

## Podcast Transcript

00:00:06:11 - 00:00:12:05

Speaker 1

Hi. I'm a second year computing student. I'm 20 and I'm originally from London.

00:00:13:07 - 00:00:19:00

Speaker 2

I'm a second year student at the moment. I'm 20 years old. I'm studying business management, and entrepreneurship.

00:00:19:14 - 00:00:27:19

Speaker 3

Hello. I'm a second year student of business management. I'm 36 years old and I'm from Greece.

00:00:28:04 - 00:00:45:07

Speaker 1

I kind of agreed with it that at the beginning of first year I struggled a lot and I think it was because I didn't realise how much would how much like I would have to do things on my own because obviously coming straight out of, and I went to sixth form.

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Speaker 1

It was like an actual college. And sixth form is a lot more like secondary school where you're told what to do and when to do it. So it was a bit of a culture shock coming to uni and having to figure it on my own.

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Speaker 2

And yeah, I think it was the same for me. I, I, I agree with it and I'm actually from Greece as well. And the system there is that you actually it's actually similar to what you said is you get told what to do and you as the quote says you are spoon-fed, they tell you what to do or

00:01:16:21 - 00:01:37:08

Speaker 2

how to do it and you just go from there. Well, I think it's quite beneficial as character development to just try to do things independently. You get to know what you're made of, essentially; brilliant thing to have help, but if you do things on your own, you get to see how independent[MS1] .

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Speaker 3

Yes. For me, it's very different as a mature student, and with my whole family back, it's very different how university and generally studies approached me, and generally every day it's an challenge for me to be able to get there just to see a lecturer and to be able to attend a seminar, you know, every day is challenge for me

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Speaker 3

So clearly, I feel differently about this question because I can see that I really need this spoonfeeding. I know most of the students think that it's too much for them, but for me, being so many years off from school and studies and generally all this, you know, for me now, it's very good and I really appreciate

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Speaker 3

the help from the university and support they already give me. And still continue to give because it really helps me with my studies, with my assessments, and it really helped. It's really helped me to follow, you know, the studies.

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Speaker 1

I think, in terms of strategies that helped me with individual learning. It was literally just down to like organising myself. Like I always found it really difficult to follow a set schedule and stuff. So I like at the beginning, I was like writing like, Oh, I'm going to do this for the whole week, and I would never

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Speaker 1

do it, and then I'll get annoyed with myself because I wasn't doing what I'd planned. I think so. So finding out how you can learn something when I find out that like instead of planning the whole week, I plan my day and then as soon as Monday up, I can focus on Tuesday instead of trying to fix

[MS2]

00:03:37:14 - 00:03:52:04

Speaker 1

a whole week at the same time. So most of the time is literally just planning, knowing what you're doing when you're doing it. And as much as university learning is individual, at the end of the day, you're still paying the institution money for them to help you.

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Speaker 1

So when you're struggling individually, that's when you need to go back to lectures to your tutors and ask people for help. Because that's why you're here. That's what you're paying for, is for their help is for their resources.

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Speaker 1

So as much as independent, your independence is also knowing when to ask for help and learning that is really useful as well.

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Speaker 3

Yes, I agree with you. I also tried.

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Speaker 2

That. I absolutely agree with you on that.

00:04:20:00 - 00:04:42:24

Speaker 3

The truth is that most of them has not really help because of my situation, of course. But however, yes, I really agree because, you know, we have to be independent and we have to be responsible for our studies and been able to accomplish every task we had.

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Speaker 3

So I agree with that.

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Speaker 2

I absolutely agree that this is what we're paying for, what we're trying to have help, but in terms of organizing our time. I mean, the same goes for me. I try organizing my time and like having to do a list for my week.

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Speaker 2

And I wouldn't, actually I wouldn't do it for some reason, I couldn't get it done, and even I struggle doing things through the day like Agnes, do this for the day, having been meeting deadlines and all that, and I don't know.

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Speaker 2

The only thing that I think has helped is just pushing myself. It's the only thing I can do, really. It's the only thing to try to do is just pushing myself. That has been challenging? Yes.

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Speaker 1

Because I'm in second year now is not I learned from first year and I think maybe if they like stress these things before you even enter first year, maybe in the first couple of weeks of first year. Like how university learning's kind of structured?

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Speaker 1

Because I thought I learned on my own and from talking to other students and not from what like faculty told me, like learning and that sort of stuff that stuff will be about. So I think, yes, stressing it a bit earlier.[MS3]

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Speaker 1

So people know what that involves. I think a lot of people don't really know what they're in for in uni until they feel like it's quite too late, because not everyone built for uni and if not built for university [MS4] learning, there was no point wasting your money on it.

[MS5]

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Speaker 1

So as you think driving [MS6] it or stressing it earlier in the first year, or maybe even before uni, like with the promotional material that you're putting out to attract people to the uni, to let them know what kind of studying you're there in for when they come to the university.

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Speaker 2

Well, what I was thinking is actually that I would have appreciated if at some point, probably early on, we could have gone through like a week of what is the process of learning. How do we how do we overcome these obstacles of knowing how to learn?

00:06:53:13 - 00:07:16:24

Speaker 2

Like, how are we expected to learn? I don't know if you if you understand what I'm saying, I'm trying to say I simply as I can. I think that's one main point. I think apart from that, if you're not interested in what you're doing, I don't think that someone else can help you be interested.

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Speaker 2

You either are interested or not, apart from that, knowing how to learn absolutely helps. I believe.

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Speaker 3

Yes, I really remember remember my first year, it was very difficult for me because although we have all the instructions and all the units' of a lot of support with a lot of leaflets and whatever. However, I found it difficult.

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Speaker 3

The first three months I was out of the water...What can I say? For example, I couldn't understand the system of the moodle/modules. Where to find this, where to find that...when is my assessment? When is the day? You know, I found it really difficult in the first year, especially this first year.

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Speaker 3

So maybe I remember this thing. You get me back in date, because I really missed a lot of things. And the suggestion of mine, because I'm not really hanging out with other students, and I'm probably not having enough time to discuss a lot of things with other students.

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Speaker 3

This is a disadvantage for me, for example, because I cannot be updated for whatever happens. Maybe I miss a seminar or a lecture, for example. So I would like to have more of help with this for example.

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Speaker 1

I guess, like final thoughts are just that there's always a balance when it comes to the university between independent learning and asking for help. And, you know, it's like over time you figure out that balance. And I think it's a good skill to learn in life because in life you go on your own, you're responsible

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Speaker 1

for your own decisions. So it's a good thing to learn now before you go into what I mean as a, you know, as a 20 years old, I can say this, but before I go into adulthood, is it a good skill to learn now...obviously

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Speaker 1

Mature students and staff will feel differently because they have had to deal with independence in their lives before I have, you know.

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Speaker 3

Yes... as a final thought. I really am hoping to be able to finish what I started because as I previously said, it's a daily challenge for me, so I'm very thankful for my university because they really have a good system that really helps at least students as my occasion, of course, is not everything perfect.

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Speaker 3

But you know, if you really want what you do, you really want it, and you really realize what you do and where you are and what you're doing. And if you really believe and you really want to finish it, I think with a little help everything is going to be alright, in the end you will be able to finish it and succeed.

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Speaker 2

And my final thoughts probably are, well, I wanted to touch on something that was previously mentioned that I am not sure who has said it, but being independent, part of being independent is knowing when to ask for help. I actually liked I actually like that...

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Speaker 2

Really, really. And um, I think that actually really I agree with that statement. And I believe that as much as being independent in your learning is very beneficial for us, for us students, at least for the ones I don't know for us that actually, are in the uni like, you know, are 18, 19, 20 years and

00:11:20:03 - 00:11:41:07

Speaker 2

younger ages -no offence. Well, I want to say that we need to know when each thing's time is. There is time for being independent and there's time for being...,for asking for help. And as far as help is provided and we don't have to figure everything out on our own.

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Speaker 2

I think I think it's a brilliant thing the university is offering help and there's there's different people sure the people who will ask for more help, people who will ask for less help. So having less help offered to us, like in from the university's point of view, if they're offering less help, they will only be able to

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Speaker 2

help the people that need less help and the people that need more help won't be able to get it. So as far as I'm concerned, help should be offered. But not pushed onto us, I think as far as these conditions are now in place, I'm completely alright with help being there.