INFORMATICS YEAR 2
WORKSHOP 2

WORKSHOP OUTCOMES

- Learn about BCS Accreditation

- Understand year 3 module choice process

- Managing your stress levels

- Exam preparation, strategy and technique

3RD YEAR "MODULE CHOICES"

3RD YEAR "MODULE CHOICES"

- In year 3, there are lots of optional modules! You have to choose which ones you want to do.

- The process for choosing your modules is (roughly):

  o In Feb/Mar 2019 you receive an email from registry, with a link to an online system where you enter your choices

- Before this (likely in Jan/Feb), there will be an **information session** where conveners of 3rd year modules will come and tell you all about the modules, and you can ask any questions you have.

  o The session will likely be recorded, for students who are off campus

- I will be emailing students to keep them updated about what is going on. So you should not need to track this yourself.

3RD YEAR "MODULE CHOICES"

- The **department** page from last year:

  - https://campus.cs.le.ac.uk/ForStudents/moduleRegistration/moduleRegistration.html

  - Not current, but may contain useful information if you can't wait till the session this year.

- The **university** page:

  - https://www2.le.ac.uk/offices/sas2/courses/modulereg

Introduction to the BCS

Informatics Level 2, Workshop # 2. Slides by Roy Crole.

BCS Accreditation

- What is the BCS?
  - The Chartered Institute for IT
  - "We champion the global IT profession and the interests of individuals, engaged in that profession, for the benefit of all".

- What does BCS do?
  - Fosters links between experts from industry, academia and business to promote new thinking, education and knowledge sharing.
  - Promote professional practice tuned to the demands of business. It provides practical support and information services to its members and volunteer communities around the world.
  - Collaborates with government, industry and relevant bodies to establish good working practices, codes of conduct, skills frameworks and common standards.
  - Offers a range of consultancy services to employers to help them adopt best practice.

UNIVERSITY OF LEICESTER

BCS Accreditation

- Accreditation of University Programmes
  - BCS has many responsibilities under its Royal Charter. One is to develop and maintain standards in educational qualifications
  - BCS undertakes a programme of visits to Universities and other Higher Education Institutions to review computing courses.
    - *University of Leicester, December 6th 2018.*
    - *We need student volunteers who are interested in talking to the BCS about their course! Email Roy Crole if interested.*
  - Courses are accredited for Chartered IT Professional (CITP), BCS's own Chartered qualification.
  - Additionally, as a Nominated Body of the Engineering Council BCS is licensed to accredit courses at Chartered Engineer (CEng) or Incorporated Engineer level.

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Leicester BCS Accreditation

- All our programmes are accredited by the BCS, to the highest extent possible (given the level of the programme).

- Recall the terms "Chartered IT Practitioner (CITP)" and "Chartered Engineer (CEng)"

- Computing with Management: Joint honours degree, 160 credits
  - Accredited as *partially meeting the requirements for CITP (because only 160 computing credits; 240 needed for CITP)*

- Computer Science/Computing: Full Honours degree, 240 credits
  - Accredited as *meeting the requirements for CITP.*
  - Additionally, accredited as *partially meeting the requirements for CEng*

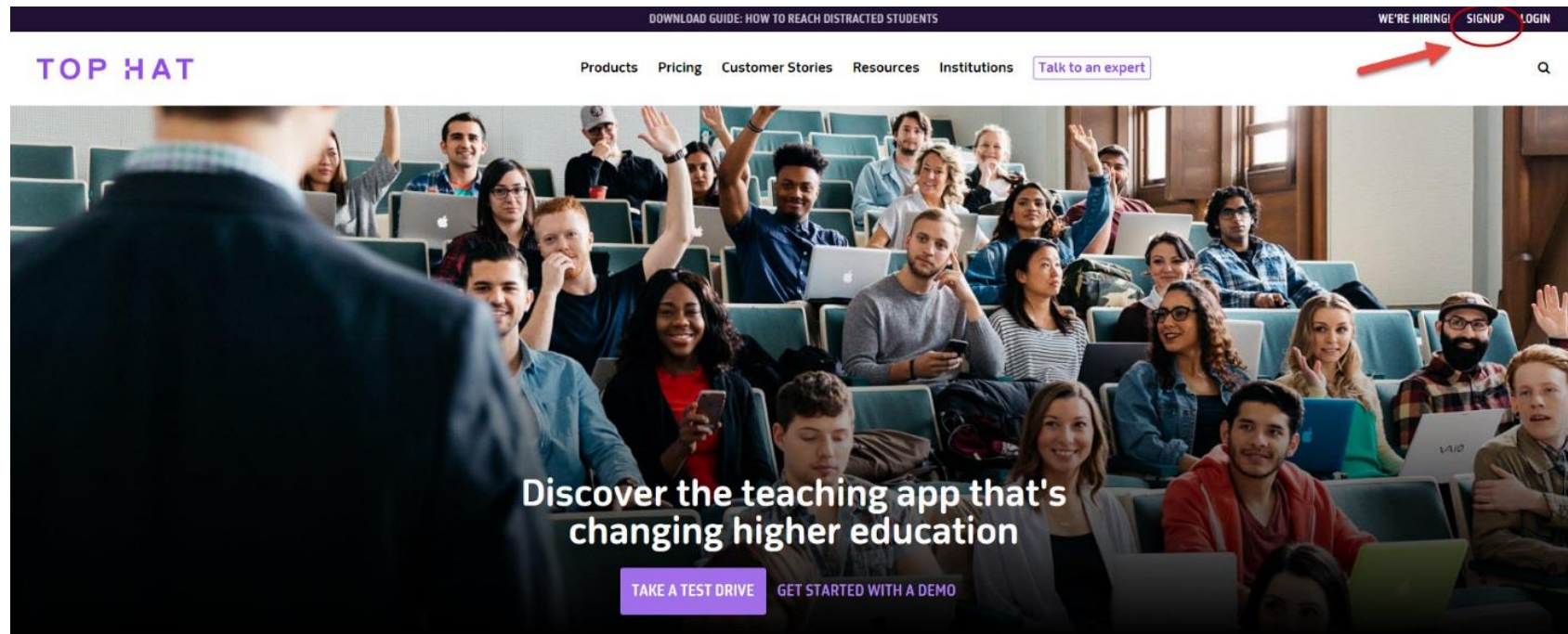- *But what does this mean for you???*

TOP HAT

- Top Hat is an interactive learning tool

- It's used for a range of activities, including sharing thoughts and ideas with the group

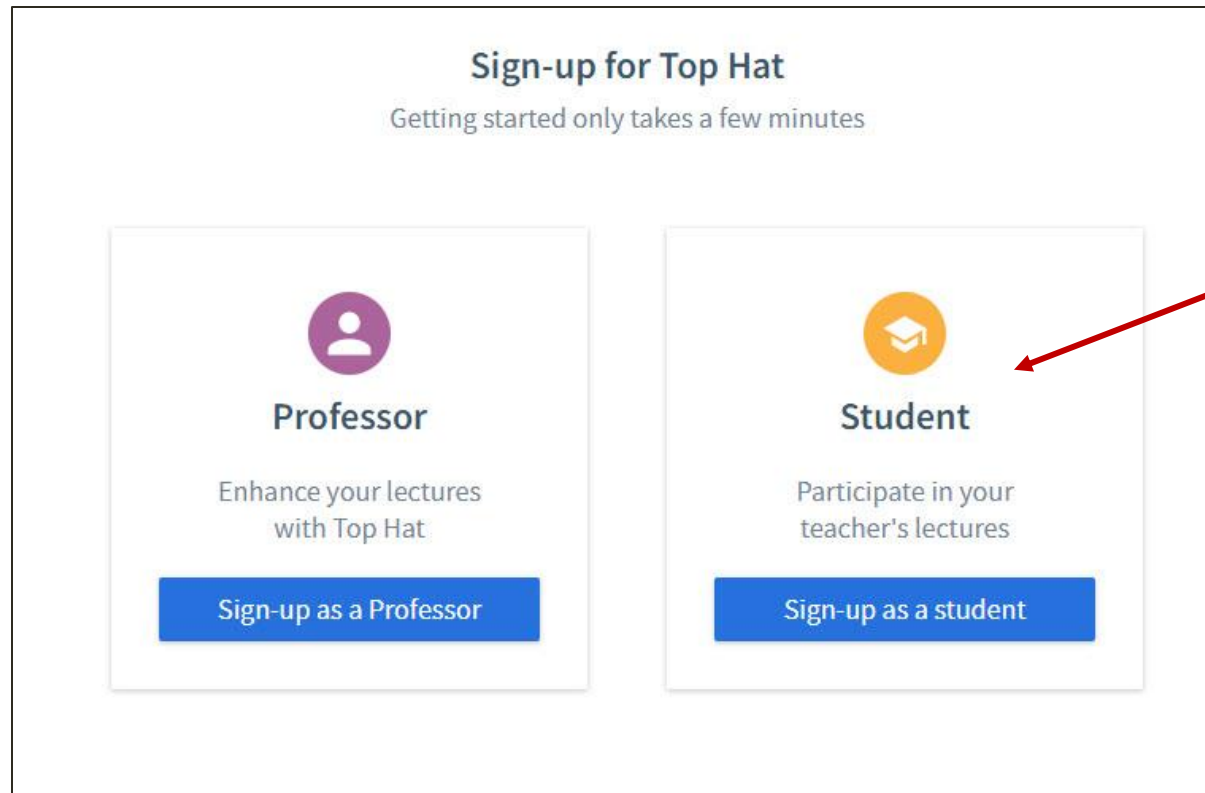- Your contributions are anonymous to the group, but not the staff

TOP HAT

HOW TO ACCESS TOP HAT
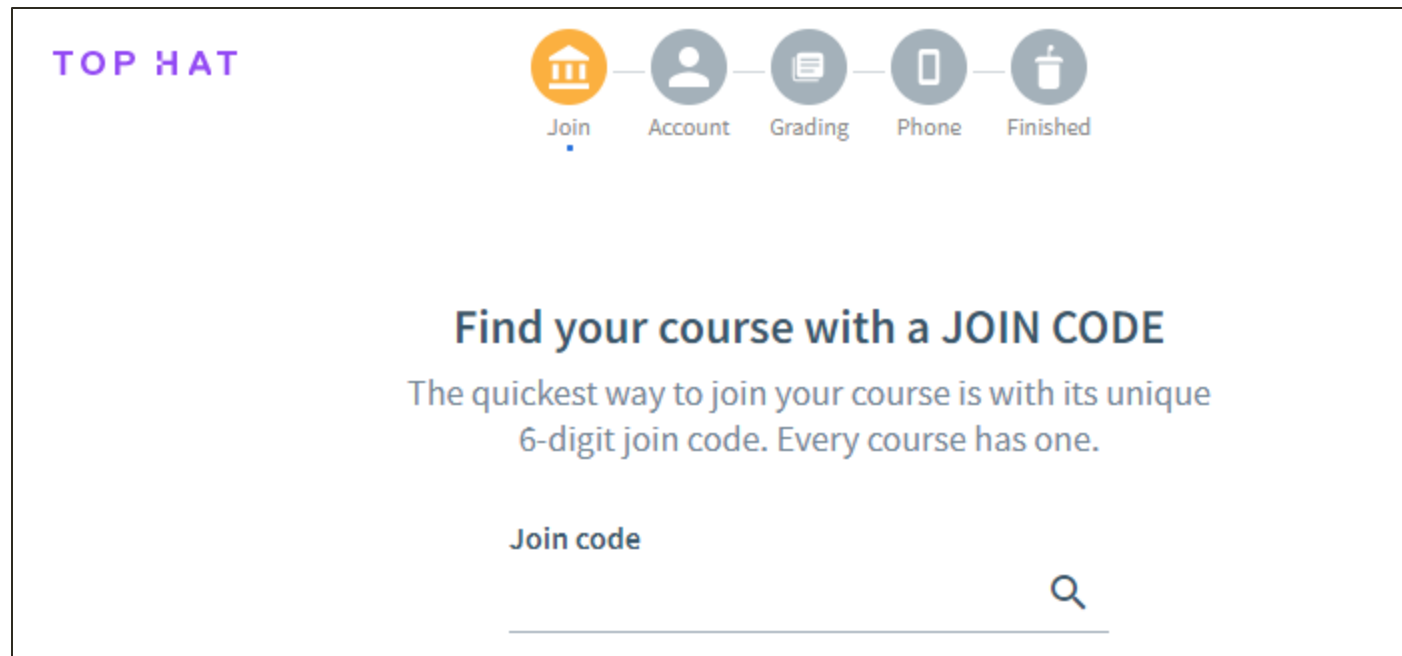
Go to this page: tophat.com

HOW TO ACCESS TOP HAT

Remember to sign-up as a **Student**

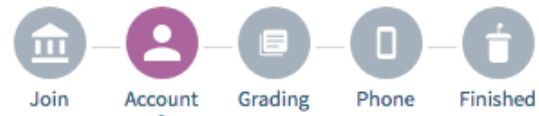# HOW TO ACCESS TOP HAT

Enter the JOIN CODE on the next slide

TOP HAT

Join   Account   Grading   Phone   Finished

Find your course with a JOIN CODE

The quickest way to join your course is with its unique
6-digit join code. Every course has one.

Join code

TOP HAT

HOW TO ACCESS TOP HAT

Provide sign up details

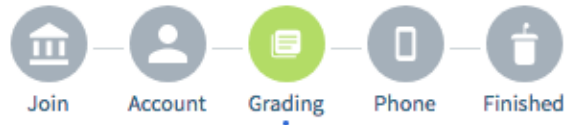Use your full University of Leicester email: **username@student.le.ac.uk**

Use your university password

HOW TO ACCESS TOP HAT

Student ID and phone number are optional

Enter your student ID

Entering your **official school student ID** makes sure any answers and grades in Top Hat are properly given to you in your school's system.

Student ID

Use your school's official student ID

Next

Skip

You can add a student ID later under Your Settings
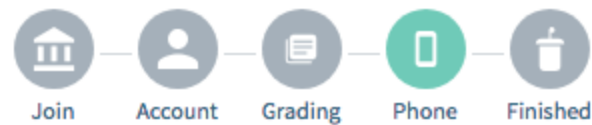
Add a mobile phone

Add a mobile phone to submit answers with (SMS) text messages

Mobile Phone Number   (Optional)

+44 ▼

You will be sent a 4-digit verification code to confirm your number. Your number will always be kept private.

Send verification code

TOP HAT

WELLBEING: HOW ARE YOU FEELING?

Please remember:

- ✓ Contribute only as much as you are comfortable

- ✓ Be constructive and supportive

- ✓ Only make appropriate comments

- ✓ Most importantly - help yourself to coffee & cake during the group work!!

HOW DO YOU FEEL ABOUT YOUR FIRST SEMESTER?
(do any of the options below describe how you feel)

glad I came to Leicester

empowered

excited about the future

in control

unhappy

overwhelmed

happy

stressed

surprised about what I have achieved

able to cope

achieving something important

proud of myself

anxious

disappointed

worried about the future

apprehensive

WHAT DO YOU FEEL MOST ANXIOUS ABOUT?

As a group make a list of the things that you feel most stressed or anxious about when you think about your first few weeks of your second year. Add your answers to Top Hat.

TOP HAT

WHAT DO YOU FEEL MOST EXCITED ABOUT?

… now make a list of the things that you feel most excited about when you think about your first few weeks of the university.

Consider…what objectives do you have for the rest of the semester/second year?

TOP HAT

UNDERSTANDING STRESS

stress (n.)

c. 1300, **"hardship, adversity, force, pressure,"** in part **a shortening of** Middle English **distress** (n.); in part from Old French *estrece* **"narrowness, oppression,"** from Vulgar Latin *strictia, from Latin *strictus* **"tight, compressed, drawn together,"** past participle of *stringere* **"draw tight"** (see strain (v.)). Meaning "physical strain on a material object" is from mid-15c. As an abstract force in mechanics from 1855. The purely psychological sense is attested from 1955.

Stress is a normal feeling, particularly at this important time in your lives.

For some it might be motivating but if not managed it can stand in the way of you being productive and successful, blocking the creativity and enthusiasm you need in order to work effectively.

SIGNS, TRIGGERS AND MANAGEMENT OF STRESS

Stress is a natural response which is alerting you to feeling under pressure. Stress that is short lived does not effect your health in the same way that long term, chronic and frequent periods of stress does.

Signs – stress is experienced differently by everyone so it is important to learn about your own signs of stress. There are general signs that you can look out for listed in the websites below.

Triggers – triggers are unique to individuals, therefore being aware of what triggers a stress response in you will help you to better manage it.

Management – there are extensive general guidelines of how to manage stress, you can check a few out from the websites provided. In order for stress management to be effective, you need to personalise it for yourself. Reflection is a good starting point to think about how you experience stress, what signs you need to look out for and what the triggers are so that you can better manage it. Feeling lack of control can contribute to stress so be mindful of this. Building good organisation and planning can help manage situations or events that are out of your control.

https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress/?o=6278#.W40pCS2ZOfU

https://www.nhs.uk/conditions/stress-anxiety-depression/understanding-stress/

ACTIVITY

- Identify your stress triggers

- Identify what helps you to de-stress

- What stress management techniques would you recommend to someone else?

- Create a plan of action for stress management

ACHIEVING BALANCE: PLANNING, ORGANISATION, & REASONABLE EXPECTATIONS

In your groups, brainstorm what *productive working* is for you.

Consider things like:
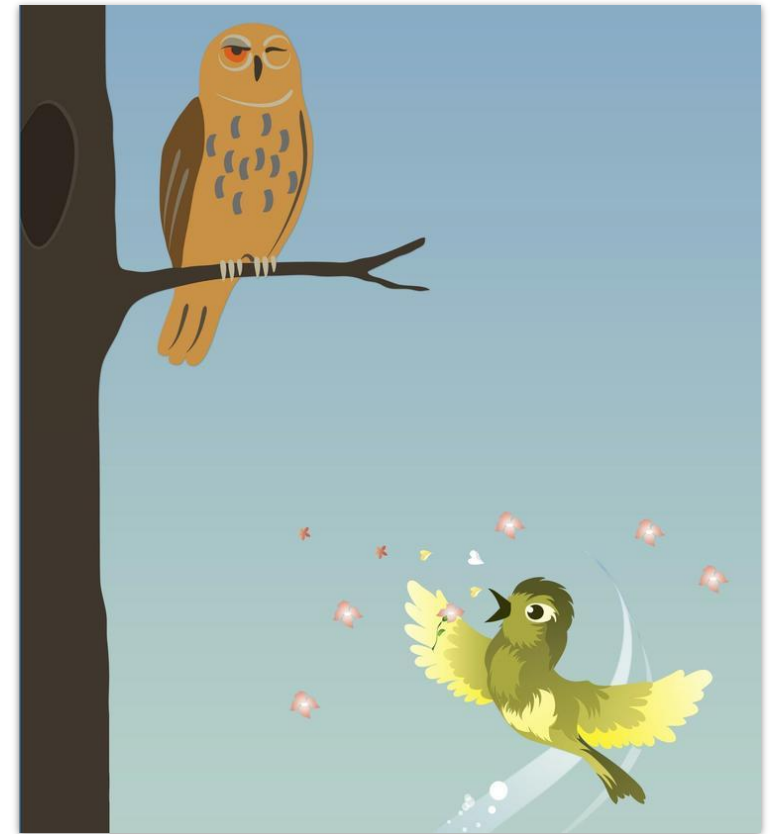
Are you a night owl? Or a morning lark?

When do you do your best work?

How can you plan your time accordingly?

What is a reasonable amount of concentration time for you?

When you are stressed, what are your signs and symptoms?

What are your coping strategies?

PLANNING WORKLOAD AND TIME MANAGEMENT

Planning your work and time plays a key role in your learning journey. It allows you to take some control which benefits your wellbeing as well as helping you to manage workload, meet deadlines and improve the quality of your work. Whether you are working on an assignment or revising for exams, planning will help you feel organised.

- **Idealistic planning vs realistic planning:**
  - How long do tasks take you?
- **Note-taking**
  - Clear and organised notes
  - How and where recorded
- **Prioritising**
  - Form of continuous decision making

ACTIVITY

- Reflect on your planning process and on the time you take on tasks

- Do you plan in a realistic way?

- What barriers do you experience when you are unable to stick to your plan?

FURTHER INFORMATION & SUPPORT

There are lots of people here to help:

➢ Academic Directors/Senior Tutors/Personal Tutor

➢ Each other: https://www.leicesterunion.com/support/leicstalk

➢ Programme Guides & Handbooks

➢ Student Support Services (including Welfare, Counselling and Wellbeing and the AccessAbility Centre)

➢ Career Development Service

Beware the grapevine – **go to the source!**

EXAM PREPARATION, STRATEGY AND TECHNIQUES

PREPARING FOR EXAMS

- Students often tell us that they are mainly worried about exams

    o Which is understandable; everyone worries about exams

- There is a huge amount to say about exams and how to prepare for them.

- In this session, I will just try to give a few brief pointers to the main things you should be thinking about.

2ND YEAR EXAM PREPARATION

- Which modules have exams? Draw up a list of modules, and note which have exams e.g.,

  o CO2001 user interfaces and HCI – no exams

  o ...

  o CO2017 operating systems – exams!

- **The exam paper for COXXXX will be very similar to those in previous years, and the questions will likely be very similar to questions from coursework or labs.**

2ND YEAR EXAM PREPARATION

- You should familiarize yourself with the past exam papers. Past exam papers (and solutions) can be found on the module webpage (or from conveners).

- What material may be covered in the exams? What material is likely to be covered in the exams? What format are the exam questions?

  - Draw up a table, with a list of topics, and links to the exam paper and question that are relevant

  - e.g. for CO2017 **threads**: appears in **2017Q3**, ..." etc

  - This should provide you with a lot of information about which topics come up etc.

2ND YEAR EXAM PREPARATION

- The best way to get good at something is usually to **practice** that something.

- You need to practice taking CO2017 exams (in the same conditions that you will for the real exam, e.g., in a 3 hour uninterrupted slot, with no distractions etc)

- There are only a few past papers. So you need to avoid "using them up" too quickly. I suggest to reserve the most recent past paper for a week before the exam, and practice on the others.

- The more recent the paper, the closer it will be to the paper you actually sit.

- Before you practice on the past papers, it is best to revise the topics from notes and slides, and attempt (again!) any relevant **coursework** or **lab questions** related to the topic.

DIFFERENT TYPES OF EXAM QUESTION

Roughly there are two types of exam question:

- Those that require you to have memorized something.
- Those that require you to work something out. These usually also require you to have learnt/understood/memorized something.

So, memorizing things is important.

- There are lots of ways to improve your ability to memorize things. Google can probably give you millions of pages of advice, half of which will be nonsense.
- The key is repetition, with time between each iteration.

A system I have used occasionally is supermemo

- https://www.supermemo.com/en
- The graph on that page tells you most of what you need to know about memory
- I use the Anki https://apps.ankiweb.net/ free implementation

MEMORIZATION AND SLEEP

- Memory is strongly linked to sleep: Sleep is when you lay down new memories, and digest the new things you have learnt.

- There is also short-term memory, which doesn't rely on sleep, but that is relatively limited.

- So for exams, trying to learn everything the night before is likely to be difficult (because you only have one "sleep" to lay down new memories).

    - It is, however, possible for some people. These people tend to be very good at exams.

- I recommend that instead you start revising a long time before the exams.

HOW TO TAKE NOTES

- An important part of lectures is taking notes. These notes are linked to the lectures that you are attending at that moment.

- For exams, you should make another set of notes. These are short summaries of particular topics. Ideally each topic should fit on one page so you can quickly get an overview of it.

- Then, perhaps use Anki to make more detailed study cards

  o Which you can review again and again using the Anki system

THE NIGHT BEFORE THE EXAM...

- Eat well (cook the food yourself)

- Know where and when your exam is; plan to arrive early

- Get good sleep

THE EXAM ITSELF…

- **Read the exam instructions.**

- Scan through the paper, quickly reading each question. Note which seem easy and which seem hard.

- **Read each question carefully** before answering it.

- If you leave part of the question for later, mark it in some way (eg put a mark in the margin) so that you know where to come back to.

- Leave a blank page or two between questions, in case you need to add something more.

- Remember to check your answers when you have finished.

EVALUATION

[Hold for Net Promoter Score question]

NEXT STEPS

- The information will be available on Blackboard