Post-Secondary 101: The First-Year Transition (eCO 2022)

POST-SECONDARY 101: THE FIRST-YEAR TRANSITION (ECO 2022)

helping you succeed in your first year

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CONTENTS

Section III. <u>Health and Wellness</u>

Section IV. <u>Getting Involved</u>

Section V. <u>Resources and Support</u>

Section VI. Logistics of Post-Secondary Education

Section VII. Institutional Adaption Guide

ACCESSIBILITY STATEMENT

The University of Windsor is committed to ensuring digital accessibility for people with disabilities. We are continually improving the user experience for everyone and applying the relevant accessibility standards. The [Web Content Accessibility Guidelines (WCAG)](#) define requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA. This module is *partially conformant* with WCAG 2.1 level AA, which means that some parts of the content do not fully conform to the accessibility standard (outlined below).The two technologies used to create this module are Pressbooks and H5P. Access to their accessibility information is contained in the links below:

- [Pressbooks](#)
- [H5P](#)

Tips for Using this Resource

- All content can be navigated using a keyboard
- Links, headings, and tables are formatted to work with screen readers
    - Use your screen reader's list headings feature to navigate through the headings within the content of a page
    - Use the Previous and Next links found at the bottom of each page to navigate through the sequence of pages in the site. To access these links most easily, use your screen reader's landmarks list to navigate to the content info region, then press Shift+Tab to go back up to the Next links
- Links to other pages of this Pressbook will always open in the current window
- Links to external sites will always open in a new window
- Depending on the operating system and browser being used, font size can be adjusted by pressing a key combination including the plus (+) and minus (-) keys. On Windows systems, the key combination is typically "Ctrl+" and on Mac it is "Command+"
- Alternative text has been provided for images that convey information
- Colour is not used to convey information unless an alternative means to do so has also been provided
- H5P activities were built using accessible formats
- All text is left-justified

Other File Formats Available

In addition to the web version, this module is available in a number of file formats including PDF, ePUB (for Readers), and various editable files from the [homepage](#); look for the "Download this Book" drop-down menu to select the file type you want.

This module also contains links to a number of external websites. For those using a print copy of this resource, the link text is underlined, and you can find the web addresses for all links in the back matter of the book.

Known Accessibility Issues

While we have attempted to make all elements of this resource conform with international accessibility guidelines, we must acknowledge a few accessibility issues. This table will be updated as new issues arise or are identified.

Location of issue	Need for improvement	Timeline	Workaround
"Top Five Tips" Youtube videos from each module	Videos do not contain described video.	N/A	The video transcripts are able to be read by a screen reader.
YouTube video on "The First Day of School"	Video does not contain described video.	N/A	The general messages are still able to be conveyed through the video audio.

Providing Feedback on the Accessibility of this Resource

We welcome your feedback on the accessibility of this First-Year Transition resource. Please let us know if you encounter accessibility barriers or identify ways in which the accessibility may be improved.

You can provide feedback by contacting us:

- Email: openlearning@uwindsor.ca
- Postal Address: Office of Open Learning, University of Windsor, 401 Sunset Ave., Windsor, ON, N9B 3P4

In your communication, please include the following information:

- The location of the problem or target area (e.g., web address or page description)
- A description of the problem or suggestion for improvement

- The type of device, software, browser, and any assistive technology you are using to help us diagnose and solve the issue
  - e.g., PC laptop, Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader

This accessibility statement has been adapted from the following resources:

- [BCcampus Open Education Accessibility Toolkit — 2nd Edition](#)
- [Understanding Document Accessibility: A Reference for Creating Accessible Office Documents](#)

This statement was last updated on February 28, 2022.

INTRODUCTION

Welcome to Post-Secondary 101: The First Year Transition!

> 📽 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=19#oembed-1*

By leveraging the expertise offered across institutional units, this program aims to support first-year students transitioning into post-secondary by providing interactive content in an **asynchronous** online module format. It consolidates meaningful transition resources and encourages students' self-regulated academic skills, feelings of connectedness, and professional knowledge and identities (Kinzie & Kuh, 2017; Lane et al., 2019; Tinto & Pusser, 2006).

This module, *designed for students by students*, will eliminate some of the navigational burdens associated with finding and obtaining support and post-secondary-specific resources. It will provide guidance to help students efficiently identify their needs and select corresponding modules and supports.

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USING, CITING, ADAPTING THIS PRESSBOOK

Citing, Attributing, and Adapting

The suggested **citation** for this module in APA format is:

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The suggested **attribution** for this module is:

Post-Secondary 101: The First-Year Transition by Vanessa Reka, Samantha Szcyrek, and Ashlyne O'Neil, 2022, is licensed under a CC-BY-NC-SA license.

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GETTING STARTED

Navigating this Module

Pressbooks uses navigation buttons at the bottom of each page, to help you easily move between pages. These buttons scroll as you do, so you can see them at all times without going to the bottom of a page.
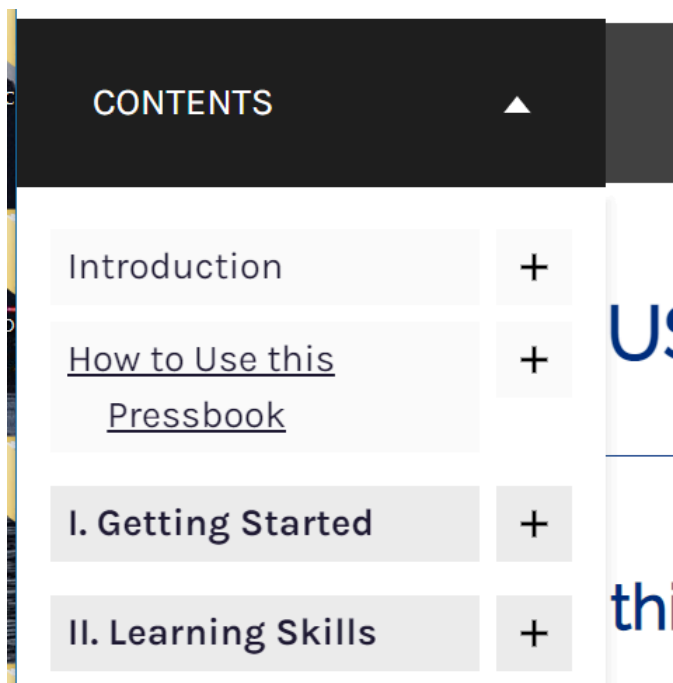
You can also use the table of contents found at the top left of the page. The "+" button will further expand the list.

Text Box Legend

Before beginning, it is important to acknowledge the significance of the various boxes you will encounter throughout this program:

Learning Objectives

Dark blue boxes will present the learning objectives for each module.

Key Takeaways

Royal blue boxes will consist of text-based information and resources that will explain ideas and concepts so that students can better understand the information provided in each module.

Exercises

Yellow boxes will consist of interactive content for students to apply the information they have learned from the modules.

MODULE COMPLETION GUIDE

Purpose

The purpose of this transition support program is to aid you at the start of your journey in post-secondary education. It serves as a comprehensive guide which covers many topics that an individual beginning post-secondary education may benefit from.

How is this Purpose Achieved?

In this module, you will find various units encompassing different aspects of post-secondary education. These units consist of sections with content, activities, and resources that may enhance your experience as an individual becoming familiar with post-secondary education.

It was developed in close partnership with post-secondary students and faculty to provide inclusive, accessible chapters with text, imagery, multi-media components, and interactive content. You can access this program at any time.

Each unit will have interactive content as "module assignments" which allows you to tangibly apply the resources and support. The interactive content found within the chapters is not graded but rather is intended to enable you to gauge your understanding and comprehension of the material included in the module.

In order to receive recognition of your efforts in this course, you must complete the **pre-survey**, **reflection assignment**, and the **post-survey**, which can all be found in your **learning management system** (LMS) under your Transition101 course.

Recommended Flow

The recommended flow through this module is to **start with the pre-survey** to start thinking through what your needs actually are. Come back here to explore some of the modules and **choose which six (6) sections** you'd like to engage with the most – we recommend *at least 6* to benefit from a breadth of material, but you can complete any sections in any order. Once you have made it through some or all of the sections, head back to your LMS to complete the **reflection activity**. This will help you consolidate your learning and create a plan for your first semester at university or college. You can save your reflection for later review, and you can always come back to this module as it will live on in Pressbooks – just be sure to bookmark it! Finally, **complete the post-module survey**. This will not only help us gather feedback and make improvements to the module, but will also help you further reflect on and document your growth as you dive into your first year.

2.

LEARNING OBJECTIVES

At the beginning of each module in this program, you can find the **Learning Objectives** that represent the information and resources provided specifically for that module.

Learning Objectives will be found in boxes that look like this:

Learning Objectives

Here will be module specific learning objectives. They aim to help you remember and recall what you will be learning about, how the information and resources can be understood, and how you can apply that knowledge to the interactive content found within that module.

The first three stages of **Bloom's Taxonomy** is a useful tool that helped establish the learning objectives set in place for each module.

- **Stage 1: Remembering** highlights being able to recall facts and basic concepts.
- **Stage 2: Understanding** highlights being able to explain ideas or concepts.
- **Stage 3: Applying** highlights being able to use information in new situations.

Guided by these three stages, the learning objectives found in each module are designed to help you remember information and resources that are beneficial in the transition to post-secondary education, provide opportunities for students to understand post-secondary ideas and concepts, and apply the information learned regarding the transition to post-secondary in your first-year transition into a new institution.

To learn a bit more about the three stages of Bloom's Taxonomy, explore the interactive content below.

Defining Bloom's Taxonomy

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=32#h5p-1

Adapted from Clayton Smith at University of Windsor / Revised by Samantha Szcyrek at University of Windsor

3.

CURRICULUM OUTLINE

The infographic below outlines the topics covered for each section. This information can also be found using the Table of Contents.

FIRST-YEAR TRANSITION MODULE STRUCTURE

1 LEARNING SKILLS

- General Learning Skills
- Guidelines for Online Learning
- Guidelines for In-Person Learning
- Collaborative Learning
- Preparing for Exams
- Goal Setting and Time Management
- Academic Support and Resources

2 HEALTH AND WELLNESS

- Physical Health
- Mental Health
- Mindfulness
- Work, School, and Home-Life Balance
- Self-Care

3 GETTING INVOLVED

- Volunteer Work
- Work Opportunities
- How to be a Good Citizen
- Planning for Your Career

4 RESOURCES AND SUPPORT SERVICES

- General Resources and Support
- Scholarships, Bursaries, and Finances
- Academic Integrity
- Research and Citations
- Institutional Specific Support (for each campus)

5 LOGISTICS OF COLLEGE/UNIVERSITY

- Understanding Learning Management Systems (LMS)
- Information about Courses
- Communication Practices

Curriculum Outline

Schedule and Logistics

The non-credit transition support module can be accessed at any time at Post-Secondary 101: The First Year Transition **(https://ecampusontario.pressbooks.pub/firstyear/)**.

This module will be **asynchronous**, meaning you will be expected to complete modules on your own time and at your own discretion. The online module will be available for students at any time using the permalink above, but your enrolment within your institution's learning management site will end upon completion of your first term of study. In order to receive recognition for your participation, you will need to complete all assessment requirements prior to the Voluntary Withdrawal date of your first semester. *See your school's important dates to confirm that information* (you can typically just Google your school's name + "important dates" to find them easily).

Program Description

By leveraging the expertise offered across institutional units, this module aims to support first-year students transitioning into post-secondary by providing interactive content in an asynchronous online modular format. ***Post-Secondary 101: The First-Year Transition*** consolidates meaningful transition resources and encourages students' self-regulated academic skills, feelings of connectedness, and professional knowledge and identities (Kinzie & Kuh, 2017; Lane et al., 2019; Tinto & Pusser, 2006). Designed by students for students, this support program will eliminate some of the navigational burden associated with finding and obtaining the resources and support you need to succeed. Completing these modules will help you efficiently identify your needs and build skills important for success.

Methods

Designed as a "Choose-Your-Own-Adventure" type of learning experience, you will navigate the program on your own time. It is designed for students to focus on specific module sections and topics at the preference of the individual, as incoming first-year transition students often have varying prior knowledge and skills. Some of the provided support may be more beneficial to certain students, while other areas of support may benefit others; therefore, the program is structured for students to choose how, what, and when to learn.

As an asynchronous modules, you have the ability to work through the program at your own pace. For example, limited engagement with interactive content may take 30 to 45 minutes for module completion,

whereas full engagement with interactive content and the end of module assignments could take anywhere from 45 minutes to an hour per module.

Assignments and Assessments

Program Credit

This is not a credit course, but rather a non-credit transition support program. Students who complete all modules and assessment tasks will be better prepared with the necessary tools to handle the rigours of post-secondary education. You will receive formal recognition as a notation on your academic transcript.

Interactive Content

Each module will have interactive content as "module assignments" to allow you to apply the resources and support in a tangible manner. The interactive content found within the modules is not graded but rather is intended to enable you to gauge your understanding and comprehension of the material included in the module.

Assessments

Each module will conclude with a small quiz designed to assess your comprehension and ability to practically apply the skills learned. You will have multiple opportunities to showcase your understanding of core ideas and reflect on your development.

4.

PRE-MODULE SURVEY

Access your pre-module survey [here](#) or scan the QR code to complete it on your phone

SECTION II
LEARNING SKILLS AND LEARNING GUIDELINES

In this Module

- General Learning Skills
- Guidelines for Online Learning
- Guidelines for In-Person Learning
- Collaborative Learning
- Preparing for Exams
- Goal Setting and Time Management
- Academic Support and Resources

Learning Objectives

By completing this module, you can:

- Identify guidelines for both online and in-person learning environments.
- Identify guidelines for collaborative learning.
- Learn about different learning strategies to determine their learning preferences.
- Learn about how to prepare for exams through studying skills and setting realistic goals and expectations.
- Use the online interactive content section of this module to apply your acquired knowledge.

Top Five Tips: Learning Skills and Learning Guidelines

One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=40#oembed-1*

5.

GENERAL LEARNING SKILLS

Learning Objectives

By completing this section, you can:

- Reflect on previous learning experiences.
- Identify and employ a variety of learning skills.
- Create a plan for attending classes.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=43#oembed-3

GENERAL LEARNING SKILLS

"I am still learning."

quote by MICHELANGELO, AGED 87

It is important to remember that regardless of what you are learning, there will be a **learning curve** that must be navigated. There is no right or wrong way to learn, so understanding strategies to help develop and implement learning skills can make the process of learning a more enjoyable experience.

The Nine Principles of Learning

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=43#h5p-2

"The Nine Principles of Learning" created by Kendra Hart at University of Windsor. A review of the nine principles of learning, as outlined by Alexander, P. A., Schallert, D. L., and Reynolds, R. E. in "What is learning anyway? A topographical perspective considered"

Consideration of Prior Learning Experiences

Reflection Exercise

- **Reflect on the classes you have taken before**.

  - Which classes did you like? Which did you not like? What was it about these classes that affected your opinion on them?

- Ask yourself questions about **the way you learn best** to get a better understanding of how to go through course material.

  - What form of studying helps me understand materials best?

    - E.g., reading material multiple times, having material be explained, explaining concepts to others, writing out information, working in groups, practice problems, etc.

Tips for Academic Success

Attending Class

Regularly attending class helps you maintain a routine, hold yourself accountable, and ensure you don't miss any important information that lecture slides may not contain. If your class has **synchronous** components, then that means you are attending a live session, whether online or on campus. If your class has **asynchronous** components, that means you are expected to complete work on your own within some timeframe… this can be especially challenging for those who have difficulty with time management, so if this is you, be sure to check out the online learning and time management sections of this module.

Be Prepared

- Decide how you are going to take notes and bring required materials (e.g., laptop + charger, extra pens and paper, high lighters, etc.)
- Reviewing your readings prior to class primes you for the material covered in class and will help you meaningfully engage in the course instead of trying to remember every word your instructor says.
  - Make note of questions or confusing concepts so you can seek clarification if necessary.

Pay Attention

We know it's difficult to maintain your attention sometimes, especially when there are so many opportunities for distraction. This is true both online and in-person — distractions are everywhere.

- Turn your phone on silent or do not disturb and put it away for the duration of class.
  - Turning off your smartwatch notifications might also be useful.

Engage!

- Although it may be intimidating to ask or answer questions in class, especially in large courses, engaging with other students and professors at lectures can help expand on the learning material.
- Students who pay attention and stay engaged report more positive learning experiences and get more out of their education.
- Discussions and activities in the classroom (both among students and between instructors and students) lead to greater mastery of the material, often contributing to stronger performance.
- Establishing connections with your professors and peers can help foster a greater sense of belonging, enhance your engagement, and even inspire your **intrinsic motivation**.

Videos Highlighting General Learning Skills

Note Taking Strategies:

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=43#oembed-1*

Strategies for Reading:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=43#oembed-2

Learning Skills and Strategies Word Search

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=43#h5p-3

Created by Samantha Szcyrek at the University of Windsor

Chapter Progress

14.3%

6.

GUIDELINES FOR ONLINE LEARNING

Learning Objectives

By completing this section, you can:

- Determine your level of readiness for online learning.
- Identify how to interact with your peers and professors in a professional manner online.
- Build digital and information literacy.
- Acquire general tips for online learning.

Online learning presents new, unique opportunities.

One new opportunity arising from the COVID-19 pandemic is the ability to the transition from learning in person to learning online. Preparing in advance can help make the transition to online learning easier and reduce some of the uncertainty and stress.

Determine Your Readiness for Online Learning

The following questionnaire will help you assess your digital learning skills and readiness for online learning. This will give you the opportunity to identify your strengths and areas for improvement. Click the image to be taken to the survey.
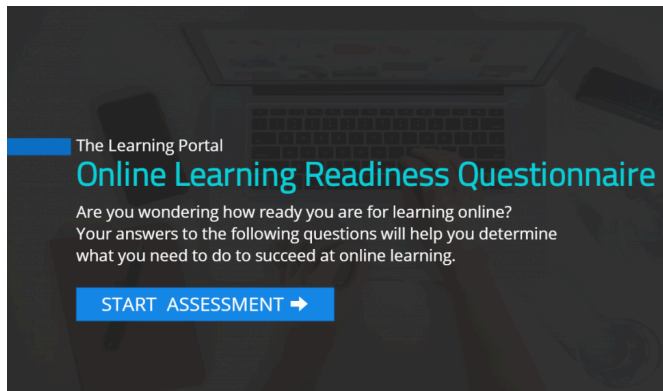
This questionnaire modified from the Online Learning Readiness Questionnaire created by IT Learning and Development, Penn State University, under a CC BY NC SA license. This version (by Algonquin College was created by The Learning Portal and is available under the same license.

General Tips for Online Learning

Stay Organized

- Online learning management systems (such as Blackboard) can feel overwhelming, however, they provide access to the information required for you to succeed in your courses.
- Use the syllabus and information from professors to keep a list of all course deadlines and make note of them in a virtual or physical agenda.
- Input deadlines, due-dates, and exam dates into a virtual or physical calendar. This can help you stay organized and prepare in advance.

Reach Out to the Professor or Course Instructor

- Virtual learning can feel impersonal at times. It is important to still make connections with others as it will help you feel more connected to the course.
- Connect with professors, course instructors and/or **graduate/teaching assistants** through email or virtual office hours.

Attend and Stay Engaged in Online Classes

- It is easy to feel distracted when you are learning from home, but don't let this discourage you.
- Keep yourself accountable by leaving your camera on during class.
  - This may feel intimidating at first, but if you are able to, you will remain more focused in class when you know that others can see you.

- This also helps to make you feel more connected to what you are doing in class.
- Limit Distractions.
  - Set your phone to Do Not Disturb and resist the temptation to check notifications.
  - Keep your mic muted when you are not speaking — background sounds can be distracting to others. When you are not speaking, stay in the habit of keeping your mic on mute.

Suggestions for Navigating Online Learning

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=48#h5p-4

Adapted from the Student Success Centre at Lakehead University, in partnership with Hartley Mendelsohn and Sarah at McMaster University.

Building Digital and Information Literacy

It is easy to be overwhelmed with information while online, but you can build digital and information literacy in various ways to help better navigate online learning.

For example, this interactive content can help you differentiate between statements that may either be fact or an opinion:

Fact or Opinion?

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=48#h5p-5

Retrieved from Lauralynn Tomassi at George Brown College

You can also practice checking what you have just read in three to four steps, outlined in this interactive content:

Wait, what? Three (or four) Steps to Check What You Just Read

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=48#h5p-6

Retrieved from Mita Williams at University of Windsor

Chapter Progress

28.6%

7.

GUIDELINES FOR IN-PERSON LEARNING

Learning Objectives

By completing this section, you can:

- Identify tips for in-person learning,
- Reflect on how to interact with their peers and professors in a respectful manner in-person.
- Decide how to engage in active learning over passive learning.

IN–PERSON LEARNING

In-person learning is a traditional learning environment.

It is easy to miss out on some of the opportunities **in-person learning** provides when we are still getting accustomed to the environment. Preparation in advance for attending in-person learning makes all the difference!

Photo by Jesse Bombardier at University of Windsor, 2021

Tips for In-Person Learning

Be Prepared

- Decide how you are going to take notes and bring required materials (e.g., laptop + charger, extra pens and paper, high lighters, etc.)
- Reviewing your readings prior to class primes you for the material covered in class and will help you meaningfully engage in the course instead of trying to remember every word your instructor says.
    ◦ Make note of questions or confusing concepts so you can seek clarification if necessary.

Attend Class

- Regularly attending class helps you maintain a routine, hold yourself accountable, and ensure you don't

miss any important information that lecture slides may not contain.

- Discussions and activities in the classroom — between fellow students and professors — often lead to greater mastery of the material.

Active Learning over Passive Learning

- Although it may be intimidating to ask or answer questions in class, especially in large courses, engaging with other students and professors at lectures can help expand on the learning material.
- Establishing connections with your professors and peers can help foster a greater sense of belonging, enhance your engagement, and even inspire your **intrinsic motivation**.

Chapter Progress

42.9%

8.

COLLABORATIVE LEARNING

Learning Objectives

By completing this module, you can:

- Identify different types of teams and thetype of team that best suits your needs.
- Identify your personality, personal values, and conflict-management style through personal assessments.
- Learn the difference between collaborative learning and group-work or teamwork.
- Reflect on how your personality, personal values, and conflict-management style influences your role as a collaborative learner.
- Prepare an approach to engage in conflict resolution when necessary.

COLLABORATIVE LEARNING

"Alone we can do so little; together we can do so much."

quote by HELEN KELLER

Collaborative Learning, while much like group work, differs slightly. The term collaborative learning presents a new approach to teamwork in the academic or professional setting as "collaborative" often signifies unity, cooperation, and conveys a positive experience.

You can build a connection with peers and develop social skills, share effort amongst team members, and enjoy the experience of the process as well as the final product or project. By working as a team in a collaborative manner, learning can be maximized for all students.

Interactive Presentation on Groups and Teamwork

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=58#h5p-7

Adapted from Brenda Marshall at Georgian College / Adaption created by Samantha Szcyrek at University of Windsor

Understanding Yourself as an Individual: Part of a Team

It is beneficial if you have a basic understanding of yourself as an individual. This is important as being able to understand your personality, values, and conflict-management styles can help you understand your role *outside* of a team and how that can effect your role *inside* a team.

Below, you will find some helpful and free resources that you can choose to engage with. Exploring these assessments can help you develop a better understanding of yourself which you can then positively use in collaborative learning.

Some sites may require cookies or ask for your email for promotional marketing, so if you are uncomfortable with this you can always look up more! Just remember to look for reliable, safe websites that do not ask for excessive personal information and details. To find similar resources, try searches such as:

- free personality test
- free self-assessment
- free personal assessment

Personality Assessment

- PrinciplesYou – Learn about the archetypes you are most like, which includes your tendencies, talents, and opportunities for growth.

- [16Personalities](#) – Learn how your personality type influences many areas of your life. Based on Carl Gustav Jung's study of psychological traits (for example, introversion and extroversion) and the famous Myers-Briggs test, 16 Personalities covers the "Big Five" personality traits of individuals: mind, energy, nature, tactics, and identity.
- [Who Am I? Visual Test](#) – Formatted less like question-and-answer and more like a "pick a photo" system to show how your character defines your outlook on and approach to life.

Personal Values and Emotional Intelligence Assessment

- [Institute for Health and Human Potential](#) – Asks short, straightforward questions on how you act around others and how you handle certain situations. Results tell you where you range and ways to improve your EI weak areas.

Skills Self-Assessment

- [Interpersonal Skills Self-Assessment](#) – covers four major components of interpersonal skills: listening, verbal communication, EI, and teamwork. Your answers will determine if you're above, at, or below average, and how to better interact with others.
  - Note: You don't need to download anything to take the test.

What type of team member are you?

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=58#h5p-8

[Created](#) by Vanessa Reka at University of Windsor

Conflict Resolution

Conflict is a normal part of group work. Each individual group member will have their own opinions and ideas on what would be best for the group. It is important to know how to resolve conflicts when they arrive, and also try to prevent conflicts from occurring.

Communication:

- Clear communication with group members about what is expected of them and when deadlines are is important. This helps keep group members accountable for the work that they need to do. Communication can help prevent conflicts from arising in the first place
- Communication can also be used when conflicts arise. Team members need to talk with one another about what the conflict is, and determine a way to solve this conflict.

Determine what the conflict is and acknowledge that it is occurring:

- Pinpointing where there is conflict and also bringing up that there is conflict between group members, helps this conflict to be resolved.
- Acknowledging the conflict allows group members to work together to resolve it and achieve the group's goals.

Reach out to your teacher or professor:

- If your group has tried resolving the conflict and it is still not successful, reach out to your professor. They will be able to help you in resolving the conflict, or they will provide you with alternative work.

Photo by University of Windsor, 2021

Chapter Progress

57.2%
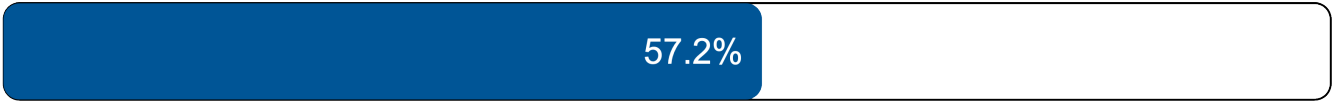
9.

PREPARING FOR EXAMS

Learning Objectives

By completing this section, you can:

- Identify general study tips, when to set goals, and how to set goals.
- Learn about the benefits of exam preparation and goal setting.
- Learn about different types of exams.

Preparing for Exams

"Before anything else, preparation is the key to success."

quote by ALEXANDER GRAHAM BELL

Post-secondary courses will have an increased workload in comparison to high school. Improving your study skills can help prepare you for your midterm and final examinations.

Photo by Jesse Bombardier at University of Windsor, 2021

General Study Tips

- Set aside designated time for studying.
- Limit distractions.
- Plan out what to study using information from your professor.
- Take regular breaks.

Tips for Multiple Choice Tests and Exams

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Chapter Progress

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10.

GOAL SETTING AND TIME MANAGEMENT

Learning Objectives

By completing this section, you can:

- Identify areas in which you may struggle with time management.
- Learn when and how to incorporate goal setting and time management strategies.
- Create goals that follow the SMART acronym.

GOAL SETTING

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Time Management

Strive for progress, not perfection

SMART Goals can help set attainable, realistic goals.

Setting Realistic Goals and Expectations

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Created by Rob Harrison at Georgian College

Staying Motivated

Staying Motivated: A Branching Scenario

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Start Creating Your Schedule!

Time Management

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How to Make Your Phone Less Distracting

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Chapter Progress

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11.

ACADEMIC SUPPORT AND RESOURCES

Learning Objectives

By completing this section, you can:

- Identify the academic resources and support available to you.
- Recognize when you may need academic help and how to access academic support.
- Receive links to additional academic support sites, free of charge.

Academic resources are available in many places.

The Internet has a plethora of academic resources available to students, including lessons, tutorials, practice quizzes, and more. Each post-secondary institution will have academic resources available to students. This includes academic advising, workshops, tutorials, writing support desks, tutoring, and other supports. Look into what resources are available at your school.

How to Know What Supports are Right for You

Who needs academic help?

- Everyone can benefit from academic help as it looks different for every student.

Where can you find academic help?

- Every post-secondary institution provides some form of academic help or support to students. Look into what resources are available at your school by looking at the your school's online webpages. Some services that are common across campuses are:
  - The Library

- Your library is a source for much more than books! Check out your library's website for information on what services they offer (e.g., writing support, statistics help, research guidance, etc.)
  - Academic or Student Success offices
  - Accessibility offices
  - Tutoring, Mentoring, and Group Study programs
- Many academic resources are already available for free online, on forums, and on YouTube. Simply search your questions or the subject area online, and you likely will find many supplemental resources that can help support you.
- Reach out to your professor or course instructor through email or during their office hours. They are there to help you and support your learning. Your professors can help explain concepts to you, help you find other resources and support, or set up **tutorial sessions** with their TA's or GA's.

Free Academic Support Sites

Students Helping Students

- Students Helping Students is a website with a goal of providing advice and tips to better help students overcome their online learning/studying challenges. It is achieved by making learning more accessible by providing resources for all students to use, no matter the degree or circumstance.

The Learning Portal

- The Learning Portal provides shared access to resources from all Ontario Colleges. There are various "hubs" for students to access through their web-browsers, such as *learning online*, *study skills*, *digital skills*, and more.

Khan Academy

- Khan Academy is a nonprofit with the mission to provide a free, world-class education for anyone, anywhere. Join as a "Learner" to get personalized help with what you're studying or to learn something completely new

10 Academic Skills

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> *https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=71#h5p-11*

Adapted from the Student Success Centre at Lakehead University

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HEALTH AND WELLNESS

In this Module

- Physical Health
- Mental Wellness
- Mindfulness
- Work, School, and Home-Life Balance
- Self-Care

Learning Objectives

By completing this module, you can:

- Identify differences between physical health and mental health.
- Identify mindfulness and stress management techniques.
- Practice stress management and mindfulness.
- Reflect on how to balance work, school, and life.
- Use the online interactive content section of this module to apply their acquired knowledge.

Top Five Tips: Health and Wellness

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PHYSICAL HEALTH

Learning Objectives

By completing this section, you can:

- Identify ways to stay physically healthy.
- Learn about how to manage physical health.
- Recognize the importance of getting enough sleep.

Physical health is one of many components that make up overall wellbeing.

Staying Active

Staying active is an important part of maintaining physical health. [The Heart and Stroke Foundation](#) (2021) recommends at least 150 minutes of moderate to vigorous exercise a week. Exercise may seem daunting but it doesn't have to be.

Exercise can include walking your dog, going on a quick stroll during your lunch break, stretching, gardening, dancing, or doing chores. Find ways to incorporate some form of physical activity into your daily practice.

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Many schools have athletic centres available for free to their students. These are great places to play sports with friends, go swimming or get a quick workout in. Many schools also offer intramural sports for a small fee. Get together with a group of friends and start a team, or join as a Free Agent!

Eating Healthy

- Your body needs food to function. It it is important to make sure you are eating enough food during the day and you are listening to your body when you feel hungry.
- Eating healthy can help you feel better, and more energized.
- There is no one set way to eat healthy, and it is important to do what feels right for you.
- There is no such thing as "good" food or "bad" food; instead, try to incorporate a variety of foods into your diet.
- It is also important to drink water throughout the day. It is easy to forget to drink water when you are busy with school, work, and socializing, however it is important to try to remain hydrated.

Grocery Shopping on a Budget

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Created by Vanessa Reka at University of Windsor

Getting Enough Sleep

Balancing school, work, and a social life can make getting enough hours of sleep a night a challenge. It is

important to prioritize sleep as it is an important part of health, and it is the time that your body uses to heal and recharge.

Good Sleeping Practices:

- Separate your working space from your sleeping space.

    ◦ Try to avoid working or doing homework on your bed. Instead, reserve time in bed for sleeping.

- Make your sleeping environment as dark as possible

    ◦ Use thick curtains or blackout curtains to help limit as much light as possible in your room.

- Slowly unwind from using your computer and phone the hour before bed.

    ◦ Your eyes are being stimulated by screens all day, so it is important to have some time away from screens to help prepare yourself for bed.
    ◦ Use this time to read a book or magazine or listen to some of your favourite podcasts or music.

- If you find that you have tried a variety of tactics to relax before bed and still have trouble falling asleep or staying asleep, reach out to a doctor.

    ◦ Doctors are knowledgeable about sleep and can help you find personalized solutions for your sleeping needs.

Chapter Progress

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13.

MENTAL WELLNESS

Learning Objectives

By completing this section, you can:

- Identify ways to stay mentally healthy.
- Learn about the importance of managing mental health.
- Develop a growth mindset.

"Our life is shaped by our mind, for we become what we think."

quote by BUDDAH

MENTAL WELLNESS

Mental health and physical health are interconnected. Everyone has mental health, the same way that everyone has physical health. It is important to take care of both your mental and physical health.

Tips for Positive Mental Health

Develop a Growth Mindset

- A growth mindset is a positive way of thinking in which obstacles are able to be overcome with practice over time.
- Working on developing a growth mindset can help with maintaining positive mental health.

Stay Active

- Exercise is great for both your mental and physical health. Try incorporating some form of exercise or physical activity into your daily practice. This can include yoga, stretching, walks outside, going to the gym, and so much more!

Go Outside

- Fresh air and vitamin D can do wonders to help reset and refresh. Whether going for a walk, a bike ride, or just bringing your reading out to the porch, it's important to get outside when you can.

Talk to Someone

- Whether it be a friend, a family member, a guidance counsellor or a therapist, it is important to start having conversations about mental health.

Practice Gratitude

- Practicing gratitude and acknowledging what you have can have a positive impact on your mood and mental health (Depoy, 2020).

Developing a Growth Mindset

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14.

MINDFULNESS

Learning Objectives

By completing this section, you can:

- Learn the definition of mindfulness.
- Identify ways to practice mindfulness.
- Become a more mindful person.

To be mindful is to be aware, in the moment.

What is mindfulness?

Mindfulness is defined as "a moment-to-moment awareness of one's experience without judgment. In this sense, mindfulness is a state and not a trait. While it might be promoted by certain practices or activities, such as meditation, it is not equivalent to or synonymous with them" (Davis & Hayes, 2012).

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=88#oembed-1*

Created by [AboutKidsHealth](#) (2019).

How To Practice Mindfulness

Follow a guided mindfulness meditation

- ○ A quick search of "guided mindfulness meditation" on YouTube will generate a number of short meditations that you can follow.
- ○ [PositivePyschology.com](#) outlines 14 different apps that contain mindfulness and meditation activities:

Go on a walk without distractions

- ○ Take the time to relax, take in any new sights, smells or sounds and be present in the moment.

Dedicate time for your mindfulness activity

- ○ Set aside one minute, or a few minutes, every day to practice being mindful.

Focus on your breathing

- ○ During your mindfulness activity, focus on your breathing and take deep breaths. Pay attention to how you inhale and exhale.

Where can you practice Mindfulness?

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How can you practice Mindfulness?

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15.

WORK, SCHOOL, AND HOME-LIFE BALANCE

Learning Objectives

By completing this section, you can:

- Identify ways to establish a healthy work, school, and home-life balance.
- Discover the importance of balancing important aspects of your life.
- Apply Eisenhower's Principle of Urgency and Importance to your to-do list.

"Balance is not something you find, it is something you create."

quote by JANA KINGSFORD

It is easy to sway between not doing enough and doing too much. Many of us might be considered "go-getters" and are constantly taking on extra jobs and volunteer opportunities in addition to keeping up with school work and maintaining personal relationships. Finding balance in these areas is important for positive mental health. Having a good balance between school, work, and life may help in preventing feeling stressed and overwhelmed.

Tips for Achieving a Balance

Create a daily, weekly, and monthly to do list

- Write down everything that you have to do and write down when each item is due. This will help you stay organized and allow you to visualize what you need to do.

Keep a virtual or physical agenda or calendar

- Using an agenda or calendar helps you stay organized. If you are using a virtual agenda or calendar you

can also set up reminders that will notify you in advance when you have tests, assignments due, or appointments.

Find ways to stay in touch with friends

- It can be difficult to find time to hang out with friends when school and work are busy. Consider setting up study dates with friends so you can still spend time with one another, while completing work.

Set aside time for fun

- Constantly studying and working without taking time for yourself can take a toll. As you schedule in other responsibilities, try to include time for fun. This can include playing sports, watching a movie, hanging out with friends, or going shopping. Make sure you are incorporating activities that bring you joy.

Sort your to do list by priority and urgency

- Use the Eisenhower Matrix (see image below) to sort the tasks on your list. The Eisenhower Matrix sorts tasks by urgency and importance, with the important and urgent tasks at the top of the list (Victorino, 2020).

- For example, a final exam you have tomorrow would be both important and urgent. A large assignment you have due in a month, would be important but not urgent. An example of something not important and not urgent would be watching T.V. If you have a busy schedule, use this matrix to help you decide what to focus on first. You can still do the not important and not urgent things if you want to, just try to complete other more urgent work first.

When possible, stick to your body's natural clock

- You have no doubt heard terms like "early birds" and "night owls". Which one are you? The fact of the matter is, that we live in a 9-5 world, but very few people are actually built to operate in such a way.
- If you function better at night, forcing yourself to wake up at 6am to study is not likely to be very helpful. While you might not be able to avoid classes at 8:30am, try looking for night class opportunities and find classmates who operate on a similar schedule so you can work and study together.
- Similarly, if you function best early in the morning, forcing yourself to stay up late is more likely to lead to exhaustion and you probably won't retain much of that information anyways. Go to bed at a reasonable hour and wake up early to get a fresh start.

Eisenhower's Principle of Urgency and Importance (Victorino, 2020).

Important & Urgent

Important but Not Urgent

Not Important but Urgent

Not Important & Not Urgent
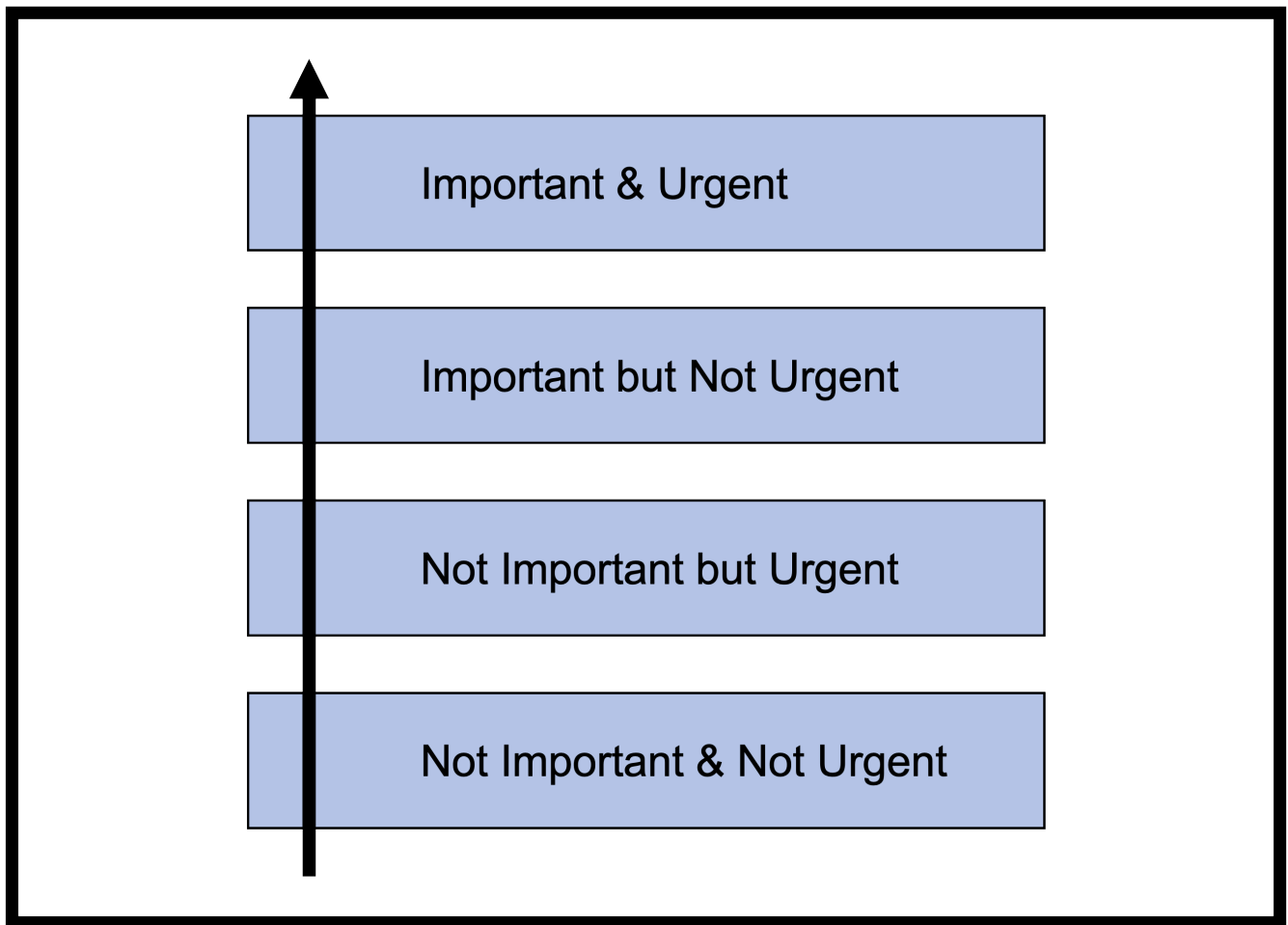
Photo by Jesse Bombardier at University of Windsor, 2021

How to Better Organize Your Time

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Chapter Progress

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16.

SELF-CARE

Learning Objectives

By completing this section, you can:

- Identify the definition and importance of self-care.
- Recognize what self-care may include.
- Learn how to practice self-care.

What is self-care?

Self-care is defined as a "a general term that describes everything you do deliberately for your mental, physical, and emotional well-being" (Perimeter Healthcare, 2021). Self-care looks different for everyone, but can prepare you to be your best self in all aspects of life.

Tips for Practicing Self-Care

Figure out what you Find Relaxing and Calming

- Everyone is different. and their definition of relaxation is different. Figure out what helps you feel calm and relaxed and try to incorporate that into your daily life.

Get Enough Sleep

- When you are not getting enough sleep, you are not letting your mind and body heal every night. Focus on getting enough sleep to help you feel better prepared for the day ahead of you.

Take Care of your Physical and Mental Health

- The truest form of self-care is making sure you are alright. This includes taking care of your physical health by staying active and eating nutritious foods. It also means taking care of your mental health by determining when you need breaks and additional support.

Practice Good Hygiene

- Washing your hands and brushing your teeth are aspects of self-care. These actions help keep you healthy.

Avoid Risks

- When engaging in risky behaviour you are not putting your health first.

How do you Practice Self-Care?

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GETTING INVOLVED

In this Module

- Volunteer Work
- How to be a Good Citizen
- Planning for a Career

Learning Objectives

By completing this module, you can:

- Identify how to apply for local volunteer work.
- Recognize the importance of engaging and getting involved in both campus programs and activities, as well as in the community.
- Begin planning for your career.
- Use the online interactive content section of this module to apply your acquired knowledge.

Top Five Tips: Getting Involved

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=101#oembed-1

17.

VOLUNTEER WORK

Learning Objectives

By completing this section, you can:

- Identify where to find local and provincial volunteer opportunities.
- Learn about the importance and benefits of volunteer work.
- Explore Ontario specific volunteer opportunities.

VOLUNTEERING

Volunteering is a great way to get involved with your community.

It allows you to help out those in need and also helps you gain valuable work experiences. Many school campuses provide opportunities for students to get involved and volunteer.

Where to find Volunteer Opportunities

Look for on Campus Opportunities

- Many school campuses have volunteer opportunities. For example, most events surrounding first year orientations are run by student volunteers. Find out how you can apply to help facilitate these.

Join Philanthropic Clubs

- Look if your school has a philanthropic club. These clubs raise awareness and funding for different initiatives through volunteering and fundraising activities. This is a great way to meet peers with similar interests as you.

Look at Volunteer Opportunities in your Local Community.

- A variety of community organizations have opportunities for volunteering. For example, look into local soup kitchens, missions, YMCA's and other organizations like Big Brothers Big Sisters.

Create your Own!

- Look closely at the needs of the community, both on and off campus. If you identify a need that hasn't been met, work together with your peers to volunteer your time to help meet those needs.

Ontario Volunteer Experience Links & Charities

Click any of these links to find databases with volunteer placements or charity causes based in Canada. You can find province-based organizations or even deepen your search by finding local volunteer experience, not-for-profits, and charities!

- [Ontario Volunteer Centre Network](#)
- [Volunteer Centres Canada](#)
- [Volunteering in Ontario](#)
- [211 Ontario – Volunteer Centres in Ontario](#)
- [Canadian Red Cross – Ontario Volunteering](#)
- [CanadaHelps.org – Ontario Charities](#)

Applying to Volunteer Opportunities

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18.

HOW TO BE A GOOD CITIZEN

Learning Objectives

By completing this section, you can:

- Identify how to be a respectful and considerate individual.
- Learn how to be kind, respectful, and helpful on a personal, communal, and environmental level.
- Explore options of how to be a good citizen.

BEING A GOOD CITIZEN

Being a good citizen involves being a respectful individual.

You can practice being a good citizen in your relationships with yourself, your friends, your family, and to peers, partners, children, strangers, and even animals and the environment.

A simple checklist can help you recognize each day if you are practicing being a good citizen. Use this guide, or create your own questions to assess yourself.

Good Citizen Checklist Guide

This checklist can be adapted into a routine at any point in the day. For example:

- In the morning, ask **how** it can be achieved.
- In the afternoon, ask **is** it being achieved?
- In the evening, ask **was** it achieved?

Ask Yourself:

- Have I been attentive to my needs and wants today?
- Have I been kind and respectful to myself today?
- What have I done today that has made me feel good?
- What have I done today that helped me grow?
- How did I make a difference today?

Ask About Others:

- Have I been attentive to other peoples' wants and needs today?
- Have I been kind and respectful to others today?
- Have I done anything today to make someone else feel good?
- Have I done anything today that helped someone else?
- How did I make a difference in someone else's day/life/mood today?

Ask About the Environment:

- Have I been attentive to my environment today?
- Have I been kind and respectful to my environment today?
- Have I done anything today to make a difference in the environment today?
- Have I done anything today that helped the environment?

The purpose of asking yourself questions is a reminder that everyday is a new opportunity or a fresh start to be better than you were the day before.

Examples of How to be a Good Citizen

- It doesn't need to be a grand gesture or display of growth and change, but being cognizant of your wants and needs, feelings and behaviours, and moods and responses can all make a difference in your approach to each day.
- Asking questions pertaining to others is a good way to assess how you interact with others and the impact that may have on yourself, them, and your community.
- Simple acts of kindness such as smiling at someone as they walk by or offering to hold a door open for someone behind you can kickstart a chain of positive events in the people around you.
- Asking questions about the environment is a way to respect the area you exist in.
- Whether you go out of your way to pick up a few pieces of litter each day or show a little extra appreciation for the sun that keeps you warm or the trees that help you breathe, the appreciation you show your environment has an impact on you and your community.

- Whether the difference you make is small and personal, or large and outwards, it is a step in the right direction.

Social Situation Simulator

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19.

PLANNING FOR YOUR CAREER

Learning Objectives

By completing this section, you can:

- Identify co-op opportunities and exchange program opportunities.
- Learn about résumé building and cover letter building.
- Explore co-op opportunities in Ontario.

PLANNING FOR A CAREER

It is important to recognize that there are options during your educational journey that you may consider exploring that may benefit your academics and career in the long run.

Being able to build a successful resume and cover letter can help you both academically and professionally.

Resume Types and Tips

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Retrieved from Donna Naylor at Georgian College

Writing a Cover Letter

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Constructing a Cover Letter

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Retrieved from Donna Naylor at Georgian College

Co-op Opportunities in Ontario for Students

Cooperative education is a structured method of combining classroom-based education with practical work experience. In Ontario, there are many post-secondary institutions that may offer co-op opportunities. Co-op placements are a great way for students to further their education while still obtaining important practical

work experience. It may help you decide whether or not you would like to pursue a specific career path with your degree prior to graduation.

There are many sites and organizations that specifically help Ontario students find co-op opportunities at their campus, for example:

- Canada's Higher Education & Career Guide – Cooperative Education in Ontario: This website comprises various post-secondary institutions that offer cooperative education in the province of Ontario.
- Ontario Colleges Co-op Directory: Using this directory by ontariocolleges.ca, you can select *Co-op* as the program type and find various co-op positions available at campuses across Ontario.
- Experiential and Work-Integrated Learning Ontario (EWO): EWO is a provincial non-profit comprised of post-secondary, publicly-funded institutions in Ontario that offer Co-operative Education, Work-Integrated & Experiential Learning. Check out this list for post-secondary institutions that are committed to strong Experiential, Co-op & WIL experience in Ontario.

Exchange Opportunities in Ontario

Studying abroad and partaking in exchange student opportunities is a great way to experience travel and adventure while still pursuing a post-secondary education. In Ontario, there are many post-secondary institutions that provide students with opportunities to travel abroad as a student, which is a great way to experience new cultures, learn new languages, and see the world.

There are many sites and organizations that specifically help Ontario students find studying abroad and exchange opportunities at their campus, for example:

- Canada's Higher Education & Career Guide – Study Abroad and Exchanges in Ontario: This website comprises various post-secondary institutions that offer the chance to study abroad and apply for exchange in the province of Ontario.
- Ontario Government – Study Abroad: This website consists of what you need to know if you plan to study at a college or university outside of Canada.
- Ontario Association of School Districts International: This website provides various resources about studying abroad for Ontario students.

Chapter Progress

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RESOURCES AND SUPPORT

Each post-secondary institution has a variety of resources and support available to its students. Familiarize yourself with the resources available at your school to better support your learning and educational experience.

In this Module

- General Resources and Support
- Scholarships, Bursaries and Finances
- Academic Integrity
- Research and Citations
- Institutional Specific Support

Learning Objectives

By completing this module, you can:

- Recognize where to find and access campus resources and support services.

- Learn what resources available to you.
- Learn how to access the resources available to you.
- Use the online interactive content section of this module to apply your acquired knowledge.

Top Five Tips: Resources and Support

One or more interactive elements has been excluded from this version of the text. You can view them online here: [*https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=112#oembed-1*](https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=112#oembed-1)

20.

GENERAL RESOURCES AND SUPPORT

Learning Objectives

By completing this section, you can:

- Identify the resources and support available.
- Explore general tips and guidelines for post-secondary success.
- Explicitly find resources and support for marginalize groups you may identify with.

Resources & Support

This section is intended to provide direct links for students with marginalized identities in attempts to provide support and resources in an inclusive and accessible manner. This section is for general use and does not provide school specific resources or support.

Accessibility & Support for Students with Exceptionalities

Accessibility Challenges on Campus:

University and college campuses can be difficult for all students to navigate when they are first becoming familiar with the school. In addition, all aspects of campus may not be fully accessible, so it is important to plan ahead when visiting campus for the first time.

The majority of colleges and universities have online versions of their campus maps, which contain information on accessibility. This includes the locations of accessible entrances, accessible

washrooms, Handi Transit stops, and emergency telephones. Some schools may even have virtual tours of their campus available online.

To find your school's accessible map or virtual campus tour, use the following key words and phrases in Google:

- Accessibility map [name of your college/university]
- Campus map [name of your college/university]
- Virtual tour [name of your college/university]

How to Access Support and Accommodation:

In order to receive support services at college or university, you will need to notify the school you are attending beforehand. The school will likely ask for medical documentation in order to provide you with these services. For more details, contact your school's accessibility office directly in-person, through email or over phone.

To find out the services available at your college or university use the following key words and phrases in Google:

- Accessible Learning at [name of your college/university]
- Accessibility and Accommodation at [name of your college/university]
- Students Accessibility Services at [name of your college/university]
- Services for Students with Disabilities at [name of your college/university]

The following resources for students with exceptionalities are available at most post-secondary institutions.
Always check what services are available at your post-secondary institution to see what is available.

- Access to alternative format textbooks (e.g., electronic, Braille)
- Access to accessible versions of PowerPoint slides and other documents on course websites
- Use of sign-language interpreters in class
- Permission to tape record lectures
- Writing exams in a quiet location
- Use of assistive technology when writing exams (e.g., a computer equipped with specialized software)

- Use of an assistant in labs
- Memory aid
- Scribe
- Extra time for assignments and examinations
- Volunteer note-taking

Ontario Disability Support Program (ODSP)

> 🖥️ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=114#oembed-1*

Resources for BIPOC Students

BIPOC is an acronym that stands for Black, Indigenous, and People of Colour. BIPOC students face unique challenges when entering post-secondary school.

- **Live Another Day:** The Live Another Day website has a variety of mental health resources for BIPOC students.
- **Liberate:** Liberate is a daily meditation app created by BIPOC community members for BIPOC

community members.

- **Project Lotus:** Project Lotus is a website that provides mental health resources and supports for members of the Asian American and Pacific Islander (AAPI) community.
- **The BIPOC Project**: The BIPOC Project aims to build authentic and lasting solidarity among Black, Indigenous and People of Color (BIPOC), in order to undo Native invisibility, anti-Blackness, dismantle white supremacy and advance racial justice.
- **Resources for Marginalized Communities and Allies**: This resource is designed to be a helpful starting point by The Canada Suicide Prevention Service, whether you are a member of a marginalized community looking for resources to support your well-being and mental health, or are interested in becoming or being a better Ally.
- **BIPOC Job Search in Canada**: A job search engine for BIPOC.

As part of this program, we are committed to ensuring that the teachings of this program are holistic and recognize the important contributions of Black, Indigenous, and People of Colour (BIPOC). We would like to acknowledge that science has historically been built by a select number of privileged voices. While that does not change the quality of the science or the science norms of the past, we are committed to ensuring that a broader range of perspectives and voices are shared and woven throughout this program.

Resources for Black Students:

- **Black Lives Matter (BLM):** The Black Lives Matter movement's mission is "to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes". The BLM website provides resources and information on how to get involved with the movement.

Career Conversation Panel for BIPOC Learners
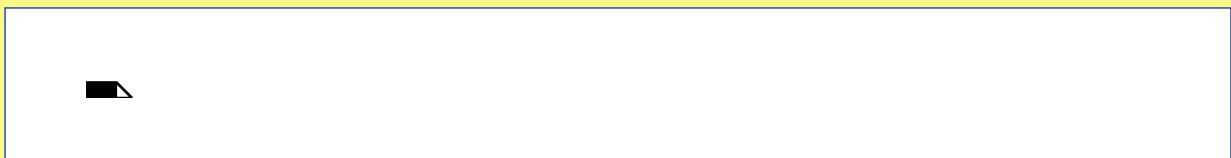
One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=114#oembed-2

Resources for Indigenous Students

- **Indigenous Works:** Indigenous Works is a non-profit national organization that was founded in 1998. Its aim is to "improve the inclusion and engagement of Indigenous people in the Canadian economy". The Indigenous Works website also has an online job board where people can post and apply to relevant positions.

  - Indigenous Careers

- **Indigenous Services Canada (ISC):** Indigenous Services Canada is provided through the Government of Canada and "support and empower Indigenous peoples to independently deliver services and address the socio-economic conditions in their communities".

  - ISC Post-Secondary Education Resources

- **Indspire**: Indspire is an Indigenous national charity that invests in the education of First Nations, Inuit and Métis people for the long-term benefit of these individuals, their families and communities, and Canada.

  - Bursaries and Scholarships
  - Rivers to Success – Indigenous Student Mentorship
  - Words of Encouragement

- Indigenous Specific Online Mental Health Lines:

- ◦ [Hope for Wellness](#)
- ◦ [Talk 4 Healing](#)

- For Residential School Survivors, and those who may be in need of support:

  - ◦ **National IRS Crisis Line**: 1-866-925-4419
  - ◦ **IRSS Telephone Support Line**: 1-800-721-0066
  - ◦ **FN & Inuit Hope or Wellness Help Line**: 1-855-242-3310
  - ◦ **Native Youth Crisis Hotline**: 1-877-209-1266
  - ◦ **Kids Help Phone**: 1-800-668-6868, or text 686868

The **University of Windsor** sits on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomie. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.

Indigenous Peoples and Reconciliation

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=114#h5p-23

[Retrieved](#) from Agnes Kucharska at Mohawk College

Resources for International Students

Practical Tips for International Students

- **Take Advantage of your School's Online and In-Person Resources**

  ◦ Use your time to learn as much as possible about the school you are attending. Learn about the local transportation types that are available, the area you will be living in, the Canadian culture, and more! Your school's website will have additional information and resources to help support international students.

- **Make Friends**

  ◦ Making friends and meeting new people is a great way to experience Canadian culture. In addition, speaking to people from other countries can also help you improve your vocabulary. If you are in the process of learning English, talking to new people will be beneficial.

- **Get A Student Account at a Local Financial Institution**

  ◦ Do your research on a student account that offers low service fees. You can get a debit card that you can use to make deposits and withdrawals or pay bills. You will usually be asked for your foreign passport and photo to open a bank account.
  ◦ The following financial Institutions are commonly found in Canada:

    - [CIBC](#)
    - [TD Canada Trust](#)
    - [BMO](#)
    - [RBC Royal Bank](#)

- **Access the Labour Market**

  ◦ Strive to obtain a co-op placement through school to gain Canadian work experience.
  ◦ Look for local and on-campus volunteer opportunities to help gain Canadian work experience.
  ◦ Network with friends and members of various communities. You can network by

joining clubs and attending events to widen your exposure to a variety of different people.

Additional Support

- Attend your college or university's orientation
- Look into what academic supports are available at your college or university for international students
- If needed, see if your college or university offers English language training
- Search for clubs or groups for international students
- Maintain a consistent relationship with an academic advisor to stay on track
- Attend workshops, seminars, or training sessions that colleges and universities offer for International Students

Information for international students about working and living in Ontario:

- [Study in Ontario: Ontario.ca](#)
- [Information on Working in Canada as an International Student](#)
- [University Health Insurance Plan](#)

Obtaining an Ontario Photo ID

> 📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=114#oembed-3*

For international students, you may not have a valid Ontario driver's license or health-card to present as identification. This informative video shows and explains how to get an Ontario photo ID card, which is a great supplementary piece of government accepted identification outside of your passport.

Resources for 2SLGBTQI Students

2SLGBTQI stands for Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex individuals. Members of the 2SLGBTQI community face additional barriers compared to other students.

Supports for 2SLGBTQI students:

- **Egale:** Egale is a Canadian organization that aims to "improve the lives of 2SLGBTQI people in Canada and to enhance the global response to 2SLGBTQI issues" by "informing public policy, inspiring cultural change, and promoting human rights and inclusion through research, education, awareness and legal advocacy". Egale provides training, workshops, and webinars, as well as opportunities for students to get involved.
- **QueerOntario.org:** Queer Ontario is a provincial network of gender and sexually diverse individuals and their allies who are committed to questioning, challenging, and reforming the laws, institutional practices, and social norms that regulate queer people. Their programs include a provincial LGBTQ+ directory and an ideas space called the Queer Ontario Think Tank, among others.
- **Lesbian Gay Bi Trans Youth Line**: A peer support service offered through telephone, texting, and live chat for 2SLGBTQ youth up to age 29. All volunteers are trained peer supporters ages 16-29 with a diversity of 2SLGBTQ+ identities and lived experiences.
- **The Get REAL Movement:** The Get Real Movement is focused on combatting 2SLGBTQ+ discrimination and promoting acceptance in schools, summer camps, and workplaces by offering inclusivity workshops and leadership development programs. Their programming aims to break down prejudice, promote unity, and foster compassion in the world.
- **Trans Lifeline:** Trans Lifeline is a trans-led organization that connects trans people to the resources they need, including a peer support hotline and microgrants.

Support for 2SLGBTQI Students On Campus:

If LGBTQ students face any difficulties on campus, there are methods of support.

- Counselling Services offered on university campuses for students' mental health
- Problems of discrimination, human rights, violations, or harassment can be addressed at a university's human rights office or the student alliance group of the university
- Universities have pride/gender & sexuality centres as a safe space for LGBTQ students

- Problems with residence are addressed at the universities Residence Services
- Contacting Campus Police
- Accessing a university's legal assistance
- Universities offer Walk Safe programs to escort students around campus, parking lots, and subways, 24 hours a day, 7 days a week

Sex and Gender Terminology

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=114#h5p-24

Retrieved from Caitlin Cull at Conestoga College

Resources for Mature Students

Mature students are students who do not meet the traditional academic requirements expected of a college or university undergraduate program. Mature students likely have not received an Ontario Secondary School Diploma (or an equivalent diploma), or are missing other program requirements.

School's will recognize other life accomplishments and work experiences in place of the academic requirements. Mature students may face additional challenges compared to their peers.

Part-Time Associations for Mature Students:

- [Association of Part-time University Students (APUS) – University of Toronto](#)
- [McMaster Association of Part-time Students (MAPS)](#)
- [Continuing Education Students' Association of Ryerson (CESAR)](#)
- [Organization of Part-time University Students (uwindsor.ca)](#)

General Tips and Guidance for Post-Secondary Success

Do:

- Regularly attend class whether it is held in-person or online
- Review course syllabi before and throughout the semester
- Stay on top of assigned readings and multimedia
- Set goals and deadlines to accomplish tasks or projects
- Have regular review and study sessions built into your weekly schedule so you aren't cramming before a test/final
- Visit or email your professor during their office hours
  - Prepare questions prior to the session to ensure you don't forget anything
- Meet new friends and acquaintances
  - Make 1-2 new friends in each of your classes. This will help in case you are ever sick and unable to attend a class, to form study groups, or for potential group work.
- Maintain a well-balanced lifestyle (academics, work, health and wellness, social life)
- Establish a schedule or routine that consists of daily, weekly, or monthly to-do lists

Don't:

- Leave class mid-lecture (unless it's an emergency or you have already emailed the professor)
- Procrastinate
- Submit assignments late

- Struggle in silence
  - Ask questions and seek suggestions from peers, **GA**'s/**TA**'s, or professors if you do not understand a concept or instructions
  - Post-secondary institutions offer various resources and support for everyone and should be used when needed without negative stigma attached

Adapted from The Student Success and Leadership Centre at the University of Windsor

Chapter Progress

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21.

SCHOLARSHIPS, BURSARIES, AND FINANCES

Learning Objectives

By completing this section, you can:

- Identify where to find scholarships and bursaries.
- Learn about differences between scholarships and bursaries.
- Can explore scholarship application opportunities.

SCHOLARSHIPS, BURSARIES, AND FINANCES

In Canada, there are a variety of **scholarships** and **bursaries** available to post-secondary students. **Scholarships and bursaries** can be needs-based, academic related, or specific to different groups of people.

Scholarships, Bursaries and Grants for Black Students

- [Black Canadian Scholarship Fund](#)
- [Black Business and Professional Association Scholarship](#)
- [Ages Foundation Fellowship – BIPOC Award](#)

Scholarships, Bursaries and Grants for Indigenous Students

- **[Indigenous Bursaries Search Tool](#):** The Indigenous Bursaries Search Tool is provided by the Government of Canada and allows Indigenous students to easily find bursaries that are applicable to them.
- **[Aboriginal Learning Links:](#)** This website provides information on bursaries and scholarships that are available to Indigenous students attending post-secondary school in BC.

Scholarships, Bursaries, and Grants for LGBTQ2IS Students

- [The LOUD Foundation Scholarship](#)
- [The Bill 7 Award](#)
- [The Canadian Centre for Gender and Sexual Diversity Scholarship](#)
- [Acts of Greatness LBTQ Youth Community Award](#)
- [Start Proud Award](#)

Scholarships, Bursaries, and Grants for Mature Students

- [Ontario Special Bursary Program](#)
- [NADC Bursary](#)
- [Canada Students Grant](#)

Scholarship Applications

> 📑 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=117#h5p-25*

[Created](#) by Vanessa Reka at University of Windsor

Chapter Progress

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ACADEMIC INTEGRITY

Learning Objectives

By completing this section, you can:

- Identify what academic integrity is.
- Identify how to avoid plagiarism.
- Learn about the importance of upholding academic integrity.

Academic integrity is vital in education.

It is important to always reference material and provide citations for content that is not your own.

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How to Practice Academic Integrity

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https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=120#h5p-26

[Retrieved](#) from the Student Learning & Academic Success at York University

Chapter Progress

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RESEARCH AND CITATIONS

Learning Objectives

By completing this section, you can:

- Identify ways to cite your sources in research.
- Practice supporting your own arguments in scholarly research.

RESEARCH AND CITATIONS

"It is wiser to find out than to suppose."

quote by MARK TWAIN

Citing Your Sources

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https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=123#h5p-27

Retrieved from Student Learning & Academic Success at York University

Supporting Your Arguments Using Scholarly Sources

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=123#h5p-28

Retrieved from Adam Mulcaster at University of Windsor

Chapter Progress

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UWINDSOR SPECIFIC SUPPORT

UWINDSOR SPECIFIC SUPPORT

[Other schools can edit this chapter to fit their school, or remove it completely]

Campus Service	Description of Service	For more Information:
Academic Advising	The Academic Advising centre aids students in choosing or changing a program, understanding degree requirements, adding, withdrawing or dropping a course, and reviewing academic progress.	https://www.uwindsor.ca/success
Centre for English Language Development (ELIP)	ELIP focuses on developing English language and academic skills to meet the University of Windsor English proficiency requirements.	https://future.uwindsor.ca/english-language-improvement-program#elip-faqs
Leddy Library	The Leddy Library is the on-campus library at the University of Windsor. The library provides research help, computer help, and writing help. The Leddy catalogues are a valuable source of research information for students. Leddy Library also a variety of learning and study spaces available to students.	https://leddy.uwindsor.ca/
Student Accessibility Services (SAS)	Student Accessibility Services provides services for students that have documented disabilities such as learning disabilities, vision and hearing impairments, and chronic medical conditions. SAS also offers advising, learning strategists, LD and ADHD coaching, and assistive technology	https://www.uwindsor.ca/studentaccessibility/
Writing Support Desk	The Writing Support Desk is a service provided through Leddy Library. At the support desk you can get help regarding interpreting assignment prompts, constructing strong thesis statements & arguments, grammar, analyzing & integrating sources, and citing & referencing. Book a one-on-one appointment at least a week in advance through mySuccess.	https://www.uwindsor.ca/success/writingsupportdesk

Mental Health Supports	From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone. For help addressing mental or physical health concerns on campus, contact (519) 253-3000: • Student Health Services at ext. 7002 (http://www.uwindsor.ca/studenthealthservices/) • Student Counselling Centre at ext. 4616 (http://www.uwindsor.ca/studentcounselling/) • Peer Support Centre at ext. 4551	http://www.uwindsor.ca/studentcounselling/299/resources
My Student Support Program (MySSP)	An immediate and fully confidential 24/7 mental health support that can be accessed for free through chat, online, and telephone. This service is available to all University of Windsor students and offered in over 30 languages.	Call: 1-844-451-9700, visit https://keepmesafe.myissp.com/ or download the My SSP App in the Apple App Store/Google Play.
Student Health, Counselling, and Wellness	Student Health, Counselling and Wellness Services is your one-stop shop to address your wellness needs at UWindsor. We assist students in understanding, developing, and fulfilling their own potential so that they can get the most out of their university experience while also managing the obstacles and challenges that come with it. Our office provides medical services, counselling options, wellness programming and resources to support you in your university journey.	http://www.uwindsor.ca/wellness
Learning and Research Support (Leddy Library)	Librarians and staff at Leddy provide specialized services and expertise to support students, faculty and the community. This can range from helping a new student to learn about effective research for their first assignment, to providing in-depth consultations with faculty and graduates on policies related to open access or research data management.	https://leddy.uwindsor.ca/learning-research-support

Chapter Progress

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LOGISTICS OF POST-SECONDARY EDUCATION

In this Module

- Understanding Learning Management Systems (LMS)
- Information about Courses
- Communication Practices

Learning Objectives

By completing this module, you can:

- Identify the importance of knowledge on navigating LMS.
- Learn the basics of communication practices within post-secondary institutions.
- Use the online interactive content section of this module to apply your acquired knowledge.

Top Five Tips: Logistics of Post-Secondary Education

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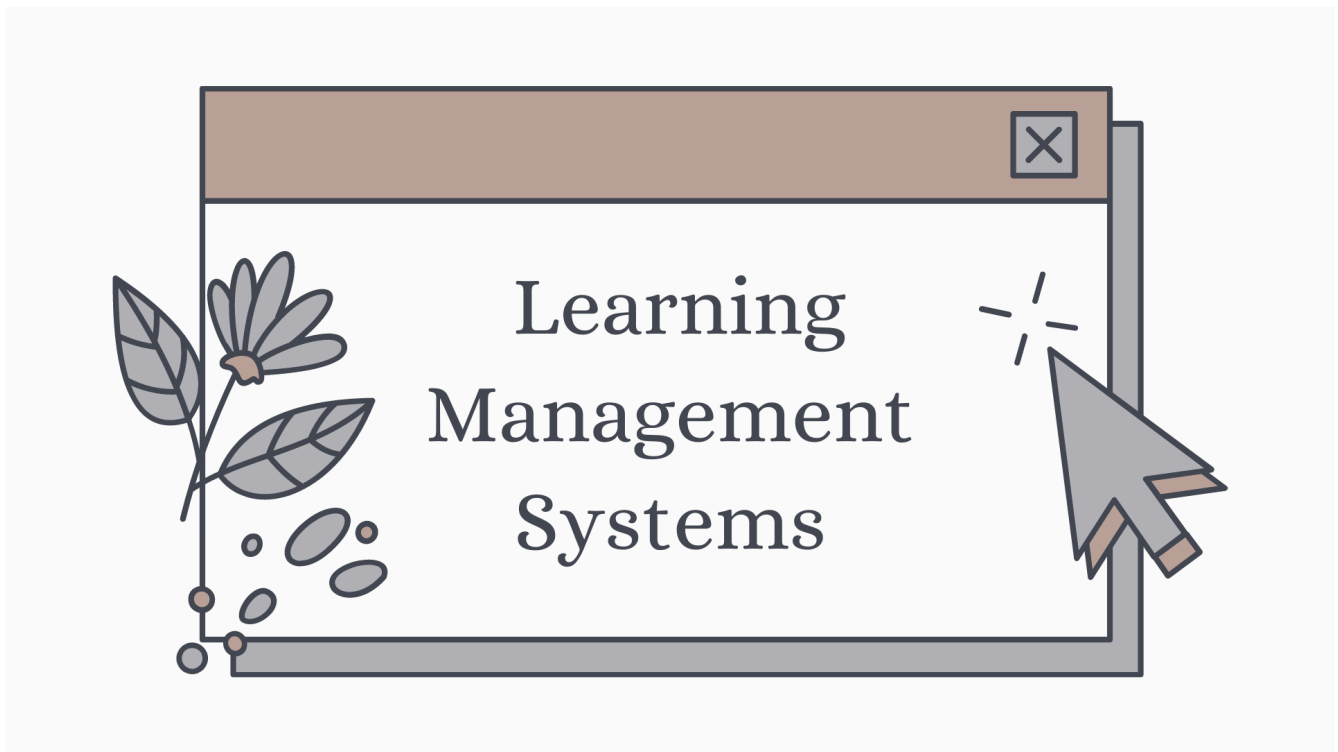
25.

UNDERSTANDING LEARNING MANAGEMENT SYSTEMS

Learning Objectives

By completing this section, you can:

- Identify essential knowledge about your school's learning management system.
- Access your school's learning management system.

    ◦ Examples include Blackboard and Microsoft Suite applications

- Access yourstudent account website.

LMS stands for Learning Management System. There are [numerous LMS platforms](#) that your post-secondary school may use, so it is important to familiarize yourself with how to access and engage with the platform or application utilized by your school.

Some popular LMS systems consist of Blackboard Inc., Moodle, Sakai, Canvas by Instructure, and the Microsoft Suite applications.

Blackboard

Blackboard Learn

Blackboard Learn is a course management system that allows your instructors to provide course-based content in a central location. It can have course content, syllabuses, discussion boards, contact information, and provide grades in an electronic format.

For help navigating the platform, here is [Blackboard Learn – Help for Students](#). Or, take a look at some of the helpful YouTube tutorials below.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=130#oembed-1

Blackboard Inc.'s YouTube Playlist for Blackboard Learn: In this youtube playlist, you can learn how to use the tools in your Blackboard courses. These short on demand video tutorials are targeted just for you, explaining how to be successful in your online learning course environment.

——————————————————————

Blackboard Collaborate

Blackboard Collaborate is a real-time video conferencing tool that lets you add files, share applications, and use a virtual whiteboard to interact with classmates and instructors. Collaborate with the Ultra experience opens right in your browser, so you don't have to install any software to join a session.
For help navigating the platform, here is Student and Participant Information for Blackboard Collaborate.
Or, take a look at some of the helpful YouTube tutorials below.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=130#oembed-2

Blackboard Inc.'s YouTube Playlist for Blackboard Collaborate: In this youtube playlist, you can learn how to use the tools in your Blackboard Collaborative experience. These short on demand video tutorials are targeted just for you, explaining how to be successful as a participant in Blackboard Collaborative sessions.

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Blackboard App

The Blackboard app is designed especially for students to view content and participate in courses. The current version of the app is available on iOS and Android mobile devices.

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Microsoft Suite Applications

General Applications

Microsoft Suite or Microsoft 365 consists of multiple software programs that help with productivity. It includes applications that you may be familiar with, such as:

- Microsoft Word, a word processing tool;
- Microsoft Excel, a spreadsheet program;
- Microsoft PowerPoint, used for creating interactive presentations;
- Microsoft Outlook, used for email and calendar management;
- Microsoft Access, a database management program; and
- Microsoft OneNote, a note-taking application.

Here is a quick video that highlights the Microsoft applications you may need to use for your academics:

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Microsoft Teams

Microsoft Teams is a collaboration application that lets your team or class stay organized and have conversations all in one place. With the shift to online learning and work amid the COVID-19 pandemic, many instructors utilize the Teams application to hold synchronous classes. You can use the application to connect with your peers and professor.

This quick video introduces Teams and provides some helpful information about navigating the application:

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Microsoft Applications Integration with Teams

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=130#h5p-29

Retrieved from Alissa Bigelow at Georgian College

How to use Learning Management Systems to Your Benefit

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=130#h5p-30

Created by Vanessa Reka at the University of Windsor

Chapter Progress

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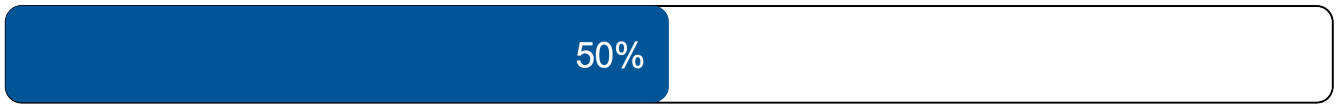
INFORMATION ABOUT COURSES

Learning Objectives

By completing this section, you can:

- Identify how to manage courses through enrolment, swapping courses, and dropping out of courses.
- Learn how to enrol, swap, or drop classes independently.
- Read a syllabus.
- Check degree requirements.
- Create a course schedule.

INFORMATION ABOUT COURSES

The structure of course syllabi may vary slightly across differing post-secondary institutions, but it is important to understand that most syllabi will highlight the same important components, such as course description and contact information, learning outcomes, required and supplementary materials, and a prospective schedule of the course over the term.

Course Syllabi

What is a syllabus?

- **Syllabi** are important text summaries that outline and highlight specific information, usually directly pertaining to the academic course objectives and expectancies for the specific course.
  - ◦ Oftentimes it will highlight course assignments, due dates, exam dates, curriculum outlines, required course readings, and genetic post-secondary resources and information on academic integrity, assignment submission or exam policies, and any specific classroom rules and regulations from the professor.

Where can you find course syllabi?

- The course syllabus will be provided to you by your professor or course instructor. They may provide a hard copy on your first day of class, but it is more likely that the syllabus will be provided in an electronic format on your course site. The syllabus may be under its own subsection, or it may be found in the course resources section. Read over your syllabus as soon as it is available, this will help give you an idea of what the course expectations are.

Using this Chemistry syllabus from Western University as an example, explore the different components of a syllabus to familiarize yourself with the structure and content.

Key Syllabus Components

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> *https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=135#h5p-31*

Adapted from Lisa Aikman at Western University

Course Information

Enrolling in a Course

- **Step 1**. Determine when you are able to enrol in courses. Your school will provide you with enrolment times, which are a specific date and time that you will be able to enrol in your courses. These are often called enrolment appointments.
- **Step 2.** Prior to your course enrolment appointment time, determine what courses you need to take. Depending on your program, you may have very specific course requirements for your first year of school. Determine what courses are mandatory for you to take.
- **Step 3**. Pick elective courses. Depending on your program you may have some room for electives.

Determine which elective courses interest you.
- **Step 4.** Use a timetable generator, such as this <u>schedule maker</u> to organize your courses and make sure that the course times fit together.
  - ◦ TIP: Lectures are often separated by a 10-minute break period to get to your next class. White it may seem short, this is often enough time to walk through campus and reach your next class.
- **Step 5**. Place the courses and specific sections you want to enrol in, into your course "shopping cart". This is a space where you can organize your courses, and when it comes to enrolment time, you can easily go into your "shopping cart" and select the courses you will be enrolling in.
- **Step 6.** Enrol in your courses! When your appointment time arrives, try to enrol in courses as quickly as possible. This will give you the best chance to get the courses you want and need. If a course fills-up before you can enrol, add yourself to the waitlist. When someone drops the course, you will move up the waitlist until you are able to enrol.

Changing a Course

- In the first couple weeks of school you are generally able to swap courses. Check the deadline for swapping courses that your school has. Prior to the start of courses, you should also be able to swap courses as long as there is room open in the course you are trying to get into.

Dropping a Course

- When deciding to drop a course, it is beneficial to talk to an academic advisor first. They can help you figure out if the course you are dropping is mandatory, and check if it is a course you will need to take at a later time. Academic advisors can also often help with the process of actually dropping the course, either by guiding you through the steps or going through the course drop process themselves.
- In general, in order to drop a course you need to determine the add/drop date. This is the last day that you can drop a course without academic penalty.
- Many schools provide steps for how to drop courses online.

DEGREE REQUIREMENTS

How to Check Degree Requirements

- Each program has unique degree requirements. These are the courses and credit requirements needed in order to graduate. Many schools offer an Academic Calendar that outlines the specific course requirements for your degree. A new Calendar is released each year, so follow the guidance of the Academic Calendar year that you first began school. For example, if you started in Fall 2021, you would look at the 2021-2022 Academic Calendar.
- To check your degree requirements, you can use an online tool provided through your school.
  - This tool may have a name like "Degree Explorer" or "Academic Progress". While these tools may give you an idea of your program progress, it is important to double check as sometimes information displayed online may not be updated accurately.
- Search online using keywords like "[Your school's name] Academic Calendar [Program start year]", "[Your school's name] degree requirement check".
- It is recommended to meet with a program or school academic advisor to make sure you are on track to completing your degree requirements. If possible, it is a good idea to meet with them prior to the next enrolment period to make sure you are on track, and to discuss any changes you may want to make.
- When in doubt, reach out. Employees of your school are available for help, make sure you are taking advantage of the resources available to you.

How to Create a Course Schedule

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=135#h5p-32

Created by Vanessa Reka at University of Windsor

Chapter Progress

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27.

COMMUNICATION PRACTICE

Learning Objectives

By completing this section, you can:

- Identify the basics of communicating in an academic setting.
- Reflect on how to contact your professors, sign up for office hours, or contact other staff.
- Practice academically received email communications.

Professional Communication

Professional communication is an important part of post-secondary education. Universities and colleges are professional environments that maintain certain expectations of professional conduct, especially when communicating with professors and other administrators.

Professional communication requires formality. There is a distinction between informal communication with family and friends and professional contact with professors or employers. This applies to written and spoken communication, such as emails and office hours.

It is important to be precise, succinct, and accurate while talking or writing professionally. A professional tone should used through suitable greetings, coherent phrases, and language. To be professional, you must first understand who your will be communicating with. It is important that both the material and the format of your message is suitable to your audience.

Adapted from Communication for the Nursing Professional by Lapum et al. (2020) at Ryerson University

The Do's and Don'ts of Email

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

https://ecampusontario.pressbooks.pub/firstyeareco2022/?p=139#h5p-33

Created by Vanessa Reka at University of Windsor

Office Hours

What are office hours?

Office hours are times at which professors and teaching assistants are available to meet with students outside of class time. These hours are available so that you can ask for help, seek clarification, or follow up on certain aspects of the course that you may find confusing. You can also use office hours to discuss programs of study, internships, graduate schools, and graduation requirements (n.d., Cornell University).

How to prepare for office hours

Preparing for office hours can help you get the most out of your conversation and may boost your confidence before visiting. Here are a few suggestions for how to prepare:

- Determine your purpose for attending office hours. For example, introducing yourself, seeking help with course material, looking for research opportunities, etc.
- Create a set of questions or concepts you would like to discuss with your instructor.
- Provide context so that the instructor can understand what feedback or assistance you need.

Remote office hours

Each professor will have a different approach to holding remote office hours. They may be available via phone calls, Zoom meetings, or Microsoft Teams meetings. Some instructors hold their office hours on specific days and times each week, while other instructors may offer office hours through appointment only. Check the course syllabus to identify how office hours will be held for the course you are taking. If you are not sure how to access office hours or at which times they occur, contact your professor.

Adapted from Cornell University's <u>What are Office Hours?</u>

Chapter Progress

75%

INSTITUTIONAL ADAPTION GUIDE

For Post-Secondary Schools Adapting this Program

This program is intended for Ontario post-secondary schools as part of eCampus Ontario. Therefore, while the information and resources are general in terms of institutions, some of the content is Ontario-specific.

Under the CC-BY-NC-SA licence, you are free to share this Pressbook by coping and redistributing the material in any medium or format. You may also adapt this Pressbook by remixing, transforming, and building upon the material for any purpose. To do so, you must provide attribution by giving appropriate credit, providing a link to the license, and indicating if changes were made.

Customization

You can customize this Pressbook in many ways, such as, but not limited to:

- Appearance: Change theme and customize Textbox colours under "Theme Options".
    - We have made some changes to the custom CSS coding located under "Appearance" > "Custom Styles" (this is annotated at the top to explain what changes were made)
    - To revert back to the standard Malala theme, you can simply delete everything under "Your Styles" and re-save
- Add, adapt, or substitute H5P and multimedia material.
- Edit content to be more specific for your institution.
- Since the program is modular, you can turn off chapters that may not be applicable for your institution, or add in new ones that your students may benefit from.
- To institutionalize it for yourself, you can make customizations such as:
    - Branding with your school's logo
    - Branding by changing the colours of textboxes to your institution's colours
    - Change the name and/or cover of the book to be more institution-specific
    - Replace general media with specific images of your institution, students, and so on.
- Infographic and book cover templates can be accessed and edited using the following links:
    - Process Infographic

- ◦ [Outline Infographic](#)
- ◦ [LMS Banner](#)
- ◦ [Book Cover](#)

Original Decisions (Current Version)

We have made many decisions that lead to this finalized version of the Pressbook.

- We decided on 5 modules with condensed chapters.
  - ◦ this was done in consultation with the literature and campus stakeholders with expertise in transition support
- We chose to utilize and create content based on what would be most significant to incoming students within the first few days to weeks of their post-secondary experience.
- We positioned this program to be viewed by students in second person narrative.
- We decided that in order to receive recognition for completing the program, students must submit a pre-survey, reflection exercise, and post-survey.

Sustainability Plan

Defining Sustainability

Sustainability is synonymous with longevity. The successful continuation of an open transition support program offered to first-year students beginning their post-secondary educational journeys provides opportunities for students across Ontario institutions to access content specifically curated for a smoother transition into a new school system. In terms of this project, we define the sustainability of this program as:

- The durability of the program outline as it provides a basic "template" for other organizations/institutions to utilize, revise, and incorporate for their own first-year students.
- The organization and formulation of program modules and activities, as they will need to remain up to date and consistently reflect the policies and procedures of their respected organizations/institutions.
- Accountability and responsibility from essential staff and organizations who accept the position of project ownership, with the sole purpose of ensuring the program continuation each year through

successful management and administration.

- Financial sustainability through funding by the organization that retains ownership.

Defining Our Roles as Project Developers

As student partners, we've spent time designing this transition support program to highlight topics and concerns that any student may experience as they transition into post-secondary education through our own post-secondary education experiences and the experiences of our peers. Combining our perspectives and backgrounds with the direct experiences, concerns, and impressions of other students allowed us to develop an inclusive, accessible transition modules that focuses on central themes showcased in each module.

Program Manual

How was the program created?

This project was made possible by funding from the Government of Ontario and eCampus Ontario. This project was created through the Office of Open Learning at the University of Windsor

Project Lead: Nick Baker, Director, Office of Open Learning Institution: University of Windsor.

Rationale for Modules

The modules for this transition support program stem from genuine concerns, interests, experiences, and advice from post-secondary students and faculty. Therefore, we comprised a list of the most important topics we could provide knowledge and guidance on pertaining to the post-secondary experience. In addition to this, we wanted the modules to assist all students, regardless of age, gender/identity, orientation, race, ethnicity, religion, and geographical location.

Filtering, Updating, and Adapting Content

What needs to be done?

- Check **all** links to see if they are still live:
  - If the link is still live, it can be left alone or edited for specific resources from specific institutions or organizations.
  - If the link is no longer live, troubleshoot to find out why or replace it with a resource consisting of similar information.
- Update terminology to be consistent.

- Ensure the transition support program can be easily adapted/edited/integrated by other institutions.
  - Is the content too generic? Too specific for one institution?

Check over measures of success for the program

How would we (the original developers of the program) measure the success of the program?

- The program has increased awareness/understanding/perceptions of important factors in the transition into post-secondary education.
- The program became an essential part of the transition process for first year students.
- The program is considered an essential part of the institution, with support and acknowledgement from various departments and individuals in and out of the organization.
- The number of participants for the program increased in comparison to the year before / The number of participants increases each year.
- The experience of participants for the program improved in comparison to the year before / The experiences of participants improves each year.
- The program content and approach has been utilized, adopted, and revised/remixed by other institutions.
- Modules and activities are successfully integrated into respective institutions.
- Additional funding or leadership to assist in sustaining the program and its services/activities has been secured.

Based off these measures, current developers/project owners should consider:

- What is being achieved?
- What needs improvement in order to continue growing the program?

This is where you can add appendices or other back matter.

POST-PROGRAM SURVEY

Access your post-module survey [here](#) or scan the QR code to complete it on your phone.

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GLOSSARY

Academic advisor

A school appointed advisor who helps support students with academic and program related questions.

Academic probation

Academic probation is a warning given to students when they have not met the minimum average requirements set by their program.

Admission requirements

The high school courses, grades, and average a student needs to be considered for admission

Adult learner

A student attending post-secondary at a time other than directly out of secondary school. Can also be referred to as a Mature Student.

Alumni

A graduate of a particular school.

Anti-requisite

Anti-requisites are courses that are similar in content, and therefore cannot both be taken to receive credit.

Asynchronous

do not occur in the same place or at the same time

Bachelor's Degree

In Canada a Bachelor's Degree generally refers to 3 to 4 years of full-time study at a University. Can also be referred to as an Undergraduate Degree.

Bloom's Taxonomy

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains.

Bursaries

Money given to students based on financial need. Bursaries do not need to be paid back

Campus

The physical location of a University or College where the majority of buildings are located.

Chancellor

The leader or head of a college or University.

Cohort

A group of students who work together in the same course.

Collaborative Learning

a process of active learning in which students work together to study, learn, or complete a project or task.

College

A form of postsecondary education that grants diplomas and certificates.

Commencement

Another word for a graduation ceremony.

Convocation

Another word for a graduation ceremony.

Corequisite

A course that needs to be taken at the same time as another course that is specified.

Credit

The recognition for taking a course. Credits are used towards degree completion.

Cross-Listed Courses

A course that is offered by more than one faculty.

Cumulative Average

The total average of courses in relation to their credit weight.

Department

The section of a College or University that is devoted to a particular subject area.

Diploma

A document provided by a college or university to show that someone has successfully completed their course of study.

Dormitories

Also referred to as dorms. A residence building where a number of students live in private and semiprivate rooms.

Drop

Drop refers to unenrolling from a course.

Elective

Electives are courses that are not required to take for your program but you still receive credit for.

Enroll

Refers to signing up for a course.

Extracurricular activities

Groups you belong to outside of class, such as sporting teams, clubs and organizations.

Faculty

A group of departments or professional schools that offer programs with similar themes

Fall

Refers to the fall semester of school that runs from September to December.

Final Exam

A test at the end of a course of study.

Financial Need

When costs (tuition, textbooks, housing and food, personal expenses) exceed the financial resources a student has available.

First-Generation Student

Refers to a student who is the first in their family to attend post-secondary education.

Full-Time Student

In Ontario, OSAP considers a full-time student as a student taking 60% or more of a full course load.

GA

A Graduate Assistant (GA) is a graduate student that assists professors with research, teaching and marking.

Glossary

an alphabetical list of key words, terms, and concepts and their explanations; like a dictionary

Grade Point Average (GPA)

A number that represents the average value of grade points received divided by number of credits.

Graduate/Teaching Assistants

A graduate or undergraduate student who assists a professor with research, grading and other course-related responsibilities.

Grant

A form of financial aid that a student does not have to repay

Higher Education

Education beyond secondary school.

In-Person

Classes that occur physically on campus.

Internship

An internship is a short-term work experience in which a student can receive training and gain experience in a specific field or career area.

Intersession

A six-week period of school that occurs between May and June.

Intrinsic motivation

A form of motivation that occurs when actions are performed for personal satisfaction instead of due to external factors.

Lab

Component of a course where you apply knowledge learned from lectures.

Learning curve

The course of a person's progress in gaining experience or new skills

Learning Objectives

Learning objectives explicitly define and describe the knowledge and resources students can acquire by the end of the module.

Lecture

The instructional aspect of a course.

LGBTQI2S

Lesbian, Gay, Bisexual, Trans, Queer, Intersex and Two-Spirit

LMS

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.
(Source: Wikipedia)

Loan

A form of financial aid a student needs to repay.

Major

A subject area that students specialize in.

Major Average

The grade point average of the courses required for your major.

Maximum Units

The maximum number of units that a student can enroll in, in a given term.

Midterm

An exam that occurs around the middle of the semester.

Minor

A grouping of classes in a particular subject area. Consists of fewer classes than a major.

Office Hours

Time set aside by professors or teaching assistants for students to visit their office and ask questions or discuss the course they teach.

Ombudsperson

A university official that investigates complaints and other inquiries.

Open Course

A course with no pre-requisites.

Orientation

An event prior to the start of school in which different activities occur to help students get acquainted with school.

OSAP

The Ontario Student Assistance Program (OSAP) offers financial assistance to students attending post-secondary education in Ontario.

Plagiarism

Plagiarism is copying someone else's work and stating it is your own.

post-secondary

Schooling that occurs after high school, usually college or university

Preferred Name

A name used that is other than your legal name. For example, a nickname can be considered a preferred name

Preferred Pronouns

The set of pronouns that an individual identifies with and wants to be referred to.

Prerequisite

A course that is required to have been taken in order to enrol into another course.

Provost

A senior administrative member of a college or university.

Registrar's Office

The office at a college or university responsible for admissions and registration.

Registration

The process of signing up for courses and paying tuition.

Required Course

A course that is required for a particular program, major or degree requirement.

scholarships

are often based off of some form of achievement (academic, sports-related, humanitarian etc.)

Scholarships and Bursaries

Non-repayable awards given to students

Semester

A school term.

SMART Goals

S.M.A.R.T. is an acronym that represents goals that help with focus and motivation.
  S - Specific
M - Measurable
A - Attainable
R - Relevant
T - Time

STEPS

Skills to Enhance Personal Success (STEPS)

Student ID

A unique number assigned to students.

Syllabi

The plural form of syllabus.

Syllabus

A description of a course which also lists the dates of major exams, assignments and projects.

Synchronous

Synchronous learning refers to a learning event in which an instructor and a group of students are engaging in learning at the same time.

TA

Teacher's Assistant

Term

A portion of an academic year when classes occur.

Transcript

An official document that shows proof of education.

Tuition

The amount of money that is charged by a college or university for a term of study.

Tutorial

A course component in which students can ask questions, discuss course materials and complete course related tasks.

Tutorial sessions

A course component in which students can ask questions, discuss course materials and complete course related tasks.

Two-Term Course

A course that spans two semesters or terms.

University

A post-secondary institution that offers undergraduate, graduate, and post graduate programs.

Winter Term

Winter term refers to the semester that occurs between January and April.

Withdrawal

A term used on transcripts to detail that a course has been dropped after the add/drop deadline.