

# **STUDY SKILLS & EXAM PREP**

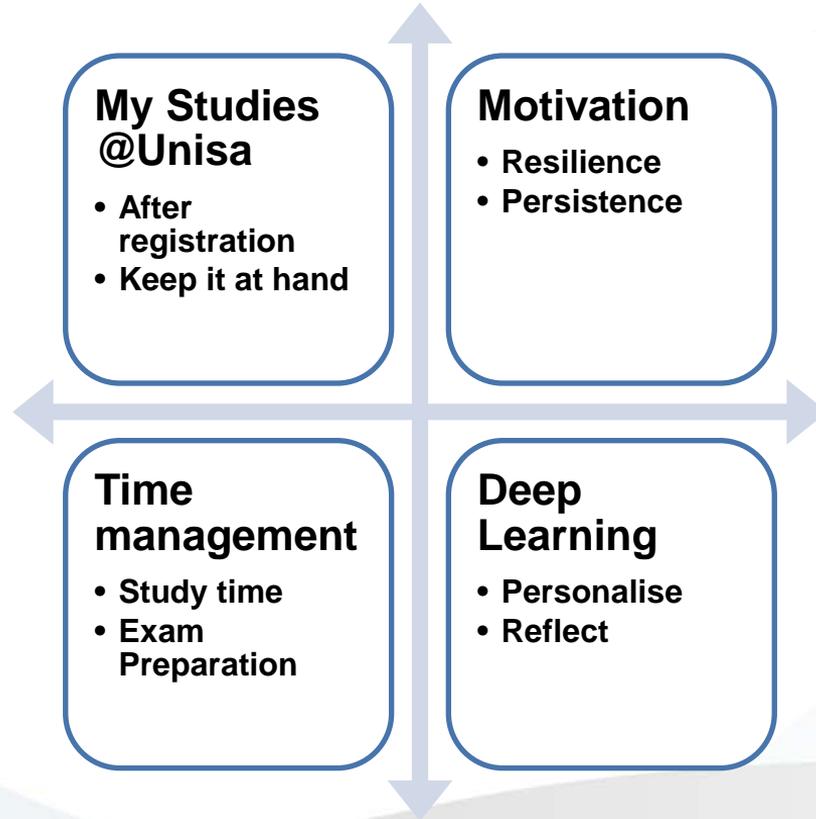
**An Orientation to Deep Learning**

# How use this presentation

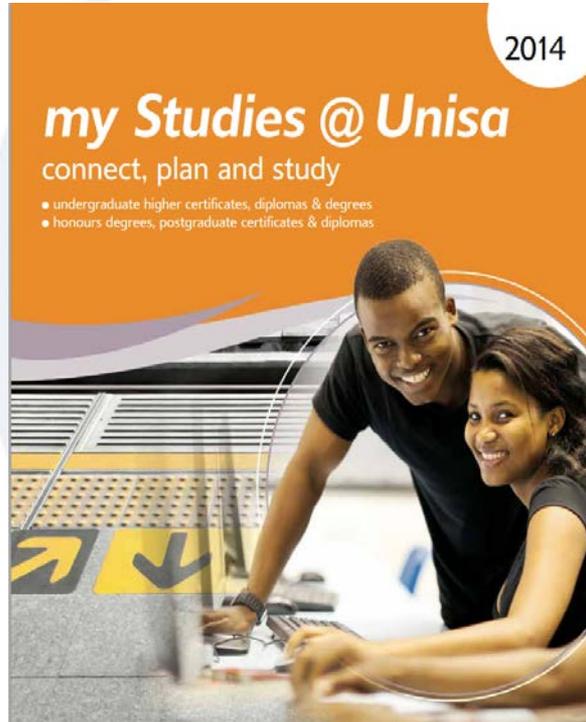
## *Study Skills & Exam Prep: An Orientation to Deep Learning*

1	Get an overview	look through the slides to see what it is about
2	Read through it carefully	paying attention to the areas where you need to improve your skills
3	Make notes	as you read
4	Listen to the podcasts	to strengthen your skills
5	Complete the feedback form	so that we know what else you need and email us for individual attention
6	Use this presentation	as many times as necessary to master general study and exam preparation skills

# Foundation for study & exam success



# My Studies @ Unisa



The University is constantly adapting to changing circumstances. Use this brochure every year to ensure that you adapt your study behaviour accordingly

## What to look out for:

- Note how Unisa is changing and the implications this may have for you
- Take note of how to connect with the various resources
- Support for planning your studies and managing your time

## Download here:

<http://www.unisa.ac.za/contents/study2012/docs/myStudies-Unisa-2014.pdf>

# Planning my semester

**Note the following:**

- **assignment due dates**
- **exam dates**
- **prescribed books**
- **recommended reading**
- **discussion classes**
- **planning information included by your lecturer**

**Listen to the  
following  
podcast**

<http://podcasts.unisa.ac.za/dccd/CEMSPlanningTM.mp3>

# Managing my learning time effectively

- **Guideline for *full-time working* students – you have a maximum of 26 hours a week available (if there are no crises in your life)**
  - **Monday to Friday: 2 hours a day before or after work**
  - **Saturday & Sunday: 6-8 hours per day, when it suits your schedule**
  - **This means that you have the recommended 8 hours per module per week (if you take 3 modules per semester)**
- **Guideline for *full-time studying* students – you have 40 hours a week available for your studies (5 modules x 8 hours = 40 hours)**
  - **Monday to Friday: 8 hours per day, preferably from 08:00 – 17:00 (an hour for lunch)**
  - **Saturday or Sunday: 6 hours of revision**
  - **This may change if you are job hunting or start to work part-time, or have other family or community responsibilities**

# Managing my exam prep time effectively

- Calculate the time left until the exams (in weeks) after scanning the brochure, *My studies at Unisa*
- Deduct 2 weeks for final exam preparation
- Calculate the total number of study units across all registered modules
- Divide this total by the number of weeks you have until examination
- This will give you an indication of the number of study units to be covered each week
- We can take this a step further: divide the number of study units by the number of days you have to study in a week

Listen to the following podcast:

<http://podcasts.unisa.ac.za/dc/cd/URManagetime.mp3>

Finding time to study: listen to the following podcast

<http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=218>

# Study skills

- Study and *do all assignments*
- Read and *make notes* →
- *Revise regularly* →
- *Memorise key facts* and information
- *Test* what you know
- *Write exams*
- *Manage* your *stress*
- Stay *focused* on your *future*

Listen to the following podcast  
<http://bit.ly/1jmCbsf>  
and  
<http://bit.ly/1InAxLm>

Listen to the following podcast  
<http://bit.ly/RAq5FM>

<b>Study session</b>	<b>Exam Preparation Session</b>
<b>First encounter</b> with the work during the semester	<b>Repeated encounters</b> with the work during the exam period
More <b>leisurely pace</b> of work	More <b>intense pace</b> of work
<b>Smaller sections</b> of the work in the study guide and text book	<b>All the work</b> in study guide & text book
<b>More tolerance</b> for interruption	<b>Less tolerance</b> for interruption
More <b>relaxed</b>	More <b>stressed</b>
Making <b>notes to understand</b>	Making <b>notes to review</b>

# Motivation

Learning is *rewarding on many different levels* but it could also be a *painful and disappointing process*:

- it will not always go well
- you need to overcome a variety of challenges

There may be *external* and *internal* factors challenging your motivation to study:

- lack of time
- lack of support
- challenging module content
- doubts about study direction
- lack of confidence in your ability to adapt to the demands of Higher Education

# Motivation

How can you motivate yourself:

- Concentrate on the **POSITIVE**
- What is it that you are doing really well? How could you apply these strategies to your studies?
- Recall past **EXPERIENCES OF COPING WELL**
- How can you apply things that have helped you in the past to overcome challenges?
- Are you recognising your own strengths?
- Have the courage to be resilient and just get it done

Listen to the following podcasts  
<http://bit.ly/1lc05bb> &  
<http://bit.ly/1jycudb>

# What do you know?

About the way you learn?

And, what is your definition of “**good learning**”?

**Active understanding** – what do you do to make sense?

Learning is a **personal and a social experience**

Your learning abilities do improve – how that influences the **goals you set**

And how does that influence your **actions when you fail**?

# DEEP LEARNING

# **The key to successful learning**

**The one who does the work does the learning!**

**NB: Make your own notes!**

**Closer to your exams, make notes of your notes**

**We don't all learn alike**

Add  $17 + 56$  in your head!

# **We don't all learn alike**

**Some of you added:**

**A—In columns like on paper**

**B—Added 10 to 56 and 7 to 66**

**C—Added 20 to 56 and subtracted 3 from 76**

**D—Other**

# What is learning?

**Learning is a change in the neuron-patterns of the brain  
(Ratey, 2002)**

# The brain and learning

a *pattern seeking* device

Like a *mind map*, it relates whole concepts to one another, looks for similarities, differences, *relationships* between them

# How do you know you learned something?

When you use it to solve a problem in a *different context* from the context in which the information was originally practiced/learned

# Learning orientations

## REPRODUCING

“I've got to learn this *to pass* the course, to graduate, to get a good job.”

“ I *don't really want to learn* this but I need the degree”

# Learning orientations

## MEANING

“I want to learn this material because it *interests me and I find it relevant* to my life”

“I have a *need to question conclusions* offered in lectures and readings”

“I *have to reflect* on what and how I study”

# Learning orientations

## ACHIEVING

“What do I need to know to *get high results*?”

“What is the *method used to evaluate* my assignment?”

“How do I *get there quickest*?”

## Attributes of DEEP LEARNING

Learners relate ideas to previous knowledge and experience.

Learners look for patterns and unrelated principles.

Learners check evidence and relate it to conclusions.

Learners examine logic and argument cautiously and critically.

Learners are aware of the understanding that develops while learning.

Learners become interested in the course content.

## Attributes of SURFACE LEARNING

Learners treat the course as unrelated bits of knowledge.

Learners memorize facts and carry out procedures routinely.

Learners find difficulty in making sense of new ideas presented.

Learners see little value or meaning in either courses or tasks.

Learners study without reflecting on either purpose of strategy.

Learners feel undue pressure and worry about work.

\*Source: adapted from Entwistle, 2001, quoted in Weigel, V.B. (2001) *Deep Learning for a Digital Age: Technology's Untapped Potential to Enrich*

## **Did you know?**

**If students perceive a loss of control –  
the belief that they cannot influence or control events-  
that orientation strongly affects their academic  
performance**

(Perry, 1997)

**What can you do to change your perception,  
so that your reality is one where you overcome study  
obstacles and manage your studies successfully?**

**How do you get your control back?**

# Get your control back

**RELEVANCE** “I can use this or see where I might use it in the future”

**AUTHENTICITY** “It is a real issue in my life or the lives of others right now”

**CHOICE** “I have some say in what happens to me—I can use my learning strengths or interests to enhance my learning”

**MEANINGFULNESS** “I care about it”

**IDENTITY** “It connects with who I am, the career I want, the person I want to be, the life style I want to have”

**CHALLENGING** “I feel I accomplished something that tested my boundaries!”

# Developing an enquiring mind

**Knowledge is revealed through our  
methods of questioning**

Ballard & Clancy, 1988

# Developing an enquiring mind

It can be argued that the  
*quality of our learning*  
depends on  
*our skill of questioning*

Vogt & Brown, 2004

# **Developing an enquiring mind**

One reason given for **the lack of questioning** is that there is a **culture of knowing the 'right answer'** rather than:

***Discovering the 'right question'***

***Good minds generate great questions!***

# Developing an enquiring mind

**Most people use low level questions  
during study sessions**

**Low-level questions seek factual answers and tend to  
be convergent, that is generally they *have a correct  
answer***

**University  
students need  
to ask smarter  
questions**

# Developing an enquiring mind

*High level questions probe the high level verbs –*  
**theorising, reflecting, hypothesising**

It takes time and dedication  
to be master high level questions  
– turn your learning outcomes  
into questions to develop  
your enquiring mind

**They look at *possibilities***  
**and promote *creative problem-solving***

# Strategic Questions

- Focus on **what could be**
- **Create motion** and **options**, by using open, dynamic questions
- In analysis or problem-solving types: **dig deeper**, to search for different ideas and solutions
- Can **ask the unaskable!**

# Strategic Questions

**A Point:** What is the *main point made in the study section*?

If it helps consider an imaginary audience and direct the point to them!

**A Dramatic Question:** You *want to stay focused and interested*. Why not ask a dramatic question related to the study section?

**Emotional Content:** Emotional content can help hold your attention to the content. The *use of images* (e.g. mind maps, coloured pictures, etc.), *effects, music and tone of voice* (if you read out loud) all contribute too!

**Economy:** We know that our brains are constantly filling in (from our own experiences). *Don't keep every detail in your notes. Work smart not hard!*

# Reflecting on my studies

## What?

**(Past)** What have I collected about work/learning so far?

## So what?

**(Present)** In other words how is this useful and for what? (Refers to current reflections on knowledge, skills and dispositions)

## Now what?

**(The Future)** Can I apply this to other areas of study?

Listen to the following podcasts:

<http://bit.ly/1mQCN1x>

<http://bit.ly/1jVzT7U>

<http://bit.ly/1nEVGBz>

# What supports deep learning?

- Time management and self-control
  - What's important to learn?
- Active learning with notes and study cards
  - Reading effectively and efficiently
- Organizing information and concept mapping
  - Successful assignments
  - Preparing for and writing exams
  - Cooperative learning (study groups)
    - Writing essays and reports
      - Problem-Solving

# References

**5 ways to promote deep learning.** Retrieved on 22<sup>nd</sup> of June 2012  
from: <http://www.oncourseworkshop.com/Learning024.htm>

**Adoption of deep learning approaches by final year marketing students: A case study from Curtin University Sarawak.** Retrieved on 9<sup>th</sup> July 2012 from:  
<http://lsn.curtin.edu.au/tlf/tlf2005/refereed/lew.html>

**Unleashing Deep Learning Through Questioning.** Retrieved on 9<sup>th</sup> July 2012  
from:  
<http://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&sqi=2&ved=0CFQQFjAE&url=http%3A%2F%2Fwww.ece.salford.ac.uk%2Fproceedings%2Fpapers%2Fph>

**Promoting deep learning for college students.** Retrieved on 22<sup>nd</sup> June 2012  
from: <http://www.scribd.com/doc/12761431/Promoting-Deep-Learning-in-College-Students>

We would like you to take a minute to evaluate this online workshop by visiting

<https://www.surveymonkey.com/s/PBQGNYY>

You are welcome to have conversations about your learning with the student counsellors at the Cape Town Campus:

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