Keys to Academic Success
# Coming up next...

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Resources for today

• Workshop slides:
  Keys to success libguide

• Planners & active learning materials:
  Learning Centre website
  www.jcu.edu.au/students/learning-centre

• Subject outlines
  LearnJCU
Successful students

Emotional highs and lows for a new student in their first teaching period - an example

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Study period event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy/enthusiastic</td>
<td>Enrol, O'Week, Lectures begin, Pre-Census date blues, First assignment back, Lecture recess, More assignments back, Exams, Results published, Mid year break</td>
</tr>
<tr>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Unhappy/low/anxious</td>
<td></td>
</tr>
</tbody>
</table>

This table was developed in consultation with JCU’s Student Services and Counselling Service.
Smart students access support services

“Success requires help…and lots of it”

Michael Hyatt Your Best Year Ever
Short courses and Workshops

- Maths refresher
  23rd and 24th Feb
- Getting the most from your readings
  Monday 25th Feb
- English for Academic Purposes
  Saturday 2nd March
- Basic Statistics
  Sunday 3rd March
- Academic Writing
  Saturday 9th March and online
tinyurl.com/shortcourseregistration

The Learning Centre

At JCU, all students are entitled to the best possible learning experience.

The award-winning JCU Learning Centre offers online and face-to-face access to academic learning development. On this site you will find a wide range of self-help resources, information about workshops and how to request personalised advice. Whether you are looking for assistance with time management, mathematics, basic statistics, planning your assignment, academic writing or editing strategies, the Learning Centre is your 'one-stop-shop' for academic learning development.

JCU Orientation Short Course Registration SP1 2019

* Required

1. Full name (first name + last name) *
   Enter your answer

2. Student ID (Number on your student ID card) *
   Number should be between 10000000 - 99999999

3. Email address (preferably your JCU email address) *
   Enter your answer
Smart students access support services

jcu.edu.au/students/learning-centre

- Study strategies
- Assignments
- Academic Integrity
- Maths and statistics
- English language
Studiosity

• After hours online service, 3pm - midnight
  1. Live chat
  2. Upload assignments for writing feedback
  3. 8 interactions per semester (6 months)
• Access through your LearnJCU subject site
  • Link found in Tools (or Books and Tools in Ultra)
• For all students
  • Study strategies
  • Writing – essay structure, grammar, punctuation
  • Maths, science, statistics, economics, accounting
  • Researching and referencing
  • English language development
PASS – Peer Assisted Study Sessions

• Offered in many first year subjects
• A great way to meet people in your subject and course
• Research shows students who attend PASS significantly increase their chances of passing
• Check your subject site for PASS details in Week 2
• Some online offerings – check your subject site
Peer Advice Desk

Cairns Campus

Monday to Friday:
10:00 am to 12:00 pm
1:00 pm to 3:00 pm

learning@jcu.edu.au

Seek advice from experienced peer advisors about:

✓ Managing your time
✓ Study strategies
✓ Planning your assignment
✓ Organising your ideas
✓ Editing strategies to help you edit assignments

Drop-in service
No appointment necessary
The Learning Centre

Follow us for updates, tips and strategies

For more information visit our website:
http://www.jcu.edu.au/learning-centre
Every Second Counts: Organise yourself through strategic and purposeful planning
Icebreaker!
Study planners

Weekly study planner
- Create a weekly study planner (PDF, 1420 KB)
- Weekly study planner template (DOCX, 97 KB)

Semester study planner
- During the semester (PDF, 122 KB)
- Create a semester study planner (PDF, 117 KB)
- SP1 2019 semester study planner template (DOCX, 284 KB)
- SP2 2019 semester study planner template (DOCX, 285 KB)

7 Step Plan for Assessment Tasks
- 7 Step Plan for Assessment Tasks (PDF, 247 KB)
- Example subject assessment planner (PDF, 334 KB)
- SP1 2019 subject assessment planner template (DOCX, 283 KB)

Getting Started
New to uni? Here's what you need to know
- Managing your time efficiently
- Weekly and semester planners

Weekly study planner
- Create a weekly study planner (PDF, 1420 KB)
- Weekly study planner template (DOCX, 97 KB)

Semester study planner
- During the semester (PDF, 122 KB)
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7 Step Plan for Assessment Tasks
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- Example subject assessment planner (PDF, 334 KB)
- SP1 2019 subject assessment planner template (DOCX, 283 KB)
Organise yourself for success

Strategic and purposeful planning leads to success!!!

Weekly planner

Semester planner
Tips for a weekly plan

Workload per subject

10-12 hours per week

5-10 hours of self-study (individually or with peers)

2-5 hours of contact time (attendance at timetabled online and/or on-campus sessions)
## Tips for a weekly plan

Review the subject outlines for each subject

<table>
<thead>
<tr>
<th>Weekly tasks</th>
<th>BU1105</th>
<th>SP1002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>3 hrs</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Tutorials</td>
<td>-</td>
<td>1 hr</td>
</tr>
<tr>
<td>Practical - lab</td>
<td>-</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Assignment preparation</td>
<td>4 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Reading</td>
<td>2 hrs</td>
<td>1.5 hrs</td>
</tr>
<tr>
<td>Tutorial preparation</td>
<td>1.5 hrs</td>
<td>30 mins</td>
</tr>
<tr>
<td>Integrate notes</td>
<td>1 hr</td>
<td>1 hr</td>
</tr>
<tr>
<td>Synthesise/revise</td>
<td>30 mins</td>
<td>1 hr</td>
</tr>
</tbody>
</table>
Weekly planner example

1. Lectures, tutorials and practicals
2. Work, sport
3. Study times; summarise notes, pre reading, draft assignments
4. Social activities
Tips for a semester plan

• Avoid feeling overwhelmed
  • Create a semester long study plan
• Look at the subject outline for each of your subjects
• Record due dates of each assessment
• Include assessment type, % value and word limit
Semester plan example

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Week</td>
<td>15 Jan</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20 Maths Refresher</td>
<td>21 Maths Refresher</td>
</tr>
<tr>
<td>SPI Week 1</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27 Licenced Courses</td>
<td>28</td>
</tr>
<tr>
<td>Week 2</td>
<td>29</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 Academic Writing Course</td>
<td>6 Online Quiz 1 (10% for all)</td>
</tr>
<tr>
<td>Week 3</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Week 4</td>
<td>14 in class test (60%)</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20 Online Quiz 2 (10% for all)</td>
</tr>
<tr>
<td>Week 5</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26 Maths Refresher</td>
<td>27</td>
</tr>
<tr>
<td>Week 6</td>
<td>28</td>
<td>29 Practical Report 2 (40% for all)</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Week 7</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
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<tr>
<td>Week 8</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>Lecture Recess</td>
<td>49</td>
<td>50</td>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>Week 9</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td>61</td>
<td>62</td>
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<tr>
<td>Week 10</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td>Week 11</td>
<td>70</td>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
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<td>79</td>
<td>80</td>
<td>81</td>
<td>82</td>
<td>83</td>
</tr>
<tr>
<td>Week 13</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Study Break</td>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>Exam</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td>101</td>
<td>102</td>
<td>103</td>
<td>104</td>
</tr>
<tr>
<td>Exam</td>
<td>105</td>
<td>106</td>
<td>107</td>
<td>108</td>
<td>109</td>
<td>110</td>
<td>111</td>
</tr>
</tbody>
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- **Maths Refresher**
- **Research Assignment (25%)**
- **Colour code subjects**
Key messages
Coming up next...

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7 Steps to Success: From the big picture to the finer details
Setting Goals

- Long term
  - Complete degree in ...
- Medium term
  - Aim for at least a credit in all subjects
- Short term
  - Keep up with readings
It is your life to take charge of...

Achieving long term goals:

Felix Baumgartner Jump

What do you think is crucial to achieve such a goal in general?
What do we need to achieve long term goals?
Being successful involves ...

Think

- What do you think is crucial to achieve such a goal in general? What do we need to achieve long term goals?

Pair

- How might this translate to the steps, skills and support you need to be successful as a student?
Assessment planning

Semester plan:
- mark assessment due dates on your calendar

Assessment timeline:
- 1/3 of your time to unpacking and researching
- 1/3 of your time to planning and drafting
- 1/3 of your time to editing your assessments
# 7 steps to assessment planning

| Understand the task | • Read the task description and the assessment criteria.  
|                     | • What are the key terms? Word count? |
|                     | • Research  
|                     | • Understand key terms and locate example or evidence to substantiate your claims. |
| Essay plan          | • Outline the structure of your assignment.  
|                     | • What is the focus of each body paragraph/section? |
| Write a first draft | • Include evidence and examples to support your claim. |
| Critical reflection | • Ask a critical friend to read through your draft using the criteria sheet. |
| Edit and redraft   | • Respond to the feedback.  
|                     | • Edit and proofread draft. Attend to spelling, punctuation, grammar and referencing. |
| Submit             | • Due date?  
|                     | • Safe assign? Hard copy? |
Assessment planning

Example of an essay due on March 23

• Backward map from due date.
• An assessment timeline is an effective tool that will save you time and help you stay on track.
• Use a timeline for each assessment piece to help organise your semester.
## Assessment planning

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<tr>
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<td>15</td>
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<td>19</td>
</tr>
<tr>
<td>SPI Week 1</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Week 2</td>
<td>27</td>
<td>28</td>
<td>1 March</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Week 3</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Week 4</td>
<td>13</td>
<td>Essay plan</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Critical friend</td>
<td>19</td>
</tr>
<tr>
<td>Week 5</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
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<td>30</td>
<td>31</td>
<td>1 April</td>
<td>2</td>
</tr>
<tr>
<td>Week 6</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
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</table>
3-2-1 Key message

3 questions or concerns

2 valuable points

1 action
### Coming up next...

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Successful Students Connect: What A-grade students do
Successful Students Connect

- **Study buddy**
- **Talk**
- **Share ideas**

**Reading**
- Purposely
- Critically

**Writing**
- Assignments
- Take and make notes

**Subject Outline**
- LearnJCU
- Discussion boards
Reading for a reason

What’s your purpose for reading?

Are you...
• following up a lecture?
• preparing for a workshop?
• researching for an assignment?
Reading for a reason

Follow a reading technique - SQ3R

• **SURVEY:** Scan / Skim
  • Use the text structure

• **QUESTION**

• **READ** section by section

• **RECITE** answer your questions

• **REVIEW**
  • Make notes
  • Check definitions
  • Learn new words
Reading critically

To read critically, you need to develop skills in:

- **interpreting**: understanding the significance of data and clarifying its meaning
- **analysing**: breaking information down and recombining it in different ways
- **evaluating**: judging the worth, credibility or strength of accounts
- **reasoning**: creating an argument through logical steps
Questions to ask about a text

   - These result in **description**.

   - These result in **analysis**.

3. So what? What next?
   - These result in **evaluation**.

Adapted from Briguglio, Dooey, Watson, *Critical Analysis for Business* (1)

Retrieved from https://www.pinterest.com/explore/5-ws/
Sports are the nadir of social development. They usually involve simple things like running, throwing and catching. Intelligent people are too busy for sports and don’t usually feel passionate about them.

Sports are the apogee of social development. They help you make friends and teach you to work in a team. If you play sport your body gets stronger. If you watch sport you feel happier.

http://www.footyindustry.com/?p=3887
More resources:

New to uni? Here's what you need to know
Managing your time efficiently
Weekly and semester planners
Active learning

Active learning two-part video series and quiz

MONDAY 25 FEBRUARY
11.00am – 12.00pm (Repeat 6pm-7pm) Building B1.124

Getting the Most from your Readings
This workshop will focus on helping you to read more efficiently and develop strategies to interact creatively and critically with the information you have read. Bring along one of your subject readings.
## Note-taking for reading

<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>
</tr>
</tbody>
</table>

**Familiarisation:** main points discussed or argued  
**Description:** what is the supporting evidence / example  
**Page number**

**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 ?
Brown, C. (2015) What’s the best, most effective way to take notes?
Retrieved from https://theconversation.com/whats-the-best-most-effective-way-to-take-notes-41961
Listening & note-taking

Repeat

Write what you hear word-for-word.
Use for key words, terms and definitions.

Paraphrase

Use similar words for the same message.
Summarise information

Reflect

Think about what you hear.
Write notes in your own words.
Combine multiple sources of information
Note-taking

10/07/2005

Richard Brennan, How I learned to stop worrying and study the media, Public Magazine

p32 Media Studies (Ms) 

> comedians jokes

> Cambridge Uni with Mr A. Loch

* How does subject

* But every student interacts with a media

without considering these

- buying newspapers
- watching television

Q: Why doesn’t the author change Ms?

Media Ownership

* Noam Chomsky & Edward Herman call this a key concept
needed to understand why media chooses what crops

* e.g. if you buy Sun, N.O.W., Times you’re buying

paper owned by R. Murdoch

- 7 and 7 Ed. sell product stains damaging Ms’ interests

- so, followed, biased version of news

Linear notes
Note-taking

Note-taking

Cornell Notes

- Main Idea
- Key Question (after notes are completed)

- Key words & ideas
- Important dates/people/places
- Repeated/Stressed Info
- Ideas/brainstorming written on board / overhead projector
- Info from textbook/stories
- Diagrams & Pictures
- Formulas

Summary of your notes in your own words
Electronic note-taking

Examples:
• OneNote
• Evernote
• Google Notes
• Uber note
• Simplenote
• Fetchnote
• Springnote
Note-taking tips

Taking notes in Lectures

- Refer to subject objectives to make links
- Limit notes to the important points
- Clarify and add to your notes as soon as possible after a lecture
- Always write down where you are taking notes from for later referencing
- File each week and then file each section
- Develop abbreviations and symbols that make sense to you
Note-taking

Whichever note-taking system you use, remember that the important thing is that you **paraphrase** and **reflect**, not just repeat.

Remember to connect with other students

*Try to explain your notes to your study buddy!*

Key messages

• Know your subject outline
• Prepare for lectures and tutorials
• Actively listen and take notes
• Connect to your peers
• Manage your time
• Participate!
• Seek help when needed
• Use The Learning Centre website and services!
Coming up next...

11 am – 12.30 pm

Keys to Academic Success – Part II

Assignment Research and Referencing Bootcamp
Feedback
Keys to Academic Success
(Part One)
CODE WORD #3

KEYS

**CODEWORD CHALLENGE**

WIN AN iPAD!

Collect the 4 unique codewords at the JCU 101 sessions on Wednesday and Keys to Academic Success sessions on Thursday and submit into the competition barrel.

Name ........................................................................................................

Student ID ............................................................................................

Course .................................................................................................

JCU 101 (Part One)       JCU 101 (Part Two)

Keys to Academic Success (Part One)       Keys to Academic Success (Part Two)

Must have all four codewords to be eligible. Drawn on Thursday 21st February and announced on facebook.com/jcuestudentlife

Drawn on Monday 23rd July and announced on facebook.com/jcuestudentlife