Your Transition To PSTAT department at UCSB

SKILLS FOR SUCCESS

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Why transition planning matters

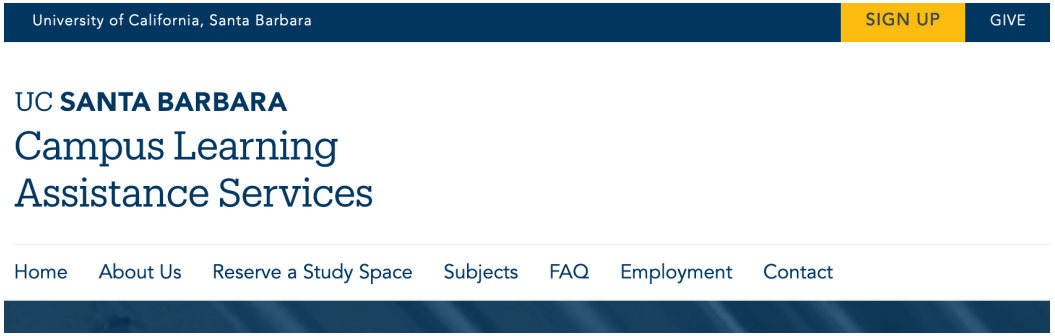
- Adapting to a new academic environment
  - Quarter system
  - Rigorous coursework
  - High level of engagement with topics
  - Communicate your understanding with clarity while writing in math.
- Meeting higher academic expectations
- Building a strong foundation for future success

The quarter system

- Fast pace with little down time
- Need to stay on top of schedules
  - For each course: pay attention to due dates for homework, quizzes, exams, projects
  - For UCSB: deadlines for fees, registration, adding/dropping course etc

Utilizing Campus Resources

- Academic advising



- Tutoring centers
  - Transfer student center (https://transfercenter.ucsb.edu/)
  - CLAS tutoring (https://clas.sa.ucsb.edu/)
  - ONDAS (https://ondas.ucsb.edu/)

- Libraries (https://www.library.ucsb.edu/)

Effective Time Management

- Create a study schedule
  - Feasible calendar that you can follow with time for sleep and exercise!
  - Don't over schedule your day/week/weekend
  - Plan ahead for flexibility if a crisis arises
- Prioritize tasks
- Avoid procrastination

Developing strong study habits

- Active reading and note-taking
  - Prepare for lecture by reading the textbook with no distractions and again review lecture notes after lecture.
  - Pay attention to what is important to each professor
  - Writing everything that the professor says may not be the best strategy
  - Listen actively, synthesize information and participate in discussions
  - Synthesize and summarize your understanding to boil down important points, theorems, steps

- Forming study groups and regular review sessions with peers.

Guage Your own understanding

- Going to every lecture and everything making sense in class is **not** a good indicator of your understanding.

- Test your understanding by asking questions such as:
  - Can you use your lecture notes to explain to someone who missed lecture?
  - Do an extra problem on your own or make up a problem and solve it.
  - Can you explain concepts in your own words?
  - What if you changed some part of a theorem statement or an example? Can you think through what will happen? Do things break down and can you make it work? Do you know why it breaks down and how to fix it?
  - Can you come up with examples and counter examples to illustrate concepts and assumptions made in theorems.

  - These exercises will help you learn how to learn.

Utilize your Professor and TA and ULA

- A professor/instructor will conduct lectures and office hours
- A graduate teaching assistant (TA) will assist your professor by
  - Conducting smaller discussion sections to review lecture and solve additional problems
  - Grading assignments
  - Holding office hours, review sessions
  - Will generally be your first point of contact in large lecture classes.
- Undergraduate Learning Assistants(ULAs) may assist by
  - Additional office hour help or during lecture or discussion
  - Forming a network of peers to talk about academic life
- Lot's of opportunities for help! But lots of other students too..

Utilize resources efficiently

- Be respectful of their time (especially when there are many students waiting for help)

- Prepare a list of questions to ask in advance by
  - Write down section # , page #, problem # , lecture #
  - Write down your question in words so you can keep track of what you need clarified.
  - Color code/highlight your notes, readings

- Ask specific questions rather than general questions and bring your work
  - It helps us to see what you have done and where you got stuck on the problem solution

Examples

General questions	Better questions
I don't understand this chapter.	I'm having trouble understanding the Central Limit Theorem from Chapter 5, Section 3, on page 122. Specifically, how do we determine when a sample size is sufficiently large?
Can you explain the concept of Hypothesis Testing?	In Lecture 8, you discussed hypothesis testing. On slide 15, you mention about Type I and Type II errors? I'm confused about these errors. Can you help me?.
I need help with my homework.	For Problem 7 on page 88 of our textbook, I'm stuck on part b where we need to calculate the confidence interval. Here is my work so far. Could you help me identify where I went wrong?
I'm lost on the topic of p-values.	I don't fully understand the concept of p-values. I highlighted my notes and color-coded where I got confused, especially around how to interpret p-values in the context of different significance levels and equivalency to Rejection Region method

Know yourself: What are your strengths and weaknesses as a student

- Do you procrastinate? Are you distracted by notifications? Lose track of time on social media?
- Are you good at memorizing definitions but not so good at applying concepts to examples? Do you feel you understand during lecture but are unable to do the homework?
- What type of a test taker are you? Do you finish fast and overlook key information?
- Do you worry too much about how others are doing?
- You can work on building skills and habits in each of these areas.. See

Setting Realistic Goals

- Short-term and long-term goals
- Measurable and achievable
- Regularly reassess and adjust

Balancing Academics and Personal Life

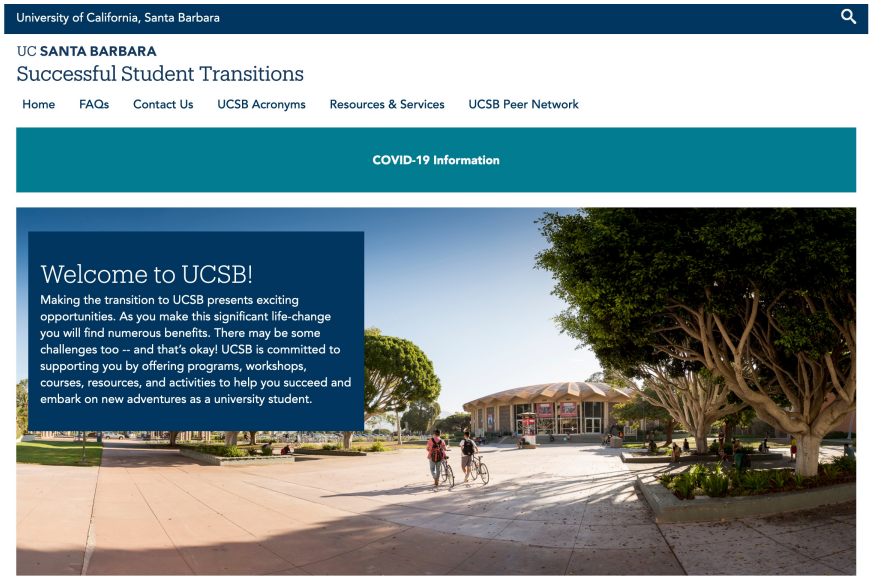
- Time for relaxation and hobbies
- Managing stress
- Seeking support when needed

Staying motivated and Persistent

- Celebrate small successes
- Maintain a positive mindset
- Learn from setbacks

Useful Links

- PSTAT department (https://www.pstat.ucsb.edu/)
  - Check out courses!
- Successful transitions (https://transitions.ucsb.edu/)
- Transfer student center (https://transfercenter.ucsb.edu/)
- CLAS (https://clas.sa.ucsb.edu/)
- ONDAS (https://ondas.ucsb.edu/)



Thank you!

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