

LEARNING TO LEARN

Developing the student's independent approach to learning.

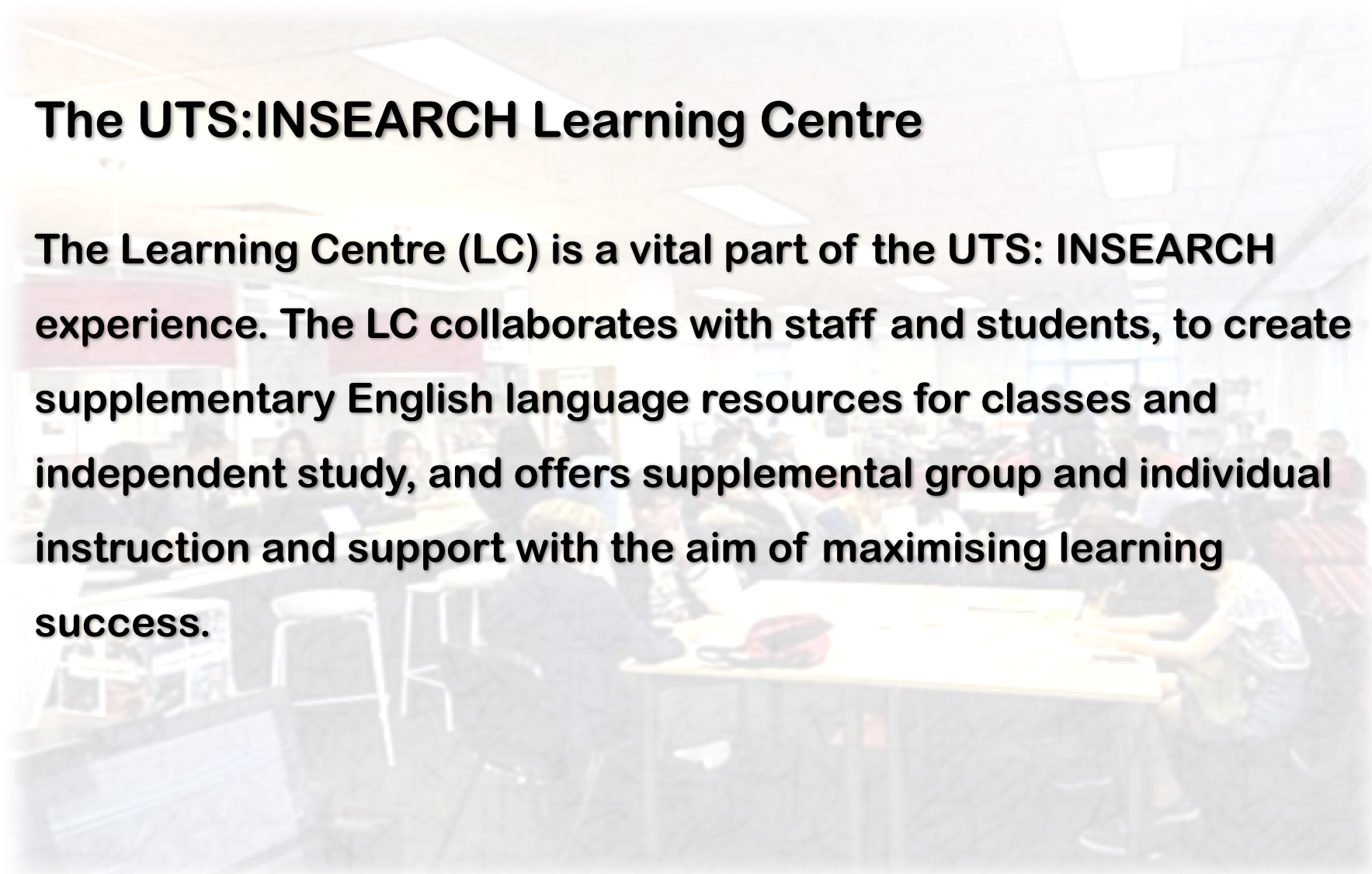
The Learning Centre



Lis Klepp
Learning Centre Coordinator

The UTS:INSEARCH Learning Centre

The Learning Centre (LC) is a vital part of the UTS: INSEARCH experience. The LC collaborates with staff and students, to create supplementary English language resources for classes and independent study, and offers supplemental group and individual instruction and support with the aim of maximising learning success.

A blurred background image showing a large, modern learning centre with many students sitting at long tables, working on laptops and papers. The room has a high ceiling with large windows and a bright, open atmosphere.

The Learning Centre actively engages in, and provides:



A safe, innovative, inclusive learning environment to support the student learning experience.

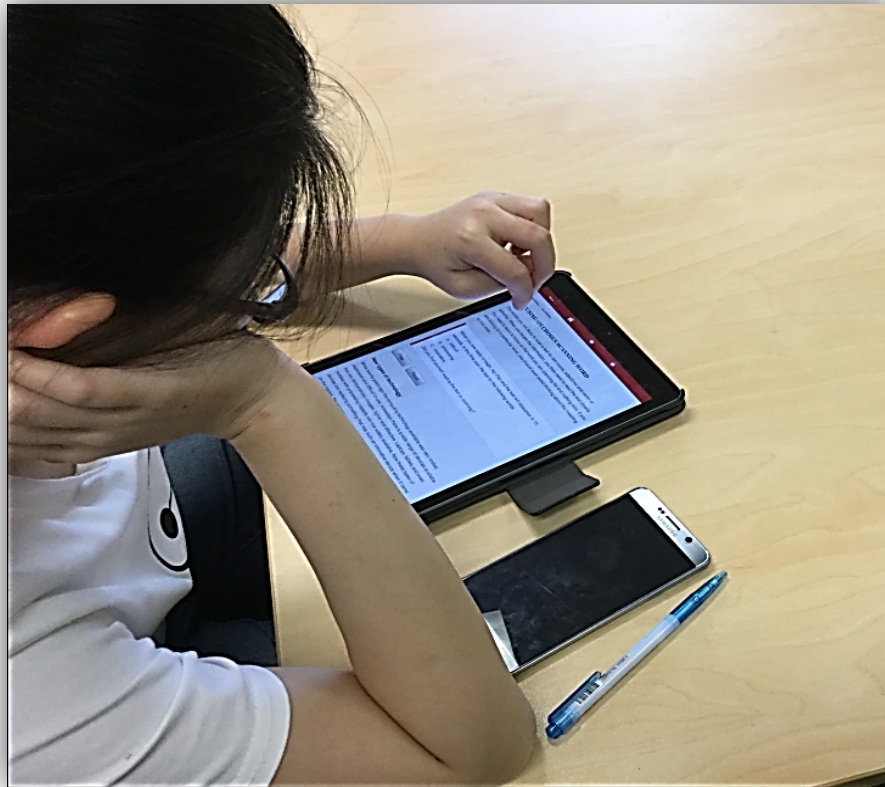


Quality supplementary teaching and learning materials – related to the UTS:INSEARCH Curriculum, designed to assist in the development and consolidation of English language skills.

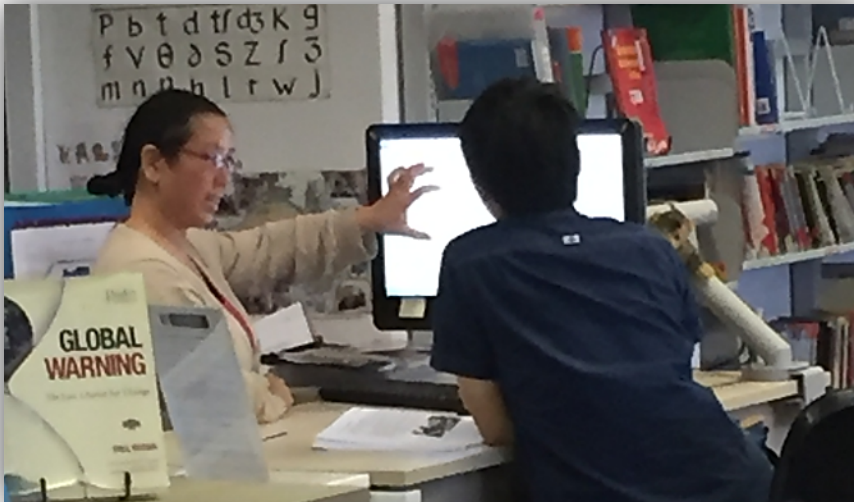


- Supplementary materials come with a QR Code which enables the student to scan the code and be taken directly to the source.
- Resources include: Podcasts, TedTalks, Articles, Essential Readings and Viewing, Vimeo and YouTube clips as well as interactive news extracts and talking text.





Blended learning resources and technical support.



Comprehensive group and individual learning support for students to prepare for lifelong, independent learning.



LEARNING TO LEARN

**Developing the student's
independent approach to
learning.**

- *Learning to Learn* was designed and developed as a proactive approach to student engagement, it aims to provide students with the necessary skills to succeed academically in their course of study at UTS: INSEARCH and beyond.
- Many of the students who study at INSEARCH have come from countries where the dominate mode of learning is what can be described as ‘passive learning’ rather than critical thinking and engaged learning. Without engagement, the likelihood of success in any particular teaching/learning environment becomes problematic.

The ability to learn is one of the most important skills an individual can acquire, it encompasses the ability to persevere with and organise one's own learning through the effective management of time and content.

Learning to Learn promotes:

- **Ownership of the learning process.**
- **Responsibility for individual commitment and performance.**

Our methodology is to break down the process of learning and studying into ‘manageable chunks’ as well as to assert that ultimately, learning is the individual’s responsibility.

This process has been divided into three main components:

- **Time Management**
- **Location Management (a suitable place to study)**
- **Content Management**




TLC
IN THE
LC

Learning to Learn – The module.

Creating understanding on the learners' terms

School


Your time is structured by your parents and teachers




VS

Uni


You manage your own time





School


Your parents and teachers will remind you of your responsibilities and help you manage them




VS

Uni

You must balance your responsibilities and set your own priorities





Time Management



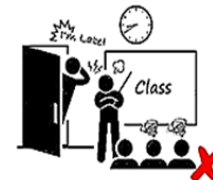
Study

Rest

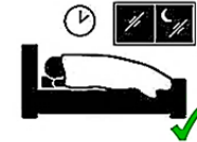
Play

- ✓ **Set your priorities:** create a to-do-list, including social activities.
- ✓ **Create a schedule:** whether you use a diary, timetable or phone app, find an organising tool that works well for you and create reminders, set alarms and timers.
- ✗ **DO NOT** leave important tasks until the last minute: this can impact on the quality of your work and overall grade.

Time management is important so that you can be your best in class!



Come to class on time



Sleep at home NOT in class time



This is YOUR responsibility as a learner. It is also respectful towards your teachers and other learners!

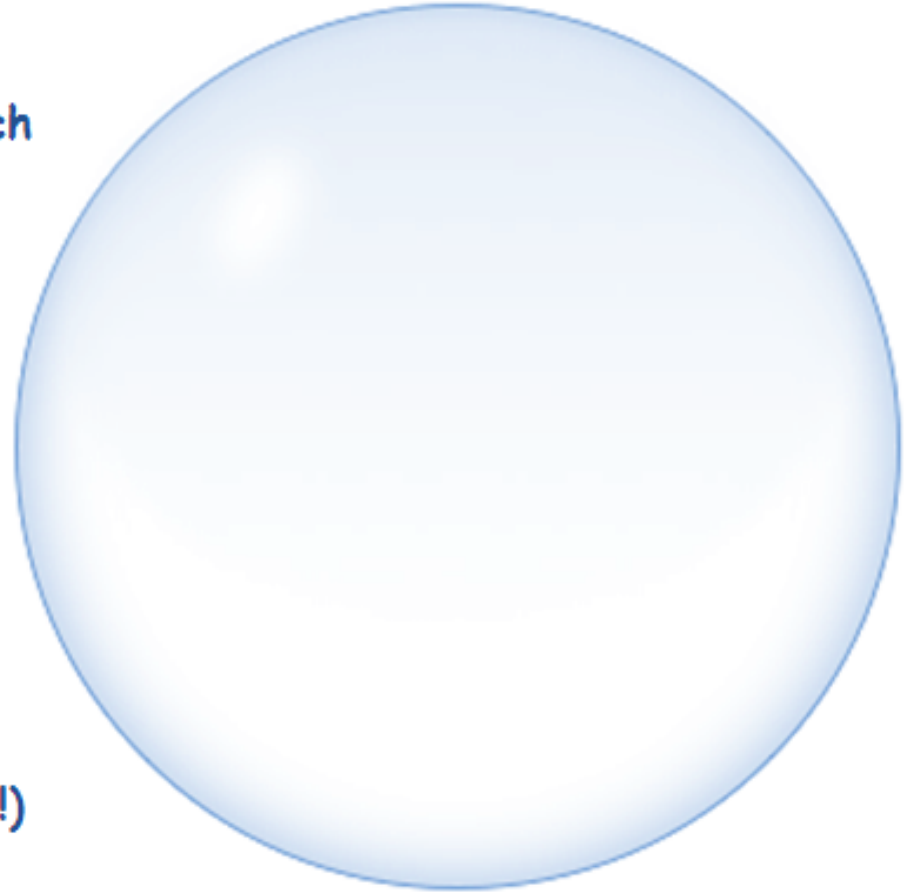
Life Pie Chart: Exercise 1

How I spend my time (now)

1. How much time do you spend each week on:

- Studying
- Working
- Exercise
- House/Family duties
- Leisure time
- Sleep

2. Using the list above, draw your current life pie chart (be honest!)



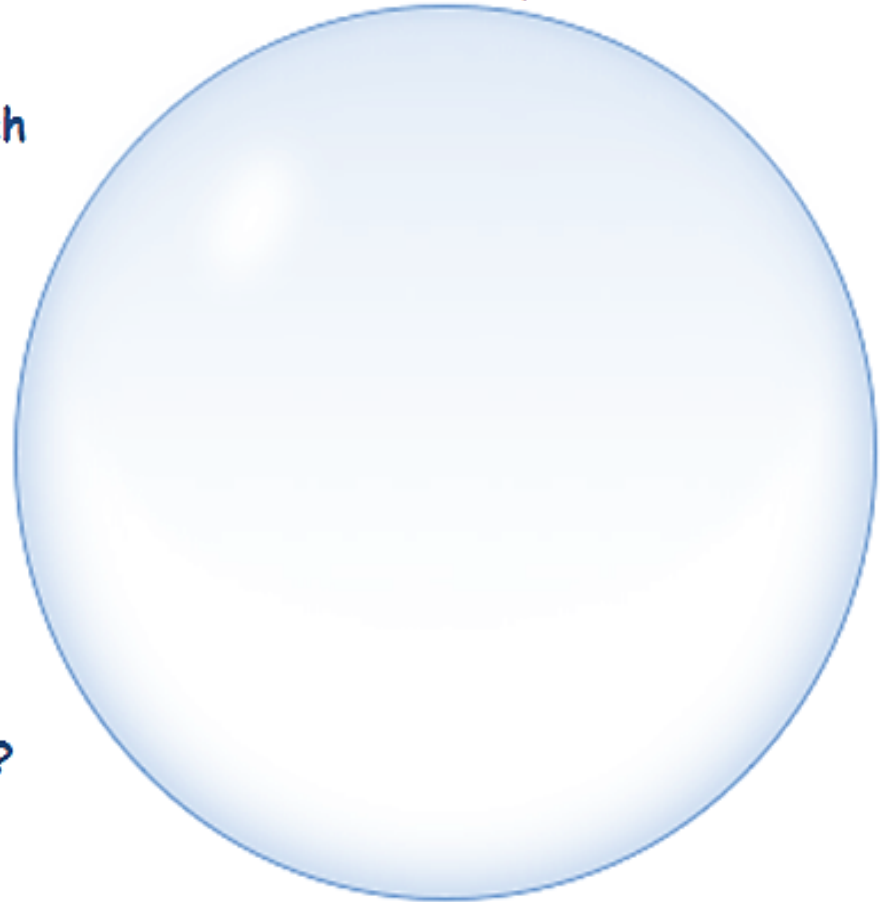
Life Pie Chart: Exercise 2

How I **SHOULD** spend my time

1. To succeed in your studies, how much time do you need to spend on:

- Studying
- Working
- Exercise
- House/Family duties
- Leisure time
- Sleep?

2. Now, draw **THAT** pie chart
What changes do you need to make?



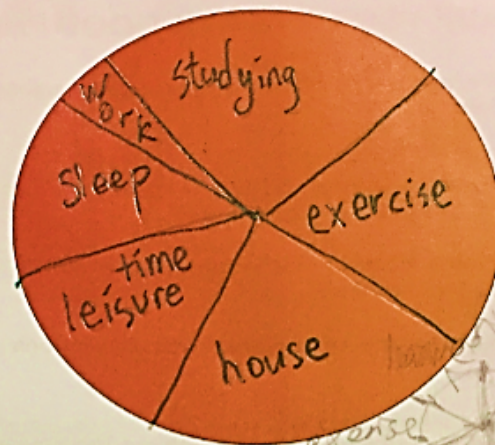
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How I spend my time (now)



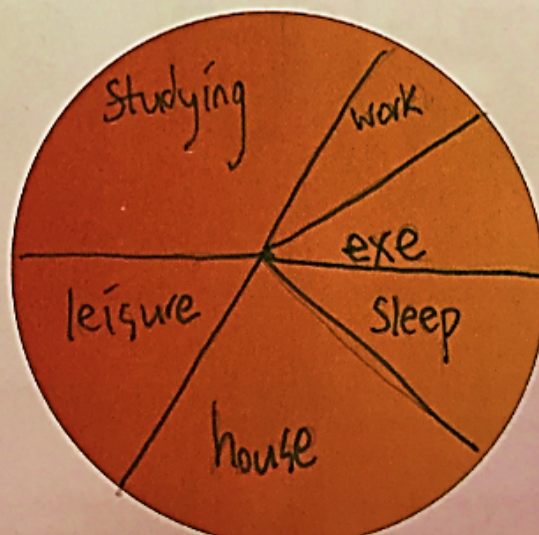
LIFE PIE CHART: EXERCISE 2

1. To achieve your goals and organise your time, how much time do you need to spend on:

- studying
- working
- exercise
- house/family duties
- leisure time
- sleep?

2. Now, draw THAT pie chart.
3. What do you need to change?

How I SHOULD spend my time



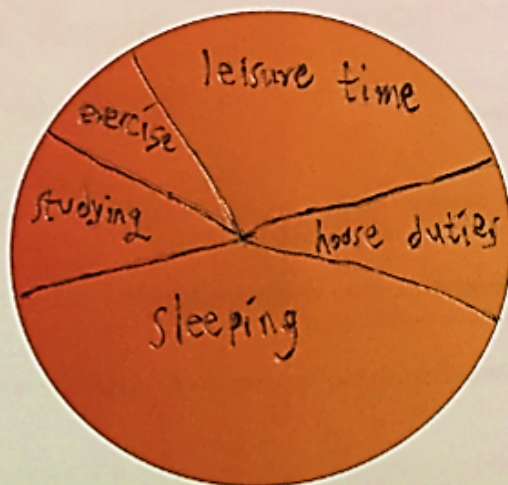
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How I spend my time (now)



LIFE PIE CHART: EXERCISE 2

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- sleep?

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3. What do you need to change?

How I SHOULD spend my time



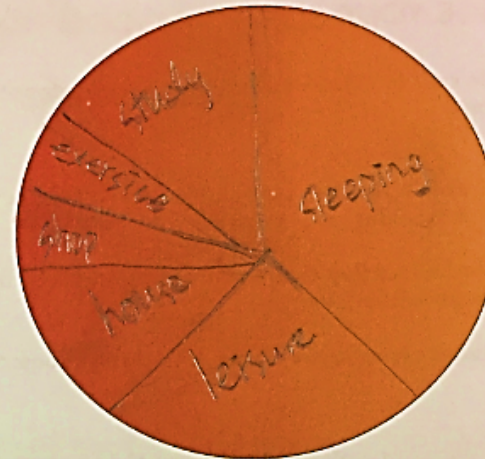
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How I spend my time (now)



LIFE PIE CHART: EXERCISE 2

1. To achieve your goals and organise your time, how much time do you need to spend on:

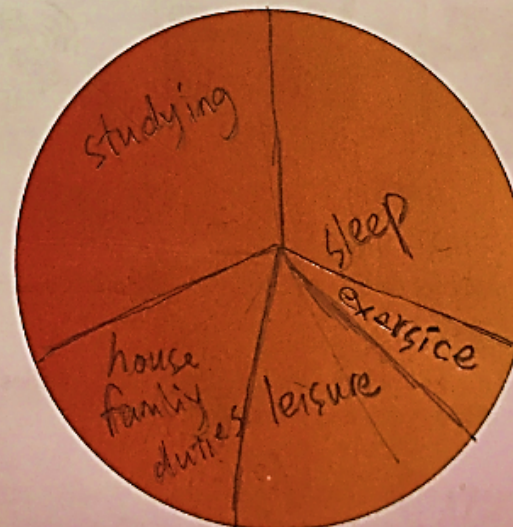
- studying
- working
- exercise
- house/family duties
- leisure time
- sleep?

2. Now, draw THAT pie chart.

3. What do you need to change?

study

How I SHOULD spend my time





Location Management

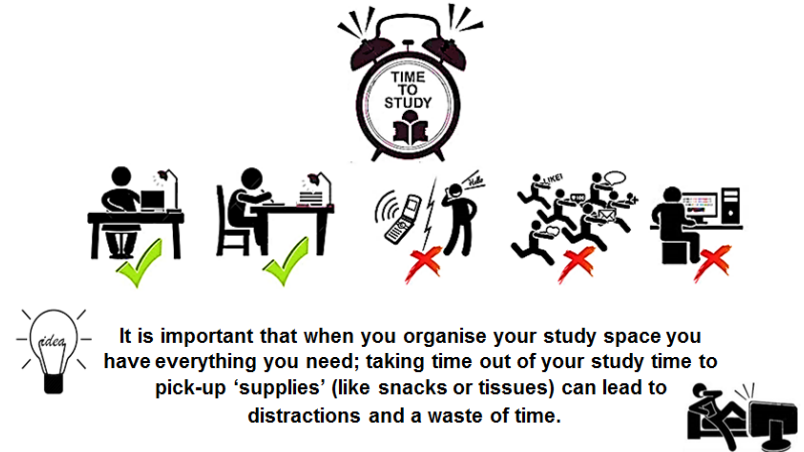


Manage your space – a good place for good study

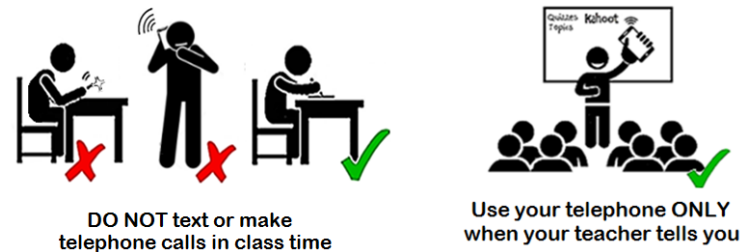
One of the keys to effective studying is finding a good location. It's difficult to study in a room full of **distractions**.

- ✓ **Create a routine:** Study in the same place, at the same time on days you plan to study. This includes regular breaks.
- ✓ **Find a location that's comfortable** - with all the materials you need to study e.g. pens, paper, and books.
- ✗ **Avoid studying in places with distractions:** no noise, no music and no people.

There is a time and a place for everything! The time you set aside for study should be just that!



There is a time and a place for everything!
This rule also applies in the classroom



Respect rights of others to learn and the teacher's right to teach!

Content Management



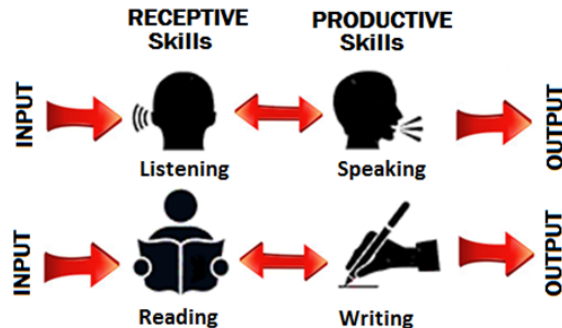
- ✓ **Know why you are studying** - *Studying is not the same as doing homework!*
- ✓ **Study is not the same as learn** - *You need to allow time for study so you can ensure learning happens. Turn study into learn!*
- ✓ **You** - *you are responsible for your own learning! A teacher teaches. A student studies.*

Language Learning

When you learn a language, you develop both **receptive skills** and **productive skills**.

- Receptive skills are listening and reading. It's when you *understand* the language you are learning.
- Productive skills are speaking and writing. It's when you *use* the language you are learning to produce a message.

When you are learning English you are learning all of these skills.



How do you **BEST** learn these skills?

- ✓ Choose topics you are **interested in**: if you enjoy what you are doing, you'll want to do it.
- ✓ What do you want to **improve**: General Fluency? Exam Skills? Do you want to focus on a particular topic? This will affect the type of resources you choose.
- ✓ Improving your **vocabulary and grammar** will help all of your skills.
- ✓ Choose resources which are the **right level for you**: (a little bit difficult, but not too difficult).

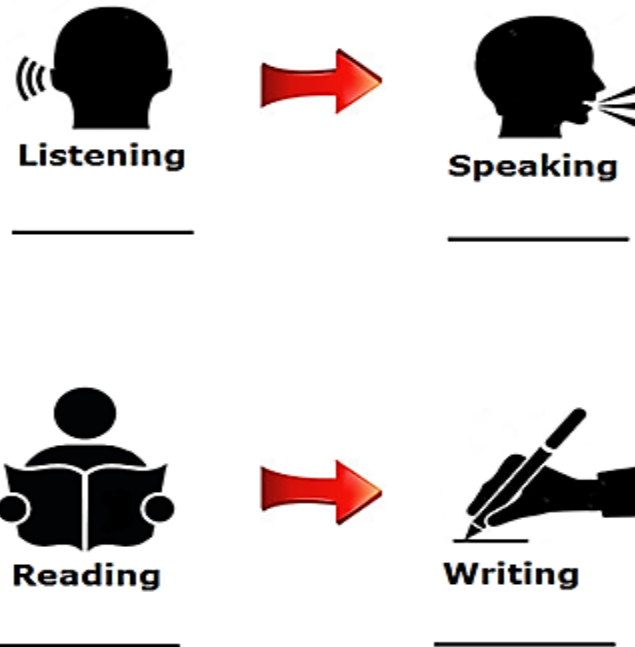
Study is exercise for the brain



Productive skills improve from stronger receptive skills. This term, make the decision to do all you can outside of class and take advantage of your time inside of class and you will improve both your receptive and your productive skills!

Learning to learn

There are four skills you need to practise to learn English. *You also need to develop your vocabulary, learn grammar rules, and practise pronunciation.*




In the spaces above number these skills from 1 to 4.

1 = needing the most improvement, and 4 = needing the least improvement.

How do you learn?

Interests

It's good to understand the things that interest you. If you need to practice a particular skill then pick topics that you enjoy to make your study time more enjoyable.

Tick  the areas that interest you



sport

☐

music

☐

films/movies

☐

science

☐

gaming

☐

computers

☐

art/crafts

☐

cooking

☐

environment

☐

Other

Putting it together – Set yourself a learning goal.

Choose one skill you would like to improve along with a topic you have chosen as an interest, e.g. “the skill I want to improve is **listening**”, “I like learning about **gaming**”, “I will set a learning goal to complete at least one listening activity on this topic”.



Skill: _____

Topic: _____

I know where to find activities to do this? Yes No

How can I find out more about this?

Remember: You need to spend time practicing ALL your skills.

What we observed

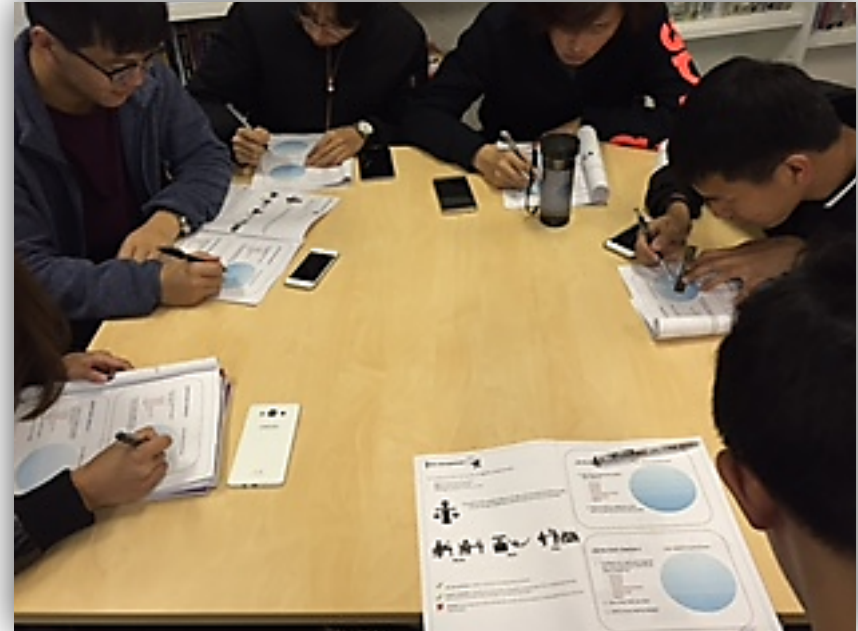
Those who attended:

Students were engaged and focused





They related to the material and actively participated in the session



Students did not need to be kept on task, they were not distracted by their mobile phones nor did they ‘clock-watch’.



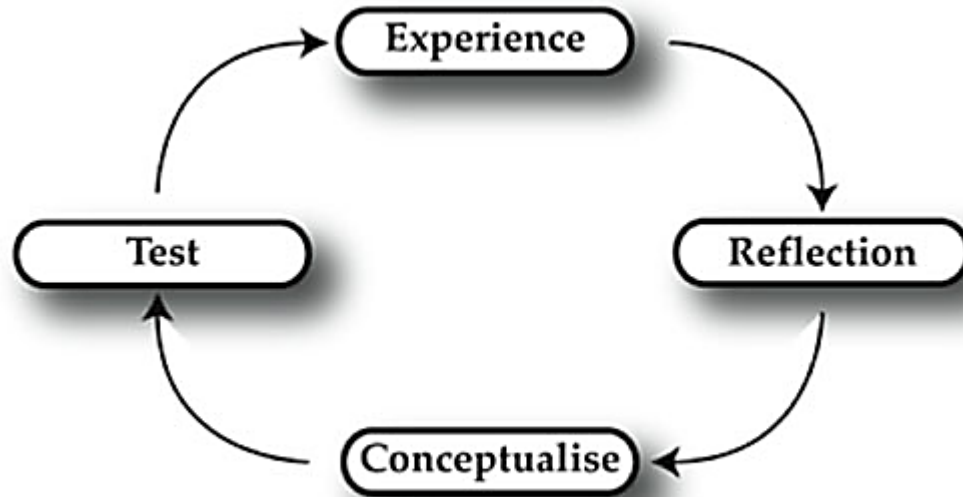
What we found...

- The lack of student engagement amongst the majority of our East Asian learners is heavily influenced by institutional and sociocultural factors, including an emphasis on rote learning, and a tendency toward teacher-centered lessons.
- Whilst the number of students attending the sessions was positive, engaging the students which the module actively sought to engage, was still problematic.
- Looking more closely at this ‘disengaged student cohort’ we found these students were more likely to be:
 - ☐ mobile device dependent
 - ☐ Lack sleep due to poor time management practices
 - ☐ have poor nutrition due to poor time management practices
 - ☐ prone to distractions (due to all of the above)

**what's
next**

Learning to Learn via Responsive Design

- When it comes to digital experiences, today's users are hyper-active; smartphones, phablets, tablets and laptops are more affordable and more readily available.
- Using the principles of the *Experiential Learning theory* (Kolb, 1984), responsive design will be used as a tool to help create and present content and instruction that is interesting and relevant to students.
- When learning is relevant to students, then they become engaged. With increased student engagement, comes increased learning.



- **Uses prior knowledge as the basis of a new learning experience**
- **Revision and reflection of newly acquired knowledge**
- **Makes connections between old and new knowledge**
- **Utilises and formalises what has been learned**

Learning to Learn via Responsive Design

A significant advantage of moving towards a responsive design project is:

- ☐ **learners are able to focus on the content rather than the platform it is presented on.**
- ☐ **The natural user interface (NUI) is well known to the user which creates a level of comfort (reducing the focus on the device and reducing distraction from the content).**

Learning to Learn

Please enter your name and student ID

Name

Student ID

To begin the module click on the NEXT button or hit ENTER on your keyboard

Next

Learning to Learn

Improve: to make
(something) better

Successful: ending
with good grades

Hello _____,
welcome to Learning to Learn.
This short course will look at
ways you can **improve** your
English language skills to be
successful at UTS:INSEARCH.



Next

PLAN, PREPARE & PASS

Coming to class on time is just one part of being prepared (or ready) to learn.

Organising the things you need to **LEARN** in class is also an important part of time management!



Play

Learning to Learn

Click and drag the things you think a **good student** needs to bring everyday to be prepared (ready) for learning.



Learning to Learn



GOOD!
Be ready to learn. Take a pen to class to take notes and write important information.



GOOD!
Your phone can be an excellent learning tool! Your teacher may get you to use your phone in class for quizzes or other activities. Use your phone only as your teacher tells you to.

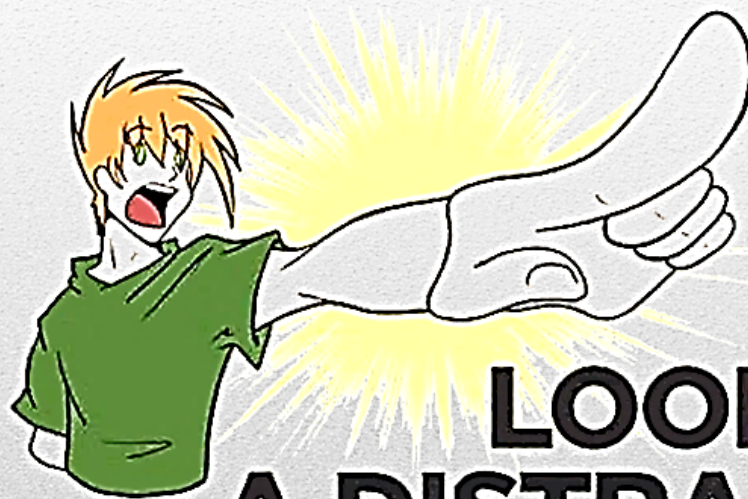


GOOD!
Computers and tablets are a great way to organise your learning, write assignments and practice your English. Your teacher may ask you to bring these to class. Use these only as your teacher tells you to.



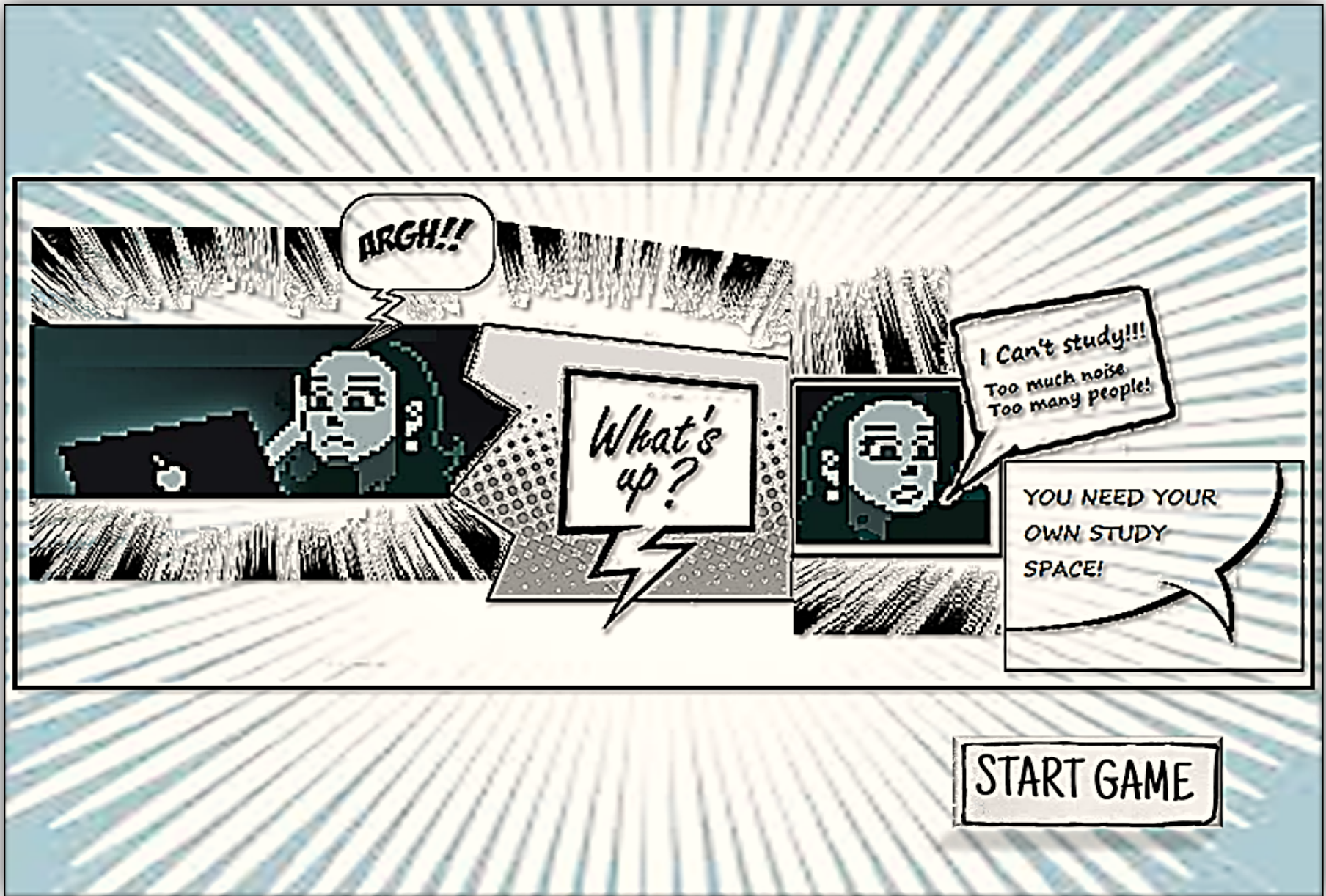
GOOD!
You should always keep a diary or electronic planner to record important due dates for homework, presentations, assignments and examinations.

FIND THE DISTRACTIONS?



**LOOK!
A DISTRACTION**

Start now ►

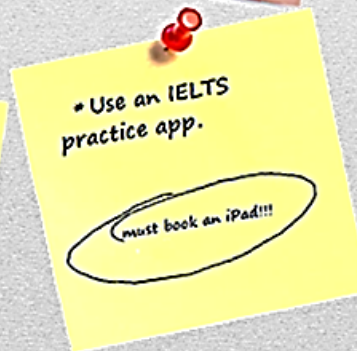


A LITTLE HELP?

Can you help the good student organise the activities into the homework or study boxes?



Learning to Learn



Learning to Learn

Help the good student with their skills. Click and drag the receptive skills onto the student (Hint: the skills left should be productive skills!)

Listen to
a podcast

Do flashcards in
Vocablets

Read a
newspaper article

Participate in a
discussion



Write a
practice essay

Listen to
music in
English

Watch a DVD
(with English subtitles)

Make your own
class notes

Do IELTS reading
and listening practice
on the iPad

Do a presentation
in class

Well Done!

Try Again!

Next



Check Your
Knowledge

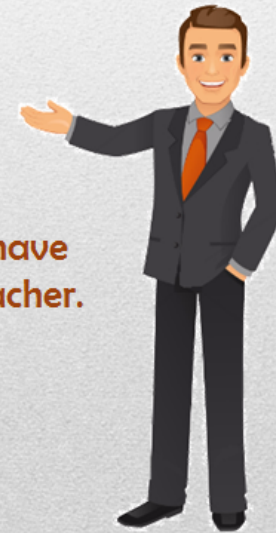


Let's Play!

START

THE BIG QUIZ

This is the final activity in the course. Once you have finished the quiz, a record will be sent to your teacher.
You must get 80% or more to pass.



Continue

Learning to Learn provides students vital scaffolding needed for lifelong learning

It aims to promote:

- **Ownership of the learning process.**
- **Responsibility for individual commitment and performance.**

The move to Responsive Design will offer students:

- **Self paced instruction**
- **Instant feedback and the opportunity to review and retry**
- **The learning and consolidation of 21st skills.**

‘There is a strong research base that describes how technology strengthens student engagement and learning. For example, active learning is associated with improved student academic performance’ (Hake, 1998; Knight & Wood, 2005; Michael, 2006; Freeman, et al., 2007; Chaplin, 2009). Thus, with ‘increased student engagement there develops, critical thinking, and better attitudes toward learning’ (‘O’Dowd & Aguilar-Roca, 2009).

Responsive Design in Higher Education (Chad Van Lier, 2013)

Thank You