



learning interactively for engagement

MEETING THE PEDAGOGICAL NEEDS OF STUDENTS FROM REFUGEE BACKGROUNDS

STUDENT MODULES: SHORT INTENSIVE PROGRAM

Learning and teaching modules designed to meet the
pedagogical needs of students from refugee backgrounds who are
commencing university studies for the first time

These modules have been developed through a collaborative project involving
Murdoch and Curtin Universities in Western Australia









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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 of Technology project team designed the teaching and learning modules so that a pilot program, entitled 'Get Set' could be implemented, allowing for thorough evaluation, modification and redesign of final program, entitled 'Strategies for Success'.

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

Following the delivery of the 'Get Set' pilot program, the project leader at Curtin University of Technology along with an educational designer - a teacher with postgraduate qualification in education developed a final teaching and learning program entitled: 'Strategies for Success'. The program drew on the successes of the pilot program. 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 TABLE

TWO DAY PROGRAMME

These modules have been developed in response to 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 can be used in different contexts.

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



		Language to use when writing essays		
9	Preparing for Exams & Self Reflection	Expectations for exams; How to revise & prepare for exams	Self-reflection: where will my university journey lead to	
10	Self Reflection	Self-reflection: What have I found significant to my learning? How will I continue my learning journey? Where will my university journey lead?		



MODULE 1

BEING A LEARNER AND CRITICAL THINKER, SETTING GOAL POSTS AND MILESTONES

Session 1



Lesson Topic 1: Differences between educational systems

Objectives:

1. To allow you to identify a partner or fellow student in order to facilitate the possible formation of peer-support for the semester;
2. To enable you to talk about yourself, share information about their culture and about their learning experiences;
3. To enable you to reflect on the educational system in your own home country and differences in the Australian educational system;
4. To differentiate between student centred learning (SLC) and teacher centred learning (TLC);
5. To encourage you to reflect on your learning by using a reflective journal.

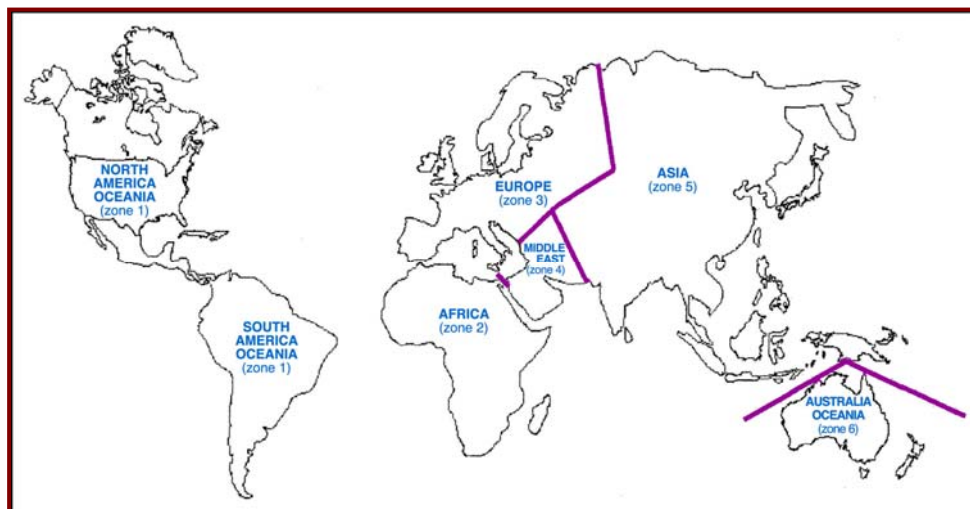


TASK 1: WHERE DO I COME FROM? A CULTURAL ACTIVITY

The purpose of this activity is to identify a student who is from a culture different to yours who may encourage and support you over the semester.

These are the steps for the activity

1. This rough map of the world has been sectioned into 6 zones;
2. On your own decide on the zone that best represents the country or region you originated from;
3. Listen carefully to your lecturer's instructions





TASK 2: SHARING INFORMATION

Paired interview exercise

1. Take 5 minutes to interview a student or a partner in class about the items below;
2. Write down the answers provided;
3. Swap roles;
4. Your lecturer will get you to introduce your partner (the student with whom you have shared information)

With your partner discuss the following questions and note down your answers in the space provided; share the information with your partner and with the class.

Name	
Country of origin	
Cultural heritage or ethnicity	
Languages spoken	
How do you say 'hello' in your language?	
How do you say 'What is your name' in your language?	
How do you say 'Goodbye' in your language?	



TASK 3: UNDERSTANDING CULTURE ¹

Culture is a system of inherited conceptions expressed in symbolic forms by means of which people communicate, perpetuate, and develop their knowledge about and attitudes toward life" (**Geertz, 1973:89**)

1. What does 'Culture' mean to you?

2. What are the learning experiences you have had in your home country?

¹ Geertz (1973) *The Interpretation of Cultures* (1973), Basic Books 2000 paperback: ISBN 0-465-09719-7



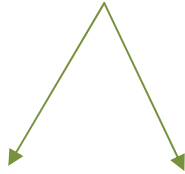
TASK 4: LEARNING ABOUT EDUCATION SYSTEMS

1. Make notes about the education system in your home country



Understanding Student Centred Learning (SCL) & Teacher Centred Learning (TCL)²

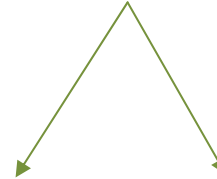
Student Centred Learning



Advantages

Disadvantages

Teacher Centred Learning



Advantages

Disadvantages

Student-centred learning focuses on how students are learning, what they experience, and how they engage in the learning context.

In Teacher-centred learning, teachers serve as the centre of knowledge, directing the learning process and controlling students' access to information. The focus is almost exclusively on what is learnt.

² Source © http://www.westminster.ac.uk/_data/assets/pdf_file/0004/41782/StudentCentredLearning.pdf



TASK 5: CIRCLE THE EMOTION THAT BEST REPRESENTS HOW YOU FEEL TODAY, PICK ONE OR MORE EMOTIONS FROM THE FEELING CHART³

How do you feel today?

Aggressive	Agonized	Anxious	Apologetic	Arrogant	Bashful	Blissful
Bored	Cautious	Cold	Concentrating	Confident	Curious	Demure
Determined	Disappointed	Disapproving	Disbelieving	Disgusted	Distasteful	Eavesdropping
Ecstatic	Enraged	Envious	Exasperated	Exhausted	Frightened	Frustrated
Grieving	Guilty	Happy	Horified	Hot	Hungover	Hurt
Hysterical	Indifferent	Idiotic	Innocent	Interested	Jealous	Joyful
Loaded	Lonely	Lovestruck	Meditative	Mischievous	Miserable	Negative
Obstinate	Optimistic	Pained	Paranoid	Perplexed	Prudish	Puzzled
Regretful	Relieved	Sad	Satisfied	Shocked	Sheepish	Smug
Sulky	Surprised	Suspicious	Sympathetic	Thoughtful	Undecided	Withdrawn

³ Source © The conflict resolution network, PO Box 1015, Chatswood NSW 2057, Australia; Can be reproduced if this notice appears

MODULE 1

BEING A LEARNER AND CRITICAL THINKER, SETTING TARGETS AND GOALS

Session 2



Lesson Topic 2: Structured reflection, setting targets and goals

Objectives:

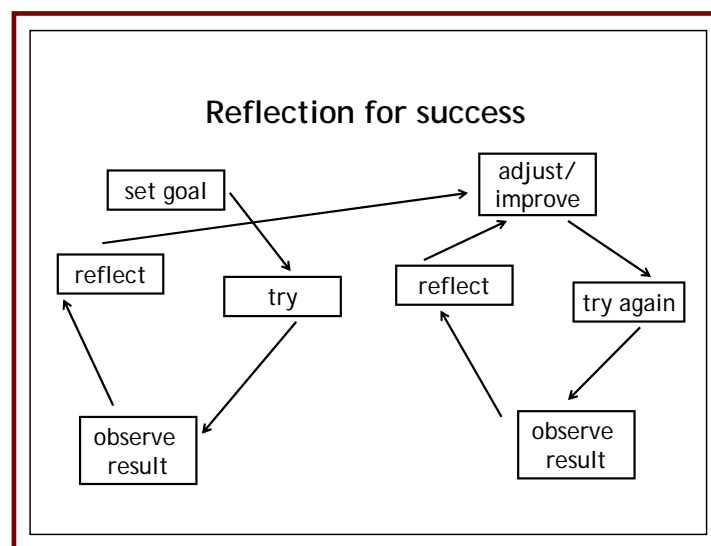
1. To enable you to be responsible for your own learning;
2. To help you identify your university targets and goals.

UNDERSTANDING STRUCTURED REFLECTION

To become a successful university learner, you need to take responsibility for your own learning. We all learn in different ways:

- some of us learn best through reading and observing;
- some learn best through active participation with others; and
- some learn best through practical experience.

Through **structured reflection** you can find out what works best for you. Structured reflection allows you to learn from your mistakes and the feedback provided to you. When you reflect on your experiences, you can turn every experience, even negative ones into a learning experience.



This diagram demonstrates how the reflective process works. The reflective process can be used for any aspect of your life, not just at university.⁴

⁴ Source © J.Dawson, *The Learning Centre Curtin University of Technology* Cricos No 00103J

KEEPING A STRUCTURED REFLECTIVE JOURNAL⁵

Structured reflective journals are like diaries and have the clear objective of guiding you towards better academic performance. To get into the habit of keeping a structured journal, set yourself some questions to answer each week as you reflect on the previous week's experiences. Here are some examples of the kind of questions you might start by asking yourself:

1. What key things have I learned in my lectures and tutorials this week?
2. How can I apply what I've learned in one unit to other units I'm studying?
3. Can I apply what I've learned in this unit to aspects of life outside the classroom?
4. What was a high point of my week? (e.g.: understanding a difficult topic, scoring an A in a test, visiting a friend)
5. What was the low point of this week? (failing a test, computer crashed, delayed public transport)?
6. What 'obstacles' or 'challenges' did I encounter this week?
7. What 'road-clearing' strategies did I use? (e.g.: got notes from student support on effective reading techniques, found a learning partner to discuss notes after the lecture, got a map and took a walk around campus)
8. What have I learnt about myself as a learner this week? (my strengths and weaknesses, my learning styles, my best study times and balancing study with other responsibilities)



TASK 1: DEVELOPING A REFLECTIVE JOURNAL

The Experiences, Reflections, Generalisation & Expectation (ERGA) journal format

Experiences – What main things did I experience/do in the session?

Reflections (Feelings) – How did I feel about each of the listed experiences?

Generalisation – What are the main things I need to learn from the above mentioned experiences?

Expectation – What are my expectations of University life and what do I hope to gain?

⁵ Source © J.Dawson, *The Learning Centre Curtin University of Technology* Cricos No 00103J



TARGETS AND GOAL SETTING

Setting goals is a process of identifying and defining your aims and goals and what you want to achieve. By making goals realistic, concrete and specific you ensure your commitment of those aspirations. You set goals to:

- express a vision of your future;
- provide focus for your effort
- help motivate yourself
- allow the monitoring of your progress;
- promote a feeling of being in control;

A goal that embraces a vision of your future is likely to be a long-term goal. Long-term goals carry a sense of your hope, aspirations and ambitions. In the short-term, you need more practical, realistic, achievable, and short-term goals.



TASK 2: INDIVIDUALLY COMPLETE THE EXERCISE BELOW TO HELP YOU WITH GOAL SETTING. ON COMPLETION DISCUSS YOUR GOALS WITH YOUR PARTNER

GOALS	STEPS
My immediate goals are:	Steps I need to take to achieve these immediate goals are:
My short-term (3-6 months) goals are:	Steps I need to take to achieve these short-term goals are:
My mid-term (6 months to 2 years) goals are:	Steps I need to take to achieve these mid-term goals are:
My long-term goals to complete in the next 2-3 years are:	Steps I need to take to achieve these (long-range) goals are:



TASK 3: GROUP DISCUSSION – Discuss the following questions in a small group:

- Ask yourself if your goals are consistent with your personal abilities, and determination;
- What are you aiming for and have you prioritised your goals? (Think about what you want to achieve and the skills and knowledge needed);
- What steps will assist you in achieving your goals?

MODULE 2

EFFECTIVE TIME MANAGEMENT AND PLANNING

Session 1



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

Objectives:

1. To identify ways in which you can manage your time more effectively;
2. To understand the principles of time management;
3. To develop a personal weekly and semester plan;
4. To assist you in developing a realistic study plan that will help you learn effectively;
5. To enable you to reflect on the similarities and differences in 'time concept' and 'time management' between your own culture and that of Australia.



TASK 1: CREATING 'TO-DO' LISTS

List all things you must do today. List all things you would like to do today. Look over your whole list and circle tasks you have time to complete today

What I MUST do today	What I WOULD like to do today

In small groups of three reflect:

- Do you have time to complete the items circled on your list?
- If not, what can you do?
- If yes, do you have any extra time during the day?

Share your list with the class



TASK 2: UNDERSTANDING THE CONCEPT OF TIME⁶

In pairs discuss the following questions:

1. How is time perceived in your culture?
 2. In your country of origin how was your day divided?
 3. What does your day comprise of in Australia?
 4. What differences and similarities did you notice?
- ✚ In the course of your studies you will have many tasks to perform and only limited time in which to perform them. It is essential that you manage your time efficiently to complete all tasks.
- ✚ Planning your study time commitments at the beginning of each semester will help you allocate time to each task and avoid conflict of assignment deadline commitments at the last minute.
- ✚ A realistic study plan will also ensure that you leave enough time for other things that are important in your life - such as family and social commitments.

Please be ready to share your thoughts with the class

MAKING A PLAN

When you are developing your plan, you need to consider your own situation. Here are some simple steps that all students can follow in developing their time management plan:

- Identify the tasks that have to be done;
- Factor in work, community, family or social events;
- Rank these tasks, according to what needs to be done first, and what is most important;
- Be aware you might be giving more time to tasks you find easier and not enough to those that are difficult;
- Prioritise your work, giving a realistic allocation of time to each activity;
- Discipline yourself to stick to this allocation;
- Be aware of time-wasting activities (talking on the phone, watching TV) and keep them under control.

PLANNING YOUR SEMESTER

At the beginning of each semester:

- Draw up a semester timetable and write down when lectures and tutorials are held;
- Write down the dates for your tests and assignments. This will give you at a glance an overview of your commitments for the semester;
- Check the University calendar;
- Consider the study preparation time required for tutorials, tests, and assignments and indicate these on your timetable;
- If you do have a clash of unit commitments, this will show up on your semester plan;
- You can then prepare for a study overload during part of the semester;
- If you feel you cannot possibly overcome the problems associated with this clash, you *may* be able to negotiate due dates with your tutors;

⁶ Source © J.Dawson, *The Learning Centre Curtin University of Technology* Cricos No 00103J



- If you need to request an extension of any assignment's due date, do so as early as possible to demonstrate to your lecturer that you are taking a serious approach to your studies and are attempting to plan ahead.

STUDY TIMES

Deciding *when* to study is an important aspect of study time management; the key to effective study is not the amount time you spend studying but rather, the effectiveness of the study session. Try to plan your study sessions *strategically*. For example:

- **after lectures:** This allows you to review and reflect on what you have just learned;
- **before tutorials:** This allows you to do required reading and to prepare you to learn from and contribute to the session;
- **before exams:** Avoid last-minute 'cramming', if you have been following a well-designed study time management plan you will need only an overall general revision
- **make a note of your personal study preferences:** Are you a 'night person' or a 'day person', plan your solid study sessions for the time when you are most productive.

STUDY SPACE

At home try and allocate a certain place for study as you are less likely to waste time settling down to work. When you are studying at home, try to create a work space where:

- everything you need is easily accessible (e.g.: paper, pens, a dictionary, note cards or pads, spare USBs, a calculator);
- you can safely leave things and you can leave your work set out for the next study session;
- there is enough light and your chair is comfortable for long study sessions;
- you can shut out distracting noise and study in peace

WHAT IS A STUDY PLAN?⁷

A study plan clearly helps you define your study path for obtaining your degree or qualification. It helps you plan ahead, establish a regular study routine, develop time management skills, prioritise goals and objectives, identify and locate study materials and resources and make the best use of your learning style

Example of a Study Plan

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Finish homework, Borrow a book from the library,	Spend time in the library, Practice written English,	Study group meeting, Part-time work,	Meet group for a group task, Email tutor with query.	Complete first draft of assignment, Meet friends for dinner.

DEVELOPING A WEEKLY PLAN

At the beginning of each week, refer to your semester timetable and use this as the basis of your weekly plan. Also make a note of social and personal commitments. From this information, plan your week.

⁷ Source ©http://www.1stopesl.com/study_plan.php

**TASK 3: INDIVIDUAL WEEKLY STUDY PLAN TEMPLATE**

Based on the above example of a weekly plan, prepare your own realistic study plan using the Task 3 template.

Sunday	
Saturday	
Friday	
Thursday	
Wednesday	
Tuesday	
Monday	
Time	

MODULE 2

EFFECTIVE TIME MANAGEMENT AND PLANNING

Session 2



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

Objectives:

- To establish priorities for studying and revising;
- To review how your time is spent;
- To learn how to avoid over-commitment and limit activities to fit in with your daily goals.

EFFECTIVE TIME MANAGEMENT ⁸

Good 'time management' enables you to meet your professional obligations, enjoy family and social commitments and take care of your health. There are, however, some basic principles of time management that apply to different circumstances.

Plan ahead: Planning is the key to effective time management but it is not enough simply to create a great plan. You must be able to implement it. This means understanding the day-to-day realities of your work and responsibilities, and allowing for the possible unforeseen delays. The best time management plans encompass the whole of your life, rather than just your working hours. Try scheduling in blocks of time for:

- ✚ Family
- ✚ Friends
- ✚ Professional activities
- ✚ Exercise
- ✚ Special interests
- ✚ Yourself

Doing so will give you a chance to evaluate your present workload, your responsibilities at home and manage your social and leisure time.

Estimating time to complete a task: It is a good idea to overestimate the time you may require completing a task (assessment, case study, exam or test):

- ✚ Ensure that your assessments are always on time, even in the face of unforeseen delays.
- ✚ Surprise yourself and your tutor by submitting work sooner than anticipated.

⁸ Source © <http://content.talentmarket.monster.com/contractor/freeagentguide/managingyourbusiness/tenguidelines/>



Break tasks into manageable chunks: Many students often put off attempting difficult assignments. For example – ‘submitting a critical review assignment’ is a daunting prospect than the steps that will move you along toward that goal. You can plan the assignment into easy manageable steps:

- + undertake a literature search,
- + start your referencing template,
- + prepare a mind-map of the report plan,
- + then start working on the report.

By breaking a big task into smaller manageable steps, and setting a timetable for doing each step, you can assignment with a lot less stress than by trying to do it all at once.

Keep track of your progress: Every major assignment and exam requires its own planning, deadline or timetable, identifying major milestones on the way to completion. If you have set realistic target dates, your progress will match your plan

Make a list of priorities: The list of priorities will include critical, important, essential and other tasks. Once you have created a list, from your list, give each task a priority. Once you have done this, you can begin to tackle each to task them in order of importance. This will help you understand your critical tasks.

Group tasks according to the skills required: To get the most out of your time, try to do your toughest assignments - those requiring maximum concentration and work on the assignment at those times of the day when your attention and energy levels are highest.

Reward yourself: Even for small successes, celebrate achievement of goals. Promise yourself a reward for completing each task, or assignment.

TIME MANAGEMENT PRINCIPLES FOR STUDENTS ⁹

As a student, there are some basic principles of time management that you can apply. These are as follows:

Identify your "best time" for studying: All students have high and low periods of attention and concentration. Are you a "morning person" or a "night person?" Use your best times to study while the down times for routine tasks such as laundry, grocery shopping.

Study difficult subjects first: When you are fresh, you can process information more quickly and as a result save time.

Use distributed learning: study in time blocks with short breaks between. This keeps you from getting fatigued and "wasting time." ¹⁰

Make sure your surroundings are conducive to learning and studying: This will allow you to reduce distractions which can "waste time." If there are times in the University or in your apartment when you know there will be noise, use that time for filing or organising material.

Make room for entertainment and relaxation: You need to have a study/ life balance. You need to have a social life. Yet, you also need to have times for studying

⁹ Source © http://www.d.umn.edu/kmc/student/loon/acad/strat/time_man_princ.html

¹⁰ Source © <http://elearn.wvu.edu/students/current/timeManagement.php>



Make sure you have time to sleep and eat properly: When you need a few extra hours for studying or socializing, you sleep less. Doing this will often make the time you spend studying less effective because you will need more time to get an hour of productive time. So ensure that you sleep well and eat regularly.

Use time effectively and creatively: You will find that you have instances where there may be some spare time. These instances may include the following:

- Sitting in a waiting room
- Travelling on the bus
- Whilst doing the laundry
- Between classes

Take advantage of quick breaks and 'hidden' time in the following manner:

- Re-read directions and questions for your next paper or assignment
- Survey the next reading assignment
- Read one section of a reading assignment
- List the main points of what you just read, or of the lecture you just heard
- List today's "to do" items



TASK 1: CASE STUDY SCENARIO

You are a full time University student enrolled in 4 units this semester. You use public transport to travel to university each day and have to use a bus and train to get to University thus travelling 1 hour per day each way to and from your house.

You work on Thursday and Friday nights from 6 pm to 9 pm and every Saturday from 9 am to 4 pm. In week 12 of the semester, you have assignments due for all the 4 units you are enrolled in.

In addition you have family commitments and are required to assist picking up your younger sister and brother from school two afternoons a week at 4 pm.

Using this scenario work in pairs and develop strategies you will need to use your time effectively and efficiently in order to submit all 4 assignments on time.

Later, you will share your ideas with the class.

TIPS

- Identify your short-term goals and long-term goals.
- Use the guidelines stated in your handout to assist in your planning.

MODULE 2

EFFECTIVE TIME MANAGEMENT AND PLANNING

Session 3



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

Objectives:

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

GOAL SETTING USING THE 'SMART' ¹¹ FRAMEWORK

The SMART acronym can help us remember the components of an effective goal.

Indicator	Description
Specific	The goal should identify a specific target that will take place in your student life and will help you achieve the target
Measurable	The goal and its benefits should be measurable
Achievable	The goal should be achievable within your available capacity and resources
Realistic	The goal will require you to be challenged, but allow the likelihood of success, so must be realistic
Timely	The goal should state the time period in which it will be accomplished

Here are some tips that can help you set effective goals:

1. A list of five to seven items gives you several things to work on over a period of time.
2. State goals as declarations of intention, not items on a wish list. Remember to be realistic and practical, you cannot achieve everything.

¹¹ Source © [http://www.jci.cc/docs/university/Smart Goal Setting Trainers Guide-ENG.pdf](http://www.jci.cc/docs/university/Smart%20Goal%20Setting%20Trainers%20Guide-ENG.pdf)



3. Attach a date or timeline to each goal. State what you intend to accomplish and by when. A good list should include some short-term and some long-term goals. You may want a few goals for the year, and some for two or three month intervals.
4. Be specific with your goals. E.g.: "to find a job" is too general; "to look for part-time job openings in the retail or fast-food industry before the end of the month" is better. Sometimes a more general goal can become the long-term aim, and you can identify some more specific goals to take you there.
5. Share your goals with maybe your parents, your best friend, or your teacher
6. Write down your goals and put them where you will see them. The more often you read your list, the more results you get.
7. Review and revise your list. Experiment with different ways of stating your goals. Goal setting improves with practice, so play around with it.



TASK 1: HOW DO YOU INTERPRET THE TERM 'GOAL-SETTING'? WORK IN PAIRS WITH A PARTNER AND DISCUSS THE TERM



TASK 2: SMART GOALS WORKSHEET: Using the SMART GOALS table above to develop your goal statement, determine what you will need to do to reach the goal and where you are placed currently.

(Specific, Measurable, Achievable, Realistic, Timely)

Goal statement:

What do I need to reach this goal?

Where am I now?



TASK 3: SMART GOALS WORKSHEET – PLEASE LIST OBSTACLES AND SOLUTIONS

OBSTACLES	SOLUTIONS



TASK 4: MY CAREER AND INTERMEDIATE GOALS¹²

Name: _____ Date: _____

My major career goal is:

The above mentioned intermediate goals are focused on the next ____ months:

Education and training goals:	<i>Action steps:</i>
Occupational goals:	<i>Action steps:</i>
Personal health and wellness goals:	<i>Action steps:</i>

¹² Source © http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-7.pdf

MODULE 3

UNDERSTANDING AND ACCESSING UNIVERSITY SUPPORT SERVICES

Session 1



Lesson Topic: Understanding University culture

Objectives:

1. To enable you to understand your responsibilities as a student;
2. To assist you to identify social, recreational and other activities available at your University.



TASK 1: WHAT IS UNIVERSITY CULTURE? HOW CAN I GET INVOLVED IN UNIVERSITY ACTIVITIES?

PART 1:

Write down all the units you are taking this semester.

How many contact hours (time actually spent in the classroom) do you have for each unit?

How many assignments do you have for each unit?




How many hours will each assignment approximately take to complete?

Calculate the time needed to complete all your assignments for each unit.

Now calculate the amount of time you will need for all units including contact hours and non-contact hours.

How much time do you have left for extra curricular activities?

PART 2:

-  Explore your university website for links to volunteering activities, guild activities, recreational and sporting activities.
-  Keeping in mind the hours you have to spend on extra-curricular activities, make a list of the activities you might like to be involved in. You can work in pairs for this activity.
-  What are the positive aspects of being involved in one or more of these activities? AND what are some pitfalls you may encounter?

MODULE 3

UNDERSTANDING AND ACCESING SUPPORT SERVICES

Session 2



Lesson Topic: Getting the most from Campus Support Services

Objectives:

1. To enable you to identify appropriate available services;
2. To enable you to understand the role of the available services;
3. To enable you to be able to select the appropriate service for your particular needs.



TASK 1: WHAT UNIVERSITY SUPPORT SERVICES ARE AVAILABLE?

The purpose of this activity is to make you aware of the various services that are available in the university. How can you find services for students on the web?

An example of this is provided from Curtin University of Technology in Western Australia. These are the steps for finding students services on the 'Curtin University' Web¹³.

1. Open Curtin website
2. Under current student, click on Support Services.
3. Find the services that are more appropriate to you.
4. You can also find a range of services at: <http://unilife.curtin.edu.au/>

¹³ Note: The accompanying *Life* DVD presents excerpts of the delivery of this program to students from refugee backgrounds at Curtin University in March 2009



TASK 2: LOCATION OF THE SERVICES

Locate the services that you have identified as important on the campus map. You can add to the list that has been provided below. Then discuss with the class what you have found and your understanding of the services.

E.g.:

- Library
- The Learning Centre
- The Counselling and Health Services
- The Multi-faith services



MODULE 3

UNDERSTANDING AND ACCESING SUPPORT SERVICES

Session 3



Lesson Topic: Identifying Support Networks

Objectives:

1. To assist you to identify your personal support networks



TASK 1: PERSONAL SUPPORT NETWORKS

- Individually, make a list of the people (friends, family, community members) close to you who you could turn to for help if needed;
- These people form your personal support network;
- In what ways could these people help you?



MODULE 4

LECTURE AND TUTORIAL PREPARATION AND PARTICIPATION

Session 1



Lesson Topic: Preparing for your lectures and tutorials

Objectives:

1. To provide you with tips on preparing for lectures



TASK 1: WHAT IS YOUR UNDERSTANDING OF THE WORD LECTURE? DISCUSS IN PAIRS AND BRAINSTORM YOUR IDEAS IN A MIND MAP BELOW



MY UNDERSTANDING OF LECTURES



TASK 2: HOW DO YOU PREPARE FOR YOUR LECTURE? DISCUSS IN PAIRS AND THEN WRITE DOWN YOUR IDEAS IN THE BOX BELOW.

Be prepared to share your answer with your class.



WHAT ARE LECTURES?¹⁴

Lectures are larger classes which allow the lecturer to provide information on specific topics within the unit. In the first week of each of your units, you will be given a unit outline which provides you with the topics within the unit to be covered at each lecture.

HOW DO I PREPARE FOR A LECTURE?

- ✚ **Identify your own motivation:** Decide what you want to get from a lecture. Do you want it to add to your own reading notes, explain difficult concepts and give you clues about the exam? Write down questions you may want the lecturer to answer.
- ✚ **Do the required reading:** If you are familiar with the topic when you listen to the lecture, you will be able to **understand and relate** to what the lecturer is telling you. This will help you understand what the lecturer is saying and to distinguish between more or less important points.
- ✚ **Many lecturers upload lecture Power point presentations on the web:** Down-load and if possible print these before the lecture. During the lecture, the lecturer will expand on points and provide examples. If you are familiar with the main points of the lecture, you will find it easier to make sense of what the lecturer is saying.
- ✚ **Arrive before the lecture starts:** This will ensure that you collect any handouts and hear the introduction, which often outlines the lecture for you. Sit near the front of the lecture theatre – this can help you concentrate on the lecture and avoid any distractions from other students.

LECTURES ARE USED TO:

- ✚ Provide an introduction to significant unit topics;
- ✚ Provide you with material, information and key concepts that you can use;
- ✚ Introduce the most recent research about a topic and indicate where to find further information;
- ✚ Offer practical advice on how to complete tasks including assessment.

WHY MAKE NOTES?

- ✚ Notes provide a written record of the lecture, are available for future reference and revision, especially during exams.
- ✚ Making lecture notes keeps you actively involved in the lecture; you are constantly thinking about and summarising the lecture as you listen and write.

LECTURE NOTES: HOW MUCH SHOULD I WRITE?

- ✚ The **quality** of your lecture notes is more important than the **quantity**. Don't try to take down every word the lecturer says – learn to identify main points.
- ✚ Often a lecturer will preview the contents of the lecture. Pay careful attention to this preview, noting the major points.

¹⁴ Source © J.Dawson The Learning Centre Curtin University of Technology



HOW CAN I MAKE MY NOTES EFFECTIVE?¹⁵

- ✚ Focus all your attention on the lecture presentation;
- ✚ Write the date and the name of the presenter and number each page;
- ✚ Leave a wide column space down the side of your notes to make editing notes and comments later;
- ✚ Use key words, abbreviations and short sentences;
- ✚ Use headings and subheadings to break up your notes into short and concise paragraphs;
- ✚ Keep your notes organised, preferably in a loose leaf file;
- ✚ Sometimes lecturers display and explain complicated charts and tables, usually you can get copies of these, so it is better to listen and understand rather than to try to copy the chart or table.

AFTER THE LECTURE

- ✚ Making notes during the lecture is only the first step.
- ✚ You will need to refer to your lecture notes when you prepare assignments and study for tests or examinations.
- ✚ Review your notes after the lecture, highlighting important points, writing additional comments, and identifying anything that is unclear.
- ✚ You may find it useful to summarise lecture notes in your own words; this helps you to clarify the issues and to memorise what you have learned.
- ✚ If appropriate, use flow charts, diagrams or **concept maps** to express the ideas.

If you are new to Australia, it may take a few weeks to get used to Australian and other accents. Try listening to the news on the Radio will expose you to 'educated' Australian English. Have it playing as a background and your ear will gradually become attuned to the Australian accent

¹⁵ Source © J.Dawson The Learning Centre Curtin University of Technology

LECTURE CHECKLIST¹⁶

BEFORE THE LECTURE

- Have I decided what I hope to gain from this lecture?
- Have I written down the questions I want the lecturer to answer?
- Have I done the required reading?
- Have I accessed, down-loaded and read lecture notes, power point presentations (if available)?
- Have I organised myself to get to the lecture theatre early?

DURING THE LECTURE

- Have I made a note of the date and name of presenter and numbered pages?
- Have I numbered pages?
- Are my lecture notes brief?
- Have I used abbreviations where possible?
- Have I identified and written down key words?
- Will my lecture notes still make sense when I revise for the exam?
- Have I used headings and subheadings to organise my notes?

AFTER THE LECTURE

- Have I reviewed my notes?
- Have I highlighted important points, filled in gaps, added comments, identified anything that is still unclear?
- Have I cross-referenced my lecture notes with my own reading notes and assignment topics?

¹⁶ Source © J.Dawson The Learning Centre Curtin University of Technology

MODULE 4

LECTURE AND TUTORIAL PREPARATION & PARTICIPATION

Session 2



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

Objectives:

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



TASK 1: WHAT IS YOUR UNDERSTANDING OF THE WORD TUTORIAL? DISCUSS IN PAIRS

MY UNDERSTANDING OF TUTORIALS

WHAT ARE TUTORIALS?

Tutorials ('tutes') are small discussion groups which usually follow the lecture on a particular topic. They enable you to build on what you have read or learned from the lecture. You discuss the topic, ask questions and exchange ideas to develop your knowledge and to prepare for assignments. The lecturer or tutor leads the discussion, but the students contribute to most of the discussion.

HOW DO I PREPARE FOR TUTORIALS?

- Read through the lecture notes for the appropriate section.
- Take all the necessary books and equipment, including an English dictionary.
- Reflect on any areas that you need clarified and have at least one question written down to ask the tutor.



TASK 2: HOW DO YOU PREPARE FOR YOUR TUTORIALS?

In pairs discuss the question, 'How do you prepare for your tutorials?' – Be prepared to share your answer with your class

TUTORIAL CHECKLIST ¹⁷

BEFORE THE TUTORIAL

- Have I read through my lecture notes?
- Am I taking with me all the necessary books and equipment, including an English dictionary?
- Have I done the required reading?
- Have I done the set homework?
- Have I written down the questions I want answered during the tutorial discussion?

DURING THE TUTORIAL

- Have I asked questions?
- Have I answered questions?
- Have I offered information?
- Have I listened attentively to other students in the tutorial group?
- Have I offered supportive feedback to others in the tutorial group?
- Have I queried anything that isn't clear to me?

AFTER THE TUTORIAL

- Have I reflected on my participation in the tutorial discussion?
- Have I reflected on how this week's tutorial session has helped my learning?
- Have I considered how to improve my tutorial participation skills?

¹⁷ Source © J.Dawson The Learning Centre Curtin University of Technology



Why are tutorials important?

WHAT CAN I GET OUT OF TUTORIALS?¹⁸

- ✚ During tutorials, a tutor explains and clarifies material in the lectures and texts;
- ✚ Tutorials give you the opportunity to practise and develop your speaking skills in front of a small, non-threatening group of fellow students;
- ✚ Tutorials help you prepare for assignments;
- ✚ They provide an informal forum for expressing your own views and listening to those of others;
- ✚ Tutorials can motivate you to improve your performance in the course.

HOW CAN I MAKE TUTORIALS MORE EFFECTIVE?

The success of any tutorial depends upon your constructive participation. Here are some ways in which you can contribute:

- ✚ Contribute to the group - ask questions, offer information and ideas and initiate discussion;
- ✚ Give support - listen to others in the group, give them feedback, restate their views and ask their opinions;
- ✚ Get to know your tutor and other members of your group; you may need their help sometime during the course;
- ✚ Do not be discouraged by students who tend to dominate tutorials.



TASK 3: STRATEGIES YOU CAN USE TO BENEFIT FROM TUTORIALS

On the basis of the above information, work in pairs to develop your individual strategy so that you gain the most benefit from your tutorials.

¹⁸ Source © J.Dawson The Learning Centre Curtin University of Technology

STRATEGIES FOR COMMUNICATING IN TUTORIALS¹⁹

The following phrases may help you participate in tutorial discussion.

Clarifying what others are saying

- What did you mean when you said ...?
- Could you give an example of that?
- Could you explain that in more detail?
- I'm sorry; I didn't catch what you said about ...could you say that again?

Getting confirmation

- So, you mean that ...?
- So, what you're saying is that ...?

Encouraging others to continue talking

- *Short questions*, e.g. really? In Australia?
- Listening sounds and words, e.g. right, yes
- Comments about what the speaker is saying, e.g. That's amazing! That's an interesting way of looking at it!

Agreeing to and supporting someone else's opinion

- Yes, that's a really good point
- Yes, that's the way I see it
- Yes, that makes sense
- That explains it really well
- That's interesting!

Partly agreeing

- Yes, that's true, but don't you think
- Maybe you're right, but
- You've got a point there, but ...

Giving a different point of view

- But don't you think that ...?
- I see what you mean, but ...?
- But surely ...?

Offering an opinion

- Well, I think ...
- I really haven't thought much about that before, but I suppose ...
- The way I see it is ...

Giving evidence to support an opinion

- Let me give you an example....
- I can explain why that is ...
- The reason I think this is ...

Asking for someone else's opinion

- What do you think?
- Do you agree with that?

¹⁹ <http://wwwdocs.fce.unsw.edu.au/fce/EDU/eduparticiptuts.pdf>



Students who have attended Australian secondary schools are accustomed to speaking out in class. They are not 'showing off' but have learned that demonstrating active participation is valued. It's normal to feel nervous at first, but the more you participate, the more confident and comfortable you will be.

Remember that the more you participate, the higher tutorial mark you will receive. If there are any ways you think the tutor can help you to contribute, ask them before or after class to help encourage you to participate.

SPEAKING OUT IN TUTORIALS ²⁰

HOW CAN I DEVELOP MY TUTORIAL DISCUSSION SKILLS?

Like driving a car, discussion skills can be learned and improved with practice. Here are some suggestions you may find useful:

- ✚ Attend every tutorial prepared to make one point or ask one question;
- ✚ The more actively you participate in tutorials, the more confident you will become;
- ✚ Always query anything that isn't clear to you. If you're having difficulty understanding, it is likely that other people in the group are having the same difficulties and will welcome your question;
- ✚ Take risks, initiate and share ideas, be prepared to disagree with other students or your tutor;
- ✚ Treat the ideas of others with respect.

WHAT DO I GAIN FROM ATTENDING TUTORIALS

- ✚ Tutorials provide an opportunity to develop discussion skills in small groups;
- ✚ Tutorials can assist in developing confidence, in listening and speaking clearly;
- ✚ You can benefit from listening to other group members' ideas;
- ✚ You will develop respect for different interpretations of a topic or issue and will learn to enjoy the interaction at university that comes from sharing opinions.

²⁰ Source © J.Dawson The Learning Centre Curtin University of Technology <http://learningcentre.curtin.edu.au/skills>

MODULE 4

LECTURE & TUTORIAL PREPARATION AND PARTICIPATION

Session 3



Lesson Topic: Participating in tutorial group work

Objectives:

1. To familiarise you with the concept of group work;
2. To convey the importance and significance of tutorial group work sessions and activities.






TASK 1: GROUP WORK – in a group of 4 students using the template below brainstorm some thoughts about group work

Why do group work?	What makes group work worthwhile?

GROUP WORK²¹

Many assignments at university involve group-work. Members of a group will vary in age, cultural background, language and ability – this may sometimes prove challenging. However, well-managed groups provide a valuable experience to students.

Well-managed groups have clear ground-rules agreed on by all members at the beginning of the group assignment. By discussing and setting ground-rules early in the assignment process, groups save time and avoid misunderstandings later. A few examples of these ground-rules might be:

-  Group members will treat each other with courtesy;
-  Every group member will contribute to the best of their ability;
-  Timelines for assignments will be closely adhered to;

²¹ Source © J.Dawson The Learning Centre Curtin University of Technology <http://learningcentre.curtin.edu.au/skills>



- ✚ Everyone is encouraged to express their own opinion and to consider the opinions of others;
- ✚ A timetable for out-of-class meetings will take into consideration commitments of all members;
- ✚ All members will try and attend out-of-class meetings;
- ✚ Cultural differences will be respected and members will make the effort to understand the cultural conventions of others.

GROUP DYNAMICS²²

A useful strategy for developing effective working relationships in your group is to identify roles that members can take up. Useful roles are:

Initiator	gets the discussion started
information seeker	asks relevant questions about the discussion topic
information giver	suggests possible answers, gives relevant information
procedure facilitator	takes notes and keeps the discussion on-track
opinion seeker	encourages group members to speak out
opinion giver	shares thoughts, ideas, and opinions with the group
clarifier	keeps track of the discussion and identifies what needs to be done next
summariser	draws together the main points of the discussion

WHY DO GROUP WORK?

- ✚ Group work promotes critical thinking by discussing a topic with fellow students;
- ✚ It develops team working skills valued by employers;
- ✚ Group work enhances and develops the ability to learn and retain;
- ✚ Often subjects are better understood through dialogue and discussion.

HOW DOES IT WORK?

- ✚ The informal setting of a tutorial group facilitates discussion and interaction;
- ✚ Critical thinking is promoted by clarification and evaluation of your own and others ideas;
- ✚ Good team-working skills such as sharing of ideas are stimulated.

HOW DO WE MAKE SURE OUR GROUP FUNCTIONS EFFECTIVELY?

- ✚ Clarify aims and objectives of the group work;
- ✚ Allocate clear roles and tasks for the group;
- ✚ Manage conflict in the group effectively and promptly;
- ✚ Understand criticism;
- ✚ Share group responsibilities.

²² Source © J.Dawson The Learning Centre Curtin University of Technology <http://learningcentre.curtin.edu.au/skills>



CONFLICT AND RESOLVING CONFLICT

- ✚ A certain degree of conflict is a sign that the group is functioning effectively;
- ✚ Too much conflict suggests problems that must be resolved;
- ✚ No conflict may suggest a lack of input from the whole group;
- ✚ Conflict usually arises from unclear aims and objectives. To avoid this, set down clear aims and objectives of the group at the start;
- ✚ Avoid personal disagreements;
- ✚ Conflict can raise the level of discussion and reasoning skills.



TASK 2: GROUP WORK – in a group of 4, remove students discuss the following:
How can the University improve campus security and increase safety of students?
Have a discussion for 20 minutes and then answer the questions below

Question	Your Response
Did you participate actively in the discussion?	
Were you prepared for the group discussion?	
Identify at least one group role you took up in the discussion.	
Did any members of the group engage in unproductive behaviour? If so, how did the group discourage this behaviour?	
Give one example of something you learned from the group that you probably would not have learned on your own.	
Give one specific example of something the other group members learned from you.	

MODULE 5

INFORMATION TECHNOLOGY, LIBRARY AND RESEARCH SKILLS

(This module must be delivered in a computer laboratory)

Session 1



Lesson Topic: Searching for articles and identifying relevant online databases

Objectives:

1. To enable you to understand the research process;
2. To help you decide on the keywords of a research topic and plan a literature search;
3. To allow you to work on a research topic and use your skills to search for relevant articles online and in the library catalogue.

UNDERSTANDING THE RESEARCH PROCESS

RESEARCH SKILLS

Mastering research skills is critical to success at University in Australia and will be equally important in your own life and work. Finding relevant and credible information for the purposes of an assignment will assist you in developing skills that you will need for locating information when you are in the work force and for your own personal needs.

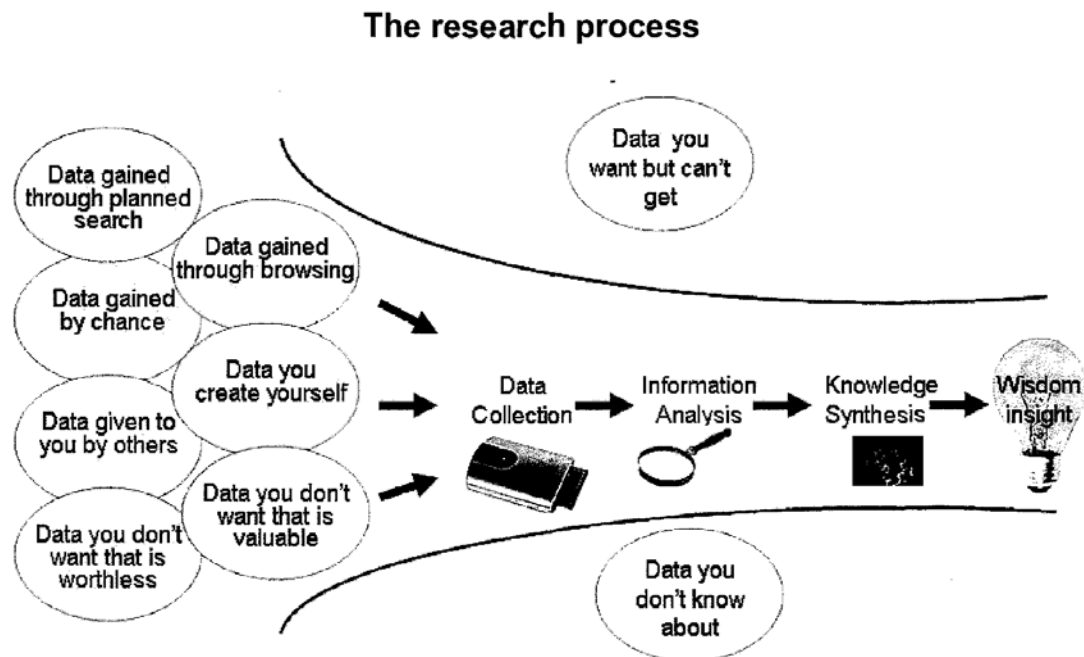
THE RESEARCH PROCESS

The research process can be divided into four distinct phases²³:

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

²³ Eunson, B. (2008). *Communicating in the 21st Century (second edition)*. Milton, Brisbane: Wiley. Page 8

The funnel figure below is adapted from Eunson (2008) and illustrates the four phases.



(Adapted from Eunson 2008, 13)

PLANNING YOUR SEARCH STRATEGY

When provided with a research or essay topic it is important to:

- Choose search terms and plan a search strategy;
- For example if you were doing an assignment on **Health Promotion**, the key words you would choose would be **exercise, diet, staying healthy**;
- You would then search relevant databases from your university library e.g.:
 - Pro Quest,
 - Business Source Premier,
 - Science Direct
- You would then download articles on the topic preferably journal articles or from good websites for the last decade;
- You can expand your search by using similar terms to broaden a search and different terms to narrow your search; the facilitator will provide you with some terms



TASK 1: The facilitator will provide you with some terms and will ask you to list some key words: e.g.; climate change, a healthy lifestyle, tourism

MODULE 5

INFORMATION TECHNOLOGY, LIBRARY AND RESEARCH SKILLS

(This module must be delivered in a computer laboratory)

Session 2



Lesson Topic: Effective Library skills

Objectives:

1. To demonstrate to you the importance of library skills and referencing;
2. To help you develop the skills and knowledge required to search for relevant articles using online search engines and library catalogues and databases.

EFFECTIVE LIBRARY SKILLS

Using your university's library guide to help you gain effective library skills can assist you in developing and building your own research skills. Here are some useful guidelines that will assist you to develop your skills:

- Be aware of your university library's homepage;
- Try and attend workshops offered through the University library;
- Ask the library assistants for help when required;
- Find out about the databases listed in your library;
- Learn how to undertake an advanced search using key words and terms;
- Preferably, try and access journal articles;
- Read the abstract and see if it is relevant to your assignment; if relevant, download the complete article if the full text is available in the library;
- To find more databases you can use a subject guide; the subject guide will help you find more resources in your area;
- Science Direct is a multidisciplinary database that will give you a list of resources in multiple subject areas; Informit online is a database for Australian articles;
- As you gain practice and confidence, your library skills will improve.



TASK 1: This session will be conducted in a computer lab with internet access. You will work alone for this task.

Choose one of the 3 topics?

- + Aboriginal Australians,
- + Climate change,
- + Asylum seekers

Undertake a small search on the topic of your choice and prepare a 400 word summary on the topic, highlighting some issues that you have read. Use the points below to guide you

- + Select one of the topics listed above and think about it for a few minutes;
- + List up to three main concepts and key words;
- + List two similar terms (synonyms) for each concept.

Concept 1 and synonyms	Concept 2 and synonyms	Concept 3 and synonyms

Search the library catalogue to find two relevant books, journal articles or reports on the topic you have selected.

I searched the library catalogue using these terms:

I found the following books, journal articles or reports using the above search terms.

Search the library database such as ProQuest to find and list two relevant journal articles. List 2 databases you searched, the keywords you used and the articles you found:

Database	Keywords you used	The articles you found

MODULE 5

INFORMATION TECHNOLOGY, LIBRARY AND RESEARCH SKILLS

(This module must be delivered in a computer laboratory)

Session 3



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

Objectives:

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

REFERENCING²⁴

- The library website at each university will have detailed information, online tutorials and links to resources on referencing.
- This information has been obtained from the Curtin University Library website, which can be accessed by all Curtin Students

What is referencing and why must I reference?

Referencing is extremely important in academic writing. By referencing you let the reader know the source of information and ideas used in your assignment.

Why must I reference?

Referencing enhances your writing and helps by:

- ✚ Indicating the material you have researched;
- ✚ Strengthening your academic argument;
- ✚ Indicating to the reader your source of information;
- ✚ Enabling the reader to verify your sources.

You must reference when you:

- Quote (using someone's exact words)
- Copy (figures, charts, graphs)
- Paraphrase (use someone else's ideas in your own words)
- Summarise (give a brief account of their ideas)

Anything that has not originated from you MUST be referenced if it cannot be considered general knowledge.

²⁴ Source © <http://library.curtin.edu.au/study-and-research-tools/online-tutorials/studytrekk/trek6.cfm>



A reference list:

- ✚ Contains the complete list of references cited in your essay or report;
- ✚ Displays the full publication details;
- ✚ Consistently uses a referencing style (APA, Harvard or Vancouver) for in-text and end of text referencing.

REFERENCING STYLES²⁵

Referencing is a method of acknowledging sources of information and ideas that have been used in assignments in a way that identifies their source. All work published and unpublished including quotations, facts and figures, from works must be referenced. It is very important that students check with their lecturers and tutors to ensure they are using the correct style.

There are a number of referencing styles that can be used by students, these are:

- Chicago Author-Date
- APA
- Vancouver
- Harvard (Author/Date) Style from The Melbourne University
- Australian Journal of Physiotherapy Referencing from Curtin Department of Public Health
- MLA from Purdue University USA
- Footnotes (Chicago Style) from University of Wisconsin-Madison

References are given for information sources such as books, journal articles, newspaper articles, films, music, web sites, reports, 'personal communication' such as an email, a letter or even a conversation.

There are two parts to correct referencing:

- ✚ **The citation** in the text of your essay called in-text referencing. This is very brief and is usually just the author's name and the publication date near the information. This shows which idea is another person's and which is yours.
- ✚ **The bibliography or reference list** that appears at the end of your assignment. This is a detailed list of all the material you have read on the topic or 'cited' in your essay.

ENDNOTE

EndNote is online management software that helps students and researchers manage their references. The software assists in creating a library, managing in-text referencing and formats a bibliography at the end of an assignment in a variety of referencing styles. Your university library will run free sessions on Endnote and you can attend and learn from these sessions.



TASK 1: This session will be conducted in a computer lab with internet access.

You will check the university library website and the links that may have supporting student tutorials

Example: The Curtin University website at this link has an external online tutorial on study and research tools that students can browse: <http://library.curtin.edu.au/study-and-research-tools/online-tutorials/infotrek/trek9.cfm#>

²⁵ Source © <http://library.curtin.edu.au/study-and-research-tools/online-tutorials/infotrek/trek9.cfm#>



MODULE 6

UNDERSTANDING LANGUAGE, REFERENCING AND PLAGIARISM

Session 1



Lesson Topic: Developing and enhancing English Language Skills

Objectives:

1. To demonstrate the importance of English language skills
2. To provide you with information about English Language Support services available on campus



TASK 1: In pairs answer the following questions. Please remember you may have to share your answers with the class.

1. What is the main language you speak at home?

2. Was it the same as the medium of instruction at school for you in your home country?

3. When and where did you first learn English?

4. How did you learn English – what was the process involved?

SKILLS FOR EFFECTIVE LANGUAGE COMMUNICATION

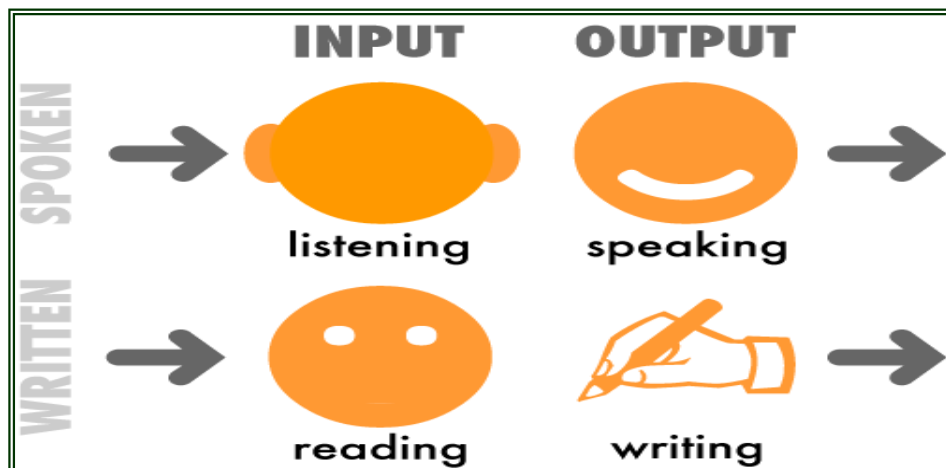
When we learn a language, there are four skills that we need for complete communication.

- SKILL 1: **LISTENING**
 SKILL 2: **SPEAKING**
 SKILL 3: **READING**
 SKILL 4: **WRITING**

When we learn our mother tongue or our native language at home as young children, we usually learn to:

- **listen** first
- then to **speak**
- then to **read**
- and finally to **write**

These are called the four "language skills" and are represented in the diagram below²⁶



WHY IS ENGLISH LANGUAGE IMPORTANT?

- It is the universal language of academia in Australia and other parts of the developed world like UK, USA, New Zealand, Canada, Ireland and India;
- English is needed to communicate effectively with others especially in Australia;
- It is important and crucial for career advancement in the workforce and business world;



TASK 1: List 2-3 more points as to why you feel developing English language skills is important at university in Australia.

NOTE: Every university will offer free English Language support to current students. Find out about the support and courses that are available and attend these as the courses will assist you especially in your first semester as a university student.

²⁶ Source © <http://www.englishclub.com/learn-english/language-skills.htm>



MODULE 6

UNDERSTANDING LANGUAGE, REFERENCING & PLAGIARISM

Session 2



Lesson Topic: Reviewing literature, understand paraphrasing and informing students about academic integrity

Objectives:

1. To provide you with information about academic integrity
2. To explain to you the meaning of a literature review;
3. To help you develop the skill of paraphrasing and the practice of writing in your own 'voice';

LITERATURE REVIEW



TASK 1: Brainstorming session: What is your understanding of the term a *literature review*?

MY UNDERSTANDING OF A LITERATURE REVIEW



A BRIEF OVERVIEW OF WHAT IS A REVIEW OF THE LITERATURE?²⁷

- ✚ A literature review is an account of material that has been published on a topic by accredited researchers;
- ✚ A literature review is often part of the introduction to an essay or a section in a research report;
- ✚ In writing the literature review, convey to your reader the knowledge and ideas written on the topic and what the strengths and weaknesses are;
- ✚ Besides increasing your knowledge about a topic, writing a literature review allow you to learn and obtain skills in:
 1. **information seeking**: the ability to scan literature efficiently, using university databases to identify useful journal articles and books
 2. **critical review and appraisal**: the ability to identify, review, analyse, and critique unbiased and valid studies.

A LITERATURE REVIEW:

- ✚ is organised around a topic or research question you are seeking informing about;
- ✚ synthesizes material into a summary of what is known and unknown;
- ✚ identifies controversial and important areas in the material you have obtained;
- ✚ formulates questions that may need further research.

TYPES OF LITERATURE REVIEW

There are different types of literature review as listed below:

- A review of theory (are you being asked to look at issues of theory)
- A review of aspects of methodology
- Review of Quantitative Research (surveys, or epidemiological studies)
- Qualitative Research (ethnographic and cultural research)

ASK YOURSELF THESE QUESTIONS WHEN WRITING YOUR LITERATURE REVIEW:

1. What is the **specific research question** that you need to answer through the literature review?
2. What is the **scope** of your literature review? This means what specific discipline area I am examining (education, social sciences, nursing etc); and what are the types of publications that I am sourcing (journals, books, government documents,)?
3. It is important to ensure that your **information** search been wide enough and that you have found all the relevant material. Check the number of sources required for the length of your paper
4. Have you **critically reviewed** the literature to be used?
5. Do not just list and summarize items, assess them, discuss strengths and weaknesses
6. Will the reader find your literature review **relevant, appropriate, and useful**?

²⁷ Source © <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

FINAL NOTE:

A literature review is a piece of reviewed and analysed prose. A literature review is not a list describing pieces of literature. It is important to organize the literature review into sections that present themes, trends, OR relevant theory. Remember to synthesize and evaluate the literature according to your research question.

PARAPHRASING ²⁸**What is a paraphrase?**

A paraphrase is when you write published materials in your own words without changing the original meaning. It is about the same length as the original, as opposed to a summary which is usually much shorter. The main way to paraphrase is to change the structure of the paragraph in your own words without changing meaning. You must also acknowledge your source to avoid plagiarism.

CHANGING THE STRUCTURE OF A PARAGRAPH:

Use the following steps to change the structure of a paragraph.

- Write down the main ideas and concepts; do not copy down entire sentences.
- Put the paragraph away and using the main points, try and write your paraphrase from memory.
- This means that you are not copying the text word for word.
- Check your version against the original; you should check that they are not the same as well seeing if you have left anything out.
- Find other words and phrases that have similar meanings that can be used to replace the keywords in the text. Use a thesaurus or dictionary to help if need be.

Purdue University has an open access link with activities and articles to improve paraphrasing, its resources are open access for educational and training purposes. Click on the following link for examples and activities. <http://owl.english.purdue.edu/owl/resource/619/01/>

ACADEMIC INTEGRITY: STUDENT GUIDELINES FOR AVOIDING PLAGIARISM

- ✚ Academic Integrity is a fundamental value of teaching, learning, and scholarship;
- ✚ In particular, academic integrity involves a commitment to such fundamental values as honesty, trust, fairness, respect and responsibility within all academic activities;²⁹
- ✚ Each University will have guidelines on 'Academic Integrity for students'. It is important for you as a student to check the student guidelines for avoiding plagiarism at your university.



TASK 2: The facilitator will provide you with 3 handouts to assist in your understanding of academic integrity. The handouts relate to the 3 issues listed in the table below.³⁰ There will be group discussion on each of the issues.

Evaluating internet resources
Understanding proper paraphrasing
Research and Writing Tips to avoid plagiarism

²⁸ Source © http://www.dlsweb.rmit.edu.au/lsu/content/4_WritingSkills/writing_tuts/paraphrase_LL/index.html

²⁹ Source © <http://www.academicintegrity.org/index.php>

³⁰ Source © <http://guides.library.ualberta.ca/content.php?pid=62200&sid=458936>



WHAT IS PLAGIARISM? ³¹

Plagiarism is when you copy directly from someone else's work without acknowledging (citing) the original author. In other words you take credit for someone else's work. In academic writing, this is the same as cheating on an exam. Plagiarism means presenting the work of another person as one's own, without appropriate acknowledgement or referencing.

Plagiarism includes	Explanation
Copying of sentences, paragraphs or creative products which are the work of other people (including books, articles, theses, unpublished works, conference papers, lecture notes) without due acknowledgement.	You can use someone's work; but you must clearly and accurately indicate work that is not yours. You must also be aware of copyright regulations that are used in Australia.
Paraphrasing sentences and paragraphs too closely.	Changing the sentences so that they represent your analysis and in some ways your 'voice'
Using another person's work (including words, music, creative or visual artifacts, designs or ideas) without due acknowledgement.	We need to acknowledge creative work or research data to those who have done the original work. This is ethical and honest practice
Submitting work which has been produced by someone else (e.g. allowing another person to do the work which you claim as your own).	It is dishonest to ask, arrange for or pay someone to do some work for you that you will later claim or present as your own.
Copying or submitting website content in whole or in part without indicating their origin.	You may copy material from anywhere (provided that it does not breach copyright regulations) but you may not then use it unfairly or dishonestly.
Submitting previously assessed or published work for assessment or publication elsewhere, without permission or acknowledgement (self-plagiarism).	Once you have submitted academic work for assessment or credit, it is considered dishonest to then submit the same work for further credit elsewhere. This is called self-plagiarism.
In the case of group projects, falsely representing the individual contributions of the collaborating partners.	False representation about the work of others with whom you work is dishonest and may be treated as plagiarism.

³¹ Source © Curtin University of Technology (2009) Academic Integrity at Curtin: Student guidelines for avoiding plagiarism.
Page 4 [<http://academicintegrity.curtin.edu.au/students.html>]



SOME STRATEGIES TO AVOID PLAGIARISM

1. As a student you need to express your own style and critique in your writing. If you use someone else's work then reference it;
2. Never use passages from books as your own;
3. Always include references for direct quoting, for paraphrasing, and for summarizing. All three strategies are useful in research paper writing;
4. Keep track of ALL your sources and photocopy if possible your source material so that you don't have to go back to the library or look for work online again;
5. Always quote and reference a key word that is not commonly found in other resources. And when you use three or more successive words from any source, quote and reference the quote too;
6. Never just substitute your words for someone else's words and call it your work;
7. Never use the organization of ideas in an article as if you came up with the structure; try your best to restructure or paraphrase in your own word. This is a difficult skill that you will learn over time;
8. Never plagiarize yourself. You can refer to papers you have previously written or published. You can even quote yourself. But never copy and paste your previous writing without properly referencing it;
9. Always take accurate notes - include quotation marks, complete references, page numbers and point out to yourself if you are paraphrasing or summarizing and keeping a list of URLs;
10. Always make writing personal and meaningful. Even if the topic seems mundane, there is a way to make it meaningful to you. This will take time. But you will want to learn and read more and come up with your own ideas.



MODULE 7

ASSIGNMENTS, CRITICAL READING AND THINKING STRATEGIES

Session 1



Lesson Topic: Understanding assignment questions and marking criteria

Objectives:

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



TASK 1: ASSIGNMENT QUESTIONS

In pairs, work on the following set of questions; one of you will need to share your answers with the class.

1. What is the education system like in your home country with regards to assignments and exams?

2. Have you worked on assignments in your country of origin and how are they different from assignments in Australia?

GETTING STARTED ON YOUR ASSIGNMENT ³²

Before you start on any assignment task, try following these six simple steps:

1. **Read the assignment instructions clearly:** so that you have an understanding of what is expected by your lecturer;
2. **Underline and define key words:** the key words provide you with a clear understanding of what is required in the assignment;
3. **Underline and understand directive verbs:** (e.g. 'discuss', 'evaluate', 'analyse') as the verbs provide instructions about what you are required to do in the assignment;
4. **Identify the main issues and themes and the learning outcomes from the assignment:** each assignment will try and assess a certain unit learning outcome for the unit;
5. **Note the number of words required for the assignment:** this is important as most lecturers or tutors do not allow you to go more than 10% over or under the word limit;
6. **Read the marking guide:** as it will provide you with the breakdown of marks for the assignment, the marking guide is the basis of evaluation of the assignment

STRUCTURE OF ASSIGNMENTS³³

An assignment will usually include the following components:

- **The Title Page:** this has identifiers like your name, student number, unit, assignment description;
- **The Table of Contents:** provides the reader with a brief overview of the assignment. A table of contents is not required in an essay;
- **The Introduction:** outlines the aims and objectives of the assignment, including the issues which you will address;
- **The Body:** this is the main part of the assignment and will have headings and sub-headings if required;
- **The Conclusion:** summarises the main points raised in the body of the assignment. The conclusion should be based on the analysis and argument you have presented in the body of the assignment. It is important to draw conclusions based on the information reviewed, and the aims outlined in the introduction and demonstrated that the objectives purpose have been achieved;
- **References or Bibliography:** Every assignment must have a reference list or a bibliography.

³² <http://learningcentre.curtin.edu.au/skills>

³³ Source © http://www.ic.holmesglen.vic.edu.au/how_dol/assignment_writing.htm

SAMPLE MARKING GUIDE ³⁴

This sample marking key provided by The Learning Centre at Curtin University gives undergraduate students an idea of expectations by lecturers when allocating marks. The following identifies the characteristics of essays that score the lowest, average, and highest marks.

Low marks are awarded for work which:

- Does not meet assignment criteria;
- Has weak structure;
- Shows little research, thought or reflection and is mostly descriptive, with little analysis;
- Shows little evidence of editing or proof-reading and has basic writing errors (grammar, punctuation, expression);

Average marks (pass to credit) marks are awarded for work which:

- Shows some understanding of the underlying issues;
- Answers the question that was put;
- Develops an argument or a point of view;
- Draws conclusions; and reveals some thought and reflection;
- Organises information into a structure and is competently edited.

High marks (distinction to high distinction), are awarded for work which includes all of the features necessary for 'average marks' category, and in addition:

- Reveals a good understanding of why the topic is significant,
- Gives evidence and examples to support arguments and main points,
- Includes underlying issues and concerns, and where and why there is controversy,
- Reveals understanding of how the topic relates to broader issues,
- Covers the relevance of the topic beyond the subject area.

³⁴ Source © J.Dawson The Learning Centre Curtin University of Technology <http://learningcentre.curtin.edu.au/skills>

MODULE 7

ASSIGNMENTS AND CRITICAL READING & THINKING STRATEGIES

Session 2



Lesson Topic: Developing critical reading strategies

Objectives:

1. To provide you with guidelines on reading strategies;
2. To enable you to understand the importance of planning assignment outlines;
4. To provide you with strategies to break down assignment questions into manageable parts;
5. To enable you to feel confident about approaching tutors for further advice

READING FOR ASSIGNMENTS

In any university course you will spend much of your study time reading textbooks, journal articles, and material from scholarly data bases and the internet. It's therefore important at the beginning of your university studies to develop an efficient and effective approach to reading that works for you.

STEPS TO EFFECTIVE READING³⁵

1. Preview the text

- Note the title, writer's name, date of publication;
- Read the abstract;
- Be clear about the purpose of your reading (background reading for overview or close reading for detail).

2. Ask questions of the text

- How does the author structure and develop their ideas and support their thesis?
- Are there any words, expressions, technical terms that you don't understand? (Always keep a dictionary at hand.)
- How does the text help you to understand the topic?
- What does the author have to say that you can use in your assignment?
- What is there in the text that surprises you? Sometimes you may find the text confusing and may need to read it again.

3. Make notes

- Write down your answers to the above questions along with any other thoughts you have about the text.

³⁵ Source © J.Dawson The Learning Centre Curtin University of Technology <http://learningcentre.curtin.edu.au/skills>



- Make brief notes and highlight paragraphs you may find interesting in the text
- Make some notes of themes that may arise from your readings.

4. Summarise what you have read

- Writing a summary allows you to understand the text and its relevance to your assignment;
- A summary provides you with a concise and succinct account of the text for use in your assignment and for later exam revision;
- Having clear concise summaries will help you to revise for end-of-semester exams.

5. Review and reflect

- At the end of your critical reading and note-making session, take a few minutes to review and reflect on what you've learned from the session.
- Put the article aside and think about what you have read. Does it make sense? What have you learned from it?
- When you've finished a reading and note-making session, review your notes and reflect on their relevance to your assignment question, the unit of study and your course as a whole.

6. Proof – reading strategies³⁶

- Always check and edit your assignment before submission;
- If possible print off your assignment to proof read it. It is difficult to see errors on your computer screen when you have been looking at the screen for a long time.
- Check your layout: are the margins correct?
- Are spaces between sentences and paragraphs regular?
- Are the pages numbered?
- Is the font consistent?



TASK 1: SUMMARISING AN ARTICLE

For this task you will work on your own. You will be provided with a text by your tutor. Your task is to read the text, make notes and prepare a concise summary of 400 words. Also provide a reference list.

³⁶ <http://www.unc.edu/depts/wcweb/handouts/proofread.html#1>



DIRECTIVE VERBS DEFINITION LIST³⁷ Directive verbs are the words that tell you what actions you have to take in meeting the requirements of the assignment.

Analyse	Break something down to identify the main ideas and component parts then show how they are related and why they are important.
Comment on	Discuss, criticise or explain the meaning of a situation or statement.
Compare	Show both the similarities and the differences.
Contrast	Compare by showing the differences.
Define	Give the exact meaning.
Discuss	Examine, giving the details and the points for and against. You must develop a logical argument backed by sound evidence.
Enumerate	List, name, and specify and describe the main ideas.
Evaluate	Give your judgement, after showing the advantages and disadvantages.
Explain	Make plain, interpret, and account for in detail.
Illustrate	Explain or make it clear by concrete examples. Sometimes you may use a figure or a diagram.
Interpret	Give the meaning using your own opinions, backed by evidence.
Justify	Show why you think it is right. Give reasons for your statement or conclusion.
Outline	Give a general summary of the main ideas, supported by secondary ideas. Omit minor details.
Prove	Show by argument or logic that it is true. You must provide adequate evidence.
Relate	Show connections.
Review	Make a survey in which you look critically at the important parts.
State	Specify the main points in precise terms. Omit minor details.
Summarise	Give a concise account of the main ideas. Omit details and examples.
Trace	Follow the progress or history of a topic.

³⁷ Source © J.Dawson The Learning Centre Curtin University of Technology <http://learningcentre.curtin.edu.au/skills>

MODULE 8

STRENGTHENING YOUR WRITING SKILLS

Session 1



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

Objectives:

1. To explain the difference between an academic argument and a personal argument;
2. To provide you with general advice on constructing arguments in academic writing;
3. To provide you with advice on the language to use when writing essays and assignments.

PERSONAL ARGUMENT Vs ACADEMIC ARGUMENT³⁸

- ✚ There are some distinct differences between personal writing and academic writing. Academic writing is about justifying, exploring and analysing concepts. Statements must be supported with evidence; there must be a clear argument.
- ✚ Academic writing is more impersonal so the personal pronoun, 'I' is usually avoided. In some disciplines it is encouraged. In academic argument the reader is interested in what you can prove and demonstrate. Never ever use slang terms.
- ✚ Providing evidence and citations for your assertions and ideas is almost as important as the ideas themselves. This does not mean that academic writing has to be boring however, there is a skill to writing well especially at university and you learn this over time.
- ✚ The table below outlines the difference between personal and academic writing

Personal Writing	Academic Writing
Tells a story	Comments, evaluates, analyses
Non-technical vocabulary	Subject-specific vocabulary
'I' at the centre	You are the observer and commentator
Information comes from the writers experience	Information comes from sources and refers to what others say Evidence and arguments
Personal views and feelings	Conventions for citation

³⁸ Source © http://www.citewrite.qut.edu.au/write/Cite_Write_Booklet_Web_V1_30Mar09.pdf

LANGUAGE TO USE WHEN WRITING AN ESSAY (FACT SHEET)

Use topic (a sign-post) and transitional (a bridge) sentences:

Use topic and transitional linking sentences so that the reader is able to follow your path of thought. Using topic sentences to "signpost" your meaning will orient the reader and help him or her follow comfortably along your path of thought. Transitions act as bridges between your paragraphs. Since each paragraph offers a distinct thought, you need to connect these two distinct thoughts in some logical way for the reader.

Be straightforward:

Look over your sentences and ask yourself whether they communicate their ideas in the clearest way possible. Keep your meaning simple and easy to understand.

Avoid personal references:

Avoid using personal references such as "I" or "In my opinion." In addition to providing a weak argument, using "I" also takes the focus off the subject and places it on you, the writer, which is sometimes desired in creative writing, but undesirable in an academic essay.

Choose the right words:

Using good diction in your essay involves choosing exactly the right word for the meaning you want.

Vary your sentence length:

The key is to *mix up* some short sentences and some long alternating with each other. This variety will give rhythm to your prose.

Avoid emotionalism:

Maintain an objective voice and tone in your writing. It is important to be scholarly in your writing.



TASK 1: Conduct a general group discussion on the difference between a personal academic argument and an academic argument.

This task will be a general discussion led by the facilitator, you will be able to express your thoughts on a personal argument and an academic argument and its importance in tertiary education.

MODULE 8

STRENGTHENING YOUR WRITING SKILLS

Session 2



Lesson Topic: Understanding and using feedback to improve your writing

Objectives:

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

USING FEEDBACK TO IMPROVE YOUR WORK³⁹

What is feedback?

Feedback at university can take many forms, and must be used to improve your performance. The different types of feedback include:

- Written comments from your tutor, usually attached to your assignments;
- Verbal comments from your tutor associated with your work;
- Generic feedback from tutors covering strengths and weaknesses found in group work;
- Comments from other students about your work (peer feedback);
- Your own comments and reflections on your work (self assessment and reflection);

How can I use feedback to improve my work?

- Remember, if your tutor identifies any weak points in your work, these points are not about you, but your work, so do not take the criticism personally;
- Read the feedback in conjunction with your assignment to see how your tutor's comments relate to your work, then:
 - highlight any strong points
 - make a note of any areas where the tutor has suggested improvements
 - discuss with your tutor any elements of the feedback that you are not clear about
- Having read the feedback, ask yourself the following two questions:
 - What did I do well in this assignment that I should continue to do in my next piece of work?
 - What is the one thing that I need to do to improve my future work?
- The next step is to think about and plan how you will improve;
- Talk to your lecturer and focus on the skills that you need to improve, such as essay writing or referencing.

³⁹ Source © http://www.worcester.ac.uk/studyskills/documents/Using_feedback_to_improve_your_work.pdf

REFLECTING ON TUTOR FEEDBACK ON YOUR ESSAY/ASSIGNMENT⁴⁰

The table below has been amended from the original and can be used as a template for reflecting on feedback from your tutor

Comment:	This is what I did	I would have liked to do this, but didn't manage it	I'll do this next time	This did not apply in this case
I read the tutor's comments carefully				
I noted things I needed to do before the next assignment				
I followed up tutor advice on further reading.				
I used the feedback to check up on the things I did best in my essay				
I followed up tutor advice on my own writing practices				
I shared feedback with other students				
I considered aspects of my work on which I would especially ask for feedback next time				
I asked my tutor for further clarification on comments which I didn't understand				
I discussed with my tutor comments which I felt were unjustified, so that I could find out more about them				

⁴⁰ Source © 'Making feedback work' by Phil Race, available at <http://www.phil-race.com/files/feedbackcom.doc>



TASK 1: SELF ASSESSMENT

Complete the following task in pairs. Go through the following list of key skills, describing an example from your academic studies experience.

The skills of working effectively with others (group projects).

Key words: approachability, team work, co-operation, rapport, adaptability

Communication skills with fellow students (expressing your ideas, and explaining)

Key words: listening, enthusiasm, clarity, pertinence, confidence

Decision making skills: (choosing which assignment to do, and which information to include)

Key words: decisiveness, research, planning, reaching a conclusion, evaluation

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

Key words: planning, effective time management

Information Technology skills: (using the computer and Microsoft office programs)

Keywords: word processing, formatting

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

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



MODULE 9

PREPARING FOR EXAMS

Session 1



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

Objectives:

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



TASK 1: EXAM PREPARATION

Answer the questions individually. Be prepared to share your answers with the class.

1. How were exams conducted in your home country? How did you prepare for them?

3. What strategies do you implement to overcome exam stress and anxiety?

4. How do you prepare for exams?



SUGGESTIONS FOR HELPING YOU THROUGH EXAMS⁴¹

Study area: Having a good study area makes a big difference to how well you learn. Study in a well lit, quiet area, away from noises and people in the house. If this is impossible, it might be better to study at the library.

Study space: Make sure your desk is tidy and organised - it means you can concentrate without trying to find information.

Find out about the exam: Find out what format the exam will take. Are the questions in essay, short answer or multiple choice formats? Is the exam open or closed book? Find out how the exam is marked and what is the total mark going to be.

To do lists: Make a list of items to do before each study session. Breaking tasks down into small, manageable tasks is more effective. Cross them off as you go and complete each one.

Past exam papers: Ask your teacher for past exam papers. They can be a useful insight into what your exam will be like and can also provide a guide.

Study groups: Forming a studying group to revise your notes and work through past exam questions is also helpful as you feel supported, and it can keep you motivated and focused.

Switch the phone off and resist checking your email: If you find that you are being distracted by the phone or emails, it might help to put the answering machine on for a while. You can always ring people back later.

Recognise your preferred learning style: Some people work better using text based memory tools, like acronyms and other people find visual tools more useful, e.g. mind maps or tree diagrams.

Take regular breaks: Getting up, moving around and away from your desk at least every 40 minutes for 10 minutes makes you concentrate and learn better and is also better for your health.

Avoid Procrastination: Procrastination is when you do everything else but the task you need to do. You can avoid procrastination by setting realistic goals for each study session.

Make a Study Timetable: Find out the date of each exam and work out a study timetable. Write down all the things you need to do each day of the week, and how long you need for each, including time for enough sleep, relaxation, and exercise. This will give you some direction and help you focus on what to study.

Use your free time at University wisely: Studying in the library during your free time gives you access to lots of information.

Revise and learn (not just re-read): Sometimes reading through notes doesn't result in learning or understanding. Include the following in revising each topic – understanding the vocabulary, learning definitions, formulae, and diagrams, preparing summaries.

⁴¹ Source © <http://au.reachout.com/find/articles/exam-time-hints-for-effective-studying>



TASK 2: Working in pairs with a partner or fellow student, write down your understanding of the terms below.

- 1. Definitions**
- 2. Short essays**
- 3. Case studies**
- 4. Essays**
- 5. Review paper**

An exam of 2-3 hours can include all of the above - definition of terms, you may be asked to write a short essay of 1500 words and/or short answer responses. Depending on the discipline, you may also be asked to write a case study of 500 to 800 words, provide a critique of a journal article or review paper. If the facilitator can bring an exam paper as an example it can also be used and can be a useful reference.



TASK 3: Discuss with a partner how you have prepared for exams previously and what changes you will make in future from your learning in the *Life* program



MODULE 10

SELF REFLECTION

WHERE WILL MY UNIVERSITY JOURNEY LEAD TO?

[DREAM TIME, FUTURAMA]

Session 2



Lesson Topic: Self-reflection of the past and future

Objectives:

To enable you to reflect on your journeys including the **Life** program;

To enable you to dream, aspire and think about their future



TASK 1: REFLECTING IN PAIRS – MY VISION OF MY ACADEMIC JOURNEY

- Select a partner and using footprints as a symbol, tell your partner the story of your journey and footprints.
- Where have your footprints taken you?
- What journeys have you travelled?
- Share your challenges, difficulties, highlights and feelings.
- Remember it is your story!
- Then share your dreams and hopes for the future



MY HISTORY, MY FUTURE, MY DREAMS



Modified quotes of poets and thinkers about the future

*The world is lovely, deep and wide;
But you have promises to keep;
And miles to go before you sleep, And miles to go before you sleep.*
Modified from Robert Frost

*We are all a part of everything;
The future, present and the past;
Fly on proud student;
You're free and have the wonderful world to explore.*
Modified from Charlie Daniels

*To look forward and not back;
To look out and not in;
And to lend a hand will take you on.*
Modified from Edward Hale

*It is today that our best work can be done;
It is today that we fit ourselves for the greater usefulness of tomorrow;
Today is the seed time, now are the hours of work;
And tomorrow is the harvest and the playtime.*
Modified from W E B Du Bois

THE **Life** PROJECT TEAM WISHES YOU THE BEST AND HOPES THAT THIS
SHORT INTENSIVE PROGRAM HAS PROVIDED YOU WITH SOME USEFUL
ACADEMIC SKILLS AS YOU
COMMENCE UNIVERSITY LIFE

