



Supporting students with their study skills as they transition to HE

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In this session
we will cover

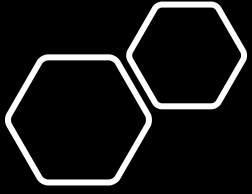


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- Which study skills are important and useful at university
- The difference in mindset from further education to higher education
- Language used in assignments
- Study skills for assignments



Activity

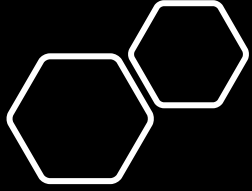


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In small groups,
discuss what you think
are the most
important study skills



Key Study Skills

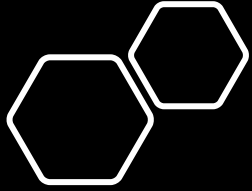
- Independent learning
- Reading and note-taking
- Critical thinking
- Time management



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Independent Learning



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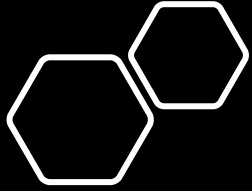
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One of the key study skills that your students will need at university is the ability to learn independently.

A big change from FE to HE is the amount of hours that students are expected to do work outside of the classroom, this only grows as students progress through higher education.

The key points to remind students about independent learning are:

1. Monitoring their own performance and setting their own learning goals
2. Making decisions about what they want to learn
3. Taking the initiative to seek out further advice, guidance, information and knowledge
4. It is their responsibility to make sure that learning happens
5. Organising their learning



Reading and note-taking



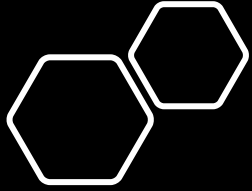
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The way that your students take note would be quite different at university.

At schools, descriptive note may serve as the foundation of note. However, in university, not only the content of note matters, but also student's reflection, comments, and questions regarding the reading material – reflexive note. As at the end of the day, university aims to train students on critical thinking ability – you need to have your own voice and opinion!



Reading and note-taking



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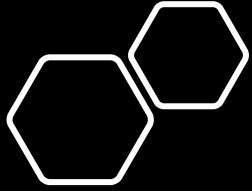


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Three steps:

1. What the author says?

- How does the author define X ?
- What examples does the author use?
- What are the types of X that the author identifies?
- What are the main points of the author's argument?
- What is the bottom line of the author's argument?



Reading and note-taking



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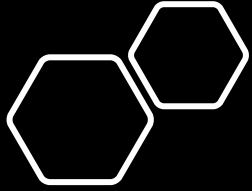


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Three steps:

2. What the student has to say...

- How effectively are this author's ideas evidenced?
- Are you convinced?
- What are the limitations or flaws in the evidence?
- Are you surprised by the author's position? Do you agree?
- What feelings or impressions do you have after reading this text?
- What would you ask the author if we could meet?



Reading and note-taking



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Three steps:

3. How this is relevant

- How does this concur with or contradict
- other positions you've read?
- What are the implications of that?
- What are alternatives to this view?
- Which bits of the author's work support your
- argument?
- How does this fit in with your own ideas and
- beliefs?



Reading and note-taking



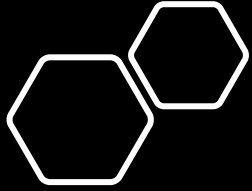
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The key points to remind students regarding note taking:

1. Not the more the better; but the more reflexive the better.
2. Students can question, comment and critique the reading, as part of their note.
3. Don't just focusing on what the author say, but what the student say regarding the content.
4. There is no model answer in terms of how to organize their note! Could be in the form of mind maps and questions – as long as it reflects the student's critical thinking process.



Critical Thinking



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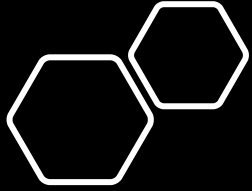
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Relating to note taking, the way your student think will be more critical and reflexive.

In terms of mindset, your students are no-longer just a learner; but also, a scholar, who critically engage with the academic discussion.

Critical thinking is the process by which we become more skilful in argument analysis. We think critically when we recognize fallacies, when we distinguish between bias and fact, opinion and evidence, uninformed judgment and valid inference, and when we become skilled at using different forms of reasoning.

(Ennis, 1989)



Critical Thinking



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How to help them develop this mindset?

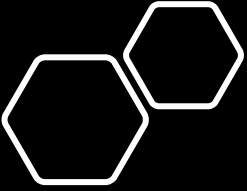
QUESTIONING!

When encountering new information from readings:

- Who wrote this? Why did the person think so?
- How convincing is the evidence/ argumentation?
- To what extent is that true?
- What would critics say about it?

Encourage students to practice a scholarly mindset even in everyday life!

- Why do I think in this way?
- What are my assumptions?
- What factors influence my opinion?
- Why wouldn't I consider the other side of the opinions?
What are the other perspectives?



Critical Thinking



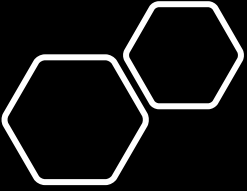
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How to help them incorporate this mindset in essays/
assignment?

Respond to the command words



Critical thinking

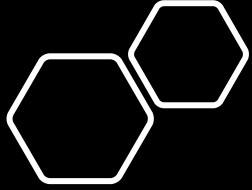


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The key points to remind students regarding critical thinking:

- You are not only a learner, but also a scholar!
- You can think critically about everything.
- Nothing is above our criticality - neither authority nor ourselves.



Time management

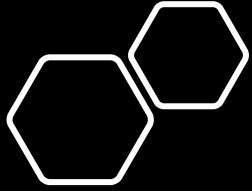


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The schedule of your students could be quite different in university, in terms of the level of flexibility and activities options. With course work, social life and other commitments, one's schedules could be quite messy. However, students are their own manager of their time. Proper time management is therefore necessary.



Time management



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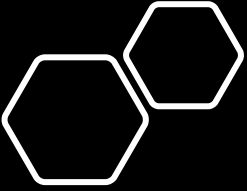
- Two aspects for effective time-tabling:

1. Daily timetabling:

- Separating the day into smaller time chunks
- Known as the Pomodoro method/ Smaller time chunking method
- 45 min study – 15 min break/ 25 min study – 5 min break
- Be aware of which time of the day students are most productive

2. Monthly timetabling:

- Mark down all the assessment deadlines
- Have a relatively balance time investment for all assessment
- Don't forget other commitments besides studying!



Time management



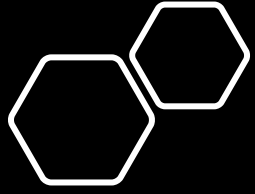
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The key points to remind students regarding timetabling:

- We all have 24 hours per day, depends on how they want to use their time!
- Though university life could be a bit busy, but with proper time management strategies and practice, they should be able to manage!
- Besides studying, don't forget other life aspects, as we all need 'a balance diet' in life!



Activity



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Match the command
word to the description

Account

Analyse

To what extent

Describe

Evaluate

Examine

Examine in
detail

Explain or give
reasons why

To study or judge the evidence and
come to a conclusion

To tell the story or
give an account

To look in detail
at the facts

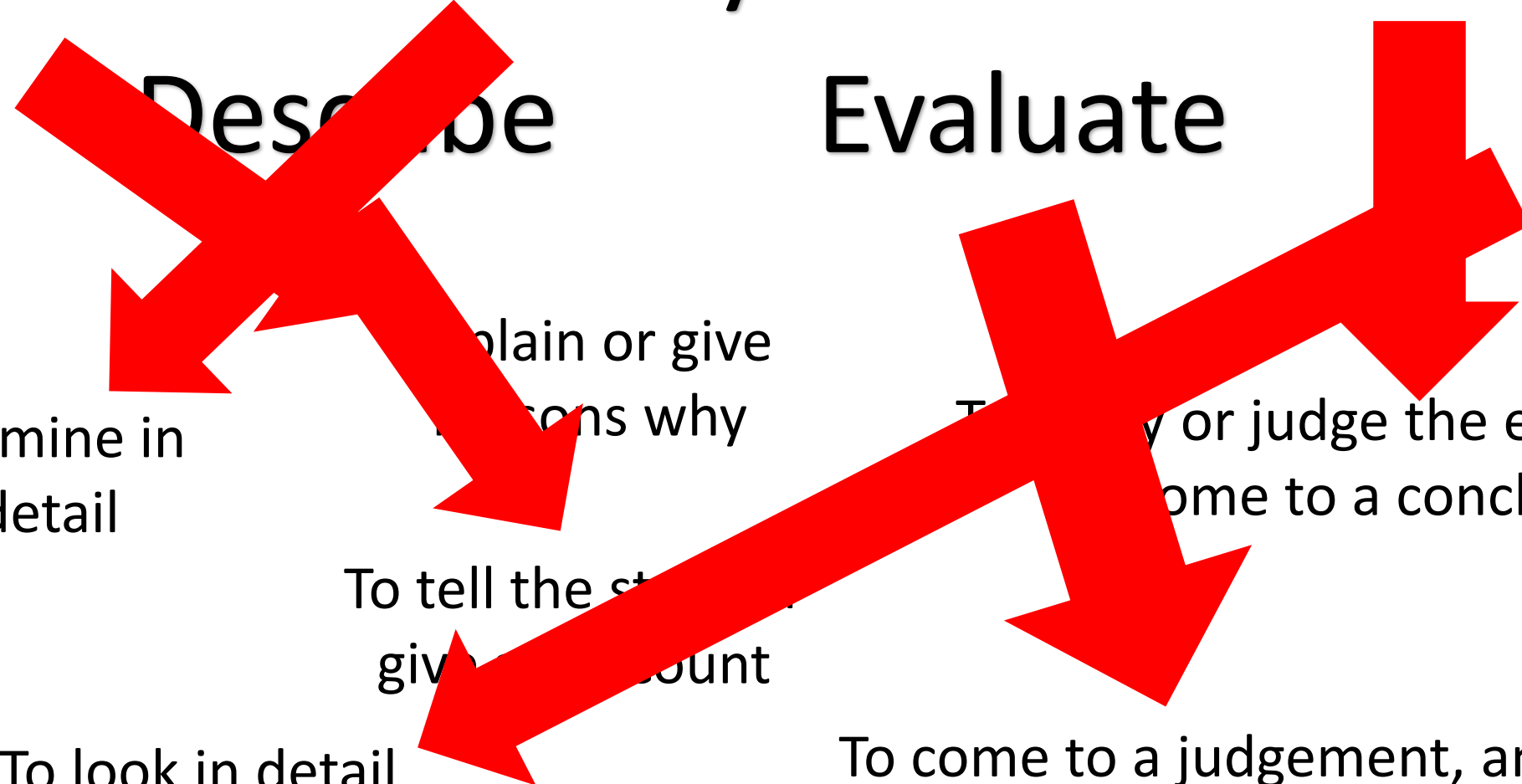
To come to a judgement, and outline the
thinking in reaching that judgement

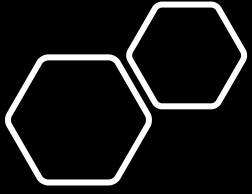
Account Analyse To what extent

Describe Evaluate Examine

Examine in detail To explain or give reasons why To analyse or judge the evidence and come to a conclusion

To look in detail at the facts To tell the story and give an account To come to a judgement, and outline the thinking in reaching that judgement





Essay Structure



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How to respond to command words?

Introduction

Argument 1

Theory + Examples

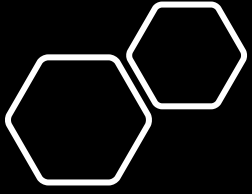
Argument 2

Theory + Examples

Counter Argument

Theory + Examples

Conclusion



Questions?



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