

LOOKING FORWARD TO HIGHER EDUCATION (LFtoHE)

HANDBOOK

Tutor information

Programme Leader:	Jacqueline Venencia	email: j.venencia@glyndwr.ac.uk
Module co-ordinator:	Sarah Gaffney	email: s.l.gaffney@glyndwr.ac.uk
Academic Tutor:	Sam Emmett:	email: sam_emmett@yahoo.co.uk

Introduction to the Higher Education (HE) Learning Experience

This module will help you develop your skills and confidence to prepare you for studying for a degree. It will focus upon accessing, appraising and recording information and in particular, you will gain writing and presentation skills appropriate for academic study in Higher Education.

It will enable you to use the college's virtual learning environment (VLE), also known as MOODLE, and you will also discover what it means to belong to an HE community.

Module Aims

- To develop skills in accessing, appraising and recording information;
- To gain writing and presentation skills appropriate for academic work at Higher Education level;
- To enable students to use the IT facilities of the Glyndwr Learning Network, including the college's Virtual Learning Environment (VLE) Moodle;
- To gain an understanding of the transition to HE and belonging to an HE community.

Expected Learning Outcomes

Knowledge and Understanding:

Upon successful completion of this module, you should be able to:

1. Locate, evaluate and use information from a variety of sources;
2. Demonstrate the need for clarity and coherence in the presentation of views;
3. Select appropriate strategies for completing learning tasks;
4. Distinguish appropriate styles of writing and presentation at HE level;
5. Give a presentation using conventions for citation and referencing sources.

Transferable/Key skills and other attributes:

- be able to use the VLE (MOODLE), The Internet, etc.;
- identify the principles of transition and belonging to a community

Assessments 1 and 2

You will be asked to prepare and produce a presentation on a topic of your choice which will be supported by an academic poster summarising your chosen topic.

ASSESSMENT 1: The Group Poster (50% weighting)

The poster should provide a **written and pictorial** of the key elements in your oral presentation.

ASSESSMENT 2: The Group Oral Presentation (50% weighting)

In your group, you will be required to prepare and produce an oral presentation on your given topic which should be supported by a poster.

The presentation will be of **15 minutes' duration** and all group members should endeavour to make an equal contribution.

GRADING CRITERIA FOR YEAR 1 (LEVEL 4)

The grading criteria used are based as follows:

A 70% or over

An excellent piece of work of the appropriate length that meets the aims for the assignment

Also demonstrates:

- very good interpretation of assignment guidelines
- extended reading demonstrated by breadth of knowledge
- skill in interpreting and relating theories and principles to area of study
- a logical and rational approach demonstrating application of knowledge and skills
- analysis of own assumptions, values and ideas constructive and realistic
- ability to assess strengths and weaknesses of various related points of view
- consistent application of research findings
- correct use of reference format

B 60%-69%

A competent piece of work of the appropriate length that meets the aims of the assignment

Also demonstrates:

- Good interpretation of assignment guidelines
- Extended reading demonstrated by breadth of knowledge
- Some skills in interpreting and relating theories and principles to the study
- A logical approach demonstrating application of knowledge and skills
- Argument coherently presented
- Ability to assess the strengths and weaknesses of various points of view
- Appropriate application of research findings
- Correct use of referencing format

C 50-59%

A piece of work of the appropriate length, which meets the aims of the assignment

Also demonstrates:

- adequate interpretation of the assignment guidelines
- sufficient reading to show an understanding of the topic
- adequate skills in interpreting and relating theories and principles to the study
- adequate skills in interpreting and relating theories and principles to the study
- a logical approach demonstrating application of knowledge and skills
- reasonably well organised argument
- attempt to assess strengths and weaknesses of various points of view
- adequate application of research findings
- ability to use the reference format most of the time

D 40-49%

A piece of work of the appropriate length that meets some but not all of the aims of the assignment

Also demonstrates:

- assignment guidelines usually interpreted satisfactorily
- limited reading with minimal understanding of the topic
- limited skills in interpreting and relating theories and principles to the study
- limited application of knowledge and skills
- some inconsistencies in the arguments proposed
- limited attempts at assessing the strengths and weaknesses of varying points of view
- limited but adequate use of research findings
- limited ability to use the referencing format correctly

E Fail 39% or less

A piece of work that does not meet the criteria for a pass

Also demonstrates:

- very limited evidence of reading is apparent
- fails to demonstrate an ability to interpret theories and principles to the study
- vague and unrealistic arguments
- inability to assess strengths and weaknesses of points of view
- poorly applied research findings
- incorrect use of the referencing format.

Summary of Topics covered on the Module

Tutors (tbc)

No	Topics	Tutors (tbc)
1	Introduction to the module: What's expected - student/tutor and belonging to an 'HE Community'	Sam Emmett
2	Who are the HE community: Consider the value of a multi-cultural community Discuss the implications of race, class and gender to learning.	Sam Emmett, Guest
3	Social Media and learning; The value of Facebook and other social communication sites.	Sam Emmett
4	Reading and writing skills for academic work (including essay and report writing)	Sam Emmett, Guest
5	Introduction to computers and using the college's VLE (Moodle)	Sam Emmett
6	Finding appropriate sources for academic work	Sam Emmett
7	Referencing and building up a bibliography	Sam Emmett
8	Confidence Building and Motivation	Sam Emmett
9	Presentation techniques	Sam Emmett, Guest

Recommended Reading

Cottrell, S (2011), *Critical Thinking Skills: Developing Effective Analysis and Argument*, 2nd edition. Basingstoke: Palgrave Macmillan.

Cottrell, S (2010), *Skills for Success: The Personal Development Planning Handbook*, 2nd edition. Basingstoke: Palgrave Macmillan.

Hills, D. (2011), *Student Essentials, Critical Thinking*. Richmond: Trotman Publishing.

Moon, J.A. (2004), *A Handbook of Reflective and Experiential Learning: Theory and Practice*. New York: Routledge.

Northedge, A. (2005), *The Good Study Guide*. Milton Keynes: Open University Press.

OUP/DfEE (1998), *Key Skills: Making a Difference*. Buckingham: DU Press.

Pears, R and Shields, G. (2008), *Cite them right: the essential referencing guide*, 9th edition. Basingstoke: Palgrave Macmillan.

Essential Reading

Cottrell, S. (2010), *The Study Skills Handbook*, 3rd edition. Basingstoke: Palgrave Macmillan

Greetham, B. (2008), *How to Write Better Essays*, 2nd edition. Basingstoke: Palgrave Macmillan