

Study Skills for Higher Education

( Business Foundation)

(Assessment no 1)Essay

(Assessment no 2)Report

DIGIMAXO

Student Id

Student Name

Course Name

This project is based on the foundation year for the students of England, which sets the skills and understanding among the students to take effective notes taking in the universities for additional studies and expand their knowledge. The report has formulated knowledge among the readers about the importance of 1-year Foundation course for the England students who find it easy to solve their questions for the other university courses. In addition, the report has provided different demands which are faced by the students during the following of the foundation course. It has also molded the understanding of skills and knowledge which enabled the students to overwhelming such challenges.

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## **Assessment 1: Individual Essay**

### **Introduction**

At the present period, acquiring acknowledgment from a university causes personnel the chance to enhance their present level of understanding by pursuing a course in their desired field of work. The knowledgebase gained as a result of availing grade from the college helps a person to get employment of own preference and will. Further, people are sensible beings who join college for their exact motives in life. The present essay has been enclosed, to deliver several causes owing to which a student polishes their skills in a university. Likewise, it spreads out a list of important notes taking skills that must be exist in students. Lastly, a study plan is developed to improve learning skills for strong academic life.

### **Main Body**

#### **The importance of effective note taking**

The talents, understanding, and knowledge gained at the university can cause an individual to the way of flourish and help them in gaining new blooms. Core skills that can be developed along with the extended core skills that can be discovered at University are expansive. Academic writing, analytical skills, note-taking, communication, paraphrasing, and learning techniques are some of the essential skills that one must to keep to get a degree from an institute. To become a booming entrepreneur, a great director or to achieve something in some other occupation, one must have these set of skills. The time when one is seeking a degree at an academic organization is the best moment to know these skills. Academic writing can support sending mail drafts to the seniors of the institution. This can make an approving image of a person in front of other professionals. Verbal skills are necessary to work in a company as it shows how efficiently you're inputting your point of view positively and it is also important for displays and speeches. Paraphrasing is also an important talent that University sponsors in an individual. It can be very useful when it comes to avoiding plagiarism. Plagiarism can instantly create a negative impression of a person, so one must have the talent to paraphrase to avoid negative results in the academic context. The next skill that the college teaches personnel is note-taking as one cannot recall the whole knowledge that they have been briefed orally, thus with the use of this skill, they can complete notes of the main points.

Note-taking, as an experienced skill, can often be managed by students. We usually forget things as quickly as we listen to them, so good note-taking helps you bridge discussions and keep a record of conversations that took place. It is a key skill that you can practice in class, out of class, and throughout your career. One of the significant and useful methods to remember what you are learning is to take effective notes in class. It sounds obvious but good note-taking holds you on top of things. Contrarily, assuring that note-taking is effective takes time and training to master.

**Notes-taking Sets: Before, during, and After Class** Taking good notes is a three-stage method in which there are certain things you should do before class, during class, and after class. Here are the three stages of note taking and what you should do during each stage.

#### **1. Reach Keen to Take Notes (Before Class)**

- ✓ Review your notes from the last class session before you come to class. This will help you remember what was covered and get you ready to understand the new information your teacher provides.
- ✓ Complete all given readings before you come to class. Your teacher will expect that you have done this and will use and build upon this information.

- ✓ Bring all note-taking materials with you to category. Have many pens and pencils in addition as your notebook

## **2. Take Notes (During Class)**

- ✓ Keep your awareness focused on what your teacher is saying.
- ✓ Write quickly so that you can have all the important information in your notes. Do this by writing abbreviated words such as med for medicine, using signs such as % for percent, and writing short sentences.
- ✓ Place a? Next to the information you write in your notes but about whose meaning you are not sure.

## **3. Rewrite Your Notes (After Class)**

- ✓ Rewrite your notes to form them additional complete by dynamical abbreviated words into whole words, symbols into words, and shortened sentences into longer sentences.
- ✓ Make your notes more precise by answering any questions you had when writing your notes in class. Use your textbook and contact source to obtain the information you need to answer your questions.

### **Efficient Note-Taking Methods**

These precise methods are some of the more popular methods for taking notes.

#### **1) The Outline Method**

This method is used for clarity and is one of the most straightforward methods of taking notes. Anyone can select this method and utilize it with no issues. When utilizing this method, the concept is to select four or five key points that are going to be covered in a typical lesson. Under those key points, you note more in-depth sub-points founded on what is being discussed on those topics.

#### **2) The Cornell Method**

Designed in the 1950s by Cornell University, is the most standard note-taking method around. The outline method is probably inspired by this method as there are similarities to it. In this method, you are always using key points, but this method goes more in-depth into the organizing method. For one, the page is split into three areas:

- I. a little column called the “queue”
- II. a more comprehensive column for your actual notes
- III. an overview at the bottom

The queue section is the section where you serve out the main points, individuals, likely test questions, and more. This section is dedicated to helping you recall larger issues and ideas.

#### **3) Mind Mapping Method**

Mind mapping is a way that works for subjects that have interlocking topics or complex and abstract ideas. Chemistry, history, and attitude are examples of where this method shines. The usage of a map is to serve as an illustrated aid for how every issue is connected. It also allows you to go into pieces on particular ideas or topics.

#### **4) Flow Notes Method**

This method is for those who want to maximize engaged learning in the classroom and keep time for reviewing. In this method, you'll jot down topics, then start drawing needles and make doodles, diagrams and diagrams to get a general idea out there.

### 5) **The Sentence Method**

Another easy method is a smaller version of flow notes. The concept with this is simple note-taking. Compared to every other method, this provides the most points and information for review:

You can always be brief by covering the main points.

Your notes are already streamlined for you to study and review them directly.

### 6) **Charting Method**

Charting notices take the Cornell method and split a sheet into three columns. Like the mentality mapping method, this aids you in attaching relationships and facts between topics. This method is a better inert method than the other ones mentioned above but works for people who want to highlight key parts of information on various topics and want to organize facts for easy review.

### 7) **Writing on Slides**

This method works well, especially in classes where the professor provides slides that they're using for their lectures. Whether it's a handout or you can download them online, all you ought to do is print them off and start writing out on them. Since ideas and ideas are already discussed, it's a matter of developing those notes already.

## **Conclusion**

Managing excellent notes for several weeks and hoping to learn them certainly before the exam is an instruction for negligence. Understanding, like playing to stay fit, cannot be accomplished all at one time! Your teachers can teach you, but no one else can recall it for you. That job is yours and yours alone. Preparing for, handling, and examining your notes is an essential part of becoming a successful learner and getting the most out of the time and exertion you spend in class. Make the end of this time the start of your commitment to making more useful notes. The prizes will be worth the struggle!

## **Reference list**

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- 3) Floyd, J. (1984) Study skills for higher education: A use of English course. London: Collins instructional.
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## Assessment 2: Individual Report

### Introduction

The current report is created on listening skills, which indicates that it is an ability that is utilized by someone that must accurately renew the mistakenly decoded message at the time of the communication process. The report is created on the academic report, which will examine the some listening challenges that are present in the report; along with this, it will also include some strategies that teachers can utilize to help their students enhance their listening skills. It will also estimate the complications encountered, as well as the strategies used to overcome them listener.

### Main Body

#### Listening Challenges

Listening is an essential leadership skill. Without listening we cannot be effective leaders. While it seems easy to listen, many things pull our attention away from the conversation in front of us. Here are ten common barriers to listening. Which do you fall prey to?

1. **Judgment** of the speaker or the topic. Do you find yourself dragged away from the conversation in front of you and focused on your perspective about the person speaking to you or your feelings about the topic?
2. **Obtaining ready**-to-talk or thinking about your counterargument. Listening is more than waiting for your turn to talk, yet many of us can get diverted by planning what we will say next.
3. **Distraction** Is your attention dragged toward people walking by, thinking about what meeting you have next or email alerts popping up on your screen?
4. **Coupling** to what the other person is speaking and making it almost. Maybe you hear the challenge the other person is carrying to you and it reminds you so much of a situation you have faced that you put all of your awareness of what you did to determine the challenge.
5. **Agreeing** just to stop or avoid the discussion. Have you found yourself weary of the discussion you are in and agreeing with the other person only to be able to end the conversation?

#### Strategies That Teachers Can Use To Help Their Students Improve Their Listening Skills

During any class, teachers need to keep the entire class engaged, cover a long list of topics, and evaluate how well students are learning. Pausing to listen to one student's question or opinion can be a challenge.

##### **1. Learn to embrace silence**

It's important to make room in the conversation for students' questions which means not simply answering them immediately. Pausing to allow their questions to resonate in the mood for a moment, not just answering in that quick spontaneous course between our head and mouth. This brief pause can help you evaluate not just the student's words but the emotions underlying their question.

## **2. Include student responses in your lecture plans**

Students' voices are more than a question-and-answer session tacked onto the end of lecture plans. Their voices need to be incorporated throughout the lesson so that their understandings and questions allow shaping the presentation.

## **3. Look for forms to entertain introverts**

In our extroverted culture, facilitators tend to be lengthy, which means we must ensure that we make space for students' voices when we are designing our lesson plans and displays. One smart way to do this is via reflective writing, which permits learners who choose to process their ideas silently before speaking aloud.

## **4. Pause to think before responding**

A common barrier to listening is being caught up in our thoughts, even if what we are accomplishing is rifling via our mind files" to manage our reply. This is a specialist in the subject you are teaching, which can guide you to hypotheses about the clearness of your lectures. Is especially common when teachers are trying to answer fast to keep the class on track. When we are diverted in these ways, we are not completely present for the student speaking, and we may forget an important possibility for the whole class to learn from this student's question.

## **5. Training balancing between speaking and listening**

Classes have to keep pushing to cover the material, and teachers may not always be able to answer every question.

## **Recommendations for Teachers in Developing Student Understanding Lectures**

Teachers impart knowledge directly during group activities and protests, for example the lecture remains a useful mainstay of direct teaching in classrooms around the world. Still, lectures have some clear drawbacks: They can rapidly become boring or overwhelm students with information, causing them to lose focus and tune out. Here are eight tips to make your lectures more interesting, and the material more unforgettable, based on the investigation.

### **1. Review Background Knowledge**

It's hard for students to engage with your lecture if they can't make sense of it, to begin with simple review of key vocabulary terms and ideas before the lecture. Before jumping into new material a review activity that involves making connections to previously covered material before posing a broad, interesting question that catches students.

### **2. Carry Breaks They're More Significant Than We Think**

The elongate you talk, the additionally students will blunder to pay attention. Material introduced earlier in a lecture is included more reliably than the material presented after. Quick brain breaks such as a short bout of exercise, a mindfulness break, or a fun off-topic activity to stimulate conversation can reset students' attention and provide space to process new learning.

### **3. Check-In To Assemble Sure You're Gaining Via**

Sometimes, take a few minutes to review for student understanding. These probing workouts help mine gaps in student knowledge, briefly alter the dynamics of your lecture, and deliver an opportunity to review the materials and assemble the information post or ask learners to use writing gestures like an up, down, or sidewise thumb to signal their learning of a concept.



#### **4. Slow It (Way) Down**

It's easy to fall victim to the curse of knowledge, you may be an expert in the subject you're teaching, which can lead to assumptions about the clarity of your lessons. Every new idea requires students to grapple with new vocabulary, connect the information to previously learned material, and then develop a legible view of the topic.

#### **5. Provide Recorded Versions Of Lectures**

Instead of lecturing in front of his class, because student engagement drops after the 6 minute mark, he chunks videos so that each one covers a single learning objective and to ensure that students aren't just passively observing his lectures.

#### **6. Incorporate Visual Aids And Graphic Organizers**

Lecturers can become too reliant on words an error that may lower engagement and understanding. Sprucing up your lecture by presenting knowledge in multiple ways, such as verbally and visually, can help students see connections more clearly.

#### **7. Relate The Work To Students' Lives**

Students are more receptive to lectures when they see their backgrounds and cultures recalled in the materials used in class. Before lecturing, audit your ready materials and consider whether they reflect the diversity of your classroom. You can utilize a student interest survey to select student desires and then include relatable materials into your class, articles, tune poems, speeches, or transient video clips, for example.

#### **8. Stand Yourself And The Rest Will obey**

Be careful with tone and qualities: Projecting an authoritarian demeanor can come across as aloof and cause kids to tune you out. Not only do students report lengthy, but more influential learning in these surroundings they're also more willing to invest time and effort into a lesson, stepping outside of their ease zone to engage with the material.

### **Conclusion**

Learning a subject start from comprehending nothing to learning that is based on completely newly based learning. Many types of learning need to transform current understanding, particularly when one understands needs to be applied in new circumstances. Teachers have a crucial role in assisting students to commit to their understanding, creating learners' familiarities, correcting misunderstandings, and monitoring and entertaining with students during the processes of education. This idea of the interactions of students with one another and with teachers emanates from inferences about learning means and the conditions that boost understanding. It forms with the obvious: learning is embedded in multiple contexts. The most useful learning occurs when students exhilarate by what they have learned in diverse and various new conditions. This idea of learning also contains the not-so-apparent: young students arrive at school with last knowledge that can boost learning.