LIFE
learning interactively for engagement

MEETING THE PEDAGOGICAL NEEDS OF STUDENTS FROM REFUGEE BACKGROUNDS

ACADEMIC GUIDE: SEMESTER LONG 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

MURDOCH UNIVERSITY
MURDOCH CAMPUS

Charles Darwin
UNIVERSITY

Curtin
University of Technology

AUSTRALIAN
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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

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INTRODUCTION TO THE PEDAGOGICAL DESIGN OF THE TEACHING AND LEARNING MODULES

The Murdoch and Curtin University design teams designed, developed and trailled 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 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 the Curtin University 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 learners, overcome the roadblocks they would encounter in 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 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. Nine 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 nine modules, two were presented in a computer lab, while the rest were presented in a classroom setting. All modules are accompanied by an academic guide to assist academic delivery of the program.

LEARNING INTERACTIVELY FOR ENGAGEMENT
TEACHING AND LEARNING MODULES

These modules have been developed in response to the identified needs of refugee students. The following modules were delivered in semester 1, 2009. The modules can be modified in response to student feedback at different universities and in different contexts.

	Modules for LIFE	Session 1	Session 2	Session 3	Session 4	Session 5
1	**Being a proactive learner and a successful student**	Getting started: 7 point checklist	Understanding university cultures	Goal setting at university	Being a proactive learner:	
					five important qualities	individual learning styles
2	**Meta-cognitive help seeking skills**	What are help seeking skills?	Using meta-cognitive strategies:			
			learning how to learn	help seeking skills		
3	**Time Management**	Weekly planning	Identifying strengths and blockers	Long term planning	Managing time=managing self	
4.	**Tutorial Participation**	Purpose of tutorials and role of tutor	Building confidence in tutorials	Tutorial participation:		
				Preparation 1	Preparation 2	
5	**Reading strategies**	Seeing the big picture	Skimming and scanning texts	Making meaning	Becoming a strategic reader	
6	**Research and computer technology**	Introduction	Beginning your research	Exploring your topic and finding relevant resources:		Evaluating and citing sources
				Books	Databases and Google scholar	
7	**Understanding some fundamental principles of essay writing**	Distinguishing between an academic and personal argument	Constructing an academic argument	Practising an academic argument		
8	**LiFE reflections**	Reflecting overall on the learning in the LiFE program				

MODULE 1
BEING A PROACTIVE LEARNER AND SUCCESSFUL STUDENT
Overview

Practical

Theoretical

Teacher led

Student led

Lesson topics	Objectives	Tasks
1. Getting started: Seven point checklist	• To allow students to share information about themselves to develop relationships with each other • To reflect on the similarities between engaging with a new culture and settling into university • To consider important steps to take to prepare for life at university • To identify gaps in preparation for university and plan accordingly	**Pair activity** - sharing information about own background and the process of adaptation to a new culture **Individual task** - students to read through checklist to establish what they have done and what remains to be done. **Individual task** - reflective writing about the experience of settling in to university.
2. Understanding university cultures	• To enable students to understand that entering a new culture, such as university, requires developing proactive strategies to participate in that culture and succeed in it • To give students the opportunity to share their current understanding of the university • To encourage students to be proactive in developing strategies for learning in the university community	**Individual task** - reading the statements about challenges at university and university culture **Group task** - Responding to the questions about university culture(s). **Individual task** - Reflecting on the learning developed in the lesson

3. Goal setting at university	• To familiarize students with different types of goal setting • To encourage students to learn to set goals in a university context	**Individual and pair task** - to provide students with positive strategies that might describe their habits. Students will read the statements individually. Then they discuss the ones that best describe their learning strategies with their partners. **Individual and pair task** - students develop a short-term goal and processes or strategies to achieve the goal. **Pair discussion -** students discuss some questions in regards to goal setting.
4. Being a proactive learner: Five important qualities	• To reflect on perceptions of the 'model student' • To identify and explore qualities of proactive learning • To discuss and share ideas for becoming a more proactive learner	Pair and whole group discussion: student-centred learning and teacher-centred learning Individual task: matching exercise followed by pair discussion Whole group discussion: Strategies that work
5. Being a proactive learner: Individual learning styles	• To reflect on learning • To identify individual learning styles using online questionnaires • To use knowledge about individual learning styles to improve study outcomes	Whole group survey Individual task: online questionnaire Whole group: discussion

MODULE 1
GETTING STARTED: 7 POINT CHECKLIST
Session 1

(It is recommended that this lesson be conducted in the library, preferably in a learning common, where access to support and facilities can be shown and modelled)

Objectives of the session

- To allow students to share information about themselves to develop understanding and relationships with each other
- To reflect on the similarities between engaging in a new culture and settling in at university
- To consider important steps to take to prepare for life at university
- To identify gaps in preparation for university and plan accordingly.

Time	What will I do?	Why will I do it this way	Resources
2-3 min	Read the statements under the heading 'Did you Know?'	To introduce and personalise the topic to the students.	Student Worksheet
15 min	**TASK 1: 'PAIR AND SHARE' (DISCUSSION)** Model a discussion of the first point with one or two students in front of the whole group then allow them to continue their discussions in **pairs**. Invite students to discuss their arrival experiences and encourage them to reflect on the process of noticing, engaging with, learning about and understanding a new culture.	To allow students to reflect on their bicultural skills and to share information about the cultural backgrounds of members of the class.	
20min	**TASK 2: INDIVIDUAL READING ACTIVITY** Students read through the 7 points of the checklist and tick those steps they have already undertaken. Invite a discussion about what steps are the most important and allow students to share their experiences and tips.	To identify students' level of preparation for university and identify needs. To provide support and information for students in need.	Student Worksheet
10 min	**TASK 3: INDIVIDUAL REFLECTIVE WRITING** Students **individually** reflect on the focus questions and write down their ideas.	To provide students with "low stakes" writing opportunities and reflect on their level of preparation for university studies.	Student Worksheet

MODULE 1
BEING A PROACTIVE LEARNER: UNDERSTANDING UNIVERSITY CULTURE
Session 2

Objectives of the session

- To give students an understanding of the cultures they have participated in prior to coming to university
- To enable students to understand that entering a new culture, such as the university, requires developing proactive strategies to enter that culture and succeed in it.

Time	What will I do?	Why will I do it this way	Resources
5 min	Introduce the topic of the culture of the university (how entering it is like travelling in a foreign culture with different expectations, languages, attitudes and values).	Students often feel that the university is a foreign culture, if not a hostile one. Framing the university as a foreign culture (like travelling to an exotic destination) makes explicit that the experience may be exciting and challenging. It demands that people develop skills to navigate their way around the culture.	Student Worksheets
5 min	**TASK 1: WHOLE CLASS DISCUSSION** Ask students to comment on what they have noticed about the university and its culture already.	This is to enable the person conducting the lesson to ascertain what students know already and what they need to learn.	
20 min	**TASK 2: 'PAIR AND SHARE' (DISCUSSION)** Ask students to think about the culture of their school: what were the expectations, the attitudes to students, the values of the school, the language spoken? It could be primary or secondary school that they consider. **Talk to a partner about your school explaining the following points to your partner.** What were the expectations? How were these communicated to you?	This has been introduced to give students a topic that they can talk about and from which they can draw comparisons.	

	What were the attitudes to students? What language were you taught in? How would an Australian need to know to succeed in the school? How would they learn this?		
5 min	Ask students if they know that every culture: Has a set of beliefs, values, practices, rituals, language and artifacts (or outputs) that identifies and typifies that particular culture Is dynamic, changing and fluid Is concerned with the transmission of its values, beliefs, practices, rituals, language and artifacts Is learned and transmitted	Students are given this information to enable them to learn that all cultures have some commonalities and that the university is yet another example of a culture that needs to be understood to succeed within it.	
10 min	**TASK 3: IN A GROUP, BRAINSTORM THE FOLLOWING QUESTIONS AND WRITE DOWN YOUR RESPONSES** What do you know about the culture(s) of the university? What do you think you will have to learn to succeed in the culture(s) of the university? What barriers could prevent you from learning in the university cultures?	Here students are enabled to further develop their understanding and begin to question **what they need to do** to succeed in the culture and what they will need to overcome obstacles.	
5 min	**TASK 4: INDIVIDUAL WRITING** Reflect on what you have learned from this session and what you need to do to be a proactive learner in the university community. Write this down so that you establish your own learning goals.	This is an opportunity for students to connect with their own needs and determine how they can be proactive learners	

MODULE 1
GOAL SETTING AT UNIVERSITY
Session 3

Objectives of the lesson:

- To familiarise students with different types of goal setting
- To encourage students to learn to set goals in the university context

Time	What will I do?	Why will I do I it this way?	Resources
5 min	Allow students to read the first page or ask volunteer students to read it	Students will get familiar with the concept of 'goal setting' and its types.	Student Worksheet
15 min	**TASK 1: INDIVIDUAL AND PAIR TASK.** Provide students with positive strategies that might describe their habits. First, students read the statements individually. Then they discuss the ones that best describe their learning strategies with their partners.	To encourage students to think about their positive habits instead of negative. (The list of strategies given are all positive). Note: Go around the class and listen to what students are saying. At the completion of the task, sum up the activity based on your observations during the pair discussions.	Student Worksheet
20 min	**TASK 2: INDIVIDUAL AND PAIR TASK.** Students develop a short-term goal and processes or strategies to achieve the goal.	This provides students with an opportunity to develop a short-term goal and think about processes and strategies to achieve it. Let students know that the following sessions will help them to develop more detailed strategies to achieve their goals.	Student Worksheet
10 min	**TASK 3: PAIR DISCUSSION.** Students discuss some questions in regards to goal setting.	This task is to see whether students have understood the importance of goal setting or not. Also, this task opens up a conversation about obstacles that might distract students from keeping focused on	Student Worksheet

			achieving their already set goals.	
			At the end of the task, tell students that they will develop more detailed insights about the university's learning culture which goes hand in hand with goal setting in a university context.	9

MODULE 1
BEING A PROACTIVE LEARNER: 5 IMPORTANT QUALITIES
Session 4

Objectives of the session

- To reflect on perceptions of 'the model student'
- To identify and explore qualities of proactive learning
- To discuss and share ideas for becoming a more proactive learner

Time	What will I do?	Why will I do it this way?	Resources
5 min	Read the statements under the heading 'Did you Know?'	To introduce and personalise the topic to students.	Student Worksheet
10 min	**TASK 1: PAIR / WHOLE GROUP DISCUSSION** Explain the concepts: 'Student-centred learning' and 'teacher-centred learning' before discussion of the questions in pairs. SCL: an approach to education that focuses on the needs of the students rather than those of others involved in the educational process, such as teachers and administrators. It values the student voice and requires students to be active and responsible for their own learning. TCL: Teacher-centred learning has the teacher at its centre in an active role and students in a passive, receptive role. It is often characterized by content that is rote learnt and memorized. During whole group discussion of the questions, contrast students' answers to what is expected of students at this university and in this unit.	To gain insight into students' cultural background and former educational experience. To clarify the expectations of students studying this unit.	
10 min	**TASK 2: INDIVIDUAL MATCHING EXERCISE / WHOLE GROUP**	To break down attributes of the proactive learner and provide examples of how this is demonstrated	Student Worksheet

	DISCUSSION	in their habits and behaviour.	
10 min	**TASK 3: INDIVIDUAL / PAIR DISCUSSION** Allow students several minutes to tick those that apply to them, followed by pair discussion. Suggest a mailing list associated with the subject/unit/discipline for students to subscribe to.	To allow students to discuss their individual experiences in the safety of a pair. Stress to students that not all strategies will work for them, and their learning should be individualised. To highlight how students can become more efficient at accessing a range of information by causing information to come to them, rather than have to search for it themselves.	
5 min	**TASK 4: WHOLE CLASS DISCUSSION** Encourage students to share strategies that have worked.		Student Worksheet

The concluding task can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way	Resources
15 min	**TASK 5: INDIVIDUAL REFLECTIVE WRITING**	To provide low stakes writing opportunities for students to reflect on their reading strategies and preparation for tutorials.	

MODULE 1

BEING A PROACTIVE LEARNER: INDIVIDUAL LEARNING STYLES

Session 5

(This lesson requires computer and internet access)

Objectives of the lesson:

- To reflect on learning
- To identify individual learning styles using online questionnaires
- To use knowledge about individual learning styles to improve study outcomes

Time	What will I do?	Why will I do it this way?	Resources
5 min	Read the statements under the heading 'Did you Know?'	To introduce and personalise the topic to the students. To see if students are already aware of their learning styles.	Student Worksheet
20 min	**TASK 1: FIND SOMEONE WHO…** **(Whole group survey)** Students circulate around the room to find peers who answer positively to the statements A-K. It is a good idea to model how to ask the question using statement A before allowing 10 minutes to complete the task. Facilitate a group discussion at the end to allow students to share their results. Encourage students to share other mnemonics that they employ in their learning.	To highlight that there is diversity in learning styles among the group. To provide opportunities for speaking practise among students. This type of task is often used as a "getting to know you" activity in ESL learning. To allow students to reflect on their learning preferences, habits and processes.	Student Worksheet
20 min	Read the paragraphs preceding Task 2. **TASK 2: INDIVIDUAL ONLINE QUESTIONNAIRE** This online questionnaire on the University of South Dakota website is relatively quick to answer and is free. However, you may choose to use an	To encourage reflection of learning and diagnosis of learning styles using a standard test.	Student Worksheet

Time		
	alternative.		
10 min	**TASK 3: WHOLE GROUP DISCUSSION** Assign an area, such a corner of the room, for each learning style. Instruct students to stand in the area representing their dominant learning style and discuss the questions provided as a whole group.	To develop greater understanding of the three different learning styles: auditory, visual and kinaesthetic. Students who share similar learning styles have the potential to be effective mentors and study partners.	

The concluding tasks can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
15 - 30 min	**TASK 4: INDIVIDUAL ONLINE QUESTIONNAIRE**	To provide opportunities for self access to further questionnaires and discover the range of learning style tests available.	Student Worksheet
15 min	**TASK 5: INDIVIDUAL REFLECTIVE WRITING**	To provide low stakes writing and an opportunity for students to reflect on their reading strategies and preparation for tutorials.	

MODULE 2
META-COGNITIVE HELP SEEKING SKILLS:
Overview

Practical

Theoretical

Teacher led

Student led

Lesson topics	Objectives	Tasks
1. Introduction to help seeking skills	• Increase awareness of help seeking skills • Develop an understanding of what help seeking means • Allow students to have a voice to express and reflect on their cultural backgrounds and how it affects help seeking practices in their university learning. • Raise awareness of available support services on campus	**Individual task** – expression of understanding of help seeking in the university context **Pair and share** - discussion on help seeking **Introduction to support services** and students share their experiences in the use of the services **Individual and share task** – students identify their current needs for help
2. Meta-cognitive strategies in learning how to learn: Identifying strengths and blockers	• Develop an understanding of meta-cognition and meta-cognitive strategies • Reflect on the use of help seeking skills • Learn to apply meta-cognitive strategies to help seeking • Encourage students to monitor their use of help seeking skills and identify strengths and blockers • Enable students to monitor and evaluate their help seeking skill development	**Individual and share task** – developing a plan of action **Individual task** – monitoring use of help seeking skills **Individual task** – identifying strengths and blockers **Pair and share** – evaluation of progress in help seeking and developing another action plan to deal with the blockers
3. Reflection on continuing development of meta-cognitive help seeking skills.	• Reflect on meta-cognitive help seeking skill development • Encourage students with their continuing development of help seeking skills	**Class role play** – 'Finding the right support service' A fun way of reminding students of the support services and encouraging them to keep using them when they need to. **Pair and share** – doing an analysis on a case **Individual task** – reflective writing on the analysed case in comparison with their own university learning experiences.

MODULE 2
INTRODUCTION TO HELP SEEKING SKILLS: WHAT ARE HELP SEEKING SKILLS?
Session 1

Objectives of the lesson:

- To increase awareness of help seeking skills at university
- To develop an understanding of what help seeking means
- To allow students to have a voice to express and reflect on their cultural backgrounds and how it affects help seeking practices in their university learning
- To raise awareness of available support services on campus

Time	What will I do?	Why will I do it this way?	Resources
5 min	Allow students to read the first page or ask volunteer students to read it.	To increase awareness of help seeking skills and to develop an understanding of what help seeking means.	Student Worksheet
15 min	**TASK 1: EXPRESSION OF UNDERSTANDING OF HELP SEEKING IN THE UNIVERSITY CONTEXT THROUGH DRAWING, MAPPING, FLOWCHARTS OR SYMBOLS**	This will enable students to visualize 'help seeking' and also for the tutor to find out students' level of understanding about help seeking. Ask students to share their insights with the rest of the class.	Student Worksheet
10 min	**TASK 2: PAIR AND SHARE DISCUSSION**	To provide students with an opportunity to express and reflect on their cultural backgrounds and how it affects help seeking practices in their university learning.	Student Worksheet
15 min	**TASK 3: PAIR AND SHARE DISCUSSION**	To introduce support services available to students and also to enable them to share their experiences of using any of the services.	Student Worksheet
5 min	**TASK 4: INDIVIDUAL AND CLASS DISCUSSION**	To ask students to identify their current needs for help seeking. Encourage students to revise this lesson before they come to the next lesson or ask them to bring this lesson's worksheets to class.	Student Worksheet

MODULE 2
FURTHER DEVELOPMENT
OF META-COGNITIVE HELP SEEKING SKILLS
Session 2

Objectives of the lesson:

- Reflect on meta-cognitive help seeking skill development
- Encourage students to continuing development of help seeking skills

Time	What will I do?	Why will I do it this way?	Resources
2 min	Allow students to read the first page of the handouts or ask volunteer students to read it	This is to reinforce students' understanding about meta-cognitive strategies and their importance.	Student Worksheet
20 min	**TASK 1: CLASS ROLE PLAY 'FINDING THE RIGHT SUPPORT SERVICE'**	This is a role play for a group of 24 students. This task enables students to find the right service that will specifically deal with their situations. This is a fun way of reminding students about the support services and encouraging them to keep using the services when they need to. Use attachment 1 on the next page.	Student Worksheet
10 min	**TASK 2: PAIR WORK**	This is a case where a student enrols in the university and encounters difficulties. Even after he had begun to experience difficulties, he still had not sought out help from faculty or campus services. This is to see how students assess the case and whether they acknowledge the importance of using meta-cognitive strategies or not.	Student Worksheet
20 min	**TASK 3: REFLECTIVE WRITING**	Here students are enabled to write about their reflection on the case in comparison with their own university learning experiences. This writing will provide students with an opportunity to think about their progress and continuing development of help seeking skills and any barriers they will need to overcome.	Student Worksheet

RESOURCES FOR FINDING THE RIGHT SUPPORT SERVICES

1. Write down the names of 10 support services at your university, each on a sheet of A4 paper. Print them out and stick them on the wall.

2. Write down the 15 "student problems" (one on each sticky) and give one sticky to each student. If you have less or more students you can reduce or increase stickies with "student problems."

3. Divide students into several groups to allow them to discuss which "student problems" can be dealt with in which support services.

4. Then ask students to get up and stick 'their' problems under the right support services.

5. Discuss the results with the class.

STUDENT PROBLEMS

I am feeling overwhelmed by some of my reading materials.

I need some information on 'how to study'.

I am not sure if I am enrolled in the correct units and I need some advice.

I am thinking of adding a double major, but don't know how to do that.

I am experiencing some financial hardship and cannot pay my rent this month.

I don't understand how to search the catalogue or databases and also I need some referencing guides.

I work full-time and this prevents me from being able to physically attend classes on campus.

I have some academic difficulties and I am stressed out.

I have some issues relating to my relationship with my partner.

I want to mix with other students on campus.

I need assistance with accommodation.

I need to buy some prescribed academic books, but I can't afford to buy them at the moment.

I need to find a job.

I am feeling overwhelmed and lost.

I don't understand how to search the catalogue or databases and also I need some   referencing guides.

SUPPORT SERVICES (THESE MAY VARY BETWEEN UNIVERSITIES)

- Student Learning in the Teaching and Learning Centre – provides academic support for the development of a range of learning skills such as: essay writing; critical thinking; time management; oral presentations.

- Faculty Student Administration Office – provides enrolment advice for all courses.

- Library – for research and advice on resources

- External Studies Unit – gives support and advice for external students.

- Health and Counselling Service – provides free and confidential support to assist students with academic and personal difficulties impacting upon their ability to study.

- Guild of Students – provides services such as tutoring programs; clubs and societies; sports and recreation centre.

- Equity and Diversity Service – offers one-on-one consultation and support in the following areas: disability; money matters.

- First Year Experience coordinator - assists new students with their transition into their first year of study.

- Alumni, Careers and Employment – provides one-to-one career advice, job-hunting skills and interview coaching right through to an extensive resource library and on-line Job Register and many more.

ANSWERS

I am feeling overwhelmed by some of my reading materials.

I need some information on 'how to study'.

- Student Learning, Teaching and Learning Centre – provides students with academic support for the development of a range of learning skills such as: essay writing; critical thinking; time management; oral presentation etcetera

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I am not sure if I am enrolled in the correct units and I need some advice.

I am thinking of adding a double major but don't know how to do that.

- Faculty Student Administration Office – provides with enrolment advice in all courses.

_____

I don't understand how to search the catalogue or databases and also I need some referencing guides.

- Library – for research and advice on resources.

_____

I work full-time and this prevents me from being able to physically attend classes on campus.

- External Studies Unit – gives support and advice for external students.

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I have some academic difficulties and I am stressed out.

I have some issues relating to my relationship with my partner.

I have a family and 2 kids. I am juggling with my academic studies and parenting.

I need some help!

- Health and Counselling Service – provides free and confidential support to assist students with academic and personal difficulties impacting upon their ability to study.

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I want to mix with other students on campus.

I need assistance with accommodation.

I need to find a job.

- Guild of students – provides services such as tutoring programs; clubs and societies; sports and recreation centre.
- Alumni, Careers and Employment – provides one-to-one career advice, job-hunting skills and interview coaching right through to an extensive resource library and on-line Job Register and many more.

_____

I need to buy some books for my units but I can't afford buy them at the moment.

I am experiencing some financial hardship and cannot pay my rent this month.

- Guild of Students or Library

- Equity, Access and Diversity Office – offers one-on-one consultation and support on the following areas: disability; money matters.

_____

I am feeling overwhelmed and lost.

- First Year Experience Co-ordinator – assists new students with their transition into their 1st year of study.

MODULE 3
TIME MANAGEMENT
Overview

Practical

Theoretical

Teacher led

Student led

Lesson topics	Objectives	Tasks
1. Weekly planning	- To develop an awareness of the background and contexts of the students - Allow students to have a voice to express and reflect on their cultural background and how it is different/similar to their new culture. - Raise awareness of the cultural diversity within the group. - Inform students about cultural expectations/obligations and university policies related to deadlines and communication with staff. - Access a weekly planner and prioritise tasks to develop a schedule for the following week	**Individual writing** task – categorising tasks/activities into phases of day **Pair and share discussion** on 'concept of time' **Tutor talk** on Australian cultural concepts of time and university and course expectations of time management and organisation **Whole group brainstorm** and **discussion** on time management tools **Small group** weekly planning task **Individual reflective writing** on strength and strategies for improved time management **Individual writing** task – filling in weekly planner.
2. Identifying strengths and blockers	- Reflect on time management skills to identify strengths and weaknesses - Identify habits that lead to procrastination - Develop more effective time management strategies	**Survey in pairs** on organisation of time **Individual writing** on strengths and weaknesses **Individual tracking** of activities (ongoing) **Individual reflective writing** on blockers and ways to improve.
3. Long term planning	- Share information about backgrounds and future goals - Assist in breaking down assignments into smaller tasks and estimate how much time is required to complete them - Model backwards planning using unit assessments - Discuss communication strategies and protocols with tutor/lecturers	**Individual reflection** on short, medium and long term goals **Pair and share** on past achievements, positive vs. negative thinking **Pair work** Thinking about steps involved to complete an essay **Individual writing** Backwards planning **Individual writing** Long term planning for whole semester

4. Managing time = managing self	• Review perceptions of time • Learn terminology and concepts essential to time management • Reflect on own time management and metacognitive skills	**Pair and share** ideas about ways of seeing time **Individual** matching exercise **Whole group role play** Students act on a panel to prospective students and give advice about time management **Whole group discussion** and feedback **Individual reflective writing** on metacognition.

MODULE 3
TIME MANAGEMENT: WEEKLY PLANNING
Session 1

Objectives of the lesson:

- To allow students to explore and share diverse concepts and attitudes towards time
- To enable students to reflect on current Time Management strategies and commit to improved strategies
- To clarify course requirements and expectations of tertiary studies
- To provide opportunities for students to plan study schedules, emphasising effectiveness and forward planning.

Time	What will I do?	Why will I do it this way?	Resources
2-3 min	Read the statements under the heading 'Did you Know?' and ask students to raise their hands if they agree/disagree or if they apply to them. Survey how many students have the Time Management tools listed and whether or not they have these with them.	To introduce and personalise the topic to the students. To ascertain if students have purchased and use diaries and year planners, electronic organisers or lack use of time management tools.	Student Worksheet
5 min	**TASK 1: INDIVIDUAL WRITING** Get students to **write** down the types of tasks, chores and activities, organising them into the 6 categories: dawn, morning, afternoon, evening, night. Allow students 5 minutes to write down **individually**. Monitor their note-taking.	To allow students to reflect on the structure of their day and to gather background knowledge about students and their work, family, and religious contexts. For example, in many cultures, dawn and dusk are significant and may be a time of religious worship.	
5 min	**TASK 2: 'PAIR AND SHARE' (DISCUSSION)** Model a discussion of the first point with one or two students in front of the whole group then allow them to continue their discussions in **pairs**.	To allow students to reflect on their individual concepts of time and own customs and attitudes towards time, organisation, planning, punctuality, language associated with time etcetera.	Student Worksheet
5 min	Encourage students to **share** the interesting points of their discussion with the wider group.	To provide students the opportunity to express their cultural identity, reflect on similarities and differences between cultures, reflect on the	

		strategies they have developed to adapt to a new culture etcetera.	
10 min	**TASK 3: TUTOR TALK** Talk about time management issues for the course/unit and in the general university context. This is a chance to raise any of the study skills concerns you have identified in the group. The following points may be discussed: *Expected hours of study to be successful, importance of an effective balance of university – work – family, reading of unit study guides, using time effectively, policies of extensions and how to contact tutors, importance of being on time to lectures and tutorials, what to do if you miss a session, strategies for staying on track, university dates and holidays etcetera.* Open the discussion up for questions.	To inform students of policy and procedures and where to find these in writing. To inform students of personnel at the university they can seek out if they are struggling to manage and organise their time. Students are more likely to respond to this suggestion if they are given a name and detailed information on how to contact them (room number, telephone extension, email) rather than just a title/position (e.g. 'Student Services Counsellor').	
10 min	**TASK 4: INDIVIDUAL BRAINSTORM** Brainstorm tools of Time Management encouraging students to start with the items they have with them at the time, other types they use and then the tools other people use. Allow a discussion of the strengths and weaknesses of each tool. Share own Time Management and Organisation tools. Show examples of the tools.	To encourage students to consider a wider range of tools and strategies and give suggestions to individual students who are at risk.	Examples of TM tools: year planner, diaries, mobile phones, 'to do' lists etc
15 min	**TASK 5: SMALL GROUPS** Divide the class into small **groups** of 3-5 students and give them an A3 copy of "Ekeny's Weekly Planner" and stickies. Read the task and give 10 minutes for each group to allocate time on Ekeny's schedule to factor in the tasks and time given. Encourage students to rearrange allocation to maximise effective study e.g. revision directly after lectures, reading while on bus, study during	To allow students to articulate and share ideas about planning using a fictitious character to problem solve the work – study – family balance. To enable students to get become familiar with using a weekly planner.	Student Worksheet A3 copy of "Ekeny's Weekly Planner" for each group Stickies for each group (5 x 3.8 cm will work best using A3 scale).

| | times when most alert. | | |
| | Allow for feedback and discussion. | | 26 |

The concluding tasks can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
15 min	**TASK 6: REFLECTIVE WRITING** Students individually reflect on the focus questions and write their ideas.	To provide students with low stakes writing opportunities and reflect on learning.	
30 min	**TASKS 7 AND 8: INDIVIDUAL WRITING**	To enable students to consider in depth, the factors required for successful Time Management and Organisation at university. To develop an awareness of the individualised and highly dynamic nature of Time Management planning.	Student Worksheet Blank weekly planners

MODULE 3
TIME MANAGEMENT:
IDENTIFYING STRENGTHS AND BLOCKERS
Session 2

Objectives of the lesson:

- To allow students to explore and share diverse concepts and attitudes towards time
- To allow students to reflect on individual strengths and weaknesses of time management.
- To enable students identify habits that lead to procrastination.
- To develop strategies to manage time more effectively.

Time	What will I do?	Why will I do it this way?	Resources
2-3 min	Read the statements under the heading 'Did you Know?' Explain that the session will mainly focus on identifying blockers but it is important to balance this with a focus on strengths.	To introduce topic and check student understanding of the concepts.	Student Worksheet
5 min	**TASK 1: INDIVIDUAL WRITING** Get students to **individually write** down a sample of unfinished tasks and reasons for not addressing them.	To provide students with the time to reflect on causes of ineffective time management.	
5 min	Encourage students to share their reasons or excuses. As they contribute to the discussion, talk through what the blocker is and list on the whiteboard. Add any blockers that you see are commonplace with students at university and are particularly relevant to the group.	To model the reflective thinking process of identifying weaknesses in time management (blockers) and to give a name to common blockers to develop a common language among the group.	White board markers
5 min	**TASK 2: SURVEY IN PAIRS** Students ask each other questions about their study habits and time management and record both answers using the table. Any answer of 'sometimes' or 'often' are an indication that the student has issues of procrastination. Inform	The survey allows students to interact and practise talking about learning. To allow students to reflect on their time management of their study and to identify if they have a	Student Worksheet

	students this is common but can be overcome.	problem with procrastination.	
5 min	**TASK 3: INDIVIDUAL WRITING** Students identify 2-3 strengths (e.g. able to study long hours, study is the main priority) and 2-3 weaknesses. These should be listed just using dot points. Invite students to share with the group. Make a note of common concerns and trends.	To find out what some of the issues may be among the group of students.	

The concluding tasks can be set for students to do at their own pace either in their own time or during the remainder of the session with my support if required.

Time	What will I do?	Why will I do it this way?	Resources
Ongoing	**TASK 4: TRACKING DAILY ACTIVITIES** Students **individually** record what activities they do throughout the course of a day for 2-3 days.	To provide students with the chance to reflect on their time management in greater depth and identify more blockers. To model an effective strategy for identifying blockers.	Student Worksheet
30 min	**TASK 5: INDIVIDUAL REFLECTIVE WRITING**	To allow students to do a balanced reflection on time management by identifying strengths and weakness and making a commitment for change.	

MODULE 3
TIME MANAGEMENT: LONG-TERM PLANNING
Session 3

Objectives of the lesson:

- To allow students to explore and share diverse concepts and attitudes towards time
- To enable students to share information about their backgrounds, prior achievements and future goals.
- To encourage students to break down assignments into smaller tasks and estimate the time required to complete them.
- To model backward planning strategies using course assessments.
- To discuss communication strategies and protocols with tutor/lecturers.

Time	What will I do?	Why will I do it this way?	Resources
5 min	Read the statements under the heading 'Did you Know?' and check that students understand concepts such as 'procrastination', 'self-sabotage', and 'milestones'	To introduce and personalise the topic to the students.	Student Worksheet
15 min	**TASK 1: REFLECTION OF GOALS** Students individually reflect on their short, medium, long and life goals. Encourage students to share with the whole group.	To provide students with low stakes writing opportunities and reflect on learning. To find out more about students' backgrounds and future goals	
10 min	**TASK 2: PAIR AND SHARE' (DISCUSSION)** Model a discussion of the first question with one or two students in front of the whole group then allow them to continue their discussions in **pairs**.	To allow students to reflect on and share information about their background. To show examples of positive and negative thoughts. Explain to students how easy it is to allow negative thoughts to overtake normal thought processes. It is important to control one's thoughts and to keep in mind the overall picture. Isolating self from university life can lead to cycle of negative thinking. Balance is the key!	Student Worksheet
15 min	**TASK 3: PAIR WORK: RE-ORDERING**	To make explicit the steps required to complete a task and to give	

	STEPS TO COMPLETE AN ESSAY. **The correct order is (average time taken in brackets):** 1. Analyse the essay question (3 hrs) 2. Collect resources to answer the essay question (5-8 hrs) 3. Read the articles related to the essay question (20 hrs) 4. Write the first draft of the essay (9 hrs) 5. Work on developing the draft into a well formed essay (6 hrs) 6. Proofread the essay and edit (2 hrs) 7. Get a friend to proofread for spelling, grammar and typographical errors (1hr) 8. Check referencing and bibliography (2 hrs) 9. Print out the final copy and bind (if required) (1-2 hrs) 10. Submit the essay (30 mins).	students an idea of the average time allocated to each step.	30
15 min	**TASK 4: INDIVIDUAL WRITING** Students backward plan for one essay. Discuss implications of having two assignments due at the same time. You could even use this task to get students to plan for a real assignment/essay due for the unit. Allow students time to ask questions and gather information about how to communicate with tutors/lecturers if they cannot meet deadlines.	To model backward planning and reinforce the importance of using appropriate tools for this.	Student Worksheet

The concluding task can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
60 min	**TASK 5: INDIVIDUAL WRITING** Long-term (semester) planning using university planner or diary.	To develop strategies to cope with potentially stressful periods throughout the semester, raise importance of short-term milestones and rewarding self. To equip students with a blank calendar template in case they do not have diaries or other planners to get a 'helicopter view' of their time.	Student Worksheet

MODULE 3
TIME MANAGEMENT:
MANAGING TIME = MANAGING SELF
Session 4

Objectives of the lesson:

- To revisit the notion of different cultural perspectives of time
- To explore key concepts of backwards planning, prioritising, negotiation, time estimation and goal setting
- To enable students to reflect on their own time management and meta-cognitive skills.

Time	What will I do?	Why will I do it this way?	Resources
2-3 min	Read the statements under the heading 'Did you Know?' and ask students if they have ever had difficulty addressing these points during their studies. Ask which point is the most pertinent at the moment.	To introduce and personalise the topic to the students To identify areas of need within the group.	Student Worksheet
10 min	**TASK 1: 'PAIR AND SHARE' (DISCUSSION)** Model a discussion of the first point with one or two students in front of the whole group then allow them to continue their discussions in **pairs**.	To allow students to reflect on their bicultural skills and to share information about the cultural backgrounds of members of the class.	
5 min	**TASK 2: INDIVIDUAL MATCHING EXERCISE** Students match the key concept on the right with the corresponding definition on the left.	To clarify the key concepts that will be explored in today's lesson.	Student Worksheet
10 min	**TASK 3: BRAINSTORM IN PAIRS** Encourage students to think of at least one reason why the concept is important to effective Time Management and one example of an experience they had that taught them the importance. Identify students that are the most articulate and confident to choose for the panel.	To enable students to prepare and organise thoughts for the intended role play.	

Time	What will I do?	Why will I do it this way?	Resources
20 min	**TASK 4: WHOLE GROUP ROLE PLAY** Invite 3 students to act as panel members and the remainder of the class to act as prospective students. Your job is as moderator. Firstly introduce each member and invite them to speak about what they feel is the most important aspect of effective Time Management and why. Then open the discussion up for Q&A. Distribute prompt questions among the audience/group.	To guide students' discussion leading to freer conversation that involves reflection and introspection.	Student Worksheet Prompt cards with questions for audience members
5 mins	**Tutor discussion and feedback:** Provide feedback on the role play discussion and clarify any points that were particularly relevant and/or not conducive to effective Time Management.	To provide feedback and provide positive reinforcement to group members who contributed well to the role play.	

The concluding tasks can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
15 min	**TASK 5: INDIVIDUAL REFLECTIVE WRITING** Students individually reflect on the focus questions and write their ideas.	To provide students with low stakes writing opportunities and reflect on learning.	

PROMPT CARDS (PHOTOCOPY AND CUT)

You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • How much time should you allocate for study if you are full time? • Can you give some examples of a valid excuse for not meeting a deadline? You may want to ask your own original questions in addition to these.	You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • I have a part-time job over two days and work a total of 15 hours a week. How manageable is this workload on top of full-time study? • What tools do you use to backward plan? You may want to ask your own original questions in addition to these.
You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • How long does it usually take to research a topic for an assignment? • When do you find you work most effectively and why? • How much time do you take to plan your week? You may want to ask your own original questions in addition to these.	You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • My partner is not very encouraging about my university studies. What advice can you give me to deal with this? • In your experience what is the hardest part when it comes to completing an assignment? You may want to ask your own original questions in addition to these.
You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • How do you contact your tutor when you realise you cannot meet a deadline and what advice can you give on how to communicate your problem? • What happens if you fail an assignment? • Can you think of an example of when you didn't manage your time effectively and this reflected in your performance/grades? You may want to ask your own original questions in addition to these.	You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • What is the difference between teaching and non-teaching weeks and how is your routine different during these times? • Have your goals changed since studying at university? Explain. • Does ineffective time management make you stressed? Why/why not? You may want to ask your own original questions in addition to these.
You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • When are you most prone to doubting your abilities and what strategies have you used to overcome these feelings? • Approximately how long before the due date should you start attempting an essay or assignment? You may want to ask your own original questions in addition to these.	You are a prospective student about to enrol in first year undergraduate studies. Here are some questions to ask the panel members: • What have you learnt about the way you learn since starting your studies at university? • How has your routine changed since coming to university and do you think you manage your time effectively? You may want to ask your own original questions in addition to these.

MODULE 4
TUTORIAL PARTICIPATION
Overview

Practical

Theoretical

Teacher led

Student led

Lesson topics	Objectives	Tasks
1. Purpose of tutorials and role of tutor	• To develop an understanding of the purpose of tutorials at university. • To clarify the role of the tutor in Australian tertiary contexts. • To share and challenge prior understandings of individual students.	**Pair and share brainstorm** on purpose of tutorials. **Tutor talk** on the purpose of tutorials at Australian universities. **Pair and share discussion** comparing experience of tutors in Australian with teachers/tutors in home country. **Individual reflective writing** on purpose of tutorials and role of tutors.
2. Developing confidence in tutorials	• To give students insights into strategies that build confidence in a group tutorial setting. • To allow students to identify their own strengths and difficulties in fully engaging with tutorial discussions. • To give students an opportunity to talk to class members about their cultural expectations of group participation.	**Pair and share** - students to discuss what might build self-confidence in a tutorial setting. **Small groups** to discuss what specific skills are required to participate effectively in the group. **Individual reflection** on the learning acquired in the session.
3. Preparation 1	• To enable students to share tools and strategies for reading. • To demonstrate effective reading strategies to aid preparation for tutorials. • To explore and share diverse roles and attitudes towards written/spoken texts. • To reflect on current preparation strategies and plan to develop improved strategies.	**Individual reflection** on reading strategies and tools. **Whole group discussion** on the attitudes towards making notes/markings in books/texts. **Pair and share discussion** on role of education and different types of texts in home culture. **Individual reflective writing** on individual strategies to read set texts and prepare for tutorials.

4. Preparation 2	• To encourage students to reflect on processes of learning and to ask questions as they read • To suggest a range or questions at different levels of complexity • To model a reading framework to prepare for tutorials.	**Individual reflection** on thought processes while reading. **Pair and share** ideas and discuss different levels of questioning while reading. **Individual reading** and note-taking of set text using a suggested framework. **Individual reflective writing** on reading frameworks as a tool for learning. **Individual reflection and evaluation** of own reading strategies and tools.
5. Active participation in tutorials	• To clarify the meaning of active participation in tutorials • To identify students' participation level in tutorials • To support students to encourage themselves to contribute to tutorial group discussions by using the strategies.	**Individual task** - students identify their tutorial participation level by ticking statements that apply to them. **Group task-**students discuss the result of the Task 1 within their groups. Read through "Metacognitive strategies" and explain each strategy individually to students. **Individual and group task -** students plan their next tutorial participation, based on the knowledge they have gained from this session. They write down their plans and tell them to their peers.

MODULE 4
TUTORIAL PARTICIPATION:
PURPOSE OF TUTORIALS AND TOLE OF THE TUTOR
Session 1

Objectives of the lesson:

- To develop an understanding of the role of tutorials in university life
- To develop an understanding of the role of tutors and lecturers
- To reflect on prior understandings of role and purpose of tutorials and tutors

Time	What will I do?	Why will I do it this way?	Resources
5 min	Read the statements under the heading 'Did you Know?'	To introduce and personalise the topic to the students.	Student Worksheet
15 min	**TASK 1: PAIR DISCUSSION WITH WHOLE GROUP FEEDBACK** Possible answers: • meet face-to-face with tutor • to consolidate learning from lectures and readings • ask questions related to the topic/readings • collaborate with peers to aid learning • to provide the opportunity for students to apply theoretical knowledge to practice • to participate in assessments such as presentations • to facilitate group work and collaboration • to discuss issues pertaining to the unit in a safe and secure environment	To elicit the purpose of tutorials from the students themselves, based on former experience	
10 min	**TASK 2: DISCUSSION (WHOLE GROUP)** Explain the purpose of tutorials for this	To articulate and clarify the purpose of tutorials in this unit and the	Student Worksheet

	particular unit.	expectations of students	
15 min	**TASK 3**: 'PAIR AND SHARE' (**DISCUSSION**) Allow students to reflect and record the differences between the role and status of tutors in Australian and their home country. Students from Australia should just fill in the right hand column.	To allow students to notice the differences between the role of tutors and why this is so.	
10 min	**TASK 4: WHOLE GROUP DISCUSSION** Encourage students to try and explain why the role of tutors in Australia may differ from their home country. Clarify appropriate/inappropriate behaviour when dealing with a tutor in Australia.	Use this opportunity to clarify what your role is in this course and the expectations you have in your relationship with your students.	Student Worksheet

The concluding task can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
15 min	**TASK 5: INDIVIDUAL REFLECTIVE WRITING** Students **individually** reflect on the focus questions and write their ideas.	To provide students with low stakes writing opportunities and reflect on learning.	

MODULE 4
TUTORIAL PARTICIPATION: BUILDING CONFIDENCE IN TUTORIALS
Session 2

Objectives of the lesson:

- To give students insights into strategies that build confidence in a group tutorial setting
- To allow students to identify their own strengths and difficulties in fully engaging with tutorial discussions
- To give students an opportunity to talk to class members about their cultural expectations of group participation.

Time	What will I Do?	Why will I do it this way?	Resources
2-3 min	Read the statement under the heading, 'Did you know'. Explain that in this session we are trying to build confidence to speak in a group setting by talking with each other and identifying what skills build the confidence to speak in a tutorial setting.	To introduce the topic and gauge students' responses.	Student Worksheet
10 min	**TASK 1: 'PAIR AND SHARE' (DISCUSSION)** In pairs, encourage students to discuss what they believe might build self – confidence and what they need to do to increase their level of confidence in a tutorial setting.	To open the topic up to discussion and allow students to think about what they need to build confidence. Students from different cultural backgrounds may discuss their reticence to speak and what is hindering their full participation.	Student Worksheet
10 min	**TASK 2: PAIR DISCUSSION WITH WHOLE GROUP FEEDBACK** Students, in pairs to share their views with another pair of students and then share this with the class.	To allow students to explore the topic in greater depth and to give some anonymity to their findings when they share these with the class.	Student Worksheet
15 min	**TASK 3: SMALL GROUPS** Students work in a group to identify and share with class the specific skills that are needed to participate effectively in a group.	To give students an opportunity to clarify the skills that are needed.	Student Worksheet

5 min	**TASK 4: SMALL GROUPS** In a group, students to establish how their discussion relates to building confidence in a tutorial setting.	To enable students to realize that confidence is related to building the necessary skills.	Student Worksheet
5min	**TASK 5: INDIVIDUAL REFLECTIVE WRITING** Students to individually reflect on what they have learned from this tutorial.	To give students a time for 'low stakes' reflective writing and time to reflect on what they need to do to become more confident participants in a tutorial.	Student Worksheet

MODULE 4
TUTORIAL PARTICIPATION: PREPARATION 1
Session 3

Objectives of the lesson:

- To enable students to share tools and strategies for reading
- To demonstrate effective reading strategies to aid preparation for tutorials
- To explore and share diverse roles and attitudes towards written/spoken texts
- To reflect on current preparation strategies and plan to develop improved strategies.

Time	What will I do?	Why will I do it this way?	Resources
5 min	Read the statements under the heading 'Did you Know?' Stress the importance of questioning and reflection during tutorials.	To introduce and personalise the topic to the students. Some students may not be aware of the purpose of tutorials and the role of the tutor as this differs across cultural contexts.	Student Worksheet
20 min	**TASK 1: DISCUSSION** Go through all the strategies listed and clarify terms such 'annotate' and 'structured overviews'. Students **individually** reflect on the tools and strategies they use when reading. Encourage students to **share** their own tools and strategies with the **whole group**. Bring examples of heavily annotated readings, 'mind-maps', note-taking frameworks etcetera, and demonstrate how they can be used. If there is access to a computer and data projector, demonstrate how citation tools such as Endnote work and how they can be accessed. Zotero at www.zotero.org can be downloaded for free.	To determine prior knowledge and skills of students. To demonstrate common practices essential for learning at university. Stress the importance of making notes EVERY time they read and that it is important to develop their own style and method for doing this.	
5 min	**TASK 2: DISCUSSION (WHOLE GROUP)**	Some students may not be comfortable about annotating their books or unit reader and not be aware that marking texts is a common practice.	Student Worksheet

| 15 min | **TASK 3**: 'PAIR AND SHARE' (DISCUSSION) Model a discussion of the first point with one or two students in front of the whole group then allow them to continue discussions in **pairs**. | To allow students to reflect on their individual cultural background and the role of written and spoken texts in education / learning. | |

The concluding task can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
15 min	**TASK 4: INDIVIDUAL REFLECTIVE WRITING** Students individually reflect on preparation/reading strategies.	To provide students with low stakes writing opportunities and reflect on learning.	

MODULE 4
TUTORIAL PARTICIPATION: PREPARATION 2
Session 4

Objectives of the lesson:

- To encourage students to reflect on processes of learning and to ask questions as they read
- To suggest a range or questions at different levels of complexity
- To model a reading framework to prepare for tutorials

Time	What will I do?	Why will I do it this way	Resources
5 min	Read the statements under the heading 'Did you Know?' Stress the importance of questioning and reflection during tutorials.	To introduce and personalise the topic to the students. Some students may not be aware of the purpose of tutorials and the role of the tutor as this differs across cultural contexts.	Student Worksheet
10 min	Instruct students to **individually** read an extract from the set texts for 2 minutes. **TASK 1: PAIR AND SHARE** Allow students to discuss the types of questions they ask themselves when they read. Share with the whole group.	To develop an awareness of processes of learning though reading. To identify meta-cognitive strategies already in place.	
10 min	Explain to students that it is important to listen to one's inner voice while reading. Explore some of the examples of questions raised by this inner voice (three different levels). Are they similar to the questions raised in Task 1?	To allow students to see the complex processes of reading.	Student Worksheet
25 min	**TASK 2: READING FRAMEWORK** There are several ways of doing this task. If students are struggling to note – take while reading, you may do this as a **whole class** modelled exercise (using OHP). Or students could work in **pairs** and be assigned	To model a suggested note-taking strategy Encourage bringing questions to tutorials.	Student Worksheet

	one of the readings. Alternatively, students could **individually** note-take a reading of their own choice.		44

The concluding task can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
30 min	**TASK 3: INDIVIDUAL REFLECTIVE WRITING**	To provide a "low stakes" writing opportunity for students to reflect on their reading strategies and preparation for tutorials.	Student Worksheet
ongoing	**TASK 4: INDIVIDUALLY TRIAL AND EVALUATE A READING FRAMEWORK AND CONTINUE TO THINK ABOUT WAYS TO PREPARE FOR TUTORIALS.**		

MODULE 5
READING STRATEGIES
Overview

Practical

Theoretical

Teacher led

Student led

Lesson topics	Objectives	Tasks
1. Seeing the big picture	• Develop a common understanding of the concept of 'text' for this lesson (i.e., an image can also be a text) • Encourage recognising a text type and making inferences about its conventions. • View a written text in the same way one would view an image text (big picture first then focus on the details). • Highlight the form and features of texts typically found in this unit. • Consider ways to become more efficient readers by developing a 'big picture' approach.	**Pair and share** task – interpreting an unknown text type to make inferences about its structure, features, purpose, intended audience and style **Whole group discussion** to model a 'big picture' approach **Individual reading** of a typical text type in this unit. 3 minute limit to apply 'big picture' approach **Tutor talk** on structure, features, style, purpose and intended audience of typical text types **Individual reflective writing** on strategies developing a 'big picture' approach to reading.
2. Skimming and scanning texts	• Introduce the techniques of skimming and scanning to gain an overview of the text. • Use the techniques of skimming and scanning to locate specific information in a text. • Practise skimming and scanning on a set text for this unit. • Allow students to share their experiences of applying these techniques to their reading of the texts'. • Apply the techniques learnt in this lesson to increase the volume of reading.	**Individual reading** using skimming techniques to identify the gist of a text and overview of its main points. **Individual reading** using scanning techniques to identify specific information from a text. **Whole group discussion** to share answers and determine if the techniques aided learning. **Individual reading** of further texts using the techniques of skimming and scanning (ongoing). **Individual reflective writing** on new techniques learnt and the impact on learning.

3. Making meaning	- Encourage students to discover they can construct their own knowledge. - Encourage students to keep reading, even if there are gaps in meaning. - Develop alternative ways to find meaning other than using a dictionary.	**Individual task** - Students guess the meaning of unknown words and the context from which they derive. **Pair and share** current strategies when dealing with unknown words. **Brainstorm** examples of strategies of dealing with unknown words. **Individual reading -** Applying language learning strategies discussed in previous task to read a text from this unit. **Individual reflection** on ability to make meaning even though there were gaps in understanding.
4. Smart Reading for sustainability	- Combine the reading strategies from lessons 1-3 of this module. - Develop flexibility in reading and apply a range of styles for different texts. - Reflect on their current reading styles and consider ways of improving their reading so that they cover a large amount of reading efficiently but know when to focus and engage in deep reading when necessary.	**Pair and share** reflection on a recent reading experience. **Whole group** reading of definition of surface and deep reading styles. **Whole group discussion** and feedback. **Individual reflective writing** on own reading style and ways to improve reading at university.

MODULE 5
READING STRATEGIES: SEEING THE BIG PICTURE
Session 1

Objectives of the lesson:

- To encourage recognising a text type and making assumptions about its conventions
- To view a written text in the same way one would view an image text (big picture first then focus on the details)
- To highlight the form and features of texts typically found in this unit

Time	What will I do?	Why will I do it this way	Resources
2-3 min	Read the statements under the heading 'Did you Know?' and ask students about their own experiences of reading academic texts. Read through the definition of 'text'. This may challenge existing notions and students may want to discuss how the definition of 'text' differs across disciplines.	To introduce and personalise the topic to the students. To establish a common understanding of 'text' that is essential for this lesson.	Student Worksheet
10 min	**TASK 1**: **'PAIR AND SHARE'** (DISCUSSION) Model a discussion of the first point with one or two students in front of the whole group then allow them to continue their discussions in **pairs**.	To allow students to make guesses about an image/text that is totally unfamiliar to them. To highlight the importance of making guesses about meaning based on prior knowledge and experience and that students can construct knowledge themselves by engaging in the text.	Student Worksheet
10 min	**Group discussion** Allow students to share their answers and provide the correct answers (refer to the 'Background to the Image' notes attached) Liken the process of viewing an image text to the process that should be used when engaging in a written text for the first time.	To introduce the key concepts of structure, purpose, style, features and audience. To stress the importance of needing to know the culture of a text. To encourage students to consider 'the big picture' of a text (in the same way they would view an image) before they start reading it in detail.	
10 min	**TASK 2: SAMPLE OF A READING TEXT**	To present a text type that is familiar	

	Provide students with a text that is typically used in this unit or particular discipline. For example:	and relevant to this unit (the text you choose could be one of the set readings for the week).	
	Scientific report	To discourage students from starting a text from the beginning and getting lost in the detail.	
	Literature review		
	Critical essay		
	Journal/diary entry		
	Only allow students to look at the text for 3 minutes, and encourage students not to start the text from the beginning, but rather look at the text from a distance, as they would with a picture.		
20 min	**TASK 3: TUTOR TALK** Help students to firstly position the text assisting them to find information about what journal it comes from, the year it was published and in what country. Elicit answers to the question in Task 2 and provide correction and feedback. Use this opportunity to highlight the features of the chosen text type. For example: "Scientific reports always use formal language and are often expressed in the passive tense."	To encourage students to consider the text's background and context. To highlight and clarify text conventions to aid students' ability to read, as well as produce such texts themselves.	

The concluding task can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
10 min	**TASK 5: INDIVIDUAL REFLECTIVE WRITING** Students individually reflect on the focus questions and write their ideas.	To provide students with low stakes writing opportunities and reflect on learning.	

BACKGROUND TO THE IMAGE

The image is of a '*gunungan*' or 'tree of life' which is used in the Javanese art form of shadow puppetry. The following information may clarify the background and context of shadow puppetry should questions arise from the discussion:

> "*The shadow play is called so because the puppets, which are flat cut-outs of leather, painted in golds, reds, blues and blacks, are made to cast large shadows on a white screen. The dalang, as the puppeteer is called sits on a mat in front of the screen, with a gamelan percussion orchestra behind him, an oil lamp hanging over his head… A performance lasts all night… From the dalang's side of the screen – where traditionally only the men are permitted to sit – one sees the puppets themselves, their shadows rising up on the screen behind them; from the reverse side of the screen – where the women and children sit- one sees their shadows only. The stories dramatized are mostly episodes taken from the Indian epic Mahabarata, somewhat adapted and placed in a Javanese setting. (Stories from the Ramayana are sometimes dramatized, but they are less popular*").

Geertz (1973) The Interpretation of Cultures, Basic Books Inc, USA, pp.132-133)

> "*The religious tradition of Java, particularly of the peasantry, is a composite of Indian, Islamic, and indigenous Southeast Asian elements. The rise of large, militaristic kingdoms in the inland rice basins in the early centuries of the Christian era was associated with the diffusion of the Hinduist and Buddhist culture patterns to the island; the expansion of international maritime trade in the port cities to the northern coast in the fifteenth and sixteenth centuries was associated with the diffusion of Islamic patterns. Working their way into the peasant mass, these two world religions became fused with underlying animistic traditions characteristic of the Malaysian culture area. The result was balanced syncretism of myth and ritual in which Hindu gods and goddesses, Moslem prophets and saints, and local spirits and demons all found a proper place.*"

Geertz (1973) The Interpretation of Cultures, Basic Books Inc, USA, p.147)

The **features** of the 'gunungan' include:
- A lotus flower at the top
- A fig tree (to symbolise the male)
- A snake that wraps around the branch of the fig tree
- The face of 'Banospati' (a symbol of protection from danger)
- A lion and buffalo standing face to face (to symbolise bravery)
- A small temple
- Closed doors of the temple (to symbolise the female)
- Two mythical birds called 'garuda' and their outstretched wings
- Steps leading up to the spiritual temple
- Two giant gatekeepers to guard the spiritual temple

The '*gunungan'* is always depicted in the shape of a mountain. This is its **structure/form**.

In Javanese society everyone comes out to watch shadow puppet shows. Children, adults and the elderly all come out to watch and hear the ancient Hindu stories of the Ramayana and Mahabarata told. This is the **audience**.

The '*gunungan'* is always made out of leather, with holes carved out to reveal the intricate and ornate patterns and pictures. This is its **style**.

The **purpose** of the 'gunungan' in shadow puppet performances is to signal the beginning of the play and to signal scene changes. It also appears in the play to represent one of the four elements; earth, wind, water or fire. When placed in the middle of the screen, it signals that the play has come to end.

When the '*gunungan'* appears in the plays, it is too far away for anyone to see the details, but its meaning is understood because its **structure**, **features**, **style** and **purpose** are already familiar to the **audience**.

When students come across any text, they should ask themselves; '"What is its structure, features, style, purpose and intended audience?" to make meaning from the text before they read the finer details.

MODULE 5
READING STRATEGIES:
SKIMMING AND SCANNING TEXTS
Session 2

Objectives of the lesson:

- To introduce the techniques of skimming and scanning to gain an overview of the text
- To use the techniques of skimming and scanning to locate specific information in a text
- To practise skimming and scanning on a set text for this unit
- To apply the techniques learnt in this lesson to increase the volume of reading

Time	What will I do?	Why will I do it this way	Resources
5 min	Read the statements under the heading 'Did you Know?' Concept check students' understanding by asking what technique is used when: • looking up a number in a phone book (scanning) • reading a letter in a hurry (skimming)	To introduce the concept of 'skimming' and 'scanning'.	Student Worksheet
15 min	**TASK 1: INDIVIDUAL READING TASK** Provide students with a text from this unit, preferably a set text for the following week. Read through the tips for skimming and emphasise that it involves a combination of reading quickly and reading at a normal pace. Allow students only 3 minutes to identify the main ideas of the text **Discuss answers as a whole group** and provide feedback.	To allow students practice at skim reading a text in a limited amount of time. To provide opportunities for discussion of texts relating to this unit.	
15 min	**TASK 2: INDIVIDUAL READING TASK** Using the same text, get students to identify specific information from the text in a limited time frame of 3 minutes. Design 5-6 questions and write these on the whiteboard. **Discuss answers as a whole group** and provide feedback.	To allow students practice at locating specific information in a limited amount of time To provide opportunities for discussion of texts relating to this unit.	Student Worksheet

The concluding tasks can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
ongoing	**TASK 3: INDIVIDUAL READING TASK** Apply the strategy of skimming and scanning for the set texts in this unit and other units at university.	To encourage students to apply reading skills to increase the amount they read to improve preparation for tutorials and improve confidence.	
10 min	**TASK 4: INDIVIDUAL REFLECTIVE WRITING** Students reflect on their own reading skills and consider ways of improving them.	To provide "low stakes" writing opportunities for students to reflect on their learning.	

MODULE 5
READING STRATEGIES: MAKING MEANING
Session 3

Objectives of the lesson:

- To encourage students to discover they can construct their own knowledge
- To encourage students to keep reading, even if there are gaps in meaning
- To develop alternative ways to find meaning other than using a dictionary

Time	What will I do?	Why will I do it this way	Resources
5 min	Read the statements under the heading 'Did you Know?' Instruct students that dictionaries cannot be used during this lesson to show how meaning can be obtained through other methods.	To introduce and personalise the topic to the students.	Student Worksheet
10 min	**TASK 1: GUESSING MEANING (INDIVIDUAL)** Explain that the words in bold are nonsensical. The task is to read the words in the context of the sentence to guess a possible meaning. Model the task with the first sentence. Possible answers include: 1) **Mootivertictions** (vouchers, rations, subsidies, aid, assistance) C 2) **Tweeoffistuigors** (organisms, creatures, animals) B 3) **Astumage** (engage, interest, attract, appeal to, captivate) D 4) **Rhipkatfictious** (publicly traded, public limited, non-private) A	To encourage students to guess the context of the sentence by identifying subject specific jargon and then to guess the precise meaning. Encourage students to share their understanding of English parts of speech. For example mootivertic**tions** and tweeoffistuig**ors** hint that the word is a noun and the '**s**' signifies it is in the plural form, astum**age** looks like a verb, while rhipkatfic**tious** could be an adjective.	

10 min	**TASK 2: 'PAIR AND SHARE' (DISCUSSION)** Students to reflect on how they perceive knowledge and how it is constructed. Seeking help from an expert or resource such as a dictionary/encyclopaedia is effective, however such methods are often time consuming and rely on availability of the resources. Seeking knowledge from self or peers is an efficient method of making meaning and should be encouraged in university studies.	To determine how students deal with unknown words and concepts in their learning. To encourage construction of knowledge though self and peer collaboration as another method of learning.	Student Worksheet
10 min	**TASK 3: BRAINSTORM** Start the brainstorm by writing down some of the ideas students came up in task 2. Answers could include but are not limited to: • guess what part of speech the word is by looking for prefixes and suffixes. • search for clues in the word that sound similar to other words in English and other languages • find punctuation clues that may help to show if the word is a name, a title, a borrowed word from another language etcetera.. • assess whether the word is a major keyword or is not important to the overall meaning of the text. • ask a friend what the word means • highlight the word and look it up later using a dictionary	To share and reflect on techniques for finding meaning	
20 min	**TASK 3: INDIVIDUAL READING TASK AND DISCUSSION** Students read the text chosen for this session and are discouraged from using a dictionary. They should use the other strategies discussed in task 4 to read the text as efficiently as possible (encourage them to ask peers). Discuss the questions.	To allow students to build confidence in their own abilities and skills. To gauge prior knowledge and identify students' needs. To identify the terminology relating to this unit that students find difficult.	

The concluding task can be set for students to do at their own pace either in their own time or during the remainder of the session with support if required.

Time	What will I do?	Why will I do it this way?	Resources
10 min	**TASK 4: REFLECTIVE WRITING**	To provide "low stakes" writing opportunities for students to reflect on their reading strategies and preparation for tutorials.	Student Worksheet

MODULE 5
READING STRATEGIES:
BECOMING A STRATEGIC READER
Session 4

Objectives of the lesson:

- To encourage students to combine the reading strategies from lessons 1-3
- To insist students develop flexibility in reading and apply a range of styles for different texts
- To allow students to reflect on their current reading styles and consider ways of improving their reading so that they cover a large amount of reading efficiently but know when to focus and engage in deep reading when necessary

Time	What will I do?	Why will I do it this way	Resources
5 min	Read the statements under 'Did you Know?' Use the chameleon analogy to demonstrate how it is important to adopt a combined approach to reading.	To introduce and personalise the topic to the students.	Student Worksheet
10 min	**TASK 1: PAIR AND SHARE** Students tell each other about the last thing they read (encourage discussion of larger text such as articles, books etcetera rather than sms's or signs). As students share their answers as a whole group, highlight comments that they make about the purpose for reading in relation to speed and level of comprehension.	To encourage students to reflect on their purpose for reading, the speed at which they read and level of comprehension.	
15 min	Read the definitions of 'surface' reading and 'deep' reading and invite student feedback. **TASK 2: WHOLE GROUP DISCUSSION OF THE QUESTIONS.** Encourage students to explore what happens if just one reading style were applied throughout their studies. For example, pure surface reading would lead to students feeling unsatisfied; pure deep reading could result in aimless study.	To clarify the difference between surface and deep reading styles and the techniques adopted.	Student Worksheet
20 min	Read the quotes referring to 'good' and 'expert' readers to reinforce the notion that a reader's critical function remains switched on when engaging in both reading styles. A critical and flexible approach to reading is the key.	To provide low stakes writing opportunity for students to reflect on their reading strategies.	Student Worksheet

	TASK 3: INDIVIDUAL REFLECTIVE WRITING Students reflect on their current reading styles and consider ways to develop a flexible and critical approach for sustainable learning.			57

MODULE 6
UNDERSTANDING RESEARCH AND USING COMPUTER TECHNOLOGY

Overview

Practical

Theoretical

Teacher led

Student led

Lesson topics	Objectives	Tasks
1. Introduction to the concepts of doing research and using computer technology	• Develop an understanding of the concepts of doing research • Allow students to express and reflect on their cultural backgrounds and how it affects doing research and using computer technology in their university learning • Identify issues related to students' experiences in doing research and using computer technology	**Individual task** – expression of understanding of doing research in the university context **Pair and share -** discussion on doing research in their home country and current university contexts **Individual task** – students monitor their own research experiences and skills **Individual task** – students identify their needs to improve their research skills and develop an action plan
2. Beginning your research: Identifying keywords and finding background information	• Introduction to seven easy to follow steps to do research • Encourage students to practice first two steps to research the topic • Encourage students to use their critical thinking	**Pair work** – identify keywords **Pair work** – find background information **Pair work** – students choose one of the their assignment research topics **Individual task** - students identify keywords of their research topic **Individual task** – students find background information
3. Beginning your research: Exploring your topic and finding relevant resources (books)	• Continue developing research skills by learning to plan research timelines to avoid procrastination • Practise next two steps to research the topic • Learn to use library online catalogue • Encourage students to use critical thinking throughout all the phases	**Pair work** – students identify relevant resources **Pair work** – students practise search terms AND, OR, NOT, "…" **Class work** – students discuss the results

	of their research	
4. Beginning your research: Finding relevant resources (databases and Google Scholar)	• Continue developing research skills • Find out the differences between databases and the library catalogues; journals and magazines • Continue practising Step 4: Using databases and Google Scholar • Use critical thinking during research process	**Pair work** – students identify articles on the topic using databases **Pair work** – students write down the titles of the relevant articles **Individual task** – using Google Scholar to locate relevant materials **Pair work** – students discuss their results **Individual task** - if time permits, students do the same search procedure in one of their assignment topics
5. Beginning your research: Evaluating and citing resources	• Continue developing students' research skills by evaluating resources, citing sources, or asking for help from a librarian • Practise the last 2 steps to do research • Encourage students to keep using their critical thinking • Encourage students to develop their own research strategy • Reflection on the development of research skills.	**Individual task** – evaluate resources **Individual task** – citation and referencing **Pair work** – students check results **Class work** – reflection on the serious of beginning your research sessions

MODULE 6
INTRODUCTION TO DOING RESEARCH AND USING COMPUTER TECHNOLOGY
Session 1

Objectives of the lesson:

- To develop an understanding of the concepts of doing research
- To allow students to express and reflect on their cultural backgrounds and how it affects doing research and using computer technology in their university learning
- To identify issues related to students' experiences in doing research and using computer technology.

Time	What will I do?	Why will I do it this way?	Resources
2-3 min	Read the statement under the heading 'Did you know?'	To point out the importance of doing research	Student Worksheet
5-7 min	**TASK 1: INDIVIDUAL TASK**	Here students think about their own understandings of doing research because it is important to provide students with an opportunity to think about their own research experiences.	Student Worksheet
20 min	**TASK 2: PAIR AND SHARE**	This is a great opportunity for students to reflect on their cultural backgrounds related to research and computer usage and for the tutor to see how the cultural backgrounds of students may influence research in the university context.	Student Worksheet
10 min	**TASK 3: PAIR AND SHARE** Note: Remind students to keep using the meta-cognitive strategy: monitoring	To look at the mind map and get familiar with some of the important parts of doing research by asking questions.	Student Worksheet
10 min	**TASK 4: INDIVIDUAL TASK** Reflection on the session	To reflect on the session and write down an action plan basing on the knowledge gained from the session and other students.	Student Worksheet

MODULE 6
BEGINNING YOUR RESEARCH: IDENTIFYING KEY WORDS OF YOUR RESEARCH TOPIC AND FINDING BACKGROUND INFORMATION
Session 2

Objectives of the lesson:

- To develop and increase students' understanding of doing research
- To introduce students to seven easy steps to follow to begin their research
- To encourage students to practise the first two steps
- To encourage students to use critical thinking throughout all the phases of their research

Preparation: It is essential this session is conducted in a computer lab.
Tutor guidance is required in this session as students will be doing research which might be very new to them.

This is the beginning of a series of four sessions dealing with research and computer technology. The sessions are related to one another. Ask students to keep the worksheets in one folder as they may need to use old worksheets in the subsequent sessions. Also as a tutor, you might want to prepare for the sessions in advance.

Time	What will I do?	Why will I do it this way?	Resources
2-3 min	Read the statement under the heading 'Did you know?'	To introduce the topic to students.	Student Worksheet
7 min	**TASK 1: PAIR AND SHARE** Students will analyse the given topic and identify keywords.	This is the 1st step into researching the research topic. Identifying the right keywords is essential because they will be used frequently as students continue researching their topic.	Student Worksheet
15 min	**TASK 2: PAIR AND SHARE** In this task, students will find background information to their research topic.	Students will be instructed to use the 'electronic reference' in the library catalogue. Finding background information about the topic is the 2nd important step in researching the topic as it helps students to develop a basic understanding about the topic which will later help them to explore the topic efficiently. This is a great opportunity for students to learn to use the electronic reference section located in the library catalogue.	Student Worksheet

25 min	**TASK 3: INDIVIDUAL TASK** Students will choose one of their own assignment topics and write the title down.	Although this is an easy task to do, it might require some time to accomplish it. Remember that not many students know their assignment topics by heart. Here students will learn and practice how to find their unit study guide locations from the library catalogue in order to find the title of their assignment they are currently working on. If the library keeps them in print copies then students will have to go and locate them. If in electronic copies then this makes it easier as students can access their assignment title faster. This is a good opportunity for students to work on their own topics.	Student Worksheet
	This task can be done in students' own time **TASK 4: STUDENTS WILL IDENTIFY THEIR OWN ASSIGNMENT TOPIC KEYWORDS INDEPENDENTLY**	Practising the 1st step to begin their research	Student Worksheet
	This task can be done in students' own time **TASK 5: STUDENTS WILL FIND BACKGROUND INFORMATION TO THEIR TOPIC USING THE ELECTRONIC REFERENCE IN THE LIBRARY CATALOGUE.**	Practising the 2nd step to continue their research	Student Worksheet

MODULE 6
RESEARCH AND COMPUTER TECHNOLOGY: EXPLORING YOUR RESEACH TOPIC AND FINDING RELEVANT SOURCES (BOOKS)
Session 3

Objectives of the lesson:

- To continue developing students' research skills
- To encourage students to gain some tips to plan their research timeline to avoid procrastination
- To practice the next two steps for researching the topic
- To encourage students to use critical thinking throughout all the phases of their research.

Preparation: It is essential this session is conducted in a computer lab.

Tutor guidance is required in this session as students will be discovering areas of doing research which might be new to them. If you feel it will be useful, ask a librarian whether she/he will be available during this session.

Remember: Remind students to keep the worksheets in one folder as they may need to use old worksheets in the consequent sessions.

Time	What will I do?	Why will I do it this way?	Resources
2-3 min	Read the statement under the heading 'Did you know?'	To frame the session for the students.	Student Worksheet
5 min	**TASK 1: PAIR AND SHARE** Students will choose which resources they will use from the table to explore their research topic. Note: Tutor input is important in this task.	In this task, students will practise the 3rd step. Before doing the task, students need to read through the types of resources written on page 1. Here students will become familiar with the resources that most libraries keep for student/public use. Students should be able to choose the types of resources that are commonly used in their area of study.	Student Worksheet
27 min	**TASK 2: PAIR AND SHARE** In this task, students will learn to locate relevant materials to develop their research topic by using AND, OR, NOT, "…".	In this task, students will practise the 4th step. Before doing the task, students need to read some notes provided in the worksheet. This is a great opportunity for students to learn to use search terms to develop their research topic. Tutor guidance is essential here as this exercise might be totally new to students. Therefore they might find it	Student Worksheet

		difficult and might want to back off. Tell students that it is normal to feel overwhelmed by the wealth of materials they are finding and encourage them to understand that this is a part of doing research.	64
15 min	**TASK 3: CLASS TASK** Students will share their experiences of the search terms with the rest of the class.	Reflection on the lesson. It will be interesting to listen to students' experiences with the search terms. Allow a few minutes to answer questions from students.	Student Worksheet

MODULE 6:
EXPLORING YOUR RESEACH TOPIC AND FINDING RELEVANT SOURCES (DATABASES AND GOOGLE SCHOLAR)
Session 4

Objectives of the lesson:

- To continue developing students' research skills
- To allow students to find out the differences between databases and the library catalogue, journals and magazines
- To continue practising step 4 to research the topic
- To encourage students to use critical thinking during their research process.

Preparation: It is essential this session is conducted in a computer lab. Tutor guidance is required in this session as students will be discovering areas of doing research which might be new to them. If you feel it will be useful, ask a librarian whether she/he will be available during this session.

Time	What will I do?	Why will I do it this way?	Resources
10 min	Read the statement under the heading 'Did you know?'	Help students to understand the difference between databases and the library catalogue, journals and magazines	Student Worksheet
20 min	**TASK 1: PAIR AND SHARE** This time, students will learn to use databases and locate articles relevant to their research topic.	This is the continuation of step 4. Here, students will learn how to use library databases to find journal articles. Encourage students to choose to use databases rather than the internet as information in the databases is more reliable. This might be a new exercise for students so tutor guidance is important.	Student Worksheet
5 min	**TASK 2: PAIR AND SHARE** Students will write the titles of the articles that they think are relevant to their topic.	This task will show students' ability to select the right materials and also evaluate how successful their experiences with databases have been.	Student Worksheet
10 min	**TASK 3: INDIVIDUAL TASK** Students will try to use the search engine *Google Scholar* to find materials relevant to their research topic.	This will provide students with an opportunity to learn to use Google Scholar efficiently. Before doing the task, ask students to read the information provided as it will help them to locate the right materials on	Student Worksheet

		Google Scholar.	
5 min	**TASK 4: CLASS TASK**	Reflection on the session.	Student Worksheet

MODULE 6
EVALUATING AND CITING SOURCES
Session 5

Objectives of the lesson:

- To continue developing research skills by evaluating resources, citing sources, or asking for help from librarians
- To practise the next 2 steps to research the topic
- To encourage students to use critical thinking
- To reflect on the effectiveness of the sessions

Preparation: It is essential this session is conducted in a computer lab.

Tutor guidance is required in this session as students will be discovering areas of doing research which might be new to them.

Time	What will I do?	Why will I do it this way?	Resources
2 min	Read the statement under the heading 'Did you know?'	To introduce the topic to the students.	Student Worksheet
13 min	**TASK 1: INDIVIDUAL TASK** Students will write down the details of one book and one journal article that they have found in the previous session.	This is to practise step 5. This task is a fairly simple one. However, it is a good way of making sure whether the resources that students have chosen to use, are reliable or not (i.e., whether it has got an author, publication date etc).	Student Worksheet
15 min	**TASK 2: INDIVIDUAL TASK** In this task, students will write a reference list.	This is to practise step 6. There are many style guides available to demonstrate proper citation and referencing processes. In this task, students will be given an opportunity to practise APA style to write a reference list of the book and the journal article, the details of which they have written in the task 1.	Student Worksheet
5 min	**TASK 3: PAIR AND SHARE** Students check their written references with their partners.	This is to make sure whether students have used the APA style correctly. Remind students that it is very important for referencing to use the punctuation in the right places.	Student Worksheet

15 min	**TASK 4: CLASS TASK** Students will reflect on the knowledge gained from the sessions.	In this task, students will reflect on the series of 'Beginning Your Research' sessions. Encourage students to ask for help from librarians.	Student Worksheet

MODULE 7
UNDERSTANDING SOME FUNDAMENTAL PRINCIPALS OF ESSAY WRITING
Overview

Practical

Theoretical

Teacher led

Student led

Lesson topics	Objectives	Tasks
1. Distinguishing between an academic and a personal argument	• To enable students to distinguish between personal and academic arguments • To introduce students to what is meant by the term 'academic argument' • To facilitate an understanding of why academic arguments are considered important.	**Pair and share** task: students discuss their understanding of an academic argument with a partner **Whole group discussion:** to extend and refine students' understanding of academic arguments **Pair and share** task: students to differentiate between an academic argument and a personal argument **Group discussion** to compare findings **Individual writing** to reflect on understanding of academic arguments.
2. Constructing an academic argument	• To introduce the techniques of presenting a logical argument in the form of a debate • To encourage students to reflect on their argumentative skills • To develop an appreciation of how academic arguments are used to broaden the reader's understanding of a topic • To develop students' understanding of using evidence to support an argument	**Individual reading** to gain a sense of the topic and the arguments for and against genetically modified food. **Pair activity**: students to debate the topic **Pair and share** students to analyse the strengths and weaknesses of their argument **Whole group discussion** to reflect on the value of academic arguments.

| 3. Practising an academic argument | • To enable students to analyse and comment on a flawed academic argument

• To develop students' skills in recognising and assessing what is academically acceptable

• To give students an opportunity to practise their skills in creating an academic argument | **Pair and share**

Students read the argument presented and discuss its strengths and weaknesses

Whole group discussion and feedback

Individual writing Students to construct one paragraph which presents a thesis and supporting evidence

Pair and share Students to look at partner's paragraph and discuss whether it has demonstrated a thesis and supporting evidence. |

MODULE 7
DISTINGUISHING BETWEEN AN ACADEMIC ARGUMENT AND A PERSONAL ARGUMENT
Session 1

Objectives of the lesson:

- To enable students to gain a better understanding of the term 'academic argument through sharing and clarifying their ideas
- To encourage students to distinguish between different arguments and appreciate the nature of academic arguments

Time	What will I do?	Why will I do it this way?	Resources
5 min	Introduce students to the idea that academic argument carries with it specific meanings in the academic context and it is different to a personal argument.	Students may be confused about what the differences are and what is required when they are asked to construct an academic argument.	Student Worksheet
10 min	**TASK 1: PAIR AND SHARE** Students to discuss in a pair what they understand by the term academic argument.	This will enable the tutor to gauge what students know about academic arguments.	Student Worksheet
10 min	**TASK 2: CLASS DISCUSSION** Students to share their understanding with the rest of the class.	This will give the tutor an opportunity to have an overview of what the class understands and to use this to expand students' understanding.	Student Worksheet
10 min	**TASK 3: PAIR AND SHARE** In pairs, students are to determine the differences between a personal argument and an academic argument and to list these in the dedicated space.	This should refine students' understanding of the differences.	Student Worksheet
15 min	**TASK 4: CLASS DISCUSSION** Students to discuss their list with another pair and then feed back to the class.	This will enable students to listen to other points of view and amplify their understanding of the differences between academic arguments and personal arguments.	Student Worksheet

5 min	**TASK 5:** **INDIVIDUAL REFLECTIVE WRITING** Students given a few minutes to reflect on what they have learned.	To consolidate students' understanding of an academic argument and how it differs from personal argument.	Student Worksheet

MODULE 7
CONSTRUCTING AN ACADEMIC ARGUMENT
Session 2

Objectives of the lesson:

- To give students an understanding of how to debate a topic using evidence to formulate a reasonable argument
- To develop an understanding of the need to present evidence to support a point of view.

Time	What will I do?	Why will I do it this way?	Resources
5 min	Introduce the session by giving students an opportunity to think about ideas, how we clarify them and the value we place on providing evidence in an academic argument.	Students from refugee backgrounds often find it difficult to adopt a point of view (which they may not necessarily agree with) and present an argument based on evidence. In addition students may not have thought about ways in which we clarify and amplify our ideas or what argument means in an academic context.	Student Worksheet
20 min	**TASK 1: PAIR AND SHARE (DEBATE)** Introduce the topic of constructing an argument by encouraging students in pairs to: • adopt a role (A or B) • read the appendix to provide them with evidence • then participate in a debate.	Students often experience difficulties expressing a point of view and supporting an argument with evidence. Students are enabled to enter into a debate by having the relevant evidence presented in the Appendix. This preliminary activity gives them a taste of arguing from a particular point of view and learning 'by doing.'	
5 min	**TASK 2: PAIR AND SHARE** Ask students to reflect on their argumentative skills in the debate and what could have assisted them to construct a better argument.	This will give the person conducting the session an opportunity to understand the skill sets that students have and what they need to develop.	
5 min	**TASK 3: GROUP DISCUSSION** Ask students to think about how academic arguments contribute to an	This should give students an understanding of the value of presenting an informed and substantiated argument as opposed	

	understanding of a topic.	to an opinion.	74
15 min	**TASK 3: CLASS DISCUSSION** Students to present their ideas with the class.	This will enable students to listen to other points of view and amplify their understanding of academic arguments.	

MODULE 7
PRACTISING AN ACADEMIC ARGUMENT
Session 3

Objectives of the lesson:

- To enable students to gain a better understanding of the term 'academic argument' through reading a flawed, but accessible argument.
- To develop students' skills is recognising and assessing what is academically acceptable.
- To give students an opportunity to practise their skills in creating an academic argument.

Time	What will I do?	Why will I do it this way?	Resources
5 min	Introduce students to the idea that academic arguments need to provide a thesis and present credible arguments, which are substantiated by researched evidence.	Students coming from disrupted educational settings need a clear introduction to academics' expectations of academic arguments in a tertiary setting.	Student Worksheet
10 min	**TASK 1: PAIR AND SHARE** Students to read the argument and then in pairs use the checklist to assess whether it presents a strong or flawed academic argument.	Students are presented with an argument which deals with material they will understand, but which fails to present any evidence to support the argument.	Student Worksheet
10 min	**TASK 2: CLASS DISCUSSION** Students to share their understanding with the rest of the class. Tutor to explain why this argument lacks credibility.	This will give the tutor an opportunity to have an overview of what the class understands and to use this to expand students' understanding.	Student Worksheet
20 min	**TASK 3: INDIVIDUAL WRITING** Having gained a fuller understanding of the nature of academic argument through their discussion and the tutor's input, students are invited to write one paragraph which provides a thesis and evidence to support their point of view.	Students are asked to read the dot pointed evidence and use it in their argument. This abbreviated evidence has been provided so that students can quickly gather the necessary evidence.	Student Worksheet

5 min	**TASK 4: PAIR AND SHARE** Students to share their argument with a partner to assess whether their writing presents a logical argument with evidence. Tutor can circulate around the class during this time to assist and support students.	This will enable students to practice writing and evaluating an argument. Assessing another student's work is useful as students learn from others.	Student Worksheet

MODULE 8
REFLECTING ON LiFE AND YOUR LEARNING JOURNEY
Overview

Practical

Teacher led

Lesson topics	Objectives	Tasks
Reflecting on LiFE and your learning journey	• To encourage students to reflect on their academic journey and remind themselves of how far they have come • To provide students with a voice and opportunity to give their own story • To encourage students to reflect on their learning	Pair activity- sharing information about entering university for the first time Individual note taking task- to record the milestones of their academic journey Pair activity-story telling to give students the opportunity to articulate and recount their experiences at university Individual task- reflective writing about the learning journey.

Theoretical

Student led

MODULE 8
REFLECTING ON LIFE AND YOUR LEARNING JOURNEY
Session 1

Objectives of the lesson:

- To encourage students to reflect on their academic journey and remind themselves of how far they have come
- To provide students with a voice and opportunity to give their own story
- To encourage students to reflect on their learning

Time	What will I do?	Why will I do it this way	Resources
5 min	Read the statements under the heading 'Did you Know?'	To introduce and personalise the topic to the students.	Student Worksheet
5 min	**TASK 1: PAIR AND SHARE** Students tell each other about the experience of entering university for the first time.	To encourage students to think back to 'measure' how far they have come.	
10 min	**TASK 2: INDIVIDUAL NOTE-TAKING TASK** Encourage students to think about stages, events or milestones along their academic journey and to write down a few details to help with the storytelling task to follow.	To break down parts of the academic journey.	Student Worksheet
15 min	**TASK 3: STORYTELLING IN PAIRS** Students tell their partners their personal story of coming to university and experiencing the academic journey. Remind students of their role as speakers and listeners in the storytelling process.	To allow students to recollect their thoughts, experiences and feelings.	Student Worksheet

| 20 min | **TASK 4: INDIVIDUAL REFLECTIVE WRITING / WHOLE GROUP DISCUSSION**

Students reflect on what they have learnt from the LiFE project and imagine they were to articulate these to a new a student.

As this is the last lesson of the project, it is essential that students share their ideas and thoughts with the whole group. You could elicit information from the group by asking the question:

"What advice would you give to a new student at this university who shared a similar background to your own?" | To provide low stakes writing opportunities for students to reflect on their learning.

To provide a holistic appraisal of the group's learning and to orientate students towards being a possible mentor at university.

To provide tutors with the opportunity to evaluate what students have learnt from the LiFE project. | |