

Study Skills for International Students

Charlotte Moore, Academic Learning Centre



University
of Manitoba

Today's Plan

- The Learning Cycle
 - Plan: your syllabus and your study time
 - Do: asking questions, taking notes, reading actively
 - Review: study strategies that work
 - Reflect: what worked, and what to change
- Writing assignment

The Learning Cycle



Planning



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How do you create a good study plan?



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ARTS 1110 (W) Introduction to University

Credit Hours: 3

Lecture Section: A01

Term Dates: Sept. 4 – Dec. 6

Lecture Times: 8:30–9:45 AM on Wednesdays in 206 Tier

Writing Labs: 8:30-9:45 AM on Thursdays, check Aurora for location.

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Michael O'Brien Moran

Email: Michael.OBrien-moran@umanitoba.ca

Office location: 110 Tier

Office hours: Wednesdays from 10:00-11:30 AM. *To request an appointment outside of regular office hours, please email your instructor.*

Your instructor may need 24 hours to respond to emails and may not be able to reply on evenings and weekends.

If you have waited more than 48 hours for a reply, please send a kind reminder that you are waiting for a reply.

Important reminder: University policy allows instructors to use only your University of Manitoba email account for ALL communications. It is your responsibility to check your U of M email account regularly.

COURSE DESCRIPTION

CALENDAR DESCRIPTION: A seminar course designed to help students make the transition from high school to university by imparting knowledge, skills, and attitudes requisite for success in university study.

COURSE OBJECTIVES:

1. The improvement of metacognitive awareness of learning processes through an enhanced understanding of learning principles and strategies.
2. The improvement of individual writing skills through a detailed exploration of the writing process.
3. The improvement of research skills through the process of selecting and justifying appropriate resources for a research paper.
4. The improvement of reasoning skills through the application of structure and logic to writing, research and problem solving.

STRUCTURE OF COURSE AND ATTENDANCE: The ARTS 1110 course is comprised of weekly lecture and a weekly writing lab. Participation in all aspects of the course is required.

METHOD OF TEACHING: ARTS 1110 employs the use of lectures, class discussions, group work, and demonstrations, and all students are expected to come prepared for each class. Active participation in the course is required. In particular, since this course emphasizes the importance of understanding writing as a process, and since that understanding can only be achieved through application and practice, students are expected to participate fully in the writing lab.

WRITTEN ASSIGNMENTS: This course fulfills a 3-hour Written English Requirement (W), and, thus, assignments will focus on writing. Students must submit 1500-word essays on both topics in order to receive a

passing grade in the course. These essays will be evaluated for content, organization, and style. See “Assignments” for specifics.

Finally, if you have any concerns about this course, please be encouraged to discuss them with the instructor. ARTS 1110 Instructors are interested in and conversant with issues relating to the transition from high school to the university learning environment. If you are thinking about withdrawing from the course, your instructor can help you make a well-informed decision.

REQUIRED TEXTBOOKS

A value package containing two books (ISBN: 978-0136453581):

- a. “A Guide to Undergraduate Learning: A Custom Edition”. Michael O’Brien Moran and Stephanie Crook. (ISBN: 1323778756)
- b. “A Student’s Guide to Academic Writing”. Michael O’Brien Moran and L. Karen Soiferman. (ISBN: 978-013272040)

Additional readings will be posted on UMLearn. Students are expected to complete assigned readings **prior** to the lecture or lab for which they are assigned.

REFERENCING STYLE

In this course, students will be required to use the APA (7th edition) referencing style. An excellent online guide is available from APA: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

UMLEARN – REQUIRED ONLINE COURSE RESOURCES

In this course, the majority of course resources (e.g., PowerPoint lecture slides, assignment descriptions, other resources) will be posted on UMLearn. Students can access UMLearn at <http://www.umanitoba.ca/umlearn>. You can log in to UMLearn using your UMnetID and password. To claim your UMnetID and password, please go to <http://www.umanitoba.ca/signum>.

IMPORTANT DATES AND DEADLINES

Full information is available at <https://umanitoba.ca/registrar/important-dates-deadlines>

- **Last date to drop this course with a refund is Sept. 17.**
- **Last date to add this course is Sept. 18.**
- **The voluntary withdrawal deadline is Nov. 18.**
- **University closures during the course (no classes):**
 - **Oct 14: Thanksgiving**
 - **Nov 11: Remembrance Day**
 - **Nov 12-15: Fall Break**
 - **Dec 21-Jan 1: Winter Holiday**

STUDENT COUNSELLING CENTRE

The Student Counselling Centre provides free counselling and mental health support to UM students. We are open year-round, Monday through Friday from 8:30 am to 4:30 pm. Our commitment is to offer a support service to every student who contacts us. The SCC is located at 474 UMSU University Centre. <https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc>

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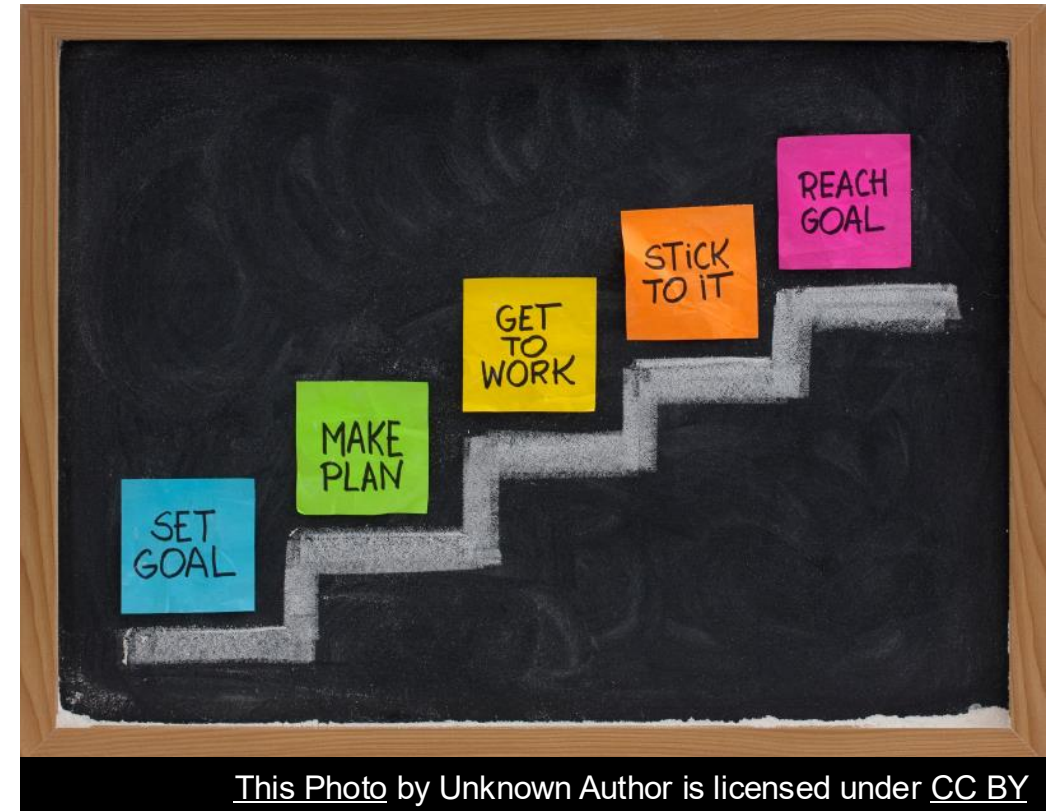
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How to Use Your Syllabus

- **Frequently check**
 - Course Objectives
 - Important Dates
 - Expectations / Responsibilities
- **Schedule your assignments**

Creating a Learning Plan

- Set clear, achievable learning goals
 - STAR goals
 - Specific
 - Time-based
 - Action-oriented
 - Realistic
- Identify strategies and resources for reaching those goals



Doing



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What do you actually *do* in class and when you study?



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In Class: Ask Questions

- Raise your hand
- Take advantage of invitations
- Email the professor/TA
- Attend office hours
- Ask in small groups or during discussions

Sample Questions

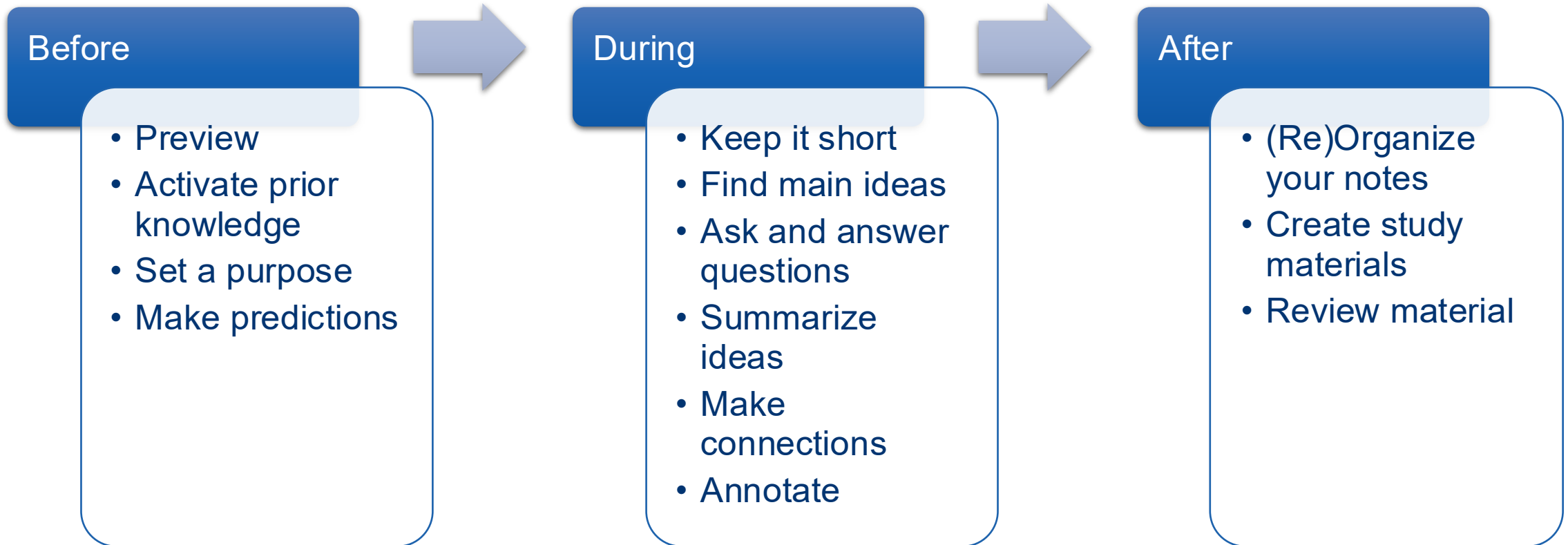
- What is the difference between this concept and the one you discussed last class?
- Do you want examples in the essay assignment?
- What is the format of the test?

Do Take and Use Notes

- Taking notes can help you learn!
- Review notes frequently
- Highlight key terms and ideas
- Anticipate potential exam questions
- Mark connections
- Condense and synthesize
- Create study materials



Do Read Actively



Before You Read

- Preview the reading
 - Skim
 - Read headings
- Activate prior knowledge
- Set a purpose
- Make predictions

(The Learning Center, n.d.-a)



**Another
strategy?
Listen first!**



As You Read

- Keep it short
- Find main ideas
- Ask and answer questions
- Summarize ideas
- Make connections
- Annotate

(The Learning Center, n.d.-a)



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I think this means - where can we see to measure well-being?

to our living well. We are able to feel emotions, feel sensory pleasures and pain, enjoy activities, have desires and needs, are satisfied or not with our lives, have ideas about how we prefer to or should live. In the literature on well-being all these capacities – plus socially constructed rights as human beings – have been identified as linked to the core of what well-being means – which I would like to call the “location” of well-being. This section deals with the question where the different Western approaches to well-being have “located” well-being in humans.

Locating Well-Being in Feelings → well-being = pleasurable feelings

emotions are embodied; feelings are our perceptions of that embodiment

According to neuroscientists like Damasio (1994, p. 145) and LeDoux (1996, p. 329), feelings are conscious subjective experiences of emotions, where emotions are certain types of changes in body state. For instance, the basic emotion of distress is (in certain cases) linked to the secretion of tears of a certain biochemical composition (see, Evans, 2001, p. 5). Feeling distressed is the conscious subjective experience of this change in body state, e.g., the experience of shedding tears. Feelings are, thus, mental states of the person who has the subjective experience that is the feeling.

A number of philosophers and psychologists have located human well-being in feelings. Commonly, such authors characterize such well-being in terms of pleasure and pain (e.g., Feldman, 2002a; Kahneman, 1999). However, the term “pleasure(s)” is problematic, since the term has been used with quite different meanings, and it is sometimes not clear how the term fits within a feeling-emotion framework. Jonathan Bentham, the father of Western utilitarianism, “thought of pleasure, for instance, as embracing not merely bodily pleasures but all forms of gratifications, enjoyment, satisfaction, fulfillment, and the like” (Sumner, 1996, p. 88). Similarly, a modern version of classical hedonism, Hedonic Psychology (Kahneman, Diener, & Schwarz, 1999b), sees itself as “the study of

Emotions and Well-Being

The relation of emotions to well-being, like that of traits to well-being, deals to some extent with the meaning of well-being itself. As such, the hedonic and eudaimonic perspectives have quite different views and have engaged in diverse types of research.

people generally have positive affect & thus, good SWB

Research on emotions and SWB has found that: (a) people ongoingly experience affect; (b) affect is valenced and easily judged as positive or negative; and (c) most people report having positive affect most of the time (Diener & Lucas 2000). Thus, because having more positive emotion and less negative emotion is SWB, the studies imply that people, in general, have fairly high SWB. Some researchers have focused on how to maintain positive affect and ameliorate negative affect, and others have focused on daily fluctuations in affect and on how ongoing experiences of affect relate to global SWB. Considerable research has addressed how people estimate mood over time, including the weight they give to various events (Kahneman 1999), as well as how response styles and the order of questions can affect global estimates (Schwarz & Strack 1991). For example, Diener et al (1991) found global judgments of subjective well-being to be based more in the frequency than intensity of positive experiences. In fact, it seems that intense positive emotions are often attended by increased unpleasant affect (Larsen & Diener 1987).

Chris? two tiers - negative affect isn't always bad

Annotation example

- Highlighting: Different colours, different purposes
- Summarize main ideas
- Ask questions
- Make connections

Reviewing



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How much time should you spend studying outside of class?



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For every 1 hour in class, plan for 2-3 hours studying outside of class.



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How can you review what you've learned in class or readings?



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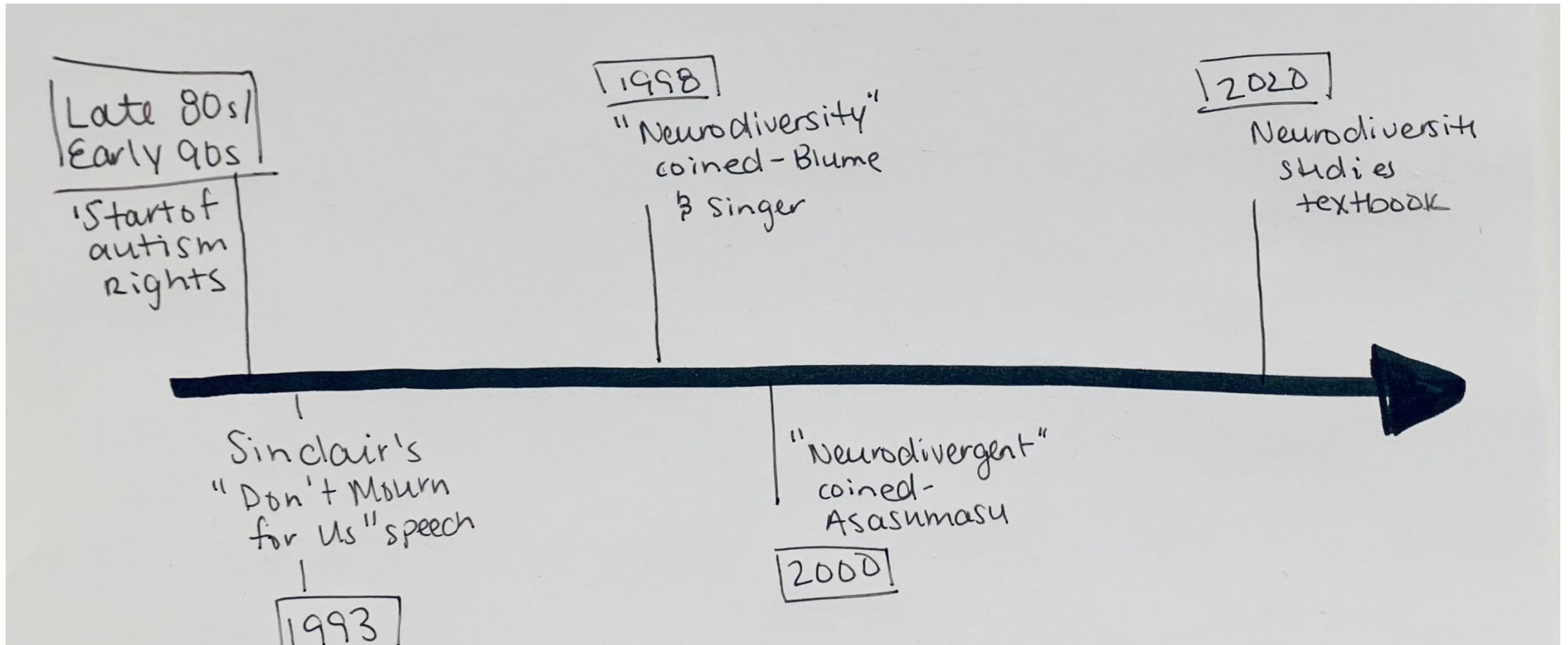
Study Actively

- Teach other people about the topic
- Connect concepts to your personal experiences
- Practice problems
- Create a study guide, flashcards, and/or graphic organizers
- Use all resources available to you

(The Learning Center, n.d.-b)



Chronological



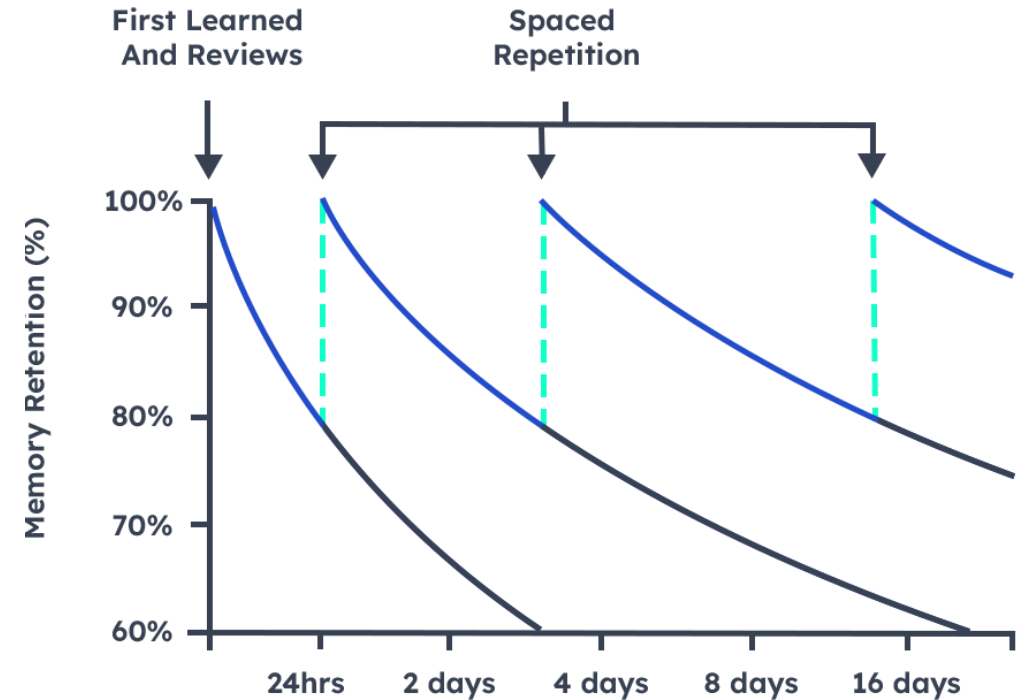
T-Chart (Comparison)

Handwritten	Typed
- fewer wpm + prior knowledge + paraphrase + drawings ↓	+ more wpm → more ideas + verbatim ideas (~) - fewer images ↓
• better retention	• worse retention

Practice Spaced Retrieval

Review at systematic, expanding intervals (don't cram!)

- Reduces forgetting
- *Actively* recalls learned material
- Reveals gaps
- Flashcards, Anki app
- Start early
- Use small chunks of time
- Practice interleaving



Collins, S. (2023, March 3). *How to used spaced repetition for learning*. Stellar Labs. <https://www.stellarlabs.io/resources/spaced-repetition>

Reflecting



How do you decide whether your study method worked?



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Reflect



- Evaluate your learning process
- Identify successes and areas for improvement
 - Did I reach my goal? Why or why not?
 - Were my strategies effective? Why or why not?
 - What could I do differently next time?

Using the Cycle: Writing an Assignment



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Plan: Decode the Assignment

- Find the task word: analyze, compare, argue, evaluate
- Each task word asks you to do something different
- Check the syllabus/rubric for length, sources, format
- Note the referencing style: APA, MLA, or Chicago
- If the instructions are unclear, ask.

Do: Writing Your Ideas

- Present your ideas in an argument (make a point)
- Support your argument with evidence
- Analyze the evidence, showing how it connects to your argument
- Credit the work of others with citations

Review: Revise First, Then Edit

- Revise first: ideas, structure, and evidence
- Edit second: sentences, word choice, and grammar
- Read your draft out loud to find unclear sentences
- Meet with a writing tutor for feedback at any stage

Reflect: Use Feedback

- Use your instructor's feedback on the next assignment, not only this one



Questions?



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Academic Learning Centre Services

- One-to-one tutoring:
 - Writing (developing ideas, structuring content, integrating sources)
 - Study skills (managing time/energy, notetaking, preparing for exams)
 - Content (over 80 UM courses, especially STEM)
- Group study sessions (select courses)
- Support from an English as an Additional Language (EAL) specialist
- Online videos and tips sheets (writing and study skills)
- Workshops



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Academic Learning Centre

Academic Learning Centre services

We help you strengthen your writing, studying and research skills.

- Individual tutoring
- Workshops
- Group study sessions (select courses)
- Tip sheets
- Videos
- English as an Additional Language resources



Tired of studying alone? Looking for motivation? Join other students online in the Virtual Study Hall

Make an appointment with a tutor

Workshop Survey

Please complete this brief survey.
Your feedback is important to us!

forms.cloud.microsoft/r/yY3yf3vJ9X

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References

- The Learning Center. (n.d.-a). *Reading textbooks effectively*. University of North Carolina – Chapel Hill. <https://learningcenter.unc.edu/tips-and-tools/reading-textbooks-effectively/>
- The Learning Center. (n.d.-b). *Studying 101: Study smarter not harder*. University of North Carolina – Chapel Hill. <https://learningcenter.unc.edu/tips-and-tools/studying-101-study-smarter-not-harder/>



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