



## FHEA Case Study Exemplar

<p><b>Written Case Study Title:</b></p>	<p>Academic Literacies</p>
<p>Based on evidence from student feedback and assessment performance from previous course cohorts, I identified a need to provide MA XXXX international postgraduate students with means to help them develop English language and academic literacies (i.e. critical reading and writing skills) (V2). My aim was to support students by embedding systematic academic language instruction and support within the module which I lead and teach on XXXX. This model is widely considered more effective than adjunct services (Harris &amp; Ash, 2011; Stappenbelt &amp; Barrett-Lennard, 2008; Wingate &amp; Dreiss, 2009) (V3).</p> <p>To meet this aim, I initiated the following actions:</p> <ul style="list-style-type: none"> <li>• embedded the development of academic language skills (e.g. the ability to select sources, read efficiently and critically, comprehend content, synthesize and discuss ideas (in writing), recognise and use academic structures and conventions) explicitly and systematically within my module (A1, K1)</li> <li>• raised student awareness of academic literacies through guided reading activities, text analysis and discussion activities (A2)</li> <li>• incorporated opportunities for students to develop reading and writing skills while engaging with module content material and ideas (A2)</li> </ul> <p>For example, I embedded academic literacies instruction and support within a module session on teaching L2 receptive skills (reading and listening) (A2). I wanted to help students develop different ways of reading (global, local, carefully and expeditious) and to read selectively, critically, efficiently and with a focus. I brought three journals article to class, each with a different opinion on the question: Should listening strategies be taught in XXXX classes? I first asked students to skim read the articles to find out what listening strategies are, giving them a time limit to force them to read quickly and thus develop global, expeditious reading (K2). We then discussed the question and students formulated an initial opinion. Our next focus was on reading for information to support arguments for and against the proposal. I asked the students if they considered it effective to read all three articles in full, slowly and carefully (no) and then asked them to identify which parts of the articles were likely to yield relevant information. I questioned each suggestion, asking them to justify the time it would take to read the section carefully (K2) and students came to the realisation that they need only read two or three sections carefully. They realised they could ignore parts of the articles or skim read other parts very quickly. Students then read the</p>	

**Comment [PT1]:** Starts with showing evidence to underpin the need for change.

**Comment [PT2]:** Good use of academic literature to support chosen approach.

**Comment [PT3]:** Correctly, and clearly, mapping to the UKPSF within the text. This is done effectively throughout thus providing further evidence of meeting HEA Descriptor 2 criteria.

**Comment [PT4]:** Note the consistent use of the first person, thus being explicit about their contribution to the practice(s) described.

chosen sections carefully, highlighting and building up arguments which they compared with a partner. For homework, students wrote a response to the question, citing and synthesizing the three sources and I gave them detailed feedback on their writing **(A1, A3)**. I thus integrated the development of academic reading and writing with the session focus of teaching receptive skills **(K2)**. The success of this lesson is evidenced by the fact that 8 out of the 11 students on the course chose to write about it in an assignment in which they identified methods which helped them learn **(K5)**.

**Word count: 493 words**

**Comment [PT5]:** Completes the study with some good evidence to support the effectiveness of the chosen approach.