

BE WHAT YOU WANT TO BE

Supporting and evaluating transitional learning for international university students

Dr Alison Owens
International Education Research Centre,
CQUniversity Sydney



CRICOS PROVIDER CODES: QLD 00219C, NSW 01315F, VIC 01624D

Why create this course?

- Diversifying demographics university students
- International student problems in transition to a new model of teaching and learning
- Deficit model of students as passive, dependent, non-critical, rote-learner, plagiarists with poor English skills
- Limits to what can be done in discipline-based courses
- Tendency to privilege for-credit study activity
 - Not a substitute for LSU or C&LC or library services



How to design a course about (re-) learning how to learn?

- Multidisciplinary and cross departmental collaboration
– costs and benefits
- Constructivist theory of learning
 - Learning objectives and outcomes
 - Weekly topics/pedagogy
 - Assessment – independent and collaborative learning



Learning outcomes

1. compare and contrast different conceptions of learning and how these influence student and instructor approaches to learning and teaching
2. explain the purposes, defining characteristics and changing nature of universities
3. apply principles of effective learning to your own study as the basis for successful lifelong learning, and
4. utilise a range of written, communication, presentation and teamwork skills relevant to University learning and global practice, (EDED11449 *Course Profile*).



Assessment

Assessment 1: 3 reflections and 1 essay

Assessment 2: collaborative oral presentation

Assessment 3: online IL quizzes



Review & Evaluation

The key questions driving research were:

1. To what extent have the learning outcomes of EDED11449 been achieved a) by student account, and b) by student performance?
2. How has the course impacted on participants' approaches to learning?

Required quantitative research (GPA) and qualitative research (reflections and focus group)



Qualitative data

- Several hundred reflections
- Reflection 1: Comparative educational experiences – catharsis, encultured and individual learning styles
- Reflection 2: referencing appears, databases, lecture/tutorial format & purpose, GPA, rote limitations
- Reflection 3: plagiarism well defined and attempts at blending own voice, LSU awareness, range of texts as evidence, ‘for example’



- Reflection 4: sophisticated understanding Plagiarism, disappointment at group member absences, awareness university rules (appeal)
- Reflection 5: pre-class, in class, post class study ritual, time management, more LSU praise, appreciation BB, articulate own learning strategies
- Reflection 6: confidence going forward, team work popular, range assessment types & purpose understood: “Just like a cowboy, different guns in the belt”



Week 12!

“We learn to challenge an idea or ask questions about a topic. In work we have to find ways to give our management good ideas. We must be able to interact with confidence with them. This helps with social life also. We have to be prepared to challenge and this course helps us get confidence in giving opinion or disagreeing. It comes from knowing there is evidence and what is the process to identify evidence.” (Indian male)



Focus Group discussion

“This course should be compulsory for all new students. If only to understand plagiarism. I heard about it many time, don’t plagiarise, be careful, don’t do it. I thought, what is plagiarism? Then I did plagiarism and I found out what is plagiarism. Maybe this course should be free?” (Indian male).



Focus group points

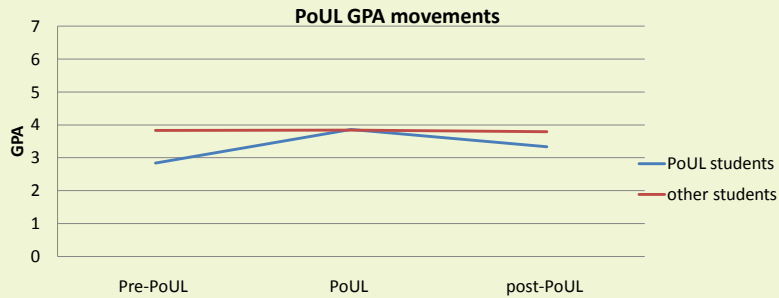
- Assists final year students enter workforce or postgraduate studies
- Learned how to find information and read (Course Profile) and use information properly
- Time management – handle 4 courses in one term



All PoUL students	Prior term		PoUL		Post PoUL	
	average	SD	average	SD	average	SD
All PoUL students GPAs (total 144)	2.836	1.521	3.858	1.419	3.334	1.795
New (64 students)			3.413	1.495	3.116	1.84
Continuing (80 students)	2.836	1.521	4.214	1.246	3.508	1.738
Non-PoUL students	1st term		2nd		3rd	
	average	SD	average	SD	average	SD
Non-PoUL (90 students)	3.829	1.397	3.844	1.567	3.793	1.585



Quantitative data



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Special thanks to the ongoing work of the wonderful teachers on the course including Tris Kerslake, Ross Lehman, Cilla Huf, Brett Vance, Julie Fleming and others!



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