

Preparing Academic Success Strategies (PASS)



James Dyksen, MEd, MA

Director, Center for Academic Success, Office of Academic and Career Success
Center City Campus, www.jefferson.edu/studentsuccess

James.Dyksen@jefferson.edu 215 503 2787



Jefferson

Thomas Jefferson University
HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

Center for Academic Success



Strategic Academic Support Consultations

Time Management

Study Strategies

- Learning large amounts of information
- Strategic study across the study cycle
- Active study strategies
- Effective and strategic reading, listening and note-taking
- Exam Preparation and exam taking



Writing Consultations @Student Writing Center

One-one-One Consultations

Online Writing Review

www.jefferson.edu/studentsuccess

www.jefferson.edu/academic_support

www.jefferson.edu/student_writing

Student Panel - representing P4, JCP and JCN

- ▶ Benjamin Hopper Benjamin.Hopper@students.jefferson.edu
- ▶ Lauren Isaacs Lauren.Isaacs@students.jefferson.edu
- ▶ Tyler Pollick Tyler.Pollick@students.jefferson.edu

Welcome!

Our goals:

- ▶ Build awareness and encourage metacognition
- ▶ Introduce study strategy adjustments you might need to develop
- ▶ Encourage strategic and honest time management
- ▶ Encourage strategic, active, efficient study and learning
- ▶ Encourage communication and collaboration
- ▶ Encourage use of resources



Agenda

- ▶ Introductions and agenda
- ▶ **Active Study Strategies and Learning Efficiency**
- ▶ **Adapting Strategies for Remote or Online Learning**
 - ▶ And/or using strategies you have developed to adjust to varieties of learning environments
- ▶ **Developing Time Management Strategies**
- ▶ **Strategies for Test Preparation and Test Taking**
- ▶ Proactive Use of Available Resources
- ▶ Wrap up and final comments



Our Role in Academic Success Services

- ▶ Our focus is on helping students to learn more effectively at Jefferson, and to develop lifelong learning strategies.
- ▶ We work with students across all of Jefferson's programs.
- ▶ Most of our work is with students who want to improve, and want to develop more efficient study strategies given the demands of their degree program.

We Believe...

- ▶ Every student admitted to Jefferson can succeed here.
- ▶ All Jeff students possess strengths and most, if not all, of what they need to generate their own solutions through engagement in a systematic process of collaborative problem-solving.
- ▶ However, it is to be expected that students will not come to Jeff already possessing all the strategies and techniques they need to excel – because people tend not to develop strategies until they need them.

Characteristics of Successful Students

- ▶ Inquisitive
- ▶ Resilient / Adaptive
- ▶ Reflective
- ▶ Responsible for their own learning
- ▶ Balanced
- ▶ Focus on learning for application of knowledge



Metacognition - Thoughtful analysis and awareness of what works to encourage learning for you... and adjustments that might help

The ability to:

- ▶ think about one's own thinking
- ▶ choose practices that encourage deep, flexible, reliable learning
- ▶ be consciously aware of oneself as a problem solver
- ▶ monitor one's mental processing
- ▶ accurately judge one's level of learning
- ▶ make strategic adjustments in learning practices



McGuire, Sandra Yancey. 2012. Teach STEM Students *How to Learn*: Metacognition is the Key! Powerpoint presentation.

Process of Collaborative Problem-Solving

Strategic Academic Support Consultations

Analyze

Strategize

Apply

Reflect

Critically reflect upon your study strategies...

Let's plan to build on strengths

Raise your hand if you agree with the following statements?:



- I have a system for studying and for managing all of my coursework.
- I believe my previous study methods will be effective here at Thomas Jefferson University.
- I am confident I can effectively make adjustments to learn effectively and efficiently.

Questions you most want to discuss today

- ▶ Time Management, Study schedules, Amount of time for study...
 - ▶ Focus, avoiding procrastination
 - ▶ Work / Study / Life Balance
- ▶ Efficient study practices
 - ▶ Active study
 - ▶ Efficient note-taking, reading strategies...
 - ▶ What to expect of classes (demands and requirements)
 - ▶ Group study
 - ▶ How to learn deeply and retain information
- ▶ Resources for support
 - ▶ Mentors, tutoring, faculty office hours...
- ▶ Test Prep and Test Taking
 - ▶ Strategies for test-taking, dealing with anxiety...

Website and Canvas – www.Jefferson.edu/studentsuccess Resources available on demand

- ▶ [Spaced Repetition and Self-Testing](#)
- ▶ [The Study Cycle: An active, process-oriented approach to study](#)
- ▶ [Study groups as part of effective, efficient, active study](#)
- ▶ [Working with focus, purpose and grit: Strategies for dealing with anxiety in study and testing](#)
- ▶ [Test Preparation and Test-Taking Strategies](#)
- ▶ [Using Academic Resources](#)

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- ▶ Lauren Isaacs Lauren.Isaacs@students.jefferson.edu
- ▶ Tyler Pollick Tyler.Pollick@students.jefferson.edu
- ▶ Looking back at first semester / first year, what adjustments did you need to make? What lessons were important?
- ▶ What do you wish you had known then?

Incoming FACT-1 and FACT-2 Students

(Tyler Pollick)

- ▶ What can you do now?
 - ▶ Go back and review A&P 1 and A&P 2
 - ▶ You will see this content often throughout the program
 - ▶ Will save you countless hours having to relearn the material
- ▶ What can you do during your first week?
 - ▶ Find a study group
 - ▶ Class moves at a very fast pace, someone in your group will catch something you missed and vice versa

Continued....

(Tyler Pollick)

- ▶ Tips while you are in the program
 - ▶ DON'T SKIP CLASS!
 - ▶ Attendance is mandatory and accounts for 5% of your grade (could be the difference in a letter grade)
 - ▶ Professors will stress material that will be on exams, finals and NGN NCLEX as well as material that will not be tested
 - ▶ Concentrate on the objectives
 - ▶ Understanding the objectives will make your studying more efficient and [in most cases] is enough to score highly
 - ▶ Start now not later
 - ▶ Waiting to study for an exam the day before will result in poor grades and cause you to fall behind
 - ▶ ASK FOR HELP
 - ▶ Ask for help when you THINK you are struggling and not WHEN (To Late!) you are struggling
- ▶ Helpful Tips from Current Students
 - ▶ Schedule self-care (physically write this into your schedule)
 - ▶ It's not as stressful and painful as it may be initially perceived
 - ▶ Enjoy the ride!

Adjusting the Study Cycle: Developing Active and Efficient Study Strategies



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Resources available for review of Study Strategies

- ▶ [Adjusting and Improving Learning Strategies](#)
 - ▶ Make it Stick: <https://www.youtube.com/watch?v=MfylloWuuZU>
 - ▶ Learning Scientists: <https://youtu.be/CPxSzxyLRCl>
 - ▶ Osmosis: https://www.osmosis.org/learn/Spaced_repetition and https://www.osmosis.org/learn/Testing_effect
- ▶ The Office of Academic and Career Success, Center for Academic Success-
Please visit our website: www.jefferson.edu/studentsuccess

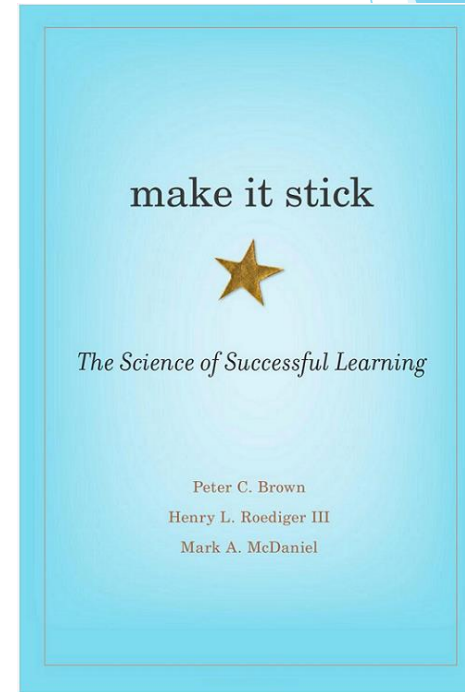
Your Key Takeaways from: Adjusting and Improving Learning Strategies

- ▶ What do you remember?
- ▶ What seemed valuable advice?
- ▶ What do you plan to put into practice?



Key Lessons for students from *Make it Stick: The Science of Successful Learning* (Brown, Roediger & McDaniel, 2014)

- ▶ Practice retrieving new learning from memory
- ▶ Space out your retrieval practice
- ▶ Build variety into your study practices
- ▶ Incorporate varieties of self testing - early and often
- ▶ Effortfully engage with material in multiple passes



Some more key takeaways:

- ▶ **Survey resources.** Make informed decisions about what to use, when to use it, and how to use it.
- ▶ **Plan your study time.** Commit to practices for periods of time. Build in breaks - rest, assess, plan what comes next.
- ▶ **Challenge yourself** and start testing yourself early and often - before you are ready. Use feedback to inform your study. Repeat.
- ▶ **Do more questions:** Always be on the lookout for questions! Identify best ways (and varieties of ways) to self-test.
- ▶ **Be Strategic in your Study.** Every time you study think about: Goal, Resource, Time, Plan for next time.



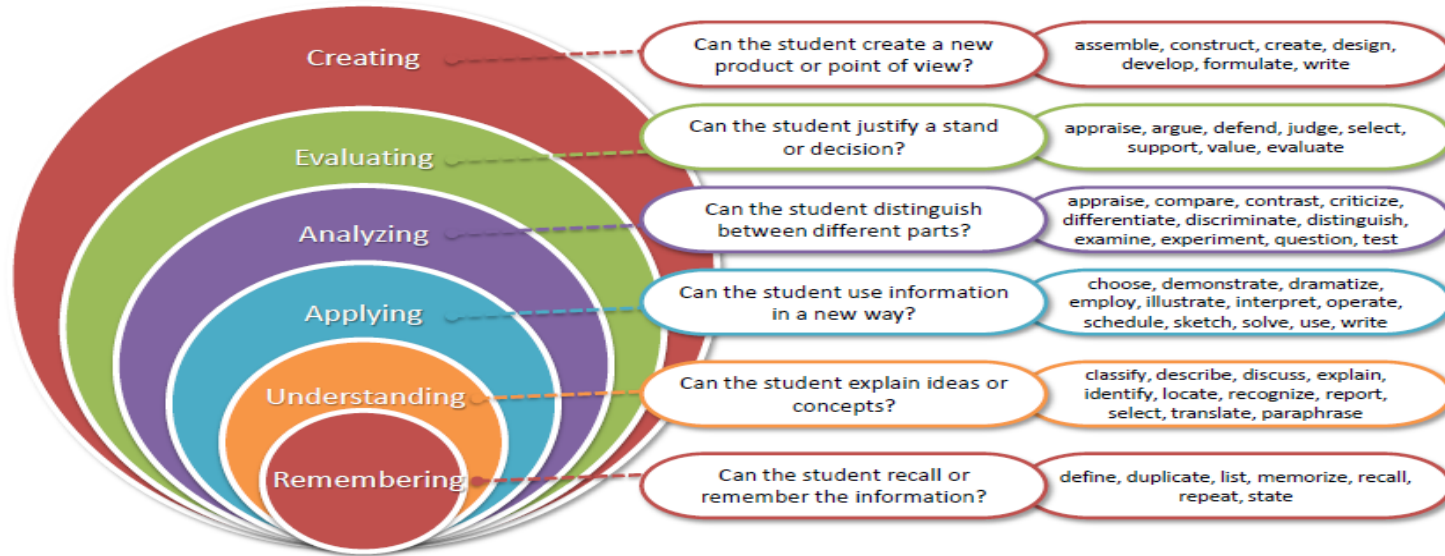
A shift in balance:

- ▶ *From* - labor intensive “front-end” work building a full outline or study guide to then “go over” and review... the objective being to comprehensively study, study, study and then, later, test.
- ▶ *To* - more efficiently developing a foundation from which to begin a progression of active, practice-based, question-based study and self-testing as a *learning method* that then points to priorities for targeted review and study.



Bloom's Taxonomy - The best way to reinforce recall and understanding is to test it with higher order tasks

Bloom's Taxonomy (Revised)

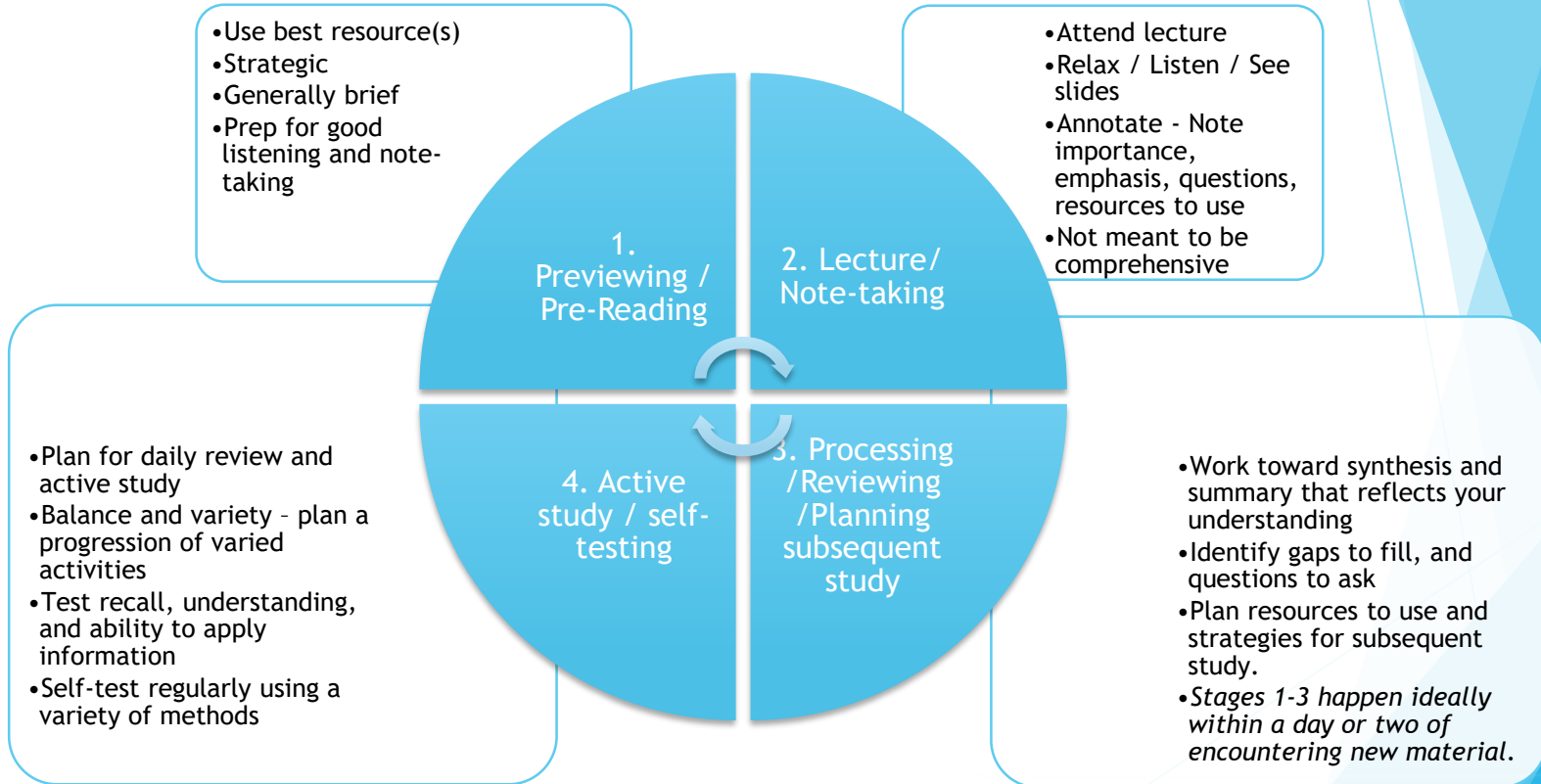


Strategies described by the Learning Scientists



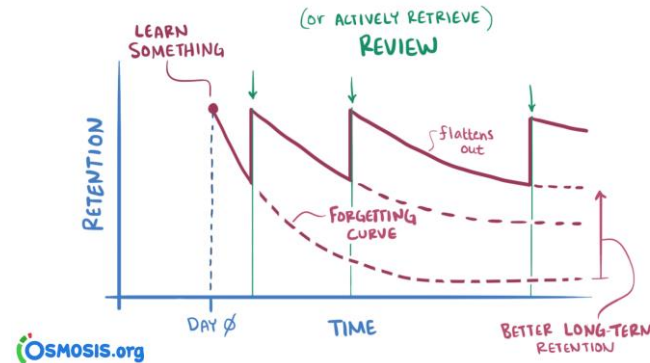
Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci) | Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Adjusting the Study Cycle - Planning for multiple passes working with material



Study Strategies and Study Plans for incrementally building mastery depend upon good, thoughtful *time management*

- ▶ See your week - how much time for study do you really have?
- ▶ Explicitly plan your study time - write it out.
- ▶ Plan to effectively space out study - work with material for set times over different days.
- ▶ Avoid the need to cram - *cramming is not learning*



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- ▶ Lauren Isaacs Lauren.Isaacs@students.jefferson.edu
- ▶ Tyler Pollick Tyler.Pollick@students.jefferson.edu
- ▶ When you think about how you approach stages of the study cycle or active study - what has worked well for you and what adjustments have you made in your study practices?

Student Panel - Q and A

Let's Talk about Remote or Online Learning

- ▶ Learning online via synchronous and asynchronous instruction and materials requires a number of adjustments
- ▶ A thoughtful, strategic approach to both Time Management and Active Learning is so important to adjusting well.



Adapting Strategies for Online Learning

- ▶ Survey your resources / Explore your courses
 - ▶ Build awareness
 - ▶ Know what to expect - and what is expected of you
 - ▶ Identify ways to communicate with faculty and peers



Adapting Strategies for Online Learning

- ▶ Plan to get and stay organized
 - ▶ Time Management
 - ▶ Make your time visual
 - ▶ Plan for activities in time frames
 - ▶ Build routines that work for you
 - ▶ Plan for each class - (processing new material and practice with previous material)
 - ▶ Plan for both study success and health and wellbeing



Adapting Strategies for Online Learning

▶ Establish Good Study Routines

- ▶ Environment
- ▶ Schedule / routines
- ▶ Variety and Balance
- ▶ Reduce Distractions
- ▶ Take Breaks
- ▶ Communicate to set up what you need for good learning



Adapting Strategies for Online Learning

- ▶ Keep your Learning Active
 - ▶ Plan for each stage of the study cycle, for each course (more to follow on the Study Cycle)
 - ▶ Incorporate active study at each stage
 - ▶ Plan to benefit from spaced repetition and self-testing
 - ▶ Active study is efficient study



Adapting Strategies for Online Learning

- ▶ Collaborate & Connect
 - ▶ Connect with Classmates
 - ▶ Connect with Faculty
 - ▶ Connect with Tutors
 - ▶ Connect with academic support



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- ▶ Lauren Isaacs Lauren.Isaacs@students.jefferson.edu
- ▶ Tyler Pollick Tyler.Pollick@students.jefferson.edu
- ▶ Any advice for asynchronous learning or use of online resources?

Student Panel - Q and A

Key Takeaways

- ▶ Know your resources
- ▶ Set up good study environment(s)
- ▶ Explicitly plan your time
- ▶ Study actively in planned chunks of time
- ▶ Connect, communicate and collaborate
- ▶ Use all available resources
- ▶ Pay attention to your wellbeing



Time Management Strategies



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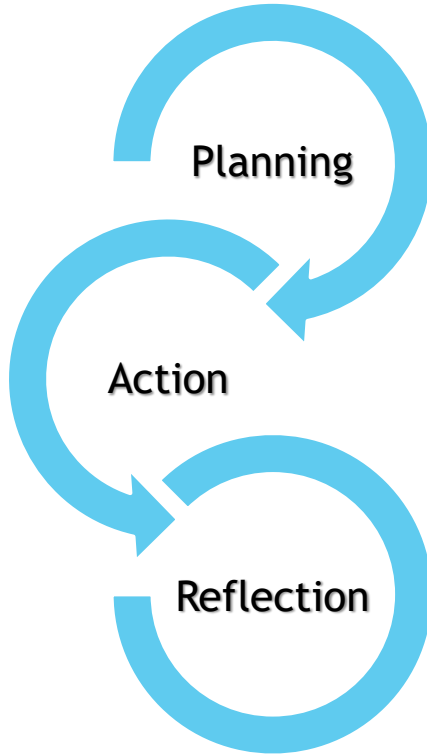
Getting Organized and Studying Efficiently

Goals:

- ▶ Discuss strategies for efficient time management (especially given the challenges of remote / online learning)
- ▶ Detail ways to make your time visual and plan your week and day



Time Management is a Process of Mindful



The Purpose of Managing Your Time is...



...absolutely about being able to get more done in the time available to you...



...but NOT solely about getting more things done: it's also a tool to minimize stress...



...and help you live your life more like how you want to — not just fit more stuff into it.

The First Step: Make Your Time Visible!



Semester Calendar

- ▶ Key due dates (exams, papers, etc.)
- ▶ Start dates to projects
- ▶ Other important obligations
- ▶ Extra-curricular life events (holidays, family visits)
- ▶ Create your own deadlines as needed!



31	<i>September</i>	1	2	3	4	5	6
7	8	9	10	11	12	13	14
14	15	16	17	18	19	20	21
21	22	23	24	25	26	27	28
28	29	30	<i>October</i>	1	2	3	4
5	6	7	8	9	10	11	12
12	13	14	15	16	17	18	19
19	20	21	22	23	24	25	26
26	27	28	29	30	31	<i>November</i>	1
2	3	4	5	6	7	8	9

31	<i>September</i>	1	2	3	4	5	6
							<i>Taste of the Neighborhood!</i>
7		8	9	10	11	12	13
14		15	16	17	18	19	20
					Bio Chem Exam		
21		22	23	24	25	26	27
		Start Paper	A&P Quiz				
28		29	30	<i>October</i>	1	2	3
		Start Report				Pharm Exam	<i>Away in DC</i>
5		6	7	8	9	10	11
		Lab Quiz			A&P Exam		
12		13	14	15	16	17	18
		Bio Chem Exam	A&P Quiz	Report Due!			<i>Family in Philly</i>
19		20	21	22	23	24	25
			Immun. Exam		Pharm Exam		
26		27	28	29	30	31	<i>November</i>
						Paper Due	1
2		3	4	5	6	7	8

Short-Term Planning: See Your Week!

Fill out your weekly grid with:

1. Requirements (synchronous class components and other committed time)
2. Blocks of time for important activities that may be non-school related (meals, exercise, work... sleep!*)
3. Identify your windows of opportunity for study for each day
4. Plan a progression of activities for targeted courses (New material and Review)

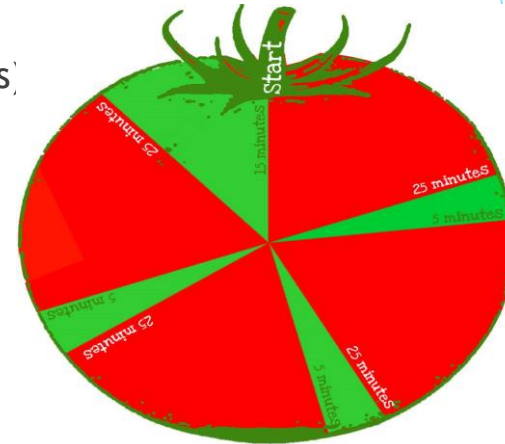
*Remember to think about when you will get up in the morning and go to bed at night!

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	To Do List
6-6:30								
6:30-7								
7-7:30								
7:30-8								
8-8:30								
8:30-9								
9-9:30								
9:30-10								
10-10:30								
10:30-11								
11-11:30								
11:30-12								
12-12:30								
12:30-1								
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4:30-5								
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5:30-6								
6-6:30								
6:30-7								
7-7:30								
7:30-8								
8-8:30								
8:30-9								
9-9:30								
9:30-10								
10-10:30								
10:30-11								
11-11:30								
11:30-12								

Daily study plan - detail what you will do with blocks of study time

▶ Plan:

- ▶ Progression of activities (and courses to address)
- ▶ Variety of activities
- ▶ Time for each activity
- ▶ Breaks in between
- ▶ Adjust as needed while keeping to general priorities
- ▶ Keep a record of what you do... and what you most need to work on



Trying the Pomodoro Technique
■ Work ■ Break

Reflection Questions

“What goals did I accomplish today, or this week?”

“What worked well?”

“What didn’t work well?”

“What work didn’t I get done?”

“When can I next work with that material?”

“Why didn’t I have enough time to [study, socialize, exercise, etc.]?”

“What do I need to change in my schedule (or life) in order to accomplish this goal or find more balance?”

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- ▶ Lauren Isaacs Lauren.Isaacs@students.jefferson.edu
- ▶ Tyler Pollick Tyler.Pollick@students.jefferson.edu
- ▶ Please share advice about time management - and specifics of any resources you use, or adjustments you have had to make, etc...

Student Panel - Q and A

Some takeaways about Time Management

- ▶ See your time - make your time visual and be realistic about how much study time you have each day, each week.
- ▶ Plan your time - you will likely have to explicitly plan your time, and especially your study time, more than you ever have needed to before.
- ▶ Be flexible and be willing to make adjustments as needed
- ▶ Think about how much time to give to each activity in a progression of activities

Test Preparation and Test-Taking Strategies



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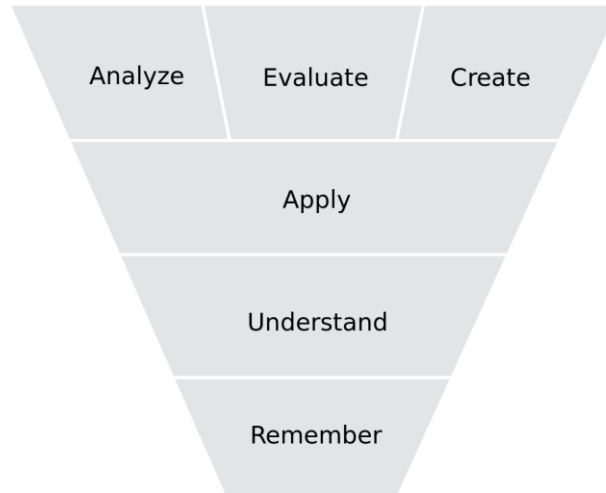


Study Strategies - Test Preparation

- ▶ Exam preparation equals (ok - if not equals, at least strongly influences) performance
- ▶ Study subjects at regular intervals (every 1-2 days)
 - ▶ Incrementally build mastery. Record what you are able to do (and what you don't get enough time to work with). Use this info to set up your own high yield list, and to plan future sessions
- ▶ Use **active** study techniques that involve answering questions and self-testing as early and as often as possible
- ▶ Do more questions - and use feedback to guide targeted review

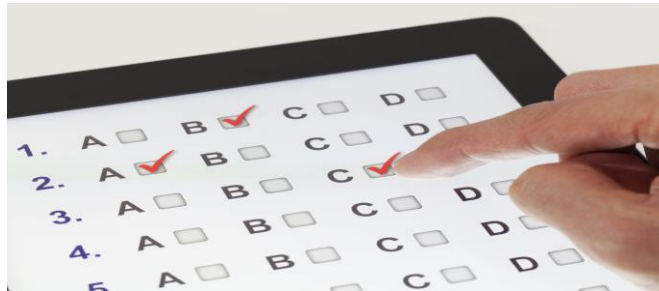
Types of Questions

- ▶ Knowledge
- ▶ Comprehension
- ▶ Application
- ▶ Analysis



Test-Taking Techniques

- ▶ Multiple choice is about narrowing down your choices:
- ▶ The goal is to narrow down as much as possible to the best answer
- ▶ Prepare to choose from several closely related answer choices.
- ▶ Always think - “What is this question asking? What is being tested here?”



Rule #1 -Read carefully and strategically - Ask “What is this question asking / testing?”

- ▶ Read the last two sentences of the stem first. What kind of question / what is being asked?
- ▶ Briefly preview answer choices
- ▶ Then read the whole stem carefully, noting key words and details.
- ▶ Pause to think, simply, in one sentence what the question is asking. Try to anticipate answer before checking choices (cover answer choices if necessary).
- ▶ Proceed to a thoughtful, precise comparison of each answer choice - don't be too quick to go to a pre-determined choice, but don't overthink either. Be deliberate.
- ▶ If you skip and then come back to a question - try to read and respond to the question anew; ask focusing questions and try it again - do not repeat the same thought patterns

Test-Taking Techniques - Key Words to notice

- ▶ Identify key words in the stem that indicate negative polarity or that express an absolute (always, never...)
- ▶ Identify key words in the stem that set a priority
- ▶ Identify clues in the stem
- ▶ Identify specific determiners (only, for example)
- ▶ Identify opposites in options
- ▶ Identify equally plausible or unique options
- ▶ Identify duplicate facts among the options

- ▶ Use scrap paper to make note of key words or essential information as you are reading the stem.

- ▶ Anticipate answers before going to answer choices

Test Taking Techniques - Choosing an Answer

- ▶ Compare answer choices to each other
- ▶ Look for wrong answers
- ▶ Look for the best answer when down to two choices (obviously, and easier said than done - but clearly compare how answer choices differ)
- ▶ As you practice, try to identify patterns of answer choices you get wrong and identify why you may be choosing as you do
- ▶ Systematically review practice tests to identify questions you consistently get right and why you miss questions you get wrong - have results inform study and practice

Exemplify strategies

- ▶ Pace - keep up a good pace, but don't worry if some questions take a bit longer or if you need to read twice. Use practice and prior experience to gauge how much time you need.
- ▶ Flagging - flag after giving a question a good, thorough attempt; return to flagged questions after doing a few "easier" questions. Don't save all flagged questions until the end.
- ▶ Often a good practice to chunk the exam into manageable sets of questions - 10, 15, 20? Do them with purpose and then pause and give any flagged questions a second attempt. Then move on to next section of the exam.
- ▶ Use scrap paper to note key words or important information about the questions.
- ▶ Use features (if comfortable) for striking choices, etc.

During the exam - The question of second-guessing

- ▶ General rule of thumb - Don't Overthink or Second Guess!
 - ▶ When you return to questions, give them a second attempt and start from step 1.
 - ▶ Plan to not change answers unless you clearly shift to preferring another answer for a specific reason.
 - ▶ Do not change answers if you are still wavering.
 - ▶ When in any doubt, the odds generally favor sticking to your first response.



Dealing with stress

- ▶ Find a relaxing activity to do the day before or day of exam
- ▶ Avoid cramming the day before or day of exam - best if prep has been ongoing
- ▶ Have everything ready the evening before... make the morning easy
- ▶ Expect some anxiety or stress or nervousness - it is normal, and can help provide a positive edge. How we perceive and think about stress does affect our experience of it.

Dealing with stress - Remember the Ps

- ▶ Preparation - regular study that avoids the need to cram
- ▶ Practice - preparation that truly prepares for ways you will be assessed
- ▶ Positivity - Focusing Self-Talk
- ▶ Physical cues - posture, breathing, muscle relaxation
- ▶ Pace - maintain a good, steady pace, but allow for some variation. Ignore what you think the pace of others might be
- ▶ Patience and persistence

Student Counseling Center (SCC)

- ▶ Just about everyone feels some stress on test day - it is normal and can be seen as positive! But in some cases, too much anxiety can interfere
- ▶ Stress and anxiety should not inhibit your performance—help is available.
- ▶ SCC counselors are available to provide the assistance and guidance students need to achieve personal and academic success.
- ▶ All concerns are taken seriously – no problem is “too small” to talk about.
- ▶ (215) 503-2817; 833 Chestnut St. Suite 230

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- ▶ Please share any advice you have about test prep, and test-taking strategies

Student Panel - Q and A

Resources - Use them



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Resources - Program, department, course...

- ▶ Administration
- ▶ Faculty
- ▶ Tutoring
- ▶ Big Sibs
- ▶ Other Upper-years
- ▶ Peers
- ▶ Study groups
- ▶ Social media groups

Use available resources - across campus

▶ Center City:

- ▶ Academic Support: www.jefferson.edu/studentsuccess
- ▶ Library: <http://library.jefferson.edu/scott.cfm>
- ▶ Student Personal Counseling Center:
<https://www.jefferson.edu/university/academic-affairs/counseling-center.html>
- ▶ Office of Student Life and Engagement (events and student orgs):
<https://www.jefferson.edu/university/student-life-engagement.html.html>
- ▶ Jefferson Wellness Tips: <https://www.jefferson.edu/coronavirus/wellness-tips.html>

- ▶ Jefferson Division of Student Affairs Canvas page (with links to range of services):

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Student Panel - Q and A

Please complete a brief evaluation

- ▶ We highly value your feedback and will use it to guide future programming.
- ▶ Thank you for participating today and good luck in your studies!



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