



Centre for the Advancement of Learning and Teaching

Division of the Pro-Vice Chancellor, Students and Education

XAA001 UniStart

Unit Outline

2011, Semester 1

The UniStart logo is presented on a bright orange rectangular background that has a subtle drop shadow. The word 'UniStart.' is written in a black, casual, handwritten-style font. Below the text, there are two thick, horizontal black lines that underline the word.

CRICOS Provider Code: 00586B

Contents

Contact details	3
Unit description	4
Learning expectations and strategies	4
Intended learning outcomes	5
Generic graduate attributes	6
Alterations to the unit as a result of student feedback	7
Prior knowledge &/or skills	7
Learning resources required	8
Details of teaching arrangements	10
Specific attendance/performance requirements	10
Assessment	11
Academic referencing	13
Academic misconduct	13
Further information and assistance	14
Critical reading activity (On-Campus students)	15
Unit schedule	16

Contact details

Unit coordinator

Unit Coordinator Dr Andrea Adam
Email: Andrea.Adam@utas.edu.au

Campus coordinators

Hobart Dr Andrea Adam
Email: Andrea.Adam@utas.edu.au

Launceston Steve Newman
Email: Stephen.Newman@utas.edu.au

Cradle Coast Campus Cathy Hartigan
Email: Cathy.Hartigan@utas.edu.au

Distance Peta Statham
Email: Peta.Statham@utas.edu.au

Other teaching staff

Hobart Sally Fuglsang
Launceston Ashlin Lee
Distance Jeremy O'Reilly

Administration

Launceston, Cradle Coast, Rozelle & Darlinghurst

Phone: 03 6324 3504
Fax: 03 6324 3301
Email: enquiries@calt.utas.edu.au

Hobart

Phone: 03 6226 7251
Fax: 03 6226 1881
Email: enquiries@calt.utas.edu.au

Contact times: Business hours

Unit web site URL: <http://www.utas.edu.au/unistart/>

Faculty web site <http://www.utas.edu.au/calt/>

Unit description

Unit description UniStart is a program that aims to help you improve your tertiary literacy and begin to develop the essential skills required for independent learning and success at University, such as: critical thinking, critical reading and academic writing. UniStart also provides you with the opportunity to improve your skills in: using the library effectively; using computers effectively for your university study; acclimatising to university; presentation skills; oral communication; and writing formally for university.

Campus & mode Cradle Coast, Hobart, Launceston, Rozelle, Darlinghurst and via Distance

Flexible delivery: face-to-face block teaching, workshops and online

Teaching pattern On-campus:

Face-to-face block teaching: 4 or 5 days, prior to the commencement of semester

Online: resources and discussions

Distance:

Online: use the Distance Study Guide and Progress Tracker as a guide to your study of online materials.

Optional online tutorials are also available.

Learning expectations and strategies

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Teaching and learning strategies

If you need assistance in preparing for study please refer to your tutor or lecturer in the first instance. Lecturers within the Centre for the Advancement of Learning & Teaching offer a range of approaches to assist you with specific tertiary literacy and learning issues. For information refer to the following website:

<http://www.learningsupport.utas.edu.au/>

Intended learning outcomes

On completion of this unit you should be able to:

1. use critical thinking in your university studies
2. access and effectively utilise university learning resources
3. understand the process of preparing a university level assignment and apply this in your assessment
4. demonstrate honesty in your academic work
5. critically reflect on areas of strength and weakness in your academic skills and understanding, to enable you to continue to develop these throughout your degree

Intended Learning Outcomes On completion of this unit you should be able to:	Opportunities to practice these in UniStart
1. use critical thinking in your university studies	The requirement to think critically about information and ideas is one of the fundamental qualities of a university-level education. This concept will be introduced in specific sessions/topics on critical thinking and reinforced in sessions/topics on the elements of university assessment.
2. access and effectively utilise university learning resources	This involves you acquiring the study skills to gain the maximum benefit from lectures, tutorials and other learning experiences; academic literature and information; and online environments.
3. understand the process of preparing a university level assignment and apply this in your assessment	We will guide you through the process of preparing a piece of university-level assessment, from understanding the question and gathering information to planning, writing and editing your work.
4. demonstrate honesty in your academic work	As an undergraduate student, you become a member of an academic community, where we are all building on a body of knowledge and the work of other scholars who have come before us. We will introduce you to the practices of academic honesty within this community, such as paraphrasing and referencing, particularly during the academic honesty and research sessions/topics.
5. critically reflect on areas of strength and weakness in your academic skills and understanding to enable you to continue to develop these throughout your degree	The face-to-face and supported online elements of the UniStart program are only the beginning of the program itself, and of the paths available to you to develop your learning skills. We will encourage and enable you to make these reflections through feedback sessions and opportunities and by making explicit the generic academic expectations of you as a university student.

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge will be developed by learning and applying new skills and understandings to your particular learning context.

Communication skills will be developed by teaching, modelling and explicitly assessing the oral and written communication skills required in diverse learning contexts.

Problem-solving skills will be developed by explicitly teaching, demonstrating, modelling and presenting you with the opportunity to engage in peer feedback and critique. For On-campus students, feedback on problem solving skills will be provided through classroom based activities, plenary and debrief sessions and online discussion. Distance students will have the opportunity to receive feedback by submitting a Progress Tracker, and through engagement with peers and teaching staff during Live Tutorial sessions.

An awareness of local, national and **global perspectives** will be developed through the analysis of cross-cultural communication issues and an appreciation of difference and inclusive learning contexts.

Social responsibility will be developed through the acknowledgement of social and ethical implications of actions and an appreciation of the impact of social and personal change. Through classroom based activities and online material and discussion you will be expected to demonstrate ethical understanding and conform to the University's Codes of Conduct, policies and rules. Students can access online materials to guide their investigation of these matters.

Below are examples of how the UniStart intended learning outcomes relate to the UTAS generic graduate attributes

Intended Learning Outcomes	Links to Generic Graduate Attributes
1. use critical thinking in your university studies	<p>Social Responsibility. To be a socially responsible citizen, a critical approach to information and ideas is important.</p> <p>Global Perspectives. A global perspective requires the consideration of alternative viewpoints, which is a core element of critical thought.</p>
2. access and effectively utilise university learning resources	<p>Problem-Solving. These are life-long learning skills that will enable you to tackle new problems and challenges.</p>
3. understand the process of preparing a university level assignment and apply this in your assessment	<p>Knowledge. The processes involved in preparing university level assessment are designed to engage you in the investigation, exploration and construction of ideas, fostering the acquisition of new knowledge and understanding.</p> <p>Communication. Mastering academic writing provides a vehicle for clear and coherent communication of ideas, information and arguments.</p>

<p>4. demonstrate honesty in your academic work</p>	<p>Communication. Good communication in an academic environment requires you to be clear about the origins of ideas. The practices of academic honesty provide a shared language amongst scholars to enable this communication.</p> <p>Social Responsibility. Demonstrating academic honesty is an exercise of the ethical obligations of social responsibility.</p>
<p>5. critically reflect on areas of strength and weakness in your academic skills and understanding to enable you to continue to develop these throughout your degree</p>	<p>Knowledge. Developing self-awareness of your own learning style and your current levels of knowledge or understanding will allow you to assess your own learning progress and manage your learning independently.</p>

Alterations to the unit as a result of student feedback

We request feedback towards the end of each On-campus and Distance offering of UniStart and again later in the semester. We are continually seeking to refine and improve this program. Changes to this unit that have arisen from previous feedback include:

- Including more hands-on activities in the On-campus workshops, such as in the sessions on paragraph structure.
- Providing more structured support and guidance for Distance students' learning.
- Rearranging the On-campus timetable so that all students can attend all sessions of UniStart if they choose. We removed 'parallel' sessions, where students chose between different focussed skills sessions (eg, Oral Participation and Presentations *or* Stress and Time Management)
- Offering Basic IT as a separate class prior to the On-campus program, rather than as an afternoon option.

Prior knowledge &/or skills

It is assumed that you will have literacy levels equivalent to that of at least Australian secondary school and basic computer skills. However, if you do not possess these skills, supplementary assistance will be available through the focussed skills sessions.

Learning resources required

Reading List (On-Campus students)

- Dawson, J & Conti-Bekkers, G 2002, 'Supporting international students' transition to university', *Focusing on the student: proceedings of the 11th Annual Teaching Learning Forum*, Professional Development@Learning Development Services, Edith Cowan University, Perth W.A. pp. 87-93. [on e-reserve]
- Furnham, A 2004, 'Foreign students: Education and culture shock', *The Psychologist*, vol. 17, no. 1, pp. 16-19, viewed 14 January 2011, <http://www.lmu.ac.uk/internat/reflects/jan04/Education_and_culture_shock.pdf>
- Stewart, L & Leggat, PA 1998, Culture shock and travelers, *Journal of Travel Medicine*, vol. 5, pp. 84-88. doi: 10.1111/j.1708-8305.1998.tb00469.x, viewed 14 January 2011, <<http://onlinelibrary.wiley.com.ezproxy.utas.edu.au/doi/10.1111/j.1708-8305.1998.tb00469.x/abstract>>
- Zapf, MK 1991, Cross-cultural transitions and wellness: Dealing with culture shock, *International Journal for the Advancement of Counselling*, vol. 14, pp. 105-119. doi: 10.1007/BF00117730 viewed 14 January 2011, <<http://www.springerlink.com.ezproxy.utas.edu.au/content/xx244024k722v322/>>

Additional Reading Materials

These resources may be helpful during UniStart, and as you continue through your course of study. However, they are not required reading.

Culture Shock

- Bochner, S 2000, 'Culture shock' in AE Kazdin (ed.), *Encyclopedia of psychology*, American Psychological Association, Washington, DC, vol. 2, pp. 410-3.
- Hannigan, TP 1988, 'Culture shock with a happy ending' *Journal of Counseling and Development: JCD*, vol. 67, no. 2, pp. 91. [on e-reserve]
- Leigh, D 2006, Third cultured volunteer tourists and the process of re-assimilation into home environments, *Australian Journal on Volunteering*, vol. 11, no. 2, 59-67, viewed 7 January 2011, <<http://www.volunteeringaustralia.org/files/CG90XG4XVV/Leigh%20p60,%20v11,%202,%2006.pdf>>.
- McKenry, PC, & Price, SJ 2005, 'Families coping with change: A conceptual overview', in PC McKenry & SJ Price (eds), *Families & change: coping with stressful events and transitions*, 3rd edn, SAGE Publications, Thousand Oaks, California, pp. 1-24. [on e-reserve]
- Pantelidou, S & Craig, TKJ 2006, Culture shock and social support: A survey in Greek migrant students, *Society for Psychiatry Psychiatric Epidemiology*, vol. 41, pp. 777-781, doi: 10.1007/s00127-006-0096-5, viewed 7 January 2011, <<http://www.springerlink.com/content/23w4773l23m54116/>>.
- Ward, CA, Bochner, S & Furnham, A 2001, *The psychology of culture shock*, Routledge, East Sussex.
- Wright, R 2005, Going to teach in prisons: Culture shock, *Journal of Correctional Education*; vol. 56, no. 1; pp. 19-38, viewed 7 January 2011, <<http://proquest.umi.com/pqdweb?did=827252141&sid=1&Fmt=3&clientId=20931&RQT=309&VName=PQD>>

Studying at University

- Brick, J 2006, *Academic culture: a student's guide to studying at university*, National Centre for English Language Teaching and Research, Sydney, N.S.W. pp.1-10. [on e-reserve]

- Dawson, C 2004, *Learning how to study again: a practical guide to study skills for mature students returning to education or distance learning*, How To Books, Oxford.
- Game, A & Metcalfe, A 2003, *The first year experience: start stay and succeed at uni*. Federation Press, Annandale, N.S.W.
- Moss, S & Fleming, A 2010, *Success at university: What they haven't told you*. Tilde University Press, Prahan, NSW, Australia. [New book, not yet available in Library]
- University of Tasmania Library, *Referencing and assignment writing: Harvard*, University of Tasmania Library, viewed 13 December 2010, <<http://utas.libguides.com/content.php?pid=27520&sid=199808>>
- Williams, L & Germov, J. 2001, *Surviving first year uni*, Allen & Unwin, Crows Nest, N.S.W., pp.75-90. [on e-reserve]

E- (electronic) resources

Library

The library holds a number of books on study skills and writing. These are listed online under *Help for study and writing* in the Library's *Referencing and Assignment Writing* Subject Guide: <http://utas.libguides.com/referencing>

MyLO

Resources for UniStart (XAA001) are available online through MyLO. MyLO is accessed via the following website: <http://www.utas.edu.au/coursesonline/>

Computer hardware & software

For MyLO

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. Please see UConnect at <http://uconnect.utas.edu.au/> for information about computer software you will need. You will also need to have Adobe Acrobat Reader and Adobe Flash Player installed to access some resources.

Distance students wishing to attend Live Tutorials online should also consider purchasing a headset (microphone and speakers).

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *MyLO: Information for Students* for further information about accessing MyLO.

Details of teaching arrangements

UniStart has been designed with a number of learning options from which you can choose according to your previous learning experiences, learning styles and learning needs. The options include traditional face-to-face teaching on campus and online activities. Any of these options can be taken independently of other UniStart options (i.e., you can mix-and-match if you want/need to).

On campus: Face to face block teaching

Prior to semesters 1 and 2, a four- or five-day face-to-face component is delivered on selected campuses. The purpose of this block is to provide an intensive introduction to the areas of tertiary literacy covered by the UniStart program, with a particular focus on the process of preparing a university-level assignment.

Distance: Online learning

Distance students can participate in a structured sequence of supported online and written activities, including individual exercises and blogs, and optional weekly tutorials via web-conferencing. Distance students can choose between three supported study options: a five week interactive study option that runs from 24th January to 25th February; an intensive interactive study option that runs over a three week period from 7th February to 25 February; or a self-paced/self-directed study option. Distance students must register their study option on the UniStart Online MyLO site.

Online resources and activities

The MyLO component of the UniStart program incorporates a range of online materials. Please note that your engagement with these resources is self-directed; you are encouraged to work through the materials at your own pace. The purpose of these online resources is to provide information and instruction in the areas of tertiary literacy covered by the UniStart program and to provide a central contact point for program-related information and announcements. All UniStart students (whether attending on-campus or enrolled by distance) have access to the online materials (distance students also have access to some additional features).

Focussed skills session program

UniStart provides you with the opportunity to develop additional skills that may assist you in achieving academic success at university. This program may include optional sessions within the on-campus face-to-face blocks, workshops, and online resources. Topics covered may include using the library effectively; using computers effectively for your university study; presentation skills; oral communication; and using the English language at a university level.

Specific attendance/performance requirements

You are expected to participate actively and positively.

Note: While we recommend that On-Campus students attend as many of the face-to-face sessions as possible, attendance is not compulsory. You may engage with the course through a combination of on-campus attendance and use of the online tools and resources. Distance students must submit their completed Progress Tracker to receive a Completion Certificate.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Topics

	<i>On-campus workshops & Distance modules</i>	<i>On-line topics</i>
<i>Writing and Foundation Academic Skills</i>	Critical thinking, reading and writing	What is critical thinking? What is critical reading?
	Academic honesty: acknowledging sources, summarising, paraphrasing, referencing and plagiarism	What is plagiarism? What is referencing? What is summarising and paraphrasing?
	Lectures and note-taking	What do I do in lectures?
	Where to start your assignments, and how to make sure you have the right foundation for a good essay: analysing a question/topic	How do I write an essay?
	Research: finding information and resources for your assignments	
	Text and paragraph structure in academic writing	
	The processes of academic writing: planning, drafting and editing	
	Using online resources and learning in the online environment at UTAS	How do I use online resources?
		How do I prepare for exams? (online only)
<i>Focussed Skills</i>	Library tours (on-campus)	
	Basic IT: Basic computer and information technology skills (on-campus)	
	Stress management and time management	How do I manage my time?
	Writing formally for university (on-campus)	
	Oral presentations and participation in tutorials	What do I do in tutorials? How do I prepare oral presentations?

Assessment

There is no formal assessment as part of UniStart. A sample criteria sheet for the UniStart practice essay (which is not formally assessed) is provided for your information.

Sample Criteria Sheet for UniStart Practice Essay. (Essay is not assessed)

Criteria	HD (High Distinction) 80 -100%	DN (Distinction) 70-80%	CR (Credit) 60-70%	PP (Pass) 50-60%	NN (Fail) 0-49%
Question	The primary focus of the essay is on the question.	The essay is clearly focussed on the question.	The essay is clearly focussed on the question.	The essay partially addresses the question posed.	The essay addresses a different question to the one posed.
Structure	<p>A well structured introduction that introduces the topic, outlines the essay and takes a clear position.</p> <p>Body of the essay uses evidence from scholarly sources to logically and coherently support the position stated in the introduction.</p> <p>Conclusion summarises key points and supports the position taken.</p>	<p>A structured introduction that introduces the topic, outlines the essay and takes a position.</p> <p>Body of the essay uses supporting evidence to logically and coherently support the position stated.</p> <p>Conclusion summarises key support of the argument posed and reiterates the position taken.</p>	<p>A structured introduction that introduces the topic, outlines the essay and/or states the position.</p> <p>Body of the essay uses evidence to support the position stated.</p> <p>Conclusion summarises key points and the position taken.</p>	<p>Introduction introduces topic and outlines the path the essay will follow.</p> <p>Body of the essay uses supporting evidence to discuss topics.</p> <p>Conclusion summarises key ideas or takes a position.</p>	<p>Introduction has some structure but may not have a stated position or outline.</p> <p>Body of the essay provides limited evidence and is not presented in a logical or a coherent manner.</p> <p>Conclusion does not relate to the issues raised in the essay.</p>
Evidence / Researching	Located, evaluated and synthesised an extensive range of highly relevant information from scholarly sources.	Located, evaluated and synthesised a range of relevant information from scholarly sources.	Located, evaluated and incorporated a range of relevant information from scholarly sources.	Located and collated partly relevant information from a range of sources.	Used information from sources that was tenuously related to your topic.
Referencing	Accurately and consistently adhered to the referencing conventions of the nominated referencing style.	Almost always adhered to the referencing conventions of the nominated referencing style.	Accurately followed, for the most part, the referencing conventions of the nominated referencing style.	Followed some of the referencing conventions of the nominated referencing style.	Used an idiosyncratic referencing style.
Academic Integrity	Explicitly acknowledged all sources throughout the essay.	Explicitly acknowledged almost all sources throughout the essay.	Explicitly acknowledged most sources throughout the essay.	Acknowledged most sources throughout the essay.	Occasionally acknowledged some sources.
Writing	Meaning is clear and written expression excellent. Written in a formal academic style.	Meaning is clear and written expression good. Mostly written in a formal academic style.	Meaning is clear and written expression sound. Generally written in a formal academic style.	Meaning is generally clear. Uses occasional informal style and expression.	Written expression difficult to understand. Written for a non-academic audience.

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

There is no specific referencing style for this unit. However, you are expected to select one recognised referencing style, and use it correctly and consistently.

For information on presentation of assignments, including referencing styles:
<http://utas.libguides.com/referencing>

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- (a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled;
- or
- (b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work. If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at:
<http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see <http://www.students.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

Information regarding Academic Integrity (what it is and how to maintain it) is available at: <http://www.academicintegrity.utas.edu.au/>

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the **Current Students** homepage at: <http://www.students.utas.edu.au/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.library.utas.edu.au/>

Critical reading activity (On-Campus students)

Each student attending the on-campus classes will be provided with a copy of one of the four documents in the UniStart Reading List. These documents will form the basis of the critical reading activity session, in which you will provide insight on your assigned article to the other members of your group, by sharing your responses to the following questions.

General questions (all documents)

- Was this article easy or difficult to read? Why?
- What is the key message of the article? Was there a clear message in this article?
- Would you consider this piece to be 'relevant literature'? Why?/Why not?
- How could this document help you answer the essay question?

Article specific questions

Stewart and Leggat (1998). *Culture shock and travelers*.

- How do Stewart and Leggat (1998) define 'culture' and 'culture shock'?
- What is the thesis or objective of their paper?
- What factors do they suggest influence the severity of the impact of culture shock? Can you relate to one of these? In what way?

Zapf (1991). *Cross-cultural transitions and wellness: Dealing with culture shock*.

- Which of the descriptions of the stages of cultural adjustment, listed in Table 1, makes most sense to you? Why?
- Does the research that Zapf (1991) cites suggest that culture shock can be avoided?
- Do you feel that this paper suggests culture shock is a positive or a negative experience. What was it in the paper that made you feel this?

Furnham (2004). *Foreign students: Education and culture shock*.

- What are some of the difficulties Furnham (2004) suggests students may face starting university? Do you think that you may be affected by any of the difficulties he discusses? In what way?
- Do you think that the strategies that are suggested for foreign students to help themselves are relevant to other students?
- Does Furnham support all his claims with evidence?

Dawson and Conti-Bekkers (2002). *Supporting international students' transition to university*.

- In what ways do Dawson and Conti-Bekkers (2002) suggest that culture shock is a positive experience?
- In what ways has Curtin University of Technology dealt with student transition to the Australian academic environment?
- Were all concepts introduced in the paper fully explained?

Unit schedule

Semester	Important dates	Location	Activity
before Semester 1 begins	January 17	Online	Access to UniStart Online via MyLO is available from this date. This site contains a wide variety of resources to support your UniStart studies
	January 17 to April 9	Online	Guided, self-paced distance study option
	January 24 to February 25	Online	Guided, interactive and supported distance study option 1.
	January 24 to February 25	Online	Live online tutorials and core period of support available for students studying UniStart by Distance
	January 27 & 28 5.30-8.30pm	Hobart & Launceston	On-campus Basic IT class for beginner computer users
	January 31 to February 4	Hobart & Launceston	On-campus face-to-face workshops and lectures
	February 5 10am-4pm	Hobart & Launceston	On-campus Basic IT class for beginner computer users
	February 7 to 11	Hobart, Launceston & Cradle Coast	On-campus face-to-face workshops and lectures
	February 7 to 25	Online	Guided, interactive and supported distance study option 2.
	February 15 to 18	Rozelle & Darlinghurst	On-campus face-to-face workshops and lectures
Semester 1 & Semester 2	Anytime	Online	You can 'drop-in' to the UniStart MyLO website at any time to use the information, resources and tools available there.
	Mon to Fri business hours	On-campus	Various workshops are available during the semester to assist you to refresh, extend or apply the concepts covered during the initial UniStart sessions.
	Mon to Fri business hours	On-campus (Email & phone for distance students)	Drop-in learning support and learning skills appointments are available to students during the semester
		Email	Feedback on your UniStart experience will be requested during the semester
	Exam periods		<i>No exams for UniStart</i>
Vacation	November 8		Access to online UniStart program on MyLO closes