

Domains	Cognitive	Physical	Psychological	Social
Effort	Understanding the material, solving problems	Attending class on campus or otherwise, staying awake, paying attention	Motivation, organization	Interacting with instructors and classmates and staff
Corresponding endogenous resources	Prior learning, as well as general intelligence and academic aptitude	Mobility, health and vitality, other abilities, finances, time to devote to course activities	Executive function: being able to organize oneself to accomplish daily tasks	Social skills and dispositions such as team work, managing conflict, negotiating, etc.
Exogenous resources that support effort across domains	Social support and networks (social capital); teacher effectiveness; quality of course design; physical environment; student help and health centres; learning climate and environment; family and friend wealth, etc.			

Here we have so far highlighted the unique personal resources available to help students generate effort in addressing the requirements of a course or learning task. There are also institutional or social support services available to all or many students to help them generate the academic effort required.

Universities may offer such supports as bursaries, child care, learning centres, health centres for students, and ramps and elevators for those with mobility issues. Very importantly, the quality of teaching is a powerful resource for learners and therefore the emphasis that universities place on teaching will affect learning. Friends and families also offer various forms of support that may supplement or develop resources within students. **Each learner is unique in terms of the personal resources they bring and the supports beyond themselves that they can tap into.**

Student Work

Having laid out many of the elements, let's address the concept of student work. This is a different concept than student workload. Student workload is not well defined. Researchers have conflated many factors blurring distinctions and obfuscating important relationships. Student workload seems to be a blend of effort and course requirements that creates stress. We prefer to speak about student work.

We define student work as the **product of student academic effort (acting on the course requirements) and the degree of achievement or success in the course**. In the physical world, we define work as the product of force (acting on a mass) and distance. In the world of learning, we define student work as the product of effort and achievement. While the course requirements are the same for everyone as outlined in the syllabus, the course demands depend on both the resources available that allow students to generate effort and the their expectations for success in the course. Those who only want to pass may experience less course demands than those learners who want to excel (given approximately equal levels of resources). Similarly, learners with comparable expectations and goals for success (however defined) but with different levels of resources will find that the course demands are different for them.