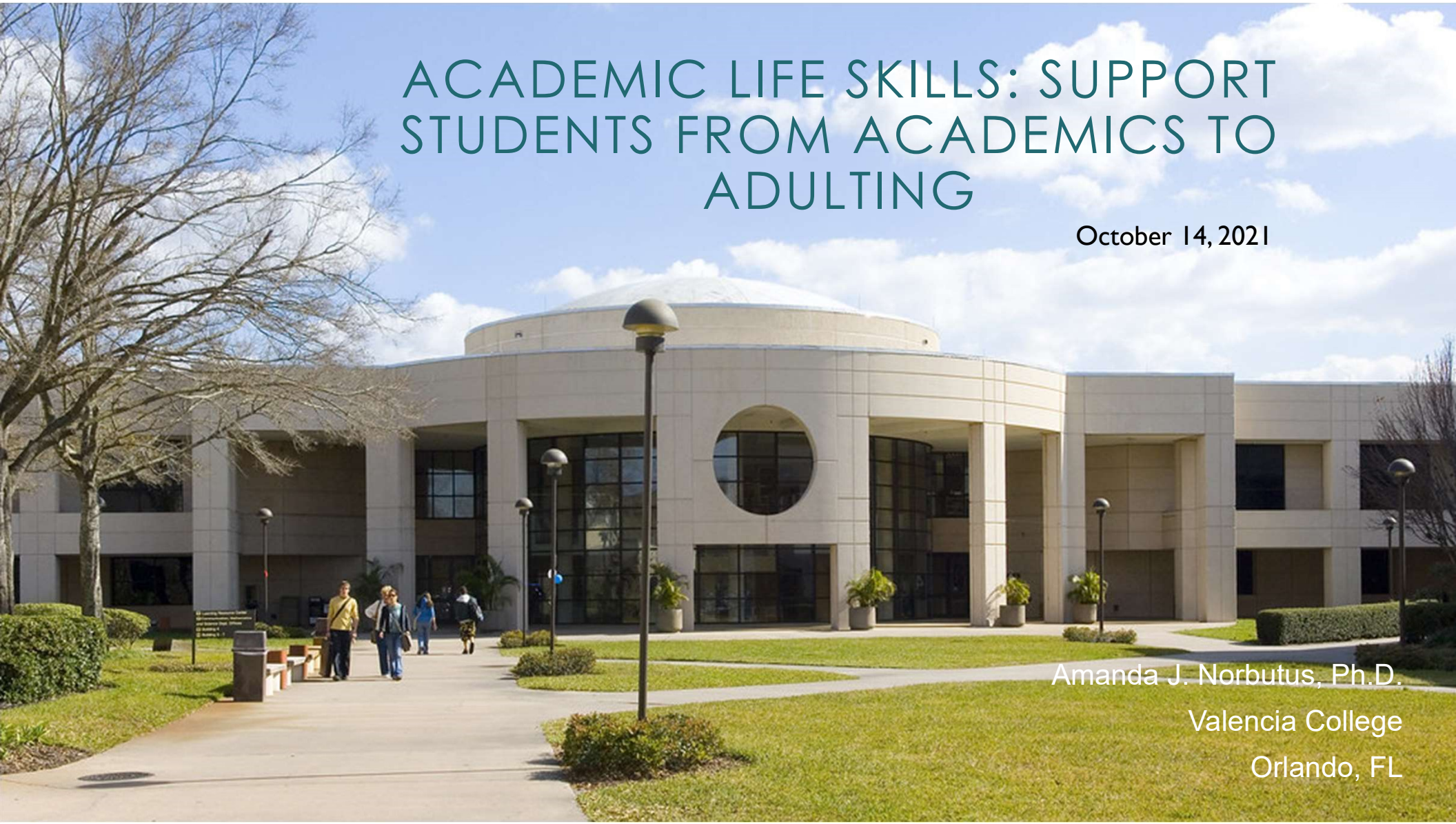

ACADEMIC LIFE SKILLS: SUPPORT STUDENTS FROM ACADEMICS TO ADULTING

October 14, 2021

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Student Success is Hindered by Limited Soft Skills

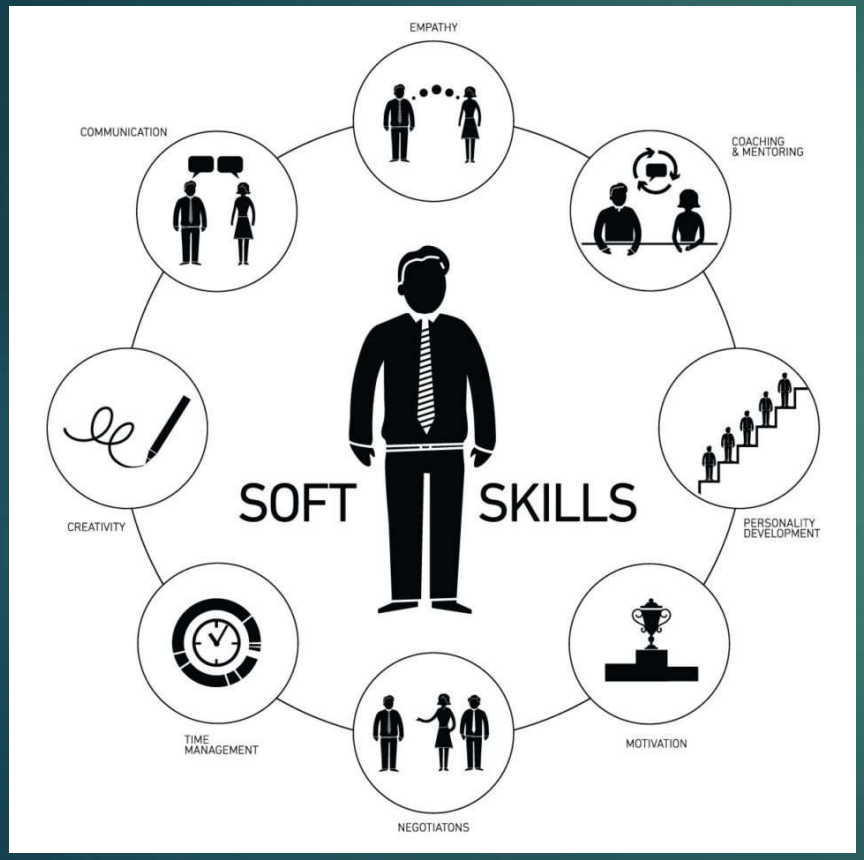
- Excuses, Excuses, Excuses!
  - Emails galore – extensions, apologies, bonus requests, etc
- Poor quality of work
  - Execution of assignments is tedious or overly onerous to students because they aren't adept at showing work, planning out a plan of attack, or creating outlines and designs that could easily transition into drafts and final products
- Issues due to lack of Soft Skills
  - This is not due to missing content knowledge (hard skills), but instead of soft skills that many professors assume students walk into the classroom knowing

Student Skillsets have Changed over the Past Decade

- Students may have had less exposure to actual textbooks in K-12 *
- Not required to seek out the information on their own (e.g. how to find and use key terms, how to outline a chapter, how to identify important concepts, take notes, etc)
- Workload/Due-date Schedule is often hyper-regulated K-12 , so students not given much self-agency as to when to complete tasks on their own timeline. (e.g. end-of-semester projects are frequently difficult for 1st and 2nd year college students

*Colloquial evidence from my students

Soft Skills in the 21st Century



- **Critical Thinking/ Problem-solving**
- Creativity
- Collaboration/ Teamwork
- **Communication (appropriate and timely)**
- Information Literacy
- Media Literacy
- Adaptability
- Leadership
- **Initiative**
- Productivity
- Social Skills
- **Accountability**
- Work Ethic
- Work Independently
- **Self-Reflection**
- Time-Management
- Integrity

Goal: Build students' Soft Skills

- Building and Analyzing Study Habits
- Planning
- Communication
- Perseverance
- Initiative
- Decision-Making
- Self-confidence
- Agency – "Dog Ate My HW"

Strategies

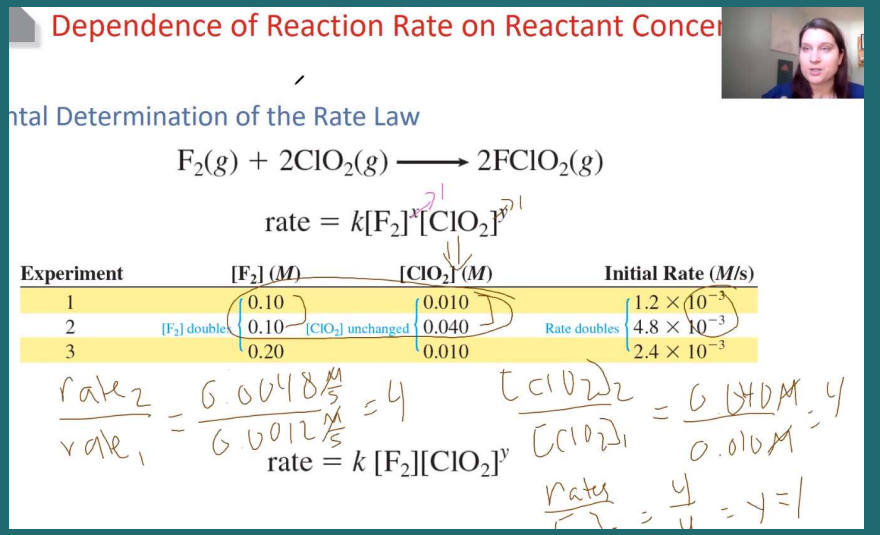
1. Ease of Access: Office Hours and Problem-Solving Sessions
2. Study Modules and In-Class Study Tips
3. Achieve Innovation Lab: Student-Self Reflections
4. Academic Affirmations

1a. Make Office Hours Count

- Choose office hours that fit your schedule, but also encompasses the likelihood that your students *can actually attend* them
- Office hours tend to be well-attended right after class
- Request students attempt a problem before talking about it in office hours
  - This guidance helps students know how to make the most out of their time with you.

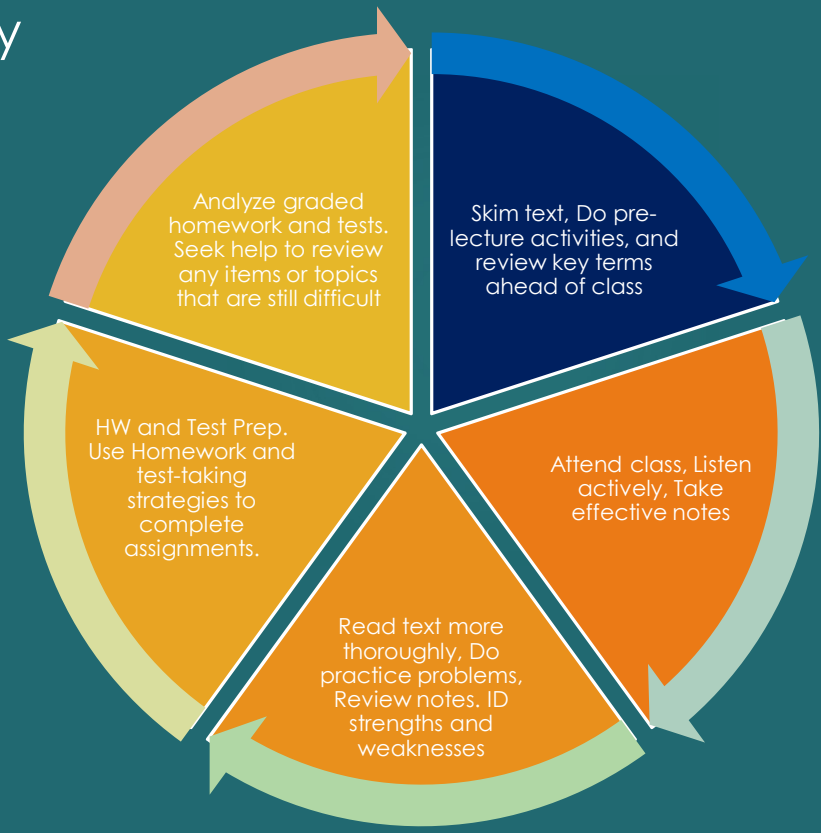
1b. Problem-Solving and Entangled Learning

- Practice medium-to-complex problems to bridge between introductory problems offered in the text and/or PowerPoint and those used to test mastery of subject material in HW, quizzes, and tests.
- Use screen notation, breakout groups, and chat functions to engage students

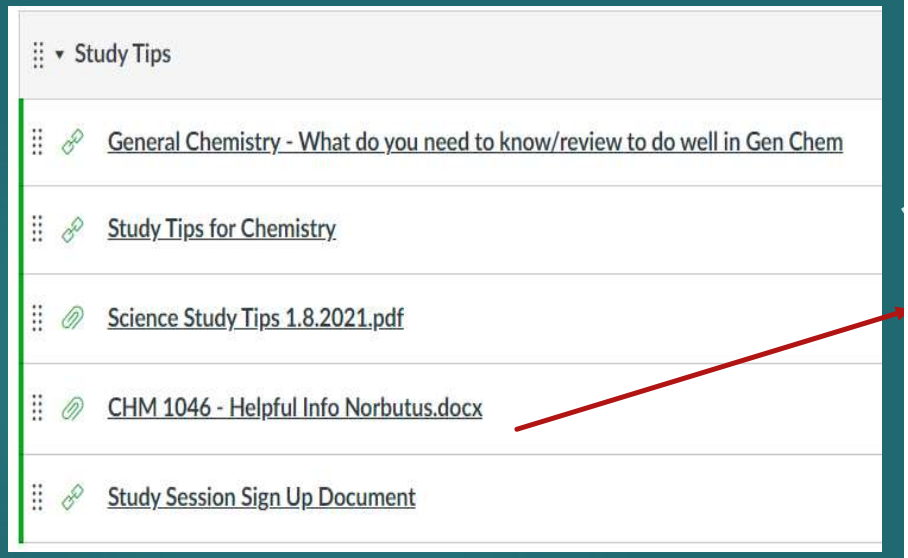


2. Study Skills

- Incoming students are exhibiting fewer study skills.
  - Instead of innately knowing how to take notes, how to study, how to practice/read in small chunks of time, students often depend on listening/watching lecture, and many decline to take notes down physically.
- Stronger neural pathways get built when students take handwritten or typed notes
- Students told it is okay to write in shorthand or abbreviations versus writing everything down word-for-word
- Practice, practice, practice



2b. Study Module

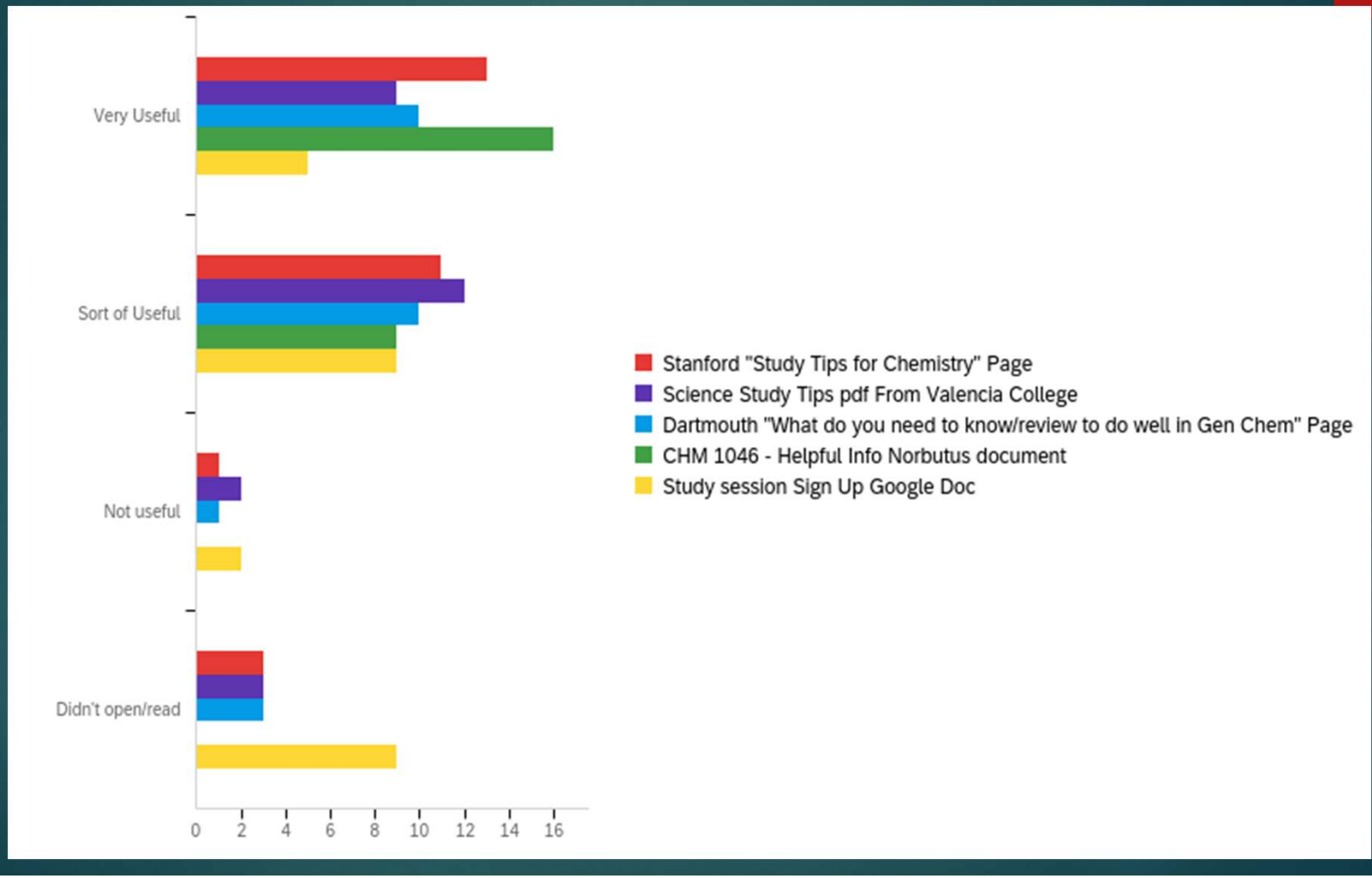


Helpful Hints

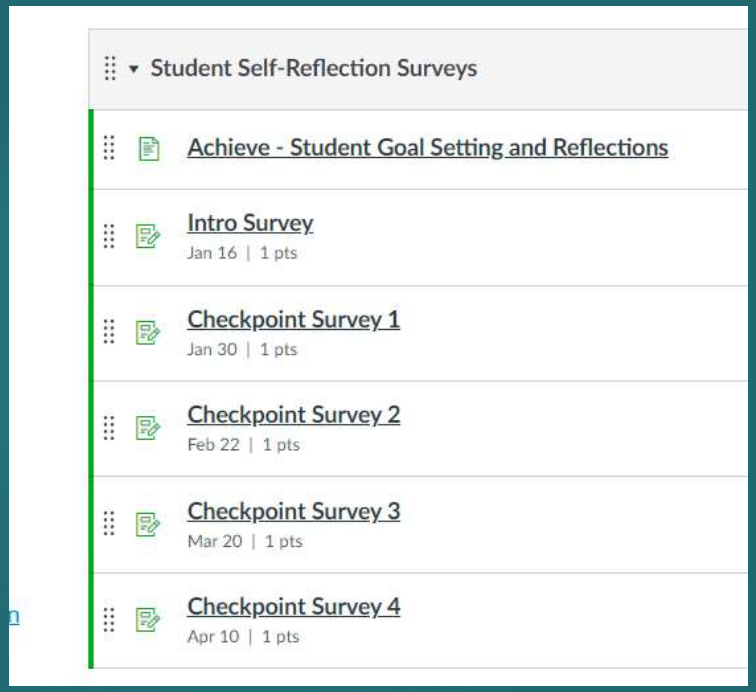
Establish good study practices right away:

- Complete your problem sets ahead of time—there is one due every **chapter**.
  - Graded problem sets found online as "Macmillan Achieve" homework, so purchase access online immediately.
  - Ask Prof. Norbutus questions about your problems by Friday office hours, which end at 12:30pm.
    - Quizzes will be open most **at least 3 days**, as will Exams. Dates as noted in the syllabus or in our Google Calendar
- For each class period, you should spend an average of 2–3 hours on outside work (e.g., doing problems, reviewing old problems, reading the textbook, studying for exams). E.g. ~6-9 hours outside work per week.
- Block out uninterrupted chunks of time to work on chemistry each week and reserve a significant part of that time to review material from the previous day's problems *if you did not get them a 100% correct.*
- Form study groups during the first week of class.
- Make sure you have all required resources including a binder and a scientific calculator.
- Submit any testing forms and accommodations ASAP. Talk to Prof. Norbutus if you have any concerns about these accommodations or policies.
- Expect that every lab will require *pre*-lab review on your part.
- You may only have a calculator and periodic table, along with the given Useful Information equations and constants.
- Use pencils for working on quizzes exams, but take notes and do calculations in pen (easier to re iterial).
- Worried about keeping up in class? There are *great* resources on campus to help you out.
  - Talk to Prof. Norbutus *immediately* if you feel lost or behind.
- **Valencia Student Services:** The Valencia College family remains committed to your success. This is why we've ensured that all of our student services remain available to you online. During the spring semester, we strongly encourage you to access the following student services: free, online tutoring, the library, the Virtual Answer Center and the Virtual Advising Center, the Office for Students with Disabilities, the Career Center and Student Development. (If you are an international student in F or J status, please contact International Student Services to connect with an advisor.)

What Students found useful in my "Study Tips" Module.



3. Achieve Innovation Lab: Student Self-Reflection Module



In the surveys, students will:

- Reflect on how to achieve their goals by the end of the semester
- Identify their goals
- Plan how to manage their time
- Identify the learning strategies they will use
- Reflect on what strategies/learning styles have worked for them and what have not

Category 1: Space it out!

Learning happens over time, not all at once.

Select at least one strategy that you will use to help you **space out your studying.**

Choose as many as you like.

- ☐ Start assignments early and give myself more time than I think I need to complete them.
- ☐ Put some time on my calendar to study for this class a little bit each day rather than cramming everything in fewer days.
- ☐ Practice problems daily.
- ☐ Review the material (in the book for example) before it's covered in a lecture or instruction for a deeper understanding.
- ☐ Summarize the main points of all of my notes from any lectures, videos, and/or readings (because just re-reading isn't effective.)
- ☐ Set reminders or add all upcoming due dates and tests to a calendar.

[CHM 1046 Spring 2021-24514: dvvof6] Achieve Goal-setting and Reflection Report

File Edit View Insert Format Data Tools Add-ons Help

100% View only

Goal-setting and Reflection

Home

Achieve Course ID: dvvof6

This is the summary of all surveys that you assigned.

For more help and information, visit:

Instructor Guide and FAQ →

or send an email to:

innovationlab@macmillan.com

Confidence

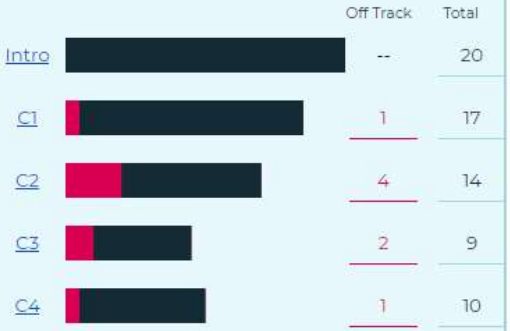
Average reported confidence *on a scale from 1-5.*

Hours per Week

Median hours per week *that students report spending on this class.*

On/Off Track

Change in self-reported feelings and total students over time.



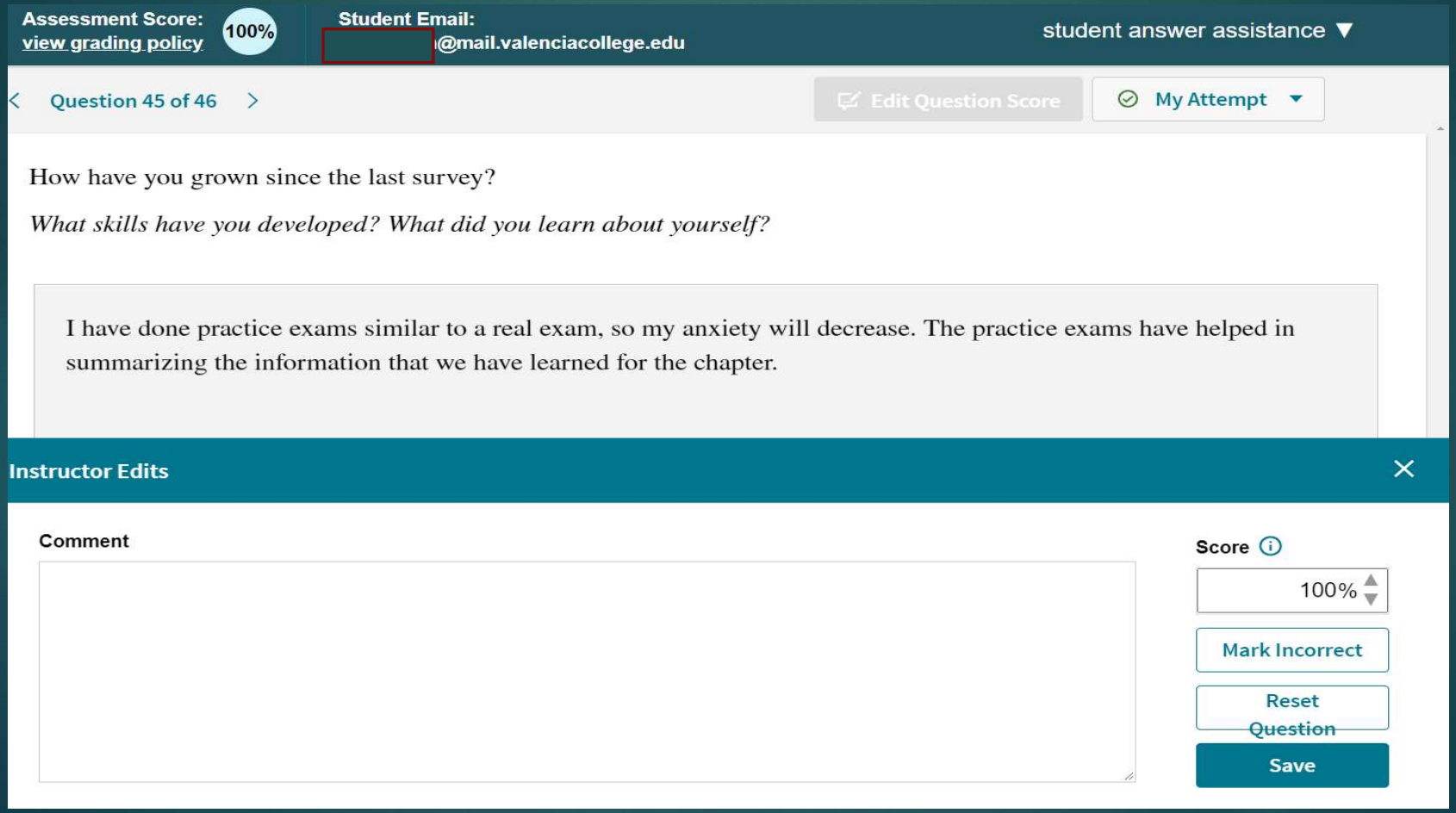
Intro Survey Report | Checkpoint 1 Report | Checkpoint 2 Report | Checkpoint 3 Report | Checkpoint 4 Report

Home | Intro | Checkpoint 1 | Checkpoint 2 | Checkpoint 3 | Checkpoint 4 | Intro [Data] | C1 [Data] | C2 [Data]

Survey Results –Student Anonymity View

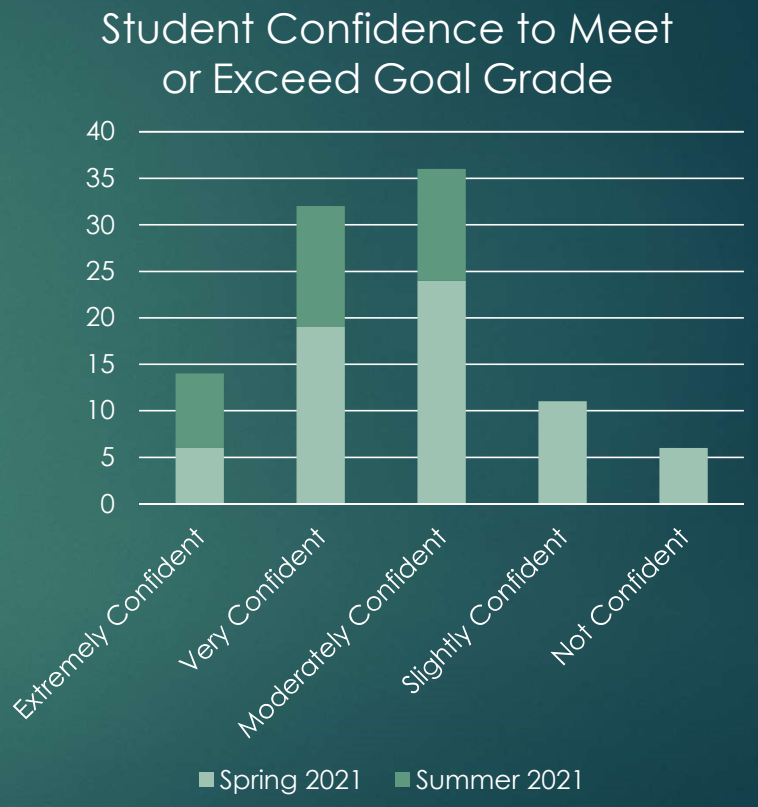
Back to Summary	On a scale of 1-5, how confident are you that you can either get back or stay on track?	In recent weeks, have you had any challenges in any of the following areas? Check all that apply. If selecting "None of the above" or "Prefer not to answer", make sure it is the only option selected to avoid an incorrect answer.	Please feel free to elaborate on any of the previous challenges.	N
e152c020-b408-11eb-a597-0e0a5e1cc163	3	Content-specific challenges (Having difficulty understanding the concepts, not interested in the material, etc.)	h	
49617e56-b1d2-11eb-9092-0e0a5e1cc163	4	Life challenges (Family, relationship, extracurriculars, work conflicts, etc.); Health challenges (Physical illness, mental health problems such as anxiety or depression, sleep deprivation, etc.)	I have been diagnosed with anxiety and depression and started taking medication to assist me. It has been hard getting out of bed and wanting to do school work.	
a0e2fea2-b281-11eb-ad5e-0e0a5e1cc163	3	Content-specific challenges (Having difficulty understanding the concepts, not interested in the material, etc.); Academic challenges (Time management, big course load, missed classes, nervousness during testing, don't know how to study, etc.); Environmental distractors (Hard to hear, distracting classmates, family members/housemates, etc.)	I felt like I got distracted very easily, but I also found the material difficult to comprehend	
10c4cf88-b14d-11eb-aa6f-0e0a5e1cc163	5 - Very confident	None of the above	n/a	
5c4af538-31a4-11ea-9f8e-0ae323575bf3	5 - Very confident	None of the above	n/a	

Achieve View – Student Identified

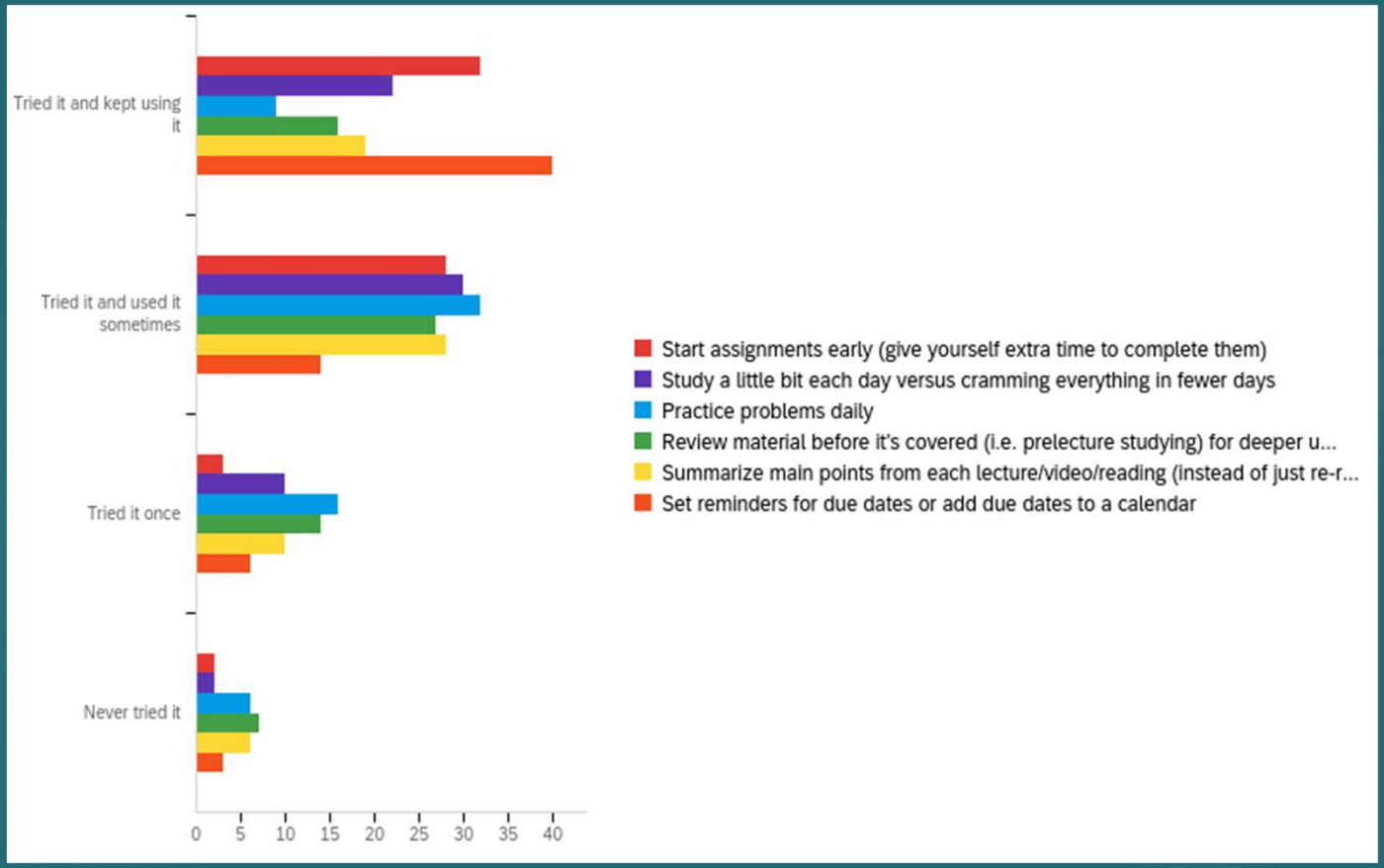


3. Self-Reflection Surveys

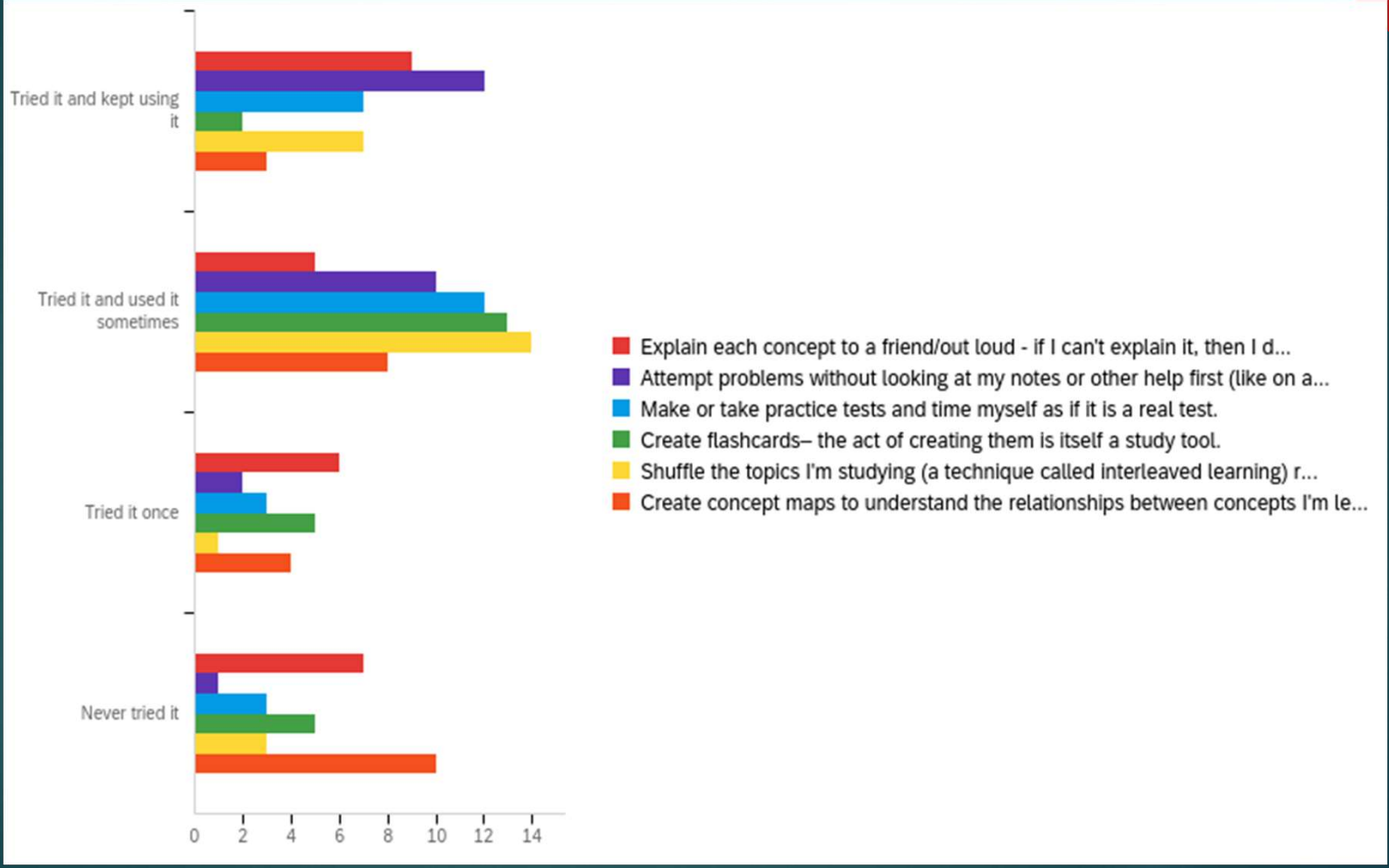
- Helped Students learn new study habits and modify the ones that did not work for them
- Helped Students reflect on their chemistry journey to help them optimize their study habits during the semester (compared to latent regret/change after a semester)
- **94% of students** across 6 sections indicated that they were confident that they would meet or exceed their goals



Example Question - Which of the following "Space it Out" study strategies did you try during the semester.



Q: Which of the following "Challenge Yourself" study strategies did you try during the semester.



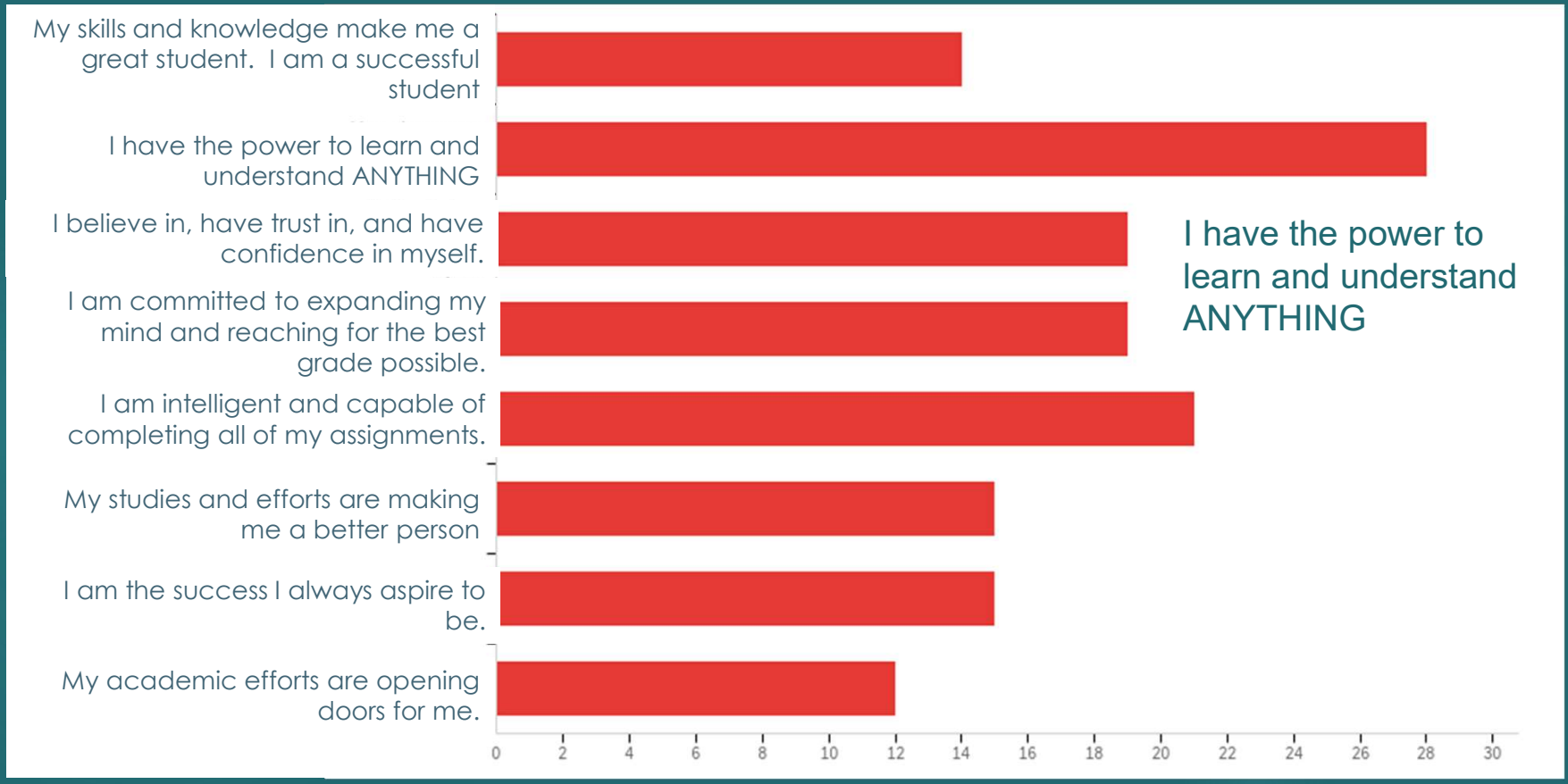
4. Academic Affirmations

- Academic Affirmations can help students stay their path as they face deadlines, outside time conflicts and stressors, and "semester fatigue"
  - Can stimulate growth mindset

Academic Affirmations

- Students were asked **manually** write down academic affirmations
  - Also asked to write why they believed those affirmations would help them stay focused and on track during the semester
- Students told to physically record/write their affirmations instead of typing it in a computer or phone
  - Scientific evidence shows that there is a connection between writing notes and messages by hand and the creation of *easier-to-access and longer-lasting neuropathways* for those handwritten thoughts/memories (Planton et al., *Cortex,* 2013)

Academic Affirmations Students Used Most Frequently



Towards Future Student Success

- Let students know their study options early and often
- Give them the trust and the tools to self-analyze and reflect
- Be open and willing
- Give space and time for active-learning/problem-solving