

**ENVIRONMENTAL DESIGN
2020**



**FALL
PREP**

EXERCISES, RESOURCES
AND TOOLS TO PREPARE
FOR FALL SEMESTER

QUESTIONS? EMAIL ALEXIS.HARPER@COLORADO.EDU

so what is this?

THE BREAKDOWN

It goes unsaid that spring semester of 2020 was *interesting* and brought to light many academic challenges for students across the board.

With that, this fall-prep guide has been made to help you identify areas of growth needed in your learning so that you may succeed in the fall, as well as to provide resources you may utilize to make that progress effective.

You may provide this completed packet at the beginning of fall semester to complement your Academic Recovery Plan with ENVD's Academic Coach, or use this guide for personal development and growth.

Remember, raising a cumulative GPA, establishing healthier routines, learning new study tricks or changing your perspective towards academics takes time, consistent effort, and diligence.

In other words, **you've got this.**

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MOTIVATORS VS ENERGIZERS

Name:

Date:

This writing exercise is intended to distinguish the nuances between the motivating factors in your life that reward or satisfy progress towards a goal, and the daily energizers that keep you working towards that goal. Identify what you can bring into fall semester, and potentially what you'd like to incorporate.

Motivation ebbs and flows - discipline does not.

A strong sense of discipline and healthy accountability will see you through the days when motivation is lacking. This discipline is strengthened over time through your "energizers" - the tricks, skills, routines, and healthy habits that revamp your motivation to tackle a goal, or pull you out of a rut. Energizers can be anything from a ten-minute nap, to a phone call with a friend, to a motivating song or working out to feel healthy and get back to making progress.

And when you succeed, celebrate it! Identify these celebrations for your hard work as your "motivators." These are the bigger joys that can look like anything from a vacation with your family, to hiking with friends, to going out to eat or having a day off from academics and work to do what you do best. These are the things that you look forward to or that keep you accountable for finishing your work so that you can be present when enjoying your time off.

motivators	energizers
<div data-bbox="86 1332 135 1377">□</div> <p>For example: Going out with friends on the weekend to celebrate finishing finals. Taking a day off to rest</p>	<div data-bbox="1460 1332 1508 1377">□</div> <p>For example: Listening to your favorite song before starting your work or going on a walk during a study break</p>

now circle what you can implement in fall semester - what are some sustainable habits or tricks you can use? what are some that are lacking that you can add?

ENERGY IS CONSERVED

Name:

Date:

With academics and beyond, it goes unsaid that you only have so much energy that you can expend each day - mentally, emotionally, physically, and so on. The following exercise is intended to identify and reflect on what "fuels your reserves" and allows you to put forth your best work in academics and other aspects of your life, as well as to identify the "drains to your reserves" or the challenges that may require more of your time and efforts to attain your goals.

Be aware that this exercise is only to identify - not to place an emotion or call-to-action on where you may expend your time and energy currently. Unbiased and gentle observation and reflection on your current goals, academics, work, relationships, etc. is an imperative first step before moving forward with changes to redirect your efforts and energy.

This first step can be summed up as defining your constraints, boundaries, and capabilities so that you may be able to make effective changes down the road, if needed.

Where do you dedicate your energy each day?

what "fuels you up"?

what "drains" you?

mentally

emotionally

physically

Having a strong sense of self, identity, and awareness to your strengths and areas in which to grow and progress is imperative for success, academically and beyond. This goes beyond having an idea of whether you're a visual learner, kinesthetic one, etc.

Meshing metacognitive strategies with effective tricks and habits by you, for you, dives further into developing an awareness for how you react to new information and learn from it.

So with that, the following questions are intended to kickstart this internal dialogue for how you learn, so that you can use the right strategies moving forward.

In the space below, after you've completed the questions and calculated your score, reflect on if you agree with the outcome.

Do you? Do you not? Did the process of working through these questions bring a new perspective towards your learning style?

[illegible]

HOW DO YOU LEARN? OWN IT.

	True	False
1. I ask myself periodically if I am meeting my goals.		
2. I consider several alternatives to a problem before I answer.		
3. I try to use strategies that have worked in the past.		
4. I pace myself while learning in order to have enough time.		
5. I understand my intellectual strengths and weaknesses.		
6. I think about what I really need to learn before I begin a task		
7. I know how well I did once I finish a test.		
8. I set specific goals before I begin a task.		
9. I slow down when I encounter important information.		
10. I know what kind of information is most important to learn.		
11. I ask myself if I have considered all options when solving a problem.		
12. I am good at organizing information.		
13. I consciously focus my attention on important information.		
14. I have a specific purpose for each strategy I use.		
15. I learn best when I know something about the topic.		
16. I know what the teacher expects me to learn.		
17. I am good at remembering information.		
18. I use different learning strategies depending on the situation.		
19. I ask myself if there was an easier way to do things after I finish a task.		
20. I have control over how well I learn.		
21. I periodically review to help me understand important relationships.		
22. I ask myself questions about the material before I begin.		
23. I think of several ways to solve a problem and choose the best one.		
24. I summarize what I've learned after I finish.		
25. I ask others for help when I don't understand something.		
26. I can motivate myself to learn when I need to		
27. I am aware of what strategies I use when I study.		
28. I find myself analyzing the usefulness of strategies while I study.		
29. I use my intellectual strengths to compensate for my weaknesses.		
30. I focus on the meaning and significance of new information.		
31. I create my own examples to make information more meaningful.		

HOW DO YOU LEARN? OWN IT.

32. I am a good judge of how well I understand something.		
33. I find myself using helpful learning strategies automatically.		
34. I find myself pausing regularly to check my comprehension.		
	True	False
35. I know when each strategy I use will be most effective.		
36. I ask myself how well I accomplish my goals once I'm finished.		
37. I draw pictures or diagrams to help me understand while learning.		
38. I ask myself if I have considered all options after I solve a problem.		
39. I try to translate new information into my own words.		
40. I change strategies when I fail to understand.		
41. I use the organizational structure of the text to help me learn.		
42. I read instructions carefully before I begin a task.		
43. I ask myself if what I'm reading is related to what I already know.		
44. I reevaluate my assumptions when I get confused.		
45. I organize my time to best accomplish my goals.		
46. I learn more when I am interested in the topic.		
47. I try to break studying down into smaller steps.		
48. I focus on overall meaning rather than specifics.		
49. I ask myself questions about how well I am doing while I am learning something new.		
50. I ask myself if I learned as much as I could have once I finish a task.		
51. I stop and go back over new information that is not clear.		
52. I stop and reread when I get confused.		

Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19, 460-475.

HOW DO YOU LEARN? OWN IT.

Directions – For each True on the MAI give yourself 1 point on the following charts. For each False, give yourself 0 points in the Score column. Total the score of each category and place in box.

KNOWLEDGE ABOUT COGNITION

DECLARATIVE KNOWLEDGE – The factual knowledge the learner needs before being able to process or use critical thinking related to the topic – Knowing <i>about, what, or that</i> – Knowledge of one's skills, intellectual resources, and abilities as a learner – Students can obtain knowledge through presentations, demonstrations, discussions		DECLARATIVE KNOWLEDGE 5. I understand my intellectual strengths and weaknesses. 10. I know what kind of information is most important to learn. 12. I am good at organizing information. 16. I know what the teacher expects me to learn. 17. I am good at remembering information. 20. I have control over how well I learn. 32. I am a good judge of how well I understand something. 46. I learn more when I am interested in the topic.		SCORE
PROCEDURAL KNOWLEDGE – The application of knowledge for the purposes of completing a procedure or process – Knowledge about <i>how</i> to implement learning procedures (e.g. strategies) – Requires students know the process as well as when to apply process in various situations – Students can obtain knowledge through discovery, cooperative learning, and problem solving				
CONDITIONAL KNOWLEDGE – The determination under what circumstances specific processes or skills should transfer – Knowledge about <i>when</i> and <i>why</i> to use learning procedures – Application of declarative and procedural knowledge with certain conditions presented – Students can obtain knowledge through simulation				
		TOTAL		8
PROCEDURAL KNOWLEDGE	SCORE	CONDITIONAL KNOWLEDGE	SCORE	
3. I try to use strategies that have worked in the past.		15. I learn best when I know something about the topic.		
14. I have a specific purpose for each strategy I use.		18. I use different learning strategies depending on the situation.		
27. I am aware of what strategies I use when I study.		26. I can motivate myself to learn when I need to.		
33. I find myself using helpful learning strategies automatically.		29. I use my intellectual strengths to compensate for my weaknesses.		
		35. I know when each strategy I use will be most effective.		
TOTAL	4	TOTAL	5	

PLANNING –Planning, goal setting, and allocating resources <i>prior</i> to learning INFORMATION MANAGEMENT STRATEGIES –Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing) COMPREHENSION MONITORING –Assessment of one’s learning or strategy use DEBUGGING STRATEGIES –Strategies used to correct comprehension and performance errors EVALUATION –Analysis of performance and strategy effectiveness after a learning episode		PLANNING 4. I pace myself while learning in order to have enough time. 6. I think about what I really need to learn before I begin a task. 8. I set specific goals before I begin a task. 22. I ask myself questions about the material before I begin. 23. I think of several ways to solve a problem and choose the best one. 42. I read instructions carefully before I begin a task. 45. I organize my time to best accomplish my goals. TOTAL 7	
INFORMATION MANAGEMENT STRATEGIES 9. I slow down when I encounter important information. 13. I consciously focus my attention on important information. 30. I focus on the meaning and significance of new information. 31. I create my own examples to make information more meaningful. 37. I draw pictures or diagrams to help me understand while learning. 39. I try to translate new information into my own words. 41. I use the organizational structure of the text to help me learn 43. I ask myself if what I’m reading is related to what I already know. 47. I try to break studying down into smaller steps. 48. I focus on overall meaning rather than specifics. TOTAL 10		COMPREHENSION MONITORING 1. I ask myself periodically if I am meeting my goals. 2. I consider several alternatives to a problem before I answer. 11. I ask myself if I have considered all options when solving a problem. 21. I periodically review to help me understand important relationships. 28. I find myself analyzing the usefulness of strategies while I study. 34. I find myself pausing regularly to check my comprehension. 49. I ask myself questions about how well I am doing while learning something new. TOTAL 7	
DEBUGGING STRATEGIES 25. I ask others for help when I don’t understand something. 40. I change strategies when I fail to understand. 44. I re-evaluate my assumptions when I get confused. 51. I stop and go back over new information that is not clear. 52. I stop and reread when I get confused. TOTAL 5		EVALUATION 7. I know how well I did once I finish a test. 18. I ask myself if there was an easier way to do things after I finish a task. 24. I summarize what I’ve learned after I finish. 36. I ask myself how well I accomplish my goals once I’m finished. 38. I ask myself if I have considered all options after I solve a problem. 49. I ask myself if I learned as much as I could have once I finish a task. TOTAL 6	

HOW ARE YOU HERE? WHERE ARE YOU GOING?

Name:

Date:

Your narrative is yours alone.

While the path that led you to reflecting on this prompt given to you by ENVD's Academic Coach at CU Boulder in 2020 may seem winding, random and unrelated, identifying the roots of what drives your motivations or recognizing patterns can be an excellent tool to utilize when looking forward.

Identify your mentors – who gives you advice you listen to? (at least with a grain of salt). Who do you look up to? If you've identified that person as yourself, what is a powerful moment in which you've made a choice for your path that ultimately benefitted you?

Who could be a potential mentor within ENVD, or at CU?

Do you have a pattern for how you make decisions? Is your decision-making effective for where you want to go? What is a small change that you can make to your decision-making process moving forward?

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook or legal stationery. The lines are thin and light blue, set against a plain white background. There is no handwriting, printed text, or other markings on the page.

Date:

Would your advice change?

[illegible]

JULY 2020

link to CU Academic Calendar: <https://www.colorado.edu/academics/academic-calendar>

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020

link to CU Academic Calendar: <https://www.colorado.edu/academics/academic-calendar>

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Week at a Glance

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
8:00							
9:00							
10:00							
11:00							
NOON							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

make note of important deadlines on these blank calendars
and the time that is required leading up to that deadline to complete the task

WEEKLY GOAL SHEET

fall prep 2020

Dates: _____

Weekly Goals: _____

Projects Due: _____

Progress: _____

WEEKLY GOALS:

ACADEMIC

-

-

-

PERSONAL

-

-

DUE THIS WEEK:

PROGRESS CHECK-IN:

HOW ARE PRIOR GOALS DEVELOPING?

ONGOING THIS WEEK:

WHAT PROJECTS WILL YOU START THIS WEEK
(THAT MAY BE DUE AT A LATER TIME)

WEEKLY PRIORITIES

for goals and tasks

Month/Year: _____

Week	High Priority Tasks	Low Priority Tasks
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

STUDY TECHNIQUES

ONE SIZE DOES NOT FIT ALL

Below are some study techniques that you can begin practicing for fall semester, and some tricks to navigate remote and hybrid learning.

But keep in mind that it takes time and repetition for any new skill to become habit, and it takes reevaluation and reflection to determine if the study technique you're learning is going to work for you. If you're committing to establishing a new routine, start with *one* change a week.

File management and organization for remote/hybrid classes

- Keep an external hard-drive with folders for each class, and sub-folders labeled accordingly for homework, smaller assignments, and projects. Within those sub-folders for each class, create a folder for "in-progress" tasks (like drafts of an essay you're writing), and a folder for "completed."
- Back this external hard-drive up at the beginning or end of each week so you have copies of your work on your main computer, and in a separate location.
- Set the preferences on your email so emails from CU are directed into their own folder, and from there, create folders for specific classes (you can identify from canvas or your Buff Portal who your professor will be, so you can point their email to a specific class folder within your email).

Some study tricks

- Spacing Things Out

Studies also show that in regards to learning, people generally have a hard time maintaining productivity for more than 90 minutes straight. Most students actually work better if they can be intensely focused for 30-45 minutes, then take a short break (10-15 minutes), then return to the task at hand. We highly recommend students plan to study at the college level with this in mind.

Most importantly –planning on studying for 5-8 hours at a time is not ideal even if you hear of other students doing this. Studies in learning and memory retention absolutely confirm this. We recommend that students plan for 2-3 hours, with intervals of 30-5 minutes and small breaks in those 2-3 hours, then a much longer break.

- Plan your Study Concepts

You need to backwards plan your time and make a rough outline for what you need to review each day or every other day in the weeks prior to an exam. You can use the weekly calendar template for this type of scheduling.

For example: With a test on Thursday... block time off on Wednesday to study 2 concepts, and Tuesday for 2 more concepts, and Monday for 2 more.... etc. etc. leading up to Thursday's deadline. This can also apply to working through larger projects.

NOTE TAKING

FOR WHEN YOU DON'T REALLY WANT TO

Long zoom lectures (or lectures in general) can be tough. If you find that it's difficult for you to stay engaged, consider this note-taking strategy...

Study Cycle:

Before Class:

- Complete the course reading and take notes on the reading.
- Review your lecture notes from previous lecture.
- Write the learning objectives for the day's lecture at the top of your notes.

During Class:

- Take notes.
- **When you start to lose focus, write down your distraction at the top of the page, and count for a few seconds.**
- Re-engage in the lecture by leaving space in your notes where you lost focus and **focus on the content, not the delivery**, of what the lecturer is discussing.

After Class:

- As soon after class as possible, ACTIVELY review your notes.
- Fill in gaps in your notes by going back to the reading/textbook, visiting your instructor in office hours, meeting with a study group, or asking a peer in the class.
- How does your understanding of your notes connect to the learning objectives for that lecture? Summarize if there are gaps in your knowledge that you can visit with a fresh perspective later on, or need help navigating, as well as concepts in your notes you feel confident with.