

Welcome to EDT 110!

EDT 110: Learning Strategies for College Success is a 2-credit hour course designed to help you develop the skills necessary to succeed academically at Miami University. More importantly, EDT 110 also teaches you to think critically about your own learning process in order to grow academically, personally, and professionally! Please note that this course is hybrid. While some of our meeting sessions will be hybrid (meaning we will not meet in person on Wednesdays), we will also have synchronous meetings (meaning you will have to attend class in person on Mondays).

Required Text: Digital RLC Planner (access will be provided by course instructor when course commences, free of cost).

Learning Objectives

1. Develop greater awareness of your own learning preferences.
2. Identify strategies to increase engagement and motivation in other courses.
3. Gain an introduction to the concept of metacognition and its applications in college-level learning.
4. Gain familiarity with metacognitive learning strategies, such as note-taking, critical reading/annotation, and visual learning representations.
5. Implement effective practices for managing your time as a student.
6. Develop greater awareness of Miami University policies and procedures, in particular the process of obtaining an undergraduate degree.
7. Identify your own personal, academic, and/or professional goals.
8. Define actionable tasks you can complete in order to achieve your goals.
9. Practice collaboration in working with your peers to cultivate learning strategies.
10. Increase confidence in your ability to succeed academically at Miami University.

My Expectations for You

- EDT 110 is a fully graded, 2-credit hour class, and my expectation for you is that you will treat it as such! I will expect you to spend about 2-3 productive hours every week on your coursework and assignments for EDT 110 (including the time you spend in our synchronous meetings).

- At the same time, however, my goal is that you will use the lessons we cover in EDT 110 to help you with assignments for your other classes. Notes, readings, study guides, and material you create for other classes are all fair game for EDT 110 assignments where appropriate!
- I expect you to sincerely engage with me, your classmates, and your Accountability Partner (more information on that is available below). I think it is appropriate to ask that everyone be respectful of one another, avoid making unkind remarks, and in general seek to create a supportive, engaging environment.

What You Can Expect from Me

- I promise to be present for you throughout this course – this means that I will be available to talk and answer questions during our synchronous meetings; via e-mail (please give me at least 1-2 business days to respond); and via chat. My “office hours” for chat will be by appointment, but class time every week will always be available to you. I will also schedule at least 1 short individual conference with you this semester, just to check-in and see how you are doing. Both office hours and these conferences will take place via Zoom.
- I promise, as your instructor, to keep you informed. I will post announcements every week on Mondays and Wednesdays, in order to help you keep track of assignments; I will strive to be clear in what I expect from you in your assignments, and I will work to ensure that all of our content is presented in a way that can be readily applied to your academic life.
- I promise to be understanding in my work with you. I recognize that life happens, and so if you need additional time to complete an assignment (or are not able to attend every synchronous class session), I will work with you to create a plan we are both happy with. I will also strive to be fair in evaluating your work within this class and addressing any questions or concerns you may have.
- I am committed, as an instructor, to making this class accessible for each student’s unique learning needs. Please do not hesitate to get in touch with me if you have any accommodations from Student Disability Services you’d like to discuss, or if I can do anything to make the course more accessible for you.

Major Assignments

- **How Do You Learn? Assignment (50 points)**

With this assignment, you will be asked to choose from one of the five tasks listed below (if none of these appeal to your interests, please email me and we’ll chat

about an alternative). For each task, you should start completely from scratch (no ready-made kits, etc.). Focus on learning how to complete that task – watch YouTube videos, tutorials, seek out experts in your own life, etc. Have fun with learning how to complete this task! The goal here is to identify what strategies work for you in learning something new and figure out how to apply those strategies to your academic work. You will then be asked to respond to a special Discussion Board in response to this assignment.

- Bake chocolate chip cookies (or another cookie of your choosing).
- Build a birdhouse.
- Bake a loaf of bread.
- Knit or crochet a small scarf.
- Organize an event (virtual conference, festival, art gallery, etc.)
- Discussion Board prompts: How did your “How Do You Learn?” assignment go? What task did you focus on, and how did you learn to complete it? Based on this exercise, what learning strategies do you think are most effective for you?
- Learning Outcomes:
 - Reflect critically upon your own learning practices.
 - Investigate a variety of learning tools/methods.
 - Analyze your own preferences as a learner.
 - Identify the components of a successful learning experience.
- **Discussion Board Postings (9 posts; 15 points each: 10 = post, 5 = response)**

You will be asked to create 9 discussion board postings this semester. Try to post at least 150-200 words on each topic and respond to at least 1 classmate’s post in order to generate conversation (if not more). You should respond to someone other than your Accountability Partner (see below for more information).

- Learning Outcomes:
 - Practice collaboration in sharing ideas with colleagues.
 - Employ professional communication in sharing ideas with colleagues.
 - Reflect critically upon your own learning practices.
 - Describe your response to various learning-related topics addressed in class.
- **Post #1:** Introduce Yourself. List 1-2 expectations you have for this class, and 1-2 expectations you have for Alyssa as the instructor.

- **Post #2:** What are your goals for your time at Miami? What are your goals for the future? Try to format at least 1 of your goals in the SMART format.
- **Post #3:** What does time management mean to you? What successes or challenges have you had with time management?
- **Post #4:** What are your thoughts on the distinction between studying and learning? What are your thoughts on the concept of metacognition?
- **Post #5:** We've recently covered note-taking, self-testing, and visual learning representations. Which of these learning practices resonate with you? What success strategies can you share with your colleagues?
- **Post #6:** We've recently covered test-taking strategies and critical reading strategies. Which of these learning practices resonate with you? What success strategies can you share with your colleagues?
- **Post #7:** What does your support network look like? What recommendations do you have for your colleagues on finding/building a network of support?
- **Post #8:** We've discussed the science behind motivation/procrastination, memory/recall, and bias. Which of these theories resonate with you? What success strategies can you share with your colleagues?
- **Post #9:** How do you manage the stress/anxiety that comes with being a student? What recommendations do you have for your colleagues?

- **Accountability Partner Blog Posts (4 blogs; 15 points each)**

You will be assigned an accountability partner for the semester. The goal of having an accountability partner is for you to get to know them, get a good sense of their academic needs this semester, and help them stay accountable for getting work done. You'll be asked to have at least 5 meetings with your accountability partner (this can be over the phone, video conference, or via text). You will then be asked to write a 150-200 word blog summarizing your conversation. Please note that you will write your own blog individually; you and your partner will not write your blogs together.

- Learning Outcomes:
 - Practice teamwork in helping a colleague maintain academic accountability.
 - Reflect critically upon your own learning practices.
 - Gain an introduction to a colleague's unique learning practices and experiences.
 - Practice problem-solving skills in managing academic concerns.
- **Blog #1**
 - Prompts: What are your majors? What classes are you each taking this semester? What classes do you think will be easy, and what classes do

you think will require a lot of work? How can you best support each other this semester?

- **Blog #2**
 - Prompts: How are your assignments going so far this semester? What is time management looking like for each of you? How strong have each of you felt in terms of organization and studying effectively?
- **Blog #3**
 - Prompts: What do tests and/or mid-term exams look like for you so far? What strategies have worked well for you both in preparing for tests? What areas would you like to improve upon, and how can you help each other in that process?
- **Blog #4**
 - Prompts: As the semester winds down, think about each of your goals for the remainder of your time at Miami, and your future beyond graduation. What will you need to achieve those goals?
- **Planner Checks (3 checks; 20 points each)**

You will be asked to complete and maintain a planner; this can be either a pen-and-paper planner or a digital planner (such as the RLC Digital Planner). Regardless of the format, you will be asked to complete a Master Schedule early on in the semester; perform Syllabus Tracking for your courses on a weekly basis, and toward the semester's end calculate your GPA and prepare for Final Exams.

 - Learning Outcomes:
 - Engage in research-supported practices for effective time management.
 - Practice advanced academic planning as regards tests/assignments/coursework.
 - Synthesize information from multiple courses into a single resource.
 - Develop expertise in a time management resource of your own choosing.
- **Flexible Assignments (2 assignments; 25 points each)**

In this course, you are asked to complete what we call "flexible assignments": assignments that offer multiple options for completion but have a common set of goals and evaluation criteria. My goal for each of these assignments is that you should be able to complete work that supports your success in other classes (i.e., a set of notes for another class).

 - Learning Outcomes:
 - Demonstrate an understanding of research-supported learning strategies.
 - Apply these learning strategies to your own academic work.
 - Identify learning strategies that resonate most strongly with your learning needs and preferences.
 - Reflect metacognitively upon major concepts from your classes.

- **Learning Resource Project (70 points)**

- Learning Outcomes:
 - Apply your knowledge of learning strategies using a case study-based approach.
 - Employ multimedia expertise to create a learning resource.
 - Utilize a creative approach to problem-solving.
 - Draw upon your own experiences as a student to create a learning resource that can be used by future students.

For your final project, your goal will be to develop a resource on a learning-related topic that would have been of help to you prior to the course that students who also may have similar needs as you would benefit from having. Some ideas might be:

- Create a YouTube video.
- Create a podcast.
- Create a lesson plan.
- Create a study guide template.
- Create an infographic.

However, you are certainly not limited to this list! Be creative and have fun with this assignment. My goal is for you to create a resource that can be shared with future EDT 110 students to help them grow and improve as learners.

Then, please create a Learning Passport/Profile of yourself including the things you've learned this semester:

- What is your Learning Style? What insights from this assessment can you incorporate into your notetaking and test-taking strategies?
- What is your True Colors result? What insights from your results can you bring to group work and communicating with others in the future?
- What are the top three things you learned this semester that were the most helpful?

Be creative in the format of this, too! PowerPoint/Google Slides, an infographic, etc. This means **you will be turning in TWO FILES!** Canvas allows you to submit multiple files, but be sure to leave yourself enough time for any issues that may arise when turning it in.

Point Breakdown

Overall points available: 425

Accountability Blog Posts:

15 points each, 60 points total

Discussion Board Postings:

15 points each, 135 points total

How Do You Learn? Assignment:

50 points

Planner Checks

20 points each, 60 points total

Flexible Assignments

25 points each, 50 points total

Learning Resource Project

70 points

Grading Scale

My grading scale is listed below:

A+ (98-100%)

A (94-97%)

A- (90-93%)

B+ (87-89%)

B (84-86%)

B- (80-83%)

C+ (77-79%)

C (74-76%)

C- (70-73%)

D+ (67-69%)

D (64-66%)

D- (60-63%)

F (59% or Below)

Grade Distribution



- Accountability Partner Blog Posts
- Discussion Board Postings
- How Do You Learn? Assignment
- Learning Resource Project
- Planner Checks
- Flexible Assignments