Reconciliation, it’s everyone’s business

Respect | Relationships | Opportunity

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

www.jcu.edu.au/reconciliation
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 from a JCU Student
✓ 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 Academics
Top Tips from a JCU Student- Q & A
Overview

What Employers Want

Important Career Steps

Tools to Assist
How to Stand Out
Employer Expectations

**You**

**Education**
- Course relevant experience
- Work experience

**Qualifications/Results**
- Work experience

**Professional Development**
- Technical General / transferrable
- Course relevant experience

**Skills**

**Values / Attributes**
- Independence
- Resilience
- Integrity
- Honesty

**Involvement**
- Volunteering
- Clubs & Societies
- Professional Assoc.
- Community Engagement
- Extra-curricular activities

http://graduateemployability.com/
Which Package Would YOU Rather Be?

Package A

Package B
Preferred Recruitment Options

Internal recruitment
Contact
Referral
LinkedIn
Facebook

Top job search strategies
Demonstrating skills / competencies
Networking
What does this mean for me?
1. Prioritise Your Career

What do you hope to achieve with your degree?

Keep sight of your career goals

What do you need to do now?

Be Proactive!
2. Identify Graduate Opportunities

- Recruitment sites eg Seek, Indeed, Careerone
- Social media sites – Facebook, LinkedIn, Twitter
- Professional Association Sites
- Employer Sites – Australian Public Service Jobs, Queensland Government Employment and Jobs
- Newspapers
- Talk to people
- Google

Identify opportunities and what employers are looking for
3. Develop Your Skills, Knowledge and Experience

- Identify employer expectations of the skills, knowledge and expertise to be developed through your degree
- Consciously map and record your development
- Know your strengths

Tip: Use Lynda.com to access 3000+ free courses via Library homepage to build more skills

"WHAT IS YOUR WORST FLAW?"

I AM TOO AWESOME
4. Undertake Career Relevant Experience

- Volunteer
- Project Work
- Work Integrated Learning Placement
- Vacation Program
- Cadetships
5. Develop Your Professional Identity

Consider yourself a “Professional in Training”

Control your online brand

What does your digital footprint say about you?
6. Build Your Networks

**You hear** of opportunities and potential **employers** hear of you!

Don’t be scared of networking, it’s just talking to people, building relationships.

- Take the time to talk to people in all situations
- Listen – it’s not all about you
Professional social networking site

- Create a resume style profile
- Connect with other professionals, join groups
- Find jobs and other opportunities
- Keep learning - follow interests
- Recruiters hunting ground

www.linkedin.com
Your pitch

1. Hi, my name is...
2. I am studying...
3. I hope to ... or I am very interested in ...
7. Stand Out From the Crowd

Your extra-curricular activities help you stand out!

- Volunteer
- Job Shadow

Be active in:
- Your student club
- Future professional body
- JCU activities / events
- Wider community

How are you different to other graduates?
What do you have to offer?
Careers and Employment
Resources
Middle Years

Review your career plan... be proactive and adaptable

Develop your professional identity
- Attend the Careers Drop-In Service to get feedback on your LinkedIn profile.
- Expand your professional online presence - join relevant LinkedIn groups and social media sites and pay attention to the discussions.
- Become a student member of your relevant professional association.

Undertake career-relevant work experience
- Get your foot in the door and develop employer valued experience and skills.
  - Apply for internships, cadetships and vacation work programs (often advertised at the beginning of each semester). Regularly check JCU CareerHub and other websites or approach organisations directly.
  - Volunteer in a course relevant area - demonstrate your motivation and gain relevant skills and experience.
  - Prepare for placements - use the JCU Career Development Program.

Build on your networks
Networks lead to employment
- Attend the annual JCU Careers Fair - develop your contacts, gain ideas on how to secure a graduate job.
- Develop your elevator pitch - Big Interview can help you prepare and practice.
- Attend industry events - clarify industry requirements and employer expectations as well as make contacts.
- Send LinkedIn connection requests to those you meet - personalise the request email.

Review your skills, knowledge and experiences
Employers want to hire self-motivated, continuous learners
- Check employer websites/job vacancy sites to identify employer expectations.
- Identify your gaps in experience, skills or knowledge and develop areas needing improvement - use Lynda.com via the Library page for free online courses.
- Understand entrepreneurial skills and their importance to all work, not just self-employment.
- Keep a record of the knowledge, skills and experiences gained in and outside of your studies – consider using an ePortfolio.
- Identify your strengths and areas of professional interest.

JCU Careers and Employment

We can support you with your career plans and assist you in marketing yourself to potential employers.

We can help with:
- Career planning and preparation
  - Career counselling - free, confidential - available in person or by phone
  - JCU Career Development Program - online modules
- Job search
  - Listings of part-time, casual, volunteer, vacation and graduate work opportunities on JCU CareerHub
  - Support with job applications and interview preparation
  - Advice on effective job search strategies
  - Attend the drop-in service during S1 and S2
- Connecting with employers
  - Annual JCU Careers Fair
  - Industry events both on and off campus
  - Employer information sessions
All events are listed on CareerHub

Helpful Services

- JCU Career Development Program 
  - Online modules to help pursue your career goals
- JCU CareerHub 
  - Online job vacancy listings, events, news, resources, ePortfolio
- biginterview 
  - Practice your interview skills online

Where you'll find us...

JCU Careers and Employment

Townsville Campus
Level 1, Library
Phone: 4781 4711
jcu.edu.au/careers
careers@jcu.edu.au

Cairns Campus
Level 1, Library
Phone: 4235 1150

Information correct at time of printing. Produced by JCU Careers and Employment December 2015. CS1121244 (Oct 2014)
JCU CareerHub

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
We recommend you start planning for your career from day one at JCU:

- **First year**: Discover more about yourself and explore your options
- **Middle years**: Review your career plan
- **Final year**: It’s time to implement your plans and prepare for employment
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.
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.
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.
JCU Careers and Employment

Careers Fair
Drop-in sessions  Tues - Thurs 1 - 3pm (SP1 and SP2)
• Resumes
• Cover letters
• LinkedIn profiles

Booked appointments
• Career planning
• Career counselling
• Selection criteria review
• Interview preparation

Location: Level 1 Library careers@jcu.edu.au jcucareers
Year 2

Be Proactive and Adaptable

Dream Job

Identify opportunities
Build skills, knowledge, experience
Gain relevant experience
Network
Stand out

Develop your professional identity
Prioritize your career
Questions?

Careers and Employment

Level 1, Library

careers@jcu.edu.au

www.jcu.edu.au/careers

@jcucareers
Brunch!
(10.15am-10.45am)
Today’s Workshop

• Reviewing 1st year
• Expectations
• Advanced searching using data bases
• Recognising advanced writing skills
• Examining the quality of references
• Applying advanced writing skills
Aspects we have learnt about academic writing

- Structure
- Formal language
- Being concise
- Referencing

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 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.
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 <strong>drawing from multiple perspectives</strong> 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 <strong>constructively apply</strong> 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 <strong>critically evaluates</strong> HRM functions, practices and strategies from relevant sources representing various points of view/approaches</td>
</tr>
</tbody>
</table>
• Activity (10 min)
  – In pairs, define the following higher order thinking skills. Take notes.
  – These skills often function as task words in essay or exam questions

- Apply
- Analyse
- Evaluate
- Examine
- Reflect
- Synthesise
- Generate/Create
## Higher Order Thinking Skills (Task words)

<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>
</tbody>
</table>
| Evaluate                                 | Justify a stand or decision  
                                       Attempt to form a judgment about something |
| Generate/Create                          | Produce new or original work; Offering solutions to problems |
| Synthesise                               | Combine (a number of things) into a coherent whole; draw together ideas (similar and sometimes contradictory ideas of others) |
| Examine                                  | Inspect (someone or something) thoroughly in order to determine their nature or condition |
| Reflect                                  | Think deeply or carefully about |

Oxford dictionary  
Bloom’s Taxonomy  
## 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 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 (15 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.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publication</th>
<th>Year</th>
</tr>
</thead>
</table>
Win with quality references

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

The Evaluating Sources LibGuide will help

http://libguides.jcu.edu.au/evaluating
Use info with braaaains!

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?

1. How to Survive a Zombie Apocalypse [http://tiny.cc/tb7ciy]

Use info with braaaaains!

Popular

Good for survival
Bad for assignments

Scholarly

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
- Ask about online help
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...? What theoretical statements can you think of for...?
- **Evaluating**: What can you conclude? How could ... be improved?
- **Analysing**: How is this similar/different to...? What is the underlying meaning?
- **Applying**: What does this mean/How does this work in a given context? What factors need to be changed if?
- **Understanding**: How does this compare to...? How can I explain...?
- **Remembering**: What is...? Where is...? Who or what were...?
Applying advanced writing skills

<table>
<thead>
<tr>
<th>Title of reading</th>
<th>Publisher</th>
<th>Author and date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference:</td>
<td></td>
<td></td>
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</tbody>
</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 2\textsuperscript{nd} year.
Thank You!
Best of Luck for Second Year-You’re Ready 😊