

**Table 17:** The feature of shallow and deep approaches to learning can be defined (adapted from Stobart, 2014)

<b>Approach to learning</b>	<b>Defining features</b>
<p><b>Surface reproducing</b> Intention: to cope with learning requirements</p>	<p><b>What do I need to do to survive?</b> Treating learning as unrelated bits of knowledge. Memorising facts and carrying out procedures routinely. Finding difficulty in making sense of new ideas. Seeking little value or meaning in either learning or tasks set. Studying without reflecting on either purpose or strategy. Feeling under pressure and worrying about learning.</p>
<p><b>Strategic reflective organising</b> Intention: to achieve the highest possible grades</p>	<p><b>What do I need to do to pass the tests?</b> Wanting to do well and achieve good grades. Motivated and organised. Putting consistent effort into studying. Managing time and effort effectively. Finding the right conditions and materials for studying. Monitoring the effectiveness of ways of studying. Being alert to assessment requirements and criteria.</p>
<p><b>Deep seeking meaning</b> Intention: to develop ideas for yourself</p>	<p><b>How can learning help me make better sense of the world?</b> Relating ideas to previous knowledge and experiences. Looking for patterns and underlying principles. Checking evidence and relating it to conclusions. Examining logic and argument cautiously and critically. Becoming actively interested in learning content and forming a relationship with the learning.</p>