



COMP 1205

Professional Development

Introducing

Independent Learning and Time Management

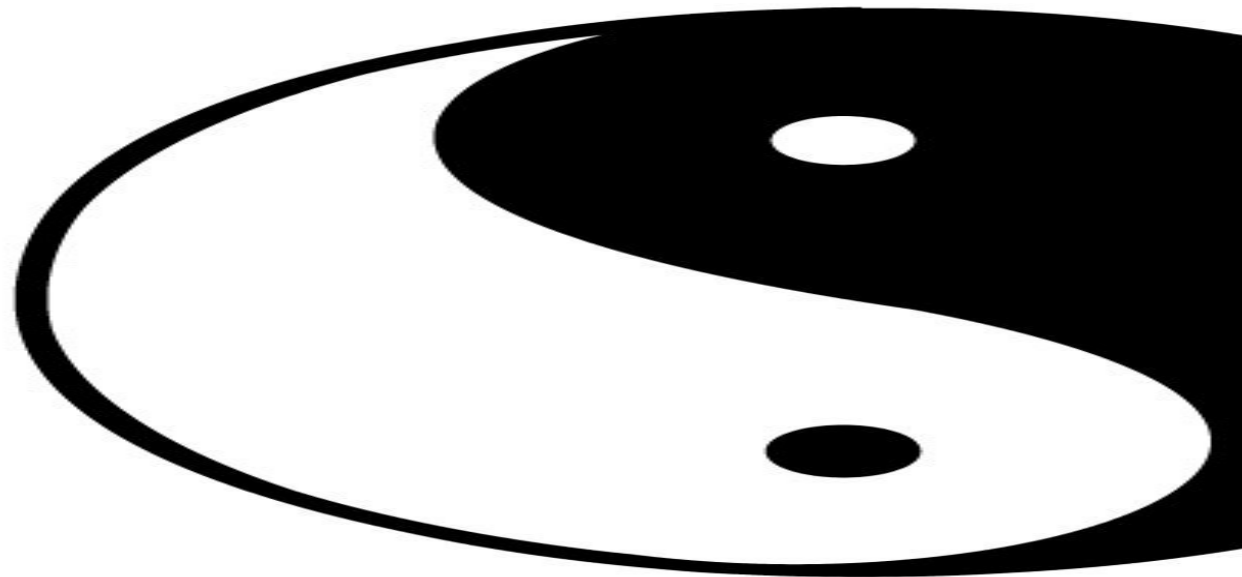
Hugh Davis & Su White

The big picture

Professional accreditation



- Personal success
- Achieving potential
- Enjoying university
- Acquire, develop
- Learn by doing
- Mastering online tools for learning



How do you expect to learn?

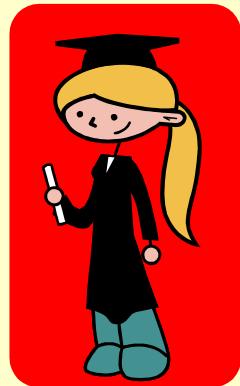
OPEN DISCUSSION (GROUPS OF 6)

How might learning at University
be different from my previous experience?

What will I need to do to in order to be successful in
my learning?



write down at least **six** answers.
answer however you see fit



A top level answer

The conditions for learning must be right

You need to

- Feel motivated
- Work Hard
- Work Effectively

Think Objectively

- know what you know
- know what you don't know!

You will need work to communicate successfully

What do you know?

“ There are known knowns; there are things we know we know.

We also know there are known unknowns; that is to say, we know there are some things we do not know. But there are also unknown unknowns – the ones we don't know we don't know. ”

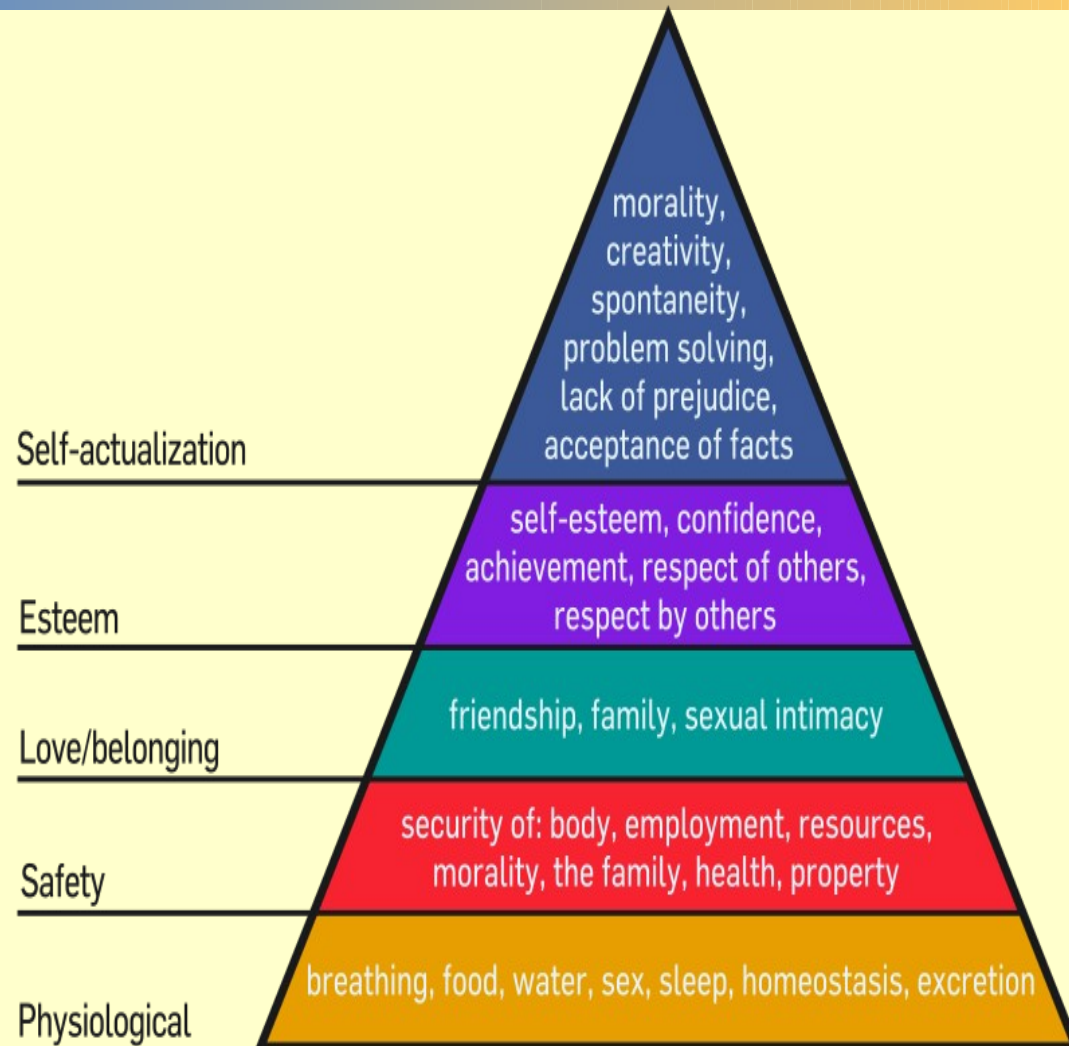
US Secretary of Defence, 2002, Donald Rumsfeld

The conditions for learning

- Its difficult to concentrate on learning unless other things are sorted



- Plans go awry



Motivation – what's yours?

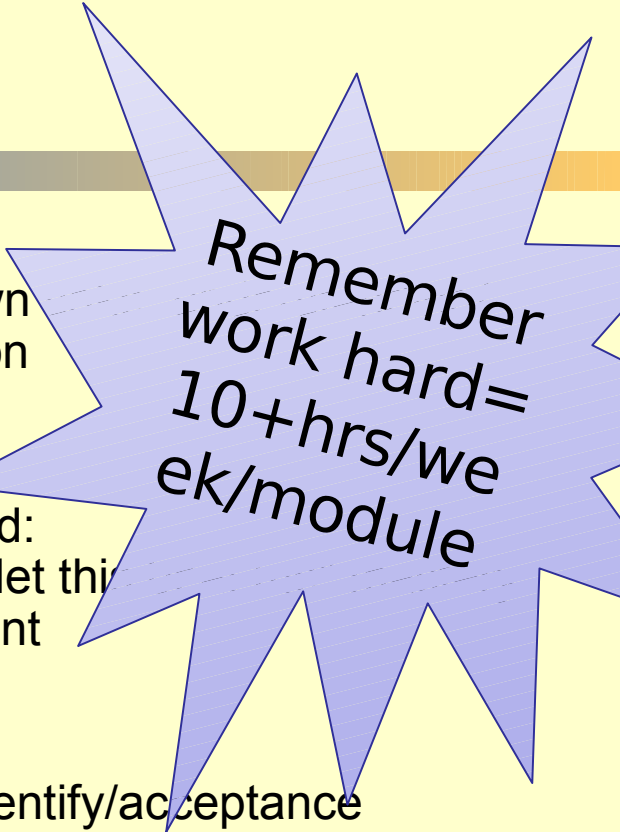
Intrinsic

doing something
for
its own sake

Extrinsic

doing something
for
other reasons

1. **Expressive**
Interest for its own
skill -> satisfaction
2. **Achievement**
Desire to succeed:
"I'm not going to let this
is valued/important
3. **Social**
seeking social identify/acceptance
within the class/course
being one of a crowd
4. **Instrumental**
to gain tangible reward(s)
to avoid negative consequences



Remember
work hard=
10+hrs/we
ek/module

Pour in the knowledge?

Plan and Manage your time

Decide what you want to learn

- Learn it
- Learning is active
 - it does not “just happen”

Lectures

Attend.... and attend!

Reflect



Remembering/memorising... not the same as learning!

How do you know what you know?

Reflection (again)

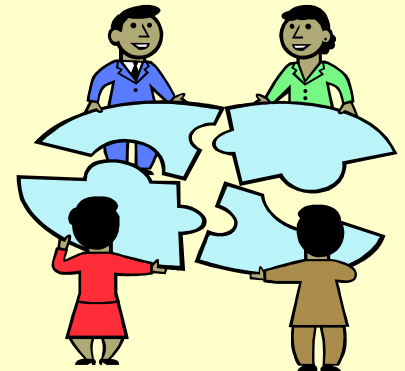
- You won't know if you know something unless you try to apply it – don't wait to be asked.
- Use the feedback you get
- Make sure you understand if your marks/feedback don't tally with your expectation

Communication

- Knowledge is useless if you do not communicate it.
- Communication skills have not traditionally been the strong point of the informatics sector!
- Good communication is the sign of a clear mind – and it is increasingly the most important skill to employers.



Event



Models of Learning



This is not how we learn



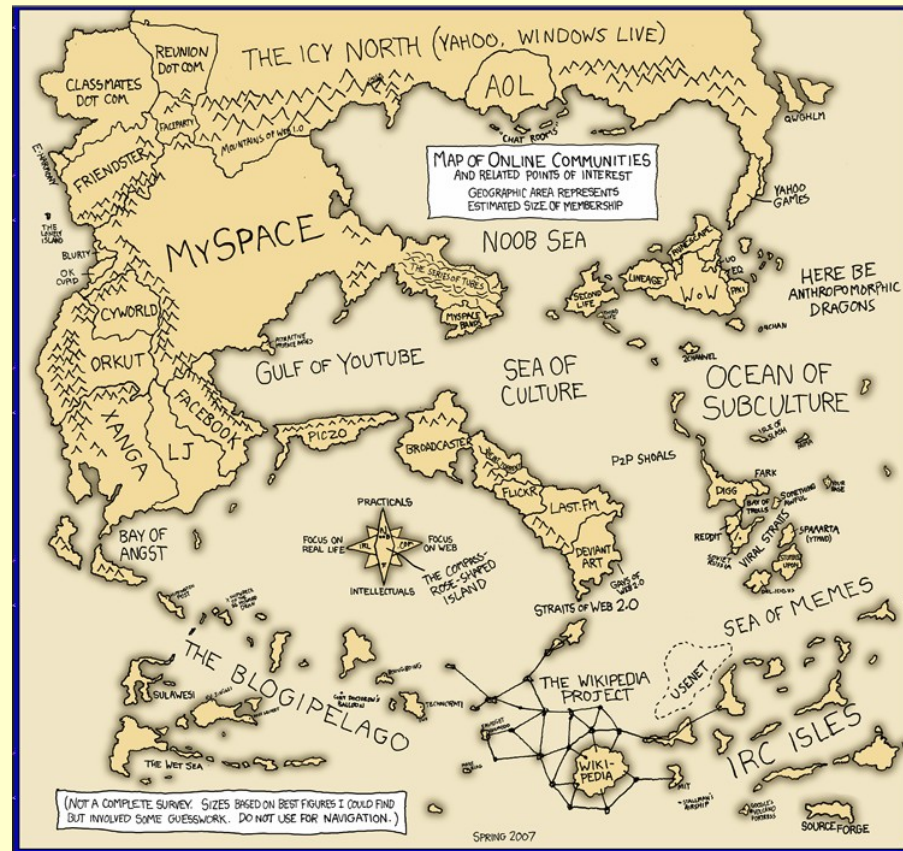
Nor is this!

**So how do we learn? ...
and why do we retain fixed views on learning?**

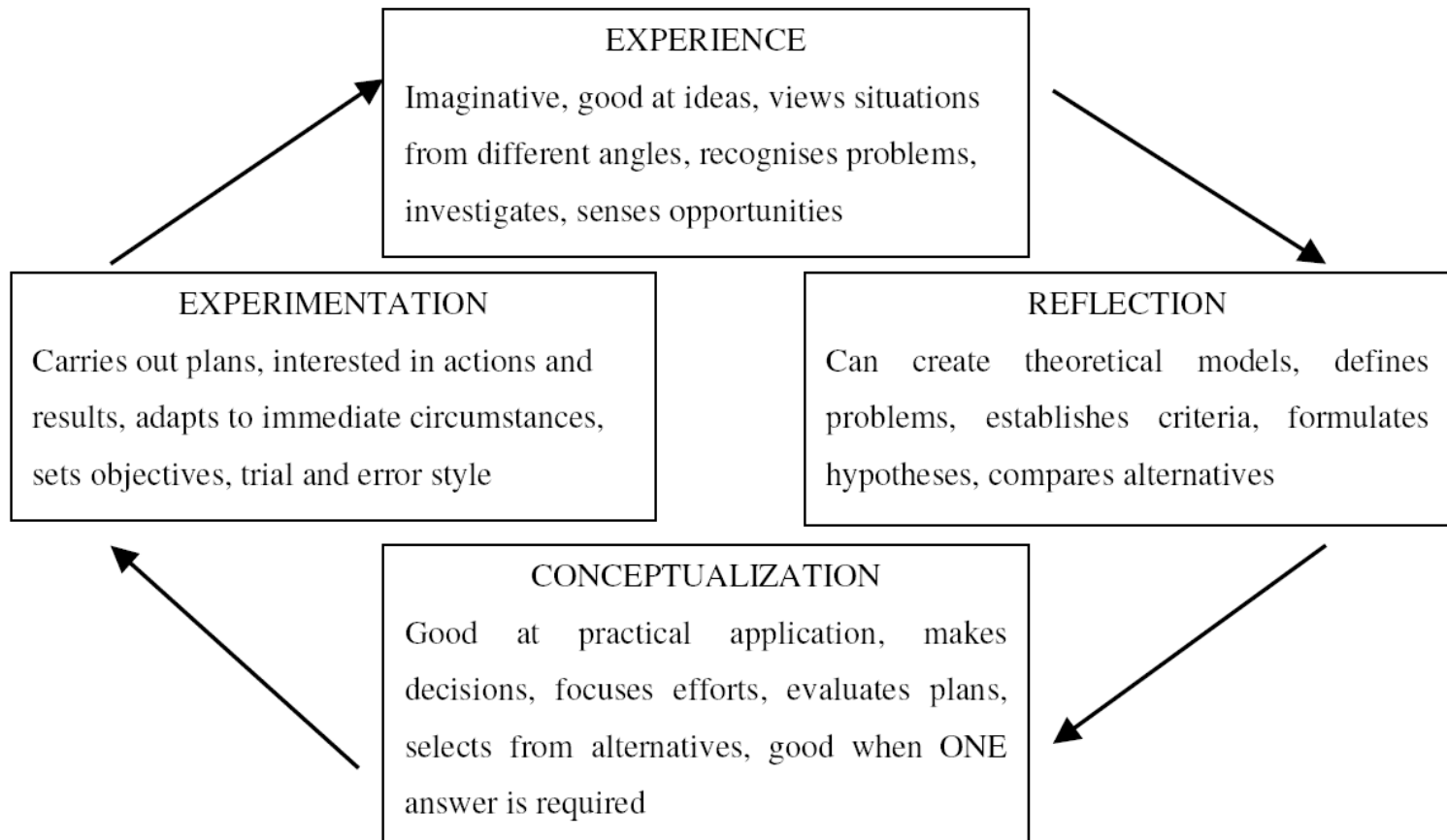
Remember

When it comes to models

- The map is not the territory



Kolb's Experiential Learning Cycle



Deep vs Surface Learning

Deep	Surface
Focus is on “what is signified”	Focus is on the “signs” (or on the learning as a signifier of something else)
Relates previous knowledge to new knowledge	Focus on unrelated parts of the task
Relates knowledge from different courses	Information for assessment is simply memorised
Relates theoretical ideas to everyday experience	Facts and concepts are associated unreflectively
Relates and distinguishes evidence and argument	Principles are not distinguished from examples
Organises and structures content into coherent whole	Task is treated as an external imposition
Emphasis is internal, from within the student	Emphasis is external, from demands of assessment

***Deep vs Surface seem similar to
Intrinsic vs Extrinsic motivated behaviours***

Constructing new knowledge

Constructive learning principles.

1. Knowledge is **physically** constructed

by learners who are involved in active learning

2. Knowledge is **symbolically** constructed

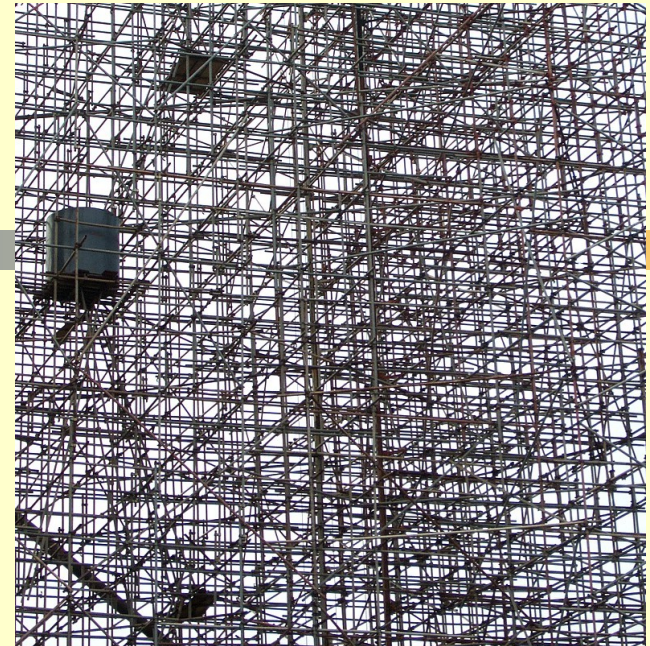
by learners who are making their own representations of action

3. Knowledge is **socially** constructed

by learners who convey their meaning making to others

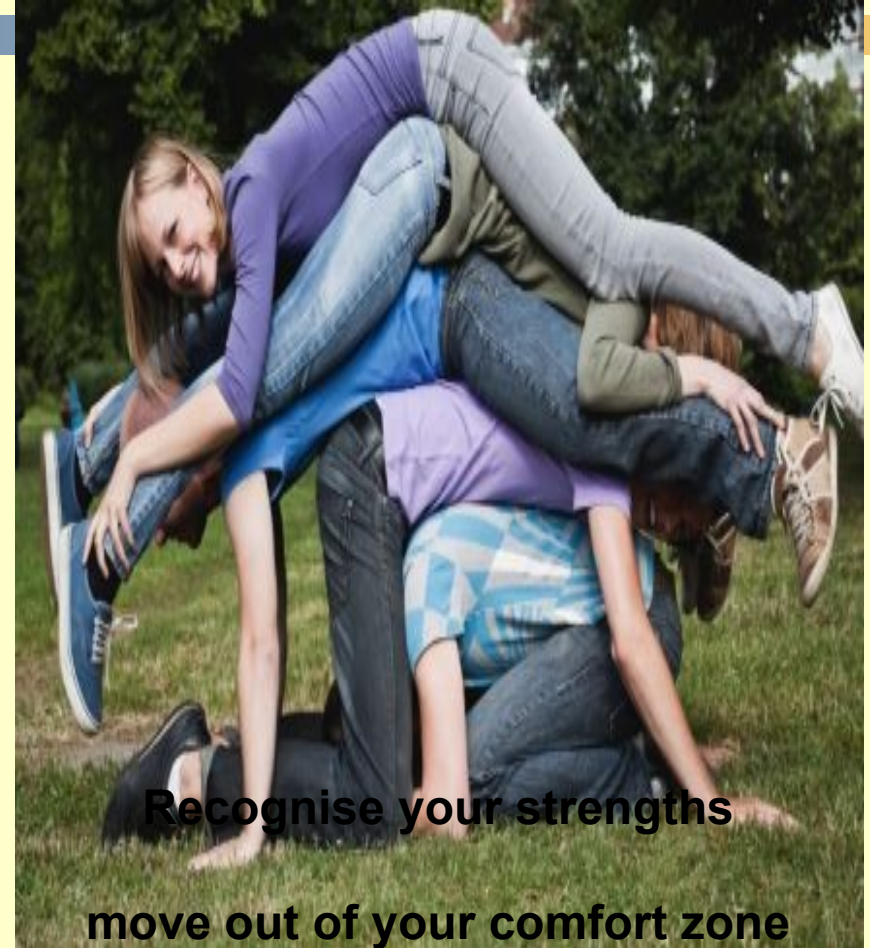
4. Knowledge is **theoretically** constructed

by learners who try to explain things they don't completely understand



We encourage you to work in groups

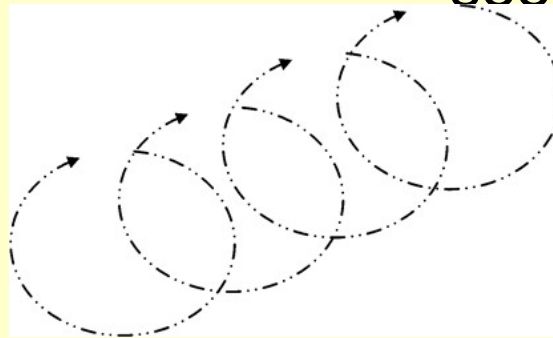
- Ad hoc groups
- Engineered groups



develop/evolve

Lecture – attending and attending

- Note down the three most important things
- Check lecture notes when fresh
- see if it makes sense



- Produce brief **summary**
- Identify links and

Deal with **any problems** immediately

talk to your friends; talk about problems in your tutor group;
seek answers online or in books; talk to the lecturer/your tutor..

“You may delay, but time will not.”

Benjamin Franklin

- Fail to plan...
- And you plan to fail

• anon



Event

How Good a Planner are you?

1. Do you have a diary with important deadlines?
 2. Do you put daily plans on paper, to allocate time for your deadlines?
 3. Do you allow flexibility in your plans?
 4. How often do you accomplish all you plan for a given day?
 5. How often do you plan time for what matters most to you?
- How often is your daily plan destroyed by interruptions?

Score

1= never

2=seldom

3 = sometimes

4 = often

5 = always

Event

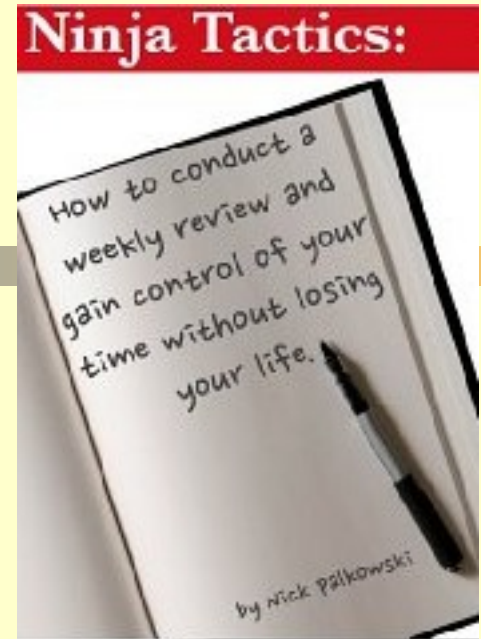
Adapted from Quiz written for USA WEEKEND by time management expert Hyrum Smith, chairman of the Franklin Covey Co.

Results

- **6-10: Terrible**
- Life just happens to you. And it often goes wrong.
- **11-15: Below average planner.**
- More effective planning will help to reduce the stress and lack of control you feel in your life.
- **16-20: Average planner.**
- Not bad. But may need help focusing on priorities and dealing with urgent interruptions.
- **21-25: Good planner.**
- You are in control of your life
- **26-30: Excellent planner--or obsessive compulsive?**
- Make sure you're in control of your planning rather than letting it control you.

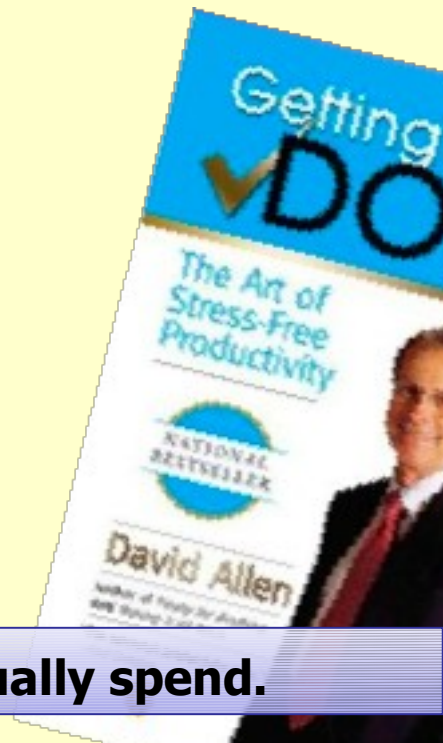
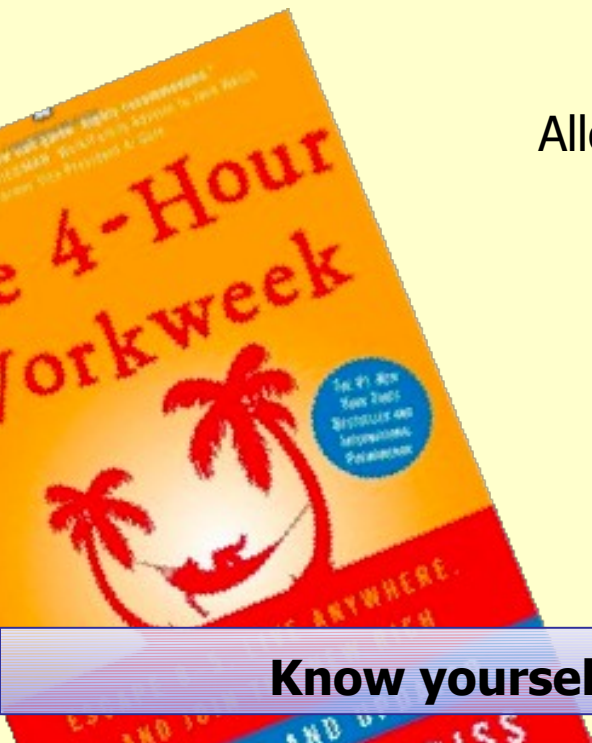
Time Management Technique

Identify deadlines and other time constraints
e.g. coursework deadlines,
time to start revising for exams,
time to apply for the summer holiday job,
deadline for the entry form for the competition/event



Allocate time in a daily planner to meet the deadlines

Prioritise the important
Allow time for the things that matter



Know yourself; only allocate the time you will actually spend.

What does planning buy you?

- If you articulate the objectives you have then you are more likely to achieve them
- Helps you differentiate the important from the urgent
- Helps to stop procrastination
- A plan gives you just one thing you should be doing – rather than trying to decide which of many things to tackle.
- Leaves you in control which reduces anxiety

Get Things Done

- commonly abbreviated as GTD
- action management method created by David Allen
- a person needs to move tasks out of the mind by recording them externally
 - To free them from the job of remembering everything that needs to be done
 - To concentrate on actually performing those tasks.

GTD

See http://en.wikipedia.org/wiki/Getting_Things_Done

5 phases

1. Collect
2. Process
3. Organize
4. Review
5. Do

Unless you are a very tidy person this is probably overkill for a student:

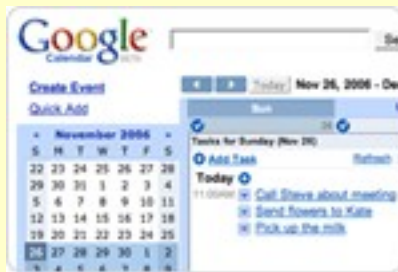
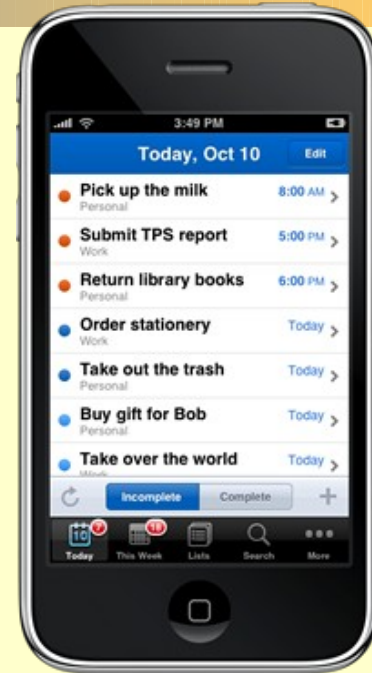
6 levels of focus

6. Current actions
7. Current projects
8. Areas of responsibility
9. Yearly goals
10. 5 year vision
11. Life goals

Probably all you need is
·A diary
·An ordered ToDo list

Software Support

- Can use Outlook – gives sync to mobile devices
- Can use any number of RIAs e.g.



Over to you...



Anything I missed?



Event

- May be of interest but not used

addenda

Project Management

- When things get complicated
 - Multiple tasks
 - Multiple people

Then can use Gant Charts

- Subject of SE courses
- Shows
 - Timelines
 - Critical dependencies
 - Milestones

Student Centred Research–Led Learning

- Students can expect to be taught and supervised by researchers at the cutting edge of their discipline.
- Students engage in research and scholarship methods and are supported in undertaking these activities
- Tasks and learning activities are structured so that student's work incorporates components which are authentic to the research process
- The Student Centred Bit acknowledges that what teachers do is guide, assist, steer, mentor learning.
Only the learner can learn!

Example of how to Allocate time in a daily planner to meet the deadlines

4th Dec 10 mins

email group and set up meeting on 7th

7th Dec (1200)

1 hour group meeting to select topic 2 hour research on allocated topic

11th Dec (1800-2000)

Discuss the topic with tutor at tutorial

12th Dec (1100)

2 hour meeting

14th Dec to agree content, allocate responsibility for parts of presentation, and for putting together final presentation (1400-1600)

2 hours further research and slide production 3rd Jan (and send my slides to group leader)

Sunday 7th January. Meet group at 1500 for 2hours "dress rehearsal" of presentation

Some things in student life that need scheduling

- Lectures, tutorials etc.
- Time to do courseworks
- Time to understand lecture notes (pre and post reading), and do examples
- Time to revise for exams
- Time for exercise
- Time for recreational activities
- Employment?
- Time to do things needed for longer term goals (write CV's, job applications, attend meetings etc.)

- And don't forget time to reflect on progress and to re-schedule things!

Note Making and taking



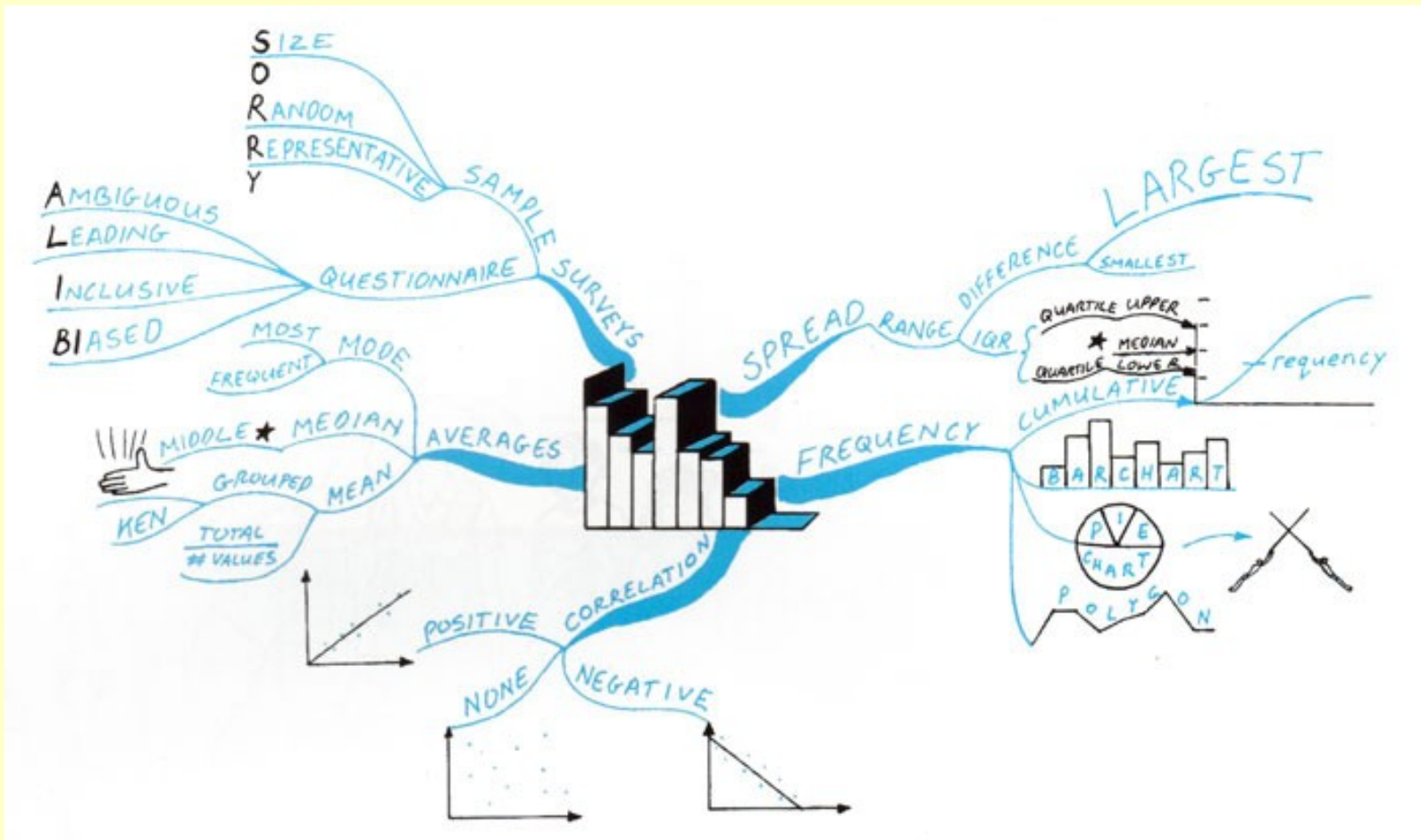
record what happens

- in practical situations
- in lectures / supervisions.
- But, if there are prepared notes, why take more?
 - *Your* notes relate to *your* needs
 - Their production helps you concentrate and remember ideas and information
 - You can process and explain (to yourself) difficult concepts, at the time

- Don't try to write everything down
- Be an ACTIVE learner – ask yourself what you want to know / don't understand and make a record

Make Notes don't Take Notes

Mindmapping to remember?

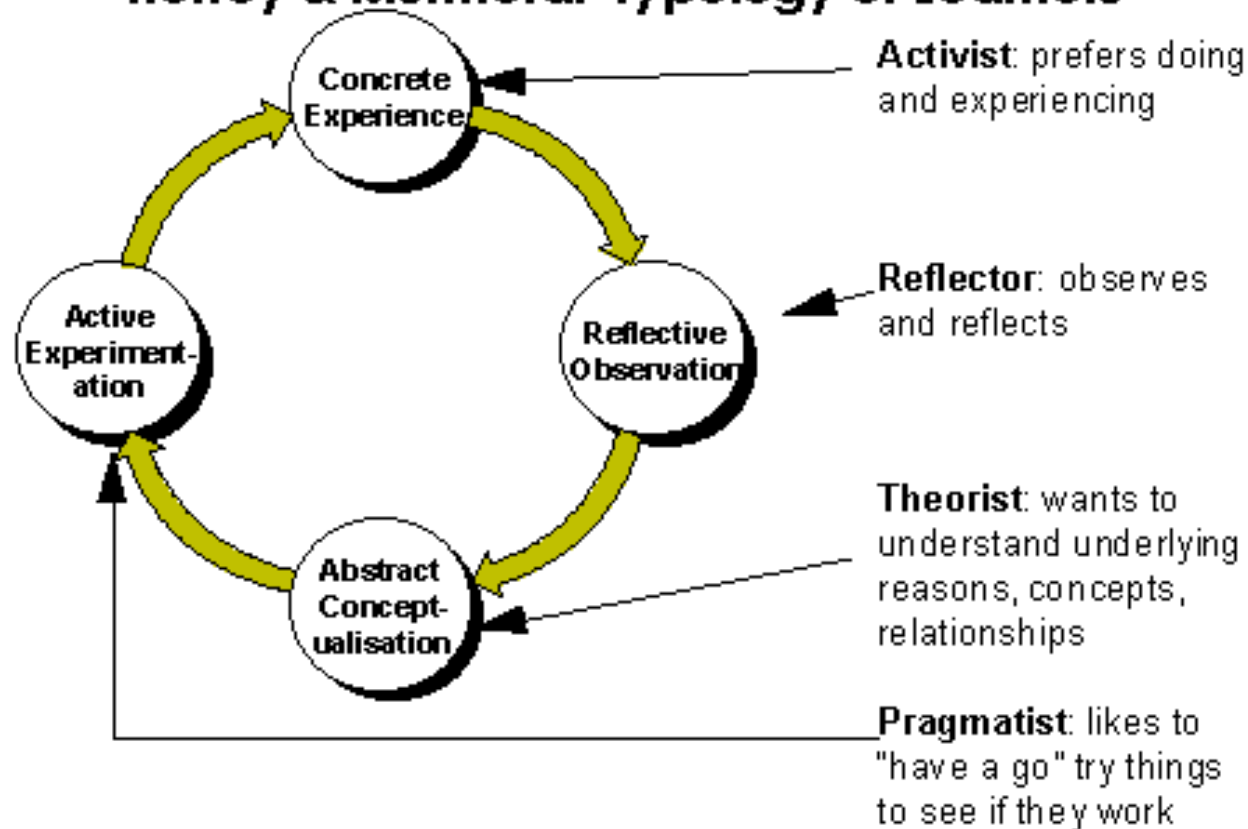


Creative commons search



Learning Styles

Honey & Mumford: Typology of Learners



26/11/07



Which one are YOU?

1. **The Activist / Accommodator**

- Enjoys the here and now
- Is dominated by immediate experiences
- Is open minded and enthusiastic about new things – “I’ll try anything once”
- Thrives on the new and is bored by implementation and longer term consolidation
- Acts first and considers the consequences afterwards
- Prepared to use intuition

2. **The Reflector / Diverger**

- Ponders experiences and observes them from different perspectives
- Collects data and considers it before coming to any conclusions
- Postpones reaching a conclusion
- Cautious
- Observes others before making his/her own points
- Tolerant
- Low profile and distant

3. **The Theorist / Assimilator**

- Adapts and integrates observations into complex but logically sound theories
- Solves problems in a logical step-by-step way
- Is a perfectionist
- Likes to analyze and synthesize
- Prizes rationality and logic
- Tends to be detached and dedicated to rational objectivity
- Maximizes certainty and rejects anything subjective

4. **The Pragmatist / Converger**

- Is keen to try new ideas to see if they work *in practice*
- Searches out new ideas to see if they can be applied
- Is the sort of person who will be keen to see if this works!
- Likes to get on with things quietly
- Is, essentially, a practical, down to earth person
- Likes practical decisions – “There’s always a better way ... if it works it’s good”



Another Learning Style -VARK

See the UoS Academic Skills website

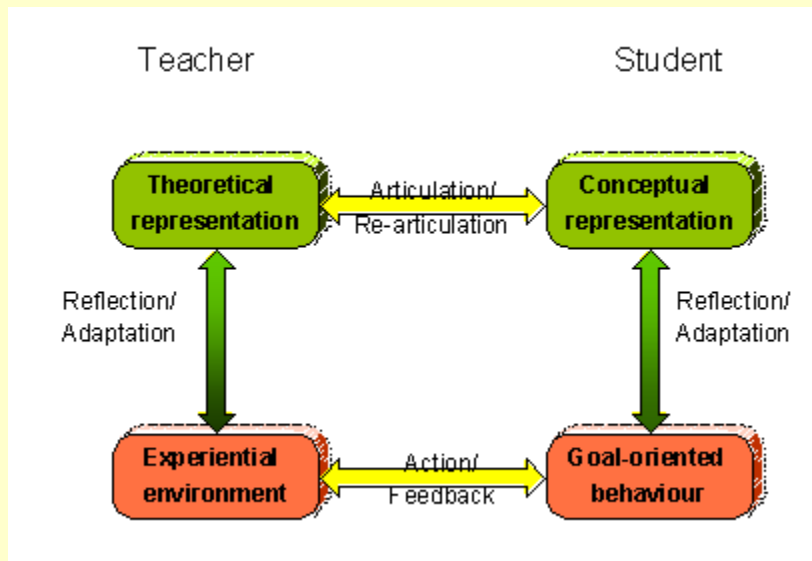
<http://www.academic-skills.soton.ac.uk/index.htm>

1. If you are a **Visual Learner**, you will remember things best when you've seen them.
 - You will like a stimulating and orderly environment.
 - You probably like to use diagrams and charts.
 - You probably like reading, and may be a good speller
2. If you are what's called an **Auditory Learner**, you will learn best when you're listening
 - for example, in a lecture
 - when you're involved in discussion.
 - You will remember things best when you've heard them.
3. **Reading/Writing**
 - University education is ideal for you.
 - You are comfortable reading text and writing notes and essays.
 - When you are studying graphs, charts and diagrams, convert them into words.
4. If you are what's called a **kinaesthetic learner**, you will learn best when you're moving around. And doing things
 - You will remember things best when you've done them (rather than just read about them).
 - You may have trouble with spelling.
 - In lectures you may make lots of notes but tend never to look at them again.


Whats the good of knowing your learning style?

- Visual Learner Tips
- Draw pictures, charts and maps to help you understand things
- Use mind-mapping
- Use planners, organisers or goal-setting charts
- Highlight important points with colour (but not in books which you've borrowed!)
- Try visualising ideas and facts in your mind
- Try changing places in the room while you're studying, to get a different perspective
- Use models if they're available
- When you need to revise, read over and recopy your notes.
- Reading and writing Learners do it at University
- Aural Learners Tips
- Talk things through as you learn them, with a friend or tutorial group
- Get a friend to read aloud to you
- When you have to learn facts, try reciting them to yourself, or even singing them aloud.
- Find out if you study best in silence, or with music playing in the background
- Realise that some people aren't as good as you at remembering what they are told.
- Kinaesthetic Learners Tips
- Move around as you learn and revise
- Work through problems physically
- Mentally review what you've been studying while you're swimming or jogging
- Use models and machines when you can
- Take plenty of breaks while you're studying.

Laurillard's Conversational Framework




- The Teacher can set the task goal
- The Teacher can describe their conception of the subject being taught
- The Learner can describe their conception of it
- The Teacher can re-describe in the light of the Learner's conception or action
- The Learner can re-describe in the light of the Teacher's re-description or Learner's action
- The Teacher can adapt the task goal in the light of the Learner's description or action.
- And so on....




“Live as if you will die tomorrow
Learn as if you will live forever”

Mathatma Ghandi




“Fail to plan
or
Plan to fail”

anon



“Make things as simple as
possible
but no simpler”

Albert Einstein




“The brain is like a parachute...
It works best when open”

anon



“The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes.”


Marcel Proust




**“Good judgment comes from
experience;
experience comes from bad judgment”**

Frederick Brooks






Reflections For presentations




“Never express yourself more
clearly than you think”

Niels Bohr (1885-1962)
Danish physicist




The way to capture a student's attention is with a demonstration where there is a possibility the teacher may die."

Attributed to:
Jearl Walker, Cleveland State University




A lecture is a process where
information is passed from the
notebook of the lecturer to the
notebook of the student
without necessarily passing
through the minds of either

anon




“A lecturer is one who
talks in someone else's
sleep”

anon




"Today's CS lecture will be
conducted entirely through
the medium of interpretive
dance"

Something I've always
wanted to hear but never will



“I never lecture, not because I am shy or a bad speaker, but simply because I detest the sort of people who go to lectures and don't want to meet them”

H.L.Mencken



Information was delivered like a
ruptured fire hose
- spraying in all directions with no
way to stop it!

anon