



APPLIES TO ACADEMIC YEAR 2012/2013

## **FORK 0301 Course in Study Strategies - Making the Most of Your Studies**

### **Programme**

Precourse - Bachelor Programs

### **Responsible for the course**

Anna Therese Steen-Utheim

### **Department**

### **Term**

According to study plan

### **ECTS Credits**

0

### **Language of instruction**

Norwegian

### **Introduction**

The course is offered for new students at undergraduate level.

### **Learning outcome**

#### **Introduction**

The primary objective of this course is to raise the students' awareness of their own study habits by focusing on planning, setting objectives and structuring their days to achieve overview of the courses, structure and increased learning. The aim of the course is to equip students with practical tools they can apply to utilize and master their academic life. Additionally, the tools are supposed to help the students regulate their learning and study habits. The course will also include guidelines for how to search for academic literature, examinations and cheating on exams. The course seeks to engage the students such as applying differing teaching methods, and is available on campus and as an online class.

#### **Acquired knowledge**

After completing the course, the students should have acquired knowledge on how different study habits can provide an overview of courses, structure and increased learning. The students should also know about and assess how different tools can help them regulate their learning and study habits.

#### **Acquired skills**

After completing the course, the students should have acquired knowledge on different practical tools they can apply to utilize and master their academic life.

#### **Reflection**

During the course the students should be aware of the study habits they use and reflect upon how these habits can be applied in their academic life.

#### **Prerequisites**

No prerequisites required.

#### **Compulsory reading**

#### **Recommended reading**

##### **Books:**

Payne, Elaine and Lesley Whittaker. 2006. Developing essential study skills. 2nd ed. FT Prentice Hall

##### **Other:**

Gabrielsen, Dysvik & Tangaard. 2012. Kurshefte for kurs i studiestrategier. Handelshøyskolen BI.

Kursheftet deles ut av kursleder. Ved engelsk gjennomføring benyttes:

Warner-Søderholm, Dysvik & Tangaard: Course book in study strategies. Handelshøyskolen BI.

## **Course outline**

The course is organized around three topics: 1) become a better student: how to get through the curriculum 2) writing papers as an undergraduate 3) exams and mastering examinations

*Topic 1* is a general introduction to being a student at BI with an explicit focus of increasing the student's awareness of his/her own learning style, increasing autonomy and utilizing these factors in order to benefit him-/herself. The topic presents how goal setting can help students plan and carry out their studies. In this section the student conducts different assignments in order to create awareness of previous experiences and study habits, and is then presented with new techniques to master the academic life.

Additionally, the topic concerns how students should acquire an overview of the curriculum and different methods when reading the curriculum. Students also practice how they can increase their pace when reading, and are introduced to different note-taking techniques. Finally, working in colloquium, the benefits of repeating the curriculum and self-discipline are presented.

*Topic 2* teaches students how to write papers and academic language. Students will evaluate and work with previous term papers in groups. The library guides the students on how to use reference techniques and search for literature, in addition to informing the students of other resources offered by the library.

*Topic 3* is about mastering exams, how to prepare for exams and cope with exam-related stress and anxiety. The students also receive more practical tips for how to handle the examination day itself.

## **Computer-based tools**

The material is uploaded to itslearning, and the students have an opportunity to upload an assignment in order to receive feedback. The evaluation of the course is also conducted in itslearning. For the online course, all material and several assignments are posted on itslearning.

## **Learning process and workload**

The course is held in both the fall and spring semester. The duration of the course is 12 hours. The startup date of the online course corresponds with the beginning of each semester, and lasts for 6 weeks.

## **Use of hours**

## **Examination**

There is no exam in this course.

## **Examination code(s)**

## **Examination support materials**

## **Re-sit examination**

## **Additional information**