



A collaborative learning space

How do SLAs contribute to and enhance the student experience within the SLC drop-in space?

A drop-in? Library and Student Success



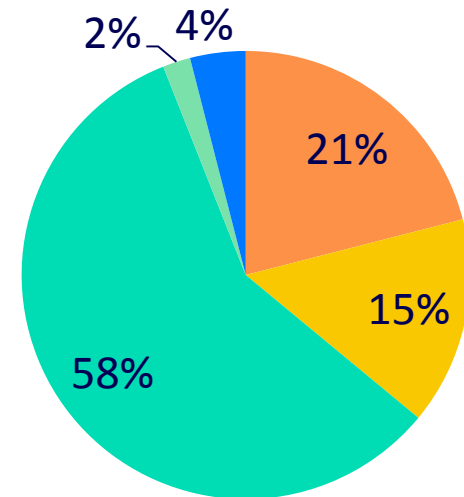
Cooper, E. (2010). Writing Center Effectiveness: The Effect of Drop-in Tutoring, Journal of College Reading and Learning: Spring 2010, 40, 2: ProQuest p. 21

Drop-in attendance by program area



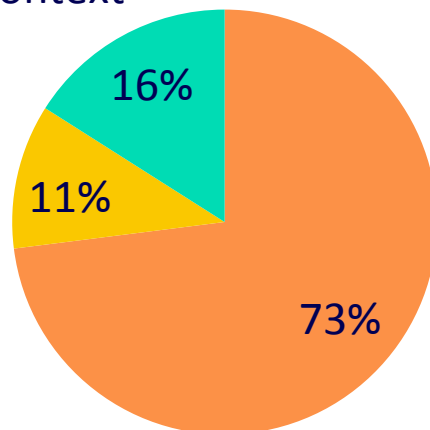
Writing, English language and study skills

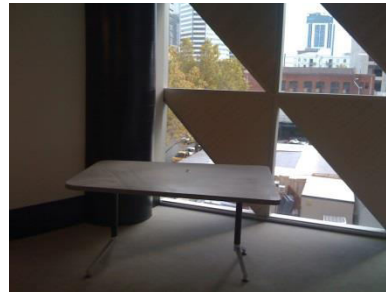
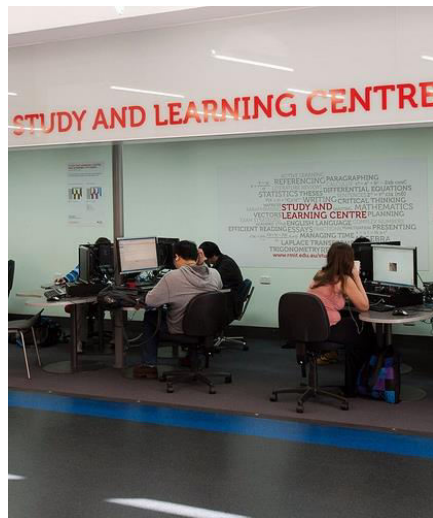
- Science, engineering & health
- Business
- Design and social context
- Other
- RMITU



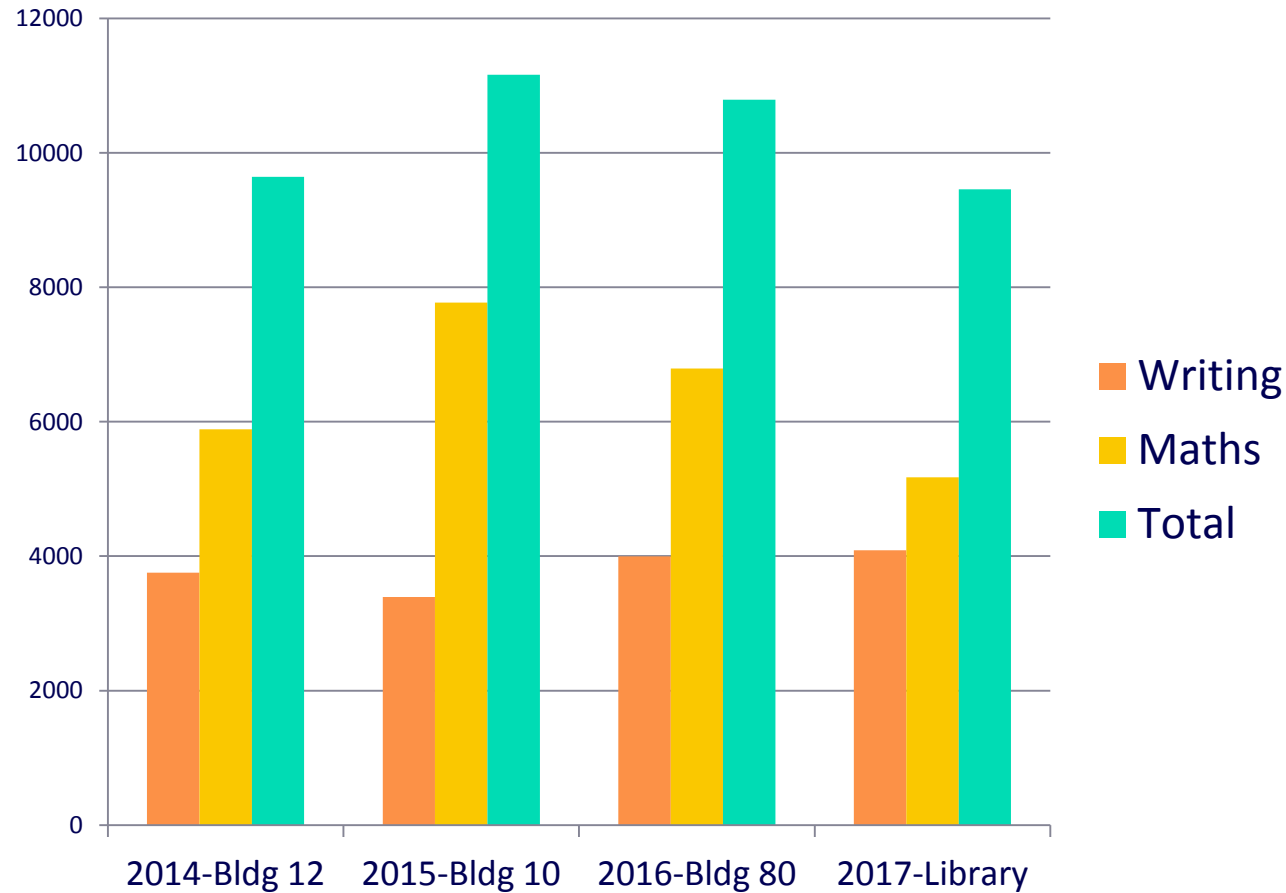
Maths and science

- Science, engineering & health
- Business
- Design and social context





Four years, four moves





International/Domestic	No. of Students	No.of Visits
Domestic	2070	8659
International	1037	2794
Grand Total	3107	11453
Ethnic Status	No. of Students	No. of visits
No, neither Aboriginal nor TSI	2057	8620
Yes, Aboriginal but not TSI	13	39
Grand Total	2070	8659
SES Status		
SES Status	No. of Students	No. of visits
High	801	3302
Low	386	1688
Medium	870	3646
No information	13	23
Grand Total	2070	8659
Career	No. of Students	No. of visits
PGRD	600	1775
PREP	183	836
RSCH	87	255
TAFE	432	1807
UGRD	1805	6780
Grand Total	3107	11453



Development of an SLA



Start: Meet and greet at the door, some admin

And because we were next to HUB counter: Help with enrolment online

Then: Assist with computer skills


And: Start to triage, looking at writing structure

Slowly: In consultation with maths learning advisers, assist with maths

Inevitable: Conduct computer basics workshops

More and more: Through close collaboration, look for gaps and offer profiles





“I fully support what the SLAs are doing at the moment re: admin support etc, however it would be very easy for them to ‘slide into’ a teaching role if students asked them for help...” learning adviser

“I remember when I started, I didn’t feel very comfortable sharing my knowledge – as time progressed I’ve been able to further develop my skills constructively.” SLA



“The subject they were working through was very similar to the one I’m doing now, and I felt I was able to use my own experience in this area of study to both commiserate with them (it’s HARD), and I could be someone they could bounce ideas off.” SLA

An integrated timetable



Maryam M	At university	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Monday	no		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Tuesday	no		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Wednesday	no		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Thursday	no		unavailable	unavailable	unavailable	unavailable	available	available	available	available	available
Friday	no		unavailable	unavailable	unavailable	unavailable	unavailable	available	available	available	available

Melissa L	At university	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Monday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	Available	Available	Available
Tuesday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	Available	Available	Available
Wednesday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	Available	Available	Available
Thursday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Friday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable

Reachana H	At university	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Monday			Available	Available	Available	Available	Available	Available	Available	Available	Available
Tuesday			unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Wednesday			unavailable	unavailable	unavailable	Available	Available	Available	Available	Available	Available
Thursday			unavailable	unavailable	unavailable	Available	Available	Available	Available	Available	Available
Friday	(Not Available on Fri 10/11/21)		Available	Available	Available	Available	Available	Available	Available	Available	Available

Rohan W	At university	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Monday	No		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Tuesday	Yes		unavailable	unavailable	unavailable	unavailable	Available	Available	Available	unavailable	unavailable
Wednesday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Thursday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	unavailable
Friday	Yes		unavailable	unavailable	unavailable	unavailable	unavailable	unavailable	Available	Available	Available

Study and Learning Centre - Student Learning Assistants Timetable											
Week 42											
Higher Education - SWOTVAC											
Vocational Education - 15											
Monday, October 16											
08:00	Aditya P										
09:00	Aditya P										
10:00	Aditya P										
11:00	Aditya P										
12:00	Kathleen B										
13:00	Kathleen B										
14:00	Kathleen B										
15:00	Connor J										
16:00	Connor J										
17:00	Connor J										
Tuesday, October 17											
08:00	Will S										
09:00	Will S										
10:00	Will S										
11:00	Will S										
12:00	Alex M										
13:00	Alex M										
14:00	Alex M										
15:00	Aditya P										
16:00	Aditya P										
17:00	Aditya P										
Wednesday, October 18											
08:00	Katherine T										
09:00	Katherine T										
10:00	Katherine T										
11:00	Katherine T										
12:00	Rohan W										
13:00	Rohan W										
14:00	Rohan W										
15:00	Connor J										
16:00	Connor J										
17:00	Connor J										
Thursday, October 19											
08:00	Josh G										
09:00	Josh G										
10:00	Josh G										
11:00	Josh G										
12:00	Alex M										
13:00	Alex M										
14:00	Alex M										
15:00	Katherine T										
16:00	Katherine T										
17:00	Katherine T										
Friday, October 20											
08:00	Jack W										
09:00	Jack W										
10:00	Jack W										
11:00	Jack W										
12:00	Ash T										
13:00	Ash T										
14:00	Ash T										
15:00	Jeremy G										
16:00	Jeremy G										
17:00	Jeremy G										

Study and Learning Centre

Student Learning Assistants

Alex

Bachelor of Science
(Mathematics) Honours



Ask me about...

Calculus
Introductory Statistics
Differential Equations
Programming: R, Maple, MATLAB

Melissa

PhD (Global Urban & Social Studies)
Previous: B. Social Work(Hons) / B. Social Science (Psych)



Ask me about...

Qualitative Research Methods
Psychology Lab Reports
Social Work Courses
Writing Skills for Social Science

Daniel

Bachelor of Engineering (Chemical)
Bachelor of Business (Management)



Ask me about...

MATH2113
MATH2114
Time Management
Planning

Aditya

Bachelor of Engineering
(Computer and Network)



Ask me about...

MATLAB
Engineering Computing
Circuit Theory and Electronics
Signals and Systems

Communication and Reflection



**Weekly reflections and comments in online journal
– compulsory**

Used for communicating info about drop-in

**Shares experiences and reflections,
interpretations with others**

**Receive feedback from two learning advisers for
each entry**





“... I’ve a habit of casually talking with the regular students for a bit too long. I think it’s important to our service to build a rapport with regulars – as an SLA we can make them feel comfortable here - but at the same time I don’t want to become a distraction. It’s a balance thing that I need to achieve...”



“... peopled, positioned and purposeful”

Kirkwood, K., Best, G., McCormack, R., Tout, D (Student Mentors in Physical and Virtual Learning Spaces, Ch017

SLAs promote



RMIT English Ready Group 2017

Closed group within RMIT University

Discussion

Members

Events


Videos

Photos

Search this group

Shortcuts

RMIT English Ready Gr...




Joined ▾ Notifications Share ...

Write Post

Add Photo/Video

Live Video

More

 Write something...


Photo/Video

Poll

Feeling/Activ...

...


RECENT ACTIVITY ▾

 Sarah Longhurst shared RUSU - RMIT University Student Union's event.

7 August

Howdy! RUSU is having a WHOLE week of helpful events. Should you attend one? The answer is...YES!







If anyone goes to an event and finds something useful or interesting - share it with the group! 🙌




ADD MEMBERS

+ Add people from school/university


MEMBERS 119 members




SUGGESTED MEMBERS Hide

 Len Li

Add Member

 Ingolf Reinhardt

Add Member

 Jennifer Martinus

Add Member

See More


DESCRIPTION

This is the Facebook Group for the RMIT English Ready Centre. Th... See more

GROUP TYPE

Support

LOCATIONS



SLAs promote



RMIT Study & Learning Centre Drop-In
@RMIT.SLC

Home

Posts

About

Events

Reviews

Photos

Videos

Community

Create a Page



Like Following Share

Send Message

Status Photo/Video



Write something on this Page...

Posts



RMIT Study & Learning Centre Drop-In

17 October at 08:54 ·

School in Melbourne, Victoria, Australia

5.0 ★★★★★ · Open now

Community

See all

Invite your friends to like this Page

253 people like this

263 people follow this

Laura Kocoska and 10 other friends like this or have checked in

Front



In maths



Assignments aren't the trigger

Drop-in is a study space where assistance is available if you need it

Practice examples and exercises help clarify lecture notes

Learning advisers have broad knowledge, deep understanding of program areas to provide 'just in time' bespoke assistance to VE, undergrad maths and masters programs



Maths SLAs



- **may have studied maths or stats in their program, so can help with one or two maths subjects**
- **unlikely to encounter many students whose needs are in their sphere of competence in each drop-in shift**
- **ability to diagnose individual issues can be stressful for both student and SLA**
- **work best when brokered by maths learning adviser – to match SLA with students and to provide back-up**




“The previous day I had helped a student work through a problem related to housing construction. The problem he was facing was purely mathematical and I found it difficult to convert his words to a pictorial representation of the problem. I had asked Ros, the maths learning adviser to listen to what he was saying to make sure that I interpreted what he was saying properly. It was quite satisfactory to be able to interpret his problem and get him to develop a mathematical understanding of what was happening.”



Distribution of labour

- 10 days of topics green maths, puce SLA alone
- Masters of Fashion & Entrepreneurship – what is reflective writing
- Bachelor of Fine Arts, worried about the essay writing process
- Structure and process overview
- A student seeking help with referencing
- https://www.rmit.edu.au/learning/learning-support/
- Bachelor of Fashion (Merchandise Management) - help with writing Major Project, spelling, grammar and phrasing
- Referencing an appendix in the business style
- Bachelor of Arts (Textile Design), academic writing style
- Help student graphing Data on Microsoft Excel
- Basic sentence structure (e.g. re-phrasing sentences)
- Basic grammar skills (e.g. using Australian English instead of American English)
- Referencing skills (APA)
- Referencing the same source multiple times, within the same paragraph
- Presentation (e.g. add student number, page number, cover page)
- Consistency and flow of ideas relating to assessment guideline
- Referencing skills (APA)
- Utilised RMIT Easy Cite together for specific questions he had
- Presentation (e.g. add student number, page number, cover page)
- Referred student to Reference Librarian re: how to use EndNote
- Referencing (APA) - Showed how to use RMIT Easy Cite
- Guidelines for report
- Report format
- Examples on tip sheet
- Punctuation, spacing
- Presentation (e.g. How to format titles & subheadings on MS Word, page numbers etc)
- Time manag. printing of assessment guidelines & ticking off each aspect as completed
- Brainstorming ideas/bounce ideas for assignment topic
- Clarify referencing (i.e. Reference research to support facts and her ideas)
- Basic assignment structure (paragraphing, flow of ideas)
- Referencing (APA) - Showed how to use RMIT Easy Cite
- Basic assignment structure
- Presentation (e.g. add student number, page number)
- Referencing
- Referencing in abstracts of scientific reports
- Prospective student, interested in Applied Science, find details
- Expression in an abstract
- Let student interview me
- Industrial design student writing an honours thesis
- Business statistics – put students in pairs
- International Relations – punctuation and grammar esp verb tenses
- Choose words to replace and
- Business statistics – talk about meaning
- Engineering business report
- Interpret Turnitin report
- Business student, family law - Techniques to reduce word count
- Using youtube to list a video privately
- Business - business computing & using Excel
- Excel for exam
- Future student, MBA phone inquiry
- How to understand teacher feedback regarding references
- Masters student, about to graduate, ways to improve spoken English
- LANTITE
- Essay structure
- Essay Writing (International Studies) essay structure and plan
- Essay structure
- Paragraph structure
- Research Proposal (Engineering) - two students preparing a research project design and methodology/selecting data collection methods
- Talk about thesis statement for PhD
- Referencing (Translation Studies)
- Excel - environmental report, adding data sets to excel
- how to edit graphs
- Go through exam/organisation tip sheets with student
- strategies I know for memorising
- Helped student make a timetable to plan their time to allow for effective time management
- Suggested an exam preparation revision session
- How to use scanner
- Create a brochure on Photoshop
- Mydesktop how to use
- Two students needed help to contact lecturer
- 2 students needing help with excel
- Engineering students needing help with creating graphs from excel
- Help student book an appointment for live one on one
- Mechanics of Machines 2.6 bar linkage assignment (Mechanical Eng subject)
- Talked to year 12 student and her parents from Tas
- Helped student with Mechanical Design 2 assignment
- Worked with 2 students together to solve problem
- Graphic design advice
- Exploring how he can demonstrate Photoshop skills

- Capturing student details for learning adviser to email resources
- LANTITE Test Numeracy (Number and Algebra)
- Working through a planning essay
- Explored grammar, expression, synthesis of ideas
- Help with APA referencing
- MBA referencing
- Referencing help
- Talked about teacher's notes on plagiarism
- Harvard referencing guide
- Showed student Smartthinking website
- How to use MyDesktop to print, how to top up balance
- Helped student to understand how an equation was transposed in his lecture notes
- Set a student up to use the chain rule to differentiate a function
- Differentiating inverse trig functions
- Helped students with trigonometry problems
- Helped a student understand a free body diagram for a lift
- Tried to help a student with a structural analysis problem (passed onto Josh as I left)
- Quick question regarding matrices - forming a new matrix to use to encrypt a message
- Change of base question (financial maths)
- Interpreting outputs from statistical analysis (linear regression)
- Formatting in Microsoft Word (Header and Footer)
- Discuss presentation of data
- Solving trigonometric equations
- Break down an essay question
- Discuss structuring arguments
- Electrical Engineering Student, Logarithmic equations
- Sustainable Systems Engineering Students
- Parametric equations of lines/planes
- VCE Student, Further maths: stats type questions
- Related Rates questions (volume, radius), implicit differentiation
- Turning points
- VCE Student - General maths: recurrence relations questions
- Looked at repetition in essay
- Electrical engineering student: Quadratics, + Vector cross product question
- Numeracy test - LANTITE
- Changing CAS calculator settings
- Health & Safety - self-review for her workplace
- UT review assignment
- Referencing help (APA)
- Referencing help (APA)
- Searching for references using the university library and subject guide recommended databases
- Identifying referencing information (ISSN, volume, number, doi)
- Referencing help (APA)
- Reference formatting - Easy Cite
- Finding suitable references - not Wikipedia
- Identifying what makes a suitable academic reference
- Regular to the SLC, discussed ongoing assignments
- Poster formatting
- Discussion about font usage/layout
- Worked on suggested "flow" of academic posters
- Assistance in booking a 1:1 meeting through RMIT Connect
- General Discussion (writing)
- Talked through assignment
- Discussed use of "professional" language, rather than academic language
- Discussed assignment with an online student
- Worked on layouts/formats for a newsletter assignment
- Spoke briefly about literature review structure and searching for resources
- Student handout - formatting
- Discuss possible essay topics
- Printing from laptop
- Early Childhood - how to access Publisher and Word templates
- Media and Communications - more academic references needed
- Gender Studies essay/ discussed student's Intro and highlighted minor issues
- Report about smoking and pregnancy
- How to submit work to Smartthinking/ feedback
- Criminology assignment. Discussed grammar and approach to assignment
- Discussed techniques to deal with a group assignment in which the group were not contributing.
- Student worried about an upcoming assignment /come in tomorrow to get help
- Helped student with advertising presentation/spelling on slides, general techniques for presenting
- Basic IT help - helped student transfer files from computer to USB and helped create folders for files
- Worked with student on their oral presentation. Discussed how to ensure that audio/visuals met.
- Helped international student to understand a question in his assignment
- Sat with student stressed about legal studies
- Wasted anxious student to room for her 1-1 appointment
- Spoke to student about difficulties using particular software
- Business student help for a reflective piece. Discussed how to make sure his work satisfied the rubric.
- Worked with psychology student, discussed grammar and expression in essay
- Fine Arts student: understanding and applying feedback
- Discussed punctuation with a student, explained where apostrophes and commas should go



“The first assistant tried to help me but then got another student assistant to help. They were both very patient, did not brush me off and took their time to show how to do the video embedding when we finally found out how to do it. I was able to use the computer at the centre which was great because I do not have home computer or internet, which is why I come in to RMIT regularly. After a while the assistant checked to see how I was going which was great. He was close by for me to ask questions if I got stuck.”

Training



2 day intensive January

Top up mid-year

On the job training

Journal reading, writing, responding

Breakfast meetings, boiled eggs and cake

Roleplay based on journal entries

ELS, Counselling, Library



Everything an SLA needs to know



[SLA QUICK LINKS](#) [SLA BRUNSWICK](#) [SLA BUNDOORA](#) [SLA SWANSTON ST](#) [SLA HOW TO GUIDES](#) [SLA NEW STARTER](#) [TIMETABLE](#) [ABOUT](#)

ABOUT



About the SLA FAQs

This Student Learning Assistant (SLA) Frequently Asked Questions (FAQs) is to be used in conjunction with the the SLA resources available on [Blackboard](#).

The FAQs are based on common queries that SLAs have been asked during their shift. It is also a collation of other resources (available as links) that may be useful for student referrals. If a website is not available, brief information will be provided.

New starters: Start here!

Not sure where to start? There is a special page just for beginner SLAs.

Don't forget to bookmark it!

[Go to the SLA New Starters page](#)

Sunday 29 October 2017



“Over the course of the year, I’ve been able to improve my ability to work with students to further their academic skills. In doing so, I think I was able to grow as a student, and I think professionally as well (we develop plenty of good CV/job interview skills as an SLA – keeping track of multiple priorities, working as a team etc.) For the most part, I’ve become better able to take a step back when helping students to allow them to take control and push themselves to become independent learners...

This was my first year as an SLA. In some ways, it feels like I’ve been doing it for longer (in a good way). I’ve managed to learn a lot over the year...”



References



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