

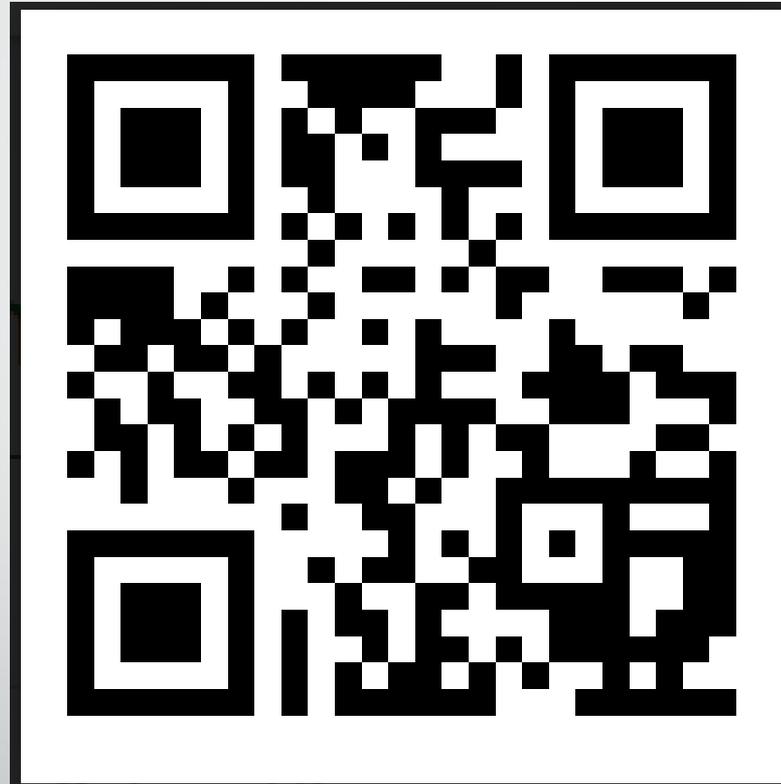


Active Listening, Note-Taking, and Participating

Academic Support Center

Valdosta State University

Welcome: Please mute your mic and videos, raise your hands once you have signed in



What is Active Listening?

- What are some indicators that someone is actively listening?
 - Encourage the speaker by using words such as, “Yes,” “I see,” and “go on”. (only when speaker is seeking active participation)
 - Ask questions to clarify what is said.
 - Check your understanding by repeating or paraphrasing what you think you heard.
 - Respond when appropriate.
 - Control emotional responses.
 - Listen to the entire point without interrupting.
 - Give the speaker time to think as well as talk.
 - Summarize what was said. (may not do this verbally but internally during class)

Be Present



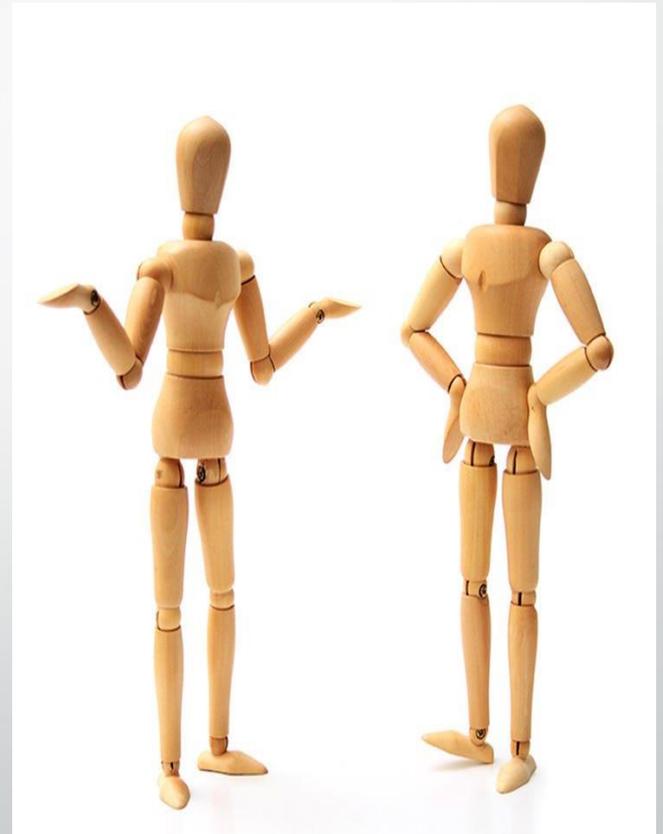
Preparing to “be present” in class

1. Be open-minded
2. Do the assigned readings before each lecture
3. Pay attention to the course syllabus
4. Make sufficient use of the auxiliary materials provided by the professor
5. Warm up for class!
6. Put away your cell phone



Active Listening

- Focus on the speaker.
- Watch for non-verbal cues. These may be more important than what is said.
- Listen to how something is said. Inflection, intonation and strength of the speaker's voice may communicate more than words alone.
- Eliminate distractions.
- Give encouraging non-verbal cues. Nodding and leaning toward the speaker show interest.



Active Listening Exercise

The Bug

- Instructions: “I am going to describe a drawing that I have of a bug. Without seeing this drawing, you are to draw the bug that I describe. You may NOT ask questions about the bug”

Class Participation

Class participation facilitates discussion on difficult subjects and helps clarify ideas and shows the teacher that you are making an effort to grasp the material.

1. How do you participate?
2. What is the value of participation?
 - Find a seat as close to the front of class as possible
 - Get a class partner: class partnerships help you stay motivated, has embedded accountability, and provides an extra opportunity to learn and or teach materials based upon learning styles.
 - Never think that you are asking a “stupid question.”
 - If you have read or seen something that is relevant to class, then speak up about it.



Taking effective notes during class



Different note-taking systems:

The Cornell Format

The Outline Format

The Paragraph Format

The List Format

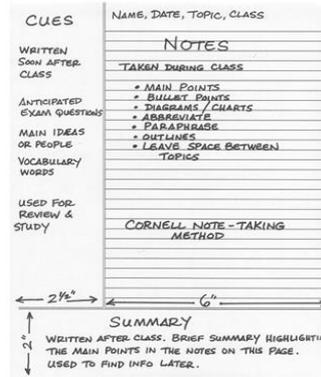
Combination Formats?

Note-taking Techniques

1. Be sure to identify the main points and ideas.
2. Don't try to write down everything.
3. If a lecture is disorganized, try to organize your note into specific frameworks.
4. When using the Cornell format, return to your key points and or questions to ensure you devise an accurate summary of the materials

Different Note Taking Techniques:

Cornell Method:



Mind Mapping



1. Break studying into chunks (don't study for more than 30 minutes without a break)
2. Get organized! Get a planner, agenda book, or app on your phone to help you stay on top of your assignments

The Charting Method (Title)

Monday March 16, 2015
page 1 of 1

| How? | Advantages | Disadvantages | When to use it? |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Set up your paper in columns and table headings and table headings. | Helps pull out the relevant information. | Can be a hard system to learn to use. | If you'll be tested on facts and relationships. |
| The headings could be categories covered in the lecture. | Reduces the amount of writing required. | You will need to know what content is being covered at the beginning of the lecture. | If content is heavy and presented quickly — such as a history course with dates, people, events, etc. |
| Insert information (words, phrases, main ideas, etc.) into the appropriate column. | Provides easy review for memorizing facts and studying comparisons and relationships. | | If you want to make an overview of the whole course on one big paper. |

Outline Method

- NO SENTENCES!
- Big topics first, then add supporting points
 - Indentation
 - main points farthest left
 - each lesser point indented
 - Abbreviation
 - use short phrases
 - Abr. words & ill. w/ pics
 - Mark levels
 - letters, #s, or Roman numerals
 - bullets, dashes, asterisks

Body Language and Oral Presentation

2. BODY LANGUAGE (covers your state of mind)

A. Movement

1. Stand by natural movement.
2. Don't do anything unnecessary (crossing arms).
3. Don't do anything "stupid".
4. Move around to show points.
5. Stop here and there to show interest in what you're saying.
6. Don't do anything that's too far from the audience.

B. Facial Expressions

1. Smile.
2. Appear relaxed and friendly.

C. Gestures

1. Use natural gestures to emphasize what you're saying.
2. Don't use too many gestures with your hands.
3. Example:
 - 1 finger = 1 topic / number demand
 - 2 fingers = 2 topics / 2nd point
 - 3 fingers = 3 topics / 3rd point
 - 4 fingers = 4 topics / 4th point
 - 5 fingers = 5 topics / 5th point

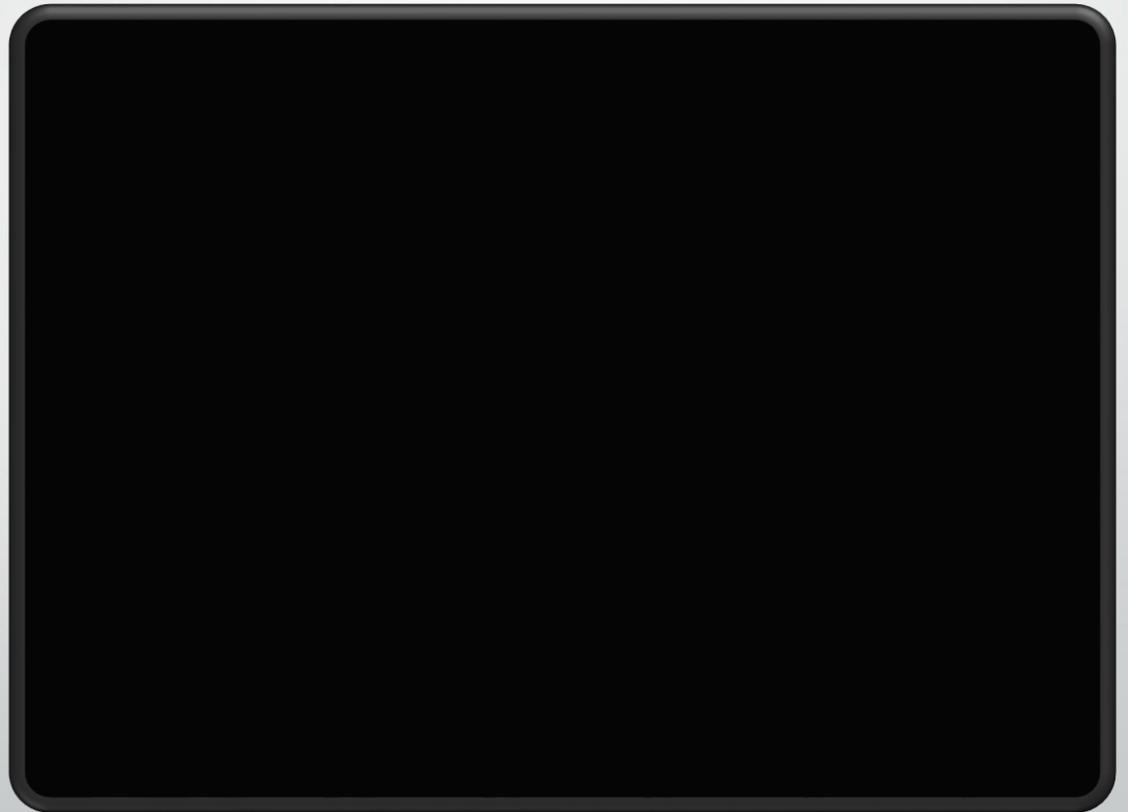
D. Posture

1. Practice good posture.
2. Don't slouch or hunch over.
3. Don't sit under the part of your chair.

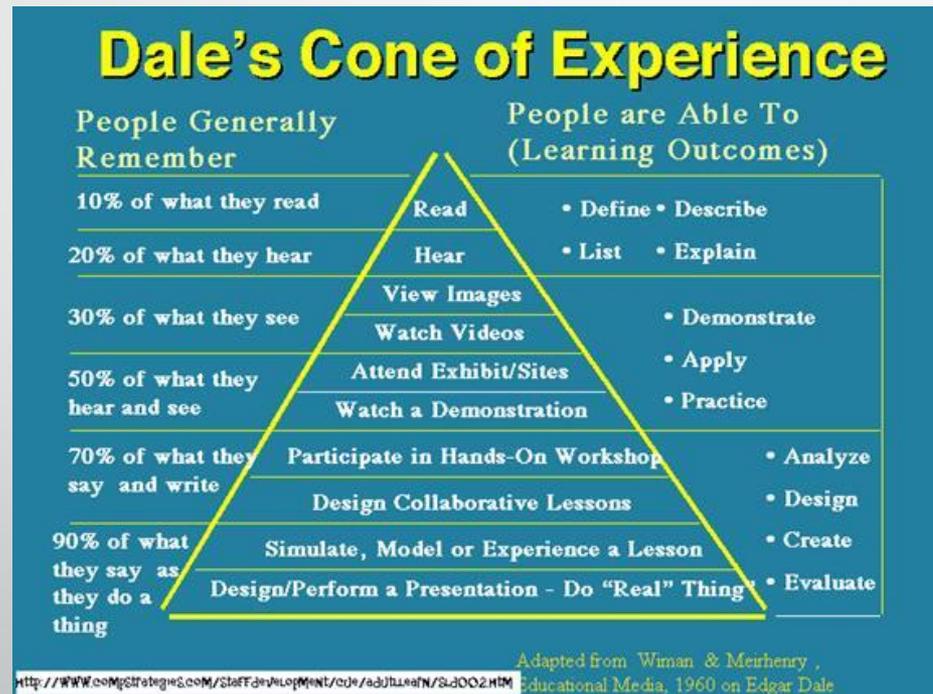
3. Write it down! Making flashcards, rewriting notes, or drawing it out may help you remember
4. Get with a friend! If you can explain it, you KNOW it! Work with your friends and help quiz each other or explain concepts to each other

Ramp-up Retention - Flashcards

- Increase retention by creating flashcards out of your notes.
- Spatial Repetition – “is so powerful because you can pair it with almost any study technique; it’s complementary.



Edgar Dale's Cone of Learning



Reading Technique: SQ4R

Survey

Question

Read

Recite

Relate

Revue

- Survey – Survey the chapter and try to find major themes and overviews
- Question – Turn headers into questions. Always a good idea when working in groups to create [study guides/answer keys](#) with this method.
- Read – look for the answer to the questions
- Recite – Orally ask yourself questions about what you have just read and/or summarize, in your own words, what you read.
- Relate – Link new facts, terms, and concepts with information you already know.
- Review – Skim back over the chapter, and notes, quiz yourself. Another good idea with review is to look at your study guides and compare to see if there is any overlap or gaps in the materials.

Recite, relate, and review after class

1. Write the main points in the Key points column.
2. Recite your important ideas using the key points column.
3. Review the notes from the previous class a few minutes before you attend the next class
4. You can also utilize the Cornell Note systems for readings

Tiny Cards



- Android or Apple Mobile application that allows you to convert your notes into a flashcard systems.

Google Study Guides

Study guide

Chapter 8 (Questions go here)

Legal and Ethical Issues (175-178) Bernice, Devon, and Jessie

1. Where are some places students can find policies and regulations they should be aware of?
2. What are some legal standards that impact academic environment?
3. True or False. Confidentiality is an issue that can only be viewed from legal perspectives.
4. Why is it important for students to be familiar with their college's policies and procedures?
5. What percentage of discrimination is based on race or origin?
6. What is discrimination defined as in civil rights law?
7. What is the OCR?
8. What does section 504 prohibit?
9. Name one of the several laws exist to prohibit discrimination
10. True or False/ Discrimination can occur for a variety of reasons.
11. How many discrimination complaints did the OCR received in 2006?
12. What does the Title IX of education amendments of 1972 prohibit?

Sexual harassment (178-182) Allen, Claudia, Astoria

1. Can sexual harassment occur unintentionally? pg 179
2. Can sexual harassment involve anyone?
3. Why is it important to be aware of an event or action that may be constructed as harassment?
4. (T/F) Sexual harassment only occurs physically.
5. When does sexual harassment occur? pg 179
6. Name five types of sexual harassment? pg 179
7. What does ADA define? pg 180
8. Sexual harassment may involve? pg 179
9. (T/F) Accommodations do not have to be provided from the point of disclosure and documentation, but cannot be applied to previous situations. pg 180
10. What's the school required to do to allow a student to participate in academic and extracurricular programs and activities and complete courses requirements. pg 181
11. What is a student supposed to do if they believe discrimination has occurred. pg 182
12. If a resolution with school officials is not possible, who do you contact? pg 182

Confidential Information (182-186) Pat, Richard, Shiloh

1. Confidentiality can be both an _____ and an _____ issue. (pg. 182)
2. Damage that can occur from disclosing information of a confidential nature maybe _____, even though the sharing of information may not have been _____. (pg.182)
3. What does FERPA mean? (pg. 182)
4. Give two rights FERPA gives to schools? (pg. 183)
5. According to FERPA, students over the age of 18 have the right to:

Chapter 8 - Test Review - Financial Considerations for School Success Answers

Finances and College - pg 164-165 - McQueen & Boyd

1. True
2. 1. Age, 2. Outside commitments 3. And other individuals factors
3. Managing your finances effectively
4. a
5. careful planning, and discipline
6. Existing financial commitments, Availability of financial support, and Financial demands occur during course of school.

Finances and College - pg 166-167 - Ms.Wooten & Sheena

1. Yes
2. True
3. 12
- 4.
- 5.
- 6.

Finances and College - pg 168-169 - Burton & S.Burn

1. You use one credit card and request a low credit limit.
2. The amount that the company gives you.
3. A way to monitor your money with 24/7 access to your financial records.
4. A more efficient record keeping method.
5. Keep track of your expenditures and know exactly what your available funds are.
6. E

Financial Resources for College - 170-171 - Priscilla & Ashley

1. Pg. 170 second paragraph under Qualifying and Applying for Financial Aid first sentence
2. Pg. 170 number one in bold.
3. Pg. 171 number two sentence one.
4. Pg. 171 number three in parenthesis
5. Pg. 171 third sentence under write legibly and fill in all the blanks
6. Pg. 171 under Review the completed form.

Answer Key

Kahoot!

- Kahoot! allows you to make quiz(time quizzes) that elevate in difficulties. You can share the links with friends and test each other.



Wizer.Me

The screenshot shows a Wizer.Me worksheet titled "Atmosphere". At the top, there is a navigation bar with "Wizer.Me" and a "Dashboard" icon. Below the title, there is an "Instructions" section with a helpful message. The main content is a "Start from the Beginning" section with a matching exercise. The instructions for the matching exercise are: "Before we discuss the earth's general circulation, we must understand a couple of concepts. Click and drag to put together the matching pairs." The matching exercise consists of two columns of boxes, each with an orange dot on the right side. The left column contains: "General Circulation", "The area that has the least amount of insulation, resulting in low temperatures (air contracts as it sinks)", "The area that has the most amount of insulation, resulting in high temperatures (air expands as it rises)", "Air moves from...", "When air rises, it...", and "When air sinks, it...". The right column contains: "High to low pressure", "The tropics", "the LARGE-SCALE air flow patterns over the whole globe", "Warms", "The poles", and "Cools". Below the matching exercise is a "General Circulation Videos" section with a "Video Question" button and a video player showing a globe with the text "Global Atmospheric Circulation by the Coriolis effect".

- Wizer.Me allows you to make a mobile worksheet with different questions forms such as matching, video questions, diagraming, etc.
- When you sign up, sign up as if you are a teacher.

Resources

Listening

- <http://home.snu.edu/~HCULBERT/listen.htm>
- <http://www.how-to-study.com/GoodListeningInClass.htm>
- http://students.berkeley.edu/apa/Staff%20Training%20and%20Development/handouts/listening_skills.html
- <http://www.ips.uiuc.edu/iss/ActivitiesResources/EnglishLanguageResources/ListeningSkillTips.html>

Note-Taking

- <http://www.ucc.vt.edu/stdysk/notetake.html>
- <http://jerz.setonhill.edu/writing/academic/notes-tips.htm>
- <http://www.4tests.com/>
- Mobile Applications: Tiny Cards, Kahoot!, QuizWorks or Wizer.Me

Class Participation

- <http://www.cet.sfsu.edu/etl/content/participation/>



Academic Support Center

Come walk in, or make an appointment by phone or on the website

Phone: 229.333.7570

Website: www.valdosta.edu/asc/

Email: asc@valdosta.edu