

# 5 Tips for Success in the Canadian Classroom- 20240826\_165349-Meeting Recording

August 26, 2024, 4:02PM

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**James Jollymore** 10:48

Hi everyone and welcome to the online orientation.

We're gonna get started in a few minutes, but I just wanted to do a camera check and a mic check and a screen check just to make sure you can see me and hear me and can see my slide show success in the classroom.

Got a thumbs up.

Thank you.

Looks like all is good.

Awesome.

Well, welcome.

Good.

Thank you, Luna.

And so we're while we're waiting a couple more minutes before we get started, if people wanna share in the chat where you are logging in from, if you're near or far. I'm.

Looking clear that in the chat.

Got someone from Bridgewater?

I was just down that way on the weekend, so I stayed a night down at the the Hawk Provincial Park.

It was lovely.

Get Shediac Shediac River, New Brunswick.

Nice.

Also a lovely area, Bedford.

Not too far, just down the roads.

I'll go another from Bedford. Nice.

Not too far from campus.

Dartmouth.

Hello, Nicole.

Welcome hope.

All is well and Dartmouth.

Another Bridgewater, I think you Taylor.

Alright, thank you will probably have some more people join us as we get started, but I do like to be respectful of people's time and we are scheduled for 1:15 start, so I'm gonna start add 115 and get the ball rolling.

Umm, so again, welcome everyone.

I'm James Jollymore.

I'm the learning strategist and student success coordinator here at the Mount.

I'm part of a larger team which is the Center for academic advising and student success, and you've probably had some contact with Academic Advising already.

If you've been picking out your courses and trying to decide what to take or figure out some scheduling conflicts or things like that, you may have had some interactions with my colleagues.

So if not yet, you will in the future.

I'm quite I'm sure of that.

And so my role here at the university is to support students with their learning.

So I work with students outside of the classroom to provide academic support around things like study skills, time management, getting organized, balancing all those things, and work and life and so on.

And so certainly students have access to me all year round.

So certainly if you at some point in time, if you want to get some extra support.

Or have questions about how you can better manage your time, or you're wondering if you wanna kind of improve your study skills or look how you're approaching your preparing for tests or exams or even assignments.

I'm.

I'm certainly here to support with that and the one thing I always tell students is I do not give homework, so I don't give any assignments or tests or anything like that.

I take what students are already working on for their classes and help them figure it out or improve upon it in some way.

And so for today, what we're gonna do in our our short little time together is I'm gonna share some 55 tips with you about I, as in ways to engage in your success in the classroom.

And now these maybe things you're already familiar about familiar with things you're already know about, but hopefully there might be a few tips or a few things in there that will give you pause or give you something to think about as you start your new semester very soon.

But ohh, before we get started.

It's I'm asking people how you're feeling today.

How you feeling on this sheep scale of our nine different sheep?

I love using these in in I teach a class on student success and I love using these in the classroom, so we got we got a one from Suzie.

Yeah, that's a good one.

We got some fours.

Yep, trying to figure things out.

Yeah, might be protecting yourself to get some sevens.

We get a 3.

4 Sevens and a four yeah.

No.

Ohh, we do have a nine.

I was gonna say 9 is, I would say probably my favorite, but also the most I would say rambunctious, energetic, ready to go.

But we we may not all be there yet.

We got another four.

Yeah, very good.

Awesome.

Well, I hope everyone is doing well and and having a good summer so far and feeling feeling like you're getting ready for this semester to start right?

Some some and anticipation which may some anxiety may go along with that, but the whole hopefully that good anxiety right where you're looking forward to something and you're just you're just ready to get started, ready to get going.

All right, so tip number one that I'm gonna give you, which probably seems very straightforward and very common sense, but I strongly encourage you, especially within the first couple of weeks as you're getting into your classes and you're getting to know your course material and your professors and all of that fun stuff.

No, your course outline.

Go through your course syllabus and very carefully and one thing to keep in mind with your course syllabus is that this truly is the contract that is between you and your professor, right?

So this is what your professor has put together for the course as far as what the outcomes are gonna be, what the topics are gonna be, the evaluations, the time frame when things are going to happen, all of that information is in that document

and it is like a contract between the two view where they have agreed to provide all this stuff and do all this stuff in a certain way.

And that is your understanding that you know this is the type of test you're going to have or this is the number of evaluations you're gonna have or, you know, these are the all the topics that you're gonna cover and and kind of, you know, what readings are required and what resources and all of that stuff.

So it really is the document that lays out what the course is all about, and I encourage students to do this at the very beginning of the course, just so even if it's not all clear yet and you don't have all of the pieces, because usually that comes, you know, in the weeks as a course gets started, you know, the professor will give more and more information and you know, we'll give elaborate on stuff and answer questions and that sort of thing.

But knowing what's in there, right knowing the details and all the different parts that are in there.

And especially you know, things like the evaluations, right, because one of the other Tips I'm gonna talk about is kind of mapping out your semester.

So knowing what evaluations you have to do, the size of them, the value of them and the time frame that they have to be submitted, like all of that is gonna really help you prepare and kind of set up the weeks to come and the semester ahead so that you could be as smooth as possible, right?

And a lot of the work that I do with students is just trying to figure out ways to avoid some of those barriers.

And some of those speed bumps and things that, you know, get in our way that kind of make things more difficult or just take up time.

And as a student, if you're a full time student or even a part time student, and if you're working and you have other commitments as well, on top of that because you know, funnily enough, life doesn't go on pause when we become students.

So managing all of that and trying to find time for all that time becomes very precious and very valuable.

So anything that you can do to help yourself really smooth out some of those speed bumps, get some of those barriers out of your way so that you don't have to deal with them in the future.

So definitely knowing your course outline is going to help with that.

And certainly feel free if you have any questions or comments as I'm going through this, certainly add them to the to the chat or if you wanna raise your hand, if you

wanna come on camera or come on mic and ask questions you're more than welcome to.

Tip #2 is mapping out the big picture and this is one of the more fun things I get to do with students that I quite enjoy.

I like being organized.

I like kind of planning things out and the idea around this is at the beginning of the semester at taking a full snapshot, a full look at what the next four months are going to be like.

What is that semester going to look like?

And so here is kind of a visual representation of what I'm talking about.

And so taking a calendar, you could do this online.

There's tons of calendar templates.

You could print it, print templates off, and then write out the information.

There's so many different ways that you can do it, but the idea really is that at the beginning of the semester, having a full timeline of the next four months about what is happening when, and so mapping out when those tests are going to be happening, when the midterms are happening, when assignments are due, when lab assignments are due.

And major projects, anything, any of those evaluations and any of those requirements that you're seeing in the course outline that have been mapped out for you, putting them into one timeline into one big picture map.

So that you have a place that when you need to, you can go and see what's coming up, what you know what the future holds for you and what's happening when.

And so in this example I've gone a bit elaborate and so I've color coded it.

So if you're a visual person doing the color coding can just add another, umm, another detail that really draws your eye.

So each in this example, each course has its own color.

So when I see a certain color like red, I know red is English, so anything to do with English is gonna be in red and so I can very quickly, you know, find all of those pieces in my in my big picture map.

And then another point that I really like about this is adding times. Or.

Umm OK THANKS.

When there is no class, so also including like when the university is closed, right when we have those long weekends when reading week is happening and there are no classes, right?

Just including that information or specific deadlines for the semester like drop, add deadlines, there's another one just so that you have that information there and you can access it quickly.

But seeing those times when you don't have classes.

Gives you another visual kind of reminder that, especially in the middle of the semester when things get really hectic and really stressful, you can kind of look ahead and you be like ohh reading week is in just another week like I just have to get through this week and then it's reading week and then you know, hopefully you'll have some time to catch up or to work on that big assignment that you've been putting off.

Or to meet with your classmates, to work on a project.

You know, whatever it is.

So putting in those chunks when you don't have or those times when you don't have classes and then I also encourage students to put in if there's a special occasion.

If there's a special celebration or something really fun and exciting that you're looking forward to, that's going to be happening within the semester.

I tell students include this in your big picture map, so again you have something that you can kind of look at and remind yourself and something to look forward and you're not, you know, look, when you're looking at this, you're not just seeing all those deadlines and all the work that you have to get them.

And you can see from this visual representation of the semester that there are times that are quite busy.

That and this is probably what you'll find in your semester is like a professors like to assign all the same due dates.

Everything seems to come due within the same couple of weeks, with midterms and with assignments or drafts of assignments.

Whatever it is, so having something like this can really help you see where those potential stressful times are gonna be when time is gonna be really valuable, right.

And the crunch is gonna be felt.

And you can kind of work backwards from that and maybe mitigate that a little bit and stretch out some of that work and, you know, create some earlier deadlines for yourself and whatnot.

So that's big picture mapping.

So yeah, important things to include include the deadlines.

I've all your major evaluations or all your evaluations.

I've had some students like, even those little weekly quizzes or little assignments that are, you know, more for participation than anything.

They've included those just so that they can have a true, accurate representation of their semester and everything that they're working on, and important dates like end of semester dates, course add, drop dates, final exam period, stuff like that.

You can highlight that.

I do suggest for this type of of map or a calendar.

Creating is to keep it simple, it just put the basic information because really it is just a a more of a reminder of what's coming and so you're not capturing all the details of the assignment or all the details of the evaluation in this calendar.

You may be capturing it elsewhere, so if you have a a a day planner, or an agenda, or you you something on your phone where you're kind of, you know, each day each week you're creating your To Do List and things that have to happen, then that's probably where you're putting the more specifics about these assignments and evaluations and tasks.

But for this, for this purpose I suggest keeping it simple.

Include your free time.

Include fun time and if you can keep it someplace where you can easily see it and access it.

And so we it's not something you're gonna carry around with you.

You're not gonna have it in your binder or notebook, but you know, find a spot on your wall.

Or if you have a designated study space and you can just have that one little spot where you can have the four months of the semester and what's going on so that you can easily refer to it, you don't have to go searching for it.

You don't have to, you know, try to find where did you put that?

Or if you have it on your desktop, maybe that's owned folder by itself, right?

You can just easily access it and get the information quickly.

A couple other things.

Color coding if you are a visual person taking that a little bit of extra time to color code, things can make a difference.

If that doesn't matter to you, then you know don't do it.

I do encourage you to, when you're putting in the evaluations and this is where knowing your course outline comes in, include the value of the assignments and tests and whatnot, and I suggest that students do this because again, when you're

quickly referring to that calendar for the, you know, the big picture of the semester and you're looking at that crunch time and you see all these different evaluations and you're like, OK, where do I start?

Where do I begin knowing the value of them will help you determine that, right?

Because if you have one assignment in there that's worth 25% and then you've got a couple of other assignments that are worth maybe five percent, 10%, right.

That's looking at that 25% assignment.

That's gonna help you to prioritize that. Right.

Higher value, higher priority, so it can just help you make that decision a little bit quicker and it means you don't have to go back and dig through your course outline because you've already written the information down, right.

Another good thing about these calendars is, especially if you're doing a print version and you got it on your wall somewhere, you can do a countdown.

You can be like crossing off days and which can be great because as you go through this semester and oftentimes we'll get to points where like, oh, I just feel like I haven't accomplished anything.

I haven't.

I haven't done as much as I, you know, thought I was going to do or I didn't get as much work done as I thought.

I'm having this calendar and kind of checking off the days and checking off things you've done and all those evaluations.

You have a reminder and a visual representation of all the work you've done so far, right?

And so it can be like a true reflection of no actually I have done a lot of work.

I have gone through a lot of material already, right?

I have accomplished a lot because you can see it from your calendar and what you've you've checked off.

Just doing a little time check.

OK tip #3 is understanding your assignments and so this is something that I certainly helps students with is, you know, just breaking down assignments and thinking about you know where to start.

Again, watch it.

Prioritize or even, you know like what I suggest to students, even before you're ready to, you know, gather those critical resources or, you know, write that thesis statement.



Really.

You know, you know, dive into the material just to take the time to be thinking about it.

I'm thinking about you know how you want to approach it or what angle you're gonna come at it from, or having an opportunity to talk about it with classmates and with your professor about what your ideas are and how you're gonna approach the assignment, or how can you take previous experience and, you know, kind of bring that into it sort of thing.

Right.

So even that thinking process, I remind students, is still working on the assignment.

So even if you haven't put any anything, you haven't typed anything out.

You know, PEN has not hit paper yet just by thinking about it and mulling it over.

And coming up with ideas or talking about ideas that is working on the assignment and so I always encourage students to to remember that.

So first step, you need to understand the assignment.

So reading through it carefully, making you make, make sure you understand what is being asked of you.

And what the parameters are right of different professors may have different criteria, right?

So even if you're using a same sort of style for the assignment, they may have particular things that they want to make sure that you include.

As far as doing your references, or your citations, or where you're seeking your sources and material and whatnot, so being aware of all those details and all of those pieces.

And making sure you get any clarification that you need right as you're going through that.

And so certainly you want to be in contact with your classmates or especially your professor if they're really are details that you're unclear on and you just you need more information.

Making sure you understand the objectives.

So what are the key objectives?

What are the outcomes that you need to reach?

Right.

So sometimes having that clearly in mind, you know from the very beginning, even during that thinking process that thinking stage at the beginning can really help

guide you and make sure you're on the right track with the assignment.

I'm gonna give you a bunch of resources at the end.

I have a number of links to the amounts website that's gonna give you more information about a couple of resources here.

For this in particular, I'm working on assignments, so writing center definitely take advantage of the writing center, and then the library.

So tons of information and resources in the library like from the website, but also if you're here on campus and you wanna meet with someone or speak to someone.

Umm on how to go about the research, but also the citation and reference guides, because that can be something that is quite straightforward but can be because it's so detailed.

Focused can take more time.

Can be time consuming and a bit tedious, so if you can get some guidance with that, get some support with that, then I definitely encourage you to do so.

So this is 1 templates that I use with students to again just try to break down that assignment into smaller parts.

So oftentimes when we have large assignments, I'm thinking like you know, those assignments that are 25% or 30% or sometimes even more towards your final grade, they can seem very daunting, right?

And trying to figure out where to start, where to take that first step often leads us to not taking any step at all, and that's where procrastination becomes a really good friend, because we just kind of put it off and put it off and put it off because we think, OK, if I'm gonna start this, it's gonna be take so much time.

And so much energy.

And I just don't wanna start it until you know, I feel like I can.

But going through an activity like this where again you're just you're it's basically the same thing as big picture mapping.

You're just mapping out the assignment and taking all the different parts of it and putting them into smaller pieces.

And you know, by doing that it, it allows you to pick a piece, take a part of it and start chipping away at it.

Right.

And kind of be thinking about that or working on that or getting the resources for it and the information.

So it just it's it's just another another way of approaching it instead of just seeing that

you know the big giant assignment that's in front of you now, you may have, you know, five almost little assignments, right, that you can kind of work on individually and put all the pieces together for that one giant assignment in the end.

Assignment breakdown.

Any questions or comments so far?

And I'm doing presentations like this.

I find that I am doing all the talking and so I find that, you know, remind myself I have to give space and room for questions or comments.

Anyone thinking of anything?

Excellent.

Thank you, Nicole.

Alright, tip #4, ask for help and so this may be you know one of the more challenging things or it may be something that you know we we feel when we're going into our program we're we're going into our area of study and we've gone through the process and everything that we've needed to do to get here.

You know, we feel like we have to do it all on our own, right?

We have to do it by ourselves and and you know, if we could see the, you know, the university reinforces that, right.

Because we're, you know, we're individually evaluated and graded right.

And and you know, we Graduate with our degree with our name on the degree on on the diploma, but you don't.

You've certainly 100% do not have to do it alone, right?

And I think by seeking help, even if it's you end up in the wrong place, which isn't always a bad thing, because sometimes getting and starting at the wrong place lead you to the right place, but also gives you more valuable information that you may not have been aware of that may be relevant in the future.

So just you know, when you find you're getting a bit stuck or a bit overwhelmed, or you just have questions and you want some clarification or you're just wondering about something, I definitely encourage you to seek out the different supports and services that are available to you as a student.

So whether you're on campus or distance, it doesn't matter.

You still have access to the services and so I would encourage you to seek them out.

So I've listed some of them here.

Suzie has put the link down for the full A-Z list that you'll find on the MSVU website, so definitely take a look at that.

I'm a couple of things that I like to remind students of around these services and taking advantage of them and checking them out is 1.

They're free.

Uh, so well, you paid for them as far as paying your tuitions and fees and all of that, but you know, you don't have to pay for them again.

So they are free and also they keep people like me employed and so by accessing these services and taking advantage of them, you know, you're keeping people in their jobs as well.

So you're doing a service in that regard.

And so library services, Accessibility Services, career services, Counselling, learning strategist, that's me.

You'll be seeing the Mount mentors on campus.

You'll you'll see them around and certainly if you have a quick question or want some more information on something, definitely reach out to them.

Speak to them.

Mount 101 or 102 or 201.

Maybe.

Maybe I have that backwards.

You may have access to that on Moodle.

Actually may have early access to that.

You may have access to that now and then.

Again, the writing center, so those are just a few of the services that you may find really important and really valuable.

Yeah.

So Jane is asking, please, what's tipped 3 again?

Yeah, we can.

We can definitely discuss TIP 3 at the end.

Jane, if you wanna stick around or if you wanna get in touch with me and we can, we can go through that in more detail.

So access Services tip #5B informed of MSVU policies.

And so this tip I think is very valuable for students and oftentimes doesn't come into play until it's needed.

Right.

And so I do encourage students to be familiar, get a, you know, be aware.

Umm.

Get an idea of what the policies are that directly impacts students, right?

So they may be academic policies like we have policies on integrity that you know cover, like plagiarism and cheating and all of that stuff.

Which of course no ones gonna do right.

Cuz you know, why would you come to university and you know, take someone else's work just doesn't make sense.

But also things like if you've missed time at school, right, or if you've.

If you've not handed in an assignment or you've missed a test like, what are the kind of policies around that, or what?

What can you do in those cases?

If you're student with a disability and you're accessing Accommodations, academic accommodations support, then yeah, what are the policies and procedures around that and how does that work for you as a student?

So a couple of links there and I'll I think Nicolle has added, Oh no, that she's added the orientation like I'll give you these links as well.

And so just things for you to be aware of and kind of make sure that you know, I would say at this point kind of what it covers or what it involves policies and procedures traditionally are quite lengthy and can be quite wordy.

So it's not something you necessarily wanna study up on.

Thank you, Susie.

Susie.

She's putting them up now.

Thank you.

And and so yes, the academic calendar definitely has a lot of this information, has a lot of your important dates too, and deadlines and things like that.

So yes, just getting familiar with them, knowing where you can find them.

Knowing the gist of them and and what they the scope of of what they involve.

Umm.

If down the road, there's something that you are going to need, then you'll already be familiar, right?

So again, it's about kind of doing some preparation now, getting familiar with things now.

So that down the road, should you encounter some barriers or if things become super hectic, which they may, then you've already started that process right of understanding and you can easily return to it.

All right.

And the only other one that I think oops.

I will add is the library and then give me one second.

I'm going to add the learning strategist link as well.

Alright, bear with me.

Yeah, couple more for you.

Alright, questions.

Comments.

I know there's another question, how do you get to know the policies?

Yes.

So there we put in a few links there for you to explore and check out.

There's a lot of information there on the policies that you'll find and certainly if you have more questions about that, you know you're happy to contact me.

I may not have the answers, but I will help you to figure it out.

Yes, study methods I can recommend.

There are tons of study methods that can recommend Jessica for sure.

I think what I typically recommend to students at the very beginning of this semester is the big picture mapping, right?

So, you know, taking your course outlines as you're going through them, really map out what your semester is going to look like.

That's gonna help you, but for studying purposes, I think you know, by knowing what you're gonna be doing for the course and kind of being aware if there are areas that you're not as strong in, right.

So for example, if you're going into a course that has a lot of writing requirements, maybe everything is lots and lots of assignments.

Lots of written assignments.

It's I'm and it's it's a particular style of writing that's required or particular structure of writing that's required.

And if that's not a strength of yours, and you know that that's gonna take more time and energy and resources just to be aware of that and kind of plan accordingly for that.

Umm, but you know my main go to study.

You know, tip for students without, you know, talking more and more detail and getting to know them is really just approach the information in a variety of different ways.

So if you traditionally you'd like to read your information you like, that's how you study, of course.

Continue doing that, but also find opportunities to talk about the information.

Discuss it with others.

Find videos, things that you can watch.

You can see other people explaining it in different ways.

Credible resources, of course.

Or listen to it if you can.

If lectures are recorded, and that's something that you can listen to over and over again and just or even have in the background.

So just try to find ways to get the same information in different formats in different types.

It just helps it sync and sort of stay with us and and solidify.

Does that help, Jessica?

You're welcome and definitely feel free to get in touch because we can connect and meet and go into more depth.

You know, specifically, you know what works for you and what doesn't work for you.

And and because like like I said, I have tons of tons of strategies.

Other questions or comments?

Get umm, Suzie or Nicolle?

Are there any announcements on orientation events or things that these students should be aware of?



**Nicolle Bowes Cashen** 47:28

Well, sure, of course.

Firstly James, that's awesome and everyone in the session, I will.

I'm gonna strongly suggest that you check out James website his web page there all kinds of resources to help you out.

Book an appointment with them, right?

Whether you think you need a learning strategist or not, I think his title can be a little funny.

Sometimes he is a he's a study coach.



**James Jollymore** 47:52

Uh-huh.



**Nicolle Bowes Cashen** 47:54

He's the man that can help you get through.



**James Jollymore** 47:54

Uh-huh.



**Nicolle Bowes Cashen** 47:58

Some of the challenges that you may be experiencing because the transition from high school to university or maybe from country to country, all kinds of transitions that are going on from undergrad to graduate, there's all kinds of transitions that you may be experiencing and I would bet my house that James has some kind of advice or some kind of tip to help you out with that.

So please make sure you you go see him at least once this term, or often if you need to.



**James Jollymore** 48:24

Yeah, happy too.



**Nicolle Bowes Cashen** 48:26

Orientation absolutely.



**James Jollymore** 48:26

I do what I can.



**Nicolle Bowes Cashen** 48:28

Orientation is starting.

If you're an international student, orientation for the mount begins on this week.

On Thursday the 29th and the 30th are international days of orientation.

That's an in person orientation event.

All of the information that international students need will be at those two days.

If you're unable to make it, that's OK.

The IEC has been posting all kinds of webinars and sessions that they've been doing throughout the summer as part of an early orientation and you can go to their web page to find it and then starting Monday, Monday is the big day here.



Monday, September 2nd is the big day here on campus.  
It'll start for us and that is the first day of orientation.  
Our orientation leaders have big, big events planned for you.  
It's a day of a lot of fun getting to meet people, finding your flock, and we there's no registration.  
We just want you to show up and come for that.  
We will introduce you to people.  
We will show you around.  
We will feed you and what we're really looking forward to having you here  
[www.msvu.ca/orientation](http://www.msvu.ca/orientation) is where you can find all of the events and the description of those events to come to.  
It'll also be where you can find emails if you have any questions or anything that you'd like to ask.  
We really hope that you come.  
We'd like to see you.  
It's a great way to start your your time at the mount.  
So, James, my friend, thank you so much.



**James Jollymore** 49:54

Perfect.  
Yes. Thank you.



**Nicolle Bowes Cashen** 49:56

As always, it was a perfect.



**James Jollymore** 49:59

Yeah.  
Thank you everyone.  
Thanks for joining.  
Hopefully yeah.  
The next few weeks will be exciting and fun and overwhelming as well.  
That's it.  
Can't be avoided, but I hope you have a smooth transition into your semester and into your classes and like Nicolle said, don't hesitate to reach out if I can help in any way and certainly for any of us, I think we would say the same thing if we don't have

the answers, we will certainly help you or direct you or guide you to finding those answers all right to welcome and take care.



**Nicolle Bowes Cashen** 50:32

I will.

I will just quickly say too, that at 2:15 you can log back in and we will have what is it called?

Everything you need to know about educational technology so we do use a lot of tech at MSVU.

So Sarah and Max will be doing a presentation on that super helpful and then at three o'clock the Mount Mentors will be here to ask me anything.

It's a drop in session.

If you have any questions that you want to ask about anything.



**James Jollymore** 50:59

Awesome, awesome.

Good, good.

Alright, I'm signing off.

Take care everyone. Enjoy.

Bye.

● **Suzie Cleversey** stopped transcription