

Academic Success Strategies & Resources

Weeks 5-6 of the Semester

Description

This lesson will guide students through a discussion of current study and exam preparation methods, exploration of active study and exam preparation methods, and connect students to a variety of academic resources.

Learning Outcomes

Learners will be able to:

- Analyze previous performance on exams, projects, or essays using the Post Performance Reflection method to identify areas of strength and improvement.
- Describe active preparation and review methods for a variety of content areas.
- Name campus resources available for help with exams, projects, and essays.
- Create a personal goal for improving academic success.

Connection to Intended Course Outcomes/Class Objectives

- Self-efficacy – Your belief in your ability to achieve your goals
- Self-awareness – Your understanding of your personal strengths, learning styles, learning habits, and thinking patterns
- Sense of purpose – Development or strengthening of long-term goals and understanding of how to get there; ability to make connections between what you’re learning and your future goals.
- Actively engaged – active involvement of time and energy invested in your college experience—both inside and outside the classroom.

Materials

- [Slide Deck](#)
- [Hullabaloo U: Success Strategies & Resources](#) website
- [5 Day Study Plan handout](#) (printed or electronic and posted to Canvas)

Peer Mentor Involvement

- Peer mentor shares some personal highs and lows regarding the academic transition from high school to college.
- Peer mentor shares personal schedule/calendar/planner/time commitment for academic success
- Peer mentor shares 1-2 favorite study locations or tips, etc.

Overview of Time (Total time: 45 minutes)

- Ice breaker (5 minutes)
- Academic success class discussion (5 minutes)
- Post-Performance Reflection (7 minutes)
- Active Study Strategies (10 minutes)
- 5-day study plan (5 minutes)

- Additional academic resources (5 minutes)
- Wrap-up and goal setting (8 minutes)

Facilitator Instructions

- Text in regular font are talking points and should be read out loud to students.
- Text in *italics* are notes for the instructor and should NOT be read out loud to students.
- Text in **bold** are questions for debrief or reflection and should be read out loud to students to encourage group discussion or sharing of ideas.

PRE-CLASS	
Materials: Pre-class email, Handouts, Slide Deck	• <i>Print handouts (1 per student) or post 5 Day Study Plan to Canvas</i> • <i>Review slides</i> • <i>Create Padlet or other online whiteboard source for Icebreaker (Instructions for creating a Padlet)</i> ◦ <i>Create a QR code and insert on slide 3</i> • <i>Familiarize yourself with the Academic Success Strategies Curriculum Website</i>

SESSION INTRODUCTION & ICE BREAKER (5 minutes)	
Talking Points 5 minutes Materials: Slide Deck	[Slide 1] Howdy! Today we are going to focus on strategies for academic success. [Slide 2] Our goals are to reflect on your transition from high school to college, check in on your first few weeks of classes, and share some effective study strategies and resources. Specifically, following today's discussion you will be able to: • Analyze previous performance on exams, projects, or essays using the Post-Performance Reflection method to identify areas of strength and improvement. • Describe active preparation and review methods for a variety of content areas. • Name campus resources available for help with exams, projects, and essays. • Create a personal goal for improving academic success. [Slide 3] To get things started, use the QR code (<i>with link to Padet you created</i>) to share an emoji, gif, or meme that represents how your first major exam, project, or essay went. <i>As time permits, invite students to share why they chose the emoji they did.</i> It is likely that we see a mix of successes and struggles. Our goal today is to celebrate and replicate the successes and support you through the struggles by developing skills that will build academic success. [Slide 4] The transition from high school to college learning can be a challenge as there are many differences. What differences can you think of?

	You may find that you have a lot of unstructured or free time. Many of you are juggling a new living situation, meeting new people, making new friends, and taking on more responsibilities — all on top of the academic load! How we study to learn and succeed on exams in college may need to change from what worked in high school. What got you here may not be enough to carry you through, and that's okay. The key is being willing to reflect, adjust, and grow. One of the benefits of Hullabaloo U is that we can support you through the struggles and celebrate the successes (and there will likely be plenty of both!). Today, we're focusing on academic success.
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ACADEMIC SUCCESS CLASS DISCUSSION (5 minutes)	
Talking Points 5 minutes Materials: Slide Deck	[Slide 5] Think about your high school experience: • How much time did you set aside for studying in high school? • How did you spend that time? • What did “studying” look like? [Slide 6] Now, think about the recent exam, project, or essay you responded to on the Padlet: • How did you prepare? • How did you feel going into it? • What was the environment and/or experience like? • Was the result as you expected? • Are you pleased with the outcome? <i>Peer mentor can share experience here.</i>
Transition 10 seconds	Let's take a closer look at one of your recent assessments (exam, project, essay) to identify areas for improvement.

POST-PERFORMANCE REFLECTION (7 minutes)	
Talking Points 7 minutes Materials: Handouts, Slide Deck	[Slide 7] On the <i>HU: Success Strategies and Resources</i> website, open the Post Performance Reflection to review factors that can affect academic performance. Think about the recent exam, project, or essay you've been using as your example today. Consider any instructor feedback and missed questions. Can you identify factors from the Post Performance Reflection that may have contributed to point deductions? For example, did you notice that you missed an exam question on a topic you studied for and realize that you memorized definitions for vocabulary, but didn't focus on how the terms relate to one another? Or perhaps you misread the requirements for a project

	and lost points because one or more sections were incomplete. Maybe your instructor provided feedback on an essay related to using and citing reliable resources. Use the Post Performance Reflection on the website to identify some specific examples of factors that led to deductions. Write them down. What do you notice? <i>Peer mentor can share experience here.</i>
Transition 10 seconds	One key to deeper understanding and exam success is using active learning strategies in your preparation. Let's explore some resources and strategies to maximize your study time and level up your academic performance.

ACTIVE STUDY STRATEGIES (10 minutes)	
Talking Points 10 minutes Materials: Active Study Examples website; Active Ways to Use website; Slide Deck	[Slide 8] What is Active Study? Active study is a way of learning that goes beyond simply rereading notes or highlighting textbooks. It involves engaging with the material—quizzing yourself, teaching it to someone else, drawing diagrams, creating practice problems, or summarizing concepts in your own words. The goal of active study is to help your brain process and retain information more deeply, so you can understand it, apply it, and remember it when it counts—like on exams. Let's now take time to explore some active learning strategies. [Slide 9] Explore the study strategies created by your peers using the active study method. What do you notice? <i>Direct students to this resource or show them on your screen (scroll down to Examples).</i> https://sites.google.com/tamu.edu/successstrategies/in-class/active-study?authuser=0 Now that we have discussed active study strategies you can make, let's look at how you can use the things you make. <i>Invite students, if they haven't done so already, to click on the accordion list under the section header "Ways to Use Active Study Strategies" below the examples on the same site.</i> <i>After students have had a few minutes to explore the active learning strategies, bring them back together for a brief whole class discussion.</i> Have you been studying actively? Did you see new ways to use things? Which study strategies can you use for your classes? Does any of this fit with your Stop, Start, Continue actions?
Transition	Now that you know how to actively study, let's talk about how to use them to prepare for an exam.

10 seconds	
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5 DAY STUDY PLAN (5 minutes)	
Talking Points 5 minutes Materials: Handouts, Slide Deck	[Slide 10] Show 5 Day Study Plan Video or use link from academic success website. As you can see from this video, spreading out your study time and utilizing active learning strategies can give you a deeper understanding of material than the long study sessions some students employ up to the last minute before an exam, project, or essay. Use the 5 day study plan handout we have provided (or linked in Canvas) to map out effective preparation strategies and reduce the stress that comes with last-minute cramming.
Transition 10 seconds	There are a variety of academic resources across the campus. Let's get you connected with the offices and people who are available to help!

ADDITIONAL ACADEMIC RESOURCES (5 minutes)	
Talking Points 4 minutes Materials: Slide Deck	[Slide 11] ● <i>Campus Offices/Resources</i> ○ <i>Academic Success Center</i> ○ <i>Disability Resources</i> ○ <i>Office for Student Success</i> ○ <i>Math Learning Center</i> ○ <i>University Writing Center</i> ○ <i>University Libraries</i> ○ <i>Study Hub</i> ● <i>Additional Support/Interventions</i> ○ <i>Instructors/Professors</i> ○ <i>Teaching Assistants (TAs)</i> ○ <i>Academic Advisor</i> ○ <i>Hullabaloo U Instructor</i> ○ <i>Hullabaloo U Peer Mentor</i> ○ <i>Tutors</i> ○ <i>Study groups/Study Buddies in Navigate</i>

WRAP-UP & GOAL SETTING (8 minutes)

Talking Points

8 minutes

Materials:

Slide Deck

[Slide 12] As we wrap up today, we've covered a lot of ground:

- We started the day by reflecting on the transition from high school to college.
- Then used one recent example of an exam, project, or essay to practice a post performance reflection. For each of your classes, I encourage you to take a few minutes to dig deeper than only the grade you earned on each assessment. Consider how and why it happened.
- It's likely that you can deepen your understanding of content through active learning strategies. Organize those active learning strategies into a 5-day study plan to maximize productive study time and reduce the stress that often accumulates from procrastination.
- Lastly, we identified several resources available on campus to support your academic success.

Before you leave, I want you to create an action plan to apply all of this new information. On a notecard or sheet of paper, complete the Stop, Start, Continue activity:

- Identify 3 things you should start doing
- Identify 3 things you should stop doing
- Identify 3 things you should continue doing

Discuss your ideas with a partner or table.

After a few minutes of discussion, ask students to share out with the class as a whole as time allows.

I hope you continue to reflect on your Stop, Start, Continue actions in the future.