

Acknowledgement of Country



I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

The New SC Model: Lived Experiences of Teachers and Students

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Student members:
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Stephanie Fernandes Porto - *Diploma of Business*

Student feedback

“... it was fantastic to have the class condensed which increases the interest and reduces my tendency to get complacent.

The fact that it was well organised made it easier to keep up with the condensed time frame, and this allowed the pace to maintained momentum to the learning interest.”

(Tristan Davenport, *Diploma of Civil Construction (Engineering & Management)*)

Overview of Units

Preparing for Success Program (PSP)

UNIP1001 Managing your Study

- Foundation unit in time and self-management, learning strategies for university

UNIP1002 Communicating at University

- Academic literacy unit - planning and writing an essay.

Diploma of Business

EDUC 1001 Language and Learning in your Discipline

- Foundation core unit for all Diplomas with a focus on academic literacy.

Unit design

As per the new SC model, each unit has:

- 6 self-access online modules
 - media rich, interactive and responsive
- 3 hours of class learning
 - key content and skills scaffolded in carefully designed activities.

Module design

Modules are designed with the tenets of good practice as identified in this [professional development resource](#) for the SC Model:

1. Modules focus on what students **need to know**.

2. Modules **guide** students through the curriculum.

3. Modules are **media-rich**.

4. Modules are **interactive** and **responsive**.

5. Modules **signpost** links in the curriculum.

6. Modules contribute towards a **community of inquiry**.

Preparing for Success Program(PSP)



Module 1: Getting started at Uni

This module introduces you to the culture of learning at university as well as some key time management strategies to help you stay focused and on track.

Photo by [Drew Hays](#) on Unsplash

[View](#)



Module 2: Learning at Uni

This module will help you to identify and develop a growth mindset to prepare you for success in your academic studies as well as how to learn effectively at university.

Photo by [Hans-Peter Gauster](#) on Unsplash

[View](#)



Module 3: Academic integrity; listening and note-taking

This module introduces you to the concept of academic integrity which is a cornerstone of respectful academic practice at university. The module also has some useful tips on how to listen and take notes at university.

Photo by [ConvertKit](#) on Unsplash

[View](#)



Module 4: Group work and presentation skills

Working effectively in groups or teams is a valued skill at university and in the workplace. This module provides tips and examples on how to make group work effective, fun and stimulating.

[View](#)



Module 5: Essay writing

A key skill required at university is essay writing. In this module we will focus on the elements required to write an effective essay.

[View](#)



Module 6: Reflections on your learning; proof reading and editing for success

This module encourages you to reflect on the key strategies you have learnt in this unit and how you will use these going forward. The module also focuses on the importance of proofreading and editing your work to ensure you submit your best efforts and achieve the results you want.

Photo by [Doran Erickson](#) on Unsplash

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PSP Activity example:

Academic integrity vs academic dishonesty

Being new to university and just getting comfortable with your new academic environment, it can be easy to unintentionally break the rules. This video will help you be clear on the differences between academic integrity and academic dishonesty, and avoid any penalties.



You paraphrase ideas from a famous researcher that your tutor referred to in a lecture. As the author is a well-known expert you do not explicitly reference the author's name.

PSP Activity example:

You ask a classmate to have a look at their assessment as they are top of the class and then use some of their ideas as they are really good.

- Plagiarism
- Recycling
- Cheating
- Collusion
- Acceptable practice

✓ Check



PSP Activity example:

Activity: Test your knowledge of reference lists

! Reference

Kahu, E. (2013). Framing student engagement in higher education. *Studies in Higher Education*, (38)5, 758–773. doi: 10.1080/03075079.2011.598505

Lisciandro, J., & Gibbs, G., (2016). *On Track* to university: Understanding mechanisms of student retention in an Australian pre-university enabling program. *Australian Journal of Adult Learning*, 56(2), 198–224. <https://www.ajal.net.au>

May, J., Delahunty, J., O'Shea, S., & Stone, C. (2016). Seeking the passionate Career: First-in-Family Enabling Students and the Idea of the Australian University. *Higher Education Quarterly*, 70(4), 384–399. doi:10.1111/hequ.12104

Nelson, K. Quinn, C., Marrington, A., and Clarke, J. (2011). Good practice for enhancing the engagement and success of commencing students. *Higher Education*, 63(1), 83–96 doi: 10.1007/s10734-011-9426-y

Strauss, A., & Corbin, J. (1990). *Basics of quality research: Grounded theory procedures and techniques*. Sage Publications

Test your referencing knowledge by choosing the right answer.

The title 'References' should be...

- Centred and bold.
- Centred but not bold.
- Left aligned and bold.

✓ Check



Diploma core unit - EDUC1001

Study Guide



Module 1: Introduction to learning at university

[View](#)



Module 2: Academic writing styles: Critical reading and note-taking

[View](#)



Module 3: Getting started with your academic writing: Summarising, paraphrasing, quoting, and structuring paragraphs

[View](#)



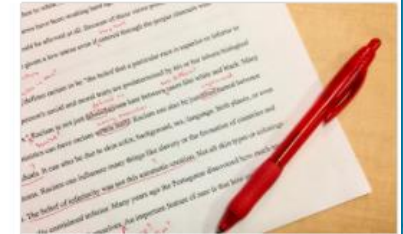
Module 4: Planning your essay and Academic Integrity

[View](#)



Module 5: Developing your critical thinking and research skills

[View](#)



Module 6: Proofreading, editing, and making your writing cohesive; and strategies for future learning

[View](#)

Diploma core unit - EDUC1001 Activity example:

Drag and drop each phrase that appears at the bottom of the panel into either the **Growth Mindset** or the **Fixed Mindset** boxes:

Growth Mindset

Fixed Mindset

Ignore or avoid constructive feedback, seeing it as an attack on their ability

Give up in the face of setbacks, attributing it to lack of ability

Persist in face of setbacks, believing they can succeed with effort

Welcomes challenges which leads to improved self-esteem and learning

Abilities are fixed and effort has little impact on learning

Avoids challenges to protect self-esteem

Embrace feedback as a learning tool, as a means of improving

Abilities can grow with effort

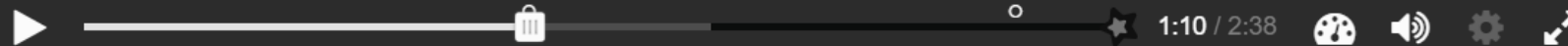
Diploma core unit - EDUC1001 Activity example:

Watch this video on writing reports and complete the interactive activities:

The writer has summarised each section of the report within this executive summary. Identify each section summary by selecting the first word from each. What do you notice about how each section summary is included?

The aim of this report was to investigate Unilab staff attitudes to the use of mobile phones in staff and team meetings. A staff survey and policies on mobile phone use from a number of similar companies were analysed. There was significant support for a clear company policy on mobile phone use, including their banning in certain situations. The results of this research reflected the findings from similar studies. The report concluded that personal mobile phones should not be turned on during all staff meeting times.

 Check



Diploma core unit - EDUC1001 Activity example:

Let's review some useful steps for making good summaries. Select these steps in the correct order.

Choose the correct statement.

✓ Progress: 0/6

Refer back to the original text to ensure your summary reflects the author's ideas.

Put your text away and write your summary from your notes.

Acknowledge your source

Read the text carefully (re-read the text several times).

Skim read the text, noting sub-headings, the first and last paragraphs and topic sentences (identifies the main idea and is usually the first sentence of each paragraph).

Write notes in your own words using key words and ideas.

Key 'learnings' from students about modules

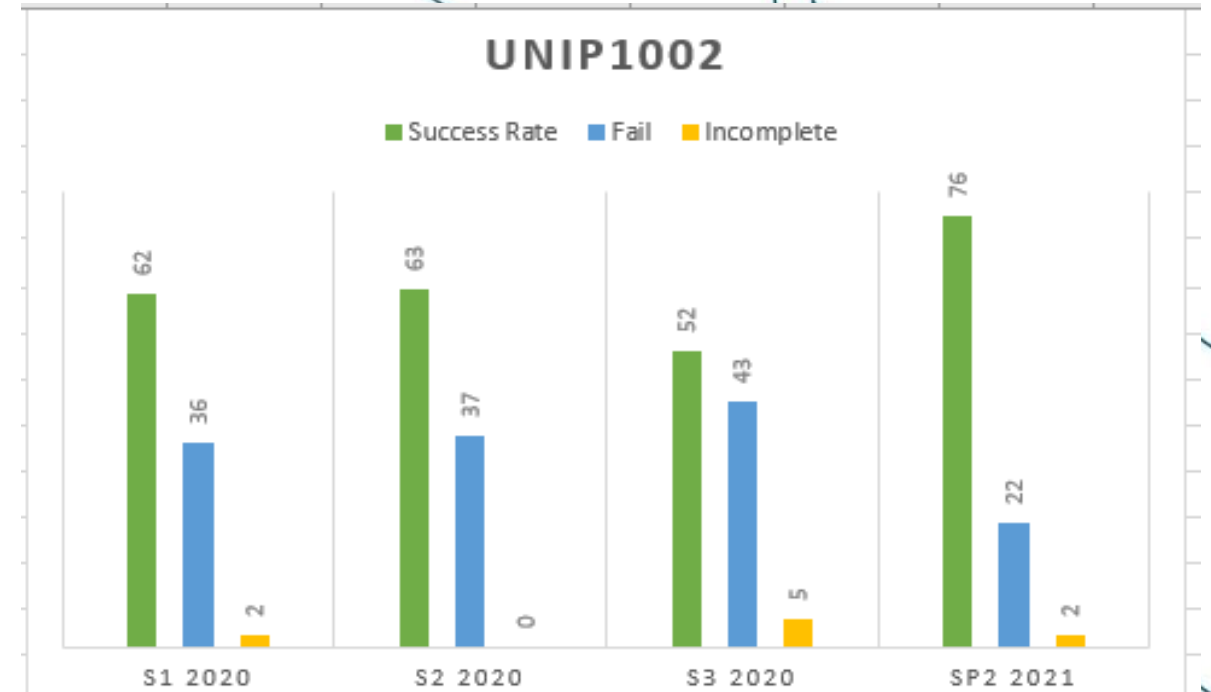
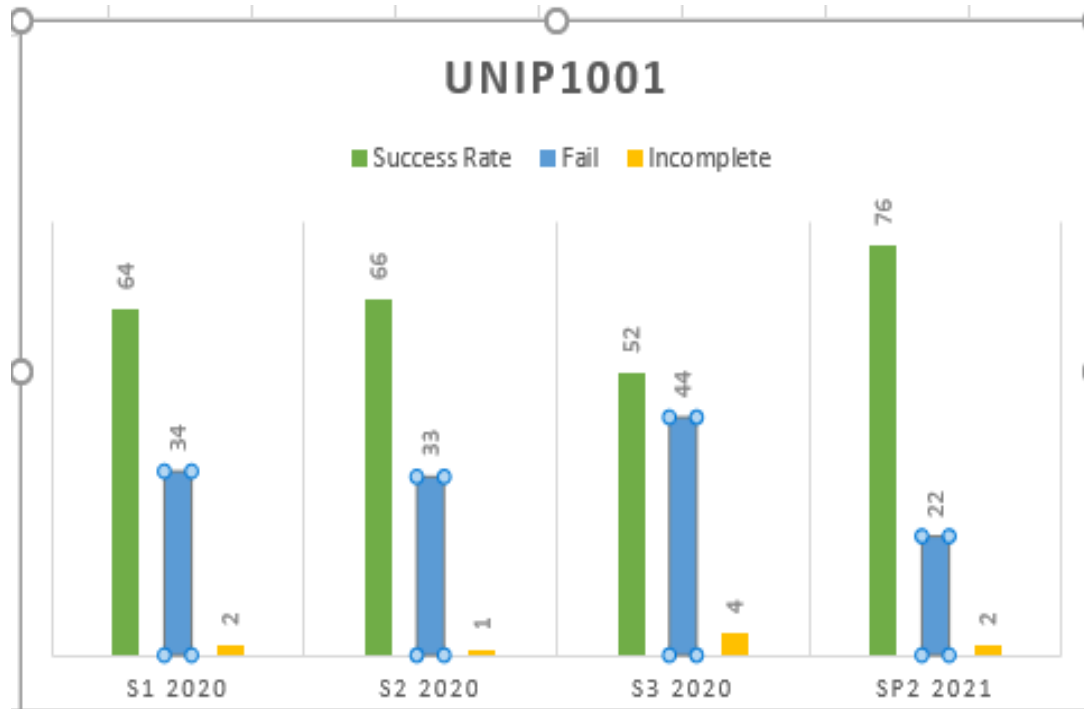
Students like:

- Videos that stop and ask questions
- Visual activities. E.g. Labelling a diagram
- Flash card activities
- Drag and drop

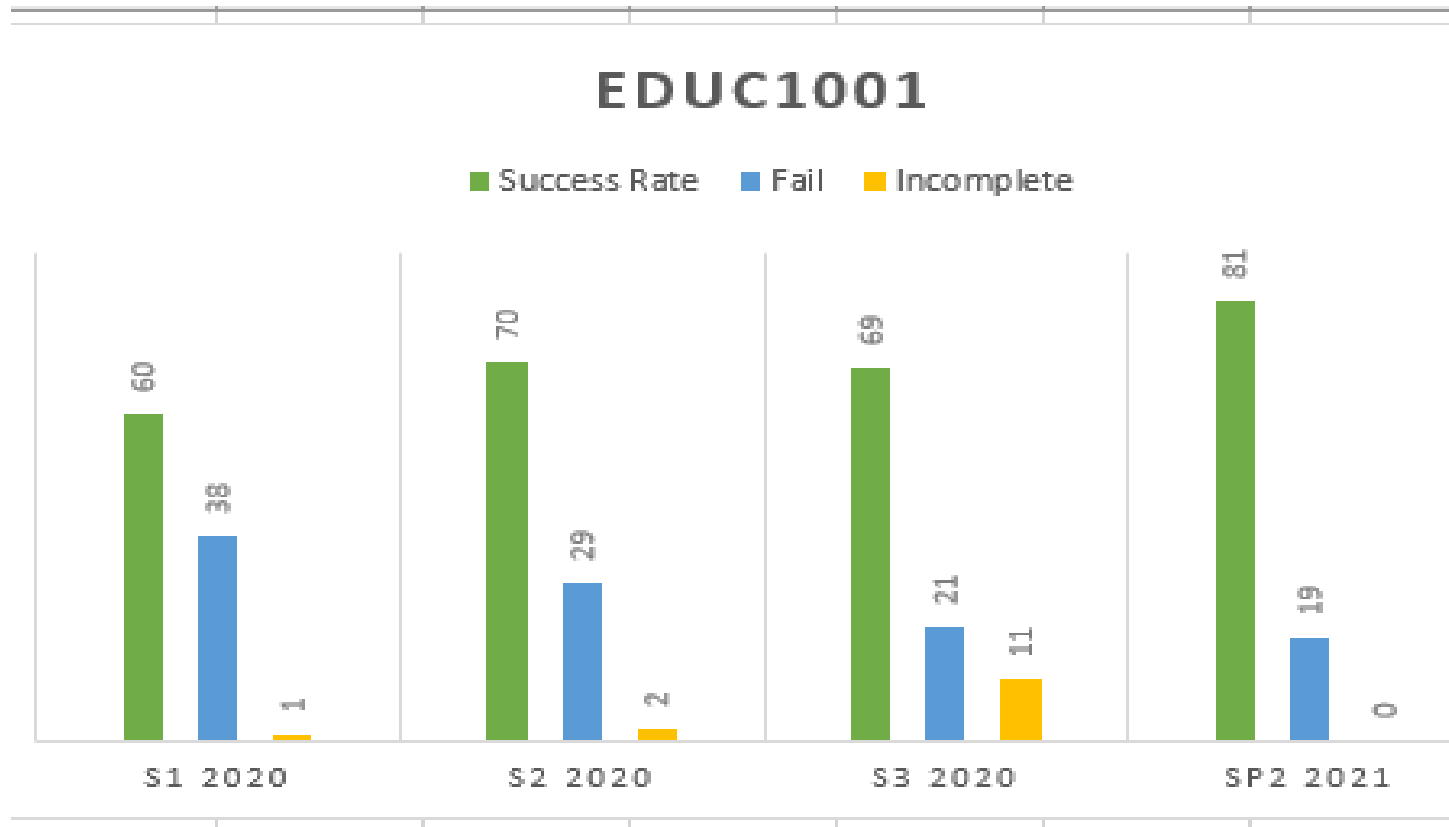
Key 'learnings' from Tutors

- **Content and skills** clearly focused on what students need to know and be able to do
- **Active learning** in both the self-access modules and in class learning with peer to peer/group activities
- **Assessments** scaffolded and linked to class learning - remove any "nice to have" assessments. Assessments build on each other.
- **Time in class** for students to be adequately prepared for assessments and to use their feedback on next assessment task
- **Markers** must be confident they can manage marking turnaround
- **Creativity and flexibility** in unit design

Success rates: PSP units



Success rates: Diploma unit



Student views: Jasper (PSP) and Stephanie (Diploma of Business)

What worked well for you in this 6 week model?

What could be improved?

What one key message would you give to a new student starting out in this unit in the Study Period delivery mode?

What one key message would you give your tutors?

Student focus group data

Perceptions of the shorter time frame for unit content

"I find it motivating... you've like, got to get it in. There's no time for procrastination."

"I honestly prefer the six weeks. It gives you a little break in between to kind of recollect yourself and then attack the next two topics. Yeah 100%."

"Like over 12 weeks you can have lots of bumps but recover by the end. And six weeks, like I just had a dip, but the consequences were really drastic... You're definitely left behind really quick."

Perceptions of two units as a full-time load

"I was relieved because I remember trying to juggle four subjects was hard. So only focusing on two was a big relief."

"Having a focus point and knowing that that's where I've gotta go, I think having more subjects on top of that would possibly come crashing down around me pretty quickly... like knowing what to prioritise, I would struggle with that."

Student focus group data

Perceptions of the self-access modules

“I liked the variety of resources. Like the videos or the questionnaires, or whatever.”

“Yeah it keeps you engaged, like works different parts of your brain, keeps you sort of awake a bit to work through it.”

"I loved the videos. I watched most of the videos before the class that it was leading up to and [in class] I knew what we were talking about straight away."

Perceptions of the classes

“Whenever we did sit in groups or have icebreakers that was the highlight.”

“Being able to talk to classmates and feel like you’re not the only one who didn’t understand.”

“Being able to ask questions.”

Student focus group data

One word for your experiences so far?

Eye-opening

Educational

Fulfilling

Encouraging

Confidence-boosting

Transformative

Stress-relieving

Capable

Thanks for listening!

Questions

