

Session 1: 28th January 2021



Our Academic Culture

The Transition to Higher Education



Introducing FYU 004-0, Academic English Skills

Four ways of finding key information on this (and any) unit...

- 1) On BREO in the 'Unit Information' page – the Unit Information Form (UIF)
- 2) From the teacher/BREO: Scheme of Work, detailed assessment information (semester 1 assessment map), in particular test dates and deadlines
- 3) On BREO in the 'assessment' page – outline of assessment strategy for the unit and for assessments 1 and 2 the 'rubric' sheet
- 4) From the teacher: if you're not sure – ask!

Scheme of Work and Assessment Details

Scheme of Work:

- A clear idea of what to expect from each of the input sessions
- Subject to change dependent on needs, assessment and other
- You will find this posted on BREO under 'unit information'

Assessment:

- The rubric sheets are **very** precise. Keep them to hand when preparing your response to the assessments. I will refer to them when I give you feedback
- Deadlines are **non-negotiable!** You must submit on time or risk failing the unit
- Feedback/feed-forward – what's the difference?

FYU 004-0: Teaching and Learning

Expect...

- Very practical sessions
- Me to move you around and change partners – get used to this!
- The sessions to become harder as the unit continues

Wednesday 1130 - 1330 Sessions ('Current Affairs')...

- Are designed to practise the skills taught in this unit + English for Study
- Entirely practical
- Often a lecture, followed by discussion (seminar activity)
- You can use the information you gain in these sessions to help you with assessment 1 of this unit

STAY MOTIVATED – EVEN WHEN WINTER SETS IN!!!!

FYU 004-0: How Much Have We Learnt about FYU 004-0?

Discuss and reach agreement with your partner...

- 1) What is the core aim of FYU004-0 'Academic English Skills' and why is this important?
- 2) What does the acronym 'UIF' stand for and where can you find the UIF for this unit?
- 3) What do you know about the assessments for this unit (weighting, dates, details, the skills required to pass them, other?)
- 4) What will we be doing during the Wednesday 1130 – 1330 sessions and why?
- 5) What is more important; grade or feedback? And what is the difference between feedback and feed-forward?
- 6) Where will I be able to find this PP and all other PPs for this unit (and all other units?)

Defining 'Academic Culture'



The images show three different academic 'events' in progress.
What are they?



What skills might you require to take part in each of the three events?



Academic Culture: Vocabulary

What do they mean to you?

ATTITUDES RESEARCH THINKING

BELIEFS RULES

CULTURE PHILOSOPHY VALUES

REGULATIONS STUDY

'Learning Shock'

Work in pairs...

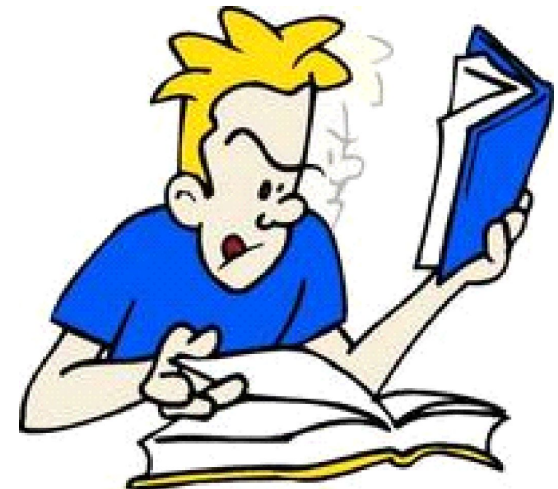
1) Before you read the text...

- What do you think 'learning shock' is?
- From your experience so far/what you've been told/your best guesses – what do you think are the differences between studying in your own home country and in the UK?



2) What are the differences between...

- Formative assessment and summative assessment?
- A tutor and a personal tutor?



The Transition to UK HE

Below are four quotes taken from typical students who are new to UK HE. What advice would you give them?

Student 1:

“I did not organise the time very well, and this led to not finishing my written exams.”

Student 2:

“Like all overseas students, I need to find ways of increasing my vocabulary.”

Student 3:

“The reason for my poor performance is that I haven’t put in enough effort.. I think many of us had similar problems because we were not sure what the tutors expected from us and what the unit required.”

Student 4:

“I felt really nervous the first time I had to participate in a seminar. Even though I wanted to contribute, I couldn’t find the right words. And some of the other students talked so much and so quickly that I found it hard to interrupt.”

What Have we Learnt Today?

With your partner, list things which we've looked at today which have surprised or confused you...

Any questions?

