

Course Outline (Higher Education)

School:	School of Education
Course Title:	UNDERSTANDING UNIVERSITY LEARNING
Course ID:	ATSGC1369
Credit Points:	15.00
Prerequisite(s):	(NIL)
Co-requisite(s):	(NIL)
Exclusion(s):	(NIL)
ASCED:	120199

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.

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	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

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.

Values:

- V1.** appreciate how knowledge about universities builds student's agency and capacity for success
- V2.** recognise what is expected of university students in their studies
- V3.** accept the importance of skills and behaviours required for learning at university
- V4.** respect university values including academic integrity, academic inquiry, and the pursuit of knowledge

V5. value the personal benefits of higher education including lifelong learning and critical thinking

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K4, S3, A1, A2, A4	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, A1, A3, A4	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, S1, S2, S3, S4, A3, A4	AT1, AT2, AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3, K4, S3, A2, A3, A4	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)