

Course Outline (Higher Education)

School:	School of Arts
Course Title:	SUCCESSFUL LEARNING AT UNIVERSITY
Course ID:	FEAFN1001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	079999

Description of the Course :

This course engages first year university students with the complex concepts of student identities, learner agency, learner mindset and motivation, and links these concepts to successful learning. Students will critically examine the nature and functions of universities, the culture and expectations at university, and university students as active and politically informed individuals. From a personal and professional standpoint, students will examine the experiences and motivations of people in accessing higher education and how universities are responding (or should respond) to the needs of students with diverse backgrounds. The course will enable students to consider the nature of knowledge and basic learning theories. By completing this introductory course undergraduate students will develop an array of basic academic, personal and professional skills and learning strategies. These include, but are not limited to - understanding their learning strengths and preferences, developing metacognition, ensuring academic integrity, locating and using academic literature, digital literacies, goal setting and time management, working collaboratively, and recognising the resources and facilities that exist within the university environment that can be utilised to assist personal learning.

Grade Scheme: Graded (HD, D, C, etc.)

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:

Knowledge:

- K1.** Explain the University academic integrity policy and appraise the academic credibility and utility of a range of literature and information sources.
- K2.** Explore learning as a metacognitive process and examine the complex relationships between learning, student identities, agency, motivation, and mindset.
- K3.** Identify effective reading, listening, note taking, memory retention, and writing skills, and methods for improving these skills.
- K4.** Consider the attributes of quality learning and basic contemporary learning theories.
- K5.** Describe the role and context of tertiary education in contemporary society.

Skills:

- S1.** Develop individual learning goals and design and implement a personal time management and study plan.
- S2.** Develop interpersonal strategies to facilitate cooperative learning and successfully negotiate team learning tasks.
- S3.** Build metacognitive skills through the recognition of differences in learning tasks and the ability to match appropriate learning strategies to tasks.
- S4.** Examine and apply processes that ensure academic integrity.
- S5.** Perform a targeted literature search to locate academic literature, use bibliographic software to compile a bibliography and cite academic sources congruent with a relevant academic referencing style.
- S6.** Develop the skills and understanding necessary for effective oral and written communication in academic settings.

Application of knowledge and skills:

- A1.** Apply effective strategies to become a more self-aware and successful learner through reflection on personal learning strengths and preferences
- A2.** Demonstrate and apply an array of basic academic, personal and professional skills
- A3.** Demonstrate knowledge of English grammar, syntax, punctuation, composition and editing through producing academic writing that is clear, concise, accurate and applies the principles of academic integrity
- A4.** Describe the influence of learner agency and mindset on fixed and learning identities, and the promotion of learning.
- A5.** Describe the relationship between student diversity and learning.

Course Content:

Topics may include:

- Personal experiences of coming to university
- Culture and expectations at university

- Academic integrity
- Critical pedagogy in education
- The nature of knowledge and basic learning theories
- Core principles of effective learning
- Personal learning and metacognition
- Learning, learner agency, fixed and learning identities, learning mindsets
- Personal learning strengths and preferences
- The role of resilience in learning
- Learning profiles, including learning preferences, strengths, and challenges
- Individual and collaborative learning
- Individual learning goals and personal time management and study plans
- Resources and facilities within the university environment
- Academic credibility and utility of literature and information sources
- Locating academic literature, and referencing.

Values:

- V1.** Appreciate how learning environments can impact on successful learning
- V2.** Recognise what it means to be a university student
- V3.** Appreciate the importance of learner resilience, engagement, growth mindset and motivation in learning
- V4.** Recognise learning as a metacognitive process
- V5.** Respect peers and value collegial relationships and cooperative learning.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, K5, S1, S3, S5, A1, A4, A5	A	AT1, AT2	A
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.	N/A	N/A	N/A	N/A

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	S2, S4, A2	A	AT3	C
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.	S6, A3	A	AT3	B
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.	S2, A2	B	AT3	C

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, S3, A1, A3	Reflect on personal educational and social background and motivations for becoming a university student.	Written reflection	15-25%
K1, K2, K3, K4, K5, S2, S3, S4, S5, S6, A1, A2, A3, A4	Students complete a test on study skills, writing, comprehension and referencing.	Test	30-50%
K1, K4, K5, S2, S4, S5, S6, A1, A2, A3, A4, A5	In small groups examine and present how difference as constructed in gender, class, ethnicity, language, race, disability, etc, is represented in higher education and student success at university. Reflect individually on the experience of collaborative learning.	Group presentation	30-40%

Adopted Reference Style:

APA