

10-39  
AP. 10/19/10  
Senate Info. - 11/2/10

**Undergraduate Distance Education Review Form**  
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

**Existing and Special Topics Course**

Course: DVST 160 Learning Strategies  
Instructor(s) of Record: Dr. Danhua Wang  
Phone: 724-357-2729  
Email: dwang@iup.edu

**Received**  
SEP 24 2010  
**Liberal Studies**

**Step One: Proposer**

A. Provide a brief narrative rationale for each of the items, A1- A5.

**1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

Dr. Wang has always been interested in the role of technology in teaching and learning. She published an article in a peer reviewed journal investigating online learning. In May 2009, Dr. Wang completed a Moodle workshop and has used it in her courses ever since. In the same year, Dr. Wang submitted a distance education proposal for DVST 170 and was approved by the UWCC. As a faculty member, Dr. Wang has taught DVST 160 several times during her career in the IUP Department of Developmental Studies.

In addition, the College of Education's Distance Learning Technician will be providing support, training, and advisement to the instructor in the development and teaching of the course. This will be done through phone and electronic contact/meetings and the development of a course facilitator's manual, which will assist the instructor in preparing and implementing the course.

**2. How will each objective in the course be met using distance education technologies?**

DVST 160 makes extensive use of Moodle, the University learning management system and its course tools for content delivery, quizzes, and assignment submission. Course modules will include chapter study guides to direct students' attention to important content and to reinforce their attainment of the content with feedback. Students will be evaluated via chapter quizzes, module assignments, and a term paper.

As part of the course, students will be required to select a target course to which they will apply the learning strategies they have learned in this class. For each chapter, students will be required to write a personal action statement corresponding to the learning objectives of their target course. The personal action statement will include a realistic academic goal to be achieved in a specified period of time and specific strategies to achieve the goal. To ensure a realistic and specific action statement that functions as a guide to students' learning behavior, a template of a statement will be provided and several action statements will be evaluated by students to reinforce the merit of a quality action statement. Drawing on this action statement, students will use this information to complete a reflective term paper at the end of the semester in which students will process their use of strategies throughout the semester.

More specifically, the means by which each course objective will be met via distance education technologies is summarized below:

*Goal 1: To develop and achieve learning goals.*

*Upon successful completion of this course, participants should be able to write a realistic (attainable) academic goal statement for the term; develop and implement specific strategies to achieve the goal; evaluate progress toward achieving the goal; and evaluate positive and negative influences on goal attainment.*

Students will receive content through the course text and resources posted in Moodle. Students will practice writing goal statements through the personal action statements and reflection papers. Students will submit the personal action statements through the Moodle assignment tool. Students will submit reflections through the Moodle discussion forum for peer and instructor comment and feedback. Students will be evaluated on this objective through the completion of the course term paper.

*Goal 2: To develop effective time management and concentration strategies.*

*Upon successful completion of this course, participants should be able to analyze use of available study time; identify positive and negative influences on time use and concentration; allocate time needed to achieve academic goals; implement effective concentration techniques; and understand the relationship between learning principles, time management, and concentration.*

Students will receive the course content on time management through the course text and resources posted to the Moodle course page. Students will complete a personal action statement, a short reflection, and a quiz to receive feedback on these concepts. Personal action statements will be submitted to the instructor through the Moodle assignment tool. Student reflections will be posted to the Moodle discussion forum for student and instructor comment and feedback. Quizzes will be conducted using the Moodle quiz tool. Students will be evaluated on this objective through the completion of the course term paper, submitted via the Moodle assignment tool.

*Goal 3: To develop effective strategies for study.*

*Upon successful completion of this course, participants should be able to analyze the effectiveness of strategies in reference to goals; implement effective strategies for textbook reading and study; implement effective strategies for note taking and use of notes; implement effective strategies for exam preparation; implement effective strategies for test-taking; integrate use of the comprehension hierarchy into the study process; and make necessary modifications in their study environments.*

Students will receive study skills content from the course text and resources posted to Moodle. For feedback purposes, students will complete personal action statements, short reflections, and quizzes. Personal action statements will be submitted to the instructor through the Moodle assignment tool. Student reflections will be posted to the Moodle discussion forum for student and instructor comment and feedback. Quizzes will be conducted using the Moodle quiz tool. Students will be evaluated on this objective through the completion of a reflective term paper submitted through the Moodle assignment tool.

*Goal 4: To understand the reasons for application of specific strategies.*

*Objectives: Upon successful completion of this course, participants should be able to list and explain the principles of learning; diagram and explain learning and forgetting curves; integrate knowledge of different levels and types of learning into the study process; describe a typology of learning styles, define one's own learning style(s), and present evidence of the application of learning style information to the process of studying.*

Students will receive course content through the course text and resources posted to the Moodle course page. Students will be required to complete an online questionnaire named VARK to assess their preferred learning style and discuss the effect of the learning style in their course learning in a short paper to be submitted using the Moodle assignment tool. Students will also be required to write a

reflective term paper in which to demonstrate in detail their understanding of the identified learning strategies and their positive effect on their study. This paper will be submitted using the Moodle assignment tool.

### **3. How will instructor-student and student-student, if applicable, interaction take place?**

Considering the individual nature of learning style, the instructor will focus on monitoring individual students' understanding of the course content and assisting them in completing their assignments. The instructor-student interaction will take place via e-mail, telephone, Moodle assignment and forum feedback, and online office hours as needed.

During the semester, students will be required to post their short reflections on applied learning strategies to the Moodle forum. Students will then be able to review and comment on each other's applied strategies and offer recommendations. This student-student interaction allows them to learn from one another, creating a strong sense of a learning community. In addition, a student forum will be created for students to post their questions, voice opinions, and share their learning experiences.

### **4. How will student achievement be evaluated?**

Student achievement in the course will be evaluated in the following ways:

- **Personal Action Statements (10%)**  
For most modules, a personal action statement is assigned, evaluating students' ability to create a realistic and specific goal in the context of the newly learned strategies and the current requirement of their target course. Students will use their implementation of these personal action statements to write their reflection papers.
- **Reflection Papers (30%)**  
A total of five reflection papers (minimum 250 words each) will be assigned. In these reflections, students will include their conceptual understanding of five important learning strategies and their personal experience in implementing these learning strategies as outlined in their personal action statements. Students will post these reflections to the Moodle discussion forum. Students will also be required to comment on other student's strategies.
- **Quizzes (10%)**  
At the completion of most modules in the course, students will complete a chapter quiz to assess their understanding of the course content. Immediate feedback will be available in the quiz window.
- **VARK (10%)**  
VARK is a 16-item self-report questionnaire that assesses students' learning preferences such as visual and auditory. This assignment has two components: a) completion of the VARK questionnaire at <http://www.vark-learn.com/english/page.asp?p=questionnaire> and b) a 200-word explanation of how students would take advantage of the preferred learning style to enhance learning in the target course.
- **Study Guides (20%)**  
Learning strategies regarding note taking skills will be evaluated by two study guides—one in text and the other in a graphic organizer--created by the student and linked to his or

Evaluation will be focused on the organization, connection, and clarity of the presented course content.

- **Term Paper (20%)**  
The holistic, relational, and personal understanding of the course content will be evaluated by a term paper (minimum 500 words), in which students will be required to detail their understanding, application, and outcome of selected strategies learned during the semester.

**5. How will academic honesty for tests and assignments be addressed?**

Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments and testing controls available in Moodle. Additionally, students will be informed of policies pertaining to academic integrity and expected to take a quiz regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus:

*Academic Integrity Policy*

*Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Violations of academic integrity include:*

- *Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.*
- *Using unauthorized materials and resources during quizzes and tests.*
- *Possessing course examination materials without the prior knowledge of the instructor.*
- *Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.*
- *Engaging behaviors that are disruptive or threatening to others.*
- *Using computer technology in any way other than for the purposes intended for the course.*

*Please note that IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies or as a PDF online at <http://www.iup.edu/registrar/catalog>.*

The methods to be employed for each type of assessment are included below.

- **Informal Writing Assignment**—This assignment will be given at the onset of the course and will serve as a student writing sample to be used throughout the course to compare this baseline writing to the student performance on course assignments.

- **Quizzes**—Quizzes will make extensive use of Moodle testing control features, including short testing times, limited test availability, randomized questions, a multi-question test pool, and secure test window. Each quiz in the course also includes the academic integrity policy and spells out the procedure for taking online tests.

In addition to the above methods, chapter quizzes will receive a much lower weight than highly individualized assignments (see the response to question #4 for detailed information about grade distribution).

- **Writing Assignments**—These assignments are aimed to test students' ability to apply the course content to their individual situations. For instance, a reflection paper will document the student's individual experience in utilizing certain strategies in conjunction to the target course. Moreover, all the consequent reflection papers and the term paper should be consistent in the student's writing style. Any noticeable variation can be captured through comparison to alert for possible violation of academic integrity.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

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**Step Two: Departmental/Dean Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)  
 Negative

                      9/21/10  
 Signature of Department Designee                      Date

Endorsed:                       9-23-10  
 Signature of College Dean                      Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**


Recommendation:  Positive (The objectives of this course can be met via distance education)  
 Negative

                      10/21/10  
 Signature of Committee Co-Chair                      Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

**Step Four: Provost Approval**

Approved as distance education course Rejected as distance education course

  
Signature of Provost Date 10/22/10

Forward form and supporting materials to Associate Provost.

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## **DVST 160: Learning Strategies Syllabus of Record**

1 Credit  
0 Lab hours  
1 Lecture hour (1c-0l-1sh)

### **I. CATALOG DESCRIPTION**

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook note taking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

### **II. COURSE GOALS & OBJECTIVES**

**Goal 1: To develop and achieve learning goals.**

**Objectives:** Upon successful completion of this course, participants should be able to:

- a. write a realistic (attainable) academic goal statement for the term;
- b. develop and implement specific strategies to achieve the goal;
- c. evaluate progress toward achieving the goal;
- d. evaluate positive and negative influences on goal attainment.

**Goal 2: To develop effective time management and concentration strategies.**

**Objectives:** Upon successful completion of this course, participants should be able to:

- a. analyze use of available study time;
- b. identify positive and negative influences on time use and concentration;
- c. allocate time needed to achieve academic goals;
- d. implement effective concentration techniques;
- e. understand the relationship between learning principles, time management, and concentration.

**Goal 3: To develop effective strategies for study.**

**Objectives:** Upon successful completion of this course, participants should be able to:

- a. analyze the effectiveness of strategies in reference to goals;
- b. implement effective strategies for textbook reading and study;
- c. implement effective strategies for note taking and use of notes;
- d. implement effective strategies for exam preparation;
- e. implement effective strategies for test-taking;
- f. integrate use of the comprehension hierarchy into the study process;
- g. make necessary modifications in their study environments.

**Goal 4: To understand the reasons for application of specific strategies.**

**Objectives:** Upon successful completion of this course, participants should be able to:

- a. list and explain the principles of learning;
- b. diagram and explain learning and forgetting curves;
- c. integrate knowledge of different levels and types of learning into the study process;
- d. describe a typology of learning styles, define ones own learning style(s), and present evidence of the application of learning style information to the process of studying.



### **III. TOPICAL OUTLINE**

An outline of the primary course topics is presented below. Additional topics of interest and relevance to the class may be incorporated.

- A. Semester Academic goals (1.5+ classes)
  - 1. Definition and characteristics of a goal
  - 2. Assessment of semester and future academic goals
  - 3. Self-assessment of study strategies needs
  - 4. Process of goal-planning, implementation, and evaluation
  
- B. Strategies for Effective Time Management (1.5+ classes)
  - 1. Rationale for time management planning
  - 2. Guidelines and principles of effective time management
  - 3. Time management planning and analysis
  
- C. Strategies for Concentration (1+ class)
  - 1. Identification of internal and external distracters
  - 2. Development of short-term goals and objectives
  - 3. Time management strategies
  - 4. Diet/exercise/health considerations
  - 5. Reinforcement techniques
  - 6. Stress & anxiety control strategies
  
- D. Learning Styles & Strategies for Study (1+ class)
  - 1. Definition and characteristics
  - 2. Analysis of individual learning styles
  - 3. Implications for study environment & strategies used
  
- E. Strategies for Effective Textbook Studying/Reading (1+classes)
  - 1. Textbook formats and learning aids
  - 2. Textbook study strategies
  - 3. Textbook note taking strategies
  - 4. Reinforcement strategies for study/reading
  
- F. Strategies for Effective Use of Learning Characteristics (2+ classes)
  - 1. Types of learning & applications to study
  - 2. Curves of learning and forgetting and applications to study
  - 3. Learning principles and applications to study
  
- G. Strategies for Effective Note taking and Use of Notes (2+ classes)
  - 1. Types of classroom notes
  - 2. Types of study notes
  - 3. Underlining/highlighting/semantic mapping/networking
  - 4. Reinforcement strategies
  
- H. Strategies for Effective Exam Preparation and Test-Taking (2+ classes)
  - 1. Time management for exam preparation
  - 2. Development and use of study notes
  - 3. Use of comprehension hierarchy in studying
  - 4. Use of study groups and other support services
  - 5. Guidelines for taking objective tests
  - 6. Guidelines for taking essay tests

### **LEARNING FORMATS**

Four types of learning formats will be used: self-study; large and small group problem solving discussions; written assignments involving application and analysis of class topics; and, small group or individual exploration and presentation of a course topic. It is expected that participants will identify a reading-oriented "target" course (in which they are currently enrolled) with which to apply class topics. Class attendance and class participation are integral to this course; therefore, class attendance and active participation are expected.

### **IV. EVALUATION METHODS**

The final course grade will be based on the total number of points earned. The total number of points earned will be converted to a percentage of the total number of points available in the course. The letter grade corresponding to the points and percentages is given below.

<u>Letter Grade</u>	<u>Percentages</u>	<u>Points</u>
A	100 - 90%	190-171
B	89 - 80%	170-152
C	79 - 70%	151-133
D	69 - 60%	132-114
F	below 60%	below 114

#### Factors included in final grade:

##### **A. Application Assignment (80 points)**

1. Eight (8) application assignments will be given, each of which carries a value of 10 points.
2. The application assignments will often form the basis for class discussions; therefore, it is important that the assignments be completed thoroughly and thoughtfully, and that they be completed before class begins. The class discussions will require defense of the responses included on the assignments.
3. Except in unusual circumstances, assignments submitted late will not be accepted. Zero points (0) will be earned in such cases.
4. Assignments may be revised if the student wishes to try to improve his/her grade. If so, the revision is due in the class meeting following the one in which the assignment was returned. Students who intend to revise assignments are encouraged to discuss the assignment with the instructor. (Please note that the option to revise is given only for assignments submitted by the original deadline date.)

##### **B. Quizzes (30 points)**

At the beginning of three (3) class meetings, 10-point quizzes on the reading material assigned for that class will be given. These quizzes will not be announced in advance, and they may not be made up if the student is not in attendance when the quizzes are given, unless a valid excuse is presented.

##### **C. Participation (30 points)**

Active and relevant small group participation, including completion of the in-class exercises and discussion of application assignments, will constitute 30 points of the final grade. (Group members will complete participation rating forms at the conclusion of each class discussion. These rating forms will form the basis for awarding participation points. The total number of participation points for each student will be prorated on the basis of 30 possible points.)

(Choice of D or E below):

**D. Group Project (50 points)**

If this option is selected, class participants will be expected to participate actively in a group research project. Each group will be comprised of 3-4 members. The group project involves exploration of a course topic and presentation of the findings to the class in one of the last two class meetings. Groups may choose to divide the responsibilities in any manner they wish; however, the major components of the project include the following: (1) a review of literature on the topic selected; (2) development of a questionnaire, based on the literature review and on information from the Strategies class, to be distributed to faculty members or students; (3) analysis of the findings of the survey; and (4) a paper and presentation. The paper (5+ typed pages + appendix) is to include a statement of the purpose of the project, a review of the literature read, the method(s) by which data were collected, a summary and analysis of the findings, and a discussion of the results of the findings in relation to the readings.

**E. Individual Research Paper (50 points)**

The purpose of the individual research paper is to examine one of the course topics in greater depth. Students will be expected to conduct a review of literature, consisting of at least 8 sources, and to explain how they have applied, and can better apply, the strategies and concepts presented in the literature. The expected paper length is 5 typed, double-spaced pages.

**V. REQUIRED TEXT**

College Study: The Essential Ingredients 2<sup>nd</sup> ed. (2008) Upper Saddle River, NJ: Prentice Hall Publishers.

**SPECIAL RESOURCE REQUIREMENTS:** None

**BIBLIOGRAPHY**

- Angus, K. B. & Greenbaum, J. (2003). Position statement on rights of adult readers and learners. *Journal of College Reading and Learning*, 33, 122-130.
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- Higbee, J. L. (1996). Ability, preparation, or motivation. *Research and Teaching in Developmental Education*, 13(1), 93-96.
- Maxwell, M. (1997). *Improving Student Learning Skills*. Clearwater, FL: H & H Publishing Co.
- Stahl, N., Simpson, M. and Hayes, C. (1992) *Ten Recommendations for College Reading and Study Skills Courses*. *Journal of Developmental Education*. 16 (1), 2-10.
- Weinstein, C. L., & Stone, G. (1993). Broadening our conception of general education: The self-regulated learner. In N. Raisman (Ed.) *New directions for community colleges: Directing general education outcomes*. San Francisco: Jossey-Bass.

DVST 160: Learning Strategies

## Syllabus

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Online Office Hours: [To be added when the course is taught]

[Course Description](#) | [Course Objectives](#) | [Textbooks & Materials](#) | [Required Technology Skills and Software](#) | [Technical Support](#) | [Participation Requirements](#) | [Student Evaluation](#) | [Grading](#) | [Course Schedule](#) | [Bibliography](#)

### Course Description

Title: DVST 160 Learning Strategies

Credit: 1

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test taking, lecture and textbook note taking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in sessions is expected.

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### Course Objectives

Goal 1: To develop and achieve learning goals.

Objectives: Upon successful completion of this course, participants should be able to

- a. write a realistic (attainable) academic goal statement for the term;
- b. develop and implement specific strategies to achieve the goal;
- c. evaluate progress toward achieving the goal;
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- a. analyze use of available study time;
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- c. allocate time needed to achieve academic goals;

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- e. understand the relationship between learning principles, time management, and concentration.

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- b. implement effective strategies for textbook reading and study;
- c. implement effective strategies for note taking and use of notes;
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- f. make necessary modification in their study environments.

Goal 4: To understand the reasons for application of specific strategies.

Objectives: Upon successful completion of this course, participants should be able to

- a. list and explain the principles of learning;
- b. diagram and explain learning and forgetting curves;
- c. integrate knowledge of different levels and types of learning into the study process;
- d. describe a typology of learning styles, define one's own learning style(s), and present evidence of the application of learning style information to the process of studying.

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### **Textbook & Material**

Lipsky, S. (2008). College Study: The Essential Ingredients (2nd ed.). ISBN-10: 013158524X or ISBN-13: 9780131585249.

An academic planner as selected by students

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### **Required Technology Skills and Software**

#### *Technology Skills*

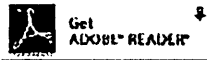
Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Moodle and its associated tools, including discussion, quizzing, and assignment submission features
- The ability to use Internet communication tools, specifically the IUP e-mail system (iMail)
- The ability to attach files to an e-mail message
- The ability to use presentation (e.g., PowerPoint) and word processing software
- The ability to demonstrate netiquette (appropriate online conduct)

#### **Software**

The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

[Adobe Reader](#)



[Flash Player](#)



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## Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's IT Support Center at 724-357-4000 Monday through Friday between 7:30 a.m. and 5:30 p.m. Eastern Time (ET). You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at [it-support-center@iup.edu](mailto:it-support-center@iup.edu) or via electronic form available online at <http://www.iup.edu/page.aspx?ekfrm=36009>.

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## Participation Requirements

### *Course Participation*

Course weeks run from Sunday at midnight to Friday at 11:59 p.m. (ET). Because this is a Web-based course, you will have some discretion as to what pace you can effectively learn the material presented. You are encouraged, however, to follow the course schedule as outlined in the syllabus. Assignments presented during the course week are designed for you to practice the skills presented in the class and to receive feedback from the instructor. The due dates for assignments are outlined in the course syllabus. After the due date, the assignment submission tool will not be available anymore. In other words, *late assignments will not be accepted*. If you believe you have a legitimate reason for the late submission, you need to explain the situation via e-mail to the instructor. The instructor will make a decision on a case-by-case basis as to whether the late assignment will be accepted.

### *Course Commitment*

The degree of your commitment to a course usually predicts the likelihood of your success in the course. Course commitment means that you understand and accept the course objectives and policies and the instructor's expectations outlined in the syllabus. The content section of the welcome block of the DVST 160 Moodle course page presents several documents and activities. Please read these documents carefully, as they are designed to communicate important policies and procedures to help you be successful in the course.

## Online Etiquette

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the traditional classroom setting, what you say in the online environment is documented and not easily erased or forgotten. The following netiquette guidelines should be followed for this course:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information.
- Keep chat comments brief and to the point. If longer comments are necessary, use <more> to indicate lengthy messages and <end> when you are finished.
- Focus on one topic at a time when chatting or posting to discussions.
- Choose your words and discussion topics carefully.
- Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.
- When posting, make sure to check grammar and spelling before submitting your post.

### **Students with Disabilities**

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations. Assistance for individuals with disabilities is available through IUP Disability Support Services at 724-357-4067 or at <http://www.iup.edu/disabilitysupport>.

### **Academic Integrity Policy**

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Using unauthorized materials and resources during quizzes and tests.
- Possessing course examination materials without the prior knowledge of the instructor.
- Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.

- Engaging behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at <http://www.iup.edu/registrar/catalog/default.aspx>.

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### **Student Evaluation**

Throughout the semester, it is important that you understand what you have learned in this class in the context of your current courses and transfer the strategies and information to those courses. Choose one of your current courses as a target course. You will be using this target course throughout the semester in completing class assignments.

Students will be evaluated with the following methods:

- **Personal Action Statements (10%)**  
For most modules, you will be required to write a personal action statement linked to your target course. Grading will be based on the specific strategies employed to reach your goal that would reflect the progress of your target course. The due dates are included in the course schedule.
- **Reflection Papers (30%)**  
You will be required to write a total of five reflection papers (minimum 250 words each), reflecting on your implementation of learning strategies you identify in your Personal Action Statements. You will be required to submit your paper as a discussion forum post in Moodle. Grading will be based on your understanding of the information in the module and connection to your personal situation and your target course. You will also be required to comment and provide feedback to your peers. The due dates are included in the course schedule.
- **Quizzes (10%)**  
For most modules in the course, you will be required to take a quiz to monitor your understanding of the information presented in the module. Feedback will be provided once you submit your answers in the quiz window. Grading will be based on your understanding of the presented information. The due dates are included in the course schedule.
- **VARK (10%)**  
VARK is a 16-item self-report questionnaire that determines learning preferences according to the way in which you want to receive and present information--visual, auditory, read/write, and kinesthetic. This assignment has two components: a) completion of the VARK questionnaire at <http://www.vark-learn.com/english/page.asp?p=questionnaire> and b) a 200-word explanation of how you would take advantage of your preferred learning style to enhance your learning in your target course. Grading will be based on your completion of the questionnaire and your



explanation of your learning style in relation to your target course. The due date is listed in the course schedule.

- **Study Guides (20%)**

You will be required to create two study guides linked to your target course--one in text and the other in a graphic organizer. Grading will be based on your understanding of the selected course content, a clear organization of the important information, and a demonstrated link to the purpose of the study guides. The due dates are included in the course schedule.

- **Term Paper (20%)**

You will be required to write a term paper (minimum 500 words), detailing your application of selected strategies learned during the semester. In this paper, identify the strategies that you found most helpful in your target course as well as other courses and the effect of those strategies on your learning. The paper should demonstrate your improved performance in your target course. Grading will be based on the clarity of your description and the demonstrated connection between the applied strategies and your improved learning. It is due in the final week of the semester.

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## **Grading**

The following grading scale will be used:

90%-100% = A

80%-89% = B

70%-79% = C

60 %-69% = D

Below 60% = F

### *Incomplete Grades*

Incomplete grades will only be granted only in the event of "major life crises." The instructor reserves the right of judgment as to what qualifies as a "major life crisis."

### *Withdrawal Grades*

According to IUP policy, if you wish to receive a withdrawal (W) grade for the course, you must do so by the University deadline for processing withdrawals, which can be found on the IUP URSA page in the academic calendar. The student who fails to withdraw by the deadline must file for a deadline waiver through the dean of his or her college and provide documentation of catastrophic circumstances preventing the student from completing the course/semester. In the event withdrawal would be required, failure to process a withdrawal will result in a failing grade for the course.

### *Disagreement with Awarded Grade*

If you disagree with the awarded grade or feel an error exists in the grade calculation, please contact your instructor to arrange a conference regarding your grade.

calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

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### **Course Schedule \***

<b>Week</b>	<b>Topics</b>
1	Moodle Content: Introduction to DVST 160 Reading: Syllabus; Brief Introduction to Moodle  Quiz: Commitment to Course Policies Assignment Due: Self-Introduction Writing
2	Moodle Content: Creating Academic Success Reading: Chapter 1 pp. 1-15 <ul style="list-style-type: none"><li>▪ Focus Questions</li><li>▪ Chapter Terms</li><li>▪ A System of Study</li><li>▪ Your Learning Behavior, Attitude, and Style</li><li>▪ A Path to Success</li></ul> Quiz: Creating Academic Success Assignment Due: Action Statement – Creating Academic Success
3	Moodle Content: Managing Your Time Reading: Chapter 2 pp. 16-37 <ul style="list-style-type: none"><li>▪ Focus Questions</li><li>▪ Chapter Terms</li><li>▪ Controlling Your Time</li><li>▪ Procrastination and Online Courses</li><li>▪ Personal Action Statement</li></ul> Quiz: Managing Your Time Assignment Due: Action Statement – Managing Your Time

4 Moodle Content: Controlling Your Study Environment  
Reading: Chapter 3 pp. 38-48

- Focus Questions
- Chapter Terms
- Controlling Your Study Environment
- Choose a Suitable Location
- Get Organized
- Maximize Concentration

Quiz: Controlling Your Study Environment

Assignments Due:

- 1) Action Statement – Controlling Your Study Environment
- 2) Reflection Paper I – Managing My Time

5 Moodle Content: Learning Styles

Reading:

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>

- Introduction to Learning Styles (Video)
- Descriptions of learning styles.

Quiz: Learning Styles

Assignments Due:

- 1) Action Statement – Learning Styles
- 2) VARK

6 Moodle Content: Activate Listening and Note Taking

Reading: Chapter 4 pp. 49-74

- Focus Questions
- Chapter Terms
- Active Listening
- Prepare before Class
- Listen and Take Notes During Class
- Follow Up after Class
- Deal with Difficult Lectures

Quiz: Active Listening and Note Taking

Assignments Due:

- 1) Action Statement – Activate Listening and Note Taking
- 2) Reflection Paper II – My Learning Style

7 Moodle Content: Reading and Studying Textbooks  
Reading: Chapter 5 pp. 75-97

- Focus Questions
- Chapter Terms
- Understanding and Remembering
- Preview What Is Ahead
- Break Up Your Reading
- Check Your Understanding
- Create Study Guides

Quiz: Reading and Studying Textbooks

Assignments Due:

- 1) Action Statement – Reading and Studying Textbooks
- 2) Study Guides (One in text, the other in a graphic organizer)

8 Moodle Content: Mastering Your Notes  
Lecture PowerPoint:

- Reviewing to Cement Understanding
- Seeing the Big Picture with Summaries
- Making the Case for Reflection

Quiz: Mastering Your Notes

Assignments Due:

- 1) Action Statement – Mastering Your Notes
- 2) Reflection Paper III – Using Study Guides to Enhance My Understanding

9 Moodle Content: Enhancing Your Memory  
Reading: Chapter 6 pp. 100-109

- Focus Questions
- Chapter Terms
- Study in Regular Blocks of Time
- Review Regularly
- Organize and Categorize Information
- Use Your Senses
- Associate Ideas

Quiz: Enhancing Your Memory

Assignment Due: Action Statement – Enhancing Your Memory

**10** Moodle Content: Success with Tests  
Reading: Chapter 7 pp. 111-125

- Focus Questions
- Chapter Terms
- Success with Tests
- Reduce Test Anxiety

Quiz: Success with Tests I

Assignment Due:

- 1) Action Statement - Reduce Test Anxiety
- 2) Reflection Paper IV – Enhancing My Memory of Learning

**11** Moodle Content: Success with Tests  
Reading: Chapter 7 pp. 125-142

- Develop Test-Wiseness
- Review the Test

Quiz: Success with Tests II

Assignment Due: Action Statement – Develop Test-Wiseness

**12** Moodle Content: Getting the Most Out of Group Discussion  
Reading: Group Discussion Skills (PDF)

- Why Discussion
- Discussion Skills
- Voicing and Arguing a Point
- Discussion Etiquette

Quiz: Getting the Most Out of Discussion

Assignment Due: Action Statement – Getting the Most Out of Discussion

13 Moodle Content: Continuing Your Academic Success  
Reading: Chapter 8 pp. 143-146

- Focus Question
- Chapter Term
- Your Future Personal Action Plan

Assignments Due:

- 1) Action Statement – Continuing Your Academic Success
- 2) Reflection Paper V – Learning through Sharing (Constructing Knowledge Socially)

14 Moodle Content: Review and Reflection

Assignment Due: Term Paper

\* This is a tentative schedule of class activities and deadlines over the course of the semester and is subject to change.

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Dear Distance Education Student:

Welcome to DVST 160: Learning Strategies. In this course, you will be introduced to a number of strategies that will help you to manage your time, articulate and achieve your personal goals, effectively listen and take notes, and alleviate your test anxiety to achieve the best results. You will also be introduced to tools designed to assess your learning style and to assist you in identifying what kind of learner you are and in optimizing your learning processes based on your learning style.

In this course, we will be making extensive use of the Moodle learning management system. To participate in the course, you will need access to a computer with an Internet connection (high-speed not required, but recommended) and the ability to navigate the Web and to use software applications, such as Microsoft Word and PowerPoint.

The required text for the course is *College Study: The Essential Ingredients*, 2<sup>nd</sup> ed. by S. Lipsky, which can be ordered as an e-textbook at a lower price (\$15.12) at <http://www.coursesmart.com/search>. You can access the companion website to the textbook at [http://wps.prenhall.com/chet\\_lipsky\\_college\\_2/64/16605/4251011.cw/index.html](http://wps.prenhall.com/chet_lipsky_college_2/64/16605/4251011.cw/index.html). You will also need an academic planner of any kind you prefer. Be sure to get all the course materials prior to the start of class.

To assure that everyone gets the most out of the course and to assist you in planning your participation in the course, instruction has been divided into course weeks based on topics or chapters. Each course week, including the topic(s) to be covered and the work to be completed by the specified time, are outlined in the attached course syllabus. Course weeks run from Sunday at midnight until Friday at 11:59 p.m. (ET).

I will check e-mail daily until 10 p.m. (ET). I also have scheduled office hours Tuesdays and Thursdays from 11 a.m. until 12 p.m. (ET). During these office hours, you may contact me via telephone or online chat.

To assure your readiness for the first official day of class, please complete the preparatory steps listed on the attached sheet and activities and review the attached syllabus prior to the first official day of class—August 25, 2010.

Should you require assistance in this process, please feel free to contact me Monday-Friday between the hours of 9 a.m. and 10 p.m. (ET) using the contact information listed below.

Dr. Danhua Wang  
203 Pratt Hall, Indian University of Pennsylvania  
Indiana, PA 15705  
724-357-2729  
[dwang@iup.edu](mailto:dwang@iup.edu)

I look forward to working with you.

Sincerely,

Dr. Danhua Wang

## Course Preparation Checklist

1. Access the IUP Distance Education Web site at <http://www.iup.edu/distance> and read the Student Responsibilities. This statement outlines important policies of which you should be aware before taking an online course.
2. Your IUP e-mail account is the official means of electronic communication with the University. You should check your e-mail to assure that your account is active. You will want to check it often throughout your enrollment to keep up on important course and University information. To access the system, visit <http://imail.iup.edu>.
3. Our course uses the Moodle learning management system. To access the system, visit <http://moodle.iup.edu>.
4. Enter your username and password when prompted. This information will be the same as your IUP computer network account. If you do not know this information, you can obtain it at <http://ursa.iup.edu>.

Once you have logged into Moodle, click the My Moodle link in the upper right-hand corner to access your list of courses.

The screenshot shows the Moodle interface for Indiana University of Pennsylvania. At the top left is the IUP Moodle logo. The main content area is titled "Site news" and contains two announcements: "Summer Course Shells Available" and "Course Availability". The "Summer Course Shells Available" announcement states that course shells are available in Moodle and provides instructions for students to access them. The "Course Availability" announcement discusses development courses and semester-based course shells. On the right side, there is a "My Moodle" navigation menu with links for "My Moodle", "My Moodle Courses", and "My Moodle". Below the menu is a calendar for the month of May 2009.

Choose DVST 160 from the list to access the course page. You should attempt to become familiar with Moodle prior to the course. The course includes a handout, A Brief Introduction to Moodle. Information may also be obtained at the IUP Moodle Landing page at <http://www.iup.edu/moodle>.

5. Purchase the textbooks and associated materials as outlined in the course syllabus. These materials will be required for the successful completion of the course.
6. Download any necessary software as outlined in the course syllabus. This software will be required to run or view much of the online content.
7. Prior to the first official day of class and complete the following:
  - a. Look around the course and become familiar with the location of everything.
  - b. Complete the Introduction to DVST 160 module in the welcome block of the DVST 160 Moodle course. This module will familiarize you with the course content and expectations.
  - c. Please e-mail to your instructor any questions that you may have regarding the course.
8. You should keep this letter and the IUP technical support numbers handy in case you are unable to access your account information or the course. The IUP technical support contact is

IUP Technology Service Center  
724-357-4000  
it-support-center@iup.edu  
<http://www.iup.edu/itsupportcenter>

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Use the links below to jump to the individual sections of this module:

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## Overview

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Welcome to DVST 160: Learning Strategies. In this course, you will be introduced to a number of strategies that will help you to manage your time, articulate and achieve your goals, listen effectively, take meaningful notes, and pass tests with satisfaction. You will also be introduced to tools designed to assess your learning style(s) and to assist you in using this information to optimize your learning.

Before our time together, please take some time to familiarize yourself with the Moodle course and to review the material presented in this module. The [syllabus](#) and other materials presented in this module will help you to become better acquainted with what to expect over the coming weeks. Additionally, there are assignments built into this module to help me get to know you and what you want to get out of this course.

I look forward to our working together. Please feel free to contact me if you have any questions regarding this course or the syllabus.

Best regards,

Dr. Danhua Wang

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## Objectives

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At the completion of this unit, the student will

- Demonstrate an understanding of the course syllabus.
- Commit to the expectations set forth in the syllabus and course introduction.
- Explain his or her interest in study strategies.

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## Lesson Guide

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The following activities are designed not only to familiarize you with the course policies and expectations but also to give the instructor an opportunity to get to know you and your interest and intent for taking this course. The due dates for all activities are outlined in the class schedule in the course syllabus. It is highly recommended that you complete the following *prior to* the first official day of class:

### Course Policy Review

Read the course [syllabus](#) posted in the welcome block of the DVST 160 Moodle course page. Please read carefully and note any questions you may have regarding course policies and expectations, schedules, etc. Any questions you have should be sent to your instructor via IUP e-mail. At the completion of this module, you will be quizzed to assure your understanding of the course policies and information presented in the syllabus.

### Introduction Writing Assignment

This is a brief (one- to two-page) informal writing assignment so that I can get to know a little bit about you and your interests regarding your study strategies. Some topics that you are expected to address in this assignment include the following:

- Why have you chosen to take this course?
- What are the study strategies you usually use in your study?
- Which study strategies do you think need to be developed in this course?

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## Assessment

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To complete this module, do the following:

### 1. Commitment to Course Policies

Locate the Commitment to Course Policies quiz in the welcome block of the DVST 160 Moodle course page. The syllabus represents a contract between yourself and the instructor. It is important that you understand the course requirements. The Commitment to Course Policies quiz is a means to assess your understanding of the course syllabus and course policies. Prior to completing the quiz, you should read the course syllabus. If you have any questions, contact the instructor via IUP e-mail. You will only be given one attempt at the quiz. Your responses will not be counted toward your grade; this is simply a means to assure your understanding of course policies and use of the Moodle Quiz feature. To assist you in taking the quiz, the [Taking Moodle Quizzes Help Sheet](#) has been provided.

## 2. Self-Introduction Writing Assignment

Compose a 250-word response to introduce yourself and tell a little bit about your interest in or knowledge of career exploration. You are expected to include the following three points:

- Why have you chosen to take this course?
- What are the study strategies you usually use in your study?
- Which study strategies do you think need to be developed in this course?

You should be sure to pay attention to spelling and grammar. It is recommended that you type the document in a word processing program and save it so that you have a copy for yourself.

Once you have typed your response, post it to the Self-Introduction Writing Assignment forum, located in the welcome block of the DVST 160 Moodle course page.

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## Taking Exams in Moodle

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The following help sheet is designed to provide you with tips for how to successfully take tests/quizzes in Moodle.

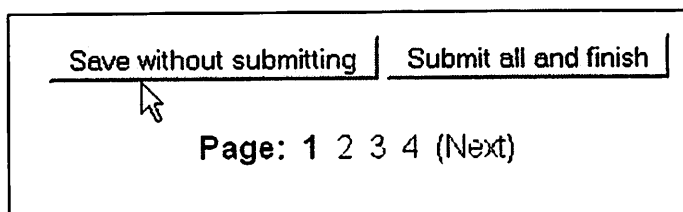
### Prior to taking the exam

- Get to know Moodle. Log on and learn how to move through the system and where to locate course content, activities, and important information.
- If you have any documented disabilities that would prevent you from participating in the online testing process or would require testing accommodations, you must notify and discuss appropriate accommodations with your instructor.
- Make sure your computer is in good working order and that you have the appropriate software installed.
- You must disable any pop-up blocking software.
- Gather any materials that you will be permitted to use on the exam (e.g., notes, textbook, study guides).
- Pick a location where you can work uninterrupted for the time of your exam.
- Know whom to contact in case something goes wrong. In most cases, you should contact your instructor *immediately* if you experience issues while taking an exam.
- Most importantly, *be prepared*. Make sure that you have completed required readings, participated in required course activities, taken notes, and studied.

### Taking the exam

Your instructor has the ability to set up Moodle to control exam availability, the amount of time to take the exam, the number of questions presented at one time, and the order in which the questions are presented. These factors will differ by instructor/course. Be aware of the testing conditions for a given exam. The following are some general points to keep in mind when taking exams in Moodle:

- You must take the exam during the availability window set by your instructor. For example, an exam may only be available from Wednesday, June 10, 2009 at 12:00 a.m. until Thursday, June 11, 2009 at 11:55 p.m.
- You may be permitted to take the same exam more than once during the availability period. However, all attempts must be completed within the availability period.
- Allow enough time to take the exam. Exams will shut down when the availability period ends.
- Exams that are timed will close when time has run out, and you will be unable to complete any incomplete questions or items.
- When responding to questions, make sure to click the Save Without Submitting button at the bottom of each page of the exam before moving on to subsequent pages. You may then advance to the next page by clicking the page number or the Next link. (Pictured right.)
- Once you have completed all questions, click the Submit All and Finish button. You will receive a warning message to confirm that you are done with the quiz and do not wish to make changes. If you are sure you are finished, click OK. Your quiz will be submitted for grading.
- If you have multiple attempts to take the exam, your instructor may set a time limit between each attempt. This time limit is put into place to require you to take time to review your responses and study your materials to improve your score for your next attempt.



## **Taking Exams in Moodle**

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- If you experience problems during the exam—system timeouts, failure of the system to save your responses, etc.—contact your instructor immediately.
- You must complete all attempts at taking the exam within the given period of availability and in the time allotted for each attempt.

### **After the exam**

- Your instructor may set the exam up to allow you to review your responses and to see missed items. You may also be able to receive your grade immediately. If either of these items have been permitted, they will be visible at the end of the exam.
- If this is your first attempt at the exam, use this opportunity to review your responses and note questions about which you were not sure of the answers. Use the information to prepare for your next exam attempt.
- When you are finished with Moodle, make sure you log out of the system and close the Web browser.

**Good Luck!**

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## Managing Your Time

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Use the links below to jump to the individual sections of this module:

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### Overview

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Unlike high school where teachers structured your assignments and classes filled your day, in college, you will have less in-class time, more outside-of-class work, and a great deal of freedom and flexibility at your disposal. Your life at college and your academic achievements have much to do with your time management.

What is time management then? To begin with, the label is a little misleading because you really cannot manage your time without managing yourself. In essence, it means developing good habits that would help you to utilize time efficiently and changing habits that would cause you to lose time.

In this module, you will find answers to these questions: What are the tools to manage time, and how do I use them? How do I balance academic work with social activities and personal matters? How can I prevent procrastination?

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### Objectives

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At the completion of this unit, the student will

- Describe why college students often have difficulty in managing their time productively.
- List the five essential strategies for successful time management.
- Effectively manage time daily, weekly, and monthly.

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## Lesson Guide

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### Readings

Read the chapter “Managing Your Time” as indicated in the course syllabus. Complete the Managing Your Time Study Guide (also available in the Managing Your Time block in the DVST 160 Moodle course page) to understand and reinforce your memory of the important information presented in this chapter. Upon completion of the study guide, you may check your answers using the Managing Your Time Answer Key (also available in the Managing Your Time block in the DVST 160 Moodle course page).

### Focus Questions

As you read, look for answers to the following questions and relate them to your own situation.

- What are the guidelines for scheduling your time daily, weekly, and monthly?
- How would you, as a college student, overcome the difficulty in managing your time?
- How might you use the five essential ingredients to manage your time effectively?

### Additional Resources

This site [http://wps.ablongman.com/long\\_longman\\_studyskls\\_2/26/6858/1755884.cw/index.html](http://wps.ablongman.com/long_longman_studyskls_2/26/6858/1755884.cw/index.html) provides more tips for time management, self assessment for your time management skill, and websites that further discuss time management.

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## Assessment

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To complete this module, perform the following tasks. Please note that all tasks are due by the deadlines outlined in the course syllabus.

### 1. Quiz

Following completion of the readings and the study guide, take Managing Your Time quiz located in the Managing Your Time content block on the DVST 160 Moodle course page. The Taking Tests/Quizzes in Moodle Help Sheet has been provided to assist you.

### 2. Personal Action Statement – Managing Your Time

Upon completing the chapter on Managing Your Time, write a personal action statement about how to manage your time. Submit this action statement under the Managing Your Time assignment located in the Personal Action Statements assignment block on the DVST 160 Moodle course page.

### 3. Reflection Paper – Managing Your Time

You will implement the plan outlined in your personal action statement and then write a reflective paper based on the results. Write a 250-word reflection based on your understanding of time management strategies, the strategies you attempted to use, and what worked and what did not. Post this reflection to the Reflection I: Managing Your Time forum in the Reflection Postings content block on the DVST 160 Moodle course page. The due date of this assignment is outlined in your course syllabus. Detailed instructions and grading criteria are included in [Reflection Paper I: Managing Your Time](#).

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## Managing Your Time

### **Study Guide: Managing Your Time**

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1. What are the five essential ingredients/strategies to control your time?
2. What are the three tools for time management?
3. List at least four elements you must consider when developing a weekly block schedule.
4. How do you use a semester calendar?
5. List three major strategies to balance academic with social and personal demands.
6. List four major strategies to prevent procrastination.
7. Of the three examples of personal action statements, which one is more likely to be successful and why?

## **Answer Key: Managing Your Time**

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**1. What are the five essential ingredients/strategies to control your time?**

- A weekly block schedule
- A daily planner
- A semester calendar
- Balancing academic with social and personal demands
- Avoiding procrastination.

**2. What are the three tools for time management?**

- A weekly schedule
- A daily planner
- A semester calendar

**3. List at least four elements you must consider when developing a weekly block schedule.**

- Class attendance and course work
- Regular study time for textbook readings and assignments
- Time to preview and review the class topic
- Use of campus support services

**4. How do you use a semester calendar?**

A semester calendar provides a broad view of course work and activities over an entire semester. This calendar can be used to mark the following items:

- Important deadline such as add/drop of courses and course withdrawal
- Dates for tests and examinations
- Dates for extra curriculum activities such as workshops or presentations
- Due dates for major assignments or long-term course projects
- Timeframe for course registration for next semester

**5. List three major strategies to balance academic with social and personal demands.**

- Prioritize by making a to-do list in the order of importance and urgency.
- Enlist support and cooperation from family and friends.
- Combine academic activities with social ones by joining some social groups that require study hours or academic activities such as fraternity or discipline-oriented clubs.

**6. List four major strategies to prevent procrastination.**

- Make sure you understand what you are required to accomplish.
- Assign a level of importance to all tasks.
- Follow the deadline set by the instructor.
- Break a task into a series of steps.

**7. Of the three examples of personal action statements, which one is more likely to be successful?**

Both students B and C are likely to be successful. Their Personal Action Statements list specific and realistic steps toward fulfilling their goals. Student A sounds too general about his/her actions and unrealistic about his/her expectation.

## Reflection I: Managing Your Time

### Table of Contents

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Use the links below to jump to the individual sections of this module:

[Overview](#) | [Objectives](#) | [Lesson Guide](#) | [Self Assessment](#)

### Overview

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How are you feeling about college life so far? Are you finding it enriching and pleasant or stressful and frustrating? A key factor influencing your feeling would be your time management skills.

Now that you have learned some important concepts and strategies about time management, you will be required to write a 250-word reflection paper demonstrating your personal understanding of the information and self examination in relation to the information.

[Top](#)

### Objectives

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At the completion of this unit, the student will

- Demonstrate personal understanding of selected time management concepts and strategies.
- Become aware of personal needs and remedies in time management concepts and strategies through information review and self examination.

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### Lesson Guide

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#### Reflection Paper Basics

A reflection paper documents your learning of presented information from a personal point of view. Through reflection, you can evaluate the information gained and what is most pertinent to you. You may also determine why the information is relevant and how you will use the

information in the future. Additionally, you may appraise solutions that did not work and speculate as to why they may not have worked for you.

Although the content of reflection is extremely individualized and personal, it is considered a fairly formal kind of writing. Therefore, slang and colloquial language should be kept to a minimum, and ideas should be well organized and conveyed with clarity and conviction.

#### Managing Your Time Reflection Components

The following components should be included and explored in your reflection:

- Identify concepts and strategies introduced in the module and explain them in a personal way.
- Describe in detail how the strategies identified in your personal statement helped your time management, which in turn makes positive difference in your college experience.
- Briefly conclude with your improvement on time management from the above content review and self report.

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### **Assessment**

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You will be evaluated as follows on your reflection:

A= Thoughtful

- Description of the selected chapter content demonstrates in-depth understanding (rather than breadth of coverage), personal interpretation (rather than restatement of the information), and thoughtful explanation (rather than superficial touch of the information).
- There is a tight logical link among the three component sections.
- Content is coherent and description is clear and to the point.
- Conclusion is a logical outgrowth of the previous sections.
- There are few spelling errors or faulty sentences.

B= Competent

- Description of the selected chapter content demonstrates correct understanding and personal interpretation.
- There is a loose logical link among the three sections.
- Content is fairly coherent, and description is clear.
- Conclusion is linked to the previous sections.
- There are a few spelling errors or faulty sentences.


C or Worse= Inadequate

- Description of the selected chapter content is incomplete or incorrect.
- There is lack of a logical link among the three sections.
- Content lacks coherence, and description begs clarification.
- There is a gap between conclusion and the previous sections.
- There are quite a few spelling errors or faulty sentences.
- Direct any questions/issues with the reflection paper to your instructor. Make sure that you understand what is required of the paper and the grading scheme.

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Screen Captures



**Indiana University of Pennsylvania**  
Moodle

My Moodle | IUUP Home | URSA | LSA | Learning | Disability Support

moodle.iup.edu > dwang.dav-DVST160

You are logged in as D Porter. Student (Return to my normal role)

[IUUP Moodle Documentation](#)  
[Moodle Product Documentation](#)  
[Contact the IUUP IT Support Center](#)

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**Return to my normal role**

**Latest News**  
(No news has been posted yet)

**Upcoming Events**

Classes End (End of Day)	Monday, 3 May
Final Exams	Tuesday, 3 May
Final Exams	Wednesday, 3 May
Final Exams	Thursday, 5 May
Final Exams	Friday, 7 May
Commencement	Saturday, 9 May
Early Summer Classes Begins	Monday, 10 May

Go to calendar  
New Event

**Return to my normal role**

**Recent Activity**

Activity since Tuesday, 27 April 2010, 12:29 PM  
Full report of recent activity

**Course updates:**

- Added Forum Self-Introduction Writing Assignment
- Deleted Assignment

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**Topic outline**

DVST 160

**Learning Strategies**

Welcome to DVST 160 Learning Strategies. In this course, you will be introduced to a number of strategies that will help you to manage your time, articulate and achieve your personal goals, effectively listen and take notes, and alleviate your test anxiety to achieve the best results. You will also be introduced to tools designed to assess your learning style and to assist you in identifying what kind of learner you are and in optimizing your learning processes based on your learning style.

- Introduction to DVST 160 (Module 0)
  - Syllabus
  - A Brief Introduction to Moodle (PEF)
  - College Study (Lipsky) Companion Website
  - How to Study (Pauk) Companion Website
  - Quiz: Commitment to Course Policies
  - Self-Introduction Writing Assignment
  - News forum
  - IT Support

**1 Managing Your Time**

- Managing Your Time (Module)
- Study Guide: Managing Your Time
- Answer Key: Managing Your Time
- Quiz: Managing Your Time

**2 Assignment: Personal Action Statements**

- Assignment: Personal Action Statements (Managing Your Time)

**3 Assignment: Reflection Papers**

- Reflection 1: Managing My Time
- Reflection 1: Managing Your Time

**People**  
Participants

**Activities**

- Assignments
- Forums
- Quizzes
- Resources

**Search forums**

Advanced search

**Administration**

- Grades
- Profile

**My courses**

- Career Center
- Instructions IUUP
- Intership (continued)
- Resources
- Chenett Development
- Experiential
- ICE Other IUUP
- Phonics Plus
- Reporter Development
- CHAM 101 Comm
- Media in American
- Soc411
- Porter: Inter-Reflective Practice and Blogging Training
- opiner: Sample2
- opiner: Sample2
- jsrat: Development
- CHAM 101
- Support/initial

Screen Capture: DVST 160 Moodle Course Homepage

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## Online Learning Style Survey

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check out our books & software page >

## The VARK Questionnaire

### How Do I Learn Best?

Questionnaire version 7.0 [More information](#)

Choose the answer which best explains your preference and tick the box next to it.  
**Please tick more than one** if a single answer does not match your perception. Leave blank any question that does not apply.

You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

- The salesperson telling me about its features.
- Reading the details about its features.
- Trying or testing it
- It is a modern design and looks good

Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg riding a bike. You learned best by:

- listening to somebody explaining it and asking questions.
- watching a demonstration
- diagrams and charts - visual clues
- written instructions - e.g. a manual or textbook

You are helping someone who wants to go to your airport, town centre or railway station. You would:

- tell her the directions.
- draw, or give her a map.
- write down the directions.
- go with her.

*Screen Capture: VARK Questionnaire*