EQ111-15 Academic Identity and Skills

21/22

Department
> Education Studies

Level
> Undergraduate Level 1

Module leader
> Juliet Raynsford

Credit value
> 15

Module duration
> 20 weeks

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

This module introduces you to a range of academic scholarship practices and to support you to identify your personal academic study support needs.

[Module web page](#)

Module aims

1. To introduce students to a range of academic scholarship practices.
2. To support students to identify their personal academic study support needs.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Session one: People, Place, Passion
In this session students begin to analyse their personal learning journeys, from birth to their arrival at university. A key task of this session is for students to reflect upon what the key influences have been on their learning trajectory to date.

Session two: Team work & Personality types

This session examines the role of personality tests such as the Myers-Briggs tests and Belbin's theory of team roles. Students will be asked to evaluate the merits of such tests and debate their value as a tool for putting together teams of people. Students are encouraged to reflect upon their own preferences, strengths and weaknesses in regard to working in teams and identify particular skills, valuable to working in teams, they wish to develop whilst studying at university.

Session three: Feedback, Feed-up, Feed-forward

This session examines techniques in providing and receiving constructive feedback. It provides an overview of where, when and how students will be asked to participate in feedback processes as part of their UG studies. Students are asked to identify what they believe some of the key goals and outcomes of participating in feedback should be.

Session 4: The three 'Rs' — Reflection, Reflexivity & Resilience

This session asks students to reflect upon the learning journey they have undertaken during their first term at university. Students will be asked to evaluate how they assess their academic skill development in key areas of scholarship such as: being able to analyse materials; being able to critique materials; being able to reference accurately; being able to take notes accurately; being able to retain information and consolidate learning; being able to write in an appropriate academic tone and style; being able to ask for academic support when it is required; being able to work alongside peers in a mature and supportive manner; being able to provide feedback to peers that is constructive. As part of this process students will be asked to draw-up a personal academic study skills action plan that clearly outlines what they consider to be their priority areas.

Session 11: Developing effective verbal presentation skills

In this session students will explore the marking criteria used by CES to assess UG verbal presentations. Core skills associated with being an effective verbal presenter will be analysed and evaluated. Students will be set the task to plan a short solo presentation for session 13. The focus of their presentation is 'Identify something you have a passion for in your life and how this passion influences how you approach learning'.

Session 12: Careers and Employability

This session will be co-lead by module leaders and the department's career and skills co-ordinator. The session will focus upon exploring how the B.A. (Hons) Education Studies course is designed to support students to develop many transferable skills and enhance their employability. Specific reference will be made to preparing students for the second year core module 'Work-based placement'.

Session 13: Verbal Presentations

Each student presents their 5 minute assessed presentation.

Session 14: Developing an effective academic study skills action plan (2)

By the time of this session students will have received feedback on their first summative assignment. Students are required to go through their feedback (in advance of the session) and identify the areas they need to work on based upon the markers feedback. Students will also be asked to share a short section of their assignment with peers where they can clearly see how the marker has assessed their work in accordance with the 20 point scale marking criteria.

Session 15: Revision techniques

The focus of this session is preparing effectively for exams. Tried and tested techniques will be shared with students and students will be encouraged to reflect on techniques that have been effective for them in the past and share these with peers.

Learning outcomes

By the end of the module, students should be able to:

- (i) Understand the varied ways academic work is assessed at university.
- (i) Understand how to participate in an academic feedback process.
- ( ) Understand the UG 20 point scale marking criteria.
- (ii) Understand how to give peer-to-peer feedback.
- (iii) Be able to set up a mahara reflective journal.
- (iv) Be aware of the different interactive online teaching and learning methods used at university.
- (v) Understand what analysis is within an academic context.
- (vi) Understand what critique means within an academic context.
- (vii) Have a developed awareness of the standards required in a UG presentation.
- (viii) Consider the value of developing one's employability whilst studying a UG course.
- (ix) Have a developed awareness of the role concepts such as resilience, assertiveness and personal responsibility have within UG-level study.
- (x) Have an understanding of the concept of lifelong learning and consider how it relates to their own continued learning.

Indicative reading list

Cottrell, S. (2008) The study skills handbook. 3rd Edition. London: Palgrave MacMillan.
Coyle, M. and Peck, J. (2005) The Student's Guide to Writing: Spelling, Punctuation and Grammar. 2nd Edition. London: Palgrave MacMillan.
Donaldson, M. (1978) Children's Minds. London: Fontana Press
Godfrey, J. (2009) How to Use your Reading in your Essay. London: Palgrave MacMillan.
Greetham, B. (2008) How To Write Better Essays. 2nd Edition. London: Palgrave MacMillan.
Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010) The Ultimate Study Skills handbook. Maidenhead: Open University Press.
Neville, C. (2010) The Complete Guide to Referencing and Avoiding Plagiarism.
Pears, R. and Shields, G. (2010) Cite Them Right. The Essential Referencing Guide. 8th Edition. London: Palgrave MacMillan.

[View reading list on Talis Aspire](#)

Subject specific skills

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- constructively critique theories, practice and research in the area of education.
  reflect upon a range of psychological, sociological, health, historical and philosophical

perspectives and consider how these underpin different understandings of babies and young children and childhood
constructively critique theories, practice and research in the area of child development

- demonstrate knowledge and awareness of the skills needed for different pedagogical approaches, including:

o the necessary depth and strength of relationships with individual children and children in groups, and the facilitation of the building of relationships with and between children

o the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities
lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams
demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities

- recognise and challenge inequalities in society, and embrace an anti-bias approach

Transferable skills

Active listening

- Analysis and decision making
  Attitudes and aptitudes for work
  Character/personality
- Cognitive flexibility
- Common sense
- Communication skills
- Complex problem solving
- Confidence
- Coordinating with others
- Creativity
- Critical thinking
  Emotional intelligence
  Initiative and also follow instructions
- Intellectual ability
  Interpersonal and communication
- Judgement and decision making
- Knowledge of chosen job/career
  Management of learning
  Motivation, tenacity, commitment
- Negotiation
- Passion
- Personal development skills
- Persuading/influencing
- Planning and organisational skills
- Positive attitudes to work

- Problem solving
  Reasoning
- Self-management/resilience
  Team working
- Using IT effectively

Study

Study time

Type	Required
Lectures	15 sessions of 2 hours (20%)
Private study	120 hours (80%)
Total	150 hours

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time
Presentation (5 minutes)	10%	
Reflective portfolio (1750 words)	90%	

Feedback on assessment

Standard feedback will be provided by module leaders when students submit their summative version of their reflective portfolio.\r\nThe reflective portfolio is divided into distinct tasks. On this module students submit formative versions of these tasks and receive formative feedback from

staff and, in some cases peers, prior to summative submission.\r\nPeer-to-Peer feedback is a key teaching and learning feature of this module.\r\n

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Availability

Courses

This module is Core for:

- Year 1 of UEQA-X35B Undergraduate Education Studies