

Educational Programming Resources for Chapters

Adapted from the Lambda Phi Chapter at Florida International University

It is often difficult to plan programming for the entire chapter or Greek community. Finding educational programming for scholarship can be equally difficult if you're looking for topics that can apply to all chapter members. This resource includes different workshops and materials. However, in order to insure that your chapter members receive a quality program, do not be afraid to utilize other campus resources like Career Services, the Learning Center, the Office of Fraternity & Sorority Life and the members of the University Faculty.

This manual provides resources for conducting the following workshops:

- Ω Time Management
- Ω Academic Goal Setting
- Ω Study Skills
- Ω Effective Note Taking
- Ω Memory Skills
- Ω Effective Test Taking

There are additional workshops that can be conducted with the help of outside sources. For instance:

Career Services

Resume Writing: Whether you are starting your job search or just looking for a valuable summer internship, your resume is the key to getting your foot in the door. This educational program is one that the entire chapter can benefit from.

Interviewing: Once that resume gets you in the door you need to be prepared to dazzle the interviewer with your personality and knowledge. An interview often consists of more than just knowing all the right answers. Knowing what to expect from an interview, as well as what you should bring to the interview are important skills to acquire.

Finding Your Future: Most college students come to a point in their academic growth and wonder why am I doing this? What type of career is right for me? A workshop to help point members in new directions is a valuable experience.

Time Management Workshop

“Making your Time Count”

Types of Time:

Committed Time: This is time that you have little to no control over.

- Eating
- Sleeping
- Classes
- Meetings
- Working
- Traveling to and from appointments

Managing Committed Time:

- Make a list of all committed activities each day.
- Figure out how much time each activity will take.
- Add it up. How much time do you spend each day on committed activities?

Personal Time:

- Studying
- Working out
- Hanging out with friends
- Hobbies
- Entertainment (shopping, watching TV, reading, etc.)

Managing Personal Time: Personal time is an important part of maintaining a healthy lifestyle. It can be a great way to relieve academic stress.

- Make a calendar and include committed time activities.
- Look for holes in that time and figure out when the best times are for you to go for a walk, watch a little TV, catch up with friends, etc.
- Set a time limit for these activities, and try to have some time to yourself each day!
- Where does studying fit in? Determine what time(s) of day you study the best, and under what circumstances. Write that into your schedule.

Now that you've determined how many hours a day you spend doing different activities, it's time you develop your own worksheet.

Academic Goal Setting

The Workshop:

1. Divide chapter members into groups by major. Distribute goal setting worksheet.
2. Have members go around their group and share a goal that they have set for themselves in the past and what they did to make sure that they achieved it.
 - a. Have older members identify their earlier goals. What goals did they have that got them through the past couple years?
 - b. What were some struggles that they confronted along the way?
3. Explain to all chapter members how to make a goal statement.
 - a. A broad statement of what the individual would like to accomplish over the next year or semester.
 - b. The goal must include a way for it to be evaluated as to whether it has been accomplished or not.
 - c. Is the goal realistic? Is the goal challenging?
 - d. Does it reflect the overall objective the individual is trying to accomplish?
4. Talk about obstacles to accomplishing goals.
 - a. What are some common obstacles that we all encounter?
 - b. What are some ways we can support our members in avoiding these obstacles?
 - c. What are some ways that we can support our members when confronting obstacles?
5. Have group members complete the Goal Setting exercise worksheet.
 - a. Step One – Brainstorming Ideas
 - i. Ask members to share some ideas with the larger group.
 - b. Step Two – Writing Goals & Objectives
 - c. Step Three – Fill out individual sheets for each goal.
6. Decide what you would like members to do with those goals. How will members make sure they continue to strive for these goals over the next year or semester?

Order of Omega

GOAL PLANNING WORKSHEET

STUDENT INFORMATION

Name: _____

Current Date: _____ Review Date: _____

INSTRUCTIONS

Goals should always be: **S** – Specific **M** – Measurable **A** – Achievable **R** – Realistic **T** – Time Bound

1. **Goal/Objective.** Briefly describe each goal/objective and when the goal/objective should be met or accomplished.
2. **Measurement.** How will the goal/objective be evaluated? (Use quantitative measures where applicable.)
3. **Importance.** Rank the goal as Essential, Important, or Desirable as follows:
Essential – required for academic performance
Important – helpful for academic performance
Desirable – asset for academic performance

1ST GOAL/OBJECTIVE

Description:

Measurement:

Importance: Essential Important Desirable

2ND GOAL/OBJECTIVE

Description:

Measurement:

Importance: Essential Important Desirable

3RD GOAL/OBJECTIVE

Description:

Measurement:

Importance: Essential Important Desirable

Study Skills

Getting Started:

- Have everyone break up into groups of 7-10 people.
- Have a flipchart or 2 pieces of large paper.
- Have markers for each small group.

The Workshop:

- Each group will need a recorder and a spokesperson. Have the recorder write down ideas.
- Give each group a discussion topic and 15 minutes to discuss.
 - Group 1: Discuss environments that are most conducive to concentrated study.
 - Group 2: Discuss ways to schedule time for study.
 - Group 3: Discuss procrastination and ways to overcome and prevent it.
 - Group 4: Discuss ways to reward yourself for completing assignments.
 - Group 5: Discuss strategies for dealing with an especially difficult course or professor.
 - Group 6: Discuss ways to reduce mental and physical stress that may affect your ability to study effectively.
- Have groups share their ideas after 15 minutes.
- Hand out worksheets after discussion is over. Take the time to review any items that were not mentioned.
- After the workshop is complete, make copies of the ideas and hand out or post for all members to utilize.

Procrastination Discussion:

Causes: A list of things that commonly happen when you procrastinate.

- Confusion about subject or assignment
- Inability to prioritize
- Anxiety as a result of other classes and personal situations
- External pressure from friends, parents, and employers, etc
- Becoming overwhelmed by personal and academic demands

Cures:

- Simplify large and difficult tasks by breaking them into smaller tasks.
- Utilize your calendar and schedule time to complete work/study over several days.
- Set priorities ahead of time to help determine what should be completed first.
- Find a work area that will help you study effectively.
- Establish your own reward system to aid in getting things finished.
- Concentrate on your projects or tasks until they're complete.
- Have another person hold you accountable to getting your work completed.
- Look to friends and other chapter members for encouragement and support.
- Remember to allow time for a break to revitalize yourself.

Tips for setting up an effective study schedule:

1. Only tackle difficult subjects when you are most alert.
2. Schedule your study time first, and then add meetings, socials, etc.
3. Develop a routine. Divide up your subjects and assign each of them a certain day or certain amount of time each day to review.
4. Don't spend more than an hour, hour and a half on one subject. Switch it up, even if it's only for a couple of minutes.
5. Start major projects and papers long before the due date.
6. Prioritize activities. Leave some room in your schedule for unexpected assignments or activities.
7. Eat well-balanced meals and snacks.
8. Make sure you allow for exercise and recreational activities to relieve stress and the burden of class work.
9. Get enough sleep so that you may function at your highest level.
10. Stick to your established study schedule.

A Method of Comprehending Textbooks

SURVEY – Look over a chapter for a few minutes before studying it in depth.

- Read the title and introductory paragraph(s). Fix the name of the chapter in your mind. Often the introduction to the chapter supplies background for recognizing the purpose of the chapter. It may also state specifically the method of development the author intends to follow.
- Read headings, subheadings, and italicized words. Go through the chapter heading by heading; they will form a topical outline.
- Read the summary at the end of the chapter. Reread it to see which ideas the author restates for special emphasis or what general conclusions he or she comes to. If there is no summary, read the last sentence or two before each new heading.

QUESTION – Formulate questions in advance.

- Turn each heading and subtitle into a question. Who? What? When? Where? Why? How? Add higher level questions when needed. You should be able to answer these questions when you finish your study of the paragraph, section, and chapter.
- Restate the questions from headings to help fix them in your mind. These questions give purpose to your reading. Remember that reading is thinking, and good students think.

READ – Read the material.

- Read only the material covered under one heading or subheading at a time, looking for the answers to your questions.
- Read ideas, not just words.
- Do not take notes while reading.
- Read aggressively, with the intent of getting answers, of noting supporting details, and of remembering.

RECITE & REDUCE – Do “question-read-recite” for each subheading.

- Answer the question that you raised before you began to read. Answer fully, and be sure to include the reasons the author believes the answer is true. Recall the answer and do not refer to the book.
- Tell yourself the major concept(s) of the section. Check your answers by referring to the book.
- Reread or skim to locate and prove your points. Correct and add to your answer.

REVIEW – Review the material.

- Look over your notes and headings and subheadings in the text. Get an overall view of the main points.
- Recall subpoints under each main point.
- Make up a test such as a teacher might give. Try true-false and completion-type questions for details. Essay questions are easy to make from the main headings.

Effective Note Taking

Getting Started:

On a flipchart write out the following information:

Quality Notes:

- Help you to organize and understand information.
- Reinforce the learning process by incorporating lecture material into one's own words.
- Help retain and recall information.
- Eliminate need for time consuming textbook review.

Getting Organized:

- 3-ring loose-leaf notebook with lined paper.
- Dividers and pockets
- Syllabus for each class
- Pen

The Workshop:

1. Begin by asking chapter members why effective note taking is important. Make sure to write down their response on a flip chart, or large sheet of paper. When chapter members are finished, compare their list with the "Quality Notes" list you previously wrote down.
2. Ask chapter members for five effective techniques for note taking that they consider useful. Again, write down answers. When finished introduce chapter members to the "Getting Organized" sheet.
3. Divide chapter members into groups of four. Each group should select someone to write.
4. Have each group brainstorm ways to get the most out of class (5 minutes).
5. Have each group report to the entire chapter on what they came up with; write each tip on paper/flip chart. (Take this list and type it up for every member to use.)

Ideas for Effective Note Taking:

- Review notes from the previous lecture before class starts.
- Do assigned readings ahead of time.
- Go to class, and be on time. Don't leave early.
- Sit near the front and make eye contact with the professor.
- Write down all assignments and their due dates.

Tips for Developing an Outline from a Textbook or Handout:

- Finish the reading before taking notes or marking up the text. This allows for better comprehension.
- Write down only the most important points.
- Be brief, use phrases or words that will trigger your memory. However, don't be too brief. Make sure that you will still be able to get the general idea of what you are trying to take from the text.
- Look for clues such as bold words, italics, or numbered lists. Incorporate these into your text, they are important.
- Utilize note cards. This will help you when you are trying to memorize terms or concepts. Categorize the note cards for easy reference and memorization.
- When reviewing, develop questions that support the main ideas you are covering. Use your notes to develop the questions.

Top 10 Ways to Use Your Notes:

1. Review and edit your notes within 24 hours of class.
2. Review notes weekly.
3. Develop questions from the main ideas of the text and notes.
4. Cross-reference the ideas with different chapter in your text.
5. Utilize a 3-ring binder to help you organize your notes.
6. Form study groups and compare notes.
7. Take down examples used in class or text to help you remember the main idea in your notes.
8. Highlight the main points used in both lectures and text.
9. Relate the themes of movies to lectures and notes.
10. Use note cards!

Cornell Note-taking Format

Cue Column	Note-taking area
Summaries	

Note-taking Area: Record lecture as fully and as meaningfully as possible.

Cue Column: As you're taking notes, keep cue column empty. After the lecture, reduce your notes to concise jottings as clues for reciting, reviewing, and reflecting.

Summaries: Sum up each page of your notes in a sentence or two.

This format provides the perfect opportunity for following through with the 5 R's of note-taking: Record, Reduce, Recite, Reflect, & Review.

Record: Take notes in main note-taking area.

Reduce: Summarize in cue column.

Recite: Cover note-taking area and use cue column to go over facts and ideas from the lecture in your own words.

Reflect: Use notes as a starting point for your own reflections on the course.

Review: Spend 10 minutes every week in quick review of your notes to help retain most of what you have learned.

Two Column Note-taking Format

Class: _____

Date: _____

Page: _____

Rough Notes

Don't Understand

Vocabulary

Memory Skills & Techniques

3 Types of Memory:

Sensory Memory:

- Sensory memory is exact, but very brief.
- Short lasting
- First memory that most stimuli encounter
- Involves senses
- Most things that go into sensory memory will be lost
- Cannot count on sensory memory
- Through selective attention, some information can be transferred to short-term memory.

Short-term Memory:

- This type of memory allows a person to hold in information that is immediately available.
- Most people can only hold in 5 to 9 different things in their short-term memory.
- Short-term memories can be stored as images. But more often they are stored by sound, especially in recalling words and letters.
- Short-term memory acts as a temporary storehouse for small amounts of information.
- Unless the information is important, it is quickly “dumped” and forever lost.
- It provides a working memory where we do much of our thinking.
- Limited amount of space and time frame (1 minute)
- Short-term memories are brief and very sensitive to interruption, or interference; however, they can be prolonged by rehearsal.

Long-term Memory:

- Long-term memory works like a warehouse full of rows and rows of files.
- In your long-term memory you will find memories and other relatively important information.
- Long-term memory seems to have an almost unlimited storage capacity.
- Long-term is subject to constructive processing, or ongoing revision and updating.
- Long-term memory is highly organized to allow retrieval of needed information.

How do we take those short-term memory items and transfer them into long-term memory items?

There are 6 crucial steps in the process of retaining and recalling information from long-term memory.

1. Intention:

- a. Focus your attention on material you know you're going to want to remember.
- b. Be confident in the fact that you will be able to remember.

2. Understand:

- a. Be careful; make sure you understand the material you are reading.
- b. Take the time to explain the material to yourself.
- c. Organize the material into a subject or category.

3. Associate:

- a. Relate the facts that you just read with facts that you already know.
- b. Make sure that you understand the material correctly. You are less likely to remember the material if you cannot understand it.

4. Repeat:

- a. Re-read over the material.
- b. Say the material aloud to yourself.
- c. Write it down.
- d. Quiz yourself.

5. Visualize:

- a. Organize information into a valid, clear mental picture. For example, to remember the necessary elements of a novel, form a picture of all the important characters dressed in the style of the period doing something representative of the character, etc.

6. Mnemonic Aids:

- a. For information that defies association or visualization, adapt a memory technique.

Mnemonic Devices

- Mnemonic devices are very beneficial and helpful to use, which allows for information to stay in your memory longer.
- Mnemonic systems use mental images and unusual situations to link new information with familiar memories already stored in long-term memory.
- Such strategies give information personal meaning and make it easier to recall.
 - **Acronym:** most commonly used mnemonic device; involves taking either an already existing word, a word that you make up or a group of nonsense syllables. Each letter of the word or nonsense syllable that is used should stand for the words or stages that you are trying to remember.
For example, SQ3R is an acronym for **S**urvey-**Q**uestion-**R**ead-**R**ecite-**R**eview.
 - **Acrostic:** an acronym where a phrase or sentence is used instead of a word or nonsense syllables. For example, **P**lease **E**xcuse **M**y **D**ear **A**unt **S**ally is used to remember a mathematic procedure; **P**arentheses, **E**xponents, **M**ultiplication, **D**ivision, **A**ddition, and **S**ubtraction.
 - **Associations:** involves associating what you are learning with some word, picture or life experience that has some connection to what you are learning.
- Four basic principles of mnemonics:
 - 1) **Use mental pictures.** Visual pictures or images are easier to remember than words.
 - 2) **Make things meaningful.**
 - 3) **Make information familiar.** Connect it to what you already know. Another way to get information into long-term memory is to connect it to information already stored there.
 - 4) **Form bizarre, unusual, or exaggerated mental associations.** Forming images that make sense is better in most situations. However, when associating two ideas, terms, or especially mental images, you may sometimes find that the more outrageous and exaggerated the association, the more likely you are to remember.

Test-Taking Strategies

Before Test Day:

- Attend every class!
- Find out the format of the test in advance.
- Start studying 5-7 days prior to the exam by reviewing notes and material.
- Make a list of questions the professor might ask.

Day of the Test:

- Eat a good breakfast, lunch or snack.
- Arrive early to class and get situated and ask any last minute questions.
- Read every question/problem before answering, and then tackle the more difficult ones first.
- Ask for interpretation if you do not understand the question.
- Pace yourself and use all of the allotted time.
- Review your exam before turning it in.

True/False Questions:

- True/False questions are usually based on patterns of “describing relationships”. Both parts are usually true, but the statement is made false by over and underestimating the modifiers.
 - Example: “some”, “most”, “all”, etc.
- Pay attention to words such as not, none, never, negatively, rarely, worst, universally, always, every, all most, many, some, sometimes, little, more, equal, less, often, usually, few, seldom, good, and bad. These words change the meaning of statements and are often ignored.
- There is a tendency for extremely positive or negative statements to be false and well qualified statements to be true.
- If one clause of a statement is false, then the entire statement is false.

Essay Questions:

- Read all questions before beginning. Answer the easiest ones first and budget your time.
- Follow directions: compare/contrast, explain, list, describe, discuss, etc. Most essays are marked incorrect because the student fails to follow instructions, or forgets to provide all the information that the instructor has asked for.
- After reading the question, outline the points you want to make in the margin. This will help you organize your essay so you don't leave any information out.
- Divide the answer into three parts: short introduction, main body, and conclusion.
- Use examples and facts to support your main point or position.
- Use correct grammar and spelling. Write legibly.
- Proofread each answer. Leave space between answers so you can add new ideas or additional thoughts.

Test Taking Workshop

Getting Started:

- Flip chart or 2 large pieces of paper will be needed.
- Have markers available for each group.

The Workshop:

- Begin by having each member take the Test-Taking Skills Assessment.
- Once chapter members have completed the assessment begin a discussion with them about their answers.
- Break chapter members down into groups of 7-10 people. Have them discuss strategies that they personally use when preparing for different types of exams.
- When groups are finished, have each group share their ideas and write down ideas on the flipchart.
- Hand out and go over the Test-Taking Strategies mentioned above.

Test-Taking Assessment

Please check each sentence below that applies to your test preparation. Be totally honest with yourself!

- I begin studying for a test at least five days in advance.
- I make a list of the questions I think my professor may ask.
- I find out the format of the test in advance.
- I make written notes as I read material in the textbook.
- I talk with the professor about material I may not completely understand.
- I answer easier questions first, then go back and complete the more difficult ones.
- I read each question at least twice before answering.
- If I don't know the exact date when answering a question, I write down a reasonable time frame.
- I jot down pertinent facts before I begin formulating my answer to an essay question.
- I always read the directions to the test carefully and make sure to follow them.
- I proofread my answers before turning in the test.
- I underline key words in the question so I will be sure to follow the instructions
- I get plenty of rest and eat a balanced meal before a test.
- I try to arrive early for a test.
- I use all of the allotted time for a test and pace myself using extra time to review my answers.