



# (UG – SPS) Transitioning into Higher Education

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## Question:

What's the biggest challenge/difference you expect about studying at university?





## Expectations

Academic expectations:

- SCQF <http://scqf.org.uk/>
  - Level 7/8 (first year)
  - Level 10 (Hons year)
- University of Edinburgh
  - Code of Student Conduct <http://edin.ac/1IGqCo0>
  - Taught Assessment Regulations <http://edin.ac/2voxmXL>




## Accredited studies

Scottish Credit and Qualification Framework  
<http://scqf.org.uk/>



Appendix 3  
The level descriptors

- SCQF Level 1 – (Access 1)
- SCQF Level 2 – (Access 2)
- SCQF Level 3 – (Access 3, Standard Grade Foundation level)
- SCQF Level 4 – (Intermediate 1, Standard Grade General level, SVQ 1)
- SCQF Level 5 – (Intermediate 2, Standard Grade Credit level, SVQ 2)
- SCQF Level 6 – (Higher, SVQ 3)
- SCQF Level 7 – (SHE level 1, Cert HE, HNC, Advanced Higher)
- SCQF Level 8 – (SHE level 2, Dip HE, HND, SVQ 4)
- SCQF Level 9 – (SHE level 3, Ordinary degrees)
- SCQF Level 10 – (SHE level 4, Honours degrees)
- SCQF Level 11 – (SHE level 5, PG 1, PG Dip, PG Cert, MA, MSc, SVQ 5)
- SCQF Level 12 – (SHE level 6, PG 2, Ph.D. – Doctorate)




## Academic *non*-expectations

- Anything that breaches the University Regulations and the Codes
- Academic Misconduct




## Plagiarism:

- What is it?
- Why is not good?




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[http://www.sps.ed.ac.uk/gradschool/practice\\_programme/research\\_training\\_courses/avoiding\\_plagiarism](http://www.sps.ed.ac.uk/gradschool/practice_programme/research_training_courses/avoiding_plagiarism)

“From the perspective of some twentieth century neo-Marxists these developments *produce greater opportunities for controlled and manipulated consumption*. On the one hand critical theorists from the Frankfurt school *stress that the same commodity logic and instrumental rationality manifested in the sphere of production is also noticeable in the sphere of consumption. Leisure time pursuits, the arts and culture become filtered through the 'culture industry': the mass media and popular culture.* (Adorno and Horkheimer, 1979). *Reception becomes dictated by exchange value as the higher purposes and values of culture succumb to the logic of the production process and the market.*”

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## Academic misconduct

- Plagiarism
  - Plagiarism is the presentation of another person’s work as the student’s own, **without proper acknowledgement** of the source, **with or without** the creator’s **permission, intentionally or unintentionally.**

<http://edin.ac/2cRPTgG>

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## Agree? Disagree? Unsure?

The longer you study, the better the results.



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## Longer = better?

- Effective learning depends on **how** you study not how long you study for
- You do need to put time into your studies, and new students often underestimate the time needed for assignments, but length of time alone does not guarantee results (Chew, 2010)
  - 10,000 hrs of “Deliberate practice in the acquisition of expert performance” Anders Ericsson (1993)

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## Agree? Disagree? Unsure?

I’m really good at multi-tasking, especially during class or studying.



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## Multi-tasking = good?

- Focussing on one task at a time is more effective than trying to do several things at once (divided attention) (Fernandas & Moscovitch, 2000)
- Should you read and take notes at the same time?



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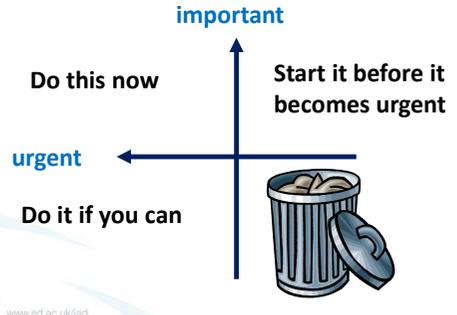
### Time management

- What does effective time management look like in practice?



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### Prioritizing



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### How much time?

- 168 hrs in a week
- Needs to be: honest; accurate; reviewed

What	How long	How long - actually
Work♦	35hrs/wk	40ish hrs/wk
Commuting (cycling)	20mins each way	3.333hrs
Dog walking	(50*+20*+30*+30*) wk day (30*+50*+30*+20*) wkends	11ish hrs wk 4.5ish hrs wkend
Gym/Physio♦	3hrs/wk / 3x15mins/wk	3.75hrs wk
Sleep	8hrs/night (yeah, right!) (56hrs/wk)	?????
Shopping♦	Varies – food/clothes, list/no list	3hrs
Cooking	1hr/wk day, 2-3hrs wkend	8ish hrs/wk

Only 38.42 hrs/wk spare!

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### Do you actually know:

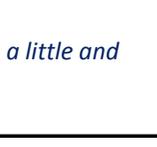
- How long it takes you to think?
- How long it takes you to read?
- How long it takes you to understand?
- How long it takes you to think?
- How long it takes you to plan?
- How long it takes you to think?
- How long it takes you to write?
- How long it takes you to think?
- How long it takes you to re-write?
- How long it takes you to think?
- How long it takes you to think?
- How long it takes you to edit and proof-read?

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### Time management

- .... Is about working smart!
- Specific
- Measurable
- Achievable
- Relevant
- Timely

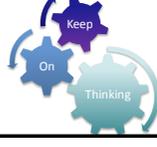
*Not necessarily working harder – do a little and do it often (e.g. revision)*



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### Agree? Disagree? Unsure?

Finding something difficult is a sign that you're not good at it.



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### Difficult = bad?

- A fixed mindset of 'I'm not good at this because I find it difficult' limits your potential for success
- A growth mindset, welcomes problems and difficulties as ways of **really** learning something and therefore increases your potential for success (Dweck, 2006)
- Mistakes have the potential to be turned into learning achievements – new synapses! (Boaler, 2013)

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### Making notes

- Why do you make notes?



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### Taking or making notes?

- Write a summary of the first lecture you had this week



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### Key words and bullet points



- Use short phrases and abbreviations.
- Note key terms, ideas, names, important texts and concepts.
- Leave spaces to add to your notes.

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### Visual forms

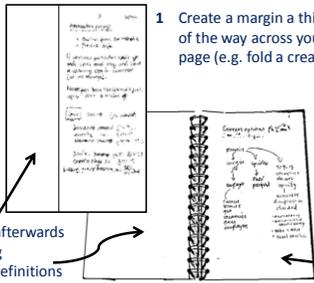


- Pattern notes and spider diagrams
- Concept maps and mind maps – showing connections
- You will need to practice

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### Two column method



- 1 Create a margin a third of the way across your page (e.g. fold a crease).
- 2 Write your notes during the lecture on the right-hand side.
- 3 Add value afterwards by inserting headings, definitions and your own questions.

Or leave the left-hand page blank in your notebook.

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**Cornell-style note making**

A variation on a system originally devised at Cornell University by Prof Walter Pauk.

Mark up A4 sheets beforehand:

- About 6cms deep on the left-hand side
- About 5cms deep at the bottom.

Make notes during the lecture in the right-hand space.

Afterwards, write in questions or cue-words in the left-hand column.

Write a two sentence summary of the page in the space at the bottom after the lecture.

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**E-tools**

**Some pros**

- Delete, reword and move text.
- Add in comments or images.
- Storing and filing - notes in one place and backed up.

**Some cons**

- Drawing diagrams and mathematical notation can be trickier.
- Distraction factor – social media, emails, browsing.
- Equipment dependency – running out of power, weight.
- Comfort issues - eye strain, posture.

**Specialist e-tools**

- A tablet and stylus - draw diagrams and write calculations.
- Voice recording lectures at the same time - synced.

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**Effective Strategies**

- Summarise a passage in one sentence/20 words
- Sum up a lecture in 3 points
  - Which one is the most important?
- Imagine you think everything you read is false
  - How would go about proving it?
- Write key points on cards or sticky notes.
  - How many different ways can you organise them?

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Cottrell, S. The Study Skills Handbook, 3rd Edition (2008). Palgrave Macmillan, New York.

**Getting the most out of it...**

- Ultimately, what do you want your degree to do for you?
- What opportunities can you take?
  - Academic
  - Non-academic
- What skills can you develop?
- What can your assignments do for you?

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**Tips for success**

- Know what to expect
  - Particularly for assignments and assessments
- Time management
  - Plan and prioritize and review
- Make notes
  - Make effective notes
- It's ok to make mistakes
  - You're not there yet
- Take opportunities
  - Edinburgh Award, Internships, Societies, Sports, job, volunteer, PALS, outside courses...

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**Support and advice**

- Online resources:
  - LearnBetter <http://edin.ac/1V0IObX>
  - Exam Bootcamp <http://edin.ac/2wgSZmA>
- Workshops:
  - UG <http://edin.ac/1O5PJlh>
- Study skills consultations
  - <http://edin.ac/2bVoxB7>

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