



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

Module code: ECGE4002P

Module name:

Academic Skills for Students

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 4

YR ATHROFA

2019-2020

1.Points of contact

If you need to discuss anything relating to the module contact:

Module lead

*Elaine Sharpling

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Module Team

Angella Cooze

Tom Cox

Nerys Defys

Sioned Hughes

Nanna Ryder

2.Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all session

Please read the University Regulations for Students

3.Aims and Learning Outcomes

AIMS

- To introduce higher education academic skills and effective communication within the context of the students' programme of study.

LEARNING OUTCOMES

Upon the successful completion of this module, the student-teacher should be able to demonstrate the ability to:

- engage in, and recognise the importance of academic reading, writing, referencing and develop confidence in communication and presenting to different audiences and for different purposes;
- explore different communication styles and systems;
- develop digital competency and numeracy skills in line with the academic demands of the programme;
- organise their learning effectively and reflect upon their own progress and future development.

Relationship to four purposes of the Curriculum for Wales 2022:

To develop children and young people as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	By focusing on themselves as learners and engaging in challenging and complex learning;
Enterprising, creative contributors, ready to play a full part in life and work.	By being inspired by sharing ideas and practices whilst working with colleagues, and adapting these for their own learning community
Ethical, informed citizens of Wales and the world.	By facing intellectual challenges which cause them to re-examine their beliefs and practices;
Healthy, confident individuals, ready to lead	By connecting what is learnt with real life

fulfilling lives as valued members of society.	situations.
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4. Module Introduction

The module will include:

- what do we mean by academic study at university – developing critical thinking and reflection;
- the importance of intellectual property - the development of understanding referencing and referencing styles and how to avoid plagiarism;
- how to write for a range of audiences including academic demands such as note taking, essay planning and writing, summarising, layout, paraphrasing, assignments, reflective writing, report writing, letter writing and appropriate use of emails;
- exploration of verbal and presentation skills. Students will examine the use of individual and group presentations, powerpoint presentations, poster presentations and peer reviews;
- becoming familiar with and develop competency, skills and confidence in the use of digital literacy. For example students will use electronic and digital resources to facilitate and support personal research, communication and presentation of work;
- the development of appropriate management skills, for example time management and working to deadlines; the development of appropriate numeracy skills, for example awareness of data and statistics used in research;
- exploration of how to stimulate and maintain a positive attitude to study and develop strategies for future success. For example, time management, effective and sufficient planning, motivation, working to deadlines, working as part of a group, personal development planning including target setting and reflexivity

5. Module Content

Relation to the four Research Dispositions mapped across the content of the programmes of Initial Teacher Education:

Being an Ethical Researcher	Being aware of the ethical process and expectations
Being a Sceptical Researcher	Asking questions of sources of evidence to understand the validity and reliability of educational research.

SESSION OUTLINE

N.B. The order of these sessions may change according to circumstances and there will be overlap in the themes covered.

Session	Content	Tutor
1	Orientation to studying for a degree. Introduction to the module, resources available on Moodle and support available within the university. Understanding expectations for staff and students of studying a QTS degree at Higher Education (HE) level, e.g. e-mail protocol, responding in lectures.	ES/NR/SVH 4/10/19
2	The road to becoming a successful HE student – skills, attitudes, responsibilities and priorities. Developing independence, self-motivation, task and time management. Personal development planning.	ES/NR/SVH 4/10/19
3	Thinking critically. Core research skills at university. Reading and managing information including evaluating the quality and content of online sources. Making the most of the university library	ES/AC/SVH 7/10/19

4	Core research skills at university. Reading and managing information including evaluating the quality and content of online sources. Making the most of the university library. Developing positive mental health strategies including managing challenges and anxieties.	ES/AC/SVH 7/10/19
5	Developing appropriate numeracy skills for study. Awareness of data and statistics used in research.	RW/ND 14/10/19
6	Developing appropriate numeracy skills for study. Awareness of data and statistics used in research.	RW/ND 14/10/19
7	Developing an academic writing style e.g. subjectivity/objectivity, descriptive, argumentative, evaluative, analytical. Planning essays – methods and strategies. Writing e.g. summarising, layout, paraphrasing, reflective writing, report and letter writing. Referencing and using the university Harvard referencing style. Acknowledging the work of others and avoiding plagiarism.	ES/AC/SVH 21/10/19
8	Being an effective communicator - preparing and delivering oral presentations to a range of audiences. Use of digital and other resources to communicate and present ideas as individuals and groups e.g. Powerpoint presentations, academic posters, video presentations etc. (Part 1) Moodle and Turnitin	ES/AC/SVH 21/10/19
9	Being an effective communicator - preparing and delivering oral presentations to a range of audiences. Use of digital and other resources to communicate and present ideas as individuals and groups e.g. Powerpoint presentations, academic posters, video presentations etc. (Part 2)	ES/TC/ND 28/10/19
10	Revision session. Market place activity to reflect on skills developed within the module. An opportunity to share examples of work prepared for the portfolio and to practice presentation skills for oral presentation.	ES/TC/ND 28/10/19

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECGE4002P	Academic Skills for students	Assessment Component 1 – 50% Portfolio of activities (1000 words) Assessment Component 2 – 50% Individual Presentation (10 minutes) Submission date: 07/11/19 (23.59 p.m.)

Please see Assessment Specification form (on Moodle) for more detailed assessment information and guidance.

7. Reading list

READING LIST

Classification	Reading List entry	Electronic*
Essential	Burns, T. & Sinfield, S. (2016) <i>Essential study skills: the complete guide to success at university</i> (4 th ed). London: Sage.	☐
Essential	Cottrell, S. (2013) <i>The Study Skills Handbook</i> (4 th ed). Basingstoke: Palgrave MacMillan.	☐
Essential	Godfrey, J. (2013) <i>How to use your reading in your essays</i> (2 nd ed). Basingstoke: Palgrave MacMillan.	☒
Essential	Harrison, M., Jakeman, V. and Paterson, K. (2012) <i>Improve your grammar</i> . Basingstoke: Palgrave MacMillan.	☐
Essential	Judge, B. (2009) <i>Critical Thinking Skills for Education Students</i> . Exeter: Learning Matters.	☐
Essential	Moore, S., Neville, C. and Murphy, M. (2010) <i>The ultimate study skills handbook</i> . Maidenhead: McGraw-Hill, Open University	☐

	Press.	
Essential	Pears, R. & Shields, G. (2017) <i>Cite them right: the essential referencing guide</i> . Basingstoke: Palgrave MacMillan.	☒
Essential	Pears, R. & Shields, G. (2016) <i>Cite them right: the essential referencing guide</i> . Basingstoke: Palgrave MacMillan.	☐
Further	Bedford, D. and Wilson, E. (2009). <i>Study skills for part-time students</i> . Harlow: Prentice Hall.	☐
Further	Cottrell, S. (2010) <i>Skills for Success: The Personal Development Planning Handbook</i> (2 nd ed.) Hampshire: Palgrave MacMillan.	☐
Further	Pritchards, A. M. (2008) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i> . London: Sage Publications.	☒
Further	Savage, M. and Barnett, A. (2015) <i>Digital Literacy for Primary Teachers</i> . Northwich: Critical Publishing Limited.	☒
Further	van Emden, J. & Becker, L. (2010) <i>Presentation Skills for Students</i> (2 nd ed). Basingstoke: Palgrave Macmillan.	☐
Further	http://www.skills4studycampus.com/palgrave/	☒

