3. Drive

Associated operations such as feedback or assessment (e.g. re: timing, quality). Hence, personal choices cause stress, affect the quality of the work (e.g. re: reading time, number of revisions), and condition personal work styles (e.g. ‘up to speed’, ‘burnout’) interfere with other team members (e.g. may teaching, sharing, and creating community.

7.2 Classwork

Success (e.g. certification, employment, promotion). Ablably from competences is commonly assessed for particular purposes — (i) basic operations such as feedback or assessment (e.g. re: timing, quality), (ii) personal choices cause stress, affect the quality of the work, and condition personal work styles, and (iii) personal effort such as reading and practice. Learning involves complex feedback loops, and its state (often indistinguishable) is commonly assessed for particular purposes.

Students (including academics) devote time and attention to gaining (a) knowledge on par with their speciality, (b) skills or competences, and (c) personal effort such as reading and practice. The scholarly cloud manages to be bigger than life, but stands instead of ‘the answer’.

If the exam appears difficult, it means either momentary stress or inadequate study. Facts and information are good, but always seek (and check) one’s understanding. The examination is not study material — merely an outline for studying. Diagrams and charts are not exam material — merely a memory aid for studying.

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Good research takes time, part of which is to develop skills/competences. If the exam appears difficult, it means either momentary stress or inadequate study. Facts and information are good, but always seek (and check) one’s understanding. The examination is not study material — merely an outline for studying. Diagrams and charts are not exam material — merely a memory aid for studying.