***Your data***

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# **Learning to study** *2. Effective Studying*

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| --- |
| **Learning outcome**  You can evaluate your own study behaviour using proven effective strategies and habits and determine the actions that are most relevant for you to improve. |

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| --- | --- |
| Do you think you are studying effectively? Argue your answer by indicating where you think you are effective and what you can improve upon. | |
| I think i generally study effectively since once I finish studying i retain about 70% of the information studied long term. Short term memory i can memorzie about 80-90% of information. But for long term memorization i could sit down multiple times a week in order to assist memorization. | |
|  | |
| **Your learning style**  - What were the results of your learning style test?  - Do you recognise yourself in the results?  - Explain why the outcome does or does not apply to you.  - Which learning style or combination of learning styles does your study programme (or a particular part of your study) appeal to?  - What personal learning behaviour do you think you can adjust to study more effectively? | |
| Meaning oriented. I do recognize myself in the result because i do enjoy learning. It applies to me since I do enjoy learning especially about the things i do not understand such as physics and computer science. The learning style i was given is fine by me so i will just keep with that. I could study more often in subjects that are important but less interesting. | |
|  | |
| **Which strategies will you work on?** | |
|  | **Your answer(s)** |
| **No cramming** spread the learning material over several study moments | I'll definitely try it out |
| **Switch** between subjects during a study moment | Maybe I'll try it in the future |
| **Ask, explain and connect** material by asking and answering ‘how’ and ‘why’ questions | I already am |
| Gather practical **Examples** for the material | I already am |
| Combine **Words and Visuals** | I already am |
| **Recall what you know** about previous subjects | I already am |
| **Coach yourself**:before, during and after studying by considering how it's going, and if it is necessary to change your approach | I'll definitely try it out |
|  | |
| **Which habits can you improve?** | |
|  | **Your answer(s)** |
| Visit class faithfully | I already am |
| Studying together | I already am |
| Ensure you are concentrated | I already am |
| Looking for support in time when I can't figure out something on my own | I'll definitely try it out |
| Getting enough sleep | I already am |
| Having fun and seeking out conviviality | I'll definitely try it out |
| Spending time | I already am |
|  | |
| **My shortlist for the coming period** | |
| **Your shortlist** | **Your explanation(s)** |
| Spread the learning material over several study moments | I think this is important because it is bad from cramming |
| Visit class faitfully | I think this is half the learning, since if i dont go to class no one will teach me the material |
| material by asking how and why questions | This one just helps me understand the study material if i understand how it works on a basic level |
|  | |
| After trying out the three tips, look back and consider which one worked best for you.  Write out a short pitch below for a fellow student. A pitch is a short explanation with which you try to convince someone of something.  Tell your fellow student: why do you think this strategy works so well? How did you go about it? What do you advise your fellow student to do? | |
| I think you should consider the strategy "going to class". It is crazy how much you can learn just by letting the experts talk on it. It is like they know what they are talking about. It is crazy efficient as well since now when i sit down to study i already know bits and pieces of the material becuase i payed attention!!!!!! YOU SHOULD GIVE IT A CHANCE!!!!!! | |
|  | |

## *3. Staying on Point*

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| **Learning outcome**  You have researched the extent to which you actively participate in class, and have substantiated this with examples. You have formulated a number of points for improvement and substantiated in practical terms what you are going to do to gain even more from class. |

|  |  |
| --- | --- |
| Which learning phase are you in when it comes to attending class?  What are you doing and what aren't you doing yet? | |
| I would say I am consciously competent when it comes to attending class. I usually do the assignements, i always sit in the front, i pose questions and such but sometimes i get distracted by phone or computer screen, even if i try not to. | |
|  | |
| **Social disincentives**  *- How positive is the social climate in your class or group of friends to perform?*  *- To what extent do you let your social environment stimulate or inhibit you?*  *- Support your answers with examples.*  *- Do you see reasons for yourself to change this?* | |
| 1. I think the social climate is great since studying is looked up to and is not demonized. 2. I try my best to stay on track from distractions in the social enviroment by going to quiet areas when i need to study. 3. I study alone or max with one person in a different building when i have homework or studying to do 4. I think this is a good practice so no. | |
|  | |
| What are your most important reasons not to go to class? Argue why you think this is good reason or not. | |
| The most important reasons is when you are sick physically or mentally and because of that you need a break. All though it is bad in the short term since you will have to catch up with the study material, it is important to take care of personal health so that it does not become something more serious. | |
|  | |
| **Reason** | **Mark 1-10** |
| You gain insight into the broad lines of the course | 10 |
| You receive an explanation regarding the material | 9 |
| You can ask questions on what is not clear | 10 |
| You gain insight into what is important to the teacher | 10 |
| It saves time because you don't have to study everything | 10 |
| You'll be at school anyway, and you will be able to work with other students, or you'll have personal study time | 3 |
| It helps you to stay up to date throughout the period | 10 |
| You can tap into the enthusiasm of the teacher | 5 |
| You will learn more about why this course is important in professional practice | 10 |
| Classes exist for a reason; these have a role in the study programme | 10 |
| You rather listen or watch than read | 10 |
| You can show who you are | 5 |
| It is pretty interesting | 10 |
| You get to know the teacher | 5 |
| You'll have a better idea of what will be asked of you in a test | 10 |
| It helps you obtain discipline or structure | 10 |
| It is an opportunity for contact with fellow students | 5 |
|  | |
| What are your most important reasons to go to class? Explain to what extent these reasons already encourage you to go to class. | |
| - | |
|  | |
| **My preparation:**  - What do you do to prepare for class?  - Do you act like a student or a professional?  - What is an important reason for you to be better prepared?  - What step are you taking to be better prepared than you previously were? | |
| 1. I make sure laptop is charged and that i am up to date with study material. 2. I act like a professional student. Ask questions where necessary but not make much noise other than that. 3. So that I do not ask questions from previous study sessions and hold others back. 4. I will wake up earlier so that I get to school a bit earlier and therefore i have a bit of time to wake up and drink coffee | |
|  | |
| To what extent is active participation in class a challenge for you, and what can you do to get more out of a class? | |
| It is not a challange for me since i am usually prepared therefore i know how to tackel the problems | |
|  | |
| After class, compare your notes to the notes of two classmates.  - To what extent do your notes differ from those of your classmates?  - What can your classmates learn from you?  - What can you learn from them? | |
| - | |
|  | |
| Substantiate the extent to which you make effective notes during class and use the theory and feedback to describe at least two things you will be doing starting tomorrow to make your notes more effective. | |
| - | |

## *5. Text Study*

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| **Learning outcome**  You can study texts from your own study programme effectively by applying the steps of active study. You can argue the added value of this for you. |

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| Do you take a conscious approach to reading texts? Or do you just start and see how far you get and what the text is about? Here you'll describe what your approach has been so far with regard to reading study texts. Explain as clearly as possible what your approach usually looks like. |
| My approach usually is to just start reading and start making summaries of the text as I read it. In those summaries I usually put definitions of important words, or the ones i do not know the meaning of. Based on how difficult the text is (e.g. how many definitions / new words it includes) I will adjust my next study session to that. |
|  |
| What does your ideal study environment look like? What helps you to concentrate on reading? Is it a low-stimulus environment? |
| It is usually a low-stimulus work environment such as a classroom or a library. |
|  |
| You have practised the step-by-step plan for actively studying texts using a sample text. Please look back at the different steps. What did you think of this approach? For each case, indicate which steps you have already applied and which parts were new to you. |
| I think this approach is very useful for studying for an exam but for generally trying to find information it is too much. I have used revision, summarizing, planning steps before but the other ones were new to me. |
|  |
| **Look back on the exercise with the step-by-step plan using your own study text:**  *- How did you apply it this time?*  *- How did the exchange with your fellow student benefit you?*  *- Which steps did you find easiest?*  *- Which steps did you find most difficult?* |
| I used different methods to read through information management. First I read it thurougly, and then just kept on repeating it until I managed to memorize most of it. The exchange was usefull since they helped me with my problems. Probably the easiest was the preparation and the hardest one was the repetition because one of them was done quickly while the other I had to focus for a long period of time |
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# **Reflection**

## *1. The Importance of Reflection*

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| **Learning outcome**  You now know what reflection entails and you have argued why it is useful for you to develop this skill further in work or study situations. |

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| --- |
| In which learning phase do you place yourself when it comes to reflection? Please explain your answer. |
| I would say I am in the consciously incompetent phase because I am aware of the positives of doing proper reflection but i do not know how to do it or have the energy to do it. |
|  |
| Do you recognise any of the aforementioned risks? Have you ever encountered one in a previous study programme? If so, outline the situation and explain how you dealt with the risk. |
| Sometimes in high school during math lesson a lot of people had problems understanding why some of the things we were learning are important just for them to later find out that it is important. IT was more like learning to use a tool without knowing what to use it on. I didn't mind it too much unlike others but i think the best way to deal with it is just to keep learning and then you will find a use for the information learned. |
|  |
| Which of the three methods of reflection mentioned above are covered in your study programme? |
| Starr(T) method is definitely in it since we also have to finish that chapter this week. Im not sure about the others |
|  |
| Which of the three above-mentioned instruments are used in your study programme? |
| We will have a portfolio in order to collect our development over time |
|  |
| Conclusion: substantiate the extent to which learning to reflect more effectively is important for you and your study programme and/or work. |
| I currently am not sure to what extent it is important to reflect, but I believe that it will help improve my specific learning targets if I start doing so. |
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## *5. STARR(T) Method*

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| **Learning outcome**  You are now familiar with the STARR(T) method by applying it step by step to your own situation. |

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|  |  |  |  |  |  |
| It was our first project and I was the team leader. We had multiple deadlines by the end of the week but some of my team members needed to prepare for resit on exams. Some of my teammates wanted to focus on the resit, the others wanted to focus on the project and we did not know how to distribute it. | I was the team leader so i was the one deciding who does what in the team. I was the one who was organizing the tasks so that they are completed in the correct order as well. My task was to solve this work distribution problem for the team. | We started to keep track on who worked how many hours per week, and this way the people who did not need resits worked a bit more on the project for that week but the people who prefered to study for the resit, they studied for it then worked extra the next week on the project. | This way we did not fall behind with the project work and our team members were not really angry that some had to work more than others. This way everyone was happy and everyones personal agenda was also dealt with. | I think the task itself was resolved resonably. I made a deal with some of my teammates that we work extra so that we meet the deadlines. This way the others had time to prepare for their resit. But this way the people who did not do project work had to do extra the next week so that the people doing extra work did not get angry, and feel unfair about work distribution. in retrospect i wonder if the decision i made was the most effective one. maybe next time i could just make really strict deadlines so that the work is finished early and therefore they still have time for personal study. I demonstrated empathy, organizational skills, peoples skills during this problem. Empathy because I sympathized with the people that had a resit all though it was their personal problem which should have been dealt with in a way that  the project is not effected. I demonstrated organizational skills because I came up with a plan that would benefit everyone equally and meet everyone's personal agenda and keep the project on track. I demonstrated peoples skills because I managed to convince some of my teammates to do extra work all though it they should not have to do in a normal circumstance. | The next time I will use my organizational skills and my peoples skills again to find a solution. If that solution seems unfair or if we can not find a solution, then I will cut back on my empaty and not ask the people who are organized to do extra work beacuse some others are unorganized. |
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# **Collaboration**

## *1. The Importance of Collaboration*

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| **Learning outcome**  You have argued why collaboration is an important competence for professionals and to what extent collaboration is important in your study programme and (future) profession. You have learned what exactly the collaboration competence is and have made an initial estimate on how to develop this competence further. |

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| --- | --- | --- | --- |
| What exactly is collaboration? What different aspects are involved? | | | |
| Collaboration is the ability to work efficiently in a team towards a collective goal. Some of the different aspects of it would be Collaboration, Coordination, communication or even mutual trust | | | |
|  | | | |
| How many points did you score?  To what extent is collaboration part of your study programme?  Is there collaborative or cooperative learning and if so, how is this reflected in the course materials?  Which educational components feature collaboration and why? | | | |
| 8 out of 9 A very big part of my course is collaboration. This is because of all the group projects that we do which require us to work at least 10 hours on them each week in collaboration. We have a lot of collaborative exercises in some of the web design lectures but other than that not that many.  And sorry but i do not know and i cant seem to find what educational components are. | | | |
|  | | | |
| What is the importance of collaboration when it comes to your (future) work?  Is collaboration reflected in the competences and/or professional profile of your study programme?  Support your answers with examples. | | | |
| A lot of work is done in collaboration with others in real life, therefore it is important to learn the communication and team workings skills required to work in collaboration. Collaboration is definitely reflected in the competences of my study program given the 9 week project assignment each period. | | | |
|  | | | |
|  | **Already excel at** | **Yet to develop (later)** | **Developing now** |
| **Knowledge** | <|Variable:76140.edef5d38-90ba-4c0b-a59c-0a9766bac699| |Variable:76133.fd731ef0-1d5f-4502-a930-9695ea117499|> | <|Variable:76140.25935207-be9e-41ce-894c-2903cbeca93c| |Variable:76133.66509949-3682-4694-8b53-63c542ffe144|> | <|Variable:76140.c8112856-3152-453b-be38-3bfa2e417fdc| |Variable:76133.3ba050a1-e1bc-448f-9b3a-dfc308aadf6d|> |
| **Skills** | <|Variable:76140.d40b6348-0bcb-486f-85c4-ad772763ccf5| |Variable:76133.e97166f4-d834-46a7-be5e-d47e613f469c|> | <|Variable:76140.9e066cea-7c53-4891-83dc-81f5d9eebd17| |Variable:76133.dd4e35a0-d5e4-4d27-9c6f-1da2257a88fb|> | <|Variable:76140.ddce04a0-859e-4ff0-afc8-9e9bdac2c714| |Variable:76133.547ac9c5-e3d6-432a-a7e8-f5085e27d2d6|> |
| **Attitude** | <|Variable:76140.0cd95e83-46e9-4eb8-863e-8839514387c1| |Variable:76133.fe69a4a7-1aff-4de9-b706-a86ca5ce61d4|> | <|Variable:76140.a51feb44-1530-4f84-9a1b-97e5c2f96d4e| |Variable:76133.0b3f94b7-7768-4c96-9305-beb047e96405|> | <|Variable:76140.53348465-6d79-4063-b878-9156cc6399d7| |Variable:76133.1b7cbcd2-673e-44e9-ab8c-532747a6ddc8|> |
|  | | | |
| Which parts are useful for you to work on? | | | |
| Afterwards option is what i need to work on the most probably becuause i have never done 360 feedback in my life and i have to improve my reflection skills | | | |
|  | | | |

## *3. Team Roles*

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| **Learning outcome**  Using Belbin's theory of team roles, you explain your strengths and weaknesses in collaborative settings and how they relate to your collaboration partners. You subsequently apply these insights in an actual collaborative setting. |

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| --- | --- | --- | --- |
| What type of behaviour do you display most in a collaborative setting? Are you oriented towards actions, people or thoughts? Please explain your answer. | | | |
| I would say I am more action oriented. I like quiet work where everyone has their own job to do in the group and they can focus on their own functions. I like it as well when the work is divided equally so everyone knows what to do. | | | |
|  | | | |
| Which team role did you choose?  To what extent do you recognize yourself in the explanation of this team role? Please explain your answer. | | | |
| Coordinator and a complete finisher.  I recognize myself as a complete finisher since I always doublecheck every document and every turn in assignment for potential mistakes. I recognise myself as a coordinator since I am the one making all the appointments for team meetings to interviews to interim results. I am also the one making deadlines for each of the assignments that we need to complete | | | |
|  | | | |
| **Belbin test** | | **Your answer(s)** | |
| Which team roles do you fulfil according to the test? | | Implementer | |
| Coordinator | |
| Monitor evaluator | |
| Does the result of the test match what you described on the basis of the theory?  Listing everything you have learned in this section, which team roles suit you best? | | Monitor evaluator | |
| Coordinator | |
| Completer finisher | |
| Argue in which aspects of the team roles you recognise yourself and substantiate why with examples. | | I think it mostly matches me. It was hard to decide since my results were very divided equally. All of them seem to match me but i belive that I mostly match coordinator and complete finisher | |
|  | | | |
| **Based on your team roles, what are your strengths in collaborative settings?** | | | **Based on your team roles, what are your weaknesses in collaborative settings?** |
| ensure that there have been no errors or omissions | | | May worry too much about deadlines |
| good listener and able to recognize the value that each team member | | | May delegate away too much personal responsibility |
| good at at analyzing and evaluating ideas that other people come up with | | | Poor motivator |
|  | | | |
| What is the most important feedback you received?  Describe how the feedback obtained relates to the characteristics of the team roles that suit you. | | | |
| That I tend to try to focus on too many things at once and not go task by task. I may try to do everything at the same time, and while it might make sense in my head, other people often find the way I think a bit all over the place | | | |
|  | | | |
| What **new information** about your strengths and weaknesses in a collaboration have you gained from the feedback? | | | |
| I am good with deadlines and with communications between people. I also good at doing busy work. I am also good at distributing tasks evenly. I am not good at communicating my plan with everyone. I am not good at giving negative feedback to people | | | |
|  | | | |
| According to the theory, which two roles do you collaborate **best** with? Is this reflected in the actual collaboration with your project group? Support your answer with an example. | | | |
| Shaper and plant, since they are creative problem solving people and therefore capable of executing the tasks I hand out. Sadly we only have plants in our group and not a shaper. | | | |
|  | | | |
| According to the theory, which two roles do you collaborate **less** well with? Is this reflected in the actual collaboration with your project group? Support your answer with an example. | | | |
| According to theory I do not match well with team workers as leaders, but since I am the leader in our group this should not be a problem for us. | | | |
|  | | | |
| **Group assignment** | | | |
| Which team roles are represented in your team? Use the first and second preferred role of each group member for your answer. | | | |
| Plant  coordinator completer finisher shaper implementer  Sadly that was all the information that I could get from my team. | | | |
|  | | | |
| How are the roles distributed? Which role is over-represented? What is missing? | | | |
| Sadly we do not have a monitor evaluator, resource investigator, team worker and a specialist. we have two complete finishers, but other than that no other role is over represented | | | |
|  | | | |
| **Question** | **Your answer(s)** | | |
| **Is this effective?** | So far we have not had many problems dividing up the work so in some sense they are. | | |
| **Which roles reinforce each other?** | Coordinator and shaper and completer finisher i would say are the best combinations in our team | | |
| **Which roles may get in each other's way?** | Completer finisher and plant are the ones that may have disagreements. | | |
| **What can you change to improve collaboration?** | Usually to plan out most of our work ahead of time and divide it in a way that everyone agrees with | | |
|  | | | |

## *5. Risks of Working in Groups*

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| **Learning outcome**  You are aware of the main risks of working in groups and ways to deal with them. You and your group have made agreements about what to do if these risks occur. |

|  |  |
| --- | --- |
| **Nr.** | **Your ranking** |
| **1.** | Abiding by the Code of Conduct |
| **2.** | Clear group goal for the project |
| **3.** | Abide by the deadline |
| **4.** | Create group roles |
| **5.** | Ensure positive work enviroment |
|  | |
| **Nr.** | **Collaboration agreements** |
| **1.** | Ensure positive work enviroment |
| **2.** | Group roles |
| **3.** | Keep to the deadline |
|  | |
| To what extent do you find it difficult to address people when they do not keep their agreements? Which tips from this section will you use for this? | |
| I do not enjoy calling out people for their lack of work, but if it is necessary and if my group also agrees that they are a free rider, we will sit down with them and using a warning system we will tell that person that they need to contribute more. | |
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## *8. Feedback*

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| **Learning outcome**  You are able to indicate the importance of feedback for learning and good collaboration and are able to give and receive feedback in accordance with the established (theoretical) rules. |

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| Describe the situation. | |
| My teammate did not work the required amounts on his website design therefore leading us to have less feedback on the website. | |
|  | |
|  | **Your answer(s)** |
| **Behaviour** | I think that you have not met the required amounts of weekly work for this week. |
| **Emotion** | I feel like this is holding the team back from the true potential. |
| **Consequence** | I believe that we have gotten less feedback during the interview because of the lack of work that was put into that website design. |
| Here you give the other time to respond | |
| **Desirable** | I believe that the team could benefit from you spending more time on project assignments |
| Here you ask what the other thinks of your proposal. | |
| **This is your current feedback.** | I think that you have not met the required amounts of weekly work for this week.  I feel like this is holding the team back from the true potential.  I believe that we have gotten less feedback during the interview because of the lack of work that was put into that website design.  I believe that the team could benefit from you spending more time on project assignments |
| **Condition** | |
| Descriptive | Yes |
| Specific | Yes |
| Taking into account your own needs and those of the recipient | No |
| Applicable | Yes |
| Desirable | Yes |
| At the right time | Yes |
| Clearly and precisely formulated | Yes |
| Correct | Yes |
| *Giving feedback*  - What was it like to give the other person feedback?  - To what extent have you succeeded in conveying the core of the feedback to the other?  - Which insights from this section have helped you with this?  - Is the other person going to do something with the feedback? | |
| I liked that since formal language was used it was less personal. I believe that they have understood what i meant with my feedback and they have adopted to it. I believe that the formal language used in this section was really helpful to not make the problems personal I believe that they will since we have discussed it. | |
|  | |
| *Receiving feedback*  - Describe as clearly as possible what feedback you have received.  - What was it like hearing this feedback?  - What are you going to do with this feedback? | |
| I was told that I would need to work more on the documents in order to make the work between team members fair. It was useful to know the amount of work my teammates are expecting me to put in so i can adopt to it. I will use this feedback to spend more time on project work over the week. | |
|  | |

# **Planning & organising**

## *1. The Importance of Planning and Organising*

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| **Learning outcome**  You can substantiate the importance of planning and organising your study (and work) and have indicated the extent to which planning is a development theme for you. |

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| --- |
| Why do you think planning is important during your study programme? Include the terms effective and efficient in your answer. |
| Planning is important in order to have an organized and healthy lifestyle while studying full time. If you plan ahead you will be able to see what you can afford to do in your free time, such as you can see if you are able to go out on a Saturday night. Planning ahead makes it also more efficient and effective way of studying since you are prepared to sit down to work and therefore are able to get more done. |
|  |
| To what extent are you satisfied with how you spend your time? Include the above questions in the substantiation of your answer. |
| I believe that I spend my time productively even without a proper plan. Skills I have learned in high school such as Note taking/Summarizing and an almost daily revision schedule has always left me prepared for exams. On the other hand I feel as if i could further improve my time management for home works and projects in order to be more efficient with my own time. |
|  |
| To what extent should or do you want to develop your planning skills further? Substantiate your answer with at least one example. |
| I would like to be able to plan my study periods ahead for specific subjects which can be difficult since not all information that I study is learned with the same speed. For example i could learn topic A in two hours meanwhile topic B might take 5 hours. It is hard to tell at the begging of a new topic which will it be. |
|  |

## *4. Procrastination Behaviour*

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| **Learning outcome**  You have made a coherent summary of the type of procrastination behaviour you are showing, given concrete examples of this and given reasons for what you are going to do about it. |

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| --- | --- | --- |
| Describe a situation in which you postponed something. Why did you do so? | | |
| Sometimes it is just hard to pick up the laptop and learn about a certain topic that you both do not enjoy learning about and that you can not see a reason to memorize some information. | | |
|  | | |
| **Specific procrastination behaviour** | | **Rationale** |
| I tend to help others too much | | Therefore not have enough time for myself |
| I tend do get distracted in little details that matter almost nothing | | If I care about something I am working on, i will make sure i make it as good as possible but sometimes i get lost in details |
| I tend to get distracted in my own hobbies sometimes | | Sometimes my hobbies I find a bit more interesting therefore I tend to prioritize them over studies |
|  | | |
| **What are you going to do about your procrastination behaviour? Describe three actions and make them as SMARTER as possible.** | | |
| I will prioritize my work over others. I will do this by making sure that I first have my assignement finished before i go to help other people. I can do this by telling them when I will have some free time for them. | | |
| I will prioritize my work over my hobbies. I will do this by making sure that I do not start doing my hobbies until I have done a decent amount of my work done. I can do this by either doing my work in breaks at university, or the first thing when i get home. | | |
| I will make sure that i do not get hung up on small details, I will do this by making sure the general assignment is finished before I go into the details part in order to make sure what really matters is finished first | | |
|  | | |
| On the basis of the above theory, motivate which two types of procrastinators you identify with the most. Substantiate your answer with examples. | | |
| As I have described before (same question as first and second one) I am a perfectionist and a people pleaser | | |
|  | | |
|  | **Type of procrastinator** | |
| **Procrastinator 1** | The pleaser | |
| **Procrastinator 2** | The perfectionist | |
|  | | |

## *7. Making a Study Plan*

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| **Learning outcome**  You have drawn up a block schedule and a weekly schedule for your study programme, implemented them and adjusted where necessary. You have periodically reflected on the extent to which this way of working helps you and how you can further develop yourself in this area. |

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| Motivate to what extent paying attention to planning makes sense for you. |
| For me planning is an important skill but an unreliable one. Planning out from hour to hour how much you will study is not the right way of looking at it in my opinion. Since while working on tasks you might hit some hurdles in studying and therefore it might take longer than planned to study that one subject. For this reason I like to plan my time in a way that consists of tasks and not hours studied for that specific class. |
|  |
| To what extent does the number of hours you study correspond with the intended study load? Motivate your answer. |
| The intended study load would be the approximated study load based on average. This might take a bit longer for some people, but it also might take a bit less time for others. |
|  |
| Compare your block/semester schedule with that of two other students and ask your teacher for feedback. What do you get out of it, or what did you do with it? |
| Theirs were more prepared, and exact. They had different topics mapped out week by week from the module books. But that is my opinion, I didn't ask for feedback from a teacher |
|  |
| Compare your block/semester schedule with that of two other students and ask your teacher for feedback. What do you get out of it, or what did you do with it? |
| Same answer as previously. Their schedule were more prepared because of the proper use of the module books. |
|  |
| Ask yourself after one week:  - How did it go?  - When did you stick to the schedule? When did you not?  - Have you made any adjustments in the meantime?  - What are you going to do differently for next week's schedule?  - Make a schedule for the new week |
| I think the planning went well but I did not stick to the schedule. I missejudged how much work the project would be therefore spending more time on that instead of other lessons. That is one adjustment I should make for next week's schedule |
|  |
| After about five weeks, ask:  - How did it go?  - When did you stick to your schedule? When did you not?  - Have you made any adjustments in the meantime?  - What are you going to do differently for next week's schedule?  - Make a schedule for the new week |
| My period planning is a good outline but it is not used as much since sometimes some lessons are really heavy while others are easier, so the amount of time I spend on them depends on that |
|  |
| Ask yourself after one block/semester:  - How did it go?  - What was it like to work according to a schedule for a whole block/semester?  - Did you manage to globally keep to your schedule?  - When did you stick to your schedule? When did you not?  - Have you made any adjustments in the meantime?  - What are you going to do differently next block/semester?  - Make a schedule for the next block/semester. |
| The new block has not started yet |
|  |

## *8. Working Effectively on a Daily Basis*

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| **Learning outcome**  You substantiate how putting the tips provided into practice has benefitted you in order to spend your days effectively and efficiently. |

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| Using at least two examples, describe how the tips from this module have helped you to achieve your goals on a daily basis. |
| Determain the time for the activity: It really helps me when I plan out my day. I know I need 2 hours for gym, I know when I have breaks during classes, and I know around about the time I should put into work so this really helps achive my goals.  Making a to do list: It really helps me to plan out my day if I write a to do list, and helps me keep track of all my work |
|  |

**Explore your Opportunities** *2. Explore Your Study Programme*

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| **Learning outcome**  You have a general sense of how your study programme is structured. You have summarised that which is most important for you. |

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| Explain whether your study programme is more specific or broad. |
| It is more broad since, we have optional classes later on in the third year and in the 4th year. We also have opportunities to have internships at the companies of our choice so we can shape our the degree in any ways we want it. |
|  |
| Describe how your study programme is structured throughout the years. |
| It is set into 4 periods and after each period we have exams or turn in assignments in order to test our knowledge. Each period some of our classes vary as well. Then this structure will be repeated in year two. In year three there will be a 6 moth internships with elective classes which will also be repeated in year 4 |
|  |
| What do you think of your current knowledge level with regard to your study programme?  What areas should you explore further? |
| I should further explore the requirements i need for specific internships, and i should do more research on the elective classes i have. |
|  |
| **Study programme**  - What will you be learning over the course of the study programme?  - How is the study programme structured?  - What are the possibilities for work after graduation?  - At what moments do you have the freedom to choose what?  - Can you go abroad during your study programme? |
| We will be learning web development, multiple programming languages, information management, Java and databases and a lot more The study program is structured in 4 blocks each year and those blocks have varying topics and subjects that we will learn about I could go into anything from web design to software development to cyber security. In third year i have freedom to choose my subjects Yes you can but i am not very interested in going abroad. |
|  |
| **Study programme requirements**  - What are the profession-specific competences that you will develop over the course of this study programme?  - What knowledge is important for you future profession?  - What skills are important for your future profession?  - What kind of attitude is important for your future profession? |
| We will learn about project work and how to prepare a project plan, how to have interviews, how to make interviews, how to behave professionally and a lot more. Mathematics and programming are important for my future profession Self learning skills and problem solving skills would be the most important ones A positive, open minded and easy to adjust attitude would be the best for my future |
|  |
| **Environment**  - Are you able to find your way around the building?  - Are you able to find your way in the electronic learning environment? |
| Yes i am able to find my way around the building. Yes i am able to find my way around the ELE. |
|  |
| **Relevant people during your studies**  - Are you familiar with the main teachers?  - Are you able to consult your coach/supervisor when necessary?  - Who can you turn to in the event of problems? |
| Yes I am familiar with the main teachers. Yes I already had a meeting with my supervisor I can turn to my suprevisor and explain the problems i am having and the possible solutions for them. |
|  |
| **Professional possibilities**  - What are the possibilities for working after graduation?  - What type of work can you do with this study programme? |
| I could go into anything from web design to software development to cyber security. Anything IT based work. |
|  |
| **Professional orientation**  - During which part of the study programme can you explore the various career options?  - When will you do an internship and what kind of internships are possible? |
| During the third year with our electives and with out internships I will do my internship in third year and i will probably try out software development / engineering |
|  |
| **Working method/educational vision of the study programme**  - What did you learn about the educational methods of your study programme? |
| It is more electronics based compared to highschool, and it is more self study based. (please give me 5 star :)) |
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