

ALTC

2011 Australian Awards for University Teaching
Awards For Programs That Enhance Learning
Category: The First-Year Experience

Supporting Teaching Materials



Common Units Teaching and Management Team

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Sample weekly emails to students from each of the units

CUC100



Hi everyone

We are now in Week 5. Isn't it amazing how quickly the semester is passing!

By midnight tonight, you should have submitted your Assignment 2 via Learnline. If you didn't do this, and didn't have a pre-arranged extension, can you contact me as soon as possible explaining why you didn't and how I might be able to help you catch up? I know it can seem overwhelming when you first start university studies, but we are here to help you overcome as many of the initial hurdles as we can.

If you were well-organised and did have an extension, can you make sure you email me when you have submitted it onto Learnline? If you don't, it can sit there for a couple of weeks; for I won't know you have put it there.

I mentioned last week that I would attach the first part of mapping the key ideas for Core Reading 2- I hope you will be able to complete it based on the key ideas that you highlighted as you were reading. You need this summary as part of your Annotated bibliography which forms Assignment 3.

You have a rather interesting task this week; you have to take a quiz to learn about your own style of learning and then add your contribution about this to the Week 5 group discussion forum.

You also have a very important skill to learn this week: Referencing skills: Using & documenting evidence. This is potentially the most crucial part of learning to write in an academic context. You need to be able to research (If you haven't already, make sure you complete the Week 4 Researching skills workshop at the bottom of the Week 4 Communicating learning guide), and then reference your sources. This is so important that, if you don't reference properly in your final essay in this unit, we don't even start to mark it, but send it back to you to correct and re-submit. In Week 6, there is a compulsory, but non-assessable referencing quiz which you complete and then send to me for recording completion, and then I send you the answers for you to check.

Make sure you check the ICT/computing skills to be covered this week. By now you should know where to find these; in your weekly Learning Materials under Weekly Computing Learning Guide. If you go to the Weekly Learning materials each week and follow the communicating learning guide and the Computing learning guide each week, you can't possibly miss anything involved in this unit.

I still haven't heard from some of you even though I have emailed you at least 6 times and have left messages on phones. If you haven't started the unit, then maybe you should consider withdrawing before March 31 so that you get a withdrawal without financial or academic penalty. Contact Student services on : Freecall: 1800 061 963 Email: student.admin@cdu.edu.au

For those I have heard from, I hope everything is going smoothly now that you have got the hang of Learnline and how the unit works. Contact me, preferably by email, if you have any queries.

Regards
Elizabeth

PTO for CUC106 & CUC107 samples

CUC106



Hi all

In case anyone is unaware, this week is the mid-semester break.

There are no new materials released this week, but you should continue to work on assignment 2 with your group. Week 6 of semester starts this coming Monday 11-Apr.

SEND ME AN EMAIL

I like to check that groups are on-track at this stage. This helps to identify any issues you might need help with early. To this end, please have one of your group members send me an email with:

- 1) The Design Project idea your group is pursuing (remember: must be specific).
- 2) The role each group member will be taking (eg. Coordinator, Designer, Researcher).
- 3) Any questions or concerns you have so far

GROUP ISSUES?

A reminder that it's very important that you contact me early on if you have difficulties with being able to contact your group members. Waiting until a few days before Assig 2 is due, and saying "I've had difficulty contacting my group" is not grounds for an extension or any leniency. Contact me early and we will find a way to resolve it. Do not leave it until it's too late.

Regards
Simon

CUC107



Hi everyone

So here we are in our last week together. I would like to thank you all for your hard work (especially in regards to the group presentation).

External students: You need to hand your presentation in on Friday. There is an example presentation on learning materials under the assessment tab. Remember this is not a report, it is a presentation.

Internal students: We had our first lot of presentations last night and it was a huge success (thank you Tuesday group). You do not need to submit anything. I will mark your presentation and have the marks up ASAP.

After Friday you will have completed Northern Perspectives and can focus on your other exams.

Good luck to everyone with both Northern Perspectives and other units you are studying.

Remember both External and Internal students that you can always email if you have any issue during the rest of your degree.

Take care and good luck
Jaimee

Sample email to staff regarding support options for students

From: Nicola Rolls
Sent: Monday, 4 April 2011 11:52 AM
Subject: Tutorial help for your ESL students

Hi there

Just following up on our phone chat the other day about the large number of ESL students you have and how we could support them. I have an ESL specialist teacher working in the program this semester who can pick up a 1-2 hour slot each week to support your students. I suggest in this time she could work with your students as a group, scaffolding the readings and making sure they understand the assignment tasks etc.

If you send me names I will email them and invite them to attend this week or after the first assignment?

Cheers
Nicola

Learnline Announcements for additional scaffolding of learning using communication technology

Dear CUC100 External Students

To assist you in finalising Assignment 2, Marian will be holding a Wimba session on Tuesday August 31 at 5.30 pm (Darwin time) to go through the assignment directions and criteria and to answer your questions. The session will go for approximately one hour.

Attending a Wimba Class is easy. If you have Internet, and are available at 5.30 Tuesday, then you can attend. Those with a microphone can use their voice to interact and ask questions and if you don't have a microphone, you can type you answers and questions in the text box.

To access Wimba, go to your CUC100 page and select CUC100 Wimba Classroom. Next, click on the CUC100_semester2_2010_mariandavis link. Finally, select 'Enter Room'. If this is your first time in a Wimba class, you may have to run the Wizard set up to enable you to use all Wimba functions. Also, try to enter the room by 5.20 pm so that Marian can help you get started if necessary.

If you can't attend the Wimba session, you can still see what took place by going to the archives on the CUC Wimba site (on the CUC100 homepage at the bottom of the left hand side) Hopefully, Marian will see lots of you in her session on Tuesday. If you have any queries in advance, you can email her on marian.davis@cdu.edu.au

Cheers
Elizabeth

Hi CUC106 External Students

Links to **video excerpts** from this week's workshop sessions have now been uploaded at the bottom of week 1's weekly tasks.

Please note that these videos are: *optional* - they are not essential viewing; *not* intended to cover the entire 3-hour workshop; provided to *help external students feel more connected* with classes and activities. I upload them on Thursday or Friday each week, at the bottom of the week's "weekly tasks" in Learnline. We hope you find them helpful.

Thanks
Simon Hobbs

Staff Professional Development: Teaching in Common Units

Common Unit Teaching Induction

Tuesday 22nd Feb 2011 Schedule	
8.45 – 9.00	Introduction to the day and each other
9.00 – 11.00	Teaching in Common units – why we have them, who our students are and how we support their learning <ul style="list-style-type: none">• Reflecting on student diversity• Identifying students needs for support – standing in their shoes through case studies. What we can do to support the learning of internal and external students• Who else can we refer students to?• How all of these issues are encapsulated in Common Unit philosophy and teaching guidelines and processes.
11.00 – 11.30	Morning tea
11.30 – 1.00	Teaching and teamwork in the E-Learning studio <ul style="list-style-type: none">• General aspects of pedagogy – collaborative, experiential, student focussed etc• Team teaching – negotiating roles, who leads, what does the support tutor do?
1.00 – 1.30	Lunch
1.30 – 3.00	Tips and techniques for teaching in E-learning studios <ul style="list-style-type: none">• Using the technology for teaching• Trouble shooting technical issues• IT support• Access and security issues
3.00 – 3.30	Wrap-up & debrief (15mins for E-learning section, final 15 for whole session)
3.30 – 4.00	Housekeeping- timetables, contracts, meeting schedules etc – Break out unit groups for unit coordinators to follow up any housekeeping with staff.



Example of lesson plan CUC106 showing collaborative learning approach

Wk. 4 Workshop		CUC106 Learning Activities	March 21, 2011
10 mins	Objectives: Focus activity & importance of feedback <ol style="list-style-type: none"> 1. Pair students up with a partner. To begin: 2. Person A will come up with lots of ideas about a potential places they have always wanted to visit. Person B must say NO to each idea and give a reason why it wouldn't be a good place to visit. Do this for 2-3 minutes. For Round 2 swap roles and this time Person B gives encouraging feedback. 3. As a group, discuss how these two different experiences felt. The Round 2 experience is the environment the team will want to create for a successful working relationships 		
5 mins	Objectives: Workshop Overview – purpose and relevance This week is focussed on getting into groups and design principles <ul style="list-style-type: none"> • Personality types • Forming groups • Group Contracts • Brainstorming & planning • Intro to Design 		
30 mins	Objectives: Preparing to work in Teams – understanding your learning type <ol style="list-style-type: none"> 1. Ask students to complete the <i>Learning Style Type Indicator</i> - there is a link in Learnline under 4.1. (NB Second language students will require some help with the questions.) 2. Get students to share their type and then discuss the implications for working in groups 3. Go through caveat slides for learning type labels 4. Ask them to discuss <i>WHY can your strength also be your biggest weakness?</i> 		
Break – 15 mins			
10 mins	Objectives: Forming your Project Groups Criteria for groups: Teams of 3, Mixed gender, Multi – disciplinary Students form groups of 3 check if they have discipline mix – do you have a range of expertise?		
15 mins	Objectives: Group Dynamics & Team skills <ol style="list-style-type: none"> 1. Begin with a rationale for working in groups at Uni – see power point notes – brief presentation 2. Discuss how groups form – (see power point) and how we tend to consistently perform the same roles when we work in groups 3. Begin a “norming” process: share types; skills etc & the project type they are have researched – Allow 5 mins each students for this activity 		
30 mins	Objectives: Team contracts – clarifying roles and expectations <ol style="list-style-type: none"> 1. Introduce the notion of a team contract and how this will help set expectations and guidelines for how members should behave. 2. Download the template 4.3 and complete for each group 3. Post in the discussion board creating a thread for your group within your class discussion forum. 		
30 mins	Objectives: Brainstorming, planning, analysis, critical thinking to decide on a project <ol style="list-style-type: none"> 1. Introduce the concept – note it is especially useful when working in a group where everyone will have different backgrounds, interests and experience - While this is good – it could make decision making difficult – This is where brainstorming will help. 2. Brainstorm all the pros and cons for the various project options then as a group decide on the best one. 		
30 mins	Objectives: Introduction to factors for good design <ol style="list-style-type: none"> 1. Give the presentation on design – explain that this first presentation is designed to help students understand the overall design process. 2. Discuss the various aspects of scope and after each get them to apply it to their project 3. At the end of the presentation – get students to apply this to their own project 		
5 mins	Objectives: Wrap up and remind their assessment tasks. What are the 3 most useful things about teamwork that you learned today? (Post-it notes)		

CUC100E: Essington International Senior College

Unit Aims

CUC100E 1,2,3,4 aims to help secondary students from Essington International Senior College reflect on the value and requirements of university study and to ensure that they have a good foundation in the various types of “academic literacies” that will help them succeed in this study. These literacies include: academic writing, critical reading and thinking, note-taking and summarising, researching, referencing, presentation skills and IT skills for completing academic assignments. In building students’ ability to succeed in their study, meta cognitive skills for successful university study are developed, including skills in planning, self awareness and reflection, organisation, time management and problem solving.



This cluster of units is a version of the existing common unit CUC100 Academic Literacies divided into 4 “sub” units to accommodate the requirement by Essington School to run the unit over four semesters. Because CUC100 is made up of a variety of literacies for successful study, it lends itself to this modular approach. The learning outcomes, activities and assessments are the same as those for CUC100. The only variation is the inclusion of additional time allocated for building meta-cognitive skills for study and independent learning. Each sub-unit is run over 1 semester for 2 hours per week over 12 weeks. Students do not receive a grade until they complete all 4 sub-units.

On completion of this unit a student should be able to:

1. Reflect on and evaluate their individual needs and strategies for success in their university study and as graduates
2. Successfully apply skills in academic writing, critical reading and thinking and oral presentations
3. Apply research skills to identify, access, evaluate, organise and reference information
4. Make use of commonly required computing skills, such as word processing, Internet, email, and the university’s online learning environment, Learnline, and create visual presentations and spreadsheets
5. Understand and apply the different ways of thinking and learning, particularly those favoured by western academia
6. Participate more confidently and actively in the university context (particularly CDU).

Teaching and Learning Strategies

The underpinning teaching and learning strategy for this unit is to allow students to learn experientially, collaboratively and from a problem-based point of view. To achieve this, all learning activities and the formative assignments are driven by and related to the major assignment which is a summative task encapsulating the learning objectives of the unit. The assignments are also designed to introduce students to a range of commonly used academic genres.

Each of the formative assignment represents a stage in the sequence of preparing an academic assignment. Thus:

Assignment 1 represents the reflective, meta-cognitive aspects of successful study

Assignment 2 represents the thinking and planning stage

Assignment 3, represents the reading, note-taking and summarising stage

Assignment 4 represents the final written assignment, and

Assignment 5 represents the oral presentation of this.

In this way, students are required to work through a range of learning activities, short formative assignments and readings which prepare them to successfully complete their major essay. These encapsulate the fundamental skills that are necessary to succeed at university and professionally. Because the assignments are comprised of a series of assessable steps, they provide students with an opportunity to check how well they have mastered the assignment task and skills being taught (critical reading, note-taking, essay writing, referencing, ICT and researching skills) before finally putting them into practice for the major assignment, the final essay. Semester’s 1 (ICT) and 4 (Reflective Study) will be taught by Essington staff in consultation with the CUC100 teaching team. This will facilitate the embedding and application of the skills being taught, in the students’ immediate high school context. At the end of Semesters 1 and 4 students will also be required to complete and submit a compulsory formative task which is non-assessable but will allow the students to check their skills and receive feedback.

Formative learning through resubmission: sample email and learning contract

Hi

I hope you have had a good study break. Are you available next week on Monday 10 am to meet with me and Marion the Academic support lecturer?

As discussed when we met before, we would like to set up your program for the English language workshops and one to one tutoring to support you in rewriting your final report for submission at the end of this semester. We will also draw up the learning contract at this time.

Best wishes
Nicola

Learning Contract

Name:

Background issues

It was agreed that your Semester 1 grade for CUC106 would be entered as an AC pending the resubmission of the final assignment for the unit, the group report.

The condition for this resubmission is that you attend the *better writing, report writing and referencing workshops* being offered by the Academic Language and Learning Support Program (ALLSP). As well as attending these workshops, you should meet with the ALLSP tutor Marian Davies to work through the issues that need addressing for your resubmission of the report and to look at drafts of the corrected report.

This process will help you to address the problems with referencing and English language expression and other issues identified in your writing.

Agreement

You have until the end of Semester 2 (October 31st) to resubmit the report.

We will adjust your final grade for CUC106, if you have:

1. attended the workshops (as outlined below) and,
2. rewritten the report with the guidance of Marian, and
3. submitted a report of a high enough standard to pass

Schedule

English language skills	Mon 12:30 – 1:30pm (date TBA)
English language skills	Mon 16 August 12:30 – 1:30pm
Report structure & format	Tue 14 September 12:30 – 1:30pm or 3:00 – 4:00pm
Harvard referencing style	Fri 1 October 12:30 – 1:30pm
Meet with Marian	Tue 5 th October 3:00 – 4:00 pm
Submit report to Nicola	October 31 st
English language skills	Mon 12:30 – 1:30pm (date TBA)

I agree to the terms of this contract

Student Signature

Assignment summaries for each unit illustrating multidisciplinary, real-world approach

Assessment Information CUC106

The assessment for this unit based on “real life” assignments that simulate the tasks you would complete if you were on a design project team in a professional setting. So as with any design project you will work in multidisciplinary teams to:

- Scope the project options (in response to identified needs in Devikulum, India) and submit a preliminary **Research Report**
- Submit a **Project Proposal**
- Build and present the **Completed Design Model**
- Submit and present a **Final Written and Oral Report**.

The tasks above are organised into three assignments, each divided into parts so that each stage in completing the assignment is checked and assessed. Assignment one is completed individually and assignments two and three are completed by each project team.

Assignment	Focus	Submit as	Deliverable	Value	Due
Assignment 1	Preliminary Research	Individual	Approx 500 words	15%	Friday, Week 4
Assignment 2	Project Plan	Team	Approx 1000 words	25%	Monday, Week 7
Assignment 3	a. Model Presentation	Team	2D or 3D Model of Design	15%	Monday,* Week 10
	b. Oral Presentation of Report	Team	6 mins	15%	Monday,* Week 11
	c. Final Written Report	Team	Approx 2500 words	30%	Monday, Week 13

Assessment Information CUC107

There are three main assessment items for this unit. The assessment items are designed to build upon one another to increase your understanding of culture, cultural perspectives and cultural competence. You are asked to apply your analysis first to you understanding your own cultural perspectives and then our these concepts effect the workplace – particularly that of your profession.

Assignment	Focus	Length	Value	Due
Assignment 1	Analysis: the meaning of “place” a/ Summary of literature b/ A photographic analysis of a place that is important to you	1000 words	30%	a/ Friday, Week 3 b/ Friday, Week 7
Assignment 2	Cultural Competence in your profession: Essay	1500 words	40%	Friday, Week 8 Friday, Week 10
Assignment 3	Changing or improving cultural competence: Oral Presentation	Refer to the link above	30%	Presentation: Week 12

Assessment Information CUC100

The assignments in CU100 ask you to consider the skills and requirements for the profession you are studying for. There is one major assignment and four small assignments that represent the stages and components in preparing your major assignments. So the work you do for each one is utilised in the final essay. They are also an opportunity for you to learn key types of assignments required at university and the IT skills required for presenting these.

Assignment	Focus	Value	Word Length	Due (Sunday)
Assignment 1	Reflections on Learning: online discussion forums reflecting on strategies and aspects of learning	10%	150-200 per forum	Weeks 1,3,5 & 10
Assignment 2	Reflecting for your major essay: Preliminary ideas about requirements for your profession	10%	150-200 per task	Week 4
Assignment 3	Summarising and critiquing 3 key readings for your essay: annotated bibliography	20%	200-300 per reading	Week 7
Assignment 4	Outlining your essay: PowerPoint presentation explaining key ideas, organisation and references	10%	8 slides	Week 9
Assignment 5	The final product: Discuss which employability skills are the most essential for your profession.	50%	1500 words	Week 12

Staff views of the influence of common units on their disciplinary teaching practice

Teaching for CUC100 enhances teaching practice in any discipline in that the unit provides a fundamental pedagogical approach to teaching and learning on the uni level. Academic literacy skills are the building blocks to higher education and the focus on such things as learner training and critical thinking, provide a clear context for a teacher to foster independent learning. With CUC100 we are giving students the tools to learn and develop themselves. This approach should be fostered in any genre and is a reminder of what is essential to be a successful student. (Education Lecturer)

I believe that teaching the common units has influenced my teaching practices in my disciplinary units – not so much in the methods of teaching, as I've always encouraged students to be self-directed, use group work and have encouraged students to work in teams and self-reflect. But more in the fact that it has made me aware of the gaps that can occur in each student's needs and understanding and how they can be overlooked in group work or even 'lost' if the learning is not monitored and assessed methodically and accurately. In big classes, where there is a high student ratio in each group, some students can slip and often drop out or just coast along. So in summary, teaching on the common units has made me realise how the assessment criteria needs to be well defined to achieve the desired outcomes for **all** the students' learning. Another plus was the use of the innovative teaching equipment. (Cultural Studies Lecturer)

Teaching in the common units (i.e. classroom teaching, unit advisory panel membership, and judging finalists in a collaborative project tasks) has definitely enhanced my teaching practice in environmental management. Specifically, participation in cross-disciplinary teaching team has increased my awareness of different approaches to teaching, and the potential for links among disciplines and content areas. Also the common units are designed and implemented in an exemplary manner in terms of educational design principles, consultation among disciplines etc, and so participating in unit reviews is a refresher in good unit development practice. In our program (environmental science) students arrive from a diverse range of backgrounds and with a diverse skill base, including via articulation arrangements from the VET sector. For this reason we see the Common Units as crucial support for our students, and help on our practice building skills that we do not have time to build from first principles in our own curriculum content. As such they support our practice. (Environmental Science Lecturer)

Scaffolding readings for enhanced comprehension and reading and note-taking skills

Working with students to map key points from readings provides them with:

- An opportunity to work as a whole group to unpack meanings and find key ideas.
- A quick glance summary of key points in text and improved understanding of ideas in the context of the whole text.
- A picture of the author's logic, deeper understanding and a model of academic thinking and arguing.
- A map of how ideas are organised in the text and a model of academic written genre structures
- Key words so they learn to paraphrase without referring to the original, thus avoiding plagiarism

Taxonomy of key ideas Reading 1: Protean Careers of the 21st century by Douglas P Hall – map of key ideas

