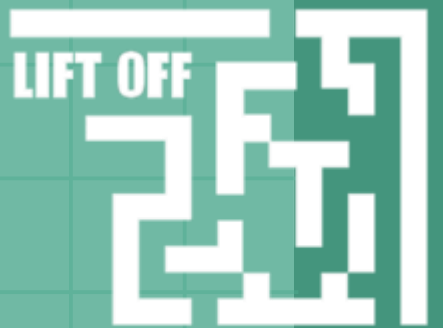


***Bridging the gap between school and
Higher Education***

Welcome



SCHOOLS FOR HIGHER
EDUCATION PROGRAMME



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

***This presentation is for
reference only.***

LOLS April 2002 1.

Timetable

	10:15 11:15	11:15 11:30	11:30 12:30	12:30 13:30	13:30 14:30	14:30 14:45	14:45 15:45
Mon 5 th April	Introduction	BREAK	Applications & Admission: A	LUNCH BREAK	Applications & Admissions: B	BREAK	Life in Higher Education: A
Tues 6 th April			Life in Higher Education: B		Academic Writing Skills: A		
Wed 7 th April			Academic Writing Skills: B		Group Work & Presenting findings: A		
Thurs 8 th April			Group Work & Presenting findings: B		Drop-in Q&A		

LOLs Timeline

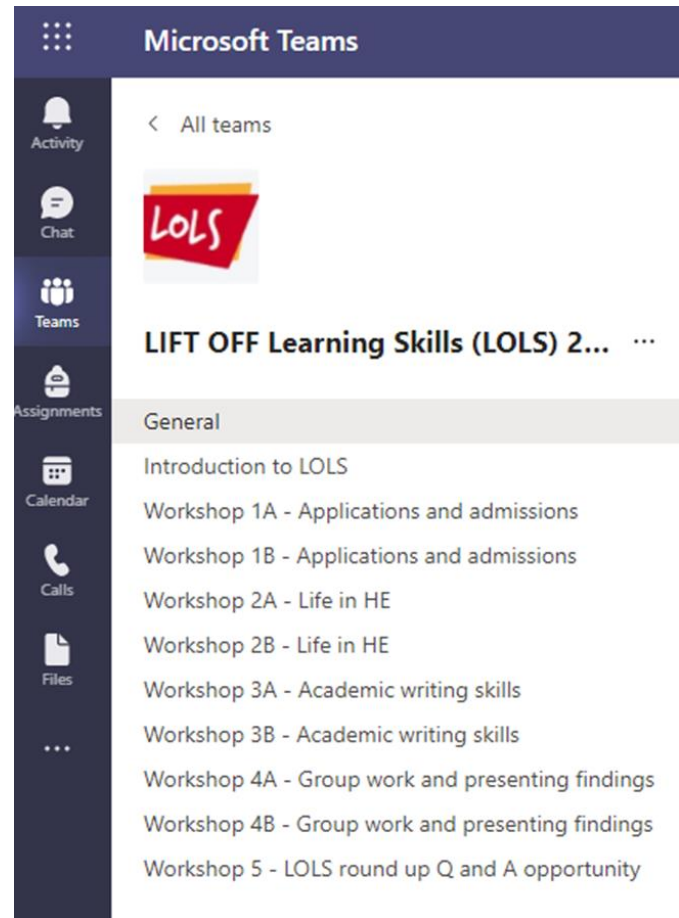
Activity	Date(s)
Workshops	Monday 5 th - Thursday 8 th April
Presentations	Monday 19 th April-
Follow up	TBC

It's question time!

Tracking Q's

Workshops

Work starts here...



The screenshot shows the Microsoft Teams interface. On the left is a dark blue navigation pane with icons for Activity, Chat, Teams, Assignments, Calendar, Calls, and Files. The main area displays the 'All teams' view with a team named 'LIFT OFF Learning Skills (LOLS) 2...' selected. Below the team name is a 'General' channel containing a list of workshop topics:

- Introduction to LOLS
- Workshop 1A - Applications and admissions
- Workshop 1B - Applications and admissions
- Workshop 2A - Life in HE
- Workshop 2B - Life in HE
- Workshop 3A - Academic writing skills
- Workshop 3B - Academic writing skills
- Workshop 4A - Group work and presenting findings
- Workshop 4B - Group work and presenting findings
- Workshop 5 - LOLS round up Q and A opportunity

Applications and Admissions

Workshop 1a & 1b

Applications and Admissions

Workshop A

Live Introduction.

Poll – who knows where they want to go after school?

Career research video.

Worksheet activity.

UCAS and College search demo

Independent Learning: Fill in course research booklet

Live consolidation of learning.

Complete reflective learning log.

Workshop B

Live Introduction.

Poll – consolidating and confirming learning from workshop A.

Personal statement information.

Personal statement task in breakout rooms.

Live consolidation of learning.

Complete reflective learning log.

Life in Higher Education

Workshop 2a & 2b

Life in Higher Education

Workshop A

Live Introduction.

How to read journal articles and how to reference.

Practical referencing activity worksheet.

Exploring note taking methods – Student Volunteers tips.

Taking exercise – which style worked for you?

Main room feedback on exercise and consolidation of learning

Complete reflective learning log.

Workshop B

Live Introduction.

Independent learning and self-management

HE Life hacks activity

Poll: True or false HE questions.

Live group discussion/Q&A with the team.
Discussion topic: Life in HE, differences between school, college and university.

Main room feedback on exercise and consolidation of learning

Complete reflective learning log.

Academic Writing Skills

Workshop 3a & 3b

Life in Higher Education

Workshop A

Live Introduction.

Different Writing Styles – introduction to academic writing.

Breakout group activity.

Presentation on “Formalising your writing: Building Academic Arguments.

Breakout group activity.

Consolidation of learning and group discussion

Complete reflective learning log.

Workshop B

Live Introduction.

Concision and Precision – an introduction.

Twitter thesis statement practical activity.

Structuring your Ideas: Persuasive Expression

Breakout group activity – Planning a response to the LOLS essay question.

Consolidation of learning and group discussion

Complete reflective learning log.

Group work and Present Findings

Workshop 4a & 4b

Life in Higher Education

Workshop A

Live Introduction.

Poll: Working in teams produces better results, true or false?

Discussion topic: Why do we use groupwork in HE?

Pupil groups: Pupils to break out into their school presentation groups (max number 4). Assign roles and responsibilities, set up group chats, shared resources.

Live discussion and direction to resource bank

Complete reflective learning log.

Workshop B

Live Introduction – Pupils to join session and listen to live intro.

Group presentation preparation: Pupils to work on the group presentations. Templates, content, making a group plan.

Next steps and deadlines: Pupils can refer to the presentation schedule for confirmation of delivery slots.

Complete reflective learning log.

LOLS Close and Q&A

Workshop 5

Assessment Criteria

**Attendance
and
participation**

**Completed
learning logs**

**Deliver a
group
presentation**

Participation



You must attend and actively participate in the workshops. This means coming to the workshops on time, completing the activities and tasks and contributing to discussion boards and polls.

Attendance and Participation Matrix

Criteria ↓	Score →	4	3	2	1
Attendance		Candidate promptly attended all workshops.	Candidate promptly attended most workshops.	Candidate attended most workshops, but was sometimes late.	Candidate attended few workshops and/or was frequently late.
Level Of Engagement In Class		Candidate proactively contributed to workshops by adding to text discussions, breakout groups and activities.	Candidate proactively contributed to workshops by sometimes adding to text discussions, breakout groups and activities.	Candidate rarely contributed to workshops by adding to text discussions, breakout groups and activities.	Candidate never contributed to workshops by adding to text discussions, breakout groups and activities.
Listening Skills		Candidate listened to others, both in breakout groups and in sessions. Candidate actively engaged with the ideas of others.	Candidate listened when others talked, both in breakout groups and in sessions.	Candidate did not listen when others talk, both in groups and in sessions.	Candidate did not listen when others talk, both in breakout groups and in sessions. Candidate often interrupted others.
Behaviour		Candidate was almost never disruptive during sessions.	Candidate was rarely disruptive during sessions.	Candidate was occasionally disruptive during sessions.	Candidate was frequently disruptive during sessions.
Preparation		Candidate was well prepared for every workshop, and had researched resources when required.	Candidate was well prepared for most workshops.	Candidate was sometimes well prepared for workshops.	Candidate was rarely prepared for workshops.

	Workshop 1A	Workshop 1B	Workshop 2A	Workshop 2B	Workshop 3A	Workshop 3B	Workshop 4A	Workshop 4B	Total score*
Attendance									
Level of engagement									
Listening skills									
Behaviour									
Preparedness									

* A score of 15 out of 20 (or above) is required to pass this element.

Assessor comments:

Reflective Log



These logs are designed to help you reflect on your learning during the course. Time is built into each workshop to begin completing the logs but these may also be finished off as homework.

THE
LIFT OFF

LIFT OFF Learning Skills (LOLS)

Reflective Learning Log

Name: _____

School: _____

LOLS Tutor: _____



Group presentation

Presentations will be delivered by a group. However, structured oral presentation **must last at least 4 minutes per candidate (pupil)**. They should present, analyse and evaluate a substantial body of information. It should include significant, sustained interaction with the audience. Group discussion should allow for identification of key elements and exploration of points of view on a complex issue. The candidate's contribution must be significant and sustained.

Presentation

Candidate Name			
School			
Tutor/Assessor			
Internal Verifier		Agree? Y/N	
Date:		Presentation Duration:	

Presentations will be delivered by a group. However, structured oral presentation must last at **least 4 minutes and a maximum of 6 minutes per candidate** (pupil). They should present, analyse and evaluate a substantial body of information. It should include significant, sustained interaction with the audience. Group discussion should allow for identification of key elements and exploration of points of view on a complex issue. The candidate's contribution must be significant and sustained.]

Assessment Criteria	Tutor Feedback	Achieved: Yes/No (1-3)
<u>Structure</u> <ul style="list-style-type: none"> Overall structure coherent and deliverable Candidate's contribution fits into the overall structure 		
<u>Content</u> <ul style="list-style-type: none"> Contribution is relevant to topic Material is well explained 		
<u>Evaluation</u> <ul style="list-style-type: none"> Candidate demonstrates ability to evaluate and reflect on the material 		
<u>Use of Language</u> <ul style="list-style-type: none"> Candidate uses appropriate language for the topic and audience 		
<u>Non-verbal communication</u> <ul style="list-style-type: none"> Candidate demonstrates awareness of body language and eye contact 		
<u>Use of visual aids</u> <ul style="list-style-type: none"> Use of visual aids is appropriate 		
Overall tutor comments:		Overall: /18 Pass / Fail

‘Discuss and evaluate the positive and negative impact of the COVID-19 pandemic on youth mental health.’

Group presentation

Group presentation

- These will be delivered in school groups virtually via MS Teams to at least two members of the LIFT OFF team.
- The delivery of presentations will take place two weeks after the workshop delivery - lots of time to prepare! And pupils will have the option to pick a delivery slot that works for everyone.
- Visual aids are an assessed element so pupils will have to share their screen or send them in advance.
- Finally, please don't worry about being a bit nervous about delivering these, this is completely normal!

Materials

- **LOLS Syllabus** – This shows the full outline of the LOLS course and provides additional information about the credit rating process.
- **LOLS Assessment policy** – This comprehensive document covers the assessment policy of LOLS in depth. Including the marking criteria, remediation, appeals process and plagiarism consequences.
- **Pupil materials folder** – This folder contains some academic journal articles that can be used to research your group presentations (they look a bit scary but don't worry – we cover how to read these in the workshops!).

Things to Remember...

- The LOLS user guide that we sent has lots of great information about access and rejoining a call if you get kicked out!
- If in doubt, send one of the LIFT OFF Team a DM to ask a question.
- All of the pupil resources are accessible on the general channel and in the workshop channels – check the files/assignments tab.

...see you soon in Workshop 1A at 11.30!