

Flour Milling Training

Distance Learning Programme

Co-ordinator Notes / Study Guide



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Australian Technical
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Guidance Notes for Co-ordinators / Mentors

It is strongly recommended that, for each student enrolled in the nabim Distance Learning Program, the mill appoints a suitable person to be made specifically responsible for assisting the student in their studies. Providing this kind of on site support can actively encourage the students with their studies and offer encouragement through discussing marked work or by addressing any particular difficulties a student may have. The following points are suggested as a guide to the activities of a Site Coordinator / Mentor:

1. On Site Help

It is apparent that students benefit tremendously from personal or group "help" from Coordinators, mentors and mill staff. Other resources students could use are the company library and company journals.

2. Return of Lessons to Tutors

Assist students to regularly submit work to Tutors on time. If a student advises that a lesson will be late, contact the Tutor by phone with an explanation as to why the lesson will be late and when it is envisaged that the lesson will be forwarded.

3. Tutors' Reports

There will be one report per student sent to the Coordinator and student. These reports should be discussed with each student and if necessary the Tutor.

Additional Responsibilities of the Co-ordinators

- Primary contact between the mill/site and ATMA
- Promotion of nabim Distance Learning Program
- Enrolment – Distance Learning Program and Exams
Complete online enrolment and ensure payment of invoice is made to ATMA within designated timeframe.
- Lessons
Receipt and distribution of lesson packages.
- Exams
The site co-ordinator / mentor or appointed invigilator will ensure;
Receipt, coordination and security of examination papers,
Oversee and supervise examinations in role of invigilator,
Ensure prompt return of completed exam scripts back to ATMA (or nabim if applicable).

Tutor Access

Your Tutors have provided the following hints to help you with your lessons and, in turn, to assist them mark your lessons.

PLEASE ENSURE THAT THE LESSONS YOU SEND TO THE TUTORS INCLUDE:

- Your name and the name of your employer.
- A margin on the left hand side of each page.
- A fairly large space between answers for tutors' comments.
- Legible writing.
- Number answers, number pages.
- If lessons are sent to tutor by mail a stamped self-addressed envelope for return of lessons should also be provided.

Lessons / Course Work

LEARN your work. Do not copy answers from books - test your learning in your lessons each month - this is practice for the exams. Tutors will mark "copied" lessons accordingly.

DRAW all diagrams and illustrations ensuring they are labeled clearly. **DO NOT** photocopy from books - drawings can be an essential component of some exams.

ASK for help from your Coordinator or work Supervisor.

ANSWER your questions well. Tutors and examiners must be convinced you know the subject.

SEND your lessons to the Tutors **ON TIME**. Please ensure that your coordinator notifies the Tutor if a lesson is going to be late. An explanation should be provided as to why the lesson will be late and when it is envisaged that the lesson will be forwarded.

REFERENCE MATERIAL Use your company library, milling journals for extra reading and ATMA website - Training Menu.

When quoting from or referring to text from books you must quote the source of your information.
e.g. From "Flour Milling Processes" by J.H. Scott Rev. 2., 1951.

Studying

Planning your work has the following advantages:

- You ensure that you put in work regularly
- You do not panic because you have left your work until the last minute
- If you allow several days for a piece of work you will be able to cope with unforeseen interruptions

Make a list of your commitments for each week, eg work, household chores, time with your family. You will find times which are free from these commitments and which could be used for study.

Decide what you want to achieve by the end of each week. Use as much free time as necessary to fulfil this goal.

Write down the study tasks you plan to do during the week and decide when you are going to do them. Use shorter periods of time for reading the text and longer periods for answering the monthly tutor-marked assignments / work lessons. You may find that some tasks take longer than you thought they would – others may take less time.

Experiment with different study times, eg early in the morning or evening or late at night. This will help you to find out at what times you work best. If you have difficulty at one time – try another. Some people need absolute quiet for efficient study; others seem to prefer a noisy environment. Generally, a quiet room with a desk/table is all that is required.

Study Habits

When you want to study, you have to pay attention to the piece of work to be studied. You have to rid yourself of unwanted stimuli such as noise or hunger. Some are easy to remove, simply by choosing when and where to study.

For example, you can get away from the distraction of other members of your family by studying in a different room. Some types of distraction are more difficult to eliminate. Try to avoid studying after some other excitement such as an argument or a discussion. The quieter your mind is, the easier it will be to concentrate on your studies.

No one will make a good job of studying what they find boring. You can maintain interest by reading around the subject and by relating your studies to your work, where possible. Successful students not only have good study habits and techniques, but they are highly motivated. They want to study.

Study Habits cont.

There are many different reasons for wanting to study. Most people want to be higher paid and/or get a better job. Studying will make your job more interesting as you will understand more about your workplace. These are long term goals/reasons for embarking on and sticking to your course.

You will also need short term goals to keep you going week by week. Your short term goal might be to study and make notes on a particular subject or chapter.

Habits – good or bad – are not changed easily. You must be prepared to make a clean break with all old habits, which hamper effective study, such as watching too much TV and replace them with better ones. It will be difficult to keep to your new behaviour pattern at first. One way of enforcing the new behaviour is to enlist the help of your family or friends as your conscience until the new behaviour pattern is established routine – a habit.

Learning Efficiently

If you have difficulty in understanding new material, try the following steps in turn.

- If the words are unfamiliar look them up in a dictionary/thesaurus
- Leave the subject for a while and then come back to it with a fresh mind
- Ask a colleague, your mentor or mill course co-ordinator

Discussion

Discussion is a useful method of learning information. It enables you to test your knowledge and understanding. If you try to explain a subject to somebody, they may ask a question that you cannot answer. This will highlight your weaknesses. Discussion brings you new ideas and insights and helps to sort out material in your mind.

Questioning

If you have any specific questions for your tutor, don't be afraid to ask!

Learning Efficiently cont.

Memory

Once you have understood the material, you need to remember it. Your memory works like a filing system, you have to know where to look for information before you can find it.

This involves:

- Linking new material with what you already know
- Taking good notes
- Summarising all notes so that the key points are highlighted
- Making connections between the various components, perhaps to diagrams, tables or flow chart.

Reading - SQ3R

SQ3R stands for:

| | |
|----------|---|
| Survey | a skimming read, giving a general impression of the material in the section |
| Question | before studying a section further, ask yourself what you expect to gain from it |
| Read | read the section quickly once or twice, then read it again more slowly, studying the detail Look for a basic idea or key point in each paragraph |
| Recall | try to recall all the main ideas in the section, either by reciting them aloud or by jotting them down in note form |
| Review | look back over the chapter and check your recall was correct. Make a special note of any important points, which you failed to recall or wrongly recalled |

Note-Taking

The main purpose of note taking is to enable you to pass your exams. Make notes of the most important items in the booklets and use the notes for revision and reference. Notes should be brief and clear. If they are too long, they will be tedious to wade through. If you cannot read through them quickly to refresh your memory, they are of little use.

When taking notes remember:

- To use the SQ3R technique to find out the main points in the chapters
- Make notes in your own words. This will ensure that you understand the material. You might want to add your own comments and cross-references.

Note-Taking cont.

Sequential Notes

These are continuous notes, following the same order as the book:

- Use headings and subheadings to break up material
- Emphasise material by:
 - Underlining or
 - Using different colours or
 - Using capital letters
- Use abbreviations. Be consistent and remember what your abbreviations mean

Nuclear Notes

This is a more complicated method but one which helps to get you thinking about the subject.

- Write the main topic in the centre of the page
- Write related ideas around it and link them up to show their relationship to the main idea
- Add links around the edges to show relationships

Revising

Many students regard revision as something they do in the last week or two before their exam. This is not to be encouraged.

Instead of last minute cramming i.e. attempting to learn material that has not been properly understood, revision should be a regular process throughout the course. There is not enough time at the end of the course to revise all the material adequately, although a few weeks before the exam you might find it helpful to condense your original notes into revision notes. Also, make sure you have notes on all the topics in the syllabus.

One very good way to revise, if possible, is to meet regularly with two or three fellow students. This has the following benefits:

- It is the form of motivation. If you have set topics to each session, then you will be pressured to prepare them beforehand.
- It will ensure that you have not overlooked any important areas in the syllabus.
- You can teach each other. Teaching someone else is a sure way of making you understand the material.

Revising cont.

When you come to the last five weeks before the examination, try to set yourself a revision timetable.

This should set out the topics you are to revise each day, allowing repeat days for subjects you know you find difficult. Tick off the topics when you revise them.

Keep some time free in case you fall behind for some reason and most importantly, keep one day a week.

The Examination

Preparation

Having planned your revision, you should plan for the exam itself. You can practice for the exam by answering the self-assessment questions and past examination questions given at the back of the textbook. Past examination papers can also be requested by contacting the ATMA office. Practice writing model answers. You should have practised your exam techniques by answering the tutor-marked assignments / work lessons under exam conditions.

A good method of teaching yourself the right discipline for the exam is to try a 'mock' examination. Put yourself in strict exam conditions with the proper time limit and tackle a past year's examination paper. Your mentor may help in this. The 'mock' exam will show how well you can answer questions in the time available and will help you to plan time allocation within the exam. It reveals weaknesses in your revision or in your exam techniques. Discuss your performance and any weaknesses with your mill course coordinator / mentor.

The Day Before

Check and tick off when you have done so:

- The place of exam
- The starting time
- Your student number
- Your equipment; pens, pencils, eraser, watch, ruler, calculator

The Examination cont.

Examination Day

Try to arrive early to give yourself time to relax as best you can. If you have a chance, choose an area in the examination room where there is plenty of light and where you can see the clock clearly. Check your watch with the clock.

Tackling the Paper

- Check that it is the correct one, there may be other exams taking place in the same room
- Fill in your personal details. Make sure that you write the information requested, such as name, student number and centre number, the name of the paper, the date and your signature in your answer book/ sheet, on drawing paper and on any additional answer sheets that you hand in.
- Read the instructions carefully and then read quickly through all the questions. Put a tick at the side of those you can definitely answer.
- Begin answering the questions. Start with the ones you feel most confident with, i.e., those you have ticked.
- For each question, read it and note the key words. Look for the instruction words in the questions such as 'describe' and 'explain'. These tell you the type of answer to give.

The Examination cont.

Common instruction words are:

- List/name Give list or name facts rather than sentences
- State Give the relevant facts briefly
- Outline Briefly give all the essential points
- Describe Give a full account with examples of the procedure, term, etc specified in the question
- Compare / Contrast Point out similarities and differences, advantages and disadvantages, of items mentioned
- Define Give the exact meaning of
- Explain Give reason(s) for
- Sketch Do a rough but neat drawing. Remember, you are not being judged on artistic ability
- Tabulate Present your answer as a table or chart

The Examination cont.

- The questions have equal marks so try to give them equal time. If you run short of time, remember that you cannot get more than full marks on a question. A good pass requires answers to as many questions as is stated in the instructions. It is quite easy to pick up one or two marks on a question, often far easier than it is to raise your mark from 11 to 12 out of 12 on your favourite question.
- Help the examiner by clearly indicating the number of the question you are answering; you do not have to write out the full question. Start a new page for each new question. If you are unsure of your answer to part of a question and are going to come back to it later, leave yourself room to add to your answer.
- Give the answers that the examiner has asked for, not all the things that you can possibly tell the examiner on the subject. For example, if you are asked to list three items, list three – you will not get extra marks for listing more. If it says "sketch", you will not get any extra marks for a perfect design; you are not being examined for your artistic ability.
- When doing a calculation, show all your workings. You will almost certainly get marks if some of your working is correct, even if your answer is not. Just put down the wrong answer and you will get nothing; just put down the right answer and you may well not get full marks.
- If you find yourself running out time, write short notes rather than full sentences, you will get marks for key facts.
- If you find you have time to spare when you have completed all your answers, read through them again to check them, check calculations.

Overcoming Anxiety

It is normal to feel tense and worried before exams. Did you know that anxiety may even help you to stay alert and focussed? However, the more you push yourself to continue to sit and study for the exam, ignoring your need for adequate sleep, proper food, social contact and relaxation of your body and mind, the more difficult it becomes for you to have control over the situation. Over time your energy is depleted, your thinking becomes confused, your study efforts become unproductive, you become irritable and you start making mistakes. These mistakes then trigger more anxiety and you cannot relax because you are worried that you are not going to do well in the exam.

Moreover, if you freeze up during exams, cannot concentrate, have non-stop negative thoughts that you are going to fail, a very tense body and poor sleeping patterns, then you need to develop and practice effective coping strategies ahead of time to avoid these negative outcomes of feeling stressed.

There are two main ways of coping:

- Strategies that we use to manage the problem causing the stress.
- Strategies that we use to regulate our emotional response to the problem.

Strategies to Manage Stress

- Share your feelings with others and seek their support
- Seek information on the time, place and format of the exam. Find out as much as you can through looking at previous exams
- Organise your notes, exam material and prioritise what you need to work on
- Ask your tutor or supervisor if you do not understand something or not sure about what is the best way to prepare for different sections of the exam. Speak with experienced students who had sat in for this exam
- Study hard yet effectively in short bursts and in a clearly organised way

Strategies to Help Regulate Your Emotional Response to Exams

- Discuss how you feel with a good friend or supervisor and seek their support.
- Be positive and encourage yourself through positive self-talk. Remember all the times in the past when you have faced challenges and succeeded. Do not think on the possibility of failure. Be encouraging of yourself. Remember that what you say to yourself and think will affect how you feel and this will affect your behaviour and how well you prepare for and perform in the exam.
- Yell 'stop' if your thoughts are constantly negative and spinning out of control. Then take a slow deep breath and start again.
- Visualise success. Daydream about what it will be like to succeed. Create detailed pictures in your mind of how you will manage the situation well. Imagine, for example, a capable and supportive friend with you in the exam room. Imagine yourself breathing calmly through possible difficulties.

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Strategies to Help Regulate Your Emotional Response to Exams

Breathing

Anxious and tense people breathe in very quick shallow ways that set up physiological reactions that create more stress and fussy thinking. You can calm these uncomfortable physical sensations by focusing on your breathing. Make it deeper and slower by pushing your diaphragm out as you breathe in. Take 2 to 5 minutes each day to observe your breathing and to breathe in a slower, calming way.

Progressive Muscle Relaxation

Lie down or sit in a comfortable chair. As you breathe in, clench your fist making it tighter and tighter, feeling the tension in your fist. Now relax as you breathe out. Feel the looseness in your hand and notice the contrast with the tension. Repeat this with your other fist. Then go through each muscle group – shoulders, lower back, abdomen, neck, arms, legs, face, remembering to breathe out as you relax.

Over time you will become accustomed to checking how tense your body is and learning to relax the muscle group that is tight when consciously breathing out. Do this routine for 20 minutes every day until you have learned to relax by merely scanning the muscle group and breathing the tension out. Your muscles will now be well trained in letting go of tension in a very short space of time and your mind will be free of fear.