

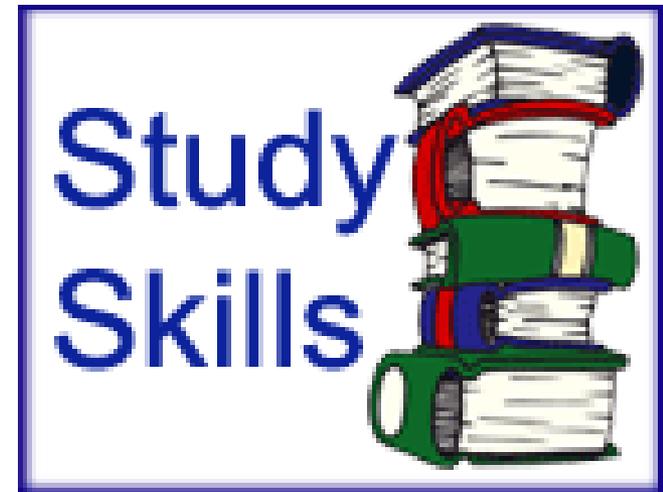
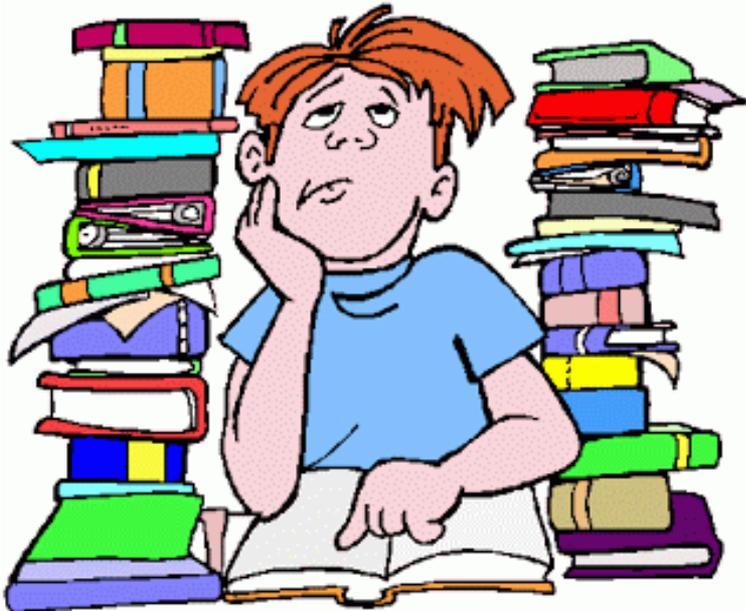


Learning is not attained by chance, it must be sought for with ardor and diligence.  
[Abigail Adams](#)

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.  
[Martin Luther King, Jr.](#)

Intellectual growth should commence at birth and cease only at death.  
[Albert Einstein](#)

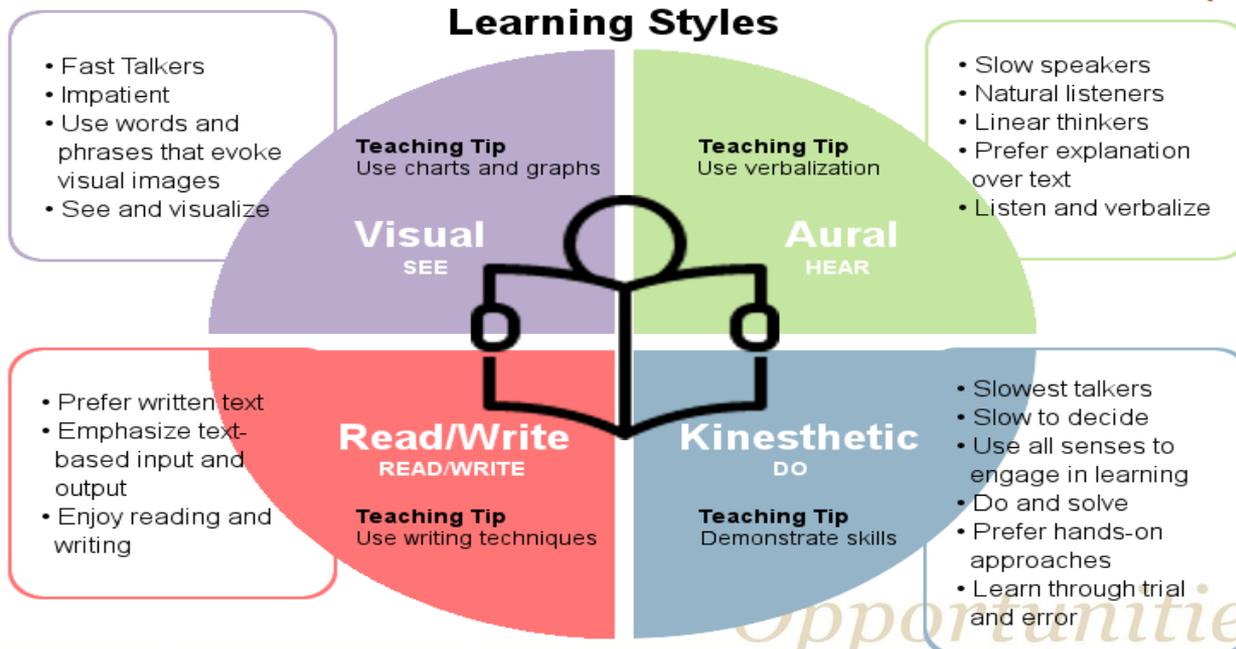
A person who never made a mistake never tried anything new.  
[Albert Einstein](#)



- Educational and Background experiences
- Personality traits
- Levels of Motivation
- Cognitive
  - Thinking and Reasoning processes
  - Prefer to have information presented

Intrapersonal

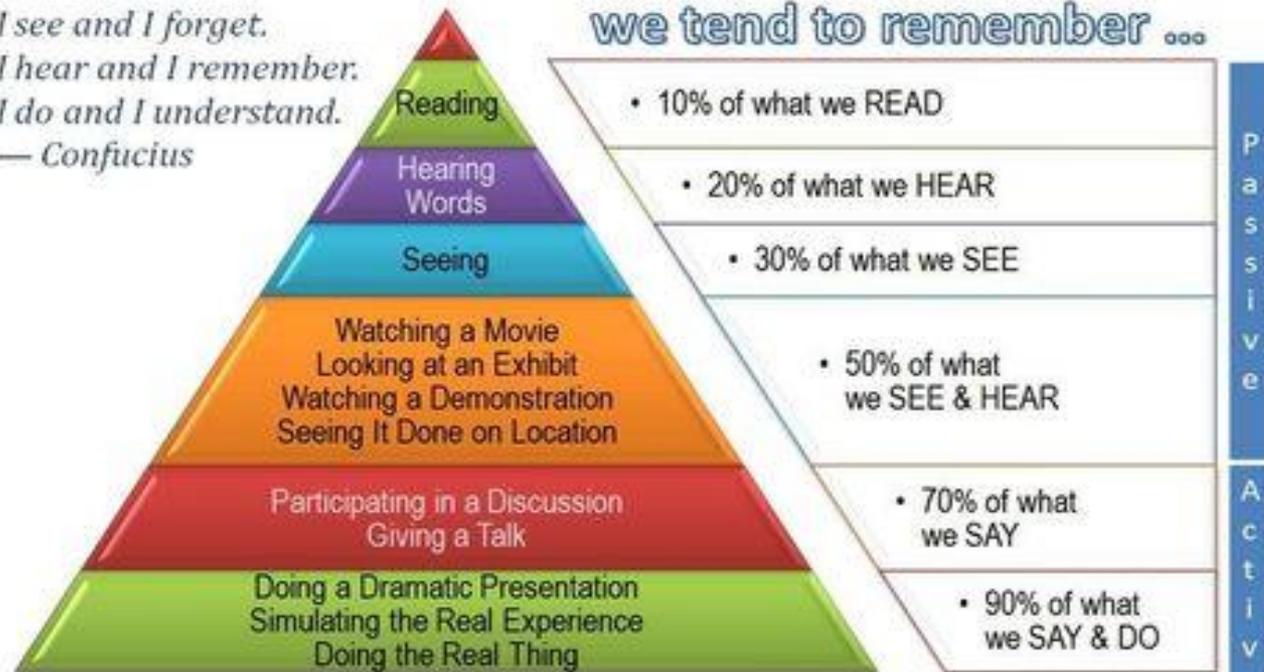
Interpersonal



*Opportunities For All*

## The Cone of Learning

*I see and I forget.  
I hear and I remember.  
I do and I understand.*  
— Confucius



Source: Edgar Dale (1969)

- Boast memory coding information multiple ways
- Create stronger sensory paths into LTM
- Create multiple ways for access & recall
- Add motivation and interest. More than one way to process information

- Visualizing
  - Mental images
    - Time to recall, practice, & rehearse images
- Verbalizing
  - Speaking or reading out loud
- Reciting
  - Explaining information out load
  - Complete sentences/in your own words
- Developing muscle memory
  - Kinesthetic process involving multiple repetitions until actions become entrenched

- Way of responding feels natural, automatic, comfortable
- Using...requires less effort or struggle
- Not using (opposite)...more stress, discomfort, frustration, dissatisfaction with results
- May choose opposite of your personality preference (won't feel comfortable or confident), but will be able to respond or perform

- Extraversion ↔ • Introversion
- Sensing ↔ • Intuition
- Thinking ↔ • Feeling
- Judging ↔ • Perceiving

- Where do you focus your attention?
  - How do you take information?
  - How do you make decisions?
- How do you approach or structure your life?

# Extraversion vs Introversion

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- Liven up the class with enthusiasm/energy
  - Talk freely/share information
  - Enjoy group activities
  - Respond quickly to questions
  - Get restless if class slows down...not engaged
- Quiet and reserved
  - Refrain from volunteering information
  - Prefers individual activities
  - Feels uncomfortable when class pace is too fast
  - Prefers time to contemplate and respond to questions

# Sensing vs Intuition

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- Favor step-by-step instructions
- Like direct, to-the-point of information
- See specific details before seeing total picture
- Prepare concrete facts & theories w/practical conclusions
- Favor approaches w/opportunities to explore new ways to receive/express information
- Enjoy brainstorming
- See “big picture” before details
- Like experimenting w/alternative ways to develop conclusions

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# Thinking vs Feeling

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- Make decisions based on logic/known proven details
- Use cause-effect thinking/analytical approach
- Appreciate recognition for logical decision-making
- Place less emphasis on facts and more on how decisions/outcomes affect people
- Use personal values to argue/debate ideas
- Appreciate recognition as individuals based on personal values

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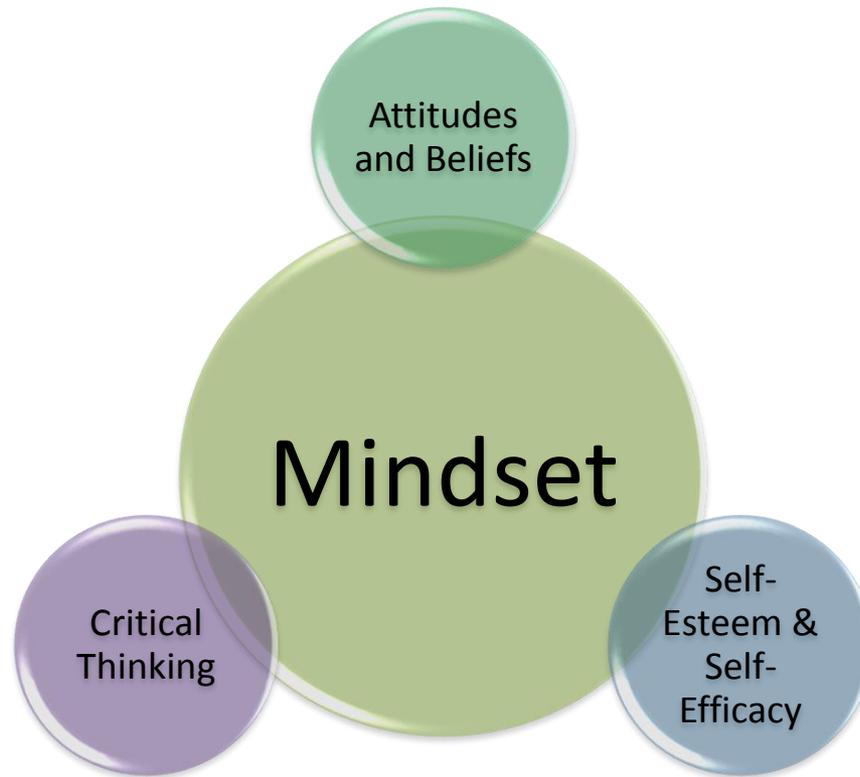
# Judging vs Perceiving

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- Favor organization, structure, routines
- Work best with clear expectations, deadlines, schedules
- Work steady on assignments until done to satisfaction
- Feel stifled by too much structure
- Prefer to use own methods and not structure by instructor
- Work best with bursts of energy/under pressure
- Open to new experiences

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- **Auditory – Visual**
  - (I): Announces course materials orally
  - (S): Record in notes
- **Applied – Conceptual**
  - (I): Seldom uses examples/models
  - (S): Make examples
- **Verbal – Spatial**
  - (I): Verbal teaching style
  - (S): Draw diagrams/charts/pictures
- **Pragmatic – Creative**
  - (I): Systematic/structured
  - (S): Extra column in notes creative thoughts



## Attitudes and Beliefs

**What is a *positive mindset*?**

**Give a “real-life” or “real person” example that demonstrates the following statements.**

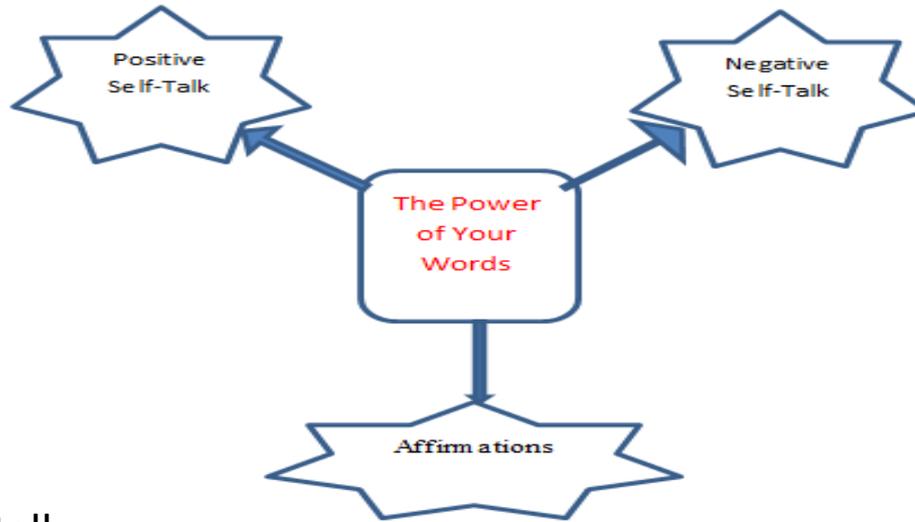
1. Do you see the glass as half empty or as half full?
2. A negative mind sees everything as problems; a positive mind sees everything as opportunities.
3. Failure is not falling down---it is refusing to get up.
4. A motivated person does not stop---an unmotivated person does not start.
5. What you can see---you can achieve.
6. A positive attitude enhances the experience---a negative attitude hinders it.
7. If you want to change your life---change your thoughts.

# Positive vs Fixed Mind Set

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FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none"> <li>• SOMETHING YOU'RE BORN WITH</li> <li>• FIXED</li> </ul>	<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• COME FROM HARD WORK.</li> <li>• CAN ALWAYS IMPROVE</li> </ul>
<ul style="list-style-type: none"> <li>• SOMETHING TO AVOID</li> <li>• COULD REVEAL LACK OF SKILL</li> <li>• TEND TO GIVE UP EASILY</li> </ul>	<b>CHALLENGES</b>	<ul style="list-style-type: none"> <li>• SHOULD BE EMBRACED</li> <li>• AN OPPORTUNITY TO GROW.</li> <li>• MORE PERSISTANT</li> </ul>
<ul style="list-style-type: none"> <li>• UNNECESSARY</li> <li>• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH</li> </ul>	<b>EFFORT</b>	<ul style="list-style-type: none"> <li>• ESSENTIAL</li> <li>• A PATH TO MASTERY</li> </ul>
<ul style="list-style-type: none"> <li>• GET DEFENSIVE</li> <li>• TAKE IT PERSONAL</li> </ul>	<b>FEEDBACK</b>	<ul style="list-style-type: none"> <li>• USEFUL</li> <li>• SOMETHING TO LEARN FROM</li> <li>• IDENTIFY AREAS TO IMPROVE</li> </ul>
<ul style="list-style-type: none"> <li>• BLAME OTHERS</li> <li>• GET DISCOURAGED</li> </ul>	<b>SETBACKS</b>	<ul style="list-style-type: none"> <li>• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.</li> </ul>

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- Positive self-talk
  - Supportive, uplifting, motivating, high self-esteem
- Negative self-talk
  - Belittlement, frustration, self-doubt, low self-esteem
- Affirmations (positive statements)
  - Use positive words & tones
  - Writing in the present tense
  - State with certainty and conviction
  - Keep short and simple; repeat

1. *Define self-esteem.*
2. *Which characteristics reflect high and low self-esteem?*

***H (high) or L (low) ?***

- |   |  |
|---|--|
| <input type="checkbox"/> <i>high motivation</i>         | <input type="checkbox"/> <i>rigid, resists change</i>  |
| <input type="checkbox"/> <i>adjusts to change</i>       | <input type="checkbox"/> <i>low self-confidence</i>    |
| <input type="checkbox"/> <i>few goals</i>               | <input type="checkbox"/> <i>unmotivated</i>            |
| <input type="checkbox"/> <i>courage to try new ways</i> | <input type="checkbox"/> <i>willing to seek advice</i> |
| <input type="checkbox"/> <i>positive approaches</i>     | <input type="checkbox"/> <i>negative self-talk</i>     |
| <input type="checkbox"/> <i>obstacles stop progress</i> | <input type="checkbox"/> <i>negative approaches</i>    |
| <input type="checkbox"/> <i>high stress levels</i>      | <input type="checkbox"/> <i>positive self-talk</i>     |
| <input type="checkbox"/> <i>rewarding relationships</i> | <input type="checkbox"/> <i>high achievement</i>       |

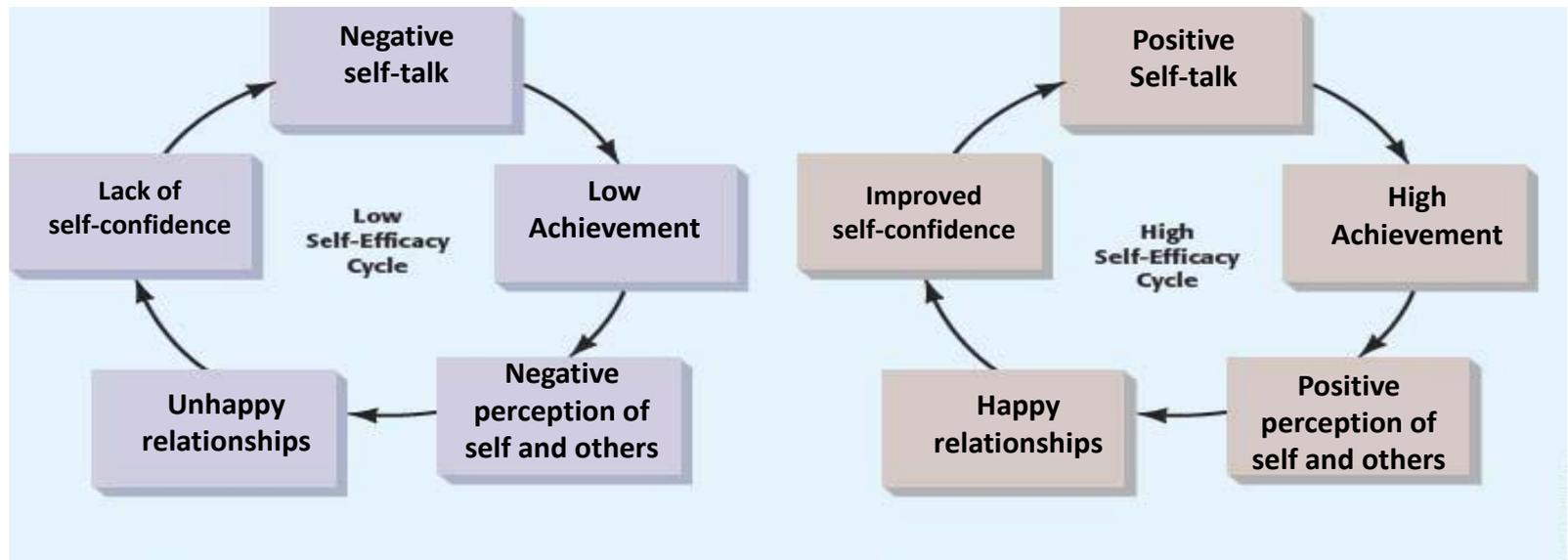
**Self-efficacy:** *the belief in your abilities to accomplish a specific task or to demonstrate a set of related skills at a specific level of performance.*

***What is one area that you have a low sense of self-efficacy?***

***How could you apply these strategies to increase self-efficacy?***

- 1. Be in a supportive, encouraging environment.**
- 2. Receive praise and acknowledgment of achievements.**
- 3. Observe and learn from others.**
- 4. Model desired behaviors of achievers.**
- 5. Show a willingness to try new methods.**
- 6. Create goals or plans of action.**
- 7. Create strong, positive communication skills.**

1. What specific tasks did you use to show low self-efficacy and high self-efficacy?
2. What descriptive characteristics did you use for each cycle?

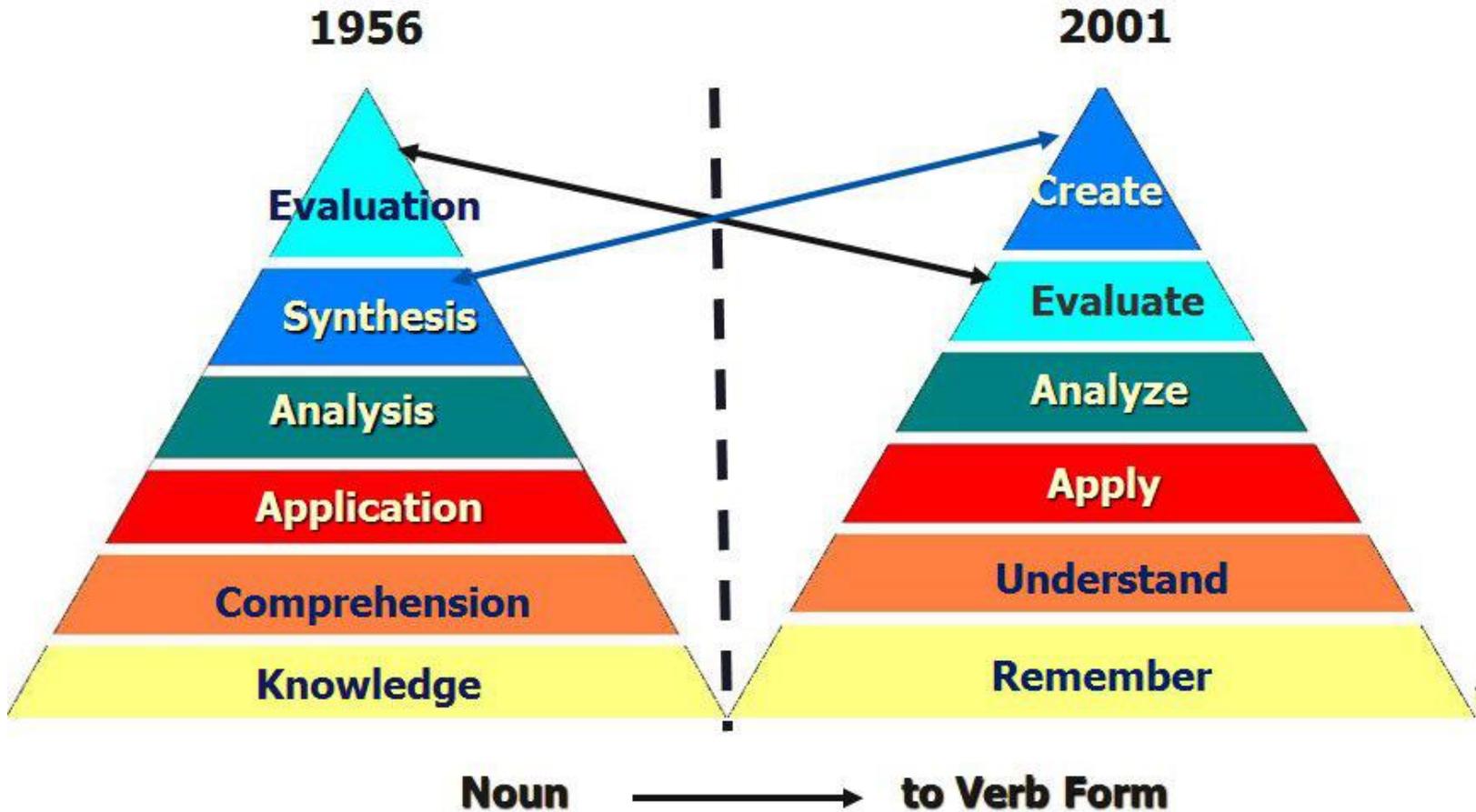


- Belief pattern hinders forward progress or action...fear consequences/outcome—negative
  - I lack the skills...
  - I can't do it because I don't understand it...
  - I feel overwhelmed and already know I'll fail at this...
  - I don't want to look stupid to other people...
  - I don't want to be embarrassed...
  - I'm not as smart, educated, or talented as other students...

- Usually based on false beliefs or images you have of yourself...
  - Refocus you mind on your positive traits
  - Plan to succeed
  - Activate positive self-talk
  - Engage suggestions or assistance of others
  - Do what needs to be done for clarifying assignments, planning adequate time to complete task, gathering the required materials
  - Envision success, not failure

- Be aware of your beliefs
  - Unsatisfied with your current beliefs about learning
- Look at the big picture
  - Don't just memorize bits of information; relate ideas to what you know
- Learn to live with uncertainty
  - Some questions may have no right answer
- Don't compare your ability with that of others
  - Don't worry that you may not be as good as your peers
- Learning takes time
  - Don't expect to learn complex concepts the first time you encounter them

- Higher-order, purposeful, skillful thinking focuses on gathering, understanding, and utilizing relevant information to reach appropriate solutions...
  - Be inquisitive and ask meaningful questions
  - Think independently and reflectively
  - Evaluate the quality of your thinking
  - Show open-mindedness
  - Understand and identify facts and opinions
  - Evaluate your decision-making skills



- ***Knowledge (Remembering):***
  - Dates, events, major ideas, bold-faced terms
  - Example: What happened on Black Tuesday?
- ***Comprehension (Understanding):***
  - Grasping the meaning, explaining or summarizing, predicting outcomes, inferring
  - Example: Discuss the major components of Hoover's New Deal.
- ***Application (Applying):***
  - Use material in new context, to solve problems, or to utilize rules, concepts, or theories
  - Example: Apply what you know about how the brain organizes information to how a computer organizes information.

Lower Order Thinking Skills (LOTS)

- ***Analysis (Analyzing):***
  - Understanding organization of parts, recognizing hidden meaning
  - Example: Compare and contrast the events leading up to the Great Depression to those leading up to the global economic downturn in the late 2000s.
- ***Synthesis (Evaluating):***
  - Creating new ideas, relating knowledge from several sources of information
  - Example: If someone has weak study skills habits, how might they improve it?
- ***Evaluation (Creating):***
  - Ability to make choices based on evidence, to support stance with reasoning
  - Example: Do you agree with the way Franklin Roosevelt tried to help the country get out of the Great Depression? Why or Why not?

Higher Order Thinking Skills (HOTS)

## Sources of Stress

- Academic record
- Social influences
- Family
- Finances
- Career decisions
- Situational problems

## Strategies for Reducing Stress

- Relax
- Exercise
- Take charge
- Be proactive
- Put problems in perspective
- Be flexible
- Develop interests
- Seek assistance
- Enjoy college experience

- Purpose
- Deadline
- Format of the assignment
- Method for submission
- Levels of thinking (Blooms Taxonomy)
- Assistance options
- Grading criteria

# What Can I Say About Myself

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- I'm not good at this
- I give up!
- This is too hard
- I can't do math
- I made a mistake
- I'll never be as smart as her
- It's good enough
- What am I missing
- I'll use some of the strategies I've learned
- This may take some time and effort
- I'm going to train my brain to do math
- Mistakes help me improve
- I'm going to figure out what she does and try it
- Is this really the best I can do

# *Tutoring Services Contact*

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