

UFSS1504 FIRST SEMESTER Study Guide 2021



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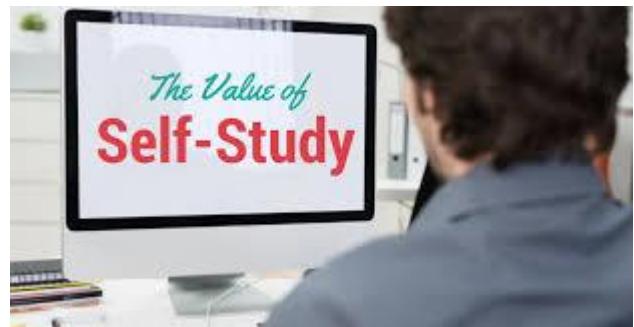


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Introduction

This guide is written as a self-study guide. Self-study means that you will be studying the work on your own without direct supervision or attendance in a classroom.



This means that you need to make the mind shift that your study routine will change from what you are used to.

Self-study also means that you need to realise just how big the responsibility is that you have towards your studies as that power is in your hands more than ever. Self-study (just like with anything else you want to be successful in) will require great commitment from your side.

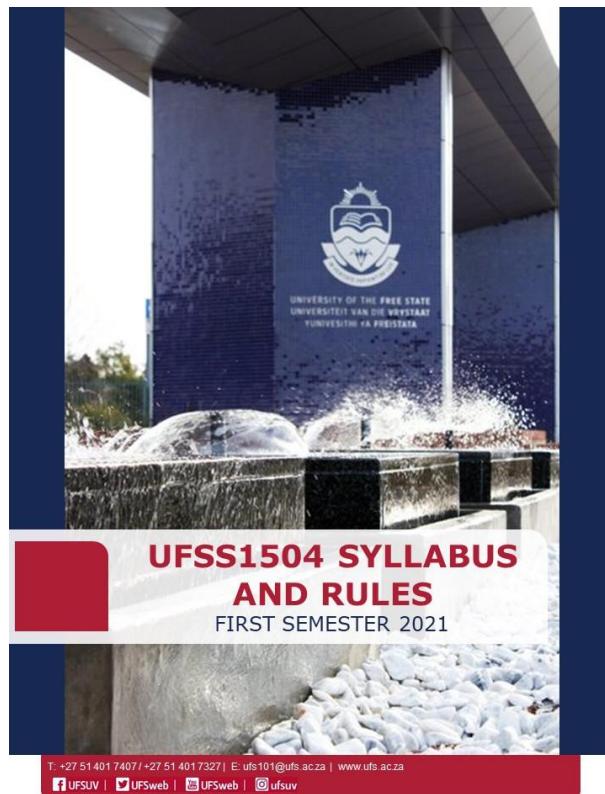
Here are a few helpful tips on how to approach self-study:

- Set SMART study goals
- Set up a work space that allows focused attention
- Set up a work schedule that you can stick to
- Study in short, frequent and focused sessions
- Set up questions and test yourself every day
- Take notes
- Read out loud
- Revise work at the end of every day
- Do extra reading for enrichment and retention
- Ensure that you actually understand the content, instead of just reading through it over and over
- Make use of ufs101qq@ufs.ac.za to ask any questions you may have throughout your studying. You are not alone, we are here to help!

UFSS1504 Syllabus and Rules

This document outlines the course including what topics will be covered in this guide, what to expect in the module, and a list of tests, assignments, and their associated weightings.

Click on the link to access the UFSS1504 Syllabus and Rules.



Follow the steps on the next page to help you navigate this self-study guide successfully.

How to use the UFSS1504 First Semester Study Guide 2021 and navigate the rest of the semester.

Follow these steps to navigate UFSS this semester:

- Step 1:** Download (from Blackboard) and start going through the UFSS guide. You will need this self-study guide to deepen your understanding of the content. The guide will help you understand **WHAT** you will learn.
 1. Familiarise yourself with the overview (and overview map) and the outcomes of each unit.
 2. Read through all the information and make sure to complete exercises or questions that are part of the content for each unit. These have been built in specifically to help you understand the content.
 3. Use the videos, audio clips, and links in the guide to clarify concepts that you need more information on.
 4. Complete the reflection at the end of each unit. This is an exercise for yourself. It will also assist you with the assessments that you will have to complete.
- Step 2:** Familiarise yourself with class attendance and assessment submission dates by checking the UFSS syllabus. The syllabus will help you understand **HOW** you will learn.
- Step 3:** Attend and participate in the UFSS1504 online summer school classes, as per the Blackboard Collaborate link assigned to you. OR Watch the online video recordings. Remember to complete the Participation questionnaires!
- Step 4:** Complete each UFSS assessment via the quiz function (for quizzes) and TurnItIn (reflections) on Blackboard. These assessments will be available under the "Semester 1 assessments" tab in your UFSS module on Blackboard.



PRACTICE the academic success skills taught in this guide by applying the skills to your other modules. Skills take time and practice to develop!

Icons you can expect to find throughout the study guide

Appendix _	Appendices Appendices are documents that will be available at the end of each unit in the guide. It is important that you use these documents as part of your self-study of each unit.
	Book icon This icon means that there is an article/reading/document that is applicable to the specific content that you are working through.
	Audio icon This icon means that there is an audio clip that is applicable to the specific content that you are working through.
	Link icon This icon will take you to external websites that is applicable to the specific content that you are working through.
	Play icon This icon means that there is a video that is applicable to the specific content that you are working through.
Table of contents	Each item in the table of contents will be hyperlinked to that specific section of the guide. You can instantly navigate to a specific section by simply clicking on it in the table of contents – this will help with faster navigation of the guide.

The length and file size for audio and video files will also be indicated in the guide, for all available downloads.

IMPORTANT: The majority of the resources (videos, audios, articles, links, etc.) that enrich the content will not incur data charges if you have the **Global Protect App** activated on your device. However, there are certain external links that will incur data charges – these will be indicated.



What kinds of communication do you need to look out for from UFSS1504?

Emails are the main method of communication that you will need to look out for from us.

How often do you need to check your emails?
Check your emails at LEAST once a week or as often as you can.



Where should you check your emails?
We will communicate everything to your ufs4life student email address.

How should you communicate via email?
Remember that how you communicate will make all the difference in how people (lecturers, other university staff, future colleagues, etc.) will respond to you. Have a look at the Leadership and Communication unit for more information on how to communicate via email.



Blackboard announcements are specific to the modules you are registered for that appear on Blackboard. You can access your Blackboard announcements by logging in to Blackboard with your student number and UFS campus password and clicking on My Announcements. You can also go into a specific module on Blackboard and access the announcements for that specific module there. Blackboard announcements communicate module-specific information. Check your Blackboard announcements at LEAST once a week or as often as you can.



SMS's are sent to students to communicate urgent/immediate information.

Online set up of UFSS1504 online summer school classes

Applications for your device

Computers/laptops:

It is highly recommended that you use Chrome or Firefox as your browser when accessing the guide as other browsers may cause viewing/access issues.



When playing media files (like audio clips and videos), use VLC Media Player.



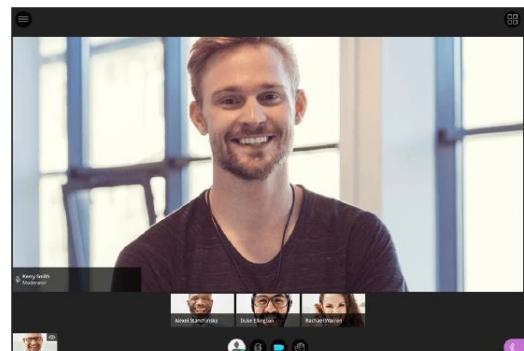
IPads/mobile phones/tablets:

If you are an Android user, be sure to use Chrome or Firefox as your browser when accessing the guide. If you are a IOS user, be sure to use Safari as your browser when accessing the guide.



Blackboard Collaborate on Blackboard

UFSS1504 will be making use of Blackboard Collaborate, which is a platform that enables you to communicate with your Teaching Assistant and attend your online class with your computer, tablet, or mobile device from anywhere.



Before attending your first online class via Blackboard Collaborate, familiarise yourself with how to access this application and guidelines for when you are in a session. Click on icon to access the how to guide for Blackboard Collaborate sessions.



HOMEWORK: Before attending your first online class on Blackboard Collaborate, access the how to guide and add your profile picture.

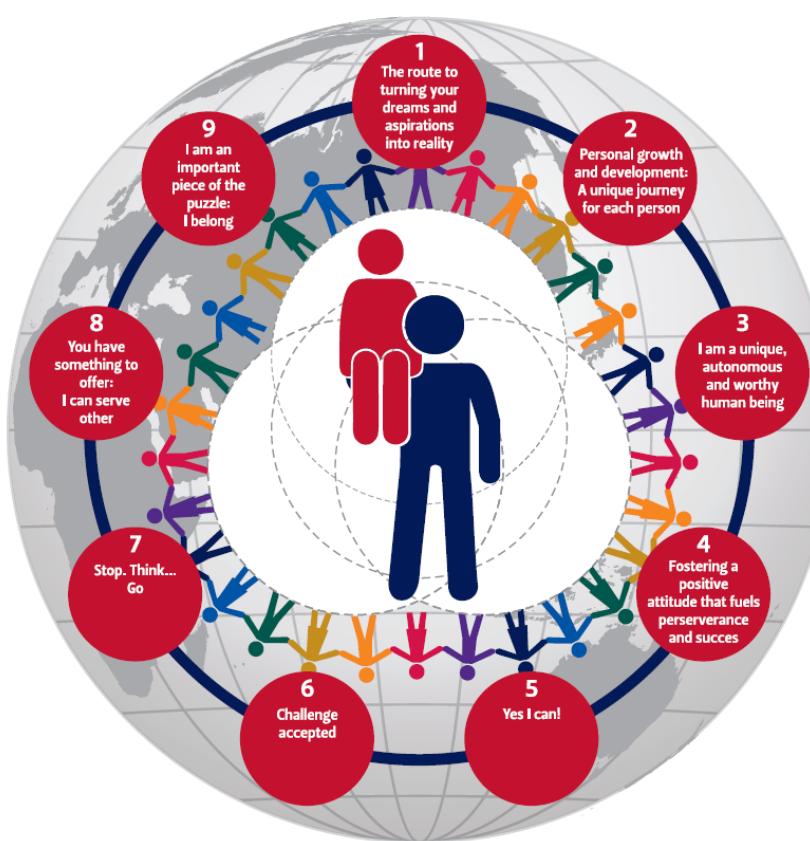
Where can you find support?

The UFS has a Gateway Orientation Programme to help you learn more about the academic support services available on campus. Faculties have also made use of this space to upload faculty specific orientation that you can work through. Follow these links to access the information.

- Gateway Orientation Bloemfontein campus [🔗](#)
- Gateway Orientation QwaQwa campus [🔗](#)

The UFS has a peer mentor programme in place to help you transition into the university environment through social and emotional support. Use the pamphlet from the peer mentor programme below, for information on how this programme works and how you can contact them.

UFS PEER MENTOR PROGRAMME



Why do we have a Peer Mentor Programme at the UFS?
The Peer Mentor programme is designed to help you, as a First-Year student, transition to higher education by providing social and emotional support.

How?

A Peer Mentor is a trained senior student that will support you through:

- Listening to you;
- Connecting you to vital resources and opportunities;
- Serving as a role model to you;
- Creating solutions with you to meet your needs.

What do I need to do?

STEP 1. LOOK OUT for communication on Blackboard.
Our Peer Mentor team will automatically assign you to a Peer Mentor and notify you in this regard.

STEP 2. RESPOND to the Peer Mentor invitation on Blackboard.
STEP 3. ENGAGE regularly with your Peer Mentor and mentor-group.

Who can help when I have questions?
If you have questions or uncertainties please email us at PeerMentor@ufs.ac.za



Why you need **Computer Literacy**

UFSS1504 First Semester Study Guide 2021

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Computer literacy skills

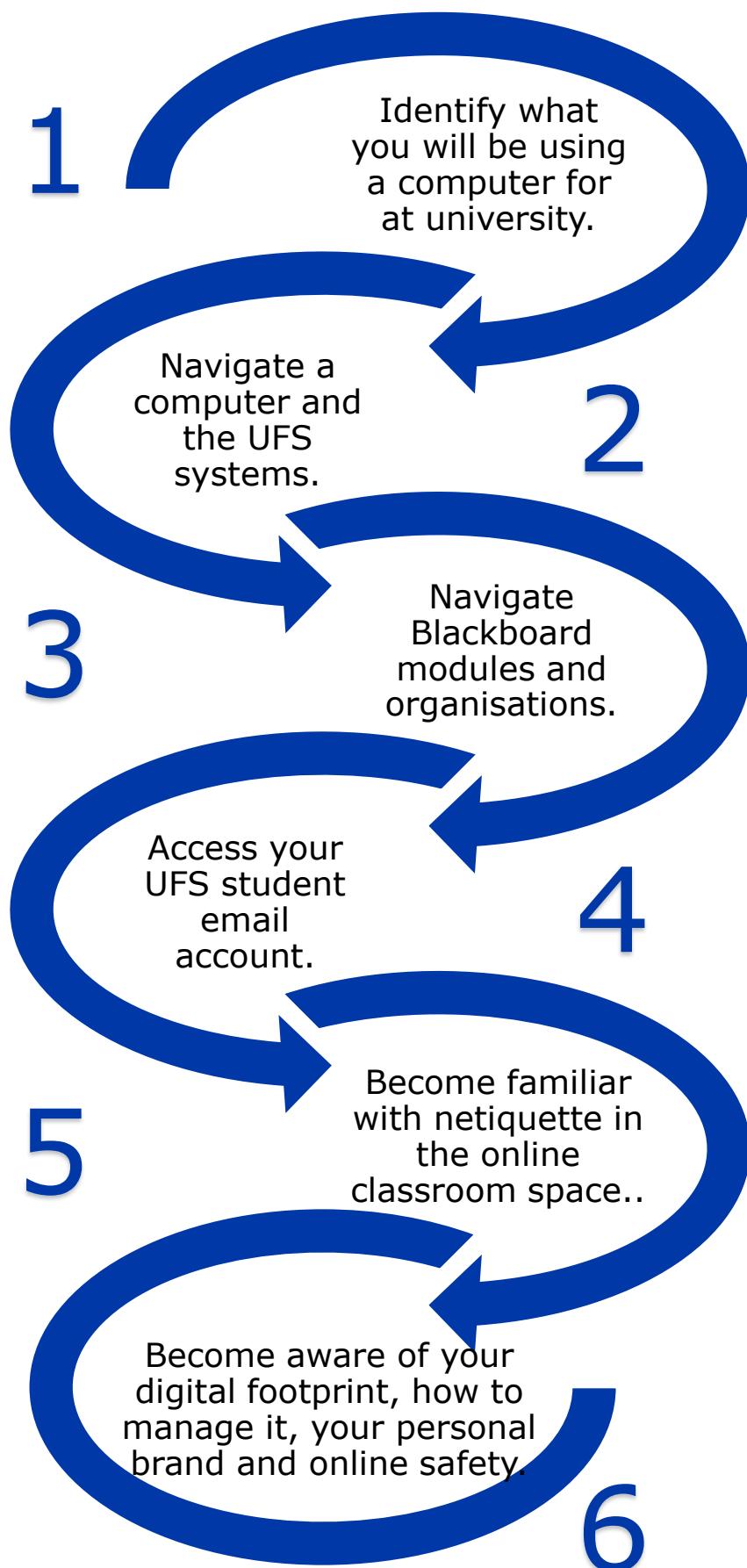
Unit overview and outcomes

In this unit, you will learn about the importance of computer literacy skills at university, as well as how to navigate the UFS website and Blackboard. You will also access your UFS student email account and learn about the online classroom space. Finally, you will learn about your digital footprint, personal brand and online safety.

After successful completion of this unit, you should be able to:

- Identify what you will be using a computer for at university;
- Navigate a computer and the UFS systems;
- Navigate Blackboard modules and organisations;
- Access your UFS student email account;
- Become familiar with netiquette in the online classroom space; and
- Become aware of your digital footprint, how to manage it, your personal brand and online safety.

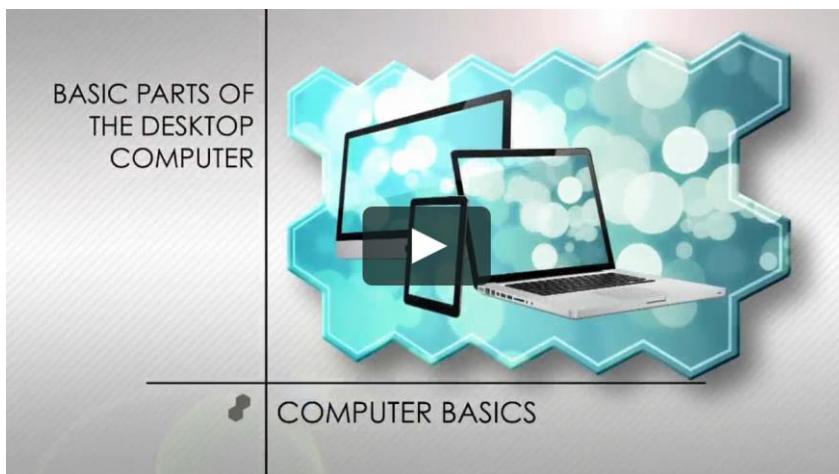
Unit overview map



Introduction

Computer Literacy skills for students

There are basic computer literacy skills that you need before you start with your academic year. Even if you are comfortable working on a computer, there may be information here that you have not yet come across, as this content has been written specifically to help you to be successful at university. In this training package, you will be introduced to how a computer works as well as how to navigate the UFS intranet and the UFS online learning management system, Blackboard. You will also learn about Microsoft Office, online communication, your online presence and safety/security. Read the short introduction for each unit, and click on the links to open each unit.



Unit 1: Starting out: Introduction to using a computer

In this unit, you will learn about getting started on a computer, and there are some typing exercises you can try to improve your typing speed and accuracy in preparation for typing university assignments. There is information about how to connect to the UFS WiFi, how to navigate the UFS website to find important information, how to access your student email account, compose an email, and save and share content online.

Click on this link to access Unit 1:
<https://rise.articulate.com/share/ip-VwTfqCDDHdqRrDawIqG30NF6dlf1m>



Blackboard

Unit 2: Blackboard, your online learning management system
In this unit, you will learn about Blackboard, which is the online space that lecturers use to share module content. As a result of COVID-19, Blackboard is being used more than ever for online learning, so work through this unit to learn how to navigate your modules, online assessments, discussions and classes.

Click on this link to access Unit 2:

https://rise.articulate.com/share/AyL467b5PDS_Ug0e_a40CTbf-HR0Adb3



Unit 3: Online communication

Unit 3 is all about netiquette or online etiquette – the do's and don'ts when you are engaging with the university online. You will learn about netiquette in general online communication and when emailing, as well as when in an online class, discussion board, or participating in group work online.

Click on this link to access Unit 3:

<https://rise.articulate.com/share/xJGcO-bBfQQCvR3ft-BFGR4vdIIm9FdJ>



Unit 4: Microsoft Office Basics

This unit has been created to help you become competent at the basic levels of Microsoft Word, PowerPoint, Excel and PDF. These four applications are used frequently when completing university assignments, so be sure to pay attention.

Click on this link to access Unit 4:

<https://rise.articulate.com/share/0IdPv0OuqMxjOMJ887hOKp9BYO-s-0bu>



Unit 5: Your online presence

Many of you may be active online already – this unit has been created to raise awareness around your digital footprint and how to manage it as well as to introduce you to personal branding and your safety online.

Click on this link to access Unit 5:

https://rise.articulate.com/share/_3OdKKtbzBgapOT3-Nxo_u6p3mHIHju3

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

What should you take away from this unit?

TAKE HOME MESSAGE

Your ability to use computer skills to conduct research, make transactions, communicate, calculate, study (and any other task that you can think of!) online, is a big contributing factor to your success at university and your level of employability. As a university student, you will need specific computer skills to thrive in the online teaching and learning environment. A good knowledge base of

- how a computer is assembled,
- navigating the university systems,
- online communication,
- the Microsoft Office suite and
- your online presence

is vital for the successful development of your computer literacy skills set.



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Time management and goal setting



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Unit overview and outcomes

In this unit, you will learn about time management and goal setting as skills that are critical to be successful in your academics. You will reflect on procrastination, prioritising important tasks, and your academic goals.

After successful completion of this unit, you should be able to:

- use your modules' credits and related notional learning hours to calculate how much time you should be spending on your studies;
- reflect on your level of procrastination and how it impacts your ability to be successful;
- list and schedule your class A, B and C activities and account for your notional learning hours;
- practice setting realistic academic goals for yourself;
- demonstrate goal setting strategies by completing academic goals for this semester; and
- describe the importance of regularly contacting an academic advisor.

Unit overview map

- Module credits
- Notional learning hours
- Working out a schedule

1

Use your modules' credits and related notional learning hours to calculate how much time you should be spending on your studies.

2

Reflect on your level of procrastination and how it impacts your ability to be successful.

- Procrastination defined
- Procrastination test
- 6 things you can do to avoid procrastination

- ABC activities

3

List and schedule your class A, B and C activities and account for your notional learning hours.

4

Practice setting realistic academic goals for yourself.

- Goals: Setting them and achieving them

- Your academic plan: How to bring it all together

5

Demonstrate goal setting strategies by completing academic goals for this semester.

6

Describe the importance of regularly contacting an academic advisor.

- Support: Speak to an Academic Advisor

Module credits

Why do you need this?

You need to know your module credits to work out your notional learning hours, so that you know how much time you should spend on your studies.

Credits

Your degree is made up of a certain amount of credits. Each module that you are registered for has an indication of the amount of credits it weighs or is worth. You can see the amount of credits by multiplying the last digit in the module code by 4.
e.g. UFSS1504 (4 x 4) = 16 Credits.

In the image below, you can see an explanation of each numerical digit of your module codes.

1st Numerical character (i.e. the first 1)

The first numerical character indicates the year level of the module. In the example, this is a first year module

FILO **1**514

2nd Numerical character (i.e. the first 5)

NQF level at which the module is offered

FILO **15**14

3rd Numerical character (i.e. the second 1)

Tuition period: odd numbers indicate first semester, even numbers indicate second semester and 0 indicates a year module

FILO 15**1**4

4th Numerical character (i.e. the 4)

The credit load of the module is equal to the last digit multiplied by four, ($4 \times 4 = 16$ credits). If the credit load deviates from this, a 0 is assigned

FILO 151**4**

Notional learning hours

According to the national definition, “Notional learning hours” are the estimated learning time taken by the “average” student to achieve the specified learning outcomes of the course-unit or programme. They are therefore not a precise measure but provide students with an indication of the amount of study and degree of commitment expected.

Notional learning time includes teaching contact time (lectures, seminars, tutorials, laboratory practical, workshops, fieldwork etc.), time spent on preparing and carrying out formative and summative assessments (written coursework, oral presentations, exams etc.) and time spent on private study, whether in term-time or vacations.

In the unique environment we find ourselves in now, where you are completing this semester online, think of the time you are spending working through this guide as time in class.

To calculate the notional learning hours for a module, multiply the amount of credits by 10. In the example on the next page, imagine that you are registered for FILO1514 for semester 1 of 2020. Alternatively, you can replace this with any module that ends with the digit 4.

Notional learning hours continued

$$4 \times 4 = 16$$

You can work out the amount of credits by multiplying the last digit in the module code by 4.
FILO1514 = 16 credits.

$$16 \times 10 = 160$$

Multiply the amount of credits by 10. For a 16 credit module, you need to spend 160 hours on this module in the first semester.

$$160 \div 13 = 12$$

Divide the amount of hours by the amount of academic weeks in the first semester, or if this is a year module, by the amount of weeks in the two semesters combined. There are 13 weeks in the first semester. For a 16 credit module in the first semester, you need to spend 12 hours per week on this module.

$$12 \div 5 = 2.5$$

Divide the amount of hours per week by the number of days you want to work per week. If you want to work 5 days per week, then you need to spend 2.5 hours per day on this module.

Working out a schedule

How much time should you be spending on your studies? On the previous page, we took a mathematical approach to answer that question, where we converted your module credits into notional learning hours and then worked out how much time you should be spending on a module. In a typical semester, your schedule would include attending class, going to the library, making photocopies, getting together in groups for study sessions, etc. Now, however, we have to think a bit more creatively and adapt the content to our current environment.

To work out your schedule for a typical semester use the provided formula to work out how many hours you should spend per module, per day. This is something you can revisit when the environment normalises and you are back on campus, as scheduling is an essential skill to successfully manage your time.

Working out a schedule continued

For our current environment, in which you complete the semester online, make sure to download the material for all of your modules. Scan through the material and do the following:

1. Diarise all assessment activities and their due dates.
2. Estimate the amount of time you would need to spend on each assessment – factor in the amount of time required to learn material or understand topics before you can write on them (the Study skills unit in UFSS1504 will help with this).
3. Now, complete the following table for all your modules, based on your estimations. UFSS1504 has been added for you – how much time do you think you will need to put aside to work through the content and complete each reflection?

Module	Amount of hours I need to spend on:			Total hours
	Assessment 1	Assessment 2	Assessment 3	
UFSS1504	Reflection 1 = x hours to work through content and x hours to write	Reflection 2 = x hours to work through content and x hours to write	Reflection 3 = x hours to work through content and x hours to write	x hours

4. Add up the total hours for all of your modules, and divide that by the remaining weeks of the semester to get an idea of how much time you would need to spend per week on your studies. Constantly keep your goals in mind – you want to pass this semester so you will have to be disciplined and work at your studies every day.

Procrastination

We cannot talk about time management without talking about procrastination! This is the number one enemy of managing your time, yet for many of us, procrastination is that friend that we are very comfortable with. What we do know about procrastination is that we tend to procrastinate when we feel anxious or want to avoid tasks – sound familiar? Procrastination is actually not about being lazy or putting things off because we are not in the mood to do them. Think about it, when you enjoy something, do you put it off? However, when a task seems daunting then there are other things that suddenly demand your attention, for e.g. instead of completing an assignment, you notice that your room is in need of a good clean.

Complete the procrastination test on the next page to see whether or not you tend to leave things to the last minute. For items 1 to 9, choose a score to indicate whether the statement is true or not for you. Add your score up and see where you lie on the procrastination meter.

Procrastination Test

	Very seldom or not true of me	Seldom true of me	Sometimes true of me	Often true of me	Very often true or true of me
1.	I delay tasks beyond what is reasonable.				
	1	2	3	4	5
2.	I do everything I believe needs to be done.				
	5	4	3	2	1
3.	I often regret not getting to tasks sooner.				
	1	2	3	4	5
4.	There are aspects of my life that I put off, though I know I should not.				
	1	2	3	4	5
5.	If there is something I should do, I get it done before attending to lesser tasks.				
	5	4	3	2	1
6.	I put things off so long that my well-being or efficiency unnecessarily suffers.				
	1	2	3	4	5
7.	At the end of the day, I know I could have spent the time better.				
	1	2	3	4	5
8.	I spend my time wisely.				
	5	4	3	2	1
9.	When I should be doing one thing, I will do another.				
	1	2	3	4	5

Total Score _____

SCORE	COMPARED TO EVERYONE ELSE
19 or less	You start working on tasks immediately.
20-23	You are an average procrastinator and do not always get to tasks when you should.
24-31	
32-36	
37 or more	You put things off until tomorrow.

So what do you do if your score was high and you are a procrastinator? Do not despair, you can work on this! On the next page, we have some tips for how to avoid or push through procrastination. Keep reminding yourself of why you are studying and what you hope to achieve with your degree – you can and will do this!

6 THINGS YOU CAN DO TO AVOID PROCRASTINATING

1. Use the Pomodoro Method

- Get a timer and set it for 25 minutes
- Put all other devices off
- Work focused for 25 minutes



When you are done, have a few minutes of relaxed fun.

(Important: Don't try to finish EVERYTHING in 25 minutes, the goal is to work with focused attention for this time.)



3. Don't justify procrastination

Don't justify procrastination by saying things like "I'll feel like it tomorrow" or "I work better under pressure".

Remember that procrastination becomes a habit and then achievement will go down.

2. Prioritise

Prioritise your most difficult tasks and do them first (it will help if you work early in the morning). This will give you energy and momentum for the rest of the day!



5. Minimise distractions

Find a work space where you work best (whether this is a quiet space or filled with your favourite work time music). Switch off phones, tablets or remove any other distractions.



4. Just start it!

Remember, you do not have to finish the specific task (project, assessment, essay, studying, etc.) all in one go. That might be demotivating - so just start it. Once you start, the task will not be as bad as you think it is and getting started will generate motivation and kick-start you to keep going! Divide your work into sections (chunks) and complete these.

6. Don't multitask

If you are constantly multitasking and dividing your attention between tasks, you will not progress at a rate that motivates you. Focus on one thing at a time.

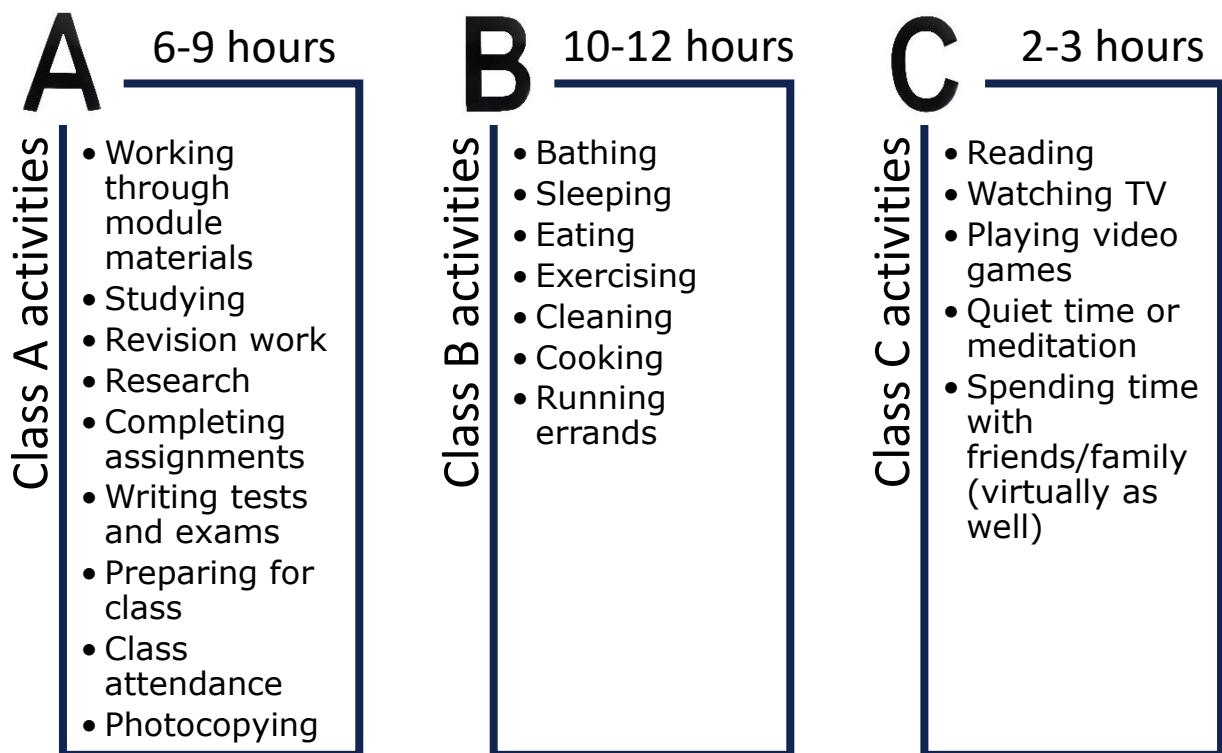


"Procrastination is attitude's natural assassin. There's nothing so fatiguing as an uncompleted task." – William James

ABC Activities

Focusing on your academics and how to complete the semester is important, and should not be underestimated. However, you cannot work on your studies 24 hours a day – you also have other activities that have to be completed, for your overall wellbeing. Your typical day is made up of three types of activities: Class A activities, Class B activities, and Class C activities.

Class A activities are all activities related to your studies. Class B activities are every day activities that have to get done, like sleeping or bathing. Class C activities are activities that you do not have to do, but that you enjoy doing, like watching TV or spending time with family. It is important to try to find a balance between these activities. In the image below, you can see the recommended time per day to spend on each type of activity.



Try to get into a routine each day which includes Class A, B and C activities. Schedule these into a daily planner and exercise discipline to stick to it. Have a look at [Appendix A](#) for an example of a daily schedule. How do you apply discipline and stick to your tasks? Have a look at [Appendix B](#) for a summary of Habit 3 of Highly Effective People by Stephan Covey, which focuses on how to prioritise activities and apply discipline.

Goals: Setting them and achieving them

"Many people feel as if they are adrift in the world. They work hard, but they don't seem to get anywhere worthwhile. A key reason that they feel this way is that they haven't spent enough time thinking about what they want from life, and haven't set themselves formal goals.

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality. The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

Top-level athletes, successful business-people and achievers in all fields all set goals. Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organise your time and your resources so that you can make the very most of your life. By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals, and you'll see forward progress in what might previously have seemed a long pointless grind. You will also raise your self-confidence, as you recognise your own ability and competence in achieving the goals that you've set." (<http://www.mindtools.com/page6.html>)

Goals: Setting them and achieving them (continued)

When you set academic goals and you think about the grades/marks you would like to achieve, you should consider the SMART goal principle. The SMART goal principle is illustrated in the table below, along with an example of how to use this when setting goals for your academics.

Specific	Instead of aiming to “pass” or “get a distinction”, indicate a specific percentage you would like for your modules.
Measurable	How will you determine whether or not you have reached your goal? How much do you need to do? Ensure that you have measures in place to track progress and a clear understanding of what is required to reach your goal.
Attainable	Your goal should stretch your abilities, but still be possible. Ask yourself some “how”-questions like “How can I accomplish this goal?” Given the weeks you have left in the semester, can you achieve this goal? Is this in line with the marks you have been receiving for this module thus far? Do you have enough time and resources?
Relevant/ realistic	Ensure that your goal matters to you. Is this goal worthwhile? Is it the right time to set this goal? Is my goal realistic in the current environment? Is my goal relevant to how I have been performing in these modules?
Timely	You need a target date for your goal, this gives you a deadline and something to work toward. When do I need to reach my target? What can I do today? What can I do a week or two from now?

On the next page, complete your academic goals for the semester.

Your academic plan: How to bring it all together

The table below is an example of what your academic plan could look like. It's a good idea to put this up in a place that is visible to you – on the fridge, bathroom mirror, or a vision board in your bedroom. For each module, work out what your goal is, and as you get assessment marks back, indicate what your actual mark is.

Module	Goal (Mark you want to achieve)	Mark (Actual mark you achieved)

If you want to stick to your goals, you have to manage your time! Stay disciplined, be realistic, but also remember to be kind to yourself and take breaks when necessary.

To track your progress during the semester, work out your percentage for each module, and re-work your goals to stay on track, have a look at these videos:

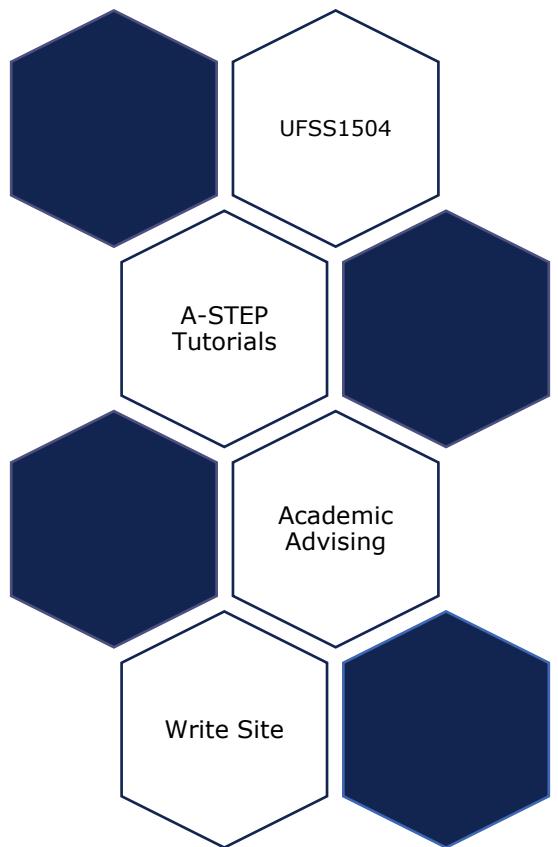
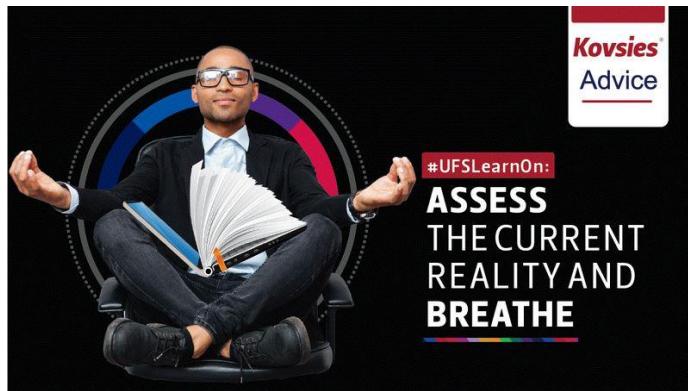
Calculate your weighted total Video 1 (5:41 min, 19MB) 

Work out your academic goals Video 2 (3:48 min, 27MB) 

Work out your mark adjustment Video 3 (4:44 min, 14MB) 

(Please note: Downloading these videos will incur data charges.)

Support: Speak to an Academic Advisor



Many students find the adjustment to university challenging. The university has many initiatives in place in order to support you through the transition from high school or your world of work to study. UFSS1504 is one of those initiatives among others like Academic Advising, the A-STEP Tutorial programme, and the Write Site. Make sure to use the Keep Calm and #UFSLearnOn resources on Blackboard to stay on track in this semester's online environment. All of these programmes will continue to provide online support, so do not hesitate to make contact, should you need help.

Email: advisingqq@ufs.ac.za

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

What should you take away from this unit?



TAKE HOME MESSAGE

Time management is a lifelong skill that is necessary for managing your academic workload and balancing this with your Class B and Class C activities. Just as important as it is to manage your time, you need to set goals to keep yourself on track. Academic goals are the marks you want to achieve, but you must plan the hours you need to put in to achieve those marks. If you struggle with time management, or studying, consult with an Academic Advisor at advisingqq@ufs.ac.za. For additional tips, consult the UFSS1504 material on Blackboard, or make use of the material on the Student Success Portal.



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Appendix A: Example of a daily schedule

Work out a daily schedule for yourself, and share it with your family so that they understand that you have to put time aside to work on your studies. This is an example of what could work for you, but you can edit it to fit in with the times of day that you work best and are most productive.

Class A		Class B		Class C	
07:00-08:00		Wake up, spend time with family			
08:00-09:00		Shower, breakfast			
09:00-10:00		Work on studies			
10:00-11:00		Work on studies			
11:00-11:30		Break			
11:30-12:30		Work on studies			
12:30-13:30		Work on studies			
13:30-14:30		Lunch, spend time with family			
14:30-15:30		Relaxing activity			
15:30-16:30		Work on studies			
16:30-17:30		Work on studies			
17:30-18:30		Chores			
18:30-19:30		Make supper, chores			
19:30-20:30		Shower, spend time with family, chores			
20:30-21:30		Work on studies			
21:30-23:00		Relaxing activity, get ready for bed			
23:00-07:00		Sleep			

Appendix B: A summary of Habit 3 of Highly Effective People



“The challenge is not to manage time,
But to manage ourselves”
—Stephen Covey

GLOSSARY

Categorised: Put people or things of the same feature into groups.

Consequently: As a result.

Consume: To use energy or time especially in large amounts.

Delegate: To give a particular job or duty to someone else so that they do it for you.

Derive: To get something from something else.

Effective: To achieve the results that you want successfully.

Implement: To start putting a plan into practice.

Prioritise: To deal first with the most important things.

Proactive: To take action by causing change rather than waiting for things to happen and then reacting to them.

Synergise: To work together in order to be more effective.

Trivial tasks/activities: Tasks/activities that have little value or importance.

PUTTING FIRST THINGS FIRST: A SUMMARY

This section of the preparation material for the Time Management unit, is based on Stephen Covey's book titled *The 7 Habits of Highly Effective People*, with a focus on Habit 3: Putting first things first. Covey first published this self-improvement book in 1989, and after more than 25 years, the book has maintained its shelf life¹. Covey believed that we see the world through our perceptions and that we could change the world if we change our perceptions².

The 7 Habits of Highly Effective People:

Stephen Covey identified the following seven habits as the habits of highly effective people. They are:

1. “Be proactive”
2. “Begin with the end in mind”

¹Spors, K. (2014). *7 Reasons ‘7 Habits of Highly Effective People’ Lives on 25 Years Later*. Retrieved from: <http://www.entrepreneur.com/article/236544>

² Hussain, A. (2018). *7 Habits of Highly Effective People* [book summary]. Retrieved from: <http://blog.hubspot.com/habits-of-highly-effective-people-summary>

3. “Put first things first”
4. “Think win-win”
5. “Seek first to understand, then to be understood”
6. “Synergize” and
7. “Sharpen the saw”³

Habit 3: Putting First Things First:

Quick Summary:

Habit 3 is one of the most important habits of highly effective people. It focuses on putting first things first. It teaches us how to prioritise and execute our daily activities. It is important to understand that all our activities can either be categorised as urgent or important. “Urgent” refers to tasks, activities or actions that require our immediate attention. These include crises and problems. These tasks can become bigger if they are not dealt with and could cause stress and burnout. “Important” refers to tasks related to high priority goals. These tasks are not urgent, but they require us to be proactive⁴.

Time Management Matrix:

The time management matrix is a method that can assist with determining how to spend our time and attention. See below how to effectively use it.

	URGENT	NOT URGENT
IMPORTANT	<p>QUADRANT I</p> <p><i>Activities</i></p> <ul style="list-style-type: none"> • Crises • Pressing problems • Deadline-driven projects 	<p>QUADRANT II</p> <p><i>Activities</i></p> <ul style="list-style-type: none"> • Relationship building • Recognizing new opportunities • Planning
NOT IMPORTANT	<p>QUADRANT III</p> <p><i>Activities</i></p> <ul style="list-style-type: none"> • Interruptions • Some calls, meetings • Popular activities 	<p>QUADRANT IV</p> <p><i>Activities</i></p> <ul style="list-style-type: none"> • Trivial busywork • Time wasters • Pleasant activities

³ Cramer, M. (2017). *Management Theory of Stephen Covey*. Retrieved from: <https://www.business.com/articles/management-theory-of-stephen-covey/>

⁴ Covey, S. (2018). *The Seven Habits of Highly Effective People*. London: Simon & Schuster.

Quadrant I

Quadrant I is used to categorise the most pressing tasks⁵. These are tasks that require our immediate attention⁴ such as crises or problems. When these tasks are not dealt with they have the ability to become bigger and bigger, until they consume us and this may result in stress and burnout².

Quadrant II

Quadrant II focuses on long-term goals. Tasks and activities categorised into this quadrant include relationship building and long-term planning⁵. It is important to note that Quadrant II is the heart of effective personal management⁴. By focusing and working on the goals in this quadrant, we can improve our vision, perspective, balance, control and reduce the number of crises in our lives⁴. Consequently, if we do not work on these tasks or activities we can feel shallow, out of control and have broken relationships².

Quadrant III

Quadrant III includes tasks, which are the biggest reason we are not more successful in the long- term. They clog up our time today but, when we look back at these things at the end of the week, we'll have to admit they were a waste of time. These are interruptions that happen, such as phone calls. These are poorly thought-out meetings that soak up our time, but which we have to attend because we already accepted the invite. These are other activities which we tell ourselves in the moment that we must do but -- if we stopped ourselves to really think about -- we'd realize they aren't that important.⁵

Quadrant IV

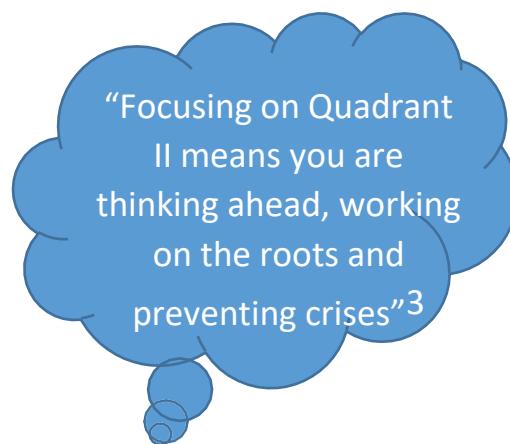
Quadrant IV include things we do because we feel like we're tired and need a break. We prioritise these things in the moment and obviously derive some pleasure from them, but they are really not urgent or important.⁵

Practise Habit 3:

Here are a few ways you can practice putting first things first:

1. Create your own time management matrix to assist with prioritising tasks and activities.
2. Estimate the amount of time you spend in each quadrant. Now log your time over a period of three days. How much time did you spend in Quadrant II (the most important quadrant)?
3. Identify a [Quadrant II activity](#) that you have been neglecting. Write it down and commit to implementing/executing this activity for the rest of the semester.

Thought to remember:



⁵ Jackson, E. 2012. The only thing you need to remember about the seven habits of highly effective people. Retrieved from: <https://www.forbes.com/sites/ericjackson/2012/07/24/the-only-thing-you-need-to-remember-about-the-seven-habits-of-highly-effective-people/#712e19b067f7>



UFSS1504 First Semester Study Guide 2021

Study skills

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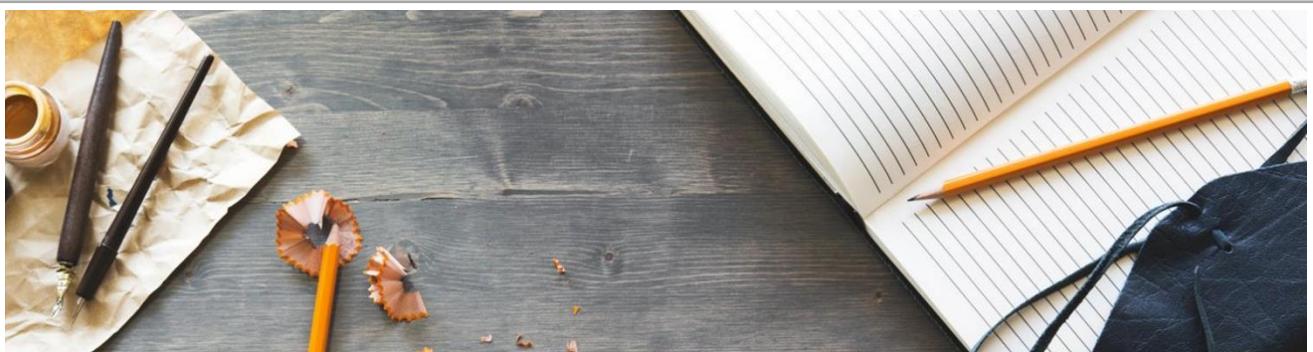
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Study skills



Unit overview and outcomes

In this unit, you will learn about effective study techniques, such as how to read for comprehension, and how to learn, retain and recall information.

After successful completion of this unit, you should be able to:

- demonstrate how to learn, retain, and recall information;
- explain fluency vs mastery when learning;
- explain elaboration, active retrieval, and interleaving practise as examples of effective study techniques;
- apply the Cornell note taking method;
- apply the SQ3R to your study material; and
- explain the Feynman Technique.

Unit overview map

- FAQs about learning
- Understanding concepts vs memorising facts

1

Demonstrate how to learn, retain and recall information

- Definitions you should know

2

Explain fluency vs mastery when learning.

- Definitions you should know

- SQ3R – study reading method

3

Explain elaboration, active retrieval, and interleaving practise as examples of effective study techniques.

Apply the Cornell note taking method.

4

- Note taking (Cornell Method)

Apply the SQ3R to your study material.

Explain the Feynman technique.

5

- Feynman Technique – How to learn faster with the Feynman Technique

Navigation of Study skills

This unit has been designed to help you master what you learn, so that you are able to remember the information you learn well after writing your tests or exams. For ease of navigation, the content has been prepared in the following order:

Terminology explained, before you start

Definitions you should know

FAQs about learning

Understanding concepts vs memorising facts



Understanding concepts

Note taking (Cornell Method)

SQ3R – study reading method

Feynman technique



Memorising information

Mnemonic devices



Preparing for a test

How to study for a test

Tips for sit-down tests/exams

Definitions you should know

Fluency

Fluency is reading and rereading information until it feels familiar and you are able to repeat it back. This does not mean that you understand the information or its implications or that you are able to apply it and use it in a different context.

Mastery

Mastery is truly understanding the information you have studied, where you can explain it in your own words, and you can apply it in different contexts. In this unit, you will learn about the strategies that are effective for mastering information.

Massed practice

Massed practice is reading information over and over again, with focus on one chapter or unit at a time, to drill the information into memory or cram for a test. This is the least productive strategy and does not result in long term memory of the information. It is, however, the go to strategy for most students, because of the illusion of familiarity (or fluency).

Interleaved practice

Interleaved practice is when you space out your studying of a topic, or you vary or mix up the content of two or more subjects. With interleaved practice, retrieval is more difficult and feels less productive, but the effort produces longer lasting learning and leads to more versatile application in different contexts.

Elaboration

Elaboration is using your own words to explain an idea, and connecting it to anything you already know in order to remember it better. Try explaining it in simple terms to someone else, and elaborate (expand) on the information by using examples that you already know that you have connected the information to.

Active retrieval

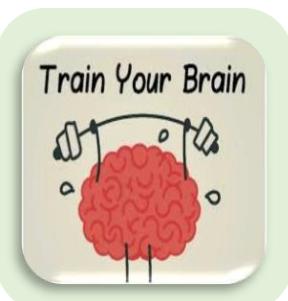
Active retrieval is the recalling of facts or concepts from memory – much more effective than rereading. Use flashcards or quizzes to practice retrieving. Ask yourself questions that you have to answer by retrieving the information from your memory, as opposed to looking it up or rereading.

FAQs About Learning

Q: I am a visual learner, so how am I to follow the kind of lecturer who talks a lot?

Students may have preferences for learning, but that does not mean that they are only able to use one or two styles to learn. Studies have found that you learn information best in the format that is best suited to how the information is presented, e.g. graphs in economics must be presented visually, language studies will be presented by reading or writing, etc.

Q: I did not get the best marks at school and I know I am not that smart, so how am I supposed to do well at university?

Intellectual ability is not fixed. It is not! You can train your brain to learn anything! Watch Barbara Oakley's video on "You can train your brain" to learn more about how your brain works. If you match the way you learn information to what works best for the way your brain is wired, then you will be able to learn the information.

Q: Surely if I set a goal to get high marks, and I work towards that goal, then it will happen?

No! Instead of performance goals, aim for learning goals. What is the difference between the two? Performance goals limit you and are only linked to validating ability; learning goals allow you to improve over time, and actually get smarter. High marks will mean nothing when you enter the workforce if they are not backed up by a sound understanding of your field of study. Aim for learning goals.

Q: How should I plan my revision time, in terms of my test schedule?

You want to space out your learning, and also learn different things at the same time – this is called interleaved practice. Mass practice, where you learn something in the same way over and over again does not get you the best results. You should treat your brain like a muscle that needs exercise. By using interleaved practice, you'll be exercising your brain and building the kind of muscle that allows you to do the heavy lifting during tests.

To learn more about the concept of training your brain, listen to this audio clip of Barbara Oakley's TED Talk (17 min, 16MB). 

Understanding concepts vs memorising facts

When you want to understand concepts or processes, you have to focus on mastery of the information (versus repeating information until it sticks). On the next few pages, the Cornell note taking method, SQ3R study reading method, and Feynman Technique are study strategies that can help you with mastery of the information you need to learn.

Listen to these audio clips for more information:

- Study less study smart: A 6-minute summary of Marty Lobdell's lecture – college info geek (6 min, 6MB) 
- PNTV: Make it stick by Peter Brown, Henry Roediger & Mark McDaniel (15 min, 14MB) 

If you prefer videos, you can access these in the Study skills unit on Blackboard. **Please note that these file sizes are larger and therefore will incur more data costs.**

Note taking (Cornell Method)

The Cornell Method for note taking can be used for:

- taking notes during class, from your textbook, or any online work in terms of reading, watching videos, or listening to audio clips.

Why should you use this method of note taking?

- It is very efficient (this means you achieve maximum productivity with minimum wasted effort).
- It allows you to visually organise your notes.
- It gives you the opportunity to summarise the work in your own words and for this reason, it is a great contribution to your exam preparation (these notes will be easier to study from).

How to take notes using the Cornell Method:

1. Divide your page into the sections you see in the image below.
2. The basic idea is that you can write down questions, write down answers to the questions, and summarise what you learned.
3. This works very well if you use it hand-in-hand with the SQ3R study reading method.

Helpful tip:

As you are taking notes, do not write down word for word what you are reading or listening to. You should write down the main ideas, focusing on answering the questions you have.

		Date Module Lecture topic/unit
Key words / questions	Main ideas Important dates / people / places Info that is emphasised / stressed Reference to text book / case studies, etc. Diagrams and pictures Formulas	
Summary (In your own words, what did you learn today?)		

SQ3R – study reading method

The SQ3R is a great tool for understanding the information you read. This tool does not work if you are trying to cram the night before. The SQ3R works best with a study schedule that you stick to, as regular review of the material you have studied is required for this tool to be successful. If you would like more information on the SQ3R, you can read about it here (data costs apply) on the Success Portal.



1 Skim

This is a quick exercise for the chapter you are working on:

- Read all of the headings in this document.
- Then, read the introduction paragraph.
- Then, read the topic sentence of each paragraph.
- Then, read the concluding paragraph.



2 Question

Take the headings and turn them into questions, because your brain uses questions best as retrieval cues. Remember tests and exams are made up of questions, so you should study using questions.

The kind of questions you will use start with what, who, where, why, when and how – of course these will be used as applicable. You will not use a “who”-question for a paragraph about a timeline or dates, for example. Write the questions down. Now, write down what you already know about the topic, as well as what you would like to know about the topic.

SQ3R – study reading method continued

Read

For the questions that you have, slowly look for and read the answers. Read to understand what you read – you are not trying to memorise at this point. Just read slowly and concentrate on understanding what you read so that you can answer the questions.

3

When you are through reading a section, take notes of what you have read (use the Cornell note taking method here). Remember your notes will be linked to the headings that you turned into questions. Write your notes on a page separate to the page on which you have the questions.



Recall

Now, cover your notes, and write the answer to the questions without looking at the notes. Do not cheat. If you cheat here you are just cheating yourself. Cover those notes and force your brain to remember - this is how you practice active retrieval. Active retrieval is not easy, especially if you have not tried it before. Just push through and work through this exercise in accordance with the instructions. You might be pleasantly surprised.

4



Review

Now, check the answers you wrote down against the initial notes you made. How much did you get correct? Are you surprised by how much you were able to remember?

Did you note that you were able to remember more in a shorter amount of time than with your usual study method?

5

Why do you think that is? The take away here is that the focus is on understanding what you read, and preparing your brain to respond to questions as retrieval cues.

For the review section, to make sure the answers stay in your long-term memory, you should do the recall and review section of the SQ3R every week on the content that you have already worked through.

Feynman Technique

The Feynman Technique is useful for identifying the content you do not yet know very well.



HOW TO LEARN FASTER WITH THE FEYMAN TECHNIQUE

If you can't explain it simply, then you don't understand it well enough

If you are shaky on a concept and you want to quickly improve your understanding, you can use the Feynman Technique. If you already have a good grasp of a subject and you have a test coming up soon, you can also use the Feynman Technique to test your understanding and challenge your assumptions. As Feynman himself said "the first principle is that you must not fool yourself – and you are the easiest person to fool". The ultimate way to ensure that you actually understand all the details of a concept in your head is to explain it to someone else or at least pretend you're doing so.

There are 4 steps:

1 Get out a piece of paper and write down the name of the technique or theory that you're learning about, at the top of the paper.

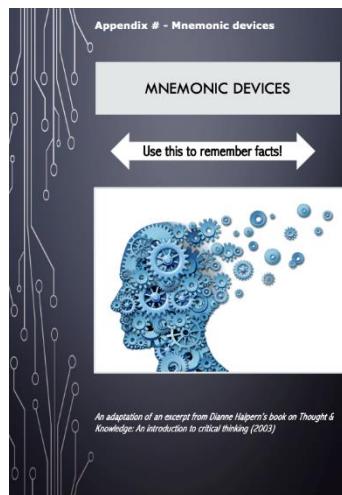
2 Explain the concept and do so in plain language, in a way that is easy to understand as if you are teaching someone else. Also, work through examples and make sure you are able to apply the concept.

3 Identify the areas that you are not able to explain so well. Go back to your notes or work through examples until your understanding of these sub areas is just as solid as all the other areas.

4 Look at your explanation and identify areas that are not written in your own words and challenge yourself to break down those terms and simplify it to easy-to-understand words.

Mnemonic devices

Mnemonic devices are useful when studying facts or when you need to remember information, like lists or dates or names. Go to [Appendix C](#) and work through the exercises to practice using the 4 main types of mnemonic devices.



It is important to note that mnemonic devices do NOT help with understanding concepts, only with **memorising** information for instant recall. You would thus need study strategies, like the ones outlined in this unit, to explain and apply the information you have learned.

How to study for a test

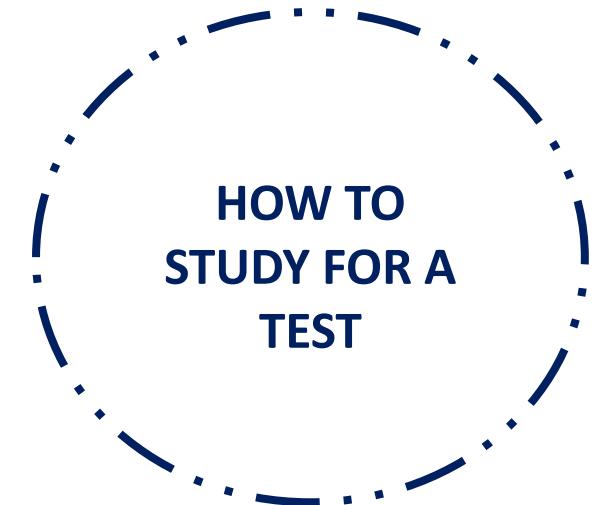


1. Before studying

- Make sure you have a designated study space (not your bed because your brain associates that with sleeping).
- Put your phone on silent and put it aside so that you do not get distracted.
- Have any snacks or drinks on hand so that you're not getting up until it is time to break.
- Consider meditating or doing a focus exercise to get into the mental state needed for concentration. Listen to this audio meditation exercise to help you focus (3 min, 5MB). 

2. While studying

- Apply the SQ3R to the content you are learning.
- Elaboration – relate the content to something you already know or to an example from your own life.
- Generation – try to answer a question before looking up the answer.
- Active retrieval – practice retrieving new learning from memory instead of re-reading. Work your brain like a muscle and it becomes easier to retrieve information (rereading is just a trick to make yourself feel better about the studying process).
- Flashcards – shuffle/mix up the flashcards from different chapters so that you interleave your studying. That way your brain is focusing more on mastery than fluency.
- Mindset – if you think you can or you think you can't, you're right. Study with a growth mindset.



3. After the test

- Write down all the questions you can remember, and use this as preparation for the exam – sometimes questions are repeated in the exam.
- Reflect – what went well? What could have gone better? Use this information as preparation for the next test or exam.

Refer to Appendix D for test-taking tips specific to sit-down tests/exams.

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

What should you take away from this unit?

TAKE HOME MESSAGE

You have to be intentional about your studies so that your course work can make a real difference in your future. Take something you have learned in one class and see how it can make a difference in your other modules. Study to understand and master the content, and not just become fluent in it. Be honest with yourself on what you are struggling with, and try the study skills in this unit. Remember to reach out for help if you need it – do not suffer in silence.



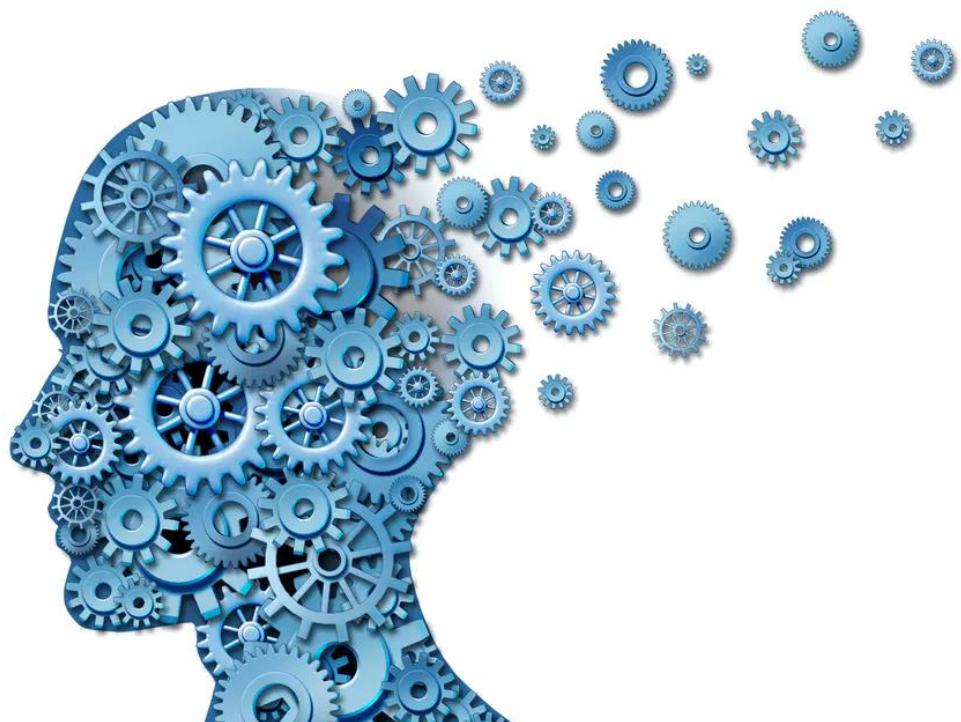
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Appendix C - Mnemonic devices

MNEMONIC DEVICES

Use this to remember facts!



An adaptation of an excerpt from Dianne Halpern's book on Thought & Knowledge: An introduction to critical thinking (2003)

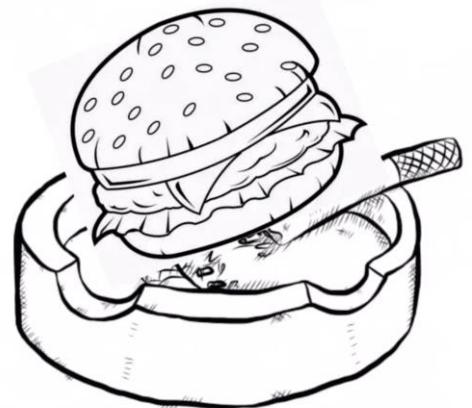
Keywords and images

The use of this mnemonic depends on first learning keywords, which serve as "hooks" for information that is learned later. In this case, the keywords are in the form of a simple poem to learn. Spend a few minutes memorising this poem:

One is a bun
Two is a shoe
Three is a tree
Four is a door
Five is a hive
Six are sticks
Seven is heaven
Eight is a gate
Nine is a line
Ten is a hen

Next, is a list of words to be remembered:

1. Ashtray
2. Firewood
3. Picture
4. Cigarette
5. Table
6. Matchbook
7. Glass
8. Lamp
9. Shoe
10. Phonograph



You have to form an image or association between the listed items and the items in the poem you just learned. For example, the first item on the list is ashtray. Imagine an ashtray with a bun in it, since the bun was the first item in the poem. You could imagine something like a large hamburger bun sitting in a dirty ashtray. Read the items on the list one at a time, allowing enough time to form an image.

Ok now answer the following questions:

What is number 8?

What number is cigarette?

If your experience is similar to the one described in various studies, then you may have been surprised to find that the answers were easily available. Research has shown that images are best when they're interacting, eg. the bun is in the ashtray and not just next to it and when they are vivid and detailed (e.g. a hamburger bun and a glass ashtray). This mnemonic helps with learning long lists of material as efficiently as possible. When remembering a foreign language, students who used this method consistently recalled more correct English translations (72%) than students who use the usual route rehearsal method of repeating the words until they "stick" (46%).

Rhymes

We also use rhymes to help us remember. For example:

I before E, except after C

Or

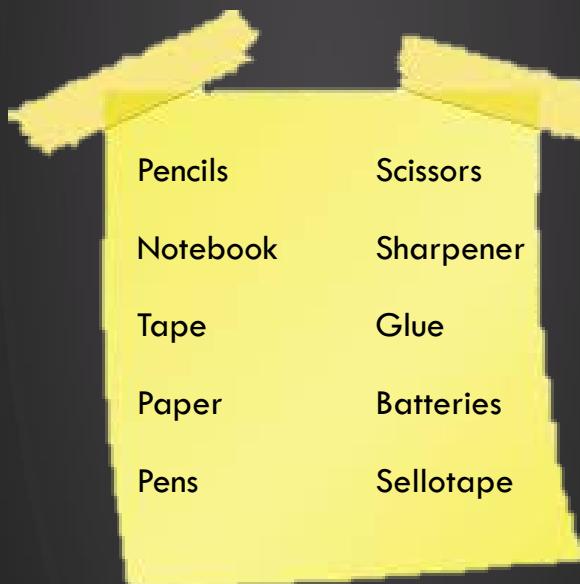
Thirty days have September, April, June and November

Answer this question quickly. What letter comes after N? Most people find that they need to sing that portion of the alphabet to answer this question. Like rhymes, the rhythm established in songs help us to remember things.

Rhymes are useful when order is important because mistakes in order will usually destroy the rhyme. Notice that the first keyword poem I presented relied on keywords, images, and rhymes (one is a bun, etc.). This is an especially easy mnemonic to use, probably because several mnemonic devices are employed in the same poem to guard against forgetting.

Method of places

Read through this shopping list, then look away and see how many of the items you can remember. How many items on the list did you remember?



Now I will show you how the method of places could improve your recall for this list. Pick a familiar route, like the one from your residence to university. Now imagine each of the items on this list placed somewhere along this route. The pencils could be very tall and form a fence around your front yard, the notebook could be the stop sign at the corner, etc. Once you have formed images, you should be able to remember every item by mentally walking through your route and noticing the items that you have imagined along the way. The Greeks, who were famous for giving long speeches from memory, suggested the following when using this method:

- The same route can be used repeatedly for different lists, but we should be careful not to put more than one item on the same place
- Places should not be too much alike, e.g. don't only use stop signs on your route
- Places should not be too brightly lit nor too dimly lit
- This is a good method to use when information has to be remembered in a particular order because you can mentally walk forward or backward along your route.

First letters

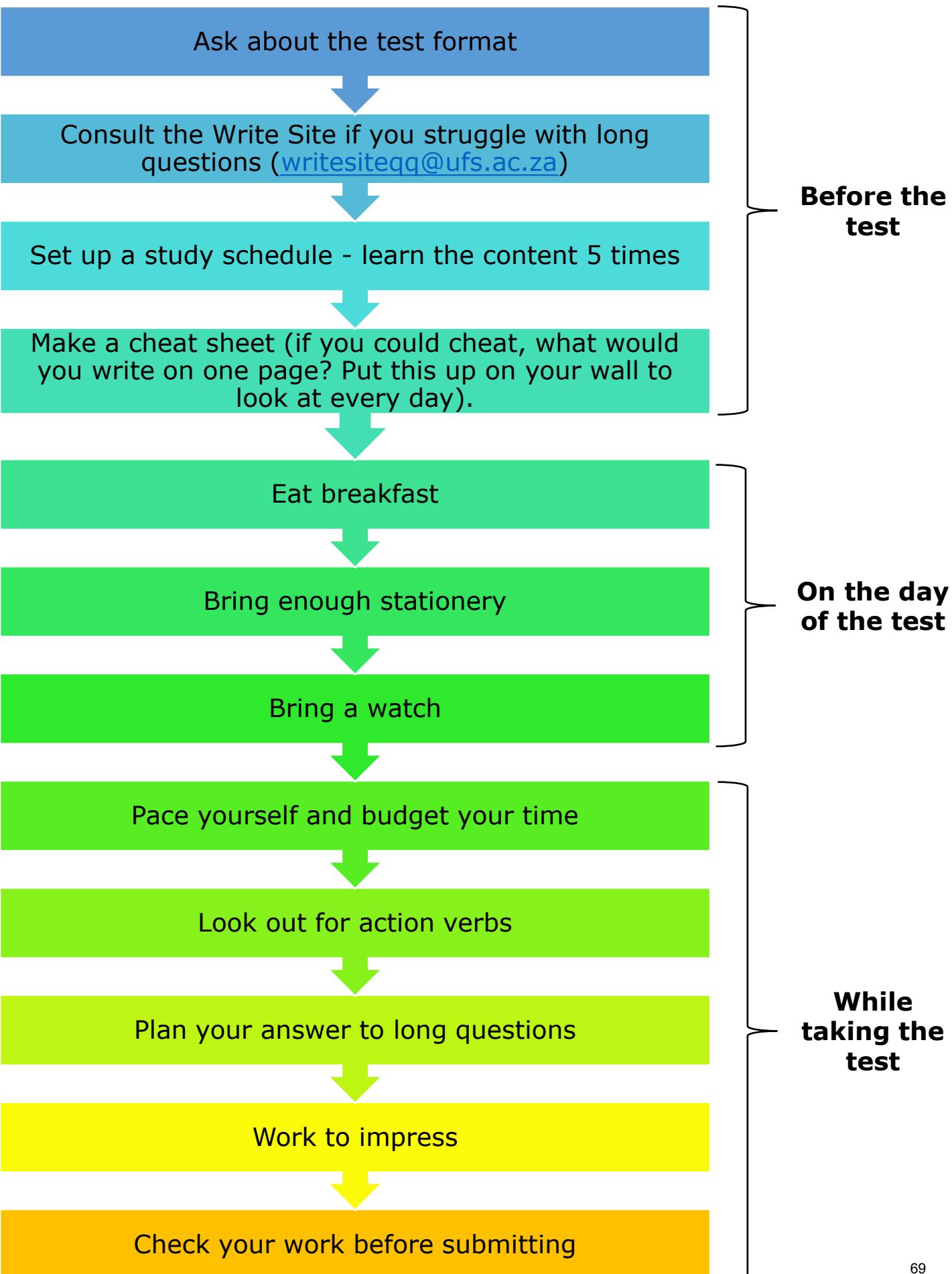
To use this technique, take the first letter of each term to be learned, insert vowels and other words if necessary, and make a word. When you need to remember the list, you recall the word you formed and then use each letter as a retrieval cue for each item on the list.

Another technique that is also letter-based, is to use a word or sentence to recall numbers, for example: "May I have a drink, alcoholic, of course." By counting the letters in each word, you can read off the digits for pi, which are 3.1415926. It is easier to remember a single meaningful sentence than it is to remember 8 digits.

Another example can be found within the medical field, which requires a lot of rote memory: On Old Olympus Towering Tops,, A Finn And German Viewed Some Hops. This mnemonic can be used to recall the 12 cranial nerves in order: Olfactory, optic, oculomotor, trochlear, trigeminal, abducens, facial, auditory, glossopharyngeal, vagus, accessory, hypoglossal.

Mnemonic devices can be powerful aids for memory. They are also paradoxical because it seems that to remember better you need to remember more. The first letter mnemonic requires that you remember the new word you created with the first letters as well as each of the words. The keyword and image systems requires that you learn keywords and link images to them, and the rhymes present you with a song or poem to be learned. They each necessitate work. Acquiring a good memory means working at it, but it is work that pays off in lifelong dividend. There are hundreds of studies that demonstrate that the deliberate use of mnemonics improves recall. I hope that you will be able to employ these mnemonics successfully, in preparation for exams. Good luck!

Appendix D - Tips for sit-down tests/exams



UFSS1504 First Semester Study Guide 2021

Referencing,
plagiarism and
searching for
academic
resources

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Referencing, plagiarism and searching for academic resources



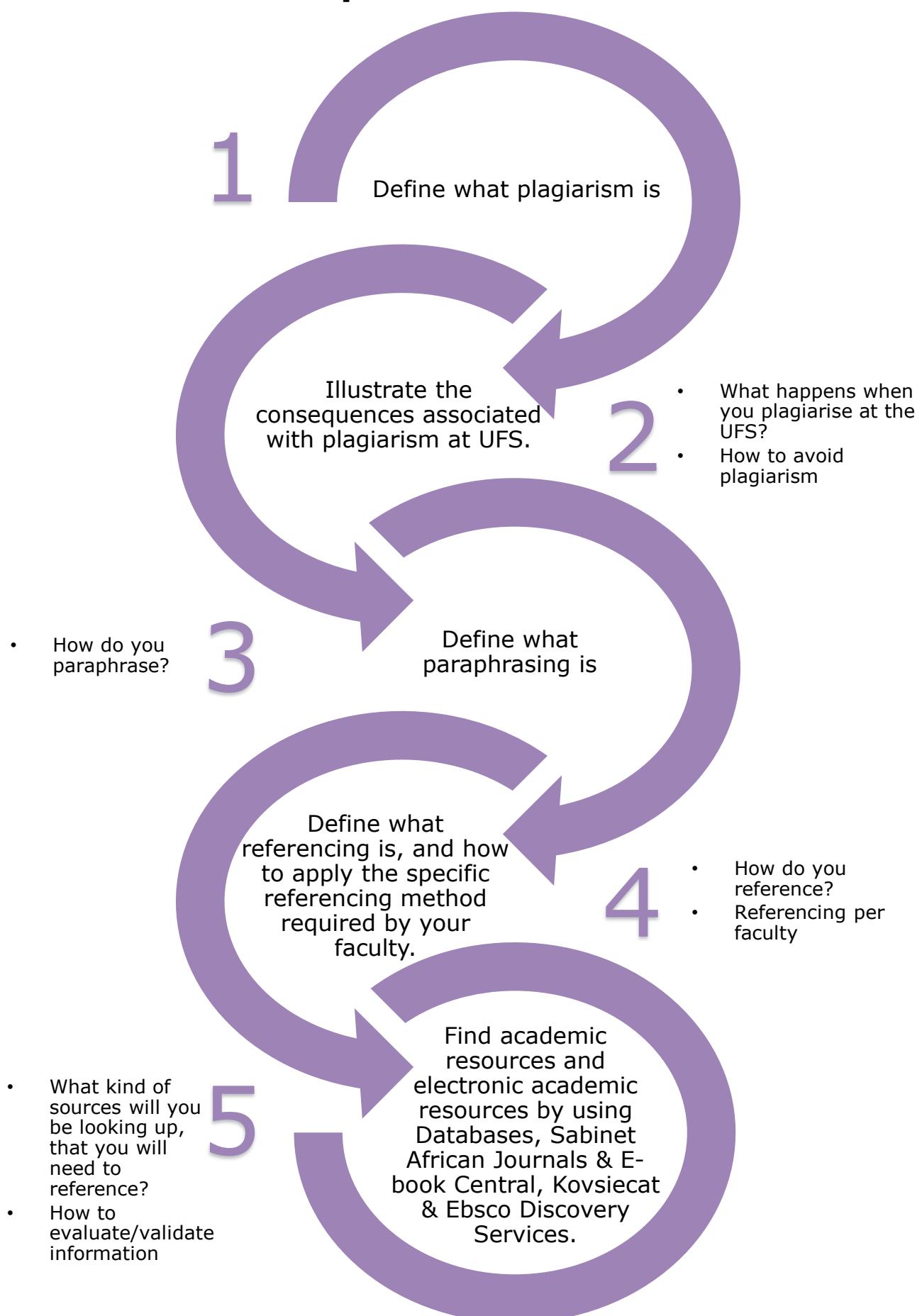
Unit overview and outcomes

In this unit, you will learn how to look for academic resources to complete your assignments. This skill is critical to be successful in your academic journey at the UFS. You will discover some of the electronic resources that are available and learn how to use them to your academic advantage. The focus is to apply this skill in your search for academic information. You will learn what plagiarism is, what the UFS plagiarism policy is, and the consequences related to plagiarism at the UFS. An additional focus of this unit is to define paraphrasing and apply referencing to avoid plagiarism.

After successful completion of this unit, you should be able to:

- define what plagiarism is;
- illustrate the consequences associated with plagiarism at UFS;
- define what referencing is, and how to apply the specific referencing method required by your faculty;
- define what paraphrasing is;
- find academic resources by using Kovsiecat & Ebsco Discovery Services; and
- find electronic academic resources by using Databases, Sabinet African Journals & E-book Central.

Unit overview map



What is plagiarism?

As of 2019, plagiarism is defined in the UFS plagiarism policy as:

"Plagiarism is the use of words, inventions, ideas, opinions, discoveries, artwork, images, music recordings, or computer generated work (from any printed, digital or internet based source, whether published or not) of another person, even if the content is openly licensed, and presenting it as one's own work without acknowledging the source. Plagiarism may be intentional or inattentive, or unintentional."

Plagiarism is not just similarities of words from a source, but also:

- Falsifying data/ making up information.
- Purchasing of assignments by having another person write for you.
- Copying work from another person.
- Presenting the same work for a different module when you fail a module, for example:
 1. Student fails a module and submits the same assignment the following year in that module.
 2. Student does an assignment for HLAP1514 then submits same assignment for HLIN1514.
- The re-use of previously published work as your own.

What is plagiarism? (continued)

As of 2019, academic writing misconduct is defined in the UFS plagiarism policy as:

“...any action or attempted action that may result in an unfair academic advantage for oneself, or an unfair academic advantage or disadvantage for any other member(s) of the academic community. Academic writing misconduct includes, but is not limited to, unacknowledged appropriation of the work of others; altering academic documents or transcripts; falsification or fabrication of data; misrepresentation of data to gain access to materials before they are intended to be available; failure to declare conflicts of interest; failure to follow accepted procedures or meet legal or ethical requirements, or to exercise due care in carrying out responsibilities for avoiding unreasonable harm or risk to humans, animals and/or the environment; and helping anyone to gain an unfair academic advantage.”

Examples of plagiarism:

Is this an example of plagiarism and/or academic writing misconduct?	Yes	No
1. Two students copying each other's assignment, and then changing words in-text to synonyms.	✓	
2. Students copying sentences or paragraphs directly from online sources without a reference or quotation marks.	✓	
3. Students rewriting information – which is what you should do – but then they forget to reference where the concept came from.	✓	
4. Students referencing something in-text without adding the reference to the reference list at the end of the assessment.	✓	
5. Students paying someone to do their assignment.	✓	
6. Students doing individual assignments together – and writing it in the same flow, with the same concepts and structure.	✓	

What happens when you plagiarise at the UFS?

All offences (level 1, 2 and/or 3) are reported to the Directorate for Student Discipline and Mediation (DSDM) who will take further action for all faculties at the UFS irrespective of degree, module and/or academic year of study.

This means that if a student plagiarises, they are reported – it does not matter what module they plagiarise in or what degree they study. The consequences of plagiarism depend on the severity of the offence and can range from being reported to the DSDM with this staying on your student record to being expelled from the university or even failure to obtain your degree.

WHAT HAPPENS WHEN YOU PLAGIARISE AT UFS



Level One

A Level One is a minor, first offence where you forgot to add a reference and/or copy another student's work at a first year level.



Level Two

Level Two offences are repeated faults of serious parts of work, where sources are not acknowledged and/or incorrect referencing is used. This may not have been intentional.



Level Three

Level Three offences are serious and/or repeated offences and/or major offences that are possibly intentional. Most prevalent at graduate level.

How to avoid plagiarism:

You can avoid committing plagiarism by:

- writing down the complete reference of each source you use;
- using quotation marks when you repeat another author's words exactly;
- always giving credit to original authors for their information and ideas;
- writing the content in your own words and referencing the correct source (paraphrasing); and
- writing down exactly which ideas you found in which source (referencing)

You should remember to reference when you:

- quote another person's exact words;
- copy any figures, tables or structures, pictures;
- paraphrase or convert someone else's ideas into your own words; and
- summarise or give a brief account of another person's work.



Paraphrasing: How do you paraphrase?

WHAT IS PARAPHRASING?

- Paraphrasing involves **using an idea from another author** and putting it into your own words.
- It is a summary, **written in your own words**, of what you have heard, read, or have seen somewhere.
- Paraphrasing does **NOT** involve the use of quotation marks.

HERE'S AN EXAMPLE OF HOW TO PARAPHRASE:

"There are 7.2 billion people in the world, around half of them are women."

– from the original source, the GMPD, published in January, 2019.

According to the GMPD (2019), approximately half of the world's population are men.

– paraphrased from the original source.

Paraphrasing is a skill that will take time to develop.



If you are interested in viewing a video on How To Paraphrase, click on this icon.

(Please note: Downloading this 2:30 min, 8MB video will incur data charges.)

Referencing: How do you reference?

1. Different referencing styles are used for different disciplines – this is the case across the world and is not specific to our university. You can see which referencing style to use for your faculty on the next page.
2. You must reference both **in-text** and in a **reference list**. In the example below, you can see what an in-text reference is, and what a full reference in the reference list looks like. For the detailed how-to, consult the faculty referencing guides referred to on the next page.
3. Punctuation and format is very important when referencing, so pay attention to this in your faculty's referencing guide.

Example of in-text reference, and reference list:

On the opposite end of the spectrum is transformational leadership, which is a technique employed by leaders who wish to inspire their teams or workforce with a shared vision of the future. In many instances both the transactional and transformational leadership styles are used in tandem. Transactional leaders facilitate the routine daily tasks and procedures, whilst transformational leaders develop initiatives that add value and innovative substance (Khan 2011).

The in-text reference

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The full reference in the reference list

Referencing per faculty

Click on the hyperlink that applies to your faculty in order to get a guide on that specific referencing method.



Harvard style



Foot Note Harvard style
Journal for Juridical Science



Harvard style
Psychology: APA style



Harvard style



Harvard style



Vancouver style



Harvard style

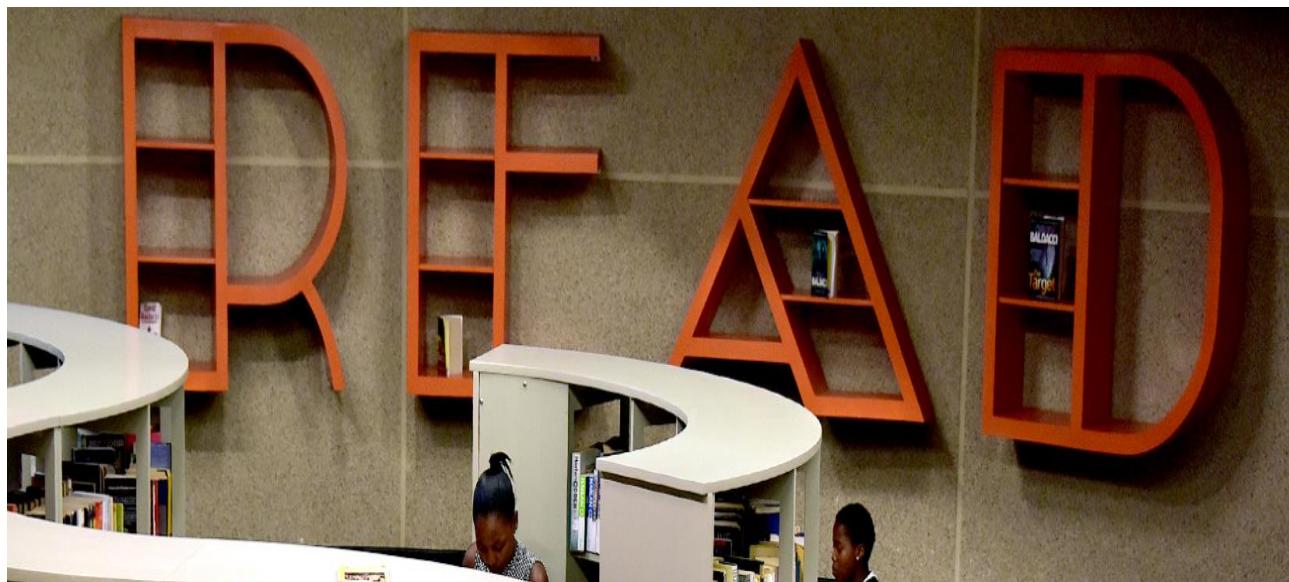
What kind of sources will you be looking up, that you will need to reference?

As a university student, research is very important to your academic career. Research is the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

The UFS Library has many resources available to you, for free, to be able to conduct research. If you weren't a Kovsie, you would have to pay independently for these resources. Data costs will be incurred for accessing the databases and downloading resources, but costs of the resources have already been paid for by the university.

How to navigate the UFS Library's Databases

Go to Appendix E for a step-by-step guide on how to navigate the UFS Library's databases.



If you are interested in viewing a video on How to navigate the UFS Library's databases, click on this icon.

(Please note: Downloading this 4:52 min, 13MB video will incur data charges.)

How to evaluate/validate information

When conducting research for assessments, projects, etc. you need to validate the sources/information you find to check if they are credible. Validating information means that you make sure that what you are basing your academic arguments on is trustworthy, relevant and ultimately true. Validating your sources/information will lead to good quality work.

Are you putting the research puzzle pieces together correctly, starting with the validity of your sources?



One of the ways in which you can validate information is to use a method called "critical evaluation".

Use the grid on the next page to help you validate the sources you use.

How to evaluate/validate information

AUTHORITY	<p>Ask yourself:</p> <ul style="list-style-type: none">• Is the author clearly identified? Are the credentials of the author provided? Is the author qualified to write on the subject?• Is the publisher or sponsoring organisation clearly identified? What do the web host and URL indicate (.edu, .org, .gov, .com)?• Is the publisher or sponsoring organisation well-known or respected in the field?• Is the article peer reviewed or refereed? This means that it is carefully reviewed for its accuracy and value by a committee of scholars who are experts in the field.• Does the journal use a peer review or referee process for selecting articles?• Is contact information for the publisher or sponsoring organisation readily available? <p>Be careful of: Unknown sources that lack peer review. Sources that are linked to untrustworthy URLs.</p>
ACCURACY	<p>Ask yourself:</p> <ul style="list-style-type: none">• Are there factual errors?• Are sources for factual information listed clearly so that they can be verified?• Are links to supporting external sources provided? <p>Be careful of: Wikipedia, Google and /exe domains.</p>
OBJECTIVITY	<p>Ask yourself:</p> <ul style="list-style-type: none">• Is opinion clearly distinguished from factual information?• Why did the author write this? Does the author have a vested interest in the issue?• What is the mission of the publisher or sponsoring organisation?• Is there advertising present that is related to the information? <p>Be careful of: Biased and emotional writing or conflict of interest.</p>
DATE	<p>Ask yourself:</p> <ul style="list-style-type: none">• Is the date of publication clearly indicated?• Is the date of publication appropriate for your research needs?• Is this the most current information available? <p>Be careful of: Broken links – this means that no recent updates have taken place.</p>
BREADTH, DEPTH AND OMISSION	<p>Ask yourself:</p> <ul style="list-style-type: none">• Is the topic covered comprehensively?• Are there aspects of the topic or opposing opinions which are omitted?• Are there additional sources that you should examine to cover the topic more broadly or deeply? <p>Be careful of: Underlying agendas or unclear purpose.</p>

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

What should you take away from this unit?

TAKE HOME MESSAGE

Plagiarism is a serious offence at the UFS. Familiarise yourself with the referencing style of your faculty and the requirements of the referencing style. To learn more about paraphrasing and to improve on your paraphrasing, make a booking at the Write Site through their email address: Writesiteqq@ufs.ac.za. The Write Site will continue to conduct online consultations during this time.



You can contact [writesiteqq@ufs.ac.za](mailto:Writesiteqq@ufs.ac.za) if you need help with any writing or any of the topics covered in this class.

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Appendix E: How to navigate the UFS Library's databases

Step 1: Access the UFS website and click on "Library".

University of the Free State
X + ufs.ac.za

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UFS

Home About Apply Students Academic Research Alumni Staff Campuses Calendar

International Donate Library News Sport Arts Visit Online and Short Learning

Keep Calm,
Teach On and Learn On

#UFSLearnOn

Step 2: Hover over "Resources" and click on "Electronic Resources".

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UFS

Department Resources Library Services Research Training Branch Libraries Contact Off-campus

Catalogue (Kovsiecat)

Electronic Resources

Off-campus access

LibGuides

KovsieScholar

Step 3: Click on "A-Z database list" (hyperlink).

University of the Free State / LibGuides / Electronic resources / Home

Electronic resources

Enter Search Words Search

Home

Catalogue (Kovsiecat)

Databases

Journals

Reference Sources

Discover our resources

Use our [Discovery Service](#) to search all our resources. With [A-Z database list](#) or [Discovery Service](#), you have access to all our resources while on or off campus. For access, click on a database title and log in with your [UFS username](#) and [password](#). By doing this you agree to the terms and conditions of using our electronic resources.

A How do I? guide on getting the best from Discovery Service.

Step 4: If required, sign in with your student number and UFS Campus password.



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Electronic Resources



A screenshot of a web-based login form titled "UFS LOGIN". It contains fields for "Username" (2006015875) and "Password" (represented by a series of dots). A "Login" button is at the bottom right. A large black arrow points from the text "Please use your campus username and password to log in." to this form.

Please use your campus username and password to log in.

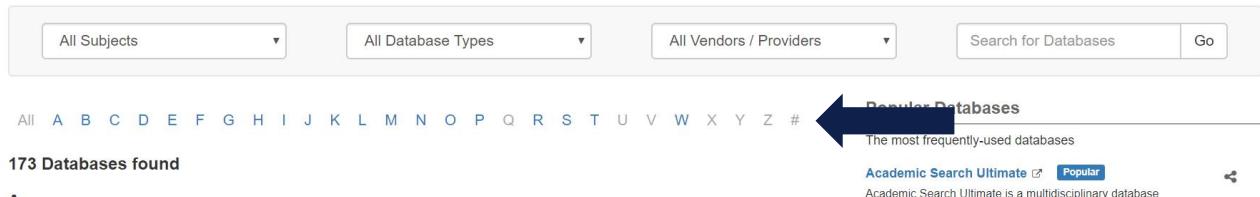
Step 5: Use the alphabetic index at the top to search for databases or scroll through the list.



University of the Free State / LibGuides / A-Z Databases

A-Z Databases

Find the best library databases for your research.



The screenshot shows a search interface with dropdown menus for "All Subjects", "All Database Types", and "All Vendors / Providers", and a search bar with a "Go" button. Below these are links for "Popular Databases" and "Academic Search Ultimate". A large black arrow points from the text "The most frequently-used databases" to the "Popular Databases" link.

All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

173 Databases found

Popular Databases

The most frequently-used databases

Academic Search Ultimate Popular

Academic Search Ultimate is a multidisciplinary database

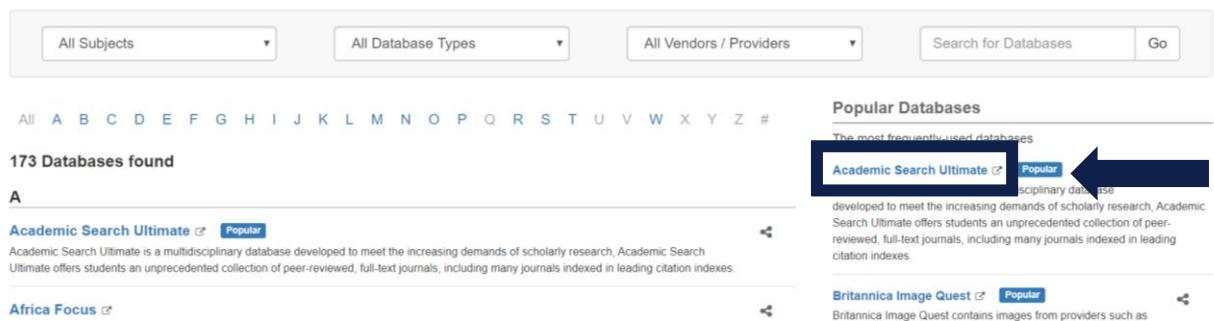
Step 6: Click on “Academic Search Ultimate” to be able to do a more refined search of an article.



University of the Free State / LibGuides / A-Z Databases

A-Z Databases

Find the best library databases for your research.



The screenshot shows a search interface with dropdown menus for "All Subjects", "All Database Types", and "All Vendors / Providers", and a search bar with a "Go" button. Below these are links for "Popular Databases" and "Academic Search Ultimate". A large black arrow points from the text "Academic Search Ultimate is a multidisciplinary database developed to meet the increasing demands of scholarly research..." to the "Academic Search Ultimate" link.

All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

173 Databases found

Academic Search Ultimate Popular

Academic Search Ultimate is a multidisciplinary database developed to meet the increasing demands of scholarly research. Academic Search Ultimate offers students an unprecedented collection of peer-reviewed, full-text journals, including many journals indexed in leading citation indexes.

Africa Focus Popular

Britannica Image Quest Popular

Britannica Image Quest contains images from providers such as

Step 7: Use the search bar for titles or keyword searches. You can also limit your searches under "Search Options" with dates, authors and other limitations.

The screenshot shows the Academic Search Ultimate search interface. At the top, there is a navigation bar with links for New Search, Publications, Subject Terms, Cited References, More, Sign In, Folder, Preferences, Languages, and Ask a Librarian. Below the navigation bar is a search bar with the placeholder text "Enter any words to find books, journals and more". To the right of the search bar is a "Search" button. A large blue arrow points from the text in Step 7 towards the search bar. Below the search bar is a "Search Options" link, which is highlighted with a black box. The main search area contains several sections: "Search Modes and Expanders", "Limit your results", and "Publication Type".

Logo - Link to Search

Searching Academic Search Ultimate | Choose Databases

Enter any words to find books, journals and more

Search

Search Options Basic Search Advanced Search Search History

Reset

Search Options

Search Modes

- Boolean/Phrase
- Find all my search terms
- Find any of my search terms
- SmartText Searching Hint

Apply related words

Also search within the full text of the articles

Apply equivalent subjects

Limit your results

Full Text

Scholarly (Peer Reviewed) Journals

Published Date

Month Year — Month Year

References Available

Publication

Publication Type

- All
- Academic Journal
- Trade Publications
- Periodical

Financial literacy



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Financial Literacy

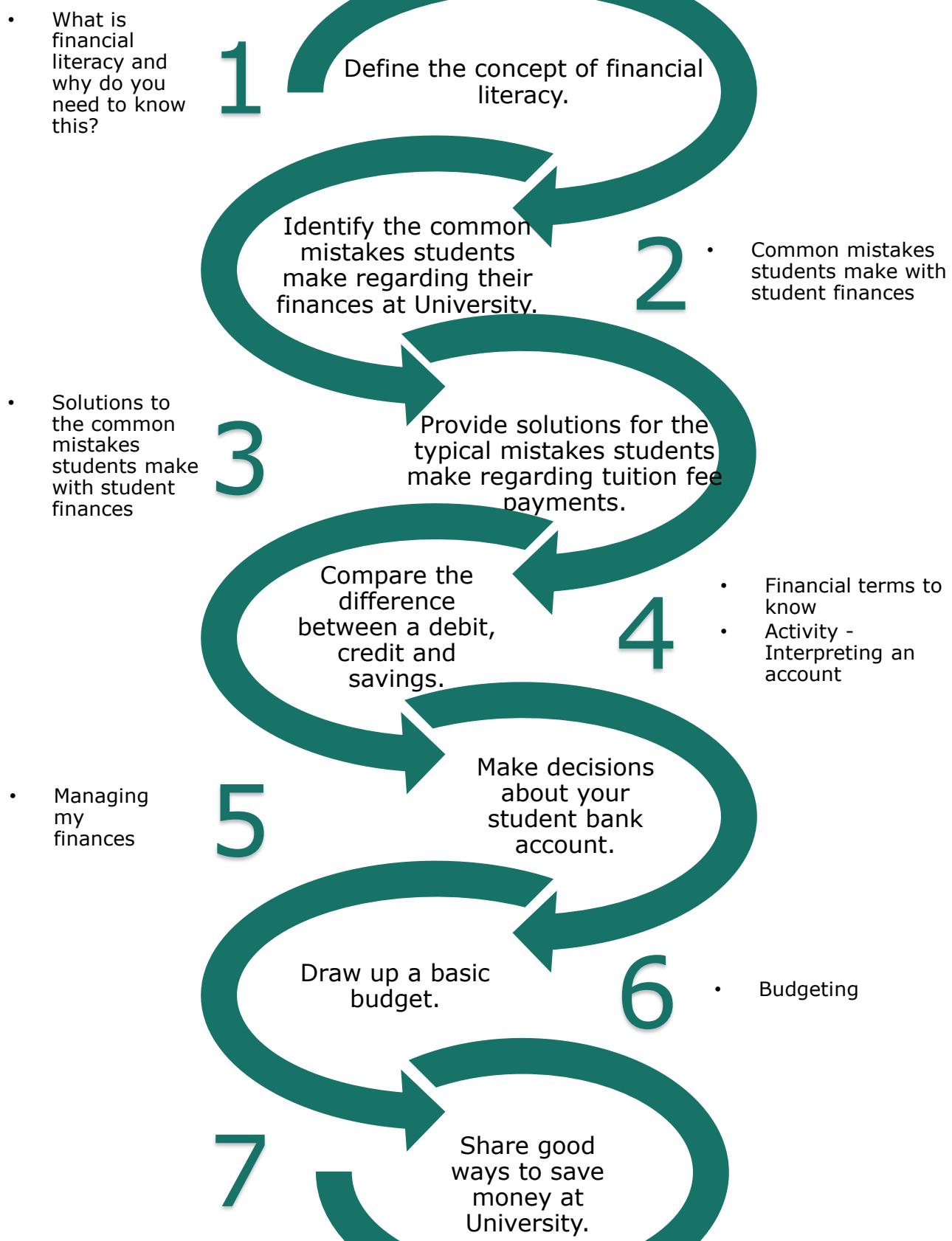
Unit overview and outcomes

In this unit, you will learn about the typical mistakes students make with tuition fee payments and how that impacts their studies. You will be taught key concepts such as debits, credits, budgeting and saving in your personal life. You will also learn what it means to be financially literate and how you can become financially literate.

After successful completion of this unit, you should be able to:

- define the concept of financial literacy;
- make decisions about your student bank account;
- identify the common mistakes students make regarding their finances at University;
- provide solutions for the typical mistakes students make regarding tuition fee payments;
- compare the difference between a debit, credit and savings;
- draw up a basic budget; and
- share good ways to save money at University.

Unit overview map



What is financial literacy and why do you need to know this?

Financial literacy is a set of skills and knowledge that equips you to manage your money and make appropriate and effective decisions with regards to your financial resources, such as budgets, credits, saving, insurance, investing and planning for your future.

Why do you need to be financially literate?

Throughout your university career, you will be faced with important decisions that will impact your studies and personal life. Making good financial decisions now will contribute to your success at university. Use this unit as the first step to becoming financially literate and preparing to make the right financial decisions.

Completing your academic year this year, with Covid-19 and the disruptions it is causing worldwide, will require resilience. If you get stuck with any of the content, please contact us (details in the introduction of this guide). Keep your goal – the completion of your degree – in mind. Did you know - in South Africa, the higher your level of education, the more likely you are of finding employment? Also, you are more likely to earn more money per hour.



Common mistakes students make with student finances

In the infographic below, the typical mistakes that students make with their student finances, is summarised. We want you to make good financial decisions, so solutions are provided across the next few pages.



Accessing your UFS email

It is your responsibility to check your ufs4life email account and forward financial accounts to your funder. The contract of payment is between you and the university therefore you are held accountable if fees are in arrears.



Communication with funder

It is your responsibility to communicate with your funder in terms of your account, money owed, payment dates, etc. The university does not forward any information to your funder – it is forwarded to you, via your ufs4life email address.



Tracking of payment dates

Payment dates are important – you have to keep track of these dates. Planning to pay debt by those dates are very important. Note that it can affect your placement in residence for the following year.



Banking details and reference

Use the correct banking details when you pay into the university account and use the correct reference. Otherwise the payment goes into the suspense account and you, as the student, cannot be identified.



Interpreting a student tuition fee account

Debits and credits are used to monitor incoming and outgoing money in your account. A debit is money going out of the account, whereas a credit is money coming in.

1

2

3

4

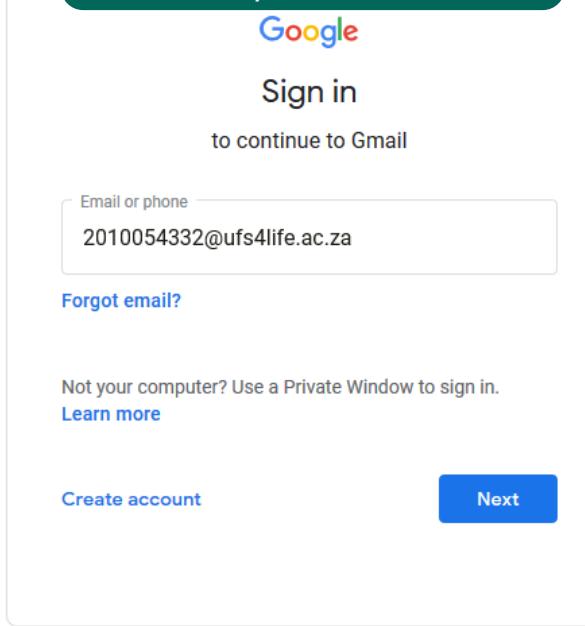
5

Solutions to the common mistakes students make with student finances

1) Accessing your UFS email

The university sends your tuition fee account to your student email address. Visit Gmail  and follow the steps below in order to access your ufs4life email account.

Step 1: Go to Gmail and enter your student number followed by "ufs4life.ac.za".



Google

Sign in

to continue to Gmail

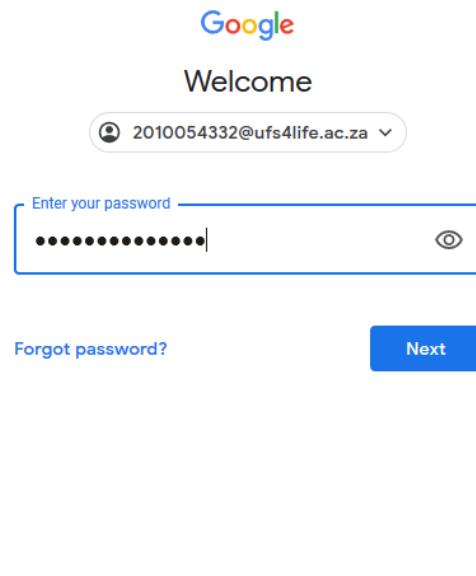
Email or phone

[Forgot email?](#)

Not your computer? Use a Private Window to sign in.
[Learn more](#)

[Create account](#) Next

Step 2: Enter your UFS campus password and click on "Next".



Google

Welcome

 2010054332@ufs4life.ac.za ▼

Enter your password @

[Forgot password?](#) Next

Make sure to check your student email account regularly and stay updated with the information you receive from the university regarding your finances. You have a contract with the university and are accountable for making sure you know all relevant information regarding your studies, including financial information. Also make sure that you give the university correct contact details and remember to make enquiries should you not receive an account.

Solutions to common mistakes students make with student finances

2) Communication with funder

Very important! It is your responsibility to forward your tuition fee account to your funder (family member, bursary office and/or bank). You will be liable for any payments in arrears as the payment contract is between you and the university, and not between your funder and the university.

3) Tracking of payment dates

All fees must be paid as follows, regardless of whether or not an account was received.

	South African Students	International Students
First Semester	payable on/before 31 March.	payable on/before 31 March.
Second Semester	payable on/before 31 August.	payable on/before 30 June.

These dates are applicable, regardless of any other date which may appear on the account.

Failure to pay on time means:

- interest at the prime bank rate as charged by ABSA BANK + 2% will be levied on all accounts in arrears;
- international students with outstanding fees on **1 July** will not be allowed to continue with studies;
- you will need to visit the finance office to make an arrangement to pay in instalments;
- your account will go into arrears which means there will be interest to pay;
- your study record will be blocked and cannot be viewed until you pay – you will only be able to see the unofficial record.



IMPORTANT: failure to pay on time can affect your placement in residence for the following year.

Solutions to common mistakes students make with student finances

4) Banking details and reference

It is important to use the correct banking details and reference number when you pay into the university account. Otherwise, the payment goes into the suspense account and you, as the student, cannot be identified. Use the banking details and reference numbers below to pay your tuition fees correctly. You can find more information by clicking on this icon.



BANKING DETAILS

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YUNIVESITHI YA
FREISTATA



Payments for Tuition Fees, accommodation on Campus, meals, books and deposits must be made into the following account except when specified otherwise:

ABSA Bank

- Name of account: University of the Free State (Tuition Fees)
- Branch code: 630734
- Account number: 1570 151 688
- SWIFT code for International transfers: ABSAZAJJ
- Reference number: ONE of the following:

- 100 directly followed by **student number** if the payment is for **Tuition Fees** and/or **Campus accommodation**
- 101 directly followed by **student number** if the payment must be transferred to the student card for **meals**
- 102 directly followed by **student number** if the payment must be transferred to the student card for **books**

Reference numbers for DEPOSITS

- 103 directly followed by **student number** for **accommodation reservation deposit**
- 104 directly followed by **student number** for **MB ChB reservation deposit**
- 105 directly followed by **student number** for **MB ChB skeleton deposit**
- 106 directly followed by **student number** for **Quantity Surveying reservation deposit**

Fax proof of payment to 0866992313 or 051 401 3579
Tuition Fee Account enquiries: 051 401 3003 / 2806

Solutions to common mistakes students make with student finances

5) Interpreting your tuition fee account

The most important things to know from your tuition fee account are the following:

ACCOUNT SUMMARY	
Balance beginning of year	0.00 Dt
Debits	44700.00 Dt
Credits	44700.00 Cr
Current balance	0.00 Dt

Balance beginning of year –

The amount that was carried over from the previous year.

Debits –

A charge and something you need to pay.

Credits –

A payment that has been made by you.

Current balance –

The amount that you are left with.

ACCOUNT DETAILS							
Date	Due date	Reference	Description	Debit	Credit	Balance	
2019-01-01	2019-01-01		OPENING BALANCE			0.00 Cr	
2019-02-15	2019-03-31		DR-REGISTRATION FEE	100.00		1100.00 Dt	
2019-02-15	2019-03-31	PGCA5812	DR-TUT FEE 1ST SEM PGDIP	300.00		4900.00 Dt	
2019-02-15	2019-03-31	PGRM5813	DR-TUT FEE 1ST SEM PGDIP	400.00		9400.00 Dt	

Due date –

The date the amount should be paid.

Reference –

The description of the item that you are being charged for.

Financial terms to know

FINANCIAL TERMS TO KNOW

IN ORDER TO GET A BETTER UNDERSTANDING OF FINANCIAL LITERACY, WE'LL BRIEFLY EXPLORE TERMS YOU WILL ENOUNTER.

Debt - A **debt** is an amount of money owed to a particular firm, bank or individual for an event that has already taken place, e.g. money owed to your friend for buying you lunch.

Asset - An **asset** can be thought of as something that, in future can generate cash, e.g. having a laptop that can be sold or rented out in future.

Liability - A **liability** is an obligation to, or something that you owe somebody else, e.g. your tuition fees while you are paying it off.

Expense - An **expense** is something that costs you money for an item or service, e.g. buying food, clothing, books, etc.

Income - An **income** is money received, often on a regular basis for work or through investments, e.g. renting out your laptop.

Saving - **Saving** is income not spent, or consumed. Methods of saving include putting money aside in a deposit account, a pension account, an investment fund, or as cash. Saving also involves reducing your spending.

Activity - Interpreting an account

1. How much interest does this student owe the university by 12 March 2017?
2. What is the total debited and credited amount?
3. Why do you think the university was still charging the student interest, when payments were made?
4. Which of the following categories will your tuition fee fall under: income or expense?
5. Which of the following categories will your tuition fee fall under: asset or liability?

Date	Due date	Ref	Description	Debit	Credit
05/01/2017			CR – FUNDI balances		50.00
10/01/2017	09/02/2017		DR – Interest BFN	55.49	
10/02/2017	12/03/2017		DR – Interest BFN	56.03	
26/02/2017			CR – ABSA Payment BFN		2,500.00
10/03/2017	09/04/2017		DR – Interest BFN	31.55	
10/03/2017	09/04/2017		DR – Interest BFN		16.41
03/04/2017			CR – ABSA Payment BFN		2,000.00
02/05/2017			CR – ABSA Payment BFN		1,349.30
02/05/2017			CR – ABSA Payment BFN		0.70
BALANCE AS ON 22/11/2019				0.00	

Activity - Interpreting an account (answers)

- How much interest does this student owe the university by 12 March 2017?

R111.52. In order to get to this answer, add the two interest amounts, dated 10/01/2017 and 10/02/2017.

10/01/2017	09/02/2017		DR – Interest BFN	55.49	
10/02/2017	12/03/2017		DR – Interest BFN	56.03	

- What is the total debited and credited amount?

Debited R143.07 and Credited R5,916.41.

To get the total debited amount, add up all the amounts in the debit column. To get the total credited amount, add up all the amounts in the credit column.

R55.49+R56.03+R31.55= R143.07 (debit)

**R50.00+R2,500.00+R16.41+R2,000.00+
R1,349.30+R0.70= R5,916.41 (credit)**

Debit	Credit
	50.00
55.49	
56.03	
	2,500.00
31.55	
	16.41
	2,000.00
	1,349.30
	0.70
0.00	

- Why do you think the university was still charging the student interest, when payments were made?

Consequence of a late payment, the student had outstanding fees to pay and until it is paid in full, the university will continue to charge the student interest.
(See point 3 on tracking payment dates).

- Which of the following categories will your tuition fee fall under: income or expense?

Expense (See financial terms to know).

- Which of the following categories will your tuition fee fall under: asset or liability?

Liability (See financial terms to know).

Managing my finances

To get your finances in order, create a money managing plan. Managing your money takes time to understand, improve on and master. It also takes commitment and a solid understanding of your financial situation.

The first step to create a money management plan is to know what bank best suits you. Click on the icon for a summary of a comparison of student accounts from various banks in order to assist you with your decision. 

(Please note, accessing this link will incur data charges.)

The next step is to understand your income and expenses. If you had to think off the top of your head, you would not be able to tell how much you spend (expenses) nor tell anyone how much you make/receive (income). Once you have a firm understanding of the money coming in and out of your account(s), it is time to create and stick to a budget.

Budgeting

A budget will help you keep track of your spending and assist you with how to spend and save your money. When you create a budget, there are essentials that you need to include:



MONEY IN (INCOME)

	R
	R
TOTAL INCOME	R

MONEY OUT (EXPENSES)

University fees (Tuition, textbooks, etc.)	R
Accommodation	R
Transport	R
Groceries	R
Insurance	R
Cell phone	R
Internet or data	R
Extra's	R
	R
TOTAL EXPENSES	R

MONEY LEFT OVER (BALANCE)

Income minus expenses	R
-----------------------	---

Fill in the spaces and add amounts next to it. Additionally, you could download the budgeting tool from the UFS Success Portal on Blackboard.

Good ways to save money at university

The best way to save money at university is working hard towards obtaining a UFS Merit Bursary. An academic merit bursary is based on the achievement of a student in a particular course and is associated with the tuition fees that are applicable to that course. An academic merit bursary is automatically awarded on the basis of the academic achievements of a student during the previous year.

The award is made with the provision that a student achieve an average total examination mark of at least 75% at the end of a calendar year. All modules taken by the student are considered in the calculation of the average of 75%, in other words, also modules that were failed, discontinued, or did not receive admission to write examination.

Students who qualify for an academic merit award will have the award amount credited to their class fee account after registration at the UFS.

The following formula is used to calculate the value of the bursary:

Tuition fees of each module in which a distinction is achieved \times mark achieved for the specific module/100 \times calculation factor (the calculation factor is currently 0.5 and is subject to change), for example:

Module XYZ

$$\text{R3,000} \times \frac{75}{100} \times 0.5 = \text{R1,125}$$

If you are interested in finding out more about UFS Merit Bursaries, click on the icon.



(Please note, accessing this link will incur data charges.)

Good ways to save money at university (continued)

Apart from the general merit bursary (for which students with an overall average of 75% or more qualify) or merit bursaries awarded based on matric results, there are various merit and financial bursaries that can be worked and applied for within your specific faculty or department as well. Have a look at some of these bursary opportunities and what you need to qualify by accessing the university's website  and simply searching "bursaries". This will supply you with search results which you can go through in order to find out more.

Remember, accessing this link will incur data charges.

Have a look at Appendix F for more information on what you can do to save money at university once you are back on campus.

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

What should you take away from this unit?



TAKE HOME MESSAGE

In this unit, the focal points of financial literacy were how to avoid the common mistakes students make, how to interpret an account and how to budget. You can manage your finances if you invest time in budgeting and carefully consider your spending decisions. You can also supplement your income by earning while you learn by working part time (consult the time management unit to make sure your studies get enough attention). Remember to keep track of your finances, especially related to tuition fees and communicating with the appropriate parties regarding payments.



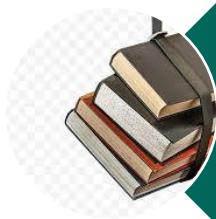
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Appendix F Tips to save money at university once you are back on campus



Create a budget and stick to it.



Attend your classes before buying textbooks. Listen out for how much of the book you will be using – this will help you to avoid buying books you do not need. If you only need a chapter or two, then you can photocopy that in the library. Check which edition of the textbook you require – if you do not require the latest edition, you can buy a second-hand book for cheaper.



Organise a Stokvel among your friends to assist with the purchasing of groceries and or payment of university related expenses.



Use your student card and get student discounts at many shopping outlets and even for various events.



Use Wi-Fi on campus and other places with free Wi-Fi. In doing so, you can download content (videos, guides, etc.) that you require for your studies.



You can "earn while you learn" by getting a part-time job as a tutor, teaching assistant, intern, waiter, etc. You can also work towards an academic merit bursary which will provide discount on your study fees.



Finish your degree in record time. Every module you fail is money wasted and could have been used for future savings/purchases.



UFSS1504 First Semester Study Guide 2021

Leadership identity and communication skills at university

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Leadership identity and communication at university

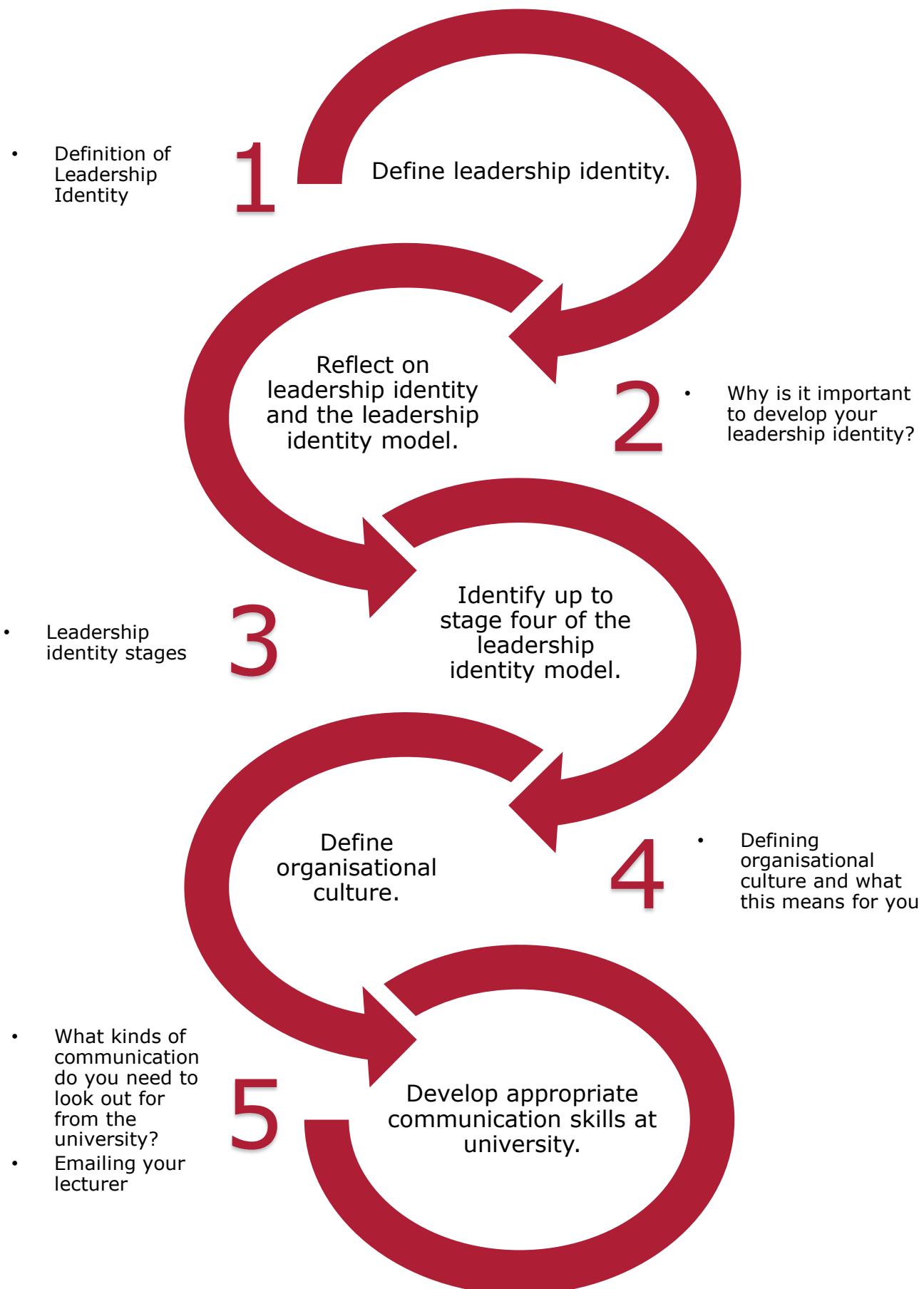
Unit overview and outcomes

In this unit, the focus is twofold. The first focus is on developing your leadership identity according to the leadership identity model, differentiating one's view of leadership and ultimately realising that we can lead from any space (we are not bound by title or position in order to be a leader). The second focus is on teaching you about effective communication as a leader within the organisational culture of the UFS. Understanding your leadership identity and the way in which communication can be most effective in the position of a university student.

After successful completion of this unit, you should be able to:

- define leadership identity;
- reflect on leadership identity and the leadership identity model;
- identify up to stage four of the leadership identity model;
- define organisational culture; and
- develop appropriate communication skills at university.

Unit overview map

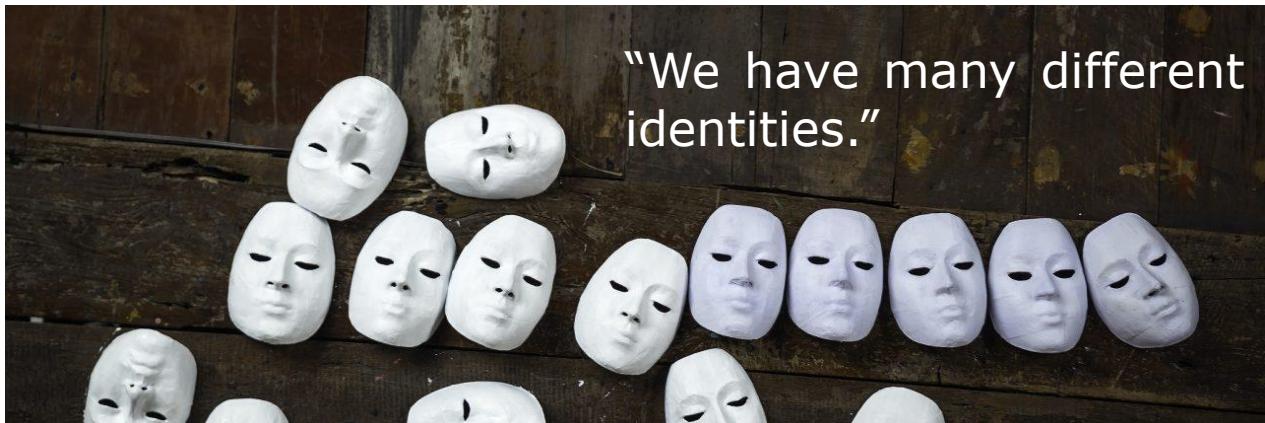


Definition of Leadership Identity

What does the term “**identity**” mean?

A person’s identity defines who they are. It can include various aspects, like their culture, personality, character, and outlook on life.

Take 2 minutes to reflect on the following statement:



What does this mean to you?

A person does not have a single identity, but many. We have academic identities, sexual identities, moral identities, professional identities, personal/familial identities, spiritual identities, national identities, age identities, regional identities, class identities and the list goes on.

Just as we have all the above mentioned identities, each one of us also has a **leadership identity**. We also have the capacity to develop our leadership identity.

So what then, is the definition of leadership identity?

The cumulative confidence in one's ability to intentionally engage with others to accomplish group objectives (Komives et al.:2005).

In simpler terms: Leadership identity is the increase of confidence in your own skills to be able to work with other people to achieve the goals of the group.

IMPORTANT: Leadership and leadership identity are two **different** concepts. Leadership is the act of leading people or leading an organisation, and is not the same as leadership identity.



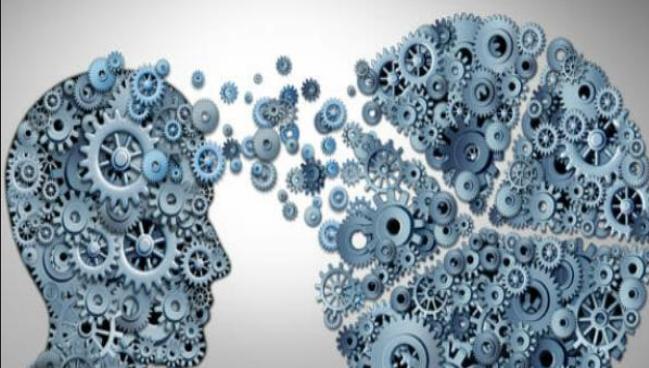
Why is it important to develop your leadership identity?

In this part of the unit, we are focusing on you as an individual and your journey through the undergraduate experience. It is a fact that your university experience will and should make you a leader. Having a degree means people will see you as a leader in the community, and ask you for advice. The experience of studying at university should change you into a person that can contribute to society.

Should you choose to develop your leadership identity, there are certain benefits that you will experience which will set you apart from others. This is important to know if you consider that setting yourself apart from others, makes you more employable.

Why is it important to develop your leadership identity?

In terms of good character, employers are looking for employees that are loyal, trustworthy, flexible, adaptable and who have a good work ethic.



"Character is power."

- Booker T. Washington

In terms of competence, employers are looking for employees who can solve problems, think critically and creatively, take initiative, who are lifelong learners and who are communicators and collaborators.

Many people think that leadership is about a position of power (with a title), but leadership is about developing character and competence. Employers are looking for employable candidates with good character and competence. Developing your leadership identity contributes to your character and competence.



Leadership identity stages

There is a grounded model in leadership identity theory, for developing your leadership identity that was established by researchers. Please refer to Appendix G for the reading.

Leadership identity theory teaches us that there are stages that all of us go through while we develop our leadership identity.

On the next page, you will find a summary of stages 1 to 4 (there are 6 stages in total, but we will cover up to stage 4) of the leadership identity model.

Below, we introduce Likeleli Monyamane, a UFS Alumni and founder of Inspire Innovation Business Consultants. She gives an example on how she developed her leadership identity according to these steps on the page after next.



Likeleli recently took part in the Voices of the Free State podcast series, where she shares and reflects on her experience at the UFS, how it has shaped her life, and her ongoing association with the UFS.

Likeleli Monyamane CA(SA), MBA (RW)

Click on the link to access the podcast.



STAGE 1

AWARENESS

We recognise that leaders exist in early life. For example, as children we recognise our older siblings, parents, or elders as leaders.



STAGE 2

ENGAGEMENT/ EXPLORATION

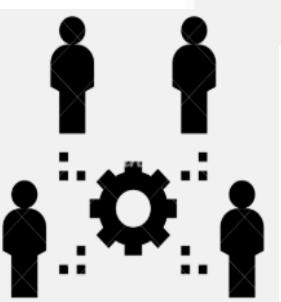
In this stage, we intentionally become involved in groups and take on responsibilities. For example in school or at university, we may join a sports team or become involved in an arts club. Once this happens, we are tasked with responsibilities that further develop our leadership identity.



STAGE 3

LEADER IDENTIFIED

In this stage, we realise that groups have leaders and followers and for the most part, we see leaders as the ones who are responsible for group outcomes. Leadership is seen as a “position” in this stage.



STAGE 4

LEADERSHIP DIFFERENTIATED

In this stage, we see leadership as more than just a “position” and realise that anyone in the group can be a leader.



STAGE 1

Q: Who were some of the first “leadership figures” that you became aware of and why were these people leaders in your eyes?

A: “My late mother was my first leadership role model. As a young mom who was widowed at the age of 25, I watched her put her life together by going back to school after my father passed away. At that age she already had two kids and therefore had to exercise a lot of courage to leave us with my grandmother and/or babysitters and go to university to start a law degree. In this way my mother taught me how to be a courageous decision-maker as a leader.

Additionally, even though we were not well-off, my mother was always taking in friends and family members in their time of need. At any point we had a relative staying with us that my mother was taking care of. She taught me the leadership values of empathy and of Ubuntu.”

STAGE 2

Q: Which activities or groups did you become involved in that shaped your leadership ability and your view on leadership? Why did you become involved in these groups and how did they shape your leadership identity?

A: “In both school and university, I became involved in a number of activities that helped shape my leadership identity. I started playing netball from grade 5 up until matric and started playing for my province at a young age. Through sports I learned how to play as a member of a team, how to be responsible for my own fitness and development for the benefit of the team. I also learned how to be a follower – listening to the instructions of the coach and fellow team members.



In University, I continued to play sports – adding soccer to my list – and also obtained certification as a netball coach and started coaching students from a school in Bloemenda. I also started writing for Kampus Volksblad and joined the Welwitschia Residence Committee as a Vice-Prime and RC: Sports. Additionally, I became a first year mentor. All these roles helped me to start getting to know myself, and to start exploring my own leadership identity. Whilst I didn’t take on leadership roles all the time, I learned how I relate to other people and improved in self-awareness. This provided a good foundation for when I started seeing myself as a leader at a later stage.”

STAGE 3

Q: In the Leader identified stage of your own leadership identity development, what example(s) can you provide an example(s) of a group where you identified the group leader as a positional leader and one that was responsible for the group outcomes? Did you want to be a positional leader or a follower/group member and why?

A: "When I became appointed as Team Captain in school, I started identifying as a leader. I was initially uncomfortable with the notion of having to hold other people accountable or being responsible for a group of people. Teachers started recommending I become a Class Captain, which I did but very reluctantly because I cared what other kids thought of me. I just wanted to make friends and be in the background.



In University I took on a leadership role in my residence, and when I started working, I joined the Association for the advancement of Black Accountants (ABASA), which I later led as the first Chairwoman of the Free State Branch. Even though I was reluctant as a young leader in primary school, I realized how leaning into the various leadership roles over the years have shaped me into a responsible leader in the positional roles I held later on."

STAGE 4

Q: When did you came to the realisation that leadership goes beyond the role of the positional leader and that positional leaders and non-positional group members can all become aware of their own influence and responsibility to engage in leadership together to reach the group's goals. Also, why "leaders without titles" are the best type of leaders to have.

A: "In the year before I became a Chairwoman in ABASA, I realised there was a need for mentorship and Leadership Development for trainee accountants in the Free State. I therefore took it upon myself to implement the ABASA Leadership Program in the Free State (which had been implemented in Gauteng). As the coordinator of the program, I didn't really have a title within the organisation and this is when I realised that I didn't need any title to make an impact in the organisation. As a member of the organisation, I had the platform to bring change and so I took that opportunity.

Over the years I have come to believe in that one doesn't need to have a title to lead as I have come to define leadership as the ability to use one's skills, talents and expertise to make a difference to people or organisations. This means that having a leadership role or title is not a prerequisite for leadership but that one can lead wherever they are and with what they have."

Defining organisational culture and what this means for you

ORGANISATIONAL CULTURE AND WHAT IT MEANS FOR YOU

Every company has its own unique personality, just like people do. The unique personality of an organisation is referred to as its culture. In groups of people who work together, organisational culture is an invisible but powerful force that influences the behaviour of the members of that group.

Organisational culture is a system of shared assumptions, values, and beliefs, which govern how people behave in organisations. These shared values have a strong influence on the people in the organisation and dictate how they dress, act, and perform their jobs. Every organisation develops and maintains a unique culture, which provides guidelines and boundaries for the behaviour of the members of the organisation.

Fitting in: You come into the university environment with your own culture and beliefs, however, you are stepping into the organisational culture of the university and you need to fit into and "move with" this culture. You need to understand the culture, environment and the systems in this organisation in order to understand how to navigate university and be successful here.

At university there are specific ways in which we communicate. The way in which you communicate will make a major difference in how people respond to you within the UFS' organisational culture. For the purpose of this unit, we will focus on communication as an important part of organisational culture.

What kinds of communication do you need to look out for from the university?

- Emails
- Blackboard announcements
- SMS



Emails are the main method of communication that you will need to look out for from the university. These emails can come from:

- The university at an institutional level. These emails go out to all students. They will contain important information regarding official university arrangements.
- Your lecturer on an individual level. These emails will go out to certain students for certain modules. They will contain important information about your course, where to access information, important deadlines, what you need to do to pass the module and more.

How often do you need to check your emails?

- Check your emails at LEAST once a week or as often as you can.

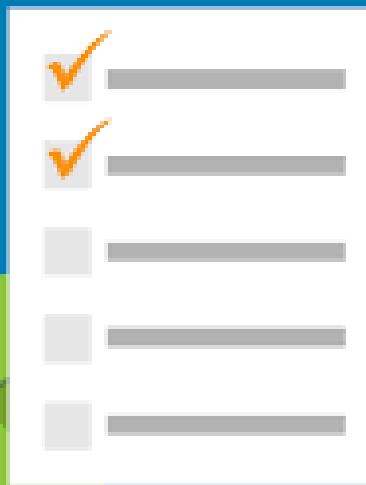
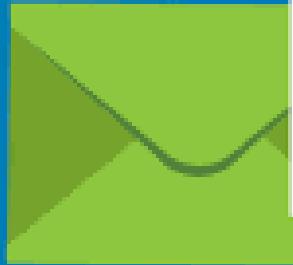
Where should you check your emails?

- The university/your lecturer will communicate everything to your ufs4life student email address. (If you need a recap on how to access your ufs4life student email account, re-visit the UFSS1504 Financial Literacy unit as it is explained there).
- The university/your lecturer can also communicate to the personal email address (@gmail; @yahoo; @rocketmail, etc.) that you indicated on your information when you registered. However, many students indicate email addresses of parents or guardians here, meaning that another person will receive an email that is intended for you. If that is the case, consider changing the email address to the one that you use, on the university system.

How should you communicate via email?

- Remember that how you communicate will make all the difference in how people (colleagues, lecturers, other university staff, etc.) will respond to you. Have a look at the infographic on the next page for tips on emailing your lecturers.

Emailing your lecturer



Use the checklist below when you are composing an email to your lecturer or university staff member:

#Emailingyourlecturerchecklist

- ✓ Don't use colours, smileys, fancy backgrounds or other space wasters.
- ✓ Think about the reader/person who will receive your email. They cannot see your face and might misunderstand your message if you are not clear, specific or descriptive enough.
- ✓ Include the specific topic of what your email is about in the subject line. (Do NOT write your entire email in the subject line).
- ✓ Don't forget to include, your name, student number and any other information the receiver might need to support you.
- ✓ Don't use SMS language. (shrt cts. and slang: yo, dude, ya, whaddup, etc.)
- ✓ Be respectful – the person on the other side of the screen is taking time and effort to help you.
- ✓ Don't use ALL CAPITALS – this is interpreted as shouting online.
- ✓ Don't use "you" statements – this can sound like you are accusing the receiver and might influence their response.
- ✓ Reread and rewrite your email before you press "Send" – this will help you to iron out mistakes and ensure that you communicate clearly by showing organised thoughts.

#Emailingyourlecturer examples

Example of an **acceptable** email:

Appropriately addressed the lecturer.

Clear and respectful statement of needs/query with student details.

Sign off with full details.

Correct email address.

Clear subject on what the email is about.

Clearly stated questions.

Open and friendly tone.

UFSS assessment query

To ufs101@ufs.ac.za | Cc Bcc

UFSS assessment query

To Whom it may Concern

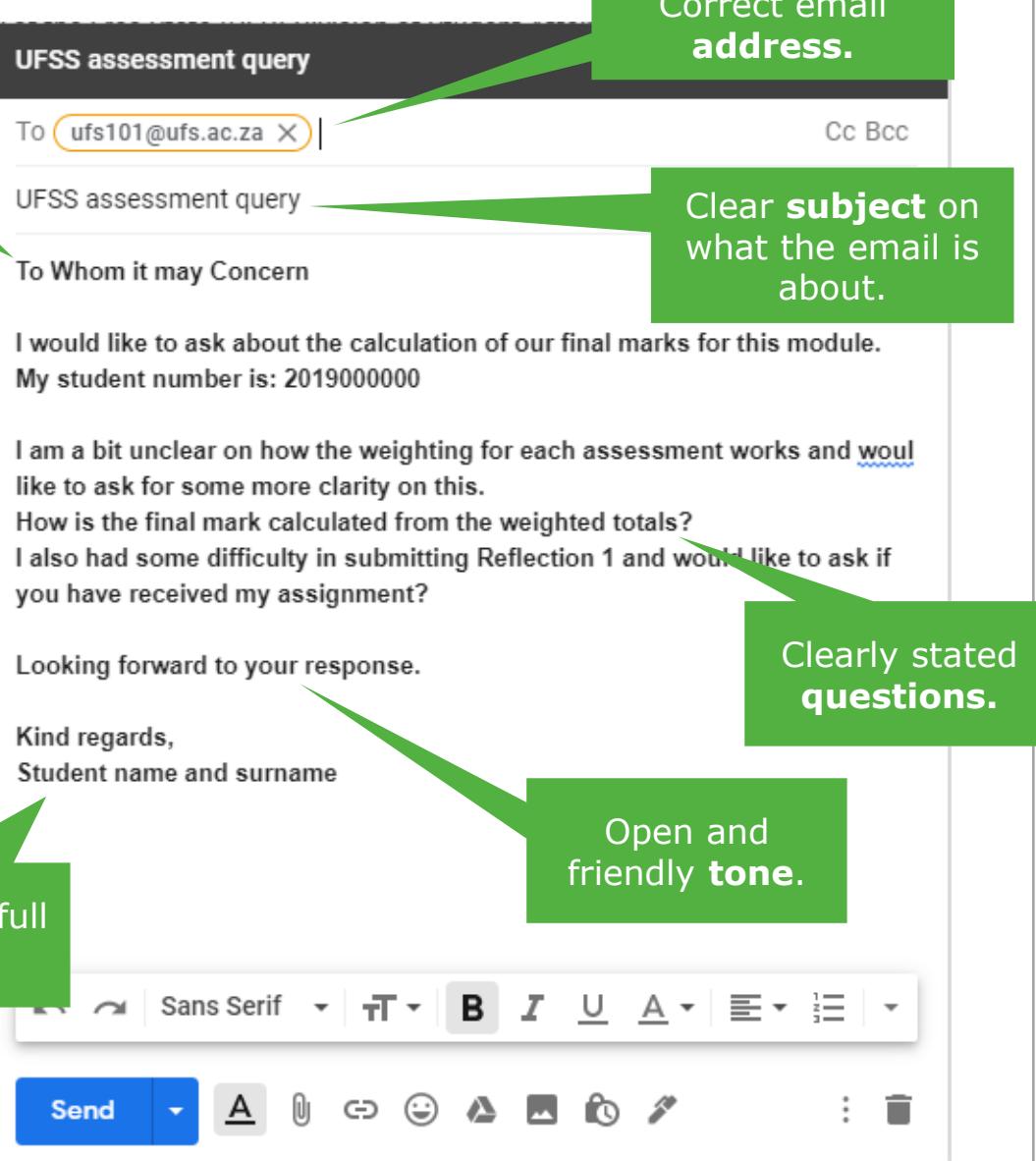
I would like to ask about the calculation of our final marks for this module.
My student number is: 2019000000

I am a bit unclear on how the weighting for each assessment works and would like to ask for some more clarity on this.
How is the final mark calculated from the weighted totals?
I also had some difficulty in submitting Reflection 1 and would like to ask if you have received my assignment?

Looking forward to your response.

Kind regards,
Student name and surname

Sans Serif | B I U A | Send | A | : |



#Emailingyourlecturer examples

Example of an **unacceptable** email:

Not appropriately addressed.

Informal and vague language use like "stuff".

Draft saved

ufs101@ufs.ac.za

i dont know whats going on

Yo,

Threatening tone.

U better tell me whats wrong wit ur system? I havent been able to get my stuff. :(

I checked on blackboard and I nt agree wit the maring. Fix mu marks, NOW.

REPLY ASAP!!!

Funnyboi28

Accusing tone.

SMS language and poor spelling.

Demanding tone.

No sign off and no student details.



Case study exercise: #emailingyourlecturer

Read the case study and then describe how you would organize the information and present it to the lecturer in an email.

Lindo has missed 5 of his LPSN1512 classes as a result of a sporting injury. He has all of the doctor's letters and needs to send them through to his lecturer as proof of his reason for being absent. In addition, he needs details about writing the upcoming sick test which is his last opportunity for a predicate in this module. Finally, Lindo would also like to know how the mark for the module is calculated as he wants to set realistic goals for his test mark.

Guiding questions:

1. Who should Lindo send this email to?
2. What attachments should Lindo add?
3. How should Lindo address the receiver?
4. What explanations and details should Lindo provide to the receiver?
5. What questions should Lindo ask?
6. How should Lindo sign off?

The screenshot shows a draft email in a web-based editor. The recipient is listed as "law@ufs.ac.za". The message body starts with "LPSN1512" and "To whom it may Concern". The message content is as follows:

My name is Lindo James 2019123456 and I have missed 5 of my LPSN1512 classes this semester due to a sports injury. I have attached my sick letter.

I am aware of the sick test that is coming up and would like to know if this test could help me pass this module? With my sick letter, can I apply to write this test to boost my overall marks for this module?

Is it possible for you to direct me to where I can find the mark breakdown for this module?

Thank you for your assistance.

Kind regards
Lindo James
2019123456

At the bottom of the email body, there is a file attachment listed: "Sick Letter.pdf (26K)". Below the attachment, there is a toolbar with various icons for editing and sending the email. The "Send" button is highlighted in blue.

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

What should you take away from this unit?

TAKE HOME MESSAGE

When we broaden our view on leadership, it is then that we realise that leadership is not just a position or a place for some higher up in a company or a political figure. Leadership is a process, an identity within each one of us and we can lead in any space. Leadership is not confined to a formal position. Within the university's organisational culture, you will be required to communicate in certain ways as you are now part of the university's organisational culture - reviewing your way of communication with your lecturers and others in the university environment can help you develop your communication skills, which will be beneficial in your future interaction with clients, patients, managers, fellow-colleagues, etc.



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Appendix G: Developing a Leadership Identity: A grounded Theory – An excerpt/adaptation

[Developing a Leadership Identity: A grounded Theory – An excerpt/adaptation](#)

Susan R. Komives, Julie E. Owen, Susan D. Longerbeam, Felicia C. Mainella, Laura Osteen

This grounded theory study on developing a leadership identity uncovered a 6-stage developmental process. The thirteen diverse students in this study described their leadership identity as ‘moving from a leader-centric view to one that embraced leadership as a collaborative, relational process’. Developing a leadership identity was connected to the categories of developmental influences, developing self, group influences, students’ changing view of self with others, and students’ broadening view of leadership.

Leadership Identity

Leadership identity was the central category of this grounded theory and it developed in six stages. Each stage ended with a transition, which signaled leaving that stage and beginning the next stage. The process of developing a leadership identity was informed by the interaction of developing self through group influences. This changed one’s view of self with others and broadened the view of leadership in the context of the supports of the developmental influences. These stages are briefly described with student voices as examples.

Stage 1: Awareness

The first stage was the early recognition that leaders existed. As children, participants were especially aware of parent figures and of national, historic, or charismatic leaders. Angela said, “I always thought of my mom as a huge leader just because in times of hardship she always was the one that pulled through and seemed to pull everything together, and I think that’s a leadership quality.” This view of leadership was outside the self and participants did not personally identify as a leader or even distinguish group roles. Becky said, “I would say that my lower school and middle school parts of my life, I was not a leader. I wasn’t much, I wasn’t really a follower, I was kind of just there.”

Stage 2: Exploration/Engagement

The second stage was a time of intentional involvement, experiencing groups, and taking on responsibilities, though not generally in a positional leadership role. They often engaged in numerous organizations and activities such as swim teams, church bible study groups, dance, student council, and community service, usually for the friendships involved. They liked to belong to groups but their involvement was often unfocused. Ray observed, “I always wanted to be doing things, but I wasn’t ready for a huge role yet.” This was an important skill development stage, when they were seeking to learn anything they could from their participation in groups. This includes seeing adult and peer models of leadership.

Stage 3: Leader Identified

In this third stage, all participants perceived that groups included leaders and followers and believed the leaders did leadership – that leaders were responsible for group outcomes. In this leader-centric stage, one was a leader only if one held a leadership position. This meant that one was *the* leader. When Marie became a positional leader as captain of the swim team her junior year in high school, she said to herself, “You are a leader now.” Donald saw the responsibility of a leader as “you get a job, and you’ve got more work than everybody else to make sure everything happened.” Students became intentional about their group roles in this stage. Some participants intentionally chose a member role

when they joined groups; for example, Christine would “be a member first to see what something is about.” As followers, these students might be very active and engaged in the goals of their group, but they still looked to the leader as the person who should be in charge.

Stage 4: Leadership Differentiated

In Stage 4, students differentiated leadership beyond the role of the positional leader and recognized that anyone in the group could do leadership. They also became aware that leadership was a process between and among people. Students entered this stage with a new awareness: that people in organizations were highly interdependent and that leadership was happening all around them. If they were in a positional leadership role, there was a pledge to engage in a way that invited participation and shared responsibility. They began to view this positional leader role as a facilitator, community builder, and shaper of the group’s culture. James realized, “We were actually working together as a group, not under me.” When they were in a member role (i.e., a nonpositional role), there was an awareness of their own influence and the responsibility of every member to engage in leadership together to support the group’s goals. James observed, “I like the fact that I can be a leader without a title because I think those are the best types of leaders to have.” They affirmed their commitment to the groups’ responsibility for its goals—as a “we” thing and not the individual leader doing it all.

Stage 5: Generativity

In Stage 5, students became actively committed to larger purposes and to the groups and individuals who sustained them. Students entered this stage and wanted to express a personal passion for what they did. These passions were openly connected to the beliefs and values they identified as important in their lives. Describing her experience in residence hall government, Angela felt rewarded to realize that future “freshmen . . . [were] getting something better because of something we did.” Service was seen as a form of leadership involvement, a way of making a difference and working toward change. Exploring their interdependence further, they began to accept responsibility for developing others and for regenerating or sustaining organizations. They made a commitment to sponsor, support, mentor and develop others. They recognized that younger group members were in a developmental place that they themselves had experience. Jimmy saw his responsibility from “having a peer mentor and now turning around and being a peer mentor.” They wanted to enhance the leadership capacity of newer members so they too could be part of the leadership process, largely to create a leadership pipeline for their groups. Anticipating his graduation, Sammy worked for continuity in the organization so the “person coming after me feels comfortable and can do just as well . . . as I did. . . . My approach to leadership now would have to be a kind of mentoring people.”

Stage 6: Integration/Synthesis

Stage 6 was a time of continual, active engagement with leadership as a daily process—as a part of self identity. They were increasing in internal confidence and were striving for congruence and integrity. Ed described this as:

A conscious shift . . . I feel that I can take ownership and the strengths that I have and the value that I bring to a group of people and have confidence in myself that I can do the things that I could set out to do.

This stage was signaled by many students in the study, but not fully evident in all of them. Those in or approaching this stage were confident that they could work effectively with other people in diverse contexts whether they were the positional leader or as an active group member. Even if they did not own the title of leader, they did have a confident identity of a person who does leadership. They

understood organizational complexity and practiced systemic thinking. They were comfortable with contextual uncertainty knowing that because they had adopted leadership into their selfconcept they could adapt and contribute to a new, unknown context. Ultimately, they echoed Joey's observation that "I see leadership now as an everyday thing."

Broadening View of Leadership and the Integration of Categories

Students' changing view of themselves with others influenced their broadening view of leadership and their personal definitions of leadership. The final category concerned participants' construction of leadership and the mental models that framed that idea. In the early stages of leadership identity, the construction of leadership was not yet a personal identity. The initial view of leader was an external adult and it broadened to include an older peer. That view could be stated as: "I am *not* a leader." Leadership then became leader-centric with the belief that a positional leader does leadership. Jayme said,

When I was a girl, I thought leadership was the person who could boss everyone around, and make them do what they wanted to do. Because you saw all the people around you, those in charge were like, "Do this, do that, do this, do that."

That individual leader takes on responsibility, organizes tasks, and gets things done. Taking on a position meant one was the leader. In their independent or dependent approaches to leadership, students acknowledged they were the leader in some contexts and also knew there were other contexts in which they were not the leader, they were "just" a member or follower. As students recognized they could not do everything themselves as positional leaders and that they valued the diversity of talents and perspectives brought by group members to accomplish goals, they began to engage with others in more meaningful, interdependent ways. This led to differentiation in the concept of leadership acknowledging that leadership could come from those in non-positional roles (i.e., members) and increasingly was seen as a process among people in the group. Leaders were people facilitating the groups' progress from anywhere in the organization.

A leadership identity had become a more stable part of self. This led to the view represented by stating: "I can be *a* leader even when not being *the* leader." Evidence for this transition can be seen in Marie commenting: "There is a difference between having a position and being a leader," and in Ed's philosophy that "leadership is more of a fluid thing, it wasn't just rested in one person." The awareness that people can learn to engage in leadership comes from viewing leadership as a process. Sammy summed it up: "You know, everyone has leadership qualities, and everyone can be a leader in some avenue." Ultimately leadership became an integrated part of self-concept.

As students developed themselves through deepening their self-awareness, building selfconfidence, establishing interpersonal efficiency, learning to apply new skills, and expanding their motivations, they changed their perceptions of groups and their role in groups. Likewise, engaging in groups and feedback from group members informed the development of themselves as individuals. This interaction between *developing self* and *group influences* shaped an individual's awareness of who they were in relation to others. Depending on their stage of leadership identity, students saw themselves as dependent on others, independent from others, or interdependent with those around them. Their *changing view of self with others* had a direct bearing on their *broadening view of leadership*. Those who viewed themselves as dependent on others saw leadership as something external to them or as a position someone else held. Those who viewed themselves as independent from others assumed positional leader roles and perceived that the leader does leadership. Those who saw their interdependence with those around them viewed leadership as a relational process and leaders as anyone in the group who was contributing to that process.

An individual's broadening view of leadership has properties that develop through the six stages of the core category, *leadership identity*. Students remained in a stage of leadership identity for varying lengths of time. Either dissonance with the stage they were in or a new view of themselves and how they related to others in groups eventually led them to a new view of leadership. This new view of leadership signaled a transition to a new stage. These transitions between stages of leadership identity marked a shift in thinking, a very gradual process of letting go of old ways of thinking and acting, and trying on new ways of being. In the new, more complex stage, students repeated the cycle that supported their transition to the next stage of leadership identity. This could be imagined as a helix where one returns to a category such as *developing self* with a higher level of complexity.

Each student's story across the stages of developing their leadership identity was unique, yet was reflected in this grounded theory. Even those who did not evidence all six stages are represented in the theory. Donald, for example, was a sophomore in the study who saw himself as the positional leader in most groups he was in. At the same time, he eloquently described the issues he was struggling with as he tried to be a good team member for a major group research project in his honors class and knew that his next developmental step was to learn to trust classmates more and be an active leader as a member of the team. His story described his identity in Stage 3, *leader identified*, and he was beginning a transition toward Stage 4.

We observed that leadership identity is the cumulative confidence in one's ability to intentionally engage with others to accomplish group objectives. Further, a relational leadership identity appears to be a sense of self as one who believes that groups are made up of interdependent members who do leadership together. This theory is further applied in a leadership identity model (LID) that integrates these categories (Komives, et al., 2005).

Growth Mindset and re-framing your thoughts



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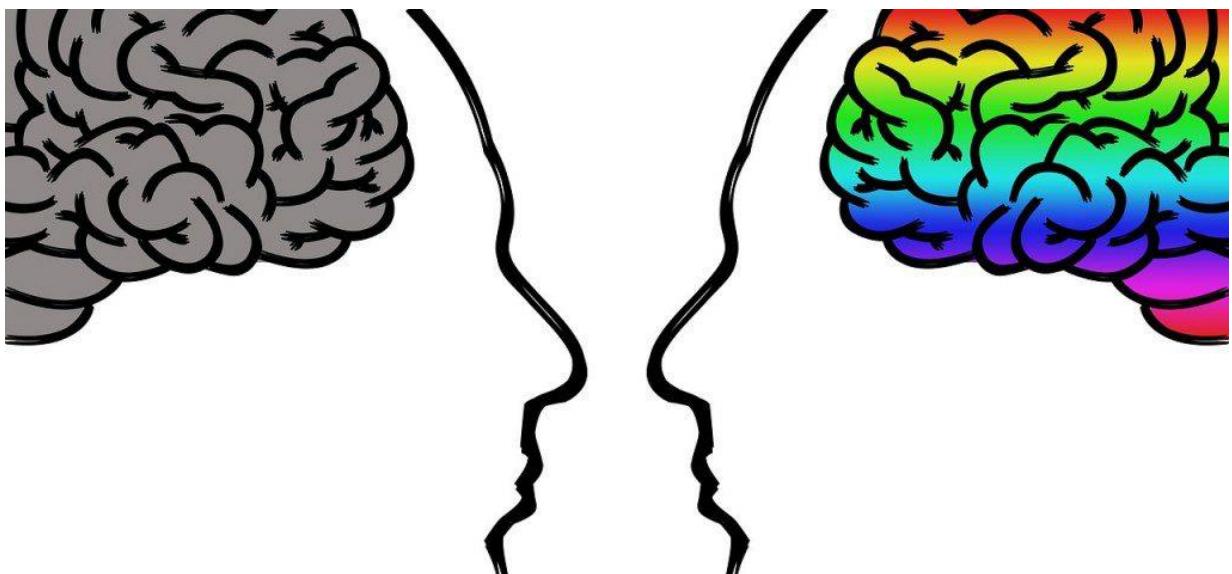
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Growth Mindset and re-framing your thoughts

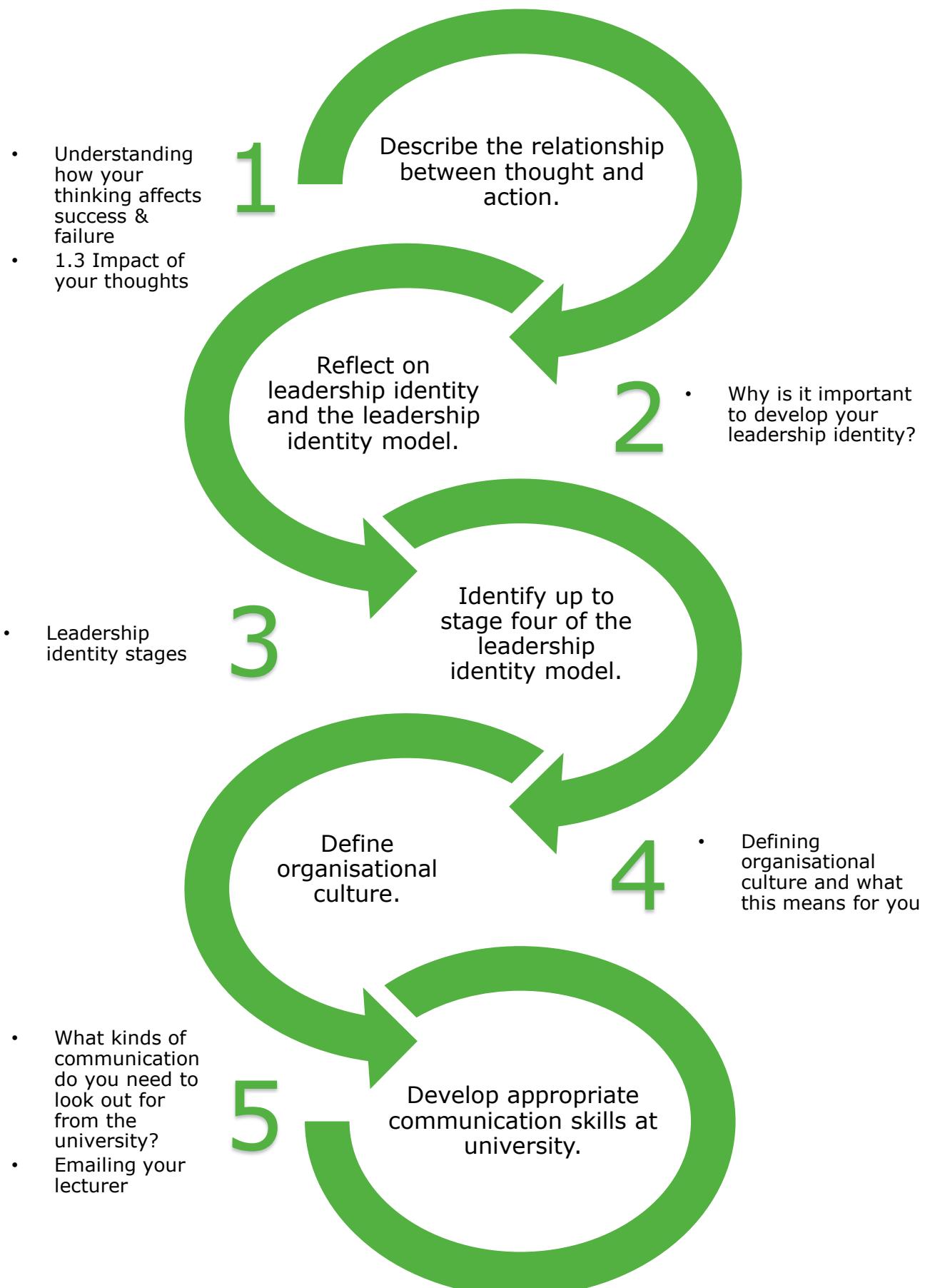
Unit overview and outcomes

This unit is about how your thoughts and mindset influence your actions. What you believe or think, becomes what you feel and what you do. In this unit, you will learn about what it means to have a growth mindset, and how thinking through life events from the perspective of the ABC model can help you reframe situations and respond differently.

After successful completion of this unit, you should be able to:

- describe the relationship between thought and action;
- explain the ABC model, and apply it to an example;
- describe how your behaviour is influenced by your mindset;
- explain the difference between a fixed mindset and a growth mindset; and
- describe how to develop a growth mindset.

Unit overview map



Reflection on module

1. Reflecting back on the content covered in this module, what did you learn about how to be successful at university? Write your answers down.

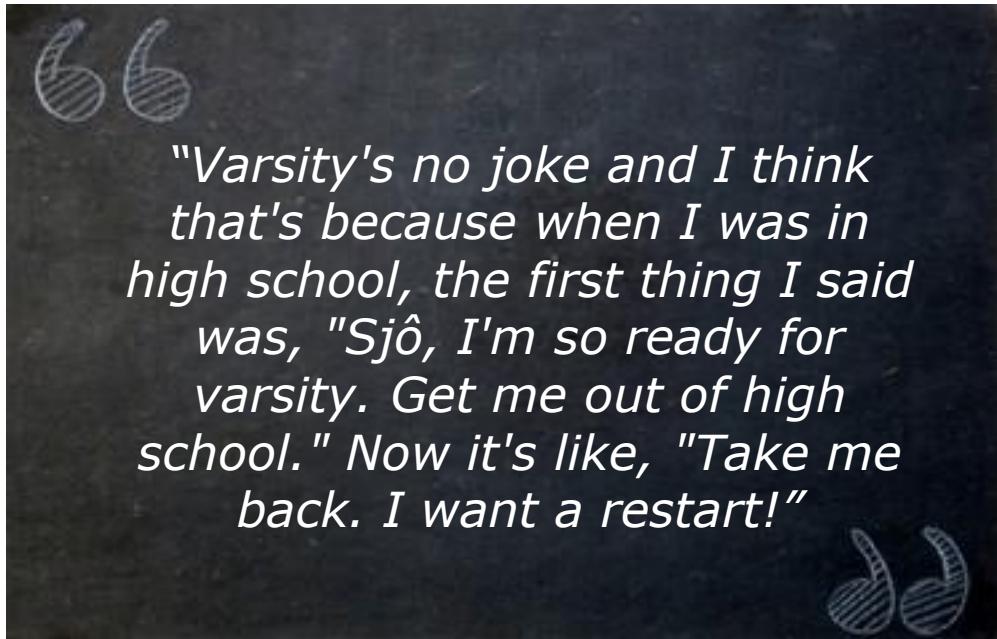
Think about how much of what you learned you are already applying, or plan to apply.

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2. Reflecting back on past experiences, how do you feel when you fail or make a mistake? Write your answers down. Focus here on what you feel, not what you do or how you react.

The reason you are asked to think about how you feel when you make a mistake, is because these feelings are determined by your thoughts about failure or making mistakes. For example, you may feel discouraged if you do not do well on a test because of how hard you studied for that test. It is normal to feel this way. In this unit, we will look at how you can reframe your thoughts (or think differently) about situations. This is especially important in the current environment, an environment that requires strength and resilience.

Understanding how your thinking affects success & failure

For the **majority** of students, adapting to university is hard. They often achieve lower marks than at school and experience feelings of failure. Have a look at this quote from a UFS student:



"Varsity's no joke and I think that's because when I was in high school, the first thing I said was, "Sjô, I'm so ready for varsity. Get me out of high school." Now it's like, "Take me back. I want a restart!"

Many of you may feel this way. We are going to share a **method** and **mindset** with you to help you think differently when you go through challenging times.

On the next page, we look at the power of your thoughts.

Impact of your thoughts

We are what we think. All that we are arises with our thoughts. With our thoughts we make the world. – Buddha

The primary cause of unhappiness is never the situation, but your thoughts about it. – Eckhart Tolle

Be careful what you think, because your thoughts run your life. – Proverbs 4:23

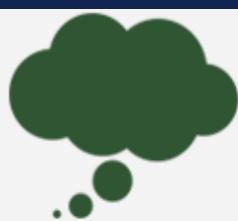
Your thoughts create your reality. Your mind is more powerful than you know. – Neale Donald Walsch

The Power of Thought

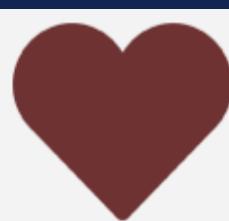
How we think makes all the difference



Situation
something happens



Thought
the situation is interpreted



Emotion
a feeling occurs as a result of the thought



Behavior
an action in response to the emotion

The only thing you can really control...is how you react to things outside your control – Bassami Tazari

ABC Model – It's about HOW you think

The ABC Model comes from Albert Ellis's work on how people respond to events. You will learn more about his work in the second semester. For now, the focus is on the ABC Model, which consists of:

A – Activating event

B – Belief (Thinking)

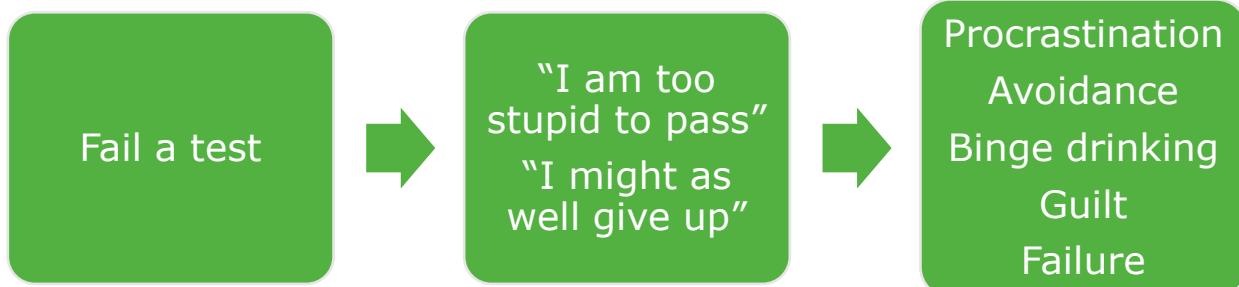
C – Emotional and behavioural consequence



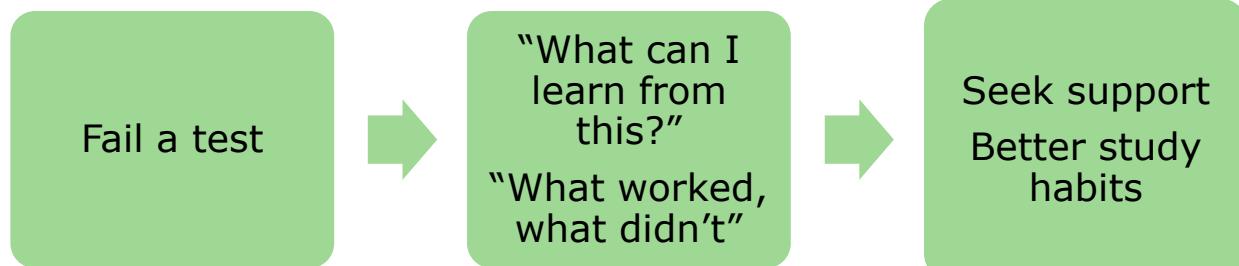
The example here is about failing a test, but the current pandemic and its impact on our environment, as an activating event, is one that may leave you feeling demotivated or helpless. On the next page, you can see an example of what a change in thoughts can mean for your emotions and actions.

ABC Model – It's about HOW you think (continued)

In the examples below, you can see that your beliefs or thoughts about an event lead to how you react / what you do. You can decide to respond as follows:



Or you can reframe your thoughts to think differently about the event. A change in your thinking will result in different behaviour:



If Covid-19 and its impact has left you feeling demotivated or helpless, pause, breathe, and consider what a change in your thinking might result in? The successful completion of this year will require resilience and strength, which you are capable of. There is support available, click on the icon - make use of it.

Why does my mindset matter?

Your Mindset (beliefs about learning and intelligence) has a dramatic impact on your ability to perform and reach your potential.

-Carol Dweck

When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement.

-Mindsetnetwork.com

Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you? The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives.

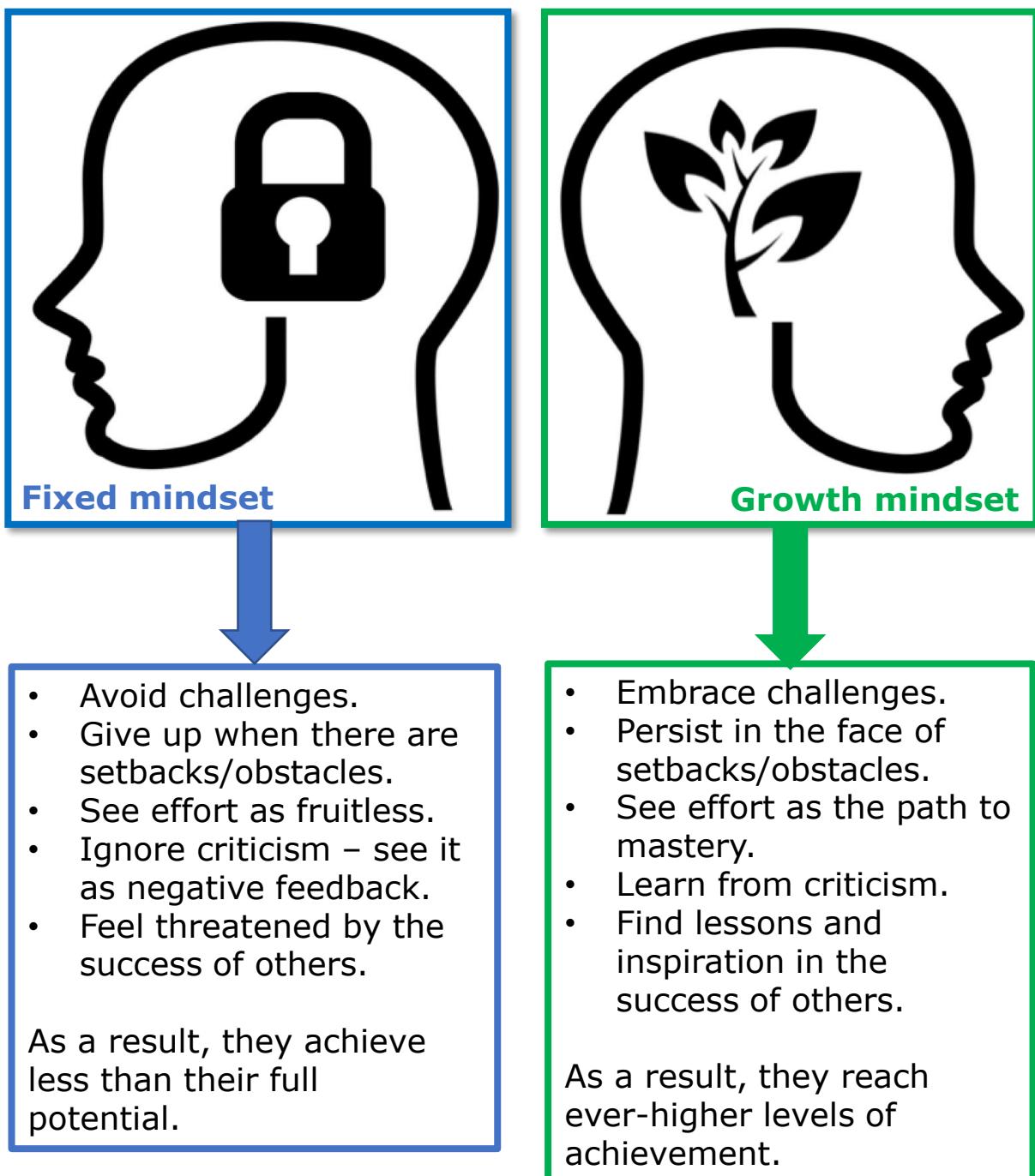
-Carol Dweck



If you want to know how people with growth mindsets THINK about failure, have a look at this video (3 min, 10MB).

Fixed vs Growth Mindset

A fixed mindset assumes that character, intelligence and creative ability are fixed and cannot change – meaning you are born with these and they are static. A growth mindset, however, believes that character, intelligence and creative ability can be developed and can grow if you invest time and effort to do so. In the image below, you can see the difference between a fixed mindset on the left, and a growth mindset on the right.



How can you develop a Growth Mindset?

There are 9 things you need to know:

- 1. Acknowledge your imperfections**
2. View challenges as opportunities
3. Use 'learning' instead of 'failing' to describe your experiences
- 4. Learn from other people's mistakes**
5. Welcome criticism which comes your way
6. Work with purpose
- 7. Celebrate your actions rather than your characteristics**
8. Set goals and work hard to achieve them
9. Be patient with yourself, and stay consistent

Have a look at the quote below, from UFS students that were where you are now:

"...I think it's all in the mind, to grow and be better and develop. You make the decision. I made mine, the first months I got here, that no matter how tough it gets, I can't give up. I believe for that I'm not the same person I was two years ago. This is a better, more refined version of me. It takes spirit, body and soul. All three have to be ready and willing and everything you go through won't be a train smash.

With love
-Kovsies that have gone before you



Where can you get support?

- Even though you are not on campus, you can still get support by accessing #UFSLearnOn. 
- Speak to your lecturers, tutors and Teaching Assistants, and stay in touch with fellow students.
- The CTL Academic Advisors are always willing to help, and can refer you to the appropriate services – contact them at advising@ufs.ac.za.
- For UFSS1504, we have virtual consultations, but are also available through email and even on Facebook.
- When you are back on campus, Student Counselling and Development has the following programmes on offer:

GROW Programme

- Resilience based
- Cognitive flexibility
- Dealing with challenges

REBT programme

- link between thoughts (B) and emotions & behaviours (C)
- Replacing unhelpful thoughts with helpful thoughts

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

What should you take away from this unit?



TAKE HOME MESSAGE



This unit is best summed up in this quote from Carol Dweck:

"Growth mindset allows people to value what they're doing, regardless of the outcome. Those with a growth mindset find setbacks motivating. They're informative. They're a wake-up call. Growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others. Although people may differ in every which way – in their initial talents and aptitudes, interests, or temperaments – everyone can change and grow through application and experience."

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