



Professional Development Institute

Flex Course Syllabus

Study Smarter Not Harder: Study Skills for Students (4-12)

PDI Course Number: 89T03

UCSD Course Number: EDUC41443

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are your students in need of study skills training to help them become more successful students and test takers? This online course is designed to provide teachers in grades 4-12 with the necessary tools to help students improve their study skills, not by working harder, but by working smarter. Throughout the course, teachers will gain valuable insights into helping their students set and track S.M.A.R.T. goals as they work to become active participants in the learning process. Teachers will be taken through the problem-solving process as they learn how to help their students apply their metacognitive skills so that they become more adept at studying. Teachers will learn specific techniques to help students stay organized (including space, time, and process). Teachers will be introduced to multiple techniques, ideas, and resources to help students learn how to ask questions, dissect different types of text, and understand text structures and features, all of which are geared toward helping them develop their study skills. Teachers will take a deep dive into specific study strategies for reading and vocabulary, and they will explore a variety of additional study techniques that can be applied to any content area across grades 4-12. Teachers will also learn several tips and tricks for

helping their students master the art of taking tests, making them prepared and confident once test day arrives. By the end of this course, teachers will feel more confident and successful in their quest to prepare their students for the future by working smarter, not harder.

Educational Outcomes

1. Teachers will learn about Gardner's Theory of Multiple Intelligences and how it connects to making every learner different.
2. Using the VARK model as a framework, teachers will learn about the four different learning styles (visual, aural/auditory, read/write, kinesthetic), including study skills specific to each type of learner.
3. Teachers will learn about growth mindset, including how it contributes to active learning.
4. Teachers will be introduced to a variety of active learning and listening activities and strategies to better prepare students to study smarter, not harder.
5. Teachers will understand the character traits involved in the problem-solving process, and they will learn how those traits affect the seven executive functions, as well as metacognition.
6. Teachers will understand the problem-solving process, including how it relates to persistence and effective study skills.
7. Teachers will learn specific strategies for helping students establish and prioritize their tasks and balance their time so that studying becomes smarter, not harder.
8. Teachers will learn how to help students set and meet study goals and objectives using the S.M.A.R.T. approach to goal-setting.
9. Teachers will learn how to help students track their progress and monitor their goals.
10. Teachers will learn how to help students create an effective study environment and develop lifelong study habits.
11. Teachers will learn how improve students' note-taking skills.
12. Teachers will learn the best approaches for teaching students how to outline text.
13. Teachers will learn how to introduce and create mnemonics and other study tools.
14. Teachers will learn a variety of time management best practices to help students become more effective in their study practices.
15. Teachers will learn about the different types of questions, and they will learn how to adapt their questioning methods so that students are guided through the inquiry process, leading to deeper understanding.
16. Teachers will take a deep dive into a variety of comprehension strategies to help students better understand the different types of text (narrative, expository, argumentative, informational).
17. Teachers will learn how to teach students about different text structures and patterns of organization so that their study skills increase as they become more effective learners.
18. Teachers will take a deep diving into a variety of strategies that are designed to help students become more critical readers (e.g., DRTA, SSQ4R, PORPE, etc.).

19. Teachers will learn a variety of vocabulary strategies to help students become more effective students, readers, and learners.
20. Teachers will learn how to build their own practice tests in an effort to increase students' study skills.
21. Teachers will learn how to use online quizzes and study partners as a means to increase students' study skills.
22. Teachers will learn specific strategies for helping students become successful test takers on both objective and subjective test formats.
23. Teachers will learn how to help students manage test anxiety on test day.
24. Teachers will learn specific strategies to help students be prepared for all kinds of tests.
25. Teachers will learn a variety of strategies to help students develop lifelong study habits.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create a Study Guide and Practice Quiz (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Every Learner is Different
- Helping Students Become Active Learners
- Understanding the Problem-Solving Process
- **Assignment #1**

Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching effective study skills. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- Laying a Solid Foundation for Learning
- Identifying and Setting S.M.A.R.T. Goals
- Tracking Progress and Monitoring Goals
- **Assignment #2**

As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and/or video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

- **Test #2**

Unit Three

- Organize Your Space
- Organize Your Process
- Organize Your Time
- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to teaching study skills and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- The Art of Asking Questions
- Dissecting Types of Text
- Understanding Text Structures and Features

- **Test #4**

Unit Five

- Study Strategies for Reading
- Study Strategies for Vocabulary
- Additional Study Techniques
- **Test #5**

Unit Six

- Mastering Test-Taking: Tips and Tricks
- Test Day: How to Be Prepared
- Developing Lifelong Study Habits
- **Assignment #4**

At this point, you have learned many techniques and strategies to help your students study smarter. Use these techniques to design a study guide and practice test for a topic you are currently teaching or content you would normally teach. These resources will act as tools for students to help them better prepare for test day. Your study guide should be approximately two pages and the practice test should be ten questions and include the answers. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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