



Equip EQF level 5 trainings for managers in the transport sector with inclusive teaching methods, tools and training material to ensure online and distance teaching and learning, continuous learner monitoring and the evaluation of learning outcomes

## Student guidelines

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<i>Author(s)</i>	<i>AFT, Escola del Treball, Institut de Vic, FATII-ARTRI, TTS</i>
<i>Contributor(s)</i>	<i>DEKRA, StageIT</i>
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## INTRODUCTION

The following pages will provide you with good practices to optimise your distance learning and make it a success.

When you are in distance learning, you are confronted with a new work environment, physically isolated from your classmates and teachers and outside the social and material framework that you usually have in the classroom, which can be destabilising.

This guide will help you to put in place good practices to face this new work situation and optimise your learning.

The good practices are presented in a concise format (2-3 pages per topic) and organised in general advice combined with specific assistance for each of the following 3 phases:

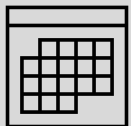
- Before the class
- During the class
- After the class

### General advice on learning remotely



**Definition:** Learning remotely is not always easy and can be a source of stress. These simple tips may help you to feel more at ease with online and distance learning. They form the basis for the following advice on each of the specific stages.

### Anticipation or planning phase (before the class)



**Definition:** Strategic processes that precede and set the stage for performance in learning. This planning phase integrates both cognitive and motivational factors.

### Performance phase (during the class)



**Definition:** This phase consists of strategic processes that occur during the learning.

### Reflection phase (after the class)



**Definition:** Evaluation of performance results and efforts in the learning process. Allows you to keep track, anticipate next steps and consider strategies to improve your performance.



**GENERAL ADVICE ON LEARNING REMOTELY**



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**ANTICIPATION OR PLANNING PHASE (BEFORE THE CLASS)**



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**PERFORMANCE PHASE (DURING THE CLASS)**

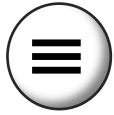


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**REFLECTION PHASE (AFTER THE CLASS)**



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## IMPROVE YOUR MOTIVATION

GENERAL ADVICE

**MISSION:** Stimulate and act on your motivation

### Why?

- Everyone knows that feeling when the motivation is completely down and there's no way to get out of bed, to participate in distance learning, do tasks in an online learning environment or practise for exams. Don't panic! Motivation is a dynamic state that evolves and must be maintained and activated regularly. If you find yourself in a situation like this, you have the right document here. Below you will find the tricks to find your motivation again.
- Despite these difficulties, you need to stay motivated for your training. Without it, you risk dropping out.



### Bonus!

Knowing how to work on your motivation will also be useful when you will be working in the professional world.

### How to accomplish it?

During your studies, it is normal that your motivation fluctuates, and it is even healthy to question yourself along the way. Even though it depends on many factors, some of which may be out of your control, only you can influence it, since it comes from your perceptions:

- **Evaluate your signs of demotivation:** For some time now, you have noticed that you are demotivated towards your studies. What are the aspects that demotivate you? In contrast, what motivates you or would help you feel more motivated?
- **Set goals** and write them down to encourage you to stick to them.
- Isolation is a source of difficulty in distance learning. **Interacting with others** to learn helps to keep you motivated.

### Good practices

#### 1# SLEEP ENOUGH



Everyone knows that sleep is paramount. If you don't sleep enough at night, you'll wake up in the morning (or only in the afternoon) tired and angry without motivation. Instead, after a

#### BONUS

Don't doze off! Not just because you have to wake up after a while anyway but think of it this way: getting out of bed is the first task of the day. Napping means you failed to do that. If you fail in the first challenge of the day, how

well-slept night, you wake up refreshed and ready for a new day.

can the rest of the day go well? Not very motivating, isn't it?

## 2# THINK ABOUT WHAT MOTIVATES YOU

■●▲ BONUS

Motivation is best when it comes from within. Think about why you want to take the time to study. Write down your motives on a piece of paper and put it in a prominent place where you can see it every morning. For example, phone wallpaper or bedhead are good places.

If you're having trouble finding your motives, here's a list that might make it easier:

- I want to learn more and develop myself.
- It's important for my postgraduate studies, to train for a job.
- I want to get into the profession of my dreams.
- I want to show those who doubted me.
- I want to know that at least I tried.
- I don't want to regret my inaction later.
- When your motivation is put to the test, read your list again.

Refer back to your list of goals and reasons regularly so you never lose sight of the overall picture.

Visualise your goals. For example, if you want to be a transport manager like me, imagine yourself organising a transport mission. When you do this before doing your homework or reading for exams, it gives you a proper motivation boost, and you know your hard work will be rewarded.

## 3# POSITIVE GROUP PRESSURE

■●▲ BONUS

There is negative group pressure and positive group pressure. The former can take your motivation elsewhere, but positive group pressure instead can help you stay motivated.

It can also create motivation if you don't have it. Set up a reading date with your friends. Not only because you can motivate each other, but it also creates an external pressure that forces you to study. When you know your friends expect you to study with them, you don't want to disappoint them.

Find a partner, or a working group with whom you can exchange, work, or study. Plan these times of common work.

Not being isolated is important for success, especially during distance learning.

## 4# DIVIDE YOUR TASK INTO SMALLER PARTS AND TAKE BREAKS

■●▲

BONUS

Long study periods are demotivating: **Plan short, but frequent periods to get you on task.** Motivation comes with the feeling of being productive.

First of all, in this way, you can fool your brain out of the size of the task. It is much easier to "write an essay for a couple of

Use the **'Pomodoro technique'** to make it easier to pause and split. In a brief explanation, it means setting a timer for 25 min, followed by a 5 min break.

paragraphs for twenty minutes" than to "write a thousand-word reflective essay on the meaning of rhetoric in communication."

Every 4 'pomodoros', take a longer 15-30 min break.

Secondly, it can facilitate learning. Imprinting occurs when the nerve cells form new networks. For the changes to be permanent, they have to be able to process the acquired data for a while. Regular breaks can therefore facilitate learning.

## 5# PLAN YOUR DAY IN ADVANCE



## BONUS

One of the motivational killers may be not knowing what to do during the day. Or basically, you know something would have to be done, but without a concrete To-do list, you'll be watching Netflix all day.

That's why we suggest thinking about three things you want to accomplish tomorrow. When you're done, go and write them down in the comments. Now you have a concrete list, and you know what to do and you can't slip out of it.

Also write one thing in your To-do list that you like to do. For example, it can be reading your favourite book or outdoor activities with your dog. It's very difficult to wake up motivated when you know that there are only compulsory things ahead.

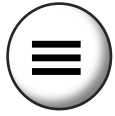
## Tools / Resources to help you:

- Video chats between students and teachers can help promote dialogue and interactions.
- Pomodoro technique: <https://todoist.com/productivity-methods/pomodoro-technique>
- Planning tools



### Good to know:

- Some of the more theoretical or fundamental courses may seem useless to you, compared to the learning of more concrete notions, which may affect your motivation. However, the teaching of these notions allows you to acquire basic knowledge and qualities (e.g.: rigor, capacity of analysis and abstraction), which constitute your strength as a student!
- *"It is easier to resist at the beginning than at the end"* - Leonardo da Vinci.



## ENSURE A BALANCED LIFESTYLE

GENERAL ADVICE

**MISSION:** Having a balanced lifestyle between your training and your personal life

### Why?

- When you are studying / learning at a distance, it can be difficult to take time off because you fear you are not learning/working hard enough. But we all have the right to disconnect from work! Taking time off is also very important for your learning.
- Distance learning courses have the advantage of allowing you to adapt your schedule according to your other constraints. However, they should not interfere with your personal life.
- An imbalance between work and private life can cause a lot of stress and anxiety.



### Bonus!

Learning to have a good work-life balance will help you for your professional career, especially if you work from home.

### How to accomplish it?

- Put strategies in place that allow you to deal with the various constraints of other areas of your life (work, family, personal).
- Target work time without distractions and plan rest time with distractions, as sources of motivation and reward.
- Limit your screen time and alternate with other activities, especially during breaks.

### Good practices

#### 1# DISCONNECT

We are invaded by technology and means of communication, and it is sometimes difficult to realise when these become harmful to our mental health. It is crucial to be able to disconnect from your training-related accounts (e-mails, professional social networks, internal communication tools, etc.) in order to feel a real break between your training time and your free time.



#### 2# MANAGE YOUR TIME WELL

Time management is a very important aspect when it comes to having a good work-life balance. Many students tend not to have a good organisation of their study time. As a result, they end up being overwhelmed with work at the end of the day, not being able to find time for themselves. So, make sure to maintain a

good routine and time management during the day.

### 3# PRIORITISE TASKS AND EVENTS



### 4# TAKE TIME FOR YOURSELF

From setting achievable goals to organising your tasks, you need to make sure you always focus on the most important/urgent thing - whether it's for school or for your personal life.

Give yourself a break to relax and enjoy yourself at least once a day.

Set up transitional activities, such as sports or another hobby.

## Tools / Resources to help you:

- Keep a diary for about a week where you spend your time and consider how you can develop the rhythm of work, study and leisure.



### Good to know:

- People who maintain a good work-life balance experience a sense of accomplishment and are more fulfilled.





## MANAGE YOUR EMOTION

GENERAL ADVICE

### MISSION: MANAGE YOUR EMOTION

#### Why?

- Emotions are part of our daily lives and involved in everything we do. They convey important messages that you should learn to listen to.
- Distance learning requires more autonomy and organisation than face-to-face training. It can bring its share of emotions such as stress or feelings of loneliness.
- It is good to learn to recognise what is a tolerable amount of stress for yourself and when there is too much stress. You can learn to detect the symptoms of excessive stress in time and use different methods to relieve it.



#### **Bonus!**

Positive emotions (love, trust, gratitude, approval, pride, sincerity, passion, pleasure, affection, tenderness) boost performance, negative emotions (nostalgia, embarrassment, shame, distrust, guilt, melancholy, stage fright/timidity, repression, loneliness, boredom) decrease it.

#### How to accomplish it?

##### ➤ For stress management:

- A first step, and a central part of good stress management, is to recognise your body's warning signals when they occur: headache, muscle tension and pain, palpitations, dizziness, stomach problems or pains.
- A second step to managing your stress is to identify the sources of stress in your life. For students, stress is often concentrated at certain key moments of the semester (exams, post-midterm period, internship search).

##### ➤ To avoid feeling of loneliness:

- Work in pairs or small groups.
- If you encounter difficulties related to isolation, do not hesitate to talk to your teachers or other members of the educational community.

## Good practices

### 1# RELAXATION ■●▲

There are several relaxation techniques that can be used to relieve the physical symptoms of stress. Here we would like to present one of them, which can be useful in different situations, such as an exam, a job interview, an oral presentation, etc.:

#### Diaphragmatic breathing:

Sit in a quiet place and concentrate on your breathing without changing it. Place one hand on your chest and the other on your abdomen (diaphragm) and breathe normally. You will notice that it is your chest that moves and not your abdomen. It should be the other way round.

Now try to breathe without your chest moving. Breathe through your nose to facilitate a slow exhalation.

Count your breaths: count "1,2,3..." as you breathe in and say "relax" as you breathe out. Continue until 10.

### 2# ACT ON PROBLEMS ■●▲

1. **Define the problem:** What bothers you? What do you feel? In what context does this problem appear?
2. **Generate solutions:** The largest possible inventory of solutions that comes to mind.
3. **Choose the solution:** Evaluate the advantages and disadvantages of each option.
4. **Implement** the chosen solution(s).

### 3# TRY NEW STUDY STRATEGIES

- Do you pay attention in class?
- Are you efficient during your study periods?
- Do you have difficulty memorising material?
- Do you have good strategies for preparing and taking your exams?
- Do you have difficulty organising your written work?

### 4# TAKE CARE OF YOUR FRIENDSHIPS ■●▲

Social support is important, especially when you are going through difficult events or need to adapt to change. Asking for support and confiding in others can help you calm down and see things more clearly. It is also reassuring to know that you are not alone in your difficulties.

### 5# DO THINGS FOR OTHERS

Loneliness research has found that doing things for others eases one's own experience of loneliness. This means that you feel you are necessary and the thought shifts from considering your own situation to considering the needs of others.

You can try to:

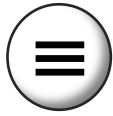
- Participate in an online loneliness discussion by sharing your own experiences.

- Check out the services for young people in your hometown, either online or on site.



**Good to know:**

Some students feel that distance learning has made studying more difficult and increased loneliness. In return, others who have completed their studies have gained new motivation for studying and more free time. According to the preliminary results, increased loneliness was experienced more often by single people than by people with families.



## MAINTAIN COMMUNICATION

GENERAL ADVICE

### MISSION: STAY IN REGULAR CONTACT WITH YOUR TEACHERS AND CLASSMATES

#### Why?

- All the teachers and trainers who spoke about their experience with digital training agreed that interaction with students remains essential.
- The relationship between teachers and students at a distance is as important as in the classroom.
- Isolation is a source of difficulty in distance learning. Interacting with others to learn helps keep you motivated.



#### Bonus!

Interaction and communication require their own kind of skills that are indispensable in both professional and private environments. Asking questions, introducing yourself, listening are all worthwhile ways of developing these interactive skills.

#### How to accomplish it?

- Ask questions: At a distance interactivity is more difficult. To avoid getting lost, ask questions, in the chat, in videos, in forums, by e-mail.... Some teachers are not afraid to use new communication tools like WhatsApp.
- Do not remain isolated! Discuss about everything with your peers, join social network groups, forums, call each other.
- Create work teams, share notes, course materials, information.

#### Good practices

##### 1# BE REMOTELY ACTIVE



- Taking part in training remotely and listening to a lecture sometimes with a muted microphone does not mean passivity. It is worth finding out at the beginning of the training how to ask yourself important questions. Can the microphone be unlocked at any time during training, will the questions be asked separately or written in the chat box?
- You can also use the referral function so that the trainer or training moderator can pick up your question in a suitable interval between training. Switch on the camera when you ask a question or discuss. The trainer will then have a better view of your expression and gestures, and the interaction will be easier.

## 2# TIPS DURING ONLINE COURSES



- Keep the microphone closed when you don't have the floor. This way, the soundscape of the meeting is calmer.
- If you're using a camera, you can choose to blur the background (in Zoom or Teams) or use a background picture. Otherwise, make sure that there is no private or inappropriate material visible in the background. Turn off the camera if something inappropriate appears in your photo.
- In addition to opening the microphone, you can ask for the floor by "raising your hand" or comment on the issue raised in the chat room. Keep in mind, however, that the teacher is not always able to follow these functionalities fully when teaching.
- In small groups, start by greeting other participants and introducing yourself if you don't know each other.
- In small groups, it is recommended to turn on the camera whenever possible, taking into account connections and group size.
- Don't forget to look in the direction of the camera. This creates the impression that you are actively involved in the situation. Give feedback: nod and smile – you show that you are listening to the speaker.

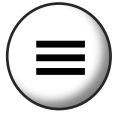
### Tools / Resources to help you:

- Use a whiteboard or chat to document the conversation and clarify ideas or decisions.
- Padlet or Google Jamboard, for example, can be used for various brainstorming and group work sessions.



#### Good to know:

- It is advisable to prepare well in advance for distance training also in terms of interaction.



## STRATEGIC PLANNING AND TIME MANAGEMENT

BEFORE THE CLASS

### MISSION: BE WELL-ORGANISED AND MANAGE YOUR TIME

#### Why?

- It is important to keep a daily organisation and to structure your time as much as possible. Time management means organising your time so that you can spend most of your time on things that are important and meaningful to you in some way.
- Organising yourself and your work time are essential skills to pursue your distance learning.
- Planning ahead with time for the unexpected prevents stress.



#### Bonus!

This competence is highly sought after and often even required by employers!

#### How to accomplish it?

It is possible to approach your training more serenely by having a schedule to follow:

- When you are following a training at a distance, it is important to organise your time to be the most effective. In time management, **goal setting is central**; the clearer the objectives, the easier it is to direct energy to the right things.
- **Block the time dedicated to your classes in your schedule** especially if your teachers offer synchronous support (chat, videoconference, etc.) to ensure that you are in front of your computer and connected at the right time.
- **Schedule study time to review your courses** using resources provided by your teachers.
- **Plan breaks** to read (relaxation reading), listen to music, watch a series, go for a walk...

#### Good practices

##### 1# PRIORITISE



##### TIPS

A to-do-list can be made on a daily basis for small tasks, weekly or globally for long-term projects.

To master your organisation and personal time management, it is necessary to estimate the time needed for each task. This time may vary depending on the individual or the task.

Give yourself realistic time limits: A beginning and an end.

The appetite for the subject, the course, quantity of content, difficulties of comprehension, abundance of documentation, types of exams are to be taken into account.

From the list of tasks for the week, you must define the degree of urgency for each objective.

**Provide a time margin.** It will be necessary to evaluate afterwards how much time it actually took. This will also be helpful in the following planning. In this way, you will get to know yourself better and become more confident in your time planning.

## 2# SET SPECIFIC AND REALISTIC GOALS ■ ● ▲

Use the **SMART** methodology to define your goals. They must be:

- ✓ **Specific** = Clearly defined, you know what you want!
- ✓ **Measurable** = You can follow up your progress and check if you are on track.
- ✓ **Achievable** = Your goal is realistic and can be achieved.
- ✓ **Relevant** = Your goal is necessary for the work you have to do.
- ✓ **Time-based** = Clear timeframe and end date to achieve your goal.

Take regular breaks. Ask for help when you get stuck! Don't be left alone when faced with a difficulty.

## 3# CHECKLIST FOR A GOOD WEEK OF STUDYING ■ ● ▲

- ☑ **Change your perception of time:** View your achievements instead of the time spent. Break your day into different parts.
- ☑ **Observe** with enthusiasm – observe your time, emotions and energy levels.
- ☑ **Plan** carefully – plan your working week in advance and update the planning at the end of each day.
- ☑ **Clear your mind** – manage your unfinished work: from your mind to the list, from list to calendar.
- ☑ Keep idle moments but be prepared to fill them flexibly as well.
- ☑ Build a few standard pieces for your week.
- ☑ Build yourself a variety of study/workspaces.
- ☑ Pause... conscious calming down is important... remember to breathe.

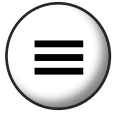
### Tools / Resources to help you:

- Canva.com
- Planning template with Microsoft Word, PowerPoint...
- Calendar: Google Calendar, aCalendar (for mobile phones)



#### Good to know:

- Doing a continuous job takes less time than doing it in separate steps.
- The concentration time is 45 min max.



## MISSION: CREATE A DEDICATED WORKSPACE / MANAGE YOUR ENVIRONMENT

### Why?

- During online training, you need a favourable environment, adapted, secure and practical, to be able to learn in good conditions.
- When you take an online course, you spend a lot of time sitting in a specific space, so you must feel comfortable and have everything you need.
- A good set-up (proper seat, adequate lighting, etc.) can prevent you from having any health problems related to bad postures or headaches.
- An organised desk leads to a better storage of notes, materials, books, etc. so that you can easily access them when needed.
- Your environment should allow you to take notes easily without any distraction.



### Bonus!

The prevention of risks in the workplace is receiving a lot of attention from companies today. Employees who are familiar with safety procedures are more likely to comply with safety guidelines.

### How to accomplish it?

Whatever your situation, working in an appropriate study environment is particularly important. This is even more true if you have several, or all, of your courses at a distance, and you are forced to work mainly at home. Organise your study environment to make your daily work more effective:

- Determine a space where you can work effectively.
- Have a **quiet location** and an **uncluttered workspace** to limit distractions. Get rid of any unnecessary belongings from your desk, so you have more room for educational materials and to take notes. This can also help prevent you from getting distracted. Once the area is clean, consider using folders, storage boxes and the like to organise your documents, books and equipment. The more organised your desk is, the better you will be able to follow the course and take notes.
- Pay particular attention to **ergonomics** (e.g., you're seating and position in front of the computer, as well as the desk, chair, screen height, etc.) to optimise your productivity while preserving your health. Check the lighting and noise levels in the room. If necessary, move your desk so you can benefit from natural light, incorporate a table lamp if you study at night and get yourself a pair of headphones in case there's external noise (especially at rush hours).



## Good practices

### 1# LEARN TO MANAGE THE DISTRACTORS AROUND YOU ■●▲

- Make a list of the things that cause you distraction (e.g., phone, video games, Netflix, YouTube, etc.)
- Determine how to minimise them during your classes or homework (e.g., if possible, move distracting objects to another room).

### BONUS

Put your phone in airplane mode / Turn off phone notifications.

If you need your phone in case of an emergency, set it so that other apps do not send notifications.

### 2# GET READY FOR THE COURSE ■●▲

#### Before the class:

Bring all the material you need: headphones, computer charger, notebook, pencil.

Don't forget to check your equipment:

- Do your headphones/speakers work?
- Battery level of your computer/phone
- Check your Internet connection

Make sure the electronic equipment required for your online classes is fully charged or properly plugged in, it would be a waste of time if your computer shuts down in the middle of the online class.

Remember to turn on your computer 15 minutes early. Sometimes you need to update your software.

### 3# WORK ON ERGONOMICS ■●▲

- Ergonomic seating: chairs and armchairs whose seat and backrest follow the body's movements for a dynamic and comfortable sitting position.
- Ergonomic furniture: desks and storage units.
- Screen work accessories that optimise your position: screen lift, screen filter, ergonomic keyboard and mouse, second screen, ...
- The optimal distance between the screen and your head is approximately 50-65 cm. The height of your seat should be between 38-48 cm.
- Office workspaces should be kept at a temperature between 17 and 25°C.

#### 4# SHARE GOOD TIPS WITH OTHERS ■ ● ▲

Remember that you are not alone, it is important to share your good tips with other learners: How are they doing? What tools are they using or what tools are not working for them? How is their work environment organised?

You can also use a Discord or Telegram channel.

#### 5# FEEL COMFORTABLE ■ ● ▲

Feel free to incorporate stuff that makes you feel “in a good mood”, such as a poster you like or some decorations. Remember that you’re going to spend a lot of time in this room.

A pleasant smell and sufficient fresh air can help you feel more comfortable in your study room. Therefore, air your room frequently and consider buying an air freshener.

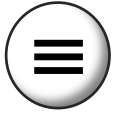
### Tools / resources to help you:

- Files and storage boxes to organise your documents.
- If you’re able to spend some money to improve your set-up, a “gaming” chair might be something to add to your “wish list”.
- “Night shift” mode in your devices can contribute to adjusting the lighting of the screen to the room’s natural lighting.



#### Good to know:

- When you are lying on the floor or in bed, it is difficult to achieve the same level of concentration as when you are sitting at a desk. When lying down, the body's instinct is to relax and surrender to sleep.
- It has been proven many times that our brains are not as multitasking as we think.



## PERSONAL BELIEF

BEFORE THE CLASS

### MISSION: IDENTIFY AND WORK ON YOUR PERSONAL BELIEF

#### Why?

- Your beliefs about your ability to succeed and about the activity play a crucial role in your commitment and performance.
- When you have more confidence in your abilities, you will have more motivation to learn and therefore better results.
- Your perception of the course activity will influence your motivation and involvement in the course: I am motivated by a desire to learn and understand new content in my classes versus I take my classes because they are mandatory.



#### Bonus!

Whether you are aiming for academic success, professional success, starting your own business, **having the right mindset is what will often make the difference between success and failure.**

#### How to accomplish it?

Working around your personal beliefs is a key factor in success and perseverance in your studies. Here are a few ways to identify and improve them:

- Think globally about your educational and professional goals and ask yourself about the benefits of your courses on a personal level (e.g., acquiring new knowledge, developing work methods, accessing a future job, etc.).
- Maintain a constructive attitude by focusing on what you have learned and the methods you have developed, rather than on the gaps or difficulties. This will contribute to your sense of competence.  
=> The simple fact of replacing a statement of failure with "not yet acquired" enables you to persevere and improve.

#### Good practices

##### 1# CHALLENGE YOURSELF



##### 2# SET LEARNING OBJECTIVES

Start each day/new activity with a specific, challenging goal that encourages you to try new ways to progress.

Before each course, set learning objectives.

### 3# WORK ON YOUR NEGATIVE BELIEFS ■●▲ BONUS

E.g.: "I am bad in this class".

Positive belief: "I have the means to succeed in this class".

Write on a sheet of paper two columns: My positive beliefs/ my negative beliefs.

List your beliefs and judge whether they are weak, average or strong. Then choose one strong negative and one strong positive belief from your list.

If you are "bad" at this course, make a list of all the things you manage to do in this subject and look at how far you have come.

The best way to improve is to learn from your mistakes. You can prepare questions to find out what you can do to improve.

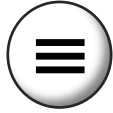
Every time you complete a distance learning course:

- Think of something in the course that you enjoyed.
- Think of something you learned.
- Think of an exercise that you did better.



#### Good to know:

- Your perceptions and expectations regarding your studies may not correspond 100% to the reality you are facing. For example, some of the theoretical or fundamental courses may seem useless to you, compared to learning more concrete concepts, which may affect your motivation. However, the teaching of these notions allows you to acquire knowledge and basic qualities (e.g.: rigor, capacity of analysis and abstraction), which constitute your strength as a student!



## PLAN TO ASK FOR SUPPORT

BEFORE THE CLASS

- MISSIONS:** 1. IDENTIFY YOUR DIFFICULTIES AND PREPARE QUESTIONS  
2. BEING ABLE TO ASK FOR SUPPORT DURING ONLINE TRAINING

### Why?

- During distance learning, communication and interaction are more difficult. To avoid confusion, you must ask questions.
- Understanding course content will enhance your learning.
- During distance learning, the teacher should always be a guide or a mentor. As learners, you need to feel supported despite the distance. Asking questions about the course or an exercise will allow your teacher to identify your needs and respond appropriately.



### Bonus!

Asking a question is an audacious act, it is daring to go to the meeting of what one does not know, it can open a dialogue, remove misunderstandings, and help to understand the request of your interlocutor. In the workplace, it is useful for selling, innovating, managing, negotiating, improving relations with colleagues.

### How to accomplish it?

Distance learning requires more autonomy, but you are not left on your own:

- Don't hesitate to ask for help, in the chat, in videoconference, in forums, by e-mail to solve your doubts.
- If you have any doubts or questions about the content of your courses or the instructions for assignments or exams, contact your teacher immediately by e-mail or on the exchange platform, the course forum. Moreover, by writing on the exchange platform, your colleagues will also be able to respond to you, thus promoting relevant and useful exchanges.
- When you are studying on your own or doing your homework, don't hesitate to write down your difficulties or questions. You will then be able to ask them during the class.

## Good practices

### 1# FIND OUT MORE



### 2# WRITE DOWN YOUR QUESTIONS

Ask your teacher if there is a protocol for communication in-between the online classes.

Make a list of all the resources offered to you and keep it at your desk to refer to later.

Take a few seconds to write down your question with specific references before you ask it. For example: who, what, how, why.

### 3# FACE THE EXCUSES THAT KEEP YOU FROM ASKING QUESTIONS



#### Excuse #1: I'm afraid that I say stupid things and look dumb!

When it comes to learning, no question is stupid. Think of this proverb: "The one who asks a question risks looking stupid for 5 minutes, the one who does not ask a question will remain stupid all his/her life."

#### Excuse #2: I'm afraid to get the answer.

You want to know what your teacher thought of your last essay or get your peers' opinions on your new project proposal? But you're stuck, so you'd rather not ask them. However, staying in the dark can torture you. Why waiting? Knowing will allow you to get useful feedback to progress later on. Get as much feedback as you can!

#### Excuse #3: I don't like the teacher.

You are either impressed by the teacher or you are afraid of him/her. Did you feel that the teacher was not a good listener or was authoritarian? It is true that this position of 'knower'/learner is not really conducive to exchanges and learning. If you take your courage in both hands and dare to ask a question, it will have the merit of launching a debate... or not. But at least you will have tried.

#### Excuse #4: If I ask a question, I admit that I don't know.

You have the right not to know everything. Who can claim to know everything? I'm willing to bet that there are others in the class who will be glad you asked the "killer" question... because they also didn't know and didn't dare. At least you had the humility and courage to do it!

### 4# INTERACT WITH OTHERS

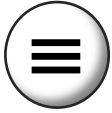


Feel free to interact with other students during breaks or before the class starts: You can ask questions or make comments about the course to your classmates.



#### Good to know:

- Effective questions have led to great scientific discoveries or innovations.
- To ask for help is not considered anything bad; on the contrary, you show that you are able to admit your lacks or necessities.



## IMPROVE YOUR CONCENTRATION

DURING THE CLASS

### MISSION: LEARN HOW TO STAY FOCUSED DURING DISTANCE LEARNING

#### Why?

- Many of you express difficulties in staying focused, whether in class or during personal work. However, the more focused you are, the more effective you will be in your learning.
- Distractions can jeopardise your learning process, so it is important to stay focused to maximise the effectiveness of distance learning.
- Eliminating distractions such as electronic devices (smartphones, tablets) will reduce mental stress levels.
- Defining a routine and setting studying patterns will also be helpful to be constant and prevent dropout.



#### Bonus!

Multitasking working environments are likely to be encountered in the transport manager position. Developing a system that allows you to organise in the best way possible is key for the success in your professional future.

#### How to accomplish it?

Learning from home causes the existence of many distractions that students wouldn't encounter if they were at school. The following steps will contribute to eliminating most of them:

- **Evaluate the sources of distractions:** Is your distraction based on the physical space? Is it based on noise levels? The first step is to identify the origin of the problem, then act to eliminate it: tidy workspaces, silent phones, no open computer windows/tabs of social networks/shopping/news websites, turn off TV and music sources, ...
- **Isolate the study area:** leave your phone in another room, bring enough water/food to stay hydrated and fed (so that you don't constantly think about what's in the fridge) and try to create a silence space (either by eliminating outside noise or by using headphones).
- **Create a routine:** nobody can stay fully focused for a long period of time, so define how much time you need to spend to keep up with your course; then alternate study with rest time.
- **Plan:** Define a time for each task, prioritise, sequence your learning.

## Good practices

### 1# GET INTO A QUIET ROOM



At home, when doing personal work or during a distance learning course, settle into a quiet, tidy, safe and relaxing place.

It may be a good idea to let the rest of your family or roommates know that you are working and do not wish to be disturbed.

### 2# TAKE A BREAK

Every 20 to 30 minutes, depending on your ability, take a break. During a distance learning class, consciously allow yourself to relax your attention: "Ok, that's it, I'm taking my break." You can then put down your pen and, for example, stretch your back, arms and legs, take a sip of water, rotate your pelvis a little, put your hands on your eyes, all this discreetly without disturbing the rest of the class and for about thirty seconds.

### 3# IDENTIFY YOUR PHYSIOLOGICAL MANIFESTATIONS



Concentration is an internal state. It is therefore linked to physiological manifestations. Learn to identify the posture of your body, in different contexts, which favours your concentration. Straight back? Legs stretched out? Bent under the chair? Hands in front? Head resting on your fist? Body stretched out in front? Firmly seated? Everyone has his/her own language. It is up to you to become aware of it.

Once you have identified your preferential attitudes, you will be able to position yourself from the outset in an attitude that calls for concentration.

### BONUS

Sitting in a chair behind a desk all day is not extremely natural.

Be aware that movement can promote attention. Not just any movement, of course, but some movement can help you stay focused.

This is already the case with drawings. It is easy to see that some students tend to draw in class. It's a way to integrate what they hear.

In the same way, we sometimes like to hold a pen in our hands, move our feet, etc.



#### 4# CREATE A TIMETABLE



#### 5# TAKE CARE OF YOUR SLEEP

Create a timetable with your studying periods in it, so you give your 100% when it best suits you. Here are some steps you could follow to create this timetable:

1. Calculate the number of hours needed for studying (i.e. 10 hours).
2. Distribute the study time equitably (i.e. assigning 5 of the 10 hours to a single day is not advisable).
3. Keep in mind that it is okay to free yourself from study time some days (i.e. you dedicate Tuesdays to practise a demanding sport, then you rest).
4. Schedule a plan you feel comfortable to follow (adherence to your plan will determine your success).

Don't neglect your sleep! Sleep well, sleep enough, sleep regularly! Concentration is based on a good sleep.

Like our body, our brain needs to recover. Although it never stops, during our sleep time, it sorts, reinforces and memorises information, forgets some of it, makes links... Shortened sleep, diminished brain! Go to bed at a regular time and respect your cycle.

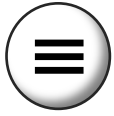
### Tools / resources to help you:

- Use apps such as *My study life* or *Class Timetable* to define a weekly schedule.
- Check forums such as *Degree Info* or *Educations* in which former distance learning students may exchange some tips.
- Use apps such as *FocusMe* or *Offtime*, which allow you to set which functions of your phone are accessible at a particular time.
- You can develop your ability to concentrate, for example, with *Dual N-Back Online* (brainscale.net).



#### Good to know:

- Levels of attention decrease as the hours pass. If possible, schedule study prior to other activities that might consume your energy.
- There are cognitive tests of concentration and organisation that can help you to know yourself better.



## DEVELOP YOUR ABILITY TO LEARN ON YOUR OWN

DURING THE CLASS

**MISSION:** BE MORE EFFICIENT IN YOUR LEARNING TO LEARN BETTER AND FASTER

### Why?

- Knowing the most effective learning strategies can help you make the most of your time when you are trying to learn new things. If you are like many people, your time is limited. Therefore, it is important that you make the best use of the time you have.
- The skill of learning how to learn is the most important skill you can have, as it can be applied to anything you want to learn during your whole life and professional career.
- It is essential to understand the concepts studied in distance learning, but you must also remember them!



**Bonus!** Knowing how to actively grow and develop a skill is a skill in itself. If you understand how the principles of learning work, it will be easier to acquire any other new skill in the future.

### How to accomplish it:

- A first step is the selection of priorities. Start with the concepts developed directly during the course and the exercises.
- You can significantly increase your productivity by creating a study schedule that is tailored to your specific learning style, e.g. visual, auditory or kinaesthetic. Plan your practice time during the hours when you are most attentive.
- Learning effectively requires mastering essential working methods. Note-taking and active reading are two examples that you have probably already encountered during your education pathway. Whether they appear new to you or not, it is important to update them because you will have to use different media (video, audio, written documents, etc.).

### Good practices

#### 1# DETERMINE YOUR LEARNING STYLE



**A visual learner** can take detailed notes, watch a video on the topics or use flashcards.

**An auditory learner** studies best by listening and should therefore use audio recordings or podcasts, verbalise or even read aloud what he/she needs to learn.

**A kinaesthetic learner** learns best through physical activity and should take frequent, short study breaks, look for practical applications of their learning or even keep their hands busy while studying (e.g. use a stress ball or just fiddle with the pen).

## 2# MEMORISE

## ■●▲ TIPS

If you need to memorise, to store information in your long-term memory, most people must use recitation, which means that they must test their memory without the support of the written text they wish to retain. When you identify a concept to be memorised, study it to obtain a good understanding. Then, try to say (or write) the concept without looking at your document.

Test your memory after a short section of the course. This will prevent you from having to start over every time you study the same material. To do this, you can use keyword summaries to test your knowledge.

### Memorise in words and pictures.

You can try to memorise a concept in words and in pictures. It is possible to transform a concept into a picture; this strategy enhances memory.

## 3# TEST YOURSELF

## ■●▲ 4# USE SUB-SKILLS

1. Ask yourself questions when you study how and why things work the way they do. Then find the answers in your course materials, you can also discuss it with other students.

2. Put aside your course materials and write or draw everything you know. Be as complete as possible. Then check your course materials for accuracy and any important points that you may have missed or forgotten.

Every skill consists of several sub-skills. It is normally most effective to improve a few sub-skills at a time.

Always try to learn the most fundamental sub-skills first.

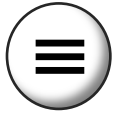
### Tools / resources to improve your memory:

- *Gliffy*: Present information in the form of diagrams.
- *Mindjet*: Link ideas effectively.
- Memory matches: Train your memory through games.
- *Anki*: Memorise with spaced repetition.
- *Canva*: Memorise through visualisations.
- *Speeder*: Discount unnecessary info.
- Herbal products: Brain booster supplements.
- Med mnemonics: Learn with mnemonics (technique that assists the human memory with information retention or retrieval).



### Good to know:

- Getting a better understanding of how we learn effectively can be applied to any future skill you want to acquire, from climbing to cooking, learning mathematics, or painting a picture.



## LEARNING MANAGEMENT

DURING THE CLASS

### MISSION: OPTIMISE THE CONTENT OF YOUR COURSES OR DOCUMENTS

#### Why?

- As a student you have to understand and learn a lot of information. To optimise your learning, it is essential that you organise your course content. To have all your learning contents well organised.
- You take notes on sheets of paper, you stack your books on top of each other, you mix up your courses about different subjects... As a result, you misplace lessons, forget to do certain assignments, fail to prepare for exams properly. If you recognise yourself in this description, you are in the right place!



#### Bonus!

Combining different content facilitates experimentation with completely different learning techniques such as blended learning, social learning, storytelling, etc. In this way, learning becomes as engaging and effective as possible.

#### How to accomplish it:

- **Prioritise your tasks:** For an optimal organisation, it is important to prioritise everything you have to do, taking into account the date and the difficulty of the task.
- Sometimes you may find yourself lost in the multitude of disciplines you have. **You can keep track of each subject in a chart.**  
In the rows: The chapter number and name.  
In the columns: The reading of the course, the learning method(s): realisation of cards, a mental map, exercises, annals, rereading of your cards...

#### Good practices

##### 1# ORGANISE YOUR NOTE TAKING



##### BONUS

Write down the virtual course outline, it will help you find your way through your notes when you review them.

Make the presentation more attractive: leave margins, skip lines. You can also write in lists, tables, diagrams, ...

Create your own abbreviation system, colour code, layout, ...

At the end of the day, remember to **go back to your notes** and to complete them. Don't wait several days, you might forget why you left a small symbol in a place or a blank space.

## 2# SUMMARISE THE ESSENTIALS



Good note-taking synthesises the essence of the information provided. Don't write down everything you hear.

Listen, understand and write down the essentials.

To do so, pay attention to the repetitions, a repeated information is a key element.

## 3# LEARN THE ESSENCE OF A DOCUMENT

Quickly go through the document or watch the video once to identify the main sections. Use the organisational markers to help you find your way around: title, paragraphs, illustrations, tables, ...

Work on a draft: Summarise the main topic of the document or video in one sentence.

Summarise each section of the document or video in a sentence or two.

Sort and organise the sentences you have produced into topics. You can use colour coding.

If several sentences repeat the same idea, keep the sentence that best represents the idea.

Rephrase each theme in your own words and, ideally, from memory.

Review your summary to make sure you kept only the main and essential ideas.

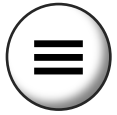
### Tools / resources to help you:

- Moodle
- Google classroom
- Canvas
- Blackboard learns



### Good to know:

- Putting in place a good organisation with the help of adapted tools means reducing stress.



## SELF-ASSESSMENT

AFTER THE CLASS

**MISSION:** GENERATING A SELF-ASSESSMENT OF ONE'S OWN LEVEL OF KNOWLEDGE AND SKILLS IN A PARTICULAR AREA

### Why?

- Objectively reflect on and critically evaluate your own progress and skills development.
- Identify gaps in your understanding and capabilities.
- Discern how to improve your performance.
- Learn independently and think critically.
- Consolidate learning and promote deeper learning.



### Bonus!

To assess your own work, you first need to develop your judgement skills so that you can define what is 'good' or 'bad' about a piece of work. This skill can then be applied more widely to the work of others - including source material. The internet has made a large number of resources, beyond the usual school texts, readily available. It is therefore crucial that you have sufficient judgement to distinguish between good and bad sources - not only for your studies, but as a lifelong skill.

### How to accomplish it?

Effective self-assessment involves at least three steps:

1. Clear performance targets – What do I want/I need to know?
2. Checking progress toward the targets – What went well?
3. Revision – It would be even better if ...

### Good practices

#### 1# USE A LEARNING JOURNAL



#### TIPS

Use learning journals or learning logs to:

- maintain record of the processes and strategies used for learning,
- reflect on your learning,
- record short- and long-term learning goals,
- plan steps to achieve the goals,
- monitor progress towards these goals.

Make your learning journal as important as the pen/pencil/laptop.

Incorporate 5-10 minutes reflection time to record your learning at the end of every online lesson.

Record short- and long-term learning goals, as well as the steps to achieve these goals. Review these periodically to allow you evaluating your progress towards the goals and to plan next steps.

## 2# USE SENTENCE STARTERS



## 3# USE RUBRICS OR A CHECKLIST

### Prompts

- What is one thing I learned?
- What was the most important thing I learned?
- What questions do I still have?
- What strategies helped me learn?
- What would I do differently next time?

### Sentence starters

- Today I learnt/Now I know...
- I now feel confident about...
- I felt confused when .../ I'm having problems with...
- What I would most like to know is...
- I was pleased with...
- My teacher explained...
- I was unsure about... but now I ...

**Rubrics** include two types of information:

1. Clearly defined criteria or learning objectives for a given assignment.
2. Descriptive levels or gradations of quality for each criterion, ranging from excellent to poor.

A **checklist** is similar to a rubric in that it lists the learning objectives or criteria (what counts). However, it does not contain quality gradations, which is the main characteristic of rubrics.

When should I use a checklist instead of a rubric?

Rubrics are excellent tools for guiding self-assessment, but checklists can work equally well, or better, depending on the assignment:

- For larger, complex assignments, rubrics typically work best.
- For shorter, less complex assignments, checklists are often more appropriate.

## 4# TIPS FOR SELF-ASSESSMENT



- Reflect on your accomplishments.
- Remain honest.
- Find ways to grow.
- Use metrics.
- Use positive phrases.
- Be specific.

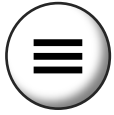
### Tools / resources to help you:

- [https://resources.ats2020.eu/resource-details/SCTS/MyLearningJournal\\_assessment](https://resources.ats2020.eu/resource-details/SCTS/MyLearningJournal_assessment)
- <https://theeducationhub.org.nz/8-tools-for-peer-and-self-assessment/>



### Good to know:

A 2008 meta study of educational practices found student self-assessment the number one factor in improving student learning [John Hattie, *Visible Education*].



## REFLECT ON YOUR LEARNING PROGRESS

AFTER THE CLASS

### MISSION: OPTIMISE YOUR LEARNING BY DETECTING YOUR STRENGTHS AND WEAKNESSES

#### Why?

- To learn is "to acquire knowledge, understanding or skill through study, instruction or experience". You have learned something if you can answer a question that you could not answer before.
- If you know your own strengths and weaknesses, you can adapt your thinking to the various tasks and thus facilitate learning. On the other hand, if you assess your performance poorly, you cannot take corrective action or improve learning.



#### Bonus!

Checking your understanding is an integral part of the learning process. You don't need to wait until you're struggling with your homework or underperforming in a test to identify areas for improvement and gaps in your knowledge: if you're aware of them much earlier, you'll be able to address them quickly. You will retain more of each lesson, which will increase your confidence and accelerate your progress. It is very useful to have several methods of determining what you have retained from a lesson.

#### How to accomplish it?

- There are numerous ways of checking your understanding, have a look at our good practices hereunder!

#### Good practices

##### 1# MAKE A SUMMARY



##### 2# BECOME THE TEACHER

1. Find the text's thesis and main ideas.
2. Distinguish between major and minor details. A summary is a shortened version of the original text. You'll need to focus on the "need-to-know" information.
3. Remove minor details and examples. Condense the text, without misrepresenting the author's ideas.
4. Re-order the ideas as needed

Try to explain the material in your own words, as if you were the teacher. You can do this in a study group, with a study partner, or on your own. If you read the material out loud, you will notice where you are confused and need more information, and this will help you retain the information. As you are explaining the material, use examples and make connections between concepts. It is okay (even



5. Reserve your opinions: Your analysis of the text is important, but it does not belong in a summary. Summarise your course in 5 words (not one more, not one less). Then, summarise your course in 10 words (no more, no less). Finally, summarise your course in 10 lines. Then, check your proposal against your summaries and see if you missed anything important.

encouraged) to do this with your notes in your hands. At first you may need to rely on your notes to explain the material, but eventually you'll be able to teach it without your notes.

### 3# REFLECT ON THE LESSON



### 2# USE SELF TESTING

After the class, take some time to **reflect on the lesson** and write down what you have learned and what caused you difficulty.

Taking tests helps you better remember what you've learned, because retrieving information from memory improves the long-term memory of that information. You can test yourself by trying to remember what you were learning or explaining it aloud to yourself or to someone who is prepared to listen. You can get friends to quiz you. One of the benefits is that is that you can get immediate feedback whether you are right or wrong.

## Tools / resources to help you:

- Mind mapping tools
- Kahoot
- Working in pairs



### Good to know:

Research has found that the brain is capable of producing new brain cells, a process known as neurogenesis. However, many of these cells will eventually die unless a person engages in some type of effortful learning. By learning new things, these cells are kept alive and incorporated into brain circuits (Shors TJ, Anderson ML, Curlik DM 2nd, Nokia MS: [Use it or lose it: how neurogenesis keeps the brain fit for learning](#)).



## EVALUATE YOUR LEVEL OF SATISFACTION OR DISAPPOINTMENT

AFTER THE CLASS

**MISSION:** FIND OUT TO WHAT EXTENT YOU ARE SATISFIED OR DISAPPOINTED WITH THE COURSE YOU ATTENDED AND YOUR PERSONAL LEARNING OUTCOMES

### Why?

- High student satisfaction enhances learning and ultimately better prepares students for their future field of work. When you are satisfied with what and how much you have learned, you learn more deeply and are motivated to work harder to pursue your goals.
- A higher level of satisfaction will definitely contribute to better results.



### Bonus!

Harvard researchers have discovered that happiness is positively correlated with motivation and academic achievement (→ Because-im-happy).

### How to do it?

You can evaluate your satisfaction regarding a course **using a questionnaire**. There are many potential questions that you could ask yourself, you should choose the ones that are most relevant for you:

#### First, questions regarding the course:

- Did the course cover the content you were expecting?
- Was the course consistent with the learning objectives?
- How available was the instructor via e-mail or online discussion?
- Rate your enjoyment of the course.
- Rate the course workload.
- Rate the relevance of assignments, quizzes, and tests.
- Was the interactivity suitable for the content?
- If you did some group work, did you enjoy working with your group?
- Did you encounter any technical problems during the course?

#### Second, questions regarding your learning:

- Rate your understanding of the course structure.
- Rate your confidence level for completing the knowledge or skill presented.
- Rate how confident you feel about your knowledge on the subject.
- Did any of the activities help you gain a clearer understanding of the subject?
- Did case studies and scenarios help you gain a clearer understanding of the content?
- Was the amount of time it took to complete this course appropriate? Why or why not?

## Good practices

⇒ How to address issues with your course:

### 1# FIND OUT WHAT YOU DON'T LIKE



### 2# TALK TO YOUR TRAINER

First, try to find out what you don't like about your current course. It may be that the workload has surprised you. Maybe you just feel a bit lonely in your seminars or lectures. If your problem is related to the content of the course itself, try to remember your original motivation for doing this training.

Can you still imagine your professional future in this field? If you can answer "yes" to this question, find out what you can do to make your current course more attractive to you.

Talk to your trainers to identify if there are other modules that you might enjoy more or if they may be able to provide alternative solutions to your issues that you have not yet considered. Talk to other students on your course to see what they think about your situation.

⇒ How to address issues with your learning:

### 1# REMAIN AMBITIOUS



### 2# MAP OUT YOUR OPTIONS

Don't let any disappointment in life stop you from doing what you want. Take your courage, strength and ability to bounce back from disappointment, and use these valuable assets to steer you into whatever you want to do in the future.

"Do not judge me by my successes, judge me by how many times I fell down and got back up again."  
– Nelson Mandela.

If you have poor results, it can be helpful to sit down and write down all the possible paths you can take from here, such as talking to your course coordinators, retaking exams, choosing an alternative course, additional training, repeating the course, etc. Write down all the options so you have them all in front of you and can plan from there. You may find that you have many options and it will start to become clear what you need to do next.

### 3# LEARN FROM IT



Try to look at the situation as something you can learn from and that can help you grow and expand your repertoire of life experiences. Have you ever seen a baby get upset when they are trying to learn to walk? No, they just giggle and get back up while smiling as they take the next step.

Ask yourself:

- What can I learn from this?
- What could I do differently next time?
- Do I need to take proactive steps now to avoid it happening again?

Write down the answers and try to act based on what you have learned, but do it with joy. Take a page from your baby book – you once knew exactly how to fall and get back up again.



**Good to know:**

Disappointments are inevitable, what matters is how we deal with them. Some people try to avoid disappointment by setting their expectations too low, while others try to avoid it by setting their expectations unattainably high. We can learn to respond healthily to disappointment by adopting a coping style of trying to understand what happened, checking whether our expectations were reasonable, re-evaluating our perceptions and behaviour, and looking for positive solutions rather than dwelling on the past.