**Classroom Tips**

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| --- |
| Attend all classes:* Arrive on time.
* Do not leave early.
 |
| Be prepared:* Read and process text before class—formulate questions to have clarified.
* Review previous notes.
* Do problems, brainstorming, outlining.
 |
| Sit close to the front:* Listen actively.
* Take notes.
* Ask questions.
 |
| Seek assistance:* Visit instructor during office hours with questions/concerns.
* Get peer tutoring assistance.
* Get a study buddy.
* Go to Learning centers—reading, writing, or math.
 |
| Hand in work on time and do not miss exams:* Have work college-level ready to hand in on due date.
* Do not use excuses to rationalize lack of preparation.
 |
| Be realistic, use a calendar, and follow course syllabi:* Schedule assignments, tests, projects.
* Schedule study time—2 hours of study for each hour in class.
* Honestly account for family, social life, work, class, study, and transportation.
* A 15-credit semester load = a full-time job.
 |

**Preparation Tips**

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| Take 4 years of high school math. |
| Take college preparatory, enriched, and honors courses.  |
| Take elective courses that develop background knowledge such as sociology, psychology, geography, anthropology, philosophy, biology, chemistry, and physics. |
| Develop strong communication skills: reading, writing, speaking, and listening. |
| Take college preparatory courses in critical reading and study skills. |

MNADE Publication

Minnesota Association for Developmental Education

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**College Readiness:**

Understanding the Difference Between

High School and College

Successful college students seriously pursue the understanding of ideas, cultívate a spirit of curiosity, ask questions, and maintain a positive attitude towards learning.

This brochure is a guide for students, parents, and teachers to explore potential differences between high school and college.

*www.mnade.net*

**Student Responsibility**

|  |  |
| --- | --- |
| **High School****“Teacher Supported”** | **College****“Student Directed”** |
| High schools and teachers require attendance. | *Successful students attend all classes although attendance may not be required.* |
| Teachers remind students of assignments, tests, & make up work. | *Students complete assignments & take tests on time.* |
| Teachers tell students what to learn. | *Successful students determine what to learn and know how to study using their own learning styles.* |
| Teachers…* Summarize main ideas.
* Outline notes.
* Provide study guides.
* Formulate questions.
 | *Successful students…** *Use effective textbook reading skills to learn content.*
* *Take effective notes, & study them regularly.*
* *Create their own study guides, maps, and graphic organizers.*
* *Generate questions, & answers from varying perspectives.*
 |
| Teachers guide research and the location of information. | *Successful students possess library and internet research skills.* |
| Teachers give students supplementary information. | *Successful students seek background information or supplementary resources.* |
| Teachers monitor student performance by providing grade sheets. | *Successful students monitor their own performance and set improvement goals.* |
| Teachers discipline inappropriate talking in class. | *Teachers do not tolerate inappropriate talking in class.* |
| Teachers usually require less outside studying than in college. | *Successful students study 2-3 hours for each one hour of class time.* |
| Teachers provide in-class study time and students often study with many distractions. | *Successful students use study areas on campus and create a study area at home.* |
| Others schedule a student’s time for classes, sports, and work. | *Successful students must develop personal time management systems for college classes, study time, work, and social life.* |
| Students often choose elective courses based on interest. | *Successful students choose courses based on program, degree, or transfer requirements.* |

**Academic Environment**

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| --- | --- |
| **High School****“Teacher Supported”** | **College****“Student Directed”** |
| Teachers give short lectures that often duplícate reading assignments. | *Teachers present extended lectures that supplement assigned readings.* |
| High school classes are usually limited to 30 or fewer students. | *College classes are usually larger with 40-100 plus students.* |
| High school classes meet daily. | *College classes meet 2-3 times per week.* |
| Teachers provide necessary background knowledge. | *Teachers assume students have background knowledge and skills.* |
| Teachers focus student learning with questions. | *Teachers expect students to generate questions.* |
| Teachers cover all content in class. | *Students are responsible for all material whether or not it is presented in class.* |
| Teachers provide organization. | *Students must have systems of organization for assignments, notes,handouts(notebooks/folders).* |

**Resources & Support**

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| --- | --- |
| **College****“Student Directed”** | **College****“Student Directed”** |
| Students have daily contact with teachers and receive regular feedback. | *Successful students have limited contact with teachers and must seek feedback.* |
| Teachers and parents direct academic accommodations and services for students with special needs. | *Successful students seek out academic accommodations and special assistance.* |
| Teachers provide extra help. | *Successful students seek out peer tutoring and further academic assistance during instructor office hours.* |
| Friends and family support students. | *Students may not be in contact with a family support system and need to create a new support system.* |
| Teachers usually give structured assignments with explicit directions. | *Successful students organize and interpret assignments and conduct research independently.* |

**Resources & Support**

|  |  |
| --- | --- |
| **High School****“Teacher Supported”** | **College****“Student Directed”** |
| Teachers often use T/F, multiple-choice, and short answer test formats. | *Teachers give complex exam questions requiring analysis, application, and synthesis of ideas and theories using multiple-choice and essay formats.* |
| Teachers give frequent tests and provide make-up tests and retakes. | *Teachers give fewer tests (2-3 per semester) and generally do not allow for make-ups or retakes.* |
| Grades are based on quality, completion, and effort given to assignments. | *Grades reflect the quality of the product and adherence to college-level thinking and writing.* |
| Teachers offer extra-credit opportunities to improve grades. | *Teachers may not offer extra-credit.* |

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The conceptual framework for this brochure is based on the work of many outstanding educators in the field of developmental education.

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