

APPENDIX THREE

THE EDUCATIONAL DEVELOPMENT DEPARTMENT

KEY POLICY DOCUMENTS

- * **Eight Component Program Model
Student Support Program**
- * **General Program Strategic Plan**
- * **Learning Centre Staff Portfolios**

Compiled from Webb (1991, pp.6,7,11.)

STUDENT SUPPORT PROGRAM: LEARNING CENTRE SECTION

- * **PRE-AND POST-SEMESTER WORKSHOPS**
summer & winter schools
Focus: Understanding broad Australian culture
Understanding Australian tertiary culture
Discipline specific academic conventions (orientation/ advanced skills).
- * **IN-SEMESTER WORKSHOPS**
Focus: reiteration or extension of skills offered during summer/ winter schools.
- * **PARALLEL TUTORIALS**
(pre-semester, in-semester, post-semester)
Focus: students engage in activities related to their general area of study in order to enhance their language and conceptual skills.
- * **STUDY GROUPS**
(in-semester)
Focus: students work on specific assignment tasks which are assessable components of their course work.
- * **IN-CLASS CO-OPERATIVE PROJECTS**
(in-semester)
Focus:
 1. assist staff in the:
 - * implementation of teaching/ learning strategies
 - * production of appropriate support materials
 - * development of criteria for assessment for the language component of assignment tasks.
 2. assist students to successfully complete compulsory tasks through a discipline specific analysis of the skills required.
- * **ENGLISH LANGUAGE CLASSES**
(pre-semester, in-semester, post-semester)
Focus: develop students' confidence in communicating with native speakers on campus and in the wider English-speaking community.
- * **INDIVIDUAL CONSULTATIONS**
(pre-semester, in-semester, post-semester)
Focus: meeting individual needs, general/ specific academic language skills to increase competence and confidence.
- * **SELF-ACCESS FACILITIES**
(pre-semester, in-semester, post-semester)
Focus: students work independently on a language development program: devised in consultation with staff (Webb, 1991, p.6).

GENERAL PROGRAM STRATEGIC PLAN

	Pre/post semester work-shops	In-semester work-shops	Parallel tutorial:	Study groups	In-class co-op. projects	English language classes	Individual consultations	Self access facilities
January								
February								
March								
April								
May								
June								
July								
August								
September								
October								
November								
December								

Shaded areas indicate the complex pattern of programs designed to meet the varying needs of the client group throughout the academic year.

Compiled from Webb (1991, p.7).

ACADEMIC STAFF AREAS OF SKILL AND INTEREST:

KEY:

- # Academic and Linguistic Skills and Interests
- * Basic Mathematics and Science Skills and Interests.

ENGINEERING

- # Informant F
- # Informant D
- * Informant G
- * Informant A

NURSING

- # Informant L
- # Informant M
- * Informant G
- * Informant A

LAW

- # Informant C
- # Informant N

GENERAL PROGRAM

(Academic & Language Skills)

- # Informant N
- * Informant G

SPECIAL NEEDS PROGRAM (Postgraduate students/ Staff)

- # Informant E
- * Informant A

HUMANITIES

- # Informant E

LEARNING CENTRE STAFF PORTFOLIOS

TEACHER EDUCATION

- # Informant I
- # Informant D
- * Informant G
- * Informant A

MATHEMATICS

- # Informant H
- # Informant I
- * Informant G

WORD PROCESSING

- # Informant I

ECONOMICS AND ACCOUNTING

- # Informant B
- * Informant G

PHYSICAL EDUCATION

- # Informant I
- # Informant D

Compiled from Webb (1991, p.11).

APPENDIX FOUR:
TAXONOMY OF PARTS
OF THE EDUCATIONAL DEVELOPMENT DEPARTMENT

TAXONOMY OF PARTS
OF THE EDUCATIONAL DEVELOPMENT DEPARTMENT

May, 1992.

Compiled from ethnographic interviews and observations (Spradley, 1979, 1980).

direct service to students and staff; equipment and materials: (diminishing)	* giving exhibitions * giving lectures * giving workshops * conferences * consulting	* advising students * liaising with lecturing staff * developing programs - winter schools - summer schools - parallel programs - individual consultations - specialist lecturing * liaising across universities * preparing for and presenting at conferences * carrying out academic research - for publication - for higher degrees * in general, following the theories of Carl Rogers: ". . . work to draw as much as possible out of the students".	
Service roles (diminishing)	Academic roles (expanding)		
Coordination of media studies.	Coordination of language development - academic skills and language learning.	Coordination of mathematics and science.	
MEDIA STUDIES	LEARNING CENTRE		
RECEPTION inquiries; calls; loans; photocopying; wordprocessing; appointments; staff contact; information			
HEAD OF DEPARTMENT AND DEPUTY HEAD OF DEPARTMENT			