Setting Yourself Up For Success

Schulich School of Engineering

UNIVERSITY OF CALGARY

Overview

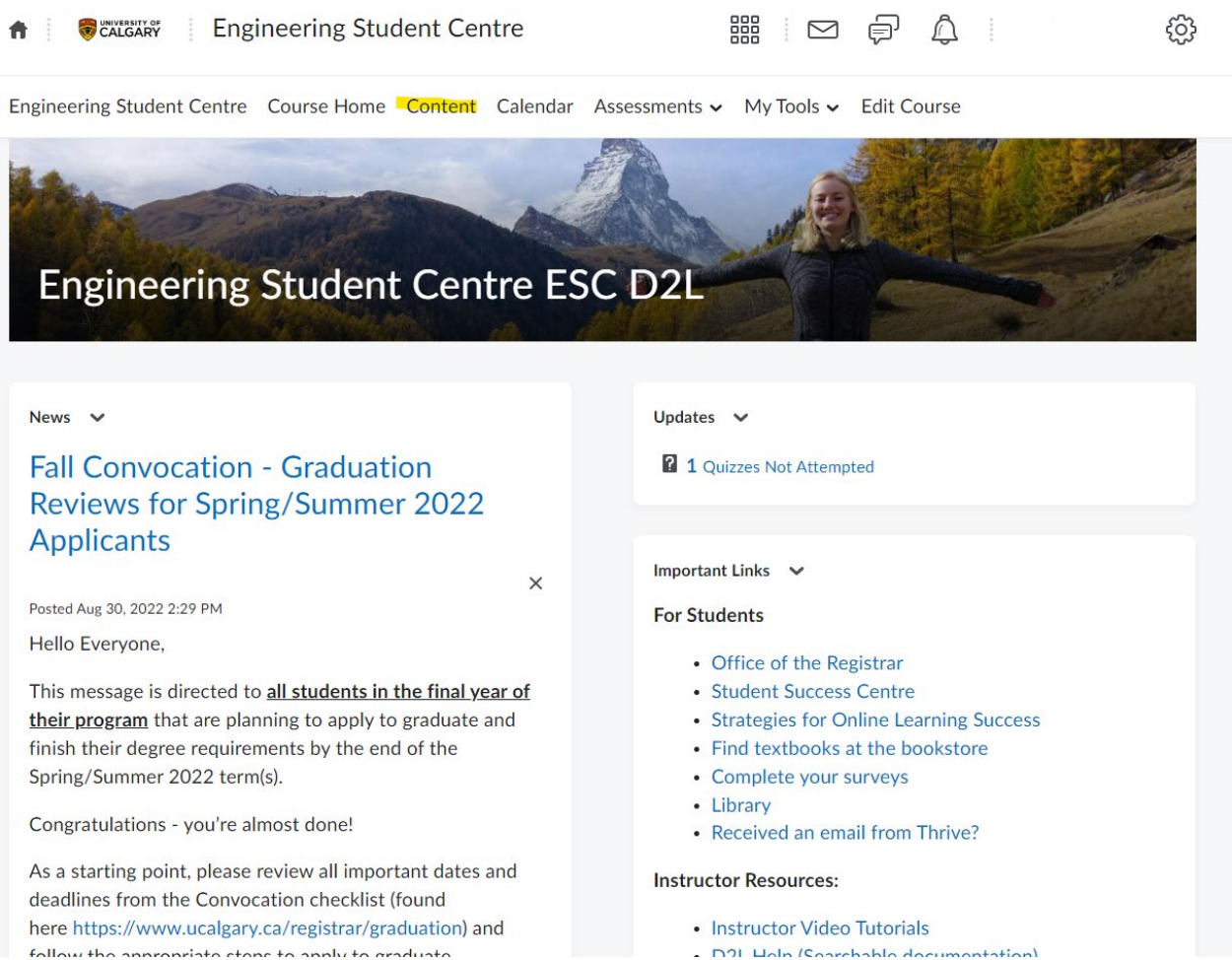
- Navigating your Engineering Program
- Schedule & Academics
- Supports & Resources

What do I need to know?

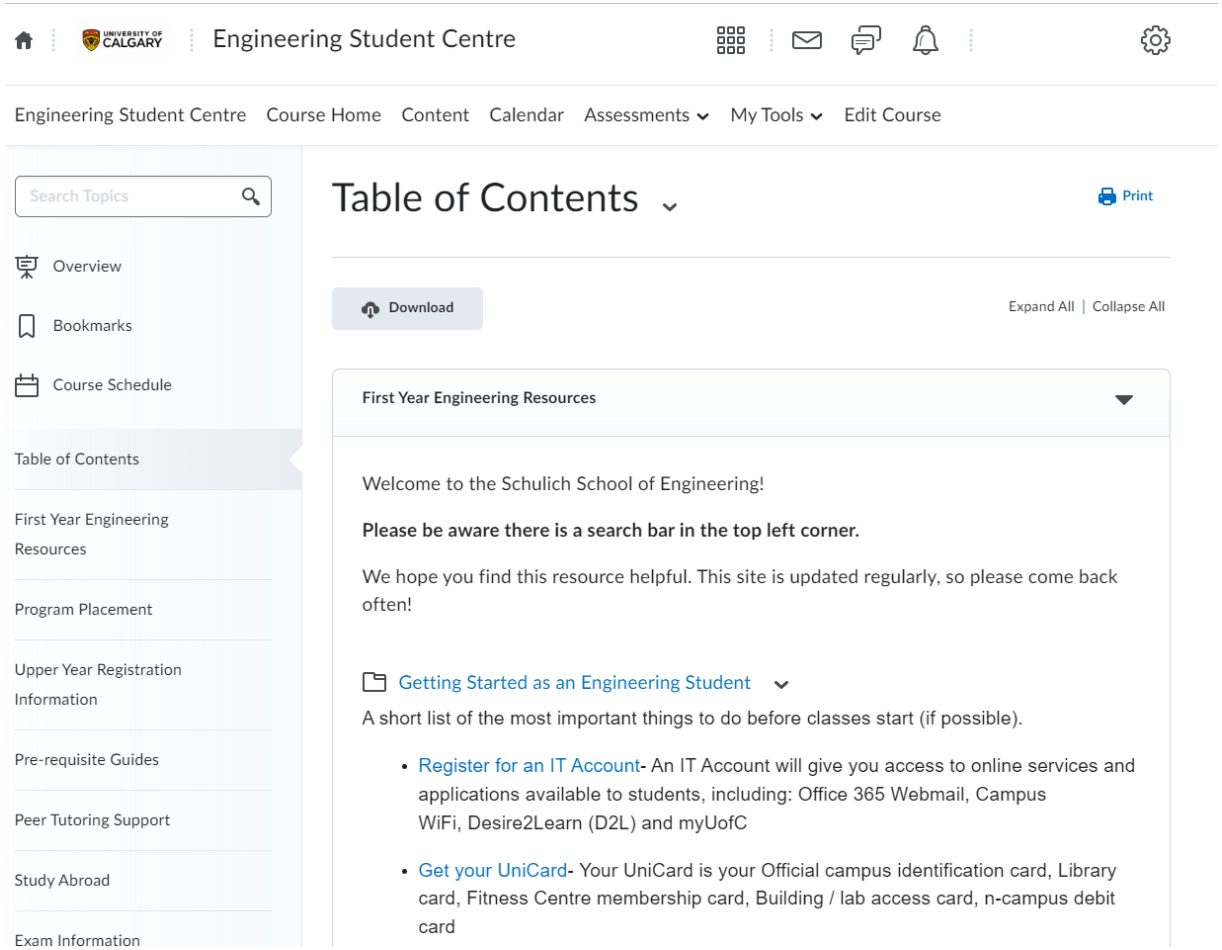
UCalgary Email

- The University requires that all electronic communications from the University be sent to your UCalgary email address.
  - **Put your UCID in your email signature**
  - Be sure to check regularly (including over the summer). You'll receive updates on program placement, Academic Review and any critical communications. Some of these will have deadlines attached.

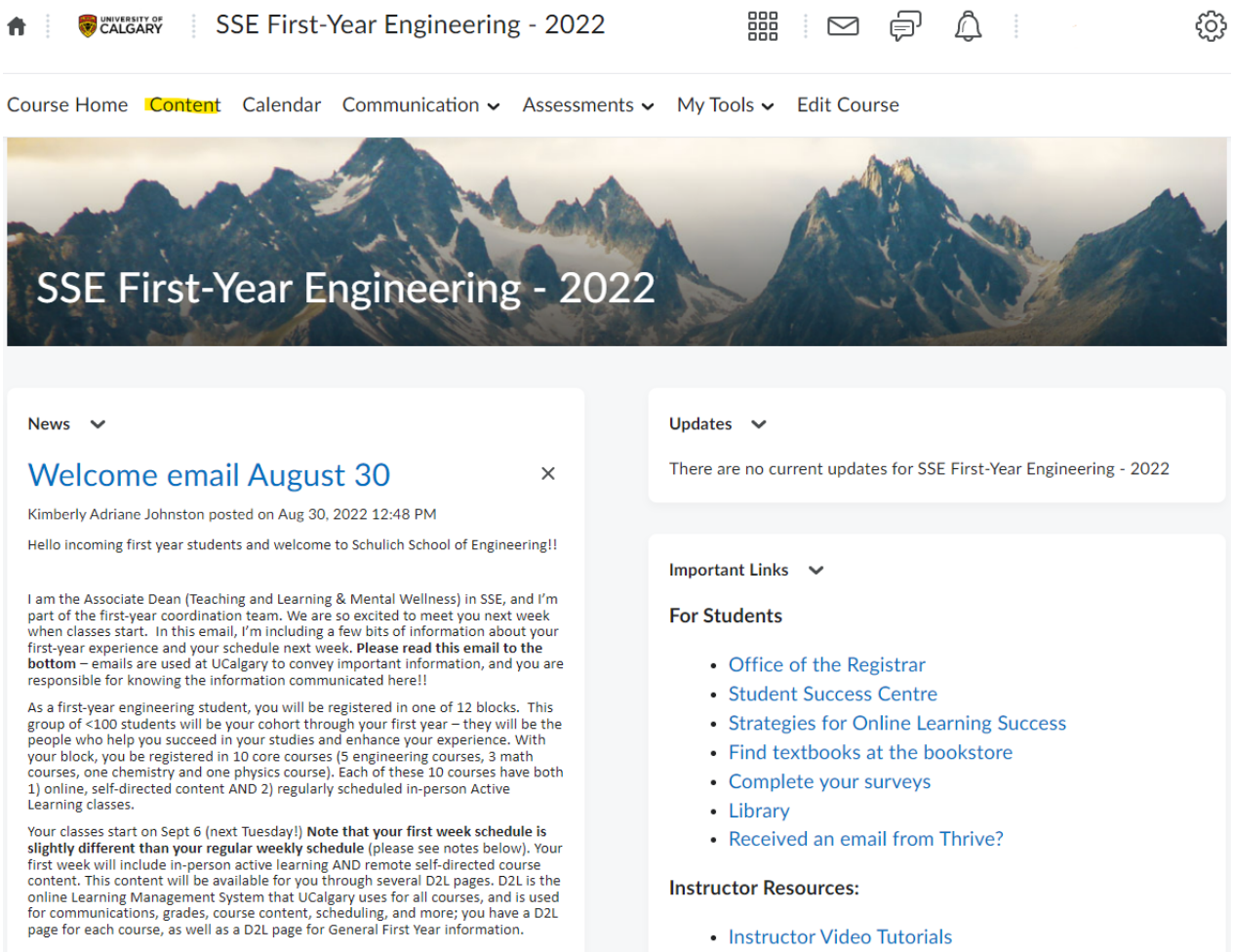
Engineering Student Centre D2L



Engineering Student Centre D2L



First-Year D2L Schedule



First-Year D2L Schedule

Table of Contents › First Week (Sept 6-9) Active Learning Content › Sept 6-9 In Person block schedule

Sept 6-9 In Person block schedule

1 of 2 — Automatic Zoom

Block 1 - ICT 217

	Tues	Weds	Thurs	Fri
800	ENGG 225 Intro		Active Learning	
830				
900	Active Learning	ENGG 201 Intro		MATH 275 Intro
930				
1000			ENGG 233 Intro	
1030		Active Learning		Active Learning
1100	MATH 211 Intro			
1130				
1200				

Block 2 - ICT 114

	Tues	Weds	Thurs	Fri
800	Active Learning	Active Learning		Active Learning
830				
900	MATH 211 Intro		ENGG 233 Intro	
930				
1000	ENGG 225 Intro	ENGG 201 Intro		MATH 275 Intro
1030			Active Learning	
1100	Active Learning			
1130				
1200				

Block 3 - ENG 03

	Tues	Weds	Thurs	Fri
800		MATH 275 Intro	ENGG 225 Intro	
830				
900	ENGG 233 Intro			
930		Active Learning	Active Learning	
1000				
1030	Active Learning			Active Learning
1100		CHEM 209 Intro	MATH 211 Intro	
1130				
1200				

Block 4 - ENG 224

	Tues	Weds	Thurs	Fri
800		Active Learning	Active Learning	
830	Active Learning			Active Learning
900		CHEM 209 Intro	MATH 211 Intro	
930				
1000	ENGG 233 Intro	MATH 275 Intro	ENGG 225 Intro	
1030				
1100		Active Learning	Active Learning	
1130				
1200				

Block 5 - ENE 123/127

	Tues	Weds	Thurs	Fri
800	Active Learning	ENGG 233 Intro		Active Learning
830				
900	ENGG 225 Intro			CHEM 209 Intro
930		Active Learning	Active Learning	
1000	MATH 211 Intro			MATH 275 Intro
1030				
1100	Active Learning			Active Learning
1130				
1200				

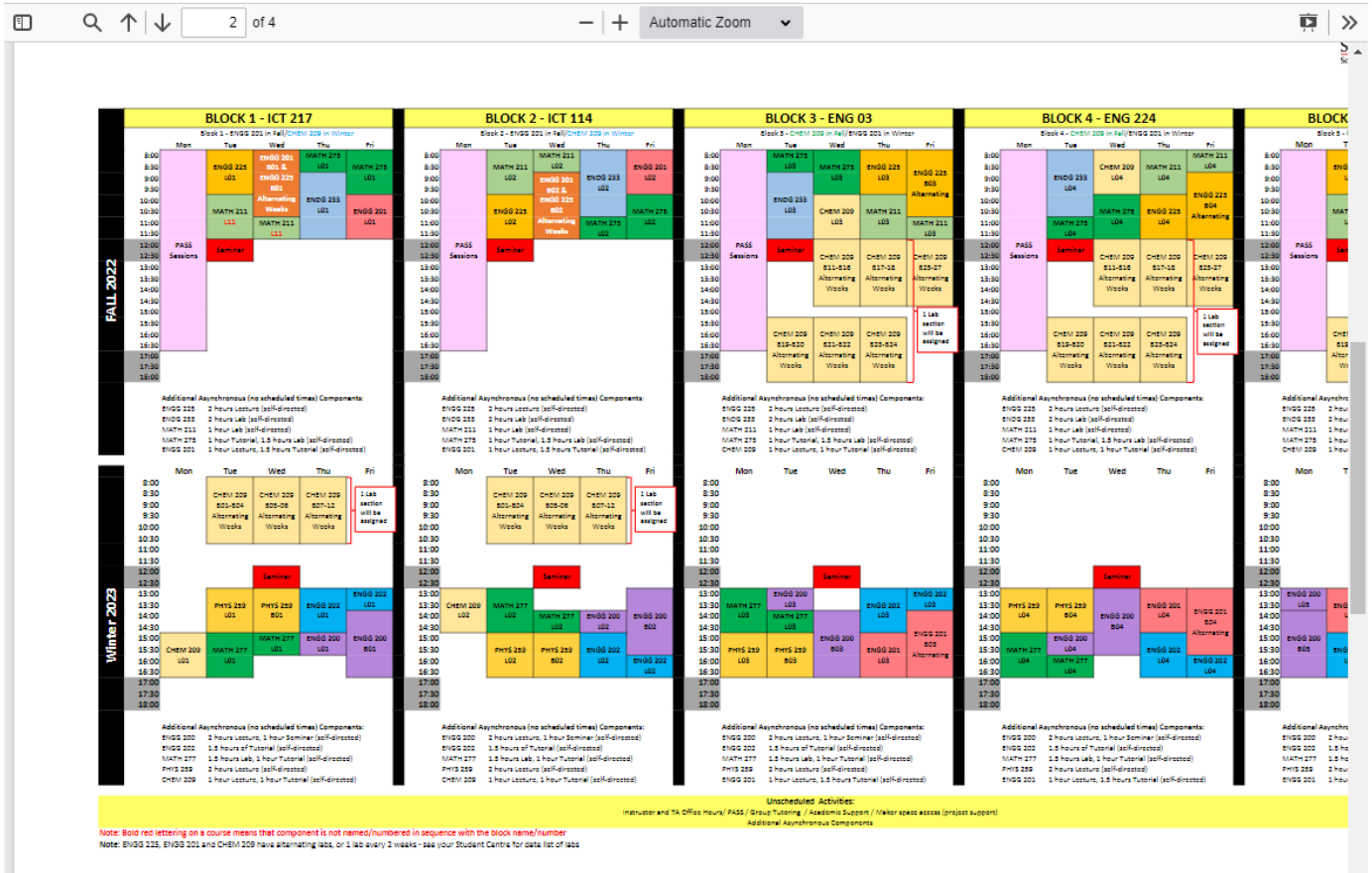
Block 12 - ENC 201

	Tues	Weds	Thurs	Fri
800	ENGG 233 Intro	Active Learning	Active Learning	
830				
900	Active Learning	CHEM 209 Intro	MATH 211 Intro	Active Learning
930				
1000		MATH 275 Intro	ENGG 225 Intro	
1030				
1100		Active Learning	Active Learning	
1130				
1200				

First-Year D2L Schedule

UNIVERSITY OF CALGARY

Block Schedules F22-W23 Updated



Schedule & Academics

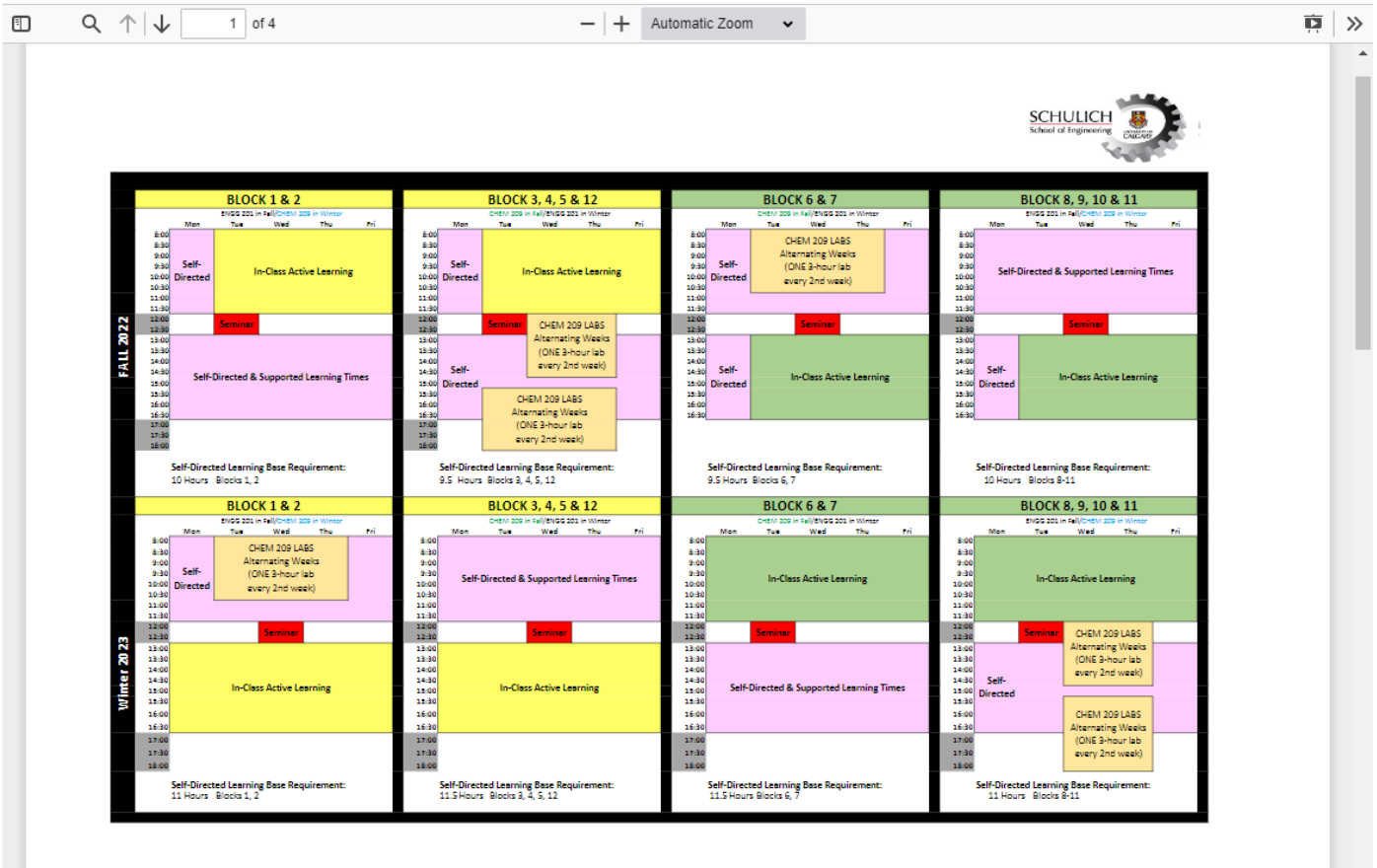
What does that mean for you?

- Your block schedule only shows **1/3** of the **actual** expected time commitment:
- You are responsible for scheduling time for:
  - Reviewing lecture materials and readings (6-10 hours/week)
  - Study time (15-20 hours/week)
  - Extra Supports (1 – 3+ hours per week)
  - Extracurricular Activities

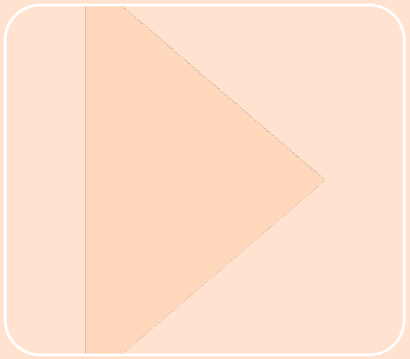
- You can expect on average **44 hours per week dedicated to Engineering**
- Active learning gives you flexibility to control your schedule, set your priorities, and customize how you spend your time.

First-Year D2L Schedule

Block Schedules F22-W23 Updated

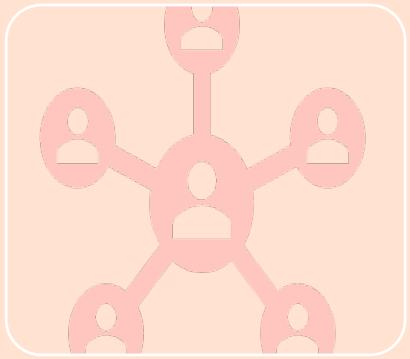


This looks like:



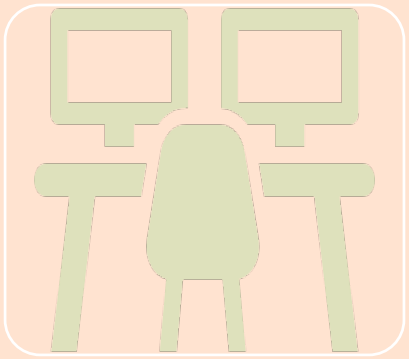
Watch the lecture content **BEFORE** Active Learning

- Attend the live streaming sessions
- Take notes
- Write down your questions



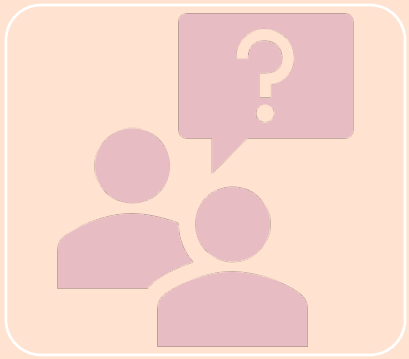
Participate in your **ACTIVE LEARNING** sessions:

- Bring your questions
- Prepare to be an engaged and participate in your blocks



Schedule **STUDY TIME**

- Assignments
- Peer Assisted Study Sessions/Tutoring
- Closed-book practice
- Review concepts



Use your **Resources**

- Learning Assistants (Free tutoring!)
- PASS
- Study Strategy appointments
- Office hours
- MakerSpace
- Clubs & Teams

Effective Learning Strategies

Effective Learning Environments

Immediate Environmental Factors

- Sound
- Temperature
- Light
- Design

Sociological Factors

- Alone vs. with others
- White noise vs. silence

Physical Factors

- Intake
- Time of day
- Mobility

Self-Regulated Learning

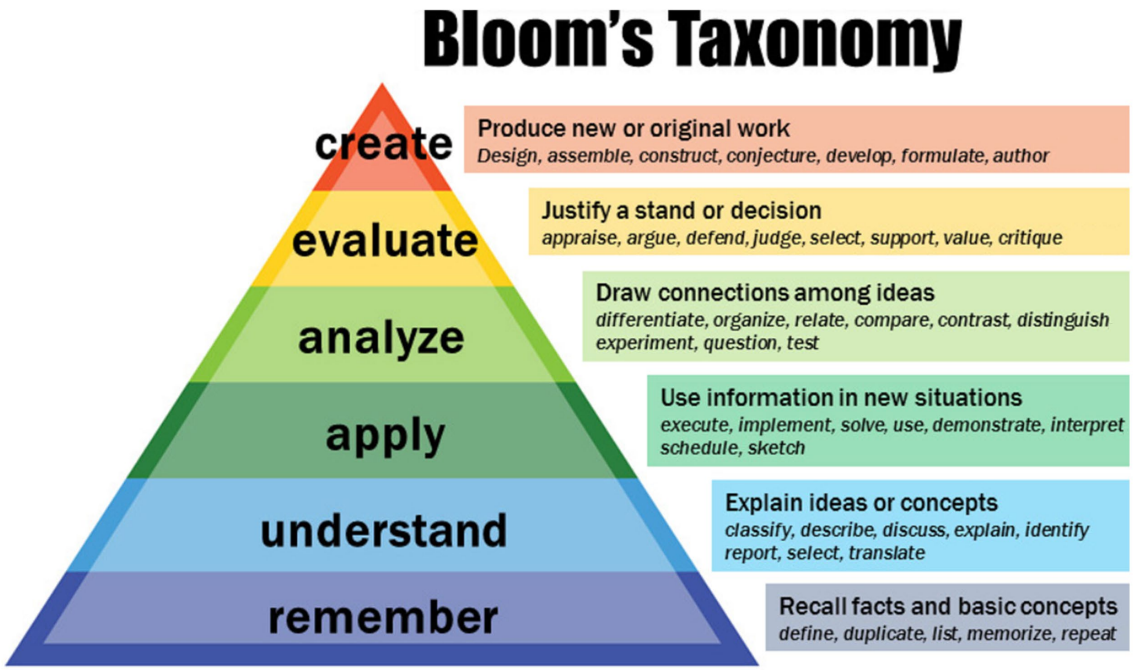
Self- Regulated Learning is a cyclical process where students set goals, monitor their performance and reflect on the outcome
(Zimmerman, 2002)

Plan
- Set intentional goals
- Come up with strategies

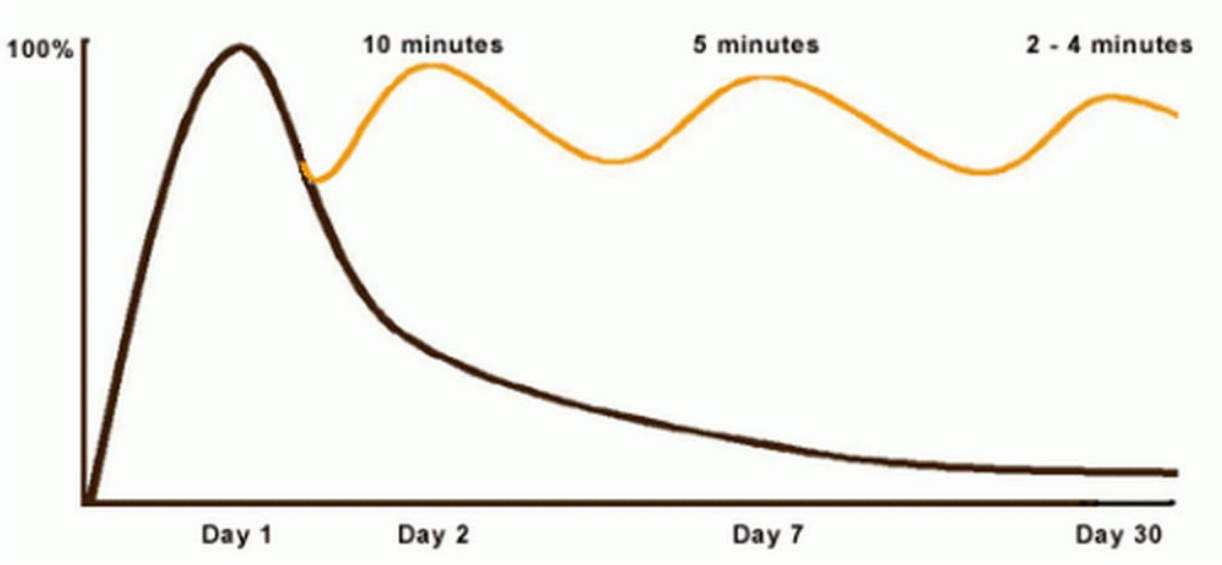
Perform
- Complete the task
- Monitoring performance

Evaluate
- Reflect on performance
- Make changes for future

What changes from High School?



The Curve of Forgetting



https://uwaterloo.ca/counselling-services/curve-forgetting

Regular review of material is critical

Self-Testing

Study/Practice	Self-testing
Location can be noisy, distracting	Location mimics test environment
Notes, textbook, computer available	Only what's allowed in actual test (e.g., calculator, pen, formula sheet, etc.)
Friends, profs, TAs can help	Solo effort
Practice problems, textbook review questions, rereading, note-making, flash cards	Answering questions in format of actual test (i.e., MC, T/F, short answer, essay, etc.)
No time limit	Timed (ideally equal to actual test)

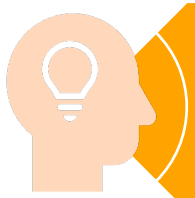
Track your performance!

UNIVERSITY OF CALGARY

Topic	Self-Test 1	Self-Test 2	Self-Test 3	Night before
Limits	✗	✓	✗	✓
Critical points	✓	✓	✓	✓
Local extrema	✗	✓	✓	✓
Absolute extrema	✗	✗	✓	✗

What happens if something isn't going well?

Supports in Schulich



Learning Assistants (Tutoring)

Peer Assisted Study Sessions

Academic Development Appointments

Office Hours

Learning Assistants

- **FREE, Drop-In learning support**
- Peer-to-peer (upper year Engineering students)
- Available throughout the week (schedule in D2L)

Learning Assistants CAN:

- Help with specific questions regarding content
- Help walk you through practice problems
- Answer questions regarding concepts, theories, and equations

Learning Assistants CANNOT:

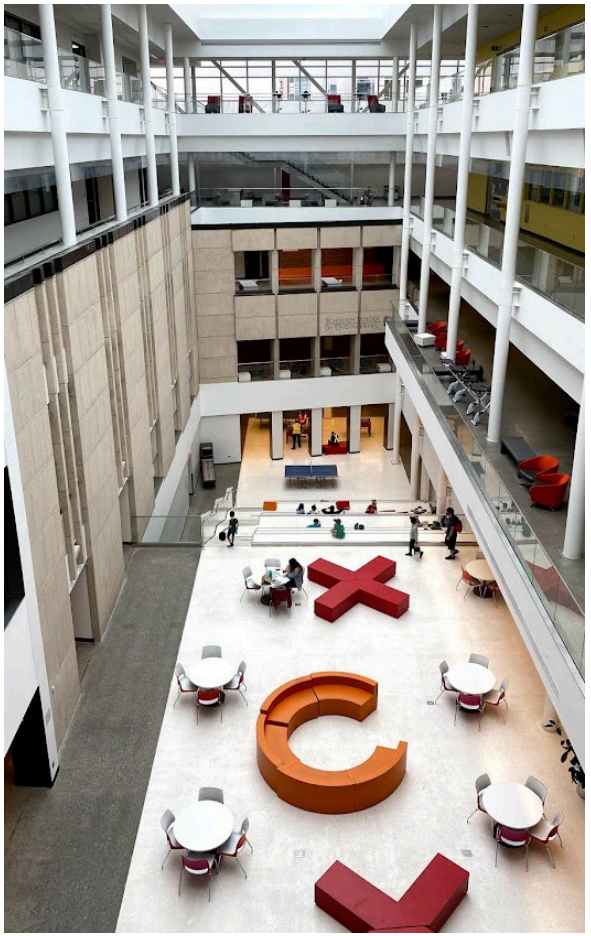
- Do your homework for you
- Mediate group project dynamics
- Tell you the answer

Peer Assisted Group Study Sessions

- **FREE**
- Upper-year students who have done well in the course work with your course instructor to review particularly challenging topics
- Midterm & Final Review Sessions
- Students who attend **5 or more sessions** in one course throughout the semester saw **1 full letter grade improvement** over their peers that did not attend.

ADS Appointments

- 45 minutes
- One-on-one
- Appointments only
  - (no Drop-In)
- Free
- Student driven
- Engineering Student Centre



“What do I talk about?”

- Time management
- Procrastination
- Exam anxiety
- Note taking
- Focus
- Self-care
- Learning environments
- Homesickness
- Getting involved
- Online learning
- Exam preparation
- Goal-setting
- Errorful learning
- Communication strategies

Advising

- Download the QLess App to join the in-person or remote advising line-ups
  - Join the QLess In-Person Line for in-person advising held in ENC 205
  - Join the QLess Remote Line for online/virtual advising on Zoom
  - Check advising times and delivery types (in-person and remote are held at different times) by visiting: https://schulich.ucalgary.ca/current-students/undergraduate/student-resources/qless
- Email engginfo@ucalgary.ca
  - Send all of your communications from your Ucalgary email
  - On EVERY email, please include your UCID (put it in your signature!)
  - Be specific – if your questions are extremely in-depth, an advisor may recommend an advising session (QLess)

References

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64-70.

Panadero, E. (2017). A review of self-regulated learning: six models and four directions for research. *Frontiers in psychology*, *8*, 422.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, *14*(1), 4-58.