

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0091243	-Session-1989-90
-Superclass-	HC	
-Title-	SKILLS FOR EFFECTIVE LEARNING	
-DESCRIPTION-		
Purpose	<p>This module is designed to assist students to explore their own learning strategies, to experiment with new strategies and to improve or acquire skills which increase effectiveness in learning.</p> <p>It is aimed at students entering or engaged in programmes of National Certificate modules or other non-advanced courses, students preparing for advanced or higher education, adult returners and certain trainees in government training programmes.</p> <p>Some of the work in the module will have to be undertaken through other modules or learning situations.</p>	
Preferred Entry Level	<p>There are no formal entry requirements for this module. Students may benefit, however, by combining the module with 61241 Learning and Study Skills 1 and 61242 Learning and Study Skills 2.</p>	
Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none">1. describe and apply a range of techniques that will improve memory process;2. prepare a personal information system to meet a purpose;3. produce an action plan for effective learning in an area of study;4. identify ways of increasing effectiveness of personal learning strategies.	

Content/
Context

Corresponding to Learning Outcomes 1-4:

1. Exploration of memory and its capabilities:

identification of what is involved in memory and the theories that have been developed;

description of the basic processes involved in remembering and forgetting;

application of memorising techniques to a range of learning tasks;

the skills involved in effective reading;

the characteristics of effective note-taking.
2. Planning an Information System that will be compatible with the student's purposes, personality and life style:

defining the purpose of an Information System;

understanding how this Information System can be built up by using a variety of resources and methods;

identification of these resources and an understanding of the significant part each will contribute to the formulation of the overall planning process;
3. Production of a personal Action Plan which can be used for effective learning in the future.

designing a programme of self preparation;

description of revision objectives;

setting and reviewing of priorities;

consideration of the consequences;

time budgeting;

defining long and short term goals;

self maintenance and care-assessing stress levels and devising coping mechanisms;

application of the above for incorporation in the Action Plan in a practicable and demonstrable way.

4. Consideration should be given to learning as an ongoing activity:

comprehension of the student's own assumptions about learning;

interpretation of feedback and its importance to the learner;

highlighting the need for self organisation;

defining mental processing and its benefits;

assessing the strengths and weaknesses of the student's own motivation;

identifying the skills involved in the learning process and how they can be applied to effective learning.

Suggested
Learning and
Teaching

Research confirms that learning is an individual activity and that different people learn in different ways. There are common processes and results but there is also a tremendous amount of diversity. The effort to describe learning is really about the creating of explanations that work but are at the same time capable of modification and development.

This module seeks to develop a range of skills which the student may be able to transfer and apply in a wide range of learning situations. In applying these, students must choose a module or learning situation that fits his/her needs and try to use it to advantage. These learning skills should be promoted by focusing on the creation of a personal Action Plan.

Learning and tutoring should at all times be directed towards settings relevant to the student's needs. It is likely, therefore, that the tutor and the student will wish to adopt a wide range of learning and teaching approaches arrived at by negotiation. These might include some of the following:

simulations, assignments, role-play, projects, group discussions, work sheets, log books, self instructional materials, films, video, audio tapes and tutor exposition.

Assessment
Procedures

Acceptable Performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

- LO Learning Outcome
- IA Instrument of Assessment
- PC Performance Criteria

LO1 DESCRIBE AND APPLY A RANGE OF TECHNIQUES THAT WILL IMPROVE MEMORY PROCESS

- PC (a) A range of techniques for improving memory processes is identified from the student's experience.
- (b) The main features of the techniques are described.
- (c) The advantages and limitations of the techniques are described in terms of the student's experience and requirements.

IA Restricted Response - Written or Spoken

Students will give answers in writing or in speech to questions designed to allow them to identify a range of techniques for improving the memory process and to describe their experience in using them.

Evidence should be collected that students have experience of using 3 relevant techniques. Each criterion will be met in terms of each of these techniques.

LO2 PREPARE A PERSONAL INFORMATION SYSTEM TO MEET A PURPOSE

- PC (a) The information system meets an identifiable purpose.
- (b) The main features of the system are developed in relation to the purpose.
- (c) The system is built up using a range of resources.
- (d) The system uses a range of methods of information storage which meet the student's needs.

IA Project

Students will undertake the establishment of an information system which meets their personal needs in relation to a study purpose of their own choice.

The finished system will be accompanied by a project report in which students:

identify the learning purpose behind the system;
relate 2 features of the system to the purpose;
identify 2 types of resources used to build up the
system; explain how 2 methods of information
storage meet their needs.

LO3 PRODUCE AN ACTION PLAN FOR EFFECTIVE LEARNING IN AN AREA OF STUDY

- PC (a) Learning objectives are set for an identified
area of study.
(b) Priorities for the learning are established.
(c) A timetable for learning is established.
(d) Short-term and long-term goals are identified.
(e) Mechanisms for managing potential difficulties
are described.

IA Project

Students will devise an action plan for an area of
study of their own choice. The plan will include the
following features: learning objectives, priorities for
learning, a timetable, short-term and long-term
goals, and mechanisms for managing potential
difficulties.

The plan will be accompanied by a project report in
which students will explain the priorities and justify
the identification of goals as short-term or long-term.
Potential difficulties will also be identified and
related to the mechanisms described in the plan.

LO4 IDENTIFY WAYS OF INCREASING EFFECTIVENESS OF PERSONAL LEARNING STRATEGIES

- PC (a) The strengths and weaknesses of the
student's learning patterns are identified.
(b) The student's assumptions about effective
learning are identified and related to
experience.
(c) The nature and extent of organisation in the
student's learning are described and related to
experience.
(d) Factors in the learning situation which
motivate the student are identified.
(e) Factors in the learning situation which
demotivate the student are identified.
(f) Strategies to maximise the effectiveness of
the students' own learning are described.

IA Log Book

Students will keep a log book during the course on the module which will monitor the work in the module and in one other area of study.

In the log book, the students will identify their strengths, weaknesses, assumptions, organisational techniques, motivating and demotivating factors. Strategies which are identified as offering an improvement in the effectiveness of their learning in relation to 3 of these will also be described.

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