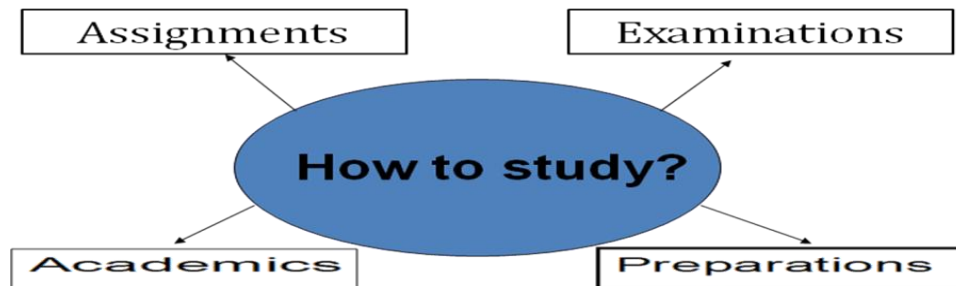


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Becoming an Active Learner

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- University life is an important process of familiarisation with a new context, new ways of thinking, new ways of doing things.
- Not just about learning particular content, it is also about actively managing the process of studying.
- Major factors: Learning, memory, time.

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CONTENTS

- Routes to learning
- Building suitable methods of memory
- Managing your time

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1. ROUTES TO LEARNING

Discussion 1 : learner-centred VS teacher-dominated

1. 1 Learning is a journey

Going through university is like a stage in life. Going through university is not smooth. As a mental journey of getting a university degree, it requires:

- practical organisation; mental flexibility; continued stamina;
- A hard work is to make your conceptual framework
- existing arguments; researchers; methodological approaches;

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1. 2 You should become an independent and responsible learner

- What you learn; how you understand topics of your study;
- Your role in class and seminars
- Have a questioning attitude

intellectual curiosity: ask questions--explore possible answers--reflect

1. 3 Learning approaches are needed for your effective study

- Surface-atomistic learners;
- Deep-holistic learners

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Surface-atomistic learners are students who:

- Take what they read or hear at face value and attempt to store it.
- Tend to see learning as the accumulation of individual facts, and don't always connect them to specific situations.
- Think of what they learn as something completely separate from them rather than as something that can change the way they think or how they see things.
- Focus more on reproducing what they think should be learnt rather than on fully understanding it.

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Deep-holistic learners are students who:

- Make sure they fully understand concepts, ideas, and the relationships between them.
- Fit what they are working on into an overall framework, e.g. being aware that author X is taking theoretical perspective Y and disagrees with some of the arguments of Z, rather than just taking what X writes at face value.
- Have an inquiring, questioning attitude to what they are reading about/listening to, rather than an absorption, accepting, approach.
- Integrate new understanding into their existing conception of an area of study, e.g. they don't go into a topic as if their mind were a blank slate; they try to think of what kinds of issues the topic deals with before they read about it.

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2. BUILDING SUITABLE METHODS OF MEMORY

Discussion 2 : A link between studying and remembering ; Being somehow anxious to remember things

2.1 What is worth being remembered?

Concepts, ideas, reasons, important points, evidence;
Basic fundamentals, thinking logics,...

2.2 How to remember it permanently?

- Creating visual impact or associative links;
- Making a mind map; Being systematic;

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3. MANAGING YOUR TIME

Discussion 3 : the use of study time and the effectiveness of time-related strategies

3.1 Saving time or wasting time

- To be focused on the information what you want,
- To narrow down your questions (not drowning but surfing)

10 minutes limit

3.2 Pacing yourself

- Drafting and re-drafting of an essay --How far in advance of the deadline You are doing it.
- Reading strategies--first reading the first sentence in each paragraph and then the whole chapter.
- Arranging them in order of importance--quality time

3.3 Remembering 3Ps

Planning ahead; Pacing yourself; Prioritizing tasklist

Talking about going abroad to study

Visitors	Study time	Main goal	Abilities
Undergraduates	3-4 years	Bachelor degree	
Master students	1-2 years	Master degree	
Doctor candidates	4-5 years	Doctor degree	
University teachers	0.3-0.6-1 year	Improvement of resea	