**Personal Academic Tutoring: Mid-Semester 1 Discussion Prompts**

**Year 1 students**

**How are you getting on with your academic work?**

* The library has a subject guide for students for each subject at the university: <https://libguides.brighton.ac.uk>
* When students log in to StudentCentral, they have a book icon that they click to take them to the relevant subject guide. They can of course choose to look at other guides too.
* The library has a wide range of books and e-books on study skills, academic writing, critical thinking, and more:

<http://libguides.brighton.ac.uk/c.php?g=517603&p=3537806>

* The LinkedIn Learning study skills playlist includes courses on note-taking, critical thinking and memory recall:

<https://www.linkedin.com/learning/collections/enterprise/1~AAAAAAQGxaI=231674?auth=true&u=67552674> (use your university login to view)

* The Academic Study Kit (ASK) website has a number of resources to support students with the development of their academic skills: <https://blogs.brighton.ac.uk/ask/>
* The international Academic Study Kit (iASK) has study skills resources and sessions for international students: <https://blogs.brighton.ac.uk/ask/image-menu/iask/>

**Are there any specific skills you think you would benefit from developing, such as academic reading or writing?**

* The university has a Fellow from the Royal Literary Fund, Hannah Vincent, who is available to deliver one-to-one writing tutorials on Wednesday and Friday on Falmer campus, Checkland D417. Email: [h.vincent2@brighton.ac.uk](mailto:h.vincent2@brighton.ac.uk)
* The School pages of <https://blogs.brighton.ac.uk/ask/> have advice on making notes in class and from reading, in the ‘Reading, Research & Dissertations’ area of each School page
* The library has a wide range of books and e-books on study skills, academic writing, critical thinking, and more:

<http://libguides.brighton.ac.uk/c.php?g=517603&p=3537806>

* LinkedIn Learning includes courses on speed reading, overcoming procrastination and memory recall:

<https://www.linkedin.com/learning/collections/6499218645653295104?u=67552674> (use your institutional login to view)

**How have you been getting on with managing your time? Have you familiarised yourself with the process for submitting work, and the timeline for your submissions this semester?**

* The ‘Organisation’ area of each ASK School page (<https://blogs.brighton.ac.uk/ask/>) includes advice for students on organising their time, as well as a blank weekly timetable for doing so
* LinkedIn Learning has resources for time management:

<https://www.linkedin.com/learning/finding-your-time-management-style?u=67552674> (use your institutional login to view)

**Ask students to explain what feedback they have received on their work so far. Have they considered how they can incorporate this feedback into their work in future?**

* There is a ‘Using feedback to improve your work’ page in the ‘Coursework and Assignments’ area of each ASK School page: <https://blogs.brighton.ac.uk/ask/>
* You may find it useful to discuss the following with your tutees:

**Apply what you have learnt** to your next assessment; keep in mind your feedback and make sure you don’t repeat the same mistakes

**Look up references** that lecturers suggest, there’s alway a reason if they have done so

**As a study exercise**, you could consider re-writing certain elements of assignments applying your new knowledge to cement the feedback

**Be reflective** – throughout your time at university you could try writing a reflective blog or diary to keep track of the lessons you have learnt and refer back to it when needed – click on the LearnHigher link on the right for more information about being reflective

**Translate your feedback into SMART goals –**Specific, Measurable, Attainable, Relevant, Timely

**Get to know students on your course in the year above-**students who are a year or two ahead of you will have lots of useful experience and insight to be learnt from

**Be proactive** – if you are have any difficulties with your studies then seek support

**Don’t be afraid to ask!**– If you don’t understand either something on your course or something in the feedback you have received then just ASK!

**How are preparations for your assessments going?**

* In addition to the resources for essay writing outlined above, each School page of the ASK website also has an ‘Exams and Revision’ area, with tips and advice on preparing for and undertaking exams

**What revision and planning techniques do you have for your assessments?**

* It might be good to discuss this in a group tutorial, as it gives students the opportunity to share ideas.
* You may also find it useful to draw on the following ideas for revision:

**Start revising several weeks beforehand** – even if you can only manage an hour a week while you still have classes, you will feel more in control.

**Draw up a realistic timetable**– including any coursework tasks that you still need to complete. Whatever time you have available should be allocated fairly equally between each of the sections of the course that are to be examined. However…

**…think tactically!** If you’re going to be examined on everything, then you’ll need to put in extra work on your weakest subjects. But if you will have a choice of questions in the exam, then you may do better to focus your efforts on six or seven main areas where you feel you could do well.

**Don’t start revising in detail until you have jotted down an overview** of each part of the course. Draw up a diagram with a list of topic headings for each unit – from memory first, then check your notes and handouts. If you have managed to develop good habits during the course – making your notes clear and concise, sorting them out regularly – then this will be much easier.

**Identify a few small revision tasks** that you can do whenever you have a spare half-hour.

**Use images, mindmaps and diagrams** to help you visualise and illustrate the subject – and then stick them up on your wall where you will see them every day! All students using a Windows computer can download MindGenius mind mapping software for free. The Information Services website has videos and users guides on how to use Mind Genius to assist with revision:

<https://staff.brighton.ac.uk/is/training/Pages/Mind%20Mapping/mindgenius.aspx>

**Practise writing essay plans** (in about 10 minutes) to sample questions. Look at your course notes afterwards to see how you might improve them.

**Don’t waste time worrying** about what you don’t know once you get nearer to the exam time. Concentrate on making the most of what you do know.

**Remember to leave some time in your meeting for the student to raise any non-academic issues they may be having, and to consult your Personal Academic Tutee Signposting Guide for information about sources of support for students within the university**

**Year 2+ students**

**Ask students to tell you about what they learned last year, and how this relates to their studies this year. Can they describe to you how their modules this academic year build on previous ones?**

**Ask students about the feedback they received last year, with a particular focus on identifying things they did well, academically, as well as some areas they would like to develop. What practical steps will they need to take to develop in the areas they identify?**

* There is a ‘Using feedback to improve your work’ page in the ‘Coursework and Assignments’ area of each ASK School page: <https://blogs.brighton.ac.uk/ask/>

**Has the student identified any specific academic issues that need additional support?**

* The Academic Study Kit (ASK) website has a number of resources to support students with the development of their academic skills: <https://blogs.brighton.ac.uk/ask/>
* The international Academic Study Kit (iASK) has study skills resources and sessions for international students: <https://blogs.brighton.ac.uk/ask/image-menu/iask/>
* The library has a subject guide for students for each subject at the university: <https://libguides.brighton.ac.uk>. The libraries also offer one-to-one literature searching sessions. Students can [email their home libraries](https://www.brighton.ac.uk/current-students/my-studies/libraries-and-computing/index.aspx) to book a session with a librarian at a time that suits them.
* The university has a subscription to Lynda.com, a website of online video tutorials that includes academic skills. Students can find more guidance on this at <https://staff.brighton.ac.uk/is/training/Pages/Lynda4u.aspx>, and they can login at <http://www.brighton.ac.uk/lynda>

**Ask your tutee to identify the areas or aspect of their study that particularly interests them and that they enjoy the most. If relevant, ask your tutee if they have considered future module choices based on these interests**

**Ask your tutee if they are involved in any extra-curricular activity at the university, and how that is going**

* Brighton Students’ Union Societies:

<https://www.brightonsu.com/studentactivities/societies/>

**Ask your tutee about their general personal development, and about what transferable skills (e.g. communication, working in a team) they have worked on that they think will be useful for their employability**

**Discuss if they have started to consider what career they might like to go into, based on interests identified in earlier discussion**

* You may wish to inform your tutee about the university’s advice on writing your CV: <https://www.brighton.ac.uk/careers/looking-for-a-job/cvs-applications-and-interviews/index.aspx>
* The university also has advice on choosing the right career: <https://www.brighton.ac.uk/careers/looking-for-a-job/right-career/index.aspx>
* LinkedIn Learning has resources for career planning, including a 25 minute "How to Develop your Career Plan" course by UK-based Aimee Bateman of CareerCake (recommended by our careers service): <https://www.linkedin.com/learning/how-to-develop-your-career-plan?u=67552674> (use your institutional login to view)