

Graduate Attributes in First Year Psychology: Integrating Information Literacy Skills, Team Skills and Collaborative Learning into the Curriculum

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Context

- Large first year psychology course
- Diverse student population
 - <10% B Psych
- Large group lectures
- Smaller group tutorials (25 students)

Information Literacy Skills

ILS Project Rationale

- Information literacy:
 - is a fundamental skill
 - underlies most university courses
- First year students are not critical consumers of information
- Importance of lifelong learning
 - not “what is the answer?” but “how do I find it?”



ILS Project Goals

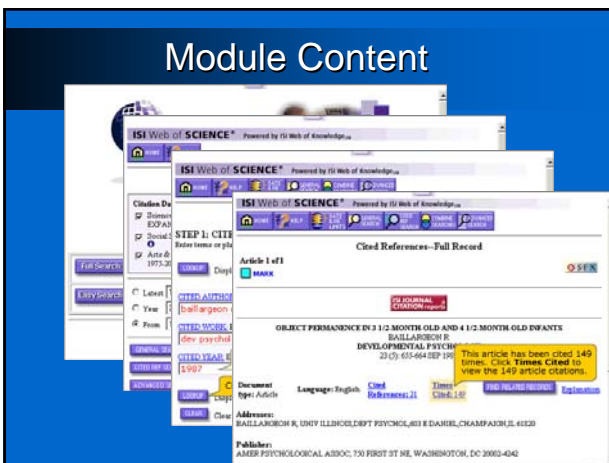
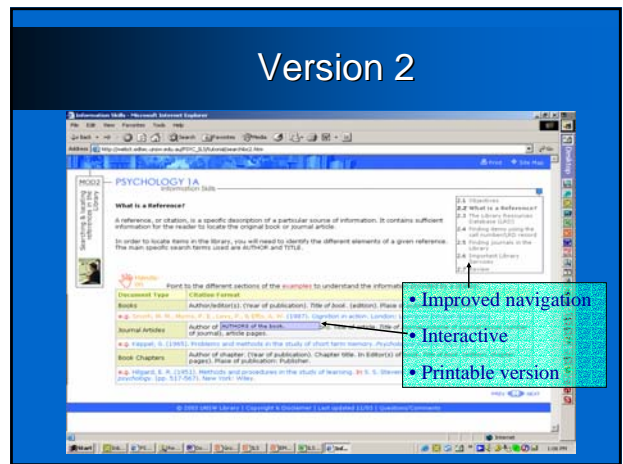
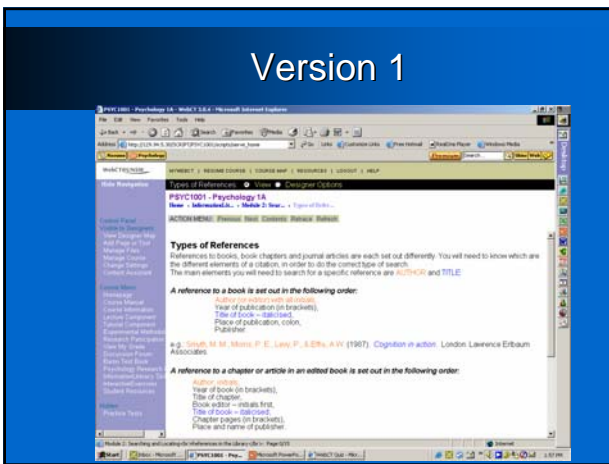
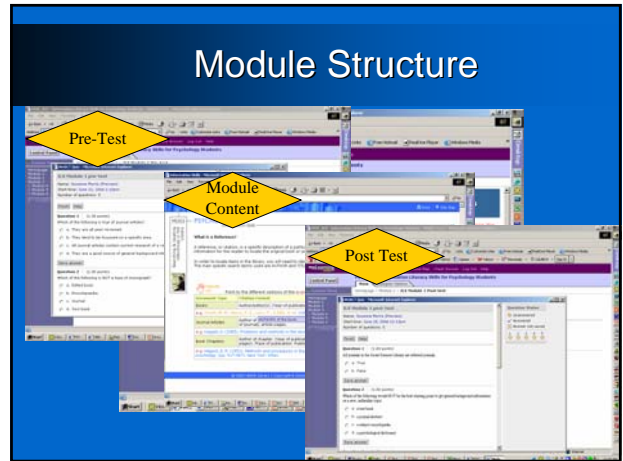
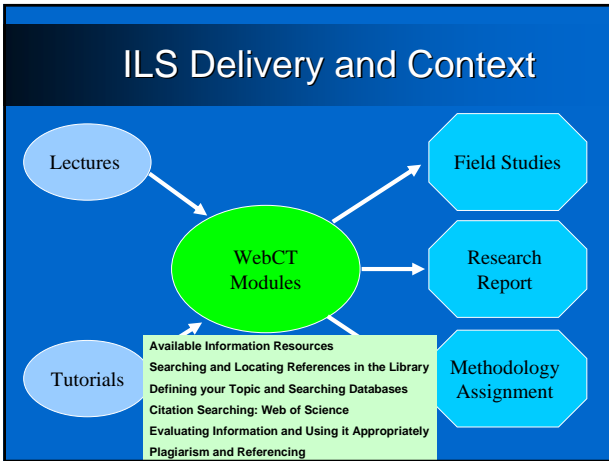
- Locate relevant information
- Evaluate resource quality and usefulness
- Incorporate information appropriately



Transfer skills across range of tasks

Process

- Selection of Australian Information Literacy Standards relevant to First Year students
- 
- Development of web-based modules addressing standards, enabling self-directed learning
- 
- Embedding of ILS into the content and structure of course



- ### Evaluation
- **Performance**
 - Improvement from Pre- to Post-Tests
 - Post-test scores correlated with
 - Field Study
 - Research Report
 - Experimental Methodology
 - “I think that people who are doing Psychology have an advantage on getting the referencing because it is almost as good as a full subject in research”
 - “After doing these modules, it was like Wow! Is that how you do it! And I have been doing it ever since...I think they are great”

Key Issues

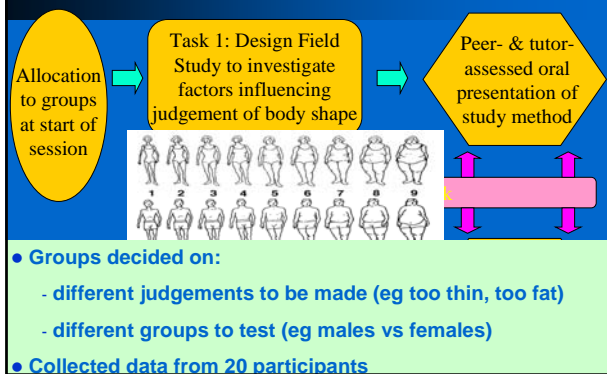
- **Transfer of knowledge –**
 - Generalisability vs task-specific skills
- **Generic vs Specific**
 - can one size fit all courses?
- **Follow-through in higher-level courses**
- **Further analyses**
 - influence of intelligence, gender, English-speaking background etc on “improvement”

Team Skills and Collaborative Learning

TSCL Project Goals

- **Theory of group dynamics and team skills**
 - Task vs maintenance (Crawley, 1978)
 - Tuckman’s (1965) group formation: forming-storming-norming-performing-adjourning; group roles
 - Team process (Gibbs, 1994)
 - Scaffolding; reflection (Kolb, 1994)
- **Practical application**
 - Research project
 - Oral presentations
- **Ongoing support**
 - Structured Forms
 - Reflection
 - Feedback

TSCL Task



TSCL Forms

- **Meeting Report Form**
 - What are we doing?
- **Task Management Form**
 - Who is doing what?
- **Teamwork Checklist**
 - How well are we doing things?
- **Team Member Contribution**
 - How well is the team working together?
- **Reflection Form**
 - What did we do well?
 - What can we do differently?
 - What have we learned?

Evaluation

- **Performance**
 - Mean Total Group Work mark was 8.7 out of 10
 - Group Productivity and Cohesiveness improved over time
 - Knowledge of Group Dynamics did not improve!
 - **Evaluation**
 - Students rated the Group Work as a worthwhile experience
- “I went into the group with quite a negative view...but 4 of us ended up doing all the work and sharing and it was a real group”
- “(The forms) made us aware of what was happening, what needed to be done ”

Key Issues

- A more “collaborative” task - ???
- Assessment – group or individual
- More focused activities in tutorials
 - role play
 - conflict resolution
 - late entry
- Better tutor training and support
- Smarter use of forms

Group Work Version 2.0

- Self-selected groups (formerly allocated)
- Group assessment (formerly individual marks)
- WebCT postings to monitor progress/process
- Tutorial time for reflection and problem solving
- Fewer forms
- Bonus marks for groups managing late entrants
- Strategies for tutor involvement with conflict resolution
- 2 separate but related tasks (scaffolding)
- Collaboration essential
- Shorter timeframe

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