

Hall Ticket Number:

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

B.E. III-Semester Supplementary Examinations, August-2023

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.	<p>Kolb's learning style is a four-stage model of learning that describes how people learn and process information. The four stages are Match the following:</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1. Concrete Experience (CE) <i>Feel</i></td> <td>a) This is the stage where people apply their theories and concepts in new situations.</td> </tr> <tr> <td>2. Reflective Observation (RO) <i>watch</i></td> <td>b) This is the stage where people develop theories and concepts based on their observations.</td> </tr> <tr> <td>3. Abstract Conceptualization (AC) <i>think</i></td> <td>c) This is the stage where people reflect on their experiences and make sense of them.</td> </tr> <tr> <td>4. Active Experimentation (AE) <i>do</i></td> <td>d) This is the stage where people experience something new and gather information through their senses.</td> </tr> </tbody> </table>	Stage	Description	1. Concrete Experience (CE) <i>Feel</i>	a) This is the stage where people apply their theories and concepts in new situations.	2. Reflective Observation (RO) <i>watch</i>	b) This is the stage where people develop theories and concepts based on their observations.	3. Abstract Conceptualization (AC) <i>think</i>	c) This is the stage where people reflect on their experiences and make sense of them.	4. Active Experimentation (AE) <i>do</i>	d) This is the stage where people experience something new and gather information through their senses.	2	3	1	10
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2.	Why is it important to use both focused and diffuse thinking?	2	2	1	10										
3.	You are a manager at a company that is launching a new product. You have a team of employees who are all skilled in their respective areas, but they have different levels of motivation. How would you use the Skill and Will Matrix to assign tasks to your team?	2	3	2	10										
4.	<p>Case Study:</p> <p>Subject: A high school student named John who is struggling in his math class.</p> <p>Problem: John is having difficulty understanding the material and is not performing well on tests.</p> <p>Question: What role does sleep play in John's ability to learn math?</p>	2	3	2	10										
5.	You are a teacher who is giving a lecture on the solar system. You want to make sure that your students can remember the names of the planets.	2	2	3	10,12										

Contd... 2

	<p>Here are some ways to use chunking to help your students remember the names of the planets:</p> <ol style="list-style-type: none"> 1. Group the planets together by their characteristics. For example, you could group the gas giants together (Jupiter, Saturn, Uranus, and Neptune) and the terrestrial planets together (Mercury, Venus, Earth, and Mars). 2. Create acronyms or mnemonic devices. For example, you could create the acronym "MEV" to help students remember the names of the first four planets: Mercury, Venus, Earth, and Mars. 3. Use visualization. You could create a visual representation of the solar system, such as a poster or a model. This can help students to visualize the planets and their relationships to each other. 4. Use repetition. The more students see and hear the names of the planets, the more likely they are to remember them. You can repeat the names of the planets throughout your lecture, and you can also have students practice saying the names of the planets. <p>What is the above method called and how does it help recall and retain information?</p>				
6.	What are some of the benefits of using the Pomodoro technique?	2	1	3	10
7.	You are a college student who is struggling with procrastination. You have a paper due in 2 weeks, but you haven't started writing yet. What are some strategies that you can use to overcome your procrastination and start writing the paper?	2	3	4	10,12
8.	<p>Here are two questions on note taking.</p> <p>Question 1:</p> <p>Which of the following are NOT good ways to organize your notes? Select as MANY as apply.</p> <p>A. By topic</p> <p>B. By date</p> <p>C. By key terms</p> <p>D. By questions you have</p> <p>E. By your best friend's notes</p> <p>Question 2:</p> <p>You are attending a lecture on the history of the American Civil War. The lecturer is using a lot of visual aids, such as maps, charts, and photographs. Which of the following is the best way to take notes on the visual aids?</p>	2	2	4	10,12

	A. Draw the visual aids in your notes. B. Write a brief description of the visual aids in your notes. C. Write down the key points of the visual aids in your notes. D. Do not take notes on the visual aids, as they are not important.				
9.	How can good study skills help you to achieve your academic goals?	2	3	1	10,12
10.	What are some tips for chunking information?	2	1	2	10,12
Part-B (5 × 8 = 40 Marks)					
11. a)	What are some habits that effective learners have in common?	2	1	1	10,12
b)	Create a mnemonic linking method to remember the following words: dog, cat, ball, house, tree, car, moon, sun, and star.	6	5	1	10,12
12. a)	You are a manager at a software company. You have a new employee, Sarah, who is very skilled in coding, but she is not very motivated. How would you use the Skill and Will Matrix to help Sarah succeed in her role?	4	3	2	10,12
b)	You are a teacher who is giving a lecture on the solar system. You want to make sure that your students can remember the names of the planets. How can you use chunking to help your students remember the information?	4	3	2	10,12
13. a)	Explain the difference: Urgent and important vs. Productive and busy. Use appropriate examples to support your opinion.	4	4	3	10,12
b)	Create a study plan using the skills you learnt in the Learning to learn course.	4	3	3	10,12
14. a)	Sure, here is a long passage and a note-taking exercise based on that: Passage: The human brain is a complex organ that is still not fully understood. However, scientists have learned a great deal about how the brain works, and they continue to learn more every day. The brain is made up of billions of neurons, which are cells that transmit electrical signals. These signals allow the brain to process information, store memories, and control movement. The brain is also divided into different regions, each of which has a specific function. For example, the frontal lobe is responsible for planning and decision-making, while the temporal lobe is responsible for hearing and memory. The brain is constantly changing and adapting. This is called neuroplasticity. Neuroplasticity allows the brain to learn new things and to recover from injuries. Note-taking exercise: Step 1: Read the passage carefully.	6	4	4	10,12

	<p>Step 2: Identify the main ideas of the passage. Step 3: Write down the main ideas in your own words. Step 4: Include any supporting details that you think are important. Step 5: Use abbreviations and symbols to save time. Step 6: Review your notes. Identify the following based on your notes:</p> <ol style="list-style-type: none"> 1. Main idea 1: 2. Supporting detail 1: 3. Supporting detail 2: 4. Main idea 2: 5. Supporting detail 1: 6. Supporting detail 2: 				
b)	What are some specific strategies that I can use to improve my time management skills?	2	2	4	10,12
15. a)	<p>Here is a case study about a learner with a Concrete Experience (CE) learning style:</p> <p>Name: John Age: 16 Grade: 10 Subject: Physics</p> <p>John is a 16-year-old student in the 10th grade. He is taking physics, and he is struggling with the material. John is a Concrete Experience (CE) learner, which means that he prefers to learn by doing. He learns best by having hands-on experiences and by being able to see and touch the material.</p> <p>In class, John often finds himself zoning out during lectures. He finds it difficult to pay attention when the teacher is just talking about the material. He prefers to be able to interact with the material in some way.</p> <p>One day, John's teacher is discussing the concept of force. The teacher is explaining how force can be used to change the motion of an object. John is not following along very well. He is trying to pay attention, but he is finding it difficult to understand the concept.</p> <p>After class, John talks to his teacher about his difficulty understanding the concept of force. The teacher suggests that John try building a model of a car. The teacher explains that by building a model, John will be able to see and touch the material. This will help him to understand the concept of force in a more concrete way.</p>	4	3	1	10,12

	<p>John follows his teacher's suggestion and builds a model of a car. He uses different materials to represent the different forces that are acting on the car. For example, he uses rubber bands to represent the force of the engine, and he uses toothpicks to represent the force of gravity.</p> <p>By building the model, John is able to see and touch the material. This helps him to understand the concept of force in a more concrete way. He is able to see how the different forces interact with each other, and he is able to see how they affect the motion of the car.</p> <p>John's teacher is pleased with John's progress. He is able to explain the concept of force more clearly to John, and he is able to answer John's questions more effectively. John is also more confident in his understanding of the concept of force.</p> <p>This case study shows how a Concrete Experience (CE) learner can benefit from hands-on experiences. By building a model of a car, John was able to see and touch the material. This helped him to understand the concept of force in a more concrete way.</p> <ol style="list-style-type: none"> 1. What are some specific activities that we can do to help a Concrete Experience (CE) learner learn? 2. How can we create a more hands-on learning environment for a Concrete Experience (CE) learner? 3. How can we help a Concrete Experience (CE) learner to understand abstract concepts? 				
b)	<p>Original paragraph: The first day of school is always exciting. You get to meet new people, learn new things, and start a new chapter in your life. But it can also be a little bit daunting. There's so much to learn, and you want to make a good impression.</p> <p>Chunked paragraph: Chunk 1: The first day of school is always exciting. Chunk 2: You get to meet new people.</p> <p>Create another 5 chunks</p>	4	2	2	10,12
16. a)	Create a task sheet and to-do list for your upcoming semester. Mention clear deadlines and deliverables.	4	3	3	10,12
b)	Create a Vision board for learning your most difficult subject.	4	5	4	10,12

17.	Answer any <i>two</i> of the following:				
a)	<p>Mnemonic linking method (also called "chaining") consists of developing a story or image that connects together pieces of information you need to remember. Each item leads you to recall the next item.</p> <p>For example, imagine that you need to remember to bring the following things with you to school in the morning: homework papers, glasses, gym shoes, wallet, lunch money, and keys.</p> <p>Using the linking system, you can think of the following short story to help you: Jack's homework papers put on their glasses and gym shoes and ran over to his wallet where his hungry keys were eating his lunch money.</p> <p>Using the Mnemonic linking method create a story to remember a concept learnt in college.</p>	4	4	1	10,12
b)	<p>Jane is a 34-year-old illustrator who is going through a very tough time in her life. She moved to a new country a year ago with her husband. Things are not stable in her marriage and her work life. She is interviewing for a position as an illustrator for a children's book. She is very excited about it because it is going to be her first project/job ever. She wants to talk about her "procrastination" problem. She believes her time management issues hinder her career success. When Jane talks about this "procrastination" problem, she usually uses disempowering language.</p> <ol style="list-style-type: none"> 1. "I haven't succeeded in anything in life" 2. "People think that I am slow" 3. "I think I would fail because the publisher hasn't replied to my email yet" 4. "What if they don't like my work" <p>As Jane's Advisor, what would you ask her to do? Do not write more than three suggestions</p>	4	3	2	10
c)	<p>You are a college student who is struggling to manage your time. You find yourself spending too much time on social media, Netflix, and other streaming services. You also have a hard time staying focused on your studies. What can you do to improve your time management skills and reduce your time wasters?</p>	4	2	3	10,12

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

i)	Blooms Taxonomy Level - 1	20%
ii)	Blooms Taxonomy Level - 2	60%
iii)	Blooms Taxonomy Level - 3 & 4	20%
