Code No. : 13165 N/O (L)

VASAVI COLLEGE OF ENGINEERING (AUTONOMOUS), HYDERABAD
Accredited by NAAC with A++ Grade

B.E. III-Semester Main and Backlog Examinations, Jan./Feb.-2024
Learning to Learn (OE-I)

Time: **3 hours**　　　　　　　　　　　　　　　　　　　Max. Marks: **60**

*Note: Answer all questions from **Part-A** and any **FIVE** from **Part-B***

Part-A (10 × 2 = 20 Marks)

Q. No.	Stem of the question	M	L	CO	PO
1.	Here's a case study scenario based on Kolb's Learning Styles, along with accompanying questions: Case Study Scenario: Emily, a college student, is enrolled in a physics course. She is struggling to grasp the concepts of quantum mechanics and often finds herself lost during lectures. She is a diligent student who spends a significant amount of time reading the course materials and taking detailed notes. However, despite her efforts, she is unable to connect the theoretical concepts to practical applications. She is feeling frustrated and anxious about her performance in the class. Questions: Which learning style, according to Kolb's model, is Emily likely exhibiting based on the case study? a. Abstract conceptualization b. Active experimentation c. Concrete experience d. Reflective observation What could be an effective strategy for Emily to improve her understanding of quantum mechanics, considering her current learning style? a. Participating in group discussions and problem-solving sessions. b. Reading additional theoretical materials to deepen her understanding. c. Conducting experiments related to quantum mechanics in a lab setting. d. Taking breaks during study sessions to reflect on the complex concepts.	2	3	1	10 &1 2
2.	Which of the following strategies would be the least effective for preparing for a job interview? a. Researching the company's background and values. b. Practising common interview questions and responses. c. Networking with current employees of the company. d. Asking the interviewer about their personal life and interests.	2	2	1	10

	During a job interview, the interviewer offers a short break. Which of the following activities would be the least productive use of this time? a) Briefly reviewing key points from your resume and practicing your answers to anticipated questions. b) Taking a few deep breaths and visualizing yourself performing well in the interview. c) Using your phone to scroll through social media or make personal calls. d) Striking up a casual conversation with another candidate about unrelated topics.				
3.	Imagine you're lost in a foreign city without a map. Which chunking strategy would be most helpful to navigate effectively? (a) Grouping streets by landmarks (e.g., "turn left by the blue church, then right after the market square") (b) Focusing on individual turn instructions (e.g., "go north for 2 blocks, then turn east") (c) Relying on compass directions (e.g., "walk northeast for 10 minutes") Explain your choice	2	3	2	10 &1 2
4.	Scenario: You're learning a complex historical timeline of events spanning centuries. Which chunking strategy would be most effective for remembering the key events and their sequence? (a) Chronologically listing each event with its specific date and details. (b) Grouping events by major historical periods or themes. (c) Connecting events through cause-and-effect relationships and identifying turning points. Explain your choice	2	3	2	10 &1 2
5.	The KASH model suggests that optimal performance depends on: (a) Knowledge and Skills only (b) Knowledge, Attitudes, Skills, and Habits (c) Innate talent and external factors (d) A combination of luck and chance In your opinion, which element of the KASH model is most influential but often overlooked? (a) Knowledge (access to information) (b) Attitudes (positive mindset and motivation) (c) Skills (technical and practical abilities) (d) Habits (consistent actions and routines)	2	3	3	10 &1 2
6.	Case Study: The Multitasking Maze – Sarah's Study Struggle Meet Sarah: A bright but overwhelmed college student juggling multiple courses, extracurricular activities, and a part-time job. Sarah craves success but struggles with effective study practices. She often multitasks while studying, crams for exams the	2	2	3	10 & 12

night before, and relies heavily on highlighting textbooks without actively engaging with the material. As deadlines loom and exam anxieties rise, Sarah finds herself lost in a maze of ineffective study habits.

Multiple Choice Questions on Sarah's Study Skills:

1. Sarah justifies her last-minute cramming with the "pressure creates diamonds" mindset. Do you think this approach is:

(a) Effective, as pressure stimulates deeper learning and recall.

(b) Ineffective, leading to superficial understanding and increased stress.

(c) Dependent on individual learning styles, some may thrive under pressure.

(d) Neither effective nor ineffective, exam performance depends on various factors.

2. Regarding multitasking while studying, which statement is most accurate?

(a) Multitasking maximizes productivity by allowing simultaneous completion of multiple tasks.

(b) Multitasking improves focus and concentration by switching between different stimuli.

(c) Multitasking hinders learning and information retention due to divided attention.

(d) The effectiveness of multitasking depends on the complexity of the tasks involved.

7.	Jose, Brian, Deena, and Heather are attending the same university biology class. Of the following examples, who is making better use of his/her time?	2	2	4	10 &1 2

A. When the instructor paused during the lecture, Brian used the time to review the notes he had taken so far.

B. Deena asked the instructor a lot of questions during group discussion time and she didn't join the discussion.

C. Jose recorded the whole lecture with a tape recorder so he could spend the class time thinking about the football game he had watched the day before.

D. Heather sat as far as she could from the instructor so that she could avoid eye contact with the instructor and complete the assignment she had forgotten to do.

In the above scenario, all four students actively took notes during the class. Who used the most effective note-taking principles?

A. Brian crowded his notes without any blank spaces.

B. Deena paraphrased all the definitions and formulas in her own words.

C. Jose developed questions for his friends or the instructor to help clarify information or concepts.

D. Heather scrambled to write down the whole overhead without listening to what the professor was saying.

8.	You're attending a lecture on a complex historical period with intricate timelines and political events. Which note-taking technique would be most effective for capturing the key information efficiently and organizing it for later review?	2	3	4	10 &1 2

(a) Chronological listing of every event with specific dates and details.

(b) Mind map with central themes radiating outwards and sub-branches for key figures and events.

(c) Traditional outline with Roman numerals and bullet points for main points and subtopics.

(d) Sketching visual representations of events or timelines to aid visual memory.

Explain your reasoning in two to three sentences.

9.	Case Study: The Classroom Cauldron - A Tale of Diverse Learners	2	2	1	10 &12

Meet the Students:

Aisha: A visual learner who thrives on diagrams, colorful graphics, and mind maps. She struggles with lengthy written instructions and prefers hands-on activities.

Noah: A kinesthetic learner who learns best through movement, role-playing, and physical demonstrations. He gets restless during long lectures and excels in practical tasks.

Elena: An auditory learner who absorbs information through spoken explanations, discussions, and listening to recordings. She finds reading textbooks dry and prefers interactive lectures.

Max: A logical learner who enjoys analyzing systems, solving problems, and building logical frameworks. He finds open-ended discussions unfocused and prefers concrete facts and data.

The Challenge: Ms. Jones, a well-meaning teacher, designs her lectures based on traditional textbook readings and written exercises. This caters to Max's logical learning style but leaves Aisha, Noah, and Elena feeling disengaged and frustrated.

Questions to Consider:

1. Understanding Ms. Jones' perspective, which of the following is a potential drawback of tailoring her teaching to multiple learning styles?

(a) Increased workload and complexity in lesson planning.

(b) Difficulty in maintaining a consistent classroom structure.

(c) Risk of diminishing the depth of content covered.

(d) All of the above.

2. From Aisha's perspective, which teaching approach would be most effective for her visual learning style?

(a) Extensive class lectures with detailed notes.

(b) Group discussions and debates on abstract concepts.

(c) Interactive activities involving diagrams, charts, and visual aids.

(d) Independent reading assignments from dense textbooks.

No.	Question				
10.	**Case Study: Chasing the Code Bug – A Tale of Two Developers** Meet the Developers: • Max: A meticulous coder who approaches software development line by line, carefully analyzing each piece of code for potential errors. His programs are highly detailed and often bug-free, but debugging complex issues can take him hours of painstaking analysis. • Elena: A champion chunker who groups lines of code into functional blocks, understanding the big picture and relationships between different parts. She writes concise and efficient code, but occasionally overlooks minor logic bugs in her focus on the overall structure. The Challenge: Both Max and Elena are tasked with fixing a critical bug in a complex software program. The deadline is tight, and the pressure is on! Question: Collaborative Coding: Max and Elena are encouraged to work together on the bug fix. How can they combine their different chunking approaches to efficiently analyze the code and debug the issue?	2	4	2	10 & 12
	Part-B (5 × 8 = 40 Marks)				
11. a)	**Case Study: Navigating the Knowledge Oasis - A Team Trek through Learning Styles** Meet the Explorers: Ayanna, the Visual Voyager: Maps, diagrams, and vibrant presentations guide her understanding. Abstract concepts best translate into colorful illustrations and graphic stories. Noah, the Kinesthetic Climber: Hands-on experiences fuel his learning. He scales challenges through role-playing, demonstrations, and immersive activities. Elena, the Aurally Attuned: Her ears are portals to knowledge. Engaging lectures, lively discussions, and captivating audio guides resonate best with her. Max, the Logical Pathfinder: He navigates complexity with precision. Data analysis, problem-solving, and step-by-step procedures are his compass. The Expedition: The Explorers embark on a collaborative quest to uncover the secrets of a hidden Oasis of Knowledge. To reach their destination, they must trek through diverse landscapes, each representing a different learning style. Imagine yourself facing a similar challenge like the Explorers' expedition. Which landscape (Jungle of Words, Labyrinth of Logic, Mountain of Movement) would feel most daunting to you based on your preferred learning style? Explain why.	4	3	1	10 &1 2
b)	Question: Alex, a junior in college, acknowledges a tendency to procrastinate on assignments and studying. This habit is impacting the quality of his work and causing stress. Explore the reasons behind Alex's procrastination, discuss the potential consequences, and suggest effective methods or techniques to overcome procrastination and enhance his study habits.	4	3	1	10 &1 2
12. a)	Is it possible to develop the skill of learning effectively? Based on your experience in this course, what are three significant lessons that you have gained?	3	2	2	10 &1 2

b)	Use the process of chunking to divide the following bits of information: 1. issheilagoingtobuythenewphone 2. 17762001199519701792194402007 3. canyouchunktheselettersintowords 4. 510152025303540 5. 300305310320330340350	5	2	2	10 &1 2	
13. a)	Discuss the significance of the Eisenhower Matrix in time management strategies. Explain how this method assists individuals in distinguishing between urgent and important tasks, subsequently aiding in better task allocation and productivity. Additionally, elaborate on potential challenges one might face when implementing the Eisenhower Matrix and suggest strategies to overcome these hurdles for effective task management.	4	3	3	10 &1 2	
b)	Case Study: The Multitasking Maze – Sandhya's Study Struggle Meet Sarah: A bright but overwhelmed college student juggling multiple courses, extracurricular activities, and a part-time job. Sandhya craves success but struggles with effective study practices. She often multitasks while studying, crams for exams the night before, and relies heavily on highlighting textbooks without actively engaging with the material. As deadlines loom and exam anxieties rise, Sandhya finds herself lost in a maze of ineffective study habits. Questions to Consider: Procrastination Paradox: Sandhya justifies her last-minute cramming by telling herself "pressure creates diamonds." Is this a valid approach, or does it hinder long-term retention and understanding? How could Sandhya apply effective time management practices to avoid relying on procrastination? Multitasking Myth: Sarah believes multitasking with music, social media, and studying simultaneously maximizes her productivity. What are the limitations of multitasking for learning? Should Sarah embrace focused single-tasking for deeper engagement with the material?	4	3	3	10 &1 2	
14. a)	1. During the lecture, Amy wrote all meaningful information legibly. Which "R" is this? A. Record B. Reduce C. Recite D. Reflect E. Review 2. Before reading or studying new material, Alice took ten minutes to quickly review her older notes. She skimmed over the main ideas and details. A. Record B. Reduce C. Recite	4	2	4	10 &1 2	

		D. Reflect				
		E. Review				
		3. After the lecture, Amy wrote a summary of the ideas and facts using keywords as cue words.				
		A. Record				
		B. Reduce				
		C. Recite				
		D. Reflect				
		E. Review				
		4. Amy thought about her own opinions and ideas as she read over her notes. She raised questions, and then tried to answer them creatively.				
		A. Record				
		B. Reduce				
		C. Recite				
		D. Reflect				
		E. Review				
	b)	Case Study: Cracking the Conundrum - Solving a Mystery with the Cornell Method Meet the Investigators: • Mia, the Detail Devourer: Every word, date, and statistic fuels her memory. She meticulously fills her notes with intricate details, often leaving little space for analysis or synthesis. • Alex, the Big Picture Seeker: He craves connections and patterns. His notes are sparse, with key concepts and connections highlighted, but short on specific evidence. • Sam, the Practical Processor: He thrives on actionable takeaways. His notes are organized with specific questions and to-do lists, ensuring immediate application of acquired knowledge. The Challenge: The trio finds themselves embroiled in a historical mystery, tasked with piecing together clues from dusty archives and cryptic interviews. To crack the case, they must effectively analyze and utilize the gathered information. Each investigator takes notes using the Cornell Method, but with their own individual twist: Mia diligently fills the "Notes" section with every detail from the interviews and documents. Alex focuses on overarching themes and potential connections, neglecting specific evidence in the "Notes" section. Sam uses the "Cue" column to formulate precise questions for further investigation and the "Summary" section to list potential solutions and action steps. How will each investigator's use of the Cornell Method impact their ability to crack the case? Consider the strengths and limitations of their respective approaches. Which aspects of the Cornell Method prove most valuable in solving the mystery? What lessons can be learned about effective note-taking for analyzing complex information?	4	4	4	10 &1 2

15. a)	Question: Mike, a high school student, is a kinesthetic learner who often finds traditional classroom settings challenging. He excels in subjects like physical education but struggles with theoretical subjects. Investigate Mike's learning style, identify potential barriers, and recommend teaching methods that engage kinesthetic learners. How can educators create a more inclusive environment for students with diverse learning styles?	4	3	1	10 &1 2
b)	Scenario: Abhiram, a college freshman, is struggling to balance his academic commitments with his extracurricular activities. He is passionate about participating in various clubs and volunteer programs on campus, but this has led to an imbalance in his study schedule. As a result, Alex is finding it challenging to manage his time effectively and maintain good academic performance. Question: Drawing upon the principles of time management and prioritization, how can Abhiram apply effective strategies to strike a balance between his academic responsibilities and extracurricular involvement? Provide specific examples of how Alex can identify his priorities, manage his time efficiently, and create a well-structured schedule that allows him to excel academically while still actively participating in his chosen extracurricular activities.	4	4	2	10 &1 2
16. a)	Examine the application of the Kash Model in a specific industry or business context. Provide a detailed case study illustrating how this model enhances decision-making, optimizes operations, and contributes to organizational success.	4	4	3	10 &1 2
b)	Presentation Panic! Who Wins the Pitch? Meet the Squad: Aiko, the Creative: Thinks in pictures and connections, her notes like colourful webs of ideas. Ben, the Organized: Loves order, his notes a neat flowchart of numbered points. Chloe, the Connector: Gets pumped by talking, her notes filled with questions and comments. The Mission: Pitch a mind-blowing science discovery with a killer presentation! Each uses their favourite style: Aiko's notes pop with cool visuals and unexpected links, but can jump around like a pinball. Ben's notes are clean and clear, but maybe a bit boring like a long list. Chloe's notes spark discussions, but could get messy like a crowded chatroom. The Question: Will their special strengths lead to presentation perfection, or will their weaknesses hold them back? How can they work together to blow the audience away with science, while keeping things clear and engaging?	4	4	4	10 &1 2
17.	Answer any *two* of the following:				
a)	Question: Mamtha, an engineering student, is struggling with time management. She finds herself frequently overwhelmed with assignments and unable to meet deadlines. Analyze Mamtha's situation, identify potential issues with her study habits, and propose strategies or interventions to help her improve her time management skills.	4	4	1	10 &1 2

			M	L	CO	PO
b)	Case Study: Chunking in the Culinary Kingdom Meet the Chefs: Master Auguste: A seasoned chef who relies on meticulously memorizing each recipe step by step, building intricate sequences of procedures in his mind. His dishes are flawless in execution, but sometimes lack improvisation and surprise. Chef Elena: A rising star who embraces chunking techniques. She groups recipe steps into logical units, associating them with visual cues or relatable actions. Her dishes often showcase creative variations and adaptations, though occasionally lack perfect precision. The Challenge: Both Master Auguste and Chef Elena are competing in a high-stakes culinary competition. They must not only present impeccably executed dishes but also demonstrate flexibility and adapt to surprise ingredients or unexpected challenges. Questions to Consider: Culinary Chaos: When a key ingredient is unexpectedly unavailable, who is more likely to adapt and create a delicious alternative – Master Auguste with his rigid memorization or Chef Elena with her chunked understanding? Pressure in the Pan: Under the intense pressure of competition, whose focus is more likely to falter – Auguste's reliance on perfect recall or Elena's chunked understanding built on intuition and adaptability?		4	3	2	10 &1 2
c)	Case Study: Prioritizing the Procrastination Party Meet the Students: Ananya: A brilliant but scatterbrained artist. Her dorm room is an explosion of canvases, paints, and unfinished projects. Ananya thrives on creativity but constantly struggles with deadlines and prioritization. Nathan: A meticulous planner with a color-coded schedule and a to-do list for every day. He excels at academics but often feels disconnected from his passions and overwhelmed by his structured routine. The Challenge: Both Ananya and Nathan face a mountain of tasks: studying for an upcoming exam, finishing assignments for various classes, and attending a much-anticipated concert with friends. They each approach their mountain differently, but both reach the peak feeling unfulfilled and frustrated. Question: Prioritization Paradox: Apply the Eisenhower Matrix to Ananya and Nathan's situation. Analyze how their current approaches align with the matrix's categories (Urgent/Important, Urgent/Not Important, Important/Not Urgent, Not Urgent/Not Important). Where do they excel and where are they falling short?		4	3	3	10 &1 2

M : Marks; L: Bloom's Taxonomy Level; CO; Course Outcome; PO: Programme Outcome

i)	Blooms Taxonomy Level – 1	20%
ii)	Blooms Taxonomy Level – 2	30%
iii)	Blooms Taxonomy Level – 3 & 4	50%

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