



OFFICE OF ACADEMIC ENRICHMENT

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NOT GRADE 13...WHAT'S THE DIFFERENCE?

Many students begin their freshman year in college carrying with them old habits that may not be useful in this new environment. If you don't recognize the differences, you may receive an unpleasant surprise when your first exams roll around!

You've been an expert checkers player in high school. Now you've moved on to chess: the board looks the same, but **the rules are different**, and everybody assumes you know that already!



Proactive learners—successful students—are those who find out as much as they can about their new environment as early as possible, strengthening their existing strategies and developing new ones. Our online study skills workshop series can give you an idea of what to expect: <http://www.udel.edu/AEC-workshop/>.

We can assist you in identifying the differences between high school and college expectations. Visit our webpage, or stop by our office for an intake appointment—we can help translate the (sometimes invisible) new language, and share tools you can use to take control of your academic future.

HIGH SCHOOL	COLLEGE
PERSONAL FREEDOM	
Mandatory and free	Voluntary and expensive
Time planned by others	You manage your own time
Parents/teachers remind you of responsibilities, set your priorities	You must balance your responsibilities, set your own priorities
Parents/teachers correct your behavior, may minimize consequences of bad decisions	You must take responsibility for your actions (or inaction), facing the consequences yourself
CLASSES	
Begin in the morning and continue through the afternoon, one after the other	Class times are different each day of the week, often including evenings
30 hours a week in class	You spend 15-18 hours a week in class; schedules may appear lighter than they are
Most of your classes are arranged for you	You arrange your own schedule, with the help of your advisor
Teachers carefully monitor attendance	Professors generally do not take attendance
Usually have no more than 35 students	Can have as many as 300 students
Textbooks are provided	You must purchase textbooks; they can be very expensive
You are generally not responsible for knowing what classes you need to graduate	Graduation requirements are complex, and differ from major to major. You are responsible for knowing and following your requirements

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INSTRUCTORS	
Check your completed homework	May not review completed homework, but will assume you have mastered it for exams
Remind you of incomplete work	May not remind you of incomplete work
Approach you if they think you need help	Expect you to initiate contact if you need help
Are often available before/during/after class for questions	Expect you to come to their office hours with questions, or to set up an appointment
Have been trained in teaching methods	Have been trained as experts in their fields, but often have not been trained as teachers
Provide you with information you miss when absent	Expect you to get notes, etc. from classmates when you've missed class
Present material to help you understand the textbook	May not follow the text; expect you to read it before class, relate class to readings
Often write information on the board to be copied as your notes	Expect you to decide what needs to be written down; PowerPoint presentations, etc., may augment lecture material, but do not cover the detail needed from the lecture itself
Lead you through the thinking process, making connections for you; give facts	Expect you to think about and synthesize seemingly unrelated topics
Often remind you of assignments and due dates	Assume you will follow the syllabus, which lays out the expectations and due dates
STUDYING	
Usually a few hours a week	Expect to spend 2-3 hours <i>per credit</i> every week
Knowledge of material is usually not too detailed, hard to remember: one time may be enough	You need to review notes and text material regularly, on an ongoing basis, and do something to make it your own
You are expected to read short assignments that are then discussed (often re-taught) in class	Substantial reading, writing is required; it may not even be brought up in class
EXAMS	
Testing is frequent, covers small amounts of material	Usually only 2-3 exams; may be cumulative; covers large amount of material
Teachers often prepare you for exams with study sheets, etc.	Professors expect you to organize the material to prepare for exams
Makeup exams are often available	Makeup exams are rarely available; must be requested
Teachers frequently rearrange test dates to avoid conflict with school events	Professors usually schedule exams without regard to demands of other courses, activities
Success on exams depends on remembering facts, providing information as it was provided to you	Success on exams requires applying what you've learned to real situations or to solve new kinds of problems
GRADING	
Most assigned work is graded	Grades are limited to major projects, exams
Extra credit projects can help raise a grade	Extra credit is not generally available
Guiding principle: effort counts	Guiding principle: results count
GETTING HELP	
Someone sees you need it, and gives it to you (whether or not you want it)	You have to reach out for it; even if someone sees you need it, they respect your choice not to seek it
You are led to the right resources	You have to find the right resources by asking questions and following leads

Come see us: