

# Managing Learning



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# Learning to Learn

(Couple of Points)

- Invest in yourself
- Teaching yourself
- Staying motivated
- Discipline
- **Self-Study** – *“the devotion of time and attention to gaining knowledge of an academic subject without assistance from a teacher or tutor”.*
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# Managing study and approaches to learning

- Many people who decide to start a qualification are often unsure about lots of things at the beginning. They might worry that they'll not be able to cope with their workload, especially if they're working in the day, and will struggle to keep up. They may be concerned about how to 'fit it all in' and getting along with assessors, teachers that they've never met before or think that they're not clever enough and may not achieve their goals.
- The biggest problem that most learners seem to have is organising their study time. Many learners try to 'cram in' a lot of information the week, the day or even the night before they are due to take a test or exam or hand in an assignment. Planning ahead lets you work when your concentration level is at its best.
- **Appropriate times to study**
- You'll need to decide on the best times of the day, night or weekend that suit you for study and revision. Good times would be when you can avoid distractions and you're not under pressure from other tasks, as both can be off-putting.



# Planning your study time



- When you've found a good time to study, you need to think about how you're going to plan your study time.
  1. Create a schedule that includes all your commitments relating to study and work for the duration of your course. This could be a weekly, monthly or yearly planner or timetable.
  2. Plan out all your assessment deadlines and mark where you'll need to start planning in advance to start them and finish on time.
  3. Add on all your social events and dates that aren't study-related.
  4. Plan to do the most difficult work when your concentration is at its best.
  5. Take regular breaks when studying.
  6. Reflect on whether your plan is working; are there study times that you miss? Would a different time be more convenient? Adjust your study patterns to what works best for you.
  7. Be flexible with yourself; if you have to change your plans, don't worry about it but plan in another time to do your study for that session.

# Good, safe and productive learning environments

- Finding a good, safe and productive learning environment to study in goes hand-in-hand with finding an appropriate time. You need to study in an organised space that will support your learning.
- A learning environment **should**:
  - support your learning – have IT access where possible, a desk, space for research and other materials help you to concentrate by being quiet and relaxing
  - have enough room to enable you to complete the work you're doing
- A learning environment **should not be**:
  - overly noisy
  - busy with distractions
  - dangerous – near machinery or other dangerous equipment
- Other types of learning environment may include: a library  
a classroom  
a gym or sports hall (for physical courses)
- an IT centre or suite  
your dining room or other area in the home



# Personal challenges that can affect your studies

- There may be times when illness or personal issues mean you can't attend classes or sessions.
- These things may also affect your study time, but can't be helped. Examples of these could include: family or personal bereavement, personal accident or illness, family accident or illness
- issues at home that require your attention such as flooding, fire or burglary moving house or residence divorce or separation if you're in a long-term relationship
- If you're unable to work because of external pressures you should let your assessors/teachers/Tutor(s) know as they may be able to extend deadlines or provide other support.
- Sometimes, study time can be affected by personal challenges that you can do something about. These include:
  - being distracted by others in a non-emergency (invites to social events etc.)
  - taking on too many other commitments
  - not being able to prioritise your tasks or plan your time effectively
  - not being motivated to focus and complete
- study tasks within the timescales set
- These sorts of challenge should be addressed quickly so that you don't run out of time.



# Setting SMART targets

- Establishing the objective of study is important as this allows you to plan. a plan needs to be created that includes information on:
- which step will happen first  
what order the rest of the steps will happen in  
resources to be used for each step
- who'll be involved in each step  
suggested or guideline timelines
- As a study project develops, the plan might have to be changed or adapted. Therefore your SMART targets may also have to change from the original ones set.





## Setting SMART targets

- SMART targets are set in order to be manageable and meet the deadlines.
- **SMART targets** stand for:  
**Specific** – what's the task, goal or objective that needs to be completed?
- **M** measurable – how will you know if the task has been achieved?  
**A**chievable – can the task be achieved?  
**R**ealistic – can the task be achieved within the time limit by those doing it?
- **T**ime bound – when will the task be achieved by?

# Learning Styles

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Perhaps the simplest way of describing 'learning styles' is to say that they are different methods of learning or understanding new information, the way a person takes in, understand, expresses and remembers information. There are 4 predominant learning styles: **Visual, Auditory, Read/Write, and Kinaesthetic.** (VARK)



Also

- social.
- solitary.
- verbal.
- logical.



## KINESTHETIC LEARNERS

***Learn best by:*** Getting involved and taking action

***May find it difficult to:*** Sit and listen or read something for long

***How to spot them:*** They often can't help fidgeting during meetings or presentations, and are quite energetic and keen to just get "stuck in".

# Learning Theories Quotes



## Behaviourism

*Behaviorism, also known as behavioral psychology, is a theory of learning which states all behaviors are learned through interaction with the environment through a process called conditioning. Thus, behavior is simply a response to environmental stimuli.*

*Examples of behaviour modification techniques include praise, reward systems, continual feedback, positive reinforcement and non-punitive discipline.*

## Constructivism

“The principal goal of education... should be creating men and women who are creative, inventive, and discoverers, who can be critical and verify, and not accept, everything they are offered.” (Piaget, 1988)

*Learning should be an active and meaningful process*

*Learning is the development of new knowledge, skills, and attitudes as the learner interacts with information and the environment.*

# Learning Theories Quotes

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## Experiential learning

*“The process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p.41)*

*Experience is the foundation for learning*

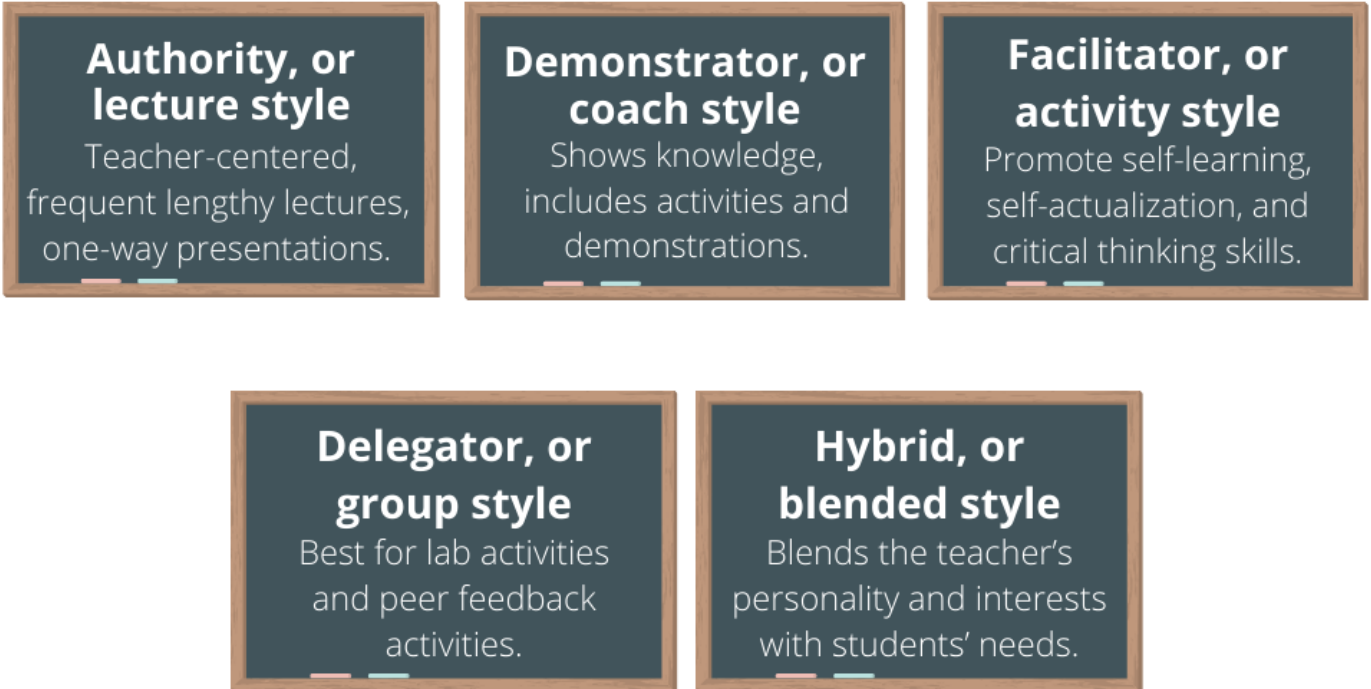
*Learning is the transformation of experience into knowledge, skill, attitudes, values and emotions*

## Communities of Practice

*“Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour...who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” (Wenger, 2000).*

*Through legitimate peripheral participation, novices learn from mentors, and then eventually participate fully in the Communities of Practice. The experts and novices undertake various roles to communicate, contribute to and initiate ideas and joint projects.*

# 5 COMMON TEACHING STYLES



[resilienteducator.com/styles](https://resilienteducator.com/styles)

## Teaching Styles

# Assessments and assessment criteria

- **Assessments and assessment criteria**
- Assessments are used by your assessors, or Teachers to measure your progression through the qualification and understanding of the subject. There will be many different types of assessments that you may come across, and planning for these is an important part of your learning.
- The assessment criteria are the points that you'll be assessed on. The learning outcomes or objectives are normally shown on an assessment. These are what your progress and understanding will be measured against. This is in the performance and knowledge booklet.
- The types of assessment vary quite a lot depending on the type of course you're doing. Some courses have practical assessments, some are written and some may even be aural (listening) or speaking assessments, like a professional discussion.



# Assessments and assessment criteria

- Examples of different types of assessments are:
- Direct Observation in the workplace
- Timed exams: exams that must be completed in a set timescale
- Assignments : these are written papers where you're given a title, scenario or question that you respond to
- Reports: you may be asked to create a report that is an information report or a job you've done
- Oral assignment:
- Short answer questions: these are like the questions that are on your portal
- answer. Multiple-choice questions are also included in this type of assessment

# What to do if you fall behind with your work

- Nearly everyone who's a learner falls behind at some point during their course of study. So don't panic about it, but do speak to your assessor, tutor as soon as possible. You should ask for:
- advice from your assessor/tutor may have, if you've missed any sessions ask your tutor for one-to-one to support you, and an extension for outstanding assignments.

