

L3DC – Study and Presentation Skills

Topic 1:

Getting Ready for Study

About This Unit - Study and Presentation Skills

- *The aims of this unit is to build and strengthen learners' study skills to help them maximise their learning potential and make the most of the opportunities that become available in both the academic setting and the workplace.*
- *This unit is designed to encourage learners to reflect and be accountable for their critical thinking and reasoning, their practice and writing, and using research to providing evidence for their conclusions and recommendations.*

Unit Structure and Content

This unit is designed around six component parts:

- An overview of the nature of study at higher education levels (Topics 1-2);
- Gathering information from appropriate sources (Topics 3-4);
- Using critical reasoning to select sources and to analyse and construct arguments that are based on evidence (Topic 5);
- Producing academic work – exams, essays, assignments, reports and referencing them correctly (Topics 6-7, 11);
- Understand how to approach a research project (Topics 8-9);
- Making a presentation of academic work (Topic 10).

The Unit Roadmap

1. **Getting Ready for Study**
2. Learning and Skills Audit
3. Gathering Information – *Sources and Reading*
4. Gathering Information – *Lectures and Tutorials*
5. Using Critical Thinking and Reasoning
6. Planning for an assignment
7. Academic Writing

8. Writing a Research Report
9. Data Collection
10. Developing a Presentation
11. Examinations and Revision
12. Module Summary and Assignment

Unit Delivery and Assessment

Learning Process:

- Pre-work, lectures and discussion, tutorial activities;
- Private Study;
- Assessment – assignment, 100% of marks;
- Sample assessments are available through the NCC Education Virtual Learning Environment (<http://vle.nccedu.com/login/index.php>) for your reference.

Scope and Coverage

This topic will cover:

- *Introduction to the unit*
- Study requirements in Higher Education
- Independent study
- Prioritising and time management
- Goal setting - using SMART goals

Learning Outcomes

By the end of this topic students will be able to:

- Identify the main components of study skills
- Recognise the study requirements of Higher Education.
- Understand the significance of independent study.
- Use effective organisation and time management when studying.
- Create a personal study schedule

- Set SMART goals for study

Discussion Session

- What are the key skills involved in study?
- How do think study in higher education (college/university) will be different from what you have experienced so far?

What is meant by 'Study Skills'?

Skill

A learned activity performed well and at will.

Study skills

Abilities, habits, understanding and attitudes that enable achievement in your studies.

Researching

Writing

Reading

Listening

Analysing

Criticising

Note taking

Paraphrasing

Summarising

Organising

Skim reading Scanning texts

Selecting

Planning

Preparing

Practicing

Presenting

Memorising

Learning

Reviewing

Organising

Timetabling

Scheduling

Editing

Proofing

Prioritising

Motivation

How is higher level study different?

Study is different

- Coping with greater levels of difficulty and complexity
- Increased independence
- Developing as a learner and/or professional
- Continually seeking to improve 'personal performance', taking responsibility for own work

Role of the 'teacher' is different

- Creating knowledge
- Intellectual curiosity; learning community
- Less support during assignment tasks

So, what is expected from you?

You are expected to:

- Show independence
- Self-motivate

- Set goals for study and to improve your work
- Organise your time
- Work out when and how you learn best
- Work things out for yourself
- Be open to working with others

Based on Cottrell (2019) The Study Skills Handbook

Ground Rules

During classes, students will be expected to:

- Prepare and bring all necessary materials to class
- Finish tutorial activities on time
- Participate in all activities
- Be willing to share thoughts with the class
- Answer questions
- Ask questions
- Be respectful and support each other

Checkpoint Summary

- 'Study skills' involves becoming better at specific aspects of study
- In Higher Education, study and the role of the 'teacher' are both different.
- Teachers have a number of different roles and the focus for students is on independence.

What do I need to do?

Make sure you are very familiar with your modules

- What is required to pass the modules?
- When are the assignment cut-off dates?
- What are the learning outcomes?
- How much time do you need to allocate to study?

Review these questions as part of the follow up from this lesson and preparation for the next

SMART study goals

"I will obtain the confidence to give the end-of-module presentation from note cards in front of a mirror and friends for the next 3 weeks."

- Specific - I will focus on developing my confidence for the end of module presentation on my research
- Measurable - I will give the presentation clearly and without stumbling and achieve a good pass.
- Attainable - I believe anyone can do this and I will practice in front of study buddies to build my confidence.
- Relevant - The confidence to present effectively is necessary to pass the module and is a transferable skill.
- Time-Based - The presentation will be given in 12 weeks from now.

Importance of Prioritising

- Helps you deal with the competing and conflicting demands on your time
- Helps you to challenge procrastination
- Helps you to achieve your goals
- Expected of you in Higher Education
- Transferable skill to the workplace

*Often poor prioritisation prevents students from achieving their best, **NOT** lack of ability*

Create a 'to-do' list

1. Break large, overwhelming tasks into smaller, more manageable actions
2. Prioritised your tasks
3. Enter your prioritised to-do list into your diary
4. Ensure your high priority tasks are done
5. Note any future follow-up actions relating to completed tasks in your diary
6. Identify tasks that you can delegate, or dump
7. Cross off the completed tasks for a sense of achievement

8. Transfer uncompleted tasks to next day's to-do list, so that they progress up your prioritised to-do list

Keep a schedule

- Use your prioritised to-do list
- Use one diary, calendar app., Bullet Journal – have it with you always, check it at least daily
- Enter deadlines, classes, tutorials
- Do not schedule 100% of your time allow for emergencies
- Plan time for family, friends
- Record follow up tasks
- Consider project tracking/workflow software

Procrastination: How to recognise it!

- Tidying the desk/cleaning the room - *repeatedly*
- Organising files on the computer - *continuously*
- Making *another* to-do list
- Making *another* cup of coffee '*before you start*'
- Answering emails/texts - *constantly*
- Internet browsing - *frequently*
- Checking Instagram/Twitter - *often*
- Playing online games - when there is work to do
- Daydreaming/staring into space

University of Dundee (2023)

Preparing for the Tutorial and the Next Topic

- The tutorial will follow this lecture, ensure that you have completed all the necessary private study exercises beforehand.
- The next topic will be on learning and an audit of skills

- Ensure that you complete the necessary private study exercises to prepare for the next topic