

UTS:

HELPS

HIGHER EDUCATION LANGUAGE AND PRESENTATION SUPPORT

Humanising Higher Education: Cultivating Academic Success through Positive, Student-centred Experiences to Enhance Confidence & Independent Learning

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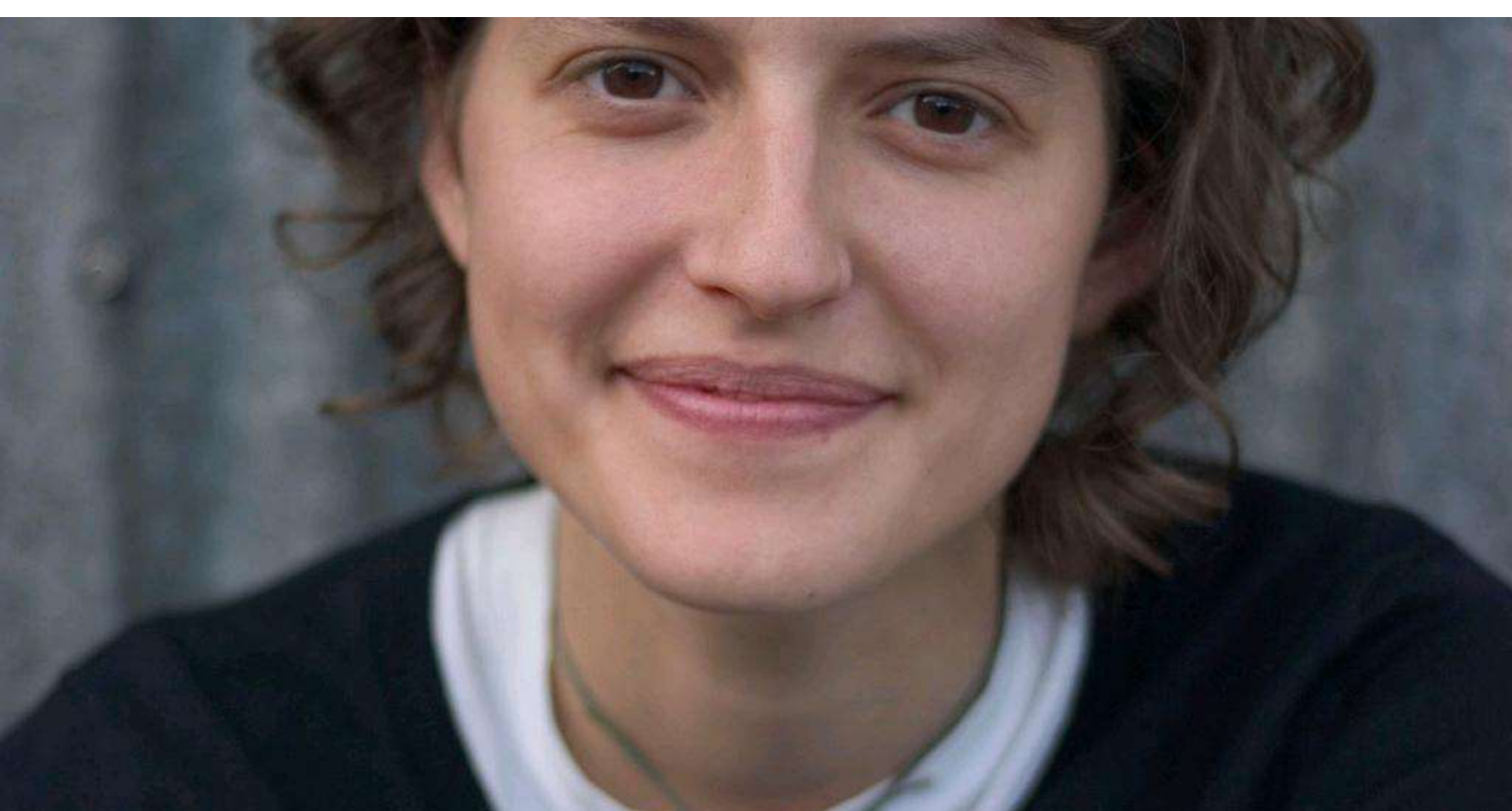


Context + Approach

What does 'student-centred' really mean?

- ▶ English language + academic literacy
- ▶ Accessibility
- ▶ Comprehensive programme
- ▶ Face-to-face consultations
- ▶ Independent learning
- ▶ ‘No Wrong Door’ approach





Student-focused Support

How?

- **Proactive**
- **Centrally located**
- **Outreach services + responsive**
- **Strengthen students' agency + resiliency**

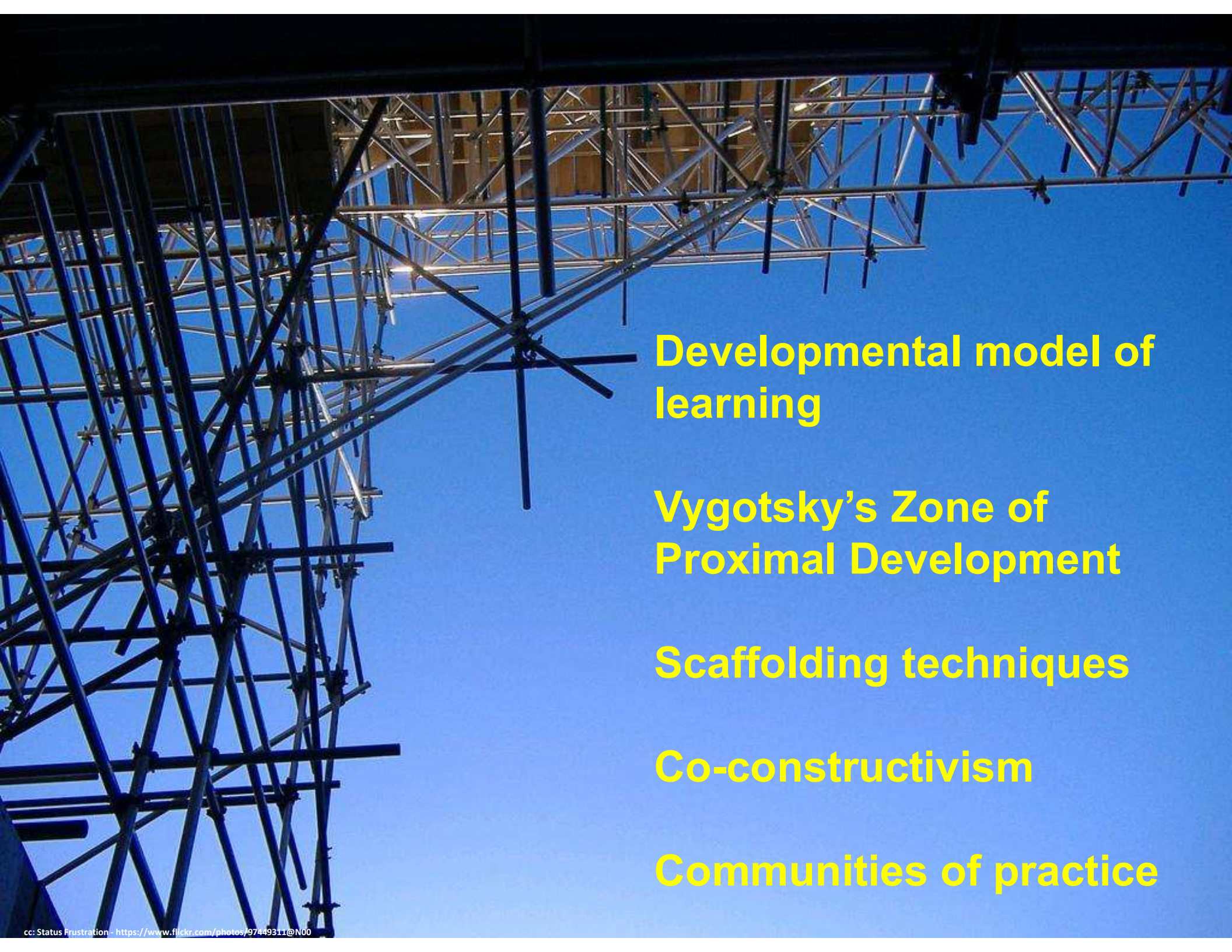
“EDUCATION IS WHAT REMAINS
AFTER ONE HAS FORGOTTEN EVERYTHING HE LEARNED IN SCHOOL”

- Sir. Albert Einstein



Giridhar
Photography

Theoretically informed Practice



Developmental model of learning

Vygotsky's Zone of Proximal Development

Scaffolding techniques

Co-constructivism

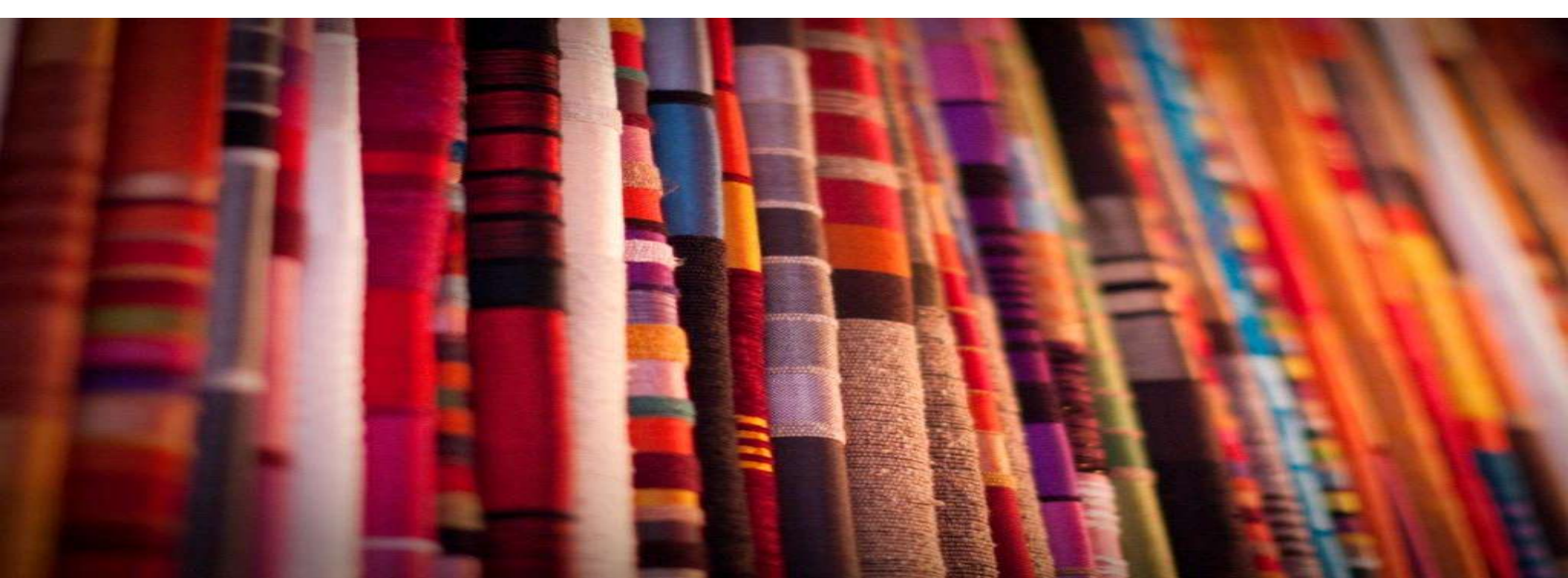
Communities of practice

Curricula + Resources

Comment from a teacher at a learning cycle meeting.

“Teachers talk about going back to the curriculum. Maybe we should have never left it.”





- **Customised suite of online resources and materials**
- **Targets all four macro skills**
- **Critical thinking and analytical skills**
- **Open sharing of resources**
- **Annotated sample written assignments**
- **Avoiding plagiarism tutorial and quiz**

UTS:HELPS

U:Learn U:PASS U:Connect



About HELPS

Assignment writing assistance

Avoiding plagiarism

Daily workshops

Writing support sessions

Holiday courses

Self-help resources

[Academic writing](#)
[Assignment types](#)
[Email etiquette](#)
[Grammar](#)
[Listening](#)

Self-help resources





INDEPENDENCE

Enhanced Confidence

The concepts of comprehensive clinician accountability and clinical governance may be considered complementary and interdependent. The effectiveness of clinical governance may be significantly determined by the level of participation and engagement of healthcare workers (Ansell & Gash 2008). Similarly, the successful participation and engagement of healthcare workers in organisational systems and identified practice requirements may be reliant, to a large extent, on the quality of clinical governance they act under (Sawka et al. 2012). Improvements in client safety may therefore require both clinical governance frameworks and the participation of clinicians through practicing with accountability (Balding 2005). The presence of both comprehensive clinician accountability and clinical governance may thus be considered to hold greater potential for reducing the likelihood of error in care delivery than the presence of either concept only.

Given the suggestion that up to 50% of errors committed in the delivery of healthcare may be avoidable, the identification and actioning of factors contributing to these errors may be considered imperative (Wilson et al. 1995). For all errors, even those considered unavoidable at the time of occurrence, clinicians acting accountably under effective clinical governance may reduce the likelihood of future recurrences of similar errors through the examination of such factors and the creation of mitigating strategies (Braithwaite et al. 2006; Lingard et al. 2004). Conversely, the absence of clinical governance and the presence of autonomously acting clinicians both hold minimal scope for reducing the risk of error occurrence (Jeffs et al. 2012). This may be particularly relevant to the reporting of error and near misses by the

Comment [A16]: This functions as a connecting word to indicate a similarity between two facts. **Linking words** help the reader to see a relationship between ideas.

For more information on linking words (sometimes called **transition signals**), go to:
<http://www.uts.edu.au/current-students/support/helps/self-help-resources/grammar/transition-signals>

Comment [A17]: **Positive aspects** relating to the subject matter are referred to here. This helps to link back to the main issue of clinical error and renders a more 'balanced' discussion in the essay. **Concluding statement** summarises the main point in the paragraph which the writer wishes to emphasise and this links back to the essay question/topic.

Comment [A18]: **Clearly and succinctly evaluates the impact** of the issues relating to the delivery of safe patient care.

Comment [A19]: Note the effective use of **transition signals** (connecting words). These are linking words that connect ideas and add cohesion. This makes it easier for the reader to understand.

For more ideas on how to use **transition signals** in writing, go to:
<http://www.uts.edu.au/current-students/support/helps/self-help-resources/grammar/transition-signals>



- ▶ Self-belief
- ▶ Self-regulation
- ▶ Maximisation of learning
- ▶ Deep learning not surface learning



Inclusivity + Diversity

**Inclusive +
varied
learning
environment**

**ESB and
NESB
students**

**Equality,
social justice
and care**

A 3D illustration depicting a network of learning. Several stylized human figures in various colors (blue, green, red, orange, purple) are arranged on a light gray surface. Large, thick, white arrows curve between the figures, indicating a flow of information or knowledge from one person to another. The overall scene suggests a collaborative and interconnected learning environment.

Peer-to-peer Learning

UTS:HELPS

HELPS U:Connect Volunteer Programs

Peer Advisors Program

Are you interested in helping students develop writing skills? Can you commit 1 to 2 hours per week?

BECOME A **PEER ADVISOR**

Conversations@UTS

Do you like talking with groups of international students? Are you available 2 hours per week or fortnight?

BECOME A **CONVERSATION LEADER**

HELPSMates Buddy Program

Would you like to speak regularly with 1 or 2 international students, sharing your knowledge about living in Australia or exchanging languages?



2

/ 2



Peer Advisors

Peer Advisors are staff and students who are interested in helping with writing and speaking support. This is the perfect opportunity for students hoping to develop their own teaching skills, though our Peer Advisors come from a wide range of disciplines. We will train you to help students in our writing support services or you can join our holiday intensive programs that aim to develop writing and pronunciation skills.



Conversation Leaders

Conversation Leaders enjoy talking with international students on a range of different topics and networking with other Conversation Leaders to share ideas. They run sessions alone or together, come from a variety of backgrounds and age groups and share a love for relaxed, friendly conversation.

Buddies

Buddies help 1-3 students by meeting regularly for an hour's conversation and to exchange language and culture. Many of them become good friends.





Volunteer initiatives

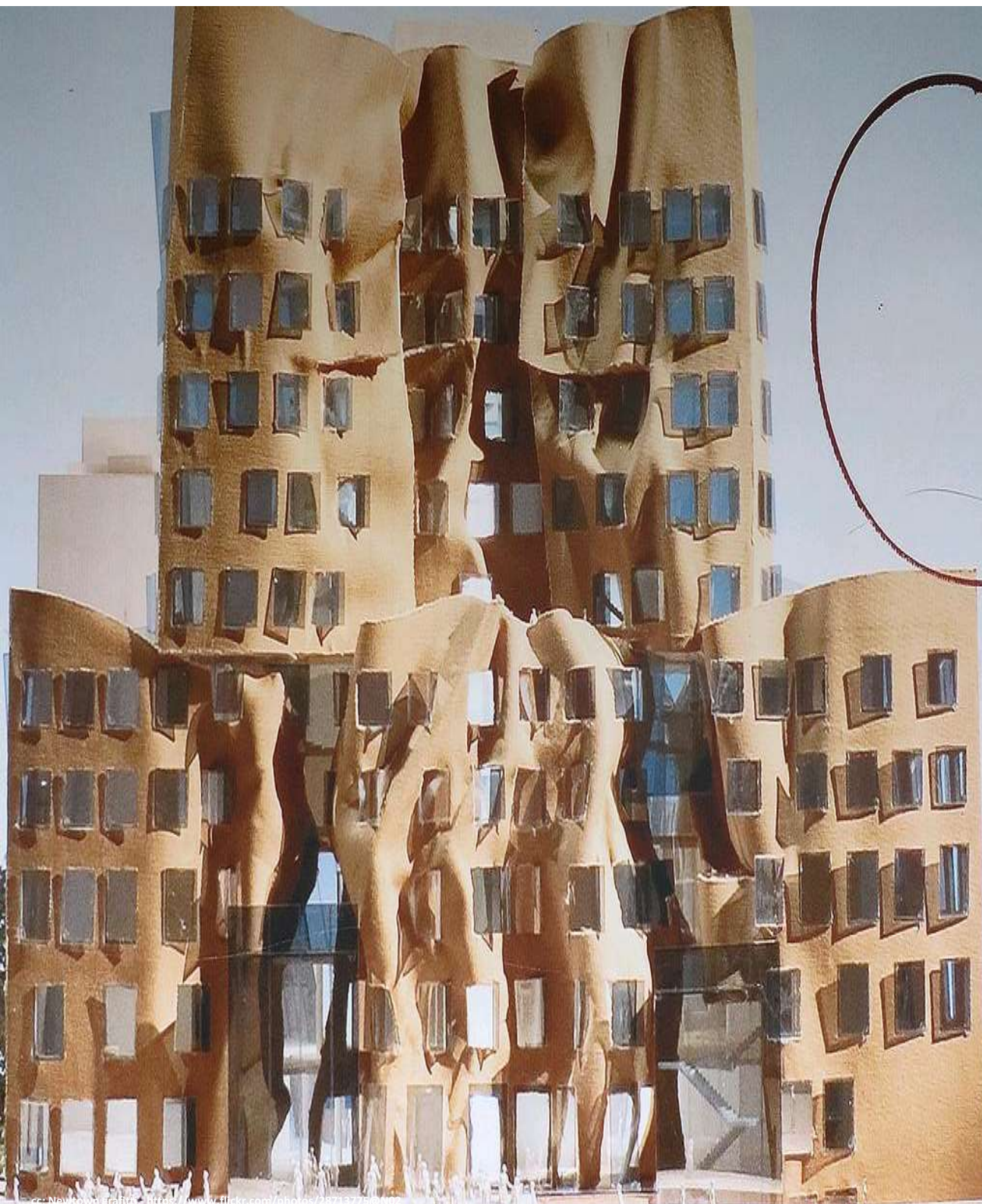
Sense of belonging and community

Fostering leadership and resourcefulness



OPEN

Collaboration



► **Closely liaising with all faculties throughout the institution (UTS)**

► **In-lecture promotions**

► **Customised workshops**

► **Meetings with academic teaching staff**

► **Redesigning assessments**



Institutional + Educational Community Recognition

- 
- ▶ **UTS Learning and Teaching Award for Academic Support**
 - ▶ **National Australian Office of Learning and Teaching Citation for ‘Outstanding Contributions to Student Learning’**
 - ▶ **Independently and externally reviewed**



Australian Government

Department of Education and Training



**AUSTRALIAN
AWARDS**
for University
Teaching

Australian Awards for University Teaching

2016 Citations for Outstanding Contributions to Student Learning

University of Technology, Sydney

UTS HELPS (Higher Education Language and Presentation Support), Mr Andrew Pyke, Ms Sang-Eun Oh, Mr Joseph Yeo, Ms Georgina Barratt-See, Mr David Sotir, Ms Mary-Ann McDonald, Mr Jonny Wells, Ms Marlene Blackwood, Ms Sarah Ellis, Ms Jessica Tello, Ms Carol Charman, Ms Christine Vella, Ms Erika Ceballos, Ms Fotini Sidiropoulos, Ms Glen Geor, Mr John Sultana, Ms Julie Hartigan, Ms Linda Ozers, Ms Robyn Taylor, Ms Susan Merhi, Ms Susanne Heuberger, Ms Tricia Turnbull and Ms Cynthia Vyshni Vaikunthan

For the development of language and academic literacy through positive, student-centred experiences, to enhance confidence and independent learning.

UTS:HELPS
U:Learn U:PASS U:Connect



TEAM VIDEO

Vision Statement



Higher Education Language and Presentation Support (HELPS) enhances learning experiences by providing individual, peer and group support in a friendly and respectful environment.

It aims to create independent and confident learners so they can reach their study and career goals by developing their English language and academic understanding.



Thank you

Q + A

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