

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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TTU Course

1<sup>st</sup> year LMD

Lesson 01: Introduction to the course

I/ The Setting of Higher Education:

a/ Seven Approaches to Learning:

### **1- Treating learning as an adventure:**

Small children treat life and learning as a big adventure. They are curious and learn extraordinary amounts without trying particularly hard - simply through being relaxed, observing, playing, questioning, trying things out for themselves, making mistakes, wanting to understand. They don't treat setbacks as failures nor do they worry about what others think or tell themselves they might not be able to learn. If they fall when learning to walk, they have another go, and another, until they succeed. Adults can learn in this way too - if they allow themselves.

### **2- Using multiple senses and movement:**

The more we use our senses of sight, hearing and touch, and the more we use fine muscle movements in looking, speaking, writing, typing, drawing, checking, deciding, the more we help our brains to help us learn. Combining the information from multiple senses and movements enables the brain to make more connections and associations. These help it to make sense of the information, lay down memories and recall it better later. This book encourages you to use your senses to the full and to incorporate movement into your study to make learning easier and more engaging.

### **3- Identifying the attraction:**

It is easier to learn if we keep desirable outcomes in mind rather than force ourselves to study out of duty. Some aspects of study may be less attractive to you, such as writing essays, meeting deadlines or sitting exams, and yet these also tend to bring the greatest satisfaction and rewards. You do have it in your power to find in any aspect of study an angle that sparks your curiosity, drives your personal motivation, or makes it meaningful - to find the hidden gold that attracts you. For example, visualise yourself on a large cinema screen enjoying your study - or your later rewards. Hear your own voice telling you what you are achieving now. Your imagination will catch hold of these incentives and find ways of making them happen.

### **4- Using active learning:**

We learn with a deeper understanding when we are actively and personally engaged:

- ★ juggling information
- ★ struggling to make sense
- ★ playing with different options
- ★ making decisions
- ★ looking for links, connections, meaning, significance, solutions.

### **5- Taking responsibility of your learning:**

In Higher Education, it is expected that you will take on increasing responsibility for your learning and that you are ready and able to study under your own direction for much of the week, as a responsible adult. This prepares you to lead and manage, whether in academic life, work or other contexts. This means developing a range of abilities, not least in being able to evaluate and make judgements about your own work, with a fair but critical eye, prioritising what needs further work, getting on with doing so, and monitoring how well you are doing what you planned to do.

### **6- Trusting in your intelligence:**

Many students worry that they are not intelligent enough to do well, especially at times when the course seems tough. If they didn't do well at school, they can doubt whether academic ability is 'in their genes'. If they excelled at school, they can worry they have 'lost it'. Worry and stress make it harder to learn.

With the right preparation, attitude and strategy, it is likely you will do fine. Trust that you can achieve well - and make it happen..

### 7- Personalizing your learning:

Each of us learns in an individual way - and our circumstances, experiences and interests vary. We each enjoy particular aspects of the course or methods of assessment more than others. We connect with some material and not others. We might prefer to learn on our own or socially, digitally or with paper and artefacts; to be on campus or at home, and so on. You can do well without personalising your learning, but you can make study more effective, efficient and enjoyable if you adapt how and when you go about it so that it fits you best. It is worth taking time to understand and consider the many factors that contribute to optimal learning and to work out what really works best for you. It is likely that you will find different things work better for aspects of the course you feel confident about or enjoy, and those you don't, as well as for different tasks, the mood you are in, who you are learning with, how much time you have, or the time of the day.

### b/ How is Higher Level Study Different?

#### 1- Study is different:

As a student in Higher Education, the most noticeably different features are likely to be:

- ★ the teaching methods, especially the emphasis on independent study
- ★ the assumption that you have the maturity and intelligence to 'get on with it', managing your own study, goals and life
- ★ that academic work is more difficult and complex
- ★ the strong emphasis on 'understanding' rather than 'information'
- ★ learning how knowledge is created
- ★ that time may seem to operate differently: good time management skills are essential

#### 2- The role of the teacher is different

Teachers at this level are usually known as lecturers, tutors or professors. As well as teaching, they are usually expected to engage in research and scholarship, which might feed into their teaching. When they are not involved in

teaching-related tasks, they may be preparing research papers for publication and conferences, or applying research or professional skills in industry, government and elsewhere.

#### 3- Creating new knowledge:

Higher Education is about creating knowledge as well as teaching it and learning about it. Depending on the subject, this is through:

- ★ thinking, discussion and writing to develop theoretical understandings
- ★ experimenting to test out theories
- ★ investigating original sources or past knowledge, finding new ways of looking at these and bringing new interpretations
- ★ applying knowledge and understanding to new situations.

#### 4- Intellectual curiosity; learning community:

Studying at this level is about being part of an adult learning community in which everyone, students and lecturers, are active in finding out new things for themselves and sharing them with others. It is assumed that you are intellectually curious, keen to find things out for yourself and to contribute to developing new understandings. Universities play an important role in:

- ★ encouraging research into new areas
- ★ leading debate on contemporary issues
- ★ critiquing existing understandings
- ★ synthesizing knowledge
- ★ generating new understandings of the world
- ★ stimulating economic development
- ★ ... as well as teaching students.

Depending on your institution, teaching is likely to be designed in ways that encourage you to do the same. Typically, you are required to:

- ★ engage with debates in your subject
- ★ hunt out answers for yourself
- ★ develop your capacity to think in more creative, systematic and subtle ways
- ★ be open to new perspectives
- ★ undertake projects
- ★ consider the broader significance and relevance of what you find out.

