

Bridging academic expectations



International Orientation

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Skills@Library

Today, we will talk about

- Demystify the expectations at Higher Education level.
- Develop awareness of studying in UK HE is about.
- Consider what it takes to be a successful student.



Academic culture quiz



Question 1

What is likely to be the biggest demand on your time for successful study?

- a) Group-work with others
- b) Socialising
- c) **Academic reading**
- d) Preparing for and attending classes



Question 2

What kind of texts will you be reading?

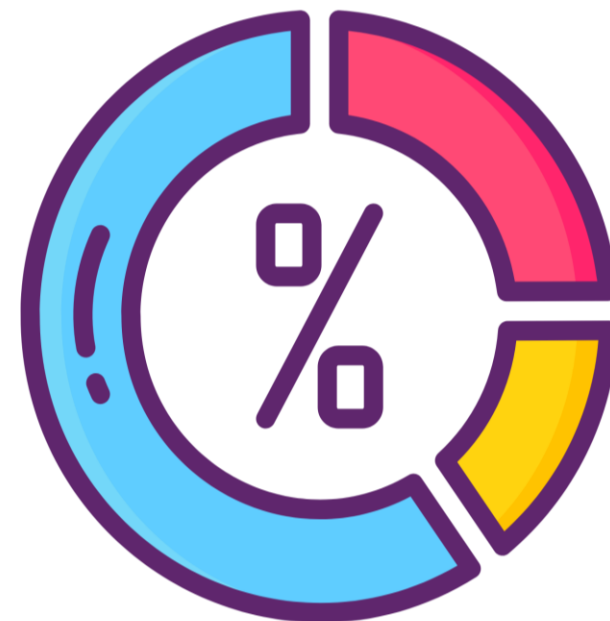
- a) Books**
- b) Academic journal articles**
- c) Government reports and papers**
- d) Websites and other internet resources**



Question 3

What is the likely ratio of independent study to classroom study?

- a) 1:2
- b) 3:1**
- c) 1:3
- d) 2:1



Question 4

What activities are considered as ‘independent study’? (multiple choices)

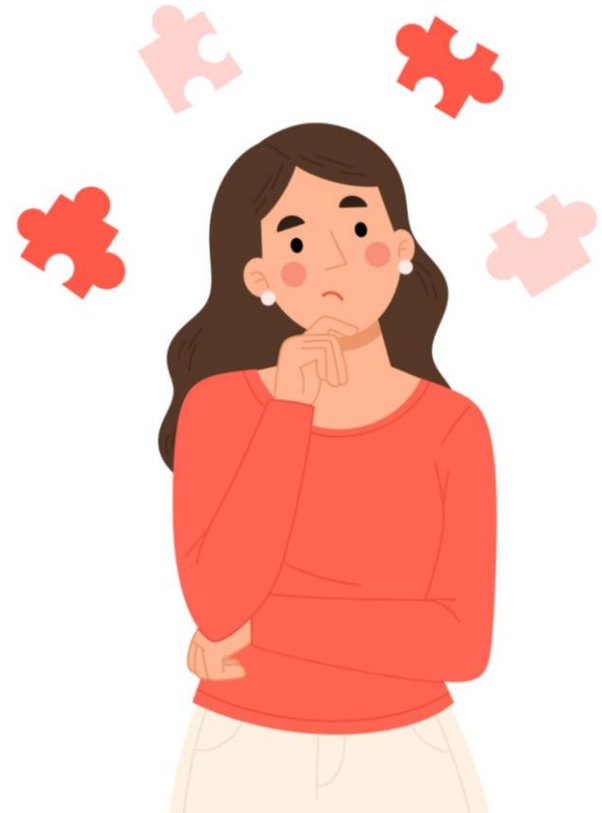
- a) Reading & Writing assignments**
- b) Meeting module leaders in office hours**
- c) Discussions with fellow students**
- d) Meeting a Learning Advisor
from Skills@Library**



Question 5

What is the most important skill to develop for good marks in assignments?

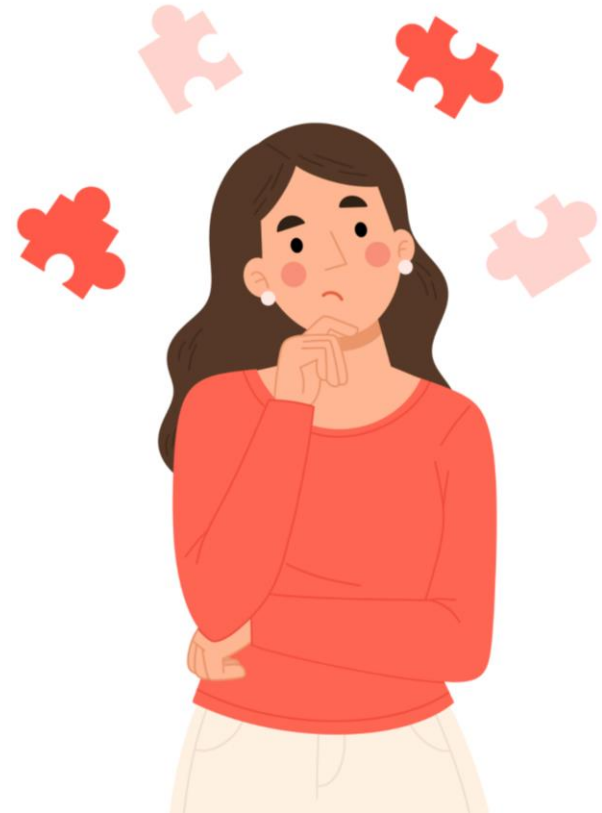
- a) Referencing
- b) **Critical analysis**
- c) Research skills (ie finding information)
- d) Academic writing



Critical analysis

Being critical involves **more than simply agreeing or disagreeing.**

It involves **making connections, considering limitations and different approaches**, suggesting areas of additional research, noting generalisations or assumptions, and **demonstrating how different ideas link together.**



Example of academic writing

Another category that has been examined widely in study abroad literature is demographic factors. Among these are gender (e.g. [Terzuolo, 2018](#)), age (e.g., [Kruse et al., 2014](#)), language proficiency (e.g. [Vande Berg et al., 2009](#)), and ethnicity (e.g., [Mahon, 2009](#)). However, unlike program factors whose impact has been found to be significant across the board, the impact of demographic factors is harder to predict. For example, while several studies reported that female students made greater intercultural gains than male students ([Terzuolo, 2018](#), [Tompkins et al., 2017](#)), the relationship between gender and intercultural competence was not found to be significant in other studies ([Cui, 2016](#)).

Mu, B., Berka, S., Erickson, L. and Pérez-Ibáñez, I. 2021. Individual experiences that affect students' development of intercultural competence in study abroad, *International Journal of Intercultural Relations*, **89**, pp.30-41.

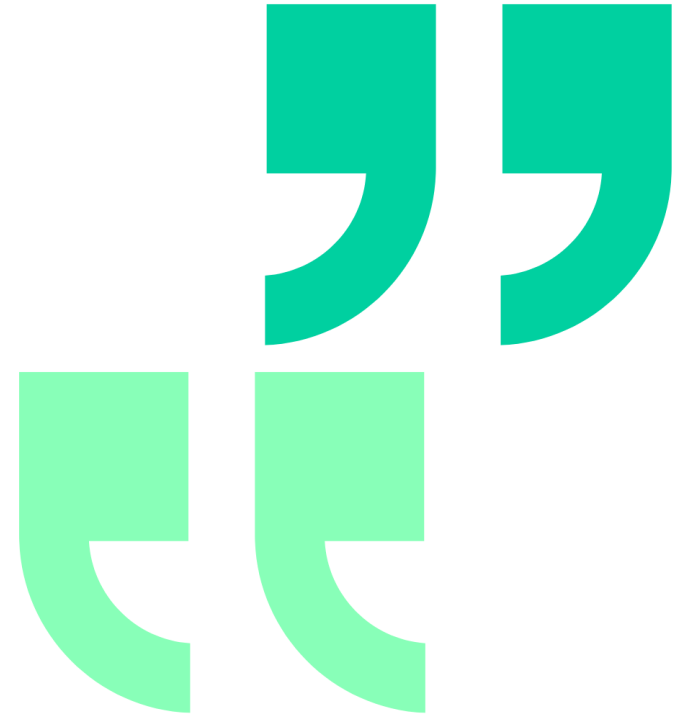
Harvard referencing

Citation: where you indicate within the body of your work where you have made use of someone else's work.

Reference: includes the full details of the source, and is normally listed at the end of your assignment in the “reference list” or “bibliography”.

More information on referencing:

- [Referencing explained](#)
- [Referencing made simple - Tutorial](#)



Harvard referencing

This book will discuss the history of the Harvard referencing style. **Smith (2000)** states that this is one of the most popular referencing systems, and it is used across a wide range of disciplines **(Anderson and Jones, 2002)**.

It is a very simple system to use, and has many benefits including the use of an alphabetised reference list **(Taylor, 2006)**.

22

Anderson, J. and Jones, A.C. 2002. *Revising referencing*. Oxford: Hander Press.

Smith, J. 2000. *Citations and references revisited*. [Online]. [Accessed 13 May 2013]. Available from:
<http://bbc.co.uk/news/education-30082251>

Taylor, I. 2006. *Understanding how to reference*. New York: Chariot House Publishing.

Good study practices

- Finding and using appropriate information
- Reading and note making
- Thinking and analysing
- Creating and writing to express your understanding
- Citing and referencing
- Working collaboratively as well as independently



Academic integrity

[The Academic Integrity tutorial and test - Student Guide | Digital Education Systems Help](#)

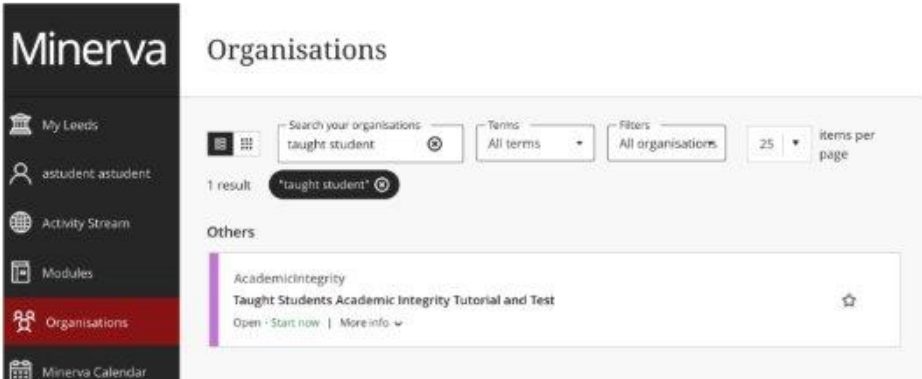
How to access the tutorials and tests

[Click to access the Academic Integrity Tutorial and Test organisation](#)

Or

1. [Log in to Minerva](#).
2. Select **Organisations** from the Global Navigation bar on the left to open the Current Organisations page which lists all the Organisations you are enrolled on.
3. Select the **Taught Students Academic Integrity Tutorial and Test** organisation.
 - If you cannot see the organisation you may need to scroll through the list or use the **Search** field on the Organisations page to find and open it.

You should now see the Academic Integrity materials.



The screenshot shows the Minerva 'Organisations' page. On the left is a dark sidebar with navigation links: My Leeds, asstudent:astudent, Activity Stream, Modules, Organisations (highlighted in red), and Minerva Calendar. The main content area has a search bar with 'taught student' entered, showing '1 result: "taught student"'. Below this, under the 'Others' section, is a card for 'AcademicIntegrity Taught Students Academic Integrity Tutorial and Test' with a star icon and links to 'Open', 'Start now', and 'More info'.

Skills@Library

Skills@Library supports you in developing your academic skills through:

- Academic skills workshops
- Academic one-to-one support
- Online resources
- Maths and Statistics support

[Email Learning Development via skills@library.leeds.ac.uk.](mailto:skills@library.leeds.ac.uk)



Level 1 in the Laidlaw Library

Call 0113 343 4096

[Visit the Skills@Library website](#)

Flying Start

An online resource for new undergraduates to help you prepare for university study. Flying Start covers:

- What to expect in the first year
- Developing independent learning skills
- Guidance on assignments, referencing and study techniques
- How to access further support & resources
- Includes workshops, online guides and one-to-one support

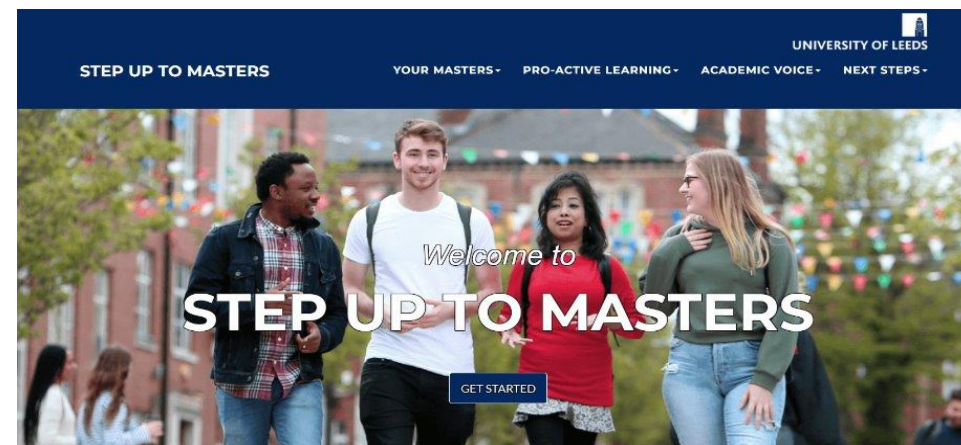


[Find out more about Flying Start](#)

Step Up to Masters

An online resource to support taught postgraduates in transitioning to Masters-level study.

- Focuses on developing Masters-level academic skills and information literacy.
- Topics include: Academic expectations, pro-active learning, developing an academic voice, time management & managing reading load
- Designed to complement induction/transition programmes in departments.
- Recognised by a national award (Digital Award for Information Literacy, UK) for its impact and innovation.



[Find out more about Step Up to Masters](#)

Library student blog post

Read Nina's blog about

[Transitioning from Undergraduate
to Masters](#)



Academic English courses

The Language Centre provides opportunities for students to become more confident in using academic language in their discipline.

Your School may offer these workshops and academic English support specific to your area of study.

- Weekly classes
- 1:1 and/or small group consultations
- Online resources for modules

[Find out about workshops and learning opportunities you can access from your School](#)



The Language Zone

- **Dedicated language learning centre** with resources, self-study materials, and spaces to help students improve their language skills.
- **Support for over 50 languages** with access books, online tools, and resources for conversation practice.
- **Opportunities for practice**, including language exchanges, workshops, and events that connect learners with native speakers and peers.

students.leeds.ac.uk/languagezone

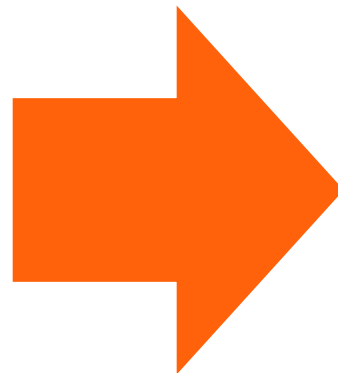


Improving your language skills

Research show that it is important to use English in social contexts.

This is because practising English socially can have positive impacts on using English in an academic context.

Get involved!



[Join a society](#)

[Get involved in events](#)

[Join events on campus](#)

[Apply for the Buddy Scheme](#)

[Come to Global Café](#)

Disability support

The Leeds Student Medical practice also works closely with the University of Leeds to support our disabled students.

In the UK, the term "disability" covers conditions, illnesses and impairments that can affect your academic success. These can be:

- Visible or invisible
- Physical or related to mental health

Our Disability Services team ensures you have a successful academic experience in Leeds.

[Disabled Student Support](#)



**Disabled
international
students**



Disability Services

- Advising your academic School on the support you may need in your learning.
- Recommending academic adjustments for your course.
- Giving you advice on a range of matters, from funding to assistive technology.
- Providing you with ongoing support throughout your time at Leeds.

[Contact the Disability Team at
Disability@leeds.ac.uk](mailto:Disability@leeds.ac.uk)



[Disabled Student Support](#)

Student Information Service

Get help with questions relating to registration, identity checks, and a range of other matters related to university life, your studies and more throughout your time at Leeds.

- Available Monday to Friday 9am – 5pm.
- In person at their Student Information Points on campus.
- [Email the Student Information Service at studentinfo@leeds.ac.uk](mailto:studentinfo@leeds.ac.uk)
- Phone:
0800 9150402 (Inside the UK)
+44 (0)113 3437000 (Outside the UK)



Thank you

[Contact the Student Information Service](#) with any questions,
the team can help at any point of the year.

Please tell us what you think of this talk.

Give feedback on this session for a chance to win one of three £30 shopping vouchers.

[Leave your feedback](#) or scan the QR code to fill in a short form.

