Life

learning interactively for engagement

MEETING THE PEDAGOGICAL NEEDS OF STUDENTS FROM REFUGEE BACKGROUNDS

ACADEMIC GUIDE: SHORT INTENSIVE PROGRAM

Learning and teaching modules designed to meet the

pedagogical needs of students from refugee backgrounds who are

commencing university studies for the first time

This academic guide has been developed through a collaborative project

involving Murdoch and Curtin Universities in Western Australia

PROJECT TEAM

The project teams at Murdoch and Curtin University were part of the ALTC funded project CG496: *Life:* Learning interactively for engagement - Meeting the pedagogical needs of students from refugee backgrounds.

Project Leader 1: Dr Jenny Silburn (Murdoch University) currently at Charles Darwin University

Project Leader 2: Dr. Jaya Earnest (Curtin University)

Project Manager: Linda Butcher

Project Research Assistant: Gabriella De Mori

Pedagogical Designers at Murdoch University

- Dr Jenny Silburn

- Katerina Reitzenstein

- Naranchimeg Tsedendamba

Pedagogical Designers at Curtin University

- Dr Jaya Earnest

- Dr Jeanne Dawson

- Marian Dias

Facilitators of the Program

- Shelley Laing (Murdoch University)

- Marian Dias (Curtin University)

Graphic Designers: Michelle Roberts-Libia & Jonathan Hallett

Part-time Research Associates: Dr Girma Molla & Amanda Timler

TABLE OF CONTENTS

Introduction to the pedagogical design

Teaching and Learning Modules Table

INTRODUCTION TO THE PEDAGOGICAL DESIGN OF THE TEACHING AND LEARNING MODULES

The Murdoch and Curtin University design teams designed, developed and trialled teaching and learning modules that addressed the academic needs of students identified in the needs analysis stage of the *Life* project. The learning and teaching modules were trialled with a cohort of students from refugee backgrounds at each university in Semester 1, 2009.

Pedagogical design undertaken at Murdoch University

In 2008, the Chief Investigator from Murdoch University, Jenny Silburn, established a design team comprising of two postgraduate education students with ESL qualifications to work with her on designing scaffolded modules to address the specific pedagogical needs identified in the needs analysis.

The design of the program was to implement a teaching and learning program that had a strong focus on long-term support for students. The teaching and learning program was supported by the use of a cultural mentor and the development of a peer support network. The team met on a weekly basis for three to four hours where the focus was on the academic and socio-cultural needs of the target group, the appropriateness of the pedagogy and the scope of the modules. The individual lessons (together with resource materials for academics) were then designed, reviewed and modified in accordance with best practice principles. These modules were piloted in first semester 2009 and modified in response to student feedback.

This iterative process ensured a continuous process of design, enactment, analysis and redesign. Every module consists of a number of individual sessions, each developed to accommodate a fifty-minute time schedule. Each lesson is accompanied by detailed teacher notes that provide a useful guide as to how the lesson could be conducted.

Pedagogical design undertaken at Curtin University

The Curtin University of Technology project team designed the teaching and learning modules so that a pilot program, entitled 'Get Set' could be implemented, allowing for thorough evaluation, modification and redesign of final program, entitled 'Strategies for Success'. The following chapter outlines the design, delivery and evaluation of both of these programs.

The pilot program was designed through collaboration between Curtin University of Technology's LiFE Project team and the head of the Curtin University Learning Centre, Dr Jeanne Dawson. The key aim of the pilot teaching and learning program was to empower and support students to become active learners, overcome the roadblocks they would encounter in Australian universities and to remain motivated during tertiary education. These themes were central to the success of the program and accommodated students from a variety of courses and year levels, as well as cross cultural and mixed religious backgrounds.

Following the delivery of the 'Get Set' pilot program, the project leader at Curtin University of Technology along with an educational designer - a teacher with postgraduate qualification in education developed a final teaching and learning program entitled: 'Strategies for Success'. The program drew on the successes of the pilot program. Ten modules were developed and delivered to students from refugee backgrounds some of whom attended the pilot program and were able to evaluate the improved program. Out of the ten modules, two were presented in a computer lab, while the rest were presented in a classroom setting. This guide is used by a facilitator in conjunction with the student modules, which are delivered as a short intensive program.

LEARNING INTERACTIVELY FOR ENGAGEMENT

TEACHING AND LEARNING MODULES TABLE

SHORT INTENSIVE PROGRAMME

These modules, developed in response to the learning needs of students from refugee backgrounds can be selectively delivered as a short intensive program or modified to suit your university context. Although many of the topics are common issues for many students these modules allow time for cultural differences to be discussed and for students to process and articulate their experiences around a new culture of learning.

	Modules for LIFE	Session 1 (40 minutes)	Session 2 (40 minutes)	Session 3 (40 minutes)
1	**Being a learner & critical thinker; setting goal posts and milestones**	Differences between educational systems	Structured reflection. Setting targets and goals	
2	**Effective time management & planning**	Planning your semester Weekly planning Managing stress and expectations	Keeping time for study Negotiating home, work, social and study time	Successful goal setting; Achieving work life balance
3	**Understanding and accessing University support services**	Understanding University culture	Getting the most from campus support services	Identifying your support networks
4	**Lecture and tutorial preparation & participation**	Preparing for your lectures and tutorials	The purpose of tutorials Getting the most from your tutorials	Participating in tutorials and group work
5	**Information Technology and research skills**	Searching for articles and identifying online databases	Effective library skills	Understanding the importance of referencing and learning referencing styles
6	**Understanding language, referencing, plagiarism**	Developing and enhancing English Language Skills	Reviewing literature, paraphrasing and plagiarism	
7	**Assignments and critical reading and thinking strategies**	Understanding an assignment question and the marking criteria Structuring your assignment	Developing critical reading strategies	

8	**Strengthening your writing skills**	Constructing an academic argument Language to use when writing essays	Using feedback to improve your writing	
9	**Preparing for Exams**	Expectations for exams; How to revise & prepare for exams		
10	**Self Reflection**	Self-reflection: What have I found significant to my learning? How will I continue my learning journey? Where will my university journey lead?		

MODULE 1

BEING AN ACTIVE LEARNER AND CRITICAL THINKER, SETTING GOAL POSTS AND MILESTONES

Session 1

Lesson Topic 1: Differences between educational systems

Objectives:

1. To allow students to identify a partner or fellow student in order to facilitate the possible formation of peer-support for the semester;

2. To enable students to talk about themselves, share information about their culture and about their learning experiences;

3. To enable students to reflect on the educational system in their own home country and the differences in the Australian educational system;

4. To differentiate between student centred learning (SLC) and teacher centred learning (TLC);

5. To encourage students to use a reflective journal.

Duration for activity	What will I do as an academic or facilitator?	Resources
10 min	**TASK 1: WHERE DO I COME FROM? A CULTURAL ACTIVITY** **Students work in pairs** The purpose of this activity for students is to identify a fellow student who is from a culture different to their own who will encourage and support them over the semester. The students and facilitator will also gain an overview of the different cultures represented in the group with a view to selecting a partner they would like to work with in class. Ask the students to mingle and find out where everybody is from in order to arrange the students in this continuum. Get students introduce themselves by providing a short personalised comment. E.g.: My name is _____, I am originally from _____ and I am studying _____.	Map of the world

	These are the steps for the activity 1. The map of the world has been sectioned into 6 zones; 2. Students decide on the zone that best represents the country or region they originated from; 3. They share this information with their chosen partner	
20 min	**TASK 2: SHARING INFORMATION (Students work in pairs)** In task 2, students will have the opportunity to develop a relationship with a fellow student who could later support them during their first semester of study. 1. Students interview their partner in class about the items listed in the worksheet: the country they came from, the education system, the language they spoke; 2. They write down the answers provided; 3. Swap roles; 4. Invite the student to introduce their partner and her/his background (the student with whom they have shared information) This activity may bring laughter to the classroom as students try to say "hello" in their partner's language. The support offered by this 'cultural advisor' will allow students to experience the value of peer-support	Student Worksheet
10 min	**TASK 3: UNDERSTANDING CULTURE** This exercise builds a collaborative learning approach for students who have come from a varied educational background that is often competitive in nature. Exploring the concept of 'culture' prepares students for the notion that educational systems are embedded in their cultural history and context. **Students work in pairs** ▪ In pairs students brainstorm their understanding of culture; ▪ Lead the whole group in a discussion about culture and its influences	Student Worksheet
20 min	**TASK 4: LEARNING ABOUT EDUCATION SYSTEMS** **Whole class discussion** This activity gets students brainstorming the experiences of their home educational system. The facilitator will then explain teacher centred and student centred approaches as a framework to reflect on differences in each approach in terms of learning.	A discussion on student centred and teacher centred learning

	Students will realise that each system had a different history, and was resourced differently. • Students make notes about the education system in their home country and the country they may have lived in prior to coming to Australia; • Encourage students to share their understanding of student centred learning (SLC) and teacher centred learning (TCL); • Then explain to the class the terms student centred learning (SCL) & teacher centred learning (TCL). Students to then assist lecturer in grouping their learning styles into the 2 groups of SCL and TCL. • Lecturer then explains the transition to SCL & discusses the advantages and disadvantages of SCL and TLC with the class.	
10 min	**TASK 5: <u>CONCLUDING ACTIVITY FOR SESSION 1</u>** **CIRCLE THE EMOTION THAT BEST REPRESENTS HOW A STUDENT FEELS TODAY; THEY PICK ONE OR MORE EMOTIONS FROM THE FEELING CHART.** This concluding activity will provide an opportunity for individual students, to process emotions and feeling to build a positive foundation. Being aware of the impact of change on your emotional state and adapting to new learning perspectives is an important aspect of emotional intelligence. During this module some students may need to articulate some confronting and difficult experiences from their past and it will be important to both allow time for these students to be heard and acknowledged if they so desire. **Individual activity** Share with students that as human beings we have different emotions and our well-being is affected by many influences (eg: study, work, finance, family, and friends).	Emotion chart

Total Time = 70 minutes

MODULE 1

BEING AN ACTIVE LEARNER AND CRITICAL THINKER. SETTING TARGETS AND GOALS

Session 2

Lesson Topic 2: Structured reflection and setting targets and goals

Objectives:

1. To enable students to be responsible for their own learning;
2. To help students to identify their university targets and goals.

Duration for activity	What will I do as an academic or facilitator?	Resources
15 min	**TASK 1: DEVELOPING A REFLECTIVE JOURNAL** **Individual activity** **The Experiences, Reflections, Generalisation & Expectation (ERGE) journal format** This task will allow students to explore their experiences and reflections and examine future expectations for learning, study and possibly their careers. The facilitator will introduce students to the process of journal writing and explain that this need not be detailed and can be brief. The format of the journal used in this instance is the ERGE but journals can take different formats. Encourage students to write in their ERGE journal template about their **Experiences, Reflections, Generalisations and Expectations** of University life. This will help students summarise their learning and reflect on their activities and experiences.	The ERGE journal template
20min	**TASK 2: INDIVIDUALLY COMPLETE THE EXERCISE BELOW TO HELP YOU WITH GOAL SETTING. ON COMPLETION DISCUSS YOUR GOALS WITH YOUR PARTNER** The facilitator shares her/his experience in setting and achieving goals and how these can be influenced by family, parents, community and peers. Discuss the importance of setting realistic	Student Worksheet

	goals which can be achieved within a time frame. **Paired activity** Students to set immediate, - short-term (3-6 months) - mid-term (6 months – 2 years) - long-term goals (2 to 5 years) Students then discuss their goals in pairs. 2 pairs may be asked to present their goals to the class.	
20 min	**TASK 3: GROUP DISCUSSION – Discuss the following questions in a small group:** - Students to ask themselves if their goals are consistent and realistic in terms of their abilities; - Students think about what they want to achieve and the skills and knowledge needed to meet their goals; - What steps will assist students in achieving their goals? **Concluding Note:** The facilitator to conclude the discussion about being realistic in setting timelines and goals. Setting small targets to success: For Example: - Possibly enrolling in 3 units rather than 4 units per semester - Not overworking - Asking for help from tutors when needed	Student Worksheet

Total Time = 45 minutes

MODULE 2

EFFECTIVE TIME MANAGEMENT AND PLANNING
Session 1

Lesson Topic 1: Planning your semester, weekly planning, managing stress and expectations

Objectives:

1. To identify ways in which students can manage time more effectively;

2. To assist students to understand the principles of time management;

3. To help them develop a personal weekly and semester plan and a realistic study plan that will help them learn effectively;

4. To enable students to reflect on the similarities and differences in 'time concept' and 'time management' between their own culture and Australian university culture.

Duration for activity	What will I do as an academic or facilitator?	Resources
15 min	**TASK 1: CREATING 'TO-DO' LISTS** **Small group activity** Note: This task teaches students to list all things they need to do for the day. It will allow them to prioritise what are the most important things they need to do for the day and in what order. Students from refugee backgrounds often are overwhelmed with multiple daily issues and need the skills to be able to prioritise. They often do not have the support systems that other students may have (eg: educated parents, family) In small groups of three, students reflect: • If they have time to complete the items circled on their list? • If not, what can they do? • If yes, do they have any extra time during the day?	To-do list template
20min	**TASK 2: UNDERSTANDING THE CONCEPT OF TIME** **Paired activity** In pairs encourage students to discuss the following questions: 1. How is time perceived in their culture?	Student Worksheet

	2. How was their day divided in their country of origin? 3. What does their day comprise of in Australia? 4. What differences and similarities are noticed? Note: This activity can lead to an active discussion on perceptions of time in different cultures and countries, expectations of arriving on time or keeping appointments and this will follow on with the students understanding of 'time' in Australia.	
20 min	**TASK 3: <u>CONCLUDING ACTIVITY</u>** **INDIVIDUAL WEEKLY STUDY PLAN TEMPLATE** **Individual activity** Based on the above example of a weekly plan, students prepare their own realistic study plan using the Task 3 template. The facilitator moves around the groups and assists students to make a tentative weekly plan based on their personal study and work. Conclude the activity by pointing out that a plan can change and evolve during the week. Students from refugee backgrounds will benefit from the weekly plan as it may help provide some structure when they have to manage multiple study, family, work and financial commitments.	Weekly plan template

Total Time = 55 minutes

MODULE 2

EFFECTIVE TIME MANAGEMENT AND PLANNING
Session 2

Lesson Topic 2: Establishing time for study; learning effective time management skills; negotiating home, work, social and study time

Objectives:
- To establish priorities for studying and revising;
- To review how students spend their time;
- To learn how to avoid over-commitment and limit activities to fit in with their daily goals.

Duration for activity	What will I do as an academic or facilitator?	Resources
30 min	**TASK 1:** **Introduction:** The facilitator introduces the concept of time management to the group. Pages 22-24 in the student module and notes provide a clear introduction to concept and need for time management. This is especially important among students from refugee backgrounds who are faced with multiple realities (the transition and enculturation to a new country, the new educational system, the different process of doing things in Australia – eg assessment, online data searches). **CASE STUDY SCENARIO** **Paired activity** Discuss the **case scenario** with the group: You are a full time University student enrolled in 4 units this semester. You use public transport to travel to university each day and have to use a bus and train to get to University thus travelling 1 hour per day each way to and from your house. You work on Thursday and Friday nights from 6 pm to 9 pm and every Saturday from 9 am to 4 pm. In week 12 of the semester, you have assignments due for all the 4 units you are enrolled in.	Students use their workbooks

15 mins	In addition you have family commitments and are required to assist picking up your younger sister and brother from school two afternoons a week at 4 pm.	
	Using this scenario students work in pairs and develop strategies they will need to use their time effectively and efficiently in order to submit all 4 assignments on time.	
	Later, students will share their strategies with the class.	
	TASK 2: CONCLUDING ACTIVITY	
	The facilitator may ask students to reflect on their own day so that they review what they do on a daily and weekly basis and have a general discussion on how to avoid over commitment.	

Total Time = 45 minutes

MODULE 2

EFFECTIVE TIME MANAGEMENT AND PLANNING
Session 3

Lesson Topic: Successful goal setting, achieving effective work life balance

Objectives:
- To assist students to identify career goals and develop action plans;
- To demonstrate an understanding of the relationship between educational requirements and the changing nature of work;
- To use a career planning process that includes self-assessment, personal development and work life balance.

Duration for activity	What will I do as an academic or facilitator?	Resources
20 min	**Note:** Moving on from time management, setting realistic goals is critical for students from refugee backgrounds. Educational expectations in their home countries are often unrealistic with many students wanting to be doctors, engineers or lawyers but not quite understanding the difficult process to meet these goals. **TASK 1: HOW DO YOU INTERPRET THE TERM 'GOAL-SETTING'?** **Paired activity** - Students are introduced to the concept of 'goal setting'; - They work in pairs and brainstorm the concept of goal-setting and share their thoughts with the group.	Students use their workbooks
20 min	**TASK 2:** **The SMART** (Specific, Measurable, Achievable, Realistic, Timely) worksheet will assist the students to develop realistic goals and possibly reflect on what will be needed to reach their goals **SMART GOALS WORKSHEET Individual activity** - Introduce the **SMART (Specific, Measurable, Achievable, Realistic, Timely)** concept to students explaining each term; - Using the 'SMART GOALS' table in their worksheet students	Student Smart Goals Worksheet

	develop a goal statement;	
	▪ Determine what students will need to do to reach their goals.	
10 min	**TASK 3: SMART GOALS WORKSHEET – PLEASE LIST OBSTACLES AND SOLUTIONS** **Paired activity** Using the table in the workbook, students list possible obstacles and what the solutions could be to the goals they have listed.	Student Worksheet
20 min 10 mins	**TASK 4: MY CAREER AND INTERMEDIATE GOALS** **Individual and paired activity** ▪ Discuss education and training, personal and career goals and the importance of having goals; ▪ Instruct students to choose **one** goal from their first list and write it at the top of this worksheet; ▪ Have them work individually to fill in the rest of the worksheet, describing the steps to achieve their goal, where they are now, and the potential obstacles and solutions; **CONCLUDING COMMENT AND ACTIVITY** The facilitator encourages students to share their goals with one another or with the group. She/he may share their own career path and how they achieved their goals.	Student Worksheet

Total Time = 80 minutes

MODULE 3

UNDERSTANDING AND ACCESSING UNIVERSITY SUPPORT SERVICES

Session 1

Lesson Topic: Understanding University culture

Objectives:

1. To enable students to understand their responsibilities as a student;

2. To assist students to identify social, recreational and other activities available at the University.

Duration for activity	What will I do as an academic or facilitator?	Resources
10 min	**WHAT IS UNIVERSITY CULTURE?** The facilitator will begin by exploring the concept of 'university culture' in Australia and what students from refugee backgrounds understand from this. She/he will ask those students who have been to university in their country of origin to share their experiences.	
20 min	**TASK 1: HOW CAN A STUDENT GET INVOLVED IN UNIVERSITY ACTIVITIES?** **Group discussion** ▪ Ask the students to write down all the units they are taking in the semester. ▪ Break the units down into contact hours and help them identify how many hours they might be expected to spend on each unit outside university. ▪ Introduce the students to the different social, recreational and other extra curricular activities they might like to be involved in. ▪ Explore the university website for links to volunteering activities, guild activities, recreational and sporting activities.	The session will be conducted in a computer lab. The students will explore the university website and the various web links.

15 mins	**TASK 2: GROUP DISCUSSION – CONCLUDING ACTIVITY**	
	ACTIVITIES AT UNIVERSITY	
	The group discusses the following:	
	1. Volunteering at university	
	2. Guild activities	
	3. Recreation	
	4. Membership of university student associations	
	5. Sporting activities at university	
	6. University events	
	This will help the students understand what is expected of them as a student and how much time they have for non-study related activities.	
	The facilitator concludes the session by sharing some examples of students she/he may know from refugee backgrounds who are active in university activities.	

Total Time = 45 minutes

MODULE 3

UNDERSTANDING AND ACCESING SUPPORT SERVICES

Session 2

Lesson Topic: Getting the most from campus support services

Objectives:

1. To enable students to identify appropriate available services;
2. To enable students to understand the role of available services;
3. To enable students to select the appropriate service for their particular needs.

Duration for activity	What will I do as an academic or facilitator?	Resources
20 min	**TASK 1: WHAT UNIVERSITY SUPPORT SERVICES ARE AVAILABLE?** **Group discussion** ▪ The purpose of this activity is to make students aware of the various services that are available in the university. (eg: Health, recreational, counselling, multi-faith) ▪ How can students find services on the university website? ▪ **Instruction to students:** "Search your university's website for 5 services that you think are appropriate for your needs and write a paragraph for each service. Explain why you think the services that you selected are important." ▪ Each university will have a web link to its services for students. ▪ Eg: You can find all of Curtin University's services for students at: http://unilife.curtin.edu.au/	This session will be conducted in a computer lab
20 min	**TASK 2: LOCATION OF THE SERVICES** **Paired activity** ▪ Students work in pairs and locate the services that they identified as important on the campus map provided;	Campus Web Map

| 10 min | CONCLUDING ACTIVITY

Lead a student discussion on their knowledge, understanding, access and uptake of available services.

Note: Students from refugee background may not have the knowledge of services available on campus and if they do have the knowledge may not access the services. That is why they need to be encouraged to use the facilities available, which are very often free for students. | |

Total Time = 50 minutes

MODULE 3

UNDERSTANDING AND ACCESING SUPPORT SERVICES

Session 3

Lesson Topic: Identifying personal support networks

Objectives:

1. To assist students to identify their personal support networks

Duration for activity	What will I do as an academic or facilitator?	Resources
20 min	**TASK 1: PERSONAL SUPPORT NETWORKS (PSN)** **Note:** During the pilot session many students from refugee backgrounds commented that community members who themselves have succeeded at university can act as mentors and assist students. Many mothers who had also come to Australia and gone on to complete their undergraduate and post-graduate degrees were role models who could advise students. **Individual activity** ▪ Explain to students the term 'person support networks'; ▪ Encourage students to individually, make a list of people (friends, family, community members) close to them who they could turn to for help if needed; ▪ These people form their personal support network; ▪ Students list the ways in which these people can assist them. **CONCLUDING COMMENT:** The facilitator needs to convey to students that together with support services, the community and personal networks of the student can provide support, assistance and mentoring. The PSN can form a strong link to build a student's confidence, particularly in their first year at university	Student workbook

Total Time = 20 minutes

MODULE 4

LECTURE AND TUTORIAL PREPARATION AND PARTICIPATION

Session 1

Lesson Topic: Preparing for your lectures and tutorials

Objectives:

1. To provide students with tips on preparing for lectures

Duration for activity	What will I do as an academic or facilitator?	Resources
25 min	**TASK 1: WHAT IS YOUR UNDERSTANDING OF THE WORD LECTURE?** **Group activity** ▪ Students work on the task in groups and then share their thoughts with the class; ▪ Students brainstorm their ideas in the mind map; ▪ Led by the facilitator, each group discusses their thoughts on lectures;	Brainstorming sheet
20min	**TASK 2: HOW DO YOU PREPARE FOR YOUR LECTURE?** **Paired activity** ▪ Students discuss in pairs, how they prepare for lectures ▪ They write down their ideas in the box provided in the workbook ▪ Students share ideas which are then amplified by the lecturer and students can add any other salient points **CONCLUDING COMMENT:** After the discussion students are provided with basic guidelines on how to prepare for a lecture from the notes provided on page 33 and 34 of the student notes.	Student Worksheet

Total Time = 45 minutes

MODULE 4

LECTURE AND TUTORIAL PREPARATION & PARTICIPATION

Session 2

Lesson Topic: The purpose of tutorials and getting the most from your tutorials

Objectives:

1. To enable students to understand the importance of tutorials and tutorial attendance;
2. To provide students with tips and strategies on how to prepare for tutorials.

Duration for activity	What will I do as an academic or facilitator?	Resources
25 min	**TASK 1: WHAT IS YOUR UNDERSTANDING OF THE WORD TUTORIAL?** **This activity can be a small group discussion and paired activity** ▪ Facilitator asks students the question: "Why are tutorials important?" Students to share their thoughts with a partner. ▪ Students work in groups and then share their thoughts with the class on what they think about tutorials. ▪ After the discussion the lecturer/facilitator to provide students with tips and strategies on how to prepare for a tutorial session.	Student workbook
20min	**TASK 2: HOW DO YOU PREPARE FOR YOUR TUTORIALS?** **Paired activity** ▪ Lecturer then asks students: "If you have attended a tutorial session at University, share an example of your experiences of the session". ▪ In pairs discuss the question, 'How do students prepare for tutorials?' ▪ Students share their answers with the class.	Student Worksheet
10 min	**TASK 3:** **STRATEGIES STUDENTS CAN USE TO BENEFIT FROM TUTORIALS** **Paired activity** ▪ On the basis of the above information, students work in pairs to	Student Worksheet

	develop their individual strategies so that they gain the most benefit from their tutorials. **CONCLUDING COMMENT:** The facilitator goes through the tutorial checklist on page 36, list of tutorial strategies and checklist on page 38 and 39 of the student modules. The importance of tutorial attendance and the benefits is explained during this session.	

Total Time = 55 minutes

MODULE 4

LECTURE & TUTORIAL PREPARATION AND PARTICIPATION

Session 3

Lesson Topic: Participating in tutorial group work

Objectives:

1. To familiarise students with the concept of group work;

2. To convey the importance and significance of tutorial group work sessions and activities.

Duration for activity	What will I do as an academic or facilitator?	Resources
15 min	**TASK 1: Students thoughts about group work** In groups of 4, using the template on page 40, students brainstorm some thoughts about the value of group work.	Group work template
20 min	**TASK 2: Group work** **In the same group of 4 students (as in task 1) students discuss the following:** **Question: How can the University improve campus security and increase the safety of students?** **The group discusses this question for 20 minutes and then answers the questions below** 1. Did students participate actively in the discussion? Were they prepared for the group discussion? 2. Did any members of the group engage in unproductive behaviour? If so, how did the group discourage this behaviour? 3. Students to give one example of something learned from the group. 4. Students to give one specific example of something the other	Student Worksheet

	group members learned from each other which they did not know.	
15 mins	**CONCLUDING ACTIVITY:** As a concluding activity the facilitator can discuss the various roles that group members can take during group work. Students from refugee backgrounds may lack the confidence to take a lead role in group work or may not be able to voice their views. The facilitator may wish to provide words of encouragement to build confidence.	31

Total Time = 50 minutes

MODULE 5

INFORMATION TECHNOLOGY, LIBRARY AND RESEARCH SKILLS

(This module must be delivered in a computer laboratory preferably in the library)

Session 1

Lesson Topic: Searching for articles and identifying relevant online databases

Objectives:

1. To assist students to understand the research process;
2. To help students identify and decide on the keywords of a research topic and plan a literature search;

Duration for activity	What will I do as an academic or facilitator?	Resources
15 mins	**The distinct phases of the research process** **Note:** To students from refugee background many aspects of university teaching and learning in Australia are new and often overwhelming. The research process is often a new and difficult process to learn and master. This module will provide a brief overview of this process This is the first of two sessions dealing with research and research skills. The students will require some guidance by the facilitator as they may be doing research for the first time. ▪ Lecturer to discuss the 'Fact Sheet' [page 43 of student workbook] on the research process with the class. The research process can be divided into four distinct phases[1]: 1. **Collection Phase:** The focus is on using key words to find the data you require;	The research process discussion page in student workbook

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[1] Eunson, B. (2008). *Communicating in the 21st Century (second edition).* Milton, Brisbane: Wiley. Page 8

	2. **Analysis phase:** The focus is on turning the data into information and sorting out the information that is not relevant; 3. **Synthesis Phase:** The focus in this phase is on processing information so that inter-connections are revealed; 4. **Insight Phase:** In this phase knowledge is used to write a review or a synthesis of the information you have obtained.	

15 mins	**TASK 1: Using key words - Individual activity**
	
	For example if you were doing an assignment on **Health Promotion**, the key words you would choose could be **exercise, diet, staying healthy;**
	
	The lecturer provides students with some terms and asks students to list some key words:
	
	Eg:
	    ▪ Climate Change
	    ▪ Tourism
	    ▪ A healthy lifestyle	

Total Time = 30 minutes

MODULE 5

INFORMATION TECHNOLOGY, LIBRARY AND RESEARCH SKILLS

(This module must be delivered in a computer laboratory)

Session 2

Lesson Topic: Effective library skills

Objectives:

1. To demonstrate to students the importance of library skills and referencing;

2. To help students develop the skills and knowledge required to search for relevant articles using online search engines and library catalogues and databases.

3. To allow students to work on a research topic and develop skills to search for relevant articles online and in the library catalogue.

Duration for activity	What will I do as an academic or facilitator?	Resources
10 min	**Ice-breaker Activity:** This is an activity to get students to look at words in a fun way and to prepare them for the next activity. Process • Before the class, the facilitator cuts the anagram activity sheet along the grid lines. • Explain the meaning of anagrams: A word/phrase/sentence formed from another by rearranging its letters e.g.: angel is an anagram of angle or glean • Provide each student in the class one printed rectangle and instruct them to find the owner with its matching anagram • When every word has been paired with its anagram, allow the class to share their anagrams.	Anagram List

ANAGRAM ACTIVITY SHEET (NOT TO DISTRIBUTE TO STUDENTS)

Dormitory	Dirty room
The public art galleries	Large picture halls, I bet
A decimal point	I'm a dot in place
Eleven plus two	Twelve plus one
Contradiction	accord not in it
Microwave	Warm voice
Hot Water	Worth tea
Debit Card	Bad credit
The Eyes	They see
Comfort is	Micro soft
Schoolmaster	The classroom
Action Man	cannot aim
Eye	yes
Late	Teal
Tarp	part
The Ears	heaters
Now Here	Nowhere
Sledge	Ledges

Duration for activity	What will I do as an academic or facilitator?	Resources
30 min	**TASK 1: This session will be conducted in a computer lab with internet access.** **Individual activity** The facilitator discusses effective library research skills from page 45 of the student workbook. Facilitator provides students with an overview of the literature review process and guides them through the stages: ■ Topic selection; ■ Identifying key words; ■ Doing a search ■ Sourcing journal articles ■ Reviewing and critiquing **Choose one of the 3 topics:** ♦ Aboriginal Australians, ♦ Climate change, ♦ Asylum seekers **Undertake a small search on the topic of your choice. Use the points below to guide you** ♦ Select one of the topics listed above and think about it for a few minutes; ♦ List up to three main concepts and key words; ♦ List two similar terms (synonyms) for each concept. **Prepare a 400 word summary on the topic, highlighting some issues that you have read.** **CONCLUDING COMMENT:** This exercise is meant to be an example, it is possible that some students may find it difficult to source appropriate journal articles and write 400 words. Inform students that this is a process and a skill that they will develop over time as they continue with tertiary education.	Student Workbook

Total Time = 40 minutes

MODULE 5

INFORMATION TECHNOLOGY, LIBRARY AND RESEARCH SKILLS

(This module must be delivered in a computer laboratory)

Session 3

Lesson Topic: Understanding the importance of referencing and learning about referencing styles.

Objectives:

1. To help students to understand the importance of referencing at University.

Duration for activity	What will I do as an academic or facilitator?	Resources
15 min	**Introduce Referencing**: The facilitator will introduce the importance of reference using the student modules as a guide (pages 47 and 48) 1. **The convey the importance of referencing to the class** 2. **Possibly brainstorm with a short discussion why students must reference.** 3. **Discuss the various REFERENCING STYLES** There are a number of referencing styles. Discuss these with students: • Chicago Author-Date • APA • Vancouver • Harvard (Author/Date) Style from The Melbourne University • Australian Journal of Physiotherapy Referencing from Curtin Department of Public Health • MLA from Purdue University USA • Footnotes (Chicago Style) from University of Wisconsin-Madison	Anagram List

| 20 mins | **Concluding activity: This session will be conducted in a computer lab with internet access.**

The Facilitator asks students to check the university library website and guides them through links that may have supporting student tutorials

Example : the Curtin University website at this link has an external online tutorial on study and research tools that students can browse

http://library.curtin.edu.au/study-and-research-tools/online-tutorials/infotrekk/trek9.cfm# | |

Total Time = 35 minutes

MODULE 6

UNDERSTANDING LANGUAGE, REFERENCING AND PLAGIARISM

Session 1

Lesson Topic: Developing and enhancing English language skills

Objectives:

1. To demonstrate the importance of English language skills

2. To provide students with information about English Language Support services available on campus

Duration for activity	What will I do as an academic or facilitator?	Resources
10 min	**TASK 1: The facilitator introduces listening, speaking, reading and writing academic English and why it is important for university students** **Paired activity** [In pairs students answer the following questions] ▪ Language you spoke at home ▪ Language taught in school ▪ When did you start learning English? ▪ What was the process used to teach you to communicate in English?	Student Worksheet
15 min	**TASK 2: Students list 2-3 more points as to why they feel developing English language skills is important at university in Australia.** **CONCLUDING COMMENT:** All students from refugee backgrounds are multilingual, but English is often their third or fourth language. Discuss the reasons why English is important in the learning and work environment in Australia to conclude this activity.	Student Worksheet

Total Time = 25 minutes

MODULE 6

UNDERSTANDING LANGUAGE, REFERENCING & PLAGIARISM
Session 2

Lesson Topic: Reviewing literature, understanding academic integrity and paraphrasing

Objectives:

1. To provide students with information about academic integrity

2. To explain to students the meaning of a literature review;

3. To help students develop the skill of paraphrasing and the practice of writing in their own 'voice';

Duration for activity	What will I do as an academic or facilitator?	Resources
15 min	**TASK 1: Group of three activity** **Students in groups of 3 brainstorm their understanding of a literature review** **Question:** What is your understanding of the term a *literature review?*	Student Worksheet
40 min	**TASK 2: Whole Group Activity** The facilitator explains the term 'Academic Integrity' to the students. Have an open discussion with the class, reviewing the table and points on page 54 and 55 of the student module. The facilitator will provide students with 3 handouts to assist in students developing an understanding of academic integrity. The handouts relate to the issues listed below.[2] These handouts are provided to the facilitator as pdf documents.	Student handouts

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[2] Source © http://guides.library.ualberta.ca/content.php?pid=62200&sid=458936

- Evaluating internet resources
- Understanding proper paraphrasing
- Research and writing tips to avoid plagiarism

The facilitator will lead a group discussion on each of the issues. Finally explain the importance of paying attention to detail when referencing as inconsistencies can have the potential of altering meaning.

CONCLUDING COMMENT:

The students from refugee backgrounds will have gained some understanding of the terms literature review, academic integrity and paraphrasing.

The facilitator wraps up the session by reflecting on the terms and stressing their importance, at the same time informing students that their understanding and skills in reviewing and paraphrasing will evolve with time as they progress through University.

Total Time = 55 minutes

MODULE 7

ASSIGNMENTS, CRITICAL READING AND THINKING STRATEGIES

Session 1

Lesson Topic: Understanding an assignment question and marking criteria

Objectives:

1. To give students the opportunity to share their understanding of assessments and assignment writing;
2. To provide students with a list of directive verbs and their definitions;
3. To provide students with skills to develop a plan for answering an assignment question, organising structure and maintaining word length;
4. To enable students to develop an understanding of the areas they need to research in order to address the assignment question.

Duration for activity	What will I do as an academic or facilitator?	Resources
20 min	**TASK 1: Paired activity - Assessments and Assignments** **Give students the following instruction**: In pairs work on the following set of questions; two of you will share your answers with the class. 1. What is the education system like in your home country with regards to assignments and exams? 2. Have you worked on assignments in your country of origin and how are they different from assignments in Australia? **CONCLUDING COMMENT:** The facilitator will conclude the session by providing an overview of assessment and assignments. She/he will mention that in many countries especially the countries that students from refugee backgrounds come from, exams are the norm and students are often tested on their capacity to memorise and rote learn rather utilising critical thinking.	Student worksheet

Total Time = 20 minutes

MODULE 7

ASSIGNMENTS AND CRITICAL READING & THINKING STRATEGIES

Session 2

Lesson Topic: Developing critical reading strategies

Objectives:

1. To provide students with guidelines on reading strategies;

2. To enable students to understand the importance of planning assignment outlines;

3. To provide students with strategies to break down assignment questions into manageable parts;

Duration for activity	What will I do as an academic or facilitator?	Resources
40 min	**TASK 1: Individual activity: SUMMARISING AN ARTICLE** ▪ The facilitator will provide students with an article; (a short journal article will be provided for the exercise); ▪ The students will read the text, make notes and prepare a concise summary of 300 words; ▪ They will also provide 2-3 references.	Article Handout
15 min	**CONCLUDING COMMENT:** The facilitator will take students through the points on pages 59 and 60 and have a general discussion that will address objective 2 and 3. The facilitator concludes the session by going through and explaining the definitive verbs lists and how the verbs can assist students with their assignment writing. The facilitator may provide the student with some strategies that he/she may have used of their own experience of preparing for assignments.	

Total Time = 45 minutes

MODULE 8

STRENGTHENING YOUR WRITING SKILLS
Session 1

Lesson Topic: Constructing an academic argument & learning about language to use when writing essays

Objectives:

1. To explain the difference between an academic argument and a personal argument;

2. To provide students with general advice on constructing arguments in academic writing;

3. To provide students with advice on the language to use when writing essays and assignments.

Duration for activity	What will I do as an academic or facilitator?	Resources
20 min	**TASK: A general group discussion on the difference between a personal academic argument and an academic argument.** This task will be a general discussion led by the facilitator, students will be able to express their thoughts on a personal argument and an academic argument and its importance in tertiary education. The facilitator will go through the fact sheet on page 63 in the student workbook on the tips for academic writing. If some of the students have had experiences about academic writing they can share the same.	Student Workbook

Total Time = 20 minutes

MODULE 8

STRENGTHENING YOUR WRITING SKILLS
Session 2

Lesson Topic: Understanding and using feedback to improve your writing

Objectives:

1. To enable students to understand the importance of self –assessment;
2. To help students use feedback to improve their work.

20 minutes   **TASK 1: SELF ASSESSMENT – Paired activity**

The facilitator will encourage students to work in pairs to go through the following list of key skills that will assist students in reflecting on their studies so far and the key skills that they may have or will need to develop

The skills of working effectively with others (group projects).
Key words: approachability, team work, co-operation, rapport, adaptability

Communication skills with fellow students (expressing your ideas, and explaining)
Key words: listening, enthusiasm, clarity, pertinence, confidence

Decision making skills: (choosing which assignment to do, and which information to include)
Key words: decisiveness, research, planning, reaching a conclusion, evaluation

Time Management skills: (ensuring your assignments are done on time)

Key words: planning, effective time management

Information Technology skills: (using the computer and Microsoft office programs)
Keywords: word processing, formatting

The skill of achieving your goals (completing units with credits and distinction, taking part in guild activities)

Key words: determination, commitment, will-power, resolution, ambition, resilience

10 mins   CONCLUDING COMMENT: REFLECTING ON TUTOR FEEDBACK

The facilitator concludes this session by discussing the feedback from the tutor table on page 65 of the student workbook and facilitates a general discussion on how feedback can be used to improve one's work.

Total Time = 30 minutes

MODULE 9

PREPARING FOR EXAMS
Session 1

📝 **Lesson Topic: Expectations for exams and how to revise and prepare for exams**

Objectives:

1. To enable students to discuss cultural differences in examination expectations;
2. To provide students with practical advice on effective study techniques;
3. To provide students with tips on how to revise and prepare for exams.

Duration for activity	What will I do as an academic or facilitator?	Resources
15 min	**TASK 1: Individual activity** The facilitator discusses EXAM PREPARATION with the class and students in pairs then answer the questions below: 1. How were exams conducted in your home country? How did you prepare for them? 2. What strategies do you implement to overcome exam stress and anxiety? 3. How do you prepare for exams? Two students will then be asked to present their ideas to the group.	Student Worksheet
20min	**TASK 2: Paired activity** Working in pairs with a fellow student, the students write down their understanding of the terms below. ▪ definitions ▪ case studies ▪ short essays ▪ essays	Student Worksheet

	▪ review papers The facilitator then has a discussion on the listed terms and explains to the students that in an examination paper of 2 to 3 hours some or all of the above can be asked. An exam can include definition of terms, students can be asked to write a short essay of 1500 words and they may also be asked to write short answer responses. Depending on the discipline, they may be asked to write a case study of 500 to 800 words and provide a critique of a journal article or review paper. If the facilitator can bring an exam paper as an example it can also be used and can be a useful reference.	
10	**TASK 3: Paired Concluding activity** Students discuss with a partner how they have prepared for exams previously and what changes they need to make to adequately prepare for exams at university. The session ends with a whole group discussion led by the facilitator on exam hints for effective studying on page 68 of the student modules.	Student Worksheet

Total Time = 45 minutes

MODULE 10

SELF REFLECTION

WHERE WILL MY UNIVERSITY JOURNEY LEAD TO?
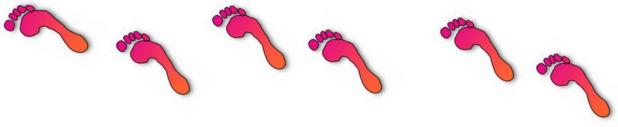
[DREAM TIME, FUTURAMA]

Session 1

Lesson Topic: Self-reflection of the past and future

Objectives:

- To enable students to reflect on their journeys including the *Life* program;
- To enable students to dream, aspire and think about their future

Duration for activity	What will I do as an academic or facilitator?
30 min	**TASK 1: The facilitator/lecturer will share their story of their academic journey** **REFLECTING IN PAIRS – MY VISION OF MY ACADEMIC JOURNEY** 🔸 Select a partner and using footprints as a symbol, tell your partner the story of your journey and footprints. 🔸 Where have your footprints taken you? 🔸 What journeys have you travelled? 🔸 Share your challenges, difficulties, highlights and feelings. 🔸 Remember it is your story! 🔸 Then share your dreams and hopes for the future

Total Time = 30 minutes

TIME DURATION OF MODULES

Module	Session	Duration in Minutes
Module 1	Session 1	70
Module 1	Session 2	45
Module 2	Session 1	55
Module 2	Session 2	40
Module 2	Session 3	80
Module 3	Session 1	45
Module 3	Session 2	50
Module 3	Session 3	20
Module 4	Session 1	45
Module 4	Session 2	55
Module 4	Session 3	50
Module 5	Session 1	30
Module 5	Session 2	40
Module 5	Session 3	35
Module 6	Session 1	25
Module 6	Session 2	55
Module 7	Session 1	20
Module 7	Session 2	55
Module 8	Session 1	20
Module 8	Session 2	30
Module 9	Session 1	45
Module 10	Session 1	30
TOTAL TIME		**940 minutes = 16 hours**

Note: The **student modules** can be delivered over 2.5 days but the times set in each of the modules are to be used as an estimate. An academic or facilitator can use their own discretion with regards to the time they want to use.