

Liverpool John Moores University

Title: STUDY SKILLS
Status: Definitive
Code: **4101LDS** (123373)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Jennifer Woods	Y

Academic Level: FHEQ4 **Credit Value:** 20 **Total Delivered Hours:** 52
Total Learning Hours: 200 **Private Study:** 148

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	50
Tutorial	2

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	3000 word reflective task - learning theory.	100	

Aims

To develop awareness of study skills applicable to a Higher Education setting.

To provide students with a range of opportunities to develop effective study and communication skills.

Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise a range of study skills methods to enhance their academic achievement.
- 2 Identify the factors that determine successful communication.
- 3 Apply techniques for effective information selection and data retrieval for academic research.
- 4 Reflect on learning theories.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

4500 words - Learning Theory	1	2	3	4
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Outline Syllabus

Introduction to on-line learning.

Workplace learning.

Definitions and models of communication.

Study skills - time management/the brief/tutorials/lecture notes/plagiarism/formats.

Study skills - reading techniques/essay and report writing/research skills.

Language and non-linguistic means of communication.

Information selecting and sequencing.

Oral presentations.

Working in groups (virtual or actual)

Improving personal learning and performance.

Learning Activities

Lectures, tutorials, discussion, group work, E learning, private study.

Notes

This module introduces students to the skills essential for life-long learning, which include communication skills, academic skills and working in groups. Importantly, it gives students the opportunity to develop and apply these skills. It introduces students to a model for improving their own learning and performance, and relating this to their academic work and personal career planning.