

UNIO101 Academic Orientation Modules

Information for Facilitators.

The UNIO101 Academic Orientation lecture has been redesigned as a series of modules and tasks, to allow for flexibility of delivery and engagement. This document contains information and suggestions on how to use the modules as a workshop with a group of students.

The modules are designed to be watched sequentially, but can be done out of order to suit student needs. They do not need to be all completed on the same day, and can be spaced out to allow for reflection and other activities.

Modules 1, 3 and 5 consist of short videos and activities. Modules 2 and 4 consist of longer videos and activities. You may like to spend a one hour session on Modules 1 & 2, and another 1-1.5 hour session on Modules 3-5.

For each video, watch with the students. You may like to take notes for two reasons: 1) information in the videos may help you facilitate discussions with the students and 2) this models good note taking and engagement behaviours. A PDF of the slides is available to help with this.

Before you begin the modules, make sure everyone knows each other (and you). If the students have not had a chance to get to know each other, spend a few moments where each person shares their name, where they're from, what they're studying etc.

Transitioning to university can be daunting and students may focus on the negatives. The workshop should be an overall positive experience, so where possible highlight the positives of any situation discussed.

When you have completed the modules, you might like to ask the students for feedback. We are particularly interested if there is anything missing, or if additional modules across the year would be helpful. If you have any feedback from your students, or yourself, please send it to The Office of Student Success c/o rebecca.bird@otago.ac.nz or steve.scott@otago.ac.nz .

General tips for facilitating:

- The facilitator notes for each module contain suggestions to help you focus direction and move through the tasks.
- Circulate around the room if possible while students are filling in worksheets or talking in small groups. Some students may need to be nudged to participate, volunteer ideas, or write things down for fear of being wrong. Remind them that there aren't always right or wrong answers.
- Pull the group back together regularly to share ideas. Where possible write on a whiteboard/post its etc so students can see their ideas taking shape.
- Try and ensure all students get a chance to speak. A good way to engage the more reserved students is to say "Student X, I heard you mention [their idea] which sounds really interesting- can you tell us about it?" Circulating around the room will help you hear things to use for this.
- Be careful to allow all students to feel safe to share their ideas without ridicule.
- If you are asked a question you don't know the answer to, assure the student that you don't know (and that it's okay not to know) and that you'll help them find an answer.
- Where space and distancing allows, get students to sit with new people for each module. This not only allows better sharing of ideas, but is helpful for social integration.
- Share your experiences, when you feel comfortable, but remind the students that everyone's experience and skills are different, so different things will work for different people.
- Set time limits for discussions (5-10 minutes) to ensure students have time to complete all activities. Quickfire rounds to share ideas can be useful if time is short- give everyone 30-60 seconds to write down some ideas, then quickly go round the room to share ideas.
- For each activity, summarise the most common ideas before moving on.
- Remind the students they can access the videos themselves whenever they like if any activities are missed due to time.

UNIO101 Academic Orientation Module 1

Information for Facilitators.

Module 1 introduces students to the series of videos and worksheets. No worksheets are needed for this module; instead, students should use their own device to access Blackboard to ensure they can access UNIO101 as well as their papers. They will need access to their papers on Blackboard for module 4.

Allow the students ~5 minutes to do this, and remind them to check Blackboard regularly so they get all the key information from their papers.

UNIO101 Academic Orientation Module 2

Information for Facilitators.

This module focuses on introducing students to some of the key differences between high school and university. For successful transition, learning these new 'rules' early in the semester is important.

Shift to self-responsibility (box one)

- For many students, being away from home for the first time, and having greater independence will be an exciting thing. Share with them the pros and cons of this from your own experience.

Differences between school and university (box two).

- Students who have studied NCEA frequently struggle to understand the structural differences of a degree, the expectations around studying, and how papers are graded. Give the students opportunity to ask questions if you feel comfortable reaffirming the differences to them.

Setting goals (box three).

- Highlight how different the grading is between NCEA and university. As a discussion, focus on the actions that can be taken to get those grades (rather than on the grade itself).
- Often students say that their high school teachers would guess at exam questions, but be wrong. Remind students that assessments are set by the staff teaching them, and those same staff will mark their assessments.
- A common problem is students skipping small assessments (worth 1-5%) as they don't see it as important- this can mean the difference between a pass/fail or a B+/A- etc. Remind the students there are no 'do overs' if they choose to skip and assessment. Share any relevant experiences with this you might have.

Lectures (box four).

- Although most students won't experience in-person lectures until later in the year, this is a good place to talk about positive lecture behaviours. Most students will need to watch lecture recordings online- try to discourage them from watching at 2x speed, particularly early in the semester. Students who watch videos on high speed tend to miss chunks of information, and spend more time later trying to fill in the gaps, than if they'd watched at normal speed.
- Lead a discussion on how students can approach their lectures. Some talking points might be:
 - Using learning objectives to guide learning
 - Note taking skills
 - Revisiting lecture content, and rebuilding knowledge from multiple lectures for a deeper understanding

UNIO101 Academic Orientation Module 3

Information for Facilitators.

Self-reflection questions (box one).

- You might like to give the students the worksheet first, fill out this section, then watch the video.
- Go around the room and ask students to share what they are studying, why they are studying it and what they want to do when they leave university. Share your own answers to these questions. If your journey has changed since you arrived at university, let them know that as well.
- Remind the students of advising, careers and other resources to help with degree planning.

Successful behaviours and attitudes (box two & three)

- Pause the video at 01.38 and get students to consider successful academic behaviours. If possible, get the students to discuss in small groups, then share with everyone. If you have a whiteboard, writing down the suggestions is a great way to show that the students already know many successful behaviours.
- The final worksheet activity (box three) is to think about the slide with some positive attitudes and behaviours. You might like to bring that section of the video (~05.00) back up to give students time to think about each point and reflect. If there are positive behaviours you wish you'd known about/had done when you first started university, share them with the group.

UNIO101 Academic Orientation Module 4

Information for Facilitators.

This module focuses on active learning and time management. Where scheduling allows, this module may work best towards the end of O-week (or later) when the final eVision timetables are released.

Unpacking their papers

- Students often miss key information about their papers- this isn't surprising as they receive a lot of new information all at once! Spend some time unpacking their papers, and filling in the worksheets. They will need some of this information for the timetable activity later. If your students share a common paper, this could be done as a group. This is also a good time to have students share the papers they are taking, if they have not done so already. This can help students find new study buddies.

Academic skills

- Remind the students they already have many good academic skills. It's useful to 'stocktake' these and come up with a list of things they already do. Encourage students identify any skills they need to develop.
- This is a great time to discuss skills that you have developed over your own studies. It is helpful for students to see that you have had to learn and develop skills.
- Discuss with students where they can get support for their skill development. Student Learning Development and UNIO101 on Blackboard are great places to start.

Time management

- Making timetables is an important skill- but can be really boring! If you are able to share times where having a timetable has helped you, this will help students see the importance of the exercise.
- Have students use the information from the Unpacking Your Papers tables to note down key dates for assessments. You might like to discuss how long you spent on each of your assessments to give them an idea of expectations.
- You may already have blank timetables for your students. Included here, and with the worksheets are blank month and week timetables for students to use. Some may prefer to use digital timetables.
- Students often feel overwhelmed as their timetable starts to fill up. Remind them of the 12 hours of work per paper, and that university study is like working a full time job. While the video shows a 3 paper workload, remember some of your students may be taking 4 papers, and so will need to spend ~48 hours total per week.
- Encourage students to plan down time into their schedule. Timetabling is about balance, and days that are packed with nothing but studying are difficult to sustain.
- Remind students that their timetables will change, and they should reassess if their plan is working as they move through the semester.

- The key message from the snowball effect section of the video is to be kind to your future self. Putting off studying not only affects academic wellbeing, but also physical and mental health. Remind students that if they do start to let things slide, there are avenues for help.

PLAN FOR THE WEEK	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Things to do in order from most important to least important	8am							
	9am							
	10am							
	11am							
	12noon							
	1pm							
	2pm							
	3pm							
	4pm							
	Fun/Relaxing/Leisure activities (Rewards)	5pm						
6pm								
7pm								
8pm								
9pm								
10pm								

Readings this week:

UNIO101 Academic Orientation Module 5

Information for Facilitators.

This final module focuses on a model for success, to show that there are many factors involved in an overall successful experience.

Four factors of success

- Initiate a discussion with the students about their understanding of the four factors for success (attendance, engagement, motivation, wellbeing). What do those factors mean to them? You might like to share your understandings, or experiences.
- Give the students time to fill in the table on their worksheet. Encourage students to share what they've written.
- Let them know that it's okay (and normal!) to have weaknesses in these areas, and that once you know what the weaknesses are, it is easier to overcome any hurdles.

Reflection on the modules

- The worksheet asks students to think about what they've learnt from the modules. Where possible, try and steer them towards positives! Having a better understanding of the expectations and workload can be very daunting, but remind students of the positive where possible.
- Finally, students are asked to note three steps they will take towards success. Encourage these to be concrete, realistic steps. For example 'Get an A+' is vague, but 'Keep up with my workload and revise content regularly' are realistic things they can do to reach that goal. Ideally, they could then make this more specific by adding 'planning my timetable' and other ideas.
- At the end of the session, remind students that the most important thing they should remember is to always ask for help, if they need it. It might be helpful to get them to be persistent in asking for help- if they ask someone, but get no support, they shouldn't give up but find someone else. Remind students of the various avenues of support available to them, and that this is part of what they have paid for in their fees, so resources are there for them to use.