

## Study Verification Test - Student Report

This is an interpretive report of your responses to the study verification test. Its purpose is to help you identify your student profile within specific topics.

The boxplots<sup>1</sup> show how you compare to a larger sample of first semester Medialogy students from Aalborg and Copenhagen. Specifically, they indicate the average self-ratings of all students in seven different topics (see Figure 1) and the self-reported study hours per week (see Figure 2). Your self-reported value for each topic is indicated with red dots. A value less than 0.5 means that you rated yourself lower than the average student. The percentiles indicate the percentage of students whose scores are equal to or less than yours. Based on these results we have created specific recommendations for you to get more comfortable in the Medialogy study environment.

As the report is based on the questionnaire information alone, it may give only a rough indication of your true attitudes. Your advisor or student counselor will help you understand your scores and find the services you desire.

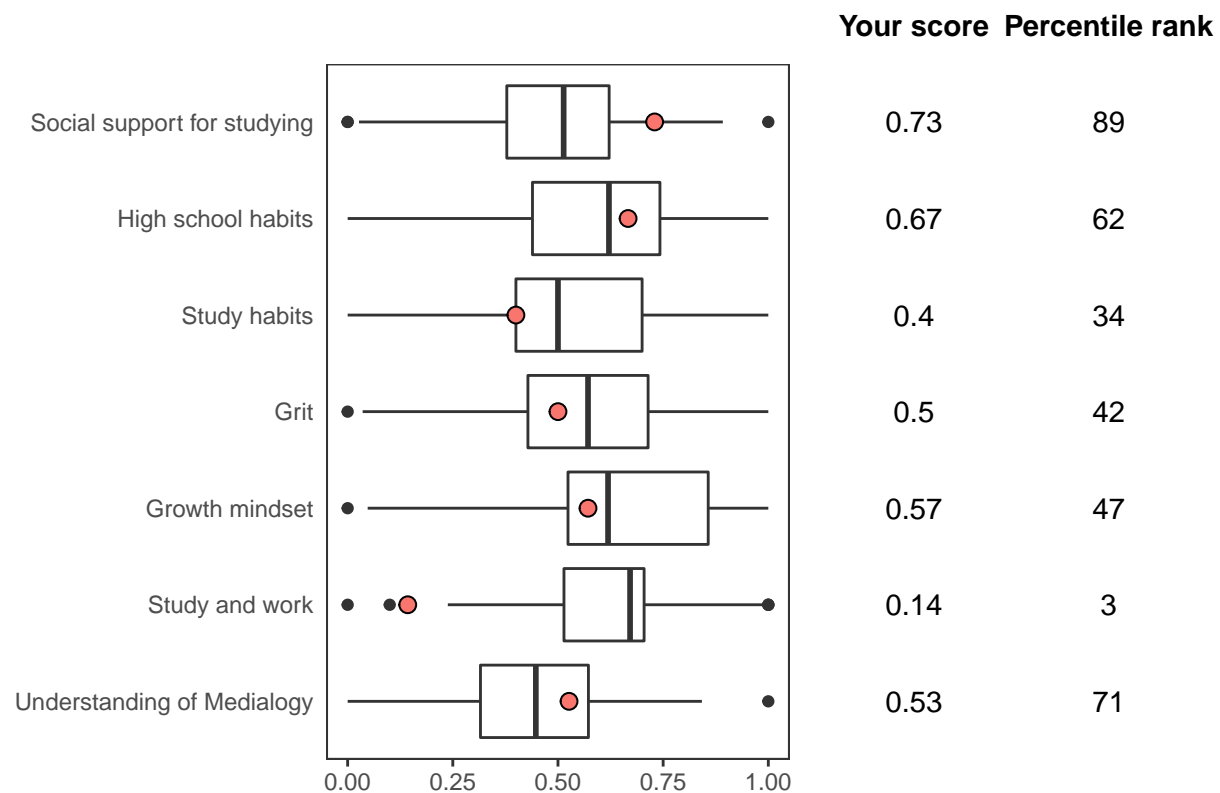


Figure 1: Boxplots of the self-ratings in seven topic of all students.

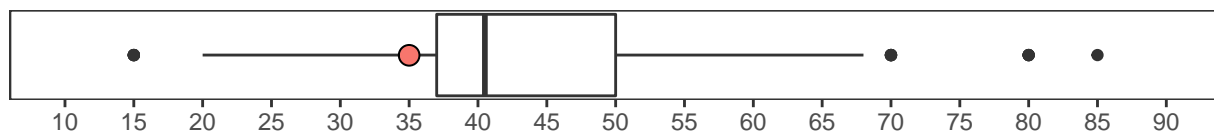


Figure 2: Boxplot of the self-reported hours spent studying per week of all students

<sup>1</sup>A *boxplot* consists of four equal sized groups made from the ordered scores, i.e. 25% of all scores are placed in each group. The lines dividing the groups are called quartiles. The rectangular box denotes the middle 50% of scores for the group, and its length is equal to the difference between the 75th and 25th percentiles. The median (middle quartile) marks the mid-point of the data, indicated as the line dividing the box into two parts. The upper and lower lines (also called whiskers) represent scores outside the middle 50%. Outliers are defined as data points outside the whiskers and plotted as black dots.

## Specific Recommendations

In this section you will receive a more detailed explanation of your results. The purpose of this information is to help you develop your skills and get the most from your university experience. Take a balanced approach to reviewing and utilizing this information. Do not assume that each statement is perfectly accurate just because it is printed in a formal manner; some statements may not fit you well. However, do not dismiss a statement just because it points to a challenge.

Keep an open mind as you consider each statement. When it seems accurate, give serious thought to any suggestions that accompany the statement. If the statement is puzzling, discuss it with someone who can help you interpret it. Approaching the information in this way can be very helpful.

## Social Support for Studying

Studying is a long-term endeavour and there will be times of frustration and doubt. Your self-reported social support for studying placed you in the 89th percentile, and your responses suggest that you received an above average amount of encouragement from friends, family, or other sources when you enrolled for a university degree in general and Medialogy at AAU in particular. During your education it can help to have a social network that understands that times of frustration can be part of pursuing a higher education degree. Your social network can help support you in times of hardship, doubt, and low morale. It is good to hear that you have already made some friends at AAU. Making friends with fellow students at university can be a valuable source to rely on throughout the education.

## High School Habits

In high school, the teacher often has the responsibility of giving homework, communicating learning material, recording attendance in class, ensure student progress, and help the students when required. Your self-reported high school habits placed you in the 62nd percentile, which suggests that you have above average study habits. However, remember that going from high school to university involves many changes that you need to adjust to. As a student at university, you have the responsibility for what you learn. Your lecturers will often have more focus on academic content than on pedagogy, and weak study habits can therefore set you back in your learning progress.

## Study Habits

Weak study habits are the single greatest cause of academic problems at university. Your self-reported study habits placed you in the 34th percentile, and you will benefit from adopting more good study habits. As soon as possible, develop a clear daily routine in which you set aside certain periods of time to study. Learn to focus your attention and to pace yourself. Find the situations or circumstances, where your attention is challenged or removed from otherwise study-allocated time or activity. Examples can be when sitting too far back in the room during the lectures while keeping focused attention, or when multitasking too many activities while keeping the mind from wandering away from the subject matter during homework sessions. Other useful techniques include previewing, underlining, note-taking, and reviewing. Academic counselors can help you develop your study habits and exercises for keeping focus. You can find a set of helpful tools to improve your study habits [here](http://tinyurl.com/AAUstudyPlanning) (tinyurl.com/AAUstudyPlanning) and find study related exercises [here](http://tinyurl.com/AAUstudySkillsExercises) (tinyurl.com/AAUstudySkillsExercises).

## Grit

Talent without hard work rarely amounts to anything ambitious. Making the effort to stay with a problem (or challenge) for long enough, increases your chances of cracking it and mastering new skills. This requires time and dedication, and is known as grit. Students with high self-reported values in grit, are less likely to drop out and fail exams than those with lower scores. Your self-reported grit places you in the 42nd percentile, and your perseverance and dedication to solving problems are therefore above average. Previous Medialogy

cohorts have shown that even students with poor high school grades will make it through the education if they persist and invest the time and effort. Remember this next time you encounter a difficult problem and you feel like giving up.

### **Growth mindset**

Seeing your intelligence as something that you can actively influence and grow is referred to as having a growth mindset. Students with high self-reported values in growth mindset are less likely to drop out and fail exams than those with lower scores. Your self-reported understanding of intelligence placed you in the 47th percentile, meaning that you are open to actively improving your intelligence. Seeing setbacks (failed assignments or poor exam grades) as an opportunity to learn and grow rather than inadequacy, lack of intelligence or talent helps you overcome challenges and develop a positive learning attitude.

### **Study and Work**

Studying requires a lot of time and dedication in order to succeed. Being intelligent and having talent can help but does not replace the need for dedicating time and effort to studying. The ECTS system assumes that you spend 45 hours a week on your education. You reported using 35 hours weekly for studying, which indicates that you are using much less than the recommended amount of time for studying. Meeting these demands is difficult over long-term with too many other obligations. You reported using 4 hours on study related work, and 10 hours on non-study related work. Should you not be able to dedicate around 45 hours to study each week, you should not despair when you fail exams. You simply did not have the time resources to succeed and studying might take longer than expected. However, if you mainly rely on SU this provides a clear time frame within which you need to finish your education. You should therefore carefully review your commitments and other activities that you need or want to dedicate time to vis-à-vis the study demands.

### **Understanding of Medialogy**

Choosing a suitable education can be difficult, and students should reflect on their choice of education, especially, in the first semester(s). Your understanding about what you will learn in the Medialogy programme is in the 71st percentile, meaning that you have a pretty good idea of what you will learn at Medialogy. Medialogy has a strong technical foundation but offers many other skills and competencies that give you opportunities to design novel technologies and this usually involves programming. However, contrary to what you indicated in the study verification questionnaire Medialogy students learn only little about: manual content creation, work with aesthetics, professional moving making, and working as a rigging artist, but learn more about applying programming skills at AAU. Although you have group responsibilities related to your project, the group is not responsible for the individual learning goals, defined in the study plan. Previous students with different expectations either learned to appreciate the content, skills, and opportunities of a Medialogy degree or changed to other programmes or educations. Attending the Med Awards event (usually in November) and seeing other student projects can give you an idea of what you will be able to do if you apply yourself to what Medialogy can offer. Contacting older students in the Medialogy facebook group, study counselors, and going to the study cafe can also provide you information about the education and what it means to be a Medialogy student. You can find information about Medialogy and student testimonials [here](http://tinyurl.com/AAUaboutMedialogy) ([tinyurl.com/AAUaboutMedialogy](http://tinyurl.com/AAUaboutMedialogy)).