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Managing Yourself and Your Learning

JAMES REID with RUTH HAMILTON and DIANE HOWARD

Learning outcomes



By the end of this chapter, you should have:

- DRAWN on the experience of students who have undertaken a Foundation Degree in Health and Social Care (see Resource File: Experiences of Two Students in Part I Introduction)
- BEEN able to think about your course and the range of issues that may inhibit or encourage learning.

Is This the Right Course for Me?

Before you enrol on a course or programme of study you need to be sure that it is the right course for you in order to be able to learn effectively. In order to make this decision, you need to know what your motivation is for undertaking the course – what do you want from the course? This might be many different things for different people, in that the course might offer:

- an opportunity for personal and/or professional development
- a qualification that will further your career
- a qualification that will enable you to progress onto another course that offers further opportunities, personal or work-oriented
- a range of subjects that interest you
- an opportunity to prove something to yourself (or your family/housemates/friends)
- an opportunity to develop knowledge and/or intellectual skills that are relevant to your current role or a future role
- new or different social opportunities

- a challenge!

Whatever your motivation, make sure the course you have chosen will fulfil your personal and/or professional expectations. You can do this by:

- studying the prospectus/website carefully
- talking to tutors
- talking to former students.

My Previous Educational Experiences

It is normal for students beginning a new course to experience a range of feelings including excitement and anxiety. One reason for the presence of these feelings is your previous experiences of education, and although you may have had very positive experiences in the past, almost everyone can identify something from their previous education that they would like to change or do differently. It is therefore important for you to think about your previous educational experiences and what you are feeling in order that you can take account of any issues that may arise.

Activity 1.1



1. Think about your previous educational experiences. Write your own lists of what you did and didn't enjoy.

The example below will help.

What I enjoyed

- Learning new things
- Being a student
- Some lecturers
- Other students
- Feeling valued
- Potential to develop

What I didn't enjoy

- Too much homework
- Pressures from elsewhere
 - home
 - work
- Not feeling valued
- Lack of support

2. Next consider the lists you made and note the factors (that is, things affecting you) that are internal to you, for example feelings, and the factors that are external, for example pressures at work.

This activity is about identifying the things that have helped with or impeded your learning in the past. You are also being explicit about the experiences and the associated feelings that can affect your motivation and attainment. It is important that you consider the potential blocks to your learning. If, for example, you have identified 'too much homework' as an issue, ask yourself what you can do to deal with this. The answer perhaps lies in good time management. You should do this for all the potential blocks, and don't worry if the answers are not immediately apparent as the work you have done on the activity will be a good foundation for a discussion about these issues with your course tutor.

The next activity will also help you to think about things further.

My Strengths and Weaknesses, Opportunities for, and Threats to, Learning

First of all recognise the positives, for example you were motivated enough to consider your development needs and apply for and get a place on the course.

Some students begin their studies feeling highly motivated and enjoy their course until pressures from elsewhere, including home and work, begin to impact on the time given over to study, and consequently lectures and other learning activities may be missed. This can lead to feelings of not being in control and of lost confidence in the ability to succeed. This in turn will affect motivation and studies may end prematurely. It is therefore extremely important to plan effectively for your course and a good way of beginning to do this is to apply an analysis based on your strengths and weaknesses, and the opportunities and threats (SWOT) to your studies. The lists you did in Activity 1.1 will help you to complete the analysis; a sample of a SWOT analysis is provided below.

Example of a SWOT analysis

<p><i>Strengths</i></p> <ul style="list-style-type: none"> Good reader Can use the library Support from work and family Motivation to succeed and progress Get on with others 	<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> Not studied for a number of years Writing essays Managing time Anxiety about failing Study skills Space at home to study
<p><i>Opportunities</i></p> <ul style="list-style-type: none"> Progression and promotion Up-to-date knowledge Financial support from work Agency needs qualified staff Meeting new people Recognition by other people 	<p><i>Threats</i></p> <ul style="list-style-type: none"> Work demands Home demands Attitude of co-workers Losing contact with service users Loss of social life

You may notice that strengths and weaknesses concentrate on a range of issues internal to you, including your personal motivation, skills, feelings and values. Opportunities and threats concentrate on the range of external issues that can affect your studies, including finance, career demands and problems that may arise in work or at home.

Activity 1.2



1. Complete a SWOT analysis for yourself.
2. What does the analysis tell you? What are the positives and what issues do you need to tackle?

You may find the following prompts useful to help you complete the activity:

- *Strengths:* What qualities and skills do you possess to be a good student?
What do you do well now, having studied previously?
What do others tell you that you do well?
- *Weaknesses:* What skills do you need to develop?
What doesn't work well or what should you avoid doing?
What things do you need to improve?
- *Opportunities:* What financial and policy developments will support your learning?
Will opportunities include the support of others?
Will they include your aims and objectives or future plans?
- *Threats:* What are the factors in your home and working life?
What other obstacles are you aware of?

Having identified your strengths and weaknesses, and the opportunities and threats to your learning, it is necessary to think how to minimise the impact of both weaknesses and threats. Look at the weaknesses and consider how these could be developed into strengths. Similarly, threats should be developed into opportunities. You can also ensure that your strengths and opportunities are used to their maximum potential.

It may be helpful to understand that the points you have identified extend to many other students undertaking new study. Common themes will include your ability to meet the demands of the course through study skills and managing time effectively, recognising your learning behaviour, and balancing the demands of study with home and work. The remainder of this chapter will concentrate on your learning.

My Study Skills

The example of the SWOT analysis above shows that the student has some confidence in her or his abilities but is concerned about study skills including using time well and about having appropriate space to study. Study skills include reading, writing, note-taking and the use of computers (see Chapter 2).

Universities and colleges put a lot of effort into providing assistance in these areas and many provide study skills programmes or packages for students who feel they need help. If this applies to you, ask your tutor about available support. Whether you are a confident learner or feel that you need further support, it is important that you are aware of the essential study skills for university or college (Burns and Sinfield, 2003).

How Best will you Learn?

For many people, undertaking a health and social care course will mean returning to education after a significant period has elapsed and any new activity will naturally be accompanied by some anxiety. Starting a new course can evoke both positive and negative memories of that last encounter with education, which may affect how you approach this new endeavour. You need to reflect on these experiences and learn how to use them positively to inform this period of study – both the positive and negative experiences. What did they tell you about how you learned then? What may be the same and what has changed? It is a type of skills audit.

Activity 1.3 aims to enable you to recognise how to reflect on previous educational experiences and learn from them, acknowledging and building on the positives and recognising the changes you need to make to ensure that the negative aspects can be turned into positive ones.

Activity 1.3



Part 1

Think back to your last *negative* experience of study and reflect on the following questions:

- List what was negative about this experience.
- What else was happening in your life at that time? (Did this support or distract you from your studies?)
- What did you not enjoy about the lectures/taught sessions – the content and the delivery – and what contributed to that? (This may include the teacher/lecturer, the presentation of material, the way you examined the material, that is, activities in class, what other students contributed to the sessions.)
- How did you prepare for your studies? (How did you allocate time? How much time did you spend on your studies? Where did you study? Did you do additional reading? Did you plan in advance for assignments, submitting plans to tutors or working in groups. Did you have someone to proofread drafts?)
- Whose support was available to you during your studies? (This could be from partner, family, friends, colleagues, organisation, or a combination of these). Be clear about what they did that you found supportive (or unsupportive).

Looking at each of your responses, can you identify what has changed, or what could you change and who could help you to achieve this change, to make this experience a more positive one now? Write the answers down next to the original responses so they stand out (for example use a different coloured pen).

Part 2

Now reflect on a *positive* experience of study and answer the same set of questions including things that you enjoyed about being a student and what your strengths were.

Again, looking at each of your responses:

- Identify what, if anything, has changed?
- What could you change?
- What could help you to achieve this change, to build upon this positive experience and use it to good effect this time?

Write the answers down next to the original responses so they stand out (for example use a different coloured pen).

From the two lists, compile an *action list* of what you need to make sure is in place, or you can work towards, to support your completion of this course and then what you need to do to make sure each one happens. If you think of strategies that you have used in the past to help you overcome difficulties, this may give you the confidence to tackle these. Remember, many students experience the same hurdles to studying and colleges/universities recognise this. There are often many forms of support and guidance available to students to overcome obstacles to studying so don't be afraid to ask for advice either from your tutor or the college advice services. These can range from support with literacy (spelling, punctuation, structuring assignments) and numeracy skills to financial support for childcare.

The example below may help you structure this effectively.

Action list

What helped/hindered in previous studies?	What do I need to do to maintain/change this?	Who could help me to achieve this?	When do I need to do this by?

My Learning Style

Just as you each have individual experiences that can impact on your learning, you also possess influential learning attributes. One common framework for thinking about these is to discover your own learning style. Honey and Mumford (1992) have identified four learning styles – activist, reflector, theorist and pragmatist – and their research shows that a majority of students tend to have one or two favoured ways of learning from among the four learning styles:

- *Activists* are open-minded and enthusiastically pursue new experiences. They enjoy the immediacy and excitement of these new experiences but will become bored over time.

- *Reflectors* like to think about their experiences and listen to others before making their own views known. They will tend to postpone reaching definitive conclusions for as long as possible.
- *Theorists* will think issues through in a methodical logical way. They are rational and prefer objectivity to subjectivity or ambiguity. They are analytical and seek out principles, theories and models.
- *Pragmatists* like to find out whether things work in practice. They have a practical, problem-solving approach and they will want to get on with things quickly and will become distracted if things carry on for too long.

You may favour one or two of these learning styles over the others and discovering this will enable you to consider which style you would benefit from developing. As an activist or a pragmatist you may be keen on getting on and writing essays or doing practical work but will be less happy with reading and reflective tasks. Theorists will enjoy reading, researching and attending lectures but can take time to complete an assignment. Reflectors will enjoy discussion activities and mulling over ideas but will also require time to complete a task.

Activity 1.4



1. Think of a lesson, meeting or group that you were recently involved in and consider your behaviour.
2. Ask yourself some questions about your involvement in this activity:
 - Did you participate fully or did you let other people lead the way?
 - Did you become bored? If so, when and why?
 - Were you anxious to get things done rather than talk or think about them?
 - Did things appear rational or were they tenuous and ambiguous?
 - What do you think is your preferred learning style?

Having identified the learning style or styles that you favour, it is important to understand that this is simply an aid and your preferred style may change with time or in particular situations. Nonetheless there will be aspects of your study style that you need to develop and it will be worthwhile setting aside some time to do this; for example as an activist, you may want to read more. Remember to incorporate any activity that you intend to undertake into your study plan.

Activity 1.5



In order to discover more about your learning style visit this website:
www.campaign-for-learning.org.uk/aboutyourlearning/whatlearning.htm.

Fitting Studying into your Life

Using Supervision to Support your Learning

Foundation degrees have been developed to allow students to develop and learn while they continue to work. It is therefore essential that anyone undertaking a

foundation degree recognises the competing demands of study and work and takes steps to ensure effective communication with their manager about needs, progress and attainment on the course. The most obvious place for these discussions will be within supervision.

Supervision has a long history in the helping professions and is essential in ensuring effective and competent practice. As such, supervision should not only cover issues of performance but should also consider the development of the worker. Indeed, most supervision policies and procedures identify four major functions for discussion: management, education, support, and mediation (Richards et al., 1990). Management concerns effective, accountable practice, whereas education focuses on the professional development of the worker in becoming an effective practitioner. This is helped by support to consider the impact of that on practice, either internal or external to work. Mediation allows issues to flow between frontline workers and higher management.

Activity 1.6



1. Think about your last supervision and the topics discussed. Which supervision functions were in evidence?

It is not essential that all the functions are evident within a particular supervision session; however, you should be able to identify instances where discussion took place under the umbrella of each function over a period of time.

There are a number of things that you can do to ensure that supervision is effective for you. For example, *read your employer's supervision policy* in order that you understand your rights and responsibilities and discuss with your supervisor your wish to have your progress on your course as a regular item for discussion. Furthermore, it is good practice to arrive at supervision with your own agenda of items to be discussed.

To do this, develop a *list of the key activities* that you are involved with at work. Do not list more than 10 and remember to include your personal development as an issue. These may also change over time so it is important to ensure the continuing relevance of the list. Another good idea is to ask your supervisor to do the same about you. This will give you the opportunity to develop a fuller understanding of your role and to consider similarities and differences in expectations. The example below is a list of key activities for a residential social worker.

KEY ACTIVITIES	Managerial	Educational
	1. Keyworker	5. Supervision
	2. Administration	6. Foundation degree
	3. Assessments	
	4. Team member	
	Supportive	Mediation
	7. Shift work	9. Introduction of new policies
	8. Team leader	

Activity 1.7

Complete a list of your key activities at work. Remember, list no more than 10 and include your studies as a topic.

Maintaining a balance between work and study is important in ensuring a positive outcome for you from your course. Supervisors need to understand the demands being placed upon you by college or university and it is your responsibility, in part, to create the opportunity for discussion and effective communication.

For most people, starting a course means taking on a new commitment in addition to the others they currently manage. These may include commitments at work and to colleagues, family commitments, care commitments, trade union activities and/or social networks, often a combination of these and many more besides. Being clear about what the course will require of you will help you to decide how well you can manage this new commitment. Check this out with the course leader and current students in terms of attendance, assignments, homework and independent reading/research, with the approximate number of hours you will be expected to spend on each and what support is available in order to manage this.

You will then need to be clear with your employer, your family/housemates and friends about the time you will need to devote to your studies.

Negotiating Study Time at Work

If you are being 'supported' on the course by your employer, you will need to confirm in what ways and to what extent they are supporting you:

- Are they paying for the course fees?
- Are they giving you time off work to attend (and making sure this is seen as a priority by your team)?
- Are they giving you study time in addition to attendance?
- Are they reducing your workload to reflect time away for your studies?
- Are they providing formal support during supervision to enable you to reflect on your studies in relation to your work?

Negotiating Study Time with Family/Housemates and Friends

This may mean changing not only the amount of time you spend with them, but when you spend time with them too. You need to examine your weekly routine and work out the amount of hours you need for your studies and when this will best fit in. Remember, the time you allocate to your studies will need to be concentrated time, with minimal interruptions. It will also mean spending time on your studies when you're feeling alert and able to think clearly about the task in hand, setting targets so the time doesn't drift without achieving anything. That may mean going

to the library to avoid distractions, which may take more planning. Decide what will be the most effective strategies for you and then take note of what works best.

Negotiating Space to Study

Family members or housemates moving your carefully arranged piles of books and notes off the dining table in order to eat at it may cause you frustration and cost you additional time reorganising the piles. Spending time on the computer may cause resentment in housemates or other family members who are used to monopolising it. Sorting out the right space, and enough of it (that will allow you to spread out, organise and store notes, books and papers), will indicate to your cohabitants (whether housemates, family or fellow students) how important studying is to you.

Being clear from the outset about how the course will impact on your life will mean other people can make the necessary changes to their lives and readjust their expectations of you, reducing the potential for conflict and stress, so that you can then focus on the course. By being clear about both the challenges and opportunities that the programme will bring, you will be more likely to be able to sustain your studies rather than allowing stress to build and overwhelm you.

The planning of this is something you need to take responsibility for and marks the start of taking responsibility for your own learning. This is part of what is described as the 'adult learning model' – being more responsible for managing your own learning rather than expecting to be 'spoon-fed' as was traditionally the case in most schools.

Conclusion

This chapter has introduced you to the issues that support and inhibit learning. You have considered yourself as a learner and the impact of previous experiences on your behaviour. You should be aware of the tools and activities required to study well, including the need to develop an effective study plan that balances the range of demands you face within the limited number of hours in a week. In the next chapter we shall consider the study skills you need to develop in order to maximise the effectiveness of your learning.

REVIEW QUESTIONS



- 1 How can a SWOT analysis help you to learn more effectively?
 - 2 What are the main characteristics of Honey and Mumford's different learning styles?
 - 3 What is work-based supervision and how may it help you to learn?
-

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