

# WELCOME VIDEO:

(A video on major issues in helping our learners learn.)

In the American education system, children who go to school are called *pupils*. This would be primary (grade school) and secondary (high school) education.

*Students* are the ones attending colleges and universities (post-secondary).



Image 1: C'est Moi!

The dictionary definitions reveal the difference:

## **Pu·pil** n.

1. A student under the direct supervision of a teacher or professor.

## **Stu·dent** n.

1. **SCHOLAR, LEARNER**: one who attends a school
2. One who studies: **an attentive and systematic observer**

Unfortunately, most of the *students* in America are in fact *pupils* but everyone hopes that higher education will turn them into *learners*. You are **students** in college and you are here to learn (*we are helping you become a learner* =)

The idea of **CITIZENSHIP** is a moral responsibility you have as an educated person.

Citizenship is a *social contract issue* where students who become educated have moral responsibilities with duties to add to society, pay taxes, obey the law, but are free to engage in business transactions, marry, have children, and live in a society that has proper sanitation, good roads, police protection, etc.

# We the People



## Maslow's 1 & 2

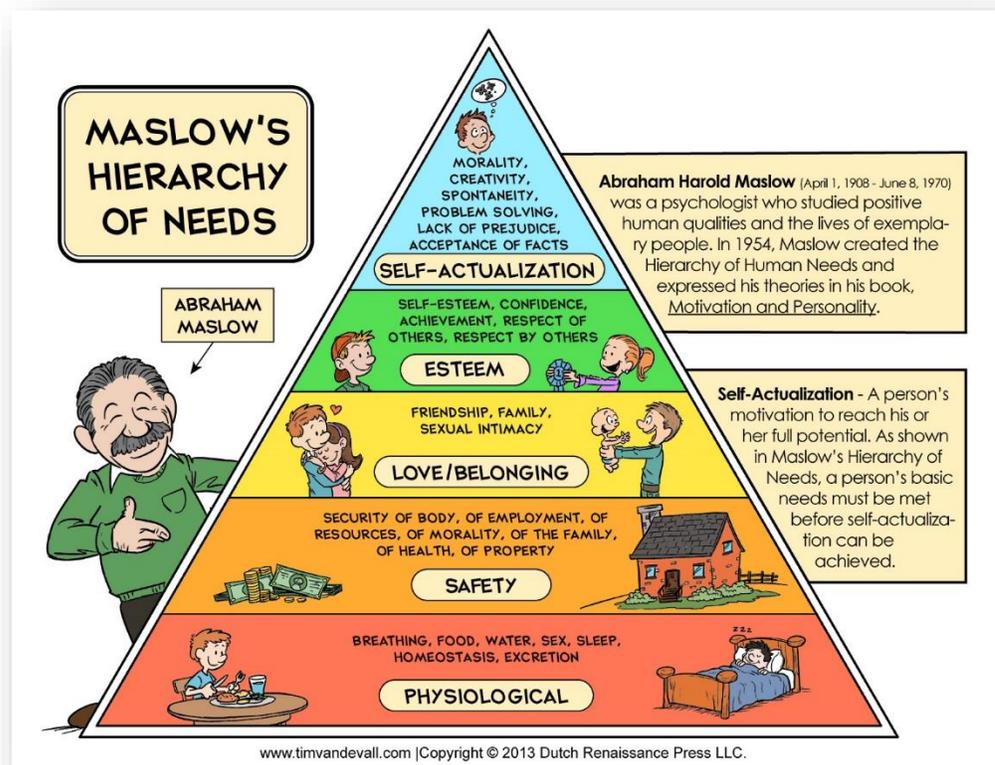
- Good Student
- Good grades
- Self

## Maslow's 3 & 4

- Pursuit of Happiness
- Family
- Good job
- Responsibilities

## Maslow's 5

- Civic Duties
- Democracy
- Society
- Freedom
- Being Part of the Whole



## What are the differences between High School and College?

<b>Differences in Classes:</b>	
<b>High School</b>	<b>College</b>
Bells ring to tell students when a new class is starting.	No bells ring—students are responsible for knowing what time it is and being in class on time.
Students proceed from one class to another.	Students often have hours between classes, and class length can vary from 50 minutes to several hours.
Students spend six hours a day, 30 hours a week, in class.	Students spend 12 to 18 hours a week in the classroom.
Teachers carefully monitor class attendance.	Professors are not required to take roll. Professors are free to set the student attendance criteria for each class and how attendance will affect students' grades. They publish this information in their class syllabus distributed at the beginning of the quarter. Students are responsible for this knowledge and, with some professors, absences in excess of a certain number, sometimes as few as three to five, can result in an automatic failure. Excuses are rarely accepted.
Courses are fairly standard.	Course selection varies greatly, depending upon the student's major and the quarter in which the student starts college.
<b>Differences in Grades:</b>	
Grades are given for most assigned work.	Assigned work is given for the benefit of the student but graded at the discretion of the professor. Expectations regarding assignments are explained in the syllabus handed out at the beginning of each quarter. The student is responsible for this knowledge.
Teachers may offer extra-credit projects to help students raise their grade.	Extra-credit projects are rare.
Consistently good homework may help raise a student's overall grade when test results have been low.	Results on tests and assigned projects usually carry most of the grade weight. Students should check the course syllabus to see how assignments are weighted.
Initial tests in the beginning of the school year may not have an adverse effect on a student's final grade.	Because of the short duration of a quarter—only 50 days of instruction during fall, winter and spring and eight weeks in summer—the number of tests is limited. Each test score, beginning with the first, is an indicator. If needed, a student should not hesitate to schedule an appointment with the professor to talk about the class, make use of the free tutoring center, or seek the advice of their faculty advisor or counselor.

<b>Differences in Responsibilities:</b>	
<b>High School:</b>	<b>College:</b>
The high school counselor can register students for classes.	Although an educational planner or faculty adviser can help students select courses and develop an educational plan, the student is responsible for registering.
The high school counselor can advise students on personal matters as well as course selection.	In college, there is a distinction between a counselor and an adviser. A counselor can offer personal counseling as well as advising students academically. Advisers may only provide academic assistance.
Students can count on parents and teachers to remind them of responsibilities and help them set priorities.	Students choose their class times, they receive a syllabus for each class detailing assignments and due dates, and may have a job. With this information in hand, setting daily and weekly priorities will be the responsibility of the student.
Students have more time for extra-curricular and leisure activities.	Time is devoted mostly to classes, studying, and for some students, working. For every hour in class, students need to plan on spending up to two hours outside of class studying. For a student carrying an average load (15 credit hours), this would equate to 45 hours a week of class and study time.
Work is often an option for high school students.	Many college students must work in order to eat and pay rent.
<b>Differences in Studying:</b>	
Teachers often set aside class time for students to work on homework. Study time at home is limited.	Class time is for instruction; studying and assignments are done on the student's own time. For every hour in class, students need to plan on spending up to two hours outside of class studying.
Students are expected to read short assignments that are discussed in class.	Professors assign substantial amounts of reading that may or may not be directly addressed in the classroom.
Teachers often remind students of their incomplete or pending work.	Professors expect students to complete homework listed on the syllabus, without being reminded.
Teachers will usually tell students what they are expected to learn from assigned materials.	It is up to the student to determine what is important and what may or may not appear on a test.

<b>Differences in Teachers:</b>	
<b>High School:</b>	<b>College:</b>
Teachers remind students of assignments and due dates.	A course outline (a syllabus) is given out to each student on the first day of class. The syllabus spells out what is expected of students, when assignments are due and how students will be graded. Professors expect students to read, save and consult this syllabus for questions about assignments.
Teachers approach students if they believe they need assistance.	Students must initiate contact if they need assistance.
Teachers are usually available before and after class to answer questions.	Professors meet with students during the professor's scheduled office hours.
Teachers provide students with information they missed if they missed a class.	If a student misses a class, it is that student's responsibility to get notes from a classmate, not the professor.
Teachers often present worksheets and other materials to help students understand the textbook.	Professors often don't follow the textbook. They may expand on topics by providing additional information and students are expected to know the material.
Teachers often write the information on the board for students to copy to notes.	Professors often lecture non-stop and expect students to pick out the important points for their notes.
Teachers check students' homework and give them feedback.	Professors may not always check homework.
<b>Differences in Tests:</b>	
Testing is frequent and covers small amounts of material.	Testing is infrequent and often cumulative, covering large amounts of material. A course may have only two to three exams all quarter.
Makeup tests are often available.	Makeup tests are rare.
Teachers offer review sessions pointing out the most important concepts.	Professors rarely offer review sessions. Generally, they expect students to have taken adequate notes and read the required class material.
Mastery is usually seen as the ability of students to reproduce what they have been taught.	Mastery is often seen as the ability of students to apply what they have learned to new situations or to solve new types of problems.

Adapted from: <https://www.wvc.edu/directory/departments/parents/differences.asp>

## “Student Success” as defined by students at Ferris College in a survey:

- To achieve good grades, but to also thoroughly learn the material that the grade is earned for. To be able to do something with an earned degree and *have the ability to be competitive in finding a job.*
- *Never skipping a class and studying throughout the week will greatly help students in the long run every year.*
- *When professors actually make an effort to have a good student/ professor relationship.*
- Student Success means more than just grades in college. *I think that it means everything you get out of it.*
- Success is when you complete a project or a goal you set for yourself. *Success is when you start with no experience and little experience in a topic, are exposed to the material and become a master at it.*
- We as students are doing something right to help us out in life. *It also means that we are better than those who decided to do nothing with their lives.*
- Student success is doing your best and doing whatever is needed to complete that. The outcome may be good grades or acknowledge but *what really matters is if the student themselves feel accomplished.*
- *The confidence in myself that I can handle the challenges life throws my way because I know what to do.*
- To me success looks like a person who has a great job and is happy with his life at work and home. *Someone who doesn't have to worry all the time about money and objects* (not living from pay check to pay check).
- *Success is a very broad term, but I have my own definition.* I believe success is getting all A's and B's every semester, actually learning things that stick with you, graduating, and finding a job.
- *A rich husband* and working part-time.

Compiled from:

[http://www.ferris.edu/HTMLS/administration/president/sparc/meetings/docs/student\\_success\\_means\\_2010.pdf](http://www.ferris.edu/HTMLS/administration/president/sparc/meetings/docs/student_success_means_2010.pdf)

# The BIG 4: What Causes Students to Fail Courses in College?

## Lack of Preparedness

The first year of college is often a major transition. Students leave home for the first time, balance work, school and other activities, and must make the majority of their life decisions independently. In some cases, students aren't mentally, emotionally or academically ready to succeed in college classes. **Some lack the necessary motivation and work ethic.** Others struggle with the **emotional difficulties** that come with being on their own. Colleges often offer personal counselors who work specifically with students trying to balance academics with personal life challenges.

## Poor Attendance

One of the surest ways to fail a class is to consistently miss it. Some courses include grading components, such as **in-class activities, pop quizzes and team projects that can't be made up.** In many instances, the **bigger issues is that you are out of the loop** in a number of ways. Missing classes can lead to missed homework assignments, papers and projects, especially if you don't check in regularly with the instructor. You also **miss critical discussions** of topics and content, which can lead to poor performance on tests.

## Poor Study Habits

The study habits necessary to pass college classes are often a step up from what some students are used to in high school. **Even students who generally succeed in high school can fail because they don't enter college with the requisite study skills.** Typically, you have to spend dedicated time taking notes in class, reading the materials, reviewing content and getting ready for tests to perform well. **You need to be well-organized** to keep track of study requirements and deadlines for multiple classes and make regular trips to the school library to use quiet space for studying, away from busy dorms, apartments or campus events.

## Poor Time Management

Poor time management is an umbrella problem with several related issues that can lead to course failure. Students who spend too much time playing games, watching television or hanging out with friends don't put enough time into completing work. **Given the common need to balance coursework, labs, extracurricular activities and jobs, lack of planning can put students in a major bind.** Procrastination can lead to incomplete or poor performance on homework, papers and projects. In some cases, students may plagiarize papers to make up for lack of planning and effort, which may mean automatic class failure.

Adapted from: <http://everydaylife.globalpost.com/causes-students-fail-courses-college-4060.html>

# Causes of Failure in College

## 1. Understanding the amount of work required

the difference in the amount and quality of work demanded by a reasonably good college and that required by the typical high school is much greater than most students realize. Prior to college, school work is usually parceled out in small units and students usually spend a minimum amount of time studying. In college, students may actually work harder than they have ever worked before and still find that their efforts are not sufficient.

## 2. Vagueness about long-range goals

most mature adults realize that success in college demands a great deal of hard work. However, the desire for pleasure and fun is also a very strong need among adolescents. One of the signs of maturity is the ability to delay immediate pleasure and look at long-range goals. These goals do not have to be specifically defined, but they must be one's own. A student must have a sense of working toward a goal or reward that he or she really wants, whether it is the pleasure of a good grade, a still undefined career, or status and security. College work is likely to seem grim, difficult and even meaningless if it is not related to personal goals and objectives.

## 3. Inappropriate choice of a major

there are few humans with a very clear idea of themselves at the age of 18 or 19; consequently, many students initially may choose inappropriate fields of study. One of the purposes of college is to help students discover or create their identities through education. This process of change reflects not a lack of character, but the development of it. Students must be aware of their own development and adjust previous goals and decisions to accommodate personal growth.

## 4. Poor language skills

to a large extent, the success or failure of a student in college directly hinges on mastery of the language. A student must be able to read, to write, to speak, and to listen effectively. Being ineffective in even one of these language abilities can lead to academic difficulty. These language problems are not necessarily related to intelligence, and skill in one language area does not mean equal skill in the others. All college students, no matter how bright, are expected to improve their language skills. Listening with comprehension is a particularly neglected skill, and students often must overcome a life-time of poor listening habits.

## 5. Lack of personal standards of quality

before college, judging a student's work is largely the teacher's responsibility. The trouble with this process is that many students do not learn to evaluate their own work and to develop high standards of quality. They frequently overestimate their understanding of college material and the quality of their written work. This factor alone may lead to taking criticism too personally, placing blame on instructors, and claiming "personality conflicts" with teachers.

## 6. Interference from psychological problems

college is a time of growth and development, e.g., establishing emotional independence from parents, determining a personal value system, finding a career goal, establishing relationships within peer groups. While these demands are normal age-related tasks, they may sometimes become overwhelming and seriously interfere with academic performance.

## 7. Failure to assume responsibility

perhaps the greatest change and challenge facing students is dealing with the increased freedom which students experience when they are away from home. Choices are presented regarding the use of time, personal habits, social activities, and even whether or not to attend class or do assignments. These choices are accompanied by consequences. Although friends, parents, and faculty may advise, the choices and consequences are ultimately the responsibility of the student.

## 8. Lack of ability and/or poor high school preparation

some students find that their educational background or their lack of effort has not prepared them for the academic demands of the college they have chosen. They may need remedial programs to make up for past deficiencies.

Adapted from: <http://www.ctl.ua.edu/ctlstudy aids/studyskillsflyers/general tips/causesoffailure.htm>

## How to be a Learner

**Have a Goal and a Plan:** The best students know why they're in college and what they need to do to achieve their goals. You can't do well if you don't know what you're doing- and why. Your best resource is your academic counselors who are trained to assist you with your goals and planning.

**Don't Be Overcommitted:** Take a serious look at what you want to accomplish. Be realistic in what you can do in 16 weeks. Ask yourself "What can I accomplish?" when you consider your academic work, your "pay-the-bills" work, family, and still have some Me Time! *Be realistic in what you want to accomplish.* I may want to climb Mount Everest so that I can see the view from the highest mountain in the world but the only way I will ever be able to do that is if they put a gondola to the top. Set *realistic* high goals for yourself.



**Plan Ahead:** You never know what is around the bend. Your car dies, "my grandma died", your computer dies, your energy dies (OMG, that's a lot of dying). Don't let your studies go until the last minute. Then when those personal and family emergency happen, you'll be OK. And when they don't happen, count your blessings.

**PLAN AHEAD**

**Hang Out With Smart Friends:** Successful students know that spending lots of time with friends who don't even know what courses they're taking-or why they're in college at all-

can create an atmosphere so toxic that any attempts to do well immediately wither and die. Pick your cohorts as carefully as you pick your courses.



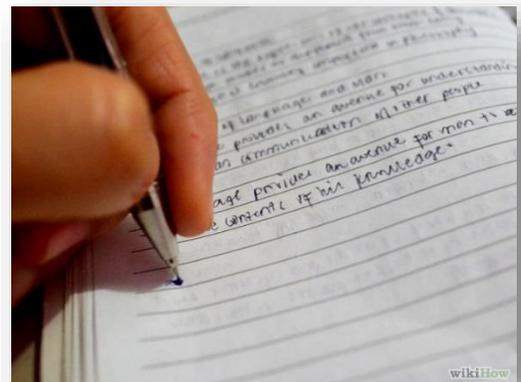
**Organize! Organize! Organize!** This cannot be stressed enough. Most of the time you will have four classes, a paper due in one, 10 homework problems due in another, three chapters to read all just from the start of the week. You throw your social life and Me time into that mix and you will be happy you had everything all planned out. Don't forget to schedule in blocks of study time to be prepared for your classes just as you block in your class time.

**Divide Up The Tasks:** Readings get broken up into manageable chunks (not two hundred pages in one sitting). Quizzes and tests are studied for over the course of a week (not at 3

a.m. the night before). And paper ideas should be pondered when the assignment is handed out (not the day before it's due when you can barely formulate an idea much less think through an issue).

**Take Notes:** as College students there are plenty of thoughts that take place in your mind and taking notes is the key essential to learning the material. Don't try and write down everything that is said as you will be so busy writing that you won't process the information (you'll be like a court recorder that just puts words on paper). Instead, develop your own method of note taking. A couple of quick note taking ideas are:

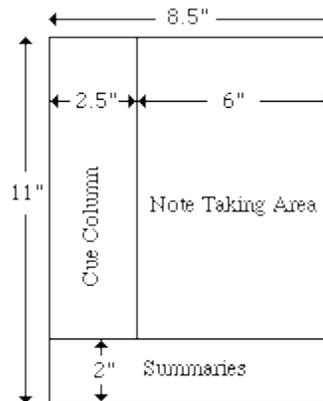
- Start each new lecture on a new page, and date and number each page along with the course number in case the pages get all mixed up. The sequence of material is important.
- Write on one side of the paper only. You can set them out side-by-side for easier reviewing when studying for an exam.
- Leave blank spaces. This allows you to add comments or note questions later.
- Make your notes as brief as possible. Never use a sentence when you can use a phrase, or a phrase when you can use a word



**Taking Notes continued:** You may want to look at some proven methods such as Outlining (using Roman Numerals—like you learned in high school), Mind Mapping and the Cornell Note Taking System (<http://americandigest.org/mt-archives/004983.php>).

**A Quick Glimpse of The Cornell Method:** This method has you divide your note paper into areas like this image to the right:

You use the note taking area on the right for the details of the class. Then after class, use the left “cue” column to reduce your notes to concise snippets of the major points. Use the bottom of each page to summarize the page. I included a page that uses this idea so that you can visualize it in action. I would add the course number at the top just in case your papers get all mixed up. It is a great system so take a look at the hyperlink above.



**Note Taking Area:** Record lecture as fully and as meaningfully as possible.

**Cue Column:** As you're taking notes, keep cue column empty. Soon after the lecture, reduce your notes to concise jottings as clues for Reciting, Reviewing, and Reflecting.

**Summaries:** Sum up each page of your notes in a sentence or two.

**Utilize Office Hours and Other Resources.** Go in and see your professors to make yourself known (just don't become a bother). Establishing an academic relationship with them can open doors to better learning, minimizing pitfalls in your learning and even help later when you need a letter of recommendation. Find out what other resources are available such as videos to watch, tutors on campus,

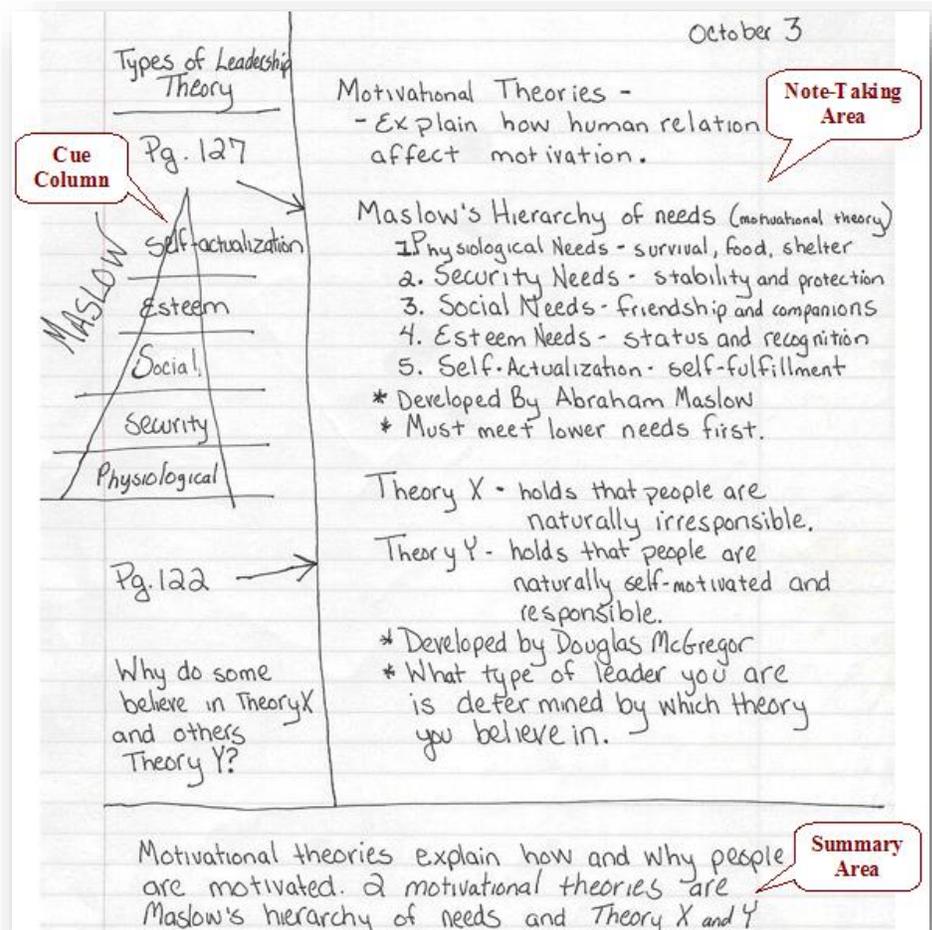


Figure 2: image from: <http://1stopbrainshop.com/study-skills/the-split-page-the-cornell-system/940/>

online resources, and more. Specifically, visit your library and academic support center as they will have resources to help with your math, writing and study skills.

**Ask When You Don't Understand:** You've got a mouth so when you don't get something in the reading, in the lecture, or in the homework, ask someone who might know like the prof, the TA or lab assistant, or your study buddy for example. Asking for help when you don't understand something is not a weakness, it is a *strength* that shows that you are dedicated to learning.

**Do the Homework and Study:** Maybe in high school you were one of those kids that could listen in class then walk in on test day and Ace it. That's not the case here. Set your priorities: *Study, know the material, then you can go out.* College is all about knowing something for a job, and people may not hire you if you don't know all the details about a certain subject. You are actually an expert on that subject when you are done with college so study.

**Set time to study:** Study when it is best for you, study with a clear mind, free from distractions and take breaks when studying. Start a study group.

**Time Needed in General:** For my classes, I typically create an **Estimate of Learning Time** table to show students how much time a typical student would spend for the class. The rule of thumb is a **minimum of 35 hours per credit hour/unit**. For a 3 hour class, that would be 105 hours, a 4 hour class would be 140. Doing the math, you see that a four hour class at 140 per semester means just under 9 hours per week (140 hours ÷ 16 weeks). If you are taking 4 classes, this amount to 36 hours just for school. Again, these numbers are for the average dedicated student. You may need more or less time depending on the complexity of the course (such as accounting) your background, level of commitment, reading and math abilities, etc.

ESTIMATES OF LEARNING TIME Fall SEMESTER 2014, Mullin, 16 week course Accounting 1B – Managerial Accounting	
ACTIVITY	LEARNING TIME in Hours/Percent
Class Time (16 Weeks At 4 Hours Per Week)	64 (42 %)
Required Text Reading (16 Chapters @ 2 Hour Each)	32 (21%)
Chapter Homework (16 Chapters @ 2 Hour Each)	32 (21%)
Preparing for Quizzes (16 chapters at ½ hour each reviewing material)	8 (5%)
Preparing for/taking exams (4 exams at 4 hours each)	16 (11%)
Total	152 (100%)
Note: This estimate is for the typical undergraduate student. The designed activities may take one person longer to complete, while another person may complete the activities in less time.	

**Don't Kid Yourself:** For instance, you may think you're studying but you're really tweeting about what happened last night. Or when you're alternating between reading the e-article and checking out your friend's Facebook page every eight seconds or so. You're the easiest person you know to deceive. Don't.

<http://www.wikihow.com/Be-a-Good-College-Student>

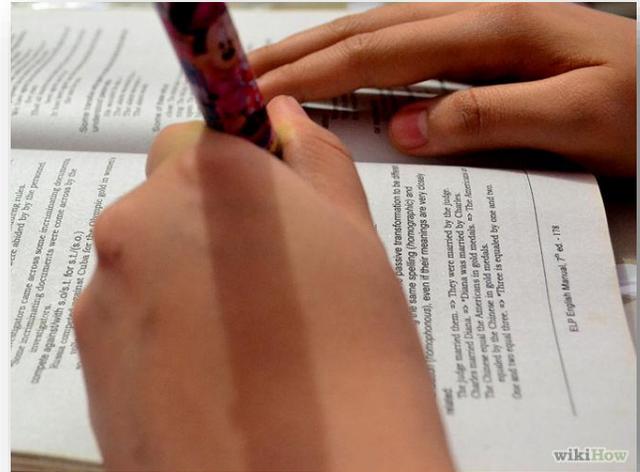
### **Triage Ruthlessly:**

Sometimes you will have to withdraw from courses. If it is better in drastic cases to withdraw from a certain course than fail it then do so. If you need a tutor get one, know your limit, and ask for assistance.

You don't need to put an equal amount of effort into every class. Inject extra effort when it's important to you, but feel free to back off *a little* from classes that are a low priority based on your specific goals. By stealing time from low priority assignments, you can invest more time in the real gems. And never miss the easy points. When an assignment is to log in to a discussion board and say hi to everyone in your class (and you are getting 10 easy points for doing so), do it. Those ten points equate to one missed quiz.

A cool triage technique is [timeboxing](http://www.stevepavlina.com/blog/2004/10/timeboxing/) (aka *load balancing*) Decide how much time an assignment warrants, and then do your best job you can within the allotted time. So if you have to write a 10-page research page on Accounting Ethics, you might devote 10 hours (an hour per page) to it in total. (As you progress in your education, you will be able to make these types of guesses on limits needed for a project.) Now, slice up the 10 hours into topic selection, planning, library research, outlining, writing, and editing, and then do your best to stay within those times. This is a great way to keep from over-engineering an assignment that didn't need it. (Adapted from <http://www.stevepavlina.com/blog/2006/05/10-tips-for-college-students/>)

**Know Your Limit:** A person with a full-time job will put in a good 40+ hours per week. If you are taking 15 hours/credits and should be spending on average 2 hours outside of class for every hour of class, then you are already up to an 85 hour week. If you factor in 8 hours of sleep per night, that is now up to 135 hours. There are 168 hours in a week (24\*7) less your 135 hours for school and work leaves 33 hours a week (4 ½ hours per day) for family, fun, and ME time. And don't forget, you haven't factored in transportation time, running errands, let alone eating and showering. You need to



balance what is feasible to accomplish, remembering to add in some buffer time for unanticipated issues, to meet your goals. A point to make here is that if you treated school like another job, how many other jobs have spring break, winter break, and summer vacation? Be dedicated to your long term goals and not just living day by day. Then when you are on break from school, truly enjoy it because you *deserve* it.

**Learning Disabilities:** “many people have learning disabilities that are often undiagnosed even though they have an impact on performance. Learning disabilities do not diminish people’s intelligence and often explain why some very smart people struggle in college. One sign of a learning disability is when a student does well in most subjects except one, such as math” (from Cabrillo’s academic advisor Barbara L. Schultz-Perez [baschult@cabrillo.edu](mailto:baschult@cabrillo.edu)). Here is an example. Quickly say the *color* of each word, not what the word says:

RED BLUE YELLOW GREEN ORANGE BROWN BLACK WHITE

Did you say blue, red, purple, yellow, hot pink, green, brown, and black? If you had difficulty, realize that a person with a learning disability may have the same type of issues. They can usually process the answers correctly but it just takes them more time. There are people who can help if you just ask for it.

**Using Technology to Write a Term Paper in Half the Time:** I developed a series of how to videos to show you how to write an outstanding, visually appealing term paper in half the time using features built into Microsoft Word. I then uploaded these videos to YouTube and made a master copy of all the hyperlinks in a Word document that looks like this:

The videos basically mimic the old notecard system of writing a paper, show you how to do it electronically, then once in that format, you can add a table of contents, a bibliography (in APA/MLA format), images, columns, an index, a cover page, linked objects (like a spreadsheet) and much more. Although you won’t be able to read what it says here as it is just a screen shot, I

put this page in pdf form with all the links next to it at this Prezi location:

[http://prezi.com/cbfd4czhgryw/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/cbfd4czhgryw/?utm_campaign=share&utm_medium=copy&rc=ex0share).

You should be able to go to this site and click on the links that will automatically bring up the YouTube videos. They are not Hollywood quality yet but I am working on it.

**How to Write a Term Paper in Half the Time**  
By Terry E. Mullin  
M.S. Accounting, M.B.A., M.S. Information Systems, EdD-ABD, Cabrillo College, Aptos, CA

[IntroVideo.mp4](#) ← Using the Outline feature in Word to create the traditional outline format you probably learned in high school using index cards.

**III. A Divided Nation**

**II. The Military Perspective**

**I. Introduction**

A. U.S. enters the Vietnam War

B. Communism Would Spread

1. Domestic Policy

2. The Domino Theory

C. International Issues

1. The French Involvement

2.

**Bibliography**

Mullin, T. (1969). America's Involvement in the Vietnam War (pp. 20-54). Journal of American History.

Introduction, Domino Theory

U.S. foreign policy in the early 1950s, held that a communist victory in Vietnam would quickly lead to a chain reaction of communist takeovers in neighboring countries.

Mullin, pg. 21  
Paraphrase  
#23

Example of finished product:  
[http://employees.heartland.edu/tmullin/dissertation/ComprehensiveExamination\\_Concentration.docx](http://employees.heartland.edu/tmullin/dissertation/ComprehensiveExamination_Concentration.docx)

[OutlineView.mp4](#) ← Create an outline using promote (indent) and demotes (out-dent) in Outline View

[PasteSpecial & APA/MLA.mp4](#) ← Copying Quotes from the Internet (using Print Layout View)

- o Paste Special to remove html code (from the [History Channel website](#))
- o Using APA or MLA format for citing your work

[WritingYourPaper.mp4](#) ← Write your paper with thesis statement, topic sentences, paragraph transitions (copy and paste in text for demonstration purposes)

[ImagesAndMore.mp4](#) ← Adding Images- text wrap, using Snipping Tool; use of Columns/Section Breaks

[OLE.mp4](#) ← Adding OLE objects (adding a linked Excel spreadsheet to a Word document)

[FinishingYourPaper.mp4](#) ← Table of Contents, Bibliography and Index all in one video on YouTube

- o TOC ← Adding a Table of Contents; Moving text, Updating page numbers
- o Bibliography ← Adding a Bibliography or Work Cited or Footnotes
- o Index ← Adding an Index, marking your topics

[CoverPage.mp4](#) ← A Cover Page (last piece of the project) and Page Numbering on YouTube

[FleschKincaid.mp4](#) ← Keeping track of your writing – Flesch Kincaid Readability Statistics

[Conclusion.mp4](#) ← The Final Product on YouTube

[HowToWriteATermPaperInHalfTheTime.mp4](#) ← A Video of all the smaller videos combined

BONUS: Prezi (Vietnam War) <http://prezi.com/28v0jptm/vietnam-war/>; a video for instructors re: [student engagement & software](#)

## Problems I Need to Eliminate So I *Can* Teach:

**Resistance to Learning:** a.k.a. “I won’t need to know that” or as I like to call it, Crystal Ball knowledge. You are “Learning how to learn” and developing an understanding of the big picture.

Quick story: I was making an outdoor gazebo for my house and wanted a pitched roof that was about 18 inches high on top of 4 stilts. I laughed out loud when I was standing there with a skill saw in hand and trying to figure out what angles to cut the boards. I laughed because I couldn’t remember what that “stupid” math professor taught me when he covered mathematical sines and cosines. It turned out OK (“trial and error” saw cutting) but not as perfect as it could have been if I had just not pre-decided I didn’t need to know much math way back when. Live and learn.



When we work in groups such as in Managerial Accounting, we work in *groups* and not by yourself or on a quiz you have coming up later in another class. The purpose is to help you isolate what you do not understand and have your peers help you solve the problems at hand by using what is called the “flipped classroom”. The typical feedback from companies we survey about student performance states that students don’t know how to work well in groups to create synergy (more than the sum of the parts). This command from employers is why you do problem solving and critical thinking exercises in class. Working the group exercises on your own circumvents this pedagogy (gets around the teaching style) and, along with deciding what you need to learn and don’t need to learn, demonstrates *a lack of character* (the “me, me, me” that you hear from adolescents.)

**Deadlines Are Deadlines** (hence the word stem “dead”). They aren’t:

“almost-done-lines” or

“grandma-died-lines” or

“I-can’t-afford-the-book-lines”

They’re deadline! Although I can work with you on some issues, ultimately, YOU have to solve your own problems. You don’t have a book?—set up a study group and share one. Don’t have a computer at home?—make time in your schedule to use the computer center, library or public library. You couldn’t get your work done because you were in jail?—then just don’t get in trouble in the first place. It’s really that simple. Protect your education by making good choices.

Remember, once the icon disappears in Blackboard, you can no longer submit your work. Period. Giving you more time is setting you up for failure—that you can procrastinate some more which only makes you more behind in the class not to mention the pressure it creates! You can sleep better at night when you meet your obligations.

**Distractions Are Distractions:** the rule is no distractions allowed: no gum chewing, no cell phone, and no talking amongst yourselves when the professor is talking. I can't compete with the noise and the distraction. When I am trying to systematically help you learn and multiple conversations are happening while I am lecturing material, I lose *my* focus. It just doesn't work and, like on the TV talk shows where everyone wants to talk at the same time, no one benefits.

**Privacy Laws:** the laws are very strict about revealing information about students especially electronically. I cannot tell you what your grade is in an email as there is no guarantee who is asking the question. The issue comes from a parent who demanded a child to reveal her school password then emailed the instructor to get verification of grades for the child (the mother was pretending to be the student). The laws are to protect the student. When you sign an email as Andy, how do I know which Andy sent the email—Andy, Andrew, Andrea, AJ?? The only secure legal way of getting you your grades here at Cabrillo is thru Blackboard and Web Advisor as they are deemed secure as far as the law is concerned. If you are unsure about your grades, just go see your instructor one on one. This meeting will give you a chance to discuss any and all concerns you have and gives the professor the opportunity to not only help you but get to know you.

**Keep Accurate Records:** Students will come say "I did that assignment" but don't have any proof that they did. "It's in the back of my car" won't work. Be sure to keep all your work, take screen shots of electronic work, etc. so that there is undeniable proof what your grade is for every assignment. Do not rely on the computer keeping your grades safe as they can crash and do other things that only the cyber-gods can explain. That way, when there is a discrepancy, I have documentation of the work you did and can change your grade accordingly.

**Vague Email:** I get email all the time that say something like "I'm having trouble with my homework. Can you help?" My responses is "Yes". If you want me to give you more than that, you have to give me more detail. And when I get an email from [FoxyLady@hotmail.com](mailto:FoxyLady@hotmail.com), I have to be extra cautious about giving out any information as I don't know from that address which student I am communicating. If you want a response to an email other than "Not enough information to answer", it is imperative that you include the *specifics*:

- your name.
- what school and the course Number (on each email so I don't have to scroll).
- the subject you are inquiring about (in the subject heading helps).
- details, details, and more details about what you are asking about.
- numbers that I would need to help you. I don't carry the textbook around with me so asking for help with exercise 7 in chapter 3 means I have to be in my office to help you and cannot text you from my smart phone as soon as I receive the email so that you can continue with your homework.
- the history (if you have sent more than one email on the subject).

**Specifics Bob:** if you want to see a Hollywood version of what I mean by being specific, watch this 2 minute clip from John Travolta's *Phenomenon*. It's a good one.

<https://www.youtube.com/watch?v=qHDSNs9wBpU>

**Just the Facts:** My interest is in your learning and what I can do to help you learn. I don't need to know gory details—just what I can do to help. I am not a doctor like my grandfather, father and brothers because I don't like dealing with sickness. Students want to explain why they didn't get something done and some of the stories are absolutely heart breaking. Now I'm depressed! When I see that someone is struggling, I can send you to those people who are trained to help such as when you break off a long term relationship, find yourself homeless or feeling overwhelmed with school. I am thrilled to help but I am here to teach accounting. Let the other trained professionals help you with issues that are something other than accounting.

BTW: Every student has teachers they love and ones they hate. Your job is to learn from your instructors to move yourself towards your goals. Although it is nice to be friends with your professor, it is not a prerequisite just like you don't have to be friends with everyone you meet-but you do have to respect them. (Your rights end where others' rights begin.)

## A Couple of Deep Topics:

*Here are a couple of paragraphs adapted from a blogger named Steve Pavlina. These are his words from his blog site and I thought they would be a great ending to this paper. I think you will find them very helpful.*

### **Answer the question, “Why am I going to college?”:**

Many college students really don't have a clear reason for being there other than the fact that they don't know what else to do yet. They inherit goals from family and peers which aren't truly their own. That was how I started college. Is this you as well? I had previously gone to college when I wasn't in the right frame of mind to be there. In high school I was a straight-A honors student, President of the math club, and captain of the Academic Decathlon team. That momentum carried me forward, and without really ever deciding if it was what I wanted, I found myself with four more years of school ahead of me. It seemed like a good idea at the time, but my heart just wasn't in it. Consequently, I sabotaged myself in a big way. I blew off my classes and got an education in parties and alcohol. Apparently some administrator was biased against students whose GPA starts with a decimal point, so I was soon expelled. Once you know why you're going to college, imagine your ideal outcome. Let it flow outward from the reason you're there. Whether you've already started college or not, stop and simply write down some attributes of your ideal experience. Describe it in as much detail as you can.

Before I returned to school, I spent hours visualizing the kind of experience I wanted to have. I saw myself being challenged but managing it easily and without stress. I saw myself making new friends. I saw myself having a really great time. Most of all I imagined a very balanced experience — a blend of academics, activities, socialization, and fun. The keyword I used was “richness.”

This was a really important step. I didn't understand the mechanism at the time, but I was pre-programming myself to succeed. Whenever I encountered obstacles, my ideal vision was so much more compelling that I was always able to find a way to get what I wanted. I became a co-creator of my experience instead of a passive victim of it.

Visualization allows you to make mistakes in advance. If you can't get a clear visualization, your experience is likely to be just as fuzzy. Debug your visualization until it inspires you. Real life will of course turn out differently than you visualize. The point of visualization isn't to predict the future or to restrict your freedom to decide later. The point is to give you more clarity for making decisions right now. Your ideal scene serves as a map that can guide you through the quagmire of options.

### **Learn Material the Very First Time It's Presented:**

One of the biggest time wasters in school is having to relearn something you didn't learn properly the first time. When students say they're studying, most of the time they're making up for a previous failure to learn the material. If you don't understand something you were taught in class today, treat it as a computer bug that must be fixed ASAP. Do not put it off. Do not pile new material on top of it. If you don't understand a word, a concept, or a lesson, then drop everything and do whatever it takes to learn it before you continue on. Ask questions in class, get a fellow student to explain it to you, read and re-read the textbook, and/or visit the professor during office hours, but learn it no matter what. Those students who allowed their confusion to linger found themselves becoming more and more lost as the course progressed, and cramming at the end couldn't bestow complete comprehension.

During finals I was probably the least-stressed student of all. I didn't have to study because by the time the final exam came up, in my mind the course was already over. The test was just a formality. While everyone else was cramming, I'd be at the arcade playing video games. I'd already learned the material and completed all the assignments (at least the ones I was going to complete). At most I'd just spend some time reviewing my notes to refresh the material the night before the test. Isn't this how academic learning is supposed to work? Otherwise what's the point of showing up to class for an entire semester? During each semester ask yourself this question: Am I ready to be tested right now on everything that has been taught up to this point? If your answer is ever "no," then you know you're falling behind, and you need to catch up immediately. Ideally you should be able to answer "yes" to this question at least once a week for every subject. Falling behind even a little is an enormous stressor and time waster. First, you have to go back and re-learn the old material when the rest of the class has already moved on. Secondly, you may not learn the new material as well if it builds on the old material because you lack a solid foundation, so you just end up falling further and further behind. Then when you come to the end of the semester, you end up having to re-learn everything you were supposed to learn. But because you cram at the last minute, after finals you forget everything anyway. What's the point of that silliness? It's like overspending on a credit card that charges you 25% interest. Eventually you'll have to pay up, and it will cost you a lot more time in the long run.

Put in the effort to learn your material well enough to get A's in all your classes. It will pay off. Much of the material you learn will build on earlier material. If you get A's in your freshman courses, you'll be well prepared to pile on new material in your sophomore year. But if you get C's that first year, you're already going into your second year with an unstable foundation, making it that much harder to bring your grades up and really master the material. Make straight A's your goal every semester.

### **Master Advanced Memory Techniques:**

One of the keys to learning material the first time it's taught is to train yourself in advanced memory techniques. I used them often in classes that required rote memorization of certain facts, including names, dates, and mathematical formulas. If a teacher wrote something on the board that had to be memorized verbatim for an upcoming exam, I'd memorize it then and there. Then I wouldn't have to go back and study it later.

I'm sure you've encountered simple mnemonic techniques such as using the phrase "Every good boy does fine" to memorize the musical notes E, G, B, D, and F. Those kinds of tricks work well in certain situations, but they're so grammar school. There are far more efficient visual techniques. The two I relied on most in school were **chaining and pegging**. Find a good source such as [The Memory Book](#) by Harry Lorayne. Go look chaining and pegging up on the Internet.

<http://www.stevepavlina.com/blog/2006/05/10-tips-for-college-students/>

**Let's have a great semester! Or as I use to say to my football coach, "Put me in coach, I'm ready to play!"**

# Quiz-What It Means To Be a College Student

## Question 1

Chaining and Pegging are two methods used in education to **organize** yourself for classes.

- a) True
- b) False

## Question 2

A pupil is a person that seeks out learning and is typically self-motivated.

- a) True
- b) False

## Question 3

Citizenship is the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen. Doing well in school is the moral responsibility (duty, obligation, function of) of students if they wish to live in a society that provides clean water, health care, police and fire protection and other similar advantages of an organized society.

- a) True
- b) False

## Question 4

Maslow's Hierarchy of needs suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs. This motivation means that once these lower needs are met, we can work our way towards being a better person, a better student and ultimately a better citizen.

- a) True
- b) False

## Question 5

Student success is dependent upon the individual student and is **not** related to any other external forces (for example: family income, peers, economic times, cultural background, etc.):

- a) True
- b) False

### **Question 6**

According to one source in this article, the four biggest reasons for failure in college are Lack of Preparedness, Poor Attendance, Poor Study Skills and Poor Time Management.

- a) True
- b) False

### **Question 7**

Developing the ability to evaluate you own work and setting your own high personal standards are essential skills to be successful in college

- a) True
- b) False

### **Question 8**

The Cornell method of note taking has significant limitations and is now considered too old fashioned to be usable in today's world.

- a) True
- b) False

### **Question 9**

Overcommitting is something you have control over.

- a) True
- b) False

### **Question 10**

Instructors are well educated learners that have chosen to help students learn. Therefore, if you know better how a class should be taught, you need not comply with their methods of teaching. After all, you know what you need to learn and anything other than that is a waste of your time.

- a) True
- b) False

Answers: 1F (Correct: mnemonic techniques), 2F (Correct: student), 3T, 4T, 5F, 6T, 7T, 8F, 9T, 10F

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“Have you hugged your dog today?”