Study Skills Workshop:

Class Participation

and

Student Resources

_Courage is not the absence of fear
but the ability to carry on with dignity in spite of it._
— Scott Turow

**Academic and Career Services**

Student Life

For more information/questions

Email: Kate-Lyn Danylk

Subject Line: ‘Study Skills’
CLASS PARTICIPATION

Learning at university requires that you connect yourself with information and materials and actively participate in class.

How well do you participate in class?
In class, are you the person in the corner looking out the window, the person who monopolizes class discussions, or the one with prepared notes and questions, ready to participate?

What are some things you do in class?

- ask questions
- gossip with my neighbour
- do the reading for next week
- think about other things
- give my opinion during discussions
- do homework for another class
- focus my attention on the instructor

What are some things you do before class?

- all of the assignments
- meet with a fellow student to discuss ideas
- run - I’m usually late!
- prepare discussion questions or points of clarification to ask

By discussing, sharing and comparing your ideas and understandings in class, you can deepen your own understanding of what you are learning and learn from other students, as well as from the professor and the textbooks.

Professors appreciate your participation because it helps them to know if you understand what is being taught or if you need further explanation or other help.

How to participate:
- answer questions from the professor
- answer questions from other students
- put questions to the professor and/or to other students
- make comments and give your own opinion
  - about what the professor says, about reading for the class, about comments the other students make
- summarize a discussion or an argument
- report to the whole class on a small-group discussion

The best way to sound like you know what you’re talking about is to know what you’re talking about.
- Author Unknown

Grasp the subject, the words will follow. – Cato The Elder
Preparing to Participate:

Before class
Pre-read:
  o Ensure that you do the pre-reading early, so that you have time to think about what you have read before the class.
Prepare questions:
  o Make a note of anything you are not clear about, and prepare a question to clarify your understanding.
Review notes taken at previous classes:
  o Make a note of any ideas which may be useful to you in writing assignments or broadening your reading.
Prepare responses:
  o When you read, engage with the ideas critically and actively. Note ideas about which you have strong opinions, positive or negative.
Use visualization:
  o Think about the questions and comments you have thought of, and visualize in your mind how the discussion will go. Imagine yourself taking part: using people's names, getting their attention, asking questions, and commenting on what you've read and on what other people are saying.
Attend all classes; bring the right material; get enough sleep.

During class
Watch for body language:
  o Watch for verbal and physical cues which tell you that a speaker is preparing to finish speaking. This will help you know when to get ready to talk or when to start an interruption.
Use body language:
  o Make eye contact with the person managing the discussion; use your hand to let them know you have something to say. Lean forward in your seat as a signal that you wish to speak.
Sit opposite the professor:
  o This will make it easier to signal your interest in speaking. Don’t sit behind other people or right at the back of the room.

Ways to Participate:
  o Signal an intention to say something; interrupt appropriately,
  o Comment on, respond to, agree or disagree with a previous speaker,
  o Shape the discussion – link it to the readings,
  o Acknowledge lack of familiarity, speculate: there is not always a 'right' answer,
  o Express confusion – ask for something to be repeated.

Expect to feel nervous!

Courage is what it takes to stand up and speak;
courage is also what it takes to sit down and listen.
– Winston Churchill
Resources to Assist YOU

**Academic Advising** and **Adult Learner Services** (1C16)
- problem solving and referrals
- provide information about programs, courses, and university requirements in the Faculties of Arts, Science, Business & Economics, Kinesiology
- assist you in developing your education plans
- provide feedback on your course selection and assist with the registration process
- . . . and much more

**Accessibility Services** (1A08)
- facilitates and promotes the ongoing development of an accessible learning environment which provides students with disabilities or medical conditions the opportunity to participate fully in all aspects of campus life.
- supports and services provided to students with learning, physical and visual disabilities, mental health issues, deaf or hard of hearing, chronic illness as well as both temporary and recurring medical conditions

**Counselling Services** (2nd floor, RecPlex)
- free personal counselling
- you need not be concerned that your struggle is “too insignificant, or too tragic, or too weird”. If you are ever ‘weighed down’ about something, you are welcome to meet with a UW counselor to address any personal difficulty, dilemma, or opportunity.
- counselling is a confidential, collaborative, conversational process that makes a practical, positive difference!

**Mentor Program** (1st floor, Sparling Hall)
- support for new first time students to make the transition to a new school or new city
- building community on campus

**Student Intake & Conduct Services** (2nd floor, RecPlex)
- Supporting students on their path to wellness
- 988-7611, j.hodgson@uwinnipeg.ca

**The Tutoring Centre** (3G10 & 3G11)
- Offers one-on-one peer tutoring in writing, math and sciences
- As well as small group tutoring in math and sciences
- Book an appointment 786-9129
- For information tutoringcentre.uwinnipeg.ca
- Best success:
  - Come early and often.
  - Peer tutors can help you at any stage of learning, not just at deadlines.
  - Bring the course assignment with you to an appointment.
  - Peer tutors are there to *supplement* instruction.
- What not to do:
  - Think you’ll receive proofreading, editing, “checking,” or polishing work.
  - Show up a day or two before your papers are due (or within hours).
  - You need time to think about, act on, and integrate the substantive help you will receive.