

## Question 1

### Problems with out-of-class work

The statements on the second set of cards below were all made by English or Creative Writing students. Each student had one of the conditions (or combination of conditions) appearing on the first set of cards. Match statement to condition. One condition occurs twice.

### Condition Cards

<p style="text-align: center;">Out-of-class condition A</p> <p style="text-align: center;"><b>Mental health</b></p>	<p style="text-align: center;">Out-of-class condition B</p> <p style="text-align: center;"><b>Asperger's Syndrome</b></p>
<p style="text-align: center;">Out-of-class condition C</p> <p style="text-align: center;"><b>Mental health and Asperger's Syndrome</b></p>	<p style="text-align: center;">Out-of-class condition D</p> <p style="text-align: center;"><b>Specific learning difficulty</b></p>
<p style="text-align: center;">Out-of-class condition E</p> <p style="text-align: center;"><b>Mobility problems</b></p>	

## Problem Cards

<p>Out-of-class problem 1</p> <p>Revision is hard because English is a very vague subject.</p>	<p>Out-of-class problem 2</p> <p>I find the lack of contact with others stressful, as I find it difficult to take the social initiative, and there are no formal structures in place to facilitate this.</p>
<p>Out-of-class problem 3</p> <p>Essay planning is difficult for me, as I am not adept at succinctly forming an argument in such a tight form.</p> <p>The Pool (English Subject Centre)</p>	<p>Out-of-class problem 4</p> <p>I have had to wait long periods with no feedback on my work, which causes me stress and anxiety, although the feedback has been comprehensive and useful when I received it.</p>
<p>Out-of-class problem 5</p> <p>The deadlines are ridiculous sometimes. I had to give in 3 x 3,000 essays in 3 consecutive days. So have most of my friends who do the course. It is silly to assume that someone could work to the best of their advantage under this pressure.</p> <p>The Pool (English Subject Centre)</p>	<p>Out-of-class problem 6</p> <p>I do far too much research for essays. As a result of this, I have not been able to complete the last essay for this year. I have gone around and around the essay until I've lost all bearings, and now I am at risk of having to come to terms with an uncompleted year. A big issue that I have with essays is the feeling that there is always something else, or that I have gotten the wrong end of the stick.</p> <p>The Pool (English Subject Centre)</p>



## Question 2

### Problems with out-of-class work

The statements on the second set of cards below were all made by English or Creative Writing students. Each student had one of the conditions (or combination of conditions) appearing on the first set of cards. Match statement to condition.

### Condition Cards

Teaching session condition A <b>Multiple sclerosis</b>	Teaching session condition B <b>Bipolar disorder</b>
Teaching session condition C <b>Mental health</b>	Teaching session condition D <b>Specific learning difficulty</b>
Teaching session condition E <b>Mobility problems, unseen disability and other disability</b>	Teaching session condition F <b>Asperger's Syndrome and mental health</b>



## Problem Cards

<p>Teaching session problem 1</p> <p>A lot of the time I'm struggling through fatigue (especially after the first hour). I can't concentrate. I lose whatever I'm talking about, I can't remember what has just been read out.</p>	<p>Teaching session problem 2</p> <p>Attending each and every class is difficult because I often feel great levels of fatigue.</p>
<p>Teaching session problem 3</p> <p>In lectures I must write down almost everything the lecturer says, so as to not forget any valuable information. This is restricting, because by writing I am not wholly listening to the argument, which limits my understanding – my notes often do not make sense to me, as I struggle to keep up with the lecturer. I also find that when reading I can not keep my place on a page, so I make every effort not to read aloud in class. This in particular has made me rather quiet in seminars, as I must read slower than my peers, which limits my capacity to comment on texts.</p>	<p>Teaching session problem 4</p> <p>Impossible to gather thoughts in short time required.</p>
<p>Teaching session problems 5</p> <p>Presentations have been quite hard, for I get very stressed and anxious. But the worst experiences depend on my mood. If I am feeling bad and I turn up for a seminar, I may feel extremely vulnerable and unable to contribute.</p>	<p>Teaching session problems 6</p> <p>Verbal questions can cause problems, if they aren't specific and don't have an obvious purpose (i.e., if they're woolly or rambling), or if they are asked aggressively</p>



### Solutions: Out-of-class problems

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|-----------------------------------|--|
| 1. Revision is hard...            | B. Asperger's syndrome                   |
| 2. I find the lack...             | C. Mental health and Asperger's syndrome |
| 3. Essay-planning is difficult... | D. Specific learning difficulty          |
| 4. I have had to wait...          | C. Mental health and Asperger's syndrome |
| 5. The deadlines...               | E. Mobility problems                     |
| 6. I do far too much...           | A. Mental health                         |

### Solutions: Teaching session problems

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|-------------------------------|--|
| 1. A lot of the time...       | E. Mobility problems, unseen disability and other disability |
| 2. Attending each...          | A. Multiple sclerosis  |
| 3. In lectures I must...      | D. Specific learning difficulty                              |
| 4. Impossible to gather...    | B. Bipolar disorder  |
| 5. Presentations have been... | C. Mental health   |
| 6. Verbal questions can...    | F. Asperger's Syndrome and mental health                     |

