**B. Managing My Learning**

**Activity 1**

Complete the table below to identify and reflect on those factors and plan actions for each.

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| **Recognition/ Reflection** | **Action** |
| What helps my learning? | How can I utilise this? |
| Example: *“Discussing the topic with others”* | * *Set up a study group of like-minded peers* * *Engage with the online community* |
| Studying | * Create a timetabled study plan and stick to it |
| Practical work – putting theory into practice | * Create tasks for myself to make learning more enjoyable for myself * Attend seminars and tutorials |
| Hearing others opinions on the topic | * Start up group discussions with peers and friends * Give my own opinions to hopefully benefit others learning. |
| Bright coloured, interesting notes | * Keep on top of lecture notes, weekly. * Take notes using the colours that benefit learning; green, orange and blue. |
| Organisation | * Ask lecturers to make a list of all of the tasks that need to be completed weekly. * Take control of own organisation, make a checklist of all tasks. |
| A good learning environment | * Ensure when studying, I am in a quiet personal space with no distractions. * Don’t let others distract me in class. |

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| **Recognition/Reflection** | | **Action** |
| What hinders my learning? | How can I address this factor? | |
| Example: *“I’m easily distracted”* | * *Study in a place where distractions are minimal* * *Read lecture notes before the lecture and then take notes lectures to keep me focused* | |
| Overcrowded classroom / groupwork | * Become as involved as possible in groupwork * Do not be put off giving my opinion in large groups. | |
| Struggle understanding some concepts | * Do my own research * Ask for help when I need it * Regularly study lecture notes. | |
| Self-consciousness | * Offer my opinions to others * Speak up in groupwork and class activities. | |
| Peer distractions in class | * Ignore those who are on their phones/talking/distracting me * Take control of my own learning. | |
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**Activity 2**

* Make a timeline so that you are aware of all the potential busy periods and plan the year to ensure that you allocate sufficient time for each module to include reading time, writing time and any other aspects of the module where you need to allocate time.

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| **Day** | **Lectures / Classes** | **Subject Revision** | **Total Hours of Study** |
| *Monday* | Working Together 🡪 9:00 – 10:00  Working Together 🡪 10:00 – 11:00  History 🡪 12:00 – 1:00 | V – Week’s learning materials (videos, papers, etc).  V – E - Portfolio Task  V – Week’s online units’ task (issued by Derek)  V – Any homework issued over email | Working Together = 2 hours  Values = ~ 4 hours  History = 1 hour |
| *Tuesday* | Values 🡪 9:00 – 11:00  History 🡪 1:00 – 2:00  Values 🡪 4:00 – 5:00 | V – Reading  WT – Reading  H - Reading | Working Together = ~ 1 hour  Values = ~ 4 hours  History = ~ 2 hours |
| *Wednesday* |  | H – History portfolio preparation (for next day’s tutorial) | History = ~ 2 – 3 hours |
| *Thursday* | Working Together 🡪 2:00 – 3:00  History 🡪 4:00 – 6:00 | H – Module Portfolio submission | Working Together = 1 hour  History = ~ 4 – 5 hours |
| *Friday* | *Work* |  |  |
| *Saturday* | *Work* |  |  |
| *Sunday* |  | WT – Preparation using module materials for groupwork | Working Together = ~ 2 hours |
| *Overall Week* |  |  | Working Together = ~ 6 hours (at least weekly)  Values = ~ 8 hours (at least weekly)  History = ~ 11 hours (at least weekly) |