FYiSM Coordinators Workshop

Aiming for Foundation Skills and An Integrated Curriculum

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Terms

- Course = degree programme
- Subject = unit for which credit is gained
- Service subject
- Degree coordinator
- Subject coordinator
- Other academic advisers
  - Sub dean
  - Head of students
Foundation skills

- Find out about cohorts within your student body
- Those with / without discipline background
- Those with / without maths
- Find out who to go to in your Institution Admin for students HSC results, in all subjects not just yours.

- Can you arrange any groupings to support particular student types
Streaming balance:

- Streaming vs non streaming
- Spreading the available skills.
- If too wide a range of background knowledge and skills in a group, students cannot / will not communicate

- Can you consider informal streaming within labs, workshops in groups you set up?
Integration of your subject

- Integration – know which subjects have your subject as prerequisite,
- let your students know that is where you are aiming them
- find out about the subject most of your students do at the same time as yours, can you coordinate anything with that subject –
  - lab safety approach,
  - approach to QS,
  - same concepts from different points of view – too good an opportunity to miss.
Your face to face staff

- Large group of PT staff in small group teaching – labs, tutorials, workshops, ...
- Get to know and to know about your tutors / demonstrators,
  - best for the high ATAR students and can challenge them outside the routine,
  - best to think up multiple ways of explaining one concept to help those who need it.
Administration

• Find out as much as you can about administering everything
  – your subject website
  – your PT staff
  – your institutions way of dealing with absences etc,
  – your institution’s Teaching, Learning and Assessment policy or code of practice
  – who gives what admin support
Administration from student view

• Centralised?
• Fragmented?
• So much difference between subjects
• Service subjects cannot “look the same as” other subjects across all courses
• Timetabling of assessment among subjects? May be very difficult to set up.
Recognising the Load

• Students: they don’t know what they don’t know, cannot perceive the “volume of learning”
  – misplaced overconfidence
  – suspicion of inability to cope
  – do not see beyond exam for this subject

• Teaching staff
  – Sustainability of model – PT teaching costs
Current model 2016

CHEM101
- 3 hr/wk lectures
- 3 hr/fortnight lab
- 2 hr/fortnight workshop

CHEM102
- 3 hr/wk lectures
- 3 hr/wk lab
- 1 hr/wk tutorial

CHEM104
- 3 hr/wk lectures
- 3 hr/fortnight lab
- 2 hr/fortnight Workshop

CHEM105
- 3 hr/wk lectures
- 3 hr/fortnight lab
- 2 hr/fortnight workshop

CHEM106
- 1 week f2f
- 6 weeks online
- Summer Session
motivated students …...

Intrinsic and extrinsic motivation

Motivated students strategically:
- Attend classes
- Participate
- Ask questions
- Seek advice
- Study
- Participate in study groups

We note a significant portion of our students:
- Do not attend non-compulsory classes
- Do not participate
- Do not ask questions
- Do not seek advice
- May be? Do not study
- May be? Do not participate in study groups