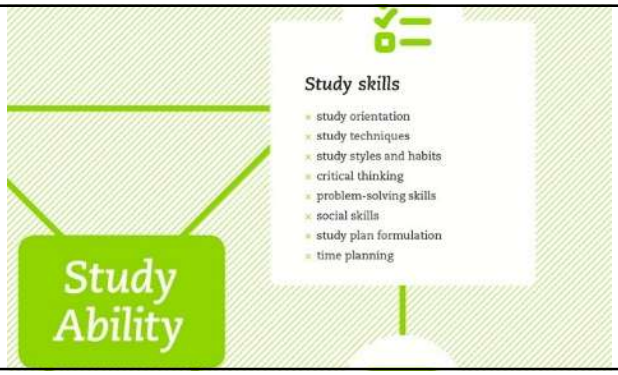
Supporting Development of Academic Expertise

Study psychologist Anu Lehtinen
Senior lecturer in university pedagogy Anni Rytkönen

(on the basis of study psychologist Johanna Mikkonens material)



Today

- What do we mean when we talk about academic expertise?
- **From Bolt-on to Built-in:** why would it be important to integrate the development of academic expertise into subject content and the process of learning?
- Group work: Experience this far, new ideas, how to get support for more integration

- **GOAL:**
  - **Concrete examples for best practices at the faculty**

So far

- In the big wheel, academic skills / study skills were included in all Bachelor´s programmes at the Faculty of Science
- The idea in the long run was to integrate study skills into teaching substance studies (university wide) → Why?
- So far, there are various practices in implementing the teaching
- There are needs for development and sharing best practices

Bolt-on vs. Built-in

Towards integration

- Problems of extra-curricular courses or web-sites:
  - 'Good to know' but not recognized as relevant to subject studies
  - Problems to transfer guidelines or general techniques into practice
  - Not attended by the students who need them most or students attend just because they have to
  - Students might be overburdened even without extra courses or material
- For effective learning students should meet problems, take action, get feedback, and learn to reflect – and as a part of this experience learn skills to deal with similar tasks more expertly and to apply them in new situations
- Study skills can be seen as part of a broader process continuing throughout studying into working life – 'academic expertise'

(Wingate, U. (2006) Doing away with 'study skills')

Academic expertise vs. study skills

Academic expertise

- Communication
- Working with others
- Managing own learning and performance
- Information technology
- Project competence, problem-solving

Study skills

- Writing, oral presentation
- Plan and conduct group work, understand group processes
- Time management, planning, reflecting, achieving, dealing with stress…
- Library/information skills, systems, programmes, graphs, statistics, presentations…
- Planning, conducting projects, experimenting…

DISCUSSION

Goals for today

- What we need: study skills not regarded as separate from skills needed in students' long-term development
- How to organize and co-ordinate the development of academic expertise during the studies?
- **How to embed them into the substance studies teaching or at least give them more prominent role in the curriculum?**
- (How to take into account that students have different needs?
  - A part of students learn by themselves, a part needs a little support, a few even some more…)

Examples of expertise skills to be integrated into substance studies

Academic expert skills	1st year	2nd year	3rd year
Work-environment skills	Digital, international, science-based work		
Self-steering and self-manad gement	- Building motivation and interest - Time management - Planning degree work, learning to study independently	- Assessing your own work methods, challenges of studying - Assessing your own strength, stress management and wellbeing	- Managing the thesis-writing process - Project-working skills
Communication and interaction skills	- Induction and getting to know people - Integration and group-forming	- Social skills, teamwork - Skills in oral and written communication - Media literacy, digital communications	- Written and oral communications - Skills of performance and negotiation
Scientific skills/Scientific thinking	- Critical literacy, analytic thinking - Start to practice academic writing skills - Start ethical thinking	- Skills of argumentation - Academic writing - Critical assessment of information, skills of applying information - Further develop ethical thinking	- Skills of argumentation - Academic writing, critical assessment of information - Innovation and creativity, problem-solving - Research ethics
Recognising your own expertise	- Start evaluating your own learning - Recognise your own skill set - Self-knowledge	- Recognise your own skill set - Path forward, career options, describing what you have learned	- Recognising and highlighting your own skill set, job application skills - Career planning and setting future goals

Group work part 1

- Use the academic expertise table:
  - Is something missing? Something extra?
- 5 minutes discussion
- Choose one academic expertise

Group work part 2

- Choose one type of academic expertise
  - When are the skills needed?
  - **How should the skills be integrated into the substance teaching studies? → make and write down a concrete plan**
    - Which study year / what courses?
    - What kinds of assignments?
    - How are development of these skills to assessed?

Reference

- Wingate, U. (2006). Doing away with 'study skills'. *Teaching in Higher Education*, 11 (4), 457-469.