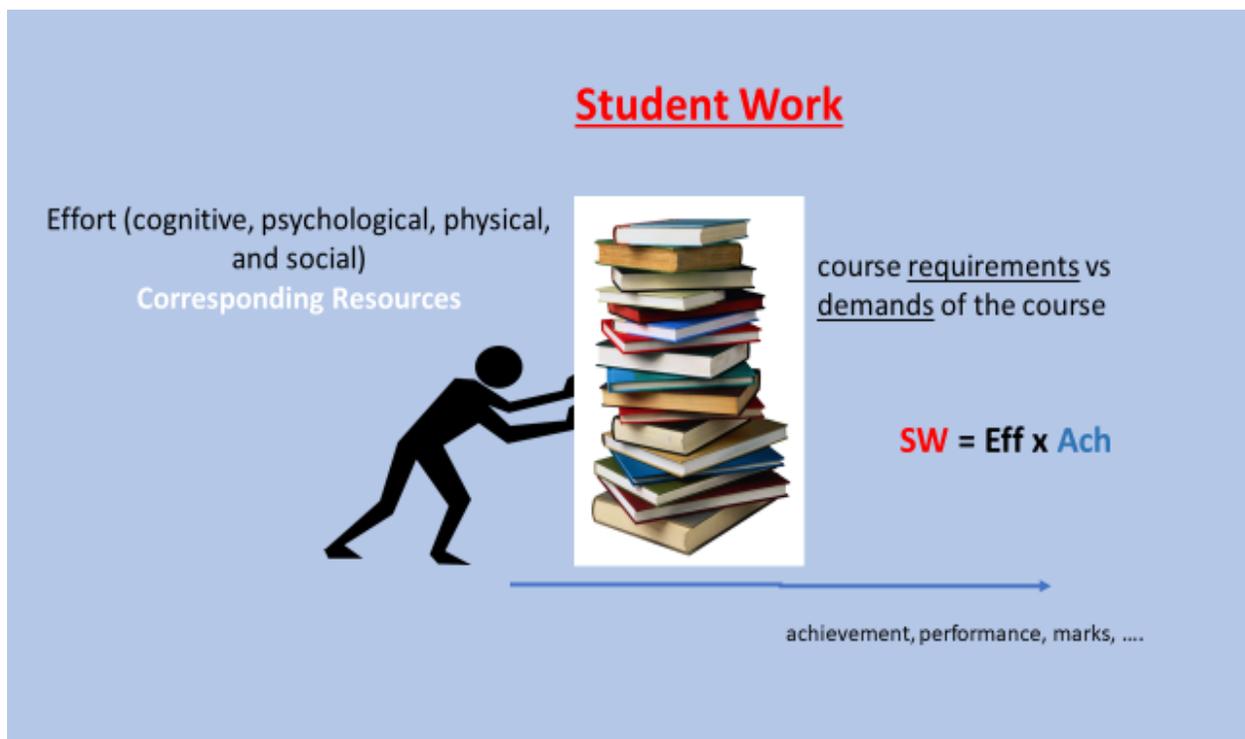


## The experience of learning is unique to an individual

While we recognize that the course requirements or the stipulated objectives and activities associated with a learning task are the same for everyone, each individual comes to those tasks with a unique set of resources. It is these personal resources that enable learners to generate effort in meeting the course requirements. With more resources students are able to generate more effort and hence the demands of the course may be less; with fewer or less developed resources other students may have difficulty generating sufficient effort to meet the course requirements and hence for those learners the course demands are greater.

This matters and **it matters a lot**. High course demands negatively affect one's non-academic life reducing psychological well-being and participation in physical activity; increasing stress, anxiety, depression and burnout; and reducing overall quality of life. Excessive course demands also affect academic performance generating surface and rote learning, plagiarism, and procrastination while decreasing motivation.



The academic effort that learners generate can be grouped into four domains: intellectual or cognitive, physical, psychological, and social. The resources that students bring to a learning situation can be similarly classified. They are described in more detail in the table below.