

Supplemental Study Guide For Students At ATTC



The United States Coast Guard
Aviation Technical Training Center
Resident Training for "A" Schools
Elizabeth City, NC 27909-5003

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Overview

Introduction

This study guide addresses common academic difficulties that "A" School students normally encounter at ATTC. In nearly every situation that you can imagine, academic success rests on a student's ability to maintain a regimen of academic self-discipline while engaging in social interaction with other students and instructors.

Purpose for Study Guide

The purpose of this study guide is twofold:

1. To give you helpful study tips that you probably learned once but may have forgotten over the years, and
2. To help you identify useful points that, maybe, you never thought about before.

Whichever purpose you accept; try to find useful study habits from the tips provided in this study guide. It will not work unless you practice the information you read.

Objectives of Study Guide

By applying the basic guidelines of this study guide, you should be able to successfully accomplish the following tasks:

- Discuss the course with your instructors and classmates
 - Write useful notes for test preparation
 - Apply a consistent study regimen when studying lessons and preparing for tests
 - Identify the importance of a study group and become a member of one at ATTC
 - Manage your time to prepare for lessons and tests
 - Perform well on all of your tests
 - Adopt study habits that will lead to successful completion of "A" School
 - Identify common symptoms of stress and seek immediate intervention to correct
 - Rely on your instructor for guidance with academic intervention
 - Respond to recommendations for student and instructor actions through academic intervention
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Classroom Participation

Comment

Depending on your point of view, discussing the course with instructors and classmates may be either the easiest or the most difficult activity that you might face in class. Just remember, your instructors and classmates can provide you with the information and support you need to start a successful Coast Guard career. By exchanging information with them and asking questions you get a good start on your career while at ATTC.

Goals

Your goal is to get as much information as possible to succeed with your tests and successfully complete the course. If you see your classmates and instructors as information resources, you may be more likely to interact with them on a regular basis.

Responsibilities

Your responsibilities include providing information to your classmates when they need it and to keep your instructor informed on the status of your learning. After all, you are in the same course with other students like yourself, and with the instructor, so cooperate and try to support each other whenever possible.

Guidelines for Discussing Course with Instructors

You can get much information from classroom participation if you apply the following guidelines:

- Listen carefully to what your instructors are saying to the class.
- Listen carefully to what your classmates are discussing with instructors, especially the questions that they are asking the instructors.
- Focus only on information presented in class and avoid daydreaming as much as possible. Your time class is very important, so stay alert.

NOTE



Your instructors are the best link to understanding the course information, and that link is your most valuable resource in achieving success in the course.

- Before asking questions, think about how they relate to the information presented in class. ***While there is no such thing as a dumb question if you can learn from it, keep your questions relevant to class topics.***
 - Always ask instructors questions whenever you discover variations in the information what you already know and the information discussed in class.
 - Avoid procrastination when pondering whether or not to question your instructor about course information.
 - If asking questions in the presence of your peers is not your learning style, then try changing your learning style. You'll be glad you did.
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Classroom Participation (Continued)

Comment

Another useful source of information that you should not overlook is the discussion of course information with your classmates.

Guidelines for Discussing Course with Classmates

Keep these guidelines in mind when discussing the course:

IF ...	THEN ...
you are missing information from your notes,	don't hesitate to ask your classmates to share their information with you, as soon as possible.
any of your notes might be useful to your classmates,	share your notes with anyone who needs a better understanding of the information.

Class Notes

Writing Useful Notes in Class

While training at ATTC, you may be using various basic classroom study principles that you probably haven't practiced since high school or college. Perhaps you lack an opportunity to properly utilize disciplined study principles. With concentration, a few tips, and pointers, and writing techniques, you will be able to take useful notes in class.

Guidelines for Writing Useful Notes



Taking useful notes is an art that improves with practice and time, but you can make immediate improvements in your note-taking skills by following these simple tasks:

- Don't overlook the basics; always have plenty of clean paper and a few extra dependable pens with blue or black ink for writing notes.
 - As a general practice, use a 3-ring binder with loose leaf paper to insert whenever needed. You can't add or remove pages easily with spiral-back notebooks.
 - Avoid using pencils when taking notes. Your writing could become smudged, making your notes difficult to read later.
 - Write logical and coherent statements that are easy to remember.
 - Avoid writing every word that the instructor says.
 - Keep your notes in chronological order and in one place, preferably one 3-ring binder.
 - Review your notes regularly for omitted details, and get the details as soon as possible after your class finishes. ***Make corrections immediately after class rather than later in the day for missing information or for notes that have errors.***
 - Keep your notes close at hand in case you discover new and spontaneous information to record.
 - Use highlighters and symbols for added emphasis, but avoid doodling.
 - On the top margin of each note page, record the date and a brief description of the topic(s) discussed in class.
 - Avoid making personal determinations about any information presented in class until after you have studied the information more thoroughly.
-

Class Preparation

Introduction

For such a basic idea, class preparation is widely misunderstood by ATTC students. Successful classroom performance at ATTC involves thorough preparation for class and the use of small study groups.

Importance of Class Preparation

In general, “A” School courses provide most of the information needed to be successful on tests. Student handbooks have become the standardized method for connecting new information with information that you already know. The only part of the course that isn’t readily provided by instructors is how you use your time to prepare for your next class or tests. To that end, you may find the guidelines below informative in preparing for a successful class or test.

Guidelines for Class Preparation

Practice these guidelines and you should have no difficulty in staying abreast of the information presented in class:



IF ...	THEN ...
<p>you set aside a specific and regular time to concentrate on your studies,</p>	<p>you can avoid spontaneous decisions to begin or end studying.</p> <p style="text-align: center;">NOTE</p> <p> <i>Make a simple matrix with the hours and weekdays that you intend to study.</i></p> <p> <i>Be sure that you have all course information to accomplish your study goals.</i></p> <p> <i>Once you establish a usable study regimen, don't change it or give it up later.</i></p>
<p>you need more experience on a topic,</p>	<p>ask your instructor for extra practice exercises.</p> <p style="text-align: center;">NOTE</p> <p> <i>Your instructors have extra practice exercises available for your studies; so don't hesitate to ask.</i></p>
<p>practice exercises don't provide enough experience,</p>	<p>ask your instructors for additional instruction time.</p>

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Class Preparation (Continued)

Guidelines for Class Preparation (Continued)

This is a continuation of Guidelines for Class Preparation.

IF ...	THEN ...
the pace of instruction seems slow,	condition yourself to concentrate on details in the instruction. <div data-bbox="906 569 1351 632" style="text-align: center;">NOTE</div> <div data-bbox="906 646 1341 737"> <i>Adjust your learning skills to the pace of instruction in class.</i></div>
the pace is too fast,	condition yourself to concentrate on generalities in the instruction and get the details later

Study Group Participation

Introduction

While studying alone may be useful for refining details in information that you already understand, it is not automatically a substitute for an active study group. While there are occasions when studying alone is advantageous, but a small, cooperative study group is normally preferred when regularly studying new course information.

Importance of Study Group Membership

Members of a study group can provide the following support:

- Exchange and discuss course information in order to learn effectively.
 - Help each other with specific difficulties in understanding course information.
 - Memory drills and personal encouragement when they are most needed.
 - A regular time and place to engage in organized learning.
 - Effective use of study time and effort with small study groups (3 or 4 members).
 - Personal learning development by helping others in the group.
-

Comments

Academic success is measured many ways, but most students and instructors would agree that study groups ensure academic success.

Guidelines for Study Group Participation



Practice the following tips and you'll experience the success that comes from studying in a group:

- Become an active member of a small study group (3 or 4 members).
 - Meet with your study group regularly each week.
 - Review the lesson information discussed earlier in class with your study group.
 - Ensure that everyone in the study group has the same information.
 - Make up practice questions that everyone in the study group can review. ***Index cards (3" X 5") are best used for writing information that must be memorized verbatim. They are also useful for memorizing definitions and terms.***
 - Listen to study suggestions of your classmates and instructors. You may discover many useful ideas that could be used in your study group.
-

Time Management

Introduction

Students at ATTC often view time schedules as a rigid method of organizing time by making time management a tool that is both useless and counterproductive. In other words, you can actually have more freedom to do the things you want when you have a suitable time schedule.

Importance of a Study Schedule

A time schedule is a tool that enables you to plan the amount of time that you are willing to spend on the amount of work that you must complete. It is a time line on which every task that you have to complete is arranged in full view along with everything else that you want to accomplish. With a time schedule, you are in full control because you can move tasks around or change the amount of time you want to spend on each task.

Comment

For many students, the most difficult part of studying is managing time. However, a time schedule that is sufficiently flexible to your own needs and personality is quite beneficial in managing time.

Guidelines for Time Management

The following are useful tips that you might practice for managing your time. Consider the following when developing your study schedule:



1. Find a suitable study place that allows you to get organized.
2. Have everything you need for studying, i.e. notes, pens, etc.
3. Make your study schedule fit the amount of time you can concentrate on the material, i.e. 30, 45, 60, minutes.
4. Use your study schedule regularly, revising it when priorities change.
5. Avoid procrastination when preparing for class. Ideas like *I'll do it later* or *There's always plenty of time* will ruin your study schedule and undermine your success in the course.
6. Make a list of study priorities and once you begin studying, avoid thinking about things that are not part of your schedule.
7. Complete all duty expectations and personal responsibilities for the day before studying your course.
8. Avoid extremely detailed and rigid study schedules, and allow yourself time for things that could occur unexpectedly.
9. Schedule times for going to bed in the evening and for waking up in the morning, and follow the schedule closely.

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Time Management (Continued)

Guidelines for Time Management (Continued)

10. Adopt a proactive attitude about what you expect to accomplish when studying.

Deciding on How To Manage Study Time

Consider the following table when making decisions on managing study time,

IF ...	THEN ...
you are fatigued from a day of heavy activities	rest for 30-40 minutes before starting your studies.
there is too much information to comprehend at one time	divide it into smaller amounts for easier management.
	<p style="text-align: center;">NOTE</p> <p> <i>Don't let the amount of information overwhelm your intentions to manage your study time.</i></p>

Test Preparation

Comment

Test preparation is most effective when it addresses the written training objectives stated for each topic in a course. There are also many useful study techniques that can enhance your test preparation. You may find the comments below on memorization and test preparation helpful in setting up your own study program.

Memorization: The Key to Test Preparation

Regarding memorization of information, repetition is important but it is not as effective as how we use our thoughts to enhance memory. Effective memorization rests with correcting old habits that we may have or with adding new habits that we never used before. Look over the rules below for remembering and determine if you are utilizing your memorization skills effectively.

Rules Worth Remembering



Look over the following rules of memorizing information, and apply them whenever possible for better retention.

1. Concentrate on simple details that you can recall in the future.
2. Try to visualize the information you are memorizing and collect as many details as possible.
3. Make a conscience effort to remember specific information for recall later.
4. Find ways to apply memorized information, i.e. write notes on it or explain it to a study partner.

NOTE



Memorization isn't effective unless you deliberately try to recall it later.

6. Memory is perishable, so continuously re-memorize information whenever possible, and for as long as possible.
7. Try over-learning difficult information to ensure remembering it on a test.

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Test Preparation (Continued)

Guidelines for Test Preparation



The tips below should be helpful in preparing for tests in your course.

- Focus only on information that must be memorized for a test.
- Use flash cards and repetition drills to memorize information that must be written verbatim on a test.
- Focus on associations of information that you are trying to learn.
- Study first the items you want to remember longest.
- Learn information in sequential order, and in a way it may be recalled on a test.
- When studying, apply your own applications, examples, and illustrations of information presented in class.
- Reduce complex information into a simplified list of facts, procedures, or processes for easier comprehension.
- Whenever possible, draw graphs, pictorials, or diagrams to remember concepts.
- List key words that are helpful in explaining ideas or concepts of the lesson.
- Try explaining the information to a classmate without using handouts or notes.
- Write out practice test questions on the information that might appear on tests, and then write the answers to your questions.
- Review all learning objectives for the instruction.
- Visualize the type of test that you will take. *Determine if you must memorize terms to write verbatim on the test, perform math calculations, identify components in a system, or select a correct response for a statement (multiple choice)?*
- Focus on information that could appear on tests and on how it might be asked.
- Study thoroughly, whether you decide that two, four, or more hours is needed for test preparation.

NOTE



There is no certainty that many hours of preparation ensure success on a test, but certainly a lack of quality preparation is a waste of time, regardless

Test Performance

Introduction

Test performance is critical for academic success. By applying simple guidelines, you can achieve significant results in your course.

General Guidelines for Successful Test Performance



Successful test performance is simply scoring well on tests, and you can score well on tests if you practice these guidelines:

- Never rush through your tests. Slow down and concentrate on the questions. The possibility of testing on information that you didn't study for could lead to loss of self-confidence and anxiety during the test.
 - Avoid exchanging questions with classmates before the test begins.
 - Relax as much as possible; you'll have adequate time to complete all of your tests items, as well as extra time to review the test items.
 - Read carefully all directions on your tests.
 - Be sure that you know how much time is allowed to complete your test.
 - Use the time to carefully review both test questions and your answers for each test item. Avoid being distracted when classmates finish their tests before you.
 - If possible, answer first all of the easy test items, but be careful that you don't leave anything out on the test by skipping around.
 - Don't let the activities of others distract you.
 - Review at least twice all questions and your answers to catch any errors that you may have unintentionally made on the test items.
-

Comment

Objective test questions, i.e. fill-in-the-blank, matching, or multiple-choice, normally require only one correct answer. Objective test questions require substantial reading and reasoning skills to arrive at the correct answer.

Objective Tests and Recognition Learning

In general, objective tests rely on your ability to recognize correct answers that are provided on tests. Test questions may require answers that are either general or specific in nature, but you must be able to recognize them. In either case, to prepare for objective tests, you must rely on memory to successfully identify the correct answers on objective tests.

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Test Performance (Continued)

Guidelines for Multiple-choice Test Items

For multiple-choice test items, try the following guidelines,

- Read each question carefully and think about what naturally comes to mind before you select a response.
- Read all alternatives, referring to each choice as either “probable” or “not probable”.
- Remember that general statements are more likely to be correct than specific questions, so be careful in selecting your answer.
- Carefully note the grammatical structure, i.e. singular, plural, a/an agreement, of the question and the multiple-choice answers.

Guidelines For Matching Test Items

For matching test items, try the following guidelines,

- Determine if listed responses in test items are used once or several times.
- Check off all answers that you have selected.
- Determine if any terms or words in the matching list can be associated with information that you already know.

Guidelines For Fill-in-the-blank Test Items

For fill-in-the-blank test items, try the following guidelines,

- Determine if the number of lines for the test item indicates the number of letters or words needed for the correct answer.
- Write grammatically appropriate terms or words to fit the test item statement.
- Rely on your memory for exact responses.

IF...	THEN...
you can't remember the exact word or term,	write a response that is as closely related as possible (or and explanation) to what you remember.

Application of Study Skills and Memorization

Introduction

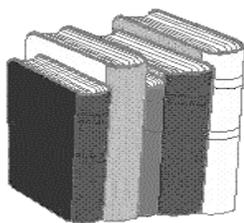
Development of your personal study skills determines your success in “A” School. A large part of developed study skills relies on how well you can remember information.

How do You Remember Information?

Memory is a skill that is not likely developed through practice, but rather one in which memory habits are controlled and corrected. In other words, memory improvement is not determined by the frequency of use but rather on how it is used. To accomplish this, make it a habit to pay close attention to the thing you want to remember.

Guidelines for Memorization

The table below lists several study techniques that you may find useful when memorizing information for tests.



Study Technique	What You Must Do
Understanding Important Information	<ul style="list-style-type: none"> • Memorize important information exactly as given. • Organize information into simple, one-line sentences, like a step in a procedure or a mathematical formula.
Recitation and Memorizing	<ul style="list-style-type: none"> • Memorize information exactly as stated by reciting it again and again. • Also, write and recite information over and over again.
Associations and Memorization	<ul style="list-style-type: none"> • Develop techniques for remembering similarities and details in information. • Draw from your own experiences in areas that might be similar to the areas you are studying.
Study Sequence and Memorization	<ul style="list-style-type: none"> • Study first the information that you want to remember for the longest period of time. • Apply this technique to information that is more difficult to remember.
Over Memorization for Retention	<ul style="list-style-type: none"> • Use frequent repetition to memorize information. • Use this technique to build self-confidence for testing.
Information Analysis and Memorization	<ul style="list-style-type: none"> • Focus on small pieces of the information from beginning to end, like a procedure or process. • Seek logical methods for remembering information.

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Application of Study Skills (Continued)

Guidelines for Memorization

The table below is a continuation of study techniques that you may find useful when memorizing information for tests.

Study Technique	What You Must Do
Helping Classmates	<ul style="list-style-type: none">• Reinforce in your own thinking by explaining the information to others.• Allow your classmates to help you in return; the rewards are mutually beneficial.
Self-Made Applications, Examples and Illustrations	<ul style="list-style-type: none">• Use visual applications to reinforce understanding by focusing on the most prominent characteristics.• Use a list of key words to remember information.

Stress Management

Introduction

While good test performance is especially important for academic success at ATTC, don't overlook the importance of stress management an important element in staying academically prepared for your course. Fundamental awareness of a few, simple guidelines on stress management will help you achieve significant academic success in the course.

Frequency of Stress

Stress is normal, but be aware that frequency of stress at ATTC is usually related to specific events like special projects, frequent testing or a rapid and sudden accumulation of NO-GO scores. Your instructors can provide suggestions for reducing the accumulation of NO-GO scores, as well as ideas about reducing the frequency of stress.

How Long Does Stress Last?

Continuous stress is potentially harmful to your well being if it is allowed to go unchecked for an extended period of time. Struggling with continuous stress can be a serious issue, so talk with your instructor to find solutions on how to break this potentially destructive deadlock. The longer you wait in dealing with this issue, the more damaging it could become, effecting your health, self-esteem, and career.

Stress and the GO/NO-GO Grading System

The most probable cause for stress at ATTC is the GO/NO-GO grading system used for all "A" School courses. It is the grading system used to standardize measurable levels of performance for all students at ATTC. Each "A" School determines the acceptable limit of GO/NO-GO scores.

Guidelines for Managing Stress

Using these basic tips for managing stress; you should see an immediate decline in stress,

- Get more rest.
 - Talk with your instructor or a classmate about stress that is affecting you.
 - Develop a weekly study schedule.
 - Learn to manage time more effectively.
 - When your daily schedule permits, exercise regularly and rigorously.
 - Set the number of attainable priorities to a manageable amount.
 - Cut back on stimulants (alcohol, tobacco, and caffeine).
 - Do something that you enjoy at least once a day.
 - Whenever possible, learn effective new ways of managing stress.
 - Enjoy the time spent with the ones you love, or at least, the ones you're with.
-

Academic Intervention

Introduction

If you ever need academic intervention anytime during the course, you may find that it is an opportunity to discover new things about yourself and about your course.

Circumstances for Receiving Academic Intervention

Your instructor normally assigns academic intervention if you collect a predetermined number of NO-GO scores in your course. The exact number of NO-GO scores for your course may vary from other courses at ATTC, and it is left to the discretion of your “A” School Chief and instructors. Information on NO-GO scores is usually available during your indoctrination week for “A” School.

Purpose for Academic Intervention

Using academic intervention, different parties at ATTC have an opportunity to review your test scores, study habits, and interaction with the course, instructors, and classmates. After the review is completed, these parties normally make recommendations on how you might enhance your academic performance. The entire academic intervention process is both non-punitive, and temporary for the most part.

Role of the ISS in the Academic Intervention Process

One party in the academic intervention process that most students at ATTC seldom encounter is the Instructional Systems Specialist (ISS). With the ISS, you will complete a survey questionnaire (*Student Interview Worksheet*) to determine your study profile. Once a profile has been identified, the ISS will make specific recommendations to both you and your instructors on how you might improve your study habits and enhance your learning at ATTC. The extra support that you receive for academic intervention is intended to help you for the remainder of the course until you graduate.

Guidelines for Academic Intervention



The following guidelines may help you feel more at ease if you ever receive or request an interview with an Instructional Systems Specialist (ISS):

- Consider the intervention interview an opportunity to discuss with the ISS various ways of enhancing your test performance and as a means of avoiding the accumulation of additional NO-GO test scores.
 - Remember that anything discussed during an academic intervention interview is related only to issues affecting your academic performance. You may freely express your opinion regarding the quality of instruction provided at ATTC.
 - Understand that academic intervention at ATTC involves specific actions that may be performed by you, your instructor, or both you and your instructor together for a specific period of time (normally 7 - 10 class days).
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Academic Intervention (Continued)

Guidelines for Academic Intervention (Continued)

The following is a continuation for Guidelines for Academic Intervention.

- Review with the ISS any causes for the accumulation of NO-GO test scores.
 - Determine with the ISS the most appropriate intervention action for you to take when correcting any deficiencies in test and lab performance at ATTC.
 - Discuss with the ISS the accumulation of your NO-GO scores and identify the lesson topics where NO-GO scores occurred.
 - Review with the ISS your current study habits and determine if modifications are necessary to improve your test performance.
-

Recommended Instructor Actions

Introduction

Your instructor is instrumental in making your training at ATTC academically successful. The close classroom relationship that you develop with each instructor in “A” school will help establish the experiences you need to become successful in your field of career advancement.

Instructor Responsibilities

Your instructors are the best resource for enhanced learning at ATTC for they are with you more than anyone else in the learning process. They are also in a position to provide you more support than anyone else at ATTC.

Recommended Instructor Actions

The table below helps determine when instructors should get involved with student intervention. These recommendations are provided in the survey questionnaire (*Student Interview Worksheet*).

Student Performance Level	Recommended Instructor Actions
<p>Never performs a task at this level</p> <p>For Performance Level 1</p>	<ul style="list-style-type: none"> • Provide immediate step-by-step guidance to student for successful completion of this task. • Closely monitor student’s performance of this task.
<p>Not likely to perform a task at this level</p> <p>For Performance Level 2</p>	<ul style="list-style-type: none"> • Provide general guidance to student for successful completion of this task. • Closely monitor student’s performance of this task.
<p>May/may not perform a task at this level-- circumstances dictate</p> <p>For Performance Level 3</p>	<ul style="list-style-type: none"> • Review student’s performance of this task. • Make recommendations to the student when needed.
<p>Very likely to perform a task at this level</p> <p>For Performance Level 4</p>	<ul style="list-style-type: none"> • Answer student’s specific questions regarding the performance of this task. • Make recommendations to student only when there appears to be a decline in performance.
<p>Normally attempts to perform a task at this level</p> <p>For Performance Level 5</p>	<ul style="list-style-type: none"> • No actions are needed.

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Recommended Instructor Actions (Continued)

Guidelines for Instructor Actions



Depending on the outcome of an academic interview, the Instructional Systems Specialist may recommend to your instructor that they complete one or more of the following actions in an effort to intervene academically:

- Provide students with extra practice exercises related to instructional topics.
 - Provide students evening sessions of one-on-one instruction at ATTC to review instruction on specific topics.
-

Recommended Student Actions

Introduction

To accomplish academic intervention successfully, you may have to change several old or current study habits. But with guidance from your instructors and an Instructional Systems Specialist (ISS), your academic success will significantly improve.

Student Responsibilities

Your best prospect for enhanced learning at ATTC is to listen to the advice that your instructors provide. Also, listen to your classmates, for they often have useful ideas that you might be able to take advantage of when studying your course.

Recommended Student Actions

The table below may be helpful in determining when students should get involved with their own intervention.

Student Performance Level	Recommended Student Actions
Never performs a task at this level For Performance Level 1	<ul style="list-style-type: none"> Actively consult with instructor for step-by-step guidance and seek various ways to improve performance of this task. Ask classmates for suggestions on improving this task.
Not likely to perform a task at this level For Performance Level 2	<ul style="list-style-type: none"> Ask instructor for guidance on ways to improve performance of this task. Ask classmates for suggestions on improving this task.
May/may not perform a task at this level-- circumstances dictate For Performance Level 3	<ul style="list-style-type: none"> Communicate with instructor on ways to improve the performance of this task. Look for methods to improve the current level of performance for this task.
Very likely to perform a task at this level For Performance Level 4	<ul style="list-style-type: none"> Continue with current level of performance for this task. Recommend to classmates this level of performance for this task whenever possible.
Normally attempts to perform a task at this level For Performance Level 5	<ul style="list-style-type: none"> Continue with current level of performance for this task. Recommend to classmates this level of performance for this task whenever possible.

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Recommended Student Actions (Continued)

Guidelines for Student Actions



Depending on the outcome of an academic interview, the ISS may recommend to your instructor that you complete one or more of the following actions in an effort to correct any suspected deficiencies.

- Review test items and responses to questions one or more times for correctness and accuracy before having tests evaluated.
- Study a specified number of hours each evening to prepare for class and tests the following day.
- Ask instructors more questions to enhance understanding of information provided in the handbook, handouts, and lectures, and computerized instruction.
- Study with a partner to prepare for upcoming tests and lesson assignments.
- Interact with a study group to exchange instructional information and clarify any misunderstandings that could occur on tests.
- Write study notes and flash cards as appropriate when studying instructional information, and concentrate on information that is most difficult to understand.
- Study for upcoming tests as appropriate, provided you are confident that preparation is adequate.
- Use personal discretion and study a few hours before a test.
- Avoid second-guessing test questions. Once you write a response, leave it alone unless there is an obvious and compelling reason for changing a response.