Life
learning interactively for engagement

MEETING THE PEDAGOGICAL NEEDS OF STUDENTS FROM REFUGEE BACKGROUNDS

STUDENT MODULES: 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

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.*

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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 trialled teaching and learning modules that addressed the academic needs of students identified in the needs analysis stage of the *LiFE* project. The learning and teaching modules were trialled with a cohort of students from refugee backgrounds at each university in Semester 1, 2009.

Pedagogical design undertaken at Murdoch University

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

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

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

Pedagogical design undertaken at Curtin University

The Curtin University 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 section 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 a Master's degree 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
SEMESTER LONG PROGRAMME

These modules have been developed in response to the identified needs of students from refugee backgrounds. 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 resources
				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
GETTING STARTED: 7 POINT CHECKLIST
Session 1

In this lesson you will	Did you know?
• Reflect on the process of settling in to a new environment • Discuss important steps to help settle in at university • Take action to be prepared for the semester	• Most students, local and international, feel lost and confused when first coming to university. • Not knowing what to do first or how to get information can add to this confusion. • It is okay to ask another student or university staff member for help. • Entering and navigating university life for the first time is similar to the process of entering a new and foreign culture for the first time. • Settling in at university will take time, but this process can be helped by taking several practical steps

TASK 1: 'PAIR AND SHARE' (DISCUSSION)

Discuss the following questions with your partner for 5 minutes. You will be asked to share your thoughts and ideas with the whole class afterwards.

• Introduce yourself, providing information about your background.

• If you are new to Australia, when did you arrive? Think about the first week you spent in Australia. How did you feel? What were some of the first things you did in that first week to settle in (e.g. open a bank account)?

• If you were hosting a visitor from another country, how would you help them to settle in? What sort of information would you give them and why?

TASK 2: INDIVIDUAL READING ACTIVITY

Below is a useful checklist of things you should do to prepare yourself for your studies and help you settle in to university life. Read through each point and tick the box if you have already done them.

Which points do you think have the highest priority?

☐ **Log on to the university website**

Nowadays, most of the communication between the university and students is done electronically via the internet. The university website is a place to conduct your own

personal orientation because it provides an overview of the whole campus. When you log on as a student you can also access information about your enrolment details, academic results, library loans and much more. Some courses will also involve email discussion groups, so web access is essential.

How? You should have been issued a student number and log-on username and password when you received notification from the university of your enrolment in the post. Contact student administration if you no longer have these details.

☐ **Access technology**

You will need computer and printer access on a daily basis while at university.

How? If you are working from home you will need to make sure you have an adequate computer, printer and use of the internet. If working from university, you can access the public computers in the learning commons and labs. Ask support staff how to access the nearest printers. You can also bring your laptop to university and get the IT department to assist with setting it up so that you can obtain wireless access around the university.

☐ **Obtain your student identification card**

Your student identification card is like a passport to university and shows that you are a member of this academic community. Without it you cannot fully access the university's services and resources. It also acts like a cash card for internet access, photocopying and printing, as well as a form of identification during examinations. Off-campus, you can get student concessions to many services by showing your student card as it is a valid form of photo identification.

How? At most universities the IT department processes student cards or ask the Help Desk in the library on how to apply for your student identification card.

☐ **Add credit to your student identification card**

Your student card acts as a cash card which you use to pay for many of the services you use, such as photocopying and internet access.

How? Add credit to your student identification card at a machine in the library. Ask at the Help Desk if you have problems. $10 is an ideal amount to get started.

☐ **Borrow from the library**

Borrowing resources from the library will become a part of university life. During busy times it is handy to check out items yourself rather than wait in queues and rely on librarian assistance.

How? The Self Check borrowing machines are usually in the library and have clear instructions on how to use them. It is a good idea to talk to and watch another person first to see how easy the process is. If you have difficulties, ask at the Help Desk for assistance.

☐ **Access the photocopying machines**

Some items such as new journals and reference books cannot be borrowed from the library and you may need to photocopy relevant sections for your study. The university subsidises

photocopying and you will most likely find it cheaper at university than in print shops or newsagents.

How? Access the general-use photocopiers by swiping your student identification card. Be sure to press 'finish' before walking away otherwise the next person can use your credit. If in doubt, watch someone first or ask for assistance at the Help Desk.

☐ **Do a library tour**

The library is a centre for accessing resources, managing your studies and engaging in private and small group study. You can also access support from the library.

How? Participate in one of many library tours that are held at the beginning of each semester. See if your library has a podcast that can be downloaded from the university website or accessed from the library Help Desk. Learning how to fully maximise the university library is an ongoing process and will take time. Learn from the librarians, the university website, your tutors, your peers and from the signs and information provided.

TASK 3: REFLECTIVE WRITING

Reflective Writing: To what extent do you feel you have 'settled-in' to university life so far? What points of the above checklist do you still need to do and how and when will you do these things?

MODULE 1
UNDERSTANDING UNIVERSITY CULTURES
Session 2

In this lesson you will	Did you know?
• Develop a better understanding of the university and its cultures • Appreciate what you need to do to become a more effective learner in the university community	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; and • is learned and transmitted.

TASK 1. DISCUSS THE FOLLOWING QUESTION WITH A PARTNER:

Question 1: What have you noticed about the university and its culture(s) already?

TASK 2. THINK ABOUT YOUR PRIMARY OR SECONDARY SCHOOL AND CONSIDER THE FOLLOWING QUESTIONS ABOUT THE CULTURE OF YOUR SCHOOL:

- What academic expectations were evident?
- What attitudes did staff have towards students?
- What were the values of the school (explicit or implicit?)
- How were these communicated to you?
- What language were you taught in?
- What would an Australian need to know to succeed in the school?
- How would they learn this?

Now discuss your responses to these questions with your partner.

TASK 3: IN A GROUP, BRAINSTORM THE FOLLOWING QUESTIONS AND WRITE DOWN YOUR RESPONSES

- What do you know about the culture of your school (eg. Law, Education, Engineering, Environmental Science, etcetera) at 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 culture?

TASK 4: INDIVIDUAL WRTIING

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.

MODULE 1
GOAL SETTING AT UNIVERSITY
Session 3

In this lesson you will	Did you know?
• Become familiar with different types of goal setting • Learn to set goals in a university context	• Goal setting helps people choose where they want to go in their lives. People can set goals in any areas of their lives including financial, family, health, and educational goals etcetera. • Normally, setting a goal works in this way. You set a large scale goal you want to achieve, and then you break this down into smaller goals which all enable you to reach the large scale goal. Then you start working to achieve it.

As a university student, you need to carefully think about your educational goals to become a proactive learner. In order to set your goals in your university context, you need to understand the following:

Outcome Goals - these are related to specific results you want to achieve - e.g. I will improve my research skills; I will learn to improve my time management skills to avoid procrastination etc. However, outcome goals are too broad and can't tell you how to achieve the goals.

Performance Goals - these are related to processes or strategies to achieve your goals – e.g. I will improve my research skills by exploring my research topic, locating relevant resources on the library catalogue or Internet. I will improve my time management skills by identifying my blockers, keeping a diary everyday etc. So as you can see, it is important to formulate performance goals rather than outcome goals.

Also there are **short-term goals** and **long-term goals**. For university students, long-term outcome goals might be the successful completion of a course; short-term goals are likely to be influenced by assessment requirements for each unit.

Make sure your goals are:

- Precise: be as specific and clear as possible

- Positive: For example " Use my diary everyday!"

- Purpose driven: find out what is really important for you

- Measurable: to measure your pace and your success

Source: Dingle, P. (2008). Dr Dingle's success: Journal and playbook.

TASK 1: INDIVIDUAL AND PAIR TASK.

Read the points below and see how many describe your learning strategies. Discuss your points with your partner.

1. My goals are always precise and realistic.

2. I always hand in my assignments on time.

3. When I face a complex task, I break them down into small parts and work on part at a time.

4. It is easy for me to follow my schedule.

5. I don't let interruptions distract me from completing my task.

6. I am a purpose driven person and always know what is important for me.

7. I always monitor my schedule and progress.

TASK 2: INDIVIDUAL AND PAIR TASK.

Write down one short-term goal in regards to your studies and the processes and strategies used to achieve them with timelines. In order to formulate your performance goals, consider the following questions:

- What skills do I need to achieve this?

- What information do I need?

- What resources do I need?

- Who can assist me?

Short – term goal:		
Performance goals: Process and strategies:	**Timeline:**	**Who can help me?**

Discuss your results with your partner and check whether you set the performance goals correctly.

TASK 3: PAIR DISCUSSION.

With your partner discuss the following questions.

- How important is it for you to set goals?

- Will you be able to map out your goals on a consistent basis? Why/ why not?

- If anything distracts you or slows you down to achieve your goals, will you take any steps to eliminate these obstacles?

- What action will I undertake to assist me in achieving one of my goals?

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

In this lesson you will:	Did you know?
Reflect on perceptions of what is a 'good' or 'model' student Explore qualities of proactive learning in detail Discuss and share ideas for becoming a more proactive learner at university	Every learner is different and has their own preferred learning style. Most educational institutions in Australia recognise the diversity of learning styles among their students and will take measures to meet the needs of all students. However, all students studying at tertiary institutions in the Australian context need to be **proactive** in order to maximise success in the studies. Being a proactive learner involves being: ▪ Motivated ▪ Active ▪ Engaged ▪ Independent ▪ Reflective

TASK 1: PAIR / WHOLE GROUP DISCUSSION

Discuss the following questions with your partner for 5 minutes.
You will be asked to share your thoughts and ideas with the whole class afterwards

- In your home culture, what is the common perception of 'the model student'?

- Does this perception differ throughout the different phases of education?

- From your own experience, has your learning been predominantly 'student-centered' or 'teacher-centered'?

TASK 2: INDIVIDUAL MATCHING EXERCISE / WHOLE GROUP DISCUSSION

Being a proactive learner involves being motivated, active, engaged, independent and reflective. Let us look at some examples of these qualities. Match the quality on the left with an example of what a student may do to demonstrate this on the right:

Quality	Example
1. Motivated	A. participates at university; enjoys learning; gets involved with activities and events related to study; connects with their university community; attends all classes
2. Active e.g.	B. thinks about their learning; is aware of strengths and weaknesses; thinks about the past to anticipate the future; critically evaluates their learning
3. Engaged	C. consciously decides to act in a way that will help learning even if it is a challenge; is enthusiastic about their studies
4. Independent	D. takes initiative for their own learning; knows what works best and applies the right strategy; has control of their learning; doesn't rely on someone else to get started
5. Reflective	E. seeks out strategies to learn; asks questions when in doubt; doesn't wait for someone to tell them what to do next

TASK 3: INDIVIDUAL / PAIR DISCUSSION

**Here are some more specific examples of proactive learning.
Tick those that you are already familiar with and then discuss with your partner:**

☐ Subscribe to an online mailing list related to your studies so that information finds you rather than you having to search for it. Many professional associations have this facility on their website. Your tutor may recommend a relevant mailing list to join.

☐ Try to get to know your peers during and after classes. If you do not succeed the first time, persevere and try again. You need to connect with your university community to be a successful learner.

☐ Participate in email discussion lists related to your studies. This will help you to process and synthesize your ideas.

☐ If you miss a lecture, think of ways you could get the information and handouts such as asking a peer to collect them for you or go and see your tutor. Most universities post pod-casts and/or vod-casts of lectures on the web.

□ Join a club/association that is connected to your studies, either on campus or in the local community.

• Which of the above strategies have you tried and how useful were they to your learning?

• Which strategies do you find threatening? What strategies could you adopt to overcome this?

• What have you found that has helped you at university? Please share your experiences.

TASK 4: WHOLE CLASS DISCUSSION

Share your ideas with the whole class. As you listen to what other people have to say write down any information that could be helpful to your studies:

TASK 5: REFLECTIVE WRITING:

To what extent has today's lesson on being a proactive learner challenged your notion of a 'model student'? What have you learnt from today's lesson that you can apply to become a more proactive learner?

MODULE 1
BEING A PROACTIVE LEARNER: INDIVIDUAL LEARNING STYLES
Session 5

In this lesson you will	Did you know?
• Reflect on your learning • Identify your individual learning style using online questionnaires • Use knowledge about own learning style to develop a more efficient and effective study regime	• Every person has their own individual learning style with a preference for one particular style or a blend of styles. • No learning style is 'better' than the other, nor is an individual learning style fixed. • By recognizing and understanding your own learning style, you can use techniques better suited to you. This improves the speed and quality of your learning. • Have a look at (http://www.learning-styles-online.com/overview/). • Identifying and addressing less developed skills will help you to become a more holistic learner. • Being aware of your learning style and using it to your advantage is one way of taking control of your learning and being a more proactive learner. This is not a single, linear process but rather a continual cyclical process. • In today's lesson we will focus on stages 2-4 of this process.

2. Reflect on learning

1. Learning experience

3. Identify individual learning style (preferences, strengths and weaknesses)

4. Recognize what skills to use in the right situations (transfer of skills)
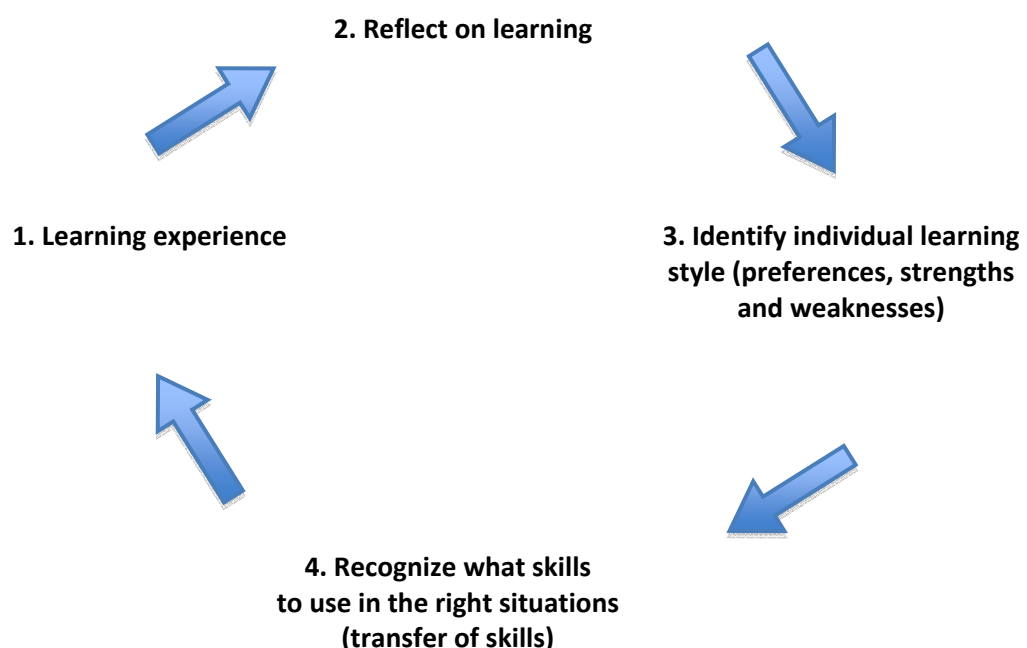
TASK 1: FIND SOMEONE WHO…

Go around the class and survey your classmates about their study habits and preferences. Ask them using a close ended question e.g. "Do you like to study with music on in the background?" If they respond positively, record their name on the space on the right. If they say 'no' then ask other students until you find some who does. You have 10 minutes. Try and get around to all members of the class:

A) likes to study with music on in the background   _____

B) needs a silent environment to study effectively   _____

C) enjoys studying outdoors or in a natural environment   _____

D) has to write everything down otherwise it is forgotten   _____

E) has a photographic memory   _____

F) uses mnemonics* to remember things   _____

G) often uses diagrams and concept maps when taking notes   _____

H) likes to study alone   _____

I) likes to study with a partner   _____

J) likes to study in small groups   _____

Discuss your answers to the above survey with the whole class at the end.

* A mnemonic is device that helps us to remember things. Common mnemonics are abbreviations, such as:
DRAB (**D**anger, **R**esponse, **A**irways, **B**reathing) to remember the order of First Aid steps to take after an accident.

Another example of a mnemonic is a saying or rhyme to help remember a rule, formula or convention, such as: "**I** before **E**, except after **C**" to check spelling of words such as 'believe' or 'receive'.

Now that you have reflected on learning, the next step is to identify your individual learning style.

By identifying what type of learner you are, you are in a better position to develop your skills of meta-cognition and learn how to apply the right study skills for the appropriate situation.

Numerous models of learning styles have been developed by educational psychologists over the years and it is very easy to find a quick and easy online diagnostic assessment that can help you to identify your learning style. Your university may have such a questionnaire on its website.

For this lesson, we will use an online questionnaire from the University of South Dakota that will identify if you are have an **auditory**, **visual** or **kinaesthetic** style of learning. These terms will be defined and described once you have completed the online questionnaire.

TASK 2: INDIVIDUAL ONLINE QUESTIONNAIRE

Complete the online questionnaire at http://www.usd.edu/trio/tut/ts/stylest.html.

This should take approximately 10 minutes. Record your learning style below and note any characteristics about this style in the space below:

> **Identified learning style: _____**
>
> **Characteristics:**

TASK 3: WHOLE GROUP DISCUSSION

Your tutor will divide the room into three areas and assign a learning style (auditory, visual and kinaesthetic) to each area. When instructed, move to the area of your individual learning style. As a class, discuss the following:

- What is your reaction to the results of the online questionnaire?

- What are the characteristics of your particular learning style?

- Notice your classmates, who were identified as having a similar learning style to your own. Are the results surprising? How could you use this knowledge to your advantage?

TASK 4: INDIVIDUAL ONLINE QUESTIONNAIRE

There are hundreds of other online questionnaires that can assist you to identify your learning style and provide suggestions on how best to learn. Many of these questionnaires are free. Some require you to subscribe to a newsletter while others cost money. Using an internet search engine, find links to alternative questionnaires using the keywords below.

> **learning styles   multiple intelligences   questionnaire diagnostic test   Memletics   VARK   4MAT   Myers-Briggs**

Consider how the results of this new questionnaire compare with the one you undertook in Task 2.

TASK 5: INDIVIDUAL REFLECTIVE WRITING

Reflective Writing: What have you learnt about your own individual learning style from this lesson? What recommendations and suggestions made from the online questionnaires(s) will you take on board in the future to improve your learning? Did you discover classmates with a similar learning style to your own? If so, how could you collaborate with them in your studies?

MODULE 2
WHAT ARE HELP SEEKING SKILLS?
WHY DO I NEED HELP SEEKING SKILLS AT UNIVERSITY
Session 1

In this lesson you will	Did you know?

• Learn about what help seeking is in university learning
 	
• Reflect and discuss your own understanding of help seeking.
 	
• Learn about available support services
 	
• Identify your needs for help seeking
	• Nearly all university students face problems or have needs related to their university learning.
	• Your university has specific services to deal with students' academic, social, medical, financial and emotional needs.
	• These services are available to all students.
	• These services help students:
	  - to identify their educational aspirations and career goals
	  - to deal with academic challenges
	  - to get advice on more specific aspects of their academic life such as course structure. and requirements
	• One of the skills that successful students have is the ability to seek help when needed.

Why do I need to develop help seeking skills?
You can enjoy positive outcomes at university such as:
- You will have better grades
- You will have less stress and panic
- You will feel less isolated
- You will smile more and frown less
- You will have better self-confidence

TASK 1: WHAT IS HELP SEEKING?

Try to express your understanding of help seeking in the university context. Use this space below to draw or map what would be involved in help seeking at university. You can also use visual representations, flow chart or symbols.

What is help-seeking?

Help seeking is a social-interactive process. Help seeking is unique among strategies. Sociocultural variables that affect motivation and learning in general (Urban, 1999; Salili, Chiu & Hong, 2001; Volet & Jarvela, 2001) have particular relevance for help seeking.

TASK 2: PAIR AND SHARE DISCUSSION

Discuss the following questions with your partner. You will be asked to share your thoughts and ideas with the whole class afterwards.

- In your culture how do people perceive help seeking?

- What do you do when you need to solve problems or have your needs addressed?

- Do you need help seeking skills?

The following support services may be available to you at your university. Names of support services may vary from university to university. Tick the ones that you have used or might use in this semester. Which service do you think have the highest priority? Share your answers with your partner.

☐ **Student Learning Centre**—provides you with academic support for the development of a range of learning skills such as: essay writing; critical thinking; oral presentations; writing style, structure; exam preparation and many more.

☐ **Faculty Student Administration Office**— provides students with enrolment advice on all courses.

☐ **Office for International Students**—this office is responsible for supporting international students from their admission right through to graduation.

☐ **Scholarships office**—this office provides students with many new scholarships to assist them to manage their financial commitment. You may want to check whether you are eligible for the scholarship you wish to apply.

☐ **Library**—for research and advice on resources

☐ **External Studies Unit**—gives support and advice for external students.

☐ **IT Service Desk**—supports the entire university community on all university computer-related information technology issues.

☐ **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 representation for its members to the university, government and wider community.

☐ **Equity and Diversity Service** —offers you one-on-one consultation and support in the areas like: disability; money matters; employment; discrimination.

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

Note: Most of these services are provided free. You may have to check the fees before you decide to use or present relevant ID. For example: You may need to present your Medicare card to use Health and Counselling service or pay fees to use Guild of Students services etc.

Source: A Helping Hand Survival Guide for Students, 2008.

TASK 4: INDIVIDUAL AND CLASS DISCUSSION
Which of the services would you use in your first year? Why? Discuss with your classmates.

MODULE 2:
META-COGNITIVE STRATEGIES IN LEARNING HOW TO LEARN
Session 2

In this lesson you will	Did you know?
• Increase your awareness of meta-cognition and meta-cognitive strategies • Learn to apply meta-cognitive strategies in help seeking	Meta-cognition refers to higher order thinking that involves active control over the thinking processes involved in learning. Meta-cognition is often referred to as "thinking about thinking" and can be used to help students 'learn how to learn.'

Meta-cognition consists of three basic strategies:

- Developing a plan of action
- Maintaining/monitoring the plan
- Evaluating the plan

Before – When you are developing the plan of action, ask yourself:

- What should I do first?
- What is my priority?
- Where do I go if I need assistance?
- How much time do I have?

During – When you are maintaining/monitoring the plan of action, ask yourself:

- How am I doing?
- Am I on the right track?

After – When you are evaluating the plan of action, ask yourself:

- Did it work? Why/Why not?
- What could I have done differently?

Source: Livingston, J. 1997.

TASK 1: PAUL'S PLAN OF ACTION

Read Paul's situation: Paul is a university student. He has a paid job and academic commitments. In 2 weeks time, he has to submit 2 essays but he is having problems finding appropriate research articles to support his argument. He works in paid employment 6-8 hours a day and that usually leaves him little time to do his assignments. He does not know how to deal with his situation.

A. Imagine you are Paul's friend. Use the table below and help him to develop his plan of action.

Paul's plan of action

What does he need to do?	How would you help him to prioritise his tasks?	How much time does he have?	Where should he go to seek help, if he needs it?
Do you think your plan of action will work for Paul? Why?			

B. Discuss your plan of action for Paul with a partner.

TASK 2: MONITORING YOUR USE OF HELP SEEKING SKILLS.

A. Look at the mind map below. Have you ever asked yourself the following questions?

What is the problem?

What might stop me?

What do I need?

Seeking help

Who can I consult with?

Where can I go?

What can I do?
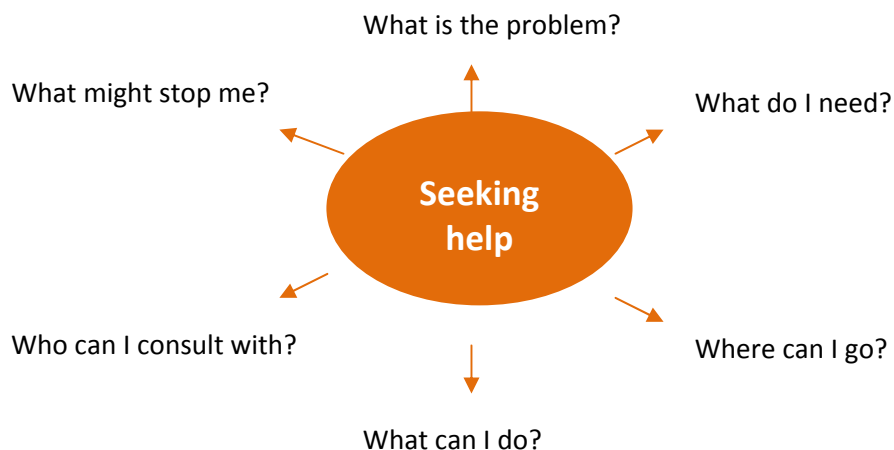
TASK 2 B. IDENTIFY YOUR STRENGTHS AND BLOCKERS.

What do you do when you have a need to seek help? List 3 help seeking strategies that you often use.

1.………………………………………………………………………………

2.………………………………………………………………………………

3.………………………………………………………………………………

Are there any reasons that would stop you from seeking help at university? If there are, write them down.

1.………………………………………………………………………………

2.………………………………………………………………………………

TASK 3: EVALUATING YOUR HELP SEEKING SKILLS.

A. Group work. Discuss the most common problems or blockers that you have identified in TASK 2B. List 3 of the most common. Work out an action plan to deal with the problems.

Common problems or blockers	Action plan
1.	
2.	
3.	

MODULE 2
FURTHER DEVELOPMENT OF
META-COGNITIVE HELP SEEKING SKILLS

Session 3

In this lesson you will	Did you know?
In this lesson, you will: • Reflect on your meta-cognitive help seeking skills development • Continue developing your help seeking skills	**Did you know?** Meta-cognitive strategies can be applied to any part of your learning at university. Students with well developed meta-cognitive strategies identify their blocks to learning at an early stage. Being engaged in meta-cognition is one of the most important features of good self-regulated learners.

TASK 1: EXPRESSION OF UNDERSTANDING OF HELP SEEKING IN THE UNIVERSITY CONTEXT THROUGH DRAWING, MAPPING, FLOWCHARTS OR SYMBOLS

Group and class exercise: finding the right support service. You will be given a sticky with a "student problem" written on it. In a group, discuss which 'student problem' can be dealt with in which support services. Go to the services provided on the wall and stick 'your' problems under the right services. Discuss the results with the class.

TASK 2: PAIR AND SHARE DISCUSSION

Do an analysis on the following case with your partner.

Identify the specific issues that the student is having to deal with. How could this student have used meta-cognitive help seeking strategies?

> I enrolled at university with some pretty high hopes, only to realise that it was not easy. I found myself very unprepared for the big jump from living in the country with my family to going to a big city, living in a different place and trying to keep up with the demands of first-year Accounting. Eventually, I burned out from stress. I still miss my home and find it difficult to adjust in a different culture. I failed 2 units. My self-esteem has taken a hard blow.

TASK 3: PAIR AND SHARE DISCUSSION

What specific issues have you identified? How could this student have used meta-cognitive help seeking strategies? Discuss with your class.

TASK 4: INDIVIDUAL AND CLASS DISCUSSION

Could you foresee any issues that might arise in your first year? If yes, how would you deal with them?

MODULE 3
TIME MANAGEMENT: WEEKLY PLANNING
Session 1

In this lesson you will	Did you know?
- Discuss your own concepts and attitudes towards time. - Learn about other notions of time. - Reflect on your strengths and weaknesses with planning and Time Management. - Prioritise your weekly tasks, duties and activities.	- Nearly all university students are concerned about problems with Time Management and Organisation. - Procrastination is a common problem. - Being aware of your own personal strengths and weaknesses associated with Time Management is the first step to improved planning and managing time more effectively. - Active and effective planning can improve your chances of academic success. - Time Management tools are essential for effective planning and different learners require different tools. Such tools include: - clocks, watches, alarm clocks - electronic organisers - mobile phones - diaries, planners, calendars 'To do' lists

TASK 1: INDIVIDUAL WRITING

Write down one task that you usually do at each of the following stages of the day below and estimate the time it takes to perform them:

Dawn	Morning e.g. Take kids to school –30mins	Afternoon
Dusk	**Evening**	**Night**

TASK 2: 'PAIR AND SHARE' (DISCUSSION)

Discuss the following questions with your partner for 5 minutes. You will be asked to share your thoughts and ideas with the whole class afterwards.

- In your culture how do people see time?

- How is the day divided?

- What difference do you see in perceptions of time in this culture?

TASK 3: TUTOR TALK

Your tutor will talk about how best to manage time in your course at university. Use the space provided below to make notes of important points and to write down any questions you would like to ask at the end:

TASK 4: INDIVIDUAL BRAINSTORM

Brainstorm examples of tools that can be applied to manage and organise time. Start with the items you have with you or use regularly.

Diary

Time Management Tools
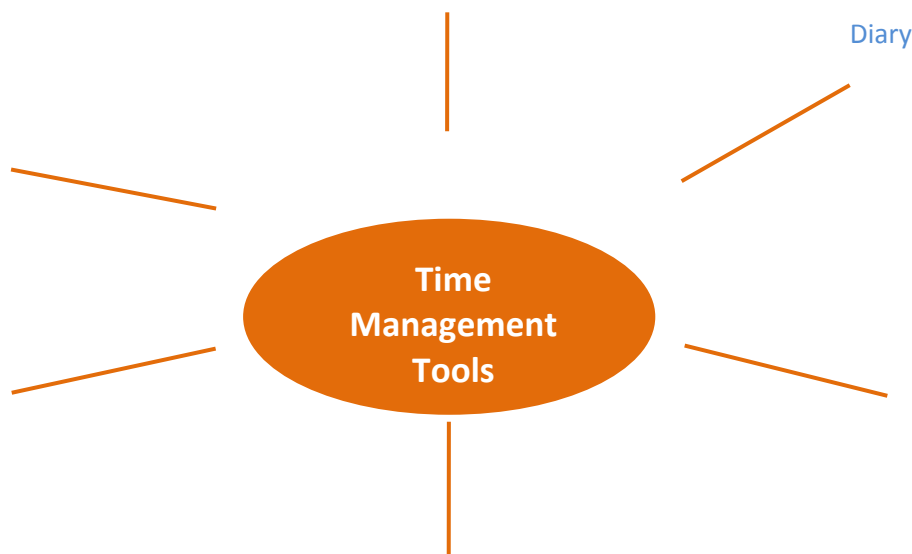
TASK 5: SMALL GROUPS

Ekeny is a full-time student enrolled in four units at university. She has to commute by bus which takes an hour to travel one way. In addition to her studies she has a part-time job every Thursday. In your group, help Ekeny to schedule her study time so that she allocates 10 hours to each unit per week. Use the stickies provided to represent a two hour 'chunk' of time. In addition to her schedule of lectures and tutorials she should also allocate another:

4	hours of revision of lectures / tutorials
12	hours of reading
2	hours participating in email discussion groups
10	hours working on assignments
2	hours of journal writing

Justify why you have allocated the task and time e.g. "I think she should allocate 2 hours of revision on Monday evening to go over what was covered in the lectures that day".

TASK 6: INDIVIDUAL REFLECTIVE WRITING

What strategies do you already have in place to use your time effectively? What do you need to do to manage your time more effectively?

TASKS 7: INDIVIDUAL WRITING

Using the blank weekly planner provided to you by your tutor. Write in all the non-negotiable tasks such as work, family and community commitments and travel times.

TASKS 8: INDIVIDUAL WRITING

Now that you have planned the structure of your week, plan when and where you will fit in the tasks and activities that allow for flexibility.

Unfortunately, we often find excuses to not do these things so this is why it is so important to plan ahead. Use the following checklist to help you:

☐ Do you have any assignments due next week? Plan a session at least two days beforehand to complete the assignment, check, edit and proofread and print off ready for submission.

☐ Plan your study keeping in mind the natural rhythms of the day and usual daily routines.

☐ If you have an assignment due in a few weeks, schedule in one hour next week to plan. Break the tasks down and list in order of importance.

☐ Allocate one hour before each lecture to pre-read the information in the course outline and go over readings.

☐ Allocate half an hour within 48 hours of a lecture to review the new content/concepts.

☐ Take time to make time! Plan one hour next week to plan the weekly schedule for the following week.

☐ See if there is any way you can 'kill two birds with one stone' and be really efficient with your time. For example, you may try to pre-read for a lecture while catching public transport.

☐ You should be dedicating approximately 40 hours a week to study if you are a full time student. This includes contact hours (lectures, tutorials, meetings with academic staff) and non-contact hours (collaborating with fellow students, individual study, resource collection in the library etc).

☐ Be sure to vary the style and mode of study. Insist on meeting with fellow students to verbally discuss topics rather than rely on individual self study which can lead to isolation.

☐ Use colour coding techniques when filling in the weekly planner so you can easily see how you are dividing up you time between courses, study and home duties, work and other commitments.

☐ If you have exams in the following week, avoid 'cramming' by distributing the time you dedicate to the study of this subject over the whole week. Plan to have a good sleep the night before.

☐ Be flexible and don't worry if you can't stick to the planner due to unforeseen circumstances. It is a planning tool to help you and no-one else.

EKENY'S WEEKLY PLANNER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6.30-7.30							
7.30-8.30	Bus to uni				Bus to uni		
8.30-9.30	Unit A Tutorial				Unit C Tutorial		
9.30-10.30					Unit C Tutorial		
10.30-11.30	Unit C Lecture		Bus to uni				
11.30-12.30		Bus to uni	Unit D Lecture		Unit D Lecture		
12.30-1.30							
1.30-2.30					Bus home		
2.30-3.30		Unit B Tutorial		Unit A Lecture			
3.30-4.30		Unit B Lecture		Bus to work			
4.30-5.30		Unit A Lecture	Unit D Tutorial	Part-time work			
5.30-6.30	Bus home	Bus home	Bus home	Part-time work			
6.30-7.30				Part-time work			
7.30-8.30				Part-time work			
8.30-9.30				Part-time work			
9.30-10.30							

BLANK WEEKLY PLANNER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6.30-7.30							
7.30-8.30							
8.30-9.30							
9.30-10.30							
10.30-11.30							
11.30-12.30							
12.30-1.30							
1.30-2.30							
2.30-3.30							
3.30-4.30							
4.30-5.30							
5.30-6.30							
6.30-7.30							
7.30-8.30							
8.30-9.30							
9.30-10.30							

MODULE 3
TIME MANAGEMENT:
IDENTIFYING STRENGTHS AND BLOCKERS
Session 2

In this lesson you will	Did you know?
• Reflect on common blockers that can hinder effective study • Identify habits such as procrastination • Reflect on personal strengths that have brought academic success in the past • Apply strategies to improve Time Management skills	• Recognition of your strengths and your blockers is the first step to effective learning and success at university. • It is important to keep reminding yourself of your strengths to remain positive throughout your study. • A blocker is a phenomenon which prevents a person from progressing with a task such as writing or studying. • Some examples of blockers include procrastination, ineffective prioritising of tasks, reacting to urgent matters on a regular basis, not having a time management plan and / or not sticking to the plan. • Once you have identified the blockers, the next step is identifying the cause of those blockers. • Blockers can only be overcome by changing the way you manage your time and yourself. Fortunately there are lots of strategies out there but it depends on when and how **you** choose to apply them.

TASK 1: INDIVIDUAL WRITING

On the left, write down several tasks that you have not managed to complete/address this week. On the right, write down the reason for it not being done:

UNFINISHED TASK   REASON

E.g. read all the set texts   ⟶   too tired at night

TASK 2: SURVEY IN PAIRS

Complete the following survey with your partner. Record your and your partner's answers by ticking the appropriate box in the table below:

Question	Often		Sometimes		Never	
	self	partner	self	partner	self	partner
Do you respond to tasks that need urgent action as they come to your attention?						
Do you put off tasks that are unpleasant or complicated?						
Do you feel the environment is not conducive to the type of study task you are engaging in?						
Do you feel like giving up when a task becomes difficult?						
Do you interrupt study to get a drink or eat something, even if you are not thirsty or hungry?						
Do you check your emails throughout the day, without a regular time or time limit?						
Do you leave an unfinished item on your 'to do' list for the next day and find it is still there a week later?						
Do you find excuses to avoid the places where you study?						
Do you spend your day 'going with the flow' and not having any real plan for study?						

TASK 3: INDIVIDUAL WRITING

Try to identify your strengths and weaknesses in time management for your study at university, reflecting on your answers to Tasks 1 and 2:

TASK 4: TRACKING DAILY ACTIVITIES

You have already identified some time management blockers, but there could be more. One strategy you could use is to track all the activities you do throughout the day for about 2-3 days. This can be a tedious task, but it will give you clear data about the way you manage your time, allowing you to analyse the blockers and what to do to overcome them.

6—8.30pm	Watched television	Intended to watch the news only but ended up watching 3 other programmes of no real interest

TASK 5: INDIVIDUAL REFLECTIVE WRITING

Reflective Writing: using the following focus questions to write a reflection:

1. What are your greatest strengths and positive attributes that have helped you to achieve academic success in the past?

2. What are some of the blockers that prevent you from using your time effectively?

3. Think of one task that you have been unable to complete or do successfully. Make a commitment to tackle this task and state the strategy to achieve this (e.g. breaking it down into manageable sizes, plan to reward yourself, seek support etcetera).

MODULE 3
TIME MANAGEMENT: LONG-TERM PLANNING
Session 3

In this lesson you will	Did you know?
• Discuss the importance of positive thinking to achieve long-term goals. • Backward plan to develop long-term schedules. • Map short, medium, long and life goals. • Plan for this semester.	• Negative thinking can include feelings of the need to be perfect or fear of failure / success. • Even the most successful students can get caught up into a cycle of negative thinking. • Consequences of negative thinking include a range of problems from procrastination to self-sabotage. • Goal setting and effective long-term planning can minimise the tendency to think negatively and help you get on with your studies. • Setting milestones and celebrating them when they are reached assist positive thinking. • Effective communication with your tutor and peers will assist positive thinking through feedback and help you to keep on top on tasks throughout the semester.

TASK 1: REFLECTION OF GOALS

What are your short-term, medium-term, long-term and life-long goals? Use the following framework to make some notes:
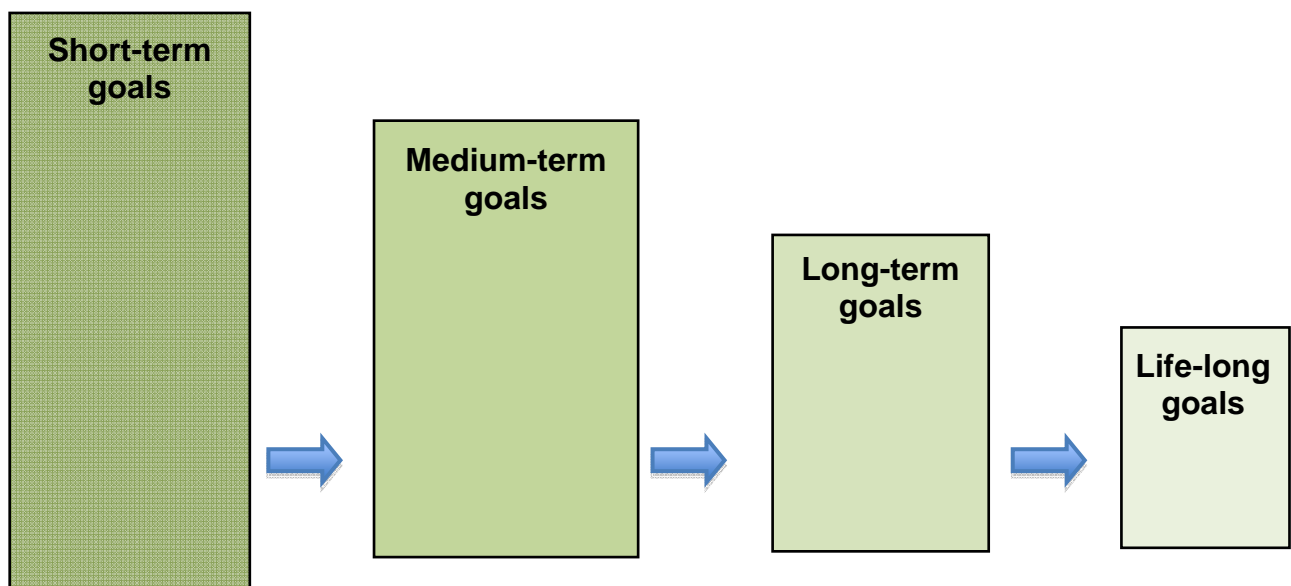
Short-term goals → **Medium-term goals** → **Long-term goals** → **Life-long goals**

TASK 2: PAIR AND SHARE' (DISCUSSION)

Discuss the following questions with your partner. You will be asked to share your thoughts and ideas with the whole class afterwards.

- What have been your greatest achievements in your life so far?
- What events in your life led you to where you are now?
- Are you generally optimistic or pessimistic about your academic abilities?
- Have you ever experienced self doubt? Explain?

TASK 3: PAIR WORK: RE-ORDERING STEPS TO COMPLETE AN ESSAY.

The following steps to essay writing have been jumbled up. With your partner, discuss the order in which the following tasks should be done and estimate how much time it would take to do them.

___ Work on developing the draft into a well formed essay

___ Submit the essay

___ Get a friend to proofread for spelling, grammar and typographical errors

___ Collect resources to answer the essay question

___ Write the first draft of the essay

___ Analyse the essay question

___ Read the articles related to the essay question

___ Proof read the essay and edit

___ Print out the final copy and bind (if required)

___ Check referencing and bibliography

TASK 4: INDIVIDUAL WRITING

You have an essay due on the 31st of the month. Using the information you discussed in Task 3, fill in the calendar template below to backward plan for your essay. What starting date have you identified?

Monday	1	8	15	22	29
Tuesday	2	9	16	23	30
Wednesday	3	10	17	24	31 **Essay due today!**
Thursday	4	11	18	25	1
Friday	5	12	19	26	2
Saturday	6	13	20	27	3
Sunday	7	14	21	28	

Useful tip!

- Calendars, semester planners and diaries are essential Time Management tools that can help to get a big picture view of the semester and help you to backward plan.

- Mobile phones and electronic organizers are great for reminding about due dates, but not useful for backwards planning or identifying crossovers of tasks for different units.

TASK 5: INDIVIDUAL WRITING

Using a time management tool that suits your needs, backward plan for all units this semester. You may use the blank calendar template below. The following checklist can help you to plan for the semester:

- ☐ Use colour-coding to signify when something requires handing in or is an assessed item.
- ☐ Keep your semester planner located where it can be viewed regularly.
- ☐ Make a note of weeks when more than one assignment is due. You may really need to pace yourself well beforehand with your study.
- ☐ Try to identify which weeks may be more stressful than others. Think of some ways to minimize the stress.
- ☐ Don't forget to celebrate milestones, such as submitting an assignment by rewarding yourself.
- ☐ Factor in at least 4 hours of stress-relief into each week. This could be in the form of sport, physical activity, meditation, journal writing etc.

Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

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

In this lesson you will	Did you know?
• Revisit different concepts and attitudes towards time. • Discuss key concepts of effective Time Management. • Reflect on own learning and Time Management skills	Managing your time effectively will help you to: • Balance study, work and personal life • Get the sleep and rest you need • Develop and maintain a routine • Factor in socialising without feeling guilty • Help to stay 'on top' of your study load • Cope better around stressful times • Stay involved in your university community • Develop a cycle of positive thinking • Keep self doubt at bay • See the bigger picture • Meet short-term goals • Reach the longer-term milestones • Help you towards your long-term goals Managing your **time** effectively = Managing your **self** effectively

✏️ **TASK 1: 'PAIR AND SHARE' (DISCUSSION)**

Discuss the following questions with your partner. You will be asked to share your thoughts and ideas with the whole class afterwards.

• How do you see time?

• What might be some of the consequences of seeing time in different ways?

• Is it possible to operate with both understandings of time in Australia?

TASK 2: INDIVIDUAL MATCHING EXERCISE

Below are some key concepts of effective Time Management. Match the terms on the left with the definitions on the right:

1. Backwards planning	A. Determining your ambitions and dreams and planning the milestones along the way to achieve these dreams
2. Prioritising	B. Breaking down an assignment into smaller tasks, guessing the time it will take to perform them and planning from the due date to determine when to start the assignment
3. Negotiation	C. A discussion or arrangement with another person to come to a mutual agreement/settlement
4. Time estimation	D. Judging how long a task will take to complete
5. Goal setting	E. Working out what is important and paying attention to these tasks first

TASK 3: BRAINSTORM IN PAIRS

You have been asked to be a member of a panel of undergraduate students to give a talk to a class of students in a pre-university bridging program, who will soon be commencing their first year studies. With your partner, brainstorm what you would say about the following points and why they are important to effective Time Management at university. You may also include your own experiences so far:

Backwards planning	Prioritising	Negotiation

Time estimation	Goal setting

TASK 4: WHOLE GROUP ROLE PLAY

Your tutor will invite several students to come forward and be part of a panel. The rest of the members of the class will assume the role of prospective students at your university.

TASK 5: INDIVIDUAL REFLECTIVE WRITING

After the panel discussion, what awareness have you developed about your own cognitive and meta-cognitive skills and how they help with your Time Management?

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

In this lesson you will	Did you know?
• Have a understanding of the purpose of tutorials and what you can gain from them • Develop a better understanding of the role of your tutor and lecturer • Share and challenge prior understandings of the purpose of tutorials and the role of the tutor.	• Tutorials should provide supportive learning environments. • Tutorials may be different in form depending on the discipline or context. • Active engagement in tutorials will benefit your learning and could improve your grades. • By maximising your participation in tutorials you are actively engaging as a scholar in your academic community. • You need to take responsibility for your learning and for overcoming blockages for participating effectively.

TASK 1: PAIR DISCUSSION WITH WHOLE GROUP FEEDBACK

With your partner, brainstorm what you see as the purpose of a tutorial.

e.g. Discussion to enhance learning

Purpose of tutorial
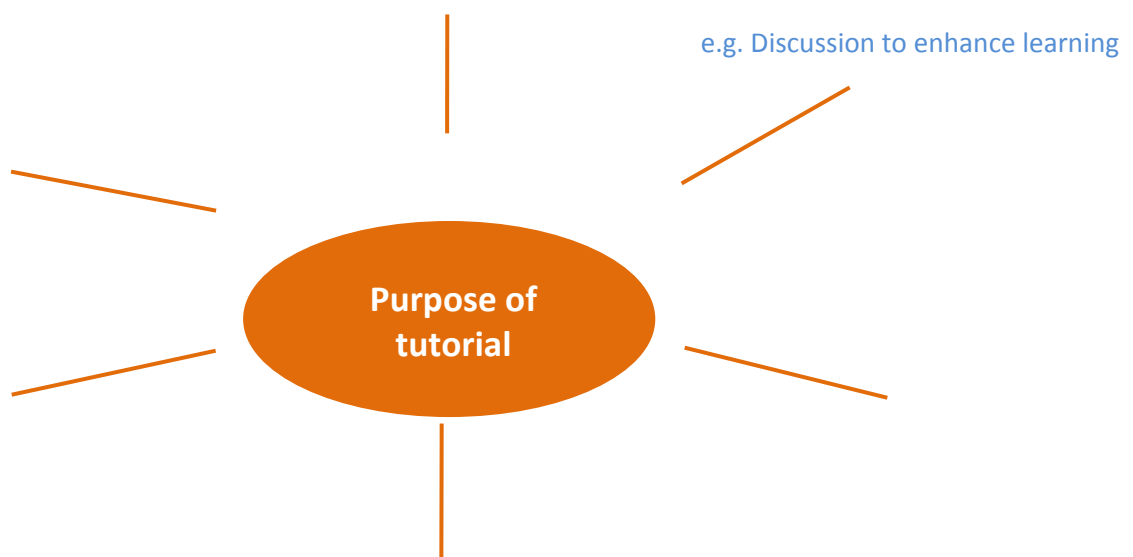
TASK 2: DISCUSSION (WHOLE GROUP)

Your tutor will discuss the purpose of tutorials for this particular unit. Use the space provided below to make notes of important points and to write down any questions you would like to ask:

TASK 3: 'PAIR AND SHARE' (DISCUSSION)

With your partner, discuss the role of teachers/ tutors in your own culture and in Australia drawing on your experiences at university so far. Record your ideas in the table below:

	In my home country	In Australia
Role of the teacher/tutor		
Status in society		
Style of communicating with students		
Ways of approaching a tutor		

TASK 4: WHOLE GROUP DISCUSSION

Share your ideas with the whole group. As you listen to what other people have to say write down any questions that you would like your tutor to clarify at the end.

TASK 5: REFLECTIVE WRITING

Reflective Writing: What have you learnt from today's lesson about tutorials and the role of the tutor in an Australian university context?

MODULE 4
TUTORIAL PARTICIPATION:
BUILDING CONFIDENCE IN TUTORIALS
Session 2

In this lesson you will	Did you know?
• Identify ways to participate effectively • Reflect on the skills you may need to develop to be an effective contributor to tutorials.	**Tutorials enable you to:** • practice your skills in listening • respond to other people's ideas • think about the set reading(s) • express your point of view • learn about the topic **This requires confidence and some work on your part.**

TASK 1: 'PAIR AND SHARE' (DISCUSSION)

What do you believe you need to do to build your own self-confidence to participate effectively in tutorials? Discuss this with a partner and write down what you think would be helpful in the space below.

TASK 2: PAIR DISCUSSION WITH WHOLE GROUP FEEDBACK

Share your findings with another pair of students and then report back to the class what you think.

TASK 3: SMALL GROUPS

In your group of 4, identify what specific skills you need to:

Task	Skills
Take part in the tutorial conversation	
Respond to what the tutor has said	
Comment on an aspect of the required reading	
Disagree with another student's point of view	
Expand your understanding of the topic	

TASK 4: SMALL GROUPS

Discuss with your partner what you need to do to enhance your tutorial participation and how this will build confidence.

TASK 5: INDIVIDUAL REFLECTIVE WRITING

Write down what you need to do to put your ideas into action.

MODULE 4
TUTORIAL PARTICIPATION: PREPARATION 1
Session 3

In this lesson you will	Did you know?
• Discuss and share reading strategies • Explore the role of written and spoken texts in different cultural contexts • Reflect on current strategies for tutorial preparation	Tutorials are an important part of university life and provide opportunities for you to: • Discuss the unit content to enhance learning • Critically reflect on the readings for the week • Raise questions from the readings • Meet the tutor in person and ask for timely advice • Network with peers and engage with the academic community • Develop collaborative and team skills • Demonstrate your understanding for assessment Asking questions and reflecting are valued skills at university. You are not expected to know everything. Effective preparation will help you to participate actively in tutorials. Preparation includes the essential task of reading all the set texts of the week before coming to the tutorial.

TASK 1: DISCUSSION

Highlight the tools and strategies you use when reading the set texts for the week:

- Highlight interesting points
- Circle unknown words and look them up later
- Draw a diagram or picture to represent the key point(s) of the text
- Annotate the readings
- Discuss interpretation of the reading with a friend
- Use mind-maps to see how a reading relates to other readings
- Record readings in reference libraries such as Endnote and Zotero
- Write summaries of each reading
- Use stickies / 'Post-it' notes
- Note-take while reading and organise the information using reading frameworks (e.g. structured overviews)

TASK 2: DISCUSSION (WHOLE GROUP)

How do you feel about making notes in your textbook or on other academic resources? Do you do this? Why /why not? Discuss.

TASK 3: 'PAIR AND SHARE' (DISCUSSION)

Discuss the following questions with your partner for 5 minutes. You will be asked to share your thoughts and ideas with the whole class afterwards

- In your home culture what is the role of written and spoken texts?

- What role does the family play in education?

- Have books always been a part of your life? Why/why not?

TASK 4: INDIVIDUAL REFLECTIVE WRITING

Reflective writing: What strategies do you already employ to understand the set readings so that you are prepared for tutorials? What other strategies could you develop to improve your preparation?

MODULE 4
TUTORIAL PARTICIPATION: PREPARATION 2
Session 4

| In this lesson you will	Did you know?
• Reflect on processes of learning as you read • Explore a range of questions you may ask while reading • Use a model reading framework to prepare for tutorials • Devise your own reading framework that will suit your own learning style	Tutorials offer an opportunity for you to critically reflect on the weekly readings. Tutorials are a good forum for raising questions that you have about the readings and other aspects of the unit. Asking questions and reflecting are valued skills at university. You are not expected to know everything.

TASK 1: PAIR AND SHARE

Your tutor will give you 2 minutes to read any extract from the set texts. As you read, make a mental note of your own thought processes. Do you 'hear' a voice in your mind as you read, or engage in some inner dialogue? What questions are being asked? Discuss with your partner and then the group.

What does 'virtue' mean? I've heard it before but forgotten. Maybe it means….?

"...these classes became ruling classes by virtue of their economic power and their effective domination of the state and its agencies. While the state guaranteed its power though its monopoly of force…"

Curthoys, A. (1988) *Australian Society* in Communication and Culture, p36
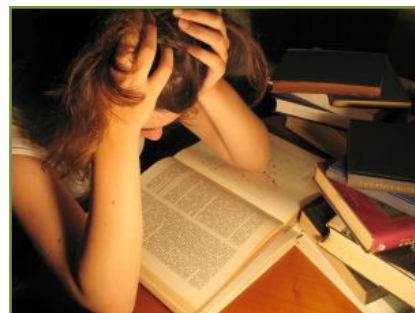
This text is really difficult but I know it contains key points that will be useful in my essay

While reading the texts you should be asking yourself different types/levels of questions. Some questions should be about the *content* of the reading, some should be a *critical reflection* of the readings and finally you should be asking questions about your own *learning*.

Questions about content

What are the key points of the reading?

What does this word/phrase/key concept mean?

What is the main argument of the reading?

Is the argument supported by evidence or examples?

Are there any visuals or statistical data to support the reading?

How is the information organised?

What message is in the introduction and conclusion?

Critical reflection

What is the purpose of the reading? What is the author's intention?

Who is the target reader?

What is the form of the text? Is it a narrative, essay, report, article, journal entry?

What information has been included / omitted and why?

Is the style of the text formal or informal? Why?

What sort or language has been used in the reading and what effect does have on the reader?

How does this relate to other readings?

Questions about my learning

Does this reading relate to my assignment/essay?

Should I scan the reading now and come back to it later for a deeper reading?

What ideas or emotions does this reading stir in me?

Should I quote from this text to support my argument in my assignment / essay?

What should I do with the text as I read it? (e.g. annotate it, write up a summary, ignore it?)

What have I understood? What questions do I still have about the text?

TASK 2: READING FRAMEWORK

The following reading framework is a suggested tool to assist preparing for tutorials. Choose one of this week's readings and spend 15 minutes making notes about the text. You may use some of the questions on page 2 to prompt your thinking:

Author / date / title

Content (What are the key points of the reading?)	Key words / concepts

Critical reflection (What are the author's intentions? Who is the target reader? etc)

Meta-cognition (How does the reading relate to my learning?)

TASK 3: INDIVIDUAL REFLECTIVE WRITING

Reflective writing: Does the suggested reading framework on page 3 actually work for you? What changes could you make to organise information, your thoughts and questions in a more efficient way?

TASK 4: INDIVIDUALLY TRIAL AND EVALUATE A READING FRAMEWORK AND CONTINUE TO THINK ABOUT WAYS TO PREPARE FOR TUTORIALS.

Over the next week, trial the suggested reading framework or your own to prepare for tutorials and keep in mind the following:

- Always have a purpose for reading a text. Your tutor may provide you with focus questions or you can create your own questions to ask yourself to direct your reading.

- Always **write** as you **read**. You will thank yourself when you come back to the reading at a later stage when you have to synthesize your thoughts. Writing also helps you to process your learning. It also will help you to prepare what you might **say** in tutorials.

- Have a list of possible focus questions nearby whenever you read. For example you could pin the questions to consider on the wall near your desk and choose several questions for each reading.

- Reading in silence is essential and the only way you can effectively focus on the questions you have in your head as your read. Avoid distractions such as your mobile phone or MP3 player.

- Use the reading framework and make concise notes for key texts. For peripheral texts, you may only want to write a brief comment about it.

- Avoid treating a text in isolation but rather compare and contrast it with the other readings set by your tutor. Quite often the range of set texts will attempt to reflect a range of different perspectives.

MODULE 5
READING STRATEGIES: SEEING THE BIG PICTURE
Session 1

In this lesson you will	Did you know?
• Explore a 'top-down' approach to reading by taking a 'big picture' look at texts • Focus on structure, features, style of language, purpose and intended audience of different text types. • Develop an awareness of text types in this unit.	• Tutorials offer an opportunity for you to critically reflect on the weekly readings. • Tutorials are a good forum for raising questions that you have about the readings and other aspects of the unit. • Asking questions and reflecting are valued skills at university. You are not expected to know everything.

When we communicate, we use a wide variety of language forms, which have their particular structure, style and purpose. They have been called text-types or discourse forms. Some examples of text types are:

advertisement, anecdote, brochure, cartoon, conversation, diagram, essay, folk-tale, game, graffiti, horoscope, instruction, joke, lecture, letter, map, menu, narrative, note, poem, questionnaire, report, resume, short story, song, telephone call and wordplay.

Adapted from Ceferin, A. (2000) Retrieved from http://www.thezaurus.com/?/language/text_types/

TASK 1: 'PAIR AND SHARE' (DISCUSSION)

Look at the image on the next page and discuss the following questions with your partner. You will be invited to share your answers with the whole group afterwards.

• What shape do you think the image represents? (Tip: Have a look at the image from a distance)

• What smaller objects can you see inside the image?

• Who do think this image was created for?

• Where do you think this image was made?

• What purpose might this image have?

TASK 2: SAMPLE OF A READING TEXT

Your tutor will give you a sample of a text type that you may encounter in this unit. You only have 3 minutes to get a 'big picture' understanding of the text. Ask yourself the following and share your answers with the group:

- What is the **structure** of this text?

- What are the distinctive **features** of this text?

- What **style of language** is used?

- What is the **purpose** of this text?

- Who is the intended **audience**?

What **type** of text is this?

TASK 3: TUTOR TALK

Your tutor will talk about the structure, features, style of language, purpose and intended audience of several types of texts you will encounter during this unit. Use the space provided below to make notes of important points and to write down any questions you would like to ask at the end.

TASK 5: INDIVIDUAL REFLECTIVE WRITING

Reflective Writing: What reading strategies have you learnt today from the lesson and from talking to your peers and how will you choose to read differently?

MODULE 5
READING STRATEGIES:
SKIMMING AND SCANNING TEXTS
Session 2

In this lesson you will	Did you know?
• Explore the techniques of skimming and scanning • Apply strategies and practise skim reading a text from this unit • Develop strategies to help future scanning of texts	• *Skimming* is a reading technique that involves moving our eyes over an unknown text very quickly to identify the main ideas, or the 'gist'. • *Scanning* is a reading technique that involves glancing over a known or familiar text and searching for specific pieces of information e.g. a name, a title, a fact, key word/phrase etcetera. • It would be impossible to thoroughly read **all** the texts that are set or suggested in each unit at university. • *Skimming* and *scanning* can be applied to help discern which texts need to be read thoroughly and identify those that are not so central to our studies and only require a surface understanding.

TASK 1: INDIVIDUAL READING TASK

Your tutor will give you a text. You only have 3 minutes to skim read the text to identify the main ideas (gist) of the text. Discuss your answers with the group at the end of three minutes. Here are some tips:

- At normal speed, read the title and sub-headings. What are the key words?

- Look for illustrations or graphs. What message are they trying to convey?

- At normal speed, read the first sentence of every paragraph.

- At normal speed, read the concluding paragraph.

- Aim to 'read' the rest of the text at about four times the pace of your normal reading speed.

TASK 2: INDIVIDUAL READING TASK

Your tutor will now give you some questions about the text. You only have 3 minutes to scan the text and find the relevant information. Discuss your answers with the group at the end of three minutes. Here are some tips:

- Try to anticipate the type of answer by analysing the question carefully. For example, is it asking for a number, a fact, a name, a place, a definition etcetera?

- When you have found the answer you should circle, underline, highlight or use some other method to act as a marker to aid future recall.

- If you feel this is a key text and can be applied at a later date, then you should use a system of marking this text in a more prominent way, such as using stickies or colour coded tags.

TASK 3: INDIVIDUAL READING TASK

During the week, attempt to double the volume of reading you usually do for each unit. Apply the strategies of skimming and scanning that you have learnt in this lesson as you look for and read texts at university.

TASK 4: INDIVIDUAL REFLECTIVE WRITING

Reflective writing: In what way can the reading techniques explored in this lesson assist your learning? Do you feel you have mastered the art of skimming and scanning? Why/why not? What has been difficult?

MODULE 5
READING STRATEGIES: MAKING MEANING
Session 3

In this lesson you will	Did you know?
• Explore strategies for dealing with unknown words. • Learn the value of making guesses about unknown words or phrases and see 'self' as a resource. • Develop strategies to avoid 'overusing' dictionaries.	• Every reader encounters words they do not know. This happens when reading in our first language as well as reading in another language. • We maximise our learning when the level of language that we are reading is slightly higher than our own level. • Even if we do not understand every word in a text, we are still able to grasp the essential meaning. • Every time we use the dictionary to look up a word, we disrupt the flow of information from a text.

TASK 1: GUESSING MEANING (INDIVIDUAL)

The following sentences contain words in bold that are 'gobbledegook', or nonsensical language. Can you guess what they would mean if they were real words?

1. Comparing income distributions among countries may be difficult because benefits systems may differ. For examples, some countries may give benefits in the form of money while others give **mootivertictions**.

2. Salinity is an ecological factor of considerable importance, influencing the types of **tweeoffistuigors** that live in a body of water.

3. Certain presentation programs also offer an interactive integrated hardware element designed to **astumage** an audience.

4. Some would argue that the main purpose of a business is to maximize profits for its owners, or in the case of a **rhipkatfictious** company, its stockholders.

 In what fields of study would you find the above extracts? Choose from the following:

A) **Accounting**

B) **Environmental Science**

C) **Economics**

D) **IT / Computing**

TASK 2: 'PAIR AND SHARE' (DISCUSSION)

Discuss the following questions with your partner for 5 minutes. You will be asked to share your thoughts and ideas with the whole class afterwards

● What do you do when you read words that you do not understand?

● Have you ever tried to guess the meaning of a word and got it right? Explain.

● Do you believe it is possible to construct your own knowledge? Yes/no? Explain.

TASK 3.

Brainstorm examples of strategies that can be used to deal with unknown words or jargon:

Try and guess the meaning by looking at the words around it for clues

Dealing with unknown words

TASK 4.

Your tutor will give you a text to read. Use some of the strategies raised in last activity (except using your dictionary) to deal with the unknown words that you encounter.

• To what extent did you understand the text? (e.g. all of it, the main points, the general meaning [gist], nothing at all).

• What percentage of the text was unknown to you?

• What words did you not understand?

TASK 3: INDIVIDUAL READING TASK AND DISCUSSION

Reflective Writing: What reading tips and strategies did I learn today that I will use in future?

MODULE 5
SMART READING:
BECOMING A STRATEGIC READER
Session 4

In this lesson you will	Did you know?
• Reflect on your own reading style for different texts • Differentiate between 'surface' and 'deep' reading styles • Reflect on ways to combine styles to become a strategic reader and increase chances of success at university	• Chameleons have the ability to rotate each eye in different directions, enabling them to see two different objects at the same time and allowing them to view a full 360 degree arc of vision around their body. When prey is located, both eyes can be focused in the same direction, giving sharp stereoscopic vision and depth perception. • Just like the chameleon, students should combine a broad-vision with a focused approach to reading at university. Students need to develop a quick and efficient reading style that allows them to get through a large amount of text. However, when students have identified something in the text that is important and relevant to their studies, they need to adapt their reading speed and style to focus and gain a deep understanding of the text.

TASK 1: PAIR AND SHARE

Discuss the following questions with your partner. You will be asked to share your thoughts and ideas with the whole class afterwards.

- What was the last thing you read, for example, a journal/ newspaper article, novel, poem, a letter or an email?

- What was your purpose for reading it?

- How fast did you read the text and to what degree did you comprehend it?

Let us look at two different reading styles:

SURFACE READING

'Surface reading' involves techniques such as skimming and scanning to get an overview of a text. It involves reading a text with speed allowing us to cover a large quantity of text. Surface reading involves engaging in meta-cognition, that is, thinking about and controlling one's own thought processes associated with the skill of reading. When we surface read texts at university we ask ourselves the following questions:

Is this text relevant to my studies?

How does this text position itself with other things I have read?

What are the main points of the text? (look at the summary, headings, topic

sentences etcetera).

Is this text worth revisiting or reading in greater detail?

DEEP READING

'Deep reading' involves reading at a relatively slow but steady pace to increase comprehension or pleasure. It involves gaining a fuller, expanded understanding of the essence of the text. Deep reading usually happens when the text is of particular importance and/or enjoyment to the reader. In this type of reading, the reader may become aware of connections and patterns in the text and become immersed in it to develop insights into a problem or idea. When we deep read texts at university we ask ourselves the following questions:

This is an important point. Do I fully understand it or do I need to re-read this section/chapter/paragraph etc?

This idea is connected to an earlier part of the reading (may involve going back to that section).

Most of the things mentioned in this text make sense and I will use this to support my argument for my essay.

TASK 2: WHOLE GROUP DISCUSSION OF THE QUESTIONS.

Think about the discussion you had with your partner during task 1 and discuss the following questions with the class:

- Did your last reading experience involve 'surface' or 'deep' reading, or a combination of both? What about your partner's last reading experience?

- What are the limitations of applying just one of these styles to your reading at university?

- How is it possible to be strategic by combining 'surface' with 'deep' reading in your own studies at university?

> "Research has shown that one on the main characteristics of a good reader is his [her] flexibility. He [She] will vary his [her] speed, and his [her] whole manner of reading, according to the text and according to his [her] purpose in reading it."
>
> Nuttal (1982) *Increasing and Varying Reading Speed* <u>Teaching Reading Skills in a Foreign Language</u>, Heinemann, London

TASK 3: INDIVIDUAL REFLECTIVE WRITING

What have you learnt about your own reading style from today's lesson? What changes can you make to combine styles so that you become a more strategic reader?

MODULE 6
DOING RESEARCH AND USING COMPUTERS
Session 1

In this lesson you will	Did you know?
• Develop or increase your understanding of doing research in university learning • Reflect and discuss your own understanding of doing research and using computer technology • Identify issues related to your own experiences in doing research and using computer technology	• The word research might be a confusing word for some students because of its broad spectrum of meaning. • In Collins Cobuild Dictionary (1987, p. 1231) the word research is described as "a detailed study of a subject or an aspect of a subject. When you do research, you collect and analyse facts and information and try to gain new knowledge and new understanding." • In order to do research and analyse resources and information, you need to use your critical thinking skills. • Everyone thinks, but critical thinking is a type of thinking that improves the quality of thinking by gathering, assessing and analysing relevant information, by interpreting it effectively and by testing it against relevant criteria. Critical thinking is self-directed, self-monitored, and self-corrective thinking (Scriven & Paul, 2007) Sources: *Collins Cobuild English language dictionary* (1987). London: Collins Publishers; Scriven, M & Paul, R (2007). *Defining critical thinking*. Retrieved 30 April, 2008. from http://www.criticalthinking.org/aboutCT/definingCT.cfm

✏️ TASK 1: INDIVIDUAL TASK

Think about your understanding of doing research in the university context. Use this space below to write down what is involved in doing research.

> For example using the library catalogue to locate books
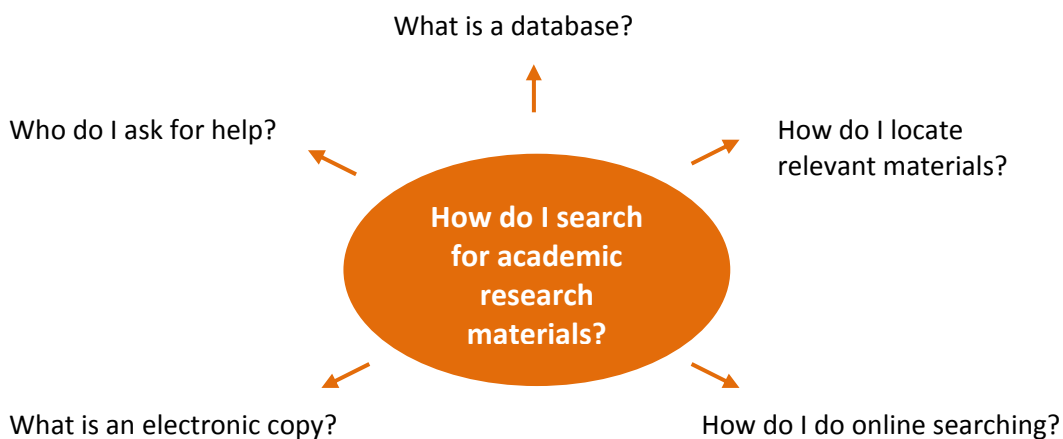
TASK 2: PAIR AND SHARE

Discuss the following questions with your partner. You will be asked to share your thoughts and ideas with the whole class afterwards.

- How have you used computer technology? Give some examples of how you have used computer technologies. Think of 3 computer technologies that you are familiar with.
- How have you used libraries in the past?
- How do you do research in the university context?
- How did you experience the university library when you first came to university?

TASK 3: PAIR AND SHARE

Let's monitor your research skills. Look at the mind map below. Have you ever asked yourself the following questions? Discuss your answers with your partner.

What is a database?

Who do I ask for help?

How do I locate relevant materials?

How do I search for academic research materials?

What is an electronic copy?

How do I do online searching?

TASK 4: INDIVIDUAL TASK

Reflection: What have you learnt from other students in today's session? What do you need to do to improve your research skills? Your action plan:
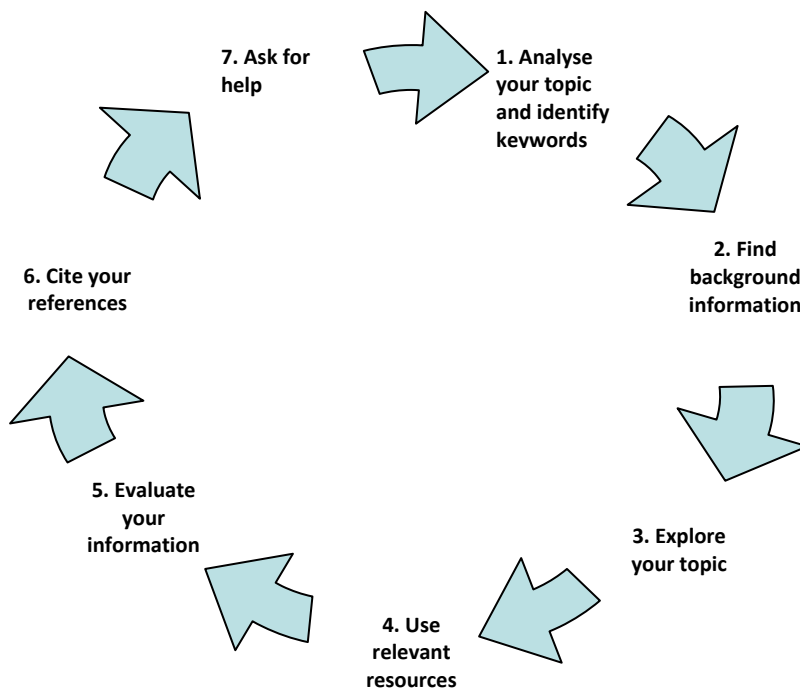
1. …………………………………………………………………………

2. …………………………………………………………………………

3. …………………………………………………………………………

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

In this lesson you will	Did you know?
• Develop and increase your understanding of doing research. • Get familiar with seven easy steps to follow to begin your research. • Practise the first two steps. • Use critical thinking throughout all the phases of your research.	• There are seven basic steps that enable you to research your topic successfully. • Computer skills are necessary at nearly all of the different stages of research.

Seven easy steps to research your topic:

7. Ask for help

1. Analyse your topic and identify keywords

2. Find background information

6. Cite your references

3. Explore your topic

5. Evaluate your information

4. Use relevant resources

Step 1: Analyse your topic and identify keywords

TASK 1: PAIR AND SHARE

Let's say your research topic is "The Politics of Multiculturalism: from assimilation to integration to multiculturalism." With your partner, try to identify keywords/concepts/phrases in this topic and write them down.

Step 2: Find background information

It is important to have background information or an overview about the topic you are studying. There are many dictionaries and encyclopaedias in the library which can give you short introductions and factual information which will help you in your research and most importantly to locate the right materials.

TASK 2: PAIR AND SHARE

With your partner, go to the "electronic reference" sources in the library website and find a short introduction or some factual information such as a definition related to the research topic. Write down the information below.

Remember: Different library catalogues may be organised differently. Your tutor will guide you as to how to find the background information from the electronic references.

For example: Open library main page – click on FIND – choose ELECTRONIC REFERENCE – open it – choose one of the references (i.e., Oxford Reference Online) – click on it – when the search box opens up - type in your key words.

Remember when you are using reference sources it is essential to type only the main keywords because you are only looking for some background information to your topic.

i.e., write definition

TASK 3: INDIVIDUAL TASK

Write down the assignment topic that you are currently working on. If you cannot remember, find it out from the library catalogue.

Again remember: Different library catalogues are organised differently. You may find your study guide in either hard or electronic copy. Your tutor will guide you how as to locate them. In either case, try the following.

For example: Go to the library main page – choose CATALOGUE – click on UNIT NAME or CODE – a search box will appear in which you can type your UNIT NAME or CODE depending on which one you remember. If the library has not got the electronic copy of your study guide then you have to go to its location (i.e., reserve section) and write your assignment topic down.

TASK 4: STUDENTS WILL IDENTIFY THEIR OWN ASSIGNMENT TOPIC KEYWORDS INDEPENDENTLY

Identify keywords of your topic.

TASK 5: STUDENTS WILL FIND BACKGROUND INFORMATION TO THEIR TOPIC USING ELECTRONIC REFERENCE IN THE LIBRARY CATALOGUE

Go to the electronic reference page in the library online catalogue and find background information on your topic. Write the information down below.

i.e., write definition

MODULE 6
EXPLORING YOUR RESEACH TOPIC AND FINDING RELEVANT RESOURCES (BOOKS)
Session 3

In this lesson you will	Did you know?
• Continue developing your research skills. • Learn some tips to plan your research timeline to avoid procrastination. • Practice the next two steps to research your topic. • Use critical thinking throughout all the phases of your research.	In order to achieve success in your research you should avoid procrastination. Doing research involves learning to manage your own time. If you need to write a short paper or essay (approximately 3-4 pages), you need at least two weeks. Here is a guide for you to follow: • Identify the resources to use: 1-2 days. • Select (e.g. books and articles) the resources that you need to use (photocopy, print, check out): 2-3 days. • Read the resources and write an outline of your paper: 1-2 days. • Start writing the paper: 3-4 days (*Remember you may need to do more research*). • Finish writing the paper, check for spelling mistakes, typographical errors. Write the references and format the paper according to your tutor's instructions: 1-2 days.

Remember our research topic is "The Politics of Multiculturalism: from assimilation to integration to multiculturalism." We have already identified the keywords and have developed some basic understandings about the topic.

Step 3: Explore your topic

There are many types of information to choose from when doing research. Here are some types of information people commonly use.

- General Encyclopaedias
- Specialized Encyclopaedias
- Dictionaries
- Books
- Scholarly journals

- Newspapers
- Magazines
- Government information
- Statistics
- Websites

Note: These materials can be accessed both in electronic and hard copies.

TASK 1: PAIR AND SHARE

Look at the table on page 1. Discuss which of the resources you would use in order to explore your topic with your partner. Write them down.

Step 4: Use relevant resources to develop your research

To find relevant resources, you should look for books, articles from your reading lists, articles on the topic or use websites etc.

Note: It is easy to locate any resource in the library online catalogue if you know the title or author (e.g. title of the book from a reading list). The library has the resources in print, electronic format or both.

TASK 2: PAIR AND SHARE

Let's begin with finding books in the library catalogue by using the keywords you wrote down in the last session. With your partner, go to the library catalogue and select the keyword search. Search for keywords using search terms AND, OR, NOT, "…". Write down your results.

Remember: Different library catalogues may be organised differently.

Also remember: It is possible that the library online catalogue doesn't find matches to your search. In that case, try another library catalogue.

AND or & (narrows your research)	• Finds records with both keywords • Narrows your research • Used for keywords that are not related Note: With or without **AND** or **&**, the search returns the same results. For example: *assimilation integration multiculturalism* *assimilation and integration multiculturalism* *assimilation & integration multiculturalism*
OR (broadens your research)	• Finds records with either keywords • Broadens your research • Used for related terms or keywords For example: *culture or society*

	integration or desegregation etc	
AND NOT (narrows your research)	• Eliminates records containing the second concept or term • Narrows your research For example: *culture and not language*	
"…" (narrows your research)	• Finds records containing all the words you typed in the same order • Mostly used for phrase searches • You must use the prepositions used in the phrase For example: *"from assimilation to integration to multiculturalism"*	

Write the titles of the book results, call numbers and locations of the books in the library that you think are relevant to the research topic down below.

Note: A call number is a group of numbers and letters that tells you where in the library you can find the book.

TASK 3: CLASS TASK

How useful was it to use search terms? Discuss your experiences with AND, OR, NOT, "…" with the class.

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

In this lesson you will	Did you know?
• Continue developing your research skills. • Find out the differences between the database and the library catalogue; journals and magazines. • Continue practising step 4 to research your topic. • Use critical thinking during your research process.	People are often confused about the differences between databases and library catalogues. It is easy to understand the differences. **A library catalogue** provides information describing resources owned by a specific library. The collection of library materials includes books, journals, magazines, newspapers, video recordings, sound recordings, maps, and government documents. **Databases** are collections of electronic records of journals, magazines, and newspapers. Databases are used in libraries for information retrieval. Information retrieved from library databases is more reliable than information found on the Internet. Samples of the databases include ERIC, SAGE, Oxford Journals etc. You can access databases both in print or electronic formats. **Databases** collect information from all type of sources and can be accessed from anywhere. For example: from your home. Another way of locating information is through **Google Scholar**. Google Scholar provides a simple way to broadly search for the scholarly literature on the internet. The term **magazine** is often used to describe popular periodicals such as *Time* or *Women's Weekly*. The term **journal** is used to describe scholarly periodicals that are written by experts and scholars. Journal articles tend to be longer and provide specific information on scholarly topics. In your research, you should use journal articles rather than magazines.

Step 4: Use relevant resources to develop your research (continuation)

Note: Remember our research topic is "The Politics of Multiculturalism: from assimilation to integration to multiculturalism." We have already **identified the keywords**, **developed a basic understanding about the topic**, and **explored the research topic by locating relevant books available in the library catalogue**. However, instead of pursuing this topic again, you can choose a topic in your own area that you are currently working on.

TASK 1: PAIR AND SHARE

This time, you will look for articles relevant to your research topic in the library databases. Go to library databases and find journal articles relevant to your research topic. You might like to work with a partner or on your own.

Remember: Different library catalogues are organised differently.

For example: Go to the library main page – select DATABASES – the database page will show QUICK LINKS TO MAJOR DATABASES (this is commonly used because it provides full texts) and BROWSE BY SUBJECT AREA (this is used for more detailed search by subject area)

We will use QUICK LINKS TO MAJOR DATABASES **– a commonly used one. Click on the link and select one of the databases (i.e., Oxford Journals) and select** GO**. In the next page, enter the keywords we have already identified in the previous lessons if you are using the old research topic.**

Remember: If you are using the library databases off campus, you may have to login first with your User ID and Password. If you are using it on campus, you might be directed straight to your search results.

TASK 2: PAIR AND SHARE

In pairs, write down the titles of the articles that you think are relevant to the research topic.

TASK 3: INDIVIDUAL TASK

Go to *Google Scholar*. Try to find any relevant information by using keywords/concepts/phrases. Write down the names of the materials you think are most relevant to the research topic. Before you start your task, read the information below including the tips.

This is what Google main page looks like (www.google.com). In order to find Google Scholar, go to 'more' which is located on the right hand side of the page with an arrow next to it. Then select the word 'Scholar.' Once the Google Scholar page opens up, type in your words and click "Google Search."

Web Images Maps News Video Gmail more ▼

Google™ Australia

| | |
| Google Search | I'm Feeling Lucky |

Advanced Search
Preferences
Language Tools

Search: ◉ the web ◯ pages from Australia

Tip 1: Before you start your search, click on 'Scholar Preference.' Write your preferred university library name in the LIBRARY LINK window – click on SAVE PREFERENCES. You are doing this because you want to see whether the library has the materials you are looking for or not.

Tip 2: Once the page with the results opens up, you may find results which have SFX link. SFX means that the university library has the material. Click on SFX to see the full text.

Tip 3: You can also use "Advanced Search" which you can see on the Google main page. Once you open the page, follow the easy to follow prompts and click "Search." This will give you more detailed search results.

TASK 4: CLASS TASK

What specifically have you learnt about databases as opposed to Google Scholar? Share your answers with your partner.

Note: If you are still confused go and ask a librarian for assistance.

MODULE 6
EVALUATING AND CITING SOURCES
Session 5

In this lesson you will	Did you know?
• Continue developing your research skills by evaluating your resources, citing sources, or asking for help from a librarian. • Practice the next 2 steps to research your topic. • Use critical thinking. • Develop your own research strategies.	Not all information is reliable or accurate to use in your research especially, information you find on the Internet. Therefore, it is essential to evaluate the resources you have found in terms of reliability and accuracy. In order to do a simple evaluation for your resources, check details such as author, publisher and publication year. Generally, choosing precise keywords, the library catalogue, and the right databases can provide more reliable and accurate resources other than Google.com If you are not sure, ask a librarian.

Step 5: Evaluate your resources

TASK 1: INDIVIDUAL TASK

Try to evaluate your resources. Choose one resource each you have found from your book search, database search or Google Scholar search. Write the details down:

Book

Title:

Author:

Publisher:

Publication year:

Journal article

Article title:

Author:

Journal title:

Volume:

Issue:

Pages:

Publication date:

Subject headings:

Step 6: Citation

To cite a source means to acknowledge the work of other writers. It is a way to promote scholarly communication, to avoid plagiarism, and to avoid breaking the law.

There are many style guides available to help you to make proper citations and writing reference list. For example:

- ACS style (American Chemical Society)

- APA style (American Psychological Association)

- Chicago style

- IEEE style (Institute of Electrical and Electronics Engineers)

- Vancouver style

- Footnote Endnote

- Legal citation

Make sure you know which one you should use in your discipline. Ask your tutor or unit coordinator if you don't know.

TASK 2: INDIVIDUAL TASK

For the purposes for this task, we will use APA style for writing a reference list. Use the details of the book and the journal article in TASK 1 and write their full references in APA style.

Remember: Different library catalogues are organised differently.

For example: Go to the library main page – select FIND – click on CITATION GUIDES – once the page is open select APA – you will see different types of citations (i.e., citation within the text, quoting, citation of electronic documents etc all of which are essential to know) – select A REFERENCE LIST – and you will see some examples. Follow the examples and write your reference list.

A Reference List:

TASK 3: PAIR AND SHARE

Check your results with your partner.

TASK 4: CLASS TASK

Discuss with your classmates the following questions:

- How did you find the series of beginning your research sessions?

- Did you develop any research strategies or tips that can you share with others?

- Do you think you can follow the seven steps to research your own assignment topic?

Step 7: Ask for help

Doing research can be 24/7. If you have any doubts about using the library, send an email to a librarian, telephone a librarian, use live chat or simply go to the library and ask at the information desk (loan and enquiry desk).

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

In this lesson you will	Did you know?
• Learn to distinguish between an argument that you may have with a friend and academic arguments. • Learn why academic arguments are considered to be important.	• There is a difference between an academic argument and a personal argument you might have with a friend/sister/brother. • Students new to the university often don't understand what is meant by an academic argument. • Academic arguments are central to the exploration and development of ideas

In your assignments at university, you will often be asked to present an academic argument in the form of an essay.

TASK 1: PAIR AND SHARE

Discuss with a partner what you understand by the term academic argument.

In the space below, write down what you have discussed and what you believe is required in an academic argument.

TASK 2: CLASS DISCUSSION

Discuss your understanding of academic argument with the class and see if you can extend your understanding of what it means to create an academic argument. Write down what you have learned.

TASK 3: PAIR AND SHARE

In pairs, try to create a table where you distinguish between the characteristics of a personal argument and an academic argument.

Characteristics of a personal argument	Characteristics of an academic argument
E.g. Can be based entirely on opinion and/or emotion	Is measured and carefully constructed and often builds on the work of other scholars in the academic community

TASK 4: CLASS DISCUSSION

Compare your list with the list of another pair in the class and see if you can extend your understanding of the differences.

TASK 5: INDIVIDUAL REFLECTIVE WRITING

Reflect on what you have learned today and write this down.

MODULE 7
CONSTRUCTING AN ACADEMIC ARGUMENT
Session 2

In this lesson you will	Did you know?
• Develop an understanding of what is meant by an academic argument. • Learn why academic arguments are considered important in the university setting.	People clarify their ideas by: • talking to each other • writing down their thoughts • listening to other people's opinions • reading what other people think • debating issues • researching a topic At university you are expected to do all of the above and arrive at a more informed position on a topic

What is an academic argument?

When you are asked to present an argument, you are being asked to express a point of view and back it up with evidence. In doing this, you are shaping and refining your ideas and offering an interpretation of the material. You are going to practice the idea of arguing from a particular point of view in this session.

TASK 1: PAIR AND SHARE (DEBATE)

In pairs, decide who is A and who is B. Enter in to a debate on the topic of genetically modified foods, making sure you express your point of view. Try to back up your argument with evidence if you can.

A: You are opposed to genetically modified foods as you fear they will have a detrimental effect on the planet and on human health.

B: You are a salesperson for genetically modified seeds. You are convinced that they are the answer to famine and will significantly increase the world's food supply.

Look at the arguments provided in the attached appendix and see if you can mount an effective argument backing up your ideas with some of the evidence provided.

TASK 2: PAIR AND SHARE

Reflect on your argument and discuss these points with your partner:

- What did you notice about the quality of your argument?

- To what extent was your argument affected by your lack of knowledge of the topic or evidence to support your point of view?

- What would have assisted you to debate this issue more successfully?

TASK 3: GROUP DISCUSSION

In a group, discuss why you think academic arguments are important.

How do they contribute to the understanding of a topic or an area of research?

Write down your findings below:

TASK 3: CLASS DISCUSSION

In your group, present your ideas to the class. Note what other group members have said and make a note of any additional comments you find useful.

Notes on the value of academic argument

- When you start to play with ideas, debate them, develop a point of view on a topic, read in the area and discuss the issues, you are participating in a knowledge community.

- Through the centuries, knowledge has been created by people thinking about issues and ideas, building on other people's work or developing alternative points of view and finding evidence to support their position.

- Think about ways our thinking has changed. At one point in history, the great minds believed the earth was flat. It needed someone to reflect on this, come up with an alternative viewpoint and support that with evidence. Today we have the benefit of satellite images of the earth, so nobody could argue that the earth is flat!

- You are now part of the discussion and you too can make a contribution to the development of ideas.

- In the next session we will be looking at writing an academic argument.

ARGUMENTS FOR GENETICALLY MODIFIED FOODS

'Improving' on nature

- Genetic engineering could help increase the nutritional value, aesthetic appeal, shelf life and processing potential of foods -- for example carrots with more antioxidants or tomatoes that taste better and last longer.

Feeding a hungry world

- Crops modified to resist attack by pests or disease could result in less wastage, greater yields, more economical production and ultimately lower-cost food. Crops modified for drought-resistance or larger yields could also benefit people in some developing countries. Proponents argue that the increased production is not only desirable but necessary to feed a rapidly growing population and putting an end to world hunger.

Environmental benefits

- Crops modified to resist attack by pests or disease could reduce the need for chemical sprays.

Medical benefits

- Foods could be modified to provide edible vaccines, making large scale immunisation against disease easier, painless and more accessible.

ARGUMENTS AGAINST GENETICALLY MODIFIED FOODS

GM organisms are very much an unknown quantity, and it's impossible to anticipate all potential effects on human health and the environment. The risks of new technologies and their implications for human health and the environment can only really be assessed after they've been in use for many years. Forty years ago we thought that nuclear power would solve the world's problems with safe, cheap and limitless energy. Now we know better. Now we also need to better evaluate the risks of genetically modified food.

Health concerns

- Some scientists are concerned that some GM foods could adversely affect human health.

- Because it's difficult to see whether a new gene has been successfully introduced to the host DNA, bioengineers often insert a 'marker' gene that they can readily identify with it. One such marker gene is for resistance to particular antibiotics (e.g. ampicillin). The effectiveness of antibiotics could be reduced if genes coded for such resistance enter the food chain.

- New allergens could be created inadvertently, and known allergens could be transferred from traditional foods into genetically modified variants. For example, when a gene from the Brazil nut was introduced into soybeans, it turned out that people allergic to Brazil nuts were also allergic to the soybean.

- Science can't actually prove that GM foods are safe as standard toxicology tests don't work for food. GM food developers avoid testing whole foods, instead they try to isolate the changed portion and test that. Proponents, however, argue that even conventional foods can be toxic. Ordinary kidney beans, for example, are toxic if undercooked.

Environmental concerns

- GM crops could accidentally cross-pollinate non-GM crops leading to contamination and increasing the spread of GM crops.

- Genes that code for resistance to chemical herbicides could be transferred from GM plants to weeds (by means of pollination, for instance), producing tougher weeds, leading to increased use of herbicides, as well as ground and water contamination.

- The organic food industry is concerned that genetic modification of some crops to permanently produce the 'natural biopesticide' Bacillus thuringiensis (Bt) could encourage the evolution of Bt-resistant insects, rendering the spray ineffective.

- Growing GM crops on a large scale may have implications for biodiversity, the balance of nature, wildlife and the environment.

Ethical concerns

- Using genes from animals in plant foods, and even genes from humans in some cases, poses ethical, philosophical and religious problems for many people.

- Animal welfare can be compromised. For instance, pigs genetically altered to produce more growth hormone can suffer arthritis, gastric ulcers and diabetes, while cows given GM growth hormones can suffer from mastitis, lameness and other health problems.

- When new GM organisms are 'created', the company takes out a patent on them to protect their commercial interests. Should life become commercial property through patenting?

- People are concerned about the consequences of concentrating the ownership of food resources into the hands of a small number of multinational corporations, giving them control over all aspects of food production and marketing.

- Many argue that we're producing more than enough food to feed the world, and it's often the politics and economics of access and distribution that leads to food shortages and hunger.

From: Choice- GM: genetically modified food

Accessed on
http://www.choice.com.au/viewArticle.aspx?id=100255&catId=100288&tid=100008&p=2&title=GM%3a+Genetically+modified+food

MODULE 7
PRACTISING AN ACADEMIC ARGUMENT
Session 3

In this lesson you will	Did you know?
• See an example of an argument, which you are invited to critically evaluate by using a checklist. • Practice writing a short academic argument.	• Your tutor will evaluate your academic argument using standard criteria. • Learning what criteria are used will assist you in writing a convincing academic argument.

TASK 1: PAIR AND SHARE

Look at the argument below. You need to read it carefully and then discuss with a partner whether it might be considered a reasonable academic argument. Use the checklist provided to establish whether it succeeds as an academic argument. If it fails to present a valid academic argument, analyse what is absent from this writing.

Choosing a domestic pet can be a difficult decision. Discuss why some people might choose a cat rather than a dog.

For many people, cats make better pets than dogs. Cats are generally more self-sufficient and require less attention than dogs. This makes them ideal for people who work all day, as cats are capable of entertaining themselves. Cats are fastidious animals and frequently lick themselves to keep their fur neat and clean. To add to their virtues, cats are natural hunters and will keep the house free of rodents and other undesirable pests. Furthermore, many medical experts believe cats improve the health of their owners by lowering stress and providing companionship.

Dogs by contrast are social animals and frequently demand company, attention and walks. As they may be much larger in size than their feline counterparts, they cost more to maintain in food. If their owners want to go away for a holiday, they have to be accommodated in expensive boarding kennels, whereas a cat can be left at home with someone coming to feed it on a daily basis.

Cats are clearly more appropriate animals to have in an urban setting. They do not bark and disturb the neighbours and are quietly self-contained. It seems therefore obvious that cats make better pets than dogs.

Check List

Is the thesis (main argument) clearly established?	
Does the writer order the argument in a logical sequence?	
Is formal English used?	
Does the writer support his/her argument with evidence?	
Is the evidence correctly referenced?	
Does the argument convince the reader?	
Does the topic show evidence of critical thinking?	

TASK 2: CLASS DISCUSSION

Discuss your findings with the class to determine whether this presents as a credible academic argument.

TASK 3: INDIVIDUAL WRITING

Thinking about the topic of domestic pets, write one convincing paragraph on a similar topic. For the purposes of this writing task, your thesis will be: *Dogs contribute to the health and well being of their owners in many varied ways.* You may use one or more of the points listed below to support your argument.

TASK 4: PAIR AND SHARE

Share your writing with your partner and see whether you have been able to create a convincing academic argument.

Many studies have been done to prove the various benefits of pet ownership. Evidence from one reputable study has been summarised:

- Dog and cat owners reported a reduction in minor health problems (of the order of 50%) during the first month following the acquisition of a pet.

- Dog owners reported significant reduction in their fear of being a victim of crime.

- Dog owners reported a dramatic and sustained increase in physical exercise as a result of exercising their dogs.

- Pets provide uncritical and unconditional affection for their owners.

- Dog owners presented as having higher rates of positive social interaction when walking their dogs than solitary walkers.

Source: Serpell, J.A. (1990). Evidence of long term effects of pet ownership on human health in *Pets, Benefits and Practice*, Waltham Symposium 20, April 19, 1990.

MODULE 8
REFLECTING ON LIFE AND YOUR LEARNING JOURNEY

In this lesson you will	Did you know?
• Travel back to your first experience of university and what you thought and felt. • Have the chance to tell your LiFE story. • Have an opportunity to reflect on the learning you have done this semester.	• Telling your story can be a powerful way of reflecting on your learning. • Reflecting on your learning this semester will enable you to assess the skills that you have acquired and the progress you have made. • One way of reflecting and sharing your experience is through storytelling. • Storytelling gives you permission to express the feelings that have accompanied your learning journey. • Storytelling also enables you to see your story from a distance and another perspective.

TASK 1: PAIR AND SHARE

Discuss the following questions with your partner and then be prepared to share your answers with the whole group:

- Remember back to your first day at university. How did you feel? What were your thoughts? What did you experience?

- Who did you interact with on the first day? What was this experience like?

- Do you have any other lasting memories of this semester? Share these with your partner.
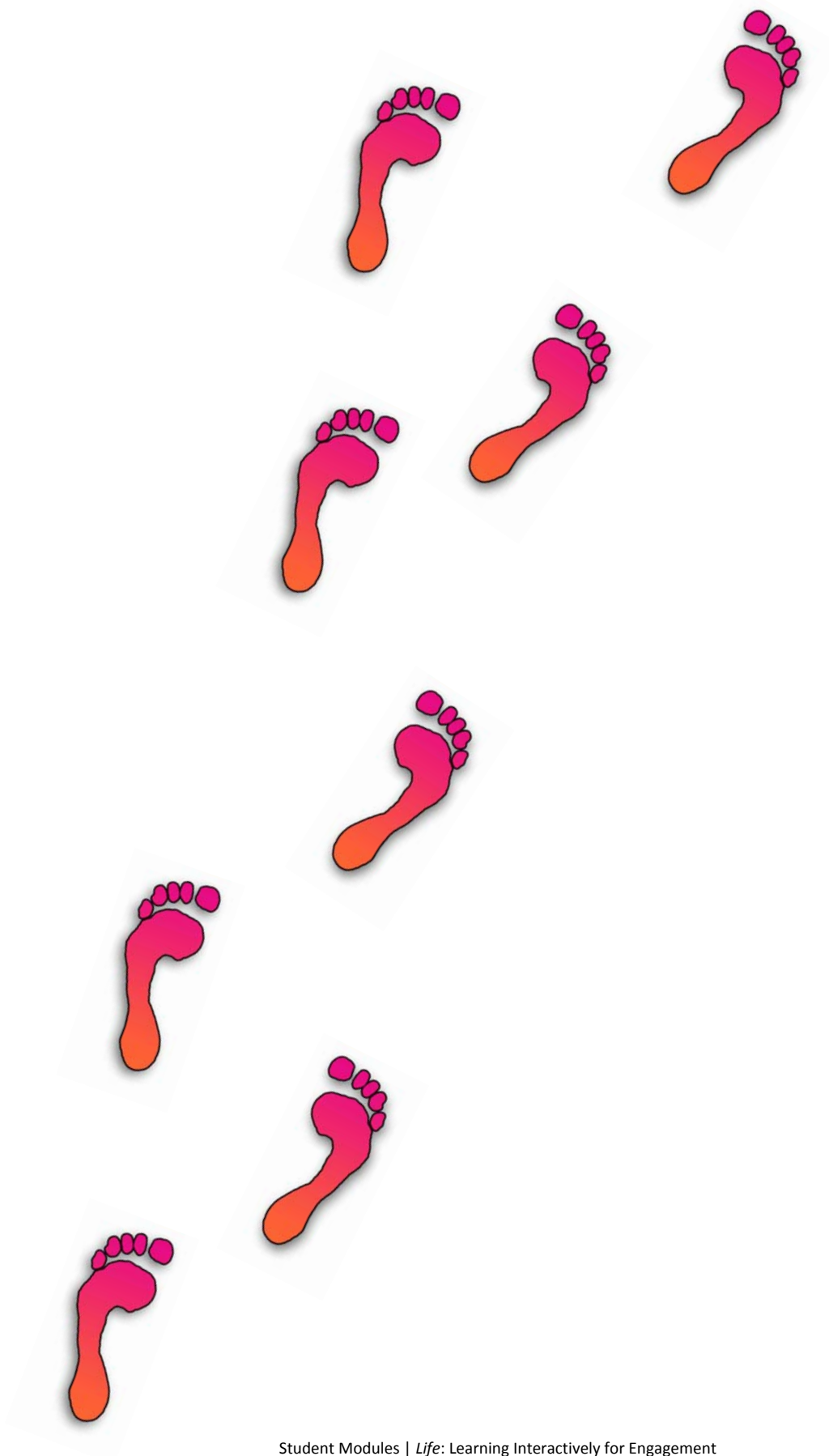
TASK 2: INDIVIDUAL NOTE-TAKING TASK

Looking at the image on the next page, imagine each footprint to be part of the semester's learning journey.

Each footprint might be a significant event, a turning point or a moment where 'the light bulb goes on'.

Jot down a few ideas next to each footprint to help you reflect on your journey.

TASK 3: STORYTELLING IN PAIRS

Tell your partner the story of your journey. What has been significant to you? You may include the challenges as well as the highlights. Remember that storytelling involves including a description of your feelings.
If you have difficulties getting started or get stuck, try using the following sentence starters:

> My journey began when…
>
> A turning point was when…
>
> I never expected…
>
> A highlight for me was….

When it is your turn to listen to your partner telling the story, ensure that you are an active listener. Show this by making non-verbal gestures or verbal prompts. You may even ask questions, as long as you don't interrupt or take over the storytelling

TASK 4: INDIVIDUAL REFLECTIVE WRITING / WHOLE GROUP DISCUSSION

Reflecting Writing: In the LiFE project you might have participated in some lessons relating to the following modules:

- Being a proactive learner and a successful learner

- Metacognitive help seeking skills

- Time management

- Tutorial participation

- Reading strategies

- Research and computer technology

- Understanding some fundamental principles of essay writing

How have these modules assisted you in developing strategies to manage and cope with the challenges of university learning? What have learnt about yourself over the last semester? What advice would you give to a new student commencing their first semester in their first year at university?

If there is time, share your reflections with the rest of the group.