

HOW COLLEGE IS DIFFERENT FROM HIGH SCHOOL

While the generalizations stated in this chart may not be characteristic of your high school, they are true of high schools in general.

	IN HIGH SCHOOL	IN COLLEGE
Responsibilities	Your time is structured by others.	You manage your own time.
	You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
	You will usually be told what to do and be corrected if your behavior is out of line.	⇒ You are expected to take responsibility for what you do and don't do, as well as the consequences of your decisions.
Study Methods	You may study outside of class as little as 1 to 2 hours a week, plus last minute test preparation.	You need to study at least 2 to 3 hours outside of class <u>for each hour in class</u> .
	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 questions in a course.
	You will usually be told in class what you need to learn from assigned readings	⇒ It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.
Tests	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.
	Makeup tests are often available.	Makeup tests are seldom an option.
	Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
	Mastery is 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.	⇒ Mastery is the ability to apply what you've learned to <u>new</u> situations or to solve <u>new</u> kinds of problems.
Instructors	Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
	Teachers present exercises to help you understand the 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 <i>you</i> 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 think about and synthesize seemingly unrelated topics. They frequently ask you to study conflicting views on a subject.
	Teachers often take time to remind you to assignments and due dates.	Professors expect you to read, save, and consult the course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
	High school is often a teaching environment in which you acquired facts and basic skills.	⇒ College is a learning environment in which you take responsibility for thinking through big issues and conflicting views and applying what you have learned.
Grades	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.
	Extra credit projects are often available to help you raise your grade.	Extra-credit projects cannot, generally speaking, be used to raise a grade in a college course.
	Initial test grades may not have an adverse effect on your final grade.	Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected--but they may also account for a substantial part of your final course grade.
	"Effort counts." Courses may be structured to reward a "good-faith effort."	⇒ "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.