# Academic Literacy 2e: Lecturer Support Material

## Chapter 1: Academic Study in Higher Education

## **Note for the lecturer**

This chapter is about the ‘big picture’ of studying at higher-education level and the shift that is needed to adjust to the college or university environment.

There are a few concepts that capture the essence of academic study – the challenge for the lecturer is to move the student from passive awareness to conscious thinking about these concepts and be motivated to engage with them.

Visual presentation, such as an illustration is one method of teaching ‘big picture’ + details, instead of telling, which in the case of this theme easily ends in a form of preaching.

The first concept is to focus students on the “future” – their dreams and expectations – where they want to be and how they imagine their own future career and life.

The second concept is to demonstrate how components of studying at higher-education level fit into a matrix – all contributing to the development of skills to improve study success. The following illustration captures the components as they are broadly covered in the chapters of this book.

The detail in this chapter unfolds from the broad purpose of higher education to the responsibility of institutions and students, and the requirements for academic study. The requirements lay the foundation for the chapters to follow.

An important concept for students to acknowledge is the balance between the responsibility of the institution on the one hand, and students on the other hand, to create and use opportunities to improve the skills, knowledge and values for study and personal life success in a future career.

## Additional exercises

The theme of the chapter lends itself to the use of lecturing methods that stimulate enquiry-mindedness. The following are a few ideas:

* Small group discussions can be effective to share ideas about aspects of academic study and facilitate engagement with them.
* Brainstorming in the class or small groups stimulate identification and thinking about aspects.
* Completing a mind map to summarise student ideas during brainstorming or small group discussions is a valuable technique to end a session.
* The questioning technique can be used in small groups to work through a number of pre-prepared questions provided by the lecturer. It can also be done by the student on his or her own, which might be less effective. Questions can be the following:
* How do you see your ‘future self’ – what do you expect from yourself?
* Why are you studying?
* What is the purpose of studying on higher-education level?
* What opportunities do colleges and universities provide to students?
* What are the responsibilities of institutions to students?
* What are the responsibilities of students to achieve study success?
* What are the responsibilities of students to achieve career success?
* Who is responsible to monitor the progress of students?
* How does higher-education study differs from secondary-school study?
* Why has the focus of ‘learning’ changed over time?
* Why are different types of thinking necessary in the modules you are doing?
* How often do you think back to reflect on how you have handled a problem or a situation? How does it feel to reflect? What do you learn through reflection?

## Videos

There are numerous videos on You Tube about thinking skills. Examples are:

* [Higher Order Level Thinking Skills - YouTube](http://www.youtube.com/watch?v=VGjwdZtbXac). Apr 24, 2013 - Uploaded by Forge Wire. Students are encouraged to use higher order **thinking skills** in this video.
* [Critical thinking skills - YouTube](https://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&source=video&cd=16&cad=rja&uact=8&ved=0CCsQtwIwBTgKahUKEwiBosuMr4PJAhWDeg8KHdlUBu8&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DmfRQjn5R5VE&usg=AFQjCNE1D8xfuWkf-zKOd0_cRWlX-WXxwg&sig2=WqpftLeclEl0aKOT8wFw1w). Uploaded by Tony Nguyen. 25/4/2013. American college students should learn these **thinking skills** to become successful students.