TOTTENHAM LEARNING RESOURCE CENTRE



ILRS | CONTACT

ILRS participation in Key Skills provision

Reasons for introduction of key skills

- · Widening participation
- · Employer requirements
- · Need for autonomous learning

Characteristics of skills teaching

- Skills and level required are identified throughout the degree programme
- · Compulsory level one skills module
- skills are embedded in teaching at later levels
- Direct entry students must demonstrate their ability at the level of entry

What are the skills?

- Personal and career development
- Effective learning
- Communication
- Teamwork
- ·IT
- Numeracy

Personal & career development

- Identify their own strengths and weakness
- · Investigate career options
- · Plan personal development

Personal & career development

LEVEL THREE:

- Analyse employability
- · Check suitability for desired career
- · Prepare CV/interview
- · Assemble portfolio of evidence
- Know where to find information and help

- Consider learning styles
- Identify arguments in assigned reading
- · Use library resources effectively
- Manage time

LEVEL ONE continued:

- Use different approaches to learning
- Seek and use feedback
- Develop skills in analysis and synthesis of information
- · Prepare an academic argument

LEVEL THREE:

- Reflect on learning styles
- Challenge and explore alternative views
- Take responsibility for time management
- Research and problem solve independently

LEVEL THREE continued:

- · Use wide range of sources selectively
- Participate in different assessment processes
- Monitor and evaluate academic performance

Communication

- Participate in group discussions
- Recognise and construct an argument
- · Reference written material
- Use standard English
- · Take notes effectively

Communication

LEVEL THREE:

- Produce effective written and verbal materials
- Base communication on reasoned argument
- · Evaluate others' arguments

Communication

LEVEL THREE continued:

- Use standard English and subject specific vocabulary
- · Deliver a presentation
- Assess quality

Teamwork

- Identify what makes a successful team
- · Participate in a team
- Assess members' roles and contributions
- Assess team achievements

Teamwork

LEVEL THREE

- · Identify personal strengths
- · Be flexible in their roles
- Contribute to group tasks
- Explain and document group process

Teamwork

LEVEL THREE continued:

- Evaluate the group processes
- · Give and receive constructive feedback

Information Technology

- Word process
- · Make a presentation
- Use Email and attachments
- Use web for information
- · Use electronic databases
- · Use online packages as required

Information Technology

LEVEL THREE:

- Search for, process, integrate and evaluate complex information
- · Justify choice
- Evaluate usefulness
- Participate in electronic discussion groups
- Evaluate and create web sites

Numeracy

- · Use numbers confidently
- Interpret numerical data
- · Represent numerical data
- Demonstrate a range of numerical concepts

Numeracy

LEVEL THREE:

- Present, analyse, compare and interpret data
- Explain data
- · Use formulae

ILRS participation in the process

- One hour induction
- Lecture
- Online tests
- Workshops
- Evaluation = 20% of module mark

ILRS participation in the process

LEVEL THREE:

- Subject specific workshops
- Evaluation = inclusion of skills within the final project/dissertation

Induction - available to all new students

- Orientation in the LRC
- Service rules
- Where to get help
- · Where to get information
- · Health and safety
- · Use of computer desktop services

Lecture - setting the context

- · Why have a skills module?
- · ILRS role in key skills teaching
- · What are the skills?
- How will these be tested?
- What help is available?

Lecture - which skills?

- Information skills
- Computing skills
- Social skills
- Time management
- · Self-awareness
- Personal responsibility

Information skills

- · Organisation
- · Research
- Communication

Computing skills

- Word processing
- Use of Email
- · Use of the Internet
- · ECDL

Social skills

- Working with others
- · Respecting the working environment
- · Expect them to keep the rules

Time management

- · Arriving on time
- · Planning ahead
- · Meeting deadlines

Self awareness

- · Assessing their own abilities
- · Assessing their own needs

Personal responsibility

- Choosing the appropriate workshops
- Starting the coursework in good time
- · Seeking extra help if needed
- · Living with the consequences

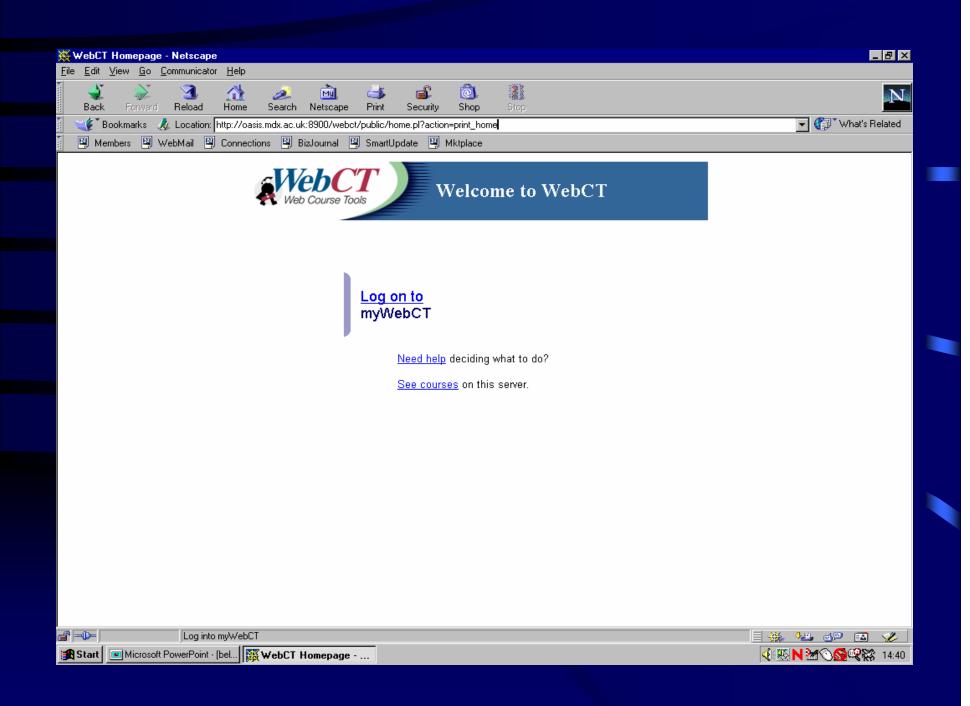
How?

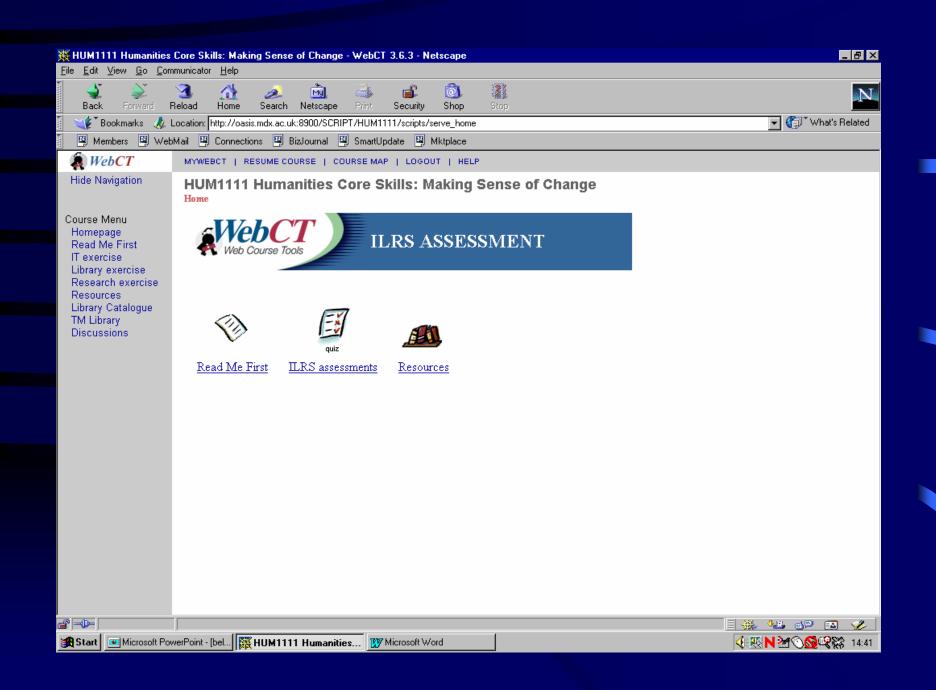
- By providing the coursework at the beginning of the course so that the standard required is identified
- By providing time-tabled workshops which they must select according to need
- By allowing multiple attempts at the coursework

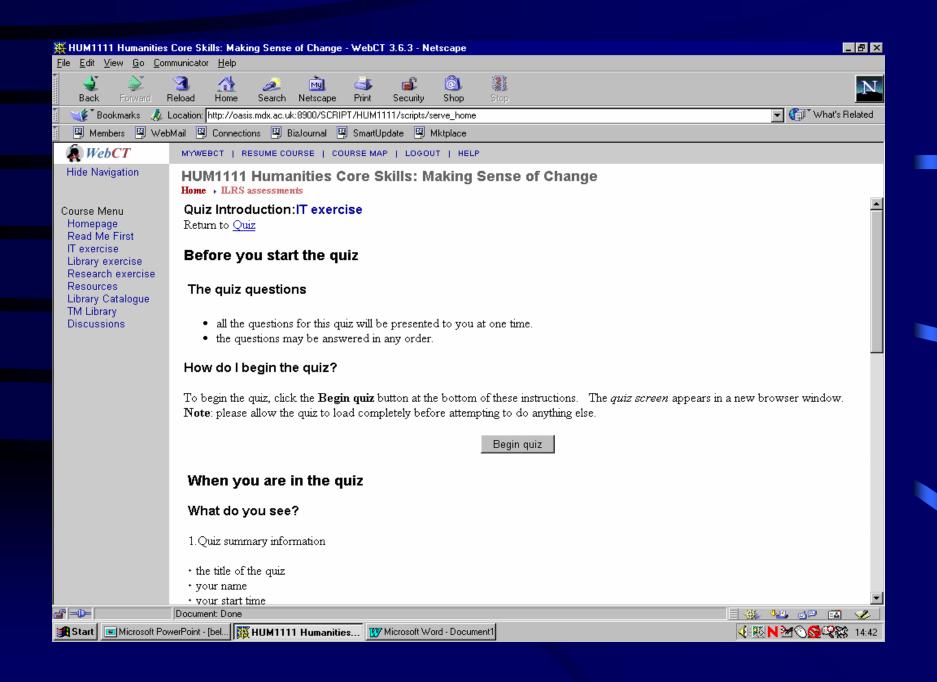
How will these be tested?

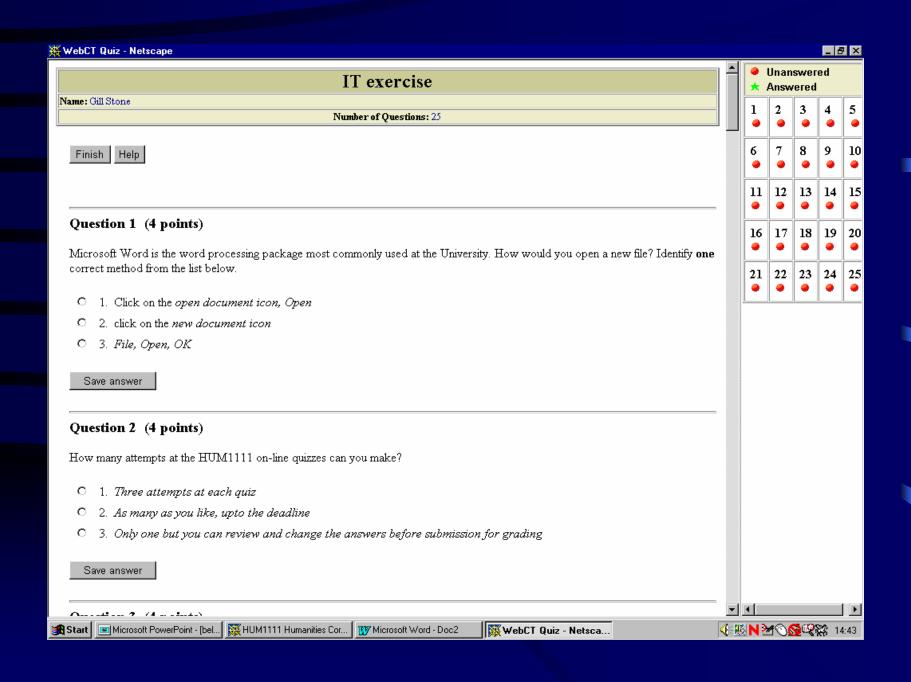
- Three tests, each marked online
 They are:
- · IT exercise
- · Library exercise
- · Information seeking exercise

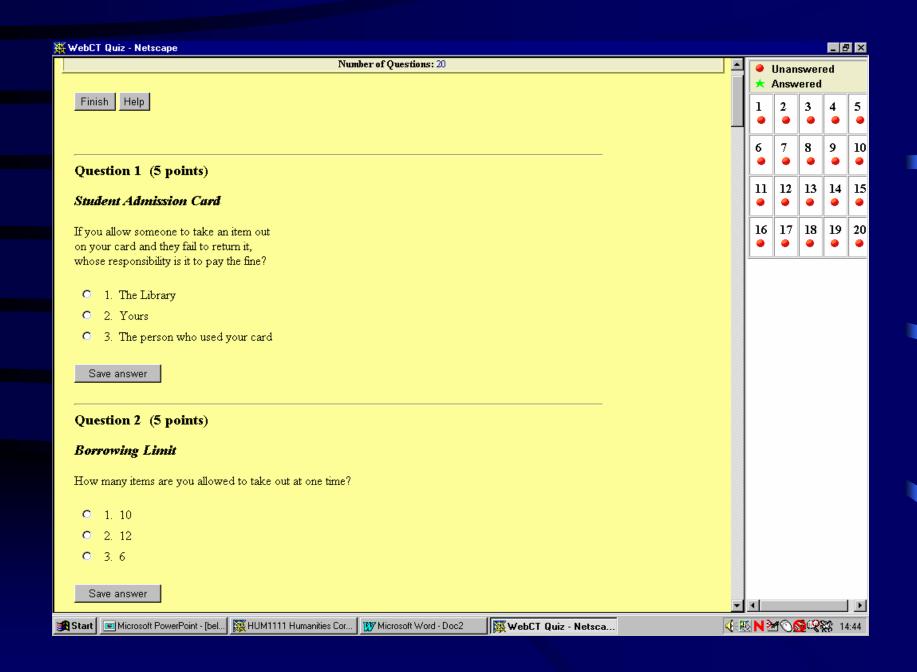
Printable copies are available online

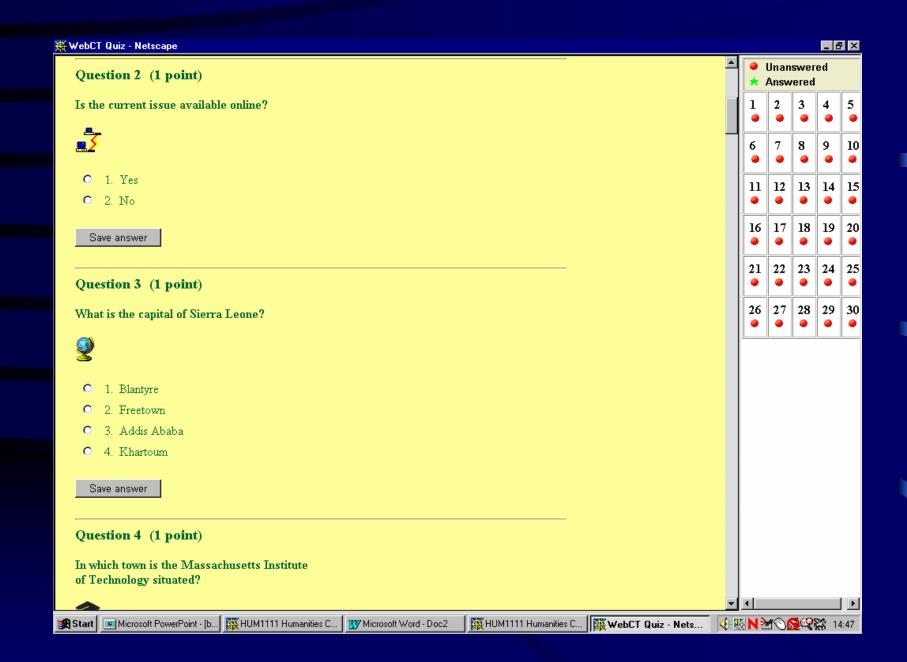


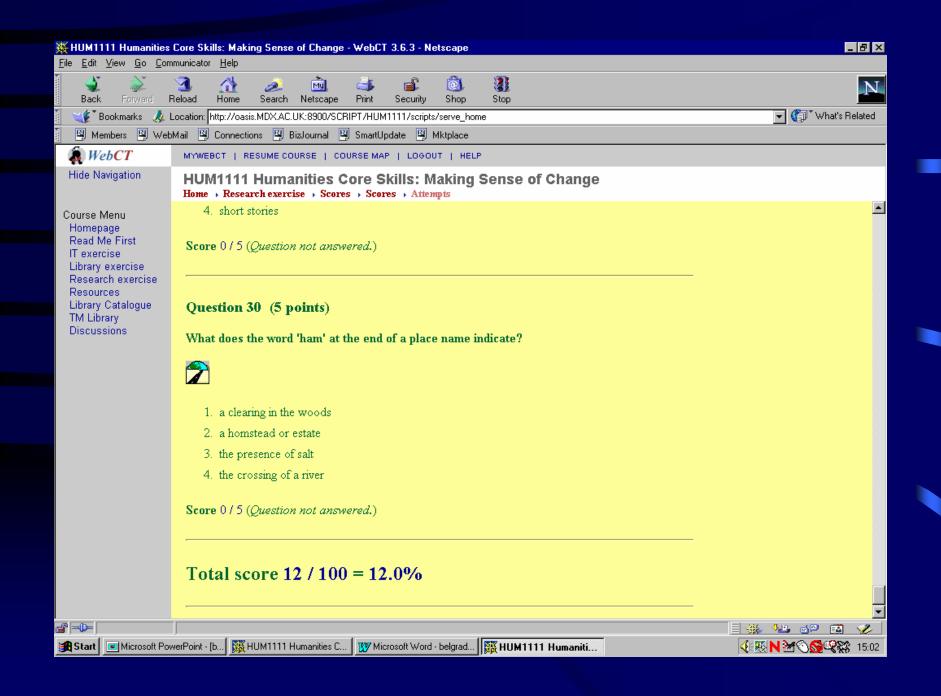


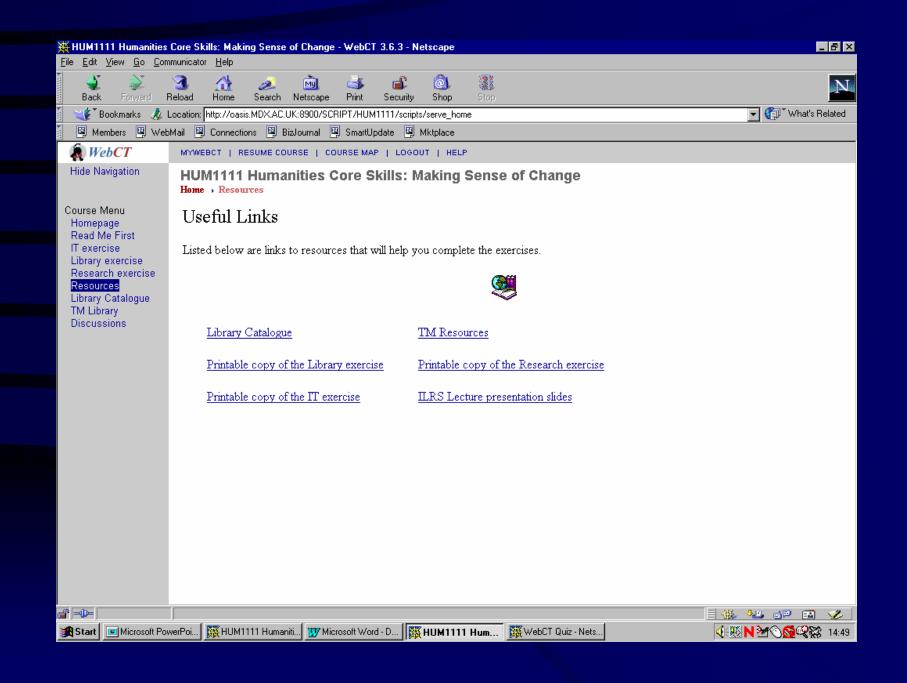












Value of webCT

- Students can have as many attempts as they like
- Finding the right answer is the learning process
- · exercise can be done from anywhere
- · 80% pass mark

LIBRARY WORKSHOP 1

- Borrowing rights
- LRC regulations
- · Use of library catalogue
- · Elements of a bibliographic citation
- · Managing their library record online

LIBRARY WORKSHOP 2

- Difference between full text and a bibliographic citation
- · When they would need a database
- Search techniques for databases and Internet
- Use of ATHENS accounts

COMPUTING WORKSHOPS:

- Using the computer and managing files
- Word processing introduction- menu and toolbar, formatting text, changing font, headers, footers and page numbers, margins, spell check, saving files

COMPUTING WORKSHOPS continued:

- Word processing intermediate opening files, bullet points, columns
 and tables, borders and shading,
 inserting graphics and files, drawing,
 using find and help commands
- Web and Email

COMPUTING WORKSHOPS continued:

- · PowerPoint
- · EXCEL
- Introduction to Macs

LIBRARY WORKSHOPS:

- arranged at the request of academic colleagues
- · subject specific
- · group specific
- · with agreed outcomes

Workshops will cover:

- Resources within MX in a subject area
- Selection of search terms
- Search strategies
- Managing the information

LIBRARY WORKSHOPS continued:

- Writing a bibliography
- · Searching the Web
- · How to evaluate results
- · Use of interlibrary loans
- Use of other libraries
- Time management

COMPUTING WORKSHOPS:

- Scanning
- Photoshop
- PageMaker (DTP)

AUDIO-VISUAL SERVICES:

- Using a camcorder
- Audio recording
- Analogue video editing
- · Premiere digital editing

The future

- Students will be more skilled on arrival
- Time management will become more important
- Skills for employability will need to be wider

The future

- More use of electronic environment
- · Different use of staff time
- · electronic helpdesks
- · specialist help
- · implications for professional training