

## Welcome from Student Learning Staff

**Dr E. Marcia Johnson**  
Director



Marcia's interests include investigation of electronic literacy skills for students at tertiary level. She also conducts research into doctoral research and writing.

**Ms Andrea Haines**  
Team Leader



Andrea has an interest in exploring ways to develop the academic literacies of post-graduate and higher degree students.

**Mrs Janet Harris**  
Senior Tutor (Maths) /



**Administrator**

Janet deals with mathematics and statistics. She can offer one-to-one sessions or requested workshops.

### Special points of interest:

- 192 students attended the Student Learning workshops that have run between 12th and 23rd March 2012, and over 500 students attended orientation and other workshops run by student Learning since A-Semester started.
- In February 2012 Student Learning held a third successful WaiBoost with students attending from the Faculties of Education, Law, and Arts and Social Sciences.
- So far this year there are 297 active participants in the Student Learning Moodle papers.
- We are pleased to announce that Ms Dawn Marsh will be joining the Student Learning team in April.

**Ms Katherine Gilliver-Brown**  
Senior Tutor



Katherine's role as eLearning Coordinator is to provide and maintain electronic resources, especially tools that enhance grammatical and linguistic independence.

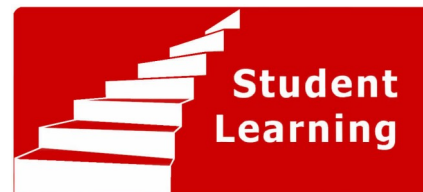
**Mrs Maria Persson**  
Senior Tutor



Maria's passion for online learning and teaching remain her focus for addressing the needs of students who access Student Learning via the web!

## Student Learning services and resources

Students and staff can access the range of Student Learning services and resources by clicking on the "Stairs to Success" graphic, which jumps directly to the Student Learning home page. This graphic can be found on many of the university's web pages. We can also be contacted in person (ITS building), by email ([slsadmin@waikato.ac.nz](mailto:slsadmin@waikato.ac.nz)), or by telephone (07 838 4657).



## Face-to-face academic skills workshops

The academic skills-based workshops are run on campus and are open to all University of Waikato students. They are primarily intended for undergraduate students, but students at other levels of degree study are welcome. The workshops provide students with practical strategies, information, hands-on activities, and opportunities for peer discussions. Topics include (for example) academic reading and writing, referencing, time management, and examination preparation. The majority of the workshops are 50 minutes long and booking (essential) can be done online or in person. To book online go to the Student Learning website and click the red "Sign Up" button.

## Online lessons and workshops

Student Learning offers a variety of online skills development workshops (in Moodle) that can be accessed from the coloured buttons along the bottom of the Student Learning website. The workshops target a number of aspects of writing and learning at university, grammar and pronunciation, doctoral writing, and mathematics and statistics. The first time you visit a Student Learning Moodle "course" you will be asked if you want to "enroll" – click yes (there are no fees, no exams, and this is a one-time request). Students can also meet privately (online) with a tutor to ask specific questions or submit an example of writing for feedback on writing structure (not proof-reading).

## Doctoral Writing Conversations (DWC)

The DWC is a cross-disciplinary cohort-based discussion and writing programme for doctoral students. It runs weekly on Friday mornings in the Faculty of Education, Rooms A & B, from 10.00-12:00. All doctoral candidates are welcome.

### 'A' semester DWC program – Faculty of Education, Rooms A & B

16&30 March	Drop-in writing time (Improving the quality of your writing)
23 March	Digital literacy tools – <i>doctoral blogs</i>
<b>6 April</b>	<b>Good Friday – No session</b>
13 April	Invited guest conversation – <i>Focus on methodology</i>
20 April	Drop-in writing time (Improving the quality of your writing)
27 April	Student Learning workshop – reflective journal writing
4 May	Digital literacy tools – Zotero
11 May	Invited guest conversation – <i>Getting stuck and getting "unstuck": Moving the writing forward (JG.17)</i>
18 May	Drop-in writing time (Improving the quality of your writing)
25 May	Student Learning workshop – <i>The "what" and "why" of abstracts</i>
1 June	Invited guest conversation – <i>Seeing through the arguments: Evaluating your sources</i>
8 June	Drop-in writing time (Improving the quality of your writing)
15 June	Student Learning workshop – <i>The 4-point strategy for organizing your thinking &amp; writing</i>
22 June	Digital literacy tools – <i>Copyright legislation and how it could affect your thesis preparation.</i>

## Technology Corner:

### Focus on Grammar

Want help with apostrophes, commas, use of capitals, parallel constructions, pronouns, or sentence construction ... (and more)? Katherine Gilliver-Brown and the team from Student Learning have developed an interactive resource to help students master basic points of English grammar. There is a pre-quiz to identify your potential problems with grammar (or you can simply start at the beginning). The lessons are organised from simple explanations to more complex. This resource is new, so please give it a try and tell us what you like about it and what you would like added.

#### Student Learning Grammar

This resource has been developed to help you master basic points of English grammar. The lessons have been organised from simple to more complex, and some pages of similar content are sequentially numbered.

#### WHAT GRAMMAR DO YOU NEED TO LEARN?

Start with our [grammar pre-quiz](#)

Use the gray tabs below to see the range of lessons and exercises available.

Stage 1   Stage 2   **Stage 3**   Stage 4   Acknowledgements

- Apostrophes 3: Keeping track of who owns what in your sentence
- Modifiers 3: Dangling modifiers that don't connect logically, and disruptive modifiers
- Capitals 3: With acronyms
- Commas 3: Using commas before joining words, and to identify non-essential information.
- Subjects of sentences 3: Confusion with using 'me'
- Clauses - relative clauses: For providing extra information in a sentence using words like *who* or *which*
- Words that confuse 3: The difference between *then* and *than*