

Foundation literacies

– a holistic approach

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Foundation literacies

– a holistic approach

Outline

Two examples of communities of practice in STE, providing peer support and a sharing best practice

- a. First Year Biology learning and teaching group
- b. Cornerstones working group



Community of practice in first year biology

Four first year biology subjects taught over first year

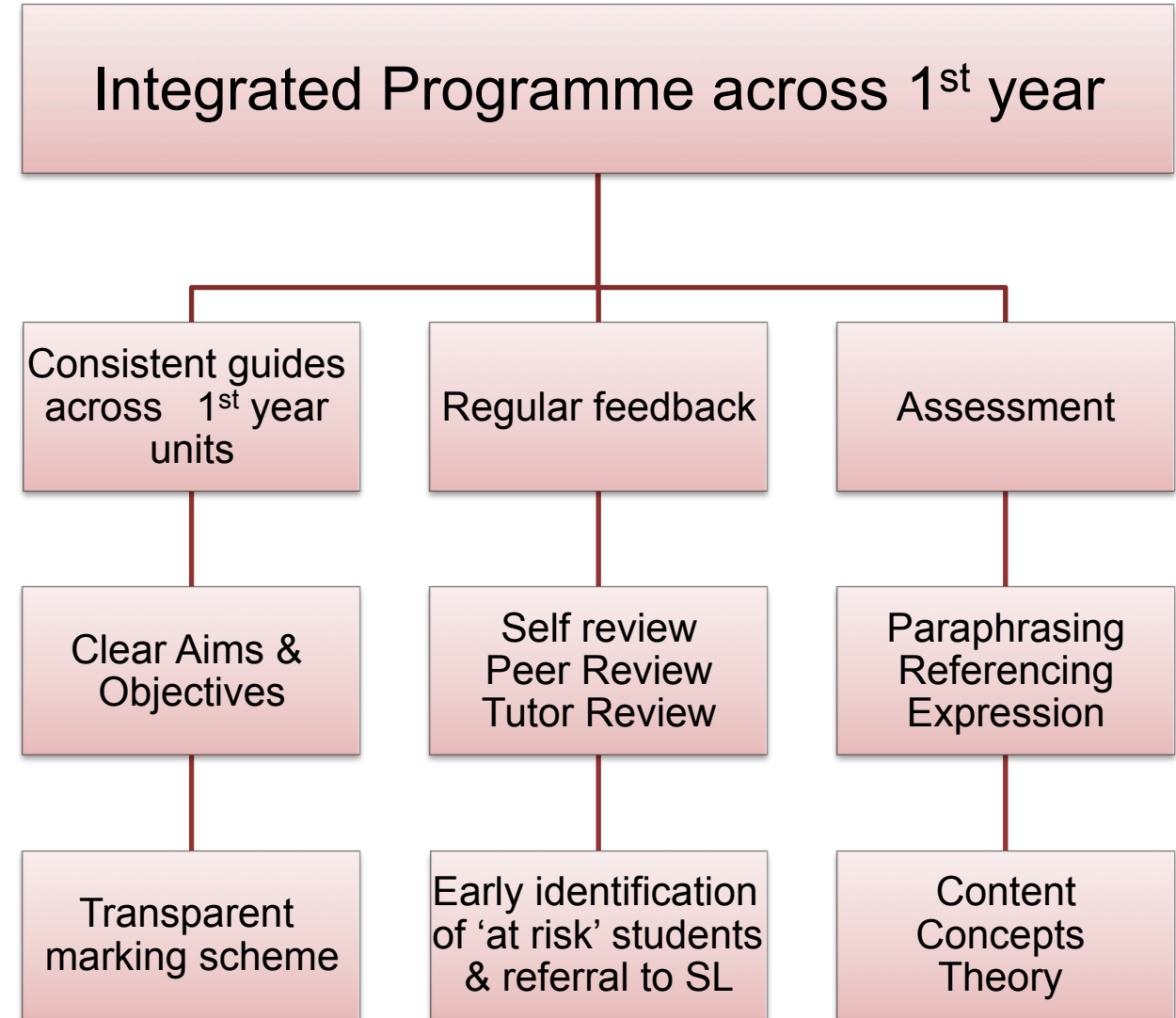
- common students
- poor performance
- conflicting instructions

First Year Biology Group

- Coordinators, prac coordinators, discipline librarian, student learning
- developed and implemented an integrated programme of training, practice and assessment of writing skills

The skill of scientific writing was built throughout the year by repeating exercises and increasing complexity over time

The **Survival Guide** was developed to support this.



Consistent holistic approach to writing assessments across STE

After the success of the Survival Guide in biology it was expanded across the faculty.

To do this agreement had to be sought across disciplines on

- Consistent referencing style and formatting requirements
- Clear and concise aims and objectives
- Transparent marking guides



The 2016 version is currently being developed as an online interactive resource that sits across the university, covering presentations, group work, learning at uni, etc



Cornerstones working group – Faculty of Science, Tech & Engineering

Purpose

Ensure graduate capabilities are taught & assessed in all degrees

Problem

- GCs 'getting in the way' of 'content'
- How best to build it into the curriculum, in context of subject
- Cost of marking task

Solution

- Formation of the FSTE Cornerstone Working Group to provide peer support, sharing of ideas
- Spread the development and assessment across core subjects in degrees ...development of 'core pacs'

Graduate Capability	Key Elements	Faculty Graduate Capability Descriptors
Literacies & Communication Skills	Writing	<ul style="list-style-type: none"> ➤ Present coherent, concise discussions, explanations, and evaluations supported by evidence and correctly referenced ➤ Create grammatically correct prose appropriate to the discipline
	Speaking	<ul style="list-style-type: none"> ➤ Present an oral explanation, supported by evidence/visual means, correctly referenced and appropriate to an audience, to confidently communicate understanding, critique and/or negotiation ➤ Participate in discussions and demonstrate effective interactions with peers and professional colleagues
	Quantitative Literacy	<ul style="list-style-type: none"> ➤ Use basic arithmetical calculations and graphic representations to manipulate and interpret data and/or information ➤ Measure and interpret the reliability of data ➤ Apply relevant mathematical and statistical concepts and methodologies to required tasks
	Cultural Literacy	<ul style="list-style-type: none"> ➤ Engage effectively with cultural diversity in scholarly and/or professional contexts as appropriate to the discipline ➤ Be aware of, and committed to, social, cultural, global and environmental responsibilities ➤ Aspire to contributing to society in a meaningful way as a member of local, national and global communities
Inquiry & Analytical Skills	Inquiry /Research	<ul style="list-style-type: none"> ➤ Engage in independent and reflective inquiry and learning ➤ Demonstrate skills to appropriately locate, analyse, evaluate and use relevant information to prepare required outcomes ➤ Use contemporary media and technology to locate relevant information and understand economic, legal, social and cultural issues in the use and storage of information
	Critical Thinking	<ul style="list-style-type: none"> ➤ Demonstrate intellectual and practical skills needed to identify and use appropriate analytical tools ➤ Collect and collate appropriate experimental and published data ➤ Analyse and reason logically from evidenced data and conceptualise ideas and potential new interpretations of knowledge
	Creative Problem Solving	<ul style="list-style-type: none"> ➤ Identify and describe problems and use conceptual and analytical investigative strategies ➤ Solve constructed and real-world complex scientific/technical problems
Personal & Professional Skills	Teamwork & Leadership	<ul style="list-style-type: none"> ➤ Work with, manage and lead others in a way that respects diversity and equality and acknowledges individual contributions to the team, the organisation and/or the wider community ➤ Collaborate with colleagues using effective interactions, confident interpersonal skills and team-building activities ➤ Listen actively and thoughtfully to develop and negotiate ideas
	Ethical Behaviour	<ul style="list-style-type: none"> ➤ Have an appreciation for, and respect of, cultural diversity ➤ Demonstrate a strong sense of intellectual integrity and the ethics of scholarship ➤ Value, use and work empathetically within professional standards guidelines and citation practices
	Autonomy & Independence	<ul style="list-style-type: none"> ➤ Demonstrate intellectual curiosity, independent thinking, openness to new ideas, methods and ways of thinking, and respond to new challenges through informed critical thinking and problem solving ➤ Take responsibility for own learning and commit to self-reflection, evaluation and improvement ➤ Manage time and resources effectively, prioritising workload with a life/work balance approach
	Adaptability Skills	<ul style="list-style-type: none"> ➤ Demonstrate a capacity and willingness to evaluate existing understandings to further discipline knowledge, learning and synthesis of new ideas and methodologies ➤ Be able to operate in a culturally diverse and globally oriented society
	Study & Learning Skills	<ul style="list-style-type: none"> ➤ Use a variety of learning strategies to facilitate independent and lifelong learning ➤ Manage self-directed learning using a range of information sources and tools
Discipline Specific	Graduates are expected to have acquired a conceptual, theoretical and practical knowledge of their discipline or field of knowledge with the ability to apply knowledge and skills to a standard appropriate to the requirements of the relevant profession in a changing environment	

Members

- The First Year Coordinator (Chair)
- Subject coordinators or their representative
- Teaching & Learning Curriculum Fellows (BU, BE, AW)
- FSTE-ALLU rep
- Library rep



Met monthly

- Develop the FSTE strategy
(see FSTE Policy & Proc. –Cornerstones & Measurement of GC)
- report on the progress in developing the teaching, assessing & reporting of FGCs
- share best practice & common approaches



Introduce & develop the graduate capabilities

provide *feedback & support*

a *'snapshot'* of the students performance

selected tasks

- measure GCs against the Faculty standard
- new or existing assessment
(essays, lab reports, presentations, exams, etc.)

Core packs (*grouped disciplines*)

Bundoora

- Life & Chemical Sciences
- Maths & Physical Sciences
- Psychological Sciences (BU,BE,AW)
- Computer Science
- Info Tech (Bu, BE)

Bendigo

- Math, Physical Sciences & Civil Eng
- Pharmacy & Biomedical Sciences

Albury Wodonga

- Life & Chemical Sciences

By working within core packs the teaching, assessing & reporting can be shared

Core Packs	Cornerstone Subjects	Element Reported
Life & Chemical Sciences	BIO1OF CHE1BAS/GEN SCI1AIM	Writing; Inquiry Research Quant Lit.; Critical thinking Ethical Awareness
Maths & Physical Sciences	MAT1CNS/CPE PHY1SCA SCI1AIM	Quant lit; Critical thinking Writing; Inquiry Research Ethical Awareness
Psych. Sciences	PSY1EFP PSY1HPM SCI1AIM	All FGCs are reported on Ethical Awareness
Computer Science	CSE1OOF MATCNS SCI1AIM	Creative problem solving; Inquiry Research Quant lit; Critical thinking Ethical Awareness
Info Tech (Bu, BE)	CSE1OOF SCI1AIM	Creative problem solving; Inquiry Research Ethical Awareness

Summing up

A student centric approach to curriculum review

- requires the holistic approach
- Clear, concise aims & objectives
- Transparent marking guides/rubrics



Staff centric approach

- Communities of practice enable the sharing of ideas & strategies
- A holistic approach can share the burden, enabling a scaffolding and development of GAs across the students degree





Thank you