

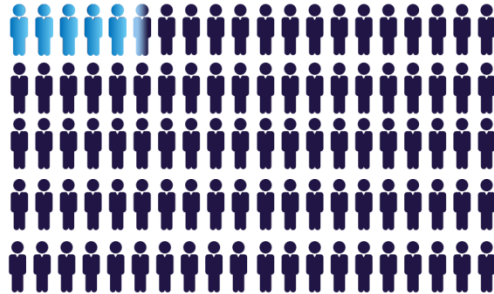


Responding to diverse student needs to create inclusivity: a narrative of academic support in a remote dual-sector university

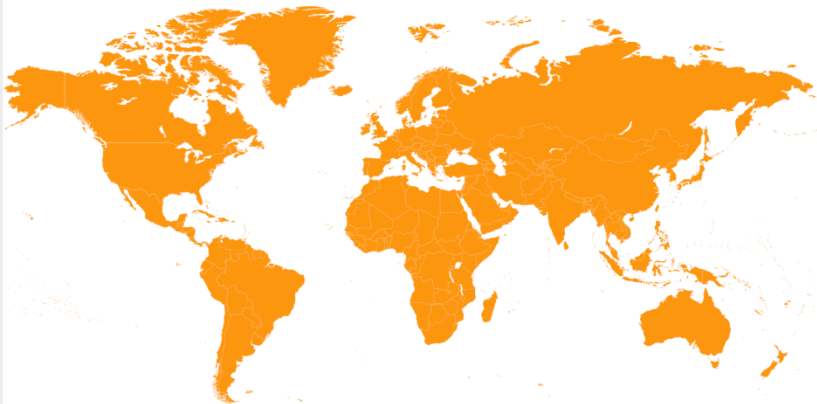
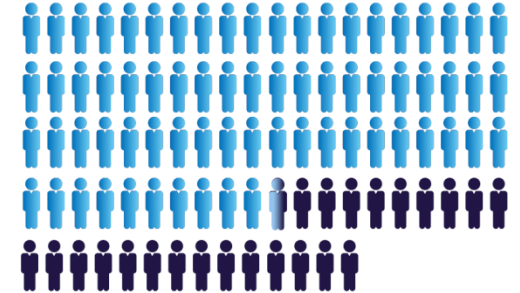
Coral Campbell, Roz Rowen and Amanda Janssen
School of Academic Language and Learning

CDU context

5.6%
ATSI



70.8%
MATURE



66 COUNTRIES OF ORIGIN
OF INTERNATIONAL
STUDENTS

2733



INTERNATIONAL

94%



**MEng & MIT
INTERNATIONAL**

Change in practice



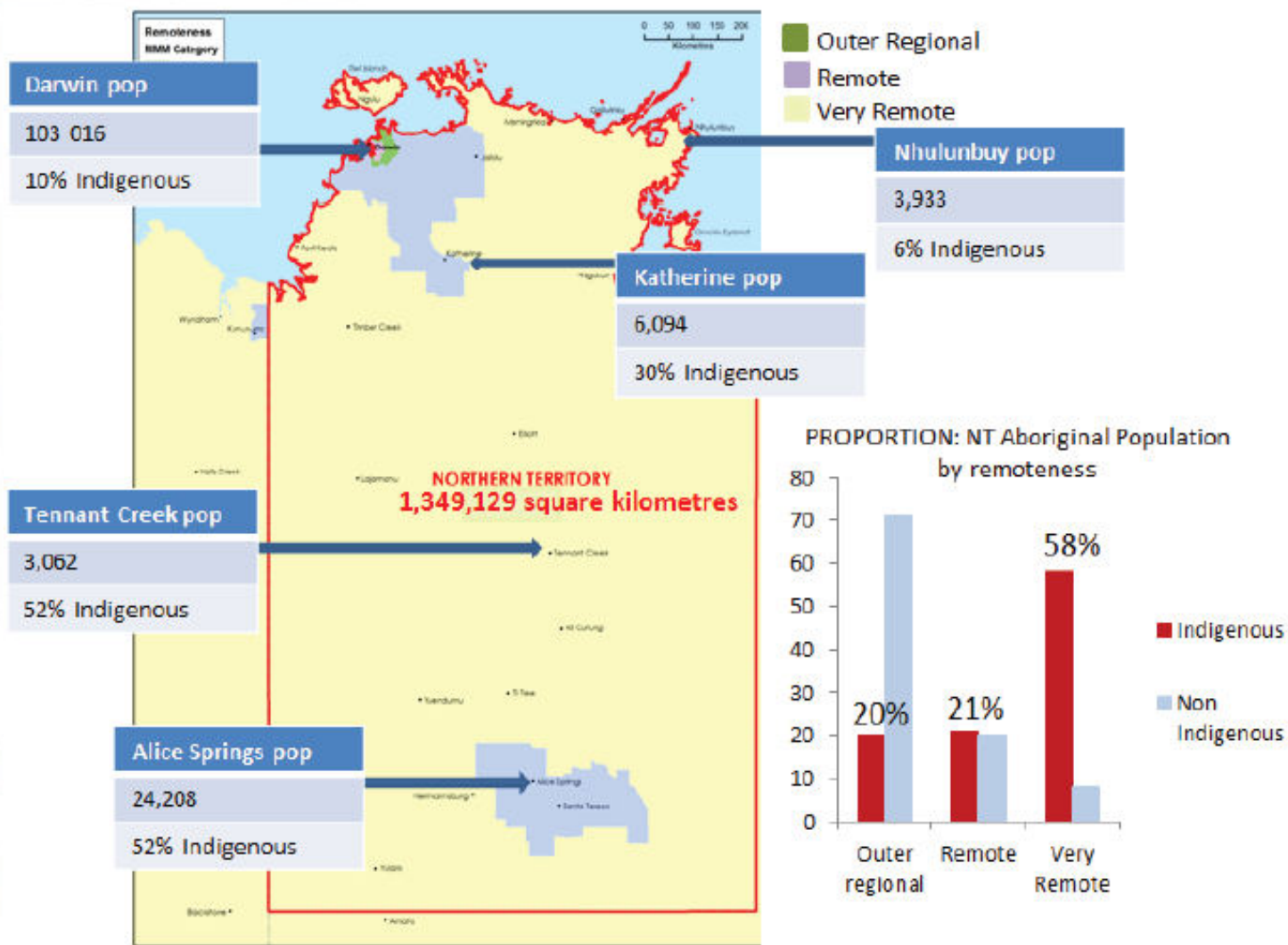
International Academic Preparation



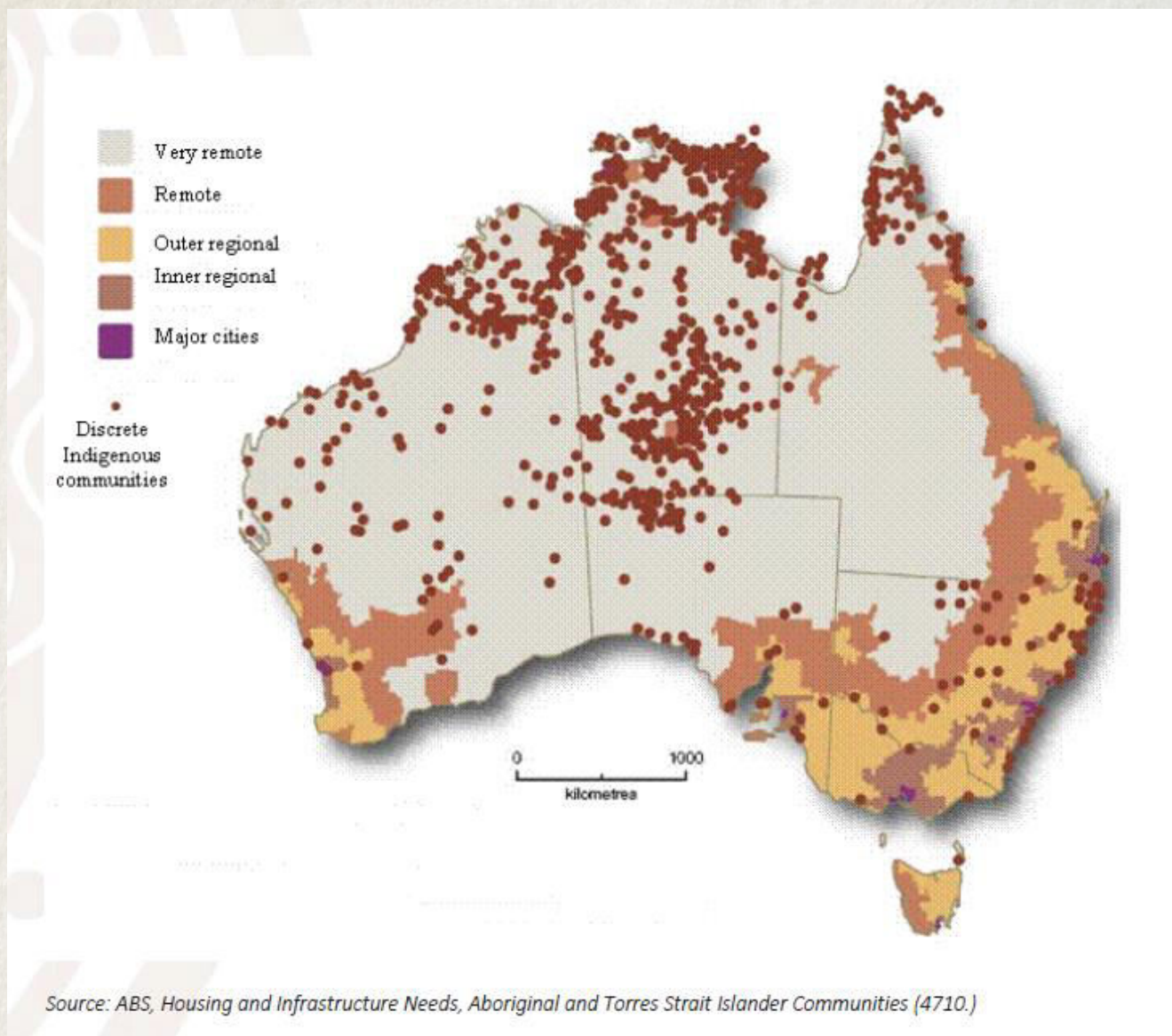
Indigenous and Torres Strait Islander - Program



FIGURE 1: Population Summary, NT



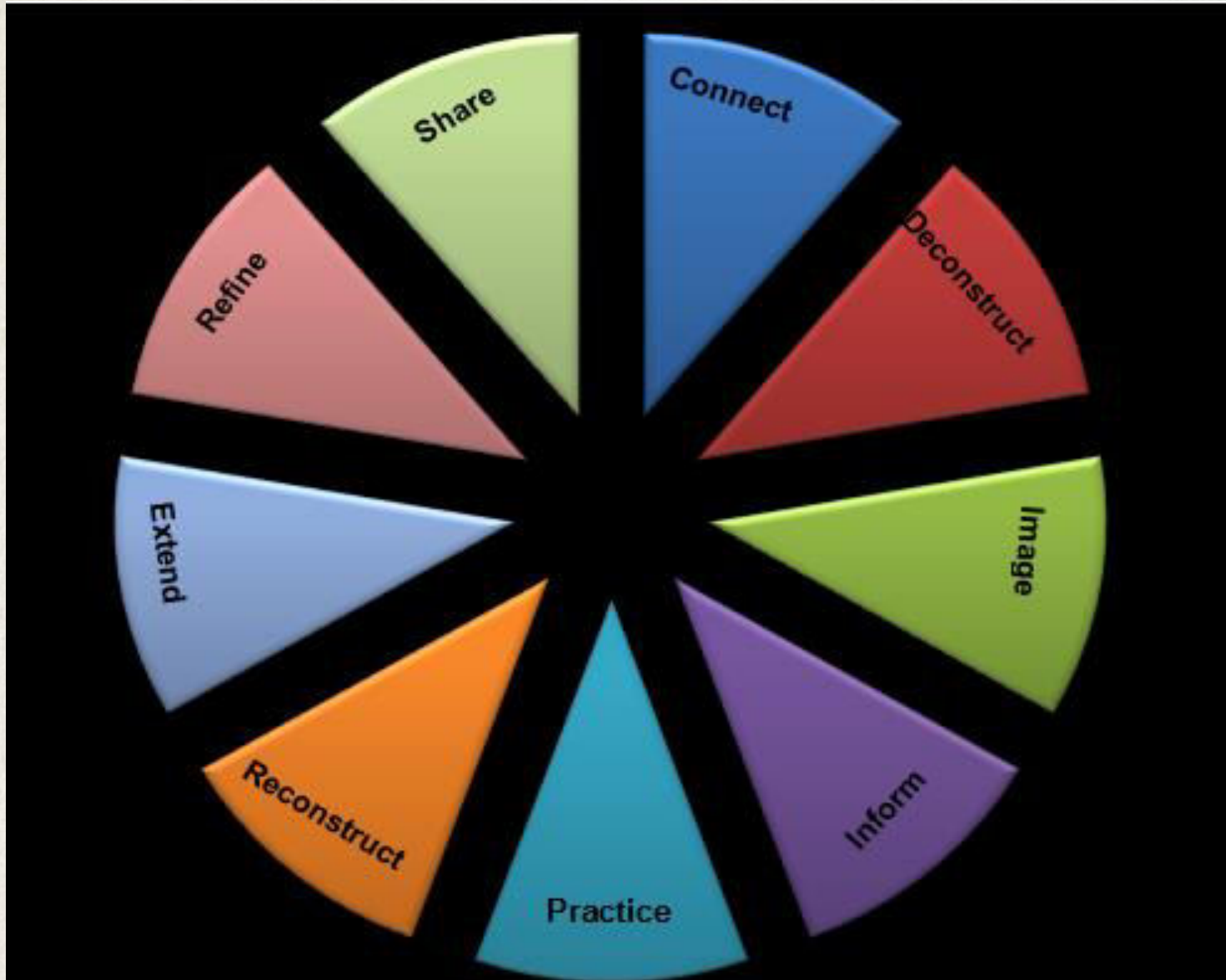
Source: ABS, Census of Population and Housing, 2011



Timing



Program Design



Adapted from Yunkaporta (2009) and 4mat4learning (2010)

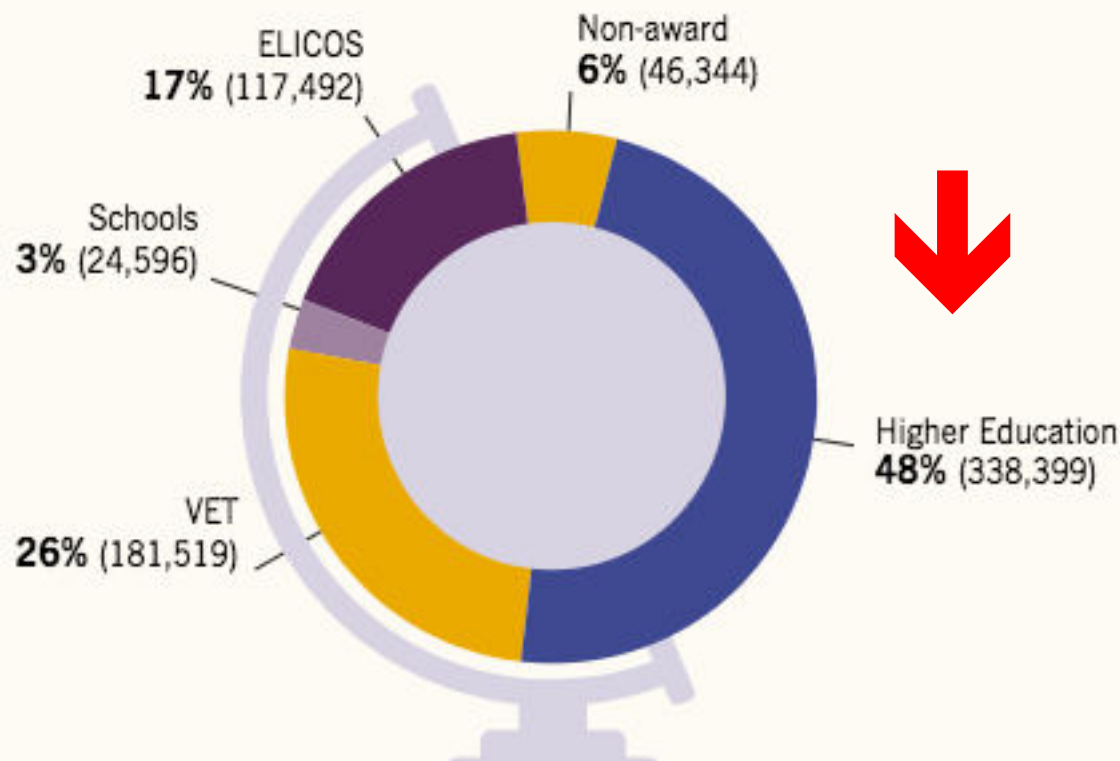


708,350

INTERNATIONAL ENROLMENTS
UP TO AUGUST **2017**

Enrolments show what courses international students are studying in the Higher Education, VET, Schools, English Language Intensive Courses for Overseas Students (ELICOS) and Non-award sectors.

There are more enrolments than students since a student can study in more than one course in one calendar year.

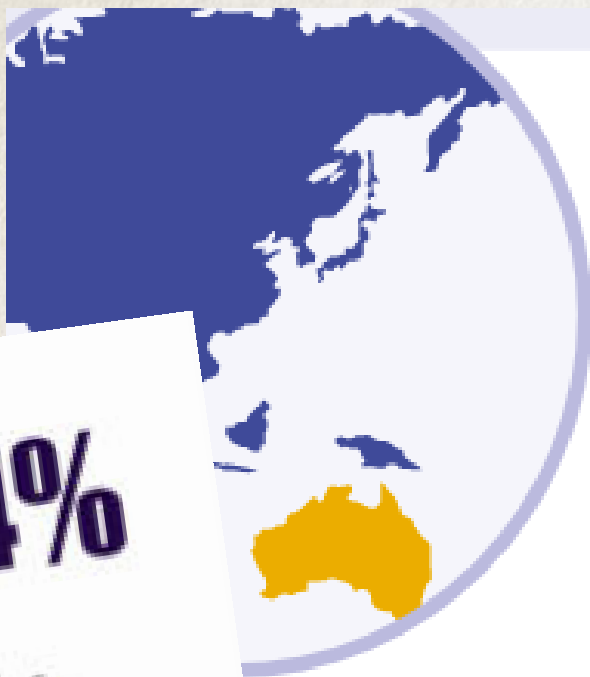


**International
Students:
26% of all
students at
Australian
Universities**

94%

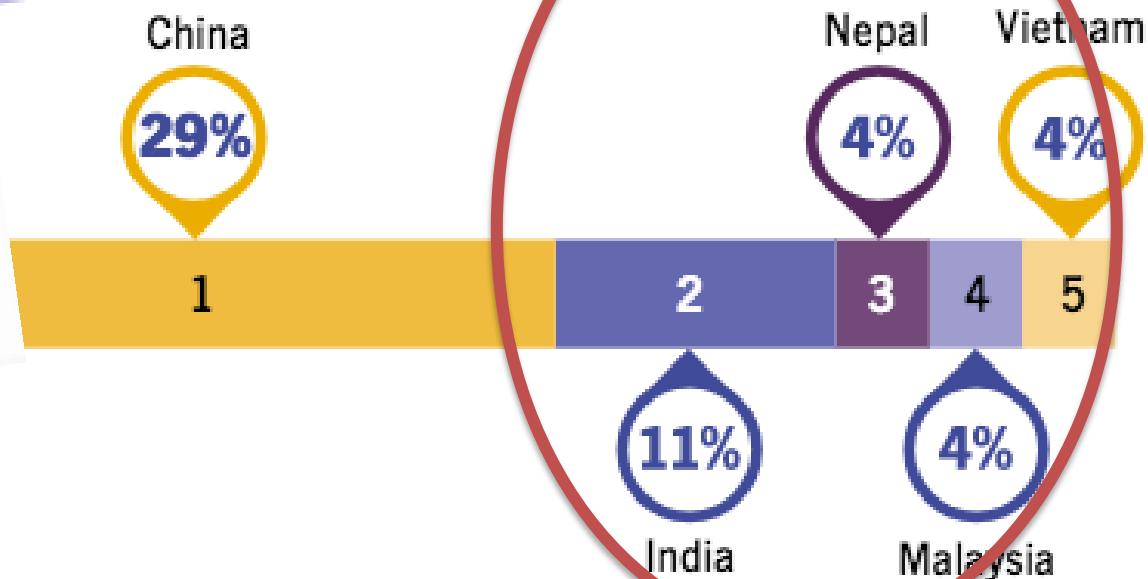


MEng & MIT
INTERNATIONAL



TOP FIVE COUNTRIES 53%

OF INTERNATIONAL
STUDENTS ARE FROM THESE
TOP FIVE COUNTRIES

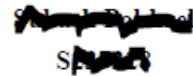


Masters of Engineering & Information Technology





STUDY OF EXCITONIC DISSOCIATION IN ORGANIC SOLAR CELLS
FOR OPTIMAL POWER CONVERSION EFFICIENCY



PRT810 THESIS

A Thesis submitted in part fulfilment of the requirements for the degree of
Master of Engineering

School of Engineering and IT
Faculty of EHSE
Charles Darwin University
Darwin April 2017

- Aligned to every stage of thesis writing
- 16 embedded workshops
- External structure and information management
- Internal coherence and style

Social Justice and equity



66 COUNTRIES OF ORIGIN
OF INTERNATIONAL
STUDENTS



54% HIGHER EDUCATION
EXTERNAL ONLINE 

