Unit I: Self Discovery

| OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|---|--|---|---|
| Recognize left- brain determinants and right-brain determinants | Brain Dominance quiz and web based information | Introduce first unit on self discovery by discussion and eliciting student knowledge and ideas of how this applies to study skills Use Contextualized Study Skills Module Outcomes #1, 2 and 3 Activity This activity is a sample lesson plan that incorporates outcomes 1-3. | Teacher observation Completion of quiz and student interpretation |
| Interpret Self- Directed Learning Survey | Self-Directed Learning Survey Self Assessment | <u>http://www.mindtools.com/page6.html</u> website on goal setting that has a coordinating application for those technologically skilled students who want to spend more time on this and expand to personal goals and mission statements | Completion of survey and assessment |
| Identify and Plan Learning goals | Goals and self- assessment | http://www.mindtools.com/page6.html website on goal setting that has a coordinating application for technologically skilled students who want to spend more time and expand personal goals and mission statements | Set goals and assess their accomplishments |

Unit I: Self Discovery

| Students will: | | | - |
|--|---|---|---|
| OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
| Differentiate different ways of learning and identify personal learning styles | Learning styles inventories and learning styles handouts | Use Contextualized Study Skills Module Outcomes # 4 and 5, Activity 2 This learning styles sample lesson plan incorporates outcomes 4 and 5 on learning styles. | Completion and evaluation of learning styles inventory |
| 5. Employ strategies for their self- assessed learning styles | Tips for better learning handout Internet searches | In addition to the lesson plan in Activity 2, students may want to independently research their style/styles online. Some print resources include: Help Yourself: How to take advantage of your learning styles by Gail Murphy Sonbuckner. New Readers Press, NY, 1991 is an easy to read resource. Focus on Community College Success by Constance Staley. Boston, MA, Wadsworth Cengage, 2012 is excellent resource for Study skills with an emphasis on Community College students. Becoming a Master Student, 13th edition by Dave Ellis, Boston, MA, Wadsworth Cengage, 2011 | Teacher observation and student selected study tips to reflect learning styles |

Unit II: Note Taking

| | OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|---|---|------------------------------------|--|------------------------------------|
| 6 | Learn different note-taking strategies and methods for both lectures and reading texts | Effective Note- Taking pamphlet | This small, 16-page, consumable pamphlet begins with assessment of student's current note-taking effectiveness. (<i>Effective Note-Taking:</i> <i>Tips to help build note-taking skills for academic success. South</i> <i>Deerfield, MA, Channing-Bete Company, 2011.</i> <u>http://shop.channing-</u> <u>bete.com</u>) | Teacher observation |
| | | | Use of SQ4R method for note-taking with readings | Teacher observation, |
| | | | Another source if not using consumable pamphlet is to use Outcome 6, Activity 3 | student practice, page 5 |
| | | | Learn and practice multiple lecture note-taking techniques, including use of laptops and technological tools | Student practice, pages 6-13 |
| | | | Another source instead of or in addition to pamphlet | |
| | | | http://www.learningcommons.uoguelph.ca/guides/university_learning/ | Online practice |
| | | | Learning strategies and tips while you interact with a simulated psychology course | |
| | | | CARS: Writing—Unit 5: Introduction to Referencing Material—Lesson 1:Gathering Information and Citing Resources & Lesson 3: Summarizing, Paraphrasing and Quoting Directly from Outside Source | |

Unit II: Note Taking

| | OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|----|---|-----------------------------------|--|---|
| 7. | choose note- taking methodand lectures from other Healththat works best for selfbridge components | taking method that works best | Students choose method they feel matches their learning style, interests and abilities. Students practice in their other classes and bring notes to Study Skills class to compare their notes with those of other students | Student notes and teacher observation |
| | | (Science, Social Studies etc,) | Students use information to problem-solve and decide if another method should be tried until effective note-taking plan is created and implemented | p. 15 in pamphlet, letter of advice and teacher observation |
| | | | Review of methods and write a letter of advice for others needing help with note-taking | |
| | | | CARS: Writing—Unit 5: Introduction to Referencing Material—Lesson 1:Gathering Information and Citing Resources & Lesson 3: Summarizing, Paraphrasing and Quoting Directly from Outside Source | |
| | | | | |

Unit III: Time Management

| | OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|---|--|------------------------------------|--|---|
| ٤ | Assess current time management habits and utilize strategies to improve. | Time for everything pamphlet | Utilize consumable pamphlet with interactive exercises. (<i>Time for everything: Tips to help you manage time well and stay organized</i>) South Deerfield, MA, Channing-Bete Company, 2010 as text. <i>http://shop.channing-bete.com</i>) Outcome 8, Activity 4. | |
| | | Better health website | Online time management survey dealing with home, work and school and health repercussions. <i>http://www.betterhealth.vic.gov.au/</i> Take "Are you in control of your time?" survey to assess current time management study skills on page 3 of pamphlet | Time management survey completion and exercises |
| ç | Set priorities and organize academic and personal life | | Planner use (online, calendars, school planners but make sure each student has one). Using the text, work on weekly planning and long-term planning, including study blocks. In small groups evaluate Sean's case on page 9 of the text or have additional case studies for students to evaluate as to good or poor time management. Have them problem-solve solutions. | Teacher observation, ongoing use of planners |

Unit IV: Study Habits

| OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|--|--|---|--|
| 10. Organize schoolwork and homework and work out studying plan | Internet handout | Use Outcome 10, Activity 5 Utilizing handout: College Knowledge http://www.redwoods.edu/calsoap/pdf/14.pdf Study Skills: Notebook Organization CARS: Reading—Unit 6: Reading Graphics with Understanding—Lesson 3: Time Management | Individualized Organizational Plan |
| 11. Create individual study plan | Text, Studying for Success Internet searches | Discuss study plans. Now we are organized, take good notes and are prioritizing and managing our time. What is the plan for studying? Individual study (when and where?) study group? tutors? technology? research? note cards? mnemonic devices? | Organized Notebook to be used in classes |
| | | Students will research any of these areas they find interesting to work out their individualized study plan. Some sites they might look at are: <u>http://www.collegeforadults.org/</u> <u>http://how-to-study.com/</u> | Teacher observation |
| | | Have students work in groups to present information in text: Studying for Success: Tips to help build effective study habits. South Deerfield, MA, Channing-Bete Company, 2011 as text. <u>http://shop.channing-bete.com</u> | Class presentation |
| | | Students will type up their individual study plan based on research, text and input from presentations. Plan will be signed and placed in binder for easy access. | Individual study plan |

Unit V: Test Taking Skills

| OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|--|---------------------------|--|--|
| 12. Assess for text anxiety and investigate/use strategies to reduce it | Online test and resources | Use Outcome 12, Activity 6 Students will take test anxiety assessment and research online for test anxiety strategies. i-Pathways: <i>Test Taking</i>—Unit 1: Test Taking—Lesson 1: General Information i-Pathways: <i>Test Taking</i>—Unit 1: Test Taking—Lesson 3: Visuals and Tools Some sites with test-taking information to investigate are: <i>http://www.studygs.net/tstprp8.htm</i> <i>www.TestTakingTips.com</i> | Student assessment completion Research and class presentation |
| 13. Identify, evaluate and practice test- taking strategies | | In groups, have students research test-taking strategies in different situations and present to class: Multiple choice tests Essay and short answer tests True/false questions Open book tests Math tests Additional web sites: http://www.bucks.edu/~specpop/tests.htm http://counseling.uchicago.edu/related/virtualpamphlets/test_taking.shtml http://www.studygs.net/tstprp1.htm | Practice before tests Teacher observation and presentations |

Unit VI: Review and application evaluation

| OUTCOMES | CONTENT | ACTIVITIES/RESOURCES | ASSESSMENT |
|--|---|--|--|
| 14. Create a list of strategies that have worked well for them this semester and a list of ones that were not personally effective | Students' notes, papers and online research | Students have had time to practice all of the strategies that have been covered. Discussion of their findings. Have students make lists of their most effective strategies and least effective strategies. Have them attach a narrative of their opinion of explain why these strategies were most or least effective. Learning styles? Personality? Past experiences? Have students get together in groups to combine their lists and organize under headings such as test-taking strategies, note-taking etc. Then, as a class, combine all of the groups and decide on headings Hand out Outcome 14, Activity 7 http://www.learningcommons.uoguelph.ca/guides/university_learning/Top 40 Study Strategies from University of Guelph students Students compare and contrast their lists and edit as needed Student assessment of class – what worked, what didn't, what needed more time/explanation etc. Have them write their assessments in essay form: Our Study Skills Class: what worked, what didn't, and how to improve it next year! Revisit students' original goals; evaluate success. Change goals as needed. | Students list strategies based on their experiences |