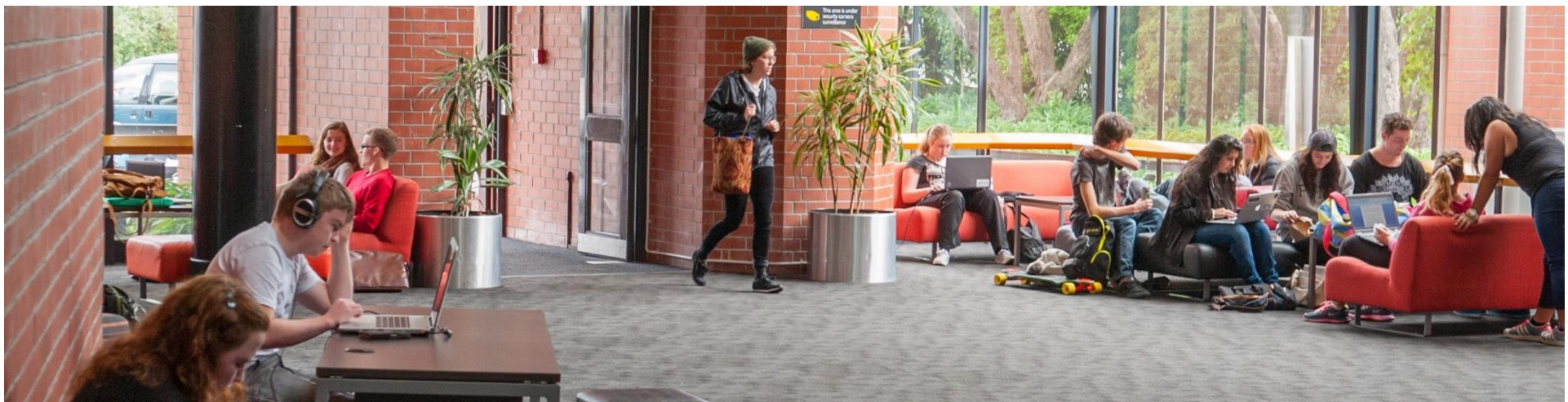


Resources for Secondary school Commerce teachers

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Introduction and welcome

Kia ora, and welcome to this resource pack.

The resources in this document have been written and collated by Student Learning, Te Taiako at Victoria University of Wellington. Student Learning is a service that is provided to all Victoria students and we work closely with the Victoria Business School and their students. In this service, Learning Advisors work with students in groups and one on one to encourage them to adapt to being an independent learner at university. We take a holistic view to learning and these appointments range from dealing with time management, reading, writing and maths skills development to providing moral support and encouragement.

We acknowledge and respect that secondary teachers have a tough job preparing school leavers for many life paths. We hope that this resource can provide practical information and insight for teachers who are preparing students for the university transition. [You can find additional resources on our website in our Study Hub here:](#)

We look forward to hearing your questions and comments as we truly believe that collaboration between universities and secondary teachers is a crucial building block of the university transition experience.

Kia ora rawa atu,

The team at Student Learning | Te Taiako

The transition



From secondary School students.....

- coached or directed learning
- NCEA approach to assessment and learning
- Limited academic style, reading, researching, texts
- Smaller classes
- everyday contact at regular hours
- same venue
- you know everyone

.....To Uni students

- “Do it yourself” No chasing up – [no hand in no mark!]
- Each assessment contributes to final grade
- Formal academic writing required
- Large classes [40-1300 in first year courses!]
- Less contact time with “lecturers” and need to work on your own more
- Multi campus and different teaching spaces and venues -finding your way is complex
- 22,000 students to get to know !



Typical first-year experience

University life brings its highs and lows. A successful student will make the most of the highs, and prepare for and seek help to deal with the lows. Help your students to understand what their first-year experience might entail with this diagram.

Typical first-year experience

R Reality of 1st year - new expectations, experiences and some ups and downs.

W Preparation and help seeking will see you succeed.

R New Challenges, experiences

- ▣ Away from home
- ▣ Being independent
- ▣ New people, new subjects
- ▣ Uni expectations

W New Student Orientation

- ▣ Campus Coaches, clubs
- ▣ Find your way
- ▣ Meet faculty staff
- ▣ Get organised - library tours, workshops

R Engagement

- ▣ Getting more organised, meeting deadlines, planned study
- ▣ Excitement about uni - social & academic life
- ▣ Join leadership programmes, clubs

R Trimester 1 Results

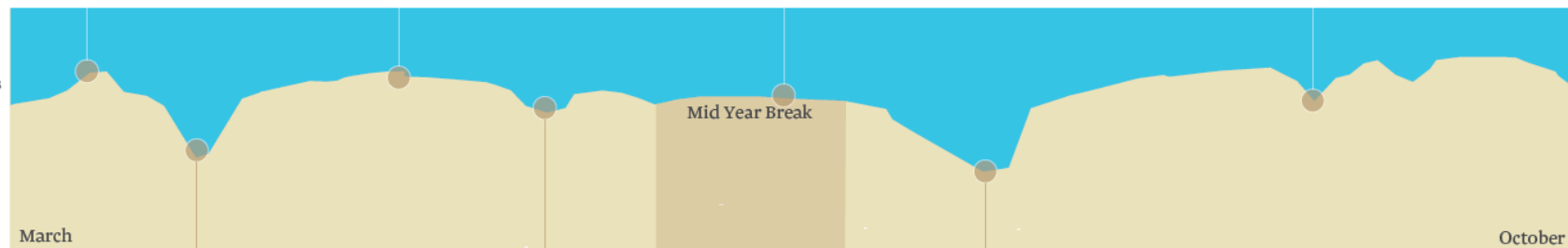
- ▣ Celebrate & reflect
- ▣ Confirm T2 courses
- ▣ Seek course advice, adjust programme
- ▣ Upskill - see Campus Connections for workshops

R Exams again

- ▣ Lessons from 1st exams
- ▣ Preparation & study
- ▣ Study groups
- ▣ Review old exam papers
- ▣ Exam preparation workshops (see Campus Connections)
- ▣ Eat, sleep, exercise

Before you come, have you...

- ▣ Enrolled on time
- ▣ Applied for loans/allowances
- ▣ Discussed career & course planning
- ▣ Registered for Campus Coaches
- ▣ Learned how to budget and live independently



R Reality: 6-week dip

- ▣ Course doubts? Can I do this?
- ▣ Workload, assignments
- ▣ Do I need to upskill? IT?
- ▣ Relationships, homesickness, living situation?
- ▣ Check course, career directions
- ▣ Campus Connections - free study workshops
- ▣ Study groups?
- ▣ Advice - budgeting, learning, personal

R Exams

- ▣ Crunch time doubts?
- ▣ Check exam details with course lecture
- ▣ Set up study groups
- ▣ Exam preparation workshops (Campus Connections)
- ▣ Eat, sleep, exercise

R 6-week dip

- ▣ High workload
- ▣ Pressures?
- ▣ Health issues?
- ▣ Use student services
- ▣ Student Counselling Service
- ▣ SLSS
- ▣ Student Health Service

End of year

- ▣ Celebration
- ▣ Summer work/holiday planning
- ▣ Year 2 accommodation
- ▣ Course/career advice
- ▣ 2012 enrolment by (date)
- ▣ Keep connected to friends
- ▣ \$\$\$

Being a successful student

University requires a more proactive and independent attitude to attendance, study and interaction with academic staff. Differences at university include:

An independent learning environment

- lectures and tutorial format
- lectures of up to 300 students
- only 12 to 15 contact/teaching hours per week; the rest of the time students are expected to do background reading, researching or writing on their own
- minimal contact with teaching staff – students are expected to approach them if they need to ask about anything.

An independent learning style

- Lectures are just the beginning – students need to read, research, discuss and revise material outside contact times.
- Students should expect to spend two hours working independently for every one hour of lecture time – which adds up to between 36-45 hours a week for most first years.
- No one checks up or reminds students of due dates or tells them where to find information. Students need to keep track of assignment dates, and lecture and tutorial times and locations

Student survival

Help students to develop **independent learning skills**. To succeed at university, students need to be organised and know how to work independently. Study skills workshops are offered by Student Learning – so talk to students about how they plan to use these services.

Motivation and focus will help to keep students on track. Ask students why they're planning on attending university, and help them to understand their long-term goals, both career and personal.

Ask for help. There are many people employed at Victoria to help students succeed, including lecturers and tutors. Learning to ask when students are not sure will help them both academically and when seeking information of a more personal nature, e.g. financial advice or career counselling. Help students to learn about and take advantage of the services the University provides.

Be resourceful and open to new ideas, concepts, people and change. University is a student's opportunity to get involved with different people and different activities, new subjects and challenging ideas.

Keep your life in balance. Urge students to remember to enjoy university. Talking to them about joining a club, getting involved with student activities, keeping up their physical fitness, eating well, and keeping happy! We recommend no more than 15 hours a week of paid work, so students can balance their social life, employment and study commitments to stay healthy and on top of things.

Suggested study routine

It's important to develop a daily study routine. For every hour you spend in class (lectures, tutorials, labs, etc.), aim to do at least two hours of study related to that course – one hour before, and one hour after. Preparation **before** the lecture will improve your understanding of the lecture. Time spent revising your notes **after** the lecture will aid your memory.

Many successful students approach university study as a full-time job – if you use the hours between 9am and 5pm for university, you should get everything done. Figure out when you work best and plan your study for when you're most able to focus. The key thing is to create a routine – and stick to it!

[Take a look at this online study module and perhaps consider working through it with your Year 12 and 13 students when discussing time management.](#)



Check out the link

How and when to study



1 hour before the lecture

- Find out your next lecture topic (check your course outline).
- Re-read or skim the week's readings to help understand what the lecture will be about. Use signposts from the text (see the 'S' section of the SQ3R system on page 13) to remind you of key ideas.
- Look for new terms and concepts.
- Ask yourself questions – if there's anything you didn't understand, listen out for explanations in class.
- Check Blackboard notes and announcements.



1 hour during the lecture

- Start a new page, whether on screen or on paper, with a heading: topic, course, lecturer, date.
- Listen for key phrases such as 'The main point...'
- Write/type brief notes about main ideas.
- Listen to the lecturer. Are they summarising, showing relationships or giving examples?
- Differentiate fact from opinion.
- Highlight key course vocabulary/concepts.
- Always note sources of quotations and ideas.
- Note anything you are unsure of, so you can ask questions in tutorials.



1 hour after the lecture

- Revise your notes within 24 hours – this will help you remember important information later on for assignments and/or exams.
- Reorganise this information in your own words using key ideas, colour, charts, diagrams or mind maps (see page 19 for more ideas).
- Highlight any information you don't understand. Raise questions with your lecturer or in tutorials.
- Discuss ideas in a study group.
- Link ideas to previous lectures and your course readings.

Writing is a core skill

Clear writing is paramount to first year university success. Student Learning has worked with Victoria Business School (VBS) to create a first year writing booklet. This booklet is available to all first year VBS students and is referred to in tutorials and lectures.

[You can check out the latest version of the VBS writing booklet here:](#)

The VBS writing booklet deals with some of the broader skills required for report and essay writing. However, academic writing requires a variety of micro skills as well.

Here is a list of some important things first year students need to be able to with their writing:

- ✓ Write clear topic sentences
- ✓ Paraphrase complex ideas
- ✓ Understand the different parts of a paragraph
- ✓ Be confident with the following components of an academic essay:
 - Referencing and academic integrity
 - Importance of evidence to support arguments
 - Quality of researched resources

Writing is a complex process and students need time to develop the skill. Students need multiple and repeated opportunities to practise these skills and as a teacher, you can build these skills with them in year 12 and 13.

Things you can do

The **ups and downs of university** are inevitable so it is important that students are prepared to deal with the challenges ahead of them. Research has shown that there **are strong connections between students' ability to adapt and respond to challenges (grit and resiliency) and academic success**. Talk to your students about the daily challenges that they face and help them unpack what they do in order to pick themselves up and keep going – these skills will help them in their university journey. [Victoria has some advice to students on how to stay well here:](#)

Students often tell us that they wish they had learned more about time management at school. They note that it is much harder to pull off the marks they want to be getting with an increased workload. They are also often surprised that many assignments seem to be due around the same time. To help prepare students, **create a university environment in your classroom**. Enforce strict deadlines and talk to them about how they can manage their time in order to keep to these deadlines.

Finally, take a look at some of our videos of what a current Commerce student has to say about his transition to university. You can [check out Frank's story here](#). Alternatively, look in the folder called "Frank" on this USB and you can watch a short clip of him talking about a first year challenge and how he overcame it.

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