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PRACTICING COLLEGE LEARNING STRATEGIES, Seventh Edition, is a practical guide set to help you make a smooth transition to the first year of college. The text and activities are thoughtfully constructed using strategies supported by brain research and neuroscience. Structured activities and practices guide you in the reflection process to make the information personal and useful. By combining practical application with learning strategies theory, **PRACTICING COLLEGE LEARNING STRATEGIES** is a motivational tool teaching you how to learn. The author focuses on putting you in the driver's seat, teaching you how to use all of the tools at your disposal so you'll succeed in college and beyond. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Combining theory, research, and applications, this popular text guides college students on how to become self-regulated learners. Students gain knowledge about human motivation and learning as they improve their study skills. The focus is on relevant information and features to help students to identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and then to complete self-regulation studies that teach a process for improving their academic behavior. A framework organized around motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance makes it easy for students to recognize what they need to do to become academically more successful. Pedagogical features include Exercises, Follow-Up Activities, Student Reflections, Chapter-end Reviews, Key Points, and a Glossary. New in the Fifth Edition Discussion of the importance of sleep in learning and memory Revised and updated chapter on self-regulation of emotions Current research on impact of students' use of technology including digital learning platforms and tools, social media, and online learning Updated Companion Website resources for students and instructors

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A motivation and learning strategies textbook that bridges research and practice! Motivation and Learning Strategies for College Success, Second Edition teaches college students how to become more self-directed learners. Study skills are treated as a serious academic course. Students learn about human motivation and learning as they improve their study skills. The text does not offer "recipes" for success or lists of "quick tips." Rather, the focus is on relevant information and features designed to help students to identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and then to complete self-management studies whereby they are taught a process for improving their academic behavior. A framework organized around six components related to academic success (motivation, methods of learning, time management, control of the physical and social environment, and performance) makes it easy for students to understand what they need to do to become more successful in the classroom. The text combines an overview of theory and research, to help learners understand what factors determine or influence successful learning and why they are asked to use different study and learning strategies in the text, with field-tested exercises, follow-up activities, and appendices that assist students in observing and changing their own behavior. A separate Instructor's Manual provides helpful information for teaching the material; includes additional exercises and experiences for students; provides both objective and essay test questions; and includes information on how students can maintain a portfolio to demonstrate their acquisition of learning and study skills and guidelines for helping students complete a self-management study of their own behavior.

Discusses the best methods of learning, describing how rereading and rote repetition are counterproductive and how such techniques as self-testing, spaced retrieval, and finding additional layers of information in new material can enhance learning.

PRACTICING COLLEGE LEARNING STRATEGIES, Seventh Edition, is a practical guide set to help you make a smooth transition to the first year of college. The text and activities are thoughtfully constructed using strategies supported by brain research and neuroscience. Structured activities and practices guide you in the reflection process to make the information personal and useful. By combining practical application with learning strategies theory, PRACTICING COLLEGE LEARNING STRATEGIES is a motivational tool teaching you how to learn. The author focuses on putting you in the driver's seat, teaching you how to use all of the tools at your disposal so you'll succeed in college and beyond. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Following up on her acclaimed Teach Students How to Learn, that describes teaching strategies to facilitate dramatic improvements in student learning and success, Sandra McGuire here presents these "secrets" direct to students. Her message is that "Any student can use simple, straightforward strategies to start making A's in their courses and enjoy a lifetime of deep, effective learning." Beginning with explaining how expectations about learning, and the study efforts required, differ between college and secondary school, the author introduces her readers, through the concept of metacognition, to the importance and powerful consequences of understanding themselves as learners. This framework and the recommended strategies that support it are useful for anyone moving on to a more advanced stage of education, so this book also has an intended audience of students preparing to go to high school, graduate school, or professional school. In a conversational tone, and liberally illustrated by anecdotes of past students, the author combines introducing readers to concepts like Bloom's Taxonomy (to illuminate the difference between studying and learning), fixed and growth mindsets, as well as to what brain science has to tell us about rest, nutrition and exercise, together with such highly specific learning strategies as how to read a textbook, manage their time and take tests. With engaging exercises and thought-provoking reflections, this book is an ideal motivational and practical text for study skills and first year experience courses.

Miriam, a freshman Calculus student at Louisiana State University, made 37.5% on her first exam but 83% and 93% on the next two. Matt, a first year General Chemistry student at the University of Utah, scored 65% and 55% on his first two exams and 95% on his third—These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book. What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect. The methods she proposes do not require restructuring courses or an inordinate amount of time to teach. They can often be accomplished in a single session, transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning. Sandra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First, she demonstrates how introducing students to metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next, she presents a specific study system that can quickly empower students to maximize their learning. Then,

she addresses the importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students' mindsets about ability and by providing a range of strategies to boost motivation and learning; finally, she offers guidance to faculty on partnering with campus learning centers. She pays particular attention to academically unprepared students, noting that the strategies she offers for this particular population are equally beneficial for all students. While stressing that there are many ways to teach effectively, and that readers can be flexible in picking and choosing among the strategies she presents, Sandra McGuire offers the reader a step-by-step process for delivering the key messages of the book to students in as little as 50 minutes. Free online supplements provide three slide sets and a sample video lecture. This book is written primarily for faculty but will be equally useful for TAs, tutors, and learning center professionals. For readers with no background in education or cognitive psychology, the book avoids jargon and esoteric theory.

Preceded by: Midwifery and women's health nurse practitioner certification review guide / Beth M. Kelsey and Jamille Nagtalon-Ramos. Third edition. [2015].

Reigniting a tradition of learning by experience, *Search After Method* is a plea for more lively forms of anthropology. The multiple voices resonating in the collection come from anthropologists in all walks of academia as well as outside of it. The chapters relate the contributor's first experiences of working in the field and use their experiences to link their work to the discipline of Anthropology, along with other broader fieldwork questions. This book thus provides a powerful introduction to lived experiences of contemporary fieldwork.

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