Centre for Teaching & Learning

Unit Orientation Module

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| **Version control and modification history** | | | |
| Date | Version No. | Modified by | Modifications made |
| 30/8/21 | 1 | Thalia Kalkipsakis | First publication |
| 2/8/21 | 1.1 | Chris King |  |
| 5/21 | 1.2 | Alison Bundock | Quality assurance check |

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Documentation information and version controls SCU, CTL

# Unit Orientation Module template

This template guides you through the process of writing a unit orientation module. Students who are familiar with the structure and navigation of their online learning are less likely to withdraw from their studies.

An effective unit orientation:

* helps each student feel welcome and part of a unique unit learning community
* outlines what students will be learning, what is expected of them, how they will be supported, and how they will be assessed

equips students with all they need to know about navigating the Blackboard site, and accessing unit content, discussion forums, tutorials and workshops.

A well-designed unit orientation module also supports the [six tenets of good practice unit module design](https://learn.scu.edu.au/webapps/blackboard/content/listContent.jsp?course_id=_144905_1&content_id=_4925157_1) in the Southern Cross Model.

## How to use this template

This Orientation Module template is a starting point that provides suggestions on how to structure and what to include in a unit orientation. Make a copy of this document so that you can remove, replace or edit the text as you write.

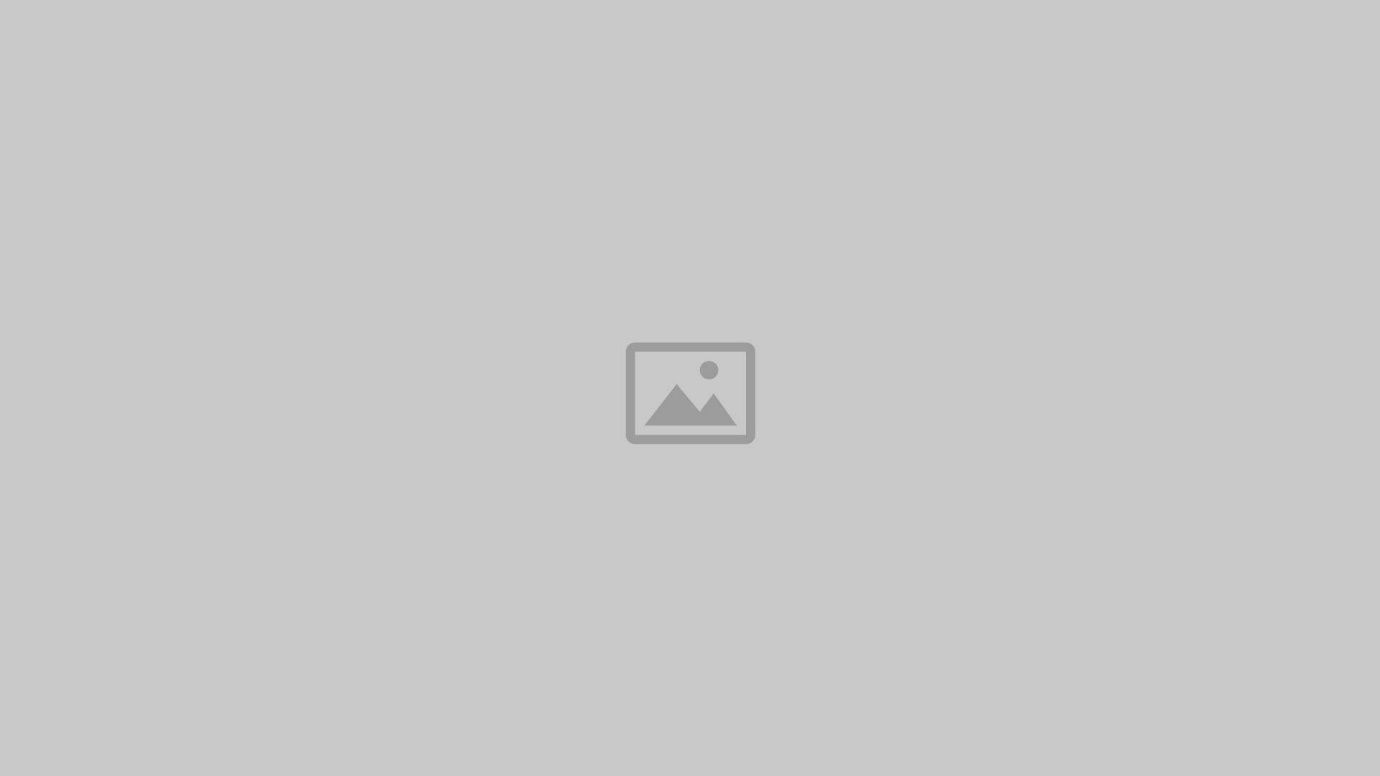
Note: Delete anything that is not relevant to your unit and add anything that students will need to know to succeed in your unit.

………...….THE UNIT ORIENTATION TEMPLATE BEGINS ON THE NEXT PAGE…………..

# [Unit CODE]

# [Unit Name]

# Unit Orientation



**Banner Image should be 1150px wide 300px high.** You can use [befunky.com](https://www.befunky.com/create/) to [search](https://support.befunky.com/hc/en-us/articles/360029127651-Adding-Stock-Images-to-BeFunky-Projects), [resize](https://support.befunky.com/hc/en-us/articles/115004598243-Resizing-Your-Images) and [crop](https://support.befunky.com/hc/en-us/articles/115004121283-Cropping-Your-Photos) a suitable creative commons image. Make sure you save and name the image appropriately e.g. ‘orientationbanner.jpg’.

# Welcome

[*Introduce yourself (use first-person I/we) and broadly explain what students will learn in this unit and why this is important. Focus on your enthusiasm for the subject and how you intend to inspire and support the students on their learning journey. Avoid a long list of all your achievements not relevant to the unit. Make it clear that you are here to support your students*.]

*For example:*

Welcome to this Unit! I hope you find it enjoyable and rewarding. This unit will take you through [*broad overview of the content*]. I am [*introduce yourself and outline your passion or interest in teaching the subject.*]

**Tip:** The following [knowledge base article](https://spark.scu.edu.au/kb/display/TL/Writing+a+unit+welcome) provides a welcome message planner and includes example welcome messages.

# What is this unit about?

This unit is designed to give you an understanding of…   
[*your explanation should be based on the Unit Learning Outcomes, what the unit is about and why this is important*]

You will engage with…  
 [*information about the learning opportunities, i.e. what will students be DOING? How will this help students in their future profession?*]

Focus of the unit[*Outline the main points of the unit in plain language; explain how these will support the student in their learning and professional goals*]

*For example:*

The focus of this unit will be on:

* how to work in small teams to co-design collaboratively to solve a problem
* understanding the basics of creative approaches to thinking
* being able to examine multidisciplinary approaches to finding solutions
* working through specific social challenges as a way to understand change.

Unit topics [*List the main module topics and subtopics here so students can see the overall progression of unit*]

*For example:*

These topics will be covered:

* Module 1: Collaborative approaches to strategic thinking
* Module 2: Introduction to design thinking
* Module 3: Multidisciplinary approach to change strategies
* Module 4: Strategies to enhance personal creativity and innovation
* Module 5: Strategies for critical appraisal and self-assessment
* Module 6: Communication, planning and evaluation

Outcomes of the unit [*List the items in the unit purpose here.*]

*For example:*

After completing the learning activities, you will be able to:

* demonstrate a critical understanding of mental health care in Australia
* describe the aetiology and classification of mental health problems (including biological psychiatry)
* critically describe the integrative approaches to mental health
* analyse the integrative approaches to the management of mental health conditions
* analyse the role of the therapeutic relationship in mental health
* recognise mental health emergencies and the application of mental health first aid.

# How will this unit be taught?

This unit will be taught over six weeks (six modules) that follow the [Southern Cross Model](https://www.scu.edu.au/southern-cross-model/). You will work through one module comprised of self-paced material, a workshop and a tutorial each week. It is important to complete the learning activities, because these are designed to help you prepare for the assessment. Contributing to class discussion forums and other group activities will provide more opportunities to learn and help your fellow students.

[*If the unit follows an inquiry-based or case-study format, outline how this will work and how students will be expected to engage.*]

This mode of learning may seem more intensive than you are used to, so it is important to keep up with the weekly modules. Students are expected to spend up to 20 hours per week progressing through the self-paced material and preparing for assessments, plus there are three hours of scheduled class time:

* One 2-hour tutorial each week [*add specific detail: when, how to access, online/in person*]
* One 1-hour workshop each week [*add specific detail: when, how to access, online*]

## Tutorials

We will meet together as a class at scheduled class tutorial times and you are highly encouraged to attend. For students enrolled online, there will be online tutorials that will run in [*Blackboard Collaborate Ultra/Zoom*]*.* The tutorial activities are vital in helping you understand the content and complete the assessment tasks. Prepare for the tutorials by completing the module preparatory activities, and bring your questions and ideas to share with the class.

[*If students need to install specific software (e.g. Zoom) to participate in the tutorials, discuss it here. You could link to information about installing and using the software in the unit learning site under the menu 'Getting Started’.*]

## Workshops

The weekly workshops will be run [*online/in-person*] and everyone is expected to attend. These workshops will cover more detail about how to prepare for your assessments as well as opportunities to ask questions.   
[*Include details about how you intend to run the workshops and what students need to prepare, and what to expect.*]

The workshops will be recorded and uploaded to Blackboard each week.

## Discussion boards

Some activities link to the Discussion Board so that we can share our ideas, collaborate and reflect as a group and talk through unit challenges*.* Sharing of knowledge and experiences with the group are encouraged in a respectful way. *[Include detail here about the specific discussion threads that will run as part of this unit, including those that relate to activities and assessments.*]

You can also use the Discussion Board to ask questions about the unit; in this way everyone gets the benefit of the conversation.

# How will this unit be assessed?

There are three (3) assessment tasks to be completed in this unit. Please refer to the Unit Profile and the Assessment Tasks and Submission left menu links to view the due dates, assessment weightings and other relevant information. Review these links now so you can start thinking and planning how you will complete the assessment. Assessment will also be discussed in the weekly workshops.

[*If the students need to access specialised websites or install specific software in order to complete the assessment, discuss it here. You could link to information about installing and using the software in the unit learning site under the left menu 'Getting Started’.*]

Important information about Academic Integrity and Assessment Policy and Procedures is available from the left menu links in this learning site. It is a mandatory requirement that all new SCU students complete the Practising Academic Integrity module by the end of their first term of study.

# What resources will I need?

[*If students need to access specific textbooks, OER textbooks or specialised software, discuss it here. Information on how to access, install and use the software is placed in ‘Getting Started’/Essential Software’.*]

# How should I plan for study?

Think about when you work best, and factor time in for the preparation you will need for the assessment tasks. Take note of your tutorial and workshop times, and factor in time to complete any preparation tasks. On average you will need 20 hours per week for each unit you are studying. Also check the key dates on the [SCU Calendar](https://www.scu.edu.au/current-students/student-administration/key-dates--teaching-calendar/).

[*Add any other specific planning requirements for the unit such as field trips, practicums, group- related work, critical assessment dates, etc.*]

# Where can I go for help?

See the Learning Help section in your left menu for support options. The [Learning Support](https://www.scu.edu.au/learning-zone/) link provides access to the Student Learning Zone, which provides support workshops, student appointments and resources for study including referencing and academic integrity. The Library can assist with libguides, catalogue searches, accessing readings and other resources.  
[*For first year students*]  
If you haven’t already, check out the [orientation sessions](https://www.scu.edu.au/orientation/) that provide you with the essential tools to succeed in your degree and some great social events to help you settle into your new university life.

# What next? [*Add or remove items below to suit your unit*]

* Become familiar with this unit website.
* Introduce yourself on the Discussion Board.
* Download and install any software you need for this unit
* Review the information about Assessment for this unit
* Learn how to access the unit textbook
* Make sure you are ready for participation in online meetings and activities (computer with internet, microphone, speakers).
* Start planning your study schedule
* Start working on Module 1
* Bring any questions to our first class tutorial
* If this is your first unit at SCU, make sure you complete the compulsory Academic Integrity Module