

What do we mean by responsible learning?

Extract 1 (Biology):

Student 1: I think the style of learning [at university] is a lot different. Like there is so much more self study [...] you have to work out the course more, when you are at school it's all handed to you on a plate really [...] Well [at school] I was given an exact syllabus of exactly what we would need to know, whereas [at university] I am not sure whether we are expected to know everything that's been said in the lectures [...]

Student 2: And then things like homework, [at school] they gave you what you needed to learn and then they get annoyed if you don't hand it in. [At university] you can leave it for ages [...] I am not doing that because I am lazy, I am doing it because of the help that I got at school, I am not use to a style of learning where you have to get yourself motivated, I am use to being chased. I think it is quite a big jump from school, it is really difficult.

Extract 2 (Engineering):

It's been more intense this semester than last semester [...] I have had to plan more and get it done maybe two days in advance to make sure I had it done [...] I think once I got into it it wasn't too bad, had to allocate some time for it and get down to work and do it pretty much [...] I really liked handing [tutorial exercises in] because it [...] count[s] towards your course where it made you actually do them, whereas for the mathematics course [...] it doesn't count towards your course work and people don't bother doing them, so its just like you don't really learn as much [...] It would be nice having a little more feedback on [tutorial answers] [...] I am not asking to staple the solution onto it, but at least provide the solution somewhere. Maybe they are available online, I haven't checked, they probably are actually [...] I can look back [at the feedback] and I can see where I made my mistake [...] so then when a question does come up like that later on I can be like ok [...] I am not going to make that mistake again [...] I definitely think I need to start studying [for the exam well in advance] make sure I have got it all straight in my head before it comes round.

Extract 3 (Physics):

In this extract all of the different speakers are just labelled 'student' as it was not always clear from the tape which respondent was speaking.

Student: But I think for me the exam, my big worry is the style of answering the question and that's been quite different [...]

Student: You've got to go through and talk about what you do [...] I think that would be the biggest challenge [...]

Student: It takes me a long time to get through them because [...] it's having to explain things. Because I think pretty much everyone gets the right answer. And the scores vary widely depending on how much they've explained the process.

Student: [To prepare for the exam] I've tried to get hold of past exam papers [...] and maybe if I can find some similar questions in the text books, I'll use those [...]. [With the textbook model answers] I'll try and copy that style if it's brief, you know, because [...] my personal assignment questions have been [...] even more wordy than they want I suppose and that slows me down [...]

Student: [...] If you have to explain to somebody else, I think it improves your understanding of it. Because you [...] can know the equation without really knowing and understanding. But when you have explain it, you have to get more to grips with what exactly it is you're speaking about [...].

Student: In A-level you could get away with [...] not really understanding what you were doing [...] Because [at university] you have to explain...this in proper sentences [...] You really do have to understand it.