Quality Guide

For Studying and learning
in
Umm Al-Qura University

1. INTRODUCTION TO STUDIES AT THE UNIVERSITY

This publication is a concise guide to carrying out studies efficiently at Umm Al-Qura University (UQU) - Collage of Applied Science. The purpose of the guide is to instruct students in

■ Learning about their role in the (UQU) - Collage of Applied Science scientific community

■ Good and productive studying and learning

■ Time management

■ recognizing and developing their strengths and development targets regarding study skills and abilities

■ Planning their future career and studies that lead to it

■ developing their individual expertise.

The result of the university's activity is expertise, which is developed continuously in courses, lectures, assignments, projects, group work, and preparation for examinations, research projects and final theses. An essential aspect in universities is what students learn and what they know after they have completed their studies.

(UQU) - Collage of Science Zulfi quality manual states that high-quality education is not created merely by teaching or organizing the education well. These are important factors, but high quality education also requires a productive, high quality approach to learning. Consequently, high quality education is not only the responsibility of the university as an organization, but also that of the staff and students.

This guide provides tools and insights into high-quality study techniques and their development.

1.1 AS A STUDENT IN THE SCIENTIFIC COMMUNITY

UQU is a university, an expert organization and part of the international scientific community. From the student's viewpoint, UQU's actors compose the inner circle of the scientific community, but nevertheless, the scientific community is always international and open. Universities conduct research, and research leads to learning. Once we learn, we teach others.

Therefore, the expertise of the university teaching and research staff develops continuously as a result of their work.

Students play a key role in the scientific community.
They are interested in the field they are studying and want to learn about it and eventually even develop it.

However, all members of the scientific community start – and have always started – from the basics. First, one learns the fundamentals and the most important research methods of one's field, based on which new research-based knowledge and information on the applications of the field are assimilated.

A university education provides many other types of skills and knowledge, such as language, team work, project work and time management skills, which can later be utilized and applied in the world of work.

Membership in the scientific community means an opportunity to develop oneself and one's expertise, to accumulate one's knowledge capital, to specialize, and to network with interesting and important actors within the university and at the national and international levels. In addition, the membership provides opportunities and the freedom to follow one's calling, but it also entails obligations and responsibilities.

The most important task of students in the scientific community, involving the most responsibility, is assuming responsibility for quality learning. Expertise accumulates gradually. Reaching the intended learning outcomes of courses creates a strong foundation for personal development and increases the feeling of belonging to the scientific community. Students can strengthen their expertise through independent study, dialogue with their fellow students, and work. Sharing one's knowledge, testing one's own conceptions and even debate are an important part of the activity of the scientific community. It all strengthens and refines the expertise of the community members.

UQU's Bachelor's degrees compose a logical study path from a scientific community novice to an expert in one's field. After the completion of the degree, students can continue their development in a career in research or other professional duties.

Regardless of the student's future profession, everyone remains a member of one's scientific community, making a contribution to develop one's own field.

At the start of their Bachelor's studies, students are beginners with a mission to learn about their own field of science its basic concepts, basic theories and research methods.

The Bachelor's thesis is the first scientific study in which the students acquire deeper knowledge of a given topic area and demonstrate their knowledge in an independent, small-scale research assignment.

1.2 THE STUDENT'S ROLE IN THE DEVELOPMENT OF EDUCATION

As members of the scientific community, students have the right and responsibility to develop the university. It is important that students give teachers feedback and propose ideas to develop the education.

Feedback helps teachers and other staff members to develop individual courses, examinations or teaching techniques better to meet students' needs. First and foremost, elements those especially disturbs or hinder studying, or on the other hand significantly support it, should be made known to the teacher or other relevant staff as soon as possible.

The feedback practices of the university have become established; more and more teachers and professors have become motivated and incited to develop their own activities based on student feedback. Even though feedback may not profit the student in terms of an individual course, it may lead to the development of teaching methods and the maintaining and spreading of good practices within the university. By giving feedback, the student does a favor for other students, which is also one of the key principles of the scientific community.

Feedback can be given and collected in many ways: directly orally or by e-mail, in writing or with an electronic form. The electronic feedback collected at the end of a course is the official and most frequently used practice at our university, and thus the most important channel to collect and give feedback on courses. This feedback is meant to be used by the teacher, but also by heads of degree programs and the vice-rector to support the development of education.

Feedback can also be given on other study-related matters, such as library services, instructions and regulations regarding studies, or the atmosphere at the university. The feedback does not always need to focus on negative aspects – positive comments are just as valuable. In addition, it is important to pay attention to the

formulation of the feedback: constructive comments are more likely to be taken into consideration than inappropriately formulated ones. If giving feedback directly to the teacher or other staff seems difficult, students may also contact their student association, the Student Union or student representatives in the university's administrative bodies to discuss matters related to courses and studies. The contact persons for the student associations and Student Union and the student representatives will take the matter up in different administrative forums, e.g. the faculty council, advisory steering committees of degree programs, the vice-rector for education.

Student feedback will be utilized in the planning and development of new courses. The most common examples of development targets in teaching include teaching and lecturing methods, course contents and learning outcomes. In addition, feedback can help in possible structural changes and in the preparation of degree requirements. It may also be a supporting factor in performance and development discussions with the teaching staff, a part of the pay system or even a factor in recruitment.

Students are important members of the university community, and are thus entitled to point out any shortcomings and also outstanding performance in order to ensure high-quality education now and in the future.

2. I AS A STUDENT

The ability to learn, study and develop one's skills in a goal-oriented manner is a person's key resource, which is becoming more and more important in the modern society. Learning something new also strongly motivates a person.
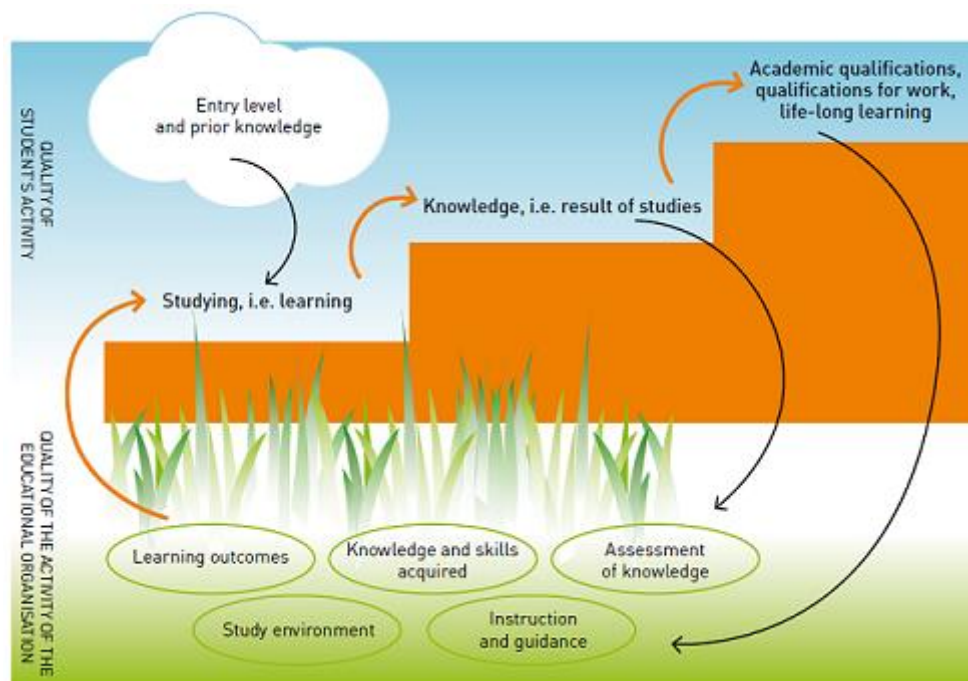
The students of today are the employees of tomorrow.

They study to obtain knowledge and skills that will help them succeed in the world of work. Professional duties in the future require the ability to solve complex, often poorly defined problems that require extensive expertise. Defining and solving these problems calls for in-depth knowledge of the fields in question. To this end, university studies provide a strong foundation. Learning and study techniques play an important part.

STUDYING IS A STUDENT'S WORK

The objective of studying is to obtain expertise which can be used in studies, work or other activities in the society. In education, the student is in a key role. The duty of teachers and other staff is to provide as good a context as possible for studies and learning.

The following figure illustrates the interaction and responsibilities involved in teaching, studying, learning and expertise.

When people learn something, they add to their own personal knowledge structure. They assimilate new knowledge by relating it to their existing knowledge and experiences. Thus, every learner builds a unique knowledge structure which develops further as they accumulate knowledge and experiences.

Learning together and mirroring each other's views is a way to achieve expertise that combines the views, experiences and knowledge of many different actors.

In this way, learning is richer than when working alone. However, each learner has a unique way of learning.

It is useful for students to find out about different learning strategies and styles. A learning strategy can be chosen depending on the situation. In contrast, a learning style is a more permanent characteristic.

2.1 Learning strategy

Deep learning and surface learning are two different learning strategies, and they result in different types of expertise. Deep learning is based on understanding the issues one studies. It results in long-term retention of the issues and conceptions and beliefs based on them. These conceptions further develop as knowledge and experience accumulate e.g. in the world of work. Surface learning, on the other hand, involves memorizing issues, learning lists and repeating what one hears or reads. In other words, surface learning means cramming. At its best, however, surface learning supports deep learning e.g. by providing explanations to concepts. Nevertheless, superficially learned issues are easily forgotten if they are not related to previous knowledge.

Deep learning is more beneficial in studying for examinations: the topic areas are not forgotten as quickly. After all, the aim is to apply the learned issues to practice, not to study merely for the examination.

2.2 Learning style

A learning style is an individual's unique way of receiving, processing and recalling information.

Learning styles are often categorized based on the learner's dominating sense. Which sensory channel is favored depends on the person. Others learn more efficiently when they hear new information, whereas others must see it to learn it. For some, learning by doing is the best way to learn. Learning styles are divided

into auditory (learning by hearing), visual (learning by seeing) and tactile/ kinesthetic (learning by doing and experiencing). Having more than one strong sensory channel promotes successful learning.

Think about what kind of teaching is easiest for you to follow. Do you remember something based on the tone of voice or type of expression the teacher uses?
Even if you take notes, you focus more on listening to the teacher.
Or do you remember the page on which an issue is discussed in a book? In other words, you learn best through figures and graphs, and you like to draw them yourself. You may also feel that "trial and error" is how you learn, that is, by doing things yourself. None of us fall purely into one category. However, each of us has a learning style that is stronger than the others. Develop it, and you will achieve better learning results!

Auditory learning style

Auditory learning is based on hearing. Auditory learners need to hear a lecture on the topic taught.
They memorize what they hear. Auditory learners talk at a slow pace because they process the matter in their mind. Matters should be explained to them slowly, as they repeat to themselves what the teacher says.
Auditory people usually turn their head so as to hear as well as possible. They do not gesture a great deal, but give extensive and organized explanations. Auditory learners gladly discuss matters with other people and also explain them. In addition, they may learn better to rhythm and music.

Auditory learning (learning by hearing)

Learning in lectures:
■ Listen carefully to instructions and information given
■ Sit at the front of the classroom so that you can hear well
■ Repeat the key points quietly to you learning by reading:
■ Study with a friend read out loud to each other and discuss the important points
■ Work in a quiet space to minimize disturbances caused by e.g. music or the television
■ Make up rhymes to remember important points

■ Describe graphs and figures in your own words

■ Make sure that you understand illustrations by explaining them in your own words

■ Make a recording of the important points and use it recapitulate the issue

■ Learn to memorize important terminology by thinking about how the words and their parts sound out loud

■ Read the instructions and questions in an examination quietly to you

Visual learning style

Visual people learn by seeing. With mental images, they build a big picture of the issue studied, in which different points are connected to each other.

Visual learners may even be irritated if a part of the picture is missing and the puzzle is not complete.

The missing part may greatly disturb their learning process. Visual people speak at a rapid pace and use descriptive expressions. Different verbs related to seeing appear often in their speech. They also gesture a great deal when they speak and draw images into the air.

Eye contact with other students or the one who is talking is important to a visualize. Visual learners are good at concentrating, but not very patient. They want matters to be in order and to progress rapidly. If they stop to examine their mental image of an issue discussed, they at the same time miss something else the teacher is saying.

Strengthening visual learning (learning by seeing)

Learning in lectures:

■ Look for keywords on slides, PowerPoint presentations or the blackboard to make structured notes

■ Sit in the front of the classroom and choose a seat that allows you to see the lecturer, visual aids and presentation materials well

■ Listen and write down what you hear: add details to your notes and make sure you understood what you wrote

■ Use visual aids in your notes, such as colors and symbols to highlight new points and key words

■ Ask the teacher for additional visual material (e.g. web sites, lecture summaries)

■ always read the required material before the lecture

Learning by reading:

■ Minimize visual disturbances in you study space (e.g. cover the monitor, do not sit by the window)

■ Make a chart or graph of the main points and their relationships

■ Leave a wide margin for writing down important words

■ Draw graphs, diagrams etc. again to help you memorize them

■ Write down problems and questions

■ Use cue cards for learning

■ Learn to memorize new terminology by focusing your attention on the familiar parts

■ Use colors in your notes and texts coherently: a given color for a given topic area

Tactile and kinesthetic learning styles

Tactile learners learn by touching and feeling different materials. They learn most efficiently by doing something with their hands. Writing, drawing and building models help them to learn.

Kinesthetic learners can recall what has been taught by, for instance, remembering that the classroom was cold when the matter was taught. On the other hand, unpleasant feelings and experiences may even disturb their learning. Kinesthetic people often use expressions that refer to the sense of touch: "I feel good" or "we handled the matter". They are physically oriented and may play with a pen or walk back and forth as they talk. When kinesthetic people read, they may follow the text with their finger or a ruler simply to have something to do while they read. Kinesthetic learners pay attention to the teacher's movements, gestures and facial expressions, and learn better if they seem pleasant. Field trips, pantomime and dramatizations suit kinesthetic learners.

Strengthening kinesthetic learning (learning by doing)

Learning in lectures:

■ Ask questions and take part in the conversation whenever possible

■ Think about the importance of the topic in relation to the course, your own life and life in general

■ Hold a small stress toy (e.g. a small ball) in one hand and take notes with the other

■ Consider taking notes on a laptop (not necessarily applicable to courses with many graphs, figures, mathematical equations and symbols)

■ Take breaks to stretch

Learning by reading:

■ Do something physical before you sit down to read or study

■ Highlight or underline and take notes

■ Use your finger or a piece of paper to follow the row you are reading

■ Divide the texts you read into smaller sections

■ after each section, think about what you have read and write a short summary

■ Think about how what you have read relates to you or someone you know – make it personal

■ Think about how you can apply what you have learned outside the classroom or school

■ Take regular breaks to move around a bit

■ Make motions with a body part (e.g. tap your foot or wiggle your fingers) or walk if it helps you to concentrate

2.3. Study motivation

We often think that a person is either motivated or he is not. In reality, the level of motivation fluctuates. People who seem continuously motivated have found ways to motivate themselves in varying situations and tasks. Motivation is based not only on the value assigned to the task, but also on the expectations regarding success (Figure 3). The motivation for different tasks is influenced, on the one hand, by how valuable we consider the end-goal, and on the other, by how well we expect to succeed in the task. The key to motivation is understanding that we can change our own expectations and the value we give the end-goal

Figure 3: The structure of motivated action

Motivated students are persistent and committed to the issue they are learning, which promotes learning.

Motivated students attain their end-goals. Students who motivate themselves have adopted a series of behavioral models that anyone can learn in order to succeed:

■ They make choices that help them reach their goals

■ they are ready to continue making an effort until the task is completed

■ they think about and process the content of the course more profoundly and in a wider range in order to learn better

How can I motivate myself?

Motivation is a conscious process. It may not come naturally if you are faced with a task that does not interest you. However, you can motivate yourself for any task at the university by using the following strategies related to (A) the value of the task and (B) expectations.

A. Value of the task as motivation

Motivation always depends on how the task is valued.

The more you value the completion of a task, the more motivated you are to complete it. Difficulties occur when you are faced with a task that you do not consider valuable. Motivating yourself for these tasks requires more work, but it is possible to find motivation strategies for nearly any task.

People see the value of tasks from different perspectives:

Beliefs about usefulness

The more useful a course is considered to be, the more we value the tasks related to it. If the advantage of a course is ambiguous, it may be difficult to find the motivation for it. The fact that the course is a prerequisite for later studies may be considered an advantage.

External reasons

Obtaining a good grade is the clearest external reason that gives value to a task. Also reasons unrelated to the completion of the task may help in finding motivation. These reasons may include the approval of fellow students or the teacher, or awards and recognition.

The pursuit of high grades often motivates students, but this involves a risk of increased anxiety, which reduces learning results. Aiming for high grades should preferably be used as a general motivational tool for good performance, but its use as the only source of motivation should be avoided.

Personal interest

Recognizing your own personal interests helps you to choose courses for which you can easily find motivation.

Studying and carrying out work for interesting courses does not feel stressful, but instead, the motivation is generated almost automatically.

Interest connected to circumstances

Sometimes a textbook, the way a course is organized, or a given professor may awaken a personal interest.

This type of motivation related to circumstances does not last after the source of inspiration is behind us. These experiences can, however, be used in the choice of future courses. The teaching of an inspiring professor is most likely interesting also in other courses.

B. Using your own expectations for motivation

When faced with difficult tasks, underestimating one's own skills may lead to a lack of motivation. The key to maintaining one's motivation in the face of challenges is

learning how to create positive expectations of one's own skills. There are several strategies to achieve this:

Be realistic and accurate when you assess your skills

It is unrealistic to think that you are good at everything and can handle anything with a positive attitude. All of us have our strengths and weaknesses. Recognizing your weaknesses makes it possible to deal with them. Taking your weaknesses into account may, for instance, trigger efforts to overcome them. You can also organize your activity so as not to become a victim of your weaknesses. This type of adaptation to the situation may make the task at hand easier to approach, and thus help to maintain your motivation.

If you fail at something, make a plan to change the practices and circumstances over which you have control. Do not attribute the results to factors that you cannot change.

A lack of knowledge or effort and poor learning strategies can all be changed; intelligence cannot.

It is not worthwhile to think that you are not smart enough. Instead, you should analyze what you could do differently. Be honest in the assessment of the problem. Have you made a sufficient effort from the very beginning and tried to keep up with your studies?

If you feel that you made your best effort but did not achieve the results you wanted, maybe your study strategies need to be changed. Each of us have our own limit in terms of workload.

Take responsibility for your academic activities

Avoid blaming the teacher. Do not make excuses for your lack of studying by saying you do not have time, you do not feel well or you are not in the right frame of mind. You have made the choice to study in a university, and now you must learn to overcome these challenges.

You can make more time through effective time management. If you feel that you do not have any energy, examine how you could change your dietary, sleep or exercise habits. Avoid the "I do not like my courses" trap. Your degree requirements may

include courses that are compulsory or at least necessary, but that do not inspire you. You simply need to adjust to the situation in order to complete them.

Strategies to increase motivation

Sometimes it is difficult to find the motivation to complete a task due to its difficulty or our lack of interest in it. We must work to increase our motivation.

Otherwise, the successful completion of the task may be difficult. The result may be that you obtain a low grade or fail to learn something important. There are several strategies to increase motivation. They may prove useful to you.

Associate

Make mental connections between the study material and your own life and interests. When you study computer science & information, think about how you can apply the solutions you have learned to other problems.

Aim for a grade

A good grade indicates that you have learned the content of the course. It may also motivate you to work for your grade. At times, it may be difficult to find a personal or circumstantial interest in the issue studied. Aspiring for a high grade may inspire you to complete the required work.

Reward yourself for completing a special task

A reward may provide the motivation to complete a task. This strategy works best when you apply it to tasks of the right proportions. Balance the reward according to the extent of the task. The strategy does not work if every 30 minute study sequence is followed by an hour of game playing. Striking a balance may require some testing, but you will succeed in the end.

Try to avoid the use of external rewards for greater goals, such as good grades or graduation.

2.4 Time management

Own time management, which is why it is especially important to learn to do it appropriately. The range of activities offered to new university students is wide, and it is important to learn to focus on one issue at a time. Consequently, time management skills have become increasingly important during studies, and they can also be utilized later on in the world of work. Below is a list of different time management strategies that have been proven useful e.g. in eliminating the little things that take up your time.

Dividing your time into study and breaks

When the course schedule is confirmed at the start of the semester, make a plan of study sequences for a typical week.

Schedule time for independent study for when you are at your most efficient (e.g. depending on whether you are a morning or an evening person). Also make room for a sufficient number of breaks, especially when studying difficult material. Breaks allow you to take snacks, relax and recover from your work. You can shorten the periods as needed, but always remember to return to work!

Study locations

Choose a location where you can concentrate effectively and are free from distractions by friends and hobbies (e.g. the library reading room). The location does not need to be specifically meant for studying; for example the lively atmosphere in a coffee house or a seat on a bus may be the right place for you. The important point is that you find a place where you can concentrate and thus also learn. You may also need a back-up location, and changing places may free new resources and help you concentrate.

Weekly updates

Weekly assessments are an important time management tool. Choosing a specific assessment date helps in planning your schedule. Monitor which assignments have been finished and which have not, and take into consideration any upcoming deadlines, priorities and examinations.

Prioritize

Make it a habit to start from the most difficult task or subject. In this way, your energy level and concentration are at their best when you tackle difficult challenges. As for difficult courses, you should aim for a flexible schedule so as to be able to receive and react to feedback before the deadline. Arrange your work in order of priority so that important tasks are finished on time and receive sufficient attention.

Postpone unnecessary projects until the work is done

Efficient time management involves postponing projects and routine tasks that you can complete when the assignments at hand are finished. Different activities may take a toll on your concentration and consequently lead to poor results. It is important to consider the value of the tasks that need to be completed and think of recreational activities as a reward for a job well done. Instead of self-denial, you can face temptation by learning to say "I will do it later".

Finish the first stage – get something done

The details of the process become clearer when the project is underway. According to the Chinese proverb, **the longest journey begins with a single step**.

Therefore, you should begin the project in order to find out what it will take and what it entails. Another saying, "**perfect is the enemy of good**", warns against excessive preparation – sometimes standards that are too high may prevent you from getting started. In order to get started, it may help to draw up a rough plan and start work based on it. The project can be developed and fine-tuned later. Set small intermediate goals and enjoy the satisfaction of achieving them one at a time.

Explore your external resources

Friends, tutors, the faculty teachers and other staff, or experts at the library can be of help to you in difficult projects. Utilizing these resources may help you to see difficult tasks from a different perspective, and consequently relive stress related to them. For example, study circles, preparing assignments in a group or consulting the library staff in questions related to information retrieval are possible sources of help and support.

Review your notes and course material

Just before the lecture or group work it is easier to remember and find out about parts that you did not understand when they are still fresh in your mind. This also gives the teacher the impression that you are well prepared.

Review your lecture notes immediately after the lecture

Most information is forgotten within the first 24 hours.

3. Planning your studies and developing your work-related competencies

Planning one's studies is a key part of studying in a university. Many possibilities are open to you, but the time is limited. Already early on in the studies, it is worthwhile to stop and think about your own personal background, career goals and skills needed to advance in your career. Being aware of your own future outlook lays a foundation for the systematic planning of studies and for building your expertise.

3.1 Career planning – what will I be when I grow up?

One of the most important reasons to apply to a university is the aim to build a career as an expert in one's field. In order for the education to correspond to future career goals as well as possible, students should recognize the importance of career planning at the very beginning of the studies. A career plan prepared early on helps to make choices that define your career path during your studies. For example, it is easier to choose the right specialization field when you are aware of where you are going. A career plan thus provides a framework for the continuous development of your own expertise and professional competencies. At its best, career planning is an iterative process that takes place over the duration of the studies and that enhances the goal-orientedness of the studies.

What, then, constitutes the foundation of a career plan that supports studies as well as possible? The basis of a good career plan is strong self-knowledge and identifying one's long-term goals. It is based on the following questions: Who am I, where am I now and where do I want to go? Therefore, it means identifying your expertise, strengths and weaknesses, and your interests.

When you are assessing your own targets of interest, you should stop to determine on what your study motivation is based. Is it based on what other people do, in

which case examples set by friends or parents define the choices you make, or is your attitude more like driftwood – lacking a clear focus and direction, with the danger of stagnation? Or have the long-term goals for your studies been crystal clear from the very beginning? Self-reflection and knowing yourself help to set realistic goals, identify your development targets and see your future direction. Self-reflection also prevents ending up in the wrong type of job. At Lappeenranta University of Technology, help in career planning is provided e.g. by teacher tutors of major subjects/degree programmes, and the university's Career Services.

3.2 Work-related competencies and internationality – important academic skills are a result of education

In addition to actual specialist knowledge, the world of work also requires a number of other skills and competencies. Work-related competencies should be actively developed already during studies. The professional world today increasingly requires e.g.

- Communication skills (language skills, presentation)
- the ability to work in a multicultural working community
- Team work skills
- networking skills
- Information technology skills
- Tolerance of uncertainty
- Organization and time management skills

Languages and communication

UQUoffers excellent opportunities to develop your language and communication skills and studying the language may prove to be an advantage on the labor market. . Communication skills are also developed in connection with studies, e.g. through assignments.

Team work and networking skills

It is worthwhile to be active and network during your studies, but also to study in an organized manner and manage your use of time carefully. Different assignments and projects support the development of team work skills. Final theses allow students to

apply what they have learned to practice already during studies. A successfully completed final thesis is often considered a merit when applying for a job.

Internationality is a competitive edge

On the labor market in the past decade, internationalization has become one of the key elements of higher education all over the world. Internationalization is now largely considered an essential part of academic expertise.

Internationalization can involve language studies, student exchange or an internship abroad. Topics for final theses can also be sought internationally.

Employer's value experience acquired abroad. Student exchange or an international internship teaches many skills needed in the world of work:

- Social capital and networks grow by getting to know new people, cultures and countries
- Language skills are strengthened and new working methods become familiar
- Confidence grows, which helps to overcome future challenges

International internship

Working abroad is also an excellent way to enhance one's language skills, knowledge of cultures and intellectual capital – you cannot put a price on it.

Time spent abroad and in a different professional culture builds up your self-esteem, increases your knowledge of different cultures and teaches you to adapt to new and challenging situations. Employers highly value international professional experience. An international internship is an excellent addition to your CV! You have two alternatives in searching for a job or internship abroad: you can respond to an announcement or take initiative and search for a job yourself. The more efforts you make, the better your chances are of reaching the desired goal. In order to increase your chances, you should send out several applications. Additional information, advice and guidance regarding international internships are available on the international internship pages of Career Services and from the coordinator of international internships.

3.3. Planning and organization of university studies

University studies differ from, for example, upper secondary school. University students have a great deal of freedom, but they also bear the main responsibility for

their studies. University students are responsible for the progress and planning of their own studies, their time management and learning. Despite the independence and freedom, university students can receive assistance from many instances during their studies. Students use the curriculum as the basis for their individual study plan. The study guide depicts the degree structure, study modules (e.g. major and minor subjects), courses and their prerequisites, and course-specific learning outcomes. The learning outcomes described in the curriculum help students to understand the accumulation and development of expertise during studies.

The independent study plan should be prepared at the very beginning of studies, and it is, in fact, often included in the compulsory introductory courses of faculties. In the preparation of the study plan, you should take into consideration your own goals, situation in life and possible limitations in the use of time. The suitable annual workload varies depending on the individual. You should remember that you always prepare the individual study plan to suit your needs even though it is reviewed at certain stages of the study path. Updating your individual study plan and time management plan continuously supports goal–oriented studies and graduation within the target schedule. The individual study plan should be updated before the beginning of each academic year. The individual study plan also allows you to avoid the pile-up of work and related stress.

Assistance in study planning is provided throughout the studies by e.g. student advisers, study coordinators, other students, teacher tutors and instructors of courses. You should take an active approach and utilize the guidance services available.

4. Ground rules for studies

The student's own responsibility for learning and progressing in studies is emphasized in the University. Students are first and foremost there to learn for the future. The professional world has certain expectations of university graduates. They should be able to work as specialists in their own field and master certain academic skills. This should be kept in mind if you ever doubt the usefulness of a course or subject. University studies aim not only for a degree, but also for basic skills for the future. The rules of fair play apply both to studies and to work. In the long run, they yield the best results. The temptation to cheat is usually due to pressure caused by a lack of time. However, in life there are no short-cuts, and

cheaters are usually caught. Teachers are trained to recognize and find plagiarized texts.

Below are some guidelines on how to use information correctly. Read them carefully because you will need them for example in assignments and later on in the world of work.

Cheating

When you are busy, you may not have much time to study for an exam and you are tempted to cheat. Do remember that there are invigilators in each exam, and their job is to monitor that no one cheats. Peeking at the paper of the person sitting next to you, crib sheets, a cell phone in your pocket or talking in the exam are not allowed.

If the invigilator sees a student cheating, the student will be removed from the examination hall immediately.

Moreover, the invigilators check randomly that no additional information has been written or saved in formula handbooks, dictionaries or calculators.

"Let the others do the work"

In team-work, a "freeloader" lets the others do the work and claims the reward. The other students should not let this happen, but instead, make sure that everyone in the group makes an equal effort.

The best way to fight the urge to commit fraud or misconduct is to maintain an active and dynamic approach to learning and to work throughout your studies.

What are the consequences of fraud?

Fraud and misconduct have serious consequences.

Universities Act, "A student who has committed an offence against teaching or research at the university or has otherwise breached university order, may be cautioned or suspended for a maximum of one year as a disciplinary measure, depending on the seriousness of the offence."

In other words, you may even be expelled from the university. In such cases, students are removed from the student register; their IT user account is closed and they cannot receive student financial aid.

Fraud and misconduct may also have other consequences. A copied assignment can be failed and the student may be reprimanded by the dean. In our small university, a student's reputation is easily ruined because of misconduct. In addition, students who commit offences do not learn what they are supposed to know.

Examination instructions

Instructions given by the Student Affairs Office must be followed in examinations. Usually the most important instructions are announced at the beginning of the exam. You must always have a photograph ID with you in an exam.

Arrive at the examination hall on time.

Leave your bag and silent mobile phone by the wall in the examination hall.

You may have with you only the items mentioned in the exam paper. You can ask the teacher what is allowed before the exam.

5. Closing words

This guide aims to support you in your studies now and in the future and integrate you into the scientific community. You will face many situations and experiences, challenges and successes, choices and obligations. You will meet many new people with whom you will share interests, collaborate and depend on for help.

Much depends on you. It is important to recognize your goals and think about how to pursue them. The cycle below describes good study practices for which this guide aims: the continuous development of the activity of university students and staff, and reaching shared goals.
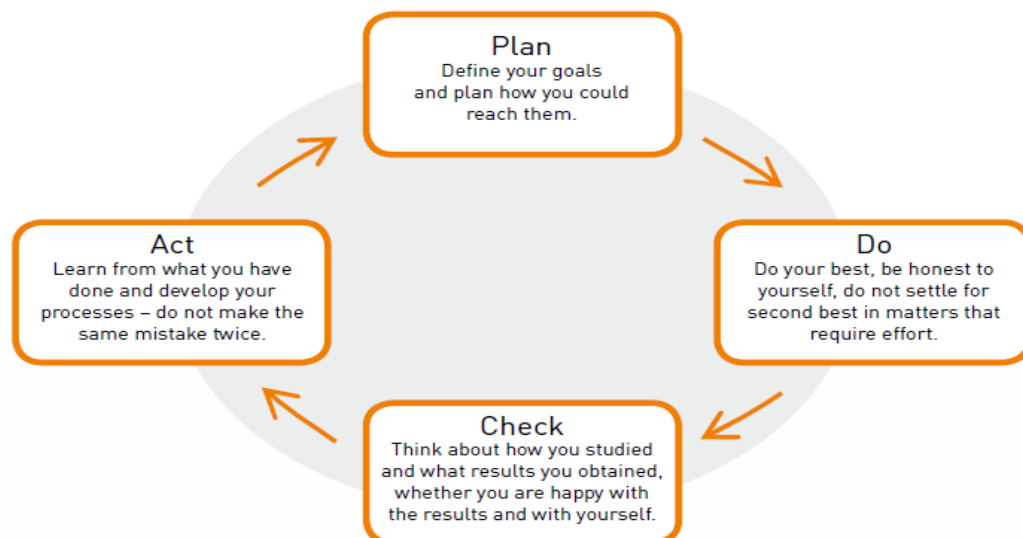
Plan
Define your goals and plan how you could reach them.

Do
Do your best, be honest to yourself, do not settle for second best in matters that require effort.

Check
Think about how you studied and what results you obtained, whether you are happy with the results and with yourself.

Act
Learn from what you have done and develop your processes – do not make the same mistake twice.

Figure 4: Deming cycle