

## **FYiSM Coordinators Workshop**



**Aiming for  
Foundation Skills and An Integrated  
Curriculum**

**GLENNYS O'BRIEN  
SCHOOL OF CHEMISTRY  
UNIVERSITY OF WOLLONGONG**

# Terms

- Course = degree programme
- Subject = unit for which credit is gained
- Service subject
- Degree coordinator
- Subject coordinator
- Other academic advisers
  - Sub dean
  - Head of students

# Foundation skills

- Find out about cohorts within your student body
- Those with / without discipline background
- Those with / without maths
- Find out who to go to in your Institution Admin for students HSC results, in all subjects not just yours.
- Can you arrange any groupings to support particular student types

## Streaming balance:

- Streaming vs non streaming
- Spreading the available skills.
- If too wide a range of background knowledge and skills in a group, students cannot / will not communicate
- Can you consider informal streaming within labs, workshops in groups you set up?

# Integration of your subject

- Integration – know which subjects have your subject as prerequisite,
- let your students know that is where you are aiming them
- find out about the subject most of your students do at the same time as yours, can you coordinate anything with that subject –
  - lab safety approach,
  - approach to QS,
  - same concepts from different points of view– too good an opportunity to miss.

## Your face to face staff

- Large group of PT staff in small group teaching – labs, tutorials, workshops, ...
- Get to know and to know about your tutors / demonstrators,
  - best for the high ATAR students and can challenge them outside the routine,
  - best to think up multiple ways of explaining one concept to help those who need it.

# Administration

- Find out as much as you can about administering everything
  - your subject website
  - your PT staff
  - your institutions way of dealing with absences etc,
  - your institution's Teaching, Learning and Assessment policy or code of practice
  - who gives what admin support

# Administration from student view

- Centralised?
- Fragmented?
- So much difference between subjects
- Service subjects cannot “look the same as” other subjects across all courses
- Timetabling of assessment among subjects? May be very difficult to set up.



# Recognising the Load

- Students: they don't know what they don't know, cannot perceive the “volume of learning”
  - misplaced overconfidence
  - suspicion of inability to cope
  - do not see beyond exam for this subject
- Teaching staff
  - Sustainability of model – PT teaching costs



# Current model 2016

## CHEM101

3 hr/wk lectures

3 hr/fortnight lab

2 hr/fortnight workshop

## CHEM102

3 hr/wk lectures

3 hr/wk lab

1 hr/wk tutorial

## CHEM104

3 hr/wk lectures

3 hr/fortnight lab

2 hr/fortnight

Workshop

## CHEM105

3 hr/wk lectures

3 hr/fortnight lab

2 hr/fortnight

workshop

## CHEM106

1 week f2f

6 weeks online

Summer Session

# motivated students .....

## Intrinsic and extrinsic motivation

motivated students strategically

- Attend classes
- Participate
- Ask questions
- Seek advice
- Study
- Participate in study groups

we note a significant portion of our students:

- Do not attend non-compulsory classes
- Do not participate
- Do not ask questions
- Do not seek advice
- May be? Do not Study
- May be ? Do not participate in study groups