Center for Academic Success

Pam Ball, Learning Strategies Program Manager
Libby Taylor, Academic Support Graduate Assistant
Resources for You!

- Workshops
  - On-campus & Online
- Tutoring
  - Variety of Courses
- Individual Consultations
- Supplemental Instruction
Are you ready to grow?

**Fixed Mindset:**
You have a certain level of intelligence or talent and that is all you have to work with

“I’m not a Math person”

**Growth Mindset:**
Through effort and training you can develop your ability, intelligence and talent

“Math is difficult so I have to work harder”
CAS Pillars

- Emotions affect learning
- Learning can be enhanced
- Learning is a process
- Learning requires effort
- Learners are unique

Adapted from Carol Dweck's *Mindset: The New Psychology of Success*
Learning Levels:

Bloom’s Taxonomy

(Use Critical Thinking)

HOW?

WHY?

WHAT IF?

- **Remember**: Memorizing information verbatim, but not necessarily understanding the material.
- **Understand**: Restating in your own words; paraphrasing, summarizing, translating.
- **Apply**: Solving problems, making connections. Transferring abstract ideas to practical situations.
- **Analyze**: Identifying components, relationships between parts, making inferences and deductions.
- **Evaluate**: Understanding values, judging validity or quality of work. Deep understanding of a discipline.
- **Create**: Forming a unique product, requires creativity and originality.
The Study Cycle

START

PREVIEW
- Before class, skim new material.
- Note big ideas.
5-15 minutes

ATTEND
- Go to class!
- Take notes.
- Ask questions.

CHECK
- Can I teach this material to someone?
- Are my study methods effective?

STUDY
Schedule several focused study sessions per class each week.
30-50 minutes

REVIEW
- Reread notes.
- Fill in gaps.
- Develop questions.
10-15 minutes

THE STUDY CYCLE

Adapted from Frank Christ's PLRS system.
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Focused Study Sessions

Examples
• Annotate notes
• Homework problems
• Make a study guide
• Read (SQ3R)
• Concept mapping
• Make test questions
• Form a study group
• Teach someone else
• Storyboarding

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**PLAN**
Decide what you will accomplish in your study session and get started.
(Suggested time: 1 - 2 minutes)

**STUDY**
Interact with material: organize, concept map, summarize, process, re-read.
(Suggested time: 30 - 50 minutes)

**BREAK**
Step away from material to clear your head.
(Suggested time: 5 - 10 minutes)

**RECAP**
Go back over, summarize, wrap-up and check what you studied.
(Suggested time: 5 minutes)

**CHOOSE**
• Should I continue studying?
• Should I take a break?
• Should I change tasks or subject?
LSU

Semester Calendars

lsu.edu/cas
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As LSU’s central learning center, the Center for Academic Success promotes self-efficacy and lifelong learning by empowering individuals with transformational strategies and resources that foster critical thinking and metacognitive development in order to advance student persistence and success.

CAS DIRECTOR SEARCH

We are excited to announce that we are conducting on-campus interviews to fill the position of Director for the Center for Academic Success. We have invited three candidates to interview for the position. Learn more.
Schedule Online for Academic Coaching

lsu.edu/cas

Schedule an Academic Coaching Session

An academic coach can help you plan a path toward academic success, with effective personalized learning strategies.

SCHEDULE NOW

Coaching sessions often include personalized techniques to help you:
- take notes, study and learn more effectively
- remember what you read
- take exams in a more productive way
- lessen test anxiety
- manage your time
- learn best in specific courses

Our Academic Coaching Team
*Please schedule all appointments through our online system.

- Nanette Cheatham, Assistant Director
- Pam Bell, Program Manager
- Corey Fitzgerald, Graduate Assistant
- Katherine Wolf, Graduate Assistant
Contact Us!

Pam Ball
Learning Strategies Program Manager
LSU Center for Academic Success
pball1@lsu.edu
225-578-2872

LSU CAS
@LSU_CAS
@LSU_CAS
LSUCAS
Supplemental Instruction
Supplemental Instruction

Peer-assisted study sessions

Designed to help increase student retention in historically difficult courses (focuses on courses with high DFW rates).

Most Supplemental Instructors were once students in the same course AND had the same professor.
Sessions: 1 hour and 30 minutes twice a week

Work on problem solving

Applying and reinforcing information from lecture the same week

Introduced at the beginning of the year to the class by the SI leader

Office Hours: 1 hour twice a week

Students have option to go over any material with SI leaders one on one or in small groups
Serves a wide range of subjects

- General and Organic Chemistry
- Introductory Biology for both Science Majors and Non-Science Majors
- Accounting
- Economics
- History
- Communication Disorders
- Psychology
But does it work?

### CHEM 2261 DR. CROWE

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### CHEM 1202 DR. STANLEY

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In case you’re still not convinced...

There have been a total of 35,500 visits to Supplemental Instruction and throughout all 35+ subjects the average grade jumps up an incredible 0.5 GPA.

And we are still improving every year!
What does it cost?

ABSOLUTELY NOTHING

Supplemental Instruction is completely covered by the University!
Contact Us!

Center for Academic Success

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