OTABEK YUSUPOV

INDEPENDENT STUDY SKILLS

O’ZBEKISTON RESPUBLIKASI OLIY VA O’RTA MAXSUS TA’LIM VAZIRLIGI

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

OTABEK YUSUPOV

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Samarqand davlat chet tillar instituti O’quv-uslubiy kengashi tomonidan 5111400 – Xorijiy til va adabiyoti (ingliz tili) va 5120200-Tarjima nazariyasi va amaliyoti bakalavriat ta’lim yo’nalishlarida tahsil olayotgan talabalar uchun o’quv-uslubiy qo’llanma sifatida tavsiya etilgan

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Ushbu qo'llanma Oliy va o’rta maxsus ta’lim vazirligi tomonidan tasdiqlangan “Mustaqil ta’lim ko’nikmalari” fan dasturi asosida ishlab chiqilgan bo’lib, 5111400 – Xorijiy til va adabiyoti (ingliz tili) va 5120200 – Tarjima nazariyasi va amaliyoti bakalaviatura ta’lim yo’nalishlari talabalari uchun mo’ljallangan. Mazkur qo’llanmaning maqsadi talabalarga oliy ta'limning o'ziga xos xususiyatlari, talabalar o’z individual xususiyatlaridan kelib chiqqan holda o'qish usullarini tanlashi, ta'limda refleksiyaning ahamiyati, o’z-o'zini baholash, maqsadlarni belgilash va mustaqil ravishda kerakli ko'nikmalarni rivojlantirish uchun rejalar tuzish kabilarni o’rgatishdan iborat.

Этот учебно-методическое пособие разработано на основе тем, приведенных в программе навыков самостоятельного обучения для направлений бакалавриата 5111400 - Иностранный язык и литература (английский) и 5120200 - Теория и практика перевода, утвержденных Министерством высшего и среднего специального образования Республики Узбекистана. Цели пособия по навыкам независимого обучения - научить студентов особенностям высшего образования, выбору методов обучения с учетом их личностных характеристик, важности рефлексии в образовании, самооценки, постановки целей и планы на будущее для самостоятельного развития необходимых навыков.

This manual has been developed based on the topics given in the syllabus of Independent Study Skills for the BA directions 5111400 – Foreign Language and Literature (English) and 5120200 – Translation Theory and Practice approved by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. The objectives of the manual of Independent Study Skills are to teach students peculiarities of higher education, choice of learning methods based on their personal characteristics, the importance of reflection in education, self-assessment, setting goals and future plans in order to develop required skills independently.

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CONTENTS

INTRODUCTION

Possessing independent study skills is essential in every level of schooling, especially in higher education. At the tertiary teaching students are required to have study skills so that they can do plenty of assignments, self-studies outside of the classroom in order to get allocated credits for each subject. And according to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of December 31, 2020 "On Measures to Improve the System Related to the Organization of the Educational Process in Higher Educational Establishments" the credit module system which is based on the European Credit Transfer and Accumulation System (ECTS) has been applied gradually for higher education institutions in the Republic of Uzbekistan since January, 2021. In this credit module system of education students are supposed to study 60% of the curriculum independently, which clearly shows the importance of teaching the subject of study skills. Feeling the need for textbooks to develop students' study skills, this manual of Independent Study Skills has been prepared.

This manual has been developed based on the topics given in the syllabus of Independent Study Skills for the BA directions 5111400 – Foreign Language and Literature (English) and 5120200 – Translation Theory and Practice. This syllabus was developed by Uzbekistan State University of World Languages and approved by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan on August 14, 2020.

The objectives of the subject of Independent Study Skills are to teach students peculiarities of higher education, choice of learning methods based on their personal characteristics, the importance of reflection in education, self-assessment, setting goals and future plans in order to develop required skills independently.

The functions of the subject are to help students plan their time properly during their studies in higher education, to cope with stress that may arise during their studies, to motivate them, to teach how to complete tasks on time and to prepare for examinations, as well as to teach ways to continuously improve the skills and abilities related to future professional activities.

The followings are the outcomes of the subject of Independent Study Skills:

- knowing differences between general and higher education systems;
- moving from the teacher dependence to the student independence;
- acquisition of knowledge independently;
- methods and tendencies of education;
- sensory learning methods (visual, audio, kinesthetic, tactile);
- Honey and Mumford's classification of teaching methods (theorist, activist, reflector, pragmatic);

- introvert and extrovert learning styles;
- applying effective teaching methods to gain a good education;
- Assessing their language skills in accordance with generally accepted international standards (CEFR);
- SMART goals;
- goal setting, reflection on learning a foreign language.
- efficient use of time in and out of the educational institution.
- identification and personalization of tasks;
- effective use of libraries and the Internet;
- avoiding plagiarism;
- advance preparation for exams and tests;
- rational problem solving;
- effective decision making.

The structure of the manual consists of 15 lesson. Each lesson includes a theoretical part mainly taken from popular textbooks on study skills and we cited them below the text by which further information can be obtained. After the theory, a practical part follows in which you find topic related exercises, and tests at the end of each topic.

We express our gratitude to the reviewers and the editor, for their invaluable assistance in reviewing texts and activities of this book. We look forward to the readers' comments on the quality of the manual. We'll greatly appreciate it if you could contact us and share your opinion at: otabekuz10@mail.ru

Lesson 1.

INDEPENDENT STUDY[1]

1. What is independent study?

Independent study is a feature of most courses at this level. Typically, this means managing your own study in between taught sessions. For distance learning courses, all study may be by directed independent study.

Guiding yourself

At earlier stages of study, teaching staff often provide much guidance on which pages to read, how to interpret reading material and assignment titles, the information to include in assignments, and how to structure your answers. In Higher Education, you do this yourself. As you become more experienced, you gain increasing amounts of responsibility. This self-direction generally culminates in a dissertation, research project or extended essay.

Varies by programme

There is less independent study on courses that schedule many hours in labs or work-related activity. There is more independent study in arts, humanities, social sciences, business and creative subjects which require reading, writing and practice that do not require a tutor present.

Greater freedom

Independent study can feel lacking in structure, but is also liberating. To take full advantage of this, it helps to understand well how you study most effectively.

Time management

Managing your own study time can be challenging at first, especially as excuses for missed deadlines are rarely accepted. Good time management skills are essential.

Keeping going

For independent study, it is important to stay focused and maintain your motivation. Motivation levels can wane over time so it is good to give this some advance thought and to enlist the support of others.

Making wise choices

[1] From Cottrell, Stella. *The study skills handbook*. Macmillan International Higher Education, 2019. Pages 18-19-22-23.

It is up to you to make smart choices for study options and extra-curricular activities. These have an impact on the coherence of your study and, potentially, on your future career. That can feel rather daunting. However, it can also feel empowering to make such decisions. Guidance will be available, but it is up to you to find out what is on offer.

2. Independent study: benefits, challenges, risks

Benefits	Challenges	Risks
More control over your study time	• To manage time effectively. • To meet deadlines.	Losing a sense of time. Wasting time. Underestimating how long study tasks take. Forgetting things that must be done. Missing essential deadlines.
More control over your spare time	• To use spare time effectively in building your personal profile. • To recognize the difference between spare time and independent study time. • To put time aside to relax, rest and enjoy yourself.	Using all your spare time for study. Mistaking time not spent in taught sessions as 'spare time'. Missing opportunities to develop a wider personal profile that will benefit you later when applying for jobs.
More choice about when and where to study	• To create structures for your day. • To organise a place to study. • To work out the best places and times for you for different kinds of study activity.	Not getting down to study. Not creating a place that allows you to study without interruption.
More choice about how you study	• To identify your learning style for different types of tasks. • To take responsibility for your learning and achieving your goals.	Not bothering to explore and develop your learning style. Doing what you enjoy most rather than what works best for you, if these are different.
More responsibility for your own	• To identify barriers to your learning and to address these. • To identify ways of	Failure to understand previous barriers to learning. Not addressing weaknesses in your performance. Giving up too

successes	improving your own performance. • To make effective use of feedback and to learn from mistakes.	easily. Ignoring feedback. Becoming despondent at early failures rather than using these to guide improvement.
More choice about how much energy you devote to topics that interest you	• To find the right balance between a broad set of interests at a superficial level and too much depth in a narrow range of topics. • To broaden your range of interests.	Devoting too much time to topics that interest you at the expense of those needed to complete the programme. Becoming specialised in too narrow a range of topics.
There isn't a teacher looking over your shoulder all the time	• To keep on target with little guidance. • To keep yourself motivated. • To take responsibility for pursuing solutions to problems on your own. • To recognise when you need help and to ask for it.	Letting things slip. Falling behind in your work. Losing motivation. Losing a sense of what you are supposed to do. Not asking for help, not finding out what help is available, or not using it. Running for help too soon instead of trying to solve the problem yourself.
More control over choice of topics	• To create a coherent programme of study that interests you and meets your goals.	Choosing topics that do not fit together well, or that do not contribute towards your goals.

3. Resilience as a student

What is resilience?

Resilience is the quality of being able to withstand times of difficulty or change in such ways that you can either cope reasonably at the time or bounce back afterwards. It isn't that you never feel stressed, disappointed or out of your depth: it is about developing sufficient inner resources to get through and to keep going. There will be times as a student when resilience will be of real benefit.

How resilience contributes to success

••It helps you manage when things get tough.

••It gives you the experience of recovering from setbacks and of coping.

••It builds your confidence that you can cope, even if everything seems to be going wrong.

••It gives you confidence to take risks, take part, and to take on new challenges.

Resilience helps you as a student when:

••you are experiencing a lot of change: new environments, people, expectations, ways of thinking

••there are challenges and pressures: emotional, financial, academic

••there are many demands to juggle at once: work, study, family, friends

••things don't go as planned: grades lower than you expected; not getting a job you wanted; relationships ending

••you feel down or want to give up on your studies.

EXERCISES

Exercise 1. In pencil, underline all the words you associate with the phrase 'independent study'. Using a bright marker pen, circle all the words that describe how you would like independent study to be. Use the bubbles to add words of your own. What do the phrases you select tell you about your attitude to independent study?

Exercise 2. Rate your resilience. Below is a list of behaviours associated with resilience. Consider your own resilience by rating yourself for each. Use a 5 point scale, where 5 is a high level of resilience.

1 I can bounce back from knocks.

1 2 3 4 5

2 I look for solutions that help me to solve problems.

1 2 3 4 5

3 I can keep a sense of perspective or can bring things back into perspective.

1 2 3 4 5

4 I can manage stress and keep myself calm.

1 2 3 4 5

5 I use support and guidance available.

1 2 3 4 5

6 I use my time effectively … to help me stay on top of all I have to do.

1 2 3 4 5

7 I use a routine … to keep myself on track even when I don't feel like it.

1 2 3 4 5

8 I keep myself motivated and am effective in encouraging myself to study.

1 2 3 4 5

9 I persevere, even when I don't feel like studying or staying on the course.

1 2 3 4 5

10 I build and maintain relationships with others, for mutual support and to enrich my life.

1 2 3 4 5

Exercise 3. Take the test.

1. Choose a benefit of independent study

A. More responsibility for your own successes

B. To identify barriers to your learning and to address these

C. Failure to understand previous barriers to learning

D. To identify ways of improving your own performance

2. Choose a challenge of independent study

A. More control over your study time

B. To manage time effectively

C. Losing a sense of time. Wasting time

D. Using all your spare time for study

3. Choose a risk of independent study

A. To broaden your range of interests

B. Becoming specialised in too narrow a range of topics

C. There isn't a teacher looking over your shoulder all the time

D. To take responsibility for pursuing solutions to problems on your own

4. What is resilience?

A. It is that you never feel stressed, disappointed or out of your depth

B. It builds your confidence that you can cope, even if everything seems to be going wrong

C. It is the quality of being able to withstand times of difficulty or change in such ways that you can either cope reasonably at the time or bounce back afterwards

D. It is the ability of adapting to new people and environments, surviving in potentially very large groups and being flexible in your learning style.

Lesson 2.

LEARNING STYLES[2]

What Are Learning Styles?

The term learning styles refers to the preferred ways in which individuals interact with, take in, and process new stimuli or information. In other words, your preferred learning style is simply how you learn best. You have learned enough about the brain to know that your brain is unique. The structures, connections, and pathways in your brain are like those in no one else's brain. Educationally, learning styles is a loaded term. It means very different things to different people. There are literally hundreds of ways to measure learning styles. When I did a Google search recently, there were over 9 million sites about learning styles. Learning styles are not so much about the style of car you drive; rather they are about the route you choose to take to get to your destination.

The learning specialist Eric Jensen says that there are six components you must consider if optimal learning is to occur. You have already developed strategies to address the first three—meaning, present circumstances, and personal history—in the strategies you use for interest, intent to remember, basic background, and other memory principles. This chapter will address the other three components and deal with finding your preferred learning styles for inputting information, processing information, and responding to that information. Of all the ways of looking at and addressing learning styles, these are the three that I think are most practical for students and most likely to produce optimal learning.

Why Determine Learning Style?

When you are driving to specific destinations, there are usually several routes you can take. I have noticed that when driving to my daughter's house, I usually take a different route than my husband takes. One route has no particular advantage. Our choices are either habit or preference. However, even when going to familiar places, I often discover a new or better route. Traffic conditions or road construction may make that route preferable. With that in mind, let's look at learning styles.

In previous chapters you were briefly introduced to the idea of learning styles. You took practice notes about left-brain and right-brain theory in the Making Connections exercise on page 130 in Chapter 5, and you worked a Question in the Margin exercise from a textbook selection about modality strengths in Exercise 6.3.

[2] Hopper, Carolyn H. Practicing college learning strategies. Fifth Edition. Cengage Learning, 2010. Pages 162-163-164-165-168-169-170-178-179

The way each individual processes information is unique, but because the Question in the Margin system is based on the memory principles and incorporates various learning strategies, it works for most learning styles. You may have found that you need to modify it slightly to better fit your learning style, or to rely heavily on one aspect of it because of your learning style. No one else processes information in exactly the same way you do.

There are several reasons for determining your learning style preference. (1) If you discover how you process information best, you can learn things both more efficiently and in less time. By applying strategies that address your learning style, you can study faster and better. (2) Now that you understand the cycle involved in the learning process, you can use your preferred learning style to go through the cycle in ways that are comfortable for you. (3) You can expand the strategies you use for learning and studying, just as you discover new or alternative routes when driving, and you can customize some of the strategies already discussed in this book. When learning something new or difficult, you naturally tend to use the learning style you prefer. It is good to know what your learning style is so that you can process information in the most efficient way. Even when material is not presented in the way you prefer, you can use your knowledge of learning styles to adjust and be flexible.

No matter who your instructor is or what the subject matter is, you need to know how to convert what you need to learn to the way you learn best. However, sometimes we need to leave our comfort zones and reinforce learning in as many different ways as possible. Going beyond your comfort zone forces you to drive more carefully and pay more attention. So, while knowing your style preference is good, you also need to expand your ways of learning. Knowing your learning style and being able to recognize and understand the learning styles of others who play a role in your learning—your professors, roommate or spouse, or those in your study group—is useful in getting the most out of any situation.

Sensory Modes of Learning: Input Preference

The most common way of looking at learning styles is for you to consider how you prefer to receive information through your senses, usually referred to as your preferred sensory mode. Visual learners find it easier to learn something new if they can see it or picture it. Auditory learners want to hear it, and kinesthetic learners acquire new information best by experiencing it. Most of us are mixed-modality learners. We learn using all of our senses. However, when something is new or difficult, you will probably have a preference as to how you can best learn it.

The inventory on the next few pages will help you determine the sensory mode in which you learn best. You will want to take this inventory before you read about each mode, even though you probably already know which one you prefer. When you are driving to an unfamiliar place, are you more likely to reach your destination with less hassle if you read the directions or follow a map (visual)? Would you prefer to have some tell you how to get there (auditory)? Or would you be better off studying the directions and drawing a map for yourself or maybe just taking off and feeling your way (kinesthetic)? Consider what you already know about your learning preferences? What things do you automatically do if you want to remember something?

As noted, you probably prefer to learn new or difficult material within your strongest learning mode, but in order to get the fullest learning, you need to reinforce that learning mode with other modes. According to research done by Edgar Dale, people generally remember only 10 percent of what they read.1 (Do you see why the Question in the Margin system is necessary?) They remember 20 percent of what they hear and 30 percent of what they see. Retention is increased to 50 percent if they hear and see something, as when watching a movie or a demonstration. People generally remember 70 percent of what they say or write and 90 percent of what they say as they do something. However, they remember 95 percent of what they teach to someone else.

The Auditory Learner

If you learn best by hearing, you should, of course, listen carefully in class. However, just because you learn well by hearing doesn't mean you don't need to take notes; remember the nature of short-term memory? You need to keep a record. You may want to tape-record a difficult class. But be aware that taping a lecture is not a time-saver; you must still take time to process the information. A better strategy is to podcast a recitation of the questions in the margins from your class notes and textbook reading. Leave time for answers; then record the answers. These would be your audio flash cards. If you commute, this is a great way to maximize your time. The recitation portion of the Question in the Margin system reinforces your auditory learning. It gets you involved, provides feedback, and supplies motivation. This is especially true for the auditory learner. The auditory learner likes discussion and usually learns well in a study group or with a study partner. Auditory learners often need to hear what a difficult passage sounds like or to talk out a difficult concept. As an auditory learner, you should proofread your assignments out loud. Your ears seldom fail you. You may even want to try setting a long or difficult idea to music and singing it. (Remember how you learned the alphabet?) Your recall is best when you teach something to

someone. And you will probably learn best by explaining something out loud to someone else.

The Visual Learner

Visual learners need to see something in order to remember it. If you are a visual learner, you want to see the words written down, a picture of something being described, a time line to remember events in history, or the assignment written on the board. You need to read the material being discussed in class. You also need to study the pictures, charts, maps, or graphs. You should take notes in class in order to see what you are hearing. Of all the memory principles, visualization works best for you. You need to consistently make mental videos of things you want to understand and remember. You benefit from mapping, clustering, outlining, and flash cards. You may want to illustrate your flash cards or notes. You should make use of color as much as possible. Most students, regardless of their preference, will benefit from this type of learning. The effect of a picture usually lasts longer than words for most of us. Because visual learning uses primarily the right side of the brain, this is a way for the left-brained student to involve both sides of the brain.

The Kinesthetic Learner

Kinesthetic learners prefer the sense of touch and learn better when they interact with what they are studying. Although the mapping strategies explained in the previous chapter are visual, they are also kinesthetic. As a kinesthetic learner, you find that when you are physically involved, you understand and remember. The simple act of doing it helps you understand. The Question in the Margin system will work for you as a kinesthetic learner because it requires physical involvement. You may find that during the recitation step you want to walk around. Making flash cards is a great strategy for kinesthetic learners. You will find that by making and using flash cards, you employ all ten memory principles. No wonder they work so well. And as you learned in the time-management chapter, flash cards are also easy to carry as pocket work to make use of those bits of time that are normally wasted. In addition to maps, note taking, and flash cards, you may want to make charts, games, or mnemonic devices. As you will discover in the test-taking unit, making sample tests will help you physically select the main idea, and an added bonus is that taking these tests will cut test anxiety. Yet learners with kinesthetic preference are not alone in benefiting from learning by doing. All learners seem to benefit. Remember that as Edgar Dale noted, the highest level of remembering comes when you teach someone else. It appears that with all learners, the more actively involved in learning you are, the more you learn. If your instructors do not provide opportunities for active involvement with your learning, you will have to create those opportunities yourself.

Hemispheric Dominance: Processing Preference

Differences Between Left and Right Hemispheres

A second way of looking at learning styles is to examine the way you prefer to process information in order to determine your hemispheric dominance. Are you more right brained or left brained? We know that the cerebral cortex is the part of the brain that houses rational functions. It is divided into two hemispheres connected by a thick band of nerve fibers (the corpus callosum), which sends messages back and forth between the hemispheres. And while brain research confirms that both sides of the brain are involved in nearly every human activity, we also know that the left side of the brain is the seat of language and processes information in a logical and sequential order. The right side is more visual and processes information intuitively, holistically, and randomly. Most people seem to have a dominant side. Our dominance is a preference, not an absolute. When learning is new, difficult, or stressful, we prefer to learn in a certain way. It seems that our brain goes on autopilot to the preferred side. While nothing is entirely isolated on one side of the brain or the other, the characteristics commonly attributed to each side of the brain serve as an appropriate guide for ways of learning things more efficiently and ways of reinforcing learning. Just as it was more important for our purposes to determine that memory is stored in many parts of the brain rather than learn the exact lobe for each part, likewise it is not so much that we are biologically right-brain or left-brain dominant, but that we are more comfortable with the learning strategies characteristic of one over the other. What you are doing is lengthening your list of strategies for learning how to learn and trying to determine what works best for you. You can and must use and develop both sides of the brain. Sometimes driving alternative routes makes us more careful or deliberate. But because the seat of our preferences probably has more neuronal connections, learning may occur faster when we use our preferred mode. This section will examine some differences between the left and right hemispheres and provide a few suggestions for both left- and right dominant students. Be on the lookout for practical strategies that work for you. Following is an inventory to help you determine the balance of your hemispheres. It might be a good idea to take this inventory before you read the subsequent explanations.

Multiple Intelligences: Response Preference

Howard Gardner and other Harvard researchers speak of intelligence in terms of multiplicity. They say that instead of thinking about intelligence in terms of what IQ tests measure, people should be aware that there are many kinds of intelligences. Gardner lists eight kinds of intelligences and says that everyone possesses all eight

kinds. Individuals will have some of the intelligences more developed than others, but they can develop all the intelligences to a certain degree of proficiency.

While these intelligences are not usually referred to as learning styles, they are certainly related to the ways we learn and process information and usually indicate ways of responding to or using new information learned. An examination of these intelligences may be useful for several reasons. First, as a student, you are seeking ways to process information so that you own it. Second, you are seeking ways to learn things faster and more efficiently. Third, the theory of multiple intelligences gives you opportunities to look at your abilities in a different way. What you thought was simply a talent may, in fact, be an intelligence and a way to learn something. Fourth, recognizing your strongest intelligences may be of help in choosing a major and, ultimately, a career that is satisfying. Just as you examined your preferred sensory mode and hemispheric preference, you also need to check your multiple intelligences. The idea is to find your strengths. It is easier to learn something new within your strengths and then to reinforce that learning in as many ways as possible. The more ways you learn something, the more likely you are to remember it.

Thomas Armstrong defines intelligence as "the ability to respond successfully to new situations and the capacity to learn from one's past experiences." In short, intelligence is about solving problems. Basic background becomes especially important here, and drawing on the particular intelligences needed in a real-life situation is essential. Let's very briefly examine the eight kinds of intelligence you possess.

Eight Kinds of Intelligence

• *Linguistic intelligence involves your verbal skills.* Will you learn something best by using words or playing with the verbal structure? Do you need to create a mnemonic to remember something?

• *Logical-mathematical intelligence deals with your ability to reason.* Can you determine the cause? Can you follow the logic in order to learn something?

• *Spatial intelligence uses pictures and images to learn.* Do you benefit from drawing or mapping something?

• *Musical intelligence deals with rhythms and melodies.* Can you set what you are trying to learn to music—give it a beat?

• *Bodily-kinesthetic intelligence is where hands-on activity is required*. Do you need to do something in order to learn it? Intuition, or "gut feeling," is associated with this intelligence.

• *Interpersonal intelligence involves working with and understanding others.*

• *Intrapersonal intelligence determines how well you are attuned to your inner self.* (The last two types of intelligence mentioned determine your social learning style.)

• *Naturalist intelligence involves your ability to discriminate among living things* (plants and animals) as well as your sensitivity to other features of the natural world (like clouds and rock configurations).

EXERCISES

Exercise 1. Sensory Modality Inventory. There are twelve incomplete sentences and three choices for each. Score the three choices by rating them as follows:

3 The answer most typical of you

2 Your second choice

1 The one least like you

1. When I have to learn something new, I usually

_____ a. want someone to explain it to me.

_____ b. want to read about it in a book or magazine.

_____ c. want to try it out, take notes, or make a model of it.

2. At a party, most of the time I like to

_____ a. listen and talk to two or three people at once.

_____ b. see how everyone looks and watch the people.

_____ c. dance, play games, or take part in some activities.

3. If I were helping with a musical show, I would most likely

_____ a. write the music, sing the songs, or play the accompaniment.

_____ b. design the costumes, paint the scenery, or work the lighting effects.

_____ c. make the costumes, build the sets, or take an acting role.

4. When I am angry, my first reaction is to

_____ a. tell people off, laugh, joke, or talk it over with someone.

_____ b. blame myself or someone else, daydream about taking revenge, or keep it inside.

_____ c. make a fist or tense my muscles, take it out on something else, or hit or throw things.

5. A happy experience I would like to have is to

_____ a. hear thunderous applause for my speech or music.

_____ b. photograph the prize-winning picture for a newspaper story.

_____ c. achieve the fame of being first in a physical activity such as dancing, acting, or a sport.

6. I prefer a teacher to

_____ a. use the lecture method with informative explanations and discussions.

_____ b. write on the chalkboard, use visual aids, and assign readings.

_____ c. require posters, models, in-service practice, and some activities in class.

7. I know that I talk with

_____ a. different tones of voice.

_____ b. my eyes and facial expressions.

_____ c. my hands and gestures.

8. If I had to remember an event so that I could record it later, I would choose to

_____ a. tell it to someone or hear an audiotape recording or song about it.

_____ b. see pictures of it or read a description.

_____ c. replay it in some practice rehearsal using movements such as dance, playacting, or drill.

9. When I cook something new, I like to

_____ a. have someone tell me the directions (a friend or TV show).

_____ b. read the recipe and judge by how it looks.

_____ c. use many pots and dishes, stir often, and taste-test.

10. In my free time, I like to

_____ a. listen to my iPod, talk on the telephone, or attend a musical event.

_____ b. go to the movies, watch TV, or read a magazine or book.

_____ c. get some exercise, go for a walk, play games, or post fun things on MySpace.

11. If I'm putting together a new bookshelf from IKEA,

_____ a. I want someone to tell me how to do it.

_____ b. I want to read the directions or watch someone else do it.

_____ c. I want to jump right in and do it. I'll figure it out sooner or later.

12. I like the classroom to be arranged

_____ a. in a circle so I can interact with other students.

_____ b. in neat rows facing the instructor.

_____ c. in random order in case there are activities.

To interpret your sense modality, add your rating for each letter.

Total rating for

a. _____ Auditory

b. _____ Visual

c. _____ Kinesthetic

If your highest category was

a, you learn best through listening.

b, you learn best by seeing it in print or other visual modes.

c, you learn best by getting physically involved.

Exercise 2. How Does Your Brain Process Information? Check the answers that most closely describe your preferences.

1. Are you usually running late for class or other appointments?

_____ a. Yes

_____ b. No

2. When taking a test, you prefer the questions be

_____ a. objective (true/false, multiple choice, matching).

_____ b. subjective (discussion or essay questions).

3. When making decisions, you

_____ a. go with your gut feeling—what you feel is right.

_____ b. carefully weigh each option.

4. When relating an event, you

_____ a. go straight to the main point and then fill in details.

_____ b. tell many details before telling the conclusion.

5. Do you have a place for everything and everything in its place?

_____ a. Yes

_____ b. No

6. When faced with a major change in life, you are

_____ a. excited.

_____ b. terrified.

7. Your work style is to

_____ a. concentrate on one task at a time until it is complete.

_____ b. juggle several things at once.

8. Can you tell approximately how much time has passed without looking at your watch?

_____ a. Yes

_____ b. No

9. It is easier for you to understand

_____ a. algebra.

_____ b. geometry.

10. Is it easier for you to remember people's

_____ a. names.

_____ b. faces.

11. When learning how to use a new piece of equipment, you

_____ a. jump in and wing it. (The instruction manual is a last resort.)

_____ b. carefully read the instruction manual before beginning.

12. When someone is speaking, you respond to

_____ a. what is being said (words).

_____ b. how it is being said (tone, tempo, volume, and emotion).

13. When speaking, you use

_____ a. few gestures (very seldom use your hands when you talk).

_____ b. many gestures (couldn't talk with your hands tied).

14. Your desk, work area, or laundry area is

_____ a. neat and organized.

_____ b. cluttered with stuff you might need.

15. When asked your opinion, you

_____ a. immediately say what's on your mind (often foot in mouth).

_____ b. think before you speak.

16. You do your best thinking while

_____ a. sitting.

_____ b. walking around or lying down.

17. When reading a magazine, you

_____ a. jump in at whatever article looks most interesting.

_____ b. start at page one and read in sequential order.

18. When you're shopping and see something you want to buy, you

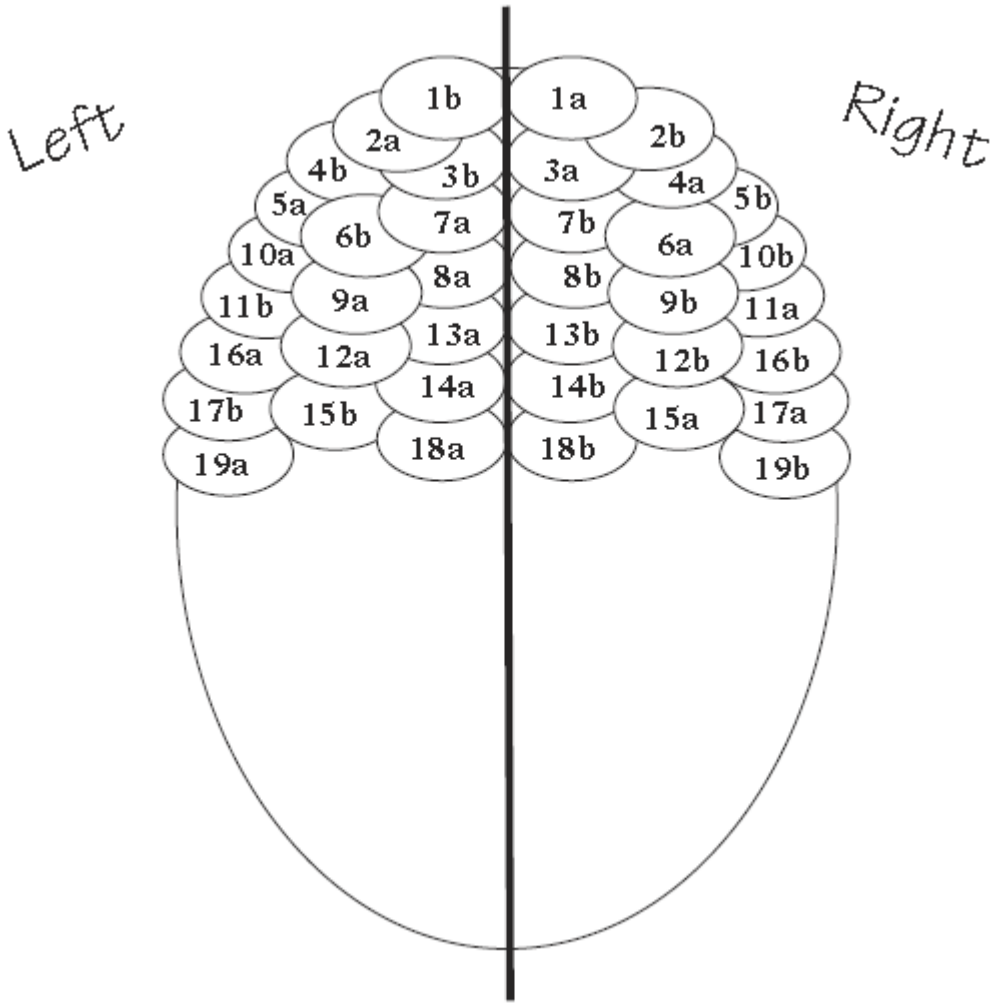
_____ a. save up until you have the money.

_____ b. charge it.

19. In math, can you explain how you got the answer?

_____ a. Yes

_____ b. No



Now, using the diagram of the brain shown here, color in the sections that correspond to your answers on the questionnaire. For example, if your answer for question 1 is a, color in the area labeled 1a, on the right side of the brain. Color all the sections that correspond to your answers. When you are finished, you will have a better sense of whether you are predominantly left or right brained or whether you use both sides equally.

Exercise 3. Let's have some fun with this. To check your understanding of the characteristics of left and right dominance, read the descriptions of drivers below and try to determine if the driver is left brained or right brained. Circle left or right and in the blank below write an explanation of your choice.

Left right	Which driver would more likely draw a colorful map of where he is going?
Left right	Which driver would prefer to be given landmarks in directions?

Left right	Which driver would have a trunk that is neat and organized?
Left right	Which driver would be more likely to make unplanned stops?
Left right	Which driver would make a list before he leaves home?
Left right	Which driver is likely to reach his destination on time?
Left right	Which driver may take a vacation he cannot really afford?

Exercise 4. Take the test.

1. The three optimal learning components to examine in determining your learning style are

A. your preferred learning styles for inputting information

B. your preferred learning styles for processing information

C. your preferred learning styles for responding to new information

D. all of the above

2. Which of the following are reasons for determining your learning style?

A. If you discover how you process information best, you can learn things both more efficiently and in less time. By applying strategies that address your learning style, you can study faster and better.

B. Now that you understand the cycle involved in the learning process, you can use your preferred learning style to go through the cycle in ways that are comfortable for you.

C. You can expand the strategies you use for learning and studying

D. All of the above

3. The learning styles that determine how you best input information

A. interpersonal and intrapersonal

B. visual, auditory, and kinesthetic

C. left brain and right brain

D. All of the above

4. Which sensory mode is most used when you proof read a paper out loud?

A. Visual

B. Kinesthetic

C. Auditory

D. Olfactory

5. Which sensory preferences are used when you make a concept map to summarize a chapter?

A. Visual and Kinesthetic

B. Visual and Auditory

C. Auditory and Kinesthetic

D. Visual and Olfactory

6. An analytic processor is

A. verbal, sequential, and logical

B. logical, random, and holistic

C. random, concrete, and verbal

D. all of the above

7. Which of the following is not an example of being holistic?

A. Surveying a chapter before reading it.

B. Stating the main ideas before you talk about details.

C. Following a check list

D. Mapping

8. Which of the following is a reason to examine multiple intelligence?

A. You are seeking ways to learn things faster and more efficiently

B. What you thought was simply a talent may, in fact, be an intelligence and a way to learn something.

C. Recognizing your strongest intelligences may be of help in choosing a major and, ultimately, a career that is satisfying

D. All of the above

9. Your learning profile will include

A. what kind of processing you prefer

B. whether you are an auditory, visual, or kinesthetic learner.

C. study skills you have learned since grade school

D. your sensory mode preference, processing preference, and your highest intelligences

10. If your social learning preference is alone, you should

A. Never study in a group

B. Study in a group first, then alone

C. Study alone first, then in a group

D. Just don't study at all

Exercise 6. Choose whether the statement is true or false.

1. The term learning styles refers to the preferred ways in which individuals interact with, take in, and process new stimuli or information

True

False

2. You should never modify the question in the margin system.

True

False

3. The most common way of looking at learning styles is for you to consider how you prefer to receive information through your senses, usually referred to as your preferred sensory mode

True

False

4. Edgar Dale says that you will probably remember less that 50% of what you teach to someone

True

False

5. Most of us are mixed-modality. We learn using all of our senses.

True

False

6. Although nothing is entirely isolated on one side of the brain or the other, the characteristics commonly attributed to each side of the brain serve as an appropriate guide for ways of learning things more efficiently and ways of reinforcing learning.

True

False

7. Global processing strategies are use more often in the average classroom

True

False

8. When something is new or extremely difficult, you need to process that information in a learning style that is not your preference

True

False

9. A global processing person has a good sense of time.

True

False

10. Gardner lists eight kinds of intelligences and says that everyone possesses all eight kinds.

True

False

Lesson 3

IDENTIFYING YOUR SKILLS[3]

What are study skills?

What is a skill? Skill - To be skilled is to be able to perform a learned activity well and at will.

A skill is a learned ability rather than an outcome achieved through luck or chance and can, therefore, be relied on reasonably securely when you perform an equivalent task again. You can fine-tune skills through practice, feedback and reflection, just as athletes improve their performance by developing underlying skills in movement, breathing and pacing.

What are study skills?

The term 'study skills' is used here to refer to more than just 'academic' skills. It includes a wider range of abilities that enable achievement in your studies. These can be viewed as four categories of skills:

1 Self-management skills for study

2 Academic skills

3 People skills for studying with others

4 Task management skills.

The first of these, self-management, helps you to develop the other three sets of study skills.

The APT-S study skills framework

The skills landscape in Higher Education can sometimes seem complex, as subject disciplines, institutions, employers and professional bodies produce ever longer lists of skills they feel students should develop. The APT-S framework simplifies such complexity by looking at three key things:

1 You, the student, as the starting point

2 The learning environment in its entirety – everything that relates to your study

3 The skills that help you manage that learning environment, its people, tasks, conventions, tools and resources.

[3] From Cottrell, Stella. *The study skills handbook*. Macmillan International Higher Education, 2019. Pages

You as the starting point

In practice, the skills you will need and acquire as a student will be different from those of other students.

Past experience

Your starting point will be different: your educational history, past opportunities and personal challenges influence the way you are now as a student. They shape your current levels of knowledge, confidence, motivation, study habits, preferences and skills.

Your current experience

••Your choice of subject, course, options and topics will develop specific sets of skills.

••Your own motivation for, and application to, learning new skills will be distinct.

••Many other current factors will also differ, from the people you study with to other aspects of the learning environment described overleaf. Future aims Your ambitions for your life and career influence, and will be influenced by, the choices you make for skills development whilst a student.

The learning environment

The 'learning environment' refers here to everything that forms part of the wider context in which you are studying. It includes such factors as:

••the academic discipline and its conventions

••the subject content of your course

••the way you are taught and assessed and the tasks and assignments you are set

••the people, tutors, students or others

••the communications required

••technological and other resources available

••the everyday demands on your time that you juggle with those of being a student.

Study skills

Self: managing yourself for study

Self-management is an essential study skill in Higher Education. It is needed to enable students to cope with the responsibilities of taking charge of their studies and to engage fully in the learning process.

Self management skills in this context involve:

••Independence: being a well-informed, resilient, independent student.

••Skills management: understanding and using strengths, and improving your weaker skills.

••Learning: understanding and personalising your learning, capitalising on strengths and preferences.

••Strategies: creative, reflective, effective, active and motivated study strategies.

••Time: managing your study time effectively.

••Improving performance, using feedback from others.

••Metacognitive skills: reflecting meaningfully about how you think, learn and manage yourself for study.

Academic skills

Basic research skills

At each level of study, you will need to use increasingly sophisticated strategies for:

••Finding information: searching for information and knowing what is available

••Reading large amounts at speed

••Using multiple sources of information

••Making notes of what you observe, hear, read and think – and then using them

Thinking skills

At this level of study, this means such skills as:

••Decision making: using sound decisions about the material to select and draw upon for your work.

••Memory skills, developing strategies for recalling information easily and accurately when needed.

••Critical thinking skills: evaluating the quality of sources of information; developing a strong line of reasoning based on sound evidence; interpreting material, data and theories.

Understanding academic conventions

For students, that means understanding:

••Higher Education as a learning community

••Your academic discipline: the specialist branch of learning that underpins your course

••Foundation concepts in the discipline – its core theories and ideas

••Knowledge: how this is constructed and advanced in your subject

••Evidence as the basis of your argument

••Sound methodologies, relevant to the subject, used to establish the evidence base ••Specialist terminology used in the discipline

Written and other communications skills

In the context of academic study, this includes:

••Precision: using words and data accurately and succinctly, and keeping to word limits

••Structure and clarity: organising your ideas and using a clear line of reasoning

••Style and format for specific kinds of assignment such as essays, reports, case studies, dissertations

••Audience awareness: for written, spoken and electronic communication.

People and Task management skills

People: studying with others

Many academic tasks are undertaken in social contexts with other students, the public, clients, face to face or using technology. This calls for such skills as:

••Taking an active part, without dominating or letting others take over

••Contributing constructively in class, seminars, or in online discussions

••Peer feedback: giving and receiving constructive criticism

••Making presentations, to a group or as part of a group

••Collaborative team working and groupwork, face to face and/or using video links or social networking

••Supporting others, encouraging them and sharing ideas without cheating or collusion.

Task management skills

You will need to draw together the above skills in meaningful ways in order to complete required study tasks such as exams or particular assignments.

Task management, in itself, requires skills such as:

••Producing set items such as essays, reports, portfolios, presentations, case studies applying methodologies, conventions and styles relevant to the discipline

••Managing the process of taking a task through from start to finish

••Meeting given requirements such as the assignment brief, marking criteria, ethical standards, deadlines and word limits

••Following the appropriate protocols and guidance for your subject, such as for lab work, clinical practice, field work, studio, performance, practical or technical skills

••Using specialist equipment and resources relevant to your course and circumstances, or using apps designed to support study

••Project management of larger, more complex tasks such as research projects, dissertations, exams, field Talk it through! work and end of year shows.

EXERCISES

Exercise 1. Using information available to you about your course, identify the range and relative importance of different skills on your course. Use the boxes below to sketch out the skills clouds for your course.

Skills needed to succeed at this level of my course

_____

_____

_____

_____

Skills that I will develop through my course

_____

_____

_____

_____

Exercise 2. Self-evaluation: Current skills and qualities. Tick the skills you have currently and discuss with your partner about where you developed /demonstrated these skills and qualities.

People

- Ability to get on with people from different backgrounds
- Understanding other people's points of view
- Sensitivity to cultural differences
- Dealing with the general public
- Teamwork and collaboration
- Networking
- Managing or supervising others' work
- Teaching, training or mentoring others
- Negotiating and persuading
- Helping others to arrive at decisions

Activities and tasks

- Creativity, design and layout
- Innovation and inventiveness
- Ability to see the 'whole picture'
- Argument and debate
- Seeing patterns and connections
- Attention to detail
- Searching for information
- Classifying and organising information
- Making decisions
- Managing change and transition
- Setting priorities
- Working out agendas
- Organising work to meet deadlines
- Facilitating meetings
- Reading complex texts
- Computer literacy

Personal

- Setting my own goals
- Working independently
- Maintaining a high level of motivation
- Taking responsibility for my own actions
- Learning from my mistakes
- Willingness to take risks and experiment
- Assertiveness
- Determination and perseverance
- Consideration of others' feelings
- Caring for others
- Supporting and motivating others
- Understanding others' body language
- Coping with 'diffi cult' people
- Speaking clearly and to the point
- Audience awareness
- Taking direction from others
- Giving constructive feedback
- Leadership skills
- Other:

Technological skills

- Using social networking tools
- Working with numbers
- Selling
- Problem-solving
- Quick thinking
- Practical skills
- Understanding quickly how things work
- Seeing practical applications
- Writing reports or official letters
- Languages
- Enterprise and entrepreneurship
- Business and financial skills
- Managing diffi cult situations, emergencies and crises
- Other:

Self-reliance

- Recognising my own needs
- Taking care of my health and well-being
- Staying calm in a crisis
- Coping skills and managing stress
- Other:

Exercise 3. Go back over your answers to the various activities and self-evaluations you completed in this Chapter. Bring together your thinking about your current strengths, the areas you wish to develop, and your priorities.

Date:
Summary of my current strengths, skills and qualities: what I have achieved so far
Summary of what I need to work on, develop or improve
My priorities: what I am going to do, when, and how
How will I know that I have improved? (E.g. What changes would I expect in my work, in myself, or in the attitudes of others?)

Exercise 4. Take the test.

1. The meaning of the student in the APT-S study skills framework?

A. as the starting point

B. everything that relates to your study

C. that help you manage that learning environment, its people, tasks, conventions, tools and resources.

D. Your educational history, past opportunities and personal challenges influence the way you are now as a student.

2. The meaning of the learning environment in the APT-S study skills framework?

A. the particular range of study skills that you will need and develop, and to what extent

B. everything that forms part of the wider context in which you are studying

C. Your choice of subject, course, options and topics will develop specific sets of skills

3. Choose self-management skills from the list below.

1. Contributing constructively in class, seminars, or in online discussions

2. Being a well-informed, resilient, independent student

3. Producing set items such as essays, reports, portfolios, presentations, case studies applying methodologies, conventions and styles relevant to the discipline

4. Taking an active part, without dominating or letting others take over

5. Supporting others, encouraging them and sharing ideas without cheating or collusion.

6. Searching for information and knowing what is available

7. Managing your study time effectively

8. Drawing on diverse knowledge and skills to create new ways of looking at an issue or to find new solutions

9. Reflecting meaningfully about how you think, learn and manage yourself for study

10. Using the style, format and conventions used in your subject

11. Meeting given requirements such as the assignment brief, marking criteria, ethical standards

A. 3, 11

B. 1, 4, 5

C. 6, 8, 10

D. 2, 7, 9

4. Choose academic skills from the list below.

1. Contributing constructively in class, seminars, or in online discussions

2. Being a well-informed, resilient, independent student

3. Producing set items such as essays, reports, portfolios, presentations, case studies applying methodologies, conventions and styles relevant to the discipline

4. Taking an active part, without dominating or letting others take over

5. Supporting others, encouraging them and sharing ideas without cheating or collusion.

6. Searching for information and knowing what is available

7. Managing your study time effectively

8. Drawing on diverse knowledge and skills to create new ways of looking at an issue or to find new solutions

9. Reflecting meaningfully about how you think, learn and manage yourself for study

10. Using the style, format and conventions used in your subject

11. Meeting given requirements such as the assignment brief, marking criteria, ethical standards

A. 3, 11

B. 1, 4, 5

C. 6, 8, 10

D. 2, 7, 9

5. Choose people skills from the list below.

1. Contributing constructively in class, seminars, or in online discussions

2. Being a well-informed, resilient, independent student

3. Producing set items such as essays, reports, portfolios, presentations, case studies applying methodologies, conventions and styles relevant to the discipline

4. Taking an active part, without dominating or letting others take over

5. Supporting others, encouraging them and sharing ideas without cheating or collusion.

6. Searching for information and knowing what is available

7. Managing your study time effectively

8. Drawing on diverse knowledge and skills to create new ways of looking at an issue or to find new solutions

9. Reflecting meaningfully about how you think, learn and manage yourself for study

10. Using the style, format and conventions used in your subject

11. Meeting given requirements such as the assignment brief, marking criteria, ethical standards

A. 3, 11

B. 1, 4, 5

C. 6, 8, 10

D. 2, 7, 9

6. Choose task-management skills from the list below.

1. Contributing constructively in class, seminars, or in online discussions

2. Being a well-informed, resilient, independent student

3. Producing set items such as essays, reports, portfolios, presentations, case studies applying methodologies, conventions and styles relevant to the discipline

4. Taking an active part, without dominating or letting others take over

5. Supporting others, encouraging them and sharing ideas without cheating or collusion.

6. Searching for information and knowing what is available

7. Managing your study time effectively

8. Drawing on diverse knowledge and skills to create new ways of looking at an issue or to find new solutions

9. Reflecting meaningfully about how you think, learn and manage yourself for study

10. Using the style, format and conventions used in your subject

11. Meeting given requirements such as the assignment brief, marking criteria, ethical standards

A. 3, 11

B. 1, 4, 5

C. 6, 8, 10

D. 2, 7, 9

7. Which is not the synonym of portfolio

A. progress files

B. records of achievements

C. personal records

D. personal statements

8. What is a personal portfolio?

A. maintaining your own records to track your progress and achievements in ways that are meaningful to you and for future employers

B. a file or folder where you bring together materials on a theme, such as art work or evidence of occupational competencies

C. details of where you are now, where you want to be, and how you will get there

D. evidence of your work for tutors to grade or provide feedback

Lesson 4

SETTING SMART GOALS[4]

When you think about the skills you need to be successful in college, you probably think of skills in test taking, note taking, getting the main idea from textbooks, research, writing, memory, concentration, time management, or thinking. However, the driving force behind achieving all these skills is one we seldom think of as a skill at all. It is the skill used to set goals and priorities. We need to know where we want to go and what we need to do to get there. If we are to become proficient at goal setting, we need to look at why we set goals, when we should set goals, and some ways to set useful goals.

Few of us really know specifically what we want out of life. And most of us don't spend time setting goals. We are too busy. We go with the flow and just let things happen to us. The truth is, however, we can make things happen. We have choices. The things that we spend our time, money, and emotional energy on are the things we make happen.

Why Have Goals?

Setting goals may be compared to planning a trip. There is a great deal of difference between going for a drive and just ending up somewhere, and planning details to reach a certain destination. There is a great difference beween driving a car and being a passenger. You will always arrive at some destination whether you plan for it or not. However, if you carefully plan with a specific destination in mind, if you are in charge of where you are going, you might not get there, but you significantly increase your chances for getting where you want to be. Like planning a trip, when you set goals, you are essentially organizing a plan to reach a certain destination. Few good things just happen; rather, they come with planning and hard work. Not planning leaves us drifting through life and maybe even stalled in a place we'd rather not be.

Locus of Control

The way you feel about being able to make changes in your life affects your ability to change. John Roueche and Oscar Mink in Improving Student Motivation say that students who feel powerless to change the direction of their lives are unlikely to try. They say a person's locus of control is of paramount importance for change and therefore for setting goals. The locus of control represents an individual's feelings of personal control over the events in her life, specifically her ability to derive positive

[4] Hopper, Carolyn H. Practicing college learning strategies. Fifth Edition. Cengage Learning, 2010. Pages 54-71

reinforcement from her environment. A person who has an internal locus of control believes his actions, abilities, characteristics, and so on, are effective in controlling reinforcements received from the environment. In other words, a person with an internal locus of control believes in setting goals because he believes he has the power to reach them. A person who has an external locus of control believes that such factors as fate, chance, luck, or powerful others are more important than personal efforts in controlling what he can achieve. A person with an external locus responds as a victim. And while things beyond her control may affect a person with an internal locus of control, she responds as a creator; she can create a solution. The person with an internal locus of control is the driver; she makes adjustments for the road conditions. The person with the external locus of control is the passenger; he believes he has no control over where the vehicle is going or where it will stop.

Students who are internally motivated are better adjusted, more independent, more realistic in aspirations, more creative, more flexible, more self-reliant, more open to new learning, more interested in intellectual achievement, and less anxious. They make higher grades than those who are externally motivated. It's your choice. However, when beginning to set goals later on in this chapter, if you measured a high degree of external motivation of your locus of control, you may want to begin with very specific short-term goals before venturing too far into your future. Mastering short-term goals is a sure-fire way of beginning to change your locus of control to internal.

When Should You Set Goals?

You are constantly setting and reaching small or short-term goals. You probably should not begin any day without setting some goal to accomplish. This is a relatively simple task, and with a little discipline it can become a habit. However, any time there is a major change in your life, you owe it to yourself to reevaluate. Some of these times are graduation, starting college, beginning a new job, moving to a new place, getting married, or getting divorced. A birth, death, promotion, illness, accident, or major change that may have altered previous goals is also a time to reevaluate your goals. Most of us dream of things we would like to do. The difference between dreams and goals is that goals are written down. You need to do more than simply scribble some ideas on a piece of paper. Your goals need to be complete and focused, but first you need to brainstorm. To guide you in a brainstorming activity, let's examine different areas of your life.

Examining Areas of Your Life

Beginning college is a major change for you. It's time to do some goal setting. However, just as it might have been difficult to think of twenty things that make you happy, it would be even more difficult to just sit down and make a list of things you want to do in your life. Some of you clearly know what your goals are, but you may not have examined all areas of your life. Most of us just go from day to day without a great deal of thought about what we ultimately want. Let's direct your focus by examining different areas of your life. To help you think about goals that you might want to set, let's divide your life into different areas and think about what you want for that area. (You could just as easily examine your goals by the roles you play: student, son or daughter, father or mother, friend . . .).

Themes of Goals

Look back over your brainstorming think sheet. Could you add more to each area with a little more guidance? In order to help you think further about the areas of your life, consider some common themes in each area. You may want to cut back on something, such as smoking, or you may want to expand something, such as the amount of time spent on studying. You may want to improve a situation in an area of your life or solve a problem. Sometimes your goals involve maintaining your present situation. And sometimes you want to dream and become innovative.

To help you focus your thinking further, you may want to consider themes that goals might have. At the bottom of each area, list the following themes: (1) Expansion or Cutting Back, (2) Improvement, (3) Problem Solving, (4) Maintenance, and (5) Innovation.

Continue your brainstorming by thinking of things you need to expand or cut back on having or doing in your family and home. Then think of things that you could improve in your family and home. Is there a problem in your family that you would like to solve? Are there good things about your family or home that you would like to maintain? Or are there things in your family or home you would like to try that are totally different from anything you've ever done? Continue this procedure with each area of your life. When you finish, you will have a wealth of information to help you begin to set some concrete goals. You will probably want to develop goals in all areas of your life; however, you cannot be an expert in all areas. Again, it is a matter of what you value. If you aren't sure what you value most, look at what you spend your time, money, and effort on. The areas that were easiest for you to brainstorm are probably the most important to you.

Some Guidelines for Writing Goals

Make sure that the goal you are working for is something that you really want, not just something that sounds good. Be certain it is indeed your goal and not someone else's. Be sure that your goal is positive instead of negative.

You should also have as much control as possible; setting performance goals rather than outcome goals gives you this control. For example, in a race, a performance goal might be achieving a certain time or personal best. An outcome goal would be to finish in the top three. You might achieve a personal best time in a race and still be disqualified as a result of a poor judging decision or injury. If you had set an outcome goal of being in the top three, then this will be a defeat. If you set a performance goal of achieving a particular time, then you will have accomplished this goal and can draw satisfaction and self-confidence from the achievement.

In the margin, write your definitions for performance and outcome goals.

Elements of a Useful Goal

You've begun to think about things that are important to you and things you would like to see happen in your life. Now let's talk about writing goals in such a way that you are likely to accomplish them. If a goal is vague or nonspecific or if you just think that someday it might be nice to do or have it, you are not likely to accomplish that goal. According to Claire Weinstein, in "Executive Control Process in Learning," in order to be useful, a goal should be stated in terms that are as follows:

Specific Describe what you want to accomplish with as much detail as possible.

Measurable Describe your goal in terms that can be evaluated clearly.

Challenging The goal should take energy and discipline to accomplish.

Realistic You know you are capable of doing or obtaining this goal.

Inclusive of a completion time Clearly specify target-completion time; longer-term goals are broken into shorter pieces.

Achieving Goals

Planning a trip and arriving at your destination are not the same. Once you've set your goal, how do you get there? Again, you can't be a passenger and necessarily arrive at your goal. If you are not the driver, you may arrive at a destination that someone else chose. You've got your road map. That's why it was so important that the writing of your goal was specific. You gave yourself detailed instructions. Your goal was realistic. You set a completion date. Now what do you need to do in order to reach your destination?

Sometimes it may be fun to take a road trip where you just go and end up somewhere. Obviously when you take a trip where the destination is important, you plan: How do I get there? What is the route? (There may be different ways to get there.) What do I do along the way in order to get there in the time I set in the goal? What do I know about where I am going? What help do I need in order to get there?

Tips for Achieving Goals

1. Make sure the goal you have written is specific, measurable, challenging, realistic, and has a date for completion.

2. Find someone who has accomplished a similar goal. Ask how they reached the goal and what obstacles to look for.

3. Don't drive around aimlessly. Determine what skills, what knowledge, and what information you need to reach your goal.

4. Break your goal into smaller goals that you can readily accomplish.

5. Share your goal with others. They may have valuable information you need, or they may offer the encouragement you need when you get off track.

EXERCISES

Exercise 1. Examine the following statements made by students with either a strong internal or external locus of control. Supply an example for each blank.

External (victim)	They made me take this learning strategies class.
Internal (creator)	I should be able to gain skills in this class to make me a more successful student.
External (victim)	That teacher hates me; he'll never give me a good grade.
Internal (creator)	I can meet with my instructor to see how I can do better.
External (victim)	What's the answer to number 5?
Internal (creator)	How do I find the answer to number 5?
External (victim)	The instructor assigns too much reading in history class.
Internal (creator)	_____
External (victim)	My children won't let me study.

Internal (creator) _____

External (victim) My boss makes me work too many hours.

Internal (creator) _____

External (victim) I have never been good in math.

Internal (creator) _____

Exercise 2. Using the elements explained in the theoretical part of the lesson, examine the following sample goals and determine if they are written in a way that will be useful.

Put a check mark if the goal contains the elements of a useful goal: (S) specific, (C) challenging, (M) measurable, (R) realistic, and (D) completion date. If any elements are missing from the sample goal, rewrite it to include all the elements. Then evaluate your rewritten goals to be sure all the elements are present.

Sample	**S**	**C**	**M**	**R**	**D**
1. I want a good grade in this class.					
2. I want to have a good career before I get old.					
3. I want to be happy.					
4. I want to go skiing in Vail, Colorado, during Christmas break.					
5. I want to graduate from this college in one year.					
6. I want to travel.					
7. I want a better relationship with my parents.					
8. I want to study more each day.					
9. I want to get up earlier.					
10. I want to buy a BMW before I'm thirty.					

Exercise 3. Answer these questions.

1. Why have goals?

2. When is the best time to reevaluate goals?

3. What are seven areas of your life described in the goal-setting exercise?

4. What are five themes of goals examined in the goal-setting exercise?

5. What is the difference between performance and outcome goals?

6. What are the five elements of a useful goal?

7. What are two specific goals you have set for your problem class?

Exercise 4. Take the test.

1. The way you feel about being able to make changes in your life affects your ability to change. This statement is refers to a person's

A. Locust of destiny

B. Decision Making Process

C. Locus of Control

D. Logical Ability

2. People with an external locus of control

A. believe that factors as fate, chance, luck, or powerful others are more important than personal efforts in controlling what they can achieve

B. believe they have the ability to control what they achieve.

C. are more likely to set goals than someone with an internal locus of control

D. All of the above

3. When should you take time to reevaluate what you want out of life?

A. When you make your do to list for the day

B. When you make your master schedule for the semester

C. When you make an F on an assignment.

D. Any time there is a major change in your life.

4. Some themes involved in thinking about goals include

A. Expansion or Cutting back

B. Improvement or Solving Problems

C. Innovation or Maintenance

D. All of the above

5. The S in SMART goals stands for

A. Special

B. specific

C. Sparse

D. selective

6. The M in SMART goals stands for

A. Multiple

B. Motivated

C. measurable

D. money

7. The A in SMART goals stands for

A. action plan

B. Accomplishment

C. Achievement

D. all inclusive

8. The R in SMART goals stands for

A. Ready

B. Respectable

C. realistic

D. robust

9. The T in SMART goals stands for

A. time frame or target date

B. Tough

C. Thoughtful

D. terrific

10. Often in order to make a long-term goal SMART,

A. it must be broken into smaller short-term goals

B. the plan of action is built on a series of short term goals

C. the plan action will involve many steps over a period of time.

D. all of the above

Exercise 5. Choose whether the statement is true or false.

1. Brain research shows that students achieve more when they feel they are in control and have set specific goals for learning

True

False

2. A person with an internal locus of control feels like a victim.

True

False

3. When you examine the 7 areas of your life, they will probably be of equal importance.

True

False

4. To achieve your goal, it is a good idea to find someone who has accomplished a similar goal. Ask how this person reached the goal and what obstacles to look for.

True

False

5. You can be an expert in all 7 areas of your life if you set SMART goals.

True

False

6. Do not share your goals with others.

True

False

7. Write your goals in the positive rather that the negative so you know what to do rather that what not to do.

True

False

8. Be sure that your goals are something that you can control. You can't make goals for someone else.

True

False

9. The following goal contains all elements of a SMART goal. "I want to be a successful lawyer."

True

False

10. You should set goals for only your most difficult classes.

True

False

Lessons 5-6[5]

DECISION MAKING AND CRITICAL THINKING SKILLS THROUGH INDEPENDENT STUDY

Introduction lesson in this book has given you some concrete things to do until you begin to learn and practice in depth the essential skills you need to be successful in college and, indeed, beyond college. You have begun to be in control of your time. Your primary job as a college student, as the driver of your vehicle, is to process information. In order to do your job well, you need to understand how your brain processes information. It will be necessary for you to take control by gathering information from lectures and making that information yours. You want to grasp what you read and process it so that you own it. A good place to begin learning how to do this is with a brief discussion of critical thinking. The thinking demanded of college students goes far beyond the memorization of facts. You will meet some concepts of critical thinking here and then encounter them again throughout the text. While you are developing basic skills in taking notes, reading textbooks, and taking tests, you will be simultaneously developing critical-thinking 36 skills that form the core of higher education and educated thinking.

The Necessity of Critical Thinking

There is a great deal of difference between learning the answer to a question and analyzing the implications of the answer, synthesizing and evaluating what you have learned, and applying what you have learned. Problem solving—critically analyzing a situation for the best solution and creatively finding an answer to the problem—is a skill that involves thinking. Thinking is a skill and, like other skills, can be learned and improved with practice. In thinking, the focus is not on the final answer but on the process of getting the answer and going beyond facts. In a previous history class you may have learned the dates of the Spanish-American War and the causes of that war. A thinking problem might require you to analyze how our country might be different if the war had not occurred. Most of the courses you will take in college involve not just learning facts but also developing thinking skills. A critical thinker is constantly asking questions, trying to distinguish between fact and opinion. A critical thinker analyzes all sides of an issue to find more in the situation than the obvious. And a critical thinker makes assertions built on sound logic and solid evidence.

It is important to use critical thinking when learning and processing new information, but it is also necessary to use critical thinking in making decisions about

[5] Hopper, Carolyn H. Practicing college learning strategies. Fifth Edition. Cengage Learning, 2010. Pages 36-47.

when, where, and how to study; managing your time; and setting goals. You will use critical thinking when you take notes in class, read textbooks, and take tests. You will also use critical thinking in determining the validity of an Internet or library source, the best way to complete an assignment, or even how to get along with your professor or classmates. Moreover, you will need to use critical thinking to determine what you believe and what's important to you. And although not a part of this learning strategies text, decisions about partying, drinking, taking drugs, and entering and maintaining relationships are certainly a major factor in your success at college and will benefit from critical thinking.

Students seldom fail because they aren't smart enough; they more often fail because they make poor decisions or fail to seek solutions to problems. The critical-thinking skills you develop will not only make you a better student; they will make you a better employee or employer, a better spouse or parent. Critical thinking is a life skill. The important decisions you make in your life will not be based on memorizing the "right answer." Each new situation demands defensive driving: questioning, analyzing, and evaluating. You can use the opportunities this course provides to practice and fine-tune your critical-thinking skills.

The Process of Decision Making

By thinking critically, you will find that your decisions are not made randomly. Rather, they follow a pattern. You will first determine exactly what the problem is. Second, you will gather any information necessary for you to make an informed decision. The third step is to determine what your options are. A major decision seldom has one solution. There's always another way. Fourth, you will weigh the evidence. Ask all the what-ifs. You will then—fifth step—make a choice among your options. The sixth step is to take action. Your action will be based on informed critical thinking. After you have taken action, you will review your decision and examine the consequences. Many times you may begin the process all over when your decision creates a consequence that requires a decision!

Fact and Opinion

A crucial part of critical thinking is distinguishing between fact and opinion. A fact is something that is true no matter what we think about it. A fact can be verified. Opinions, on the other hand, are personal prejudices. Our opinions should be based on fact and supported by fact, but should not be confused with fact.

Fact	18,000 students attend this university.
Opinion	The campus is too crowded.

Fact Teenage pregnancies are at an all-time high.

A critical thinker, when trying to determine whether something is fact or opinion, asks questions. What was the source of information? Was the source of information an authority? Was the information accurate? Can it be substantiated? Where? Is the information current? Look back over the previous twenty statements. Do any statements that you marked as facts need more evidence? Place a question mark beside any that you think should be verified further. Be sure to explain what verification each needs.

Levels of Learning: Bloom's Taxonomy

When discussing critical thinking, learning experts usually categorize levels of thinking. One of the most influential models for such categorizing is Bloom's taxonomy of higher thinking.1 The level, or depth, of your learning will probably depend on several factors. Your interest in learning the material and the urgency of your need to use or master it are two important factors. Bloom asserts that you must master one level before you can move on to the next. You can use Bloom's taxonomy as a road map of sorts to see where you are going with your thinking. We learn best by asking questions. Understanding the levels of Bloom's taxonomy will be helpful in formulating questions to ask in class and in determining what questions might be asked on tests and exams. The first three levels of this system deal with lower-order thinking skills that are essential in laying the foundation for deeper understanding. The last three employ higher-order thinking skills.

1. The first level of learning is knowledge. You can remember something without fully understanding it. The knowledge level is demonstrated when you can make a list of something or recognize the correct answer on a multiple-choice test, knowing it as fact. Test questions that ask you to list, define, identify, or name who, when, or where usually require only the knowledge level. Students often fall into the trap of studying for a test at this level and thinking they are prepared, when in fact they will need a higher level of preparation. An example of a knowledge-level question is Where were the first Olympic games held?

2. The second level of learning is comprehension. You understand the information to the degree that you can explain it in your own words, you can translate or interpret it. Test questions that ask you to summarize, discuss, or compare are likely to be at the comprehension level. An example of a comprehension-level instruction is Name and explain the steps necessary for a bill to become law.

3. The third level of learning is application. Application means that you can determine some practical use for the information and use it to solve problems. Most of

what goes on in a math class is at the application level. You may know a law or understand a formula, but in order to "do your homework," you must apply them. Test instructions might ask you to apply, demonstrate, calculate, or modify. An example of an application- level instruction is Demonstrate that you know how to take notes using the Question in the Margin system. The next three levels demand a deeper level of thinking. They are sometimes referred to as higher-order thinking skills (HOTS).

4. The fourth level of learning is analysis. When you analyze, you break complex ideas into parts and see how the parts work together. You recognize patterns, organize parts, and recognize hidden meanings. An example of an analysis-level question is What evidence can you present to support the statement that the Confederate Army was unprepared in the Battle of Shiloh?

5. The fifth level of learning is synthesis. When you synthesize, you make connections with things you already know. You are able to draw conclusions and make predictions. You use old ideas to create new ones, or you relate knowledge from several areas. An example of a synthesis-level question is What would happen if you combined sulfur and iodine?

6. The sixth level of learning is evaluation. When you evaluate, you judge something's worth. Did the note-taking system work for you in history class, or do you need to make adjustments? This step involves making choices based on reasoned argument, checking, and critiquing. An example of an evaluation-level question is What were the merits of Hannibal's plan to take Rome?

In 2001 Anderson and Krathwohl revised Bloom's taxonomy. In the higher-order thinking skills, they list evaluate as level 5 and create (instead of synthesis) as level 6. For our purposes, learning to ask questions at different levels and preparing for test questions at different levels, the revision is interesting, but the result is really the same. You may want to search the Internet for more about the revised taxonomy and decide which makes more sense for you.

EXERCISES

Exercise 1. Walk yourself through the decision-making process by examining Antwuan's situation. His car has become unreliable. He has missed class twice in the past two weeks and several appointments because of various mechanical problems.

Clearly state what you think Antwuan's problem is.

Where can he gather useful information? What types of information does he need to gather?

What options become apparent?

What is some of the evidence he should weigh?

What are some of his options?

What specific action do you advise he take?

What might be the consequences of that action?

So now, what is the problem?

Exercise 2. Thinking About Thinking.

1. Describe the process of your thinking in both choosing to come to college and choosing this college over other colleges. You may want to include among other things: What facts did you gather? What opinions did you weigh? What issues were important to you?

2. You are an employer (set up your own situation). Give some examples of why you would want your employees to have developed good thinking skills.

3. Ben missed the first day of class because he registered late, and then he missed the next two days because he had the flu. Ben didn't notify the instructor. Explain to Ben what critical thinking he should have used and why.

4. Name three specific decisions you will have to make in the next several years that will require the use of critical-thinking skills.

5. Write a short paragraph in which you describe a past situation in which you wish your thinking skills had been better.

Exercise 3. Fact or Opinion? Read the following statements. Are they fact or opinion? In the blank to the left mark F for fact and O for opinion. If the statement is opinion, decide what kinds of facts are needed to support that opinion.

1. Fair play is a thing of the past.

2. Mickey Mantle was the strongest switch hitter in baseball history.

3. During his career, Mantle hit 536 home runs.

4. Grades do not encourage learning.

5. Human life is not valued in a technological society.

6. The average car traveling at fifty-seven miles per hour gets only two-thirds the gas mileage of a car moving at fifty miles per hour.

7. It is impossible to commit suicide by holding one's breath.

8. The society in the United States is violent.

9. A giraffe can go without water longer than a camel can.

10. The attention that the news media gives to criminals contributes to crime.

Exercise 4. Levels of Learning. For a quick check of your understanding of levels of learning, list the level of learning that you think each of the following tasks involves: knowledge, comprehension, application, analysis, synthesis, or evaluation:

_____ Changing a flat tire

_____ Finding the main idea of a paragraph

_____ Explaining a class lecture to a friend who was absent

_____ Summarizing an article

_____ Finding the lowest common denominator for fractions

_____ Finding the correct answer in a multiple-choice question

_____ Creating a webpage

_____ Appraising the damage on your wrecked car

_____ Listing the states and capitals

_____ Making an apple pie

_____ Comparison shopping for the best buy

_____ Writing an essay for English class

_____ Computing your grade point average

Exercise 5. Take the test

1. Why is communication an important skill in problem solving?

A. It is essential in order to gather information about the problem and to communicate your solution.

B. Communication is the process where you take the information gathered from listening and make a determination.

C. It is not important - Managers can do everything through email or texting.

D. We need to make others listen to us when we tell them what to do.

2. In the IDEAL Strategy, what does the letter 'D' stand for?

A. Discriminate

B. Decide

C. Define

D. Delimit

3. Jean-Phillip likes to draw bar graphs of his spending habits, to help him understand his expenses so he can manage his money. What general type of problem-solving strategy is Jean-Phillip using?

A. Means-end analysis

B. Graphic representations

C. Heuristics

D. The IDEAL strategy

4. How can experience help you to solve a problem?

A. It can let you know what NOT to do

B. All answers are correct

C. You can quickly compare your problem to the one seen before

D. Seeing the results of others is just as good as experiencing it yourself

5. General 'mental short-cuts' or quick decision-making rules, such as, 'you get what you pay for' or 'shorter lines move more quickly' could be considered what type of problem-solving strategy?

A. The IDEAL strategy

B. Graphic representations

C. Brainstorming

D. Heuristics

6. It is essential that a team be able to uncover the _____ of a problem before identifying any possible solutions.

A. background

B. root cause

C. implications

D. stakeholders

7. Which of the following is a characteristic of high-performing teams? Team members _____.

A. all have the same strengths

B. do not share the same level of enthusiasm

C. trust that other teammates are doing their best

D. do not participate equally during meetings

8. What is a beneficial outcome of reframing?

A. creating alternatives before problems come up

B. generating new ideas

C. preventing problems from arising

D. keeping quality employees

Lesson 7

PRESENTATION SKILLS. CREAM STRATEGY OF LEARNING

Presentation skills[6]

You may be asked to lead a seminar either on your own or with other students. This enables you to develop and demonstrate a wider range of skills. Some people express themselves better orally than in writing. This is also good practice for giving talks either at work or for life more generally.

Many people are nervous at making oral presentations but there are steps you can take to make the presentation more successful.

Remember the audience

The most important aspect of making a presentation is to consider the needs of the audience. If you simply read or repeat information 'off by heart' your presentation will probably sound very flat and dull to the audience. There is also a greater risk that you will lose your place in your talk.

If you are a natural entertainer, then use these skills in your presentation. However, bear in mind the purpose of the presentation and how it will be assessed. Make sure you cover the essential information and that this comes across very clearly to the audience.

Prepare for the presentation

Write out your main argument or conclusion, just as you would for a writing activity.

Write out the main points as headings and bullet points on a series of index cards or on a sheet of paper. These will prompt your memory if you lose your place.

Visit the room and try out the technology. This will increase your confidence on the day.

Time yourself making the presentation. Cut it back if it is too long.

Have a clear and opening and closing line that refers directly to the main issue.

Use visual aids

If you use PowerPoint or similar software, avoid gimmicks such as jingles, animation, or sound effects that either distract attention or slow down the

[6] https://www.thestudyspace.com/page/presentation-skills/

presentation. If you ‘fly in’ text, make sure you use the same method throughout the presentation.

Use only a few lines of text in large print or a simple diagram for each slide. Remember, your visual aids are there to reinforce what you are saying.

Keep it simple. Use technology as a tool where it helps, rather than for the sake of it.

On the day

Arrive first.

Arrive early enough to check the equipment and seating are as you want them.

Have water to hand.

Act confident no matter how you are feeling.

Do not make apologies for things you haven’t done. Act as if everything is as it should be.

Make eye contact with the audience.

Smile.

Speed pacing

Many presentations, even those by professionals, may go wrong because people try to cover too much information in the time available. They then try and gabble their way through a set of bullet points at top speed even though people cannot take in what is being said.

Cut out unnecessary information - and even information you think is valuable if it does not fit into the time allowed. You must be able to deliver the whole presentation at a speed slower than your normal talking speech. This is necessary so that people can take in what you are saying and jot down some notes.

Talk more slowly than you feel is necessary. Take a moment or two to breathe between each point.

Leave time for questions

Even if the time available to you is brief, leave a few minutes for people to ask questions. This will indicate that you are confident about your material.

Prepare an ‘additional point’ to use up the time in case there are no questions.

For further information please see Chapter 10 of The Study Skills Handbook by Stella Cottrell.

Six important things to remember when you are giving a presentation

Introduce yourself by name.

Bring back-up visual aids in case your PowerPoint presentation fails.

Slow down when you are speaking.

Make eye contact with the audience.

Smile.

Ask for questions from the audience at the conclusion of the presentation.

Group Presentations

Do	Do Not
Appoint a group co-ordinator and plan a timetable together.	Allow a strong personality to make all the decisions.
Choose your subject together, and then support one another throughout the work.	Allow any individual to opt out of responsibility to the group.
Narrow your subject down to a manageable size.	Choose a topic which is too complex for the time available.
Decide who is to speak, and allocate topic and time to each speaker.	Forget to introduce everyone at the start of the presentation.
Rehearse together and get the timing right.	Make recommendations which are unrealistic, technically or financially.
Organise how you are going to answer questions between you.	Over-run the time you've been allocated.
	Guess at an answer you don't know.

Using PowerPoint

Do	Don’t
Check that you have booked all the equipment you need well before your talk.	Don’t Use an appropriate font such as Arial, at least 22 point in size.
Plan what you want the audience to see and don't crowd the screen.	Don’t Use a good colour contrast for background and image, and project it to check.
	Don’t Give handouts with details, which wouldn't be clear on the screen.

Do Rehearse with all your visual material and the equipment you will be using.

Do Always have backup in case of disaster.

Do Not

Don't Show paragraphs or long sentences on the screen.

Don't Use fussy and distracting backgrounds.

Overdo punctuation: very little is needed in a visual aid.

Don't Use over-complicated diagrams, which the audience won't be able to see clearly.

Don't Use unnecessary and distracting movement on the screen.

Don't Watch the computer screen instead of the audience.

Don't Assume that you can use the equipment without trying it out.

For further information please see Chapter 3 and 5 of Presentation Skills for Students by Joan Van Emden and Lucinda Becker.

CREAM strategy of learning[7]

CREAM is an abbreviation for Creative, Reflective, Effective, Active and Motivated (Mueller, 2003; Peng, 2008). CREAM is a useful strategy in learning for students. It helps in improving study skills to students and making their studies effective and productive (Dolman, 2005). Students should incorporate these strategies in their studies.

Creativity

The following is crucial in enhancing creativity in personal studies. In order to develop new ideas in personal development, a student should increase freedom to imaginations. This will help in making learning enjoyable. New studying ideas include appreciating work especially assignments, completing assignments in groups and listening to music when studying among others. The other importance of creativity is making studies flexible. This can be achieved through various ways such as increasing the variety of study subjects and methods (Mueller, 2003).

Reflective

Students should reflect on what they learn in class and private studies. This will help in evaluating the achievements they attain from the studies. It will also help in evaluating the understanding of the topic or subject and thus, device an appropriate studying method in case the targets are low (Mueller, 2003).

[7] http://creamstrategy121210020.blogspot.com/

Effective

In order to be effective, it is necessary to organize time and space. Time management is noteworthy since it helps in covering more work within a short time. Also, it is necessary to exempt moods from affecting personal studies. The mind should be focused to the studies (Mueller, 2003).

Active

In order to be active in learning, it is crucial to take lessons from the studies that are applicable in real life. This can be done by relating what is learnt in class with a real life situation. Moreover, reading appropriate materials helps in maintaining activeness in personal studies (Mueller, 2003).

Motivation

One method of maintaining motivation is setting achievable goals. The goals should be realistic and achievable within the set time limits. Good grades are also indispensable in enhancing motivation in personal studies since they are rewards for success in education. Furthermore, enjoying personal studies increases motivation to read (Mueller, 2003).

EXERCISES

Exercise 1. What makes a good presentation? Read these features of a presentation and decide if they are P (positive), N (negative).

A good presenter …

1 reads aloud from a prepared script.

2 uses lots of visual aids.

3 invites the audience to interrupt and ask questions whenever they want to.

4 gives an outline of the presentation at the beginning.

5 invites the audience to ask questions at the end of the presentation.

6 has a presentation that has a clear structure and development.

7 knows exactly what he or she wants to say.

8 uses visual aids to support the points he or she is making.

9 reads out what is written on visual aids.

10 makes regular eye contact with members of the audience.

11 lets the audience know when he or she is moving to the next stage of the presentation.

12 only looks up from his or her notes when there is a question from the audience.

13 moves around a lot.

14 speaks as quickly as possible.

15 delivers the presentation clearly but at a natural speed.

16 summarizes key points at the end of the presentation.

17 clarifies and elaborates points if members of the audience are not clear.

Exercise 2. Look at this short presentation with Adverbial linking phrases. Look at the expressions in bold type and answer these questions:

1Which one is used to sum up the argument?

2Which one is used to change to the other side of the argument?

3Which two expressions introduce a second or further point?

4Which expression introduces the first point?

5Which two expressions introduce opposing points?

There are a number of problems associated with cheap air travel. In the first place, the rapidly increasing number of flights means that the skies over major cities are becoming more congested and, as a consequence, potentially more dangerous. Secondly, the carbon emissions produced by these flights could have serious consequences for the environment and contribute to global warming.

Another problem is the increased level of noise pollution, which is a particularly important question for people living near major airports. On the other hand, cheaper air travel has meant that many people who were previously unable to fly because of the cost can now enjoy holidays abroad. Furthermore, budget airlines now offer flights to a wide range of destinations that were not previously available through the national airlines. Another advantage of the age of cheap air travel is the fact that many budget airlines use regional airports and this is very convenient for many travellers. All in all, however, the disadvantages probably outweigh the advantages, especially as regards environmental factors.

Exercise 3. Use these words and expressions to fill the gaps in this extract from a presentation:

furthermore however in addition first and foremost apart from I'd like to begin for example secondly last but not least as far as … is concerned

1 ..... by highlighting some of the key features of the High Alps holiday centre.

2 ..... it offers visitors luxury accommodation in a beautiful alpine setting.

3 ..... the centre is equipped with first-class sports facilities for all kinds of sporting activities.

4 ..... the centre contains three restaurants, a self-service cafeteria, three bars and a terrace café.

5 ..... the surrounding area ..... ,the High Alps holiday centre is close to some of the most dramatic scenery in the country.

6 ..... the mountains with their opportunities for skiing and hiking, there are also a number of beautiful lakes in the vicinity.

7 ..... we also have to remember that not everyone who visits the centre wants to engage in sporting activities.

8 Some people may simply want to relax or go shopping in the centre's designer shops ..... .

9 ..... to shopping, the centre also offers a professional entertainments programme.

10 ..... our highly trained staff are at your disposal 24 hours a day to cater for your every need. Enjoy your stay with us!

Exercise 4. Take the test.

1. «Different pieces of information are treated as separate unit» is…

A. A characteristics of passive learning

B. A characteristics of active learning

C. Effective learning

D. Motivated learning

2. What is an active learning?

A. It is a form of learning in which involving the use of imagination to produce new ideas or things

B. It is a form of learning in which teaching strives to involve students in the learning process more directly than other methods

C. You are involved in reflection and self-evaluation

D. You look for links between different things that you discover

3. Reflective learning is…..

A. having the confidence to apply imagination to your learning

B. analyzing and evaluating your own performance

C. organizing your time ,space ,priorities

D. being engaged physically and mentally in what you learn

4. You will find that you study more effectively if you consider…

A. changes in your motivational levels

B. changes in your attitude and ideas

C. what is blocking your learning

D. all of them are correct

5. What is the main feature of reflective learning?

A. analyzing yourself in terms of the course

B. increasing your self-confidence

C. encouraging to study

D. all of them are correct

6. What is the essential thing in assessing yourself?

A. being fair to yourself

B. hiding your weakness and defects

C. being attentive

D. having mathematical skills

7. What should be written in reflective learning journal?

A. your life story

B. self-study assignments

C. a scientific article

D. your achievements ,thoughts ,issues, discussions about the course ,the lecturers

8. Creativity is especially important for…

A. Creating a new variety of ideas

B. Representing your ideas

C. Generating ideas in the early stages of new assignments

9. Creative problem-solving is easier if you use the following approaches

A. Mind-set \ resources \ notes

B. Ideas \ material

C. Time \ knowledge \ preparation

10. The most important part of problem-solving is …..

A. Being impressive

B. Elaborating

C. Examining

11. If you can not think of a way of doing a piece of work, imagine that you are ……

A. Student

B. Professor

C. Unknown Politician

12. What does CREAM strategy means

A. To eat cream, so it helps to learn more

B. To be on light, so nothing bothers you

C. To be creative, reflective, effective, active, motivate

Lesson 8

ONLINE PRESENTATIONS

Best Presentation Tools for Students[8]

One of the best ways to get students using technology in the classroom is through presentations. No matter what the topic, creating colorful slideshows and engaging materials helps students get their point across and gives them a chance to learn best practices for using software to help them organize their thoughts.

But what tech should you rely on to get the job done? There are plenty of options to choose from. Here are some of the best presentation tools for students:

1. PowerPoint

It gets a bad rap for being boring in meetings and a crutch for uninspired orators, but PowerPoint provides a lot of bang for the buck when it comes to teaching students some important presentation basics. Once you learn the ins and outs of inserting and sizing images, PowerPoint offers the easiest way to introduce students to graphic design tools to arrange pictures and texts in pleasing ways—without splurging on a full Adobe suite or other artist's tools.

Pro Tip: Remind that slides are for enhancing presentations, not just reading from verbatim, and you can help break the cycle of dull PowerPoint presentations for the next generation.

2. Prezi

If you'd prefer to encourage students to think on their feet rather than give a rehearsed, orderly PowerPoint presentation, give Prezi a try. While PowerPoint functions like an outline, Prezi works more like a concept map that allows you to toggle easily between topics from the main page. Fun features like zooming make it easy to get professional looking results, and students will have the freedom to tackle their presentation in any order they like—especially helpful for Q and A sessions at the end.

3. Easelly

Infographics are incredibly popular online, and for good reason: They help make sense of facts, figures and statistics by illustrating their meaning and drawing connections between them. These are crucial skills for students learning to research, so why not let them create infographics to organize their findings? Easelly provides

[8] https://www.schoology.com/blog/7-best-presentation-tools-students

templates for students to use. Once they've chosen a format, they can type in their info and customize artwork to develop a fun, easy-to-read infographic on their topic.

4. Powtoon

If you like the look of infographics but want to animate them, Powtoon is for you. Powtoon provides slides like PowerPoint, but makes it a lot of fun to choose images, objects and characters come to life when you run the slide show. With plenty of basic templates and lots of options to personalize the animations, student are sure to find this a fun way to make their presentations more interesting for their classmates to watch.

5. Animoto

Teaching your class the finer points of video editing is very time consuming, but Animoto lets you take a major shortcut. This drag-and-drop program makes it easy for students to add video clips, photos and text that they cut together into a short, share video. This is perfect for creating PSAs, trailers, and advertisements as a capstone project, and teachers can get it for free.

6. Glogster

Remember the good old-fashioned poster project? This is still a great format for younger users making projects focused on a single topic or idea. Glogster brings the poster into the twenty-first century by allowing you to add clip art, video, audio and images directly to the screen — all while keeping everything on one page for easy navigation (and grading!).

7. VoiceThread

VoiceThread is a platform that allows students to share their presentations in a brand new way. It's not presentation software on its own, but it adds a layer of interaction to the projects students have already made. Upload a photo, report, slideshow, video, or other presentation into VoiceThread for others to see and comment on. Once they've seen your work, students and teachers can add video comments and questions for a more personal interaction. This is a great way to foster collaboration and critique via technology — particularly good for asynchronous teaching and learning.

Shaking up your presentation style is a great way to keep participants engaged in what they're doing, whether it's designing a new presentation or staying focused as they listen to their peers' reports. Before you dive in, it's always a good idea to preview any new software by making a presentation yourself. That way, you'll get a

sense of how it works and be able to help troubleshoot any difficulties as they arise. And if you decide against using a new presentation platform with your class, you'll still have a nice new lesson to show for your effort.

Getting started with Prezi Present[9]

Prezi Present is our latest generation presentation platform built on HTML5 technology, which gives you a consistent, high resolution, and smooth experience for your conversational presentation needs. Whether you're giving a pitch to a potential client, training employees, or outlining future business plans, Prezi Present enables you to convey your message in a memorable way through conversational storytelling.

Installing and logging in

Prezi Present is available online and as a desktop application for Windows or Mac. You'll need about 650MB of space for installation.

Working in your language

Prezi Present is available in English, Spanish, German, French, Portuguese, Korean, Japanese, Italian, and Hungarian. You can change the language at any time.

Starting a new presentation

Once you've logged in, you'll be taken to your dashboard that has all the presentations you can view and edit. Just click the Create from template button at the top and a new editor window will pop-up. From there just choose a template and click Use this template and then set your theme. It's that easy. (You can also choose the Convert PowerPoint option and convert your existing slides into a Prezi presentation.)

Structuring a presentation

A Prezi Present presentation's structure consists of chapters that follow a path using connectors. Your overview will show the titles of each topic, and once you enter a topic, your subtopics will be revealed.

Working together on a single presentation

Got a group project? You can work with up to 10 users on a single presentation. Increase your efficiency and collaborate more effectively.

Commenting on a presentation

[9] https://support.prezi.com/hc/en-us/articles/360003477954-Getting-started-with-Prezi-Present

Whether you're co-editing a presentation or getting feedback, Prezi Present tools make it easy and effective with comments.

Sharing a presentation

Once you've created your presentation, share it. Simply send the link, and anyone who has the link will be able to view your presentation. You can also send an exported version of a presentation.

EXERCISES

Exercise 1. Answer the following questions?

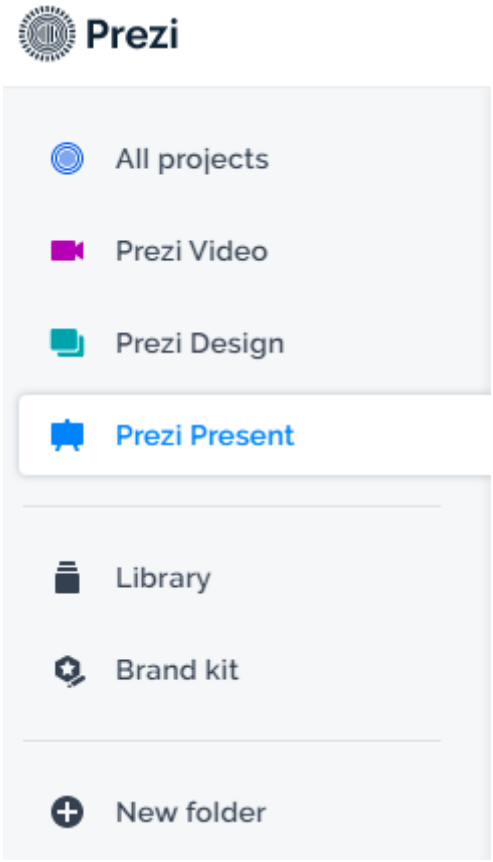
1. How can you make your presentation interesting online?

2. What are good presentation questions?

3. How do you create an online presentation?

4. How do you engage the audience in an online presentation?

Exercise 2. Define and explain functions of each icon of prezi.com given below.



Picture 1. Screen shot from online presentation maker prezi.com

Exercise 3. Take the test.

1. The purpose of a presentation intended to sell a service to a potential client is to:

A. Persuade

B. Inform

C. Entertain

D. Educate

2: For better readability, the number of bullet points on a slide should be:

A. 7 to 10

B. More than 7

C. Any number

D. Less than 7

3: To contrast text on a presentation slide for better viewing, it is preferable to use:

A. Dark text on light background

B. Light text on a light background

C. Dark text on a dark background

D. Light text on a dark background

4: The outline of a presentation should include:

A. Acknowledgments

B. References

C. A beginning, middle and an end of the presentation

D. Possible questions from the audience

5: For better readability, it is preferable that bullet points are:

A. Long sentences

B. Complete paragraphs

C. Page of text

D. Short phrases or partial sentences

6: To prevent a graph or chart from showing a misleading trend on presentation materials, it is important to:

A. Use colors for graphs and charts

B. Use stacked graphs or charts

C. Use 3-D charts or graphs

D. Use complete scales for axes instead of partial scales

7: It is generally NOT a good practice to deliver a presentation by:

A. Paraphrasing what is on the presentation materials

B. Mentioning the highlights of what is on the screen

C. Elaborating each bullet point on the presentation materials

D. Reading the entire presentation line by line

Lesson 9

WORKING WITH TASKS AND TIME MANAGEMENT[10]

The Importance of Managing Your Time

Now that you have started college, do you feel as though you have been caught in rush hour traffic or an extreme traffic jam? Do you wonder where you will find the time to get everything done? Don't professors know you have a life? Time management is a critical issue for college students; how smart students are is less important to their success than how they manage their time. The demands on your time may be entirely different from anything you have previously experienced, and these demands will force you to make difficult decisions. Most professors agree that you can count on at least two hours of outside work for every hour you are in class. Many add that those two hours of work may earn you only a C; some classes require even more time.

How many course hours are you taking? What other responsibilities do you have? What are you willing to give up in order to be a successful college student? There is just so much time. You can't continue to do all the things you used to do and add the job of being a college student without giving up something. Obviously, you will never have more than twenty-four hours in a day. You can, however, make extra time in two ways: by doing the same task in less time and by making use of time that you previously wasted. Throughout this course you will be seeking ways to do things not only faster but also more efficiently. However, few of the learning strategies will work for you if you don't have time to use them.

The cardinal rule of time management is to always carry pocket work. Always have something that you can do while waiting. Make flash cards of what you need to study for an upcoming test. Make copies of homework assignments, or just be sure to have a book with you. Those wasted ten, fifteen, or twenty minutes add up. And you will discover later that you usually learn more in short sessions than in longer ones. Program your mind; make it a habit to use waiting time. The second most important thing is to carry a date book. You may think you will remember what your assignment is and when it is due, but you can be sure only by writing it down.

Benefits of Scheduling

[10] Hopper, Carolyn H. Practicing college learning strategies. Fifth Edition. Cengage Learning, 2010. Pages 14-33.

1. Scheduling helps you avoid one of the great time wasters, procrastination, because it gives you a set time to do each task. It gets you started and helps you avoid putting off doing things that you dislike.

2. Scheduling keeps you up to date and helps you avoid last-minute cramming. By keeping up to date and studying things as you come to them, you will learn much more efficiently.

3. Scheduling things that you need to do creates time to do things that you want to do. As a college student, you must be careful to keep a balance in your life. You need to have time for things other than studying. Scheduling takes away the guilt because it allows you to know you have a time for play as well as a time for study.

4. Scheduling keeps you in control. You are the creator of your schedule. You set your priorities and times to do things.

5. Having a schedule saves time. Yes, it takes time to devise a schedule, but that time is repaid many times over. Your schedule is a guide, telling you what to do next and assuring you that everything will get done. Studying the same subject at the same time and in the same place programs your mind to concentrate on that subject, and you complete your studying more quickly and more efficiently. That's what study skills are all about. You are seeking ways to study faster and better.

Despite these benefits, many students are still reluctant to use scheduling. Remember, however, that the job of being a college student is like no other job you've ever had. Scheduling may be your only means of surviving. At least try scheduling, and choose the aspects of it that help you the most. Let's now examine some basic principles of scheduling so you get the full benefit of this procedure. You may not be able to use all of these this semester. They represent the ideal and will help you save time. If your work schedule leaves you no daylight hours to study or you already have back-to-back classes scheduled, then you may need to add extra study time to the master schedule you will create later in the chapter.

Principles of Scheduling

1. Make use of daylight hours. Several studies show that each hour used for study during the day is equal to one and a half hours at night. This means you should try to make use of free hours during the school day. These are the most effective yet most often wasted hours.

2. Study before a class in which discussion is required or pop quizzes are frequently given. The material will be fresh in your mind.

3. Study immediately after lecture classes. You can enhance your retention and understanding by studying right after class. Use this time to fill in gaps in your notes and to review information you have just learned. When you become more familiar with the Question in the Margin system for taking notes and processing lecture material, you will find that the hours immediately after class are perfect for writing questions in the margin of your notes and that reviewing your notes right after class will save you valuable time. You will be able to complete your assignments faster and more efficiently because you don't have to refocus your concentration. (Do you see why scheduling back-to-back classes is a mistake?)

4. Study at the same time every day. You should have certain hours set aside for study that you treat the same as class. Having the same study time five days a week will soon become a habit and therefore be easier to follow. Since the mind is programmed by routine, it will be easier to get started and to concentrate on the task at hand. Studying in the same place also aids concentration. If you have family responsibilities, it's best to schedule your study time while you are on campus if at all possible. There are just too many things at home that could interfere. If you have school-aged children, setting a time for everyone to study is a good idea, but you will accomplish even more if you can schedule study time on campus as if it were a class.

5. Plan enough time to study. The rule of thumb that you should study two hours for every hour you are in class is only a guide. Depending on your background or experience or on the difficulty of the class, you may need to allow more. Start out by studying for two hours, but adjust according to your need.

6. Space your study periods. A study period of fifty to ninety minutes at a time for each subject is probably most efficient. You should then take a break for ten to fifteen minutes. Studying for longer periods of time often becomes counterproductive.

7. List activities according to priorities. By putting first things first, you will get the most important things done on time.

8. Study during your prime time. We all have daily cycles of alertness and sluggishness. If your work, classes, and circumstances permit, make use of this knowledge: Schedule your hardest subject at your most alert time, and schedule less demanding tasks during the day when you are less productive than you'd like to be.

9. Leave unscheduled time for flexibility. Packing your schedule with too many details will almost ensure its failure. Lack of flexibility is the major reason why students don't follow schedules.

10. Analyze your use of time. One cause of getting behind in college is failure to make use of short periods of time. By keeping a time log, you can see where you are currently wasting time. As noted previously, the time between classes and during the school day is the time most often wasted, even though it is the most efficient time to use for studying. Your time log may reveal a waste as simple as not responding to your alarm clock the first time it rings or napping in the afternoon after classes.

A master schedule should be made every time you have a major change in your use of time, for example, at the beginning of each semester or when you get a new job. Use the list below and the master schedule worksheet on page 79 to plan for this semester.

1. First and foremost, note those activities for which you have no choice about when to do them: classes, labs, job, picking up children at school, commuting, weekly meetings.

2. Count the number of blank spaces. Yes, include Saturday and Sunday. Write this number at the bottom of the master schedule. These are the hours in which you can choose what you do. Note that the master schedule accounts for only the hours between 7 A.M. and midnight. You can create more choices by getting up earlier or accounting for hours after midnight.

3. Note in those blank spaces the activities that you need to do but have a choice about when to do them. Assuming that your first priority is school, begin there. For each three-hour class that you are taking, fill in three spaces with study time for that particular course. Don't just write Study. Write Study math. Make sure that you use what you already know about scheduling to make wise choices. Use daylight hours. Study right after a lecture class or right before a recitation-type class. Schedule one hour of study for every hour you are in class. Treat these times as if they were classes, as a part of your job! Miss them only for the same reason you might miss class or work. Even if you don't have homework to do, use these times to review or work ahead. But for most classes you will probably need at least two hours of study time; however, by scheduling one hour and making it routine, you will find your study time more efficient. After several weeks of class you may need to schedule additional hours of study time depending on the class. Scheduling one hour that is treated as a class for a specific subject and one hour at another time allows you to be more flexible and still establish routine study times.

4. Note the other things that you need to do: recreation, shopping, meeting with friends, time with family, laundry, cooking, eating, and so on.

5. Any remaining blanks are for whatever comes up without guilt!

Date Book

Your master schedule is your guide in planning, but you will need at least two other time-management scheduling tools. The first is your date book (also called an appointment book or assignment book). You should keep it with you at all times and write your assignments in it for each class each day. Consult it before you make any commitments of your time. Remember, this is your job. You are the manager of your time. (The manager of any efficiently run business would also schedule appointments.)

Even though you may have a syllabus for each class, you need to bring your assignments for all your classes together in one place so that you can see all that you have to do and set priorities. Early in the semester you should examine the syllabus for each class and record the dates for major tests and assignments. This way, you know if you have two or three major tests or assignments due on the same day and can do some planning. Your date book will help you stay organized. In addition to assignments and appointments, you can keep track of phone numbers, addresses, and other important information, all in one place. Most college book stores will have several types of date books. Choose one that is easy to keep updated. You should not be without your date book any more than you would be without your wallet, watch, or ID card.

To-Do List

The second managing tool is your daily schedule, or to-do list. The easiest way to construct a daily to-do list is, before you go to bed at night or as soon as you get up, make a list on an index card of everything you want to accomplish during the day. That's the easy part! You also want to prioritize the things you need to do. Look over your list and decide which items absolutely must be done. These are your first priority. The second order of importance might be those things that should be done. The third order might be those things that you would like to do but that could be put off. You can also have a category for routine things. You can use any system you want to label your priorities. Some students color code with highlighters; others use a 1, 2, 3 or A, B, C system to indicate importance. Since you will seldom make your list in order of importance, marking priorities is a must. Develop the habit of making the same type of list each day, and it will become easy and routine.

EXERCISES

Exercise 1. Discuss these questions with your classmates.

1. According to most professors, how much work outside class will be required?

2. What are two ways to make extra time?

3. What is the cardinal rule of time management? Give some examples.

4. What is the second most important thing to do when managing time?

5. Explain the significance of the number 1,440 when dealing with time management.

6. What is your road map or GPS for time management?

7. What are five benefits of scheduling?

8. What are ten principles of good scheduling?

9. Explain how to create a master schedule.

10. What are two tools in addition to your master schedule that are necessary in managing your time?

11. Name your three biggest time wasters and briefly explain your plan to combat each.

Exercise 2. Beginning Steps in Time Management.

1. Multiply your course hours by 2, and add the result to the number of hours you are taking. (If you are taking fifteen hours and study a minimum of two hours for each hour you are in class, that's forty-five hours.) Put that number here: . This is the number of hours you are adding to your present responsibilities. Is there enough time to be successful? If not, you will need to make the necessary adjustments.

2. List some specific things that you are willing to give up or spend less time on now that you are in college.

1. _____

2. _____

3. _____

4. _____

3. Give some examples of time wasted that you could have filled with pocket work.

4. Purchase a date book today. In it, write your specific plans for tomorrow.

Exercise 3. Master Schedule Worksheet

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
7-8							
9-10							
11-12							
1-2							
3-4							
5-6							
7-8							
9-10							
11-12							

Exercise 4. Take the test.

1. Successful students:

A. Take responsibility for their learning

B. Have no social life

C. Are exceptionally intelligent

2. Lecturers expect students to be able to:

A. Memorise large chunks of information

B. Attend all classes

C. Think logically and construct a rational argument

3. Lecturers expect students to actively participate in class. This means:

A. Listening carefully and politely

B. Asking questions, answering questions and participating in group work

C. Sitting quietly and making pages of notes

4. Study is more effective:

A. When regular time is set aside

B. When deadlines are looming

C. When you do group work

5. Effective time management involves:

A. Eliminating distractions

B. Planning, prioritising and taking action

C. Doing as much study as possible every week

6. Which of the following is a characteristic of a successful student?

A. Always stays up late finishing assignments

B. Is often stressed or depressed

C. Relies on a diary and study plan to get through the work load

7. Being in the right frame of mind to study means:

A. Getting enough sleep and eating well

B. Controlling your stress levels and general well-being

C. All of the above

8. The best source of motivation for study is :

A. Yourself

B. Your parents

C. Your lecturers

9. A good study environment is one where:

A. You can meet other students

B. You have access to lots of books

C. You can concentrate on your work

10. You are more likely to succeed in your study if:

A. You like the lecturer

B. You have clear and specific goals

C. You are afraid of failing

Lesson 10

ENHANCING PERSONAL CREATIVITY. CREATIVE LEARNING[11]

Finding your creative streak

Creativity is especially important for generating ideas in the early stages of new assignments. You can use more logical approaches later, to evaluate which creative ideas to use.

Attitudes that prevent creativity

•'It's a waste of time.'

•'It's childish.'

•'There's a time for work and a time for play.'

•'There's a right way of doing things.'

•'It's not logical.'

•'I'm not creative.'

•'I can't.'

Approaches that foster creativity

'Play' and lateral thinking

Select any two random objects, such as a cup and a plant. Find as many connections between them as you can (e.g. by size, colour, owner, the way they break, how they spin, when they were bought). How could you apply this type of 'play' to your coursework?

You find what you are looking for

•Find ten round things in the room.

•Find ten things that 'open'. Once you start to look, you may find your attention drawn to many such items. If you look for new strategies or answers, it is more likely that you will find them too. There's more than one right answer Once you have come up with an answer, look for more. These may be better – or give you a way of fine-tuning the first idea.

Combine things

[11] From Cottrell, Stella. *The study skills handbook*. Macmillan International Higher Education, 2019. Pages 88-90

Take the front half of one animal and the rear of another. What new animal have you invented? The essence of invention is mixing two different ideas or contexts to create a new variety. This helps in academic thinking too – such as comparing viewpoints.

Metaphor

Let one thing stand for, or represent, another: that is, use metaphor or analogy. Look at objects, or study problems from different perspectives, making these visual or concrete in playful ways. Take an issue out of the academic context and see what it looks like in the world of oranges and apples, or knives, forks, salt and pepper. If an issue doesn't make sense to you, map it out with objects on a table – just as generals mapped out military strategies using 'toy' soldiers.

Be a professor – and other ideas

Give yourself a new sub-personality

In our minds, we carry various sub-personalities, such as an internal critic who tells us off, a playful child who sees the funny side of things, a hero who wades in to save the situation, and many others. If you pay attention to your thought process, you can become aware of those different characters within.

Keep an ideas notebook

Value each passing idea, as writers and artists do. Jot ideas down at once in a notebook or on sticky labels. Keep paper and pen by your bed. Go through the ideas later to see which you can use. Many will lead nowhere – that's part of the creative process – but sometimes one will be just what you need.

Be curious about what you don't know

Creative people are curious. They want to know everything – just in case it fits together with something else one day. It is difficult to be creative if you fear or resist what you don't know. Be open to the curious child in you who wants to have a go at everything.

Create opportunities to break a routine

When you take a different route, even if it is not the quickest way, you discover new things of interest. Examine your routines. Ask:

•Why am I doing it this way?

•Have the original reasons now changed?

•How else could I do things?

Imagine alternatives

Ask ‘what if …?’ questions What if the weekend were three days long? What if this essay had to be in tomorrow? What if I were only allowed 100 words to write up my research – what would I include?

How would others do it?

Consider: how might Pablo Picasso approach this study problem? Or Nelson Mandela? Aung San Suu Kyi? J. K. Rowling? Mozart? Beyonce? A politician? A choreographer? Your mother? Your internal professor? Whose approach would most help and inspire you?

EXERCISES

Exercise 1. Search for connections. See how many ideas you can generate by completing the sentences below.

• Writing an essay is like making cakes because ...

• Study is like a game of football because ...

• Being a student is like being a sandwich because ...

• What other metaphors can you think of to describe what study or learning is like?

Exercise 2. You are the world's leading expert.

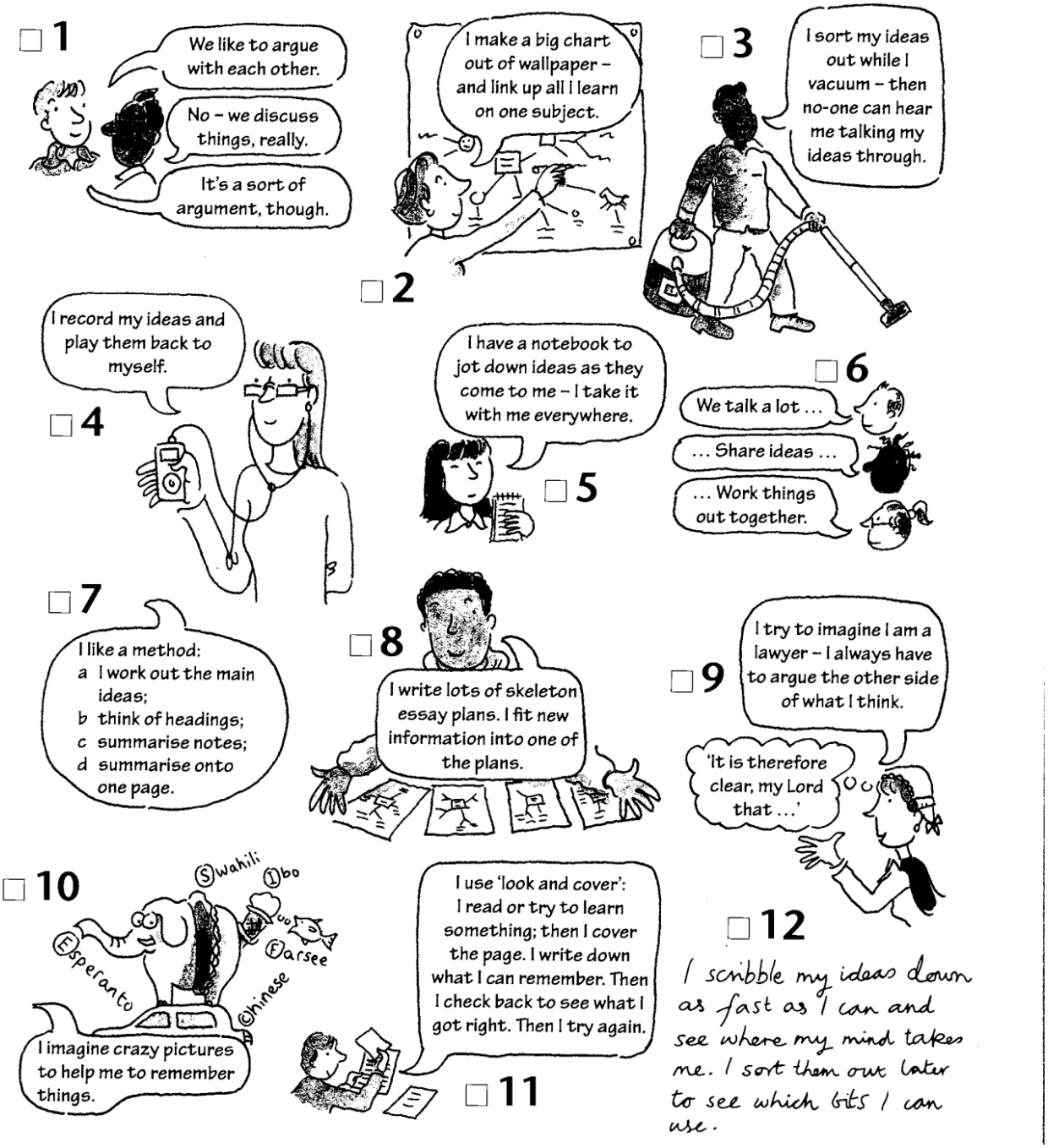
Experts don't find problems easy, but they are more open to dealing with the seemingly impossible. Those working at the forefront of research cannot look up the answer in a book - it isn't there yet! Like Einstein daydreaming on a sunbeam (page 66) they may play with ideas, juggle with options that seem crazy, and go on flights off ancy, imagining 'what if ...?', generating lots of possible answers, and then examining them more closely to see whether any could actually work. You can do that too. When you cannot think of a way of doing a piece of work, imagine that you are a professor or inventor dealing with a world-important problem.

What does your internal professor look like? Sound like?

How do you move your hands and head when you are in 'professor' mode?

Let your professor come alive, and talk to you about possible approaches to study problems.

Exercise 3. Creative learning. People devise many different strategies to help them to learn. Here are a few. Tick the box beside any you could use. What other methods can you think of?



Exercise 4. It may help to draw up a chart. An example is provided below, that you can copy or adapt for your use.

1 Definition of the problem	
Put in your own words What exactly are you being asked to do?	
Sketch it • How do the different parts of the problem relate to each other? • What information can you write in? • What else can you work out and add in that would help? • What do you need to find out?	
Similarity to other problems? Which kinds of problems have you solved before that were similar in some way to this?	
Other information? Which of your notes, texts, learning resources, websites etc. would be of most use?	

Exercise 5. Take the test.

1. Creative thinking is..

A. operating like a machine.

B. thinking outside the box.

C. thinking logically.

D. knowing the facts.

2. Creative thinking can be encouraged

A. TRUE

B. FALSE

3. A creative person is most likely

A. left-brained.

B. right-brained.

C. both left and right brained.

4. Why is creative thinking important?

A. To generate new ideas.

B. To generate profits.

5. What is TRUE about creative thinking?

A. Only one answer is correct.

B. Any answer is correct.

C. Answers are impossible to measure.

D. There is no right or wrong answer.

6. This is how a creative thinker approach problems EXCEPT

A. Enjoys challenge.

B. Sees problems as opportunities.

C. Does not give up easily.

D. Gives orthodox solutions.

7. "Being open minded about new possibilities is critical to putting resourcefulness into action." What does it mean to be open minded?

A. Being a good listener.

B. Willing to consider new ideas.

C. Being selective to new ideas.

D. Being objective.

Lesson 11

AVOIDING PLAGIARISM[12]

Plagiarism is derived from Latin word "plagiarius" which means "kidnapper," who abducts the child. The word plagiarism entered the Oxford English dictionary in 1621. Plagiarism has been defined by the Encyclopedia Britannica as "the act of taking the writings of another person and passing them off as ones own." It is an act of forgery, piracy, and fraud and is stated to be a serious crime of academia. It is also a violation of copyright laws. Honesty in scientific practice and in publication is necessary. The World Association of Medical Editors (WAME) defines plagiarism as "… the use of others' published and unpublished ideas or words (or other intellectual property) without attribution or permission and presenting them as new and original rather than derived from an existing source."

In 1999, the Committee on Publication Ethics (COPE) defined plagiarism as "Plagiarism ranges from the unreferenced use of others' published and unpublished ideas including research grant applications to submission under new authorship of a complex paper, sometimes in a different language. It may occur at any stage of planning, research, writing or publication; it applies to print and electronic versions."

Forms of Plagiarism

Verbatim plagiarism: When one submits someone else's words verbatim in his/her own name without even acknowledging him publically. Copy and paste from a published article without referencing is a common form of verbatim plagiarism. Most commonly, it is seen in introduction and discussion part of manuscript.

Mosaic plagiarism: In this type of plagiarism each word is not copied but it involves mixing ones own words in someone else's ideas and opinions. This is copying and pasting in patchy manner.

Paraphrasing: If one rewrites any part/paragraph of manuscript in his/her own words it is called paraphrasing. Paraphrasing is a restatement in your own words, of someone else's ideas. Changing a few words of the original sentences does not make it your writing. Just changing words cannot make it the property of borrower; hence, this should be properly referenced. If it is not referenced, it will amount to plagiarism

Self plagiarism: "Publication of one's own data that have already been published is not acceptable since it distorts scientific record." Self-plagiarized publications do

[12] Dhammi, Ish Kumar, and Rehan Ul Haq. "What is plagiarism and how to avoid it?." Indian journal of orthopaedics 50.6 (2016): 581.

not contribute to scientific work; they just increase the number of papers published without justification in scientific research. The authors get benefit in the form of increased number of published papers. Self plagiarism involves dishonesty but not intellectual theft. Roig gave classification of self plagiarism and divided it into four types: (i) Duplicate (redundant) publication, (ii) augmented publication, (iii) segmented publication, and (iv) text recycling.

Duplicate publication: When an author submits identical or almost identical manuscript (same data, results, and discussion) to two different journals, it is considered as duplicate (redundant) publication. As per COPE guidelines, this is an offense and editor can take an action as per the COPE flowchart

Augmented publication: If the author adds additional data to his/her previously published work and changes title, modifies aim of the study, and recalculates results, it amounts to augmented publication. Plagiarism detection software usually do not pick it because it is not same by verbatim. This self plagiarism is as such technical plagiarism and is not considered with same strictness as plagiarism. The editor may consider it for publication in the following three situations: If author refers to his/her previous work; if 'methods' cannot be written in any other form; and if author clearly states that new manuscript contains data from previous publication.

Segmented publication: Also called "Salami-Sliced" publication. In this case, two or more papers are derived from the same experimental/research/original work. Salami-sliced papers are difficult to detect and usually are pointed out by reviewers or readers. The decision regarding such manuscript is again on editor's shoulder. The author must be asked to refer to his/her previously published work and explain reasonably the connection of the segmented paper to his/her previously published work

Text recycling: If the author uses large portions of his/her own already published text in his/her new manuscript, it is called text recycling. It can be detected by plagiarism software. It can be handled as per the COPE guidelines.

Cyber plagiarism: "Copying or downloading in part or in their entirety articles or research papers and ideas from the internet and not giving proper attribution is unethical and falls in the range of cyber plagiarism"

Image plagiarism: Using an image or video without receiving proper permission or providing appropriate citation is plagiarism. "Images can be tampered on support findings, promote a specific technique over another to strengthen the correctness of poorly visualized findings, remove the defects of an image and to misrepresent an image from what it really is"?

How to Detect Plagiarism?

It is generally difficult to detect plagiarism, but information technology has made available few websites which can detect/catch plagiarism. Few of them are www.ithentical.com, www.turnitin.com, www.plagiarism.org, etc.

Besides this, learned and watchful reviewers and readers can detect it due to his/her familiarity with published material in his/her area of interest.

How to Avoid Plagiarism?

Practice the ethical writing honestly. Keep honesty in all scientific writings. Crediting all the original sources. When you fail to cite your sources or when you cite them inadequately, you commit plagiarism, an offense that is taken extremely seriously in academic world and is a misconduct. Some simple dos and don'ts are outlined in Table 1.

Table 1

Dos and don'ts of plagiarism

Attribute references
Describe all sources of information
Give acknowledgment
Provide footnotes
Use quotation marks wherever required
For extensive quotations, obtain permission from the publisher/ copyright holder of original work
Widely known scientific and historical facts - generally counted as common knowledge and does not require citation
Avoid self-plagiarism by taking permission from publisher/copyright holder of previous article

In the following situation, permission is required to use published work from publisher to avoid plagiarism.

Directly quoting significant portion of a published work. How much text may be used without approaching publisher for permission is not specified. The best approach is whenever in doubt, ask for permission

Reproducing a table

Reproducing a figure/image.

How to Deal With Plagiarism

Plagiarism is considered academic dishonesty and breach of ethics. Plagiarism is not in itself a crime but can constitute copyright infringement. In academia, it is a serious ethical offense. Plagiarism is not punished by law but rather by institutions. Professional associations, educational institutions, and publishing companies can pose penalties, suspensions, and even expulsions of authors.

As per the COPE guidelines, "If editors suspect misconduct by authors, reviewer's editorial staff or other editors then they have a duty to take action. This duty extends to both published and unpublished papers. Editors first see a response from those accused. If the editors are not satisfied with the response, they should ask the employers of the authors, reviewers, or editors or some other appropriate body to investigate and take appropriate action."

If the editor is satisfied that the act of plagiarism has taken place, minimum he should do is "reject" the manuscript if it is in different stage of editorial process and "retract" if it is already published.

To conclude, we must increase awareness about plagiarism and ethical issues among our scientists and authors. We must be honest in our work and should not violate copyright law. There should be serious steps against authors, which should bring disrespect to author and even loss of his academic position.

We will end it by quote of Albert Einstein "Many people say that it is the intellect which makes a great scientist, they are wrong, it is the character."

EXERCISES

Exercise 1. Is it plagiarism? Put a check mark next to the items below that you believe to be examples of plagiarism.

_____ 1. A student takes only one sentence from a website and puts it in an essay without acknowledging the source.

_____ 2. A student uses a paper written and submitted in one course to fulfill the requirements of an assignment for another course.

_____ 3. A student copies his friend's essay and submits it as his own.

_____ 4. A student buys an essay from a paper mill and submits it as her own.

_____ 5. A student fails to put quotation marks around a direct quote.

_____ 6. A student takes a sample essay from a textbook but rewrites the introduction and conclusion and submits the essay as his own.

_____ 7. A student makes up references (or an entire bibliography) that she did not consult in her research.

_____ 8. A researcher (student or otherwise) invents data.

_____ 9. A researcher (student or otherwise) changes the data from his research (usually to make it turn out as he hoped it would).

_____ 10. A student paraphrases (putting the words and ideas of another author into her own words) but does not acknowledge the original source.

Exercise 2. Step 1. Read the paragraph below.

I have never understood why people enjoy camping. From the beginning of time, humans have worked hard to build and maintain livable shelter, but nowadays, for recreation, many people exchange the comfort of their homes for time in nature. I have been camping twice and was miserable on both occasions. It took hours to cook a simple meal. Our food was sprinkled with dirt and was cold when we did finally eat. There were no shower facilities. We had no way to get clean or even brush our teeth. Sleeping was difficult and uncomfortable. We slept with insects, and rocks were used as pillows. Scary wildlife lurked nearby. All this was for the purpose of relaxation. No thanks. I'll take a nice clean hotel room in the city over a flimsy tent any day.

Step 2: Check the sentences that show what the author would say about camping. Explain your answers.

1 . _____ Camping is a popular activity enjoyed by most people.

2. _____ Camping is not a good way to relax.

3. _____ Expert campers should help novice campers.

4. _____ Camping means giving up many comforts.

5. _____ Camping is especially popular during summer vacation.

(Idea from Morgan and Douglas 2016, 58)

Exercise 3. Read over each of the following passages, and respond on your own or as a class as to whether or not each passage uses citations accurately. If it doesn't, what would you do to improve the passage so it's properly cited?[13]

[13] https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_exercise.html

1. Last summer, my family and I traveled to Chicago, which was quite different from the rural area I grew up in. We saw the dinosaur Sue at the Field Museum and ate pizza at Gino's East.

2. Americans want to create a more perfect union; they also want to establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for everybody.

3. I find it ridiculous that 57% of high school students think their teachers assign too much homework.

4. Dr. King was certain that nobody would want to be contented with a feigning type of social analysis that concerns itself only with effects and doesn't deal with root causes.

5. Dr. Martin Luther King Jr. wrote that the city of Birmingham's "white power structure" left African-Americans there with "no alternative" but to demonstrate ("Letter from the Birmingham Jail" para. 5).

6. In "Letter from the Birmingham Jail," King writes to fellow clergy saying that although they "deplore the demonstrations taking place in Birmingham, your statement fails to express a similar concern for the conditions that brought about the demonstrations."

7. My friend Kara told me that she loves living so close to the ocean.

8. Americans are guaranteed the right to freely gather for peaceful meetings.

Exercise 4. Take the test.

1. What is plagiarism?

A. not citing sources used in a paper

B. using someone else's ideas as if they were yours

C. stealing someone else's ideas

D. all of the above

2. When you cite or document, you _____.

A. are summarizing

B. let the reader know from where you got your information

C. are quoting

D. are paraphrasing

3. In general, you must cite your sources in how many places?

A. five

B. one

C. three

D. two

4. Plagiarism is _____.

A. acceptable if you are under stress

B. dishonest

C. not unethical

D. a good way to get sources

5. What are the two types of documentation in a paper with sources?

A. in a list at the beginning and end of the paper

B. within the paper itself and in a list at the end of the paper

C. introduction citations and body citations

D. within the paper itself and in a list at the beginning of the paper

6. What type of information does not have to be cited?

A. common knowledge

B. paraphrases

C. quotes

D. none of the above

7. When you quote, you are _____.

A. analyzing what someone else said

B. putting someone's words into your own words

C. referring to someone's exact words

D. using someone's exact words

8. Direct quotes must be _____.

A. set off by dashes

B. in quotation marks

C. used sparingly

D. none of the above

9. When you quote, paraphrase, or summarize a source, you _____.

A. must provide documentation for the paraphrases and summaries only

B. must provide documentation for the quotes only

C. do not have to provide documentation

D. must provide documentation

10. What is the difference between a summary and a paraphrase?

A. a summary does not address main points

B. there is no difference

C. a summary is longer

D. a summary is shorter

Lesson 12

WORKING WITH PROJECTS

What Are Project Management Skills?[14]

Project management skills are the necessary traits and competencies you need to be a successful project manager.

While "project manager" seems like a fairly straightforward job title, this role is responsible for far more than keeping projects on track. A project manager needs to:

✓ Plan projects from conception to implementation

✓ Map out timelines

✓ Assess project risks and opportunities

✓ Execute each phase of the project life cycle

✓ Create, allocate, and manage the budget

✓ Communicate with all stakeholders

✓ Troubleshoot problems and challenges

✓ Deliver (and often maintain) the end product or service

Sounds like a pretty big job, doesn't it? Effective project management skills can help make those responsibilities at least a little bit easier.

15 key project management skills

What skills do you need to get projects across the finish line on time and under budget?

While this list of essential project management skills is by no means exhaustive, it covers the core competencies.

Project manager technical skills

Technical skills (you might also hear these referred to as hard skills) are the more tangible and measurable abilities required to be an effective project manager.

1. Planning and forecasting

[14] https://www.wrike.com/project-management-guide/faq/what-are-project-management-skills/

It goes without saying, but proper project management requires skilled planning. This can be challenging, especially since many project managers need to make educated guesses about timelines and required resources.

That's where forecasting comes into play. Project managers need to use any information they have to make predictions and estimates.

2. Risk management

Every project has risks. Perhaps a resource won't be available when you need it, or delayed approval from a client will set your timeline back a few days.

Project managers are responsible for not only navigating around risks but anticipating them so that they can try their best to avoid them altogether.

3. Budgeting

Only 2.5% of companies successfully complete all of the projects they take on. The rest go over schedule, over budget, or both.

Project managers know that there are financial constraints they need to work within, and they use their budgeting and financial management skills to deliver winning projects within those limitations.

4. Tracking and monitoring

Project management isn't just about completing a project — it's about completing a successful project. That won't happen if project managers fail to keep their fingers on the pulse.

They need to use their performance tracking and monitoring skills to ensure projects are running according to plan and still supporting the broader business goals. If not? They'll course-correct when necessary.

5. Project management methodologies

From Agile to Waterfall, there are numerous project management methodologies and approaches. These outline specific principles for overseeing and completing projects.

Experienced project managers are familiar with those methodologies and can determine which ones are the best fit for their specific teams and projects.

6. Meeting facilitation

Kickoff meetings, status updates, retrospectives — the typical project process has many meetings, most of which are led by the project manager.

For that reason, a project manager needs to be skilled at facilitating meetings, including creating an agenda, documenting notes, and following up on action items.

7. Subject matter expertise

Project managers work in a variety of industries, from construction to IT and everything in between. While it's not an absolute necessity, it's helpful for the project manager to have a basic familiarity with the industry and the types of projects they're managing.

This level of expertise will help them more accurately estimate costs, timelines, and resource requirements.

8. Project management software

The best project managers know better than to try to coordinate all of the elements of a project with jumbled spreadsheets and task lists.

Instead, they're experts at using project management software like Wrike to centralize communication, streamline collaboration, and iron out project plans.

Project manager soft skills

Think these are nothing more than project management resume fluff? Think again. Soft skills really do carry weight.

One 2016 study found that 93% of employers say that soft skills are either an "essential" or "very important" factor in hiring decisions. Let's look at some must-have soft skills for project managers.

9. Leadership

Project managers are the project leaders and often, the team leaders too. They're responsible for setting the team's vision and ensuring everyone is on board and motivated to bring the project through each phase.

This requires getting buy-in from executives and project team members. These leaders should also equip people with the time, tools, and other resources they need to handle their to-do lists.

10. Communication

Any project management skills list is sure to include communication near the top. This includes written and verbal communication.

Project managers need to ensure that team members and stakeholders are informed about the project plan, timeline, and budget and updated on the project's latest happenings.

11. Collaboration

It typically takes a village to complete a project. The project manager is tasked with rallying team members around the project vision, coordinating tasks, and ensuring that everybody works together effectively.

To make that happen, a project manager needs to be a skilled collaborator. This also involves conflict resolution, as occasional project-related disagreements are unavoidable.

12. Time management

Every project manager will have numerous demands placed on their time — especially since they're acting as the point of contact for so many departments and team members.

They must be able to manage their own time and the time and capacity of all of the project's key players.

13. Organization

Deadlines, resources, task dependencies — it's enough to make anybody's head spin, but a project manager views it as a fulfilling challenge.

The best project managers are exceptionally organized and able to keep track of all of the moving pieces.

14. Problem solving

As much as you'd like to think that your project will go off without a hitch, unexpected issues are bound to crop up.

Project managers can't be discouraged by a problem. Instead, they need to develop solutions to keep the project moving forward — even when the best-laid plans fall apart.

15. Adaptability

Project managers need to be adaptable. While planning is a core skill, they can't be so rigid with their strategies that everything falls apart the moment something unanticipated happens.

Project managers need to rebound quickly, roll with the punches, and find ways to keep the project moving forward.

How can I develop project management skills?

You'll need to possess plenty of project management skills to thrive in a career as a project manager.

Can you check all of them off? If not, don't worry. There are several ways that you can develop your project management skills, including:

Reading: There's no shortage of resources to help you broaden your horizons and refine your skills. You can grab a project management book and study up on your own. Other resources like our blog, eBooks, and even this project management guide will help you lay a solid foundation.

Taking a course: There is a slew of qualified project management courses from reputable organizations that can improve your skills. The Project Management Institute offers eight different certifications, and professional organizations worldwide offer additional certifications that can help you develop your project management skills.

Joining an organization: Organizations like PMI, the International Project Management Association (IPMA), and the Association for Project Managers can provide you with tools, resources, and a network of like-minded professionals.

Familiarizing yourself with a project management tool: A whopping 77% of high-performing projects use project management software, so you'll need some expertise with a project management platform.

Group projects: Student projects[15]

You may be asked to undertake different kinds of group project throughout your course. These can vary in size and length but, typically, you need to:

•investigate a topic, for which you may have a choice of the topic and title

•decide a method for your investigation

•gather information and data together

•share your findings with each other as a group

[15] Cottrell, Stella. *The study skills handbook*. Macmillan International Higher Education, 2019. Pages 260-261

•report as a group, such as through a presentation in class or a seminar session, or through a group report, wiki, blog or poster

•write up the details of your project either as an individual or as a group.

Managing your project

Group project 'To do' List

1 Communications: Decide how you will communicate as a group. Decide whether you will use tools such as a wiki, blogs or social networking to support the group's work.

2 The project brief: What learning do you have to demonstrate? Does this relate only to subject content or are you required to demonstrate how effectively you functioned as a group?

3 Roles: Decide the range of roles needed, how these will be allocated, and who will fill each (and for how long, if relevant).

4 Planning timetable: Make a detailed list of all the things to do. Draw up a timetable detailing clearly what will be completed by when and by whom.

5 Reporting: Be clear how you are intended to report on the group project. Leave plenty of time to write up your report and, if relevant, prepare and rehearse the group presentation.

Using a group wiki

A wiki is a website containing information that multiple users can edit. You can add your own contributions to other people's ideas, and they can add theirs to yours. Using wikis can develop useful collaborative working and team skills in researching, negotiating, and co-writing.

Your group may wish to create a wiki:

•to draw together information on the topic

•as a resource for students on your course

•to build knowledge of a topic that group members find challenging

•to build understanding and critiques of a difficult text or theory

•to develop the group report together

•to publish the results of a project or to communicate this to others in the class.

Using a group blog

A blog is a web-based log or electronic journal written by an individual or a group, which others can read online. You might opt to use this:

•to maintain a research diary, recording group methods and findings as these arise

•to keep team members up to date about the progress of those aspects of the project for which you each have responsibility

•for mutual support, to share experiences with other group members, especially if the assignment brief encourages reflective analysis of your project work

•as a group, to communicate with others about your project.

EXERCISES

Exercise 1. Agree what combination of communication methods will best suit the group. Check whether anyone has a disability or other difficulty that prevents them from making full use of any methods. Select ✓ methods that suit your group.

■Face to face

■Email

■Blog

■Chat room

■By phone

■E-messaging

■Shared electronic space

■Other:

Ground rules and processes Discuss the following. Select ✓ when completed.

■Setting ground rules.

■How will you allocate roles?

■What do you expect from one another?

■Have group members any concerns about working together on the project? If so, how can you resolve these?

■What agreements about communications are needed? How often should members log in?

■Do you all wish to assign someone to manage communications for the group.

Exercise 2. Check the project brief carefully. Discuss the following. Mark off ✓ once completed.

■What are you required to do as a group?

■What will be assessed, and how?

■What are the marking criteria?

■What must be produced collectively?

■What must be contributed individually? Outputs Select ✓ the required outputs from your project.

■Report

■Database

■Blog

■Wiki

■Website

■Newsletter

■Group presentation

■Poster

■Other:

Exercise 3. Decide which roles are needed and who will fill them. Some possibilities are listed below. Select ✓ those that apply for your project.

■Project leader

■Secretary ■Chair ■Timekeeper ■Record keeper

■Design aspects ■Moderator ■Research manager

■Data manager ■Communications manager

■Fundraiser/ treasurer ■Deadlines manager

■Website manager ■Blog manager

■Wiki manager ■Technical aspects ■Other:

Exercise 4. Take the test.

1. What is the purpose of identifying milestones?

A. To keep track of your finances

B. To help you keep track of each key stage of the project

C. To speed up your work process

D. To delegate all your tasks to others

2. Why would using a PERT (Program Evaluation Review Technique) diagram help you effectively manage projects?

A. Because it helps you order tasks and see which can be done simultaneously

B. Because it enables you to track costs

C. Because it will prevent the project from being difficult

D. Because it will help you manage others' tasks

3. What is contingency?

A. An identified verifiable stage of the project that you can tick off once it's done

B. The term given to describe the different stages a project goes through

C. The allocated amount of time/money identified as a buffer for minimising risks

D. The tasks that may or may not be included in the project

4. How often should a status meeting ideally be held to catch up on people's progress?

A. Once a week

B. Every day

C. Once a month

D. None are needed as long as you keep in touch via email

5. Who are the stakeholders in a project?

A. Those who are sponsoring your project and provide its resources

B. Those who will be affected by the project's outcome and are involved at specific stages

C. The people who carry out your delegated tasks throughout the project's duration

D. Those who have expertise in specific areas and provide you with advice where necessary

Lesson 13

ADVANCE PREPARATION FOR THE EXAMINATIONS[16]

The purpose of exams: The main purpose of exams is for lecturers to check that you understand the work covered on the course and to ensure that the work which demonstrates this is entirely your own. Preparing for exams involves a high release of energy and an unusual degree of focus. These produce a very intense kind of learning that is not easy to reproduce under any other conditions.

Some advantages of examinations: There are some positive benefits from exams!

You cannot be expected to give very long or detailed answers in exams: you need to use less information than in a comparable piece of coursework. As a result, less in-depth research and reading may be needed than if you were set additional coursework.

You don't have to write out references or bibliographies in full at the end.

Examiners are generally more sympathetic about weak presentation, minor grammatical errors, spellings, and forgotten details than lecturers are for coursework.

Compared with continual assessment, there is less pressure on you throughout the year.

1. First things

Orientate yourself

Find a positive, calm, focused state of mind

Check that you have been given the right exam paper. (Mistakes hove happened!)

Read the instructions slowly, at least twice

Fill out personal details exactly as required

Read the whole paper. Always check both sides, even if you think one side is blank.

Divide your time equally among questions that carry the same marks. Jot down the times you will begin each question.

3. Selecting exam questions

[16] Cottrell, Stella. *The study skills handbook*. Macmillan International Higher Education, 2019. Pages 367-369

Read each question through at least twice.

Work out what is expected, in general, for each question. Which part of the course does it refer to? Towards which issues is the question directing you?

If a question sounds like one you have done before, check the wording very carefully before you select it. A slight difference in wording might require a very different answer.

Tick all questions you could attempt. Tick twice the ones you could answer best. Don't rush this - it's vital that you choose the questions that will do you justice.

For the questions you select, highlight key words in the title. Notice how many parts there are to the question. Read questions through phraseby phrase to make sure you have not misread or misinterpreted them. At this stage you may realise that a question is not what you thought, and may need to select a different one.

At any time, jot down ideas you have about any of your selected questions on a separate sheet. Note the relevant question number beside each idea.

4. Writing exam essays

Follow a similar procedure to that used when writing any other essay. Use structure, organisation, evidence and a clear line of reasoning - without these, you will get very few marks for content.

Exam essays can be easier to write because:

- you need less evidence and fewer examples than for coursework

- you can write less about each point

- you can miss out some background details

- you don't need to give a bibliography or supply detailed references

- minor grammatical and spelling errors, and rushed handwriting (provided it's readable), are generally less important.

4. 'What if I go blank?'

- 'Don't try too hard to remember. Leave a space - it may come back later.

- You may be too tense - use a relaxation exercise you have used before.

- Keep writing. On spare paper, jot down any words that have anything to do with the question. These should eventually start to prompt your memory into action.

- Ask yourself questions, starting with the most basic - who? when? what? how? - until you become more focused.

EXERCISES

Exercise 1. Fill in the gaps in the table.

Common pitfalls in examinations ...	**... and how to avoid them**
1 Leaving revision until the last minute.	•
2 Reading through notes over and over again.	•
3 Writing notes out over and over again.	•
4 Writing out essays and learning them off by heart.	
5 Finding ways of putting off revision (such as 'urgent' things that need to be done, watching TV, or chatting with friends or family).	•
6 '1 can't force myself back to study.'	
7 '1 start to panic. 1 feel I'm never going to get through it all or remember it.'	
8 '1 can't cope with the boredom of it. 1 start to daydream or wonder why I'm bothering.'	•
9 '1 have too many responsibilities to make revision practicable.'	•
10 Stopping revision before the process of over-learning is complete.	•

Exercise 2. Plan your exam strategy.

Do I …….	**Yes**	**No**	**Things to do or watch out for**
read the whole exam paper carefully? follow all instructions**?** answer the correct number of questions in full**?**			
plan time well, so that I can check through my answers**?** know exactly how long 1 have for each question**?** share out time according to the marks available**?** use all of the available time**?**			
read each question at least twice**?** spend time working out what all the questions mean**?** ask myself what the examiner is looking for**?** spend enough time considering the best questions for me**?**			
feel confident about what I am expected to do**?** find questions that are similar to ones I have practiced? find I have revised enough topics**?** know what a 'good' answer looks like**?** know which writing style is appropriate**?** know the correct format or layout**?**			
plan my answers (on paper or in my head) develop a clear argument (where appropriate)			

use examples from the course materials**?** keep strictly to answering the question set**?** avoid irrelevant detail and going off at tangents**?** get to the point quickly**?** avoid flowery language and vague introductions**?** include an introduction and a conclusion**?**			
keep focused on the exam during the exam**?** check my answers for mistakes**?** check my answers to see if they make sense**?**			

Exercise 3. Spot the signs.

Do you ...

□ lie awake worrying?

□ feel guilty when you aren't working?

□ get frustrated easily?

□ get a dry mouth, heavy pounding or a 'butterfly' feeling in the heart, sweaty hands, nausea, or twitching muscles?

□ grit or grind your teeth?

□ flare up easily at other people?

□ regularly eat in a hurry, or go on binges?

□ smoke or drink to unwind?

□ drop or break things frequently?

□ notice signs of increased irritability, tearfulness or moodiness?

Exercise 4. Everyone deals with exams differently, but is your revision technique a help or a hindrance? Quiz yourself and find out …[17]

[17] https://www.nursingtimes.net/students/quiz-yourself-whats-your-revision-style-31-08-2011/

1. It's three months before your exams start. What do you do?

A. Not much – it's still a fair way off, so there's no point giving up weekends and evenings just yet

B. Head out to the local stationers and buy lots of highlighters to prepare a schedule and revision planner that I've downloaded from the Student Nursing Times website

C. Three months? Come back and ask me in a couple of months, maybe

D. Get together with some friends and ask them how they are preparing to pick up some study tips

2. What's your plan as you prepare for your A&P exam?

A. I'll memorise it all a couple of days before the exam. There's no point trying to do much before then

B. I try and learn a bit of the body each week leading up to the exam, and then go over the whole thing a few days before

C. I'll do it the night before and the morning of the exam. That way it will be fresh in my mind

D. Make up some quizzes with some friends, order in popcorn and make a weekend of it

3. The weekend before your exams start, you get invited to a fantastic party. What do you say?

A. Yes, I'll go. It's not the night before, and I won't drink too much because I'll work the most the night before anyway

B. I'll try and revise two sections that night, and if I get them done, I will go for an hour or two. I will need a break

C. I'll go - that party is supposed to be amazing

D. I'll have a group of friends over that are going to run through some of the key things in our pharmacology exam with a few nibbles, and then we will go after that

4. You've just read a chapter of a textbook. What do you do to make sure you've understood it?

A. I hope I have – it's a couple of days before and I don't have much time to do anything but read it

B. I've made my own glossary and highlighted key bits of information

C. I've skim read it, and think I understand everything

D. I've made up some questions with my friends that we ask ourselves after every chapter to make sure I have understood it

5. You've got a lesson cancelled at the last minute, so what do you do with the time?

A. Use it to do some free revision – but it is a bonus, so I will just pick my favourite section to revise

B. Use it to crack that really hard section on drug administration – I've found that really tricky and could do with another hour to go through it

C. Go for a coffee – it's a free hour so I am going to make the most of it

D. Sit with some friends and go over some past papers to test each other

6. It's the night before the exam. What do you do?

A. Everything – I've still got loads to get through, you'll probably go to bed about 2am if I am lucky

B. I'll go over all the notes you've made during your revision period, and then have a bath with some aromatherapy oil and an early night

C. Whatever I don't know by now, I won't ever know, but I'll try and cram in a bit more information

D. Go over to a friend's house and run through what we think could be typical questions

How you answered …

Mostly As

Your revision style: The crammer

You tend to leave all your revision until the last minute, with the hope that it will be fresh in your mind come the exam. The problem is you may just well do the bits that you like and leave the harder bits that you don't enjoy as much so your knowledge has large holes in it. You are a bit of an opportunist rather than making a comprehensive plan about how you are going to approach the exam period. You are likely to do most of your work in the few days and night before your work, which will

mean you head into your exam tired, exhausted and unable to function properly and think clearly.

TRY: download the revision planner from Student Nursing Time's website and allocate a number of hours to every exam topic you have to cover, making sure that you allocate more time to those bits you didn't understand as well. Ensure that you understand everything you try to learn by making a glossary of every chapter and writing your own notes. Have a set of questions that you run through after everything you try to revise and go back over anything that you think hasn't sunk in.

Mostly Bs

Your revision style: The solo perfectionist

You are methodical in the way that you approach revision and usually study in a sensible way. You like getting organised – making up your own study agenda and ensuring that you stick to it. You dedicate time to all aspects of your course in your revision plan, and go over everything you've learnt to make sure it's gone in.

TRY: setting aside time to learn with other people. Sometimes you can pick up more by interacting with others on your course and finding out how they have interpreted what you learnt in lectures. If you do too much, you will burn yourself out and not keep up the enthusiasm, so build in a little and often for a few weeks before the exams and building in more steadily. But do give yourself regular breaks away from the books and your computer to enable you to let what you've learnt sink in.

Mostly Cs

Your revision style: The put it off forever

You hate studying and will do anything rather than actually start knuckling down to it. You will find any reason to get in the way of the studying, including parties, shopping trips or perhaps just not feeling up to it. You've never made a revision planner that is longer than a week long, and you are concerned that starting early may just mean that you forget the sections you learnt three months ago.

TRY: Chances are that it's just the boredom of sitting in a room for hours by yourself that deters you from getting on with your revision, so think about ways that you can make it more interesting for yourself. Create your own brightly coloured posters highlighting key bits of information that you need to learn and hang them next to where you do your hair or make-up and try and recite them over and over again. Colour code your notes and create mind maps and spider diagrams to make the work seem more visual (see our article on memorising facts). Build in key treats and breaks

– but don’t do too many of them. You need to have something to look forward to, but they should not distract you from the job at hand – which is focusing on your exams.

Mostly Ds

Your revision style: The team player

You like to study with other people because you think the thought of just sitting reading over and over again will be too dull for you. Chances are that your learning style is kinaesthetic or auditory – that is you like to feel and touch things when you learn to reinforce what you know. Your ideal revision plan is to go over past papers with friends, make up quizzes and make the whole thing more sociable. A study partner who is motivated can be very inspirational, and you can spur each other on when one of you is feeling a bit deflated or jaded, so it’s a good idea to join forces.

TRY: Working with friends is a good idea, but make sure that they are friends who will not distract you. There will be times, however, that you have to just learn information and memorise key facts yourself. If you find this too daunting, record yourself on a recording device or your phone and listen to it back and try walking around the room. Create posters and revision cards to help you flick through key bits of information while you are brushing your teeth, and make up quizzes to test yourself. Repeat key facts over and over and make acronyms and rhymes up (see memory styles).

Lesson 14

PROBLEM SOLVING[18]

Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis. Some of these problems are obviously more severe or complex than others.

It would be wonderful to have the ability to solve all problems efficiently and in a timely fashion without difficulty, unfortunately though there is no one way in which all problems can be solved.

You will discover, as you read through our pages on problem solving, that the subject is complex.

However well prepared we are for problem solving, there is always an element of the unknown. Although planning and structuring will help make the problem solving process more likely to be successful, good judgement and an element of good luck will ultimately determine whether problem solving was a success.

Interpersonal relationships fail and businesses fail because of poor problem solving.

This is often due to either problems not being recognised or being recognised but not being dealt with appropriately.

Problem solving skills are highly sought after by employers as many companies rely on their employees to identify and solve problems.

A lot of the work in problem solving involves understanding what the underlying issues of the problem really are - not the symptoms. Dealing with a customer complaint may be seen as a problem that needs to be solved, and it's almost certainly a good idea to do so. The employee dealing with the complaint should be asking what has caused the customer to complain in the first place, if the cause of the complaint can be eliminated then the problem is solved.

In order to be effective at problem solving you are likely to need some other key skills, which include:

Creativity. Problems are usually solved either intuitively or systematically. Intuition is used when no new knowledge is needed - you know enough to be able to make a quick decision and solve the problem, or you use common sense or experience to solve the problem. More complex problems or problems that you have not

[18] https://www.skillsyouneed.com/ips/problem-solving.html

experienced before will likely require a more systematic and logical approach to solve, and for these you will need to use creative thinking. See our page on Creative Thinking for more information.

Researching Skills. Defining and solving problems often requires you to do some research: this may be a simple Google search or a more rigorous research project. See our Research Methods section for ideas on how to conduct effective research.

Team Working. Many problems are best defined and solved with the input of other people. Team working may sound like a 'work thing' but it is just as important at home and school as well as in the workplace. See our Team-Working page for more.

Emotional Intelligence. It is worth considering the impact that a problem and/or its solution has on you and other people. Emotional intelligence, the ability to recognise the emotions of yourself and others, will help guide you to an appropriate solution. See our Emotional Intelligence pages for more.

Risk Management. Solving a problem involves a certain amount of risk - this risk needs to be weighed up against not solving the problem. You may find our Risk Management page useful.

Decision Making. Problem solving and decision making are closely related skills, and making a decision is an important part of the problem solving process as you will often be faced with various options and alternatives. See Decision Making for more.

The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.

What is a Problem?

The Concise Oxford Dictionary (1995) defines a problem as:

“A doubtful or difficult matter requiring a solution” and “Something hard to understand or accomplish or deal with.”

It is worth also considering our own view of what a problem is.

We are constantly exposed to opportunities in life, at work, at school and at home. However many opportunities are missed or not taken full advantage of. Often we are unsure how to take advantage of an opportunity and create barriers - reasons why we can't take advantage. These barriers can turn a potentially positive situation into a negative one, a problem.

Are we missing the 'big problem'? It is human nature to notice and focus on small, easy to solve problems but much harder to work on the big problems that may be causing some of the smaller ones.

It's useful to consider the following questions when faced with a problem.

Is the problem real or perceived?

Is this problem really an opportunity?

Does the problem need solving?

All problems have two features in common: goals and barriers.

Goals

Problems involve setting out to achieve some objective or desired state of affairs and can include avoiding a situation or event.

Goals can be anything that you wish to achieve, or where you want to be. If you are hungry then your goal is probably to eat something. If you are the head of an organisation (CEO), then your main goal may be to maximise profits and this main goal may need to be split into numerous sub-goals in order to fulfil the ultimate aim of increasing profits.

Barriers

If there were no barriers in the way of achieving a goal, then there would be no problem. Problem solving involves overcoming the barriers or obstacles that prevent the immediate achievement of goals.

Following our examples above, if you feel hungry then your goal is to eat. A barrier to this may be that you have no food available - so you take a trip to the supermarket and buy some food, removing the barrier and thus solving the problem. Of course for the CEO wanting to increase profits there may be many more barriers preventing the goal from being reached. The CEO needs to attempt to recognise these barriers and remove them or find other ways to achieve the goals of the organisation.

Our problem solving pages provide a simple and structured approach to problem solving.

The approach referred to is generally designed for problem solving in an organisation or group context, but can also be easily adapted to work at an individual level at home or in education.

Trying to solve a complex problem alone however can be a mistake. The old adage "A problem shared is a problem halved" is sound advice.

Talking to others about problems is not only therapeutic but can help you see things from a different point of view, opening up more potential solutions.

Stages of Problem Solving

Effective problem solving usually involves working through a number of steps or stages, such as those outlined below.

Problem Identification:

This stage involves: detecting and recognising that there is a problem; identifying the nature of the problem; defining the problem.

The first phase of problem solving may sound obvious but often requires more thought and analysis. Identifying a problem can be a difficult task in itself. Is there a problem at all? What is the nature of the problem, are there in fact numerous problems? How can the problem be best defined? By spending some time defining the problem you will not only understand it more clearly yourself but be able to communicate its nature to others, which leads to the second phase.

Structuring the Problem:

This stage involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.

Following on from problem identification, structuring the problem is all about gaining more information about the problem and increasing understanding. This phase is all about fact finding and analysis, building a more comprehensive picture of both the goal(s) and the barrier(s). This stage may not be necessary for very simple problems but is essential for problems of a more complex nature.

Looking for Possible Solutions:

During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.

From the information gathered in the first two phases of the problem solving framework it is now time to start thinking about possible solutions to the identified problem. In a group situation this stage is often carried out as a brain-storming session, letting each person in the group express their views on possible solutions (or part solutions). In organisations different people will have different expertise in different areas and it is useful, therefore, to hear the views of each concerned party.

Making a Decision:

This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.

This is perhaps the most complex part of the problem solving process. Following on from the previous step it is now time to look at each potential solution and carefully analyse it. Some solutions may not be possible, due to other problems like time constraints or budgets. It is important at this stage to also consider what might happen if nothing was done to solve the problem - sometimes trying to solve a problem that leads to many more problems requires some very creative thinking and innovative ideas.

Finally, make a decision on which course of action to take - decision making is an important skill in itself and we recommend that you see our pages on decision making.

Implementation:

This stage involves accepting and carrying out the chosen course of action.

Implementation means acting on the chosen solution. During implementation more problems may arise especially if identification or structuring of the original problem was not carried out fully.

Monitoring/Seeking Feedback:

The last stage is about reviewing the outcomes of problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution.

The final stage of problem solving is concerned with checking that the process was successful. This can be achieved by monitoring and gaining feedback from people affected by any changes that occurred. It is good practice to keep a record of outcomes and any additional problems that occurred.

EXERCISES

Exercise 1. Case Study: What's Your Advice?

Nina is taking her first required history course at her university. She did very well in her history courses in high school and therefore was not worried about the first test. As she read each chapter, she made flash cards of dates, people, terms, and places. She even drew a time line so that she knew the sequence of events. She

prepared a study plan and studied for several days before the test, including studying the night before. However, when she began her test, she found that she didn't know what to do. Instead of asking for dates, people, terms, and places, the test instructions and questions were as follows:

• Compare the ways in which the market revolution affected middle-class white women and slave women.

• Describe the role that railroads played in sectional conflicts between 1850 and 1870.

• Trace the changes in Americans' expectations of government that occurred during the Age of Anxiety, and explain what caused those changes.

• Compare the responses of Eisenhower, Kennedy, and Johnson to the civil rights movement.

• In your opinion, what was the true birthday of the United States: 1776, 1789, or 1812? Justify your answer.

What advice can you give to Nina to prepare for her next test?

Exercise 2. Case Study.

Bob has just graduated from high school. He has decided to go to a community college in his hometown because he can continue to work at Blockbuster, live at home, and still take classes. College is not something he's really excited about because he doesn't know what he wants to do. He knows his parents want him to continue his education, so he is really going to college to please them. There is plenty of time to see what comes up. Bob is working on his time management, and most of the time he is able to get everything done at work and at school without having too much free time left. He thinks that it's just his luck that he has instructors who give so much homework and that his boss is always changing his schedule. Given what you have learned about goal setting, what advice would you give Bob?

Exercise 3. The method of 40-20-10-5 to improve problem solving skills.

Explain your problem in up to 40 words. Then cut it down to 20 words; then to 10, then finally to only 5 words. These 5 words are the root of your problem (and likely the root of your solution as well).

Example: (Starting at 10 words) "I want to open up this jar of peanut butter." -> "Open this peanut butter jar."

Exercise 4. Take the test.

1. The goal of a Fishbone Diagram is to solve a problem. It is also a useful tool to analyze root causes for Boulders or Rocks. True or False?

A. True

B. False

2. The main categories (bones) of a Fishbone Diagram are... (Check all that apply)

A. Machine

B. Mass

C. Method

D. Human

E. Environment

F. Measurement

3. When writing a problem description... (Pick the best answer)

A. Combine two or more problems together

B. Add qualifiers

C. Make the problem statement a question

D. Make the problem statement clear to everyone, so the team will understand the description next week

4. A _____ is a tool to help complete the Five Why Method by going and seeing the activity at the actual situation.

A. Go & Look

B. Go & Test

C. Go & See

D. Go & Observe

5. You should make sure the probable root cause(s) go with the problem description(s) as written and have the correct OPCA (Output, Pathway, Connection, & Activity) chosen.

A. True

B. False

6. When developing Countermeasures one must (Check all that apply)

A. Assign OPCA (Output, Pathway, Connection, & Activity)

B. Assign Process Design Category

C. Align Process Design Categories to Problem Descriptions and Probable Root Causes

D. Wait for someone else to come up with a countermeasure

7. When proposing a Countermeasure you should ask yourself "What action are you going to try and how you will validate it through experimentation?

A. True

B. False

Lesson 15

MAKING THE MOST OF THE LIBRARY AND INTERNET[19]

Library services

The starting place for most research is the library. Join your college library as soon as possible, and find out about the range of services available. Typically, these include:

•support and resources for using the library and for finding material online

•silent areas, study rooms and reference sections, and discussion areas

•books, papers and academic journals, in print and electronically

•specialist collections

•photocopiers, laminators, binding facilities

•computers and wireless areas for laptops

•DVDs, film, tape, slide, microfilm and digitised materials from your reading list

•specialist resources for disabled students

•facilities for making audiovisual aids for your presentations.

If your institution is based on more than one campus, find out what is available on each. Find out how you can access books and resources at each site.

The library catalogues

Most catalogues are now electronic. Your library may have specialist collections in your subject, or the index for a national collection. It is quite usual to need help using these. If you are uncertain, don't be afraid to ask.

Make the library your own

To join the library you will usually need your student number and/or identity card, so make sure you take these with you. Walk around the library and become familiar with the atmosphere. Sit at different tables – try out different spaces. Where would you work best? Look up books from your reading list, using the technology, checking what is available on the open shelves and what you can call up from stores or on loan from elsewhere.

[19] Cottrell, Stella. *The study skills handbook*. Macmillan International Higher Education, 2019. Pages 157-158

Find out basic information

••Where are books in your subject located in the library? How are they classified?

••How many items can you take out at once?

••How many items can you take home on loan – and for how long?

••How long does it take for books to arrive once ordered?

••Can you reserve books?

••How do you reserve or renew by phone or online?

••Are there fines?

••How do you request inter-library loans? How much do these cost?

••Are there subject-specialist librarians?

Conducting an online search

Starting an online search

••Go online and search for Google Scholar.

••Type your chosen keywords into the search field and click on the icon to the right

••A list of possible leads will appear below, typically summary descriptions or partial quotations from websites, with web addresses.

••Click on entries that look promising: the links will take you automatically to those web pages.

'What exactly am I Iooking for?'

If you enter a general keyword, such as 'mouse', you will be offered millions of options – on rodents, electronic mice, cartoon mice, pest control, science experiments, mice in children's story books and so on. A search on Google Scholar (15 July 2012) gave the following results:

Search string	Number of entries
mouse	289,000,000
fieldmouse UK	219,0000
fieldmouse habitat UK	1,170

fieldmouse urban habitat and owls UK 154

Narrow your search

To narrow your search to more relevant items, include more keywords in your ‘search string’ and choose your search string with care.

••Which keywords best describe what you are looking for? Which are most likely to be used as keywords for making electronic links?

••Consider synonyms (words with the same meaning such as ‘city’, ‘town’, ‘urban’ and ‘metropolitan’).

••Might unrelated subjects share keywords with your topic? If so, use at least one keyword that applies only to your topic.

••Which specific areas of your topic do you need to focus on? Which keywords identify these?

••To find additional material, use new keywords.

••If a search string proves particularly useful, note it down for future use.

Searching for journal articles online

Electronic versions of journals may be free to students and available through a ‘host’ such as:

••ABI Inform • EBSCO EJS

••IngentaConnect • Athens AMS

When looking for journal entries, search first for the name of the journal, not the name of the article. You can search journal databases for authors, journal titles, article titles or keywords, and call up short abstracts to see what an article is about. For speed, type in words such as ‘research’, ‘journal’, the names of leading theorists or schools of thought as well as the topic.

Conference papers

If you have an Athens authentication number, conference proceedings and papers in your subject are available through the ‘Web of Knowledge’ at: http://wok.mimas.ac.uk (select ISI Proceedings).

Saving web addresses

For useful sources, save their web addresses as a ‘favourite’, ‘bookmark’ or ‘mark’ it. Set up folders to group your most used addresses. Name these clearly, just

as you would with your files. If you use a free social bookmarking tool such as Delicious, you can save your bookmarks online and access them from anywhere with online access.

Automated searches using eTOC

Some bibliographic databases let you save searches and return to them later. For many, you can request to be emailed details of all publications that meet your search criteria. For journals that you find especially useful, request an eTOC – the electronic copy of its contents. You can receive these by email, with direct links to the articles.

EXERCISES[20]

Exercise 1. The Dewey decimal classification system uses numbers to divide nonfiction material into 10 main categories:

DEWEY DECIMAL CLASSIFICATIONS	
000–099 General Works 100–199 Philosophy 200–299 Religion 300–399 Social Sciences 400–499 Languages	500–599 Science 600–699 Technology (applied science) 700–799 Fine Arts (art, music, sports, hobbies) 800–899 Literature 900–999 History

Write a letter to match each title below with a category number.

1. ____ Jazz in America	a. 400–499
2. ____ Bonjour Mon Amis: Beginning French	b. 600–699
3. ____ The Blue and the Gray: A Civil War History	c. 700–799
4. ____ Medical Breakthroughs of the 20th Century	d. 800–899
5. ____ Collected Poems of Robert Frost	e. 900–999

Exercise 2. To find each book described below, would you look under author, title, or subject? Write your answer on the line.

The first one has been done for you.

[20] Study Skills. Saddleback Educational Publishing, 2008. Pages 24-25-26

1. _____subject_____ a book about skydiving.

2. _____ a book written by Charles Dickens

3. _____ a book about Charles Dickens

4. _____ a book of Halloween stories

```
617.7  Author: Wilson, Walter
 WIL
       Title: Lasers: Healing Light
       Publisher: Chicago: New Press, 1995
       121 p.: includes illus and index
       1. lasers  2. medicine, technology
```

5. _____ a book called The First Halloween

6. _____ a book written by Hal Owens

Exercise 3. Study the entry to the right. It could appear on a card in a catalog drawer or on a computerized catalog. Use the information as you circle each answer.

1. The entry is: **a.** an author listing. **b.** a title listing. **c.** a subject listing

2. The author is: **a.** Walter Wilson. **b.** Healing Light. **c.** Ellis Strations

3. The publisher is: **a.** Wilson, Walter. **b.** Lasers. **c.** New Press

4. The title is: **a.** Wilson, Walter. **b.** Lasers: Healing Light. **c.** New Press

5. The call number of the book is: **a.** 617.7 WIL. **b.** 617.7. **c.** 121.

Exercise 4. Study the information below. Circle a letter to complete each statement.

Important but often overlooked sources for research materials are microfilm and microfiche. In addition to digital documents, libraries reproduce and archive some materials in microforms. These items are photographed and reduced in size. They may be reproduced on microfilm, a tape that comes in reels. They might also appear on transparent cards called microfiche. If stored properly, microforms can last hundreds of years. Microforms are ideal for storing copies of 18th and 19th century newspapers and census information. Microform items may be listed in the card catalog. Other libraries list them in a separate catalog. You will need a special machine to read microforms. Most libraries also have printers to produce hard copies of the information. Mechanical readers and printers usually have instructions. However, you may need help from a librarian.

1. Material is stored in microform to

a. make it easy to find. b. save space.

2. Items you would likely find on microfilm include

a. a year-old issue of your local newspaper.

b. a current best-selling novel.

3. To read microfilm you must

a. take it home. b. use a machine.

4. To locate the microform material you should

a. check catalog listings. b. wander around the library.

GLOSSARY

Acronym: An acronym is a word formed from the first letters of other words, for example, LED from Light Emitting Diode.

Active Listening: Theory that the more a person listens, the more s/he learns. It's about developing the skill and effort to listen effectively. Students may hear a class lecture, but if they are not actively thinking about what is being said, they will not absorb much of the spoken material.

Active Reading: A broad number of reading strategies designed to increase a student's involvement with a textbook or other reading assignment that should result in improved comprehension and retention.

Assessment: Assessment is the means to evaluate or measure a student's progress through a set course of study.

Assignment: Required work assigned by instructor that is to be completed outside of class and prepared for a certain class day, as noted on the course syllabus.

Assume-to believe that something is true

Auditory Learner: Students who prefer to absorb information through their sense of hearing.

Bibliography: A bibliography is a complete or selective list of the literature used by a student to prepare an essay and usually appears at the end of the essay.

Citation: A citation can refer to (1) a passage or quotation from a text, or (2) a reference to an authority or precedent.

Clutch up- to get the meaning

Comprehension- the ability to understand something

Cramming: Attempting to learn all the material for an upcoming test by studying the night before, sometimes referred to as "pulling an all-nighter," in order to memorize key materials.

Curriculum: The collection of courses required to complete a degree or certificate program.

Dean: The top administrator and academic officer within a college or school.

Degree: Credential awarded to a student who has completed all requirements of a course of study/degree program.

Draft: A draft is an early or preliminary version of a piece of writing.

Get through- to manage to deal with a difficult situation

Grade Point Average (GPA): A numeric measure of a student's class performance in a given period or over a number of credits.

Kinesthetic: Kinesthetic describes bodily movement in general.

Major: A concentration of courses that is a student's primary course of study.

Mnemonic: A mnemonic is something, usually a verse, rhyme or image, to assist in the memorization and recall of information.

Office Hours: The dates and times that college faculty set aside to meet with students enrolled in their classes. Students should use these times to meet with professors regarding any problems, issues, or questions related to their classes.

Paraphrasing: Paraphrasing is the skill of putting someone else's words or text into your own words without altering the essential sense or meaning of the original.

Pivotal- extremely important

Plagiarism: A major form of academic dishonesty that occurs when a student uses the words of another without attribution, passing them off as their own. Typical examples include borrowing passages from published materials, using the works of others without their permission, and submitting a paper written entirely or in part by someone else.

Practice Test: A study method in which students take a simulated exam prior to the actual test. Practice tests can often be acquired from the professor, department, textbook Website, or by developing your own.

Procrastination: Procrastination is the tendency to avoid, for as long as possible, doing or completing whatever task needs to be done.

Proliferation- a sudden increase in number or amount

Rapidly- happening, moving or acting quickly

Reading extensively-free or voluntary reading process

Reading intensively- is reading attentively focusing on every word in the text e.g. when you read a contract to understand every detail

Reading- the process of recognizing written or printed words and understanding their meaning

Research Paper: A form of academic writing that requires abstract and critical thinking about a topic and includes an integration of research findings with the student's own ideas

Scanning- is reading quickly to find some specific information, for example when you are looking through a telephone book looking for the phone number of a certain person or time-table to find particular date/time

Scholarship: Monetary awards (that do not need to be repaid) presented to college students based on various criteria, such as need-based, academic excellence, leadership, community service, and extracurricular activities.

Selective reading- selecting those sections that are relevant to your purpose in reading

Semester: One of two types of academic terms during which courses are taught; the other is the quarter. Semesters typically last 20 weeks.

Seminar: A small class (generally about 12-15 students) engaged in the study of a specific subject under the mentoring of a faculty member. Typically only offered at the junior, senior, and graduate levels.

Skimming- is reading quickly to get the general idea of the text e.g. when you reading a newspaper or article

Speed reading- to read faster and maximise your reading time

Strategy- is an activity used to help students increase reading abilities

Syllabus: A document (which some students and faculty see as the binding agreement about a course) provided at the beginning of a term that outlines the key elements of a course, including things such as learning objectives, assigned readings, major assignments, and test and quiz information. Usually includes a course calendar with due dates. The best students know to review and refer to the syllabus regularly throughout the term.

Thesis: A thesis is the main proposition (or line of argument) of a piece of research or writing. The plural of thesis is theses.

Topic: A topic is the subject of a conversation, discussion, or piece of writing.

Tutor: A tutor is someone employed to provide teaching assistance or instruction to a group of students.

Tutorial: A tutorial is a period of instruction for one or more students, either individually or in small groups, undertaken by a tutor.

Undergraduate Student: College student who is pursuing a baccalaureate degree.

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For notes: