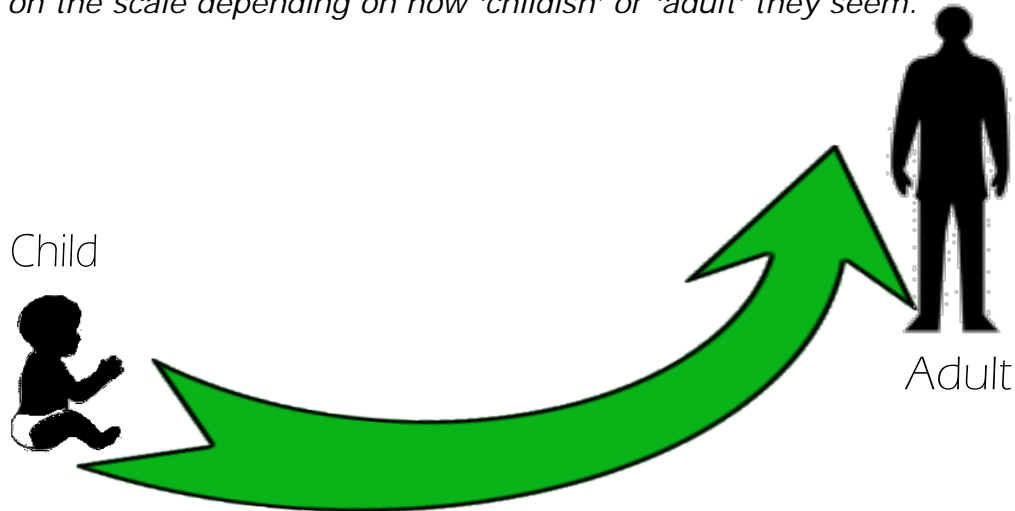


## Study Success: Adult or child?

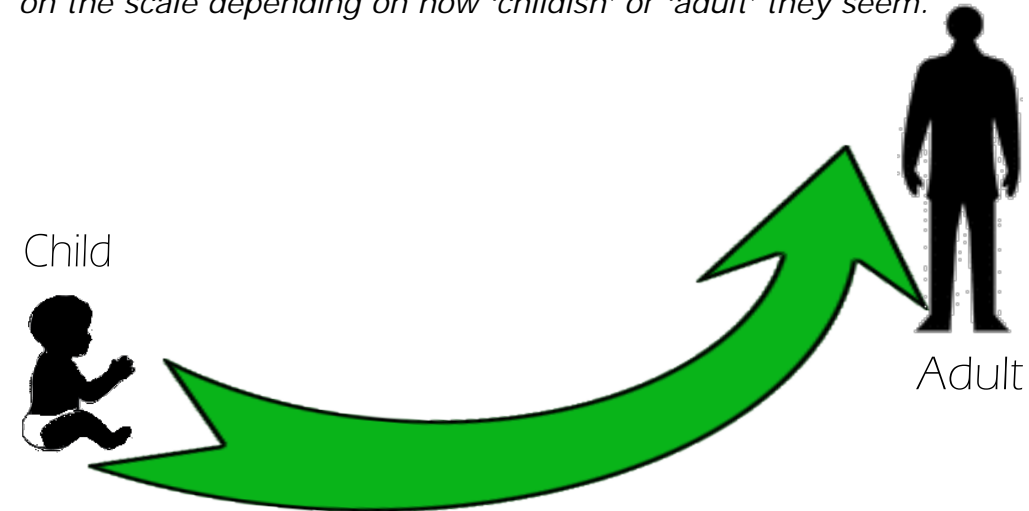
Look at the study habits in the box below. Write the numbers on the scale depending on how 'childish' or 'adult' they seem.



1. Ask tutor when you don't understand
2. Borrow book from library to understand subject better
3. Hand in assignments before deadline for tutor to check
4. Keep all notes filed in date order
5. Leave work until the last minute
6. Only do work set by teacher
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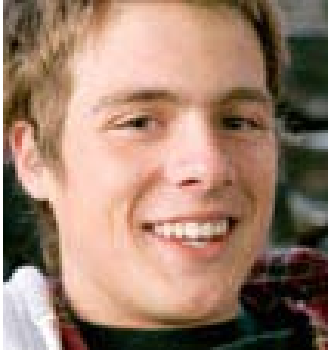
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## Study Success: A successful learner?

Read the following case studies. What are their chances of success? Put them in order from 1-3 according to how successful they will be (1=most successful, 3=least successful).



Terrance really enjoys his Media course, although he's very busy with his job and social life and doesn't always have time to study outside class. He's particularly interested in animation and always does these assignments as carefully as possible. There are some parts of his course that he's not so interested in and he tends to put the minimum amount of work into these assignments.

Erika is doing a Business course because she eventually wants to work in marketing. She spends a lot of hours getting books from the library and reading around the topic of business. She's also keen to develop her communication and presentation skills, so has set up a study group with some of her class mates. She enjoys her classes and asks the teacher lots of questions. She's also well organised and makes sure that she submits assignments before the deadlines so that the teacher can make recommendations for improvement.



Pat's not sure why he's doing his Travel and Tourism course. He was quite good at geography at school and thought it would be easy, but he's finding it hard to keep up with the work. He tries to come to most of the lessons, but sometimes it's hard when he's been out the night before. He's making an effort to do the assignments, but he sometimes leaves his bag at home and so loses the bits of paper which he keeps in his pockets. He's missed deadlines in the past because he's forgotten that he's had an assignment.

What can the students do to improve their chances of success?

## Study Success: A successful learner?

Both Erika and Terrance have some very positive attitudes. In particular, they take an active approach to their studies – they understand that they will only progress if **they** take responsibility for learning. Their teacher cannot 'wave a magic wand' over them and make them learn.

Erika spends a lot of time studying outside the lesson which is very good, and asks a lot of questions.

As for Pat, what is there to say? He's never going to learn unless he changes his attitude. He may have a busy social life but it's interfering with his college life. He's got to get himself organised – keep his notes in a file and use a diary to keep track of assignments and deadlines.



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## Study Success: Putting things off



Think about how you feel when you have homework or assignments to do.  
Answer the questions in this survey.

	Always	Sometimes	Never
I put off starting work I find difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give up on work as soon as I start to find it difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have difficulty getting started on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to do so many tasks at once that I cannot do any of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put off things which don't interest me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I end up doing other things instead of the work I'm supposed to be doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ignore my work when I am not sure about how to start it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I start a task but stop before completing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find myself thinking that if I ignore my work, it'll go away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I've got lots of different tasks to do, I can't decide which to start first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## Study Success: Overcoming procrastination

*Read these tips for overcoming procrastination. Choose 8 that you think are the most useful and make a poster. Give examples and use illustrations.*

- If you've got a big task, break it down into little chunks and do a bit at a time.
- Reward yourself when you complete some work.
- Set yourself a time by which you'll complete the work.
- Don't stop until you've finished.
- Start with the easy bits.
- If you've got lots of things to do, put them in order before you start.
- Get help from teachers / other students.
- Do the work in a place where there are no distractions.
- Try to work with classmates.
- Take lots of breaks when you're working.
- Work on difficult or boring tasks first.
- Set yourself a time for starting the work.
- Make a plan for when you will do certain parts of the work.
- Don't always try to be perfect.



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# Study Success: A summary of motivation and procrastination

## What is Procrastination?

Procrastination is putting off or avoiding doing something that must be done. It is natural to procrastinate occasionally. However, putting things off regularly will result in anxiety because the task still needs to be done. It can also cause poor performance if the task is completed without enough time to do it well. In short, procrastination can interfere with school and personal success.

## Why Do Students Procrastinate?

There are many reasons why students procrastinate. Here are the most common reasons:

1. *Perfectionism*. A student's standard of performance may be so high for a task that it does not seem possible to meet that standard.
2. *Fear of Failure*. A student may lack confidence and fear that he/she will be unable to complete the work successfully.
3. *Confusion*. A student may be unsure about how to start a task or how it should be completed.
4. *Task Difficulty*. A student may lack the skills and abilities needed to accomplish a task.
5. *Poor Motivation*. A student may have little or no interest in completing a task because he/she finds it boring or irrelevant.
6. *Difficulty Concentrating*. A student may have too many things around that distract him/her from doing a task.
7. *Task Unpleasantness*. A student may dislike doing what a task requires.
8. *Lack of Priorities*. A student may have little or no sense about which tasks are most important to do.

## How can I overcome procrastination?

- If you've got a big task, break it down into little chunks and do a bit at a time.
- Reward yourself when you complete some work.
- Set yourself a time by which you'll complete the work.
- If you're finding a task very difficult, start with what you find easiest.
- If you've got lots of things to do, put them in order before you start.
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