



HIGH SCHOOL



UNIVERSITY

How are they different?

HIGH SCHOOL	UNIVERSITY
RESPONSIBILITY	
Your time and responsibilities are structured by others. You can count on your teachers and parents to guide you in setting priorities.	You manage your own time, balance your responsibilities, and set your own priorities. You may face moral and ethical decisions you have never faced before.
<i>Guiding Principle—You will usually be told what to do, when to do it, and corrected if your behaviour is out of line.</i>	<i>Guiding Principle—You are expected to take responsibility for what you do and do not do, as well as for the consequences of your decisions.</i>
CLASSES AND STUDYING	
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
You may cover one unit at a time, with a strong emphasis on facts and basic ideas.	You need to review class notes and text material regularly in order to develop a coherent view of the big themes in a course.
You may study outside of class as little as one to two hours a week, plus last-minute test preparation.	You may need to study at least two to three hours outside of class for each hour in class.
<i>Guiding Principle—You will usually be told in class what you need to learn from assigned readings.</i>	<i>Guiding Principle—It is up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you have already done so.</i>
TESTS AND EXAMS	
Testing is frequent and covers smaller amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. You—not the professor—need to organize the material to prepare for the test. A course may have only two or three tests in a semester.
Make-up tests are often available.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Consistently good homework grades may raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
<i>Guiding Principle—Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.</i>	<i>Guiding Principle—Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.</i>
TEACHERS AND PROFESSORS	
Teachers present exercises to help you understand material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
<i>Guiding Principle—“Effort counts.” Courses may be structured to reward a “good-faith effort.”</i>	<i>Guiding Principle—“Results count.” Though “good-faith effort” is important in regard to the professor’s willingness to help you achieve good results, it will not substitute for results in the grading process.</i>

NOTE: While the generalizations stated in this chart may not be characteristic of your high school, they are true of high schools in general.
SOURCE: *What Will I Learn in College: What You Need to Know to Get Ready for College Success* by Robert Shoenberg



10 STRATEGIES FOR SUCCESS

A SUCCESSFUL UNIVERSITY EXPERIENCE INVOLVES MORE THAN JUST GETTING GOOD GRADES AND COMPLETING A DEGREE, IT PRESENTS AN OPPORTUNITY FOR PERSONAL DEVELOPMENT.

1 REINVENT YOURSELF

You can remake yourself into who you really want to be, rather than being what others expect or think you should be. Your new university community will not know you, so you can change! This is a unique and potentially liberating opportunity.

2 DO ONE NEW, CRAZY THING EACH YEAR

A university offers many opportunities and options. Take some calculated risks by doing something out-of-character that you have secretly wanted to do. Explore new ideas and uncharted territories—whether in course selection and/or in the rich array of social and extracurricular activities.

3 PUSH YOURSELF INTO DEEPER WATERS

You will be joining a challenging, lively community of talented and accomplished students. Your professors will have lofty expectations of you. Work hard to raise your game, to increase your pace and intensity to meet these standards and expectations. This will generate both academic success and self-esteem.

4 RUN YOUR LIFE. DO NOT LET LIFE RUN YOU

University life unfolds at warp speed, with tremendous intensity and a bewildering variety of activities, people and situations. Only you can give order to your day-to-day life, by organizing your time and regulating pressures.

5 YOU ARE AN ADULT NOW

You will be held responsible for what happens, what you do, and the consequences. Random good and bad things will happen: regulations and deadlines, unreliable friends and cranky profs. Be happy for the good and develop tactics to roll with the bad. Stand on your own feet and do not whine.

6 USE US

The university wants you to succeed and has support services to help you do so. Ask questions, and ask again, until you understand and know what you are doing. Do not go around dazed and confused; get it figured out. But remember, It is your own responsibility to make the best use of the university community.

7 BUILD RELATIONSHIPS

Introduce yourself to and build relationships with the people who cross your path. Get known by them and show interest in them—from professors and lab assistants to staff and fellow students. They will help you enormously and you will benefit from knowing, helping and interacting with them.

8 READ, READ, READ

You must improve your reading skills to be academically successful. Like an athlete in training, you should increase your daily reading, to build stamina, speed, concentration and effectiveness. Expand your reading access and comprehension beyond your courses to other areas and worlds.

9 WRITE, WRITE, WRITE

You must develop this skill. Your grades will depend on it! The more that you write, the better you will become. So, write, re-write, and re-write again.

10 TALK, TALK, TALK

We talk a lot in university. We debate, discuss, share and learn by talking, connecting with each other and with the world. It is how we push and test ourselves, confirm our ideas, express our feelings and values, and stand accountable for what we believe in. Verbal skills will also be very important in your social, extracurricular, community and employment lives.

Overall, find out what makes you happy and excited enough to get you out of bed in the morning. This formula typically leads to success. GOOD LUCK AND HAVE FUN!

SOURCE: *With thanks to Dr. Robert Campbell, president of Mount Allison University in Sackville, N.B.*