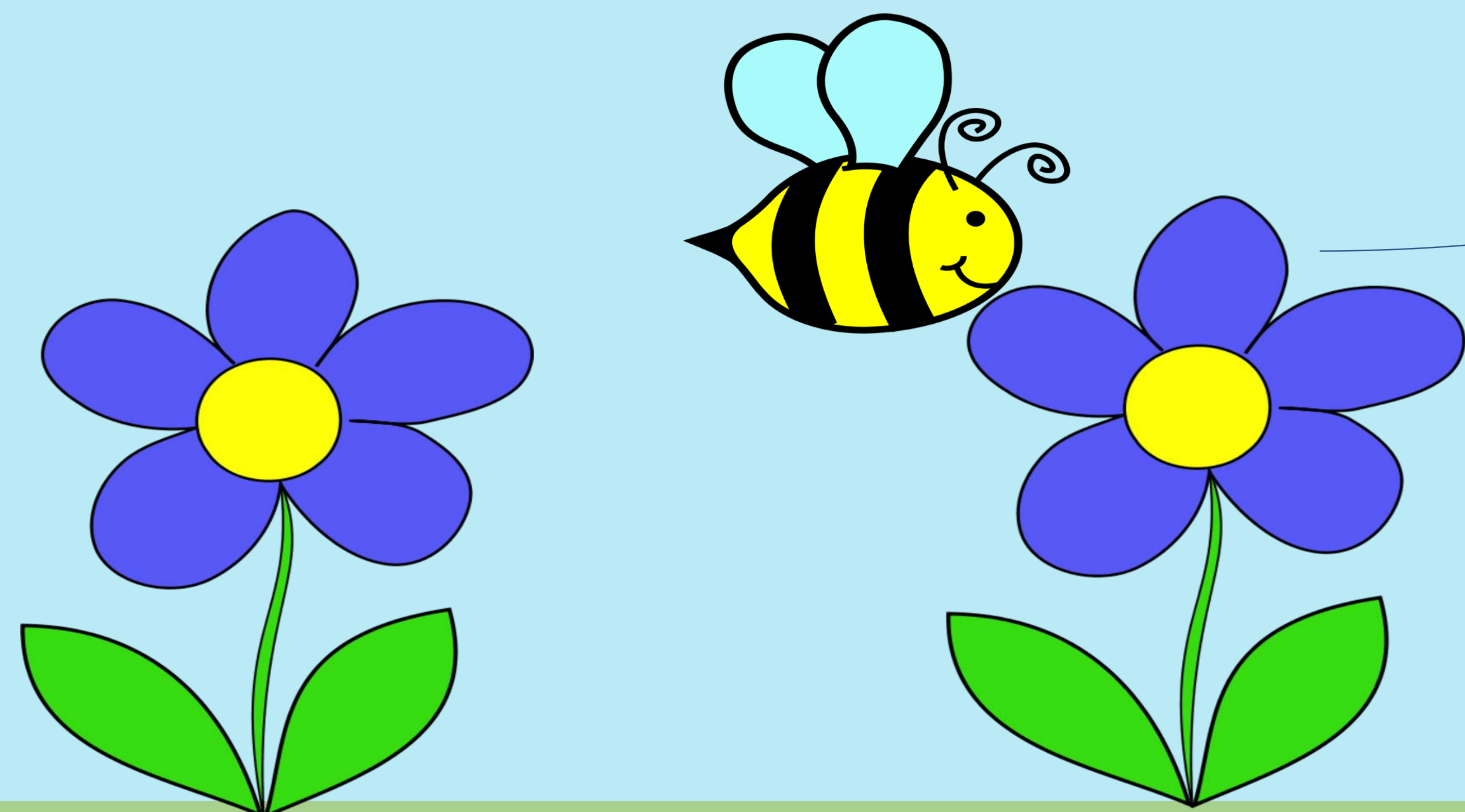


Being...



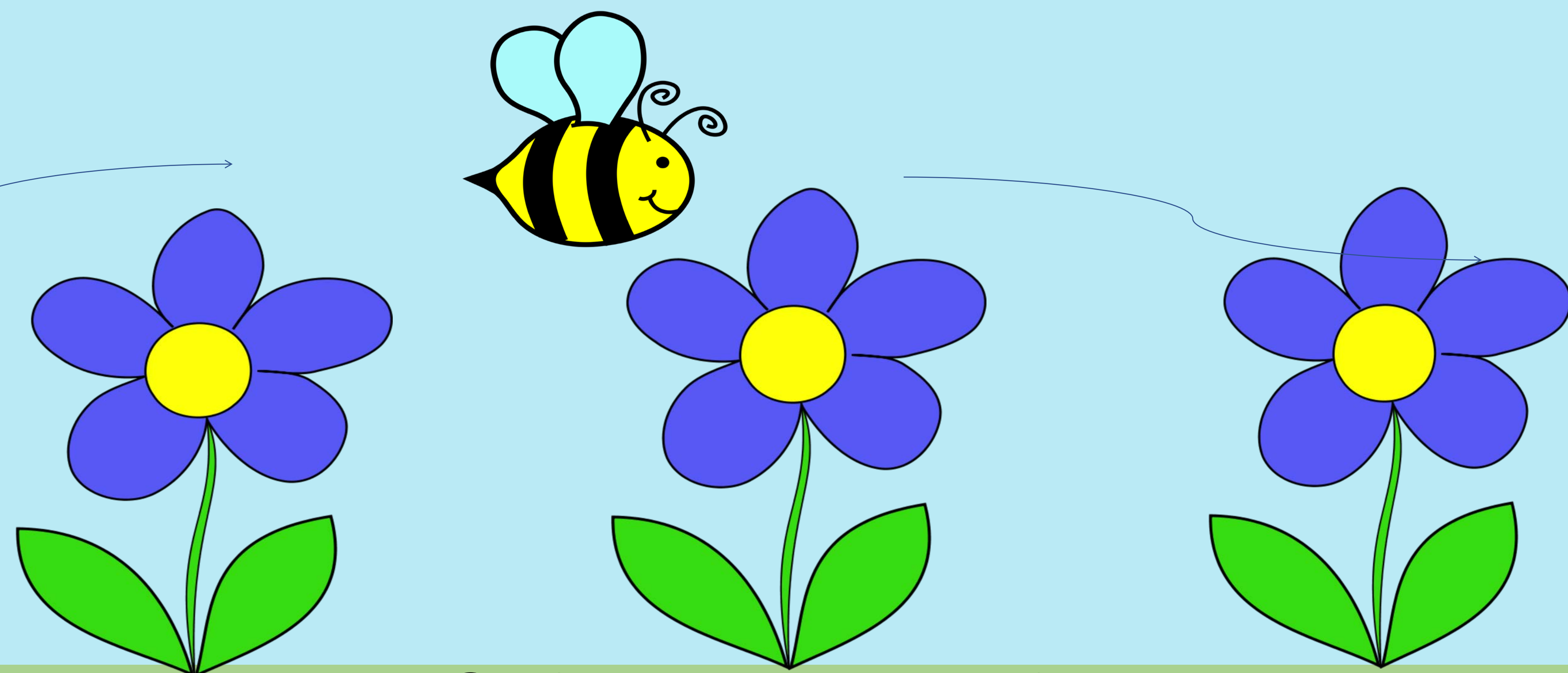
Independent learning

It is common knowledge that many students when transitioning from high school to university find it hard to keep up with their deadlines and work without the safe environment that school offers. While this does not mean that university leaves students to fend for themselves completely, the prospect of becoming more independent can seem daunting to some people. However, independent learning is extremely important when it comes to developing as a person, as it not only assists students throughout university, it also prepares them for the rest of their lives. ([Sheffield.ac.uk](http://www.sheffield.ac.uk), 2017)

Self Efficacy

The belief in oneself of their own efficacy is developed from: **Mastery of experience.** Success helps cement a strong sense of efficacy. Failures undermine and reduce self-efficacy. **Strengthening of self-efficacy** through the experiences of social models. Observing those in similar situations to oneself helps in the belief of oneself being able to also succeed. **Social persuasion.** Essentially being told in a verbal manner they are capable of succeeding help increase the self efficacy and thus ability to succeed. Finally, emotional and somatic hold factors in our own belief of ourselves. They are in part responsible for of self-efficacy. (Bandura 1997)

Becoming...



Self Reflection

In all stages of life, especially university, self-reflection is a vital tool when it comes to growing and developing as a person. Of course feedback from tutors and lecturers is extremely important, however when taking this praise and/or constructive criticism into account students must be able to understand what they can improve upon themselves. (JISC, 2017) Many students have trouble learning to self-reflect when they transition from school to university, as at school there is not enough value placed on it as a skill, this can cause issues for university students as in order to thrive in higher education self-reflection is necessary. (Clements, 2017)

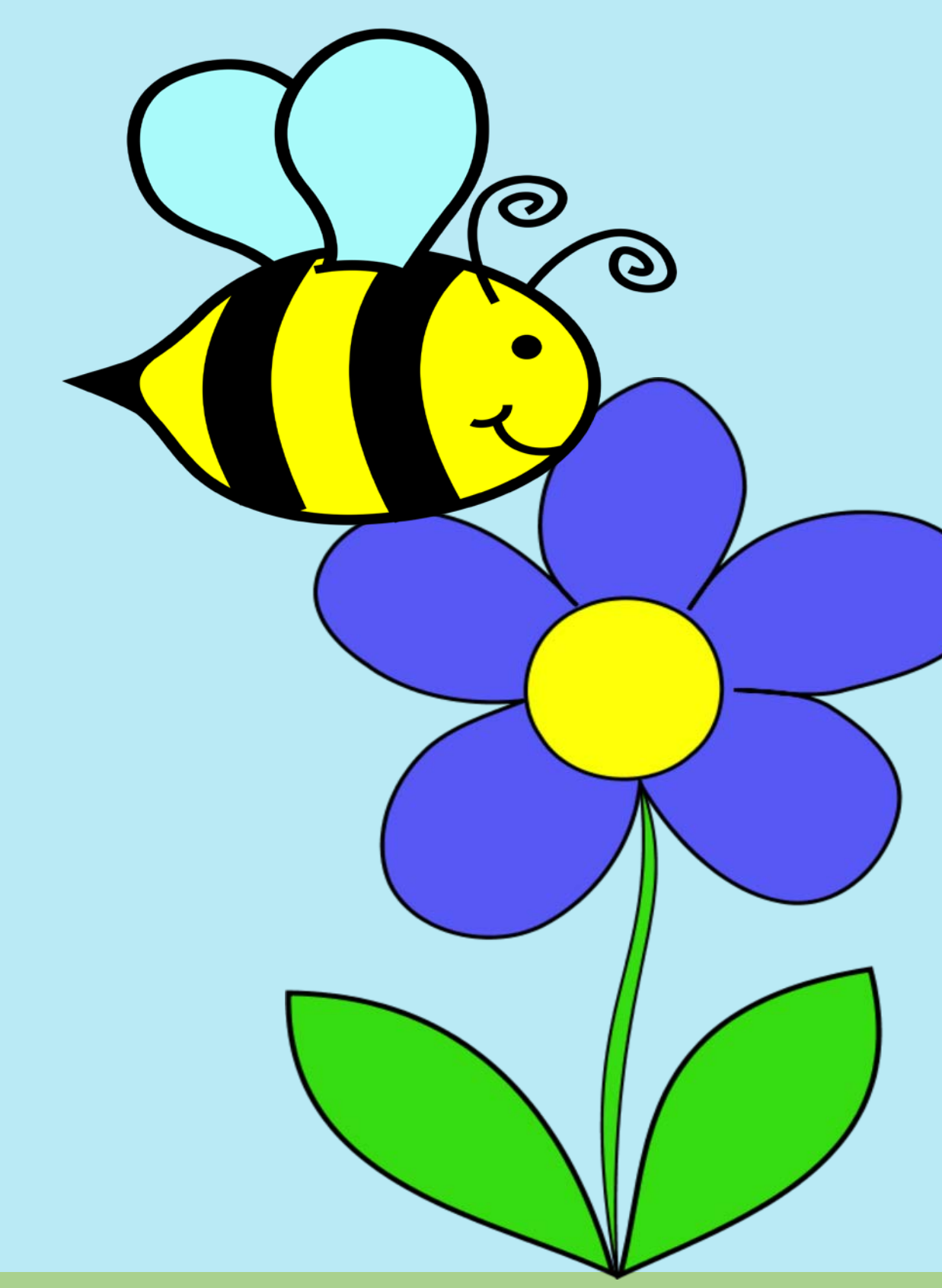
Self Management of expectations

Students need to not only comprehend the university setting but also their role in it in order to manage their own expectations. Many students have negative perceptions that produce poorly developed ideas of what is and what is not to be expected at university (The Centre for Student Success, 2009). Many students are not accustomed as to what their chosen course entails which can result in impacting on their academic success. To manage expectations, preconceptions need adjusted and realistic goals need to be set. This can help students change their weaknesses into strengths.

Critical Thinking

The ability to think clearly and rationally about what to do or what to believe. Going from a highly-supported guidance system at school to a self-regulated learning approach at university help us as students build a large amount of skills. Critical thinking is about developing academic skills and responsibility which will help you work independently throughout your degree. There are different ways to develop critical thinking such as assignments, research project, group project, presentations, and writing essays. This will allow students to become more confident and involved during discussions.

Belonging...



Embracing Diversity

It can be understood that a student can benefit greatly from a good social group and can develop a greater sense of *belonging* in further education (Katanis, 2000). By developing and building strong friendships when entering university, international students will have the opportunity to broaden and hone their grasp of English language, as well as increase their social skills and confidence to their greatest capacity. They will have the ability to further understand the host-culture and protect themselves from mental ill-health by becoming friends with both other international-students and local students (Moore and Popadiuk, 2011).

Academic information literacy

The term Information literacy is greatly accepted in Education. The Term Information Literacy was being too mechanistic and only tended to represent certain behaviours associated with information literacy. (Hepworth, 2017) Traditionally a great deal of emphasis was placed upon using the information resources provided by the University, Ethical Use of Information. i.e. Citing your work. (Hepworth, 2017) Overall in Higher Education The use of Academic Information differs from greatly to little based on what subject you're doing whether it be Chemistry or Social Sciences. Also, the Needs of a student in their first year 2nd semester will vary from the needs of a Student in their 2nd year 2nd Semester. (Hepworth, 2017)

REFERENCES

<http://philosophy.hku.hk/think/critical/ct.php>
https://my.dundee.ac.uk/bbcswebdav/pid-4889136-dt-content-rid-3263203_2/courses/AG11023_SEM0000_1617/00%20-%20Key%20Transition%20Skills.pdf
 The Centre of Student Success, 2009. Effective Practices for Promoting the Transition of High School Students to College, available at: www.cccbsi.org/Websites/basicskills/Images/High-School-Transition.pdf
 Hepworth, M. (2017). Higher Education | Information Literacy. [online] <http://www.informationliteracy.org.uk/sectors/il-higher-education/> [Accessed 9 Mar. 2017].
 Clements, M. (2017). The Importance of Reflection in Education. [online] [Edunators - Helping Teachers Overcome Obstacles and Focus on Learning. Available at: http://www.edunators.com/index.php/becoming-the-edunator/step-5-reflecting-for-learning/the-importance-of-reflection-in-education](http://www.edunators.com/index.php/becoming-the-edunator/step-5-reflecting-for-learning/the-importance-of-reflection-in-education) [Accessed 8 Mar. 2017].
 Jisc. (2017). Student self reflection | Jisc. [online] Available at: <https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/self-reflection> [Accessed 8 Mar. 2017].
[Sheffield.ac.uk](http://www.sheffield.ac.uk). (2017). Independent Learning - Modes of Learning - Toolkit for Learning and Teaching - LeTS - The University of Sheffield. [online] Available at: <https://www.sheffield.ac.uk/lets/toolkit/learning/independent> [Accessed 8 Mar. 2017].
 Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).

