



2017 SOC TEACHING & LEARNING FORUM

12:00pm	Arrival light lunch
12:10pm	WELCOME Dr Julie Kiggins (ADE)
12:15pm	The Bachelor of Social Science Bootcamp; facilitating student transitions Dr Jenny Atchison <i>School of Health and Society</i> Sally Kift (2009) has argued that a customised first year curriculum considers and takes into account a broader conceptual field than just a course of study, and also that curriculum might be approached as an organising device. In this presentation, Dr Atchison will report on the design, implementation and future research opportunities of the Bachelor of Social Science Bootcamp, an initiative that commenced in 2016 to facilitate student transitions to our new faculty degree.
12:30pm	When Literacy is Lacking: high support and intellectual rigour in postgraduate education Dr Erika Matruglio <i>School of Education</i> The Teaching English to Speakers of Other Languages (TESOL) program attracts high numbers of international students, many of whom struggle with meeting the demands of study at this level. The Faculty OCTAL Awards winner, Dr Matruglio will present on the approaches to teaching which support international students struggling in postgraduate education.
12:45pm	Profiling criminology Dr Natalia Hanley <i>School of Health and Society</i> This presentation will describe the process of designing the new Criminology major. It will reflect on the program values, content, learning approaches and quality assurance. The presentation will conclude by setting out the future directions for the Criminology discipline at UoW.

1:00pm	<p>Making group work work</p> <p>Dr Helen Georgiou <i>School of Education</i></p> <p>This presentation will showcase a suite of approaches used to encourage effective collaboration amongst students working in groups in an assessment in a small, first year subject.</p>
1:15pm	<p>Digital resources for enabling self-guided fieldwork in GEOG241</p> <p>Dr Andrew Warren <i>School of Geography and Sustainable Communities</i></p> <p>Fieldwork has long been an important part of Learning and Teaching practice in human geography but can be difficult to sustain owing to large, diverse classes and time constraints. To facilitate field-based learning in the new subject GEOG241-Urban geographies: just and sustainable cities?, a series of short instructive videos that 'walk' students through the process of conducting fieldwork and site observations have been developed with the support of an ERDA grant.</p>
1:30pm	<p>Connecting theory and practice through school visits and reflection</p> <p>Dr Jessica Mantei & Ms Sophie Everingham (student) <i>School of Education</i></p> <p>This presentation will share approaches taken in literacy electives in the Bachelor of Primary Education that aim to support students to work with theories of literacy learning in their everyday teaching practice. Preservice teachers move between campus and local school sites to engage in a 4-6 week cycle of planning, acting, observing and reflecting on their teaching pedagogies and understandings about the reading and writing processes. Perspectives on teaching and preservice teacher learning will be shared.</p>
1:45pm	Discussion
2:00pm	SESSION ENDS