

REACH Student Success Seminar Training

Mark Woolwine
Coordinator for REACH Student Success Seminars

REACH
University of Louisville

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REACH Student Success Seminar Training

Background

Resources for Academic Achievement (REACH) is the primary academic support program for all undergraduate students on the University of Louisville campus. REACH's mission states:

The mission of REACH, Resources for Academic Achievement, is to support the academic success of a diverse undergraduate student population. REACH provides academic support services and retention programs that encourage students to be independent and successful learners. REACH offers students the opportunity to better prepare and adapt to college life and to improve their academic skills and performance in college courses. REACH contributes to the University of Louisville's academic and retention goals (REACH Mission & Values, 2013).

One of ways REACH supports the academic success of undergraduate students is through the Student Success Seminar series. The Student Success Seminars are 50 minute seminars on topics such as time management, test-taking, note-taking, learning styles, how to become a disciplined student, textbook reading, and final exam preparation. Any undergraduate student at the University of Louisville can attend the seminars. The seminars are offered starting the second week of classes each semester. They are offered at various times throughout the week. A flyer advertising the seminars and the dates and times they are offered is distributed around campus prior to the start date. The seminars are also heavily advertised in the SGA Student News weekly email and the First Year Initiatives monthly newsletter. Some departments such as Arts and Sciences, Business, Nursing, Speed, and Dental Hygiene either require or offer extra credit for attending one or more seminars. Last fall a total of 766 students attended one or more of the Student Success Seminars.

The presenters for each seminar are the REACH Graduate Student Assistants (GSAs). GSAs are hired to work in one of the following centers: Math Resource Center, Learning Resource Center, Computer Resource Center, Learning Assistance and

Supplemental Instruction, GEN 105 or the REACH Ambassadors. Each GSA is also assigned to work five hours each week with the Student Success Seminars.

As the Coordinator for REACH Student Success Seminars, it is my primary job responsibility to design the curriculum of the seminars, presentations, or workshops and train the GSAs on how to present each. This includes preparing PowerPoint presentations, materials, booklets, examples, and evaluations for all seminars. I ensure that the GSAs or other presenters are adequately trained to present each seminar. I also collaborate with the academic units listed above to design specific seminars or require students of various courses to attend the general Student Success Seminars.

Current State

Currently, during the semester, I periodically stop in and observe each GSA presenting at least one seminar. Through these observations, I have observed that each GSA has their own way of presenting the seminars. Some cover all the topics in the PowerPoint and use the various activities provided with each seminar, while others only cover the areas they are comfortable with and skip the activities. Through the observations, I noticed there have been a few seminars with which the GSAs struggled. Those seminars are Meeting the Challenge of Time and Becoming a Disciplined Student. The GSAs particularly struggled with how to lead discussions during the seminar and with using the provided activities that have been developed for those two seminars.

Identifying the Need for Instruction

According to Morrison, Ross, Kalman, & Kemp (2011) the “instructional design process often focuses on identifying needs related to existing performance problems” (p. 36). As the coordinator for the seminars, I feel that there is a need for training the GSAs to be able to effectively present the seminars. As mentioned earlier, several of our Academic Partners require students to attend the seminars. Most of the partners require the two seminars in which I noticed there were deficiencies. In order to keep our agreements with those partners, I anticipate and feel the need to strengthen the Meeting the Challenge of Time and Becoming a Disciplined Student training for the seminars. Morrison et al. (2011) states “anticipating needs are a means of identifying changes that will occur in the future” (p.36). By anticipating the possibility that our

academic partners may become dissatisfied with the REACH Student Success Seminars, especially the Meeting the Challenge of Time and Becoming a Disciplined Student seminars, REACH need to offer training in how to present the seminars. Morrison et al. (2011) also define a felt need as “a desire or want that an individual has to improve either his or her performance or that of the target audience” (p. 35). Morrison et al. (2011) states that “felt needs express a gap between current performance or skill level and desired performance or skill level” (p.35). As the coordinator for the seminars, I feel that training the GSAs on how to effectively utilize the job aids and lead discussions after the seminar activities will improve the desired performance of each GSA and will help to align what each student comes away with from attending one of the Student Success Seminars. By anticipating and feeling the need for further instruction and training, REACH can develop a desired state that we would like to see the GSAs achieve.

Desired State

The desired state that REACH would like to see is that the GSAs will have the knowledge, skills and abilities to effectively present each seminar. To effectively present each seminar they will need to be able to utilize the iClickers student response system to engage students and be able to effectively lead the discussion of the seminars in order to keep the seminars on task and on time. It is also desired that the GSAs be able to utilize all of the activities in each seminar. These activities are designed so that students are able to think critically about the choices they make in their academics.

Identifying the Gap

Over the last two years, the amount of time allotted for Student Success Seminar training has been limited to one hour. During this one hour, the following items need to be covered: scheduling for the regular Student Success Seminars, scheduling for the GEN 101 Student Success Seminars, Strickler Hall Room 111 (room where seminars are hosted) Technology, and the basics of how to do a seminar. As a result of the lack of time, I have not been able to cover the content of each of the seminar topics, particularly the Meeting the Challenge of Time and Becoming a Disciplined Student seminars. I have not been able to train the GSA to utilize the iClickers effectively or how

to utilize the seminar activities. To further investigate the gap and determine what needs need to be met during the training session, a needs assessment was conducted.

Needs Assessment

The needs assessment was used to investigate if there is a difference in seminar attendee attitudes towards the seminars, especially the Meeting the Challenge of Time and Becoming a Disciplined Student seminars. According to Morrison et al. (2011), when completing a needs assessment for anticipated needs it is best to identify those needs through interviews and questionnaires. Morrison et al. (2011) state “questionnaires are effective only when individuals are willing to express their needs on paper” (pg. 35). Students who attended each seminar were asked to complete a questionnaire rating their satisfaction with the seminar. Appendix A includes questions that were used in the questionnaire. Questions 5, 6, and 7 from the questionnaire were used to determine if the students learned during the seminar.

The evaluations were coded and analyzed for formative feedback regarding each seminar. Responses were coded in the following manner: 1 was assigned to the Very Helpful, Excellent, Too Short, and Strongly Agree categories; 2 was assigned Somewhat Helpful, Somewhat Ok, Somewhat Short, and Agree; 3 was assigned to Helpful, Ok, Just Right, and Neutral; 4 was assigned to Somewhat Not Helpful, Somewhat Weak, Somewhat Long, and Disagree; 5 was assigned to Not Helpful, Weak, Too Long, and Strongly Disagree. There were a total of 719 seminar evaluations returned for the Fall 2012 semester. Listed below in Table 1 are the mean scores for questions 1, 2, 5, 6, and 7 for each individual seminar.

Looking at Table 1, the mean scores for the overall presentation for Becoming a Disciplined Student and Time Management seminars were slightly higher (lower scores are better) than the other seminars. In regards to students’ self-awareness of academic strengths and weaknesses, students rated both Becoming a Disciplined Student and Meeting the Challenge of Time seminars higher. Students felt that they learned new skills and techniques to help them succeed on the Test Taking, Note-Taking, Learning Styles, and Textbook Reading seminars more than the Meeting the Challenge of Time

and Becoming a Disciplined Student Seminars. One seminar, the Textbook Reading seminar, showed that students planned to be more responsible for themselves after attending the seminar, while students attending the Becoming a Disciplined Student and Meeting the Challenge of Time responded slightly higher, indicating that they would less likely to be responsible for themselves after attending those seminars.

Table 1

Mean Evaluation Scores by Seminar

Presentation Topic:	1. The Presentation Was?	2. The Presenter Was?	5. I am more self-aware of academic strengths/weaknesses	6. I feel that I have learned new skills and techniques to help me succeed academically	7. I plan to be more responsible for myself as a student as a result of this seminar
Becoming a Disciplined Student	1.87	1.53	2.04	2.12	1.93
Test Taking	1.55	1.30	2.09	1.69	1.58
Effective Note-Taking	1.50	1.21	1.93	1.93	1.71
Final Exam Prep	1.75	1.56	2.04	2.08	1.80
Time Management	1.92	1.57	2.20	2.10	1.95
Learning Styles	1.67	1.53	1.84	1.62	1.60
Textbook Reading	1.67	1.17	1.33	1.50	1.17

According to Morrison et al. (2011), interviews are also used to identify felt needs. Each GSA was also approached and asked what they felt would be needed to perform their job as Student Success Seminar presenters. Questions asked of each GSA are included in Appendix B.

The GSAs indicated in the interviews that they would like to see more training regarding how to present each seminar. Responses to question 2 indicate that some GSAs had issues with the different activities designed for some of the seminars. Several GSAs mentioned in question 6, that they felt that they received inadequate training on how to effectively utilize the iClickers during the seminars. Many stated they were thrown into the seminar and had to figure it out on their own. Follow up questions with those individuals who mentioned the issues with the activities indicated that they felt most uncomfortable with the activities and discussions in Meeting the Challenge of Time and Becoming a Disciplined Student Seminars. The GSAs also asked to be trained

in how to better utilize the technology in room 111, such as the HoverCam document camera and the projector.

Training Objective

Based on the results from the needs assessment, it is recommended that REACH develop a more in depth training program on the Student Success Seminars. The general topics for this training should include: how to present in general, how to use the iClickers, utilize the technology in SK111, and the overall connection of the seminars to the mission of REACH.

To meet the anticipated and felt need for more rigorous instruction and training, it is proposed that REACH develop a new training session for the 16 Graduate Student Assistants employed by REACH during the Fall 2013 semester. The current time of one hour should be increased to a full morning session (Around four hours of instructional time). The objective of this training session will be to increase the GSAs knowledge about each of the Student Success Seminar topics and provide them with the skills needed to successfully present those seminars and utilize the activities developed for each seminar. Primary focus will be on developing GSA knowledge and skills related to the Meeting the Challenge of Time and Becoming a Disciplined Student seminars.

Learner Analysis

According to Morrison et al. (2011), it is essential in the planning process of instructional design, to “give attention to the characteristics, abilities, and experiences of the learners” (p. 56). It is important to obtain information about the learner’s capabilities, needs and interests. Morrison et al. (2011) states that this information affects certain elements in the planning of instruction such as “the entry point, selection of topic (and the level at which topics are introduced), the choice and sequencing of objectives, the depth of topic treatment, and the variety of learning activities” (p. 56).

The characteristics most critical to the achievement of the REACH Student Success Seminar objects are personal characteristics, social characteristics, cultural influences, learner disabilities, and/or academic backgrounds, learning styles, and

attitudes. As identified previously, the intended audience for the REACH Student Seminar training session is the 16 graduate student assistants (GSAs) assigned to present the Student Success Seminars. One challenge of identifying the characteristics of the 16 GSAs is that typically each year REACH only has 2-3 returning GSAs. As a result, the characteristics of the GSAs change year to year. One year we might have more females than males and the next year more males than females. Each year the academic background of the GSAs changes as well. Utilizing the REACH student employee database and observations of previous GSAs, we will try to identify characteristics that represent the typical GSA population that REACH hires.

General Characteristics

The REACH GSAs are of all backgrounds and ethnicities with a fairly balanced ratio of females to males. During the 2011-12 academic school year there were ten male GSAs and six female GSAs. This year there are eight male GSAs and eight female GSAs. Most of the GSAs have recently finished their undergraduate degrees at a variety of different colleges and universities from across the United States. Some are completing their Masters degree and others are completing their PhDs. At least four or five of the GSAs completed their undergraduate degree at the University of Louisville and have been undergraduate student employees with REACH. As a result, these students are familiar with REACH services such as the Student Success Seminars.

Special Entry Characteristics

The only special entry characteristics required by REACH for the GSAs is that they need to be full-time graduate students and must have earned at least a 3.0 cumulative GPA in their undergraduate career (or most recent graduate semester). During interviews for the GSA position, questions are asked about the GSA applicants' academic background, study habits, and their experience teaching seminars and tutoring. During the interviews, we look for students who can demonstrate that they have the basic knowledge, skills, and abilities to present in front of others, as well as the knowledge, skills, and abilities to teach academic skills to other students.

Learning Style

Morrison et al. (2011) state that the potential value of knowing students' learning styles must be weighed against the effort required to obtain the information (p. 59). It is fairly convenient for REACH to obtain the students learning style. One of the seminars that students are required to present on is Studying Smarter Using Your Learning Style. As part of this seminar, REACH offers each GSA the ability to complete the VARK Learning Styles Inventory. Each year, we typically have an equal number of visual, auditory, read, write, and kinesthetic learners. Most could be considered multi-modal learners. We will cater the training in a balanced approach of audio, video, and hands-on practice since most of the time we have an equal number of the learning styles.

Academic Background

The academic background for each GSA differs based on their undergraduate experience. All are considered to be students who are at the top of their class. They are hired based on their "content" expertise for the center for which they are hired. For example: a student hired for the Math Resource Center and Virtual Math Center is considered to be a content expert in mathematics. Just because they are a content expert in mathematics does not necessarily mean they have the skills and knowledge to be good presenters. However, based on the amount of seminars we offer each semester each of the 16 GSA is required to work with the Student Success Seminars.

The academic backgrounds of the GSAs over the past two years have ranged from biology, bioengineering, humanities, sociology, mathematics, education, engineering, and computer science.

Personal and Social Characteristics

The ages of GSAs range from 21-25 years of age. There have a few occasions where we have had one GSA who could be considered an adult learner. Typically the GSAs are very motivated at the beginning of the academic year. They have recently been hired and have arrived at the University just prior to starting their GSA position. Most are still getting to know one another during the training week. Most if not all of the GSAs have some type of vocational aspirations to work in the higher education field.

Learners with Disabilities

In the past, none of the GSA has had any type of physical characteristics that would prevent them from standing in front of a group of students and presenting a seminar. The room where the seminars take place is ADA compliant.

Cultural Diversity

REACH has had a few GSAs who are culturally diverse. English tends to be a second language for those students. During their interviews, they are asked if they have any qualms with presenting in front of students. Those that the executive director feels would have problems presenting to students are used as backup presenters.

Based on the learner analysis, REACH should offer training to the GSAs that includes background knowledge on the seminars and REACH. There are no major concerns with the learner analysis that would require any special training exercises.

Contextual Analysis

Utilizing observations and performance reviews from previous GSAs, the following information was compiled regarding context.

Orienting Context

Learner Goals towards Instruction. The goal of the learner for participating in this training would be to learn about the different Student Success Seminars and learn how to utilize the seminar activities and lead discussions for the seminars.

Perceived Utility of the Instruction. Learning about each seminar and learning how to utilize the activities and lead discussions would be useful to each learner. However, in the past many of the GSAs have indicated in performance reviews that they only teach the study skills that they are familiar with and skip or skim over those with which they are not familiar. A good example of this is in the Time Management seminar, where the GSA is instructed to teach the students about how to create a planner or schedule to manage time. Some GSAs do not utilize a planner or schedule and do not spend any time on this topic. With this in mind the perceived utility of the instruction for many of the GSAs might be that it is waste of time because they already know how to take good notes, manage their time, or become a disciplined student, when in reality many do not use research proven strategies.

Learner Perception of Accountability. Typically the training for the Student Success Seminars takes place near the end of the weeklong GSA training. During this week the GSAs have heard the importance of REACH and the value of the department to the overall University mission. As a result, the GSAs will feel accountable to learn about the seminar and learn how to utilize the job aids and lead discussions after the activities because they realize the importance of REACH to the University's mission.

Instructional Context

Control of the environmental factors is limited to the existing facilities at REACH. Training will take place in the classroom where each of the seven Student Success Seminars takes place with the coordinator for the REACH Student Success Seminars. The learner will be able to see from the coordinator how to do each seminar. They will be asked to practice each seminar afterwards and before their first seminar session. The learners will need to have access to copies of the PowerPoint files for each seminar so that they can practice. The room where the seminars will take place will be available at scheduled times so they can practice.

Transfer Context

The knowledge gained in the training sessions will be applied during the Student Success Seminars, particularly the Meeting the Challenge of Time and Becoming a Disciplined Student seminars. The GSAs will also be able to apply the knowledge gained in the sessions to their own lives.

Based on the learner and context analysis, it is important that we design the training session so that the GSAs gain the knowledge, skills, and abilities to effectively present the Meeting the Challenge of Time and Becoming a Disciplined Student Seminars. In the session, we will have to overcome some of the perceived notions that they might have regarding specific study skills that should be taught in the seminar. The importance of the seminars to the overall mission of REACH will need to be conveyed to the GSAs as well.

Task/Content Analysis

According to Swanson (2007), a task analysis is a component of documenting what needs to take place in the work place. It involves "detailing the expertise required

to perform each task” (Swanson, p. 126). There are several different areas that the GSAs need to focus on in order to present the seminars effectively and be considered experts on the seminars. They will be outlined below in the task/content analysis. Since most of the GSAs will be new and may not have a prior knowledge of the Student Success Seminars, they must have an overview of the seminars and understand why REACH offers the seminars in order to become experts. Numbers 1 and 2 below outline the different things the GSAs need to know about the seminars to start.

1. Overview of Seminars
 - a. List of all the Student Success Seminars offered by REACH for the Fall 2013 semester
 - i. Meeting the Challenge of Time
 - ii. Acing the Test
 - iii. Becoming a Disciplined Student
 - iv. Effective-Note Taking
 - v. Study Smarter Using Learning Styles
 - vi. Textbook Reading Savvy
 - vii. Finals: Now’s the Time
 - b. Schedule/Flyer of the Seminar dates and times for the Fall 2013 semester
 - i. As of the completion of the document the Fall 2013 schedule/flyer has not been finalized.
 - c. Overview of the student population that typically attends the seminars.
 - i. Fall 2012 a total of 731 students visited.
 - ii. 256 students attended the Meeting the Challenge of Time Seminar and 297 attended the Becoming a Disciplined Student Seminar.
 - iii. 578 were Caucasian, 60 African American, 24 Hispanic, 25 Asian, 2 American Indian, 30 Multiracial, 2 unknown.
 - iv. 385 Male, 346 Female
 - v. 651 Freshman
 - d. Academic 385 Departments that require students to attend
 - i. Arts and Sciences- GEN 101
 1. Gives Extra Credit
 - ii. Business- CAMP 100
 1. Requires students to attend at least two
 - iii. Speed School of Engineering- ENGR 101
 1. Requires students to attend Meeting the Challenge of Time and Becoming a Disciplined Student
 - iv. School of Nursing- NURS 100
 1. Requires students to attend at least 1 seminar.
 - v. Dental Hygiene
 1. Requires students to attend at least 1 seminar.
2. Why REACH offers Student Success Seminars

- a. Mission of REACH
 - i. “The mission of REACH, Resources for Academic Achievement, is to support the academic success of a diverse undergraduate student population. REACH provides academic support services and retention programs that encourage students to be independent and successful learners. REACH offers students the opportunity to better prepare and adapt to college life and to improve their academic skills and performance in college courses. REACH contributes to the University of Louisville’s academic and retention goals.”
- b. How the seminars fit with the mission of REACH
 - i. The seminars are a retention program that encourages students to be independent and successful learners.
 - ii. The seminars are a way for students to improve on their academic skills.
 1. Skills we cover are: textbook reading, time management, learning styles, test taking, note-taking, how to become a disciplined student, and final exam prep.
- c. Blackboard group will be listed under Organizations I am Participating In.
- d. Folders for each seminar and the handouts and other materials will be located on the left hand side menu.
- e. E-learning practice modules for the Student Success Seminars will also be available in the Organization.

The next few sections outline the different tasks in the Student Success Seminars that the GSAs need to know how to effectively execute and use in order to have a good presentation experience. The steps the GSAs need to perform in order to use the items are listed below.

3. How to access REACH Student Success Seminar Staff Blackboard Group
 - a. All GSAs are added to the REACH Student Success Seminar Staff Blackboard Group
 - b. Accessed by logging in at blackboard.louisville.edu with Student ID and password.
4. Setting up the Classroom
 - a. Enter SK 111 15 minutes before the start time
 - i. Go to the back of the room and grab:
 1. Evaluations
 2. Booklets
 3. Seminar Completion forms
 - ii. Get the box of iClickers and the session sign in sheet from under the TutorTrac sign-in station.
 - iii. Place them out on the table in this order:
 1. Box of clickers

2. Sign in sheet
 3. Seminar Booklet
 4. Evaluations
 5. Seminar Completion sheet
 - b. Prepare Presentation Equipment
 - i. See Number 5 below
 - c. Set up iClickers
 - i. See Number 6 below
 - d. Greet people as they come in.
 - i. Ask them to:
 1. Grab an iClicker
 2. Sign in next to the number on the iClicker sign-out sheet of the iClicker they picked up
 3. Grab the Booklet, Evaluation, and Completion Form
 - ii. Make sure they include their student ID number on the iClicker sign-out sheet
 - e. Make conversation with the students asking their majors and where they're from
 - f. Close the door at 5 minutes after seminar start time.
 - g. Dim the lights using the light control switch next to the TutorTrac sign-in station.
5. Presentation Equipment
 - a. SK 111 Computer
 - i. Turn on the computer
 - ii. Log on to the computer
 1. Select the Instructor user
 2. Enter password: 12345678
 - b. LCD Projector
 - i. Turn on projector pressing the Display Power button the AV control panel behind the Computer Screen.
 - ii. Ensure that the Computer selection button is pressed and is lit up.
 - c. Projector Screen
 - i. Find the button on the wall directly behind the Computer Station.
 - ii. Push the button to lower the projector screen
 - d. HoverCam Document Camera
 - i. Camera is located on the computer podium.
 - ii. Push the button midway up the camera and pull up on the camera to raise the camera.
 - iii. Flip out the camera arm.
 - iv. Click on the HoverCam software under Programs on the SK 111
 - v. Once the HoverCam program starts click on the video tab.
 - vi. Using the mat below the camera line up any documents with the crosshairs on the mat to show documents on the camera.
6. iClicker
 - a. Open iClicker folder on the desktop

- i. Click on the iClicker software
 - 1. Select the green start session button
 - 2. Select time management question list from the list of the questions
 - 3. Move the iClicker software box to top left of the screen.
 - ii. Open the Seminar PowerPoint file from the iClicker folder on the desktop
 - b. Place seminar in presentation mode
 - c. Grab blue "A" Instructors iClicker from the iClicker box
 - i. Use the blue remote to control the PowerPoint and iClicker software
 - 1. A- Start/Stop Poll
 - 2. B- Hide/Display Chart
 - 3. C- Go Forward
 - 4. D- Go Backward
7. iGrader
 - a. iGrader is used to view student responses from the iClicker software after the seminar is complete. iGrader allows us to look at the questions to evaluate is the students understand the material.
 - b. As a GSA it is your responsibility to run iGrader after each seminar and report the responses on the Seminar Closing Report.
 - c. Instructions on how to use iGrader
 - i. Select iGrader from the iClicker USB drive located on the SK111 Computer's desktop.
 - ii. Select the seminar title you just presented from the list of seminars on the Choose your course screen. Once selected click the choose button at the bottom.
 - iii. The next screen is the course screen. This screen allows you to see all sessions for that particular seminar.
 - iv. Select the icon that looks like a chart at the top of the screen. This will bring up a pop up window that allows you to select the data to be included. For our purposes the only thing that needs to be selected is Remote ID.
 - v. The next screen is the Report Summary screen. Select the 1. Term Session Summary and Review link to view the data.
 - vi. Find the session you just presented. The seminars will be listed in chronological order.
 - vii. Click on the Session Summary and question data link in the Report Links column.
 - viii. Locate each of the questions on the next screen. Report the information for each response on the Seminar Closing Report.
8. How to Present A Seminar
 - a. Tips on presenting
 - i. How to Facilitate the seminar
 - 1. Be enthusiastic and energetic.

2. Talk loud and vary voice intonation.
 3. Use gestures and body language to emphasize points.
 4. Smile and be genuine.
 5. Encourage students to participate by asking questions.
 6. Avoid reading from the slides.
 7. Make eye contact with the students.
 8. Move around the room. Don't stay behind the podium.
- ii. Use Personal Examples
 1. Create and bring personal props such as your planner, notes, annotations, and marked books to illustrate the use of the strategies in each seminar.
 2. Explain how you use specific learning strategies.
 3. Try and use relevant personal references that the audience can relate to.
 - iii. Making good use of the time
 1. Pace the session and keep it moving.
 2. Avoid lengthy pauses.
 3. Stay on task and on topic.
 4. Incorporate appropriate study strategies.
 - iv. Closing the Seminar
 1. Recap the main points, including the learning outcomes.
 2. Respond to any student questions.
 3. Refer students to other REACH Services and other seminars.
 4. Thank the students for their attention and participation.
 5. Ask students to complete evaluation. Collect Evaluation.
 6. Sign verification forms.
 7. Collect iClickers
- b. Meeting the Challenge of Time
 - i. See Appendix G for the Task Analysis on the Meeting the Challenge of Time Seminar.
 - c. Becoming a Disciplined Student
 - i. See Appendix H for the Task Analysis on the Becoming a Disciplined Student Seminar.
9. Closing up the Seminar
- a. Put away seminar materials
 - i. Booklets, evaluations, and verification forms go in the cabinet at the back of SK 111.
 - ii. iClickers go in the cabinet under the TutorTrac sign-in station
 - b. Properly shut down the log out and shut down the computer.
 - c. Ensure the HoverCam is placed back in its original location.
 - d. Put up the projector screen and shut off the project.
 - e. Assess your performance by reviewing the evaluations. Make any notes for future seminars.

- f. Launch iGrader and record the question data on the Seminar Closing report
 - i. See Number 7 for details on how to use iGrader
- g. Upload Student visits to TutorTrac
 - i. TutorTrac is used to record student visits in the REACH database.
 - ii. How to access TutorTrac
 - 1. Visit reach1.louisville.edu
 - 2. Log-In with your TutorTrac ID and username provided by Nicole Meyer, REACH Research Analyst
 - iii. Adding visits to TutorTrac
 - 1. From the Main Menu page, hover over the magnifying glass and click “Students.”
 - 2. In the “Student Listings” window click on “List Options” in the upper left corner.
 - a. From the menu select “Utility Search”
 - 3. In the pop box click the “Find by Value” tab at the top
 - a. For field , select “ID”
 - b. In the “Values” field type the student ID numbers from the iClicker sign-in sheet. Once you have entered them all click the “Find by Value” button.
 - 4. From the main menu page click “Create a Batch Entry” on the left side of the page.
 - 5. Select “Success-Seminars” for center in the pop up box. Click Choose.
 - 6. In the Add a Visit pop-up box select the seminar you just presented for the reason field.
 - 7. Enter the date and time of your seminar in the appropriate fields
 - 8. Next to the ID field click the blue “SELECTED” link. This allows TutorTrac to pull in the students you searched for in the utility search.
 - 9. Click “Create Visit” button to create the visit.
- h. Pick up any trash and turn off the lights.
- i. Close the door as you exit the room.
- j. Return the seminar evaluations and Seminar Closing report to Mark Woolwine in SK 329.

Instructional Objectives and Strategies

Instructional Objective #1 (Terminal): Upon the completion of the Student Success Seminar training, the GSA will explain correctly the importance of the Seminars to the mission of REACH. (Concept/Recall)

Initial Presentation: The presenter will explain to the GSAs the importance of the seminars to the mission of REACH.

Generative Strategy: Ask the GSAs to summarize and write down how the Seminars support the mission of REACH.

Enabling Objective 1a: Upon completion of the training, the GSA will recall the mission of REACH without assistance.

Initial Presentation: The presenter will show and discuss the mission of REACH using the mission statement posted on the REACH Website.

Generative Strategy: Ask the GSAs to write out the mission of REACH using their own words.

Enabling Objective 1b: Upon completion of the training, the GSA will state the primary reason REACH offers the Student Success seminar without assistance.

Initial Presentation: The presenter will discuss the reasons REACH offers the Student Success Seminars and will explain the different groups that use the Seminars.

Generative Strategy: Ask the GSAs to list 5 reasons that REACH offers the Student Success Seminars.

Instructional Objective # 2 (Terminal): Given a computer and the presentation equipment, the GSAs will demonstrate with 100% accuracy how to use the presentation equipment with no assistance. (Procedure/Application)

Motivational Strategy: Help the GSAs understand the importance of how the presentation equipment makes the seminars more engaging for the students attending.

Initial Presentation: Demonstrate how to use each piece of the presentation equipment. Explain how each piece is crucial to the Student Success Seminars.

Generative Strategy: First, the GSA should list the different pieces of the presentation equipment. Second, in SK 111 (the seminar classroom), the GSAs will practice using the presentation equipment.

Enabling Objective 2a: Upon completion of the training, the GSA will explain how to turn on/off and sign into/out of the computer with no assistance.

Initial Presentation: Demonstrate how to turn on/off the computer and sign into/off the computer. Explain procedure for times when the computer may be signed into another account.

Enabling Objective 2b: After participating in training, the GSA can explain how to access and start/close the iClicker software with no assistance.

Motivational Strategy: Explain to the GSAs how the iClickers provide an interactive element that keeps the students engaged.

Initial Presentation: Show the computer desktop and the vicinity of the iClicker software folder. Demonstrate and explain how to click on the folder and locate the iClicker software within the folder. Demonstrate and explain how to click on the software to initialize and start the iClicker software.

Generative Strategy: Using a software simulation of the computer in SK 111 the GSA can practice locating and initializing the iClicker software through Blackboard Learn. The software simulation will give the GSAs feedback as they progress through the simulation.

Enabling Objective 2c: Upon locating and initializing the iClicker software, the GSA can select the appropriate seminar in iClicker with no assistance.

Initial Presentation: Show the initialized and running iClicker software. Demonstrate selecting the appropriate seminar from the “Choose Your Course” Menu. Demonstrate selecting the choose button.

Generative Strategy: Using a software simulation of the computer in SK 111 the GSA can practice selecting the appropriate seminar from the Chose Your Course Menu in the iClicker software through Blackboard Learn. The software simulation will give the GSAs feedback as they progress through the simulation as well as allow them to become familiar with the various tools in iClicker.

Enabling Objective 2d: Upon locating the appropriate seminar, the GSA can select the appropriate iClicker question list with no assistance.

Motivational Strategy: Explain that in order to track the student responses at the end of the semester to see if the students attending the seminars understand the material it is important to select the correct question list that corresponds to the seminar. Explain that picking the wrong list will mess up the data.

Initial Presentation: Show the iClicker software in the appropriate seminar screen. Describe and demonstrate how to select the start session button. Explain that the next step asks you to select the question list that corresponds to the seminar. Demonstrate how to navigate to the appropriate question folder in case it is not in the correct seminar folder. Demonstrate how to select the Question Excel file.

Generative Strategy: Using a software simulation of the computer in SK 111 the GSA can practice selecting and initializing the correct question list in the iClicker software through Blackboard Learn. The software simulation will give the GSAs feedback as they progress through the simulation.

Instructional Objective # 3 (Terminal): After attending the GSA training session and reviewing the PowerPoint for each, the GSAs will prepare a summary of each seminar in 10 or less main points. (Concept/Recall)

Motivational Strategy: Help the GSAs understand the importance of knowing each presentation frontwards and backwards so that they have credibility with the students attending the seminar.

Initial Presentation: Each seminar will be presented to the GSAs as it would be presented to the students who choose to attend the seminars. Include the concepts of each seminar, definitions, and examples of activities used for each slide.

Generative Strategy: Provide the GSA with a print out of each seminar and ask them to summarize each slide into main points and then select the top 10 points to describe the seminar.

Enabling Objective 3a: After attending the training session, the GSA will explain the use of 3 seminar activities for each seminar by articulating them in writing.

Motivational Strategy: Explain to the GSAs how the seminar activities will make the job of presenting the seminars easier.

Initial Presentation: Present the GSAs with each of the seminar activities, where it can be used in each seminar, and an example of how it can be used.

Generative Strategy: Provide the GSA with all of the seminar activities, and ask the GSA to identify examples of how it can be used.

Enabling Objective 3b: Given the iClicker questions, the GSA will recall 1 study strategy that was discussed during training that accompanies that question with no assistance.

Motivational Strategy: Explain to the GSA how the iClicker questions are used to gain a better understanding of the students' mindset during the seminars and that the responses can help the GSA select the appropriate strategies to discuss in the seminar.

Initial Presentation: Each iClicker question for each seminar will be discussed and the strategies that accompany each answer will be identified.

Generative Strategy: Provide the GSA with a list of the iClicker questions and a list of strategies and ask them to match each question to the strategy.

Enabling Objective 3c: Given the PowerPoint for each seminar, the GSA will identify 3 key discussion areas in each seminar.

Motivational Strategy: Explain to the GSA how identifying key discussion areas will add value to the presentation.

Initial Presentation: Each seminar will be presented to the GSAs as it would be presented to the students who choose to attend the seminars. The key discussion areas for each will be identified and key talking points will be discussed.

Generative Strategy: Provide the GSA with a print out of each seminar and ask them to identify all of the discussion areas.

Instructional Objective # 4 (Terminal): Given a list of scenarios, the GSA will recommend 1 seminar activity to help with the scenario without referring to the training materials. (Principle-Rules/Application)

Motivational Strategy: Explain to the GSAs how the seminar activities will make the job of presenting the seminars easier.

Initial Presentation: Using videos of example student issues that are common in the seminars, the presenter will go through each video and provide an example of the seminar activity they would chose to resolve that seminar.

Generative Strategy: Using simulations of example students, the GSA will practice recommending different seminar activities to help resolve the scenario.

Enabling Objective 4a: Upon reading the scenario, the GSA will identify 1 problem in each scenario.

Initial Presentation: Using videos of examples student issues that are common in the seminars, the presenter will identify the problems the student is facing.

Generative Strategy: Using simulations of example students, the GSA will identify all the problems the student is facing.

Enabling Objective 4b: Upon identifying the problem, the GSA will identify and compare and contrast two seminar activities to aid in resolving the problem.

Initial Presentation: Using videos of example student issues that are common in the seminars, the presenter will identify two seminar activities that could help resolve the problems identified in objective 4a. The presenter will compare and contrast the two seminar activities to show the similarities and differences in how they can both be used to solve the problem.

Generative Strategy: Using simulations of example students, the GSA will identify and select two seminar activities that they believe are best suited to resolving the problems identified in 4a. The GSAs will be asked to compare and contrast each activity.

Enabling Objective 4c: After selecting a seminar activity, the GSA will explain why the particular problem needs to be addressed with that activity without referring to the training materials.

Initial Presentation: Using videos of example student issues that are common in the seminars, the presenter will identify 2 seminar activities that could help resolve the problems identified in objective 4a.

Generative Strategy: Using simulations of example students, ask the GSA to identify the problem and explain why that problem is best solved by the activity identified in the simulation.

Instructional Objective # 5 (Terminal): Using the results of the iClicker Assessment Questions, the GSA will recommend 3 appropriate study strategies to be used in each seminar without using the training material. (Principle/Application)

Motivational Strategy: Explain that activity will provide preparation for responding appropriately to the student scenarios in seminars.

Initial Presentation: Show each iClicker question and answer. Explain to the GSAs which study strategies pair up with the different answers in each question.

Generative Strategy: Provide the GSAs with an example of an iClicker question and a simulated number of responses and have them recommend a strategy.

Enabling Objective 5a: After setting up the iClicker software, the GSA will employ the iClicker software to poll the students on 3 iClicker Assessment Questions with success.

Initial Presentation: Demonstrate, using the GSAs as a sample student population, how to use the iClicker software to poll the students.

Generative Strategy: Using a software simulation of the iClicker software, have the GSAs practice using the iClicker software to poll a group of students.

Enabling Objective 5b: Using the poll data, the GSA will determine which statements the students did not respond to and will select the strategy that corresponds to that statement.

Initial Presentation: Using the GSAs as a sample student population, the instructor will use the results of the poll taken during training to determine which statement the GSAs did not respond to and then will demonstrate how to select the strategy that best corresponds to that statement.

Generative Strategy: Using example polls, have the GSAs practice determining which statements the students did not respond to and selecting a strategy that best corresponds to that statement.

Instructional Objective # 6 (Terminal): Upon completion of the Meeting the Challenge of Time Seminar training, the GSAs will compose 3 personal examples of their time management skills to share in the Time Management seminar. (Concept/Application)

Motivational Strategy: Explain to the GSAs that the students tend to be more engaged if the GSAs who are similar in age to the students give personal examples of how they have used the strategies being discussed in the seminar. Explain how it makes the seminars more authentic.

Initial Presentation: During the initial presentation of the Time Management seminar the presenter will give his or her own personal examples of their time management.

Generative Strategy: Using the space in the Meeting the Challenge of Time section of Student Success Seminar training manual, the GSAs will have the opportunity to compose examples of how they personally used a particular time management strategy.

Enabling Objective 6a: After reviewing the presentation slides, the GSA will identify 3 areas in the seminar where they can add a personal example.

Motivational Strategy: Explain to the GSAs that identifying areas in the seminar where they can add personal examples will decrease the amount of prep time and will allow for a personal connection and perspective in the seminars.

Initial Presentation: As the trainer presents the time management seminar to the GSAs, they will point out the different areas where it is good to insert a personal example.

Generative Strategy: Using a simulation of the Time Management seminar, the GSAs will be able to select certain slides and see feedback about the type of examples that will be good for that particular slide.

Instructional Objective # 7 (Terminal): Upon completion of the Becoming a Disciplined Student Seminar training, the GSAs will compose 3 personal examples of how they were a disciplined student to share in the Becoming Disciplined Student seminar.

(Concept/Recall)

Motivational Strategy: Explain to the GSAs that the students tend to be more engaged if the GSAs who are similar in age to the students give personal examples of how they have used the strategies being discussed in the seminar. Explain how it makes the seminars more authentic

Initial Presentation: During the initial presentation of the Becoming a Disciplined Student seminar the presenter will give their own personal examples of how they became a disciplined student.

Generative Strategy: Using the space in the Becoming a Disciplined Student section of Student Success Seminar training manual, the GSAs will have the opportunity to compose examples of how they personally used a strategy to become a disciplined student.

Enabling Objective 7a: After reviewing the presentation slides, the GSA will identify 3 areas in the seminar where they can add a personal example.

Motivational Strategy: Explain to the GSAs that identifying areas in the seminar where they can add personal examples will decrease the amount of prep time and will allow for a personal connection and perspective in the seminars.

Initial Presentation: As the trainer presents the Becoming a Disciplined Student seminar to the GSAs, they will point out the different areas where it is good to insert a personal example.

Generative Strategy: Using a simulation of the Time Management seminar, the GSAs will be able to select certain slide and see feedback about the type of examples that will be good for that particular slide.

Instructional Objective # 8 (Terminal): Upon completion of the seminar training, the GSA will manage the discussions in the seminar so that the time of the seminar stays at 50 minutes or under. (Procedure/Application)

Motivational Strategy: Explain to the GSAs that the advertisements for the seminars state that the seminars are 50 minutes in length. Students tend to zone out with times longer than this.

Initial Presentation: The presenter will demonstrate both the Meeting the Challenge of Time and Becoming a Disciplined Student during training. Each seminar will take 50 minutes of time.

Generative Strategy: Two weeks before the start of the seminars, SK 111 will be reserved for the GSAs to practice the seminars to ensure they can keep the seminars less than 50 minutes.

Enabling Objective 8a: Upon completion of the training, the GSA will practice the discussion questions with another graduate assistant 1 time before the first seminar.

Initial Presentation: Examples of the discussion questions in each seminar will be used to demonstrate to the GSAs how to lead the discussions.

Generative Strategy: During the initial presentation of the material to the GSAs they will have opportunity to practice the discussions from the viewpoint of the student. They will be divided into two groups and will be asked to lead the discussions, each group taking turn asking questions as the seminar presenter and as the student.

Instructional Objective # 9 (Terminal): Upon completion of the seminar training, the GSAs will demonstrate how to perform all steps in the post-seminar wrap up without using the training materials. (Procedure/Application)

Initial Presentation: The presenter will demonstrate to the GSAs during training the steps required for the post-seminar wrap up. Those steps include where to put the left over seminar materials, where to return the seminar evaluations,

how to run iClicker reports, and how to log student visits into the TutorTrac tracking system.

Enabling Objective 9a: Upon completion of the training, the GSA will explain how to run iGrader and run reports on the iClicker questions without assistance.

Initial Presentation: Show the computer desktop and the iGrader software.

Demonstrate and explain how to select the seminar they just presented and run the report.

Generative Strategy: Using a software simulation of the computer in SK 111 the GSA can practice using iGrader and can run a report for a particular seminar.

Enabling Objective 9b: Upon completion of the training, the GSA will be able to list the steps necessary to batch upload the students who attended into TutorTrac without using the training material.

Initial Presentation: Upon the conclusion of the of the seminar section of training, the presenter will demonstrate how to access Tutortrac, do a batch visit upload, and record all students for the seminar they attended.

Generative Strategy: Using a software simulation Tutortrac the GSA can practice batch uploaded student IDs, and creating a seminar visit for the seminar they just presented.

Enabling Objective 9c: Upon the completion of the training, the GSA will explain the process of how to inventory the iClickers and place them in the correct location without assistance.

Initial Presentation: Upon the conclusion of the of the seminar section of training, the presenter will demonstrate how to inventory iClickers and return them to their storage location.

Evaluation

Level 1- Reactions. According to Kirkpatrick (1994), the first level of evaluating training programs is to evaluate the participants' reaction to the training material once it is completed. In order to allow the GSAs to practice using the iClickers, we will poll the

GSA's using the iClickers and a PowerPoint presentation. Prior to the training, the presenter will assign each GSA an iClicker and record the iClicker number so that data on each GSA can be collected. The GSA's will be asked to respond to a Likert scale evaluation asking them to evaluate statements about the course content, course design, course instructor, course environment, and course results. The evaluation will be administered immediately following the Student Success Seminar training session.

The course content section will ask questions to gauge whether the GSA's were aware of any prerequisites, whether they had knowledge of the material before training, whether the material lived up to the GSA's expectations, and whether the content of the material is relevant to their job. The course design questions will ask whether the objectives were clear, if the course was stimulating, if the activities were sufficient for practice, and if the pace of the course was appropriate. The questions related to the course instructor will ask them to evaluate how well the instructor was prepared and if the instructor was helpful. The last few questions will ask the GSA's to evaluate whether the environment was comfortable and if the GSA was able to accomplish the objectives of the course and if they will be able to use what they learned in the course. An example of the questions can be found in Appendix C.

Level 2- Learning. Kirkpatrick (1994) defined the second level of evaluation as the level that attempts to ascertain whether or not the learners have advanced in skills, knowledge, or attitudes. Essentially, in this level of evaluation, we are trying to understand to what degree have the GSA's acquired the knowledge, skills, and attitudes related to the Student Success Seminars based on their participation in the training.

Based on the instructional objectives for the training, an eight question written examination will occur at the end of training that will evaluate the GSA's knowledge about the material covered during training. Topics of the questions will cover presentation equipment set-up, iClicker and iGrader, individual presentation content questions, as well as questions related to how to lead the discussions. A scenario will also be provided in the examination that will ask the GSA to apply knowledge and skills obtained. Upon the conclusion of training, each GSA will be asked to complete an online examination through the REACH Student Success Seminar Staff Blackboard module.

Adaptive Release functions will be utilized to only allow GSA to access the seminar materials once they have completed the examination. Those individuals, who have not completed the examination, will be contacted by their immediate supervisor to follow up. See Appendix D for an example of the examination.

Level 3- Behavior. Kirkpatrick's third level of evaluation measures whether or not the learners are able to apply what they learned during training when they are back on the job. A good way to evaluate the behavior is to observe the participant first hand. The use of checklists, questionnaires, interviews, or combinations of all three can be used to evaluate level three.

Level 3 can be measured by observing the GSAs present seminars throughout the semester. It is preferred that the observations of the GSAs occur either in their second or third seminar. During the observations, the observer will look to see if the GSAs can use the presentation equipment, iClickers, keep the seminar under 50 minutes, and successfully lead the group discussions and use the seminar activities. See Appendix E for the observation checklist.

Level 4- Results. Kirkpatrick's fourth level of evaluation measures how the training benefits the organization after an individual attends a training session. Using the current state identified prior to developing training we can measure to see if the training has improved the GSAs presentation capabilities and have improved the overall quality of the REACH Student Success Seminars.

Using the seminar evaluations from the fall 2012 semester, we can compare those to the seminar evaluations from the fall 2013 semester to see if the students attending the seminars after the training occurred rate the seminars higher. The fall 2012 seminars could be considered the control group and the fall 2013 seminars could be the experimental group. An example of the seminar evaluation to be used can be found in Appendix F.

References

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Appendix A

Seminar Evaluation Questions

1. The presentation was
Very helpful, Somewhat helpful, Helpful, Somewhat not helpful, Not helpful
 2. The presenter(s) was
Excellent, Somewhat ok, Ok, Somewhat weak, Weak
 3. The materials/handouts were
Very helpful, Somewhat helpful, Helpful, Somewhat not helpful, Not helpful
 4. The length of the seminar was
Too short, somewhat short, just right, somewhat long, too long
 5. I am more self aware of my academic strengths and weakness
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
 6. I feel that I have learned new skills and techniques to help me succeed academically
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
 7. I plan to be more responsible for myself as a student as a result of this seminar
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
 8. Have your assumptions, in regards to the seminar topic changed as a result of attending this seminar.
Yes, Somewhat, No
-

Appendix B

GSA Interview Questions

-
1. Please list a few changes you would like to see in the Student Success Seminars?
 2. Please list a few items you like and would keep about the Student Success Seminars? Be as detailed as possible.
 3. What activities have you done during the seminar to make it more appealing and/or understandable to students? Be as detailed as possible.
 4. What personal experience/advice have you given to students during the seminar? Be as detailed as possible.
 5. Is there any advice you would give to a new GSA on how to conduct these seminars?
 6. Any other input about the seminars? Questions? Concerns?
-

Appendix C

Seminar Training Evaluation

Using the iClicker provided to you for training today please rate the following aspects of the training. Using the iClicker buttons A to E, the following scale applies to the questions: A equals "strongly disagree" and E equals "strongly agree." A represents the lowest and most negative impression on the scale, C represents an adequate impression, and E represents the highest and most positive impression. Do not respond to the question if the item is not appropriate or not applicable to this training. Your feedback is sincerely appreciated. Thank you.

NA=Not applicable, A=Strongly disagree, B=Disagree, C=Neither agree/nor disagree, D=Agree, E=Strongly agree

COURSE CONTENT (Circle your response to each item.)

- | | | |
|---|-----|-----------|
| 1. I was aware of the prerequisites for this training. | N/A | A B C D E |
| 2. I had the prerequisite knowledge and skills for this training. | N/A | A B C D E |
| 3. I was well informed about the objectives of this training. | N/A | A B C D E |
| 4. This training lived up to my expectations. | N/A | A B C D E |
| 5. The content of today's training is relevant to my job. | N/A | A B C D E |

COURSE DESIGN (Circle your response to each item.)

- | | | |
|---|-----|-----------|
| 6. The training objectives are clear to me. | N/A | A B C D E |
| 7. The training activities stimulated my learning. | N/A | A B C D E |
| 8. The activities gave me sufficient practice and feedback. | N/A | A B C D E |
| 9. The difficulty level of this training is appropriate. | N/A | A B C D E |
| 10. The pace of this training is appropriate. | N/A | A B C D E |

COURSE INSTRUCTOR (FACILITATOR) (Circle your response to each item.)

- | | | |
|---------------------------------------|-----|-----------|
| 11. The instructor was well prepared. | N/A | A B C D E |
| 12. The instructor was helpful. | N/A | A B C D E |

COURSE ENVIRONMENT (Circle your response to each item.)

- | | | |
|---|-----|-----------|
| 13. SK 111 was comfortable. | N/A | A B C D E |
| 14. SK 111 provided everything I needed to learn. | N/A | A B C D E |

COURSE RESULTS (Circle your response to each item.)

- | | | |
|--|-----|-----------|
| 15. I accomplished the objectives of this training. | N/A | A B C D E |
| 16. I will be able to use what I learned in this training. | N/A | A B C D E |

Adapted from Questionnaire, (2013). Retrieved April 2, 2013, from <http://treeves.coe.uga.edu/edit8350/QUES.html>

Appendix D

GSA Learning Quiz

1. This software application is used to poll students in the seminars?
2. The password to log into the computer in SK 111 is?
 - A. 12345678
 - B. 87654321
 - C. REACH7118
 - D. SK111Instructor
 - E. None of the Above
3. Once you have initialized iClicker you must click on _____ in order to start the software.
4. Which iClicker is used as the instructor's remote?
 - A. The white #31 clicker
 - B. The white #1 clicker
 - C. The blue A clicker
 - D. The blue B clicker
5. Which of the following strategies is not a strategy recommended in the Becoming a Disciplined Student seminar?
 - A. Setting Goals
 - B. Introspection
 - C. Organizing stuff based on likes and dislikes
 - D. Using the Power of Quadrant 2
 - E. Creating an Academic Success Plan
6. Which of the following strategies is not a strategy recommended in the Meeting the Challenge of Time seminar?
 - A. Setting Goals
 - B. Simplifying Your Life
 - C. Prioritizing
 - D. Procrastinating
 - E. Using Graphic Organizers

Scenario:

Jo/Joe Cardinal wants to get into Medical School. S/he needs to take the following courses: Intro to College Writing (ENG 101), Intro to Psychology (PSYC 201), Pre-Calculus (MATH 190), Unity of Life (BIO 240), General Chemistry (CHEM 201), and Campus Culture (GEN 101). This is a total of 16 credit hours—more than a full-time load to ensure a four-year graduation. Jo/Joe doesn't like early mornings and generally likes to "get going" around 12 noon. Jo/Joe needs to work part time to earn money for personal and general college expenses. S/he has found a job in an office in the Biology Department on Monday, Wednesday, and Fridays from 2 – 5 p.m. S/he is a runner and likes to run daily. S/he is thinking about "walking on" the Cross-Country team next semester if her/his grades are good. Jo/Joe also has an active social life—Friday and Saturday nights are strictly for fun.

Jo/Joe has consulted the printed schedule of courses at UofL. S/he can get "pretty good" course times working around her/his job. The following are the times of the courses:

ENG 101	Intro to College Writing	MWF	1:00 – 1:50 p.m.
PSYC 201	Intro to Psychology	TTh	2:30 – 3:45 p.m.
MATH 190	Pre-Calculus	TTh	5:30 – 7:15 p.m.
BIOL 240	Unity of Life	TTh	1:00 – 2:15 p.m.
CHEM 201	General Chemistry	MWF	11:00 – 11:50 a.m.
GEN 101	A&S Orientation	MW	9:00 – 9:50 a.m.
Work	Biology Department	MWF	2:00 – 5:00 p.m.

7. Which time management strategies would you suggest to Jo/Joe to help them manage their time?
8. Provide an example of a personal example that you could use to relate to the student in this situation?
9. Which strategies from the Becoming a Disciplined Student seminar would you use to help Jo/Joe?

Appendix E

GSA Observation Form

GSA: _____ Seminar: _____ Date: _____

Skill	Used Correctly		Observations	Recommendations
Accurately uses the presentation equipment	YES	NO		
Initializes the iClicker software	YES	NO		
Selects the appropriate iClicker question list	YES	NO		
Uses iClicker software to poll students	YES	NO		
Covers all the key points in each seminars	YES	NO		
Uses the seminar activities effectively	YES	NO		
Provides personal examples in each seminar	YES	NO		
Selects appropriate study strategies based on the seminar topic	YES	NO		

Skill	Used Correctly		Observations	Recommendations
Manages seminar discussions to keep seminar time at 50 minutes or less	YES	NO		
Uses iGrader to run reports on iClicker questions	YES	NO		
Batch uploads student attendance to TutorTrac	YES	NO		
Inventories the iClickers and places them in the storage location	YES	NO		

Appendix F

Seminar Evaluations

1. The presentation was

1 Very helpful	2 Somewhat helpful	3 Helpful	4 Somewhat not helpful	5 Not helpful
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2. The presenter(s) was

1 Excellent	2 Somewhat OK	3 OK	4 Somewhat Weak	5 Weak
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3. The materials/handouts were

1 Very helpful	2 Somewhat helpful	3 Helpful	4 Somewhat not helpful	5 Not helpful
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4. The length of the seminar was

1 Too Short	2 Somewhat short	3 Just Right	4 Somewhat Long	5 Too Long
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5. I am more self-aware of my academic strengths and weakness

1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
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6. I feel that I have learned new skills and techniques to help me succeed academically

1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
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7. I plan to be more responsible for myself as a student as a result of this seminar

1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
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8. Have your assumptions, in regards to the seminar topic changed as a result of attending this seminar.

1 Yes	2 No	3 Somewhat
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Appendix G

Meeting the Challenge of Time Task Analysis

1. Slide 1 - Introduction
 - a. Introduce yourself and this seminar.
 - b. Explain that the booklet is for them to take home, but they will have to turn in the evaluation at the end of the seminar. I
 - c. If they need a note for their class or RSO, instruct them to take one and fill it out in PEN only and you will sign it at the end of the seminar.
 - d. Explain how the iClickers work and that they need to sign in with their student ID number next to the iClicker number that they took.
 - e. Explain the following statement in your own words: "We start all of our seminars by asking you to introspect and think about your current habits. Then we can talk about making changes or additions. In order to help us think about our current habits answer the following questions:
2. Slide 2- iClicker Assessment Question 1
 - a. What is your purpose in attending this seminar? Choose your main answer. Explain there is no wrong answer.
 - i. A. For a Class or RSO
 - ii. B. For Time Management Tips
 - iii. C. To Learn how to Create a Schedule
 - iv. D. None
3. Slide 3- iClicker Assessment Question 2
 - a. How do you currently manage your time? Choose your main answer. Explain there is no wrong answer
 - i. A. Use a Calendar/Planner
 - ii. B. To Do Lists
 - iii. C. Crossing Assignments off Your Syllabus
 - iv. D. None
4. Slide 4- iClicker Assessment Question 3
 - a. What challenges you when trying to manage your time? Choose your main answer. Explain there is no wrong answer.
 - i. A. Saying "No" to Friends
 - ii. B. Procrastination
 - iii. C. Keeping Up with Your Assignments
 - iv. D. None
5. Slide 5- Learning Outcomes
 - a. State the following on this slide "At the conclusion of this seminar WE will know how to..."
 - i. Prioritize goals to succeed academically
 - ii. Maximize learning in and out of class
 - iii. Schedule time to be a successful student
6. Slide 6- Activity 1- Time Spent Each Week

- a. Have them complete these assessments. Give them about 3 minutes, and then explain that they can finish the assessments at home since the booklet goes with them.
 - b. Ask students to share if there is anything that they found interesting
 - i. Amounts of Leisure v. Study Time
 - ii. Talk about how as a student academics should be your number one priority
 - 1. Ask them to look at how much time they listed for studying and going to class
7. Slide 7- Simplify Your Life
- a. When you get to this slide, go through each bullet point briefly (they will float in at each successive click):
 - i. Organize your life and classes effectively
 - ii. Make and observe lists
 - iii. Keep track of important dates
 - iv. Say “no” to unnecessary commitments
8. Slide 8- Set Goals
- a. When you get to this slide, go through each bullet point briefly (they will float in at each successive click):
 - i. Academic
 - 1. Academic goals are those goals you set for yourself as a student
 - ii. Social
 - 1. Social goals are those goals you set for yourself as a member of the society
 - iii. Career
 - 1. Career goals are those goals that what you want to achieve in your career
 - b. Then, provide your own personal examples for each category. For example, “My academic goal was to graduate with at least a 3.5 GPA.”
 - c. Have them go through the Goal Setting Activity Page 5 of the booklet. Give them 3 minutes with the reminder that they can finish at home.
 - i. Ask random students to share a personal goal
 - ii. Ask random students to share a social goal
 - iii. Ask random students to share a career goal
 - iv. Ask students to think about how time management plays a role in their goals
9. Slide 9- Creating Schedules
- a. When you get to this slide, first ask the students what they think should be included in a schedule. Then, fill in by bullet point (they will float in at each successive click):
 - i. Class: due dates, test dates, holidays, appointments, social events
 - ii. Work: all of your work schedules
 - iii. Study: Block out your daily study times

- b. The student needs to decide if they prefer doing a weekly, monthly, semester, or yearly schedule. Provide your personal preference and why. For example, "I prefer a monthly schedule so I get everything finished on time without being overwhelmed which can lead to procrastination."
10. Slide 10- iClicker Question
- a. iClicker Question
 - i. What is your first priority as a college student?
 1. A. Working a Job
 2. B. Attending RSO events
 3. C. Anything Academic
 4. D. Making Friends
 - b. The correct answer is C and it will show up Red.
 - c. Explain why it is C and ask students to give reasons why they might not have chosen C.
11. Slide 11- Prioritizing
- a. Read the two bullet points on screen, and then ask students what should be on their schedule. Fill in the gaps with what's listed below:
 - i. Class times
 - ii. Due dates
 - iii. Work times
 - iv. Major appointments and events
 - v. Fun time
 - vi. Exercise
 - b. Give a personal example.
12. Slide 12- Creating Schedules
- a. When you get to this slide, go through each bullet point (they will float in at each successive click):
 - i. Create a detailed weekly calendar for efficient time management
 - ii. Use daylight hours when possible and stick to your plan
 - iii. Survey the required readings before class by going over the titles, headings, summary, and charts
 - iv. Study soon after your lectures by going over your notes since it aids in retention
 - v. Plan blocks of time but be realistic by gradually increasing your commitment to studying
 - b. Explain what blocks of time mean: if you have from 2 pm to 5 pm free every week day, then spread out your studying within those times. Study history from 2-3, biology from 3-4, and math from 4-5.
13. Slide 13- Study Time Tips
- a. When you get to this slide, go through each bullet point in detail (they will float in at each successive click):
 - i. Review: go over your notes
 - ii. Reduce: weed out any non-essential information and make any corrections

- iii. Distribute: spread out your studying through out your week and practice it. Set small goals and deadlines to keep yourself on track.
14. Slide 14- Activity- Creating a Schedule
- a. Have the students to turn to Page 8 and complete schedule for Jo/Joe Cardinal
 - b. Have them work with the person sitting next to them
 - c. After about 3-5 minutes of work ask the following questions
 - i. What are main things that are needed on Jo/Joe's schedule?
 - ii. Which of these things do you need to include on your schedule?
15. Slide 15- Procrastination
- a. Ask the students to define what procrastination is?
 - b. Define procrastination after students have had the chance to give their definition
 - i. To defer action
 - ii. To put off until another day or time
16. Slide 16- iClicker Question
- a. Ask the students the following question
 - i. What does procrastination lead to?
 1. A. Stress
 2. B. Anxiety
 3. C. Poor Performance
 4. D. All of the Above
 - b. The correct answer is D and it will show up Red.
 - c. Explain why it is D and ask students to give reasons why they might not have chosen D.
17. Slide 17- Types of Procrastinators
- a. Go through each type of Procrastinators (they will float in at each successive click). After each one ask the students to raise their hand if that type fits their personality.
 - i. Perfectionists: reluctant to start or finish a task because they don't want anything less than perfect. They are critical and have a need for control.
 - ii. Dreamers: don't like details and that makes ideas difficult to implement. They are fanciful and have a need for being special.
 - iii. Worriers: have an excessive need for security, causing them to fear risk. They fear change, which causes them to not finish projects to so they don't have to leave the comfort of the "known". They are fearful and have a need for security.
18. Slide 18- Types of Procrastinators Continued
- a. Go through each type of Procrastinators (they will float in at each successive click). After each one ask the students to raise their hand if that type fits their personality.
 - i. Defiers: rebels seeking to defy the rules by setting their own schedule that only they can predict or control. They are resistant and have a need for non-conformity.

- ii. Crisis Makers: addicted to the adrenaline rush of living on the edge. They are over-emotional and have a need for attention.
 - iii. Over-Doers: say yes too much because they are unable or unwilling to make choices and establish priorities. They have difficulty making decisions and are prime candidates for burnout. They are busy and have a need for self-reliance.
 - b. After you have gone through each mention which one you are and give an example of how you have procrastinated in the past.
- 19. Slide 19- The Process of Change
 - a. Go through each stage (they will float in at each successive click):
 - i. -Stage One: Become more conscious of yourself and understand what you do and who you are. Break away from denial.
 - ii. -Stage Two: Imagine a life without procrastination. Then begin moving from a serious commitment to a change.
 - iii. -Stage Three: Conquering the procrastination habit. You think and act positively.
 - b. Provide your own example to illustrate. For example, "I am a perfectionist, and I'm very critical of myself. Once I did some self-reflection and realized this about myself, I could take steps to improve. First, I had to admit that no one is perfect, but I can still turn in great work. So, I began planning my work far in advance and took it week by week to make sure everything was being completed on time. Now, I have less trouble beginning projects and finishing them on time."
- 20. Slide 20- iClicker Question
 - a. Ask the participants the following question:
 - i. This type of procrastinator tends to be over emotional and addicted to the adrenaline rush of living on the edge?
 1. A. The Defier
 2. B. The Over-Doer
 3. C. The Worrier
 4. D. The Dreamer
 5. E. The Crisis Maker
 - b. The correct answer is A and it will show up Red.
 - c. Explain why it is A and ask students to give reasons why they might not have chosen A.
- 21. Slide 21- Maximize In-Class Learning
 - a. First ask students what they think they should do to maximize their in-class learning. Then, fill in any not mentioned with the ones listed below. Some will come in on the screen with successive clicks.
 - i. -Keep up with assignments
 - ii. -Review notes before and after class
 - iii. -Focus on understanding the material
 - iv. -Think critically and ask questions
 - v. -Stay organized
- 22. Slide 22- Maximize Out of Class Learning

- a. First ask students what they think they should do to maximize their out-of-class learning. Then, fill in any not mentioned with the ones listed below. Some will come in on the screen with successive clicks.
 - i. -Annotate your textbook
 - ii. -Create graphic organizers
 - iii. -Communicate with your professor
 - iv. -Form a study group
 - v. -Get tutoring or other academic support (REACH)
- 23. Slide 23- Take Care of Yourself
 - a. Go over with students briefly. Remind them that they need to schedule fun time and other times to stay balanced. Provide a brief personal example.
 - i. Exercise
 - ii. Healthy Eating Habits
 - iii. Adequate Sleep
 - iv. Friendships
 - v. Stay Connected to Family and Groups
- 24. Slide 24- iClicker Question
 - a. Ask the students the following question:
 - i. To maximize in-class learning you should?
 - 1. A. Review your notes before and after class.
 - 2. B. Put your notes away and only look at them before the test
 - 3. C. Start Working on assignments a week before they are due.
 - 4. D. Start a study group with friends.
 - b. The correct answer is A and it will show up Red.
 - c. Explain why it is A and ask students to give reasons why they might not have chosen C.
- 25. Slide 25- Activity
 - a. Have the students turn to page 13 of the seminar booklet.
 - b. Instruct them to pick two strategies they learned in the seminar and write them in the spaces on page 13.
 - c. Once completed have them write specific actions they will take to implement these strategies into their time management.
 - d. Ask for volunteers to share one of the strategies they chose and to explain how they will implement that strategy.

Appendix H

Becoming a Disciplined Student Seminar Task Analysis

1. Slide 1 - Introduction
 - a. Introduce yourself and this seminar.
 - b. Explain that the booklet is for them to take home, but they will have to turn in the evaluation at the end of the seminar. I
 - c. If they need a note for their class or RSO, instruct them to take one and fill it out in PEN only and you will sign it at the end of the seminar.
 - d. Explain how the iClickers work and that they need to sign in with their student ID number next to the iClicker number that they took.
 - e. Explain the following statement in your own words: "We start all of our seminars by asking you to introspect and think about your current habits. Then we can talk about making changes or additions. In order to help us think about our current habits answer the following questions:
2. Slide 2- iClicker Assessment Question 1
 - a. What is your purpose in attending this seminar? Choose your main answer. Explain there is no wrong answer
 - i. A. For a Class or RSO
 - ii. B. For Time Management Tips
 - iii. C. To Learn Test Tips
 - iv. D. None
3. Slide 3- iClicker Question 2
 - a. How would you rank yourself on your self-discipline? 1 being least disciplined and 5 being very disciplined. Explain there is no wrong answer
 - i. A. 1
 - ii. B. 2
 - iii. C. 3
 - iv. D. 4
 - v. E. 5
4. Slide 4- iClicker Question 3
 - a. What is the most challenging thing for you in regards to self-discipline concerning studying? Explain there is no wrong answer
 - i. A. Procrastination
 - ii. B. Making a Schedule
 - iii. C. Saying No to Friends
 - iv. D. None
5. Slide 5- Learning Outcomes
 - a. State the following on this slide "At the conclusion of this seminar WE will know how to..."
 - i. -Develop personal, academic, and career goals
 - ii. -Understand the role of self-discipline in academic success
 - iii. -Adopt new study habits and explore study options
6. Slide 6- What is Self-Discipline?

- a. When you get to this slide, ask the students what they think self-discipline is.
 - b. After they answer, fill in with what's on slide (it will show up with a second click). Also, read this, "The will and courage to keep yourself from acting or reacting in any way that will defeat your academic goals."
7. Slide 7- Activity 1- Are You A Disciplined Student Activities 1 & 2
- a. Have them complete the assessments on Pages 2 through 4.
 - b. Give them about 3 minutes, and then explain that they can finish the assessments at home since the booklet goes with them.
 - c. Discuss the Are You a Disciplined Student #1 Activity
 - i. Explain that if anyone answered "No" to any of these questions they will want to pay particular attention to this seminar to learn how to be a better-disciplined student.
 - ii. Find out which items students answered "No" to.
 - d. Discuss the Are You a Disciplined Student #2 Activity
 - i. If you answered mostly A's you are on the right track to being a disciplined student.
 - ii. If you answered mostly B's you are somewhat disciplined but need to focus more.
 - iii. If you answered mostly C's you are not a very disciplined student. Pay attention to this seminar as we go forward.
8. Slide 8- Introspection
- a. First explain what introspection means (looking inside of yourself and figuring out who you are).
 - b. Have them complete the activity on pages 5 and 6 of the booklet.
 - c. Give them about 3 minutes, and then explain that they can finish the assessments at home since the booklet goes with them.
 - d. Then, ask a couple of students to share what they wrote with the group.
9. Slide 9- Academic Success Plan
- a. Click again to bring first bullet point and ask the students the question.
 - i. What does an Academic Success Plan Need?
 - b. Click again for the main answer.
 - c. Ask students with whom they should communicate (professors, advisors, mentors, classmates, and tutors) with.
10. Slide 10- Prioritizing
- a. Go over each bullet point as is (they will appear with each successive click).
11. Slide 11- Quadrants of Time
- a. Go over each Quadrant (they will appear with each successive click):
 - i. -Quadrant 1: Actions are important actions done under the pressure of nearing deadlines. Example: Staying up all night while cramming for an 8 am test.
 - ii. -Quadrant 2: Actions are important activities done without the pressure of looming deadlines (This Quadrant is what you should

strive for.). Example: Creating a study group in the first week of the semester.

- iii. -Quadrant 3: Actions are unimportant activities done with a sense of urgency. Example: Attending a hastily called meeting that has nothing to do with your goals.
- iv. -Quadrant 4: Actions are simply time wasters. Example: Mindlessly watching television until 4 am.

12. Slide 12- Activity 2- Introspection

- a. Have them complete the activity on pages 7 and 8 of the booklet.
- b. Give them about 3 minutes, and then explain that they can finish the activity at home since the booklet goes with them.
- c. Ask random students to list one of the words they listed that define them
- d. Ask a random student to list one of the goals they listed
 - i. Ask that student to list one of the words that tells how they will achieve that goal
 - ii. Ask them if there is anything coming between themselves and the achievement of their goals.
 - iii. Ask how they can overcome that challenge

13. Slide 13- iClicker Question

- a. Ask the students the follow question
 - i. Attending a club meeting, call by an over zealous president about the spring break trip the club wants to sponsor next semester, the day before your Stats exam is an example of which quadrant?
 - 1. A. Quadrant 1
 - 2. B. Quadrant 2
 - 3. C. Quadrant 3
 - 4. D. Quadrant 4
- b. The correct answer is C and it will show up Red.
- c. Explain why it is C and ask students to give reasons why they might not have chosen C.

14. Slide 14- Academic Discipline

- a. Ask students what they need to develop to achieve and succeed academically. With a second click, the five main categories will appear.
 - i. Textbook Reading Skills
 - ii. Effective Study Habits
 - iii. Critical Thinking Skills
 - iv. "Can Do" Attitude
 - v. Effective Work Ethic
- b. Then, discuss the essential study strategies.
 - i. Use a textbook reading system and a note taking system
 - ii. Distributed study and retention strategies
 - iii. Critical thinking

15. Slide 15- Textbook Reading System

- a. First read the slide

- b. Then read: A textbook reading system is a planned, organized procedure for getting the most from writing, such as textbooks. Some examples of textbook reading systems are the SQ4R, PRO, PDR, and the BCAs.

16. Slide 16- Annotation

- a. Go over each bullet point (they will appear with each successive click):
 - i. Definition
 - 1. Annotations are notes, which organize, label, and synthesize important information from notes taken from lecture or text. Write annotations in the margin of your note page or textbook.
 - ii. Steps:
 - 1. Reduce your notes by weeding out unnecessary information, organize the information that is left, and synthesize, or pull ideas together, in order to summarize and make sense of what is left.
 - iii. Examples
 - 1. Focus on main themes, ideas, or patterns. Mark names, dates, and events. Indicate relationships such as cause/effect; compare/contrast; etc. Label definitions and/or explanations. Specify theories, hypotheses, formulas, etc. Identify characteristics, features, and properties.

17. Slide 17- Note-taking System and Distributed Study

- a. Go over each bullet point (they will appear with each successive click):
- b. The first 4 points are self-explanatory.
- c. The last bullet point: Cornell System
 - i. -The 5 Rs:
 - 1. 1. Record
 - 2. 2. Reduce
 - 3. 3. Recite
 - 4. 4. Reflect
 - 5. 5. Review
- d. Make sure you distribute your study over a period of time, starting with the first day of class. (Minimum of 15 minutes per day, every day).

18. Slide 18- I Clicker Question

- a. Ask the students the following question:
 - i. What are Annotations?
 - 1. A. Notes which organize, label, and synthesize important information from notes taken from lecture
 - 2. B. Notes which your professor posts on Blackboard
 - 3. C. Notes which organize, label, and synthesize important information from notes taken from your textbook readings
 - 4. D. Both A & C
- b. The correct answer is D and it will show up Red.

- c. Explain why it is C and ask students to give reasons why they might not have chosen D.
19. Slide 19- Steps in Retaining Information
- a. Explain each bullet point (they will appear with each successive click):
 - i. Learn the material and reduce it to the essentials
 - ii. Label the material and make connections among the material
 - iii. Use primary strategies to practice the material such as concept maps, concept cards, and question/answer
 - iv. Use secondary strategies to practice the material such as creating a study guide
20. Slide 20- Reviewing
- a. Go over each bullet point:
 - i. The purpose is to self-test.
 - ii. Find out what you know and what you need to work on.
 - iii. Create a study guide to review
 - iv. Create a practice test
21. Slide 21- iClicker Question
- a. Ask the students the following question:
 - i. A good example of a primary study strategy (the most effective is) _____?
 - 1. A. Outlining
 - 2. B. Summarizing
 - 3. C. Concept Cards
 - 4. D. Rereading Your Textbook
 - b. The correct answer is C and it will show up Red.
 - c. Explain why it is C and ask students to give reasons why they might not have chosen C.
22. Slide 22- Work Ethic
- a. First ask the students what they think work ethic is. Then go over each bullet point (they will appear with a second click).
 - i. Discipline: begin work on the first day assigned and avoid procrastination
 - ii. Prioritize: plan your assignments according to importance and due date
 - iii. Study Daily: distribute your work and spend at least 15 minutes studying daily for each course; join study groups
23. Slide 23- Taking the Test
- a. Go through each bullet point (they will appear with each successive click):
 - i. Survey the entire test
 - ii. Read and follow all directions and start with “easy” items
 - iii. Eliminate incorrect choices
 - iv. Look for clues
 - v. Be logical and make sure all your answers make sense
24. Slide 24- Activity
- a. Have the students turn to page 10 of the seminar booklet.

- b. Instruct them to pick two strategies they learned in the seminar and write them in the spaces on page 10.
- c. Once completed have them write specific actions they will take to implement these strategies into their study skills.
- d. Ask for volunteers to share one of the strategies they chose and to explain how they will implement that strategy.