

LANTITE

A driver for innovative literacy and numeracy practices

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Academic Skills Unit

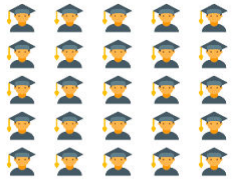
2 November 2017



Session outline

- Background - ACU context
- ASU LEO module development
- LANTITE: The driver
 - Literacy
 - Numeracy
 - Online workshops
- Online consultations as standard service
- Benefits
- Challenges for the future

Background - ACU context



2012-2016
Student numbers
increased 60%
(ACU, 2016)

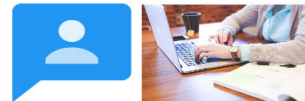


6 main campuses -
Ballarat, Brisbane,
Canberra, Melbourne,
North Sydney, Strathfield,
online, Adelaide & Rome



18.6
Academic
Skills Advisors

Prior 2014, campuses worked locally:



- f2f booked consultations and drop-ins
- phone consultations
- an email service
- campus workshops
- website

Support material:

- a printed study guide
- downloadable PowerPoints
- other documents



ASU LEO module development

Modules expanded across ALL skills:

- Writing
- Reading
- Referencing
- Time management
- Grammar
- Exam preparation
- Maths / Numeracy

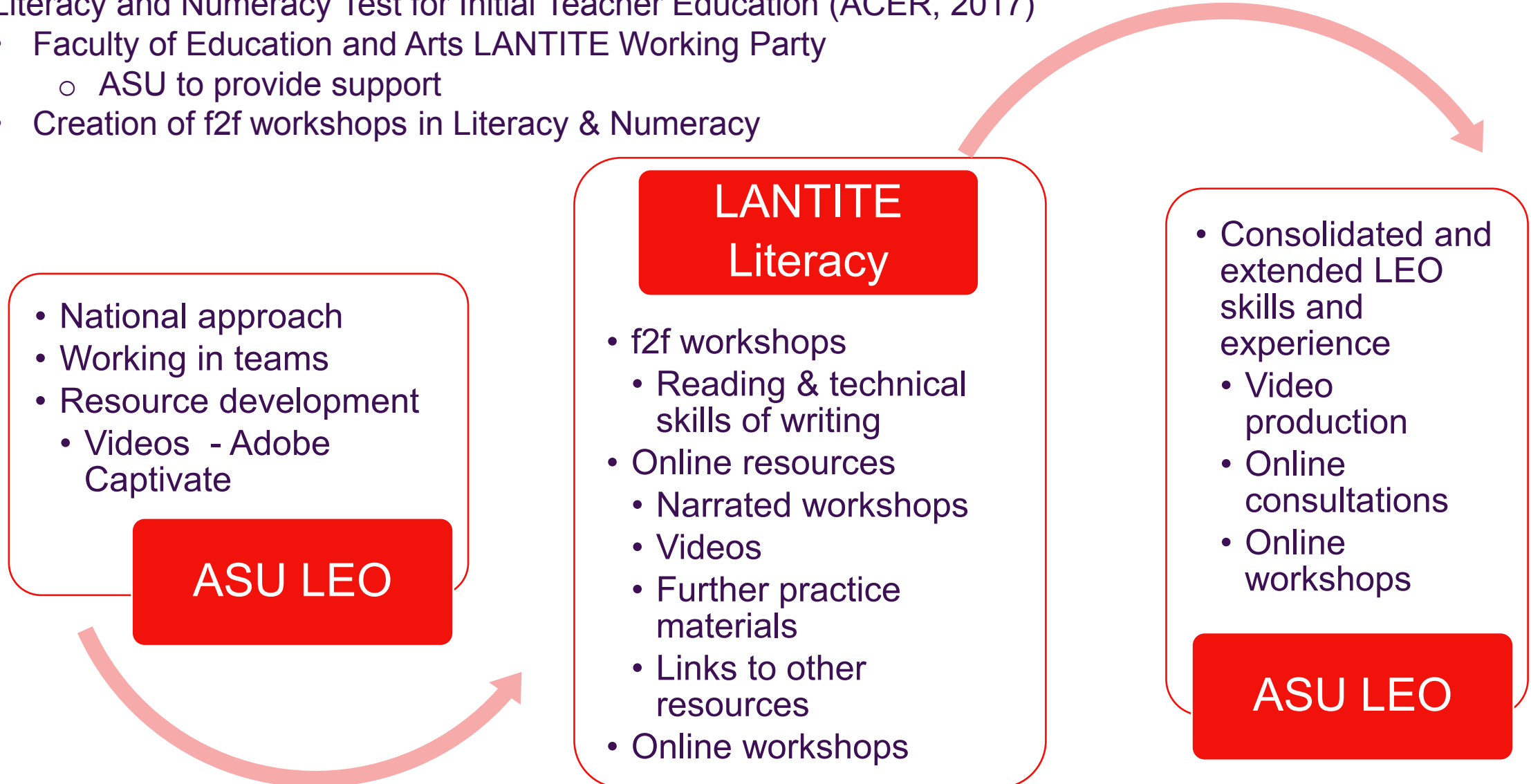
Resources formats:

- Videos
- Downloadable information sheets
- Checklists
- Self-paced quizzes

LANTITE: The driver

Literacy and Numeracy Test for Initial Teacher Education (ACER, 2017)

- Faculty of Education and Arts LANTITE Working Party
 - ASU to provide support
- Creation of f2f workshops in Literacy & Numeracy





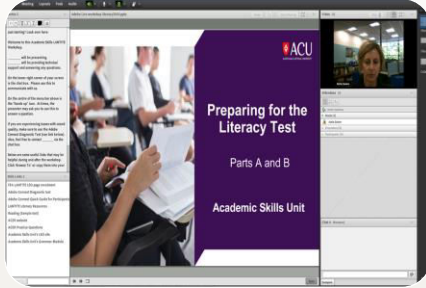
LANTITE

ACU Maths and
Numeracy



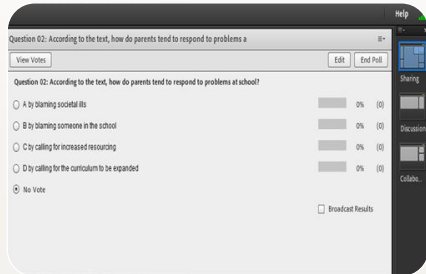
First face to face workshops in Sydney Online set of practice questions	2016 February	Face to face workshops
Workshops offered on all campuses	May	Numeracy resources development refocused self-assessments, tip sheets, topic summaries and explanatory videos
Online workshops trialled and videos prepared – test preparation and topic specific	November	New workshops and supplementary resources planned and developed
Resources expanded – practice materials matched to content assessment areas	Ongoing	Maths resources refocused utilising the skills and expertise acquired in the preparation of LANTITE resources
All resources complete, face to face workshops offered on all campuses and online workshops delivered prior to each testing period	2017	Numeracy workshops reworked for Adobe Connect delivery, offered in both semesters, face to face workshops explicitly state the skills addressed

LANTITE: The driver



LANTITE: online workshops

- 2016 online workshops in Literacy and Numeracy offered
- Adobe Connect was the platform used



Adobe Connect

- Synchronous and interactive
- Offers flexibility and choice to students
- ‘Just in time support’ & ‘quick access to solutions’ (Leslie -McCarthy & Tutty, 2011)



Online workshops

- Sit beside asynchronous resources on the FEA LEO LANTITE and on-campus workshops
- Good attendance at online workshops when only they were offered

Academic Skills

on LEO

Ask an advisor

Numeracy online drop-ins

12-1pm weekdays

during teaching
weeks

Starting Week 2

- In text, provide the first author's surname, followed by et al., from the first citation
- In the reference list, provide the first six authors' last names and initials, an ellipsis [...], then the final author's last name

Numeracy

Online consultations as standard service

Innovation

- Implementation March 2017
- Need for staff to keep up with technological developments and possible future changes
- Provide students with another option to access academic support
(De George-Walker & Keffe, 2010)



Service

- Close collaboration with IT and Systems departments
- Service offered at national level to all ACU students
- Students' feedback: 'convenient, helpful, easy, effective and time-saving'



Factors

- Reproduction of f2f service?
- Need to further explore potential of online learning

Benefits

Increased student engagement

Accessing online resources
Using online provision of service

Improved staff skills and confidence

Using current technologies
Collaborative space (Thiess, 2016)
Early adopters (Lyons et al., 2014)
Training – in-house, online, f2f

Flexibility: student needs and technologies

In line with student engagement with course content and assessment
Students access resources where and when needed (Stone, 2016)

Governance

Project environment – oversight, timelines, outcomes, feedback, review
Accessibility - Incorporating accessibility practices in design of resources

Challenges for the future



Review ALL practices
Pedagogy → Technology
Restructure resources on LMS
Range of learning opportunities

**Understand and
improve students'
learning experience**

Evaluate
Formal feedback process
What information to collect

'continuous improvement'

(Stone, 2016, p.4)

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Questions for the audience

- What's happening in your institution about digitalising ALL practices?
- Have you developed online consultations and workshops?
- What technologies are you using for your ALL practice?
(online chat, Adobe Connect, Skype, Moodle/Blackboard/Canvas, etc.)
- What concerns or issues have you come across when delivering online support and resources?
- Start the conversation – AALL website discussion board