

The Effective Learner

Module Code:	SAC3003-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Sociology and Criminology
FHEQ Level:	FHEQ Level 3

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	10
Tutorials	12
Directed Study	178

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

You will identify and recognise your own learning strengths and needs, reflect on these and engage in action planning to increase learning effectiveness and success. You will develop learner confidence to enable you to engage actively in the learning process.

Outline Syllabus

The curriculum will be firmly focused on your concerns arising from a self-audit of your study needs and will include the following elements:

Self-review/audit: what are my strengths as a learner? What skills and support do I need in order to increase my effectiveness?

What issues and concerns do I have about study in Higher Education?

Learning from feedback - how can I use feedback to improve my learning?

Personal action planning and review strategies to increase my effectiveness as a learner.

There will also be a series of keynote inputs followed by workshop activities on aspects such as:

Participating as an active learner in the learning process

.

The skills of independent learning

.

Reading and interpreting information

.

Understanding teaching and learning strategies e.g. lectures, group-work, seminars, tutorials, workshops, self-directed learning.

Developing an awareness of what constitutes plagiarism and correctly reference using the Harvard System of referencing.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1
 - a) demonstrate gains in knowledge and understanding of own learning needs
 - b) demonstrate knowledge and understanding of the purposes and process of self-evaluation and identification of strategies for improved learner effectiveness.
- 2
 - a) take forward actions to achieve increased effectiveness as a learner
 - b) reflect on own learning strengths and capabilities
 - c) develop the skills of self-evaluation and action planning

Learning, Teaching and Assessment Strategy

The teaching and learning strategy stems from an audit of learning needs, through tutor-supported self-evaluation. You will identify areas for improvement and these will be reflected in keynote inputs and workshops. You will select from these on the basis of identified learning needs. With tutorial support you will prepare a detailed reflective action plan building on a previously completed action plan proposal. This is expected to help you to develop the skills of planning, time management and reflection. A Study Support 'drop-in' programme complements the support offered to help you achieve the learning goals (included within the 'Directed Study' hours).

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
------	--------	-------------	--------	-----------	---------------

Summative	Presentation	Group presentation - Supplementary: individual presentation	15 minutes	50%	No
Summative	Coursework	Reflective Action Plan	1800-2000 words	50%	Yes

Legacy Code (if applicable)

SJ-3003D

Reading List

To view Reading List, please go to [rebus:list](#).