

Kickstart your university semester

Orientation Workshop: Language and Learning 101

Language and Learning Support Team, Library Services

Tamarzon Lerner

February 28th 2023

Charles Darwin University acknowledges all First Nations people across the lands on which we live and work, and we pay our respects to Elders both past and present.

Agenda

Who we are

What we do

How we can help you

How we fit in with CDU support network

Answering any questions

Meet the *Language and Learning Support* team



- ☐ Higher Ed
- ☐ VET
- ☐ Research

- ☐ Casuarina
- ☐ Sydney
- ☐ Waterfront
- ☐ Palmerston
- ☐ Alice Springs

What do you think our role is within the library?



What can we help you with?

Language and Learning Advisors can assist with:

- English language skills
- understanding your assignments
- writing
- presentations
- other study and exams skills

FAQ 1

**What workshops
can I attend and do I need
to register?**

<https://libcal.cdu.edu.au/>



Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
			9am Introduction to academic writ	
16	17	18	19	20
11am NURSING STUDENTS - Nu	9am Understanding assignments	9am Introduction to academic writ	9am Introduction to academic writ	9am Super sentences for academ
	10am NURSING STUDENTS - Nu	1pm Reading for university	11am Academic style in writing	
	12pm Useful online tools for unive		11am NURSING STUDENTS - Nu	
			1pm Introduction to academic writ	
23	24	25	26	27
9am Super sentences for academ	9:30am Reading for university	9am Paraphrasing and synthesizi	11am NURSING STUDENTS - Nu	12pm Introduction to academic wi
11am NURSING STUDENTS - Nu	10am NURSING STUDENTS - Nu	11am Academic style in writing	2pm Nursing and Midwifery Work	
1pm Paraphrasing and synthesizi	11am Nursing and Midwifery Work	1pm Understanding assignments	3pm Useful online tools for univer	
30	31	1	2	3
11am NURSING STUDENTS - Nu	9am Nursing and Midwifery Work	9am Introduction to academic writ	9am Nursing and Midwifery Work	9am Paraphrasing and synthesizi
1pm Nursing and Midwifery Work	10am NURSING STUDENTS - Nu	11am Reading for university	11am NURSING STUDENTS - Nu	9:30am Academic style in writing
3pm Understanding assignments	11am Nursing and Midwifery Work	1pm Paraphrasing and synthesizi	1:30pm Super sentences for acad	11am Nursing and Midwifery Work
	3pm Useful online tools for univer		2pm Nursing and Midwifery Work	

Registration (35 seats left)



A seat is being held for you. If you are idle on this page for 10 minutes, your seat can't be guaranteed and you may need to start over.

Registration is required for this event.

* Required Field

Full Name *

First Name

Last Name

Email *

Enter cdu.edu.au, menzies.edu.au, students.cdu.edu.au addresses only

Student Number:

Privacy Disclaimer *

- ☐ Charles Darwin University Library collects personal information from clients to provide equitable access to materials and services. By using this service you acknowledge that this information may be collected and stored on an overseas server.

Register

Generic/ English Language and
discipline-specific workshops

- ☐ Need your CDU email (activated)
- ☐ Interactive so limited numbers
- ☐ Daytime

If you really can't attend a workshop

Recorded workshops

Recordings on this page are NOT live workshops. They are an overview of workshop activities and materials for you to review when you have time in your study schedule.

Recordings

[Engaging Academic Oral Presentations](#)

[Introduction to Academic Writing](#)

[Paraphrasing and synthesizing resources](#)

[Understanding Assignments and Grading Criteria](#)

[Useful tools for academic writing](#)

[Revision strategies](#)

[Practice your paraphrasing](#)



with subtitles

FAQ 2

Are there any online Library study resources?

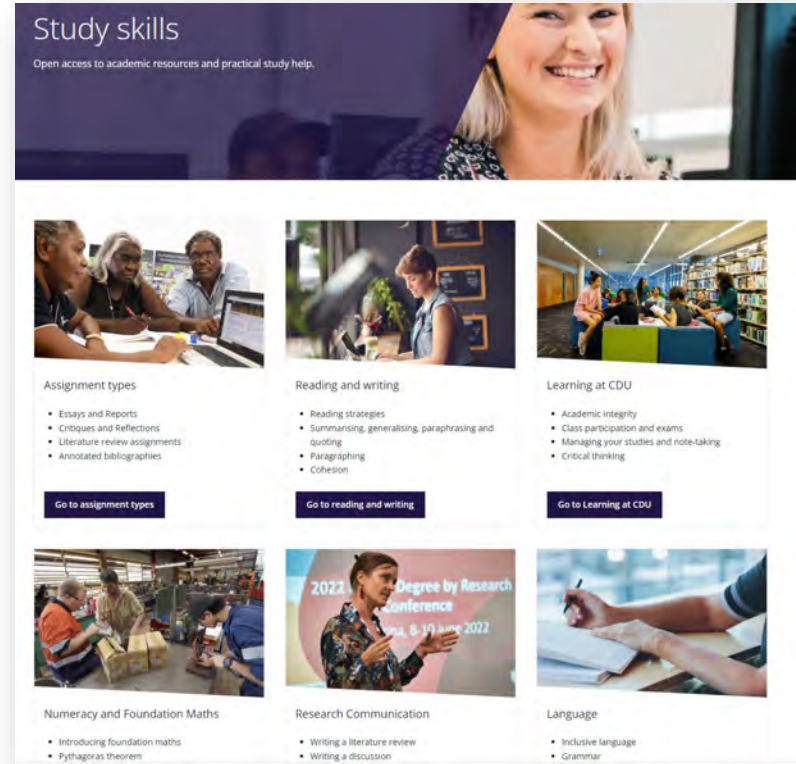
<https://www.cdu.edu.au/library/language-and-learning-support/study-skills>



Study skills

Online study skills materials designed to be:

- pedagogically sound
- informative
- interactive and engaging.



<https://www.cdu.edu.au/library/language-and-learning-support/study-skills>

Methodology

1. Aims/ Content
2. Self-analysis/reflection
3. Presentation of content
4. Check your understanding
5. Practice and feedback
6. Downloadable PDFs
7. Applying/reflecting on learning
8. Feedback on module

One of the most common types of assessment at university is the report. The reports you write at university prepare you for life after graduation when your professional communication skills will be invaluable.

This page will help you to:

- understand the difference between essays and reports
- understand how the audience and purpose of a report influences its structure and language.
- structure your reports appropriately
- write about graphics and data in your reports.



Before you continue, reflect on your previous writing experiences and the feedback you have received. How would you rate your ability in the following skills? Rate your ability from 'good' to 'needs development'.

I know how to structure a report for my discipline.

My knowledge is good

My knowledge is average

✓ My knowledge needs development

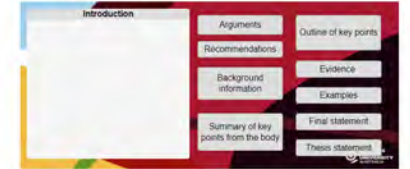
Work carefully through the materials in Report formats to fill the gaps in your knowledge

1 / 1

Reflect on your answers. Congratulations if you feel confident about your skills. You may find it helpful to review the materials on this page to confirm your knowledge and possibly learn more. Don't worry if your skills need development. All students must learn academic skills and these materials will help you.

Check your understanding by identifying the elements that usually appear in each of the three parts of a standard essay.

Drag and drop the elements of an introduction.

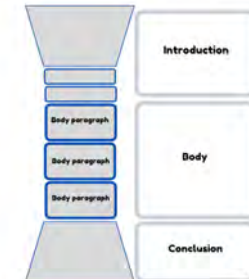


Check

1 2 3

Organising the essay

Most university essays follow a standard three-part structure: introduction, body and conclusion.



Watch this video to learn more.

We value your opinion. Please complete this form to share your feedback on these Essay materials.

Feedback

Fetal alcohol spectrum disorder (FASD) refers to issues caused by the fetus being exposed to alcohol before birth. These issues include significant learning and behavioural problems in children, resulting in long term disadvantage. Although the prevalence of FASD in the general Australian population is unknown, one study in Western Australia suggests that 120 per 1000 children in remote communities have FASD (Fitzpatrick et al., 2015). The prevalence is nation-wide; therefore, the national government should play a major role in addressing this issue to ensure equity in supporting children with cognitive impairment. This paper will first explore current Federal government funded initiatives, focusing on FASD Australia and FASD Centre. It will then evaluate the effectiveness of these groups in assisting remote communities. Finally, it will make recommendations.

Annotated bibliography

Demonstrate the quality and depth of your reading and research.

Literature review assignments Critiques Reflection Annotated bibliography Reports Essays

Introduction to annotated bibliographies

The structure and content of an annotated bibliography

Useful language for annotated bibliographies

Applying your learning

An annotated bibliography is a list of references (bibliography) which includes a summary and often a comment on or evaluation of each reference. It is a common assessment task at university because it develops your research and reading skills and prepares you for later writing tasks.

This page will help you to:

- understand the purpose of annotated bibliographies
- structure your annotations
- make appropriate language choices in your annotations.



Before you continue, reflect on your previous writing experiences. How would you rate your ability in the following annotated bibliography skills? Rate your ability from 'good' to 'needs development'.

I understand the purpose of annotated bibliographies.

- ☐ My understanding is good.
- ☐ My understanding is average.
- ☐ My understanding needs development.



Reflect on your answers. Congratulations if you feel confident about your skills. You may find it helpful to review the materials on this page to confirm your knowledge and possibly learn more. Don't worry if you don't feel confident. Work through these materials to build your skills.

Contents

Aims

A self-evaluation task directing students to the most relevant part of the material for them.

Read these annotations and think about which of the elements the writer has included. Then, click on the hotspots to confirm your thoughts.

Page 4 4 / 8

Nachatar Singh, J. K., Nagpal, S., Inglis, S., & Jacob-John, J. (2019). International students' experiences in a flipped classroom environment: An Australian perspective. *International journal of educational management*, 33(6), 1303-1315. <https://doi.org/10.1108/IJEM-11-2018-0362>

This exploratory study aims to analyse the flipped classroom (FC) experiences of international students in under graduate courses in Australia with a focus on positive experiences. The study adopted a qualitative approach, including 12 in-depth semi-structured interviews with undergraduate students at one Australian university. Van Manen's method of thematic data analysis was used to code and interpret the data. In short, the findings highlighted a wide range of major benefits, such as improved participation and understanding of local culture, enhanced engagement, increased concentration, and development of learning and employability skills.

The study offers a valuable Australian university perspective on FC, although the method of data collection was used. As researchers gained insight into international students' experience, however, the findings are contrary to previous research that described international students as disengaged with FC. The main limitation of the study is that its focus on positive aspects diverges from negative, which can occur with any teaching method, and which may mitigate the impact of the positive. Nevertheless, the paper provides an in-depth discussion on the FC at university and demonstrates the need to continue to explore the international student experience. This article will be used in my research paper, in conjunction with papers focusing on broader issues of international students and constructivist pedagogy.

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Reflect on what you have learned so far about annotations. Read the following sentences from an annotation and put them in the most appropriate order.

Reflect on what you have learned about the content and structure of an Annotated Bibliography. Read the following annotation and put it in the most appropriate order:

The study by Smith and Hawthorn has several strengths. Firstly, it's one of the few studies to compare below-knee to thigh-high stockings, which builds the evidence base supporting their use. Secondly, this study used a large study population which builds confidence in the study outcomes.

The results showed no significant difference between rates of DVT in patients who were allocated below-knee stockings and thigh-high stockings. However, Smith and Hawthorn report that 48 patients who were allocated thigh-high stockings developed complications, ranging from mild irritation to more serious pressure injuries. No such complications were reported in the below-knee stocking group.

Downloadable PDFs

Annotated sample texts

Practice tasks

Signpost language for annotations

Remember that it is the responsibility of the writer to make their writing as clear as possible for their readers. Download and print this document and keep it above your desk for reference when you are writing.

[Useful language for annotated bibliographies.pdf](#)

Read through the useful language and complete the task below.

Evaluating the text: limitations 5 / 7

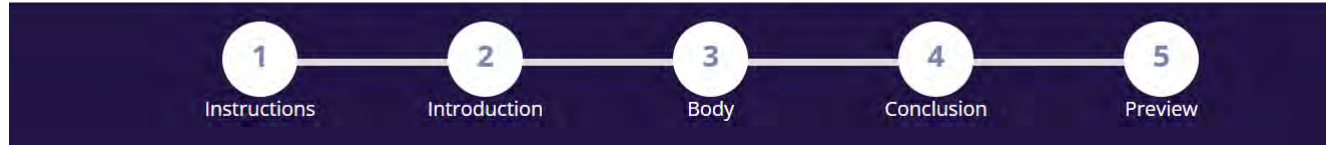
Evaluating the text: limitations

- Several limitations to this study need to be acknowledged.
- One main limitation of the study is...
- Unfortunately, only one method of data collection was used...
- This paper suffers from a lack of.

Evaluating the text: limitations 5 / 7

Now, fill the gaps in the sample annotation.

Essay Mapping Tool



1. Introduction

1.1 Orientation: Background information on the topic of the essay (one to two sentences).

1.2 Thesis Statement: The purpose for writing your essay. This is where you give a direct answer to the question and your interpretation. To test if the purpose is strong use 'So what?' test (one to two sentences).

1.3 Outline: A roadmap to show how you are going to prove your thesis statement. Brief statements on the content of your assignment. This must be in the same order as the paragraphs in your assignment (one to two sentences).

FAQ 3

How do I make an appointment to see a Language and Learning Advisor?

<https://libcal.cdu.edu.au/appointments>



Book a Service Language and Learn

1. Select a Service

➤ Casuarina - online or in person

➤ Sydney - online or in person

➤ Waterfront - online or in person

➤ Alice Springs - online or in person

Individual Consultations

- ☐ 25 minutes
- ☐ Daytime/ evenings/ weekends
- ☐ Follow-up email
- ☐ Drafts and tasks attachable

2. Select Date:

0		Feb		2022		0	
Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28						

3. Select Time:

Friday, February 25, 2022

Time Zone: Darwin ([change](#))

9:30am

10:00am

10:30am

11:00am

Continue

FAQ 4

Are there other online resources to help me?

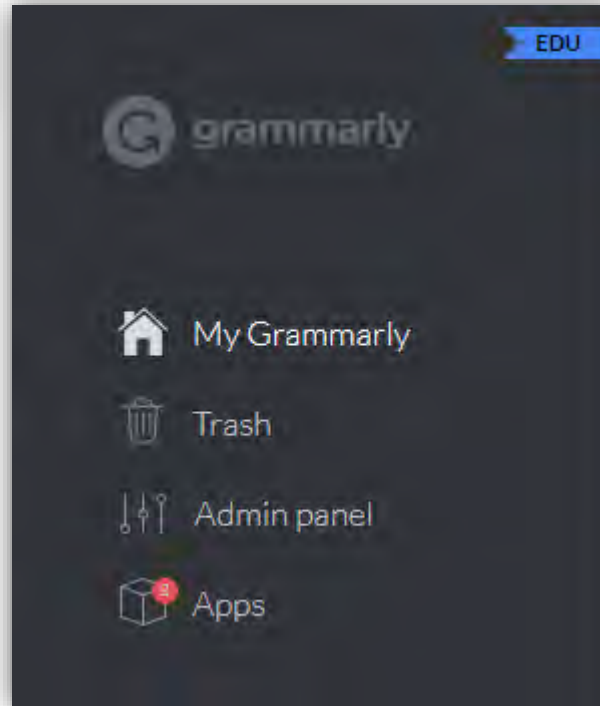
<https://cduportal.azurewebsites.net/>



Editing and proof-reading



Grammarly



Grammarly helps with grammar, spelling, usage, clarity, style, punctuation, tone and plagiarism.

FAQ 5

Is there any Peer Support available?

<https://www.cdu.edu.au/library/language-and-learning-support/peer-assisted-study-sessions-pass>



Peer Support Programs

**.Peer
iMentoring**



PASS

Peer Assisted Study Sessions

Do you want to improve your marks, meet other students and study your unit content in a relaxed, friendly and focussed way?

If so, why not join a Peer Assisted Study Session (PASS)?

SBI172 - Anatomy and Physiology B

Thursday 7.30pm – 8.30pm ACST -

<https://au.bbcollab.com/guest/82748613dfca408fb73c58875f5b39a6>

Saturday 12noon – 1pm ACST - <https://au.bbcollab.com/guest/82748613dfca408fb73c58875f5b39a6>



Hi! I'm Lucy and I'm your PASS leader for SBI172. I am a third-year external Nursing student. I live in a remote community in Arnhem Land which has fostered my interest in nursing, and my goal is to return to Arnhem Land as a Remote Area Nurse one day. I look forward to meeting and working with this semester's SBI172 students.

Lucy Dickson

I wish I'd known that podcast

Students chat with former PASS Coordinator Andrew about their experience of starting University.

- [Psychology student and former PASS Leader Rachel gives her top tips to new students](#)
- [Education student Daniel talks about his experience of returning to study.](#)
- [Medical student and PASS Leader Senuri gives her advice to new students.](#)
- [Local lad Luke chats with Andrew about the pitfalls of group work.](#)
- [Nursing student and PASS Leader Emory gives her best advice to new students.](#)
- [Andrew chats with nursing student and PASS Leader Kirsten.](#)
- [Marketing student and PASS Leader Zoe chats with Andrew about what she wishes she'd known.](#)
- [Accounting graduate Ben chats about how to make the most of the overseas student experience.](#)
- [Nepalese Accounting student and PASS Leader Gyanu relates his experiences as an overseas student.](#)
- [Law student and PASS Leader Mia chats about her passion for the law.](#)
- [PASS Leader Sam gives her top tips to new students.](#)
- [PASS Leader Patrick talks about his experience of studying law at CDU.](#)
- [Overseas student Jenny chats with Andrew about her experience of the LANTITE exam.](#)

- Peer-Assisted Study Sessions program to improve academic performance.
- Led by students, aims to maximize engagement with course material.
- Focus on sharing study techniques, discussing course material, and making friends.
- Builds support network among students taking the same course.
- Achieve better grades, improve understanding, and develop valuable skills.



PASS Session at
University of South Australia



PASS Session at
The University of Auckland, New
Zealand

Units supported by PASS in Semester 1

SBI171	Senuri Pinto
SBI172	Fatema Al-Malky
CUC107	Kellie Dawson
NUR130	Katie Chesworth
NUR255	Brooke Banks
NUR131	Karah O'Brien
SBI241	
SBI242	
NUR132	Victoria Atkinson
PSY150	Sinead Miles
LWZ115	Mia Bouras



Exam & Quiz Busters

• • Peer Mentoring

- The Peer Mentoring Program helps students navigate first semester.
- Structured sessions cover academic support, technologies, and answer questions.
- Mentors provide guidance on university expectations and study success.
- Mentors help manage studies, time, stress, and provide life and wellbeing resources.
- Mentors assist with exam preparation and developing effective study habits.
- Drop-in consultations for questions and encouragement are available.
- Sign up for support and make the most of university experience.



Scan to register



Chance2Chat



Are you looking for a fun and engaging way to **improve your English-speaking skills** while learning about Australia's fascinating culture and unique opportunities in the Northern Territory? Look no further than **Chance2Chat!**

Our program meets **twice a week for one hour** and provides **personalised feedback** to help you improve your language skills. Not only that, but you'll also have the chance to **make new friends** along the way. Don't miss out on this exciting opportunity to **expand your language skills and learn about one of the most beautiful parts of the world**. Sign up for Chance2Chat today!

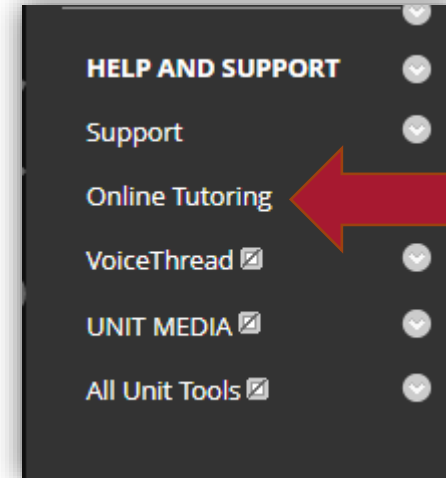
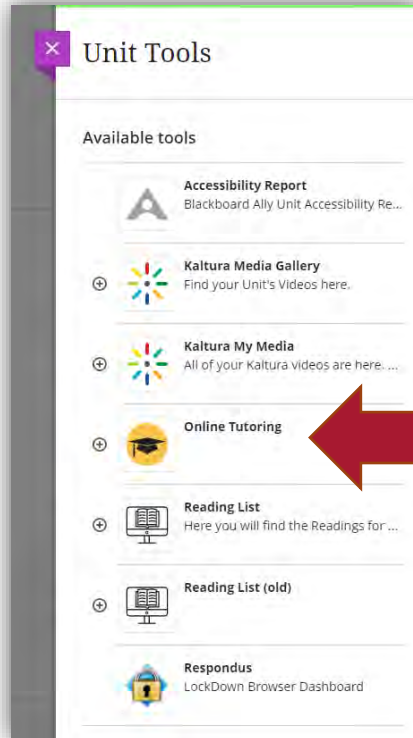
FAQ 6

**Are there support resources
on Learnline?**

<https://online.cdu.edu.au/ultra/courses>



Online tutoring (ultra and classic)





CUC100_Sem1_2022

S122 CUC100 ACADEMIC LITERACIES
THROUGH EXPLORING SUSTAINABILITY[Multiple Lecturers](#)

CUC106_Sem1_2022

S122 CUC106 DESIGN AND INNOVATION:
COMMUNICATING TECHNOLOGY[Multiple Lecturers](#)

CUC107_IAS201_Sem3_2021

S321 CUC107 CULTURAL INTELLIGENCE
AND CAPABILITY / IAS201 CULTURAL...[Multiple Lecturers](#)

- ☐ 12 hours per semester
- ☐ 24/7
- ☐ Numeracy/ statistics/ maths catch-up
- ☐ English language
- ☐ All CDU subjects
- ☐ More time can be requested

**Connect**

with a tutor now

Schedule

a tutoring session

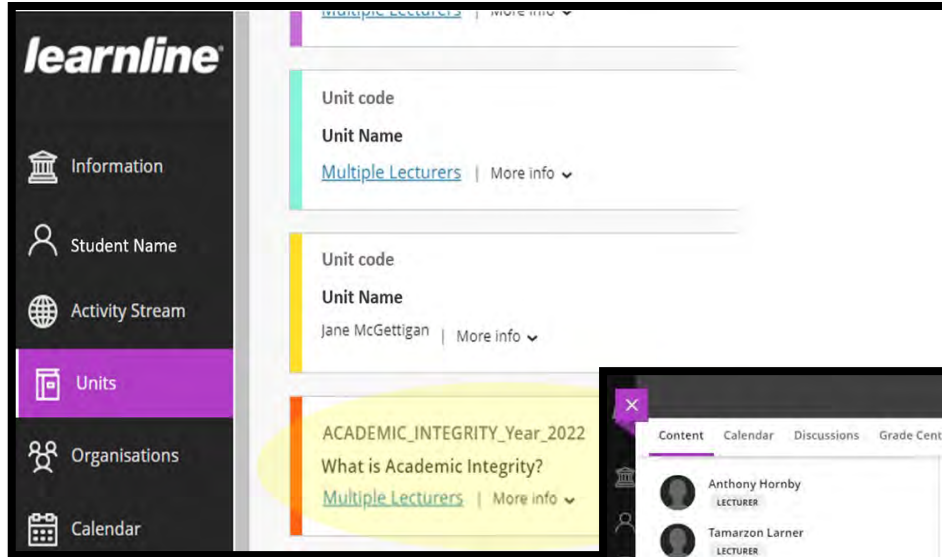
Submit

an assignment for feedback

Send

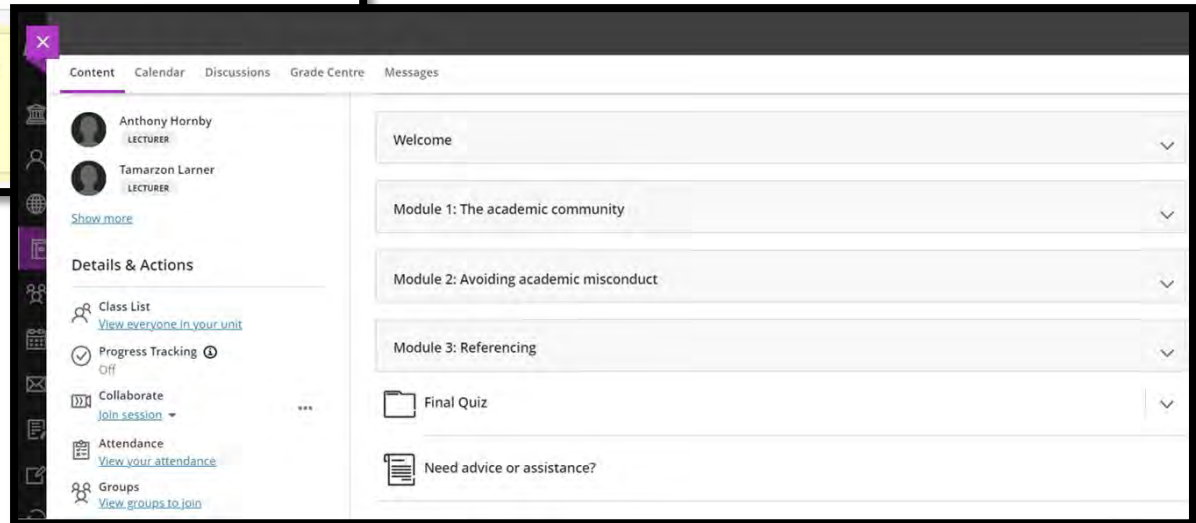
us a question

Academic Integrity Module



The screenshot shows the Learnline interface. On the left is a dark sidebar with the 'learnline' logo and navigation icons for Information, Student Name, Activity Stream, Units (highlighted in purple), Organisations, and Calendar. The main content area has a header with 'Multiple Lecturers' and 'More info'. Below this are two identical sections, each with 'Unit code', 'Unit Name', and 'Multiple Lecturers | More info'. The third section is highlighted in yellow and contains the text 'ACADEMIC_INTEGRITY_Year_2022', 'What is Academic Integrity?', and 'Multiple Lecturers | More info'.

- ☐ Plagiarism
- ☐ Collusion
- ☐ Contract-cheating
- ☐ Referencing



The screenshot shows the 'Content' tab of the Academic Integrity module. The top navigation bar includes 'Content', 'Calendar', 'Discussions', 'Grade Centre', and 'Messages'. The main content area is divided into two columns. The left column lists lecturers 'Anthony Hornby' and 'Tamarzon Lerner', followed by a 'Show more' link. Below this is a 'Details & Actions' section with links for 'Class List', 'Progress Tracking', 'Collaborate', 'Attendance', and 'Groups'. The right column contains a 'Welcome' message, followed by three expandable modules: 'Module 1: The academic community', 'Module 2: Avoiding academic misconduct', and 'Module 3: Referencing'. At the bottom are links for 'Final Quiz' and 'Need advice or assistance?'.

FAQ 7

Is this team the only way to get support?

<https://www.cdu.edu.au/current-students/life-wellbeing>



Student support

Help with study



Study skills

Access academic resources and practical study help.



Language and learning support

Develop important academic skills to help you excel at study.



Online tutoring

Access 24-hour tutoring support for your assignments and coursework.



VET learner support

Get support to help you achieve your study and training goals.



First Nations tutorial support

Access free individual and group tutoring for eligible Aboriginal and Torres Strait Islander students.



Regional university centres

Did you know that there may be a regional study centre near you? These are centres that provide learning spaces and support, where you can study alongside other students in your region.



Personal support



Counselling

Our counsellors are here for you. Get support with a range of issues including mental wellbeing.



Financial and other assistance

Navigate the challenges of having a limited income with our financial support options.



International student support

Our team is here to support you in all aspects of your student experience.



Disability/health condition

Access and Inclusion will help with your studies to make sure you can access and participate in uni life.



Careers and employment

Grow your employability, build your career and find job opportunities.



First Nations student support

We support Aboriginal and Torres Strait Islander students all over Australia.



Student advocacy

We represent you through issues and concerns you're unsure how to deal with.



Staying well

Find the right tools to support your wellbeing.

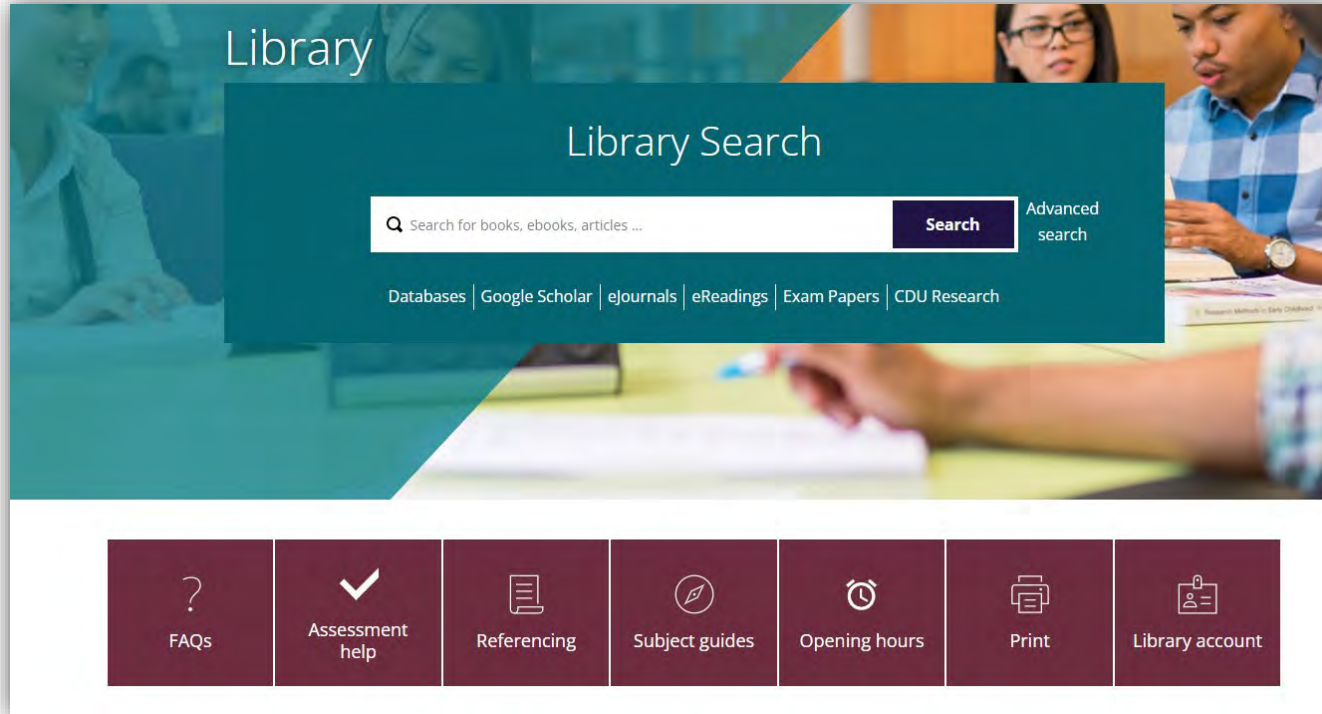


CDU Wellbeing Support Line

is available 24/7, to provide immediate assistance for emotional and mental distress.
Tel: 1300 933 393

Library website is the front door to services

<https://www.cdu.edu.au/library>



FAQ 8

How can I contact the team?

askthelibrary@cdu.edu.au





We are here to
support you.

We are here to
make your studies
accessible and
enjoyable.