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| **Subject area** | **Skill** | **Resource(s)** |
| Personal development | Time management | Clockwork Tomato: Time Management  <https://play.google.com/store/apps/details?id=net.phlam.android.clockworktomato&hl=en_GB>  Cold Turkey: A dose of discipline to block distractions  <https://getcoldturkey.com/> |
| Personal development | Self-analysis and evaluation | Online surveys  <https://www.onlinesurveys.ac.uk>  Menti meter- Interactive polls and quizzes  <https://www.mentimeter.com> |
| Personal development | Logging and reflection | Mahara E-portfolios  <https://mahara.org/> |
| Planning | Notetaking | Online note taking organiser  <https://www.onenote.com/classnotebook>  Cornell method online  <https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/> |
| Planning | Mindn mapping and organisation | Mind mapping tool  <https://www.mindmapping.com/> |
| Academic reading | Skimming and scanning | Text surveying tool: SQ3R technique  <https://www.rlf.org.uk/resources/how-to-read-sq3r/> |
| Academic writing | Surfaceproofreading and building academic language | Grammarly: Free Online Writing Assistant  [https://www.grammarly.com](https://www.grammarly.com/)  Vocabulary development  <https://grammar.yourdictionary.com/style-and-usage/academic-writing-skills.html> |
| Referencing | In-text and end-text referencing | RefWorks: Referencing tool  <https://www.refworks.com/refworks2/>  End Note: reference management tool  <https://endnote.com/> |

Further autonomy building recommendations specifically related to maths

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| **Area** | **Topic** | **Resource(s)** |
| Formative assessment | General maths | Interactives resources and quizzes with feedback  [Maths E.G (mathcentre.ac.uk)](https://mathcentre.ac.uk:8081/mathseg/) |
| Revision | GCSE and A-Level maths | [Maths Genie - Free Online GCSE and A Level Maths Revision](https://www.mathsgenie.co.uk/) |
| Numeracy skills | Basic numeracy | Resources, worksheets and videos  [https://corbettmaths.com](https://corbettmaths.com/) |
| Maths and Statistics | Functions, graphs, equations, probability/Statistics | Practical software to graphical representation of functions, equations and statistical applications plus to solve equations and calculus.  [GeoGebra Classic](https://www.geogebra.org/classic) [Desmos | Graphing Calculator](https://www.desmos.com/calculator)  Draw probability graphs and solve related probability tasks and statistics  [Probability Distributions - Apps on Google …](https://www.bing.com/ck/a?!&&p=5852bd8f353d4e3eJmltdHM9MTY2MDA4OTYwMCZpZ3VpZD0yYmE5N2RlNy1iY2U4LTY4OGEtMzRjNy02YzFkYmRkMDY5MmEmaW5zaWQ9NTE5OQ&ptn=3&hsh=3&fclid=2ba97de7-bce8-688a-34c7-6c1dbdd0692a&u=a1aHR0cHM6Ly9wbGF5Lmdvb2dsZS5jb20vc3RvcmUvYXBwcy9kZXRhaWxzP2lkPWNvbS5tYm9nbmFyLnByb2JkaXN0JmdsPVVT&ntb=1) |
| Self-evaluation | Equations and graphs | Scan your handwritten equation and solve it. [Home -Photomath](https://photomath.com/) |

**School-specific examples to encourage independent learning**

Embedding autonomous learning across the curriculum

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| **School** | **Example** |
| Applied Sciences | Compile and source data, data handling and data analysis. |
| Arts and Creative Industries | Develop skills, knowledge and understanding in journalism across all multi-media platforms and the use of Slack and Padlet for journal and blogging. |
| Built Environment and Architecture | Collect and review relevant data related to building specifications. Critically evaluate current procedures and approaches used by construction professionals. |
| Business | Review company reports to improve report writing skills.  Open a LinkedIn, Facebook, Instagram or Twitter account to gain and maintain followers. |
| Engineering | Develop computer programming skills for software development.  Improve technical report writing skills from an industry perspective. |
| Institute of Health and Social Care | To familiarise students with the historical and contemporary ideas, debates and processes that have contributed to social problems. |
| Law and Social Sciences | Discuss and debate policy in the area of Public International law, with particular focus on protecting human rights. |

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| **Study Success Action Plan** | | |
| 1 | **Where have I been?**  Reflect on your previous experiences in learning environments. Were these environments enjoyable, challenging or both? Why? |  |
| 2 | **Where am I now?**  Evaluate your current knowledge and understanding. What intellectual, practical and transferable skills do you need to demonstrate to pass your course/module? *Example: Module X requires students to design, interpret and analyse specifications and software…”* |  |
| 3 | **Where do I want to get to?**  Identify your learning goals. **Think about your potential career path.** What are your targets and objectives? |  |
| 4 | **How do I get there?**  Be specific! What tasks do you need to carry out to fulfil your goals? *Example: Reference my sources correctly to match LSBU requirements.* |  |
| 5 | **How will I know if I have arrived?**  What are the main achievements you will need to complete? *Example: Successful completion of your course/module.* |  |

(Adapted from Moore (1993); Anderson et al. (1996)