Introduction To Academic Skills

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Background :

Transition from school/college to university; introducing incoming students to some of the kinds of skills and concepts they will be encountering; beginning the gradual process of developing learner autonomy which is dependent on such skills

Rationale :

Initiates the process of continuing Induction & Orientation ; establishes a framework for the initial development of some relevant skills; encourages students to begin to think about their own expectations of the demands of higher education

Approach/method :

A set of small -scale online exercises/ activities relating to reflection; critical thinking; referencing, and Web-based research skills (promoting digital fluency).

Assessment :

Not relevant. These activities are voluntary and free-standing i.e. not connected to any Module

Evaluation :

Follow-up through student meetings with Academic Support Tutors; discussion at Level 4 staff-student committee meetings; possible focus group, (depending on numbers involved)

Comments :

The intention is to 'pilot' this in late August/September 2009 from the point at which the majority of our intake become 'Unconditional Firm' in the Admissions process

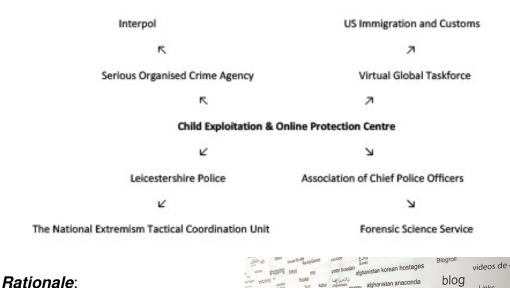
1 Mapping the Internet with Spider Diagrams

From the Rubric:

'For the websites indicated, find four non-commercial websites - e.g. legal or governmental sites - that can be linked to from that site, and another non-commercial website that can be linked to from those four sites.

'Write the main URL (i.e. web address) for the websites at the bottom of the page including the date that you accessed them.'

Example: Child Exploitation & Online Protection Centre: <http://www.ceop.gov.uk/>



2 Searching Legal Databases

From the Rubric:

'Using the route prescribed, find your way from the first site indicated to the materials requested (case, statue or article).

- 'You must indicate every step you take using the following shorthand: 'C'
- clicked on / 'S' selected a field (e.g. from a drop-down menu) / 'T'
 typed'

Example:

Get from SHUSpace > > Via 'Litsearch'

> To R v Fellows [1997] 2 All ER 548

(Tip: Try using the citation, rather than the surname.)

START: SHUSpace C 'Litsearch' S Law C Go C Westlaw via Athens C Go to the Sheffield H

Т

C

S

- Go to the Sheffield Hallam University login page
- User name / password
- Cases
- Citation
- [1997] 2 All ER 548

Encourage students to draw upon, and refine, their internet searching skills.





Rationale:

Introduce students to online legal resources, providing 'tips' and feedback on effective use of databases.

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Centre For Excellence in Teaching and Learning Centre For Promoting Learner Autonomy www.shu.ac.uk/cetl

SHARPENS YOUR THINKING