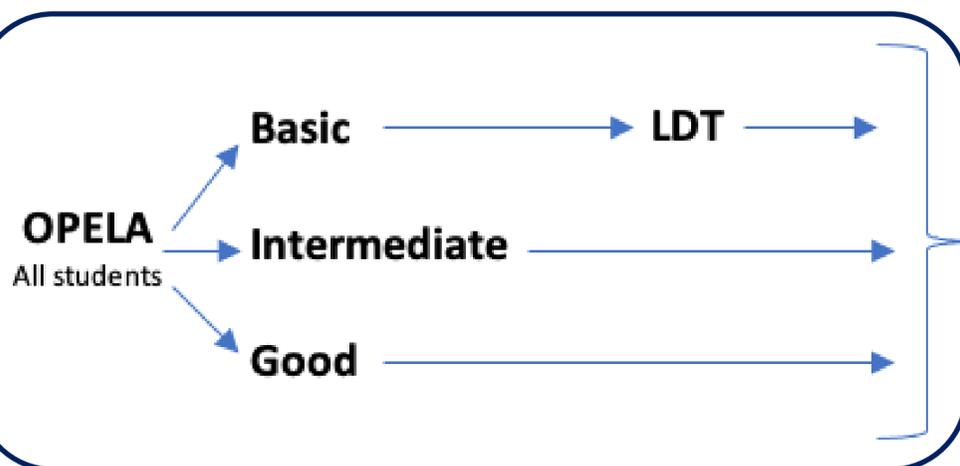


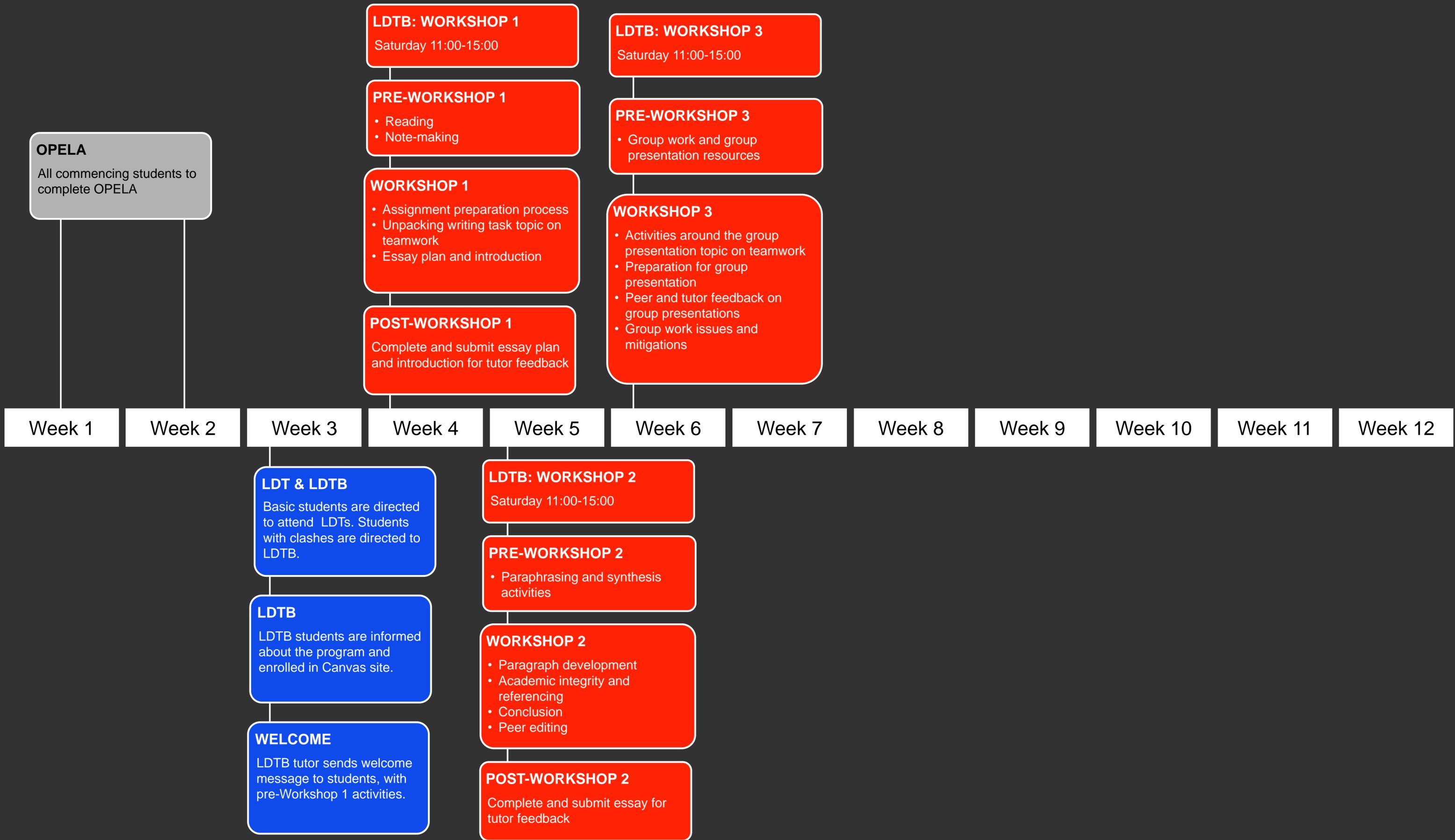


### Year 1: Session 1

### Year 1: Session 2

### Year 2: Session 1/2







# Learning Management System: Canvas



**Business LDT (Block)**  
Business LDT (Block)  
Spring 2023 (City campus)

☰ Business LDT (Block) > Modules

Spring 2023 (City campus)

Collapse All

Export Course Content

Home

Announcements

Quickly Attendance

Modules

Assignments

Discussions

▼ Get started

 The Why, What, When & Where of LDT (Block)

 Frequently asked questions (FAQs)

▼ LDT (Block): Workshop 1

 Workshop 1: Overview

 Pre-workshop 1 Activities

 Workshop 1 Activities

 Post-workshop 1 Activities



# LDTB: Elements & Impact – Discipline-Specific Content & Skills

- Generic approaches may offer students some insights into academic language and practice, “it does not prepare students for communication in their disciplines” (Wingate, 2018, p. 531)
- Discipline-specific programs simultaneously allow students to meet the “dual challenge” of developing English Language proficiency and subject content (Tann & Scott, 2021, p. 453)
- Discipline-specific programs have been found to increase the overall confidence, motivation and academic identities of students (Edwards et al., 2021)



# LDTB: Elements & Impact – Discipline-Specific Content & Skills

- Individual essay and group presentation task on teamwork

## Task: Essay (Individual)

Most businesses realise that effective teams increase efficiency, save money and retain motivation. On the other hand, ineffective teams waste time, money and can create a toxic working atmosphere.

Common problems experienced in teams are:

- Unclear team roles
- Problematic communication
- Conflicting ideas of team direction
- Unwillingness to share workload

Argue that a focus on teamwork is essential for business success by analysing how ineffective teams create problems, and discuss one or two solutions to rectify this problem.

**Length:** 750 words (undergraduate); 1000 words (postgraduate)

## Task: Presentation (Group)

Most businesses and organisations understand that their success depends on the people who make up their teams. Yet, teams are often rife with struggle. Work with your group (of 3 or 4 members) to identify 1 common problem experienced amongst teams and suggest 1-2 strategies to deal with this problem.

**Length:** 10 minutes including Q&A; every student has to present

**Submission:** Present in class during Workshop 3

**Instructions:** Refer to you the writing task, as well as videos from UTS HELPS:

<https://www.uts.edu.au/current-students/support/helps/self-help-resources/group-presentation-skills> (especially 'Preparing for a Group Presentation', 'Allocating Tasks' and 'Group Cohesion'). You are not expected to draw upon any other academic resources nor provide a reference list.

You may use up to four PowerPoint slides for your presentation, but remember that the focus must be on you, as the presenters, and not on your slides. You must answer at least one question from the audience.

- Students who completed the LDTB outperformed those who were mandated to but did not complete the LDTB in their core disciplinary subject results



# LDTB: Elements & Impact – Block Design

## **Practical considerations**

- Timetable clashes and other commitments
- Insufficient numbers for subject-specific LDTs

## **Pedagogical considerations**

- Learning is comparable to traditional modes (Dixon & O’Gorman, 2020)
- Increasingly popular mode in response to the need for more flexible study options (Samarawickrema & Cleary, 2021)



# LDTB: Elements & Impact – Block Design

## Principles for successful block design

- Pre- and post-class activities
- Active learning and student-centred practices
- Opportunities for feedback and collaboration
- Opportunities for social interaction
- Teacher experience
- Small class sizes

(Ajayan & Balasubramanian, 2021; Samarawickrema & Cleary, 2021)

### Pre-Workshop 1 Activities

Due Sep 2, 2022 by 23:59 Points 0 Submitting a file upload  
Available until Sep 24, 2022 at 23:59

This assignment was locked Sep 24, 2022 at 23:59.

#### Preparation

1. Read the [Reading at University infographic](#) ↓ to prepare for Workshop 1.
2. Watch the video presentation on Note-taking Tips and Strategies below.



### Post-Workshop 1 Activities

Due Sep 3, 2022 by 23:59 Points 0 Submitting a file upload  
Available Sep 2, 2022 at 15:00 - Sep 24, 2022 at 23:59

This assignment was locked Sep 24, 2022 at 23:59.

#### Activities

Please complete and submit these activities in the Post-workshop Student-Only hour at the end of the workshop.

1. Revise and submit your Introduction (check it includes: a topic, a thesis and an outline)
2. Revise and submit your essay outline
3. Draft a body paragraph (check it includes: a topic sentence, supporting sentences and a concluding sentence)

#### Where to now?

Click [Next](#) to begin [Workshop 2](#)

OR return to the [Business LDT \(Block\) Home page](#)



# LDTB: Elements & Impact – Safe & Supportive Learning Environment

- Safe and supportive learning environments created by student-centred practices; scaffolding assessments; warmers and discussion activities to build class rapport; opportunities for collaboration and interaction; and self-paced and reflective learning activities.
- Our LDTB tutor commented that it was a rewarding teaching experience as students are focusing on the process not the product. When asked on the impact on the LDTB: “My guess would be the increase in confidence is the biggest lasting impact”.
- As an alternative, adaptive and flexible academic language development program, the LDTB contributes to students’ disciplinary language development, confidence, and academic success.



# EEL Publications

- Edwards, E., Goldsmith, R., Havery, C., & James, N. (2021). An institution-wide strategy for ongoing, embedded academic language development: Design, implementation and analysis. *Journal of Academic Language and Learning*, 15(1), 53–71.
- Edwards, E., Goldsmith, R., Havery, C., Mort, P., & Nixon, D. (2023). Academic language and learning practitioner identify shifts in the context of an institution-wide strategy implementation. *European Journal of Applied Linguistics and TEFL*, 12(1), 71–90.
- Goldsmith, R., Havery, C., Edwards, E., James, N., Murphy, A., Mort, P., Nixon, D., O’Donoghue, G., Yang, J. S., & Yeo, J. (2022). A multi-faceted evaluation of the impact on students of an Australian university-wide academic language development program. *Journal of English for Academic Purposes*, 60, 101192.  
<https://doi.org/10.1016/j.jeap.2022.101192>
- Murphy, A., Nixon, D., & Yeo, J. (2022). From classroom to classZoom: Participation and engagement in an online environment. *Journal of Academic Language and Learning*, 16(1), C12–C25.
- Yeo, J., & O'Donoghue, G. (2023). The effectiveness and transferability of a block-mode discipline-specific academic language development program. *Student Success Journal*, 14(1), 82–88, <https://doi.org/10.5204/ssj.2489>**



# Discussion Questions

- What practical considerations may shape the design of your discipline-specific program?
- How can you ensure that your discipline-specific program is of relevance and benefit to all the students attending?
- How do you measure the success of your discipline-specific program?
- Any questions from the audience?



Thank you!

[gemma.odonoghue-1@uts.edu.au](mailto:gemma.odonoghue-1@uts.edu.au)

[joseph.yeo@uts.edu.au](mailto:joseph.yeo@uts.edu.au)



# Academic Skills support in a large-scale first year course

Kit Nuttall  
UQ College

# The Academic English language support ecosystem at UQ

## ***UQ Student Services***

- Learning Advisers
- Workshops

## ***Schools and Faculties***

- Various

## ***Institute of Teaching and Learning Innovation (ITaLI)***

- MOOCs
- Self-paced, online courses

## ***UQ College***

English for Academic Communication (EAC) workshops

- General
- Discipline Specific

# English for Academic Communication (EAC)

## ***General EAC***

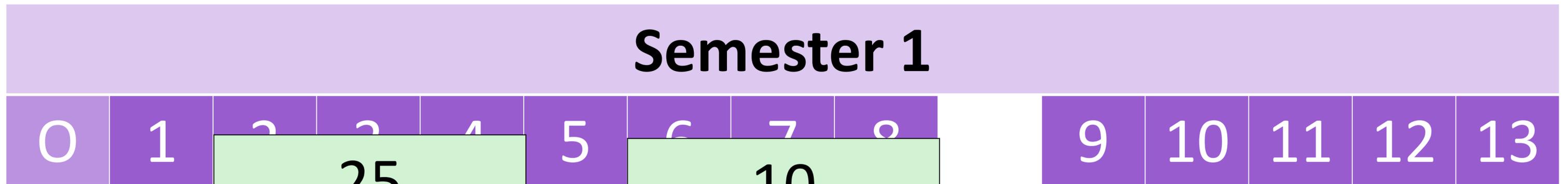
- General Academic English workshops
- 10 courses - each 6 hours in length – delivered over 3 weeks
- Offered twice each semester

## ***Discipline Specific***

- Developed in collaboration with Schools and Faculties
- Discipline specific academic English skills that are transferrable
- Diverse course design

# EAC General

## Semester 1



Academic Skills

**25**  
**workshops**

Academic Writing – *Grammar Essentials*

Academic Writing – *Style Fundamentals*

Academic Writing and Critical Thinking

Interacting at University

Oral Presentations

Academic Writing

**10**  
**workshops**

Writing Research Essays

Writing Case Studies

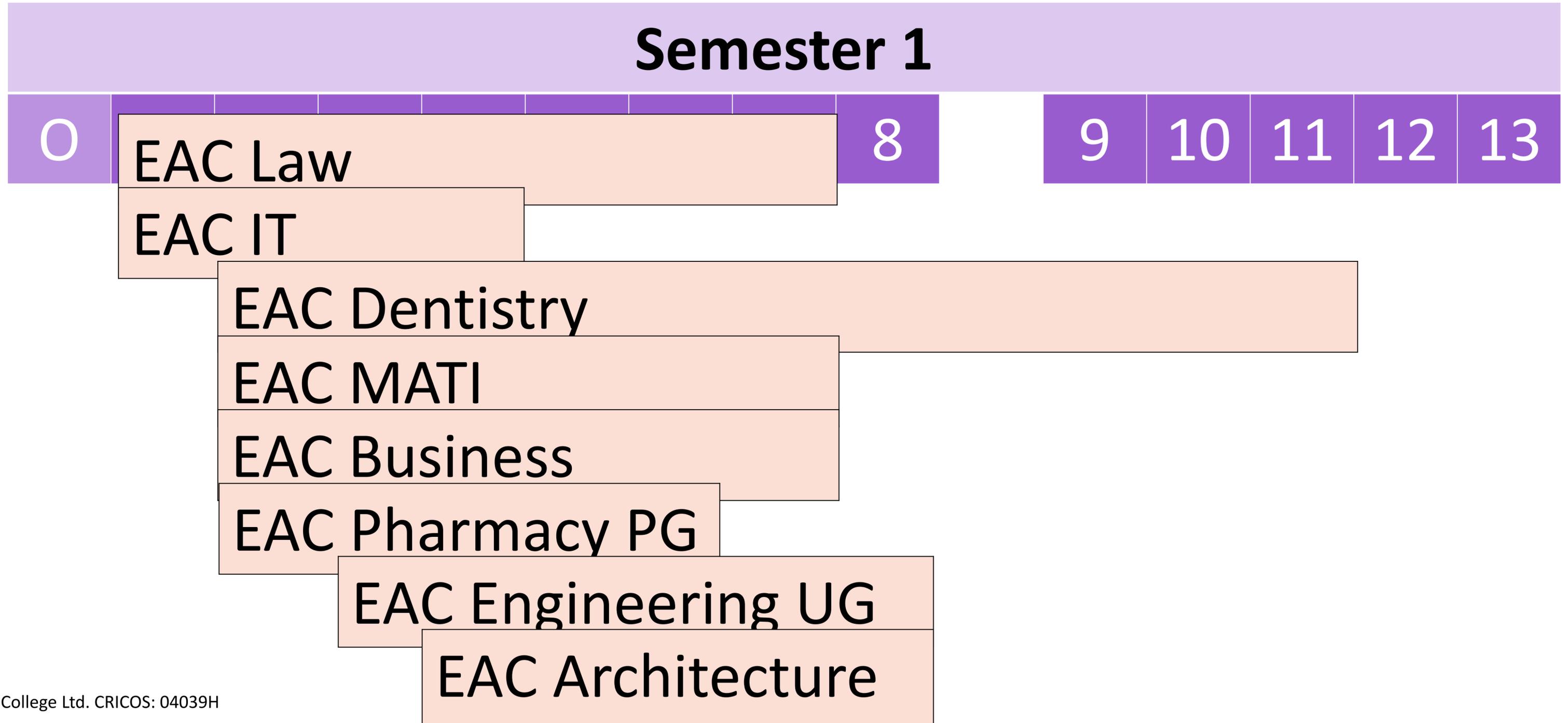
Writing Annotated Bibliographies and Lit. Reviews

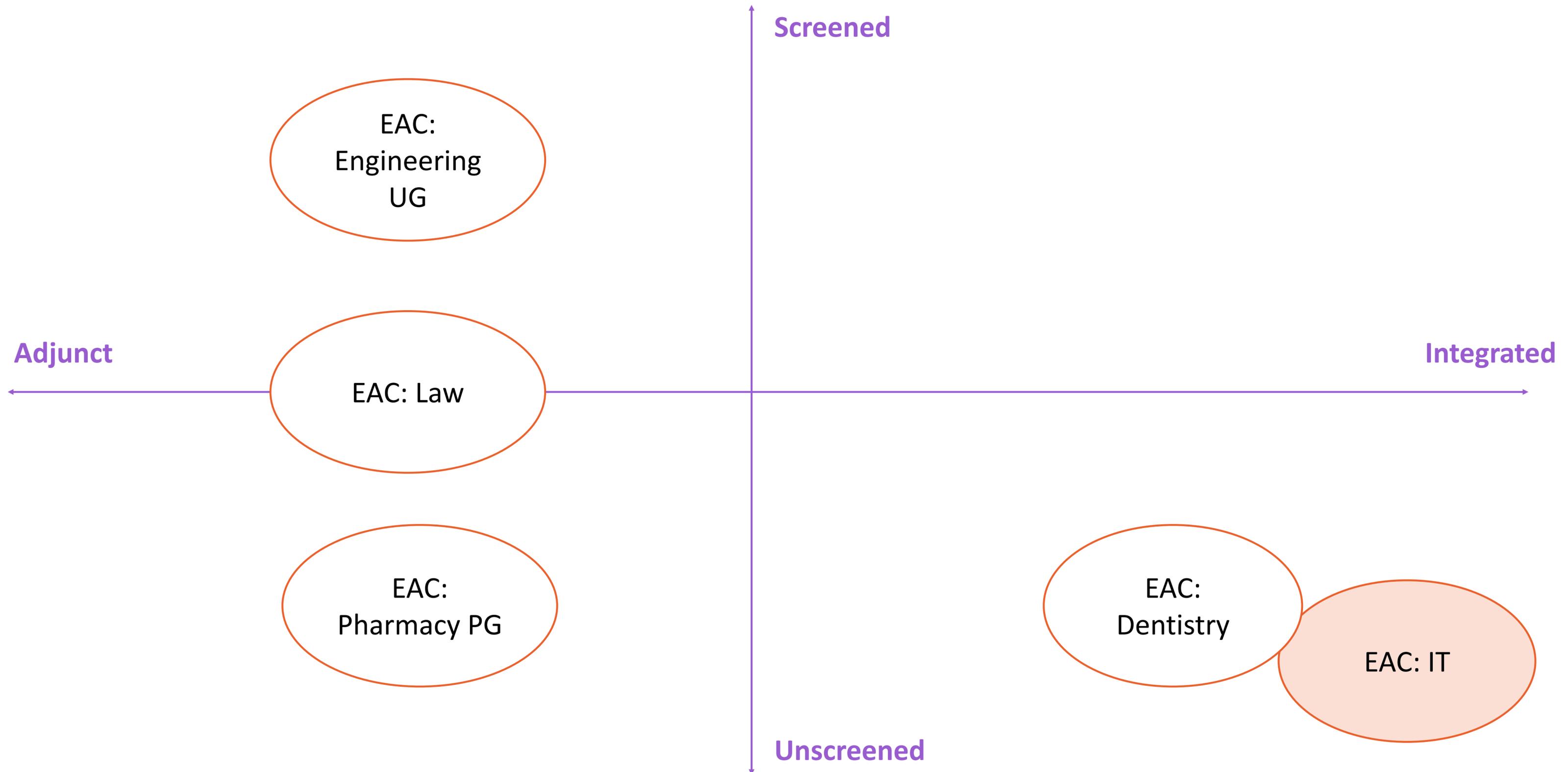
Writing Reports for Business/Social Sciences

Writing Reports for STEM Subjects

# EAC Discipline Specific

## Semester 1





# EAC: IT - Overview

## Late 2021

- Consultation with EAIT (Engineering, Architecture & Information Technology)
- Focus on Bachelor of Information Technology and Masters of Information Technology

# EAC: IT - Overview

## **DECO1100 / DECO7110 *Design Thinking***

- Core, semester 1 course
- ≈300 pax, 50/50 Domestic and International enrolment
- High fail/repeat rate

### ***Research for Design assessment***

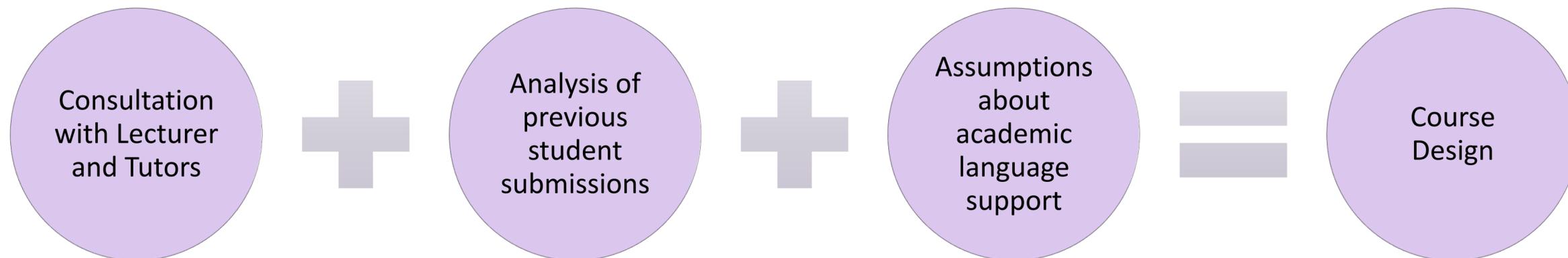
- Due week 5
- 20%
- Hurdle

# EAC: IT – *Research for Design* assignment

*Individually, you will investigate a problem through **other people's experiences and perspectives**.*

*You will conduct observations, interviews, and **analyse your data** to identify design issues, values, opportunities and potentials.*

*These will be written up in a **report**.*



## EAC: IT – Course Design

All students, regardless of language background, benefit from language development support that is deliberate and structured in order to become competent in the domain-specific language of their field of study.

Where language support is voluntary, weaker students tend not to self-select and thereby miss out on vital support.

Therefore an “integrated” approach, providing language support in the same setting as academic work, with language teachers working alongside course tutors, was chosen.

# EAC: IT – Course Design

30 minute long “*Micro-lessons*”

Integrated into weekly *Studio*

- *4 hours per week*
- *Attendance compulsory and monitored*

# EAC: IT – Course Design

## Aims

*Participants will be better able to:*

- understand and respond to project briefs
- write concisely, coherently and clearly in reports
- write an analysis of research findings using appropriate academic language and style

# EAC: IT – Course Design

Week 1

- *Observe*

Week 2

- Understanding the Project Brief

Week 3

- Introducing and Structuring a Report
- The Language of Analysis
- Avoiding Plagiarism
- The Language of *Themes* and *Outliers*

Week 4

- The Language of *Insights* and *Implications*
- Editing and Proofreading

Week 5

- *Assessment due*



# EAC: IT - Evaluation

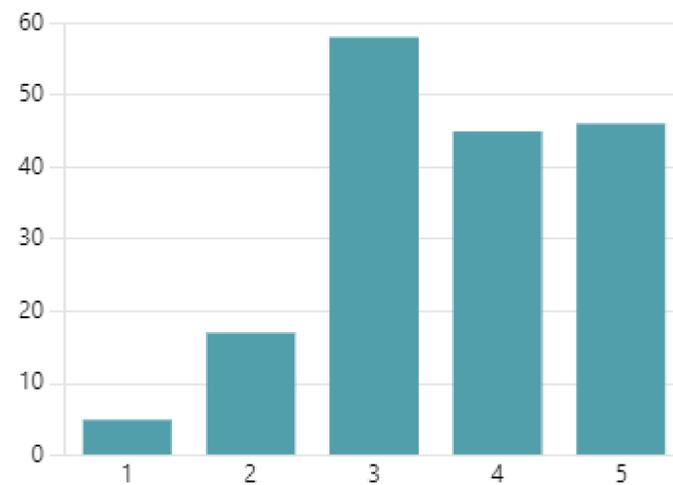
## Understanding and responding to project briefs

4. **Before** EAC I could *understand and respond to project briefs*

[More Details](#)

[Insights](#)

3.64  
Average Rating

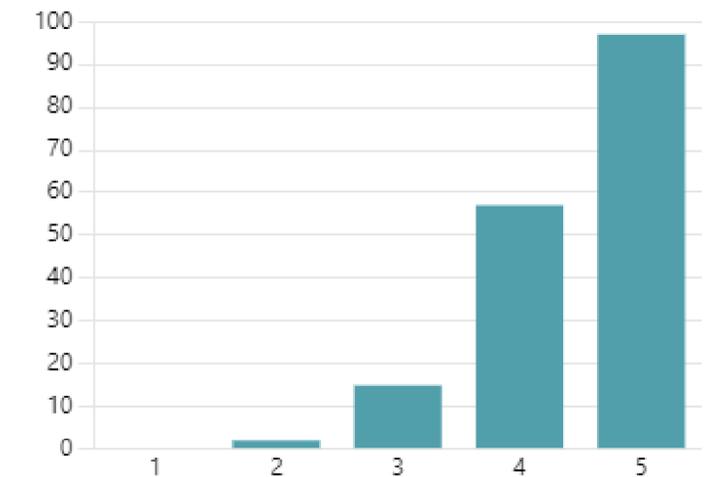


5. **After** EAC I can *understand and respond to project briefs*

[More Details](#)

[Insights](#)

4.46  
Average Rating



# EAC: IT - Evaluation

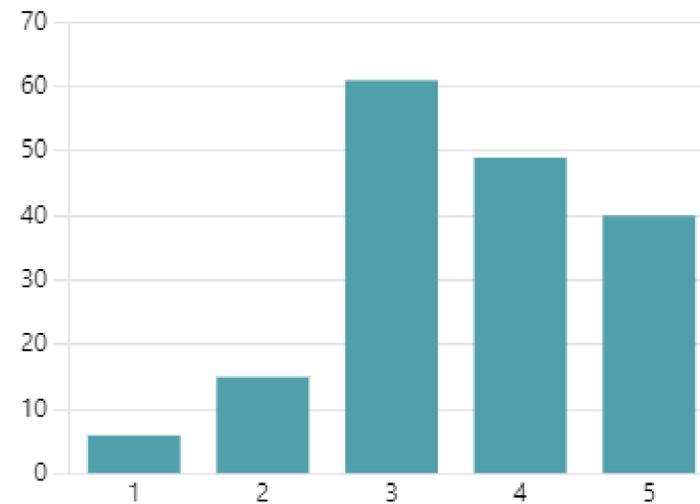
## *Writing concisely, coherently and clearly*

6. **Before** EAC I could *write concisely, coherently and clearly in reports*

[More Details](#)

 Insights

3.60  
Average Rating

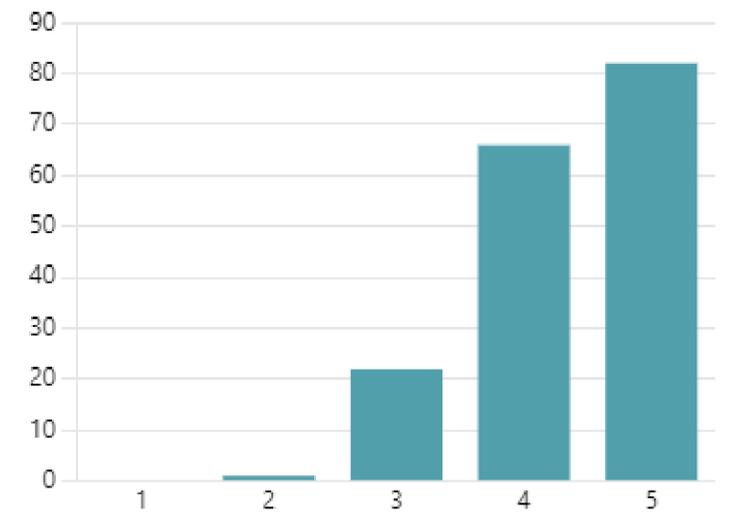


7. **After** EAC I can *write concisely, coherently and clearly in reports*

[More Details](#)

 Insights

4.34  
Average Rating



# EAC: IT - Evaluation

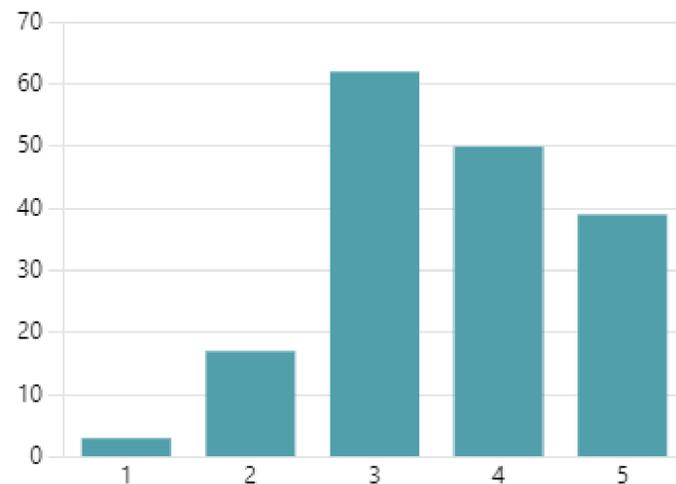
## *Writing an analysis of research findings using appropriate academic language and style*

8. **Before** EAC I could *write an analysis of research findings using appropriate academic language and style*.

[More Details](#)

[Insights](#)

3.61  
Average Rating

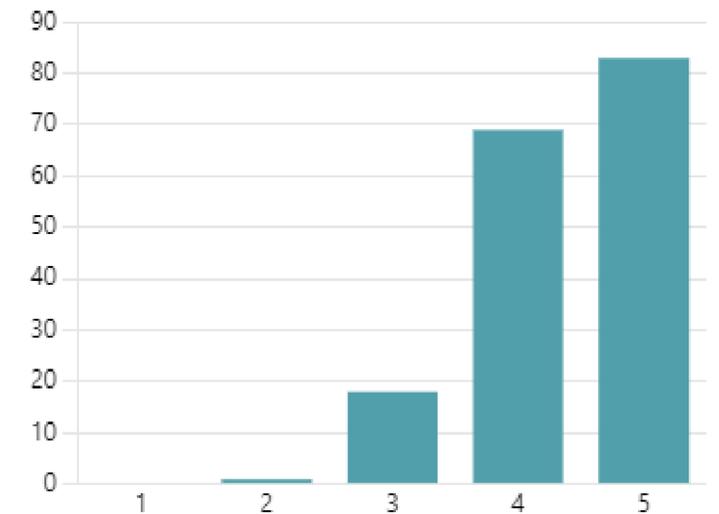


9. **After** EAC I can *write an analysis of research findings using appropriate academic language and style*.

[More Details](#)

[Insights](#)

4.37  
Average Rating



## EAC: IT - Evaluation

*The guidance really helpful for me. It help me focus and understand the context easily to do my assignment*

*I learned the structure of writing a report*

*I particularly found the introduction section useful as it helped me understand what uni level introduction looks like vs high school.*

*I really appreciate the help from uq college .... The teaching is patient and detailed, the slides and document also very handy and knowledgeable.*

## EAC: IT - Evaluation

It is possible, though, to detect contrasting views among students.

*EAC should be used to assist students who require this type of course, rather than for everyone who would benefit more from utilising class time for content/getting work done.*

In total, seven students of 171 made the suggestion that EAC be held outside of studio time and/or be somehow optional.

# EAC: IT - Evaluation

## *Comments from tutors*

*... I have read quite a few assignments tonight that have definitely benefited from the work UQ College did: very clear structure but more importantly, well explained introductions that actually introduce what the assignment is and what they did etc. I can almost hear Niki's words when I read them.*

*Really loved the way you guys engaged the students and taught them about basic language structures, reading briefs and structuring introductions. Upon reading the reports, I think these have helped the students greatly. Most reports I have read are clear and easy to read. This includes reports from many international students.*

# EAC: IT - Conclusions

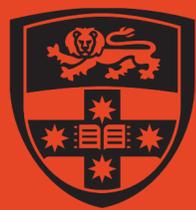
An integrated approach can be successful when you have

- Cooperation from the academics
- Skilled classroom practitioners
- A link to assessment
- Targeted (and modest) aims

However, be aware that

- You will be targeting a hypothetical “average” student
- Some will want more support, some less.

# Designing ALL Workshops to Scaffold Assignment Support



THE UNIVERSITY OF  
SYDNEY

CRICOS 00026A



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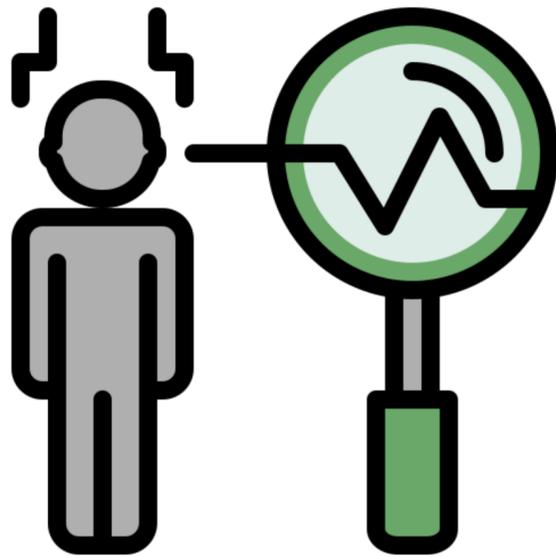
# Outline

- Context
- Approach to designing support
- Structure of a SCANA support workshop

---

# Discipline-specific support at The University of Sydney

SCANA



Language screening



Assignment support

---

## What is SCANA?

- an online, self-marking language screening task

Early public buildings in Australia were constructed around the importance of influencing community and civic identity. There was a sentimental attachment to the idea of public space with a city square ringed by civic buildings. In the four corners of

The simplest conception of citizenship is that it is the state **recent** of being a citizen of a particular **traditionally** country. From this point of **the** view, the concept of



## SCANA

The 30-minute online task categorises students into three bands based on support needs

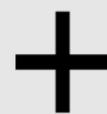
**Band 1:**  
Intensive  
support needs

**Band 2:**  
Moderate  
support needs

**Band 3:**  
Low/No  
support needs

**SCANA  
Support Workshops**

Cohort-specific,  
aligned with UoS

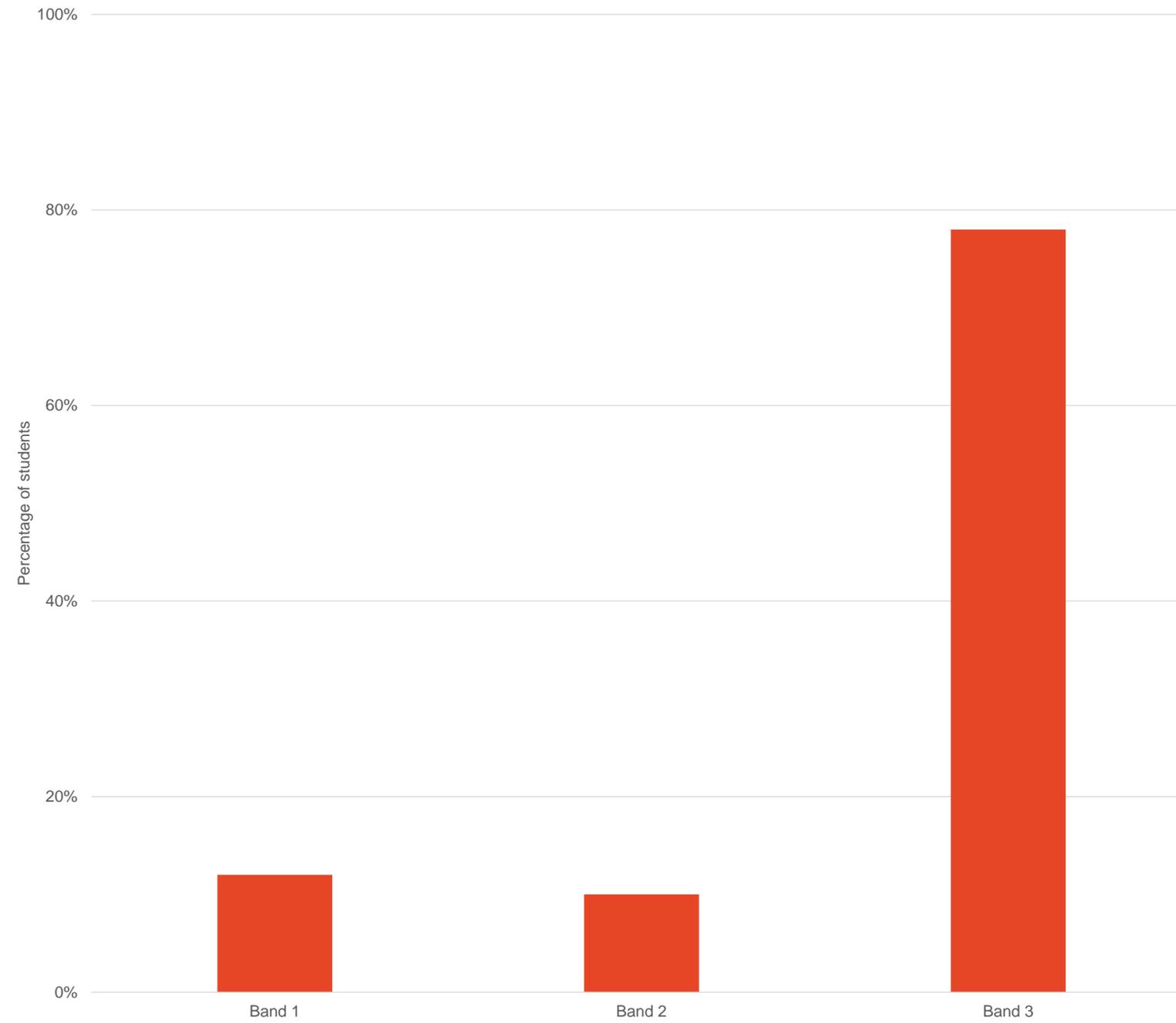


**Personalised Learning Support  
Recommendations**

Workshops, Peer programs, 1:1,  
Self-access resources

---

# Band Placement: Overall



---

## SCANA REACH IN 2023

- Targeted >20K students in >50 UoS
- 40% engagement with task
- In S1 engagement with support tripled (900 to ~2700 attendances)



**Faculty of Medicine  
and Health**



**Faculty of Science**



**Faculty of Arts and  
Social Sciences**



**Faculty of  
Engineering**

# Diverse disciplines & genres

- Annotated bibliographies
- Essays
- Reports (visual, lab, scientific)
- Literature reviews
- Reflective assignments
- Legal essays/problem questions
- Math problems



**IDEA9106**  
**Design Thinking**

[IDEA9106 Design Thinking](#)  
[2022\\_S2C\\_IDEA9106\\_ND](#)  
2022 Semester 2



**SCLG1002 Introduction to Sociolo...**

[2023\\_S2C\\_SCLG1002\\_ND](#)  
2023 Semester 2



**GEOS1001 GEOS1901 Earth, Envi...**

[2022\\_S1C\\_GEOS1001\\_ND](#)  
2022 Semester 1





**PHAR1922 How Drugs Work**

[2023\\_S2C\\_PHAR1922\\_ND](#)  
2023 Semester 2



**CHNG1103 Conservation of Mass...**

[2023\\_S2C\\_CHNG1103\\_ND](#)  
2023 Semester 2





**FASS1000 Studying Arts and Socia...**

[2022\\_S1C\\_FASS1000\\_ND](#)  
2022 Semester 1

---

# Math problems?

same question . . .

## Question A

What is the standard deviation of the following data?

72,000  
72,000  
72,000  
72,000  
72,000  
90,000  
90,000  
170,000

## Question B

Last year a small statistical consulting company paid each of its five Sydney-based data analysts \$72,000, the annual salary of its two statistical analysts in the same office was \$90,000, and the senior statistician (working remotely from Melbourne) earned a base salary of \$150,000 plus a bonus of \$20,000. What is the standard deviation of employee earnings at the company?

---

# Approach to designing support

Needs analysis:

- Review of assignment instructions, learning outcomes and rubrics
- Lecturers' reports on common problematic language areas in specific assignments
- Analysis of past students' samples\*
- Diagnostic written task\*

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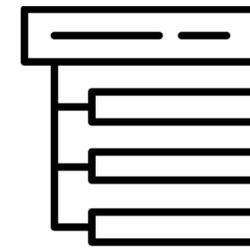
# Structure of a SCANA support workshop



Understanding the  
question and  
assessment criteria



Finding, selecting &  
managing sources



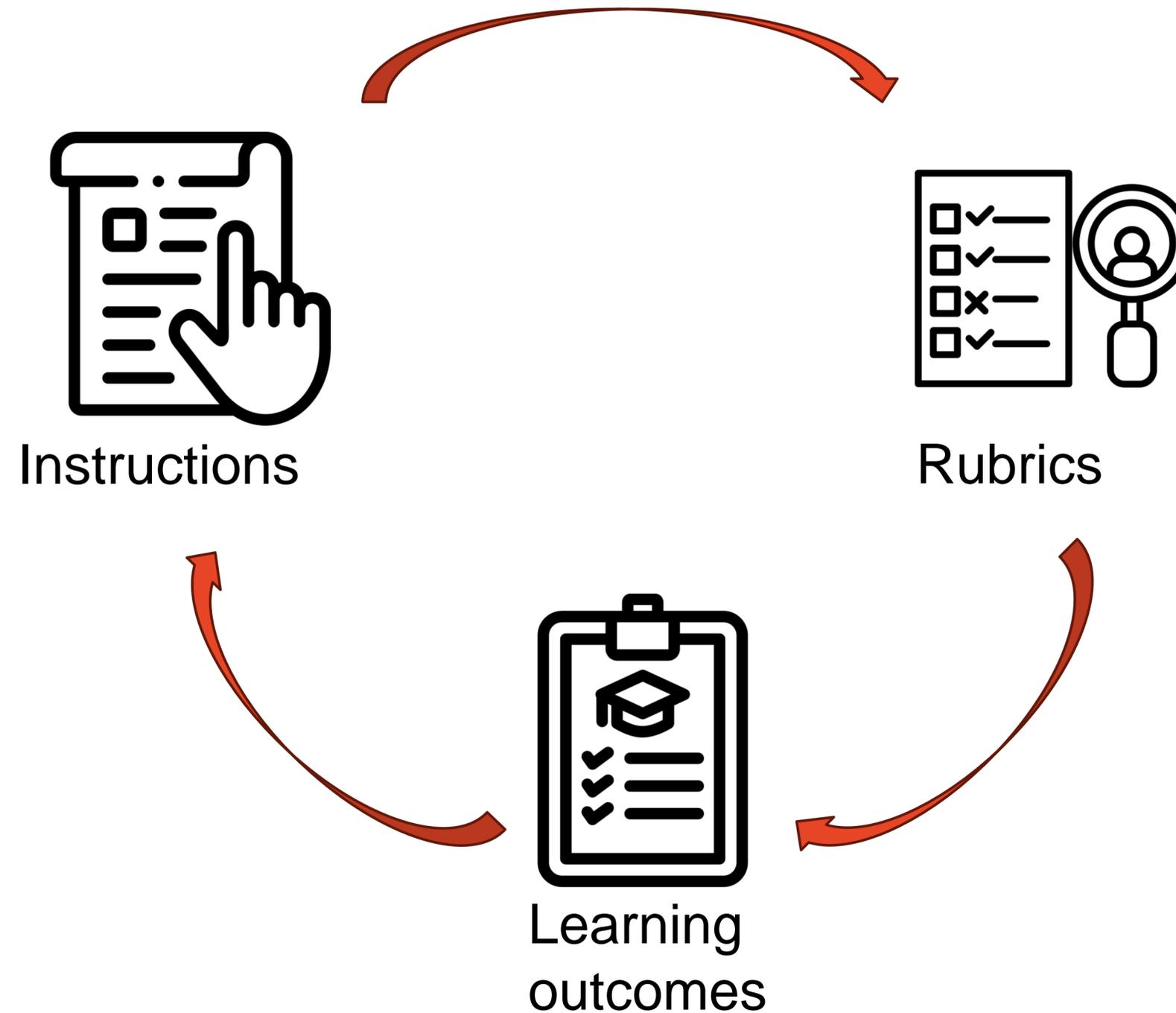
Structuring the  
assignment



Revising & proofreading  
the assignment

---

# Understanding the question & assessment criteria



---

## What does it look like?



At the completion of this unit, you should be able to:

**LO1.** demonstrate an understanding of key ideas and events shaping architectural history and theory in different places and periods

**LO2.** appreciate and **articulate** ways in which various social, political, cultural and scientific conditions have affected the development of an architectural project

**LO3.** demonstrate familiarity with the diverse artistic and organisational roles played by architects

**LO4.** **articulate a critical stance on issues in architectural history and practice**

**LO5.** demonstrate familiarity with the methodologies of architectural history, **including textual analysis, referencing, and recourse to written authorities and historical testimonies**

**LO6.** **compose convincing formal written arguments in sound academic prose and to illustrate these appropriately**

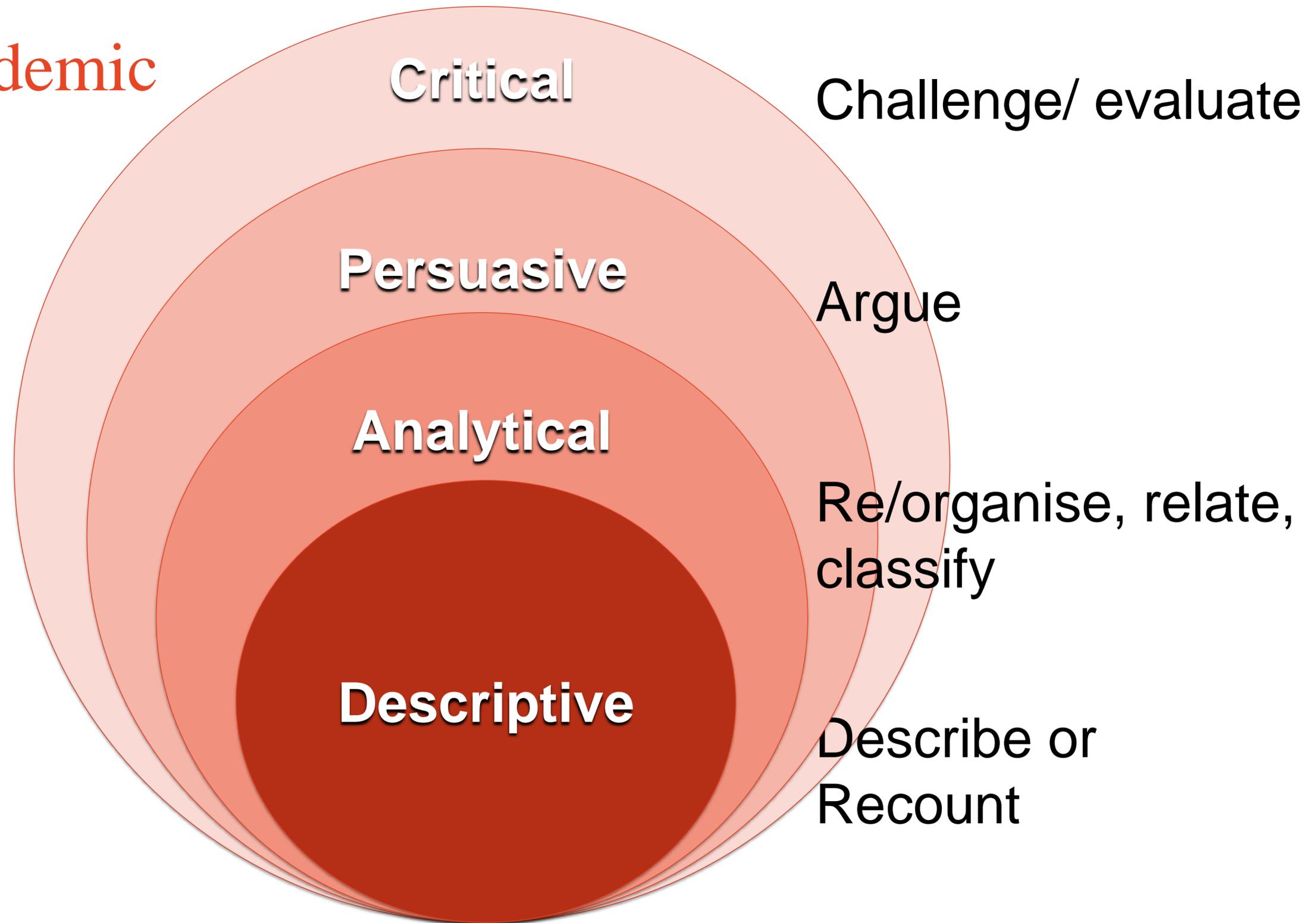
**LO7.** use texts, architectural diagrams, drawing and photographs for the purposes of both building analysis and creative representation.

---

# Rubrics

<p>1.2 Originality, sophistication and relevance of building analysis</p>	<p>Demonstration of initiative, complex understanding and analysis. Insightful use of additional relevant literature that has been located by the student. High level of awareness of the nature and complexity of evidence, methodologies and interpretation in architectural history.</p>	<p>Demonstration of initiative, complex understanding and analysis. Critical use of literature is made, showing ability to make comparisons between different secondary interpretations. Good awareness of the nature and complexity of evidence, methodologies and interpretation in architectural history.</p>
---	---	--

# Types of academic writing



---

## Task 1 - What types of writing are evident in this text?

Hagia Sophia was built by the Byzantine emperor Justinian I as the Christian cathedral of Constantinople for the Byzantine Empire between 532 and 537 and was designed by the Greek geometers Isidore of Miletus and Anthemius of Tralles.[4] It was formally called the Church of the Holy Wisdom and upon completion became the world's largest interior space and among the first to employ a fully pendentive dome. It is considered the epitome of Byzantine architecture[6] and is said to have "changed the history of architecture".[7]



## What types of writing are evident in this text?

Hagia Sophia was built by the Byzantine emperor Justinian I as the Christian cathedral of Constantinople for the Byzantine Empire between 532 and 537, and was designed by the Greek geometers Isidore of Miletus and Anthemius of Tralles.[4] It was formally called the Church of the Holy Wisdom and upon completion became the world's largest interior space and among the first to employ a fully pendentive dome.

It is considered the epitome of Byzantine architecture[6] and is said to have "changed the history of architecture".[7]

descriptive

persuasive

---

# Finding, selecting & managing sources



- Google Scholar & the Library catalogue
- AI search engines & pdf readers
- Referencing management system

---

# What does it look like?

## Ask a research question

Elicit will find answers from 175 million papers

 OVID-19 impacted the mental health of vulnerable communities?

Search



Brainstorm questions for 'How has COVID-19 impacted the mental health of vulnerable communities?'

 Upload PDFs

## How has COVID-19 impacted the mental health of vulnerable communities?



SUMMARY OF TOP 4 PAPERS

BETA

These papers suggest that the COVID-19 pandemic has had a negative impact on the mental health of adolescents and vulnerable communities. [Nearchou 2020](#) found that the COVID-19 pandemic is associated with depression and anxiety in adolescent cohorts. [Jones 2021](#) found that globally, adolescents experience higher rates of anxiety, depression, and stress due to the pandemic. [Fitzpatrick 2020](#) found that significant bivariate relationships were found between socially vulnerable respondents and mental health consequences such as anxiety and depressive symptoms. Therefore, it is likely that the COVID-19 pandemic has had a negative impact on the mental health of vulnerable communities. However, more research is needed to confirm

### Add information about all papers

 Abstract summary

 Intervention

 Outcomes measured

Search for paper information

Has PDF 

Filter

Sort by

Export as

	Paper title	Abstract summary	Outcomes measured
	<p><b>Exploring the Impact of COVID-19 on Mental Health Outcomes in Children and Adolescents: A Systematic Review</b></p> <p> F. Nearchou, C. Flinn, Rachel Niland, Sheena Siva Subramaniam, E. Hennessy</p> <p> <i>International Journal of Environmental Research and Public Health</i> </p> <p>2020 Systematic Review 261 Citations <a href="#">DOI</a> <a href="#">PDF</a></p>	COVID-19 has an impact on youth mental health.	<ul style="list-style-type: none"> <li>depression</li> <li>anxiety</li> </ul>
	<p><b>Impact of COVID-19 on Mental Health in Adolescents: A Systematic Review</b></p> <p> E. Jones, A. Mitra, A. Bhuiyan</p> <p> <i>International Journal of Environmental Research and Public Health</i> </p> <p>2021 Systematic Review 232 Citations <a href="#">DOI</a> <a href="#">PDF</a></p>	Social support, positive coping skills, home quarantining, and parent-child discussions seem to positively impact adolescent mental health during this period of crisis.	<ul style="list-style-type: none"> <li>anxiety</li> <li>depression</li> <li>stress</li> <li>alcohol use</li> <li>cannabis use</li> </ul>
	<p><b>COVID-19 and the Need for Action on Mental Health</b></p> <p> <i>UN Executive Office of the Secretary-General (EOSG) Policy Briefs and Papers</i></p> <p>2020 329 Citations <a href="#">DOI</a></p>	Increased investment is required for mental health conditions.	-
	<p><b>Fear of COVID-19 and the mental health consequences in America.</b></p> <p> K. Fitzpatrick, C. Harris, G. Drawve</p> <p> <i>Psychological Trauma</i></p> <p>2020 372 Citations <a href="#">DOI</a></p>	Fear appears to be concentrated in regions with the highest reported COVID-19 cases.	<ul style="list-style-type: none"> <li>anxiety and depressive symptoms</li> </ul>
	<p><b>The Implications of COVID-19 for Mental Health and Substance Use</b></p> <p> Nirmita Panchal, Rabah Kamal, R. Garfield, P. Chidambaram</p> <p>2020 402 Citations</p>	Young adults, people experiencing job loss, parents and children, communities of color, and essential workers were at risk during the pandemic.	-

# The Implications of COVID-19 for Mental Health and Substance Use

Nirmita Panchal, Rabah Kamal, R. Garfield, P. Chidambaram

2020 402 Citations [Semantic Scholar](#)

### Abstract summary

Young adults, people experiencing job loss, parents and children, communities of color, and essential workers were at risk during the pandemic.

### Population characteristics

young adults, people experiencing job loss, parents and children, communities of color, and essential workers

### Can I trust this paper?

- This study was a brief that explores mental health and substance use during, and prior to, the COVID-19 pandemic
- No mention found of funding source
- No mention found of participant count
- No mention found of multiple comparisons
- No mention found of intent to treat
- No mention found of preregistration

### Possible critiques

We looked at how this paper, **Panchal et al.**, has been cited, but couldn't find any mentions of methodological flaws.

## Abstract

This brief explores mental health and substance use during, and prior to, the COVID-19 pandemic. It focuses on populations that were particularly at risk for experiencing negative mental health or substance abuse consequences during the pandemic, including young adults, people experiencing job loss, parents and children, communities of color, and essential workers. We draw on KFF analysis of data from the Census Bureau's Household Pulse Survey (<https://www.cdc.gov/nchs/covid19/pulse/mental-health.htm>) (an ongoing survey created to capture data on health and economic impacts of the pandemic), KFF Health Tracking Poll data, and data on mental health prior to the COVID-19 pandemic. Key takeaways include:

Ask a question about this paper

Ask

## How has COVID-19 impacted the mental health of vulnerable communities?

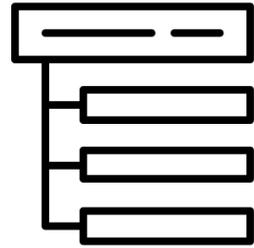


Can I copy this paragraph into my report?

These papers suggest that the COVID-19 pandemic has had a negative impact on the mental health of adolescents and vulnerable communities. [Nearchou 2020](#) found that the COVID-19 pandemic is associated with depression and anxiety in adolescent cohorts. [Jones 2021](#) found that globally, adolescents experience higher rates of anxiety, depression, and stress due to the pandemic. [Fitzpatrick 2020](#) found that significant bivariate relationships were found between socially vulnerable respondents and mental health consequences such as anxiety and depressive symptoms. Therefore, it is likely that the COVID-19 pandemic has had a negative impact on the mental health of vulnerable communities. However, more research is needed to confirm these findings.

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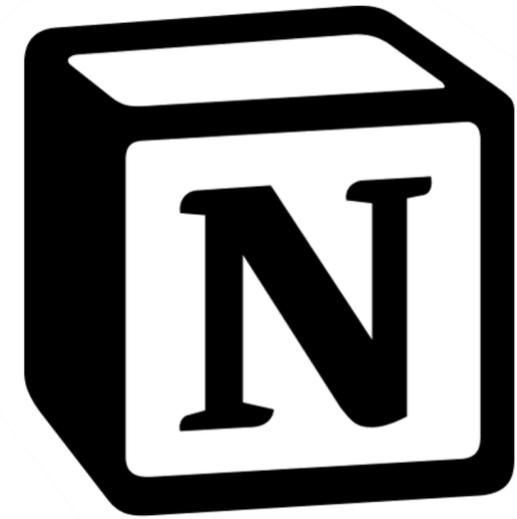
# Structuring the assignment



- Outlining using note-taking software
- Completing a synthesis grid
- Identifying abstract/theoretical concepts to structure sections
- Identifying evidence to support each argument/main point
- Structuring paragraphs

---

What does it look like?



# CHNG1103 Lit review

- ▶ Introduction
- ▼ Literature review (1000 words; 10-20 sources)
  - ▼ Cobalt mining
    - ▶ Open-pit mining
    - ▶ Underground mining
    - ▶ Deep sea mining
  - ▶ Cobalt processing/extraction
- ▶ Technology applications (200 words; 5-10 sources)

---

# A synthesis grid

Source	Field	Form of mineral	Advantages over alternatives	Disadvantages	Useful sections and page #s
Dunn et al. 2011	Energy storage		High power density	Expensive – unethical mining/ environmental risks	
Source B					
Source C					
Source D					
Source E					

---

## Synthesising sources

Although noble metal-based materials have been proven to be the most effective catalysts, their high cost and scarcity severely restrict their long-term viability.<sup>4–7</sup>

- However, the practical large-scale commercialization of fuel cells is still a challenge because of the high cost, poor reaction kinetics, loss of electrochemical surface area and catalytic activity over long-term duration of commercial Pt catalysts (4)
- Platinum has been studied extensively as an essential catalytic component to reduce undesired overpotentials observed in the ORR (5)
- Forming core–shell and alloy structures offers generally two ways to design efficient Pt-based catalysts for oxygen reduction reaction (ORR). (6)
- Among OER catalysts in acidic solution, no non-noble metal based materials showed promising activity and stability, (7)

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# Revising & Proofreading the assignment



- Instruction on cohesion & coherence
- Providing checklists for revision
- Using AI proofreading tools

The COVID-19 pandemic have had a profound impact on the mental health of children and adolescents. The suddenly and unexpected changes in their daily lives, such as school closures, social isolation, and the inability to participate in extracurricular activities, have left many feeling anxiety, depressed, and overwhelmed. Children and adolescents who already struggled with mental health issues prior to the pandemic are particularly vulnerable, and those without a pre-existing condition may develop symptoms of anxiety, depression, and other mental health conditions. According to a study published in JAMA Pediatrics, US teenagers are more depressed during the pandemic from 8.7% to 25.2%. When people don't have their routines and friends can make worse feelings of isolation and loneliness. However, the economic and social consequences of the pandemic have increased the risk of family conflict and domestic violence, further impacting the mental health of children and adolescents. A survey conducted by the Kaiser Family Foundation found that 45% of adults reported negative mental health impacts due to worry and stress over the pandemic. It is important for parents, caregivers, and educators to take care of mental health during this challenging time, they have to give support and resources to help kids cope with the stress and uncertainty of the pandemic.

Writefull

writefull

Full Edit Mode Check Document Check Paragraph Widgets

7 REMAINING 0 ACCEPTED 0 DISMISSED

The COVID-19 pandemic **have** had a profound impact on the mental health of children and adolescents.

The COVID-19 pandemic **has** had a profound impact on the mental health of children and adolescents.

ACCEPT DISMISS

~~The suddenly~~ and unexpected changes in their daily lives, such as school closures, social isolation, and the inability to participate in extracurricular activities, have left many feeling **anxiety**, depressed, and overwhelmed.

**Surprising** and unexpected changes in their daily lives, such as school closures, social isolation, and the inability to participate in extracurricular activities, have left many feeling **anxious**, depressed, and overwhelmed.

ACCEPT DISMISS

The COVID-19 pandemic **have** had a profound impact on the mental health of children and adolescents.

The COVID-19 pandemic **has** had a profound impact on the mental health of children and adolescents.

ACCEPT

DISMISS

Synonyms in context



← to help \*kids\* cope with the stress|

to help **children** cope with the stress (66%)

to help **adolescents** cope with the stress (31%)

to help **infants** cope with the stress (2%)

to help **babies** cope with the stress (1%)



← to help adolescents \_ with the stress|

to help adolescents **cope** with the stress (92%)

to help adolescents **deal** with the stress (8%)

---

# Questions?

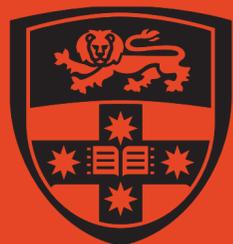
- Impact on grades?
- Student evaluation?
- Lecturer perception of support?



Learning Hub – Academic language & learning

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