

## Foundation Year Network Conference 2010

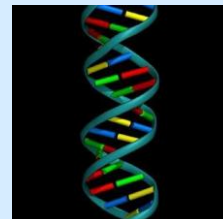
### Embedding Academic Skills Development across a part-time Foundation Year

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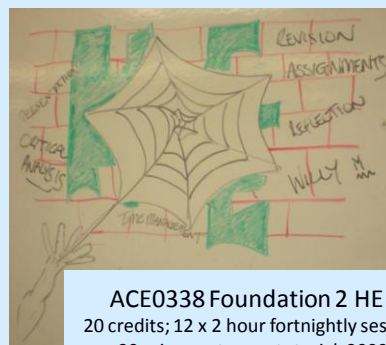
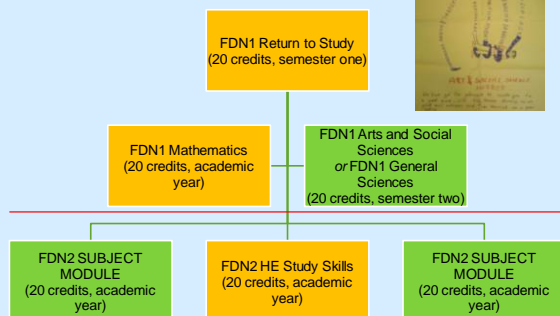
Thurs 8 July 2010

## Academic Skills Development: where do you start?

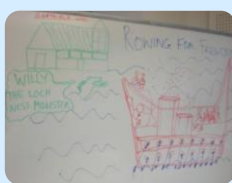


Generic or subject specific; linear or organic?

## BA/BSc Combined Studies (Foundation)

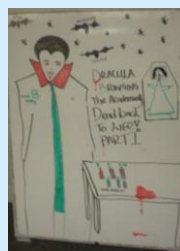


ACE0338 Foundation 2 HE Study Skills  
20 credits; 12 x 2 hour fortnightly sessions plus at least one 30 min one-to-one tutorial; 3000 word portfolio of learning (75%), 1000 word self-assessment (25%)



“This module is intended to support students in the development of their **generic academic skills** so that they are better placed to succeed in whichever disciplinary areas they choose to study at higher levels of degree work. Skills **explored** will include ... . It will assist students with their **specific disciplinary studies** and, where appropriate, with the identification of and application to **appropriate courses of future study.**”

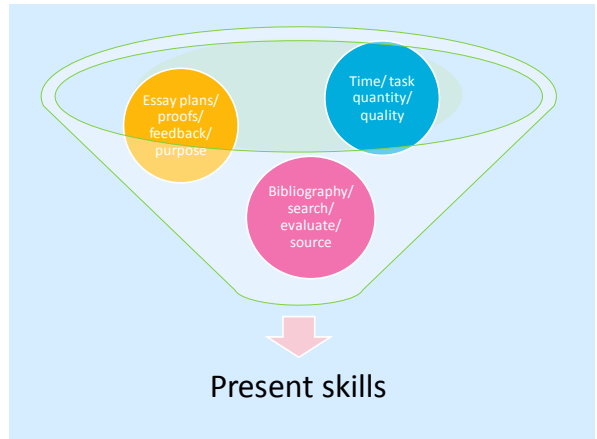
“The module emphasises **techniques of self-reflection**, so that learners can gain a better understanding of their own strengths and weaknesses, and be able to **utilise and develop these further in the context of their specific courses of study.**”



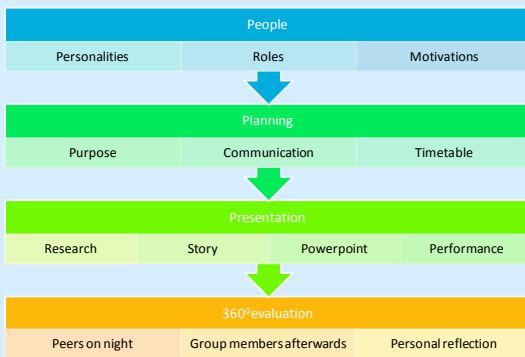


To obtain credit in this module, you must demonstrate in your portfolio and self-assessment the ability to:

[snip]  
4. monitor and **reflect critically** on your own learning  
[snip]



### G-g-g-group work ...



### Personal reflection and the parable of the charging elephant ...



### Portfolio ... what are you actually doing when you are learning? **Why?**



### Essential ...

- Not to structure your module around the **lowest common denominator** (the ones that get away very often continue to do so);
- To **model engagement** with the study skills and learning theory literature earlier, not later;
- To offer (not dictate) an **analytical vocabulary** sooner rather than later ...
- To harness **the power of the group** as soon as possible

## Which are you? When? Why?

Instrumentalist

Collaborator

Process :  
Product

Individualist

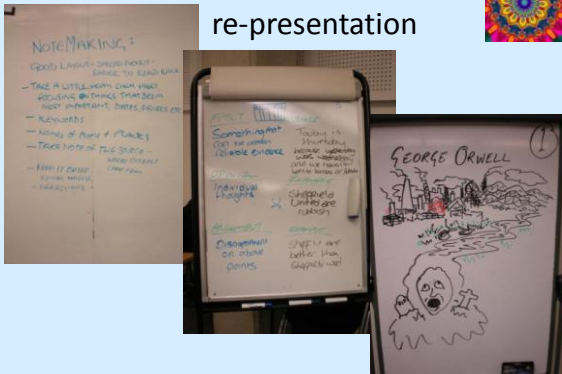
Explorer

## Some guiding principles for study skills at Foundation level



- You have it within you already – **building confidence** and **sharing it around** (the power of group work);
- **Communication** and **re-presentation** of ideas (mental gymnastics) – **building dialogues** and sharing them around (from individualist to collaborator, from instrumentalist to explorer);
- Little and often – managing time, **managing tasks**;
- Control freak, facilitator or prophet?

## Communication and re-presentation



## Control freak, facilitator or prophet?



## So what's next?

- Greater emphasis upon **"dear diary"** elements of personal learning journal and group **"show and tell"**;
- **Less emphasis** upon individual **deadlined** tasks – though these will still be encouraged (creates false expectations and de-motivation);
- 1:1 tutorials replaced, for most part, with **30 mins group tutorials** (4 x 8-12);
- Greater emphasis upon **series of group tasks** (e.g. synopsis of study skills chapter, analysis of FDN performance and tracking stats, analysis of UCAS stats) with **iterations of 360 degree reflection** (and possibly small amount of mark weighting too);
- Draft portfolio (via Turn-it-In) and individual feedback **earlier in sem2** (e.g. Hand-in date first week back?)