

CRACKING the Code

QUT School of Justice

Unit: JSB386 Death Investigation

Student Name:

2nd Year ☐

3rd Year ☐

Dual Degree ☐

Student should tick the corresponding response for each item with: **Y** = I have done this **M** = I have mostly done this **N** = No I have not done this.
Tutors will give an evaluation using the **Y M N** criteria.

Practical tips and guides	ACADEMIC SKILLS	STUDENT			TUTOR		
		Y	M	N	Y	M	N
Understand your assignment task studysmart.library.qut.edu.au/module1/ How to start your assignment www.studywell.library.qut.edu.au/pdf_files/RESEARCH_WorkingOutHowtoStartYourAssignment.pdf	Addresses Assessment task: Essay						
	Essay task instructions followed:						
	Engaged with Annotated Bib feedback						
How to structure your essay www.studywell.library.qut.edu.au/pdf_files/WRITING_WritingStructureOverview.pdf 7 step plan for writing www.studywell.library.qut.edu.au/ppoint_files/WRITING_7StepPlanforWriting.pdf Writing an essay www.citewrite.qut.edu.au/write/essay.jsp Proof reading www.studywell.library.qut.edu.au/ppoint_files/WRITING_EditingandProofreading.pdf Using English for academic purposes: A guide for students in higher education www.uefap.com/reading/readfram.htm	Written Skills						
	Spelling, Punctuation and Syntax Only complete sentences are used There are no glaring basic spelling errors						
	Academic language used						
	Paragraphs correctly structured and organised						
For QUT Harvard style refer to: www.citewrite.qut.edu.au/cite/qutcite.jsp#harvard www.studywell.library.qut.edu.au/	Citation						
	QUT Harvard referencing style used						
	Paraphrased material is adequately referenced						
How to research an assignment www.studywell.library.qut.edu.au/ppoint_files/RESEARCHING_AssignmentResearch.pdf libguides.library.qut.edu.au/cat.php?cid=11078	Research						
	Correct use of academic sources (unit materials, books, journal articles, reports)						
	Varied use of academic sources (multi-disciplinary perspective)						
What is critical thinking? www.writing.utoronto.ca/advice/reading-and-researching/critical-reading studysmart.library.qut.edu.au/module5/5_1/	Critical Thinking						
	Synthesises and communicates ideas						
What is plagiarism and academic integrity? studysmart.library.qut.edu.au/module6/6_5/ www.citewrite.qut.edu.au/academic_integrity/atQUT.jsp	Academic Integrity						
	Has not plagiarised						

Please consider further support through:

☐ Online assistance

www.library.qut.edu.au/learn/

☐ Learning and study support (Workshops and training)

www.library.qut.edu.au/events/

Counselling services for study related issues

www.qut.edu.au/about/services-and-facilities/all-services/student-counselling-services

Additional Support Services:

Aboriginal and Torres Strait Islander Students

www.qut.edu.au/about/oodgeroo

Students from non-English speaking background

www.student.qut.edu.au/international/language-and-learning-support

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AIMS

Provide an interface to engage first year Justice students and tutors in managing understandings and expectations around academic skills, and;
Assist students to make links to relevant university services thereby promoting support services for students as normative, not remedial (Devlin, 2009).

METHODS

PHASE 1: In the first phase, the researchers scanned existing resources and good practice, and liaised with first year stakeholders within QUT, as well as First Year Unit Coordinators (UC) in the School of Justice. This phase informed the preliminary development of the checklist.

PHASE 2: The second phase was the development aspect of the project. During this phase, the researchers organised an informal session with UC and tutors seeking feedback on the preliminary checklist. Following this session, the checklist was refined for implementation

PHASE 3 & 4: The third and fourth phase was the implementation proponent of the project. The checklist was trialled over two semesters between 2012 and 2013 across four different units. The researches aimed to create a range of checklist templates, and as such the units selected for the trial were chosen based on differing assessment type. Some of the checklist templates created included briefing notes and essays

PHASE 5: Once the checklist had been trialled, the researchers developed survey questions and gathered data from students, UC and tutors. Soap box was used as the medium to collect survey data from students who participated in the trial in Semester 2, 2013. Face to face interviews were conducted with UC, and informal data was collected from tutors

PHASE 6: In the final stage of the project, the researchers are analysing data, and seeking further feedback from key stakeholders in the area on the transferability of the checklist tool across other faculties

OUTCOMES

streamlined and **time** efficient tool; **consistency** in feedback; provides all students (of varying capacity) with summative feedback with no grade attached; useful for unit coordinators & tutor to **track** student **progress** in basic skills; checklist layout makes it easier for students to understand where they need to seek assistance; provides a focal point of discussion for tutors and students; reinforces skills & knowledge gained from unit Professional Criminological Research Skill & **demystifies** the CRA sheet for first year students