

Centre for Academic English and Skills



Melanie Jarman

Head of the Centre for Academic English and Skills

m.jarman@worc.ac.uk

www.worc.ac.uk/caes

english@worc.ac.uk



Teaching and Learning at the University

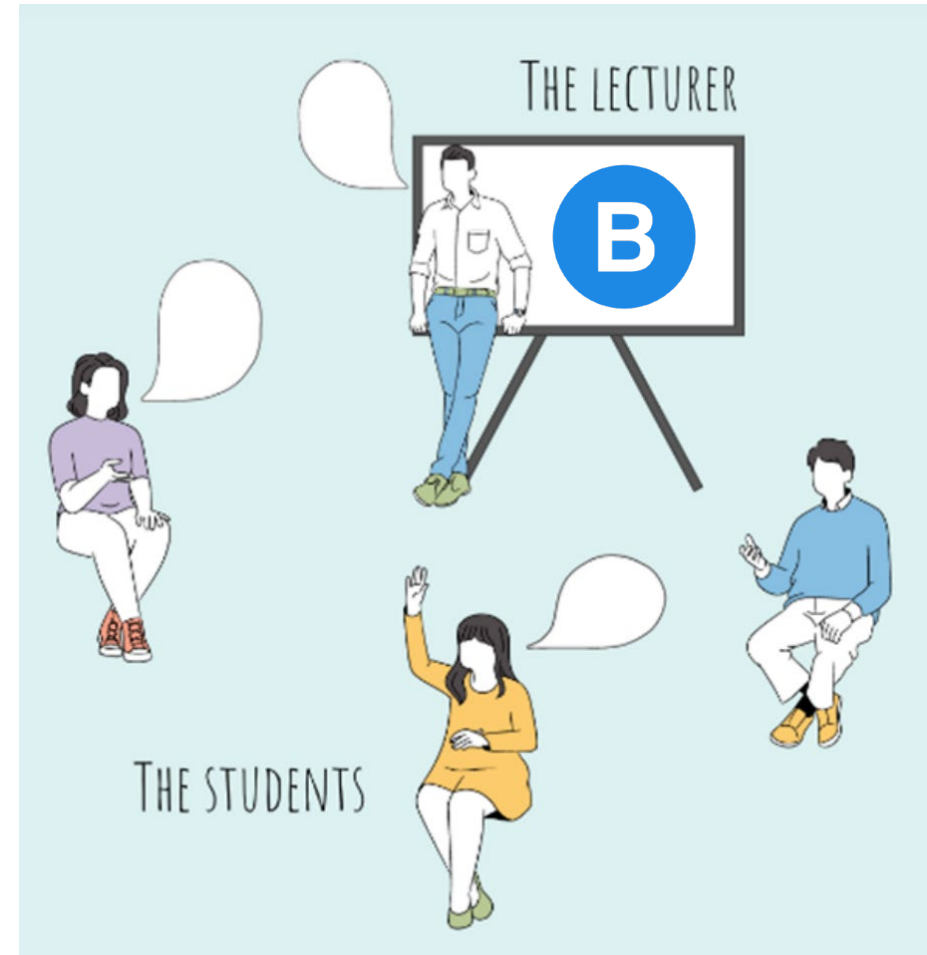
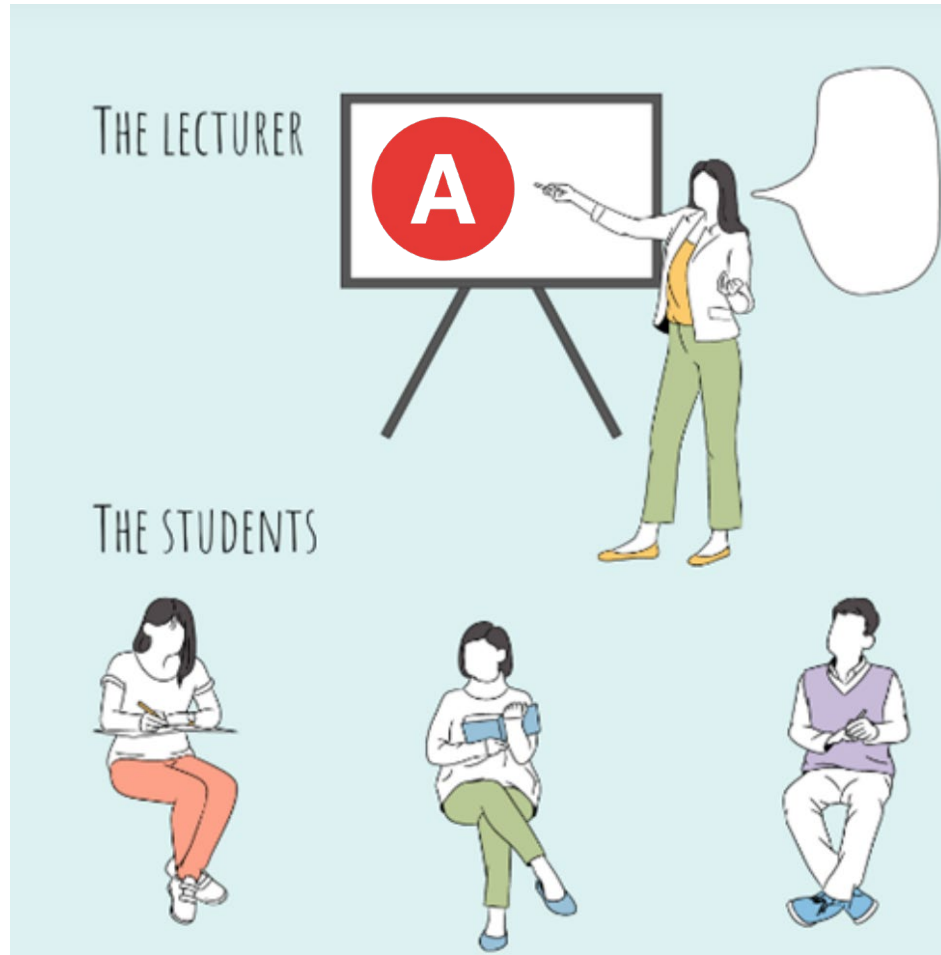
Activity

Think about the last course you did.

1. What was a typical class like?
2. What was a typical week like?
3. How did you learn?
4. How were you assessed?
5. What did you do to get a good grade?



1. A typical class?



2. UW typical day / week

Lecture

Seminar

Workshop

Tutorial

Skills &
Simulation /
Practical

Independent
Study

2. UW typical day / week

	Student Roles and Expectations
Lecture	<ul style="list-style-type: none">• To do the key reading before the lecture.• To arrive on time, be attentive and engaged with ideas and perspectives offered on the subject by the lecturer.• To take notes of things that offer insight and new ideas for you to follow up after the lecture and on things you have not fully understood and need to investigate more.
Seminar/Workshop	<ul style="list-style-type: none">• To work cooperatively in mixed culture groups.• To present information to other students.• To listen and actively question information provided by other students.
Tutorial	<ul style="list-style-type: none">• To be prepared to talk about the topic, having read about it by doing the recommended reading.• To have questions arising from this reading and to be prepared to express critical opinions.

3. How did you learn?



Learning in UK Higher Education



Learning is a **shared responsibility** requiring honesty and interaction between lecturers and students.



We are responsible for students' learning and so must **teach effectively**.



You are also responsible for your learning and must **put in time and effort to learn**.



Subjects are based not on a single textbook but on a **range of textbooks and other sources**.



Further **wider reading** and using referencing to show what you have read.

4. How were you assessed?



UW Assessment

- Not many exams. Mainly coursework of different types (e.g. essays, reports, reflective journals, presentations).
- Need to demonstrate **critical and independent thinking** instead of memorising facts.



UW Assessment

Words you will hear frequently:

Formative

Summative

Assessment

Reassessment

Academic Integrity

We expect students to act with the highest standards of **academic integrity** in completing all assignments and online examinations.



Academic Integrity

- It is important students behave honestly when completing assignments or examinations.
- Academic misconduct is used to describe a behaviour where students break rules. This can be in the form of:

Plagiarism	using other people's work without acknowledgement
Cheating	asking someone else to do your work for you, which includes getting or buying your work from people through the internet
Self-plagiarism	reusing work you have already submitted for a previous assignment
Collusion	working with another student on an individual assignment or allowing them to copy your work

Maintaining academic integrity

Remember...

- Memorising notes or quoting exactly from a book can cause problems.
- You might not intend to cheat but, in the UK, you must use your own words and ideas and interpret what other people have said.
- You need to be honest about where your ideas have come from. This means referencing the ideas.
- When writing assignments, give yourself time to:

Think

Read

Write

Proofread

Review

Submit

Relax

5. What did you do to get a good grade?

A



B



Student Academic Support

Personal Academic Tutor (PAT)

- Supports your academic development
 - Acts as your first point of contact
-

Centre for Academic English and Skills

- Modules in Academic Writing and Study Skills
 - Academic Writing Guidance
 - Academic English Workshops for International Masters Students
-

Academic Liaison Librarians

- Help with finding and using good quality information
 - Referencing sources (eg books and other reading) correctly
-

Other student services

Careers and
Employability

Careers & Employability

Chaplaincy

Chaplaincy

Counselling and
Mental Health

Counselling and Mental Health

Disability and
Dyslexia

Disability and Dyslexia

firstpoint

firstpoint

Money Advice

Money Advice

Student
Support and
Wellbeing

Student Support and Wellbeing

Study Skills

Study Skills

Case Study: The Proactive Student



Jodie a is a 19-year-old Business student from Vietnam. Over the duration of the year, Jodie has:

😊 Attended lectures and tutorials

😊 Had regular meetings with his PAT

😊 Engaged with assignment feedback

😊 Attended university events and trips

😊 Maintained high attendance

😊 Passed all his assessments

😊 Returned to Vietnam for a holiday during annual leave

😊 Progressed with his cohort

Case Study: The Reactive Student



Kevin is a 21-year-old Education student from the Philippines. Over the duration of the year, Kevin:

☹ Did not attend any of his tutorials

☹ Ignored emails from his PAT

☹ Did not engage with assignment feedback

😊 Attended university events and trips

☹ Has poor attendance in class and on placement

☹ Prioritized part-time employment

☹ Failed an assignment twice

☹ Paid £1,675.00 (INR 178,461/ NPR 285,986) for retaking a single credit module

☹ Could not progress with his cohort

**Who would
you like to
be?**



Any questions?

