



Find your student life rhythm, one that balances study and play and other aspects of your life that sustain you.

-Rosie Woodruff, Director, Learning Assistance Center, University of Hawaii – Manoa Campus & CRLA Treasurer

It's normal to lose confidence as a learner, especially when you are trying something new. Remember that building confidence requires conscious effort – focus on success, ask for help, stay involved in things you are already good at while learning new things.

-Elizabeth Boretz, Director, Student Advising & Learning Center, University of California-Merced

Students should begin building a strong academic foundation with a good sense of what actually works for them and what behaviors or activities tend toward the counterproductive, futile or ill advised. The important thing is to take some time to really understand their individual strengths, motivational quirks, and dominant learning style. With a foundational understanding of themselves, they can then begin the journey from being the dependent authority figure focused learner toward becoming an independent active learner and ultimately blossoming into the most effective interdependent participatory learner.

- Maggie Floyd, MPA, Director, Supplemental Instruction, University of Texas at San Antonio, Tomás Rivera Center for Student Success

Realizing that we are all different is very important. Not everyone learns the same way. Not everyone studies the same way. Finding out what works best for you, personally, will benefit your grades in the long run. Find a good study spot, whether it is the library, your dorm, the park or even a coffee shop. Experiment with different study strategies, such as making index cards, a mock test, diagrams, re-typing notes, etc. and find out which one is the best for you.

- Jazi Hiriart, SI Leader, Senior, Political Science Major, Stephen F. Austin State University

Try to form your social relationships around your academic goals. Too often friendships are based on little more than being in close proximity to a stranger, such as your randomly assigned roommate, the person you happen to sit next to the first day of class, or the person you strike up conversation with while at a party. While these can



work out, they are not necessarily the best influences on your academic goals. Students you meet in study groups, academic based student organizations, or even at jobs having to do with your major, are more likely to be having the same struggles as you and ultimately serve as good resources to success.

Richard G. Johnson, Director, Student Learning Center, Texas A&M University

Visit with every professor at least once at the beginning of the semester. Even if you don't have a question for them, meet with them. That way they can put a face to a name, and believe me, it can drastically improve your semester.

Also: You can learn something in every class you take. It may be something simple, or it may cause you to change your major, and overall career path. But you will learn something...you just gotta look for it.

- Melissa Hoffman, SI Assistant Supervisor, Texas State University-San Marcos

". . . your attitude toward learning new things . . . plays an important role in determining your aptitude and intelligence." Digital Storytelling in the Classroom, Jason Ohler:7

Sometimes our students, though attending classes to learn, are resistant to learning new information - especially if it is diametrically opposed to information they already have. However, if they understand that learning, understanding and being able to use new information indicates their level of intelligence, they are more likely to become better students.

-Dorothy Chase, Professor, Department of English, College of Southern Nevada

Before entering a graduate or professional school program, sit down with those in your support network and discuss the demands the program will place on you the student. It is important that your loved-ones know that your schedule will change and that you might need to schedule more things in advance. Discussing this topic early can prevent familial stress and frustrations down the road.

- Katy Lee Kemp, M.Ed., Director, Center for Academic Performance, University of North Texas Health Science Center

If you want to pass your next exam, you may want to start at the gym. Getting regular vigorous exercise increases cognitive function, reduces stress and anxiety, and can be helpful in reducing symptoms of depression and attention deficit disorder. If you want to



read more on this topic, I highly recommend the following book: "Spark: The Revolutionary New Science of Exercise and the Brain" by John J. Ratey, MD which was released in 2008.

- Joel McGee, Director of Instructional Programs, Student Learning Center, Texas A&M University

In summer, there is no room for procrastination. You are getting a lot of material in a short period of time. Being organized w/dates and staying on top of hw helps. Using all the resources available helps to strengthen your understanding of material (learning lab, extra practice from online, corresponding dvds, etc). Self testing helps predict performance on exams.

Michelle L. Williams, Junior Mathematics Major, San Jacinto College

I like to use quotes when I teach, and find that students relate well to their use. One of my favorites is "Inch by Inch, life's a cinch. Yard by yard, life is hard." I find it applicable to just about every situation:

Have a big project to complete? "Inch by inch...."

Overwhelmed by the demands of a class? "Inch by inch...."

Having trouble dealing with homesickness? "Inch by inch...."

Think graduation looks too far away? "Inch by inch..."

By helping students discover the advantage to dealing daily with smaller, more realistic goals, the anxiety lessens and they are more productive and successful in the long run!

- Lori E. Saxby, M.Ed., Reading Specialist, University of Southern Indiana

I love the question that Alan Lakein poses, "What's the best use of my time RIGHT NOW?" Helps me every time to stop procrastinating and get working!!

- Melissa Thomas, J.D., Assistant Director of Learning Assistance , Tomás Rivera Center , University of Texas at San Antonio

Learning enhancement professionals tend to be myopic. We are focused on the here and now, but we can broaden our perspectives. This summer you should take a giant step into our past. Go to your library or use interlibrary loan so as to put one of the following books on your personal reading list.



Bird, C. (1931). *Effective study habits*. New York: Century Co.

Book, W. F. (1926). *Learning how to study and work effectively: A contribution to the psychology of personal efficiency*. Boston: Ginn.

Frederick, R. W. (1938). *How to study handbook*. New York: D. Appleton-Century Co.

Triggs, F. O. (1943). *Remedial reading: The diagnosis and correction of reading difficulties at the college level*. Minneapolis: University of Minnesota Press.

If you catch the old book fever (it comes with the library dust), go to ABE Books on-line and browse away by topic or author. Wonderful classics can be yours for a pittance.

Remember, treat these old treasures with respect.

-Norm Stahl, University of Northern Illinois

Focus your attention on making sense of something you want to learn by relating it to your previous experience. Take what is new/unfamiliar and make it used/familiar. Question what you know— why am I studying this, how can I use it, what makes it relevant (so what)? Play with the information. Search for relationships and seek patterns. Have fun studying with another student.

- Rosemarie V. Woodruff, Ph.D., Director, Learning Assistance Center, University of Hawaii, Manoa Campus

When faced with a challenge, ask yourself this question: This situation is not ideal; but, how can I persevere positively? No matter what the situation, we always have choices! Make a list of all possible choices and then select the choice or choices that best align with your goals.

-James W.G. Barnes, M.A., Assistant Director, Student Advising and Learning Center, University of California, Merced

When you have completed a task, think about what you have learned from the experience. This way you can learn from the past to inform future endeavors. Without self reflection, the process of learning is not truly complete.

- Joshua Adams, M.Ed., Director, Learning Center, University of North Texas



When a student isn't performing, find out why. The reason might surprise you and lead to a lesson for you both.

- Michael Keleher, Assistant Professor of English, Kennesaw State University

Sometimes our students (and we) need some oomph as in:

"... if you add the "umph" to "try" - you have triumph!"

Taken from a calendar I have and so pertinent to many of us. 'Umph' begins with an uplifting sound whereas 'oomph' sounds like a debilitating punch to the solar plexus! Though experiences in life may knock us down, we can pull ourselves up and triumph over the setbacks.

- Dorothy Chase, Professor, Department of English, College of Southern Nevada

In tutor training, we emphasize that tutors should find where their students are regarding skills and competencies in their courses and build on those. My tip for student success is to recognize the achievements of our students and build on those. When I let students know I have noticed their good work, they are more likely to feel capable in other areas and that can lead to success as a student. So I encourage my colleagues to remember what we train our peer tutors to do and how motivating our own successes can be, so that we can be encouragers and facilitators of student success.

- Linda Stedje-Larsen, Director of Support Services, Wingate University

Students need two characteristics to begin their journey of success—the right attitude toward learning and the ability to locate learning resources. As learning specialists we deal in shaping both of these aspects in fledgling academics.

- Mason Tudor, Academic Support Center Coordinator, West Kentucky Community and Technical College

To keep students engaged, follow the 20 minute presenter's rule: Lecture no more than 20 minutes then focus on connectors, or activities that connect students to the material and to others in the class. Continue the format throughout your class period for engaging and sustaining students' interests.



- Beth Hammett, Academic Success Department, College of the Mainland

The more involved people are, the better they perform. At our last tutor training, we divided our tutors into groups and had them create 'logos' to advertise the center. We gave them examples, and they came up with such great creative stuff. For another meeting, we asked each participant to plan on sharing something they are proud of in their programs. These meetings were wonderful!

- Phyllis Kremen, Academic Development Center Director, Georgian Court University

I always tell students to "perfect the art of self love." If students love themselves enough, they will love themselves enough to want to learn and do well in school. It's the student who does not love or believe in him or herself that settles for lower grades and lower achievement!

- Yolanda Clarke, M.Ed., Director, Academic Enrichment Services, Ithaca College

Students should consider the importance of collaboration in studying. Identifying peers in their classes with whom they can work towards similar academic goals will help with their college success. This is not a substitute for individual study, but a supplemental method for practicing concepts, formulating and answering questions, and staying on/keeping peers on task.

- Mark E. Walvoord, Assistant Director, Assessment and Learning Center, University of Oklahoma

Faculty/staff from other learning labs may feel threatened by the emergence of a new tutoring center. Meet them on their own turf to put the ball in their court. Scheduling a meeting is for collaboration and relationship building, but if faculty/staff members have a hidden agenda due to competition, we should do our part to request their suggestions and participation, ask them what concerns they have, and agree on how to address those issues together. This sort of collaboration will hopefully resolve any and all fears for the benefit of the students. The key is getting them to the table.

- Eliseo Herrera, Tutor Coordinator, Del Mar College



Tip for student success: make sure your short term activities (how you spend your time) are matching your long term goals (career plans after you graduate)

- Laura S. Heidel, Ph.D, Learning Strategies Counselor, U. of Houston

We all make mistakes when we write. In order to become a better proofreader, read your paper out loud. This will force you to slow down, and you will easily recognize your mistakes.

I hope that this is along the lines of what you were looking for.

- Kiri Dunlap, University of South Carolina-Aiken

I think it is important for students to realize that there is always assistance available to them and they should not be afraid to ask for it. Whether it's a college employee or a friend, it's never a bad thing to accept a helping hand.

- Cadet Nathaniel Zand, Virginia Military Institute

First seek to learn, and the grade will be awarded to you. If you first seek the grade, the learning is not always guaranteed.

- Stella Abuabara, M.A., L.P.C., Assistant Director of Learning Assistance, The University of Texas at San Antonio

Sometimes making calendars or daily to-do lists just does not work for everyone, especially if you have an unpredictable schedule, which can happen if you work while you attend school. If that's the case for you, then make a different kind of list! At the start of each week, take a sheet of paper and create three columns. Identify in one column everything you've got to do before the week is over; in the second column, everything you ought to do if you finish the "gotta do" list; and finally in the third column, all the other tasks you could do in the event you finish the "oughta do" list. Include both personal and academic tasks, and see a feeling of accomplishment come over you as you check things off the list!

- Bridgett McGowen-Hawkins, TeamUp Faculty Programs, Cengage Learning



Follow your passion—That might mean a different major and a better fit!

- Peter Hanowell, Director of Tutoring Services, Florida State University

Prepare. Practice. Persistence. Share what you learn with others. A great way to retain knowledge.

– Jim Waterhouse, Tutor, South Texas College

To promote discussion and interaction remember the softball/hardball rule. Begin with softball questions that will build confidence and allow students to get over any nervousness they may have speaking out. Gradually move to the hardball questions as students are ready for questions that will illicit more critical thought.

- Kathryn Bartle Angus, *Department* of Reading, California State University, Fullerton

Don't forget why you are in the field of education. It is so easy to get bogged down in the work and stress that comes with being an educator or working in the field of education. If you stop and consider all the reasons you went into education in the first place, you remember that you are there to help students succeed, and your focus and drive are different from when your only concern is to simply get the work done.

- Miranda Swain, MA, Student Development Specialist, The University of Texas at San Antonio

The three basic steps in learning are attention, connection, and review. Begin with the intent to learn, connect the information to your life, experience, and previous knowledge, then practice what you've learned to make those connections stronger.

- Victoria L. Williams, Chair, Department of Academic Support, St. Cloud State University

Remember that reading and learning are processes. You will hear about many strategies, but as with any process, it is a trial and error approach. Try strategies until you find one that works for the way you think and learn. It may be a hybrid of existing strategies, but that is okay. There is no right or wrong way to learn. There is just what is



effective for you.

- Theresa Kelly, MAT, Department of Student Success, Kaplan University

To help students learn to be better test takers, consider offering half credit for doing a test analysis that includes (1) correcting their errors, (2) explaining why the correct answer is correct, (3) explaining why they got it wrong and what to do better next time. Students begin to see themes in their test taking and can make adjustments to improve their test taking skills.

- Linda Russell, Instructor & CRLA Secretary, Minneapolis Community & Technical College

Have two backpacks: one for your Tuesday-Thursday classes, and the other for your Monday-Wednesday-Friday classes. You'll be much less likely to forget necessary items, and you'll save time, too.

- Sharon Green, Reading Coordinator, Office of Academic Support, Niagara University

Don't wait until the last minute to start assignments and get help when needed. There are so many free resources on your campus!

- Nathalie Vega-Rhodes, Math Lab & Writer's Center Manager, San Jacinto College South

Time management is usually misunderstood. It helps you find out about the time you're wasting, not extra time!

- Mason Tudor, Academic Support Center Coordinator, West Kentucky Community & Technical College

Start working with a Career Services office soon – the first year is not too soon for career counseling.

- Diana Bell, Executive Director, Student Success Center, University of Alabama in Huntsville



Remember to schedule time for loved ones as well as friends and social events. A scheduled phone date with mom and dad will help ease the transition.

- Katy Lee Kemp, Director, Center for Academic Performance, University of North Texas Health Science Center

For effective studying, heed the research – based brain rule and don't cram. Instead, build repetition (rehearsal) over time to get the important stuff into long term memory.

- Kate O'Dell, Professor Emerita of Teacher Education, University of Alaska at Anchorage

Learn the names of your students! Relationships start with names.

- Kathy Stein, Director, Academic Center for Excellence, Sul Ross State University

Pursue undergraduate research in any discipline. You will increase your critical thinking skills and improve your ability to understand pertinent academic theories and concepts. (You'll learn better!)

- Yolanda Clarke, Director of Academic Enrichment Services, Ithaca College

You can't teach them until you reach them!

- Wally Barnes, Director of the Reading Center, Sam Houston State University

Break an assignment down into components and then use it as a checklist!

- Melissa Thomas, Assistant Director of Learning Assistance, University of Texas at San Antonio

Meet your major department's administrative professional (secretary) and get her/him to know/like you. At some point, you'll need the help.

- Norm Stahl, Northern Illinois University, CRLA President-Elect

Ask questions! If it is unclear, ask or you may never know.



- Becky Barge, Senior Student Program Advisor, University of New Mexico

Get to know your professors, even in large lecture classes (if applicable). It will pay off in more ways than you can imagine.

- Jeanne Higbee, Professor, University of Minnesota

Get at least 8 hours of sleep every night. And remember that failing to plan is planning to fail!

- Roberta Schotka, Director of Programs, Wellesley College

Believe deeply in what you do for students – it lies at the heart of your program’s effectiveness, quality, and professionalism.

- Jan Norton, Director, Center for Academic Resources, University of Wisconsin, Oshkosh

Make’em work! They do appreciate it! DO spend time with them. DO use “praise sandwiches.” DO acknowledge effort.

- Anthony Craig Gordon, Asst. Professor of Psychology, New Mexico State University

Everything is process; if you have no plan or direction in life, learning goals, there is no production. Process is necessary for a good / better product. For example, if you don’t manage your time, it will manage you; if you don’t have goals, you will meet none; if you don’t work on the process of getting things done (writing, degree attainment, work), they won’t (get done or get done well).

- Karen Linam, Tutor Coordinator, UC Merced

Early & Often. This applies to seeking help, starting and following through with mastering coursework, communicating with professors, and many other important pieces of the college experience.



- Rachel Heiser, Academic Support & Learning Resources Specialist, Bryn Mawr College
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Treat others as if they are what they ought to be. Let them know you believe they can succeed.

- Vanessa Natseway, Student Success Center Coordinator, Arizona Western College, Yuma
-

Have mutual respect, mutual communication, and adequate financial support.

- Barb Freitas, Tutor Coordinator, Mohave Community College
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Incorporate Student Learning Outcomes into your syllabus and clearly communicate expectations to students, and ask your students to use a semester at a glance calendar to track busy assignment weeks.

- Lisa Johns, Director, Learning Assistance & Assessment, University of Texas at San Antonio
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Syllabus quizzes! The first day and frequent pop quizzes are helpful in keeping students involved.

- Helen Alexander, Graduate Learning Specialist, CSU Fullerton
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1. Don't give them a quick fix to "get through." Empower them to know they can do it on their own.
2. Allow the students' voice to be heard in their learning process.

- Tammy Cepeda, Administrative Assistant to the Centers for Learning Excellence, South Texas College
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Always ask students to self-reflect/evaluate at the end of a session. What's going to change? How will you do things differently? What's good that you're doing now and how will you build on that?

- Bernard Grindel, Assistant Director of the Learning Center, Quinnipiac University
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Utilize faculty office hours. Study with a small group. Get enough sleep. Remember 8/8/8 rule every day (8 hours sleep, 8 hours class and coursework, 8 hours of everything else).

- Roberta Schotka, Director of Programs, Wellesley College
-

Model active learning strategies with faculty and staff in regular committee meetings. Draw attention to what you did and ask them to think of adaptations for their classroom/area.

- Miya Squires, Student Success Coordinator, Butte College
-

Be sure to interact with faculty. Engage in conversations. Make wise use of office hours (if possible, discuss problems with faculty just before working with tutors, study groups, or SI leaders to supplement).

- Donna Dawson, Director of Logan Academic Resource Center, Ohio Wesleyan University
-

Participate in class. Use all resources available to you. Talk to your instructors. Take it seriously. Have goals.

- April Hennessy, Supplemental Instruction Coordinator, Butte College
-

Show students how to read textbooks—too many try to read them like novels.

- Robert Oliverio, Learning Associate, Gateway Community College
-

Understand that your students may not be familiar with the genre of writing assignments. Take time to explain the assignment so that the academic language contained in it (ex. purpose, audience, thesis, etc.) will be understood by students.

- Diane Flores-Kagan, Writing Learning Specialist, Antelope Valley College
-

Dave Arendale once said that everybody on the campus needs to be committed to student success and retention, not just the “specialists.”

- Denise de Ribert, Director, Kellogg Institute, Appalachian State University



Annotate while reading!

- Bernadette Presloid, Writing Coordinator, Northern Arizona University

Timelogs help students see how they use their time and make adjustments.

- Connie Michalos, Director of Tutorial Services, University of St. Thomas

Get engaged and don't procrastinate!

- Steven Richard, Academic Support Advisor, Baylor University

Absolutely using a planner and writing all activities down, being aware of exactly how much time one has to complete assignments. Plan, plan, plan!

- Mary Katherine Cardella Adjunct Instructor, Macomb Community College

Help students understand that learning / knowledge is a better goal than a grade.

- Nita Meola, Writing Center Director, Columbia College Chicago

I believe that students need to utilize faculty by meeting with them to answer questions. For faculty, we need to challenge ourselves to be available in their mediums: Facebook, Twitter, Google Voice, etc.

- Angela Henderson, Reading Professor, Fullerton College

With a classmate make a list of "study busters," things that interrupt or distract you from your studies. With each study buster on your list, agree upon a remedy or alternative.

- Tom Siebold, Studyingforcollege.com

Notice the effectiveness of your tutors. At the beginning of the tutoring session ask learners their level of confidence with the material on a scale of one to ten. Then, at the



conclusion of the tutoring session, ask learners their level of confidence again on the same scale and notice the increase. Tutoring does make a difference!

- Preston Preston VanLoon, Student Success Center Director, Cloud County Community College
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Have your students come to your office for a “free” 100 quiz grade and talk to you. 1) They will be more likely to actually find your office if you bribe them. 2) They have the chance to visit with you personally and you get to know them and make a connection. 3) They are more likely to come to your office hours when they need help. 4) Students can see that you actually care about them and their success.

- Autumn Hoover, Director of Developmental Math, Angelo State University
-

Make every mistake a learning opportunity.

- Rob Oliverio, Learning Associate, Gateway Community College
-

Students can learn and have fun by creating presentations with goanimate.com.

- Joe Barnhill, Director of Learning Services, Avila University
-

Get to know the discipline you’re in. How do you study? How **should** you study, write, research?

- Kathleen Volk, Student Services Coordinator, Carroll University
-

After each two or three chapters learned, go over them to sort out (organize) the info (ideas) covered in the chapters to get a systematic (coherent) view of the chapters. This will keep the info from being fragmented.

- Danhua Wang, Assistant Professor of Reading, Indiana University of Pennsylvania
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Define your terms. Don’t assume that your definition of a concept and the person’s you are communicating with are the same.

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- Mary Bogan, Adjunct Reading Faculty, Fullerton College

When students won't come to you or your resource, get up! And take it to them. Be specific, to the point, caring, dedicated, and trustworthy.

- Iris D. Johnson, Student Success Center Coordinator, Halifax Community College
-

Study tools: Own various sizes and colors of note cards. Use them to organize facts, formulae, and figures for review. Write them once a week for each subject.

- Eugenia Robinson, Director, RHM School House of Bermuda
-

"Early and often" should be your mantra when utilizing learning support programs such as tutoring, mentoring, and coaching. Active participation in such programs is the secret to student success!

- Chyna Miller, Tutoring Coordinator, University of Nevada, Las Vegas
-

Pick non-fiction and fiction books that show someone's courage when faced with hardships and struggle. My suggested book list for Developmental English (Reading) courses:

- The Joy Luck Club by Amy Tan (fiction)
- 1,000 Pieces of Gold by Ruthann Lum McCunn (fiction)
- 127 Hours by Aron Ralston (non-fiction)
- A Place to Stand by Jimmy Santiago Baca (non-fiction)

- Marilyn Schenk, Professor of English / Reading, San Diego Mesa College
-

Persistence is the key factor in achieving your goals.

- Bailey Smith, Learning Assistance Center Director, Mt. San Antonio College
-

Students should enroll in classes offered at times that are their optimal learning time.

- Kendra Haggard, Developmental Writing Coordinator, Northeastern State University
-



Study BEFORE and AFTER each class to develop long-term memory. Then when you study for an exam, you're reviewing what you have already started learning.

- Ashley Lokkesmoe, The Learning Center Director, Houston Baptist University
-

Don't be afraid to use your brain! Practice, engage, think.

- Megan Bavaro, Mentor & Math Tutor, University of Nevada, Las Vegas
-

Journaling mathematic concepts in words blends literacy and numeracy for those students who do well in literacy subjects but struggle in math.

- Dorcas Parson, Assistant Director of The Learning Center, Ivy Tech Community College
-

Exhaust all resources! Professors, tutors, collaborative learning with peers, etc.

- James Scudder, Assistant Director of Alpha Scholars Program / TRIO, Abilene Christian University
-

Don't assume a skill set. When explaining a concept, e.g. comma splices, be sure to define it before telling a student to fix it.

- Vicenta Shepard, Reading & Learning Coordinator, Florida International University
-

Understand the Power of Purpose! Know the purpose for reading. Read actively. Select strategies based on purpose.

- Leslie Jones, Associate Master Tech Instructor, University of Texas at Brownsville and Texas Southmost College
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When reading an assignment, take the time to read the bolded headings first so you have a better idea of what you are about to learn.

- Lisa Roberto, TRIO/SSS Literacy Specialist, Kent State University
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Start basic: Refrain from being judgmental toward your students. Always be glad to see them, whether or not they come on time, did their homework or not. Every day is a new opportunity for them, and it starts with you!

- Sophie Dennis, Assistant Professor of Education, Landmark College
-

Understand your students. Gamers like to be challenged, sports people like statistics, etc. Use their backgrounds to improve their retention.

- Roger Galavitz, Student Assistant, San Jacinto College
-

When you are approaching studying for an exam, start early! Create an exam plan, outlining all the steps you want to take to prepare yourself. Write it down and set deadlines for yourself. This will give you a tangible tool to reference and check your progress.

- Bonita de Leon, Assistant Director of Supplemental Instruction, Tomas Rivera Center for Student Success, The University of Texas at San Antonio
-

Use the analogy of an athlete.

Study and prepare in the pre-season.

5 days before a test, review and refine skills

The night before a test, sleep and eat well with very light review.

- Melinda Gunning, Academic Support Services Director, Fresno Pacific University
-

I always put the old Chinese Proverb from Pauk's book, "Dig a well before you are thirsty," in my PowerPoint or on the board sometime before midterm and we discuss all the ramifications of the saying.

- Leta Tyhurst, Learning Center Coordinator, Metropolitan Community College-Longview
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Touch their hearts! A spin off from the book Whistling Vivaldi (Steele). As a first week activity, ask students to share one thing in their lives that they value. (Can be written, which helps students know you value them and their cultures). Everyone can respond and it sets a good tone.



- Darla Shannon, Associate Professor of Reading, Tarrant County College-Southeast
-

Focus on the learning process, and the grades will follow.

- Kristina Alvarado, Learning Specialist, University of Southern California
-

Generate knowledge, efficacy and power through the use of the Burkean Parlor metaphor in the classroom.

- Nita Meola, Writing Center Director, Columbia College of Chicago
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Help students learn their strengths and weaknesses by introspective inventories. Once they identify it becomes easier to scaffold their transition.

- Rajone Lyman, Student Success Instructor, Houston Community College – Northeast
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Teach interactive “read it once” strategies to freshman.

- Director of Disability Support Services / Higgins Academic Center, Randolph-Macon College
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The most important “text” we can teach students to read is often their professors!

- Sonya Armstrong, College Learning Enhancement Program Director, Northern Illinois University
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“We are what we repeatedly do. Excellence, then, is not an act but a habit.” – Aristotle
Think about what you are doing each day. What are your habits? Get into the habit of doing your best in everything you do—particularly your academic life.

- Arden B. Hamer, Professor, Indiana University of Pennsylvania



Be prepared. At the beginning of the semester, plan out what you will be doing the rest of the semester. Know when your assignments and exams will be. This will make it easier to plan your free time.

- Ellen Katoll, Department of Literacy Education, Northern Illinois University

Assign students to come to your office hours in the first 2 weeks of class (for points). And ask students to, plan on a calendar/planner to go see each of their professors in the first 2 weeks of class.

- Mark E. Walvoord, Director, Student Learning Center, University College, University of Oklahoma

Always keep a notebook. If something is written on the board, you need to capture it for later reference. If you are taking a course on-line, you should complete your homework in a notebook and then enter your answers on-line. This will provide a log of your learning and capture what has been presented. For either learning situation, highlight and add to the notebook as you review and study later.

- Rochelle Beatty, PhD, Senior Consultant, TeamUP Faculty Programs, Cengage Learning

Students do not care what you know until they know that you care. Students can be forced almost nowhere and led, by inspiration, almost anywhere. Good teaching requires less talking and more listening, less performance and more facilitation. Facts must be taught and learned, but the ability to acquire wisdom and the maturity to apply it in real life—the ultimate goals—already lie within the students. They are the architectural wonders ; we, merely the keys.

- Chris Gilmer, Ph.D., Cengage Learning, Team-UP Faculty Programs Consultant