**High School versus College**

***High School***

TEACHER-STUDENT CONTACT Teacher-student contact closer

and more frequent.

COMPETITION

Academic competition is not so great. Lower half of class will probably not go to college.

NEW STATUS

Student establishes a personal status in academic &

social activity based on family-community factors.

COUNSELING

Counseling is done by guidance personnel. Teachers also influence students. Parental contact is quite constant.

DEPENDENCE

Student is told what to do in most situations. Follow-up on instructions is often the rule.

MOTIVATION

Student gets stimulation to

achieve or participate from parents, teachers, counselors.

FREEDOM Student activity is generally set by school and community tradition and acceptance.

DISTRACTIONS Distractions from school and community activities

are partially controlled by school and home.

VALUE JUDGEMENTS Student’s judgments are often based on parent’s values.

***College***

TEACHER-STUDENT CONTACT Instructor-student contact is less frequent (1-3 times per week).

COMPETITION

Academic competition is greater, grade distribution in college covers

half the original high-school population.

NEW STATUS

Student is in a new situation if s/he goes away to school, little, if any, carry-over of family or community reputation.

COUNSELING

Faculty or student’s major department does academic advising. Counseling (career, personal, psychological) is handled by counseling center. Must be sought by student.

DEPENDENCE

Students must exercise more

self-discipline in following through and completing assignments.

MOTIVATION Students must become

self-motivating. Parents, faculty, advisors less important.

FREEDOM

Student has more freedom, particularly in out-of-class time.

S/he must be in charge in scheduling time and establishing priorities and must accept responsibility for own actions.

DISTRACTIONS

Distractions can be numerous because or opportunities to become involved in non- academic activities.

VALUE JUDGEMENTS

Student may be disturbed by new value judgments suggested by social and academic contacts.

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**HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?**

High school is a TEACHING ENVIRONMENT in which you acquire facts and skills. College is a LEARNING ENVIRONMENT in which you take responsibility for thinking through and applying what you have learned. Understanding some of the important differences between high school and college may help you achieve a smoother transition.

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| **FOLLOWING THE RULES IN HIGH SCHOOL** | **CHOOSING RESPONSIBLY IN COLLEGE** |
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| \* High school is *mandatory* and usually  *free.* | \* College is *voluntary* and *expensive.* |
| \* Your time is structured by others. | \* You manage your own time. |
| \* You need permission to participate in extracurricular activities | \* You must decide whether to participate in co- curricular activities. |
| \* You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities. | \* *You* must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before. |
| \* Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class. | \* You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class |
| \* Most of your classes are arranged for you. | \* You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are. |
| \* You are not responsible for knowing what it takes to graduate. | \* Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you. |
| **\* Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.** | **\* Guiding principle: You're are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.** |
| **GOING TO HIGH SCHOOL CLASSES** | **SUCCEEDING IN COLLEGE CLASSES** |
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| \* The school year is 36 weeks long; some classes extend over both semesters and some don't. | \* The academic year is divided into two separate 15- week semesters, plus a week after each semester for exams. |
| \* Classes generally have no more than 35 students. | \* Classes may number 100 students or more. |

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| \* You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation. | \* You need to study at least 2 to 3 hours outside of class for each hour in class. |
| \* You seldom need to read anything more than once, and sometimes listening in class is enough. | \* You need to review class notes and text material regularly. |
| \* You are expected to read short assignments that are then discussed, and often re-taught, in class. | \* You are assigned substantial amounts of reading and writing which may not be directly addressed  in class. |
| **\* Guiding principle: You will usually be told in class what you need to learn from assigned readings.** | **\* Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.** |
| **HIGH SCHOOL TEACHERS** | **COLLEGE PROFESSORS** |
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| \* Teachers check your completed homework. | \* Professors may not always check completed homework, but they will assume you can perform the same tasks on tests. |
| \* Teachers remind you of your incomplete work. | \* Professors may not remind you of incomplete work. |
| \* Teachers approach you if they believe you need assistance. | \* Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. |
| \* Teachers are often available for conversation before, during, or after class. | \* Professors expect and want you to attend their scheduled office hours. |
| \* Teachers have been trained in teaching methods to assist in imparting knowledge to students. | \* Professors have been trained as experts in their particular areas of research. |
| \* Teachers provide you with information you missed when you were absent. | \* Professors expect you to get from classmates any notes from classes you missed. |
| \* Teachers present material to help you understand the material in the textbook. | \* Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect *you* to relate the classes to the textbook readings. |
| \* Teachers often write information on the board to be copied in your notes. | \* Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must. |
| \* Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process. | \* Professors expect you to think about and synthesize seemingly unrelated topics. |

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| \* Teachers often take time to remind you of assignments and due dates. | \* Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded. |
| \* Teachers carefully monitor class attendance. | \* Professors may not formally take roll, but they are still likely to know whether or not you attended. |
| **\* Guiding principle: High school is a teaching environment in which you acquire facts and skills.** | **\* Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.** |
| **TESTS IN HIGH SCHOOL** | **TESTS IN COLLEGE** |
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| \* Testing is frequent and covers small amounts of material. | \* Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester. |
| \* Makeup tests are often available. | \* Makeup tests are seldom an option; if they are, you need to request them. |
| \* Teachers frequently rearrange test dates to avoid conflict with school events. | \* Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities. |
| \* Teachers frequently conduct review sessions, pointing out the most important concepts. | \* Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions. |
| **\* Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.** | **\* Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.** |
| **GRADES IN HIGH SCHOOL** | **GRADES IN COLLEGE** |
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| \* Grades are given for most assigned work. | \* Grades may not be provided for all assigned work. |
| \* Consistently good homework grades may raise your overall grade when test grades are low. | \* Grades on tests and major papers usually provide most of the course grade. |
| \* Extra credit projects are often available to help you raise your grade. | \* Extra credit projects cannot, generally speaking, be used to raise a grade in a college course. |

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| \* Initial test grades, especially when they are low, may not have an adverse effect on your final grade. | \* Watch out for your *first* tests. These are usually  "wake-up calls" to let you know what is expected-  -but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. |
| \* You may graduate as long as you have passed all required courses with a grade of D or higher. | \* You may graduate only if your average in  classes meets the departmental standard--typically a 2.0 or C. |
| **\* Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."** | **\* Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you *achieve* good results, it will not *substitute* for results in the grading process.** |

**HOW TO MAKE THE TRANSITION TO COLLEGE**

• **Take control of your own education: think of yourself as a scholar.**

• **Get to know your professors; they are your single greatest resource.**

• **Be assertive. Create your own support systems, and seek help when you realize you may need it.**

• **Take advantage of the services provided by the Institution. (LRC, ODS, etc.).**

• **Take control of your time. Plan ahead to satisfy academic obligations and make room for everything else.**

• **Stretch yourself: enroll in at least one course that really challenges you.**

• **Make thoughtful decisions: don't take a course just to satisfy a requirement, and don't drop any course too quickly.**

• **Think beyond the moment: set goals for the semester, the year, your college career.**

**Time Management & Study Schedule**

**RESIDENCE HALL QUIET HOURS: SUNDAY – THURSDAY, 7PM – 10PM**

See text:

**…SSSH – I’M STUDYING HERE!**

(Hazard, L.L. & Nadeau, JP., 2006, Foundations for Learning). Chapter 3 “Planning and Prioritizing”

“DOST THOU LOVE LIFE, THEN DO NOT SQUANDER TIME, FOR THAT’S THE STUFF LIFE IS MADE OF”– BEN FRANKLIN