Second Year Success Seminar
SP2, 2017
Reconciliation, *it’s everyone’s business*

Respect | Relationships | Opportunity

Artwork: Coming Together and Respecting Difference
By Kassandra Savage, JCU Alumni

Purpose of Seminar

In first year, students are often anxious about academic expectations as they don’t understand what they will be.

In second year, students can often still be concerned about academic expectations as they are higher than first year, and some students can experience a middle-year slump if they are unprepared for this shift.

Half-day skill development program to ensure your researching, writing and career development are all on track for the next stage in your academic journey to stay and succeed.
Today’s Program

✔ Welcome & Ice Breaker
✔ Top Tips from JCU Academics
✔ Top Tips for JCU Students
✔ Careers and Employment

Brunch

✔ Library
✔ Learning Centre
Ice Breaker

Turn to the person beside you and ask them two questions – 5 mins

1. What is your greatest anticipated challenge for second year?

2. What do you wish you had done differently in first year?
Top Tips from JCU Students
Career Advice for Second Year Students
Making the most of your uni experience

Tara Harrold
JCU Careers and Employment
Overview

What employers want
Recapping first year
Steps to take now
Tools to get you started
First year

What employers want

Transferrable skills rate highly with professional skills

- Cultural fit
- Teamwork
- Oral communication skills
- Interpersonal skills
- Motivational fit
- Analytical skills
- Problem solving skills
- Achieves results
- Integrity and trust
- Written communication skills
First year

What employers want

Recruitment of students that stood out from the rest

- Work experience
- Internships
- Placements
- Extra curricular activities
- Volunteering
- Community Engagement

http://graduateemployability.com/
What does this mean for me?
Your career starts now

**Career Action Plan**

**First Year**
- Know yourself
- Explore your options
- Be curious and open to new ideas

**Middle Years**
- Review your career plan
- Be proactive and adaptable

**Final Year**
- Implement your plans
- Prepare for employment
- Consolidate job search
Know yourself and explore your options

...be curious and open to new ideas

Recapping first year...

- Explore your options
- Start networking
- Develop your work skills
- Aim for good results

Identify opportunities
Steps you can take now

Career Action Plan

First Year
- Know yourself
- Explore your options
- Be curious and open to new ideas

Middle Years
- Review your career plan
- Be proactive and adaptable

Final Year
- Implement your plans
- Prepare for employment
- Consolidate job search
Keep sight of your career goal

Why did you come to uni?

• Understand yourself and what you are seeking
• Keep your short and medium term goals in mind – this will help make sense of the effort required
• It’s ok to review or change your goals

Stay flexible and adapt your goals as you gather more experience and ideas
Develop your professional identity

You’re a professional in training, start cultivating your presence more strongly

• Review your LinkedIn profile – get feedback
• Are you using social media as much as you could be? Contribute to discussions, share stories of interest, ask questions in groups
• Are you in you a member of your Professional Association? Are you making the most of this?

Have you met any new people during O Week?
Be proactive and adaptable

Build on your network

You’ve met lots of new people in first year – take this to the next level

• Develop an elevator pitch – be prepared to speak about yourself
• Ask one question
• Attend Careers Fair and industry events
• Follow up with LinkedIn connection requests

*Networks lead to employment and help you understand your work better*
Build on your network

Be proactive and adaptable

Turn to your neighbour…

1. *Hi, my name is…*
2. *I am studying…*
3. *I hope to … or I am very interested in …*
Be proactive and adaptable

Review skills, knowledge, experience

Be a self-motivated, continuous learner

• Audit employer expectations – review vacancies and employer websites
• What are your gaps? How will you fill them?
• What are your strengths and professional interests?
• Entrepreneurship – creative problem solving, taking initiative

It’s easy to forget – keep a record
Be proactive and adaptable

Get experience

Career-relevant work experience is the ideal

• Placements give you an advantage – ask questions, be open to feedback, take note of what you do
• Vacation work offers more opportunities – apply your transferrable skills
• Volunteer – help PhD candidates in your field, seek out organisations in your field

Work experience expands your networks further
# Careers and Employment website

**Sign in to CareerHub**

CareerHub is JCU's online job board. Login regularly to see what’s new!

- Students
- Staff
- Employers

**Quick Links**

- Information sheets, guides, example resumes and more
- Careers Drop-In Service
- Find us on Facebook
- Ask Us (24/7 Support)

**Tools to get you started**

- Appointments
- Find a Job
- Annual Careers Fair

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**Students**

[Image of students]

**Employers**

[Image of employers]

**Staff**

[Image of staff]

**Contact Us**

[Image of contact us]
Tools to get you started

Search Jobs

Graduate, Analyst, Intern...

Type Of Work

Any

Location

Brisbane, QLD, Australia

Find Jobs

Prepare for your career

Appointments

Please call or visit our office to book an appointment.

Townsville: 07 4781 4711
Cairns: 07 4232 1160

87 appointments still available.

Check our availability

Resources

Professional Development
Postgraduate Information
Labour Market - Conditions Salaries Advice
Volunteering and Work Experience
More resources

Events

Career Events & Activities
GRS - Research Skills Program
Learning Centre Workshops
On campus event
Find more events
The JCU Career Development Program has been designed to assist you to:
- make sound course and career choices
- increase your employability and
- successfully transition into professional employment.

The program offers six streams, each with seven recommended modules. You can complete an entire stream or choose individual modules to suit your needs. The modules may also be implemented by your lecturer as part of your curriculum program.
Tools to get you started

Career Management

This Stream contains seven modules. It is designed to assist students in exploring multiple career options and to manage their career pathway. It provides an opportunity for students to undertake an audit of skills and cognitive style, explore a wide range of career options, source key career information from experts, learn how to make good career decisions, and build upon the existing content in their Student ePortfolio.

Defining My Opportunities

Career Decision Making

Seeking Graduate Opportunities

Networking

Marketing Myself

Thriving in a Workplace

Maximising an ePortfolio
Tools to get you started

biginterview

Your Progress:

0% Fast Track
0% Mastery Track

How would you like to prep for your interview?

Start with the Fast Track to get good quickly or try the Mastery Track to become an interview guru.

Fast Track
Start Now →

Mastery Track
Start Now →
The Careers and Employment Team

Services

Drop-in Service 1-3pm Tues-Thurs in Library
- Resume
- Cover letters
- LinkedIn

Booked appointments
- In person; Phone/Skype
- Selection Criteria
- Interview preparation
- Career counselling
- Career planning

Please note: we are not a recruitment agency
Events on campus
In Summary

Get started now
Know your strengths
Build your networks
Get involved
Access careers resources and services
Take charge of your career

A final thought:

You

- Education
- Skills
- Interests
- Experience
- Work
Questions?

Careers & Employment

4781 4711
Level 1, Library

[[email link]careers@jcu.edu.au](mailto:careers@jcu.edu.au)

@jcuicareers

LIKE US ON Facebook

JAMES COOK UNIVERSITY
AUSTRALIA
Brunch!
(10.15am-10.45am)
The Learning Centre
UNLOCK YOUR POTENTIAL

Library and Information Services
2nd Year Success Seminar

Advanced Writing & Information Skills
Today’s Workshop

- Reviewing 1\textsuperscript{st} year
- Expectations
- Finding quality sources faster
- Recognising advanced writing skills
- Applying advanced writing skills
- Win with quality references
Aspects we have learnt about academic writing

- Structure
- Formal language
- Being concise
- Referencing

<table>
<thead>
<tr>
<th>Informal vocabulary</th>
<th>Formal (more academic) vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>thing, place</td>
<td>factor, issue, aspect, item</td>
</tr>
<tr>
<td></td>
<td>location, site</td>
</tr>
</tbody>
</table>


Christiansen (1999) pointed out...
Expectations
Bloom’s Taxonomy

Higher Order Thinking Skills
- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

Lower Order Thinking Skills
According to the Australian Qualification Framework, Graduates of a Bachelor’s degree should be able to:

• analyse and evaluate information to complete a range of activities
• analyse, generate and transmit solutions to unpredictable and sometimes complex problems
• transmit knowledge, skills and ideas to others
• apply knowledge and skills
ED1401 - Foundations of Education - Learning Outcomes

• recognise the social and professional value of working in partnership with colleagues;

• demonstrate a satisfactory level of academic reading, writing and group work skills;

• demonstrate understanding of knowledge as a social and historical construct, specifically in relation to the construct of power and education, and the identities and roles of key education stakeholders (such as child, student, teacher) and how it may enable and constrain the world view of individuals;

• demonstrate an understanding of a range of social theories and research on issues of education, such as social inclusivity, sustainability, Indigenous and rural education as they apply to children from birth to 18 years of age;

• demonstrate awareness of the Australian Professional Standards for Teachers and for B.Ed (ECE) students relevant ACECQA standards.
Expectations
1st vs. 2nd year

ED2990 - Education for Cultural Diversity - Learning Outcomes

• evaluate and develop classroom practices and strategies that respond to the needs of diverse learners;

• analyse educational inequity;

• critically examine curriculum and policy interventions in Australian education and internationally which foster social sustainability;

• critically reflect on cultural experiences and develop knowledge, understanding and skills as a culturally responsive teacher and global citizen;

• demonstrate Australian Professional Standards for Teachers at a Developed level and, for B.Ed (ECE) students, relevant ACECQA standards.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory (50%-74.9%)</th>
<th>Exemplary (75%-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K2(B) Synthesise underlying principles and concepts for making business decisions (20%)</strong></td>
<td>Applies critical application drawing from at least one perspective to demonstrate concepts</td>
<td>Applies sound critical application drawing from multiple perspectives to demonstrate concepts</td>
</tr>
<tr>
<td><strong>S3(A) Convey information clearly and fluently, in high quality written form appropriate for their audience (10%)</strong></td>
<td>Demonstrates a basic understanding of context, audience, focus, &amp; purpose of assigned task</td>
<td>Demonstrates a sound understanding of context, audience, focus, &amp; purpose of the assigned task</td>
</tr>
<tr>
<td><strong>S3(D) Sources and Evidence: Research evidence; accurate, credible, relevant, current data sources referenced in appropriate style (10%)</strong></td>
<td>Demonstrates basic use of relevant research evidence from more than one related sources to support ideas that are appropriate for the style of writing with accurate referencing</td>
<td>Demonstrates a sound use of relevant research evidence from an array of related sources to support ideas that are appropriate for the style of writing with accurate referencing</td>
</tr>
<tr>
<td><strong>S3(E) Control of Syntax and Mechanics: Sentence construction; grammar; punctuation &amp; spelling (10%)</strong></td>
<td>Uses appropriate language that conveys meaning to readers with clarity although writing may include some errors</td>
<td>Uses appropriate language at a high level that conveys meaning to readers with clarity with minimal errors</td>
</tr>
<tr>
<td><strong>SLO(2) Apply theory and practices of HRM to managing people in organisations (20%)</strong></td>
<td>Demonstrates basic knowledge of theory and can apply HRM practice in managing people in organisations</td>
<td>Demonstrates a sound knowledge of theory and can constructively apply HRM in managing people in organisations</td>
</tr>
<tr>
<td><strong>SLO(3) Explain the major HRM functions and practices involved in managing people (15%)</strong></td>
<td>Describes and demonstrates basic knowledge of the major HRM functions and practices involved in managing people</td>
<td>Describes and demonstrates a sound knowledge of the major HRM functions and practices involved in managing people</td>
</tr>
<tr>
<td><strong>SLO(4) Critically evaluate HRM functions, practices and strategies (15%)</strong></td>
<td>Demonstrates basic ability to critically evaluate and discuss HRM functions, practices and strategies from relevant sources representing more than one perspectives</td>
<td>Constructively demonstrates sound knowledge and critically evaluates HRM functions, practices and strategies from relevant sources representing various points of view/approaches</td>
</tr>
</tbody>
</table>
Understanding Expectations

• Activity (10 min)
  – In pairs, define the following higher order thinking skills. Take notes.
  – These skill often function as task words in essay or exam questions

- Apply
- Analyse
- Evaluate
- Examine
- Generate/Create
- Reflect
- Synthesise
<table>
<thead>
<tr>
<th>Higher Order Thinking Skills (Task words)</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying</td>
<td>Use information in new situations</td>
</tr>
<tr>
<td>Analyse</td>
<td>Examine closely - draw connections among ideas</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Justify a stand or decision Attempt to form a judgment about something</td>
</tr>
<tr>
<td>Generate/Create</td>
<td>Produce new or original work; Offering solutions to problems</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Combine (a number of things) into a coherent whole; draw together ideas (similar and sometimes contradictory ideas of others)</td>
</tr>
<tr>
<td>Examine</td>
<td>Inspect (someone or something) thoroughly in order to determine their nature or condition</td>
</tr>
<tr>
<td>Reflect</td>
<td>Think deeply or carefully about</td>
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# Find quality resources faster

## EXPECTATIONS

<table>
<thead>
<tr>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td>Introductory research skills</td>
<td>Advanced research skills</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>One Search</td>
<td>One Search &amp; recommended discipline-specific databases, e.g. Scopus, ProQuest</td>
</tr>
</tbody>
</table>
Find quality resources faster

Discipline-specific databases:
✓ Build on your One Search results
✓ Find more relevant/specific results faster
✓ Often include additional features, e.g. email results lists, auto-generated references

How do I find my recommended databases?
✓ Library home page > Subject LibGuides link
Find quality resources faster

Make sure you’re looking in the right places!

Find quality resources faster

Scopus

- JCU Library’s largest multidisciplinary database
- Is an abstract and citation database
- Special features include:
  - Tracks search history
  - Easily build searches
  - Follow research forwards and backwards
  - And, lots more…

Find It @ JCU
Find quality resources faster

Let’s try **Scopus** with an example assignment topic

Evaluate the pros and cons of essay assessment in higher education.
And the race is on…

Open Scopus and search:

1. How many results do you get if you limit to material from 2012 onwards?

2. How many results do you get if you limit to **Keyword** “Assessment”?
And the race is on…

Open Scopus and find this journal article:

Reducing variation in the assessment of student writing

1. How many times has this paper been cited?

2. Look at the list of articles that have cited this paper. What title has the highest number of citations?
Recognising advanced writing skills

• Activity (20 min)
  – In pairs, identify how information has been processed in this paragraph
  – Has it been applied, synthesised, evaluated, analysed…?
  – How did you recognise these advanced writing skills?
  – Take notes
Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that essays can lessen the extreme stress experienced by some students over ‘sudden-death’ end of semester examinations and reduce the failure rate (Peters, 2008; Wonderland University, 2006). Study skills researchers defend assessment by assignment because research assignments can be used to assess student learning mid-course and therefore provide them with helpful feedback (Jones et al., 2004; Peters, 2008; Wonderland University, 2006). They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects. In contrast, Abbot (2008) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. However, the author does not consider the students’ benefits. The weight of evidence would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

Conclusion - Evaluation of ideas: forming a judgement about assignments

Analysis: Drawing connections among ideas

Synthesised information from two different sources

Synthesised information from three different sources

Also reports contradictory ideas and integrates another point of view in the paragraph

University of New England (n. d.)
Applying advanced writing skills

- What can you do to acquire advanced academic writing skills
Applying advanced writing skills

Creating
What might be a solution to...? Can you make a proposal that would...? What theory can you come up with for...? What might happen if...? How many ways can you...? How could you create/improve/develop...?

Evaluating
What would happen if...? What is your opinion of...? What shows you that... happened? How could... be improved? Using what you know how would you explain...? What evidence would support your view? Do you agree with the outcome...?”

Analysing
What is similar to/or different from...? Is the information based on fact or opinion? What is the underlying theme/meaning? Who do you think...? What conclusions can you draw? Can you explain what would have happened when...?

Applying
How/why is... an example of...? What would happen if...? What can you use to show or explain...? How is... an example of...? Can you group/sort by features such as...? Which factors would you change if...? How would you solve...?”

Understanding
How would you compare/contrast? How would you summarise? Who do you think...? What example could you give of...? How would you say... tell in your own words? How would you explain...? What might have happened next...?

Remembering
What is...? Where is...? How many...? How would you explain... describe... show...? What happened after...? Can you identify/select/picture...? Who spoke to...? Who or what were...? How did... happen? Can you outline...?”
Applying advanced writing skills

<table>
<thead>
<tr>
<th>Title of reading</th>
<th>Publisher</th>
<th>Author and date</th>
</tr>
</thead>
</table>

**Familiarisation:** main points discussed or argued

**Description:** what is the supporting evidence/example

**Interpretation:** What is the purpose of this text, what is the take home message (the bottom line)? Is there an underlying message? What was the author’s position and how does the author position the reader? How does this relate to other readings?
Applying advanced writing skills

• What can you do to acquire advanced academic writing skills

Connect ideas
Applying advanced writing skills

Good luck for your 2nd year.
<table>
<thead>
<tr>
<th>References</th>
<th>Title</th>
<th>DOI</th>
</tr>
</thead>
</table>
Win with quality references

How can I work out which articles, books and website are OK to use in my assignments?

The Evaluating Sources LibGuide will help
http://libguides.jcu.edu.au/evaluating
Imagine you are an education student and you need to create a lesson plan about disaster preparedness for one of your school pracs.

Which one of these websites would you use?


Use info with *braaaains*!

**Popular**

*The Zombie Survival Guide*

*Complete Protection from the Living Dead*

*Max Brooks*

Good for survival
Bad for assignments

**Scholarly**

*Generation Zombie*

*Essays on the Living Dead in Modern Culture*

*Edited by Stephanie Boluk and Wylie Lenz*

Good for assignments
Bad for survival
Need help…?

Drop in to the InfoHelp desk at the Library:

• Librarians and Peer Advisors are keen to help you with:
  ✓ Getting your assignments started
  ✓ Researching your assignments
  ✓ Academic writing
  ✓ Referencing

• Access online help from JCU Library and The Learning Centre
Thank You!
Best of Luck for Second Year
-You’re Ready😊