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Enhancing secondary to tertiary pathways: The ANU *EngageAsia* 2-day immersion workshop model

Abstract

What role can tertiary institutions play in encouraging secondary students to continue with their language and culture studies at the tertiary level? This study will explore the impact of a targeted 2-Day Immersion Workshop model in developing successful transitional pathways.

The inaugural ANU Japanese Secondary Workshop was held at Australia National University (ANU) in December 2011, attracting 162 student participants and 20 teachers from regional New South Wales (NSW) and the Australian Capital Territory (ACT). This initiative proved so successful that the renamed EngageAsia Workshop has become an annual ANU College of Asia and the Pacific event. The aim is to provide secondary students (Year 10 and 11) from outside the ACT with the opportunity to experience Asia-Pacific studies at the ANU. Offered for Japanese and Chinese language students, the 2-day intensive workshop provides focused language instruction and lectures from experts about the target Asian culture. This EngageAsia workshop model allows students to 'get inside' university life and to experience something of what it would be like to attend and study at university. In addition to the classes, participants stay overnight at an ANU student residence and interact not only with high school students from other schools but also with current ANU students and thus return home with knowledge of how we approach teaching and learning in the university environment.

1. Introduction

The inaugural ANU Japanese Secondary Workshop was held at the ANU from 8-9 December 2011, hosted by the School of Culture, History and Language (CHL) within the College of Asia and the Pacific (CAP). From 2012, the renamed EngageAsia Immersion Workshop has become part of a range of activities offered by the EngageAsia initiative of the ANU College of Asia and the Pacific that aims to assist primary and secondary schools in bringing Asia into every Australian classroom.¹ The aim of this annual workshop is to encourage and motivate secondary students (Year 10 and 11) of Japanese and Chinese from the Australian Capital Territory (ACT), regional New South Wales (NSW) and further afield, to continue with their language and cultural studies. The 2-day intensive workshop was developed primarily to provide an intensive extension experience for enthusiastic students through focused language instruction and lectures about the society and culture of each region. A

secondary aim was to give the participants the opportunity to be part of a larger Japanese/Chinese learning community and to gain a better understanding of life in the Asia-Pacific region through a variety of cultural activities. The EngageAsia workshop model allows students to ‘get inside’ university life and to experience something of what it would be like to attend and study at university.

Asia and particularly Japan are intrinsic to Australia’s future, and that’s recognised in the new national curriculum, which has Asian Studies as one of its key areas. This workshop is a great opportunity to showcase the facilities we have for learning about Japan here at the ANU.... We hope this workshop will help build relationships with the schools in our region so that ANU can engage, collaborate with and support high school students and teachers of Japanese in the future. (ANU Media 2011)

The original concept for these workshops, held in early December each year, was developed in response to the following questions: What role can tertiary institutions play in encouraging secondary students to continue with their language and culture studies at senior high school and on into their tertiary studies? How can we use the academic expertise of ANU Asian Studies specialists to inject more passion, interest and even fun into the study of Asia? How can we build better networks between the tertiary and secondary sectors?

This study will introduce the EngageAsia immersion workshop model and will examine the impact of a targeted 2-Day Immersion Workshop model in developing successful transitional pathways and helping stimulate an interest in Japanese and Chinese studies and as a successful outreach model for student recruitment. This activity will be contextualized within the learning and teaching policy of the Australian government—more specifically, the Asian literacy initiatives. Student and staff feedback, taken over the two years of the project to date, will be used to demonstrate that even a two-day program can have an important impact on student decision-making and network development.

2. Background

In 2010, the School of Culture, History and Language within CAP at the ANU was awarded grant funding under the Strategic Collaboration and Partnership Fund within the National Asian Languages and Studies in School Program (NALSSP) funding with a project entitled *Cross-Sectoral Collaboration for Secondary Extension Programs in Chinese, Indonesian, Japanese and Korean*. Whilst the main focus of the ANU NALSSP grant project was to develop curricula for language extension in all four languages, a secondary goal was to develop better networks between the secondary and tertiary sectors in the ACT and surrounding region. This grant provided the seed funding to develop the Secondary Workshop model, which has now been taken up as an annual event in the CAP calendar. This workshop model also addresses the need to encourage more engagement with Australia’s place in the Asia-Pacific region as recommended by a number of governmental reports, including the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) which highlighted the importance of intercultural understanding for the Australia of the

future and the important role education plays in this; *The Shape of the Australian Curriculum: Languages* (ACARA 2011); the White Paper *Australia in the Asian Century* (Australian Government 2012) and more recently, reflecting the Abbott government's ongoing commitment to Asia literacy, *The Australian Curriculum: Asia and Australia's engagement with Asia*:

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. It reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres. (ACARA 2014)

The ANU College of Asia and the Pacific NALSSP project was formulated in response to the Key Results Areas of 'Stimulating Student Demand' and 'Flexible Delivery: Enabling Schools' outlined by the Department of Education, Employment and Workplace Relations (DEEWR) (AEF 2009; Sullivan 2010:1) which highlight the fact that the uptake of Asian language study is far from popular: only 5.8% of Year 12 students were studying an Asian language, a number that decreased to a mere 3% at the university level. Nor is the issue simply one of student choice, as "less than 25% of our students have the opportunity to study an Asian language" (Asia Education Foundation Board 2008).

Equally challenging was the fact that even these figures over-represent the number of Australians studying Chinese and Japanese, as shown by the 94% dropout rate of Australians studying Chinese to Year 12 (Sturak and Naughten 2010; Orton 2008). According to De Kretser and Spence-Brown (2010: 4) the picture for Japanese language, so strong in the late 1990s, has also shown a worrying decrease "of approximately 16 per cent", made up of "21 per cent at primary and 6.4 per cent at the secondary level" of Japanese learners. De Kretser and Spence-Brown (2010: 7) argue that these declining numbers are linked to "changes in external conditions, particularly in the failure to develop policies and practices which value and support languages education in general by governments, education authorities and school managements". For Japanese at the Year 12 level this decline "in 'continuing' students has been largely offset by increases in students taking beginners' courses... or 'advanced'/'first language' courses. Consequently, total Year 12 enrolments have appeared comparatively stable over the last decade, with the number of students completing Year 12 units falling from a high of 5,179 in 2002 to 4,910 in 2008" (De Kretser and Spence-Brown 2010: 7). The overall decline, however, is something that should not be ignored.

The two crucial transition points in the retention of language learners are between Year 10 and 11 and, between Year 12 and tertiary studies. Educators across Australia and around the world are aware of the importance of these transition points (McInnis, James and McNaught 1995; Chambers, Parker and Gregory 2002; Parker 2013). For us as language educators it is important that we "mind the gap" (Parker 2013) and better understand student needs, providing students not only with access to the intellectual stimulation offered by tertiary courses but also with the tools to cope. The ANU EngageAsia workshop is designed to target both these transition

points and to complement a number of other strategies already in place to encourage retention of language learners: annual outreach activities including Asia-Pacific Day and school visits, secondary student attendance at performance events at the ANU, invitation to join first-year classes and the formal secondary extension program of the ANU Japanese Secondary College. From 2008, working in collaboration with ACT schools teaching Japanese, CAP developed an extension program in Japanese as part of the ANU Secondary College program that was already offering Mathematics and a number of the Sciences. Renamed *ANU Extension* in 2013, this study program will expand its offerings to include Chinese language from 2014.²

It is important to note that the transition to university applies not only to the vertical transition from secondary to tertiary but also includes the lateral transition of moving from one discipline or subject area to another. The ANU Workshop model addresses both these transitions, encouraging students to continue with their Japanese and/or Chinese studies at the tertiary level and also to consider the lateral synergies of studying the culture, society, politics, economics of Japan and China in parallel with their language studies and beyond that the importance of Asian studies more generally. In addition to the academic dimension, the ANU Workshop also provides students with the opportunity to experience something of university life more broadly, for as Clerehan notes the “transition to university is a life-change for a student, involving a number of dimensions in addition to the academic” (Clerehan 2003: 75). While focused primarily on language learning and cultural exploration, the ANU Workshop model has the added benefit of exposing students to life on a university campus more generally, through their overnight stay in a residential college and contact with ANU students and staff.

Foreign language camps are by no means a new initiative. From the 1960s, language educators have been organising short-term language camps to provide students with both language instruction and exposure to cultural activities (Vines 1985). La Trobe University Japanese language program has also recently been experimenting with a similar concept of immersion programs, offering a Japanese Immersion Camp in 2012, funded by National Asian Languages and Studies in Australian Schools (NALSAS) and the Victorian Department of Education.

This is a great way for students to become more motivated about language. The students are being asked to keep a journal written both in English and Japanese to document their experiences and engage with both languages...We hope that through providing students with hands on experiences, which can't be achieved in the classroom environment, will help to increase their enthusiasm towards the subject (Okano 2013).

3. The Financial Model for the ANU Japanese secondary workshop

As noted above, the cost of the first workshop was partly covered by a NALSSP grant, with ANU covering the teaching and venue hire, accommodation, all meals and

workshop materials. The only cost to the schools was transport to and from ANU. In some cases, travel assistance was provided, if for example the participating student was a Distance Education student studying in a regional/rural area.

The participating secondary schools, although obviously pleased to have the workshop costs covered, indicated that they would be happy to contribute some funding towards this event. A good model would therefore be a partnership in which the host tertiary institution covers the cost of the venues, teaching and catering, with the participants covering transport and accommodation, if required.

Whilst in the initial stages of the ANU workshop development the grant provided teaching relief for the key academic organiser and covered the salary for an administrative assistant, such funding is not an ongoing requirement. In most institutions the workshop administration could be incorporated into the Faculty marketing and outreach, with a number of nominated academics working on the program content and the teaching delivery as part of their service contribution.

3.1 Japanese immersion workshop 2011: Participant profile

Catering for students at introductory, intermediate or advanced levels of Japanese language proficiency, the first workshop took place in early December, which was judged to be a good time as the school system was winding down for the year. In addition, although students would have already made their elective choices for the following year, it would still be possible to elect to continue with language studies in the new year. The workshop was advertised to high schools and colleges in the ACT and New South Wales through the Education Departments and Japanese teachers networks and attracted participants from the Sydney region and rural/regional NSW. The total of 162 student participants was made up of 117 NSW students with an additional 45 ACT students participating during the days only. Twenty teachers from NSW and the ACT also attended.



Figure 1: Illustration from 2011 Program

As shown in Figure 2, 60% of the total of 162 students attending came from the Sydney metropolitan area, 11% from regional and rural NSW (including some urban distance education students), with the remaining 29% from ACT Independent, Catholic and government schools. The majority of the NSW participants were from the Sydney region (many from lower socioeconomic areas). Another substantial group were from schools in regional NSW in the broad catchment area of Canberra, of whom a number were enrolled in the Karabar Distance Education Centre in Queanbeyan.

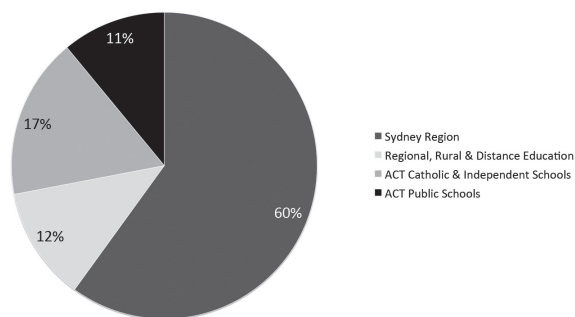


Figure 2: Profile of 2011 students by school and region

During the application process, students were asked to indicate their level of Japanese proficiency as 'introductory', 'intermediate' and 'advanced' and were allocated accordingly. The aim was to mix students of similar proficiency from different schools whilst still keeping a number of familiar faces in each group.

3.2 Workshop program 2011

The students participated in a series of Japanese language challenges as well as attending a number of lectures presented by ANU's wide range of experts on Asian culture and society. ANU student volunteers helped with a number of sessions and with the social events, thereby giving the secondary students the opportunity to meet current ANU students. As many of the participating schools were coming from quite far afield, the workshop began at morning tea allowing participants to travel to Canberra on the morning of the first day. The workshop ended at afternoon teatime for a similar reason, thereby allowing participants to make it home that evening. The program aimed to provide a number of appropriate language challenges, some in the form of 'fun' activities such as a Treasure Hunt and morning radio-style exercises (following a popular practice in Japan), as well as some focused on specific language skills, such as a movie review class, which required students to give their opinion about the movie shown the previous night.

The program inevitably began with introductions, as it was important that the students from different schools got to know each other as quickly as possible. Short speed-dating-style introductions and bowing practice worked well as an icebreaker.

The language challenges also included a hands-on session in the ANU multimedia studios allowing students to focus on listening skills and voice recording.

Day 1 Program

9:30 – 10:30 am: Ursula College bagdrop
 10:30 am: *Welcome Morning Tea*
 11:00 am: Language Challenge - Introductions
 12:00 pm: Culture Lecture - Language & Context:
 The Japan behind the Japanese
 1:00 pm: *LUNCH – Sushi Bento*
 1: 45 pm: Algorithm March Practice 1
 2:30 pm: Japanese Treasure Hunt
 4:00 pm: First home prizes & *Afternoon Tea*
 4:30 pm: Society Lecture
 Re-inventing Japan: Time, Space and Nation
 5:30 pm: *Dinner Ursula Hall*
 7:00 pm: Film – *Sumo Do Sumo Don't*

Day 2 Program

7:30 am: Morning *Rajio Taiso* Exercises
 8:00 am: *Breakfast*
 9:00 am: Language Challenge
 - Film Review – *Sumo Do Sumo Don't*
 9:45 am: Language Challenge - Multimedia
 10:30 am: *Morning Tea*
 11: 00 am: Culture and Society Lecture
 Sport and Popular Culture in Japan
 12:00 pm: Language Challenge
 Korean & Japanese? : Why not both?
 1:00 pm: *LUNCH – Japanese Style Bento*
 1:45 pm: ALGORITHM MARCH Performance
 2:30 pm: Culture and Society Lecture: Asia & You
 3:30 pm: Language Challenge – Manners & Etiquette
 4:30 pm: *Closing Afternoon Tea*

At dinner on the first night, each participant was given a 'Languages at ANU' T-Shirt (Figure 3). This enhanced group unity and provided a clear visual bond when the students performed both their morning exercises and the popular dance 'The Algorithm March' in front of the teachers, ANU student volunteers and local press the following day. This Algorithm March is a Japanese dance fad that debuted on the popular children's television series *Pitagora Suitchi* 'PythagoraSwitch', performed by the comedy duo Itsumo Kokokara. The T-Shirt was also worn by the teaching staff and student volunteers in order to make them easily identifiable to participants and, at relatively low cost, successfully created a real sense of group identity.



The Australian National University

Figure 3: Logo on the 'Languages at ANU' t-shirt

The Treasure Hunt provided both linguistic and cultural stimulus. Divided into teams of between six and eight, students were sent around the ANU campus on a series of tasks. For example, students were required to go to the Menzies Library and ask for one of the Japanese librarians by name and then to ask which floor the Japanese books were to be found. So not only did they have to decide what Japanese to use for their question, they also had to understand the librarian's response to complete the task. An ANU student volunteer was stationed nearby to help if needed. Another popular task took place in the Japanese-style *tatami* room (Figure 4). Students had to enter the room politely, remove their shoes and then, kneeling appropriately, perform a polite greeting together with an appropriate bow.



Figure 4: Tatami room



Figure 5: Students performing the Algorithm March in 2011

The morning radio exercises, first introduced in Japan after World War II and the *Algorithm Taisho* March also proved popular activities (Figure 5). As noted in the ANU Press Release, *Algorithm marchers put their best feet forward*, the march is a dance fad “which debuted on a children’s television series. Since then it has been performed by diverse groups around the world including, the Blue Man Group, the Vienna Boys’ Choir and the Japanese women’s football team”(ANU Media 2011). The Workshop students perfected their choreography after watching and re-watching the comedic duo *Itsumo Kokokara* performing with the 2011 World Cup winning, Japanese national women’s soccer team *Nadeshiko Japan* on YouTube.³

3.3 EngageAsia 2012 workshop: Participant profile

The second workshop was held on 5-6 December 2012, with 145 students of Chinese and Japanese language from Years 9, 10 and 11, with 24 specialist language teachers also attending. The 120 students of Japanese came from a variety of NSW secondary schools with 25% at the introductory level, 60% intermediate (that is, studying “Continuing Japanese” in Year 11) and 13% were studying advanced Japanese. Two thirds of these Japanese students were female. 25 participants were students of Chinese from NSW, and 8 from the ACT. The gender spread was 10 male and 15 female, with 48% studying Introductory Chinese and 52% Intermediate. The Chinese Immersion program followed the same pattern as the Japanese with Chinese language and culture sessions. In addition, the Radio Exercises were replaced by *Tai Chi* and the Algorithm March practice was replaced by calligraphy classes. Participants

included 32 students who were studying by distance education. Distance education students were a particular focus, as these students have less opportunity to engage in university outreach activities or with other students studying their target language. From 2012, the workshop targeted only students outside of the ACT, as CAP already offers a number of programs and activities for ACT students throughout the year, including the annual Asia Pacific Day.

As Figure 6 shows, the majority of the Japanese language students were from Public High Schools: 64% in the Sydney region and 17% from rural and regional NSW. The 8% from Open High School enrolments take the participation from the public system up to 89%. Feedback from teachers has indicated that a number of these schools, particularly those from lower socio-economic areas, simply cannot afford to take their students on expensive trips to Japan and that the EngageAsia Workshop program offered a more cost-effective way of encouraging their students to continue with their language and regional studies.

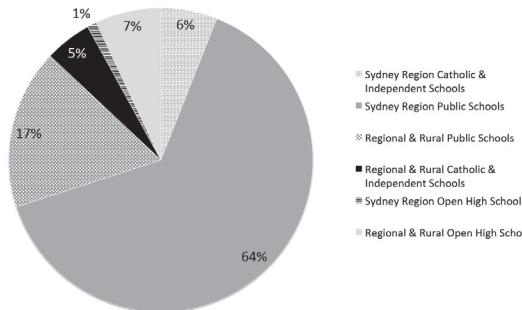


Figure 6: 2012 Japanese language student profile by region and school type

In terms of language proficiency (Figure 7), 55% of the students indicated that they were at an intermediate level, which would mean that they had studied Japanese as a minimum from Year 9, while the 36% of introductory students were either in Year 9 or had taken up Japanese in Year 11. The fact that only 9% of the students are at an advanced level is a worrying trend as this demonstrates that fewer and fewer schools are able to offer advanced courses within their existing language programs, perhaps reflecting the reality that teachers are required to teach two or three different levels in the same class.

In 2012, only 33 Chinese students (including from the ACT) participated (Figure 8). However, in 2013, the registration of Chinese students had risen to 60 (the inaugural 2011 workshop only targeted students studying Japanese). The low number in 2012 is partly accounted for by the fact that the initial program did not include heritage speakers who were included from 2013. As with Japanese, the majority of the students were intermediate learners and (no doubt due to the fact that heritage students did not participate) the advanced group was small (Figure 9).

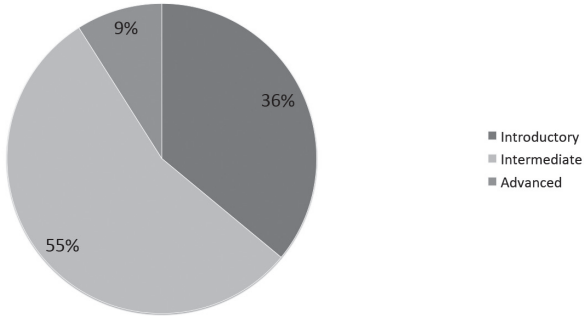


Figure 7: 2012 Japanese language proficiency levels

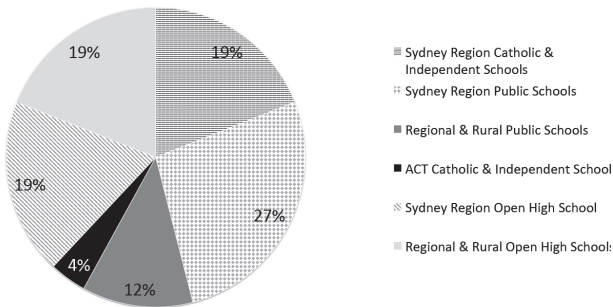


Figure 8: 2012 Chinese language student profile by region and school type

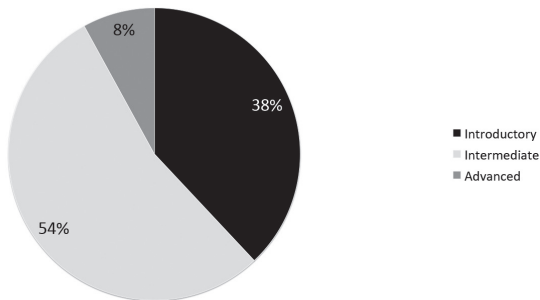


Figure 9: 2012 Chinese language proficiency levels

3.4 EngageAsia Immersion workshop program - 2012

The 2012 workshop program followed a similar pattern to the initial 2011 workshop, with one significant difference: the involvement of the Strategic & Defence Studies Centre in the program planning. The EngageAsia Website carries a short video which summarises the event, including student feedback: <http://engageasia.anu.edu.au/node/10151>. In 2012, the Treasure Hunt was replaced with a 'War Games' activity. Students were divided into groups, taking on the personas of different countries to simulate the strategies that those countries would adopt in response to a security crisis. ANU students were assigned to each group to help them decide on their country's position on, and response to, the crisis in the East China Sea. Each group elected a leader and a deputy to brainstorm possible responses and alliances. Rapporteurs were chosen to take notes and draft the group's opening/closing statements, while a media team prepared media statements. Groups also elected diplomats who were sent as delegations to negotiate with other country groups. The afternoon-long session climaxed with a Mock East Asia Summit. In view of the War Games activities, one of the culture and society lectures focused on diplomacy, cultural awareness, strategy and international relations.

4. Feedback

The exit surveys filled out by students have been overwhelmingly positive concerning the class activities, the value of the workshop for learning, and the accommodation and catering, as shown by the following comments.

This workshop was one that inspired, taught and nurtured me providing an experience of not only Japanese language but its culture and larger issues as well. ...I thoroughly enjoyed this learning experience... (and) highly recommend this workshop to other students as it is such an excellent opportunity.

We were taught Japanese in a fun, interactive manner... The treasure hunt was a particular highlight for me as it involved mystery as well as a challenge... Team effort prevailed here as I found the determination to win in my team was what made the treasure hunt enjoyable. ...we were keen to solve the clues given using our Japanese language skills and be the first groups to complete the cryptic puzzle on our sheets. After failure and success we are rewarded with 'Taiyaki' (Red Bean Fish-shaped Snack), 'Takoyaki' (Octopus-filled Balls), a Cream Puff and a can of Calpis. Oishii (Delicious)!

Teacher feedback indicates that the workshop made a considerable contribution to the students continuing with their studies in Years 11 and 12. One teacher noted that "attending the ANU event last year was a watershed moment for many of my Japanese learners. All who attended in 2011 are continuing with Japanese in the Senior School and all except 1 of the 9 are doing Extension Japanese. The workshop was so affirming and positive for my learners. I really hope we can attend this year and be a part of the program for 2012!". The workshops have also had a significant

impact on rural and regional students who have all too little access to university outreach activities.

As my students are extremely isolated and often financially restricted I was delighted to be able to encourage them to attend. They gave very positive feedback and I congratulate you on your efforts, organisation and quality workshops. Please keep our Distance Education schools in the loop as our students are relatively disadvantaged regards access to social intercourse using their language. [Distance Education teacher]

Students were forced to use their Japanese actively in all sessions I observed, helping them to gain confidence. Culture incorporated into so many activities was of great benefit to students who have begun studying Japanese only this year and have little knowledge of it beyond manga and anime. [Distance Education teacher].

In 2013, a student who had participated in the 2011 Workshop entered the Japanese language program at the ANU. Having studied Japanese in Year 11 and 12, he was placed into the intermediate Japanese language course, Spoken Japanese 3 (JPNS2012). One of the course assessment tasks requires students to create a Digital Story: a short three to four minute multimedia production that combines a first-person narrative with image and background music.⁴ His story, entitled 'Japan and Me' (*Nihon to boku*), provides some of the most positive and affirming feedback to date.⁵

He begins by telling his audience that his original interest in Japan was, like that of many others, inspired by a love of Pokemon. While still in primary school in China, a friend sent him a copy of a Japanese Pokemon game. Delighted with the game, but frustrated that he could not read the Japanese, he rushed off to his local bookstore and bought two Japanese language textbooks. All too soon he realised that just working on the language was not enough. He found himself wondering about the role of samurai or the use of Chinese characters in Japanese. This made him want to learn more about the culture behind the language. When he came to Australia to complete his final years of schooling he was finally able to study Japanese formally. Then his participation in the 2011 workshop led him to decide on ANU as his university of choice—a truly glowing recommendation.

In Year 11, I attended the ANU Secondary Workshop... We learned about Japanese culture and experienced a number of Japan related things.

We learned the appropriate behaviour in a tatami room. We learnt about manners and how to bow correctly. It's hard to sit on tatami mats in the correct Japanese style. I gave up after only ten minutes! I've still got a long way to go!

The next day I did the Algorithm March with all the others. I keep getting my left and right wrong—in front of everyone! At the time I was a bit embarrassed but when I thought about it afterwards I realised it had been great fun.

Even though it was only two days, we had the chance to experience so many different things—and that was when I decided—I would come to ANU in the future and continue my studies into Japanese culture!

5. Conclusion

There is still insufficient research into the role and impact of immersion programs, particularly short intensives of this type. I believe that more research is needed to better understand transition pathways from secondary to tertiary and the importance of engagement between the sectors, both on a smaller scale (in order to foster student interest in Japanese and all things Japan) and on a broader scale (to help reverse the downward trend in Japanese language enrolments). Time will tell how successful this on-going workshop model is in helping to build relationships with the schools in our region so that the ANU can engage, collaborate with and support high school students and teachers of Japanese and Chinese into the future.

The feedback demonstrates that these activities provide significant motivation for students to continue with their language studies but over and beyond that they connect ANU staff to the secondary sector. Programs such as this also offer a cost-effective way of encouraging their students to continue with their language and regional studies beyond the secondary level. Both the ANU EngageAsia model and the La Trobe Japanese Immersion Camp model have demonstrated that there is real potential for the creation of a community of learners of Japanese, in the first instance in regional pockets but also more broadly across Australia. University programs need to more actively engage with the senior secondary sector and help energise learners and teachers of Japanese, to both improve their language skills and to continue to explore Japanese and Chinese culture and society.

The effectiveness of our EngageAsia workshop approach in encouraging students to not only engage with Asia but also to think about the goals of university education is well expressed in the following comment by one of the Year 10 participants in the 2011 Workshop:

The fun thing about university is, they don't give you the answer... What struck me was that sometimes, there is no answer. Sometimes, I need to find that answer myself, as long as I have sufficient evidence to back my claim. Each session made me see a little more of the world and it taught me a different side of Japan, sometimes one that I had never encountered before and sometimes things about Australia as well.

Notes

1. For more information see: <http://engageasia.anu.edu.au/>.
2. Beginning in 2006, the ANU Secondary College has provided an enhanced learning experience to Year 11 and 12 students in ACT schools and colleges, in the sciences, mathematics and languages. From 2014, the renamed *ANU Extension* program will enrol extension students in an ANU academic award program

to undertake courses in sciences, mathematics and languages. Students who are successful in these studies will be able to articulate into an ANU bachelor degree program and receive credit towards their bachelor degree for studies successfully completed; see <http://secondarycollege.anu.edu.au/>.

3. NHK Television. FIFA Women's World Cup Japan なでしこジャパン「アルゴリズム体操」 MP4 <http://www.youtube.com/watch?v=HjXfbdR9jCo>.
4. For more details about this Digital Story Project see: <http://engageasia.anu.edu.au/teaching-learning-resources>.
5. The full subtitled Digital Story can be accessed at <http://www.youtube.com/watch?v=WmQclHxc0HU>. The student has given permission to reproduce images and text from his DS production. Copyright remains with the original copyright holder(s).

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