



# STUDENT SERVICES



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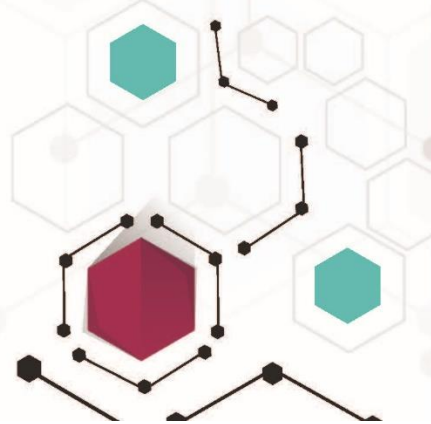
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# STUDENT SERVICES

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## Counselling Service

Life doesn't always go according to plan. External factors and situations can interfere with your actual motivation, financial status, relationships, etc. Sometimes it will be to your benefit, but other times you might experience this in a negative way. To help our students through these possibly unpleasant episodes in their lives, Belgium Campus provides free counselling and guidance for all students who are in need of support, by a qualified psychologist and two professional counsellors who are part of the permanent staff. Study methods can be reviewed if students feel they are struggling in certain aspects of their studies.

Our counsellors work by appointment only. You can book an appointment with our receptionist at the Academic office or via e-mail. Everyone is welcome. Sessions with our student counsellors are confidential.

**Dr G Steyn:**

**Ms Zwonaka Netshikwati:**

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## Students with Special Needs

Belgium Campus is committed to offering people with disabilities or specific needs access to all courses. If you suffer from a long-term medical condition, disability or have specific needs, we may be able to provide you with assistance to complete your studies and examinations. As a learning service we are able to offer to you a flexible, accessible way of learning and endeavour to:

- Assist you to participate fully, as your circumstance allow, in all aspects of study;
- Help you study effectively and on equal terms with other students;
- Assist you to build towards national qualifications through formal assessment.
- You are asked on enrolment to indicate if you have a disability, health problem or other specific need that might affect your studies. To assist you further, we have an Application for Special Assistance form within 'Relevant Forms and Documents', under the Information Pack. If you require special assistance (during class, tests, exam, etc.), you should e-mail the form to one of our student counsellors.

We are proud to be the first South African institution to have a special program for deaf and disabled students. To date, we cater for students with varying disabilities, partially sighted, hard of hearing and profoundly deaf students. We employ the services of three South African Sign Language interpreters. They don't only assist in class, but in communication with other students and campus staff as well.

## Other Assistance

The SRC: Students can report complaints to their representative to deal with a problem on their behalf and to report back.

Administration office: Complaints can be told to the receptionists or can be written in the complaints and suggestions book or the maintenance book.

Lecturers (Academic office): Problems related to academic matters should first of all be discussed with the lecturer involved. Extra classes can be arranged when necessary.

Dean (Academic office): Students can book an appointment with the dean for any academic matter.

Management: An open door policy exists with management. Students can request for an appointment whenever they have tried the above mentioned route without success. The director will attend to any students' problem without prejudice.

**Administration office:**

**Dean: Mr Theodorus Kritzinger**

**CEO: Enrico Jacobs:**

**Director of Operations, Ms Rombouts:**

**info@belgiumcampus.ac.za**

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## Resources and Other Services Available to Students

### Innovation and Leadership (INL)

Belgium Campus strives to afford its students with the best opportunities to not only grow academically but also personally during their time at the institution, continuously seeking new and innovative ways to advance all facets of its students. To this end, the Faculty has introduced the subject: Innovation and Leadership (previously Academic Leadership) as part of the curriculum for all first, second and third year students. The model adopted within Innovation and Leadership sees students divided into smaller groups, with the objective of completing a project over the course of a particular academic year. These projects are to be completed under the supervision of a particular mentor identified from a subsequent academic year, with lecturers providing overall guidance to the students.

In adopting a mentor/mentee relationship, within a group context, students are encouraged to interact with their peers in a manner which develops soft skills essential to the working environment. An emphasis is placed on communication amongst group members, time management through completing a project over an academic year, with deadlines having to be met throughout, a strong work ethic as well as problem-solving skills and a positive attitude during taxing times.

Innovation and Leadership, as a subject, is yet another method embraced by Belgium Campus in which a student-centred approach is strongly emphasised and implemented within the curriculum. At Belgium Campus we believe that students have the ability to surpass expectations and limitations placed on them by showing each individual that they are in fact capable.

## **Accessing the Student Services Section on the Belgium Campus Web Site**

Student Services is a service that is available to all enrolled students at no extra cost. It provides access via the Internet to administrative and academic services. Student Services consists of a public area and a student-specific password-protected area. At the public Student Services page, you will find the latest news and announcements. General information about student support, student counselling and other relevant information

Consult the student services page for the latest updated information on the following website <https://www.belgiumcampus.ac.za>.

Within your personal password protected area you will find:

A set of non-course specific links that will enable you to-

Various administrative functions such as checking your personal and registration details, requesting changes to your address and viewing your student account.

Enrolment for examinations.

Your personal examination timetable

Access to Library functions and resources

Contact details for counsellors

A set of course-specific links, when you select 1 of your subjects, which will enable you to-

o View all your current results for tests, assignments, projects and examinations

o View the subject home page

o Contact the Lecturer via e-mail

o View and download available study material.

How do you become a Student Services user?

- Connect to the Internet and go to the Student Services page.
- Click the Register as user link.
- Complete the registration form and click the Submit button.

## **Study Advice**

### **Lectures**

What is a Lecture?

Lectures are used to give an overview of the topic which you are studying. Different lecturers work in different ways. You will get used to the different methods that each lecturer prefers. Some will lead the whole session without interruption, while others will involve students and encourage discussion.

They may use overhead projectors, write on the board, or give out hand-outs to help you take notes during the lecture while listening. They also may use films, slides, and the internet to show you images and help illustrate what they are explaining. Some lecture notes may be available before the lecture. A lecture will differ depending on which course you are studying. There can be anything from 5 to over 24 people attending a lecture.

Don't think that when you have missed a lecture you can catch up with another student's notes or by reading a book. Other student's notes may be incomplete or contain their own comments rather than the lecturers.

A lecture may:

Show you how arguments and explanation work.

Explain how to apply techniques.

Demonstrate how the language of the subject is used.

Explain a combination or a variety of information and views on a topic from a variety of sources.

Give evidence and examples.

Simplify technical terms and essential facts.

Test your knowledge.

Explain and guide you to relevant further research.

Before the Lecture:

It is useful to find out what the topic of the lecture is or its purpose beforehand, available in study guide for each subject. This will allow you to prepare yourself by reading a little about the subject first and look up any unfamiliar technical terms used. You will also be able to make a list of questions that you may find answers to in the lecture. Remember to take note-taking equipment with you!

During the Lecture:

Lecturers often speak very quickly allowing little time to write clear notes that you can refer back to at later stages. It would be near impossible to write down everything that a lecturer says. Instead try to:

Note key words and phrases.

Use clear heading, subheadings, underlining and circling.

Use diagrams for example, spider graph to illustrate how issues link together.

Leave margins and spaces so that you can add information later.

Write down anything that you think of yourself i.e. Comments, criticisms, questions.

It is more productive to listen rather than write frantically missing key parts. You can write further notes later on jogged by your headers. If you are given hand-outs at the beginning of the lecture you may need to take few notes. Avoid writing details and diagrams that you can get later from textbooks.

If the lecturer allocates time for questions do not be afraid to ask out loud. You are unlikely to be the only student who didn't understand or have that question in mind.

After the Lecture:

Go through your notes as soon as possible and fill in details and diagrams either from memory or textbooks. Discussing the lecture with other students may allow you to swap notes missed, gain other views on the topics, and make certain points clearer. Check any points or technical terms that you didn't understand and sum up the most important points of the lecture. Any question that you may have from the lecture could possibly be asked in a connecting tutorial.

By reworking and completing your notes you can build up topic summaries that aid your understanding of the subject. This will provide you with plentiful revision materials and essay resources. Follow up any further reading or references suggested during the lecture. Lastly, date and label your notes and file away carefully for future reference.

## Taking Notes

How do I take notes during a lecture?

You will probably have to take notes during your lectures, tutorials and presentations. It is common for people to write vast amounts of notes that are stored away and never seen again. You may also make notes from other resources such as book, the internet, film, artwork, and video; or on your research methods.

Note taking is very important during your programme as it can:

- Assist you with concentration during lectures and seminars.
- Enable you to understand with ideas and concepts.
- Provide a resource you can refer to.
- Help to record and map what you are learning.
- Supply essential revision material.
- Be useful preparation information for essays and coursework.

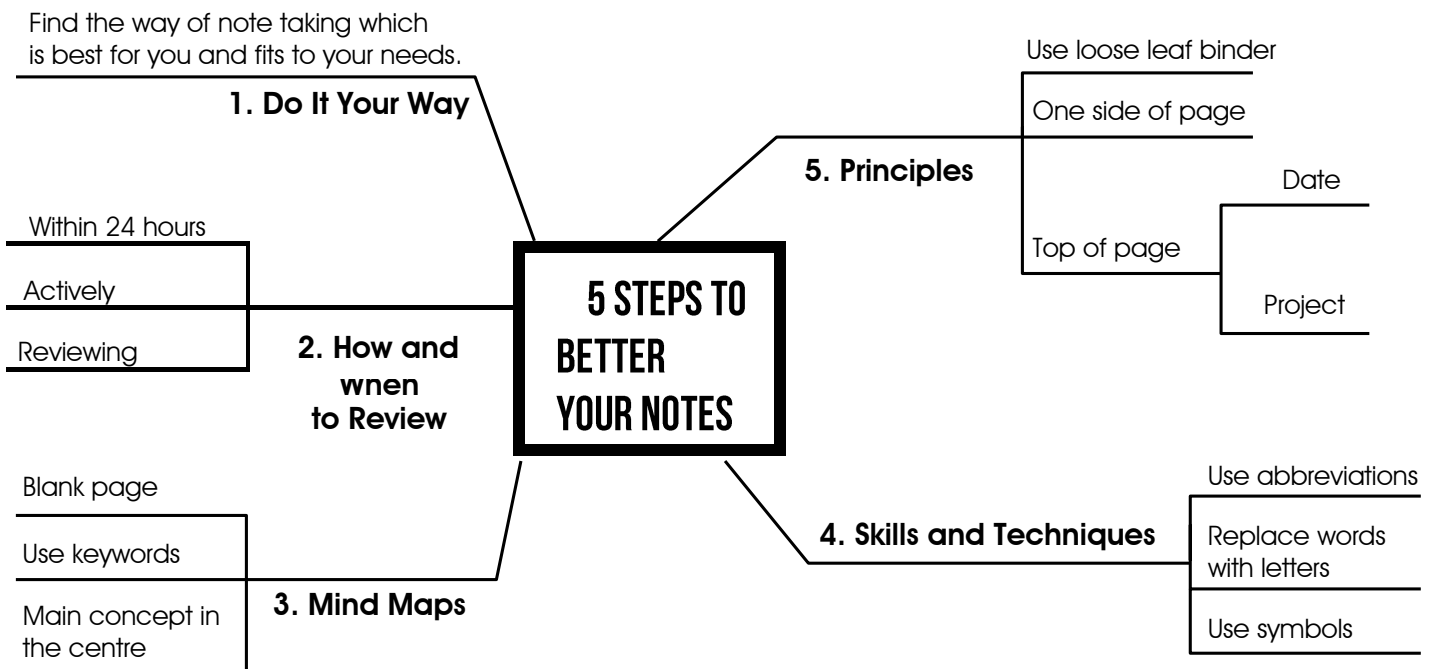
There are several ways to take notes. Find the one that suits you, the context and the subject.

The 2 most popular ways are:

The Spider graph/gram:

A spider graph is a visual diagram that uses circles, squares and arrows to connect key words or phrases. The main concept/idea is placed in the centre. Each associated word or phrase is positioned around the centre, connected by an arrow or line. This should lead to the creation of a spreading pattern in all directions rather than just words that start at the top of the page and work towards the bottom.

This technique is the most visual method and could look like this:



This spider graph shows the 5 Steps to Better Notes.

Do it your way: Find the way of note taking which is best for you and fits your needs.

How and When to Review? Review within 24 hours, actively and in depth.

Mind Maps: On blank pages use keywords with the main concepts in centre.

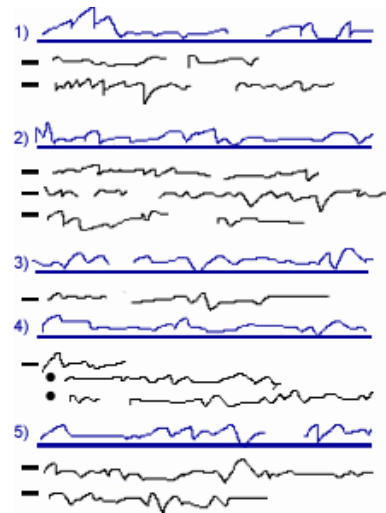
Skills and Techniques: Use abbreviations, replace words with letters and use symbols.

Principle: Use a loose leaf binder with the date or name of the project on one side or top of the page.

Sequential/Linear:

This traditional approach uses headings and lists. Each heading is followed by a subheading with information as required. The level of detail can change depending on the purpose of the note.

Keep the margins clear and write on every other line to allow space for comments or additional notes later on. Numbering each key point can also help. Sequential/Linear notes could look like this:



## Assessments

How will I be assessed?

You will be assessed by your lecturer on a continuous basis to determine whether you have the required knowledge and skills of a subject. One of the assessment methods that you will encounter during your course is an examination. You will have probably already taken an examination at school or another higher learning institute. For most students, an examination is the one form of assessment that causes the most stress.

The different types of examinations and tests that you will encounter are:

- Essay based - for example, answer a set of questions in 500 words.
- Traditional - the questions are unknown and you are not allowed to take notes or materials (books) into the exam/test room.
- Open Book - the questions are unknown but you are permitted to take notes and materials into the exam or test.
- Open Question - the questions are known but you are not allowed to use any notes or materials.
- Short Answer - a large number of questions where the answer can range from one word to a paragraph in length.
- Multiple-choice - a large number of questions where you can select one answer from a list of suggestions.
- Practical – questions are given and you have to solve them by using a computer. Questions are usually in the form of a problem or scenario that you will have to solve.

Each type of examination/test is used to test a different skill. Open Book exams/tests test your ability to express ideas logically and clearly; whereas Short Answers requires you to recall the entire subject area.

When you have received your course handbook, check to see what method you will be assessed by and what type the exams/tests are.

Before an Examination/Test

Check nearer to the time of the exams/tests exactly:

When and where the exams/tests are.

- When and where the exams/tests are.
- How long the exam/test is.
- Look at the outcomes in the study guide.
- Do all the questions have the same value?
- Are there any mock exams/tests that you can try first?
- Can you look at any old papers?

Knowing what the examiners are looking for in the paper will help you to concentrate on the areas where the most marks can be gained.

Make sure that you have organised any special requirements as soon as possible. Don't leave it to the last minute.

## Presentations

How will I make a presentation?

As part of your course, you may be asked to make a presentation. You might be asked to work as a group or on your own. They are useful methods of encouraging discussion in a group while submitting a variety of perspectives. Presentation can provide you with an alternative way to demonstrate your ability and knowledge on a subject if you find essays difficult. They also prepare you for future employment interviews by practicing your verbal skills and gaining confidence.

There are many different styles of presentations. We mention just a few:

- **Narrative-**  
The presenter will tell a story, often a personal narrative. An example could be you describing some voluntary experience.
- **Persuasive Presentation-**  
This involves trying to 'win your audience over' to your point of view by presenting a logically developed argument.
- **Analytical -**  
This can be your thesis or an essay. You have an introduction, main body of information, and a conclusion. Speaking in front of a group of students may be very daunting but with careful preparation and practice you will feel more at ease.
- **Planning-**  
Firstly, find out what type of presentation you have been asked to give. What should the length be, how many people will be present? What will be the title or are you expected to talk on a more general topic?

Gather as much information on the topic you are to present and do as much background reading as possible. The more you know about the subject the more confident you will be to speak about it. You need to understand what you are talking about in order to present and explain it to the audience. Use visual aids to help you if appropriate. Slides, film and hand-outs can help to illustrate ideas.

Make notes to use throughout your presentation. Don't write down exactly what you going to say. Notes should contain key points, statistics, or quotations.

### Final Checks

Make sure you can see the time to ensure that you don't talk too much or too little.

Are your notes legible and in the right order?

Check that any equipment you are using is working and within easy access.

Do you have enough hand-outs and are they in the right order?

Start by introducing your talk and check that everyone can hear you clearly. Remember that the audience is on your side!

## Essays

How can I write a proper essay?

"An essay is a piece of writing which is written to a set of writing conventions." ('Moving On').

You will probably write many essays throughout your diploma/degree course. It usually involves responding to a question or title and often takes the form of an argument. In general an essay comprises of:

### An Introduction-

A brief explanation of your approach to the subject or question, your understanding of it, and what content you intend to cover.

### The Main Body-

The main discussion, arguments or analysis of the theme or topic. Each paragraph should be consistent and link together with the next. This is where you will need to show your ability to discuss different viewpoints with relevant evidence and evaluate source material.



## The Conclusion-

Summarise your essay showing the conclusion of your analysis of the evidence that you presented in the main body. Show how you have answered the initial question and make recommendations.

## References and Bibliography-

In the bibliography, include everything that you have read for the assignment whether you have directly referred to it in the essay or not. All the sources that you have directly referred to must be listed in references. Follow the guidelines given by your lecturer on how to correctly present your references.

## Tips when writing an essay:

- Check the deadline.
- Plan your time.
- Collect as much information as possible at the start. Record your bibliography and references as you use. Keep to the word limit set.
- Always keep a paper copy and a backup in addition to the one on your computer.
- Proof read. Check you spelling, grammar, and punctuation. Make sure that when you read through it you understand it.

## Independent Study

### What is Independent Study?

When in higher education, you are expected to take responsibility for your own learning. Independent or private study is probably one of the most noticeable changes of studying that you will notice. It can also be one of the hardest forms of studying.

Private study requires a large amount of motivation and organisation. You may spend this time researching in the library for essays and presentations, or for preparation for lectures. You may find it easier to work at home or in a group with other students in your class. The amount of private study needed will increase, the nearer you get to exams and assignment deadlines. The sooner you make time for studying the easier it will be to manage your time in busy periods.

## Time Management

### How can I manage my time effectively?

Learning methods at university are split between formal methods such as lectures and self-motivated study like reading and researching. You will be expected to manage your independent study yourself and prioritise your commitments. By organising your time efficiently and effectively, you will be able to commit the necessary time to each method of studying whilst still allowing time for yourself. Studying is a full time commitment, the challenge is to allow time for personal commitments such as employment, family, friends, and of course a social life. Planning your study schedule will allow you to keep track of deadlines and busy study periods so that you can spread the time spent on your studies evenly.

Before planning consider which of these is true for you:

Often rush things at the last moment.

Find little time to relax.

Keep appointments.

Often late for meeting or lectures.

Manage to fit in most of tasks that I need to do.

If you feel that your time management in any of these areas needs improvement there are a few things that you can do.

## Year/Term Planner – Yearly/Term Management

Use a year or term planner on your wall to record the following:

Assignment deadline dates for the term (or year if possible).

All personal commitments such as birthdays, weekends away, employment commitments or periods of particular demand.

Exam dates.

Any other commitments such as clubs or societies.

You can also estimate busy study or revision periods and mark these on your planner. By having your planner visible to family and friends they will be aware of periods that you will be unavailable, and times during which you will need their support.

## Diary - Daily Planner

You will be provided with your timetable for the year at the beginning of each academic year. Lectures and tutorials will have a regular slot leaving what seems a large amount of free time for you. The majority of this 'free time' is actually for private study. You will have to be self-motivated to achieve the amount of study needed to be successful at your course. Each person works differently. If you are returning to study from employment you might find that staying with the work style of 8:00 – 17:00 may be best for you, leaving your evening free for you. If you are working part-time or have family commitments, you may need to study more flexibly.

If you have been away from education you may find that studying is difficult. Tasks may take longer than you think and resources longer to find. Tasks will become easier and quicker as you study and practice. As you gather more notes from research and reading you will build up a resource to refer back to. Remember that some weeks will be more productive than others.

## Tips on Time Management

Make a list of things to do for the day. Tick each one as you complete it. This will help you to remember tasks and give a sense of achievement when you complete them.

Prioritise your tasks and change them daily if needed.

Allocate study time in the library, or meetings, close to teaching times to capitalise the time you are on campus.

Trial your timetable for a few weeks. If it is not working, try changing some things around.

Remember that you are entitled to take breaks from studying.

## Tips on Saving Time

Develop your skills such as word-processing, reading, and note-taking. Use keywords, abbreviations, and headers when taking notes to avoid writing whole sentences.

Be organised with your notes. File them in one place using a system such as colour coding. Keep note of any references and a bibliography as you go along.

Try to read only what is relevant. Make a note of anything that looks interesting but not relevant to your current research to come back to later.

## Preparations to Succeed

How can I prepare myself to succeed in my studies? Try to develop and appreciate the following habits:

Take responsibility for yourself, responsibility is recognition that in order to succeed you can make decisions about your priorities, your time, and your resources.

Centre yourself on your values and principles.

Don't let friends and acquaintances dictate what you consider important.

Put first things first.

Follow up on the priorities you have set for yourself, and don't let others or other interests, distract you from your goals.

Discover your key productivity periods and places. Morning, afternoon, evening; study spaces where you can be the most focused and productive. Prioritize these for your most difficult study challenges. Consider yourself in a win-win situation. You win by doing your best and contributing your best to a class, whether for yourself, your fellow students, or even for your lecturers and instructors. If you are content with your performance, a grade becomes an external check on your performance, which may not coincide with your internally achieved benefits.

First understand others, and then attempt to be understood. When you have an issue with an instructor, for example a questionable grade, an assignment deadline extension, put yourself in the instructor's place. Now ask yourself how you can best make your argument given his/her situation.

Look for better solutions to problems. For example, if you don't understand the course material, don't just re-read the material. Try something else! Consult with the lecturer, a tutor, an academic advisor, a classmate, a study group, or Belgium Campus' study skills centre. Continually challenge yourself

## Effective study Methods

What methods can I use to study more effectively?

"M.U.R.D.E.R." - A Study System

**Mood:** Set a positive mood for you to study in. Select the appropriate time, environment, and attitude.

**Understand:** Mark any information you don't understand in a particular unit. Keep a focus on one unit or a manageable group of exercises.

**Recall:** After studying the unit, stop and put what you have learned into your own words.

**Digest:** Go back to what you did not understand and reconsider the information.

**Contact external expert sources** (e.g. other books or an instructor) if you still cannot understand it.

**Expand:** In this step, ask 3 kinds of questions concerning the studied material:

- o If I could speak to the author, what questions would I ask or what criticism would I offer?
- o How could I apply this material to what I am interested in?
- o How could I make this information interesting and understandable to other students?

**Review:** Go over the material you've covered. Review what strategies helped you understand and/or retain information in the past and apply these to your current studies

Index study system

Here is a method of studying that gives you an accurate perception of how well you know the material. This forces you to think about it, rather than just look over it.

Review your notes and readings frequently, so the material is "fresh";

as you're reading your text or reviewing your notes, generate and write down questions about the material. Imagine you're teaching the course. What questions would you ask on the exam?

Keep track of any terms you need to know;

Write each question or term on the back of an index card

On the front of each index card, write an answer or an explanation for the question or term on the back. Use your notes and text for a reference, but put the answer or explanation in your own words whenever possible.

Shuffle the index cards (so you can't figure out any answers based on their location in the deck)

Look at the card on the top of the deck. Try to answer the question or explain the term. If you know it, great! Put it on the bottom of the deck. If you don't know it, look at the answer, and put it a few cards down in the deck (so you'll come back to it soon);

Proceed through the deck of cards until you know all of the information.

Some Tips when using this study method:

Carry your cards with you everywhere. Take advantage of little pockets of time. Test yourself while you're waiting in line, riding the bus, etc.;

If you think you know an answer, but can't put it into words, you probably don't know it well enough. Being able to explain the information is the only way to be sure that you know it. It's also the best way to prevent test anxiety;

Consider testing yourself someplace where nobody can see you (and think you're crazy), and reciting the answers out loud. That's the best way to be sure that you can explain them;

Study with a friend from your class. You can share ideas and help each other out with concepts. Also, you can use each other to make sure that you're explaining your answers adequately.

## Reading Strategies

Reading strategies to study

How to read textbooks effectively?

During your studies you will have to read a lot, and it's important that you find the correct information from the text. There are different ways to read a text. Depending on your purpose you can use different reading strategies:

**Global reading:** When you want to get a general idea about the text, read the text globally. Look at the text quickly; look at the title, the length and the difficulty of the text. This is how you quickly determine what is interesting and important for you. Do not dwell on words you don't know. Notice the following: the title, the subtitles, the illustration and the source. These features give a lot of information about a text. Also look at the layout of the text; paragraphs, columns, words in bold etc. If you read the text globally you know what the topic is and what information is in the text.

**Intensive reading:** Do you want to understand a part of the text or the whole text very well? Then read the text intensively. Start with reading the text globally. If you do this you will already know what the topic is, and what information you can find in the text. Intensive reading will be easier now because you already have a structure of the text. After this, focus on the parts that are important and read everything from the beginning to the end.

**Searching and scanning:** It is not always necessary to read a text all the way from the beginning to the end. Sometimes you only want to know one thing from the text. Then you can read the text searching: you do not read the entire text but you will immediately start searching for the information you need. Start looking at the paragraph or subtitle where the answer might be. Think about how you will recognize the answer. Look at the words that could have something to do with the answers. So read the relevant paragraph from the beginning and note the striking words. If you cannot find the answer, start searching again.

Making Summaries

Make a summary to study

If you have to study a lot, it is convenient to make a summary of the substance. If you have a summary, you don't have to read the whole textbook while studying for a test or exam, you only have to study your summary. As you read, you force yourself to separate major and minor issues, to think critically and to organize the material. You read in an active way so you understand and remember the material better.

There are several ways to make a summary:

Summarize the text by paragraph:

You can summarize a paragraph of text as follows:

Read the paragraph.

Underline the main key words.

Write the key words on a paper.

Rewrite text under these key words in your own words. It's very important to write it in your own words because then you can be sure you understood the text.

Compare your own text with the original text and make sure you have written down all the important things. Ensure that you make a clear distinction between major and minor issues. Only write the major issues in your summary. Keep your summary short and use abbreviations. Otherwise there will be a risk that your summary will be too long.

Key phrases:

A complete text is often composed of several paragraphs. The first sentence is often the core sentence of a paragraph. This sentence contains the most important information. The rest of the sentences in that paragraph are to clarify the main idea. Examples can be used to clarify. When you make a summary, it's important that you get the core sentences (the main idea) as a starting point for your summary.

Structure words:

Authors often use signal words, such as first, second, then, besides, etc. These words give structure to the text. If you make a summary, these structure words are important clues to find the main idea of the paragraph. These structural words also say something about the kind of information: cause and effect, chronology, opinions and arguments etc.

Make a columns schedule:

When you have to study large amounts of text, you can do this effectively with a columns schedule. It will not take too much time, and it will prepare you for a test or an exam as you make a selection of the most important information. For a test or exam, you do not have to read the whole textbook again, but you can use your schedule.

Before you create a column you have to look at the structure of the text: enumeration, chronology, comparison, problem-solution, cause-effect, process etc. After looking at the structure, you can start making your column schedule.

A columns schedule usually consists of five columns:

Column 1: The main issue □ when you read the title and introduction of a chapter, you immediately know what to expect because the author often gives a brief overview of the content of the text. You have found the main issue. The first column is the main issue in fewer words.

Column 2: The aspects □ in a chapter you can find several sections which are all part of the main issue. These are the different aspects. Put these aspects in the second column of your schedule.

Column 3: The sub aspects □ a study text can be long and therefore it consists of several sections. There is a lot of information in one paragraph. These sections are called aspects; the different topics within a section are called sub aspects. Put these sub aspects in the third column. So the third column is more precise information.

Column 4: The explanation □ the level of the fourth column is the level of real text and is called the explanation. You should still search through the text to find the important information. Do not read the entire text, but note the different printed words, the core sentence of a paragraph, definitions and signal words. Illustrations can also be important. When you put information in the fourth column, you should ask yourself every time whether it belongs to the aspect or the sub aspect. There is no place for useless information. Use symbols and abbreviations to keep it short.

Column 5: Examples □ when there are examples mentioned in the text that can help you better understand the (sub) aspects, write them in a fifth column.

How to create a column schedule?

Start with the main issue in the first column. Continue by writing down an important aspect (column 2). Then continue with the associated aspects (column 3) and then the explanation (column 4). Then you start again with the next aspect in the second column, the sub aspects in the third column and the explanation in the fourth column. You switch between the columns and work down until you have done the whole chapter/article/book. Creating a column schedule is a time consuming job but also remember its benefits: you prepare immediately for your test or exam, you will remember a lot of information, you can find the structure in a text, and you are able to separate main and side issues.

Make a mind map

Mind Maps are often used for brainstorming but you can also create summaries of textbooks in the form of a mind map.

What is a mind map?

A mind map is a visual diagram where you visualize the relationship between thoughts, knowledge or information. In the middle of the page is the main idea. Using lines, you visualize the relationship between different ideas and sub ideas. You will get an overview of the structure and all parts of a text.

How to make a mind map of a text?

- Read the text.
- Underline key words in the text.
- Using a sheet of paper put the title of the chapter in the centre of the sheet.
- Write the title of the first paragraph (right) and make a line (in colour) from the centre to that point.
- Use the key words from the text to make branches around the title of the first paragraph. Use the same colour.
- Use key words and abbreviations. Do not write sentences.
- Write the title of the second section at the bottom right. Make a line (in a different colour) from the centre to that point.
- Use the key words from the second section to make branches.
- Continue until you have all the sections and keywords used.

Why does a mind map help you to memorize a text?

- You are actively making connections, allowing you to remember the content better.
- You can test yourself because only key words are in the mind map. The schedule forces you to retell the content in your own words so you understand it better and you will remember it better.
- Each chapter focuses on a single page, so you have a good overview of the chapter and you see clear links.
- When you create a visual schedule, you use your right hemisphere and with that part of your brain you can remember data better.

## TEXT EXAMPLE:

### Chapter 35. Presentation Skills

The most important thing in communication is hearing what isn't said.  
-Peter F. Drucker

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#### Introduction: Non-Verbal Communication skills

- Understanding your body language and other physical queues is very important when you are presenting material in front of an audience. Your non-verbal communication skills are just as important as your verbal skills. Combined they make up the complete communication package that you use when you are presenting your material.
- 

#### Body Language

- Non-verbal Communication is the process of communication through sending and receiving wordless messages. It is the single most powerful form of communication. Non-verbal communication cues you in to what is on another person's mind, even more than voice or words can do.

- One study at UCLA found that up to 93% of communication effectiveness is determined by nonverbal cues. Another study indicated that the impact of a performance was determined by 7% of the words used, 38% by voice quality, and 35% by non-verbal communication.

- Body language is a form of non-verbal communication involving the use of stylized gestures, postures, and physiological signs which act as cues to other people. Humans unconsciously send and receive non-verbal signals through body language all the time.

- Your words represent only 7% of the message that is received. Your body language represents 55%. But your body language must match the words used. If a conflict arises between your words and your body language, your body language governs.

#### Gestures

- Gestures are an important tool for a presenter. The challenge is to make your gestures support what you speak and reinforce your ideas. Below are several basic rules for the use of gestures:

- Make most gestures above the waist (below-waist gestures suggest failure, defeat, and despair)
- Hold your forearms parallel to your waist, with your elbows about 3 inches from the side.
- Make your hands part of your forearm, opening them, with your fingers slightly curved (Limp hands may indicate a lack of leadership)
- Use both hands to convey power.

- Gestures of direction, size, shape, description, feeling, and intensity are all effective when speaking.

## SUMMARY EXAMPLE:

### Chapter 35. Presentation Skills

#### 1. Introduction

- Non-verbal communication is just as important as verbal communication

#### 2. Body Language

- N-V Comm:
  - Sending and receiving wordless messages
  - Most powerful
- 2 Studies:
  - 93% of Comm = N-V Comm
  - 7% words, 38% voice, 55% N-V Comm
- Body Language
  - Form of N-V Comm
  - Stylized gestures, postures and physiologic signs
  - Send & Receive N-V signs through body language unconsciously
- Body language must match words used, if not -- Conflict -- Body Language governs

#### 3. Getsures

- Important tool for a presenter
- Supports speaking, reinforces ideas
- Rules: Above waist
  - Forearms parallel to waist
  - Make hands part of forearms
  - Use both hands
- All gestures are effective when speaking

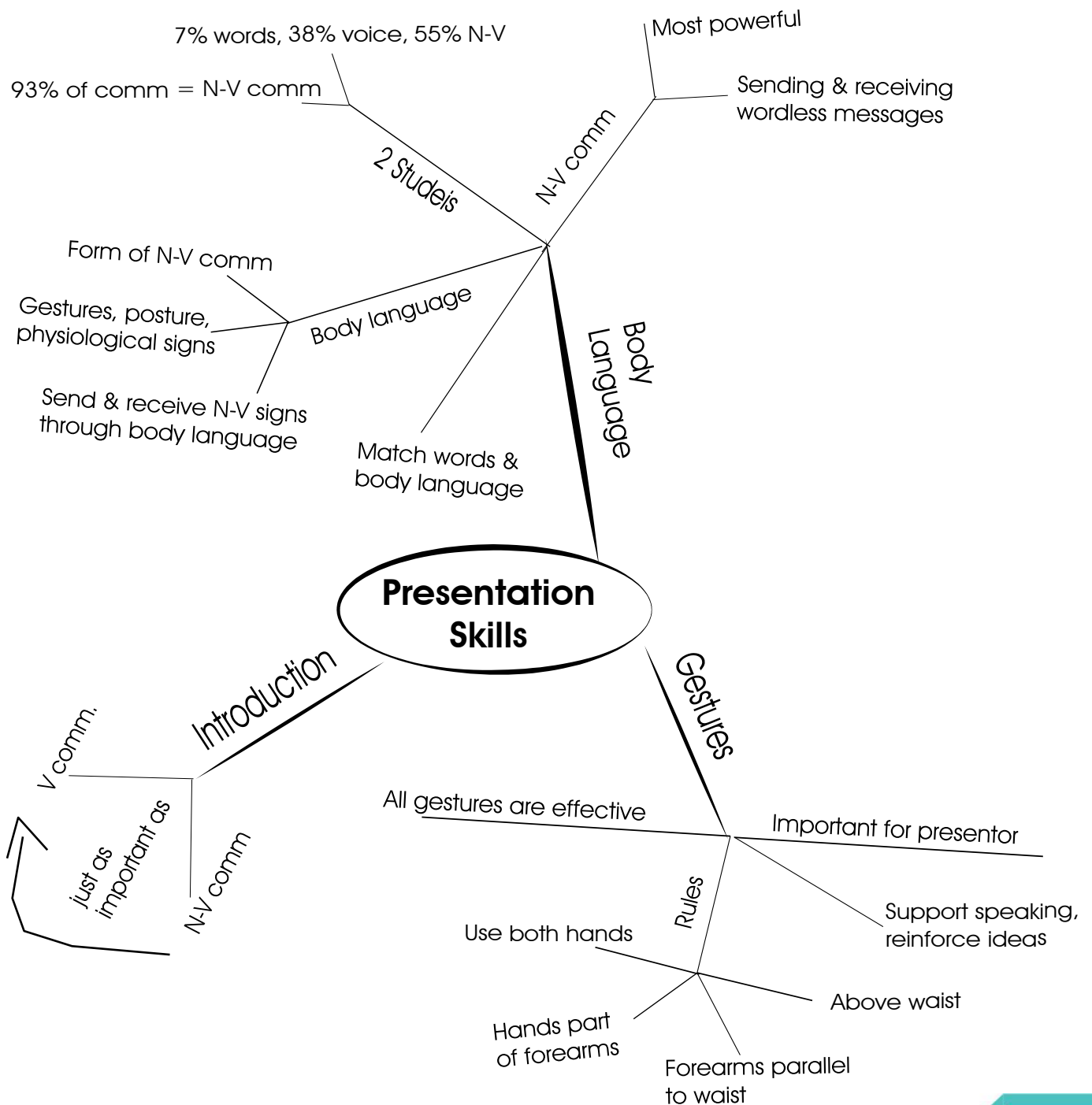
### Make a columns schedule:

Main Issue	Aspects	Sub-aspects	Explanation	Examples
Presentation Skills	Body Language	N-V Comm	<ul style="list-style-type: none"> <li>• Sending &amp; receiving wordless messages</li> <li>• Most powerful</li> </ul>	
		2 Studies	<ul style="list-style-type: none"> <li>• 93% of comm=N-V</li> <li>• 7% words, 38% voice, 55% N-V</li> </ul>	
		Body Language	<ul style="list-style-type: none"> <li>• Form of N-V comm</li> <li>• Gesture, postures, physiological signs</li> <li>• Send &amp; receive messages</li> </ul>	
		Match	<ul style="list-style-type: none"> <li>• Words &amp; N-V signs</li> </ul>	Conflict You laugh but you say you are angry



Main Issue	Aspects	Sub-aspects	Explanation	Examples
	Gestures	Important Tool		
		Support Speaking Reinforce Ideas		
		Rules	<ul style="list-style-type: none"> <li>Above waist</li> <li>Forearms parallel to waist</li> <li>Make hands part of</li> <li>Use both hands</li> </ul>	
		Effective	All gestures are effective when speaking	

Make a mind map:



## Examination / Test Anxiety

How can I deal with Examination/Test Anxiety?

Some students experience physical symptoms of anxiety before and during exams (an upset stomach, sweaty palms, etc.). Many of these students have trouble recalling information which they actually know. If this is a problem for you, try some of the suggestions below.

### BEFORE THE EXAM/TEST:

Put things in perspective. Remind yourself that your entire future doesn't depend on this exam. There will be other exams and other courses. Many students fail a course or two but go on to graduate from Belgium Campus and have successful careers.

Over-study for the exam. This will increase your confidence. Also, if you know the material to the point of facility, you will be better able to answer test questions despite your test anxiety. Remind yourself of past successes. Think of a tough course in which you struggled but eventually succeeded. Tell yourself that if you did well on that past exam, you can do well on the upcoming exam.

Don't give a test the power to define you. An exam/test won't tell you whether you're brilliant or stupid. Your performance on an exam/test mostly depends on how well you studied for the exam/test, the quality of your prior education, and the test-taking strategies you use. Visualize completing the test successfully despite your anxiety. Play the entire "tape" in your mind, from the moment you wake up on the day of the exam to the moment you finish the exam/test. Use the word "quiz" rather than "exam" or "test" when you think about the upcoming evaluation.

Practice anxiety control strategies. As you study, deliberately induce anxiety by saying to yourself the negative thoughts you typically have during an exam (i.e. "I'm going to fail.") Now, practice the Anxiety Control Procedure (described below). Remind yourself that you will probably experience some anxiety during the test, but the anxiety won't hamper your performance because you've practiced controlling the anxiety.

### DURING THE EXAM/TEST

Try to avoid talking with other students right before the exam/test. Their anxieties may rub off on you.

Choose a seat in a place with few distractions (probably near the front). Remind yourself of how hard you studied, how well you did on another exam, and how you've practiced anxiety control.

If you begin to feel overly anxious, do the ANXIETY CONTROL PROCEDURE:

Turn the test paper over and close your eyes.

Breathe in slowly to the count of 7 and exhale to the count of 7.

Continue this slow breathing until you begin to feel more relaxed.

Open your eyes, turn the test paper right side up, and give yourself a positive self-talk (i.e. "You're sure to do well. You studied hard and remember you got an A on that final in physics.") This whole procedure should take only about a minute to do. It's well worth the time!

Do not obsess about running out of time on the exam/test. Check the time periodically (say after you've finished a third of the exam/test), but avoid checking too frequently, as this will only distract you and make you more anxious. Remind yourself that it's better to miss a few points by not quite finishing the test than to lose your concentration and thus miss many points.

Approach your studying seriously, but think of the exam/test as a game. Your goal is to collect as many points as you can in the time available. Don't worry about a particular question. If you're unsure of the answer, guess and move on. Remind yourself that you can miss a few questions and still get an A.

## Stress

How can I cope with Stress?

What is Stress?

Stress is the “wear and tear” our bodies experience as we adjust to our continually changing environment. It has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action. It can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, an upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and strokes. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we re-adjust our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it.

How Can I Eliminate Stress from My Life?

As we have seen, positive stress adds anticipation and excitement to life, and we all thrive under a certain amount of stress. Deadlines, competitions, confrontations, and even our frustrations and sorrows add depth and enrichment to our lives. Our goal is not to eliminate stress but to learn how to manage it and how to use it to help us. Insufficient stress acts as a depressant and may leave us feeling bored or dejected; on the other hand, excessive stress may leave us feeling “tied up in knots”. What we need to do is find the optimal level of stress which will individually motivate but not overwhelm each of us.

How Can I Tell What is Optimal Stress for Me?

There is no single level of stress that is optimal for all people. We are all individual creatures with unique requirements. As such, what is distressing to one may be a joy to another.

And even when we agree that a particular event is distressing, we are likely to differ in our physiological and psychological responses to it.

The person who loves to arbitrate disputes and moves from job site to job site would be stressed in a job which was stable and routine, whereas the person who thrives under stable conditions would very likely be stressed on a job where duties were highly varied. Also, our personal stress requirements and the amount which we can tolerate before we become distressed changes with our ages. It has been found that most illnesses are related to unrelieved stress. If you are experiencing stress symptoms, you have gone beyond your optimal stress level. You need to reduce the stress in your life and/or improve your ability to manage it.

How Can I Manage Stress Better?

Identifying unrelieved stress and being aware of its effect on our lives is not sufficient for reducing its harmful effects. Just as there are many sources of stress, there are many possibilities for its management. However, all require effort toward change: changing the source of stress and/or changing your reaction to it. How do you proceed?

Become aware of your stressors and your emotional and physical reactions:

- Notice your distress. Don't ignore it. Don't gloss over your problems.
- Determine what events distress you. What are you telling yourself about the meaning of these events?
- Determine how your body responds to the stress. Do you become nervous or physically upset? If so, in what specific ways?  
Recognize what you can change:
- Can you change your stressors by avoiding or eliminating them completely?
- Can you reduce their intensity (manage them over a period of time instead of on a daily or weekly basis)?

- Can you shorten your exposure to stress (take a break, leave the physical premises)?
- Can you devote the time and energy necessary to making a change (goal setting, time management techniques, and delayed gratification strategies may be helpful here)?

Reduce the intensity of your emotional reactions to stress:

The stress reaction is triggered by your perception of danger, both physical danger and/or emotional danger.

Are you viewing your stressors in exaggerated terms and/or taking a difficult situation and making it a disaster?

Are you expecting to please everyone?

Are you overreacting and viewing things as absolutely critical and urgent? Do you feel you must always prevail in every situation?

Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you.

Try to temper your excess emotions. Put the situation in perspective. Do not labour on the negative aspects and the "what if's."

Learn to moderate your physical reactions to stress:

- Slow, deep breathing will bring your heart rate and respiration back to normal.
- Relaxation techniques can reduce muscle tension. Electronic biofeedback can help you gain voluntary control over such things as muscle tension, heart rate, and blood pressure.
- Medication, when prescribed by a physician, can help in the short term in moderating your physical reactions. However, they alone are not the answer. Learning to moderate these reactions on your own is a preferable long-term solution.

Build your physical reserves:

- Exercise for cardiovascular fitness 3 to 4 times a week (moderate, prolonged rhythmic exercise is best, such as walking, swimming, cycling, or jogging).
- Eat well-balanced, nutritious meals.
- Maintain your ideal weight.
- Avoid nicotine, excessive caffeine, and other stimulants.
- Mix leisure with work. Take breaks and get away when you can.
- Get enough sleep. Be as consistent with your sleep schedule as possible.

Maintain your emotional reserves:

- Develop some mutually supportive friendships/relationships.
- Pursue realistic goals which are meaningful to you, rather than goals others have for you that you do not share.
- Expect some frustrations, failures, and sorrows.
- Always be kind and gentle with yourself, be a friend to yourself.

## **Counselling**

If you want individual study advice, you should make an appointment with one of our student counsellors. Our counsellors work by appointment only. You can book an appointment with our receptionist at the Academic office or via e-mail. Everyone is welcome. Sessions with our student counsellors are confidential.

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