

Personalized Feedback for the Study Verification Test

This is an interpretive report of your responses to the study verification test. We hope this report will help you identify your current student profile, but also aid you in reflection and give resources to help you in your study life.

The boxplots¹ below 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 topics: social support for studying, high school habits, study habits at AAU, grit (i.e. perseverance when facing challenges and passion for long-term goals), growth mindset (i.e. believing that anyone can become smarter or more talented through effort and learning), time commitments (study and other), and understanding of Medialogy (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 percentile ranks indicate the percentage of students whose scores are equal to or less than yours. A percentile rank between 25 and 75 means that most of your peers are in a similar situation as you. Low percentile ranks are not something to worry about or blame yourself for, as it is a starting point for your development and potential growth.

As the report is based on the SSP questionnaire information alone, it may give only a rough indication of your true attitudes. Based on your self-reported answers we have created specific recommendations with concrete examples and links for you to get more comfortable in the Medialogy study environment (see the following pages). As follow-up to this report, we will conduct a workshop to help you understand your SSP scores, (re)define your study goals, and talk about the students services you may desire.

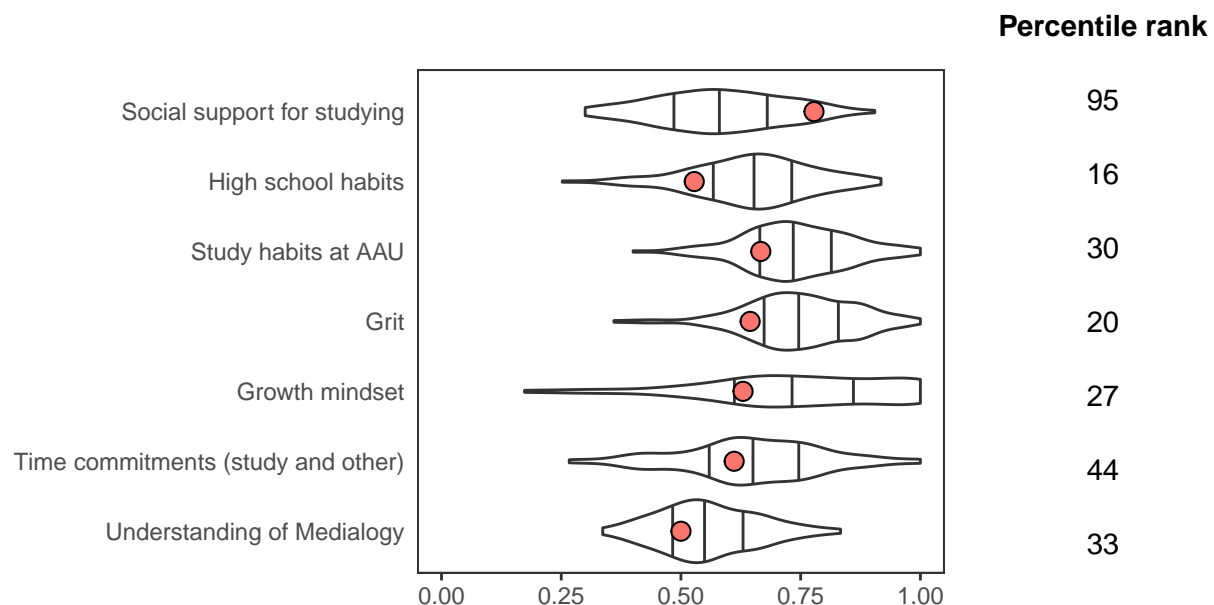


Figure 1: Boxplots of the self-ratings of all students in seven topics.

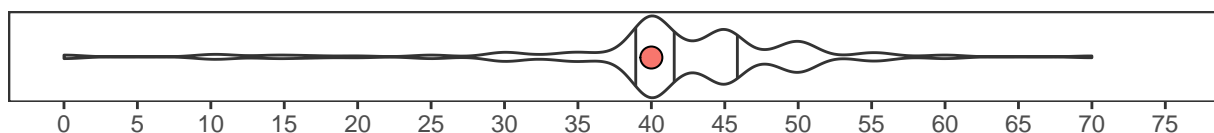


Figure 2: Boxplot of the self-reported hours spent studying per week of all students.

¹A *boxplot* illustrates the full range of variation (from min to max), the likely range of variation called the interquartile range (IQR) and a typical value (median). The three lines inside the curved box denotes the IQR, corresponding to the middle scores of the dataset - ranging from the 25th to the 75th percentile, in which the middle line marks the median.

Specific Recommendations - what can you do

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 either.

Keep an open mind as you consider each statement. When it seems accurate, give serious thought to the suggestions. If the statement is puzzling, discuss it with someone who can help you interpret it. Approaching the feedback below 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. 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 self-reported social support for studying placed you in the 95th 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 find it easy to meet and make friends and that you expect to do so 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. The score of your self-reported high school habits placed you in the 16th percentile, which suggests that you can benefit from reflecting on your study habits. Going from high school to university involves many changes that you need to adjust to.

Study Habits

Weak study habits are the single greatest cause of academic problems at university. Your self-reported study habits placed you in the 30th 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, such as checking Facebook. 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](https://tinyurl.com/AAUstudyPlanning) (tinyurl.com/AAUstudyPlanning) and find study related exercises [here](https://tinyurl.com/AAUstudySkillsExercises) (tinyurl.com/AAUstudySkillsExercises). Some techniques working in high school do not work as well at university. Here you can to challenge yourself and your peers. As a student at university, you have the responsibility for what you learn, as your lecturers will often have more focus on academic content than on pedagogy. Decide what to focus on in your studies, you have the chance to shape and challenge yourself.

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 20th percentile, and it appears you would benefit from more perseverance and dedication to solving problems, achieving study goals, etc. Previous Medialogy cohorts have shown that no matter the high school diploma, students can make it through the education if they persist, and invest the time and effort. Grit is a part of university life. Despite being a demanding part, it is often also what leads to rewarding experiences and new skill sets. Remember this next time you encounter a difficult problem and you feel like giving up. Remove yourself from distractions, be tenacious, and keep grinding.

Growth mindset

Seeing your intelligence, not as static quality or property, but 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 score placed you in the 27th percentile and suggests that you see intelligence as something rather static and outside of your control, meaning that you see intelligence as something rather static and outside of your control to affect. Instead of seeing setbacks as a manifestation of inadequacy, lack of intelligence, or lack of talent, consider them an opportunity to learn and grow your mindset, to overcome academic challenges in your study life. Develop a positive learning attitude, in which challenge is not unwanted, but a logical part of the growth journey. Such challenges include lower than expected outcomes e.g. failed assignments, exams, or low grades. We all have talents and weaknesses. We naturally need to work harder on our personal weaknesses, but we are still capable.

Time Commitments (study and other)

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 during your education, and this means that your work in courses and projects are evaluated and graded based on what a student can do within the nominated hours. You reported planning to use 40 hours weekly for studying, which indicates that you are using less than the recommended amount of time for studying. Meeting study demands is difficult over long-term with too many other obligations. During your education, you should carefully review your commitments and other activities that you need or want to dedicate time to vis-à-vis the study demands. Should you not be able to dedicate around 45 hours to study each week, you should carefully plan these hours and perhaps even minutes, so you do not overwork in wrong places. As students progress they get better at adjusting their study hours and become more aware of how much time they should dedicate to the different study activities. It is quite natural for students to underestimate the workload requirement in the first year. The adjustment is a process, and you just started your transition to university life. This takes time, for some shorter for others longer, but we all have to go through changes like these in our lives.

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 33rd percentile, meaning that your understanding of Medialogy is different from the study plan. 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. Students learn only little about: manual content creation, work with aesthetics, professional moving making, working as a rigging artist, and using adobe software, but learn more about applying math knowledge and programming skills. Previous students with different expectations either started appreciating 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 inspire you and show 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).

Student counselor services

If you need help for specific challenges as a student, we recommend you to contact a student counselor. Unlike counselors at high schools, student counselors at AAU are students studying themselves. They know many of the challenges that a Medialogy student faces, having experienced it themselves or helped fellow students. The student counselor is a good resource for handling student challenges such as:

- Exam/presentation anxiety
- Failing courses (e.g. programming or math)
- Time management
- Guidance in your choice of study

Find your student counselor at your study location [here](http://tinyurl.com/AAUstudentGuidance) (tinyurl.com/AAUstudentGuidance).