

### Learning Activity 1.1 Understanding why you are attending university

It is important that you examine your reasons for attending university and acknowledge your anxieties so you can start to move past them. Try responding to these questions to help you through the process.

Take a few minutes to reflect and think about why you decided to attend university. List three potential reasons.

1.

2.

3.

Do these reasons relate to what was written in the Chapter? How are they the same and how do they differ?

What are your two main anxieties about attending university?

1.

2.

What are some ways that you can start to address these anxieties?

### Learning Activity 1.2 Redefining success

Redefining what success means to you and finding ways to better balance your life are going to be important parts of managing yourself while you go through your university degree. Complete the following steps to reflect and take practical steps:

#### 1. What does/will success mean to you?

Write down your current definition of success in 2-3 sentences.

Reflect on whether this definition is rigid or flexible. If it feels rigid, note down ways you could adjust it to make it more flexible.

*For example, if your definition of success is achieving top marks in all your subjects, you might adjust it to focus on giving your best effort and maintaining a healthy balance between study and other aspects of life.*

#### 2. How might you pivot your understanding of success if you do not reach your goals?

Think of a time when something did not go as planned (e.g., a goal you did not achieve). Reflect on how you felt and how you responded.

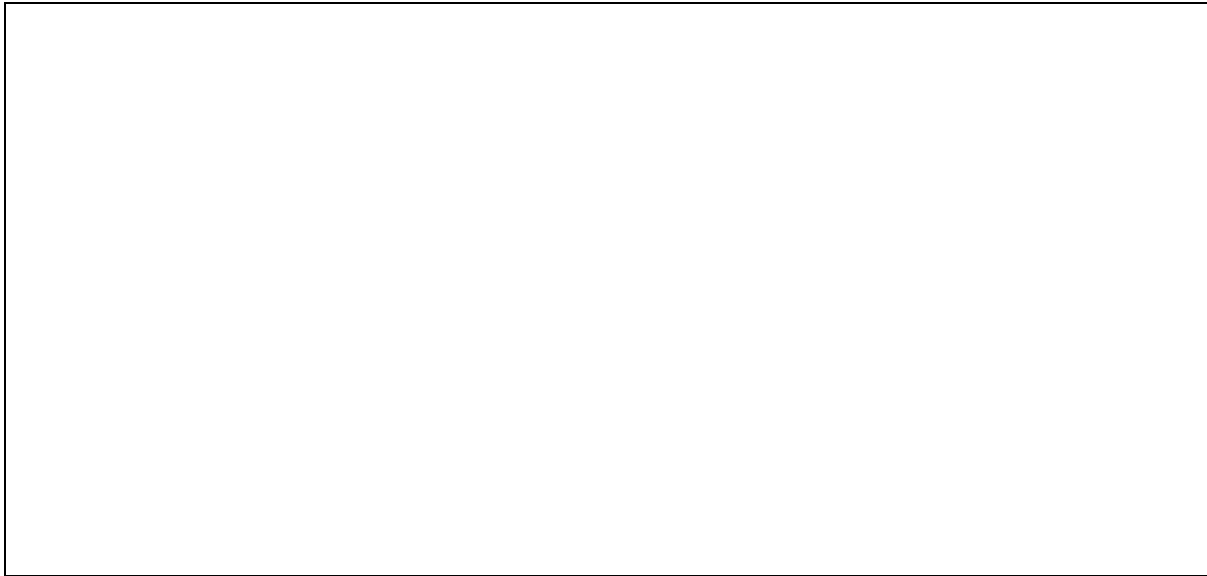
Now consider how you could approach a future situation where you do not meet a goal. Write down two alternative ways you could redefine success in that scenario.

### 3. What would be your 'third place' and what does it offer you?

A "third place" is a space outside of home, university or work, where you can unwind and connect with others.

If you already have a third place, reflect on what it offers you and how it helps you recharge.

If you do not have one, explore at least one potential third place, such as a park, café, library, or gym. After visiting, reflect on how it made you feel and whether it could support your sense of balance.

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### Learning Activity 2.1 Self-Reflection and Planning Exercise

One of the important parts of self-reflection is being able to take stock of what you do well and what you can develop further. In the interest of developing your abilities, use the following list of skills to reflect on your current ability and how you might develop it further.

- Written and other communication skills
- Research skills
- People skills
- Thinking skills
- Task management skills
- Time management skills
- Confidence
- Resilience
- Organisational skills

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### Learning Activity 2.2 Growth Mindset Dice

Using a six-sided or online dice, roll and complete the corresponding mindset activity.

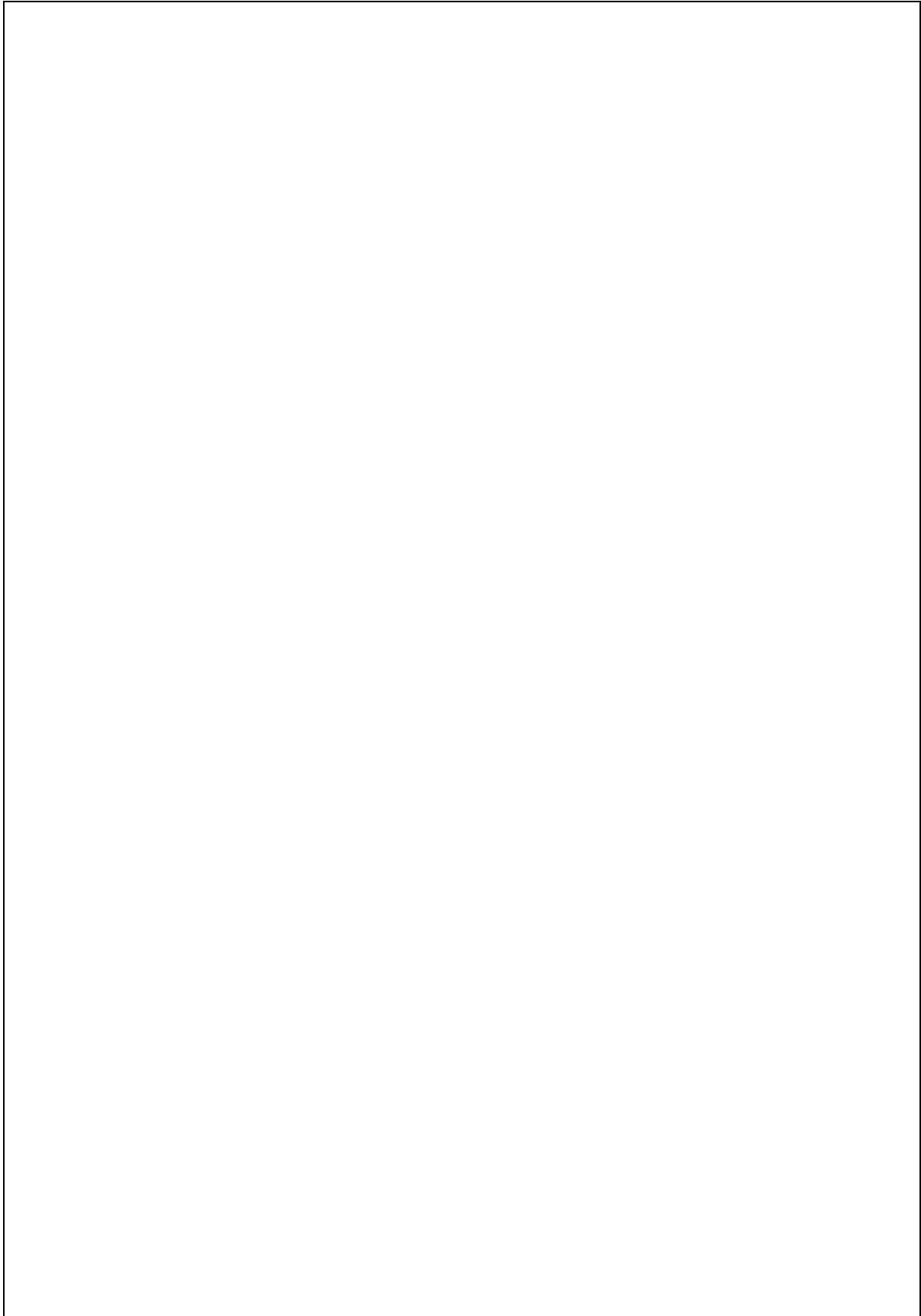
- 1 = Write down a time that you made a mistake and what you learned from it.
- 2 = Explain why making mistakes is a good thing for your learning.
- 3 = Write down a challenge you had today and how you overcame it.
- 4 = Explain some ways you can motivate yourself when things get difficult.
- 5 = Write down four mantras you can say to yourself when you are feeling discouraged.
- 6 = Write down strategies that you see/hear other people using and think about how you might be able to adapt their methods to suit you.

### Learning Activity 3.1 Self-assessment

Rate the following questions from strongly disagree (1) to strongly agree (5) to help you reflect on your strengths and areas of improvement. Be sure to be honest in your responses and create an action plan on how you can improve yourself further.

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I feel confident in my ability to grasp new concepts quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive positive feedback from others on my work regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to understand the feedback that I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily explain complex ideas to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can remain focused on my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often motivated to study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can organise my time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can organise my space to help me study better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use a variety of study methods when studying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often participate in classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask clarifying questions in class when I am not sure of something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident talking in front of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to navigate group work tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to set time aside to complete required tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I approach revision and preparation for tasks in a structured manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set clear goals for improving my strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively seek out and use support resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly review and adjust my study plans based on my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear action plan for addressing my areas of improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find reading and analysing text easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find writing and explaining my thoughts easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Action plan:

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### Learning Activity 3.2 Skill inventory exercise

Rate your proficiency levels for each of these skills (beginner/intermediate/advanced). There are helpful steps to help you enhance each skill you rate.

#### *1. Building positive relationships*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Engage in active listening during conversations.
- Participate in group activities or study groups.
- Seek opportunities for mentorship and collaboration.

#### *2. Task management*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Use a planner or digital tool to record deadlines.
- Break down larger tasks into smaller steps.
- Set clear goals and timelines for each task.

#### *3. Self-Management*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Develop a routine that includes breaks and self-care.
- Set realistic and achievable personal goals.
- Practice mindfulness or meditation to help manage stress.

#### *4. Time management*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Create a weekly schedule that includes study, work and leisure time.
- Identify time wasting activities and work to reduce them.
- Set specific time blocks for focused study without distractions.



### *5. Research*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Familiarise yourself with academic databases and research tools.
- Check sources for relevance and peer review.
- Develop a systematic approach to note taking and organising your information.

### *6. Collaboration*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Be open to participate in group projects and contribute to the group.
- Practice open and respectful communication with others.
- Develop skills in conflict resolution and negotiation.

### *7. Flexibility*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Embrace change and seek opportunities for growth.
- Developing coping strategies for handling unexpected challenges.
- Reflect on past experiences of change and identity lessons that you have learned.

### *8. Problem solving*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

- Practice breaking down complex problems into smaller components.
- Explore multiple solutions before deciding on the best approach.
- Reflect on problem-solving successes and areas of improvement.

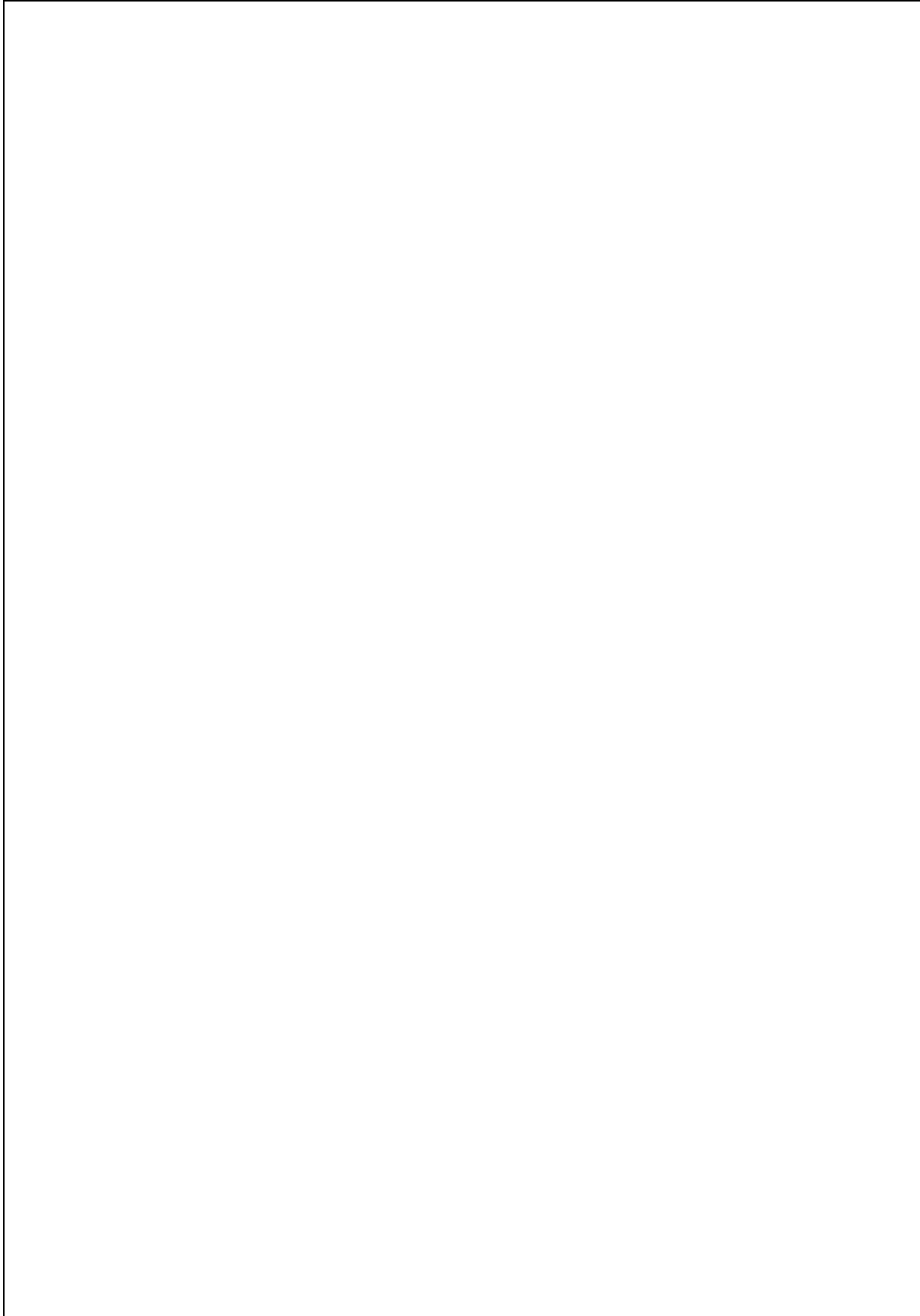
### *9. Self-Reflection*

Rating: (beginner/intermediate/advanced)

Steps to Enhance:

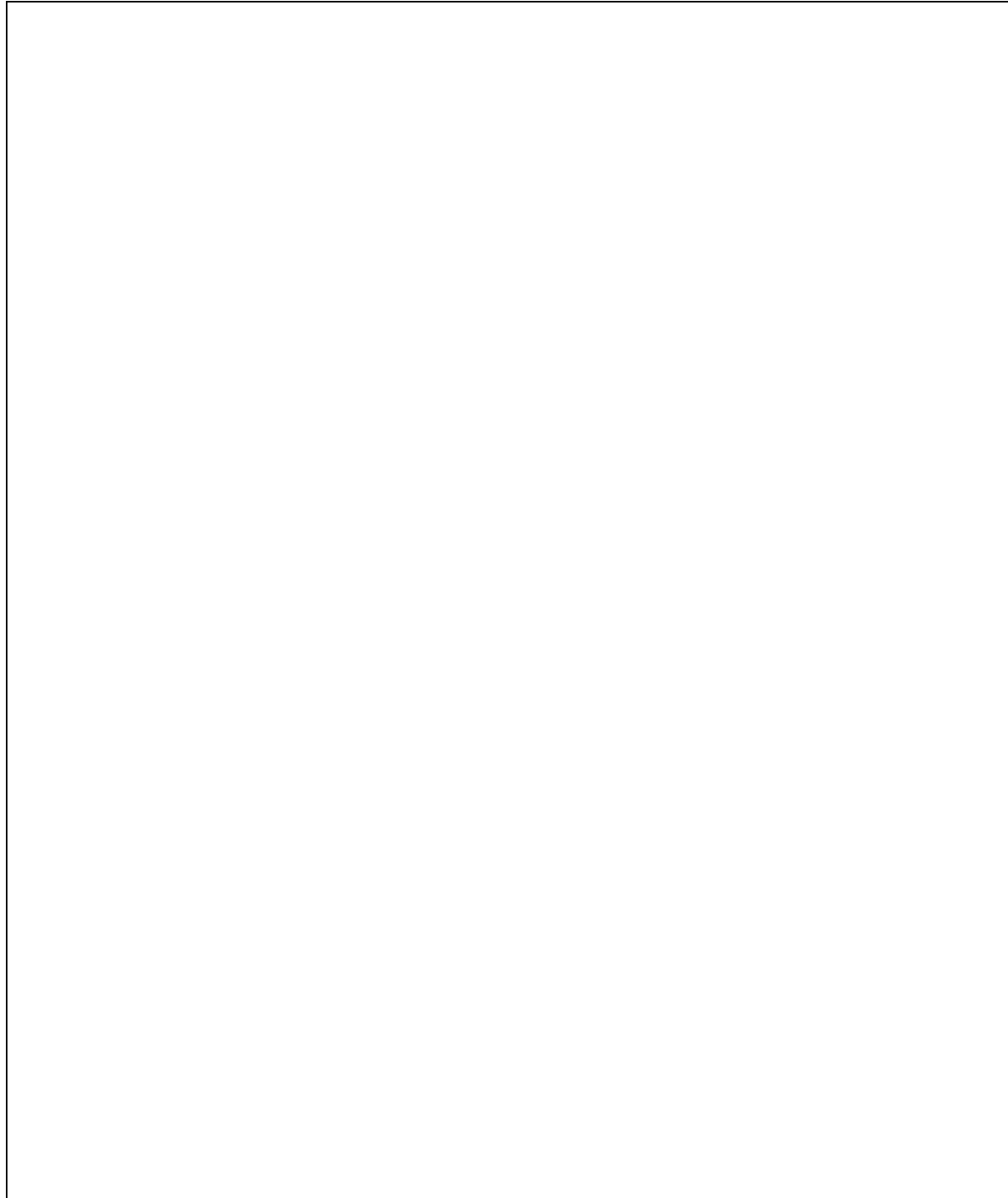
- Set aside time for self-reflection and journaling.
- Seek feedback from peers and lecturers on your progress and growth.
- Use self-reflection to inform your personal and academic development plans.

Use your response to these skills to plan for your development. You may be able to think of additional skills that you would also like to develop.

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### Learning Activity 4.1 Practising reading strategy

Practising reading strategy is the only way to become more proficient at it. Choose a complex academic text (e.g. a journal article or textbook chapter) and undertake a close reading. Annotate the text by identifying key arguments, evidence, and connections between ideas. Reflect on the deeper meanings you uncovered and how this analysis could inform your understanding of the content. It is also a good idea to discuss your reading with somebody else who has also done the reading to compare your understanding and adjust your approach.



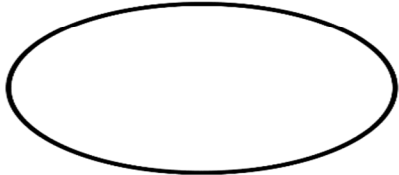
### Learning Activity 4.2 Practise note-taking using the Cornell Method

The best way for you to become more comfortable with note-taking is to practise. Choose a video that you would like to learn more about (TED talks are generally a good idea for this activity, as they are like lectures) and try taking notes using the traditional Cornell Method and then in a more creative way. Make notes on how these methods are different and how you might be able to develop your note-taking skills further.


### Learning Activity 5.1 Generate, Sort, Connect, Elaborate

Choose a question from the list below to create a Generate, Sort, Connect, Elaborate routine with.

What does it mean to be an independent learner? | How can self-efficacy be developed? | How can we become more comfortable with productive struggle? | How can reading strategy be developed? | What important aspects are there when taking notes?

		
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### Learning Activity 5.2 Becoming an editor

Below is a poorly written paragraph that is missing formal language. Try to edit the piece for additional clarity and analysis. When you are done, compare it to the rewritten paragraph below and reflect on the different language used.

Poorly written paragraph:

Independent learning is really important when you start studying at university. It's a time when you need to figure out how to study by yourself without relying too much on your teachers. Self-efficacy is something you should develop because it makes you confident that you can handle your studies. Also, you should understand who you are as a learner because it will help you know what works best for you when studying. If you know how you learn, it will make things easier and help you do better in your courses.

Edited paragraph:

Revised paragraph:

Striving to develop independent learning skills is essential when beginning university study. Transitioning to higher education requires autonomous study, with less reliance on your lecturers. It is important for students to cultivate their self-efficacy, as it fosters the confidence necessary to manage academic responsibilities. Additionally, reflecting and gaining a deep understanding of learner identity is vital for student growth, as it can help identify and apply effective and bespoke study strategies. A comprehensive understanding of a learner identity can lead to improved academic performance and growth.

### Learning Activity 6.1 Emotional reflection

Using a piece of feedback that you have received in the past (you may choose something from secondary school if it was particularly upsetting), write a reflection about how you feel. Do not worry about correct punctuation or making the piece easily read. The point of this exercise is to help you explore how you feel. Give yourself a few minutes then read over your work to answer the following questions.

What can you learn about who you are from this reflection?

What does this reflection tell you about what triggers you when receiving feedback?

Does this reflection offer any clues to strategies that might help you process your emotions?

### Learning Activity 6.2 Analysing criteria

Choose an assessment that you have to complete and find the assessment's criteria. Annotate these criteria and create a series of questions related to what you do not understand well.

What do you notice about the criteria?

What are the criteria trying to assess?

What do you need to know more about to respond to the criteria appropriately?



### Learning Activity 7.1 Practise searching

Choose a topic in your course (independent learning or time management are common topic choices). It could be worth using an assessment question that you have coming up. You can then use the advice in this chapter to put it in the search bar of your university's library website. Then use the filters to narrow your results to make them more relevant. There are a number of options in the list of Filters, but you should always think about using:

- *Peer-reviewed Journals* (if you have been asked to find journal articles)
- *Books or Book Chapters* (if you need to find books – N.B. you can't use this option if you have chosen "peer-reviewed journals")
- *Date* (if you need to find works that aren't too old, unless you are referring to the origins of an idea, it is usually expected that you limit your search to the last 5 years)
- *Subject* (to find subject headings that help focus your results to the most appropriate ideas)
- *Available online* (to find articles that you can download and read now).

Now spend some time deciding which sources would be helpful and why. Focus on articles that are peer-reviewed and relevant to your context (if you are from Australia, an Australian or "western society" example is always going to be more relevant to you and your situation).

Space for notes and reflection:

### Learning Activity 7.2 Practise citation

The following is an excerpt from Chapter 2 of this textbook. Have a read of this section again and complete the following referencing tasks:

A fixed mindset is evident in people who tend to take criticism very harshly, give up easily and often exclaim 'there's just no point in trying' or 'see? I knew that I would fail.' Individuals with a fixed mindset believe that intelligence is fixed and cannot be changed, or they attribute their failures to external factors. In other words, you are born with your abilities and they cannot be improved upon. This mindset can lead to behaviours that discourage taking on challenges, avoid responsibility, and inhibit personal growth.

People with a growth mindset, however, tend to handle criticism more positively. They understand that feedback on their work is not a reflection of their personal worth but an opportunity to improve their abilities. Those with a growth mindset might say things like 'I can grow from my mistakes' or 'if I make a mistake, I can just keep trying' or 'I don't know how to do it yet.' They believe that intelligence and abilities can be developed through effort and perseverance. Embracing a growth mindset encourages individuals to welcome challenge, take ownership of their learning and strive for self-improvement.

Please use the APA 7th referencing style for the following activities.

Write a sentence where you quote a section of this text directly.

Write a sentence where you paraphrase a section of this text, being sure to preserve the message of the text.

Write a sentence where you use the author's name as part of the sentence.

Write a reference as it would appear in the reference list based on this text.

### Learning Activity 8.1 Reflecting on your past experiences

Reflect on the times that you have engaged in group work. If you do not have any group work experiences, think about the discussions and collaborative elements of your course or unit so far. What emotional responses come up for you when working with others? Try to be as specific about your emotions as possible. Rather than using general words like 'angry' or 'happy', try to use more descriptive words such as 'fearful' or 'accepted'. What do these emotional responses reveal about how you navigate group work? Why do you think you feel this way, and how can you use this knowledge to improve your future group work experience? What strengths do you have when working in this space?

### Learning Activity 8.2 Group work roles

It may be useful to identify which roles you tend to take on when you are in a group. This questionnaire may provide you with some insight.

Answer the following questions honestly to discover which group work roles you are most suited to. Circle the option that best reflects your typical behaviour.

*1. How do you usually approach group discussions?*

- a. I like to keep everyone on track and ensure the discussion remains focused.
- b. I make sure everyone knows their tasks and that deadlines are clear.
- c. I take notes and ensure everyone's contributions are recorded and accessible.
- d. I organise meeting times and remind the group of deadlines.

*2. How do you respond when a group member raises a concern or problem?*

- a. I mediate and try to ensure that all viewpoints are considered fairly.
- b. I suggest ways to adapt the plan to address the concern.
- c. I document the issue and keep a record for future reference.
- d. I check the schedule to see how we can make adjustments without falling behind.

*3. Which of these tasks do you enjoy most?*

- a. Leading the team and ensuring equity during group activities.
- b. Breaking down the project into clear goals and assigning roles.
- c. Organising and managing group documents, emails, and notes.
- d. Creating schedules and ensuring meetings and deadlines are met.

*4. If your group struggles to stay organised, what do you do?*

- a. Step in to ensure the discussion is productive and tasks are assigned.
- b. Refocus the group on the overall objectives and timelines.
- c. Clarify what has been decided so far and document next steps.
- d. Review the schedule and suggest time adjustments to stay on track.

Tally up the number of times you answered a, b, c, or d. Each letter corresponds to a particular project role type:

RECORD SCORE HERE:

a = Chairperson

b = Project Manager

c = Record Keeper

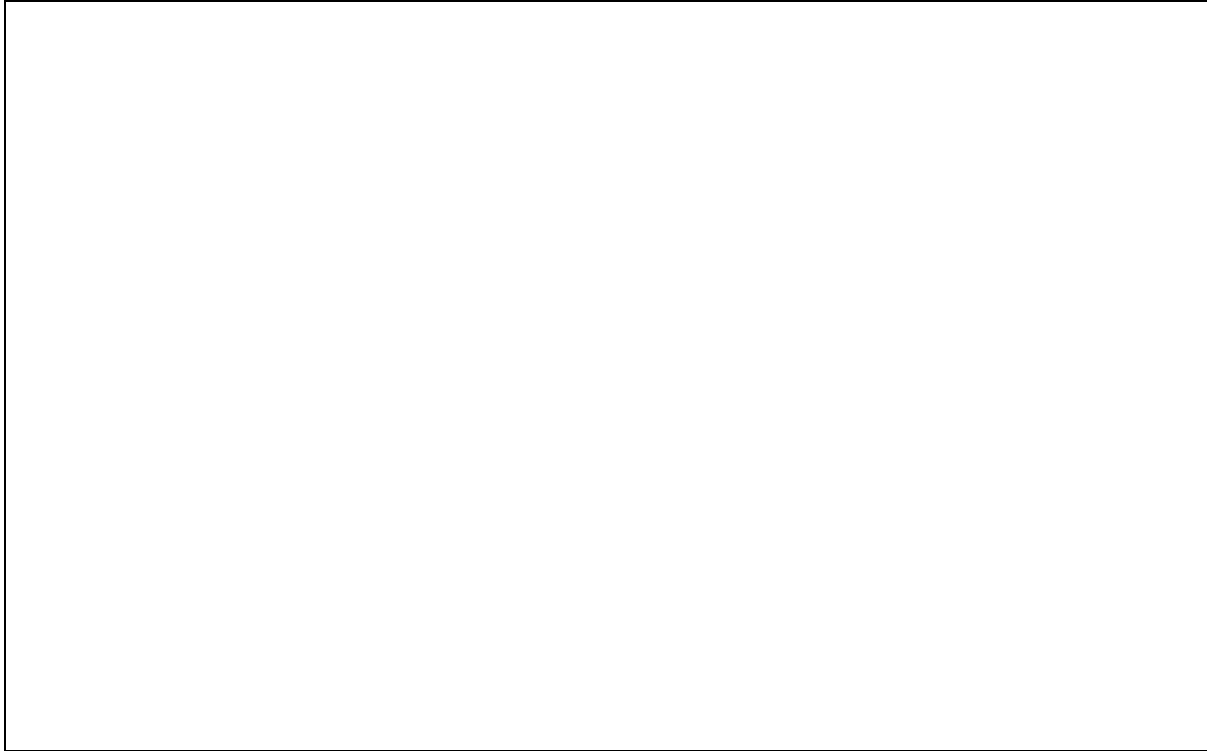
d = Timekeeper

The role with the highest score indicates your primary role within group work situations.

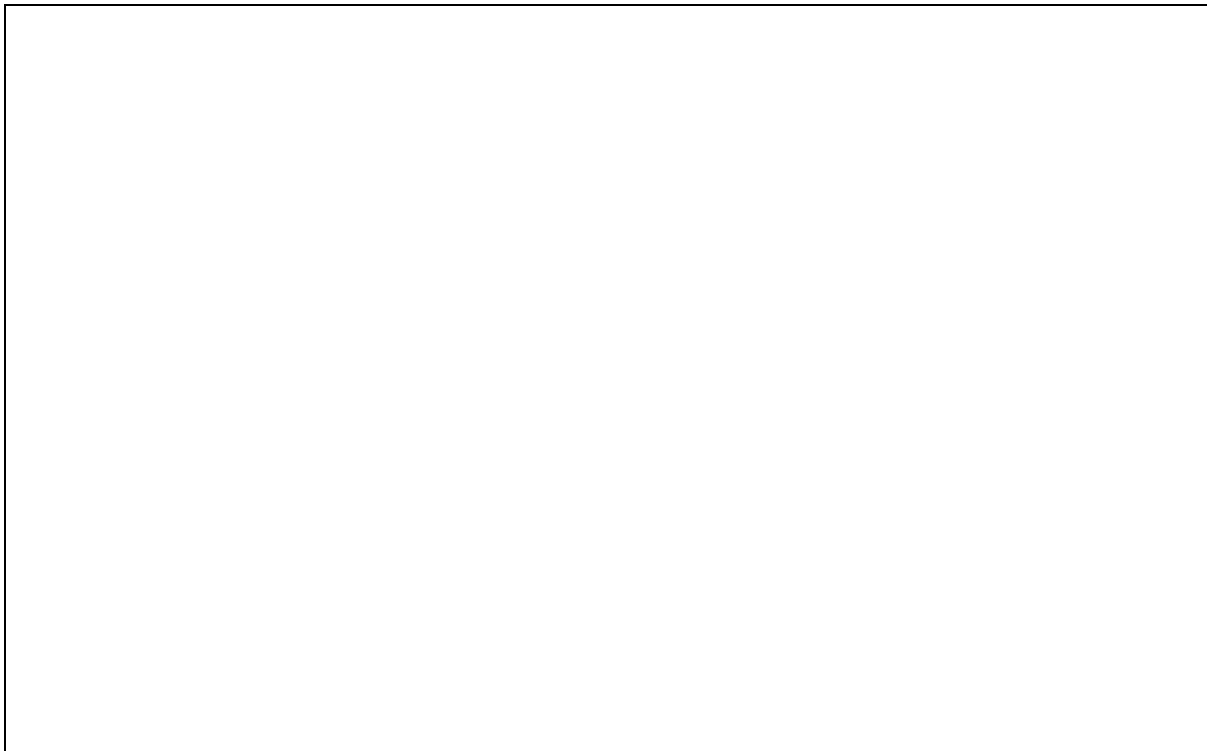
Does the response to this questionnaire resonate with you?



Have you ever found yourself taking on any of the dysfunctional roles (e.g., aggressor, blocker, rebel, self-seeker, dominator, social loafer)? If yes, reflect on why this might have happened.

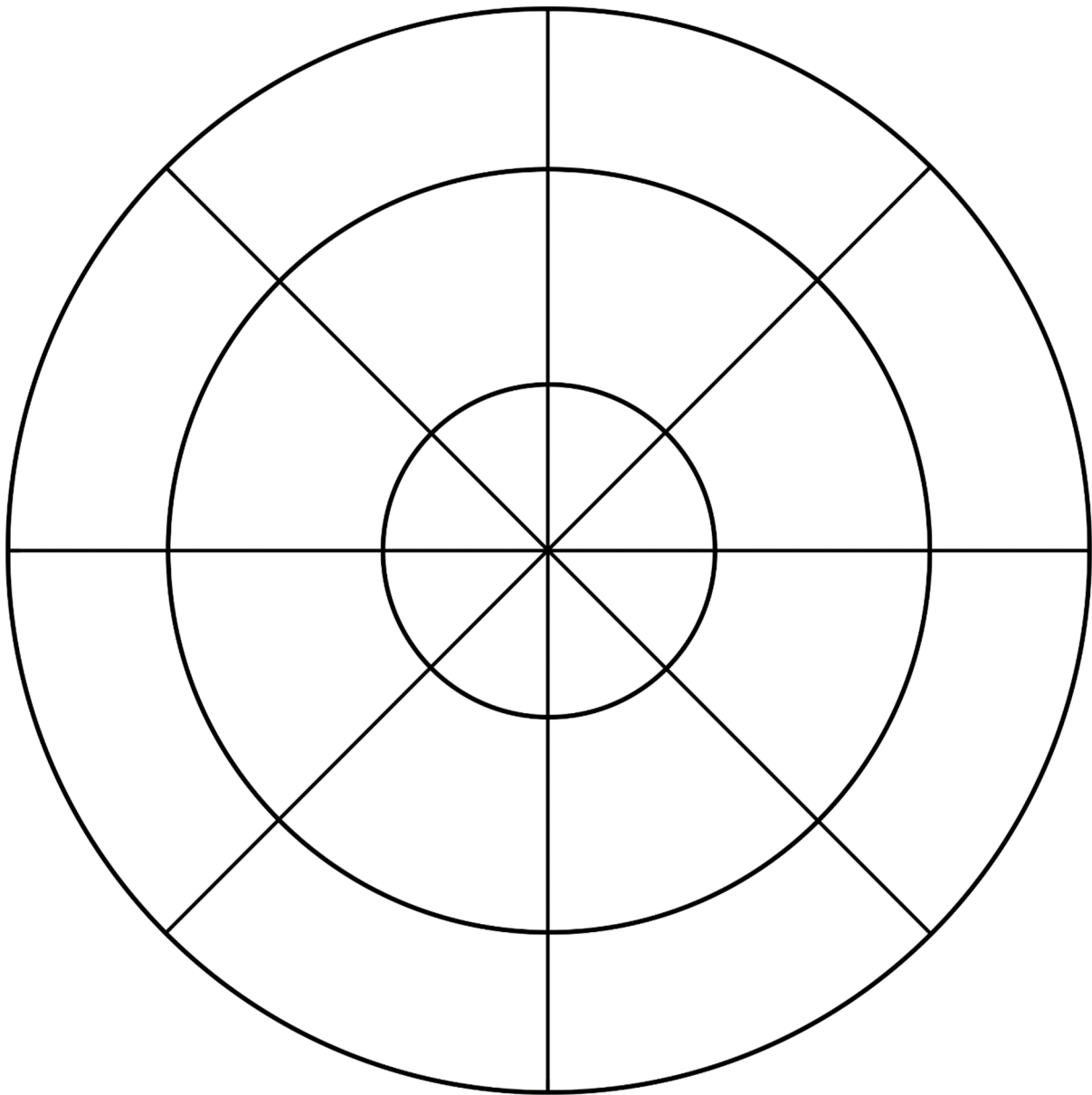
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What steps can you take to improve your role within group settings and contribute to the success of the team?

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### Learning Activity 9.1 Your own emotions wheel

Using the template, create your own emotions wheel. Try to identify a series of primary emotions that you can break down into more specific ones. Reflect on your choices and which emotions were harder for you to break down than others. What might this tell you about your ability to identify and work with emotions?



### Learning Activity 9.2 Keeping a diary of emotions

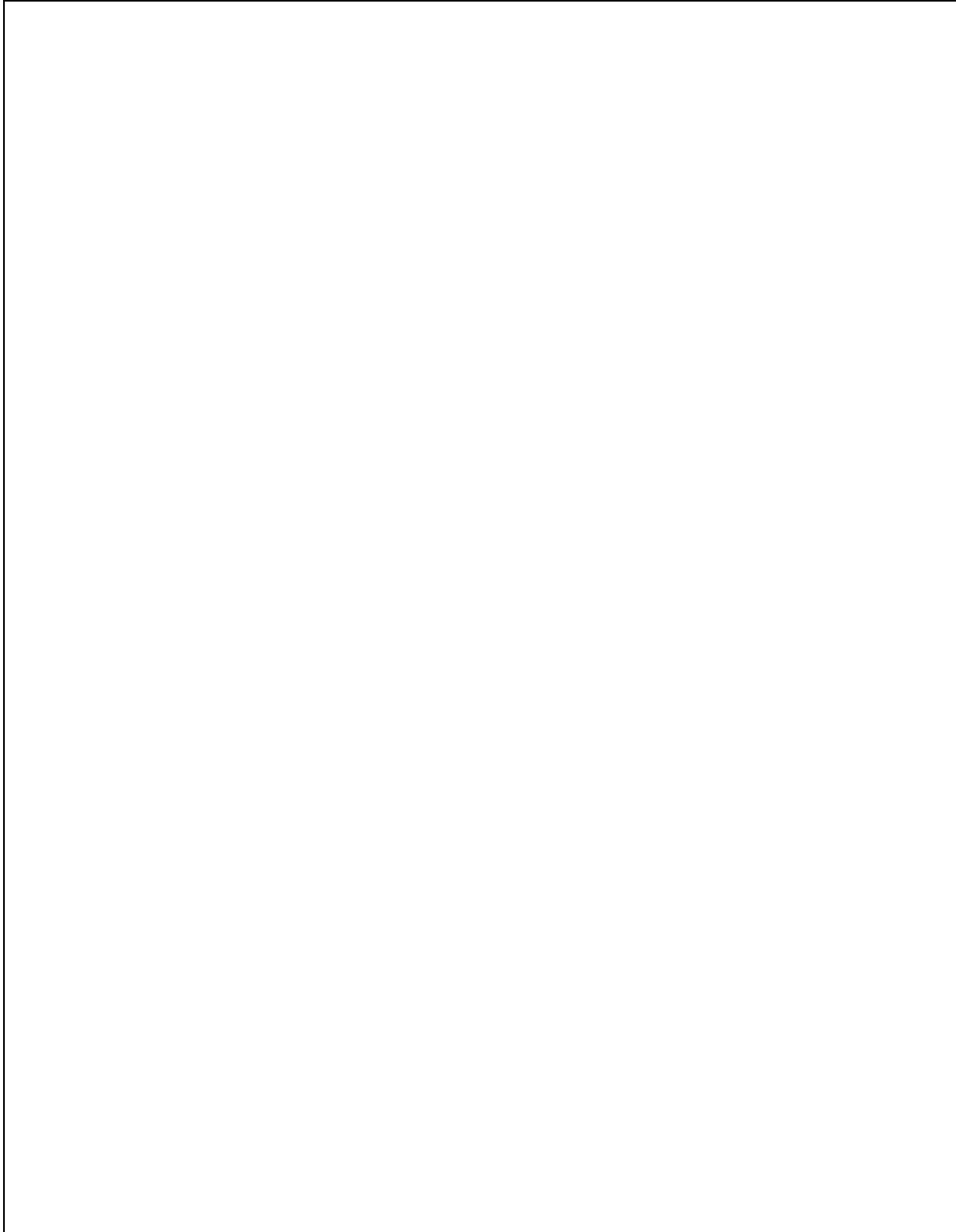
Spend a week keeping a diary of your emotions. This diary can be created online or handwritten. Try to write in your diary at key points throughout your day, such as in the morning, at midday, and at night. When the week is over, complete a reflection that considers the emotions you felt throughout the week. Did you find any patterns? Which emotions were the most troubling for you and what might you do to address them in the future?

Day 1:
Day 2:
Day 3:
Day 4:
Day 5:
Day 6:
Day 7:



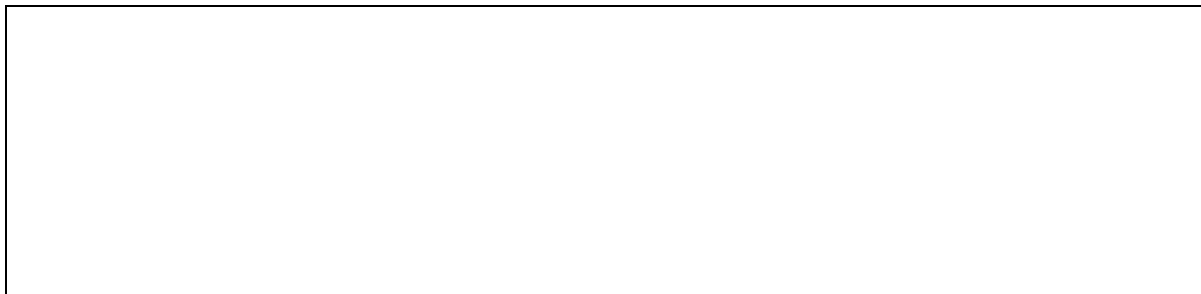
### Learning Activity 10.1 Cultural reflection journal

Reflect on your own cultural background by writing a journal entry that explores your values, traditions, and influences. How does your culture shape your worldview, behaviours, and interactions? Use this reflection to better understand your own cultural identity and how it compares to others you may encounter.



### Learning Activity 10.2 Visualising two-way learning

Choose a topic that interests you and research it from both an Indigenous and non-Indigenous perspective (for example, land management or health care). Research how Indigenous and non-Indigenous communities approach the topic by focusing on the values, methods, and knowledge unique to both Indigenous and non-Indigenous perspectives. Record your findings.



Use a Venn diagram or other graphic organiser to visually represent your findings by listing what is unique to the Indigenous perspective and the non-Indigenous perspective. In the overlapping section, include any shared ideas or practices and what each perspective can learn from the other.



Write a short paragraph below your diagram that explains how two-way learning fosters a deeper understanding of respect between cultures.



### Learning Activity 11.1 Developing GRIT

First, choose an area that you would like to develop using the GRIT strategies. For example, you might want to develop your reading comprehension, or your ability to write clearly.

Work to develop a fascination. How can you make this activity more interesting or enjoyable? What is one way to deepen your fascination with this area over the next week? You could follow some social media influencers, or discuss your ideas with others.

Move towards making daily improvements. For example, aim to write or read a small amount each day, recording a reflection on your development. What measure are you going to use to record your progress?



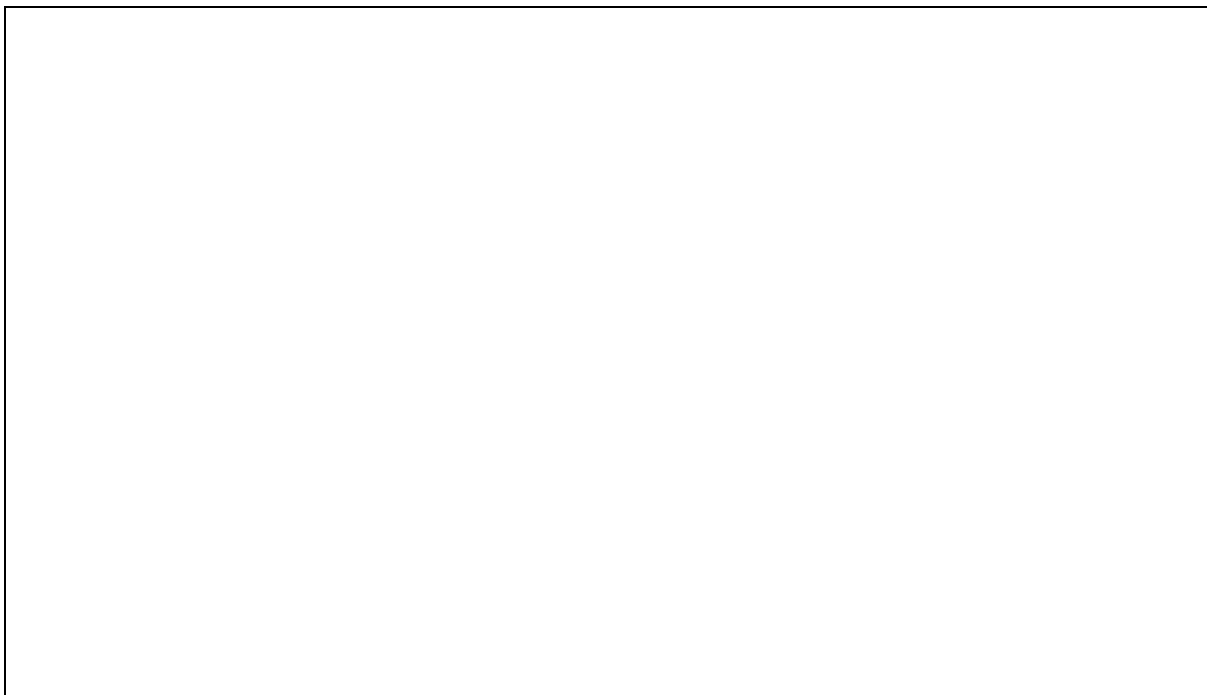
Try to focus on the greater purpose of your goal. Think about how your chosen goal might enhance your ability to engage in university and improve your studies. What long-term goal or purpose motivates you in this area? How can keeping this purpose in mind help you push through challenges?



Develop a growth mindset. How can you reframe the challenges in your area of development as opportunities to grow? What is one mindset shift you can employ this week?



After one week, reflect on your progress. Which strategy helped you the most? How has your perseverance improved? What will you change moving forward?



### Learning Activity 11.2 Reflection

Write a comprehensive list of the achievements you have made during your university journey so far. You may wish to begin with the list above and add to it.

As an extension of this activity, consider some of the goals you would like to achieve during your time at university and add those as a future to do list.

Achievements:	Future goals:
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