Fanshawe SOAR

Fanshawe SOAR

Strategies for Success in College

KRISTEN CAVANAGH

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Land Acknowledgement

Land Acknowledgement

My name is Kristen Cavanagh and my ancestors from Scotland and Ireland immigrated to this land 200 years ago settling in areas now called Petrolia, Tilbury, London and Lambeth. I would like to acknowledge the traditional, ancestral, unceded territory of the Anishinaabe, Lotinuhsyuní and Lenape people of southwestern Ontario where I have spent most of my life, called "home" and where we are gathering and learning for this course.

I think it's important to acknowledge the land because growing up as an immigrant here, this land provided food, water and shelter that sustained my family, encouraged community building and over time, provided me with the best memories of childhood; exploring fields and forest with friends, learning about fishing from my grandfather and learning to divine water from my mother.

My community was located near three government established reserves and so in grade six, students from these communities were sent by bus, to a non-traditional environment that was often challenging. Sent by bus, having time outside our classroom for traditional learning within our school, it was easy to see these students as "other". They were outsiders, coming into our community.

This helped make it convenient to historicize Indigenous struggles. I studied Indigenous history at Huron College and it became the focus of my teacher education. I worked for a year learning and then teaching educational workshops, acting as a historical interpreter at the Lawson Museum of Archaeology, on the traditional territory of the Neutral people. I spent months walking those lands, seeing the historic artifacts, passing on information to visitors, not recognizing that this is a story I can never properly tell. I continued to view this as Indigenous "history", a past that could be captured in resurrected longhouses and indoor glass displays, opened for business and closed, possibly made easier by not recognizing the story I was telling includes the fact that through colonization, war, and displacement, it was a story of genocide.

I spent time living among the indigenous people of Australia and Fiji and then began a career teaching, living and working on the west coast with Kitselas and Kitsumkalum people on the unceded Tsimshian territories. I began to see beyond books and history, to here and now: peoples who respected the land, the water, the plants and animals and valued tradition and oneness with spirit, in all these places.

The last few years, the reality of mass residential school burial sites, the continued indifference to missing Indigenous women, undrinkable water conditions, have brought "history" very much into the present. My promise is that as I continue to walk this path, to not turn away from what I see and hear but to live in the discomfort of this reality and listen with my heart to the stories, from those who have the right to tell them. I acknowledge the part my family has had in believing this was about someone who was other, and not part of our common humanity and I promise to continue to unlearn and learn.

As an online resource, it is within our power to attempt to write a more inclusive narrative and I encourage discussion and feedback so we can tell a more accurate story. We must recognize the oppression that has dispossessed Indigenous people of their lands and denied their rights to self-determination, but only if we don't close our eyes, and start to listen with our heart.

Photos by Kristen Cavanagh

Acknowledgements

Acknowledgements

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Collaborators

This project was a collaboration between the author and the team in the OER Design Studio at Fanshawe. The following staff and students were involved in the creation of this project:

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- Wilson Poulter – *Copyright Officer*
- Shauna Roch – *Project Lead*

Reviewers

- Jennifer Honey, Professor, Kinlin School of Business, Fanshawe College

Welcome from the Dean

I am delighted to wish you well as you explore this new open textbook in your Strategies for Success or College Orientation and Success class at Fanshawe College. This is a foundational course to set you on the right path for college success.

At Fanshawe College, we want you to have a meaningful and rewarding college experience that leads to your chosen career. This resource will help you reflect on your goals and identify resources to help you meet them. It is not always easy to start something new. Coming to college means new friends, new experiences, perhaps a new living situation or city, new life expectations.

We believe that you can do this and if you ever feel that you cannot, reach out to someone who can help. You will be learning about the many supports available to you at the college in this course and through this guide.

The famous poet E.E. Cummings once said: *"It takes courage to grow up and become who you really are."*
I wish you luck on this journey.

Mary Pierce
Dean, Faculty of Business, Information Technology and Part-time Studies
Fanshawe College

About This Book

Fanshawe's SOAR Into College

At it's core, Fanshawe College is committed to helping students develop skills valued by Canadian employers. Throughout the text, you will find direct and indirect reference to the 7 Job Skills for the Future to help make connections between these skills and what they are learning in this class.

The SOAR model will be used throughout this book to guide students as they **S**elf-Assess their current their strengths and weaknesses, identify **O**pportunities to improve, create an **A**ction plan and then record and **R**eflect on how to implement their plan to achieve success.

Each chapter will follow the SOAR pattern but it's important to recognize that SOAR is not a linear model. It should be viewed as a continuous improvement cycle. After reflecting on what they have learned, students can reassess where they are, to identify what opportunities come next, and make any necessary adjustments to their action plan. Not only is this cycle important for self-development, it is applied in successful workplaces.

Self-assessment

Opportunity

Action

Reflect

About the Author

Kristen Cavanagh, HBA, BEd, MLIS is a professor at Fanshawe College where she teaches at the Lawrence Kinlin School of Business. Inspired by great teachers Kristen earned her Bachelor of Education from Mount Allison University after a 4 year honors degree at Huron University at Wester and began a 7 year love of teaching in British Columbia. Her love of learning called her to complete a Masters in Library and Information Science and the next 13 years were invested in developing her business acumen, managing various departments of an expanding GTA library system. Her first introduction to OER textbooks was when she adopted the College Success OER textbook and she recognized a need for creating a free resource that reflected the Fanshawe College community and resources, which prompted her to create this resource.

Kristen Cavanagh

Kristen lives in St. Thomas with her family of humans, three dogs, one skink and a leopard gecko. She loves all things Star Wars, (has visited Skywalker Ranch for a behind the scenes tour) and got to do some background acting work in season 3 of Umbrella Academy when they shot an scene in St. Thomas.

Accessibility Statement

We are actively committed to increasing the accessibility and usability of the textbooks we produce. Every attempt has been made to make this OER accessible to all learners and is compatible with assistive and adaptive technologies. We have attempted to provide closed captions, alternative text, or multiple formats for on-screen and off-line access.

The web version of this resource has been designed to meet [Web Content Accessibility Guidelines 2.0](#), level AA. In addition, it follows all guidelines in [Appendix A: Checklist for Accessibility](#) of the [*Accessibility Toolkit – 2nd Edition*](#).

In addition to the web version, additional files are available in a number of file formats including PDF, EPUB (for eReaders), and MOBI (for Kindles).

If you are having problems accessing this resource, please contact us at oer@fanshawec.ca.

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader)

Feedback

Please share your adoption, and any feedback you have about the book with us at oer@fanshawec.ca.

CHAPTER 1: INTRODUCTION

Chapter Outline

1.0 Introduction - Welcome to Fanshawe College

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Learning Objectives

</div>

In this chapter you will learn what accepting your offer to Fanshawe College means and start to explore the factors that will influence and support your success throughout your term.

After reading this chapter, you should be able to do the following:

- Reflect on why you are in college
- Understand the written and unwritten rules of being a Fanshawe College student
- Understand that this is your learning journey and you are responsible for your success
- Identify key connections to help you with your success at Fanshawe College
- Identify how this resource is structured and how it can help you be a more successful student
- Recognize how academic success connects to career success

Congratulations on your decision to attend Fanshawe College!

We know that college is not mandatory and it is not free. You have made a **choice** to commit your time to earn a certificate, diploma, degree, or trade and many of you have had to work hard to get here.

We are all at different places in our lives with different goals, skills, and abilities, but regardless of your past experiences, your future success at at Fanshawe will be the direct result of your **commitment, focus, and effort.**

Like everything else in life that leads to meaningful results, success is not automatic. There will be a lot of things demanding your time; classes, homework, studying, work, family, friends, health and wellness and you may feel overwhelmed at times.

This course is designed to help you:

1. Identify what you want to get out of college (your GOAL).
2. Identify some strategies to help you reach your goal (your PLAN).
3. Identify what steps you need to take to execute this plan (your ACTION).

You have a lot at stake and that is where this course can help!

> "I found this course to be a great in preparing you for college and applying to your next job. Simple activities such as practicing professional email etiquette, setting up your school calendar to stay on top of your classes and assignment due dates, and learning more about what employers are looking for in the workplace are all things that are important in helping you succeed in school and work."
> Anna-Marie McCabe – Human Resources, Fanshawe College, 2023

> "I learned that it is very important to understand my weaknesses and strengths as a student so I can know what skills I have that I can rely on and which ones I need to further develop. I learned to take more efficient notes and to take into consideration my kinesthetic learning approach when studying and working on assignments. I learned to do a master calendar for all of my courses which helped me to keep myself organized and on top of all of my tasks. Finally, I understood and put into practice some of the skills that nowadays employers look for new hires to have such as resilience, social intelligence, and self-directed learning. "
> Karla Serna (Elizabeth) – Business Marketing, Fanshawe College, 2023

What Students Say

One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=5#oembed-1*

Video: "This is POSSIBILITY" By Fanshawe College [2:40] *transcript available*

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1.1 Self Assessment

Self-assessment

Where are you now?	Yes	Unsure	Not Yet
1. I feel comfortable with accessing my course information on Fanshawe Online.			
2. I have clear-cut career interests and have already planned my college program to prepare me best for my future work.			
3. I know who my academic advisor is and how to contact them.			
4. I have all the personal traits of a successful college student.			
5. I know how the learning process functions and make an effort to maximize my learning at each step in this process.			
6. I know how I learn best and use it to my advantage when learning new things.			
7. I know how to stay focused in class or online to gain the most from my classes.			
8. I am aware of my educational institution's policies for academic integrity and honesty.			
9. I know where to find all the resources of my school that can help me succeed both academically and personally.			
10. I am confident I can earn the grades I need to pass my classes and graduate from my program.			
11. I know the first term of college will be the most difficult, but I am fully prepared and take responsibility for my own success.			
12. I am taking steps every day to ensure I am successful in every aspect of the school experience.			
13. I know how to create in-text citations and full references in APA format to show where I used information from my text or other research.			
14. I have a good support system (friends, family, others) who I can rely on when things get tough.			
15. I feel very comfortable asking questions of my professors whenever I feel confused (whether in class or via email or video chat).			

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1.2 Why College? What's in it for You?

Video: University Degrees vs College Degrees

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1611#oembed-1

Video: "University Degrees vs College Degrees" by Fanshawe College [2:40] *transcript available.*

When asked, most students say they're in school primarily **for the job or career** they expect to follow after they get their certificate, diploma, trade, or degree. They are correct that education pays off enormously in terms of future earnings, job security and stability, and job satisfaction. Every statistic shows that people with a post-secondary education will make much more in their lifetime on average (much, much more than the cost of schooling itself) and be much happier with the work they do.

Many of your classes are designed to give you the **technical skills** required to compete in this rapidly changing job market. These are the types of skills you may see listed on a job posting and might include, the ability to create spreadsheets that accurately captures financial data, identify elements of design for a website or write a business plan.

A 2022 poll of 1000 Canadian employers identified that almost 80 per cent see value in hiring someone based on their "soft skills" including their adaptability, attention to detail and positive attitude toward learning rather than specific job-related knowledge and technical skills.

According to Michelle Slater (2022), director at Indeed, Canadian employers care more deeply about what the person can contribute to the team in terms of their attitudes versus what skills they have that they're bringing into the role.

"I was about to be laid off from my job of 5 years due to the pandemic. I was forced to think outside the box and come up with a contingency plan that would allow me to bounce back from the outcomes of unemployment and the pandemic in a developing country. Hence, I decided to seek education and work experience in Canada."

Danielle Corro – Business Fundamentals – Fanshawe College

This textbook has been created to provide you with the opportunity to self-assess your current "soft skills"; identify opportunities to strengthen them and provide ways to take action now, while at college to develop them further.

Why Focus on "Soft Skills"?

The job market is ever changing!

- A 2022 survey of 1,000 Canadian businesses identified that in a tight or competitive job market, employers may not be able to hire externally. Instead, they are identifying those with the soft skills who could be trained on the hard skills and step quickly into a much needed position (Slater, 2022).

- COVID impacted the way we do business and the current work from home, hybrid work models rely on being adaptable, resilient, learning on your own, and complex problems solving using your your social intelligence by connecting and communicating through a screen.

Fanshawe College has identified 7 Job Skills for the Future that you will be encouraged to develop throughout your time at Fanshawe. Each of these job skills will be explained in Appendix A and identified throughout the text to show how they connect to what you will be reading about.

How This Course Helps You Succeed

There are a lot of things that have to come together for you to be successful and it's important to recognize that some students **do not succeed,** and drop out within the first year.

Sometimes it's due to an unsolvable financial problem or a personal or family crisis, but the most likely reasons that a student in Canada will drop out include an **ineffective social network (not getting involved in extra-curricular and volunteering opportunities), a lack of academic abilities, and poor attitudes and habits towards post-secondary education** (Ma & Frempong, 2008).

Everyone will have their own experiences, strengths and areas they want to improve. Throughout the textbook, you will have the chance to reflect on who you are now and areas you can improve, and each chapter will identify Fanshawe resources that you can connect with to help you develop your social, academic, and wellness supports.

Listen and watch as Francisco Munoz Arguello talks about his experience and why he chose to move to a new country and go back to school with his family.

Video: This is COMMUNITY

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1611#oembed-2*

Video: This is COMMUNITY by Fanshawe College [2:39] *transcript available.*

The first half of this textbook, you'll have the opportunity to identifying and reflect on what it takes to **get ready to be a successful learner.** You'll learn how to **structure your schedule** and **prioritize** your so that you use your time more effectively than you might have in the past, so that studying is less of a burden and more of a simple routine. You'll even learn how things like eating well and getting enough sleep and exercise make it easier to do well in your classes.

The second half of the text, you'll have the opportunity to develop your skills in **listening, reading, remembering, taking notes and studying** in ways that **use your time efficiently** and **help you pass tests**.

> *One warning:* you might not at first see an immediate payoff for everything you read in this book. When it comes to certain things, such as tips for how to take good notes in class to help you study later on for a test, you will get specific, practical advice you can put to use immediately to get a better grade. But not everything is as obvious or immediately beneficial.

Some of the things you'll read about here involve ideas **you'll need to think about**. Some things will help you get to know yourself better, and understand more clearly what you really want from your education and how to go about attaining it.

However, if you care enough to want to succeed in school, and read these chapters and try to use the information, suggestions, and tips presented here, you *will* succeed in your educational goals.

Being successful as a student doesn't happen by accident. It takes **commitment, focus, and effort**. There are skills and methods to be successful which can be learned and practiced. **It all starts with taking stock of where you are now.**

Photo by Brett Jordan, Unsplash License

Throughout this text you will have the opportunity to work on and develop skills in many of the areas you have identified above that will impact your student success. Some topics are specific to post-secondary while others will be useful in life in general, such as communication skills, time management. Hopefully this resource will give you many valuable skills going forward.

Detailed learning outcomes for each topic can be found in the introductions to each module.

1.3 Connecting with our Textbook

<div style="text-align: center; background: #f5c242; border-radius: 30px; padding: 10px;">**Opportunity**</div>

Getting the Most out of the Textbook

This book works with your Fanshawe Online (FOL) course site and is divided into chapter content. These two resources provide a foundation for your success. Becoming familiar with this book, and your course site will help you get the most out of your experience.

Navigating your course site may take time to learn. Each professor may do things differently so it will be important to invest time reviewing each of your class sites to be able to identify:

- your course schedule of due dates
- weekly modules that include information about topics covered each week
- quizzes
- discussion boards
- assignment instructions
- other graded work

Chapter Structure

By investing this time in the first week of classes, you can identify any problems you are having, reach out to your professor or contact your student advisor for assistance.

Each chapter in this book will follow the **SOAR** method.

SOAR is an acronym formed by the fist four letters of a series of steps that will help you reach your goals while at school and in the workplace after you graduate.

At the beginning of the chapter you will be asked to **self-assess** your strengths and weaknesses in relation to a particular topic. Then, the chapter will identify some strategies, that are really **opportunities** for you to improve, encourage you to take **action** and apply those opportunities, and then **reflect** on what comes next for you.

Once you reflect on what you learned from each chapter, you may want to go back to the beginning and self-assess how what you learned will impact what you do going forward. SOAR is not a linear model, but works as a cycle of continuous improvement.

Each chapter concludes with:

Career Connections

How the topic relates to your career success and sample real life interview questions related. Your ability to speak to your real life experiences in school, work, and life will help employers identify the skills they are looking for. If you find answering these questions challenging, it only means you need to spend a bit more time thinking about them or identifying opportunities to gain new experiences so that you can develop these skills further.

Fanshawe Resources

Fanshawe has a incredibly diverse support system in place to help you be successful inside and outside the classroom. In your first year, it can feel like information overload as you try to learn how to navigate the online and physical requirements of being a student. This section will identify key supports available to you with direct links. Our textbook can be your directory and activities in the text will help you build a custom support team from these end of chapter resource links.

Key Takeaways

This section will summarize the main ideas covered in the chapter.

1.4 Connecting with the People

Video: Here for You

One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=37#oembed-3*

Video: "Fanshawe Student Success – Here For You" By Fanshawe College [0:34]

Who Can Help?

Fanshawe College has a diverse network of supports to help you during your time at Fanshawe and beyond. Sometimes identifying the right person or the right resource can be challenging and if you are under stress, it can be even harder.

Throughout this book, look for videos and contact information that will help you identify important resources who are here to support you. Check the end of each chapter for links and information about Fanshawe supports.

Key Contacts

What Students Say – Finding Support

"The first decision I made was connection with colleagues/course mates and my professors as soon as we had our first class because I knew that the connection would make it easy for me and it would help me cope with the stress of having to deal with emotions, loneliness, and pressures alone, especially for we international students.

From the class schedule I organized myself and familiarize myself with the easiest route to my class and I did not miss classes or due date for assignments or test. If you cannot help missing a class, always let your professor know you would not be in class. Our professors are nice people, and they know life happen to different people at any time.

Another important consideration is that I set target for each course and with my clique of friends and we made sure each of us is accountable and motivated each other in areas where we are weak.

I also visited the international center, career and employment services. They helped me with my resume (aligning it to the Canadian standard) so it better positions me for getting a good job and also gave me some links to check out for part time jobs. Lastly, they help me with my LinkedIn profile (It looks more professional now).

The extra effort you make to make these connections will enrich your experience and help you be successful."

Adedayo Adesile – Fanshawe College, 2023

You may have heard the saying "a problem shared is a problem halved" but the problem shared does not get halved until it is shared with the right person, at the right time.

For now, let's focus on your most important contacts in your first few weeks. During the term, you will continue to grow your list of contacts.

Your **professors** and your **academic advisor** are the most important people to get to know.

How Do I Contact my Professors?

Your Professor is always the expert on what is expected from you in your class work.

- Going to class allows you to ask questions, share ideas with others, and build your peer and professor

network! However, if you are learning online or have questions after class time, your professor should be your first point of contact. This will mean learning how to effectively use your Fanshawe Online email to ask good questions, and regularly checking your email to get answers.

E-mail Communication Rules

Your **Fanshawe Online email account** will be the way your professor communicates with you. All email must include:

Course Code and Section Number.

- When you email from within the course, some information will automatically be inserted in the subject for you – you may have to delete some information if it includes more than **YOUR** section number. Course code and section number can be found on your timetable on Webadvisor.

A subject line that describes the content of your e-mail.

- This helps the reader and sender organize and prioritize emails being sent and received (i.e.. BUSI1060-03 W23 Assignment #2 question about format).

A salutation.

- If you are not sure how to spell your professor's name, use Dear Professor. Do not use casual language like "Hey" or "Hello Dear".

Include a closing and sign your emails.

- Set up an automatic signature in Outlook that will display your preferred name, student number, and program information. In the workplace you would include your name, title, company name, and contact information.
- If you are expecting a response to your email, include something like, "I look forward to hearing from you,"

Be brief, clear and always be professional. Use proper case, sentence structure, and grammar.

- People have short attention spans so keep it short and separate or number items in your email if you need a response or are responding to more than one thing. This will help ensure nothing gets missed and saves back and forth emails.

While you may have friends at Fanshawe who have taken the same course or program as you, they are not the one who will be grading your work. Regular, professional communication with your professor will be important.

How Do I Contact My Academic Advisor?

Your Academic Advisor supports your journey through the Fanshawe College system.

- They are the experts when it comes to providing advice on dropping a course, your schedule, changing programs, how to communicate with your professors and can connect you with people to help you with your job search, questions about international visa, work permits, parking, security etc.
- Identifying your academic advisor and reaching out for help will demonstrate your commitment to your success

<div style="background:#5a5a60; color:#fff; padding:2em;">

Video: Fanshawe's Academic Advisors

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> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=37#oembed-1*

Video: Lawrence Kinlin School of Business, Fanshawe College Academic Advisors by KinlinSchool [8:37] *transcript available*.

Review

Questions About: assignments, quizzes, due dates, group work, missed classes, etc.
Your professor for each class is the course expert – see each course site on Fanshawe Online for professor email contact information

Questions about schedules, co-op, dropping a course, changing programs, fees, counselling, peer tutor, etc. Your academic advisor. Your advisor will be based on your program so you will have to check the Fanshawe College website , look for your program and find the appropriate contact person

- Make a list of all your professors, office hours they are available to connect and how to contact them. This information should be on your course page for each class.
- Use the link at the end of this chapter, identify YOUR academic advisor for YOUR program and their email address. Check their online booking portal to see how to book an appointment.
- If you are on campus, review the map of Fanshawe College to see where you can find your classrooms and other important places, or if you are an online student, identify your professors' office hours.
- Check your Fanshawe Online email and look up how to create an auto signature.
- Review the elements of your course sites for all classes so you can identify your classmates and their email addresses (Go to Communications – Classlist).

Video – Community and Connection – Fanshawe Institute of Indigenous Learning

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=37#oembed-2

Video: Community and Connection by Fanshawe Institute of Indigenous Learning [11:17] *transcript available*

1.5 The Written Rules - Two Training Modules

When you accepted your offer to come to Fanshawe, that meant a lot of things got put in motion! You had to organize your finances, living situation, technology, schedule, work, and so many other things.

Sometimes students don't realize that accepting your offer to become part of the Fanshawe Falcon community means you have **agreed to abide by all the policies that govern you while you are a student.** Some of these policies may be limited to when you are on campus, but some may extend to off campus activities like travel with a sports team, attending an off campus event, while on co-op etc.

This is very similar to the workplace. At work, you would have to know various policies like the Code of Conduct, perhaps Workplace Health and Safety, Sexual Harassment Policy, etc. Educating yourself about the requirements of your job will ensure your reduce the risk of doing something that could get you fired.

Policy information can be found on our Fanshawe website and is worth reviewing. In particular the Student Code of Conduct.

Your classes may also have policies about late assignments, attendance, or missed exams that are important to know. Take time to locate that information on your course site or ask your professor where it can be found.

Fanshawe College Mandatory Training – Academic Integrity Policy – Appendix B

All first year students at Fanshawe College will be required to complete the Academic Integrity Training module that is included in our textbook in Appendix B. The training module is intended to inform your understanding of academic integrity and academic offences to ensure you are set up for success.

You will be required to demonstrate your understanding of how this policy relates to your academic work to pass this course. Like in the workplace, you may be required to complete this training on a regular basis. Policies change over time and regular review and reminders are important.

The full Academic Integrity Policy can be viewed by searching the Fanshawe Website.

Please check your course site to determine when this training must be completed and how to submit your proof of completion.

Additional Training – How to use APA formatting to Cite and Reference –[Appendix B](#)
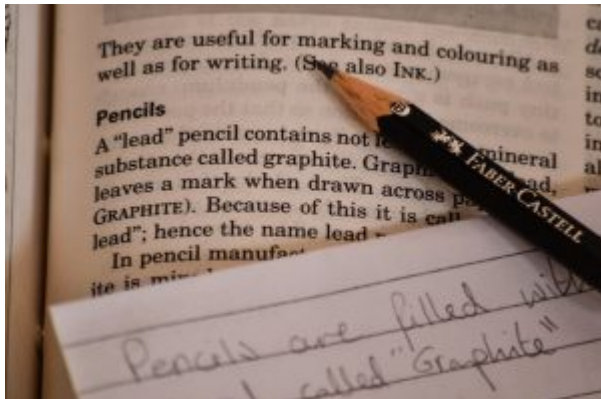
To further develop your understanding of how to avoid academic offences, this text also includes a training module on how to use APA format to create in-text citations and references in your work. This is a required element to show where you have borrowed ideas, fact, pictures, graphs, videos, etc. and to give credit to the creator. You will use this skill in many courses at Fanshawe. **Your ability to learn this skill will help you avoid academic offences.**

You will be required to complete a self-directed training module on **Citing and Referencing in APA Format** so you can demonstrate this skill OR identify that you need some additional one-on-one tutoring or more self-directed learning. This is a requirement for all first year business students, and since all first year students will be using this textbook, the training is included in this book.

1.6 The Unwritten Rules

Action

The Hidden Curriculum

The **hidden curriculum** is a phrase used to cover a wide variety of circumstances at school that can influence learning and affect your experience. Sometimes called the invisible curriculum, it varies by institution and can be thought of as a set of unwritten rules or expectations.

The expectations **before, during, and after class**, as well as what you should do if you miss class, are often unspoken because many professors assume you already know and do these things or because they feel you should figure them out on your own. Nonetheless, some students struggle at first because they don't know about these habits, behaviours, and strategies. But once they learn them, they are able to meet them with ease.

Becoming familiar with these expectations will help you develop your complex problem solving and social intelligence skills.

Situation: According to your schedule, your business professor is lecturing on the chapter that covers S.M.A.R.T goals on Tuesday of next week.

Sounds pretty straightforward and common. Your professor lectures on a topic and you will be there to hear it. However, there are some unwritten rules, or hidden curriculum, that are not likely to be communicated. Can you guess what they may be?

- What is an unwritten rule about what you should be doing before attending class?
- What is an unwritten rule about arriving late to class?
- What is the unwritten rule about what you should be doing in class?
- What is an unwritten rule about what you should be doing after class?
- What is an unwritten rule if you are not able to attend that class?

Some of your answers could have included the following:
Before Class
Read the assigned chapter, take notes, record any questions you have about the reading.

Arriving to Class
Arriving late can disrupt the class so be respectful by arriving a few minutes early to settle in, think about what you know about the topic. Ask your professor about what the expectations are if you arrive late.

During Class
Take detailed notes, ask critical thinking or clarifying questions, avoid distractions, bring your book and your

reading notes.

After Class
Reorganize your notes in relation to your other notes, start the studying process by testing yourself on the material, make an appointment with your professor if you are not clear on a concept.

Absent
Communicate with the professor prior to class, get notes from a classmate, make sure you did not miss anything important in your notes.

Other examples:

Information may not be presented to you in a way that you understand easily or may challenge your current ways of thinking. It may be the professor or the content itself but you find it challenging to stay engaged in learning.

NOVEL & ADAPTIVE THINKING

Imagine three different classes on the exact same subject and taught by the same instructor. One class is held in a large lecture hall and has over 50 students in it, one meets in a small classroom and has fewer than 20 students and the third is an online class where the students don't meet with the professor at the same time. Each group will have different experiences when it comes to being able sharing information and ideas due to the size and timing. **Each learning environment will require students to use novel and adaptive thinking to adjust to the learning environment to be successful.**

Another instance where class circumstances might heavily influence student learning could be found in the class schedule. You may have classes that start at 8 AM and run most of the day or you may have evening classes or only a single one hour class in the middle of the day. Personal circumstances may arise that you were not expecting and your carefully planned schedule no longer works. Your economics class is scheduled to meet on Mondays and the due date for assignments are Fridays so you may benefit from having all week to finalize their work before handing it in. But if another student has the same class, and it meets on Fridays, those students might not have as much free time just before handing in the assignment. **Your ability to adapt will become important to ensure you plan ahead and keep organized.**

Working Within the Hidden Curriculum

The first step in dealing with the hidden curriculum is to recognize it and understand how it can influence your learning. After any specific situation has been identified, the next step is to figure out how to work around the circumstances to either take advantage of any benefits or to remove any roadblocks.

To illustrate this, here are some **possible solutions** to the situations given as examples earlier in this section:

Professors and Content: Simply put, you are going to encounter instructors and learning activities that you find easier to understand than others. The key is to learn from them regardless. In either case, take ownership of your learning and even make an effort to learn about other perspectives, even if it is only for your own education on the matter. There is no better time to expose yourself to other opinions and philosophies than in college. In fact, many would say that this is a significant part of the college experience. **With a growth mindset**, it is easy to view possible problems as a learning opportunity.

Classroom/Scheduling Circumstances: These kinds of circumstances often require a more structured approach to turn the situation to your advantage, but they also usually have the most obvious solutions. In the example of the large class, you might find yourself limited in the ability to participate in classroom discussions because of so many other students.

One option would be to speak to several classmates and create your own discussion group. You could set up a time to meet, or you could take a different route by using technology such as an online discussion board, a WhatsApp group, or even a group text. Several of the technologically based solutions might even be better than an in-class discussion since you do not all have to be present at the same time. The discussion can be something that occurs all week long, giving everyone the time to think through their ideas and responses.

Again, the main point is to first spot those things in the hidden curriculum that might put your learning at a disadvantage and **devise a solution** that either reduces the negative impact or even becomes a learning advantage.

Your academic advisor is a great person to connect with in helping to find solutions to some of these challenges.

1.7 Reflection

Developing Your Self-Reflective Practice

According to a recent article from Indeed:

> *"Being reflective allows individuals to think about their habits, preferences, and behaviours. Reflection is a useful skill because it helps individuals become more aware of themselves, which allows them to adjust their thoughts and behaviours for self-improvement while also gaining a deeper understanding of their values, strengths, and priorities."* (Indeed Editorial Team, 2022, para. 1).

Reflect

Answer the reflection questions below in full sentences. Once complete, download your answers. Your professor may ask you to post your answers to a discussion board either in writing, or in a video introduction.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=582#h5p-39*

Exercise: Where Do You Want to Go?

Think about how you answered the questions at the beginning of the chapter. Be honest with

yourself. On a scale of 1 to 10, how would you rate your present skills for succeeding in your program, with 1 being "not very strong" and 10 being "very strong"?

In the following list, select the three most important areas that you feel would benefit you most

- Setting overall goals for this term
- Organizing my time (scheduling my time, prioritizing, etc.)
- Finding the best career for my interests and skills
- Developing my online skills for accessing course work
- Developing a positive attitude for school
- Adapting and broadening my personal learning preference
- Getting the most out of classes large and small
- Following all school policies
- Identifying and taking advantage of all college resources (which includes people)
- Getting the best grades I can get
- Practicing my communication skills with my peers and professors

Are there other areas or skills that need more attention in order for you to succeed in school? Write down other things you feel you need to work on.

1.8 Career Connection

What Students Say – Well Developed LinkedIn Profile Leads to Jobs

I'm Kokilavani Thiyagarajan, and I came as an international student from Chennai, India. I'm an Architect and Urban Planner by profession. I completed my post graduate diploma in Geographic Information Systems (GIS) at Fanshawe and graduated from that program at Fanshawe in August 2022 and then enrolled in Business Fundamentals here for a second program in January of 2023.

I want to offer my knowledge on the value of using a LinkedIn profile effectively, particularly if you are an international student studying in Canada or any other country.

As part of my GIS program, we had the opportunity to apply for a co-op at our level 3. Even though it was not a mandatory level, I was keen to secure a co-op position in Canada. I strongly believed it would help me to launch my professional career in Canada. With the work experience I gained in India, I can confidently say that I'm fairly proficient with GIS technical skills. It is crucial to have strong professional networking skills to demonstrate that I possess the necessary qualifications for a job opportunity. I have a strong conviction that setting up a LinkedIn profile would be an excellent place to start.

Secondly, it is important to establish a strong connection with the help of the profile we created. I personally, did this. Hopefully, it works for you too. When I was still enrolled in my GIS school, I started to develop my LinkedIn profile from a basic to a professional level. I started to upload the academic works I was doing in my school consistently, updated all the skills that I'm good at, and also filled in my previous work experience details to indicate what I was doing before this program. As a sample, I hyperlinked the organization websites and renowned projects I was involved in. So, by the time I applied for my co-op, I had a LinkedIn profile that fully reflected my skills and abilities.

For the next step, I did some research on what organizations I wanted to work with and started to like and follow them on LinkedIn to show my interest. I decided to monitor all the city development authorities in the province of Ontario since the majority of my prior project experiences were with city development authorities and local governments. To name a few I followed the official website of the City of London and the City of Brampton, it helped me to understand what they are up to, what sort of projects they are working on, and what job positions are currently open at their organization.

At this point, you should also make sure to maintain contact with all of your instructors, seniors, and

peers from the same university, other universities in the province, and relevant courses. You must also regularly check your LinkedIn mobile application; I advise doing so at least twice daily, preferably in the morning and evening or whenever you feel like monitoring your other social media accounts.

Finally, reaching out to potential employers and applying for jobs posted on LinkedIn and other job sites is challenging. In my case, I applied to more than 100 organizations for my co-op position. I got replies from half a dozen of them. I did some interviews and I got selected for a Planning-GIS student position at the City of Kingston. LinkedIn has really helped me to secure a position in a city development authority where I wanted to focus.

As a key takeaway point, I strongly suggest you invest your time in developing social networking network skills that help you reach your dream workplace quickly. Just remember we are all new to your country, and it is important to be focused and self-directed to improve our learning skills through social-Intelligence.

Career Connections

Below are some common questions asked during interviews. Being able to assess your strengths, recognize opportunities to improve, talk about actions you would take and reflect on what you learned will help you develop good examples to use when faced with these types of questions.

Interview Questions

1. What is your biggest strength that you would bring to our organization and how would it help you be successful in your first 6 months on the job?
2. We have a formal training program for all new employees that will help you understand our formal policies and rules. If you joined our team, how would you go about getting to learn more about the workplace culture here at Company X?
3. Tell me about a time when you were unsuccessful in completing a task. What was the situation and what did you learn that you would do differently next time?
4. If I were to ask someone who you recently worked with, what would they say is your biggest weakness?

1.9 Fanshawe Resources

Fanshawe College Here For You

Here For You is a core principle that inspires our relationship with you, our students. Whether you're new to Fanshawe or just looking for support from one of our many departments, we're here to help you succeed. This is your life, and your student journey, but the reason we show up every day is to support you however we can. We are **here for you**.

- Get involved by subscribing to the Fanshawe Student Union Instagram Account.
- Investigate volunteer opportunities at Fanshawe to meet new friends, get Canadian work experience, upgrade your resume and social skills and become an active part of the community.

This video is from the Fanshawe Student Union President Ricardo Souza, Fanshawe Student Union President 2021-2022 outlines how they can support you.

🖹 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1169#oembed-1*

Video: "Student Success at Fanshawe- Fanshawe Student Union (FSU)" By Fanshawe College [1:45]

Getting Connected

Review the links below to start to build a contact list of supports available to you at Fanshawe College. Set a goal to investigate ONE thing this term. The more you know about what is out there, the better decisions you will make.

Student Services

Academic Advisors

Find a Mentor

Find a Peer Tutor

Events

Sign Up for Intramural Sports/Gym Schedule

Health and Wellness Supports

Math, Writing, Research and Study Help

Clubs and Activities

Interrobang – Fanshawe Student News Podcasts

What Students Say – Asking for Help When Things Are Tough

"It is hard to ask for help. But, in college we can practice doing hard things in this safe environment.

I know how hard it is to ask for help as I used to be afraid to reach out to professors or any other staff. In April 2022, I was almost homeless and had no one here in London, Canada. I went to the Fanshawe International office twice, but backed out because I was afraid to explain my situation.

But finally, I **pushed myself** and went to talk to them. I reached out to Laura Costigan (Regulated International Student Immigration Advisor) and explained my situation. She calmly listened to me and gave me lots of options, among which one was to stay at Fanshawe Residence.

I was late to apply for summer residence, but she contacted the manager and copied me in the email and helped to book a seat for me starting on the 15th of April. For 15 days, I stayed at a motel suggested by her, and as a Fanshawe student, I received a reasonable discount too. When we face our problems and ask for help, we are no longer alone. That was a huge lesson for me and with practice, it does get easier. Just ask."

Bina Poudel, Fanshawe College

1.10 Key Takeaways

Key Takeaways

College is a choice that requires **commitment, focus, and effort to be successful.**

Developing transferrable skills, like Fanshawe's 7 Job Skills for the Future can help you be successful in an ever changing job market.

Fanshawe offers supports to help you with your academic, social, and wellness to help you be successful in your first year.

A commitment to Academic Integrity is expected from all students, which includes learning and following the policies to ensure a fair and honest environment.

There are written and unwritten rules you must learn to ensure your success as a student, and you will be expected to demonstrate adherence to college policies and practices by completing training and demonstrating your understanding on a daily basis.

Your academic advisor and professors are your most important partners in learning. Investing in developing a relationship with them will mean you have support when you need it.

Reflecting on your strengths and weaknesses can help you clarify your goals, prioritize what steps you need to take to achieve them and provide motivation to keep going when things get tough.

CHAPTER 2: LEARNING & KNOWING YOURSELF / WHO AM I

Chapter Outline

2.0 Introduction

Getting Ready to Learn

Welcome to one of the most empowering chapters in this book! While each chapter focuses on showing you clear paths to success as a student, this one deals specifically with what is at the core of being a student: **the act of learning.**

Learning is a Process

It is important to recognize that **learning is work.** Sometimes it is easy and sometimes it is difficult, **but there is always work involved.**

For many years people made the error of assuming that learning was a passive activity and was a lot like copying and pasting words in a document; the student's mind was blank and ready for an instructor to teach them facts that they could quickly take in.

But learning is an **actual process that physically changes our brains**. Even something as simple as learning the meaning of a new word requires the physical alteration of neurons and the creation of new paths to receptors. These new electrochemical pathways are formed and strengthened as we **apply, practice, or remember** what we have learned.

In addition to the physical transformation that takes place during learning, there are also a number of other factors that can influence how easy or how difficult learning something can be. Knowing a thing or two about learning and how we learn in general can have strong, positive results for your own learning. This is called *metacognition* **(i.e., thinking about thinking).**

Video: Study LESS Study SMART

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=124#oembed-1

Video: "Study LESS Study SMART – Motivational Video on How to Study EFFECTIVELY" by Motivation2Study [12:03} *transcript available*

"Chapter 2 Knowing Yourself as a Learner – Introduction" from College Success by Amy Baldwin & Open Stax is licensed under a Creative Commons Attribution License

2.1 Self- Assessment

Self-assessment

How do you feel about your learning abilities? Take this quick survey to figure it out, ranking questions on a scale of 1–4, 1 meaning "least like me" and 4 meaning "most like me." These questions will help you determine how the chapter concepts relate to you right now. As you are introduced to new concepts and practices, it can be informative to reflect on how your understanding changes over time.

1. Learning for me is easy. I don't even have to think about it.
2. I feel like I learn better when information is presented in one specific way.
3. If I can't learn something right away, I have difficulty staying with it.
4. I think my teachers are the most significant aspect of my learning.

Review Appendix C for a variety of self-assessments that can help you reflect on what influences your ability to learn.

2.2 What is Learning?

We go through three basic steps when we are learning new things: we encode, store, and retrieve that information.

Encoding > Storage > Retrieval

Encoding (putting information in)

Encoding is how we first perceive information through our senses – sight, hearing, taste, touch and smell. Since we are all different, it means we will all have different ways of encoding or perceiving information.

If you were asked to learn the 7 Job Skills for the Future, your brain may store this information in the form of the circular image, or your brain may encode this information by listening to the voice of the person from the video a few times.

Both make an impression on our minds through our sense of vision and hearing. We may be able to learn them better if we write them down or talk about them with others or develop an acronym like **CR SIGNS** (**c**omplex problem solving, **r**esilience, **s**ocial intelligence, **i**mplementation, **g**lobal citizenship, **n**ovel and adaptive thinking and **s**elf-directed learning) or by a combination of any of these examples.

Storage (Memory)

Our brains **encode**, or label, this content to **store** it in our short-term memory in case we want to think about it again. So understanding how your brain receives and stores information will be important to you being able to retrieve it when you take a test or complete a hands on task in the workplace.

Retrieval

If the information is important and we have frequent exposure to it, the brain will **store** it for us in case we need to use it in the future in our aptly named long-term memory. Later, the brain will allow us to **recall or retrieve** that image, feeling, or information so we can do something with it. This is what we call remembering.

Understanding how your brain **encodes** information will help you find the best ways to ensure you **store** it in a way you can **retrieve** it when required. Specific strategies for encoding, storing for easy retrieving for test taking will be covered in future chapters when we look at memory, studying and test taking.

Activity

In this activity you will try an experiment by combining learning styles to see if it is something that works for you. The experiment will test the example of combining reading/writing and aural learning styles for better memorization.

To begin, you will start with a short segment of numbers. You will read the numbers only one time without saying them aloud. When you are finished, wait 10 seconds and try to remember the numbers in sequence by writing them down.

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67914528

After you have finished you will repeat the experiment with a new set of numbers, but this time you will read them aloud, wait 10 seconds, and then see how easy they are to remember. During this part of the experiment you are free to say the numbers in any way you like. For example, the number 8734 could be read as eight-seven-three-four, eighty-seven thirty-four, or any combination you would like.

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10387264

Did you find that there was a difference in your ability to memorize a short sequence of numbers for 10 seconds? Even if you were able to remember both, was the example that combined learning styles easier? What about if you had to wait for a full minute before attempting to rewrite the numbers? Would that make a difference?

Learning is Cumulative

If a new skill or knowledge is added to things we have already learned, we may see things in a new way expanding how we think in a way that cannot be reversed. A simple example might be that you know how and why you need to indent a new paragraph in your writing. However, when you learn how to format a document on your computer to do this for you, your learning expands to include this new way to accomplish the task. In essence, it can be said that every time we learn something new we are no longer the same.

Image by *Miquel Parera*, *Unsplash License*

All Learning Is Not the Same

The first, fundamental point to understand about learning is that there are several types of learning. Different kinds of knowledge are learned in different ways. Each of these different types of learning can require different processes that may take place in completely different parts of our brain.

For example, **memorization** is a form of learning that does not always require deeper understanding. You can memorize the equation for Einstein's theory of special relativity ($E = mc^2$) but that is a very different type of learning than, say, being able to apply the equation correctly in a complex physics problem.

In the table below, the left column contains one of the main levels of learning, categorized by what the learning allows you to do. To the right of each category are the "skill acquired" and a set of real-world examples of what those skills might be as applied to a specific topic. This set of categories is called Bloom's Taxonomy, and it is often used as a guide for educators when they are determining what students should learn within a course.

Category of Learning	Skill acquired	Example: Sever
Create	Produce new or original work	Create a plan for improvement for developing the s so you can measure results.
Evaluate	Justify or support an idea or decision	Decide which skill you will develop based on your a
Analyze	Draw connections	Analyze what skills are required in your current job developing one or more skills will help you succeed
Apply	Use information in new ways	Apply your understanding of your environment and areas would have been beneficial and what areas y
Understand/ Comprehend	Explain ideas or concepts	Explain what each one means.
Remember	Recall facts and basic concepts	Recite the 7 Job Skills for the Future.

Know Your Purpose

When you engage in any learning activity, **take the time to identify the purpose of the lesson or, what you will do with the knowledge** once you have attained it. Considering your purpose for even a brief moment

before you start anything, allows your brain to **retrieve** what it already knows, which will help you **encode** and **store** new information to store, which reinforces your learning, making it easier to **retrieve** the new, expanded information from your memory.

Knowing your purpose engages the learning process, which can be seen more like a cycle, and not a linear process as shown above.

Considering **your purpose** before you begin to read, listen, talk, or write can help a great deal when it comes to making decisions on how to go about learning the information in a way that will work for you.

- If you are asked to read a paragraph to summarize the main idea you would read it very differently than if you were to read a paragraph to identify spelling errors.
- Using flashcards to help memorize definitions does not really help you if you need to analyze a specific business, apply those terms to evaluate it's success and create an action plan for the business to improve.
- Memorizing math formulas may not be the best way to study for a math test. Instead, practicing problem-solving with the actual formulas is a much better approach. The key is to make certain the learning activity fits your needs.

In the workplace we see how this applies as well:

- Reading and understanding the customer service policy is very different than being able to consistently deliver good customer service.
- Understanding that your cash must be balanced at the end of the shift is very different from being able to accurately review sales receipts to create a balance sheet.
- Knowing the principles of graphic design does not mean you can create dynamic marketing materials for clients.

In the next section, you will explore how your attitude, motivation and learning preference impact your learning.

Action

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/fanshawesoar/?p=671#h5p-31

Activity adapted from "2.4 Learning Styles" from College Success By Amy Baldwin & Open Stax is licensed under a Creative Commons Attribution License

2.3 What Influences Your Ability to Learn?

- · What do I believe about my ability to learn?
- · How much of my learning is in my own hands?
- · Who can help me with my current attitude toward learning?

Traits of Successful Learners

Knowing what is going on in our brain when we learn is valuable to know, but our ability to learn is directly influenced by a variety of other factors. By examining your current situation, you can determine what might be getting in the way of your learning, who can help you at Fanshawe College as you start to take responsibility for your own learning.

Take some time to consider what you believe about your ability to achieve academic success. What you believe influences what you can achieve.

Photo by *Gerd Altmann*, *Pixabay License*

Your Attitude Toward Learning

When Things are Difficult

Do you think of yourself as a resilient person? Do you see failure as the end of something or just the next step in learning how to do something better? When things go wrong are you able to refocus your efforts and apply a new strategy to tackle the problem? When you can't think of anything else to do, do you give up or ask for help?

In simple terms, **resilience** means your ability to keep going when things get tough. In learning, it can be thought of as a trait that drives a person to keep trying until they succeed. It is not tied to talent or ability, but is simply **a tendency to not give up** until something is finished or accomplished. The problem is we all understand the concept, but actually applying it takes work. If the task we are trying to accomplish is a difficult one, it can take a lot of work.

How to Develop Resilience

The first step is to adopt an attitude that looks directly to the end goal as the only acceptable outcome. With this attitude comes an acceptance that you may not succeed on the first attempt—or the nineteenth attempt. Failed attempts are viewed as **merely part of the process** and seen as a very useful way to gain knowledge that moves you toward success.

What Students Say

"Resilience is part of my life. Last term, I remembered two times that I had assignments for two final presentations on December 2022. I was afraid to speak in English because I needed to work on my confidence. I was practicing my speech in front of a mirror 15 times, and recorded my voice; it was a big challenge, but after this process, I became more confident. I am very thankful to my College Orientation professor Kristen Cavanagh, who was teaching me some techniques how to improve my performance and my presentation was shown in the best way.

This story is very relevant for me, because on March 2023, I had an interview, it was a professional opportunity that I had been looking for for six months since I came to Canada.   In that interview, the Human Resources Manager asked me to do a ten minutes presentation; a high-impact project related to the open position, and I succeed and I am proud of the all efforts that have been made. I will continue learning every day."

Claudia Herrera – *Business Fundamentals – Fanshawe College*

We saw earlier in our text that employers are looking for graduates who can demonstrate competence in complex problem solving, resiliency and self-directed learning. Every time we face a problem, seek a new way to approach it and keep moving forward, we are developing these skills.

Your Motivation

To Learn vs To Perform

In a recent survey of post secondary students in Canada, 86% reported they were motivated by grades. Earlier in this book we asked, why are you here, in college? This section provides you with the opportunity to think further about that question.

Performance Goal Focused

Photo by Nataliya Vaitkevich, Pexels License

If you are a student with strict **performance goals**, your primary psychological concern might be to appear intelligent to others. At first, this might not seem to be a bad thing for college, but it can truly limit your ability to move forward in your own learning, which may have a greater impact beyond school

For example, a student who is strictly performance-goal-oriented will often only says things in a classroom discussion when they think it will make them look knowledgeable to the instructor or their classmates. They **don't often ask a question** in class when they do not understand a concept because they do not want to risk looking foolish and may put down those who do. They are often very good at certain tasks because they have worked hard at them but don't want to take on anything they don't know.

We saw earlier in our text that employers are looking for graduates with demonstrated skills in solving **complex problems, applying novel and adaptive thinking, and implementing solutions** to real world problems. Doing those things involves taking risks, making mistakes, and possibly being wrong a lot before you get things right. Students focused on performing do not want to take those risks.

Learning Goal Focused

If you are a student who is driven by learning goals, your interactions in classroom discussions are usually quite different. You see the opportunity to share ideas and ask questions as a way to gain knowledge quickly. In a classroom discussion you can ask for clarification immediately if you don't quite understand what is being discussed. If you are a person guided by learning goals, you are less worried about what others think since you are there to learn and you see that as the most important goal.

Another example where the difference between the two mindsets is clear can be found in assignments and other coursework. If you are a student who is more concerned about performance, you may avoid work that is challenging. You will take the "easy A" route by relying on what you already know. You will not step out of your comfort zone because your psychological goals are based on approval of your performance instead of being motivated by learning.

This is very different from a student with a learning-based psychology. If you are a student who is motivated by learning goals, you may actively seek challenging assignments, and you will put a great deal of effort into using the assignment to expand on what you already know. While getting a good grade is important to you, what is even more important is the learning itself.

Performing AND Learning?

If you find that you sometimes lean toward performance-based goals, do not feel discouraged. Many of the best students tend to initially focus on performance until they begin to see the ways it can restrict their learning. The key to switching to learning-based goals is often simply a matter of first **recognizing the difference** and **seeing how making a change can positively impact your own learning.**

Photo by Leeloo Thefirst, Pexels License

Performance Goal Students

- Like to PERFORM well (look good) in front of others
- Often TASK experts
- May put down "learners" as "keeners"
- FEAR of looking stupid
- Job oriented

- Curious about things th
- Takes on new roles or ta
- Sees learning as a long-
- Career oriented

Performance Goal Students

- An expert in doing tasks they know
- Asks questions that they already know answers to
- Enjoys staying in their current "comfort zone"
- May put down others who want to go beyond the minimum
- Focused on the grade or outcome
- Enjoys teaching others when they are experts at a task

- Wants to develop the Po
- Asks questions in class
- Normally is the leader b
- Reads feedback after ea
- Uses failures as a chanc
- Enjoys learning someth

Your Mindset – Fixed vs. Growth Mindset

The research-based model of these two mindsets and their influence on learning was presented in 1988 by Carol Dweck.

In Dr. Dweck's work, she determined that a student's perception about their own learning accompanied by a broader goal of learning had a significant influence on their ability to overcome challenges and grow in knowledge and ability. This has become known as the Fixed vs. Growth Mindset model. In this model, the **performance-goal-oriented st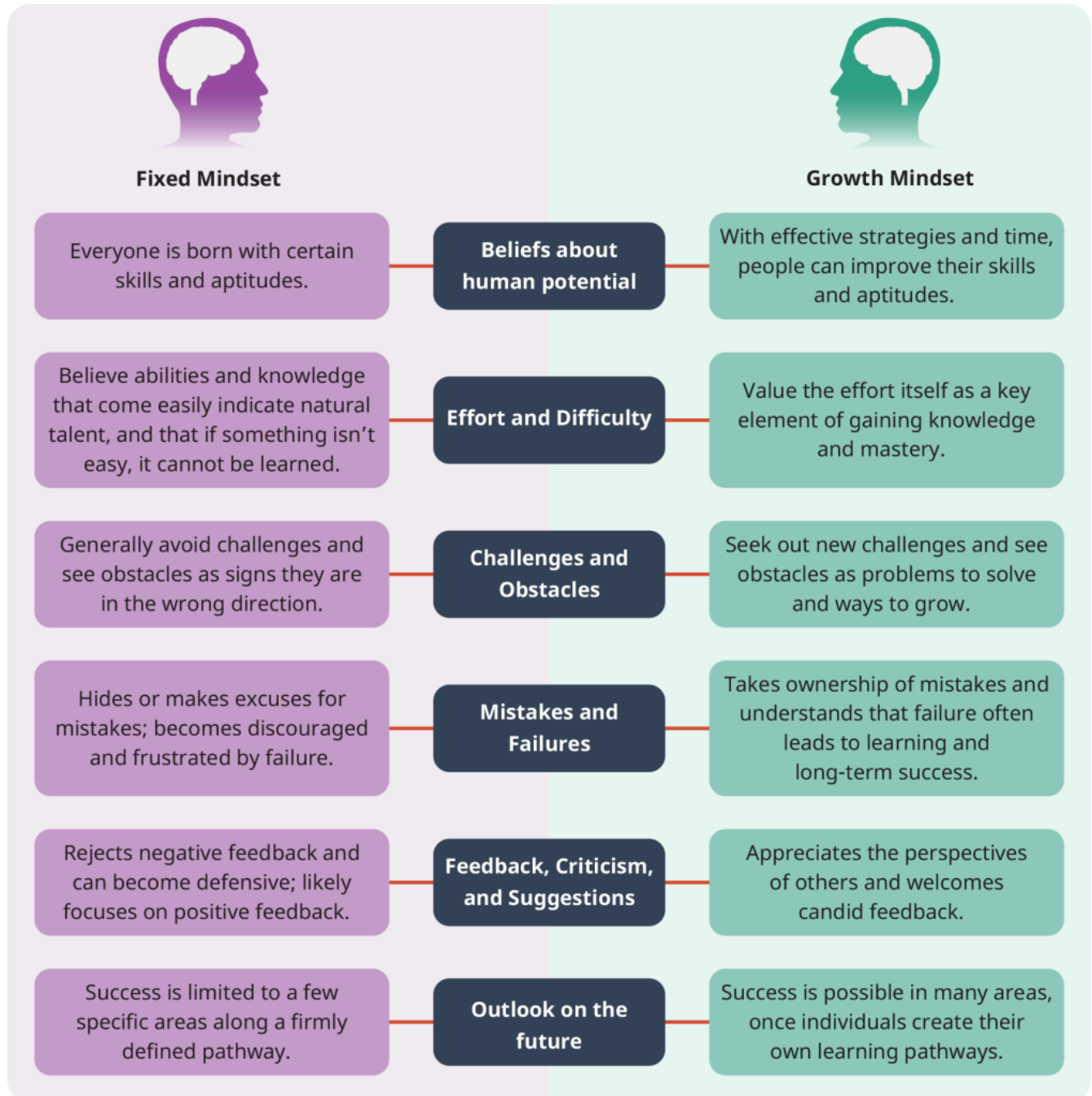udent** is represented by the **fixed** mindset, while the **learning-goal-oriented student** is represented by the **growth** mindset.

In the following graphic, based on Dr. Dweck's research, you can see how many of the components associated with learning are impacted by these two mindsets.

Fixed Mindset		Growth Mindset
Everyone is born with certain skills and aptitudes.	Beliefs about human potential	With effective strategies and time, people can improve their skills and aptitudes.
Believe abilities and knowledge that come easily indicate natural talent, and that if something isn't easy, it cannot be learned.	Effort and Difficulty	Value the effort itself as a key element of gaining knowledge and mastery.
Generally avoid challenges and see obstacles as signs they are in the wrong direction.	Challenges and Obstacles	Seek out new challenges and see obstacles as problems to solve and ways to grow.
Hides or makes excuses for mistakes; becomes discouraged and frustrated by failure.	Mistakes and Failures	Takes ownership of mistakes and understands that failure often leads to learning and long-term success.
Rejects negative feedback and can become defensive; likely focuses on positive feedback.	Feedback, Criticism, and Suggestions	Appreciates the perspectives of others and welcomes candid feedback.
Success is limited to a few specific areas along a firmly defined pathway.	Outlook on the future	Success is possible in many areas, once individuals create their own learning pathways.

The differences between fixed and growth mindset are clear when aligned to key elements of learning and personality. (Credit: Based on work by Dr. Carol Dweck)

The Growth Mindset and Lessons About Failing

Something you may have noticed is that a growth mindset would tend to give a learner resilience and persistence. If you had learning as your major goal, you would normally keep trying to attain that goal even if it took you multiple attempts. Not only that, but if you learned a little bit more with each try you would see each attempt as a success, even if you had not achieved complete mastery of whatever it was you were working to learn.

With that in mind, it should come as no surprise that Dr. Dweck found that **those people who believed their abilities could change through learning** (growth vs. a fixed mindset) **readily accepted learning challenges and persisted despite early failures.**

Improving Your Ability to Learn

As strange as it may seem, research into fixed vs. growth mindsets has shown that **if you believe you can learn something new, you greatly improve your ability to learn.** At first, this may seem like the sort of feel-good advice we often encounter in social media posts or quotes that are intended to inspire or motivate us (e.g. *believe in yourself!*), but in looking at the differences outlined between a fixed and a growth mindset, you can see how each part of the growth mindset path would increase your probability of success when it came to learning.

Combating Negative Bias

Negative bias is the psychological trait of focusing on the negative aspects of a situation rather than the positive. An example of this in a learning environment would be earning a 95 percent score on an assignment but obsessing over the 5 percent of the points that were missed. Another example would be worrying and thinking negative thoughts about yourself over a handful of courses where you did not do as well as in others—so much so that you begin to doubt your abilities altogether.

Some level of worry and concern is natural, but an overwhelming amount of negative thoughts about yourself, including doubt in your abilities and place in school, can impede your learning and stifle your success. You can develop strategies to recognize and overcome these feelings.

Sometimes we may also hold on to old beliefs that no longer serve us well. For example, you struggled with math in high school and so you are dreading math class before it even starts. Or maybe you have been out of school for many years and just "know" you are not going to be able to keep up with all the new technology. Students from other countries often say, English is not my first language so I cannot be as successful as English first language students.

Photo by *Yan Krukau, Pexels*

This type of thinking can be a roadblock to learning since a large part of the learning process often involves failure on early attempts. We can start to overcome our negative bias by recognizing our own negative thought patterns and stopping to question whether our thoughts are actually true and if they bring anything positive

to our current situation. Another way to combat negative bias is to purposefully focus on successes and to acknowledge earlier attempts that fail as just a part of the learning.

What follows are a few methods for overcoming negative bias and negative self-talk. Each focuses on being aware of any negative attitude or emphasizing the positive aspects in a situation.

- **Be aware of any negative bias.** Keep an eye out for any time you find yourself focusing on some negative aspect, whether toward your own abilities or on some specific situation. Whenever you recognize that you are exhibiting a negative bias toward something, stop and look for the positive parts of the experience. Think back to what you have learned, how any lack of success is only temporary, and what you have learned that gets you closer to your goal.
- **Focus on the positive before you begin.** While reversing the impact of negative bias on your learning is helpful, it can be even more useful to prevent it in the first place. One way to do this is **to look for the positives before you begin a task**.
- **Keep a gratitude and accomplishment journal.** Again, the tendency to recall and overemphasize the negative instances while ignoring or forgetting about the positive outcomes is the nature of negative bias. Sometimes we need a little help remembering the positives, and we can prompt our memories by keeping a journal. Whenever you are not feeling up to a challenge or when negative bias is starting to wear on you, you can look over your journal to remind yourself of previous accomplishments in the face of adversity.

Video: Fanshawe is Here for You: Counselling Services

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=130#oembed-1

Video: "Fanshawe is Here for You: Counselling Services" by Fanshawe College [1:02] *transcript available.*

2.4 How Might Preferences, Culture and Personality Impact My Learning?

- How do my culture, personality, and preferences influence my learning?
- Can taking a self-assessment accurately define who I am?
- What is available for specialized learning needs to help me learn?

In this section, we recognize that all people learn differently and take time to reflect on what other factors may influence you on your learning journey.

Learning Preferences

Over the years research has supported and denied that how you receive information impacts your ability to learn. Learning preferences include **the mode** or combination of modes that learners tend to prefer or respond well to, including:

- aural (learn best by listening),
- visual (learn best by seeing pictures, graphs, charts),
- read/write (learn best by reading and taking notes),
- kinesthetic (learn best by doing),
- feeling (learn best by associating emotion to the learning).

This research suggested that some types of learning may work better with some modes. For example, when it comes to learning to ski, it is much more efficient to practice it than to read about it. Along with the type of learning and the preference of the learner, it is good to note that individual learners have different strengths and abilities. Utilizing these to the fullest makes for better learning.

Today, is it generally believed that we use all of these modes, often to best match the situation, however, memory is most enhanced when a combination of modes are used.

One of the most common learning preferences self-assessments can be taken at Vark Learn and you can visit Appendix C to learn more about some strategies that may help you learn using all your senses. You will get a score in four areas which attempts to identify the preferred way in which you like to learn.

SELF-DIRECTED LEARNING

Cultural Preferences

Some learning preferences are determined by culture and practice. Certain cultures or groups have specific ways of learning that differ from traditional Western practices. Indigenous learning, for example, often uses story-telling to demonstrate concepts. Stories are passed down from generation to generation, using elders to teach the younger ones. Learning in this manner incorporates social aspects, feelings of safety, and a familiarity for Indigenous learners.

Video: Kalihwiyo Library Learning Commons

Creating a Space for Indigenous Learning.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/ fanshawesoar/?p=132#oembed-1

Video: "Kalihwiyo | Library Learning Commons Fanshawe College" by Fanshawe Institute of Indigenous Learning [3:30] *transcript available.*

Personality Types

Understanding how personality traits and learning styles are categorized can be useful in making decisions and choices for your own learning activities. It can be interesting to review how personality styles may impact your ability to learn.

Whether you put any value on these theories, it's important to recognize that **employers may use personality assessments** in the hiring process. For example, an organization may identify a lack of strong leadership in its marketing department. Everyone is good at doing the tasks that need to get done, but no one has the ability to guide the team through a project to deliver the results on time.

When reviewing a series of qualified applicants, a personality assessment may be used to identify which candidates have a leadership personality style before offering anyone an interview.

What knowing about personality traits and learning can do for you is to help you be aware and informed about how these affect you so you can deal with them directly.

Some common personality assessments that you may have heard of include the Myers-Briggs Personality Assessment.

Myers-Briggs: Identifying Personality Traits and Styles

The Myers-Briggs system is one of the most popular personality tests, and it is relatively well known. It has seen a great deal of use in the business world with testing seminars and presentations on group dynamics. In fact, it is so popular that you may already be familiar with it and may have taken a test yourself to find out which of the 16 personality types you most favour.

The basic concept of Myers-Briggs is that there are four main traits. These traits are represented by two opposites, seen in the table below.

Extroverted (E)	vs.	Introverted (I)
Intuition (N)	vs.	Sensing (S)
Feeling (F)	vs.	Thinking (T)
Judging (J)	vs.	Perceiving (P)

It is thought that people generally exhibit one trait or the other in each of these categories, or that they fall along a spectrum between the two opposites. For example, an individual might exhibit both Feeling and Thinking personality traits, but they will favour one more than the other.

You can take a free version of a simple Myers-Briggs Personality Self-Assessment by going to Appendix C. Remember, these types of assessments should never become a way we limit ourselves and who we are. They do, however, offer a opportunity for us to stop and reflect on who we are and identify some areas we may want to work on. They also help us recognize how others may think or act, which raises our social intelligence.

Taking Responsibility for Your Learning

Take responsibility for your own learning, rather than expecting the instructor to help you through the subject in your own personal way. For example, if your strength is as a visual learner but your instructor simply stands at a podium and lectures, then provide your own visual stimulation by sketching concept maps in your notes or by visualizing how information being presented might look in a pie chart or graph.

As you move further into your curriculum, you will likely have more small classes with class discussions, demonstrations, group presentations, and other learning activities. Once you are in classes closely related to a career path that interests you, you will find your personal style more relevant to the kinds of material you will be learning.

Much learning in college also comes from interactions with others, who often have different learning preferences. Be open to interacting with other students and instructors who are different from you, and you will find yourself learning in ways that may be new to you.

Learning comes in many forms. Whatever learning model you consider, you should pay attention to what works for you (and what doesn't) and organize your study sessions accordingly.

Exercise: Learning Preferences

1. How would you describe your personal learning style preference?
2. Name an activity from which you generally learn very well.
3. Name a type of learning experience you may have difficulty with.
4. For the activity above, list at least two strategies you can use to improve your learning effectiveness when in that situation next time.
5. If you experience a situation in which your personal learning style preference seems to clash hopelessly with an instructor's teaching style, what is your best course of action?

   a. Ask the instructor to teach in a different way.
   b. Drop the class.
   c. Adapt your style or study with other students.
   d. Complain to the dean.

6. Explain your answer to question 5

2.5 Learning Challenges

- What are some challenges that get in the way of learning?
- What are some specialized learning needs that face students?
- What resources are available to support specialized learning needs?

Learning Challenges

Everyone faces challenges in learning at different times and to different degrees. There are many factors that will affect people's ability to learn. Some are circumstantial (e.g. parenting young children) or environmental (e.g. adapting to a new culture or an online learning environment) while others are self-inflicted (e.g. consistently staying up too late), and yet others are barriers that are more challenging to deal with (e.g. learning disabilities).

Whatever the challenge, you will need to apply all of the Job Skills for the Future (Appendix A) to identify strategies and supports to help you through. It's different for everyone, but you are definitely not the only student who is dealing with significant challenges.

Spending time identifying your own personal learning challenges will ensure you find the right resources to help.

Systemic Barriers

Challenges can be inherent in institutions. If things like racism, discrimination, harassment, inclusion, sexual violence, or gender bias are impacting students, they may be struggling with emotional or mental health issues. They may be struggling with feeling safe, feeling respected and valued, being understood, or being accepted. Often students are not aware of how systemic challenges can impede their learning. These kinds of repetitive stressors can cause ongoing problems with memory, retention, and focus.

More information on who can help with this can be found in Chapter 6.

One new contact you could add to your support team is the Office of the Ombuds. They provide guidance in dispute resolution for students and consultation services for all members of the College community who interact with students.
Office of the Ombuds

Accessibility

The idea of "accessibility" is an important force of change on college campuses today. *Accessibility* is about making education accessible to all, and it's particularly focused on providing educational support to a diverse group of students, faculty, and staff with disabilities. Colleges offer support for those with permanent disabilities (and some temporary disabilities) such as:

- Mobility impairments
- Learning disabilities
- Mental health conditions
- Deafness or hard of hearing
- Visual impairments
- Attention deficit disorder
- Neurological disabilities or head injuries
- Chronic health problems

Video: Fanshawe is Here for You: Accessibility Services

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=135#oembed-2

Video: "Fanshawe is Here for You: Accessibility Services" by Fanshawe College [1:11]
transcript available

Accommodations

Those with documented disabilities have special legal rights to certain accommodations. Even those whose disabilities are not diagnosed can receive some accommodations. Accommodations may include, but are not limited to, the following:

- Academic accommodations, like alternate format for print materials, classroom captioning, arranging for priority registration, reducing a course load, substituting one course for another, providing note takers, tutors, recording devices, sign language interpreters, a TTY in your dorm room, and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware
- Exam accommodations and the test centre (e.g. extended time on exams)
- Financial support and assistance
- Priority access to housing
- Transportation and access, like wheelchair-accessible community shuttles

Assistive technologies and web-accessibility accommodations are critical in today's technology-driven economy and society. The following are some examples of assistive technologies:

- Software like Dragon Naturally Speaking, Kurzweil, Zoom Text, CCTV Magnifier, Inspiration Software
- Computer input devices, like keyboards, electronic pointing devices, sip-and-puff systems, wands and sticks, joysticks, trackballs, and touch screens
- Other web-accessibility aids, like screen readers, screen enlargers, and screen magnifiers, speech recognition or voice recognition programs, and Text-to-Speech (TTS) or speech synthesizers

Fanshawe supports diverse learning needs. Review the links at the end of this chapter for resources to help.
   Watch and listen to Ralph (Leopard) Constantin talk about his experience with accessibility services at Fanshawe.

Video – This is Winning – Fanshawe College
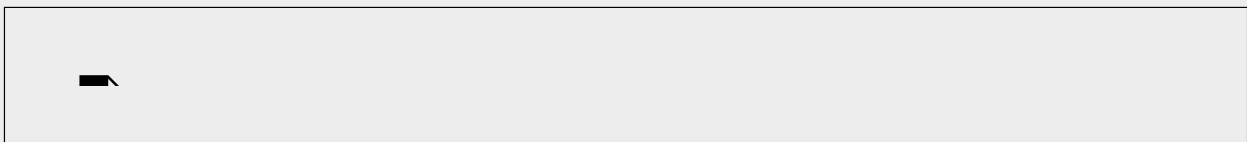
One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=135#oembed-1

Video: This is WINNING by Fanshawe College [2:52] *transcript available.*

"2.2 Learning Differences and Challenges" from College Success by Amy Baldwin & Open Stax is licensed under a Creative Commons Attribution License

2.6 Learning Online

- How is online learning different from in-person learning?
- What skills will I need to develop that are specific to online learning?
- What is "blended" learning?

What Students Say

"Learning online can be difficult if you have never experienced it before, but all it takes is an open mind and person who is ready for success. Three things that help me stay connected with my course and professors were communication, resilience and self motivation. These three things were all a part of my success studying online.

Doing the business co-op program, I didn't know what to expect coming from a science background and was even more scared knowing the program was online. However, communicating with my professors at Fanshawe and participating in introduction activities, allowed my professors and classmates to get to know me as a person. Building this relationship with my professors helped when I applied for a job on campus. Because they knew me, I could ask them to be a reference for me, even though we had never met. This helped me get a job on campus, which in turn prompted me to run for and get elected to the Fanshawe Student Union Board of Directors for 2023-2024!

Being resilient through difficult time, was important. I tried approaching each class or assignment on a positive outlook by asking for assistance that I needed. An example of this was attempting to do my first math online test, that was very difficult to complete, because I wasn't able to access the question page. This resulted in me failing my first online test. In this moment, I felt so distraught, that I couldn't continue doing an online course. But with the help of my academic advisor and my professor, I explained what happen and was able to re-write the test, aiming for the grade I deserve.

Self motivation was also a key area towards my success. I was attending classes online and limited in how I could interact by talking through screens. From this point of view, attending classes was not encouraging. However, if you know your goals and strategies for success you can find a routine that will work for you. What worked for me was keeping track of all my assignments and due dates on a planner so that I was always ahead.

These three things, communication, resilience and self-motivation helped me make it through my first term as an online student.

Shadé Dias – Lawrence Kinlin School of Business, Fanshawe College, 2023

Identifying Skills for Self-directed Learning

- Though all college courses ask students to apply independent learning strategies, online learning requires an even higher level of **self-directed learning** skill.
- Many students have experience in **teacher-directed classrooms.** In these classrooms, the teacher is the central figure, and the students take direction about what to learn directly from the instructor. In these environments, students might spend time taking notes on an instructor's lecture, and might focus much of their learning time on memorizing concepts in preparation for recalling them on an exam.
- Students have access to your professor during class time to communicate any complex problems, get help from peers, collaborate to find novel solutions and implement them for some immediate feedback. Face-to-face learning opportunities allow you to meet people from different places and be exposed to different ideas and opinions during class discussion, so you can develop your social intelligence.
- Some classes you have may be designated as **"blended learning".** This may mean that you have some hours in a classroom with a professor and classmates, but you are also expected to take part in online activities outside of class time. Reviewing your course schedule will help you determine how many credit hours your class includes.
- **Online** college courses are different. The instructor is no longer the central figure in the learning environment. You, the student, become the central actor in your own learning journey. As you undertake this journey, you are supported by your community of fellow students. Your instructor serves as your guide, using their knowledge and experience to direct you to learning experiences that will lead you to your learning goals.
- This means your will have to develop your **social intelligence** through engaging in online discussions in writing or in person. You will need to review and refine your writing skills to communicate any problems you are having and get comfortable presenting and speaking online while maintaining your resilience during this process.
- COVID has changed the way we learn and do business. Job interviews are conducted online, people are working from home and doing business across the globe from behind a screen. Your online learning journey at Fanshawe will allow you to grow your communication and **complex problem solving skills** in a dynamic online environment, but it may be hard work.
- It's important that you understand the expectations to be successful in your courses. If you are not sure, check with your professor to determine what format your learning will take place.

Online connections are important.

Fanshawe has designed an **Online Learning Readiness Indicator** survey to help you reflect on what resources it takes to be a successful online learner. The survey asks questions to help you better understand your abilities in self-direction, your learning preference, study habits, technology skills and computer equipment.

Carefully review the written feedback.

The results of this self-assessment may help you identify some learning areas that might require additional attention for you to be successful.

Video: Online or In-Class Learning? Which is best for you?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1112#oembed-1

Video: "Online or In-Class Learning? Which is best for you?" by Fanshawe College [2:43]
transcript available

"1.1 Identifying Skills for Self-directed Learning" from Learning to Learn Online at Fanshawe by Kwantlen Polytechnic University; Fanshawe College is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License, except where otherwise noted.

2.7 Take Action - Take Charge of Your Learning Experience

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Action

</div>

Questions to consider:

- How can I apply what I now know now to my own learning?
- How can I make decisions about my own learning?

What Students Have to Say

"For me one of my best strategies for success has been setting up structures for accountability. Sitting at the front of the class is a micro version of this, by being at the front of the class I feel as if pulling out my phone or looking disinterested is ruder and it keeps me accountable to pay full attention.

The larger version of this for me would be both the accountability of workout trackers the volleyball team has set up with the Fanshawe gym and letting my girlfriend know my assignment schedule as well as what I hope to accomplish in a given period of time (today, or this week). These structures of accountability allow for true feed back on when I am slipping and when I am having success which have been paramount for achieving what I want to achieve."

—**Rob Pass**, Fanshawe College

Making Decisions about Your Own Learning

As a learner, the kinds of materials, study activities, and assignments that work best for you will derive from your own experiences and needs (needs that are both short-term as well as those that fulfill long-term goals). In order to make your learning better suited to meet these needs, you can use the knowledge you have gained in this chapter to make decisions concerning your own learning.

These decisions can include personal choices in learning materials, how and when you study, and most importantly, taking ownership of your learning activities as an active participant and decision maker. In fact, one of the main principles emphasized in this chapter is that students not only benefit from being involved in planning their instruction, but learners also gain by continually evaluating the actual success of that instruction. In other words: *Does this work for me? Am I learning what I need to by doing it this way?*

While it may not always be possible to control every component of your learning over an entire program, you can take every opportunity to influence learning activities so they work to your best advantage.

What follows are several examples of how this can be done by making decisions about your learning activities based on what you have already learned in this chapter.

Make Mistakes Safe

Create an environment for yourself where mistakes are safe and mistakes are expected as just another part of learning. This practice ties back to the principles you learned in the section on resilience. The key is to allow yourself the opportunity to make mistakes and learn from them *before* they become a part of your grades.

You can do this by creating your own learning activities that you design to do just that. An example of this might be taking practice quizzes on your own, outside of the more formal course activities. The quizzes could be something you find in your textbook, something you find online, or something that you develop with a partner. In the latter case you would arrange with a classmate for each of you to produce a quiz and then exchange them. That particular exercise would serve double learning duty, since to create a good quiz you would need to learn the main concepts of the subject, and answering the questions on your partner's quiz might help you identify areas where you need more knowledge.

The main idea with this sort of practice is that you are creating a safe environment where you can make mistakes and learn from them before those mistakes can negatively impact your success in the course. Better to make mistakes on a practice run than on any kind of assignment or exam that can heavily influence your final grade in a course.

Make Everything Problem Centred

When working through a learning activity, the practical act of problem-solving is a good strategy. Problem-solving, as an approach, can give a learning activity more meaning and motivation for you, as a learner. Whenever possible, it is to your advantage to turn an assignment or learning task into a problem you are trying to solve or something you are trying to accomplish.

In essence, you do this by **identifying the purpose** for the assignment (other than just completing the assignment itself). If you are assigned the task of creating a master calendar of all your due dates in all your courses this term, how can you do this in a meaningful way that will help you make good decisions about completing work? What tool would work best for YOU? What information should you add to the calendar beyond what is required in the assignment to help you be successful? How can you use this calendar to help communicate with your boss or family about your school commitments?

Make It Occupation Related

Much like making assignments problem centred, you will also do well when your learning activities have meaning for your profession or major area of study. This can take the form of simply understanding how the things you are learning are important to your occupation, or it can include the decision to do assignments in a way that can be directly applied to your career. If an exercise seems pointless and possibly unrelated to your long-term goals, you will be much less motivated by the learning activity.

An example of understanding how a specific school topic impacts your occupation future would be **learning what is required in a subject line of an email.** At first, this may seem like a tedious thing to have to master, but if you recognizes that subject lines communicate information that allows the reader to sort and organize information and reply quickly, you start to see the value of practicing this skill while in college.

In fact, consider a human resources department who has several job ads published looking for employees in various departments. Job postings may be coded or numbered, and the job ad may require that you put the job posting number in the subject line so your resume can be reviewed. Incomplete, incorrect or missing information in the subject line may mean your application never gets reviewed.

Making these types of connections will help you find value in your every day learning.

Group work will be part of your college experience. Working in groups for class assignments allows you to practice your social intelligence, complex problem solving, resilience, novel and adaptive thinking, implementation, self-directed learning and global intelligence. Taking a leadership role in a group will allow you to not only learn more about yourself, but help you reflect on what motives others to work together.

Make the Most of Your Time

One of the most common complaints of college students is that there are too many things to do, and not enough time. Because of this, we must become efficient with our use of time, and it is important that we maximize our learning activities to be most effective. In fact, time management is so important that **there is an entire chapter in this text dedicated to it.** When you can, refer to that chapter to learn more about time management concepts and techniques that can be very useful.

Make Fanshawe Faculty Your Partners in Learning

In your early years in school, students come to expect their teachers to tell them what to do, how to do it, and when to do it. College learners, on the other hand, seem to work better when they begin to think of their instructors as respected experts that are **partners in their education**.

The change in the relationship for you as a learner accomplishes several things:

- it gives you **ownership and decision-making ability** in your own learning,
- it enables you to **personalize your learning experience** to best fit your own needs,
- it gives your instructors the opportunity to help you meet your own needs rather than focusing on trying to get information to you.

The way to develop learning partnerships is through direct communication with your instructors and Fanshawe supports.

Whether you are communicating in person or by email, if there is something you do not understand or need to know more about, **go directly to them**.

Video: Student Success at Fanshawe – Library Learning Commons

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=137#oembed-1

Video: "Student Success at Fanshawe | Library Learning Commons" by Fanshawe College [2:03]
transcript available

When you have ideas about how you can personalize assignments or explore areas of the subject that interest you or better fit your needs, **ask your professor about it**. By demonstrating that you are taking a direct interest in your own learning most instructors will gladly become a valuable resource in your educational and career development.

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2.8 Reflective Activities

Reflect

Learning Style vs Learning Preference – Do Labels Limit Us or Help Us Understand?

Watch this [TEDx video](#) on learning styles and the importance of critical thinking. After you have watched the video, consider some of the reflective points below.

a) The concept of personalized learning styles has been popular for almost half a century. Given the information presented in this video, why do you think people are attracted to the idea of personal learning styles even though evidence shows they do not actually exist?

b) If you were going to devise an experiment to prove or disprove the idea of personalized learning styles, what would you do?

How Can I Reflect on What Influences My Learning, and How Others Learn?

1. Explore [Appendix C](#) and select two self-assessment tool to try (turn this into H5P for reflective work to download).

   a) How well do you think the results reflect who you are right now?

   b) How could you use this information about yourself to help you become a more successful learner OR how could you use this information to help you be more successful in the workplace?

   c) How could knowing more about learning preferences and personality styles help you when you have to work with others to achieve a common goal?

2. Self-directed learning [is defined by Fanshawe College](#) as _____ [(see also Appendix A)](#). Do you think you will be able to manage your own learning successfully? Why or why not? Give some examples to support your opinion.

3. After reviewing this chapter, what challenges do you think you may face this term and what are some strategies you can try to help you with these challenges?

Exercise: Learning Preference

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=143#h5p-41

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2.9 Career Connections

COVID changed the way we do work and continues to influence the way we learn, whether in an academic or employment settings. Professionals today need to regularly redevelop their skills and acquire new skills to keep current with what our new job landscape looks like. Your ability to adapt to these rapid fire changes will influence your success in the workplace and that includes your ability to learn.

Developing your self-directed learning skills will help you develop your novel and adaptive thinking skills, and implement solutions to solve complex problems.

Common Job Interview Question

- Tell me about a time when you had to learn something new in a short period of time. What was the situation? What did you do? How did it turn out?
- You have to teach your team at work how to program their voicemail on the new phone system. How would you go about approaching this task? What steps would you take and how would you know if you were successful?

Developing Your Self-Reflective Practice

There is value in developing your self-reflective practice. Some companies pay thousands of dollars to have their employees take part in these types of assessments to help raise awareness and develop a common language to communicate with each other so things get done.

Scenario #1 – The Workplace

Imagine you are a store manager and you prefer to communicate by email with your shift supervisor Hussein every Monday to let him know what needs to be accomplished that week. Every week you notice things are still not done and your emails become longer and you become more frustrated with his performance.

Which one would happen next if you know about how people may learn things?

1. You can start to keep track of what Hussein is not doing, write more detailed emails and

then hold him accountable by writing a poor performance review, and possibly fire him and start the process of finding someone to replace him.

2.   Hussein gets frustrated with your long emails and quits and you need to then take over for him while you find someone to replace him

3.   You can recognize that that Hussein **may not learn well by reading** emails. Instead, you schedule a virtual meeting each week where you discuss the tasks that need to get done, you ask Hussein to write the list himself and you discuss any questions or concerns Hussein has so you can help work through any obstacles, revise the list of things to be done or identify ways to delegate or postpone some of the tasks.

Future of Learning and Development in the Workplace

Read the article below and answer the questions that follow:

[2023 Workplace Learning Report: Building the Agile Future](#)

1.   According to the article, what role with learning and development have in the workplace now and in the future?
2.   In what ways do you agree or disagree with what the article says?
3.   Do you consider self-directed learning a strength or area that you could improve? (Provide some examples to support your opinion).

2.10 Fanshawe Resources

Fanshawe College Learning Supports

Click on the links below to help identify resources to help you achieve academic success at Fanshawe. We each have a unique journey and so taking time to reflect on areas you may require additional support, and finding out who to contact is the first step.

Workshops

The Library Learning Commons offers weekly workshops to help you develop your learning skills. Virtual workshops are available to register for online. You will need your student card and fanshaweonline email address.

The Prepare to Learn Series offered through the Library Learning Commons includes sessions on:

- Learning Online at Fanshawe (how to use FOL and video platforms like ZOOM and BONGO)
- Returning to Learning (for Mature Students)
- Math, Studying, Test Taking etc.

Learning Support

Information about registering with Accessibility Services (and Other Learning Supports) can be accessed at this link:

- Accessibility & Accommodations
- More information about how Fanshawe College supports Indigenous Learning can be found at Indigenous Learning Centre
- Peer Tutoring may be available

2.11 Key Takeaways

Key Takeaways

This chapter identifies how being a motivated learner can empower you to make informed choices about your own learning. Throughout the chapter, you were introduced to ideas, research, and popular models on learning and given examples of how to use each of these as an effective part of your own learning experience.

In college, you are responsible for your own learning, whether you are learning in a face-to-face classroom, online, or in a blended environment.

Learning at college and in the workplace goes beyond the memorization of facts.

Successful learners understand your subject materials so that you can think about it in meaningful ways and apply it to new situations.

Reflecting on all the things that influence your ability to learn will help you identify strategies to maximize your learning potential and help you achieve academic and workplace goals.

There are a variety of challenges that face learners and many supports to help you achieve your goals starting with your professor.

Identifying partners in learning at Fanshawe College will help you develop a support network to help you meet your unique learning needs.

CHAPTER 3: VALUES, MOTIVATION, AND SETTING GOALS

Chapter Outline

3.0 Introduction

"A goal without a plan is just a wish." Antoine de Saint-Exupéry.

A goal is a result we intend to reach mostly through our own actions. Succeeding in college is rather like succeeding in life. It's really much more about you than it is about college. Students who have long term life and career goals see college as one step towards achieving their goals.

Chapter 1 helped you reflect on why you are here and this chapter will help you focus on identifying some goals, creating a plan, and putting action toward achieving those goals every day.

Creating goals:

- set a purpose and a direction, which is the foundation of a plan
- increase day-to-day and semester-to-semester motivation
- identify how each course is part of a greater whole that will support future career success
- help with persistence and keeping at it when things are tough

Setting a long term goal usually leads to setting medium and short term goals. These are practical goals related to being a student that can help you make better decisions when considering your choices of how to spend your time.

Did you know that studying abroad could be part of your plan?

Video: Pathways

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=770#oembed-1

Video: Pathways: Studying Abroad – Kailey's Story by Fanshawe College [2:07] *transcript available.*

Goals help you set priorities and remain motivated and committed to your college success.

Setting priorities (which we will look at in our chapter on time management) with shorter term goals can help you see what you need to do next. Working through goals can help you feel more in control and **can reduce stress.**

As we saw in the last chapter, your attitude is a big factor determining success in college. Staying positive and surrounding yourself with positive people, connecting to Fanshawe resources like your professors and academic advisor will keep you motivated to carry out the activities that will help you reach your academic goals.

3.1 Self-Assessment

3.2 Goal Setting

It all begins with setting goals and thinking about priorities.

As you think about your own goals, think about more than just being a student. You're also a person with individual needs and desires, hopes and dreams, plans and schemes. Your long-term goals likely include graduation and a career but may also involve social relationships with others, family, hobbies, or other activities, where and how you live, and so on. While you are a student, you may not be actively pursuing all your goals with the same fervour, but they remain goals and are still important in your life.

Photo by Estée Janssens, Unsplash License

Goals also vary in terms of time.

- **Short-term goals** focus on today and the next few days and perhaps weeks.
- **Midterm goals** involve plans for this school year and the time you plan to remain in college.
- **Long-term goals** may begin with graduating college and everything you want to happen thereafter.

Often your long-term goals (e.g., the kind of career you want) guide your midterm goals (getting the right education for that career), and your short term goals (such as meeting all assignment deadlines and doing well on an exam) become steps for reaching those larger goals. Breaking down your goals into action items or task will help you realize how even the little things you do every day can keep you moving toward your most important long-term goals.

Write down your goals.

Actually writing down your goals is important, because the act of finding the best words to describe your goals helps you think more clearly about them. The next section will help you develop a system to create realistic, specific goals that you can track, that will help you stay focused on a plan to reach your goal.

3.3 Creating S.M.A.R.T. Goals

How do I set motivational goals?

- What are S.M.A.R.T. goals?
- What's the importance of an action plan?
- How do I keep to my plan?

Motivation often means the difference between success and failure. That applies to school, to specific tasks, and to life in general. One of the most effective ways to keep motivated is to **set goals.**

Goals can be big or small. A goal can range from *I am going to write one extra page tonight*, to *I am going to work to get an A in this course*, all the way to *I am going to graduate in the top of my class so I can start my career with a really good position*.

Like time management, goal setting is best done with careful thought and planning. This next section will explain how you can apply tested techniques to **goal setting** and what the benefits of each can be.

Set Goals That Motivate You

The first thing to know about goal setting is that **a goal is a specific end result you desire.** If the goal is not something you are really interested in, there is little motivational drive to achieve it.

Think back to when you were much younger and some well-meaning adult set a goal for you—something that didn't really appeal to you at all. How motivated were you to achieve the goal? More than likely, if you were successful at all in meeting the goal, it was because you were motivated by earning the approval of someone or receiving a possible reward, or you were concerned with avoiding something adverse that might happen if you did not do what you were told.

From an honest perspective in that situation, your real goal was based on something else, not the meeting of the goal set for you. **To get the most from the goals you set, make sure they are things that you are interested in achieving.**

That is not to say you shouldn't set goals that are supported by other motivations (e.g., If I finish studying by Friday, I can go out on Saturday), but the idea is to be intellectually honest with your goals.

Set S.M.A.R.T. Goals

Goals should also be S.M.A.R.T. In this case, the word *smart* is not only a clever description of the type of goal, but it is also an acronym that stands for Specific, Measurable, Attainable, Relevant, and Time-bound. The reason these are all desirable traits for your goals is because they not only help you plan how to meet the goal, but they can also contribute to your decision-making processes during the planning stage.

What does it mean to create SMART goals?

- **Specific**—For a goal to be specific, it must be defined enough to actually determine the goal. A goal of *get a good job when I graduate* is too general. It doesn't define what a good job is. In fact, it doesn't even necessarily include a job in your chosen profession. A more specific goal would be something like *be hired as a nurse in a place of employment where it is enjoyable to work and that has room for promotion*.
- **Measurable**—The concept of *measurable* is one that is often overlooked when setting goals. What this means is that the goal should have clearly defined outcomes that are detailed enough to measure and can be used for planning of how you will achieve the goal. For example, setting a goal of *doing well in school* is a bit undefined, but making a goal of *graduating with a GPA above 3.0* is measurable and something you can work with. If your goal is measurable, you can know ahead of time how many points you will have to earn on a specific assignment to stay in that range or how many points you will need to make up in the next assignment if you do not do as well as you planned.
- **Attainable**—*Attainable* or *achievable* goals means they are reasonable and within your ability to accomplish. While a goal of *make an extra one million dollars by the end of the week* is something that would be nice to achieve, the odds that you could make that happen in a single week are not very realistic.
- **Relevant**—For goal setting, *relevant* means it applies to the situation. In relation to college, a goal of *getting a horse to ride* is not very relevant, but *getting dependable transportation* is something that would contribute to your success in school.
- **Time-bound**—Time-bound means you set a specific time frame to achieve the goal. *I will get my paper written by Wednesday* is time-bound. You know when you have to meet the goal. *I will get my paper written sometime soon* does not help you plan how and when you will accomplish the goal.

Is it SMART?

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1130#h5p-42

Make an Action Plan

Like anything else, making a **step-by-step action plan of how you will attain your goals** is the best way to make certain you achieve them. It doesn't matter if it is a smaller goal with immediate results (e.g., finish all your homework due Friday, by Thursday night at 10 PM) or something bigger that takes years to accomplish (graduate with my diploma in two years from when I started).

The planning techniques you use for time management and achieving goals can be similar. In fact, accurate goal setting is very much a part of time management if you treat the completion of each task as a goal.

What follows is an example of a simple action plan that lists the steps for writing a short paper. You can use something like this or modify it in a way that would better suit your own preferences.

Action Plan

Task	Objective	When
Choose topic.	Select something interesting.	Needs to be done by Monday!
Write outline, look for references.	Create structure of paper and outline each part.	Monday, 6:00 p.m.
Research references to support outline, look for good quotes.	Strengthen paper and resources.	Tuesday, 6:00 p.m.
Write paper introduction and first page draft.	Get main ideas and thesis statement down.	Wednesday, 7:00 p.m.
Write second page and closing draft.	Finish main content and tie it all together.	Thursday, 6:00 p.m.
Rewrite and polish final draft.	Clean up for grammar, writing style, and effective communication.	Friday, 5:00 p.m.

3.4 Staying Focused and Motivated

Action

Plan ahead

A positive attitude and growth mindset will help drive you toward your goals, but what about planning for the unexpected? You could have the most well developed goal, a detailed plan to achieve your goal, are highly motivated, have great relationships with your peers and professors but life is full of interruptions and change – so how can you plan for the unexpected?

Planning ahead is the single best way to stay focused and motivated to reach your goals.

1. Don't wait until the night before an exam. If you know you have a major exam in five days, start by reviewing the material and deciding how many hours of study you need.
2. Then schedule those hours spread out over the next few days — at times when you are most alert and least likely to be distracted.
3. Allow time for other activities, too, to reward yourself for successful studying. Then when the exam comes, you're relaxed, you know the material, you're in a good mood and confident, and you do well.

Planning is mostly a matter of managing your time well, which is the focus on our next chapter!

What Students Have to Say

"The biggest thing I learned about myself while attending college was my unnecessary need for external motivation. Seeing myself procrastinate doing an hour long project until the last minute that I had 2 weeks to do was an eye opening experience.

It has been a long and persistent journey trying to instill intrinsic motivation in myself so I can not only get more done but create things that I am proud of rather than doing the bare minimum right before the buzzer."

Rob Pass – Fanshawe College – 2023.

Tips for Staying Focused and Motivated

- If you're not feeling motivated, **think about the results of your goals**, not just the goals themselves. If just thinking about finishing college doesn't sound all that exciting, then think instead about the great, high paying career that comes afterwards and the things you can do with that income.
- **Remember your successes,** even small successes.
- Get the important things done first.
- Break the task into smaller, manageable pieces. It's a lot easier to stay focused when you're sitting down for thirty minutes at a time. The next chapter on using your time well might give you some good suggestions for how to do this!
- Reward yourself when you complete a significant task – but only when you are done. Some people seem able to stay focused only when there's a reward waiting.

What other strategies do you use to keep focused and motivated?

3.5 Reflective Activities

Reflect

1) Complete the "reflect on your work values survey" by the Government of Canada Job Bank to reflect on your own personal values. Then answer the following questions

- How accurately do you think the results capture who you are?
- Where do you think your values have come from or what helped form them over your lifetime?
- Are your values always going to be the same over your lifetime or do you think your values change over time? Why or why not?

2) Use the activities below to set a few goals for yourself:

- My Goals Map (Online Activity)
- My Goals Map (Fillable PDF)

3.6 Career Connection

Organizations set goals as part of their management practice to influence employee behaviour and performance (Locke & Latham, 2002).

Every workplace uses goal setting, in one form or another, as a motivational tool for individuals, departments within an organization and the company as a whole.

These goals may be set for you by someone else (increase sales by 10% over the next six months), you may be asked to set them for yourself as part of your work performance (what training or skills you may want to work on during the next performance review cycle), or they may be personal (review the workflow of my team to identify how to make things more efficient and reduce stress).

Whether work goals or academic goals or personal goals, the same process can be applied. Identify a meaningful goal, create the plan, execute on the plan, regularly review, and use feedback to revise your goals and plan.

How to create SMART goals to get where you want to go with your career

> 🖥️ *One or more interactive elements has been excluded from this version of the text. You can view them online here:* *https://ecampusontario.pressbooks.pub/ fanshawesoar/?p=1134#oembed-1*

Video: Try SMART Goals To Grow Your Career In the New Year | Indeed Career Tips by Indeed [10:51] *transcript available.*

Personal Values and Workplace Satisfaction

Your personal values are the things that are important to you and motivate you in your personal and work life. Your values determine your priorities, what you do, and how you act.

When what you do and how you act are aligned with your values, you will usually feel good about how your life is going. If your personal values are not aligned with what you do, and how you act, you may feel unsettled or unhappy.

Ensuring that your values align with your actions in the workplace is crucial to ensuring you have a positive work experience.

In the next video, Elder Mary Roberts discusses her personal values. Note how she contrasts traditional values with the values of broader society.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1134#oembed-2

Video: Personal Values by BCIT LTC Media Production[1:29]

Identifying Your Values

Identifying your values can help you to determine your priorities, both in your personal life and at work.

In the following video, James Williams, Western Canada Aboriginal Liaison for Kiewit, talks about how his success aligns with his personal values.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1134#oembed-3

Video: Professional Values by BCIT LTC Media Production[:59]

3.7 Fanshawe Resources

Fanshawe College Career and Goal Setting Resources

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1227#oembed-1

Video: How to choose a college program by Fanshawe College [2:01] *transcript available.*

- Contacts in Career Services
- Career Exploration Consulting
- Career Services Workshops
- Academic Advisors
- Video: Fanshawe College Career Services Jobsite
- Video: Fanshawe's Kinlin School of Business Pathways

3.8 Key Takeaways

Key Takeaways

This chapter identifies how goals setting works in helping us keep motivated. Throughout the chapter, you were introduced to ideas, research, and popular models on learning and given examples of how to use each of these as an effective part of your own learning experience. College is a choice that requires **commitment, focus and effort to be successful.**

Having long-term goals (college diploma) lead to setting midterm goals (by semester) which can be broken down into short-term goals (daily or weekly tasks like completing an assignment).Writing out your goals helps you think more clearly about what you want to achieve.

Using the S.M.A.R.T. method of goal setting helps keep goals specific, measurable, achievable, relevant and timely.

Goals help you set priorities and remain committed to your college success.

Writing down and posting your goals where you can see them, will help keep you motivated and focused.

Fanshawe resources like career services and your academic advisor can help you identify your goals and create an academic plan that leads to your career of choice.

CHAPTER 4: MAKING THE MOST OF YOUR TIME

Chapter Outline

4.0 Introduction

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Learning Objectives

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In this chapter you will learn why managing your time and focus is important to your success as a student and in the workplace as well as how to employ strategies that enable you to use the time you have more efficiently.

After reading this chapter, you should be able to do the following:

- Discover your beliefs about time management and your current strenghs managing all you have to do
- Make informed and effective learning choices in regards to personal attitude and motivation
- Evaluate and make informed decisions about how to organize the focus the time you have available to you
- Identify tools and strategies to apply to help you take responsibility for structuring your time inside and outside of school
- Identify Fanshawe resources to assist you on campus
- Recognize how academic success connects to career success

For college-level learning, **you can expect to spend much more time on learning activities outside the classroom than you will in the classroom**.

In fact, the estimated time you should spend will **be at least two hours of outside learning for every one hour of lecture.**

Another guide you can consider when planning your time is to budget to spend **2 hours for every 5% an assignment/task/quiz is worth**. This is **only an estimate** and you may find you need more or less time depending on your understanding and interest in the topic.

Taking time to track how long things take you to do will help you estimate how much time you will need to schedule for you to do this same or similar task in the future.

You have an exam worth 25% of your grade, approximately how much time should you schedule to make study notes, review, revise, look up more information and do practice tests for the exam to be successful? Schedule up to 10 hours of time (2 hours per 5%), but break this down into daily tasks. After every class, review your notes, slides and readings. Fill in gaps and summarize what you learned, create questions for things you don't understand and work with your professors, your classmates and others to fill in any missing information, and do practice questions.

You have a short paper to write worth 10% of your grade. How much time should you budget to complete this task?

Schedule up to 4 hours to review the assignment instructions and marking rubric, ask questions, collect the information you need, outline what you want to say, do any research, write a draft, review your work, get any final assistance, submit and check to see your submission went through. Ideally, complete the paper a few days early and then go back and give it one last look over before submitting. Breaking down this four hours will ensure you do a bit each day and have time to identify any problems with plenty of time to problem-solve with the help of your professor, classmates or other Fanshawe resource people.

If both of these are due 7 days from now, how easy will it be to schedule the estimated time into your current schedule?
This will depend on what other things your schedule contains and how important they are. There are also often unexpected things like car repairs, broken computer, illness that prevent us from meeting deadlines. By creating a schedule each week based on what we have due, we can start to work backward from the due date.

Some weeks may be more intense, especially around mid-term and end of term. If those hours are multiplied over several courses in a given session, you can see how there is a significant amount of time to manage.

Unfortunately, many students do not always take this into consideration, and they spend far less time than is needed to be successful. The results of poor time management are often a shock to them.

If you work part time, time management skills are even more essential. These skills are still more important for part-time college students who work full time and commute or have a family. To succeed in college, virtually everyone has to develop effective strategies for dealing with time.

What Students Say

"I think most students are weak when it comes to self discipline. When you enter college, for most it is a first chance at being able make your own choices. Though it can be fun at first, it comes with a lot more responsibilities than you would think. It is essential to stay on top of assignments in order to be successful.

This can be accomplished by practicing self discipline, for example, knowing you need to finish an assignment but you go out anyways. Sure, in the moment you will be satisfied, but once that moment is over you will be faced with the assignment once again. If you instead acknowledge the long term gratification of getting the assignment done as opposed to the short term gratification of going out, you're more likely to experience success throughout post-secondary."

Renee Meiller – Business Fundamentals – Fanshawe College

4.1. Self Assessment

Self-assessment

Read each statement in the brief self-evaluation tool below, and check the answer that best applies to you. There are no right or wrong answers.

	Always	Usually	Sometimes	Rarely	Never
I like to be given strict deadlines for each task. It helps me stay organized and on track.					
I would rather be 15 minutes early than 1 minute late.					
I like to improvise instead of planning everything out ahead of time.					
I prefer to be able to manage when and how I do each task.					
I have a difficult time estimating how long a task will take.					
I have more motivation when there is an upcoming deadline. It helps me focus.					
I have difficulty keeping priorities in the most beneficial order.					

This exercise is intended to help you recognize some things about your own time management style. The important part is for you to identify any areas where you might be able to improve and to find solutions for them.

After you have decided your best response to each statement, think about what they may mean in regard to potential strengths and/or challenges for you when it comes to time management in college. If you are a person that likes strict deadlines, what would you do if you took a course that only had one large paper due at the end? Would you set yourself a series of mini deadlines that made you more comfortable and that kept things moving along for you? Or, if you have difficulty prioritizing tasks, would it help you to make a list of the tasks to do and order them, so you know which ones must be finished first?

In Strategies for Success classes at Fanshawe students regularly identify that they feel time management is their weakest skills and often they create a S.M.A.R.T. goal and plan about around how to get better.

This chapter will provide some solutions, but there are many others that can be found by researching time management strategies.

4.2 The Benefit of Good Time Management

- How much time should I be spending outside of class?
- What is the difference between time management and productivity management?

Where Should Your Time Go?

Plan for the ideal use of a week's worth of time. Fill in your hours **in this order:**

1. Hours attending class
2. Study hours (2 times the number of class hours plus 5 or more hours extra)
3. Work, internships, and fixed volunteer time
4. Fixed life activities (sleeping, eating, hygiene, chores, transportation, etc.)

Now subtotal your hours so far and subtract that number from 168. How many hours are left?

This will help you find the remaining hours for "discretionary activities" (things you don't have to do for school, work, or a healthy life).

After completing this you may see that something, somewhere has to give. That's part of time management — and why it's important to keep your goals and priorities in mind.

The other part is to learn how to use the hours you do have as effectively as possible, especially the study hours. For example, if you're a typical college student who plans to study for three hours in an evening but then procrastinates, gets caught up in a conversation, loses time to checking e-mail and text messages, and listens to loud music while reading a textbook, then maybe you actually spent four hours "studying" but got only two hours of actual work done. So you end up behind and feeling like you're still studying way too much. The goal of time management is to actually get three hours of studying done in three hours and have time for your life as well.

Putting in the Work – Why Bother?

When asked, Fanshawe students in a Strategies for Success often report that that when it comes to all the tools and strategies that are available to help them manage their time, the **time** required to set them up and use them is better spent just doing whatever needs to be done. They prefer to just do things based on due dates and deal with things as they arise. They are often also the students observed to be the most stressed out and who are often unable to effectively manage when things don't work out exactly as they had planned.

A study published in the Journal of Educational Psychology examined the relationship between stress and student performance. They found two significant correlations:

1. Student stress was reduced when they felt they had control over their time.
2. And this sense that they had control over time improved their academic performance (Macan et al., 1990).

Instead of thinking of it as "spending time", shift your thinking. You are in fact **investing your time** in possibly one of the most important, and expensive things you could be doing right now. Investing time in examining how you are currently using the time you have will help you find opportunities to take some control over this very busy term which will reduce your stress and possibly improve your academic performance.

In the workplace, the situation is not very different, with activities and time on task being monitored by the company and its management. This is so much a part of the working environment that many companies research how much time each task should take, and they hold employees accountable for the time spent on these job functions. In fact, **having these skills and being able to explain how you organize your workday will help you stand out on the job and in job interviews.**

If the benefits of less stress and better grades aren't enough of a reason to invest in how you structure and organize your time, let's look at the cost of poor time management.

4.3 The Financial Cost of Poor Time Management

The High Cost of Poor Time Management

We often hear about the benefits of managing your time, but it's important to think about the cost of poor use of your time.

There is a significant cost associated with delaying graduation from college by only one year (by dropping and retaking courses, taking less than a full credit load, etc.). Not only will you pay for additional tuition, living expenses and other fees associated with going to school, but if you are using student loans, you will also accumulate interest on those loans.

Delayed graduation also means the cost of the lost opportunity of working. How much money could you have made working in your new job that you didn't make because you had to stay in school?

Photo by *Towfiqu barbhuiya*, *Unsplash License*

Fill in the chart to calculate what an additional 2 terms may cost

Tuition, textbooks, and fees	$
Rent, food, gas	$
Lost wages	$
	$
Average total loss:	$

It is worth noting that any situation that brings about a delay in graduation has the potential to increase the cost of college. This also includes attending school on a part-time basis. While in some instances responsibilities may make it impossible to go to school full-time, from a financial perspective you should do all you can to graduate as soon as you can.

While it may not be possible to prevent life challenges while you are in college, you can do a great deal to prevent the chaos and the chain reaction of unfortunate events that they can cause. This can be accomplished through thoughtful **prioritization and time management efforts**.

What follows in the rest of this chapter is a close look at the nature of time management and prioritization in ways that can help keep you on track to graduate college on time.

4.4 The Cost of Procrastination

- Why do we procrastinate?
- What are the effects of procrastination?
- How can we avoid procrastination?

Simply put, **procrastination is the act of delaying some task that needs to be completed.** It is something we all do to greater and lesser degrees. For most people, a little minor procrastination is not a cause for great concern. But there are situations where procrastination can become a serious problem with a lot of risk.

These include:

- when it becomes a chronic habit,
- when there are a number of tasks to complete and little time, or
- when the task being avoided is very important.

Photo by freestocks.org, Pexels License

Because we all procrastinate from time to time, we usually do not give it much thought, let alone think about its causes or effects. Ironically, many of the psychological reasons for why we avoid a given task also keep us from using critical thinking to understand why procrastination can be extremely detrimental, and in some cases difficult to overcome.

To succeed at time management, you must understand some of the hurdles that may stand in your way. **Procrastination** is often one of the biggest. What follows is an overview of procrastination with a few suggestions on how to avoid it.

Three Reasons Behind Procrastination

There are several reasons we procrastinate, and a few of them may be surprising. On the surface we often tell ourselves it is because the task is something we do not want to do, or we make excuses that there are other things more important to do first. In some cases this may be true, but there can be other contributors to procrastination that have their roots in our physical well-being or our own psychological motivations.

1. Lack of Energy

Sometimes we just do not feel up to a certain task. It might be due to discomfort, an illness, or just a lack of

energy. If this is the case, it is important to identify the cause and remedy the situation. It could be something as simple as a lack of sleep or improper diet. Regardless, if a lack of energy is continually causing you to procrastinate to the point where you are beginning to feel stress over not getting things done, you should definitely assess the situation and address it.

2. Lack of Focus

Much like having low physical energy, a lack of mental focus can be a cause of procrastination. This can be due to mental fatigue, being disorganized, or allowing yourself to be distracted by other things. Again, like low physical energy, this is something that may have farther-reaching effects in your life that go beyond the act of simply avoiding a task. If it is something that is recurring, you should properly assess the situation.

3. Fear of Failure

This cause of procrastination is not one that many people are aware of, but essentially, it is a bit of trickery we play on ourselves by avoiding a situation that makes us psychologically uncomfortable.

Even though they may not be consciously aware of it, the person facing the task **is afraid that they cannot do it or will not be able to do it well**. If they fail at the task, it will make them appear incompetent to others or even to themselves. Where the self-trickery comes in is by avoiding the task. In the person's mind, they can rationalize that the reason they failed at the task was because they ran out of time to complete it, not that they were incapable of doing it in the first place.

It is important to note that a **fear of failure** may not have anything to do with the actual ability of the person suffering from it. They could be quite capable of doing the task and performing well, but it is the fear that holds them back.

What is it Costing You

In addition to the causes of procrastination, you must also consider what effects it can have. Again, many of these effects are obvious and commonly understood, but some may not be so obvious and may cause other issues.

Loss of Time

The loss of time as an effect of procrastination is the easiest to identify since **the act of avoiding a task comes down to not using time wisely.** Procrastination can be thought of as using the time you have to complete a task in ways that do not accomplish what needs to be done.

Loss of Goals

Another of the more obvious potentially adverse effects of procrastination is the loss of goals. Completing a task leads to achieving a goal. These can be large or small (e.g., from doing well on an assignment to being hired for

a good job). Without goals you might do more than delay work on a task—you may not complete it at all. The risk for the loss of goals is something that is very impactful.

Loss of Self-Esteem

Often, when we procrastinate we become frustrated and disappointed in ourselves for not getting important tasks completed. If this continues to happen, we can begin to develop a low opinion of ourselves and our own abilities. We begin to suffer from low self-esteem and might even begin to feel like there is something wrong with us. This can lead to other increasingly negative mental factors such as anger and depression. As you can see, it is important for our own well-being to avoid this kind of procrastination effect.

Peace

Procrastination causes stress and anxiety, which may seem odd since the act of procrastination is often about avoiding a task we think will be stressful in itself! Anyone who has noticed that nagging feeling when they know there is something else they should be doing is familiar with this.

   On the other hand, some students see that kind of stress as a boost of mental urgency. They put off a task until they feel that surge of motivation. While this may have worked in the past, they quickly learn that procrastinating when it comes to college work almost always includes an underestimation of the tasks to be completed— sometimes with disastrous results.

Strategies for Psyching Ourselves Out and Managing Procrastination

Now that you understand a few of the major problems procrastination can produce, let's look at methods to manage procrastination and get you on to completing the tasks, no matter how unpleasant you think they might be.

Steps to Staying Focused

Get Organized
Much of this chapter is dedicated to defining and explaining the nature of time management. The most effective way to combat procrastination is to use time and project management strategies such as schedules, goal setting, and other techniques to get tasks accomplished in a timely manner.

Put Aside Distractions
Distractions are time-killers and are the primary way people procrastinate. It is too easy to just play a video game a little while longer, check out social media, or finish watching a movie when we are avoiding a task. Putting aside distractions is one of the primary functions of setting priorities.

Reward Yourself
Rewarding yourself for the completion of tasks or meeting goals is a good way to avoid procrastination. An

example of this would be rewarding yourself with the time to watch a movie you would enjoy a*fter* you have finished the things you need to do, rather than using the movie to keep yourself from getting things done.

Be Accountable—Tell Someone Else

A strong motivational tool is to hold ourselves accountable by telling someone else we are going to do something and when we are going to do it. This may not seem like it would be very effective, but on a psychological level we feel more compelled to do something if we tell someone else. It may be related to our need for approval from others, or it might just serve to set a level of commitment.

Action

Mel Robbins, offers insights into what our brain is doing when we procrastinate and provides a great procrastination buster strategy called the 5 second rule.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:* *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=69#oembed-1*

Video: "The 5 Second Rule ❖ Mel Robbins" by Positive HiT [6:46] *interview closed captioned*

1. Consider something right now that you may be procrastinating about.
2. Pick one of the strategies listed above to try out on that one thing and see how it works for you.

4.5 How to Manage Time

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Opportunity

</div>

- How can I use time-on-task estimates to improve time management?
- What behaviours can help or hinder when it comes to managing time?

How to Manage Time

The simplest way to manage your time **is to accurately plan for how much time it will take to do each task,** and then set aside that amount of time. How you divide the time is up to you but there will be some more information on this in Chapter 10 on Studying.

Fanshawe College Online Due Dates to Your Phone

There are a variety of tools that can help you organize your time. Specifically, downloading the **Brightspace PULSE app** **to you phone. This app connects to Fanshawe Online and IF your professor has set a due date in your FOL calendar, your phone will alert you to upcoming due dates.**

Spend some time learning how to set up notifications in Fanshawe Online so that you can get alerts for when grades are posted or feedback published. Click on your profile picture and then notifications to learn more.

CAUTION: Technology is only a tool to help, it is not smart! You are responsible for developing a strategy that works for you!

Knowing Yourself

While you can find all sorts of estimates online as to how long a certain task may take, it is important to know

these are only averages. People read at different speeds, people write at different speeds, and those numbers even change for each individual depending on the environment.

If you are trying to read in surroundings that have distractions (e.g., conversations, phone calls, etc.), reading 10 pages can take you a lot longer than if you are reading in a quiet area. By the same token, you may be reading in a quiet environment (e.g., in bed after everyone in the house has gone to sleep), but if you are tired, your attention and retention may not be what it would be if you were refreshed.

However, this is not a simple task. Let look at reading for example. The time you need to read something can vary greatly depending on:

- **how familiar you are with the topic already**
- **how complex the reading/writing is**
- **your purpose for reading it (for a test, general understanding, to teach it to someone else, etc.)**

Ultimately, the only way you are going to be able to manage your time accurately **is to know yourself** and to know how long it takes you to do each task.

What Students Have to Say

"To manage my time, I work backwards. When I find out about a due date for an assignment, I make a list of all the parts that need to be done to complete it. I start with the due date/time and work backwards, creating my own deadline for when each part needs to be done. When I create my schedule to complete something, I also factor in how long I work out per day and my work schedule."

Collin Locke – Fanshawe College – College Orientation and Success, 2023.

Tips for Staying Focused and Motivated

Action

Many people are not truly aware of how they actually spend their time. They make assumptions about how much time it takes to do certain things, but they never really take an accurate account.

Write down all the things you think you will do tomorrow, and estimate the time you will spend doing each. Then track each thing you have written down to see how accurate your estimates were.

Obviously, you will not want to get caught up in too much tedious detail, but you will want to

cover the main activities of your day—for example, working, eating, driving, shopping, gaming, being engaged in entertainment, etc.

After you have completed this activity for a single day, you may consider doing it for an entire week so that you are certain to include all of your activities.

Many people that take this sort of personal assessment of their time are often surprised by the results. Some even make lifestyle changes based on it.

Activity	Estimated Time	Actual Time
Practice Quiz	5 minutes	15 minutes
Reading	20 minutes	35 minutes
Food shopping	45 minutes	30 minutes
Bus to and from school	40 minutes	60 minutes
Netflix	1 hour	3 hours

4.6 Prioritization: Self-Management of What You Do and When You Do It

- Why is prioritization important?
- What are the steps involved in prioritization?
- How do I deal with situation where others' priorities are not the same as my own?
- What do I do when priorities conflict?
- What are the best ways to make sure I complete tasks?

Prioritization: Self-Management of What You Do and When You Do It

Another key component in time management is that of prioritization. Prioritization can be thought of as **ordering tasks and allotting time for them based on their identified needs or value.**

This next section provides some insight into not only helping prioritize tasks and actions based on **need and value**, but also how to better understand the factors that contribute to prioritization.

How to Prioritize

The enemy of good prioritization is **panic**, or at least making decisions based on strictly emotional reactions. However, when it comes to juggling multiple problems or tasks to complete, prioritizing them first may mean the difference between completing everything satisfactorily and completing nothing at all.

Make Certain You Understand the Requirements of Each Task

Before you can create a plan you will need to understand what your assignments are asking you to do. For example, if your assignment requires you to create a website to show your work and you have never made website, you will require more time and can then plan accordingly. Read the instructions and marking rubric **early in the term** for all major assignments and note the following:

- identify what the assignment is worth and how it will be graded (review any rubrics available)
- identify the skills and resources required to complete it – what skills do I have and who can help me develop the skills I don't have (build in time for reaching out to Fanshawe support staff who can help with research, writing, math, IT, etc.
- estimate the time it will take to complete based on what you have learned from the first 2 steps – work

backward from the due date and break up the assignment into smaller chunks and set milestones for parts of a project and give yourself a due date a few days in advance for time to review and revise
- find the best time and space to focus on this task and eliminate distractions to focus
- plan for the unexpected – have a back up plan
- communicate regularly when problems arise to keep your professors aware – even if you think you can solve the problem (they may have some suggestions)

Make Decisions on Importance, Impact on Other Priorities, and Urgency

After you are aware of the requirements for each task, you can then decide your priorities based on the **importance of the task** and what things need to be finished in which order.

If you have two assignments due on the same day, at the same time it will be important.

To better see how things may need to be prioritized, some people make a list of the tasks they need to complete and then arrange them in a quadrant map based on importance and urgency.

In this activity you will begin by making a list of things you need or want to do today and then draw your own version of the grid below. Write each item in one of the four squares; choose the square that best describes it based on its urgency and its importance. When you have completed writing each the tasks in its appropriate square, you will see a prioritization order of your tasks. Obviously, those listed in the Important and Urgent square will be the things you need to finish first. After that will come things that are "important but not urgent," followed by "not important, but urgent," and finally "not urgent and not important."

	Urgent	Not Urgent
Important	**Urgent and Important** • Paper due tomorrow • Apply for internship by deadline	**Not Urgent but Important** • Exam next week • Flu shot
Not Important	**Urgent but Not Important** • Amazon sale • Laundry	**Not Urgent and Not Important** • Check social • TV show

The Eisenhower Matrix can help organize priorities and ensure that you focus on the correct tasks.

Outside Influencers

Many of your tasks are being driven by a number of different individuals who are not only unaware of the other things you need to do, but they often have goals that are in conflict with your other tasks. This means that different instructors, your manager at work, or even your friends and family may be trying to assert their needs into your priorities.

In some cases, **keeping others informed about your priorities may help avert possible conflicts** (e.g., letting your boss know you will need time on a certain evening to study, letting your friends know you plan to do a journal project on Saturday but can do something on Sunday, etc.).

It will be important to be aware of how others can drive your priorities and for you to listen to your own good judgment. In essence, **time management in college is as much about managing all the elements of your life as it is about managing time for class and to complete assignments.**
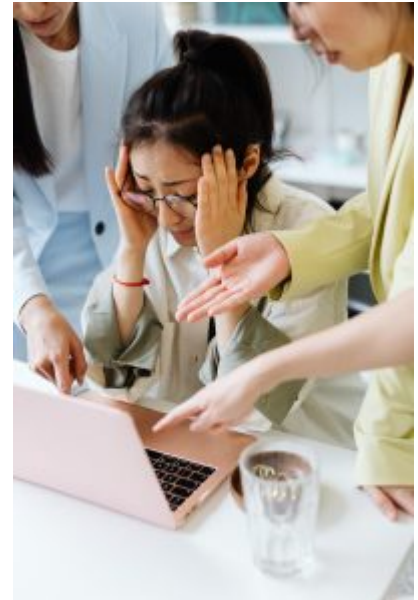

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What if I Can't Get it All Done?

Photo by Gerd Altmann, Pixabay License

Occasionally, regardless of how much you have planned or how well you have managed your time, events arise where it becomes impossible to accomplish everything you need to by the time required.

Finding yourself in this kind of situation is when **prioritization becomes most important**. When this occurs with college assignments, the dilemma can be extremely stressful, but it is important to not feel overwhelmed by the anxiety of the situation so that you can make a carefully calculated decision based on the value and impact of your choice.

To manage a situation like this it is important to understand all the factors involved. While it may seem that whichever assignment is worth the most points to your grade is how you make the choice, there are other things to consider.

For example, one of the assignments may only be worth a small amount toward your total grade, but if you don't complete it, you may not be able to complete work for the next part of the course. Or the instructor for one of the courses might have a "late assignment" policy that is more forgiving—something that would allow you to turn in the work a little late without too much of a penalty.

If you find yourself in a similar predicament:

- communicate with your instructors professionally, in a written email, to **let them know about the situation well in advance of the due date** and tell them
  - what you have completed already,
  - what you still have to do,
  - exactly when YOU think YOU can submit your work,
  - your appreciation for considering your request.

The key here is to make certain you are aware of and understand all the ramifications to help make the best decision when the situation dictates you make a hard choice among priorities.

Action

Analysis: Take the time to think about where you will do your work and when. What can you do to help ensure your working environment will be helpful rather than harmful? What do you know doesn't work for you? What will you do to prevent those adverse conditions from creeping into your work environment? What changes can you make TODAY to help you use the time you have more productively?

Below is a quick survey to help you determine your own preferences in regard to your work space, the time you work, and distractions. Rank each option: 1–4, 1 meaning "least like me" and 4 meaning "most like me."

- I like my workspace to be organized and clean.
- There are certain places where I am more comfortable when I work.
- I prefer to be alone when I work on certain things.
- I find it difficult to read with other sounds or voices around me.
- There are certain times of the day when I can be more focused.
- My moods or emotions can interfere with my ability to concentrate.

"3.5 Prioritization: Self- Management of What You Do and When You Do It" from College Success by Amy Baldwin & Open Stax is licensed under a Creative Commons Attribution License

4.7 Enhanced Strategies for Time and Task Management

<div style="border:2px solid #e8b923; border-radius:20px; background:#e8b923; text-align:center; font-weight:bold; color:white;">Opportunity</div>

- What strategy helps me prioritize my top tasks?
- How do I make the best use of my time when prioritizing?
- How do I make sure I tackle unpleasant tasks instead of putting them off?
- What's the best way to plan for long-term tasks?
- How do I find time in a busy schedule?

Here are three unique strategies that have become staples of time management. While not everyone will find that all three work for them in every situation, enough people have found them beneficial to pass them along with high recommendations.

1. Daily Top Three

The idea behind the *daily top three* approach is that you determine **which three things are the most important to finish that day**, and these become the tasks that you complete. It is a very simple technique that is effective because each day you are finishing tasks and removing them from your list.

Even if you took one day off a week and completed no tasks on that particular day, a *daily top three* strategy would have you finishing 18 tasks in the course of a single week. That is a good amount of things crossed off your list.

Analysis Question

Think about what would be your top three tasks for today? What would you have on the list tomorrow?
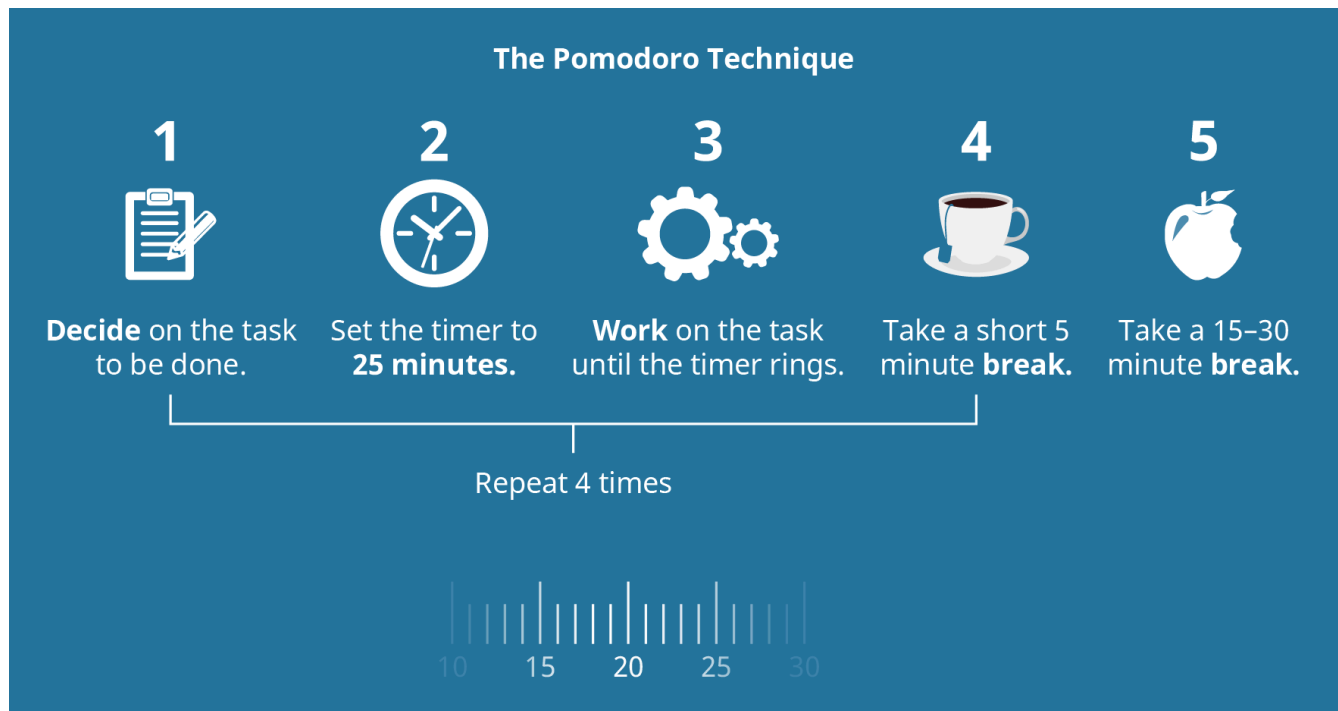
2. Pomodoro Technique

The Pomodoro Technique was developed by Francesco Cirillo. The basic concept is to use a timer to set work intervals that are followed by a short break. The intervals are usually about 25 minutes long and are

called *pomodoros*, which comes from the Italian word for tomato because Cirillo used a tomato-shaped kitchen timer to keep track of the intervals.

In the original technique there are six steps:

1. Decide on the task to be done.
2. Set the timer to the desired interval.
3. Work on the task.
4. When the timer goes off, put a check mark on a piece of paper.
5. If you have fewer than four check marks, take a short break (3–5 minutes), then go to Step 1 or 2 (whichever is appropriate).
6. After four Pomodoros, take a longer break (15–30 minutes), reset your check mark count to zero, and then go to Step 1 or 2.

The Pomodoro Technique

1 **Decide** on the task to be done.

2 Set the timer to **25 minutes.**

3 **Work** on the task until the timer rings.

4 Take a short 5 minute **break.**

5 Take a 15–30 minute **break.**

Repeat 4 times

10   15   20   25   30

The Pomodoro Technique contains five defined steps.

There are several reasons this technique is deemed effective for many people.

1. One is the benefit that is derived from quick cycles of work and short breaks. This helps reduce mental fatigue and the lack of productivity caused by it.
2. Another is that it tends to encourage you to break tasks down to things that can be completed in about 25 minutes, which is something that is usually manageable from the perspective of time available. It is much easier to squeeze in three 25-minute sessions of work time during the day than it is to set aside a 75-minute block of time.

How long do you think you can focus on a single task without letting your mind wander? Would 20 min work better for you? 30?

If you are "on a role" while working, do you think you would find it difficult to stop and take the break? Why or why not?

How useful do you think this strategy might be for YOU?

3. Eat the Frog

Of our three quick strategies, *eat the frog* probably has the strangest name and may not sound the most inviting. The name comes from a famous quote, attributed to Mark Twain: **"Eat a live frog first thing in the morning and nothing worse will happen to you the rest of the day."** *Eat the Frog* is also the title of a best-selling book by Brian Tracy that deals with time management and avoiding procrastination.

How this applies to time and task management is based on the concept that **if a person takes care of the biggest or most unpleasant task first, everything else will be easier after that.**

How is this technique useful you may wonder.

1. First, we greatly underestimate **how much worry can impact our performance.** If you are continually **distracted by anxiety** over a task you are dreading, it can affect the task you are working on at the time.
2. Second, not only will you have a **sense of accomplishment and relief** when the task you are concerned with is finished and out of the way, but **other tasks will seem lighter and not as difficult**.

Which one of these techniques listed above do you think you could implement right away?

Breaking Down the Steps and Spreading Them over Shorter Work Periods

In this section you will read about two more creative techniques that combine elements from the above methods. We have already seen how important it is to estimate how much you can get done in a certain amount of time earlier in this chapter, so once we know that how can we build a schedule to help?

The concept behind this strategy is to break tasks into smaller, more manageable units that do not require as much time to complete. Imagine you have a portfolio to create or a presentation to do that you estimate will

take 4 hours. Instead of trying to do the entire presentation in one sitting, you break it up into much smaller components as shown in the table below:

Breaking Down Projects into Manageable-Sized Tasks

Day/Time	Task	Time
Monday, 6:00 p.m.	Write outline; look for good sources of research.	60 minutes
Tuesday, 6:00 p.m.	Review references to support outline; look for statistics.	60 minutes
Wednesday, 7:00 p.m.	Create PowerPoint and list main topics on each slide	60 minutes
Thursday, 6:00 p.m.	Add bullet points and pictures to each slide.	60 minutes
Friday, 5:00 p.m.	Rewrite and polish final draft ensuring reference page complete	60 minutes
Saturday, 10:00 a.m.	*Only if needed—finish or polish final draft.*	60 minutes?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00–10:00		Work	Study for Business Foundations Quiz	Work	Business Foundations		
10:00–12:00	Accounting	Work	Math	Work	Math	10 a.m.–11 a.m. *Only if needed*	Work
12:00–2:00	Lunch/study	1 p.m. WRIT	Lunch/study	Accounting	Lunch/study	Work	Work
2:00–4:00	Marketing	Math	Business Foundations	COMMS	Strategies for Success	Work	Cleaning
4:00–6:00	Study for Math quiz.	Grocery	Complete COMMS assignment	Study for History exam.	5 p.m.–6 p.m. Rewrite and polish final draft and reference page	Work	Laundry
6:00–7:00	Write outline; look for good sources of research.	Review research to support outline; look for statistics.	Research presentation project.	Add bullet points and pictures to each slide	Create presentation.	Meet with Darcy.	Prepare school stuff for next week.
7:00–8:00	Gym	Free time	Create PowerPoint and list main points on each slide.	Free time	Create presentation.	Meet with Darcy.	Study for Math Quiz
8:00-11:00	Free time	Gym and movie		Work	Movies	Free time	

While this is a simple example, you can see how it would redistribute tasks to fit your available time in a way that would make completing the paper possible. In fact, if your time constraints were even more rigid, it would be possible to break these divided tasks down even further.

You could use a variation of the **Pomodoro Technique** and write for three 20-minute segments each day at different times. The key is to look for ways to break down the entire task into smaller steps and spread them out to fit your schedule.

An online calendar is a very useful tool for keeping track of classes, meetings, and other events. Most learning management systems contain these features, or you can use a calendar application.

Analyzing Your Schedule to "Find" Time

What can you accomplish in 5 minutes? Take a moment and make a list.
  For example:

- unload dishwasher
- fold laundry
- read instructions for report
- scan current event highlights
- review course site for what today's class is about

Start to pay attention to what you do throughout the day and how much time you spend doing it. The example of waiting for the next thing in your schedule has already been given, but there are many others. How much time do you spend in activities after you have really finished doing them but are still lingering because you have not begun to do something else (e.g., reading social media posts or waiting for someone to reply, surfing the Internet, etc.)? You might be surprised to learn how much time you use up each day by just adding a few unproductive minutes here and there.

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=77#h5p-19*

Analysis Question

Identify areas in the way you spend your day where you may be able to recapture and re-purpose time. Are there things you can move around to gain more time? Are there ways you can combine tasks or reduce travel time?

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4.8 Reflecting

Reflect

Option 1

Answer the reflection questions below in full sentences.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=83#h5p-45*

Option 2

Pick at least one of the three strategies discussed in this chapter to try this week (Pomodoro, Eat the Frog, or Top Three) and use it for a full seven days in a row.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=83#h5p-46*

4.9 Career Connection

Common Job Questions

📖 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=81#h5p-50

Prompt questions

1.   In the workplace, it is common for your employer to use a calendar system to send meeting invites. There may be an expectation that you share your calendar with others in the organization. In your opinion, what are 2 benefits and 2 risks to having a shared calendar in the workplace? Back up your opinion with at least one piece of research. Cite and reference evidence from the article using APA format to support your opinion.
2.   Is the Internet responsible for most of our wasted work time? Read through this article, Who Wastes the Most Time at Work? What do you think? Cite and reference evidence from the article using APA format to support your opinion.

4.10 Fanshawe Resources

Fanshawe Resources

Refining your time management skills based on an honest assessment is something that should never stop. The benefits of good time management skills are something that will apply to the rest of your life.

Sometimes, managing everything can become overwhelming and you may benefit from getting some help. There are many resources at Fanshawe who can help you take a step back, evaluate where you are, develop a plan to get you back on track and set you up with some strategies to monitor your progress.

- **Your Professors** – Should be your first point of contact as outlined earlier in this chapter.
- **Academic Advisors** – Can help review your schedule and course load and help you understand the impacts of adding or dropping courses for your program completion.
- **Library Learning Commons** – Offers workshops to help you with study skills including time management.
- **Counselling Services** – Can help you if you are feeling overwhelmed and facilitate conversations with your professors on your behalf.
- **Family, Friends, Residence Life Manager, and Roommates –** Communicate with them regularly to share your challenges and ask for their help in respecting your study time by sharing your schedule with them. Reciprocate and respect their study time. Work with roommates and friends to support each other while studying and then celebrate with a fun study break together.

4.11 Key Takeaways

This chapter began by pointing out that stress can be reduced and grades improved as a result investing some time, in improving your time management.

Photo by Yan Krukau, Pexels License

- The cost of not investing in developing good time management strategies include: money, an increase in stress, loss of goals, time, and self-esteem which may be difficult to recover from right away.
- Creating a plan to be successful includes: starting early to understanding what your tasks include, accurately estimating the time they will require to complete, creating a plan based on this time estimation, blocking off the time required in smaller chunks, being flexible and having a back up plan if things don't go the way you expected.
- Procrastination, or putting something off, was identified as the biggest obstacles to getting things done. Reasons why we procrastinate include lack of focus, lack of energy and fear of failure, each of which feeds into the other, creating a procrastination cycle.
- *The key components to prioritization are making certain you understand each task and making decisions based on importance, impact, and urgency.*
- The chapter contained several sections on how to effectively manage time (including predicting time on task), how to prioritize tasks and some specific strategies to try like the Pomodoro Technique, Top Three and Eat the Frog.

CHAPTER 5: EQUITY, DIVERSITY AND INCLUSION

Chapter Outline

5.0 Introduction

In this chapter you will learn about the benefits of your diverse learning environment at Fanshawe College and how our differences impact how we communicate and connect with one another.

By the end of this chapter you will be able to:

- Identify and explain what diversity means
- Evaluate and make informed decisions about your own beliefs
- Identify the benefits of diversity and how you can expand your global intelligence, through action
- Identify resources that can help you take responsibility for your own learning journey
- Recognize how academic success connects to career success

Successful student use their college experience to meet new people and gain understanding of others' viewpoints. Sometimes, we can have preformed ideas about people who are different than we are and may feel more comfortable with people who are "like" us. However, by starting with being open to getting to know people as individuals, we can break down many barriers and misconceptions. This can help you become a better global citizen as well as better understand the values of multiculturalism that we hold dear in Canadian society.

Multiculturalism involves an attitude of respect for the feelings, ideas, behaviours, and experiences of others who differ from oneself in any way.

Learning about different people can help us learn more about ourselves. We may have ideas about what is customary behaviour and we may have negative reactions when someone does something different. To prevent or resolve conflicts that may occur in any social interaction, you should;

- maintain an attitude of respect for others,
- develop your listening skills,
- be open minded and willing to compromise, and
- know how to work together calmly to resolve conflicts.

Communicating and conflict management will be explored in the next chapter.

Video: This is BELONGING

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=782#oembed-1*

Video: This is BELONGING by Fanshawe College [3:16] *transcript available.*

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5.1 Self-Assessment

How do you feel about diversity, equity, and inclusion? These questions will help you determine how the chapter concepts relate to you right now. As you are introduced to new concepts and practices, it can be informative to reflect on how your understanding changes over time.

Your Own Beliefs Exercise

Review this article: What is Your Diversity Quotient? and discuss one question under the heading "Questions on Diversity of Exposure and Experience" and one from "Questions on Network Diversity" with a small group within your class. It might be helpful to have your professor assign your group to talk about and share with the class.

5.2 What is Diversity?

What Diversity Really Means

> **Diversity** refers to the great variety of human characteristics, ways that we are different even as we are all human and share more similarities than differences.

Canada is a diverse country and that is represented in the Fanshawe College student population. But diversity means much more than a variety of racial and ethnic differences. These differences are an essential part of what enriches humanity.

Think back to Chapter 2 where we investigated how we all learn differently. Our differences in attitude, motivation, learning preferences, and personalities make is all unique. By taking time to reflect on and be curious about how we are different, we can then explore the benefits of diversity for our society generally and for the college experience.

While we should all celebrate diversity, at the same time we need to acknowledge past issues that grew from misunderstandings of such differences and work together to bring change where needed. Sometimes these issues can be difficult to talk about and generate strong emotions.

Differences among people **may involve** where a person was born and raised, the person's family and cultural group, factual differences in personal identity, and chosen differences in significant beliefs. Some diversity is primarily cultural, other diversity may be biological, and some diversity is defined in personal terms. **Diversity generally involves things that may significantly affect some people's perceptions of others, not just any way people happen to be different.**

When discussing diversity, it is often difficult to avoid seeming to generalize about different types of people and such generalizations can seem similar to dangerous stereotypes. Individuals are different from other individuals in many possible ways and that we can all learn things from people whose ideas, beliefs, attitudes, values, backgrounds, experiences, and behaviours are different from our own.

Ethnicity or culture is only one way we are different.

Most common ethnic or cultural origins reported by the population, Canada, 2021

Proportion of single responses:

■ Less than 32.5%　　■ Between 32.5% and 51.7%　　■ More than 51.7%
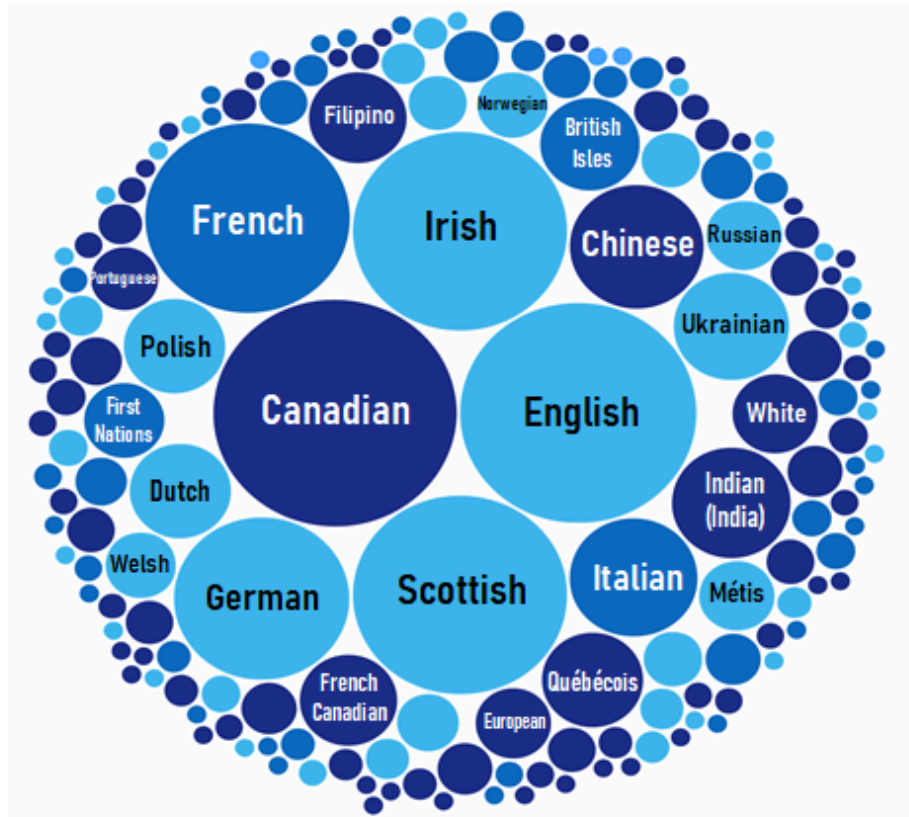
Note(s): The size of the bubble is in proportion to the number of total responses for a given ethnic or cultural origin. The colour of the bubble represents the proportion of single responses for a given ethnic or cultural origin grouped into tertiles.

Source(s): Census of Population, 2021 (3901).

Source: Statistics Canada, Infographic: "Canadian" tops the more than 450 ethnic or cultural origins reported by the population of Canada, 2021. Reproduced and distributed on an "as is" basis with the permission of Statistics Canada.

Image Long Description

This bubble chart comprises the 168 ethnic or cultural origins reported most often by Canadians in the 2021 Census. As a percentage of total responses, the "Canadian" ethnic or cultural origin represents 15.6%; the "English" ethnic or cultural origin represents 14.7%; the "Irish" ethnic or cultural origin represents 12.1%; the "Scottish" ethnic or cultural origin represents 12.1%; the "French" ethnic or cultural origin represents 11.0%; the

"German" ethnic or cultural origin represents 8.1%; the "Chinese" ethnic or cultural origin represents 4.7%; the "Italian" ethnic or cultural origin represents 4.3%; the "Indian (India)" ethnic or cultural origin represents 3.7%; the "Ukrainian" ethnic or cultural origin represents 3.5%; the "Québécois" ethnic or cultural origin represents 2.7%; the "Dutch" ethnic or cultural origin represents 2.7%; the "Polish" ethnic or cultural origin represents 2.7%; the "British Isles" ethnic or cultural origin represents 2.6%; the "Filipino" ethnic or cultural origin represents 2.5%; the "French Canadian" ethnic or cultural origin represents 2.5%; the "White" ethnic or cultural origin represents 1.9%; the "First Nations (North American Indian)" ethnic or cultural origin represents 1.7%; the "European" ethnic or cultural origin represents 1.5%; the "Métis" ethnic or cultural origin represents 1.5%; the "Russian" ethnic or cultural origin represents 1.5%; the "Norwegian" ethnic or cultural origin represents 1.3%; the "Welsh" ethnic or cultural origin represents 1.3%; the "Portuguese" ethnic or cultural origin represents 1.2%.

5.3 Types of Diversity

Joseph Pazzano: Director of Equity, Diversity and Inclusion outside in front of Pride flag.

As we investigated in [Chapter 2](#), everyone learns differently and has different personalities. The following are other various aspects of diversity. These are just some of the types of diversity you are likely to encounter on college campuses and in our society generally.

Diversity of race. Race refers to what we generally think of as biological differences and is often defined by what some think of as skin colour. Such perceptions are often at least as much social as they are biological.

Diversity of ethnicity. Ethnicity is a cultural distinction that is different from race. An ethnic group is a group of people who share a common identity and a perceived cultural heritage that often involves shared ways of speaking and behaving, religion, traditions, and other traits. Race and ethnicity are sometimes interrelated but not automatically so.

Diversity of cultural background. Culture, like ethnicity, refers to shared characteristics, language, beliefs, behaviours, and identity. We are all influenced by our culture to some extent.

Diversity of educational background. Colleges do not use a cookie-cutter approach to admit only students with identical academic skills. Diversity of educational background helps ensure a free flow of ideas and challenges those who might become set in their ways.

Diversity of geography. People from different places within Canada or the world often have a range of differences in ideas, attitudes, and behaviours.

Diversity of socioeconomic background. People's identities are influenced by how they grow up, and part of that background often involves socioeconomic factors. Socioeconomic diversity can contribute a wide variety of ideas and attitudes.

Diversity of gender roles. Women have virtually all professional and social roles, including those once dominated by men, and men have taken on many roles, such as raising a child, that were formerly occupied mostly by women. These changing roles have brought diverse new ideas and attitudes to college campuses.

Diversity of age. While younger students attending college immediately after high school are generally within the same age range, older students returning to school bring a diversity of age. Because they often have broader life experiences, many older students bring different ideas and attitudes to the campus.

Diversity of sexual orientation. People who are lesbian, gay, bisexual, transgendered, transsexual, and two spirited make up a significant percentage of people in Canadian society and students on college campuses. Exposure to this diversity helps others overcome stereotypes and become more accepting of human differences.

Diversity of religion. For many people, religion is not just a weekly practice but a larger spiritual force that infuses their lives. Religion helps shape different ways of thinking and behaving, and thus diversity of religion brings a wider benefit of diversity to college.

Diversity of political views. A diversity of political views helps broaden the level of discourse on campuses

concerning current events and the roles of government and leadership at all levels. College students are frequently concerned about issues such as environmentalism and civil rights and can help bring about change.


Fanshawe graduation ceremony.

Diversity of physical ability. Some students have athletic talents. Some students have physical disabilities. Physical differences among students brings yet another kind of diversity to colleges, a diversity that both widens opportunities for a college education and also helps all students better understand how people relate to the world in physical as well as intellectual ways.

Diversity of extracurricular abilities. Students participate in a wide variety of activities outside of class: clubs, activities, abilities in music and the arts, and so on. A student body with diverse interests and skills benefits all students by helping make the college experience full and enriching at all levels.

Nearly one in four people in Canada are immigrants, the highest proportion of the population in more than 150 years
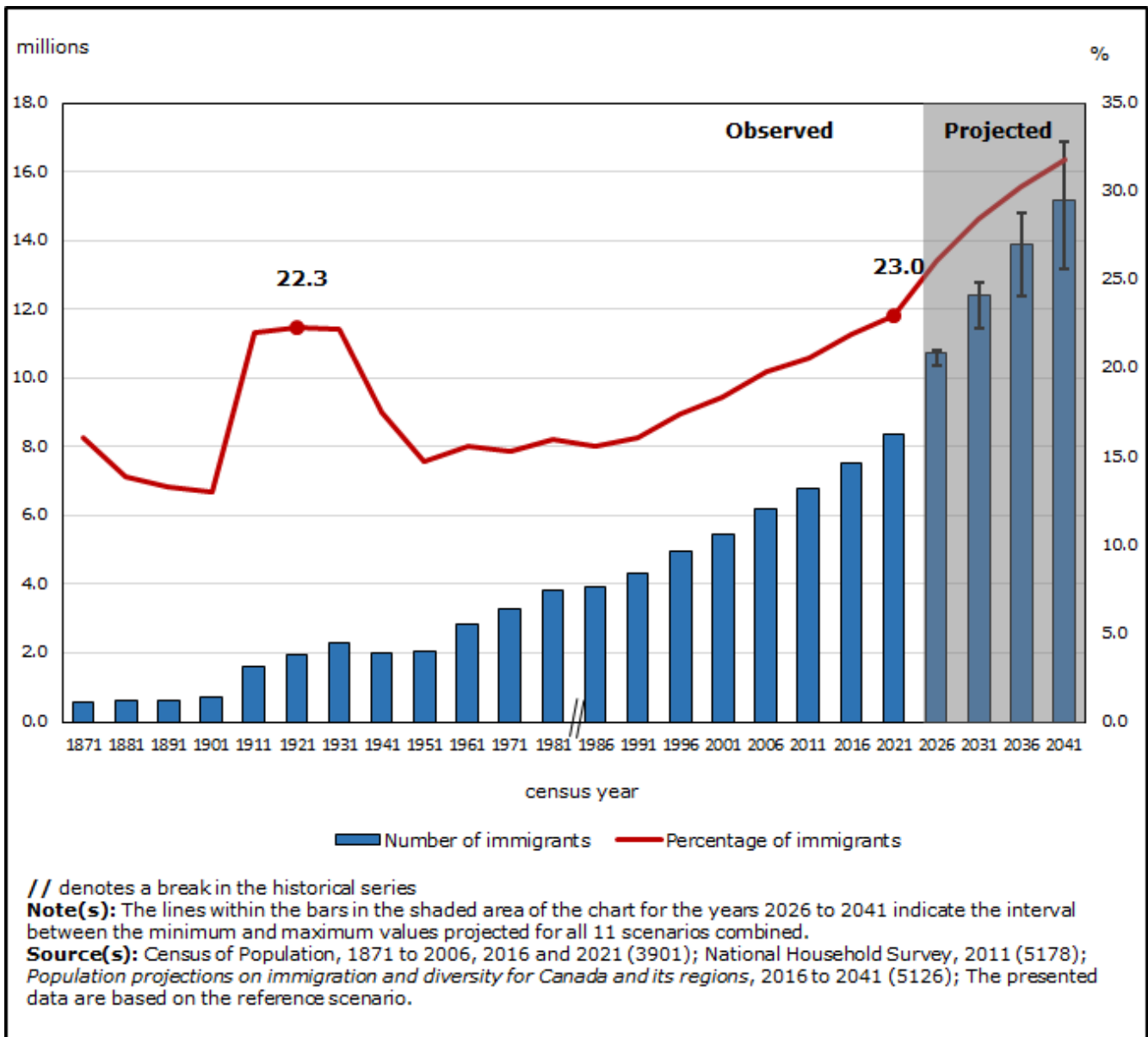
Source: Statistics Canada, _Infographic is "Nearly one in four people in Canada are immigrants, the highest proportion of the population in more than 150 years",_ 2011. Reproduced and distributed on an "as is" basis with the permission of Statistics Canada.

Image Long Description

This is a combination bar and line chart showing the overall counts and proportion of the population of Canada who are immigrants, for each census since 1871. The left vertical axis shows the count of immigrants per period, in millions, from 0.0 million to 18.0 million, by increments of 2.0 million. The right vertical axis shows the proportion of the population of Canada that immigrants represent, in percent, from 0.0% to 35.0%, by increments of 5.

The horizontal axis shows the following census years: 1871, 1881, 1891, 1901, 1911, 1921, 1931, 1941, 1951, 1961, 1971, 1981, 1986, 1991, 1996, 2001, 2006, 2011, 2016, 2021, 2026, 2031, 2036, and 2041.

Each bar represents the count of immigrants on that census, with 594,207 in 1871; 602,984 in 1881; 643,871 in

1891; 699,500 in 1901; 1,586,961 in 1911; 1,955,736 in 1921; 2,307,525 in 1931; 2,018,847 in 1941; 2,059,911 in 1951; 2,844,263 in 1961; 3,295,530 in 1971; 3,843,335 in 1981; 3,908,150 in 1986; 4,342,890 in 1991; 4,971,070 in 1996; 5,448,480 in 2001; 6,186,950 in 2006; 6,775,770 in 2011; 7,540,830 in 2016; 8,361,505 in 2021; 10,712,000 in 2026; 12,408,000 in 2031; 13,891,000 in 2036; and 15,155,000 in 2041.

There is a shaded area within the chart representing the years when the proportion of the population that are immigrants is based on projected data (2026 to 2041).

The chart includes a horizontal line that shows the proportion of the population of Canada that immigrants represent, with 16.1% in 1871; 13.9% in 1881; 13.3% in 1891; 13.0% in 1901; 22.0% in 1911; 22.3% in 1921; 22.2% in 1931; 17.5% in 1941; 14.7% in 1951; 15.6% in 1961; 15.3% in 1971; 16.0% in 1981; 15.6% in 1986; 16.1% in 1991; 17.4% in 1996; 18.4% in 2001; 19.8% in 2006; 20.6% in 2011; 21.9% in 2016; 23.0% in 2021; 26.0% in 2026; 28.4% in 2031; 30.3% in 2036; and 31.8% in 2041.

5.4 The Benefits of Diversity

"In the face of complex global challenges, Canada will continue to champion diversity, acceptance and compassion on the world stage. We cannot build a better world unless we work together, respect our differences, protect the vulnerable, and put people at the heart of the decisions we make."

– Rt. Hon. Justin Trudeau, Prime Minister of Canada (Government of Canada, 2022)

GLOBAL CITIZENSHIP

As you begin to explore how you are different than others in a respectful way, you begin to understand why you think and behave in certain ways based on your upbringing and past experiences and appreciate that this does not have to be the only way to approach life. Experiencing new ways of thinking, ideas, concepts and values leads to deeper and more novel and adaptive thinking and creative problem solving.

Diversity on campus is beneficial for all students, not just those from ethnic or minority groups. The wider perspectives of students from different backgrounds and the greater variety of teaching methods help everyone gain more fully in educational experiences. Socially, students develop a more mature worldview and are better prepared for interacting with a diverse world in the future.

In addition, students who **embrace opportunities** to experience diversity have greater satisfaction with their college careers and take a personal responsibility both for broadening their own social world and for speaking out against prejudice and discrimination wherever encountered.

The goal of many college admissions departments is to attract diverse students from a broad range of backgrounds involving different cultural, socioeconomic, age, and other factors—everything in the preceding list. But why is diversity so important?

- Experiencing diversity at college **prepares students for the diversity they will encounter the rest of their lives**. Learning to understand and accept people different from ourselves is very important in our world.
- Students learn better in a diverse educational setting. Encountering new concepts, values, and behaviours leads to thinking in deeper, more complex, and more creative ways, rather than furthering past ideas and attitudes.
- Diversity experiences help break the patterns of segregation and prejudice that have characterized

North American history. Discrimination against others, whether by race, gender, age, sexual orientation, or anything else, is rooted in ignorance and sometimes fear of people who are different. Getting to know people who are different is the first step in accepting those differences.

- Experiencing diversity makes us all better citizens in our democracy. When people can better understand and consider the ideas and perspectives of others, they are better equipped to participate meaningfully in our society.
- Diversity enhances self-awareness. We gain insights into our own thought processes, life experiences, and values as we learn from people whose backgrounds and experiences are different from our own.

Note: Almost two-thirds of recent immigrants were born in Asia, including the Middle East (See Image Below).

Distribution (%) of recent immigrants by region of birth, Canada, 1971 to 2021
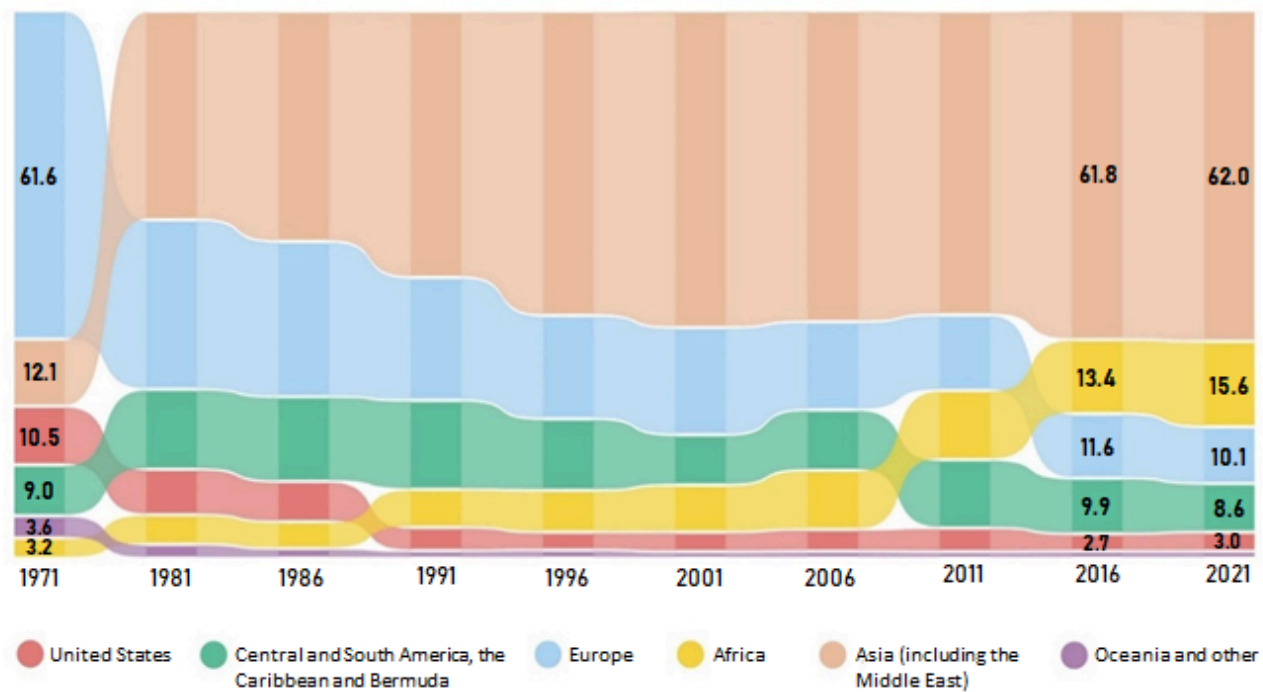
Source: Statistics Canada, Distribution (%) of recent immigrants by region of birth, Canada, 1971 to 2021, October 26, 2022, Reproduced and distributed on an "as is" basis with the permission of Statistics Canada.

Image Description

This is a ribbon chart that illustrates how the top regions of birth for recent immigrants have changed over the last 50 years (1971 to 2021). The regions are the United States; Central America, South America, the Caribbean and Bermuda; Europe; Africa; Asia (including the Middle East); and Oceania and others.The horizontal axis represents the following census years: 1971, 1981, 1986, 1991, 1996, 2001, 2006, 2011, 2016 and 2021. The left vertical axis details the proportion of recent immigrants in 1971 who were born in each source region. In 1971, 10.5% of recent immigrants were born in the United States; 9.0% were born in Central America, South America, the Caribbean and Bermuda; 61.6% were born in Europe; 3.2% were born in Africa; 12.1% were born in Asia (including the Middle East); and 3.6% were born in Oceania and others.

In 2016, 2.7% of recent immigrants were born in the United States; 9.9% were born in Central America, South America, the Caribbean and Bermuda; 11.6% were born in Europe; 13.4% were born in Africa; 61.8% were born in Asia (including the Middle East); and 0.7% were born in Oceania and others.

In 2021, 3.0% of recent immigrants were born in the United States; 8.6% were born in Central America, South America, the Caribbean and Bermuda; 10.1% were born in Europe; 15.6% were born in Africa; 62.0% were born in Asia (including the Middle East); and 0.7% were born in Oceania and others.

A Word About Multiculturalism

More than anything, multiculturalism is an attitude. Multiculturalism involves accepting and respecting the ideas, feelings, behaviours, and experiences of people different from oneself—all the forms of diversity described earlier. Canada is not actually a "melting pot" in the sense that people from diverse backgrounds somehow all become the same. Canada is often referred to as being a "mosaic" as it supports and preserves a great diversity of ideas, attitudes, and behaviours.

People of diverse religious backgrounds are not expected to "melt" together into one religion. Canada's Charter of Rights and Freedoms guarantees the equal rights of all people regardless of skin colour, gender, age, and other differences—including, equality under the law for those with diverse sexual orientation.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=790#h5p-12

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5.5 Embracing Diversity Thought Actions

<div style="background-color:green; color:white; text-align:center; border-radius:20px;">Action</div>

Diversity Thought Actions

- **Don't try to ignore differences among people.** Some people try so hard to avoid stereotyping that they go to the other extreme and try to avoid seeing any differences at all among people. But as we have seen throughout this module, people are different in many ways, and we should accept that if we are to experience the benefits of diversity.
- **Don't apply any group generalizations to individuals.** As an extension of not stereotyping any group, also don't think of any individual person in terms of group characteristics. People are individuals first, members of a group second, and any given generalization simply may not apply to an individual. Be open minded and treat everyone with respect as an individual with their own ideas, attitudes, and preferences.
- **Develop cultural sensitivity for communication.** Realize that your words may not mean quite the same thing in different cultural contexts or to individuals from different backgrounds. This is particularly true of slang words, which you should generally avoid until you are sure the other person will know what you mean.
- **Don't use slang** or expressions you think are common in the cultural group of the person you are speaking with. Similarly, since body language often varies among different cultures, avoid strong gestures and expressions until the responses of the other person signify he or she will not misinterpret the messages sent by your body language.
- **Education yourself.** There are multiculturalism special events, cultural fairs and celebrations, concerts, and other programs held frequently on campus.

Indigenous Learning Podcast – Fanshawe College 2019

Exercises

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=788#h5p-11

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5.6 Reflection

Reflect

Reflection Questions:

1. In your opinion, what is the biggest benefit to you in the workplace if you develop your global intelligence and embracing diversity?

5.7 Career Connection

Career Connections

Interview Question

Tell me about a time when you were working as part of a team and one person was not doing their share. What was the situation? What did you do? How did it turn out?

Tell me about a time when you had to work with someone who had a very fixed mindset and was negative about the project you had to work on. What was the situation? What did you do? How did it turn out?

5.8 Fanshawe Resources

Fanshawe College – Taking Responsibility for Your Learning

As a full-time student you have access to a full catalogue of LinkedIn Learning modules for free! These training modules vary in length and by completing a training course you are expanding your self-directed learning. Review the catalogue to find courses on equity, diversity, and inclusion and add the completion badges to your LinkedIn online profile to show employers you are invested in supporting a diverse workplace.

Indigenous Acknowledgement and Land Recognition

Fanshawe College acknowledges and honour the Anishinaabe, Lotinuhsyuní, and Lenape people of southwestern Ontario as the traditional owners and custodians of the lands and waterways where Fanshawe College is located. Fanshawe celebrates the continuous living cultures of original inhabitants of Canada and acknowledges the important contributions Indigenous people have and continue to make in Canadian society. The College respects and acknowledges our Indigenous students, staff, Elders, and Indigenous visitors who come from many nations (Fanshawe College, n.d.-a).

You can learn more about the diverse histories, cultures and worldviews of Indigenous People in Canada through the Maamwi Hub developed by College Ontario Libraries or by reading about Fanshawe's Institute of Indigenous Learning (formerly known as the First Nations Centre) that opened its doors in 1996 with over 500 students registered.

EDI at Work at Fanshawe

Fanshawe has an Equity, Diversity, Inclusion, and Anti-Oppression Task Force.

Under the leadership of Joseph Pazzano, Director of Equity, Diversity and Inclusion, the Task Force operates as an advisory body to the President and Executive Leadership Team.

In February of 2023, Fanshawe College announced it has been selected as a Colleges and Institutes Canada (CICan) 50 – 30 Challenge Hub. The 50 – 30 Challenge is an initiative between the Government of Canada, Canadian businesses, and diversity organizations, encouraging participants to increase representation of diverse groups within their workplaces. Fanshawe is one of four regional hubs located in colleges across the country (Fanshawe College, n.d., -b).

The College plans to offer workshops, webinars, outreach events, and other educational initiatives to equip organizations with the knowledge and tools necessary to diversify their teams. These services will be available to all registered participants of the 50 – 30 Challenge (Fanshawe College, n.d., -b).

Rising Leaders program

The Rising Leaders micro-certification program is designed to introduce students to foundational areas of leadership, recognize their competencies in each area and identify areas and strategies for further skills development.

The program is comprised of 6 modules. Upon completing each module, students will be granted an electronic badge to post to social media. Upon completion of all 6 modules, they will receive the Rising Leader Micro-credential certificate. The program is designed for students preparing for leadership roles in the college (FSU, peer mentorship, class reps, etc.) and is free to enroll in. Students will learn about new tools and approaches as well as how to apply the theories and practices to their overall career journey (Fanshawe College, n.d., -c).

Pride at Fanshawe

Fanshawe College embraces and supports members of 2SLGBTQIA+ community, values diverse sexual and gender identities and expressions that make up our community, and everybody is entitled to feel safe and respected on campus and have free and equal access to everything offered at Fanshawe (Fanshawe College, n.d.-d).

5.9 Key Takeaways

Key Takeaways

Diversity can be thought of as differences, and we are all different in a variety of ways that goes beyond what we can see or what we can hear.

- Diversity generally involves things that may significantly affect some people's perceptions of others, not just any way people happen to be different.
- Canada takes pride in its multi-culture nature and continues to promote immigration as the way to strengthen the economy and promote a culture of understanding and tolerance.
- There is value in taking time to understand why you think and behave in certain ways based on your upbringing and past experiences helps you understand the that there are a variety of ways to approach life.
- Experiencing new ways of thinking, ideas, concepts, and values leads to development of global citizenship, social intelligence, novel and adaptive thinking, and creative problem solving, all skills identified as critical for job success.

GLOBAL CITIZENSHIP

COMPLEX PROBLEM SOLVING

NOVEL & ADAPTIVE THINKING

SOCIAL INTELLIGENCE
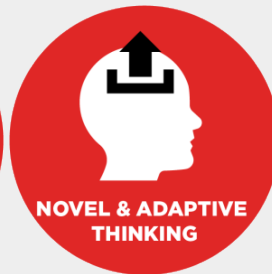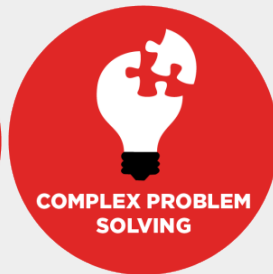
- Diversity on campus is beneficial for all students and you may need to step out of your comfort zone to actively expand your worldview by seeking out new opportunities. Socially, students develop a more mature worldview and are better prepared for interacting with a diverse world in the future.
- The wider perspectives of students from different backgrounds and the greater variety of teaching methods help everyone gain more fully in educational experiences.
- In addition, students who **embrace opportunities** to experience diversity have greater satisfaction with their college careers and take a personal responsibility both for broadening

their own social world and for speaking out against prejudice and discrimination wherever encountered.

CHAPTER 6 COMMUNICATING AND CONNECTING

Chapter Outline

6.0 Introduction

Communication has always been a complex life skill for everyone. How we pass information to others and how we understand what is being conveyed to us can often be complicated. And today, with the ever-increasing number of communication tools at our fingertips, our need to understand how, when, and what we communicate is even more crucial.

Well-honed communication skills can improve all aspects of your life. This is true regarding relationships with friends, significant others, family, acquaintances, people with whom you work, colleagues in your classes, and professors. In other words, everyone! Communication is probably the most important skill you can develop in your life.

One way you can develop your communication skills is to connect with your Fanshawe Student Union and become a class representative.

Video: Become a Class Rep

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1882#oembed-1*

Video: Become a Class Rep by Fanshawe Student Union [2:09] *transcript available*

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6.1 Self-Assessment

1. I think my mobile device is effective and appropriate for most communication. Why?

    1. True
    2. False
    3. Sometimes, but it will depend on the situation.

2. I have a good sense of how to communicate in different environments/situations and know which communication style to use

    1. True
    2. False
    3. Sometimes

3. I listen more than I talk.

    1. True
    2. False
    3. Sometimes

4. I have a good communication strategy to help when conflicts arise and I can explain it to others.

    1. True
    2. False
    3. Sometimes

5. Of the following methods, which is your preferred method of communication?

    a. In person/face-to-face
    b. Voice call
    c. Video call
    d. Email
    e. Texting (including texting apps)
    f. Social media environments

6. Which element of communication do you find most challenging?

    a. Understanding the audience/situation and using the best form/tone to fit it
    b. Speaking in front of a group of people
    c. Writing papers or reports
    d. Listening and interpreting

7. I believe communicating is one of my top strengths

   1. True
   2. False
   3. Sometimes

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6.2 The Communication Process

Early in Chapter 1, we looked at how important it is to follow the course communication expectations when formatting your emails to professors. This is the preferred method of communication with your Fanshawe contacts and maintains a record of communication. That means your ability to communicate effectively will depend on your ability to check your Fanshawe Online email daily.

What is required in every email subject line? If you don't remember, check your course communications expectations posted on your course site.

In the previous chapter, we learned about the various ways we are different and in this chapter, we will consider how these differences can impact how well we communicate.

To begin with, let's look at the following definition of communication:

"A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour" (Merriam-Webster. n.d.).


In its most simple terms, communication happens when there is at least one sender and one recipient, and in between, there is the message.

The diagram below provides additional details that are important to consider if we want to be able to communicate effectively.

If your professor has **encoded** the information they want you to know in a language you do not understand (the language of math, diagrams, gestures, words, etc.) you (the receiver) will have trouble **decoding** the message, and may provide feedback to the sender by using a confused face.

Communication is only effective if the sender encodes information in a way the receiver can decode it. Since we discovered throughout the text that we are all different, how can we improve the chance that our message is received and understood?

What about the part of this diagram that says "noise"? Noise is what gets in the way of the message getting through. It could be actual noise interference (like a loud argument in the hallway) but it could also be the speaker mumbling, the receiver being stressed out and thinking about something else, or anything else that prevents the clear transmission of the message or ability to decode it.
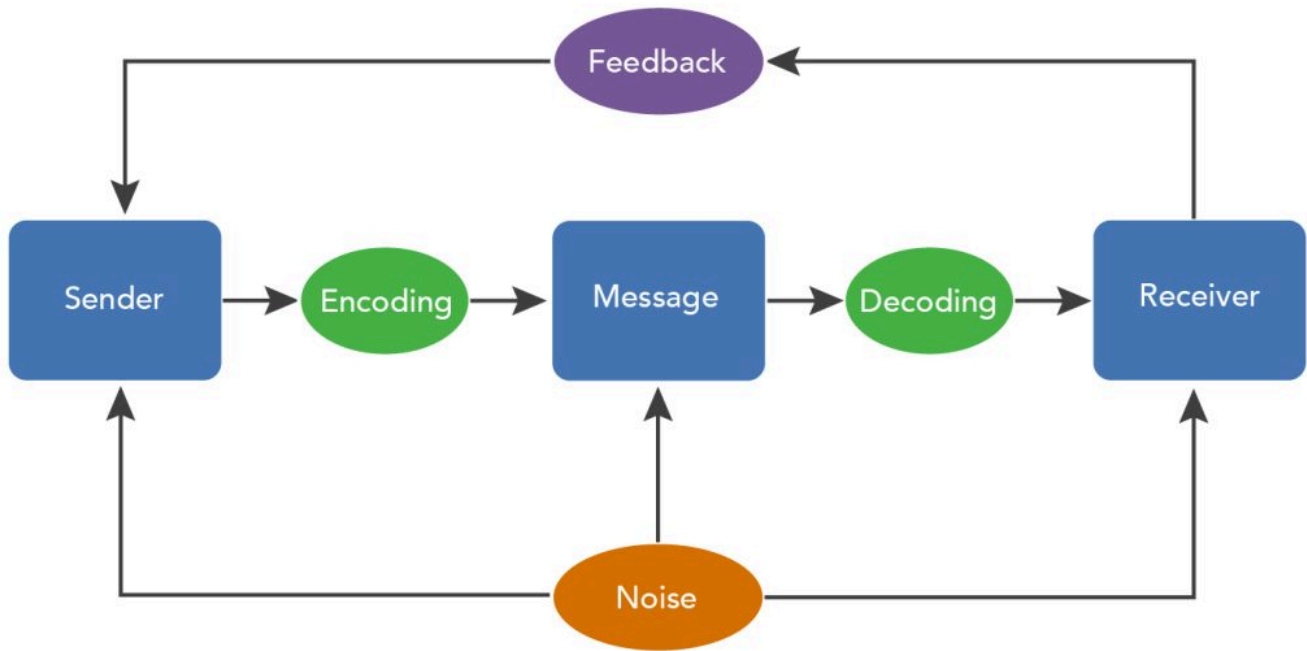
Our ability to communicate can be improved if we consider the following:

- Messages can be sent vocally—voice, phone, face-to-face, over radio or television. It can come to us in a written format such as correspondence or printed or digital media. We obtain information visually in logos, pictures, maps, menus, and street signs. And, of course, we find ourselves learning things non-verbally by observing body language, tone of voice, gestures, and so forth.
- The kind of communication tool you choose to use also has an effect on the message being conveyed. Will you choose a pencil? Pen? Phone? Email? Text? Picture? Or perhaps a face-to-face opportunity? Whatever you choose as your method of communicating with one person or a group of people guides how

  effectively you send your message.
- Communication may also include an emotions behind a message. You could just be sharing a picture of yourself on the beach or sending out a call for help on a class assignment, or perhaps feeling sad because a friend is sick. Each of these would affect how you might communicate.
- Additionally, there are other significant variables that play an important role in communicating, from

ethnicity to culture to age to gender and are meaningful to what one is trying to "say" to someone else. Unfortunately, sometimes the message is lost or misconstrued because neither the sender nor the receiver has taken into account these important aspects of successful communication.

One way we can improve our ability to communicate is to become an active listener and effective speaker which we will review in the next two sections.

6.3 Opportunities for Effective Speaking

<div style="text-align:center">**Opportunity**</div>

Guidelines for effective speaking:

- **Be honest, but don't be critical.** Strongly disagreeing may only put the other person on the defensive—an emotion sure to disrupt the hope for good communication. You can disagree, but be respectful to keep the conversation from becoming emotional. Say "I don't know, I think that maybe it's…" instead of "That's crazy! What's really going on is…."
- **Look for common ground.** Make sure that your side of a conversation relates to what the other person is saying and that it focuses on what you have in common. There's almost no better way to stop a conversation dead in its tracks than to ignore everything the other person has just said and launch into an unrelated story or idea of your own.
- **Avoid sarcasm and irony unless you know the person well.** Sarcasm is easily misunderstood and may be interpreted as an attack on the other person's ideas or statements.
- **Don't try to talk like the other person**, especially if the person is from a different ethnic or cultural

background or speaks with an accent or heavy slang. The other person will feel that you are imitating them and maybe even making fun of them. Be yourself and speak naturally.

- **While not imitating the other person, relate to their personality and style of thinking**. We do not speak to our parents or professors the exact same way we speak to our closest friends, nor should we speak to someone we've just met the same way. Show your respect for the other person by keeping the conversation on an appropriate level.
- **Remember that assertive communication is better than passive or aggressive communication.** Assertive in this context means you are honest and direct in stating your ideas and thoughts; you are confident and clear and willing to discuss your ideas while still respecting the thoughts and ideas of others.
- **A passive communicator** is reluctant to speak up, seems to agree with everything others say, hesitates to say anything that others might disagree with, and therefore seldom communicates much at all. Passive communication simply is not a real exchange in communication.
- **Aggressive communication**, at the other extreme, is often highly critical of the thoughts and ideas of others. This communication style may be sarcastic, emotional, and even insulting. Real communication is not occurring because others are not prompted to respond honestly and openly.
- **Choose your conversations wisely.** Recognize that you don't have to engage in all conversations. Make it your goal to form relationships and engage in interactions that help you learn and grow as a person. College life offers plenty of opportunities for making relationships and interacting with others if you keep open to them, so you needn't try to participate in every social situation around you.

6.4 Opportunity for Active Listening

<div style="background:#f2c041;border-radius:40px;text-align:center;padding:10px">Opportunity</div>

Guidelines for how to become and active listener

- **Talk less to listen more.** Most people naturally like to share their thoughts and feelings, and some people almost seem unable to stop talking long enough to ever listen to another person. Try this: next time you're in a conversation with another student, deliberately try not to speak very much but give the other person a chance to speak fully. You may notice a big difference in how much you gain from the conversation.
- **Ask questions.** To keep the conversational ball rolling, show your interest in the other person by asking them about things they are saying. This helps the other person feel that you are interested in them and helps build the relationship.
- **Watch and respond to the other person's body language.** You'll learn much more about their feelings for what they're saying than if you listen only to their words.
- **Show the other person that you're really listening and that you care.** Make eye contact and respond appropriately with nods and brief comments like "That's interesting!" or "I know what you mean" or "Really?" Be friendly, smile when appropriate, and encourage the person to keep speaking.
- **Give the other person feedback**. Show you understand by saying things like "So you're saying that…" or asking a question that demonstrates you've been following what they're saying and want to know more. As you learn to improve your listening skills, think also about what you are saying yourself and how.

Exercise

An interactive H5P element has been excluded from this version of the text. You can view it

"4.3 Are You Really Listening?" from College Success by University of Minnesota is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

6.5 Online Discussion Forums

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Opportunity

</div>

Communicating in Online Discussion Boards

The tools we have at our fingertips for online communication are vast and varied. We learned in Chapter 1 that communicating through professional email, from your FanshaweOnline email account is the preferred tool and there are certain rules for formal email. We also identified the key elements that need to be included in an email and saw how those element help organize incoming mail, help prioritize response time and ultimately, help us make good use of our time.

Every organization will have different acceptable communication tools and policies and being able to learn and apply the rules will make you an efficient communicator.

Many online courses include discussion boards and forums, either as a required assignment, or to support your learning process, so this section will focus on how you can use online discussion forums to support your learning in the best way possible.

Discussion forums are a tool for creating collaborative learning relationships. They can also be a low-stakes way to express your developing ideas, and to get feedback on the ways in which you are learning the course material as you work towards larger assignments.

What Makes a Good Forum Post?

The sample rubric below outlines what distinguishes stronger online posts from those that are less successful. Review the chart below. What do you notice? If your instructor has provided a rubric for online posts, read the rubric, and identify your instructor's criteria for success (Fenwick & Parsons, 2009).

Image Credit: Christina Page; Andrew Stracuzzi

LEVEL 3
(Most Successful)

Postings reflect that you have completed and reflected well on the course readings

Postings demonstrated that you have read and reflected on colleagues' posts before posting a response

Postings contribute to the class' understanding of the course content

Posting is very regular and consistent throughout the whole course

Writing style is engaging, well organized, and professional.

LEVEL 2
(Successful)

Postings generally incorporate ideas from course readings

Postings usually show reflection on and response to others' ideas and questions

Postings are usually relevant to the current discussion

Postings usually help others to understand class content

Postings are posted to the forum somewhat consistently

Writing quality is sufficiently clear and professional to be easily understood by others

LEVEL 1
(Unsuccessful)

Postings do not demonstrate an understanding of course readings

Postings fail to engage with other classmates' postings

Postings are not relevant to course learning outcomes

Postings do not help others learn

Posting is inconsistent throughout the course

Postings contain multiple writing errors or are poorly structured

Tips for Participating in Forums

1. **Develop a clear understanding of the expectations and ground rules for the forum**.

Review your course presentation (syllabus) to guidance on how often to post, the type of content to include in each post, and the best way to respond to others' posts.

2. **Make connections between your posts and the content you are learning in the course**. A forum post is often an excellent place to engage in critical reflection. Make connections between the course content and the ways that your growing understanding are shaping your present and future practice.

3. **Set a regular schedule for posting and commenting on forums**. This prevents the amount of content from becoming overwhelming, and allows you to develop stronger relationships in the course by regularly engaging with classmates.

4. **Include resources that might be useful to other classmates** or your instructor in your posts.

5. **Use language that is appropriate for an academic environment**. Avoid writing in a way that is too informal (ie. writing that resembles a text message).

6. **Make sure that each post is clearly written and well structured**. Take time to clarify the message you want to communicate in your post, and organize your content into clear and concise paragraphs. This is easier for your reader than a long or disorganized post.

7. **Respond to others' posts in a supportive and challenging way**. In writing, messages may be unintentionally misinterpreted. Be sure that your responses to others are respectful, positive in tone, and do not appear angry, even when you wish to disagree or present an alternative viewpoint.

8. **Participate in the community discussion**. Read others' comments before posting, and connect your ideas with what you are hearing from your classmates (Pappas, 2015).

6.6 Team and Group Work in Action

Working in groups is a necessary and important skill. We will find ourselves having to work in groups in various situations—at home, at work, at play, and at school. When we find ourselves working in groups—whether in a formal or informal situation—certain things tend to happen. Often the natural leaders will emerge to provide guidance and direction, and those who are natural followers will act accordingly. Conflicts will inevitably occur, as people have different visions for the outcome.

Working in groups in educational settings is a common occurrence. Instructors often require group work because it is such an important skill, particularly moving forward into the workplace. Working on labs together, group project work, group assignments, even online group work with classmates who are all over the world, are all standard situations. Getting along is important, but working effectively together can make a better project when each team member contributes according to their strengths, resulting in a better project than each could have done on their own.

Working in groups has advantages and disadvantages and works better in some situations than others. Here are some reasons why you might choose to work alone or in a group:

Working alone versus working in groups

Working Alone	Working in Groups
Free to make all the decisions	Can collaborate
Can use your own methods	Can share responsibility
Can be creative	Can share ideas and talents
Can do things on own time schedule	Can spread the workload
No disagreements	A more sociable way to work
No compromising – can do everything your way	Able to do something bigger and better
Can take all the credit	Can demonstrate ability to work in teams

Effective Working Groups

Groups that work effectively have the following characteristics:

- Group members share a sense of purpose or common goals that each member is willing to work toward.
- The group that understands developing a climate of trust is important. In order to trust one another, individuals in a group must understand and get to know one another.
- The tasks or objectives are understood and accepted by everyone.

- There is free discussion leading to group commitment and no hidden agendas.
- The group is concerned not only performing well but learning and working through the process.
- The group periodically evaluates its performance.
- The group members use one another as a resource.
- Roles are balanced and shared to ensure that the tasks are accomplished and that group cohesion and morale are enhanced.
- The group comes up with clear assigned tasks for people in the group.
- Communication is clear, direct, open, and honest.
- Group members continually try to listen to and clarify what is being said, and show interest in what others say and feel.
- They feel freedom to build on each other's ideas. Differences of opinion are encouraged and freely expressed.
- The group focuses on problem solving rather than expending energy on competitive struggles or interpersonal issues.
- The group is willing to deal with conflict, and focus on it until it is resolved or managed in a way that does not reduce the effectiveness of the group and its members.
- Confrontation is accepted as a challenge to examine one's behaviour or ideas. It is not viewed as an uncaring personal attack.
- Mistakes are seen as sources of learning rather than reasons for punishment. This encourages creativity and risk taking.
- The group has a clear set of expectations and standards for the behaviour of group members.
- The group that understands developing a climate of trust is important. In order to trust one another, individuals in a group must understand and get to know one another.

Effective, comfortable groups can accomplish a lot.

Managing Conflicts

Video: How to Deal with Difficult Group Project Members

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=3047#oembed-1*

Video: "How to Deal With Difficult Group Project Members" by SFU Beedie School of Business [3:35] *transcript available.*

When we hear the word conflict, we often think of it in a negative way. Conflicts sound like problems and problems are bad right? Think back to Chapter 2 and your attitude towards problems. Do you see them as something that will be a roadblock to your success, or as an opportunity to ask for help and learn something new? How you face problems will impact your ability to solve them. You will read more about that in Chapter 8 on problem solving.

Conflicts among people who are interacting are natural. People have many differences in opinions, ideas, emotions, and behaviours, and these differences sometimes cause conflicts. Successfully managing through conflict is a highly prized job skill and often requires you applying all of the 7 Job Skills for the Future like novel and adaptive thinking, resilience as you work through the complex problems that may arise when you are working with others.

A conflict cannot be resolved satisfactorily unless all people involved have the right attitude and the right tools.

- **Respect** the opinions and behaviours of others. Accept that people are not all alike. Most situations do not involve a single right or wrong answer.
- **Don't make assumptions**. Focus on the **behaviour** and NOT the person. For example, if Claudia doesn't respond to your email invite to a group meeting, avoid assuming she is not interested or is lazy. Reach out in another way, express concern. Perhaps she is overwhelmed right now with sick children and hasn't been able to review her email.
- **Be open minded**. Look at the other's point of view. Be open to change—even when that means accepting constructive criticism.
- **Take a Step Back.** You can't work together to resolve a conflict while you're still feeling strong emotions.

Photo by Alena Darmel, Pexels License

Wait until you're able to communicate without strong emotions.

- **Recognize the value of compromise**. Even if you disagree after calmly talking over an issue, accept that as a human reality and understand that a compromise may be necessary in order to get along with others.
- **Using the right tools.** As we saw in Chapter 2, we have the best chance of success to learn if we use multiple ways to communicate information. Conflict can arise if some people prefer to talk over tasks, while others will forget, and would benefit from written communication about what is required. In this way, they can review and reflect on it before being able to provide their thoughts.

Ghosting

In most cases, when the people involved have a good attitude and are open to compromise, conflicts can be resolved successfully.

Yet sometimes there seems to be no resolution. Sometimes the conflict can arise by group members refusing to engage in a group project, not answering emails or stops communicating with the group. This is often referred to as "ghosting" as the person has become invisible.

Review the requirements of any group work to ensure you understand the following:

- Is your group project for a group mark or are you marked individually, or both?
- Are you required to submit your individual work to the professor?
- What are the consequences of putting your name on a group project if you know some of it has been plagiarized or not original work or is missing citations and references?
- Have you set up group expectations for communicating, a timeline for the project and an list of consequences for not communicating?
- Can someone be removed from your group and if so, how do you communicate this with the professor and the group member?
- What do you do if someone shows up at the last minute and wants their name added to the project but they didn't participate in the work?
- Is there a part of this assignment where you will be asked to evaluate your group members and is that information shared with them? Does your feedback impact their mark?

This may mean engaging the help of your professor to better understand what the expectations are. Once again, communication is key to solving this challenge.

Stages in Group Formation

Groups that form to accomplish a certain goal go through stages in getting to that goal. It's not a bad thing that conflict happens along the way. In fact, it's almost inevitable. How people handle the conflict will determine whether or not the process is a positive and successful one.

Video: Forming, Storming, Norming, and Performing

> 📇 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=3047#oembed-2*

Video: Forming, Storming, Norming, and Performing: Bruce Tuckman's Team Stages Model Explained by MindToolsVideos [1:58] *transcript available*

6.7 Connecting and Communicating in Action

<div style="text-align: center; font-weight: bold;">Action</div>

Like with many things, it is important to consider your purpose of any communication. These could include:

- to inform
- to persuade
- to educate
- to entertain
- **to improve relationships**

As we saw in Chapter 1, strong social connections, including feeling like you belong at Fanshawe, influence your academic success.

Recognize the Value of Social Interaction

Humans are social creatures—it's simply in our nature. We continually interact with other students and professors, and we can learn a great deal from these interactions that heighten the learning process. This frequent interaction with others forms a state of interdependence. College students depend on their professors, but just as importantly, they depend on other students in many ways.

Building good relationships is important for happiness and a successful college experience. College offers the opportunity to meet many people you would likely not meet otherwise in life and allows you to further develop your social intelligence.

Making New Friends

Some people just make friends naturally, but many first-year college students are more shy or quiet and may need to actively seek new friends. Here are some starting points:

- Try to sit with different people in classrooms and actively seek out people you don't know for group work.
- Actively participate in online discussion boards to let people get to know more about who you are and what you think.
- Ask others about themselves. Show others that you're interested in what they think by asking questions to further the conversation, whether online or in person.
- Study in a common area or lounge where you'll be among others or go to open office hours with your professor to meet your classmates.
- Be open in your interests. Don't limit yourself to people who share only certain interests. Meeting people by studying together is an excellent way to get to know people with different interests.

The college social experience also includes organized campus groups and activities. Participating in organized activities requires taking some initiative—**you can't be passive and expect these opportunities to come knocking on your door**—but is well worthwhile for fully enriching college interactions.

The active pursuit of a stimulating life on campus offers many benefits.

Organized groups and activities:

- Speed your transition into your new life. Rather than waiting for it to come along on its own, you can immediately begin broadening your social contacts and experiences by joining groups that share your interests.
- Help you experience a much **greater variety of social life** than you might otherwise. New students often tend to interact more with other students their own age and with similar backgrounds—this is just natural. But if you simply go with the flow and don't actively reach out, you are much less likely to meet and interact with others from the broader campus diversity.
- **Help you gain new skills,** whether technical, physical, intellectual, or social. Such skills may find

their way into your résumé when you next seek a job or your application for a scholarship or other future educational opportunity. Employers and others like to see well-rounded students with a range of proficiencies and experiences.

· Are **fun and a great way to stay healthy and relieve stress.** Exercise and physical activity are essential for health and well-being, and many organized activities offer a good way to keep moving.

Exercise

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1894#h5p-20

How to Get Involved

College campuses offer a wide range of clubs, organizations, and other activities open to all students. College administrators view this as a significant benefit and work to promote student involvement in such groups. It's a good time now to check out the possibilities:

- Browse the [Fanshawe Student Union Web site](#), where you're likely to find links to pages for student clubs, events and organizations.
- Watch for club fairs, open houses, and similar activities on campus. Talk with the representatives from any group in which you may be interested.
- Look for notices on bulletin boards around campus.

Student groups really do want new students to join, so they usually try to post information where you can find it.
- Consider other forms of involvement and roles beyond clubs. Gain leadership experience by running for office in student government or applying for a residence hall support position.
- If your campus doesn't have a group focused on a particular activity you enjoy yourself, think about starting a new club.

Take chances and explore. Attending a meeting or gathering is not a commitment—you're just going the first time to see what it's like, and you have no obligation to join. Keep an open mind as you meet and observe other students in the group, especially if you don't feel at first like you fit in: remember that part of the benefit of the experience is to meet others who are not necessarily just like everyone you already know.

Balancing Schoolwork and Social Life

If there's one thing true of virtually all college students, it's that you don't have enough time to do everything

you want. Once you've developed friendships within the college community and have an active social life, you may feel you don't have enough time for your studies and other activities such as work.

For many students, the numerous social opportunities of college become a distraction, and with less attention to one's studies, academic performance can drop. Use the tips from the chapter on Time Management to help ensure you schedule your social time as well.

6.8 Reflection

Reflect

Answer the reflection questions below in full sentences.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1901#h5p-47

Think of what context and what communication tool you would consider in the following situations:

1. You need to let your professor know you won't be able to hand in your assignment on time. What will you say, when and where will you say it, and what form of communication will you use and why?
2. Your roommate wants to have friends over for a party and you aren't sure you are up for that. What and how do you tell your roommate?
3. The weekend is full of activities, but you are expected home for a family gathering. How do you let your parents know you aren't coming?

Check the methods of communication you would most likely use for each of the following. Then write an explanation for why you have chosen the various forms of communication and how your choice had a link to the purpose of communicating with these different people.

	Face-to-Face	Email	Letter	Phone	Facebook	Instagram	Snapchat
Parent							
Peer							
Sibling							
Boss							
Doctor							
Professor							
Waitress							
Office assistant							
Significant other							

Take a close look at how you filled out the above chart. Do you find that there were definitely different purposes to how and why you used email instead of the phone, or Snapchat instead of a letter? It is good for you to reflect on your communication choices so that they are always most effective.

Look at the forms of communication you chose for "boss." Perhaps you chose face-to-face and email as the two forms of communication you would use with your boss. Think through how those might have had an effect on the success of your communication with them. Now select two other forms of communication. Would you have been able to get the same response from your boss?

Read through your course presentations and find any guidelines for posting to forums. Create a checklist for yourself based on these guidelines and the rubric above. What do you need to do to create successful forum posts in *your course*? Keep this checklist, and refer to it regularly as you post to forums.

Download a printable forum posting checklist

6.9 Career Connection

Interview Question

Tell me about a time when you were working as part of a team and one person was not doing their share. What was the situation? What did you do? How did it turn out?

Tell me about a time when you had to work with someone who had a very fixed mindset and was negative about the project you had to work on. What was the situation? What did you do? How did it turn out?

Discussion Boards/Forums – In-Class to Real World

Discussion boards are used in classrooms often. So how do they connect to real world use?

Customer service skills will include communicating in writing in online forums where customers post their feedback, questions, etc. Often, these are very public forums that others can see, so you need to be professional, ask the right questions and ensure the customer gets the information they need quickly

As part of the implementation process, software and hardware companies often give new clients access to a client discussion forum. Here, organizations can post questions of other businesses who are successfully using the new technology, trouble shoot any problems, build a network of likeminded colleagues and take advantage of a pool of talent to help with more complex problems, which may save time and money. The company can also communicate with all their clients at once and collect data about desired updates, any bugs that need fixing or even discover new ideas from their clients!

Within an organization, a discussion forum is a great way to keep employees up to date on new initiatives and collect feedback and provide clarification. This helps build a sense of trust and transparency when everyone within the business can ask questions and answers are available for everyone to read, reflect on and respond to.

Does my personality influence how I communicate?

Business is about building relationships –with customers, vendors, investors, employees, industry

regulators, the government etc. Each of these relationships is unique and therefore, the type and style of communication you use may need to be customized.

Not only is time wasted when communication is unclear, conflict can arise when communication is poor, which may damage a relationship. This can happen when we don't consider that how we like to send and receive messages may be very different from someone else.

We saw in Chapter 2 and Appendix C that reflecting on how we learn may help us develop good strategies for learning smarter. So is there value in looking at how our personality may impact how communicate with others?

Companies like Amazon, META, Google, Ford, Kraft, Oracle, Marriott, the United States Airforce have invested in personality assessments such as True Colours temperament and personality typing program to help their workforce "understand and recognize differences that can lead to miscommunication and conflict" (True Colours, n.d., para. 1).

These act as a starting point for good conversation and self-reflection. Not only does it help the individual think about their own communication style, but by extension, recognize that others may require a different approach.

Develop your social intelligence by going to Appendix C and take a free version of the True Colours online assessment to determine how your personality may impact how you communicate with others. Note the percentage scores you receive for each of the four colours blue, gold, green, and orange and read the descriptions.

- Do you feel the results you got accurately describe your personality and communication style?
- How could you use this information to better communicate with someone who has a very different result than you do?
- Review your lowest score. How do you think you would respond to someone who was trying to communicate with you who had this as their highest score?

6.10 Fanshawe Resources

Fanshawe Resources

Fanshawe College – Taking Responsibility for Improving Your Communication Skills

As a full-time student you have access to a full catalogue of LinkedIn Learning modules for free! These training modules vary in length and by completing a training course you are expanding your self-directed learning. Review the catalogue to find courses on business communication, conflict management, cross-cultural communication skills, and add the completion badges to your LinkedIn online profile to show employers you are invested in supporting a diverse workplace.

Connecting to Your Fanshawe Community

- Fanshawe Student Union – Information to connect with your Fanshawe Community through events, clubs, student government, on campus food information, ride shares, jobs, marketplace, volunteer opportunities, book a pool table or get tickets to events through the BIZ Booth.
- Campus Recreation, Intramural Sports, E-Sports – Join a team with friends or join one to meet new friends. Drop in opportunities in the gym, classes, simulator sign up, climbing wall or the full gym experience.
- Events in the Library – Library News – Movies, games and resources to help you connect for fun or study.
- Practising Interview Skills – Look for workshops on interviewing and ask about the online virtual interview tools or work one on one with a career services team member to practice your interview skills.

6.11 Key Takeaways

Key Takeaways

Communicating your thoughts and ideas so that others can understand them is a critical skill for success in college and the workplace.

- Choose the right communication tool for the type of communication required.
- Your professors and Fanshawe staff expect you to use your FOL email account regularly to send and review messages. Check your FOL email daily and use your email account for all formal communication.
- The communication process is complex and there are many variables that impact how the message is sent and received.
- Active listening improves the communication process and includes: asking questions, observing body language to see if it matches the words, making eye contact, nodding to show understanding and really listening for meaning, not just listening to respond.
- Communication is not always something active. Logos, signs, TV, social media are all communicating a message and we need to be aware of and critically examine these messages.
- Online discussion boards and forums, used in school and workplaces offer an asynchronous way to share ideas, ask questions for clarification and build relationships in a global setting with people you may never meet.
- Poor communication is a large contributor to conflict. Working with others will help you practice active listening, written, and spoken communication. Take time to reflect not only on how you communication, but on how others do so that you can adapt to each others' styles.
- Benefits of practicing these skills include reduced conflict, less stress, better workplace opportunities, making new friends and connections among classmates, professors and employers.

CHAPTER 7: HEALTH AND WELLNESS

Chapter Outline

7.0 Introduction

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Learning Objectives

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In this chapter you will learn about the interrelated nature of health and wellness. After reading this chapter, you should be able to do the following:

- Discover the impacts of stress, exercise, sleep, nutrition, and exercise on student success
- Identify how stress, sleep, nutrition, and exercise are an interconnected part of your ability to succeed as a student
- Evaluate and make informed decisions in regards to your personal health and wellness goals
- Identify resources that can help you take responsibility for your health and wellness goals
- Identify connections between your personal wellness and your future career
- Recognize how academic success connects to career success

Health and Wellness

Wellness is more than just avoiding disease. Wellness involves feeling good in every respect, in mind and spirit as well as in body. Your emotional health is just as important as your physical health—and maybe more so.

If you're unhappy much of the time, you will not do as well as in college—or life—as you can if you're happy. You will feel more stress, and your health will suffer. Still, most of us are neither happy nor unhappy all the time. Life is constantly changing, and our emotions change with it. But sometimes we experience more negative emotions than normally, and our emotional health may suffer. Emotional balance is an essential element of wellness—and for succeeding in college. Emotional balance doesn't mean that you never experience a negative emotion, because these emotions are usually natural and normal. Emotional balance means we balance the negative with the positive, that we can be generally happy even if we're saddened by some things. Emotional balance starts with being aware of our emotions and understanding them.

Paying attention to your physical, emotional, and mental health becomes more vital when attending college because learning is challenging. However, time pressures, schedule changes, and new responsibilities can throw students off their previous routines.

As a first-year college student you will make many choices without parental oversight, including the food you eat, and the way you take care of your body and brain. Some choices put you on a path to health, and other choices can lead you down a path toward illness. There is a strong connection between success in college and your ability to stay healthy.

This chapter will focus on the interrelated nature of food, stress, and exercise and how making good decisions in one area helps support the others. Likewise poor decisions in just one of these areas can negatively affect the other two. It's a careful balance that is often tested in your fist year at college.

Good health habits also offer these benefits for your college career:

- More energy
- Better ability to focus on your studies
- Less stress, feeling more resilient and able to handle day-to-day stress
- Less time lost to colds, flu, infections, and other illnesses
- More restful sleep

Video: Student Wellness Centre Highlights

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=805#oembed-1

Video: Student Wellness Centre Highlights by Fanshawe College [:45] *transcript available*

"Chapter 11: Engaging in a Healthy Lifestyle – Introduction" from College Success by Amy Baldwin & Open Stax is licensed under a Creative Commons Attribution License

7.1 Self-Assessment

Self-assessment

Where Are You Now?

Consider your present knowledge and attitudes with the following statements. Consider how true these statements are for you:

	Yes	Unsure	No
1. I usually eat well.			
2. I get enough regular exercise to consider myself healthy.			
3. I get enough restful sleep and feel alert throughout the day.			
4. My attitudes and habits involving smoking, alcohol, and drugs are beneficial to my health.			
5. I am coping in a healthy way with the everyday stresses of being a student.			
6. I am generally a happy person.			
7. I understand how all of these different health factors interrelate and affect my academic success as a student.			

7.2 Stress

Does My Stress Level Matter?

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Stress is not always bad. In fact, some stress is helpful. **Good stress** is stress in amounts small enough to help you meet daily challenges. It's also a warning system that produces the fight-or-flight response, which increases blood pressure and your heart rate so you can avoid a potentially life-threatening situation. Feeling stressed can be perfectly normal, especially during exam time. It can motivate you to focus on your work, but it can also become so overwhelming you can't concentrate. It's when **stress is chronic** (meaning you always feel stressed) that it starts to damage your body.

According to a 2022 report from the Canadian Reference section of the American College Health Association, in a 12-month period 85 percent of college students reported they were experiencing moderate to high psychological distress and 43 percent reported feeling overwhelming anxiety and 30% felt depressed (American Colleges Health Association, 2019).

Creating a stress tolerance plan can help you meet the rise in demands on your time and help you maintain academic success.

If stress is seriously disrupting your studies or your life regardless of what you do to try to reduce it, you may need help. There's no shame in admitting that you need help, and college counsellors and health professionals are there to help.

Fanshawe has many resources to help you that are outlined at the end of this chapter.

*Counselling services at Fanshawe is there for you.*

What Chronic Stress Does to Your Body

- Do you find it difficult to concentrate or complete your work?
- Are you frequently sick?
- Do you have regular headaches?
- Are you more anxious, angry, or irritable than usual?
- Do you have trouble falling asleep or staying awake?
- Do you suffer from stomach upset often?

If you answered yes to any or all of these questions, you may be holding on to too much stress.

Stress that hangs around for weeks or months affects your ability to concentrate, disrupt your digestion, makes you more accident-prone, increases your risk for heart disease, can weaken your immune system, disrupts your sleep, and can cause fatigue, depression, and anxiety (American Psychological Association, 2018). To learn more about what stress does to your body, read the article: Stress Effects on the Body.

Some people refer to the time we are living in as the age of overload. It's easy to get worn down by social media and the constant news cycle, and to be overwhelmed by too many choices. We live in a fast-paced, always-on world with a lot of pressures. The military created the VUCA acronym for the world we currently live in. VUCA stands for **volatile, uncertain, complex, and ambiguous,** and as a result of living in this VUCA world, many of us are in a constant state of overdrive.
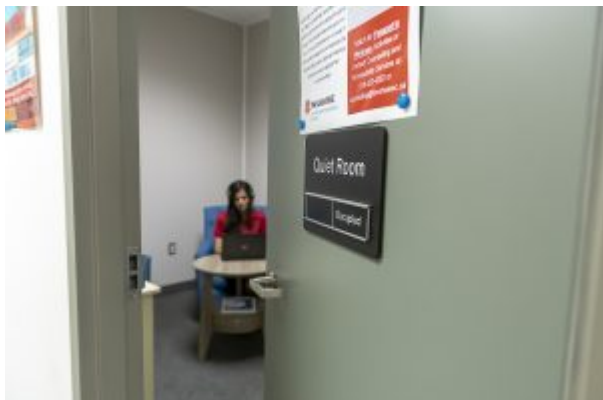
You will have stress. Stress is inevitable. It's how you deal with it that can make all the difference. One of the most important things you can do is to keep perspective on your stressors. When feeling stressed, ask yourself, on a scale of 1 to 100, how stressful a situation is this? Will I even remember this three years from now? When facing potential stressors, the way you view what you're experiencing can intensify your stress or minimize it.

Quite rooms on campus provide space.

Action

Stress Tolerance Strategies

Mindfulness and Gratitude

Deep breathing, mindfulness, and a practice of gratitude are some of the most effective ways to manage stress and take care of your emotional health.

Mindfulness means being present with your thoughts, feelings, bodily sensations, and surrounding environment (UCLA, n.d.). Mindfulness is also without judgment—meaning there is no right or wrong way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future.

Anything that keeps you present in the moment and gives your prefrontal cortex (the reasoning and thinking part of your brain) a break is practicing mindfulness (UC Berkeley, n.d.). Mindfulness can be a slow walk; looking intently at the grass, trees, flowers, or buildings; and being aware of what you are sensing and feeling. Mindfulness can be sitting quietly—even sitting still in a quiet place for as little as a few minutes can reduce heart rate and blood pressure (UC Berkeley, n.d.).

Developing a practice of mindfulness is easier than you may think:

· **Slow down.** From brushing your teeth, to washing your face, to shampooing your hair—can

you take the speed out of getting ready in the morning? Focus on the activity, pay attention to what you are doing, stay present (this means don't think about what happened last night or what's in store for the day, just stay focused on the activity), and take your time.

- **Focus on your breath.** How fast are you breathing? Is your breath coming from your chest or your belly? Can you feel the air come through your nose on the inhale? Can you slow down the exhale? Can you feel your body relax when you slow the exhale?
- **Connect to your environment.** Walk for a few minutes, focused on the world around you—look at the leaves on the trees or the light at the corner, listen to the sounds around you, stay with your surroundings, and observe what you see and hear around you.

"We can't change the world, at least not quickly, but we can change our brains. By practicing mindfulness all of us have the capacity to develop a deeper sense of calm."

— Rick Hanson, author, Resilient

Deep Breathing

When people hear mindfulness they often think meditation. While meditation is one method of mindfulness, there are many others that may be simpler and easier for you to practice. Deep breathing helps lower stress and reduce anxiety, and it is simple yet very powerful. A daily mindful breathing practice has been shown to reduce test anxiety in college students (Bai et al., 2020).

A 2-4-6-8 breathing pattern is a very useful tool that can be used to help bring a sense of calm and to help mild to moderate anxiety. It takes almost no time, requires no equipment, and can be done anywhere:

- Start by quickly exhaling any air in your lungs (to the count of 2).
- Breathing through your nose, inhale to the count of 4.
- Hold your breath for a count of 6.
- Slowly exhale through your mouth to the count of 8.

This is one round. Do not repeat the quick exhale again. Instead start round two with an inhale through your nose to the count of 4, hold for 6, and exhale to 8. Repeat for three more rounds to relax your body and mind.

With practice, 2-4-6-8 breathing will become a useful tool for times when you experience tension or stress.

Meditation

Every time your mind strays and you start over, it is like a bicep curl for your brain. Start with 3 minutes and slowly work your way up to 15 or 20. For a simple meditation to get started, you can try one of the videos on the [meditation Youtube channel](#).

Some great meditation apps include Insight Timer, CALM, and Headspace.

Gratitude

Too often people think it is the external factors that bring us joy and happiness, when really it's all related to internal work. According to Moran (2013), "Having an attitude of gratitude changes the molecular structure of the brain, … and makes us healthier and happier. When you feel happiness, the central nervous system is affected. You are more peaceful, less reactive and less resistant" (para. 4).

Photo by Le Minh Phuong, Unsplash License

Numerous studies show that people who count their blessings tend to be happier and less depressed. In a UC Berkeley study, researchers recruited 300 people who were experiencing emotional or mental health challenges and randomly divided them into three groups. All three groups received counselling services. The first group also wrote a letter of gratitude every week for three weeks. The second group wrote about their thoughts and feelings with negative experiences. The third group received only counselling. The people in the group who wrote gratitude letters reported significantly better mental health for up to 12 weeks after the writing exercise ended (Brown & Wong, 2017).

Health and Wellness Toolkit

Do you have a wellness toolkit filled with a variety of stress-coping tools to help you navigate any stressful situation? (Credit: Modification of work by Robin Benzrihem)

What would you put in YOUR stress tool kit?

Stress Toolkit	
Practice self-compassion	Laugh with friends
Eat Clean Food	Listen to music
Mindfulness (meditation, deep breathing and nature walks)	Drink calming tea
Exercises and movement (yoga, Tai chi, dance, run)	Watch a funny movie
Practice gratitude	Write a gratitude journal
Identify a support team.	Do something that brings you joy.

If you need someone to listen, we're good to talk.

GOOD 2 TALK 1.866.925.5454 or connect through 2-1-1

Post-Secondary Student Helpline
- Free, professional and confidential support for students in Ontario
- Counselling for anything you want to talk about:
    - Mental Health and Addictions
    - Relationships
    - Sexuality
    - Disability Supports
    - Academic and Health Services
    - Employment
    - Financial Stresses

Good2Talk Helpline for postsecondary students 1-866-925-5454

Good2Talk is a free, confidential helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/365.

If you are dealing with anxiety, depression, loneliness or stress, talking with a professional about it can help. The Good2Talk professionals are available day and night to talk to you whenever you need to. They can also help you with referrals to local resources and professionals for further support which can be helpful if you are studying away from home.

Good2Talk Helpline for postsecondary students 1-866-925-5454

"8 Successful students take control of their health" from A Guide for Successful Students by Irene Stewart and Aaron Maisonville is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

7.3 Nutrition

- Have you noticed any changes to your eating habits now that you are in college?
- Do you have any goals set around creating better eating habits?
- Why is it important to monitor your water intake and when do you need to replenish your fluids the most?

Does What I Eat and Drink Really Matter?

We have 37 trillion cells in our body. The only way they function optimally is with good nutrition. As a college student, you will be surrounded by temptations to eat poorly or even to overeat. It's now up to you to make wise choices in the face of these temptations.

Ideally, the key to a good diet is to eat a varied diet with lots of vegetables, fruits, and whole grains, drink a lot of water and to minimize fats, sugar, and salt. However, accommodating your new schedule and commitments to school may mean there is a period of adjustment.

Students today face a variety of challenges when it comes to healthy eating:

Photo by *LustrousTaiwan*, *Pixabay License*

- the prices of food have gone up dramatically and may not have been in your original budget.
- if you are on a meal plan, the food may not be to your liking or high in fats and salts that your body is not used to processing.
- produce prices are seasonal and foods you are used to eating may need to be imported, do not taste the same, are very expensive, and only available in specialty shops.
- it may be your first time away from home and having to cook for yourself and it may be tempting to "grab a bite" out which gets expensive and may not be "healthy" food.

Counting calories is often a way people measure how much food they should consume to be healthy but the exact amounts depend on your particular calorie requirements and activity levels, which may change now that you are sitting more in front of a computer or in class.

You can't look at eating alone, but will have to consider your activity level and overall goals you have around your health.

Does What I Drink Really Matter?

Most of your blood and every cell in your body is composed of water. In fact, water makes up 60 to 80 percent of our entire body mass, so when we don't consume enough water, all kinds of complications can occur. To function properly, all the cells and organs in our body need water. Proper hydration is key to overall health and well-being. By the time you feel thirsty, you are already dehydrated. Dehydration is when your body does not have as much water and fluids as it needs. Researchers at Virginia Polytechnic discovered that mild dehydration (as little as losing 1 to 2 percent of body water) can impair cognitive performance (Riebl & Davy, 2014).

Water increases energy and relieves fatigue, promotes weight loss, flushes toxins, improves skin complexion, improves digestion, and is a natural headache remedy (your brain is 76 percent water). Headaches, migraines, and back pains are commonly caused by dehydration. Your body will also let you know it needs water by messaging through muscle cramps, achy joints, constipation, dry skin, and of course a dry mouth.

Action

What is most important is making good choices and there are a variety of tools to help you do that. Take the time to consider the following:

The following is from the Health Canada's (2018) Food Guide. Explore the link to find more information under each section. Healthy eating is more than the foods you eat. It is also about where, when, why, and how you eat.

Be mindful of your eating habits

- Take time to eat.
- Notice when you are hungry and when you are full.

Cook more often

- Plan what you eat.
- Involve others in planning and preparing meals.
- In Canada, the Healthy Menu Choices Act, 2015 requires that all restaurants with 20 or more locations must clearly display caloric information for any food and drink items on their menu (CBC News, 2016).

Enjoy your food

- Culture and food traditions can be a part of healthy eating.
- Eat meals with others.

Make it a habit to eat a variety of healthy foods each day.

Eat plenty of vegetables and fruits, whole grain foods and protein foods.

- Choose foods with healthy fats instead of saturated fat.

Limit highly processed foods. If you choose these foods, eat them less often and in small amounts.

- Prepare meals and snacks using ingredients that have little to no added sodium, sugars, or saturated fat.
- Choose healthier menu options when eating out.

Make water your drink of choice

- Replace sugary drinks with water.

Use food labels

- Food labels are valuable tools to help you determine what your healthy eating should look like. Learning how to read and interpret the nutrition facts, ingredient lists and nutrition claims on your food packaging.
- Be aware that food marketing can influence your choices.

Consider

Take a few minutes to write down everything you ate in the last two days. Now review your list and see if you can identify where is there opportunity for healthier choices? How can these changes benefit you?

Now add another column to your chart and add the approximate or exact cost of the food. This helps us get a good overall picture of any other opportunities we have to make good choices about our finances when it comes to eating at home, or eating out.

7.4 Exercise

Does Exercise Really Matter?

Exercise is good for both body and mind. Indeed, physical activity is almost essential for good health and student success. Many people exercise to maintain or lose weight, but weight loss is only one potential benefit of exercise. Regular exercise can improve the quality of your sleep, strengthen your bones, increase your energy levels, and reduce your risk of high blood pressure, diabetes, and even some forms of cancer (Heart and Stroke Foundation of Canada, n.d.).

The physical benefits of regular exercise include the following:

- Improved fitness for the whole body, not just the muscles
- Greater cardiovascular fitness and reduced disease risk
- Increased physical endurance
- Stronger immune system, providing more resistance to disease
- Lower cholesterol levels, reducing the risks of cardiovascular disease
- Lowered risk of developing diabetes
- Weight maintenance or loss

Perhaps more important to students are the mental and psychological benefits as identified by the Canadian Mental Health Association (LaRocque, 2021).

- Stress reduction
- Improved mood, with less anxiety and depression
- Improved ability to focus mentally
- Better sleep
- Feeling better about oneself

For all of these reasons, it's important for college students to regularly exercise or engage in physical activity. Like good nutrition and getting enough sleep, exercise is a key habit that contributes to overall wellness that promotes college success.

Fitting in Exercise

Most important, find a type of exercise or activity that you enjoy—or else you won't stick with it. This can be as simple and easy as a brisk walk or slow jog through a park or across campus. Swimming is excellent exercise, but so is dancing. Think about what you like to do and explore activities that provide exercise while you're having fun.

You may stay more motivated using exercise equipment or tracking your progress with an app on your phone. Think back to Chapter 3 where you were setting some goals. Do you have any current fitness goals or would you like to start one now?

The biggest obstacle to getting enough exercise, many students say, is a lack of time. Actually, we all have the time, if we manage it well. **Build exercise into your weekly schedule on selected days.** Eventually you'll find that regular exercise actually saves you time because you're sleeping better and concentrating better. Time you used to fritter away is now used for activity that provides many benefits.

Video: What is the Student Wellness Centre?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=811#oembed-1

Video: "What is the Student Wellness Centre?" by Fanshawe College [2:55] *transcript available*

Colleges have resources to make exercise easier and more enjoyable for our students. Take a look around

and think about what you might enjoy. Campus fitness centres may offer exercise equipment. There may be regularly scheduled aerobic or spin classes. You don't have to be an athlete to enjoy casual sports such as playing tennis or shooting hoops with a friend. If you like more organized team sports, try intramural sports.

Even walking across campus regularly with friends may be the first step you need to getting your body moving.

7.5 Sleep

<div style="background-color: #E8B93C; border-radius: 30px; padding: 10px; text-align: center;">
Opportunity
</div>

Does Sleep Really Matter?

Like good nutrition and exercise, adequate sleep is crucial for wellness, and academic success. Sleep is particularly important for students because there seem to be so many time pressures—to attend class, study, maintain a social life, and perhaps work—that most college students have difficulty getting enough.

The Importance of a Good Night's Sleep

You may not realize the benefits of sleep, or the problems associated with being sleep deprived, because most likely you've had the same sleep habits for a long time. Or maybe you know you're getting less sleep now, but with all the changes in your life, how can you tell if some of your stress or problems studying are related to not enough sleep?

Canada's first [24 Hour Movement Guideline](#) (2020) recommends that adults between the ages of 18-64 get between 7-9 hour of sleep a night and follow a consistent sleep hygiene practice of going to bed and getting up at the same time every day. Yet the 2019 report from the Canadian Reference section of the American College Health Association found that 42 percent of

Photo by Chroki Chi, Unsplash License

all college students get under 7 hours of sleep per day and that 36 percent of students surveyed felt tired in the day 6-7 days a week, with 41 percent saying there were tired in the day 3-5 days a week (American Colleges Health Association, 2019).

Lack of sleep can contribute to difficulty in learning as it may cause impaired cognitive functioning, impaired alertness and lead to longer term health difficulties. We may take sleep for granted and never really think about what helps us get a good nights' rest.

On the positive side, a healthy amount of sleep has the following benefits according to the Sleep On It (n.d.) consortium of [Canadian Sleep and Circadian Network](#), the [Canadian Sleep Society](#), [Fondation Sommeil](#) and [Wake-up Narcolepsy Canada](#):

- Improves your mood during the day
- Improves your memory and learning abilities
- Gives you more energy
- Strengthens your immune system
- Promotes wellness of body, mind, and spirit

Am I Getting Enough Sleep for Me?

There is no simple answer, in part because the quality of sleep is just as important as the number of hours a person sleeps. Sleeping fitfully for nine hours and waking during the night is usually worse than seven or eight hours of good sleep, so you can't simply count the hours.

- Do you usually feel rested and alert all day long?
- Do you rise from bed easily in the morning without struggling with the alarm clock?
- Do you have no trouble paying attention to your professors and never feel sleepy in a lecture class?
- Are you not continually driven to drink more coffee or caffeine-heavy "power drinks" to stay attentive?
- Are you able to get through work without feeling exhausted?

If you answered yes to all of these, you likely are in that 10 percent to 15 percent of college students who consistently get enough sleep.

Action

How to Get More and Better Sleep

You have to allow yourself enough time for a good night's sleep.

Using time management strategies and schedule at least eight hours for sleeping every night. If you still don't feel alert and energetic during the day, try increasing this to nine hours.

Keep a sleep journal, and within a couple weeks you'll know how much sleep you need and will be on the road to making new habits to ensure you get it.

Which of the following tips below do you follow and which should you start trying if you are feeling tired during the day?

- Avoid nicotine, which can keep you awake.
- Avoid caffeine for six to eight hours before bed. Caffeine remains in the body for three to five hours on the average, much longer for some people. Remember that many soft drinks contain caffeine.
- Don't nap during the day. Napping is the least productive form of rest and often makes you less alert. It may also prevent you from getting a good night's sleep.
- Exercise earlier in the day.
- Try to get to bed and wake about the same time every day—your body likes a routine.
- Make sure the environment is conducive to sleep: dark, quiet, comfortable, and cool.
- Use your bed only for sleeping, not for studying, watching television, or other activities. Going to bed will become associated with going to sleep.
- Establish a pre-sleep winding-down routine, such as taking a hot bath, listening to soothing music, or reading (not a textbook). If you can't fall asleep after ten to fifteen minutes in bed, it's

better to get up and do something else rather than lie there fitfully for hours. Do something you find restful (or boring). Read, or listen to a recorded book. Go back to bed when you're sleepy.

If you frequently cannot get to sleep or are often awake for a long time during the night, you may be suffering from insomnia, a medical condition that your doctor can help with.

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An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=813#h5p-23

7.6 Reflection

<div style="text-align:center">Reflect</div>

There are a variety of apps available to help you track your health and wellness goals. Pick a topic from the chapter content that you are interested in improving. Do some research on the internet to find an app or way to help you set a plan and monitor your progress.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1386#h5p-48

Activity 1

Stress can impact your mindset, creating a "doom spiral" which is hard to get out of. We can feel overwhelmed and often shut down instead of taking charge of what is causing our stress or asking for help.

This chapter introduced the concept of a stress toolkit, which should be a list or goody bag of items to help you get out of the spiral.

Create a stress tool kit that you can keep handy for when things get tough. For this activity, your tool kit will require a few elements.

Part A : Your Support Team – Reach Out Ready

Who at Fanshawe can support you? (Use our Fanshawe Resources sections throughout this textbook to identify THREE people and places you can reach out to for help. Include their names and contact information.

1.

2.

3.

Who in your personal life can support you? identify THREE people and places you can reach out to for help. Include their names and contact information and post this list where you can see it (like your fridge or computer).

1.

2.

3.

Part B : Create a list or pictures of what helps you with stress. (Be creative!) Make a photo collage and post it or fill a box you can keep under your bed with jokes, treats, and things that make you happy that you might have a hard time recalling when you are feeling stressed. List the items on the outside of the box.

Activity 2

We can all probably think about ways we wish we were being a bit more healthy. So why not set some goals and create an action plan about one of these areas?

Read this article from the American Journal of Lifestyle Medicine to learn about types of goal setting related to health and how creating and following your action plan can create a positive changing your behaviour.

Create a S.M.A.R.T. Goal surrounding one area of health and wellness you would like to work on over the next 30 days. This will give you a short timeline and allow you to focus on one, achievable thing. Choose something that matters to you and ensure your SMART goal outlines the specific step by step plan you will ACT on every day that helps you meet your goal.

If 30 days feels too long, pick a 7 day goal. Once you are successful, repeat the process for another 7 days. Your success with a 7 day goal will give you confidence that you can make it another 7 days. If you don't make it the 7 days then what do you need to change in your action plan so that you can achieve the goal? Make the change and implement your plan.

7.7 Career Connection

Interview Questions

1. How do you handle stress?
2. Tell me about a challenging day that you faced at work and how you coped with it. What was the situation? What did you do? What would you have done differently knowing what you know now?
3. What parts of your current job currently create the most stress for you?
4. How would you ask for help if you had issues developing a healthy work-life balance?
5. If you had a colleague at work who appeared to be experiencing some health related issues that were affecting their performance on your team, how would you approach them and what advice would you give them?

Stress Interviewing

Read this article by the Indeed Editorial Team (2022) called ["What is Stress Interviewing? (And How to Prepare for One)".](#)

1. Before reading this article, had you ever experienced types of questions like this and how did you respond or how do you think you would have responded?
2. Do you feel like this type of interviewing is ethical (is it "the right thing to do") from the employer's perspective?
3. Now that you know a bit more about stress interviewing, what specifically can you do if a question like this comes up?

According to Tom Baker (2022) in an article in the Hamilton Spectator, the Conference Board of Canada (CBC) estimated "in 2011 that work absence cost the economy $16.6 billion. Using 2021 Labour Force Survey data, costing absence as per CBC and holding the share of lost payroll constant means a current annual cost of $22.2 billion" (para. 2).

Whether employees are off work due to mental or physical health issues, it is a costly matter for both the employee and the employer.

When identifying starting or continuing your job search, it might be important to investigate some of the following:

- What policies they have in place to support your overall wellness. This may include an

employee assistance program (EAP), in house services, or discounts on gym memberships, healthy eating options in the workplace, flex-time, and the option to work from home.

- Take time to reflect on what is important to you and find a work situation that fits with your needs and supports your personal goals.
- What protection do you have at work? Is it a unionized environment? What formal policies exist vs. what behaviours are generally accepted.
- What are your rights under the various legislation that governs workplaces? (labour laws, workplace standards, federal health and safety standards, and labour relations programs) [Canadian Workplace Standards](#)
- Consider how you can use your social intelligence to build relationships and connections in the workplace to build an informal support network of colleagues or a more formal mentoring relationship

While it is to your employer's benefit to provide a supportive work environment, every individual will have different needs and requirements to be successful in the workplace while maintaining a healthy lifestyle.

7.8 Fanshawe Resources

Fanshawe College offers a variety of ways to support students looking to start or continue creating a healthy lifestyle. Do you know where to find these places and people on campus? Take some time to investigate how these resources can enrich your student experience and help you stay on track.

Fanshawe College On Campus Safety

By downloading the Fanshawe Stay Safe App to you phone, you will have a variety of tools available to keep you safe while walking to or from campus or while working alone on campus that will keep you connected to others. [Campus Security website](#).

Health Services

Access to health services on campus may depend on whether you are full-time, part-time, domestic or international. For more information on what is available for you and information about the on campus pharmacy and Fowler Sports Clinic for sports injuries, please check the Fanshawe website. [Health and Wellness Services website.](#)

Mental Health Services

Fanshawe offers free personal professional counselling to individual students or groups of students, in order to address personal concerns that are impacting their academics, such as;

- mental health concerns
- grief and loss
- coping with stress
- family or other relationship issues
- abuse issues (e.g., domestic violence, sexual assault)
- suicidal thoughts/intentions
- depression/anxiety
- substance use and addictions
- anger management
- sexuality
- adjusting to Canadian and/or college life

- ...and more!

Their website includes important information on other services like peer support, groups and workshops, and sexual violence prevention and support. [Watch the video from Counselling Services.](#)

The Sharing Shop

The [Sharing Shop](#) provides grocery items and toiletries to full time Fanshawe College students, in a short-term need and can be accessed through the Fanshawe Student Union webpage.

Student Fitness Centre/Intramural Sports/Faith and Spirituality Centre/Wellness Rooms/Classes and Special Events

The [Student Wellness Centre](#) is home to a number of services to support student physical and mental wellness. The Centre has been designed to provide functional spaces for both individual and group services.

Video: Student Wellness Centre at Fanshawe

📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1390#oembed-1*

Video: "[Student Wellness Centre at Fanshawe](#)" by [Fanshawe College](#) [2:55] *transcript available*

7.9 Key Takeaways

Key Takeaways

Wellness includes both your physical and emotional health and they are interrelated. A problem in one area may trigger a problem in another and the effect can be like a series of dominoes. Alternatively, success in one area may positively affect another area.

CHAPTER 8: THINKING AND PROBLEM SOLVING

Chapter Outline

8.0 Introduction

In this chapter, we'll look more closely at several distinct types of thinking including creative, analytical, and critical thinking, all of which come into play for problem-solving. We'll also explore the multitude of resources available relative to understanding and enhancing your thinking skills, all of which constitutes metacognition, the practice of thinking about your thinking.

By the end of this chapter you should be able to:

- Describe *thinking* as a process and the reasons it is important
- Define *creative thinking, analytical thinking,* and *critical thinking*
- Describe how *creative thinking, analytical thinking,* and *critical thinking* are used in problem solving
- Describe the best approaches to *problem-solving*
- Define *metacognition* and describe ways to become thoughtful about your thinking
- Identify resources that can help you take responsibility for complex problem solving
- Recognize how academic success connects to career success

8.1 Self-Assessment

How do you feel about the ways you think? Take this quick survey to figure it out, ranking questions on a scale of 1–4, 1 meaning "least like me" and 4 meaning "most like me." These questions will help you determine how the chapter concepts relate to you right now. As you are introduced to new concepts and practices, it can be informative to reflect on how your understanding changes over time. We'll revisit these questions at the end of the chapter to see whether your feelings have changed.

1. Which type of thinking do you think is most important for your academic studies?

    a. Creative thinking
    b. Analytical thinking
    c. Critical thinking

2. In which area do you have the most difficulty being creative?

    a. Writing
    b. In-class discussions/activities
    c. Personal life
    d. Problem-solving
    e. Finding resources/help

3. In which course areas or activities do you make the most use of problem-solving skills?

    a. Math or quantitative classes
    b. Computer or technical classes
    c. Social science classes
    d. Real-life situations

8.2 Types of Thinking

Thinking is one of those hard-to-pinpoint aspects of life we typically don't analyze much—like breathing or walking or sleeping. We constantly think, and becoming more attuned to how we think and what we do when we encounter new ideas is an excellent habit to pursue.

In this section, we will review three types of thinking we use every day: critical thinking, analytical thinking, and creative thinking.

Analytical Thinking

When we work through a problem by breaking it down into its component parts for separate analysis, we call that **analytical thinking.**

Characteristics of analytical thinking include:

1. identifying the parts,
2. researching options,
3. verifying the validity of any sources you reference.

We use *analytical thinking* in our everyday lives when we brainstorm, budget, detect patterns, plan, compare, work puzzles, and make decisions based on multiple sources of information. Think of all the thinking that goes into the logistics of a applying to college—where to apply, what to programs to apply to, the reputation of the school, what fees and information will be required, what prerequisites are required to apply—when choices and decisions are rapid-fire, but we do it relatively successfully all the time.

In the example above, you are breaking down the process into component parts or separate elements of a situation or problem. If you don't identify all parts of a problem, you run the risk of ignoring a critical element when you follow up on the solution.

Critical Thinking

Thinking critically includes some form of judgment that thinkers generate after carefully analyzing the perspectives, opinions, or experimental results present for a particular problem or situation. You use critical thinking every day when you choose what to wear to an interview vs what to wear to an 8 AM class. You used data (your understanding of how you may be perceived) to select, and you will validate your thinking if and when you do have a successful interview.

When you are reviewing your upcoming due dates you are constantly weighing options, consulting data, gathering opinions, making choices, and then evaluating those decisions about what to do first and how much time to spend on it, which is a general definition of critical thinking.

One component to keep in mind to guide your critical thinking is to determine the situation. What problem

are you solving? When problems become complex and multifaceted, it is easy to be distracted by the simple parts that may not need as much thinking to resolve but also may not contribute as much to the ultimate problem resolution. What aspect of the situation truly needs your attention and your critical thinking?

Creative Thinking

It's common to think of creativity as something used mostly by traditional artists—people who paint, draw, or sculpt. Indeed, artists are creative, but think of other fields in which people think just a little differently to approach situations in their discipline. Creative thinkers often seek out new ways to solve problems or identify a need that they want to fulfill. They are often entrepreneurs and "big idea" people.

You may not think you have a creative way to approach a situation, but if you were to bounce ideas off like-minded friends and also friends who would offer a completely different way of looking at something, you may discover that indeed you do have some good ideas ready to come to fruition. This creative brainstorming doesn't just happen though. You need to set aside specific times to work with others to flesh out ideas and think through obstacles.

8.3 Decision Making and Solving Problems

Making Decisions and Solving Problems

Much of your college and professional life will be spent solving problems; some will be complex, such as deciding on a career, and require time and effort to come up with a solution. Others will be small, such as deciding what to eat for lunch, and will allow you to make a quick decision based entirely on your own experience. But, in either case, when coming up with the solution and deciding what to do, follow the same basic steps.

1. **Define the problem.** Use your analytical skills. What is the real issue? Why is it a problem? What are the root causes? What kinds of outcomes or actions do you expect to generate to solve the problem? What are some of the key characteristics that will make a good choice: Timing? Resources? Availability of tools and materials?
   For more complex problems, it helps to actually write out the problem and the answers to these questions. Can you clarify your understanding of the problem by comparing it to something you know?
2. **Narrow the problem.** Many problems are made up of a series of smaller problems, each requiring its own solution. Can you break the problem into different facets? What aspects of the current issue are "noise" that should not be considered in the problem solution? What parts of your problem are facts, that you can research and what part is opinion? Make sure you are not going on assumption. Ask the experts, don't guess! (Use critical thinking to separate facts from opinion in this step.)
3. **Generate and research possible solutions.** List all your options even if they seem like something you would never do. You never know when a creative solution might be hidden in something you thought was silly. Use your creative thinking skills in this phase. Can any of these answers be combined into a stronger

solution? What past or existing solutions can be adapted or combined to solve this problem?

4. **Choose the best solution.** Use your critical thinking skills to select the most likely choices. List the pros and cons for each of your selections. How do these lists compare with the requirements you identified when you defined the problem? If you still can't decide between options, you may want to seek further input trusted friends and family, your professors or college counsellors.

5. **Take Action!** The term "analysis paralysis" refers to over-analyzing (or over-thinking) the situation, or believing the one perfect solution is just one more internet search away, so that a decision or action is never finally taken, which resulting you making no decision.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/fanshawesoar/?p=875#h5p-10

8.4 Contingency Planning vs Crisis Management

<div style="text-align: center;">**Action**</div>

When Setbacks Happen

Even when you have clear goals and are motivated and focused to achieve them, problems sometimes happen. Accept that they will happen, since inevitably they do for everyone. The difference between those who succeed by solving the problem and moving on and those who get frustrated and give up is partly attitude and partly experience —and knowing how to cope when a problem occurs. We learned about this in Chapter 2 and can think of is as resiliency.

Resilient people see problems as challenges and use them as an opportunity to learn.

Planning Helps Avoid Problems

Some things happen that we cannot prevent. But many other kinds of problems can be prevented or made less likely to occur.

- You can take steps to stay healthy.
- You can take control of your finances and avoid most financial problems common among college students.
- You can learn how to build successful social relationships and get along better with your professors, with other students, and in personal relationships.
- You can learn and apply time management techniques to ensure you use your time effectively for studying.
- You can learn to do well in your classes with effective reading, notetaking, test-taking, and writing skills for classes.

By applying some of the strategies covered in the previous chapters, you have a better chance to **prevent** the problems that typically keep college students from succeeding.

Contingency Planning

Do you have a backup plan for when things go wrong (because they will at one point or another)? Your buss will be late, your car won't start, your kids will be sick, your laptop may break, your group members don't show up for a project, your internet goes down, etc.

Identifying potential problems and creating a back up plan will help you feel prepared. It might include:

- Getting to know your classmates, professors, and building a good social network of support.

- Knowing what resources are available to you if you need them and how to get in touch with them quickly.
- Reaching out immediately when the problem starts to become real to ask for help and gather options and help (i.e. my group member dropped the class last night and didn't complete their part of the project).
- Keeping everyone up to date as you work through the problem (i.e. I am heading into the college to use the internet and would like to request a short extension on the assignment).

Review the chapter on communication skills. Contingency planning starts with good communication to set expectations.

Crisis Management

Lots of different kinds of setbacks may happen while you're in college — just as to everyone in life.

- A financial crisis
- An illness or injury
- A crisis involving family members or loved ones
- Stress related to frequently feeling you don't have enough time
- Stress related to relationship problems

First, work to resolve the immediate problem:

1. **Stay motivated and focused**. Don't let frustration, anxiety, or other negative emotions make the problem worse than it already is.
2. **Analyze the problem to consider all possible solutions.** An unexpected financial setback doesn't automatically mean you have to drop out of school – not when alternatives such as student loans, less expensive living arrangements, or other possible solutions may be available. Failing a midterm exam doesn't automatically mean you're going to fail the course – not when you make the effort to determine what went wrong, work with your professor and others on an improved study plan, and use better strategies to prepare for the next test.
3. **Seek help when you need to.** None of us gets through life alone, and it's not a sign of weakness to see your academic advisor or a college counsellor if you have a problem.
4. **When you've developed a plan for resolving the problem, work to follow through.** If it will take a while before the problem is completely solved, track your progress in smaller steps so that you can see you really are succeeding. Every day will move you one step closer to putting it behind you.

After you've solved a problem, reflect on what happened to develop a strategy that will help avoid the same problem in the future:

1. **Be honest with yourself: how did you contribute to the problem?** Sometimes it's obvious: a student who drank heavily at a party the night before a big test failed the exam because he was so hung over he couldn't think straight. Sometimes the source of the problem is not as obvious but may become clearer the more you think about it. Another student did a lot of partying during the term but studied all day before the big test and was well rested and clearheaded at test time but still did poorly; he may not yet have learned good study skills. Another student has frequent colds and other mild illnesses that keep him from doing his best: how much better would he feel if he ate well, got plenty of exercise, and slept enough every night? If you don't honestly explore the factors that led to the problem, it's more likely to happen again.

2. **Take responsibility for your life and your role in what happens to you.** Earlier we talked about people with negative attitudes, who are always blaming others, fate, or "the system" for their problems. It's no coincidence that they keep on having problems. Unless you want to keep having problems, don't keep blaming others.

3. **Taking responsibility doesn't mean being down on yourself.** Failing at something doesn't mean you are a failure. We all fail at something, sometime. Adjust your attitude so you're ready to get back on track and feel happy that you'll never make that mistake again!

4. **Make a plan.** You might still have a problem on that next big test if you don't make an effective study plan and stick to it. You may need to change your behaviour in some way, such as learning time management strategies.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/fanshawesoar/?p=873#h5p-9

College is meant to reflect real world work experiences. If you can't make it to work, you would contact work to let them know. Practice this skill while at school. Who would you add to your contingency team and crisis management team?

Create a list of important contact people that you can add to your phone or post where you can see it. This should include work, friends, family and school contacts. See the Fanshawe Resources section at the end of this chapter to help.

"2 Successful students take responsibility " from A Guide for Successful Students by Irene Stewart and Aaron Maisonville is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

8.5 Reflection

Many students dread group work as working with others naturally creates conflict. Challenges can arise around time management (you like to start early, your group likes to work last minute), schedules not aligning, poor communication skills, personality conflicts, lack of interest or motivation or having different goals for the project.

Watch this video below created by Simon Fraser University and answer the following questions. Including ideas from the video will mean adding in-text citations and references for a YouTube video to your writing. You can look up how to do that on the APA website or the Fanshawe Library website.

> 📽️ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1506#oembed-1*

Video: "How to Deal With Difficult Group Project Members" by SFU Beedie School of Business [3:35] *transcript available.*

Reflect

Answer the reflection questions below in full sentences.

> 📽️ *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1506#h5p-44*

8.6 Career Connection

Complex Problem Solving – the 7 Job Skills for the Future in Action

Determining the best approach to any given problem and generating more than one possible solution to the problem constitutes the complicated process of problem-solving. However, you often use all of the 7 Job Skills for the Future when apply this skill to the workplace.

People who are good at these skills are highly marketable because many jobs consist of a series of problems that need to be solved for production, services, goods, and sales to continue smoothly.

Think about what happens when a worker at your favourite coffee shop slips on a wet spot behind the counter, dropping several drinks she just prepared. One problem is the employee may be hurt, in need of attention, and probably embarrassed; another problem is that several customers do not have the drinks they were waiting for; and another problem is that stopping production of drinks (to care for the hurt worker, to clean up her spilled drinks, to make new drinks) causes the line at the cash register to back up.

A good manager has to juggle all of these elements to resolve the situation as quickly and efficiently as possible. That resolution and return to standard operations doesn't happen without a great deal of thinking: prioritizing needs, shifting other workers off one station onto another temporarily, and dealing with all the people involved, from the injured worker to the impatient patrons.

What sort of thinking do you imagine initially helped in the following scenarios? How would the other types of thinking come into resolving these problems?

1. Mission Control reacting to the Apollo 13 emergency

    1. Analytical thinking
    2. Creative thinking
    3. Critical thinking

2. Automakers coordinating the switch from fuel-based to electric cars

    1. Analytical thinking
    2. Creative thinking
    3. Critical thinking

3. The construction of the New York subway system

    a. Analytical thinking
    b. Creative thinking

"7.5 Problem-Solving" from College Success by Amy Baldwin & Open Stax is licensed under a Creative Commons Attribution License

8.7 Fanshawe Resources

Expanding Your Support Team

Creating your personal support team will be important to help you though problems. Your professors and academic advisor should be at the top of that list! The contacts below will include some you have seen throughout the text and some may be new to you and require some additional investigation.

Financial Aid and Student Awards Office

- Provides financial support and advice to help students fund their college education through government and donor funding and to recognize student excellence.
- Assist with the Ontario Student Assistance Program (OSAP), scholarships, grants, and bursaries as well as the Work Study program.
- Financial planning, including budget advising, is also available (Fanshawe College, n.d. -e).

International Office

- Recruiters and education advisors from around the world including China, India, Korea, Vietnam, Africa, Turkey, Russia, Ukraine and,
- Regulated International Student Immigration Advisor (RISIA), an Exchange Coordinator, International Student Life Coordinators, an International Admissions Team and an Arrival/ Settlement Facilitator on our staff (Fanshawe College, n.d.-f).

Registrar

Our team of admissions, registration, and student record experts are **here for you** throughout your student journey.

- Help you learn ways to finance your tuition.
- Change or drop a course.
- Provide an employer or government agency with proof of your student status or transcript.
- Finalize the record for your program and issue your credential (Fanshawe College, n.d.-g).

8.8 Key Takeaways

Key Takeaways

Through this chapter you:

- Identified different types of thinking: analytical, critical and creative.
- Identified how these three thinking styles are used in a step by step problem solving model that you can apply to any situation.
- Identified the difference between contingency planning and crisis management.
- Recognized how to take an active role in the problem solving process, its importance in the workplace and identified sources of support at Fanshawe.

CHAPTER 9: READING & NOTETAKING

Chapter Outline

9.0 Introduction

In this chapter you will learn about how to become an active reader and identify some strategies and best practices to help you reader smarter, not harder.

By the end of this chapter you should be able to:

- Identify the type of things you will need to read in college
- Define the active reading process
- Learn about various note taking styles to identify what might work for you
- Recognize that you may need to adapt how you read and take notes depending on the purpose and format
- Identify skills and strategies to create notes that are effective study tools
- Reflect on your own note taking and study skills to identify areas of improvement
- Identify resources that can help you take responsibility for developing your note taking and reading skills.
- Recognize how academic success connects to career success

Work Smarter, Not Harder

As a college student, you have a lot to read both online and in print. For example:

policies, course outlines, job offers, exam schedules, test questions, multiple choice answers, textbook chapters, announcement boards, assignment instructions, PowerPoint slides, Excel spreadsheets, graphs, charts, emails, text messages, course sites, etc.

Understanding how you will use the information then helps you determine how and when to make notes that will help you be successful in understanding what you read.

Know Your Purpose

Whenever you enter a classroom, start to read a chapter, review an assignment, send an email, take notes, or start a conversation, know your purpose.

Investing two minutes thinking about your purpose (WHY you are doing this thing) will help you stay focused and make good use of your time.

- WHY you are reading/listening/talking/writing and determine

- WHAT you will do with this information.

Sometimes the answer is simple:

- I NEED to read detailed instructions of my assignment to identify due date, format for submission, requirements of the task, and where to submit to get the best grade possible.
- I NEED to take notes on the 7 step process to create a spreadsheet the professor is outlining so that I can create one for my assignment.
- I NEED to read this paragraph to identify if my in-text citations are formatted correctly.

Knowing what you need to do with the information you read will help you stay focused and help you organize the information in a way that is easy to retrieve. Rather than passively attempting to absorb new information, it is important to make conscious decisions about the methods of learning you will use (based on what you intend to do with the information), how you will select and use learning materials that are appropriate for your needs, and how persistent you will be in the learning activity.

This chapter will highlight tips to help you read with purpose and create effective notes that are effective study tools.

9.1 Self-Assessment

9.2 How Do You Read to Learn?

Active Reading

Active reading is defined as **a planned, deliberate set of strategies to engage with text-based materials with the purpose of increasing your understanding.**

In college, most professors do not spend much time reviewing the reading assignment in class. Rather, they expect that you have done the reading assignment before coming to class and understand the material. The class lecture or discussion is often based on that expectation. Tests, too, are based on that expectation.

This is why active reading is so important, it's up to you to do the reading and comprehend what you read.

How Do You Read to Learn?
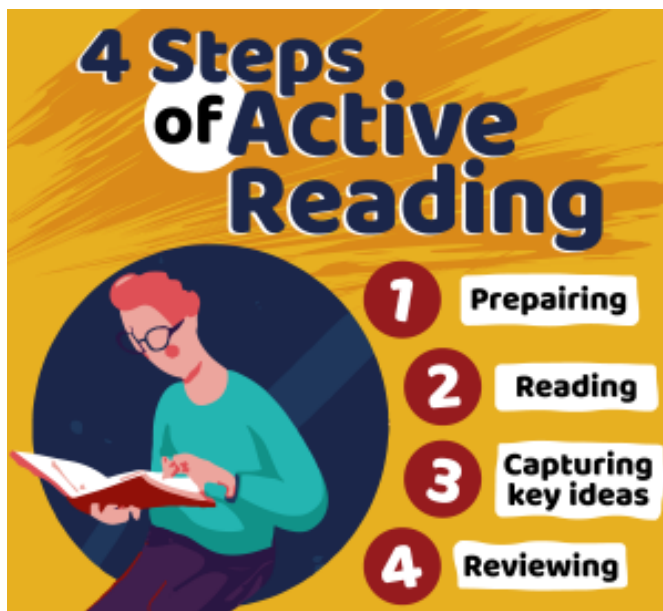
The four steps of active reading are almost identical to the four phases of the learning cycle—and that is no coincidence! Active reading is learning through reading the written word, so the learning cycle naturally applies.

Active reading involves these steps:

1. Preparing
2. Reading
3. Capturing the key ideas
4. Reviewing

1. Preparing to Read

Consider the textbook/article/assignment

Start by thinking about why your professor has chosen this text. Look at the table of contents; how does it compare with the course syllabus?

Scan the chapter

Explore the chapter by scanning the pages of the chapter to get a sense of what the chapter is about. Look at the headings, illustrations and tables. Read the introduction and summary. Understanding the

Photo by Emmanuel Ikwuegbu, Unsplash License

big picture of the chapter will help you add the details when doing close reading.

Identify your purpose

Give yourself direction by creating a purpose or quest for your reading. This will help you become more actively engaged in your reading. **Create questions** to find the answers to in your reading using the headings of each section. You may also have learning objectives listed at the front of each chapter which could be turned into questions or you may have chapter review questions prepared for you at the end of the chapter.

2. Reading

Take the first question you have prepared and think about what you already know about this question. Jot the question down on paper. Begin to read the chapter and stop when you have found the answer.

Write down the answer in short form. Leave some space for additional notes you may want to add later and add the next question. Continue reading this way until you are done the chapter or are done studying for this session.

3. Capturing the key ideas

Before you put away your textbook and notes at the end of a reading session, go back through the questions you answered and pull out key ideas and words. You can highlight these, jot them in the space you left below your answer or note them in the margins.

4. Reviewing what you read

For each question, cover up the answer and key ideas you have written. Can you still answer the question? Check your mental review against what you have written.

Photo by javier trueba, Unsplash License

Additional Reading Tips

The four steps to active reading provide a proven approach to effective learning from texts. Following are some tips you can use to enhance your reading even further:

Use the tool. If you know you can understand better if you read something on paper, then print out important assignments so you can add questions, make notes, highlight important parts, etc.

Pace yourself. Figure out how much time you have to complete the reading assignment. Divide the assignment into smaller blocks rather than trying to read the entire assignment in one sitting.

Photo by BookBabe, Pixabay license

Schedule your reading. Set aside blocks of time, preferably at the time of the day when you are most alert, to do your reading assignments. Read your most difficult assignments early in your reading time, when you are freshest.

Get yourself in the right space. Choose to read in a quiet, well-lit space. Your chair should be comfortable but provide good support.

Avoid distractions. Active reading takes place in your short-term memory. Every time you move from task to task, you have to "reboot" your short-term memory and you lose the continuity of active reading.

Avoid reading fatigue. Work for about fifty minutes, and then give yourself a break for five to ten

minutes. Put down the book, walk around, get a snack, stretch, or do some deep knee bends. Short physical activity will do wonders to help you feel refreshed.

Make your reading interesting. Try connecting the material you are reading with your class lectures or with other chapters. Ask yourself where you disagree with the author. Approach finding answers to your questions like an investigative reporter. Carry on a mental conversation with the author.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/fanshawesoar/?p=906#h5p-32

9.3 Notetaking

Active Listening and Note Taking

Effective notetaking requires active listening and is important because it:

- supports your listening efforts and helps you stay focused,
- allows you to test your understanding of the material,
- helps you remember the material better when you write key ideas down,
- gives you a sense of what the professor thinks is important,
- creates your "ultimate study guide."

Photo by Wes Hicks, Unsplash License

There are various forms of taking notes, and which one you choose depends on both your personal style and the professor's approach to the material. Each can be used in a notebook, index cards, or in a digital form on your laptop.

No specific type is good for all students and all situations, so we recommend that you develop your own style, but you should also be ready to modify it to fit the needs of a specific class or professor. To be effective, all of these methods require you to **listen actively and to think;** merely jotting down words the professor is saying will be of little use to you.

Styles of Notetaking

Lists

Lists note down ideas as they are presented. Lists may be short phrases or complete paragraphs describing ideas in more detail. This method is what most students use as a fallback if they haven't learned other methods.

This method typically requires a lot of writing, and you may find that you are not keeping up with the professor. It is not easy for students to prioritize ideas in this method.

The list method is usually **not the best choice** because it is focused exclusively on capturing as much of what the professor says as possible, not on processing the information. Most students who have not learned effective study skills use this method, because it's easy to think that this is what notetaking is all about.

Outlines

The outline method places most important ideas along the left margin, which are numbered with roman numerals. Supporting ideas to these main concepts are indented and are noted with capital letters. Under each of these ideas, further detail can be added, designated with an Arabic number, a lowercase letter, and so forth.

The following formal outline example shows the basic pattern:

I. Dogs *(main topic–usually general)*

    A. German Shepherd *(concept related to main topic)*

        1. Protection *(supporting info about the concept)*
        2. Assertive
        3. Loyal

    B. Weimaraner *(concept related to main topic)*

        1. Family-friendly *(supporting info about the concept)*
        2. Active
        3. Healthy

II. Cats *(main topic)*

    Siamese

Benefits

- Good method to use when material presented by the professor is well organized.
- Easy to use when taking notes on your computer.
- Allows you to prioritize the material.

At first you may have trouble identifying when the professor moves from one idea to another. This takes practice and experience with each professor, so don't give up! Reading your chapter or assignments before class can also give you guidance in identifying the key ideas.

After class be sure to review your notes and then summarize the class in one or two short paragraphs using your own words. This summary will significantly affect your recall and will help you prepare for the next class.
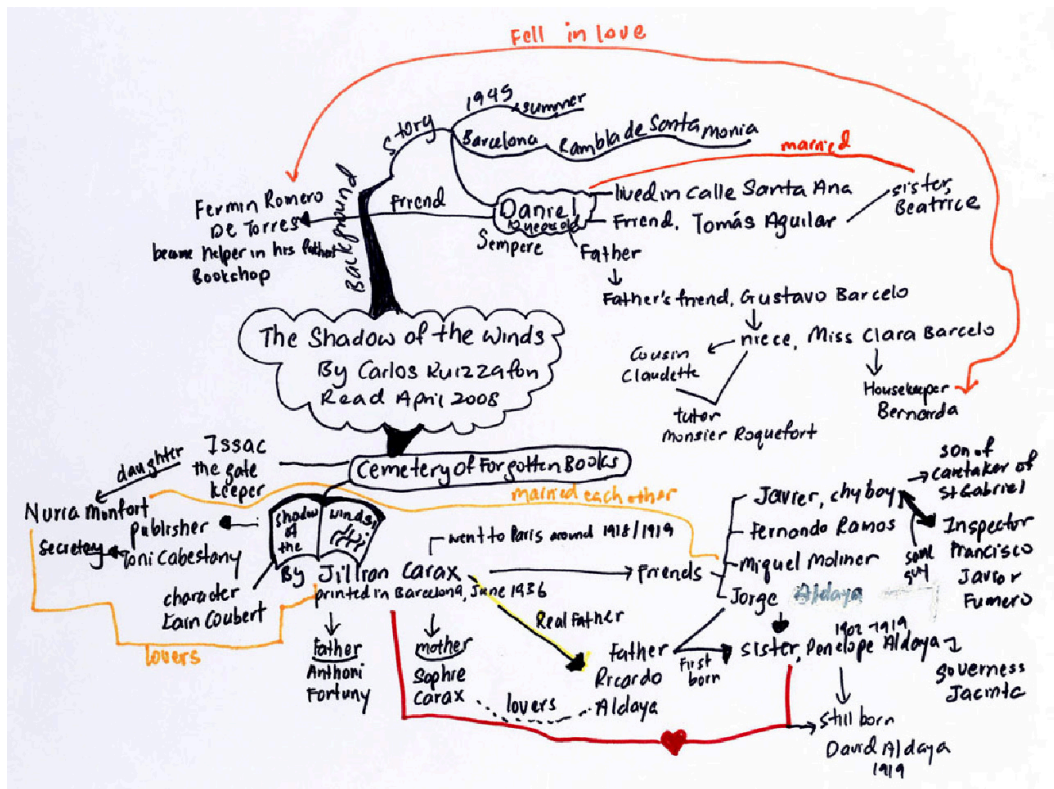
Concept Maps

When designing a concept map, place a central idea in the centre of the page and then add lines and new circles in the page for new ideas. Use arrows and lines to connect the various ideas.

Benefits

- Great method to show relationships among ideas.
- Good if the professor tends to hop from one idea to another and back.

This is a very graphic method of notetaking that is especially good at capturing the relationships among ideas. Concept maps harness your visual sense to understand complex material "at a glance." They also give you the flexibility to move from one idea to another and back easily so they are helpful if your professor moves freely through the material.

Concept mapping, sometimes referred to as mind mapping, can be an effective and very personalized approach to capturing information. "Jamie So's mindmap of Shadow of the Wind" by ArtistIvanChew, CC-BY 2.0

To develop a concept map, start by looking at your chapter headings and subheadings and use the course outline.

How to Create a Concept Map

- Select an overriding idea from the professor's lecture and place it in a circle in the middle of the page.
- Create branches off that circle to record the more detailed information, creating additional limbs as you need them.
- Arrange the branches with others that interrelate closely.
- When a new high-level idea is presented, create a new circle with its own branches.
- Link together circles or concepts that are related.
- Use arrows and symbols to capture the relationship between the ideas.

For example, an arrow may be used to illustrate cause or effect, a double-pointed arrow to illustrate

dependence, or a dotted arrow to illustrate impact or effect. As with all notetaking methods, you should summarize the chart in one or two paragraphs of your own words after class.

Cornell Method

The Cornell method uses a two-column approach. The left column takes up no more than a third of the page and is often referred to as the "cue" or "recall" column. The right column (about two-thirds of the page) is used for taking notes using any of the methods described above or a combination of them.

   After class or completing the reading, review your notes and write the key ideas and concepts or questions in the left column. You may also include a summary box at the bottom of the page, in which to write a summary of the class or reading in your own words. The Cornell method can include any of the methods above and provides a useful format for calling out key concepts, prioritizing ideas, and organizing review work. Most colleges recommend using some form of the Cornell method.

   If you are taking notes on your computer, you can still use the Cornell Method in Word or Excel on your own or by using a template someone else created.

Topic/Objective:	Name:
	Class/Period:
	Date:

Essential Question:

Questions:	Notes:

Summary:

The Cornell Method provides a straightforward, organized, and flexible approach and the example below shows how it might look when completed

Academic Essay Elements	
Topic	**Topic** – Establishes context – Limits scope of essay – Introduces Issue/Problem
Thesis	**Thesis** – Central argument or point of paper – Arrives early in paper—usually toward end of first paragraph (maybe a bit later in longer papers) – Focused, clear, and specific – Reflects writer's position on the topic/issue
Supporting Details	**Supporting Detail Paragraphs** – Each paragraph has a specific topic – Clarify, explain, illustrate, expand on topic – Provide EVIDENCE—quotes, data, references Cite everything properly!
Conclusion	**Conclusion** – Tie back to intro/thesis – Show how details supported the argument – Why is it important? – Point to implications/outcomes, but don't introduce entirely new ideas
Use the structure, but don't follow it too rigidly. The most important pieces are a strong thesis and good evidence to back it up. The conclusion should not just summarize—take it a little further.	

This sample set of notes in the Cornell Method is designed to make sense of a large amount of information. The process of organizing the notes can help you retain the information more effectively than less consistent methods.

9.4 General Tips on Notetaking

Action

General Tips on Notetaking

Regardless of what notetaking method you choose, there are some notetaking habits you should get into for all circumstances and all courses:

Be prepared. Make sure you have the tools you need to do the job.

Choose a tool that works for you, and be prepared to try new things like adding sticky notes, colours, etc.

Label, number, and date all notes at the top of each page. This will help you keep organized.

Don't try to capture everything that is said. Listen for the big ideas and write them down. Make sure you can recognize the professor's emphasis cues and write down all ideas and keywords the professor emphasizes.

Don't just copy the bullet points from a PowerPoint, make sure you know what they mean and how they apply to the topic.

Leave space between ideas. This allows you to add additional notes later.

Use signals and abbreviations and mark up or "annotate" your assignments with questions or details the professor mentions in class or in the instructions posted online.

Review your notes as soon after class as possible, the same day is best. This is the secret to making your notes work! Review the notes to call out the key ideas and organize facts. Fill in any gaps in your notes and clean up or redraw hastily drawn diagrams.

Write a summary of the main ideas of the class in your own words. Hand-writing your summary may help you remember better than typing it out. This process is a great aid to recall.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/fanshawesoar/?p=910#h5p-33

9.5 Reflection

In this chapter the textbook outlined the importance of knowing your purpose before you start to read or take notes. Knowing what you will do with the information you are reading will help you determine what is important to write down, which helps you work smarter, not harder.

Different note taking styles might work better for different situations. Notes you take for math are likely very different than notes you take for accounting, or marketing. It will be important to identify what works best for you as you combine all that we have read about in the text: learning preferences, predicting how long things will take to accomplish, when and how long you can focus for.

Reflect

Answer the reflection questions below in full sentences.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1517#h5p-43*

9.6 Career Connection

You will be expected to read and take notes throughout your working life and your job success will be dependent on your skills in this area.

Interview question

1. What process do you use when you are faced with a large amount of reading on a topic you don't know a lot about but need to learn to communicate the information to others. How do you work through a task like that?
2. You will be responsible for running weekly team meetings for a staff of 12 employees to let them know about price changes, sales, and any corporate news or policy changes. How will you ensure your team gets and understands these important announcements?

Scenarios to Reflect On

You get an email inviting you to an important meeting tomorrow that includes an agenda and link to a ZOOM session.

You skim the email for the time of the meeting and show up the next day and are surprised to see that you are supposed to be presenting and your audio and video do not connect properly during the meeting.

OR

Carefully reviewing the email you notice that:

1. Your department will be presenting a review of the last quarter. Knowing this, you review the report you got from your boss and reach out to her to see if you will be expected to present any of the report.
2. You also notice that the meeting invite is from a client outside of your company and the last time you used ZOOM your audio and video would not connect so you spend a few moments testing it this time so you are ready.
3. The next day you are prepared and connected and present your part professionally.

Your new boss tells you the steps it takes to lock up the store before leaving at the end of the day. You don't bother to write them down, relying on your memory. At the end of a long shift you forget one of the steps, the store gets broken into and thousands of dollars of merchandise are stolen and the store is a mess.

You will likely find yourself in various meetings throughout your life. Some may not be very interesting and run very long.

- Using active listening and note taking will help you stay focused and come away with the meeting understanding what your responsibilities are for next steps.
- Your notes will provide you with time to reflect, ask follow up questions, research information and act as the foundation for your plan and communication with the relevant stakeholders.
- By summarizing your notes in an email to the meeting participants you are then communicating and confirming your understanding to ensure you are not wasting time.
- Your email communication operates as a way to document your progress throughout any follow up required.

9.7 Fanshawe Resources

Fanshawe Resources

The Library Learning Commons offers workshops and individual assistance with reading, note taking, and other study strategies.

[Study Skills Help](#)

[Cornell Note Taking Templates to Download](#)

9.8 Key Takeaways

Key Takeaways

- Active reading is a process of preparing, reading, capturing key ideas, and reviewing.
- To prepare, scan the chapter to find out what the chapter is about. Give yourself direction by creating questions. Write down your first question and read until you find the answer. Write down your answer, leave some space and move on to the next question. Repeat. At the end of your reading session, go back and pull out key ideas and words to add in the spaces between questions. Review by mentally answering the questions and check yourself against your reading notes.
- Taking notes is more than creating a record of what a professor said in class, it supports active listening, aids in remembering, gives clues to important concepts as well as tests your understanding of the materials and creates a study guide.
- Lists, outlines, concept maps, and the Cornell method are ways to take notes; the later three are preferred because they provide opportunities to prioritize and organize the materials.
- It is vital to return to your notes after class to review, make corrections, fill in gaps, and call out key ideas.
- Reading and taking good notes are skills that require active listening.

CHAPTER 10: TEST TAKING, MEMORY AND STUDYING

Chapter Outline

10.0 Introduction

Tested at every turn! Testing is a part of life. They alone are not good measurements about how smart or gifted you are—they show only how much you know or can do at that moment. We can learn from how we have performed, and we can think about how to apply what we have learned to do even better next time. We can have fun measuring our progress. Many of our daily activities are measurements of progress toward mastery of skills or knowledge. We welcome these opportunities as both work and fun. But when these opportunities are part of our academic life, we often dread them and rarely feel any sense of fun.

In reality, however, academic tests are similar to real-life tests in the following ways:

- They help us measure our progress toward mastery of a particular skill.
- They are not a representation of how smart, talented, or skilled we are but rather are a measurement only of what we know about a specific subject at a specific point in time.
- They are extraordinary learning opportunities.

Academic tests in college maybe different from those you took in other school settings. College professors expect to

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see much more of you in a text or exam: your thoughts, your interpretations, your thinking process, your conclusions. This is why you need to modify your study habits and your strategies for taking test in college.

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10.1 Self-Assessment

How confident are you in preparing for and taking tests? Take this quick survey to figure it out, ranking questions on a scale of 1–4, 1 meaning "least like me" and 4 meaning "most like me." These questions will help you determine how the chapter concepts relate to you right now. As you are introduced to new concepts and practices, it can be informative to reflect on how your understanding changes over time.

1. I set aside enough time to prepare for tests.
2. If I don't set aside enough time, or if life gets in the way, I can usually cram and get positive results.
3. I prefer to pull all-nighters. The adrenaline and urgency help me remember what I need come test time.
4. I study my notes, highlight book passages, and use flash cards, but I still don't feel like I'm as successful as I should be on tests.

1. Which of the following is your most common method of studying?

   1. Reading or rereading the text or my class notes.
   2. Watching videos of my instructor's lecture or other people discussing the topics.
   3. Taking practice quizzes/tests.
   4. Creating/using study tools (flashcards, mnemonic devices, etc.).
   5. Working with a study group, tutor, or academic support.

2. Which of the following do you have the most difficulty remembering?

   1. Vocabulary and facts (such as Biology vocab, Historical facts)
   2. Problem-solving methods (such as in Math)
   3. Details from text and literature
   4. Skills and processes (such as a lab technique or a building process)
   5. Computer functions/locations/processes
   6. Which formulas, processes, or categories to apply in situations (such as in Physics or Accounting)

3. How much anxiety do you feel when an exam or other major course evaluation is approaching?

   1. A great deal
   2. A lot
   3. A moderate amount
   4. A little
   5. None at all

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10.2 Your Purpose and Past Provide Focus

Building an Effective Study Plan Starts with Preparation

1. Start with reflecting on your recent test experience
2. Correct your mistakes and gather information about the next test/quiz
3. Create a study plan based on the information you get from step 1 and step 2

Learning From Past Tests

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While it may seen strange to talk about how to learn from past tests before other topics about tests, it is important that students use test results to their greatest benefit. When students don't achieve the results on tests and exams that they would like, it is tempting to just try to do better next time and forget about it.

Reviewing your test and examining the questions you got wrong or reading your feedback can help you determine what you need to change – the problem could lay in the way you take tests, study for tests or even how well you read and understand test questions.

Based on your analysis of your test, identify the kind of corrective steps you should take to improve your learning and test performance. Implement those steps as you begin your preparation for your next test. If you don't learn from your mistakes, you are doomed to repeat them; if you don't learn from your successes, it will be harder to repeat them.

Using Past Tests/Assignments and Feedback to Improve your Future Results – Three Step Process

Step 1: Reflect on your test/quiz/exam/assignment results

- Review all parts of the feedback you receive – check the rubric and look in your grades for additional comments. What can you learn from the professor's comments?
- What questions did you get wrong? What kind of mistakes were they? Do you see a pattern?
- What questions did you get right? What were your strengths?
- Now think of the way in which you prepared for the test/exam/assignment. Were you prepared? Did you study the right material or have the right information/skills? What surprised you?

- Did you read the entire test/assignment before starting? Did your time allocation work well, or were you short of time on certain parts of the exam?

Step 2: Correcting Your Mistakes

The second step in making your results work for you is to **correct your wrong answers, gather more information, and fill in any gaps in your knowledge.** The last time you wrote the information (when you took the test), you created a link to wrong information in your memory, so that must be corrected.

- For multiple-choice questions, write out the question stem with the correct answer to form a single correct sentence or phrase.
- For true-or-false questions, write the full statement if it is true; if it is false, reword it in such a way that it is true (such as by inserting the word "not"). Then write the new statement.
- For math and science questions involving calculations, redo the entire solution with the calculations written out fully.
- You need not rewrite an entire essay question if you did not do well, but you should create a new outline for what would be a correct answer. Make sure you incorporate any ideas triggered by your professor's comments.
- When you have rewritten all your answers, read them all out loud before incorporating your new answers in your notes.

Mistakes can also happen if you didn't understand the format of the test and what might be required of you:
By answering the questions below before you start to study, you can apply the right strategy to the test type and your scheduled study time wisely based on the test type and format.

- What am I being tested on?
- How much is it worth?
- What types of questions are on the test/exam?
- What format is the test?
- How long do I have and how many attempts do I get?
- How many questions are on the test?
- Will the content on this test be included in future tests?
- Do I need to know this content before I can successfully learn the next part of the course content?

Step 3: Integrating Your Test into Your Study Guide

Your corrected assignments, quizzes, and midterm exams are an important study tool for final exams. Make sure you file them with your notes for the study unit. Take the time to annotate your notes based on what you learned from last time.
Review your updated notes, feedback, and annotated quiz/test results throughout the term (not just before the final) to be sure you cement the course material into your memory. When you prepare for the final exam, start by reviewing your quizzes and other tests to predict the kinds of questions the professor may ask on the final. This will help focus your final studying when you have a large amount of coursework to cover.

Exam Errors and How to Correct Them

Preparation / Content Errors	• Incorporate weekly review sessions. • Practice predicting possible questions. • Go to all classes, labs, and review sessions.
Focus Errors or Carelessness During the Test	• Read the entire test before starting to identify value of questions. • Prioritize the questions – what should you answer first? • Keep an eye on the time. Keep as close to your plan as possible. • Read carefully and think before answering. • Check your work.

If You Don't Get Your Test Back

If your professor chooses not to return tests to students, you can ask for feedback after the test to review it and your performance. Take notes on what you had trouble with and the expected answers. Add these notes into your study guide. Make sure you don't lose out on the opportunity to learn from your results.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=914#h5p-35

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10.3 Study Strategies - Know the Format

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Types of Tests

Strategies for different types of tests: each type has its own peculiar strategies:

Online tests

Online quizzes, tests, and training will likely be included in your learning management system (FOL at Fanshawe) and you may be required to access an online test on campus during class time, in a lab, or you may have a set time to complete the assessment outside of class time in a place you choose. Online evaluations require some additional planning to manage the technical aspects.

Go back to the beginning of the chapter to consider what you need to know about any test and then also consider the following:

- Since these tests are computer graded, the professor's judgment is not involved in the grading. Your answers will be either right or wrong; there is no room for partially correct responses.
- With online tests, be sure you understand the testing software. Is special software required like Lockdown Browser that prevents you from accessing the internet while taking the test? You can learn more from the Lockdown Browser website about how to install Lockdown Browser on your own device.
- Are there practice questions I can try to check my computer?
- Find out if you will be allowed to move freely between test sections to go back and check your work.
- Some testing software does not allow you to return to sections once they are "submitted."
- Unless your test needs to be taken at a specific time, don't wait until the last minute to take the test. Should you have technical problems, you want to have time to resolve the issues.
- To avoid any conflicts with the testing software, close all other software applications before beginning the testing software.

Paper tests

- Paper tests are still a very common type of test, requiring students to write answers on the test pages or in a separate test booklet or bubble sheet.
- They are typically used for in-class tests. Neatness and good grammar count. Remember that the professor will be reading dozens of test papers and a scanner will likely be marking your bubble sheet answers. Clear answers will be much easier to mark.

Open-book tests

- Always check with your professor as to what exactly this means. Are you allowed your textbook or just a tip sheet or formula sheet? Can you access any programs online? Can you use your phone or calculator? Clarifying what "open book" means with each of your professors will help you avoid any academic integrity offences.
- Professors often give this type of test when they are more interested in seeing your thoughts and critical thinking than your memory power.
- Be prepared to expose and defend your own viewpoints. When preparing, know where key material is present in your book and notes. Create an index for your notes and use sticky notes to flag key pages of your textbook before the test. Be careful when copying information or formulas to your test answers, because nothing looks worse in an open-book test than misusing the material at your disposal.

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Take-home tests/assignments

- Take-home tests are like open-book tests except you have the luxury of time on your side. Make sure you submit the test on time. Know what the professor's expectations are about the content of your answers.
- The professor will likely expect more detail and more complete work because you are not under a strict time limit and because you have access to reference materials. Be clear about when the test is due and how to submit it.
- Confirm exactly how you are supposed to submit your work. Most professors will require you to submit your work to an online submission folder for grading. Do not email your work to them unless they specifically request this.
- Also, find out if the professor allows or expects you to collaborate with classmates. Be sure to type your test and don't forget to spellcheck!

Video tests

- You may be asked to respond to written prompts and record you answer in video format, which will mean ensuring you have the right equipment (working camera, microphone, quiet space, etc.).

Whatever format your test takes, read the instructions well in advance so you can set yourself up for success. Early preparation will help you get the tools and materials together, ask questions, get help, which will all reduce your stress.

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10.4 Study Strategies - Know the Question Types

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The Secrets of the Q and A's

You can gain even more confidence in your test-taking abilities by understanding the different kinds of questions a professor may ask and applying the following proven strategies for answering them. Most professors will likely use various conventional types of questions. Here are some tips for handling the most common types.

Multiple-Choice Questions
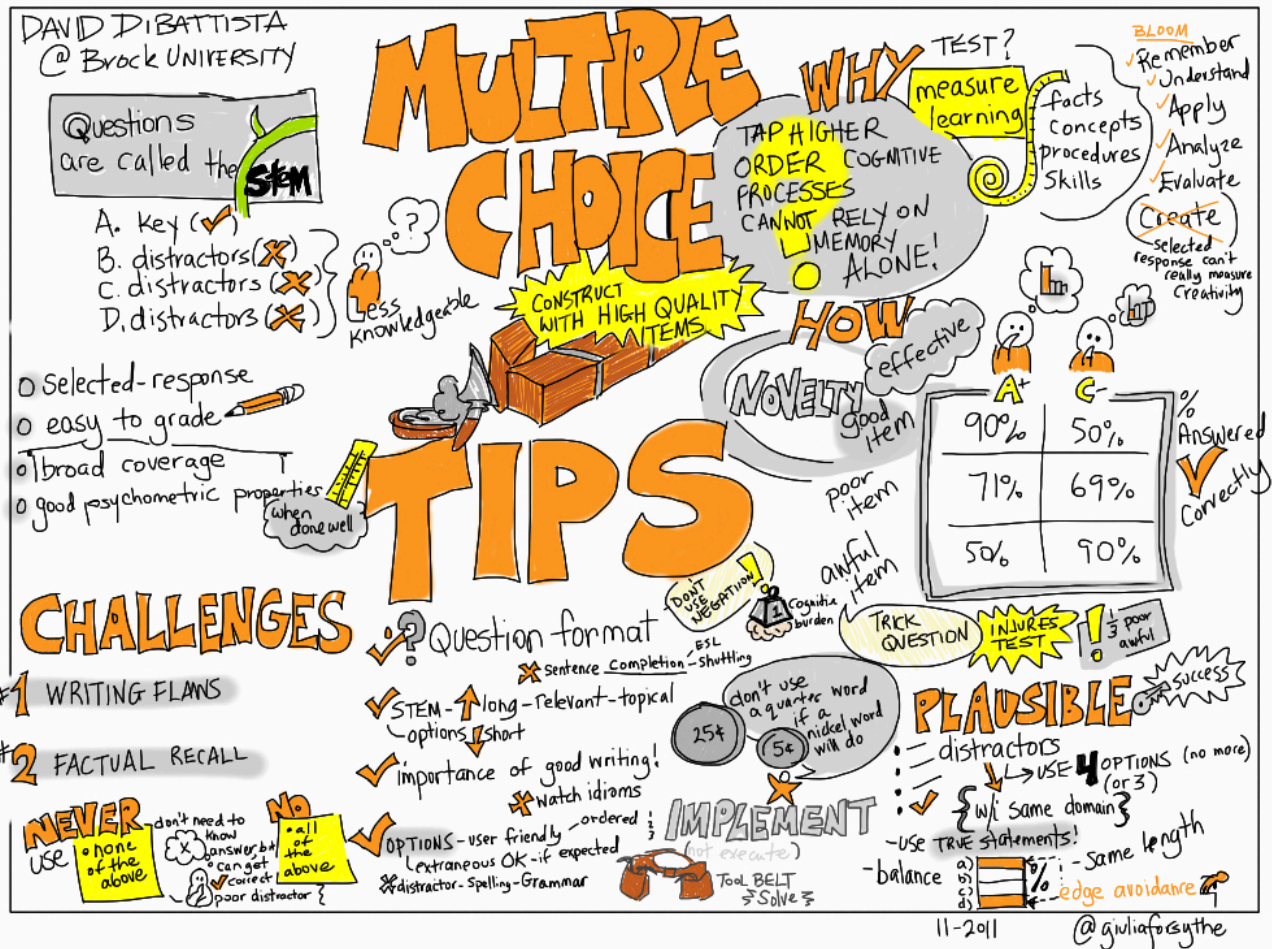
"*Getting the most out of multiple choice questions*" *by Giulia Forsythe, CCO 1.0*

Read the instructions carefully to determine if there may be more than one right answer. If there are multiple right answers, does the professor expect you to choose just one, or do you need to mark all correct options?

1. Read each question carefully and try to answer it in your head before reading the answer options. Then consider all the options.
2. Eliminate first the options that are clearly incorrect.
3. Read the questions and one of the options as a sentence and turn it into a True/False question.
4. Look for clue words that hint that certain option answers might be correct or incorrect.
5. Ensure the option you choose best matches what the question is asking.

True-or-False Questions

Answer the questions that are obvious to you first. Then go back to statements that require more thought. If

the question is stated in the positive, restate it to yourself in the negative by adding the word "not" or "never." Does the new statement sound truer or more false?

Short Answer Questions

Short answer questions are designed for you to recall and provide some very specific information: When you read the question, ask yourself what exactly the professor wants to know. Keep your answers short and specific.

Essay Questions

Essay questions are used by professors to evaluate your thinking and reasoning applied to the material covered in a course. Good essay answers are based on your thoughts, supported by examples from classes, and reading assignments.

- Careful planning is critical to answering essay questions effectively. Note how many essay questions you have to answer and how difficult each question seems. Then allocate your time accordingly.
- Read the question carefully and underline or circle keywords. Watch for words that describe the professor's expectations for your response.
- If time allows, organize your thoughts by creating a quick outline for your essay. This helps ensure that you don't leave out key points, and if you run out of time, it may pick up a few points for your grade. Jot down specific information you might want to use, such as names, dates, and places.
- Introduce your essay answer, but get right to the point. Remember that the professor will be grading dozens of papers and avoid "filler" text that does not add value to your answer.
- Write in direct and concise statements.
- Write neatly and watch your grammar and spelling. Allow time to proofread your essay. You want your professor to want to read your essay, not dread it. Remember that grading essays is largely subjective, and a favourable impression can lead to more favourable grading.
- Be sure to answer all parts of the question. Essay questions often have more than one part. Remember, too, that essay questions often have multiple acceptable answers.

10.5 Effective Studying

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Now that you know more about the assignment/test/quiz/exam you can create an effective study plan. We have already seen how important your environment is (where and when you work best) and that regularly blocking time in your schedule will help reduce your stress when we looked at time management, goal setting, reading and taking notes.

Effective studying is an ongoing process of reviewing course material. The first and most important thing you should know is that studying is not something you do a few days before an exam. To be effective, studying is something you do as part of an ongoing learning process, throughout the duration of the term.

Studying Every Day

Studying **begins after each class or assignment** when you review your notes. Each study session should involve three steps:

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1. **Gather your learning materials**

   Take time to merge your class notes with your reading notes. How do they complement each other? Stop and think. What do the notes tell you about your material? What aspects of the material are you unsure about? Do you need to reread a part of your text? Write down any questions you have for your professor and ask questions in class or via email about things you are not sure about. This helps avoid last minute problems, keeps you moving forward, and will reduce your stress.

2. **Apply or visualize**.

   What does this material mean to you? How will you use this new knowledge? Try to find a way to apply it in your own life or thoughts. If you can't use the knowledge right away, visualize yourself using the knowledge to solve a problem or visualize yourself teaching the material to other students.

3. **Cement your knowledge**.

   If you use the two-column notetaking method, cover up the right side of your notes with a piece of paper, leaving the questions in the left column exposed. Test yourself by trying to answer your questions without referring to your notes. How did you do? If you are unsure about anything, look up the answer and write it down right away. Don't let a wrong answer be the last thing you wrote on a subject, because you will most likely continue to remember the wrong answer.

Studying in Course Units

1. At the end of each unit, or at least every two weeks or so, use your notes and textbook to **write an outline or summary** of the material in your own words.
2. After you have written the summary or outline, go back and reread your outline from the prior unit

followed by the one you just wrote. Does the new one build on the earlier one? Do you feel confident you understand the material?

Studying before the Exam

1. At least a week before a major exam, challenge yourself to come up with some really tough open-ended questions. Think about how you might answer them. Be sure to go to any review sessions the professor holds.
2. Pay special attention to those items the professor emphasized during class.

More Tips

Schedule a consistent study-review time for each course at least once a week, in addition to your class and assignment time.

- Keep to that schedule as rigorously as you do your class schedule. Use your study time to go through the steps outlined earlier; this is not meant to be a substitute for your assignment time.

Use study tools that work for you!

- Think back to how you learn. Would it help to study and discuss things with others? Would you learn better by rewriting your notes or reading them out loud or both? It may take time to figure out what works for you. The more techniques you use, the better chance you have of encoding the information in a way you can retrieve it quickly.

Get yourself in the right space.

- Choose to study in a quiet, well-lit space. Your chair should be comfortable but provide good support. Remember that libraries were designed for reading and should be your first option.

Minimize distractions.

- Turn off your cell phone and get away from social media, television, other nearby activities, and chatty friends or roommates. All of these can cut into the effectiveness of your study efforts. Multitasking and studying don't mix.

If you will be studying for a long time, take short breaks

- Consider using the Pomodoro technique here. Get up, stretch, breathe deeply, and then get back to work. (If you keep up with your daily assignments and schedule weekly review sessions for yourself—and keep them—there should be almost no need for long study sessions.)

10.6 Taking Action - Strategies for Math Tests

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Action

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Math tests require some special strategies because they are often problem based rather than question based.

Do the following before the test:

- Attend all classes and complete all assignments. Pay special attention to working on all assigned problems. After reviewing problems in class, take careful notes about what you did incorrectly. Repeat the problem and do a similar one as soon as possible. It is important that the last solution to a problem in your mind is a correct solution.
- Think about how each problem solution might be applied in a real-world situation. This helps make even the most complex solutions relevant and easier to learn.
- In your study group, take turns presenting solutions to problems and observing and correcting everyone's work.
- If you are having difficulty with a concept, get help right away. Check the resource list at the end of this chapter to identify where you can get help.

- Remember that math especially builds new material on previous material, so if you are having trouble with a concept now, you are likely to have trouble going forward.
- Make an appointment with your professor. Don't be shy about asking for a tutor—tutoring is not just for students needing remedial help; many successful students seek them out, too.

Do the following during the test:

Review the entire test before you start and work the problems you feel most confident with first.
Approach each problem following three distinct steps:

1. **Read the problem through twice: the first time to get the full concept of the question, and the second time to draw out pertinent information.**

- After you read through the problem the first time, ask yourself, "What is this problem about?" and "What is the answer likely to look like?"
- The second time through, consider these questions: "What facts do I have available?" "What do I know?" "What measurable units must the answer be in?" Think about the operations and formulas you will need

to use. Try to estimate a ballpark answer.

2. Compute your answer

- First, eliminate as many unknowns as possible. You may need to use a separate formula for each unknown. Use algebraic formulas as far as you can before plugging in actual numbers; that will make it easier to cancel and combine factors. Remember that you may need two or more tries before you come up with the answer.

3. Check your work.

- Start by comparing your actual answer to the estimate you made when you first read the problem. Does your final answer sound likely? Check your arithmetic by opposite operations: use multiplication to check division and addition to check subtraction, and so on. You should consider using these three steps whenever you are working with any math problems, not just when you get problems on tests.

10.7 Group Studying

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Study groups are a great idea—as long as they are thoughtfully managed. A study group can give you new perspectives on course material and help you fill in gaps in your notes. Discussing course content will sharpen your critical thinking related to the subject, and being part of a group to which you are accountable will help you study consistently. In a study group, you will end up "teaching" each other the material, which is the strongest way to retain new material. But remember, being in a group working together doesn't mean there will be less work for you as an individual; your work will just be much more effective.

Picking Group Members

- Think small. Limit your study group to no more than three or four people. A larger group would limit each student's participation and make scheduling of regular study sessions a real problem.
- Go for quality. Look for students who are doing well in the course, who ask questions, and who participate in class discussions. Don't make friendship the primary consideration for who should be in your group. Meet up with your friends instead during "social time"—study time is all about learning.
- Look for complementary skills and learning strengths. Complementary skills make for a good study group because your weaknesses will be countered by another student's strengths. When a subject requires a combination of various skills, strengths in each of those skills is helpful (e.g., a group with one student who is really good at physics and another at math would be perfect for an engineering technology course). Finally, a variety of learning strengths is helpful because each of you pick up differing signals and emphases from the professor that you can share with each other, so you will not likely miss important points.

Meet regularly. When you first set up a study group, agree to a regular meeting schedule and stick to it. Moving study session times around can result in nonparticipation, lack of preparation, and eventually the collapse of the study group.

How to conduct a group study session

1. Assign a moderator, and rotate the role of moderator or discussion leader. This helps ensure "ownership" of the group is spread equally across all members and ensures active participation and careful preparation.
2. Define an agenda and objectives. Give your study sessions focus so that you don't get sidetracked. Based on requests and comments from the group, the moderator should develop the agenda and start each session by summarizing what the group expects to cover and then keep the group to task.

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3. Assign follow-up work. If there is any work that needs to be done between meetings, make sure that all

team members know specifically what is expected of them and agree to do the work.

4. Include some of the following items on your agenda:

    ◦ Review and discuss class and assignment notes since your last meeting.
    ◦ Discuss assigned readings.
    ◦ Quiz each other on class material.
    ◦ "Reteach" aspects of the material team participants are unsure of.
    ◦ Brainstorm possible test questions and responses.
    ◦ Review quiz and test results and correct misunderstandings.
    ◦ Critique each other's ideas for paper themes and approaches.
    ◦ Define questions to ask the professor.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=919#h5p-36

10.8 Taking Action for Test Anxiety

Action

Thought Activity: Testing Your Test Anxiety

Consider the following statements as if they were True/False Questions. There are no wrong answers.

T F I have a hard time starting to study for a exam.
T F When studying for an exam, I feel desperate or lost.
T F When studying for an exam, I often feel bored and tired.
T F I don't sleep well the night before an exam.
T F My appetite changes the day of the exam. (I'm not hungry and skip meals or I overeat—especially high-sugar items like candy or ice cream.)
T F When taking an exam, I am often confused or suffer mental blocks.
T F When taking an exam, I feel panicky and my palms get sweaty.
T F I'm usually in a bad mood after taking an exam.
T F I usually score lower on exams than on papers, assignments, and projects.
T F After an exam, I can remember things I couldn't recall during the exam.

If you answered true to any of the statements in the table above, you have suffered some of the symptoms of test anxiety. Most of us have experienced this.

It is normal to feel stress before an exam, and in fact, that may be a good thing. Stress motivates you to study and review, generates adrenaline to help sharpen your reflexes and focus while taking the exam, and may even help you remember some of the material you need. But suffering too many stress symptoms or suffering any of them severely will impede your ability to show what you have learned.

Test anxiety is a psychological condition in which a person feels distress before, during, or after a test or exam to the point where stress causes poor performance. Anxiety during a test interferes with your ability to recall knowledge from memory as well as your ability to use higher-level thinking skills effectively.

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If test anxiety becomes a serious problem, you may want to reach out to your academic advisor to see what resources are available to help. Remember, creating a plan will help integrate studying into your daily routine, which will reduce your stress.

There are steps you should take if you find that stress is getting in your way:

Be prepared.

- A primary cause of test anxiety is not knowing the material. If you take good class and reading notes and review them regularly, this stressor should be greatly reduced if not eliminated. You should be confident going into your exam (but not overconfident).

Make sure you eat well and get a good night's sleep

- Hunger, poor eating habits, energy drinks, and lack of sleep all contribute to test anxiety.

Flip the Script on Negative Thoughts

- Your own negative thoughts — "I'll never pass this exam" or "I can't figure this out, I must be really stupid!" — may move you into spiraling stress cycle that in itself causes enough anxiety to block your best efforts. When you feel you are brewing a storm of negative thoughts, stop what you are doing and clear your mind. Once your mind is clear, repeat a reasonable affirmation to yourself — "I know this stuff" — before continuing your work.

Focus on Your Own Success!

- Don't waste your time comparing yourself to other students in the class, especially during the exam. Keep focused on your own work and your own plan. Exams are not a race, so it doesn't matter who turns in their paper first.

Apply Active Stress Reduction Techniques

- You perform best when you are relaxed, so learn some relaxation exercises you can use during an exam. Before you begin your work, take a moment to listen to your body. Which muscles are tense? Move them slowly to relax them. Tense them and relax them. Exhale, then continue to exhale for a few more seconds until you feel that your lungs are empty. Inhale slowly through your nose and feel your rib cage expand as you do. This will help oxygenate your blood and reenergize your mind.

10.9 Reflection

Reflect

Use full sentences to answer the questions below.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1530#h5p-49

10.10 Career Connections

Interview Question

Building strong customer relationships is a key role in this job. You will be travelling throughout Ontario to visit the 50+ stores that carry our product. As a new employee how will you go about getting to know our stores, their managers, and the community needs to ensure the established relationships continue to grow?

Every year, you will be required to update your license to continue to be employed with us. Can you explain how you ensure you are staying up to date on changes in regulations and legislation throughout the year leading up to the exam? What sort of supports would you require from us, your employer?

If you are not sure how you would answer these questions, use them as an opportunity to identify what you would actually do. What strategies would you use to ensure you learn about each community, store, an employees and how would you organize, record and remember this information to use when you go into the stores? Define your strategy so you can talk about it.

How do you keep yourself up to date on what is going on within your office? Within your company? Within the country or the world? That may affect your operations? Are their things you should be reading regularly, watching, or subscribing to online to ensure you are aware of what is happening? Your professional development at work may be supported and assigned by your employer but you should be ready to apply your self-directed learning to ensure you know what is happening in your industry and the world.

10.11 Fanshawe Resources

Fanshawe has many resources available to help you study, prepare for tests and help you manage test anxiety that begins to negatively affect your school success.

- Book a Study Space on campus in a variety of locations. These spaces are perfect for working alone or in a small group to get things done. You will need your student number and FanshaweOnline email address to book this online.
- Book or Become a Peer Tutor
- Book a one on one Study Skills Session with a Faculty expert.
- Take one of the virtual Prepare to Learn Workshops on Test Taking Strategies or Study Tips

  ◦ Virtual and In-Person Math Help
  ◦ English Writing Appointments
  ◦ Research Appointments

10.12 Key Takeaways

Key Takeaways

- Review your past tests to learn from your mistakes. Evaluate your results and consider why you got answers right or wrong; think about how your studied for this test and what you might need to change about your study habits; and finally, judge whether you managed your test-taking tasks well. Next, correct your mistakes and write out the correct answers. Finally, make your past tests part of your study notes and make adjustments to how you study or take tests to prevent making similar mistakes in the future.
- Frequent study is more effective than just studying before a test or exam. Study every day merging your class and reading notes, and creating questions for your professor on areas of confusion.
- Apply or visualize the material to make it more meaningful and cement your knowledge by testing yourself.
- Study in course units by using notes and text to create summaries or outlines of the material.
- A least a week before a major test or exam, gather what you know about what the test will cover, review your summaries and outlines and come up with likely test questions to use to test yourself. You may need to go back to review sections of notes based on expected test questions.
- Group study that is well managed can be an effective way to deepen your learning and understanding. Pick quality group members, meet regularly, assign a rotating moderator, set up an agenda and assign follow up work for group members.
- Tests help use measure your progress but are not representations of how smart, talented, or skilled you are; rather, they measure what you know as a specific point in time.
- Paper, open book, take-home, and online tests require different study techniques to help you prepare.
- Multiple choice, true-or-false, short answer, and essay questions are common types of questions you will encounter and each can be tackled differently using proven strategies.
- Math and science tests are problem based and require unique preparation.
- Test Anxiety can interfere with your ability to recall knowledge as well as use higher level thinking skills. Simple strategies such as being prepared, eating, and sleeping well before the text, re-framing negative thoughts, and not paying attention to others can help. Often, relaxation techniques can help you minimized the effects of test anxiety. For significant test anxiety, visit a college counsellor for additional strategies.

APPENDIX A: THE 7 JOB SKILLS FOR THE FUTURE

Appendix Outline

The 7 Job Skills for the Future - Introduction

Fanshawe College has identified 7 Job Skills for the Future that all programs in the college embed into their curriculum. These Job Skills are generic to all industries.

Competence in these job skills is regarded as **required** for those seeking to build successful careers.

All of the 7 Job Skills for the Future are woven into the curriculum of Fanshawe College. In this chapter you will take time to learn what each skills means and evaluating your own strengths and weaknesses in each area.

It is important that students can identify these skills in themselves and share how they have demonstrated competence in these skills when meeting with potential employers.

Common job interview questions may go something like this:

- Tell me about a time when you had to learn something new. What was the situation, what did you do and how did it turn out?
- Tell me about a time when you were working with someone as part of a team and they were not doing

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their share of the work. What was the situation, what did you do, and how did it turn out?

- Tell me about a time when you had a complex problem to solve that meant you were going to have to miss a deadline. What was the situation, what did you do and how did it turn out?

The stories you collect while working through this course become the examples you use when talking to potential employers.

Video: Job Skills for the Future

 One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=263#oembed-1

Video: "Job Skills for the Future" by Fanshawe College [3:00] *transcript available*

"4.2 Seven Job Skills" from Working in Play: Planning for a Career in the Recreation and Leisure Industry in Canada by Linda Whitehead, BA, M Ed, MBA is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Global Citizenship

Create an awareness of the wider world and your place in it.

Global citizenship is having a worldview grounded in civic responsibility and ethics. Global citizens think both in a structural level (e.g., how does my consumption affect people around the world?) and an individual level (e.g., how should I greet my international peers in a way appropriate to their cultural norms?).

A global citizen will learn from and with others who are different from themselves. They will examine ideas such as privilege and relative positions of power. They are committed to social justice and to breaking down global inequities.

Excelling in Global Citizenship as a Job Skill means:

You can:

- Think critically within a larger worldview
- Reflect on political, cultural, and historical influences on yourself and others
- Treat people as individuals while respecting their culture and beliefs

Others see you as:

- · Committed to civic responsibility & social justice
- · Respecting cultural norms of others
- · Learning from people with diverse backgrounds and beliefs

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"4.3 Global Citizenship" from Working in Play: Planning for a Career in the Recreation and Leisure Industry in Canada by Linda Whitehead, BA, M Ed, MBA is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Self-Directed Learning

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Identify and achieve personal learning goals

    Being a self-directed learner is being autonomous, organized, and self-disciplined. They are able to communicate effectively, accept constructive feedback and engage in self-evaluation and self-reflection to learn. Self-directed learners are lifelong learners as they continue to grow and adapt to complex social and technological changes throughout their careers. They are self-motivated.

Excelling in Self-directed Learning as a Job Skill means:

You can:

- Take initiative to learn
- Work towards solving real-world problems trying to find efficient solutions
- Adapt and learn as needed
- Not fear change
- Be accountable
- Be punctual

Others see you as:

- Acting without being told to
- Assessing your own abilities – strengths and weaknesses
- Adapting to new technology
- A motivated/driven person

"4.4 Self-directed Learning" from Working in Play: Planning for a Career in the Recreation and Leisure Industry in Canada by Linda Whitehead, BA, M Ed, MBA is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Social Intelligence

Build and nurture mutually beneficial relationships

Social Intelligence is being able to interact positively with others, building strong healthy relationships, and thriving in social environments. It is having the self-awareness to effectively apply the knowledge of social dynamics and team building to create positive outcomes for everyone involved. Individuals that demonstrate the skill of Social Intelligence have excellent communication skills and are empathetic. We often refer to Social Intelligence as 'people skills' or 'interpersonal skills'.

Excelling in Social Intelligence as a Job Skill means:

You:

- Have a passion for working with others towards positive outcomes
- Are curious about the world and the people in it
- Care about others
- Have good emotional control (Emotional Intelligence)
- Listen with intent and exhibit strong conversational skills

Others see you as:

- Having respect for diverse opinions, values, belief systems, and the contributions of others
- Having a constantly renewed sense of curiosity and wonder
- Having a willingness towards helping others
- A good listener and communicator

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Resilience

Succeed through adversity

Resilience is the ability to thrive while overcoming obstacles. It is the ability to accept difficult situations and adapt in order to move forward. An individual with Resilience skill is capable of coping with stress, emotional upheaval, and pressure. They have the mindset that their skills and abilities are dynamic, not fixed allowing them to work through hard times to a better future.

Excelling in Resilience as a Job Skill means:

You are:

- Self-reliant
- Responsible
- Self-Driven
- Mature
- Someone who will admit their mistakes and own their problems
- Positive/optimistic
- Able to work through difficult situations to find positive solutions

Others see that you:

- Earn respect from your peers and colleagues
- Are regarded as mature
- Stay calm under pressure
- Know when to ask for help
- Find answers
- Are successful

Novel and Adaptive Thinking

Find innovative, creative, and unconventional relationships between things or concepts

Being a Novel and Adaptive Thinker means being creative in analysis and solutions. They address complex and sometimes controversial issues with a humble and open-minded attitude. They think 'outside the box' in response to unique or unexpected situations attempting to find unique but effective answers. They thrive when challenged and are willing to adapt or change a solution when circumstances change, or other options present themselves.

Excelling in Novel and Adaptive Thinking as a Job Skill means:

You are good at:

- Synthesizing data and information
- Analyzing
- Evaluating
- Making sound, ethical decisions
- Thinking innovatively and creatively

- Not getting too attached to outcomes

Others see you that have the ability to:

- Apply a logical, systematic approach to solving problems
- Create solutions that balance facts and feelings
- Inspire increased trust from others

Implementation Skills

Manage projects to achieve key milestones and outcomes

Excelling in Implementation skills means an individual has a "get er done" attitude. They can design, manage and execute projects, initiatives, or plans in an organized, timely fashion. They can guide a project from idea to completion while managing themselves and others effectively. They are action orientated and enjoy a 'hands-on approach'.

Excelling in Implementation Skills as a Job Skill means:

You:

- Think and plan ahead
- Manage logistics easily
- Apply logic & common sense
- Have superb organizational skills
- Demonstrate a high level of personal responsibility
- Enjoy working with templates and systems

- Have the capacity to develop and implement 'systems' when needed

Others see that you can:

- Roll with the punches
- Easily act on new information
- Have a 'Plan B' (and a 'Plan C' and 'D'...)
- See both the big picture & also the minute details
- Play a strong role as a DOER, rather than a passive Observer
- Turn problems into 'plot twists'

Complex Problem Solving

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Find solutions to real-world problems

Complex Problem Solving is the skill of applying a method to a problem, often not seen before, to obtain a satisfactory solution. It requires a creative combination of knowledge and strategies to arrive at an answer. Rapid technological change, the increasingly global exchange of ideas, and the proliferation of easy-to-access information – some of which is decidedly unreliable – all contribute greater complexity to the problems that they will need to solve.

Excelling in Complex Problem Solving as a Job Skill means:

You are:

- Engaged in *'big picture'* thinking
- Flexible & adaptable to change
- Creative
- Highly detail-oriented
- Someone who sees patterns
- Someone who works efficiently

Others see you:

- Demonstrate self-reliance
- Achieve your dreams and ambitions
- Capable of higher-order thinking (not just memorizing facts, but demonstrating the ability to deeply understand, apply, analyze, and evaluate information)
- Achieve increased status & responsibility at school or work
- Create solutions that balance the facts, but with new insight

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Knowledge Check

SiLeX Check Knowledge

Knowledge Check

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=117#h5p-3

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=117#h5p-4

APPENDIX B: TRAINING - ACADEMIC INTEGRITY AND APA CITING AND REFERENCING

Appendix Outline

[Training – Academic Integrity and APA Citing and Referencing](#)
[Training – Citing and Referencing in APA Format](#)

Training - Academic Integrity

Learning Objectives

- **Recall** Fanshawe's Academic Integrity policy and the Academic Offence process,
- **Identify** the actions and behaviours that are considered to be Academic Offences, and
- **Determine** how to avoid Academic Offences so that you can achieve and maintain Academic Integrity during your time as a student at Fanshawe College.
- **Apply** your understanding by successfully completing of two training modules
    - Academic Integrity Training Module
    - APA Citing and Referencing Training Module

Academic Integrity Defined

Fanshawe College defines **'Academic Integrity'** as '*holding oneself and others accountable for performing academic work both honestly and ethically*'.

Step One – Read Below

Developing and demonstrating **Academic Integrity** is something that Fanshawe faculty and staff expect of each other, it's something that Fanshawe College expects of its students, and it's certainly something that employers and recruiters will expect of Fanshawe graduates.

If you're able to hold yourself and others accountable for performing 'academic' work both honestly and ethically, then you'll be able to hold yourself and others accountable for performing 'professional' work both honestly and ethically when you're out in the workplace in the industry of your choice.

If you can develop and demonstrate **Academic Integrity** while you're a student at Fanshawe, you'll be able to further develop and demonstrate **Professional Integrity** when you become an employee or an entrepreneur after graduation.

Academic Integrity is important for the following **FIVE** reasons:

1. **it ensures fairness in the education** that students pursue,
2. **it ensures fairness in the academic work** that students complete,
3. **it ensures fairness in the grades** that students earn,
4. **it protects the value of your credentials**, and
5. **it protects the reputation** of your academic institution.

Please consider the **key guiding principles** when asked about academic integrity: **fairness, value, and reputation**.

Step 2: Watch Video(s): Academic Integrity and Avoiding Plagiarism

This video contains information that will help you achieve and maintain Academic Integrity by avoiding plagiarism. Please see additional videos below for more information.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=34#oembed-1

Review Other Videos

- Academic Integrity & Assignments
- Academic Integrity & Evaluations
- Academic Integrity & Online Learning

Video: [Academic Integrity and Avoiding Plagiarism](#) by [Fanshawe Academic Integrity](#) [4:19] *transcript available*

Step 3 – Need Additional Information?

Accepting your offer to Fanshawe College means that you have agreed to follow the Academic Integrity Policy. You have the opportunity to learn what you have agreed to and it is your responsibility to take on this responsibility.

Just like in the workplace, you will be expected to follow the rules of the organization.

Fanshawe is here to support you in this learning through the following resources:

Sign up for an [Academic Integrity workshops online](#) so you can practice and get feedback from an expert.
[Book one-on-one writing help](#) in person or online with experts who can help ensure your work adheres to the policy.

To learn more, review the book: [Academic Integrity at Fanshawe.](#)

[Self -Register for an Academic Integrity course](#) in FanshaweOpen

Step 4 – Complete 2 Training Modules – Based on Information Listed Above Before End of Week 3 for Completion Credit (MANDATORY)

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online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=34#h5p-1

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/fanshawesoar/?p=34#h5p-2

Training - Citing and Referencing in APA Format

Video Series – Citing, Referencing, and APA Formatting

This video contains information that will help you understand what citing and referencing are, how they are used and why they are required to ensure academic integrity. **Please see additional videos below for more information.**

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/fanshawesoar/?p=1250#oembed-1

Video: Writing Tips | What is APA Documentation and How to use it by Fanshawe Institute of Indigenous Learning [4:03] *transcript available*

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/ fanshawesoar/?p=1250#oembed-2

Video: Writing Tips: How does APA Documentation Work? by Fanshawe Institute of Indigenous Learning [4:15] *transcript available*

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/ fanshawesoar/?p=1250#oembed-3

Video: Writing Tips | How to do In-Text Citations in APA Formatting by Fanshawe Institute of Indigenous Learning [3:42] *transcript available*

Additional Writing Tips

- YouTube Playlist Study Tips
- Register for the APA Resources Course on FOL

APPENDIX C: WHAT INFLUENCES OUR LEARNING?

Appendix Outline

VARK and Learning Preferences

VARK Learning Preferences

A popular approach to learning styles is called the VARK approach which focuses on learning through different senses (**V**isual, **A**ural, **R**eading/Writing, and **K**inesthetic):

- **V**isual learners prefer images, charts, maps and diagrams.
- **A**ural learners learn better by listening.
- **R**eading/writing learners learn better through written language.
- **K**inesthetic learners learn through doing, practising, and acting.

Once you discover the differences in learning styles and how they pertain to you, it may help you to shed light on your own learning habits and preferences, and give you ideas for incorporating other strategies.

You shouldn't conclude that you are one type of learner or another and that you should just focus your learning on using your preferred learning style. It can be hard to break study habits which have formed over many years. However, by incorporating different modalities in your learning, you are more likely to remember and understand.

Think of it as having a toolbox of ways to think and learn, and for each task, ask yourself which tool is the best one for the job.

Knowing and Taking Advantage of Learning Styles in a Way That Works for You

It's good to understand learning styles; however, just knowing your preference doesn't automatically provide a solution for how to do your best in your courses. For example, although you may be a kinesthetic learner, you'll likely still have textbook assignments (reading) as well as lecture classes (listening). All students need to adapt to other ways of learning.

The following sections look at the key ways in which learning occurs in college classes and offer some suggestions about how to adapt your strengths for success.

Visual Learning Preference

A "seeing" learner learns more effectively through seeing than through reading or listening. Some courses include demonstrations and physical processes that can be observed. If you are a visual learner, work on developing your reading and listening skills, too, because you will need to learn in these ways as well.

If you had a high **V** score, you may prefer to learn new things by reviewing **visual images** (graphs, charts, maps):

- Sit in class where you can see PowerPoint slides and other visual presentations most clearly.
- Pay special attention to your textbooks' illustrations and diagrams which will further help you understand the written ideas and information.
- Use a visual approach in your class notes, as described in our chapter on Note Taking.

- If your instructor or textbook doesn't have a lot of visuals to help you understand and recall information and ideas, try to imagine how you would present this information visually to others if you were giving a class presentation. In your notes, create sketches for a PowerPoint slideshow capturing the highlights of the material.
- Study with other students who may learn better by reading or listening, and watch how they explain the material.

Auditory Learning Preference

If you had a high **A** score, you prefer to learn new things **by listening.** Since your professors are often providing information through lecture formats, whether live or recorded, you are able to process this information to produce accurate results in your work.

- Sit up front in lecture classes where you can see and hear the instructor better.
- Ask if you will have access to recorded lectures and listen to them while commuting or doing laundry.
- Study with other students and listen to what they say about the course material. Hearing them talk from their class notes may be more helpful than reviewing your own written notes.
- When studying, read your notes aloud or record your own summary of a lesson.
- Review previous tests by reading the questions aloud and speaking your answers. If a section in your textbook seems confusing, read it aloud.

Read/ Write Learning Preference

If you had a high **R** score, you may prefer to learn new things by reviewing **reading** (and writing).

   Reading skills are critically important for students. Not only are you reading this book to get important information, you will need to read assignment instructions to know what is expected of you. Although many instructors may cover some of the textbook's content in lectures or class discussions, students cannot skip the readings and instructions for assignments and expect to do well.

   If your personal learning preference is Reading—that is, if you learn well by sitting reading the written word—then you will likely not have difficulty with your university reading. Here are some tips to help maximize your learning:

- Underline and highlight key ideas when reading.
- Take good notes on your reading, using your own words.
- Write descriptions that summarize information presented in nonverbal modes, such as through charts and graphs.
- Do all optional and supplemental readings.
- Take good notes in class, as **you may remember more from your written words** than from the instructor's spoken words.
- If a class involves significant non-reading learning, such as learning hands-on physical processes, study with other students who are kinesthetic or "doing" learners.

Kinesthetic Learning Preference (learning by doing)

People who learn best by doing are often attracted to careers with a strong physical or hands-on component,

which can vary from athletics to technologies and trades. But these students may need to use other learning skills as well. Here are some tips to help maximize your learning related to doing:

If you had a high K score, you may prefer to learn new things by jumping in a doing them (**kinesthetic learner)**:

- Form a study group with other students and talk with others about the course topics.
- Do something with the information you are reading so that you connect the idea to how it is applied.
- Take advantage of your instructors' office hours to help clarify your understanding after reading assignments.
- Try to engage all your senses when learning. Even when reading about something, try to imagine what it would feel like if you touched it, how it might smell, how you could physically manipulate it, and so forth.
- Think about how you yourself would teach the topic you are presently learning. What visuals could you make to demonstrate the idea or information? Imagine a class lecture as a train of boxcars and think about what things you would put in those cars to represent the lecture topics.
- When it becomes difficult to concentrate when reading while sitting in a quiet place, get up and move around while studying; make gestures as you read aloud.
- Use your hands to create a range of study aids rather than just taking notes: make charts, posters, flash cards, and so on.
- When taking notes, sketch familiar shapes around words and phrases to help you remember them. Try to associate abstract ideas with concrete examples.
- The act of writing—handwriting more than typing at a keyboard—may increase retention; write key things several times.
- Study with other students who may learn better by reading or listening.

Feeling

Feeling learners focus on the emotional side of information and learn through personal connections. Too often they may feel that a textbook or a class is "dry" or "boring" if it focuses exclusively on written information. In addition to improving their reading and listening skills, students with this style can enrich their learning by focusing on what they and others feel about the information and ideas being learned. Here are some tips to help maximize your learning related to feeling:

- Try to establish an emotional connection with the topic you are learning. In a history class, for example, imagine yourself as someone living in the period you are studying: what would you feel about the forces at work in your life? In a science class, think about what the implications of a particular scientific principle or discovery might mean for you as a person or how you yourself might have felt if you had been the scientist making that discovery.
- Talk with your instructor during office hours. Express your enthusiasm and share your feelings about the subject. Even instructors who may seem "dry" in a lecture class often share their feelings toward their subject in conversation.
- Do supplemental readings or look for documentaries you can watch about the people involved in a subject you're studying. For example, reading an online biographical sketch of financial scam artist, may open your eyes to a side of the subject you hadn't seen before and increase your learning.
- Study with other students who may learn better by reading or listening. Talk with them in a personal way about what the material means to them. Try teaching them about the topic while explaining your feelings about it.
- Also try the strategies listed for the "doing" learning style.

Myers Briggs Personality Assessment

Myers-Briggs Personality Testing

> Take a [free online self-assessment of your Myers-Briggs Personality Type](#).

Much like learning styles, there have been a number of theories surrounding the idea that different personality types may prefer different kinds of learning. Understanding how personality traits and learning styles are categorized can be useful in making decisions and choices for your own learning activities. It can be interesting to review how personality styles may impact your ability to learn.

Whether you put any value on these theories, it's important to recognize that employers may use personality assessments in the hiring process. For example, an organization may identify a lack of strong leadership in its marketing department. Everyone is good at doing the tasks that need to get done, but no one is willing to take charge.

When reviewing a series of qualified applicants, a personality assessment may be used to identify which candidates have a leadership personality style before offering anyone an interview.

What knowing about personality traits and learning can do for you is to help you be aware and informed about how these affect you so you can deal with them directly.

Extroverted (E) vs. Introverted (I): In the Myers-Briggs system, the traits of Extroverted and Introverted are somewhat different from the more common interpretations of the two words. The definition is more about an individual's attitude, interests, and motivation. The extrovert is primarily motivated by the outside world and social interaction, while the introvert is often more motivated by things that are internal to them—things like their own interests.

Intuition (N) vs. Sensing (S): This personality trait is classified as a preference toward one way of perceiving or another. It is concerned with how people tend to arrive at conclusions. A person on the intuitive end of the spectrum often perceives things in broader categories. A part of their process for "knowing things" is internal and is often described as *having a hunch* or *a gut feeling*. This is opposed to the preferred method of a sensing person, who often looks to direct observation as a means of perception. They prefer to arrive at a conclusion by details and facts, or by testing something with their senses.

Feeling (F) vs. Thinking (T): This trait is considered a decision-making process over the information gathered through the perception (N versus S). People that find themselves more on the Feeling end of the spectrum tend to respond based on their feelings and empathy. Examples of this would be conclusions about what is good versus bad or right versus wrong based on how they feel things should be. The Thinking person, on the other hand, arrives at opinions based on reason and logic. For them, feeling has little to do with it.

Judging (J) vs. Perceiving (P): This category can be thought of as a personal preference for using either the Feeling versus Thinking (decision-making) or the Intuition versus Sensing (perceiving) when forming opinions about the outside world. A person that leans toward the Judging side of the spectrum approaches things in a structured way—usually using Sensing and Thinking traits. The Perceiving person often thinks of structure as somewhat inhibiting. They tend to make more use of Intuition and Feeling in their approach to life.

The Impact of Personality Styles on Learning

To find out their own personality traits and learning styles, a person takes an approved Myers-Briggs test, which consists of a series of questions that help pinpoint their preferences. These preferences are then arranged in order to build a profile using each of the four categories.

For example, a person that answered questions in a way that favoured Extroverted tendencies along with a preference toward Sensing, Thinking, and Judging would be designated as ESTJ personality type. Another person that tended more toward answers that aligned with Intuitive traits than Sensing traits would fall into the ENTJ category.

Table: Personality Types

ESTJ	ISTJ	ENTJ	INTJ
ESTP	ISTP	ENTP	INTP
ESFJ	ISFJ	ENFJ	INFJ
ESFP	ISFP	ENFP	INFP

As with other learning style models, Myers-Briggs has received a good deal of criticism. Additionally, the claim that each person has a permanent and unwavering preference towards personality traits and learning styles has not turned out to be as concrete as it was once thought. This has been demonstrated by people taking tests like the Myers-Briggs a few weeks apart and getting different results based on their personal preferences at that time.

Other Personality Self-Assessments

There are many organizations who hire specialized companies to provide personalized assessments to employees prior to hiring or while employed. The cost for these can vary widely depending on how many people are being evaluated and how the results will be communicated to the organization.

   As mentioned earlier in the text, while there is value in knowing about these types of assessment and reflecting on how you can use this information to better inform your own development, these self assessments **only reflect your current thoughts, beliefs, and abilities at one particular point in time.**

   As we continue to grow, change and learn it would be impossible to say that any one person has a fixed and unwavering preference towards personality traits and learning styles.

   [Big Five Personality Test](#)
[True Colours](#)
[Locus of Control](#)
[Empathizing/Sympathizing](#)
Take a [free online self-assessment.](#)

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Ancillary Resources

Instructor Slide Decks

- [Fanshawe SOAR – Chapter 1](#)
- [Fanshawe SOAR – Chapter 2](#)
- [Fanshawe SOAR – Chapter 3](#)
- [Fanshawe SOAR – Chapter 4](#)
- [Fanshawe SOAR – Chapter 5](#)
- [Fanshawe SOAR – Chapter 6](#)
- [Fanshawe SOAR – Chapter 7](#)
- [Fanshawe SOAR – Chapter 8](#)
- [Fanshawe SOAR – Chapter 9](#)
- [Fanshawe SOAR – Chapter 10](#)

Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

Version	Date	Change
1.0	July 2023	First Publication