

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	UNDERSTANDING UNIVERSITY LEARNING
Course ID:	ATSGC1369
Credit Points:	15.00
Prerequisite(s):	(NIL)
Co-requisite(s):	(NIL)
Exclusion(s):	(NIL)
ASCED:	099999

Description of the Course:

Through a critical examination of student transitions into university, new students gain an understanding of the skills, attitudes and behaviours necessary to experience success in higher education. Developing and maintaining academic momentum at university requires more than the adaption of existing study skills or the acquisition of new skills. It requires students to understand the nature of universities, their academic culture, and the different disciplinary requirements of academic study. Utilising the experiences of successful past students and international educational research, this course demystifies the nature, benefits and requirements of university study for new students.

Topics include: the differences between studying at university and other learning environments; developing an appropriate student identity; the importance of developing an appreciation of disciplinary discourse conventions; how to conduct independent research; the centrality of critical thinking in university; the transferability and relevance of university learning skills to the workplace; and the educational and workplace benefits of graduate attributes.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this course? No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

After successfully completing this course students will be able to:

Knowledge:

- K1.** analyse student transition to higher education studies and factors that can impact this experience
- K2.** examine the academic culture and values of universities and how these affect learning practices of students
- K3.** explore the development of a student's identity at university and the influence of disciplines and discourses in this process
- K4.** consider the importance of critical thinking and lifelong learning for success at university, and becoming a successful graduate

Skills:

- S1.** identify the study skills required to actively and successfully participate in a variety of university learning situations
- S2.** apply academic literacy skills within an academic context
- S3.** explore and develop independent learning and critical thinking skills
- S4.** differentiate the discipline specific knowledge and skills required of students within various disciplines

Application of knowledge and skills:

- A1.** analyse the effect of diverse student backgrounds on the transition to university learning
- A2.** apply independent learning skills to achieve course learning outcomes
- A3.** apply appropriate academic conventions including academic integrity and referencing
- A4.** connect the knowledge and skills developed through university education to those required as graduate professionals

Course Content:

The following course content will be covered: Commencing university and the first-year experience; becoming an independent learner; academic and social transition; academic writing and exam techniques; student identity; developing disciplinary literacy; the role of university; critical thinking; graduate attributes and lifelong learning.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	Portfolio of activities completed throughout the semester to demonstrate engagement with course materials.	Completion of online class activities	20-30%
K1, S1, S2, S3, A1, A2, A3	Written response exploring the transition to university using course materials	Writing task	20-40%
K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	Construction of either an essay or report, using relevant course materials and wider evidence	Essay or Report	20-40%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	Application of course concepts and materials	Exam	20-30%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)