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1. Aim

The aim of the **Week 1 tutorials resource** is to help students make the transition from enrolment to your unit so that they can start their journey of learning from week 1. After the first tutorial, students should have an awareness of what they will be learning, how they will participate in lectures, tutorials and online, and begin to participate in a learning community.

2. How to use this resource

This resource has been designed for unit convenors and tutors. You will find suggestions and sample activities that you may choose to implement in your unit in documents **Tutor worksheet week 1 core** and **Tutor worksheet week 1 optional**.

Recommendation for week 1 tutorials

Be aware that students may complete more than one Week 1 tutorial. If the week 1 tutorials all cover exactly the same content, this will lead to repetition. However, there is information that all students must have access to when they start the unit. To balance these two, we recommend that all week 1 tutorials deliver core outcomes and select a range of optional outcomes in addition to contextualising the tutorial in relation to the particular unit and discipline. You will find these suggestions in the documents **Tutor worksheet week 1 core** and **Tutor worksheet week 1 optional**.

We outline the outcomes for both the core and optional worksheets below.

Core outcomes

By the end of the week 1 tutorial a student will:

1. Understand the general information of the unit, and its learning outcomes.
2. Understand the assessment tasks including the assessment schedule, requirements and due dates.
3. Understand the principles of academic integrity and know where to find out more.
4. Participate as a member of learning community with their peers.

Optional outcomes

The convenor and tutor should select a range of outcomes that are relevant to the unit.

By the end of the week 1 tutorial a student will:

1. Explore the structure and layout of the iLearn site.
2. Use the different tools in iLearn for participation.
3. Examine the university policies and how they apply to study.
4. Understand the support services that are available.
5. Examine time management and study skills to succeed at university.
6. Discuss graduate capabilities and how these relate to the unit and transferable skills.

3. Unit guide

The unit guide is an important document to use in Week 1 tutorial. You can use it to structure the information provided to, and tasks completed by, your students in the tutorials.

The following pages are examples of how you can use the unit guide in your week 1 tutorial. We have developed these examples in a worksheet for tutors. See the section for tutors for more details.

4. General information

Consider expanding on the unit description, discussing some of the ideas, issues students will encounter during the session. Set the tone of your 13 weeks together, get the students active, engaged and curious.

Ask students why they have chosen to do the unit? What do they hope to learn? What are their expectations? How do they relate this unit to their dream job? You can either ask students to share their responses in a group and then present results, or you can ask them to write a reflection.

Task: Create a blog in iLearn for students to reflect on what they expect to learn and skills to develop. You can ask them to return to it throughout the session, to engage in additional reflections, and to reflect on their past posts.

Task: [Look at Arts101](#) and ask students to complete the Quiz: how well do you know yourself?

5. Learning outcomes

Consider contextualising the learning outcomes. Why were these chosen? How are they relevant to future study or the workplace, or to their everyday life? Explain why certain words were chosen and what this means in the context of study. For example, understand versus critique. You could also explain the teacher's point of view and discuss the theory of Bloom's taxonomy with a fun video Also explain the alignment of the curriculum to the outcomes and assessment tasks. Make this explicit. Use examples.

Ask students what they think particular learning outcomes mean?

Task: Conduct a poll in class, or just ask the class to explain, on what they think the learning outcomes mean.

Task: 3 groups of students, create a web story out of the Unit guide, bring it to life (1. Group assessment tasks, 2. Group learning outcomes, 3. Group unit content and resources.) possible web tools: Adobe Spark, Storify, Instagram, Pinterest.

6. General assessment information

Consider informing students about policies and processes around disruption to study and late submissions. Discuss the method for submitting assessments and any other issue relating to assessment. Students will not be aware of the assessment policy, they will not know about the use of Turnitin, rubrics and sample assessments.

Ask students to find the rubrics and sample assessments in your unit. You could also go through a rubric, to explain to students, how to use it to do well, or ask the student to explain the rubric to you, with an example.

Task: Find the rubrics and assessment information on iLearn.

7. Assessment tasks

Consider going through the individual assessment tasks, their weighting and due dates. Also outline the standards expected, don't assume students will know what you expect. For example, if you have a participation mark, what are your expectations around their participation in class. If students are participating online, what do they need to do to meet expectations?

It is important to set high expectations, as there is research that shows that doing so can encourage students to meet them.

Ask students to find the various assessment tasks on iLearn and locate the standards for each ie rubrics or information about participation. If posting to an online forum forms part of the participation requirement, demonstrate to students how and where to post. Ask students to make a post in relation to a question.

Task: introduce Learning Skills and Referencing assistance.

Task: Ask students to answer questions on assessment tasks. You can do this as a group or set up a simple quiz in iLearn.

8. Delivery and resources

Consider making explicit the attendance requirements for students to lectures and tutorials. If students are studying online, outline the importance of regular interaction and engagement in iLearn. Outline the importance of consistent and active participation throughout the session.

Discuss the student workload and the estimated amount of work recommended for the session.

Ask students to think about how they will manage the requirements of this unit in terms of timetabling for lectures, tutorials, readings and assessments. This might be a good opportunity to talk about time management and the importance of study and writing skills. This might be a good opportunity to help students understand the importance of good note writing in lectures. You could present a number of different models or refer to study skills resources.

Task: Look at a video on good note taking. For example look at Lynda resource on [Cornell note taking](#) (20 mins).

Task: Look at [Arts101](#) and ask students to discuss some key elements that relate to the skills they will need in your unit to succeed.

Task: Look at the [videos on Plan your study in Arts101](#)

9. Unit schedule

Consider going through the unit schedule, outlining the critical dates such as assessment tasks, guest speakers etc. If students need to make choices throughout the session (eg presentation) outline when and where this needs to be done.

Ask students to look at iLearn and see how the topics align with the weeks. Help them understand the structure of iLearn and how this relates to the unit schedule.

10. Policies and procedures

Consider directing students to the policies and procedures they need to be aware of. Spend time on Academic Honesty Policy, explaining the expectations at university and get the students to explain Academic Honesty Policy back to you.

Task: Play the video on [Introduction to academic integrity](#), lead a discussion with students on different views.

Task: Students [enrol and complete the Academic integrity module](#).

11. Graduate capabilities

Consider unpacking the graduate capabilities and how completing the tasks and assessments in the unit will help students develop these capabilities. Why are these capabilities important to the student, their career and or profession?

Task: students engage in a discussion around the graduate capabilities and relate them back to what they hope to achieve in the unit. Do these align?