



Military Academic Pathway Program



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We recognise that Flinders University operates on Indigenous peoples' traditional lands and waters and acknowledge their continued responsibility to care for country at the University's various teaching locations, including the lands and waters of the following peoples: Kaurna, Arrernte, Boandik, Bungarla, Gunditjmara, Jawoyn, Larrakia, Nauo, Ngarrindjeri, Peramangk, Wurundjeri, Yolgnu.

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Welcome to MAPP!

Welcome to the Military Academic Pathway Program (MAPP) and congratulations on making the decision to undertake tertiary studies as part of your transition from military service.

Flinders University has a long history of giving opportunities for access to higher education to people from a broader range of backgrounds. MAPP is designed with the intention of assisting military personnel with their transition from service, responding to the specific needs of veterans entering tertiary study, and recognising the skills and qualities that veterans bring to their studies and University communities. It is specifically designed to assist in your both academic and social preparation for university.

The program is intensive and may challenge you, but it is designed to do exactly that. Working hard and applying yourself, will contribute to your success and ability to commence an undergraduate degree with a deeper understanding of:

- University culture and expectations
- Digital literacy
- Critical thinking, research, and argumentation
- Communication and numeracy skills

While the program covers a range of academic skills development, it will also introduce you to student veterans already studying at Flinders University, link you to additional support services, and assist you with course selection. You will also become familiar with the University's expectations, having experienced what life is like for an undergraduate student at Flinders over the four weeks. Once you have successfully completed the program, you will be ready to commence your degree with a strong foundation, a sense of confidence and of belonging to a supportive and inclusive community of peers.

Program Aims

The Military Academic Pathway Program aims to:

1. Promote students' sense of capability to succeed at university;
2. Foster students' sense of belonging within the university community;
3. Introduce students to academic culture and the relationship between research, knowledge and learning;
4. Develop students' argumentation, critical thinking, and oral and written communication skills; and
5. Advance students' research and digital literacy skills.

Intended Learning Outcomes

On successful completion of the program, students should be able to:

1. Identify and describe qualities of university culture;
2. Locate university resources in support of study or research activities;
3. Recognise and evaluate the logical structure of the thoughts, opinions, and arguments of others in an academic setting;
4. Communicate their own thoughts, opinions, and arguments with logical structure and clarity;
5. Acknowledge the ideas and published works of other scholars when engaging in academic discourse; and
6. Reflect on their current skillset and articulate its value for further learning and personal or professional growth.

Attendance

The MAPP is an intensive, blended program, delivered over four weeks, four days a week between the hours of 0900 to 1400. MAPP contains a mix of face-to-face contact and independent online study. On top of class contact time, students should assume at least 18 hours of additional study each week, which is equivalent to a full-time study commitment.

If you are unable to attend a session, please inform the Program Coordinator, and appropriate make up sessions/tasks may need to be met for any time missed.

Email and Flinders Learning Online (FLO)

Email is the standard form of communication between staff and students at Flinders. You will receive a Flinders Authentication Name (FAN) and once this is activated, you can access your Flinders email account. You will need to check this regularly each day and use it to communicate with teaching staff.

You will also use your FAN to access Flinders Learning Online (FLO), the University's online learning platform. On FLO you will access the learning material and additional resources here regularly throughout the program. All assignments are submitted through the assignment portal in FLO, and notices and discussions will happen here as well.

Assessment Tasks

Assessment Task	Due Date	Weight
<p>Reflective Blog</p> <p>An ongoing reflective exercise in which you will reflect on the week's learning and your personal development. You will use a framework discussed in class to shape the reflective writing.</p>	<p>Blog 1: 5pm Friday 16 April</p> <p>Blog 2: 5pm Friday 23 April</p> <p>Blog 3: 5pm Friday 28 May</p>	15%
<p>Detailed Essay Plan</p> <p>A detailed plan of the critical essay developed according to a template which will be provided. This will include development of a thesis statement and identifying major ideas and supporting evidence.</p>	5pm Monday 24 May	10%
<p>Reflective Oral Presentation</p> <p>A five-minute reflective oral presentation. It will demonstrate developed critical reflection skills, PowerPoint proficiency and oral presentation skills.</p>	<p>Wednesday 2 June</p> <p>In class</p>	35%
<p>Critical Essay</p> <p>A 1000-word critical essay demonstrating the ability to construct a logical and argumentative paper, following the necessary structure and conventions of academic writing. Students will choose one of the provided questions or may construct their own in consultation with the Program Coordinators.</p>	5pm Friday 11 June	40%
Total		100%

Program Overview

Learning Areas Introduces

- Introduction to University
- how the University works and the differences between military and student life
 - academic protocols
 - academic integrity
 - interactions with staff and students
 - respect for diversity
 - group work
 - lecture note taking
 - tutorial participation
-

- Academic Writing and Speaking
- the academic writing process, including analysis of the question, planning, structure, integrating sources and citing evidence, and editing and proofreading
 - reflective writing
 - oral presentation skills
-

- Research Skills
- the Flinders Library
 - the concept of academic research
 - the use of databases and other electronic search tools
 - effective reading strategies
 - the evaluation of sources
-

- Critical Thinking
- academic arguments
 - confirmation bias
 - logical fallacies
 - critiquing sources
 - critical reflection
 - growth mindset
 - spatial problem solving
-

Navigating MAPP

On the previous page you can see the broad learning areas which comprise MAPP. These have been selected and designed to ensure participating students will be prepared to successfully commence a degree with both the confidence and the skills required. The program is integrated, with each session building on the last, and there is substantial crossover between these topics and the individual sessions. Readings, details of all assessments including marking criteria, and further support material are all found on FLO. You will also submit your assignments through the submission box on FLO.

During MAPP, guest academics and presenters from a range of disciplines will speak on topics of interest. We hope this will spark your interest and provide you with hands on experience in some of the various disciplines offered at Flinders. These presentations will form the basis of the research you will undertake for the major essay assignment (Task 4). These include:

- Dr Tessa Lane: Geospatial Information Systems
- Dr Ali Baker: Indigenous and Australian Studies
- Associate Professor Ben Wadham: Sociology
- Associate Professor Justin Chalker: Chemistry
- Associate Professor Lydia Woodyatt: Psychology
- Dr Jeanne Young: Biology
- Dr Narelle Hunter: Science Education
- Associate Professor Craig Taylor: Philosophy
- Associate Professor Tania Leiman: Law
- Professor Kate Douglas: English Literature
- Dr Anthea Cayetano: Paramedic Science
- Associate Professor Pablo Munguia: Marine Biology
- Dr David Hobbs: Biomedical Engineering
- Professor David Lewis: Nanotechnology

Program Schedule – Weeks One and Two

MAP Program Schedule (Semester 1, 2021)				
Week 1				
	Monday 12/04	Tuesday 13/04	Wednesday 14/04	Thursday 15/04
09:00 - 09:50	Welcome & Program Overview Dr L. Butterworth, Dr M. Norris SILC Building, Room 05	Intro to Critical Thinking Workshop Dr Lauren Butterworth Social Sciences South, Room 115	Open Guided Study Dr L. Butterworth, Dr M. Norris Social Sciences South, Room 145	Open Guided Study Dr L. Butterworth, Dr M. Norris Social Sciences South, Room 145
10:00 - 10:50			Geographical Information Systems Dr Tessa Lane SILC Building, Room 05	The CSI Effect Dr Ruby Sims Law Commerce, Room 110
11:00 - 11:50	Digital Flinders Dr Kung-Keat Teoh Central Library, Computer Lab 1	The Learning Brain Workshop Dr Matthew Norris Social Sciences South, Room 115	What is 'Good' Communication? Dr Lauren Butterworth Law Commerce, Room 110	Indigenous and Australian Studies Dr Ali Baker Law Commerce, Room 110
12:00 - 12:50				
13:00 - 13:50	Flinders Main Campus Tour Dr Matthew Norris Tavern, The Hub	Introduction to the Library: Searching & Resources Ms Hannah Foster Central Library, Computer Lab 1	Visualising Patterns Workshop Dr Matthew Norris Social Sciences South, Room 115	Military to Civilian Transition: Identity, Purpose Belonging Assoc. Prof. Ben Wadham Social Sciences South, Room 112
Week 2				
	Monday 19/04	Tuesday 20/04	Wednesday 21/04	Thursday 22/04
09:00 - 09:50		Guided Research Ms Hannah Foster Central Library, Computer Lab 1	STEM Skills & Pathways Dr Jeanne Young, Dr Narelle Hunter Dr Liu Fei Tan Health Sciences LTC, Room 3.06-08	Open Guided Study Dr L. Butterworth, Dr M. Norris Social Sciences South, Room 145
10:00 - 10:50	Number Sense Workshop Dr Matthew Norris Physical Sciences, Room 0008	Types of Academic Writing Dr Grace Chipperfield Law Commerce, MOOT Court		Mill's Liberty Principle Assoc. Prof. Craig Taylor Humanities, North Theatre 1
11:00 - 11:50	Chemical Sciences Assoc. Prof. Justin Chalker Physical Sciences, Room 0008			Arguing it Out: Argumentation Workshop Dr Lauren Butterworth Social Sciences South, Room 145
12:00 - 12:50			STEM Laboratory Experience Dr Jeanne Young, Dr Narelle Hunter Dr Liu Fei Tan Health Sciences, Lab 4.41	MAPP Lunch at the Tavern Tavern, The Hub
13:00 - 13:50	Mindfulness and Academic Success Ms Maureen Germein Social Sciences South, Room 145	The Psychological Needs for Belonging Assoc. Prof. Lydia Woodyatt Social Sciences South, Room 115		

Program Schedule – Weeks Three and Four

Intermission Period 24/04 – 23/05				
Week 3				
	Monday 24/05	Tuesday 25/05	Wednesday 26/05	Thursday 27/05
09:00 - 09:50		Guided Research Ms Hannah Foster Central Library, Computer Lab 1		Paramedic Sciences: Medicine on the Move Dr Anthea Cayetano Sturt, Seminar Room S404B
10:00 - 10:50	Origami with Numbers Workshop Dr Matthew Norris Tonsley, Rooms 1.02–03	Nanotechnology: Small Scale Science for an Upscaled Future Prof. David Lewis SILC Building, Room 05	Life Storying, Privacy and the Self Prof. Kate Douglas Social Sciences South, Room 115	
11:00 - 11:50	Differently Think with New Venture Institute Ms A. DiFabio, Mr R. Garcia Tonsley, Rooms 1.02–03	From the Military to University: Culture Change Assoc. Prof. Ben Wadham Social Sciences South, Room 112	Let's Get Critical: Critical Reading & Discussion workshop Dr Lauren Butterworth Social Sciences South, Room 154	Growth Patterns Workshop Dr Matthew Norris Central Library, Noel Stockdale Room
12:00 - 12:50	Tonsley AI Bus Ride (10 min)			
13:00 - 13:50	Biomedical Engineering Dr David Hobbs Tonsley, Rooms 1.02–03	Law & Tech Collide: Driverless Cars & Augmented Human Drivers. Assoc. Prof. Tania Leiman Law Commerce, MOOT Court	Open Guided Study Dr L. Butterworth, Dr M. Norris Law Commerce, Room 112	Marine Biology Assoc. Prof. Pablo Munguia Central Library, Noel Stockdale Room
Week 4				
	Monday 31/05	Tuesday 01/06	Wednesday 02/06	Thursday 03/06
09:00 - 09:50				
10:00 - 10:50	The Craft of Writing Ms Jane Habner Social Sciences South, Room 115	Public Speaking Workshop Dr L. Butterworth, Dr M. Norris Law Commerce, Room 103	Reflective Presentations Dr L. Butterworth, Dr M. Norris Health Sciences, Theatre 1.09	Becoming a Career-Ready Graduate Ms J. Barker, Ms U. Bronicki (TBC) Physical Sciences, Room 0007
11:00 - 11:50		Open Guided Study Dr L. Butterworth, Dr M. Norris Law Commerce, Room 103		Killing Your Darlings: Editing and Proofreading Dr L. Butterworth Physical Sciences, Room 0007
12:00 - 12:50				
13:00 - 13:50	Applying for a Degree at Flinders Ms L. Ward, Ms C. Skene Physical Sciences, Room 0007	Open Guided Study Dr L. Butterworth, Dr M. Norris Social Sciences South, Room 145	Reflective Presentations Dr L. Butterworth, Dr M. Norris Health Sciences, Theatre 1.09	Program Review & Feedback Dr L. Butterworth, Dr M. Norris Central Library, Noel Stockdale Room

Assessment Details

Assessment 1: Reflective Blog

At the end of Weeks 1, 2 and 3, reflect on your experiences in that past week and write a blog post to your peers sharing your thoughts. For each blog, in one or two paragraphs (for each of the three parts below), share:

- 1) Something shown or discussed in class that you already knew about or have had some experience with. Comment on how your prior knowledge may have, or could have, helped you to learn something more about that subject.
- 2) Something mentioned in class that was completely new to you. Think about and comment on how broad this new area of knowledge may be to you, and the steps you might take to learn more about it.
- 3) Something discussed in class that challenged your way of thinking about a subject or issue. Briefly share how your thinking, or your assumptions, may begin to change as a result.

In addition, after posting your blog, add a comment of between 50-100 words to the posts of two peers.

Use Mahara e-portfolio to create your blog. This can be accessed via FLO, beneath your profile in the top right-hand corner of the screen. This will be demonstrated to you in class.

This blog will form the foundation for your critical reflective oral presentation.

Due: Blog 1: 5pm Friday 16 April

Blog 2: 5pm Friday 23 April

Blog 3: 5pm Friday 28 May

Weight: 15% (total)

A marking rubric for this assignment is available on FLO.

Assessment 2: Detailed Essay Plan

Constructing a clear structural plan is a particularly useful stage of the academic writing process.

A plan allows you focus your ideas and research a topic in a systematic way. It involves summarising each key idea in either short sentences or dot points and indicating how those ideas will be supported. It should consider your overall answer to the question, how that answer is expressed as a thesis statement, and how each key point contributes to its development.

What to include in your structural plan:

- An outline of each of the paper's main ideas. You may wish to include headings and an estimated word count to represent each paragraph, including an introduction and conclusion.
- A clear thesis statement. This should both clearly state your position (your argument or response to the question) and the organisation of the paper (the main ideas that will be discussed).
- Each main point, including a topic sentence and a bullet point list of how the idea will be supported and developed. The topic sentence will provide your reader with an understanding of what each body paragraph will be about. Each bullet point should indicate the development of the idea.
- The supporting evidence already found. Ensure you include both in-text and full references for each source. This may not yet be complete, but should indicate that you have begun research.

An example essay plan, template, and a marking rubric are available on FLO.

Due: 5pm Tuesday 25th May

Weight: 10%

Assessment 3: Reflective Oral Presentation

Reflect on your experiences in the MAP Program and prepare an 8-minute presentation to share your thoughts with your peers. Structure your presentation to include information on the following three areas:

1) University culture

Through the MAP Program, you have been exposed to many qualities of university life and culture. How is the culture at university similar to your expectations? How is it different from your expectations?

2) Skills for further learning and beyond

Reflect on your current skillset and share how this will be useful to you when pursuing further learning at university, and in your personal or professional lives.

3) Ideas that challenge

People at the university value critical thinking. Share an experience of personal growth during the MAP Program, where your thinking has been challenged, broadened or changed forever!

At the end of your presentation, your peers will also be invited to ask you questions.

Due: In-class 2 June

Weight: 35%

A marking rubric is available on FLO

Assessment 4: Critical Essay

The essay remains the most common form of written assessment at university as it allows students to demonstrate their ability to construct an academic argument through systematic research and critique and evaluation of existing literature. It requires a logical progression of ideas, following a clear structure of introduction, body and conclusion. It allows students to demonstrate their ability to communicate clearly through the use of appropriate formal language and to reference their sources accurately and consistently using an approved referencing system. Use the readings supplied in class, and other sources found through your library searches.

The task

You are required to write a 1000-word argumentative essay on one of the provided essay questions (provided on the following page).

You will be assessed on:

- the quality of your argument
- the quality of the structure
- the quality of your written communication
- the quality of the referencing

Due Date: 5pm Friday 11 June

Weight: 40%

A marking rubric is available on FLO

Essay Questions

1. To what extent is shame tied to a human need for belonging?
2. What does Mill mean by 'Harm' in his Harm principle? Do you agree with the principle? Discuss.
3. Fidler crabs are relatively small, but in the animal kingdom animals can be much smaller or much larger, yet the same thermic principles apply. How does temperature affect animals of different body sizes and their coping mechanisms?
4. Life narrative scholars have argued that self-disclosure, or oversharing, is something many of us have a natural urge to do. What are the benefits and pitfalls of online self-disclosure in 2021? Present different critical positions before settling on practical suggestions for safe practice.
5. Does tech have to be 100% safe 100% of the time?
6. Breaches of our personal privacy by governments and corporations are now an everyday occurrence, we just have to learn to manage them. Do we?
7. If new scientific developments or technologies can make us safer, should we be required to use them?

We suggest that you look through the recommended readings provided on FLO as a starting place for your research. Your answer should clearly be linked to one or more of the topics presented during the MAP Program.



MAPP