Skills for Academic Success
Welcome
Kevin Fullbrook

The workshop will cover:

- Effective Organisational Skills
- Effective Time Management
- Effective Study Habits
- Effective Research Skills
- Effective Assignment Writing

The workshop will include classroom strategies/techniques used.

You will take with you tips/skills you can use with your child(ren).
Welcome

Learning Goal:

To understand the skills and strategies available to assist in organising students
Organisational Skills
Craig Brown

Being organised is hard for students!

What you need to be organised:
Skills for Academic Success

- Setting goals
- Enlisting support
- Time management
- Reducing stress
- Prioritising
- Avoiding traps
- Overcoming setbacks
- Living a balanced life
- Staying motivated
- Active learning
Organisational Skills
Craig Brown

Diary

It is crucial to use it everyday!
Organisational Skills

Craig Brown

Diary

Tips…

• Use every day
• Plenty of information included in diary
• ‘Flag’ important pages/sections used regularly
• Check regularly
Organisational Skills
Craig Brown

Distractions

Social networking
(e.g. Facebook & Twitter)
Internet
Food & drink
Video games
Television
Phone calls & texts
Chores
Family commitments
Organisational Skills
Craig Brown

Course Planner

Tips…

• Have it on display
• Refer to it regularly
• Work backwards for planning/organisation
• Course Planner example
Effective Time Management
Gabrielle Parr

• Parent and teacher perspective
• Examples of study timetables/schedules
• Create your own
2. ‘Get Organised’

Prepare a study schedule that includes all essential activities for the week. Times for activities such as meals, sleep, part-time work, sport, music lessons, and family commitments often cannot be changed. The time remaining is up for negotiation. Blocks of time for homework and study should be committed before recreational activities, such as television, but don’t forget to plan for some free time. Your homework and study sessions should be between 45-60 minutes. Take a short break of 10-15 minutes after or between sessions. Using a study schedule will help you become more organised and visualise how much study time and free time you have each week.
EXAMPLES

Lachie Timetable.doc
Theresa Timetable.doc
CREATE YOUR OWN

1. Put in ‘musts’ or non-negotiables e.g. school, music lessons, training etc.

2. Select appropriate study/homework times
FOR MORE INFORMATION:

• Student diary pages:
  • 27
  • 28
  • 182
  • 183
Effective Study Habits
Craig Brown
Effective Study Habits
Craig Brown

Study area

What does the study area:
• Look like?
• Sound like?
• Feel like?

What works best for your child?

Think, pair, share.
Effective Study Habits
Craig Brown

Prioritising

- Refer to Course Planner
- The to-do list
- Review your workload regularly
- Set realistic deadlines for your tasks
- Structure your workload
- Avoid distractions
- Fun, fun, fun
- Keep multitasking to a minimum
- Seeking help when necessary
Research Skills
Wendy Calvert

6 Steps For Effective Research

1. Define the task
2. Locate information
3. Select resources
4. Organise notes
5. Present ideas
6. Evaluate your work
Step 1  Define the task

- Determine keywords – these become your search terms
- Highlight the task words – tell you what you have to do
- Develop questions to answer
- Get background information if necessary
- Check the criteria sheet
Define the task

Write and present a multimodal presentation on the causes, battles, outcomes and impact of World War 1 on both the world and Australia.
Step 2
Locate Information

- Effective internet searching – use advanced search techniques
- Specialised websites and databases
- State Library of Queensland and public libraries
Step 3
Select Resources

• Skim and scan to check if it’s useful

• Evaluate the website – who is the author; purpose; bias; currency
http://zapatopi.net/treeoctopus/

• Dangers of Wikipedia

• Be choosy

• Use more than one source
### Step 4  Organise Notes

Cornell Two-Column Notes

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of Matter</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Solids

1. Solids
   - A. Have a definite shape
   - B. Have a definite volume

#### Liquids

11. Liquids
   - A. Do not have a definite shape
   - B. Have a definite volume

#### Gases

111. Gases
   - A. Do not have a definite shape
   - B. Do not have a definite volume

**Summary:**

(Insert summary of lecture after class.)
Skills for Academic Success

- Population increases
- Burning fossil fuels such as
- Human activities
- Natural processes is caused by
- CLIMATE CHANGE
- Can be managed by further scientific research
- Environmental laws + policies such as carbon taxes
- Rising sea levels evidence of
- Metting glaciers
- Warming oceans - impacts animal habitat (e.g. polar bears)
- Recycling such as
- Changed consumer behaviour
- Political actions
1) Introduction
   a. What is force?
   b. What is gravity?

2) The Four Fundamental Forces of Creation
   a. Gravitational force - attracts objects to each other. Weakest of the four forces.
   b. Electromagnetic force - force that exists between particles with an electrical charge.
   c. Weak force - governs some radioactive processes in atoms.  
   d. Strong nuclear force - force that holds the center of the atom (nucleus) together.

3) The Gravitational Force
   a. Newton's Universal Law of Gravity
      1. All objects with mass are attracted to one another by the gravitational force.
      a. all matter is attracted to all other matter
      b. applied to anything in the universe that has mass
      2. The gravitational force between two masses is directly proportional to the mass of each object.
      a. strength of the gravitational force between two objects increases as the mass of either object increases.
      3. The gravitational force between two masses is inversely proportional to the square of the distance between those two objects.
      a. when the distance is big, the force is small. When the distance is small the force is big.

4) Force and Circular Motion
   a. Centripetal Force - Force that is always directed perpendicular to the velocity of an object. This makes an object move in a circle.
      2. The larger the centripetal force, the faster an object can travel in a circle.
      3. The larger the centripetal force, the smaller the circle of motion.

5) The Gravitational Force at Work in Our Solar System
   a. Planets are attracted to the sun. This is a perpendicular force, therefore the planets revolve around the sun.

6) Comets
   a. A comet's orbit is elliptical.
   b. They are not visible until they are near the sun, then they get so hot that the ice turns into gas. That is when we can see them.
Step 4  Organise Notes

- Find a style that suits
- Avoid copy and paste
- Take care with spelling
- Summarise into own words
- Keep track of resources used
Step 5  Present Ideas

- Plan the assignment
- Support your ideas with evidence
- Acknowledge your sources
Step 6
Evaluate your work

• Edit your work – spelling, punctuation

• Ask “Have I answered the question?”

• Check the criteria
6 Steps
For Effective Research

1. Define the task
2. Locate information
3. Select resources
4. Organise notes
5. Present ideas
6. Evaluate your work
Assignment Writing
Kevin Fullbrook

Different types of assignments
Essay
Feature article
Short story
Poem
Diary entries
Journal
Portfolio of work
Scientific report
Oral presentation
Research report
Physical performance
Assignment Writing

Read the task sheet carefully

• What exactly do you need to do (i.e. how many words, what format, etc)

• Look for key words and highlight – ‘analyse’, ‘compare and contrast’, ‘discuss’, ‘describe’, etc
Assessment Task: Representations in News Media Texts

Name: __________________________
Teacher: ________________________
Draft Date: _____________________
Due Date: _______________________

Context:
In class you have examined how the text structures and language features of news media texts affect meaning and position audiences to view individuals, groups and events positively or negatively. The positive or negative representations of young people have been the focus of this unit.

Task Description:
You must write an essay of 400 - 450 words examining text structures and language features of two given news media texts.

One of these texts will be a positive representation of young people and the other a negative representation.

As part of your analysis you must consider which of the texts is the more reliable or credible.

Your essay must:
• Use a clear essay structure – introduction, body paragraphs (TEEL), conclusion
• Examine text structures and language features of the two texts
• Provide specific examples from both texts to support your ideas (consider visual features and language features eg. figurative language, imagery)
• Identify the more reliable or credible representation

Conditions:
2 x unseen texts
2 x 70 minute examination periods (in-class essay)
Drafting of practice exam will be during class time and home time
Teacher assistance and feedback available during drafting process
Must be handwritten
Essay Structure Sheet allowed in examination
Assignment Writing

Read the criteria sheet carefully

What exactly do I need to do to get an A?

Compare your draft / final copy to this A standard. How does it match up? This is what your teacher does to determine your grade.
<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Constructing Texts</th>
<th>Appreciating Texts.</th>
<th>Overall Task Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Clearly and thoroughly identifies positive and negative representations. Evaluates the effectiveness and impact on the reader of the author’s use of text structures, choice of words and images.</td>
<td>Effective use of the conventions of an Analytical Essay to compare and evaluate personal viewpoints on texts. Orders sentences and paragraphs to support and sustain discussion and organises and conveys information clearly.</td>
<td>Appraises how readers are influenced to interpret texts in particular ways through comparing different representations of one group of individuals.</td>
</tr>
<tr>
<td>B</td>
<td>Identifies appropriate positive and negative representations. When examining texts, identifies and describes text structure and language features whilst making some evaluative judgements.</td>
<td>Substantiates opinions with evidence. Comes to a reasoned conclusion.</td>
<td>Expresses opinions using language of appreciation, positive or negative, to evaluate texts.</td>
</tr>
<tr>
<td>C</td>
<td>Aspects of positive and negative representations identified. Compares and describes text structures and language.</td>
<td>Uses cohesive devices to create well-structured paragraphs. Shows connections between ideas and</td>
<td>Evaluates the effectiveness of language choices used to influence readers, viewers and listeners.</td>
</tr>
</tbody>
</table>

Skills for Academic Success
Assignment Writing

Look and listen carefully to the exemplars used in class by your teacher. The teacher will go through in detail what an A standard looks like, its key features, etc.

Submit a draft and ask your teacher for feedback. Question anything you don’t understand (i.e. ‘I am not sure what you are suggesting...’)

Take note of feedback given and make changes accordingly (this doesn’t mean you will necessarily get an A – they can suggest changes, but your teacher can’t write the assignment for you).
Assignment Writing

Effective time management
Don’t leave it to the last minute!
Use your course and assessment planner to manage your overall course load

Is a bibliography or reference list required?
What is the difference?

Aim to improve on each successive assessment item (lots of the skills you use in one subject will translate to a number of other subjects)

Resilience and Pride

Need to think both short and long term
What are my goals?