

# Bridge to Success Open Educational Resources

GUIDE

**Student Toolkit**  
*Learning to Learn (L2L)*



BILL & MELINDA  
GATES foundation



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## Introduction

*Learning to Learn* is an open educational resource that is widely available and free for your use. It is located within an online learning environment at the Open University, UK, which has a long standing tradition as a leading provider of online distance and free educational learning resources. *Learning to Learn* can provide you with an opportunity to identify prior learning and life experiences that can help assess your individual strengths and skills, set goals for your personal and professional development, enhance your preparation for vocational and career training, and hopefully, help your transition to college-level learning.

This course will assist you in:

- Becoming more comfortable with the use of computers and online learning
- Providing clarity about your goals and aspirations
- Determining the next steps in improving your vocational and educational interests
- Understanding how you learn and your learning style
- Learning how to learn with different instructors' teaching styles
- Time management and how to motivate yourself
- Being courageous as you pursue your vocational, career and educational interests

## Section 1. Navigating Learning to Learn

### A. The Course Location

*Learning to Learn* is maintained in the Open University's LabSpace website as an open educational resource. It is one of thousands of courses taught at the Open University, an institution that boasts a long history of the success and satisfaction of its millions of students. *Learning to Learn* has been updated to more closely match the needs of the typical American student. You may access this course directly from the Bridge to Success website (<http://bridge2success.aacc.edu>) or may be directed to access the learning content through a different learning management system.

### B. Day 1 – Directions for Logging In

*Learning to Learn* Access Directions – accessed through the Bridge to Success webpage (these directions may be different if accessing the course from the institution's internal online learning management system).

1. Type <http://bridge2success.aacc.edu> in the web browser.
2. On the first page of the Bridge to Success webpage – scroll down to the blue highlighted *Learning to Learn* title. (Click on *Learning to Learn*)

3. On the first page of the Bridge to Success LabSpace – click on the Learning to Learn (Learning\_to\_Learn\_1.0) highlighted statement.
4. On the main page of the course, go to the upper right corner under SIGN, and click on Register.
5. Complete the requested items on the register page:
  - a. Email Address
  - b. Confirm Email Address (retype to match)
  - c. First name
  - d. Last Name
  - e. Country (scroll to United States)
  - f. Check “I agree to the Open University’s Terms and Conditions” (read terms and conditions)
  - g. Type the security words listed (if hard to read, click the circular arrows to refresh and get a new set of words until you can read and retype them in the box indicated.)
  - h. Click on Continue
  - i. You will be taken to a new page to type password information
    - i. New Password (of your choosing – you can write it down in case you forget)
    - ii. Confirm New Password
    - iii. Takes you to a new page
      1. Review Lab Space document and check where appropriate and then click on update profile.
      2. Review information on LabSpace forums – then click on Continue
6. You are then returned to the course content page.
7. Begin with “Self-Reflection Questionnaire” (By registering, the system can track your progress through the units and tells you what sections you have completed. *If you are in a formalized course or are being directed by an instructor or facilitator, please include the name of the course the instructor or facilitator provides in answering question 2 of the questionnaire. )*

**Good luck and enjoy the learning experience!**

### ***C. Page by Page Navigation***

You will find a table of contents located on the left of each webpage as you open each unit (Course Overview; You and Your Learning; Exploring Learning; Where Next?; Reflecting Backward, Reflecting Forward). You can click on any particular section that is of interest to you or move through the course page by page.

It is recommended that after you have completed the “Self-Reflection Questionnaire” you click on “Course Overview” to begin.

At the bottom of each section you will find a red highlighted link entitled “Next” followed by the title of the next page. Clicking on this red “Next” will take you to the next page of learning material. You can return to any section at any time by clicking on the highlighted red section found under “Contents.”

Once you have reached the Acknowledgements section you have completed that Unit and can now click on the “Learning to Learn 1.0” link at the top of the webpage - this returns you to the main table of contents located in the center of the webpage. You can then click on the next unit or a different unit of your choosing.

You will also find a “Printable Version” link located on the left side of the webpage at the bottom of each Unit’s table of contents. This converts the webpage into a format that allows you to print if you wish to have a paper copy of the material.

You can leave and return to the learning units at any time. Your progress is tracked for you and you can refer to “My Activity Record” in section F.2 of this toolkit below.

### ***D. Americans with Disabilities Act (ADA) accessibility and assistance***

Written transcripts of all audio and video elements are available as both webpages and Adobe PDF files. These transcripts include descriptions of the visual elements, in addition to a full written transcript of the video. Several alternative formats of the study materials are also available, i.e. Word, EPUB, Plain Zip, and printable HTML

(Download this unit at: [http://labspace.open.ac.uk/blocks/formats/download\\_unit.php?id=7442](http://labspace.open.ac.uk/blocks/formats/download_unit.php?id=7442)).

For more information on accessibility issues please see our [website accessibility statement](#).

### ***E. Course Topics and Themes***

**“Self-Reflection Questionnaire”** – please complete this questionnaire prior to starting any unit within Learning to Learn. If you are in a formalized course or are being directed by an instructor or facilitator, please include the name of the course the instructor or facilitator provides in answering question 2 of the questionnaire.

### ***Course Overview***

is a description of the course, the activities in the course and how you can use this course to identify your strengths and skills as a learner and set goals

#### **Unit 1:**

- Understand what the course is about and how it is structured
- Understand what it is going to be like to be a student in this course
- Understand the skills utilized when studying academic work
- Understand how to evaluate information on the Web
- Start thinking about your own learning
- Learn how to use Mind Maps to organize and summarize information
- Consider how to plan time to study
- Understand the eight challenges that can be achieved through studying *Learning to Learn*

### ***You and Your Learning***

discusses the definition of learning, helps you identify your skills and abilities and allows you to examine your learning style

#### **Unit 2:**

- How learning impacts your life
- Self reflecting on your qualities
- Appreciate the role of thinking, doing, and feeling.
- Evaluating how you learn and how to improve on those skills
- Developing problem-solving, communication, organizational and decision-making skills

### ***Exploring Learning***

is a unit that explores how learning helps you achieve personal and professional goals

#### **Unit 3:**

- Using feedback to evaluate your own qualities, knowledge and skills
- Using academic approaches to learning
- Reflecting on the academic skills you use

### *Where Next*

focuses on social learning and online learning communities and developing effective and achievable action plans

#### **Unit 4:**

- Setting SMART (specific, measurable, agreed, realistic and time-stamped) goals
- Learning how online learning communities can help you achieve your learning goals
- Creating action plans and learning journals

### *Reflecting Backward, Reflecting Forward*

is an examination of the cycle of learning and reflection on what you have learned

#### **Unit 5:**

- Develop confidence in reflecting on your own learning assessment
- Assessing what you have learned about your knowledge, skills and qualities
- Best practices in capturing your reflections
- What are you doing well to be successful as a learner and what can you do differently to move forward

***Please Tell Us What You Thought About the Course*** Questionnaire – please complete this questionnaire after completing Learning to Learn (even if you only complete a portion of Learning to Learn).

## ***F. Course Section Tabs***

### **1. My preferences**

This section is designed for your instructor/facilitator.

### **2. Learning Tools**

The Open University has provided a number of learning tools to support your review of this course content and other educational opportunities you may pursue. The tools are useful in adding value to learning experience and enhancing your experience with other learners utilizing this course content.

#### **The options include:**

- **Cohere QuickStart Guides** provide a web-based tool to create a knowledge mind map.
- **FlashVlog** is a tool allowing you to create a video diary online.

- **FM** is a one-click video conference tool that allows you to meet with other students anywhere in the world.
- **Forums** are a place to meet, discuss and share ideas. You can start a discussion or join an existing discussion.
- **Knowledge Mapping** is available through Compendium – a knowledge map software tool for visual thinking.
- **Learning Clubs** can be set up by anyone who wants to meet other learners to discuss a specified subject of shared interest. You can also utilize this section to join already existing learning clubs.
- **Learning Journal** suggestions are outlined in Section 2. This provides an excellent opportunity for you to create a record of your learning experience and strategies to enhance your study skills for this course and for future courses.
- **Re-use, Remix and Create** lets you share these open educational resources and learn how to use this open educational resource with other educational content.
- **My Activity Record** allows you to view the number of times you have viewed any section of the course content and the date that you viewed that content. It is also useful for you to identify what sections you have and have not completed.

## Section 2. Welcome to Learning to Learn

### Welcome to Learning to Learn

#### **A. Building Confidence**

*Learning to Learn* is designed to help you build confidence in your studies and to provide the tools and skills necessary to be successful in an academic setting and in the workplace. The course will encourage you to consider different academic/vocational/career choices and for you to consider the value of making plans for the future. In addition, *Learning to Learn* will increase your awareness of your current qualities, knowledge and skills. The course activities will help you develop the essential college and life skills of communication, problem-solving, and self-management.

#### **B. Become an Effective Learner**

You will be encouraged to explore your own experience of learning and to develop a strong sense of who you are as a learner. You will be exposed to three individuals sharing their experiences of learning and what they have achieved by pursuing the learning experience. Finally, you will be presented a viewpoint on theories of learning and how to apply these theories to your personal experience.

#### **C. Encouraging Personal Change**

You will be challenged to consider personal change as you progress through the learning modules of *Learning to Learn*. First, you will be asked to read and make sense of the information provided. Then you will be presented with activities to encourage you, the student, to reflect and synthesize your basic understanding of the material you have reviewed. Some of the activities will help you to develop a deeper understanding of the concepts presented. You will be asked to write down your thoughts after reviewing the written material or the video material. You may want to create a “learning journal” as you progress through the course to maintain a history of your written responses.

#### **D. Learning Journal of Activity**

You are encouraged to maintain a record of your written work in response to the activities outlined in *Learning to Learn*. You can utilize the [Learning Journal](#) section provided within *Learning to Learn* under the Learning Tools section, create a notebook to maintain your written work, or create a computer file and type your response into Word documents. You can open the Learning Journal so it appears alongside the *Learning to Learn* content on your computer screen by **holding CTRL and clicking the Learning Journal link**. Learning journals can add value to your learning experience by:

- a. keeping personal notes and reflections on the material you are studying
  - i. reflection involves thinking and writing as a guide for future action
  - ii. reflection promotes critical analysis and retrieving more out of each experience
  - iii. reflection leads to effective decision making
  - iv. reflection leads to thinking with questions instead of judgments

- v. reflection leads to the practice of writing in a framework that captures WHO, WHAT, WHERE, WHEN, and WHY.
  - vi. reflection as a form of journaling allows for interpreting the written word or viewed experience/activity and building writing skills in documenting progress and recurring themes and potential actions of the user.
  - vii. reflection as a form of journaling allows the user to experience growth, a focus on areas of opportunity, and serves as a motivational tool to stay on their educational path.
- b. recording answers to assignments
  - c. raising additional questions for future consideration
  - d. noting specific points or ideas that you may want to follow up at a later time
  - e. making observations of material you may want to share with others
  - f. noting items you may not clearly understand or need further help with
  - g. noting items you want to further research
  - h. using as a study diary or note thoughts on how to improve your studying strategies

### ***E. Challenges or Challenge Activities***

Challenge Activities are provided so you can demonstrate what you gained from studying the course content.

Challenge activities can add value to learning experience by:

1. Challenges allow you to demonstrate to yourself and others the skills and knowledge gained through the course content
2. Challenges allow you to gain recognition for skills you developed through the course
3. Challenges provide an opportunity for you to experience virtual learning and building independent learning skills and strategies
4. Combination of Journaling and Challenges provide the building blocks to individual skill development and achievement
5. Challenges provide the bridge between creating critical analysis and evidence in the future that you are building your skills and knowledge.
6. Challenges provide a record of activity that can lead to your portfolio development
7. Challenges are a motivator to reflect on your own learning and educational goals and achievements
8. Challenges can be taken over if you are not satisfied with your results or answers provided up until you click affirmatively to the “close the attempt” option. Once you click OK to “closing the attempt” option you will no longer be able to change your answers

## Section 3. Tools and Tips

### Tools and Tips

**There are a number of tools available to you as you progress through the course content:**

**Challenges or Challenge Activities:** Are provided so you can demonstrate what you have learned from studying the course content. Throughout *Learning to Learn* you will be introduced to eight “challenges.” You will learn about what is involved in completing each challenge and about how you might use the evidence of your achievement to demonstrate to others and to yourself the skills and knowledge that you gained.

**Activities:** Assignments are provided throughout the course content to encourage you to reflect on the reading and to critically analyze and respond in writing.

**Video Presentations:** There are video segments of interviews with other students. Transcripts are available for each video clip and can be accessed by clicking the **Transcript link** located below each video box presented.

**Reveal Comment:** You will find a small white box with “Reveal comment” included after each video section or activity assignment. If you click on this box, hints will be revealed along with other discussion points to assist you in evaluating and comparing your written work with suggestions provided by the authors of the course content.

**Case Studies:** Some of the suggested activities include a review of a case study.

**Figures and Diagrams:** The course developers have also provided visual examples through diagrams and figures providing you examples of assignments, including sample mind maps and samples of work submitted by other students.

**References:** There are additional resources available at the end of each unit that can provide you with reference points and other articles or exercises to supplement the course content.

**Length of Time:** The course developers have provided estimated time frames for each activity. These are estimates to provide guidance and also to encourage you to take the time to critically analyze the material. You are encouraged to personally reflect on your answers and to consider how this can promote personal positive change for you.

**Learning Journal:** Create a journal of your responses to the assignments as a record and history. The course is designed to challenge you to consider plans for the future, and looking back at your work can help as you progress through the course. If you are using *Learning to Learn* as part of an organized academic course, the “Learning Journal” will be helpful in being able to track in class discussions, online written forum responses, or to provide confirmation of course content completion.

**Additional Open Educational Resources:** The Open University provides thousands of additional courses and information that can aid your pursuit of academic goals or other areas of self-improvement. Once

you have registered, you will have access beyond the *Learning to Learn* experience in the Open University's OpenLearn website ([www.open.edu/openlearn](http://www.open.edu/openlearn)). If you are interested in reviewing other open course material, click on the LabSpace at the top of the course page and you can begin to search for these additional resources.

**Tracking Your Progress:** Once you have registered using your email address and password, your individual progress is tracked in LabSpace. On the left side of the course content page you will find Learning Tools, and underneath Learning Tools you can click on 'My Activity Record'. You will then receive a complete history of your activity within the course, including the last day and time you accessed a section and whether you have responded or viewed a section of the course material.

### ***Additional Resources***

Additional free and open learning resources can be accessed through the Massachusetts's Institute of Technology [OpenCourseWare](http://ocw.mit.edu), Carnegie Mellon University's Open Learning Initiative that provides access to multi-media courses, and the Creative Commons offering access to creative and scholarly works. The Open University's [OpenLearn website](http://www.open.edu/openlearn) provides hundreds of units of course material in an open and free environment for a global audience. Please go to the OER tab in the Bridge to Success website (<http://bridge2success.aacc.edu>) for a listing of additional resources.

### **Below find additional tools and tips to assist you as you progress through the course content (note that the keys refer to a PC keyboard):**

- a. Some of the videos have the capability to click to open a full screen version. Once completed, use the "Esc" button on your keyboard to take you back to the course material.
- b. If you would like to open resources as an additional tab on your computer screen, hold down the "Ctrl" key on the keyboard and click the link of the item you wish to open within the class content simultaneously.
- c. When writing responses to activities on the simulated computer page ([learning journal](#) or challenge activity response space) you will have access to all forms of Microsoft Word editing options, including:
  - i. Paragraph format
  - ii. Undo and redo
  - iii. Quick access toolbar options (spell check, etc.)
  - iv. Bold
  - v. Italicize
  - vi. Strikethrough
  - vii. Math formatting of X
  - viii. Choice of Language

- ix. Bullet or numbering
- x. Underneath path you can choose plain or rich text editing
- xi. The gold keyboard icon allows you to review HTML editor shortcut keys as described below:
  - 1. Ctrl + 1 to Ctrl + 6 = Change heading level
  - 2. Ctrl + B = Make text bold
  - 3. Ctrl + U = Underline text
  - 4. Ctrl + I = Make text italic
  - 5. Ctrl + Z = Undo
  - 6. Ctrl + Y = Redo
- d. When writing responses you can change the size of your “answering” area by going to the bottom right corner with the three diagonal lines and holding down your left click on your mouse and expand or diminish the size of the “answering” area.
- e. When you point to a linked item or highlighted/underlined resource and there is a question mark that pops up with your mouse pointer, you can click and it provides a glossary explaining what the item is.
- f. You can have two items open at one time on your computer screen. This allows you to enter information in your [Learning Journal](#) or to work on a Challenge Activity and still be able to see the *Learning to Learn* content. For example, if you want to write an entry in your [Learning Journal](#), but still want access to your course material or are using information in the course material to help create your document or answer questions, you must use Ctrl + mouse click on the resource link. Then you need to minimize the entire screen. Then point your mouse on the newly opened tab and hold down and slide the newly opened tab out into the open space in the computer. You will have both items available and can size them based upon your needs and computer screen size. You can change the size of the two screens by pointing your mouse into the lower right corner of the screen page and adjusting the size.

## Section 4. Overcoming Math Anxiety

The [Overcoming Math Anxiety Webshop](#) (click on title to access) is a self-paced, interactive workshop that is available to help you recognize and conquer math anxiety, explore new approaches to learning math, and discover how math experiences in the past may impact you today. The webshop will help you reduce math test anxiety, and enhance retention and problem-solving strategies. An accompanying *Overcoming Math Anxiety Handbook* is available for printing through the webshop, and can be used as a tool so you can document your webshop experience and activities. This presentation is designed to play on computers, iPads, and some mobile devices.

If you have any questions concerning accessibility or navigating *Learning to Learn* please send an email request to: [bridge2success@aacc.edu](mailto:bridge2success@aacc.edu). (Please allow 24 hours to receive a response.)