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11-2022

Academic Success

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Academic Success

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Why Discuss Academic Success?

- ❖ It is always important to strive for success in life, but we need to know how to use our resources to succeed.
- ❖ Most students struggle with studying habits. Studying is essential for academic success.
- ❖ Communication with professors is a new form of formal communication that many people are nervous about when starting college.

Research as to why I chose academic success

- ❖ According to Rebecca Cox, “students admitted to feeling intimidated by professors’ academic knowledge and by teachers’ power to assess students and assign grades. Essentially, students were afraid that the professor would irrevocably confirm their academic inadequacy” (Cox, 2009)
- ❖ In high school, almost everyone is told that professors in college “won’t care about you” or scare people into thinking professors are mean. It was important for me to explain to the students that professors at SUNY Cortland are all extremely helpful and care about all their students. It was important for me to express to the students that the stuff they were told in high school regarding professors “being mean” is a misconception.
- ❖ As a college student, it is important to go to professors during office hours or email them with any concerns or questions that they have. This is a major part of being successful in college, so I wanted to encourage the students to not be fearful of professors and teach students how to approach professors in a proper and professional way.

More research as to why I chose academic success

- ❖ At the beginning of the school year, Professor Roat sent out an exit ticket to ask the students what topics they would like to learn about. One of the top chosen topics was “study habits.”
- ❖ According to “An Analysis of Study Habits, According to Students across the U.S.”, out of a survey of 1,000 students, “the majority of students (50.5%) study 0 to 2 hours per day. This is mostly due to the fact that many students do not know how to properly study.”
- ❖ It was important for me to explain to the students the ways I study and the other ways that they could study.

What did this lesson include?

- ✓ Ways I study for Math
- ✓ Methods I use to study for my education classes/ general education classes
- ✓ Additional methods of studying
- ✓ Tips to keep in mind while studying
- ✓ Importance of time management
- ✓ Places to study
- ✓ Notetaking strategies
- ✓ Communicating with professors by email
- ✓ How to refer to your professor



Beginning of Class Activity

- ❖ The first thing I did with the students, before any of the lesson, was have the students get into groups of 3 to discuss these 3 questions:
 - ❖ What are your study habits?
 - ❖ How far in advance from a test do you start studying?
 - ❖ How have your study habits changed from high school to college?

I then had the students share out their answers with the class.

Reflection on Activity 1

- One of the most common responses was that students either start studying the day before the test or don't study in general.
- Most students stated that their method of studying was reading over their notes.
- When I asked if their methods seem to be working for them, most people stated that they do not work.

Mid- Lesson Activity

- ❖ As I was discussing places that students can study, I paused for an activity to get students up and moving, as they do some self reflection.
- ❖ Before class I placed signs on the walls that had places to study. I directed the students to get up and stand next to the place they study best at.
- ❖ The options were:
 - ❖ Library
 - ❖ Bedroom
 - ❖ Common area
 - ❖ Café on campus
 - ❖ Math workroom (They are all math majors)
 - ❖ Off-campus location
 - ❖ Other

Reflection on Activity 2

- The students then shared out more details about their location, such as why they study there, what floor of the library they like best, what works for them and what doesn't, and if they like quiet or background noise, etc.
- More than half of the class went to the bedroom section. Their reasoning was that they find it to be the comfiest location.

End of Lesson Activity

- At the end of the lesson, I discussed ways to communicate with professors. I came up with this sample email to a professor to have the students help me fix it. The students worked in groups (some worked independently) and then shared with the class their suggestions.

Sample Email:

Subject: test

Prof Johnson, you gave me a bad grade on my test but i knew everything. why did you give me a bad grade?

- What strategies from the previous slides did this student not use? (In the previous slides I explained strategies for emailing professors)
- What could this student have said instead?

Reflection on Activity 3

- Most of the students rewrote the email entirely. I had 5 people volunteer to share out their newly written emails with the class, and all 5 students had extremely similar emails. This showed me that they understood my lesson about how to email a professor.
- Since giving this lesson, I have noticed a positive difference in the way students email me, which is rewarding knowing they learned from this lesson.

Exit- Ticket Reflections

- At the end of each class, the students are given an exit ticket to add a comment about the class and/or ask a question. When the students have questions, I send out an email to the whole class answering all their questions from the exit ticket.
- The students had some great comments and questions. Here are some of their responses:
 - "I am excited to try new study habits and I hope they work for me and can help me improve my grades."
 - "How can I make sure to study enough but also make time for other homework?"
 - "What math class did you find that you needed to study the most for? Which one did you have to find a new way to study for?"

Homework from this lesson

- As a homework assignment from my lesson, I asked every student to email me with:
 - One new study habit they would like to try
 - One new study habit that they have found to already work for themselves.
- Most of their responses were that they would like to try making study guides for their exams. One way most people already study was reading over their notes, and many students noted that they wanted to change these habits.

Overall

- I am extremely happy I became a COR 101 Student Facilitator. Working with Professor Roat was an amazing experience. Together we were able to help these students get on the right track to be successful for their next 4 years at SUNY Cortland. It was extremely rewarding to be able to answer students' questions and relieve their stress about new beginnings. I feel that every student learned something from this class that they will take with them throughout their time here at SUNY Cortland. Having been a part of their transition was not only rewarding but a learning experience for me as well. In some of the lessons I presented to them, I learned valuable information myself. This class taught me to self-reflect, time manage presentations, be more confident and comfortable in presenting in front of a class, and grow a relationship with my students. I feel that many of the students from my class will continue to reach out to me after this class ends, and I am happy to have had such a great impact that they still feel comfortable coming to me. This is an experience I would go through a million times and learn something new each time!

Works Cited

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