

# SEC and NET Training Handbook

## Developing...

*faculty outreach*  
*curriculum vitae*

*teaching skills*  
*interpersonal skills*

*mentoring*

*relationships*

*helping others*

*portfolio*



## Future Leaders

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## TABLE OF CONTENTS

### Part One: Instructional Development

<b>1</b>	<b>Study Group Management Techniques</b> <i>Justin Linteris and Nick Link</i>	<b>1</b>
<b>2</b>	<b>Study Group Management Role Play</b> <i>Anushree R. Ahluwalia</i>	<b>4</b>
<b>3</b>	<b>How We Learn</b> <i>Donna R. Potacco, Janice Cori Cobb, Michael Wyrwa, and Joe Sulner</i>	<b>5</b>
<b>4</b>	<b>Tutoring the ESL Student</b> <i>Alyssa Kloss</i>	<b>9</b>
<b>5</b>	<b>Educational Theory Role Play</b> <i>Donna R. Potacco, Janice Cori Cobb,</i>	<b>10</b>
<b>6</b>	<b>Stress Management</b> <i>Craig Sorkin</i>	<b>11</b>
<b>7</b>	<b>Time Management for Study Groups</b> <i>Juan Carlos and Mark Sauchelli</i>	<b>12</b>
<b>8</b>	<b>Note-Taking Techniques</b> <i>Daniel Scozzari</i>	<b>13</b>
<b>9</b>	<b>Examination Preparation Techniques</b> <i>Daniel Scozzari</i>	<b>15</b>
<b>10</b>	<b>Examination Strategies</b> <i>Daniel R. Chisholm</i>	<b>16</b>
<b>11</b>	<b>Exam Review Role Playing</b> <i>Veronica Murphy and Daniel Scozzari</i>	<b>18</b>

**Part Two: Professional Development**

<b>12</b>	<b>Benefits of being an Undergraduate Teaching Assistant</b> <i>Craig Sorkin</i>	<b>19</b>
<b>13</b>	<b>Portfolio</b> <i>Seth Eberhardt</i>	<b>20</b>
<b>14</b>	<b>Professional School Checklist</b> <i>Seth Eberhardt and Nicole Fantauzzi</i>	<b>21</b>
<b>15</b>	<b>Graduate School Checklist</b> <i>Mark Sauchelli</i>	<b>23</b>
<b>16</b>	<b>Format for a Curriculum Vitae (<u>Resume</u>)</b> <i>Seth Eberhardt</i>	<b>24</b>
<b>17</b>	<b>Curriculum Vitae Hints</b> <i>Seth Eberhardt</i>	<b>25</b>

**Part Three: Resources**

	<b>Appendix A</b> <b>Job Description</b> <i>Mark Sauchelli &amp; NET</i>	<b>26</b>
	<b>Appendix B</b> <b>Campus Resources</b> <i>Hollye Richardson</i>	<b>27</b>
	<b>Appendix C</b> <b>Memorization Techniques</b> <i>Donna R. Potacco</i>	<b>29</b>
	<b>Appendix D</b> <b>Collaborative Learning Techniques</b> <i>The Curators of the University of Missouri</i>	<b>31</b>
	<b>Appendix E</b> <b>Directing Discussion</b> <i>The Curators of the University of Missouri</i>	<b>34</b>

## **Part I: INSTRUCTIONAL DEVELOPMENT**

### **Section 1: Study Group Management Techniques**

*Justin Linteris and Nick Link*

#### **A. Set an example**

- Tutors are both models and authority figures for the student population.
- Work as hard as you would like your students to work.
- Dress professionally
- Act professionally
- Demonstrate that you are well-versed in the subject matter.
- Explain to the students that they will benefit from working with you.
- In order to clarify information, tutors should refer to resources (textbooks, etc.).

#### **B. Maintain control**

- If students show disinterest, offer them the option to leave.
- Maintain students' attention by eliminating distractions and/or interruptions.
- If students are late, do not repeat material.
- If a student needs to leave early, ask for an explanation.
- When a student is disruptive, ask him or her to leave the group. If he or she refuses, contact the Director or Assistant Director.
- If possible, attempt to mediate verbal confrontations between students. If not, contact Public Safety (Campus Police, x2301).
- If a physical confrontation between students occurs, contact Public Safety immediately. DO NOT INTERVENE.

#### **C. Make tutoring enjoyable**

- Demonstrate occasional humor
- Make sessions fun
- Be creative
- Interact with students
- Promote group interaction and self-reliance
- Keep sessions moving by periodically changing topics.

#### **D. Respect is reciprocal.**

- Listen to students and respect their point of view.
- Respect differences of opinion.
- The judicious use of authority will earn you respect.

#### **E. Know your place in the college hierarchy.**

- A tutor is not here to lecture to the student. He or she is a facilitator, not faculty.
- A tutor serves as an extension of the faculty and a liaison between faculty and students.
- A tutor should help the students understand the faculty's objectives.
- Tutors should not become involved in student-faculty disputes. If a student has a complaint against a faculty member, the student should be directed to the Chair of the department.

**F. Know when to consult with professors.**

- If you are unable to answer a question, consult your colleagues and/or SEC resources. If you are still unable to answer the question, consult with an appropriate faculty member.
- If you have a student with a learning problem, privately discuss their specific needs and refer to the director for further instructions.

**G. Involve all students in the group.**

- Welcome student participation in sessions.
- Involve all students in group discussions (asking questions, etc.).
- Listen to your students and remember each one has the right to his or her opinion.
- Avoid concentrating on any one person when working with a group.
- Assign learning tasks to students in order to promote self-motivation and critical thinking.

**H. Teach students how to learn the material.**

- Tutoring is not a substitute for studying. Encourage students to study on their own.
- Offer tips for effective note taking.
- Coach students in the proper use of instructional material (textbooks, notes, etc.).
- Inform students how to better prepare for exams.
- Work with students to help them manage their time during the semester cycle.
- Inform students that studying is a way to minimize test-taking anxiety. Help students use this anxiety to further motivate themselves.
- Show students how to use outside resources, such as the internet, Virtual Science Enrichment Center, old exams, models, and software.
- Teach brainstorming techniques
- Make students aware of deadlines and help them prepare appropriately.

**I. Understand there is more to managing a study group than just tutoring.**

- Recognize students' problems are not always academic.
- If you are not able to accommodate students' psychological needs, refer them to the director.
- Stay focused on the subject. When a student asks for advice on an unrelated subject, attempt to discuss it with the student after the session or refer them to another staff member.
- Be sensitive to the needs and feelings of all participants
- Understand that students have different learning needs and try to adjust your teaching techniques accordingly.

**J. Understand the Community Group Concept.**

- Create a positive atmosphere.
- Promote bonding between group members.
- Allow students to experience the rewards of helping their fellow students.
- Welcome all students regardless of what time they join the session, but remind them when the session starts.

**K. Get feedback and use it.**

- When appropriate, discuss study habits with students.
- Students have a right to privacy. However, when the student makes the tutor aware of his or her academic standing, the tutor can recommend an effective tutoring schedule.

**M. Always attempt to keep it simple.**

- Relate class material to the students' lives
- Provide analogies and/or mnemonic devices to aid in memory
- Avoid giving excess information that may cause confusion
- Focus on one thing at a time

**N. Use tough love.**

- Let students know you have high expectations of them and you are tough on them because you want them to succeed.
- Let students know the work they put in will reflect the grade they receive

**O. Have an agenda.**

- Always come prepared
- ALWAYS start on time

**P. Recap session.**

- Summarize material covered at the end of each session.
- State your expectations of the group
- If necessary, provide additional assignments.
- Get feedback on THAT meeting so that improvements can be made next time

**Q. Practice good leadership qualities.**

- Do not exclude students
- Do not talk too much
- Pay attention to your students. Do not read a magazine or do your homework while tutoring your group.
- Do not relay gossip
- Do not attack other people or put other people's ideas down.
- Do not arrive late

REMEMBER TUTORING IS VOLUNTARY!

## **Section 2: Study Group Management Role Play**

***Anushree R. Ahluwalia***

What should you do if...

1. One particularly disruptive student in your study group repeatedly attempts to take over.
2. A student repeatedly arrives late or leaves early for a Study Group session?
3. Some of the students are involved in side conversations during your session.
4. One of your students makes disrespectful comments towards others in the session or makes them feel uncomfortable.
5. Some of your students disregard your attempts to review material in a structured manner.
6. A student starts to discuss personal problems during the study session.
7. Some students want to work on their laboratory reports while others want to discuss lecture material.
8. Some students in your group complain about you, the material, and/or the professor.
9. In addition to your usual students, a large group of students, who have not regularly attended your Study Group; comes to your session, usually before a test.

## **Section 3: How We Learn**

***Donna R. Potacco, Janice Cobb, Michael Wyrwa, Joe Sulner***

### **Introduction**

In a perfect world all students would walk out of every lecture with full and lasting knowledge of their course materials. However, students often begin at different levels and each student has his or her “unique” learning style. In fact, even with the most talented professor, some students need extra help and a more individualized program of study. Your job as a tutor is to offer supplemental instruction.

Students are intellectually diverse and learn in many different ways. In a typical group session, tutorial techniques should be directed toward providing the greatest amount of assistance to the group in general. Whenever possible, tutors should take the opportunity to address some of the learning styles that cannot be readily addressed by a professor in a lecture hall. A summary of some of the major learning theories which can help you to address these learning needs follows:

### **I. Motivate your students:**

#### **Motivation and Self-Regulation**

**Bandura**

##### **Concept:**

- “Motivation refer(s) to the process whereby goal-directed behavior is instigated and sustained” (Schunk, 1990, p.3).
- Self-regulation is “the process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward the attainment of their goals” (Zimmerman, 1994, p. 309).

##### **Application:**

- **Help students recognize and systematically achieve their goals. Discovery of their ability to complete set goals will increase students’ self-confidence.**

### **II. Learn How to Teach:**

#### **Meaningful Reception Learning**

**D.P. Ausubel and R. E. Mayer**

##### **Concept:**

- “The process of relating potentially meaningful information to what the learner already knows in a nonarbitrary and substantitive way” (Driscoll, 2005, p. 116).

##### **Application:**

- **Help your students translate questions and topics into language they can understand. Show your students how they can relate new material to their current knowledge.**



### Cognitive Information Processing

Anderson, Atkinson, Collins, Miller, Paivio, Quillian, Shiffrin

#### Concept:

- “When learning occurs, information is input from the environment, processed and stored in memory, and output in the form of some learned capability” (Driscoll, 2005, p. 75).

#### Application:

- **Direct students to relevant course information. Help students relate new information to concepts they already understand by using analogies and relating what you are teaching to everyday activities. This will help them better understand and remember the new topics.**

### Schema Theory and Mental Models

Bartlett D.A. Norman, D.E.I Rumelhart, J.Sweller, J.van Merrienboer

#### Concept:

- Schemata represent “our knowledge about all concepts; those underlying objects, situations, events, sequence of events, actions, and sequences of actions” (Rumelhart, 1980, p. 34)
- Learning involves integrating new information within the appropriate schemata.

#### Application:

- **Help students integrate incoming information into pre-existing schemata.**
- **Students build on pre-existing knowledge. As a student progresses through a course, he or she creates new schemata.** (This is why not understanding material taught at the beginning of the course will lead to difficulty understanding subsequent material.)

### Theory of Multiple Intelligences

Howard Gardner

- “intelligence, as it is traditionally defined, does not adequately encompass the wide variety of abilities humans display”
- Every person has a different combination of “seven dimensions of intelligence (Visual/Spatial Intelligence, Musical Intelligence, Verbal/Linguistic Intelligence, Logical/Mathematical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Bodily/Kinesthetic”.
- To effectively teach a person you must present the material in a way that their type of intelligence is stimulated.

#### Application:

- **Whenever possible, use different methods to present topics: verbalize concepts for audio learners, show pictures/diagrams for visual learners, and have students touch models for tactile learning.**

### **Biological Bases of Learning**

**Cosmides, Gazzaniga, Rosenzweig, Schacter**

#### **Concept:**

- “Learners are likely to demonstrate considerable variation in their processing preferences and cognitive abilities” (Driscoll, p. 298).
- Learning involves the formation of synapses and pruning, as well as the organization and re-organization of structures within the brain.

#### **Application:**

- **Use different instructional strategies and methods to accommodate different learning styles.**

### **Constructivism**

**Cunningham, Jonassen, Perkins, vonGlaserfeld**

#### **Concept:**

- “Knowledge is constructed by learners as they attempt to make sense of their experiences. Learners, therefore, are not empty vessels waiting to be filled but rather active organisms seeking meaning.” (Driscoll, 2005, p. 387)
- Learners actively form and develop learning structures. Conflicting experiences force learners to reconstruct these structures and make sense of new information.

#### **Application:**

- **Use problem solving, reasoning, critical thinking, and the active use of knowledge to help students understand new concepts.**

## **III. Create a Learning Environment:**

### **Genetic Epistemology**

**Theorist: Piaget**

#### **Concept:**

- Different cognitive abilities are indicative of specific developmental stages.
- Students continually adapt to their ever-changing environment through the processes of assimilation, accommodation and equilibration.

#### **Application:**

- **Enhance the learning environment by incorporating group discussion, diagrams, hand-outs, notes, and lecture into a lecture.**
- **Encourage students to interact with their peers.**
- **“Ask probing questions that make [students] children aware of conflicts and inconsistencies in their thinking” (Driscoll, 2005, p. 221).**

### **Interactional Theories of Cognitive Development**

**J.S. Bruner & L.S. Vygotsky**

**Concept:**

- “Learning serves to pull development along” (Driscoll, 2005, p. 262).
- Development is “the conversion of social relations into mental functions.” (Driscoll, pg. 250)
- “The only good kind of instruction is that which marches ahead of development.” (Driscoll, pg. 255)

**Application:**

- **Ask students questions that require critical thinking and have them work together on solutions.**
- **Encourage students to interact, support, and teach each other.**

**Radical Behaviorism**

**B.F. Skinner and J.B. Watson**

**Concept:**

- Environmental cues set the conditions for behavior.
- “Behavior is more likely to reoccur if it has been rewarded or reinforced...response is less likely to occur again if its consequence has been aversive” (Driscoll, 2005, p. 35).
- “Results are the consequences of behavior which make it [the behavior] more or less likely to reoccur” (Driscoll, 2005, p. 33).

**Application:**

- **When a student demonstrates mastery of a concept through good study habits, praise the student because this will increase the chance that the action will be repeated.**
- **Make students aware of the consequences of their behavior. Explain to them not going to class, not attending tutoring, and not doing assigned work will negatively affect their grade and therefore their future.**

## **Section 4: Tutoring English as a Second Language**

***Alyssa Kloss\****

### **More Than Translation – Methods for Tutoring ESL Peers**

- Use diagrams and pictures
- Make sure key vocabulary words are understood
- Simplify as much as possible
- Encourage critical thinking skills

### **Tips to Encourage Critical Thinking Skills**

- Draw a personal connection from the topic to the learner
- Ask: What are the various points on the topic?
- Understand before criticizing
- Combine various view points to form a new one

### **Strategies of Communication**

- Speak slowly and clearly
- Use and reinforce formal English
- Repeat ideas that have not been understood
- Ask the student to summarize
- Give students enough time to respond
- Be patient

### **WPUNJ Resources**

- Multimedia Center in the Atrium has available on walk-in basis:
  - Accent Reduction Software
  - Grammar Software
- Academic ESL Program - located at the Department of Languages and Cultures in the Atrium
- Accent Reduction - Students can arrange an appointment for an Accent Reduction Evaluation at the Language Department located in Hunziker Wing
- Writing Center – Located in the Atrium

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\* with special appreciation for the contributions of Reena Tailor and Gladys Scott

## **Section 5: Educational Theory Role Play**

***Janice Cobb and Donna Potacco***

What should you do if...

1. There is variation in a study group during the semester as a result of exams and coursework due dates. Explain what methods work at each point of the semester and why.
2. Professor "Impossible" introduced a new, very complex concept which confuses your students.
3. Your students are frustrated and do not have a clear perception of what they know. In addition, they have worked hard but still have doubts as to how they will perform.
4. Student "Never To-Blame" complains all the time that they cannot stand the course and that they will never use this material again. This student is not making an effort.
5. Students are overwhelmed by the amount of material Professor "Impossible" gave to them the week before their exam.
6. Students have studied by memorizing the right information but are unable to answer questions which will be asked on their exam.
7. Student "Misguided" complains that they spend a lot of time and efforts studying yet receive poor grades.
8. You are always at the head of the group teaching, giving answers, and writing on the boards. Students love going to your groups. What effect will this have on your students long term?
9. How should you determine whether your students truly understand what you are reinforcing?

## **Section 6: Stress Management**

***Craig Sorkin***

**Tackle one problem at a time.**

### **Understand the Problem**

Problems are often easier to solve when organized into simple parts or steps.

### **Find time**

Time management reduces anxiety and avoids last minute cramming.

### **Sleep**

Adequate sleep will help you function better in class and during exams. Quality class time usually results in better understanding of coursework.

### **Diet**

Eat a balanced and healthy diet to increase your endurance and alertness.

### **Relaxation**

Take periodic breaks to increase your overall study effectiveness.

### **Exercise**

Moderate exercise can relieve stress and increase alertness

### **Take some deep breaths**

Deep breathing may help you relax

## **Section 7: Time Management for Study Groups**

***Juan C. Claros-Sorto and Mark Sauchelli***

### **A. Environment**

- Comfortable with adequate lighting and ventilation
- Low temperature
- Have appropriate work resources available

### **B. Overwhelming, complex, or unpleasant tasks**

- Prioritize
- Focus on one activity at a time.

### **C. Avoid distractions**

- Put cell phone on vibrate, turn off telephone and music, and close IM windows.

### **D. Keep track of assignment due dates**

- Keep up with assigned lecture readings.
- Do not procrastinate. Complete assignments before due dates

### **E. Use an agenda**

- Prioritize pending time demands
- Regularly update and maintain agenda by recording exam and coursework due dates.
- Allocated time for a task based on its length, complexity and your ability to concentrate.
  - Take note of the time needed to complete specific tasks, so you can better allocate time for similar assignments in the future.

### **F. Reward yourself when completing an assignment**

- Take breaks between assignments.

### **G. Learn when to say no**

- Be realistic. Do not overload yourself with work and extracurricular activities. It is better to say no than to disappoint others with unfulfilled promises.
- Recognize the right time to take a break from your studies.

### **H. Avoid daydreaming**

- Get enough sleep
- If you lose focus, shorten study sessions or switch topics.
- Take clear notes in class to reduce study time.

### **I. Do not waste time**

- Bring work with you when you travel.

## **Section 8: Note-Taking Techniques**

***Daniel Scozzari***

Tutors should emphasize to students that their understanding of course material and exam results depend upon the quality of their notes.

### **Preparation**

The more familiar you are with the lecture material, the greater your ability to take effective and helpful notes. Students are advised to do the following:

#### **Before Lecture:**

- Complete assignments
- Read appropriate textbook materials
  - Your textbook is a resource to help understand information
  - Skim chapters if you cannot read the entire assignment
  - Focus on headings, topic sentences, figures, summaries, and especially vocabulary in bold.
- Use tutorial software included with your textbooks
  - Familiarize yourself with the software early in the semester.
  - Software provides self-assessment and reinforces concepts.
- Review previous lectures' notes before class.
- Bring all hand-outs to class so you can write notes on them during the lecture.

#### **During the Lecture**

- Attend lecture regularly
  - Repetition helps retention
  - Borrowed notes may be incomplete or inaccurate
- Sit near the lecturer to help maintain your attention
- Date and number your notes.
- Develop a shorthand system.
- Use diagrams whenever possible.
- Make each page unique to increase retention and recall.
- Write clearly and leave space for comments.
- Be aware of signs from your professor that signal important points.
- Politely ask the professor to slow down if he/she goes too fast.



- Actively participate in the lecture when appropriate.
- Use a loose-leaf binder for notetaking
  - Page rewrites are more easily replaced
  - Lecture handouts can be inserted in you notes along with associated material.

### **After the Lecture**

- Within a day of taking your notes, fill in and simplify any areas that need clarification using your textbook and other resources.
- Clarify questions arising from your notes with your professor or a study group as soon as possible.
- Do not memorize your notes until you understand them.
- Participate in a Study group
  - Comparing your notes with fellow students helps prevent instances of missing or inaccurate information.
  - Discussing notes increases your ability to understand, organize, integrate, and apply concepts.
- Use flash cards to memorize definitions, facts, key terms and concepts.
- Use your professor's study guide to focus on relevant material.
- Assess your understanding of concepts taught with the notes by using tests from textbooks, study guides, software, and other sources.
- Organize concepts and categories in your notes through color coding and arrangement to assist learning.
- Rewrite notes to help reinforce the lecture.

## Section 9: Exam Preparation Techniques

*Daniel Scozzari*

### Preparation

Proper preparation is the key to doing well on exams! Set and follow a “to do” list to organize yourself. Good notes are an essential study tool for exams because they are a direct reflection of what the professor expects you to know. Students should review Section 7 for tips on successful note taking.

### **Weekly**

- Check the syllabus to ensure you are on task and not missing any assignments.
- Keep up with the assigned readings.
- Attend study groups to reinforce materials.
- Get extra help and clarification as needed.

### **Before the exam**

- Take practice exams under test conditions because it
  - Reduces test anxiety
  - Acclimates you to exam conditions
  - Increases understanding
- Ask for help in correcting mistakes
- Review your notes
- **Stay Calm!**

### **Night before the Exam**

- Eat well and avoid stimulants
- Get enough sleep
- Review your notes

## Section 10: Exam Strategies

*Daniel R. Chisholm*

Undergraduate Teaching Assistants and mentors should offer students exam strategies as part of their “Exam Review” sessions.

### **General Strategies:**

- Be confident
- If anxious before or during a test, breathe deeply and attempt to remain calm.
- Arrive on time in order to hear all instructions and give yourself the maximum amount of time to complete the exam, but it may be too stressful if you go too early.
- Answer the questions you know best first. Do not fixate on difficult questions.
- Skip difficult questions and come back to them later.
- Ask for clarification if a question is ambiguous.
- Allocate your time according to question value.
- Do not erase on Scantron™ answer sheets if possible.
- Answer all questions.

### **Specific Strategies:**

#### **Numerical Problem Solving**

1. Read and visualize the problem and draw diagrams when appropriate.
2. Determine specifically what you are being asked.
3. List given information and identify unknowns.
4. Solve problems one step at a time.
5. Use a calculator if allowed.
6. Show all work and units.
7. Consider whether your answer makes sense. Is it logical?

#### **Multiple Choice**

1. Read the question.
2. Attempt to answer the question without looking at the options and then choose the answer that best matches your prediction.
3. Read all choices.

4. Be careful when answering questions that contain qualifying words, such as “except” or “not”.
5. Answer the questions you know first.
6. If unsure of your answer, mark the question and return to it later.
7. When guessing, eliminate the least likely options.
8. If the first option is correct, make sure that the answer is not “all of the above”.

### **True or False**

“When guessing on True/False questions, you can also improve your odds. Statements containing...[Statements containing] words such as “most of the time” or “often”. ...tend to be true. On the other hand, statements that say “Always” or “Never” are most often false.” (Bosworth & Brisk, pg. 42)

### **Matching**

1. Find out if you can use a term more than once. If not, eliminate terms as you use them.
2. Answer the questions you know first.
3. To save time, match the terms in the longest column to that in the shortest column.

### **Essays**

1. Thoroughly read the question.
2. Look for clues in the questions.
3. Organize your ideas and quickly outline: important concepts, main ideas, stages in a process, and key terms.
4. Review your outline to take out irrelevant points and add omitted points.
5. Use main points in your outline to create a thesis statement and topic sentences that you can expand upon.
6. Write neatly and use pencil to avoid crossing out.
7. Proofread your finished essay for grammar and spelling errors.

## **Section 11: Exam Review Role Playing**

***Veronica Murphy and Daniel Scozzari***

Discuss the following scenarios Undergraduate Teaching Assistants and Academic Mentors typically experience:

1. Compare an Exam Review session to a Study Group session?
2. How will you respond to the following student comments?
  - a. The professor gives too many exams and quizzes.
  - b. I did poorly on the first test/quiz therefore it is impossible to receive a good grade.
  - c. I'll start studying the night before the exam.
  - d. When should you schedule an Exam Review for your students?
3. How can you help students do well on a "take home" exam without violating the rules of academic integrity?
4. What should you do if a new group of students joins an ongoing Exam Review and asks you to repeat material?
5. How can you most effectively use old exams?

## **Part II:           PROFESSIONAL DEVELOPMENT**

### **Section 12:   Benefits of Being an Undergraduate Teaching Assistant**

***Craig Sorkin***

#### **A. Tutoring is an opportunity to help your fellow students.**

- Tutoring demonstrates willingness to help others and earns the respect of your peers and professors.

#### **B. Tutoring reinforces your knowledge.**

- Teaching is an opportunity to review topics that are on graduate admissions tests such as: the MCAT, GRE, NClex, DATs, and other standardized tests.

#### **C. Professional experience and resume development**

- Tutoring exemplifies your leadership skills.
- Tutoring demonstrates your ability to teach your peers. No matter what career path you choose, teaching will be involved.
- Tutoring exhibits your organizational skills and responsibility.

#### **D. Professional respect**

- Tutoring earns the respect of your professors, resulting in a unique professor-student relationship.

## **Section 13: Portfolio**

### ***Seth Eberhardt***

#### **Portfolio Index**

#### **Curriculum Vitae**

<b>Experience:</b>	Samples of work accomplished
<b>Achievements:</b>	Awards, grants, and scholarships
<b>Presentations:</b>	Documentation of presentations you have given.
<b>Publications &amp; Patents:</b>	Copies of research articles in which you have been acknowledged or authored.
<b>Education and Certifications:</b>	Documentation of diplomas, continuing education credits, and workshop certificates.
<b>Letters of Recommendation:</b>	Recommendations from professors and professionals with whom you have worked.
<b>Letters of Appreciation:</b>	Thank you letters written to you.

#### **Additional Suggestions:**

Use an attractive business binder

Use color-coded dividers and sub-index tabs

Be selective when choosing content

Put the materials in each section in chronological order beginning with the most recent

Highlight your name and important captions

For optimal legibility, use 12-14 point font, black ink, and high quality paper.

Put all materials in plastic jackets

Make a back up copy and store it in a different place than the original

## Section 14: Professional School Checklist

***Seth Eberhardt and Nicole Fantauzzi***

GPA, test scores and activities are critical elements of your professional school application. Planning ahead can increase your chance of success.

### **Courses**

- Enroll in classes suggested by professional schools to which you intend to apply.
- When planning your schedule remember some classes have prerequisites.
- Try not to take too many difficult courses at the same time so that you can maintain a high GPA.
- As long as you complete the required courses, any major is acceptable to professional schools.

### **Required Courses**

- The commonly accepted coursework requirements for most professional schools include a minimum of 1 year of:
  - Math with at least one semester Calculus
  - General chemistry (inorganic chemistry) with laboratory
  - Organic Chemistry with laboratory
  - General Biology
  - Physics with laboratory
  - College level English
- Some schools may also require up to a year of Human Anatomy and Physiology.
- Upper level electives such as Biochemistry and Microbiology are recommended.

### **Academic Standards**

Admissions committees look at both your overall and science GPA (grade point average). Therefore, your science GPA is just as important as your overall GPA. Investigate the GPA requirements of your potential schools early in your undergraduate career.

### **Activities**

- Professional schools want well rounded individuals who are active in their communities. Plan time to participate in community or school service activities.
- Arrange to shadow a professional in your chosen field. This allows you to gain a realistic view of the profession.
- During your Sophomore year, investigate research opportunities that you can pursue in your Junior and Senior years.
- During summer breaks research professional schools.
- Request letters of recommendations from professors and any other professionals you have worked with early in the same year you submit your application.
- Prepare and submit your professional school application at least a year before you plan on attending.

### **Professional Entrance Exams**

- Become familiar with professional entrance exams during Sophomore year and plan on taking courses that may enhance your exam performance.



- Start preparing for the professional school admissions test by taking a preparatory course and as many practice tests as possible.
- Preparatory courses are offered by the following companies:
  - Kaplan (<http://www.kaplan.com>)
  - Princeton Review ([www.princetonreview.com/medical/testprep](http://www.princetonreview.com/medical/testprep))
  - Exam Crackers (<http://www.examcrackers.com>)

### **Interview**

The NJMS Office of Admissions tries to schedule interviews on days that are convenient to the applicant. Interviews are set up by a Screening Committee after the file is complete. The file should include:

- AMCAS application
- MCAT scores
- letters of recommendation
- supplemental application and fee.

The applicant is interviewed by medical school faculties and administrators. They will discuss “personal and educational achievements, motivation, drive, ability, background, personality, long term goals and extracurricular activities.”

To be eligible for medical school acceptance, you must be a permanent resident or citizen of the United States. Course requirements must be completed and the MCATs must be taken no later than August in the year prior to enrollment. Also applicants must complete a minimum of three years of college, which is 90 credit hours.

## Section 15: Graduate School Checklist

*Mark Sauchelli*

### Required:

#### **Grades**

Graduate school admission heavily relies on your undergraduate GPA. Different programs have different GPA requirements. Interpret this requirement as the minimum GPA and attempt to exceed it. Generally, the GPA of your major is more important than your cumulative GPA.

#### **Graduate Record Exam**

The Graduate Record Exams are administered by the Educational Testing Service. There are two types of GREs, the general test and the specialized tests. The general test is a requirement of almost every graduate school. Plan on taking it several times.

The specialized tests are not required by all schools. The types of specialized tests required by each program differ.

### Recommended:

#### **Courses**

The sooner you recognize your area of research interest, the more time you will have to take courses that will best prepare you for your future endeavors.

#### **Science Clubs**

Actively participate in the science club of your chosen major. This demonstrates your interest in the field and the ability to work with people.

#### **Research**

Undergraduate research will help you to determine if you are suited for an advance degree in science. Laboratory experience and co-authorship is favorably viewed by graduate selection committees. Research advisors are good sources of recommendations.

#### **Networking**

Networking may result in opportunities. Talk to professors at conferences and laboratories that you visit. Email the lead scientists of programs that interest you.

#### **Seminar and Conference Attendance**

Attendance at seminars and conferences is a good introduction to the intricacies of the scientific community. They are excellent opportunities to view research projects and meet scientists.

Presenting your research is an opportunity to receive recognition from the academic community. Presentations, prizes, and awards received at these events stand out on your resume and applications.

#### **Grants, Scholarships, and Academic Awards**

Student grants, scholarship opportunities, and academic awards are available. They provide access to research and academic opportunities. They are also impressive on your curriculum vitae.

**Section 16: Format for a Curriculum Vitae (Resume')**

***Seth Eberhardt***

		<b>NAME</b>
		ADDRESS/CITY/STATE/ZIP CODE
		PHONE NUMBER
		E-MAIL
<b>Education</b>	Degrees and/or certifications from institution. List highest degree(s) first.	
<b>Experience</b>	Job Titles, list most recent first. Business Name and address Responsibilities and accomplishments. Incorporate actions words. Dates Employed	
<b>Technology/Skills</b>	Relevant computer skills and certifications	
<b>Research</b>	Brief description	
<b>Patents/Publications</b>	Patents: Patent Number Publications: Journal Format. List the most recent first.	
<b>Awards/Grants</b>	Awards, Scholarships, Citations Name and date – most recent first	
<b>Committees/Societies</b>	Names of societies, dates of membership, and leadership positions	
<b>Activities</b>	Organization and club involvement, volunteer work, community service, and leadership positions	
<b>References</b>	Available upon request	

## Section 17: Curriculum Vitae Hints

### *Seth Eberhardt*

#### Presentation

- Be neat and organized
  - a) Your cover letter and CV is a prospective employer's first impression.
  - b) Use a professional printing service and high-quality paper
  - c) Have someone proofread your CV

#### Cover letter

- Single page
- Salutation should be Dear Sir/Madam/Doctor/Professor Name
- Describe how your qualifications match the requirements of the position
- Emphasize your ability to work in a team atmosphere.
- Maintain a formal tone
- Invite the addressee to contact you for clarification.
- Close the letter with regards, sincerely, etc.

#### Resume

- Single page
- Whenever possible, use facts and figures, rather than generalizations when describing your accomplishments.
- Use action words:

<b>Created</b>	<b>Changed</b>	<b>Put Together</b>	<b>Supervised</b>
Conceived Developed Established Founded Initiated Generated Introduced Launched Innovated Originated Discovered Implemented	Adapted Improved Reconciled Eliminated Reduced Increased Updated Revised	Assembled Compiled Coordinated Organized Planned Unified	Administered Guided Demonstrated Directed Mentored Managed Trained Scheduled
	<b>Did</b>	<b>Influenced</b>	
	Produced Provided Conducted Effected	Encouraged Persuaded Supported	
<b>Assisted</b>	<b>Showed</b>	<b>Evaluated</b>	<b>Wrote</b>
Consulted Advised Supported Performed	Exhibited Illustrated Presented Demonstrated	Inspected Assessed Compared Observed Projected	Recorded Edited Reported Summarized

#### References

- When you mention references, notify them in advance.
- Update your references on the status of your application.

## **Part III:           RESOURCES**

### **Appendix A:       Job Descriptions**

*Mark Sauchelli & Renee Pevour*

#### **Undergraduate Teaching Assistant, Science Enrichment Center:**

- Guides peers in understanding fundamental and advanced concepts in the academic sciences.
- Assists peers in attaining educational goals through example and mentoring.
- Supervises the Center during the Director's absence.
- Responsible for the recruitment and management of Study Groups
- Facilitates active learning through techniques, such as mediation and discussion.
- Provides peers with time management, study, exam taking, and stress management techniques.
- Creates and presents science and general skills workshops.
- Acts as a liaison between professors and the student population.

#### **Undergraduate Peer Tutor, Nursing Enrichment & Tutoring:**

- Guides peers in understanding fundamental and advanced concepts' in nursing courses.
- Guides peers in demonstrating psychomotor skills i.e. Medication administration.
- Assists peers in attaining educational goals through example and mentoring.
- Supervises the NET Center during the Coordinators absence.
- Responsible for the management of Study Groups.
- Facilitates active learning through techniques, such as mediation and discussion.
- Provides peers with time management, study, exam taking, and stress management techniques.
- Creates and presents nursing workshops as necessary.
- Refers students to other campus resources i.e. Students of Life, Health and Wellness Center, Accent Reduction Evaluation, Writing Center etc.
- Demonstrates qualities of a professional registered nurse using ethical behavior.

## Appendix B: Campus Resources

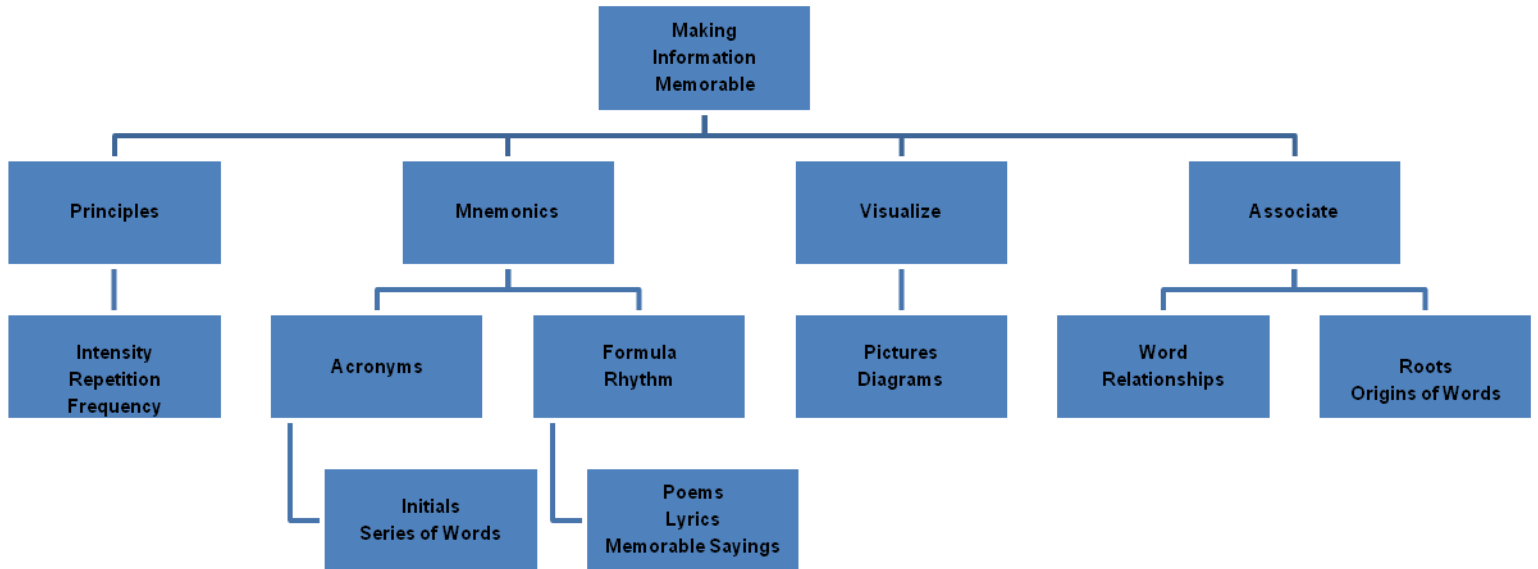
*Hollye Richardson*

<b>Student Service</b>	<b>Location</b>	<b>Contact</b>
Admissions	Admissions Hall	(973) 720-2125
Academic Support Center	Hunziker Wing	(973) 720-2563
Advisement Center	Morrison Hall	(973) 720-2282
Alumni Relations	Hobart Manor	(973) 720-2175
Athletics	Ben Shahn Hall	(973) 720-2356
Basic Skill's Program	Hunziker Wing	(973) 720-3107
Bookstore	Student Center	(973) 720-3232
Bursar's Office	College Hall 358 Hamburg Turnpike	(973) 720-2234
Campus Activities	Student Center	(973) 720-2518
Campus Police	Pompton Road	(973) 720-2301
Career Development Center	Morrison Hall	(973) 720-2282
Child Development Center	Hunziker Wing	(973) 720-2529
Education Enrichment Center	Morrison Hall	(973) 720-2608
E.S.L. Program	Atrium	(973) 720-3043
E.O.F. Program	Morrison Hall, Room 107	(973) 720-2181
Financial Aid	Raubinger Hall	(973) 720-2202
Health & Wellness Center	Morrison Hall, Room 115	(973) 720-2257
Hospitality Services	University Commons Room 213	(973) 720-6200
Library		(973) 720-2541
Mathematics Learning Center	Science Hall	(973) 720-2158

Minority Affairs & Diversity	Morrison Hall	(973) 720-2853
NJ Transit		(800) 772-2222
Nursing Enrichment and Tutoring	Hunziker Wing	(973) 720-3516
Residence Life		(973)720-2714
Science Enrichment Center	Science Hall	(973) 720-3340
Special Education & Counseling	Valley Road	(973) 720-2118
Student Center Information	Student Center	(973) 720-2292
Student Government Association	Student Center	(973) 720-2157
Student Technology Consultants (Computer Labs)	Atrium	(973) 720-3550
Weather Emergency		(973) 720-2475
Women's Center	Student Center	(973) 720-2946

## Appendix C: Memorization Techniques

*Donna R. Potacco*



### Acronyms (catch words):

- Use initial letters of phrase or sentence to make a real or pronounceable word
  - FOIL=First, Outer, Inner, Last

### Acrostics (catch phrases):

- Use the first letters of words that form a sentence.
  - Ooh, Ooh, Ooh, To Touch And Feel Very Green Vegetables - AH
  - Please Excuse My Dear Aunt Sally

### Formula/Jingles/Rhythm:

- Develop poems, lyrics, and memorable sayings
- Thirty Day Hath September, April, June, and November; all the rest have 31 except for February and Leap Year.

### Visualization:

- Picture whatever you wish to remember.
- Sight and Hearing make up 95% of all that comes into our minds through our senses.
- Diagrams
- “One Picture is Worth a Thousand Words”



**Association:**

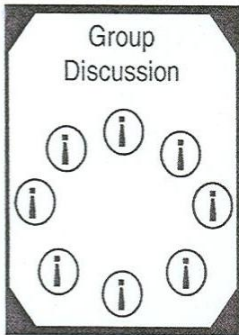
- Association forces you to think about the facts.
- Form diverse and multiple associations with every fact you want to retain.
- Use an organized system of associations.
- Elephantitis, gigantic, blood red, telescope, periscope, microscope, thermodynamics, evergreen, Mad Cow

**Roots/Origins of Words:**

- Proxima, medio, medius, aqua, terminus, vita foramen, primo, externus, brevis, maximus
- Prefixes: Endo-, Exo-, Peri-, mono-, bi-, di-, oligo-, poly-, pre-, post-, geo-, bio-, anti-, audi-, osteo-, myo-, cardio-
- Suffixes: -logy, -peptide, -derm -saccharide, -genic, -ful, -blast, -clast, -able, -cyte
- Neuroscience, exothermic, endothermic

## Appendix D: Collaborative Learning Techniques

### *The Curators of the University of Missouri*



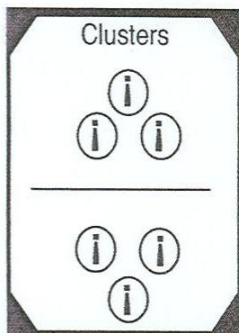
### Group Discussion

A group discussion is, more or less, just like it sounds: a general discussion of an issue or topic by the group. Individual members are free to contribute or not contribute.

#### Hints

This the most common form of collaborative learning. It is also the form that requires the most skill to use successfully.

Ideally, everyone is actively involved in the discussion and the discussion topic is of equal interest to all group members. When group discussion is successful, it may be difficult to determine who is actually leading the discussion.



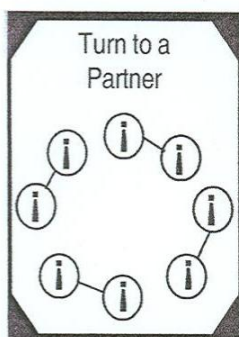
### Clusters

In *clusters*, group participants are divided into smaller groups for discussion. They may also be allowed to self-select the small group they want to be in. After discussing the assigned topic the cluster may report their findings to the large group.

#### Hints

If possible, see that each group is provided a flip chart or a space on the blackboard to record the important points of their discussion.

Allow time for each group to report back to the large group. You may have to assign someone from each group to report back.



### Turn to a Partner

Group members work with a partner on an assignment or discussion topic.

#### Hints

This technique works best with group participants who have already been provided with enough background on a subject that they can immediately move to a discussion with their partner without previewing or reviewing concepts.



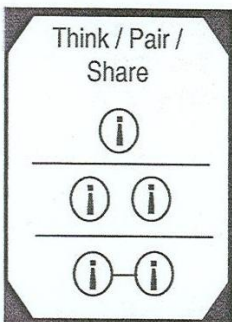
## Assigned Discussion Leader

One person in the group is asked to present on a topic or review material for the group and then lead the discussion for the group. This person should not be the regular group leader.

### Hints

When assigning a discussion topic to individual members of the group, you may need to be prepared to allow a little time for the person leading the discussion to prepare for the discussion.

This technique works best when everyone or nearly everyone in the group is given an assignment to be the "expert" on.



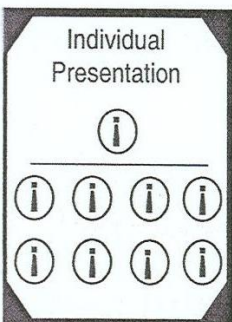
## Think / Pair / Share

Group members work on an assignment or project individually and then share their results with a partner.

### Hints

The goal of a Think/Pair/Share is allow participants time to think BEFORE they discuss. Research shows that when people are given time to contemplate an answer to a question, their answers differ from those they would give if they responded immediately.

When doing a Think/Pair/ Share, give participants a specific amount of time (30 seconds, five minutes, etc.) for the "think" portion.

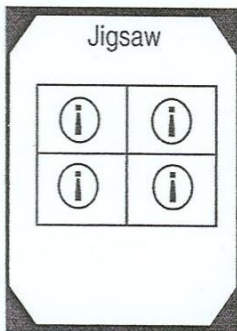


## Individual Presentation

An individual presentation is an uninterrupted presentation by one person to the group. Group members present on a topic, question, or issue to the group. Unlike an "Assigned Discussion Leader" this is a formal presentation delivered to a captive audience.

### Hint

Use *individual presentations* should typically be used sparingly and only when independent research is required.

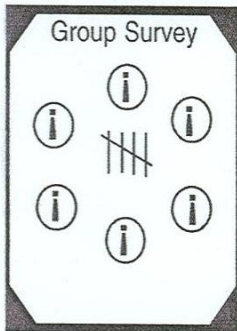


## Jigsaw

*Jigsaws*, when used properly, make the group as a whole dependent upon all the of subgroups. Each group provides a *piece of the puzzle*. Group members are broken into smaller groups. Each small group works on some aspect of the same problem, question, or issue. They then share their part of the puzzle with the large group.

### Hints

When using a *Jigsaw*, make sure you carefully define the limits of what each group will contribute to the topic that is being explored.



## Group Survey

Each group member is surveyed to discover their position on an issue, problem or topic. This process insures that each member of the group is allowed to offer or state their point of view.

### Hints

A survey works best when opinions or views are briefly stated. Be sure to keep track of the results of the survey.

## Appendix E: Directing Discussion

### *The Curators of the University of Missouri*

Take turns practicing redirecting the questions below (or make up some of your own) with a partner.

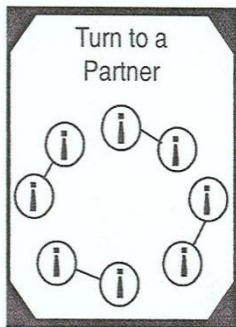
Hint: the phrases in the next column may be helpful.

#### Questions for person # 1:

1. Are proteins amino acids?
2. What is meant by the term "dialectical materialism"?
3. When was the Neanderthal period?
4. Where is the headquarters for the United Nations?
5. What are descriptive statistics?

#### Questions for person # 2:

1. What is the difference between organic and inorganic matter?
2. Who was William Blake?
3. Can you explain photosynthesis?
4. What is sickle-cell anemia?
5. What is the capital of Germany?



#### Suggested Phrases for Redirecting Questions

- Does anyone know the answer to that question?
- Can anybody help Mary answer that question?
- Can anyone find the answer to that in your notes?
- Let's look that up in the book.
- What do you think about that?
- How would you say that in a different way?
- What are we trying to find out?
- What do you need to do next?
- How did you do that?
- What do you mean by . . . ?
- Tell us more...
- What else did they do?
- Anything else?
- Can you be more specific?
- In what way?
- What are you assuming?
- Why would that be so?
- How can that be?
- How would you do that?
- Are you sure?
- Give an example of that.
- How is that related to . . . ?
- Can you summarize the discussion up to this point?
- How does your response tie into . . . ?
- If that is true, then what would happen if. . . ?
- What would \_\_\_\_\_ say about that?
- Let's see if we can figure out how to answer it together.
- Can you think of another way to think about this?
- Would any of you like to add something to this answer?
- How is your answer (point of view) different from \_\_\_\_\_?
- How could we phrase that into a question to ask Dr. X next class?"
- What do we need to know in order to solve the problem?
- Which words in the question do you not understand?
- Let's rephrase it on the board and figure out what information we will need to answer it.