



Tertiary Access Course

Aligning with JCU's Strategic Intent

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Frame One

- In May 2011 SIAS entered a partnership with The School of Education to develop the Bachelor of Education – Tertiary Access Course.
- On July 18, the TAC component of this offering went ‘live’
- With a completion date of Oct 30 and ongoing improvements in partnership with the School of Education – this project continues to be developed
- With only one semester of Bed-TAC delivered on Thursday Island to date. Insufficient data to determine success or failure of project at this stage from a SIAS point of view

Frame Two

TAC Online has been a natural progression from this, giving JCU the potential to:

- reach a wider geographic Indigenous cohort
- increase Indigenous enrollments
- increase retention and success rates for off-campus students
- contribute to the healing process of Indigenous communities

What is TAC Online?

- 5 sites accessed through a shopfront situated within LearnJCU - from student perspective the sites are experienced within the JCU framework
- Secure, printable
- Island Home – orientation block
- Introduction to Academic Skills
- Critical Literacy and Text Analysis
- Mathematics A
- Learning Through Technology
- These sites currently represent the ‘base model’ and are waiting more intense development

The Challenge

- These are online sites, containing all of the content within each subject. The content has been restructured to allow for the demands of online interaction and patterns of online usage.
- Not a bullet point list – and not a book.
- How to find the balance between too much, and too little.
- Designed to support a ‘fully external’ student who may have limited or no ground support
- Time constraints have not yet allowed for full use of online facilities such as shared whiteboard or slide-show, meeting places, workrooms, video and audio conferencing

Shopfront within LearnJCU

UNIVERSITY AUSTRALIA

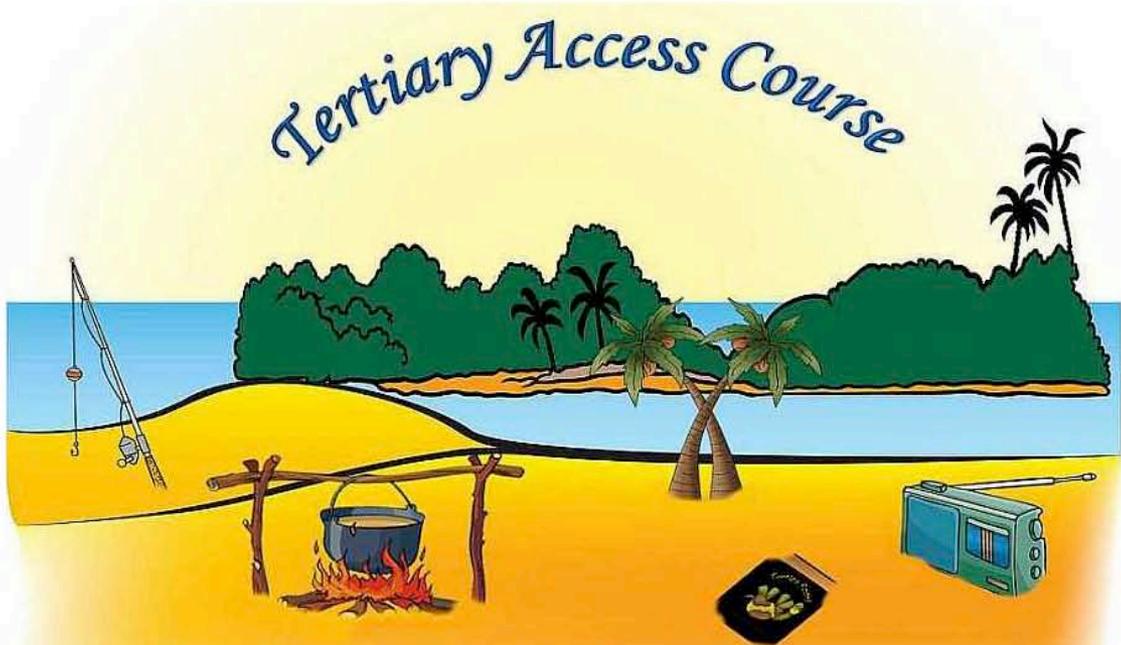
Welcome Staff Resources Communities

11-BR1111-TSV-LTD-SP2 Introduction to Academic Skills - (11-BR1111-TSV-LTD-SP2) Island Home Edit Mode: ON

Island Home

Create Item Build Assess Collaborate More

TAC



The illustration depicts a tropical island scene. In the foreground, a campfire is burning on a sandy beach, with a pot hanging over it. To the right, there is a blue portable radio and a black bag. In the background, a green island with palm trees is visible across a blue body of water. The text 'Tertiary Access Course' is written in a blue, cursive font across the top of the illustration.

JAMES COOK UNIVERSITY AUSTRALIA

11-BR1111-TSV-LTD-SP2 Introduction to Academic Skills (11-BR1111-TSV-LTD-SP2)

- Home
- Announcements
- About this Subject
- Subject Materials
- Readings
- Assessment
- Discussion
- Groups
- Tools
- Contacts
- Find more...
- Tutorial sign-up
- Island Home

SUBJECT MANAGEMENT

- Control Panel
- Subject Tools
- Subject Links
- Assessment and Tracking
- Users and Groups
- Customisation
- Packages and Utilities
- Help

Island Home – Orientation

Welcome to Your Island Home

Introduction

About Your Island Home

- Welcome from SIAS
- How this course works
- Text Book
- Student Logbook
- Aims and Outcomes
- Student roles and responsibilities
- Indigenous Students' Stories
- The University Landscape
- Thinking at University
- Think Library!
- Feedback

Uni Management

- Goal Setting
- Motivation
- Learning?
- Getting Organized!
- Self Management
- Focused Attention gets things done!
- Procrastination
- Plagiarism
- Feedback

Strategies

- Prelude Quizzes
- Note-taking for Lectures and Tutorials
- Listening in Lectures
- Assessment and Exams
- Reearching
- Presentation Strategies
- Strategies for Study
- Feedback

Other Stuff

- Transition advice

About Your Island Home



The staff at James Cook University welcome you to this starting point in your tertiary journey. We look forward to learning with you. Your Tertiary Access subjects are about more than acquiring new skill sets to enable you to undertake your degree. They are also about learning new ways to apply your THINKING, CREATIVITY and TENACITY. You are not asked to leave your life skills and experiences at the door. Rather, it is essential that you bring everything you know with you. However, you do need to be prepared for a big journey that will ultimately change your life in many different and often unexpected ways.

How to Use Your Island Home:

Think of this, your Island Home site, as your base. It is here that your journey starts and the place where all of your [TAC](#) subjects meet and launch off from.

Each page of your TAC subject sites also has the links to [iCAS](#) and your ED1401 reading site (as you can see by the images in the left hand column).

You can also come to your Island home when you need a contact number, a resource or to get your mind back on track! You will also find links back to LearnJCU and your online JCU community page.

Your Island home also has many introductory activities and information, as well as providing a solid base in Time/Self management techniques, preparation for exams and presentations.

We do expect that you will wander through this site in your Orientation week - the staff on the Townsville and Cairns Campuses also look forward to meeting you and welcoming you to JCU.

We do have a set of activities that we require you do during your exploration of the site, and while these are not assessable, we will be asking for your logbook at the end of Orientation Week.

You are free to work your way through the material in any way you like - as long as you interact with each page and record your interactions in your "Island Home Log Book" (This is explained further on the Student Logbook page)

Both learning and university life are complex, messy and non-linear, and tend to go in circles (good one's). We do not learn in a straight line, rather we tend to orbit our way around in a spiral or circular motion. The central idea behind this site is to allow you to roam through it in your own way, and at your own pace and to allow the



YouTube Video



Introduction to Academic Skills

Welcome to BR1111 - Introduction to Academic Skills

Search this site

Orientation

About Introduction to Academic Skills

Acknowledgements
Assessment
Assessment examples
How to use this site
Cycle of Learning
Time/Space Game
Text Book
Tips

TOOLBOX

Essential Grammar
Academic Language
Food for thought?
Improving your Vocabulary
Rules for Academic Writing
Punctuation
Spelling Rules
Other stuff you should know!
Mind Maps

MODULE ONE: READING

Reading Strategies
Reading Strategies - Summary
An SQ3R example
Markers & Context
Reading-for-writing
Just for Emphasis!!!
Module 1 Feedback

MODULE TWO ESSAY GROUNDWORK

Critical Thinking
Analysing the question
Research Fundamentals
Evaluating Information
Organizing your research
Essay types
Module 2 Feedback

MODULE THREE: WRITING

Feelings on Writing

In its most simplistic form - we can reduce academic skills sets to 5 distinct, yet interrelated groups: Learning, Reading, Researching, Writing and Editing.

It helps to actively imagine yourself as a professional Learner, Reader, Researcher, Writer and Editor as you engage in each of these skills.

For example: I am a professional reader - what tools, strategies and aims does a professional reader have at their disposal?

How can I access and use these to MY advantage?

Answering these questions is the central objective of this site!

The idea behind this site, like Your Island Home, is to proceed through each module in sequential order - checking for subpages at the end of each page. **Please read the Orientation Module before you move on.** You can also, in addition to this sequential exploration, move around at any time and explore any aspect in your own time. This site aims to promote self-directed and self-managed learning.



Activity:

Your Island Home was specifically addressing the tools, strategies and aims of a 'professional learner' - these were to:

Develop, Identify and apply personal study methods and time management skills.

Compare these with learning outcomes designed for development of the tools, strategies, aims and skill sets involved in being a reader, researcher, writer and editor:

- 1) Develop academic skills that include note-taking, reading, writing and introductory research. (to this we would also add annotation, analysis and the creation of an academic toolbox!)
- 2) Develop skills in correct referencing as per academic and disciplinary conventions.
- 3) Develop listening skills.

What we expect of you: Participation with the activities within this site constitute an essential part of your learning, as these are designed to support interaction with the ideas, concepts and practical skills in this subject.

These activities explore, in a 'hands on' way, the interrelatedness of the various academic skills in addition to the relationships that exist between the acts of Thinking (and the different types of thinking), Analyzing, Researching, Reading, Writing and Editing; and examine the different forms of assessment that you may encounter.

We will also explore the format and structure of assessment, the essential elements



As we discussed in your Island Home: The development of effective academic skills is essential to your success at university - it does not matter at all if you know and understand everything your lecturer teaches you - if you cannot demonstrate your understanding through the creation of academic essays that meet the criteria, answer the question and show critical/analytical thinking. Likewise - you also need to be able to **demonstrate** your knowledge through your **performance** in exams, tests and practicals.

The Graduate Qualities on the Aims and Outcomes page of your Island Home apply to this subject as they do to all Tertiary Access Subjects, and remain the same. Please see the youtube and activity

Critical Literacy and Text Analysis

Search this site

Welcome to Critical Literacy and Text Analysis

Acknowledgements
How to use this site
Subject Overview
Subject Calendar
Assessment
Assessment help

Key terms

Main Concepts
What is a critical literalist?
A new way of Reading?
Communication
Ideology and Texts
The Power of Words...
And Visual Literacy

What makes an Argument

The role of the Author
Evaluating an Argument

Module 1: Visual Interpretation

Context, Purpose and Intent
Bias and Technique

Module 2: Critical Thinking

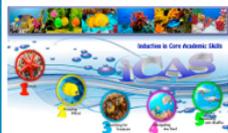
Key Concepts

Module 3: Techniques

Module 4: Bias

Module 5: Logic, Perception & Truth

Module 6: Text Types



<http://libguides.jcu.edu.au/icas>

Welcome to Critical Literacy and Text Analysis



Welcome to Critical Literacy and Text Analysis. This subject aims to assist you in becoming critically literate. This means that you are able to apply critical thinking skills to a wide range of analytical tasks. The ability to think analytically (critically) is essential to successful engagement with various types of texts and to be able to make informed decisions in a range of areas.

We will explore ways to check texts for clarity, accuracy, credibility and logic. To conduct structured, intentional examination of sources and forms of knowledge-making to determine the relevance, validity and rigor of an argument.

By gaining skills and insight into the ways a text has been constructed we can avoid being influenced by the techniques of an argument, and are free to determine what an argument is worth through its own merit. That is, can it stand alone if we strip it of its supporting techniques?

By developing these skills and insights we can also improve our own argument making and writing.

Critical literacy requires us to look both ways: inwardly at our own mechanisms, both conscious and unconscious and outwardly at the signs and markers others leave for us to interpret.

In this subject we will examine the role of **Critical Thinking** to determine bias and locate techniques designed to persuade. We will also learn how to examine arguments to determine the role of logic, evidence, reasoning and validity within the argument's structure.

We will develop skills which include:

- Identifying the thesis and purpose of a text
 - Who (target audience) Identify the structure (organization of material)
- Identify the elements of text - that is the:
 - What (content and main argument)
- And the techniques used within (how), to help us determine the
 - Relevancy - social, historical, and cultural implications
 - Effects on the reader, listener or viewer
 - Implications of the message
 - Concepts of validity and truth



Subpages (1): [Staff contact details](#)

Feedback

Benefits

- Moving away from traditional text-based presentation
- Enriched, stimulating multimedia environment
- Flexible and self-paced learning
- Making room for more student led learning and assessment
- Utilize existing social structures and assists in creating new 'cyber communities'
- Crosses geographical distances and cultures
- Stimulate social encounters and contact
- Online meetings and remote instruction
- 'Edutainment'

Some Stats

- Designed as a 'whole' curriculum – assessment and learning are cross referenced and designed to support learning across all subjects
- Presents diverse and world wide views of subjects and materials – promotes self directed learning with:
- Over 100 external links to explore
- c.100 YouTube's (purpose made tutorials, external authors & edutainment factor)
- Power-point tutorials, quizzes and printable activities
- Incorporates the text “Essential Academic Skills”
- Links to Oxford University Press online

Feedback so far...

- In the 16 weeks since the trial subjects went online for voluntary use the project has had 13,5449 site visits (page hits are higher).
- With 64 students enrolled across the subjects, this averages out to 13 hits per week per student
- While the project experienced an average of 1000 hits per week in its peak, use has been sustained across the 16 weeks it has been live and the sites continue to experience an average of 250 hits per week even though semester is over.

What is our definition of success?

- Student's use the sites and view them as a valuable resource beyond their TAC experience
- Students find the sites stimulating and enjoyable - Edutainment
- Students see these as a resource they can return to - Ownership
- The principle of propinquity – can the presence of online TAC lead to higher success rates with external undergraduate courses for Indigenous students? - Investment

The Future?

- A Cyber-campus where teaching/learning and assessment adjustments are made – cutting edge, internationalized profile.
- Dedicated eLearning practitioners and site/resource developers situated on the coalface.
- Subject sites that are embedded in communities – 2Way model