

**Thursday 4 June**

**4:20pm - 5:00pm**

Room: Block Y, Room Y303

**Presentation Title:** Academic Literacy: Modelling and empowering students for independent learning

<b>Presenter / Co-presenters:</b>	Fiona Henderson, Victoria University, Melbourne
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<b>Theme:</b>	Developing life-long learners
<b>Presentation Type:</b>	Paper presentation

### **Abstract**

Academic Literacy is an umbrella term used indiscriminately and often inaccurately by lecturers. It is sometimes used as a synonym for tertiary literacy; sometimes simplified to one of its more fraught components, academic honesty. Mostly it is simply discussed in terms of plagiarism only.

For the discussion in this paper academic literacy includes the skills of creativity, critical thinking, discipline specific writing and incorporating other sources. Each of these four macro-skills can be further itemised into many micro-skills and one approach adopted in one unit of study is to highlight on a weekly basis the importance of one micro-skill by linking it to its role in an assessment task. This is presented in comic strip format, at the beginning of each lecture and then followed up by an email which contains the link to that specific section of the Victoria University Academic Literacy website.

After regularly reinforcing the importance of academic literacy and showing the students where to locate the relevant resources in a timely and non-overwhelming fashion, qualitative and quantitative analyses were performed. Results point to both the acceptance of this mode of communication and an increase in the number of students independently accessing these resources.

### **Biodata**

Fiona Henderson has worked as a Language and Academic Skills lecturer with Victoria University for more than 12 years. She has taught a range of students including those in the Faculty of Business and Law. She and co-author, Alan McWilliams have received a national award for their teaching approaches. The increase in International students both on and offshore have led to Fiona's interest in re-examining teaching practices and approaches and how these suit students with very different educational experiences at very different locations.