

Study Guides Learning Strategically

Critical Learning	Materials & Interactions
<ul style="list-style-type: none"> ☑ Reflecting on personal strengths, areas for improvement, successful and unsuccessful learning, the challenges of working in groups ☑ Self-assessing for goal setting, time management and concentration ☑ Understanding helpful tips from college study guides ☑ Understanding and meeting college expectations, e.g., being an autonomous learner ☑ Forming informed opinions and supporting them with evidence 	<ul style="list-style-type: none"> • Student Response Page: Study Guides • Access to the Internet • Selections from chapter 1 of <i>Power Learning, 3rd Edition</i>. See Minds On, below. • Study Guides at Humber, Algonquin and Mohawk Colleges. Available: http://studentservices.humberc.on.ca/antiflnk/ http://www.algonquincollege.com/student-services/counselling/studyguide.htm http://www.mohawkcollege.ca/dept/std-ev/Counselling/pdfs/StudySkillsBooklet_June08.pdf • Work with a partner • Ministry of Education Study Skills page available at: http://www.edu.gov.on.ca/eng/career/study-t.html
Minds On	
<p>❗ Because colleges want students to be successful, they provide numerous supports. These supports have been developed from</p> <ul style="list-style-type: none"> • input by college students • experience of college instructors • research into learning. <p>❗ Researchers observe that successful learners aren't just lucky or smart; they use specific strategies, or tools, to help them succeed. The conclusion is that teaching those strategies to all learners could help all learners succeed.</p> <p>College students are expected to be strategic learners who know what they're trying to learn and who select tools and approaches to achieve their learning goals. This isn't as easy as it sounds, because you have to</p> <ul style="list-style-type: none"> • know yourself, your strengths and 	<p>➡ Do 1 of the following. Your teacher will provide access to the book or to a hard copy.</p> <ul style="list-style-type: none"> • Write in response to 5 of the 8 questions in "Journal Reflections: My School Experiences" on page 5 of <i>Power Learning, 3rd Edition</i>. • Respond to the questions on "The Good and the Bad" page 14. • Check your strengths and highlight skills to develop further using the list in "Career Connections" on page 16 in the 3rd Edition • Complete the survey "Managing Your Motivation" page 13, <i>Power Learning, 3rd Edition</i>. <p>➡ Locate the Humber College "Anti-Flunk Guide" using the internet address above. Select "Independent Learning and Studying" from the menu.</p>

- areas for improvement
- know what strategies you could use and select the one that suits you and the task
 - practise using the strategy so that you use it automatically and effectively.

➡ Referring to the guide’s description of “autonomous learner”, create a one-sentence description of your own to describe an ideal college learner and write it on your Student Response page.

➡ Select “Goal Setting” from the menu. Print a hard copy of this survey. Follow directions to complete 3 sections:

- Values identification (the list of words)
- Setting Priorities
- What’s helping? What’s not?

Attach the page to your Student Response page.

➡ Select “Time Management” from the menu. Print a hard copy and complete the “Time Management” survey. Repeat for “Concentration”. Attach these to your Student Response page.

Action!

➡ Mohawk and Algonquin Colleges have created comprehensive online study guides. These can help students in any college. Both guides have information on: note-taking, studying, test-taking, anxiety and memory.

➡ College students tell us that college instructors are strict about students using their own words and ideas. Students sometimes think that they can answer questions or complete assignments by locating the information and cutting and pasting it. This is plagiarism, which can have serious consequences.

College expects you to *process* the information. In other words, you are to

- locate information
- take it in
- make it yours by interpreting, drawing conclusions, combining it with or comparing it to other information
- express your understanding and thinking in your own words.

➡ Locate the Mohawk and Algonquin College study guides using the internet addresses above. Open two windows so that you can study both at the same time.

➡ Identify the 3 most helpful tips for each of the following and summarize them in point form and in your own words on your Student Response page:

- note-taking
- studying
- test-taking
- anxiety
- memory

➡ Reread your notes and highlight the strategies you commit to using.

Consolidation

❶ As an adult learner at college, you are expected to do more than locate and copy information. You are expected to develop informed opinions and provide evidence and reasons for your opinions.

❶ R.A.F.T.S. is a strategy for clarifying 5 important aspects of any piece of writing:

- your **R**ole and relationship to the intended reader
- the **A**udience, or intended reader, whose needs for information you must respond to
- the **F**orm, or shape or format, that the writing will take; many forms are already set and accepted; putting information into a familiar form makes it easier for the reader to understand it
- the **T**opic, or what you're writing about:
- a **S**trong Verb that captures what you hope to achieve.

➡ Decide which study guide is most helpful to you. Give a reason for your choice.

- Which guide gave the most helpful advice?
- Which guide was most realistic and practical?
- Which guide was easiest to navigate?
- Which guide had the most accessible style and format?

➡ Plan a brief review in which you will recommend one of the study guides to fellow students. Use the R.A.F.T.S. as a guide (see your Student Response page).

➡ Write your review in paragraphs, e.g., as if for a school newspaper or blog. Attach it to your Student Response page.

Connections and Next Steps

➡ Finding a system of studying that suits your individual needs may require more research. The Ontario Ministry of Education has recommended a number of websites as a guide for students. Check out the address that follows and cruise through their list of sites. <http://www.edu.gov.on.ca/eng/career/study-t.html>

Study Guides – Student Response
Learning Strategically

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

- ➡ Strategies for knowing yourself and taking control of learning
- Responses to 1 of the choices from *Power Learning*
- Description of autonomous learner
- Attach Goal Setting, Time Management and Concentration surveys.

Action!

➡ Review Study Guides:

- Helpful Tips from College Study Guides

	Mohawk (pages)	Algonquin (links)
1. Note-taking	Pages 1-3	"Taking Notes"
2. Studying	Pages 4-5	"Preparing for Exams"
3. Test-taking	Pages. 6-7	"Preparing for Exams"
4. Anxiety	Page 11	"Techniques for Managing Exam Anxiety"
5. Memory	Page 12	"Study for Good Comprehension and Recall"

- The best guide for me and why it's the most helpful

Consolidation

➡ Recommend a Study Guide

Your Role	College student
Audience	Other college students
Format	Paragraphs Friendly and authoritative Paragraph 1: name of document or web site page, name of college, URL, your opinion of it Paragraph 2: reasons supporting your opinion, including specific examples to illustrate and comparisons to other study guides (might take more than 1 paragraph) Paragraph 3: re-emphasis of opinion, leave readers with a memorable impression
Topic	Online college study guide
Strong Verb	Recommend

- Attach your recommendation.

Teacher's Feedback:



Successfully completed

Still to do: _____

Comments:

Study Guides

Learning Strategically

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Reflect on personal strengths, areas for improvement, successful and unsuccessful learning, group work
- Self-assess for goal setting, time management and concentration
- Understand helpful tips from college study guides
- Understand and meet college expectations, e.g., being an autonomous learner, knowing what plagiarism is and how to avoid it, forming informed opinions and supporting them with evidence

Minds On

- I can reflect on my own learning, on my strengths and areas for improvement, and on my success and failure in learning and working in groups
- I understand what it means to be a strategic learner and I can commit to using strategies to help me be successful
- I can assess my approaches to goal setting, time management and concentration

Action!

- I understand how to summarize information in point form to avoid the copying, and cutting and pasting that result in plagiarism
- I can commit to practising strategies
- I can form an informed opinion and provide reasons and evidence

Consolidation

- I understand the 5 aspects of a R.A.F.T. S. that are important to any piece of writing
- I can plan and write a brief review and recommendation

Connections and Next Steps

- I can locate a web site using a URL and “cruise” purposefully using hyperlinks.