

MORE THAN JUST LAB REPORTS – INTRODUCING STUDENTS TO ACADEMIC LITERACIES

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ABSTRACT

The ALTC Learning & Teaching Academic Standards for Science (Jones & Yates, 2011) have been widely endorsed (including by the Australian Council of Deans of Science) after extensive consultation and have the potential to serve as markers for Learning Standards in a more highly regulated environment under TEQSA. The Threshold Learning Outcomes do however present a number of challenges on the 'Understanding Science' and 'Communication' fronts (TLOs 1 & 4) as these outcomes are often not explicitly supported in current curricula. The Bachelor of Science program at The University of Adelaide was reviewed by an external expert panel in 2007. One of the key recommendations that came from this review was the requirement to introduce a common compulsory course in the first year of study focussing on the development of academic literacies. This new course ('Principles & Practice of Science I') was offered for the first time in Semester 1, 2011. The TLOs 1 & 4 of the Science LTAS were key drivers in the development of this course. Students are introduced to the idea of what it means to "be a scientist" through discussion of the broad array of scientific endeavour, the integrated nature of scientific disciplines, the importance of scientific process and critical thinking. Academic writing was used as the key vehicle for assessment of the desired learning outcomes. In this presentation the curriculum constructs and outcomes from the first two cohorts of students will be reviewed.

REFERENCES

Jones, S. & Yates, B. (2011). *Science Learning and Teaching Academic Standards Statement [PDF]*. Retrieved June 27, 2012 from <http://www.olt.gov.au/resource-learning-and-teaching-academic-standards-science-2011>

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