
Published 2007 by the
Higher Education Research and Development Society of Australasia, Inc
PO Box 27, Milperra, NSW 2214, Australia
www.herdsa.org.au

ISSN: 0155 6223
ISBN: 0 908557 71 X

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Engaging fire fighters in higher learning: 
Integrated academic literacy teaching in a postgraduate program for NSW Fire Brigades Inspector candidates

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In order to gain promotion to Inspector, Station Officers from the NSW Fire Brigade are required to complete a Graduate Certificate in Social Sciences (Emergency Services) in a four week intensive mode program. Attainment of this qualification requires an accelerated academic transition so that students can engage critically and successfully with the course content. Lecturers from the Student Learning Unit have collaborated with School of Social Science staff to provide integrated academic literacy support to these students. Such support requires a recognition of the unique learning needs of these industry experts who confront a number of challenges in adjusting to the academic environment. This paper outlines the scaffolded teaching approach adopted by the SLU lecturers. It also contextualises the bridging of these divergent contexts within an academic literacies framework whereby ongoing explicit dialogue facilitated the fire fighters' engagement with higher learning.

Keywords: academic literacies, Work-Based Learning, fire services

Background

The Graduate Certificate in Social Sciences (Emergency Services) is an innovative teaching partnership between the UWS School of Social Sciences and NSW Fire Brigades (NSWFB). Offered to a cohort of approximately 20 students each semester, this four week intensive postgraduate program is a compulsory component of the NSWFB Inspectors’ Promotional Program (IPP). Although these students reside on campus from Monday to Friday they are nevertheless considered by the NSWFB to be at work during this time and so in most instances have been required to attend class in uniform. As NSWFB Station Officers with at least 20 years of fire fighting and management experience, the students are assumed to have acquired professional expertise equivalent to a Bachelor’s degree in emergency management. The GCSS (Emergency Services) aims to put future NSWFB inspectors in touch with the latest scholarly research in the areas of time-pressured decision making (cognitive and behavioural psychology), critically reflective practice (ethnography and phenomenology), and ethics and leadership (a blend of quantitative, qualitative and philosophical traditions). To prepare for the unforeseen emergency scenarios of the future, students are invited to question ‘common sense’ certainties and to supplement the wisdom of expert field experience with the speculative research imagination of social science.

The mature age NSWFB station officers who enter this program, however, need intensive academic literacy teaching and support in order to translate their practical expertise.
(“experiential credibility”) into postgraduate learning and scholarship (“technical credibility”) (Chambers 2003, p.3). To successfully meet the postgraduate assessment standards of the GCSS, the students undergo an accelerated academic transition as they learn to adopt scholarly dispositions and research writing practices. Within this context almost all students face major educational challenges in acquiring the requisite graduate identity. Very few enter the program with prior experience of higher education and most have not engaged in formal study at all for decades. Without explicit and integrated opportunities for academic literacy development, most of these industry experts would be at risk of failing their postgraduate assessment tasks. For the past two years academic literacy lecturers from the UWS Student Learning Unit (SLU, Formerly Learning Skills Unit (LSU)) have collaborated with the GCSS teaching team to address this need. As well as meeting regularly prior to each course with the Head of Program and other faculty staff to discuss the integration of academic literacy sessions into a tight teaching schedule, considerable time was spent during each course discussing learning issues raised by the culture, nomenclature and politics of the NSW Fire Brigade. With this knowledge the SLU lecturers have been able to frame their approach as much as possible within the context of both student experience and course content.

The GCSS (Emergency Services) content, assessment and academic literacy support sessions are shown in Table 1 below. This paper then draws on an academic literacies framework to account for the learning issues raised for the Station Officers by the intensive Work-Based Learning mode of the program.
<table>
<thead>
<tr>
<th>Graduate Certificate content</th>
<th>Assessment tasks (Grade – satisfactory or unsatisfactory)</th>
<th>Timing of teaching sessions (3 hours per session)</th>
<th>Academic literacy teaching modules</th>
<th>Teaching themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbased research and academic competence</td>
<td>1. Write a summary of a prescribed text from course readings, 1000 – 1500 words. Due Monday Week 3</td>
<td>Week 1 Monday</td>
<td>Introduction to academic discourse</td>
<td>Mapping course assessment against framework of knowledge telling (recount/narrative writing) to knowledge transforming (analysis and argument) (Bereiter &amp; Scardamalia, 1987)</td>
</tr>
<tr>
<td>Decision making and human behaviour</td>
<td>2. Ongoing participation in Peer discussion WebCT</td>
<td></td>
<td>Critical thinking</td>
<td></td>
</tr>
<tr>
<td>Critical decision making in emergency services</td>
<td>3. Critical reflection 1200-1500 words</td>
<td></td>
<td>Note taking for master classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Open assignment (essay) on content related concept or innovation. 2000 words.</td>
<td></td>
<td>Effective reading</td>
<td>teacher, and nervous system.</td>
</tr>
<tr>
<td></td>
<td>5. Peer presentation on findings of Open assignment.</td>
<td>Week 2 Monday</td>
<td>Working with sources</td>
<td>Developing voice and identity (Ivanic, 1997)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday</td>
<td>Reading</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Note making</td>
<td>Identifying argument, textual strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing a summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday</td>
<td>Working with sources</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Documenting and evaluating sources</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Developing voice and identity (Ivanic, 1997)</td>
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<td></td>
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<td></td>
<td>Rhetorical purpose (Dias et al, 1999; Lillis, 2001).</td>
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<tr>
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<td></td>
<td>Identifying argument, textual strategies</td>
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<td>Teaching and learning cycle</td>
<td></td>
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<td></td>
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<td></td>
<td>Writing as process (Curry &amp; Hewings, 2002)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Dialogue, (‘talk back’) with individual students on drafts in progress (Lillis, 2001)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday</td>
<td>Individual feedback</td>
<td></td>
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<td>Individual feedback</td>
<td></td>
</tr>
</tbody>
</table>
Bridging workplace and academic contexts
Work-Based Learning (WBL) programs, in which Recognised Prior Learning (RPL) is the
basis for admission, raise issues of student ‘academic competence’ for higher education (see
for example Boud & Solomon 2001; Wagner, Childs & Houlbrook, 2001). This competence,
however, is not easily reduced to discrete technical skills alone. It has been found that from a
cognitive perspective, for example, many mature age students who access higher education
through RPL from an industrial background (a profile similar to that of the NSW Fire Brigade
Station Officers) must significantly adjust their approach to learning, self-regulation of
learning and epistemological beliefs about learning (Cantwell & Scevak, 2001). Moreover,
from a sociolinguistic perspective, researchers in academic literacies have argued that non-
traditional students, such as mature age entries, often experience the expectations for
scholarly writing at university as mysterious and contradictory (Ivanic, 1997; Lillis, 1997; Lea
& Street, 1998; Lillis, 2001). In particular such students struggle to construct a suitable
academic identity through their writing, a challenge that may be heightened in applied
interdisciplinary programs like the GCSS (Emergency Services) by the need to rapidly switch
between divergent epistemological frameworks and forms of written assessment over a very
short period of time (see Table 1 for Graduate Diploma content and Assessment tasks).

This destabilizing of identity and knowledge was particularly apparent in early teaching
interactions between the NSWFB Station Officer cohort and the academic literacy lecturers.
These initial encounters were characterized by varying degrees of resistance to academic
practices. Developing a deep appreciation of the combined personal, professional and
academic challenges faced by these students in undertaking the postgraduate certificate
greatly aided the SLU lecturers in performing the sometimes delicate negotiations required to
establish teaching credibility. Many of the firefighters express a degree of discomfort and
intimidation in encountering academic culture for the first time, particularly in relation to
language and styles of thinking. Evaluation data has shown that cautious optimism blended
with anxiety, nervousness and uncertainty (see Appendix 2). It is typical for students to
report feeling nervous, unsure of what is required, willing to give it a go but admit I’m a bit
worried.

Beneath these concerns about competence in the academic environment lay a professional
tension over what constitutes valid and authentic ‘expertise’ and ‘work’ in fire fighting. As
one student put it, [I’m] uncertain if this is purely an academic process or if it will provide
practical application to my work. The Station Officers traditionally derive their expert
knowledge through a combination of practical wisdom from years of first hand fire fighting
experience and rote internalizing of Fire Brigade procedure. In the GCSS (Emergency
Services), however, they are required to engage with the insights of research knowledge in
decision making and emergency management, knowledge that is instead produced through
ongoing formal debate among psychologists and social scientists and encoded in academic
discourse. The SLU lecturers found that building the Station Officers’ capacity to operate
within this second mode involved not only teaching a foundation of discrete study and
academic writing skills but also, in the process, demystifying the relevance and substance of
these activities with respect to the students’ future role as NSWFB Inspectors. In this sense
academic literacy teaching in support of WBL must do more than bridge skill gaps. It must
also facilitate a dialogue of understanding about the different learning and meaning making
activities characteristic of academic and workplace communities of practice (Dias et al, 1999;
Wenger, 1999).
Scaffolding academic transition in the GCSS (Emergency Services)

The explicit objectives of the academic literacy sessions were to build the students’ capacities to manage and interpret readings, successfully learn and demonstrate academic writing skills, and achieve autonomy within the program. The overriding aim however was to enable a critical engagement with the material and this demanded that the “handover” (Lillis & Swan, 2002, p. 127) of self responsibility for student’s own writing occur at an accelerated rate. In encountering academic culture for the first time, especially in such a compressed mode as in the GCSS (Emergency Services), students are expected to adapt within days to unfamiliar epistemological frameworks, adopt new ways of making meaning and create texts that reflect these new ways of knowing. It is useful to conceptualise this kind of teaching according to an academic literacies paradigm in which the transition to higher education is understood as more than study skill development and academic socialization. Rather it incorporates an understanding of the “cultural and contextual components of writing and reading practices” (Lea & Street, 1998, p.1) and, most importantly for the goal of accelerated academic transition, recognises the need for explicit dialogue between students and teachers’ about their assumptions and expectations with respect to institutional practices. The value of this dialogic approach was apparent throughout the academic literacy sessions, but was perhaps most beneficial in those sessions devoted to discussing with individual students their writing in progress. Without these scheduled opportunities to ‘talk back’ (Lillis, 2003, p. 147) to the academic literacy lecturers about the many confusions arising in their construction of academic text, it is possible that several of the Station Officers would have withdrawn from the course in frustration.

Conclusion

The integrated academic literacy teaching provided by SLU to support the Station Officers’ accelerated transition to higher learning was ostensibly conceived to equip the Officers with tertiary literacy and learning skills, while at the same time honouring their industry knowledge and expertise. However, in practice, the fact that the Station Officers were at once residential students and officially ‘at work’ as NSW Fire Brigade Inspector candidates perpetuated a number of pedagogical tensions. That is, under these accelerated conditions, the academic transition facilitated by SLU teaching was not so much a neat passage from world of work to academia as an ongoing negotiation of conflicts and contradictions arising from simultaneous occupancy of both worlds.

As these tensions were identified and explicitly addressed through the integrated strategies outlined in this paper, they enabled rather than impeded the Station Officers’ engagement with higher learning. The successful outcome of their brief but intensive detour to academic practice in the Station Officers’ professional journey required not only intensive resourcing by the University but also willingness on the part of both parties to dialogue at the intersection of the Work-Based Learning framework. Without systematic integrated academic literacy support the experience of undertaking such a program on the basis of Recognition of Prior Learning would be as one student commented like walking in a minefield without a map.

References


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Appendix 1

Outline of the Evaluation of the Spring Semester Graduate Certificate in Social Sciences (Emergency Services)

Evaluation of the Spring Semester Graduate Certificate in Social Sciences (Emergency Services) was carried out via a) written documentation b) small group interviews, and c) analysis of completed assessment tasks. The component of the evaluative process referred to in this paper is written documentation.

The researchers determined that an approach to evaluation that incorporated reflective learning opportunities was most appropriate to the cohort. Ongoing evaluation was incorporated into the course in the form of structured reflective documents which students were asked to complete at the end of their first academic skills session, midway through the course and on completion of the final session. The documents encouraged comments via open ended questions and, using Likert scales, students ranked their level of confidence in a range of skills related to the academic skills modules. It is important to note that the SLU lecturers are not involved in assessing any of the students’ submitted work.

Students were informed on the first day of the course that the academic literacy lecturers for the duration of the course were conducting research into the academic transition experiences of the students undergoing this course, and in particular their acquisition of ‘academic competence’. The students were provided with a description of the research project and an invitation to participate by completing reflective documents and providing consent for the researchers to analyse their assessment tasks. The 18 students enrolled in Spring semester, 2006 provided consent.

Each student was asked to complete a written reflection (Appendix 3) on the first afternoon of the course. This was incorporated as a reflective learning activity and students were asked to retain this document until the end of the course. Following the 4th academic skills session students were asked to reflect on the development of their academic skills and their engagement with the course (Appendix 4). Completion of the document was followed by a class discussion held to gauge where students needs lay in terms of their transition to the field of academic discourse. During the final academic skills session students were asked to complete a third reflective document (Appendix 5). Each student then submitted their documents anonymously.

The paper, Engaging firefighters in higher learning: The role of integrated academic literacy teaching in a postgraduate program for NSW Fire Brigade Inspector candidates is informed by, rather than based on the evaluations. A representative sample of students’ comments was tabulated (see Appendix 2) in order to convey the experiences of some of the students. A further paper may report more specifically on the research data.
## Appendix 2
### Representative sample of responses, relevant to this paper, drawn from student evaluations

The table below provides a sample of student comments which illustrate their initial feelings about undertaking the Graduate Certificate, the extent of their skill development and their perception of the usefulness of LSU sessions.

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
<th>Student D</th>
<th>Student E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>I am looking forward to it. It will be a challenge and I would consider it an achievement.</td>
<td>Academic writing is a challenge to read and to summarise is a greater challenge.</td>
<td>Unsure of what is required, but hoping to absorb enough.</td>
<td>Unsure if this is purely an academic process or if it will provide practical applications to my work.</td>
<td>It’s a challenge and outside the comfort zone but will do utmost to do my best.</td>
</tr>
<tr>
<td><strong>Overall, how do you feel about undertaking the Graduate Certificate?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final reflection</strong></td>
<td>I prefer to get to the point rather than carry on a debate but I can now see there are two sides to every argument and I have become more analytical.</td>
<td>This area has improved and I do have a better handle on summation techniques.</td>
<td>I feel better prepared, now able to find supporting arguments on a topic and have a better writing format.</td>
<td>Clarified paraphrasing and good info on note taking.</td>
<td>It’s funny how it all comes together in the end.</td>
</tr>
<tr>
<td><strong>Please comment on the extent to which your skills have developed as a result of the LSU sessions.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>How important have the LSU Academic Skills sessions been for you academic performance in the GCSS?</strong></td>
<td>I would not have been able to write to uni standards without LSU sessions.</td>
<td>Very important, without knowing the academic way, attempting the GCSS would be like walking in a minefield without a map.</td>
<td>I couldn’t have presented assignments as required by ‘academic land’ without LSU.</td>
<td>Medium level usefulness. Had some prior experience. Sessions helped jog memory and reinforce existing ideas.</td>
<td>Very important. At the start students had no idea, the majority came here with no academic skills and would not have been able to cope.</td>
</tr>
</tbody>
</table>
Appendix 3
Reflection document 1

1. What skills do you anticipate needing for your Graduate Certificate?
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__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. What skills do you bring with you to this experience?
__________________________________________________________________________________
__________________________________________________________________________________
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3. How do you rate your confidence at:

<table>
<thead>
<tr>
<th></th>
<th>Very anxious</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very confident</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>Comments :</td>
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<table>
<thead>
<tr>
<th></th>
<th>Very anxious</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note making</td>
<td></td>
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<td>5</td>
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<tr>
<td>Comments :</td>
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<table>
<thead>
<tr>
<th></th>
<th>Very anxious</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarising</td>
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</tr>
<tr>
<td>Comments :</td>
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</tbody>
</table>
Writing a structured text

<table>
<thead>
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<th>Very anxious</th>
<th>Very confident</th>
</tr>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Writing an extended Argument

<table>
<thead>
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<th>Very anxious</th>
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</tr>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
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</table>

Comments:
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Being analytical

<table>
<thead>
<tr>
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<th>Very confident</th>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
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</table>

Comments:
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Oral presentations

<table>
<thead>
<tr>
<th>Very anxious</th>
<th>Very confident</th>
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<td>1 2 3 4 5</td>
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</table>

Comments:
___________________________________________________________________________
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3. Overall, how do you feel about undertaking the Graduate Certificate?
   Please elaborate:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

NOTE: This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval Number is HREC 06/127. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Research Ethics Officers (tel: 02 4736 0883 or 4736 0884). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix 4
Reflection document 2

1. What skills do you feel you have developed at this point in the course?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. How do you now rate your confidence at:

<table>
<thead>
<tr>
<th>Very anxious</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

<table>
<thead>
<tr>
<th>Very anxious</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note making</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments:
__________________________________________________________________________________
__________________________________________________________________________________
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<table>
<thead>
<tr>
<th>Very anxious</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarising</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

Comments:
__________________________________________________________________________________
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<table>
<thead>
<tr>
<th>Very anxious</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing a structured text</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Very anxious Very confident
Writing an extended Argument

1 2 3 4 5

Comments:

___________________________________________________________________________
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___________________________________________________________________________

Being analytical

1 2 3 4 5

Comments:

___________________________________________________________________________
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Oral presentations

1 2 3 4 5

Comments:

___________________________________________________________________________
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3. What skills do you anticipate will need further development during this course?

___________________________________________________________________________
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Appendix 5 Final reflection

Graduate Certificate Social Sciences (Emergency Services), 2006

Reflection on Academic Skills sessions provided by the UWS Learning Skills Unit (LSU)

We would like to gauge the effectiveness of the academic skills sessions delivered within the GCSS program. We appreciate you taking the time to complete this evaluation and encourage you to provide comprehensive and honest feedback.

1. Please reflect on how useful you found the teaching and resources you received on the following topics (circle your responses).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not useful</th>
<th>Not very useful</th>
<th>Useful</th>
<th>Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopting an academic perspective</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reading and note making</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Summarising an academic article</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Avoiding plagiarism when reporting from sources (quoting/paraphrasing)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Harvard Referencing (WebCT modules)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Essay writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Developing an argument</td>
<td>1</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>Oral presentations: Advice on preparation and delivery</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

Comments:
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2. What else would you have liked to be included in the Academic Skills sessions?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. Have you been able to apply your learning from the Academic Skills sessions to your assignments for the GCSS? Yes / No

If yes, in what way(s)? If no, why not?
__________________________________________________________________________________
__________________________________________________________________________________
4. Do you think your academic writing has improved as a result of the Academic Skills sessions?  
Yes / No.

If yes, in what way(s)? If no, why not?
__________________________________________________________________________________
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5. How do you rate your confidence at:

<table>
<thead>
<tr>
<th></th>
<th>Very anxious</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very confident</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>5</td>
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<tr>
<td>Note making</td>
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<tr>
<td>Summarising</td>
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<tr>
<td>Writing a structured text</td>
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Comments:
__________________________________________________________________________________
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__________________________________________________________________________________

Very anxious     Very confident
<table>
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<th>Area</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing an extended Argument</td>
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<tr>
<td>Being analytical</td>
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<tr>
<td>Oral presentations</td>
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</tr>
</tbody>
</table>

5. Please comment on the extent to which your skills in the following areas have developed as a result of the SLU sessions:

- Reading advanced texts
- Note making from advanced texts
- Critical thinking and evidence-based argument
- Organising your writing
Preparing and delivering oral presentations

__________________________________________________________________________________
__________________________________________________________________________________

6. How important have the LSU Academic Skills sessions been for your academic performance in the GCSS?

__________________________________________________________________________________
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__________________________________________________________________________________
__________________________________________________________________________________

7. Please add any general comments about the LSU Academic Skills sessions

__________________________________________________________________________________
__________________________________________________________________________________

Thank you for your input.

NOTE: This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval Number is HREC 06/127. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Research Ethics Officers (tel: 02 4736 0883 or 4736 0884). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.