

Assignment 1: Identifying Skills

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1. INTRODUCTION

For the following report we have been informed to choose a chapter, which is more convenient for us, from the various academic references provided by our lecturer. Furthermore, for the purpose of this assessment, we need to acknowledge a particular technique that we find it useful and helpful for the development of our future career.

Personally, I decided to go with “THE STUDY SKILLS HANDBOOK”, by Stella Cottrell, particularly the chapter “Successful study - Intelligence, strategy and personalised learning”.

The reason behind my choice is that I have always wanted to improve myself and my knowledge with the help of a successful study and going through this book I have realised that the student himself holds the main responsibility for his own academic success.

He is the administrator of his own studies and he has the power over whether he will do well and if the experience is productive or not.

2. SUCCESSFUL STUDY - INTELLIGENCE, STRATEGY AND PERSONALISED LEARNING

In order to achieve a successful studying, Cottrell (2019) has suggested that a student/pupil needs to follow 3 fundamental steps, such as:

1. self-awareness - for this part it can be included various perceptions regarding how a student's ability to obtain its best version can be seriously affected by his own, and also by others beliefs about his intelligence and intellectual abilities.
2. strategic awareness – the student has to comprehend that studying successful is not just how smart a person can be, and everything comes to getting familiar with the field, cultivate reasonable studying practices and implement appropriate techniques and methods
- 3 personalised means – how an individual is capable of shaping his learning strategy to correspond to his passions, strengths and preoccupations

Generally, a student is not giving too much attention to these particular features of the studying process as it can look much easier to initiate in studying more perceptible learning skills such as how to write a school paper or taking proper notes.

Still, for a student, it is very important to start and use a strategic thinking in his learning process, what is influencing a successful results and also how with the use of reflection and a proper plan, he can control much easier his personal academic capabilities.

2.1 LEARNING AS PROCESS

The learning process refers to something more than just cleverness, knowledge or studying proficiency. It is, somewhat, a multi-phase system that comprises of various factors, such as:

- every individual student as an independent learner together with his/her learning record, knowledge, understanding, expertise, goals, interests, beliefs and involvement
- the present learning circumstances that include different teaching approaches, possibilities, materials and genuine physical surroundings
- the summary and supposed results of the studying process being undertaken, together with the interactions among them.

It can be fairly said that the learning process has been established when a student can understand a particular idea and will be able to further explain and prove it to other fellow individuals.

2.2 THE FIVE ASPECTS OF THE LEARNING PROCESS

There are several different paths that can be used to get to the moment when it can be concluded that the learning has been successfully performed. The degree of satisfaction and dynamic commitment for these routes is quite diverse and this could seriously affect the perception if the learning has occurred.

Furthermore there are presented the five aspects that can influence the learning activity:

2.2.1. CONSCIOUS OR UNCONSCIOUS

a) Conscious learning

A learning process is considered to be conscious if the student knows about what he is learning, he is familiar with the subject, examples could be when he intends to memorize song lyrics or he admits that he fully comprehended the new courses.

Typical methods of learning consciously are:

- rehearsing and reproducing a particular thing
- writing it out
- verifying if it was memorized

- sharing the acquired knowledge with other person.

b) Unconscious learning

In this case, a student is aware only of a little portion of the information gathered by his conscience that the brain will subsequently elaborate. The learning process is considered to be unconscious when someone is oblivious of it taking place

In some particular cases, this unaware learning process could easily materialize into a deliberate conscious learning, as in the situation when a student feels like he knows something, but he was not aware he learnt that.

2.2.2. DIFFERENT LEVELS OF ATTENTION

A student's degree of attention could significantly differ, depending on:

- the rational or physical condition for learning
- the level of concentration towards performing a particular task
- the manner of how information is being introduced to the target audience
- whether the information is fresh and original.

If the learning process is being carried out in a conscious and relaxed atmosphere, then the student does not need any effort or focus for that activity. Anyone could remember the times they were having difficulties in recalling a particular situation but forgot it quite easily, and on the other hand, found it much easier to remember about something they have paid no attention, as for example a TV commercial.

2.2.3. VARIOUS SENSE SEQUENCES

Any human being has his own favorite arrangement for seeing, hearing, talking, writing or changing the relevant information in order to learn it.

Cottrell is suggesting some examples of how a student can verify which sequence is suitable for their individual learning process:

- a) take a look at it (sight); express it audibly (sound); write it (sight/motor); verify what has been written (sight and/or sound).
- b) sketch it; look at it; express it clearly verbally; write it; verify the written content.
- c) pronounce it; record it; listen to it; repeat it; write it; check what was written.

2.2.4. BY DETAIL OR BY THE WHOLE PICTURE

This is the case in which other individuals are having their top learning experience when they understand the whole situation first; in the early stages they are disoriented and puzzled because of the too much detail presented. Some other people are at their peak learning through fabricating particular details, leaving for the whole picture to materialize.

This “whole picture” concept can be pointless for them until they acquire an important aspect of the specific elements.

2.2.5. BY FAST TRACK OR BY THE SCENIC ROUTE

This situation refers to that part of people, students in our case, which is considering a lot more productive the “highway paths” and is learning strictly what they need and just that.

Others are following panoramic routes, and are collecting material that although is not vital, will contribute to the understanding and interest. This particular path could easily conduct to a broader processing and a wealthier experience.

However, this route could produce information not related to the situation in hand.

Every student is being free to decide which way is appropriate for himself and this depends on the learning capability and the time available.

3. CONCLUSIONS

This book was developed and written as a good support for the students that are looking for to accomplish the best that they are able to, with respect to their personal goals or ambitions.

When the student is in control of his own studying will automatically lead to various benefits such as more options, proper control of his time, and will develop his set of personal skills that will be beneficial in his future life and career.

But this is not always that easy and it demands a list of important individual attributes to direct his studying successfully and to use the time in an adequate manner.

REFERENCES

Cottrell, S. (2019) *The Study Skills Handbook*, 5th Ed. London: Red Globe Press.