






Keys to Academic Success

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We acknowledge the Australian Aboriginal and Torres Strait Islander peoples as the first inhabitants of this country and pay our respects to the Traditional Owners and Elders, past and present, of the land on which we stand today, the Djabugay, Yirriandji and Gimuy Yidinji people.

In the spirit of reconciliation, we also acknowledge the valuable contribution that Australian Aboriginal and Torres Strait Islander peoples continue to make to James Cook University and the broader community

Acknowledgement of Country




Before we get started...



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What are your first impressions?

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Overview

By the end of this webinar...

1

PLAN: every second counts

2

TAKE ACTION: three steps to success

3




CONNECT: what A grade students do

Access to support services



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- ★ Chat with a Peer Advisor
- ★ Learning Advice consultations
- ★ Studiosity (after hours support)

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Access to support services



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- ★ PASS significantly increases chances of passing
- ★ The Learning Centre website
- ★ Short Courses and Workshops



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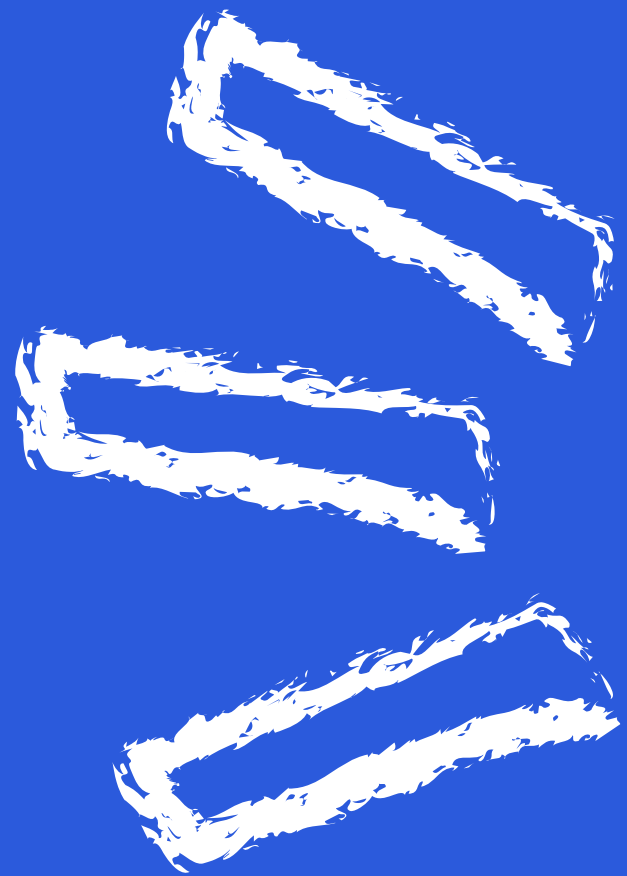
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Create a Study Plan

Every second counts...

Organise yourself through strategic and purposeful planning



Semester

PLAN



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Study Period 2, 2020
Assessment Planner

Learning, Teaching
and Student Engagement



Use the planner to schedule important dates, personal commitments and all assignments (including their % value and word limits).


WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Orientation Week	20 July	21	22	23	24	25	26
SP1 Week 1	27	28	29	30	31	1 Aug	2
Week 2	3	4	5	6	7	8	9
Week 3	10	11	12	13	14	15	16
Week 4	17	18	19	20	21	22	23
Week 5	24	25	26	27	28	29	30
Week 6	31	1 Sept	2	3	4	5	6
Week 7	7	8	9	10	11	12	13



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Week 8	14	15	16	17	18	19	20
Week 9	21	22	23	24	25	26	27
Lecture recess	28	29	30	1 Oct	2	3	4
Week 10	5	6	7	8	9	10	11
Week 11	12	13	14	15	16	17	18
Week 12	19	20	21	22	23	24	25
Week 13	26	27	28	29	30	31	1 Nov
Study Break	2	3	4	5	6	7	8
Exams	9	10	11	12	13	14	15
Exams	16	17	18	1	20	21	22

Review the Subject Outlines for each subject



Subject Outline

Subject Name	Research Design: Theory and Application
Subject Code	NSS201
Study Period	Study Period 2 – 2018
Study Mode	External
Campus	Townsville
Subject Coordinator	Dr Karen Yates and A/Prof Caryn West

We acknowledge the Traditional Owners of the lands and waters where our University is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

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Cairns
Singapore
Townsville

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Orientation Week	15 February	16	17	18 Keys to Success	19	20 Maths Refresher Course Day1	21 Maths Refresher Course Day2
SP1 Week 1	22	23	24	25	26	27 Connect ⁴ Course	28
Week 2	29	1 March	2 Tutorial questions 1 (10 % for all)	3	4	5 Academic Writing Course	6 Online quiz 1 (10 % for all)
Week 3	7	8 Practical Report 1 (30 % for all)	9 Tutorial questions 2 (10 % for all)	10	11	12	13
Week 4	14 In class test (10 %)	15	16 Tutorial questions 3 (10 % for all)	17	18	19	20 Online quiz 2 (10 % for all)
Week 5	21	22	23 Tutorial questions 4 (10 % for all)	24	25 Group assignment (15 %)	26 Maths Refresher Course Day1	27
Week 6	28	29 Practical Report 2 (30 % for all)	30 Tutorial questions 5 (10 % for all)	31 Group Wiki (10 %)	1 April	2 Maths Refresher Course Day2	3 Online quiz 3 (10 % for all)
Week 7	4	5	6 Tutorial questions 6 (10 % for all)	7	8	9	10
Week 8	11 In class test (10 %)	12	13 Tutorial questions 7 (10 % for all)	14	15	16	17 Online quiz 4 (10 % for all)
Lecture Recess	18	19	20	21	22	23	24
Week 9	25	26 Practical Report 3 (30 % for all)	27 Tutorial questions 8 (10 % for all)	28	29 In class test (10 %)	30	1 May
Week 10	2	3	4 Tutorial questions 9 (10 % for all)	5	6 Essay (25 %)	7	8 Online quiz 5 (10 % for all)
Week 11	9 Oral Presentation (15 %)	10	11 Tutorial questions 10 (10 % for all)	12 Online Presentation (15 %)	13	14	15
Week 12	16	17 Practical Report 4 (30 % for all)	18 Tutorial questions 11 (10 % for all)	19	20	21	22 Online quiz 6 (10 % for all)
Week 13	23	24	25	26	27 Research Assignment (25 %)	28	29
Study Break	30 Literature review (20 %)	31	1 June	2	3	4	5
Exams	6	7	8	9	10	11	12
Exams	13	14	15	16	17	18	19

Maths Refresher

Research Assignment (25%)

Colour code subjects




Subject 1
 Subject 2
 Subject 3
 Subject 4

Use colour coding. Make sure that you have all your deadlines in one place.



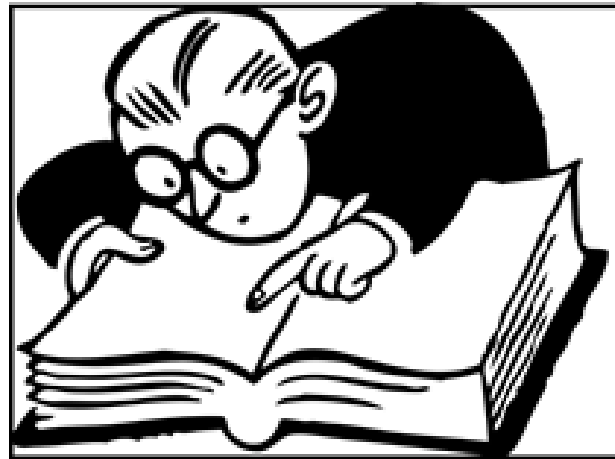
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Weekly Plan

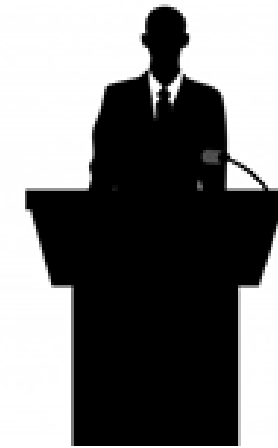
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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 am-9 am							
9 am-10 am							
10 am-11 am							
11 am-12 pm							
12 pm-1 pm							
1 pm-2 pm							
2 pm-3 pm							
3 pm-4 pm							
4 pm-5 pm							
5 pm-6 pm							
6 pm-7 pm							
7 pm-8 pm							
8 pm-9 pm							
9 pm-10 pm							

Workload per subject



5-10 hours of self-study (individually or with peers)



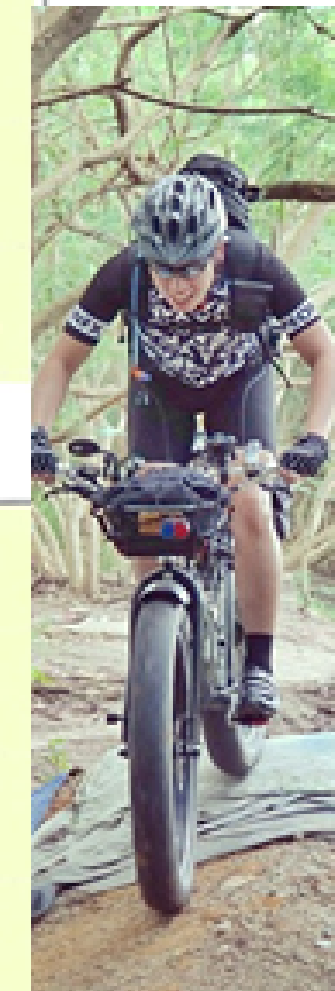
2-5 hours of contact time (attendance at timetabled online and/or on-campus sessions)

10-12 hours per week

Consider your commitments outside uni as well as your study load.

Weekly Study Planner

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am-9am	ED 1401 Reading				ED 1421 tutorial prep	WORK	
9am-10am	Note taking (use effective reading guide)	ED 1421 PASS	ED 1421 Lecture	EL 1100 Lecture	assessment focus		
10am-11am		ED 1401 Lecture Tues					
11am-12pm			EL 1100 reading	Academic writing workshop			⊕
12pm-1pm	LUNCH	LUNCH	LUNCH	Active Learning Workshop	LUNCH	LUNCH	
1pm-2pm	ED 1421 Reading lecture preparation	ED 1401 tutorial preparation	ED 1401 tutorial	LUNCH	EL 1100 workshop preparation	WORK	
2pm-3pm		assessment focus	EL 1100 tutorial preparation	CATCH UP WITH FRIENDS			
3pm-4pm							
4pm-5pm	Gym			EL 1100 tutorial			
5pm-6pm	DINNER		ED 1421 tutorial				
6pm-7pm		MOVIE NIGHT		WORK			
7pm-8pm	WORK						
8pm-9pm							



Be sure to factor in some down time for yourself!



Take control of your time by using planners. They are maps to guide you successfully through the semester.





Challenges and Tips



THINK & SHARE






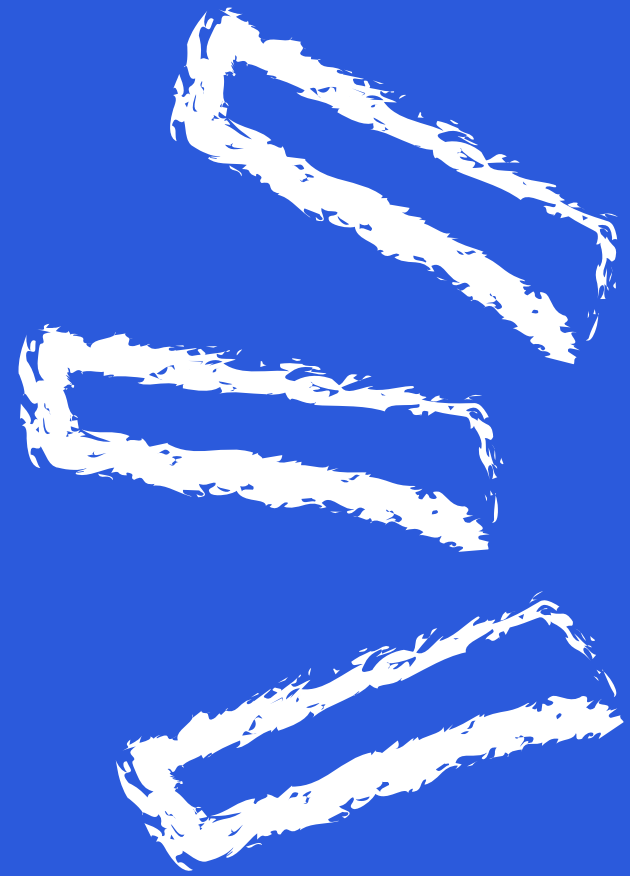
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Steps to success

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3 steps

TO ASSESSMENT SUCCESS



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WHAT STEPS WILL YOU TAKE
WHEN YOU START YOUR FIRST
ASSIGNMENT?

group discussions






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- 1 Unpacking and researching
- 2 Planning and drafting
- 3 Editing

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1 Unpacking and researching

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Read the task description in detail, and look at the subject learning outcomes.

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ASSESSMENT TASK 3: RESEARCH PROPOSAL

Aligned subject learning outcomes	<ul style="list-style-type: none">differentiate between research methodologies and research methodsoutline the process of conducting an integrative review of the literaturedescribe each step of the research processdesign a research proposal to investigate a workplace issue
Aligned professional standards/ competencies	Follow the links for the full text of the current codes and guidelines: Codes of Ethics (2018) , Codes of Conduct (2018) , Registered Nurse Standards for Practice (2016) , Midwifery Competency Standards (2006) , and Decision Making Frameworks (DMF) (2013)
Group or individual	Individual
Weighting	60%
Due date	Friday 26 th October 2018: 23:59

ASSESSMENT TASK 3: DESCRIPTION

OPTION 1: ESSAY FORMAT

Word length: 3000 words (word counts 10% above the required word limit will be penalised by 10% deduction of the marks available. The word count must be accurately stated at the end of the concluding paragraph. Every printed element between spaces is to be counted including quotations and in-text references (but not including References or Appendices)).

The aim of this assignment is to write a research proposal that could be implemented in your workplace, or with another industry group as a future service learning project.

Firstly, construct a focused research question in collaboration with either your colleagues, or another industry group. The focused research question could arise from the literature, your own work experience or a combination of both. Pay particular attention to the special features of your area of speciality. You need to design a search strategy to identify existing literature that discusses the focused research question.

Write a problem statement that describes a gap in the existing literature you have identified. Based on your problem statement, identify the significance of, and rationale for a future research study. After writing a problem statement, formulate an appropriate research aim and question relating to the problem. Following this, identify and justify an appropriate research methodology and methods to answer this research question. Consider the ethics of your proposed study; are there any issues that need to be addressed? Devise a recruitment strategy and discuss how you will obtain informed consent. Plan a timeline for the proposed study, cost and justify a budget and identify how you will disseminate your results and why you have chosen these methods.

The structure of your paper will be as follows (use headings in your assignment):

1. Introduction
 - a. Consultation with colleagues/industry group
 - b. Focused research question
2. Description of a search strategy identifying existing literature related to the focused clinical question.
3. Problem statement including significance of the problem to nursing
 - a. Research aim and question
4. Research methodology
5. Methods of data collection/generation and analysis
6. Ethical considerations
7. Timeline, budget and dissemination plan
8. Reference list

Refer to [Assessment Preparation Guidelines](#) for presentation requirements.

ASSESSMENT TASK 3 MARKING CRITERIA

RESEARCH PROPOSAL FOR SERVICE LEARNING PROJECT CRITERIA					
CATEGORY	5	4	3	2	1
Consultation [10 marks]	There is a clearly rationalised and well-justified description of the consultation process used. A communication strategy was devised that identified key stakeholders and justified how and why they needed to be consulted.	There is a thoughtfully rationalised and coherent description of the consultation process used. A communication strategy was devised that identified key stakeholders and how they were contacted.	There is a credibly rationalised and competent description of the consultation process used. A number of key stakeholders identified, no description of communication processes used.	There is a rational description of the consultation process used. Method of communication described.	There is no or unclear description of the consultation process used.
Focused research question [5 marks]	A clear and succinct focused research question is provided.	A clear focused research question is provided.	A focused research question is provided.	A research question is provided	A research question isn't provided.
Search strategy process [15 marks]	Focused research question posed to be answered by the literature review. Comprehensive search strategy process described and justified. Inclusion and exclusion criteria identified and judiciously explained. Electronic journal library bases identified and appropriate to question. Method of critical appraisal comprehensively explained and justified.	Focused research question posed to be answered by the literature review. Comprehensive search strategy process described and justified. Inclusion and exclusion criteria identified and explained. Electronic journal library bases identified and appropriate to question. Method of critical appraisal explained and justified.	Focused research question posed to be answered by the literature review. Comprehensive search strategy process described and justified. Inclusion and exclusion criteria identified and explained. Electronic journal library bases identified and appropriate to question. Method of critical appraisal explained.	Focused research question posed to be answered by the literature review. Basic search strategy process described satisfactorily. Inclusion and exclusion criteria provided. Electronic journal library bases identified. Method of critical appraisal identified.	No focused research question posed to be answered by the literature review. No search strategy process described. No inclusion criteria. No exclusion criteria. No electronic journal library bases identified. No method of critical appraisal mentioned.
Problem statement, aim of the study, research question [15 marks]	The research problem is comprehensively discussed and derivation of appropriate research aim and questions in a format appropriate to the discipline area, topic or type of investigation.	The research problem is thoroughly discussed and derivation of appropriate research aim and questions in a format appropriate to the discipline area, topic or type of investigation.	The research problem is satisfactorily discussed and derivation of appropriate research aim and questions in a format appropriate to the discipline area, topic or type of investigation.	The research problem is narrowly discussed and derivation of appropriate research aim and questions in a format that is appropriate to the discipline area, topic or type of investigation.	The research problem and derivation of appropriate research aim and questions in a format appropriate to the discipline area, topic or type of investigation are not discussed.
Research methodology [20 marks]	Analytical and critical explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research) with reference to seminal texts. High level consideration of context and it's influence on the study design identifying strategies to manage the strengths and limitations this might present (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)	Comprehensive explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research) with reference to seminal texts. Careful consideration of context and it's influence on the study design identifying strategies to manage the strengths and limitations this might present (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)	Detailed explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research). Useful explanation of context and it's influence on the study design (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)	Limited explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research). Brief explanation of context and it's influence on the study design (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care).	No explanation of theoretical underpinnings of the proposed study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research). Nor explanation of context and it's influence on the study design (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)

Read the rubric, familiarise yourself with exactly what the marker is looking for

Levels of achievement

ASSESSMENT TASK 3 MARKING CRITERIA

Evaluative criteria

RESEARCH PROPOSAL FOR SERVICE LEARNING PROJECT CRITERIA					
CATEGORY	5	4	3	2	1
Consultation [10 marks]	There is a clearly rationalised and well-justified description of the consultation process used. A communication strategy was devised that identified key stakeholders and justified how and why they needed to be consulted.	There is a thoughtfully rationalised and coherent description of the consultation process used. A communication strategy was devised that identified key stakeholders and how they were contacted.	There is a credibly rationalised and competent description of the consultation process used. A number of key stakeholders identified, no description of communication processes used.	There is a rational description of the consultation process used. Method of communication described.	There is no or unclear description of the consultation process used.
Focused research question [5 marks]	A clear and succinct research question is provided.	A clear and succinct research question is provided.	A clear and succinct research question is provided.	A research question is provided.	A research question isn't provided.
Search strategy process [15 marks]	Focused research question posed to be answered by the literature review. Comprehensive search strategy process described and justified. Inclusion and exclusion criteria identified and judiciously explained. Electronic journal library bases identified and appropriate to question. Method of critical appraisal comprehensively explained and justified.	Comprehensive search strategy process described and justified. Inclusion and exclusion criteria identified and explained. Electronic journal library bases identified and appropriate to question. Method of critical appraisal explained and justified.	Comprehensive search strategy process described and justified. Inclusion and exclusion criteria identified and explained. Electronic journal library bases identified and appropriate to question. Method of critical appraisal explained and justified.	Basic search strategy process described and justified. Inclusion and exclusion criteria identified and explained. Electronic journal library bases identified and appropriate to question. Method of critical appraisal explained and justified.	No focused research question posed to be answered by the literature review. No search strategy process described. No inclusion criteria. No exclusion criteria. No electronic journal library bases identified. No method of critical appraisal mentioned.
Problem statement, aim of the study, research question [15 marks]	The research problem is comprehensively discussed and derivation of appropriate research aim and questions in a format appropriate to the discipline area, topic or type of investigation.	The research problem is thoroughly discussed and derivation of appropriate research aim and questions in a format appropriate to the discipline area, topic or type of investigation.	The research problem is satisfactorily discussed and derivation of appropriate research aim and questions in a format appropriate to the discipline area, topic or type of investigation.	The research problem is satisfactorily discussed and derivation of appropriate research aim and questions in a format that is appropriate to the discipline area, topic or type of investigation.	The research problem and questions in a format that is appropriate to the discipline area, topic or type of investigation are not discussed.
Research methodology [20 marks]	Analytical and critical explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research) with reference to seminal texts. High level consideration of context and it's influence on the study design identifying strategies to manage the strengths and limitations this might present (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)	Comprehensive explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research) with reference to seminal texts. Careful consideration of context and it's influence on the study design identifying strategies to manage the strengths and limitations this might present (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)	Detailed explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research). Useful explanation of context and it's influence on the study design (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)	Limited explanation of theoretical underpinnings of the study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research). Brief explanation of context and it's influence on the study design (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care).	No explanation of theoretical underpinnings of the proposed study (eg. critical theory, phenomenology, grounded theory, mixed methods - pragmatism, experimental research). Nor explanation of context and it's influence on the study design (eg. Indigenous research methodologies, remote/rural, acute hospitals and culture, community health and advocacy/autonomy and primary health care)

Analytical and critical explanation of

Comprehensive explanation of

Detailed explanation of

Limited explanation of

No explanation of

Qualitative definitions



Compile a list of key words.
These will help to frame
your approach to the
assessment



Search filters

Any field ▼ contains ▼ Enter a search term

AND ▼ Any field ▼ contains ▼ Enter a search term

+ ADD A NEW LINE

Content Type

All items ▼

Language

Any language ▼

Start Date:

Day ▼ Month ▼ Year

End Date:

Day ▼ Month ▼ Year

Use your key words to kick-start your research

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Research smart!

Read titles. If the article seems relevant, read abstracts. If it still seems relevant, read conclusions. Only read the whole things if it passes these filters.






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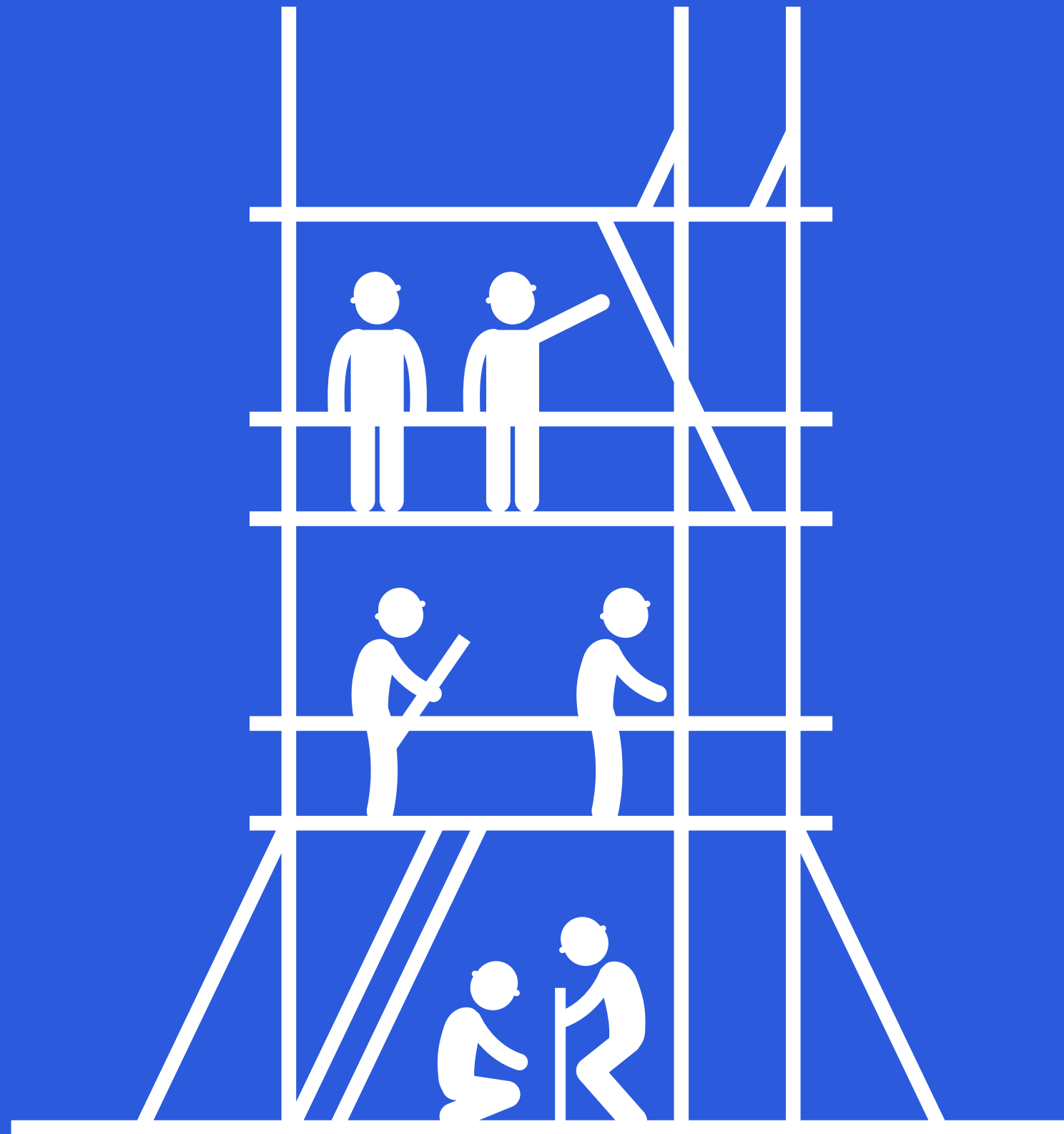
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2 Planning and drafting

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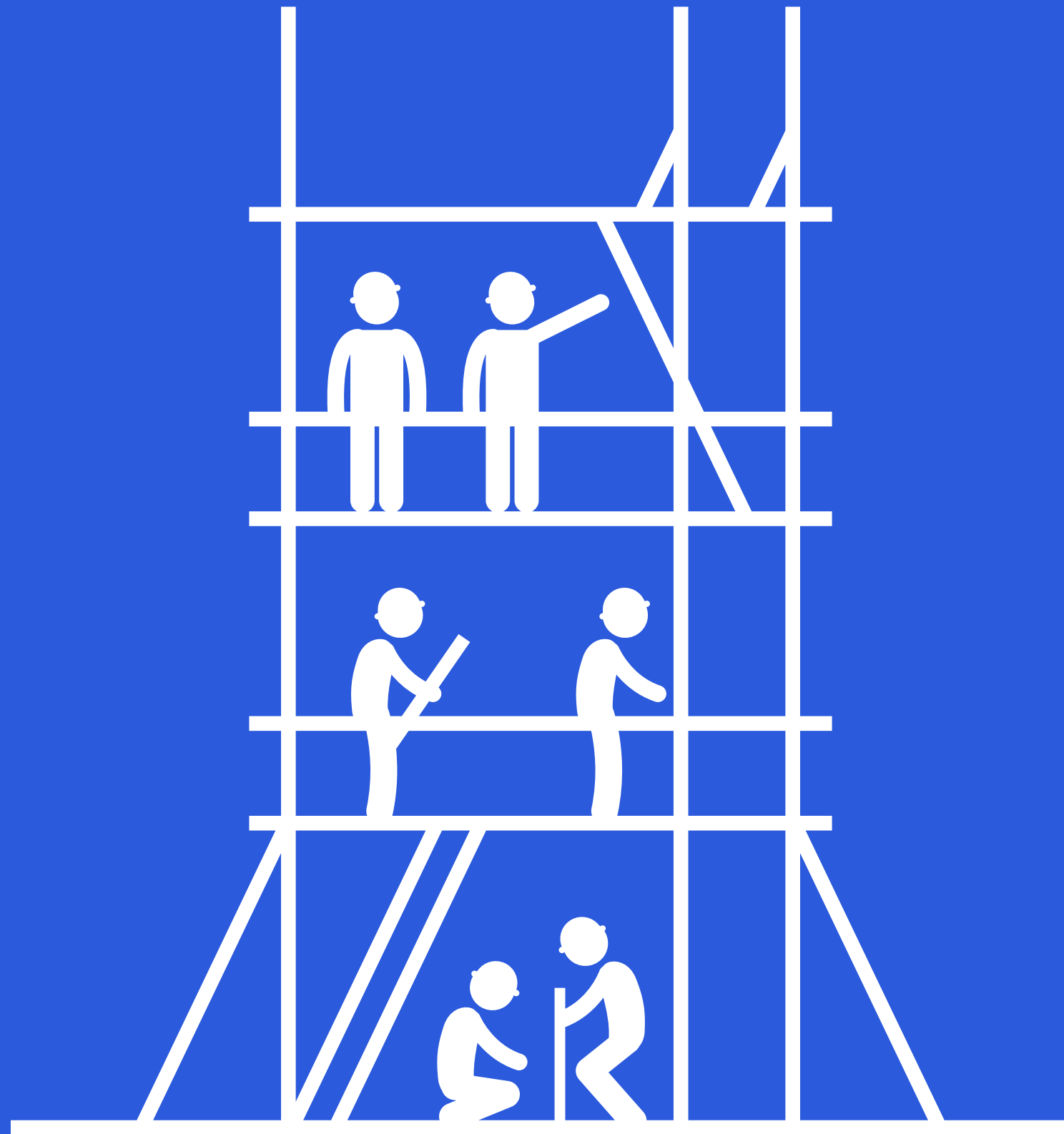
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Synthesise your reading to create a structure for your assessment - what is your overall point?



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How will each paragraph contribute to the whole point?

How will you integrate evidence into each paragraph?






Get a first draft written.

If you can, get a study buddy to read it and give feedback based on the rubric.



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3 Editing

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If you can, give yourself a break
before you edit.

At least spend time working on
something different so you can look
at your feedback with fresh eyes



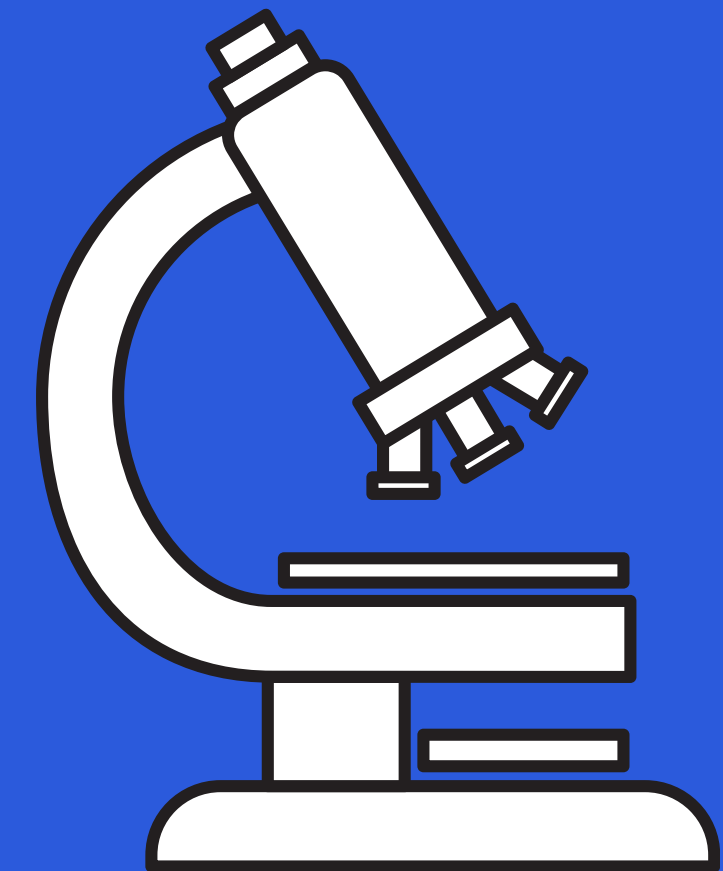
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Use the microscope technique to edit at different levels of zoom.

First look at the whole assignment and ask yourself 'does this answer the question?'



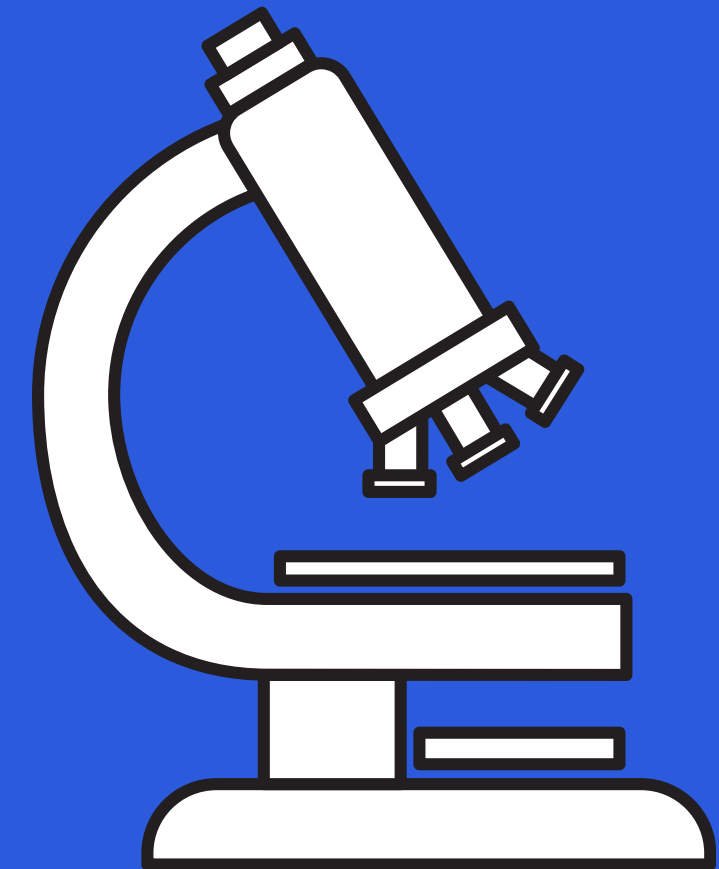
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Zoom into paragraph level.

Are your paragraphs each making a unified point with supporting evidence?



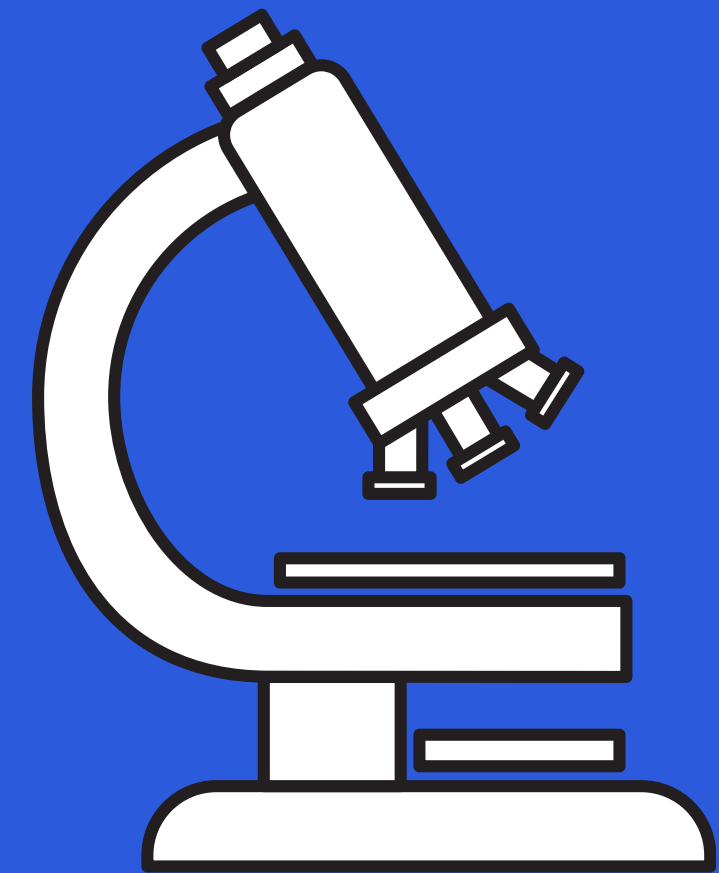
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Finally, zoom into sentence level.

Is your spelling, grammar and
punctuation good?



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Remember, The Learning Centre
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You can use our assignment
guides and templates,
talk to a Peer Advisor,
or make an appointment with
a Learning Advisor.



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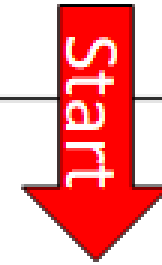


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WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Orientation Week	13 February	14	15	16	17	18	19
SP1 Week 1	20	21	22	23	24	25	26
Week 2	27	28	1 March	2	3	4	5
Week 3	6	7 Unpack the task	8	9 Research, read and synthesise information	10	11	12
Week 4	13 Essay plan	14	15 Start first draft	16	17	18 Study buddy read	19
Week 5	20	21 Edit and redraft	22	23 Submit Essay 20 %	24	25	26
Lecture Recess	27	28	29	30	31	1 April	2
Week 6	3	4	5	6	7	8	9



Backwards map these subtasks and and set a date for each one

The Plan

Take Aways...



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Can you review the Three Steps by giving some keywords associated with each one? Feel free to use your own words rather than repeating ones from the presentation.








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Connect

What A grade students do...

Connect with:

- other students
- your readings
- your writing

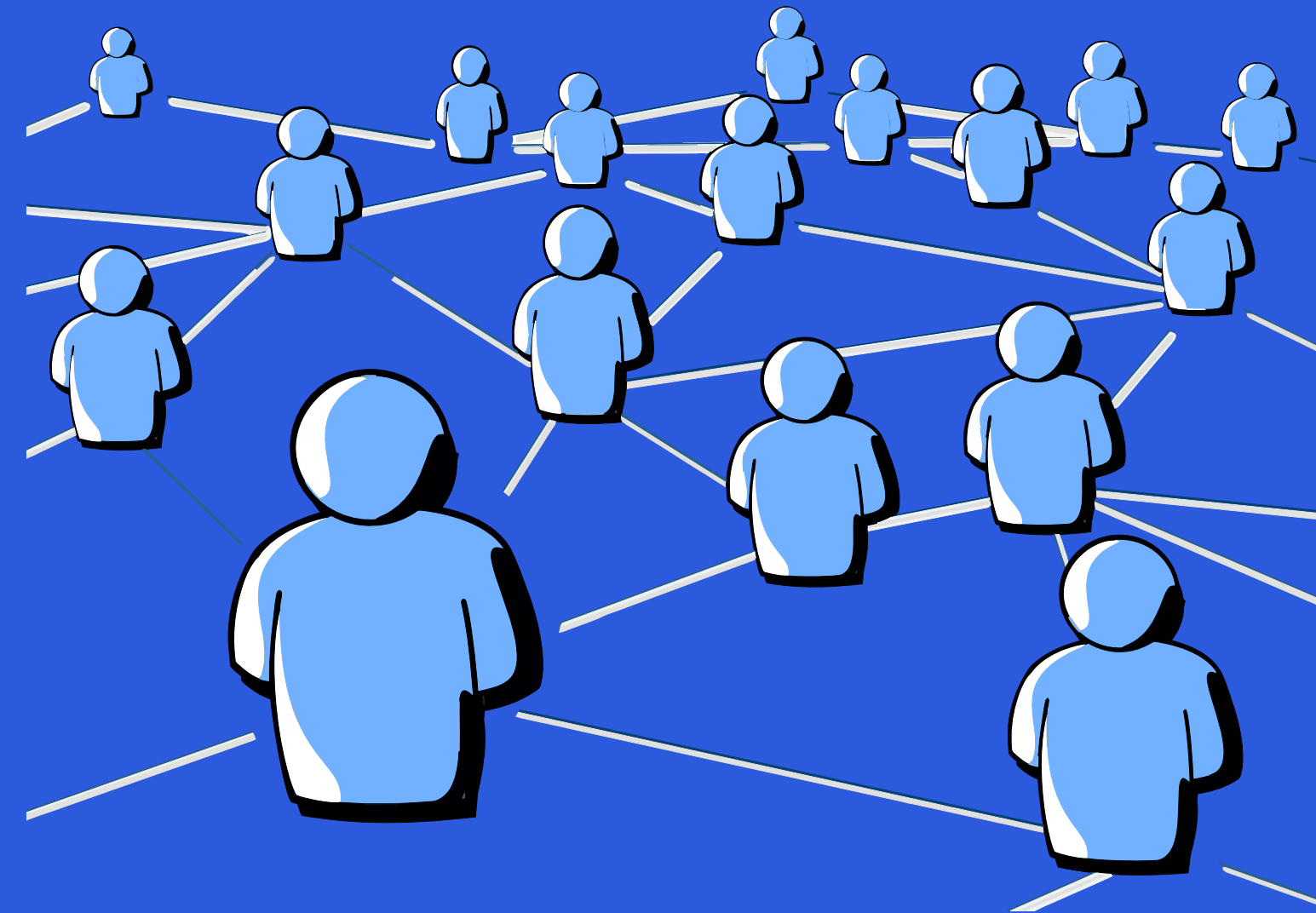
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Connect with other students



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- Online study buddy
- Ask questions, talk, use chat
- Share ideas
- Form study groups
- Use questions threads
- Use online posting as a way of applying and synthesising your knowledge
- Comment on other people's posts in detail using theory from lectures, readings or your research



Keep showing up, reach out and network.

Connect with your readings



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Know why you're reading something. Are you:

- following up a lecture
- preparing for a workshop
- researching an assignment



Connect with your readings



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Follow a reading technique - SQ3R

- SURVEY: scan / skim
- QUESTION: create questions based on sections
- READ: section by section, finding answers
- RECITE: repeat answers in your own words
- REVIEW: reread important sections

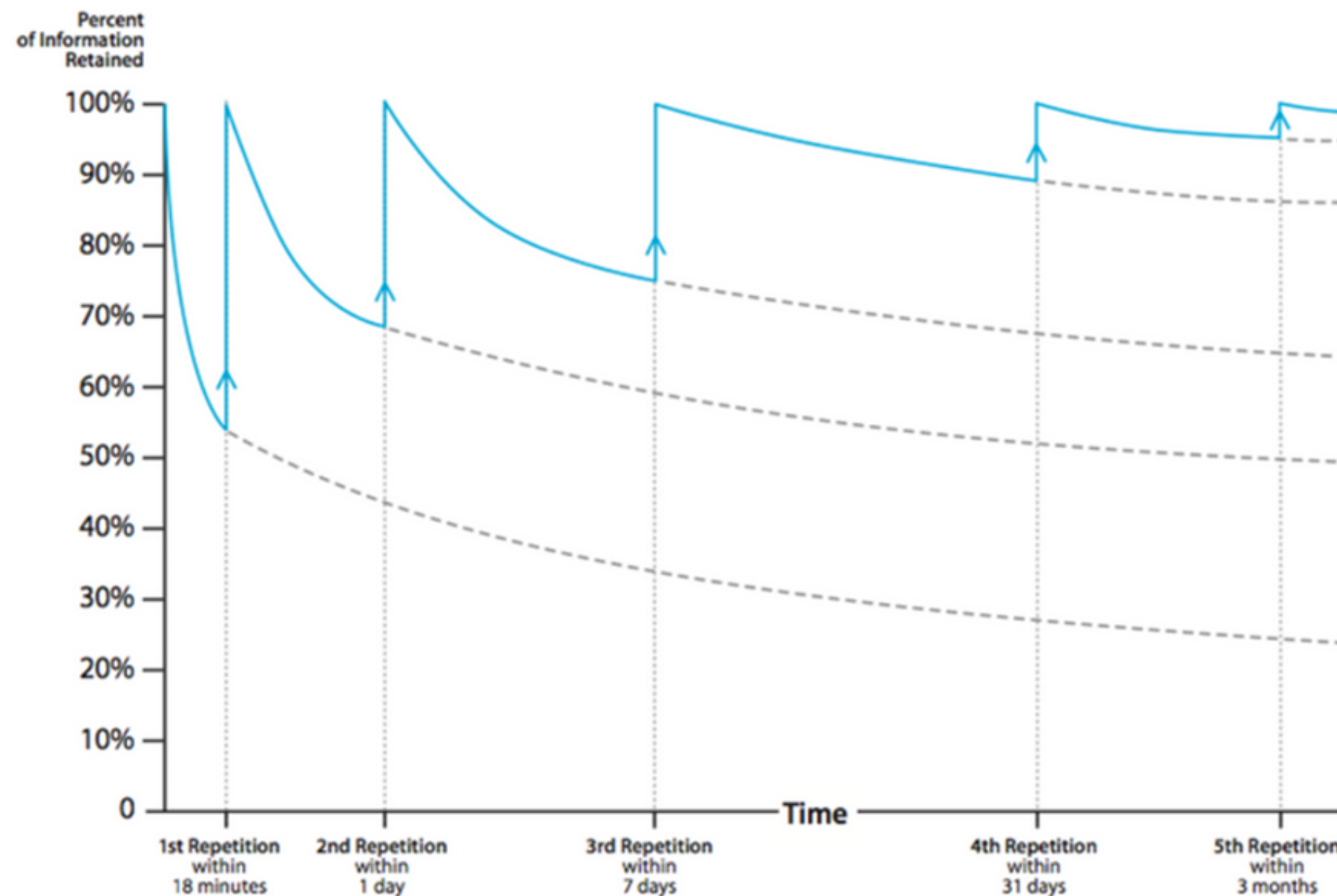


Connect with your readings



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Rate of Forgetting with Study/Repetition



Remember, the more often you review something, the better you will remember it!

Connect with your writing



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There are many ways to take notes. make sure you actively choose one that works for you.



Connect with your writing



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Mindmapping



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Linear

10/07/2005

Richard Brennan, "How I learned to stop worrying and study the media", Pulse Magazine

p32

Media studies (MS)

→ coaching jobs
→ Cambridge Uni with 5th A-levels

* seen as "dross subject"

* BUT every student interacts with a variety of media without considering how

- buying newspapers

- who controls what's written?

Q: Why doesn't the author do a MS?

Media Ownership

* Noam Chomsky & Edward Herman call this a key concept needed to understand why media disseminates certain info.

* e.g. if you buy Sun, NOTW, Times you're buying paper owned by R. Murdoch

- ∴ 7 ad. will print stories damaging M's interests

- So, filtered, biased version of news

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The screenshot shows the Microsoft OneNote interface. The title bar reads "Pythagorean Theorem -". The ribbon includes "File", "Home", "Insert", "Draw", "History", "Review", and "View". The "Home" ribbon is active, showing options for "Clipboard" (Cut, Copy, Paste, Format Painter), "Basic Text" (font face: Calibri Light, size: 20, bold, italic, underline, text color, background color, bullet points, indent), "Styles" (Heading 1, Heading 2), and "Tags" (To Do (Ctrl+1), Important (Ctrl+2), Question (Ctrl+3)). Below the ribbon, the notebook name "Math Class Notebook" and user "Katie Jordan" are visible. The page title is "Pythagorean Theorem" with a timestamp of "Tuesday, May 26, 2015 5:13 PM". The main content area contains a hand-drawn right-angled triangle with sides labeled 'a', 'b', and 'c', and a right-angle symbol at the bottom-left corner. Next to the triangle is the handwritten equation $a^2 + b^2 = c^2$. Below the diagram, a star icon is followed by the text: "Statement: The square of the hypotenuse (the side opposite the right angle) is equal to the sum of the squares of the other two sides." Below this statement are two bullet points: "Only applies to the right angled triangles." and "Can be used to find the length of the third side of a right angled triangle given the other two sides."

Digital

- OneNote
- Evernote
- Google Notes
- Ubernote
- Simplenote
- Fetchnote
- Springnote

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Cornell

Cornell Notes		Name
		Date
		Class
		Period
• Main Idea	• Key words & ideas	
• Key	• Important dates/people/places	
• Question (after notes are completed)	• Repeated/Stressed Info	
	• Ideas/brainstorming written on board / overhead projector	
	• Info from textbook/stories	
	• Diagrams & Pictures	
	• Formulas	
Summary of your notes in your own words		

Connect your connections



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Share your reading and writing with other students.

Try to explain and question. If you can explain a concept to someone else, you have understood it deeply.

The Plan

Take Aways...



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What action are you going to take this weekend?



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The combination of hard
work and smart work is
efficient work.




Before we finish...



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What are your final impressions?

shorturl.at/IPU01

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 @JCUlearningcentre
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The Plan

Get in touch with us...

The Learning Centre

<https://www.jcu.edu.au/students/learning-centre>

Email Address

learning@jcu.edu.au



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Today's resources

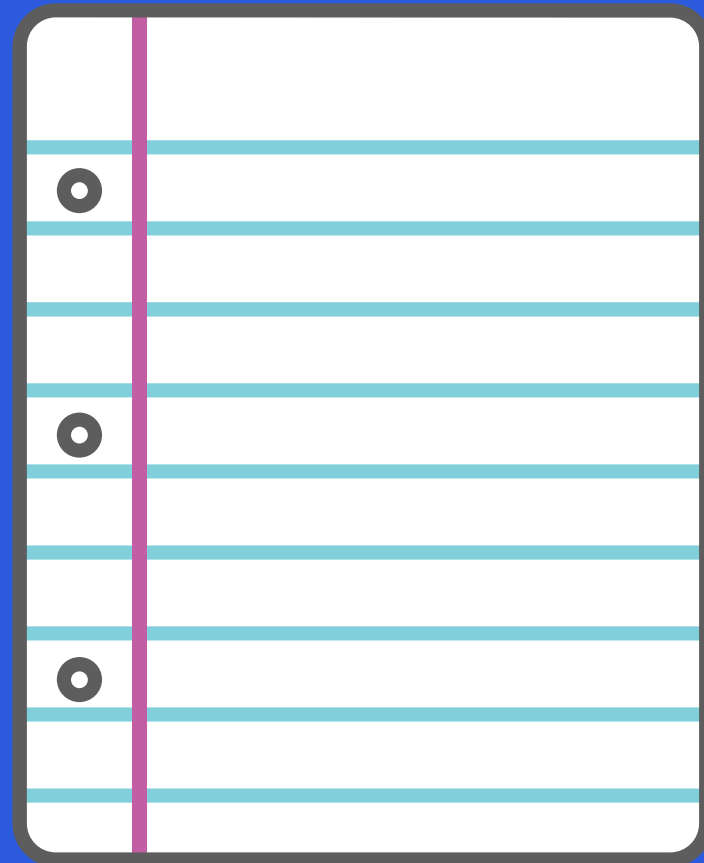
Can be found at:

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