

Ministry of Higher Education and Scientific Research

General Directorate of Education and Training
Directorate of Education in the First and Second Cycles
Sub-Directorate of Higher Schools

Educational Course Program for Students of Teacher Training Schools and Their Affiliates

Would-be Teacher Profile: Primary School English Teacher				Level: First Year	Semester: 1
Module	Code	Coefficient	Lectures	TD	Weekly Hourly Volume
Study Skills 1		2	0	1	1hour30mn
Targeted capabilities and/or competencies (learning objectives): This course provides students with the academic skills essential for successful higher education. Key competencies include effective time management, critical thinking, academic writing, and research techniques. Students will improve their note-taking, reading, and presentation skills while developing their digital literacy and teamwork skills. The course encourages students’ reflection and goal-setting to support their continued personal and academic development.					
Expected values and behaviors: responsibility, independence, perseverance, curiosity and growth mindset.					
Necessary prerequisites: First-year students should have basic understanding of English language structure and usage.					
Forms of evaluating the achievement of goals: Formative assessment 50% + Written exam: 50%					
Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment				Hourly volume
	Practical aspect (directed work, applied work)				

<p>↪ Introduction and Pre-Assessment</p> <ul style="list-style-type: none"> — Understanding University Context and Academic Expectations — Understanding Learning Strategies and their Importance in University Learning <p>↪ Essential Study Skills for EFL Learners</p> <ul style="list-style-type: none"> — Note-taking and Note-making Techniques (Introducing students to the importance of note-taking and note-making. They are introduced to the difference between both (note-taking vs. note-making). Going through basic strategies used when taking notes, and making notes.) 	<p>This module is primarily based on practice-based, stressing active student's involvement in understanding and applying the strategies covered. A variety of interactive and students-centered activities and techniques will be implemented to enhance students' reflective mind. These include: group work, peer-assessment, mini-projects, role play, online and face-to face assignments, etc.</p> <p>Activities:</p> <ul style="list-style-type: none"> — Give students a set of statements some true some false or exaggerated, ask them to sort into agree/disagree/not sure then discuss together and clarify the real expectations. — Give students a short quiz or reflection worksheet to identify their preferred learning approaches (visual, auditory...) then discuss together to match the habits to the preferred learning style. — Students are exposed to authentic materials (videos, texts, audios) and asked to use note-taking strategies (e.g. Cornell method worksheet). Their answers are reviewed through peer-assessment. — Help students see the difference between just copying and thinking while taking notes by showing two versions of notes from the same lecture: (one is a word-for-word copy, the other uses headlines, keywords, and summarized ideas). Ask students to contrast the two versions and which 	<p>13 weeks</p> <p>(1h30mn per week)</p>
--	---	--

one shows understanding, then discuss what makes notes active.

— They are expected to learn note-making through a text- reading material- as homework. They follow the given strategies in the handouts. Their homework receives peer-assessment with a checklist. (The activity permits to develop autonomous learning along with collaborative learning.)

— Another activity to build awareness of current habits and areas to improve by giving a checklist with statements like: study in quiet place, take breaks every 25-30 minutes....ask student for what applies then set one or two goals for improvement.

— Help students understand and plan their time by asking them to fill in a worksheet for one day about what they did and when. Then, give them a blank weekly planner and ask them to block out time for classes, study, meals,.... After reflection, we discuss what is good and what needs to change.

— Introduce a variety of learning strategies in an interactive way (flashcards), give a fictional student profile (with poor learning strategies) then ask student some questions about the strategies used by the fictional student to see what is missing

↪ **Developing Effective Learning Habits**

— Goal Setting, Prioritization, and Planning

— Self-Assessment and Reflective Learning

— Exam preparation strategies

<p>— Answering Exam Questions (Students learn how to answer exam questions effectively. Following Bloom’s Taxonomy in making exam questions, students should be aware of the cognitive process of making questions and develop strategies to answer them effectively).</p> <p>— Handouts are required, serving as basic guide for the practical part.</p>	<p>and ask about their suggestion to have a good result.</p> <p>— Exam techniques brainstorm: in groups or pairs, ask: what do you normally do before exams? what has worked well and what hasn’t? and the teacher builds a master list of “effective exam strategies.”</p> <p>— Give a fictional student revision plan, and ask students: what’s wrong with the proposed plan? How would you fix it? What should be added or removed?</p> <p>— Through a real-life situation, students are exposed to exam questions to break them down and understand what is requested.</p> <p>— The teacher role-plays a student and brainstorms answers to questions on the board in order to give a real-life model.</p> <p>— Students are given a model vs. weak answer to evaluate the answers and discuss in a group.</p> <p>— Another activity may include answering exam questions to be graded by peers through a scale given by the instructor.</p> <p>— students are encouraged to construct their own questions taking into consideration Bloom’s Taxonomy and they are evaluated by their peers under the instruction of the teacher.</p> <p style="text-align: center;">Exam of S1</p>	
---	--	--

List of References:

1. Anderson, T. H. (1978). Study skills and learning strategies. *Center for the Study of Reading Technical Report; no. 104*.
2. Benettayeb, O. A. (n.d). *Study Skills in Practice a Course for EFL University Students*. Konouz Editions.
3. Cottrell, S. (2001). Supportive learning environments. In *Teaching Study Skills and Supporting Learning* (pp. 40-65). Red Globe Press, London.
4. Cottrell, S. (2012). *The Exam Skills Handbook*. PALGRAVE MACMILLAN
5. McGuire, S., McGuire, S. Y., & Angelo, T. (2023). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Routledge.