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This 6-hour free course explored how to improve your revision and examination techniques and manage your time effectively.

Student academic writing is at the heart of teaching and learning in higher education. Students are assessed largely by what they write, and need to learn both general academic conventions as well as disciplinary writing requirements in order to be successful in higher education. Teaching Academic Writing is a 'toolkit' designed to

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help higher education lecturers and tutors teach writing to their students. Containing a range of diverse teaching strategies, the book offers both practical activities to help students develop their writing abilities and guidelines to help lecturers and tutors think in more depth about the assessment tasks they set and the feedback they give to students. The authors explore a wide variety of text types, from essays and reflective diaries to research projects and laboratory reports. The book draws on recent research in the fields of academic literacy, second language learning, and linguistics. It is grounded in recent developments such as the increasing diversity of the student body, the use of the Internet, electronic tuition, and issues related to distance learning in an era of increasing globalisation. Written by experienced teachers of writing, language, and linguistics, *Teaching Academic Writing* will be of interest to

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anyone involved in teaching academic writing in higher education.

"Written to commemorate the University of New England's fiftieth year as an independent institution, *A Spirit of True Learning* tells the story of the University's early struggles, its commitment to country students and the surrounding community, its rapid growth after autonomy, its development of a strong tradition of teaching and research, and its experiences over the last decade within the context of government reform and rationalisation." "This is also the story of a unique university. Like the Australian National University, UNE was founded during the great age of Australian nation-building and Keynesian optimism. Opened as an affiliate college of the University of Sydney in 1938, New England became autonomous in 1954. Its founders saw it as a deliberate attempt to

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bring the special advantages and the special problems of rural life in Australia under the spotlight of higher learning."--BOOK JACKET.

Watch Tom Burns introduce his book Essential Study Skills - Second Edition Watch Sandra Sinfield discuss one of her favourite chapters - how to make the best notes Praise for the first edition: "The effect on our students was like star dust!" Anne Schofield, Ruskin College, Oxford Student feedback from Study Skills sessions at London Metropolitan University: "Why didn't they tell us this before? ... This is the best bit of learning I've ever done!" "At school I was told to go away and get a job in a shop ... Since doing Study Skills I'm getting 'A's' for my assignments!" "I was het-up, frightened ... I just wanted to run away and hide ... Oh I love it now!" "When I first got here I kept thinking I would be found out ...

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I know I can do it now" "I never enjoyed school, not at all ... Everything's different now - it's great!" "When I first got here I thought they were all looking at me and thinking 'What's that old woman doing here?' ... It's my university now!" The eagerly-awaited new edition continues to provide a truly practical guide to achieving success at university. Whether you are going to university straight from school, a mature student, or an overseas student studying in the UK for the first time, this is the book that will help you better understand how you learn, gain a clear idea of your strengths and areas for development, organise yourself for study, write and research academically, pass exams, and cope with stress at university. Now completely revised and restructured, the authors use their twenty-five years of hands-on experience with students in university to provide genuinely useful advice. Key features of the

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new edition: - 12 new chapters for coverage of everything you need to know including: computer skills, becoming a confident writer, note-taking, how to build your memory, and the new Personal Development Plan. - Packed with handy tips, real-life examples and useful activities. - A brand new companion website with extensive material to support you in your quest for academic success - <http://www.uk.sagepub.com/burnsandsinfield/> With its easy-to-use dip in, dip out structure, helpful features, and lively and engaging writing style, you will find Essential Study Skills an essential companion to the challenges of studying at university. Tom Burns is a Senior Lecturer in Learning Development at London Metropolitan University Sandra Sinfield is Academic Leader in Learning Development at London Metropolitan University.

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Originally published in 1980, this title began as a set of questions posed by faculty on the campus of Carnegie-Mellon University: What do we know about how people write? What do we need to know to help people write better? This resulted in an interdisciplinary symposium on "Cognitive Processes in Writing" and subsequently this book, which includes the papers from the symposium as well as further contributions from several of the attendees. It presents a good picture of what research had shown about how people write, of what people were trying to find out at the time and what needed to be done.

Health and welfare professionals increasingly have to collaborate and co-ordinate their practice in order to provide a more integrated service for the consumer. Going Inter-Professional brings together

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academics, professionals and researchers to assess the implications for all the professions involved and the practical developments in hospitals, general practice and community care. Individual contributors look at: * the theoretical background to inter-professional work * education and management issues * inter-professional practice issues in work with children, disabled, elderly and mentally ill people * the implications for carers * developments in Australia, Western Europe and the USA

This volume introduces the work of the Economic and Social Research Council (ESRC) funded Growing Older Programme (1999-2004) and provides a showcase for the other volumes in the series. It focuses on ways in which quality of life can be extended for older people and offers short research-based summaries of key

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findings on a variety of core topics with a major emphasis on the views of older people themselves. Many of the leading names in social gerontology in the United Kingdom have contributed their findings, providing the most up-to-date and broad-ranging information available on quality of life in old age. Topics discussed include: · Defining and measuring quality of life · Inequalities in quality of life · Technology and the built environment · Healthy and active ageing · Family and support networks · Participation and grandparenthood

Growing Older is suitable for undergraduate and postgraduate students of social gerontology, sociology and social policy. It is of interest to professionals working with older people, including social workers, gerontology nurses and community support workers. There are also important findings for policy-makers. Contributors: Sara Arber; Madhavi Bajekal; David Blane;

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John Bond; Ann Bowling; Jabeer Butt; Lynda Clarke; Joanne Cook;
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