Improving ELICOS curriculums by identifying academic issues experienced by students who have progressed from an ELICOS program into tertiary programs

ICMS

INTERNATIONAL COLLEGE OF MANAGEMENT
SYDNEY

ASPIRE INSTITUTE

ASPIRE ENGLISH

ISCA

ICMS INTERNATIONAL COLLEGE OF MANAGEMENT SYDNEY

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Overview

- Student Support
- Tracking Process
- Analysis and Findings
- Recommendations
- Practical activities

Student Support

- Enhancing student experience and satisfaction
- Achieving seamless progression in academic pathways

✓ Diagnostic tests
✓ Course progression workshops
✓ Individual student consultations

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Ongoing Student Support

- Connecting with students and gaining their trust

- Identifying students that are struggling; early mid-study intervention

Promoting Success

- Encourage academic achievement

- Celebrate success

Student Success Centre

- Academic support: referencing, time management, essay writing, oral presentations
- ESL Advisors, PALS
- SSC Advisors reach out to students who are progressing to ICMS programs from ELICOS courses

Tracking Process

- Approval from Learning & Teaching
- Comprehensive Student Progression Tracking System
- Student Survey

Approval from Learning & Teaching

Human Research Ethical Review Exemption Declaration Form

to declare that our research is eligible as stipulated in the National Statement on Ethical Conduct in Human Research

Completed ELICOS in September - December 2020

Commenced ICMS courses in February 2021 Main Trimester

Completed ELICOS in September - October 2023

Commenced ICMS courses in October 2023 Mid-Trimester

Comprehensive Student Progression Tracking System
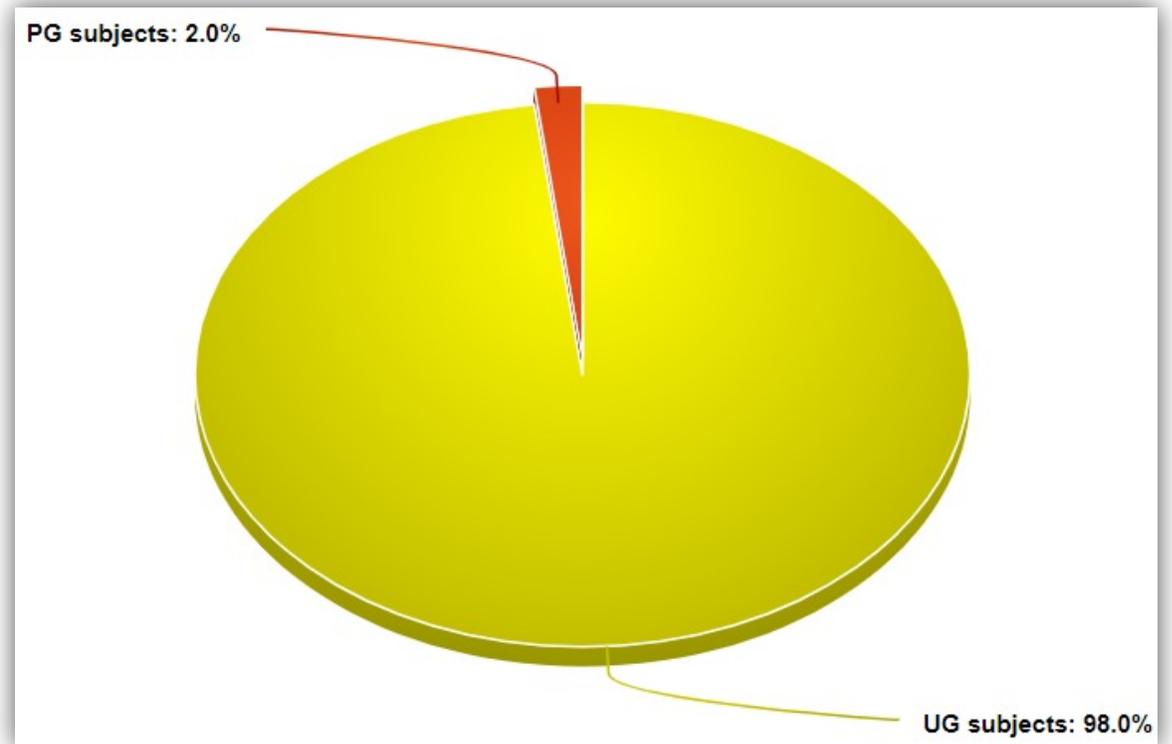
- ➢ **Portal and CRM**
- ➢ **Learning Management System**

Portal and CRM Integration

➤ Monitor student program status (61.4% UG and 38.6% PG)

➤ Track overall academic performance (GPA)

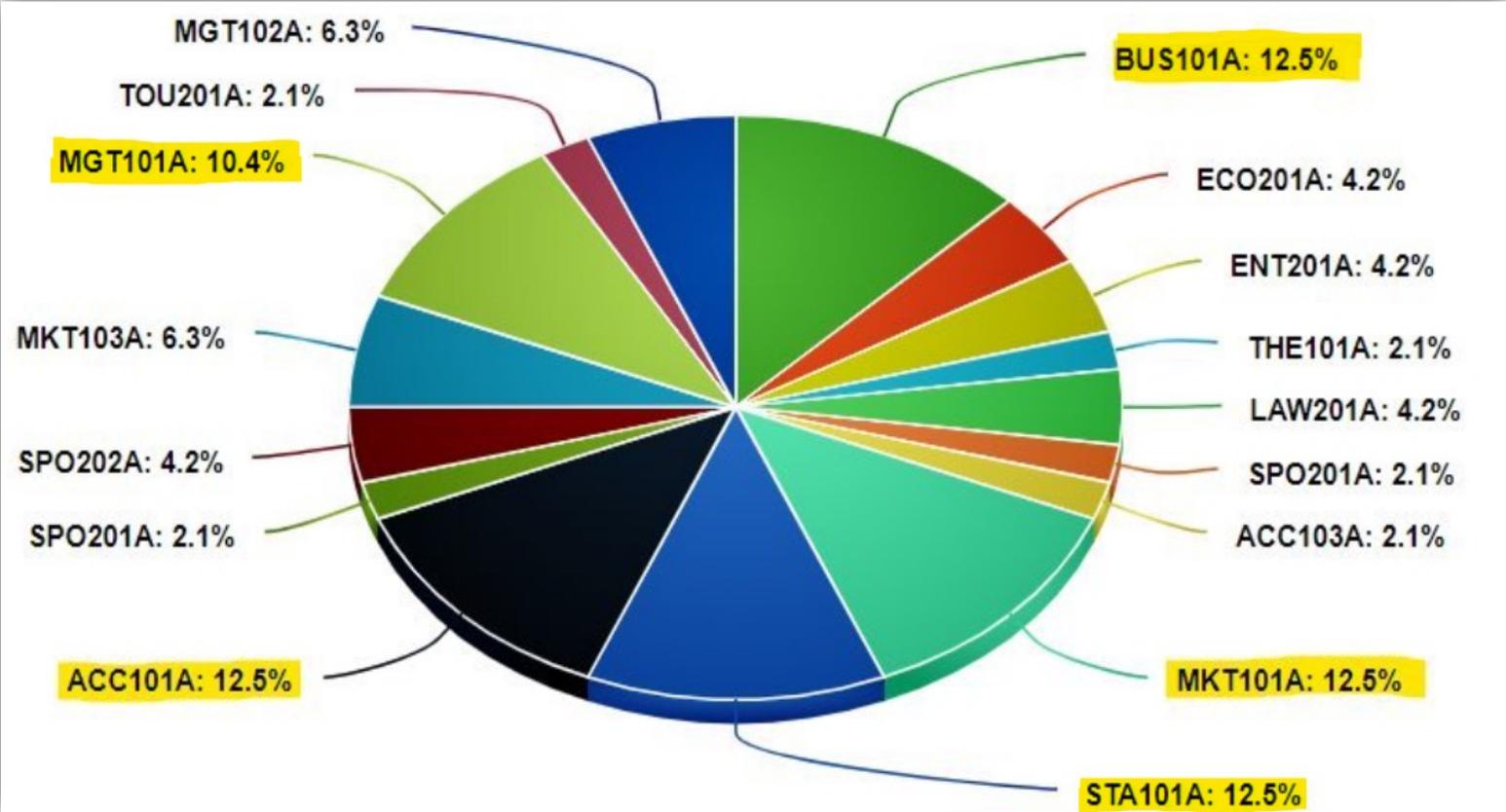➤ Academic status and intervention communication

Learning Management System (LMS) Analysis

- Specific subjects that students struggle with

- Undergraduate & Postgraduate subjects

- Assessments to be tracked by Academic Team

PG subjects: 2.0%

UG subjects: 98.0%

Subjects with the highest failure rates

MGT102A: 6.3%
TOU201A: 2.1%
MGT101A: 10.4%
MKT103A: 6.3%
SPO202A: 4.2%
SPO201A: 2.1%
ACC101A: 12.5%
BUS101A: 12.5%
ECO201A: 4.2%
ENT201A: 4.2%
THE101A: 2.1%
LAW201A: 4.2%
SPO201A: 2.1%
ACC103A: 2.1%
MKT101A: 12.5%
STA101A: 12.5%

Student Surveys

- ✓ In-class activities
- ✓ Excursions
- ✓ Materials

Analysis and Findings

Analysis and Findings

Problems that we came across

Critical thinking
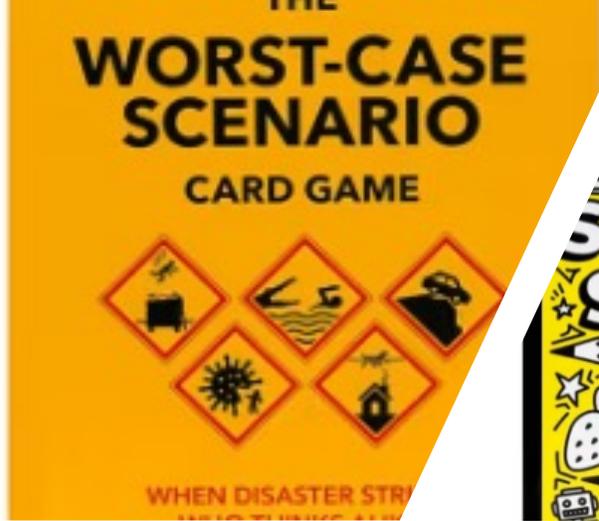Academic writing
Vocabulary
Referencing
English
Academic integrity

Recommendations

- Conduct regular student surveys

- Include problem-solving assessments

- Incorporate critical thinking strategies into the daily classroom

- Make use of games which involve critical thinking skills

- Conduct Academic Integrity information sessions

ESL Games

- Debates
- Tension
- Taboo
- Six Second Scribble
- The Worst-Case Scenario
- The 5 Second Rule

What is Critical Thinking?

- Universal scholarly agreement is based on the understanding that it is the **higher order cognitive skills** of **analysing, evaluating and creating** to determine merit, affirm true worth and assess validity in any discourse.
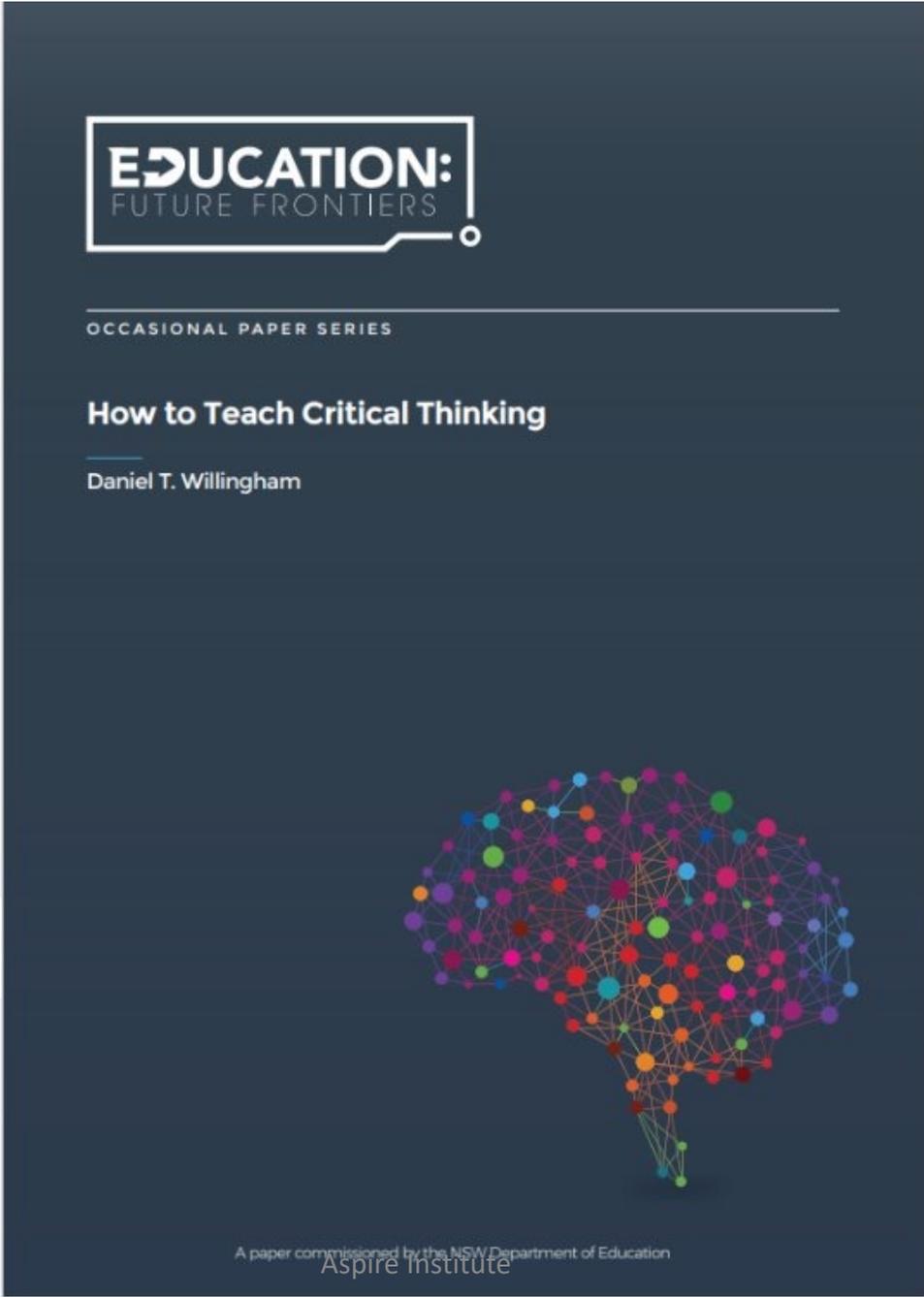
(Wilson, 2018; Academic English UK)

Aspire Institute

Architecture of thought

Assessment

Research
on
Critical Thinking

EDUCATION:
FUTURE FRONTIERS

OCCASIONAL PAPER SERIES

How to Teach Critical Thinking

Daniel T. Willingham

Is it all or none?

Types of students

A paper commissioned by the NSW Department of Education

Aspire Institute

Blooms Taxonomy
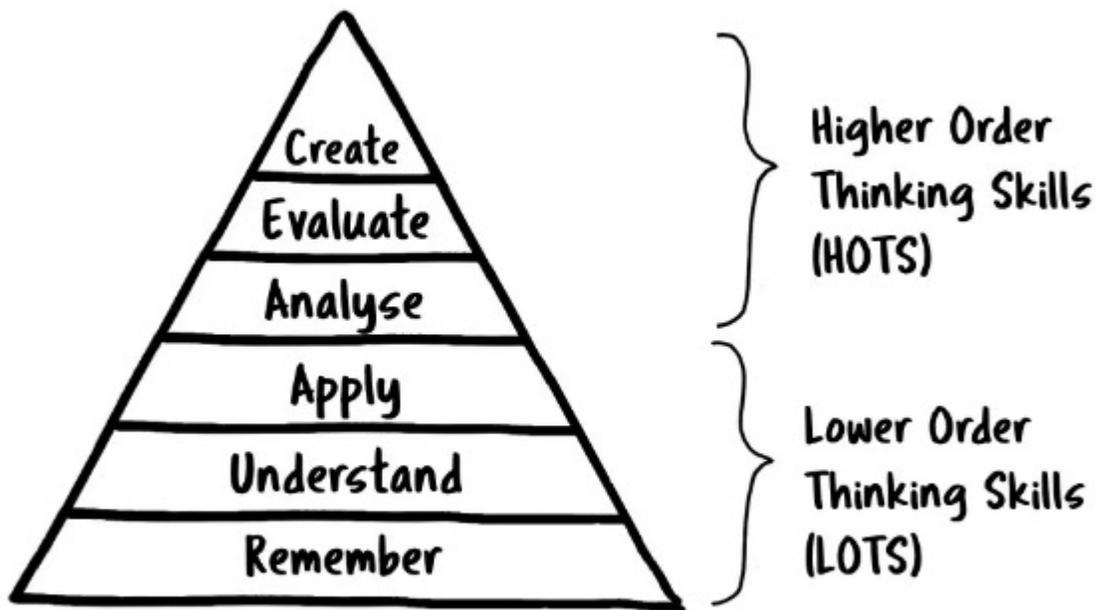
www.barefootTEFLteacher.com

Higher Order Thinking Skills (HOTS): Create, Evaluate, Analyse

Lower Order Thinking Skills (LOTS): Apply, Understand, Remember
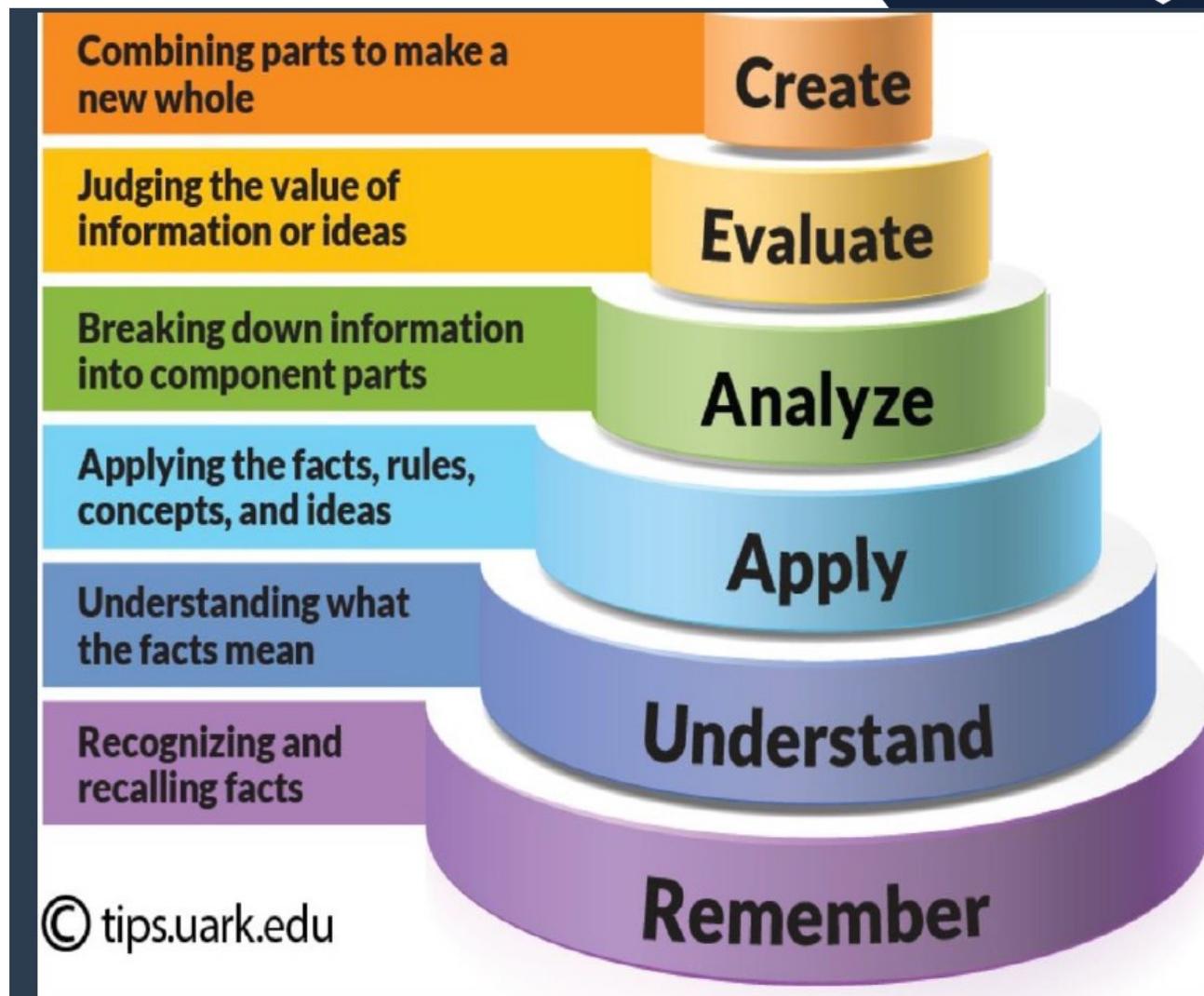
Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

© tips.uark.edu

Shabatura, 2022 (https://tips.uark.edu/using-blooms-taxonomy/)

Incorporating Critical thinking strategies into the daily classroom

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Write a report about:
Australian Aboriginal and Torres Strait Islander people.
You can choose the timeline. For example
  a. Early arrival of Europeans
  b. 1800's – 1900's
  c. 2000's
  d. Present day

The report to reflect on:
Society and culture of the Australian Aboriginal and Torres Strait Islander people during that timeline.

A reflection report is your observation and own point of view. It is allowed for you to use the first
person 'I' 'me', 'my' in this style of writing eg: I thought….
Or In my opinion….' Etc

A Reflection report includes:

1.   Description
Describe the incident, concept or idea. The 'facts' must be in-text referenced.

2.   Feelings
Why did it challenge you?
Out of interest? Or confront you?
What was your view prior to studying this course? How did this make you feel?
Why do you believe you had this view?

3.   Evaluation
What particularly changed in your view?
Is there a similar experience that you can related it to (in either a learning or life experience)?
Is it similar or different from your own understanding or your own culture?

4.   Analysis
Thinking carefully about what the event or idea means for you and your ongoing progress as a student or an individual?
How has it changed your view?
Has it impacted any other area of how you view other cultures/society?
What have you learned from this? What does this mean for your future?

5.   Conclusion
Summary of your reflection. You should NOT use any in-text citations here.

Development of Ideas 5%		Content unclear and unsupported with reflection or research. **Does not demonstrate an understanding** of key historical, social and cultural factors relating to the study of Australian society and of Australia in its global and regional context, specifically concepts cultural conflict.	Content development is not always clear and not always supported with reflection or research. **Demonstrates a basic understanding** of key historical, social and cultural factors relating to the study of Australian society and of Australia in its global and regional context, specifically concepts cultural conflict.	Content researched and reflections expressed. More research would improve your mark. **Demonstrates a general understanding** of key historical, social and cultural factors relating to the study of Australian society and of Australia in its global and regional context, specifically concepts cultural conflict.	Content researched and reflections clearly expressed. **Demonstrates a good understanding** of key historical, social and cultural factors relating to the study of Australian society and of Australia in its global and regional context, specifically concepts cultural conflict.	Content well researched and reflections expressed clearly. **Demonstrates a deep understanding** of key historical, social and cultural factors relating to the study of Australian society and an appreciation of Australia in its global context, specifically concepts of cultural conflict

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