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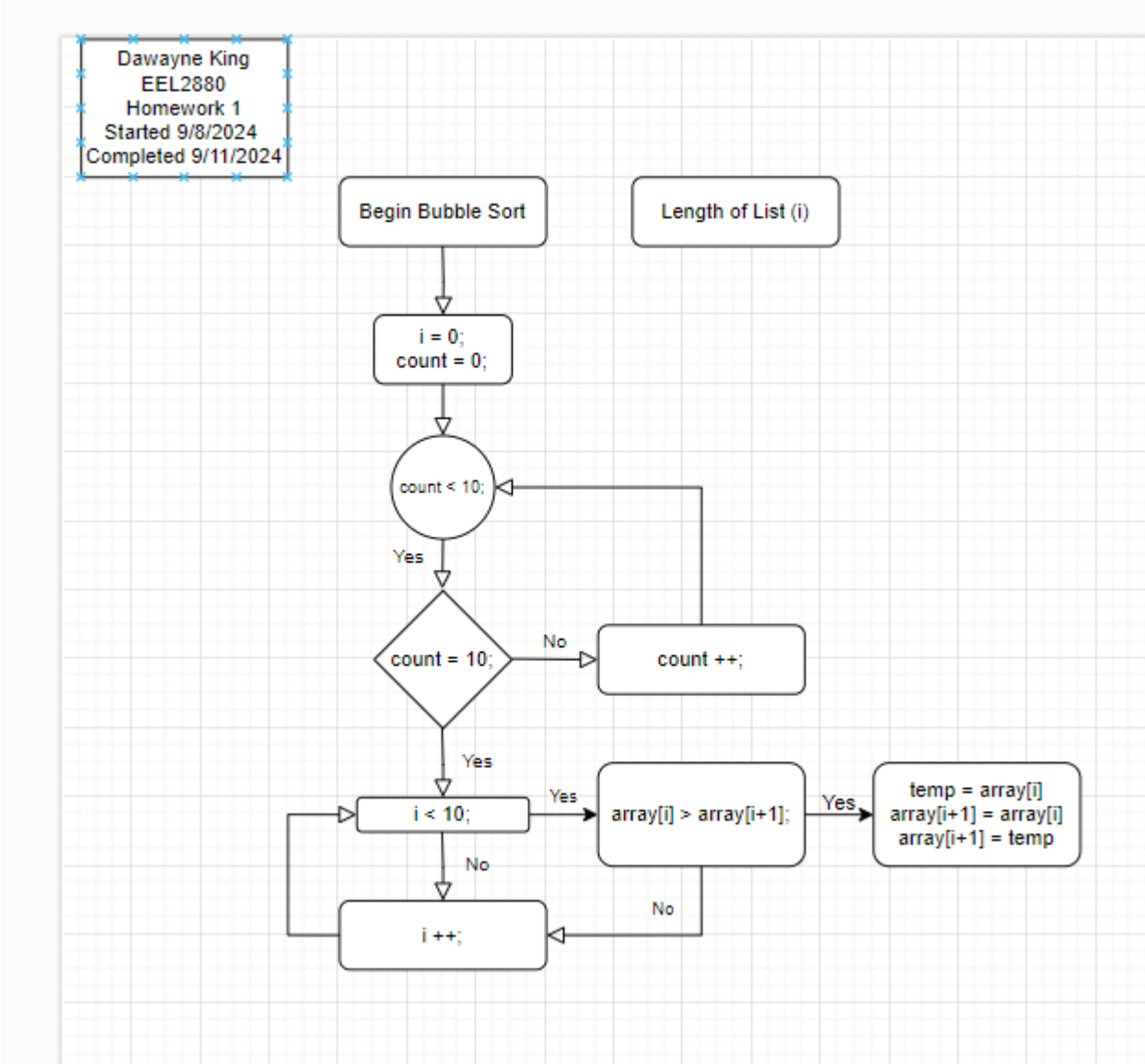
EEL2880
Homework 1
Flowcharts



1. What is different about college?
    a. From when I first graduated high school, college was different from what I was used to. College was a faster pace, with smarter students, and anyone who excelled became the average. Currently being out of high school for ten years, college is different. Before I had an idea of what I liked, but no idea what I'd do for the rest of my life. I know myself more now, and although I have a lot more experience, I absolutely know what I do not want to do. Live a mediocre life and no meaningful satisfaction from work. Now I see college as a

cornerstone to your goals, and a degree is a certificate saying that you were able to complete the required curriculum.

2. What is the most important factor in successful learning?
    a. The most important factor in successful learning, is time. Time is paramount to learning, because the amount of practice and time that is put in the subject area, is what sees results in learning. When I first started college ten years ago, it was told a full time student is FT, because they are expected to contribute 3 hours of studying for every credit hour enrolled. This is true, as we can see models such as Dale's Cone, which shows a direct correlation to the effort and time you spend and the retained information from the topic.
3. Details cognitive principles for optimizing learning, and how to principles into practice?
    a. After finding a teaching resource article by Stephen L. Chew (Chew, 2011), there were several cognitive principles that were listed for optimizing learning. He recognized that effective studying is more than just a matter of having a desire to learn and devote time and effort. It was more efficient to use effective learning strategies, while developing study skills by breaking each part down as you study:
        i. **Elaboration** by making correlations to other concepts. For example, you can start by making a list of ideas from a subject area that needs to be studied. With the list, you can explain how the ideas have a relationship, and then after making connections, think about how they contrast.
        ii. **Distinctiveness** by showing the uniqueness of an idea or a concept. Once you see that certain topics are different, it would be easier to distinguish concepts with enhanced memory and extraordinary attention.
        iii. **Personal**, because not only is this something no one can relate to, it is easy. Everyone is unique, and have varying experiences. When we take a subject matter that we need to learn more, we can use effective studying by relating concepts and topics to ourselves. In math, we see this heavily in the early years as we try to teach proper techniques with little known as a prerequisite. A teacher may use concepts such as, if you are catching the school but to school – and it is traveling 25mph, takes 3 5 minutes stops when picking students up, etc…, because a student may be able to correlate a topic to information they already know.
        iv. **Appropriate Retrieval and Application** is helpful to use for optimized learning. Everything said in a lecture isn't as equally important, and all concepts taught may not specifically be tested or required to showcase knowledge in a certain way. You can see relevant questions to exams from the learning outcomes in the beginning of a chapter usually, after when answering relevant questions to the chapter, and through independent review test that shows the most common knowledge questions asked.

4. If you blew an exam, do not fret or throw away the whole semester based on one grade. One of the most important thing in a class is to have a short term memory. Although this seems counter intuitive to memorizing concepts and be able to work on problem sets, if you fail an exam, there is no need to dwell on the past. Acknowledge you were not sufficiently prepared, and move on. The next thing you need to do is be realistic with goals and expectations for the course. The realistic part is determining if you are able to complete the course with enough satisfaction based on a passing grade. Then when making the decision whether if you are staying in the class, determine what you will do in the future and how you can lower the likelihood of failing again. You can meet with a professor or Teaching assistant, but only self can determine if you should stay in a class with a realistic expectation of completing it. If you end up staying in a class, prepare to work hard to be able to complete the course.