



Study Group Toolkit 2015





Study Groups

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#UMBCSummerSTEM
#StudyGroups

Important Campus Resources – Summer 2014

There are many resources available on campus to help you succeed; all you need to do is ask for assistance!

Faculty Advisors, Professors, Staff, and Your Peers

The stronger the connection you make with your faculty, the better you can plan together for your time at UMBC. Whether or not they're your advisors, professors are eager to help you succeed. Introduce yourself, utilize their office hours and get to know them.

Learning Resources Center

<http://www.umbc.edu/lrc/x5-2444>

The Learning Resources Center (LRC) is UMBC's comprehensive undergraduate academic support department. The LRC provides free tutoring services for most 100- and 200- level courses. Appointments and walk-ins are accepted. Visit the website for more information

Writing Center

http://www.umbc.edu/lrc/writing_center.html

The writing center services are provided by the LRC. Tutoring in writing is available for all UMBC students. You can bring in a writing assignment for any UMBC course as well as seek help with resumes, application essays (or personal statements) and letters, and personal writing. The writing center is located on 1st level of the Albin O. Kuhn Library. Visit the website for walk-in and appointment times.

The Math Lab

http://umbc.edu/lrc/summer_tutoring.html, x5-2584

The Math Lab is a tutoring service offered through the LRC. Tutoring is offered for the following math, biology, chemistry, and physics courses during summer session. The Math Lab is located in the Albin O. Kuhn Library, 1st level. Visit the website for walk-in and appointment times.

Supplemental Instruction

http://www.umbc.edu/lrc/si_index.html

Supplemental Instructions (SI) is an academic assistance program that utilized peer-assisted study sessions that is offered by the Learning Resources Center. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by SI leaders, students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. SI is a free service offered to all students taking one of the targeted courses. Please visit the website for more information.

Chemistry Tutorial Center

<http://www.umbc.edu/chem/facilities/tutorial.html>

The Chemistry Tutorial Center services the Organic chemistry classes (CHEM 351 and 352). It is located in Room 145 of the Meyerhoff Chemistry Building. Many students take advantage of the Chemistry Tutorial Center, a unique asset of our instructional program. Staffed by a Ph.D. Chemist who both tutors and directs instruction by a trained cadre of advanced undergraduates and graduate students, the Center is open daytime and evening hours for scheduled and walk-in help with chemistry. Reservations for weekly tutoring sessions are held at the beginning of each semester. Services offered by the Chemistry Tutorial Center are also advertised in the CHEM 351 and 352 classes.

Math Gym

<http://www.umbc.edu/circ/hosting/mathgym/index.html>

This is not tutoring in the traditional sense of the word. **The Math Gym** is an exciting new place at UMBC to "exercise" your math muscles. The Math Gym provides personal trainers to help you build up your foundational math physique and all mathematical skills necessary for success in your courses. Come join us in the math department lounge and see the results! No appointment is necessary; just walk in and ask for a workout

Library Learning Spaces

<http://aok2.lib.umbc.edu/spaces/spaces.php>

A variety of spaces for your learning needs, spaces to collaborate, work, interact, Think, and create. Flexible, technology-enabled, user-friendly

Retriever Learning Center

<http://aok.lib.umbc.edu/spaces/rlc.php>, x5-2231

The Retriever Learning Center is UMBC's best place for lively group study, scholarly discussion, collaboration, and academic coaching. It is located in the Albin O. Kuhn Library. Students can access the RLC using their UMBC student ID card.

Active Learning Room

<http://aok.lib.umbc.edu/spaces/activelearningrm.php>, AOK Library, Room 458

The Library has set up a technology-enabled study room that supports active learning among students. The room can seat 4-6 persons. Please contact the Circulation Desk for the room key (UMBC ID required).

Campus Information and Resource Center

<http://my.umbc.edu/groups/cic>, University Commons, x5-1000

This office serves as a resource center for commuter student and general information about the campus.

Office for Academic and Pre-Professional Advising

<http://www.umbc.edu/advising>, x5-2729

As part of the Office of Academic Services, the Advisement Center coordinates academic advising for the UMBC campus. In addition, they process changes of majors, review of graduation requirements, academic petitions and many other academic issues.

Registrar's Office

<http://registrar.umbc.edu/>, x5-3158

As part of the Office of Academic Services, the Registrar's Office manages course enrollment processes, transfer credit evaluations and other logistical aspects of student enrollment.

Counseling Center

<http://www.umbc.edu/counseling>, x5-2472

The Counseling Center provides confidential individual and group counseling, workshops on choosing a major, stress and time management, study skills, and access to a resource library.

Student Support Services

<http://www.umbc.edu/ssss>, x5-3250 or x5-2459

The Student Support Services Office provides services for students with disabilities including note-takers, readers, and adaptive equipment.

Off Campus Student Services

<http://www.umbc.edu/ocss>, x5-2770

The Office of Off-Campus Student Services (OCSS) was developed with commuter students in mind. Their mission is to meet the diverse needs of UMBC students who live off-campus.



Guidelines for running study groups

Set ground rules for the group (possibly with a written agreement)

Meet regularly

Avoid allowing the group to become a place for note-gathering or substitute for attending class

Avoid allowing one or two people to dominate the group.

Tips & strategies for effective study groups

Assign roles to group members

Take turns teaching & leading

Discuss lecture notes to learn important concepts

Relate & apply new concepts to old information

Quiz one another or brainstorm possible test questions that involve applying concepts

Work together

- understand everyone plays a role

- each has different strengths/weaknesses



The Study Group Agreement

"The Glue That Holds Us Together"

Group Name (Optional): Study Group Members			
First Name	Last Name	UMBC Email	Cell Phone

Meetings: We plan to meet at least once each week as follows:

_____ (days)

_____ (times)

_____ (location)

Group Leadership will be:

The group leader will be assigned at each session____, rotate each week____, or other option____.

Expectations/Ground Rules: (For example: We agree that no socializing will take place until after all material has been covered. We agree all group members will attend each meeting prepared and ready to contribute. We agree that group members will be treated with respect. We agree that all members should be allowed to express their views.)

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Thinking about a problem organizer tool

Problem:		
Suggested Solution #1:	Suggested Solution #2:	Suggested Solution #3:
Supporting Evidence:	Supporting Evidence:	Supporting Evidence:
Best solution/ Why:		

Adapted from Gillies, R and Khan, A. (2009). Promoting reasoned argumentation, problem-solving and learning during small group work. *Cambridge Journal of Education*, 39, 7-27.

THE TOP TEN CHARACTERISTICS OF SUCCESSFUL UMBC STUDENTS

1. They practice responsibility and a commitment to academic integrity. Successful students get involved in their studies and accept responsibility for their own education.	Responsibility means control. It's the difference between leading and being led. Your own efforts control your grade, you earn the glory or deserve the blame, and you make the choice. Your peers at UMBC have made the following agreement: <i>I hereby assume the responsibilities of an engaged member in a scholarly and civic community in which academic work and behavior are held to the highest standards of honesty. It is my active participation that affirms these principles and gives them true meaning as well as value in my education. I realize that by committing acts of dishonesty I hurt myself and place an indelible mark on the reputation of UMBC. Therefore, I will not cheat, fabricate materials, plagiarize, or help another to undertake such acts of academic dishonesty, nor will I protect those who engage in acts of academic dishonesty.</i> "Undergraduate Student Academic Honesty Statement" (Spring, 2004)
2. They know that a student and a professor make a team. Instructors want what you want: for you to learn in classes and earn good grades.	Successful students reflect well on the efforts of any teacher; if you have learned your material, the instructor takes some justifiable pride in teaching. Join forces with your instructors, they are your teammates.
3. They manage time. Time control is life control; you can choose to be in control of your life.	An elemental truth: you will either control time or be controlled by it! <u>Failure to take control of TIME is probably the #1 study skills problem for college students.</u> It ultimately causes many students to become non-students! Procrastinators are good excuse-makers. Don't make academics harder on yourself than it has to be. Stop procrastinating, and don't wait until tomorrow to do it! Faculty expect your work to be handed in by specific deadlines and that it will be of the highest quality. Specifically plan time into your week to prepare for each project, homework assignment and test, and do this several weeks in advance of the due date.
4. They understand that personal actions and choices affect learning.	If you act in a certain way that normally produces particular feelings, you will begin to experience those feelings. Act like you're bored, and you'll become bored. Act like you're disinterested, and you'll become disinterested. So the next time you have trouble concentrating in the classroom, "act" like an interested person: lean forward, feet flat on the floor, maintaining eye contact with the professor. Nod occasionally, take notes, ask questions. Not only will you benefit directly from your actions, your classmates and professor may also get more excited and enthusiastic.
5. They develop educational goals. Successful students have legitimate goals, and are motivated by their personal aspirations and desires.	Ask yourself questions: What am I doing here? Why have I chosen to be sitting here now? Is there some better place I could be? What does my presence here mean to me? Answers to these questions are the most important factors in your success as a college student. If your educational goals are truly yours, not someone else's, they will motivate a positive academic attitude.
6. They <u>listen</u> and <u>ask</u> questions to provide the quickest route to gaining knowledge.	In addition to securing the knowledge you seek, asking questions has at least two other extremely important benefits: it helps you pay attention to your professor and helps your professor pay attention to you! Listen to the information in class and ask for clarification if needed. There are no foolish questions.
7. They take notes that are understandable and organized, and review them often.	Why put something into your notes you don't understand? Ask the questions now that are necessary to make your notes meaningful at some later time. A short review while material is still fresh in your mind helps you learn more. The more you learn then, the less you'll have to learn later and the less time it will take because you won't have to include time to decipher what you have written. The whole purpose of taking notes is to use them.
8. They sit in the front of the class and minimize classroom distractions that interfere with learning.	Students want the best seat available for their entertainment dollars, but willingly seek the worst seat for their educational dollars. Why do they expose themselves to the temptations of inactive classroom experiences and distractions of all the people between them and their instructor? They choose the back of the classroom because they seek invisibility or anonymity, both of which are antithetical to efficient and effective learning. If you are trying not to be part of the class, why, then, are you wasting your time?
9. They <u>talk</u> and <u>write</u> about what is being learned in class. Successful students get to know something well enough that they can put it into their own words. It is a proven learning tool.	Having conversations with others and writing down in your own words what you are learning, provide the most direct path for moving knowledge from short-term to long-term memory. So, next time you study, talk about your notes, practice problems and discuss them, write summaries of what you have read or debate issues discussed in the text; in whatever way works best for you, actively engage with the material you are learning even if you find yourself reciting to a chair, organizing a study group, talking to yourself in the mirror, or writing multiple drafts of papers.
10. They do not cram for exams. Study skills professionals agree that divided periods of study are more effective than cram sessions.	You'll learn more, remember more, and earn a higher grade by studying in four, one hour nightly sessions for Friday's exam than studying all night on Thursday. Short, concentrated, preparatory efforts are more efficient and rewarding than stressful, last moment marathons. Many students fail to learn this lesson and repeat it over and over again until it becomes a wasteful habit. It's your choice!



Study Group Request for Help

Please submit to Ms. Miller, via email (summer@umbc.edu)
or drop off in University Center Room 116D

PLEASE - I need help from the Study Group Coordinator! Indicate best mode of contact.

First Name	Last Name	UMBC Email	Cell Phone & best time to contact me

☐ I need help in finding a study group ASAP!

I am available to meet each week as follows: _____ (days) and
_____ (times)

Information that I care to share that may be helpful in finding a study group fit:

☐ I need help with study group dynamics!

Information that I care to share that may be helpful about any challenges: