



LD1007 Study Strategies for Effective Learning 1.0 credits

Studieteknik för effektivt lärande

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

The official course syllabus is valid from the spring semester 2025 in accordance with the decision by the Head of the ITM School: M-2023-0166. Date of decision: 25/01/2023

Grading scale

P, F

Education cycle

First cycle

Main field of study

Technology and Learning

Specific prerequisites

General entry requirements

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After passing the course, the student should be able to:

1. Give an account of the learning strategies that are brought up in the course
2. Apply, i.e. to plan the use of the learning strategies by designing an own study plan that is based on the learning strategies that are brought up in the course.
3. Identify metacognitive factors that can hamper or facilitate their own learning.
4. Describe and analyse their own learning process based on the metacognitive aspects that can influence the learning

Course contents

The course intends to develop knowledge and skills in understanding, analysing, planning and implementing learning strategies that could improve students' learning through the following course content:

- Central aspects of learning, based on current research about the long-term memory, the working memory, motivation and cognition.
- Exercise in designing study activities that are based on the learning strategies, which are presented in the course, and are based on current research.
- Exercise in planning their individual studies and design a study plan for how study behaviours can be changed.

Examination

- LEXA - Continuous Assessment, 1.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.