STUDY SKILLS AND SUCCESSFUL STUDENT OBJECTIVES

SUGGESTIONS FOR INSTRUCTION

SELECTING ACTIVITIES
Considerations:
    #  Students needs identified by the instructor.
    #  Interest in specific topics expressed by students.
    # "Just-in-time" approach coordinated with course content and requirements.

INSTRUCTOR PREPARATION
The most helpful preparation is working through the activity yourself.
The process of completing the worksheet will help to:
    #  Identify important concepts, facts and skills which may need emphasis.
    #  Identify possible areas of difficulty which may require special attention.

ACTIVITIES IN THE CLASSROOM

Before    Group Discussion    (5 - 10 minutes)
A discussion before the activity is an opportunity for both instructor and student to identify incoming abilities, deficiencies, beliefs and misconceptions.  Students are more motivated to remedy a self-identified need and to apply newly learned information to an existing context.

The group discussion can provide information on current knowledge, practices and interests.
    Sample questions:
    # "What do you know about....?"    (learning styles, test anxiety, number lines)
    # "How do you usually ....?"  (plan your schedule, study for a test, do homework)
    # "Is there anything specific you would like to learn about.....?"
The discussion can conclude with a brief description of the format and objectives of the activity - what, why, how....

During    (8 - 20 minutes)
Most activities are designed to provide opportunities to "Learn through multiple learning channels" and  "Learn by doing".   The Partner format requires students to hear/speak/read /write.   Immediate application to math content or to the student's own math learning provides both context and practice.
The instructor's role is to facilitate.
    #  Encourage discussion.
    #  Monitor progress.
    #  Suggest alternate approaches.
    #  Respond to questions.

After     (5 - 10 minutes)
A review and summary of important ideas will highlight the skills learned and the settings in which they can be applied.  Questions can generate this information.
    # "What did you learn?"
    # "How can this help you?"
    # "When can you use what you have learned?"

ASSESSMENT
    Student Portfolio (5-15% of semester grade)